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TO A COLLEGE RECRUITING PROGRAM.

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THE UNIVERSITY OF OKLAHOMA

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TO A COLLEGE RECRUITING PROGRAM

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APPLICATION OF A MARKETING MODEL
TO A COLLEGE RECRUITING PROGRAM

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APPLICATION OF A MARKETING MODEL
TO A COLLEGE RECRUITING PROGRAM

CHAPTER I

BACKGROUND OF THE STUDY

Purpose

It is the intention of this research to contribute to the beginning stages of a marketing methodology that will assist higher education institutions in analyzing and evaluating their student recruitment programs, policies, and personnel. It is expected that this methodology will help indicate whether the college is obtaining maximum results from promotional efforts to enroll students.

It is hoped that this study will facilitate further student-as-consumer research which can more accurately identify and evaluate promotional activities which influence students' college choices. This, in turn, will enable college administrators more efficiently to plan and carry out effective informational programs to build enrollments.

By introducing a marketing model as the initial

stage of an informational system, the study intends to establish a method of utilizing feedback from students viewed as consumers as the basis for changing certain aspects of the college's recruiting program which are shown to be non-productive.

Need

The need for a study of recruiting effectiveness is related to the following areas: economic conditions in higher education institutions, enrollment trends in post-secondary education, and educational changes prompted in recent years by new students with new needs.

One of the major concerns of American college and university administrators during the last quarter of this century will continue to be financing programs to meet the educational needs of both individuals and the society. A number of sociological and economic factors complicate long-range planning for colleges and universities which have experienced periods of growth followed by times of uncertainty and even falling enrollments. Kenneth E. Boulding referred to new skills needed by administrators facing such a task as "Management of Decline."¹

Earl F. Cheit, surveying the financial situation of 41 public and private institutions of higher education, pointed out that 71 percent of them were either heading for

¹Kenneth E. Boulding, "The Management of Decline," Change, June, 1975.

trouble or were already there. He discussed a number of ways in which administrators were making attempts to solve what he calls the "New Depression":

. . . (A) school may, depending on economic and managerial factors, try to grow its way out of financial trouble rather than just cut its way out. Thus, some schools hope to avoid a serious impact by growing in enrollment and, thereby, in income.¹

These efforts to grow in enrollment have created a chaotic pattern of recruiting programs at different institutions as population changes and economic factors influence post-secondary registrations.

Causes of anticipated declines in traditional college enrollments are many. Elimination of the draft, the end of American involvement in Vietnam, and now new dates for cut-off of G.I. funding will reduce the number of young men attending college. A declining school population across the United States can be seen in the total number of first graders being less than the number now enrolled in senior classes in American high schools. A 1973 study by Frankel and Simpson showed the dramatic shifts in school population over a twenty year period:

Total fall enrollment (elementary, secondary, and higher education) increased from 51 million in 1963 to 60 million in 1973 and is expected to decrease to 56 million in 1983 Fall enrollment in regular elementary and secondary day schools increased from 46 million in 1963 to 51

¹Earl F. Cheit, The New Depression for Higher Education. The Carnegie Commission on Higher Education (New York: McGraw-Hill, 1971), p. 2.

million in 1970. In 1973 this enrollment was 50 million, a million less students than in 1970, and by 1983, it is expected to decrease to 45 million.¹

Thus, both the current and the predictable problem can be seen in the declining number of what has been considered the traditional "customer" for higher education. Luther Hoopes continues this projection with the following statistics regarding male students:

Between 1969 and 1972, college enrollment of males has skidded from 44 percent to 38 percent and indications are that the percentage is still falling. Of all types of colleges and universities, in 1972-73, only community colleges and some vocational proprietary schools have shown any substantial increase in matriculants. . . . From 1980 to 1985, the pool of potential college students (18- and 19-year olds) will shrink from 16.7 million to 15.2 million.²

There are a number of uncertainties to be recognized in any examination of the future of education, a number of them mentioned by the Carnegie Foundation study on prospects for higher education. These include the state of the economy itself, labor market changes, possible changes in life-styles of the young, the impact of an all-volunteer army, the birthrate, and the public policy.³

¹Martin M. Frankel and Loraine C. Simpson, Projections of Educational Statistics to 1983-84, 1974 ed. (Washington, D. C.: U. S. Department of Health, Education and Welfare, National Center for Education Statistics), p. 11.

²Luther Hoopes, "Your Recruiting is Showing," College and University Journal, November, 1973, p. 30.

³More Than Survival. The Carnegie Foundation for the Advancement of Teaching (San Francisco: Jossey-Bass Publishers, 1975), pp. 46-8.

In addition to the declining population figures, the shrinking number of families capable of meeting the ever-rising costs of higher education is complicating the enrollment problem. Corson points out how this factor increasingly influences admissions policy:

The decision was less one of educability and more one as to how more students from the ethnic minorities could be recruited There simply were not enough applicants from families with annual incomes of \$16,000 or more capable of scoring well on the admissions tests to fill available places in the colleges and universities. Faced with this reality and having to make ends meet, many institutions further diminished the emphasis on the educability of the individual student. Their primary concern was focused on enrolling a sufficient number of students capable of meeting the costs of attendance.¹

Lowering of admissions standards is but one evidence of administrative efforts to fill empty dormitory rooms and class spaces. Sources other than traditional day or full-time students were looked to for registrants. Efforts to entice part-time students from groups formerly thought to have completed their formal education such as housewives, senior citizens, industrial workers, etc. led to college informational campaigns in shopping centers, parking lots, and pool halls. Measures previously unheard of in higher education appear to be on the rise: colorful advertising, active recruiting visits to low-income housing projects as

¹John J. Corson, The Governance of Colleges and Universities: Modernizing Structure and Process. 2nd ed. (New York: McGraw-Hill, 1975), p. 94.

well as to high schools, use of scholarship funds almost exclusively for incoming students, etc.

Noting the decade of the 1970s as being characterized by change for colleges and for college admissions, Jellema suggested the secret of success for an educational institution would be whether it managed change or was managed by change. He emphasized that there were two basic steps to be taken in meeting any financial pinch: increase income and reduce expenditures.¹ Funding for research, from both private endowments and from government contracts, has been limited or curtailed in recent years and thus the greatest hope for increased income at most colleges and universities will be larger enrollments, since the tuition and student fees at many institutions are near a breaking point as Corson explained.² Also noting this trend in seeking income, Dennis Johnson pointed out:

Admissions and student recruitment must receive a higher priority at most institutions. If one looks only at the economic implications of a successful or failing admissions program, he will see the clear need for greater attention to student recruitment.³

¹William W. Jellema, editor. Efficient College Management (San Francisco: Jossey-Bass Publishers, 1972), preface.

²Corson, Governance of Colleges and Universities: Modernizing Structure and Process. p. 94.

³Dennis L. Johnson, "Impact of Admissions on Financial Stability," in Jellema. Efficient College Management (San Francisco: Jossey-Bass Publishers, 1972), p. 131.

Johnson pointed out another problem faced by colleges attempting to provide information needed by potential students--communication through the mass media:

The admissions problem is exacerbated by a communications problem. Attracting the attention of a media-saturated public is a difficult task today. The present college-age student has grown up with these techniques as part of his life style. Perhaps, therefore, it is time for education to adopt some of the communications methods used by the corporate world. The low profile of many a college can be seen when its publications are released to the public. Some say that contemporary brochures using color, communications systems adapted from business, and other student-contact programs make an institution look desperate. If they are used in a skillful manner, however, with the best interests of the student uppermost, the student's reaction is positive.¹

Interest in increasing enrollments for economic benefit to the financially-pressured institutions along with national concern for the fullest development of the nation's human resources has led to an ever-increasing movement to recruit racial minorities and other non-traditional registrants called the "New Students" by Cross.² A summary of the problems, along with a proposed solution, was put forth by Raymond Finn. Pointing out that five major problems now facing educational recruiters are unfavorable trends, changing student characteristics, increasing costs, institutional competition, and financial deficits, he suggested a new direction based on two basic marketing principles.

¹Ibid., p. 133.

²K. Patricia Cross, Beyond the Open Door (San Francisco: Jossey-Bass Publishers, 1972).

Quoting the total revenue deficit for United States colleges for 1972-73 at \$435,000,000, he recommended two chief techniques of marketing be used: (1) establish needs of students and (2) develop an educational system capable of fulfilling those needs.¹

Theoretical Framework:

A Marketing Approach

As a theoretical base for a study of recruiting, a marketing model seems appropriate in view of recent attempts to apply such an approach to college admissions. The Director of the News Bureau at Russell Sage College in Troy, New York, Samuel B. Cramer, in 1973, commissioned such a "market survey" of women students for a new look at the college's advertising and publications with the respondents indicating that they themselves had made the decision on which college to attend with parental influence next in importance but still a very poor second as a choice factor. Cramer also found that guidance counselors in the high schools and the college representatives had minimal influence in the view of the respondents. The survey also revealed:

The importance of the college catalog was documented, and it ranked well ahead of the college representative, guidance counselor, or their own family as the primary source of information on a

¹Raymond Finn, "Suggested New Trends in Educational Recruiting," National ACAC Journal, November, 1973, pp. 11-12.

particular institution. In the final analysis it was apparent that friends were of major importance.¹

This influence in contemporary American colleges and universities of students upon prospective enrollees and upon one another has been documented in other research studies.² Still many college officials refuse to wait the natural course of peer influence reaching the high school seniors by this year's freshmen and sophomores. Instead of concentrating on providing courses and services on campus which will produce more satisfied graduates to influence potential enrollees, many college administrators attempt to "market" higher education through a number of business approaches such as mobile trailers in shopping malls, students giving demonstrations of art projects in parking lots, and other sales promotion gimmicks, such as was mentioned in a short news item in College and University Business:

In an effort to keep slipping enrollments steady and give declining ones a boost, colleges are trying innovative ways to attract students to the campus. Putting recruitment officials on the road and adding that personal touch is one route that seems to work.³

The use of students to recruit their fellows is becoming widespread, especially utilization of any minority groups on

¹Samuel B. Cramer, "To College or Not to College? Market Survey of Student Decisions," College and University Business, March 1974, p. 37.

²Theodore M. Newcomb and Everett Wilson, College Peer Groups: Problems and Prospects for Research (Chicago: Aldine Publishing Co., 1966).

³"Recruiting Goes on the Road," College and University Business, June, 1974, p. 12.

campus. An example was noted in the work of Chicano and American Indian students who spent a great deal of time contacting high school graduates to recruit for the University of Iowa where they were enrolled.¹

Recognizing this peer group influence in non-personal approaches, colleges often turn to their enrollees to provide expertise in designing catalogs, writing copy for brochures or suggesting the types of pictures to be used in publications. Drake University went even further, using students as "marketing consultants" in an advertising copywriting class to design a complete recruiting tool. These collective minds produced a very colorful mailing piece to be sent to high school seniors which consisted of a large packet containing cartoon character decorations, a plastic record which described student activities at the university, and even a three-foot long "Play the Game at Drake" folder which provided both entertainment and information about programs and life on campus. The cost per mailing piece was \$1.50 for production alone, since the major part of the marketing plan had been done by the students.²

Involvement of other groups and organizations in the area is also an important part of telling the institution's

¹"The Involved Student Recruits Minorities," College Management, August, 1971, p. 35.

²Jane S. Shaw, "Students Devise 'Game Plan' for Admissions," College and University Business, August, 1973, p. 33.

story to potential customers. Prior to the opening of Hillsborough Junior College in Tampa, Florida, the Board of Regents hired a public relations firm to develop a total community relationship with the new school. Included in the projects were sixteen banks in the county which mailed 100,000 HJC brochures with their monthly customer bank statements.¹ In addition to saving mailing costs for the college, the program also produced the added value of getting bank personnel involved with the new institution. The public relations firm, of course, developed a number of radio and television public service announcements, news releases, and other messages through mass media in the area. Professionals considered that saturation of the market area through television, radio, newspapers, company house publications, billboards, and other area specialized periodicals was an essential part of the marketing approach.

A marketing mix or a combination of promotional efforts which produced results for one California college was explained by the president of Ohlone College of Fremont: "This included newspaper advertising, door-to-door canvassing, information booths in shopping centers and banks."² Surveys of students later enrolling revealed that the

¹R. William Graham, Instant College (Boston: Branden Press Publishers, 1971), p. 229.

²Stephen E. Epler, "Innovative Programs and Promotions Work Together to Boost Enrollment," College and University Business, June, 1974, p. 31.

door-to-door method did reach some potential freshmen who might not have been enrolled through traditional approaches of high school career nights.

Regardless of the medium or media used to communicate the marketing message, most college administrators are now beginning to understand the need to survey a potential market and then offer programs designed to meet educational needs of the customers, whether it is in more flexible scheduling or in non-traditional courses. Fordham University conducted market research on stewardesses in the New York area and discovered a number who had some higher education credit but desired an opportunity to complete a degree while continuing full-time work. Through a set of tutorials and tapes, the university provided a way for the women to make up classwork missed when on an assignment. The Fordham University Plan also called for up to 40 hours of the 128 required for a degree be allowed for work experience. The dean of Fordham admitted:

"Of course, it is a recruiting tool, though we feel life experience is a way to learn too," Dean Shea says. "For competitive reasons you almost have to give the credits. But I'm afraid that in their desperation some institutions will start to give away too much."¹

This admission of an administrator regarding an institution's using non-traditional study and credit for work as a

¹Roger Ricklefs, "Wooing the Adult Student," Change, March, 1974, p. 26.

recruiting tool shows a phase of marketing utilized by some businesses for years--promotional coupons, or special introductory sales prices or refunds for trial products. This marketing approach continues to be seen as a possible way out of the depressed enrollment scene for some educational institutions. A marketing executive addressing an American College Public Relations Association meeting summed up the current situation:

The main change in college admissions in the last decade is that colleges are now in a bear market as far as prospective students are concerned. Where a decade ago admissions officers could pick and choose among applicants, they must now concentrate on recruiting applicants. This situation will not improve in the immediate future. Actually, it will get worse

Another part of the changed admissions scene today is the prevalence of marketing terms in college admissions--terms such as "marketing plan," "pulling power of direct mail advertising," "financial aid packaging," "comparative sell of billboards and bus placards."

Some of these procedures are sound sales technics, and their application to college procedures has been long overdue. Others are gimmicks The crux of the problem is not the color of a college catalog or the comparative sell of TV advertising over a direct mail piece. No single advertising or recruiting effort alone will meet admissions goals.¹

Producing an adequate marketing plan will include selecting procedures to measure progress being made toward meeting the pre-determined admissions goal. Should such

¹Robert L. Stuhr, "In a Bear Market, Everyone's a Hunter," adapted from a talk given to American College Public Relations Association, printed in College and University Business, June, 1974, p. 27.

procedures indicate a change is needed at any point in the operation, the plan should be modified. The marketing plan is actually a process, a continuous evaluation of what is being done. Stuhr suggested:

At the end of each recruitment season--and even during it--an evaluation should be conducted of the effectiveness of each admissions counselor, of the publications, promotion, and advertising.¹

Statement of the Problem

Rodriguez and Davis asked a timely question: "What measures should educational institutions in the United States undertake to meet their current economic problems?"² Their suggested answer was:

Institutions will have to be increasingly operated on business-management principles. This means cost-benefit analysis, planned program budgets, and better forecasting techniques No doubt the application of business know-how to the management of educational institutions will be made difficult by the complex nature of providing educational services, which tend to be rather diverse, and as we have indicated, somewhat difficult to measure in terms of quality.³

Should higher education administrators accept the business view, then application may be made to a marketing model for purposes of evaluating business approaches used to increase enrollments.

¹Ibid., p. 29.

²Louis J. Rodriguez and Dewey D. Davis, The Economics of Education (Lincoln, Nebraska: Professional Educators Publications, Inc., 1974), p. 116.

³Ibid.

To be studied is the problem "What are the effects on students' decision-making of different types of recruiting by a college?" The students are viewed as "consumers" and recruiting is seen as promotion or advertising designed to carry a message from the institution to the potential students. One can isolate three facets of college recruiting which are adapted from the marketing approach: (1) the face-to-face selling by voluntary or paid representatives of the college, (2) advertising through mass media and publications with a direct cost to the institution, and (3) on-campus promotions or special events which are sponsored by different departments or by the institution to entice potential students/consumers to get a first-hand view of the college. The three facets of college recruiting seem best explained by the term "promotional mix" as used by C. A. Kirkpatrick:

Each seller considers three ingredients for inclusion in the promotional mix he believes will be the most profitable. The three ingredients are personal selling, advertising, and sales promotion.¹

One aspect of the personal selling is increased involvement of the faculty--occasionally against their own wishes. Teachers on the college level are not enthusiastic about the new slogan replacing the "publish or perish"--today reading "recruit/retain or retire/retrench/resign." After a number of years of education for college-level

¹C. A. Kirkpatrick, Advertising: Mass Communication in Marketing (Boston: Houghton Mifflin Co., 1964), p. 13.

teaching, few feel it is the responsibility of the instructor to bring the students to the campus. Those who are interested may simply attempt to persuade prospects to major in the field in which they teach--thus, they build their own department but often at the expense of some other department at the same institution. Personal selling, then, is too often done by individuals with different approaches and different motives than full-time representatives.

Intense competition among institutions seeking to obtain a larger share of the ever shrinking traditional student market may lead to ill-conceived promotional pieces, colorful and eye-catching but perhaps mis-leading publications. Louis Bender, in noting the adoption of free market principles in student recruitment of tactics such as open-house receptions, telephone marathons and subcontracting with professional recruitment agencies, warned of the danger in printed advertisements and other media commercials. He suggested that the FTC rules now applying to proprietary schools might be checked by the public college officials as a guide to making claims of student success.¹ In a later study, Bender singled out the college catalog for content analysis. Using six of the ten FTC guidelines, Bender examined twenty catalogs chosen at random but including colleges from all six national accreditation areas, with both

¹Louis Bender, "It Pays to Advertise . . . Truthfully," Community College Review, September, 1975, p. 32.

public and private schools included. He reported that all publications revealed at least one violation of the FTC guidelines with one having eight violations. False or exaggerated claims of accreditation, of faculty size and qualifications, etc. Bender concluded were common-place. He suggested a growing importance in studying the catalog for possible problem statements in view of the recent trends in court cases and the work of consumer groups around the nation. Bender sums up the problem:

Dropping enrollments and predictions of a smaller clientele because of fewer high school graduates lead many colleges and universities to use hard-sell merchandising techniques and promotional gimmicks which would have been rejected only a few years ago. Mass mailing campaigns, radio and TV spots, discount policies, commissioned "head hunters," and tuition refunds for peer recruitment all relate to the terrain of FTC surveillance.¹

On a number of college campuses, the promotional activities also reflect the problems of hard-sell in an intense market situation. Efforts are fragmented with departments individually sponsoring a variety of "Days" or workshops for seniors of nearby schools. Too often, specialists in a discipline rather than an institutionally minded representative plan ways to convince the customers of the merits of the choir, band, athletic team, student newspaper, art department, or debate team rather than the quality of education which is available at a particular price. A rather limited view of

¹Louis Bender, "Can Your Catalogue Stand the Test of FTC Guidelines?" Phi Delta Kappan, December, 1975, p. 226.

the college is seen when a faculty member cannot discuss housing costs, financial aids, intramural athletics, or student activities with a prospect.

Subjective decision-making as to how the personal selling should be done, how advertisements should be directed, and what kinds of on-campus promotions should be financed has led to a hodge-podge of recruiting at a number of institutions which can ill afford to continue spending money on activities which have highly questionable returns. Fram suggests an objective analysis of the market may provide solutions to individual colleges' problems as an answer is sought to the question of what influences the prospects to become actual buyers or to choose a particular institution. He points out:

As schools have been confronted with declining enrollments and attendant financial problems, the reaction of many has been to make the catalog more colorful, print slick brochures, and flood potential applicants with all types of printed materials describing the wonders of its campus. All this is being done without asking what the best way is to reach the potential customer. A first step should be to assess current promotional approaches. How many schools have surveyed their student body in depth to determine why and how they arrived at the decision to register at the school? The design of a promotional appeal for an institution of higher education goes right to the heart of the unique marketing appeal the institution has It is up to each school to assess realistically that difference and then choose the promotional approach which best communicates it.¹

¹Eugene H. Fram, "Marketing Higher Education," in The Future in the Making. Dyckman W. Vermilye, ed. (San Francisco: Jossey-Bass Publishers, 1973), pp. 65-6.

The problem is to find objective data upon which to make decisions regarding how best to market higher education. Fram indicates the best source would be enrollees of the institution.

While Fram suggests market research of the students in the college, other sources of information regarding recruiting should be examined in order to produce ideas and information about what has been done in earlier years, what is being done by other institutions, and what is suggested by marketing specialists or advertising agency directors. The problem is a complex one. Concern arises about costs and benefits of higher education, as Rodriguez and Davis explain:

Those in positions of educational leadership are seeking ways in which to return public education to the good graces of the consumer. If a businessman finds consumers are not patronizing his marketplace, he will endeavor to change or improve his products, services, and prices. A corollary in public education would be to modify it to meet the current demand for relevant education delivered by concerned people at a price the taxpayers are willing to pay.¹

No quick simple solution will be developed through one in-depth survey of the student body; however, by the development of a marketing model utilizing student input, an educational institution may find an initial step to solving some of the complicated problems arising in the changing college admissions scene.

