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MARKETING STRATEGIES OF THE AMERICAN ASSOCIATION
OF BIBLE COLLEGES DIRECTED TOWARD STUDENTS
WITH NONRELIGIOUS VOCATIONAL GOALS

DISSERTATION

Presented to the Graduate Council of the
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By

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The primary purpose of this study was to determine the marketing strategies for attracting students who have nonreligious vocational goals (NRVG) that are employed by Bible colleges that are either accredited or candidates for accreditation of the American Association of Bible Colleges (AABC). Primary subpurposes were to determine the AABC's interest in marketing themselves to NRVG; practice of educational marketing strategies toward NRVG; career planning programs and placement services available to NRVG; approaching employers with placement services for NRVG; making available seminars, placement services, and alumni networking for NRVG; and difference in marketing to NRVG according to a colleges' denomination, size, three year growth pattern, and estimated percentage of NRVG.

An overview of the literature pertaining to educational marketing and marketing for a liberal arts education was given.

The population chosen for this study was the accredited (87) and candidate for accreditation (15) Bible

colleges of the AABC (102). Eighty (78.4%) colleges actually responded. The design of this study was survey research using a mailed questionnaire as the principal source of data collection. The statistics utilized were parametric (e.g., one-way analysis of variance and t test) and nonparametric (e.g., chi square).

The results of the study indicated that AABC colleges were interested in marketing themselves to students with NRVG. Many of the colleges practiced common educational marketing strategies, but much more could be done. AABC colleges offered a number of effective career planning programs and placement services, but failed to offer several strategic programs. The Colleges have approached employers in order to place students, but not to the extent they could. AABC colleges have not served or involved their alumni to the extent they could. The marketing strategies of the AABC did not significantly differ based on a college's denomination, size, three year growth pattern, and estimated percentage of students with NRVG. However, each of the four sets did have significant results.

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TABLE OF CONTENTS

ACKNOWLEDGMENTS iii

LIST OF TABLES vi

Chapter

I. INTRODUCTION 1

 Statement of the Problem

 Purpose of the Study

 Research Questions

 Background of the Study

 Significance of the Study

 Definition of Terms

 Delimitations

 Basic Assumptions

 Organization of the Study

II. REVIEW OF THE LITERATURE 30

 An Overview of Educational Marketing

 The Background of Educational Marketing

 The Practice of Educational Marketing

 The State of Educational Marketing

 Marketing for a Liberal Arts Education

 The Tension Between a Liberal Arts Education and a Career Education

 The Relationship of the Bible College to the Liberal Arts College

 The Need for a Liberal Arts Education

 A Liberal Arts Education in Business

 Preparing the Liberal Arts Major for a Career in Business

 Summary

III. PROCEDURES FOR COLLECTION OF DATA 82

 The Population

 Instrumentation

 Collection of Data

 Procedures For Analysis of Data

IV. PRESENTATION OF THE DATA	91
Demographic Data	
Enrollment Information	
The Marketing Emphasis toward the Student with NRVG	
Educational Marketing Strategies to the Potential Student with NRVG	
Educational Marketing Strategies to the Current Student with NRVG	
Educational Marketing Strategies to Alumni in NRV	
Summary	
V. SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	209
Summary	
Discussion	
Conclusions	
Recommendations	
APPENDICES	
A.	241
B.	245
C.	247
BIBLIOGRAPHY	258

LIST OF TABLES

Table	Page
1. AABC Population and Subpopulation	94
2. Colleges Grouped by Size of Student Body; Three Year Growth Percentage; and Estimated Percentage of NRVG	96
3. Fall Enrollment (Denomination)	98
4. Fall FTE (Denomination)	99
5. Fall Estimated Percentage of NRVG (Denomination)	100
6. Respondent's Title	102
7. Marketing Emphasis to NRVG (Denomination), Parametric	104
8. Marketing Emphasis to NRVG (Denomination), χ^2 Test	106
9. Marketing Emphasis to NRVG (Denomination), Nonparametric	107
10. Marketing Emphasis to NRVG (Size of Student Body), Parametric	109
11. Marketing Emphasis to NRVG (Size of Student Body), χ^2 Test	111
12. Marketing Emphasis to NRVG (Size of Student Body), Nonparametric	114
13. Marketing Emphasis to NRVG (Three Year Growth Percentage), Parametric	115
14. Marketing Emphasis to NRVG (Three Year Growth Percentage), Nonparametric	117
15. Marketing Emphasis to NRVG (Estimated Percentage of NRVG), Parametric	119

16.	Marketing Emphasis to NRVG (Estimated Percentage of NRVG), <u>t</u> Test	120
17.	Marketing Emphasis to NRVG (Estimated Percentage of NRVG), Nonparametric	121
18.	Marketing Strategies to Potential NRVG (Denomination), Question 11	124
19.	Marketing Strategies to Potential NRVG (Denomination), Questions 12-13	127
20.	Marketing Strategies to Potential NRVG (Denomination), Question 14	129
21.	Marketing Strategies to Potential NRVG (Size of Student Body), Question 11	131
22.	Marketing Strategies to Potential NRVG (Size of Student Body), Questions 12-13	133
23.	Marketing Strategies to Potential NRVG (Size of Student Body), Question 14	134
24.	Marketing Strategies to Potential NRVG (Three Year Growth Percentage), Question 11	136
25.	Marketing Strategies to NRVG (Three Year Growth Percentage), Questions 12-13	139
26.	Marketing Strategies to Potential NRVG (Three Year Growth Percentage), Question	140
27.	Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), Question 11	141
28.	Marketing Strategies to NRVG (Estimated Percentage of NRVG Students), Questions 12-13	144
29.	Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), Question 14	145
30.	Marketing Strategies to Potential NRVG (Denomination), Question 15	147

31.	Marketing Strategies to Potential NRVG (Size of Student Body), Question 15	148
32.	Marketing Strategies to Potential NRVG (Three Year Growth Percentage), Question 15	150
33.	Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), Question 15	151
34.	Marketing Strategies to Potential NRVG (Denomination), Question 16	153
35.	Marketing Strategies to Potential NRVG (Size of Student Body), Question 16	155
36.	Marketing Strategies to Potential NRVG (Three Year Growth Percentage), Question 16	156
37.	Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), Question 16	158
38.	Marketing Strategies to Potential NRVG (Denomination), Questions 17-18	159
39.	Marketing Strategies to Potential NRVG (Denomination) Questions 19-20	161
40.	Marketing Strategies to Potential NRVG (Size of Student Body), Questions 17-18	162
41.	Marketing Strategies to Potential NRVG (Size of Student Body), Questions 19-20	164
42.	Marketing Strategies to Potential NRVG (Size of Student Body), <u>1</u> Test	165
43.	Marketing Strategies to Potential NRVG (Size of Student Body), <u>2</u> Test	166
44.	Marketing Strategies to Potential NRVG (Three Year Growth Percentage), Questions 17-18	168

45.	Marketing Strategies to Potential NRVG (Three Year Growth Percentage), Questions 19-20	170
46.	Marketing Strategies to Potential NRVG (Three Year Growth Percentage), \pm Test	171
47.	Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), Questions 17-18	172
48.	Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), \pm Test	148
49.	Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), Questions 19-20	175
50.	Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), \pm Test	176
51.	Marketing Strategies to Potential NRVG (Denomination), Question 21	178
52.	Marketing Strategies to Potential NRVG (Denomination), Question 22	180
53.	Marketing Strategies to Current NRVG (Size of Student Body), Question 21	182
54.	Marketing Strategies to Current NRVG (Size of Student Body), Question 22	184
55.	Marketing Strategies to Current NRVG (Three Year Growth Percentage), Question 21	186
56.	Marketing Strategies to Current NRVG (Three Year Growth Percentage), Question 22	188
57.	Marketing Strategies to Current NRVG (Estimated Percentage of NRVG), Question 21	190
58.	Marketing Strategies to Current NRVG (Estimated Percentage of NRVG), Question 22	191
59.	Alumni (Denomination and Size of Student Body), Questions 23-27	194

60. Alumni (Three Year Growth Percentage
and Estimated Percentage of NRVG),
Questions 23-27 195

CHAPTER I

INTRODUCTION

Higher education in North America experienced tremendous growth in student enrollments beginning in the mid-sixties. During this era, questions concerning higher education growth dealt with what to do with all of the students and how to elevate acceptance standards. An enrollment shift has changed the growth questions to deal with how to recruit more students and how to legitimately lower acceptance standards. This enrollment shift has affected all of North America and has caused change in three areas--the traditional age of the students, the percentage of full-time students, and the majors selected by students.

The first area of enrollment change is in the decrease of the number of traditional age students (ages 18-24). This has come primarily because of the numerical peaking of the 18 year old age group in 1979. The "baby-boom" period in North America following World War II enabled and fostered the numerical growth period in higher education of the 1960's. The baby-boom phenomenon has now out grown the traditional age period of college students. The net effect has been a decrease in the number of traditional age students eligible for and actually in college. In addition

to the decrease in the number of traditional age students, the proportion of older, nontraditional age students has increased resulting in an older student body.¹

The second area of enrollment change is the decrease in number of full-time students and conversely the increase in the number of part-time students. The number of part-time students increased 120%, while number of full-time students only increased 51% from 1966 to 1977.² Pat Cross points out that, "More than 40% of all college students in the United States are now 25 or older, and 42% attend part-time."³ The National Center for Education Statistics published statistics, which documented this change. These statistics indicated a gradual decrease in the total enrollment. There will be a decrease in the number of full-time and an increase in the number of part-time students. Public college attendance will continue to numerically

¹John J. Losher and Bob W. Miller, "Marketing: Viable Concepts & Strategies for Higher Education," in Recruiting, Marketing, and Retention in Institutions of Higher Education, eds. Bob W. Miller and John P. Eddy (Lanham, Maryland: University Press of America, 1983), 5-6.

²Ibid.

³Patricia K. Cross, "Adult Education in the Twenty-First Century," Journal of Adult Training 1 (Fall 1988): 8.

surpass private colleges.⁴ It is significant to this study to note the forecast of continued loss of private college students.

The general trend of an increasing population age will also affect the age of the student body. Combined with the above age statistics, it is clear that education will continue to see a significant increase in the age of its population.⁵

The third area of enrollment change is the kind of majors selected by students. Students are rejecting the traditional majors, such as those in the social sciences, education, philosophy and religion, of the 1960's and selecting the more pragmatic majors, such as business, engineering, and computer science/systems analysis.⁶ These newly selected majors emphasize current and future areas of job increases. It is interesting to note the decrease in the undecided major area. Students are coming to college

⁴Department of Education, National Center for Education Statistics, Projections of Educational Statistics to 1992-93, by Debra E. Gerald, ([Washington, D.C.]: U.S. Department of Education, National Center for Education Statistics, July 1985), 46-83.

⁵Three Thousand Futures, by the Carnegie Council: Final Report on Policy Studies in Higher Education (San Francisco: Jossey-Bass, Publishers, 1980), 168-169.

⁶Jan Krukowski, "What Do Students Want?," Change 17 (May/June 1985): 24.

for a specific reason.

Bible colleges have been significantly affected by the recent changes in student enrollment trends. Statistics since 1966 from the Annual Reports of the American Association of Bible Colleges (hereafter designated AABC) indicate an agreement with the national enrollment trends. The Reports demonstrate a steady growth in AABC total enrollments and in the total number of member colleges until a decline beginning in 1986. Total enrollments for accredited and associate member colleges was at its peak in 1985 with 34,286 and in 1987 it dropped to 31,797. The total number of member colleges, likewise, peaked in 1985 with 102 and dropped to 98 in 1987. There has also been a slow but steady decline in the percentage of Full-time equivalent enrollment (FTE) in relation to the total enrollment from 1970. The percentage of FTE was 94.8% in 1966 and in 1987 it was 87.8%. While this figure does not indicate the actual percentage of part-time or full-time students, it indicates a decrease in the number of full-time students. In general, Bible colleges find themselves positioned so that the current enrollment trends will adversely affect them.⁷

⁷American Association of Bible Colleges Annual Reports (Fayetteville, AR: American Association of Bible Colleges, 1966), 1-2; (1970), 2-3; (1975), 2-3; (1980), 2-

The first two areas of enrollment change, the decrease in traditional age of students and the decrease in the number of full-time students, have greatly affected the Bible colleges. Since Bible colleges tend to be small, they find it difficult to generate the flexibility needed to meet the educational needs of the older student and the part-time student. The resultant low enrollments are a critical problem for Bible colleges, since they generate the bulk of their revenues from tuition.⁸ The significant increase in the percentage of older and part-time students has decreased another important source of revenue for Bible colleges--housing and meals.

The third area of enrollment change, the kind of majors selected by students, is also a negative trend for Bible colleges. The national trend of disinterest in a major in philosophy and religion has been felt in Bible colleges.⁹ The problem has been compounded by the fact that the colleges are private--and the enrollment forecast private colleges is one of decreasing enrollments.¹⁰ Bible

3; (1985), 12-13; (1986), 16-17; and (1987), 18-19.

⁸Ken Sidey, "Bible Colleges Search For Students, Future," Moody Monthly 88 (October 1987): 94.

⁹Krukowski, 24.

¹⁰Department of Education, 49.

colleges are, therefore, faced with three significant enrollment hurdles--the traditional age of the students, the percentage of full-time students, and the majors selected by students, which they must overcome if they are to continue in the future.

Besides the three enrollment hurdles to overcome, the primary mission of the Bible college has been challenged. Historically and for many Bible colleges today, its primary mission is to prepare young men and women for full-time Christian service vocations (i.e., professional Christian ministries or church vocations). Today, interest in this mission has decreased among college age students, including evangelical students--the traditional source of students for the Bible college. While Bible colleges have always attracted students who were not intending to go into full-time Christian service (i.e., students with nonreligious vocational goals), many Bible colleges have had a difficult time believing that these students could also be an important part of their mission. Many see the issue as one of choosing between students with vocational goals in full-time Christian service versus students with nonreligious vocational goals.¹¹

The issue Bible colleges face is not whether they

¹¹Sidey, 96-97.

should drop their foundational mission--of educating students with vocational goals in full-time Christian service, but whether they should incorporate into their overall mission students with nonreligious vocational goals. Should Bible colleges deliberately market their Bible education programs to these students? Would it be contrary to their mission to "ground" these students in the basics of the Bible? Would developing a biblical perspective within these students who could become leaders in their chosen nonreligious vocations be in harmony with the foundational mission of Bible colleges? To be consistent with the concept of an absence of a dichotomy between clergy and laity and to survive the adverse affects of the previously discussed enrollment trends, Bible colleges must incorporate students with nonreligious vocational goals into their mission.

The purpose of this study will not be to prove that Bible colleges may feel the need to incorporate students with nonreligious vocational goals into their mission. Apparently, these students are already in the colleges, since the latest study shows that forty percent of all Bible college graduates are not in full-time Christian

service.¹² Any casual perusal of a typical Bible college catalog will provide illustrations of current programs already in place for these students (e.g., one year certificate programs, evening and lay programs, etc.). Instead this study will document what is actually occurring in the marketing of Bible colleges to these students. Since Bible colleges appear to be reluctant to reevaluate their mission, they also have appeared to be reluctant to study their marketing strategy to this group. To date no study has been found in this specific marketing area, nor in the broader area of the marketing practices of Bible colleges. Therefore, a study is needed which would describe the current marketing strategy for students with nonreligious vocational goals.

A study which describes the current marketing strategy should be comprehensive in scope. A comprehensive scope includes a marketing strategy for potential students, current students, and graduates of the Bible college who have nonreligious vocational goals. With the information gleaned from this study a comparison should be made to the abundant literature available on educational marketing and

¹²Kenneth Bosma and Michael O'Rear, Educational Experiences and Career Patterns of Bible College Graduates (Fayetteville, AR: American Association of Bible Colleges, 1981), 46.

the comprehensive marketing strategies that liberal arts colleges are using. A theoretical model of a comprehensive marketing strategy for these students might then be developed; a model that many Bible colleges could and would emulate to the extent that it fit their particular situation and needs.

Statement of the Problem

The problem addressed in this study was the marketing strategies employed by accredited and candidate for accreditation Bible colleges of the American Association of Bible Colleges (AABC) for students who have nonreligious vocational goals.

Purpose of the Study

The primary purpose of this study was to determine the marketing strategies employed by accredited and candidate for accreditation Bible colleges of the American Association of Bible Colleges (AABC) for students who have nonreligious vocational goals.

The following subpurposes utilized to carry out this study were:

1. To determine to what extent Bible colleges are interested in formally marketing themselves to the student who has nonreligious vocational goals;
2. To determine to what extent Bible colleges are practicing common educational marketing strategies

- involving product, distribution planning (or placement of programs), pricing, and promotion to the student who has nonreligious vocational goals;
3. To determine to what extent career planning programs and placement services are available to the student who has nonreligious vocational goals;
 4. To determine to what extent Bible colleges approach employers with placement services for the student who has nonreligious vocational goals;
 5. To determine to what extent Bible colleges make available seminars, placement services, and alumni networking (with students who have nonreligious vocational goals) for alumni who are employed in nonreligious vocations;
 6. To determine if the marketing of Bible colleges directed toward students with nonreligious vocational goals differs according to a colleges' denominational affiliation; and
 7. To determine if the marketing of Bible colleges directed toward students with nonreligious vocational goals differs according to a colleges' size, a colleges' three year growth pattern, and a colleges' estimated percentage of students with nonreligious vocational goals.

Research Questions

In order to fulfill the purposes of this study the following research questions were formulated:

1. To what extent are Bible colleges interested in formally marketing themselves to the student who has nonreligious vocational goals?
2. To what extent do Bible colleges practice common educational marketing strategies for the student who has nonreligious vocational goals?
3. To what extent do Bible colleges make available career planning programs and placement services for the student who has nonreligious vocational goals;

4. To what extent do Bible colleges approach employers with placement services for the student who has nonreligious vocational goals;
5. To what extent do Bible colleges make available seminars, placement services, and alumni networking (with students who have nonreligious vocational goals) for alumni who are employed in nonreligious vocations;
6. Does the marketing of Bible colleges directed toward students with nonreligious vocational goals differ according to a colleges' denominational affiliation?
7. Does the marketing of Bible colleges directed toward students with nonreligious vocational goals differs according to a colleges' size, a colleges' three year growth pattern, and a colleges' estimated percentage of students with nonreligious vocational goals.

Background of the Study

A Brief History and Distinctions of Bible Colleges

The first Bible colleges were Nyack Missionary College established in 1882 by A. B. Simpson and Moody Bible Institute established in 1886 by Dwight L. Moody. Simpson was motivated to found the college "out of his deep concern for the peoples and nations that had never been touched by gospel light." Moody was motivated out of a compassion to do something about the "neglected, unevangelized masses in the urban centers of America and Britain." Both overseas and at home the need for Bible colleges was to prepare students for Christian ministries through a program of (1) Bible/theology and (2) practical training. A third element

was added by Simpson--(3) general education which included public speaking, philosophy, natural science and english. These three elements established the pattern for the Bible college movement. The first two elements are typical of three-year diploma programs associated with what is called "Bible institutes." When the third element is added, the institution becomes a degree granting school called a "Bible college" (see Definition of Terms). Both types of schools can be accredited by the AABC, which indicates a high level of academic excellence. The past twenty to thirty years has seen a shift from a preponderance of Bible institutes to a preponderance of Bible colleges.¹³

The early Bible colleges and institutes were often called "Bible training schools." This title was descriptive of many of the institutions, since many were two year, nongraded programs. The emphasis was on biblical and practical subjects which quickly prepared men and women to go into Christian ministry. Christian ministry was not limited to full-time Christian service or employment. Moody spoke of his "gap men" which referred to men and women who stood in the "gap" between the professional seminarians and

¹³S. A. Witmer, The Bible College Story: Education with Dimension (Fayetteville, AR: American Association of Bible Colleges, 1970), 23-24, 37.

the average person in the pew.¹⁴ After a time it became obvious that a more rigorous academic program was needed.

The American Association of Bible Colleges was founded in 1947 under the counsel of John Dale Russell and other educators. Its aim is to provide accreditation to Bible colleges and generally to assist Bible colleges in their mission and in the pursuit of academic excellence. The Association is "recognized by the United States Department of Education, the Department of Justice, the Veterans Administration, and other relevant federal agencies. It is a constituent member of the American Council on Education and is recognized by various state boards of education and other bodies concerned with educational matters." It is also "a member of the Council on Postsecondary Accreditation (COPA) in the national institutional category of accrediting agencies."¹⁵

The AABC Directory gives the following current distinctions of Bible colleges--purpose, curriculum, student ministries, and status.¹⁶ It should be noted that most

¹⁴Ibid, 36, 43-46.

¹⁵American Association of Bible Colleges Manual (Fayetteville, AR: American Association of Bible Colleges, 1984), 2-3.

¹⁶American Association of Bible Colleges Directory (Fayetteville, AR: American Association of Bible Colleges, 1987-88), 1-2.

programs are four years in length, but one, two, three, and five year programs do exist.

Purpose

Bible colleges assist men and women in the development of a Biblical worldview, providing a basis for ministry in our post-Christian society. Preparation is provided for "church-related" vocations, as well as for advanced study in church-related fields.

Curriculum

Biblical Studies. A major in Bible is required of all students. The goal is not to amass knowledge, but to develop in students the ability to think and act Biblically as they seek to impact those segments of society to which God has called them to minister.

General Education. Besides developing skill levels in grammar, composition, speech, and math that are expected of a college graduate, general education engenders an awe of our Creator God. It also enables students to grapple with the philosophical underpinnings that form the basis of the worldviews of those to whom they will be ministering.

Professional Preparation. This segment of the curriculum enables students, first, to confirm their perceived gift, and, second, to develop the knowledge and skills appropriate to their professional calling.

Student Ministries

An "ivory tower" experience is no education. Hence, Bible colleges require that each student be involved in some aspect of ministry. To become involved first-hand in the lives of those around us is the closest to the education that Jesus provided for the Twelve.

Status

Without exception, AABC member colleges are private, non-profit institutions. Almost all possess degree-granting authority.

The three elements of today's Bible college curriculum-- biblical studies, general education, and professional preparation--are identical to the three elements of A. B. Simpson's Bible college. "Student ministries," also an essential aspect of the early Bible college movement, is still seen as an integral part of a Bible college education.

Bible colleges should be distinguished from Christian liberal arts colleges. They are similar in having a biblical philosophy of education. Both seek to personally develop students in a biblical "world-view." Both deepen and broaden a student's education by offering general education courses. A liberal arts college emphasizes a liberal arts education. While Bible/theology courses are offered, very few out of the total program, are required for a degree. The majority of their students obtain degrees in and work in secular or nonreligious vocations. Bible colleges have traditionally had as their primary objective to be one of preparing students to work in Christian ministries or church-related vocations. Majors are generally in biblical studies with specializations in various Christian-related ministries. So Bible colleges are

a specialized category or a subset of the Christian liberal arts colleges.¹⁷

Bible colleges also differ from seminaries. They are post-high school institutions versus post-college institutions, like the seminaries. Seminaries tend to specialize in pastoral ministry versus broader Christian ministries like the Bible colleges.¹⁸ It should be noted that there is clearly some overlapping of functions by these institutions. In an age of increased specialization and increased education, seminaries are becoming the terminal institutions of pastoral ministries as well as other Christian ministry vocations. Since seminaries normally accept any bachelor level degree as an entrance requirement, more ministerial students are by-passing Bible colleges and entering schools which enable a broader educational background at the undergraduate level.

The religious background of Bible colleges is typically conservative protestant. The AABC has about fifty colleges with denominational affiliation as well as many with no or independent religious affiliations. They all share a common core of evangelical doctrine. Doctrines such as the trinity, sinfulness of man, the necessity of

¹⁷Witmer, 25.

¹⁸Ibid.

salvation, the deity of Jesus Christ, and the authority and inspiration of the Bible are considered to be biblically taught.¹⁹

The Trend of Consumerism and Education

A number of trends have affected the higher education environment in North America. In the introduction three enrollment trends cited and discussed were the traditional age of the students, the percentage of full-time students, and the majors selected by students. Another critical trend affecting higher education today is the trend of consumerism. The consumerism trend refers to the increase in the public's demand for personal fulfillment of its particular needs.

Prior to World War II, higher education determined and shaped its own destiny. The relatively singular purpose of higher education was to provide a broad liberal education with an intent to pass-on culture and a body-of-knowledge. After World War II, higher education opened its cloister doors to society at large. Society was not content to be a colleague, but demanded a determining role in what it saw as the "purposes" of education. The purposes of higher education were based on a societal marketplace philosophy.

¹⁹Ibid, 57-58.

Gradually, a shift in emphasis occurred to one of vocational and discipline specialization.²⁰

Consumerism has been felt in all aspects of society, not just education. Government has felt consumerism in a shift in the public's level of involvement.²¹ Business and industry have felt a significant shift in consumer values. According to Greysor, a marketing professor at Harvard, "the competitive environment has been radically altered by shifting consumer values, deregulation and foreign competition." Business and industry, even established, traditional ones, have responded with an increased effort in marketing. Marketing has become a necessary tool for businesses such as Bethlehem Steel, Deere & Co., AT&T, and even hospitals. In a recent poll, more than half of the executives at 250 corporations ranked marketing as "the most important strategy of the '80s."²²

The practice of marketing has traditionally been the exclusive property of business. Until it was introduced to

²⁰"Integrity in the College Curriculum," The Report of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees (Washington, D.C.: The Association of American Colleges Committee, 1985); as reported in Higher Education Chronicle, 13 February 1985, 12-30.

²¹John Naisbitt, Megatrends (New York: Warner Books, 1984), 196-197.

²²"To Market, to Market," Newsweek, 9 January 1984, 70-72.

education by leaders such as Krachenberg. As he pointed out in the eyes of most educators, marketing represented the evil, immoral, aggressive, and generally undesirable elements in American business. He refuted this notion by explaining,

. . . marketing deals with the concept of uncovering specific needs, satisfying these needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place.

Marketing is a dynamic, on-going process of meeting the ever-changing needs of society. Marketing performs a basic service to society, provided the motives of those involved are service-oriented.²³ Since education's primary purpose is one of service, it needs to respond to this consumer change. Education's fundamental difference from business means it must respond to consumerism in its own unique manner.

The marketing approach of business is fundamentally different than in education. Business provides goods and services to, and receives revenues from, one primary constituency. According to Shapiro, education has two constituencies: clients to whom it provides goods and/or services (typically students) and donors and/or regulators

²³A. R. Krachenberg, "Bringing the Concept of Marketing to Higher Education," Journal of Higher Education 43 (May 1972): 380.

from whom it attracts resources.²⁴ A third constituency, often left out by nonprofit marketing writers, is the internal publics of education--specifically educators. These three constituencies makes the function of educational marketing distinct.

Business has one marketing function: to simultaneously facilitate a two-way exchange of goods and services and resource attraction (i.e., revenues). On the other hand, education has three different marketing functions: to deliver its product to students, to receive its resources mainly from donors and/or regulators, and to satisfy the traditional goals of education as determined by educators. So the marketing practices of education must balance the felt and perceived needs of these three groups for it to be effective. This task makes educational marketing success difficult to determine, since more than just a bottom-line profit is the indicator of success.²⁵

The Trend of Consumerism and the Bible College

The Bible college is an integral part of the North American educational and societal milieu. In the

²⁴Benson P. Shapiro, "Marketing for Nonprofit Organizations," Harvard Business Review 73510 (September-October 1973): 44.

²⁵Ibid.

introduction of this study, a direct relationship between the national enrollment trends in higher education and the Bible colleges was seen. All types of students are more selective and more demanding in their choices of educational institutions and academic programs. So it should not be surprising that the consumerism trend would also be reflected in evangelical Bible colleges.

The down side to the trend of consumerism is materialism. This can be seen in the selection of college majors. As indicated in the introduction of the study a major shift has occurred leading students away from the human resource majors to majors with more potential for financial gain.²⁶ One should be careful not to be judgmental about the motives of students in these new majors. This shift has affected the Bible colleges, because they traditionally recruit evangelical students to go into vocations with minimal financial gain. While it is difficult to document a shift in evangelical culture, some studies have shown strong implications.

One way the trend of consumerism can be seen affecting Bible colleges is in studying the effect of religion in North America. Bibby in Canada and Gallup and Quebedeaux in the United States have demonstrated through

²⁶Krukowski, 24.

religious surveys the loss of influence by religion in North America.²⁷ Bibby concludes that today, religion mirrors culture. Culture leads and religion follows. Religion has become "a neatly packaged consumer item--taking its place among other commodities that can be bought or bypassed according to one's consumption whims." Consumerism is an appropriate term to describe religion in the 1980's. Throughout Bibby's book he validates the close relationship, almost mirrored, of evangelical Christians and their culture.²⁸ This relationship has, unfortunately, become common knowledge with the demise of two evangelical TV evangelists. If evangelical leaders are mirroring culture, it stands to reason that the average person in the pew is as well.

The point of this discussion is that consumerism, in its emphasis of selectivity and in the down side of it--materialism, is a part of the Bible college environment. When this trend is combined with the enrollment trends, it's obvious that the Bible colleges are in jeopardy. With this

²⁷Reginald W. Bibby, Fragmented Gods (Toronto: Irwin Publishing, 1987); George Gallup, Jr., Religion in America, 50 years: 1935-1985 (Princeton: The Gallup Report, May 1985), no. 236; and Richard Quebedeaux, The Worldly Evangelicals (San Francisco: Harper & Row, Publishers, 1978).

²⁸Bibby, 1, 233.

background in mind the significance of the study can now be discussed.

The Significance of the Study

The study is significant for a number of reasons. In general, Bible colleges can use all of the research done for them, because so little research has been done. Their small size and normally poor financial condition makes it difficult to conduct research.

Two specific reasons for the significance of the study are--(1) the importance of the Bible college to higher education and (2) the need for Bible colleges to have a specific, acceptable marketing model to implement a broader mission. Both of these reasons have been precipitated by the large number of Bible colleges facing possible extinction.²⁹ The first (1) reason will now be discussed.

The loss of the Bible college to higher education in North America would be the loss of a small, but significant segment of higher education. This segment is important to higher education for the following two observations.

Observation one is that Bible colleges have and should continue to have a significant role in society by their emphasis on the teaching of the Bible. In North

²⁹Sidey, 94.

America, the Bible has had an important impact on societal norms and morals. While there is much debate today about certain traditional morals, there is common agreement about the need for basic norms and morals which govern interpersonal relationships or ethical principles. The Bible is not the sole source of commonly accepted morals, but it has been a significant source for Western culture.³⁰ So one role of the Bible college in higher education is to develop biblically educated people who can impact society with the Bible. This role leads to the second observation why Bible colleges are important to higher education.

Observation two is that the Bible college traditional mission is an integral part of higher education in North America. The traditional mission of the Bible colleges was the impetus to the founding of higher education in North America. Many of the first colleges in the United States and Canada were begun, for the purpose of preparing individuals for the ministry. For example, Harvard and Yale in the United States and in Canada, King's College and Acadia University were founded to prepare ministers. President Clap of Yale in a brochure published in 1754 indicated that colleges are societies of ministers, for

³⁰Dennis Vogt and Warren S. Brown, "Bottom-line Morality," Christianity Today, 22 April 1988, 29-32.

training up persons for the work of the ministry.³¹ So the Bible college is a historic and therefore an integral part of higher education, although today it has a lesser role.

The second (2) reason for this study is the need for Bible colleges to have a specific, acceptable marketing model to implement a broader mission. As has been stated before, the traditional mission of the Bible college, that of training workers for full-time Christian service, should not be abandoned, but supplemented. By incorporating students with nonreligious vocational goals, Bible colleges are not sacrificing their integrity, but simply broadening their role. In fact, this role is actually a renewed role, not a new one, because it fits with the role Moody envisioned when he spoke of the need for "gap men."³² Before acceptable change could occur a practical demonstration is needed before basic philosophies or in this case a mission can be adjusted.

The proposed study may enable a change in the mission of the Bible college, derived from an expanding data base. A descriptive study should demonstrate that many Bible colleges are currently active in a broader mission. Such finding may have the effect of legitimizing the place

³¹Witmer, 27-28.

³²Ibid, 36.

of the student with nonreligious vocational goals or at least demonstrate that this type of student already has a recognized place in the Bible college.

A descriptive study has a another benefit to effect change. This type of study should surface Bible college solutions to a Bible college problem. Some of the solutions may be ineffective or incomplete, but some may be very effective. A descriptive study should also facilitate ownership of a proposed theoretical marketing model, because of the direct input from the colleges. When marketing was first introduced to education, the best input was coming from non-educators, who were often business marketing professionals. Philip Kotler is a prime example.³³ Today, however, much of the most practical input is coming from educators themselves. With most educators, including those in Bible colleges, now oriented to the marketing field, educators are making a significant impact. This is not because of their vast expertise in marketing, but because they intuitively know what will work in their field. When Bible college educators are given the opportunity to give their input, it should result in many practical solutions.

³³Philip Kotler, Marketing for Non-Profit Organizations, 2d ed., (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982).

Definition of Terms

Important or unique terms for this study and their definitions are as follows:

AABC Accredited Membership Status

Accredited status is granted to those colleges that substantially meet or exceed the criteria of the Association and give evidence of continual striving toward excellence.³⁴

AABC Candidate Membership Status

Candidate status is a pre-accredited status granted to those colleges that show promise of achieving accreditation within a reasonable length of time.³⁵

AABC Applicant Membership Status

Applicant status is a pre-membership status granted to those colleges that possess such qualities as may provide a basis for the achievement of candidacy within a reasonable length of time.³⁶

Bible College

Bible college education is education of college level whose distinctive function is to prepare students for Christian ministries or church vocations* through a program of Biblical, general, and professional studies. The criteria of the Association are predicated on the concept that Christian education embraces the whole personality, providing for the physical, mental, social, and spiritual development of students.

³⁴AABC Directory, 38-40.

³⁵Ibid.

³⁶bid.

*Included in the concept of Christian ministries are such church vocations as pastor, missionary, Christian education director, minister of music, and other specialized forms of Christian service by both lay and "professional" workers.³⁷

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 offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets.³⁸

Delimitations

This study was limited to accredited and candidate for accreditation Bible colleges of the American Association of Bible Colleges. The emphasis of this study was on the marketing strategies as indicated in the purposes of the study. It did not purport to cover other aspects of marketing, including aspects of marketing for full-time Christian service vocations.

