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Applying Marketing Concepts to Seventh-day Adventist Secondary Education

David Stephen Penner
Andrews University

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APPLYING MARKETING CONCEPTS TO SEVENTH-DAY

ADVENTIST SECONDARY EDUCATION

A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

David Stephen Penner

May 1987

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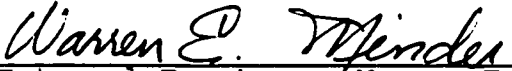
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ABSTRACT

APPLYING MARKETING CONCEPTS TO SEVENTH-DAY

ADVENTIST SECONDARY EDUCATION

by

David Stephen Penner

Chairman: Edward A. Streeter, Ed.D.

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: APPLYING MARKETING CONCEPTS TO SEVENTH-DAY
        ADVENTIST SECONDARY EDUCATION

Name of Researcher: David Stephen Penner

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

Date completed: July 6, 1987

Problem

Seventh-day Adventist academies face financial problems due to declining enrollments and inadequate funding. Higher education has looked to marketing as a possible means of reversing these trends. While much has been written about marketing in higher education, little has been written concerning the marketing of secondary education.

Method

In order to accomplish the purpose of this study, it was necessary to review the current ideas on marketing

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higher education and examine those ideas that might apply
to secondary education. An outline for marketing SDA
secondary education was then developed. In order to
validate the outline, a panel of judges, composed of two
groups of SDA educators, was selected to evaluate the
conclusion. This outline and a summary of educational
marketing were sent to a randomly selected group of
principals of SDA boarding academies in the United States
for their evaluation and comments. The outline was
revised with these observations in mind. Subsequently,
the revised outline and summary were submitted to the
Union Directors of Education for their appraisal, and
their remarks constituted the basis for evaluation and
final revision of the outline.

Results

It would appear that educators have accepted the
idea that a form of marketing can be applied to education.
The majority of institutions of higher education discussed
in the literature reviewed reported a degree of success
regardless to the institution size or the extent of the
marketing effort. Although limited in number, there were
educators who advocated that marketing can and should be
applied not only to higher education but to elementary and
secondary education as well. A sampling of Seventh-day
Adventist educators agreed that marketing may be workable
in the context of SDA boarding academies. There appeared
to be an agreement that something must be done to help

achieve the mission of providing a Seventh-day Adventist
education for the church's young people.

Conclusions

Since it has been demonstrated that marketing
concepts can be applied to higher education and since
conditions that have concerned higher education exist in
private secondary schools, it may then be of value to
suggest the adoption and use of these marketing principles
in Seventh-day Adventist academies. The outline should
provide administrators with a guide for taking the
necessary steps in applying these principles in their
individual schools.

DEDICATION

To my dad who inspired me at an early age by
his example to pursue a doctorate and to my
mom who taught me the love of books.

To the four women in my life who tried to
understand me during the difficult moments
of this project: Josee-Marie, Estrella,
Roxana and Elizabeth Anne.

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CHAPTER I

INTRODUCTION

Background

Marketing is a relatively new idea in educational circles. Although marketing principles were originally developed for profit-oriented business organizations, there has been a growing interest in applying these marketing principles to nonprofit organizations such as hospitals, museums, and educational institutions.

Business is basically concerned with developing and producing an item that will attract and satisfy customers and at the same time make a profit for the company. While nonprofit organizations may be content to realize little or no profit for their services they still must attract and satisfy customers with an additional goal of fulfilling the expectations of the supporting and funding groups as well. Obviously, with this multifaceted market, an educational institution is placed in an extremely complicated marketing field.

For over a decade colleges and universities have sought ways of applying marketing concepts to education. Faced with increased costs and declining enrollments, administrators have seen marketing as an answer to

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institutional survival. Success stories encouraged the trend (Colman, 1973; Ricklefs, 1975; Van Dyne, 1974). Although limitations have been identified in the use of marketing in higher education (Litten, 1980b; Lovelock & Rothschild, 1980), colleges and universities now accept the idea of marketing as a possible means of improving the institution (Kotler, 1979; Krachenberg, 1972; Litten, 1980b).

There has been a limited amount written concerning marketing secondary education in comparison to the quantity of material dealing with marketing higher education. Private secondary education, however, is faced with problems similar to those that have plagued colleges and universities. Due to increased expenses, the cost of secondary education is rising. At the same time there is a general decline in high-school enrollment (Gerald, 1985). Kotler and Fox (1985) observed that "some once-successful private schools face problems like those of private colleges--enrollment declines, financial pressure, and uncertain futures" (p. 5). For Seventh-day Adventist secondary schools without enrollment increases to offset rising costs, this could mean higher tuition, greater dependence on outside financial support such as gifts, donations and endowments, or the closure of financially troubled schools. Yet at least one study (Voyle, 1979) showed that only 40 to 60 % of eligible young people are attending SDA academies. If academies were able to

attract more students from the available student pool, some of these problems might be reversed.

Statement of the Problem

As indicated, SDA academies are facing financial problems associated with low enrollments and inadequate funding. If the academies were able to attract additional students not only would they be fulfilling their purpose and goals more effectively but the financial situation could be improved as well. An analysis of marketing indicated that the principles of marketing that have been applied to higher education may also provide answers for private secondary education.

Purpose of the Study

The purpose of this study was to review the existing concepts of marketing higher education, examine ideas that may apply to secondary education, and develop an outline for utilizing those principles in private secondary education.

Significance of the Study

Since it has been demonstrated that marketing concepts can be applied to higher education and since conditions that have concerned higher education exist in private secondary schools, it may then be of value to suggest the adoption and use of these marketing principles in Seventh-day Adventist academies. By analyzing the

literature available on the subject and providing a
summary of existing thought and practice, educators and
administrators should be able to see the purpose, the
value, the scope, and the limitations of marketing in
education. The outline should provide administrators with
a guide for taking the necessary steps in applying these
principles of marketing to secondary schools. The
potential exists not only of increasing enrollment in the
academies, easing the financial situation, and promoting a
positive image of each school but of facilitating the
administration of the school and improving communication
with the constituency it serves. Additional positive
results could include the clarification of the mission and
goals of the school, the revision of the curriculum
offered to students, the improvement in the quality of the
overall program, and additional support from students,
parents, and constituents resulting from their increased
interest and concern.

Delimitations

This study was written in terms of marketing as
applied to education. The specific goal was to provide an
outline for the marketing of Seventh-day Adventist
secondary schools. Because of the problems particular to
the needs of the boarding academies, this study has
focused on that specific setting. Therefore, the thrust
of this study has been marketing for Seventh-day Adventist

boarding academies in the United States.

Definition of Terms

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

ACADEMY: A secondary school in the Seventh-day Adventist educational system is referred to as an academy.

BOARDING ACADEMY: There are two types of secondary schools in the Seventh-day Adventist system-- residential and non-residential. Boarding refers to those schools that provide residential facilities.

CONFERENCE: A conference is is an administrative unit in the Seventh-day Adventist church generally consisting of one state.

GENERAL CONFERENCE: The General Conference is the highest administrative level of the Seventh-day Adventist church.

HIGHER EDUCATION: The term higher education refers to all educational programs beyond the high-school level (grade 12). It could include adult education programs, two- and four-year colleges and universities.

IMAGE: The beliefs, ideas, and impressions in the mind of the individual that occur at the mention of the school name is referred to as the image.

MARKET: The word "market" may be used in several ways. The market is the group to which the school must address itself. This may be students, parents, or

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constituents. The word market used as a verb refers to
the exchange of ideas concerning the school between the
school, and the students, parents and constituent members.

MARKETING: In general marketing in education is
the process of defining and developing an educational
program that meets specific needs of a group of
individuals and includes the act of communicating with
those individuals in such a way that a mutual exchange of
value, in this case, tuition and donations for an
educational program, will result.

MISSION: Mission is defined as the specific task
or function assigned or undertaken by an educational
institution.

OUTLINE: An outline is a summary of the principal
features and different parts of the whole of the subject.

PLACE: In the marketing mix, place may refer to
location, time scheduling, or method of distribution.

POSITION: Position is defined as the place in the
mind of the customer that an educational institution holds
in relationship to the competition.

PRICE: Price is defined as any cost, monetary or
otherwise, required to be paid by the consumer in exchange
for educational services received.

PRODUCT: Product is the total planned
instructional program offered by the education
institution. It may also include non-instructional
aspects such as social activities, sport programs, and

cultural experiences.

PROMOTION: Promotion is the act of communicating with the customers or potential customers information about the institution. In educational marketing, "communications" may be a preferred term.

SDA: SDA is an abbreviation of the name Seventh-day Adventist.

UNION: A Union is an administrative unit in the Seventh-day Adventist church consisting of several conferences.

Overview of the Literature

The idea of marketing in education developed during the early 1970s after it was suggested as a possibility for nonprofit organizations (Kotler & Levy, 1969). At first marketing did not appeal to colleges and universities, especially those who were able to maintain an adequate number of students. Marketing was viewed as a degrading practice used only by maverick administrators or resorted to as the last option. As enrollments began to first level off and then decline, institutions relying on tuition incomes were willing to try marketing. With the increased interest, literature began to appear in educational journals (Fram, 1971; Johnson, 1972; Krachenberg, 1972). The advantages and necessities of marketing higher education were promoted (Berry & George, 1975; Harper, 1977; Hugstad, 1975) and the abuses in the

marketing of education were exposed (Fiske, 1979; Fram, 1971; Vaccaro, 1979). Several writers concentrated on studying the feasibility of applying marketing principles to college recruitment and admissions programs (Bassin, 1975; Gorman, 1974; Wolf, 1973).

Three works from the 70s seemed to be particularly important both in summarizing the ideas on marketing to that point and in forming the basis for later discussion. A Role for Marketing in College Admissions (The College Board, 1976) consisted of a collection of papers presented at the Colloquium on College Admissions. Marketing in College Admissions: Broadening of Perspectives (The College Board, 1980) was similarly a collection of papers presented at the Colloquium on Marketing, Student Admissions, and the Public Interest. A collection of articles on the practical aspects of educational marketing that had previously appeared in CASE Currents were reprinted in A Marketing Approach to Student Recruitment (Carter & Garigan, 1979).

The ideas initiated in the 1970s were further developed in the 1980s. Marketing in admissions and recruitment continued to receive wide attention (Ihlanfeldt, 1981; Knight & Johnson, 1981). Colleges and universities were encouraged to develop marketing plans and to adopt professional standards in pursuing them (Bagozzi, 1980; Litten, 1980b; Lovelock & Rothschild, 1980; Maust, 1985; Van Luchene, 1980). An outstanding

book, <u>Strategic Marketing for Educational Institutions</u> by Philip Kotler and Karen F. A. Fox (1985), dealt with the full range of marketing activities for education on all levels--elementary, secondary, and higher education. In a series of articles Seventh-day Adventists also advocated a more extensive use of marketing on the college and university level (Dickinson, 1986; Hopp, 1986; McCune, 1984; Reynolds, 1984; Seltzer & Daley, 1986; Siver, 1986; Wrenn, 1984).

Reports from institutions of higher education showed the extent to which marketing was being utilized (Bickford, 1978; Engleberg & Leach, 1981; Hoppe & Biggers, 1980; Leach, 1978; Litten, 1979; Sparks, 1976; Sullivan & Litten, 1976; Wallace, 1980). Reports have also appeared that advocated the use of marketing in elementary and secondary education (Barone, 1979; Burke & Appel, 1979; Ensman, 1983).

When organized by theme, the literature reviewed also divided into two main categories. The first was the debate over the nature of marketing and its applicability and desirability for education. This continuing discussion by marketers and educators has developed into a relatively heated debate. The second aspect of marketing centered on the proposals and recommendations for adoption and implementation of marketing in education and the descriptions of current practices of marketing within higher education. It was found that there was a wide

divergence in the meaning of marketing and what would constitute appropriate activity for education.

Since the idea of formal marketing in education is relatively new, most of the literature was found in educational magazines, newspapers, and journals. The topic has also been debated in seminars and workshops and occasionally reported in professional journals. This discussion also generated unpublished papers, reports, and other material. A prime source for this type of information was the Educational Resources Information Center (ERIC) which operates under the auspices of the Office of Educational Research and Improvement, U.S. Department of Education. A computer search listed almost five hundred references in ERIC documents and journals of which at least one hundred were particularly applicable. Twenty dissertations on various topics in marketing higher education were also listed. Further investigation furnished additional information and provided an adequate basis for the development of an outline for marketing secondary education.

Procedure

In order to accomplish the purpose of this study, a detailed review of the literature was the first step. Because so much has been written on marketing, it was necessary to limit the research primarily to material dealing with marketing in education. The literature was

carefully analyzed to identify the major components of marketing as recommended for education. Not only were the uses of marketing explored but the misuses and limitations were carefully noted. With the major trends and recommendations in mind, an outline was developed indicating the steps necessary for marketing an individual school.

Validation

In order to validate the outline, a panel of judges, composed of two groups of SDA educators, was selected to evaluate the conclusion. The outline for marketing secondary SDA schools and a four-page summary explaining educational marketing were then sent to a random sampling of principals of SDA boarding academies in the United States for their evaluation and comments. The outline was revised with these observations in mind. Subsequently, the revised outline and summary were submitted to the Union directors of education for their appraisal, and their remarks constituted the basis for evaluation and final revision of the outline.

Organization of the Study

Chapter 1 provides the introduction, the background, the problem, the purpose, the significance, the definitions, and the delimitations of the study. It also gives a brief overview of the literature, the

description of the procedures used, the validation process followed, and an outline of the organization of the study.

Chapter 2 reviews the literature dealing with marketing as applied to education. The applicability and desirability of marketing in higher education is surveyed first, followed by a review of the literature that deals with marketing secondary education.

Chapter 3 analyzes the major components of marketing in education and discusses the recommendations and use of each feature, first for higher education and then for secondary education.

Chapter 4 presents an outline for marketing Seventh-day Adventist boarding academies and records the comments made by academy principals and union directors of education.

Chapter 5 completes the study, noting the major conclusions reached in the study and suggesting areas for possible further research.

CHAPTER II

REVIEW OF LITERATURE

Introduction

With the decline in student enrollments and the
increasing costs of higher education, colleges have had to
rethink their tactics of recruitment and contemplate new
strategies for survival (Crossland & Frances, 1980; Pyke,
1977; Uehling, 1980). As a result there has been an
interest in applying the principles of business to post-
secondary education. Marketers in the late 60s and early
70s began to broaden the concept of marketing to nonprofit
organizations, such as hospitals and museums, and higher
education (Kotler & Levy, 1969). The debate advanced
arguments both for and against the marketing of higher
education. Kotler and Fox (1985) found that marketing had
"attracted the attention of college presidents, school
principals, trustees, admissions and development officers,
educational planners, public relations directors, faculty,
and other educators." In marketing, these groups hoped to
find answers to "such issues as attracting more and better
students, increasing students satisfaction with the
institution, designing excellent programs which carry out
the institution's mission, and enlisting the financial

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support and enthusiasm of alumni and others" (p. xiii).
As a result, the principles of marketing have taken on a
new meaning for education.

Since private secondary schools face problems
similar to those of higher education, it is postulated
that the principles of marketing can also be applied to
secondary education. However, there has been very little
written on the subject of marketing secondary education.
Some articles propose that it should be tried in public
schools and several others advocate its use in private
elementary and secondary schools.

The Growing Interest of Higher Education in Marketing

During the post-war era it appeared that colleges
had an ever expanding base from which to draw students.
With the urgency that followed in the wake of Sputnik,
government agencies readily allocated money to finance new
programs in education (Trachtenberg & Levy, 1973). The
young people of the "baby boom" years plus those desiring
to stay in college during the Viet Nam war constituted a
continuously growing pool of available students (Morris,
1977). These trends tended to cause educational
administrators to confuse personal success with the
expansion of their particular college or university
(McAdams, 1975). In the 1980s a different problem
existed. Higher education found itself faced not only
with declining enrollments due to overall population

decline but also with the problems associated with the demographic shifts in the general population, student consumerism, demands for new services, and a buyer's market in which the student, at times, seemed to have an upper hand (El-Khawas, 1976; Engledow & Anderson, 1978; Hershey, 1981; Ihlanfeldt, 1975; Johnson, 1977; Mackey, 1980; Matthews & Blackwell, 1980).

The natural trend of inflation, with upwardly spiraling costs, was compounded by the loss of revenue from both a decrease in cash generated by tuition and by a declining interest among taxpayers, government bodies, and philanthropic groups to subsidize education (Hershey, 1981). As the demand for education lessened, higher education became less of a budgetary priority on all levels of government (Ihlanfeldt, 1975). With the weakening of outside support, the financial burden was shifted to the parents and students through tuition increases and, as a result, in some schools increasing enrollments became "the 'primary hope' component of the budgetary process" (p. 133). Additional pressure was levied on the colleges and universities to accept all students since government monies, such as loans and scholarships, were primarily given to educational institutions through enrolled students (Trachtenberg & Levy, 1973).

It is postulated in business that the failure of an organization is due to a failure of management (Levitt,

1960). In 1977 Appel noted that no less that 116 colleges
had closed in the preceding seven years. While
acknowledging that the reasons for failure were numerous
and complex, he stated that,

> in a great majority of the situations, the problem can
> be traced back to an initial problem in marketing, and
> to the institution's earlier failure to deliver the
> type of market offering, or benefit package desired by
> the marketplace. The ultimate failure of the
> institution may well be inside of the organization,
> and of a financial nature. However, the real cause of
> the failure is more often a failure of marketing due
> to the educational institution's unwillingness--or in
> some cases inability--to offer potential customers an
> appropriate benefit package. It is the initial
> failure in marketing that ultimately leads to the
> failure in the financial management. (p. 53)

Naturally college and university presidents,
wishing to be remembered by posterity but not for having
been the one to close the institution, have sought various
means of minimizing the effects of declining enrollments.
To them, marketing appeared to present a possible solution
to the dilemma. In response to this, Johnson (1977) found
that "marketing management offers us the most promising
means of seizing the initiative and responding to society
in a creative and productive way" (p. 12). Fram, as early
as 1972, argued that "we must market education" (p. 8).
Enarson, the president of Ohio State University, stressed,
"These are new times and we must begin to market ourselves
and our services in ways which have not been required
before" (quoted in Matthews & Blackwell, 1980, p. 1).

Colleges have reported success in applying
marketing principles to their situation. Despite the fact

that it was criticized for not following a complete
marketing plan (Buchanan & Hoy, 1983), Prince George's
Community College reported a 12-15% increase in enrollment
after it developed and implemented a four-stage marketing
plan (Bickford, 1978; El Sharei, 1979; Leach, 1977-78).
Adrian College and Alfred College both reported increased
enrollment after experimenting with marketing (Fiske,
1979). Moraine Valley Community College reported a growth
of 200 full-time equivalent students after adopting a
overall marketing plan (De Cosmo & Baratta, 1979). The
College of Du Page reported, over a three-year period
following the adoption of some marketing techniques, an
average of 20% increase in enrollment (Goodnow, 1981).
Northeastern University found that their marketing plan
netted a 15% overall enrollment increase (Jackson, 1986).
Other colleges also found it worked. Odessa College
(Eckert, 1979) and Lane Community College (Fast, 1979)
both developed plans to increase enrollment. Hoppe and
Biggers (1980) found that although the plan was lacking in
the areas of integration and direct relationship to
institutional data and evaluation procedures, the
Chattanooga State Technical Community College marketing
plan has been considered successful due to enrollment
increases. The University of Houston, New York
University, Northwestern University, and Kent State
University have all been reported by Kotler (1979) as
examples of universities with successful marketing plans.

Despite the fact that criticism has been leveled against specific recruiting methods, Mackey (1980) found that marketing "has been endorsed by some of the most respected groups in higher education" (p. 29). The College Entrance Examination Board held a colloquium and published A Role for Marketing in College Admissions. The National Center for Higher Education Management Systems at WICHE published the Guidebook for Colleges and Universities: On Presenting Information to Prospective Students.

It would be inaccurate to assume that higher education had not previously been engaged in marketing-like activities (Kotler & Levy, 1969). Krachenberg (1972) found that "no matter what it is called, who does it, or where in the institution it is being done, universities are engaged in marketing activity" (p. 370). Howard (1977) found that even though education was operated on a nonprofit basis, "many of the decision variables and resulting information needs are the same as in the business environment (p. 3212). Public relations, student recruitment, fund-raising, lobbying, and curriculum development have all been practiced well before the heightened interest in marketing higher education (Krachenberg, 1972; Litten, 1980b; Windham, 1980). Veysey (1980) suggested that marketing is not brand-new but "has simply become increasingly conscious and systematic at present" (p. 11).

The world of education has adopted and adapted other management techniques from the world of business (Barton, 1977; Kotler, 1976; Krachenberg, 1972). "Colleges and universities, therefore, have taken a strong interest in the concepts, principles, and techniques of marketing as developed and applied in business" (Litten, 1979, p. 148). Smith, Liebermann, Vargo, and Johnson (1981) concluded their study of marketing by stating: "administrators have little choice but to operationalize these [marketing] concepts . . ." (p. 22).

What Is Marketing?