¹Louis J. Rodriguez and Dewey D. Davis, The Economics of Education (Lincoln, Nebraska: Professional Educators Publications, Inc., 1974), p. 21.

Organization of the Study

Chapter I is an introductory chapter presenting the purpose, the need, the theoretical framework: a marketing approach, the statement of the problem, and organization of the study.

Chapter II is a review of the related literature, including both an historical overview of recruiting by higher education institutions and current practices in marketing educational opportunities.

Chapter III is the presentation of the methodology with an introduction of a marketing model for utilization in evaluating a college's recruiting practices. It contains also the study design, data gathering, the hypotheses, research procedure, and instrument evaluation.

Chapter IV contains the presentation and analysis of the data, including testing of the hypotheses and reporting of responses.

Chapter V includes the interpretation of the data, conclusions, recommendations for further study, and implications in the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Historical

Getting that special type of scholar has always been of great concern to educators, and methods of communicating interest in potential students may not have changed greatly since the beginnings of small and obscure schools. Today, one promotional approach is to have faculty members write personal letters to high schoolers encouraging them to enroll. An example from the year 1229 A.D. of the masters of Toulouse inviting scholars to attend shows that these efforts are not new. The promises are worth examining:

To all the faithful of Christ and especially to the masters and scholars all over the world to whom this letter may concern, the university of masters and scholars having established a studium at Toulouse from the wild root (in nova radice), greetings and sincere wishes for the achievement of a good life and eternal salvation. In order that you may come to this new studium with confidence, we have availed ourselves of the authority of the Church. For our Moses, our leader, protector and champion with God and the Lord Pope in such a difficult enterprise was the Lord Cardinal and Legate for the Kingdom of France. He is the one who ordered

that all the Scholars at Toulouse, masters as well as students, should receive full indulgence for all their sins Here the theologians teach pupils from the pulpits and the people at the crossroads; the logicians instruct the champions of Aristotle in liberal arts; the grammarians refashion as it were by analogy, the tongues of the stammering; the organists flatter the ears of the populace with the mellow sounds of their organs; the decretists Justinian and on their part the physicians preach Galen. Whoever wants to scrutinize the bosom of nature can hear lectures on the libri naturales, the books that were forbidden at Paris. Then, what else would be lacking there? Scholastic privileges? Not at all! You will enjoy an unbridled freedom. Or are you afraid of a malevolent prince? Have no fear: the generous count of Toulouse has assured us of sufficient security and has guaranteed our salaries as well as those of our servants both coming and going To the aforementioned advantages we would like to add that we confidently believe that the Lord Legate will call to this place theologians and decretists to contribute to the excellency of this studium¹

Again an historical view of student selection provides further understanding of certain practices today. One of the most careful analysis of the relationship between education and the American society was done by Jencks and Riesman in 1968. Using history as the springboard, they showed how selection of students was most often determined by special interests at the heart of the educational institutions which were founded by churches, political orders, and social conventions:

. . . the recruitment patterns of special interest colleges meant that the colleges tended to reinforce their students' sense of separatism rather than

¹From Charter University Paris, I, no. 72, pp. 129-131, as cited in Helene Wieruszowski, The Medieval University (New York: Van Nostrand Reinhold Company, 1966), pp. 178-9.

drawing them into a larger social and cultural milieu.¹

Today, recruitment with only a marketing concept may present the image of seeking students for the special interest of filling dormitory rooms and keeping the institution in the black. Consumers of higher education recruited from low-income, minority, or the culturally deprived groups may thus continue to see themselves as separate and not be able to benefit from those real opportunities which higher education should provide. The problem of recruiting under such circumstances takes on social significance just as the probing question of ethics in advertising, persuasion in the marketplace, and public relations' role in society has confronted practitioners for many years. Just as professionals in the above-mentioned communications fields have found answers, educational recruiters must see justification in values received by individuals and by society in the product which they are trying to sell--higher education.

Jencks and Riesman accused many colleges of being highly concerned, even preoccupied, with developing a reputation for turning out a quality product and thus gearing their recruiting to attract only those students showing great potential:

¹Christopher Jencks and David Riesman, The Academic Revolution (Garden City: Doubleday and Company, Inc., 1968), p. 7.

(F)ew colleges evaluate applicants in terms of what the college might do for the student. Almost all . . . ask what the student is likely to do for the college.¹

Today some recruiting appears to be done in light of what the student can do for the institution in regard to giving increased strength to figures of full-time equivalency or rooms filled in campus housing. Concern for quantity alone can lead to questionable practices. Going for recipients of the federal grants such as Basic Educational Opportunity Grants, some struggling colleges will also offer a small tuition scholarship--just enough to offset advantages presented by some other college or university. This mis-use of scholarship money to further promotional goals existed in the early periods of American higher education, as Jencks and Riesman note:

The small scholarships are not meant to help the needy; they are offered to middle-class students whom the college wants to recruit and who it fears will go elsewhere if they don't receive some token of the college's esteem.²

The so-called "no-need" scholarships are still making news, as the front page of the February 2, 1976, issue of The Chronicle of Higher Education revealed. The main fear expressed by opponents of the merit scholarships was that colleges facing declining enrollments would be tempted to use

¹Ibid., p. 130.

²Ibid., p. 140.

the awards as a recruiting tool.¹

Lessons from the history of recruiting by American higher education institutions show that using cash scholarships, discounts on tuition or other such promotional gifts to lure prospective students will not prove very effective in the long run, as Rudolph pointed out regarding some of the various activities engaged in by the early Land Grant schools:

Some efforts of the colleges to increase enrollment were more availing than others, but one that did not work was the offer of the University of Arkansas in 1892 to pay \$25.00 to the agriculture student who made the best five pounds of butter. More effective was the almost complete abandonment of admissions standards At Ohio State in 1877, for example, by dropping algebra from the entrance requirements the college immediately picked up twenty new students.²

Personal selling, financial inducements, and changed requirements appear to be a part of the background in admissions policy for colleges and universities in a number of places.

Current Practices

What has changed in the efforts to build admissions is not the approach, not certain questionable tactics, but the potential customer as today's institutions find the pool

¹"No-Need Scholarships Make a Comeback," The Chronicle of Higher Education, February 2, 1976, p. 1.

²Frederick Rudolph, The American College and University (New York: Vintage Books, Random House, 1962), p. 260.

of talent for scholars is shrinking and the competition is becoming greater as the economic law of supply and demand hits the academic market place. The costs of attracting non-traditional students, luring housewives or minority young people into the classrooms, will become more and more expensive as the colleges search out new prospects. As in the business world, reaching the new customer or the first-time buyer is much more costly than just getting a repeat sale or acquiring the second or third generation user of a given product. Also, as the competition increases for the traditionally college-bound student, the price of attracting through use of scholarships will also rise. Getting an accurate evaluation of recruiting efforts becomes vitally important as colleges try to obtain the highest return on advertising or recruiting expenditures.

With college recruiters on the road for prospects, with campus mail rooms sending out larger volumes of promotional materials, the high school senior finds himself besieged with information from the academic market place--often more confusing than helpful to his decision-making. A nightmarish future was pictured by David Treadwell, director of admissions at Ohio Wesleyan University:

I had a dream
The year is 1979. A high school senior lies on his bed and stares at the ceiling. He must make his college decision in one week. The rock music on the radio is occasionally interrupted by bubbly college commercials. Stacks of shiny catalogues, glossy brochures and form letters

cover the floor. Most of the letters are in unopened envelopes. The boy has received over a thousand pieces of mail. Many letters compliment him on exceeding 300 on the verbal section of the Scholastic Aptitude Test. Others started out, "Dear New Jersey Student" or "Dear Mid-Atlantic Student." Some mentioned his fine Junior Achievement work (he dropped out after two weeks) and his success with Boy Scouts (he lasted one year). A recent letter raved about his work as a study hall monitor. One man from Denver called representing a college in Florida. A man from Florida had called representing a college in Denver. A college in New York had offered the boy a \$1,000 tuition discount because he ranked in the top three-fourths of his high school class.¹

This fantasy pictures the combination of personal selling, advertising, and promotion which college recruiters have utilized in recent years as competition becomes ever greater. It also introduces a new face on the scene--the professional recruiter representing a number of client colleges. Such professional services are advertised through a number of national publications. One such typical advertisement was a 14-inch notice in The Chronicle of Higher Education which read:

Where Do You Find Ideas To Recruit Students?
 Recruiting students is difficult and competitive. It needs a high degree of professionalism. Our service gives you direct access to professional communications support on a consulting basis . . . when you have definite ideas and see an opportunity that is really important to you. For example, here is one opportunity we handled for a major University in New York: To attract students from growing numbers of women returning to the job market. Result: One advertisement that produced more than

¹David Treadwell, "Hard Work--Not Hard Sell--Boosts Admissions," College Management, August/September, 1974, p. 26.

1,000 telephone and mail inquiries and an immediate addition of 77 students.¹

While some institutions are contracting for such promotional services, most are using staff formerly involved with counseling on campus or in teaching courses not now needed during periods of dropping enrollments. The key tactic seems to be "going out" as an instructor of business education at Florida State College of Jacksonville suggests:

Laying it on the table isn't enough. Sending out the invitations isn't enough. We're going to have to go out in the streets and seek out potential students if we're going to fill our classrooms as they should be filled.²

He compared the need to recruit students as the rich man sought dinner guests in the biblical story of Luke 14:12-24. He recommends more market research, being creative and innovative in selling the product. Norris pointed out that some of the greatest, most effective selling through the medium of advertising has been in various facets of education such as the Charles Atlas body-building courses, piano playing courses, and a wide variety of other correspondence programs. He explains:

We've got to face up to the fact that we have an interesting, complex commodity for sale and that we are not exempted from the laws of the market place. The next step, having faced the realities of our situation, is to begin applying well-tested

¹The Chronicle of Higher Education, May 14, 1975, p. 12.

²James S. Norris, "The Selling of the Community College," Community and Junior College Journal, March, 1975, p. 12.

techniques that will help move our product.¹

One of the well-tested marketing techniques involves the personal touch. One advertising ploy utilized by a college president is a series of 40-second radio spots emphasizing his personal approach, his own message to listeners regarding opportunities of learning at the local institution. These spot commercials were given a great deal of credit for the increase in enrollment from 5,599 to 6,753 in one year at Olympic College of Washington State.²

The personal touch is also stressed in the recruiting of minorities and disadvantaged in experimental counseling programs in ghetto areas of Dallas and Fort Worth, Texas. With El Centro as a hub campus, the fourteen Dallas area colleges sent three full-time counselors to target sections to provide information designed to recruit students from poverty families. In the three years the program has been underway, enrollment of disadvantaged students in the fourteen sponsoring institutions has shown drastic increases.³

Personalizing the selling of the institution also occurs in the on-campus promotions as the college administrators will often arrange for a student or group of students

¹Ibid., p. 14.

²Henry M. Milander, "Telling It By Radio," Community and Junior College Journal, March, 1975, p. 5.

³Don G. Creamer and Robert D. Hamm, "A Mobile Search for Students," Junior College Journal, August/September, 1971, p. 26.

from a high school to be escorted around campus by graduates of that particular school. The college host or hostess is expected to provide the necessary link the visitors need to see themselves as collegians at that institution in the future. Peer group influence is expected to be far more important than the authority images created by deans or counselors as guides.

Personal letters from individual faculty or staff members are suggested by college administrators who see the need to have these worded in such a way to indicate they are not written by the public relations director who also puts out the catalog and brochures of the institution. Hechinger notes this need for personalized letters to both students and parents:

Are the letters, whose odd similarity of style and substance suggests the fine hand of the publicist rather than the academic expert, intended to tell the student more about what the campus is really like.¹

By encouraging personal letters from division chairmen or instructors in the discipline in which the prospective student plans to major, the college officials hope to avoid the image of mere adaptation of commercial sales techniques in direct mail campaigns.

Individualizing the recruiting, whether through the face-to-face selling, guided tours of the campus, or

¹F. M. Hechinger, "Colleges in Search of Freshmen," Saturday Review World, April 6, 1974, p. 56.

personalized letters, would appear to be most needed by the marginal buyer, that prospect who has no tradition of college attendance or no family ties with a particular institution.

Recruiting of Blacks by public junior colleges during a three-year project of the Southern Regional Education Board revealed the necessity of personalizing the approach. Each of the five community colleges that were involved developed a different plan to reach members of the Black community.

The summary report called for a composite program:

Perhaps the wisest procedure for developing a program to recruit black students for a particular junior college is to build the components of the program gradually in response to the identification of community needs.¹

All of the project schools developed cooperation lines with the high school counselors; all instituted systematic visitation for the specific purpose of getting students to register for classes, and all employed Black staff and students as part of the recruiting or informational teams visiting prospects. Miami-Dade waived tuition for all students at the poverty level, incorporated a Career Opportunities Program for veterans, developed a summer youth sports program involving 600 youngsters supervised by 200 college student assistants, 70 percent of them Black, and offered free physical examinations to all Black youngsters of the area as part of the program to build the college image in the minds of the Black

¹"A Project Report," The Black Community and the Community College (Atlanta, Georgia: Southern Regional Education Board, 1970), p. 9.

community leaders and residents.

For a three-year project a number of successes and some failures could be seen. Administrators of the colleges found the traditional counselors were not those needed to direct outreach programs and to recruit minority students. It was revealed that Black faculty and students were most important in changing the self-image and the expectancy level of those who had been turned off by environmental circumstances. The importance of counselors or recruiters for minorities was also noted by Cross:

Blacks who entered college in 1968 were more likely than non-blacks to attribute their college attendance to high school teachers and counselors The most logical explanation for the relatively important role played by teachers and counselors in the college choices of black students is that black parents would be less likely to have information about colleges

There is some evidence that college recruitment efforts were proving effective for blacks in 1968. Across all types of institutions--from two-year colleges to four-year universities--blacks were more likely than non-blacks to say that a major influence in their decision to attend the college was a graduate or representative of the college. Although the influence of college recruiters was not ranked high by large numbers of blacks (17 percent) or non-blacks (12 percent), such influence still ranked fifth and sixth respectively, out of a list of thirteen possible choices offered in the ACE questionnaire.¹

Although the success rate of recruiters may appear to be fairly high in reaching Blacks, the cost may be excessive for the return. David G. Brown questioned the wisdom of

¹Cross, Beyond the Open Door, p. 127.

increasing institutional investment in the recruitment of minorities. He noted:

Black recruitment is expensive. To sell an education in white suburbia is cheaper and easier than to give one away in the ghetto. One factor is economy of scale: an admissions recruiter can spend one day at a large suburban high school and make himself accessible to a thousand college-bound students. The same time spent in a low-income neighborhood school of the same size may result in an exposure to only twenty-five college-bound students. A second factor is the grapevine: in high schools where there is a tradition of attending a certain college, former students are a university's most effective, though unpaid, recruiters. Breaking into a school is an expensive process. A final expense-increasing factor is that the typical black recruit must be convinced not only to attend "a particular" college but also to attend "any" college. The force of family and friends that pushes whites to college is much weaker or is missing within the black community.¹

Regardless of the cost per recruited student, some institutions feel compelled to invest the necessary money as the shrinking pool of traditional college students is being "fished" by more and more institutions. The recruiters must seek a source of prospects with at least minimal chances of success in higher education. Minorities may be the best or only untapped source of supply, as Knoell suggests:

There are still some graduates with talent and interest who are being overlooked in the large cities, perhaps because the high school from which they have graduated has sent too few to college in the past. Certainly the college recruiters might well concentrate on the schools--black and

¹David G. Brown, "Allocating Limited Resources," in Nichols and Mills, eds. The Campus and the Racial Crisis (Washington, D. C.: American Council on Education, 1970), p. 161.

predominantly white--with low college attendance rates, to discover capable students who have yet to meet their first college recruiter. The talented in the schools which have traditionally sent their graduates to college are being re-recruited by college after college, to the point where they are confused and then bored by the abundance of offers. Recruitment may become necessary during the early years of high school or at the junior high school level, in order to encourage the would-be dropouts to complete their high school programs in anticipation of college.¹

Knoell's study showed individual characteristics such as potential and family were important determiners of college attendance, but the high school from which a student graduated was the most important factor in the determination of whether he would attend college and where.²

Concentrating some efforts on selling high school counselors on the value of college for all young people who want and could profit from some kind of education beyond the secondary school will be an important part of college recruiting as is visiting with individual or groups of high school seniors. Success in this type of endeavor was marked in the three-year project of the Southern Regional Education Board. One of the best was reported:

Central Piedmont Community College held a workshop with counselors of substantial numbers of black students in ten high schools of the county. The intent and purpose was (1) to open lines of communication, (2) to acquaint counselors with the

¹Dorothy M. Knoell, People Who Need College (Washington, D. C.: American Association of Junior Colleges, 1970), p. 180.

²Ibid., p. 54.

junior college and its program, since most counselors were senior college oriented . . . (3) to improve the recruiting techniques employed by the junior college, and (4) to point out the comparable cost.¹

Changing a self-image of an individual who does not have any concept of college attendance may possibly be accomplished by a high school counselor or a college recruiter; however, Henry S. Dyer suggests the need is for college recruitment to shift its principal focus from seniors to lower levels of secondary and even into elementary school. While questioning some of the college recruiting techniques employed today, Dyer claims the value is:

When seen in light of the total social and educational system, the whole notion of student recruitment for college takes on a significance not usually attributed to it. When conducted "in the public interest," rather than in the interest of particular institutions, it becomes an activity having deeper purposes and employing methods that have only a coincidental resemblance to the competitive search for students with which we have become so familiar. Recruitment in this broader sense becomes one (but only one) of the important mechanisms by which we try to ensure that no one gets lost in the educational shuffle.²

Dyer succinctly points out that student-seeking by many colleges still focused on the needs of the institutions rather than on the needs of the incoming students. He suggests "well-organized programs of cooperative recruiting in depth" as one answer to reaching the disadvantaged,

¹"A Project Report," The Black Community and the Community College, p. 4.

²Henry S. Dyer, "Recruiting the Disadvantaged: An Urgent Need," College Admissions Policies for the 1970s (New York: College Entrance Examination Board, 1968), p. 102.

suggesting a hunt-and-aid program on the massive scale done by Upward Bound. After deploring much that is done in hard-sell marketing of higher education, such as the use of scholarship funds to outbid rival colleges, Dyer suggests:

There is recruiting and recruiting. It goes on practically everywhere all the time, and has been going on for a long time. It has various purposes, some of them rather cloudy, and not all of them primarily concerned with the betterment of students.

My main argument is that college recruiting does not have to be a necessary evil or a form of institutional hypocrisy. It can be and should be seen as an entirely legitimate, in fact an indispensable, part of the total education process by which a society makes the most of its people by helping them make the most of themselves.¹

Dyer's point would indicate there is a method of meeting objectives in both developing individual talents and in solving the growing problems in what Bender calls the academic "no-growth market condition."² The answer is not merely in the recruiter measuring up to the ethics advocated by Sheffield and Meskill³ but may be found in the total management concept spelled out by Norman Marcus in a chapter titled "Social Marketing" in which he discusses strategies used in business marketing translated for use in a social context without commercial considerations. He mentions campaigns on

¹Ibid., p. 97.

²Louis Bender, "Community Colleges Should Adopt Competitive Free Market Initiatives," Community College Review, Fall, 1973, p. 15.

³William Sheffield and V. P. Meskill, "Ethics of College Recruiting," College and University Journal, March, 1974.

environmentalism, road safety campaigns, various charity fund drives, health services, and even the field of education.

Marcus suggests social marketing is that which concerns living and new attitudes to life and he questions:

Educationalists appear to scorn the use of anything approaching marketing techniques--although at some colleges where this very attitude prevails, marketing is taught.¹

College recruiting in the social marketing concept, then, may be seen as an essential part of the total educational picture. There is a philosophy of recruiting as marketing when the seeking of students is viewed as this new concept of merchandising. America has a number of examples of services, as well as products, which are daily being sold or marketed. Today, there are churches, hospitals, police and fire departments, political candidates, and a wide variety of social changes being marketed by groups or individuals, some not as altruistic as they may claim. An important aspect is noted by Marcus:

The requirements of social marketing, as of commercial marketing, must be to define needs, to determine goals, to consider total plans, to be aware of social needs, and to look for new needs.²

The social marketing concept or philosophy for educational recruiters should include a genuine attempt to

¹Norman Marcus, "Social Marketing," in Leslie W. Rodger, ed. Marketing Concepts and Strategies in the Next Decade (New York: John Wiley & Sons, 1973), p. 223.

²Ibid., p. 228.

orientate producer (the total college community) toward serving the entire community, to provide services that society needs to survive and to enhance the quality of life.