Basic Assumptions

It was assumed that the individuals who respond to this questionnaire were in a position to obtain and

³⁷AABC Manual, 3.

³⁸Philip Kotler, Marketing for Non-Profit Organizations (Englewood Cliffs, NJ: Prentice-Hall, 1975), 5.

accurately represent their institution's marketing strategies.

It was assumed that the individuals completing the questionnaire would not bias their answers due to negative beliefs about marketing or about the place of Bible college students with nonreligious vocational goals within their colleges.

Organization of the Study

Chapter II covers the "Review of the Literature." Chapter III reviews the "Procedures of the Study." This chapter includes the study's description of the population, instrumentation, collection of the data, and the procedures used for analysis of the data. Chapter IV is the "Presentation of the Data." This chapter reports all the data results. Chapter V is the final chapter and contains a summary of the study, discussion of the findings, conclusions, and recommendations for future practice and future research pertaining to comprehensive marketing strategies which could be utilized by AABC colleges as they market themselves to students who have nonreligious vocational goals.

CHAPTER II

REVIEW OF THE LITERATURE

In Chapter I the need for marketing was linked to an enrollment development that has affected all of North America and has caused change in three areas--the traditional age of the students, the percentage of full-time students, and the majors selected by students. It is evident that marketing is needed to counteract these significant North American trends. The purpose of this chapter will be to introduce the reader to the field of educational marketing, so that the reader can effectively evaluate Chapter IV, results of the study, and Chapter V, summary and conclusion of the study.

The literature review will be divided into two main sections. The first section entitled, An Overview of Educational Marketing, will be a general synopsis of the educational marketing literature. The second section entitled, Marketing Strategies of a Liberal Arts Education, will focus on the marketing strategies for liberal arts colleges. Many of the successful strategies utilized by the liberal arts colleges will be effective Bible college strategies which can be directed toward the nonreligious vocational goal student.

An Overview of Educational Marketing

The purpose of this section will be to orient the reader to the general field of educational marketing. It will deal with background, practice, and the state of educational marketing.

The Background of Educational Marketing

The practice of marketing entered education toward the end of the 1960s. Marketing was first introduced by authors like Kotler and Shapiro¹ who had worked with nonprofit organizational marketing. Kotler was particularly influential in the introductory stages and has retained an image of the "educational marketing guru." For example, Knight first quotes from the "guru of management," Drucker, then he says, "The foremost authority on nonprofit marketing is Philip Kotler."²

As was mentioned in Chapter I the initial response of many educators to the practice of marketing in education was one of mistrust. Krachenberg pointed out that in the eyes of most educators, marketing represented the evil,

¹Philip Kotler, Marketing for Non-Profit Organizations, 2d ed. (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1982) and Benson P. Shapiro, "Marketing for Nonprofit Organizations," Harvard Business Review 73510 (September-October 1973): 43-52.

²Brent Knight and Dennis Johnson, "Marketing Higher Education," Educational Record 62 (Winter 1981): 28.

immoral, aggressive, and generally undesirable elements in American business.³

In the introductory phase of educational marketing the fear of many educators seemed to be justified. The basic fear was that education would take on epithets like "Madison Avenue," "Huckster," and "Salesman."⁴ A few overzealous and neophyte-to-marketing administrators practiced quick-fix solutions which were indeed reprehensible. Practices, like putting scholarships in helium filled balloons and letters sent to high school students prior to an academic evaluation that read "Congratulations! You've been accepted," have not become in vogue. Education has "policed itself" through normal internal mechanisms like mission evaluation and faculty senates and external control mechanisms like outcries from educational constituents and lessons from legal restraints.⁵

The basic reason marketing has become accepted is that like education it is providing a service. As Krachenberg indicated

³A. R. Krachenberg, "Bringing the Concept of Marketing to Higher Education," Journal of Higher Education 43 (May 1972): 12.

⁴Stephen Joel Trachtenberg, "Positioning for Survival," Planning for Higher Education 13 (1985): 1.

⁵Maureen Mackey, "The Selling of the Sheepskin," Change 12 (April 1980): 28, 30, 32-33.

. . . marketing deals with the concept of uncovering specific needs, satisfying these needs by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place.

Marketing is a dynamic, on-going process of meeting the ever-changing needs of society. Marketing performs a basic service to society, provided the motives of those involved are service-oriented.⁶ The emphasis on the goal of service has gradually made educational marketing an accepted and appreciated practice of education.

The Practice of Educational Marketing

Education has adopted the framework of marketing from business and through the process of trial and error is adapting it to education.⁷ The framework of the marketing process consists of three stages--the marketing planning stage, the marketing strategy stage, and the marketing implementation stage.

The marketing planning stage is foundational and crucial to the success of the overall marketing program. Basic research and analysis of the internal and external

⁶Krachenberg, 380.

⁷Lee Adler, "Systems Approach to Marketing," Harvard Business Review 67301 (May-June 1967): 65-78; Joel B. Portugal, "Lessons Colleges Can Learn from Business," American School and University 52 (September 1979): 76-79; and Paul S. Hugstad, "The Marketing Concept in Higher Education: A Caveat," Liberal Education 61 (1975): 504-512.

environment of the institution needs to be the guiding source for this stage. In this stage an institution's first step is to analyze its mission. The second step is to analyze its market. The mission of the college, which is the basic thrust or intent of the institution, is determined through a study of a college's history, its publics, and its resources.

In determining the institution's mission the history of that institution must be reviewed. A college must recall its historic purposes and practices. A review of the history should answer this question, "What events, people, and circumstances have shaped this college?" Taken together these factors have meaning and importance as to "who" this college is.⁸

An institution's mission is influenced by its publics, so an evaluation needs to be made. Publics can be divided into two general categories: external publics (those outside of the operation of the college) and internal publics (those inside of the operation of the college). More specific categories are also used including the following: college publics (e.g., trustees, top administrators, faculty, and staff); funding publics (e.g.,

⁸Walter P. Gorman, "Marketing Approaches for Promoting Student Enrollment in Higher Educational Institutions," College and University 49 (Spring 1974): 245.

alumni, foundations, government, other donors); regulatory publics (e.g., legislative, governmental agencies, and accrediting agencies); and influential publics (e.g., parents of current and potential students, friends of the college, etc.). It is often difficult to classify a public by one category, since both the general and specific categories have groups which may overlap into more than one category.⁹ Part of this assessment must also include what "image" its publics have of the institution. The image of an institution is "the sum of beliefs, ideas, and impressions that a person has of an object."¹⁰ After an analysis is done on its publics and salient characteristics are determined, the institution's resources should be researched.

An institution's mission is shaped by its resources, so an analysis should be done. This is tantamount to doing an inventory of the institution's physical plant, fiscal condition, its programs (academic, co-curricular, and student development), and its personnel (administrative,

⁹Bruce H. Allen, The Role of Institutional Research in the College and University Marketing Process, Paper presented at the Association for Institutional Research annual forum, Houston, TX, 21-25 May 1978, 5, ERIC, Dialog, ED 161 391.

¹⁰Philip Kotler and Karen F. A. Fox, Strategic Marketing for Educational Institutions (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1985), 38.

faculty, student development, and support staff). A review of the data tells a college "what" it is.¹¹

Once a college has analyzed its history, its publics, and its resources it can compile the basic components of its mission. From these components a working statement of an institution's mission is formulated. However, the mission of the college may be influenced by market factors and therefore the market needs to be analyzed. Market analysis is step two in the marketing planning stage.

A market analysis is done by researching the environment and the actual market in which the college competes. An institution must discover the environmental climate conditions that directly and indirectly affect it. The market must be analyzed in depth from all levels of its milieu including local, regional, state, national, and global.¹²

The institution must analyze and make some forecasts on the market in which it competes. It will need to

¹¹Philip Kotler, "Applying Marketing Theory to College Admissions," in A Role for Marketing in College Admissions (New York: College Entrance Examination Board, 1976), 58.

¹²Frank R. Kemerer, J. Victor Baldrige, and Kenneth C. Green, Strategies for Effective Enrollment Management (Washington, D.C.: American Association of State Colleges and Universities, 1982), 115-136.

research the current and potential student population. Data to be determined are the following: demographic characteristics (e.g., age, sex, race, and socioeconomic status); psychographic characteristics (i.e., day to day living patterns); behavioristic characteristics (i.e., attitudes and beliefs) and competition characteristics (i.e., what other competing institutions are doing). Basically, an institution is asking what its consumers and competitors are like.¹³ Research should include studying student retention characteristics on their campus. The retention information will be used in formulating an overall marketing strategy. The net purpose of this exercise is to determine the market segmentation. Market segmentation is "dividing a market into distinct and meaningful groups of consumers which might merit separate products and/or marketing mixes".¹⁴ Once the market can be segmented on the basis of actual data, then the institution is ready to move into the marketing strategy stage.

The marketing strategy stage is built on the previous marketing analysis stage. At this stage the institution should already have determined what its mission

¹³Kotler, Marketing for Nonprofit Organizations, 217-228 and Kotler, Strategic Marketing, 131-146, 195-216.

¹⁴Kotler, Strategic Marketing, 176.

is and what its market is. A college can now capitalize on its advantages or strengths and minimize its disadvantages or weaknesses. Of the several steps that must be taken to determine the marketing strategy, the first step is determining the target market.

Market targeting is "selecting one or more of the market segments and developing a positioning and marketing-mix strategy for each."¹⁵ The target market is the group of students the college wants to recruit, because it has a distinct advantage in pursuing this market. A college may wish to pursue several markets, but differentiate them. For example, a college may have a primary target market, a secondary target market, and a test target market.¹⁶

The second step in determining a marketing strategy is defining an institutional marketing position. A "position describes how a person or group perceives the institution in relation to other institutions."¹⁷ While the image of the institution is ultimately controlled by the consumer, the position of a college can influence that

¹⁵Ibid.

¹⁶Kotler, Marketing for Nonprofit Organizations, 217-228 and William Ihlanfeldt, "A Management Approach to the Buyer's Market," Liberal Education 61 (May 1975): 137-138.

¹⁷Kotler, Marketing Strategies, 145.

image. An institution positions itself to enable any of its publics, but particularly its potential students, to mentally attach an identity to an institution. The human mind ranks information on a "position ladder." There are limitations to the number of things a mind can assimilate at any one time (generally only seven units).¹⁸ Business has used this fact to their advantage for years. After Johnson and Johnson observed a decline in the birth rate, they shifted the image of their shampoo from exclusively for "babies" to the shampoo "Gentle Enough to Use Every Day." Miller beer changed their position from the "Champagne of Bottled Beer" to "Welcome to Miller Time," because most beer drinkers are not attracted by a champagne image.¹⁹ Examples of a position in relation to other institutions are "the Harvard of the West" (Stanford), "the best law school if you want to work on Wall Street," and "the M.B.A. program for quant jocks".²⁰ A position should invoke a desired image.

¹⁸Tom Corbitt, "Position Your Institution," A Marketing Approach to Student Recruitment: The Best of Case Currents, eds. Virginia L. Carter and Catherine S. Garigan, (Washington, D.C.: Council for Advancement and Support of Education, 1979), 23-24.

¹⁹Howard Geltzer and Al Ries, The Positioning Era: Marketing Strategy for College Admission in the 1980's, Paper presented at the Colloquium on College Admissions, Fontana, WI, 16-18 May 1976, 73, Dialog, ERIC, ED 165 557.

²⁰Kotler, Strategic Marketing, 145.

This position is meant to influence positively all of an institutional publics, internal and external.²¹ The subject of positioning for a desired image as indicated above is very prevalent in the literature and, as will be discussed later, very crucial to a successful college. The use of focus groups is an effective exploratory research method for determining image and position. Focus groups are small groups, usually eight to ten people, that participate in a moderated unstructured group discussion about selected subjects. Sessions last from one to two hours.²² The next step is determining a proper marketing mix.

The third step in determining a marketing strategy is developing an effective marketing mix. The marketing mix means, "the particular blend of controllable marketing variables that the institution uses to achieve its objectives in the target market." Uncontrollable variables are those which the institution cannot directly control. Controllable variables are those which the institution can directly control and are usually divided into four major

²¹Deede Sharpe and Vic Harville, "Image Building Starts at Home," Vocational Education Journal 62 (November/December 1987): 33.

²²Trudy H. Bers, "Exploring Institutional Images Through Focus Group Interviews," in New Directions for Higher Education: Marketing Higher Education, ed. David W. Barton, Jr., no. 21 (San Francisco: Josey-Bass, 1978), 19-20.

groups--product, place, price, and promotion.²³

The product of an educational institution is its curriculum, instruction, research, and community service. Place in education deals with offering programs in various time packages (e.g., weekend courses and programs, evening courses and programs, and day time block courses and programs) and in various locations (e.g., campus, extension centers, correspondences courses, etc.). Price refers to areas of financial aid, loans, grants, scholarships, tuition, and fees. Promotion is an institution's planned communication to its publics. It includes catalogs, newspapers, radio, TV, brochures, and various PR programs.²⁴

An effective marketing strategy is the final composite of the individual analysis from each of the three steps--market target, market position, and market mix. The strategy is based on the market research stage. It takes the advantages of the institution and pairs it with the market in a way that optimizes the accomplishment of the goals and objectives of the institution.

The market implementation stage is the focal point

²³Kotler, Strategic Marketing, 153.

²⁴Eugene H. Fram, Positive Steps for Marketing Higher Education, Paper presented at the 28th Annual National Conference on Higher Education, American Association for Higher Education, Chicago, 11-14 March 1973, 4-18, Dialog, ERIC, ED 208 706.

of the educational marketing program. It is based on the two previous stages and must be comprehensive in scope. Since it involves the whole of the institution, a systematic, coordinated program is essential. This stage can be divided into two broad areas--marketing to internal and external publics and marketing to potential students.

Marketing to internal and external publics is specifically included to remind administrators of the need to be comprehensive in their marketing program. Internal publics are an integral part of the marketing program's implementation. Often the best source of advertising comes from satisfied consumers or satisfied participants. Current students need to be re-recruited so that they will be retained for successive years. It is extremely expensive and wasteful to recruit a student and then not retain him. The area of student retention is a study in and of itself. In studying this area key authors which should be consulted are Tinto and his theoretical model of student retention, Noel, who is a leading expert in the field, and Miller for a quick synopsis of the topic.²⁵ All college personnel (e.g.,

²⁵Vincent Tinto, "Dropout from Higher Education: A Theoretical Synthesis of Recent Research," Review of Educational Research 45 (Winter 1975): 89-125; Lee Noel, ed. Reducing the Dropout Rate (San Francisco: Josey-Bass, 1978); and Shannon Singer and others, "Student Retention," in Recruiting, Marketing, and Retention in Institutions of Higher Education, eds. Bob W. Miller and John P. Eddy

current students, staff, faculty, administrators, trustees, and alumni) must be re-recruited and then become involved in the marketing program. The alumni are an important element in the program, since satisfied alumni can provide a wealth of recruitment resources.²⁶

Marketing to external publics includes all who might affect the institution. Those publics which the college believes need to be affected by its marketing strategies. This includes potential students, but because this group requires a primary and specialized emphasis, they will be dealt with separately.²⁷

Marketing to potential students is the bulk of the marketing program, since students are the primary consumers of the educational product. Potential students are divided into different categories, depending on their location in the "college admissions funnel." Students are seen as going through a sequentially defined series of steps-- awareness, inquiry, application, acceptance, and enrollment. The model assumes that with each succeeding step a smaller population

(Lanham, MD: University Press of America, Inc., 1983), 89-99.

²⁶Kay Chaney Harris, "Training Alumnae to Attract Students," The Best of Case Currents, eds. Virginia L. Carter and Catherine S. Garigan (Washington, D.C.: Council for Advancement and Support of Education, 1979), 76.

²⁷Sharpe, 33.

will result. It also assumes that to be a part of the population at any step, a student has to have been a member of all previous steps.²⁸ Colleges must track and market themselves to each step in the "funnel."²⁹ Specific marketing tactics and programs abound in the literature.³⁰

Once the marketing program is implemented the three stages of the marketing process is completed. The marketing process is a cyclical process. Evaluation of the appropriateness and effectiveness of the marketing programs needs to be interjected at the end of the first cycle. However, evaluation is an on-going process. Colleges will need to develop marketing information systems, which build accurate data bases for doing research and evaluation.³¹

The State of Educational Marketing

The state of educational marketing has been summarized by Brooker and Noble:

²⁸John F. Marshall and Jeffrey M. Delman, "Researching Institutional Image: The Development and Implementation of a Market Research Plan for Educational Institutions," College and University 59 (Summer 1984): 318-319.

²⁹George F. Giampetro, "Recruitment in the Admissions Operation," Liberal Education 61 (May 1975): 210-211.

³⁰Kemerer.

³¹Kotler, Strategic Marketing, 378-389.

Most well-managed organizations today, whether profit or nonprofit, recognize the importance of implementing formal marketing programs. However, despite the efforts of many scholars and consultants who have called for the development of formal marketing programs in educational institutions, marketing does not appear to be widely implemented or well understood by these institutions.³²

They go on to suggest three reasons why most institutions of higher education have not implemented formal marketing programs--the complexity of the marketing mix, the limited amount of authority given to the marketing officer, and the organizational uniqueness of an educational institution.³³

The first reason for limited implementation is that the marketing mix of a college is extremely complex. Each area of the marketing mix is broader than what is initially observed. Product/service is broader than just a degree; it includes consulting, service programs, knowledge development, recreational and entertainment programs, etc. Price goes beyond just tuition and fees to areas like government subsidies, alumni donations, grants and gifts, and tax relief. Promotion is broader than catalogs and brochures; it includes presentations to luncheon groups, visitations to high schools, adult education offerings, alumni magazines, and the publicity generated by athletic

³²George Brooker and Michael Noble, "The Marketing of Higher Education," College and University 60 (Spring 1985): 191.

³³Ibid, 198.

programs, cultural offerings, etc. Place goes beyond the location of the campus to areas like extension services, the hearing rooms of government agencies, athletic fields, performing arts centers, etc. The total mix is difficult to define, let alone control.³⁴

The second reason for limited implementation is the limited authority of the marketing officer. In business the marketing officer has authority over the whole marketing program. The ideal for a completely coordinated marketing program would be for one person to make the all of the marketing decisions. This approach in education institutions is not only impractical, but impossible.³⁵ However, as Noble notes in his research, the marketing officer on most college campuses does not have a significant enough appointment to be effective.³⁶

The third reason for limited implementation is the complexity of the educational organization. Educational institutions are derived from the "community of scholars" ideal. They are characterized by conditions stemming from academic freedom, individual autonomy, and decentralized

³⁴Ibid, 193.

³⁵Ibid, 194.

³⁶Michael Noble, "Marketing Programs at Colleges and Universities: A Progress Report," College and University 61 (Summer 1986): 323.

decision making. Even a fundamental concept of who is its consumer is difficult to determine. One immediately thinks of the student as the primary consumer, but other groups such as alumni, government, society as a whole, and so forth often play large and dominating roles.³⁷

Brooker and Nobles' solution to these three problems is the appointment of a high ranking marketing officer. He or she would work closely with upper-level administrators to develop and communicate the marketing program. The officer would work in an integrative, not authoritative role throughout the college. Communication, therefore, would be informational and at a relational level.³⁸ A marketing officer would not strive for complete control, but rather an overall coordinated thrust.

Another solution to these problems has to be the education of a college president. Hilpert and Alfred examined the attitudes of college presidents and discovered an appreciation for marketing, but a lack of understanding as to what marketing is and their role in it. They found that presidents (and admission officers):

often lack knowledge of the mechanisms by which institutional characteristics and marketing efforts operate in tandem. Although they control elements of

³⁷Brooker, 197.

³⁸Ibid, 198-199.

the admissions process, they do not systematically integrate those elements into their thinking.³⁹

In other words often college presidents lack the ability to create an effective image of the college to its publics. The study also found that colleges which were not growing in enrollments had presidents who took a deep interest in the "mechanics of various marketing processes and in "quick-fix" recruiting techniques."⁴⁰ These findings are confirmed by the work of Chaffee which was duplicated by Carter. Chaffee and Carter showed that successful liberal arts colleges, ones who had rebounded from declining enrollments, relied heavily on interpretative strategic strategies. These were strategies which focused on creating and communicating an effective image to its publics. Adaptive strategies, those relating directly to the mechanics of recruiting, were also used by these successful colleges. However, the unsuccessful colleges relied heavily on adaptive strategies, and made little or no use of positive interpretative strategies. Therefore, there is a correlation between the success of marketing programs and the success of the college and the ability of the president

³⁹John M. Hilpert and Richard L. Alfred, "Improving Enrollment Success: Presidents Hold the Key," Educational Record 68 (Summer 1987): 31.

⁴⁰Ibid, 32.

to communicate a positive college image to its publics.⁴¹

Today, marketing has become an integral part of the educational institution. Marketing has emerged in education because of urgent enrollment needs. However, the benefits of marketing are limited to its appropriate application. Presidents, as well as other members of education, must learn to demythologize the mysteries of marketing. The second section of this chapter will facilitate this process.

Marketing for a Liberal Arts Education

The first half of Chapter Two dealt with educational marketing in general. The second half will deal with marketing a liberal arts education. The following topics will be covered: the tension between a liberal arts education and a "career" education; the relationship of the Bible college to the liberal arts college; the need for a liberal arts education; a liberal arts education in business; and preparing the liberal arts major for a career in business.

⁴¹Ellen Earle Chaffe, "Successful Strategic Management in Small Private Colleges," Journal of Higher Education 55 (March/April 1984): 212-239 and Charles M. Carter, "Are Small Liberal Arts Colleges Selling Out Their Liberal Arts?," College and University 62 (Fall 1986): 55-65.

The Tension Between a Liberal Arts Education
and a Career Education

The tension between a liberal arts education and a career education has been debated for centuries. Liberal learning was encouraged in Plato's Acadia where the need for broad study, education to build character, and the pursuit of truth for its own sake were stressed. However, advocates of the practical and career-oriented emphasis on learning were found among the Sophists of ancient Greece. They stressed the need to develop students' rhetorical and analytical ability so they might prove useful debaters and achieve success in the real world. This tension was continued in recent history by Robert Manynard Hutchins' Great Books theme versus John Dewey's emphasis that theory cannot be divorced from practice.⁴² While it is obvious that the argument can never be totally resolved, the fact that liberal arts learning has survived the test of time indicates it must have intrinsic value and some practical usefulness to a society.

⁴²Bruce A. Kimball, "Liberal versus Useful Education: Reconsidering the Contrast and Its Lineage," Teachers College Record 87 (Summer 1986): 575 and Mary Ann F. Rehnke, "An Introduction: Liberal Learning and Career Preparation," in Liberal Learning and Career Preparation, American Association for Higher Education Series, Current Issues in Higher Education, (Washington, D.C.: American Association of Higher Education, 1982-83): 1.

The Relationship of the Bible College to the
Liberal Arts College

The relationship of the Bible college to the liberal arts college is not a one-for-one comparison. There are many similarities and a few distinct dissimilarities. Before these similarities and dissimilarities can be examined an understanding of the traditional Bible college mission and the historic development of its educational focus must be explored.

The traditional mission of the Bible college has been to train (or educate) young men and women for full-time Christian or religious vocations. While this mission is part of the historic emphasis, some have seen a broader emphasis which included the nonreligious vocational student or the lay man or woman. According to Witmer, Moody saw the mission of the Bible college as one of training "gap men," lay individuals who were biblically educated. They were to stand in the "gap" between the professional seminarian and the man or woman in the church pew.⁴³ Even if Witmer is correct, it is clear that the traditional mission of Bible colleges has become one of education for full-time Christian

⁴³S. A. Witmer, The Bible College Story: Education with Dimension (Fayetteville, AR: American Association of Bible Colleges, 1970), 36, 43-46.

ministries. This purpose is reflected in the AABC's description of purpose.⁴⁴

Purpose

Bible colleges assist men and women in the development of a Biblical worldview, providing a basis for ministry in our post-Christian society. Preparation is provided for "church-related" vocations, as well as for advanced study in church-related fields.

Historically, a Bible college education has been very focused toward the development of professions or vocations in Christian ministries. A Bible college degree was a professional or vocational degree. The last twenty to thirty years has seen a shift from a narrow vocational emphasis to a broader educational purpose. This can be seen the fact that the largest number of Bible institutes, have become Bible colleges. This change has meant the adding of approximately one year of additional general education requirements. A greater stress on the quality education and a general raising of academic standards has come about due to accreditation. The net effect is a greater emphasis on a broader education within the confines of educating for religious vocations. This somewhat dual educational focus can be seen in the AABC's description of purpose (see above)

⁴⁴American Association of Bible Colleges Directory (Fayetteville, AR: American Association of Bible Colleges, 1987-88), 1-2.

and the following descriptions of curriculum and student ministries.⁴⁵

Curriculum

Biblical Studies. A major in Bible is required of all students. The goal is not to amass knowledge, but to develop in students the ability to think and act Biblically as they seek to impact those segments of society to which God has called them to minister.

General Education. Besides developing skill levels in grammar, composition, speech, and math that are expected of a college graduate, general education engenders an awe of our Creator God. It also enables students to grapple with the philosophical underpinnings that form the basis of the worldviews of those to whom they will be ministering.

Professional Preparation. This segment of the curriculum enables students, first, to confirm their perceived gift, and, second, to develop the knowledge and skills appropriate to their professional calling.

Student Ministries

An "ivory tower" experience is no education. Hence, Bible colleges require that each student be involved in some aspect of ministry. To become involved first-hand in the lives of those around us is the closest to the education that Jesus provided for the Twelve.

It is interesting to compare the above descriptions to the following description of the skills a liberal arts education specifically seek to develop:

a focus on the individual as an active learner;

an emphasis on basic knowledge and abilities essential to any vocation;

⁴⁵Ibid.

a capacity to develop one's own values, appreciate the values of others, and to apply values and ethical principles in action;

an appreciation of one's own cultural heritage;

an understanding of other cultures;

a recognition of individual responsibility for societal needs; and

a concern for the problems of the future that may be caused by cultural, economic, political, and technological changes in society.⁴⁶

Some of the above characteristics compare very closely to these Bible college characteristics. Bible colleges seek to develop a "world-wide view" (purpose) and "to impact those segments of society to which God has called them to minister" (biblical studies). Under student ministries a Bible college insists on its students "To become involved first-hand in the lives of those around us." In the midst of a professional and vocational focus on the Bible, "the goal is not to amass knowledge, but to develop in students the ability to think and act Biblically" (biblical studies). Under general education a Bible college seeks to develop "skill levels in grammar, composition, speech, and math that are expected of a college graduate." The AABC's description of a Bible college compares very closely to

⁴⁶Kathryn Mohrman, "Liberal Learning is a Sound Human Capital Investment," Educational Record 64 (Fall 1983): 56.

those skills a liberal arts education seek to develop.

Bible colleges have a similar purpose as the liberal arts college. They are even closer in purpose to the Christian liberal arts college, having a similar biblical philosophy of education. Christian liberal arts colleges and Bible colleges seek to personally develop students in a biblical "world-view." Both deepen and broaden a student's education by offering general education courses.⁴⁷

Bible colleges have some dissimilarities to a liberal arts college. The biggest difference is that liberal arts colleges offer more courses that relate directly to a liberal education than a Bible college does. Since Bible colleges require as a minimum thirty semester hours of Bible/theology, they offer fewer liberal education courses. Another difference is in the requirement that all students take thirty hours in Bible/theology. Christian liberal arts colleges and liberal arts colleges in general may require a few credit hours in Bible/theology, but not thirty for all students.⁴⁸

Perhaps the biggest similarity between the Bible college and the liberal arts college is when their graduates go for their first job. Bible college students desiring to

⁴⁷Witmer, 25.

⁴⁸Ibid.

go into nonreligious vocations and traditional liberal arts majors, both need to demonstrate competence when they go into nontraditional fields. Their degrees by themselves do not demonstrate professional ability or preparation. Both will need to market themselves and in general show a need for their education. The Bible college graduate will need to market themselves on the basic need for the Bible and its guiding ethics in today's world. He or she could also market themselves in a similar way that the liberal arts graduate would market themselves--on the basis of the value or need of a liberal arts education.

The Need for a Liberal Arts Education

The need for a liberal arts education encompasses but goes well beyond the personal gains it fosters. The shrinking of the world to a global village has increased the need for society to have liberally educated individuals. Issues such as, an increasing third world debt, apartheid in South Africa, "sweat-shop" labor, etc. call for someone educated socially, morally, linguistically, economically, and politically, someone who can meet these challenges.⁴⁹ A

⁴⁹Ellis L. Phillips, Jr., "Improving Decision Making in Business and the Professions," in New Directions for Higher Education: Rethinking College Responsibilities for Values, ed. Mary Louise McBee, no. 31 (San Francisco: Jossey-Bass, 1980), 65 and Robert J. Callander, "Liberal Learning and the World: A Banker's Perspective," Liberal

liberal education develops one holistically to meet the broad challenges of this new day.

A liberal arts education generally fosters the following skills:

it seeks to develop broad analytical-skill rather than narrow technical brilliance, with supporting traits of self-assurance and self-reliance, loyalty, the sense of moral obligation, and self-control, all seasoned with a dash of respect for manners and ceremony.⁵⁰

Skills that a liberal arts education develop were needed in the past and are needed in the present. The future appears to call for not only a continuation of their use, but a significant increase in their need. An economist's evaluation of future vocational skills called for the development of the following:

Independence, because in this market, when someone else won't recognize your skills and hire you, you've got to be able to hire yourself.

Flexibility, because change is the one thing that is sure.

Creativity, because success is something we make these days, not something we receive as gift or wage.

Mastery of numbers and words, because without these competencies independence, flexibility, and creativity are sterile.

Education 72 (Spring 1986): 5.

⁵⁰Robert W. Goddard, "Why Hire Humanities Graduates?," Personnel Journal 65 (February 1986): 22.

This economist believes that a liberal arts education is the best education to develop these skills.⁵¹

The need for liberal arts' developed skills in the future is also supported by Nasbett in Megatrends, "Today's graduate is entering a society where the specialist is often soon obsolete, but where the adaptable generalist is highly welcome."⁵² Rosson gives examples of vocations where a generalist is needed today and in the future:

being an owner, manager, or key employee of a small retail business (pet store, bicycle shop, etc.), a small wholesale operation (crafts, etc.), a service business (carpet cleaning, typewriter repair, etc.), a housing complex, a franchise (hamburger stand, doughnut shop, etc.), a small farm or ranch, a transportation-related business (trucking firm, flight instruction, etc.), a speciality shop, a consulting service or an entertainment group.⁵³

A liberal education has been an integral societal need for centuries. The future does not appear to lessen this need, but instead increase it. Today, many experts in education and business are calling for a renewed emphasis on a liberal arts education. Some have even blamed, at least partially, the declining industrial might of America on an

⁵¹W. Ed Whitelaw, "The Economy and the College Student," in Liberal Learning and Career Preparation, 11.

⁵²John Naisbett, Megatrends (New York: Warner Books, 1982), 37.

⁵³Jay Rosson, "The Future of Generalists," Journal of College Placement 40 (Summer 1980): 60.

overemphasis on "careerism."⁵⁴ Unfortunately, the skills developed by a liberal education have not made liberal arts majors marketable at entry level employment opportunities.⁵⁵

A Liberal Arts Education in Business

A number of research studies have demonstrated that the qualities desired by business executives in their employees are best met by the liberal arts major.⁵⁶ Research has also indicated that in a multiplicity of career settings only a small number of intellectual abilities, utilized in combination, are required.⁵⁷ But can liberal arts graduates succeed in business?

An American Telephone and Telegraph Company (AT&T) twenty year longitudinal research study demonstrated that liberal arts graduates not only can succeed in business, but they can excel in business. AT&T found in a study of their

⁵⁴James T. Rogers and John E. Sites, "The Value of A Liberal Arts Education," USA Today 113 (January 1985): 83-84.

⁵⁵Judd H. Alexander, "Liberal Learning and the World of Management," Liberal Education 72 (Spring 1986): 22.

⁵⁶Robert W. Goddard, Mary J. Hicks and Stephen Koller, "Liberal Arts Students and Their Skills," Journal of College Placement 44 (Spring 1984): 31-35; David R. Hiley, "Balancing Liberal Learning and Career Development," The Forum 6 (January/February 1984): 3; and Gary A. Woditsch, Mark A. Schlesinger, and Richard Giardina, "The Skillful Baccalaureate," Change 19 (November/December 1987): 50.

⁵⁷Woditsch, 50.

most successful managers that humanities and social science majors showed especially strong interpersonal skills, good motivation and administrative skills, but weakness in quantitative abilities. Of all majors, they showed the greatest promise for managerial success and indeed were promoted more rapidly than technical majors. After twenty years, forty-three percent of these majors had achieved the fourth level of management compared with thirty-two percent of business majors and twenty-three percent of engineers.⁵⁸

Bisconti found that in general, business majors, who had succeeded, relied less and less on the specific education and more and more on general education and their ability to learn as their careers developed. The graduates spent more time in communication tasks as their careers progressed. Writing is the competency area developed by college that was most likely to be held in reserve and put to use in later jobs. Throughout the study respondents reported that the facts or content of their major fields decreased in importance as their careers progressed.⁵⁹

⁵⁸Robert E. Beck, Career Patterns: The Liberal Arts Major in Bell System Management (Washington, D.C.: Association of American Colleges, 1981), 1-13.

⁵⁹Ann Stouffer Bisconti, College and Other Stepping Stones: A Study of Learning Experiences That Contribute to Effective Performance in Early and Long-Run Jobs (Bethlehem, PA: The College Placement Council Foundation, 1980), 6-22.

The Chase Bank found that the correlation between job success and level of education was negative. Individuals in the more generally educated group, primarily liberal arts majors, were better able to translate the specifics of Chase's training program into superior job performance.⁶⁰

Colleges that have studied their alumni employment patterns have demonstrated that liberal arts majors succeed in business. Research done by Alley, which is consistent with other studies done, confirms that business and industry is the number one employment option for liberal arts majors. Other employment options, chosen successively, were education, government, and self-employment. Alley comments that the employment option of self-employment is consistent with the generalist abilities of a liberal arts graduates. The coming years should see an increase in this job area.⁶¹ Like Bisconti, Woodlief discovered that the longer his graduates were in the working world, the more they used

⁶⁰Stanley Burns, "From Student to Banker-- Observations from the Chase Bank," in The Humanities and Careers in Business: Background Papers (Washington, D.C.: Association of American College, 1981).