Basic to any discussion of marketing is a definition. In general, marketing can be defined as

> providing the right product at the right place and time and at the right price to the right market segment and effectively communicating this offering to that market segment. (Berry & George, 1975, p. 161)

In 1969 Kotler and Levy challenged the marketing community with a new thought in the now classic article "Broadening the Concept of Marketing" by suggesting that good marketing practices were as applicable to nonprofit as to business institutions. They defined marketing as

> that function of the organization that can keep in
> constant touch with the organization's consumers, read
> their need, develop "products" that meet these needs,
> and build a program of communications to express the
> organization's purposes. (p. 12)

The most frequently quoted definition in the general discussion of applying the principles of marketing to higher education was also written by Kotler (1975):

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

Explaining how this would apply in a college setting, Kotler (1976) amplified the definition of marketing as

> human activity undertaken to satisfy some set of needs
> through exchange processes. In the college context,
> we recognize the existence of needs and wants in young
> adults and others for a higher education. We also
> recognize the existence of suppliers who provide
> higher education services at a cost to consumers.
> Marketing describes the activities of both buyers and
> sellers, in this case students and colleges, in
> searching for suitable ways to satisfy their
> respective requirements. (pp. 55, 56)

Marketing was also described by Litten (1980b) as

> a frame of mind in which questions are asked about the
> optimum relationship between an organization and its
> environment, or parts of its environment, and action
> is taken that is informed by the answers to those
> questions. (p. 41)

Fram (1974-75) looked at it another way by defining marketing as "understanding people, their wishes and their problems" and that marketing constituted a "communication process" that "involves more than advertising and selling" (p. 7). Ireland found it to be the "process of effectively matching society's resources to consumer needs and wants" (quoted in Vaccaro, 1979, p. 20). Engledow and Anderson (1978) suggested that marketing was a "matching process" which identified

societal wants or needs and matched them to organizational

capabilities and objectives (p. 7). Trivett (1978)

defined marketing thus:

> Marketing is a managed, controlled, planned, ongoing
> activity, designed to implement the purposes of the
> organization. Marketing emphasizes the discovery of
> needs among groups of people perceived by the
> organization as markets. The intention behind
> marketing activity is the promotion of voluntary
> exchanges of value with individuals by offering them,
> to the degree feasible, satisfaction of their needs
> through programs, goods or services. Finally, the
> organization has the responsibility of using pricing,
> communication, and distribution techniques so
> potential exchangers of value will be aware and be
> encouraged to respond to the organization's offering.
> (p. 2)

He further defined marketing as

> an approach or "philosophy" of management and planning
> based on the conviction that those institutions that
> survive respond to basic needs felt by members of the
> population the organization seeks to interact with,
> its markets. (pp. 2, 3)

Can Marketing Concepts Be Applied to Higher Education?

College and university administrators have readily

adopted methods and practices of business into their

repertoire of management techniques. But apparently there

has been a hesitancy to fully implement marketing

strategies in education.

Research indicated that while administrators said

they believed in marketing, it was often not put into

practice. In 1978, Alexander found in his survey of 600

colleges that 90.3% of the administrators favored the

utilization of marketing strategies and 71.6% indicated

that they were currently being used. Murphy and McGarrity (1978) found that the admissions officers they sampled tended to explicitly equate marketing with selling or promotional activities. Two studies in 1980 (Dezek; Lamb) indicated that the majority of colleges in their samplings did not have adequately comprehensive marketing plans. R. Taylor (1981) found that academic deans felt that the administrative development of marketing higher education had not kept pace with the acceptance of the concept. In 1982 Firoz found that of 364 institutions surveyed all were employing marketing activities but most did not have comprehensive marketing plans.

As indicated by the above research, marketing may not always be formally organized but there are marketing techniques being practiced, however fragmented, in various levels of education. It has been argued that, to an extent, all organizations engage in marketing (Berry & George, 1975; Berry & Kehoe, 1980). Whatever level or involvement, marketing was found more likely to be done thoroughly in small colleges than large ones (Engledow & Anderson, 1978). Murphy (1980) found that the smaller, financially troubled four-year colleges have been the "most willing to employ marketing techniques" (p. 278). Community colleges appeared more willing to experiment with marketing than institutions of higher learning and in reference to this market sensitivity, Johnson (1977-78) said, traditional colleges "selected" while community

colleges "served" (p. 14).

Although there may have been a question as to the extent to which marketing can be applied to higher education (Appel, 1977; Berry & George, 1975; Knight & Johnson, 1981), the majority of marketers concluded that, within certain parameters, it is transferable to education (Blanton, 1981; Burke & Appel, 1979; Kotler, 1979; Krachenberg, 1972; Litten, 1980b; Windham, 1980). With this in mind, Vaccaro (1979) noted that "although not all aspects of profit and nonprofit marketing are or should be interchangeable, many colleges could investigate those that are" (p. 20).

Knight and Johnson (1981), a college president and a marketing consultant, respectively, found that marketing was right for the college setting:

> When marketing is understood and applied appropriately . . . it is consistent with many ideals in higher education and is a vital concept for colleges and universities. Marketing, in fact, is a people-oriented, student-centered concept and is the opposite of crass promotion or poorly conceived schemes. (p. 28)

Following the idea that administrators of well-run, responsive educational institutions have for years been practicing marketing without realizing it, Lovelock and Rothschild (1980) concluded that marketing was a "fact of life" (p. 64). Litten (1980b) concurred when he observed that "academic marketing has taken off" (p. 42). Since this was the case, then the "issue is not, should marketing be used in managing institutions of higher

education, but <u>how</u> can it be best employed?" (Lovelock &
Rothschild, 1980, p. 65). Kotler and Levy (1969) went so
far as to say that "no organization can avoid marketing.
The choice is whether to do it well or poorly . . ."
(p. 12). Matthews and Blackwell (1980), speaking
specifically of universities, said that "the real question
is not whether we will practice marketing, but whether we
will practice it well and organize ourselves to do the
job" (p. 3).

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Cautions in Reference to Marketing in Higher Education

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It has been recognized that marketing has had
positive results in education but at the same time there
are concerns voiced and warnings given as to the
limitations in applying the principles of marketing to
education (Litten, 1980b; Lovelock & Rothschild, 1980).
In some cases, marketing, because of its newness to
education and its potential for nonprofit organizations,
may have been hastily adapted before it was fully
understood.

Lovelock and Rothschild (1980) noted that as
educational institutions developed and implemented
marketing plans and reported success, administrators

> began to see marketing as a magic wand that, if waved
> by the right professional wizard or fairy godmother
> and accompanied by suitable incantations, would
> transform their Cinderella institutions into
> princesses. But lacking a good product that met the
> needs of the marketplace, many were inevitably
> disappointed. (p. 32)

The boundaries of what is useful in marketing to
education may not be clearly delineated and because of
this, marketing has the potential of being misused,
abused, misapplied, or oversold. This confusion has been
created in a number of ways. Misuse of marketing has
occurred in situations where one thing was promised and
another delivered (Bender, 1975; Hoy, 1980; Lovelock &
Rothschild, 1980; Mackey, 1980). Abuses were noted
especially when only one aspect of the marketing plan was
implemented (Buchanan & Hoy, 1983). Typically these fell
in the sphere of promotions in the form of gimmickry,
outright deception, misleading advertisements, payment for
enrollees, no-need scholarships, artificially early
deadlines, deliberate overadmissions, and fraudulent
recruitment of foreign students (Fiske, 1981; Mackey,
1980; Willett, 1975).

Further confusion was noted by Vaccaro (1979) when
he reported that it was easy for an educational
institution to develop a set of objectives and
misrepresent them as marketing plans. Kotler noted that
"a lot of schools say they are into marketing, when what
they are really into is promotion" (quoted in Middleton,
1979, p. 3). Others have found a danger in marketing that
was accomplished only in an irregular and haphazard manner
(Grabowski, 1981; Krachenberg, 1972; Litten, 1980b). In
his study of marketing in admissions, Blackburn (1980)

found that marketing principles were neither being applied fully nor consistently.

Berry and Kehoe (1980) reported that confusion about marketing resulted when: marketing was viewed as inappropriate for education, unrealistic expectations were placed on the outcome, and inadequately trained and organized staff were expected to do the job. If not performed properly, marketing "will never contribute more than unsophisticated sales techniques to the operations of colleges and universities" (Fram, 1974-75, p. 7). Caren and Kemerer (1979) concluded that a marketing program that limited itself to intensified sales would likely fail because it ignored the needs of the consumer and tended to overstate the product. By adopting "the trappings of marketing without grasping its essence . . . , marketing among nonprofit heads may go the way of such fads as motivation research and sensitivity training" (Andreasen, 1984, p. 132).

It has been suggested by Allen and Chaffee (1981) that management practices become fads

> whenever they are borrowed from a noneducational setting, they are not fully adapted to the inherent needs of higher education, they are applied without careful consideration of their uses and limitations, they become highly complex or deceptively simple, they substitute jargon for thought, and their rational structure is not integrated into other important organizational dynamics, such as political and bureaucratic behavior. (summarized by Maust, 1985, p. 14)

Maust, by applying Allen and Chaffee's list of factors,

found a parallel in the experiences that educational
institutions have had in marketing and thereby agreed with
Andreasen's (1984) impression that marketing in education
might be a fad. He further argued that adoption of the
marketing process in higher education could actually be a
hindrance to solving the problems. He pointed out that
the use of marketing jargon merely confused the issue and
served only to "mask real differences of opinion about
what the school can and should do to recruit more or
better students" (p. 15).

Vaccaro (1979) was cautious about marketing as he
sought to answer the question of whether the marketing of
colleges was oversold. He summarized the arguments this
way:

> Marketing is not synonymous or interchangeable
> with advertising, although advertising may be an
> integral part of the marketing plan. Marketing is not
> merely being friendly and courteous to students and
> parents, although these qualities are certainly basic
> to desirable human relation functions. Marketing is
> not innovative gimmicks designed to attract students,
> like passing out promotional frisbees to students on
> spring break in Florida, although a perfectly
> acceptable marketing technique might be for a college
> to send along with an admissions letter of acceptance
> a college decal for the student's use. To equate
> marketing with the questionable approach of offering
> rebates (bounties) to currently enrolled students for
> each student that might be recruited without any
> particular regard for the needs of those students is a
> false equation. There may well be a legitimate role
> for currently enrolled students in the marketing
> process, although the bounty-hunting approach is
> probably not it. Finally, if one believes that
> marketing per se will guarantee forestalling the
> demise of a particular institution, then indeed, for
> these kinds of reasons, it has been oversold, but more
> likely, it was never understood. (p. 19)

Colleges, fearful of declining enrollments and possible closure, might have been tempted to abandon a strong ethical stand in regards to admissions and admit any warm body (Trachtenberg & Levy, 1973). Lovelock and Rothschild (1980) warned that misapplied marketing in education has, in certain cases, resulted in the abandonment of all admissions criteria (except the ability to pay), inferior part-time degrees, questionable courses, disreputable credit-granting practices, and depreciating attention-getting schemes. With this in mind, Bailey (1980) paraphrased Emma Lazarus:

> Give me your mired, your poor,
> Your befuddled masses yearning for a degree,
> The wretched refuse of your teenage horde.
> Send these, the feckless, SAT-lost to me,
> I'll give them a degree for their room and board.
> (p. 117)

Hugstad (1975) found that a major draw back in educational marketing was that it satisfied only short-term considerations and ignored the long-term ones. Wholesale transfer of specific marketing practices without careful attention to important differences in the goals and objectives between profit-oriented and educational organizations would, Hugstad (1975) noted, "result in significant loss of effectiveness" (p. 512). Krachenberg (1972) warned that although colleges should be responsive to its markets, it should not be so much so that "it nods to the beck and call of every stray wind which carries with it the idea of a new program, course, or teaching

philosophy" (p. 373). If not handled carefully, marketing could be viewed as merely selling the students what they think they want while, in fact, they may not know.

Van Luchene (1980) viewed the whole process as "analogous to the case of patients, who, without knowledge of medicine, choose their own potions at random from the shelf of the druggist" (p. 28). Furthermore, with the rise of the student consumer movement, colleges face lawsuits from students who may feel that they have been deceived when reading the catalogs or through promises made during recruitment (Bender, 1975; Mackey, 1980).

Van Luchene (1980) took it a step farther. The new strategies for marketing, by concentrating on what is new and different, forget to look toward the ends that college education has served and should serve. Furthermore, if education were to be taken over by business techniques, a college education might become "just one more item in the dazzling array of cars, foreign trips, and kitchen appliances that face the American consumer." College education, he continued, "may suffer the same fate as television programming, which continues to diminish in quality as it strives to conform to public tastes." If that were the case, business objectives would become education's objectives and, as in business, "more is almost always better: more profit, more employees, more students, a greater share of the market, larger budgets, expanded facilities, new buildings, and the

expectation of continued growth . . . " (p. 28). As a result, these, rather than the fundamental goals of education, would become "indicators of better education" (p. 28).

Hoy (1980) cautioned that marketing may eventually lead to a loss for the individual as the university caters only to stereotyped segments that are large enough to offer specific programs. In addition he found that: "Transferring marketing concepts from the marketplace to the campus can do irreparable disservice to the teaching-learning process" (p. 94). Bailey (1980) contended that "the present market competition is a handmaiden to a headlong flight from academic rigor and responsibly fashioned curriculum structures--and that this trend is ultimately disastrous to students and to the nation" (p. 110). He observed that higher education existed primarily for social purposes and that learning had been allowed to become trivialized. Upon this basis he concluded that the marketing trend "must be stopped" (p. 110).

Uses of Marketing in Higher Education

Marketing has often been rejected for education because of negative connotations, conjuring up all the negative, hard-sell tactics of a desperate used-car salesman. As Krachenberg (1972) has summarized,

> It has become a catchword standing for all the undesirable elements in American business: the

foisting of worthless products on an unsuspecting
public; the aggressiveness of Madison Avenue and its
immoral manipulation of people. (p. 380)

However, he continued, "if anything is undesirable about

marketing it is not in the activity per se; rather it is

in the motives of those guiding the activity and the

manner in which it is carried out" (p. 380).

Treadwell (1973) observed that the "hard sell

approach not only doesn't work, it repels" (p. 16).

Campbell (1977) suggested that marketing was the process

of matching correctly the student and the college.

Drucker (1974) emphasized that "the aim of marketing is to

make selling superfluous. The aim of marketing is to know

and understand the customer so well that the product or

service fits him and sells itself" (p. 64). Kotler (1976)

applied the idea to a college situation:

the aim of marketing is to make selling unnecessary.
The better the marketing job, the less the need for
hard selling. A college should strive to carry out
its marketing positioning and operations in such a way
as to create a naturally high level of student demand
for its services without resorting to desperate
selling efforts. (p. 55)

Clearly understanding the nature of marketing

nonprofit organization should help to distinguish the

appropriate and inappropriate applications of marketing in

education. Lovelock and Rothschild (1980) stated that

marketers must be careful to distinguish between

generalizable theories and individual strategies that work

for specific products. They observed that, unlike a

business whose endeavor it is to make money, the aim of an

education organization is to provide a service. Then, in
an attempt to clarify and understand the nature of
marketing in education, they identified several additional
differences:

> Services are created through the interaction of
> customers, employees, and service facilities . . . .
> The finished service is consumed as it is
> produced . . . .
> Since services cannot be inventoried, economic
> successes in service organizations is often a
> function of their ability to match customer demand
> to productive capacity at all times . . . .
> It is much harder to control the quality of services
> than that of goods . . . .
> If the service organization wants to grow outside a
> particular geographic market, it has to develop new
> "production facilities" in new locations, thus
> compounding the problem of quality control . . . .
> The "mental image" of the service can be "fuzzy,"
> since many components of services are intangible
> and difficult to describe . . . .
> It is more difficult for prospective customers to
> sample a service than it is for them to sample a
> physical product . . . .
> Services are highly experiential; whether or not
> customers are satisfied with a service such as
> education depends on their reactions to a variety
> of experiences, ranging from physical facilities
> such as the classroom or dormitory to personal
> services such as those provided by the instructor,
> the registrar, or the librarian. (pp. 39, 40)

Marketing in education has been shown to be
productive and worthwhile when performed properly. If the
results have been poor, Grabowski (1981) noted, it was
"because there is a lack of appreciation and understanding
of the complexity and comprehensiveness of marketing and
its place in a total institutional program" (p. 3).

In an extended discussion of the proper use of
marketing in higher education, Litten (1980b) argued in
favor of its use. He noted the following benefits.

(1) Quality marketing would lead to improved perceptions of the institution. (2) It would generate a wealth of information, invaluable to decision-makers. (3) It would lead to the development and delivery of educational and auxiliary services for which there is desire or need. (4) By determining the right price and financing package, it would enable those intended to take advantage of the services to do so. (5) Through careful research, unserviced market segments could be identified. This in the end would mean increased satisfaction and additional students.

Knight and Johnson (1981) also identified the positive potentials of marketing:

> Marketing emphasizes quality in education; it forces colleges to understand and capitalize on the things that they do best. Marketing encourages colleges to understand and demonstrate how they are different from one another. Marketing requires colleges to find out why students do not enroll and why they are not retained. A marketing program forces colleges to analyze curricula and programs and ensures that programs offered meet student needs. (p. 28)

Kotler (cited in Harper, 1977) pointed out four major benefits of a concerted, organized marketing effort. It would (1) help bring about a better balance of conflicting interests, (2) better monitor important changes in the environment, (3) assist in developing a more relevant product, and (4) facilitate more effective communication. Principal benefits of marketing as pointed out by Kotler and Fox (1985) included: (1) greater success in fulfilling the institution's mission;

(2) improved satisfaction of the institution's publics;

(3) improved attraction of marketing resources; and

(4) improved efficiency in marketing activities.

In the past, colleges and universities have been accused of living in an unreal world. Marketing can help academicians to better understand their constituents (Fram, 1974-75). On this aspect Gorman (1974) found the process of marketing valuable in rebuilding the image of higher education: "To the extent that the higher educational product mix may be out of adjustment with its customers, marketing, as an adjustment force, may restore compatibility and benefit all parties" (p. 243).

In addition, a proper plan can show the college where it is in terms of image, effectiveness, and growth potential. After analyzing the results of a marketing study, a structured plan can be developed to achieve the future goals of the institution (Allen, 1978). Keim (1981) summarized his article on marketing by suggesting that marketing has generated

> a windfall opportunity to pause and reform ourselves, our missions, and the overlooked opportunities to better serve our communities. The college that is vigorous, brave and creative will use this marketing opportunity as a time of renaissance. (p. 62)

Litten (1980b) also observed a variety of benefits in marketing education. It would provide a framework upon which to focus the efforts of the college and give basis for evaluating and prioritizing its human and financial resources. It would help to clarify the mission of the

institution and give basis for evaluating the quality of the product or service. It would also identify changes needed for survival.

He further noted that the competition of marketing could provide other substantial benefits. Prospective students might better understand their options, new services could be developed for the student, institutional vigor and responsiveness might be restored through new clientele and new activities would enrich the intellectual process.

Although a wide variety of activities have been suggested as appropriate to the college-marketing process, Kotler (1976) grouped them into seven categories: institutional positioning, portfolio planning, applicant evaluation and notification, recruitment effort evaluation, college improvement planning, and alumni loyalty development (p. 57).

