DOCUMENT RESUME

ED 20[illegible] 343 JC 810 [illegible]

AUTHOR Gro[illegible], Warren
TITLE Mar[illegible] Analysis. What Is It? How Does It Fit into Com[illegible]hensive Institutional Planning?
PUB DATE Mar 8[illegible]
NOTE 56p[illegible] Paper presented at the workshop on "Knowing Your Community and Acting Accordingly" sponsored by the National Alliance of Postsecondary Education In[illegible]tutions/Districts of the National Center for Research in Vocational Education (March 15-16, 198[illegible]

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Planning; Data Collection; *Management Information Systems; Marketing; Models; Organizational Objectives; Program Development; *Two Year Colleges
IDENTIFIERS Educational Marketing; *Market Research

ABSTRACT

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

MARKET ANALYSIS. WHAT IS IT?

HOW DOES IT FIT INTO

COMPREHENSIVE INSTITUTIONAL PLANNING?

by

Warren H. Groff Ed. D.

Vice President for Academic Affairs

North Central Technical College

Mansfield, Ohio 44901

presented at the workshop on

Knowing Your Community And Acting Accordingly

National Alliance of Postsecondary Education Institutions/Districts

of the

National Center for Research in Vocational Education

March 15-16, 1981

> Planning for the future is the largest challenge facing higher education today. It is a challenge that can only be met with the courage to innovate, the will to influence events rather than to surrender to them. But the courage to innovate and the will to change have some hope of achievement only if information analysis and assessment have preceded action. Such analysis and assessment are almost a certain prediction of failure, except for the most fortunate men and women of society.
>
> Higher education management needs information. And then higher education management needs the capacity to know how to use information as the basis for trying to achieve a desirable tomorrow. Just as human intelligence is our product, so also is human intelligence our only hope for the future of higher education itself.
>
> John D. Millett, Vice President
> Academy for Educational Development
> "Management and Information in Higher Education"
> CAUSE - 1974 Conference

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

As I began to work on the outline of this presentation, it seemed logical to build it around three limited, but achievable objectives:

1. To list and define several terms associated with the concept of market analysis,
2. To discuss the relationship between market analysis and management information systems for the 1980's, and
3. To describe how market analysis can fit into the comprehensive institutional planning process.

Before we can deal with these objectives, however, I want to express a point of view which undergirds this presentation. Institutions of postsecondary education are "of society." That is to say, they are created to fill a role that society has deemed necessary as it relates to its well being. Viewed in that light, postsecondary education takes its place alongside elementary and secondary education, government, human services, cultural activities, professional associations, adult education associations, proprietary organizations, and other postsecondary "players" as it attempts to respond to the education and training needs of society. Postsecondary education at one time almost had a

monopoly on the knowledge generation and [illegible]alizing functions in years past.[1] This has changed dramatically in recent years. An article in the September 1980 issue of the American Association for Higher Education Bulletin states

> A majority of adult Americans are getting their education outside college and university settings, and the financial resources devoted to this enterprise are staggering: 58.4 million adults are involved in some form of organized education or training, 12.4 million of them in colleges and universities. Programs offered by business, government agencies, professional associations, other organizations, and the telecommunications field are responsible for educating nearly five times as many of these adults as are higher education institutions. The American Society for Training and Development estimates that American business devotes $40 billion annually to employee education exclusive of college programs.

If postsecondary education is to remain viable in the years ahead, it must be responsive to the real needs of the people. Market analysis is a tool to assist us in that process.

Background on Market Analysis

Most of the background on market analysis in this section is the result of two projects conducted by The Council for the Advancement of Small Colleges (CASC). For three years, from 1972 through 1975, CASC conducted the Institutional Research and Planning Project (IRPP) at 15 participating institutions through assistance from a Higher Education Act Title III grant in the amount of $1 million. The IRPP determined the information and planning needs of participating colleges and pilot tested existing and newly designed management tools, techniques, and procedures. To ensure that the most recent and appropriate strategies were considered, CASC sponsored a major study of existing models and tools.[3] Based on this research many new techniques were tested, refined, and/or redesigned and then implemented by participating colleges.

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

found that small colleges were using market analysis mechanisms such as percent of inquiries converted to student enrollments through attrition analysis. The mechanisms, however, were seldom used for market analysis decisions; and planning seemed to ignore the implications of these data. The committee's report proved useful in developing part of a second CASC project

The Planning and Data Systems Project (PDS) initial phase, 1975-77, developed management tools in 11 areas: college goals and climate, student recruitment, student financial aid, student attrition, instructional program analysis, faculty activity, library costs and services, personnel and compensation, fund raising, a marketing approach to program development, and student learning outcomes. A second phase started in 1977 included the dissemination of these tools for data collection and analysis and for generation of comparable data for the small colleges in the first nine areas listed above. The Carnegie Corporation supported a third phase for $198,000 to support expansion of the data bases for the individual PDS modules and the preparation of a comprehensive planning manual. This phase should be completed by 1983.

A task force was formed for each of the 11 modules. I was a member of the college goals and climate task force as well as the task force on market analysis. The Market Analysis Task Force was comprised of 5 persons including the late Dr. David Trivett from the Higher Education ERIC Clearinghouse. Philip Kotler, professor of marketing at Northwestern University, gave many insights to the committee. The Market Analysis Task Force reviewed the literature and research and published A Marketing Approach to Program Development.[5] Highlights of the document include a "Checklist for Market Analysis," "Glossary," and "Selected Bibliography." (See Appendix A) The body of the document is divided into four parts (1) "Overview of Marketing In College Planning" (2) "Marketing Concepts and Definitions," (3) "How To Collect Marketing Information," and (4) "How to Use Marketing Information." "Marketing Concepts and Definitions"

provides definitions of key terms associated with the concept. Since the publication of the document and a series of workshops to help college personnel understand the concept, other materials have been collected and incorporated in this presentation.

Definition of Terms and Clarification of Concepts

Market analysis is an approach to the planning, management, and evaluation of all organizations. Several different philosophies can be specified for operating a college. One philosophy holds that students will respond favorably to high quality programs and little additional institutional effort is required to achieve satisfactory enrollment and revenue. This elitist philosophy can work well for only a handful of "blue-blood" colleges. A second philosophy is built upon sales-stimulating devices to assist a college search aggressively for potential students and "hard-sell" them on its programs. This philosophy is characterized by high levels of expenditures in billboard advertising, radio spots, and full-page newspaper ads; students may enroll only to "attrit" if the college has not made appropriate internal changes to accomodate them. A third philosophy is built upon the specification of needs, wants, and values of target clientele and then adapting the college to satisfy them better than any other organization. This approach features the design, delivery, and maintenance of programs and services that respond to the needs and wants of clientele in a manner consistent with the mission and essential purposes of the college. This presentation will deal with the third philosophy.