⁶¹Patricia M. Alley, "The Real World and the Liberal Arts Degree--Can You Get There from Here?," Journal of College Placement 45 (Winter 1985): 51, 54.

their liberal arts skills.⁶² Another study of 3,000 arts and sciences majors concluded that over time there was little relationship between major and career.⁶³

An alumni study at the University of Maryland, College Park highlights what is the chief difficulty for liberal arts majors--the beginning of their careers. The study found differences between recent graduates in business versus liberal arts. The business graduates were more likely to be employed, have a higher median salary (\$15,983 versus \$12,500), and were more likely to be employed by a larger national or international firm. However, the study found the graduates equal in job satisfaction.⁶⁴

From the research studies above it is apparent that liberal arts majors can not only succeed, but actually do extremely well in business. This is further born out by the

⁶²Annette Woodlief, "Liberal Arts and Careers: Taking the Long View," Journal of College Placement 42 (Summer 1982): 26.

⁶³Robert L. Jacobson, "Group of Executives Wants to Make Liberal Arts Part of the Preparation for Business Careers," Chronicle of Higher Education 33, 10 September 1986, 42 and "Business Is Most Popular Major, but Many Recruiters Stress Liberal Arts," Chronicle of Higher Education 34, 11 November 1987, 38.

⁶⁴Alyce C. Martinez, William E. Sedlacek, and Thomas D. Bachhuber, "Career Status and Satisfaction of Recent Graduates in Business and in Arts and Humanities," Journal of Employment Counseling 24 (June 1987): 53-55.

number of corporate executives with a liberal arts major.⁶⁵ In fact, a large number of corporate executives have called for an increase in the number of liberal arts majors going into business. However, they acknowledge that corporate recruiters continue to focus on filling immediate technical needs such as majors in engineering, computer science, etc.⁶⁶ Liberal arts majors can increase their chances of getting that first job by properly preparing for a career in business.

Preparing the Liberal Arts Major for a Career in Business

A large body of literature is available on specific, practical programs being utilized by colleges which will enhance the liberal arts major potential for a career in business. While there is always an element in these programs of being "college-specific," the concepts and most of the specific tactics can be used in a variety of colleges. Some of the programs relate to specific aspects which need to be supplemented to a liberal arts education like alumni networking, career advising, faculty involvement, internships, curriculum development, etc. The

⁶⁵Lewis C. Solmon, "The Humanist as Business Executive: Wishful Thinking?," Educational Record 64 (Winter 1983): 32.

⁶⁶Jacobson.

following is a sample of the literature available for practical programs: "61 Career Preparation Programs for Liberal Arts Students;" The Forum for Liberal Education has a whole issue devoted to programs; Liberal Learning and Careers Conference Report gives campus program examples; and Dickinson College has made available a student individualized study and preparation workbook.⁶⁷ A college should study these programs and seek to apply them to their situation. However, if a college seeks to fully prepare their students for a career in business it is essential that the college take a holistic and comprehensive approach.

The approach taken by a college must have the net effect of supplementing the student's education with business basics and business experience. An effective program needs to have frequent and systematic emphasis on developing career-related competencies. Ideally, it would begin in the freshman year and have a specific emphasis for each succeeding year until the student graduates. Furthermore, the program must be coordinated and comprehensive. There must be a unified thrust which covers

⁶⁷"61 Career Preparation Programs for Liberal Arts Students," in Liberal Learning and Career Preparation, 32-43; The Forum, 2-16; Lawrence Beck and others, Liberal Learning and Careers Conference Report, ed. Kathryn Mohrman (Washington, D.C.: Association of American Colleges, 1983), 5-42; and The Liberal View: A Career Planning and Job-Search Guide for Dickinson College, 5-45, Dialog, ERIC, ED 239 198.

all stages of a student's involvement with the college.⁶⁸

An effective liberal arts career-oriented program should include the following five elements: (1) liberal arts curriculum modifications; (2) liberal arts faculty advising; (3) formal business experience through student internships; (4) liberal arts career development and guidance services; and (5) liberal arts placement services.

Perhaps the most difficult element to establish in an effective liberal arts career-oriented program is making modifications to the liberal arts curriculum. A curriculum change for any faculty is a difficult proposition. But this change would be even more difficult, because of the perceived threat to the ideals of a liberal education and a perceived diluting of the integrity of the curriculum. Many faculty do not see that the goals of a liberal arts career-oriented program are not inconsistent with the goals of a good liberal arts education. Therefore, it is essential at all times to preserve and stress the goals of a liberal arts education.⁶⁹ There are two basic changes which can be made to the curriculum--substantive changes and structural changes.

⁶⁸Philip Abrego, "From Liberal Arts to a Career," Journal of College Placement 38 (Winter 1978): 61.

⁶⁹David R. Hiley, "Career Advising for Liberal Arts Students," in Liberal Learning and Career Preparation, 28.

Substantive changes are those involving the addition of new courses and programs. Career concentrations within a traditional liberal arts major and interdisciplinary career-related programs are examples of substantive changes. A career concentration within the discipline permits a high level of skill development. A course would draw upon the generalized skills of education and ask them to be applied to the specific subject matter within that discipline. According to Sagen, this approach is common in social sciences,

where public administration, personnel administration, criminal justice, and social work concentrations can be found in political science, psychology, and sociology respectively. Concentrations in other disciplines such as technical writing within English and computer science within mathematics, are also available.⁷⁰

Interdisciplinary programs, in addition to the major, include human development, policy studies, management studies, and environmental studies.⁷¹

Structural changes are those that are designed to organize the career preparation more formally. The reintroduction of an academic minor is a prime example. This allows students to verify a mastery of basic business

⁷⁰H. Bradley Sagen, "Careers, Competencies, and Liberal Education," in Liberal Learning and Career Preparation, 19-20.

⁷¹Liberal Learning and Careers Conference Report, 42.

courses.⁷² It is probably one of the easiest areas to add to the curriculum. Students who desire to go into any area of business management will find that employers recognize and appreciate this additional educational emphasis.

However, students who desire to go into traditional liberal arts business areas, such as writing for newspapers, etc., would be better served to take courses in that field.⁷³

The second element of an effective liberal arts career-oriented program is career advising by the liberal arts faculty. This type of advising is difficult for faculty to become involved, because of a number of barriers that they face. A philosophical barrier, which they believe and wish to impart to students, is that a liberal arts education is valuable for its own sake. An additional part of this barrier is the belief that career preparation and the liberal arts have mutually exclusive goals. A second barrier is the lack of experience that faculty have in business. Their education is focused on the discipline itself, not the application of that discipline to business. Their work background is in teaching, not in business. This

⁷²Ibid, 24-25.

⁷³Jeff W. Garis, H. Richard Hess, and Deborah J. Marron, "For Liberal Arts Students Seeking Business Careers: CURRICULUM COUNTS," Journal of College Placement 45 (Winter 1985): 33.

means that many of the practical aspects of getting a job in business like writing a business resume, they have never done. A third barrier is that the college development and placement office is physically and organizationally separate from faculty offices. They are distinct, segregated, independent aspects of the campus. Faculty lack the networking necessary to remain current with job possibilities, how to do job searches, and the range of possibilities now available to the liberal arts graduate. However, these barriers can be overcome. Faculty need to be educated concerning the need of a career emphasis and provided with information that will make them effective counselors.⁷⁴ Part of their education could be a faculty internship.

Faculty internships can take two forms. One form is for faculty members to get involved in an in-depth work experience with one business. Faculty members contract with an employer to perform certain tasks and gain certain experiences. This enables the faculty member to gain a deeper appreciate for business ethics, values, and exactly how his or her discipline would be applied in that business. Another form of faculty internships is a broad exposure

⁷⁴Hiley, in Liberal Learning and Career Preparation, 29-30.

approach. The internships are spent in a variety of organizational settings. The intern spends several days working in the organization and is exposed to a broad range of career opportunities. Besides the direct practical benefits that an internship can provide, it can also provide indirect benefits like consulting opportunities, professional networking contacts, and potential internships for students.⁷⁵

Ultimately, for faculty advising to be successful, it must have administrative support. This means direct administrative oral encouragement, structural adaptations, and financial incentive. The administration must support the faculty member through verbal reinforcement and through adapting tenure and organizational structures to make room for this emphasis. It costs time and money to support faculty internships, career educational programs, and direct faculty involvement in student advising and student internships.⁷⁶

A third element of an effective liberal arts career-oriented program is formal business experience through student internships. Internships provide, from the

⁷⁵Abrego, 62-63.

⁷⁶John J. Agria, "Creating a Career Preparation Program," in Liberal Learning and Career Preparation, 22-24.

employer's perspective, formal experience prior to hiring and serve as credentials for the interns. Most of the positions that a liberal arts graduate would eventually apply for are professional positions. These positions require candidates to be highly capable in their line of work. They require persons who have made a series of commitments regarding a chosen field like extensive training in the specific field and a developed network of associates in that field. And finally, they require someone who has learned how a professional acts, lives, dresses, etc. in that community. An effective interview program can provide students with the basic experience needed to apply for professional positions.⁷⁷

The types of internships vary with their function. Short-term internships, often taken in the freshman or sophomore year, are designed to permit exploration of career interests and initial testing of abilities. Other types of internships are more formal and emphasize the acquisition of career-related competencies. Another type of internship is advanced and directly serves to credential one in that vocation's competencies. Thus, the internship is actual work experience and includes systematic evaluation of

⁷⁷J. K. Hillstrom, "The Liberal Arts Employment Dilemma," Journal of College Placement 44 (Spring 1984): 25-26.

performance.⁷⁸

Internships need to be organized so that they ensure that employers receive genuine work and ensure that students receive genuine education. Employers have found that interns, if properly supervised, can not only do the job given to them, but can facilitate a creative and enthusiastic work atmosphere. Liberal art students will be more effective if they receive some seminar training in basic business philosophy and practices prior to the internship experience. Besides the on-the-job supervision, students also need faculty supervision in order to make this experience an educational exercise. Often, students are required to keep a work journal, write a learning contract, and write a summary of their learning experience. The faculty supervisor meets with the student prior to and after the internship. If possible, the faculty supervisor visits at least once at the job site.⁷⁹

Internships can be in a variety of work environments. Some colleges have discovered that voluntary organizations allow for rapid student assimilation and allow

⁷⁸Sagen, 18.

⁷⁹Kenneth L. Weaver and Mark G. Haviland, "Reaching the Liberal Arts Student Before It's Too Late," Journal of College Placement 40 (Spring 1980): 44-49 and J. Dudley Dawson, "The Co-op Angle," Journal of College Placement 35 (Summer 1975): 52-53.

students to function at a higher level within the organization. Some institutions like the University of Southern California and the University of Michigan have developed formal programs to serve the local community nonprofit organizations. Stanford University has a program which uses interns to undertake research and policy studies for voluntary groups. This would create a problem for small institutions of continually finding interns to fill available slots. Therefore, consortia are advised.⁸⁰

A fourth element of an effective liberal arts career-oriented program is liberal arts career development and guidance services. Normally, colleges have provided career guidance programs such as the computerized SIGI (System of Interactive Guidance and Information) program, which is offered by the Educational Testing Service.⁸¹ However, due to the changing employment patterns in North America over the last decade, a number of new career informational and training programs have arisen.⁸² Career development programs are designed to cover four years and have three basic components--(1) awareness, (2) assessment,

⁸⁰Sagen, 18.

⁸¹Ibid, 17.

⁸²John D. Shingleton, "The Three R's of Placement," Journal of College Placement 38 (Winter 1978): 33.

and (3) assimilation.⁸³

The awareness component involves educating entering students about the career development program and creating a proper perspective toward future employment. Students are made aware of the career development program during the initial student orientation. Faculty advisors and brief presentations in freshman courses reinforce the initial presentation. It is important for employees in Career Development Centers (where most programs are coordinated), faculty, and administrators to be coordinated and unified in their presentations to students.⁸⁴

Creating a proper employment perspective is the second part of the awareness component. An employment perspective means recognizing two things--first, that a major will not be an automatic pathway to a meaningful career and second, that a student will eventually have to market himself to employers.⁸⁵ Once this perspective is established, a student is ready to begin the process of assessment.

⁸³Liberal Learning and Careers Conference Report, 24.

⁸⁴"Additional Programs," The Forum, 14.

⁸⁵Robert G. O'Neal and Wayne E. Wallace, "A Liberal Education IS Preparation for Work," Journal of College Placement 40 (Summer 1980): 65.

The second component of a career development program is student assessment. The initial phase of this component involves self-discovery through the use of computerized programs such as SIGI (see above) and the Myers Briggs Personality Type Inventory. These programs give accurate reflections of the personality and aptitudes of the student. However, these traits must be realized and validated through personal development. This development comes through internships; leadership and involvement in student activities like student government and various student organizations; and feedback from friends and professional contacts. Some colleges foster this development by providing a mentoring program, which utilizes alumni in the student's interest field. The ultimate purpose of this component is for the student to assess himself or herself and determine personal career goals.⁸⁶

The third component of a career development program is assimilation of skills for marketing themselves to employers. Usually, these skills are taught through small seminar and workshop formats. Colleges may also offer regular courses either as noncredit or for credit. An educational assumption that is made is that the individual

⁸⁶Liberal Learning and Careers Conference Report,
31.

student must take responsibility for the development of his or her personal career goals. Areas covered are identification of student job skills, preparation of resumes (written so that professional skills are communicated) and letters of application, researching of potential careers and employers, and participating in videotaped practice interviews.⁸⁷ Some colleges offer videotaped orientations to various vocational fields which are delivered by alumni who are experts in their field. The videos give practical, common-sense ideas of what to expect and how to prepare for this type of vocation. When students face that employer, they will need all of the above skills. But it is most important for the student to develop a healthy sense of self-worth and from this a self-motivation needed to succeed in business.⁸⁸ As well be seen some of the activities in the third component of a career development program overlap into the fifth element of the overall career-oriented program.

⁸⁷Janet Burke and Joan B. Cannon, "Training Liberal Arts Graduates in Employment Strategies: Description of a Pilot Program," Journal of College Student Personnel 26 (September 1985): 474-475 and Kenneth E. Jacobsen, Theodore R. Hovet, and Grace Ann Hovet, "From English Student to Professional--Through Resume Writing," Journal of College Placement 45 (Winter 1985): 44-49.

⁸⁸Liberal Learning and Careers Conference Report, 18, 20, 29.

A fifth element of an effective liberal arts career-oriented program is liberal arts placement services. Placement staff today must be professionals in their field. This means administrators must not only look at advanced degrees, but also field experience in business. Administrators also need to lift this office above the bottom of the student affairs pyramid into a place of prominence.⁸⁹ The following activities constitute the essence of student placement activities today:

Developing a career planning course.

Offering workshops on the many facets of employment.

Giving lectures to student groups in dormitories, fraternities, and student organizations.

Helping train graduate (practicum) students in the field of placement.

Sponsoring "executive-in-residence" programs which develop an interplay between the business and the academic communities.

Generating more company visits for placement personnel and faculty (especially for the faculty) to help bridge that academy/real-world gap.

Publishing a monthly report on placement trends and employment activities to orient and update faculty, advisers, and students on the college employment market.

Strengthening the lines of communication between placement and the entire university. Presentations should be made to significant audiences such as university administrative groups, boards of trustees, and councils of deans.

⁸⁹Shingleton, 34.

Consulting. Placement officers should be encouraged to serve in a consulting capacity whenever appropriate.⁹⁰

Placement officers must first and foremost assist students in getting that first job. Students need to know what they are looking for in a job and where to find a job. Students need to be prepared to present themselves in a professional manner to professionals.⁹¹ This overall preparation enables an old French proverb to ring true, "Chance favors the prepared mind."⁹²

Job strategies to get that first job vary with the job and the individual, but one study of 127 recruiters working for employers who wanted to hire liberal arts graduates gives some basic insight. The recruiters recommended that the students make contact with their companies directly, either through a self-initiated contact or a third-person referral.⁹³ This recommendation is consistent with an Indiana University study of their alumni. That study found that forty-four percent of their graduates

⁹⁰Ibid, 37.

⁹¹O'Neil, 64.

⁹²Liberal Learning and Careers Conference Report, 23.

⁹³Patricia M. Bjorkquist, "Liberal Arts Graduates and the Job Search: The Employer's Perspective," Journal of Employment Counseling 24 (September 1987): 138, 141.

obtained their first job by making direct application, another fifteen percent relied on friends, professional contacts made-up thirteen percent, and about ten percent used newspaper advertisements.⁹⁴ The recruiters also recommend that they be contacted or the personnel department be contacted first as opposed to a specific department. It should not be surprising that recruiters make this recommendation. This would be the safe method, but perhaps there would be times when a risk should be taken and the department head be contacted first. Lastly concerning the actual contact, the recruiters recommended that the traditional cover letter and resume be sent followed by some type of personal contact be made, either over the phone or in person.⁹⁵

Making that first business contact is always difficult, particularly for the liberal arts student. Alumni networking is being used by a number of colleges to facilitate those contacts and in general provide assistance to students seeking to obtain that first job.⁹⁶ Skidmore College has highly organized an alumni networking program.

⁹⁴O'Neal, 65.

⁹⁵Bjorkquist, 141.

⁹⁶"Franklin and Marshall Career Center Sets Up Receptions in 5 Cities to Promote "Networking"," Chronicle of Higher Education 45, 21 January 1987, 31-32.

Placement officers seek to establish relationships with alumni and request their participation in a formal program. They have found this system helps students and helps keep the college current through formal feedback mechanisms.⁹⁷

Placement offices have become more aggressive in obtaining employment openings and placing their graduates in them. Traditional opportunities for employment recruiters include the following:

on-campus interviewing; a biweekly placement bulletin for the processing of individual job vacancies; the opportunity for pre-screening of applicants; and assistance with affirmative action recruiting through our Minority Employment Conference.⁹⁸

The University of Illinois hired a full-time staff member to "recruit the recruiters." He contacted employers personally, seeking to develop contacts and placement openings. He also sought to identify other off-campus sources for job vacancies like professional organizations, publishers, various personnel departments, and government departments and agencies.⁹⁹ One college has designed a program of taking seniors to interviews with employers. The placement office must do quite a lot of preparatory work

⁹⁷"Skidmore College," The Forum, 9.

⁹⁸David S. Bechtel and Anthony G. Dew, "Catch 22 for the Liberal Arts Graduate," Journal of College Placement 35 (Summer 1975): 46.

⁹⁹Ibid, 43-45.

with the employers and do assessment of the students in order to match employer needs with students. However, the program has been very successful at placing students.¹⁰⁰ Another college has beefed up its openings through direct advertisements. They used large billboards, direct mail, yellow pages, professional journals, and the newspaper.¹⁰¹ The University of Maryland established a corporate council to give input to all business education areas and to assist in the placement of their liberal arts students.¹⁰² Once programs like this begin, it is imperative that a college provides overall service and specifically fills the employment requests. Some colleges in order to fill these requests have banded together in consortiums.¹⁰³ It is clear from the sample of programs presented that placement offices are now aggressively seeking to place students.

¹⁰⁰Harlan R. McCall, "Taking the Students to the Employers," Journal of College Placement 35 (Summer 1975): 45.

¹⁰¹Daniel R. Nagy and Kimberly A. Biehl, "Selling College Graduates to Employers," Journal of College Placement 40 (Summer 1980): 45.

¹⁰²"University of Maryland," The Forum, 5.

¹⁰³Thomas Bachhuber, Gary L. McGrath, and Jean Kaplan, "Joining Forces for Effective Employer Relations," Journal of College Placement 38 (Winter 1978): 57.

Summary

Section two of Chapter Two has dealt with the following: the tension between a liberal arts education and a "career" education; the relationship of the Bible college to the liberal arts college; the need for a liberal arts education; a liberal arts education in business; and preparing the liberal arts major for a career in business. Under the preparing the liberal arts major for a career in business the following five elements were discussed: (1) liberal arts curriculum modifications; (2) liberal arts faculty advising; (3) formal business experience through student internships; (4) liberal arts career development and guidance services; and (5) liberal arts placement services. To be successful these elements must be implemented in a comprehensive, systematic, and coordinated fashion.

For a Bible college and a liberal arts college to thrive in today's climate it must face the tension of providing a job for its graduates, while maintaining its historic and essential mission. The Bible college must maintain its distinctive of the Bible, while providing a quality liberal education. The liberal arts college must provide a liberal education. Colleges that have developed the delicate balance of combining reality with history have discovered success.

CHAPTER III

PROCEDURES FOR COLLECTION OF DATA

The Population

The population chosen for this study was the accredited and candidate for accreditation Bible colleges of the American Association of Bible Colleges. A list of these colleges was obtained from the American Association of Bible Colleges Directory 1987-88. According to the Directory 1987-88 the definitions of accredited and candidate for accreditation are:

Accredited status is granted to those colleges that substantially meet or exceed the criteria of the Association and give evidence of continual striving toward excellence.

Candidate status is a pre-accredited status granted to those colleges that show promise of achieving accreditation within a reasonable length of time.

A third level of association possible within the AABC is that of applicant status. The definition of this level is:

Applicant status is a pre-membership status granted to those colleges that possess such qualities as may provide a basis for the achievement of candidacy within a reasonable length of time.¹

The tentative nature of association and the few colleges within this level, ten, made this level an unreasonable

¹American Association of Bible Colleges Directory, (Fayetteville, AR: American Association of Bible Colleges, 1987-88), 3, 38-40.

level to include in the population. Therefore, the applicant status colleges was excluded from this study.

The Directory indicates that there are 87 accredited colleges and 15 candidate for accreditation colleges. This makes a total of 102 currently active colleges in the population surveyed.²

The population of colleges was subdivided into five denominational classifications. The five classifications are Baptist, Christian, Independent, Pentecostal, and other. These classifications and the placement of the AABC colleges within these classifications are based on a study done for the AABC by Bosma.³ It was felt that some comparisons may be made with this study and therefore the classifications should correspond. See Appendix A for the listing and placement of the colleges.

The contact person for the study was the president of the college. The relatively small size of most of these colleges means that the president is aware of or has ready access to most, if not all, of the information requested in this survey. The survey was sent to the president with the

²Ibid, 5-35.

³Kenneth Bosma and Michael O'Rear, Educational Experiences and Career Patterns of Bible College Graduates (Fayetteville, AR: American Association of Bible Colleges, 1981), 105-107.

request that he or she forward it to the proper person if the president was unable to answer some of the questions.

According to Baily, percentages of returned surveys should be: 50% to be adequate; 60% to be good; and 70% to be very good.⁴ A return figure of 51% of the total population was considered acceptable for the purposes of this study. A lower number was chosen for three reasons. The concept of marketing is still a relatively new one to education in general and even more so to Bible colleges. The next reason was due to the possible resistance of some Bible colleges of marketing to the student with nonreligious vocational goals. Some colleges may resist the idea that their mission is or should be broader than the student with full-time Christian vocational service goals. The last reason was because of the small size of the majority of the colleges. The smaller colleges may not respond to surveys for practical reasons such as personnel shortages and because of a belief that their opinion is not significant.

A return figure of 51% was considered adequate for the subpopulations of each of the five denominational classifications and the national classifications. No generalizations were made concerning geographical location,

⁴Kenneth D. Baily, Methods of Social Research (New York: The Free Press, A Division of Macmillan Publishing Company, 1978), 92-126.

because of the uneven representations within the various areas.

Instrumentation

The design of this study was survey research using the questionnaire as a principal source of data. A questionnaire was constructed in such a way that data could be readily analyzed by a computer. Lotus was the software used in the analysis.⁵

The content of the instrument was validated by a panel of five experts in research, administration, and the AABC. The panel consisted of the AABC Commission on Research and the executive director of the AABC.⁶

The instrument was pilot tested by the ten colleges that have "Applicant status" with the AABC. The "Applicant status" colleges were chosen because of their similarity to the population to be surveyed. All five of the denominational classifications were represented within these ten colleges. The use of these colleges as a pilot test also avoids "contamination" of the results obtained from the population to be surveyed. This group was asked to fill-out the proposed instrument, indicate and rewrite with their

⁵Lotus 1-2-3 Rel. 2.01, Lotus Development Corporation, Cambridge, MA.

⁶AABC Directory, 37.

understanding any ambiguous questions, add any additional responses, and in general seek to insure clarity of the questionnaire. The respondents gave excellent and sufficient feedback which should yield reliable data from the instrument. See Appendix B for a list of these colleges and their denominational groupings.

The results of the pretest indicated that clear descriptions of the student with religious vocational goals, the student with nonreligious vocational goals, and dual benefit programs would be needed in the questionnaire. It was also determined that Bible colleges do not offer programs which were directed only to the student with nonreligious vocational goals. They offered many religious programs and programs which could be used in religious and nonreligious settings. Therefore, the respondents were instructed in the questionnaire to answer the questionnaire in such a way that excluded the student with religious vocational goals, but included the student with nonreligious vocational goals and programs which had dual benefit. See Appendix C for a copy of the questionnaire.

The questions on the questionnaire were designed with all of the answers supplied. The respondents chose one or more options depending on the type of information required.

The descriptive survey method was used, because it is an effective and economical means of gathering data from a wide geographic area. This method fits well with the intended use of the study, which is to gather a sufficient base of information in which effective marketing plans for Bible college students with nonreligious vocational goals may be modified or begun. According to Borg, the descriptive survey method should not be held in low-esteem because it, "may provide important leads in identifying needed emphases and changes"⁷

Collection of Data

The survey was mailed to each of the colleges with a self-addressed stamped envelope enclosed. Each mailing included a letter of endorsement for this study from the executive director of the AABC. The survey was designed so that it could be completed in fifteen-twenty minutes. A code number was assigned to each questionnaire in order to permit collection of an adequate number of responses.

Each college was requested to return the completed questionnaire as soon as possible. For those colleges which did not respond after five weeks, the initial package plus a more urgent letter was sent. If the percentage would have

⁷Walter R. Borg and Meredith D. Gall, Educational Research, 4th ed., (New York: Longman Inc., 1983), 407.

been inadequate after eight weeks, then colleges were to be called with a special request for their cooperation.

Procedures For Analysis of Data

After the data were collected and tallied with the aid of a computer, proper analysis of the data was done. The data was examined for intended and unintended findings. The intended findings relate to the research questions. For analysis and reporting purposes the data were divided into two basic groups of statistics, parametric statistics and nonparametric statistics. The parametric statistics included the number and mean of respondents, the F value from one-way analysis of variance, and the t test on any significant F value results. The nonparametric statistics were reported by the number and percentage of respondents and chi square results. The results were considered statistically significant if they were above the .05 level of significance. The relationship of the questions on the questionnaire to the research questions in Chapter 1 and the type of statistic each question was will follow.

Research question 1, relating to a Bible college's interest in marketing themselves to students with nonreligious vocational goals (NRVG), was covered in questions 1-10 on the questionnaire. Questions 1-9 yielded parametric statistical results. Question 10 yielded

nonparametric statistical results.

Research question 2, relating to the practice of common educational marketing strategies to students with NRVG, was covered in questions 11-20. Questions 11-13 and 15-16 yielded nonparametric statistical results. Questions 14 and 17-20 yielded parametric statistical results.

Research question 3, relating to the availability of career planning programs and placement services to students with NRVG, was covered in question 21. Question 21 yielded nonparametric statistical results.

Research question 4, relating to approaching employers with placement services for students with NRVG, was covered in question 22. Question 22 yielded nonparametric statistical results.

Research question 5, relating to the availability of seminars, placement services, and alumni networking (with students who have nonreligious vocational goals) for alumni who are employed in nonreligious vocations, was covered in questions 23-27. Questions 23-27 yielded parametric statistical results.

Research questions 6 and 7, relating to differences directed toward students with NRVG according to a college's denomination, size, three year growth pattern, and estimated percentage of students with NRVG, were covered throughout

the questionnaire. Both parametric and nonparametric statistics resulted, depending on the type of question.

The numerical data found in questions 28 and 29 of the questionnaire were reported and treated as parametric statistical results.

When all of the computations were completed and reported, the conclusions were formulated from the data and recommendations for further practice and study were given.

CHAPTER IV

PRESENTATION OF THE DATA

In this chapter the statistical results are presented. The data is grouped under the following headings: demographic data, enrollment information, the marketing emphasis toward the student with nonreligious vocational goals, educational marketing strategies to the potential student with nonreligious vocational goals, educational marketing strategies to the current student with nonreligious vocational goals (NRVG), and educational marketing strategies to alumni who are in nonreligious vocations. After the first two headings, demographic data and enrollment information, the ensuing four headings follow the headings outlined in the survey instrument.

The first heading, demographic data, contains data on the validity of the instrument and the pilot study, size of the population and subpopulation, the actual number of respondents from the population and subpopulation, descriptions of three sets (or groups) of the respondents (grouped for statistical purposes), and the number of respondents in each set. The three sets are size of the student body, three year growth percentage, and estimated percentage of NRVG students. The subpopulation consisted of

five denominational groupings of the American Association of Bible Colleges (AABC). The five denominations are Baptist, Christian, Independent, Pentecostal, and Other.

The next heading is enrollment information. The data represent a college's reported statistics for the past six years including fall enrollment, full-time equivalent (FTE), and the estimated percentage of nonreligious vocational goal students within the student body. In addition, statistics relating to the respondent's title are given. In order to maintain anonymity of the colleges the actual statistics will not be reported. However, for each of the reported enrollment categories the number and mean of the respondents for each denomination are given. Statistics given for the respondent's title are the number and percentage of five classifications of respondents.

The next four headings each have the same second-level subheading when the data is presented. The second-level subheadings correspond to the following four sets: denomination, size of the student body, three year growth percentage, and estimated percentage of NRVG students. After the second-level subheadings, each of the four sets have dissimilar third and at times fourth-level subheadings. Under each of these four heading parametric and nonparametric statistics are given.

The parametric statistics include the number and mean of respondents, the F value from one-way analysis of variance, and the t test on any significant F value results. The nonparametric statistics presented are the number and percentage of respondents and chi square results.

Demographic Data

Chapter III has the background data on the reliability and validity of the instrument. The instrument was validated by a panel of five experts in research, administration, and the AABC. The panel consisted of the AABC Commission on Research and the executive director of the AABC. The panel reviewed a summary of the purpose of the research and the research instrument. Each panel member agreed that the instrument was valid.

The instrument was pilot tested by the ten colleges that have "Applicant status" with the AABC. This group was asked to fill-out the proposed instrument, indicate and rewrite with their understanding any ambiguous questions, add any additional responses, and in general seek to insure clarity of the questionnaire. Eight out of the 10 or 80% of the colleges responded. Since these colleges are so small, the response was considered excellent. The denominations represented were Baptist (2), Christian (2), Independent (2), Pentecostal (1), and Other (1), which are the same as

the subpopulation in the study. An Independent college and a Baptist college did not respond. The respondents gave excellent and sufficient feedback which should yield reliable data from the instrument.

As was indicated in Chapter III, the study involved mailing a questionnaire to each college in the AABC that had accreditation status (87) or has candidate status (15) for a total population of 102. The population was subdivided into five denominations Baptist (16), Christian (21), Independent (32), Pentecostal (13) and Other (20). An examination of the data presented in table 1 shows the possible and actual

Table 1.--AABC Population and Subpopulation

	Possible Number of Respondents	Actual Number of Respondents	Percentage of Respondents
Baptist	16	11	68.8
Christian	21	17	81.0
Independent	32	25	78.1
Pentecostal	13	11	84.6
Other	<u>20</u>	<u>16</u>	<u>80.0</u>
Total	102	80	78.4

Note: Three colleges (1 Baptist, 1 Independent, and 1 Other) responded, but elected not to answer the questionnaire.

number of responses to the instrument as well as the percentage of response for each subpopulation and the total population.

Eighty out of 102 (78.4%) colleges actually responded, but as is noted three colleges elected not to answer the questionnaire. These colleges wrote letters explaining that they would not participate in the survey. The colleges explained that the purpose of their colleges excluded students with a nonreligious vocational goal. The minimum acceptable percentage of response for both the population and subpopulation as listed in Chapter III was 51%. So, a population response of 78.4% was an excellent response. The lowest percentage of response of a subpopulation was Baptist, 68.8%, and the upper range was Pentecostal, 84.6%. Both response percentage goals were achieved and exceeded.

A review of the data presented in table 2 shows the descriptions of three sets of respondents and the number of respondents in each of these three sets. The three sets were formed in accordance with the purposes of the research given in Chapter I. The dimensions of each range are given and the individual number in each group. The total number for each group is size of student body, 76; three year growth percentage, 76; and estimated percentage of NRVG students, 55.

Table 2.-- Colleges Grouped by Size of Student Body; Three Year Growth Percentage; and Estimated Percentage of NRVG

Size Range	<u>N</u>	Growth Range (%)	<u>N</u>	Estimated Range (%)	<u>N</u>
0-150	20	-23 to -7	16	0-24	16
151-249	21	-6 to -1	15	25-49	20
250-499	20	0 to 5	25	50-74	13
500+	<u>15</u>	6 to 23	<u>20</u>	75-100	<u>6</u>
Total	76		76		55

Note: In addition to the three colleges which responded, but did not answer the questionnaire, one college did not report size, and growth statistics and twenty-two did not report estimated percentages.

It should be noted that besides the three colleges which responded but elected not to answer the questionnaire, one college elected not to report its size and growth statistics on the questionnaire; therefore it was left out of the analysis in these groupings. Twenty-two colleges did not fill-in the data on the estimated number of students with NRVG and were also left out of the groupings. The data for these groupings came from the enrollment information section of the questionnaire. The size of student body was based on the reported Fall 1988 enrollment in question 28.1

of the questionnaire. The three year growth percentage was derived from questions 28.1, 28.3, 28.5, and 28.7 that represent the growth pattern from the Falls of 1985-1988. The estimated percentage of students with NRVG in the student body was based on Fall 1988, question 29.1.

Enrollment Information

Enrollment information is in the last section of the questionnaire. This section consists of enrollment information on the Falls of 1983-1988; the FTE for the Falls of 1983-1988; the estimated percentage of students with NRVG for the Falls of 1983-1988; and the results relating to the respondents' titles. In order to maintain the anonymity of the colleges the actual statistics will not be reported. However, for each of the reported enrollment categories the number and mean of the respondents are given. Statistics given for the respondent's title are the number and percentage of five classifications of respondents.

