ABSTRACT

        The basic principles of market analysis are examined
in this paper especially as they relate to institutional planning.
Introductory material presents background information, including: (1)
a description of two projects undertaken to implement modern
management techniques at small colleges: (2) an examination of three
marketing philosophies; and (3) definitions of selected marketing
terminology. The next section places market analysis within the
context of a college's data gathering system. suggesting a management
information model in which explicit classifications of data are
collected from individuals and agencies through a process
incorporating research, strategy development, and communication. A
review of various sources of marketing data follows. As a means of
exemplifying the relationship between market analysis and
institutional planning, the next section of the paper describes the
marketing-oriented institutional planning process used at North
Central Technical College, Mansfield, Ohio, under which college staff
formulate goals and objectives in accordance with planning
assumptions concerning the future of the college's internal and
external environments. The paper concludes with examples of the
college's accomplishments in the areas of institutional goal
attainment, staff development, articulation with secondary schools,
and qualitative improvement. A checklist for market analysis and a
bibliography are appended. (JP)

MARKET ANALYSIS. WHAT IS IT?

HOW DOES IT FIT INTO

COMPREHENSIVE INSTITUTIONAL PLANNING?

by

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> Planning for the future is the largest challenge
> facing higher education today. It is a challenge that
> can only be met with the courage to innovate, the will
> to influence events rather than to surrender to them.
> But the courage to innovate and the will to change have
> some hope of achievement only if information analysis
> and assessment have preceded action. Such analysis
> and assessment are almost a certain prediction of fail-
> ure, except for the most fortunate men and women of
> society.
>
> Higher education management needs information.
> And then higher education management needs the capacity
> to know how to use information as the basis for trying
> to achieve a desirable tomorrow. Just as human intell-
> igence is our product, so also is human intelligence
> our only hope for the future of higher education itself.

> John D. Millett, Vice President
> Academy for Educational Development
> "Management and Information in Higher Education"
> CAUSE - 1974 Conference

*   *   *   *   *   *   *   *   *   *   *   *   *

As I began to work on the outline of this presentation, it seemed logical

to build it around three limited, but achievable objectives:

1. To list and define several terms associated with the concept
   of market analysis,

2. To discuss the relationship between market analysis and management
   information systems for the 1980's, and

3. To describe how market analysis can fit into the comprehensive
   institutional planning process.

Before we can deal with these objectives, however, I want to express a

point of view which undergirds this presentation. Institutions of postsecon-

dary education are "of society." That is to say, they are created to fill a

role that society has deemed necessary as it relates to its well being. Viewed

in that light, postsecondary education takes its place alongside elementary and

secondary education, government, human services, cultural activities, profession-

al associations, adult education associations, proprietary organizations, and

other postsecondary "players" as it attempts to respond to the education and

training needs of society. Postsecondary education at one time almost had a

monopoly on the knowledge generation and ⁓⁓alizing functions in years
past. This has changed dramatically in recen⁓ ⁓⁓⁓⁓. An article in the
September 1980 issue of the American As⁓⁓⁓⁓⁓⁓ ⁓ Higher Education Bulletin
states

> A majority of adu⁓⁓ Amer⁓⁓⁓'⁓⁓ are ⁓⁓⁓ting their
> education outside coll⁓ge and ⁓⁓⁓⁓ers⁓ ⁓⁓⁓⁓ings, and
> the financial resource⁓ devot⁓⁓ ⁓ ⁓⁓⁓ ⁓⁓⁓terprise are
> staggering: 58.4 mill⁓⁓ ⁓⁓ adu⁓⁓ ⁓⁓⁓ ⁓⁓⁓ ⁓⁓ are ⁓nvolved
> in some form of organi⁓⁓d e⁓⁓⁓⁓ ⁓⁓ o⁓⁓ 12.4 million
> of them in colleges an⁓ unive⁓⁓ ⁓⁓es. ⁓⁓⁓ograms offer-
> ed by business, governm⁓⁓t age⁓ ⁓⁓ pr⁓⁓⁓essional assoc-
> iations, other organiz⁓⁓ions, th⁓ ⁓⁓⁓ecommunications
> field are responsible for/educ⁓⁓⁓g⁓⁓⁓⁓ ⁓y five times as
> many of these adults as are hi⁓⁓⁓⁓ e⁓⁓⁓⁓ion institutions.
> The American Society for Tr⁓ining an⁓ Development esti-
> mates that American busines⁓ e⁓⁓ot⁓⁓⁓ $4⁓ billion annually
> to employee education exclusi⁓ ⁓f ⁓⁓llege programs.

If postsecondary education is to remain v⁓⁓⁓l⁓ in the years ahead, it must be
responsive to the real needs of the peo⁓⁓⁓ ⁓⁓⁓⁓t analysis is a tool to assist
us in that process.

Background on Market Analysis

Most of the background on market ⁓ ⁓⁓ this section is the result,
of two projects conducted by The Council ⁓ ⁓⁓⁓ Advancement of Small Colleges
(CASC). For three years, from 1972 thr⁓⁓ ⁓ ⁓⁓⁓ CASC conducted the Institu-
tional Research and Planning Project (⁓⁓ at 15 participating institutions
through assistance from a Higher Educa⁓ ⁓ ⁓t Title III grant in the amount
of $1 million. The IRPP determined th ⁓rmation and planning needs of
participating colleges and pilot teste⁓ ⁓ ⁓ting and newly designed management
tools, techniques, and procedures. Tc ⁓⁓ ⁓e that the most recent and approp-
riate strategies were considered, CASC sp⁓⁓sored a major study of existing
models and tools. Based on this research many new techniques were tested,
refined, and/or redesigned and then implemented by participating colleges.

A number of participating colleges attempted some form of market analysis.
In the last year of the IRPP, a committee explored the concept of market
analysis as a means of institutional research and planning. The committee

found that small colleges were using market analysis mechanisms such as per-

cent of inquiries converted to student enrollments through attrition analysis.

The mechanisms, however were seldom used for market analysis decision; and

planning seemed to ignore the implications of these data. The committee's

report proved useful in developing part of a second CASC project

The Planning and Data System Project (PDS) initial phase, 197 -77,

developed management tools in 11 areas: college goals and climate, student

recruitment student financial aid, student attrition, instructional program

analysis, faculty activity, library costs and services, personnel and compen-

sation, fund raising, a marketing approach to program development, and student

learning outcomes. A second phase started in 1977 included the dissemination

of these tools for data collection and analysis and for generation of compar-

able data for the small colleges in the first nine areas listed abo . The

Carnegie Corporation supported a third phase for $198 000 to suppor expansion

of the data bases for the individual PDS modules and the preparation of a

comprehensive planning manual. This phase should be completed by 1983.

A task force was formed for each of the 11 modules. I was a member of the

college goals and climate task force as well as the task force on market analy-

sis. The Market Analysis Task Force was comprised of 5 persons including the

late Dr. David Trivett from the Higher Education ERIC Clearinghouse. Philip

Kotler, professor of marketing at Northwestern University, gave many insights to

the committee. The Market Analysis Task Force reviewed the literature and

research and published A Marketing Approach to Program Development.[5] High-

lights of the document include a "Checklist for Market Analysis," "Glossary,"

and "Selected Bibliography. (See Appendix A) The body of the document is

divided into four parts (1) "Overview of Marketing In College Planning" (2)

"Marketing Concepts and Definitions," (3) "How To Collect Marketing Information,"

and (4) "How to Use Marketing Information." "Marketing Concepts and Definitions"

provides definitions of key terms associated with the concept. Since the

publication of the document and a series of workshops to help college personnel

understand the concept, other materials have been collected and incorporated in

this presentation.

Definition of Terms and Clarification of Concepts

Market analysis is an approach to the planning, management, and evaluation

all organizations. Several different philosophies can be specified for

operating a college. One philosophy holds that students will respond favorably

to high quality programs and little additional institutional effort is required

to achieve satisfactory enrollment and revenue. This elitist philosophy can

work well for only a handful of "blue-blood" colleges. A second philosophy is

built upon sales-stimulating devices to assist a college search aggressively for

potential students and "hard-sell" them on its programs. This philosophy is

characterized by high levels of expenditures in billboard advertising, radio spots,

and full-page newspaper ads; students may enroll only to "attrit" if the college

has not made appropriate internal changes to accomodate them. A third philosophy

is built upon the specification of needs, wants, and values of target clientele

and then adapting the college to satisfy them better than any other organization.

This approach features the design, delivery, and maintenance of programs and

services that respond to the needs and wants of clientele in a manner consistent

with the mission and essential purposes of the college. This presentation will

deal with the third philosophy.

Does your college engage in market analysis? Do folks at your college ask

"Why do students come to our college?" Do the persons at your college understand

and agree on the mission and essential purposes of your college? Which institu-

tions of society (secondary schools, business and industry, service agencies)

channel students to your college and/or understand the mission and essential

purposes of your college? Have you given adequate attention to the continuing

career development needs of your alumni or other persons in your college's service area? Leonard Berry has indicated that all organizations are engaged in some form of consumer - provider exchange.[7] He states:

> ...All organizations in society, whether business or non-business in nature, offer some kind of product to some kind of consumer and, more or less, use marketing - activities to further consumer acceptance. The product may be an idea, such as a political candidate; but it is nonetheless product being offered to the market...In short, no organization, whether, it be business or non-business, can avoid marketing. The choice is whether to do it well or poorly.