Does your college engage in market analysis? Do folks at your college ask "Why do students come to our college?" Do the persons at your college understand and agree on the mission and essential purposes of your college? Which institutions of society (secondary schools, business and industry, service agencies) channel students to your college and/or understand the mission and essential purposes of your college? Have you given adequate attention to the continuing

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

> ...All organizations in society, whether business or non-business in nature, offer some kind of product to some kind of consumer and, more or less, use marketing - activities to further consumer acceptance. The product may be an idea, such as a political candidate; but it is nonetheless a product being offered to the market...In short, no organization, whether it be business or non-business, can avoid marketing. The choice is whether to do it well or poorly.
>
> The reader is encouraged to view higher education as a "declining industry" in a highly competitive market place where it competes with other vendors of "educational products.

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

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

FIGURE 1

CLIMATE	The internal institutional environment, especially as perceived by the present members of the institution.
COMPETITION	Any options available to a market that would enable it to satisfy the same needs that a college is trying to satisfy.
ENVIRONMENT	All the factors that have the potential for affecting an institution but over which the institution has little or no control. The market competition is part of the environment.
IMAGE	The perception that outsiders have of an institution.
MARKETS	Any public having a present or potential interest in a transactional relationship with an institution.
MARKET ANALYSIS	An organized effort to identify and/or describe relationships between the needs of markets and the needs and mission of an institution, expecially as this effort is applied to studying new or existing programs.
MARKET SEGMENT	Any group, within a market, that is distinguished by one or more common characteristics of present or potential significance to an institution.
MARKETING	The coherent approach to the use of marketing principles and techniques to develop programs and markets; a set of marketing strategies.
MARKETING STRATEGY	A specific application of marketing ideas to achieve a specific objective or set of objectives.
POSITIONING	Identifying, describing, and filling a place among the competitors for a market.
PROGRAM	A set of educational activities that, operating collectively, achieves a well-defined learning objective or set of objectives within a specified time frame.
PROGRAM DEVELOPMENT	The institutional effort to create and maintain programs that realize the institutional mission by satisfying selected needs of selected persons.
PUBLICS	Any group of people who have an interest in, an association with, or an impact on an institution.

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

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

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

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

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

Market Analysis and the Management Information System

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

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

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

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

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

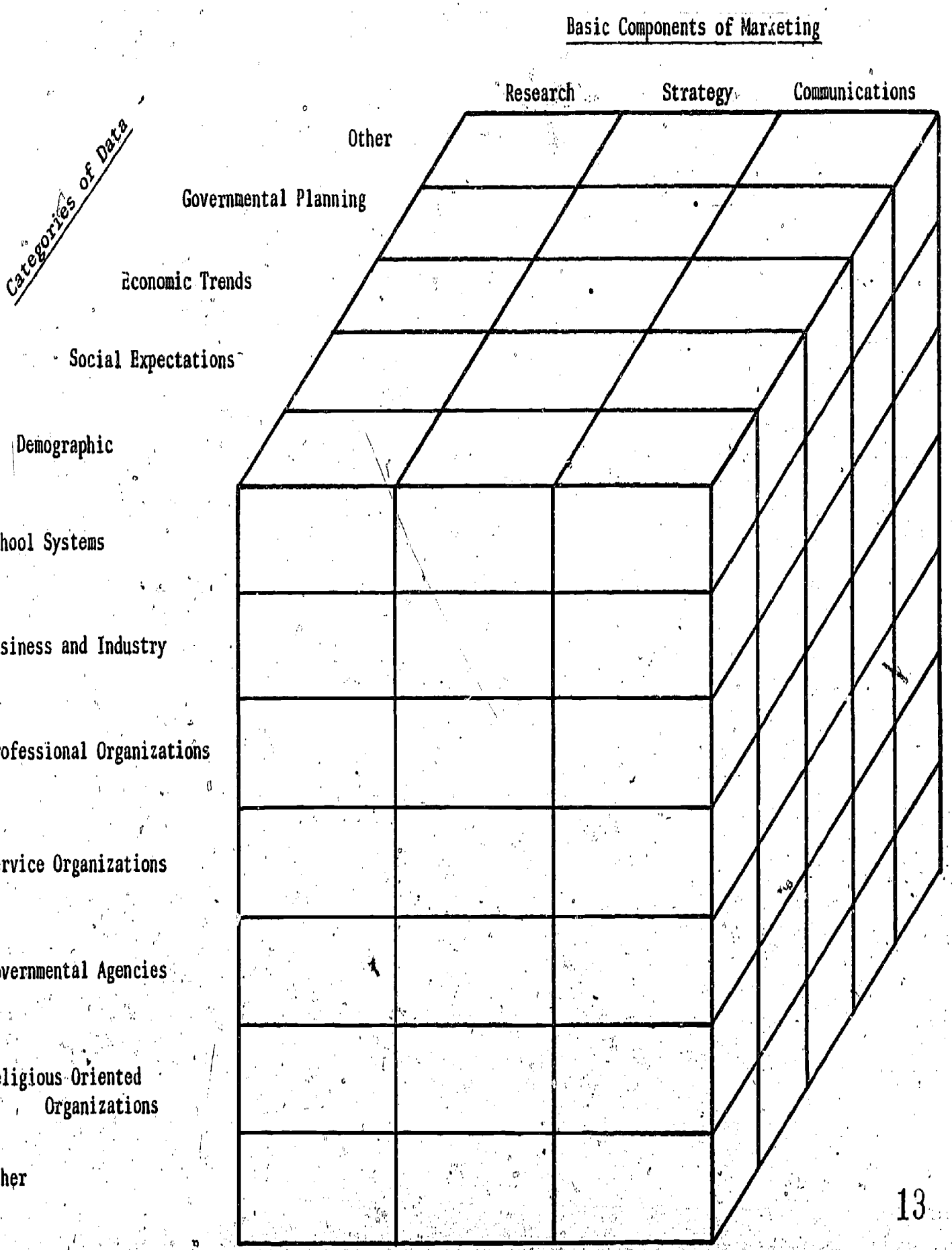
The data gathering and analysis process should be structured in such a way that it provides opportunity for the college to build upon its strengths. Most postsecondary education was created to be responsive to the higher education needs of students immediately out of high school who would complete their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

organizations, governmental agencies, and religious oriented organizations; and (3) the basic components of marketing consisting of research, strategy, and communication. Such a model is displayed in FIGURE 2.