Enrollment Data Falls 1983-1988

An examination of the data presented in table 3 shows the enrollment data reported for Falls 1983-1988. The total means range from 336.9 (Fall 1987) to 398.4 (Fall 1983). It is evident that there is a gradual decrease every year since 1983. However, the results for Fall 1987 are

Table 3.--Fall Enrollment (Denomination)

	1988	1987	1986	1985	1984	1983
Baptist						
<u>N</u>	10	10	9	9	9	9
Mean	356.9	366.3	406.1	452.4	561.3	605.8
Christian						
<u>N</u>	16	16	16	16	15	14
Mean	237.9	222.3	231.6	239.5	249.3	266.7
Independent						
<u>N</u>	24	24	22	22	22	20
Mean	291.1	284.3	301.4	305.5	312.9	321.6
Pentecostal						
<u>N</u>	11	11	11	11	10	10
Mean	634.4	614.4	589.2	600.5	594.0	569.9
Other						
<u>N</u>	15	15	15	15	15	15
Mean	193.1	197.5	195.4	197.0	219.2	228.2
Total						
<u>N</u>	76	76	73	73	71	68
Mean	342.7	336.9	344.7	359.0	387.3	398.4

lower than Fall 1988. The individual denomination means from lowest to highest for Fall 1988 are Other (193.1), Christian (237.9), Independent (291.1), Baptist (356.9), and Pentecostal (634.4). This order is consistent back to the Fall of 1983 with one exception. The Baptist Fall 1983 results are higher than the Pentecostal Fall 1983 results.

FTE Data Falls 1983-1988

An examination of the data presented in table 4 shows the reported FTE results for the Falls 1983-1988. The total means range from 298.5 (Fall 1987) to 345.9 (Fall 1983). Like the enrollment data results, the results for Fall 1987 are lower than Fall 1988. The individual denomination means from lowest to highest for Fall 1988 are Other (145.0), Christian (220.1), Independent (252.1),

Table 4.--Fall FTE (Denomination)

	1988	1987	1986	1985	1984	1983
Baptist						
N	9	9	9	9	9	9
Mean	321.6	328.2	372.9	410.4	490.9	535.2
Christian						
N	15	14	14	14	12	13
Mean	220.1	211.2	217.7	221.5	242.3	244.4
Independent						
N	22	22	20	20	20	18
Mean	252.1	249.3	265.1	275.3	275.5	290.8
Pentecostal						
N	10	10	9	9	9	9
Mean	588.3	559.3	527.5	526.8	516.9	483.3
Other						
N	14	14	14	14	14	14
Mean	145.0	144.3	143.3	149.5	174.6	175.6
Total						
N	70	69	66	66	64	63
Mean	305.4	298.5	305.3	316.7	340.0	345.9

Baptist (321.6), and Pentecostal (588.3). This order is the same as the enrollment order with the same exception, the Baptist results switch with the Pentecostal results for Fall 1983.

Estimated Percentage of NRVG Students Falls
1983-1988

An examination of the data presented in table 5 indicates the reported estimated percentage of NRVG students

Table 5.--Fall Estimate Percentage of NRVG (Denomination)

	1988	1987	1986	1985	1984	1983
Baptist						
N	8	8	8	8	8	8
Mean	34.4	37.3	36.1	36.6	35.6	34.9
Christian						
N	11	11	11	10	10	10
Mean	43.1	41.7	40.9	39.6	40.1	38.1
Independent						
N	17	18	17	16	15	14
Mean	42.1	80.2	37.0	34.7	33.6	32.8
Pentecostal						
N	8	8	8	8	7	7
Mean	32.0	31.0	32.9	30.4	29.6	28.0
Other						
N	12	12	12	12	11	11
Mean	34.5	33.3	30.5	32.4	33.1	33.3
Total						
N	56	57	56	54	51	50
Mean	37.2	44.7	35.5	34.7	34.4	33.4

in the student body for Falls 1983-1988. The total means range from 33.4 (1983) to 44.7 (1987). There is a gradual trend toward increasing numbers of students with NRVG in the student body. For some reason there is once again a difference with Fall 1987, except this time it is an increase. The individual denomination means from lowest to highest for Fall 1988 are Pentecostal (32.0), Baptist (34.4), Other (34.5), Independent (42.1), and Christian (43.1). This order is dissimilar to the other two statistics. The two largest enrollment and FTE colleges, Pentecostal and Baptist, are reversed from highest to lowest. The Other denomination instead of being lowest is third highest. The Christian denomination instead of being second lowest is the highest. Perhaps, there is partial indication that the smaller colleges are more "hungry" for students with NRVG.

Respondent's Titles

An examination of the data presented in table 6 shows the number and percentage results along with five classifications of the respondent's titles. The five classifications are president, academic dean, registrar/admissions, PR or development, and other. The highest response came from presidents (42 or 56%), which was the group to whom the questionnaire was sent. The

accompanying letter indicated that if the president could not answer the questionnaire or any portion of it he or she should pass it on to someone who could. So, the response is good, particularly when considering the time constraints on a Bible college president. The other responses from highest to lowest are as follows: academic dean (13 or 17.3%), P.R. or development (10 or 13%), other (7 or 9.3%), and registrar/admissions (3 or 4.0%).

Table 6.--Respondent's Title

	Presi- dent		Academic Dean		Reg./ Adm.		P.R.		Other	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
1. Baptist	6	60.0	1	10.0	1	10.0	2	20.0	0	0.0
2. Chris- tian	10	66.7	1	6.7	0	0.0	3	20.0	1	6.7
3. Inde- pendent	17	70.8	2	8.3	0	0.0	1	4.2	4	16.7
4. Pente- costal	4	36.4	4	36.4	0	0.0	2	18.2	1	9.1
5. Other	<u>5</u>	33.3	<u>5</u>	33.3	<u>2</u>	13.3	<u>2</u>	13.3	<u>1</u>	6.7
Total	42	56.0	13	17.3	3	4.0	10	13.3	7	9.3

Note: N = 10, Baptist; 15, Christian; 24, Independent; 11, Pentecostal 15, Other; for a total N = 75.

The Marketing Emphasis toward the Student
with NRVG

The purpose of this section was to determine the extent of interest the colleges of the AABC have toward formally marketing themselves to students with NRVG. Questions 1-10 on the questionnaire relate to this purpose.

Denomination

The subpopulation consists of five denominational groupings of the American Association of Bible Colleges (AABC). The five denominations are Baptist, Christian, Independent, Pentecostal, and Other. The parametric results are listed in table 7 and table 8.

The Colleges' Publics' Desire
to Include Students with NRVG

An examination of the data presented in table 7 shows the subpopulation or denomination number and mean responses. The total number, and mean response and the F values are also given. The total mean response range is from 3.1 to 4.0. It should be noted that none of the averages are below 3.0, indicating a relatively positive interest in marketing themselves to students with NRVG. The lowest mean, 3.1, is for a college's past intention of marketing themselves to these students (number 8). This should be contrasted to number 9 which is their future

Table 7.--Marketing Emphasis to NRVG (Demonination), Parametric

	Baptist	Christ- ian	Indepe- ndent	Pente- costal	Other	Total							
	N	Mean	N	Mean	N	Mean	N	Mean	F				
1. Governing board	10	4.4	17	3.9	24	3.7	11	2.7	15	3.5	77	3.7	2.72*
2. President	10	4.7	17	4.2	24	3.9	11	3.4	15	3.8	77	4.0	1.75
3. Academic dean	10	4.5	17	4.1	24	3.9	11	3.5	15	3.8	77	4.0	0.86
4. Faculty	10	4.4	17	3.9	24	3.6	11	3.3	15	3.7	77	3.8	1.48
5. Alumni	10	4.2	17	3.8	24	3.3	11	3.0	15	3.6	77	3.6	2.07
6. Donors	10	4.1	16	3.9	24	3.3	11	2.8	13	3.6	74	3.5	2.51*
7. Constituency	10	4.2	16	3.9	23	3.5	11	3.0	15	3.7	75	3.7	2.24
8. College's past intention	10	3.5	17	3.3	24	3.1	10	2.8	15	3.0	76	3.1	0.50
9. College's future intention	10	4.4	17	4.1	24	4.0	11	3.4	15	3.5	77	3.9	1.41

* p < .05.

intention of marketing themselves to these students, 3.9. The fact that the overall means are high and that the future intention mean is very high, the colleges' appear to be interested in marketing themselves to these students. Presidents and academic deans have the highest degree of interest, means of 4.0. However, this should be contrasted to the next lowest mean of 3.5 for donors. The F values show two results significant at the .05 level--question 1, 2.72 and question 6, 2.51. These questions relate to governing boards and donors, significant publics who can often determine the emphasis of a college. These values need to be further examined by the t test data given in table 8.

The t test was done on numbers 1 and 6. Number 1 has a result of 3.37, significance at the .01 level of significance, with means of 4.4 versus 2.7--a very large spread, when groups 1 (Baptist) and 4 (Pentecostal) are compared. Another comparison between 2 (Christian) and 4 (Pentecostal) indicates a 2.35, significance at the .05 level of significance, with means of 3.9 versus 2.7.

A review of the t test results presented in table 8 on number 6 indicates three significant numbers (each at the .05 level), all involving the Pentecostal denomination. Number 1 (Baptist) and 4 (Pentecostal) has a value of 3.09

Table 8.--Marketing Emphasis to NRVG (Denomination), t Test

Groups	Significant Means	t Test	Groups	Significant Means	t Test
	1. Governing board			6. Donors	
1 - 2		1.18	1 - 2		0.57
1 - 3		1.19	1 - 3		1.48
1 - 4	4.4 - 2.7	3.37**	1 - 4	4.1 - 2.8	3.09**
2 - 3		0.35	2 - 3		1.18
2 - 4	3.9 - 2.7	2.35*	2 - 4	3.9 - 2.8	2.46*
3 - 4		1.65	3 - 4		1.75
1 - 5		1.92	1 - 5		1.60
2 - 5		0.80	2 - 5		0.74
3 - 5		0.34	5 - 3		0.44
5 - 4		1.57	5 - 4	3.6 - 2.8	2.14*

* $p < .05$; ** $p < .01$. Note: Group numbers = 1. Baptist, $N = 10$; 2. Christian $N = 17$; 3. Independent, $N = 24$; 4. Pentecostal, $N = 11$; 5. Other, $N = 15$.

and means of 4.1 versus 2.8. A value of 2.46 comes from a comparison of 2 (Christian) and 4 (Pentecostal) with means of 3.9 versus 2.8. When number 5 (Other) and 4 (Pentecostal) are compared, they have a value of 2.14 with means of 3.6 versus 2.8. The Pentecostals have significantly lower expectations of their governing boards and donor public's interest in marketing themselves to students with NRVG. In fact, all the means of the Pentecostals for questions 1-9 are lower than the other four denominations.

The Mission Statement's Inclusion
of Students with NRVG

Question 10 is the last question relating to the colleges' intention to market themselves to students with NRVG. Since the answers call for either a "yes" or "no" response, the statistic is a nonparametric statistic. The results are listed in table 9.

An analysis of data presented in table 9 indicates that most, 62 out of 77 or 80.5%, of the colleges said, "their mission statement does include students with NRVG." The percentage range of "yes" responses is 63.6% (Pentecostal) to 100.0% (Baptist). The next lowest response was 73.3% (Other) or about 10% higher than the Pentecostals.

Table 9.--Marketing Emphasis to NRVG (Denomination),
Nonparametric

	Yes		No		Chi Sq.
	<u>N</u>	%	<u>N</u>	%	
1. Baptist	10	100.0	0	0.0	
2.. Christian	15	88.2	2	11.8	
3. Independent	19	79.2	5	20.8	
4. Pentecostal	7	63.6	4	36.4	
5. Other	<u>11</u>	73.3	<u>4</u>	26.7	
Total	62	80.5	15	19.5	5.61

* $p < .05$. df. = 4. Total N = 77.

However as in the parametric results, the colleges are still indicating net positive results toward marketing their colleges to students with NRVG.

Size of the Student Body

The size of the student body is based on question 28.1 of the questionnaire, Fall 1988. It has four groupings or divisions ranging from 0 to 500+. Listed in table 10 and table 11 are the parametric statistics.

The Colleges' Publics' Desire to Include Students with NRVG

An examination of the data presented in table 10 shows the numbers and means of each of the four size groupings as well as the total numbers, means, and F values. The total means range from 3.1 (7, constituency) to 4.0 (2, president). None of the means are below 3.0, indicating a positive interest in marketing themselves to students with NRVG. The range is the same as the denominational results, although the individual means are different. The respondents mean pattern from the lowest to the highest is 4 (500+), 2 (151-249), 1 (0-150), and 3 (250-499). Group 1 is higher than group 3 for numbers 4 and 5. Groups 1 and 3 have higher means for all nine questions. There are seven significant F values, the most of any of the four sets. The significant numbers are 1, governing board, 2 (president), 5

Table 10.--Marketing Emphasis to NRVG (Size of Student Body), Parametric

	0-250	151-249	250-499	500+	Total						
	N	Mean	N	Mean	N	Mean	F				
1. Governing board	20	4.1	21	3.2	20	4.3	15	3.0	76	3.6	5.72**
2. President	20	4.4	21	3.5	20	4.4	15	3.6	76	4.0	2.74*
3. Academic dean	20	4.3	21	3.6	20	4.3	15	3.5	76	3.9	2.50
4. Faculty	20	4.2	21	3.4	20	4.1	15	3.3	76	3.7	2.54
5. Alumni	20	4.1	21	3.1	20	3.9	15	3.3	76	3.6	3.99*
6. Donors	19	3.8	20	3.2	19	4.0	14	3.2	72	3.6	3.05*
7. Constituency	20	3.3	21	2.8	20	3.7	14	2.7	75	3.1	2.91*
8. College's past intention	19	3.8	21	3.3	20	4.1	14	3.3	74	3.6	2.83*
9. College's future intention	20	4.1	21	3.5	20	4.5	15	3.5	76	3.9	2.99*

* $p < .05$. ** $p < .01$.

(alumni), 6 (donors), 7 (constituency), 8 (past intention), and 9 (future intention).

An analysis of the data presented in table 11 indicates the results of the t test for the size of student body set. Number 1 has two sets of significant numbers at the .05 level of significance and two sets at the .01 level of significance. Group number 1 (0-150) and number 2 (151-249) have a t value of 2.41. The means of the groups are 4.1 versus 3.2. The other pair of .05 level of significance results are numbers 1 (0-150) and 4 (500+) for a value of 2.68 with means of 4.1 versus 3.0. When numbers 3 (250-499) and 2 (151-249) are compared, they have a 3.15 value, significant at the .01 level of significance with means of 4.3 versus 3.2. Numbers 3 (250-499) and 4 (500+) have a value of 3.45 with means of 4.3 versus 3.0. It should be noted that group 1 was involved in both of the .05 level of significance sets and group 3 was involved in both of the .01 level of significance sets.

Number 2 (president) in table 11 has one significant pair, significant at the .05 level. The pairs of 1 (0-150) and 2 (151-249) have a t value of 2.19 with means of 4.4 versus 3.6.

Number 5 (alumni) has three significant pairs at .05 level of significance and one pair at .01 level of

Table 11.--Marketing Emphasis to NRVG (Size of Student Body), t Test

Groups	Significant Means	t Test	Groups	Significant Means	t Test
1. Governing board			2. President		
1 - 2	4.1 - 3.2	2.41*	1 - 2	4.4 - 3.6	2.19*
3 - 1	4.3 - 4.1	0.62	1 - 3		0.17
1 - 4	4.1 - 3.0	2.68*	1 - 4		2.02
3 - 2	4.3 - 3.2	3.15**	3 - 2		2.01
2 - 4		0.43	4 - 2		0.15
3 - 4	4.3 - 3.0	3.45**	3 - 4		1.82
5. Alumni			6. Donors		
1 - 2	4.1 - 3.1	2.81**	1 - 2	3.8 - 3.2	2.10*
1 - 3		0.48	3 - 1		0.50
1 - 4	4.1 - 3.3	2.70*	1 - 4		1.79
3 - 2	3.9 - 3.1	2.18*	3 - 2	4.0 - 3.2	2.43*
2 - 4		0.02	4 - 2		0.04
3 - 4	3.9 - 3.3	2.05*	3 - 4	4.0 - 3.2	2.06*
7. Constituency			8. Past intention		
1 - 2		1.58	1 - 2		1.44
3 - 1		0.77	3 - 1		1.08
1 - 4		1.48	1 - 4		1.33
3 - 2	3.7 - 2.8	2.61*	3 - 2	4.1 - 3.3	2.60*
2 - 4		0.15	2 - 4		0.11
3 - 4	3.7 - 2.7	2.39*	3 - 4	4.1 - 3.3	2.33*
9. Future intention					
1 - 2		1.66			
3 - 1		1.18			
1 - 4		1.33			
3 - 2	4.5 - 3.5	2.88**			
4 - 2		0.08			
3 - 4	4.5 - 3.5	2.37*			

* $p < .05$. ** $p < .01$. Note: Group numbers = 1. 0-150, $N = 20$; 2. 151-249, $N = 21$; 3. 250-499, $N = 20$; 4. 500+, $N = 15$.

significance. Pair 1 (0-150) and 2 (151-249), significant at the .01 level, have a t value of 2.81 with means of 4.1 versus 3.1. When 1 is compared to 4 (500+), a value of 2.70 with means of 4.1 versus 3.3 is observed. Groups 3 (250-499) and 2 have a 2.18 value with means of 3.9 versus 3.1. The pair of 3 and 4 have a value of 2.05 with means of 3.9 versus 3.3.

Number 6 (donors) has three significant pairs all at the .05 level of significance. Pair 1 (0-150) and 2 (151-249) have a t value of 2.10 with means of 3.8 versus 3.2. When 3 (250-499) is compared to 2, the value is 2.43 with means of 4.0 versus 3.2. Groups' 3 and 4 (500+) value is 2.06 and the means are 4.0 versus 3.2.

Number 7 (constituency) has two significant pairs at the .05 level of significance. Pair 3 (250-499) and 2 (151-249) have a t value of 2.61 with means of 3.7 versus 2.8. Groups' 3 and 4 (500+) have a value of 2.39 with means of 3.7 versus 2.7.

Number 8 (a college's past intention) has two significant pairs at the .05 level of significance. Pair 3 (250-499) and 2 (151-249) have a t value of 2.60 with means of 4.1 versus 3.3. The same means apply to the pair of 3 and 4 (500+) with a 2.33 value.

Number 9 (a college's future intention) has one significant number at the .01 level of significance, pair 3 (250-499) and 2 (151-249). The t value is 2.88 with means of 4.5 versus 3.5. The grouping of 3 and 4 (500+) results in a 2.37 value with means of 4.5 versus 3.5. This grouping was significant at the .05 level.

The t test results indicate that group 1 (0-150) is one of the significant pairs in numbers 1 (governing board), 2 (president), 5 (alumni), and 6 (donors). Group 3 (250-499) has significant results in numbers 1, 5, 6, 7 (constituency), 8 (past intention), and 9 (future intention). As indicated early the means of numbers 1 and 3 are higher than the other two numbers. The parametric results show a greater desire on the part of the smallest colleges and the next-to-the-largest college to market themselves to students with NRVG.

The Mission Statement's Inclusion of Students with NRVG

Question 10 is the last question relating to the colleges' intention to market themselves to students with NRVG. As reported in table 12 the chi square value is 13.66, significant at the .01 level. Numbers 1 and 3 are again distinctive with 90% and 100% indicating a "yes" response. Apparently, most of the significance comes from

Table 12.--Marketing Emphasis to NRVG (Size of Student Body), Nonparametric

	Yes		No		Chi Sq.
	<u>N</u>	%	<u>N</u>	%	
1. 0-150	18	90.0	2	10.0	
2. 151-249	12	57.1	9	42.9	
3. 250-499	20	100.0	0	0.0	
4. 500+	<u>11</u>	73.3	<u>4</u>	26.7	
Total	61	80.3	15	19.7	13.66**

** $p < .01$. df. = 3. Total N = 76.

the "no" response (9 or 42.9%) of the 151-249 group. Like the parametric results, colleges with the lowest level of students and the next-to-highest level are significantly more interested in marketing themselves to students with NRVG.

Three Year Growth Percentage

The three year growth percentage is based on the percent increase in enrollment for Falls 1985-1988 found in question 28.1, 28.3, 28.5, and 28.7 of the questionnaire. It has four groupings or divisions ranging from -23% to 23%. Table 13 has the parametric statistics.

Table 13.--Marketing Emphasis to NRVG (Three Year Growth Percentage), Parametric

	-23 to -7	-6 to -1	0 to 5	6 to 23	Total						
	N	Mean	N	Mean	N	Mean	F				
1. Governing board	16	3.4	15	3.9	25	3.8	20	3.7	76	3.7	0.33
2. President	16	3.8	15	4.1	25	4.0	20	4.1	76	4.0	0.17
3. Academic dean	16	3.7	15	4.2	25	3.9	20	4.0	76	3.9	0.41
4. Faculty	16	3.6	15	3.9	25	3.8	20	3.8	76	3.8	0.18
5. Alumni	16	3.5	15	3.7	25	3.4	20	3.7	76	3.6	0.32
6. Donors	15	3.4	15	3.7	23	3.5	19	3.7	72	3.6	0.32
7. Constituency	16	3.3	15	3.9	23	3.6	20	3.9	74	3.7	1.04
8. College's past intention	16	2.9	15	3.5	25	2.9	19	3.4	75	3.2	0.46
9. College's future intention	16	3.6	15	4.0	25	3.8	20	4.2	76	3.9	0.89

The Colleges' Publics' Desire
to Include Students with NRVG

A review of table 13 introduces the numbers and means of each of the four groupings as well as the total numbers, means, and F values. The total means range from 3.2 (8, college's past intention) to 4.0 (2, president). None of the averages are below 3.0, indicating a positive interest in marketing themselves to students with NRVG. The range is one-tenth smaller than the denominational and size of student body results (3.1 to 4.0), indicating a bit more agreement among the groups. The next highest mean responses are 3.9 for numbers 3 (academic dean) and 9 (college's future intention). As in the denominational results, the president and academic dean are very favorable to marketing their colleges to students with NRVG. There is also a large gap between the past intention of the college and its future intention. Colleges in this set recognize a need for a change in their marketing approach to students with NRVG. There are no significant F values in this set, the least of any of the four sets. Since there are no significant results, the t test was not utilized.

The Mission Statement's Inclusion of Students with NRVG

Question 10 is the last question relating to the colleges' intention to market themselves to students with

NRVG. An analysis of table 14 illustrates that the chi square value is 1.76, which is not significant. The pattern of "yes" percentages from the lowest to the highest is 4 (90%, 6 to 23%), 2 (80%, -6 to -1%), 3 (76%, 0 to 5%), and 1 (75%, -23 to -7%). The colleges with the largest size are the most positive concerning their mission statement and students with NRVG. The overall percentage, 80.3%, indicates along with the parametric results, that the colleges' are interested in marketing themselves to students with NRVG.

Table 14.--Marketing Emphasis to NRVG (Three Year Growth Percentage), Nonparametric

	Yes		No		Chi Sq.
	<u>N</u>	%	<u>N</u>	%	
1. -23 to -7	12	75.0	4	25.0	
2. -6 to -1	12	80.0	3	20.0	
3. 0 to 5	19	76.0	6	24.0	
4. 6 to 23	<u>18</u>	90.0	<u>2</u>	10.0	
Total	61	80.3	15	19.7	1.76

df. = 3. Total N = 76.

Estimated Percentage of NRVG Students

The estimated percentage of NRVG students is based on the estimated reported by the respondents in the enrollment information of question 29.1 for Fall 1988. It has four groupings or divisions ranging from 0 to 100 percent. Table 15 has the parametric statistics.

The Colleges' Publics' Desire to Include Students with NRVG

A review of the data presented in table 15 shows the numbers and means, and F values. The overall means range from 3.3 (8, college's past intention) to 4.2 (2, president). None of the averages are below 3.0, indicating a positive interest in marketing themselves to students with NRVG. The mean range is one-tenth higher than the three year growth percentage range and two-tenths higher than the other two previous sets. It is interesting to note that the lowest means are always in the 0-24 group. One would assume that the group with the lowest percentage of students with NRVG, would be the least interested in marketing themselves to students with NRVG. There is one significant F value in this set, and it is at the .05 level of significance. Number 3 (academic dean) has a value of 2.80. The F value pattern from lowest to highest in the four sets is three year growth percentage (0), estimated percentage of NRVG

Table 15.--Marketing Emphasis to NRVG (Estimated Percentage of NRVG),
Parametric

	0-24		25-49		50-74		75-100		Total		
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	F
1. Governing board	16	3.5	20	4.1	13	4.0	6	4.2	55	3.9	1.01
2. President	16	3.8	20	4.4	13	4.5	6	4.3	55	4.2	1.12
3. Academic dean	16	3.4	20	4.3	13	4.5	6	4.3	55	3.9	2.80*
4. Faculty	16	3.3	20	4.2	13	4.2	6	4.0	55	3.9	2.49
5. Alumni	16	3.3	20	4.0	13	3.8	6	4.0	55	3.9	1.48
6. Donors	15	3.3	19	3.9	12	3.8	6	4.0	52	3.8	1.29
7. Constituency	16	3.5	20	3.9	12	3.9	6	4.0	54	3.8	0.84
8. College's past intention	16	3.1	19	3.1	13	3.8	6	3.8	54	3.3	0.57
9. College's future intention	16	3.8	20	4.0	13	4.4	6	4.3	55	4.1	1.19

* $P < .05$.

students (1), denominational subpopulation (2), and size of student body (seven). The t test results are given in table 16.

Results from the t test are one pair at .05 level of significance and one pair at .01 level of significance. Pair 3 (50-75) and 1 (0-24) has a t value of 2.45 with means of 4.5 versus 3.4. Groups' 3 and 2 (50-74) value is 3.17 with means of 4.5 versus 4.3. Group 3 is involved in both significant pairs.

The Mission Statement's Inclusion
of Students with NRVG

Question 10's results are found in table 17. An examination of presented in table 17 indicates that the chi square value is 5.2, which is not significant. The

Table 16.--Marketing Emphasis to NRVG (Estimated Percentage of NRVG), t Test

Question #	Groups	Significant Means	t Test
3. Academic dean	2 - 1		2.00
	3 - 1	4.5 - 3.4	2.45*
	4 - 1		1.30
	3 - 2	4.5 - 4.3	3.17**
	4 - 2		0.07
	3 - 4		0.59

* $p < .05$. ** $p < .01$. Note: Group numbers = 1. 0-24, $N = 16$; 2. 25-49, $N = 20$; 3. 50-74, $N = 13$; 4. 75-100, $N = 6$.

Table 17.--Marketing Emphasis to NRVG (Estimated Percentage of NRVG), Nonparametric

	Yes		No		Chi Sq.
	<u>N</u>	%	<u>N</u>	%	
1. 0-24	11	68.8	5	31.3	
2. 25-49	17	85.0	3	15.0	
3. 50-74	13	100.0	0	0.0	
4. 75-100	<u>5</u>	83.3	<u>1</u>	16.7	
Total	46	83.6	9	16.4	5.2

df. = 3. Total N = 55.

respondents primarily answered "yes" to this question. Group 3 (50-74) has the highest percentage, 100% checked "yes." The lowest percentage is group 1 (0-24) with 68.8%. It is interesting to note that group three, which is involved in both significant 't' test pairs, has a 100% response. Overall, as in the other groups, the respondents in this group are positive in marketing themselves to students with NRVG.

Educational Marketing Strategies to the Potential Student with NRVG

The educational marketing strategies to potential student with NRVG is the second section of the

questionnaire. The purpose of this section is to determine to what extent Bible colleges are practicing common educational marketing strategies involving the "4 P's" of marketing (product, distribution planning, pricing, and promotion). This section has questions 11-20 in it and is the largest section of the questionnaire. Due to its size comparisons of the four sets are facilitated by dealing with each of the four sets' product, then each of the four sets' distribution planning, etc.

Denomination--Product

As indicated above this section deals with all the results relating to the product of the denomination set. This includes questions 11-14. The product section is further subdivided into three sections--programs of study, credit granted, and involvement of lay public.

Programs of Study

The respondents were asked to check any programs which they offered to students with NRVG. Thirty-four programs were listed in question 11. These results were treated as a variation of the "yes" or "no" responses found in questions 10 and 12-13. If the respondents checked the program, than this is similar to a "yes" answer. If they did not, than this is similar to a "no" answer.

The respondents were also given the opportunity to list any specific "other" programs, not listed (questions 11.5 and 11.36-11.37). The response was too varied and infrequent to do statistical analysis on the results. The answers and frequencies for question 11.5 were as follows: two year diploma (1); one year diploma (1); two year certificate of general education (1); and fifth year teaching certificate in California (2). For question 11.36-11.37 the answers and frequencies were as follows: social studies, intercurricular studies (1); biology (1); physical education (1); and early childhood development (4). Most of the answers have a frequency of one. The fifth year certificate is apparently specific to California. There were four remarks relating to early childhood education. This area could relate to the growing market for educated day care supervisors and is a market Bible colleges could consider.

An examination of the data presented in table 18 shows the denomination nonparametric results from question 11. The most frequent program offered is the 2 year certificate with 53 checks or 68.8% of the total possible respondents ($N = 77$). Other large program responses are as follows: 1 year certificate 41 or 53.2%; education major 39 or 50.6%; music major 37 or 48.0%; cooperative programs 24

18. English major	4	40.0	0	0.0	3	12.5	2	18.1	2	13.3	11	14.2	8.44
19. English minor	2	20.0	1	5.9	0	0.0	1	9.1	2	13.3	6	7.8	4.86
20. English as second language major	1	10.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.3	6.79
21. English as second language minor	0	0.0	1	5.9	0	0.0	1	9.1	0	0.0	2	2.6	3.87
22. Commun. major	1	10.0	3	17.6	3	12.5	2	18.1	0	0.0	9	11.6	3.06
23. Commun. minor	1	10.0	1	5.9	3	12.5	0	0.0	2	13.3	7	9.1	1.99
24. History major	2	20.0	0	0.0	2	8.3	0	0.0	2	13.3	6	7.8	5.09
25. History minor	3	30.0	1	5.9	2	8.3	1	9.1	1	6.7	8	10.3	4.85
26. Music major	6	60.0	8	47.0	11	45.8	6	54.5	6	40.0	37	48.0	1.20
27. Music minor	5	50.0	4	23.5	8	33.3	2	18.1	4	26.6	23	29.8	3.19
28. Nursing major	0	0.0	2	11.7	0	0.0	0	0.0	2	13.3	4	5.2	5.97
29. Nursing minor	1	10.0	2	11.7	3	12.5	0	0.0	0	0.0	6	7.8	3.38
30. Psychology/counseling major	1	10.0	3	17.6	8	33.3	4	36.3	2	13.3	18	23.3	4.52
31. Psychology/counseling minor	1	10.0	4	23.5	5	20.8	2	18.1	2	13.3	14	18.1	1.13
32. Social work major	0	0.0	3	17.6	0	0.0	0	0.0	2	13.3	5	6.5	7.76
33. Social work minor	1	10.0	2	11.7	0	0.0	0	0.0	4	26.6	7	9.1	9.26
34. Secretarial major	5	50.0	1	5.9	2	8.3	2	18.1	1	6.7	11	14.2	12.91*
35. Secretarial minor	3	30.0	3	17.6	1	4.2	1	9.1	2	13.3	10	12.9	4.69

* $p < .05$. ** $p < .01$. $df. = 4$. Note: $N = 10$, Baptist; 17, Christian; 24, Independent; 11, Pentecostal; and 15, Other for a total $N = 77$. Numbers 11.5 and 11.36-11.37 ("other") have been deleted.

or 31.1%; music minor 23 or 29.8%; and psychology/counseling major program 18 or 23.3%. It is interesting to note that the business administration major and minor have very low responses (11 or 14.2% and 9 or 11.6%).

The chi square results are very few in number, only three. The 1 year certificate program has a value of 13.34 and is significant to the .01 level. The Baptist and Independent denominations appear to make the major contribution to the chi square number. The Baptist response is 8 or 80.0% of the possible Baptist respondents. The Independent response is 18 or 75% of the possible Independent respondents.

The programs significant at the .05 level are the cooperative program (12.92) and secretarial major (12.91). The cooperative program chi square appears to come from a combination of a high response on the part of the Christian (10 or 58.8%) and a low response by the Other (1 or 6.7%). The secretarial major chi square appears to come primarily from the Baptist group with a response of 5 or 50%.

Credit Granted

This section deals with the credit granted by colleges for life experiences and by examination (questions 12-13). Since the answers are of the "yes" or "no" type,

the results are nonparametric statistics. An examination of the data in table 19 shows the results.

The total results for question 12 are 22 or 29.7% with the response of "yes" and 52 or 70.3% with "no." The chi square value was significant at the .05 level of significance. The chi square value appears to come from the Pentecostal "yes" response of 8 or 72.7%. The results for

Table 19.--Marketing Strategies to Potential NRVG
(Denomination), Questions 12-13

	Yes		No		Chi Sq.
	N	%	N	%	
Question 12					
1. Baptist	2	20.0	8	80.0	
2. Christian	3	17.6	14	82.4	
3. Independent	6	26.1	17	73.9	
4. Pentecostal	8	72.7	3	27.3	
5. Other	<u>3</u>	23.1	<u>10</u>	76.9	
Total	22	29.7	52	70.3	11.82
Question 13					
1. Baptist	8	88.9	1	11.1	
2. Christian	10	62.5	6	37.5	
3. Independent	19	79.2	5	20.8	
4. Pentecostal	10	90.9	1	9.1	
5. Other	<u>14</u>	93.3	<u>1</u>	6.7	
Total	61	81.3	14	18.7	6.22

* $p < .05$. $df.$ = 4. Total N = 74, #12; 75, #13.

question 13 for "yes" are 61 or 81.3% and for "no" 14 or 18.7%. The chi square value is not significant. Bible colleges, generally, do not grant credit for life experience (question 12), but do grant credit by examination (question 13). The next section deals with the involvement of the lay public in the development of programs.

Involvement of Lay Public

The statistics in this section are parametric statistics. An examination of data presented in table 20 shows the denomination results of numbers, means, and F values. All of the total means are in the one point range, except number 5, education which has a mean of 2.7. The F values are less than one point, except for numbers 5 (education) and 6 (law). The t test was not run, because of a lack of significant F values. There is one psychology and one social science response in the "other" category. Basically, the Bible colleges do not consult with lay publics concerning the development of their programs.