Lovelock and Rothschild (1980) have developed a list of activities in higher education that are appropriate areas for marketing, each having its own program but also being part of the institutional effort:

    Recruitment and admission of new students
        Traditional undergraduate programs
        Transfers
        Graduate programs
        Extension degree programs and courses
        Continuing education (noncredit)
    Student retention
    Placement of graduates
    Alumni relations
    Parent relations
    Community relations

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Development
     Annual and capital fund raising
     Alumni and corporate donors
Faculty and staff recruitment and retention
Campus programs
     Athletics
     Performing Arts
Other auxiliary services
     Food services
     Bookstores
     Miscellaneous recreational activities
     Campus housing, etc.
     (p. 44)
```

In summary, Berry and Kehoe (1980) found that the use of marketing in education was successful

> when the marketing function is properly organized and staffed, when faculty, administrators, and students are encouraged to become involved in university marketing activities, when the marketing function is continuously "marketed" through educational efforts, and when overzealous promotional programs and events are avoided. (p. 7)

Despite the encouragement from experimentation, or perhaps because of it, the debate has continued. Litten (1980a) published an article entitled "Marketing Higher Education: A Reappraisal" which helped focus the entire discussion of the marketing of education. He found that there were two major facts that became apparent in the debate. "Academicians are often embarrassingly ignorant of the scope and complexities of marketing as it is discussed by marketers," and, "for the the most part, marketers are appallingly unaware of the nature of higher education and its responsibilities, or in their zeal they choose to ignore these realities" (p. 150).

Litten expanded these concepts. Academicians may have believed that marketing was only promotions, failing

to understand that marketing also included the whole
spectrum of education such as the courses offered, the
quality of the education, tuition, student housing, and
extracurricular activities. They attacked promotion as
being incompatibly with education, overlooking the fact
that communication of information about the college is a
necessary and legitimate activity. They also assumed that
marketing would compromise quality, but quality itself is
a marketing tool. Despite the suggestion that marketing
ignored the individual in favor of groups, marketing also
customizes services for individual needs.

He pointed out that marketers, on the other hand,
failed to adequately define marketing, sometimes
broadening it to include the totality of human activity.
In addition, they failed to understand the complexity and
nature of higher education, overlooking the fact that the
product included more than the classroom experience.
Higher education has responsibilities to socialize the
young person to the norms of intellectual pursuit, to
preserve knowledge and transmit the wisdom of the past, as
well as create and disseminate new knowledge. Further-
more, the student, especially the freshman, may not
necessarily be a good judge as to the options or rewards
of the labor market and as a result may not be able to
choose the right college or course. The college
experience, by design, is supposed to change the student--
to help bring about personal growth and development--and

even the college senior may not have enough perspective on life to make the best decisions as to his needs as opposed to his wants. The college must also accept the responsibility to pursue truth, regardless of the popular fads or fashions of the times.

Litten also found that marketers failed to appreciate the fact that students are producers as well as consumers. In a college setting, they become the principal source of informal learning outside of class and serve as stimuli in classroom discussion. Marketers have emphasized the fact that college benefits the student, but they have failed to vigorously market the concept that the quality of the student is important to the educational process of the college. The very nature of the college requires diversity of its programs and students and therefore it cannot be easily segmented.

Having identified these aspects, Litten (1980a) observed:

> We have much to learn from marketing. Market research provides some powerful analytic resources for understanding people and their behavior, and for understanding the relationships among suppliers of goods and services and between suppliers and consumers . . . Of the four components of the marketing mix, the marketing principles and practices relate to promotion, pricing, and delivery of services are of greater relevance to higher education than business practices relating to product development.
> The promotion of quality education is a serious challenge in a democratic society. The education and motivation of people (read promotion) to want to invest in the liberalizing benefits of education (instead of in narrow vocational preparation or in more and more consumer goods and services) is no mean task . . . . (pp. 161-162)

He continued:

> The problems and challenges facing higher
> education are profound. Our colleges and universities
> will have to continue their long tradition of
> marketing their services--and they will have to do it
> well. Undoubtedly the powerful concepts and practices
> of professional marketers--particularly market
> analysis--can contribute greatly to these efforts.
> The development of marketing practices in higher
> education will have to occur, however, in a manner
> that is consistent with the particular nature and
> responsibilities of higher education and its publics.
> These developments must take place cautiously and
> sensitively, else we risk damage to the health of the
> intellectual capacity in our society or at least
> wasted resources. (pp. 163-164)

In a another article Litten (1980b) balanced the

argument by observing that while complete acceptance of

the market's desires by educators would be an "abdication

of higher education's responsibilities for our

intellectual heritage and for social leadership,"

marketing could "illuminate the benefits of a liberal

education through better information" and could "'ease the

pain' of acquiring it through a concern for better

pedagogy, and for program packaging, pricing, and

distribution" (p. 52).

The Growing Interest of Secondary Education in Marketing

Just as in higher education, there are

activities, traditionally engaged in by secondary-school

administrators, that resemble marketing-like activity.

Student recruitment, fund-raising, public relations, and

promotions have all been practiced by secondary schools.

Just as with college and university administrators,

secondary-school administrators have sought to develop
professional, business-like management styles that include
concepts borrowed from the world of business.

Secondary as well as higher education has found
itself in a buyers market. Cooper (1984) observed that,

> while policy makers and school leaders accentuate the
> differences between private and public, parents look
> over the various magnet public schools and
> increasingly more diverse private schools and finally
> 'buy' schools for their children as carefully as they
> buy homes or cars. (p. 440)

Enrollment trends are carefully studied by public
and private school administrators (T. Bell, 1983).
Enrollment in regular elementary and secondary schools in
the United States declined from 51.3 million in 1970 to
44.7 million in 1982 (Gerald, 1985). Enrollments in non-
Catholic private schools--preprimary thru 12th grade--have
experienced a upsurge in recent years. Whereas Catholic
schools lost over two million pupils between 1965-66 and
1978-79, other private schools reported over a half
million increase (Bredeweg, 1985). Tremendous growth has
been observed in Evangelical or Fundamentalist Christian
academies. "Born Again" Christian schools reported as
much as 627% growth between 1965-66 and 1982-83 (Cooper,
1984). As for the future, Cooper, McLaughlin, and Manno
(1983) predicted that Catholic schools would increase and
non-Catholic private schools would continue the trend
already observed. They found that if the growth
continues, by 1990 there would be about 2.65 million

students in non-Catholic private schools and 3.3 million students in Catholic schools.

Overall high-school enrollment for both public and private schools climbed to an all-time high in 1975 (Gerald, 1985). According to the National Center for Education Statistics, public high-school enrollment would drop from the reported 13.3 million in 1980 to a projected 11.1 million in 1992. For private secondary schools for the same years they also predicted declining enrollment of 1.33 million in 1980 to 1.2 million in 1992 (Plisko & Stern, 1985).

Seventh-day Adventist secondary schools in the Lake Union (comprising the states of Illinois, Indiana, Michigan, and Wisconsin) reached a peak enrollment in 1977 with boarding academies, by comparison, reaching their high point in 1968 (Lake Union Conference Board of Education, K-12, 1986).

Cooper (1984) found that the shifts in private school enrollment have had a tremendous effect on the makeup of private education in the United States. He inferred from demographic data that "what was once primarily ethnic, East Coast, urban, and Catholic has become southern, midwestern, southwestern, and increasingly Protestant" (p. 436). He predicted that in the next ten years, while public-school enrollment would continue to drop, private-school enrollment "may likely increase by almost a quarter" (p. 437). He also noted

that the largest growing segments in the overall population were minority groups, especially Hispanic and Black.

Secondary schools, both public, and private have faced financial difficulties. Relying on tuition as the major source of income, private schools with small enrollments, smaller projected enrollments, and high overhead costs have found it difficult to continue. In referring to all problems facing schools, Kotler and Fox (1985) found that "private schools with religicus sponsorship tend to cite financial problems, such as increasing salaries and benefits to attract able teachers and providing for capital improvements and repairs on aging facilities" (p. 51). Besides the enrollment decline due to population shifts and transfers to private schools, public schools also experienced the loss of revenue from state and national agencies. All sectors of secondary education have been affected by the inflationary inroads on their budget. This problem has been heightened by an increased demand for expanded programs in vocational training, student counseling, and special education (Cooper, 1984). The Catholic school decline, attributed to competition by quality public education and financial and personnel demands from other sub-organizations within the church (Thomas, 1971), has lead to higher tuition and an attempt at raising additional funds in support of education (Kerressey, 1979).

With certain segments of secondary education
facing similar problems as those that face higher
education, it is only natural to conclude that, if
marketing appears promising for colleges and universities,
it may be worthwhile to explore the principles and
practices of marketing in education to determine how they
may relate to secondary education.

Can Marketing Concepts Be Applied to Secondary Education

Several articles have been written that suggest
that marketing concepts can be applied to levels below the
college and university. After outlining the various
markets for a university, Appel (1977) noted that "to a
lesser extent, educational institutions below the post-
secondary level also operate in most of these markets"
(p. 52). Two articles have been written suggesting that
public schools adopt marketing practices. Nebgen's (1983)
article favored a broad marketing plan, while West's
(1985) report emphasized "selling." Both suggested,
however, that marketing must be applied to public-school
education.

Nebgen (1983) opened her article with the idea
that "the era of overwhelming public support of the public
educational system has definitely ended" (p. 257).
Besides declining enrollments, decreased support from
state governments, and growing budget deficits, she cited
criticism of educational practices from students and

parents as reasons for this decline.

She found that the loss of support was partially the fault of the schools. The assumption has been that since educators were the experts, whatever the school thought was right would be automatically accepted by the community. "Rather than orient ourselves to our market-- the group of people we serve--we have concentrated on the development of our product" (p. 257). The results were that "because we are product-oriented rather than market- oriented, we are losing students to institutions which are perceived as better adapted and more responsive to parents' needs and desires--the private schools" (p. 257).

The question she raised was how could this be reversed. "The answer to the question lies in borrowing from the business world the concepts of marketing and utilizing these concepts to plan viable and effective marketing systems for our schools" (p. 257). Although it would require a change in attitude, "it will result in a significant increase in public support for public education" (p. 257).

West (1985), too, noted that the support for public education was not what it used to be. Administrators of public schools have felt that survival of their schools were guaranteed by the fact that children were compelled to attend and to conform to whatever the school mandated. However, West found "society, in acquiring pluralistic overtones, is now intent upon

fostering cultural diversity" (p. 15). He continued:

> This quest for diversity has accelerated societal
> interest in educational options, abundantly made clear
> by the efforts of an increasing number of citizens to
> establish an educational voucher system. This
> interest has also been reflected in attempts to
> legislate tuition tax incentives. School leaders in
> response to this quest for expanded choice, have
> initiated magnet schools. Particularly has this been
> evident in major metropolitan areas, where cultural
> diversity predominates. A mood of consumerism has
> pervaded society and education is succumbing to it.
> (p. 15)

The voucher or tax incentive movement was not the
only example of this mood. West (1985) identified the
accountability movement, taxpayer revolts, and the push
for competency as further evidence that public confidence
in public education had eroded and was continuing to
vacillate. He said, "Citizens are demanding that the
public schools match benefit with cost" (p. 15). Miel
(1981) added that unless something was done, the situation
would "discourage today's educators from attempting
anything more than to keep afloat as they are asked to
take on broader responsibilities for a more diverse,
albeit reduced, clientele, while adjusting to more slender
financial support" (p. 27).

West (1985), despite his insistence that the
public desired to have input into the educational system,
seemed to have been referring to product-oriented rather
than consumer-oriented marketing. He observed that
although the idea would have been considered heresy in the
past, there were school leaders who were now trying to

sell the public schools to the people who owned them--the public. "These days it is become rather commonplace for school leaders to assume selling or marketing postures" (pp. 15, 16). After conducting four studies, West (1985) concluded that "it is possible to entertain the notion that educational marketing may soon become an integral part of a school's public relations program" (p. 17). The goal was to help the public see that "public schools are better than ever and that, if faced with a choice, the wise citizen opts for a public school education" (p. 17).

With rapidly declining enrollments, Catholic educators have sought for answers. In a 1985 report by the National Catholic Educational Association, The Catholic High School: A National Portrait, they concluded that

> Catholic high schools do not appear to have the financial resources to cope with two pressing problems--teacher salaries and maintenance. At some point, these could threaten the survival of schools, unless new sources of income are found. (p. 112)

In his study of the problems facing Catholic schools in Toledo, Thomas (1971) found that they had five basic options: (1) gradually phase out of the system, (2) increase governmental aid, (3) increase ecclesiastical aid, (4) apply merchandising techniques, or (5) maintain Catholic education as in the past. He recommended that the wisest course would be to fight for state aid and if that was not possible or forthcoming then gradually dismantle the Catholic educational system in Toledo.

In 1973, O'Neill voiced a concern in regard to
financing Catholic education. "While Catholic schools
should retain a great appeal to the generosity of the
public, they must sell themselves as worthy of support"
(quoted in Burke & Appel, 1979, p. 42).

Burke and Appel (1979) picked up O'Neill's
challenge and urged that "Catholic school administrators
need to begin to sell their schools." They emphasized
that school administrators and school board members "must
begin to see the use of marketing and the development of
marketing plans as one of our goals and roles." Their
article, they hoped, would "introduce in a formal way the
concept of marketing and the creation of marketing plans
for the purpose of 'selling' Catholic education" (p. 42).

For Burke and Appel, the real hope was marketing.
"It is the adoption of the marketing concept that is
beginning to provide private educational institutions with
the means by which they can manage these exchange
relations with their publics and markets in a way that is
beneficial to both" (p. 43). They predicted that survival
in the 1980s would depend to a greater degree on this and
projected that "the private educational institution that
begins to plan its marketing efforts today has a real
advantage over its competition" (p. 43).

The development of a marketing plan for Catholic
secondary education, they found, was not only essential
but "not a particularly difficult project" (p. 44). In

reference to secondary education, a marketing plan was defined as "a written statement of goals and objectives followed by specific strategies arranged chronologically and with a task orientation to achieve the stated goals." These goals included "building enrollment, improving image, and/or increasing parishioner/parent involvement" (p. 44). There was no doubt about their conviction:

> We are convinced that the development of marketing plans should be undertaken by parish and school boards. Their creation and use can be of tremendous import in building enrollment, improving image, and increasing participation. Finally, we are convinced that the financial success or failure of many Catholic schools will be determined by the long run success of the organization's ability to sell itself effectively as worthy of support. (p. 45)

At the same time, Barone (1979) reported great success in rejuvenating a declining Catholic secondary school in Montana by applying selected techniques of marketing.

Harrington (1979) suggested that private schools look to the international student market to help offset declining enrollments. He noted that Pine Crest School catered to this market segment and reported favorable results in following this practice. A survey he conducted over a three-year period indicated that over 60 % of the boarding students in Florida were international students.

The SDA North American Division Office of Education has discussed the potential of marketing education on the elementary and secondary level. They commissioned the Seltzer Daley report which was a first-

attempt, official effort to obtain reliable data on which to possibly build an overall marketing plan (Seltzer & Daley, 1986).

Two documents suggested that marketing principles be applied to SDA secondary education. Both were presented at a marketing seminar for SDA educators of the Lake Union Conference at Au Sable, Michigan, October 16-18, 1982. Several marketers from Adventist Health Systems North, a hospital management organization, drew similarities between what was happening in marketing hospitals and educational institutions. A plan, based on a hospital plan with the word "school" substituted for "hospital", was presented. It was hoped that this would spark discussion and possible action in applying the principles of marketing to Seventh-day Adventist secondary schools (Adventist Health Systems North, 1982).

A paper entitled "Marketing SDA Secondary Education" was also presented by the author. It was suggested that the principles of marketing that were recommended for higher education be applied to Seventh-day Adventist secondary education. This report concluded that:

> Success of an academy, unlike a business, is not measured in monetary profits. As with all nonprofit organizations, educational institutions are measured by how well the school meets its expressed goals while remaining financially solvent. In order to achieve this, the academy must not be a product of a small group of educators but the result of the efforts of the entire Adventist church. Applying the principles of marketing to Adventist education may

bring us closer to this goal. (Penner, 1982, p. 11)

Summary of Literature Review

The belief that the principles of marketing could be applied to higher education has been widely accepted. Education has been considered one of the major service industries and it appears that it could profit by adopting good management practices including marketing from other businesses. While the theory of marketing of education has broad implications, in most cases it has been applied only narrowly in one or two facets of the concept. The dangers of this limited approach has been identified. In order to be successful, unique aspects of education must be kept in mind so that they would not be lost sight of when transferring marketing activities to higher education.

In comparison to the amount of information about marketing in higher education, very little has been written about the application of marketing to secondary education. What has been written seems to suggest that the same principles that apply to higher education could also be applied to secondary education. Without a thorough understanding of both marketing principles and the societal responsibilities of education, secondary education could easily be misled into using only one aspect of marketing, such as promotions, in an attempt to raise enrollment. Understanding that limitations do

exist, the concept of marketing appears to have the potential of providing answers for secondary education as well as for higher education.

CHAPTER III

THE PRACTICE OF MARKETING IN EDUCATION

Introduction

While the debate over the applicability of
marketing for higher education has certainly not
concluded, marketers and educators have sought to
implement aspects of marketing in education. Those
colleges and universities that have accepted and applied
the principles of marketing are, by-and-large still in the
trial stages (Miklich, 1984). In a sense, the specifics
of applying marketing to education, as outlined below, are
largely suggestions and possibilities. Still, marketing
is being attempted at various levels of education,
especially on the community college campuses.

In reviewing the possibilities, there appeared to
be a number of directions for marketing in education.
Even with a quick survey of literature, it soon became
apparent that there was no single recommended procedure
for implementing it at a college or university. Somewhat
loosely the recommended activities were grouped into the
marketing concept (or philosophy) and the marketing plan
(Appel, 1977; Burke & Appel, 1979). The first phase was
the development of a philosophy of trying to see things

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from the point of view of the customer (Corts, 1973). The second phase was the development of the marketing plan which included analysis of the school, definition of the mission, identification of university publics, evaluation of image, positioning, market segmentation, identification of target markets, development of marketing strategies, manipulation of the marketing mix, and evaluation.

The Marketing Concept and the Structure of the Organization

The marketing concept assumes that the organization exists for the purpose of serving others. Kotler and Fox (1985) called it societal marketing orientation and suggested that the "main task of the institution is to determine the needs, wants, and interests of its consumers and to adapt the institution to deliver satisfactions that preserve or enhance the consumer's and society's well-being and long-term interests" (p. 11). Appel (1977) found:

> The first role of marketing is that of a philosophy--a management philosophy of viewing the entire organization, its mission and its objectives, from the point of view of the potential customers that the organization hopes to serve.

He noted that it was the responsibility of management to create a customer orientation (or market orientation) in all of the thinking and acting of the organization. He observed that "although many managers and employees often act as if it is not true, it is critical to remember that the purpose of an organization

must lie outside of the organization itself" (p. 54).

Burke and Appel (1979) expanded on this theme.
They warned that in order to be effective, the marketing
concept must be accepted by all levels in the
organization: "A complete adoption of the marketing
concept is the key to avoiding this error" (p. 43).
Building on the theme Appel (1977) developed earlier, they
stated that

> the private educational institution, and especially
> its administration, must realize that the purpose of
> the organization lies outside of itself with the
> publics that it hopes to serve, and that marketing
> plays the pivotal role of adjusting the organization
> to the changing wants and problems of these publics.
> (p. 43-44)

They warned that failure to accept this point of
view can result in "premature death, as many private
educational institutions have already learned" (p. 44).
They projected that

> Success in the 1980s will require an even better
> knowledge of the markets and publics the organization
> hopes to serve, and better use of this knowledge to
> maintain a steady demand through effective marketing.
> (p. 44)

Matthews and Blackwell (1980) found that there
were two basic approaches to achieving a marketing
orientation on a university campus. There was the
administrative approach in which the faculty and
curriculum were "givens" and the rest of the organization
was arranged for marketing, and the integrative approach
in which the faculty, the curriculum, and the research all
submitted to the discipline of the marketplace. They

believed that the first was easier and more commonly
practiced but that the second would be more successful.

The overwhelming consensus was that marketing
should involve the entire organization. Krachenberg
(1972) argued for appropriateness in the fact that
"marketing activity should be so placed that it will be
carried out in the most effective manner and still be
consistent with the institution's organizational
philosophy" (p. 378).

It has been suggested that the marketing plan
should be developed by the president (Bickford, 1978;
Fram, 1974-75, 1982; Johnson, 1979-80) with additional
input from the board of directors, faculty, and staff
members (Berry & Kehoe, 1980; Fram, 1973; Johnson,
1977-78; Knaus, 1978).

The role of the president was found to be
important in the success of marketing in higher education.
Uehling (1980) maintained that the president must become
involved and take the initiative in marketing. In fact,
"the initiation of a marketing perspective and maintenance
of that perspective by the leader is essential" (p. 135).

Without the president taking an active lead in
marketing, there is a danger that one particular
department may be overemphasized (Fram, 1979a). For
example, a public relations officer might stress
promotions to the exclusion of another area. Even when
the president takes the initiative in marketing, Fram

(1979a) found that presidents typically assume one of three narrow postures, each accentuating only one area of activity: admissions, promotions, or development.