In addition, it is necessary to specify data elements important to research in order to develop strategy and communications. Insights about key data elements can be obtained from a list of questions about "How well do you know your constituents?" FIGURE 3 is a list of key questions. Time will not permit a detailed discussion about the response to each of these questions. Recent research, however, is worthy of comment. In 1978 the College Board completed a study which indicated that 36 percent of the population between the ages of 16 and 65 are in some form of career transition.[10] What percent of this population is your college serving? In a recent article, John F. Maxwell indicates that traditional higher education has lost its leadership in continuing education for professionals. He says, "In fact, more business programs are conducted by firms in-house than are done for the public."[11] If postsecondary education is to serve as a community resource and assist persons with career and life planning and other agencies with community development programs, it must use data. Demographic characteristics worthy of analysis could include population size, age distribution, sex ratio, marital status, ethnic and cultural characteristics, education levels, economic status, population density, degree of urbanization, racial composition, unemployment, poverty and deprivation, illiteracy, existence of community services, and social and economic well being.[12]

No discussion on market analysis would be complete without some mention of its relationship to trend analysis and the management information system. Education and training needs are a function, in part, of changes in society. Alvin Toffler, in The Third Wave indicates that society is changing from an industrial society to a technological society.[13] He suggests a framework to chart a variety of social, political, and economic forces. In The Third Industrial Revolution,

STRUCTURE FOR MARKET SEGMENTATION



HOW WELL DO YOU KNOW YOUR CONSTITUENTS??

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

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

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

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

5. What are the ethnic and cultural characteristics?

6. What are the educational levels by geographic subdivision?

7. What is the economic status of each subgroup?

8. What is the population density for each area?

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

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

11. What are the unemployment rate and underemployment levels?

12. What are the levels of poverty and deprivation?

13. What is the illiteracy level by geographic subdivision?

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

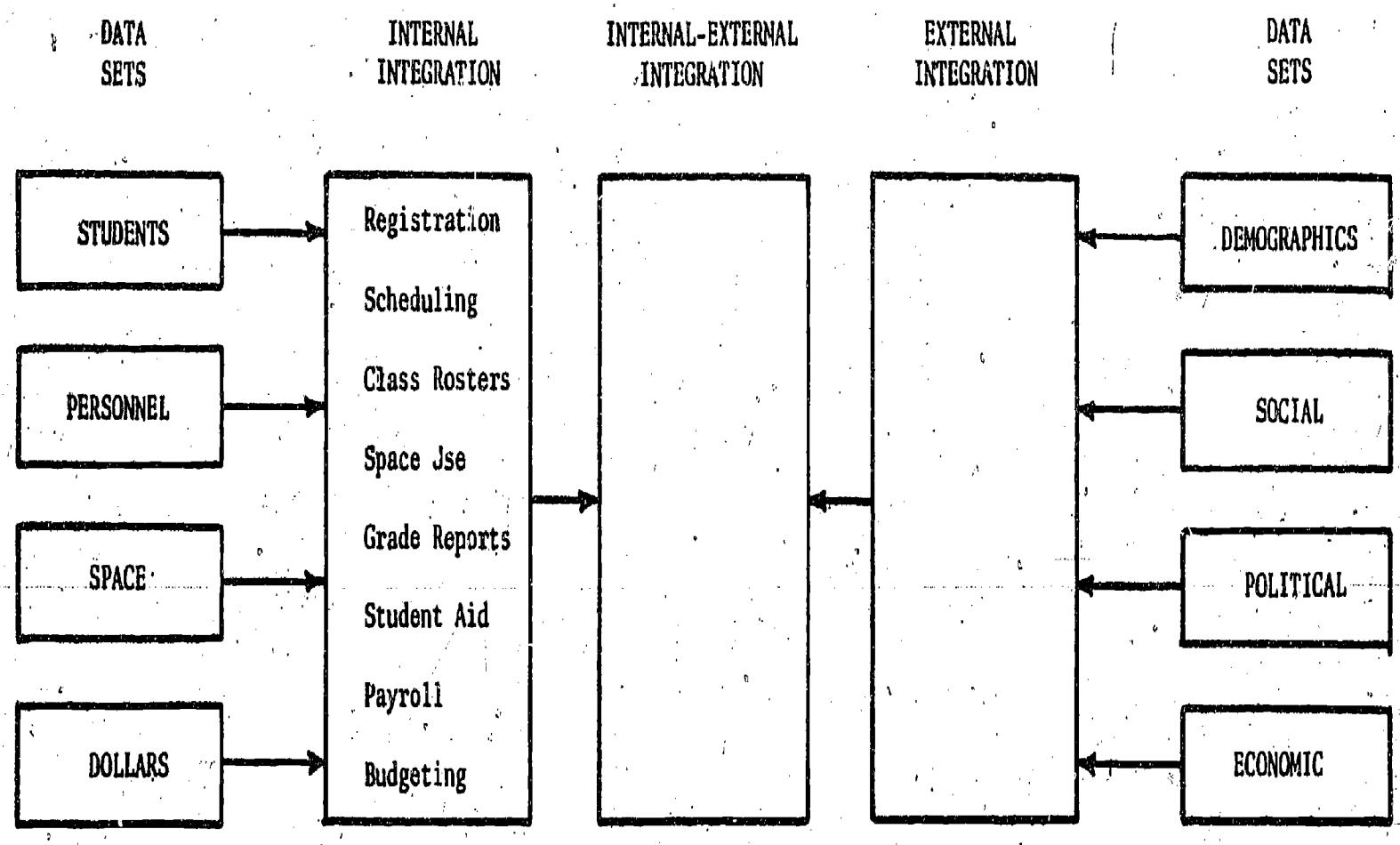
15. What is the social, political, and economic well being of persons in contexts characterized as agricultural, industrial, and technological?