Size of Student Body--Product

The size of student body--product section deals with the results from the product section of educational marketing to potential students division. The product

Table 20.--Marketing Strategies to Potential NRVG (Denomination), Question 14

	Baptist	Christ- ian	Indepe- ndent	Pente- costal	Other	Total							
	N	Mean	N	Mean	N	Mean	N	Mean	F				
1. Business	9	2.0	15	1.6	21	1.3	10	1.9	14	1.7	69	1.7	0.85
2. Medicine	9	1.1	14	1.3	21	1.1	8	1.0	14	1.1	66	1.1	0.68
3. Writing	9	1.6	14	1.4	21	1.7	10	1.5	14	1.5	68	1.5	0.13
4. Communic- ations	9	1.8	14	1.6	21	1.9	10	2.1	14	1.6	68	1.8	0.43
5. Education	9	3.0	13	2.4	22	3.1	11	2.9	14	2.2	69	2.7	1.05
6. Law	9	1.1	13	1.2	21	1.0	8	1.0	14	1.5	65	1.2	1.48
7. Government	9	1.3	13	1.2	21	1.0	9	1.3	14	1.1	66	1.2	0.82

section is subdivided into three sections-- programs of study, credit granted, and involvement of lay public.

Programs of Study

An examination of the data presented in table 21 shows the number, percentage, and chi square results for question 11. The total responses are similar to the denomination total responses, since the total number is 76 versus 77. Education major program was the only significant chi square value, 9.18, significant at the .05 level of significance. Most of the chi square appears to be from the 250-499 range with a response of 15 (out of 39 responses) or 75.0%. Some of the value, but to a lesser extent, appears to come from the 0-150 group with a response of 6 or 30.0%.

Credit Granted

A review of the data presented in table 22 indicates the number, percentage, and chi square results for questions 12-13.

Neither question has a significant chi square value. Similar to the denomination response, question 12 is basically negative, 52 or 71.2% and question 13 is basically positive, 61 or 82.4%. The largest negative response in question 12 was from groups 0-150 (16 or 84.2%) and 250-499 (16 or 80.0%). This response appears to be inconsistent,

Table 21.--Marketing Strategies to Potential NRVC (Size of Student Body),
Question 11

	0-150		151-249		250-499		500+		Total		Chi Sq.
	N	%	N	%	N	%	N	%	N	%	
1. 1 year certificate	12	60.0	10	47.6	11	55.0	7	46.7	40	52.6	0.91
2. 2 year certificate	15	75.0	13	61.9	14	70.0	10	66.7	52	68.4	0.86
3. Cooperative program	6	30.0	7	33.3	6	30.0	4	26.7	23	30.3	0.19
4. 3 year diploma	4	20.0	4	19.0	6	30.0	1	6.7	15	19.7	2.95
6. Aviation major	0	0.0	2	9.5	0	0.0	0	0.0	2	2.6	5.38
7. Aviation minor	0	0.0	0	0.0	2	10.0	0	0.0	2	2.6	5.75
8. Business adm. major	1	5.0	1	4.8	6	30.0	3	20.0	11	14.5	7.32
9. Business adm. minor	1	5.0	1	4.8	2	10.0	4	26.7	8	10.5	5.54
10. Coop. degree major	0	0.0	2	9.5	3	15.0	2	13.3	7	9.2	3.14
11. Coop. degree minor	2	10.0	1	4.8	4	20.0	2	13.3	9	11.8	2.38
12. Civil serv. major	0	0.0	0	0.0	1	5.0	0	0.0	1	1.3	2.84
13. Civil serv. minor	0	0.0	0	0.0	1	5.0	0	0.0	1	1.3	2.84
14. Community devel- opment major	1	5.0	0	0.0	0	0.0	0	0.0	1	1.3	2.84
15. Community devel- opment minor	0	0.0	1	4.8	1	5.0	0	0.0	2	2.6	1.76
16. Education major	6	30.0	9	42.9	15	75.0	9	60.0	39	51.3	9.18*
17. Education minor	3	15.0	3	14.3	3	15.0	4	26.7	13	17.1	1.21

18. English major	1	5.0	3	14.3	3	15.0	4	26.7	11	14.5	3.26
19. English minor	0	0.0	2	9.5	0	0.0	3	20.0	5	6.6	7.51
20. English as second language major	0	0.0	0	0.0	0	0.0	1	7.6	1	1.3	4.12
21. English as second language minor	0	0.0	1	4.8	0	0.0	1	6.7	2	2.6	2.41
22. Commun. major	1	5.0	1	4.8	4	20.0	3	20.0	9	11.8	4.14
23. Commun. minor	2	10.0	1	4.8	3	15.0	1	6.7	7	9.2	1.43
24. History major	0	0.0	3	14.3	1	5.0	2	13.3	6	7.9	3.73
25. History minor	1	5.0	1	4.8	1	5.0	4	26.7	7	9.2	6.81
26. Music major	6	30.0	11	52.4	10	50.0	9	60.0	36	47.4	3.65
27. Music minor	7	35.0	5	23.8	5	25.0	5	33.3	22	28.9	0.92
28. Nursing major	0	0.0	2	9.5	1	5.0	1	6.7	4	5.3	1.94
29. Nursing minor	2	10.0	0	0.0	3	15.0	1	6.7	6	7.9	3.34
30. Psychology/counseling major	2	10.0	4	19.0	7	35.0	5	33.3	18	23.7	4.51
31. Psychology/counseling minor	2	10.0	2	9.5	5	25.0	2	13.3	11	14.5	2.54
32. Social work major	2	10.0	1	4.8	2	10.0	0	0.0	5	6.6	1.93
33. Social work minor	3	15.0	2	9.5	1	5.0	1	6.7	7	9.2	1.34
34. Secretarial major	0	0.0	3	14.3	4	20.0	4	26.7	11	14.5	5.68
35. Secretarial minor	1	5.0	3	14.3	2	10.0	4	26.7	10	13.2	3.76

* $p < .05$. $df. = 3$. Note: $N = 20$, 0-250; 21, 151-249; 20, 250-499; and 15, 500+ for a total $N = 76$. Numbers 11.5 and 11.36-11.37 ("other") have been deleted.

Table 22.--Marketing Strategies to Potential NRVG (Size of Student Body), Questions 12-13

	Yes		No		Chi Sq.
	<u>N</u>	%	<u>N</u>	%	
Question 12					
1. 0-150	3	15.8	16	84.2	
2. 151-249	8	40.0	12	60.0	
3. 250-499	4	20.0	16	80.0	
4. 500+	<u>6</u>	42.9	<u>8</u>	57.1	
Total	21	28.8	52	71.2	4.90
Question 13					
1. 0-150	15	78.9	4	21.1	
2. 151-249	17	81.0	4	19.0	
3. 250-499	15	78.9	4	21.1	
4. 500+	<u>14</u>	93.3	<u>1</u>	6.7	
Total	61	82.4	13	17.6	1.58

df. = 3. Total N = 73, #12 and 74, #13.

since under questions 1-10, these groups had been the most positive toward students with NRVG.

Involvement of Lay Public

The results of question 14 are found in table 23. An examination of these results shows no significant F values and means under 2.0 for all possible answers, except

Table 23.--Marketing Strategies to Potential NRVG (Size of Student Body),
Question 14

	0-250	151-249	250-499	500+	Total						
	N	Mean	N	Mean	N	Mean	F				
1. Business	17	1.5	19	1.3	19	1.9	13	2.0	68	1.7	2.01
2. Medicine	17	1.1	19	1.1	18	1.3	11	1.1	65	1.1	0.94
3. Writing	17	1.2	19	1.5	18	1.8	13	1.7	67	1.6	0.95
4. Communi- cations	17	1.5	19	1.8	19	1.9	12	2.0	67	1.8	0.62
5. Education	16	2.3	20	2.3	18	3.2	14	3.3	68	2.8	1.86
6. Law	17	1.1	19	1.2	18	1.3	10	1.0	64	1.2	0.91
7. Government	17	1.1	19	1.1	18	1.2	11	1.4	65	1.2	0.78

education, 2.8.

Three Year Growth Percentage--Product

The three year growth percentage--product section deals with the results from the product section of educational marketing to potential students' division. The product section is subdivided into three sections-- programs of study, credit granted, and involvement of lay public.

Programs of Study

A review of the data presented in table 24 indicates the results from question 11. The nonparametric results are listed by number, percentage, and chi square values. The total results are similar to the denomination totals and the size of student body totals, since the N is equal to 76. The cooperative program with a 9.03 chi square value is significant at the .05 level of significance. Most of the value is apparently coming from the 0 check response in the -23 to -7 group--the colleges with the greatest percentage of negative growth. The education major has a value of 13.82 and is significant at the .01 level of significance. Most of the value appears to come from the 0 to 5 group with a response of 20 or 80%. To a lesser extent the 6 to 23 group also apparently contributes to the value with a response of 6 or 30%, the lowest response.

Table 24.--Marketing Strategies to Potential NRVG (Three Year Growth Percentage), Question 11

	-23 to -7						-6 to -1			0 to 5			6 to 23			Total		Chi Sq.
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
1. 1 year certificate	9	56.3	6	40.0	15	60.0	10	50.0	40	52.6	1.60							
2. 2 year certificate	10	62.5	12	80.0	18	72.0	12	60.0	52	68.4	2.00							
3. Cooperative program	0	0.0	5	33.3	10	40.0	8	40.0	23	30.3	9.03*							
4. 3 year diploma	4	25.0	3	20.0	3	12.0	5	25.0	15	19.7	1.57							
6. Aviation major	2	12.5	0	0.0	0	0.0	0	0.0	2	2.6	7.70							
7. Aviation minor	0	0.0	0	0.0	1	4.0	1	5.0	2	2.6	1.46							
8. Business adm. major	1	6.3	1	6.7	7	28.0	2	10.0	11	14.5	5.63							
9. Business adm. minor	1	6.3	1	6.7	4	16.0	2	10.0	8	10.5	1.35							
10. Coop. degree major	0	0.0	0	0.0	3	12.0	4	20.0	7	9.2	6.16							
11. Coop. degree minor	0	0.0	2	13.3	3	12.0	4	20.0	9	11.8	3.46							
12. Civil serv. major	0	0.0	0	0.0	1	4.0	0	0.0	1	1.3	2.07							
13. Civil serv. minor	0	0.0	0	0.0	0	0.0	1	5.0	1	1.3	2.84							
14. Community development major	1	6.3	0	0.0	0	0.0	0	0.0	1	1.3	3.80							
15. Community development minor	0	0.0	0	0.0	1	4.0	1	5.0	2	2.6	1.46							
16. Education major	8	50.0	5	33.3	20	80.0	6	30.0	39	51.3	13.82**							
17. Education minor	3	18.8	3	20.0	4	16.0	3	15.0	13	17.1	0.20							

18. English major	3	18.8	3	20.0	3	12.0	2	10.0	11	14.5	1.05
19. English minor	2	12.5	1	6.7	1	4.0	1	5.0	5	6.6	1.26
20. English as second language major	0	0.0	1	6.7	0	0.0	0	0.0	1	1.3	4.12
21. English as second language minor	0	0.0	0	0.0	2	8.0	0	0.0	2	2.6	4.19
22. Commun. major	2	12.5	0	0.0	5	20.0	2	10.0	9	11.8	3.68
23. Commun. minor	2	12.5	0	0.0	4	16.0	1	5.0	7	9.2	3.53
24. History major	1	6.3	3	20.0	1	4.0	1	5.0	6	7.9	3.83
25. History minor	2	12.5	2	13.3	2	8.0	1	5.0	7	9.2	0.98
26. Music major	6	37.5	8	53.3	15	60.0	7	35.0	36	47.4	3.67
27. Music minor	6	37.5	4	26.7	6	24.0	6	30.0	22	28.9	0.92
28. Nursing major	0	0.0	1	6.7	2	8.0	1	5.0	4	5.3	1.33
29. Nursing minor	0	0.0	3	20.0	1	4.0	2	10.0	6	7.9	5.04
30. Psychology/counseling major	3	18.8	3	20.0	7	28.0	5	25.0	18	23.7	0.60
31. Psychology/counseling minor	1	6.3	2	13.3	5	20.0	5	25.0	13	17.1	2.51
32. Social work major	1	6.3	0	0.0	4	16.0	0	0.0	5	6.6	6.08
33. Social work minor	1	6.3	2	13.3	1	4.0	3	15.0	7	9.2	2.09
34. Secretarial major	2	12.5	2	13.3	7	28.0	0	0.0	11	14.5	7.15
35. Secretarial minor	1	6.3	3	20.0	3	12.0	3	15.0	10	13.2	1.37

* $p < .05$. ** $p < .01$. $df = 3$. $N = 16$, -23 to -7; 15, -6 to -1; 25, 0 to 5; and 20, 6 to 23 for a total $N = 76$. Numbers 11.5 and 11.36-11.37 ("other") have been deleted.

Credit Granted

An examination of the data presented in table 25 shows the number, percentage, and chi square results for questions 12-13. Neither question has significant chi square values. As in the previous sets, question 12 is basically negative (52 or 71.2%) and question 13 is basically positive (61 or 82.4%).

Involvement of Lay Public

A review of the data presented in table 26 shows the parametric results of question 14. None of the F values are significant. The means are, once again, lower than 2.0, except in education, 2.8. This group is also not consulting lay public in program development.

Estimated Percentage of NRVG Students--Product

The estimated percentage of NRVG students--product section deals with the results from the product section of educational marketing to potential students division. The product section is subdivided into three sections-- programs of study, credit granted, and involvement of lay public.

Programs of Study

A review of the data presented in table 27 indicates the number, percentage, and chi square results for question 11. The highest response is to the 2 year certificate

Table 25.--Marketing Strategies to NRVG (Three Year Growth Percentage), Questions 12-13

	Yes		No		Chi Sq.
	<u>N</u>	%	<u>N</u>	%	
Question 12					
1. -23 to -7	5	33.3	10	66.7	
2. - 6 to -1	4	30.8	9	69.2	
3. 0 to 5	6	24.0	19	76.0	
4. 6 to 23	<u>6</u>	30.0	<u>14</u>	70.0	
Total	21	28.8	52	71.2	0.47
Question 13					
1. -23 to -7	13	81.3	3	18.8	
2. - 6 to -1	12	85.7	2	14.3	
3. 0 to 5	20	80.0	5	20.0	
4. 6 to 23	<u>16</u>	84.2	<u>3</u>	15.8	
Total	61	82.4	13	17.6	0.26

df. = 3. Total N = 73, #12 and 74, #13.

program (38 or 69.1%). Responses above 50% are as follows: education major (31 or 56.4%); 1 year certificate (28 or 50.9%); and music major (28 or 50.9%). The music minor program has a response of 17 or 30.9% making it the next greatest response after the 50% responses. The rest of the programs are in the percentage range of the twenties or

Table 26.--Marketing Strategies to Potential NRVG (Three Year Growth Percentage), Question 14

	-23 to -7	-6 to -1	0 to 5	6 to 23	Total						
	N	Mean	N	Mean	N	Mean	F				
1. Business	15	1.7	11	1.4	24	1.8	18	1.6	68	1.6	0.46
2. Medicine	15	1.2	11	1.0	21	1.2	18	1.1	65	1.1	0.60
3. Writing	15	1.6	11	2.0	23	1.6	18	1.2	67	1.6	1.42
4. Communi- cations	15	1.8	11	2.3	24	1.8	17	1.5	67	1.8	1.45
5. Education	14	3.1	12	3.1	23	2.8	19	2.4	68	2.8	0.77
6. Law	15	1.3	11	1.0	21	1.1	17	1.2	64	1.2	0.66
7. Government	15	1.1	11	1.0	22	1.4	18	1.0	66	1.1	2.04

Table 27.--Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), Question 11

	0-24		25-49		50-74		75-100		Total		Chi Sq.
	N	%	N	%	N	%	N	%	N	%	
1. 1 year certificate	11	68.8	9	45.0	6	46.2	2	33.3	28	50.9	3.2
2. 2 year certificate	11	68.8	12	60.0	11	84.6	4	66.7	38	69.1	2.3
3. Cooperative program	3	18.8	5	25.0	5	38.5	3	50.0	16	29.1	2.8
4. 3 year diploma	3	18.8	6	30.0	1	7.7	1	16.7	11	20.0	2.5
6. Aviation major	1	6.3	1	5.0	0	0.0	0	0.0	2	3.6	1.1
7. Aviation minor	0	0.0	0	0.0	0	0.0	1	16.7	1	1.8	8.3*
8. Business adm. major	3	18.8	3	15.0	3	23.1	2	33.3	11	20.0	1.1
9. Business adm. minor	2	12.5	0	0.0	2	15.4	1	16.7	5	9.1	3.3
10. Coop. degree major	2	12.5	1	5.0	2	15.4	1	16.7	6	10.9	1.2
11. Coop. degree minor	0	0.0	0	0.0	1	7.7	2	33.3	3	5.5	11.2*
12. Civil serv. major	0	0.0	1	5.0	0	0.0	0	0.0	1	1.8	1.8
13. Civil serv. minor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0
14. Community development major	1	6.3	0	0.0	0	0.0	0	0.0	1	1.8	2.5
15. Community development minor	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0
16. Education major	6	37.5	11	55.0	10	76.9	4	66.7	31	56.4	4.8
17. Education minor	3	18.8	4	20.0	3	23.1	1	16.7	11	20.0	0.1

18. English major	0	0.0	4	20.0	4	30.8	1	16.7	9	16.4	5.3
19. English minor	2	12.5	0	0.0	2	15.4	0	0.0	4	7.3	4.0
20. English as second language major	0	0.0	1	5.0	0	0.0	0	0.0	1	1.8	1.8
21. English as second language minor	0	0.0	0	0.0	1	7.7	0	0.0	1	1.8	3.3
22. Commun. major	1	6.3	1	5.0	4	30.8	2	33.3	8	14.5	6.8
23. Commun. minor	0	0.0	2	10.0	1	7.7	1	16.7	4	7.3	2.3
24. History major	1	6.3	1	5.0	2	15.4	1	16.7	5	9.1	1.6
25. History minor	1	6.3	3	15.0	2	15.4	1	16.7	7	12.7	0.9
26. Music major	6	37.5	10	50.0	8	61.5	4	66.7	28	50.9	2.3
27. Music minor	6	37.5	7	35.0	3	23.1	1	16.7	17	30.9	1.4
28. Nursing major	2	12.5	1	5.0	1	7.7	0	0.0	4	7.3	1.3
29. Nursing minor	0	0.0	2	10.0	2	15.4	0	0.0	4	7.3	3.2
30. Psychology/counseling major	3	18.8	5	25.0	6	46.2	2	33.3	16	29.1	2.9
31. Psychology/counseling minor	3	18.8	2	10.0	0	0.0	0	0.0	5	9.1	3.7
32. Social work major	2	12.5	0	0.0	1	7.7	1	16.7	4	7.3	3.0
33. Social work minor	1	6.3	1	5.0	0	0.0	0	0.0	2	3.6	1.1
34. Secretarial major	4	25.0	2	10.0	3	23.1	0	0.0	9	16.4	3.1
35. Secretarial minor	4	25.0	2	10.0	1	7.7	1	16.7	8	14.5	2.3

* $P < .05$. $df = 3$. $N = 16$, 0-24; 20, 25-49; 13, 50-74; 6, 75-100 for a total $N = 55$. Numbers 11.5 and 11.36-11.37 ("other") have been deleted.

less. There are two significant chi square values, both at the .05 level of significance. Aviation minor has a 8.3 chi square value. Most of the chi square is apparently coming from the 75-100 group with a response of 1 or 16.7%. The cooperative degree minor has a 11.2 value with apparently most of the significance coming from the 75-100 group (2 or 33.3%). However, the comparatively few responses ($N = 1$ and 3) makes both values seem unimportant.

Credit Granted

An analysis of the data presented in table 28 shows the number, percentage, and chi square values for questions 12-13. Neither question has a significant chi square value. As in the sets before, question 12 is basically negative (23 or 65.5%) and question 13 is basically positive (46 or 83.6%).

Involvement of Lay Publics

As before there are no significant F values in table 29. The means are all under 2.0, except education (3.0). All of the groups have basically no involvement of lay publics in the development of their programs.

Denomination--Distribution Planning

Denomination--distribution planning begins the second aspect (distribution planning) of the 4 P's. Question 15 is

Table 28.--Marketing Strategies to NRVG (Estimated Percentage of NRVG Students), Questions 12-13

	Yes		No		Chi Sq.
	<u>N</u>	%	<u>N</u>	%	
Question 12					
1. 0-24	4	25.0	11	68.8	
2. 25-49	6	30.0	14	70.0	
3. 50-74	5	38.5	7	53.8	
4. 75-100	<u>2</u>	33.3	<u>4</u>	66.7	
Total	17	30.9	23	65.5	7.1
Question 13					
1. 0-24	14	87.5	2	12.5	
2. 25-49	19	95.0	1	5.0	
3. 50-74	8	61.5	5	38.5	
4. 75-100	<u>5</u>	83.3	<u>1</u>	16.7	
Total	46	83.6	9	16.4	6.7

df. = 3. Total N = 40, #12 and 55, #13.

the only question in this aspect. It is reported by a nonparametric statistic.

The "other" category, question 15.11, has two different responses from three different colleges. The responses and frequencies are as follows: external degree program (1) and correspondence program (2).

Table 29.--Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), Question 14

	0-24	25-49	50-74	75-100	Total						
	N	Mean	N	Mean	N	Mean	F				
1. Business	15	1.3	19	1.6	10	2.0	6	2.3	50	1.8	1.56
2. Medicine	15	1.0	19	1.1	8	1.4	6	1.5	48	1.2	1.97
3. Writing	15	1.3	19	1.7	9	1.6	6	1.7	49	1.6	0.63
4. Communi- cations	14	1.3	19	1.7	10	2.0	6	2.2	49	1.6	1.25
5. Education	15	2.3	20	3.0	10	3.6	6	3.0	51	3.0	1.60
6. Law	14	1.3	19	1.1	8	1.0	6	1.8	47	1.3	2.17
7. Government	14	1.1	19	1.3	8	1.1	6	1.3	47	1.2	0.22

An examination of the data presented in table 30 shows the number, percentage, and chi square results for question 15. All of the total responses are under 50%. The largest response was evening programs (33 or 42.8%). High responses also came from the following: off-campus courses (27 or 35.0%); day block courses (19 or 24.6%); and courses meeting for 1-3 weeks (19 or 24.6%). The rest of the programs are under 20% in their response. There is one significant chi square of 10.12 for complete evening programs at the .05 level of significance. Most of the value appears to come from the Independent (8 or 33.3%). Christian appears to make a contribution, but to a lesser extent with a response of 0.

Size of Student Body--Distribution Planning

An examination of the data presented in table 31 shows the results from question 15 for the size of student body--distribution planning. All of the responses are under 50%. The highest response was for evening programs (32 or 42.1%). Other high responses are as follows: off-campus courses (26 or 34.2%); day block courses (19 or 25.0%); and courses meeting for 1-3 weeks (19 or 25.0%). The weekend college chi square value is 12.70, which is significant at the .01 level of significance. Most of the value appears to come from the 500+ group (3 or 20.0%). Number 10 (courses

Table 30.--Marketing Strategies to Potential NRVC (Denomination), Question 15

	Baptist			Christ- ian			Indepen- dent			Pente- costal			Other			Total			Chi Sq.
	N	%		N	%		N	%		N	%		N	%		N	%		
1. Comp. ext. center	0	0.0	1	5.9	3	12.5	0	0.0	1	6.7	5	6.5	2.90						
2. Ext. center	3	30.0	1	5.9	4	16.6	1	9.1	3	20.0	12	15.5	3.39						
3. Off-campus courses	3	30.0	5	29.4	9	37.5	4	36.3	6	40.0	27	35.0	0.58						
4. Emp. on site courses	1	10.0	0	0.0	1	4.2	1	9.1	0	0.0	3	3.9	3.09						
5. Comp. weekend college	0	0.0	0	0.0	1	4.2	0	0.0	0	0.0	1	1.3	2.24						
6. Weekend college	0	0.0	0	0.0	1	4.2	2	18.1	0	0.0	3	3.9	7.70						
7. Comp. evening programs	1	10.0	0	0.0	8	33.3	2	18.1	1	6.7	12	15.5	10.12*						
8. Evening programs	6	60.0	6	35.2	11	45.8	5	45.4	5	33.3	33	42.8	2.27						
9. Day block courses	3	30.0	2	11.7	7	29.1	3	27.2	4	26.6	19	24.6	2.01						
10. Courses 1-3 wks.	2	20.0	2	11.7	8	33.3	4	36.3	3	20.0	19	24.6	3.60						

* $p < .05$. $df. = 4$. Note: N = 10, Baptist; 17, Christian; 24, Independent; 11, Pentecostal; 15, Other for a total N = 77.

Table 31.--Marketing Strategies to Potential NRVG (Size of Student Body),
Question 15

	0-150		151-249		250-499		500+		Total		Chi Sq.
	N	%	N	%	N	%	N	%	N	%	
1. Comp. ext. center	2	10.0	0	0.0	2	10.0	0	0.0	4	5.3	3.80
2. Ext. center	2	10.0	4	19.0	4	20.0	1	6.7	11	14.5	1.91
3. Off-campus courses	8	40.0	5	23.8	6	30.0	7	46.7	26	34.2	2.50
4. Emp. on site courses	0	0.0	1	4.8	0	0.0	2	13.3	3	3.9	5.17
5. Comp. weekend college	0	0.0	0	0.0	1	5.0	0	0.0	1	1.3	2.84
6. Weekend college	0	0.0	0	0.0	0	0.0	3	20.0	3	3.9	12.70**
7. Comp. evening programs	0	0.0	4	19.0	6	30.0	2	13.3	12	15.8	7.02
8. Evening programs	7	35.0	9	42.9	6	30.0	10	66.7	32	42.1	5.33
9. Day block courses	2	10.0	4	19.0	8	40.0	5	33.3	19	25.0	5.75
10. Courses 1-3 wks.	3	15.0	2	9.5	6	30.0	8	53.3	19	25.0	10.44*

* $p < .05$. ** $p < .01$. $df. = 3$. $N = 20$, 0-150; 21, 151-249; 20, 250-499; 15, 500+ for a total $N = 76$.

meeting for 1-3 weeks) has a significant value of 10.44, which is significant at the .05 level of significance. Most of the value appears to come from the 500+ group (8 or 53.3%). In the two significant categories the 500+ group appears to be more aggressive at marketing the placement of their programs to students with NRVG.

Three Year Growth Percentage--Distribution Planning

A review of the data presented in table 32 shows the number, percentage, and chi square results for question 15. The highest response is evening programs with 32 or 42.1%. Other high responses are as follows: off-campus courses (26 or 34.2%); day block courses (19 or 25%); and courses meeting for 1-3 weeks (19 or 25.0%). There are no significant chi square values.

Estimated Percentage of NRVG Students-- Distribution Planning

An examination of the data presented in table 33 shows the number, percentage, and chi square values of question 15. The highest response as before is evening program (26 or 47.3%). Other high responses are as follows: off-campus courses (21 or 38.2%); day block courses (16 or 29.1%); and courses meeting for 1-3 weeks (16 or 29.1%). There are no significant chi square values.

Table 32.--Marketing Strategies to Potential NRVG (Three Year Growth Percentage), Question 15

	-23 to -7	-6 to -1	0 to 5	6 to 23	Total	Chi					
	N	%	N	%	N	%	Sq.				
1. Comp. ext. center	1	6.3	0	0.0	2	8.0	4	5.3	1.24		
2. Ext. center	2	12.5	1	6.7	4	16.0	4	20.0	11	14.5	1.33
3. Off-campus courses	7	43.8	3	20.0	9	36.0	7	35.0	26	34.2	2.03
4. Emp. on site courses	0	0.0	1	6.7	1	4.0	1	5.0	3	3.9	1.01
5. Comp. weekend college	0	0.0	0	0.0	1	4.0	0	0.0	1	1.3	2.07
6. Weekend college	0	0.0	1	6.7	1	4.0	1	5.0	3	3.9	1.01
7. Comp. evening programs	1	6.3	5	33.3	3	12.0	3	15.0	12	15.8	4.85
8. Evening programs	8	50.0	6	40.0	10	40.0	8	40.0	32	42.1	0.52
9. Day block courses	4	25.0	5	33.3	6	24.0	4	20.0	19	25.0	0.84
10. Courses 1-3 wks.	5	31.3	4	26.7	5	20.0	5	25.0	19	25.0	0.69

df = 3. N = 16, -23 to -7; 15, -6 to -1; 25, 0 to 5; 20, 6 to 23 for a total N = 76.

Table 33.--Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), Question 15

	0-24		25-49		50-74		75-100		Total		Chi Sq.
	N	%	N	%	N	%	N	%	N	%	
1. Comp. ext. center	1	6.3	1	5.0	0	0.0	0	0.0	2	3.6	1.1
2. Ext. center	3	18.8	3	15.0	0	0.0	1	16.7	7	12.7	2.6
3. Off-campus courses	8	50.0	6	30.0	5	38.5	2	33.3	21	38.2	1.6
4. Emp. on site courses	1	6.3	2	10.0	0	0.0	0	0.0	3	5.5	1.9
5. Comp. weekend college	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0
6. Weekend college	0	0.0	1	5.0	1	7.7	0	0.0	2	3.6	1.5
7. Comp. evening programs	2	12.5	2	10.0	5	15.4	1	16.7	7	12.7	0.3
8. Evening programs	7	43.8	10	50.0	8	61.5	1	16.7	26	47.3	3.5
9. Day block courses	6	37.5	6	30.0	2	15.4	2	33.3	16	29.1	1.8
10. Courses 1-3 wks.	4	25.0	6	30.0	4	30.8	2	33.3	16	29.1	0.2

df = 3. N = 16, 0-24; 20, 25-49; 13, 50-74; 6, 75-100 for a total N = 55.

The AABC colleges are not practicing common educational marketing practices as it relates to distribution planning. This can be seen by examining the totals in all four sets and seeing that they are always below 50% of the total possible response. It should be noted that the best responses in all four sets were evening program, off-campus courses, day block courses, and courses meeting for 1-3 weeks. This was also the order from highest to lowest of the response.

Denomination--Pricing

Denomination--pricing begins the third aspect (pricing) of the 4 P's. Question 16 is the only question in this aspect. It is reported by a nonparametric statistic.

An examination of the data presented in table 34 shows the number, percentage, and chi square results for question 16. The highest response was to general scholarships (64 or 83.1%). Other high responses are as follows: tuition reduction for spouses (46 or 59.7%); grants (43 or 55.8%); and delayed payment (39 or 50.6%). The lowest response was special scholarships for students with NRVG (8 or 10.3%). There are no significant chi square values.

Table 34.--Marketing Strategies to Potential NRVG (Denomination), Question 16

	Baptist		Christ- ian		Indepen- dent		Pente- costal		Other		Total		Chi Sq.
	N	%	N	%	N	%	N	%	N	%	N	%	
1. General scholar- ships	10	100.0	16	94.1	19	79.1	7	63.6	12	80.0	64	83.1	6.84
2. Special scholar- ships	1	10.0	1	5.9	2	8.3	3	27.2	1	6.7	8	10.3	4.07
3. Grants	6	60.0	13	76.4	12	50.0	6	54.5	6	40.0	43	55.8	4.87
4. Delayed payment	5	50.0	11	64.7	12	50.0	6	54.5	5	33.3	39	50.6	3.22
5. Awards	6	60.0	3	17.6	8	33.3	4	36.3	5	33.3	26	33.7	5.09
6. Tuition reduction for spouses	7	70.0	11	64.7	14	58.3	6	54.5	8	53.3	46	59.7	1.01
7. Tuition reduction for family	3	30.0	6	35.2	9	37.5	4	36.3	3	20.0	25	32.4	1.51

df = 4. Note: N = 10, Baptist; 17, Christian; 24, Independent; 11, Pentecostal; 15, Other for a total N = 77.

Size of Student Body--Pricing

An examination of the data presented in table 35 shows the number, percentage, and chi square values for question 16. The highest response is general scholarships (63 or 82.9%). Other high responses are as follows: tuition reduction for spouses (45 or 59.2%); grants (43 or 56.6%); and delayed payment (38 or 50.0%). There are two chi square values both at the .05 level of significance. The chi square result for general scholarships is 8.18. It appears a combination of 250-499 (20 or 100%) and 151-249 (14 or 66.7%) contribute the most to the chi square value. The 250-499 group appears to have a slightly higher contribution, than the 151-249 group. The chi square result on awards is 8.72. Most of the value appears to come from the 250-499 group (12 or 60.0%).

Three Year Growth Percentage--Pricing

A review of the data presented in table 36 indicates the number, percentage, and chi square results of question 16. The highest response is general scholarship (63 or 82.9%). Other high responses are as follows: tuition reduction for spouses (45 or 59.2%); grants (43 or 56.6%); and delayed payment (38 or 50.0%). There are no significant chi square values.

Table 35.--Marketing Strategies to Potential NRVG (Size of Student Body),
Question 16

	0-150	151-249	250-499	500+	Total	Chi					
	N	%	N	%	N	%	Sq.				
1. General scholar- ships	17	85.0	14	66.7	20	100.0	12	80.0	63	82.9	8.18*
2. Special scholar- ships	1	5.0	0	0.0	5	25.0	2	13.3	8	10.5	7.69
3. Grants	12	60.0	10	47.6	11	55.0	10	66.7	43	56.6	1.42
4. Delayed payment	9	45.0	8	38.1	13	65.0	8	53.3	38	50.0	3.26
5. Awards	4	20.0	5	23.8	12	60.0	5	33.3	26	34.2	8.72*
6. Tuition reduction for spouses	12	60.0	13	61.9	10	50.0	10	66.7	45	59.2	1.12
7. Tuition reduction for family	7	35.0	4	19.0	9	45.0	4	26.7	24	31.6	3.47

* $p < .05$. $df. = 3$. $N = 20$, 0-150; 21, 151-249; 20, 250-499; 15, 500+ for a total $N = 76$.