CHAPTER III

METHODOLOGY

Marketing Model

With a changing emphasis on recruiting students as a management function of administration in higher education, new approaches to judging how well the merchandising techniques have worked must be utilized in order to provide understanding of consumer behavior. Rewoldt, Scott, and Warshaw explained the importance:

Buyer behavior information has been shown as an important input for use in planning market strategy Consumer buying behavior is treated as a decision-making process involving: (1) recognition of a problem (felt need); (2) the search for alternative solutions to the desire; (3) evaluation of alternatives; (4) purchase decision; and (5) postpurchase feelings and evaluations.¹

In the development and utilization of any marketing model, then, the consumer behavior plays a vital part,

¹Stewart H. Rewoldt, James D. Scott, and Martin R. Warshaw, Introduction to Marketing Management (revised) (Homewood, Illinois: Richard D. Irwin, Inc., 1973), pp. 109-10.

providing needed information for later product modification or changed promotional strategies. The importance of obtaining feedback information or evaluation from the consumer, in case of the colleges this would be the students who were actually enrolled, is stated emphatically by Walters and Paul:

No source of consumer information is more important than consumers themselves. This source requires original research directed at some sample of consumers. Most consumer analysis that deals with motivation and attitudes must be obtained directly from these consumers.¹

Of primary consideration, then, in selecting a marketing model to be applied in education is obtaining one which shows this vital relationship between the consumer/student and the business firm/college. William Massy, in discussing various types of models, explains that the most extensive use of Descriptive-Explanatory models has been in the area of consumer behavior and states:

Francesco Nicosia's model of consumer behavior is a good example of the theoretical variety. In effect, it sets up a series of detailed hypotheses about the ways in which consumers process information and make decisions.

.
A descriptive-explanatory model may help to solve a particular decision problem, make a general contribution to knowledge, or both. It may suggest hypotheses for future research, help determine what data should be collected and from whom, facilitate the interpretation of taxonomic model results, or simply aid researchers or managers in understanding

¹C. Glen Walters and Gordon W. Paul, Consumer Behavior: An Integrated Framework (Homewood, Illinois: Richard D. Irwin, Inc., 1970), p. 42.

complex interactive markets or marketing processes.¹

Paying great recognition to the value of the consumer in marketing research, Francesco M. Nicosia developed the marketing model recommended by Massy. He used a descriptive term in labeling the model, the Summary Flow Chart (Appendix B), which utilizes information from the consumer as a closing facet. He stressed his belief that:

Knowledge of the consumer is, of course, central to the study of any marketing system and to the development of marketing theory. His role is more crucial today than ever before because of the greater number of differentiated and sophisticated markets. Marketing begins and ends with the consumer.²

Nicosia's model goes considerably further than the earlier presentations of a two-way flow of information to and from the consumer. In a later explanation of the design, he noted that each of his fields involves a large number of variables and interactions and suggests that his presentation is only one possible type of complex structure which might be utilized for attacking the pressing needs of management in obtaining viable feedback from consumers. He explains the value of his system even while recognizing that it is only one possible type:

¹William F. Massy, "Model Building in Marketing: An Overview," in Robert Ferber, ed. Handbook of Marketing Research (New York: McGraw-Hill, 1974), pp. 2-508-9.

²Francesco M. Nicosia, Consumer Decision Processes (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), p. 5.

Flow Chart 3 of a consumer decision process illustrates the direction in which we should work. It is, of course, only one possible type of integration of our present knowledge. By stating specific variables and their general interdependences, it offers the necessary guidelines for data collection, and the technical bases for experimental simulations of the psychological, social, and economic processes it describes and the possible reactions of these processes to different advertising policies.¹

The value of Nicosia's advanced thinking regarding the number of variables influencing the consumer during a search and evaluation period is being more and more recognized as advertising agencies and business firms see how complicated an individual customer is in today's market place. This is certainly true for the college recruiter attempting to market education of a particular type to seventeen- and eighteen-year olds. Burton and Miller explained more fully:

Consumers are infinitely complex and varied today to the point that we cannot say for certain what is a typical American or a typical consumer. Corollary with the difficulty of typing the consumer into an average classification is the difficulty of assessing his motivations. Even the teenage millions, who follow without question the teenage crazes of the moment, is seething with undercurrents of change and whims that affect the buying of many goods and services. Often the teenager is lumped in the category of "typical teenager." Yet even an examination of the teenager as a human being and as an important marketing factor will demonstrate that there are important and many differences in this so-called "typical" person.²

¹Francesco M. Nicosia in Ralph L. Day and Thomas E. Ness, Marketing Models (Scranton: Intext Educational Publishers, 1971), p. 539.

²Phillip Ward Burton and J. Robert Miller, Advertising Fundamentals, 2nd ed. (Columbus, Ohio: Grid, Inc., 1976), pp. 122-3.

To be useful, then, to the educational planner, a marketing model must allow for a complicated receiver of the message. He must use a model which allows for psychological, social, and economic processes in the consumer behavior study. Students of higher education institutions in the 1970s certainly are involved in all three processes while considering and finally choosing a college. The interaction of all these variables is what finally produces a buying decision. Since the study of such behavior during the process of purchase is lengthy and complex, it is often necessary to examine a buyer at different stages of the decision-making. Nicosia points out this additional value of his model for the market researcher:

Note that the dynamics of the structure are not affected by the choice of a starting point . . . we could begin with Field Three and cause a purchase of a brand, and then follow the eventual effects through the flow chart. For each specific product and brand, changes of details may, of course, be necessary, but the general structure will remain the same.¹

No single model or flow chart can adequately serve all marketing situations or companies. However, certain products or services have aspects which must be analyzed by a much more complex model than the standard two-way flow. New products or services have need for analysis through a more complicated design simply because there is so little information regarding consumers of the newcomer to the market place. The same may

¹Nicosia in Day and Ness, Marketing Models, p. 542.

be said of an old product or service now entering a new marketing era. Thus it is with higher education institutions beginning recruiting programs as a marketing function. Research in this area requires what Rewoldt, Scott, and Warshaw refer to as:

(A) comprehensive model of buyer behavior which ties together the behavioral, situational, and economic variables influencing the buying process.

Such a model has potential value in (1) helping the executive understand consumer behavior and the points at which marketing effort may influence the buying process, and (2) facilitating the planning, execution, and analysis of research designed to aid the executive in planning market strategy.¹

Such a complicated market as the potential college student population would obviously call for a complex model or a comprehensive structure designed to show how consumer decision-making is complicated by a vast number of messages from competing institutions seeking new enrollees. Competition for the high school seniors' future comes also from the various branches of military service. The economic factors often include prospects of immediate employment after graduation and the decision-making is one of weighing alternative futures promised by colleges and promised by the prospective employer. Since the number of complicating factors appear to increase each year, the market researcher would need a model adaptive to continuing change. Herbert

¹Rewoldt, Scott, and Warshaw, Introduction to Marketing Management, p. 112.

Simon, in the Foreword to Nicosia's 1966 book, explained the value of the model for analysis of consumer decisions:

From his review of previous work in marketing, together with his own thinking, he synthesizes a description of a complex dynamic process, incorporating many interacting variables. Twenty years ago, lacking the tools we now have, we would not have known how to handle such a structure--except, perhaps, by disassembling it again in order to deal with its parts, one by one. Today we can approach it with some confidence knowing that every day structures of comparable complexity are being handled by operations researchers and systems designers.¹

For an executive planning long-range strategies in the market place, the model offers a system to handle continuing research data; for short-term informational needs, parts may be disassembled to obtain messages from customers at a given point in time. However, the model can be seen as a complete system--one previously missing in consumer behavior research. It can also be seen as most valuable for educational institutions desiring to establish an informational system which will be of immediate use and also offering a permanent method of gathering, storing, and retrieving information for decision-making in recruiting.

Engel, Kollat and Blackwell suggested that the literature of related behavioral sciences yields comparatively few comprehensive models of decision-making. In advocating the use of Francesco Nicosia's Flow Chart, they noted its structural significance:

¹Herbert A. Simon in Francesco Nicosia, Consumer Decision Processes, p. vii.

Nicosia has used the technique of computer flow charting to designate elements and relationships and it will be noticed that there are four basic fields. It is explicitly assumed that field one includes the output of an advertising message from a business firm As the message reaches the consumer, it serves as input into subfield two, referred to as the consumer's space As this message is received and acted upon, the output hopefully is formation of an attitude toward the product, which then serves as the input for field two. Field two represents a search for and an evaluation of the advertised product and other available alternatives as well Field three--the transformation of motivation into purchasing action. Finally, field four is storage or use of the purchased item, and the output is feedback of sales results to the business firm and retention of the consequences of the purchase in the buyer's memory.¹

To compare this business model to a college recruiting program, one can designate the various parts of public information, advertising, college special events, and individual recruiters as field one. The messages of either individuals or through the mass media reach the consumer, or the prospective student, who is subfield two. Messages from any one college face competition from conflicting alternatives to the consumer who may be sorting out or evaluating other career possibilities, other educational institutions, or military service. From the search among alternatives comes the motivation to purchase or to enroll at a particular college--this decision is field three. Following initial field three decision-making, field four is that stage where

¹James F. Engel, David T. Kollat, and Roger D. Blackwell, Consumer Behavior (New York: Holt, Rinehart, and Winston, Inc., 1968), pp. 38-9.

the consumer stores his decision--either decides to enroll for the following term or to drop out of that particular college--and also provides the feedback to the institution. Feedback in field four provides the information or data for decision-making by the administration. In a business firm marketing a product, this feedback may lead to a change in pricing, packaging, or in the product itself. In a promotional analysis, feedback tells management how to plan future advertising, selling tactics, or sales promotions. Feedback may show the need for either a changed media approach or a changed message. For the producer of consumer goods, the feedback is vital, for repeat sales is a constant concern. Administrators in higher education are also concerned with the repeat sales, or in educational terms, concerned with the high attrition rates in various classes. The freshman, or the initial purchase consumer, should be seen as a prospect for a repeat sale. Especially in times of economic uncertainty, and changing job markets, the student is often in a constant state of choosing between dropping out or re-enrolling each successive semester until completion of a degree program. Thus, underclassmen should be seen as and treated as prospects for repeat sales. This on-going process of buying into the educational system can be seen in Nicosia's explanation:

The model, incidentally, conceives of the decision process as a mechanism which repeats itself and evolves over time; that is, consumer behavior is

viewed as a decision process rather than as a result of a decision process.¹

This on-going process view seems a more adequate picture of college marketing--not just a promotion to make one sale. In this light, what happens to the student/consumer once enrolled becomes of primary importance to the college officials as they see the need to continue selling the value of the product to the first-time purchaser. It provides a basis, also, for planning student activities and educational programs based on needs of present enrollees, not just on what market research shows as needs of potential customers.

By utilizing Nicosia's model, the researcher can study one part of the system, such as the effectiveness of the messages, or just one message, sent by the firm to the consumer. It is, however, just as valuable for a model through which the entire institution is viewed as a system.

The Marketing Study Design

Kirkpatrick pointed out that problems of testing and evaluating advertising were created by human attitudes and behavior which are very difficult to assess. He noted that measurements of what advertising does to customers are still crude, but the producer needs to have a great deal more than demographic information about his consumers if proper marketing decisions are to be made:

¹Nicosia in Day and Ness, Marketing Models, p. 13.

Whereas buying habits involve how consumers buy, buying motives involve why they buy what they do. In a real sense, consumers spend money voluntarily for only one purpose--to get a certain satisfaction or a set of satisfactions. So, the advertiser needs to know which satisfactions consumers want and which satisfactions they can be induced to buy.¹

Gathering motivational behavior information may often prove much too expensive relative to the return in increased sales for the firm, so Kirkpatrick suggested, "The purposes of testing and evaluating are best served by methods which are speedy, simple, and inexpensive."²

Kirkpatrick's recommendation on methods would be of great benefit to college administrators who are facing financial problems on all fronts and yet needing to have viable information on what types of promotional efforts will be effective in reaching prospective students and building enrollment. The goals are still to find adequate answers to marketing questions:

In advertising research, advertisers and their agencies have the same goals . . . finding out: (1) whether advertising pays at all, (2) how much should be spent for all components of marketing and promotion, and (3) shares of that total that ought to be devoted to sales promotion and advertising.³

¹Kirkpatrick, Advertising: Mass Communication in Marketing, p. 4.

²Ibid., p. 408.

³Eugene C. Pomerance, "How Agencies Evaluate Advertising," in Wheatley, ed. Measuring Advertising Effectiveness (Homewood, Illinois: Richard D. Irwin, 1969), p. 89.

Pomerance uses the three essential ingredients Kirkpatrick called the promotional mix: personal selling, advertising and sales promotion. For the purpose of this study, parts of a marketing "promotional mix" will be defined as follows:

Personal selling refers to the activities of sales representatives as they call on prospective customers in order to induce purchase of their product.

Sales promotion, a component of the marketing mix, reinforces and supplements personal selling and advertising efforts in a manner calculated to increase the desire of the consumers to buy.

Advertising consists of nonpersonal visual and aural messages disseminated through paid media for the purpose of achieving one or more objectives. Most descriptions of advertising include these qualifications: (1) that it is nonpersonal, distinguishing it from personal selling or word-of-mouth conversations; (2) that it is directed toward a specific purpose; (3) that it appears in paid media; and (4) that the sponsor is identified.¹

Corresponding parts of the college recruiting will be considered as personal selling--recruiters, students, teachers, graduates, and the personal letters written by staff members urging students to consider the college in their future; advertising--radio commercials on the local station, newspaper advertisements, the college catalog, and college brochures featuring different programs of study; sales promotion--the on-campus activities involving visiting high school students and sponsored by the institution or by a department within the college. Although all of the promotional events are

¹Albert W. Frey and Jean C. Halterman, Advertising. 4th ed. (New York: The Ronald Press Company, 1970), pp. 4-40.

accompanied by personal selling and by advertising activities in advance, the surveyed student was asked to evaluate the events themselves rather than information about the promotion. Not listed were on-campus meetings of 4-H groups or such activities not directly sponsored by the institution. Also not considered were the clinics for cheerleaders and basketball players on the junior high school level since the program has not been in operation long enough to produce freshmen enrollees.

Data Gathering

Consumer behavior information of the most value for marketing decisions must come from the buyer himself, according to Nicosia, Walters, and Paul. To determine what, if any, influence recruiting or promotional efforts of a college has on first-time consumers' decisions, a survey of randomly chosen students enrolling for the initial time should be made each year in order to obtain feedback for changing ineffective parts of the promotional program. The premise for going directly to the buyer for advertising effectiveness evaluation is based on research reported by George Gallup who developed a different approach for obtaining testimony from new buyers of products. He suggested that the questioning should be going from the purchase to the advertising, instead of the older method which tried to trace the advertising effects to the purchase. The first three of Gallup's six major research steps in the ACTIVATION approach

were utilized in planning and carrying out this study. He suggests:

1. Find people who have made a purchase.
2. Through proper structuring of the interview, get the respondent to indicate what advertising had to do with his purchase.
3. Require the respondent to prove the influence of advertising on his purchase, by citing media, producing the product and by answering other specific questions bearing upon the advertising.¹

Limitations of the Study

The respondents involved in the study were first time enrollees in the case study institution, Northeastern Oklahoma A&M, Miami, in the fall semester of the 1975-76 school year. The population for this study included only freshmen and those transfer students registering for an initial semester of study, 1330 in day classes. Exclusion from the population of those who were returning was done to eliminate the effect of previous experiences at the college as a factor in the consumer choice.

A pilot study was conducted during the fifth week of classes to evaluate the instrument. Following the analysis of pilot study data, the instrument was modified as presented in the Appendix.

Research Procedure

Enrollees in seven Freshmen English 1113 classes, chosen at different hours of the school day to insure the

¹George Gallup, ACTIVATION: A Major Development in Advertising Research (Princeton, New Jersey: Gallup and Robinson, Inc., 1957), p. 10.

possibility of every freshman enrollee having equal opportunity to be included, were handed the survey during the twelfth week of classes. No instructors were present during the administering of the survey so that no adult authority figure would be connected with the distribution and collection of the forms. Students who were not first-time enrollees were excused from the classes. An explanation was made as follows: "This survey has been approved by college administrators who are seeking your views on the recruiting activities undertaken each year by Northeastern Oklahoma A&M. Feel free to express your feelings. Replies will be confidential. Please do not sign your name on the form." It was hoped that anonymity of the responses and the use of outside administrators of the survey would aid in obtaining truthful reactions to the questions and prompt complete explanations as to satisfaction and dissatisfaction at that point in the school year.

Instrument

Development of the pilot study and revised instruments was based on samples used in a number of advertising textbooks which appear to be adequate in measuring attitude development. It is considered to be basically a Likert scale. In explaining the usefulness of a rating scale such as presented in this study, Collins recommends:

. . . scales which are used simply because they are often found to work One such is the Likert scale. A first set of respondents is invited to express some shade of agreement or disagreement with each statement. Usually, they are offered such

categories as: strongly disagree, disagree, don't know, agree, and strongly agree. These response categories are then scored, say, -2, -1, 0, 1, 2, and each respondent's score is totalled.¹

The allowance for a negative impression is important in measuring consumer behavior. Advertising may actually produce an unfavorable impression but because of other factors, such as personal selling or the product's qualities, the consumer purchases a particular brand.

In addition to the attitude scale utilized in evaluating the parts of the recruiting program, the respondents were asked to indicate factors which they considered as important in their personal choice of a college. This was done to weigh such factors as cost, location, financial aids, school activities, parents' influence, or other such influences which are not a part of the college recruiting efforts. The instrument contained spaces for respondents to indicate certain demographic factors: age, sex, college residence, major field, hometown size, veteran status, marital status, whether scholarship recipient or not, and educational aspirations.

A third measure was included as the consumer/student was asked to check whether he was satisfied or dissatisfied with his choice of Northeastern Oklahoma A&M as a first college. He was given space to explain this reaction if he

¹Gwen Collins, "On Methods," in Gerald Albaum and M. Venkatesan, editors. Scientific Marketing Research (New York: The Free Press, 1971), p. 162.

so desired. Respondents were also asked to check whether they planned to enroll for the following, spring, semester and for the following, sophomore, year. This latter information was assumed to be of assistance in obtaining accurate pictures of potential repeat customers, whether they are satisfied or completely dis-illusioned about their college choice.

Respondents were also to indicate how many other colleges they considered attending, how many they visited, and how many offered them scholarships in order that the research might produce a picture of the competition faced by the Northeastern Oklahoma A&M recruiters.

The survey instrument contained some of the factors included in the information obtained annually by the American Council on Education and The University of California at Los Angeles which is published in The Chronicle of Higher Education each January. It would appear significant to the marketing study that the report on the incoming freshmen of 1975 included an influence factor "Reasons noted as very important in selecting college attended." Of the 186,406 first-time students surveyed, 4.2 percent checked the new reason: "College recruited him."¹ This reason was not among those listed in the previous year's report.²

¹"This Year's College Freshmen," The Chronicle of Higher Education, January 12, 1976, p. 4.

²"This Year's College Freshmen," The Chronicle of Higher Education, January 20, 1975, p. 8.

Included in the pilot study but omitted in the revised instrument was a question regarding parental income. A majority of respondents on the pilot study refused to answer or reported a "don't know" on this question. Omitted also were questions regarding religion, parents' education, or their own high school academic records as it was felt that these were not significant to the study to the extent that their value would outweigh the resentment on the part of the respondents which might influence their completing the survey or answering items on the recruiting questions honestly.

Assumptions

1. It is assumed that the sample will be representative of the population, the first-time enrollees of the case study institution.
2. It is assumed that the response of the respondents will reflect their true opinion as to what factors were influential in their college selection.
3. It is assumed that consumer behavior attitudes can be measured on a continuum from positive through neutral to negative.
4. It is assumed that the climate, with the utilization of outside persons to administer the survey, will be such as to elude the honest cooperation of the respondents.
5. It is assumed that the students hold distinctive opinions on the college recruiting practices and

programs since they have enrolled or "bought" into the system.

Hypothesis

As Kirkpatrick states, three ingredients (personal selling, advertising, and sales promotion) are generally considered as necessary for a total marketing plan by a business firm. Such an assumption in marketing means that all three aspects of the mix are equally important in reaching a significant proportion of the total population. The main hypothesis for this study, therefore, is: "There is no significant difference in the effectiveness of the three parts of recruiting by a college as evaluated by actual customers at that college."

From pilot study data and from college records showing the high percentage of scholarship recipients at the case study institution, it was noted that a hypothesis should be developed regarding views of those who were granted such financial aids and views of any students who were not on scholarship during the semester of the survey. To evaluate the marketing mix by these categories of students the hypotheses are: "There is no significant difference in effectiveness of the three parts of recruiting by a college as evaluated by scholarship recipients of the college," and "There is no significant difference in effectiveness of the three parts of college recruiting as evaluated by students not receiving scholarships at that college."