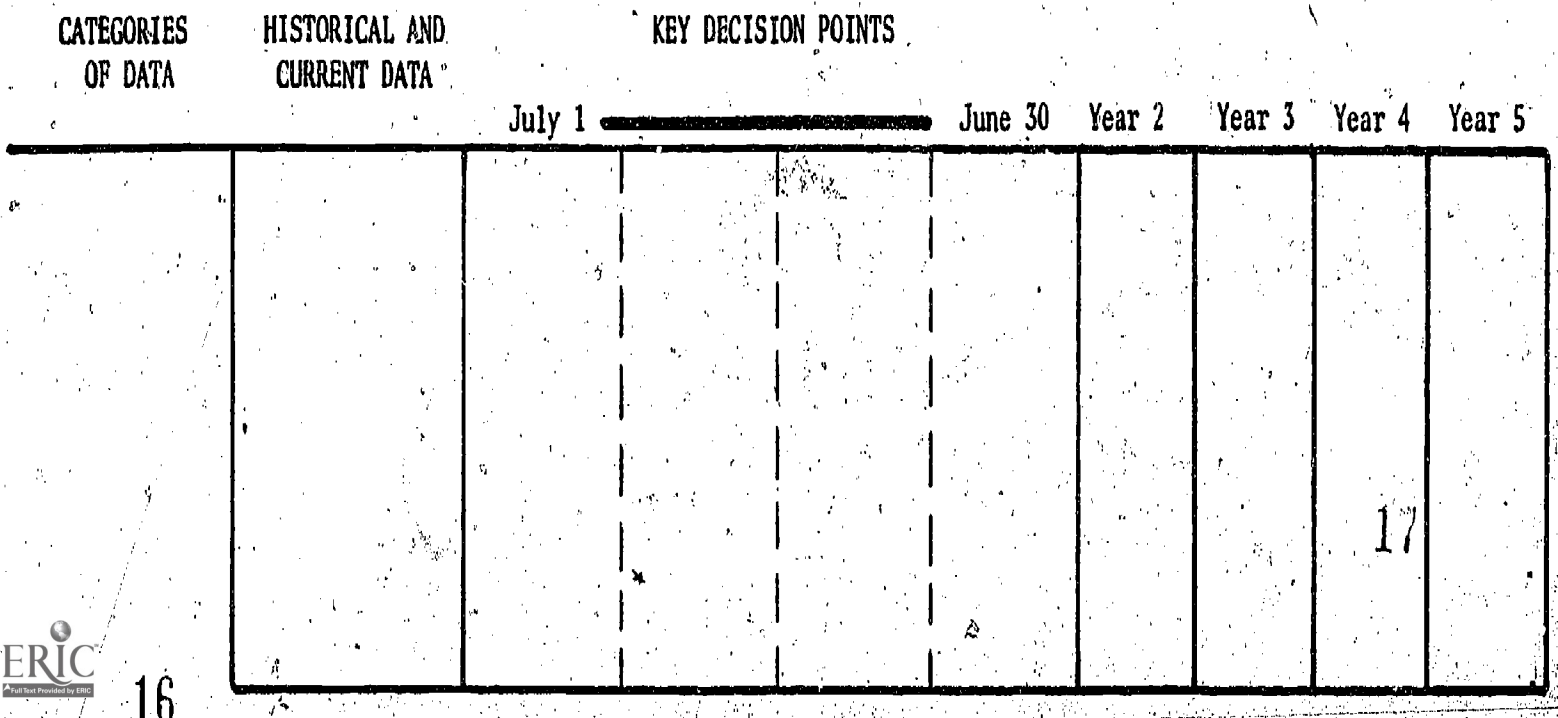
G. Harry Stine discusses the trends in new space communications technology. The first payoff from space, and probably the prime source of space-derived revenue for some time to come, is in the field of communications. This is already having profound impact on the higher education industry and will have a greater impact in the years ahead.[15]

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

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

THE INTEGRATED INTERNAL-EXTERNAL MANAGEMENT INFORMATION SYSTEM





The literature indicates the relationship between marketing and institutional planning and e[illegible] components in marking postsecondary education.

> If a colleg[illegible]'t know what it wishes to become within the next t[illegible] five or ten years, that institution may become someth[illegible]se.
>
> If a college d[illegible]n't know what it wishes to be, it can hardly convey an accurate image of itself to its market. It may therefore create further problems in admissions and retention.
>
> If a college hasn't established goals, it runs the risk of becoming capricious, bending to whims just to attract students to balance the budget.
>
> If a college lacks an over-all institutional plan, it removes itself from the possibility of making choices for the future and leaves itself to chance.

In Fall 1977, North Central Technical College made a commitment to comprehensive institutional planning. The College examined numerous planning models from private and public regional universities and two-year colleges. The best models for planning specified assumptions on which to base subsequent planning before setting goals and objectives. The College defined the term "assumption" and generated a list of categories for arraying assumptions. The definition of assumption is as follows:

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

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

The list of categories for stating assumptions is as follows:

1. Assumptions about the societal context within which NCTC exists
2. Assumptions about external agencies
3. Assumptions about institutional leadership/management
4. Assumptions about NCTC programs (existing and potential)
5. Assumptions about potential students and enrollment
6. Assumptions about student services
7. Assumptions about staffing and professional development
8. Assumptions about physical plant
9. Assumptions about equipment
10. Assumptions about fiscal resources

Planning assumptions about the societal context in which an institution exists can focus on such issues of health, energy, transportation, lifelong training, quality of worklife, leisure, credentializing such as licensure and certification and program and institutional accreditation. Planning assumptions about external agencies can focus on the relationship between an institution and state and local governance, higher education as a system, articulation, and communication. Planning assumptions about existing and potential programs include new credit and non-credit programs growing out of needs assessment or market analysis segmentation studies.

Selected examples of assumptions are as follows:

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

> We have moved from an era of thinking about education as something given in the early years of youth and lasting throughout life to thinking about education as occurring throughout a life span. It is assumed this trend will continue as an increasing number of Americans anticipate job or career changes, states mandate continuing professional education, and lifetime learning is viewed as a basic social right as well as an economic necessity.
>
> It is assumed that the procedure for measuring educational accomplishments will change in dramatic ways. The system of amassing largely time-related academic units to reach the required total for a degree will yield to different output measures related to levels of competency in reference to designated bodies of knowledge and sets of skills.

The process of specifying assumptions is to diagnosis as the derivation of goals is to development. That is to say, the specification of assumptions is a way to focus the goals of the institution on the realities of the external and internal environment. The derivation of organizational and individual goals and objectives is the creative heart of the planning process.[17]

The following definition of goals and objectives was adopted:

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

North Central Technical College found it useful to develop a list of categories for setting goals and objectives (1) as a means for stimulating goals and objectives across a broad range of areas, (2) to provide a guide for similarity of goals and objectives for all departments within the college, and (3) as a framework for allocating dollars to goals and objectives across the college. The college ultimately settled on seven aggregate categories of goals. The categories of goals and objectives is displayed in FIGURE 1.

FIGURE 5 CATEGORIES FOR SPECIFYING GOALS AND OBJECTIVES

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

Assumptions and goals and objectives were specified at the institutional and departmental levels using the above-described categories. There is a relationship among selected categories of assumptions such as "societal context", "external agencies", and "potential students". There is also a relationship among selected categories of goals such as "functional relationships", "market analysis", and "public relations". Assumptions about "equal educational opportunity" (a societal social expectation) applied to the "right to work" concept (an economic necessity for organizations in the technological society) has implications for a broad range of education, training, and retraining needs of potential students in the "world of work". This type of analysis yielded a number of specific ways to pursue functional relationships with business and industry (Goal 2-C-2):

(a) To host several early bird breakfasts for representatives from business and industry.

(b) To support activities of the Mohican Valley Chapter of the American Society for Training and Development (ASTD).

(c) To expand the number of calls on business and industry.

(d) To continue "on-site" classes in response to identified needs.

(e) To make better use of Program and Placement Advisory Committees.

(f) To develop and maintain "targeted" mailing lists.

What is described above could be labeled the structural component of the institutional planning process. No discussion on institutional planning would be complete without some reference to the personnel development component. At many small colleges, a few persons do most, if not all, the planning, management, and evaluation and make the majority of the decisions. This is a dangerous practice and does not help the institution maximize on its most important capital investment, humans. In launching a comprehensive planning process, a college must make a commitment to the personnel development component to complement the structural components. The philosophy of a college in adopting a collegial, participatory mode of management is based on underlying assumptions such as: (1) humans are

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

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

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

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

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

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

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

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

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

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

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

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

Market Analysis and Institutional Planning

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

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

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

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

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

Conclusion

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

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

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

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

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

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

FOOTNOTES

1 Warren H. Groff, "Trend Analysis As A Component of Comprehensive Institutional Planning," in the workshop report Comprehensive Institutional Planning (Columbus: National Center for Research in Vocational Planning, 1981).