Table 36.--Marketing Strategies to Potential NRVG (Three Year Growth Percentage), Question 16

	-23 to -7	-6 to -1	0 to 5	6 to 23	Total	Chi					
	N	%	N	%	N	%	N	%	Sq.		
1. General scholar- ship	12	75.0	11	73.3	22	88.0	18	90.0	63	82.9	2.84
2. Special scholar- ships	0	0.0	2	13.3	4	16.0	2	10.0	8	10.5	2.81
3. Grants	9	56.3	7	46.7	17	68.0	10	50.0	43	56.6	2.28
4. Delayed payment	7	43.8	8	53.3	16	64.0	7	35.0	38	50.0	4.08
5. Awards	5	31.3	5	33.3	11	44.0	5	25.0	26	34.2	1.89
6. Tuition reduction for spouses	10	62.5	12	80.0	13	52.0	10	50.0	45	59.2	4.00
7. Tuition reduction for family	5	31.3	7	46.7	6	24.0	6	30.0	24	31.6	2.27

df = 3. N = 16, -23 to -7; 15, -6 to -1; 25, 0 to 5; 20, 6 to 23 for a total N = 76.

Estimated Percentage of NRVG Students--Pricing

An examination of the data presented in table 37 shows the number, percentage, and chi square results for question 16. The highest response is general scholarship (48 or 87.3%). Other high responses are as follows: grants (35 or 63.6%); tuition reduction for spouses (33 or 60.0%); and delayed payment (30 or 54.5%). There are two significant chi square values both at the .05 level of significance. The delayed payment value is 8.2. Most of the significance appears to come from the 0-24 group (4 or 25%). This percentage of response is much lower than the others. The value for the tuition reduction for spouses is 8.6. Most of the significance appears to come again from the 0-24 group (6 or 37.5%). As above this percentage is generally much lower than the other groups.

In general, most of the colleges are using common educational marketing pricing strategies. However, if colleges wish to demonstrate that they are committed to students with NRVG as an integral part of their mission they will need to offer special scholarships for these students.

Denomination--Promotion

Denomination--promotion begins the fourth aspect (promotion) and the last of the 4 P's. This aspect is covered by questions 17-20 each question is a parametric

Table 37.--Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), Question 16

	0-24		25-49		50-74		75-100		Total		Chi
	N	%	N	%	N	%	N	%	N	%	Sq.
1. General scholar- ships	12	75.0	18	90.0	12	92.3	6	100.0	48	87.3	3.5
2. Special scholar- ships	1	6.3	2	10.0	4	30.8	1	16.7	8	14.5	4.0
3. Grants	9	56.3	12	60.0	11	84.6	3	50.0	35	63.6	3.4
4. Delayed payment	4	25.0	14	70.0	8	61.5	4	66.7	30	54.5	8.2*
5. Awards	4	25.0	9	45.0	3	23.1	3	50.0	19	34.5	3.0
6. Tuition reduction for spouses	6	37.5	15	75.0	10	76.9	2	33.3	33	60.0	8.6*
7. Tuition reduction for family	2	12.5	7	35.0	7	53.8	1	16.7	17	30.9	6.5

* $p < .05$. $df = 3$. $N = 16$, 0-24; 20, 25-49; 13, 50-74; 6, 75-100 for a total $N = 55$.

statistic. The promotion aspect is subdivided into promotion with personnel, promotion with media, and internal promotion. Table 38 contains the data from questions 17-18.

Promotion with Personnel

An examination of the data presented in table 38 shows the number, mean, and F value results for questions 17-18. The total mean for question 17 is 2.5 and for question 18 the mean is 3.2. So, most of the colleges are using both students and professionals, although they use professionals to a greater extent. The results are not as high as they could be. Neither of the F values are significant.

Table 38.--Marketing Strategies to Potential NRVG
(Denomination), Questions 17-18

	Question 17			Question 18		
	<u>N</u>	Mean	<u>F</u>	<u>N</u>	Mean	<u>F</u>
1.. Baptist	10	2.9		10	3.7	
2. Christian	16	2.8		16	3.6	
3. Independent	23	2.3		24	3.3	
4. Pentecostal	11	2.1		11	2.6	
5. Other	<u>15</u>	2.2		<u>15</u>	2.5	
Total	75	2.5	1.74	76	3.2	1.78

Promotion with Media

An examination of the data presented in table 39 shows the number, mean, and F value results for questions 19-20. Question 20 relates to the next subdivision. The mean responses of direct mail (3.3), magazines (2.3), and announcements (2.0) are the only responses above the 1 range. None of the F values are significant. Media is not used heavily by Bible colleges.

The "other" category had the following answers and frequencies: visitation (2); traveling student teams (2); TV (3); phone (4); and college fairs (6). This was the most response in the "other" category from the questionnaire. However, the frequencies were lower than the responses in the rest of question 19.

Internal Promotion

A review of the data presented in table 39 shows the number, mean, and F values results for question 20. The means range from 2.4 to 2.9. The F values were not significant. The "other" response answers and frequencies are special one day events (1) and meetings in churches, schools, and so forth (1). It appears that Bible colleges could emphasize the area of internal promotion to a greater extent in their marketing strategy.

Table 39.--Marketing Strategies to Potential NRVG (Denomination) Questions 19-20

	Baptist		Christ- ian		Indepe- ndent		Pente- costal		Other		Total		
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	F
Question 19													
1. Radio	8	2.0	15	1.5	20	2.3	10	1.4	12	1.7	65	1.8	1.58
2. Magazines	9	2.6	14	1.6	21	2.3	11	2.5	14	2.3	69	2.3	1.25
3. Newspapers	8	2.4	14	1.2	18	1.5	8	1.5	12	1.5	60	1.6	2.24
4. Journals	9	1.8	14	1.6	21	1.9	10	2.1	14	1.6	68	1.8	0.56
5. Announcements	7	2.3	15	1.8	22	2.0	8	1.8	13	2.0	65	2.0	0.26
6. Direct mail	10	3.9	16	3.6	24	2.8	11	3.5	15	2.9	76	3.3	1.49
Question 20													
1. Bulletin boards	10	2.6	15	2.4	23	2.3	10	2.5	13	2.2	71	2.4	0.13
2. Direct mail	10	3.0	16	2.6	23	2.5	11	2.6	15	2.7	75	2.7	0.18
3. College newspapers	10	3.1	15	2.9	22	2.3	11	2.8	15	2.5	73	2.7	0.83
4. Brochures	10	3.3	15	2.9	22	2.7	11	2.7	15	2.9	73	2.9	0.29

Size of Student Body--Promotion

The size of student body--promotion covers questions 17-20. The promotion aspect is subdivided into promotion with personnel, promotion with media, and internal promotion.

Promotion with Personnel

An examination of the data presented in table 40 shows the number, mean, and F value results for questions 17-18. The means are 2.4 for question 17 and 3.2 for question 18. These means are a few tenths higher than the denomination means for these questions. The F values are not significant. Bible colleges could use more personnel in recruitment.

Table 40.--Marketing Strategies to Potential NRVG (Size of Student Body), Questions 17-18

	Question 17			Question 18		
	<u>N</u>	Mean	<u>F</u>	<u>N</u>	Mean	<u>F</u>
1. Baptist	18	2.4		19	3.2	
2. Christian	21	2.4		21	3.8	
3. Independent	20	2.8		20	3.5	
4. Pentecostal	<u>15</u>	2.1		<u>15</u>	3.3	
Total	74	2.4	1.09	75	3.2	0.75

Promotion with Media

A review of the data presented in table 41 indicates the number, mean, and F value results for questions 19-20. Question 20 relates to the next subdivision. The means range from 1.5 to 3.2. The F value for magazines (4.14) is significant to the .01 level of significance. The F value of newspapers is 3.04 which is significant to the .05 level of significance. The t test enables a closer look at the results.

A review of the data presented in table 42 indicates the groupings, significant means, and the t test values. The response of magazine has two groups that are significant at the .01 level of significance. The pair 3 (250-499) and 1 (0-150) have a 3.01 value with means of 2.9 versus 1.8. The pair 3 and 2 (151-249) have a 3.08 value with means of 2.9 versus 1.9. The response of newspaper has two significant groups at the .05 level of significance. The pair 3 and 2 has a 2.73 value with means of 2.4 versus 1.5. The pair 3 and 4 (500+) has a 2.32 value with means of 2.4 versus 1.5. It is interesting to note that group 3 (250-499) is involved in every significant pair and has the highest mean in each case. This group has shown a significant interest to market to students with NRVG in previous parts of the questionnaire.

Table 41.--Marketing Strategies to Potential NRVG (Size of Student Body),
Questions 19-20

	0-150	151-249	250-499	500+	Total						
	N	Mean	N	Mean	N	Mean	F				
Question 19											
1. Radio	15	2.1	20	1.4	16	2.3	14	1.6	65	1.8	2.68
2. Magazines	15	1.8	21	1.9	18	2.9	14	2.4	68	2.3	4.14**
3. Journals	12	1.2	18	1.5	16	1.8	13	1.8	59	1.5	1.18
4. Newspapers	15	2.0	17	1.5	17	2.4	13	1.5	62	1.9	3.04*
5. Announcements	16	1.8	18	1.8	17	2.5	13	1.7	64	2.0	1.83
6. Direct mail	19	3.4	21	2.5	20	3.8	15	3.3	75	3.2	2.46
Question 20											
1. Bulletin boards	18	2.3	20	2.0	18	3.2	14	2.1	70	2.4	3.35*
2. Direct mail	19	2.8	21	2.1	19	3.4	15	2.5	74	2.7	2.89*
3. College newspapers	18	2.6	21	2.1	18	3.6	15	2.4	72	2.7	3.81*
4. Brochures	18	3.1	21	2.3	19	3.7	14	2.5	72	2.9	3.54*

* $p < .05$. ** $p < .01$.

Table 42.--Marketing Strategies to Potential NRVG (Size of Student Body), \underline{t} Test

Groups	Significant Means	\underline{t} Test	Groups	Significant Means	\underline{t} Test
19.2 Magazines			19.4 Newspapers		
2 - 1		0.18	1 - 2		1.49
3 - 1	2.9 - 1.8	3.01**	3 - 1		1.09
4 - 1		1.44	1 - 4		1.19
3 - 2	2.9 - 1.9	3.08**	3 - 2	2.4 - 1.5	2.73*
4 - 2		1.41	4 - 2		0.19
3 - 4		1.12	3 - 4	2.4 - 1.5	2.32*

* $p < .05$. ** $p < .01$. Note: Group numbers = 1. 0-150, $N = 20$; 2. 151-249, $N = 21$; 3. 250-499, $N = 20$; 4. 500+, $N = 15$.

Internal Promotion

A review of the data presented in table 41 shows the number, mean, and F value results for question 20. The means range from 2.4-2.9, which is a similar denomination result. The colleges appear to promote better to their internal publics than they did through the use of media. However, they could do a better job of promoting to their internal publics, since the means are below 3.0. Every F value was significant at the .05 level of significance. The \underline{t} test enables a closer examination of the data.

An examination of the data presented in table 43 shows the groupings, significant means, and the \underline{t} test Table

43.--Marketing Strategies to Potential NRVG (Size of Student Body), t Test

Groups	Significant Means	t Test	Groups	Significant Means	t Test
20.1 Bulletin boards			20.2 Direct mail		
1 - 2		0.89	1 - 2		1.54
3 - 1		2.01	3 - 1		1.23
1 - 4		0.54	1 - 4		0.62
3 - 2	3.2 - 2.0	3.13**	3 - 2	3.4 - 2.1	3.05**
4 - 2		0.27	4 - 2		0.80
3 - 4	3.2 - 2.1	2.55*	3 - 4		1.87
20.3 College News			20.4 Brochures		
1 - 2		1.12	1 - 2		1.51
3 - 1	3.6 - 2.6	2.12*	3 - 1		1.52
1 - 4		0.41	1 - 4		1.06
3 - 2	3.6 - 2.1	3.45**	3 - 2	3.7 - 2.3	3.13**
4 - 2		0.62	4 - 2		0.31
3 - 4	3.6 - 2.4	2.46*	3 - 4	3.7 - 2.5	2.56*

* $p < .05$. ** $p < .01$. Note: Group numbers = 1. 0-150, $N = 20$; 2. 151-249, $N = 21$; 3. 250-499, $N = 20$; 4. 500+, $N = 15$.

values. The response on bulletin boards has two significant values at the .01 and .05 level of significance. The pair 3 (250-499) and 2 (151-249) has a value of 3.13 (.01 level of significance) with means of 3.2 versus 2.0. The pair 3 and 4 (500+) has a value of 2.55 with means of 3.2 versus 2.1. The response of direct mail has one significant response at

the .01 level of significance. The pair 3 and 2 has a 3.05 value with means of 3.4 versus 2.1. The response of college news has three significant values with one at the .01 level of significance and two at the .05 level of significance. The pair 3 and 2 has a value of 3.45 with means of 3.6 and 2.1 and is the only one at the .01 level of significance. The pair 3 and 1 (0-150) has a 2.12 value with means of 3.6 versus 2.6. The pair 3 and 4 has a 2.46 value with means of 3.6 versus 2.4. The response of brochures has one significant value at the .01 level and one at the .05 level. The pair 3 and 2 has a value of 3.13 with means of 3.7 versus 2.3. The pair 3 and 4 has a value of 2.56 with means of 3.7 versus 2.5. The group 3 (250-499) is involved in every significant pair and has the highest mean in each case. This group has shown a significant interest to market to students with NRVG in previous parts of the questionnaire. Group 2 (151-249) is a part of a significant involvement in the significant results appears to be due to the fact that it has the lowest mean of the groups. Group 4 (50+) is involved in three of four of the responses with significant F values. It has a higher mean than group 2. Group 1 (0-150) is never involved in the significant t values. This group has the second highest means and appears to be more interested in marketing themselves to students

with NRVG than groups 2 and 4. This observation has been noted previously.

Three Year Growth Percentage--Promotion

The three year growth percentage--promotion covers questions 17-20. The promotion aspect is subdivided into promotion with personnel, promotion with media, and internal promotion.

Promotion with Personnel

An examination of data presented in table 44 shows the number, mean, and F value results for questions 17-18. The means for question 17 range from 2.1 to 2.6. The means for question 18 range from 2.7 to 3.4. As before question

Table 44.--Marketing Strategies to Potential NRVG (Three Year Growth Percentage), Questions 17-18

	Question 17			Question 18		
	<u>N</u>	Mean	<u>F</u>	<u>N</u>	Mean	<u>F</u>
1. -23 to -7	15	2.1		16	2.7	
2. -6 to -1	14	2.3		14	3.3	
3. 0 to 5	25	2.6		25	3.3	
4. 6 to 23	<u>20</u>	2.6		<u>20</u>	3.4	
Total	74	2.4	0.56	75	3.2	0.82

18 has a higher mean result than question 17. The means are low enough to indicate that Bible colleges could be using more personnel in their recruitment. There are no significant F values.

Promotion with Media

An examination of the data presented in table 45 shows the number, mean, and F value results for questions 19-20. Question 20 applies to the next subdivision. The total means range from 1.6 (journals) to 3.2 (direct mail). The response of magazines is the second highest mean (2.2). The remainder of the responses have means in the 1 range. There is one significant F value (journals, 3.93), which is significant at the .05 level of significance. The t test enables a more objective look at the significant F value.

A review of the data presented in table 46 indicates the groupings, significant means, and the t test values. There are three significant t values all at the .05 level of significance. The pair 2 (-6 to -1) and 1 (-23 to -7) has a 2.09 value with means of 2.4 versus 1.4. The pair 2 and 3 (6 to 23) has a 2.73 value with means of 2.4 versus 1.4. The pair 2 and 4 (6 to 23) has a 2.34 value with means 2.4 and 1.4. Group 2 is involved in every pair and has the highest mean. The other groups have the same low mean.

Table 45.--Marketing Strategies to Potential NRVG (Three Year Growth Percentage), Questions 19-20

		-23 to -7	-6 to -1	0 to 5	6 to 23	Total					
	N	Mean	N	Mean	N	Mean	N	Mean	F		
Question 19											
1. Radio	12	1.7	13	1.8	22	1.5	18	2.3	65	1.8	1.71
2. Magazines	13	1.9	13	2.5	24	2.2	18	2.4	68	2.2	0.53
3. Journals	11	1.4	11	2.4	20	1.4	17	1.4	59	1.6	3.93*
4. Newspapers	13	1.5	10	1.8	22	1.9	17	2.1	62	1.8	0.73
5. Announcements	13	1.6	12	1.8	22	2.0	17	2.2	64	1.9	0.72
6. Direct mail	16	2.9	14	3.3	25	3.1	20	3.5	75	3.2	0.43
Question 20											
1. Bulletin boards	15	2.1	12	2.6	24	2.3	19	2.6	70	2.4	0.45
2. Direct mail	16	2.4	13	2.6	25	2.6	19	3.1	73	2.7	0.71
3. College newspapers	15	2.2	13	2.8	24	2.7	20	2.9	72	2.6	0.60
4. Brochures	15	3.0	13	2.8	25	2.8	18	2.9	71	2.9	0.07

* p < .05.

Table 46.--Marketing Strategies to Potential NRVG (Three Year Growth Percentage), t Test

Question #	Groups	Significant Means	t Test
19.3 Journals	2 - 1	2.4 - 1.4	2.09*
	1 - 3		0.06
	4 - 1	2.4 - 1.4	0.18
	2 - 3		2.73*
	2 - 4	2.4 - 1.4	2.34*
	4 - 3		0.28

* $p < .05$. Note: Group numbers = 1. -23 to -07, $N = 16$; 2. -6 to -1, $N = 15$; 3. 0 to 5, $N = 25$; 4. 6 to 23, $N = 20$.

Apparently, the group which is just below positive growth is distinctive in its use of journals.

Internal Promotion

An examination of the data presented in table 45 shows the number, mean, and F value results for question 20. The total mean range from 2.4 to 2.9, which is the same range results as the other sets for question 20. The low means seem to indicate that Bible colleges could do more to promote students with NRVG to their internal publics. There are no significant F values.

Estimated Percentage of NRVG Students--Promotion

The estimated percentage of NRVG students--promotion covers questions 17-20. The promotion aspect is subdivided into promotion with personnel, promotion with media, and internal promotion.

Promotion with Personnel

A review of the data presented in table 47 shows the number, mean, and F value results for questions 17-18. The total means are 2.6 for question 17 and 3.2 for question 18. As before the colleges have a higher mean response for question 18. The low means are probably an indication that more could be done with personnel in the recruitment

Table 47.--Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), Questions 17-18

	Question 17			Question 18		
	<u>N</u>	Mean	<u>F</u>	<u>N</u>	Mean	<u>F</u>
1. 0-24	16	1.9	16	2.5		
2. 25-49	20	2.7	20	3.4		
3. 50-74	11	2.9	12	3.5		
4. 75-100	<u>6</u>	3.0	<u>6</u>	3.3		
Total	53	2.6	3.46*	54	3.2	1.58

area. Question 17 has an F value of 3.46, significant at the .05 level of significance.

An examination of the data presented in table 48 shows the groupings, significant means, and the t test values. There are four significant t values at the .05 level of significance. The pair 2 (25-49) and 1 (0-24) has a 2.21 value with means of 2.7 versus 1.9. The pair 3 (50-74) and 1 has a 2.56 value with means of 2.9 versus 1.9. The pair 4 (75-100) and 1 has a 2.16 value with means of 3.0 versus 1.9. The pair 3 and 2 has a 2.63 value with means of 2.9 versus 2.7. The individual group means are from highest to lowest 3.0, group 4; 2.9, group 3; 2.7, group 2; and 1.9, group 1. Since group 1 is the lowest mean, it is involved

Table 48.--Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), t Test

Question #	Groups Means	Significant t Test
17. Use students	2 - 1	2.7 - 1.9 2.21*
	3 - 1	2.9 - 1.9 2.56*
	4 - 1	3.0 - 1.9 2.16*
	3 - 2	2.9 - 2.7 2.63*
	4 - 2	0.65
	4 - 3	0.26

* $p < .05$. ** $p < .01$. Note: Group numbers = 1. 0-24, $N = 16$; 2. 25-49, $N = 20$; 3. 50-74, $N = 13$; 4. 75-100, $N = 6$.

in all but one of the four significant results. It should be noted, that the means are all ordered by the percentage size with the highest percentage having the highest mean.

Promotion with Media

A review of the data presented in table 49 indicates the number, mean, and F value results for questions 19-20. Question 20 applies to the next subdivision. The range for the total means is 1.5 (journals) to 3.3 (direct mail). It is not surprising to see direct mail as the highest mean. These low means seem to indicate that Bible colleges could do more promotion in this area. There are no significant F values.

Internal Promotion

An examination of the data presented in table 49 shows the number, mean, and F value results for question 20. The range for the total means is 2.6 to 3.1, which is a little higher than some of the other question 20 responses. However, the overall means are still low enough to indicate a need for more internal promotion among Bible colleges. Number 20.4, brochures, has a F value of 2.93, significant at the .05 level of significance.

A review of the data presented in table 50 shows the groupings, significant means, and the t test values. There

Table 49.--Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), Questions 19-20

	0-24	25-49	50-74	75-100	Total						
	N	Mean	N	Mean	N	Mean	F				
Question 19											
1. Radio	13	1.8	18	1.8	12	1.9	4	1.8	47	1.8	0.04
2. Magazines	15	2.0	18	2.1	11	2.6	5	2.6	49	2.3	0.84
3. Journals	12	1.4	17	1.5	9	1.8	4	1.5	42	1.5	0.25
4. Newspapers	12	1.7	18	1.6	11	2.3	5	2.2	46	1.9	1.17
5. Announcements	12	2.0	16	1.8	12	2.1	5	2.2	45	2.0	0.17
6. Direct mail	16	2.8	19	3.2	12	4.0	6	3.3	53	3.3	1.37
Question 20											
1. Bulletin boards	15	1.7	18	2.9	12	3.0	6	2.8	51	2.6	2.72
2. Direct mail	16	2.2	19	3.1	12	2.7	6	3.2	53	2.8	1.16
3. College newspapers	16	2.4	20	3.1	10	2.5	6	3.3	52	2.8	1.04
4. Brochures	15	2.1	20	3.3	11	3.6	6	3.5	52	3.1	2.93*

* $p < .05$.

Table 50.--Marketing Strategies to Potential NRVG (Estimated Percentage of NRVG), t Test

Question #	Groups	Significant Means	t Test
20.4 Brochures	2 - 1	3.3 - 2.1	2.55*
	3 - 1	3.6 - 2.1	2.75*
	4 - 1	3.5 - 2.1	2.14*
	3 - 2	3.6 - 3.3	2.58*
	4 - 2		0.39
	3 - 4		0.18

* $p < .05$. ** $p < .01$. Note: Group numbers = 1. 0-24, $N = 16$; 2. 25-49, $N = 20$; 3. 50-74, $N = 13$; 4. 75-100, $N = 6$. 4

are four significant values at the .05 level of significance. The pair 2 (25-49) and 1 (0-24) has a 2.55 value with means of 3.3 versus 2.1. The pair 3 (50-74) and 1 has a 2.75 value with means of 3.6 versus 2.1. The pair 4 (75-100) has a 2.14 value with means of 3.5 versus 2.1. The pair 3 and 2 has a 2.58 value with means of 3.6 versus 3.3. Since group 1 has the lowest mean, it is involved in all but one significant pair.

Educational Marketing Strategies to the Current Student with NRVG

The educational marketing strategies to the current student with NRVG is the fourth major section of this chapter and the third major section in the questionnaire.

The purpose of this section is to determine if career placement services are available to current students and if Bible colleges are providing adequate placement services to employers for students with NRVG. There are two questions in this section, 21-22 and both are nonparametric statistics.

Denomination

Under each of the second-level headings questions 21-22 are covered. The heading is further divided into two subheadings entitled placement services to students and placement services to employers.

Placement Services to Students

Placement services to students' subdivision is intended to determine if career placement services are available to current students. The results are in table 51, which covers question 21.

A review of the data presented in table 51 indicates the number, percentage, and chi square results for question 21. The highest number is graduate college data (45 or 58.4%). Other high numbers are as follows: career counseling (43 or 55.8%); summer jobs (35 or 45.4%); job bulletin board (33 or 42.8%); and employer referral (32 or 41.5%). The other responses are below 40%. It is amazing

Table 51.--Marketing Strategies to Potential NRVG (Denomination), Question 21

	Bapt-		Christ-		Indepe-		Pente-		Other		Total		Chi
	N	%	N	%	N	%	N	%	N	%	N	%	
1. Career Resource center	1	10.0	4	23.5	6	25.0	4	36.3	3	20.0	18	23.3	2.17
2. Company info.	3	30.0	2	11.7	0	0.0	2	18.1	2	13.3	9	11.6	6.91
3. Career counseling	9	90.0	8	47.0	12	50.0	6	54.5	8	53.3	43	55.8	5.64
4. Career testing	2	20.0	4	23.5	6	25.0	4	36.3	4	26.6	20	25.9	0.87
5. Job bulletins	4	40.0	5	29.4	7	29.1	4	36.3	4	26.6	24	31.1	0.71
6. Job bulletin board	6	60.0	10	58.8	8	33.3	3	27.2	6	40.0	33	42.8	5.00
7. Job seminars	1	10.0	2	11.7	2	8.3	1	9.1	0	0.0	6	7.8	1.74
8. Resume assistance	4	40.0	5	29.4	7	29.1	5	45.4	5	33.3	26	33.7	1.22
9. Employer referral	6	60.0	10	58.8	5	20.8	7	63.6	4	26.6	32	41.5	11.32*
10. Employer interview	4	40.0	5	29.4	2	8.3	3	27.2	2	13.3	16	20.7	6.06
11. Internship program	4	40.0	6	35.2	6	25.0	4	36.3	2	13.3	22	28.5	3.20
12. Summer jobs	6	60.0	8	47.0	7	29.1	6	54.5	8	53.3	35	45.4	4.18
13. Graduate college data	7	70.0	10	58.8	15	62.5	7	63.6	6	40.0	45	58.4	2.94

* $p < .05$, $df = 4$. Note: N = 10, Baptist; 17, Christian; 24, Independent; 11, Pentecostal; and 15, Other for a total N = 77.

that the job seminars response is only 6 or 7.8%. The chi square response of employer referral (11.32) is significant at the .05 level of significance. Most of the significance appears to come from the Independent denomination (5 or 20.8%). This is a low response rate in comparison to the others. From the generally less than 50% response to these key areas there appears to be room for the Bible colleges to improve.

The "other" category, question 21.14, has two responses from different colleges. The answers and frequencies are as follows: on campus interviews (1) and information provided for NRVG programs outside of their college (1).

Placement Services to Employers

The placement services to employers' subdivision is intended to determine if Bible colleges are providing adequate placement services to employers for students with NRVG. This section covers question 21.

An examination of the data presented in table 52 shows the number, percentage, and chi square results for question 22. The highest total number is telephoning (21 or 27.2%). Other high responses are as follows: direct mail (13 or 16.8%); visiting employers (12 or 15.5%); and college newspapers (9 or 11.6%). The response for brochures was the

Table 52.--Marketing Strategies to Potential NRVG (Denomination), Question 22

	Bapt-		Christ-		Indepe-		Pente-		Other		Total		Chi
	N	%	N	%	N	%	N	%	N	%	N	%	
1. Telephoning	4	40.0	5	29.4	4	16.6	4	36.3	4	26.6	21	27.2	2.68
2. Visiting employers	2	20.0	2	11.7	2	8.3	2	18.1	4	26.6	12	15.5	2.75
3. Radio ads	0	0.0	0	0.0	0	0.0	0	0.0	2	13.3	2	2.6	8.49
4. Magazine ads	1	10.0	0	0.0	0	0.0	0	0.0	1	6.7	2	2.6	4.53
5. Journal ads	1	10.0	0	0.0	0	0.0	0	0.0	1	6.7	2	2.6	4.53
6. College newspapers	2	20.0	3	17.6	1	4.2	2	18.1	1	6.7	9	11.6	3.39
7. Newspaper ads	0	0.0	0	0.0	0	0.0	0	0.0	2	13.3	2	2.6	8.49
8. Public announcements	0	0.0	2	11.7	1	4.2	0	0.0	0	0.0	3	3.9	4.28
9. Direct mail	3	30.0	3	17.6	2	8.3	3	27.2	2	13.3	13	16.8	3.46
10. Brochures	0	0.0	0	0.0	1	4.2	3	27.2	3	20.0	7	9.1	10.00*

* p < .05. df. = 4. Note: N = 10, Baptist; 17, Christian; 24, Independent; 11, Pentecostal; and 15, Other for a total N = 77.

one significant chi square result of 10.00, significant at the .05 level of significance. Most of the significance appears to come from the Pentecostal group (3 or 27.2%). Apparently, the other group (3 or 20.0%) contributes too, but to a lesser extent. The two of the other groups as in many cases on question 21 have no response--they do not even have a brochure. As can be seen after reviewing these results there is a virtual absence on the part of the AABC colleges to directly impact employers for the sake of students with NRVG.

The "other" category (question 22.11) has one response--using alumni.

Size of Student Body

The size of student body set covers questions 21-22. The heading is further divided into two subheadings entitled placement services to students and placement services to employers.

Placement Services to Students

Placement services to students' subdivision is intended to determine if career placement services are available to current students. An examination of the data presented in table 53 shows the number, percentage, and chi square results for question 21. The highest response is for

Table 53.--Marketing Strategies to Current NRVG (Size of Student Body),
Question 21

	0-150		151-249		250-499		500+		Total		Chi Sq.
	N	%	N	%	N	%	N	%	N	%	
1. Career Resource center	4	20.0	4	19.0	5	25.0	5	33.3	18	23.7	1.19
2. Company info.	3	15.0	1	4.8	2	10.0	1	7.6	7	9.2	1.43
3. Career counseling	6	30.0	12	57.1	17	85.0	8	53.3	43	56.6	12.39**
4. Career testing	6	30.0	4	19.0	6	30.0	4	26.7	20	26.3	0.85
5. Job bulletins	4	20.0	7	33.3	8	40.0	4	26.7	23	30.3	2.08
6. Job bulletin board	6	30.0	11	52.4	9	45.0	6	40.0	32	42.1	2.21
7. Job seminars	1	5.0	2	9.5	0	0.0	3	20.0	6	7.9	5.04
8. Resume assistance	4	20.0	5	23.8	8	40.0	8	53.3	25	32.9	5.59
9. Employer referral	7	35.0	6	28.6	12	60.0	7	46.7	32	42.1	4.75
10. Employer interviews	3	15.0	3	14.3	7	35.0	3	20.0	16	21.1	3.37
11. Internship programs	4	20.0	5	23.8	9	45.0	4	26.7	22	28.9	3.59
12. Summer jobs	9	45.0	7	33.3	12	60.0	6	40.0	34	44.7	3.13
13. Graduate college data	10	50.0	10	47.6	15	75.0	9	60.0	44	57.9	3.85

** $p < .01$. $df. = 3$. $N = 20$, 0-150; 21, 151-249; 20, 250-499; 15, 500+ for a total $N = 76$.

graduate college data (44 or 57.9%). Other high response are as follows: career counseling (43 or 56.6%); summer jobs (34 or 44.7%); employer referral (32 or 42.1%); and job bulletin board (32 or 42.1%). The rest of the responses are below 40%. The responses of company information (7 or 9.2%) and job seminars (6 or 7.9%) are below 10% in response. Again, these results indicate room for Bible colleges to improve their placement services to students. The F value for career counseling is 12.39, significant at the .01 level of significance. Most of the significance appears to come from the 250-499 group (17 or 85.0%), but some appears also to come from the 0-150 group (6 or 30.0)%. These groups have the highest and lowest response rates. The 250-499 group continues to be progressive.

Placement Services to Employers

The placement services to employers' subdivision is intended to determine if Bible colleges are providing adequate placement services to employers for students with NRVG. A review of the data presented in table 54 indicates the number, percentage, and chi square results for question 22. The total means are again very low. The highest mean is for telephoning (21 or 27.6%). Other means above 10% are as follows: direct mail (13 or 17.1%); visiting employers (12 or 15.8%); and college newspapers (9 or 11.8%). The chi

Table 54.--Marketing Strategies to Current NRVG (Size of Student Body),
Question 22

	0-150		151-249		250-499		500+		Total		Chi Sq.
	N	%	N	%	N	%	N	%	N	%	
1. Telephoning	3	15.0	5	23.8	5	25.0	8	53.3	21	27.6	6.77
2. Visiting employers	2	10.0	4	19.0	4	20.0	2	13.3	12	15.8	1.01
3. Radio ads	1	5.0	1	4.8	0	0.0	0	0.0	2	2.6	1.76
4. Magazine ads	0	0.0	1	4.8	1	5.0	0	0.0	2	2.6	1.76
5. Journal ads	0	0.0	1	4.8	1	5.0	0	0.0	2	2.6	1.76
6. College newspapers	1	5.0	1	4.8	2	10.0	5	33.3	9	11.8	8.61*
7. Newspaper ads	1	5.0	1	4.8	0	0.0	0	0.0	2	2.6	1.76
8. Public announ- cements	0	0.0	1	4.8	2	10.0	0	0.0	3	3.9	3.41
9. Direct mail	1	5.0	4	19.0	3	15.0	5	33.3	13	17.1	4.97
10. Brochures	3	15.0	1	4.8	1	5.0	2	13.3	7	9.2	2.03

* $p < .05$. $df.$ = 3. N = 20, 0-150; 21, 151-249; 20, 250-499; 15, 500+ for a total N = 76.

square result for college newspapers was 8.61, significant at the .05 level of significance. Most of the significance appears to come from the 500+ group (5 or 33.3%). This response is higher than the other responses. All of the above results indicate a need for Bible colleges to improve in marketing their students with NRVG to employers.

Three Year Growth Percentage

The three year percentage set covers questions 21-22. The heading is further divided into two subheadings entitled placement services to students and placement services to employers.