CHAPTER IV

ANALYSIS OF THE DATA

Two main analytical techniques used in determining significance in marketing problems, according to Robert Ferber, are analysis of variance and chi-square. For interpretation of market data he suggests use of the former since "the analysis of variance is a more powerful tool than chi-square."¹ Therefore, information in this study is interpreted statistically through analysis of variance, called by Kerlinger "not just a statistical method. It is an approach and a way of thinking."² He explains:

The method is general: differences of more than two groups can be tested for statistical significance, whereas the test applies only to two groups. The method of analysis of variance uses variances entirely, instead of using actual differences and

¹Robert Ferber, Market Research (New York: McGraw-Hill, 1949), p. 259.

²Fred N. Kerlinger, Foundations of Behavioral Research, 2nd. ed. (New York: Holt, Rinehart, and Winston, Inc., 1973), p. 216.

standard errors, even though the actual difference standard error reasoning is behind it.¹

Since the promotional mix marketing approach involved three groups, the analysis of variance was the statistical tool utilized for the study. Analysis of variance also allows the market researcher to check for between-groups variance to note important differences for single items in the mix. When within-groups variation is so great as to produce a very low F number, it becomes advisable to examine raw data and to look at standard scores (z scores for this study) to obtain consumer attitudes related to individual recruiting activities.

In attempting to gain information from consumer decision data, it is important to understand the role of interpretation as explained by Lazarsfeld:

The procedure to be followed under the proposed pattern of inquiry is guided by two additional principles. The first of these may be called the principle of differential explanation. It calls attention to the fact that a market research is not interested in complete explanations, in accounting for all aspects of buying behavior. It is always a matter of explaining particular features of what people do as contrasted with certain alternative possibilities. Otherwise the inquiry would be literally endless The second principle, then, may be epitomized to read: Use tentative interpretations in planning the inquiry and let the collection and analysis of data aim at checking upon and modifying these preliminary views.²

¹Ibid., p. 220.

²Paul F. Lazarsfeld in Lazarsfeld and Rosenberg, editors. The Language of Social Research (New York: The Free Press, 1955), pp. 398-9.

Thus, complete explanations cannot be expected from one consumer research study of students at an institution of higher education. But a beginning can be made to the systematic pollings of students for an evaluation of the previous year's recruiting efforts, and a continuous surveying of customers will provide valid information for decision-making about next year's promotions.

Hypothesis Tested

The necessity of having a complete marketing mix of personal selling, advertising, and on-campus promotions in college recruiting is reflected in the data from the total sample. As the analysis of variance for the total sample shows (Table II), there is no significant difference in effectiveness of the different parts of the marketing mix or college recruiting practices at the case study institution. An F number of 0.875 was obtained with the F number significant at .05 level having a table value of 3.59. The Grand Mean was 53.75 with a range of -2 to +140 in total points in the weighted survey. Standard Deviation was 46.58 for the total sample, indicating the wide variation of scores.

Of the 174 respondents, 97 were men and 77 women, which closely approximated the enrollment for the freshman class of the institution. There were 127 scholarship recipients included in the sample, again a close match with the percentage of first-time students (over 900) who received tuition grants, compared with 47 non-scholarship

students in the sample. There were 114 dormitory residents in the sample from 819 in the population; 18 apartment residents from 153 total; and 40 who lived at home from a population of 358 commuters. Two respondents did not indicate a place of residence on the survey.

The survey produced responses from 77 women, compared with 553 in the population and 97 men from a 777 enrollment. By majors, the comparisons of sample responses to the population included: agriculture division, 16 of 131 total; biological sciences, 29 of 194 majors; business division, 38 of 282 total; fine arts division, 5 of 43 total; mathematics and engineering, 8 of 71 total; social science division, 27 of 182 majors; vocational-technical division, 25 of 300 total. On the survey responses 10 students indicated they were undecided on a major. The official college reports to the regents, however, are required to place all students in some major field of study. The placing is usually done on the basis of some indication of the enrollee's interest in a particular occupation. The sampling of vocational-technical majors was somewhat less than in other areas, due either to the inclusion of many of the students undecided at enrollment in the vocational fields for the official reports or perhaps due to a tendency of some occupational advisors to plan programs of study which delay the English classes until the sophomore year.

Planning to return next semester were 153, while 100

respondents indicated plans to return for the sophomore year. There were 40 students who said they were completely satisfied with their college choice, 81 who checked satisfied, 27 indifferent, 22 dissatisfied, and 4 completely dissatisfied. Thirty of the respondents indicated that the Associate of Arts degree was the highest degree they planned to seek, 77 planned to pursue a bachelor's degree, 33 a masters, and 18 a Ph.D. or M.D. No educational plans were indicated by 16 respondents. There were 33 from hometowns under 1,000 population; 48 from towns 1-5,000; 14 from towns 5-10,000; 23 from towns 10-25,000; and 43 from towns over 25,000. Information of these categories is not available for the entire freshman class; thus comparisons could not be made as to sample adequacy.

For the total sample, the highest score was recorded by current enrollees with 140 points and a z score of 1.852. The low score was Aggie Day with a minus 2 and a z score of -1.197.

For scholarship recipients, the necessity of having a marketing mix was also indicated. For this group of 127 students, a range of -4 to 102 was recorded (Table III) with a Mean of 38.75 and a Standard Deviation of 36.34. As indicated in the Analysis of Variance (Table IV), there is no significant difference in effectiveness of the different parts of the college recruiting practices at the case study institution as seen by the scholarship recipients. The obtained F number for this category was 1.256.

For those students not on scholarship, the range of scores was minus 2 to 38 with the student factor again ranking at the top of the influential choices (Table V). The Analysis of Variance for students not on scholarship (Table VI) shows that there is no significant difference in effectiveness of the different parts of the college recruiting practices at the case study institution as seen by students not on scholarship. The F number was .1937 for this category.

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
IN THE TOTAL SAMPLE

Factor	+2	+1	-1	-2	Total	z score	rank
Student	42	63	5	1	140	1.852	1
Catalog	24	78	8	0	118	1.378	2
Brochures	22	84	10	1	116	1.336	3
Graduate	37	41	1	4	106	1.122	4
Recruiter	23	58	1	1	101	1.014	5
Personal Letter	24	54	7	1	93	.843	6
Senior Week	26	34	4	2	78	.520	7
Football Game	21	38	5	4	67	.284	8
Basketball Tourney	24	26	6	3	62	.177	9
Teacher	19	25	2	3	55	.027	10
Drama Production	19	20	2	3	50	- .080	11
Music Festival	16	11	7	3	30	- .509	12
College Film	7	20	5	3	23	- .660	13
Fashion Show	10	10	3	3	21	- .703	14
Science Fair	3	10	1	3	9	- .960	15
Newspaper Ads	2	9	2	3	5	-1.046	16
Art Workshop	5	6	7	3	3	-1.089	17
Craftsman's Fair	2	4	1	3	1	-1.132	18
Radio Commercials	2	8	5	4	-1	-1.175	19
Aggie Day	12	8	2	16	-2	-1.197	20

TABLE II
ANALYSIS OF VARIANCE FOR TOTAL SAMPLE

<u>Personal Selling</u>			<u>Sales Promotion</u>		
<u>A</u>	<u>X-$\bar{X}$</u>	<u>(X-$\bar{X}$)²</u>	<u>C</u>	<u>X-$\bar{X}$</u>	<u>(X-$\bar{X}$)²</u>
101	(101-99)	4	-2	(-2-31.09)	1094.95
140	(140-99)	1681	3	(3-31.09)	789.05
55	(55-99)	1936	23	(23-31.09)	65.45
106	(106-99)	49	21	(21-31.09)	101.81
93	(93-99)	36	1	(1-31.09)	905.41
495		3706	50	(50-31.09)	357.59
			67	(67-31.09)	1289.53
			62	(62-31.09)	955.43
			30	(30-31.09)	1.19
			9	(9-31.09)	487.97
			78	(78-31.09)	2200.55
			342		8248.93

$\bar{X}_a = 99$

<u>Advertising</u>		
<u>B</u>	<u>X-$\bar{X}$</u>	<u>(X-$\bar{X}$)²</u>
-1	(-1-59.5)	3660.25
5	(5-59.5)	2970.25
118	(118-59.5)	3422.25
116	(116-59.5)	3192.25
238		13245.00

$\bar{X}_b = 59.5$

$\bar{X}_c = 31.09$

$\bar{X}_t = \frac{495 + 238 + 342}{5 + 4 + 11} = 53.75$

$S_b^2 = \frac{(99-53.75)^2}{(3-1)} + \frac{(59.5-53.75)^2}{2} + \frac{(31.09-53.75)^2}{2} = \frac{2047.56+33.06+513.48}{2}$

$= \frac{2594.00}{2} = 1297$

$S_w^2 = \frac{306 + 13245 + 8248.93}{(20-3)} = \frac{25199.93}{17} = 1482.35$

$F = \frac{1297}{1483.35} = 0.875$ obtained value

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY SCHOLARSHIP RECIPIENTS

Factor	+2	+1	-1	-2	Total	z score	rank
Student	31	47	5	1	102	1.740	1
Graduate	29	31	1	1	86	1.300	2
Brochures	14	66	8	1	84	1.245	3
Catalog	14	63	8	0	83	1.218	4
Personal Letter	21	45	5	0	82	1.190	5 tie
Recruiter	19	44	0	0	82	1.190	5 tie
Senior Week	17	23	4	1	51	.337	7
Football Game	13	27	4	2	45	.172	8
Basketball Tourney	16	19	4	2	40	.034	9 tie
Teacher	14	20	2	3	40	.034	9 tie
Drama Production	15	13	2	2	37	-.048	11
College Film	5	16	4	2	18	-.571	12
Music Festival	9	9	4	2	16	-.626	13
Fashion Show	7	4	3	2	11	-.764	14
Science Fair	0	9	1	2	4	-.956	15
Radio Commercials	1	6	3	2	1	-1.038	16
Art Workshop	3	2	2	3	0	-1.066	17
Newspaper Ads	0	5	2	2	-1	-1.094	18
Aggie Day	7	7	1	11	-2	-1.121	19
Craftsman's Fair	0	1	1	2	-4	-1.176	20

TABLE IV

ANALYSIS OF VARIANCE FOR SCHOLARSHIP RECIPIENTS

<u>Personal Selling</u>			<u>Sales Promotion</u>		
<u>A</u>	<u>X-$\bar{X}$</u>	<u>(X-$\bar{X}$)²</u>	<u>C</u>	<u>X-$\bar{X}$</u>	<u>(X-$\bar{X}$)²</u>
82	(82-78.4)	12.96	-2	(-2-19.64)	468.29
102	(102-78.4)	556.96	0	(0-19.64)	385.73
40	(40-78.4)	1474.56	18	(18-19.64)	2.69
86	(86-78.4)	57.76	11	(11-19.64)	74.65
82	(82-78.4)	12.96	-4	(-4-19.64)	558.85
392		2115.20	37	(37-19.64)	301.37
			45	(45-19.64)	643.13
			40	(40-19.64)	414.53
			16	(16-19.64)	13.25
			4	(4-19.64)	244.61
			51	(51-19.64)	983.45
			216		4090.55

$\bar{X}_a = 78.4$

<u>B</u>	<u>X-$\bar{X}$</u>	<u>(X-$\bar{X}$)²</u>
1	(1-41.75)	1660.56
-1	(-1-41.75)	1827.56
83	(83-41.75)	1701.56
84	(84-41.75)	1785.06
167		6974.75

$\bar{X}_c = 19.64$

$\bar{X}_t = \frac{392 + 167 + 216}{5 + 4 + 11} = 38.75$

$S_b^2 = \frac{(78.4-38.75)^2 + (41.75-38.75)^2 + (19.64-38.75)^2}{(3-1)}$

$= \frac{1572.12 + 9 + 365.19}{2} = \frac{1946.31}{2} = 973.16$

$S_w^2 = \frac{2115.2 + 6974.74 + 4090.55}{(20-3)} = \frac{13180.49}{17} = 775.32$

$F = \frac{S_b^2}{S_w^2} = \frac{973.16}{775.32} = 1.256$ obtained value

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY STUDENTS NOT ON SCHOLARSHIPS

Factor	+2	+1	-1	-2	Total	z score	rank
Student	11	16	0	0	38	1.971	1
Catalog	10	15	0	0	35	1.714	2
Brochures	8	18	2	0	32	1.457	3
Senior Week	9	11	0	1	27	1.028	4
Basketball Tourney	8	7	1	0	22	.599	5 tie
Football Game	8	11	1	2	22	.599	5 tie
Graduate	8	10	0	3	20	.428	7
Recruiter	4	14	1	1	19	.342	8
Teacher	5	5	0	0	15	0.000	9
Music Festival	7	2	2	0	14	- .086	10
Drama Production	4	7	0	1	13	- .171	11
Personal Letter	3	9	2	1	11	- .342	12
Fashion Show	3	6	0	1	10	- .428	13
Newspaper Ads	2	4	0	1	6	- .771	14
College Film	2	4	1	1	5	- .857	15 tie
Craftsman's Fair	2	3	0	1	5	- .857	15 tie
Science Fair	3	1	0	1	5	- .857	15 tie
Art Workshop	2	4	5	0	3	-1.028	18
Aggie Day	5	1	1	5	0	-1.285	19
Radio Commercials	1	2	2	2	-2	-1.457	20

TABLE VI

ANALYSIS OF VARIANCE FOR STUDENTS NOT ON SCHOLARSHIP

Personal Selling

<u>A</u>	<u>X-$\bar{X}$</u>	<u>(X-$\bar{X}$)²</u>
19	(19-20.6)	2.56
38	(38-20.6)	302.76
15	(15-20.6)	31.36
20	(20-20.6)	.36
11	(11-20.6)	92.16
<u>103</u>		<u>429.20</u>

$$\bar{X}_a = 20.6$$

Advertising

<u>B</u>	<u>X-$\bar{X}$</u>	<u>(X-$\bar{X}$)²</u>
-2	(-2-17.5)	390.06
6	(6-17.5)	138.06
35	(35-17.5)	297.56
32	(32-17.5)	203.06
<u>71</u>		<u>1028.74</u>

$$\bar{X}_c = 17.5$$

$$S_b^2 = \frac{(20.6-15)^2 + (17.75-15)^2 + (11.45-15)^2}{(3-1)} = \frac{51.52}{2} = 25.76$$

$$S_w^2 = \frac{429.2 + 1028.74 + 802.7}{(20-3)} = \frac{2260.64}{17} = 132.98$$

$$F = \frac{25.76}{132.98} = .1937 \text{ obtained value}$$

Sales Promotion

<u>C</u>	<u>X-$\bar{X}$</u>	<u>(X-$\bar{X}$)²</u>
0	(0-11.45)	131.10
3	(3-11.45)	71.40
5	(5-11.45)	41.60
10	(10-11.45)	2.10
5	(5-11.45)	41.60
13	(13-11.45)	2.40
22	(22-11.45)	111.30
22	(22-11.45)	111.30
14	(14-11.45)	6.50
5	(5-11.45)	41.60
27	(27-11.45)	241.80
<u>126</u>		<u>802.70</u>

$$\bar{X}_c = 11.45$$

$$\bar{X}_t = \frac{103 + 71 + 126}{5 + 4 + 11} = 15.0$$

The survey results were divided into a number of categories to be examined for possible utilization as consumer behavior information or feedback in the Nicosia marketing model once the hypotheses were tested and the data indicated a need for having all parts of the marketing mix in the college's recruiting program. Classifications to be examined through raw data and standard or z scores included: by satisfaction with college choice, by whether returning next year or not, by residence, by sex, by hometown size, and by major.

These classifications then provided data for analysis of the effectiveness of each of the twenty aspects of the marketing mix by possible comparison of z scores compiled by each item in the different categories.

Tables are presented for each of the classifications with raw scores, z score and rank indicated for each of the twenty items in the recruiting program at the case study institution. Tables are also presented for each of the twenty parts listing the number of respondents for each classification and the z score given by that group of students for the individual item in the recruiting mix.

Table scores to the questions of other colleges being considered or having recruited the respondents are presented to show the extent of competition encountered by the case study institution.

CHAPTER V

INTERPRETATIONS, CONCLUSIONS, RECOMMENDATIONS

AND IMPLICATIONS

Interpretations

The importance of a marketing mix for college recruiting is reflected in the indication of 107 of the 174 respondents that some one or more items in each of the three phases of personal selling, advertising, and promotion had some influence on their decision to enroll at the case study college. Checking some part of two aspects as influential in their choice-making were 37 of the respondents, while only 21 limited the influence to one category. Of those giving credit to only one aspect of the mix, 13 indicated personal contacts, 7 the college catalog, and 1 listed on-campus activities.

Nine respondents indicated no influence for any recruiting item on the questionnaire. Of these, eight listed location as the important factor in their college choice and five also listed financial assistance or a scholarship as an important factor.

It is important also to note differences between students who reported being satisfied, being indifferent, or being dissatisfied with their choice of a college after less than a semester at the institution. Marketing research is much concerned with a satisfied consumer, one that should be seen as a repeat buyer. Of the 174 respondents, 121 checked either completely satisfied or satisfied with their decision; yet, only 87 of these indicated that they had plans to return next year. An analysis of those indicating they were returning for the sophomore year showed that only 9 of the 27 students who were now indifferent about their choice had plans to return. An even smaller percentage, 4 of 26 respondents, of the dissatisfied customers indicated plans to return for a second year.

In order to obtain sufficient feedback for utilization in the Nicosia model for the case study institution, data were divided into a number of classifications, especially to provide information to planners of the following year's recruiting programs. By examining how each item scored with different categories of students, planners could decide how to make changes or whether to continue each part of the program. The effectiveness for each recruiting program part was examined.

Recruiter

In the total sample, the college representative or recruiter placed fifth in importance as an influence in student decisions to attend Northeastern Oklahoma A&M. The recruiter

scored first with the students classifying themselves as dissatisfied with their college choice, gathering nearly twice as many points as were received by second-place student as an influence. The recruiter also ranked most important to those who had not made a choice of major at the college. These ratings for the full-time recruiters may have a significance in the interpretation voiced a number of years ago by T. M. Carter who claimed:

A field representative who assumes that his institution has the best type of program for any and all students does both society and the college which he represents a disservice, and his chickens are sure to come home to roost sooner or later.¹

Carter pointed out that high-power salesmanship may bring quick returns of increased enrollment, but the dissatisfaction of those not suited to that particular institution often was greater than temporary advantages gained.

From records filed with the college affirmative action officer, recruiters reported a total of 5,093 contacts during the spring term of 1975. This was broken down into 3,165 white students, 881 Black students, and 1,047 American Indian seniors in the state high schools. Records were not kept on contacts by coaches or individual teachers visiting area schools or contacts made in other states.

To reinforce their personal selling, recruiters planned a number of mailings for brochures and special

¹T. M. Carter, "The Field Representative," The Journal of Higher Education. June, 1940, p. 319.

announcements. A total of 109,997 promotional pieces were mailed during the year. In addition to these, the recruiters mailed 1,500 letters to students who indicated an interest in the Miami college on their ACT forms.

On the basis of z scores tallied in different classifications of students, the recruiter compiled the highest mark recorded by any item, a +2.819 z score on the students dissatisfied with college choice. The range dropped to a -.699 with apartment residents and -.556 with the majors in the communications division. Recruiters scored fairly low with those who lived at home: a +.437 and with those from towns between 10 and 25,000 population with a +.364. Since these two categories include those from Miami, it can be seen that the paid representatives of the college were less important than other factors in decisions of local students, such as location, cost, or peers.

Again examining a marketing-wise classification split, the recruiter was effective with those not returning next year, compiling a z score of 1.419 but not as effective with those who are returning as the z score of .725 reveals.

Student

In the total sample and in a great majority of different classifications, the influence of the current enrollee was acknowledged as most important of all parts of the recruiting package. Top spot was accorded students by the following groups: scholarship recipients, those not on

scholarship, those satisfied with their decision, those indicating they were indifferent about their choice, those returning next year, those not returning, dormitory residents, apartment residents, those who live at home, males, females, those from hometowns under 1,000, from 1,001 to 5,000, and from 5,001 to 10,000 in population, business majors, fine arts majors, mathematics and engineering majors, and social science majors. This aspect tied with the college catalog for first place with students from hometowns of 10,001 to 25,000 residents and with enrollees in the vocational-technical division. For the total sample, 42 respondents gave a +2 or very important rating to the current enrollee while 63 checked the +1 column. These ratings are in keeping with other findings of peer influence such as by Newcomb and Wilson.

When viewed as a simple percentage (13 points out of a possible 52), the influence of students was at its lowest in the group indicating dissatisfaction with their college choice and with those not having a major (5 points out of a possible 20), the two categories in which the recruiter ranked highest.

Teacher

The influence of faculty members in recruiting placed tenth in the total sample with 19 respondents indicating this was a very important factor in their decision and 25 checking it as an important factor. Two respondents indicated a negative reaction to influence from teachers. A high effectiveness

was noted in the communications division majors but with only a $+0.874$ z score. Low impact percentage-wise was with the dissatisfied group (1 point out of a possible 52) and a z score low influence of -0.714 with those who are undecided on a major. The influence of teachers can be considered also as a part of most of the on-campus promotions; however, this is difficult to measure apart from the effectiveness of the activity itself.