> The reader is encouraged to view higher education as a "declining industry" in a highly competitive market place where it competes with other vendors of "educational products.

Selected terms are associated with market analysis. These terms include climate, competition, environment, image, markets, market segment, marketing, marketing strategy, positioning, program, program development, and publics. These terms were defined in A Marketing Approach to New Program Development. These definitions provide a working vocabulary for our discussion. The definitions are listed in FIGURE 1.

A special comment about the term "program" is in order. Too often in the past, program has been defined as something of one, two, or four years of duration. Our definition of program is not time based. Furthermore, program newness may involve (1) new content, (2) a new delivery system, and/or (3) a new evaluation design. The combining of computer technology and engineering technology can lead to new content in robotics, computer aided design, or computer aided manufacturing. The combining of engineering technology with mental health, mental retardation, and therapeutic areas can lead to new content in rehabilitation engineering. The replacement of the traditional lecture method by a personalized system of instruction is a new delivery system as would the replacement of on-campus courses with newspaper, television instruction and/or correspondance. Independent study can

FIGURE 1

CLIMATE
: The internal institutional environment, especially as perceived by the present members of the institution.

COMPETITION
Any options available to a market that would enable it to satisfy the same needs that a college is trying to satisfy.

ENVIRONMENT
All the factors that have the potential for affecting an institution but over which the institution has little or no control. The market competition is part of the environment.

IMAGE
The perception that outsiders have of an institution.

MARKETS
)Any public having a present or potential interest in a transactional relationship with an institution.

MARKET ANALYSIS
An organized effort to identify and/or describe relationships between the needs of markets and the needs and mission of an institution, expecially as this effort is applied to studying new or existing programs.

MARKET SEGMENT
Any group, within a market, that is distinguished by one or more common characteristics of present or potential significance to an institution.

MARKETING
The coherent approach to the use of marketing principles and techniques to develop programs and markets; a set of marketing strategies.

MARKETING STRATEGY
A specific application of marketing ideas to achieve a specific objective or set of objectives.

POSITIONING ·
Identifying, describing, and filling a place among the competitors for a market.

PROGRAM
A set of educational activities that, operating collectively, achieves a well-defined learning objective or set of objectives within a specified time frame.

PROGRAM DEVELOPMENT
The institutional effort to create and maintain programs that realize the institutional mission by satisfying selected needs of selected persons.

PUBLICS
Any group of people who have an interest in, an association with, or an impact on an institution.

A Market Approach To Program Development (Washington, D.C.: The Council for the Advancement of Small Colleges, 1978) pp. 63-64.

be designed to deal with a new body of content as well as be a new delivery system. The third mode of newness, evaluation design, is characterized by distinctive ways of measuring student learning outcomes. Articulation programs with high schools and methods to assess learning through portfolio evaluation are examples of evaluation formats. Prior experience is translated into competencies and matched against course outlines and syllabi. Learning contracts can be specified for unverifiable competencies.

Each organization must pass through an idea to new product development cycle, some of which will not prove useful to the organization. Kotler states:[8]

> A company typically has to develop a great number
> of new product ideas in order to finish with a few good
> ones. Booz, Allen & Hamilton studies this question for
> fifty-one companies and summarized its findings in the
> form of a decay curve of new-product ideas. Of every
> fifty-eight-odd ideas, about 12 pass the initial screen-
> ing test, which shows them to be compatible with company
> objectives and resources. Of these, some seven remain
> after a thorough evaluation of their profit potential.
> About three survive the product-development stage, two
> survive the test-marketing stage, and only one is commer-
> cially successful. Thus, about fifty-eight new ideas must
> be generated to find the good one.

The new product cycle for colleges can consist of changes in any combination of the three elements specified under program newness.

Market Analysis and the Management Information System

Market analysis consists of obtaining detailed information about markets or market segments served or unserved by the institution. Market analysis is an organized effort to identify the relationship between specific wants and needs and the ways the institution meets or could meet them. Market analysis is, in its simplest description, a more coherent way to plan institutional responses to conditions within the College's service area. Data are the foundation upon which to build a plan of action. Data must be collected and analyzed and combined in a manner which produces direction and meaning to the institution. William Ihlanfeldt[9] suggests a framework for the gathering and use of data. He states:

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There appear to be three basic components in the marketing of higher education: research, strategy and communication.

Research involves discovering what people think of a given school and then developing a profile of the type of person who would be likely to enroll.

Such an analysis of the potential student is necessary before a recruitment strategy can be developed, because that plan should answer the question: how can we contact the largest number of potential applicants in the most effective manner? If no research has been conducted, a school has only a vague notion of who its probable enrollees might be; this, of course, leaves success in recruiting to chance.

Deciding on the type of communications to be used in recruitment is thus dependent on a college's strategy, which is, in turn, based on research. Communications should include not only the admissions office personnel, but also students, faculty, and alumni, all publications, and in general, any segment of the college with which potential students might have contact.

The data gathering and analysis process should be structured in such a way that it provides opportunity for the college to build upon its strength. Most postsecondary education was created to be responsive to the higher educ needs of students immediately out of high school who would complete their education in an uninterrupted manner. Therefore, most colleges bega their marketing efforts (research, strategy, and communications) with demographic data as it relates to secondary school systems. As the societal expectations of "equal educational opportunity" and "right to work" moved from concept to operational reality, colleges began to modify their marketing efforts to include categories of data beyond "traditional" high school graduates to include a broader range of agencies and organizations. As governmental and regulatory agencies began to legislate continuing education, colleges developed more specialized market segmentation efforts. What this suggests is that a structure for market segmentation can be developed using (1) categories of data such as demographic, social expectation, economic trends, and governmental planning; (2) agencies such as school systems, business and industry, professional organizations, service
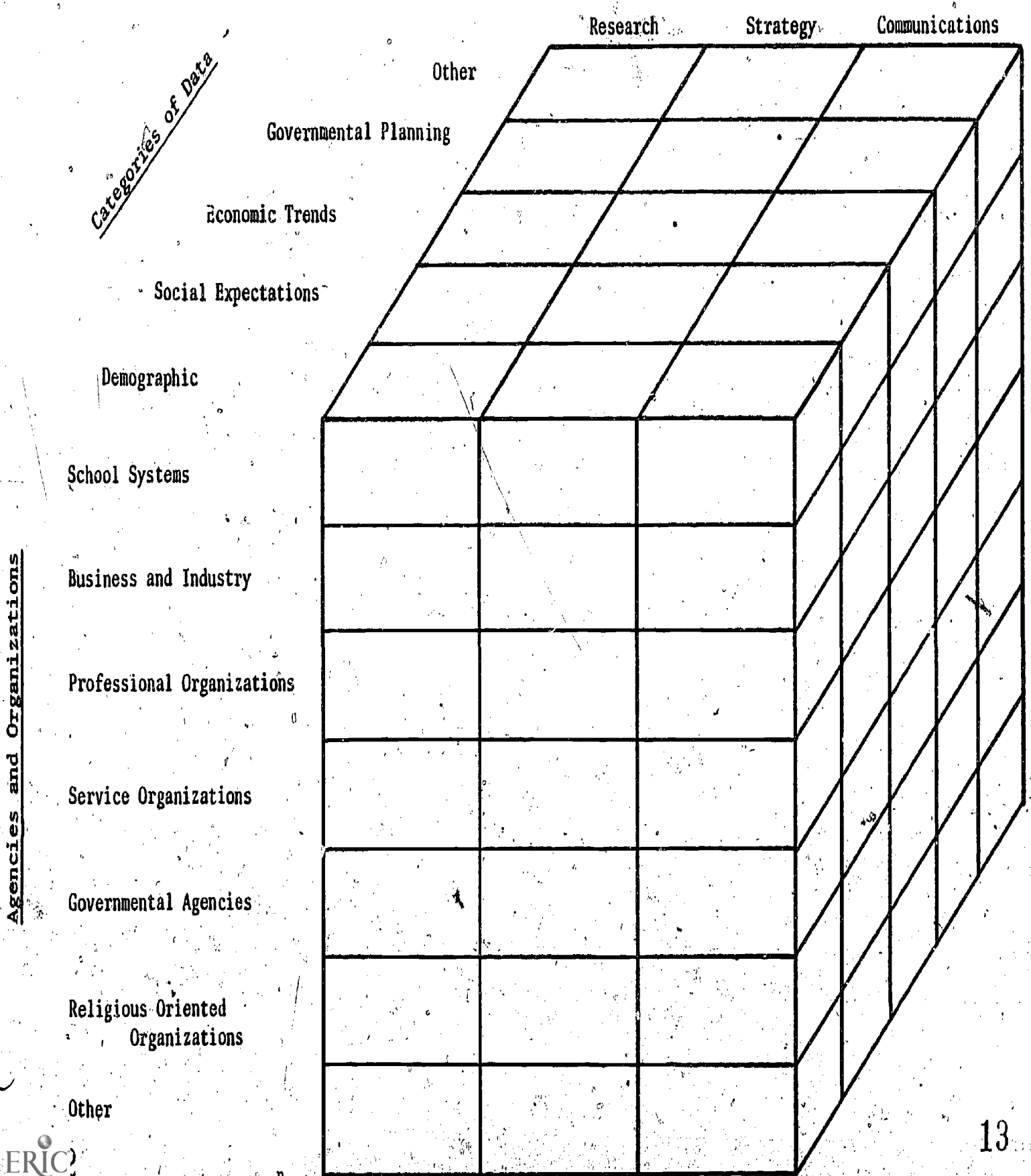
organizations, governmental agencies, and religious oriented organizations; and

(3) the basic components of marketing consisting of research, strategy, and

communication. Such a model is displayed in FIGURE 2.