The president may lend support and encouragement to marketing, but the day-to-day organization and management may have to be delegated. Kotler (1979) saw a place for a "Director of Marketing" who would report directly to the president and be responsible for the coordination of the overall university marketing effort. Fram (1979b) also called for a "Director of Marketing" who would be in charge of marketing research, coordinating and developing the institutional image, and preparing the annual marketing plan. Within the college he would act as an informational source providing enrollment forecasts and other such information.

Caren and Kemerer (1979) found this plan unacceptable. They insisted that this position must be a vice president with line authority. The weakness of a director, as outlined above, was that he depended only on goodwill of others to get the task completed. Their plan called for a "Vice President for Institutional Advancement" with direct control over long-range planning, institutional research, admissions, financial aid, public relations and publication, career planning and placement, the alumni office, and the development office.

Others also suggested that the marketing activity of the institution be organized under the direction of a

"Vice President for Marketing" (Berry & George, 1975;
Berry & Kehoe, 1980), but Fram (1979a) insisted that even
this may not be effective since a vice president for
marketing cannot make a significant impact on marketing
the university without the active support of a truly
marketing-oriented president.

Litten (1981b) criticized the suggestion for a
vice president for marketing whose budget was primarily
for research and advertising. He maintained that
marketing was broader than that and proposed a "Vice
President for External Relations" encompassing admissions,
development, and alumni affairs. Furthermore, the
marketing policy for an institution should be set by a
committee composed of representatives from personnel who
make decisions about production, promotion, and pricing,
as well as from those representing the market.

Other suggestions included the possibility of a
Marketing Planning Group made up of marketing faculty as
well as members of admissions and administration (Matthews
& Blackwell, 1980). Krachenberg (1972) suggested that
faculty members should be included because academic
programs were best developed by them. On the other end of
the spectrum of possibilities, professional marketing
consultants could be hired to do the marketing for the
college, thus requiring minimal involvement by
administration or staff (Fiske, 1979; Jenkins, 1974).

Another concept underlying successful marketing

was the necessity to base ideas and plans on research.
Topor (1985) noted that marketing was a cyclical process
that started with research to set the course and ended
with research to evaluate the results. Throughout
literature there is a call for applicable research. There
is a need for in-depth research before decisions are made
to determine the most appropriate strategy to be employed
(Johnson, 1979-80; Lindemann, 1976; Murphy, 1979;
K. Taylor, 1986). Thompson (1979) observed that "market
planning must deal with a complex, increasingly
competitive, uncertain environment" and that the
"uncertainty can be reduced by the means of market
research" (p. 91). Berry (1973) observed: "If an
organization is to market what the consumer wants to buy
rather than what the organization finds convenient to
sell, then it must be determined what the consumer wants
to buy." In order to know that, "research must be done"
(p. 9). Allen (1978) agreed that research was the basis
for systematic marketing, planning, and implementation
within a college or university. Peters and Didham (1980)
concluded their study by saying that research, not luck,
was the "primary ingredient" for "sound management and
informed decision making" (p. 22).

Various types of research have been suggested as
useful in college and university marketing. These would
include studies on institutional image, current
satisfaction, promotional effectiveness, and market

segmentation. Student attitude and exit interviews, focus group interview and consumer panels are yet additional examples (Allen, 1978; Bassin, 1975; Berry & George, 1975; Fram & Clarcq, 1978). Information could be gathered in numerous ways such as registration questionnaires, personal interviews, informal small group discussions, mail questionnaires, telephone interviews, or a variation or combination of these techniques (Berry, 1973).

The Marketing Plan

A marketing plan is a written document that reviews the past and present situation, the objectives to be attained, the strategies for getting there, and controls by which to measure progress. As Blackburn (1980) put it, a marketing plan simply "describes what the market situation is, what will be done in response to it, and how the program will be evaluated" (p. 21).

The components of a marketing plan have been outlined by various marketers. There was a wide divergence as to what should be included in a marketing plan and what steps might be necessary for its success. Plans ranged from short and simple ones to those of formidable design (Huddleston, 1976). In part, the length and sophistication of the plan may have to do with the size of the organization and extent of its marketing activities. Although there seemed to be no consensus as to the exact format of the marketing process, certain

elements were frequently included in recommended plans.

In conjunction with the development of the mission
statement there should be a thorough analysis of the
current situation. Tartaglia (1977) suggested that it
should begin with a marketing environment review.
Engledow and Anderson (1978) also recommended an
"Environment Review" as the first step in a systematic way
of gathering the needed information in an organized
manner. They divided the task into five categories, each
providing information needed to properly identify the
relevant environment of the school: (1) "Socio-Economic
Climate" provided the basic behavior, motivation, and
feasibility of education for individuals in society at
that time; (2) "Demographic Trends" described the student
pool, employment prospects, and other economic
opportunities; (3) "Educational Climate" addressed the
current attitudes to education, resources available, and
trends in institutional development and management;
(4) "Public Policy" identified new laws, agency
enforcement trends, significant court decisions, and
programs or resources offered; and (5) "Competition"
specified rival institutions and noted any changes in
policy and curriculum. Kotler and Fox (1985) suggested
that an analysis of the "macroenvironment" included
demographic, economic, ecological, technological,
political, and cultural forces. They recommended that
after scanning the macroenvironment, an institution should

determine present opportunities and threats, forecast what the future will be, set appropriate goals, and develop a strategy to achieve them.

Appel (1977) suggested a two-part process. After developing a marketing philosophy or orientation that permeated the entire organization, an educational institution must then plan marketing strategies. These strategies would include selecting the target market and developing an appropriate marketing mix for that market.

Peters and Didham (1980) suggested that a marketing plan should include at least three steps--market identification and analysis, program planning designed to satisfy the needs and interests of the target markets, and communicating and selling the program to the clients.

The marketing plan of the oft cited Prince George's Community College was described as having four stages: service, promotion, delivery, and evaluation. The service stage consisted of both the assessment of prospective student needs and identification of target markets. Next, in the promotion stage, the emphasis was on providing appropriate information to prospective students. The delivery stage was made up of learning support and outreach strategies aimed at reducing unwarranted attrition. The effectiveness of the promotional and delivery strategies in terms of organizational goals and student satisfaction were assessed in the evaluation stage (Bickford, 1978; Buchanan

& Hoy, 1983; Coffee & Miller, 1980; Leach, 1977-78).

Bogart (1984) suggested a four-part process of marketing that included market research, program/product development, promotion, and evaluation of the process. Conter and Schneiderman (1982), in looking at the 55-65 age group as potential students, developed and advocated the use of an "Educational Marketing Mix Model" that was a combination of product, packaging, promotion, price, place, and scheduling.

Lynch (1969) suggested broad, general steps toward marketing higher education:

> 1) build into the institution's organizational structure a group responsible for marketing; 2) design and implement a marketing plan to sell the unique aspects that presently exist; 3) provide the atmosphere that will bring about new ideas; 4) choose those new ideas that fit the school's overall objectives; 5) allow a comprehensive marketing program to be designed through the cooperation of department and staff groups and under the direction of the marketing staff; and 6) charge the marketing staff with the responsibility of carrying out the plan. (p. 58)

Uehling (1980) approached it from a slightly different angle. After the institutional leader has taken the initiative to get things started, the following steps were recommended: identify the characteristics of the institution and define and understand the clientele (students, parents, donors, alumni, taxpayers, employers); assess the production capacity (faculty, program, price, facilities, market share, image); assess potential for change; assess the match of clientele and product and plan

strategy; and finally evaluate and modify the strategies employed.

Six steps were included in Portugal's (1979) plan. Define the institution by answering the questions: What is it, what does it want to become, what are its strengths and weaknesses, why does it attract or repel? Analyze the market by determining the type of students the institution attracts, retains, or wants to attract, what degree programs to offer, and how well the transfer problem is handled. Position the school. Formulate a strategy--a blueprint for action. Create a distinctive identity. Monitor communications (pp. 76-79).

Kotler (1982) outlined a "standard format" to be used in preparing marketing plans. It should contain the following major sections: executive summary, situation analysis, objectives and goals, marketing strategy, action programs, budgets, and controls. The executive summary identified the major thrust of the plan. The situation analysis described the situation in four subsections-- background, normal forecast, opportunities and threats, and strengths and weaknesses. Specific objectives and goals were set for each department or area. Marketing strategy was the "fundamental marketing logic by which an organizational unit intends to achieve its marketing objectives" (p. 180). It consisted of "a coordinated set of decisions" on target markets, the marketing mix, and the marketing expenditure level (p. 180). The action plan

was a time table for accomplishing the goals and
objectives. The budget would project the costs and the
controls would monitor the plan on a regular basis.

Sutton's (1972) plan also had six steps:
diagnosis, prognosis, objectives, strategy, tactics, and
control. Diagnosis not only included a history of
endeavors, noting which have been "most successful", but
would ask

> What type of recruiting? In what area? What are the
> characteristics of the students are the most
> desirable? Which of our efforts has been most
> effective in producing the students with the most
> desirable characteristics and the least? Who are our
> competitors? What tactics are they using? How
> effective are they for them? Could they be effective
> for us too. (p. 52)

Evaluation in the form of a questionnaire would be
given to students on registration and when leaving.
Prognosis would basically project "where the college is
heading" (p. 52). Setting the objectives or goals, Sutton
(1972) observed, was "the single most important part of
marketing planning" (p. 52). They should be as specific
as possible and include both short- and long-range goals.
Once the goals were identified, the strategy would be
planned paying attention to materials needed and budgets
allowed. The section outlining tactics (specific actions
to implement strategy) included a timetable and a list of
assigned responsibilities. The final step, control,
provided a way to evaluate and measure the effectiveness
of the plan.

Hendrickson (1980) developed a practical checklist to help administrators walk through a marketing plan for their institution. Groff (1981) took another approach at the analysis of the marketing situation. He developed an extensive "Checklist for Marketing Analysis" in which he organized questions to help focus a proper and thorough evaluation. The major areas in which the questions were asked included:

       Mission, Goals, and Objectives
       Institutional Marketing Activities
           Strategy
           Organization
           Implementation
       Environment
           Market
           Macroenvironment
           Student Perceptions of the College
           Donor Perceptions of the College
           Employer Perceptions of the College
           Competitors
       Decision/Action Areas
           Programs
           Pricing
           Services
           Advertising and Publicity (pp. 24-39)

Eight steps outlined by Tsai (1985) included: institutional restructuring and preparation, the establishment of a marketing information system, marketing segmentation, marketing research, marketing positioning, marketing strategy formulation, marketing mix determination, and evaluation.

Analysis of Mission, Institutional Image and Position

The first step in implementing a marketing plan should be the development of a clear definition of

institutional mission and service area (Caren & Kemerer, 1979; Kotler, 1976; Lee & Gilmour, 1977; Meeth, 1970). For existing institutions this step should already have taken place but apparently there are colleges that do not have a clear and definite statement. As Caren and Kemerer (1979) observed: "For many colleges, the formulation of a mission statement will be a new experience" (p. 178). The process of formulating and adopting the mission statement should include representation from the entire campus community because, as they pointed out, "adopting a mission statement represents a commitment to an explicit plan of action with priorities articulated for all to understand" (p. 179). As a means of accomplishing this, they recommended that the campus president appoint a mission statement committee with representation from all segments of the school and give it complete support to formulate and reformulate the mission statement. Without such support and commitment from the administration, its efforts will probably be doomed from the start,

> unless the entire campus is energetically involved in the process of rethinking the institutional mission in light of economic and market realities, the chances of a successful institutional marketing plan are severely reduced. (p. 177)

The mission statement must be stated clearly and precisely. Caren and Kemerer (1979) found that "a poorly defined and articulated mission is probably the factor most responsible for institutional drift" (p. 177). This drift has caused critics to conclude that the "functional

mission of many institutions is to become whatever they can become" (Finn & Proctor, 1977, p. 19). Kotler and Fox (1985) warned that if the mission was not focused, an institution could easily "lose sight of its mission and confuse it with the many intermediate goals (meet the payroll, add a French teacher, and so on) it might adopt and services it might provide" (p. 123). It was not so important during periods of growth when there were options available and when it possibly was less noticeable, but "during periods of no growth or decline, the importance of the relationship becomes critical to the health and survival of the institution" (Wilson, 1971, p. 19). As Meeth (1970) aptly pointed out: "Institutions which do not know what their mission is, which have not examined all possibilities and focused on a pointed, realistic one, cannot expect to survive long" (p. 536). Consequently, the "first step toward survival . . . is knowing what the college can do and setting out to do just that and no more or no less" (p. 536).

In order to give focus to the task of mission analysis, Kotler (1979) formulated six questions:

What business are we in?
Who are our customers?
Which needs are we trying to satisfy?
On which market segments do we want to focus?
Who are our major competitors?
What competitive benefits do we want to offer to our
    target market? (p. 39)

The impression that occurs most frequently in the mind of the individual at the mention of the school name

is referred to as the image. Kotler (1982) defined it as "the sum of beliefs, ideas and impressions that a person has of an object" (p. 57). Maguire and Lay (1981) noted that a prospective student must react to many information sources. These images "affect choice in the way applicants assimilate (emotionally as well as intellectually) information in the early stages" (p. 123). They concluded that through marketing and a portrayal of a correct image "not only can the range of student choice be extended, but increased satisfaction may lead to a richer campus life, increased retention and a rise in the effectiveness of higher education in general" (p. 138). The administration of a college or university may rely on its own impressions and feelings and may, because of the halo effect, hold a very different view of the institution than that held by others. Fram (1982) warned that without outside data, an institution may thus develop a distorted view of its image.

Awareness, the first step in the development of an image, grows and develops into an image through experiences with the college itself or through the discussion of experiences with others about the college (Huddleston & Karr, 1982; Wilson, 1971). The institutional image was found not to emerge at once but was built up piecemeal, through every contact, every advertisement, every brochure or mailing piece (Geltzer & Ries, 1976). Huddleston and Karr (1982) identified the

components that help comprise the particular image for the institution: academic reputation, campus appearance, cost, personal attention, location, distance from home, graduate and professional school preparation, career placement, social activities, programs of study, and size. They emphasized that everything was interrelated in respect to image: "campus appearance suggests value and aesthetic appeal; the price may reflect quality; promotional material creates or enhances mood; student and faculty remarks establish credibility; and an institution's logo fosters memorability" (p. 366).

Institutional image was one of the most discussed concepts in college admissions, yet Huddleston and Karr (1982) found very few colleges have attempted to study, analyze, and develop it. Their suggestion was that if a college conducted the appropriate research, it would find that its image was not clear and concise, that it was a blend of truth and imagination or, that it was inappropriate for the values and requirements of the consumers or the organization.

It may be difficult to change an image. Fram (1982) found that an image held by an individual could be changed very readily. One positive or negative experience would make a difference. It was much more difficult, however, to change an institutional image held by a wide heterogeneous population. While it may be possible, it would take considerable time, patience, and consistent

effort. It has been suggested that it could take up to 20 years for an institution to change its image (Hayden, Hill, & Lundblad, 1976). Although he did not set a time frame, Leister (1975) observed, as a result of his studies on institutional image, that

> Considerable inertia exists in the images of institutions. They are built up slowly over time and are likely to change very slowly as well. Rapid changes in position are impossible, no matter how capably new features are communicated. (p. 396)

Hayden, Hill, and Lundblad (1976) suggested that there was more than a single image and identified three different perspectives to an image: "a college is what it thinks it is; a college is what it wishes it were; and a college is what others think it is" (p. 13). When conducting institutional image studies, Allen (1978) advocated the study of specific publics or particular market segments such as alumni, parents of potential students, current students, the regional business community, and high-school counselors. If image studies were done periodically with the same groups, the information generated would be helpful in measuring the effectiveness of the marketing plan in each area.

After the mission is clearly identified and the competition surveyed, a college or university should seek to establish a niche in the mind of various publics, establishing differences between it and the other institutions or, in other words, its position (Barton, 1977; Corbitt, 1977). Leister (1975) noted that

"product positioning is a competitive marketing strategy involving the creation of a special place for one's product in the minds of customers relative to other products in the same market" (p. 388). Geltzer and Ries (1976) explained it this way:

> If your name is not IBM or Hertz or Harvard, you must find a way to position your product or school in relation to the leader, the one that exists in the mind first. This is the essence of positioning, a concept that has rapidly become preeminent in marketing. (p. 75)

Before developing a marketing strategy it would be important to know what and who the competition might be and how the institutions compared (Litten, 1979). In the area of positioning, Geltzer and Ries (1976) observed that while it was important to know one's institution, it may be "more important" to know the competition (p. 78).

According to Leister (1975), positioning strategy for an existing product required an assessment of current positions held by products in the relevant market, a determination of the important dimensions underlying the positions, selection of a new position in the product space where it would have maximum advantage. Successful examples of repositioning would include several women's colleges that have changed from "finishing schools" to "new dimensions in higher education for women" (Gallese, 1974).

Geltzer and Ries (1976) outlined the required strategy for successful positioning. They find that more

than anything else it required consistency--keeping after it year after year. It also required research to find that "hole in the mind" that did not belong to someone else. Once this position one owns in the prospect's mind has been determined, strategies should be developed in order to achieve the position wanted and to outmaneuver the other institutions in establishing that position.

Durkin (1980) in referring to positioning and recruitment asked a number of questions that should be answered before going on to the next step. These included among others: Has the school achieved identification and awareness, does it want to capitalize on current strengths or to develop other areas, are there areas of potential growth, and can enrollment increase through better program identification or additional promotion?

Successful positioning should help to avoid disastrous pitfalls. On one hand, the institution might consciously or unconsciously maintain a weak position and eventually be forced to close. Repositioning could provide new life to an organization. Levitt (1960) and Portugal (1979) cited examples of corporations that failed because they maintained their position in a declining market and others who survived only by repositioning their companies and communicating these changes to the marketplace. On the other hand, in an attempt to capture a segment of the market, an institution observing the competition and attempting to emulate the good points

could lose its distinctiveness and appeal and, consequently, forfeit even its own market. In warning of such a danger Geltzer and Ries (1976) cited the maxim: "If you try to appeal to everyone, you wind up appealing to no one" (p. 79).

The natural result of this practice would be that all schools would become alike. Krachenberg (1972) found this disheartening:

> One of the tragedies presently unfolding on the higher education scene is the rush by so many institutions to create themselves in the image and likeness of every other institution . . . Much more can be gained by first having an institution with some distinctiveness carefully scan society and the marketplace to see if this distinctiveness has value. If it does, the institution must then develop a marketing program which will communicate the distinctiveness to that market group which is interested in it. Lacking differentiating features, it behooves an institution to consider developing some. (p. 378)

Kotler and Fox (1985), Baker (1980), and Barton (1977) also urged colleges to find a uniqueness and seek to market it to the advantage of the institution. Institutions generally possess some distinctive competence--something they are good at in relationship to their competition. This strength, or differential advantage, should be the area on which institutions would build a competitive advantage.

Institutional Publics and Market Segmentation

An institution was found to have numerous publics with which it communicated--students, potential students,

parents of students, parents of potential students, high-
school guidance counselors, administration, faculty,
staff, unions, trustees, donors, foundations, past
students (alumni), religious organizations, legislators on
local, state, and national levels, accrediting agencies,
government agencies, employers, mass media, competitors,
suppliers, business community local community, and the
general public (Allen, 1978; Bennett, 1986; Bickford,
1978; Harper, 1977; Kotler, 1982; Krachenberg, 1972). In
a nonprofit organization each of these publics represented
a market either as consumers (students, parents,
employees) or supporters (donors, middlemen, taxpayers).
Each public was made up of individual, identifiable
segments, all of which required a specific marketing plan
(Harper, 1977).

Litten (1979) defined a market segment as a "group
of consumers or clients--actual or potential--with common
characteristics which differ from those of other segments"
(p. 60). These segments were defined in terms of
characteristics such as geographic, demographic,
psychological, and purpose of use (Allen, 1978;
Litten, 1979). Segmentation identifies the differences in
people. The goal of the organization should be to met
these differences in various ways not only with a
particular product but also in the method of marketing
(Cauley, 1979; Litten, 1979). Each segment might respond
differently to the product/service characteristics,

including price and quality. They could be reached
through different information media and service-delivery
arrangements, or appealed to through different promotional
programs and content (Litten, 1979). Krachenberg (1972)
developed a list of questions that should be answered
about each segment: "how big are they, what are their
interests and needs, how are these changing, what products
or services can supply them, when do they want them,
where, how and for what purposes?" (p. 371).

Speaking in relationship to marketing in
admissions, Merante (1980-81) noted benefits of
segmentation. The best results were from the segments
that match fairly well the existing student body. The
market could be segmented according to academic or career
interest, motivation, geographical location, academic
record, or financial position. Market segmentation could
reduce the cost of direct mailing in that information
would be sent to that segment of the population most
likely to respond.

Segments of the markets to have received special
attention in college and university marketing include:
high achievers (Austin & Titchener, 1980; Chapple, 1972),
ethnic groups (K. Taylor, 1986), transfers (Leister &
MacLachlan, 1976), non-traditional students (Graeber,
1977), adult students (Buchanan & Hoy, 1983; Conter &
Schneiderman, 1982; Jackson, 1986; Kamp, 1973; Magarrell,
1978; Shipp, 1981) and international students (Johnston,

1976; Salathe, 1977).

