

MARKETING RESEARCH TECHNIQUES UTILIZED
BY CONTINUING EDUCATION PROGRAMS
IN AMERICAN COLLEGES AND
UNIVERSITIES

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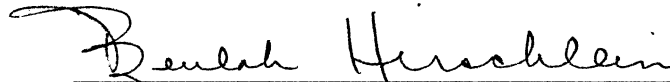
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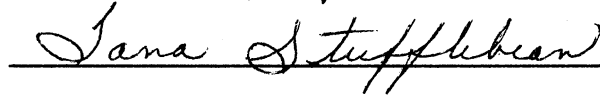
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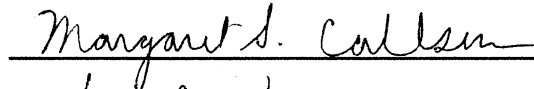
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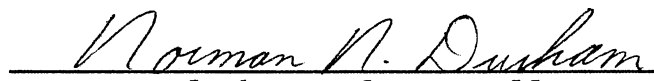
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Statement of the Problem	4
Purpose and Objectives	6
Hypotheses	7
Assumptions of the Study	8
Limitations of the Study	9
Definition of Terms.	9
II. REVIEW OF LITERATURE.	12
Marketing Higher Education Programs.	12
Principles of Marketing Research	16
Marketing Research Theories	18
Marketing Research Techniques	21
Market Segmentation	24
Target Market Analysis	26
Characteristics of Adult Learners	27
Reasons for Adult Participation in Continuing Education Programs	29
Reasons Why Adults Do Not Participate in Continuing Education Programs.	32
Identification of Student Needs	33
Program Planning Considerations.	36
A New Dimension of Adult Education.	37
Demands of the New Work Force	37
Impact of Changing Demographics	41
III. RESEARCH PROCEDURES	43
Type of Research Design.	43
Population	44
Sampling Plan.	46
Instrumentation.	47
Selection of Variables	50
Data Collection.	51
Analysis of Data	53

Chapter	Page
IV. FINDINGS AND DISCUSSION	56
Questionnaire Response	57
Description of the Survey Population	57
Institutional Characteristics	60
Individual Respondent Characteristics	67
Marketing Research Techniques Used to Identify Potential Adult Students.	72
Marketing Research Techniques Used to Identify the Educational Needs of Adult Learners	82
Marketing Research Techniques Identified as Most Helpful in Program Planning.	89
Importance of Marketing Research	102
Identification of Potential Students.	104
Future Program Planning	104
Identification of Social Trends and Indicators.	105
Identification of Community Needs	106
Identification of Interests of Faculty Members	107
Position Titles	111
Results of Marketing Research Studies	113
Use of Marketing Research Studies.	113
Analysis of Hypotheses	116
Hypothesis One.	116
Hypothesis Two.	118
Hypothesis Three.	119
Hypothesis Four	120
Summary.	120
V. SUMMARY AND RECOMMENDATIONS	123
Purposes and Objectives.	123
Hypotheses	124
Research Design.	125
Population and Sample.	125
Instrument	126
Data Collection and Analysis	126
Findings and Conclusions	127
Recommendations.	132
Recommendations for Practical Application	132
Recommendations for further study	133
REFERENCES	136

Chapter	Page
APPENDIXES144
APPENDIX A - REGIONAL ACCREDITATION ASSOCIATIONS145
APPENDIX B - RESEARCH INSTRUMENT.147
APPENDIX C - PILOT STUDY CORRESPONDENCE152
APPENDIX D - CORRESPONDENCE155

LIST OF TABLES

Table	Page
I. Proportional Allocations of Continuing Education Programs for Each Accreditation Region.	48
II. Characteristics of Respondents and Non-respondents.	52
III. Frequency and Percentage of Questionnaires Returned by Each Accreditation Region	58
IV. Frequency Distribution and Percentages of Responding Institutions.	59
V. Characteristics of Responding Institutions. . .	62
VI. Characteristics of Institutions By Continuing Education Programs Offered	65
VII. Characteristics of Respondents.	68
VIII. Frequency Distribution of Position Titles by Institutional Characteristics.	70
IX. Frequencies and Percentages of Marketing Research Techniques Used to Identify Potential Adult Students.	73
X. Frequencies and Percentages of Marketing Research Techniques Used to Identify Potential Adult Students by Program Type. . .	74
XI. Rank-Order of Marketing Research Techniques Used to Identify Potential Adult Students By Program Type.	75
XII. Types of Marketing Research Techniques Used in "Qualitative Research Studies" to Identify Potential Adult Students by Selected Variables.	79

Table	Page
XIII. Types of Marketing Research Techniques Used in "Category Studies" to Identify Potential Adult Students by Selected Variables	80
XIV. Types of Marketing Research Techniques Used in "Market Segmentation Studies" to Identify Potential Adult Students by Selected Variables	81
XV. Frequencies and Percentages of Marketing Research Techniques Used to Identify the Educational Needs of Adult Learners	83
XVI. Frequencies and Percentages of Marketing Research Techniques Used to Identify Educational Needs of Adult Learners by Program Type.	84
XVII. Rank-Order of Marketing Research Techniques Used to Identify Educational Needs of Adult Learners by Program Type.	86
XVIII. Types of Marketing Research Techniques Used in "Qualitative Research Studies" to Assess the Educational Needs of Adults by Selected Variables	90
XIX. Types of Marketing Research Techniques Used in "Category Studies" to Assess Educational Needs of Adult Students by Selected Variables	91
XX. Types of Marketing Research Techniques Used in "Market Segmentation Studies" to Assess Educational Needs of Adults by Selected Variables	92
XXI. Frequencies and Percentages of Marketing Research Techniques Used in Program Planning.	94
XXII. Frequencies and Percentages of Marketing Research Techniques Used in Program Planning by Program Type.	95
XXIII. Rank-Order of Marketing Research Techniques Used in Program Planning by Program Type.	96

Table	Page
XXIV. Types of Marketing Research Techniques Used in "Qualitative Research Studies" in Program Planning by Selected Variables	99
XXV. Types of Marketing Research Techniques Used in "Category Studies" in Program Planning by Selected Variables.	100
XXVI. Types of Marketing Research Techniques Used in "Market Segmentation Studies" by Selected Variables.	101
XXVII. Importance of the Utilization of Marketing Research Techniques.	103
XXVIII. Importance of Marketing Research by the Enrollment Size of Responding Institutions .	108
XXIX. Importance of Marketing Research by Institutional Classification and Type of Administrative Control.	109
XXX. Importance of Marketing Research by Population of Local Service Area and Program Type.	110
XXXI. Importance of the Use of Marketing Research by Position Title.	112
XXXII. Use of Marketing Research Studies.	114
XXXIII. Use of Marketing Research Studies by Selected Variables	117

CHAPTER I

INTRODUCTION

The American society is aging. In 1970, the median age was 28 years. The United States Census Bureau (1982) estimates the median age to be 32.5 years by the year 2000. Enrollments by adult students, those 25 years of age and older, in traditional and nontraditional programs have risen steadily during the past 20 years. The National Center for Educational Statistics predicts that by 1992 half of all the enrollments in American colleges and universities will be composed of the adult, nontraditional student. According to the Carnegie Council on Policy Studies (1980), the student body of the year 2000 will have more women than men, with as many people over 21 as under 21. The number of part-time students is expected to nearly equal the number of full-time students. Odin (1986) believes that this enrollment trend will continue and greatly influence academic program planning. A number of external factors and projections which point to "an inevitably altered student profile" include:

- * The American society is aging, and with it the largest group of educational consumers in American history, the baby boom generation.
- * Professional and technical occupations are moving toward mandatory updating of knowledge and skills and certification through continuing education.

* In the future, the average worker will change jobs seven or eight times, career fields three or four times.

* High rates of geographic mobility will continue to stimulate learning activity by adults as a means of coping with change. (Odin, 1986, p. 5)

Munger (1986) contends that the impact of new technologies in creating and disseminating new knowledge is affecting American industry and its competitive position. He also maintains that the needs of American industry are "outstripping the ability of higher education to respond" (p. 5). According to Herchinger (1975), growing demands "are certain to be made on education as the knowledge and expertise required for success in the modern labor market shift and expand" (p. 15).

American colleges and universities are in a highly competitive market, striving to provide educational programs which are not only profitable but those which will also meet the educational needs of an older population. Resources for higher education in the 1980s have been limited, and the future remains uncertain. More than 40 million adults are expected to participate in some type of educational activity during the next few years. How well colleges and universities survive as a viable producer of educational programs depends on their ability to identify potential students, assess the educational needs of adult learners, and provide programs designed to satisfy these needs.

The terms "marketing" and "marketing research", their

concepts and principles, entered into the vocabulary of many academic administrators during the early seventies. Although American colleges and universities had been marketing their academic programs for many years, the emergence of a marketing movement began only after several administrators realized that the marketing terms used in the business world were merely "synonymous for existing concepts and practices in higher education" (Litten, 1980, p. 41) which they had been using in their public relations, student recruiting, fund-raising, and lobbying efforts.

Since 1969, Kotler (1979) and his associates have been advocating the use of marketing as a survival technique for institutions faced with declining enrollments. While many administrators believe that marketing is a function of a profit-making organization and does not belong in higher education, others have accepted Kotler's concept of marketing as an exchange of values---giving the learner valued offerings in exchange for tuition or program fees. Litten (1980) defines marketing as "the development and delivery of educational and auxiliary services for which there is desire or need...at a price...that permit the intended beneficiaries to take advantage of the services" (p. 43).

College and university administrators began using marketing research as a means of determining the needs and interests of target markets through the use of consumer surveys. Kotler and Fox (1985) define marketing research as

"the systematic design, collection, analysis, and reporting of data and findings relevant to a specific marketing situation or problem of an institution" (p. 55). Moore (1980) used similar terminology when he described the needs assessment process as "any systematic process for collecting and analyzing information about the educational needs of individuals or organizations" (p. 92). To this definition, Knowles (1980) would add the inclusion of the needs of society as an important aspect of program planning. The philosophies of Kotler and Knowles appear to be congruent in their belief that the ideal organization seeks to satisfy its markets and publics through program planning, location of offerings, scheduling, and promotion (Goodnow, 1980; McCarthy, 1978; Howard, 1977).

Litten (1980) contends that marketing research can contribute to

the more effective provision of educational opportunities to our citizenry through analysis of demographic patterns and projections that identify markets where there is or will be a discrepancy between supply and demand for educational services. By estimating the costs and projected benefits to colleges of entry into or expansion in these markets, institutional resources can be more efficiently used than they might be without such analysis and the cost of securing educational opportunities should be reduced for students in the market. (p. 44)

Statement of the Problem

As society shifts to meeting the needs of an aging population and moves toward mandatory updating of skills,

knowledge and the certification of professional and technical occupations, continuing education programs are being asked to assume a more vital role in making education more accessible to the adult learner. Legislative and regulatory bodies frequently question the relevancy of various academic programs in meeting the educational needs of students, the community, and society in general. With student enrollments among the traditional-age students decreasing, many colleges and universities may be faced with the prospects of reduced funding and the possible elimination of current programs. Litten (1980) believes that an

effective market research and marketing program should lead to the more efficient delivery of both the messages and the services of higher education. The identification of market segments and the development of services appropriate to them is a major function of marketing and marketing research. (p. 45)

According to Buckmaster (1985), continuing education programs in colleges and universities have traditionally performed marketing research on an informal and/or intuitive level or they have entirely slighted its importance in identifying the needs of adult learners. Although Barbulesco (1976) found very few educators in her study who questioned or challenged the "validity of the concept of need as a basis for making decisions about educational programming and policy" (p. 92), Buckmaster believes that the use of marketing research has been limited in most continuing education programs because administrators lack

"the knowledge of how to collect this information in efficient, effective and relatively inexpensive ways" (p. 7).

A review of literature revealed many studies which had concentrated on the use of marketing strategies by colleges and universities; however, very few studies were found which concentrated on the use of marketing research as a basis for program planning of continuing education programs. The competitive setting among providers of adult education programs suggests the need for institutions of higher education to seek ways of identifying potential adult students. In order to be responsive to the needs of adult learners, administrators need information about marketing research techniques which have been deemed most appropriate for their type of institution, the population of their local service area, size of the institution, and the types of continuing education programs offered. This information can also be helpful to academic administrators when considering the directional change of current programs, the deletion of old or ineffective programs, or the initiation of new programs.

Purposes and Objectives

The purposes of this study were to determine the marketing research techniques used by continuing education programs and to determine the importance placed on the results of marketing research studies by administrators in

their decision-making process. The following objectives were developed to guide the study:

1. To determine if the marketing research techniques used to identify potential adult students, assess the educational needs of adult learners, and plan current or future programs differ among the types of continuing education programs offered.

2. To determine if the marketing research techniques used to identify potential adult students, assess the educational needs of adult learners, and plan current or future programs differ according to the size of the institution, population of local service area, institutional classification, or type of administrative control.

3. To determine if the perceived importance placed on the use of marketing research studies by continuing education administrators differs according to types of programs offered.

4. To determine if the perceived importance placed on the use of marketing research studies by administrators of continuing education programs differs according to the size of the institution, population of local service area, institutional classification, and type of administrative control.

Hypotheses

The following hypotheses were formulated for this study:

H₁: The marketing research techniques used to identify potential adult students, assess the educational needs of adult learners, and plan current or future programs do not vary across program types.

H₂: The marketing research techniques used to identify potential adult students, assess the educational needs of adult learners, and plan current or future programs do not vary according to size of the institution, population of the local service area, institutional classification (2 year vs. 4 year), or type of administrative control (private vs. public).

H₃: The importance of marketing research studies in the administration of continuing higher education programs does not differ according to the types of programs offered.

H₄: The importance of marketing research studies in the administration of continuing higher education programs does not differ according to the size of the institution, population of local service area, institutional classification (2 year vs. 4 year), and type of administrative control (private vs. public).

Assumptions of the Study

The following assumptions were recognized in the planning of this study:

1. All institutions of higher education use some form of marketing research activities for their continuing

education programs.

2. It is possible to identify the marketing research techniques used by continuing education administrators by using an appropriate instrument to gather data.

3. Professionals in continuing higher education will understand the terminology used in the data collection instrument and will accurately report information that describes their practice.

Limitations of the Study

The following limitations were recognized in the planning of this study:

1. The information to be used for the analysis of the study is limited to data collected from a questionnaire mailed to a random sample of administrators of continuing education programs in American institutions of higher education.

2. The individuals who complete the questionnaire may not be aware of the total nature of the marketing research techniques used by their institutions.

Definition of Terms

Terms which were important to an understanding of the research study are defined as follows:

ADULT LEARNER - "an adult person who takes the personal responsibility of learning" (Knowles, 1980, p. 20). For the

purpose of this study, an adult learner is an individual who is 25 years of age or older.

ADULT MARKETS - population segments which include individuals and groups who have an interest in and a need for continuing education programs.

CONTINUING EDUCATION - "organized instruction for part-time students" (Strother and Klus, 1982, p. xv); "credit and non-credit offerings of colleges and universities which are designed to serve adult educational needs not being served by residential, daytime programs" (Howard, 1977, p. 19).

NONTRADITIONAL STUDENT - students enrolled in courses on a part-time basis for goal-oriented reasons and are over the age of 21 years with family responsibilities.

MARKETING - "The analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets to achieve institutional objectives. Marketing involves designing the institution's offerings to meet the target markets' needs and desires, and using effective pricing, communication, and distribution to inform, motivate, and service the markets" (Kotler & Fox, 1985, p. 7).

MARKETING RESEARCH - "the systematic design, collection, analysis, and reporting of data and findings relevant to a specific marketing situation or problem of an institution" (Kotler & Fox, 1985, p. 55).

CONTINUING EDUCATION ADMINISTRATOR - a college or university administrator who is responsible for providing direction for non-credit courses, university extension programs, off-campus credit courses, weekend courses, and/or evening programs.

INSTITUTIONAL CLASSIFICATION - the classification of institutions of higher education based upon their degree offerings: associate, baccalaureate, or graduate degree programs. For the purpose of this study, institutions which offer only associate degrees are classified as two-year colleges. Colleges and universities which offer baccalaureate degrees and higher are classified as four-year institutions.

ADMINISTRATIVE CONTROL - a term used to distinguish between private and public institutions of higher education. The 1988 Higher Education Directory classifies institutions by their administrative control: public institutions are controlled by state and/or local levels; private institutions are non-profit, independent or non-profit, religious or proprietary.

CHAPTER II

REVIEW OF LITERATURE

Recent articles in higher education journals have challenged administrators to be more aware of the impact of the new student population on future enrollment levels and the impact of marketing strategies on the positioning power of colleges and universities in the marketplace. The central concepts of marketing research were reviewed in this chapter as they related to the administration and evaluation of continuing education programs in institutions of higher education.