In addition, it is necessary to specify data elements important to research

in order to develop strategy and communications. Insights about key data elements

can be obtained from a list of questions about "How well do you know your consti-

tuents?" FIGURE 3 is a list of key questions. Time will not permit a detailed

discussion about the response to each of these questions. Recent research, how-

ever, is worthy of comment. In 1978 the College Board completed a study which

indicated that 36 percent of the population between the ages of 16 and 65 are in

some form of career transition.[10] What percent of this population is your college

serving? In a recent article, John F. Maxwell indicates that traditional higher

education has lost its leadership in continuing education for professionals. He

says, "In fact, more business programs are conducted by firms in-house than are

done for the public."[11] If postsecondary education is to serve as a community

resource and assist persons with career and life planning and other agencies with

community development programs, it must use data. Demographic characteristics

worthy of analysis could include population size, age distribution, sex ratio,

marital status, ethnic and cultural characteristics, education levels, economic

status, population density, degree of urbanization, racial composition, unemploy-

ment, poverty and deprivation, illiteracy, existence of community services, and

social and economic well being.[12]

No discussion on market analysis would be complete without some mention of

its relationship to trend analysis and the management information system. Educa-

tion and training needs are a function, in part, of changes in society. Alvin

Toffler, in The Third Wave indicates that society is changing from an industrial

society to a technological society.[13] He suggests a framework to chart a variety

of social, political, and economic forces. In The Third Industrial Revolution,

STRUCTURE FOR MARKET SEGMENTATION

Basic Components of Marketing

	Research	Strategy	Communications

Categories of Data

- Other
- Governmental Planning
- Economic Trends
- Social Expectations
- Demographic

Agencies and Organizations

- School Systems
- Business and Industry
- Professional Organizations
- Service Organizations
- Governmental Agencies
- Religious Oriented Organizations
- Other

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1. What is the population size of your college's service area by municipality, by school district, and by agency or corporate employer?

2. What is the age distribution by municapality and how has it changed over time?

3. What is the distribution by sex of currently enrolled students and of the college's service area?

4. What is the marital status of currently enrolled students and of the college's service area?

5. What are the ethnic and cultural characteristics?

6. What are the educational levels by geographic subdivision?

7. What is the economic status of each subgroup?

8. What is the population density for each area?

9. What is the degree of urbanization for geographic sections?

10. What is the racial composition by municipality and corporation?

11. What are the unemployment rate and underemployment levels?

12. What are the levels of poverty and deprivation?

13. What is the illiteracy level by geographic subdivision?

14. What types and levels of support exist of basic community service?

15. What is the social, political, and economic well being of persons in contexts characterized as agricultural, industrial, and technological?
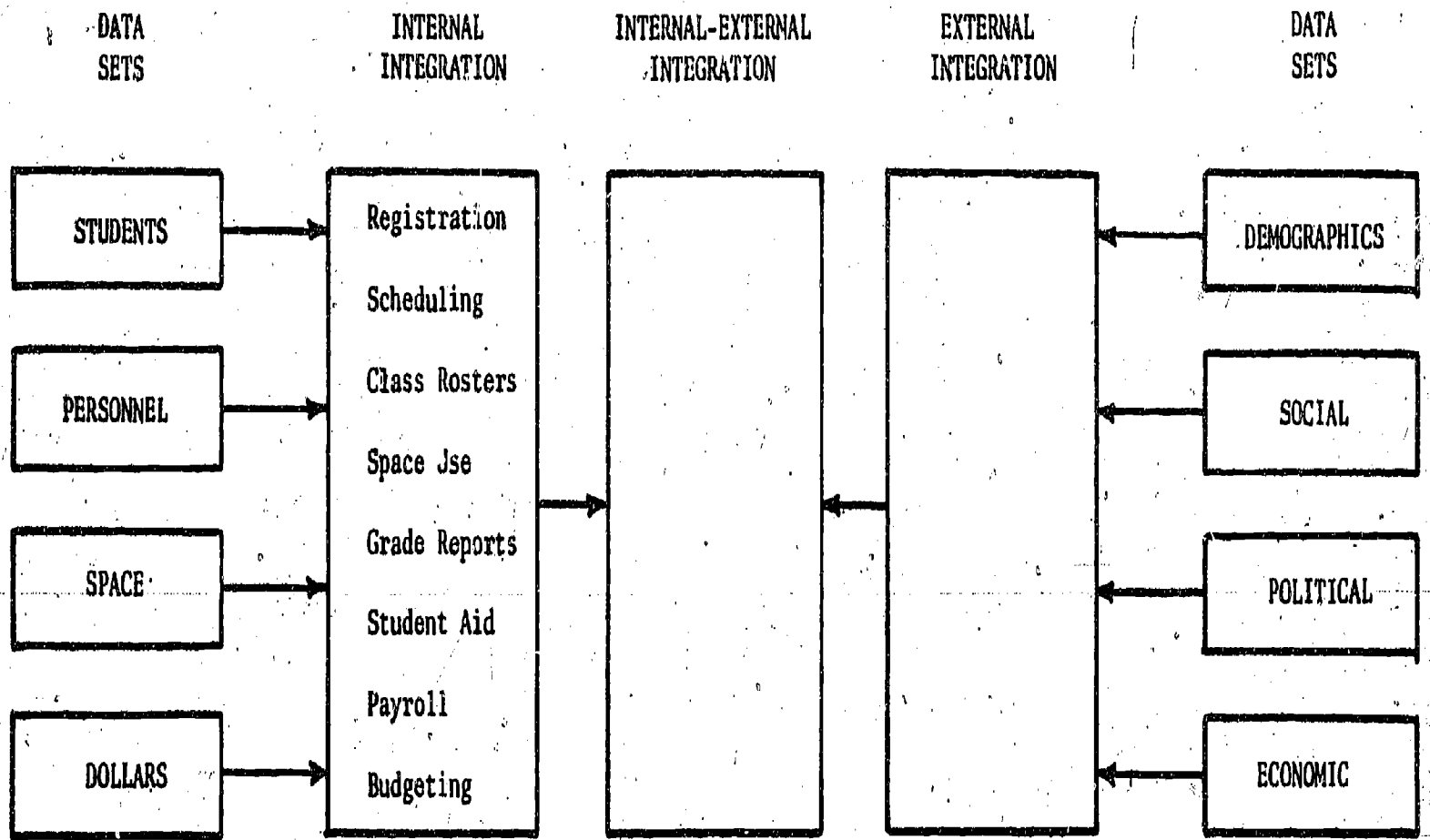
G. Harry Stine discusses the trends in new space communications technology.
The first payoff from space, and probably the prime source of space-derived
revenue for some time to come, is in the field of communications. This is al-
ready having profound impact on the higher education industry and will have a
greater impact in the years ahead. 15

Management information systems in the past have tended to focus on data
elements relating to the internal operations of the institution such as regis-
tration, scheduling, class rosters, space utilization, grade reporting, student
aid, payroll, budgeting, and other administrative applications. Data have been
collected and grouped in files labeled student, personnel, financial, and space.
Sometimes the data elements are similar for various reporting agencies and
occasionally the independent files can be integrated to produce meaningful re-
ports on topics such as program cost analysis and student longitudinal studies.
Occasionally independent file reports or integrated file reports are synchronized
with decision points in the annual planning/budgeting cycle. This capability,
however, usually stops short of strategic planning considerations including
market analysis or trend analysis data sets external to the college. (FIGURE 4)

Sources of information available to the college are numerous. In the case
of North Central Technical College, the Regional Planning Commission completed
a detailed six county analysis of many categories of demographic data. Data can
be obtained from Chambers of Commerce, marketing firms, census bureau and health
systems agencies. With regard to this latter source, the "Health Planning and
Resources Development Act of 1974" (P. L. 93-641 and P. L. 96-79) charges this
nation's 200 health systems agencies to collect and analyze data in order to re-
spond to the social expectation of equal access for all persons to health care
services at a reasonable cost. Not only does a college benefit from raw data
about health status of persons and the conditions of the health care delivery
system, each HSA is required to establish long range goals and short range objectives.

DATA SETS	INTERNAL INTEGRATION	INTERNAL-EXTERNAL INTEGRATION	EXTERNAL INTEGRATION	DATA SETS
STUDENTS	Registration			DEMOGRAPHICS
	Scheduling			
PERSONNEL	Class Rosters			SOCIAL
	Space Jse			
SPACE	Grade Reports			POLITICAL
	Student Aid			
DOLLARS	Payroll			ECONOMIC
	Budgeting			

CATEGORIES OF DATA	HISTORICAL AND CURRENT DATA	KEY DECISION POINTS					
	July 1 ——————— June 30	Year 2	Year 3	Year 4	Year 5		

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The literature indicates the relationship between marketing and in-

stitutional planning and a   components in marking postsecondary education.