Graduate

Ranking fourth in importance on the survey was the graduate of the college. Added to the influence of current enrollees, this item would show overwhelming effectiveness by these non-paid representatives of the institution. Satisfied customers whether currently attending or having graduated appear to be the most effective voice for the college in producing new consumers. In a number of categories the graduate was second in importance: scholarship recipients, agriculture majors, business majors, those not decided on a major, and those from hometowns under 1,000 and from 1,001 to 5,000. Low effectiveness was noted in both z score and percentages with hometown size 10,001 to 25,000 and in percentages with dissatisfied customers (7 points out of a possible 52). A high z score was $+1.994$ with math and engineering majors.

Personal Letter

Personal letters from staff members (considered apart

from the recruiting brochures and form letters mailed in bulk) received a sixth place rating in the total sample, only slightly behind the paid recruiter. A +2 rating was given by 24 respondents and a +1 by 54 on the survey total sample to this part of the recruiting program. The letters ranked high with communications majors, agriculture majors, biological sciences majors, and fine arts majors. Responses on this should be examined closely by division chairmen in the eight divisions of study as part of analyzing their approach in contacting prospective students. Negative scores were recorded by majors in business and the math and engineering divisions. Another category scoring a negative z number for the letters was the students not on scholarship group. This could be explained in part by the fact that many of the personal letters go to scholarship recipients with the good news while the others either do not get such communication or merely a letter without news of a grant. Again, a low influence based on percentages (3 points out of a possible 52) was noted with students dissatisfied with college choice.

Overall, the personal selling aspect of the recruiting mix was most effective. The mean was 99 compared to the advertising mean of 59.5 and sales promotion mean of 31.09.

Radio Commercials

Ranking nineteenth in the total sample, and compiling a minus one point, radio commercials would appear to be one of

the weak parts of the marketing mix for college recruiting in the case study college. While two students credited radio commercials with a very important influence, four checked it as very negative influence in their decision. The only effectiveness by a group was with the residents of hometowns from 1,001 to 5,000 population which showed a z score of $+0.992$. A z score low effectiveness was -1.872 with fine arts majors and a low in percentages was shown in the dissatisfied classification (-4 points out of a possible 52 points).

Newspaper Ads

Also ranking low, in sixteenth place, were newspaper advertisements with a total score of 5 points in the total sample. Math and engineering majors gave this form of marketing its best score but still a negative one: -0.029 . In the total sample only two credited newspaper advertisements with very important influence and nine with some influence, while two checked negative and three very negative points. Low effectiveness was noted in two classifications by percentages: fine arts majors (-1 out of a possible 10 points) and the dissatisfied group (-3 out of a possible 52 points). A low z score of -1.609 was recorded by the students checking that they were indifferent about their college choice.

These two parts of the recruiting mix should be re-evaluated as to message content and the market to which the messages are sent, whether to traditional enrollees or Extended Day prospects only.

Catalog

Placing second in importance with the total sample, the college catalog tied with students for first place in the groups of vocational-technical majors and hometown 10-25,000 population groups. Catalog was given top spot by students enrolled in the biological sciences division. Placing second in a number of other groups, it consistently ranked high with all classifications except those undecided on major with a .399 z score and in percentage effectiveness (7 points out of a possible 52) with dissatisfied students. This showing of the catalog is most consistent with earlier findings, notably the study of McDonald which covered 1,981 college freshmen in nine institutions:

Regarding the sources of college information, college freshmen ranked the college catalog as the best source of information. Regardless of sex, size of school, or experience, this information source was rated first by all respondent groups.¹

Brochures

Very close behind the catalog, in third place, brochures ranked first with students from hometowns over 25,000 population and with majors in the communications division. In the total sample, these small specialized publications received 22 very important checks and 84 for some influence, while ten respondents indicated a negative influence for the brochures. High

¹Lewis Joseph McDonald, "An Evaluation of College Informational Programs." Unpublished doctoral dissertation, The University of Southern California, Los Angeles, 1956, p. 242.

effectiveness was with communications majors on percentages and apartment residents on the z scores. Low effectiveness in z scores was with those undecided on majors and in percentages (6 points of a possible 52) with those dissatisfied with their choice.

Aggie Day

The weakest activity on campus as evaluated by the respondents is also one of the oldest--Aggie Day, which attracts over 2,000 4-H and FFA youngsters to the campus annually. In the total sample, this part of the on-campus promotions received a minus two points. It was, however, first with majors in the agriculture field, ranking slightly ahead of the graduate, student, personal letter, and recruiter. For the total sample, 16 respondents indicated a very negative influence from their visit during this Day and two indicated a negative impression. A number of factors may be involved in the problems created by this activity. The day is highly structured, allowing visitors only the most limited opportunity to see the campus. Division personnel have refused assistance by the admissions recruiters in planning activities for the visitors once their competitive events are over and they are waiting for the awards assembly. Although one possible explanation might be the negative effects from losing out on a trophy, a better answer should be sought since the even more highly competitive basketball tournament emerged with a highly positive influence. The latter also has only about

one-tenth the number of awards given at the Aggie Day awards assembly.

Art Workshop

Ranking seventeenth in the total sample, and drawing a number of negative responses, the Art Workshop is also highly competitive and rigidly structured. A very narrow view of the campus is afforded the 140 or more visiting painters at the annual event. Respondents in all groups left the item with a negative z score. A high effectiveness was with the vocational-technical majors, but still a minus mark (-.219). Low effectiveness was seen percentage-wise in the dissatisfied group (-7 out of a possible 52 points) and in z scores with a -1.405 with the biological sciences majors. It is important to note that the college awards a tuition scholarship to the visitor whose art work during the day is judged best of the show, illustrating that the event is seen by the administration as a recruiting tool. It is possible that such a highly subjective decision as the best in watercolors can produce a negative response with those competitors who felt their own work was more deserving of the scholarship award.

College Film

The college color film, now about three years old, ranked thirteenth in the total sample with 23 points on the weighted scale. Costly and seemingly quickly outdated, the

film is of questionable value in recruiting tomorrow's students who are often saturated with colorful visual messages from a number of advertisers. High effectiveness, and only positive z score, was with the social science majors (.044). Low effectiveness was noted in several classifications, indicating a careful analysis of the film's value should be made before plans are undertaken to produce a new and more expensive color presentation.

Fashion Show

Ranking in fourteenth place with 21 points on the weighted scale, the Home Economics on-campus promotion attracted some 700 students to the campus during the 1974-75 school year. Changes in the procedure during the current year were made to allow more time for the visiting seniors to see areas of special interest. In December of 1975 a number of mini-workshops were conducted in modeling, clothing construction, design, etc. with a Christmas Tea scheduled at a different date to permit inspection of foods labs. This new arrangement allowed prospective students to see the fine arts center and meet drama department personnel as well as touring the home economics center. The Fashion Show drew two positive z scores, from communications majors and from students of hometowns in the 10 to 25,000 range. The home economics approach to marketing the educational offerings in the department may set an example for other

on-campus promotions as the directors of the event made changes when needs were seen for flexible scheduling and development of a wider variety of activities to offer visitors.

Craftsman's Fair

Attracting less than fifty high school students to the campus each year, the Craftsman's Fair perhaps should not be considered a part of the recruiting promotions. It is viewed in that light, however, as a tuition scholarship is presented to the top exhibitor. For the total sample, this event ranked eighteenth with one point. The three very negative votes could be attributed to losers in the judging last year or in some previous year; however, some evaluation in effectiveness of the event needs to be made before inclusion in next year's program.

Drama Productions

Inviting speech classes of area high schools to special performances of college drama majors is a relatively new part of the case study college's marketing approach. Last year about 1,000 visitors attended the musicals. The drama productions were seen as a fairly positive influence with the total sample and showed a high effectiveness with communications division majors in a z score of 1.351. The low effectiveness was noted through percentages with majors in agriculture and on the z scores by students from home-

towns over 25,000 population. A total of 19 respondents indicated a very important influence and 20 checked an important influence in their decision from this promotion.

Football Game

Each fall some 5,000 area high school seniors are given free tickets to a home football game at the college. The pass also entitles them to eat at the college cafeteria prior to the game. Faculty often deliver the ducats in person or a recruiter will pass them out at a meeting of the senior class of the area schools. Some are mailed in bulk with no personal contact made. The football game ranked in eighth place in the marketing mix and second in the on-campus promotions. High effectiveness was noted in a number of categories with a low mark being given by the dissatisfied students. Overall the free grid contest received 21 very important checks and 38 important marks.

Basketball Tourney

The annual high school invitational basketball tournament has been sponsored by the college for over twenty years. It usually draws 70 to 75 teams including both girls and boys squads. Brackets range from class C to class AAA, thus opportunities to recruit from all sizes of schools are available. During the tournament, team members eat in the college cafeteria and have a limited amount of time to visit

not only the gymnasiums but other parts of the campus. This event is truly seen as a recruiting promotion with all faculty expected to work during the different games at five separate gymnasiums during the three days. The effort appears to have paid dividends as the respondents indicated a plus 62 points in the total sample. It ranked ninth overall. High effectiveness was in several categories with low effectiveness showing in scores by dissatisfied students and vocational-technical majors in percentages and the latter on the z score chart.

Music Festivals

The largest numbers of visitors drawn to the campus by a special promotion are those for the music festivals. The vocal meet attracts about 3,500 contestants annually with both junior and senior high school students involved. Two instrumental festivals are held, one for senior high players numbering about 4,000 and one for junior high students and elementary school bands. The cumulative effect should produce a number of potential customers with a favorable impression of the college. In the total sample, respondents rated the Music Festival in 12th place with a total of 30 points. High effectiveness was with fine arts majors and low effectiveness was with the dissatisfied group percentage-wise and with agriculture majors on the z scores. The music days

are highly competitive but outside judges are always utilized to eliminate or reduce any resentment contestants might feel regarding their marks for the festival.

Science Fair

A similar competitive atmosphere exists in connection with the annual Science Fair which brings about 200 exhibitors to the school each spring. Scholarships are awarded top seniors in two divisions and personal contacts are made by many faculty members during the two-day event. Though limited in the number of contacts with seniors, the Science Fair showed some influence to rank in fifteenth spot in the total sample. Low effectiveness was with females in z scores and with dissatisfied students and hometowns under 1,000 in simple percentage effectiveness.

Senior Week

The most influential on-campus promotion, and ranking seventh overall, Senior Week reveals high effectiveness in all but the groups claiming dissatisfaction with college choice and those from towns in the 10 to 25,000 population range when viewed in simple percentages. Communications majors gave the event a low mark on the z scores. Registering only 529 visitors during the six days of 1975, Senior Week did, nevertheless, influence the greatest number of students responding about on-campus activities. A number of changes had been made in the traditional event other than just

extending it for a full week. Visitors had an opportunity to visit classes in progress, watch lab demonstrations, and participate in leisure-time activities of collegians such as pool playing, weight-lifting, swimming, and listening to music in the student union. Changing from a structured program of registration, assembly, tours, lunch, drama production, intramural sports, and then dismissal, visiting seniors were offered a wide variety of activities, but of their own choosing. No mass herding through a formal process was followed. The changes, begun by a new director, appear to have produced a much more favorable impression on prospective customers.

Conclusions

Since there was such a wide range of scores reported by students regarding various parts of the recruiting program at the college, it may be concluded that changes are needed in a number of areas. Certain parts of the marketing mix showed high influence, and it may be concluded that advantages of recruiting through these channels should be explored or expanded where possible. Respondent customers also reported negative or very minor influence from other parts of the program, and these items should be examined with possible cuts or even elimination from the recruiting program.

Certainly the customer's evaluations on some promotions should prompt changes in programs or personnel handling

details of campus special events. Feedback in business marketing research produces the needed information for changing programs, policies, personnel, or the product. Similar benefits could be found through utilizing higher education's customer feedback as suggested through the use of Nicosia's model. In addition to analyzing and interpreting each item in the mix, some additional study of the different groups might be undertaken to determine if certain recruiting efforts are more successful in making buyers out of prospects in different classifications of students. As Gallup suggested in his ACTIVATION approach for consumer behavior research findings:

Analyze successful and unsuccessful campaigns to find the techniques that sell or do not sell. Perhaps the greatest success formula that has ever been conceived is: Find out what succeeds and do more of it. Find out what fails and do less of it. Through the development of Activation we now have an objective measure of the causal relationship between advertising and sales, enabling us to identify the campaigns that are most effective in winning new customers and the least effective.¹

Certainly the wide range of scores given recruiting items by respondents in the case study institution will provide an adequate data base for evaluating which promotions should be expanded, which curtailed, and which changed with further evaluation in a following year.

Allowing free expression of satisfaction or dissatisfaction with the product, as encouraged in the survey instru-

¹Gallup, ACTIVATION: A Major Development in Advertising Research, p. 15.

ment, produced a great deal of information for use by personnel working in college housing, foods services, supportive staff areas, and even curriculum planners. Analyzing responses through the different classifications of satisfied or dissatisfied students provided a view of the hard-sell approach as a long-range disaster even though it may be highly effective in a very short term enlistment campaign.

As in any market survey, the producer as well as the advertising copy or media comes into judgment by the interviewees. One of the most valuable spin-off effects of marketing research was discussed by Harry Roberts:

Research is probably more effective in unearthing new possibilities for action than in predicting the response to existing ones. Research focuses attention on possible actions that probably would not have been recognized in the absence of research. The new ideas that turn up as an unexpected by-product of research are frequently more valuable than the objectives originally sought. The very discipline of objectively recording of data forces people to look at things that would never have been looked at otherwise and to question assumptions that would not have been challenged. Research can be a protection against complacency and a stimulus to imagination.¹

In a promotional program which has simply grown rather than developed over the years, this can be seen as a genuine need. Tradition or habit may be the most important reason for retaining some promotional activities which are actually

¹Harry V. Roberts, "The Role of Research in Marketing Management," in Frank, Kuehn, and Massy. Quantative Techniques in Marketing Analysis (Homewood, Illinois: Richard D. Irwin, Inc., 1962), pp. 13-4.

viewed negatively by prospective students visiting the campus. Personnel who have always been involved in Career Days or other recruiting visits may be completely out of date in the 1970s admissions picture. Even for those promotions on campus which compiled a fairly high effectiveness rating, the results could warn against complacency as there were negative responses to all of them to some degree. Roberts summed up the value of such market research for the firm seeking not justification for continuation of old programs but information for genuine change:

Perhaps the most important potential contribution of "research" comes from the relatively objective viewpoint that research encourages even among those who do not directly execute it. One cannot help being impressed by the frequency with which data contradict strongly held beliefs or¹ suggest completely new alternatives for action.

Thus, the study produced not just a new approach to evaluating recruiting practices by utilizing actual consumers of the college, but it opened up a number of questions or problems for discussion among administrators as to what needed changes should be made and in what direction. Those involved in recruiting were forced to re-examine their selling approaches when visiting prospective students. A new look at expenditures for promotional activities is being made for next year. The following conclusions may be seen:

¹Ibid., p. 16.

1. Personal selling was revealed as the most effective method for recruiting prospective students. It may be concluded that the non-paid representatives of the institution--present and former students--are the most powerful influence in gaining new enrollees.
2. It may be concluded that parts of the recruiting program leave a negative image rather than a positive one of the college.
3. It may be concluded that radio and newspaper advertising do not greatly influence the decision-making of traditional enrollees.
4. It may be concluded that the catalog and brochures are doing an adequate job in providing information that prospects need in order to assist their decision to enroll.
5. It may be concluded that on-campus promotions appeal to only certain students. Some promotions need to be continued in order to attract majors in certain fields. However, re-structuring would appear to be essential in order to influence positively a larger percentage of those participating.

Recommendations

Exaggerated claims in college publications or by college field representatives have been shown to be counter productive in a number of studies. Corts points out that

misled collegians pay severe penalties when they become dissatisfied and take their business elsewhere. The institution, too, pays a heavy price for sending out such dissatisfied customers. Losses to the student are not only financial but often involve interpersonal relationships being broken. The possibility of the latter often keeps the disappointed student in a college where he creates more problems. If he graduates or when he drops out, he very definitely becomes a heavy liability for the college recruiter in his hometown. His peer influence may outweigh efforts of the repeated visits by a college representative to his high school. Honesty, then, is seen as the best long-range policy for the institution in advertising and in delivering what has been advertised. Corts strongly suggests:

If the Federal Trade Commission applied the truth-in-labeling law to higher education, many institutions would be culpable. Recruitment literature, correspondence, and catalogs are routinely padded with elastic vagaries such as "quality," "excellence," "one of the best in the Midwest," and they often¹ mislead the public about what is important.

Consumer information requirements should force administrators to review performance of staff throughout the college in order to obtain a picture of how well the advertising or personal selling depicts life on the campus. It should also force some to see their declining student populations for traditional courses as a real opportunity to find new publics

¹Thomas E. Corts, "Needed: Truth in Labeling. Colleges Should be Consumer Minded," The Chronicle of Higher Education, May 14, 1973, p. 16.

to serve with new programs as suggested by Johnson:

It should not be overlooked that potential students come from many sources, including veterans groups, housewives, students who have done poorly at their first college, transfer students, and those desiring professional or continuing education.¹

In reviewing the consumer information from Northeastern Oklahoma A&M freshmen during the fall of 1975, the following recommendations are suggested:

For Further Study

1. Since this study was limited to one institution, it is recommended that further research in evaluation of college recruiting practices be conducted in a number of institutions covering not only two-year but four-year colleges and universities.
2. Since this study was limited to utilizing the Nicosia model for one aspect of the college activities, recruiting, it is recommended that research be conducted in how to utilize the model for other facets of the educational institution as a system.

For the Case Study Institution

1. Since this study was limited to first-time enrollees, it is recommended that repeat surveys be made for each semester to build an adequate data base upon which to make decisions regarding changes in the media or messages

¹Dennis Johnson, "Can Your Admissions Program Fill the Empty Beds on Campus?" College and University Business, February, 1969, p. 50.

through which the college sends individual prospects the information about the institution.

2. Since this study was limited to first-time enrollees, it is recommended that future studies be conducted with the repeat buyers or students who enrolled for the spring semester and for the second year to determine what influenced them most in their decision to return.
3. It is recommended, also, that follow-up surveys be made of those who did not return for the sophomore year or for the second semester of the freshman year to obtain feedback from dissatisfied customers.
4. Since this study was limited to Field Four or feedback data from customers to utilize in the Nicosia Model, it is recommended that the college also begin plans to determine effectiveness of messages or individual recruiting personnel and programs at the inception of the recruiting efforts and then follow all individual high school prospects contacted through the other stages of decision-making to further provide data for the Model in the other Fields.
5. Since this study was limited to actual customers, it is recommended that follow-ups be made on those students who applied for admission and then failed to show up for the beginning of school, to determine what other influences overshadowed the college's message.
6. Since responses of dissatisfied students showed a strong

influence by recruiters, it is recommended that a review of tactics and of persons be made to determine if college representatives are over-selling rather than providing information needed by prospective collegians.

7. A study should be made to evaluate promotional literature at the college, on-campus promotional activities, and cost of maintaining representatives in the field. A cost analysis of recruiting should be made with possible benefits to be gained in devoting a larger amount of college expenditures to existing student activities in view of the extreme importance of students as an influence.
8. It is recommended that recruiting personnel examine the possibilities of using students in selected marketing, advertising, and journalism classes to produce spot commercials and select items and stations for radio commercials; develop advertising layouts and determine times and spots for newspaper advertisements; assist with planning and producing college brochures and catalog each year.
9. It is recommended that students become a part of all informational teams representing the college at high school Career Days.

For Other Institutions

1. With the data obtained from students at the case study institution, it is recommended that other institutions survey their students in order to determine what influ-

enced their college choice, whether efforts of the institution's admissions personnel, former students, or other factors.

2. It is recommended that the Nicosia Model be examined for possible use by other educational institutions, both for consumer behavior data and other aspects of the college system.

Implications of the Study

This study, an investigation of the effectiveness of recruiting practices at a case study college through consumer-behavior research, has theoretical, methodological, and pragmatic implications for institutions of higher education facing an admissions problem. Theoretically, an attempt was made to relate a marketing model to higher education recruiting with advertising research providing feedback in a model, thereby providing a framework or system for evaluating the efforts of a college to increase enrollment. George Gallup's surveying technique, ACTIVATION, which utilizes actual consumers as interviewees, was employed in this study. While it may be seen that much more input is needed for a continuing utilization of the model, the initial data will serve as an adequate beginning for the implementation of an informational system for decision-making in recruiting practices at an educational institution.

Methodologically, the current study is significant in that it used actual evaluations of students who were near

enough to their purchase decision to recall significant influences in their college choice. Such subjective data is difficult to quantify and thereby often neglected in the study of student choice. However, its validity and relevance in relation to college selection factors is unquestionable.

Pragmatically, the conclusions reached through this study of the influences upon college choice can have implications for those whose daily tasks are dedicated to improving the financial conditions of educational institutions and to reaching potential students who could through proper college choice develop to their fullest potential and thus enhance the quality of their own lives and that of society. Knowledge of the types of promotional activities which are found to be most effective in assisting students to choose the right college can be of benefit to all those involved with admissions in post-secondary schools.