Marketing Higher Education Programs

The interest in marketing academic programs is well documented in the literature (Berry, 1973; Hertling, 1973; Lenz, 1976, Youse, 1973). In 1980, The American College Testing Program conducted a national survey to determine the extent and kinds of strategies, programs, and services used by American colleges and universities to attract and retain adult students. Between 41% and 72% of all two-year and four-year public and private colleges used some methods to market programs to adults (Levitz & Noel, 1980).

Buchanan and Hoy (1983) found that many university

extension programs were using marketing techniques to reach potential participants. Lovelock and Weinberg (1978) reported that the combination of marketing and consumer research has been successfully used to identify nontraditional students and to develop program offerings tailored to meet their needs. Litten (1980) believed that the "marketing challenge for higher education is to define the quality and integrity of a college's educational services and then to represent these services accurately, price them fairly, and deliver them effectively" (p. 1-2). According to Volkman (1983), the most successful marketing programs are "those that are well planned and executed by people who believe in what they are doing. Marketing is one tool to help higher education do what it does best---deliver educational opportunities to its constituents" (p. 3).

The concept of marketing educational programs was first introduced by Philip Kotler in the late 1960's. Interest in marketing higher education was stimulated by the publicity given to recent demographic trends. The word marketing has often been confused with the terms sales, advertising, and public relations. Marketing is more than just promotion. In his book, Marketing Higher Education, Topor (1983) described marketing as a "method of approaching problems related to planning and promoting higher education to carefully targeted, discrete audiences" (p. ix).

As the result of a national study conducted in 1977,

Borst generalized that "virtually all institutions of higher education employ some form of marketing activities in their continuing education programs" (p. 154). Fourteen administrators identified two significant reasons in Compton's study (1980) for the success of their continuing education programs: (a) the initiation of new and original programs to better meet the needs of nontraditional students and (b) the offerings of programs designed to serve the nontraditional student through many different types of educational experiences and delivery systems.

Knickerbocker (1982) concluded in his study of 208 continuing education administrators in public and private universities that the greatest differences in the marketing practices of continuing educators were related to institutions classified by type and size. Results indicated that continuing education administrators tend to use demographics and past participants as methods of identifying potential adult learners for new program areas. Richardson and Doucette (1981) contended that researchers need to explore the differences among public and private colleges, urban and rural colleges, and state and locally controlled colleges as "well as a variety of other characteristics that might alter the effectiveness of marketing strategies and related comprehensive planning techniques" (p. 20).

Leab's (1986) nationwide survey of home economics related non-credit classes revealed that the criteria most

frequently reported to determine the success and effectiveness of currently offered courses and to determine if a course will be offered again is market demand (p. 75).

From his national study, Howard (1977) concluded that

continuing education must constantly seek greater efficiency in terms of developing programs which will be successful in attracting enrollments. They need to know what programs people want and need, what prices they are willing to pay, where the program is wanted, and how to promote the offering. Marketing research can provide answers to these and similar administrative questions. (p. 9)

Several marketing strategies have been identified which institutions of higher education can employ to assist in maintaining enrollment levels in the coming decade. One strategy involves the development of a marketing plan. The best marketing plans include a description of the organization's mission statement, its goals and objectives listed in order of priority, conclusions drawn from market research regarding the proposed market and the targeted audiences, and strategies for reaching the targeted audience in order to achieve the stated marketing goals. The marketing plan is a document that guides all the marketing activities for an organization. It specifies objectives, defines how success will be measured, and describes the strategies which will be used to promote the products. Although products and services vary substantially among organizations, the type of information contained in a marketing plan is very similar for different organizations.

The marketing process as described by Pope (1981) consists of five factors: (a) identification of opportunities, (b) development of a plan of action, (c) execution of the marketing plan, (d) evaluation of the results, and (e) review and revision of the plan. Marketing decisions related to each factor include the identification of unmet consumer needs, development of a new product to meet these needs, introduction of the new product into the test market, comparison of the test market results with the marketing plan, and determination of areas that need improvement. According to Topor (1985), marketing is "a cyclical process that begins and ends with research" (p. 25).

Principles of Marketing Research

Theoretical concepts of marketing research began with the early Phoenicians who carried out market demand studies as they traded in various Mediterranean seaports. In modern times, the Marketing Information System (MIS) has emerged to help managers and administrators monitor the needs of the marketplace, anticipate the future, and facilitate their decision-making process. The basic objective of a marketing information system is to integrate marketing data sources into a continuous flow of information for decision making activities. Although producers and distributors of consumer and industrial goods were the first to implement the marketing concepts, the consumer-oriented philosophy has now been

adopted by many service and non-profit organizations, such as hospitals, museums, colleges and universities.

Zikmund (1986) defined marketing research as the "systematic and objective process of gathering, recording, and analyzing data in making marketing decisions" (p. 8). Marketing information must be constantly monitored by managers and administrators. Information about an organization's marketing environment, its target markets, marketing channels, competitors, and publics, has been identified as a crucial component of a Marketing Information System (MIS). Major subsystems of the MIS identified by Kotler and Fox (1985) include: the internal records system, the marketing intelligence system, the marketing research system, and the analytical marketing system. Peterson's (1982) marketing information system classifies input data into two categories: internal marketing environment (employees, financial resources, operating data) and external marketing environment (market competition, suppliers, government). Subsystems of Peterson's model were designed around a particular type of information. Components include data organization, data analysis, and report generation and dissemination. Although every MIS model is unique in its purpose and structure, nearly all utilize marketing research. Zikmund (1986) believes that the real value of using a marketing research system is the ability to make the information used in decision making more accurate.

Peterson (1982) classified marketing management decision making into three broad levels: strategic, tactical, and operational. Strategic decision-making relates to long-range planning activities and commitment of institutional resources for a three-to-five year time frame. Tactical decision-making usually covers a one-to-three year time period. Operational decisions are made daily and reflect the organization's on-going programs. Because good information is a prerequisite for good decision-making, administrators must constantly seek accurate sources of data from internal and external environments. To be useful, these data must be accurate, current, available, and relevant.

Marketing Research Theories

"One purpose of marketing research is to develop and evaluate concepts and theories" (Zikmund, 1986, p. 9). Many experts classify marketing research as basic or pure research and applied research. Basic research is used to "verify the acceptability of a given theory or to learn more about a given concept. Applied research is conducted when a decision must be made about a specific real-life problem" (Zikmund, 1986, p. 9). While both methods of marketing research use the scientific method, applied research, according to Zikmund, "assures objectivity in the gathering of facts and testing of creative ideas for alternative marketing strategies" (p. 9).

Marketing research can also be classified on the basis of function or technique. Schoner and Uhl (1975) classified marketing research as being descriptive, explanatory, or problem-solving. Zikmund (1986) used a similar classification system of marketing research models. His categories included exploratory research, descriptive research, and causal research. Common research techniques include experiments, observational studies, and surveys.

Exploratory research is used to clarify the nature of a problem and to analyze the situation. Exploratory research is often used with new products and conducted with a small sample of current customers to help explore the use and acceptance of a new product and identify information needed for future research.

Descriptive marketing research is used to analyze the market and describe the characteristics of the population. Descriptive research can be used by continuing education administrators to identify the characteristics of their current customers and the position of their programs within the marketplace.

Causal research is used to identify cause-and-effect relationships between variables. This type of research often follows exploratory and descriptive studies. Causal studies can help administrators of educational programs to explain the relationship between successful programs and unsuccessful programs as related to the use of their

marketing mix---price, place, promotion, and product. A typical causal research deals with the study of the change of one variable (for example, type of promotion used) and its effect on another variable (for example, class enrollments).

The three types of marketing research models are inter-related to and build upon one another. Zikmund's (1986) three categories of marketing research can be easily applied to continuing education programs. Examples of how marketing research can be used to help solve problems for continuing education administrators are as follows:

- a. Exploratory Research: Why is the enrollment in non-credit classes declining? Would people in this area be interested in taking a non-credit course in competitive bass fishing?
- b. Descriptive Research: Who are our customers? What type of people attend the competition's programs? What features do buyers prefer in our educational products?
- c. Causal Research: Would students prefer classes on the weekends or during the late afternoon hours? Is direct mailing more effective than media advertisement?

Marketing research is a formal process which consists of well-defined and purposeful procedures. It is conducted to provide decision making information, not just data.

Marketing research is one of the primary tools administrators can use to enable their organizations to implement the philosophical concept of marketing and to bridge the gap between consumer needs and program offerings. "Satisfying the customer is a major goal of marketing" (Zikmund, 1986, p. 11).

Marketing Research Techniques

Every few years the American Marketing Association (AMA) supports a study of business firms to survey their marketing research techniques. Marketing research has been found to be commonly used for all types of nontraditional goods and services. In recent years, 32 marketing research activities have been identified. The largest percentage of firms sampled used marketing research for market analysis, for measuring market potential, and for determining market characteristics. Marketing research is most frequently conducted to determine customer characteristics (who they are), customer motivations (what they want, why they want it, why they buy it), and customer needs or wants (how they want it, when they want it, where they want it). Peterson (1982) affirmed that "more organizations are engaging in more marketing research activities at more stages in the marketing management process than ever before. And this trend is likely to continue indefinitely" (p. 39).

Various authors have identified basic steps in the

marketing research process. The most common activities can be combined into these five steps:

- (1) Identifying marketing problems or opportunities
- (2) Designing a marketing research plan
- (3) Collecting data
- (4) Analyzing and interpreting data
- (5) Presenting a market research report to prospective users

Dezek (1980) in his study of 19 community colleges in Michigan revealed that marketing research techniques were only associated with two out of five elements of the marketing mix. The majority of the Michigan's community colleges did not have an adequate marketing plan for attracting continuing education students. Dezek also believed that further research was needed to assess the cost-effectiveness of various marketing techniques, especially in the areas of research and promotion.

In their analysis of university extension programs, Buchanan and Barksdale (1974) concluded that "certain marketing needs are apparent. . . in determining adult client's attitudes relative to selected service offerings and customers' motives for attending service programs" (p. 44). Goodnow (1982) contended that the identification of the "types of adult learners with similar needs, interests, and demographic characteristics" is a marketing research technique which "facilitates responsive program design and

effective communication of programs to appropriate target audiences" (p. 89).

Marketing research studies have become a critical part of the research plans of service companies (Pope, 1986). The application of marketing to educational institutions began in the first quarter of this century when Harvard and Northwestern separately established bureaus of business research. Pope (1981) stated, "Marketing comprises all the functions of a business involved in getting goods and services from the producer to the user" (p. 8). Overall, marketing involves getting the right product to the right place at the right price and informing people about the product through promotional activities. "The goal of the marketer is to put all these components together in a way that will maximize profits" (Pope, 1981, p. 8).

Four basic market studies have been identified by Pope (1986): qualitative research, category studies, market segmentation, and tracking or trend studies. Qualitative research incorporates the use of one-on-one methods through individual in-depth interviews or through focus groups. A focus group typically includes ten recruited participants who meet predefined characteristics. Focus groups can help to evaluate current educational programs, make suggestions for new programs and new communication and advertising approaches, and present an overview of the needs of educational consumers. Focus groups are similar to advisory

committees which are often used by educational institutions.

Category studies obtain data through large studies which utilize the telephone survey method or personal interviews. Category studies help to measure quantitatively the number of consumers using a product or service, which services they are using, which companies' services or products they are buying, why they are selecting the competition's services or products, and what the personal characteristics of the users are (Pope, 1986, p. 36-5). This type of study is designed to provide information which will help administrators better understand a market segment of the targeted population.

A tracking or trend study repeats category studies over a period of time. Tracking studies are used to generate information related to awareness, attitude, and usage of products and services to determine specific trends, companies' strengths and weaknesses in the marketplace, and the characteristics of their consumers and the competition's consumers.

Market Segmentation

Market segmentation studies have been successfully used by continuing education units. According to Pope (1986), a "market segment is simply a subgroup within the overall market with similar demographic or attitudinal characteristics that, it is judged, should make them more receptive to a

particular service or advertising approach" (p. 36-5).

Goodnow (1982) in her research study investigated the usefulness of specific variables in segmenting adult learners at one community college. As the result of her study, Long (1983) concluded that her data could be "interpreted as providing affirmative evidence for the following:

- (1) Market segments can be differentiated by learning orientations.
- (2) Market segments can be differentiated by program offering preferences.
- (3) Market segments can be differentiated by demographic characteristics.
- (4) Membership in each market segment can be predicted with at least 70 percent accuracy by demographic characteristics" (p. 205).

Topor (1983) described market segmentation as "subdividing the population into homogeneous subsets of target audiences....(which) helps an institution of higher education to better describe and understand a segment, predict behavior, and tailor messages and programs to the specific needs of each subset" (p. 47). According to Kotler (1982), market segmentation "requires identifying the different bases for segmenting the market, developing profiles of the resulting market segments, and developing measures of each segments attractiveness" (p. 217). Demographic variables have been recognized as the most used bases for distinguishing between consumer groups.

Target Market Analysis

A market, as described by Boyd (1986), is "comprised of all present and potential customers of a specified type of product" (p. 33-7). Although basic information can be obtained about the characteristics of the target market groups, specific information about the needs, wants, and interests of adults are crucial to educational planners. Pope (1986) presented two ways of determining the needs and wants of target markets: trial and error and research. Buckmaster (1985) strongly believes that the trial and error method has basically been used by administrators of continuing education programs for too many years. The trial and error approach simply places a product or service on the market and waits to see if it sells. The research method involves the identification of customer needs and wants.

Historically, many providers of educational services have tried to identify the needs of learners through needs assessment studies. However, Knowles (1984) commented, "It is perhaps a sad commentary that, of all our social institutions, colleges and universities have been among the slowest to respond to adult learners" (p. 100). Although "universities have been involved in continuing education longer than any other educational institutions", (Loring, 1981, p. 150), they have not fully addressed the needs of the emerging new population---the adult learners.

Characteristics of Adult Learners

Higher education in America today is being challenged by the emergence of a new student population, the adult learner. Enrollments by adult students, those 25 years of age and older, have risen steadily during the past 20 years. With the decreasing number of traditional students, those 18-24 years of age, college classes are no longer being filled with the younger student who attends classes 8:00 a.m. to 4:00 p.m., Monday through Friday. Aslanian (1986) reported that "it is not surprising to find among those 25 and older who are studying for a degree that 40 percent are studying full time" (p. 7). Johnstone and Rivera (1965) described the "typical" adult learner as being employed in a full-time position, married, and a parent. By 1992, half of all the enrollments are expected to be composed of the adult, non-traditional student.

Boaz (1981) described the characteristics of the non-traditional student to "include nondegree candidates, women returning to school after raising their families as well as more women in general, minority students, older students changing careers, elderly and retired students, and part-time students" (p. 12). Based on a pilot study using a representative sample of 1500 adults, Bonham (cited in Boaz, 1981) presented this profile of the adult learner:

* Learners are slightly more likely to live in

urban areas.

- * Learners are considerably younger than nonlearners. Half of all adult learners are under the age of 40.
- * Learners are considerably better educated than nonlearners. Adults who have gone beyond high school are twice as likely to learn as those who have not.
- * Adults who are employed and those with high incomes are more likely to learn than unemployed adults and those with lower incomes. The more work a person is doing, the more likely he/she is to engage in learning activities.
- * Participation in learning activities drops sharply among adults who have five or more children.
- * Females with children under 18 are considerably more likely to engage in learning activities than females with children over 18.
- * Single adults who have never married and divorced adults are more likely to engage in learning activities than married adults.

Sexton's (1980) study revealed that

women are more likely to be part-time students and more often than not over 35 years old when they attend school. There is a need for special provisions for older women with children; they need aid for child care expenses, and need good financial aid information since they may not be able to participate in the normal information channels. (p. 143)

Reasons for Adult Participation in
Continuing Education Programs

Reasons why adult learners participate in continuing education programs vary from job-related to social to general learning goals (Houle, 1961; Scheffield, 1964; Boshier, 1971, 1977, 1978). According to Dohr (1985), "identifying learners' reasons for participating in programs and understanding the meaning of those reasons become increasingly significant with the growing demand for continuing adult education" (p. 80). A national study commissioned by the College Board in the late 70s probed for explanations as to causes and timing of adult learning and the procedures used by adults in meeting their learning objectives. Almost 2000 Americans, 25 years of age and older, were surveyed through face-to-face interviews and telephone conversations. Research questions asked included: "Why do adults choose certain learning activities? Do certain demographic characteristics correlate with adult learners? and Why are adults choosing to take part in learning activities?" The results indicated that there were 126 million adults, 25 years of age and older in the United States. "Some are current learners and all are potential learners" (Aslanian & Brickell, 1980, p. 4). Over 80 percent of the respondents described some changes in their lives as the reason for learning. More than half of the transitions were career related; a smaller but substantial fraction were related to

family or leisure transitions.

Morstain and Smart (1977) identified five distinct types of adult learners:

- (1) the non-directed learners who have no specific goals,
- (2) the social learners who want to improve their social interests and personal associations,
- (3) the stimulation-seeking learners who learn to escape from routine and boredom,
- (4) the career-oriented learners who learn because of occupational interests, and
- (5) the life change learners who learn to improve multiple facets of their lives.