> If a colleg   i't know what it wishes to become
> within the next t   five or ten years, that institution
> may become someth.   se.

> If a college u   n't know what it wishes to be, it
> can hardly convey an accurate image of itself to its
> market. It may therefore create further problems in ad-
> missions and retention.

> If a college hasn't established goals, it runs the
> risk of becoming capricious, bending to whims just to
> attract students to balance the budget.

> If a college lacks an over-all institutional plan,
> it removes itself from the possibility of making choices
> for the future and leaves itself to chance.

In Fall 1977, North Central Technical College made a commitment to comprehen-

sive institutional planning. The College examined numerous planning models from

private and public regional universities and two-year colleges. The best models

for planning specified assumptions on which to base subsequent planning before

setting goals and objectives. The College defined the term "assumption" and

generated a list of categories for arraying assumptions. The definition of

assumption is as follows:

> An assumption is a proposition describing future
> conditions, some of which the institution has
> little control over. The level of certainty
> assigned to an assumption determines the level
> of precision it is allowed in subsequent planning.
> The greater the uncertainty about the assumption
> the greater must be the range of flexibility/
> hedging/options the institution retains against
> the non-assumed condition. Raising the certainty
> level of an assumption yields greater planning
> precision, better long term goals effectiveness
> and improved cost efficiency and program effec-
> tiveness. A planning assumption proposition can
> be internal to the institution or external to it.
> One criterion which is used in making a decision
> about inclusion or exclusion of a specific prop-
> osition at the institutional or cost center levels

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rests on whether or not the assumption has a
direct bearing on setting goals and objectives
at that level.

The list of categories for stating assumptions is as follows:

1. Assumptions about the societal context within which NCTC exists

2. Assumptions about external agencies

3. Assumptions about institutional leadership/management

4. Assumptions about NCTC programs (existing and potential)

5. Assumptions about potential students and enrollment

6. Assumptions about student services

7. Assumptions about staffing and professional development

8. Assumptions about physical plant

9. Assumptions about equipment

10. Assumptions about fiscal resources

Planning assumptions about the societal context in which an institution

exists can focus on such issues of health, energy, transportation, lifelong

training, quality of worklife, leisure, credentializing such as licensure and

certification and program and institutional accreditation. Planning assumptions

about external agencies can focus on the relationship between an institution and

state and local governance, higher education as a system, articulation, and

communication. Planning assumptions about existing and potential programs include

new credit and non-credit programs growing out of needs assessment or market

analysis segmentation studies.

Selected examples of assumptions are as follows:

> It is assumed that equal educational opportunity as a right
> of all persons will be a dominant theme of federal and state
> legislation in the years ahead. This will mandate a focus
> on "packaging" higher education programs as we shift from
> the 20th century goal of "education for all" to the 21st cen-
> tury goals of "education for each." It will necessitate
> careful attention to remedial education, programs to over-
> come academic deficiencies as well as developmental education,
> programs to develop the diverse talents of students.

We have moved from an era of thinking about education as
something given in the early years of youth and lasting
throughout life to thinking about education as occurring
throughout a life span. It is assumed this trend will
continue as an increasing number of Americans anticipate
job or career changes, states mandate continuing profess-
ional education, and lifetime learning is viewed as a
basic social right as well as an economic necessity.

It is assumed that the procedure for measuring educational
accomplishments will change in dramatic ways. The system
of amassing largely time-related academic units to reach
the required total for a degree will yield to different
output measures related to levels of competency in re-
ference to designated bodies of knowledge and sets of
skills.

The process of specifying assumptions is to diagnosis as the derivation

of goals is to development. That is to say, the specification of assumptions

is a way to focus the goals of the institution on the realities of the external

and internal environment. The derivation of organizational and individual goals

and objectives is the creative heart of the planning process.[17]

The following definition of goals and objectives was adopted:

Goals and objectives are the foundation of the planning
process, and it is vital for them to be clearly defined.
Goals are defined as the desired end results over long
periods of time (e.g. 3-10 years). Goals and objectives
are often used interchangeably, but this is wrong. They
differ in terms of their time frame, measurability and
sequence. Goals are long run and the end result; ob-
jectives are short range and are steps in the direction
of attaining a goal. Objectives are the measurable
attainments or desired results over a short period of
time (e.g., one year). Objectives are generally regarded
as progressive steps toward a goal. Thus, a series of
objectives should lead to one's goal. Goals must be
established before objectives are specified.[18]

North Central Technical College found it useful to develop a list of

categories for setting goals and objectives (1) as a means for stimulating goals

and objectives across a broad range of areas, (2) to provide a guide for similar-

ity of goals and objectives for all departments within the college, and (3) as

a framework for allocating dollars to goals and objectives across the college.

The college ultimately settled on seven aggregate categories of goals. The

categories of goals and objectives is displayed in FIGURE 1.

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FIGURE 5   CATEGORIES FOR SPECIFYING GOALS AND OBJECTIVES

1. MISSION ATTAINMENT
   a. Promote understanding of mission statement within the college
   b. Promote understanding of mission statement outside the college
   c. Facilitate mission attainment (assumptions, goals and objectives, dollars to goals)
   d. Develop means to evaluate mission attainment
2. FUNCTIONAL RELATIONSHIPS
   a. Identify agencies and organizations
      (1) School systems   (5) Governmental agencies
      (2) Business and industry   (6) Religious oriented organizations
      (3) Service organizations   (7) Accreditation associations
      (4) Professional organizations   (8) Other
   b. Develop policy and procedures
   c. Specify strategy for pursuing positive functional relationships
      (1) School Systems   (5) Governmental agencies
      (2) Business and industry   (6) Religious oriented organizations
      (3) Service organizations   (7) Accreditation associations
      (4) Professional organizations   (8) Other
3. QUALITATIVE IMPROVEMENTS
   a. Academic Programs
      (1) Curriculum content and content formats
      (2) Alternative teaching strategies and techniques
      (3) Alternative ways for evaluating competencies
      (4) Minimum competency standards
      (5) Interdisciplinary considerations
   b. Student Services
      (1) Define comprehensive services in light of contemporary needs
      (2) Analyze what exists in light of contemporary needs
      (3) Diagnose needs of students
      (4) Link institutional resources to diagnosed student needs
   c. Institutional Management
      (1) Implement Planning, Management, and Evaluation (PME) System
      (2) Team leadership participatory mode of planning/management
      (3) Review policies, functions, organizational structure, and procedures
      (4) Program cost analysis
4. MARKET ANALYSIS
   a. Specify method of market analysis
   b. Develop programs in relationship to identified needs
   c. Specify policy and procedures for marketing (promoting) programs
   d. Analyze traditional college bound students by school district
   e. Identify non-traditional client markets
   f. Develop strategies to penetrate further traditional/non-traditional students
   g. Develop strategies to assist organizations diagnose training needs
5. PROFESSIONAL DEVELOPMENT
   a. Diagnose need
   b. Develop programs
   c. Allocate resources
   d. Affirmative action
6. PUBLIC RELATIONS
   a. List the college's major publics
   b. Examine alternative ways to communicate with publics
   c. Specify policy and procedure for systematic cultivation of various publics
7. FUNDING SOURCES
   a. Specify resource requirements over multi-year time-line
   b. Examine alternative funding sources
   c. Create policy and procedure for pursuing grantsmanship
   d. Incorporate grant management into college operations

Assumptions and goals and objectives were specified at the institutional

and departmental levels using the above-described categories. There is a re-

lationship among selected categories of assumptions such as "societal context",

"external agencies", and "potential students". There is also a relationship

among selected categories of goals such as "functional relationships", "market

analysis", and "public relations". Assumptions about "equal educational oppor-

tunity" (a societal social expectation) applied to the "right to work" concept

(an economic necessity for organizations in the technological society) has

implications for a broad range of education, training, and retraining needs of

potential students in the "world of work". This type of analysis yielded a

number of specific ways to pursue functional relationships with business and

industry (Goal 2-C-2):

> (a) To host several early bird breakfasts for representatives
> from business and industry.
>
> (b) To support activities of the Mohican Valley Chapter of
> the American Society for Training and Development (ASTD).
>
> (c) To expand the number of calls on business and industry.
>
> (d) To continue "on-site" classes in response to identified needs.
>
> (e) To make better use of Program and Placement Advisory Committees.
>
> (f) To develop and maintain "targeted" mailing lists.

What is described above could be labeled the structural component of the

institutional planning process. No discussion on institutional planning would

be complete without some reference to the personnel development component. At

many small colleges, a few persons do most, if not all, the planning, management,

and evaluation and make the majority of the decisions. This is a dangerous

practice and does not help the institution maximize on its most important capital

investment, humans. In launching a comprehensive planning process, a college must

make a commitment to the personnel development component to complement the struc-

tural components. The philosophy of a college in adopting a collegial, participa-

tory mode of management is based on underlying assumptions such as (1) humans are

the most important educational resource of the organization; (2) talents and skills of individuals within the organization must be cultivated systematically; (3) persons to be affected by plans and decisions should have a role in making them; (4) involvement in planning leads to a meaningful investment of time and a commitment on the part of the participants; and (5) collaborative goal setting represents a way of working toward solutions, rather than trying to escape from irreconcilable problems.