It is anticipated that this study will both provide answers to some pressing, immediate questions in the case study institution and also serve as a model for research at similar institutions which have entered recruiting programs with little or no real information of what will influence their potential customers. There is a possibility of reconciling the many differences which have developed about the validity of selling or marketing higher education. Edward J. O'Brian sounded a hopeful note:

With the realization that higher education has lost its vaunted position in the eyes of the public,

administrators of colleges and universities must be prepared to enter into competition with all other suppliers of products and services, educational and non-educational. There is no inherent contradiction between marketing services and maintaining professional standards and ethical conduct.¹

Further studies will be necessary to complete the utilization of Nicosia's Model in any educational institution. Following a message or initial contact with a high school senior or other prospective student through to its ultimate impact will be essential for various techniques, media, or individual recruiters. Certainly more economic studies will be needed. Analysis of cost per student recruited in the various ways will greatly aid decision-making in the 1970s and 1980s. Together with consumer information, these additional studies will provide the data necessary to build a sound, efficient, and effective promotional program.

¹Edward J. O'Brian, "Marketing Higher Education," College and University Journal, September, 1973, p. 22.

APPENDIX A

CASE STUDY INSTITUTION

CASE STUDY INSTITUTION

This study examined a marketing model applied to an institution of higher education, with the recruiting program of the college viewed as promotional activities in the marketing concept. Evaluation of the recruiting efforts was checked for effectiveness as is advertising through consumer research for business firms.

The case study institution is Northeastern Oklahoma A&M College in Miami, Oklahoma, a public junior college established in 1919 as the Miami School of Mines. The history of the institution is one of change, changing to meet the needs of the community, especially the economic aspects of the area which includes the northeastern section of Oklahoma, the southeastern part of Kansas, the southwestern section of Missouri, and the northwestern part of Arkansas.

Founded for the people involved in an extensive mining industry, the institution later added general education courses to the science programs as the mining interests declined in importance; the name was changed to Northeastern Junior College to reflect the new program direction at the

time. Then, in 1942, with a national interest and a regional response creating the need for technical and agricultural programs, the college acquired a 210-acre farm, built shops to house a variety of vocational education programs, and again changed names to indicate the new training courses. Northeastern Oklahoma A&M College became a part of the state system under the control of the Board of Regents for A&M Colleges.

At the time of designation as an agricultural and mechanical institution, the college had an enrollment of slightly over 150 students. Typical of American higher education institutions after World War II, Northeastern Oklahoma A&M had a jump to over 600 students after G.I.s hit the campus. Registrations continued to climb through the years and building at the college showed an optimistic view that it would continue with some projected enrollments calling for as many as 5,000 or more by 1975.

In reality the number of students in the fall semester of 1975-76 was slightly more than 2,700 for both day and evening classes. Fortunately, the college did not build housing for the projected enrollments as did some of the four-year institutions in Oklahoma. Dormitory space handles some 1,100 students with campus apartments providing housing for 84 couples. Yet, there is usually a need to recruit students in order that the housing be sufficiently filled to cover the payments on the bonded indebtedness. Northeastern Oklahoma A&M College has always actively sought students; it

is even more obviously in the market place today as funding is on the state formula of Full Time Equivalency.

Located within 75 miles of fifty institutions of post-secondary education, Northeastern Oklahoma A&M faces stiff competition for the traditional and non-traditional students from colleges and trade schools in four states: Oklahoma, Kansas, Missouri, and Arkansas. Within this 75-mile radius of Miami, there are six private colleges: Wesleyan at Bartlesville; Tulsa University; Oral Roberts University in Tulsa; John Brown University in Siloam Springs, Arkansas; American Christian College in Tulsa; and Ozark Bible College in Joplin, Missouri. Public supported colleges providing competition include Northeastern Oklahoma State University at Tahlequah, Kansas State College at Pittsburg, The University of Arkansas, Missouri Southern College at Joplin, Missouri, as well as The University of Oklahoma and Oklahoma State University which are outside the 75-mile zone but still the chief competition for students. Other junior colleges in the area include Tulsa Junior College; Claremore Junior College; Fort Scott, Kansas, Junior College; Independence, Kansas, Junior College; Coffeyville, Kansas, Community College; Crowder College in Neosho, Missouri; and Bacone College in Muskogee. State-supported vocational-technical schools are located at Bartlesville, Tulsa, Afton, Pryor, Muskogee, and Rogers, Arkansas. There are in excess of twenty-five private proprietary schools in this area offering many kinds of post-

secondary career education programs directly in competition to the vocational offerings at the case study institution.

Northeastern Oklahoma A&M College, in addition to having an exceptional variety of competition, also reveals a diversity of recruiting activities and a history of actively seeking enrollees. The Senior Day (now a full Senior Week) promotion is over twenty years old; Aggie Day has been attracting prospects to the campus for twenty-four years; similarly entrenched are the Music Festivals--one for instrumentalists in high school and one for junior high and elementary students and one festival for vocalists. Faculty as well as coaches have been visiting area high schools for many semesters as the search for students has been a top administrative priority since the 1940s.

Scholarships and other financial aids are utilized in attracting students to the college. For the fall semester of 1975-76, the college awarded over 1,350 tuition scholarships, the majority provided from a fund established under provisions of the will of Nellie B. Dobson, but a number of others given annually by local individuals and organizations.

In a number of ways the institution can be seen as typical of those colleges relying heavily on Career Day visits and other recruiting trips to build enrollment. It is exceptional in some ways: it is the only two-year institution in the state still engaged in intercollegiate football--with the justification of continuation of such a costly program being

that it brings students to the campus. Northeastern Oklahoma A&M has the largest amount of student housing of any state junior college, and it offers both vocational and academic programs with an overlapping in many divisions of what is termed career education.

In the fall of 1975, enrollment climbed by 17 percent. It included students from 55 counties in Oklahoma, 35 other states, and 12 foreign countries. Housing occupancy was officially listed at 115 percent for the semester's start.

Recruiters "market" the college on a number of points: financial aids, variety of course offerings, housing at low cost, athletics, and a wide variety of activities in drama, music, and art.

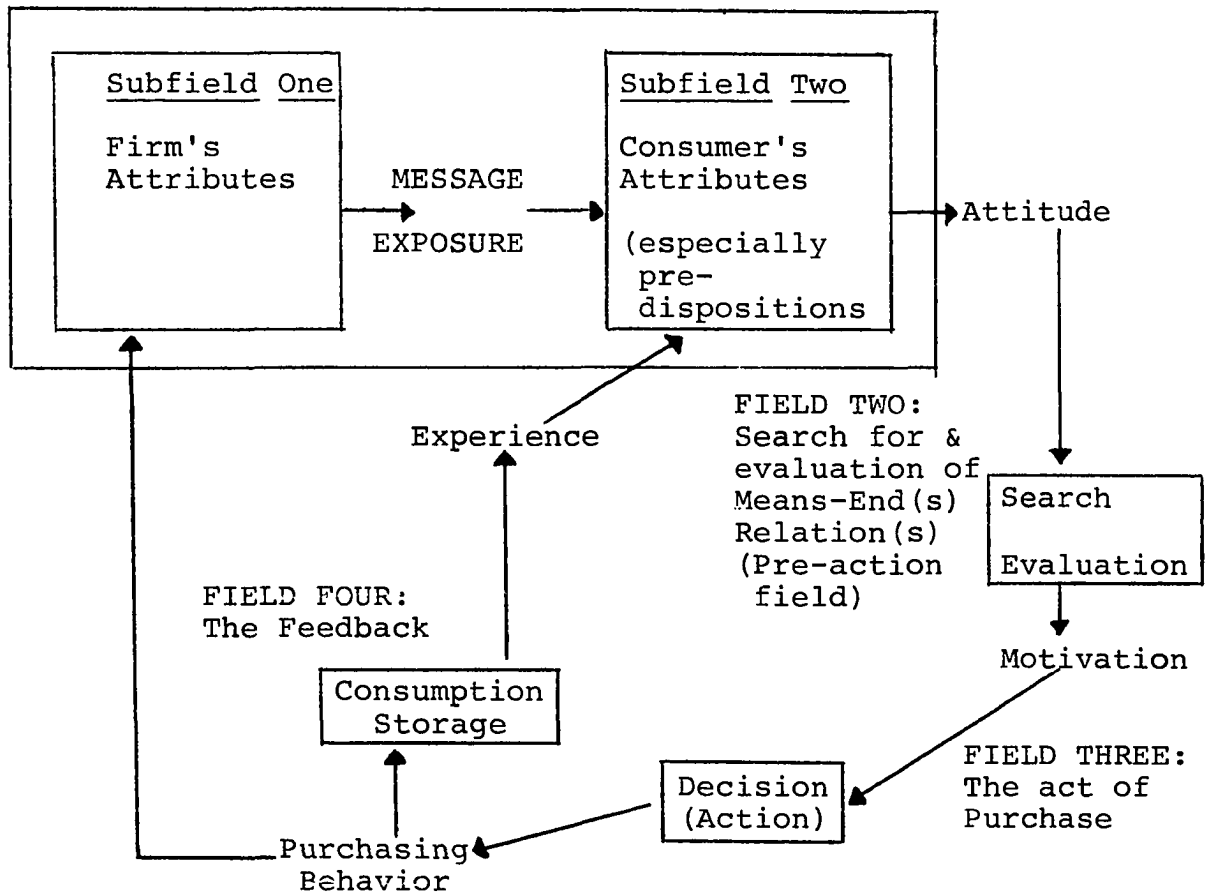
The case study institution fits into an examination of Kirkpatrick's promotional mix by having a number of people recruiting, either full-time or part-time, by buying a number of newspaper advertisements and radio commercials, and by conducting a great many special "Days" on campus to attract potential customers/students.

APPENDIX B

NICOSIA'S SUMMARY FLOW CHART

THE COMPREHENSIVE SCHEME: A SUMMARY FLOW CHART*

FIELD ONE: From the source of a message to the Consumer's Attitude



*From Francesco M. Nicosia, Consumer Decision Process (Englewood Cliffs, New Jersey: Prentice-Hall, 1966), p. 156.

APPENDIX C

INSTRUMENT

SAMPLE INSTRUMENT

YOU HAVE BEEN SELECTED TO PARTICIPATE IN A COLLEGE RECRUITING SURVEY. PLEASE DO NOT SIGN YOUR NAME ANYWHERE ON THE FORMS. YOUR RESPONSES WILL BE KEPT CONFIDENTIAL AND USED ONLY FOR RESEARCH PURPOSES. PLEASE ANSWER AS MANY QUESTIONS AS POSSIBLE.

AGE: _____ MAJOR: _____ HOMETOWN SIZE: _____

SEX: __male__ __female__ VETERAN: __yes__ __no__ SCHOLARSHIP: __yes__ __no__

RESIDENCE: __dorm__ __NEO apt.__ __off-campus apt.__ __parents' home__

MARITAL STATUS: __single__ __married__ __divorced__ __widowed__

HOW MANY COLLEGES DID YOU CONSIDER ATTENDING? _____

HOW MANY VISITED? _____

HOW MANY COLLEGES OFFERED YOU SCHOLARSHIPS OR FINANCIAL AID? _____

PLEASE LIST ANY IMPORTANT FACTORS IN YOUR DECISION TO ATTEND NEO A&M:

PLEASE INDICATE HOW SATISFIED YOU ARE WITH YOUR DECISION TO ATTEND NEO:

__completely satisfied__ __satisfied__ __indifferent__ __dissatisfied__
 __completely dissatisfied__

EXPLAIN: _____

DO YOU PLAN TO ENROLL HERE NEXT SEMESTER? __yes__ __no__
 NEXT YEAR? __yes__ __no__

EDUCATION PLANS: __no degree__ __Associate__ __B.A.__ __M.A.__
 __Ph.D./M.D.__

PLEASE RATE THE FOLLOWING ITEMS AS TO THEIR INFLUENCE IN YOUR DECISION TO ATTEND NORTHEASTERN OKLAHOMA A&M THIS FALL. GIVE NAMES OF INDIVIDUALS, IF KNOWN. IF YOU DID NOT PARTICIPATE IN AN EVENT OR WAS NOT CONTACTED BY SUCH REPRESENTATIVES, CHECK THE MIDDLE COLUMN, NO CONTACT.

FACTOR	Very Important Influence (+2)	Important Influence (+1)	No Contact (0)	Negative Influence (-1)	Very Negative Influence (-2)
Recruiter					
NEO Student					
NEO Teacher					
NEO Graduate					
Personal Letter From Staff Member					
Radio Commercials					
Newspaper Adv. (not news story)					
College Catalog					
College Brochures					
Aggie Day					
Art Workshop					
College Film "The NEO Story"					
Fashion Show & Christmas Tea					
Craftsman's Fair					
Drama Production					
Free Football Game					
H.S. Basketball Tournament					
Music Festival					
Science Fair					
Senior Week					

APPENDIX D

SURVEY RESULTS

TABLE VII

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
 RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
 AS RECORDED BY STUDENTS SATISFIED WITH CHOICE

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	13	42	1	0	67	.713	6
Student	31	45	2	1	103	1.723	1
Teacher	12	19	0	2	39	- .073	11
Graduate	26	32	0	0	84	1.189	4
Personal Letter	18	43	1	0	78	1.021	5
Radio Commercials	0	6	2	2	0	-1.167	20
Newspaper Ads	2	9	1	2	8	- .943	15
Catalog	17	62	1	0	95	1.498	2 tie
Brochures	16	65	2	0	95	1.498	2 tie
Aggie Day	8	8	2	8	6	- .999	16
Art Workshop	2	4	3	1	3	-1.083	17 tie
College Film	2	16	2	1	16	- .718	13
Fashion Show	7	5	2	1	15	- .746	14
Craftsman's Fair	0	3	0	1	1	-1.139	19
Drama Production	15	14	2	1	40	- .045	10
Football Game	13	29	4	2	47	.152	8
Basketball Tourney	18	15	3	2	44	.067	9
Music Festival	11	11	4	2	25	- .466	12
Science Fair	1	5	0	2	3	-1.083	17 tie
Senior Week	19	26	1	0	63	.600	7

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY STUDENTS INDIFFERENT ABOUT CHOICE

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	3	8	0	1	12	.275	8 tie
Student	6	12	0	0	24	2.159	1 tie
Teacher	6	5	0	1	15	.746	4 tie
Graduate	6	5	0	1	15	.746	4 tie
Personal Letter	6	5	5	0	12	.275	8 tie
Radio Commercials	2	1	2	0	3	-1.138	17 tie
Newspaper Ads	0	0	0	0	0	-1.609	20
Catalog	4	9	1	0	16	.903	3
Brochures	3	12	1	1	15	.746	4 tie
Aggie Day	4	0	0	3	2	-1.295	19
Art Workshop	3	2	1	0	7	-.510	13 tie
College Film	3	1	4	0	6	-.824	15
Fashion Show	1	5	0	0	7	-.510	13 tie
Craftsman's Fair	1	1	0	0	3	-1.138	17 tie
Drama Production	1	3	0	0	5	-.824	16
Football Game	7	6	0	0	20	1.531	2
Basketball Tourney	5	5	0	0	15	.746	4 tie
Music Festival	4	0	0	0	8	-.353	11 tie
Science Fair	2	4	0	0	8	-.353	11 tie
Senior Week	5	3	1	0	12	.275	8 tie

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY STUDENTS DISSATISFIED WITH CHOICE

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	7	8	0	0	22	2.819	1
Student	5	6	3	0	13	1.557	2
Teacher	1	1	2	9	1	- .126	10 tie
Graduate	5	4	1	3	7	.715	3 tie
Personal Letter	0	6	1	1	3	.154	7 tie
Radio Commercials	0	1	1	2	- 4	- .827	18
Newspaper Ads	0	0	1	1	- 3	- .687	15 tie
Catalog	3	7	6	0	7	.715	3 tie
Brochures	3	7	7	0	6	.575	5
Aggie Day	0	0	0	5	-10	-1.669	20
Art Workshop	0	0	3	2	- 7	-1.248	19
College Film	2	3	2	2	1	- .126	10 tie
Fashion Show	2	0	1	2	- 1	- .407	13
Craftsman's Fair	1	0	1	2	- 3	- .687	15 tie
Drama Production	3	3	0	2	5	.435	6
Football Game	1	3	1	2	0	- .266	12
Basketball Tourney	1	6	3	1	3	.154	7 tie
Music Festival	1	0	3	1	- 3	- .687	15 tie
Science Fair	0	1	1	1	- 2	- .547	14
Senior Week	2	5	2	2	3	.154	7 tie

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY STUDENTS RETURNING NEXT YEAR

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	13	34	1	0	59	.725	6
Student	27	34	1	0	87	1.702	1
Teacher	10	16	0	1	34	- .148	10 tie
Graduate	23	25	0	1	69	1.074	4
Personal Letter	15	38	4	0	64	.899	5
Radio Commercials	2	6	2	1	6	-1.126	16 tie
Newspaper Ads	1	7	1	1	6	-1.126	16 tie
Catalog	16	44	0	0	76	1.318	3
Brochures	16	52	0	0	84	1.597	2
Aggie Day	9	4	2	8	4	-1.196	18 tie
Art Workshop	2	3	3	0	4	-1.196	18 tie
College Film	3	15	0	0	21	- .602	14
Fashion Show	8	7	1	0	22	- .567	13
Craftsman's Fair	0	2	0	0	2	-1.266	20
Drama Production	12	12	1	0	34	- .148	10 tie
Football Game	14	25	2	2	47	.306	9
Basketball Tourney	16	20	1	1	49	.375	8
Music Festival	12	10	0	1	32	- .218	12
Science Fair	1	8	0	0	10	- .986	15
Senior Week	16	24	0	0	55	.585	7

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
 RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
 AS RECORDED BY STUDENTS NOT RETURNING NEXT YEAR

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	10	24	0	1	42	1.419	2 tie
Student	15	29	4	1	53	2.008	1
Teacher	9	9	2	2	21	.297	8
Graduate	14	16	1	3	37	1.152	4
Personal Letter	9	16	3	1	29	.724	6
Radio Commercials	0	2	3	3	-7	-1.201	20
Newspaper Ads	0	2	1	2	-1	- .879	13 tie
Catalog	8	34	8	0	42	1.419	2 tie
Brochures	6	32	10	0	32	.855	5
Aggie Day	3	4	0	8	-6	-1.147	19
Art Workshop	3	3	4	3	-1	- .879	13 tie
College Film	4	5	5	3	2	- .719	12
Fashion Show	2	3	2	3	-1	- .879	13 tie
Craftsman's Fair	2	2	1	3	-1	- .879	13 tie
Drama Production	7	9	1	3	16	.029	10
Football Game	7	13	3	2	20	.243	9
Basketball Tourney	8	6	5	2	13	- .131	11
Music Festival	4	1	7	2	-2	- .933	18
Science Fair	2	2	1	3	-1	- .879	13 tie
Senior Week	10	10	4	2	22	.350	7

TABLE XII

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY FEMALES

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	7	25	1	0	38	.503	6 tie
Student	21	28	2	1	66	1.702	1
Teacher	9	14	1	1	29	.118	9 tie
Graduate	17	20	0	3	48	.931	4 tie
Personal Letter	11	29	3	0	48	.931	4 tie
Radio Commercials	0	3	1	3	-4	-1.296	19
Newspaper Ads	1	4	1	2	1	-1.081	16
Catalog	16	33	3	0	62	1.531	3
Brochures	16	35	3	0	64	1.617	2
Aggie Day	1	3	0	5	-5	-1.338	20
Art Workshop	2	4	0	1	3	-.996	15
College Film	4	10	0	1	26	-.011	11
Fashion Show	9	4	1	4	17	-.396	13
Craftsman's Fair	1	2	0	2	0	-1.124	17
Drama Production	13	9	2	2	29	.118	9
Football Game	7	18	2	4	22	-.183	12
Basketball Tourney	12	13	3	2	30	.161	8
Music Festival	9	5	3	2	16	-.439	14
Science Fair	0	3	0	3	-3	-1.253	18
Senior Week	13	15	1	1	38	.503	6 tie

TABLE XIII

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION

AS RECORDED BY MALES

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	16	33	0	1	63	1.442	2
Student	21	35	3	0	74	1.895	1
Teacher	10	11	1	2	26	- .082	10
Graduate	20	21	1	1	58	1.236	3
Personal Letter	13	25	4	1	45	.700	6 tie
Radio Commercials	2	5	4	1	3	-1.029	17 tie
Newspaper Ads	1	5	1	1	4	- .988	15 tie
Catalog	8	45	5	0	56	1.153	4
Brochures	6	49	7	1	52	.988	5
Aggie Day	11	5	2	11	3	-1.029	17 tie
Art Workshop	3	2	4	2	0	-1.153	20
College Film	3	10	5	2	7	- .865	14
Fashion Show	1	6	2	1	4	- .988	15 tie
Craftsman's Fair	1	2	1	1	1	-1.112	19
Drama Production	6	11	0	1	21	- .288	11
Football Game	14	20	3	0	45	.700	6 tie
Basketball Tourney	12	13	3	1	32	.165	9
Music Festival	7	6	4	1	14	- .577	12
Science Fair	3	7	1	0	12	- .659	13
Senior Week	13	19	3	1	40	.494	8