Toffler (1980) predicted that "education will become more interspersed and interwoven with work and more spread out over a lifetime" (p. 400). Levitz and Noel (1980) contended that for many institutions, notably two-year public colleges, the adult learner group has always been considered a primary target group for institutional efforts. Only in recent years, however, have significant numbers of adult learners begun to take advantage of the full range of postsecondary, educational opportunities. Simultaneously, many colleges and universities have become interested in redefining programs and services to meet the needs of adult learners.

Historically, "adults came to colleges and universities

either for enrichment and self-improvement or because they had not had a prior opportunity to do so" (Lynton & Elman, 1987, p. 86). In recent years, changes have occurred and a growing number of adults are turning to various sources of formal education in order to keep up with the changes in the nature and content of their jobs. Barton (1982) noted that of all the educational institutions, "junior and community colleges have played (a major role) in spearheading the development of learning opportunities for adults" (p. 134).

Modifications introduced by two year colleges to accommodate the adult learner include:

- (1) the scheduling of classes at times other than during the morning or afternoon hours when the majority of adults are at work.
- (2) the offering of classes at locations other than the main campus. Many courses are being given at regional campus centers, libraries, employment sites, union halls, churches, and even on commuter trains.
- (3) the use of media to transmit courses, lectures, and reading materials. Several courses are being given through local newspapers, radio stations, and shown on cable television during the week.

Reasons Why Adults Do Not Participate
in Continuing Education Programs

Several research methods have been used to identify why some adults participate in learning activities and why others do not. Many researchers have identified reasons for nonparticipation by adults in learning experiences. In 1974, the Commission on Non-traditional Study presented the results of their survey on the perceived barriers to adult learning (Carp, Peterson, & Roelfs). Twenty-four reasons were identified. Cross (1986) and others have classified these reasons or barriers to learning into three general classifications: situational, institutional and dispositional.

Situational barriers are related "to one's situation in life at a given time" (Cross, 1986, p. 98). Home and job responsibilities, lack of time, money, and/or child care, and transportation problems are examples of situational barriers which adults feel prevent them from enrolling or completing educational experiences.

Institutional barriers consist of policies and procedures established by educational providers which exclude or discourage adults from participating in educational programs. Examples of these barriers include inappropriate schedules or locations of program offerings, costs, institutional requirements, involved registration procedures, and inappropriate course offerings for the needs of potential

adult learners.

Dispositional barriers relate directly to the attitudes and interests of the learner. Some people feel that they are too old to learn, lack confidence in their ability to succeed in a learning situation, and/or are not interested in participating in lifelong learning experiences. Cross and Zusman's (1979) study summarized the barriers to adult participation into eight major reasons. Listed in descending order, these barriers are:

- a. lack of time
- b. costs
- c. scheduling problems
- d. assorted institutional requirements/red tape
- e. lack of information about appropriate opportunities
- f. problems with child care or transportation
- g. lack of confidence
- h. lack of interest

Identification of Student Needs

Many colleges and universities have been using marketing research techniques for several years in the form of needs assessment studies, public relations and fund raising efforts. Struggs (1981) stated that a "marketing approach begins with an assessment of needs and wants. The assessment is then translated into products that sell" (p. 23). Eastfield College in Mesquite, Texas, and the National

Center for Higher Education Management Systems conducted a community impact study. One purpose of the study was to identify unmet community needs. "Eastfield immediately began using the results of the study to improve planning and enhance its public relations" (Struggs, 1981, p. 27). An unexpected finding was the preference of adult learners to take credit courses on campus rather than at a local high school. The impact of this study enabled Eastfield to better meet many of the college's stated goals.

In continuing education literature, the concept of needs has been well discussed as it applies to individuals, organizations, institutions, communities, and society. When referring to individual needs, the term is generally used in two ways: (a) interchangeable with want, desire or interest or (b) to indicate a gap between a present situation and a preferred one. The gap may relate to knowledge, attitudes, or skills. Approaches to identifying needs have been labeled as needs assessment studies.

Needs are related to reasons why adults participate in continuing education programs. Monette (1977) defined an educational need as one which is "capable of being satisfied through a learning experience which can provide appropriate knowledge, skills, or attitudes" (p. 119). According to Peat, Marwick & Mitchell (1978),

needs assessment includes all those formal and informal activities that an organization uses to investigate potential markets for particular programs before offering the programs. Needs

assessment may be based on data that are systematically collected, or it may be quite informal, as when a program director, with little or no consultation, judges that a particular program will attract participants. (p. III-5)

Lenning (1977) defined needs assessment as an

objective and systematic process for identifying and assessing specific types of met and unmet needs of an individual, group, organization, institution, community, or society. It provides analytic information to selected educational decision makers that will be of assistance to them in making needed decisions for an educational course, program, institution, or educational system of institutions. (p. 43)

According to Sell and Segal (1978), there are three aspects of needs assessment: learner assessment, community assessment, and provider assessment. Learner assessments are directed at those for whom learning activities are offered. Synonyms for learners are students, enrollees, participants, clients, and target audiences. From a continuing education perspective, three types of learners should be considered in the assessment of their educational needs: former students not presently being served, present students, and potential students. Community assessment studies are designed to reveal unmet community needs which can often be identified by the use of focus groups or information gained from key informants within the community.

Provider assessments study the organization's competition. Organizational providers of continuing education programs include colleges and universities, museums, parks and recreational centers, hospitals, labor unions,

governmental agencies, professional and trade associations, religious organizations, libraries, voluntary organizations, and a variety of social and community organizations. These organizations not only contribute to the supply of educational offerings within a community or service area, they also create demands for programs and services. The assessment of needs is a prerequisite to effective program planning.

Program Planning Considerations

Although the American economy has suffered during the past few years, research indicates that changes are occurring in the attitudes of organizations toward employee training. Due to the recession of 1982 which was deeper and lasted longer than was predicted, many companies no longer exist. Those companies who have survived have had to restructure their operations to compete with the emergence of brand new companies. American workers are pressured by the Japanese, who in the minds of Americans signify quality in workmanship. Luther (1984) contended that the decline in the quality of American-made goods is not a labor problem; it is a management problem.

Education and training are no longer benefits to be offered simply to those who want them. They are a must for reaching the new standards of excellence required in most companies. The economic survival of many industries is dependent on how well they train their employees....
(p. 76).

A New Dimension of Adult Education

Within a single year, 8.3 million men and 6.9 million women change their occupations. Within a single month during the late 1970s, 3.3 million employed people were looking for new jobs. Aslanian and Brickell's (1980) national study revealed that "most adults learn in order to move out of some status they must or wish to leave and into some status they must or wish to enter" (p. 52). Sheehy (1976) called these stages in one's life, "passages," to describe a person's shift from one status to another. Most career transitions occur within these three categories: moving into a new job, adapting to a changing job, or advancing in a career. Triggering events in moving adults to enroll or participate in adult education programs relate to getting hired, having an existing job change, being offered an advancement, getting promoted or stopping work (Aslanian & Brickell, 1980)

Demands of the New Work Force

American businesses spend between \$30 and \$100 billion each year on the training, retraining, and education of their employees. These large expenditures illustrate the growing dedication among business leaders in providing educational programs which are necessary for the growth and profitability of their businesses. Edgerton (1983) stated that "by 1990 ten to fifteen million manufacturing workers

will no longer be needed in the jobs they now have. With the baby boom generation reaching maturity, far fewer people will be entering the labor force afresh. Eighty-five to ninety percent of the labor force of 1990 is already in place" (p. 4). While most of the industrial training is now being offered by in-house trainers or consulting firms, many businesses have made contacts with colleges and universities. They have found the instruction and support services provided by the community colleges to be of high quality and the prices competitive with other training firms. "The colleges are discovering that industrial instruction is complementary to their other programs and a logical extension of their mission" (Kopecek, 1984, p. 4).

In a 1987 survey of organizations by TRAINING magazine, an estimated 38.8 million individuals were expected to receive formal, employer-sponsored training during the coming year. The organizations with the highest average outside expenditure of employee training were in the areas of transportation, communications, utilities, and wholesale/retail trade. The most prevalent type of formal training in American organizations was the new employee orientation. Salespersons received the most amount of training; clerical workers, the least. This study revealed that most organizations combine inside and outside training sources. In-house training is given primarily for production workers and customer-service people. The most prevalent training

courses related to management development, communication skills, and technical skills. Projections for the future included increased offerings in interpersonal skills for a participative workplace. The following "soft skills" offerings were still expected to be popular in the coming years: time management, stress management, motivation, listening skills. Only 3.9 percent of the educational organizations surveyed indicated that customer service was a "big ticket concern for training in the next two to five years" (p. 71) while customer service training was selected as one of the greatest training and development challenges by one fourth of the other organizations. Educational organizations selected new marketing strategies as the most pressing concern of the future.

According to Lynton and Elman (1987), "categories of jobs are changing on a time scale that is much shorter than the working life-span of an individual. New types of employment are appearing and others are becoming obsolete, sometimes quite rapidly" (p. 94). Leaders in adult education maintain that "the maintenance of competence as a citizen and on the job should be recognized as a continuous and coherent process through lifelong learning in which successive phases of organized instruction alternate or are intertwined with periods of work" (Lynton & Elman, 1987, p. 96).

Colleges and universities have an opportunity to play a significant role in the lifelong maintenance of competence.

These institutions can participate in two ways. They can intensify their efforts to meet the educational needs of adults, and they can adapt their educational products and services to better meet the needs of working adults by being more flexible in the location, timing, and format of instruction.

Many institutions have tried to accommodate the non-traditional student by adjusting programs and services to include more flexible course offerings, intensive, short courses and workshops, and independent study courses for credit and non-credit programs. While some colleges can be seen as less entrepreneurial, less market sensitive, less adaptive to population changes; many college administrators are scheduling more and more courses off-campus in extension settings and providing nontraditional technological delivery systems which enable many people to earn college degrees without ever going to a campus (Boaz, 1981, p .13).

From their study, Ruyle and Geiselman (1974) concluded:

in many institutions that claim to welcome the part-time or adult student, the special needs of these potential students are not being met---needs for lower fees, special counselors, counselling, financial aid, business and job placement, offices open at times when the student is on campus, child care, grants, work-study jobs (p. 136).

Colleges and universities no longer have a monopoly on higher education. The number of nonacademic providers of educational services has increased significantly. In the next few years, the nontraditional student will become the

norm, and the competition among educational providers will become greater.

Impact of Changing Demographics

According to Charner & Rolzinski (1987), "both the clients and the mission of adult and continuing education are changing and will continue to change as a result of demographic, economic, and technological shifts in the economy" (p. 5). The future marketing strategies of continuing education units in institutions of higher education will depend on the characteristics of tomorrow's learner. "It is estimated that women will comprise 65% of all new hires during the next ten years and over half of the labor force before the end of the century" (Charner & Rolzinski, 1987, p. 7). By the year 2000, the population of blacks and Hispanics will constitute almost one-fourth of the total work force. The dominant sector of employment for the coming decades will be in the service sector. In 1995, over 80% of employment growth is expected to occur in this sector.

The changing demographics indicate or suggest the need for continuing education programs to offer programs related to preretirement education, retirement programs, adult literacy, and foreign language programs. Will colleges and universities be ready to serve the 40 million adults who will be returning for training, retraining or upgrading of

skills? In order to be competitive in the marketplace, institutions of higher education must take the demographic trends of the 1990s seriously, use marketing research to identify potential adult learners, develop a marketing plan, communicate more effectively with their publics, and continue to evaluate existing products and services. Declining enrollments and economic trends are expected to continue into the next century. The survival of many continuing education programs may depend upon the development and use of effective marketing research techniques in the identification of non-traditional students and the appropriate offerings tailored to meet their needs.

CHAPTER III

RESEARCH PROCEDURES

The purposes of this study were to determine the marketing research techniques used by continuing education programs and to determine the importance placed on the results of marketing research studies by administrators in their decision-making process. Chapter III describes the procedures used to execute the study including the identification of a population, selection of an instrument, collection of data, and data analysis.

Type of Research Design

The descriptive research design was selected for this study. Kerlinger (1973) stated that the central focus of descriptive research was to examine facts about people, their opinions and attitudes. "Its purpose is not to give value to sets of relationships between events, but simply to draw attention to the degree two events or phenomenon are related" (Merriam & Simpson, 1984, p. 59). According to Best and Kahn (1986), "descriptive research describes what is, describing, recording, analyzing, and interpreting conditions that exist (p. 24).

Descriptive design is used "to describe systematically

the facts and characteristics of a given population or area of interest, factually and accurately" (Issac and Michael, 1985, p. 46). The descriptive method, according to Merriam and Simpson (1984), allows the researcher to collect facts that describe existing phenomena, to identify problems, to evaluate projects or products, or to compare the experience between two groups with similar problems to assist in future planning and decision making.

The descriptive design chosen for this study was the survey method. One purpose of the survey method, according to Issac and Michael (1985), is to identify problems or justify current conditions and practices and to determine what others are doing with similar problems or situations. Survey studies, according to Van Dalen (1979), "collect detailed descriptions of existing phenomenon with the intent of employing the data to justify current conditions and practices or to make intelligent plans for improving them" (p. 286). This study was designed to determine the marketing research techniques used by continuing education programs and the importance placed on the results of marketing research studies by administrators in program planning.

Population

The target population was administrators of continuing education programs in American colleges and universities. The population was limited to institutions within the 50

states and the District of Columbia and excluded colleges and universities in Puerto Rico, Guam, the Virgin Islands, and in other American territories.

The sampling frame was prepared from a listing of college and university administrators identified by their respective institutions in the 1988 Higher Education Directory. The Directory classified these administrators under the following titles:

Dean/Director of Continuing Education

Director of Community Services

Dean/Director of Evening Division

Dean/Director of Extension

These titles reflect the two program areas of interest: non-credit programs which include short-term classes, workshops and seminars and credit classes which include off-campus credit, weekend college programs, university extension classes, and special evening programs for non-traditional students. Membership directories from the National University Continuing Education Association and the American Association for Adult and Continuing Education were used to validate the frame's accuracy.

The population was also limited to the two-year and four-year colleges and universities accredited by one of the following regional accreditation associations:

Middle States Association of Colleges & Schools

New England Association of Schools & Colleges

North Central Association of Colleges & Schools

Northwest Association of Schools & Colleges

Southern Association of Colleges & Schools

Western Association of Colleges & Schools

The states identified within each regional institutional accreditation association are listed in Appendix A (p. 145).

Sampling Plan

A stratified, random sampling plan with proportional allocations was used to select the subjects. The population was stratified into six strata, with each stratum representing one of the regional accreditation associations identified above. The total number of programs for the six strata was calculated to be 1379.

The sample size formula for binominal populations with a 95% confidence level was used to calculate the sample size of 300 from a population of 1379. Krejcie and Morgan's (1970) table for determining sample size from a given population approximated the formula's calculation.

Individual institutions within each regional accreditation body were numbered. After the desired proportion corresponding to the percentage of the total population size was calculated for each regional stratum, Kish's (1965) table of random numbers was used to select the sample. The table of random numbers was entered at the left hand column. The numbers were read vertically then horizontally until the

quota for each stratum was completed. A total of 300 names of continuing education administrators from six regional areas was selected from the prepared frame. Using this sampling method, each institution within each accreditation region was given an equal chance of being selected. All states were represented in the selected sample. Table I presents information regarding the population, the sample size of each stratum, and the corresponding numbers representing the proportional allocation for each stratum.

TABLE I
PROPORTIONAL ALLOCATIONS OF CONTINUING EDUCATION
PROGRAMS FOR EACH ACCREDITATION REGION

Accreditation Region	Number of Programs	Percent of N (N = 1379)	Number Sampled
Northwest	80	6	18
Western	98	7	21
New England	107	8	24
Middle States	278	20	60
South Central	373	37	81
North Central	443	32	96
TOTAL	1379	100	300

Instrumentation

The survey method was used to gather information about the marketing research practices of continuing education programs in institutions of higher education. According to Goode and Hatt (1952), the questionnaire can be most fruitfully used for highly select respondents with a strong interest in the subject matter, greater education, and higher socioeconomic status" (p. 182). The target population was assumed to possess these characteristics.

The survey instrument developed by the researcher consisted of 25 questions. The questionnaire was divided into four sections: background information, marketing research techniques, importance of marketing research, and use of marketing research studies. A copy of the questionnaire may be found in Appendix B (p. 147).

The first section of the questionnaire requested background information: academic position of respondent, type of institution, institutional classification, enrollment size, geographic area to which the school markets its continuing education programs, population of local service area, the type of continuing education programs offered, and the type of programs for which respondents were responsible.

The second section of the instrument consisted of three questions which addressed the characteristics of the marketing approach of the continuing education programs. These questions were designed to determine the overall nature of

the type of information used for decision-making purposes by the administrative unit.