Placement Services to Students

An examination of the data presented in table 55 shows the number, percentage, and chi square results for question 21. The highest response is for graduate college data (44 or 57.9%). Other high responses are as follows: career counseling (43 or 56.6%); summer jobs (34 or 44.7%); employer referral (32 or 42.1%); and job bulletin board (32 or 42.1%). The rest of the responses are below 40%. The responses of career testing (20 or 26.3%) and employer referral (32 or 42.1%) have significant chi square results at the .01 level of significance. The response of job bulletins has a chi square

Table 55.--Marketing Strategies to Current NRVG (Three Year Growth Percentage), Question 21

	-23 to -7						-6 to -1						0 to 5						6 to 23						Total		Chi Sq.
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
1. Career Resource center	3	18.8	3	20.0	8	32.0	4	20.0	18	23.7	1.43																
2. Company info.	2	12.5	2	13.3	5	20.0	0	0.0	9	11.8	4.32																
3. Career counseling	5	31.3	8	53.3	15	60.0	15	75.0	43	56.6	7.12																
4. Career testing	0	0.0	1	6.7	10	40.0	9	45.0	20	26.3	14.72**																
5. Job bulletins	3	18.8	7	46.7	12	48.0	2	10.0	24	31.6	10.23*																
6. Job bulletin board	6	37.5	9	60.0	11	44.0	6	30.0	32	42.1	3.35																
7. Job seminars	1	6.3	1	6.7	3	12.0	1	5.0	6	7.9	0.90																
8. Resume assistance	4	25.0	6	40.0	10	40.0	5	25.0	25	32.9	1.93																
9. Employer referral	3	18.8	5	33.3	17	68.0	7	35.0	32	42.1	11.34**																
10. Employer interviews	2	12.5	3	20.0	9	36.0	2	10.0	16	21.1	5.54																
11. Internship programs	6	37.5	4	26.7	10	40.0	2	10.0	22	28.9	5.58																
12. Summer jobs	7	43.8	5	33.3	14	56.0	8	40.0	34	44.7	2.26																
13. Graduate college data	9	56.3	9	60.0	18	72.0	8	40.0	44	57.9	4.71																

* $p < .05$. ** $p < .01$. $df = 3$. $N = 16$, -23 to -7; 15, -6 to -1; 25, 0 to 5; 20, 6 to 23 for a total $N = 76$.

result of 10.23, significant at the .05 level of significance. Most of the significance for the career testing appears to come from the -23 to -7 group (0) with a smaller amount of it from the 6 to 23 group (9 or 45.0). These groups represent the extremes within this response. The significance for employer referral appears to come mainly from the 0 to 5 group (17 or 68.8%), which is higher than the other groups. The significance for job bulletins appears to come mainly from 6 to 23 group (2 or 10%) and to a lesser extent from 0 to 5 group (12 or 48%). These groups represent the extremes within this response. The 6 to 23 group has the highest percentage of response for both career counseling and career testing. This same group has the lowest response in job bulletins.

Placement Services to Employers

An examination of the data presented in table 56 shows the number, percentage, and chi square results for question 22. The highest response is for telephoning (21 or 27.6%). Other responses above 10% are as follows: direct mail (13 or 17.1%); visiting employers (12 or 15.8%); and college newspapers (9 or 11.8%). The chi square result for journal ads is 8.35, significant at the .05 level of significance. Most of the significance appears to come from the -6 to -1 group (2 or 13.3%). There are no other

Table 56.--Marketing Strategies to Current NRVG (Three Year Growth Percentage), Question 22

	-23 to -7		-6 to -1		0 to 5		6 to 23		Total	Chi Sq.	
	N	%	N	%	N	%	N	%			
1. Telephoning	4	25.0	4	26.7	10	40.0	3	15.0	21	27.6	3.57
2. Visiting employers	2	12.5	2	13.3	6	24.0	2	10.0	12	15.8	1.97
3. Radio ads	2	12.5	0	0.0	0	0.0	0	0.0	2	2.6	7.70
4. Magazine ads	1	6.3	1	6.7	0	0.0	0	0.0	2	2.6	2.99
5. Journal ads	0	0.0	2	13.3	0	0.0	0	0.0	2	2.6	8.35*
6. College newspapers	2	12.5	2	13.3	3	12.0	2	10.0	9	11.8	0.10
7. Newspaper ads	1	6.3	1	6.7	0	0.0	0	0.0	2	2.6	2.99
8. Public announcement- cements	0	0.0	0	0.0	3	12.0	0	0.0	3	3.9	6.37
9. Direct mail	3	18.8	4	26.7	4	16.0	2	10.0	13	17.1	1.73
10. Brochures	2	12.5	1	6.7	2	8.0	2	10.0	7	9.2	0.38

* $P < .05$. $df = 3$. $N = 16$, -23 to -7; 15, -6 to -1; 25, 0 to 5; 20, 6 to 23 for a total $N = 76$.

responses for journal ads. Once again, the results seem to indicate that Bible colleges could be doing a better job at approaching employers on behalf of students with NRVG.

Estimated Percentage of NRVG Students

The estimated percentage of NRVG students set covers questions 21-22. The heading is further divided into two subheadings entitled placement services to students and placement services to employers.

Placement Services to Students

A review of the data presented in table 57 indicates the number, percentage, and chi square results for question 21. The highest response is for graduate college data (30 or 54.5%). Other responses above 40% are as follows: career counseling (29 or 52.7%); summer jobs (25 or 45.5%); job bulletin board (24 or 43.6%) and employer referral (23 or 41.8%). These responses are similar to what the other question 21 responses are. It should be noted that these responses are the easiest for a college to offer. There are no significant chi square results.

Placement Services to Employers

An examination of the data presented in table 58 shows the number, percentage, and chi square results for question 22. The highest response is for telephoning (16 or

Table 57.--Marketing Strategies to Current NRVG (Estimated Percentage of NRVG), Question 21

	0-24		25-49		50-74		75-100		Total		Chi Sq.
	N	%	N	%	N	%	N	%	N	%	
1. Career Resource center	2	12.5	8	40.0	4	30.8	2	33.3	16	29.1	3.4
2. Company info.	1	6.3	3	15.0	3	23.1	0	0.0	7	12.7	2.8
3. Career counseling	6	37.5	13	65.0	6	46.2	4	66.7	29	52.7	3.4
4. Career testing	3	18.8	5	25.0	4	30.8	3	50.0	15	27.3	2.3
5. Job bulletins	5	31.3	8	40.0	3	23.1	2	33.3	18	32.7	1.0
6. Job bulletin board	8	50.0	7	5.0	7	53.8	2	33.3	24	43.6	1.7
7. Job seminars	0	0.0	2	10.0	2	15.4	0	0.0	4	7.3	3.2
8. Resume assistance	5	31.3	8	40.0	3	23.1	1	16.7	17	30.9	1.7
9. Employer referral	9	56.3	7	35.0	5	38.5	2	33.3	23	41.8	2.0
10. Employer interviews	3	18.8	5	25.0	2	15.4	1	16.7	11	20.0	0.5
11. Internship programs	6	37.5	7	35.0	5	38.5	1	16.7	19	34.5	1.7
12. Summer jobs	7	43.8	11	55.0	3	23.1	4	66.7	25	45.5	4.5
13. Graduate college data	6	37.5	14	70.0	7	53.8	3	50.0	30	54.5	3.9

df = 3. N = 16, 0-24; 20, 25-49; 13, 50-74; 6, 75-100 for a total N = 55.

Table 58.--Marketing Strategies to Current NRVG (Estimated Percentage of NRVG),
Question 22

	0-24		25-49		50-74		75-100		Total		Chi Sq.
	N	%	N	%	N	%	N	%	N	%	
1. Telephoning	7	43.8	5	25.0	2	15.4	2	33.3	16	29.1	3.1
2. Visiting employers	4	25.0	1	5.0	0	0.0	2	33.3	7	12.7	7.4
3. Radio ads	1	6.3	1	5.0	0	0.0	0	0.0	2	3.6	1.1
4. Magazine ads	2	12.5	0	0.0	0	0.0	0	0.0	2	3.6	5.1
5. Journal ads	1	6.3	0	0.0	0	0.0	0	0.0	1	1.8	2.5
6. College newspapers	2	12.5	4	20.0	1	7.7	1	16.7	8	14.5	1.0
7. Newspaper ads	0	0.0	1	5.0	0	0.0	0	0.0	1	1.8	1.8
8. Public announcements	0	0.0	0	0.0	0	0.0	1	16.7	1	1.8	8.3*
9. Direct mail	1	6.3	5	25.0	3	23.1	1	16.7	10	18.2	2.4
10. Brochures	1	6.3	2	10.0	2	15.4	0	0.0	5	9.1	1.4

* $P < .05$. $df = 3$. $N = 16$, 0-24; 20, 25-49; 13, 50-74; 6, 75-100 for a total $N = 55$.

29.1%). Other responses above 10% are as follows: direct mail (10 or 18.2%); college newspapers (8 or 14.5%); and visiting employers (7 or 12.7%). Again these are similar results as before. The chi square result for public announcements is 8.3, significant at the .05 level of significance. Most of the significance appears to come from the 75-100 group (1 or 16.7%). The rest of the groups did not respond. Public announcements are normally free, but require some pursuit and cooperation on the part of the college with the radio or TV station. Once again, these results seem to indicate that Bible colleges could do more in this area.

Educational Marketing Strategies to Alumni in NRV

The educational marketing strategies to alumni who are in nonreligious vocations (NRV) is the sixth major section of this chapter and the fourth major section in the questionnaire. The purpose of this section is to determine if career placement services are available to alumni of Bible colleges who are in NRV. There are five questions in this section, 23-27 and they are all parametric statistics.

Denomination

Under each of the second-level headings questions 23-27 are covered. The headings are denomination, size of

student body, three year growth percentage, and estimated percentage of NRVG students.

An examination of the data presented in table 59 shows the number, mean, and F value results for questions 23-27. The size of student body results applies to the next subdivision. The total means range from 1.3 (offer seminars) and 2.6 (offer placement). The second highest response is participate in recruitment (2.3). There are no significant F values. The results indicate that the Bible colleges could do more. Perhaps, some of the problem is the lack of use of the placement service by the alumni (1.8). However, it appears that more could be done to promote and offer placement services to alumni, particularly to offer them relevant seminars.

Size of Student Body

A review of the data presented in table 59 indicates the number, mean, and F value results for questions 23-27. The total mean range is from 1.3 (offer seminars) and 2.6 (offer placement). There are no significant F values. These results are the same as the denomination.

Three Year Growth Percentage

An examination of the data presented in table 60 the number, mean, and F value results for questions 23-27. The

Table 59. --Alumni (Denomination and Size of Student Body), Questions 23-27

	Baptist		Christ- ian		Indepe- ndent		Pente- costal		Other		Total		
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	F
1. Offer seminars	10	1.2	17	1.2	21	1.5	11	1.4	15	1.3	74	1.3	0.81
2. Offer placement	9	2.8	17	2.4	21	2.7	11	2.7	14	2.6	72	2.6	0.19
3. Participate in placement	10	1.9	17	1.8	21	1.9	11	2.0	14	1.6	73	1.8	0.31
4. Participate in recruitment	10	2.5	16	2.3	22	2.3	11	1.9	14	2.3	73	2.3	0.43
5. Participate in placement	9	2.2	16	2.0	22	1.9	11	1.7	14	1.9	72	1.9	0.39
	0-150		151-249		250-499		500+		Total				F
1. Offer seminars	17	1.2	21	1.2	20	1.6	15	1.5	73	1.3			1.78
2. Offer placement	17	2.2	20	2.3	19	3.2	15	2.6	71	2.6			1.82
3. Participate in placement	17	1.6	20	1.7	20	1.9	15	2.1	72	1.8			0.95
4. Participate in recruitment	16	2.2	21	2.0	20	2.6	15	2.3	72	2.3			1.11
5. Participate in placement	16	1.8	21	1.8	19	2.0	15	2.0	71	1.9			0.23

Table 60. --Alumni (Three Year Growth Percentage and Estimated Percentage of NRVG), Questions 23-27

		-23 to -7	-6 to -1	0 to 5	6 to 23	Total					
	N	Mean	N	Mean	N	Mean	N	Mean	F		
1. Offer seminars	13	1.2	15	1.3	25	1.5	20	1.3	73	1.3	0.50
2. Offer placement	12	2.3	15	2.7	25	2.8	19	2.4	71	2.5	0.54
3. Participate in placement	12	1.8	15	1.8	25	2.1	20	1.5	72	1.8	1.38
4. Participate in recruitment	13	1.8	15	2.5	24	2.3	19	2.4	71	2.2	0.88
5. Participate in placement	13	1.5	15	2.2	25	2.1	18	1.6	71	1.9	2.11
	0-24		25-49	50-74	75-100	Total					
1. Offer seminars	16	1.2	19	1.4	12	1.3	6	1.7	53	1.4	0.56
2. Offer placement	16	2.3	18	3.2	12	2.7	6	2.5	52	2.6	1.21
3. Participate in placement	16	1.7	18	2.0	12	2.0	6	1.8	52	1.9	0.31
4. Participate in recruitment	16	1.9	18	2.4	12	2.6	6	3.0	52	2.5	0.87
5. Participate in placement	16	1.6	18	2.0	12	2.3	6	2.0	52	2.0	1.25

total means range from 1.3 (offer seminars) to 2.5 (offer placement). There are no significant F values. There results are the same as the denomination, except the highest mean is 2.5 versus 2.6.

Estimated Percentage of NRVG Students

An examination of the data presented in table 60 the number, mean, and F value results for questions 23-27. The total means range from 1.4 (offer seminars) to 2.6 (offer placement). There are no significant F values. These results are the same as the denomination, except the lowest mean is 1.4 versus 1.3.

Since all of the means are so low, it appears as though Bible colleges could do more to market themselves to alumni who are in nonreligious vocations. It is particularly unfortunate that no specialized seminars are being offered to this group.

Summary

The data will be summarized as they were grouped under the following six headings: demographic data, enrollment information, the marketing emphasis toward the student with NRVG, educational marketing strategies to the potential student with NRVG, educational marketing

strategies to the current student NRVG, and educational marketing strategies to alumni who are in NRV.

Demographic Data

The overall response of the population was 78.4% (80 out of 102). The population was divided into five subpopulations--Baptist, Christian, Independent, Pentecostal, and Other. The subpopulation response ranged from lowest to highest Baptist (11 or 68.8%) to Pentecostal (11 or 84.6%). The minimum accepted percentage of response for the population and subpopulation was 51%. This was exceeded.

The population was also grouped into three sets which were compared to the subpopulation for a total of four sets. The three sets are size of the student body, three year growth percentage, and estimated percentage of NRVG students. Each of these three sets were divided into four groups as follows: size of student body (0-150, 151-249, 250-499, 500+); three year growth percentage (-23 to -7, -6 to -1, 0 to 5, 6 to 23); and estimated percentage of NRVG students (0-24, 25-49, 50-74, 75-100).

Enrollment Information

Enrollment information is in the last section of the questionnaire. This section consists of enrollment

information on the Falls of 1983-1988; the FTE for the Falls of 1983-1988; the estimated percentage of students with NRVG for the Falls of 1983-1988; and the results relating to the respondents titles.

An examination of the enrollment data and FTE showed a gradual decrease every year since 1983. The individual denomination rankings for the enrollment data and FTE from lowest to highest were Other, Christian, Independent, Baptist, and Pentecostal. This order was consistent back to the Fall of 1983 with one exception. The Baptist Fall 1983 switched the order with the Pentecostal Fall 1983.

A review of the estimated percentage of NRVG data indicated that there was a trend toward increasing numbers of students with NRVG in the student body. For some reason the estimated percentage of NRVG denominational ranking was different than the enrollment and FTE ranking. The denomination ranking from lowest to highest was Pentecostal, Baptist, Other, Independent, and Christian. The two largest enrollment and FTE colleges, Pentecostal and Baptist, were reversed from highest to lowest. The Other denomination instead of being lowest was third highest. The Christian denomination instead of being second lowest was the highest.

There were five classifications of derived from the respondent's titles. The highest response came from

presidents (42 or 56%), which was the group the questionnaire was sent. The rankings for the rest of the titles from highest to lowest was academic dean (13 or 17.3%), P.R. or development (10 or 13.3%), other (7 or 9.3%), and registrar/admissions (3 or 4.0%).

The Marketing Emphasis toward the Student with NRVG

The purpose of this section was to determine the interest Bible colleges had toward the student with NRVG. Questions 1-10 made up this section. The total mean response for questions 1-9 were all around the 4.0 range, indicating an overall positive attitude by the Bible colleges toward marketing themselves to these students. This indication was reinforced by examining questions 8 (past intention) and 9 (future intention). This examination revealed a wide gulf between the mean responses, thus there will be more marketing emphasis in the future toward these students. There were two significant F values in the denomination set, governing boards (2.72*) and donors (2.51*). The significance came from the Pentecostal denomination. The Pentecostal response was significantly lower in their expectations of these two groups. In fact, Pentecostal had overall lower means than the groups on questions 1-9 and question 10. The results from question 10

indicated that most colleges' mission statement included the students with NRVG. The Baptist group had a 100% "yes" response. The Baptist had the highest responses and the Pentecostal had the lowest responses for questions 1-10.

The size of student body set had the largest number of significant responses for questions 1-9. The significant responses were as follows: governing board (5.72*), president (2.74), alumni (3.99), donors (3.05), constituency (2.91*), past intention (2.83*), and future intention (2.99*). An analysis of these results indicated that the best response to students with NRVG came from the lowest in size group (0-150) and the next to largest in size group (250-499). This result was consistent with question 10, which also had a significant value (13.66**).

The three year growth percentage results were not significant. The estimated percentage of NRVG students had one significant result (academic dean). From the t test it appeared that group 3 (50-74) is mainly responsible for the significance. The mean result of this group was higher than the others.

Educational Marketing Strategies to the Potential Student with NRVG

The purpose of this section was to determine if Bible colleges were practicing common educational marketing

strategies toward students with NRVG. The section was divided up into four sections--product, distribution planning, pricing, and promotion.

Product

The product section covered questions 11-14. Under question 11 a large number of possible programs were listed. Generally, this section received good response, but some of the programs could be added. The greatest response came from 2 year certificate (53 or 68.8%); 1 year certificate (41 or 53.2%); education major (39 or 50.6%); and music major (37 or 48%). Perhaps the most disappointing result was the low response for business administration major (11 or 14.2%) and minor (9 or 11.6%). Significant chi square results were 1 year certificate (13.34**); cooperative program (12.92*); and secretary major (12.91*). The Baptist group appeared to make the greatest contribution to the significance of the certificate and secretary major. The Christian group appeared to make the greatest contribution to the significance of the cooperative program.

In questions 12 and 13 the results were typically "no" to granting credit for life experiences (question 12) and "yes" to granting credit by examination (question 13). Question 12 was significant (11.82*) with the significance apparently coming from the "yes" response of the Pentecostal

group (8 or 72.7%).

Question 14 had no significant results. Generally, the total means were below 2.0 indicating very little attempt to involve lay public in developing programs directed toward students with NRVG.

An examination of the size of student body results shows one significant result from question 11, education major (9.18*). Most of the significance appeared to come from the 250-499 group.

A review of the three year growth percentage indicated two significant results from question 11, cooperative program (9.03*) and education major (13.82**). The cooperative program significance appeared to come mainly from the -23 to -7 group and the education major significance appeared to come from the 0 to 5 group.

An examination of the estimated percentage of NRVG students shows two significant results from question 11, aviation minor (8.3*) and cooperative degree minor (11.2*). Both results appeared to be coming from the 75-100 group. However, the significance comes from a response of 1 and 2, respectively. This probably would not result in making these programs attractive.

Distribution Planning

Distribution planning was dealt with in question 15. All of the total responses were under 50%. The largest response was evening programs (33 or 42.8%). The rest of the responses were under 40%. The chi square value was significant for complete evening programs (10.12*). Most of the value appeared to come from the Independent group, which had the largest response (8 or 33.3%). The low overall responses seemed to indicate that more could be done by Bible colleges in this area of marketing.

An examination of the chi square values of size of student body shows two significant ones, weekend college (12.70**) and courses meeting for 1-3 weeks (10.44*). In both cases most of the significance appeared to come from the 500+ group. The other two sets did not have any significant values.

Pricing

Question 16 was the only question in this section. The highest response was to general scholarships (63 or 83.1%). The lowest response was to special scholarships (8 or 10.3%). The lack of specific scholarships has the potential of discouraging students with NRVG. Bible colleges will need to add these if they want to incorporate students with NRVG into their marketing image.

An examination of the chi values under size of student body shows that there are two significant ones, general scholarships (8.18*) and awards (8.72*). Both appeared to be contributed to most by the 250-499 group, generally high responses. The three year growth percentage had no significant values.

The estimated percentage of NRVG students had two significant chi square values, delayed payment (8.2*) and tuition reduction for spouses (8.6*). Most of the significance in both cases came from the 0-24 group, generally low responses.

Promotion

The total means for the denomination response on question 17 was 2.5 and was 3.2 for question 18. The lower response to the use of students in recruitment should indicate the need to improve. Question 18 might also indicate the need for improvement in the use of professionals to recruit students with NRVG. The Baptist group had the highest means and the Other group had the lowest.

Both the use of the media (question 19) and promotion to internal publics (question 20) had very low responses. Direct mail (3.3) was the highest for question 19. Brochures (2.9) were the highest for question 20. More

could be done in this area by Bible colleges.

An examination of the size of student body results for questions 19-20 showed significant values as follows: magazines (4.14**); newspapers (3.04*); bulletin boards (3.35*); direct mail (2.89*); college newspapers (3.81*); and brochures (3.54*). The results for magazines and newspapers indicated that the significance is coming from the higher response of group 3 (250-499) and the lower response of group 2 (151-249). Group 3 was also involved in the significance of every other \underline{t} test pairs in question 20. It had the highest mean.

A review of the three year growth percentage indicated one significant result in question 19, journals (3.93*). Group 2 (-6 to -1) was involved in every significant pair in the \underline{t} test. It had the highest mean.

An examination of the estimated percentage of NRVG students reveals a significant result on question 17 (3.46*). The significance appears to come from groups 2 (25-49) and 3 (50-74) which had the highest means and group 1 (0-24) which had the lowest means. Question 20 (brochures) was also significant (2.93*). Group 1 (0-24) had the lowest mean and was involved in each of the \underline{t} test pairs.

Educational Marketing Strategies to the
Current Student with NRVG

The purpose of this section was to determine if career placement services were available to current students and if Bible colleges were providing adequate placement services to employers. The high responses were as follows: graduate college data (45 or 58.4%), career counseling (43 or 55.8%); summer jobs (35 or 45.4%); job bulletin board (33 or 42.8%); and employer referral (32 or 41.5%). The high responses were in areas that were relatively easy for a college to do. It was amazing that job seminars (6 or 7.8%) was so low. Employer referral was significant (11.32*). Most of the significance appeared to come from the Independent group which was lower than the others. Question 22 had very low responses, telephoning (21 or 27.2%) was the highest. Two of the categories (Baptist and Christian) did not even have a response to "brochures." Brochures was significant (10.00*), mainly due to the Pentecostal group which had the best response (3 or 27.2%). Obviously, more could be done here by Bible colleges in the area of placement services.

The size of student body had a significant result on question 21, career counseling (12.39**). It appears to come from the 250-499 group, because it had the high response.

The three year growth percentage had significant results on question 21, career testing (14.72**); job bulletins (10.23*); and employer referrals (11.34**). Most of the significance of career testing appeared to come from the -23 to -7 group (0 response). Most of the significance for the job bulletins appeared to come from the 6 to 23 group (2 or 20%). Most of the significance of employer referral appeared to come from the 0 to 5 group, it had the highest response. On question 22 there was one significant value, journal ads (8.35*). Most of the significance for this appeared to come from -6 to -1 group. It was the only group with a positive response.

The estimated percentage of NRVG students had one significant value on question 22, public announcements (8.3*). The 75-100 group was the only group to respond and it had one response.

Educational Marketing Strategies to Alumni in NRV

The purpose of this section was to determine if career placement services were available to alumni of Bible colleges who are in NRV. There were five questions in this section, 23-27 and none of the results were significant in any of the sets. The total means ranged from 1.3 (offer seminars) to 2.6 (offer placement). The results indicated

that the Bible colleges could do more to promote and offer placement services to alumni, particularly to offer them relevant seminars.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was concerned with the marketing strategies employed by accredited and candidate for accreditation Bible colleges of the American Association of Bible Colleges (AABC) for students who have nonreligious vocational goals. A list of these colleges was obtained from the American Association of Bible Colleges Directory 1987-88. There were 102 colleges in the population, 87 accredited colleges and 15 candidate for accreditation colleges.¹

The population was subdivided into five denominational categories based on a AABC commissioned study by Bosma. The five categories and their subpopulations were as follows: Baptist (16), Christian (21), Independent (32), Pentecostal (13), and Other (20).²

The study involved mailing a questionnaire to each

¹American Association of Bible Colleges Directory, (Fayetteville, AR: American Association of Bible Colleges, 1987-88), 5-35.

²Kenneth Bosma and Michael O'Rear, Educational Experiences and Career Patterns of Bible College Graduates (Fayetteville, AR: American Association of Bible Colleges, 1981), 105-107.

college in the population. Eighty colleges or 78.4% of the population responded. The subpopulation college response was as follows: Baptist 11 (68.8%), Christian 17 (81.0%), Independent 25 (78.1%), Pentecostal 11 (84.6%), and Other (16 (80.0%). A response of 51% of the population and subpopulation was considered the minimal acceptable response for this study.

The contact person for the study was the president of the college. The relatively small size of most of these colleges means that the president is aware of or has ready access to most, if not all, of the information requested in this survey. The survey was sent to the president with the request that he or she forward it to the proper person if he or she was unable to answer some of the questions. Fifty-six percent of the respondents indicated their title was president.

The data assembled was descriptive in nature. It was divided into four sets for analysis including the subpopulation, size of the student body, three year growth percentage, and estimated percentage of students with nonreligious vocational goals (NRVG).

The statistics utilized were parametric and nonparametric in nature. The parametric statistics included the number and mean of respondents, the F value from one-

way analysis of variance, and the t test on any significant F value results. The nonparametric statistics presented were the number and percentage of respondents and chi square results.

The results of the study indicated that AABC colleges were interested in marketing themselves to students with NRVG. This indication was reinforced by a comparison of the college's past intentions and their future intentions to market themselves to these students.

The AABC colleges practiced many of the common educational marketing strategies involving product, distribution planning, pricing, and promotion to students with NRVG. However, the results also indicated that much more could be done in the utilization of common educational marketing strategies.

AABC colleges offered a number of effective career planning programs and placement services to students with NRVG. The Bible colleges did not offer several strategic and specific programs for these students.

AABC colleges have approached employers in order to place students with NRVG, but not to the extent they could.

AABC colleges have not served or involved their alumni to the extent they could. Very low responses were

indicated for placement services and use of alumni who were in nonreligious vocations.

The marketing strategies of the AABC did not significantly differ based on a college's denominational affiliation, a college's size, a college's three year growth pattern, and a college's estimated percentage of students with NRVG. However, each of the four sets or categories did have significant results.

Discussion

The purpose of this section is to relate the findings of the research to the purposes of the research and to previous research and theory related to the subject. The discussion section will be oriented around but not strictly limited to the research questions listed in Chapter I. The last two research questions (6-7), which relate to the four sets or categories listed above, will be discussed within the discussion of the other research questions (1-5).

Bible Colleges' Interest in Formally Marketing Themselves to Students with NRVG

Traditionally, at least since World War II, Bible colleges have not been deliberately marketing themselves to students with NRVG. Witmer indicates this trend by describing the Bible college purpose in the following manner:

. . . an educational institution whose principal purpose is to prepare students for church vocation or Christian ministries through a program of Biblical and practical education.³

While Bible colleges have focused on the student desiring to go into full-time religious employment, it is apparent that they have always had students who did not desire to go into full-time religious vocations. This can be seen by the large percentage of their graduates not in full-time religious employment--the latest study indicated forty percent.⁴

The findings of this study mirror the past and indicate a desire for change in the future in regards to including NRVG students into the central mission of Bible colleges. The past intentions of the colleges had a total mean of 3.1, but the future intentions had a total mean of 3.9. Clearly, change is indicated when the past intentions are compared with the future intentions. Since the mean is based on a five point scale, it is evident that not all colleges are desirous of including students with NRVG, but most are. The generally high responses (ca. 4.0 means) makes it is also evident that the colleges as a whole are

³S. A. Witmer, The Bible College Story: Education with Dimension (Fayetteville, AR: American Association of Bible Colleges, 1970), 26.

⁴Bosma, 46.

desirous of including students with NRVG, but not to the maximum extent possible. The results of question 10 clearly indicate that Bible colleges have included students with NRVG into their mission statement. The percentage range was from 63.6% (Pentecostal) to 100% (Baptist) of the college denominational groups with a total mean of 80.5%.

The overall response of Bible college presidents (question 2) and academic deans (question 3) yielded means of 4.0. This indicates that most of the presidents and academic deans are positive toward students with NRVG, although they are not as high as they could be. It is clear from the literature that for Bible colleges to be successful at marketing themselves to students with NRVG, they will need the full support of their leaders. The literature indicates that successful colleges have leaders, particularly the president, who have visionary and interpretative leadership skills. Effective leaders are not just aware of the mechanics of marketing, but are able to systematically incorporate the whole marketing plan into one dynamic vision or image.⁵ They are able to utilize interpretative strategies versus adaptive strategies. This means they know how to focus on major areas which

⁵John M. Hilpert and Richard L. Alfred, "Improving Enrollment Success: Presidents Hold the Key," Educational Record 68 (Summer 1987): 31-32.

communicate vision and direction versus becoming entangled in minor mechanical details.⁶ Leadership will also be needed to get the full support of key publics, like governing boards and donors.

The study findings indicated a difference between the Baptist and the Pentecostal denominations. The Baptist had the highest responses and the Pentecostal had the lowest responses for questions 1-10. There was also, to a slightly lesser extent, a difference between the Christian and Pentecostal denominations. There were significant differences in the F value responses of the governing board (2.72*) and donors (2.51*). The governing board's t value of 3.37** came from the comparison between the Baptist and Pentecostal with means of 4.4 versus 2.7. The t value of 2.35* for the governing board came from the Christian and Pentecostal grouping with means of 3.9 versus 2.7. The donors, t value of 3.09** came from the Baptist and Pentecostal pairing with means of 4.1 versus 2.8. The t value of 2.47* came from the Christian and Pentecostal group with means of 3.9 versus 2.8. The grouping of Other and

⁶Ellen Earle Chaffe, "Successful Strategic Management in Small Private Colleges," Journal of Higher Education 55 (March/April 1984): 212-239 and Charles M. Carter, "Are Small Liberal Arts Colleges Selling Out Their Liberal Arts?," College and University 62 (Fall 1986): 55-65.

Pentecostal had a t value of 2.14* with means of 3.6 versus 2.8. This spread between means indicate a significantly low response for the Pentecostal denomination and a high response for the Baptist, then Christian and Other denominations. It is not clear why the Baptist had the highest response or why Christian had such a high response. However, the low response of the Pentecostal may be due to the following known factors.

Pentecostalism is a relatively new denomination, beginning this century. Historically, Pentecostals have been very suspicious of graduate theological and seminary education. In fact, the first graduate level theological education for Pentecostals was not offered until 1965 with the opening of Oral Roberts University. Consequently, Pentecostal Bible colleges have provided and still provide much of the terminal education related to religious vocations.⁷ Perhaps these background factors account for a greater emphasis by Pentecostals on providing religious vocational education resulting in them being less eager to market themselves to students with NRVG.

Under the size of student body set there was the largest number of significant F values (governing board,

⁷Vinson Synan, The Holiness-Pentecostal Movement in the United States (Grand Rapids: William B. Eerdmans Publishing Company, 1981), 114, 209-210.

5.72**; president, 2.74*; alumni, 3.99*; donors, 3.05*; constituency, 2.91*; past intention, 2.83*; and future intention, 2.99*) for questions 1-9 of the questionnaire. The t test analysis of these results indicated that the best response to students with NRVG came from the lowest in size group (0-150) and the next to largest in size group (250-499). This result was consistent with question 10, which had a significant chi value (13.66**). It is unclear why these groups produced significant results. Perhaps being the "underdog" to the next size group, makes these groups try harder to appeal to students with NRVG.

The three year growth percentage set had no significant values. The estimated percentage of NRVG students had one significant F value (2.80*) for academic dean. An analysis of the t test indicated that group 3 (50-74) was mainly responsible for the significance. Group 3 had a mean significantly higher than the other groups, which ranged from 4.5 to 3.4. One would assume that the highest response would come from the group with the largest percentage of students with NRVG. So, it is unclear why group 3 would be the largest.

Bible Colleges' Practice of Common Educational
Marketing Strategies for Students with NRVG

The purpose of this section was to determine if Bible colleges were practicing common educational marketing strategies toward students with NRVG. The section was divided up into four sections--product, distribution planning, pricing, and promotion.

Product

The product section covered questions 11-14. Under question 11 a large number of possible programs were listed. Generally, this section received good response, but the Bible colleges could expand their offerings to students with NRVG. The greatest response came from 2 year certificate (53 or 68.8%); 1 year certificate (41 or 53.2%); education major (39 or 50.6%); and music major (37 or 48%). The high involvement of Bible colleges in education seems to be a positive result. Since education, particularly with its failures, has become of greater interest to the general public and the general increase in the number of private schools, education would seem to be a good area for Bible colleges to be involved. Business administration major (11 or 14.2%), business administration minor (9 or 11.6%), and civil service major (1 or 1.3%), and civil service minor (1 or 1.3%) had disappointingly low results. As will be

discussed below these are programs that a Bible college should offer to students with NRVG. Significant chi square results were 1 year certificate (13.34**); cooperative program (12.92*); and secretary major (12.91*). The Baptist group appeared to make the greatest contribution to the significance of the certificate and secretary major. The Christian group appeared to make the greatest contribution to the significance of the cooperative program. It is unclear why these groups are distinctive.

The results given above indicate that the primary programs being offered to students with NRVG are the certificate programs. This approach is consistent with the historic emphasis on offering degree programs primarily to students with religious vocational goals. Bible colleges that desire to market themselves to students with NRVG should utilize the research results obtained from liberal arts colleges. This research is basically all of the research that is available for use by the Bible colleges. While some of the research will not be applicable to Bible colleges, liberal arts colleges are the closest group of colleges to Bible colleges when their purposes are compared (see Chapter III for further discussion).

The research is clear that successful marketing of liberal arts colleges must incorporate programs that enable

a graduate to get his or her first job. These programs do not have to be traditional vocation majors, such as business administration, but liberal arts colleges must be able to supplement traditional liberal arts majors with vocational courses and perhaps a vocational minor, such as business administration.⁸ Research done by Alley, which is consistent with other studies done, confirms that business and industry is the number one employment option for liberal arts majors. According to Alley, other employment options for liberal arts majors, listed successively, are education, government, and self-employment.⁹ The low response for business administration major and minor and for civil service major and minor seems to indicate the need for Bible colleges to add or supplement these programs to their product offerings. It should be noted that a good education coupled with a business minor would allow a graduate to enter business, government, self-employment, and a number of other fields as well.