Marketers found that there were primary, secondary, and new markets (Fox & Ihlanfeldt, 1980) or test markets (Ihlanfeldt, 1975). The primary market included all those who were likely to enroll if admitted. The secondary market were composed of those who, although admitted, would be likely to attend elsewhere. The test market included those who were encouraged to apply but were not the type of student normally recruited by the college (Ihlanfeldt, 1975). Since the primary market would be the most profitable in terms of student enrollment for time and effort invested, most colleges were advised to concentrate on this market first. Those colleges that never properly identify these markets consequently spend much of their time on less profitable secondary markets (Hayden, Hill, & Lundblad, 1976). In addition, a designed activity with a specific target market in mind was better than an attempt to reach all markets with one approach (Coffee & Miller, 1980; Houston, 1981). Examples of target markets that might interest colleges included current students; those who have already joined the work force but someday wish to finish college; industry, social, governmental, and educational employees in need of additional training, and other temporary students who desire only one course (Keim, 1979).

The importance of choosing carefully the target

market was underlined by Berry (1973). He warned:

> The question of who is to be the market target is one
> that should not be taken lightly. Since the marketing
> mix should be tailored to the needs of the market
> target, a wrong start in the selection process tends
> to encourage missteps later on. (p. 9)

Marketing Strategies

Strategies are developed in order to determine ways of reaching desired goals. They have been developed for many areas within the marketing effort, either for the overall marketing goal or for lesser specific goals. When written out in detail, they help keep all those involved in the marketing activity on course and can be used as the basis for later evaluation.

In order to explain the relationship, Engledow and Anderson (1978) drew a parallel between marketing and a journey:

> It has been said that objectives are the desired
> destination, strategy is the route selected to take
> you there, and the program (tactics) is the vehicle
> used to travel that route. The basic marketing
> strategy should do a clear-cut job of describing the
> route, so that it gives direction and purpose to all
> program efforts which follow--staff, publications,
> alumni, and others. (p. 12)

They suggested that basic strategy should contain three main elements: (1) a strategy statement (a brief guide, detailed enough to distinguish it from other routes), (2) positioning statements (what the institution is and what are the key messages to be consistently transmitted to prospective students by all communications efforts), and (3) target market specifications.

Lay, Maguire, and Noland (1982) found that there were several types of marketing strategies: uniform, differentiated, and outreach. A "Uniform" strategy would treat all prospective applicants in the same way, sending the same brochure, the same catalog, and the same acceptance letter. A "Differentiated" strategy would recognize differences in needs and characteristics of students and would communicate with them based on these differences. An "Outreach" strategy is one in which the college seeks to contact prospective students who would not otherwise inquire for information in order to increase the latent demand.

The Marketing Mix

As with marketing in the business sector, the marketing mix in education is made up of four main components: Product (service), Price (tuition and fees), Place (method of distribution), and Promotions (communications). It is the proper balance of these that determines what the right marketing mix is for each particular institution.

Ihlanfeldt (1980) found that "many colleges and universities are in the process of tampering with one or more of these components" but "unfortunately many changes are made without any empirical bases" (p. 76). Buchanan and Hoy (1983) found that the application of the principle of the marketing mix was "far from universal" (p. 16).

However, a study of university extension programs showed that "most of them utilize to some extent the marketing concept and employ three of the marketing's four P's-- product, place and promotion--and to a lesser degree, the fourth--price" (Buchanan & Barksdale, 1974, p. 44).

Product

The nature of the "product" in education was not entirely agreed upon. It was argued that the "product" of an educational institution was its students, as Johnson (1982) seemed to suggest when he said that "many potential students do not even know their needs and wants, yet they know they want to become improved 'products'" (p. 30). However, educational marketers usually referred to the service or the curriculum of the college as the product (Fram, 1973). O'Brian (1973) stated that curriculum or service must be something that students and potential students wish to purchase with their tuition money. Knight and Johnson (1981) explained that product was "the foundation--what happens on the campus and in the classroom, and what happens to the student" and that it "includes a composition of courses, people, facilities, and services that are purchased by and benefit the student" (p. 30).

Litten (1981b) argued for a wider definition of product. He said that it was

> the preservation and creation of sophisticated
> knowledge and skills; social, scientific, and other

criticism; and the transmission of skills and values
that permit these functions to occur. Colleges also
produce highly skilled manpower, enlightened citizens,
etc. as a result of exposing people to this knowledge
and the relevant values. It is important to
understand colleges not only as providers of
educational services to individuals, but as major loci
of the intellectual function in modern societies.
(p. 134)

In comparing marketing in business and in

education, Litten (1979) identified essential differences

in the nature of the product. Education was supposed to

change the student and make him or her a better person.

The product of education was, in a marked way, dependent

on the student to be something of value. It is a well-

accepted fact that students get out of their education in

the same proportion as they put into it. The university

also has as its responsibility the preservation of

knowledge and heritage. As a result, Litten (1979)

concluded that education cannot be marketed in the same

manner as the product is in the commercial world.

Leister (1975) felt that the administration and

faculty of a university were not be the best judge of

curriculum needs (product). He observed that in product

marketing, the evaluation of the product by those involved

in the manufacture and distribution of a product had

little relevance to the market. "The central issue would

be the perception of people in the marketplace where the

sale of the product is attempted" (pp. 387-88). The

product should be developed or modified after the initial

research provided the information needed in reference to

the needs of the consumers.

Price

The price component is a crucial part of the marketing plan. The cost of education for a student requires an outlay of finances equal to or greater than any one of several major investments during one's lifetime. Therefore considerable thought should proceed the purchase of education. Berry and George (1975) found that providing a good product at an acceptable price encouraged product acceptance while, although the product may be excellent, an unacceptable price discouraged product acceptance. Private colleges and universities have realized this before, but, now in a buyer's market, this may apply to state universities as well. Berry and George (1975) maintained that "price may well be the decisive factor in determining which of several state institutions a prospective students selects" (p. 167).

Tuition and fees, room and board, application fee, deposit fee, and in-state/out-of-state charges all constituted what was called the "List Price" (Chapman, 1979) or "Effective Price" (Kotler & Fox, 1985). With tuition, such a major decision for the student as the availability of college-sponsored credit plans may be a very attractive item (O'Brian, 1973). The list price can be discounted through financial aid. Although they are not the same, discounts to promote access (need-based aid)

and discounting inducements to promote enrollment of desirable students were both considered legitimate (Larson, 1980; Litten, 1981a). Naidu (1969) concluded that financial aid was an important variable in determining a student's acceptance or rejection of an education-product package. For students receiving financial aid, Chapman (1979) found that the kind and amount of the financial aid had an important impact on their college choice behavior. He also reported that for the lower income students, price clearly had an important role to play in the college-choice process. However, Ihlanfeldt (1980) found that students with financial need elected to attend their first-choice college regardless of how financial aid was packaged, as long as their families believed their need had been met.

Other plans to discount the list price included volume discounts (O'Brian, 1973), comprehensive family plan (family members of full-time students were charged a reduced tuition if they enroll) (Chronicle of Higher Education, 1974), academic acceleration program (offering a combined BA and MA in the same amount of time normally for the BA, thereby saving a year of tuition and foregone income) (Ihlanfeldt, 1980; Kotler & Fox, 1985), work contributions (Kotler & Fox, 1985), negotiated tuition (Time, 1982), and deferred tuition (Yale undergraduates postponed payment of a portion of their fees in exchange for a fixed portion of their future earnings) (College and

<u>University Business</u>, 1972).

While universities acknowledged the fact that pricing was of major importance, Hugstad (1975) found that very little work had been done in this area. He also noted that since state universities had not had to concern themselves with pricing, they had basically set their tuition and fees on what they thought the traffic would bear.

Several authors called for another look at price variance in which an attempt is made to align the tuition with the cost of a specific program (Bassin, 1975; Berry & George, 1975; Fram, 1971; Hugstad, 1975; Krachenberg, 1972) or during peak demand times (Arula, 1972; Ross, 1973). Krachenberg (1972) explained:

> Different programs, often at different locations, have different costs; they also have different levels of demand, and appeal to very different market groups. All these factors should be more fully recognized and considered in price determination. (p. 376)

Kotler and Fox (1985) listed possibilities of price discrimination or differential pricing. Fees could be set by program (majors); by student level (undergraduate, graduate); by student courseload (fixed rate for 10-18 hours or by credit hours); by type of student (degree or nondegree); by residency status; by course; by time/place of offering (summer session, evening classes, or at other locations).

Lamoureux (1976) reported that in the continuing education program at the University of British Columbia,

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unilateral pricing created a pricing schedule that fell
outside the range acceptable to some consumers and, since
the price was the same for all courses, it failed to give
a "cue" as to the value of the course.

Litten (1981a) also called for more thought and
research on pricing policy and student market behavior.
Price variance may, however, work against the growth of
certain segments of the school, such as the more advanced
science courses which traditionally have low enrollments
and high equipment costs (Fram, 1973).

Bassin (1975) found that some colleges have
already determined the optimal price. He reported that
tuition had a decided impact on total enrollment and the
relative proportions of students from various income
levels. In addition, he found that tuition changes
effected the quality of students. However, in his study
of Shippensburg State College, he concluded that
increasing or decreasing the tuition did not offset the
loss or gain in students.

Price does not always mean affordability. Fram
(1982) argued that the perception of the institution
varies with price--for somehow higher prices suggests
higher quality. Leister (1975) also observed that people
recognize the cultural notion that "you get what you pay
for" (p. 387). Tull, Boring, and Gonsior (1964) found in
their studies that "consumers rely heavily upon price as a
predictor of quality when there is a substantial degree of

uncertainty involved in the purchase decision" (p. 191).
Kotler and Fox (1985) observed that consumers seemed wary
of schools that charged significantly less than comparable
schools. In another vein, Knight and Johnson (1981)
argued that perhaps the opposite was true as well, "Price
becomes less of an issue when value perceived is reflected
by the value received" (p. 30).

When faced with setting a pricing policy,
institutions must determine what they want to achieve.
Kotler and Fox (1985) found three pricing objectives.
Surplus maximization was the attempt to realize as much of
a profit as possible. Usage maximization was price
setting so as to encourage the widest use of the service.
Cost recovery was used by those institutions interested in
breaking even each year. Academic programs, they pointed
out, might fall into a partial cost recovery plan with the
balance being made up from endowments, contributions, and
bond issues.

Place

Place, in the marketing mix, referred to location,
time scheduled, or method of distribution. The customary
location was on the campus of the university during the
morning and early afternoon. Traditionally, the
university distributed its product largely by asking the
market to come to the institution rather than taking the
product to the market (Berry & George, 1975). The

established method of distribution has been in the classroom with either a lecture or a discussion group. There were other options besides the campus-resident programs. Other recommended programs included: extension courses (Berry & George, 1975; Hugstad, 1975; Krachenberg, 1972; O'Brian, 1973), branch campuses (Berry & George, 1975; Krachenberg, 1972), correspondence courses (Berry & George, 1975; Hugstad, 1975; O'Brian, 1973), a university without walls (Hugstad, 1975; Krachenberg, 1972), floating campuses (Hugstad, 1975), TV-and computer-aided education (Berry & George, 1975; Hugstad, 1975; Knight & Johnson, 1981; Krachenberg, 1972) and telenetwork (Stewart, 1981).

Colleges have found that class scheduling is an important factor in attracting students. "When" could refer the time of day offered, to the time of year scheduled, or the sequence of time offered such as three days a week, weekends only (Berry, 1973), night school, or breakfast college (Mouat, 1981).

For the institution seeking institutional advantage, Berry and George (1975) found much potential in the idea of taking the university to the customer. East and McKelvey (1980) reported on a program called "Learn and Shop" in which the university offered courses at a shopping center during the day. North Texas State University taught homemaking skills to residents of a low-income neighborhood in a mobile home located in a city park (College & University Business, 1973).

Promotion

Of the four elements of a marketing mix, promotion (especially advertising) has received the most attention (Muffo & Whipple, 1982). Perhaps it is the very need to communicate that makes it so popular, or it could reflect the intensity of the need for short-term survival that face some colleges and universities. Or it may be that, as Smith (1980) suggested, it was the "most controllable" of the marketing mix (p. 9). Kotler argued that while there must be promotions, the problem stemmed from the fact that "promotional maneuvers take place as the first step and often the only step in the marketing process, whereas they should occur as the last step" (quoted in K. Taylor, 1986, p. 45).

Although there was much criticism of the excesses in promotions, its need should not be overlooked. Berry and George (1975) pointed out the need: "The provision of attention-getting, informative, and persuasive communications is a vital activity toward developing market awareness, understanding, and interest in what the university has to offer" (p. 166). Hugstad (1975) warned, however, that there was a difference between information dissemination and persuasion. While one needed to know what the university had to offer, persuasion unduly jeopardized the students freedom of choice. With the understanding that "promotion in higher education must be

educational," Litten (1981b) found that there was room in

the promotion of higher education for both motivation and

persuasion (p. 137).

On the other hand, Coppock (n.d.) argued for

selling:

> There is no room for apology for <u>selling</u> our
> product or programs. If what we have meets needs and
> if what we are doing, we do well; if we have good
> people and facilities, and if the student wants or
> needs what we have to offer, then why should we
> apologize for telling them about it with enthusiasm!
> (p. 3)

He summarized his ideas at the beginning of his

report and he included the following as elements in an

effective campaign:

> (1) adoption of corporate marketing methods, such as
> market research, advertising, emphasis on selling, use
> of a professional sales staff, and altering the
> product according to marketing demands; (2) emphasis
> on a people orientation; (3) total college effort in
> keeping with institutional goals and philosophy; (4)
> selling the parent; (5) an impressive placement record
> demonstrating what programs can offer; (6) linking of
> recruitment and financial aid activities; (7) selling
> those aspects of a college which are most distinctive
> in a manner which lets the prospective student know
> how he/she can benefit from them; (8) openness to
> markets such as the adult, the industrial worker, the
> four-year college dropout, and the liberal arts
> graduate with no marketable skills; (9) accurate,
> honest, and attractive promotional literature; and
> (10) awareness of competitors after the same students.
> (abstract)

Persuasion without a quality product may backfire.

A student, disappointed in the quality, could quickly tell

others of his experience. Caren and Kemerer (1979)

suggested: "A marketing strategy based exclusively on

super-selling is likely to prove ineffective in the long

run, since it ignores the needs of clients and overstates the nature of the product" (p. 175). If a student is attracted and is disappointed, then the effort of recruiting and enrolling for both the institution and the individual was wasted.

Retention

With downwardly spiralling enrollments, the ability to not only attract but also retain students has become a very important factor. Hershey (1981) maintained that it was cheaper to retain students than it was to recruit them. He indicated that over the past 20 years, the national dropout rate has been roughly 40 % when measuring the number of students graduating in four years from an original college. He also found that there was a high correlation between marketing and retention: "Development of an honest and straightforward marketing program based on institutional philosophy and mission helps to support retention, as do unified efforts to compete effectively and the matching of students' educational needs, interests, and abilities with those of the institution" (p. 21). Fischer (1978) also found that good retention began with accurate information dissemination and academic advisement.

A number of factors as seen by students and reported by Hershey (1981) encouraged retention: progress toward educational goals, academic success, clear program

options, informed academic advising, feeling of belonging and high self-esteem, availability of part-time work, student-activity programs, fair admissions policies, and adequate supporting services. Reasons they noted for dropping out included: academic boredom (the principal reason), uninspiring teaching, overlap with high-school courses, irrelevance, inability to sort out curriculum choices, a feeling of isolation, financial and academic difficulty, and commuting.

Hayden, Hill, and Lundblad (1976) recommended that retention efforts should include a study to determine the normal retention rate and when attrition usually takes place, a way to measure student perceptions of the university, an established exit interview process, and plans to correct the situation--especially at times of high attrition. Hershey (1981) also gave suggestions to help retention rates:

> Recruit students with characteristics that fit the mission and programs requirements of the college or university, be flexible so that students can change majors easily, involve the campus community, strive for quality in faculty and programs, and sustain a student guidance program from admission through job placement. On all levels the effort to attract students should be matched by the effort to retain them. (p. 21)

Advertising

There were several possibilities for subdividing communications--a term used by marketers that included advertising. Ivens (1977) maintained that the key to

successful marketing was communications, both internal and external. Litten and Brodigan (1982), in an article entitled "On Being Heard in a Noisy World," observed that the world of the prospective student was overcommunicated and suggested conditions in which communication was most effective:

> The communication must contain information that is desired by the audience (or which can arouse the interest of the audience); the information should be carried via a medium that is credible to the audience, accessible to them, efficient, and economical (i.e., the value of the information is at least equal to or greater than the cost of using the medium). (pp. 242-243)

Krachenberg (1972) identified two areas, Berry and George (1975) divided it three ways. Krachenberg (1972) suggested two categories--personal communication (selling) by faculty and students, and nonpersonal (advertising) such as catalogs, brochures, etc. Berry and George identified three categories--personal selling, advertising, and publicity. Personal selling included any activity that involved direct contact with the prospect or the prospect influencer. Advertising was defined as any paid form of nonpersonal presentation. Publicity included promotional activities such as press releases, news conferences or other media covered events.

Other marketers included under "personal selling" personal contact by staff, students, and alumni with prospective students, parents, and high-school guidance counselors (Chahin, 1981; Coffee & Miller, 1980;

Ihlanfeldt, 1981; Psimitis, 1980; Smith, 1980). Using students to recruit students (Fess, 1978) and training alumni to act as recruiters (Harris, 1976; Salathe, 1977) are two specifically recommended methods of personal selling. Other suggested activities included career days (Coffee & Miller, 1980); college days (Gorman, 1974); traveling exhibits and music groups (Moore, 1978); high-school field days at the college; teachers sent to address feeder high-school classes, PTA meetings, and civic meetings; and college counselors available one half day per week at high schools (Chahin, 1981; Coffee & Miller, 1980). Miklich (1984) found that personal recruiting was a major contribution to recent enrollment growth in independent institutions of higher education.

In determining which method to use, the expected results should be in line with the ability level of the recruiter. Green (1977) cautioned, as he described the process of "selling" educational services, that purchase was based on

> the degree to which the agent convinces the buyer that (1) the product meets high priority needs of the buyer, (2) the agent is a trustworthy, concerned individual who has the buyer's best interests at heart, and (3) the agent has the professional skill and knowledge to provide the desired level of service. (p. 1)

Advertising can be done through any media, depending on the market targeted. Television, radio, and newspapers were the most commonly used, while specialty magazines, church newsletters, and high-school newspapers

were other possibilities (Berry & George, 1975;

Clarkson, 1980-81; Coffee & Miller, 1980; Duda, 1981;

Eaton & Guy, 1981; Gregory, 1981; Ihlanfeldt, 1981; Smith,

1980). Colleges also used telemarketing (Holland, 1985;

Jackson, 1986), novelties (pens, calendars, etc.), and

billboards (Clarkson, 1980-1981; Ihlanfeldt, 1981; Kirch,

1976).

Advertising may not always be a significant factor

in marketing. According to Kotler (1967) there were five

conditions under which advertising was successful in

business and Fram (1971) has applied them to education:

> when buyer awareness is minimal . . . .
> when industry sales are rising rather than
> remaining stable or declining . . . .
> when product has features not observable to
> the buyer . . . .
> when opportunities for product differentiation
> are strong . . . .
> when primary instead of secondary motives can
> be tapped . . . . (pp. 7, 8)

Goldstein (1978) found that advertising worked

because an organization could control, in an inexpensive

way, the information those outside the organization need

to know and, as a result, could help form or reform an

image "quickly." Lovelock and Rothschild (1980) cautioned

that while advertising increased awareness, it would not

of itself lead students to attend the institution.

Durkin (1980) pointed out that advertising cannot sell a

deficient program or a program no one wants, nor can it

draw students away from successful programs elsewhere.

The principal form of contacting students used by

colleges was found to be direct mail (Ihlanfeldt, 1981; Wiseman, 1979). This has become particularly true since the names of high-school students were made available through the National Merit Scholarship Corporation and the Student Search Service of the College Entrance Examination Board. Ihlanfeldt (1981) found that within the primary market the first mailing would generate a return of as high as 25 %, while mailings to secondary and tertiary markets varied from 1 to 5 %. Students liked personalized, concise fact sheets with a prepaid return postcard in a strongly attractive envelope. They did not like first-contact assurances of admission, too much material, and manila envelopes (Druesne, Harvey, & Zavada, 1980; Druesne & Zavada, 1977)

An approach used at Stanford University was to send a letter to the parents of prospective students which attempted to answer questions that might arise during the time they were considering college. They found that simply keeping parents abreast of happenings on campus made them feel involved (Hayden, Hill, & Lundblad, 1976). While this form may work for some, Litten (1981c) found that various types of information were more favorably received by parents from different sources (i.e., financial aid information from a college admissions officer; academic reputation from high-school counselors; social life from current students; etc.).

College publications are another form of

advertising. This would include catalogs, brochures, posters, and newsletters to alumni, industry, and business (Bennett, 1975; Carter, 1977; Coffee & Miller, 1980; Fram, 1973; Moore, 1978; Portugal, 1979; Topor, 1977). Publications should be geared to achieving awareness, inquisitiveness, deeper understanding, action, and commitment (Hoopes, 1972).

Topor (1977) found a need for college catalogs to reflect the school. "Even the lead paragraph in a catalog or viewbook can establish the institution's concerns, philosophy, and ideals" (p. 20). The choice of photographs and words, paper, print-type and layout further enhanced or detracted from that goal.

Promotional material designed for students, while in keeping with the image of the school, should be written in a manner likely to be understood by them. Caren and Kemerer (1979) observed that "college publications and promotional programs are typically developed on the basis of what administrators think prospective students want to know" (p. 183). Johnson and Chapman (1979) reviewed 42 college catalogs designed for high-school seniors and, based on the Flesch Reading Ease Formula, computed the reading ease and grade-level equivalent to be "very difficult"-"upper college."

The opposite extreme should also be avoided. While students liked clear and concise information that they could understand, they did not like to be talked down

to or to be fooled. As Halstead (1977) pointed out:

> Let's not kid ourselves. Students today have a
> serious attitude toward higher education and certain