In the third section administrators were asked to indicate how important the results of marketing research studies were to the continuing education program. Levels of importance ranged from "extremely" to "not used at all".

The fourth section contained seven specific questions relating to the use of marketing research techniques. Respondents were asked to estimate how often they or their administrative staff used various marketing research techniques.

As an incentive for completing the questionnaire, respondents were offered a copy of the results. The respondents were asked to include their business cards with the questionnaire if they would like a copy of the results. Fifty percent of the respondents included a business card in the return envelope with their completed questionnaire.

Content validity of the questionnaire was assessed by a panel of experts in the fields of adult and continuing education and home economics administration. The experts were asked to evaluate the questionnaire in terms of clarity and appropriateness of the direction statements and clarity of the questionnaire items. The panel consisted of five representatives from University Extension and five faculty members at Oklahoma State University. The instrument was also examined for clarity by a select group of five graduate

students from the College of Home Economics who were studying academic administration in their respective majors. Revisions were made in the initial questionnaire based upon the results of the pilot study. Most of the revisions were related to layout, duplication of terms to insure continuity, and basic terminology. Copies of the pilot study letter and the evaluation form are in Appendix C (p. 152).

Selection of Variables

The major purposes of this study were to determine the marketing research techniques used by continuing education programs and to determine the importance placed on the results of marketing research studies by administrators in their decision-making process. The independent variables were classified into two major categories: types of continuing education programs offered and selected institutional variables. The selected institutional variables were institutional classification (two year vs. four year), size of the institution, population of local service area, and type of administrative control (public vs. private). Subcategories of the types of continuing education programs were identified as credit courses, non-credit courses, and both credit and non-credit courses. There were two categories of dependent variables: the marketing research techniques used and the importance continuing education administrators place on the use of marketing research.

Data Collection

Research instruments were mailed during the last week of February, 1988, to the 300 administrators selected randomly from the 1379 institutions of higher education identified as having continuing education programs for non-traditional students. A personalized cover letter describing the purpose of the study accompanied the questionnaire. An Oklahoma State University business return envelope was provided to facilitate ease of returning the completed questionnaire to the researcher. Within three weeks of mailing the questionnaires, a reminder was mailed to the nonrespondents. Copies of the letter and the reminder card are in Appendix D (p. 155).

In order to determine the extent of nonresponse bias, the 78 nonrespondents were analyzed from the existing data available in the 1988 Higher Education Directory. The data were analyzed to ensure that there were no significant differences between the characteristics of the respondents and the non-respondents. According to Whipple and Muffo (1982), the simplest method of dealing with potential non-respondent bias is to assume that respondents and non-respondents have the same characteristics. A second method is to compare the known demographics of the respondents with the nonrespondents. Both methods were used in this study to deal with potential non-respondent bias. Table II notes the

similarity between the two groups.

TABLE II
CHARACTERISTICS OF RESPONDENTS AND
NON-RESPONDENTS

Characteristics	<u>Respondents</u> ^a		<u>Non-Respondents</u>	
	Frequency N=217	%	Frequency N=78	%
<u>Administrative Titles</u>				
Vice Presidents	13	6	6	8
Deans	116	53	30	38
Directors	76	35	36	49
Program Coordinators	7	3	4	5
Other	5	2	0	0
<u>Type of Institution</u>				
2 year private	3	1	3	3
2 year public	82	38	34	44
4 year private	57	26	19	24
4 year public	74	34	22	28
<u>Enrollment Size of the Institution</u>				
Under 5,000 students	116	53	47	60
5,001-10,000	44	20	14	18
10,001-20,000	37	17	10	13
20,001-30,000	14	7	4	5
Over 30,000 students	6	3	3	4

^aFive respondents were received after the analysis cut-off date and were not reflected in this analysis.

Proportionally, the respondents and non-respondents were very similar. In each of the categories in Table II, with the exception of administrative titles, the proportions for respondents and non-respondents in the various categories were similar. In both groups the largest institutional category represented was the two-year public schools, followed by the four-year public schools and the four-year private schools. In both groups the largest category for the enrollment size of the institutions was the "under 5,000 students" category. The difference in position titles was more a reflection of the nature of the institution rather than the position. For example, in some institutions the administrator of a continuing education program is called a Dean; in another institution, a Director. The overall demographics did not present an indication of non-response bias.

Analysis of Data

The chi-square test of independence was used to analyze the relationships between the stated independent and dependent variables. "The test is based on the analysis of discrepancies between observed frequencies and expected frequencies from the null hypothesis" (Jaccard, 1983, p. 301). The expected frequency is compared with the observed frequency to determine the chi-square statistic by using the following formula:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

The expected frequency of each group is represented by E; the observed frequency by O.

The logic of the chi-square analysis, according to Jaccard (1983), involves these steps:

- (1) assume a null hypothesis is true,
- (2) derive a set of expected frequencies based upon the assumption,
- (3) compare the expected frequencies with the frequencies observed in the experiment, and
- (4) if the discrepancy is large (as defined by a given alpha level), reject the null hypothesis (p. 290).

The assumptions of the test of independence include (a) relatively large sample sizes and (b) expected frequencies greater than 5 for each cell. According to Siegel (1956), the chi-square test requires that the expected frequencies in each cell be more than five or the results of the test are inappropriate and meaningless.

When more than 20% of cells in a chi-square contingency table have expected frequencies of less than five, the Statistical Analysis System (SAS) issues a warning. Mellina (1984) and Mvududu (1987) used a procedure developed by Dr. P. Larry Claypool, Department of Statistics, at Oklahoma State University to adjust for this occurrence and, thereby, increase the accuracy of test interpretation. The Claypool procedure involved the summing of the chi-square values from

all cells with expected values of less than five. The sum was subtracted from the overall chi-square total. This new total was then divided by the number of cells with expected values of five or more. A new average chi-square value for cells which did not contribute to the sparseness warning was generated and multiplied by the total number of cells in the test, producing an indication of what the chi-square value might have been if the test's sparse cells had not contributed disproportionately to the actual total. In cases where the adjusted Claypool chi-square value was no longer significant at the $p < .05$ level, the test was considered nonsignificant. A p-value equal to or less than .05 obtained with the new chi-square score was considered to be statistically significant except in cases when the percent of cells with sparse cell counts (<5) exceeded 35%.

The data were analyzed using SAS, Statistical Analysis System (Barr, Goodnight, Sall, and Helwig, 1982). Throughout the study, a .05 alpha level was used to determine if results were significant.

CHAPTER IV

FINDINGS AND DISCUSSIONS

The purposes of this study were to determine the types of marketing research techniques which provide continuing education administrators with the basic criteria for the development and implementation of comprehensive continuing education programs and the importance placed by administrators on the results of marketing research studies in the decision-making process. This chapter describes the population surveyed and discusses the results of data analysis.

Continuing education programs in American colleges and universities were surveyed using a questionnaire developed by the researcher. The mailed survey was sent to 300 institutions randomly selected for the study. The data collected were analyzed to identify the types of marketing research techniques used by colleges and universities and to determine the relative emphasis or frequency of use of various marketing research techniques and the importance placed upon their use by administrators.

Frequencies and percentages were used in summarizing the basic nominal data. In addition, chi-square analysis provided information regarding differences or similarities

in marketing research techniques used as measured by these variables: type of institution (2 year or 4 year), type of administrative control (private or public), size of the institution, population of the local service area, and type of continuing education program. The findings are presented in tabular and narrative formats for reader convenience.

Questionnaire Response

A response of 223 of the 300 programs surveyed resulted in a 74% response rate. However, only 217 (72%) returned questionnaires were used in the analysis of the study. Two of the continuing education programs had been reorganized and closed. Five questionnaires were returned too late to be included in the analysis. Table III presents an overview of the response rate for each accreditation region. Ninety post cards reminding the administrators to complete and return the questionnaires were mailed three weeks after the initial mailing period. Twelve questionnaires were received as the result of the second mailing, representing 13% of those who did not respond to the first mailing.

Description of the Survey Population

The responses were examined according to selected characteristics: institutional characteristics and individual respondent characteristics. Table IV presents the frequency distribution and percentages of the responding institutions.

TABLE III
 FREQUENCY AND PERCENTAGE OF QUESTIONNAIRES RETURNED
 BY EACH ACCREDITATION REGION

Accreditation Region	Frequency		Percent
	Number Mailed	Number Returned	
Northwest	18	12	67
Western	21	15	71
New England	24	17	71
Middle States	60	43	72
South Central	81	65	80
North Central	96	71	74
TOTALS	300	223	74

TABLE IV
 FREQUENCY DISTRIBUTIONS AND PERCENTAGES
 OF RESPONDING INSTITUTIONS

Type of Institution	Frequency	Percent
Two-year private colleges	3	1.4
Two-year public colleges	82	38.0
Four-year private colleges or universities	57	26.0
Four-year public colleges or universities	57	26.0
Land-grant universities	17	8.0
Graduate seminary	1	0.5
TOTALS	217	99.9 ^a

^aThe sum of the percentages for the types of institutions does not total 100 due to rounding.

Institutional Characteristics

Over 70% of the responding administrators represented public institutions, 39% were from two-year schools, and 60% were from four-year colleges and universities. One institution was a graduate seminary. Seventeen (8%) land-grant universities were represented in the sample (Table IV). For statistical purposes, the land-grant universities and the graduate seminary were included with the four-year institutions.

The majority of the institutions had an enrollment size of under 5,000 students (Table V). Six institutions had enrollment sizes of over 30,000 students; four of these were land-grant universities and two were from four-year public universities. Sixty-six percent of the two-year schools and 75% of the private four-year schools had enrollments of under 5,000 students.

Fifty-nine percent of the institutions market their continuing education programs only to their local service areas. Of this number, over 80% of the two-year schools and 44% of the four-year schools market their programs only to the local areas. Nineteen institutions market their programs locally, statewide, and on a national basis; 16 of whom were land-grant institutions. There were no two-year institutions who reported the marketing of their programs to international audiences, but fifteen four-year colleges and

universities (7%) served state, national, and international markets in addition to their local areas. Five institutions also reported serving a regional geographic area.

The population size of the local service area varied among the different institutions. Nearly 50% of all the colleges and universities were located in metropolitan areas of 250,000 or more residents. The majority of these institutions served state, national, or international audiences. Only three two-year institutions served a market area of over one million people.

Ninety percent of the institutions offered non-credit classes; 91% offered non-credit seminars, conferences, or workshops. Only 42% of the institutions offered non-credit teleconferences. The institutions offering non-credit programs were very similar in their characteristics. All of the two-year institutions surveyed offered non-credit courses, and those institutions with smaller enrollments offered more non-credit classes than those with larger enrollments.

Seventy-six percent of the American colleges and universities offered off-campus credit classes. A large majority (79%) of the public institutions and two-thirds of the private schools surveyed offered off-campus credit classes. Several continuing education programs were also responsible for on-campus credit classes taught during the evening hours or on week-ends. Forty percent of all the colleges and

TABLE V
CHARACTERISTICS OF RESPONDING INSTITUTIONS

Characteristic	Frequency <u>N</u> = 217	Percent ^a
<u>Institutional Classification</u>		
Two-year colleges	85	39
Four year colleges/universities	132	61
<u>Type of Administrative Control</u>		
Private	61	28
Public	156	72
<u>Types of Continuing Education Programs</u>		
Non-credit classes	196	90
Non-credit seminars, etc.	197	91
Non-credit teleconferences	92	42
Credit classes taught off-campus	164	76
Credit classes taught via television, radio, newspaper, audio-tapes, or VCR tapes	85	39
Other	53	24
<u>Enrollment Size of Institution</u>		
Under 5,000 students	116	53
5,001 to 10,000 students	44	20
10,001 to 20,000 students	37	17
20,001 to 30,000 students	14	6
Over 30,000 students	6	3

(table continues)

TABLE V (Continued)

Characteristic	Frequency <u>N</u> = 217	Percent ^a
<u>Geographic Areas of Continuing Education Markets</u>		
Local area only	127	59
Statewide audience	56	26
Nationwide audience	19	9
International audience	15	7
<u>Population of Local Service Area</u>		
Under 25,000	17	8
25,001-50,000	28	13
50,001-99,999	33	15
100,000-249,999	43	20
250,000-499,999	32	15
500,000-1,000,000	28	13
Over one million	36	17

^aThe sum of the percentages for each characteristic may not total due to rounding.

universities offered non-traditional credit classes using different formats and delivery systems: newspaper, radio, television, VCR tapes, audio-tapes, computer assisted instruction, or correspondence study. Only 11% of the private schools offered the non-traditional credit classes. Eighty-eight percent of the land-grant institutions offered traditional off-campus credit classes, and 76% offered non-traditional credit classes. The characteristics of the responding institutions by continuing education programs offered are presented in Table VI.

Other types of continuing education programs offered by many of the responding institutions included:

- * Correspondence studies
- * On-campus credit (evenings and weekends)
- * GED/ABE/ESL programs
- * Computer-based course/Plato
- * Contract training courses for business and industry
- * Credit seminars for business
- * Weekend college programs

TABLE VI
 CHARACTERISTICS OF INSTITUTIONS BY CONTINUING
 EDUCATION PROGRAMS OFFERED

Characteristic	Distribution of Respondents <u>N = 217</u>	<u>Institutional Offering</u>	
		Frequency	Percent
Non-Credit Classes ^a			
<u>Institutional Classification</u>			
Two-year colleges	85	85	100
Four-year colleges	114	93	82
Land-grant universities	17	17	100
Graduate seminary	1	1	100
<u>Type of Administrative Control</u>			
Private	60	47	78
Public	157	149	95
Non-Credit Teleconferences ^b			
<u>Institutional Classification</u>			
Two-year colleges	85	48	56
Four-year colleges	132	44	33
<u>Type of Administrative Control</u>			
Private	60	6	10
Public	157	86	55

(table continues)

TABLE VI (Continued)

Characteristics	Distribution of Respondents <u>N</u> = 217	Institutional Offering	
		Frequency	Percent
Off-Campus Credit Classes ^c			
<u>Institutional Classification</u>			
Two-year colleges	85	60	71
Four-year colleges and universities	114	89	78
Land-grant universities	17	15	88
Graduate seminary	1	0	0
<u>Type of Administrative Control</u>			
Private	60	40	67
Public	157	124	79
Non-Traditional Credit Classes ^d			
<u>Institutional Classification</u>			
Two-year colleges	85	36	42
Four-year colleges and universities	114	37	32
Land-grant universities	17	13	76
Graduate seminary	1	0	0
<u>Type of Administrative Control</u>			
Private	60	11	18
Public	157	76	48

^an = 196, the number of institutions offering non-credit classes. ^bn = 92, the number of institutions offering non-credit teleconferences. ^cn = 164, the number of institutions offering off-campus credit classes. ^dn = 86, the number of institutions offering non-traditional credit classes.

Individual Respondent Characteristics

The majority of the individual respondents were responsible for the administration of non-credit courses, non-credit programs, off-campus credit classes, and non-traditional credit classes. Only 20 individuals of those sampled were primarily responsible for credit classes. Two program coordinators worked directly with non-credit programs, and five were responsible for both non-credit and credit programs.

Over 50% of the administrators held positions as "Deans, Associate Deans, or Assistant Deans". The majority of Deans came from four-year colleges and universities which varied widely in their enrollment sizes and population of local service areas. The Deans were primarily responsible for local marketing of programs to audiences in geographic areas over 100,000 population.

A larger percentage of the responding Directors were from public colleges and universities, primarily four-year institutions. Half of the administrators of credit programs were Directors; 25 administered non-credit programs, and 41 administered both types of continuing education programs. Directors were primarily responsible for the programming of non-credit courses, workshops, seminars, and credit classes in population areas over 25,000.

Five persons held positions relating to marketing specialists. All five represented four year institutions.

Thirteen Vice Presidents or Assistant Vice Presidents responded, the majority of whom were responsible for diverse continuing education programs. Eleven of the Vice Presidents were from public colleges and universities; six were from two-year schools and seven were from four-year schools. Tables VII and VIII summarize the characteristics of the respondents and their areas of responsibilities.

TABLE VII
CHARACTERISTICS OF RESPONDENTS

Characteristics	Frequency N = 217	Percent ^a
<u>Administrative Titles</u>		
Vice President/Asst. VP	13	6
Dean/Asso. Dean/Asst. Dean	116	53
Director/Asst. Director	76	35
Program Coordinators	7	3
Marketing Specialists	5	2
<u>Areas of Administrative Responsibility</u>		
Non-credit classes & programs	69	32
Credit classes	20	9
Both	128	59

(table continues)

TABLE VII (Continued)

Characteristics	Frequency <u>N</u> = 217	Percent ^a
<u>Institutional Classification</u>		
Two-year schools		
Vice President/Provost	6	3
Dean	47	22
Director	28	13
Program Coordinator	4	2
Four-year schools		
Vice President/Provost	7	3
Dean	69	32
Director	48	22
Program Coordinator	3	1
Other: Marketing Specialists	5	2
<u>Type of Administrative Control</u>		
Private Colleges & Universities		
Vice Presidents/Provost	2	0.9
Dean	31	14.0
Director	23	11.0
Program Coordinator	2	0.9
Other: Marketing Specialists	2	0.9
Public Colleges & Universities		
Vice President/Provost	11	5
Deans	85	39
Directors	53	24
Program Coordinators	5	2
Other: Marketing Specialists	3	1

^aPercentages within each characteristic may not total 100 due to rounding.