TABLE XIV

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY DORMITORY RESIDENTS

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	20	43	1	0	82	1.320	3
Student	30	42	2	1	98	1.782	1
Teacher	12	16	0	3	34	- .065	9 tie
Graduate	29	27	0	2	81	1.291	4
Personal Letter	19	34	5	1	65	.829	6
Radio Commercials	2	3	3	3	-2	-1.104	19
Newspaper Ads	0	5	1	2	0	-1.046	16 tie
Catalog	19	56	7	0	87	1.465	2
Brochures	15	58	6	1	80	1.263	5
Aggie Day	8	4	2	12	-6	-1.234	20
Art Workshop	3	6	6	3	0	-1.046	16 tie
College Film	5	13	3	1	18	- .527	13
Fashion Show	6	6	1	2	13	- .671	14
Craftsman's Fair	1	2	0	2	0	-1.046	16 tie
Drama Production	9	14	2	2	26	- .296	11
Football Game	13	23	3	2	42	.166	8
Basketball Tourney	15	12	2	3	34	- .065	9 tie
Music Festival	12	6	4	3	20	- .469	12
Science Fair	2	6	1	2	5	- .902	15
Senior Week	18	15	1	1	48	.339	7

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY APARTMENT RESIDENTS

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	0	5	0	1	3	- .699	13 tie
Student	4	7	0	0	15	2.193	1
Teacher	2	3	0	0	7	.265	6 tie
Graduate	4	4	0	0	12	1.469	3
Personal Letter	1	4	0	0	6	.024	8 tie
Radio Commercials	0	3	0	0	3	- .699	13 tie
Newspaper Ads	2	1	0	0	5	- .217	10 tie
Catalog	2	7	0	0	11	1.229	4
Brochures	2	9	0	0	13	1.711	2
Aggie Day	3	1	0	0	7	.265	6 tie
Art Workshop	1	0	0	0	2	- .939	15 tie
College Film	1	0	1	0	1	-1.181	20
Fashion Show	1	0	0	0	2	- .939	15 tie
Craftsman's Fair	1	0	0	0	2	- .939	15 tie
Drama Production	2	1	0	0	5	- .217	10 tie
Football Game	2	5	0	0	9	.747	5
Basketball Tourney	2	1	0	0	5	- .217	10 tie
Music Festival	1	0	0	0	2	- .939	15 tie
Science Fair	1	0	0	0	2	- .939	15 tie
Senior Week	2	4	2	0	6	.024	8 tie

TABLE XVI

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
 RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
 AS RECORDED BY STUDENTS WHO LIVE AT HOME

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	3	10	0	0	16	.437	8 tie
Student	8	14	3	0	27	1.528	1
Teacher	5	6	2	0	14	.238	10
Graduate	4	10	1	2	13	.139	11
Personal Letter	4	15	1	0	22	1.031	5
Radio Commercials	0	2	2	1	-2	-1.349	19
Newspaper Ads	0	3	1	1	0	-1.151	17
Catalog	3	16	2	0	20	.833	6
Brochures	5	17	4	0	23	1.131	3 tie
Aggie Day	1	3	0	4	-3	-1.488	20
Art Workshop	1	0	1	0	1	-1.052	16
College Film	1	7	1	2	4	-.754	14
Fashion Show	3	4	2	1	6	-.556	13
Craftsman's Fair	0	2	1	1	-1	-1.250	18
Drama Production	8	5	0	1	19	.734	7
Football Game	6	10	2	2	16	.437	8 tie
Basketball Tourney	7	13	4	0	23	1.131	3 tie
Music Festival	3	5	3	0	8	-.357	12
Science Fair	0	4	0	1	2	-.952	15
Senior Week	6	15	1	1	24	1.230	2

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY STUDENTS FROM TOWNS UNDER 1,000

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	4	16	0	0	24	1.318	2 tie
Student	12	7	1	0	30	1.876	1
Teacher	4	3	0	1	9	- .079	10 tie
Graduate	8	8	0	0	24	1.318	2 tie
Personal Letter	8	4	1	0	19	.852	5
Radio Commercials	0	3	1	2	-2	-1.103	16 tie
Newspaper Ads	0	2	0	2	-2	-1.103	16 tie
Catalog	3	15	1	0	20	.945	4
Brochures	3	14	1	1	17	.666	7 tie
Aggie Day	3	6	1	4	3	- .638	13
Art Workshop	0	1	1	1	-2	-1.103	16 tie
College Film	0	4	1	2	-1	-1.010	14 tie
Fashion Show	2	0	1	2	-1	-1.010	14 tie
Craftsman's Fair	0	2	0	2	-2	-1.103	16 tie
Drama Production	3	5	0	2	7	- .265	12
Football Game	2	11	0	1	13	.293	9
Basketball Tourney	8	4	0	1	18	.759	6
Music Festival	5	1	0	1	9	- .079	10 tie
Science Fair	0	1	0	2	-3	-1.196	20
Senior Week	5	7	0	0	17	.666	7 tie

TABLE XVIII

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
 RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
 AS RECORDED BY STUDENTS FROM TOWNS 1-5,000

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	9	16	0	0	34	1.237	4 tie
Student	11	20	0	0	42	1.812	1
Teacher	4	9	0	0	17	.014	9
Graduate	10	15	0	0	35	1.308	3
Personal Letter	5	21	1	0	30	.949	6
Radio Commercials	1	2	1	0	3	- .992	16 tie
Newspaper Ads	1	3	1	0	4	- .920	15
Catalog	7	23	0	0	37	1.452	2
Brochures	6	22	0	0	34	1.237	4 tie
Aggie Day	5	1	0	4	3	- .992	16 tie
Art Workshop	1	2	1	0	3	- .992	16 tie
College Film	1	4	1	0	5	- .848	14
Fashion Show	3	2	0	0	8	- .633	13
Craftsman's Fair	0	0	0	0	0	-1.208	20
Drama Production	5	4	1	0	13	- .273	11
Football Game	8	7	1	1	20	.230	8
Basketball Tourney	6	4	0	1	14	- .201	10
Music Festival	4	5	0	1	11	- .417	12
Science Fair	0	4	0	1	2	-1.064	19
Senior Week	7	8	1	0	21	.302	7

TABLE XIX
 SCORES RECEIVED BY THE TWENTY ITEMS IN THE
 RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
 AS RECORDED BY STUDENTS FROM TOWNS 5-10,000

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	2	2	0	0	6	.298	7
Student	7	3	0	0	17	2.280	1
Teacher	1	3	0	0	5	.117	8 tie
Graduate	3	5	0	0	11	1.200	2 tie
Personal Letter	2	6	0	0	10	1.019	4 tie
Radio Commercials	0	1	0	0	1	-.605	13 tie
Newspaper Ads	0	3	0	0	3	-.244	11
Catalog	2	6	1	0	9	.839	6
Brochures	3	5	1	0	10	1.019	4 tie
Aggie Day	1	0	0	3	-5	-1.688	20
Art Workshop	0	1	0	1	-1	-.966	17 tie
College Film	2	0	0	0	4	-.063	10
Fashion Show	1	0	0	1	0	-.785	16
Craftsman's Fair	0	0	0	1	-2	-1.146	19
Drama Production	1	1	0	1	1	-.605	13 tie
Football Game	2	3	0	1	5	.117	8 tie
Basketball Tourney	2	0	0	1	2	-.424	12
Music Festival	1	1	0	1	1	-.605	13 tie
Science Fair	0	1	0	1	-1	-.966	17 tie
Senior Week	5	1	0	0	11	1.200	2 tie

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY STUDENTS FROM TOWNS 10-25,000

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	1	6	0	0	8	.364	8
Student	1	13	1	0	14	1.483	1 tie
Teacher	1	3	1	0	4	- .382	12
Graduate	1	7	1	1	6	- .009	10 tie
Personal Letter	1	9	1	0	10	.737	7
Radio Commercials	0	0	0	0	0	-1.128	17
Newspaper Ads	0	0	1	0	-1	-1.315	18 tie
Catalog	2	11	1	0	14	1.483	1 tie
Brochures	1	14	3	0	13	1.297	3
Aggie Day	0	0	0	1	-2	-1.502	20
Art Workshop	0	2	0	0	2	- .756	15
College Film	1	4	1	1	3	- .569	13 tie
Fashion Show	1	5	0	0	7	.177	9
Craftsman's Fair	0	0	1	0	-1	-1.315	18 tie
Drama Production	4	4	0	0	12	1.110	4
Football Game	1	9	0	0	11	.924	5 tie
Basketball Tourney	1	11	2	0	11	.924	5 tie
Music Festival	0	2	1	0	1	- .942	16
Science Fair	0	3	0	0	3	- .569	13 tie
Senior Week	1	8	2	1	6	- .009	10 tie

TABLE XXI

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY STUDENTS FROM TOWNS OVER 25,000

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	6	15	0	0	27	1.513	2 tie
Student	8	14	2	1	26	1.418	4
Teacher	6	6	0	2	14	.279	7 tie
Graduate	10	6	0	1	24	1.229	5
Personal Letter	5	8	2	1	14	.279	7 tie
Radio Commercials	1	2	1	1	1	-.954	15 tie
Newspaper Ads	1	1	0	1	1	-.954	15 tie
Catalog	6	20	5	0	27	1.513	2 tie
Brochures	6	20	4	0	28	1.608	1
Aggie Day	2	1	1	4	-4	-1.428	20
Art Workshop	2	0	3	1	-1	-1.143	19
College Film	1	7	2	0	7	-.384	12 tie
Fashion Show	0	3	3	0	0	-1.048	18
Craftsman's Fair	0	1	0	0	1	-.954	15 tie
Drama Production	3	5	1	0	10	-.099	10
Football Game	5	5	3	0	12	.080	9
Basketball Tourney	4	2	2	0	8	-.289	11
Music Festival	4	1	2	0	7	-.384	12 tie
Science Fair	2	1	1	0	4	-.669	14
Senior Week	5	8	1	1	15	.375	6

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY AGRICULTURE MAJORS

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	3	6	0	0	12	1.117	3 tie
Student	3	7	1	0	12	1.117	3 tie
Teacher	2	2	0	1	4	- .151	10
Graduate	4	5	0	0	13	1.276	2
Personal Letter	2	8	0	0	12	1.117	3 tie
Radio Commercials	0	1	0	1	-1	- .943	14 tie
Newspaper Ads	0	1	0	1	-1	- .943	14 tie
Catalog	0	11	0	0	11	.959	6 tie
Brochures	0	11	0	0	11	.959	6 tie
Aggie Day	6	2	0	0	14	1.434	1
Art Workshop	0	0	0	1	-2	-1.101	17 tie
College Film	0	0	0	1	-2	-1.101	17 tie
Fashion Show	0	0	0	1	-2	-1.101	17 tie
Craftsman's Fair	0	0	0	1	-2	-1.101	17 tie
Drama Production	0	2	0	1	0	- .784	12 tie
Football Game	2	6	0	0	10	.800	8
Basketball Tourney	2	1	0	1	3	- .309	11
Music Festival	0	1	0	1	-1	- .943	14 tie
Science Fair	0	0	0	0	0	- .784	12 tie
Senior Week	3	2	0	0	8	.483	9

TABLE XXIII

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY BIOLOGICAL SCIENCE MAJORS

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	5	13	1	0	22	1.369	2 tie
Student	4	11	0	0	19	1.007	4 tie
Teacher	3	6	0	0	12	.163	10
Graduate	4	10	0	1	16	.645	7
Personal Letter	8	7	4	0	19	1.007	4 tie
Radio Commercials	1	0	2	1	-2	-1.526	20
Newspaper Ads	0	0	1	0	-1	-1.405	18 tie
Catalog	5	13	0	0	23	1.489	1
Brochures	4	16	0	1	22	1.369	2 tie
Aggie Day	2	2	0	1	4	.802	15
Art Workshop	0	1	2	0	-1	-1.405	18 tie
College Film	3	3	0	0	9	- .199	11 tie
Fashion Show	3	1	0	0	7	- .440	13
Craftsman's Fair	1	1	0	0	3	- .923	16
Drama Production	4	1	0	0	9	- .199	11 tie
Football Game	6	2	1	0	13	.283	9
Basketball Tourney	8	1	0	0	17	.766	6
Music Festival	3	0	1	0	5	- .682	14
Science Fair	0	2	0	0	2	-1.043	17
Senior Week	5	5	0	0	15	.525	8

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY BUSINESS MAJORS

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	4	11	0	0	19	.843	5
Student	10	12	1	0	31	2.132	1
Teacher	4	2	0	1	8	-.338	11
Graduate	10	8	0	1	26	1.595	2
Personal Letter	2	8	1	0	11	-.016	9
Radio Commercials	1	2	0	0	4	-.768	16
Newspaper Ads	2	1	0	0	5	-.660	14 tie
Catalog	5	13	2	0	21	1.079	4
Brochures	4	16	2	0	22	1.165	3
Aggie Day	2	1	0	4	-3	-1.519	20
Art Workshop	1	1	2	1	-1	-1.305	19
College Film	1	5	1	0	6	-.553	13
Fashion Show	2	3	2	0	5	-.660	14 tie
Craftsman's Fair	0	3	0	0	3	-.875	17
Drama Production	1	5	0	0	7	-.446	12
Football Game	5	8	1	0	17	.628	6
Basketball Tourney	3	10	1	0	15	.414	8
Music Festival	4	2	1	0	9	-.231	10
Science Fair	1	1	1	0	2	-.983	18
Senior Week	6	5	1	0	16	.521	7

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY COMMUNICATIONS MAJORS

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	1	2	0	0	4	- .556	13
Student	5	6	0	0	16	1.351	2 tie
Teacher	4	5	0	0	13	.874	5 tie
Graduate	3	5	0	0	11	.556	7
Personal Letter	3	7	0	0	13	.874	5 tie
Radio Commercials	0	1	0	0	1	-1.033	16 tie
Newspaper Ads	0	0	0	0	0	-1.192	18 tie
Catalog	4	8	0	0	16	1.351	2 tie
Brochures	4	9	0	0	17	1.510	1
Aggie Day	0	0	0	1	-2	-1.510	20
Art Workshop	1	0	0	0	2	- .874	14 tie
College Film	0	2	0	0	2	- .874	14 tie
Fashion Show	3	2	0	0	8	.238	10
Craftsman's Fair	0	0	0	0	0	-1.192	18 tie
Drama Production	7	2	0	0	16	1.351	2 tie
Football Game	1	5	0	0	6	- .238	12
Basketball Tourney	2	5	0	0	9	.238	9
Music Festival	3	4	0	0	10	.397	8
Science Fair	0	1	0	0	1	-1.033	16 tie
Senior Week	2	4	0	0	7	- .079	11

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY FINE ARTS MAJORS

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	0	3	0	0	3	.330	10 tie
Student	2	1	0	0	5	1.211	1 tie
Teacher	1	1	0	0	3	.330	10 tie
Graduate	2	0	0	0	4	.771	4 tie
Personal Letter	0	4	0	0	4	.771	4 tie
Radio Commercials	0	0	0	1	-2	-1.872	20
Newspaper Ads	0	1	0	1	-1	-1.432	19
Catalog	2	1	0	0	5	1.211	1 tie
Brochures	2	1	0	0	5	1.211	1 tie
Aggie Day	0	0	0	0	0	-.991	14 tie
Art Workshop	0	1	0	0	1	-.551	13 tie
College Film	0	0	0	0	0	-.991	14 tie
Fashion Show	0	0	0	0	0	-.991	14 tie
Craftsman's Fair	0	0	0	0	0	-.991	14 tie
Drama Production	1	0	0	0	2	-.110	12
Football Game	2	0	0	0	4	.771	4 tie
Basketball Tourney	2	0	0	0	4	.771	4 tie
Music Festival	2	0	0	0	4	.771	4 tie
Science Fair	0	0	0	0	0	-.991	14 tie
Senior Week	2	0	0	0	4	.771	4 tie

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY MATH AND ENGINEERING MAJORS

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	1	3	0	0	5	.838	4
Student	4	3	0	0	10	2.283	1
Teacher	0	1	0	0	1	- .318	10 tie
Graduate	4	1	0	0	9	1.994	2
Personal Letter	1	1	0	1	1	- .318	10 tie
Radio Commercials	0	0	2	0	-2	-1.185	19
Newspaper Ads	0	2	0	0	2	- .029	8 tie
Catalog	0	5	1	0	4	.549	5 tie
Brochures	0	7	1	0	6	1.127	3
Aggie Day	0	0	0	2	-4	-1.763	20
Art Workshop	0	0	0	0	0	- .607	14 tie
College Film	0	1	2	0	-1	- .896	18
Fashion Show	0	0	0	0	0	- .607	14 tie
Craftsman's Fair	0	0	0	0	0	- .607	14 tie
Drama Production	0	1	0	0	1	- .318	10 tie
Football Game	0	1	0	0	2	- .029	8 tie
Basketball Tourney	1	1	0	0	3	.260	7
Music Festival	0	0	0	0	0	- .607	14 tie
Science Fair	0	1	0	0	1	- .318	10 tie
Senior Week	2	2	0	1	4	.549	5 tie

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY SOCIAL SCIENCE MAJORS

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	4	5	0	0	13	1.056	2 tie
Student	7	9	0	0	21	2.067	1
Teacher	2	5	2	0	7	.297	8
Graduate	5	6	1	2	11	.803	5
Personal Letter	3	6	1	0	12	.929	4
Radio Commercials	0	4	0	1	2	- .335	13
Newspaper Ads	0	4	1	1	1	- .461	14
Catalog	2	11	2	0	13	1.056	2 tie
Brochures	2	10	4	0	10	.676	6
Aggie Day	0	0	1	7	-15	-2.484	20
Art Workshop	0	1	2	1	- 3	- .967	18
College Film	2	5	0	2	5	.044	9 tie
Fashion Show	1	2	0	2	0	- .588	15 tie
Craftsman's Fair	0	0	1	2	- 5	-1.219	19
Drama Production	3	3	1	2	4	- .082	11 tie
Football Game	1	8	1	2	5	.044	9 tie
Basketball Tourney	3	3	3	1	4	- .082	11 tie
Music Festival	2	1	3	1	0	- .588	15 tie
Science Fair	1	1	0	2	- 1	- .714	17
Senior Week	3	6	1	1	9	.549	7

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY VOCATIONAL-TECHNICAL MAJORS

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	2	13	0	1	15	1.055	4
Student	6	11	0	1	21	1.905	1 tie
Teacher	3	2	0	1	6	-.219	9 tie
Graduate	4	4	0	0	12	.630	6
Personal Letter	4	7	1	0	14	.914	5
Radio Commercials	0	0	0	0	0	-1.069	19 tie
Newspaper Ads	0	0	0	0	0	-1.069	19 tie
Catalog	6	11	2	0	21	1.905	1 tie
Brochures	6	9	2	0	19	1.622	3
Aggie Day	1	2	1	1	1	-.927	18
Art Workshop	3	1	1	0	6	-.219	9 tie
College Film	1	3	1	0	4	-.503	11 tie
Fashion Show	1	1	0	0	3	-.644	13
Craftsman's Fair	1	0	0	0	2	-.785	14 tie
Drama Production	2	4	1	0	7	-.078	8
Football Game	2	5	1	2	4	-.503	11 tie
Basketball Tourney	2	2	2	1	2	-.785	14 tie
Music Festival	1	3	1	1	2	-.785	14 tie
Science Fair	1	2	0	1	2	-.785	14 tie
Senior Week	2	7	1	0	10	.347	7

TABLE XXX

SCORES RECEIVED BY THE TWENTY ITEMS IN THE
RECRUITING PROGRAM AT THE CASE STUDY INSTITUTION
AS RECORDED BY STUDENTS UNDECIDED ABOUT MAJOR

Factor	+2	+1	-1	-2	Total	z score	rank
Recruiter	3	2	0	0	8	1.920	1
Student	0	6	1	0	5	.779	4 tie
Teacher	0	1	0	0	1	- .741	12 tie
Graduate	1	2	0	0	4	.399	6 tie
Personal Letter	1	5	0	0	7	1.551	2
Radio Commercials	0	0	1	0	-1	-1.502	20
Newspaper Ads	0	0	0	0	0	-1.122	15 tie
Catalog	0	5	1	0	4	.399	6 tie
Brochures	0	5	1	0	4	.399	6 tie
Aggie Day	1	1	0	0	3	.019	10
Art Workshop	0	1	0	0	1	- .741	12 tie
College Film	0	1	1	0	0	-1.122	15 tie
Fashion Show	0	1	1	0	0	-1.122	15 tie
Craftsman's Fair	0	0	0	0	0	-1.122	15 tie
Drama Production	1	2	0	0	4	.399	6 tie
Football Game	2	2	0	0	6	1.171	3
Basketball Tourney	1	3	0	0	5	.779	4 tie
Music Festival	1	0	1	0	1	- .741	12 tie
Science Fair	0	2	0	0	2	- .349	11
Senior Week	1	3	0	0	5	.779	4 tie