2 AAHE Bulletin (Washington: American Association of Higher Education, September, 1980) p. 11.

3 William A. Shoemaker, Systems, Models, and Programs for Higher Education (Washington, D.C.: Academy for Educational Development, 1973).

4 _____, A Systems Approach to College Administration and Planning (Washington, D.C.: The Council for the Advancement of Small Colleges, 1973).

5 A Marketing Approach to Program Development (Washington: Council for the Advancement of Small Colleges, 1978).

6 Philip Kotler, Marketing, Management, Analysis Planning, and Control, (Englewood Cliffs, N.J.: Prentice-Hall, 1976), pp. 12-19.

7 Leonard Berry, "Marketing Continuing Education Programs," Business Education Forum, XXVII (April, 1973), p. 8.

8 Philip Kotler, Marketing Management, Analysis Planning and Control (Englewood Cliffs, N.J.: Prentice-Hall, 1976), pp. 198-99.

9 William Ihlanfeldt, "A Management Approach to the Buyer's Market, Liberal Education, LXI (May, 1975), pp. 140-142.

10
a. Solomon Arbeiter, et. al., 40 Million Americans in Career Transition (New York: College Entrance Examination Board, 1978).

b. Carol B. Aslanian and Henry M. Brickell, Americans in Transition: Life Changes As Reasons for Adult Learning (New York: The College Entrance Examination Board, 1980).

11 John F. Maxwell, "Who Will Provide Continuing Education for Professionals?" American Association for Higher Education Bulletin, December 1980, pp 1+.

12
a. See Richard C. Ireland, "The Marketing Mix Concept and Higher Education," The Snowmass Advisory, December 1979, pp 2 and 3 and

b. Martin S. Perlin, "Analyzing the External Environment," Managing Institutional Planning: Health Facilities and P.L. 93-641 (Germantown, Maryland: Aspen Systems Corporation, 1976) pp 51-53.

13 Alvin Toffler, The Third Wave (New York: William Morrow and Company, Inc., 1980).

14 G. Harry Stine, The Third Industrial Revolution (New York: G. P. Putnam's Sons, 1975).

15 David A. Fryxell, "Welcome To The Free-Enterprise Solar System" TWA Ambassador, February 1981, pp. 21-25.

16 Choice or Chance, Northwest Area Foundation, 1976, p. 20.

17 A detailed description of the planning process can be found in the following:

a. Warren H. Groff and Robert B. Fox, "Data as an Institutional Resource in a Planning, Management, and Evaluation System", a paper presented at College and University Systems Exchange, December 15, 1978. (Published in Proceedings and July 1979 issue of CAUSE/EFFECT).

b. Warren H. Groff and Robert B. Fox, "Key Data Elements in a Planning, Management and Evaluation Syllogistical Mode," a paper presented at the 25th Annual College and University Machine Records Conference, May 4-7, 1980. (Published in 1980 Conference Proceedings).

c. Warren H. Groff, "Trend Analysis As A Component of Comprehensive Institutional Planning", a paper presented at the workshop on Comprehensive Institutional Planning sponsored by the National Alliance of Postsecondary Education Institutions/Districts of the National Center for Research in Vocational Education, September 14-15, 1980. (Published in Proceedings)

d. Warren H. Groff, "Environmental Trend Analysis and Strategic Decision Making: A New Role for Collegiate Cooperation," a paper presented at the Council for Interinstitutional Leadership, Greater Cincinnati Consortium of Colleges and Universities, October 26-28, 1980.

18 Planning/Two-Year Colleges (Columbus: Ohio Board of Regents, 1973) p. 21.

19 Roger Gould, "The Cycle of Life," Parade, June 2, 1974, p. 7.

20 Arthur W. Chickering, "Non-Traditional Responses to the Needs of New Learners," Warren H. Groff, Editor, The Quality Revolution: Learner Centered Reform in Higher Education (Charlotte: The Charlotte Area Educational Consortium, 1975) pp. 19-49.

Also, Arthur W. Chickering, "Adult Development - Implications for Higher Education" in The Adult Life Cycle by Vivian Rogers McCoy et. al. (Lawrence: The University of Kansas, 1978)pp. 191-207.

21 Daniel J. Levinson, et. al., The Seasons of A Man's Life (New York: Alfred A. Knopf, 1978).

22 Gail Sheehy, Passages: Predictable Crises of Adult Life (New York; E.P. Dutton, 1976).

23
Malcolm Knowles, The Adult Learner: A Neglected Species (Houston: Gulf Publishing Company, 1978).

24
Alan B. Knox, Adult Development and Learning (San Francisco: Jossey-Bass Publisher, 1977).

25
a. Vivian Rogers McCoy, et. al., The Adult Life Cycle (Lawrence, Kansas: The University of Kansas, 1978). Also, Community and Junior College Journal, May 1978, pp. 14-15.

b. Howard Spierer, Major Transitions in The Human Life Cycle (New York: Academy for Educational Development, 1977).

c. Joan Waring, The Middle Years (New York: Academy for Educational Development, 1978).

d. John Scanlon, Young Adulthood (New York: Academy for Educational Development, 1979).

26
Morris Massey, The People Puzzle: Understanding Yourself and Others (Reston, Virginia: Reston Publishing Company, Inc., 1979).

27
Patrick J. Montana and Margaret V. Higginson, Career Life Planning for Americans: Agenda for Organizations and Individuals (New York: National Center for Career Life Planning, A Division of American Management Associations, 1978).

28
a. Thurman Hux, "Technological/Managerial Obsolescence," Journal of the American Technical Education Association, March-April, 1979, pp. 9-10.

b. Harold L. Hodgkinson, "Adult Development: Implications for Faculty and Administrators", Educational Record (Fall 1974), pp. 263-274.

29
Edgar H. Schein, Career Dynamics: Matching Individual And Organizational Needs (Reading, Mass: Addison-Wesley Publishing Company, 1978).

30
a. Richard E. Peterson and Associated, Lifelong Learning in America (San Francisco: Jossey-Bass Publishers, 1979).

b. Jamison Gilder, Ed., Policies for Lifelong Education (Washington, D.C.: American Association of Community and Junior Colleges, 1979).

31
Karl J. Jacobs. Quoted by Dennis L. Johnson, "Marketing the 'Un-Cola' College," Community and Junior College Journal, December/January 1977-78, pp. 20-24.

32
M-OSU and NCTC share the same campus and selected support functions but maintain completely separate programs and admissions/recruitment functions. The difference between the total of 5.2 + 3.4 and participation rates for the counties is attributable to students crossing district boundaries.