TABLE VIII

FREQUENCY DISTRIBUTIONS OF POSITION TITLES
BY INSTITUTIONAL CHARACTERISTICS

Institutional Characteristics	Position Titles				
	VP <u>n</u> = 13	Deans <u>n</u> = 116	Directors <u>n</u> = 76	PC <u>n</u> = 7	Other <u>n</u> = 5
<u>Enrollment Size of Institution</u>					
Under 5,000	4	56	45	6	3
5,000-10,000	4	23	16	1	0
10,001-20,000	1	23	11	0	2
20,001-30,000	2	7	2	0	0
Over 30,000	2	7	2	0	0
<u>Geographic Areas of Continuing Education Markets</u>					
Local area only	6	67	44	5	1
Statewide	3	26	24	2	2
Nationwide	1	12	5	0	2
International	3	11	3	0	0
<u>Population of Local Service Area</u>					
Under 25,000	0	6	6	3	0
25,001-50,000	0	13	12	3	0
50,001-99,999	3	17	13	0	2
100,000-249,999	5	24	13	0	0
250,000-499,999	1	19	11	0	1
500,000-1,000,000	2	14	10	0	2
Over one million	2	23	11	1	0

(table continues)

TABLE VIII (Continued)

Institutional Characteristic	Program Titles				
	VP <u>n</u> = 13	Dean <u>n</u> = 116	Director <u>n</u> = 76	PC <u>n</u> = 7	Other <u>n</u> = 5
<u>Institutional Classification</u>					
2 Year Schools	6	47	28	4	0
4 Year Schools	7	69	48	3	5
<u>Type of Administrative Control</u>					
Private	2	31	23	2	3
Public	11	85	53	5	2
<u>Type of Continuing Education Programs</u>					
Non-credit	4	37	25	2	0
Credit	1	9	10	0	0
Both	8	70	41	5	5

Code: VP = Vice President/Provost
PC = Program Coordinator

Marketing Research Techniques Used to Identify
Potential Adult Students

Table IX presents the frequencies and percentages of the marketing research techniques used by continuing education administrators to identify potential adult students. Informal contacts with representatives from private or profit organizations were the most helpful marketing research techniques used by the respondents in the identification of new adult students. Informal contacts with representatives from government or non-profit organizations and in-class evaluations ranked second and third respectively. The least effective technique was the telephone interview.

When comparing the types of institutions, the two-year schools used in-class evaluations, mailed questionnaires, and focus/advisory groups more than the four-year schools. Two-year and four-year institutions were very similar in their use of informal contacts with private and non-profit organizations. A majority of both types of institutions used personal interviews to identify potential students.

Table X illustrates the marketing research techniques used primarily by program type. Informal contacts (96%) and in-class evaluations (88%) were used more by non-credit administrators but were equally ranked (70%) by administrators of credit programs. Informal contacts with government or non-profit organizations ranked second to contacts with

TABLE IX
 FREQUENCIES AND PERCENTAGES OF MARKETING RESEARCH
 TECHNIQUES USED TO IDENTIFY POTENTIAL
 ADULT STUDENTS

Marketing Research Technique	<u>Grand Total</u> <u>N = 217</u>		<u>2 Year Schools</u> <u>n = 85</u>		<u>4 Year Schools</u> <u>n = 132</u>	
	Frequency	%	Frequency	%	Frequency	%
Mailed Questionnaires	136	63	56	66	80	61
In-class Evaluations	181	83	76	89	105	80
Personal Interviews	118	54	43	51	75	57
Telephone Interviews	81	37	28	33	53	40
Focus Groups	151	70	64	75	87	66
Informal Contacts with Govt. or Non- Profit Org.	179	82	70	82	109	83
Informal Contacts with Private or Profit Org.	187	86	74	87	113	86
Other	24	11	10	12	14	11

TABLE X
 FREQUENCIES AND PERCENTAGES OF MARKETING RESEARCH
 TECHNIQUES USED TO IDENTIFY POTENTIAL ADULT
 STUDENTS BY PROGRAM TYPE

Marketing Research Techniques	<u>Non-credit</u> <u>n = 69</u>		<u>Credit</u> <u>n = 20</u>		<u>Both</u> <u>n = 128</u>	
	Frequency	%	Frequency	%	Frequency	%
Mailed Questionnaires	36	52	12	60	88	69
In-class Evaluations	61	88	14	70	106	83
Personal Interviews	32	46	12	60	74	58
Telephone Interviews	19	28	9	45	53	41
Focus Groups	50	72	13	65	88	69
Informal Contact with Government or Non-profit Org.	58	84	13	65	108	84
Informal Contact with Private or Profit Org.	62	90	14	70	111	87
Other	19	28	2	1	3	2

profit or private organizations and above in-class evaluations for administrators of both program types. The telephone interview technique ranked the lowest for all three program types. The rank order of the marketing research techniques used to identify potential adult students for each program type is given in Table XI.

TABLE XI
RANK-ORDER OF MARKETING RESEARCH TECHNIQUES
USED TO IDENTIFY POTENTIAL ADULT
STUDENTS BY PROGRAM TYPE

Marketing Research Techniques	Non-Credit Ranking	Credit Ranking	Both Ranking
Mailed Questionnaires	5	5 ^a	4 ^a
In-class Evaluations	2	1 ^a	3
Personal Interviews	6	5 ^a	6
Telephone Interviews	7	7	7
Focus Groups	4	3 ^a	4 ^a
Informal Contacts with Representatives from Government or Non-profit Organizations	3	3 ^a	2
Informal Contacts with Representatives from Private or Profit Organizations	1	1 ^a	1

^aTied for rank

Additional marketing research techniques suggested by the respondents were related to these marketing techniques:

Follow-up on response to media advertising

Direct mail of course schedule

Targeted promotional efforts

Open houses/ career days/ college nights

Other ideas presented included:

Just getting out and beating the bushes

Membership on various community committees

CEO luncheons

College Board's Community Assessment Program Survey

Trend tracking

The chi-square statistic indicated a relationship between type of continuing education program and the use of mailed questionnaires, $\chi^2(2, N = 217) = 6.845, p < .05$. Sixty percent of the administrators of credit programs and 70% of the administrators of both types of continuing education programs used mailed questionnaires to identify potential adult students. Non-credit administrators were equally divided in their use of mailed questionnaires.

The population of the local service area was found to be significantly related to the use of informal contacts with government and non-profit organizations, $\chi^2(6, N = 217) = 15.907, p < .05$. A large majority of the institutions with service areas of over 25,000 or more used this marketing research technique to identify potential adult students.

All of the institutions within the population range of 50,001 to 99,999 reported the use of this technique; whereas, only 60% of the institutions from service areas of under 25,000 persons reported its use. Percentages for the other five population categories ranged from 71% to 86% in the use of informal contacts with representatives from government and non-profit organizations in the identification of potential adult students.

The type of administrative control of an institution, public vs. private, was significantly related to the use of the personal interview technique, $\chi^2 (1, N = 215) = 8.158$, $p < .05$. Seventy percent of the private schools used personal interviews to identify potential adult students, creating more than a 2 to 1 ratio. Fifty-two percent of the public institutions did not use the personal interview method as a marketing research technique. Therefore, private institutions are more likely to use this technique than public institutions to identify potential adult students.

A similar relationship also existed between the population size of institutional service areas and informal contacts with representatives from private or profit organizations, $\chi^2 (6, N = 217) = 15.273$, $p < .05$. Institutions with local service areas of less than 25,000 varied slightly in the use of informal contacts. All of the other service areas extensively used this technique with percentages ranging from 86% to 92%. Institutions from service areas of

over one million used this technique, percentage-wise, more than the other institutions from different service areas. According to the SAS warning system for sparse cell counts, the chi-square statistics may not have been a valid test for these specific data.

No other relationships were found between the marketing research techniques used to identify potential adult students and other selected variables. Tables XII, XIII and XIV summarize these findings and further illustrate Pope's (1986) categories of basic marketing studies. Pope's classification of marketing research studies includes these categories: (a) qualitative research which incorporates the use of one-on-one methods through individual in-depth interviews or through focus groups, (b) category studies which includes the techniques used to obtain data through large studies and utilizes the telephone survey or interview method, and (c) market segmentation which uses techniques to identify the characteristics, interests, and needs of a specific target market.

TABLE XII
 TYPES OF MARKETING RESEARCH TECHNIQUES USED IN
 "QUALITATIVE RESEARCH STUDIES" TO IDENTIFY
 POTENTIAL ADULT STUDENTS BY
 SELECTED VARIABLES

Summary of Chi-Square Analysis

Variables	df	<u>Marketing Research Techniques</u>					
		Focus Groups		Non-Profit Contacts		Business Contacts	
		χ^2	p	χ^2	p	χ^2	p
Program Type	2	.967	.617	4.778	.092	5.208	.074
Enrollment Size	3	.652	.884	2.058	.560	2.804	.423
Population of Local Service Area	6	4.871	.560	15.907	.014 ^a	15.273	.018 ^b
2 year vs. 4 year	1	2.870	.090	.122	.727	.058	.810
Private vs. Public	1	.170	.680	1.946	.163	1.415	.234

Note: Pope's (1986) classification of marketing research studies includes the category of qualitative research which incorporates the use of one-on-one methods through individual in-depth interviews or through focus groups.

^aSignificant at the $p < .05$ level

^bNot significant at $p < .05$ after Claypool's Adjustment Method

TABLE XIII
 TYPES OF MARKETING RESEARCH TECHNIQUES USED IN
 "CATEGORY STUDIES" TO IDENTIFY POTENTIAL
 ADULT STUDENTS BY SELECTED
 VARIABLES

Summary of Chi-Square Analysis

Variables	df	Marketing Research Techniques					
		Personal Interview		Telephone Interview		In-Class Evaluations	
		χ^2	p	χ^2	p	χ^2	p
Program Type	2	2.644	.267	4.241	.120	5.612	.060
Enrollment Size	3	1.865	.601	2.044	.563	.826	.843
Population of Local Service Area	6	4.159	.655	9.279	.158	7.774	.255
2 year vs. 4 year	1	.723	.395	1.008	.315	3.255	.071
Private vs. Public	1	8.158	.004 ^a	2.087	.149	2.725	.099

Note: Pope's (1986) classification of marketing research studies includes category studies, techniques which obtain data through large studies and utilize the telephone survey or interview method. For the purpose of this study, in-class evaluations were included within this category.

^aSignificant at the $p < .05$ level

TABLE XIV
 TYPES OF MARKETING RESEARCH TECHNIQUES USED IN
 "MARKET SEGMENTATION STUDIES" TO IDENTIFY
 POTENTIAL ADULT STUDENTS BY
 SELECTED VARIABLES

Summary of Chi-Square Analysis

Variables	df	<u>Marketing Research Technique</u>	
		Mailed Questionnaires	
		χ^2	p
Program Type	2	6.845	.033 ^a
Enrollment Size	3	3.575	.311
Population of Local Service Area	6	6.778	.342
2 year vs. 4 year	1	.512	.474
Private vs. Public	1	3.092	.079

Note: Pope's (1986) classification of marketing research studies includes the category of market segmentation, a method of identifying the characteristics, interests, and needs of a specific target market.

^aSignificant at $p < .05$ level

Marketing Research Techniques Used to
Identify the Educational Needs of
Adult Learners

Table XV presents data related to the use of marketing research techniques used to identify the educational needs of adult students. Most of the respondents (87%) believed that in-class evaluation was the most helpful marketing research technique used in the assessment of the educational needs of adult students. Informal contact with business representatives and profit organizations (84%) was the second most helpful technique identified, closely followed by informal contacts with representatives from government and non-profit organizations (81%). The telephone interview technique was checked by a small number of respondents (42%) and ranked as the least effective technique of those listed.

The two-year institutions used six of the marketing research techniques more than the four-year institutions to assess the educational needs of adult students. These were: mailed questionnaires, in-class evaluations, personal interviews, focus groups, and both classifications of informal contacts. Only the telephone interview method was used more by four-year schools than by two-year schools.

Table XVI summarizes the marketing research techniques used by the different types of continuing education programs. Ninety percent of the administrators of non-credit programs listed informal contacts with government and

TABLE XV

FREQUENCIES AND PERCENTAGES OF MARKETING RESEARCH
TECHNIQUES USED TO IDENTIFY THE EDUCATIONAL
NEEDS OF ADULT LEARNERS

Marketing Research Techniques	<u>Grand Total</u>		<u>2 Year Schools</u>		<u>4 Year Schools</u>	
	<u>N = 217</u>		<u>n = 85</u>		<u>n = 132</u>	
	Frequency	%	Frequency	%	Frequency	%
Mailed Questionnaires	134	62	58	68	76	58
In-class Evaluations	190	88	76	89	114	86
Personal Interviews	128	59	52	61	76	58
Telephone Interviews	90	42	34	40	56	42
Focus Groups	158	73	67	79	91	69
Informal Contacts/Govt.	176	81	73	86	103	78
Informal Contacts/Bus.	182	84	74	87	108	82

TABLE XVI
 FREQUENCIES AND PERCENTAGES OF MARKETING RESEARCH
 TECHNIQUES USED TO IDENTIFY EDUCATIONAL
 NEEDS OF ADULT LEARNERS BY
 PROGRAM TYPE

Marketing Research Techniques	<u>Non-credit</u> <u>n = 69</u>		<u>Credit</u> <u>n = 20</u>		<u>Both</u> <u>n = 132</u>	
	Frequency	%	Frequency	%	Frequency	%
Mailed Questionnaire	41	59	10	50	83	65
In-class Evaluations	61	88	13	65	116	91
Personal Interviews	39	57	12	60	77	60
Telephone Interviews	26	38	8	40	56	44
Focus Groups	57	83	10	50	91	71
Informal Contacts/Govt.	62	90	11	55	103	80
Informal Contacts/Bus.	61	88	15	75	106	83

non-profit organizations as their preferred choice for identifying the educational needs of adults. In-class evaluations and informal contacts with business and industry tied as the second most helpful technique.

Informal contacts with business representatives were designated by administrators of credit programs as most helpful technique used in the assessment of adult learning needs. In-class evaluations and personal interviews were rated as second and third respectively by the administrators of credit programs. Mailed questionnaires and focus groups were identified by 50% of the credit programs as being useful in identifying the educational needs of adults. However, administrators of both types of programs rated these two areas much higher. Ninety-one percent of the administrators of both program areas indicated that in-class evaluation was the most used technique. The telephone interview method was the least used marketing research technique identified by all three program areas. The mailed questionnaire method ranked number five by all three program types. Non-credit administrators and administrators of both program types were more similar in their use of the marketing research techniques identified than they were with the administrators of credit programs. Table XVII identifies the rank-order of the marketing research techniques used by the various continuing education types.

TABLE XVII
 RANK-ORDER OF MARKETING RESEARCH TECHNIQUES
 USED TO IDENTIFY EDUCATIONAL NEEDS OF
 ADULT LEARNERS BY PROGRAM TYPE

Marketing Research Technique	Non-Credit Ranking	Credit Ranking	Both Ranking
Mailed Questionnaires	5	5 ^a	5
In-class Evaluations	2 ^a	2	1
Personal Interviews	6	3	6
Telephone Interviews	7	7	7
Focus Groups	4	5 ^a	4
Informal Contacts with Representatives from Government or Non-profit Organizations	1	4	3
Informal Contacts with Representatives from Private or Profit Organizations	2 ^a	1	2

^aTied rankings

Additional marketing research techniques identified by respondents under the "other" category included:

- * Historical offerings
- * Local institution committee
- * Surveys in tabloid/schedule
- * Suggestions from college faculty
- * Community surveys

The chi-square statistic indicated a difference between the type of institution and the use of mailed questionnaires, $\chi^2(1, N = 217) = 7.989, p < .05$. Sixty-eight percent of the public institutions employ this technique; whereas, a majority (53%) of the private institutions did not identify mailed questionnaires as a marketing research technique used to identify the educational needs of adults. There were no appreciable differences in the use of mailed questionnaires by the private schools and universities.

In-class evaluations were significantly related to the different types of continuing education programs offered in American colleges and universities, $\chi^2(2, N = 217) = 11.451, p < .05$. Administrators of non-credit programs (88%) and administrators of both types of programs (91%) extensively used this technique. Administrators of credit programs also utilized this method, creating an approximate 2 to 1 ratio in favor of its use. A large majority of the administrators from all program areas favored the use of in-class evaluations as a means of assessing the educational needs of adult learners.