TABLE XXXI
Z SCORES FOR THE RECRUITER
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	1.014
On Scholarship	127	1.190
Not on Scholarship	47	.342
Satisfied	121	.713
Indifferent	27	.275
Dissatisfied	26	2.819
Returning Next Year	100	.725
Not Returning Next Year	74	1.419
Dormitory Residents	114	1.320
Apartment Residents	18	- .699
Home Residents	40	.437
Females	77	.503
Males	97	1.442
Hometown under 1,000	33	1.318
Hometown 1-5,000	48	1.237
Hometown 5-10,000	14	.298
Hometown 10-25,000	23	.364
Hometown over 25,000	43	1.513
Agriculture Majors	16	1.117
Biological Science Majors	27	1.369
Business Majors	38	.843
Communications Majors	16	- .556
Fine Arts Majors	5	.330
Math, Engineering Majors	8	.838
Social Science Majors	27	1.056
Vocational-Technical Majors	25	1.055
Undecided on Major	10	1.920

TABLE XXXII
Z SCORES FOR THE STUDENT
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	1.852
On Scholarship	127	1.740
Not on Scholarship	47	1.971
Satisfied	121	1.723
Indifferent	27	2.159
Dissatisfied	26	1.557
Returning Next Year	100	1.702
Not Returning Next Year	74	2.008
Dormitory Residents	114	1.782
Apartment Residents	18	2.193
Home Residents	40	1.518
Females	77	1.702
Males	97	1.895
Hometown under 1,000	33	1.876
Hometown 1-5,000	48	1.812
Hometown 5-10,000	14	2.280
Hometown 10-25,000	23	1.483
Hometown over 25,000	43	1.418
Agriculture Majors	16	1.117
Biological Science Majors	29	1.007
Business Majors	38	2.132
Communications Majors	16	1.351
Fine Arts Majors	5	1.211
Math, Engineering Majors	8	2.283
Social Science Majors	27	2.067
Vocational-Technical Majors	25	1.905
Undecided on Major	10	.779

TABLE XXXIII
Z SCORES FOR THE TEACHER
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	.027
On Scholarship	127	.034
Not on Scholarship	47	.000
Satisfied	121	- .073
Indifferent	27	.746
Dissatisfied	26	- .126
Returning Next Year	100	- .148
Not Returning Next Year	74	.297
Dormitory Residents	114	- .065
Apartment Residents	18	.265
Home Residents	40	.238
Females	77	.118
Males	97	- .082
Hometown under 1,000	33	- .079
Hometown 1-5,000	48	.014
Hometown 5-10,000	14	.117
Hometown 10-25,000	23	- .382
Hometown over 25,000	43	.279
Agriculture Majors	16	- .151
Biological Science Majors	29	.163
Business Majors	38	- .338
Communications Majors	16	.874
Fine Arts Majors	5	.330
Math, Engineering Majors	8	- .318
Social Science Majors	27	.297
Vocational-Technical Majors	25	- .219
Undecided on Major	10	- .714

TABLE XXXIV
Z SCORES FOR THE GRADUATE
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	1.122
On Scholarship	127	1.300
Not on Scholarship	47	.428
Satisfied	121	1.189
Indifferent	27	.746
Dissatisfied	26	.715
Returning Next Year	100	1.074
Not Returning Next Year	74	1.152
Dormitory Residents	114	1.291
Apartment Residents	18	1.469
Home Residents	40	.139
Females	77	.931
Males	97	1.236
Hometown under 1,000	33	1.318
Hometown 1-5,000	48	1.308
Hometown 5-10,000	14	1.200
Hometown 10-25,000	23	-.009
Hometown over 25,000	43	1.229
Agriculture Majors	16	1.276
Biological Science Majors	29	.645
Business Majors	36	1.595
Communications Majors	16	.556
Fine Arts Majors	5	.771
Math, Engineering Majors	8	1.994
Social Science Majors	27	.803
Vocational-Technical Majors	25	.630
Undecided on Major	10	.399

TABLE XXXV
Z SCORES FOR THE PERSONAL LETTER
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	.843
On Scholarship	127	1.190
Not on Scholarship	47	- .342
Satisfied	121	1.021
Indifferent	27	.275
Dissatisfied	26	.154
Returning Next Year	100	.899
Not Returning Next Year	74	.724
Dormitory Residents	114	.829
Apartment Residents	18	.024
Home Residents	40	1.031
Females	77	.931
Males	97	.700
Hometown under 1,000	33	.852
Hometown 1-5,000	48	.949
Hometown 5-10,000	14	1.019
Hometown 10-25,000	23	.737
Hometown over 25,000	43	.279
Agriculture Majors	16	1.117
Biological Science Majors	29	1.007
Business Majors	38	- .016
Communications Majors	16	.874
Fine Arts Majors	5	.771
Math, Engineering Majors	8	- .318
Social Science Majors	27	.929
Vocational-Technical Majors	25	.914
Undecided on Major	10	1.551

TABLE XXXVI
Z SCORES FOR RADIO COMMERCIALS
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	-1.175
On Scholarship	127	-1.038
Not on Scholarship	47	-1.457
Satisfied	121	-1.167
Indifferent	27	-1.138
Dissatisfied	26	- .827
Returning Next Year	100	-1.126
Not Returning Next Year	74	-1.201
Dormitory Residents	114	-1.104
Apartment Residents	18	- .699
Home Residents	40	-1.349
Females	77	-1.296
Males	97	-1.029
Hometown under 1,000	33	-1.103
Hometown 1-5,000	48	.992
Hometown 5-10,000	14	- .605
Hometown 10-25,000	23	-1.128
Hometown over 25,000	43	- .954
Agriculture Majors	16	- .943
Biological Science Majors	29	-1.526
Business Majors	38	- .768
Communications Majors	16	-1.033
Fine Arts Majors	5	-1.872
Math, Engineering Majors	8	-1.185
Social Science Majors	27	- .335
Vocational-Technical Majors	25	-1.069
Undecided on Major	10	-1.502

TABLE XXXVII
Z SCORES FOR NEWSPAPER ADS
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	-1.046
On Scholarship	127	-1.094
Not on Scholarship	47	- .771
Satisfied	121	- .943
Indifferent	27	-1.609
Dissatisfied	26	- .687
Returning Next Year	100	-1.126
Not Returning Next Year	74	- .879
Dormitory Residents	114	-1.046
Apartment Residents	18	- .217
Home Residents	40	-1.151
Females	77	-1.081
Males	97	- .988
Hometown under 1,000	33	-1.103
Hometown 1-5,000	48	- .920
Hometown 5-10,000	14	- .244
Hometown 10-25,000	23	-1.315
Hometown over 25,000	43	- .954
Agriculture Majors	16	- .943
Biological Science Majors	29	-1.405
Business Majors	38	- .660
Communications Majors	16	-1.192
Fine Arts Majors	5	-1.432
Math, Engineering Majors	8	- .029
Social Science Majors	27	- .461
Vocational-Technical Majors	25	-1.069
Undecided on Major	10	-1.122

TABLE XXXVIII
Z SCORES FOR THE CATALOG
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	1.378
On Scholarship	127	1.218
Not on Scholarship	47	1.714
Satisfied	121	1.498
Indifferent	27	.903
Dissatisfied	26	.715
Returning Next Year	100	1.318
Not Returning Next Year	74	1.419
Dormitory Residents	114	1.465
Apartment Residents	18	1.229
Home Residents	40	.833
Females	77	1.531
Males	97	1.153
Hometown under 1,000	33	.945
Hometown 1-5,000	48	1.452
Hometown 5-10,000	14	.839
Hometown 10-25,000	23	1.483
Hometown over 25,000	43	1.513
Agriculture Majors	16	.959
Biological Science Majors	29	1.489
Business Majors	38	1.079
Communications Majors	16	1.351
Fine Arts Majors	5	1.211
Math, Engineering Majors	8	.549
Social Science Majors	27	1.056
Vocational-Technical Majors	25	1.905
Undecided on Major	10	.399

TABLE XXXIX
Z SCORES FOR THE BROCHURES
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	1.336
On Scholarship	127	1.245
Not on Scholarship	47	1.457
Satisfied	121	1.498
Indifferent	27	.746
Dissatisfied	26	.575
Returning Next Year	100	1.597
Not Returning Next Year	74	.885
Dormitory Residents	114	1.263
Apartment Residents	18	1.711
Home Residents	40	1.131
Females	77	1.613
Males	97	.988
Hometown under 1,000	33	.666
Hometown 1-5,000	48	1.237
Hometown 5-10,000	14	1.019
Hometown 10-25,000	23	1.297
Hometown over 25,000	43	1.608
Agriculture Majors	16	.959
Biological Science Majors	29	1.369
Business Majors	38	1.165
Communications Majors	16	1.510
Fine Arts Majors	5	1.211
Math, Engineering Majors	8	1.127
Social Science Majors	27	.676
Vocational-Technical Majors	25	1.622
Undecided on Major	10	.399

TABLE XXXX
Z SCORES FOR AGGIE DAY
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	-1.197
On Scholarship	127	-1.121
Not on Scholarship	47	-1.285
Satisfied	121	- .999
Indifferent	27	-1.295
Dissatisfied	26	-1.669
Returning Next Year	100	-1.196
Not Returning Next Year	74	-1.147
Dormitory Residents	114	-1.234
Apartment Residents	18	.265
Home Residents	40	-1.448
Females	77	-1.338
Males	97	-1.029
Hometown under 1,000	33	- .638
Hometown 1-5,000	48	- .992
Hometown 5-10,000	14	-1.688
Hometown 10-25,000	23	-1.502
Hometown over 25,000	43	-1.418
Agriculture Majors	16	1.434
Biological Science Majors	29	.802
Business Majors	38	-1.519
Communications Majors	16	-1.510
Fine Arts Majors	5	- .991
Math, Engineering Majors	8	-1.763
Social Science Majors	27	-2.484
Vocational-Technical Majors	25	- .927
Undecided on Major	10	- .019

TABLE XXXXI
Z SCORES FOR THE ART WORKSHOP
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	-1.089
On Scholarship	127	-1.066
Not on Scholarship	47	-1.028
Satisfied	121	-1.083
Indifferent	27	- .510
Dissatisfied	26	-1.248
Returning Next Year	100	-1.196
Not Returning Next Year	74	- .879
Dormitory Residents	114	-1.046
Apartment Residents	18	- .939
Home Residents	40	-1.052
Females	77	- .996
Males	97	-1.153
Hometown under 1,000	33	-1.103
Hometown 1-5,000	48	- .992
Hometown 5-10,000	14	- .966
Hometown 10-25,000	23	- .756
Hometown over 25,000	43	-1.143
Agriculture Majors	16	-1.101
Biological Science Majors	29	-1.405
Business Majors	38	-1.305
Communications Majors	16	- .874
Fine Arts Majors	5	- .551
Math, Engineering Majors	8	- .607
Social Science Majors	27	- .967
Vocational-Technical Majors	25	- .219
Undecided on Major	10	- .741

TABLE XXXXII
Z SCORES FOR THE COLLEGE FILM
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	- .660
On Scholarship	127	- .571
Not on Scholarship	47	- .857
Satisfied	121	- .718
Indifferent	27	- .824
Dissatisfied	26	- .126
Returning Next Year	100	- .602
Not Returning Next Year	74	- .719
Dormitory Residents	114	- .527
Apartment Residents	18	-1.181
Home Residents	40	- .754
Females	77	- .011
Males	97	- .865
Hometown under 1,000	33	-1.010
Hometown 1-5,000	48	- .848
Hometown 5-10,000	14	- .063
Hometown 10-25,000	23	- .569
Hometown over 25,000	43	- .384
Agriculture Majors	16	-1.101
Biological Science Majors	29	- .199
Business Majors	38	- .553
Communications Majors	16	- .874
Fine Arts Majors	5	- .991
Math, Engineering Majors	8	- .896
Social Science Majors	27	.044
Vocational-Technical Majors	25	- .503
Undecided on Major	10	-1.122

TABLE XXXXIII
Z SCORES FOR THE FASHION SHOW
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	- .703
On Scholarship	127	- .764
Not on Scholarship	47	- .428
Satisfied	121	- .746
Indifferent	27	- .510
Dissatisfied	26	- .407
Returning Next Year	100	- .567
Not Returning Next Year	74	- .879
Dormitory Residents	114	- .671
Apartment Residents	18	- .939
Home Residents	40	- .556
Females	77	- .396
Males	97	- .988
Hometown under 1,000	33	-1.010
Hometown 1-5,000	48	- .633
Hometown 5-10,000	14	- .785
Hometown 10-25,000	23	.117
Hometown over 25,000	43	-1.048
Agriculture Majors	16	-1.101
Biological Science Majors	29	- .440
Business Majors	38	- .660
Communications Majors	16	.238
Fine Arts Majors	5	- .991
Math, Engineering Majors	8	- .607
Social Science Majors	27	- .588
Vocational-Technical Majors	25	- .644
Undecided on Major	10	-1.122

TABLE XXXXIV
Z SCORES FOR THE CRAFTSMAN'S FAIR
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	-1.132
On Scholarship	127	-1.176
Not on Scholarship	47	- .857
Satisfied	121	-1.139
Indifferent	27	-1.138
Dissatisfied	26	- .687
Returning Next Year	100	-1.266
Not Returning Next Year	74	- .879
Dormitory Residents	114	-1.046
Apartment Residents	18	- .939
Home Residents	40	-1.250
Females	77	-1.124
Males	97	-1.112
Hometown under 1,000	33	-1.103
Hometown 1-5,000	48	-1.208
Hometown 5-10,000	14	-1.146
Hometown 10-25,000	23	-1.315
Hometown over 25,000	43	- .954
Agriculture Majors	16	-1.101
Biological Science Majors	29	- .923
Business Majors	38	- .875
Communications Majors	16	-1.192
Fine Arts Majors	5	- .991
Math, Engineering Majors	8	- .607
Social Science Majors	27	-1.219
Vocational-Technical Majors	25	- .785
Undecided on Major	10	-1.122

TABLE XXXXV
Z SCORES FOR DRAMA PRODUCTIONS
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	- .080
On Scholarship	127	- .048
Not on Scholarship	47	- .171
Satisfied	121	- .045
Indifferent	27	- .824
Dissatisfied	26	.435
Returning Next Year	100	- .148
Not Returning Next Year	74	.029
Dormitory Residents	114	- .296
Apartment Residents	18	- .217
Home Residents	40	.734
Females	77	.118
Males	97	- .288
Hometown under 1,000	33	- .265
Hometown 1-5,000	48	- .273
Hometown 5-10,000	14	- .605
Hometown 10-25,000	23	1.110
Hometown over 25,000	43	- .990
Agriculture Majors	16	- .784
Biological Science Majors	29	- .199
Business Majors	38	- .446
Communications Majors	16	1.351
Fine Arts Majors	5	- .110
Math, Engineering Majors	8	- .318
Social Science Majors	27	- .082
Vocational-Technical Majors	25	- .078
Undecided on Major	10	.399

TABLE XXXXVI
Z SCORES FOR THE FOOTBALL GAME
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	.284
On Scholarship	127	.172
Not on Scholarship	47	.599
Satisfied	121	.152
Indifferent	27	1.531
Dissatisfied	26	- .266
Returning Next Year	100	.306
Not Returning Next Year	74	.243
Dormitory Residents	114	.166
Apartment Residents	18	.747
Home Residents	40	.437
Females	77	- .183
Males	97	.700
Hometown under 1,000	33	.293
Hometown 1-5,000	48	.230
Hometown 5-10,000	14	.117
Hometown 10-25,000	23	.924
Hometown over 25,000	43	.080
Agriculture Majors	16	.800
Biological Science Majors	29	.283
Business Majors	38	.628
Communications Majors	16	- .238
Fine Arts Majors	5	.771
Math, Engineering Majors	8	- .029
Social Science Majors	27	.044
Vocational-Technical Majors	25	- .503
Undecided on Major	10	1.171

TABLE XXXXVII
Z SCORES FOR BASKETBALL TOURNEY
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	.177
On Scholarship	127	.034
Not on Scholarship	47	.599
Satisfied	121	.067
Indifferent	27	.746
Dissatisfied	26	.154
Returning Next Year	100	.375
Not Returning Next Year	74	- .131
Dormitory Residents	114	- .065
Apartment Residents	18	- .217
Home Residents	40	1.131
Females	77	.161
Males	97	.165
Hometown under 1,000	33	.759
Hometown 1-5,000	48	- .201
Hometown 5-10,000	14	- .424
Hometown 10-25,000	23	.924
Hometown over 25,000	43	- .289
Agriculture Majors	16	- .309
Biological Science Majors	29	.766
Business Majors	38	.414
Communications Majors	16	.238
Fine Arts Majors	5	.771
Math, Engineering Majors	8	.260
Social Science Majors	27	- .082
Vocational-Technical Majors	25	- .785
Undecided on Major	10	.779

TABLE XXXXVIII
Z SCORES FOR MUSIC FESTIVALS
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	- .509
On Scholarship	127	- .626
Not on Scholarship	47	- .086
Satisfied	121	- .466
Indifferent	27	- .353
Dissatisfied	26	- .687
Returning Next Year	100	- .218
Not Returning Next Year	74	- .933
Dormitory Residents	114	- .469
Apartment Residents	18	- .939
Home Residents	40	- .357
Females	77	- .439
Males	97	- .577
Hometown under 1,000	33	- .079
Hometown 1-5,000	48	- .417
Hometown 5-10,000	14	- .605
Hometown 10-25,000	23	- .942
Hometown over 25,000	43	- .384
Agriculture Majors	16	- .943
Biological Science Majors	29	- .682
Business Majors	38	- .231
Communications Majors	16	.397
Fine Arts Majors	5	.771
Math, Engineering Majors	8	- .607
Social Science Majors	27	- .588
Vocational-Technical Majors	25	- .785
Undecided on Major	10	- .741

TABLE XXXIX
Z SCORES FOR THE SCIENCE FAIR
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	- .960
On Scholarship	127	- .956
Not on Scholarship	47	- .857
Satisfied	121	-1.083
Indifferent	27	- .353
Dissatisfied	26	- .547
Returning Next Year	100	- .986
Not Returning Next Year	74	- .879
Dormitory Residents	114	- .902
Apartment Residents	18	- .939
Home Residents	40	- .952
Females	77	-1.253
Males	97	- .659
Hometown under 1,000	33	-1.196
Hometown 1-5,000	48	-1.064
Hometown 5-10,000	14	- .966
Hometown 10-25,000	23	- .569
Hometown over 25,000	43	- .669
Agriculture Majors	16	- .784
Biological Science Majors	29	-1.043
Business Majors	38	- .983
Communications Majors	16	-1.033
Fine Arts Majors	5	- .991
Math, Engineering Majors	8	- .318
Social Science Majors	27	- .714
Vocational-Technical Majors	25	- .785
Undecided on Major	10	- .349

TABLE L
Z SCORES FOR SENIOR WEEK
BY CATEGORIES OF STUDENT RESPONDENTS

Category	Respondents	z score
Total Sample	174	.520
On Scholarship	127	.337
Not on Scholarship	47	1.028
Satisfied	121	.600
Indifferent	27	.275
Dissatisfied	26	.154
Returning Next Year	100	.585
Not Returning Next Year	74	.350
Dormitory Residents	114	.339
Apartment Residents	18	.024
Home Residents	40	1.230
Females	77	.503
Males	97	.494
Hometown under 1,000	33	.666
Hometown 1-5,000	48	.302
Hometown 5-10,000	14	1.200
Hometown 10-25,000	23	- .009
Hometown over 25,000	43	.375
Agriculture Majors	16	.483
Biological Science Majors	29	.525
Business Majors	38	.521
Communications Majors	16	- .079
Fine Arts Majors	5	- .771
Math, Engineering Majors	8	.549
Social Science Majors	27	.549
Vocational-Technical Majors	25	.347
Undecided on Major	10	.779

TABLE LI
RESPONSES TO QUESTIONS REGARDING
OTHER COLLEGES CONSIDERED

I. How Many Colleges Did You Consider Attending?

<u>Number of Colleges</u>	<u>Number of Responses</u>
0 Colleges	8
1 College	15
2 Colleges	38
3 Colleges	65
4 Colleges	25
5 Colleges	8
6 Colleges	6
Over 6 Colleges	9

II. How Many Colleges Did You Visit?

<u>Number of Colleges</u>	<u>Number of Responses</u>
0 Colleges	22
1 College	44
2 Colleges	50
3 Colleges	33
4 Colleges	12
5 Colleges	11
Over 5 Colleges	2

III. How Many Colleges Offered You Financial Aid?

<u>Number of Colleges</u>	<u>Number of Responses</u>
0 Colleges	32
1 College	62
2 Colleges	42
3 Colleges	18
4 Colleges	2
5 Colleges	5
Over 5 Colleges	13

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