33 Warren H. Groff, "Key External Data Required in Strategic Decision-Making: A New Role for Management Systems," presented at College and University Systems Exchange, December 9, 1980. (Published in Proceedings and January 1981 issue of CAUSE/EFFECT).

34 Warren H. Groff, "A Model for Evaluating the Extent to Which an Institution Reaches Stated Goals and Objectives," presented at the American Educational Research Association/Special Interest Group for Community-Junior College Research, July 10-11, 1980.

35
a. Howard R. Bowen, Investment in Learning (San Francisco: Jossey Bass, Inc., 1979).

b. Herbert H. Hyman and Charles R. Wright, Education's Lasting Influence on Values (Chicago: The University of Chicago Press, 1979).

APPENDIX A

Checklist for Market Analysis

I. Mission, Goals, and Objectives

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

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

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

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

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

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

II. Institutional Marketing Activities

A. Strategy

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

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

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

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

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

B. Organization

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

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

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

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

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

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

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

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

C. Implementation

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

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

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

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

III. Environment

A. Market

1. Who are the college's major publics?

2. What are the college's major markets?

3. Into what segments are the markets divided?

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

B. Macroenvironment

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

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

C. Student Perceptions of the College

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

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

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

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

D. Donor Perceptions of the College

1. How do donors perceive the college?

2. Why do donors:

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

3. Why do donors give:

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

E. Employer Perceptions of the College

1. Which employers hire graduates of the college?

2. How do employers perceive graduates':

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

F. Competitors

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

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

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

   c. Enterprise: draw students to another college

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

2. What trends can be identified in the competition?

IV. Decision/Action Areas

A. Programs

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

2. Which educational programs are now being offered?

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

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

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

B. Pricing

1. What is the basis for pricing programs?

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

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

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

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

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

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

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

C. Services

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

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

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

D. Advertising and Publicity

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

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

3. Are media well-chosen?

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

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

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

APPENDIX C
SELECTED BIBLIOGRAPHY

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

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

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

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

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

Armacost, Peter H. and others. "Questions for a Board of Trustees." *AGB Reports* 18 (July-August 1976): 3-6.

Attitude and Opinion Research: Why You Need It/How to Do It. Washington, D.C.: Council for Advancement and Support of Education, 1977.

Barnes, Bart. "College Recruiters Compete Fiercely." *The Washington Post* (October 10, 1976): B1.

Bassin, Williams M. "A Marketing Technique for Student Recruiting." *Research in Higher Education* 3 (1975): 51-65.

*Berendzen, Richard. "Population Changes and Higher Education." *Educational Record* 55 (Spring 1974): 115-125.

Bergquist, William H. and Shoemaker, William A., eds. *A Comprehensive Approach to Institutional Development*. New Directions for Higher Education, No. 15. San Francisco: Jossey-Bass, Inc., 1976.

Berry, Leonard. "Marketing Continuing Education Programs." *Business Education Forum* 27 (April 1973): 8-10.

*_____. "Marketing's Crucial Role for Institutions of Higher Education." *Atlanta Economic Review* (Summer 1977): 24-31.

*_____ and George, William R. "Marketing the University: Opportunity in an Era of Crisis." *Atlanta Economic Review* 25 (July-August 1975): 4-8.

*Breen, George E. *Do-It-Yourself Marketing Research*. New York: McGraw-Hill Book Company, 1977.

*Council for the Advancement of Small Colleges. "Market Analysis for the Small College." Institutional Research and Planning Project, Committee on Market Analysis. Unpublished. Washington, D.C.: Council for the Advancement of Small Colleges, June 6, 1975.

Curhan, Ronald C., ed. *1974 Combined Proceedings*. No. 36. Chicago, Illinois: American Marketing Association, 1975.

**Dechaine, James and Fahs, Ivan J. "A Study of Attrition." In Northwest Area Foundation, *Choice or Chance*. St. Paul, Minnesota: Northwest Area Foundation, 1976, pp. 84-91. Also available as ED 135 289, 102 pp. MF – $0.83; HC – $6.01.

*Doerman, Humphrey. "The Future Market for College Education," In *A Role for Marketing in College Admissions*. New York: College Entrance Examination Board, 1976, pp. 1-53.

Donnelly, James H. and Ivancevich, John M. *Analysis for Marketing Decisions*. Homewood, Illinois: Richard D. Irwin, Inc., 1970.

Fogel, Walter and Mitchell, Daniel. "Higher Education Decision Making and the Labor Market." In *Higher Education and the Labor Market*, edited by Margaret Gordon. New York: McGraw-Hill, 1974.

"Following Up Graduates, A Measure of Academic Effectiveness." *Regional Spotlight* 11 (May 1977): 1-7. Also available as ED 140 684, 9 pp. MF – $0.83; HC – $1.67.

*Fram, Eugene H. "Marketing Higher Education." In *The Future in the Making*, edited by Dyckman Vermilye. 1973 Current Issues in Higher Education. San Francisco: Jossey-Bass, Inc., 1973.

_____. "Marketing Mismanagement in Higher Education." Working paper, unpublished. October 1971.

*_____. "Marketing Revisited. Clarifying Concepts and Strategies." *College Board Review* No. 94 (Winter 1974-75): 7-8.

*_____. "Organizing the Marketing Focus in Higher Education." In *Information for Decisions in Postsecondary Education*, 15th Annual Forum. Tallahassee, Florida: Association for Institutional Research, 1975, pp. 224-227. Also available as ED 131 755, 437 pp. MF – $0.83; HC – $19.41.

_____. "Understanding the Clients of Higher Education." A report to the Fund for the Improvement of Postsecondary Education. Washington, D.C.: U.S. Department of Health, Education, and Welfare, June 1974.

_____. "We Must Market Education—And Here Are Some Guidelines for Doing So, Effectively." *Chronicle of Higher Education* (April 17, 1972): 8.

Freeman, Richard B. *The Market for College-Trained Manpower. A Study in the Economics of Career Choice.* Cambridge, Mass.: Harvard University Press, 1971.

*Geltzer, Howard and Ries, Al. "The Positioning Era: A Marketing Strategy for College Admissions in the 1980s." In *A Role for Marketing in College Admissions.* New York: College Entrance Examination Board, 1976, pp. 73-85.

Gildseth, Bruce. "Market Research: What Can We Learn From It?" *NASPA Journal* 10 (July 1972): 68.

Gordon, Margaret S., ed. *Higher Education and the Labor Market.* New York: McGraw-Hill Book Company, 1974.

Gorman, Walter P. "An Evaluation of Student-Attracting Methods and University Features by Attending Students." *College and University* 51 (Winter 1976): 220-225.

_____. "Marketing Approaches for Promoting Student Enrollment in Higher Educational Institutions." *College and University* 49 (Spring 1974): 242-250.

Greer, Thomas V. *Cases in Marketing: Orientation, Analysis and Problems.* New York: Macmillan Publishing Co., 1975.