Program type was also significantly related to the use of focus groups, $\chi^2(2, N = 217) = 8.793, p < .05$. Although administrators of credit programs were equally divided in the utilization of focus groups, the other respondents highly favored the application of this method to the assessment of learner needs.

A significant difference in the use of informal contacts with representatives from government and non-profit agencies and program type was inferred by the chi-square statistic, $\chi^2 (2, N = 217) = 12.375, p < .05$. Ninety percent of the non-credit programs and 80% of both program areas capitalize on this marketing technique. Administrators of credit programs were divided in their use of informal contacts with government and non-profit agencies.

Informal contacts with representatives from business and industry were significantly affiliated with the population size of the local service area, $\chi^2 (6, N = 217) = 13.785, p < .05$. Institutions from populations over one million and from areas between 100,000 and 249,999 used this technique more frequently than institutions from other population segments. At least 60% of all population areas used informal contacts with representatives from private and profit organizations to assess the educational needs of adult students. The two smallest areas of population were very similar in their frequency totals. Populations of 50,000 or more residents used business contacts more than those from the lower population segments, creating in some instances an 8 to 1 ratio in favor of using this marketing research technique.

A significant difference in the exercise of informal contacts with private and profit organizations was designated by the chi-square statistic, $\chi^2 (1, N = 217) = 6.675,$

$p < .05$. Eighty-five percent of the public colleges and universities and 70% of the private schools used informal contacts with business and industry representatives to assess the educational needs of adults.

No other relationships were found between the marketing research techniques used to assess the educational needs of adult learners and the independent variables. Tables XVIII, XIX, and XX review the results of the chi-square statistic as they relate to the different categories of marketing research studies.

Marketing Research Techniques Identified as Most Helpful in Program Planning

The respondents were divided on the marketing research techniques which were most helpful in program planning. Due to the wording of the sentence stem, the responses varied. Many respondents checked all of the techniques, but the majority identified one to three marketing research techniques as being most helpful to their continuing education unit in program planning.

The marketing research techniques most utilized by continuing education administrators in program planning were, in descending order: informal contacts with representatives from business and industry (67%), informal contacts with representatives from government and non-profit agencies (60%), focus groups (57%), and in-class evaluations (53%).

TABLE XVIII
 TYPES OF MARKETING RESEARCH TECHNIQUES USED IN
 "QUALITATIVE RESEARCH STUDIES" TO ASSESS
 THE EDUCATIONAL NEEDS OF ADULTS
 BY SELECTED VARIABLES

Summary of Chi-Square Analysis

Variables	df	<u>Marketing Research Techniques</u>					
		Focus Groups		Non-Profit Contacts		Business Contacts	
		χ^2	p	χ^2	p	χ^2	p
Program Type	2	8.793	.012 ^a	12.375	.002 ^a	2.318	.314
Enrollment Size	3	3.238	.356	3.181	.365	.761	.859
Population of Local Service Area	6	2.897	.822	13.785	.032 ^a	10.962	.090
2 year vs. 4 year	1	3.777	.052	2.156	.142	.828	.363
Private vs. Public	1	3.763	.052	6.675	.010 ^a	1.880	.170

Note: Pope's (1986) classification of marketing research studies includes the category of qualitative research which incorporates the use of one-on-one methods through individual in-depth interviews or through focus groups.

^aSignificant at the $p < .05$ level

TABLE XIX
 TYPES OF MARKETING RESEARCH TECHNIQUES USED IN
 "CATEGORY STUDIES" TO ASSESS EDUCATIONAL
 NEEDS OF ADULT STUDENTS BY
 SELECTED VARIABLES

Summary of Chi-Square Analysis

Variable	df	Marketing Research Techniques					
		Personal Interviews		Telephone Interviews		In-Class Evaluations	
		χ^2	p	χ^2	p	χ^2	p
Program Type	2	.254	.881	.700	.705	11.451	.003 ^a
Enrollment Size	3	.375	.945	.180	.981	1.978	.577
Population of Local Service Area	6	3.022	.806	4.872	.560	10.392	.109
2 year vs. 4 year	1	.213	.644	.160	.689	.640	.424
Private vs. Public	1	2.995	.084	.425	.515	.716	.397

Note: Pope's (1986) classification of marketing research studies includes category studies, techniques which obtain data through large studies and utilize the telephone survey or interview method. For the purpose of this study, in-class evaluations were included within this category.

^asignificant at the $p < .05$ level

TABLE XX
 TYPES OF MARKETING RESEARCH TECHNIQUES USED IN
 "MARKET SEGMENTATION STUDIES" TO ASSESS
 EDUCATIONAL NEEDS OF ADULTS AND
 SELECTED VARIABLES

Summary of Chi Square Analysis

Variable	df	Marketing Research Techniques Mailed Questionnaires	
		χ^2	p
Program Type	2	1.847	.397
Enrollment Size	3	1.101	.777
Population of Local Service Area	6	3.772	.708
2 year vs. 4 year	1	2.286	.131
Private vs. Public	1	7.989	.005 ^a

Note: Pope's (1986) classification of marketing research studies includes the category of market segmentation, a method of identifying the characteristics, interests, and needs of a specific target market.

^aSignificant at the $p < .05$ level

Both two-year and four-year institutions reported similar use of these four techniques. More four-year colleges and universities used personal interviews and mailed questionnaires than the two-year schools. The telephone interview method was the least used technique by both types of institutions. Table XXI presents an overview of these results.

Administrators of credit programs equally listed both categories of informal contacts as the marketing research techniques which they used in program planning. In-class evaluations were used extensively by a large percentage of the administrators of non-credit programs and of both program types as a basis for program planning. A majority of all three groups used focus groups to assist in the planning of credit and non-credit programs.

Administrators of credit programs were the only individuals who identified the personal interview technique as a major marketing research tool. The telephone interview method was not widely used by any of the administrators represented in the sample. Table XXII summarizes these findings.

Informal contacts with representatives from business and industry ranked number one among all areas of continuing education and tied with informal contacts with government and non-profit organizations in the credit group. Focus groups ranked third, in-class evaluations ranked fourth, and

TABLE XXI
 FREQUENCIES AND PERCENTAGES OF MARKETING
 RESEARCH TECHNIQUES USED IN
 PROGRAM PLANNING

Marketing Research Technique	Grand Total		2 Year Schools		4 Year Schools	
	<u>n</u> = 217		<u>n</u> = 85		<u>n</u> = 132	
	Frequency	%	Frequency	%	Frequency	%
Mailed Questionnaires	66	30	31	36	35	27
In-Class Evaluations	116	53	49	58	68	52
Personal Interviews	77	35	29	34	47	36
Telephone Interviews	40	18	14	16	26	20
Focus Groups	124	57	54	64	70	53
Informal Contacts/Govt.	130	60	57	67	77	58
Informal Contacts/Bus.	145	67	59	69	82	62

TABLE XXII
 FREQUENCIES AND PERCENTAGES OF MARKETING
 RESEARCH TECHNIQUES USED IN PROGRAM
 PLANNING BY PROGRAM TYPE

Marketing Research Techniques	<u>Non-credit</u> <u>n = 69</u>		<u>Credit</u> <u>n = 20</u>		<u>Both</u> <u>n = 20</u>	
	Frequency	%	Frequency	%	Frequency	%
Mailed Questionnaires	17	25	6	30	43	34
In-Class Evaluations	36	52	10	50	70	55
Personal Interviews	17	25	10	50	50	39
Telephone Interviews	9	13	5	25	26	20
Focus Groups	42	61	11	55	71	55
Informal Contacts/Govt.	43	62	13	65	74	58
Informal Contacts/Bus.	47	68	13	65	84	66

telephone interviews ranked seventh in all three program types. Tied rankings were more common among the administrators of credit programs than in the other areas (Table XXIII).

TABLE XXIII
RANK-ORDER OF MARKETING RESEARCH TECHNIQUES
USED IN PROGRAM PLANNING BY PROGRAM TYPE

Marketing Research Techniques	Non-Credit Ranking	Credit Ranking	Both Ranking
Mailed Questionnaires	5 ^a	6	6
In-class Evaluations	4	4 ^a	4
Personal Interviews	5 ^a	4 ^a	5
Telephone Interviews	7	7	7
Focus Groups	3	3	3
Informal Contacts with Representatives from Government and Non-profit Organizations	2	1 ^a	2
Informal Contacts with Representatives from Private and Profit Organizations	1	1 ^a	1

^aTied for rankings

The chi-square statistic revealed a significant difference in the enrollment size of an institution and the use of in-class evaluations, $\chi^2(3, N = 217) = 8.744, p < .05$. The type of institutions which used in-class evaluations as a basis for program planning varied according to the size of their student body. Colleges and universities with enrollments under 5,000 students were nearly equally divided in their assessment of the importance of in-class evaluations. Two times as many schools with enrollments of 5,001 to 10,000 students and three times as many schools with enrollments over 20,000 used in-class evaluations as a basis for program planning.

The use of personal interviews as a basis for program planning was statistically related to program type, $\chi^2(2, N = 217) = 6.321, p < .05$. Administrators of credit programs were equally divided in their use of personal interviews. Seventy-five percent of the non-credit administrators and 60% of the administrators of both programs did not believe that the personal interview technique was the most helpful marketing research method to use as a basis for program planning. Only 50% of the administrators of credit programs believed that this technique had any credibility in the planning process of continuing education programs.

The personal interview technique was not highly recommended by administrators of public institutions. Only 31% of the administrators in public schools used the personal

interview technique as a basis for program planning. Administrators from private institutions were nearly equally divided in their use of this technique. Only 35% of all administrators recommended the use of personal interviews as a basis for program planning.

The chi-square statistic also indicated a difference in the use of focus groups by private and public institutions, $\chi^2 (1, N = 217) = 6.629, p < .05$. Although the private schools were nearly equally divided in their opinions about the importance of focus groups, public colleges and universities reported a 2 to 1 ratio in favor of using focus groups as a basis for program planning. No other significant relationships were found. Tables XXIV, XXV, and XXVI present a summary of the chi-square statistic for each of the types of marketing research studies identified by Pope (1986).

TABLE XXIV
 TYPES OF MARKETING RESEARCH TECHNIQUES USED IN
 "QUALITATIVE RESEARCH STUDIES" IN PROGRAM
 PLANNING BY SELECTED VARIABLES

Summary of Chi-Square Statistic

Variables	df	<u>Marketing Research Techniques</u>					
		Focus Groups		Non-Profit Contacts		Business Contacts	
		χ^2	p	χ^2	p	χ^2	p
Program Type	2	.438	.803	.148	.929	.676	.713
Enrollment Size	3	.607	.895	2.730	.435	2.416	.491
Population of Local Service Area	6	7.961	.241	11.964	.063	10.844	.093
2 year vs. 4 year	1	2.114	.146	2.355	.125	.177	.674
Private vs. Public	1	2.757	.097	6.629	.010 ^a	2.099	.147

Note: Pope's (1986) classification of marketing research studies includes the category of qualitative research which incorporates the use of one-on-one methods through individual in-depth interviews or through focus groups.

^aSignificant at $p < .05$ level.

TABLE XXV
 TYPES OF MARKETING RESEARCH TECHNIQUES USED IN
 "CATEGORY STUDIES" IN PROGRAM PLANNING BY
 SELECTED VARIABLES

Summary of Chi-Square Statistic

Variables	df	Marketing Research Techniques					
		Personal Interviews		Telephone Interviews		In-Class Evaluations	
		χ^2	p	χ^2	p	χ^2	p
Program Type	2	6.321	.042 ^a	2.292	.318	.706	.702
Enrollment Size	3	2.531	.470	.452	.929	8.744	.033 ^a
Population of Local Service Area	6	1.408	.965	7.961	.771	7.657	.264
2 year vs. 4 year	1	.029	.865	.458	.499	.291	.589
Private vs. Public	1	4.264	.039 ^a	1.229	.268	.524	.469

Note: Pope's (1986) classification of marketing research studies includes category studies, techniques which obtain data through large studies and utilize the telephone survey or interview method. For the purpose of this study, in-class evaluations were included within this category.

^aSignificant at $p < .05$ level

TABLE XVI
 TYPES OF MARKETING RESEARCH TECHNIQUES USED
 IN "MARKET SEGMENTATION" STUDIES BY
 SELECTED VARIABLES

Summary of Chi-Square Statistic

Variables	df	<u>Marketing Research Techniques</u>	
		Mailed Questionnaires	
		χ^2	p
Program Type	2	1.892	.388
Enrollment Size	3	5.946	.114
Population of Local Service Area	6	7.563	.272
2 year vs. 4 year	1	2.095	.148
Private vs. Public	1	1.270	.260

Note: Pope's (1986) classification of marketing research studies includes the category of market segmentation, a method of identifying the characteristics, interests, and needs of a specific target market.

Importance of Marketing Research

Respondents were asked to indicate the importance of the results of marketing research to eight selected factors related to program planning and the decision-making process. Using a Likert scale, the respondents circled the level of importance for each of the eight factors, ranging from 1, not used at all, to 5, extremely important. Table XXVII reports the means and standard deviation scores for each statement. The greatest area of variance related to the use of marketing research in the identification of social trends and indicators as a basis for program planning. Respondents gave this factor an overall rating of 3.18, or of moderate importance. The most important factors related to the use of marketing research were, in descending order:

Basis for future planning

Identification of potential students

Basis for current program planning

Assessment of educational needs of students

Identification of community needs

Identification of social trends, analysis of other providers of adult education programs, and identification of interests of faculty members were rated as being of moderate importance.

TABLE XXVII
 IMPORTANCE OF THE UTILIZATION OF MARKETING
 RESEARCH TECHNIQUES

Summary of Variability Scores

Item	N	Means	Standard Deviation
Identification of potential students	213	3.93	.866
Basis for current program planning	214	3.91	.799
Basis for future program planning	214	4.06	.773
Assessment of the educational needs of students	212	3.87	.882
Identification of social trends, etc.	213	3.18	1.017
Analysis of other providers of adult education programs	212	3.27	.902
Identification of community needs	213	3.83	.931
Identification of interests of faculty	213	3.29	.894

Identification of Potential Students

The chi-square statistic indicated a relationship between enrollment size and the importance placed upon the use of marketing research to identify potential students, $\chi^2 (9, N = 213) = 29.678, p < .05$. Fifty-one percent of the institutions with enrollments between 5,001 and 10,000 students believed that the use of marketing research to identify potential students was extremely important to their continuing education programs. Forty-five percent of the institutions whose enrollments exceeded 20,000 students believed that the results of marketing research were very important in the identification of potential students, and 35% of this same group believed the results were extremely important. The scores of the institutions with enrollments between 10,001 and 20,000 students varied in their responses with the greatest percentage (43%) reflected in the very important category. Less than a third of the total respondents felt that this process was of little importance, and none of the responding schools reported that the results of marketing research were not being used to identify potential students.

Future Program Planning

Enrollment size and the importance of marketing research as a basis for future program planning were related,

χ^2 (9, N = 214) = 22.361, $p < .05$. Forty-seven percent of the schools with enrollments of 10,001 to 20,000, 52% with enrollments of 5,000 or fewer students, and 42% with enrollments of 5,001 and 10,000 believed that the results of marketing research were very important as a basis for future program planning. Institutions with enrollments over 20,000 indicated that these results were extremely important in their decision-making process. To some extent, all of the reporting institutions used marketing research as a basis for future planning of their continuing education programs.

Identification of Social

Trends and Indicators

The chi-square statistic indicated a relationship between the type of administrative control of institutions and the importance administrators place on the use of marketing research studies in the identification of social trends and indicators, such as increased concern about crime, diseases, unemployment, etc., χ^2 (3, N = 213) = 9.580, $p < .05$ (see Table XXVIII). Approximately 5% of the private schools believed that marketing research was very or extremely important in the identification of social trends and indicators; whereas, 40% of the public colleges and universities disagreed with the previous assessment. However, the majority of both the public and the private schools gave this factor a rating of little or moderate importance.

Private schools leaned more towards the lower level of importance; public, toward the moderate level of importance. All 213 of the reporting institutions used the results of marketing research to identify social trends and issues to some extent.

Identification of Community

Needs

A relationship was demonstrated by the chi-square statistic, $\chi^2(9, N = 213) = 20.028, p < .05$, between enrollment size of an institution and the perceived importance placed upon the results of marketing research studies in the identification of community needs (see Table XVIII). A majority of the institutions with enrollments over 20,000 believed that the results of marketing research studies were very important in the identification of community needs. Forty percent of the institutions with enrollment of 5,001 to 10,000 students believed that the results were extremely important. The greatest variance in the importance placed upon the results of marketing research to identify community needs was expressed by institutions with enrollments ranging from 10,001 to 20,000 students. A majority of the smaller institutions (less than 5,000 students) rated this factor as being very or extremely important to their continuing education programs. Only 11% of the institutions with enrollments less than 10,000

students believed the results to be of little importance. There was no indication from the reporting institution that the results of marketing research studies were not being used to identify community needs.