⁸Jeff W. Garis, H. Richard Hess, and Deborah J. Marron, "For Liberal Arts Students Seeking Business Careers: CURRICULUM COUNTS," Journal of College Placement 45 (Winter 1985): 33.

⁹Patricia M. Alley, "The Real World and the Liberal Arts Degree-Can You Get There from Here?," Journal of College Placement 45 (Winter 1985): 51, 54.

An examination of the size of student body results showed one significant result from question 11, education major (9.18*). Most of the significance appeared to come from the 250-499 group, which had 15 out of 39 of the actual responses. Apparently, the next to the largest size group was the most interested in education.

A review of the three year growth percentage indicated two significant results from question 11, cooperative program (9.03*) and education major (13.82**). The cooperative program significance appeared to come mainly from the -23 to -7 group and the education major significance appeared to come from the 0 to 5 group. The group with the most negative growth did not have one response out of 23 responses to cooperative program. This low result would be expected from the least growth group. The 0 to 5 group had the greatest number of responses (20 out of a total of 39) for education major. It was not clear why the next to most growth group would have the largest response.

An examination of the estimated percentage of NRVG students showed two significant results from question 11, aviation minor (8.3*) and cooperative degree minor (11.2*). Both results appeared to be come from the 75-100 group, the group one would assume to have the best response. However,

the significance came from a response of 1 (out of a total of 1) and 2 (out of a total of 3), respectively. So the results were significant, because of no responses or only 1 response of the other groups. These programs were very rarely offered.

Question 12 had results which were typically "no" to granting credit for life experiences (73.9% to 82.4%), when the Pentecostal response (27.3%) was excluded. All of the denominations indicated "yes" (mean = 81.3%) to question 13, granting credit by examination. Question 12 was significant (11.82*) with the significance apparently coming from the "yes" response of the Pentecostal group (8 or 72.7%). The Pentecostal significant response of granting credit by examination is consistent with their deemphasis on students with NRVG as noted in the first research question. Based on the previous discussion about the background and view of the denomination toward education, Pentecostals apparently are more open to pragmatic experience versus just classroom study. One would assume that the more flexible a college can be in this area, the more marketable it would be. It is unclear why the Pentecostals who were the least interested in marketing themselves to students with NRVG were so open. Perhaps, they were open because it assists the religious vocations students as well.

Question 14 had no significant results. Generally, the total means were below 2.0 indicating very little attempt to involve lay publics in developing programs directed toward students with NRVG.

The product of an institution is one of its primary strategies of its marketing program. It is clear from the research and from observation that this product is not as simple as the degrees or programs a college offers. The product includes consulting, service programs, knowledge development, recreational and entertainment programs, and so forth.¹⁰ The breadth of the college product means a breadth of consumers whose needs must be satisfied. This is why the external publics of a college, particularly ones who have opportunity to utilize the product, must be considered as significant consulting groups.¹¹ The lack of consultation of the groups listed in question 14 indicates a lack of understanding of the marketing process. All of these groups are significant user groups of students with NRVG and therefore need to be given access to the processes which formulate a Bible college's product.

¹⁰George Brooker and Michael Noble, "The Marketing of Higher Education," College and University 60 (Spring 1985): 193.

¹¹Deede Sharpe and Vic Harville, "Image Building Starts at Home," Vocational Education Journal 62 (November/December 1987): 33.

Distribution Planning

Distribution planning was dealt with in question 15. All of the total responses were under 50%. The largest response was evening programs (33 or 42.8%). The rest of the responses were under 40%. The chi square value was significant for complete evening programs (10.12*). Most of the value appeared to come from the Independent group, which had the largest response (8 or 33.3%). The rest of the denominations had 1 response, except the Pentecostal group which had 2 responses. It is unclear why the Independent group was significant.

Distribution planning (or place) in education deals with offering programs in various time packages (e.g., weekend courses and programs, evening courses and programs, and day time block courses and programs) and in various locations (e.g., campus, extension centers, correspondences courses, etc.). The more use of these strategies, generally the better marketing appeal.¹² Because Bible colleges tend to be small, it is not surprising to find low results in this category. However, this is an area where Bible colleges could consider for future growth.

¹²Eugene H. Fram, Positive Steps for Marketing Higher Education, Paper presented at the 28th Annual National Conference on Higher Education, American Association for Higher Education, Washington, D.C., 11-14 March 1973, 4-18, Dialog, ERIC, ED 208 706.

An examination of the chi square values of size of student body showed two significant ones, weekend college (12.70**) and courses meeting for 1-3 weeks (10.44*). In both cases most of the significance appeared to come from the 500+ group. Presumably, the larger size colleges, would have more resources and can offer wider placement. The other two sets did not have any significant values.

Pricing

Question 16 was the only question in this section. Price refers to areas of financial aid, loans, grants, scholarships, tuition, and fees. The more use of these strategies, generally the better marketing appeal.¹³ The highest response was to general scholarships (63 or 83.1%). The lowest response was to special scholarships (8 or 10.3%). There were no significant values. Presumably, offering specific scholarships for students with NRVG would have the potential of attracting students with NRVG. It would also promote a marketing image that Bible colleges are interested in students with NRVG.

An examination of the chi values under size of student body shows that there were two significant ones, general scholarships (8.18*) and awards (8.72*). Both appeared to be contributed to most by the 250-499 group,

¹³Ibid.

generally high responses. General scholarships in the 250-499 group had 20 or 100% of the group response and the awards response was 12 or 60% of the group response. One would assume that the largest group would be the one with the most responses. It was not clear why group 3 had the most responses. The three year growth percentage had no significant values.

The estimated percentage of NRVG students had two significant chi square values, delayed payment (8.2*) and tuition reduction for spouses (8.6*). Most of the significance in both cases comes from the 0-24 group, which had generally low responses. One would expect the least percentage group to be the least interested in offering pricing options to students with NRVG.

Promotion

Promotion was covered in the questionnaire under questions 17-20. Promotion is an institution's planned communication to its publics. It includes catalogs, newspapers, radio, TV, brochures, and various PR programs. The more use of these strategies, generally the better marketing appeal.¹⁴ There were no significant responses in the denomination set. The total means for the denomination

¹⁴Ibid.

response on question 17 was 2.5 and was 3.2 for question 18. The lower response to the use of students in recruitment should indicate the need to improve. Question 18 might also indicate the need for improvement in the use of professionals to recruit students with NRVG. The Baptist group had the highest means and the Other group had the lowest.

Under the denomination set, both the use of the media to external publics (question 19) and promotion to internal publics (question 20) had very low responses. Direct mail (3.3) was the highest for question 19. Brochures (2.9) was the highest for question 20. The low responses indicate that more could be done in this area by Bible colleges. Many of these strategies are relatively inexpensive (e.g., brochures, bulletin boards, college newspapers) and could be used to project the image and vision the leadership wants to project of the college to its external and internal publics.

An examination of the size of student body results for questions 19-20 showed significant values as follows: magazines (4.14**) and newspapers (3.04*) from question 19; and bulletin boards (3.35*), direct mail (2.89*), college newspapers (3.81*), and brochures (3.54*) from question 20. The magazines and newspapers t test results indicated that

the significance came from the higher response of group 3 (250-499) and the lower response of group 2 (151-249). Group 3 was also involved in the significance of every other t test pairs in question 20. It had the highest mean of every response. Perhaps this group, being number two in group size, tries harder to grow and market themselves to students with NRVG. There was no apparent reason for group 2 having a lower response. One would expect group 1 to be the lowest response and group 4 to have the highest.

A review of the three year growth percentage indicated one significant result in question 19, journals (3.93*). Group 2 (-6 to -1) was involved in every significant pair in the t test. It had the highest mean. It was not clear why group 2 would have a high response under journals. One would expect it to have the next to lowest response.

An examination of the estimated percentage of NRVG students revealed a significant result on question 17 (3.46*). The significance appeared to come from groups 2 (25-49) and 3 (50-74) which had the highest means and group 1 which had the lowest mean. Question 20 (brochures) was also significant (2.93*). Group 1 (0-24) had the lowest mean and was involved in each of the t test pairs. Presumably, the lowest percentage group would have the least

response. However, it was not clear why the highest percentage group did not have the highest response.

Availability of Career Planning Programs and Placement Services for Students with NRVG

The purpose of this section was to determine if career planning programs and placement services were available to students with NRVG. Career planning programs include career development and preparation for placement. These programs are essential services for students with NRVG who need extra and specific help in getting that first job. As with liberal arts students, students with NRVG can not demonstrate with their major that they are competent in business and other nontraditional liberal arts careers. Therefore, they need to prepare themselves in specific ways to demonstrate their competence. One way to demonstrate this is by supplementing their degree with courses or a minor program. This was discussed previously under the product section. Two other ways of demonstrating competence are through personal career development and through internships.

Career development programs prepare students to act and be professional when they approach employers. This

involves developing one's identity through counseling, testing, and developing one's job finding skills.¹⁵

Another means of demonstrating competence to employers is through internships. Internships provide, from the employer's perspective, formal experience prior to hiring and serve as credentials for the interns.¹⁶

In conjunction with demonstrating competence, placement services need to be provided. Placement services are services which facilitate liberal arts students and students with NRVG in getting their first job. These services include job boards, providing on and off campus employer interviewing opportunities, and in general provide the necessary information for finding and getting a job.¹⁷

Bible colleges are not providing the career planning programs and placement services that they could be providing. This can be seen by noting that the totals for question 21 were less than 60% and only two responses had 50% or more. The high responses were as follows: graduate

¹⁵Lawrence Beck and others, Liberal Learning and Careers Conference Report, ed. Kathryn Mohrman (Washington, D.C.: Association of American Colleges, 1983), 18, 20, 29, and 31.

¹⁶J. K. Hillstrom, "The Liberal Arts Employment Dilemma," Journal of College Placement 44 (Spring 1984): 25-26.

¹⁷John D. Shingleton, "The Three R's of Placement," Journal of College Placement 38 (Winter 1978): 33-34, 37.

college data (45 or 58.4%), career counseling (43 or 55.8%); summer jobs (35 or 45.4%); job bulletin board (33 or 42.8%); and employer referral (32 or 41.5%). It was amazing that job seminars (6 or 7.8%) was so low. Employer referral was significant (11.32*). Most of the significance appeared to come from the Independent group which had the lowest percentage of response. It should be noted that most of these services are relatively inexpensive to do. It does take coordination and a desire to serve to provide these services.

The size of student body had a significant result on question 21, career counseling (12.39**). It appeared to come from the 250-499 group, because it had a high response, 85% of the group. It was not clear why the next to largest group had such a high response.

The three year growth percentage had significant results on question 21, career testing (14.72**); job bulletins (10.23*); and employer referrals (11.34**). Most of the significance of career testing appeared to come from the -23 to -7 group (0 response). One would expect the group with the least growth to respond the least. Most of the significance for the job bulletins appeared to come from the 6 to 23 group (2 or 20%), which had the lowest response. One would not expect the group with the greatest growth to

have the lowest response. Most of the significance of employer referral appeared to come from the 0 to 5 group, it had the highest response. It was not clear why the next to highest growth group would have the highest response.

Approaching Employers with Placement Services
for the Student with NRVG

Liberal arts colleges are beginning to aggressively pursue the placement of their students with employers. Since many employers still seek traditional majors such as business when they hire recent graduates, placement directors have felt the need to take their students directly to the employers rather than waiting for them to approach the college.¹⁸ This approach has proved effect in the placement of students.¹⁹ The purpose of this section was to determine if Bible colleges are approaching employers with placement services for students with NRVG. The results seem to indicate the answer is basically, "no."

Question 22 had very low responses, the highest response was phoning (21 or 27.2%). Two of the categories (Baptist and Christian) did not even have a response to

¹⁸David S. Bechtel and Anthony G. Dew, "Catch 22 for the Liberal Arts Graduate," Journal of College Placement 35 (Summer 1975): 46.

¹⁹Harlan R. McCall, "Taking the Students to the Employers," Journal of College Placement 35 (Summer 1975): 45.

"brochures." Brochures was significant (10.00*), mainly due to the Pentecostal group which had the best response (3 or 27.2%). Obviously, more could be done here by Bible colleges in the area of placement services.

Under the three year growth set, there was one

significant value, journal ads (8.35*). Most of the

significance for this appeared to come from -6 to -1 group.

It was the only group which checked the response. It is not

clear why the group once removed from the least growth would

be positive.

The estimated percentage of NRVG students had one

significant value on question 22, public announcements

(8.3*). The 75-100 group was the only group to respond and

it had one response. This result is consistent with what

one would expect. Presumably, the group with the highest

percentage of students with NRVG would have the best

response.

Availability of Seminars, Placement Services, and
Alumni Networking (for students with NRVG)
for Alumni Employed in NRV

This question basically involves two aspects

concerning alumni who are employed in nonreligious

vocations. The first aspect relates to whether Bible

colleges are serving and/or marketing themselves to these

alumni. The second aspect relates to whether Bible colleges

are utilizing and providing a place of service for these alumni in the marketing of themselves to students with NRVG.

Alumni can have many roles in relation to the college. They are both past customers and potential consumers. Alumni can provide a wealth of resources such as financial, recruitment of students, placement of students, mentoring of students, and enable networking for students.²⁰ Alumni networking enables assistance to students seeking to obtain that first job and facilitates employment contacts.²¹ It makes good marketing sense to provide excellent service and utilize alumni whenever possible.

The purpose of this section was to determine if Bible colleges were providing these two aspects to alumni who are in NRV. Basically, the results appeared to be negative. There were five questions in this section, 23-27 and none of the results were significant in any of the sets. The total means ranged from 1.3 (offer seminars) to 2.6 (offer placement). Bible colleges offered placement to alumni (mean = 2.6), but not many took advantage of this

²⁰Kay Chaney Harris, "Training Alumnae to Attract Students," The Best of Case Currents, eds. Virginia L. Carter and Catherine S. Garigan (Washington, D.C.: Council for Advancement and Support of Education, 1979), 76.

²¹"Franklin and Marshall Career Center Sets Up Receptions in 5 Cities to Promote "Networking", "Chronicle of Higher Education 45, 21 January 1987, 31-32.

service (mean = 1.8). Basically, alumni were not used in recruitment (mean = 2.3) or in placement of students with NRVG (mean = 1.9). The results indicated that Bible colleges could do more to promote and offer placement services to alumni, particularly to offer them relevant seminars.

Conclusions

Based upon the preceding findings, the following conclusions are formulated.

1. Colleges of the AABC desire to market themselves to students with NRVG and have included them in their mission statement.
2. Bible colleges are not generally practicing common educational marketing strategies relating to product, place, price, and promotion.
3. Bible colleges are not offering sufficient career planning programs and placement services to students with NRVG.
4. Bible colleges do not offer placement services to employers for students with NRVG.
5. Bible colleges do not offer refresher seminars to assist alumni in nonreligious vocations.
6. Bible colleges do offer placement services to alumni who are in nonreligious vocations.
7. Bible colleges do not utilize alumni who are in nonreligious vocations to network with students with NRVG.
8. Bible colleges do not differ significantly in their marketing to students with NRVG according to denomination, to a colleges' size, a colleges' three

year growth pattern, and a colleges' estimated percentage of students with NRVG.

Recommendations

Recommendations for Future Practice

The recommendations which follow are based on the results from the study of marketing strategies of the AABC directed toward students with NRVG. These practical suggestions are offered to Bible colleges for their consideration and use.

1. Presidents and other leaders of Bible colleges need to develop and become directly involved in communicating a vision for incorporating students with NRVG into their colleges.
2. Presidents and other leaders of Bible colleges need to understand and become directly involved in the marketing of their colleges to students with NRVG.
3. Bible colleges need to market their colleges to students with NRVG in a comprehensive fashion. They need to market themselves to potential, current, and graduating students as well as to other significant external publics such as alumni. The following factors should be considered when marketing themselves to these publics:
 - (1) The potential student needs to understand how a Bible education can help him or her in life--and see how with wise supplements they can get a job with their degree.
 - (2) The current student needs to understand how to prepare himself or herself for a career with the degree they will be receiving. This involves career planning and proper placement services.
 - (3) The graduating student needs to have a network of alumni and helpful resource

people to enable him or her to get that first job.

- (4) Alumni and other significant external publics need their needs met and need to be involved in the marketing process.
4. Bible colleges should continue to stress their distinctive of providing a biblical education and emphasize their commitment to the overall goals of a quality liberal education. This does not mean that Bible colleges should become liberal arts colleges. It means that the overall goals (e.g., the development of verbal and oral communication and the development of analytical and synthetic thinking) of a liberal education should be accomplished within a Bible college.
5. Bible colleges should offer courses or minors in business administration, civil service (and/or public administration), education (as most are doing), and programs which will develop self-employment opportunities.
6. Bible colleges should establish councils made up of alumni and experts in the fields they wish to market their students with NRVG. These councils would give advice and in general serve as helpful resource individuals in the development of effective programs and the placement of students with NRVG.
7. Bible colleges should develop greater flexibility in offering students credit for life experience.
8. Bible colleges need to develop greater flexibility in the delivery of their programs to students with NRVG. They need to expand the distribution planning of their programs into evening programs, weekend colleges, short blocks of time courses (1-3 weeks), more off campus programs, and in general bring education to those who need it.
9. In conjunction with number eight, Bible colleges need to offer more seminars and continuing education courses to all types of potential consumers, but particularly alumni.

18. Bible colleges should increase their attempts to directly approach employers about the placement of students with NRVG. While funds for more expensive strategies may not be available, there are many inexpensive means to reach employers. Sharp brochures, phoning, direct mail, personal contacts, and alumni networking are all examples of inexpensive, but effective means to reach employers.
19. And as has been previously suggested, Bible colleges should increase their service to and involvement with their alumni. They should be served through seminars and placement opportunities. They should be involved in recruitment and in networking.

Recommendations for Future Research

The recommendations which follow are based on the results from the study of marketing strategies of the AABC directed toward students with NRVG. These suggestions for future research are offered to Bible colleges and other interested researchers for their consideration and use.

1. Historical research should be done on the original purpose of the Bible college movement. For instance research should be done on the term, "gap men," which was coined by Dwight L. Moody, founder of the second Bible college, in North America. Were these individuals meant to be in nonreligious vocations?
2. The AABC should sponsor focal groups of Bible college presidents to determine advantages and opportunities versus disadvantages and problems associated with incorporating students with NRVG into their colleges.
3. Individual Bible colleges should sponsor focal groups of internal and external publics to determine advantages and opportunities versus disadvantages and problems associated with incorporating students with NRVG into their colleges.

10. Bible colleges need to develop greater flexibility with their pricing techniques such as tuition deductions for spouses and family, delayed payment plans, and so forth.
11. Bible colleges should offer a special scholarship to worthy students with NRVG. This would not only bring in quality students, but would communicate an image that students with NRVG are an integral part of the Bible college. There could be a number of these scholarships, which could be related to specific fields (e.g., business).
12. Bible colleges should utilize students with NRVG in the recruitment of potential students with NRVG.
13. Bible colleges should involve professionals who understand the college's desired image with students with NRVG to recruit these students.
14. Bible colleges should increase the use of media in their recruitment of students with NRVG. Although they are using direct mail, much more could be done in targeting and sending of promotional pieces to these students.
15. Bible colleges should increase and maintain a high level use of media to communicate its vision and create the proper image concerning students with NRVG. Internal publics must understand and appreciate this vision, if they are to be part of it. Bulletin boards, direct mail college papers, brochures, and so forth should all be utilized.
16. Bible colleges should increase their career planning programs and placement services which they offer to students with NRVG. This may require additional personnel. It will require trained personnel who are committed to the vision of educating and preparing students with NRVG.
17. In conjunction with number sixteen, Bible colleges should increase programs for students with NRVG that develop self-awareness, how to supplement their degree, how to market themselves, internship programs, summer and part-time jobs, and so forth.

4. Descriptive research should be done by individual Bible colleges as to the actual desire of their publics to include students with NRVG into their colleges.
5. The AABC should sponsor focal groups and if necessary other descriptive studies to determine why Bible colleges are interested in including students with NRVG, but why there is an apparent lack of specific marketing to these groups.
6. The AABC should sponsor research into specific and effective minor programs in business administration, public administration (or civil service), and programs to enable effective self-employment.
7. The AABC should encourage on going research into emulating and adapting effective liberal arts colleges marketing strategies for Bible colleges.
8. Individual Bible colleges should do on going research into emulating and adapting effective liberal arts colleges marketing strategies for Bible colleges.

APPENDIX A

DENOMINATIONAL CLASSIFICATION OF AABC COLLEGES

I. Baptist Bible Colleges (16)

A. Accredited (14)

American Baptist College
Arlington Baptist College
Baptist Bible College (MO)
Baptist Bible College (PA)
Central Baptist College (AR)
Clear Creek Baptist Bible College
Criswell Center for Biblical Studies
Faith Baptist Bible College
Free Will Baptist Bible College
North American Baptist College
Piedmont Bible College
Southwestern College
Tennessee Temple University
Western Baptist College

B. Candidates for Accreditation (2)

Northwest Baptist Theological College
Southeastern Baptist College

II. Christian Bible Colleges (21)

A. Accredited (17)

Atlanta Christian College
Central Christian College of the Bible
Cincinnati Bible College
Dallas Christian College
Florida Christian College
Great Lakes Bible College
Johnson Bible College
Kentucky Christian College
Lincoln Christian College
Manhattan Christian College
Minnesota Bible College
Nebraska Christian College
Pacific Christian College
Puget Sound Christian College
Roanoke Bible College
St. Louis Christian College
West Coast Christian College

B. Candidates for Accreditation (4)

Boise Bible College
International Bible College
Magnolia Bible College
Ozark Christian College

III. Independent Bible Colleges (32)

A. Accredited (28)

Alaska Bible College
Appalachian Bible College
Arizona College of the Bible
Briercrest Bible College
Calvary Bible College
Colorado Christian College
Columbia Bible College (SC)
Crichton College
Emmaus Bible College
Fort Wayne Bible College
God's Bible School and College
Grace College of the Bible
Hobe Sound Bible College
John Wesley College
Lancaster Bible College
Miami Christian College
Moody Bible Institute
Multnomah School of the Bible
Northeastern Bible College
Ontario Bible College
Philadelphia College of the Bible
Practical Bible Training School
San Jose Bible College
Southeastern Bible College
Vennard College
Washington Bible College
William Tyndale College
Winnipeg Bible College

B. Candidates for Accreditation (4)

Florida Bible College
Hillcrest Christian College
Manna Bible College
Oak Hills Bible College

IV. Pentecostal Bible Colleges (13)

A. Accredited (11)

Bethany Bible College (CA)
 Central Bible College
 Emmanuel College School of Christian Ministries
 L.I.F.E. Bible College
 North Central Bible College
 Northwest College of the Assemblies of God
 Southeastern College of the Assemblies of God
 Southwestern Assemblies of God College
 Trinity Bible College
 Valley Forge Christian College
 Western Pentecostal Bible College

B. Candidates for Accreditation (2)

Colegio Biblico Pentecostal De Puerto Rico
 Eastern Pentecostal Bible College

V. Other Bible Colleges (20)

A. Accredited (17)

Bethany Bible College (NB)
 Canadian Bible College
 Circleville Bible College
 East Coast Bible College
 Emmanuel Bible College
 Eugene Bible College
 Friends Bible College
 Grace Bible College
 Lutheran Bible Institute of Settle
 Mid-America Bible College
 Nazarene Bible College
 Reformed Bible College
 St. Paul Bible College
 Simpson College
 Toccoa Falls College
 United Wesleyan College
 Wesley College

B. Candidates for Accreditation (3)

Catherine Booth Bible College
 Columbia Bible College (BC)
 Steinbach Bible College

APPENDIX B

PRETEST AABC COLLEGES--APPLICANT STATUS COLLEGES

I. Baptist Bible Colleges (3)

Atlantic Baptist College
Central Baptist Bible College
Independent Baptist College

II. Christian Bible Colleges (2)

Bay Ridge Christian College
Kansas City College and Bible School

III. Independent Bible Colleges (3)

Jimmy Swaggart Bible College
London Baptist Bible College
Trinity College of Florida

IV. Pentecostal Bible Colleges (1)

Northwest Bible College

V. Other Bible Colleges (1)

Kentucky Mountain Bible College

APPENDIX C
QUESTIONNAIRE

MARKETING STRATEGIES OF THE AMERICAN ASSOCIATION
OF BIBLE COLLEGES DIRECTED TOWARD STUDENTS
WITH NONRELIGIOUS VOCATIONAL GOALS

This instrument is to be used in eliciting responses in determining the comprehensive marketing strategies currently employed by the American Association of Bible Colleges (AABC) for the student with nonreligious vocational goals. This survey has been recommended and approved by the AABC through its Commission on Research (see AABC Directory, 1987-88, p. 37). The student in this study may be a potential student, a current student, or an alumnus of the Bible college. The DESCRIPTIONS which follow will be used throughout the study and will occasionally be referred to by the abbreviations indicated.

THE STUDENT WITH RELIGIOUS VOCATIONAL GOALS [RVG] (or full-time Christian service student)--this student intends to go into full-time Christian employment and takes a program of study in areas of Bible/theology, Christian ministries, Christian education, missions, pre-seminary, church music, and other Christian ministry programs. Often these programs could lead toward nonreligious vocations if the programs were supplemented with an additional degree or graduate degree such as, a Masters in Business Administration or a Masters in Music.

THE STUDENT WITH NONRELIGIOUS VOCATIONAL GOALS [NVG] (or the non-full-time Christian service student)--this student does not intend to go into full-time Christian employment, but wants to take course work which will ground him or her in Bible, theology, and ministry areas and enhance opportunities for nonreligious employment.

DUAL BENEFIT PROGRAMS [DUAL]--benefit the student with religious vocational goals and the student with nonreligious vocational goals. A few examples of this DUAL benefit are: missionary or commercial aviation; business administration for religious or nonreligious settings; and teacher education for Christian or public schools.

I. The Marketing Emphasis toward the student with
Nonreligious Vocational Goals

To the best of your knowledge to what extent are each of the following publics of your college desirous of INCLUDING in your student body the student with nonreligious vocational goals (NVG).

For EACH of the following publics please circle ONE on the 1-5 scale.

	Not at all Desirous	1	2	3	4	5 Very Desirous
1. Governing board		1	2	3	4	5
2. President		1	2	3	4	5
3. Academic dean (highest academic officer)		1	2	3	4	5
4. Faculty		1	2	3	4	5
5. Alumni		1	2	3	4	5
6. Donors		1	2	3	4	5
7. Constituency (general supporters, but not donors)		1	2	3	4	5
8. Indicate the degree of your college's intention in the PAST to formally market itself to the student with nonreligious vocational goals?		1	2	3	4	5
9. Indicate the degree of your college's intention in the FUTURE to formally market itself to the student with nonreligious vocational goals?		1	2	3	4	5
10. Does the mission statement of your college include the student with nonreligious vocational goals? Please circle either "1" or "2".		1	Yes	2	No	

For the remainder of the study please combine the nonreligious vocational students and DUAL benefit students into ONE group. You should give ONE answer to each question which would include BOTH of these groups of students. This means that questions relating to the nonreligious vocational student should also INCLUDE marketing strategies that are related to DUAL benefit students. However, you should always EXCLUDE the religious vocational student from ANY part of your answer.

Some colleges will have marketing strategies which benefit the entire student body and were not designed to be exclusive of any of the groups of students listed in the description. In this situation answer the question by asking yourself if the nonreligious vocational students and DUAL students are able to participate in this marketing strategy. If they can, then indicate you have this strategy. For example, under question #16 you have an option to check scholarships and grants as being offered to the nonreligious vocational and DUAL student. If you have a general scholarship or grant money available which NVG and DUAL students can and do participate, then please check these items.

II. Educational Marketing Strategies to the POTENTIAL Student with Nonreligious Vocational Goals

A. PRODUCT--Programs of Study (include DUAL; exclude RVG)

Check EACH of the following which APPLIES to your college.

11. Our college offers to the student with nonreligious vocational goals:

Non-Bachelor Degree Programs

___[1]. 1 year certificate

___[2]. 2 year associate

___[3]. cooperative vocational programs

___[4]. 3 year diploma

___[5]. other (specify) _____

	Not Involved	1	2	3	4	5	Significantly Involved
[1]. business/industry		1	2	3	4	5	
[2]. medicine		1	2	3	4	5	
[3]. writing/journalism		1	2	3	4	5	
[4]. communications		1	2	3	4	5	
[5]. education		1	2	3	4	5	
[6]. law		1	2	3	4	5	
[7]. government		1	2	3	4	5	
[8]. other (specify) _____		1	2	3	4	5	

B. DISTRIBUTION PLANNING--Nontraditional Locations and Times (include DUAL; exclude RVG)

Check EACH of the following which APPLIES to your college.

15. Our college offers to the student with nonreligious vocational goals:

- ___ [1]. a complete extension center--program(s) can be completed at the center
- ___ [2]. an extension center--program(s) can be partially completed at the center
- ___ [3]. off-campus courses
- ___ [4]. employer on site courses
- ___ [5]. a complete weekend college--program(s) can be completed on weekends
- ___ [6]. a weekend college--program(s) can be partially completed on weekends
- ___ [7]. complete evening programs--program(s) can be completed at night
- ___ [8]. evening programs--program(s) can be partially completed at night

___[9]. day time block scheduled courses, meeting a maximum of 1 time/week

___[10]. concentrated courses, meeting 1-3 weeks

___[11]. Other (specify) _____

C. PRICING--Financial Aid Programs (include DUAL; exclude RVG).

Check EACH of the following which APPLIES to your college.

16. Our college offers the following financial aid programs to the student with nonreligious vocational goals:

___[1]. general scholarships

___[2]. special scholarships ONLY for students with nonreligious vocational goals or DUAL program students

___[3]. grants

___[4]. delayed payment plans

___[5]. awards with monetary gifts

___[6]. tuition deduction for spouses

___[7]. tuition deduction for family

___[8]. Other (specify) _____

D. PROMOTION--Communication (include DUAL; exclude RVG)

For EACH of the following questions please circle ONE on the 1-5 scale

No Usage Extensive Usage

17. To what extent do you utilize students with nonreligious vocational goals in recruitment to the student with nonreligious vocational goals? 1 2 3 4 5

18. To what extent do you utilize paid personnel in recruitment to the student with nonreligious vocational goals? 1 2 3 4 5

19. To what extent do you utilize EACH of the following types of media for SPECIFIC promotion to the student with nonreligious vocational goals?

[1]. radio	1	2	3	4	5
[2]. magazines	1	2	3	4	5
[3]. journals	1	2	3	4	5
[4]. newspapers	1	2	3	4	5
[5]. free public announcements	1	2	3	4	5
[6]. direct mail	1	2	3	4	5
[7]. Other (specify) _____	1	2	3	4	5

20. To what extent do you utilize EACH of the following types of media for promotion to internal publics (board, faculty, current students, etc.) concerning the student with nonreligious vocational goals?

For EACH of the following questions please circle ONE on the 1-5 scale.

	No Usage			Extensive Usage	
[1]. bulletin boards	1	2	3	4	5
[2]. direct mail	1	2	3	4	5
[3]. College produced newspapers/magazines	1	2	3	4	5
[4]. brochures	1	2	3	4	5
[5]. Other (specify) _____	1	2	3	4	5

III. Educational Marketing Strategies to the CURRENT Student with Nonreligious Vocational Goals (include DUAL; exclude RVG)

Check EACH of the following which APPLIES to your college.

21. Our college offers to the current student with nonreligious vocational goals the following placement services:

- ___[1]. career resource center/library
- ___[2]. current information about companies
- ___[3]. career counseling
- ___[4]. career testing
- ___[5]. job vacancy bulletin/publication
- ___[6]. job vacancy bulletin board, book, etc.
- ___[7]. job hunting seminars
- ___[8]. resume development assistance
- ___[9]. direct referral to employers with current job openings
- ___[10]. on-campus interviewing with employers
- ___[11]. internship information and programs
- ___[12]. summer jobs information
- ___[13]. graduate school information
- ___[14]. other (specify) _____

22. Our college seeks to place the student with nonreligious vocational goals by approaching employers with placement services by the following means:

- ___[1]. telephoning
- ___[2]. visiting employers in person
- ___[3]. radio announcements
- ___[4]. magazine ads
- ___[5]. journal ads
- ___[6]. college produced newspapers/magazines

- ___[7]. newspaper ads
- ___[8]. free public announcements
- ___[9]. direct mail
- ___[10]. informational brochures
- ___[11]. Other (specify) _____

IV. Educational Marketing Strategies to ALUMNI who are in Nonreligious Vocations (include DUAL; exclude RVG)

For EACH of the following questions please circle ONE on the 1-5 scale.

	Not at all			Very Extensive	
23. To what extent do you offer to graduates employed in nonreligious vocations refresher seminars to assist them in their vocation?	1	2	3	4	5
24. From the placement services you have available to what extent MAY your nonreligious vocational alumni participate in them?	1	2	3	4	5
25. To what extent DO your nonreligious vocational alumni participate in your placement services?	1	2	3	4	5
26. To what extent do you utilize alumni in nonreligious vocations to recruitment to the student with nonreligious vocational goals?	1	2	3	4	5
27. To what extent do you utilize alumni in nonreligious vocations to assist in placing the student with nonreligious vocational goals?	1	2	3	4	5

V. Enrollment Information

28. Please indicate the FALL enrollment of your college for the following years:

All Students	Full-time Equivalent (FTE)
[1]. Fall 1988 _____	[7]. Fall 1988 _____
[2]. Fall 1987 _____	[8]. Fall 1987 _____
[3]. Fall 1986 _____	[9]. Fall 1986 _____
[4]. Fall 1985 _____	[10]. Fall 1985 _____
[5]. Fall 1984 _____	[11]. Fall 1984 _____
[6]. Fall 1983 _____	[12]. Fall 1983 _____

29. To the best of your knowledge what PERCENTAGE of the student body for the following years are students with nonreligious vocational goals (include DUAL; exclude RVG)?

[1]. Fall 1988 _____	%
[2]. Fall 1987 _____	%
[3]. Fall 1986 _____	%
[4]. Fall 1985 _____	%
[5]. Fall 1984 _____	%
[6]. Fall 1983 _____	%

Thank you for your cooperation in completing this questionnaire.

Respondent's title _____

Michael J. Kane, Researcher

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