**Hadley, Everett E. and Fahs, Ivan J. "A Program to Improve Freshman-Sophomore Retention." In Northwest Area Foundation, *Choice or Chance.* St. Paul, Minnesota: Northwest Area Foundation, 1976, pp. 76-83. Also available as ED 135 289, 102 pp. MF – $0.83; HC – $6.01.

Hahn, J. Victor, ed. *Church-Relatedness of Lutheran Colleges: Constituents' Expectations and Constitutional Considerations.* Papers and proceedings of the 63rd Annual Meeting of the Lutheran Educational Conference of North America, New Orleans, February, 1977. Washington, D.C.: Lutheran Educational Conference of North America, 1977.

**Hayden, Mary; Hill, Mary McLaughlin; and Lundblad, Mary Ackerman. "Planning for Independent College Marketing and Retention." In Northwest Area Foundation, *Choice or Chance.* St. Paul, Minnesota: Northwest Area Foundation, 1976, pp. 1-21. Also available as ED 135 289, 102 pp. MF – $0.83; HC – $6.01.

Hotchkiss, Eugene. "Heaven Helps Small Colleges." *AGB Reports* 18 (November-December 1976): 19-21.

Hruby, Norbert. *A Survival Kit for Invisible Colleges. Or: What to Do Until Federal Aid Arrives.* Washington, D.C.: Academy for Educational Development, October 1973. Also available as ED 083 926, 68 pp. MF – $0.83; HC – $3.50.

Huddleston, Thomas Jr. "Marketing: The Applicant Questionnaire." *College and University* 51 (Winter 1976): 214-219.

Hugstad, Paul S. "The Marketing Concept in Higher Education: A Caveat." *Liberal Education* 61 (December 1975): 504-512.

*Ihlanfeldt, William. "A Management Approach to the Buyer's Market." *Liberal Education* 61 (May 1975): 133-148.

Johnson, Dennis L. "A Capacity for Change." *CASE Currents* (May 1977): 10-13.

*Kotler, Philip. "Applying Marketing Theory to College Admissions." In *A Role for Marketing in College Admissions.* New York: College Entrance Examination Board, 1976, pp. 54-72.

_____. "The College Marketing Process." Paper prepared for a conference on Marketing the Independent College and University, Chicago, April 20-21, 1977. Oak Brook, Illinois: Johnson Associates, Inc.

**_____. *Marketing for Nonprofit Organizations.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

*_____. *Marketing Management, Analysis Planning and Control.* 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1976.

*_____. "Questions and Answers About the Role of Marketing in Colleges and Universities." Paper prepared for a conference on Marketing the Independent College and University, Chicago, April 20-21, 1977. Oak Brook, Illinois: Johnson Associates, Inc.

_____ and Levy, Sidney J. "Broadening the Concept of Marketing." *Journal of Marketing* 37 (January 1969): 10-15.

**Krachenberg, A. R. "Bringing the Concept of Marketing to Higher Education." *Journal of Higher Education* 43 (May 1972): 369-380.

**Lee, Wayne A. and Gilmour, Joseph E., Jr. "A Procedure for the Development of New Programs in Postsecondary Education." *Journal of Higher Education* 43 (May/June 1977): 304-320.

*Leister, Douglas V. "Clientele Identification: Applied Metamarketing in Higher Educational Administration." *Journal of Higher Education* (July-August 1975): 381-398.

*_____ and MacLachlan, Douglas L. "Assessing the Community College Transfer Market: A Metamarketing Application." *Journal of Higher Education* 47 (November-December 1976): 661-680.

_____. "Organizational Self-Perception and Environmental Image Measurement." *Academy of Management Journal* 18 (June 1975): 205-223.

*_____ and Menzel, Robert K. "Identifying Institutional Clientele: Applied Metamarketing in Higher Education Administration." Presentation to Annual Meeting, Association of American Colleges, Washington, D.C., January 13, 1975.

**_____ and Shanaman, Jane A. "Assessing Potential New Student Markets: Meta-Marketing Applications." In Northwest Area Foundation, *Choice or Chance.* St. Paul, Minnesota: Northwest Area Foundation, 1976, pp. 22-45.

Leslie, Larry L. and Miller, Howard F., Jr. *Higher Education and the Steady State.* ERIC Higher Education Research Report No. 4 (1074). Also available as ED 091 965, 65 pp. MF – $0.83; HC – $3.50.

Maclachlan, Douglas L. and Leister, Douglas V. "Institutional Positioning: A Metamarketing Application." In *1974 Combined Proceedings* ("New Marketing for Social and Economic Progress" and "Marketing's Contribution to the Firm and to the Society"). Ronald C. Curhan, editor. No. 36. Chicago: American Marketing Association, 1975, pp. 549-554.

Magarrell, Jack. "Bard College Offers Applicants Admissions Verdict in One Day." *The Chronicle of Higher Education* 14 (April 4, 1977): 2.

Morrison, Peter A. *The Demographic Content of Educational Policy Planning*. An Occasional Paper of the Aspen Institute for Humanistic Studies Program on Education for a Changing Society. Palo Alto, California: Aspen Institute for Humanistic Studies, 1976.

Naidu, G. M. *Systems Approach to the Marketing Aspects of Higher Education*. Unpublished Ph.D. dissertation, Michigan State University, 1969.

**Northwest Area Foundation. *Choice or Chance. Planning for Independent College Marketing and Retention*. Report on the Admissions and Retention Phase of Northwest Area Foundation's Independent College Program, 1973-1975. St. Paul, Minnesota: Northwest Area Foundation, 1976. (W-975, First National Bank Building, St. Paul, Minnesota 55101.)

Pace, C. Robert. "Impressions of UCLA. A Questionnaire Survey of Upperclassmen about the University Environment and Experience." Los Angeles, California: UCLA Laboratory for Research on Higher Education, Graduate School of Education, April 1977. Also available as ED 139 360, 36 pp. MF – $0.83; HC – $2.06.

Radner, Roy and Miller, Leonard S. *Demand and Supply in U.S. Higher Education*. New York: McGraw-Hill Book Company, 1975.

**A Role for Marketing in College Admissions*. Papers presented at the Colloquium on College Admissions, May 16-18, 1976, Fontana, Wisconsin. New York: College Entrance Examination Board, 1976. Also available as ED 135 289, 102 pp. MF – $0.83; HC – $6.01.

**Russick, Bert and Olson, Paul M. "How High School Seniors Choose a College." In Northwest Area Foundation, *Choice or Chance*. St. Paul, Minnesota: Northwest Area Foundation, 1976, pp. 64-75. Also available as ED 135 289, 102 pp. MF – $0.83; HC – $6.01.

*Shapiro, Benson P. "Marketing for Nonprofit Organizations." *Harvard Business Review* 51 (September 1973): 123-132.

Shulman, Carol Herrnstadt. *Enrollment Trends in Higher Education*. ERIC/Higher Education Research Report No. 6. Washington, D.C.: American Association for Higher Education, 1976. Also available as ED 129 197, 45 pp. MF – $0.83; HC – $2.06.