Identification of Interests
of Faculty Members

Enrollment size was also significant in its relationship to the identification of the interests of faculty members in teaching and/or participating in continuing education programs, $\chi^2 (9, N = 213) = 18.993, p < .05$ (see Table XXVIII). All of the institutions representing different student body populations varied in their perceived level of importance. Over 40% of the institutions with enrollments under 5,000 and those with enrollments of 5,001 to 10,000 rated this factor as of moderate importance. Thirty-four percent of the colleges and universities with enrollments of 20,001 to 30,000 students gave this factor a rating of little importance. Only the institutions with enrollments over 20,000 ranked this factor as being very important to their continuing education programs.

The perceived importance of the results of marketing research studies and the identified factors were related more to the enrollment size of an institution than to any other variable. Tables XXVIII, XXIX and XXX summarize the

chi-square statistics for each of the independent variables and the items listed on the questionnaire.

TABLE XXVIII
IMPORTANCE OF MARKETING RESEARCH BY THE ENROLLMENT
SIZE OF RESPONDING INSTITUTIONS

Summary of Chi-Square Statistics

Item	Enrollment Size ^a	
	χ^2	p
Identification of Potential Students	29.678	.000 ^b
Basis for current program planning	14.562	.104
Basis for future program planning	22.361	.019 ^b
Assessment of the educational needs of students	15.704	.073
Identification of social trends and indicators	5.503	.788
Analysis of other providers of adult education programs	8.998	.437
Identification of community needs	20.028	.018
Identification of interests of faculty members	18.993	.025 ^b

^adf=9

^bSignificant at $p < .05$ level

TABLE XXIX
 IMPORTANCE OF MARKETING RESEARCH BY INSTITUTIONAL
 CLASSIFICATION AND TYPE OF ADMINISTRATIVE
 CONTROL

Summary of Chi-Square Statistics

Item	Institutional Classification ^a		Type of Administrative Control ^a	
	χ^2	p	χ^2	p
Identification of potential students	4.392	.222	.598	.897
Basis for current program planning	4.647	.200	4.072	.254
Basis for future program planning	5.437	.142	5.894	.117
Assessment of educational needs of students	2.809	.422	.590	.899
Identification of social trends and indicators	2.708	.439	9.580	.022 ^b
Analysis of other providers of adult education programs	3.306	.347	5.704	.127
Identification of community needs	6.167	.104	2.154	.541
Identification of interests of faculty members	2.090	.544	1.651	.648

^adf=3

^bSignificant at $p < .05$ level

TABLE XXX
 IMPORTANCE OF MARKETING RESEARCH BY POPULATION
 OF LOCAL SERVICE AREA AND PROGRAM TYPE

Summary of Chi-Square Statistic

Item	Program Type ^a		Population of Local Service Area ^b	
	χ^2	p	χ^2	p
Identification of potential students	3.092	.797	11.516	.871
Basis for current program planning	.968	.987	14.939	.666
Basis for future program planning	1.878	.931	15.484	.629
Assessment of educational needs of students	9.552	.145	22.997	.191
Identification of social trends and indicators	10.386	.109	10.903	.898
Analysis of other providers of adult education programs	7.257	.298	18.603	.417
Identification of community needs	8.852	.182	23.945	.157
Identification of interests of faculty members	1.090	.982	12.777	.805

^adf=6, ^bdf=18

Position Titles

There was no significant difference between the importance of marketing research studies and the position titles of administrators. The use of marketing research as a basis for current program planning, identification of community needs, and the identification of potential students were of great importance to Directors of continuing education programs. Vice Presidents varied to some extent in their assessment with the basis for current program planning, future program planning and the assessment of the educational needs of students receiving equal mean scores, the highest for their particular group. Deans most valued the results of marketing research in these areas: basis for future program planning, identification of potential students, and basis for current program planning. Program coordinators evaluated the identification of community needs as the most important data utilized from the results of marketing research studies. The program coordinators and the marketing specialists were consistent with the Vice Presidents in their assessment of the importance of marketing research results as a basis for program planning, current and future, and in the assessment of educational needs of students. Table XXXI presents the data related to the mean scores for the various administrative positions.

TABLE XXXI
 IMPORTANCE OF THE USE OF MARKETING RESEARCH
 BY POSITION TITLE

Item	VP <u>n</u> = 13 Means	Deans <u>n</u> = 116 Means	Directors <u>n</u> = 76 Means	PC <u>n</u> = 7 Means	Other <u>n</u> = 5 Means
Identification of potential students	4.31	3.84	3.89	3.43	3.40
Basis for current program planning	4.46	3.77	3.88	4.00	3.60
Basis for future program planning	4.46	3.92	3.39	4.00	3.80
Assessment of educational needs of students	4.46	3.72	3.74	4.00	3.60
Identification of social trends and indicators	3.08	3.09	3.13	3.71	3.00
Analysis of the providers of adult education programs	3.23	3.17	3.26	2.71	3.20
Identification of community needs	4.00	3.65	3.87	4.14	3.60
Identification of interests of faculty members	3.23	3.25	3.25	2.29	2.40

Results of Marketing

Research Studies

The results of marketing research studies used by administrators of continuing education programs were identified in this study. In descending order, these were:

- * basis for future program planning
- * identification of potential students
- * basis for current program planning
- * assessment of the educational needs of students
- * identification of community needs

Use of Marketing Research Studies

Respondents were asked to estimate how often they or their administrative units used marketing research techniques on a scale from "weekly" to "not at all". The majority of the continuing education programs used the marketing research techniques on a quarterly basis, every 3-5 months. Many of the institutions indicated that they did not use the identified marketing research techniques at all. A summary of the variability scores is presented in Table XXXII.

Two marketing research techniques were used more than the others on a basis of every 3-5 months. These were: the evaluation of present course offerings and the use of marketing research in the decision-making process. Research conducted to determine the best type of marketing strategies

TABLE XXXII
 USE OF MARKETING RESEARCH STUDIES

A Summary of Variability Scores

Marketing Research Technique	<u>N</u>	Means	Standard Deviation
Analysis of buying trends of educational programs by adults	213	2.48	1.101
Analysis of the competition	216	2.43	1.142
Identification of best marketing techniques to promote adult programs	215	2.68	1.060
Determination of the needs of different market segments	213	2.62	.995
Evaluation of present course offerings	213	3.13	1.102
Measure of the effectiveness of different marketing expenses.	214	2.47	.996
Use of marketing research in the decision-making process related to program planning.	216	3.05	1.077

to use in the promotion of adult programs and to determine the needs of various market segments were used on an average of 3-12 months. Yearly projects included the analysis of the competition, educational buying trends of adults, and the effectiveness of different marketing expenditures.

The responding institutions were more similar than different in their use of marketing research studies. The chi-square statistic indicated a difference in the use of marketing research studies to measure the effectiveness of different marketing expenses and the institutional classifications, $\chi^2 (4, N = 214) = 12.531, p < .05$ (see Table XXXIII). Both types of institutions reported the largest use of the marketing research study to be on a 6-12 month basis. Although more (nearly five times as many) of the four-year schools used the results of the studies on a monthly basis, the two-year schools used the results more on a quarterly (every 3-5 months) and a biannual or annual basis (every 6-12). Marketing research studies were not used by a large proportion of the two-year schools; four-year schools used the results on an average of every 3-12 months.

Additional chi-square analysis of the use of marketing research indicated that the expected frequencies in more than 20% of the cells were less than five; therefore, the test results may not be valid. Using Claypool's method for dealing with low expected frequency counts, these findings

were rejected. Both findings related to the enrollment size of institutions. One related to the evaluation of present course offerings; the other, to the use of marketing research in the decision-making process. Table XXXIII presents a summary of the chi-square statistics related to the use of marketing research studies.

Analysis of Hypothesis

Four hypotheses were examined in an effort to identify significant differences among the variables. Using the chi-square analysis procedure, the appropriate computations were produced by the Statistical Analysis Package (Barr et al, 1982). The results of these calculations were used to analyze the hypotheses.

Hypothesis One

The marketing research techniques used to identify potential adult students, assess the educational needs of adult learners, and plan current or future programs do not vary across program types.

The continuing education programs varied in their use of the various marketing research techniques. The results of the analyses indicated significant differences at the $<.05$ level between the program types and the following marketing research techniques: mailed questionnaires, in-class evaluations, focus groups, informal contacts with

TABLE XXXIII
 USE OF MARKETING RESEARCH STUDIES BY
 SELECTED VARIABLES

Summary of Chi Square Statistics

Item	Enrollment Size ^a		Institutional Classification ^b		Type of Administrative Control ^c	
	χ^2	p	χ^2	p	χ^2	p
Analysis of adult buying trends	20.890	.052	4.677	.322	6.059	.195
Analysis of competition	13.187	.356	2.808	.590	9.372	.052
Analysis of marketing techniques	17.160	.144	5.925	.205	1.616	.806
Analysis of needs of different markets	11.706	.522	3.131	.536	4.785	.310
Evaluation of present offerings	25.464	.013 ^d	2.929	.570	4.612	.329
Measure of effectiveness of marketing expenses	12.138	.435	12.531	.014 ^e	5.439	.245
Use of decision making process in program planning	21.042	.050 ^d	4.632	.327	1.384	.847

^adf=12, ^bdf=4, ^cdf=4

^dNot significant using Claypool's Adjustment Method

^eSignificant at $p < .05$ level

representatives from government and non-profit agencies, and personal interviews. The program types were more similar than different in the use of informal contacts with representatives from private or profit organizations and in the infrequent use of the telephone interview. The differences in the use of the marketing research technique were found in the three areas of study: identification of potential adult students, assessment of educational needs of adults, and basis of program planning. Based upon the differences found in program types associated with five of the seven marketing research techniques, the hypothesis was rejected.

Hypothesis Two

The marketing research techniques used to identify potential adult students, assess the educational needs of adult learners, and plan current or future programs do not vary according to the size of the institution, population of the local service area, institutional classification (2 year vs. 4 year), or type of administrative control (private vs. private).

Type of administrative control, the population of the local service area, and enrollment size were significantly associated with the use of informal contacts with representatives from government and non-profit organizations, informal contacts with representatives from private and profit organizations, and the use of personal interviews,

mailed questionnaires, and in-class evaluations. The type of administrative control and the use of informal contacts with government and non-profit agencies were significantly associated with all three areas of study: identification of adult students, assessment of educational needs of adult learners, and program planning. Because the data analysis revealed variation in the use of marketing research techniques among the selected variables in the three distinctive programmatic areas, the hypothesis was rejected.

Hypothesis Three

Hypothesis three stated that the importance of marketing research studies in the administration of continuing higher education programs does not differ according to the types of programs offered, credit or non-credit. There were no significant differences revealed by the chi-square statistics to indicate that the type of continuing education programs offered affected the level of importance placed on the use of marketing research studies by continuing education administrators. Because there were only 20 credit administrators, it was difficult to analyze the difference between the credit and the non-credit administrators in the importance which they placed upon the use of marketing research studies. Therefore, hypothesis three was not rejected.

Hypothesis Four

Hypothesis four related to the importance of marketing research studies in the administration of continuing education programs and selected institutional variables, such as: size of institution, population of local service area, institutional classification, and type of administrative control. The enrollment size of an institution was the only variable which was significantly associated with the decisions made by continuing education administrators in the use of marketing research studies. The continuing education administrators were more similar than different in their attitudes and opinions about the importance of the use of marketing research studies. Therefore, the fourth hypothesis was not rejected.

Summary

The marketing research techniques found to be significantly related to selected variables in the identification of potential adult students were: mailed questionnaires, personal interviews, informal contacts with representatives from government and non-profit agencies, and informal contacts with representatives from profit and private organizations. The selected variables of significance included: program type, type of administrative control, and population of local service area. The latter variable was significantly related to both categories of informal contacts.

Mailed questionnaires, in-class evaluations, focus groups, informal contacts with representatives from government and non-profit organizations, and informal contacts with representatives from private or profit organizations were the marketing research techniques most used by continuing education administrators to assess the educational needs of adult learners. These techniques were found to be significantly related to these variables: program type, type of administrative control and population of local service area. The independent variable, program type, was related to three marketing research techniques: in-class evaluations, focus groups, and informal contacts with government or non-profit agencies.

The most significant marketing research techniques used as the basis for program planning were: in-class evaluations, personal interviews, and focus groups. These methods were directly related to enrollment size, program type, and type of administrative control. Personal interviews were significantly associated with two institutional characteristics: program type (credit and non-credit) and type of administrative control.

The administrators were more similar than different in their evaluation of the value of marketing research studies. Although many marketing research techniques have been used by various continuing education programs, the amount of use and the value of the results did not vary from program

to program or from institution to institution. The type of continuing education programs offered, institutional classification, size of institution, and population of local service area indirectly influenced the use of the results of marketing research studies in the planning of continuing education programs designed to meet the educational needs of adult consumers.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This chapter summarizes the research study. Information is provided about the purposes and objectives, hypotheses, research design, population and sample, instrument, data collection and analysis, summary and recommendations.

Purpose and Objectives

The purposes of this study were to determine the marketing research techniques used by continuing education programs and to determine the importance placed on the results of marketing research studies by administrators in their decision-making process. The specific objectives of the study were:

1. To determine if the marketing research techniques used to identify potential adult students, assess the educational needs of adult learners, and plan current or future programs differ among the types of continuing education programs offered.

2. To determine if the marketing research techniques used to identify potential adult students, assess the educational needs of adult learners, and plan current or future programs differ according to the size of the

institution, population of local service area, institutional classification, or type of administrative control.

3. To determine if the perceived importance placed on the use of marketing research studies by continuing education administrators differs according to types of programs offered.

4. To determine if the perceived importance placed on the use of marketing research studies by administrators of continuing education programs differs according to the size of the institution, population of local service area, institutional classification, and type of administrative control.

Hypotheses

The following hypotheses were tested in this study:

H₁: The marketing research techniques used to identify potential adult students, assess the educational needs of adult learners, and plan current or future programs do not vary across program types.

H₂: The marketing research techniques used to identify potential adult students, assess the educational needs of adult learners, and plan current or future programs do not vary according to the size of institution, population of local service area, institutional classification, and type of administrative control.

H₃: The importance of marketing research studies in the administration of continuing higher education programs does not differ according to the types of programs offered: credit or non-credit.

H₄: The importance of marketing research studies in the administration of continuing education programs does not differ according to the size of the institution, population of local service area, institutional classification, and type of administrative control.

Research Design

The descriptive survey method was selected for this study. A questionnaire was constructed by the researcher to identify the types of marketing research techniques used by continuing education programs in American colleges and universities. Types of continuing education programs offered and the selected institutional characteristics were the variates. The perceived importance of the use of marketing research studies by continuing education administrators and the marketing research techniques used in program planning were the criterion variables.

Population and Sample

The target population consisted of 1369 colleges and universities with identified continuing education programs. A random sample of 300 administrators was obtained using a

proportional allocation method of institutions within designated regional accreditation bodies. Seventy-four percent of the sample responded. A usable sample of 217 was obtained for data analysis purposes.

Instrument

The data analyzed in this study were collected from a questionnaire developed by the researcher. The instrument was designed to identify the marketing research techniques used in continuing education programs in two-year and four-year institutions within the United States. Content validity was established by a panel of experts associated with Oklahoma State University. The instrument was also examined for clarity by a group of graduate students within the College of Home Economics.

Data Collection and Analysis

The data were collected during the months of March and April, 1988. Seventy percent of the sample responded on the basis of the first mailing. An additional 12 questionnaires were received as the result of a second mailing.

Chi-square analysis was used to determine the differences between the marketing research techniques used according to programs types and selected institutional characteristics. Frequencies, percentages, and means were also used to measure the similarities and differences

between the variables.

Findings and Conclusions

Analysis of the data revealed that continuing education programs were more alike than different in their use of marketing research techniques when analyzed by selected institutional characteristics. The institutions varied significantly in the use of marketing research techniques according to the type of continuing education programs offered. The sample did not confirm the high utilization of non-traditional delivery systems found in Compton's (1980) study. Less than half of the institutions surveyed attempted to serve non-traditional students through the use of different types of educational experiences and delivery systems. The study did, however, confirm part of Knickerbocker's (1982) study which stated that the greatest differences in marketing practices of continuing education programs were related to institutions classified by type and size.

The marketing research techniques found to be significantly related to selected variables in the identification of potential adult students were: mailed questionnaires, personal interviews, informal contacts with representatives from government and non-profit organizations, and informal contacts with representatives from private and profit organizations. The selected variables of significance included:

program type, type of administrative control, and population of the local service area. The latter variable was significantly associated with both categories of informal contacts.

Mailed questionnaires, in-class evaluations, focus groups, informal contacts with representatives from government and non-profit organizations, and informal contacts with representatives from private or profit organizations were the marketing research techniques most used by continuing education administrators to assess the educational needs of adult learners. These techniques were found to be significantly associated with the following variables: program type, institutional classification, type of administrative control, and population of local service area. The independent variable, program type, was associated with three marketing research techniques: in-class evaluations, focus groups, and informal contacts with representatives from government or non-profit organizations.