> expectations about the materials they should get from
> colleges. Even though their SAT scores may be
> falling, they are media-wise and generally bright and
> sophisticated. They are not likely to be fooled by
> Madison Avenue gimmickry. (p. 16)

There were numerous guidelines for designing
catalogs and brochures. B.C. Fox (1977) suggested that
before beginning to write the catalog or brochure, one
must first understand the audience and the product. Then
by knowing the needs and the budget constraints of the
institution, and identifying the available skills, one can
determine what can be done internally and what outside
help will be needed. He suggested that the existing
catalog be reviewed by a panel of students, high-school
students, and their counselors. Then one should survey
the catalog users--current students, faculty advisors, and
the registrar's office to get their input. After checking
the legal information needed, determining the numbers
needed, the style, the distribution techniques, and the
timetable, the publication should be ready to go. Caren
and Kemerer (1979) felt that every publication dealing
with academic programs should be supplemented with career
information, and that the career planning services should
be emphasized in promotional literature: "Placement
records of graduates will become increasingly important as
consumers attempt to determine how well the product will
serve them before they make a commitment" (p. 184).

There have been a number of surveys completed that
help determine the effectiveness of a particular medium of
communication. While each school may differ, the trend is
not dissimilar to that found by Campbell and Spiro (1982)
at the State University of New York College at Brockport.
They evaluated their existing advertising strategies for
continuing education in a telephone survey to determine
through which method the primary contact was made. The
results showed 34.1% mail, 30.6% students, 22.4%
faculty/staff, 9.8% newspaper, 1.6% television, and 1.6%
radio. They concluded that electronic media appeared to
have had little or no impact on sample.

Controversy in Promotions

Sales gimmicks and promotional excesses have been
criticized by both educators and marketers and were
usually cited as being in bad taste. While the following
list was written by Kotler (1979), it has been quoted and
approved by several others (Fiske, 1979; Mackey, 1980;
Middleton, 1979). They felt that they were merely
gimmicks, others may not agree.

> The admissions office at North Kentucky State
> University planned to release 103 balloons filled with
> scholarship offers.
> The admissions staff of one college passed out
> promotional frisbees to high school students
> vacationing on the beaches of Fort Lauderdale, Florida
> during the annual Easter break.
> St. Joseph's College in Rensselaer, Indiana
> achieved a 40% increase in freshmen admissions through
> advertising in Seventeen and on several Chicago and
> Indianapolis rock radio stations. The admissions
> office also planned to introduce tuition rebates for

students who recruited new students ($100 finders
fee), but this was cancelled.
    Bard College developed a same-day admission system
for students who walk into their office and qualify.
    Worcester Polytechnic Institution offers
negotiable admission in which credit is negotiated for
previous study or work experience to shorten the
degree period.
    The University of Richmond has spent $13,000 to
create a 12-minute film for showings to high school
students and other interested publics.
    Drake University advertised on a billboard near
Chicago's O'Hare Airport that "Drake is only 40
minutes from Chicago" (if one flies).
    Duke University paid for a supplement in The New
York Times to tell its story. (pp. 38-39)

At the end of this list Kotler concluded by

saying: "Promotional competition has not yet led to

premiums given to students for enrollment (free radio,

typewriter) or offers of 'satisfaction guaranteed or your

money back,' but these may come" (p. 39).

A very controversial promotional device, aimed

primarily at the older student, was the practice of

offering college credit for life experience. Mackey

(1980) reported that already by 1980 over 10,000 students

had participated in these types of degree programs.

Critics maintained that it was unethical to sell credit

and that this practice amounted to nothing more than the

prostitution of American education values.

In the attempt to attract more students, colleges

may have been tempted to stretch the truth while others

have openly lied about the availability of courses and the

qualifications of their staff (Fiske, 1981). But Hoy

(1977) and Caren and Kemerer (1979) found that the problem

of misrepresentation had largely been curbed by the
Consumer Information Provisions of the 1976 Education
Amendment requiring that certain kinds of standard
information must be made available to prospective
applicants.

The marketing mix, a balance of product, place,
price, and promotion, is complex and touches on nearly all
aspects of a college or university. Manipulation of the
components of the marketing mix is an important management
activity of the college in both the definition of the
market to be served and the service rendered. Selective
practices, based on ability, sex, religion, or academic
preparation, must, however, have solid educational
justification (Litten, 1981a). Finding the right mix will
help to fulfill the mission of the institution, attract
and retain students, and satisfy them with a quality
education.

The Practice of Marketing in Secondary Education

Information regarding marketing in secondary
education was very limited. Of the information available,
the emphasis, even more noticeable in secondary than in
college and university marketing, was on promotions. The
marketing plans suggested were less complicated and
involved and the research not nearly so sophisticated.

In referring to a marketing plan for Catholic
schools, Burke and Appel (1979) pointed out that a

marketing plan must be developed on two levels. Just as in marketing higher education, marketing on the secondary level must be accepted by the whole organization as a philosophy emphasizing consumer orientation in all activities. They also reiterated that the purpose of the organization must lay outside the organization itself and with the publics it hoped to serve.

Nebgen (1983), in discussing the marketing of public schools, also began with the concept of market orientation and found that it is "one of the most useful concepts of marketing which can be applied to the public schools" (p. 257). She maintained that it was not an add-on program designed solely to sell or promote education but that it was "a new attitude toward the various publics the organization serves" (p. 257). Although it may require a change in the attitudes of its members, "it will result in a significant increase in public support for public education" (p. 257).

In a marketing plan recommended for Catholic schools, Burke and Appel (1979) suggested that it should be so designed as to:

> involve selected publics in their design and
>   creation;
> present a chronology of events designed
>   to achieve specific objectives;
> present goals, objectives and strategies in
>   significant detail;
> present a "task orientation" including:
>   when a task is to be accomplished,
>   how the task is to be accomplished,
>   who is to accomplish each task.
>   (p. 44)

Although Burke and Appel (1979) observed that it was "not a particularly difficult project," they warned that the concepts discussed above should not be taken lightly. They recommended that the first step was to discuss the needs and goals of the school candidly and openly. Written out, these needs and goals would become the basis for the marketing plan. The next step would be to develop specific objectives and strategies. These should be "task oriented," that is, specific assignments delegated to specific persons. Finally, a chronology of tasks based on specific objectives would identify when and how each task was to be performed.

Burke (1978) also found it easy to develop a marketing plan for All Hallows School in Connecticut. While he does not give specific details, he indicated simply that all that was necessary was to identify the problem and develop a marketing plan that would ensure long-term stability and maintain capacity enrollment.

There are success stories of Catholic schools who were able, by using a marketing plan, to change the situation at their school. One such story was reported by Ensman (1983) who helped design and implement a plan in Rochester, New York. In the process they developed their "back fence" theory of school enrollment. The theory basically stated that the more Catholic school students already living in a particular neighborhood, the greater

the potential for future recruitment. Based on that
theory, they developed a marketing plan that first
identified the neighborhoods with strong support for
Catholic education and then planned recruitment heaviest
in those areas. This plan, along with a lot of hard work
and an advertising and public-relations blitz, resulted in
at least 50 additional students registering. Barone
(1979) also reported a turn around in a declining Catholic
high school by applying the principles of marketing to
that situation.

In reference to public schools, Nebgen (1983)
called for a much more involved process built in two
steps--first, analyze the present situation, and second,
develop a marketing plan. In the first stage, she
suggested developing a rating instrument to be
administered to a representative sample of teachers,
parents, students, administrators, classified employees,
and non-parent community members. The results of this
survey would give direction to the development of the
marketing plan. Included in the survey she recommended
the following questions:

1. Does the district periodically assess the
   needs and wants of the consumers of its
   product and use this information in planning
   programs ?

2. Does the district provide all employees with
   training designed to increase their personal
   responsiveness to various consumers ?

3. Does the district seek and accept public
   opinion regarding the effectiveness of its

programs ?

4. Are a variety of channels of communication used to provide information about district policies and programs to its constituent publics ?

5. Is the public encouraged to actively participate on district and school level advisory committees ?

6. Does the district employ top-level management personnel whose primary function is that of planning and implementing marketing strategies?

7. Does management take a broad view of its publics--including staff, students, parents, the general public, and competitors--in planning and running the organization ?

8. Does the district periodically review new opportunities to serve the public ?

9. Are marketing strategies evaluated to determine their cost-effectiveness ? (p. 258)

After the results were analyzed, the marketing plan could be developed. As Nebgen (1983) designed it, there were seven "essential strategic elements" to the plan: (1) develop a customer philosophy by incorporating the Golden Rule; (2) create an organizational image with an attractive logo and a catchy slogan; (3) employ appropriate marketing personnel; (4) provide organizational support; (5) develop internal and external channels of communication; (6) work toward product differentiation; and (7) provide for timely feedback.

The marketing mix was referred to but not really developed in the literature about secondary education. Product, place, and price are evidently dealt with in

other contexts thus leaving promotion, apparently, as the one important ingredient of the mix.

Nebgen found that it was important to let people know what was happening at the school both at the school and outside the school. Communications should be clear, concise, and free of jargon. She advocated the use of radio, television, public service announcements and newspapers.

Since fewer than one in four taxpayers have anything to do with schools, Nebgen suggested several ways to communicate with non-parent constituents including: (1) identifying the opinion leaders in the non-parent community and keeping them informed of what the school was doing; (2) distributing copies of school newsletters to non-parents; (3) establishing community advisory committees which included non-parent citizens; (4) welcoming new community members to the school; (5) organizing at the school "Grandparent Days" for senior citizens; and (6) recruiting senior citizens as school volunteers. She also recommended that communication to other publics might include: offering an adult education course about what was being taught in school and how parents could help their children at home; establishing "Information Saturdays"; organizing monthly public information forums; setting up exhibits of student work in public places; maintaining a speaker's bureau of students and staff; making the school buildings available for

meetings; and providing open-house events and tours.

While the next two examples are of elementary schools, the ideas may be also adaptable to secondary schools. Ensman (1983) developed considerable promotional materials including a six-page brochure about the school and a four-page brochure designed for a specific target population. He also placed posters in neighborhood stores, announcements in church bulletins, and supplied congregational handouts. In contacting the churches, he stressed the mission of the school as evangelical, oriented to gospel teaching and in accord with the desires and needs of parents. Pastors became involved by promoting the school through mailings, making telephone calls, and by giving support from the pulpit for Catholic education. A program that attempted to improve the image of the school was implemented. Visits were made to local industries to encourage local businessmen to "talk up" the school. Public service announcement were made on radio and TV. A "Catholic School Hotline" was installed in order to give parents more information about the school.

In the area of recruitment, Burke and Appel (1979) recommended practices such as introducing the school to new Catholic parents in pre-baptismal classes, distributing information through Home-School Association officers, organizing neighborhood coffee socials for parents of children aged three, and providing an annual open house at the school.

Fuller (1982) outlined a promotional plan for Catholic schools in four stages--advertising, personal selling, sales promotion, and publicity. Advertising included the school brochure, notices in parish bulletins, and advertisements in the local papers. Personal selling involved visits and phone calls to acquaint the parishioners with the school. It also included a plan for the parish priest to deliver a special sermon on the value of Catholic education. Sales promotion consisted of activities at the school such as dinners, fund raisers, and morning socials. Organized presentation about the school taken elsewhere also fell into this category. Publicity included activities such as reporting school events, awards, and honors on the local media (radio, television, newspapers) (Fuller, 1982).

Barone (1979) promoted Loyola Sacred Heart High School by hiring an ad agency, paying for TV, radio, and newspaper advertisements, and developing a new logo to represent a new image. Auctions, a bargain basement, and a burger stand at the fair gave publicity as well as funding. He set up an office of development that organized a computerized list of alumni, parents, students, and friends who were kept informed in a quarterly newsletter. As principal he accepted all the speaking appointments he could at local organizations. Throughout the campaign he emphasized quality education.

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Summary

While there has been interest in marketing all levels of education, the emphasis has been on college and university marketing. Advocates of marketing in education have recommended that the marketing concept be accepted by the institution, that appropriate strategies be developed, and that the salient features of the marketing mix be modified after suitable research has been conducted to determine the optimum combination.

Those who promote the idea of marketing of elementary and secondary education have suggested that the marketing practices adopted by institutions of higher education can also be modified to fill a need of public and private elementary and secondary schools.

CHAPTER IV

MARKETING SEVENTH-DAY ADVENTIST
SECONDARY EDUCATION

Introduction

An outline for marketing SDA secondary education
was developed after reviewing the concepts of marketing
that were currently being recommended and applied to higher
education. This outline, modified to include comments and
observations made by members of the panel of judges, is
included in this chapter. The outline for marketing is
preceded by a summary of these reactions.

Reaction of the Panel of Judges

Secondary Principals

Since the practices of educational marketing were
primarily adopted for use in higher education, it was
important to seek the reaction of those currently involved
in SDA secondary education to help validate the idea of
applying those concepts to that specific area of
education. The panel of judges was composed of boarding
academy principals and Union directors of education. The
outline and a four page explanation (a sample is included
in the appendix) were sent first to a random sampling of
principals of SDA secondary boarding schools in the United

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States. Twenty principals were selected and 16 responded. Based on their evaluation the outline was modified slightly and then sent to the eight SDA Union Directors of Education in the United States. Seven completed and returned the form. Their comments were evaluated and incorporated in the final version of the outline (following). The comments of the principals and union directors are summarized below.

The outline for marketing was summarized in brief form on the sheet entitled "Checklist for Marketing." Appendixes E and F give a brief summary of the responses to the first part of the "Checklist for Marketing." It is important to note that the majority of the responses fall in the categories of "agree" or "strongly agree." Of particular interest is the fact that on both sets of responses, the "analysis" section, with the exception of the item dealing with enrollment history, shows the greatest number of "strongly agree" responses.

In response to the question: "Is the idea of marketing SDA secondary education a feasible one ?" all 16 principals indicated that the idea was a feasible one. Twelve answered in the affirmative ("yes," "sure," "definitely," "it is and . . . has been where attempted"), while four were more cautious ("to a point," "within certain limitations," "possibly," "yes, but not the same way as post secondary"). Additional comments included:

It has been shown so many times that the marketing of

anything is important.

It would take more than the work of educators. It requires the support of the ministry in the individual churches and from the conference office.

Yes, with professionals--not the principal or teachers unless with specific training.

It is a must. The process will and does require time, utilization of the democratic process and personnel enough to do the task--NOT possible if an overworked administrator is not supported by board and constituents.

To a point, which will vary depending on several factors first of which is a combination of geography and market potential. A school may be near its current market saturation. Marketing, then, would not increase enrollment.

All 16 principals agreed that the idea of marketing SDA secondary education was an acceptable one ("yes," "certainly," "necessary," "cannot see why not"). Comments on this question included:

Yes, it is also vitally important.

We market it whether we realize it or not. If we do it [un]consciously then we don't know how it is being marketed.

Yes, and vital because the master of deception sells his wares in the areas which allures SDA youth-- sports, music, dance and drama.

The principals were asked if anything should be added or removed from each section--analysis, strategies, and evaluation. In the section entitled "Analysis," four included comments or suggestions:

How to meet costs and/or minimize costs of SDA education should be added.

Cost analysis of all aspects--including cost benefit of the marketing plan.

Each is vital nothing subtracted--you've covered the

field.

Don't even examine closing as an option unless: (1)
you are prepared to do it or live with the rumors or,
(2) you are so strong the articulation of such an
option would appear ludicrous.

In the section regarding "Strategies," two asked

for a further clarification of "image" and "positioning."

Another principal noted:

Determining the present issue of the school is a
delicate issue and the methodology used would need to
produce specific outcomes in order to be acceptable.
The issue of deciding what students one wants could
also be controversial.

It was suggested in the section on "Evaluation"

that an additional question be included: "Is the mission

still appropriate."

At the end of the response sheet there was an

opportunity to make additional comments concerning the

marketing of SDA secondary education. They included:

We are open to any ideas.

I believe your approach to be very sound. Nothing
further would I suggest.

Your outline is excellent as a suggested procedural
guide.

I would like to see something really come from this.

A generic media program with individual slides would
be nice by Unions or General Conference.

I'm interested in the results of the survey and what
is the best way to market SDA education. Could you
supply me with the final results ?

Directors of Education

The Union Directors of Education were also sent a

copy of the "Checklist for Marketing." It was the same
outline as the one sent to the principals with only three
changes made as a result of their suggestions. In the
section "Analysis," cost projection was included.
"Positioning" was clarified in the "Strategies" section.
In the section "Evaluation," the question concerning
mission was put in the past tense. Seven directors
responded.

All of the directors responded positively to the
question on the feasibility of marketing SDA secondary
education. Additional comments included in their response
are as follows:

> Yes, but we should be careful to not mimic the world's
> philosophy of marketing.

> It is essential. We have few alternatives.

> It will work as long as all are committed to the
> concept and implementation of such.

> It's entirely feasible provided the church is
> supportive of the changes that will ultimately need to
> be made.

> I think so--however marketing is people work--without
> the right people doing the work it will be of little
> value.

In response to the question: "Is the idea of
marketing SDA secondary education an acceptable one ?"
five directors indicated the affirmative ("yes,"
"definitely"). Two, although still positive, were more
cautious. One felt that it was acceptable "probably in
some quarters [depending on the] location [and] readiness
levels of the people/churches involved." Another urged

that:

> The spiritual appeal should be top in priority and
> practice even if in a subtle way. God's call to youth
> should be emphasized more--God/Church needs you!

Suggestions were made under each of the sections

"Analysis," "Strategies," and "Evaluation." In the

section on "Analysis," two suggested additions on the

subject of finance and the student's ability to pay. One

emphasized the importance of current trends rather than

enrollment histories:

> Enrollment histories is like building on an unreal
> dream. We are where we are. Let us start here and
> now and forget the old days--they do not draw students
> or pay the bills.

The comments under "Strategies" were not many but

included:

> Affordable programs for students may be a challenge.

> I'm a little uneasy with [the item: Identify the types
> of] students wanted. I think I know what you are
> talking about, however we need our sick Adventist
> young people as well as those who are well.

> Beliefs--Mission--Strategies should be from a unique
> SDA position--A God given reason for being--having our
> Adventist schools.

The section "Evaluation" also had several

comments. One director wondered if it was "definitive

enough" and another suggested that an additional question

to be included: "Are the financial components right ?"

Caution was included in the following comment:

> Feedback is important but it must never determine our
> mission. There is no need to look for the ideal place
> to start or goal to be reach. "All thy children shall
> be taught of the Lord." We operate SDA schools under
> a divine plan, not on consensus important as that is.

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Six directors made additional comments concerning the outline and the marketing of SDA secondary education:

Good luck! Well thought out!

Good concept. I would appreciate being kept informed about your progress. This is something we can use in all unions!

Good luck, would like to know the outcome!

The word "marketing" is seen by many as education's latest buzz word. However, by whatever name we use-- promotion, marketing, it is the total marketing concept that we are interested and involved in at the present time.

We have been working on marketing with NAD Union Directors for a number of years. It's difficult--we need your help.

A Strategic Planning Taskforce should be appointed on each Conference and Academy to study the beliefs, mission, strengths/weaknesses, policies and from these develop a STRATEGY for the school(s). I'd be glad to help, sure would like to hear.

In response to the comments and suggestions made by the directors of education, a number of changes were made in the outline for marketing. Current population trends were added to the review of the enrollment history. Financial aspects were more carefully identified. The sections dealing with market segmentation and target markets were rearranged in an attempt to clarify the process. The section under the heading "Evaluation" was strengthened by the addition of the major components of the marketing mix. These changes are reflected in the following outline.

Summary

The foregoing summary of comments and suggestions by a panel of judges concerning an outline for marketing appears to validate the idea that marketing could be applied to SDA secondary education. Both groups--the principals and the directors of education--agree that marketing has its place in SDA secondary education. It would also appear that the items included in the revised outline meet with a general acceptance for inclusion in a marketing effort on the secondary level. Some comments also seem to indicate an immediate need and a genuine interest in the possibilities that marketing holds for SDA secondary education.

Specifics for SDA Secondary Schools

Introduction

Marketing is not new to education, but the application of formal marketing to post-secondary education is an innovation of the 1970s and 80s. While there has been considerable discussion about marketing in higher education, there has been very little written concerning marketing in secondary education.

Marketing in Secondary Education

Marketing in education must not be confused with deceptive advertising, flashy promotions, or attention-getting tricks and gimmickry. Marketing in education is

the process of defining and developing an educational
program that meets specific needs of a group of
individuals and the act of communicating with those
individuals in such a way that will result in a mutual
exchange of value, in this case, tuition and donations for
an educational program. Marketing is people-oriented. It
seeks to identify the needs of students and parents and to
find ways to satisfy those needs. Marketing alone is not
the answer, but it may offer a fresh approach to solving
some of the problems facing Seventh-day Adventist
academies.

The Marketing Concept

With a proper market orientation, the academy
board, administration, faculty, and staff will seek to
better understand the needs and wants of the people it
serves and to develop a program that accommodates those
needs. Furthermore, it will highlight the fact that
everyone's actions affect the school's ability to attract
and retain satisfied students, build loyalty with alumni,
and recruit benevolent donors.

Marketing Analysis

The first phase of the marketing process is to
understand the academy: Where has it been, where it is