Beyond its philosophy of human resource development, the College began to disseminate information about stages of adult development and market analysis and planning. Information about stages of adult development included the work of Gould,[19] Chickering,[20] Levinson,[21] Sheehy,[22] Knowles,[23] and Knox.[24] This information was supplemented by studies to match tasks, program responses and outcomes sought for the various stages;[25] a search to the key to each generation's prejudices, values, and ways of reacting to change;[26] career life planning;[27] professional development and obsolescence;[28] the dynamics of matching individual and organizational needs;[29] and direction for lifelong learning.[30]

The "Checklist for Market Analysis" should be useful for any college which wants to begin such an effort. (See Appendix A) If a college is committed to a philosophy of wanting to be responsive to consumer needs, it must be willing to change. Jacobs[31] states:

> The key to the successful marketing of educational services requires a sophisticated communication among administrators, faculty, and support personnel.
>
> There must exist within the institution an attitude of commitment to service and a willingness to adapt to change to an ever changing society. New skills must be learned and there must be a constant reevaluation of internal administrative systems to be assured that the college is able to respond to those who call upon it for service.

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The College began to collect and analyze data about its current students in a more systematic way. From data provided by the Regional Planning Commission and other sources, the College began to analyze its service area comprised of the three primary counties of Ashland, Crawford, and Richland and three contiguous counties of Huron, Knox, and Morrow.

To assist the College to provide general direction in many aspects of its planning process, it has appointed ad hoc and standing committees. Because of the importance of marketing to the College, a standing committee on marketing was appointed comprised of faculty and staff knowledgeable in marketing concepts or having line responsibility for aspects of the marketing function including admissions through placement. Because of the broad-based representation on the committee, it is in an excellent position (1) to analyze critically where the institution is with regard to marketing itself to the service area, (2) to develop the multi-year plan of action based on the above-described structure, and (3) to prioritize increments of growth based upon limited institutional resources.

The central purpose of this paper is to describe market analysis as an integral component of comprehensive institutional planning. Several specific examples are presented about the relationship between insights gained from the data analysis function and other aspects of institutional planning. Although the three county population is expected to increase 8.3% from 232,400 to 251,700 between 1980 and 1990, the number of high school graduates is expected to decrease from 3,772 in 1980 to 2,550 in 1989 (See Appendix B). Student participation in Ohio public two-year institutions per 1000 population is as follows:

	1975	1978
Richland County	11.8	12.5
Ashland County	7.1	7.5
Crawford County	8.5	10.6

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This ranks the counties 30th, 38th, and 64th respectively of 88 Ohio counties
in 1978. Comparable participation in Ohio public universities in 1978 is as
follows:

	Rate	Rank
Richland County	10.0	50
Ashland County	9.2	61
Crawford County	9.0	63

Drawing power of Ohio public two-year college per 1,000 population for 1978
was 5.2 for North Central Technical College and 3.4 for the Mansfield Campus
of The Ohio State University.[32] This ranked NCTC 29th and M-OSU 40th of 46
two-year campuses and ranked NCTC 13th of 16 technical colleges. The statewide
rate for two-year campuses is 8.1 and for technical colleges the rate is 5.8.

   The College has a mission which relates to humanistic improvement in
the quality of life, and economic revitalization concerns. It simply cannot
take the number of high school graduates projected over the next decade and
compute the participation rate required each year to sustain the College at
the present or some projected level. Society is changing in terms of demogra-
phics, social expectations, economic trends, governmental planning, technology,
workplaces, energy requirements, and values. It must be cognizant of societal
forces, trends, and effects as they occur in the college context and service
environment and be responsive to the diverse needs of the society of which it
is a part.

Market Analysis and Institutional Planning

   Earlier in this document it was noted there was a relationship between
Goal 4, MARKET ANALYSIS, and Goal 5, PROFESSIONAL DEVELOPMENT. The reference
related to information about stages of adult development and marketing. In-
formation about stages of adult development was distributed, in part, because
the average age of the College's student body rose from 21.7 years in 1973 to
26.0 in 1980. The median age in all three counties was approximately 28.5 in

1970 and 27.5 in 1980. In addition, as was noted earlier in the philosophy on human resource development, the College made a major commitment to help faculty and administrators to understand themselves in the formation and revision of their professional goals as they relate to their role in postsecondary education. Particularly helpful in this regard were programs by Morris Massey on April 12, 1978, and Malcolm S. Knowles on September 18, 1978. Dr. Massey spoke on the topic The People Puzzle: Understanding Yourself and Others (See footnote 11) and Dr. Knowles add ssed the faculty on "Teaching Adult Learners" (See footnote 8). With regard to Goal 1, MISSION ATTAINMENT, several projects were undertaken. Within and outside the College there is lack of clarity about the distinction between vocation and technical education. A newsletter called Challenge was developed in 1977 and is distributed to all full-time and part-time employees of the College. It contains timely information about significant activities at state and local levels as well as items intended to clarify that distinction. In addition, career information workshops were conducted for secondary school counselors and teachers for Health and Public Service Technologies on October 17, 1978, and October 16, 1979, and for Business and Engineering Technologies on October 31, 1978, and October 30, 1979.

With regard to Goal 2, FUNCTIONAL RELATIONSHIPS, articulation agreements were developed with secondary schools and senior colleges. Articulation agreements with secondary schools are modeled after the Dallas County Community College System which grant academic college credit for competencies acquired in high school. Articulation agreements with senior colleges can range from partial credit to 2 + 2 arrangements within a department or for the college or university. From data about training needs from business and industry, a series of breakfasts were held to discuss the College's capability and resources. In addition, the College developed jointly with The Ohio State University an office of Community Educational Services, assisted in the formation of the Mohican Valley Chapter of the American Society for Training and Development,

and is assisting in the development of the Mid-Ohio Consortium of Public
Education Training Facilities. The Consortium is one of 24 such units and is
comprised of secondary schools and postsecondary public institutions.

Numerous examples could be presented of the relationship between insights
obtained from market analysis data and comprehensive planning for Goal 3, QUALI-
TATIVE IMPROVEMENTS. No example is more pervasive than granting academic credit
for competencies acquired outside the formal higher education context, a creden-
tializing function that is somewhat new to postsecondary education. Many
competencies are acquired by persons from postsecondary education providers such
as business and industry, professional associations, college and university
extension and community education, military service, community organizations,
and trade unions. The College examined various methods to evaluate such compe-
tencies in order to grant academic credit. The Council for the Advancement of
Experiential Learning (CAEL) was particularly helpful in this activity. The
College developed a course in which the student learns to translate life ex-
perience into competencies and match them with existing courses in the curriculum
through a portfolio which is evaluated by no less than three faculty.

Conclusion

Purposeful human activity proceeds from a rational frame of reference, a
somewhat clear perception of the ultimate goals toward which a person strives
or the societal "ends" to which an organization can be dedicated. Many, perhaps
most, individuals and organizations, however, define their goals casually. Ex-
planation tends to follow fact and is more often a journal entry than a blueprint
or a grand design representing intelligent anticipation of activities and events
planned carefully in advance to move from one point to another. Individuals and
institutions alike need a comprehensive diagnostic and developmental system to
keep growing and remain viable. The diagnostic system is a needs assessment
process based on data obtained from a market analysis/market segmentation strategy.

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Data are the foundations upon which to build the multi-year institutional Plan, a document containing a grand design representing intelligent anticipation of activities and events specified carefully in advance to move from one point to another. Categories of data used in strategic planning include (1) social expectations, (2) economic trends, (3) demographic trends, (4) governmental planning, (5) technological advances, (6) changes in the workplace, (7) energy requirements, and (8) value shifts.[33]

The developmental system is a comprehensive institutional planning process including specification of assumptions across ten categories and setting goals and objectives across seven categories at institutional and departmental levels. The comprehensive planning process deals with the structural components of planning and management and also provides for the personnel development component in the belief that maximum syngerism is achieved when individual diagnostic/developmental systems are in harmony and synchronization with the institution's diagnostic/developmental system.

The structure of the goal setting process provides opportunity to evaluate the extent to which goals and objectives are achieved at the institutional and departmental levels.[34] Several researchers have presented data about the benefits of college for individuals and returns to society in general.[35] What is needed are research designs and methodologies that go beyond this level of sophistication. Many taxpayers and state legislatures are concerned about the "return" of their investment in postsecondary education. The specification of goals and objectives is a first step in "outcomes" evaluation both in terms of "output" of a college or "impact" on the quality of life of society.