The most significant marketing research techniques used as the basis for program planning were: in-class evaluations, personal interviews, and focus groups. These methods were significantly associated with enrollment size, program type, institutional classification, and type of administrative control. Personal interviews were significantly associated with two institutional characteristics: program type and type of administrative control.

Detailed results of this study have been presented in

chapter 4. Based upon these findings, the following conclusions were drawn:

1. Continuing education programs use a wide variety of marketing research techniques to varying degrees and for varying purposes. The types of marketing research techniques utilized by American institutions of higher education vary more according to the types of continuing education programs offered than to the size of their student body, institutional classification, type of administrative control, or population of the local service area.

2. Informal contact with representatives from business and industry is the most important marketing research technique used by continuing education programs in the identification of potential adult students.

3. Administrators of credit programs and administrators of both program types are more likely to use mailed questionnaires than are administrators of non-credit programs in the identification of potential adult students.

4. In-class evaluations are used by a large majority of continuing education programs to assess the educational needs of adult learners.

5. Focus groups and/or advisory groups and personal interviews are used by more non-credit administrators and administrators of both program types than by administrators of credit programs to determine the educational needs of adult learners.

6. Institutions serving local populations of over 25,000 use informal contacts with representatives from government, non-profit organizations, and business and industry in the recruitment of potential adult students.

7. Institutions serving populations of over one million tend to rely extensively on informal contacts with representatives from private and profit organizations to assess the educational needs of adult learners, especially institutions from population areas of 100,000 to 250,000.

8. Personal interviews with potential adult students are more likely to be a part of the marketing plan of private schools rather than public colleges and universities.

9. The mailed questionnaire is used by more administrators from public rather than private institutions to assess the educational needs of adult learners.

10. More public than private institutions use informal contacts with business and industry to assess the educational needs of adult learners, although both reported high usage.

11. Public rather than private institutions tended to use focus groups and/or advisory groups as a basis for program planning.

12. The use of personal interviews in program planning is not used by a large percentage of continuing education programs in private or public institutions, although private

institutions were more closely divided in their selection of this technique.

13. Colleges and universities with a student body between 5,000 and 10,000 students and those with a student body of over 20,000 depend upon in-class evaluations as a basis for program planning. Institutions with enrollments less than 5,000 are equally divided in their employment of this marketing research technique.

14. The telephone interview technique is not extensively used by continuing education programs to identify potential adult students, assess the educational needs of adult learners, or serve as a basis for program planning.

15. Administrators of continuing education programs are more similar than different in their perceived importance of the use of marketing research studies.

16. The enrollment size of an institution tends to affect the level of importance perceived by administrators in the use of the results of marketing research studies more than any other selected institutional characteristic.

17. The results of marketing research studies are used by continuing education personnel on a quarterly, biannual, or annual basis.

Recommendations

This study analyzed the current use of selected marketing research techniques and the importance placed on the use of marketing research studies by administrators of continuing education programs. On the basis of the review of literature and the findings of this study, several recommendations are made for practical application by continuing education administrators and further study.

Recommendations for Practical Application

Administrators of continuing education programs should research the effectiveness of their marketing research techniques to determine if the information collected is relevant to their needs and the method of collection is cost-effective. The results of this study indicate that similar marketing research techniques are used by all types of institutions; the differences pertain more to the types of continuing education programs offered than to institutional characteristics.

Other variables should be tested to determine if they are more significant than the variables studied. Suggested variables include: enrollment levels of continuing education programs, amount of dollars appropriated for marketing and marketing research, and the amount of time devoted or

assigned to marketing research studies by administrators or continuing education personnel.

Administrators should be urged to evaluate the effectiveness of marketing research techniques utilized and monitor how well the decision making process would work if fewer techniques were used. This process might enable greater utilization of the results of marketing research studies in an attempt to better serve the needs of adult learners.

Recommendations for Further Study

Research into the effectiveness of the different marketing research techniques used should be considered in future research studies. The instrument should be revised to ascertain the scheduling session or time period for each of the marketing research techniques identified. Are mailed questionnaires used yearly? Are in-class questionnaires used quarterly or at the close of each semester? How often are contacts made with representatives from profit or non-profit agencies?

The researcher recommends that faculty and graduate students use The Higher Education Directory as a frame for the identification of continuing education programs. The high response rate was attributed to a clean frame, the personalization of the letters which accompanied the questionnaire, the simplicity of the questionnaire, and the ease

of completing it.

More research needs to be done in the area of marketing research as it applies to the specific use of various marketing research techniques and the utilization of these techniques by institutions of higher education and by other providers of adult education. Specific questions which might be of interest for further research are as follows:

(1) What factors precipitate the use of various marketing research techniques? (2) How do academic institutions differ from other providers of adult education programs in the use of marketing and marketing research principles and techniques?

Marketing research must be a continuous effort if it is to succeed. It can be the key to survival in a competitive and challenging academic marketplace. Research studies summarizing the use of other marketing research techniques by continuing education programs, admissions offices, and other providers of adult education would be helpful to individuals and institutions striving to more fully address the educational needs of adult learners and identify potential adult markets for their program areas. It is evident from the number of respondents (approximately 50%) who wanted immediate feedback from this study that the utilization of marketing research techniques and the use of marketing research studies are important in the administration of continuing education programs.

The educational needs of adults are constantly changing. Many educators have moved closer to the marketing mode of thinking, believing that academic products and services should be designed to meet the needs of the consumer. Marketing research has been demonstrated in this study as a method used by a high proportion of American colleges and universities to identify adult learners, assess their educational needs, and plan programs based on these findings and, specifically, on the needs of a consuming populace.

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APPENDIXES

APPENDIX A

REGIONAL ACCREDITATION ASSOCIATIONS

REGIONAL INSTITUTIONAL ACCREDITATION ASSOCIATIONS

- I. Middle States Association of Colleges & Schools
- | | |
|----------------------|--------------|
| Delaware | New York |
| District of Columbia | Pennsylvania |
| Maryland | New Jersey |
- II. New England Association of Schools & Colleges
- | | |
|---------------|---------------|
| Connecticut | New Hampshire |
| Maine | Rhode Island |
| Massachusetts | Vermont |
- III. North Central Association of Colleges & Schools
- | | |
|-----------|---------------|
| Arizona | Nebraska |
| Arkansas | New Mexico |
| Colorado | North Dakota |
| Illinois | Ohio |
| Indiana | Oklahoma |
| Iowa | South Dakota |
| Kansas | West Virginia |
| Michigan | Wisconsin |
| Minnesota | Wyoming |
| Missouri | |
- IV. Northwest Association of Schools & Colleges
- | | |
|---------|------------|
| Alaska | Oregon |
| Idaho | Utah |
| Montana | Washington |
| Nevada | |
- V. Southern Association of Colleges & Schools
- | | |
|-------------|----------------|
| Alabama | North Carolina |
| Florida | South Carolina |
| Georgia | Tennessee |
| Kentucky | Texas |
| Louisiana | Virginia |
| Mississippi | |
- VI. Western Association of Colleges & Schools
- | | |
|------------|--------|
| California | Hawaii |
|------------|--------|

APPENDIX B

RESEARCH INSTRUMENT

CONTINUING EDUCATION SURVEY

PART I: BACKGROUND INFORMATION

Directions: Please check (✓) the appropriate responses related to YOUR position and the continuing education programs which you administer.

1. Your position title:

- Vice President/Provost
- Dean
- Director
- Program Coordinator/Specialist
- Other, please specify: _____

2. Type of institution which you represent:

- 2 year private college or university
- 2 year public college or university
- 4 year private college or university
- 4 year public college or university
- Comprehensive land-grant university
- Other, please specify: _____

3. Types of continuing education programs which are offered by your institution. Check all that apply.

- Non-credit classes
- Non-credit seminars, conferences or workshops
- Non-credit teleconferences

- Credit classes taught at off-campus locations
- Credit classes taught via television, newspaper, radio, audio-tapes, or VCR tapes
- Other, please specify: _____

4. Enrollment size or your institution:

- Under 5,000 students
- 5,001 to 10,000 students
- 10,001 to 20,000 students
- 20,001 to 30,000 students
- Over 30,000 students

5. Geographic areas in which your continuing education unit markets its programs:
- Local area only
 - Statewide audience
 - Nationwide audience
 - International audience
6. Population of local service area to whom your continuing education unit markets its programs:
- Under 25,000
 - 25,001 - 50,000
 - 50,001 to 99,999
 - 100,000 - 249,999
 - 250,000 to 499,999
 - 500,000 to 1,000,000
 - Over one million
7. Types of programs for which YOU are primarily responsible:
- Non-credit classes and programs
 - Credit classes
 - Both

PART II: MARKETING RESEARCH TECHNIQUES

8. Which of the following marketing research techniques has your administrative unit used to IDENTIFY POTENTIAL ADULT STUDENTS? Check as many as apply.
- Mailed questionnaires
 - In-class evaluations
 - Personal interviews
 - Telephone interviews
 - Focus groups and/or advisory groups
 - Informal contacts with representatives from governmental or non-profit organizations
 - Informal contacts with representatives from private or profit organizations
 - Other, please specify: _____
9. Which of the following marketing research techniques has your administrative unit used to identify the EDUCATIONAL NEEDS OF ADULT STUDENTS? Check as many as apply.
- Mailed questionnaires
 - In-class questionnaires
 - Personal interviews
 - Telephone interviews
 - Focus groups and/or advisory committees
 - Informal contacts with representatives from governmental or non-profit organizations
 - Informal contacts with representatives from private or profit organizations
 - Other, please specify: _____

10. Which of the following marketing research techniques has been most helpful to your administrative unit in PROGRAM PLANNING? Check as many as apply.

- Mailed questionnaires
 In-class questionnaires
 Personal interviews
 Telephone interviews
 Focus groups and/or advisory committees
 Informal contacts with representatives from governmental or non-profit organizations
 Informal contacts with representatives from private or profit organizations
 Other, please specify: _____

PART III: IMPORTANCE OF MARKETING RESEARCH

Directions: Using the key given below, indicate how important the results of marketing research have been to your continuing education unit in each of the following areas. CIRCLE your responses.

Key: 5 = Extremely important
 4 = Very important
 3 = Of moderate importance
 2 = Of little importance
 1 = Not used at all

11. Identification of potential students	5	4	3	2	1
12. Basis for current program planning	5	4	3	2	1
13. Basis for future program planning	5	4	3	2	1
14. Assessment of the educational needs of students	5	4	3	2	1
15. Identification of social trends and indicators, such as increased concern about crime, diseases, unemployment, etc.	5	4	3	2	1
16. Analysis of the other providers of adult education programs, their offerings and students	5	4	3	2	1
17. Identification of community needs	5	4	3	2	1
18. Identification of interests of faculty members in teaching and/or participating in continuing education programs	5	4	3	2	1

PART IV: USE OF MARKETING RESEARCH STUDIES

Directions: Using the key given below, please ESTIMATE how often you or your administrative staff use each of the following marketing research techniques. CIRCLE your responses.

Key: 5 = Weekly
 4 = Monthly
 3 = Every 3-5 months
 2 = Every 6-12 months
 1 = Not at all

- | | | | | | |
|---|---|---|---|---|---|
| 19. How often is marketing research used to analyze adults and their buying trends of educational programs? | 5 | 4 | 3 | 2 | 1 |
| 20. How often is marketing research used to analyze the competition, their programs, and students? | 5 | 4 | 3 | 2 | 1 |
| 21. How often is marketing research used to identify the best types of marketing techniques to use when promoting adult programs? | 5 | 4 | 3 | 2 | 1 |
| 22. How often is marketing research used to determine the needs of different market segments of adult students? | 5 | 4 | 3 | 2 | 1 |
| 23. How often is marketing research used to evaluate present programs or course offerings? | 5 | 4 | 3 | 2 | 1 |
| 24. How often is marketing research used to measure the effectiveness of different marketing expenses? | 5 | 4 | 3 | 2 | 1 |
| 25. How often is marketing research used in the decision-making process related to program planning? | 5 | 4 | 3 | 2 | 1 |

Please return this questionnaire as soon as possible in the enclosed envelope. If you would like a copy of the results, include your business card. Your card will be removed and kept separate from your response.

THANK YOU FOR PARTICIPATING IN THIS SURVEY.

APPENDIX C

PILOT STUDY CORRESPONDENCE



Oklahoma State University

COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
135 HOME ECONOMICS WEST
(405) 624-6571

February 1, 1988

A research study has been designed to analyze the marketing research techniques used by continuing education units to identify target adult markets, determine the needs of these adult markets, and design programs to meet these identified needs. The following questionnaire has been developed to gather information from Deans/Directors of continuing education and/or University extension programs about their use of marketing research techniques.

Would you please help us by:

1. reading the questionnaire for clarity and consistency,
2. completing the questions which follow to help establish content validity, and
3. make recommendations for changes in the instrument?

Please return these materials in the enclosed, self-addressed envelope. Thank you for your assistance. We shall be happy to share the results of this study with you.

Sincerely,

Dr. Beulah M. Hirschlein
University Extension Director
College of Home Economics

Linda D. Krute
Graduate Associate
College of Home
Economics



CONTINUING EDUCATION SURVEY EVALUATION FORM

After carefully reviewing the instrument, please answer the following questions.

1. List any statement(s) that are unclear. Please give the statement number. _____

2. List any terms which may need further definition.

3. List any statement(s) which should be deleted.

4. Do you feel that the subject material is adequately covered? _____

5. What suggestions for improvement would you recommend (format, length, etc)?

THANK YOU FOR YOUR TIME AND ASSISTANCE

Form adapted from materials developed for HEECS 6563 by Lisa Christman, Sue Linnenkohl, Beth Olsen, Barbara Rackley, and Mary Roseman at Oklahoma State University.

APPENDIX D

CORRESPONDENCE



Oklahoma State University

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND COMMUNITY SERVICES
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337
HOME ECONOMICS WEST 125
405-624-5046 or 624-5047

February 25, 1988

Dear

Your name has been randomly selected from a list of continuing education administrators to participate in a study which will investigate the marketing research techniques used by continuing education units in institutions of higher education. The information you provide will be held in complete confidence and used only for research purposes. Neither your name or the institution which you represent will be associated with the research findings.

The enclosed questionnaire should take only ten minutes of your time. Complete the questionnaire and return it to us by March 9, 1988. A self-addressed envelope is enclosed for your convenience.

We appreciate your cooperation in assisting us with this research study. The information you share will be helpful to others who want to learn more about state-of-the-art marketing of continuing education programs. If you are interested in the results of this study, a copy will be made available to you. Please include your business card with the completed questionnaire.

We are counting on your response!

Sincerely yours,

Linda D. Krute
Graduate Associate
Oklahoma State University

Beulah M. Hirschlein, PhD
Director of Home Economics
University Extension

Enclosures:



We've been searching for your response to the

CONTINUING EDUCATION SURVEY

Please take a few minutes to complete the questionnaire which you received in February. Your answers are important to us.

Oklahoma State University



VITA ²

Linda Dismuke Krute

Candidate for the Degree of

Doctor of Philosophy

Thesis: MARKETING RESEARCH TECHNIQUES UTILIZED BY
CONTINUING EDUCATION PROGRAMS IN AMERICAN
COLLEGES AND UNIVERSITIES

Major Field: Home Economics -
Home Economics Education and Administration

Biographical:

Personal Data: Born in Muskogee, Oklahoma, July 5,
1946, the daughter of E. J. (Buck) and Tenie F.
Dismuke; wife of Robert E. Krute and mother of
Julia Ann Krute.

Education: Graduated from Lonoke High School, Lonoke,
Arkansas, 1964; received the Bachelor of Science
degree in Vocational Home Economics from Harding
University, Searcy, Arkansas, 1968; awarded the
Master of Science degree from Oklahoma State
University, 1973; completed the Masters of Adult
and Continuing Education degree, Morehead State
University, Morehead, Kentucky, 1977; completed
the requirements for the Doctor of Philosophy
degree at Oklahoma State University in July, 1988.

Professional Experience: Vocational Home Economics
Teacher, Jonesboro High School, Jonesboro,
Arkansas, 1968-1972; Graduate Assistant, Oklahoma
State University, 1972-1973; Home Economics
Instructor/Teacher Educator, Morehead State
University, 1973-1977; Program Coordinator,
Memphis State University, 1977-1978; Associate
Profesor, Shelby State Community College,
Memphis, Tennessee, 1978-1984; Visiting Instructor
of Home Economics, University of Central Arkansas,
1984-1985; Program Coordinator of Off-Campus

Programs and Interim Director of the Division of Lifelong Education and Professional Development, University of Arkansas at Little Rock, 1984-1986; Graduate Teaching Associate, College of Home Economics, Oklahoma State University, 1987-1988.