now, and where it is going ? In order to accomplish this
it is necessary to review the mission of the academy, the
enrollment history, current population trends (both public

demographics and church membership), and the strengths and
weaknesses of the total program as well as of each area
(academic, social, spiritual, vocational, and work). Then
the factors that influence these components need to be
listed. Next, with reference to the foregoing
information, it is necessary to identify the problems and
opportunities that would face the academy should there be
a decline, a leveling off, or growth in enrollment.
Keeping in mind the mission of the academy, the unique
needs of the constituency, and the experience of other
academies, the next step would be to evaluate the
prospects if the academy were to expand or close, or if
specific programs were eliminated. An honest appraisal,
in written form, supported by hard evidence will give
direction to the formulation of specific strategies for
action.

Marketing Strategies

Marketing strategies for the academy should
include refining the school's image and position,
identifying and seeking the best methods of communication
with the various segments of the market the academy
relates to (specifically those groups the school needs to
recruit), and the realignment of the elements of the
marketing mix.

The image of the school is the impression that
occurs most frequently in the mind of the individual at

the mention of the school name. Students and parents may choose or reject the academy based on their perceived image of the school regardless of the facts. Image can be reinforced or changed, though it may take time, by creating a distinctive identity built up through careful attention to all communication from and about the academy. Position refers to the meaningful differences between the academy and other educational opportunities. By investigating why the school attracts or repels, the position of the academy in the market can be determined, alternative positions explored, the best position identified, and strategies devised to achieve that position.

The academy relates to many publics (customers). Not only does it have to attract and retain students, but it must also develop a positive relationship with elementary-school teachers, conference administration, board members, constituents, and alumni (see Figure 1). By determining each segment and its particular needs, the academy can develop a strategy needed to adequately respond to those needs through its communications.

Students and prospective students are specific segments of the market to which the academy pays special attention. These groups can be further subdivided into identifiable segments. Rather than spending time recruiting all students equally, determine which market to target for intensive recruiting efforts by first
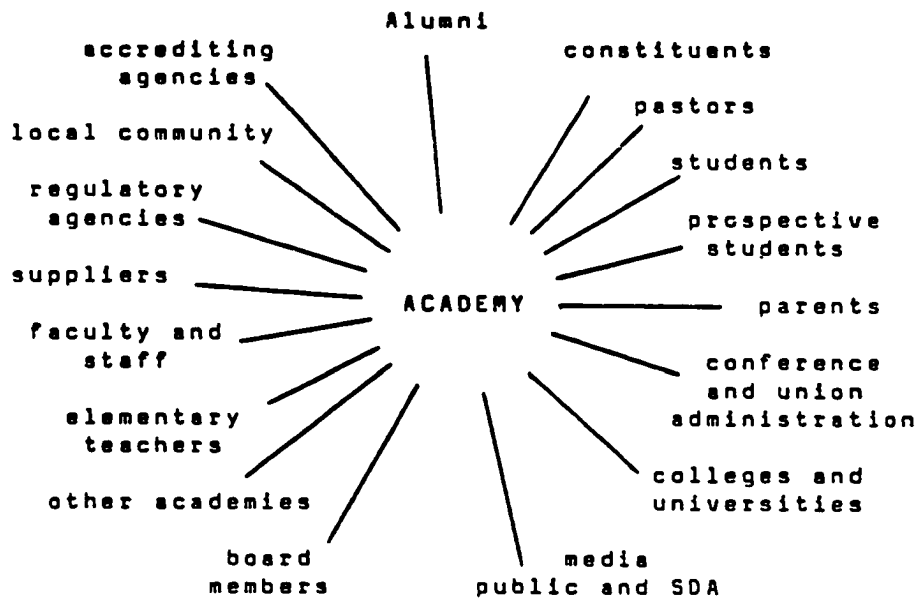
Fig. 1. Various publics with which the academy must communicate

identifying the types of students attending the academy
and the types of students desired. Then concentrate
recruitment time on these primary segments of the market.
Secondary markets may require a substantially larger
recruitment dollar per student and may attract students
who have special needs for which the academy may not be
able to adequately provide (academic, emotional, etc.) or
who would be unprepared or unwilling to follow the
religious guidelines.

The Marketing Mix

The marketing mix is made up of four parts--
product (service), price (tuition and fees), place, and
promotion (communication). If the mission statement has
been clearly articulated, it will significantly influence
the elements of the marketing mix. It will give direction
to the development of each element and provide a standard
to help balance each component within the whole. It is
the right combination of these that make an academy
education attractive.

The product or educational service of the academy
must be that which the students and their parents wish to
purchase within the parameters of the mission. Product is
important for no matter how aggressive a policy is
followed in the areas of price, location or promotion,
without a quality product the purchase will not be made by

the students or their parents. The curriculum (product) can fit the needs better when it is developed by the staff in consultation with parents, students, colleges, and post-school employers. The students may not know exactly what they want, but they need to have a reasonable idea of what can be expected before they arrive. Since students are major contributors to the quality of their education, it is important that they understand their part in the purchase.

Price may be the major determiner of choice, particularly in low-income families. Price includes not only tuition and regular fees but also room and board; application, music, art, and driver education fees; and telephone and transportation costs. For the student it also includes the emotional and psychological expense of being away from home, the drudgery of required work, and the constant effort necessary to maintain good citizenship and academic grades. Young people who have grown up with very little parental guidance or restraint may find the regimentation of academy life to be a very high cost factor. For the parent, the separation from their child in his/her early teen years may also appear to be prohibitive, especially in cases where the child provides emotional support for the parent.

This total price can be discounted through financial aid such as scholarships, a family plan, deferred payment, gifts and donations, potential earnings

during the school year, and academic acceleration. Akers stated that "clearly our [SDA] church's mission is to ensure Christian education for our youth, as an Adventist birthright" (quoted in Widmer, 1987, p. 9). If the mission statement calls for the availability of Christian education for SDA young people, then the list price or discounted price should be set to achieve that goal. As a result, external funding through endowment funds, conference subsidies, or other sources may have to be found to cover operating costs and capital needs.

Place can be either the location of the school or the method of distributing the educational service. In light of shifting demographics, the location of junior and senior day academies and the need for boarding schools should be reexamined to determine the continuing need. Most academies follow the traditional four-year classroom programs, some allowing for half-day work schedules, but place should not necessarily be limited to that format. There are many possibilities such as a combination of extension school and correspondence courses for those who have special needs.

The area referred to as promotion could more aptly be called communication. It includes any statement, official or unofficial, about the academy or to the academy. Communication ranges from letters and telephone calls to visits in the elementary schools and individual homes. Personal contacts may work the best but are the

most costly in terms of time and travel. Personal
contacts can be made by the academy staff, the local
pastor, a local church member, or an alumnus. They might
include campus visits (free weekends for prospective
students and their parents on the academy campus) and
educational rallies (statewide elementary music clinics or
science fairs held on the academy campus). Nonpersonal
contacts include school catalogs and bulletins, brochures
and posters, church bulletin inserts, slide and video
shows, and articles in the conference and union papers.
Gimmicks may also attract attention, but if not in harmony
with the desired school image, they may do more to repel
than attract. Communication also includes some long-term
promotion by pastors and church leaders. For instance,
parents may need to be assisted in planning for the cost
of Christian education long before their children are of
school age. New converts may have to be taught the
importance of Christian education and given special
financial assistance to encourage acceptance of the
concept. Older members whose children are grown and who
may be better financially situated should be encouraged to
contribute to the support of SDA schools.

A quality education in a convenient location at an
affordable price can be promoted without all the tactics
of hard-sell. In fact, marketing should make selling
superfluous. Drucker stated that "the aim of marketing is
to know and understand the customer so well that the

product or service fits him and sells itself" (p. 64).
Although price is less of an issue if quality is
perceived, price may limit enrollment even if the other
three factors are right. Without properly developed
communication, quality and price have minimal effect on
enrollments.

All of the elements of the marketing mix are
interrelated. A quality program effectively promoted
attracts students. Location and quality of the program
and physical plant affect the price. An affordable price
promotes acceptance but if the price is artificially
reduced by taking shortcuts it will affect the quality of
the product. If price increases, acceptance may decline
resulting in the failure to achieve the mission. It is
important to know the needs of the students, parents, and
constituents so that the academy and its board can adjust
the mix in order to offer an attractive package to its
students.

Evaluation

As with all good planning there must be provision
for feedback, both internal and external. It must be
designed in such a way as to allow for both positive and
negative feedback. Vital questions to be asked in
reviewing the marketing effort would include: Are all
components of the marketing mix right (product, price,
place and promotion) ? Have the enrollment goals been
reached ? Has the mission of the school been accomplished ?

Outline for Marketing Secondary Education

The following outline for marketing secondary SDA education covers the basics for organizing a marketing effort for an academy. The exact format of the actual marketing plan will vary with the resources and needs of an individual academy. Forecasts and strategies might take the form of anything from short-term goals to those that would extend over several years.

ANALYSIS

--Review the mission statement.
--Review the strengths and weaknesses of the
    academic, social, spiritual, vocational and
    work programs.
--List the factors that influence these components.
--Review the enrollment history and current
    population trends.
--Identify problems and opportunities if the
    enrollment declined, stabilized, or increased.
--Project the consequences and costs if the
    academy would expand its program offerings,
    eliminate certain programs, or close.

STRATEGIES

Image
--Determine the present image of the academy.
--Identify the desired image.
--Outline ways to move from the present to
    the desired image.

Positioning (in reference to competitors)
--Establish why the school attracts or repels.
--Identify alternative positions.
--Choose the best position.
--Develop strategies to achieve that position.

Market segmentation
--Identify the various segments of the market.
--Identify the types of students currently
    attending.

Target markets
--Identify the types of students wanted.
--Determine which market to target.

Marketing mix
--Outline steps necessary to develop a quality
    product based on needs.
--Establish budgetary goals that will make the
    educational program financially affordable for
    the intended students.
--Outline ways to make the educational services
    more readily available to all the intended
    students.
--Identify the methods of communication between
    the academy and its various publics and
    coordinate a program to relate to their
    various needs.

EVALUATION

--Provide for internal and external feedback.
--Respond to the following questions:
    -- Are all components of the marketing mix right:
        --product (service) ?
        --price (affordability) ?
        --place (location, availability) ?
        --promotion (communication) ?
    -- Have the enrollment goals been reached ?
    -- Has the mission of the school been
        accomplished ?

Summary

Marketing is not an end in itself but possibly a
means to the greater end of providing a quality Christian
education to Seventh-day Adventist young people. The
mission will have to be clearly articulated. Tough
questions may have to be asked in regard to product,
place, price and promotion. If it is to achieve it's
previously stated goals to provide a quality Christian
education for the young people of the church then SDA
education must seek to meet the needs of SDA young people

and their families. Marketing could offer the framework
in which to accomplish that task.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Introduction

Although the principles and practices of marketing
were originally developed for use in commercial
enterprises, there has been a growing interest since the
late 1960s in applying the same principles to nonprofit
organizations such as museums, hospitals, and educational
institutions. Educational administrators have often
looked to business for ideas to improve the management of
schools, and the times now require a fresh, new look at
educational management.

Higher education has not only had to deal with the
problems associated with lessening enrollments due to
overall population decline and, in some areas, with
demographic shifts in the overall population of the United
States, but it has also been challenged with the problems
of student consumerism, the need to meet new demands for
additional services and the competition of operating in a
buyer's market. So marketing, with its emphasis on the
relationship of organizational growth and conditions
within the market, seemed to offer the hope of possible

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solution. With declining enrollments and spiraling costs, administrators have seen marketing as an answer to their immediate problems. After initial experimentation, several colleges reported success and soon others adopted similar programs. Although limitations have been identified in the use of marketing in higher education, colleges and universities have accepted the idea of marketing as a means of improving the institution.

Private secondary education has been confronted with many of the same problems that have plagued colleges and universities. Increased expenses helped contribute to the rapid rise in the cost of secondary education. Concurrently there appeared to be a general decline in high-school enrollment. This has meant higher tuition and greater financial burdens on the funding organizations and, in some cases, the closing of schools.

Seventh-day Adventist academies have also faced financial problems due to declining enrollments and inadequate funding. The proper use of marketing might enable academies to attract more students, thereby fulfilling their mission more effectively and improving their financial position as well.

Purpose

The purpose of this study was to review the current ideas on marketing higher education, examine the ideas that may apply to secondary education, and suggest a general outline for utilizing those principles in private

secondary education, specifically in Seventh-day Adventist
boarding academies. A thorough analysis of the available
literature on the subject provided a summary of current
thought and practice. By reviewing the literature,
educators and administrators should be able to see the
purpose, value, scope, and limitations of marketing in
education. The outline should provide administrators with
a guide for taking the necessary steps in applying these
principles of marketing to secondary education.

Review of Literature

There were basically two themes observable in the
debate over the marketing of education. One aspect dealt
with the problem of adapting business principles to
education. While there was occasional opposition voiced,
the majority appeared to favor the use of marketing in
higher education. This was not without caution being
expressed about the difference in the nature of education
that must be taken into consideration when applying the
principles of marketing to education. The concern about
marketing in education basically stemmed from either
misunderstanding the purpose and nature of marketing or
the misapplication of certain specific aspects of
marketing in the educational setting. The idea or concept
of marketing may have been accepted by administrators, but
they have been slow in applying them in their particular
situations. It has been suggested that part of the
problem may be that marketers have failed to understand

education and that educators have not understood
marketing.

The second aspect centered on the recommendations
for and the current practices in the marketing of
education. Recommendations appeared to outrun practices.
There were a variety of responses ranging from a simple
marketing plan to an elaborate, detailed, and finely tuned
system. It was apparent that there was no single plan for
marketing in education. In evaluating the various
suggestions and reported activities, a two-phase pattern
emerged. The first phase was the development and
acceptance of a marketing philosophy that required the
organization to see things from the consumer's point of
view. The second was the development of the marketing
plan which included research, strategies for action, and
implementation and evaluation of the plan. Central to
this plan would be the task of coordinating the components
of the marketing mix (including product, place, price, and
promotions) in order to achieve to optimum response.
While each of these elements was recognized as important,
the majority of the discussion was spent on promotions.
This might be explained by the fact that good
communications are vital for any organization or it could
reflect the intensity of the need for short-term survival.
It could also be that this was considered the most
controllable element of the marketing mix.

While much has been written about applying the

principles of marketing to higher education, there has
been a very little concerning the marketing of secondary
education. The problems facing elementary and secondary
education were addressed in several articles that
suggested marketing as a possible aid in correcting the
situation. It was noted that within the public-school
system there were declining enrollments, a waning of
public support, and a loss of revenue and funding. While
large increases in enrollment have been reported for other
sections of private education, Roman Catholic and Seventh-
day Adventists schools both faced rising costs and
declining enrollment.

The handful of articles written on the marketing
of secondary education seemed to suggest that the same
principles that apply to higher education could also be
applied to secondary education. The emphasis was on
simple, less complicated marketing plans and also
suggested the potential for success.

Procedure

In order to accomplish the purpose of this study, a
detailed review of the literature was the vital first
step. Because so much has been written on marketing, it
was necessary to limit the research primarily to material
dealing with marketing in education. The literature was
carefully analyzed to identify the major components of
marketing as recommended for education. Not only were the

uses of marketing explored but the misuses and limitations were carefully noted. With the major trends and recommendations in mind, an outline was developed indicating the steps necessary for marketing an individual school.

In order to validate the outline, a panel of judges, composed of two groups of SDA educators, was selected to evaluate the conclusion. This outline and a summary of educational marketing were sent to a randomly selected group of principals of SDA boarding academies in the United States for their evaluation and comments. The outline was revised with these observations in mind. Subsequently, the revised outline and summary were submitted to the Union Directors of Education for their appraisal, and their remarks constituted the basis for evaluation and final revision of the outline.

Conclusions

Based on the review of literature and within the limitations of this study, the following conclusions were made:

1. Educational administrators have sought for new management techniques to minimize the effects of declining enrollments and rising costs. Education has adopted and adapted other management techniques for use in its unique setting. Marketing has long been a major management tool in the business world and, since marketing enables

business to anticipate and create need, educators have
seen marketing as a possibility for understanding and
dealing with the current problems.

2. It would appear that educators have accepted
the idea that a form of marketing can be applied to
education. This was, of course, with the understanding
that differences exist between education and business.
Those who criticized the adoption of marketing for use in
the education world centered their arguments on the idea
that the goals of education may not be the same as those
of business. Education may hold certain responsibilities
to society that would prevent it from allowing young
people, without experiential knowledge of what was needed,
total freedom of choice in course selection. On the other
hand, educational institutions must know and understand
what is desired by its students or prospective students
and what will be needed by their employing organizations.
These interested groups also need to know what is
available at the school, college, or university. It is
possible that in these ways marketing may be of assistance
to education.

3. Within the literature reviewed, there seemed
to be no consensus among marketers and educators as to
what constituted a proper marketing plan when applied to
higher education. Ideas have been enthusiastically
presented, experimented with, and the results reported but
there appears to be a lag between what was suggested and

what was being practiced by educational institutions.
Understanding that value may vary and be partially
dependent on the size of the organization and the
financial and personnel resources available, a marketing
plan could mean anything ranging from a simple plan, based
on limited information, to a elaborate format, based on
sophisticated data.

4. The majority of institutions discussed in the
literature reviewed reported a degree of success
regardless of the institution size or the extent of the
marketing effort. Advocates of marketing in education
also enthusiastically predicted success for education
institutions if they would adopt and put into effect the
principles of marketing. In the sense that one is apt to
only publish the positive efforts of one's institution,
this result could be expected. Therefore caution should
be taken when making a conclusion about the extent of
success in marketing education.

5. Although there was a wide divergence of
opinion in regard to the details of a marketing effort,
the following items seemed to constitute the major
elements:

a. The first requirement is for the
institution to see things from the point of view of
the consumer.

b. A review of the mission and goals of the
institution is essential for giving direction to the

marketing effort.

    c. The marketing effort must have the support and involvement of the president, board, faculty, and staff.

    d. Good research is necessary for gathering data and good data are prerequisite for proper planning.

    e. Based on that data, strategies can be developed to: help improve the image, more positively position the institution, focus on target segments of the market for more effective recruitment, create a better product or service, ascertain the right price, and more efficiently deliver the product or service at the right place.

    f. The marketing mix should be manipulated by management so as to produce the most positive combinations for their particular market.

    g. Evaluation and feedback are important in each step of marketing.

    6. Although limited in number, there were educators who advocated that marketing can and should be applied not only to higher education but to elementary and secondary education as well. Since education at this level appeared to be facing similar problems to those of higher education, marketing has been recommended for public schools, Roman Catholic schools, and Seventh-day Adventist schools.

7. A sampling of Seventh-day Adventist educators agreed that marketing may be workable in the context of SDA boarding academies. There appeared to be a consensus that something must be done to help SDA secondary schools achieve the mission of providing education for it's young people.

Personal Conclusions

There are additional conclusions, based on observation and in conjunction with this study, that may be valid.

1. There are challenges facing SDA education that may necessitate change in the current pricing, location and design of SDA academies. These challenges may include the facts that in many families both parents work outside the home, that there is a high rate of single-parent homes, and that older SDA population centers may be shifting to new areas.

2. It may be that the mission of SDA secondary education has changed without formal acknowledgement. The academies may, in fact, be responding to an informal mission while marketing a formally stated one. Problems within the family and society have resulted in a growing need for counseling and rehabilitation of academy-aged young people. School work becomes unimportant to teenagers when family, drug, or peer problems arise. With a greater percentage of young people attending college or

just delaying work experience, the role of the academy may
be more custodial than educational, more diversionary than
academic. The academy may merely become a holding tank
for four years--a place to have fun or sort out problems
until something else is available. It also has become a
place where young people can get away from parental
control and, within certain parameters, do their own
thing. At the same time it provides an escape for parents
who wish to relinquish the responsibilities of raising
teenagers. These problems have significant impact on the
nature of the product or service offered by the school.

3. Perhaps the totality of SDA education should
be reexamined. Possibly it is too broad, trying to be all
things to all students, or it could be too narrow in its
thinking and should be expanded to a broad spectrum of
"life improvement." The emphasis would then be not so
much on trying to improve the student in the context of
the "academy way of life" as much as trying to improve the
quality of education offered to the student (whether these
activities were held on and off campus). The curriculum
changes resulting from this would certainly change the
makeup of the product or service and the method of
delivery.

4. By the very nature of things, SDA academies
suffer from a bad image. Sometimes, to parents and local
church members, the academy is no more useful than a tax
collector: they take young people away from their family

and home community, take their money, return the students changed (perhaps for the worse), and leave the parents saddled with a big bill they did not want in the first place. Teenagers change rapidly and, at this stage of development, begin to assert their independence particularly in respect to accepting the authority of parents. Naturally their absence from home and the development of this attitude is linked together and is thought to be the result of attending the academy. Since parents rely on filtered messages and perceptions, it is important that the academy and parents be involved in direct communication. Public relations efforts should also be geared to the needs of all acadmey publics so that the image of the school is seen in its proper context.

5. A bad product can also contribute to a poor image. If you buy a car, and it is faulty, its between you and the auto-maker. If you buy an Adventist education, and have a bad experience as a result, it is going to affect your belief in the school, the church, perhaps become an excuse to forget about religion all together and, with a cynical attitude, may affect society at large.

6. Marketing calls for the organization to be consumer-oriented. Investigation might show that SDA schools are more product-oriented than consumer-oriented. That is, they may be more interested in promoting the product (the academy as it is, unchanged) than in

satisfying the needs of the young people.