According to the 1979 directory of the American Association of Community and Junior Colleges, there are 1,234 two-year institutions in the United States. In 17 states, complete legal responsibility for the governance of public two-year colleges rests with a state-level board rather than a local governing board. Within the United States there is at least one two-year college in each of 425 of the

435 congressional districts. Two-thirds of these institutions have fewer than two thousand students and many are located in rural areas where they are the primary source of education and training. The revitalization of this nation's economy will require institutional and systemwide planning processes to assist postsecondary education to be responsive to society's needs as it shifts from the industrial to the technological "third wave." Market analysis and market segmentation are elements integral to any such institutional or systemwide planning process because the focus is on the needs and wants of persons that post-secondary institutions were intended to serve. The traditional education systems impose constants of time, instruction, assignments and processing. The needs and wants of persons, including achievement, and the college's "publics" are the variables. Market segmentation, with its focus on the needs of persons, may assist institutions of society to implement holistic life planning concepts and clarify the role that colleges and other "providers" of services can play to improve the quality of life.

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   Education Institutions/Districts of the National Center for Research in
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33

Checklist for Market Analysis

I. Mission, Goals, and Objectives

   A. What is the college's mission? What are its formally expressed long-term and short-term goals and objectives?

   B. What are the real goals of the college's administrators and faculty? Are they different from the expressed goals?

   C. Are the college's goals and objectives clear and specific enough to provide a base for planning (i.e., provide reliable criteria for program development)?

   D. To what extent are the college's goals being realized?

   E. To what extent can the college's objectives be achieved, in light of its competitive position, resources, and opportunities for growth?

   F. What marketing goals will aid the college in achieving its mission? Have these goals been established?

II. Institutional Marketing Activities

   A. Strategy

      1. What is the college's general strategy for achieving its marketing goals?

      2. What are the specific plans for achieving marketing objectives?

      3. Is the college allocating enough resources to the marketing program to achieve its goals?

      4. Are the college's resources distributed optimally to the various action plans?

      5. How should the college adjust its plan to best achieve marketing goals and objectives?

   B. Organization

      1. Who has responsibility for analyzing, planning, and implementing the marketing strategy? What authority goes with this responsibility? How effective is this arrangement?

2. Do the structure, assignment, and methods of the marketing program serve to achieve its specific marketing activities and reach the various markets and territories?

3. To what extent do college personnel understand and use marketing concepts?

4. How much do training, incentives, supervision, and methods for evaluating personnel encourage them to use marketing concepts?

5. Do marketing activities evidence sound principles of management and specialization (territory, market segment, program)?

6. Is the marketing staff large enough to accomplish its objectives?

7. Does the marketing staff (or personnel assigned marketing responsibilities) show high morale, ability, and effort? Are they sufficiently trained and motivated?

8. Do adequate procedures exist for setting performance criteria, measuring growth, and evaluating the marketing program and personnel?

C. Implementation

1. How does the college develop its long-range marketing plan and annual implementation plans?

2. What regular control and monitoring procedures (e.g., monthly or quarterly reports) are used to ensure that annual plan objectives are being achieved?

3. How frequently does the college analyze the contribution and effectiveness of its various marketing activities?

4. How effective is the college's management information system in serving the needs of marketing personnel and administrators?

III. Environment

A. Market

1. Who are the college's major publics?

2. What are the college's major markets?

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3. Into what segments are the markets divided?

4. What are the current and anticipated sizes and characteristics of each market and market segment?

B. Macroenvironment

1. What are the environmental assumptions of the marketing plan with regard to demographic, governmental, economic, manpower, technological, and cultural trends?

2. How will these trends affect the college's various markets?

C. Student Perceptions of the College

1. How do various segments of the student market perceive the college?

2. How do the various segments of the student market decide:

    a. To apply
    b. To enroll
    c. To transfer out
    d. To return each term or year
    e. To select a program
    f. To change programs
    g. To graduate
    h. To become active alumni?

3. What are the significant present and projected needs of various segments of the student market?

D. Donor Perceptions of the College

1. How do donors perceive the college?

2. Why do donors:

    a. Have an interest in the college
    b. Give to the college
    c. Increase their giving
    d. Make major gifts
    e. Enter into trust and annuity agreements?

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3. Why do donors give:

    a. Gifts in kind
    b. Cash
    c. Endowments
    d. Support through estate planning (deferred giving)?

E. Employer Perceptions of the College

1. Which employers hire graduates of the college?

2. How do employers perceive graduates':

    a. Knowledge of subject matter
    b. Professional skills
    c. Value orientation
    d. General preparation?

F. Competitors

1. Who are the college's major competitors in its various markets?

    a. Generic: detract students from entering and remaining in college

    b. Product form: provide alternate means to fulfillment of students' educational goals

    c. Enterprise: draw students to another college

    d. Program: draw students into other programs within an institution

2. What trends can be identified in the competition?

IV. Decision/Action Areas

A. Programs

1. Which specific needs of students are satisfied through their experiences at the college (e.g., protection, safety, value development, status, social, career preparation, and job entry)?

2. Which educational programs are now being offered?

3. What are the institutional and national trends in students' choices of programs (majors)?

4. Which programs are academically sound? (Compare accrediting evaluations and other recognized measures or subjective impressions.)

5. Which programs are economically sound? (Analyze costs and revenues and develop induced course load matrix, available through the PDS Instructional Program Analysis Module.)

B. Pricing

1. What is the basis for pricing programs?

2. To what extent is the competition considered in pricing?

3. How specific is information on the true cost per program? To what extent is it considered in pricing?

4. To what extent is expressed student demand considered? Are courses or programs actually purchased on this basis?

5. To what extent is unexpressed or potential student demand considered in making pricing decisions?

6. What effects arise or would arise from temporary or fluctuating pricing?

7. What effects on students are or would be produced by variable program pricing? On the community? On various other publics?

8. How do the various market segments perceive the price level?

C. Services

1. What services does the college provide for each segment of its market?

2. Does the college provide *adequate* services to each market segment?

3. Are there alternative methods of serving the market segments that would result in more service at lower cost?

D. Advertising and Publicity

1. Does the college have a carefully formulated publicity program?

2. Are a variety of promotional methods used by the college? How effective are they?

3. Are media well-chosen?

4. Is the amount spent on various kinds of promotional materials appropriate in terms of return?

5. Does the college adequately present its programs, admissions standards and policies, and recruiting objectives?

6. Are the themes, copy, and formats effective? Do they accurately reflect the college's programs and climate? Do they communicate appropriate information to clients in selected market segments?

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APPENDIX C
SELECTED BIBLIOGRAPHY

This bibliography is designed to serve as a source for further study of the applications of marketing ideas in higher education. Suggestions for additional references are welcome and should be submitted to the CASC office.

Key: **   It is the task force's opinion that this publication is essential reading.

           *   The publication provides highly desirable background reading or papers on a specific aspect of the application of marketing to higher education.

absence of *   This material may be highly specific or difficult to acquire.

NOTE: *Documents cited with ERIC ED numbers are available with the ERIC microfiche collection at most college libraries or can be ordered from the ERIC Document Reproduction Service, Post Office Box 190, Arlington, Virginia 22210. When ordering, please specify the ED number. Documents are available in both microfiche (MF) and hard/photocopy (HC). Prices are subject to change and are based on page count and postage.*

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YEAR	3 County Total		Richland County		Ashland County		Crawford County		Knox County		Knox County		Morrow County		6 County Total	
	P	C	P	C	P	C	P	C	P	C	P	C	P	C	POPULATION	CHANGE
1960	203,307		117,761		38,771		46,775		47,326		38,808		19,405		308,801	
1970	223,664	9.10	129,997	10.4	43,303	11.5	50,364	7.67	49,587	4.78	41,795	7.7	21,348	10.0	336,394	8.94
1980	232,400	3.75	133,000	2.31	46,400	7.15	53,000	5.83	51,900	4.66	43,800	4.8	24,100	12.9	352,500	4.79
1990	251,700	7.66	144,900	8.95	50,100	7.97	56,700	6.38	55,700	7.32	46,900	7.8	27,400	13.7	381,700	8.82
2000	264,500	4.83	152,700	5.38	52,400	4.59	59,400	4.76	59,200	6.28	49,800	6.18	31,200	13.9	404,700	6.03

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	MEDIAN AGE		
	1960	1970	1980
shland	29.30	27.00	
rawford	29.20	28.00	
ichland	27.5	27.1	

		SEX PERCENT		
		1960	1970	1980
shland	Male	49.07	48.65	
	Female	50.93	51.35	
rawford	Male	48.94	48.52	
	Female	51.06	51.48	
ichland	Male	50.46	49.53	
	Female	49.54	50.47	

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PERCENT OF POPULATION BY AGE FOR RICHLAND, ASHLAND, & CRAWFORD COUNTIES