7. There may be a trend for students to attend day academies in convenient locations and at an affordable price for just the same reasons that apparently helped to promote growth in local community colleges. If marketing was practiced as has been suggested, then it would follow that if proper research should conclude that there is a need for day schools, home schools, and fewer regional boarding academies, the SDA educational system should adjust accordingly. Administrators would then be faced with either closing the boarding academies now or later after the academies had also drained the funding organization.

8. It has been said that Adventist education is too expensive. Again, if marketing was practiced as theory suggests and if research showed the need for low-cost education, then the Seventh-day Adventist church should devise ways to reach that goal. On the other hand, however, it might be shown that the price should be kept high to help promote the concept of quality and to help screen out those not really interested in Christian education.

9. The purchase of an academy education is based on a variety of factors but one not to be overlooked is the commitment by the church and the local pastor. As with the business community, the academy must rely on a sales force to promote the product or service. If the

concept of Christian education is presented as just one choice among many, the academy may become low on the priority list, forcing it to compete with new appliances and automobiles. Therefore it is imperative that church leaders and especially pastors give more than mere lip service to Christian education.

10. While one may believe that God will provide for Adventist schools, one must at the same time use the best technologies available. As with all nonprofit organizations, educational institutions are measured by how well the school meets its expressed goals while remaining financially solvent. Applying the principles of marketing to Adventist education may bring the church closer to this goal.

Recommendations

Based on the review of literature and conclusions of this study, the following recommendations are made:

1. that Seventh-day Adventists, as a denomination, evaluate the mission of its educational system and determine the extent of its acceptance and implementation in the homes, churches, schools, and administration and to encourage the concept that Christian education is of paramount importance.

2. that Seventh-day Adventist educators explore the principles of marketing and apply them to individual schools and to the system as a whole.

3. that the exact educational needs within the Seventh-day Adventist church be determined and that strategies be formulated and carried out to satisfy those educational needs.

4. that the pricing, location, and design of Seventh-day Adventist boarding academies be evaluated in the light of current educational, social, and demographic trends with the initiative for its study and implementation being at the Union or General Conference level.

Recommendations for Further Study

As a result of this study, there are several recommendations for further study in the area of marketing Seventh-day Adventist secondary education.

1. A marketing plan could be designed for a particular academy and reports generated showing the extent of its success.

2. Instruments could be designed and tested that would assist academy personnel in conducting accurate research needed to generate the necessary data on which to develop marketing plans.

3. Study could be given to the Seventh-day Adventist population to determine the historical support for Seventh-day Adventist education, the current participation of Adventists in their system of education, and the future projected needs of the Seventh-day

Adventist schools system.

    4. Alternatives to the present educational system in terms of product, place, and price could be explored and evaluated.

APPENDIX A

LETTER TO THE PRINCIPALS

Wisconsin Academy

COLUMBUS, WISCONSIN 53925
TELEPHONE (414) 623-3300

6 January 1987

Dear [Principal],

You have probably been concerned with the enrollment trends in SDA secondary education. Some of the reports have been disturbing, to say the least. But much more frightening are the results. When academies close, some young people will not have the chance to receive a Christian education. Perhaps with better planning, the trend could be reversed or at least minimized.

Marketing, in the business world, has long been a standard practice. In an attempt to understand and reverse the downward enrollment trend, higher education in the last decade has examined the principles of marketing and sought to apply them to colleges and universities. Since SDA secondary schools face problems similar to those of private colleges and universities, it seems logical to suggest that marketing principles could be applied to secondary education as well.

Marketing is an attempt to understand the mission, needs and opportunities of an institution and to communicate with those interested for one reason or another in the academy. It is not hard sell. In fact Peter Drucker suggests that if marketing is conducted properly, selling will be unnecessary.

I need your help in evaluating marketing for SDA secondary education. You have been selected in random sampling of SDA secondary school principals to respond to the potential of marketing SDA secondary education. Please take a few minutes and complete the questionnaire (blue sheet) and return it to me in the enclosed, stamped, self-addressed envelope. If you are interested in the possibilities for marketing SDA secondary education, read also the enclosed summary.

Thank you for your time and attention to this matter. Your assistance is greatly appreciated.

Sincerely,

D.S. Penner
Principal

MARKETING SEVENTH-DAY ADVENTIST SECONDARY EDUCATION

INSTRUCTIONS:

Below you will find a "Checklist for Marketing". Please circle
the letter(s) on the left indicating how you feel about the
appropriateness of each item in an academy marketing plan.

On the reverse side you will find six open-ended questions.
Please respond to each item.

CHECKLIST FOR MARKETING

(SA=strongly agree, A=agree, U=undecided, D=disagree, SD=strongly
disagree)

ANALYSIS
SA A U D SD   -- Review the mission statement.
SA A U D SD   -- Review strengths and weaknesses of the academic,
                  social, spiritual, vocational and work
                  programs.
SA A U D SD   -- List the factors that influence these
                  components.
SA A U D SD   -- Review the enrollment history.
SA A U D SD   -- Identify problems and opportunities if the
                  enrollment declined, stabilized, or
                  increased.
SA A U D SD   -- Project the consequences if the academy would
                  expand its program offerings, eliminate
                  certain programs or close.

STRATEGIES
Image
SA A U D SD   -- Determine the present image of the academy.
SA A U D SD   -- Identify the desired image.
SA A U D SD   -- Outline ways to move from the present to
                  the desired the image.

Positioning
SA A U D SD   -- Establish why the school attracts or repels.
SA A U D SD   -- Identify alternative positions.
SA A U D SD   -- Choose the best position.
SA A U D SD   -- Develop strategies to achieve that position.

Target markets
SA A U D SD   -- Identify the types of students attending.
SA A U D SD   -- Identify the types of students wanted.

Market segmentation
SA A U D SD   -- Identify the various segments of the market.
SA A U D SD   -- Determine which market to target.

Marketing mix

SA A U D SD   -- Outline steps necessary to develop a
                quality product based on needs.

SA A U D SD   -- Establish goals that will make the
                educational program affordable for
                the intended students.

SA A U D SD   -- Outline ways to make the educational
                services more readily available
                to all the intended students.

SA A U D SD   -- Identify the methods of communications
                between the academy and its various
                publics and coordinate a program to
                relate to their various needs.

EVALUATION

SA A U D SD   -- Provide for internal and external feedback.

SA A U D SD   -- Respond to the following questions:
                -- are all components of the
                    marketing mix right ?
                -- have the enrollment goals been
                    reached ?
                -- is the mission of the school
                    being accomplished ?

----

1. Is the idea of marketing SDA secondary education a
      feasible one ? (Would it work ?)

2. Is the idea of marketing SDA secondary education an
      acceptable one ?

3. Should anything be added or removed from the
      "ANALYSIS" section (on the reverse side) ?

4. Should anything be added or removed from the
      "STRATEGIES" section (on the reverse side) ?

5. Should anything be added or removed from the
      "EVALUATION" section (above) ?

6. Please comment here if you have any additional remarks
      to make concerning the marketing of SDA secondary
      education.

APPENDIX B

LETTER TO THE DIRECTORS OF EDUCATION

Wisconsin Academy

13 February 1987

Dear [Union Director of Education],

You have probably been concerned with the enrollment trends in SDA secondary education. Some of the reports have been disturbing, to say the least. But much more frightening are the results. When academies close, some young people will not have the chance to receive a Christian education. Perhaps with better planning, the trend could be reversed or at least minimized.

Marketing, in the business world, has long been a standard practice. In an attempt to understand and reverse the downward enrollment trend, higher education in the last decade has examined the principles of marketing and sought to apply them to colleges and universities. Since SDA secondary schools face problems similar to those of private colleges and universities, it seems logical to suggest that marketing principles could be applied to secondary education as well.

Marketing is an attempt to understand the mission, needs and opportunities of an institution and to communicate with those interested for one reason or another in the academy. It is not hard sell. In fact Peter Drucker suggests that if marketing is conducted properly, selling will be unnecessary.

I need your help in evaluating marketing for SDA secondary education. You have been selected as a member of a panel of judges to evaluate the potential of marketing SDA secondary education. Please take a few minutes and complete the questionnaire (blue sheet) and return it to me in the enclosed, stamped, self-addressed envelope. If you are interested in the possibilities for marketing SDA secondary education, read also the enclosed summary.

Thank you for your time and attention to this matter. Your assistance is greatly appreciated.

Sincerely,

D.S. Penner
Principal

MARKETING SEVENTH-DAY ADVENTIST SECONDARY EDUCATION

INSTRUCTIONS:

Below you will find a "Checklist for Marketing". Please circle the letter(s) on the left indicating how you feel about the appropriateness of each item in an academy marketing plan.

On the reverse side you will find six open-ended questions. Please respond to each item.

CHECKLIST FOR MARKETING

(SA=strongly agree, A=agree, U=undecided, D=disagree, SD=strongly disagree)

ANALYSIS
SA A U D SD -- Review the mission statement.

A A U D SD -- Review strengths and weaknesses of the academic, social, spiritual, vocational and work programs.

SA A U D SD -- List the factors that influence these components.

SA A U D SD -- Review the enrollment history.

SA A U D SD -- Identify problems and opportunities if the enrollment declined, stabilized, or increased.

SA A U D SD -- Project the consequences and costs if the academy would expand its program offerings, eliminate certain programs or close.

STRATEGIES
Image

SA A U D SD -- Determine the present image of the academy.

SA A U D SD -- Identify the desired image.

SA A U D SD -- Outline ways to move from the present to the desired the image.

Positioning (in reference to competitors)

SA A U D SD -- Establish why the school attracts or repels.

SA A U D SD -- Identify alternative positions.

SA A U D SD -- Choose the best position.

SA A U D SD -- Develop strategies to achieve that position.

Target markets

SA A U D SD -- Identify the types of students attending.

SA A U D SD -- Identify the types of students wanted.

Market segmentation

SA A U D SD -- Identify the various segments of the market.

SA A U D SD -- Determine which market to target.

Marketing mix

SA A U D SD — Outline steps necessary to develop a
quality product based on needs.

SA A U D SD — Establish goals that will make the
educational program affordable for
the intended students.

SA A U D SD — Outline ways to make the educational
services more readily available
to all the intended students.

SA A U D SD — Identify the methods of communications
between the academy and its various
publics and coordinate a program to
relate to their various needs.

EVALUATION

SA A U D SD — Provide for internal and external feedback.

SA A U D SD — Respond to the following questions:
— are all components of the
marketing mix right ?
— have the enrollment goals been
reached ?
— has the mission of the school
been accomplished ?

----

1. Is the idea of marketing SDA secondary education a
feasible one ? (Would it work ?)

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5. Should anything be added or removed from the
"EVALUATION" section (above) ?

6. Please comment here if you have any additional remarks
to make concerning the marketing of SDA secondary
education.

APPENDIX C

GUIDELINES SENT WITH THE LETTERS TO THE
PRINCIPALS AND DIRECTORS OF EDUCATION

GUIDELINES FOR MARKETING SEVENTH-DAY ADVENTIST SECONDARY EDUCATION

by D.S. Penner

Introduction

Marketing is not new to education, but the application of formal marketing plans to post-secondary education is an innovation of the 1970s and 80s. While there has been considerable discussion about marketing in higher education, there has been very little written concerning marketing in secondary education.

Marketing in Secondary Education

Marketing in education must not be confused with deceptive advertising, flashy promotions or attention-getting tricks and gimmickry. Marketing in education is the process of defining and developing an educational program that meets specific needs of a group of individuals and the act of communicating with those individuals in such a way that will result in a mutual exchange of value, in this case, tuition and donations for an educational program. Marketing is people-oriented. It seeks to identify the needs of students and parents and find ways to satisfy those needs. Marketing alone is not the answer but it may offer a fresh approach to solving some of the problems facing Seventh-day Adventist academies.

MARKETING CONCEPT

With a proper market orientation, the academy board, administration, faculty and staff will seek to better understand the needs and wants of people it serves and to develop a program that accommodates those needs. Furthermore, it will highlight the fact that everyone's actions affect the school's ability to attract and retain satisfied students, build loyalty with alumni and recruit benevolent donors.

MARKETING ANALYSIS

The first phase of the marketing process is to understand the academy: where has it been, where it is at now and where it is going ? Review the mission of the

academy, the enrollment history, the strengths and
weaknesses of the total program as well as each area
(academic, social, spiritual, vocational and work). List
the factors that influence these components. Identity the
problems and opportunities that face the academy should
there be a decline, a leveling off or growth in
enrollment. Evaluate the prospects if the academy were to
expand, close or if specific programs were eliminated. An
honest appraisal, in written form, supported by hard
evidence will give direction to the formulation of
specific strategies for action.

MARKETING STRATEGIES

Marketing strategies for the academy would include
defining the school's image and position, identifying the
various segments of the market the academy relates to,
specifically those groups the school needs to recruit, and
the development of the proper marketing mix.
The school's image is the impression in the mind
of the individual that occurs most frequently at the
mention of the school name. Students and parents may
choose or reject the academy based on their image of the
school irregardless of the facts. Image can be reinforced
or changed, though it may take time, by creating an
distinct identity built up through careful attention to
all communication from and about the academy. Position
refers to the meaningful differences between the academy
and other educational opportunities. By investigating why
the school attracts or repels, the academy's position in
the market can be determined, alternative positions
explored, the best position identified and strategies
devised to achieve that position.
The academy relates to many publics (customers).
Not only does it have to attract and retain students, but
it must also develop a positive relationship with
elementary school teachers, conference administration,
board members, constituents and alumni (see chart). By
determining each segment and its particular needs, the
academy can respond to those needs in its communications.
Students and prospective students are specific
segments of the market to which the academy pays special
attention. Rather than spending time recruiting all
students equally, determine which market to target for
intensive recruiting efforts by first identifying the
types of students attending the academy and the types of
students desired. Then concentrate recruitment time on
this segment of the market.
The marketing mix is made up of four parts--
product (service), price (tuition and fees), place, and
promotions (communications). It is the right combination
of these that make an academy education attractive.

The product or educational service of the academy must be that which the students and their parents wish to purchase. The curriculum (product) can fit the needs better when it is developed by the staff in consultation with parents, students, colleges and post-school employers. The students may not know exactly what they want, but they need to have a reasonable idea of what can be expected before they arrive. Since students are major contributors to the quality of their education, it is important that they understand their part in the purchase.

Price may be the major determiner of choice, particularly in low income families. Price includes room and board, application, music, art and driver education fees, telephone and transportation costs as well as tuition and regular fees. It also includes the emotional and psychological expense of being away from the home, the drudgery of work and the effort required to maintain good citizenship and academic grades. This "list price" can be discounted through financial aid such as scholarships, a family plan, deferred payment, gifts and donations, potential earnings during the school year and academic acceleration.

Place can be either the location of the school or the method of distributing the educational service. There are the traditional four year classroom programs but it is not necessarily limited to that format. There are many possibilities such as a combination of extension school and correspondence courses for those who have special needs.

Promotions include all communications about the school. They range from letters and telephone calls to visits in the elementary schools and individual homes. Personal contacts may work the best, but may be most costly in terms of time and travel. Personal contacts can be made by the academy staff, the local pastor, a local church member or an alumnus. They might include campus visits and educational rallies. Nonpersonal contacts would include school catalogs and bulletins, brochures and posters, church bulletin inserts, slide and video shows and articles in the conference and union papers. While gimmicks may attract attention, they may, if not in harmony with the desired school image, do more to repel than attract.

A quality education in a conveniently location at an affordable price can be promoted without all the tactics of hard-sell. In fact, marketing should make selling superfluous. To quote Peter Drucker, "the aim of marketing is to know and understand the customer so well that the product or service fits him and sells itself" (Management: Tasks, Responsibilities, and Practices, New York: Harper and Row, 1974, p. 64). Although price is less of an issue if quality is perceived, price may limit enrollment even if the other three factors are right.

Without properly developed communications, quality and price have minimal effect on enrollments. In knowing the needs of the students, parents and constituents, the academy and its board can adjust the mix to offer an attractive package to its students. When all of the four parts are properly balanced they will be effective in attracting students.

EVALUATION

As with all good planning there must be provision for feedback, both internal and external. It must be designed in such a way as to allow for both positive and negative feedback. Vital question to be asked at this point would include: are all components of the marketing mix right, have the enrollment goals been reached, is the mission of the school being accomplished.

SUMMARY

Marketing is not an end in itself but possibly a means to the greater end of providing a quality Christian education to Seventh-day Adventist young people. If this is the goal, then the tough questions particularly of place and price may have to be addressed. Marketing could offer the framework in which to accomplish that task.

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-------------------------------------------------------------------
      VARIOUS PUBLICS TO WHICH THE ACADEMY MUST COMMUNICATE
-------------------------------------------------------------------

                              Alumni
        accrediting                       constituents
          agencies
                                              pastors
    local community
                                             students
      regulatory
        agencies                            prospective
                                              students
    suppliers                ACADEMY
                                               parents
      faculty and
        staff                              conference
                                           and union
      elementary                           administration
        teachers
                                           colleges and
    other academies                        universities

            board                 media
          members          public and SDA
-------------------------------------------------------------------
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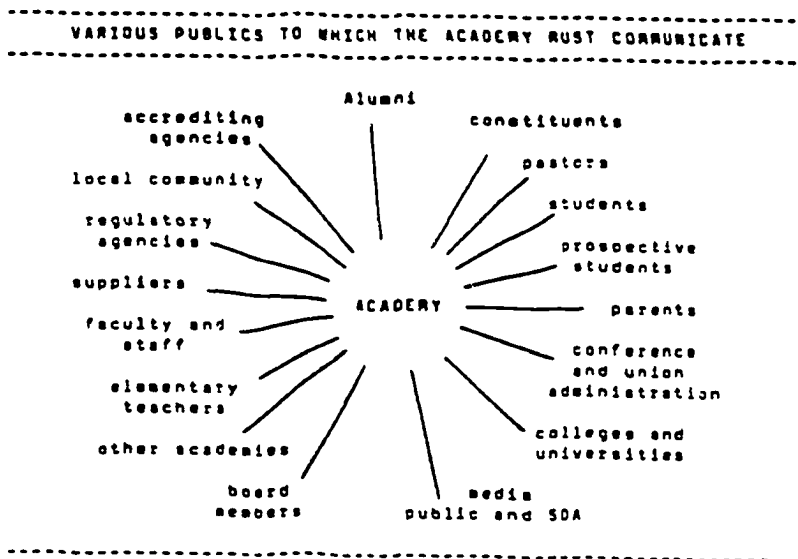
APPENDIX D

LIST OF THE MEMBERS OF THE PANEL OF JUDGES

LIST OF THE MEMBERS OF THE PANEL OF JUDGES

Adelphian Academy	George Perry
Bass Memorial Academy	Ken Kirkham
Blue Mountain Academy	Hamlet Canosa
Broadview Academy	Harold Oetman
Cedar Lake Academy	Greg Gerard
Forest Lake Academy	Robert Caskey
Garden State Academy	Ivan Weiss
Gem State Academy	Walt Meske
Hawaiian Mission Academy	John Ward
Mount Ellis Academy	Karen Ballard
Mount Pisgah Academy	Ted Graves
Ozark Academy	Paul Rouse
Platte Valley Academy	Raymond Davis
Shenandoah Valley Academy	W.G. Nelson
Sunnydale Academy	Larry Marsh
Upper Columbia Academy	Ted Winn
Atlantic Union	Paul Kilgore
Columbia Union	R. Timothy McDonald
Lake Union	Warren Minder
Mid-America Union	Don Keele
North Pacific Union	G.L. Plubell
Pacific Union	Edgar Anderson
Southern Union	D.K. Griffith

APPENDIX E

CHECKLIST FOR MARKETING (TABULATED RESPONSES

FROM THE PRINCIPALS)

<div align="center">CHECKLIST FOR MARKETING</div>

Below are tabulated responses by principals of SDA boarding academies in the United States of the items to be included in an outline for marketing. The total number of principals responding was 16.

(SA=strongly agree, A=agree, U=undecided, D=disagree, SD=strongly disagree)

SA	A	U	D	SD	**ANALYSIS**
[10]	[6]	[0]	[0]	[0]	Review the mission statement.
[12]	[4]	[0]	[0]	[0]	Review strengths and weaknesses of the academic, social, spiritual, vocational and work programs.
[9]	[7]	[0]	[0]	[0]	List the factors that influence these components.
[4]	[12]	[0]	[0]	[0]	Review the enrollment history.
[6]	[10]	[0]	[0]	[0]	Identify problems and opportunities if the enrollment declined, stabilized, or increased.
[8]	[8]	[0]	[0]	[0]	Project the consequences if the academy would expand its program offerings, eliminate certain programs or close.

STRATEGIES

Image

[9]	[7]	[0]	[0]	[0]	Determine the present image of the academy.
[10]	[6]	[0]	[0]	[0]	Identify the desired image.
[9]	[6]	[1]	[0]	[0]	Outline ways to move from the present to the desired the image.

Positioning

[8]	[8]	[0]	[0]	[0]	Establish why the school attracts or repels.
[5]	[10]	[1]	[0]	[0]	Identify alternative positions.
[6]	[9]	[1]	[0]	[0]	Choose the best position.
[6]	[9]	[1]	[0]	[0]	Develop strategies to achieve that position.

Target markets

[6]	[9]	[1]	[0]	[0]	Identify the types of students attending.
[7]	[8]	[1]	[0]	[0]	Identify the types of students wanted.

Market segmentation

[6]	[9]	[0]	[1]	[0]	Identify the various segments of the market.
[5]	[10]	[0]	[1]	[0]	Determine which market to target.

Marketing mix

[7]	[9]	[1]	[0]	[0]	Outline steps necessary to develop a quality product based on needs.
[6]	[10]	[0]	[0]	[0]	Establish goals that will make the educational program affordable for the intended students.
[7]	[9]	[0]	[0]	[0]	Outline ways to make the educational services more readily available to all the intended students.
[8]	[5]	[3]	[0]	[0]	Identify the methods of communications between the academy and its various publics and coordinate a program to relate to their various needs.

EVALUATION

[5]	[8]	[0]	[0]	[0]	Provide for internal and external feedback.
[7]	[9]	[0]	[0]	[0]	Respond to the following questions:

      -- are all components of the marketing mix right ?
      -- have the enrollment goals been reached ?
      -- is the mission of the school being accomplished ?

APPENDIX F

CHECKLIST FOR MARKETING (TABULATED RESPONSES

FROM THE DIRECTORS OF EDUCATION)

CHECKLIST FOR MARKETING

Below are tabulated responses by the SDA Union Directors of Education in the United States of the items to be included in an outline for marketing. The total number of directors responding was 7.

(SA=strongly agree, A=agree, U=undecided, D=disagree, SD=strongly disagree)

SA	A	U	D	SD	**ANALYSIS**
[7]	[0]	[0]	[0]	[0]	Review the mission statement.
[6]	[1]	[0]	[0]	[0]	Review strengths and weaknesses of the academic, social, spiritual, vocational and work programs.
[6]	[1]	[0]	[0]	[0]	List the factors that influence these components.
[3]	[2]	[0]	[0]	[C]	Review the enrollment history.
[3]	[3]	[0]	[0]	[0]	Identify problems and opportunities if the enrollment declined, stabilized, or increased.
[6]	[1]	[0]	[0]	[0]	Project the consequences and costs if the academy would expand its program offerings, eliminate certain programs or close.

STRATEGIES

Image

[5]	[2]	[0]	[0]	[0]	Determine the present image of the academy.
[5]	[2]	[0]	[0]	[0]	Identify the desired image.
[5]	[2]	[0]	[0]	[0]	Outline ways to move from the present to the desired the image.

Positioning

[5]	[2]	[0]	[0]	[0]	Establish why the school attracts or repels.
[4]	[2]	[1]	[0]	[0]	Identify alternative positions.
[4]	[2]	[1]	[0]	[0]	Choose the best position.
[5]	[2]	[0]	[C]	[0]	Develop strategies to achieve that position.

Target markets

[3]	[4]	[0]	[0]	[0]	Identify the types of students attending.
[2]	[3]	[2]	[0]	[0]	Identify the types of students wanted.

Market segmentation

[4]	[3]	[0]	[0]	[0]	Identify the various segments of the market.
[3]	[3]	[0]	[1]	[0]	Determine which market to target.

Marketing mix

[5]	[2]	[0]	[0]	[0]	Outline steps necessary to develop a quality product based on needs.
[4]	[3]	[0]	[0]	[0]	Establish goals that will make the educational program affordable for the intended students.
[5]	[2]	[0]	[0]	[0]	Outline ways to make the educational services more readily available to all the intended students.
[5]	[2]	[0]	[0]	[0]	Identify the methods of communications between the academy and its various publics and coordinate a program to relate to their various needs.

EVALUATION

[5]	[2]	[0]	[0]	[0]	Provide for internal and external feedback.
[5]	[1]	[0]	[0]	[0]	Respond to the following questions:

       -- are all components of the marketing mix right ?
       -- have the enrollment goals been reached ?
       -- is the mission of the school being accomplished ?

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