AGE	Richland Co.			Ashland Co.			Crawford Co.		
	1960	1970	1980	1960	1970	1980	1960	1970	1980
% Under 5	11.68	8.79		10.97	8.33		11.40	9.16	
% 5 - 9	10.94	10.34		10.58	9.35		10.47	10.38	
% 10 - 14	9.66	10.87		9.42	10.02		9.71	10.56	
% 15 - 19	7.32	9.42		7.85	11.11		7.25	8.76	
% 20 - 24	6.93	7.71		6.08	8.71		6.10	6.95	
% 25 - 29	6.77	6.84		5.93	6.12		6.00	6.97	
% 30 - 34	7.00	6.04		6.08	5.57		6.30	6.21	
% 35 - 39	6.96	5.82		6.34	5.06		6.77	5.55	
% 40 - 44	6.31	6.09		6.15	5.58		6.20	5.60	
% 45 - 49	5.67	5.97		5.64	5.47		5.61	5.80	
% 50 - 54	4.96	5.32		5.40	5.33		4.80	5.35	
% 55 - 59	4.32	4.50		4.55	4.64		4.44	4.66	
% 60 - 64	3.49	3.82		3.86	4.37		3.94	3.90	
% 65 - 69	2.90	3.00		3.62	3.30		3.65	3.16	
% 70 - 74	2.26	2.29		3.02	2.61		3.02	2.68	
% 75 - 79	1.51	1.59		2.39	1.97		2.27	2.06	
% 80 - 84	.79	.96		1.29	1.42		1.28	1.30	
% 85 - +	.49	.59		.78	.99		.79	.91	

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RACE

		1960	1970	1980
Ashland	Total Negro	138	238	
	Percent Negro	.36	.55	
	Total Other Race	18	52	
	Percent Other	.05	.12	
Crawford	Total Negro	327	264	
	Percent Negro	.70	.52	
	Total Other Race	15	97	
	Percent Other	.03	.19	
Richland	Total Negro	6.852	8,669	
	Percent Negro	5.82	6.67	
	Total Other Race	56	201	
	Percent Other	.05	.15	
Totals	Total Negro	7,317	9,171	
	Percent Negro	3.59	4.10	
	Total Other Race	89	350	
	Percent Other	.0004	.0016	

HIGH SCHOOL GRADUATES AND PROJECTED GRADUATES

	3 County Total	Richland County	Ashland County	Crawford County	Huron County	Knox County	Morrow County	6 County Total
1971-72	3,719	2,200	678	841	1,024	703	366	5,812
2-3	3,730	2,197	646	887	1,019	683	395	5,829
3-4	3,672	2,088	704	880	1,099	749	390	5,910
4-5	7,752	2,218	655	879	1,044	702	389	5,883
5-6	3,821	2,253	726	842	1,072	747	419	6,059
6-7	3,895	2,344	714	837	1,080	749	420	6,144
7-8	3,768	2,217	663	888	986	758	435	5,947
8-9	4,013	2,415	732	866	1,057	790	425	6,285
9-80	3,772	2,275	665	832	1,057	703	400	5,932
1980-81	3,577	2,133	656	788	1,046	767	413	5,803
1-2	3,409	2,109	500	800	1,012	827	424	5,672
2-3	3,120	2,019	372	729	950	753	409	5,232
3-4	3,010	1,976	328	715	889	710	391	5,009
4-5	2,971	1,941	329	701	885	731	391	4,978
5-6	2,756	1,723	360	673	846	625	405	4,632
6-7	2,763	1,723	366	674	830	576	418	4,587
7-8	2,756	1,688	394	674	882	580	426	4,644
8-9	2,550	1,585	354	611	883	559	381	4,373
9-90	2,131	1,518	332	581	829	552	427	4,239
1990-91	2,450	1,545	328	592	846	516	434	4,261
1991-92	2,457	1,552	328	577	830	555	429	4,271
1	2,421	1,563	340	518	813	532	455	4,221

FALL ENROLLMENTS BY COUNTY

	1977		1978		1979		1980	
	No	%	No	%	No	%	No	%
Ashland	129	12.68	102	12.06	107	11.71		
Crawford	154	15.14	117	13.83	129	14.11		
Richland	631	62.05	535	63.24	585	64.00		
Other	103	10.13	92	10.87	93	10.18		
Total	1017	100	846	100	914	100		

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DOCUMENT RESUME

ED 201 344   JC 810 133

AUTHOR   Stone, James C.; And Others
TITLE   An Evaluation Report of the Writing and Reading Labs
                at Ohlone College.
INSTITUTION   Ohlone Coll., Fremont, Calif.
PUB DATE   1 May 80
NOTE   93p.; Sections of Appendix B contained copyrighted
                material and are therefore not available.

EDRS PRICE   MF01/PC04 Plus Postage.
DESCRIPTORS   Educational Media; Instructional Materials; Program
                Evaluation; *Reading Centers; *Remedial Programs;
                *Remedial Reading; Student Attitudes; Student
                Placement; Teacher Attitudes; Textbook Evaluation;
                Tutorial Programs; Two Year Colleges; *Writing
                Instruction
IDENTIFIERS   *Writing Laboratories

ABSTRACT
                Methodology and findings are reported for a study of
the materials and instructional components of the Reading and Writing
Laboratories at Ohlone College conducted by a team of five external
evaluators. The report's first section details: (1) the goals of both
labs, as articulated by the college; (2) specific objectives of the
study; i.e., to evaluate diagnostic procedures, personnel
effectiveness, the integration of English classroom instruction with
writing lab materials, faculty and student attitudes towards the
labs, and the extent to which objectives were being met; and (3) the
study methodology, which involved interviews with students and
faculty, as well as an examination of lab materials and procedures.
The next sections of the report summarize findings for the writing
lab (Section II) and reading lab (Section III). Each section
evaluates the physical setting of the lab; the methods used to refer
students to the lab and to place them in the sequence of lab courses;
the instructional materials used; the particular strengths and
weaknesses of the lab; procedures followed by students in the lab;
tutorial services; and the evaluator's, faculty's, staff's, and
student's reactions to the lab. In addition, Section II evaluates
classroom instruction by the English department faculty. Finally,
Section IV summarizes the study's findings and presents accompanying
recommendations for improvement. (JP)

AN EVALUATION REP....

OF

THE WRITING AND RE....

AT

OHLONE COL....

By

Evaluation Team:

James C. Stone, UC, Berkeley, Chairman
Randy Booher, Los Medanos College
Gordor Cox, UC, Berkeley
Tom Hawkins, UC, Berkeley
Mike McHargue, Foothill College

May 1, 1980

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UNIVERSITY OF CALIFORNIA, BERKELEY

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May 14, 1980

Hector Córdova
Area Dean, The Arts
Ohlone College
P.O. Box 3909
Fremont, CA 94538

Dear Dean Córdova:

I am pleased to transmit to you herewith the report of the evaluative
research team responsible for investigating and assessing the effective-
ness of the Reading and Writing Programs at Ohlone College. The find-
ings and recommendations were considered in such detail that they
represent the conclusions of the total team.

The team is grateful to you and Cindy Putnam for the effective liaison
you provided, to the faculty of the English and Counseling departments,
and to faculty and staff of the Reading and Writing labs for their
wholehearted cooperation.

On behalf of the evaluation team,

Yours sincerely,

James C. Stone, Chairman

JS:js
Enclosure

Table of Contents

Section 1. GENESIS OF THE STUDY

Ohlone Community College serves the Fremont/Newark area, an industrialized region with a significant third world population. In the 79-80 AY, the college has an approximate enrollment of 4000 equivalent full-time students, and a faculty of approximately 100 full-time and 300 part-time instructors. The student body consists primarily of white middle-class students. The third world students consist primarily of Blacks and Chicanos. The college has many Hearing-Impaired students enrolled, and has a special Hearing-Impaired curriculum. Ohlone College is located in a rural setting east of Fremont on a new campus that was completed in 1974. The facilities are beautifully designed and built; they are spacious, convivial, and ideally-suited for their purpose.

Philosophy:

Following a try-out period in the early '70's, Ohlone College established Reading and Writing Labs for all students when the new campus opened in 1974. The philosophy governing the Reading Lab follows:

> The Reading Lab was developed to provide Ohlone College students with the opportunity to develop on an individual basis, those reading and study skills which are the key to effective learning. As a result, the lab contains a wide variety of skill building materials for all levels of ability, remedial through advanced. The types of skills materials available in the lab program include: vocabulary, reading rate, comprehension, phonics, skimming, spelling, notetaking, listening and such specific study skills topics as improving concentration, test taking and memory improvement.
>
> The basic philosophy of the Reading Lab is that each student should have the opportunity to develop his learning skills to meet his individual needs. Each student is pretested when the quarter begins, assigned appropriate materials and proceeds through the material at his own rate. Each student is free to choose his own schedule of specific hours in the lab based on the "section" in which he is enrolled.

The statement of philosophy supporting the establishment
and operation of the Writing Lab follows:

> The Writing Lab should handle a variety of student
> needs and student clients. The lab should offer service
> to all segments of the community: the vocational and
> technical student, the four year college transfer student,
> the adult (male or female) returning to school for further
> education, the remedial level person with no larger goal
> than attaining the basic skills of English. In brief,
> the Writing Lab must be capable of effectively serving
> all elements of the community.
>
> The lab must work toward its goal in a human and
> personal manner while remaining conscious of the limitations
> of such practical considerations as funding, staffing,
> physical facilities, etc. At its best, an effective program
> will maintain an appropriate balance between individual
> work and interaction with other students and the instruc-
> tors; it will also maintain an appropriate balance
> between programmed materials, audio-visual materials,
> and person to person contact in one-to-one situations.
> The program will recognize that there is a very positive
> and valuable place for the non-professional; instructional
> assistants, trained tutors, and clerks. These non-
> professionals, of course, must work under the guidance
> of the trained English Instructor and are limited to
> specific types of duties and responsibilities. The
> program must be sufficiently flexible to assist the
> remedial student who needs a whole sequence of skill
> building activities as well as the advanced student who
> may need assistance on only one specific skill. Finally,
> a well functioning lab will use a variety of media to
> help each student achieve to the maximum of his ability
> in a non-threatening, self-paced, and supportive manner.
>
> The Writing Lab should avoid the stigma of being
> the place for the "meathead" student. This can be
> overcome by recognizing that all levels of students
> are using the lab, physically establishing the lab
> in the environment of a Learning Resource area, and
> by integrating the Writing Lab with other learning
> services for the student.

The Problem:

With the passage of time, the addition of new faculty, and
the expansion of part-time faculty (numbering 13 in the English
department, Spring, 1980), questions regarding the operation and
effectiveness of the lab has been raised from time to time.
These questions have been discussed repeatedly at various meetings
of the English department. With increasing numbers of students
attending the college who possess marked deficiencies in language
and reading skills, the extent to which the labs were meeting

the indiv.ual needs of such a wide range of students, parti:ularly
minority students, was at issue. As one instructor put it, "The
labs have been running for a long time and we've been band-aiding
the lesic. wherever they appear d."

In r sponse to a faculty c sensus that need exists to
study how st to improve the operation an. fectiveness f the
labs, the sistant Dean c Ins ction fo Arts propo ed to
the collec administration ha a formal evalua on be undertaken
by a team external to the The prc s was accepted and
funds were provided for th 9-80 AY.

By prior agreement wi e English depa ment, the evaluation
was performed by a team w ualifications rst were reviewed
and approved by the facul o the department. The team contracted
by the college consisted t reading and writing specialists
from a major university a t from Bay Area mmunity colleges,
plus a chief evaluator. re pecial meetir vere held with
the English department d ng e three mont f study: an initial
discussion f the purpose nd design of the restigation, one mid-
way into the Winter 1980 arter to secure feedback on how the
study was being perceived and one at the conclusion of the evaluation
to present findings and recommendations.

Purpose:
The overall purpose of the evaluation was to provide findings
and recommendations to improve the materials and the instructional
components of the Reading and Writing Labs. More specifically, the
evaluation addressed the following questions:

1. How adequate are the labs' diagnostic procedures,
   prescriptive processes, and materials?

2. How effective are the personnel--instructors,
   supervisors, tutors--when working with students
   in the labs?

3. How well integrated is the English classroom
   instruction with the Writing Lab's instructional
   materials?

4. What are the Reading and Writing Labs' strengths
   and weaknesses as perceived by students, English
   department .aculty, lab personnel, and the Counseling
   staff?

5. How effective are the labs in achieving their purposes as stated in their philosophies, and what suggestions and recommendations will improve them?

Design of the Study:

This was a formative evaluation. Two specialists concentrated on the Reading Lab, two on the Writing Lab, and the Chief Evaluator covered both. The specialists examined and assessed the published materials available in the labs, the operational procedures and processes, and the adequacy of the human and physical resources. Individual interviews were the primary data gathering method used. Triangulation was employed by conducting multiple interviews with the same individuals by three different interviewers, and by securing comparable data through interviews, questionnaires and participant observations. Every member of the English department was interviewed at least once. The Dean of Instruction and Assistant Dean of Instruction were interviewed. Also interviewed were samples of students, tutors, and all the lab personnel, both classified and certificated.

Members of the Counseling staff were interviewed as a group. Telephone interviews were conducted with five of the 13 part-time English instructors. All part-time instructors responded to a questionnaire asking about assets and liabilities of the Writing Lab. An anonymous questionnaire was distributed to regular students one day in the cafeteria, to all students in the EOPS program, and to part-time students enrolled in evening classes. The student questionnaire consisted of four forms, one each for those who were using and had used the Reading and Writing Labs. A fifth form was given to students who had not used the Reading Lab, in order to determine their reasons for not using it.

Finally, the evaluation team spent approximately five days each on campus observing the operation and use of the labs, informally conversing with students and lab staffs, and recording observations and impressions. The Chief Evaluator spent a publically-announced day at the college for any individual who wished to talk about the labs. In analyzing the data from the materials reviewed, interviews, questionnaires, and recorded observations, consensus

patterns were determined. The da⁻⁻ ⁻at were corroborated from
several perspectives and methodol⁻⁻⁻⁻ were determined to be
facts, and are described as findi⁻ ⁻⁻ the report. The findings
served as the basis for the team's ⁻⁻ommendations.

Criterion:

The basic criterion for this e⁻aluation is the extent to
which the Reading and Writing Lab⁻ a⁻e achieving the purposes for
which they were established. Usi⁻⁻ ⁻his criterion, Section 2 of
this report analyzes the data re⁻arding the Writing Lab, Section
3 is devoted to the Reading Lab, and Section 4 contains a summary
of the findings and recommendations of the study.

Section 2: THE TEACHING OF WRITING

Classroom Instruction by the English Department Faculty:

All courses in the writing program have clear skills objectives set fourth in specific course outlines. The program is built on a tiered approach, going from the word level, to the sentence level, and on to the paragraph, in three different quarter-length remedial courses that most students must take. Students may receive an A.A. degree after mastering the paragraph level, but if they wish to transfer, they must continue through the 1A and 1B sequence. All of the above courses have lab components which account for 25% of the student's grade. More specifically, the skills covered in the classroom are:

English 20--basic sentence structure and study skills
for multicultural students with limited
English background

English 21A-The Word--recognition of sentence parts
and various types of verbs and prepositions

English 21B-The Sentence--completeness, standard grammar,
usage, and punctuation

English 21C-The Paragraph--its structure and purpose

English 1A--The Essay

English 1B--The Research Paper

English 1C--Introduction to Literature

Student placement in these courses will be discussed further. (The majority of students at Ohlone enter at the 21A level.) In addition to the skills specified, each course in the 21 series and the 1A teach some reading, spelling, punctuation, and vocabulary. The material from the preceding course is to be reviewed, and a major objective is to prepare the student for the next course in the sequence.

No attempt was made to observe classroom instruction or to
evaluate teacher preparedness, expertise, or adherence to the course
outlines. It was assumed that the faculty are competent and respon-
sible in their teaching, as that has never been at issue. There
also seems to be no controversy about separating the remedial students
from the 1A students, or separating the remedial students into
three or four groups based on test scores and instructor discretion.
So "tracking" is accepted as beneficial and necessary to the teaching
process. Several instructors, however, expressed the fear that minority
students, who are placed in the 21 series in high proportions, tend
to get "turned off" because little effort is made toward cultural
pluralism in the choice of materials or activities. Claims were
made that students who come from the summer readiness program full
of enthusiasm and self-confidence are met with a lack of understanding
and a certain righteous intolerance from the English faculty, who
may provide the student's first introduction to the college's
regular program. Said one instructor, "The department needs to
face this problem, but most people are too defensive to talk about
it." Several instructors independently agreed that the minority
drop rate is high. "The Chicanos quit completely, while the Black
kids jump around from course to course, not finishing anything."

Another issue involves the interrelationship of lab and class.
While the lab was created supposedly to remove the burden of teaching
mechanics and drill from the classroom, many instructors in the 21
series limit their teaching to the same types of materials and
concepts covered by the lab. One instructor expressed the theory
that the true purpose of the lab is to keep part-time instructors
from straying beyond the necessary mechanics and drill in class.
Thus, while nearly everyone is happy with what goes on in the 1A and

1B classroom, there is a big issue concerning what kinds of writing practice students actually are getting in the 21 series classrooms. The question is whether students are learning enough about the process of writing to master it, or whether they are simply continuing the lab work of learning the labels that Engligh teachers hold dear: noun complement, reflexive pronoun, correlative conjunction and so on. As one instructor put it, "There's a big debate going on across the country about the usefulness of grammar instruction, but we don't debate it here. It's a given." Instructors who don't hold to the idea that people learn to write by concentrating on forms and terms have evolved a variety of coping mechanisms. Some avoid teaching the remedial courses. Some maintain that the average remedial writer is such a hard case that he can't learn how to write in a year, but at least he can learn the proper grammatical terms to understand his mistakes. Some maintain that writing as a skill can't be taught to anyone, period (the "you have it or you don't" theory). Some provide a rich variety of writing assignments in an effort to have students integrate what they are learning about mechanics with the art of composing. These instructors feel they are definitely in the minority. Said one, "Not much writing goes on in the 21 courses. What everyone seems to agree on is that, although the 1A student who comes out of the 21 series is competent in grammatical terminology and may have gotten A's all the way along, he doesn't usually write very confidently or very well. Some attribute this problem to the student, some to the program. A few instructors are bothered by this; most are not. "What else can you do?",one remarked.

Strengths and Weaknesses:

The strengths of the classroom instruction lie mainly in the consistency of the sources and the dedication, enthusiasm, and expertise of the teaching staff. The evaluation team was impressed with the high calibre and professional integrity of the English faculty. Despite differences of opinion about how writing should be taught, the morale of the faculty is extremely high, and on the main, a sense of cooperation and mutual respect throughout. Every instructor felt the strong yet warm administrative support of the