Sparks, Jack D. "A Marketing Plan That Works." *AGB Reports* 18 (January-February 1976): 28-35.

**Sullivan, Daniel F. "The Carleton Application Pool: An Empirical Study." In Northwest Area Foundation, *Choice or Chance*. St. Paul, Minnesota: Northwest Area Foundation, 1976, pp. 36-46. Also available as ED 135 289, 102 pp. MF – $0.83; HC – $6.01.

*Sullivan, Daniel F. and Litten, Larry H. "Using Research in Analyzing Student Markets: A Case Study (Carleton College)." In *A Role for Marketing in College Admissions*. New York: College Entrance Examination Board, 1976, pp. 36-113.

**Tilquist, Paul. "Advising and Counseling to Improve Retention." In Northwest Area Foundation, *Choice or Chance*. St. Paul, Minnesota: Northwest Area Foundation, 1976, pp. 92-99.

*Trivett, David A. "Demographic Analysis Related to Non-Traditional Study: What Do the Data Show Us?" In *Non-Traditional Study: Threat, Promise or Necessity*. Robert J. Barak and Roger S. McCannon, editors. Des Moines, Iowa: Drake University, August 1975, pp. 31-50. Also available as ED 109 964, 30 pp. MF – $0.83; HC – $2.06.

**_____. "Marketing Higher Education to New Students." ERIC Higher Education *Research Currents*, November 1974. Also available as ED 096 892, 4 pp. MF – $0.83; HC – $1.67.

Van Dyne, Larry. "Quest for Students Leads Many Colleges to Adopt Sales Techniques Once Shunned on Campuses." *Chronicle of Higher Education* (May 13, 1974): 1.

Weiner, Stuart M. "Admissions Recruiting: What Business Can Teach Us." *Insights* (September 1971).

Wentz, Walter B. *Marketing Research Management and Methods*. New York: Harper and Row, 1972.

"Why We Need Marketing." Interview with Philip Kotler. *CASE Currents* 3 (May 1977): 4-9.

*Winkleman, Gerald G. "They Would Like Us Even Better If—An Analysis of the Market for Roberts Wesleyan College." Unpublished. (Rochester, New York: Roberts Wesleyan College, June 28, 1974.)

POPULATION BY COUNTY

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

MEDIAN AGE

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

SEX PERCENT

	1960	1970	1980
Male	49.07	48.65	
Female	50.93	51.35	
Male	48.94	48.52	
Female	51.06	51.48	
Male	50.46	49.53	
Female	49.54	50.47	

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

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

RACE

		1960	1970	1980
Ashland	Total Negro	138	238	
	Percent Negro	.36	.55	
	Total Other Race	18	52	
	Percent Other	.05	.12	
Crawford	Total Negro	327	264	
	Percent Negro	.70	.52	
	Total Other Race	13	97	
	Percent Other	.03	.19	
Richland	Total Negro	6,852	8,669	
	Percent Negro	5.82	6.67	
	Total Other Race	56	201	
	Percent Other	.05	.15	
Totals	Total Negro	7,317	9,171	
	Percent Negro	3.59	4.10	
	Total Other Race	89	350	
	Percent Other	.0004	.0016	

HIGH SCHOOL GRADUATES AND PROJECTED GRADUATES

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

FALL ENROLLMENTS BY COUNTY

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

DOCUMENT RESUME

ED 201 344 JC 810 133

AUTHOR	Stone, James C.; And Others
TITLE	An Evaluation Report of the Writing and Reading Labs at Ohlone College.
INSTITUTION	Ohlone Coll., Fremont, Calif.
PUB DATE	1 May 80
NOTE	93p.; Sections of Appendix B contained copyrighted material and are therefore not available.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Educational Media; Instructional Materials; Program Evaluation; *Reading Centers; *Remedial Programs; *Remedial Reading; Student Attitudes; Student Placement; Teacher Attitudes; Textbook Evaluation; Tutorial Programs; Two Year Colleges; *Writing Instruction
IDENTIFIERS	*Writing Laboratories

ABSTRACT

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

AN EVALUATION EPC

OF

THE WRITING AND RE[illegible] LABS

AT

OHLONE COL[illegible]

By

Evaluation Team:

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

May 1, 1980

UNIVERSITY OF CALIFORNIA, BERKELEY

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO · SANTA BARBARA · SANTA CRUZ

SCHOOL OF EDUCATION

BERKELEY, CALIFORNIA 94720

May 14, 1980

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

Dear Dean Córdova:

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

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

On behalf of the evaluation team,

Yours sincerely,

James C. Malone, Chairman

JCM:js
Enclosure

Table of Contents

Section		Page
1.	Genesis of the Study	3
2.	The Teaching of Writing	8
3.	The Reading Lab	39
4.	Summary of Findings and Recommendations	64

Appendices:

A. Supplementary Notes on Writing Lab Materials

B. Articles for Further Consideration

Section 1. GENESIS OF THE STUDY

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

Philosophy:

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

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

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

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

The Problem:

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

the individual needs of such a wide range of students, particularly minority students, was at issue. As one instructor put it, "The labs have been running for a long time and we've been band-aiding the lesion wherever they appeared."

In response to a faculty consensus that a need existed to study how best to improve the operation and effectiveness of the labs, the Assistant Dean of Instruction for the Arts proposed to the college administration that a formal evaluation be undertaken by a team external to the college. The proposal was accepted and funds were provided for the 1979-80 AY.

By prior agreement with the English department, the evaluation was performed by a team whose qualifications first were reviewed and approved by the faculty of the department. The team contracted by the college consisted of reading and writing specialists from a major university and two from Bay Area community colleges, plus a chief evaluator. Three special meetings were held with the English department during the three months of study: an initial discussion of the purpose and design of the investigation, one mid-way into the Winter 1980 quarter to secure feedback on how the study was being perceived and one at the conclusion of the evaluation to present findings and recommendations.

Purpose:

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

1. How adequate are the labs' diagnostic procedures, prescriptive processes, and materials?
2. How effective are the personnel--instructors, supervisors, tutors--when working with students in the labs?
3. How well integrated is the English classroom instruction with the Writing Lab's instructional materials?
4. What are the Reading and Writing Labs' strengths and weaknesses as perceived by students, English department faculty, lab personnel, and the Counseling staff?

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

Design of the Study:

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

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

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

patterns were determined. The data that were corroborated from several perspectives and methodologies were determined to be facts, and are described as findings in the report. The findings served as the basis for the team's recommendations.

Criterion:

The basic criterion for this evaluation is the extent to which the Reading and Writing Labs are achieving the purposes for which they were established. Using this criterion, Section 2 of this report analyzes the data regarding the Writing Lab, Section 3 is devoted to the Reading Lab, and Section 4 contains a summary of the findings and recommendations of the study.

Section 2: THE TEACHING OF WRITING

Classroom Instruction by the English Department Faculty:

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

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

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

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

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

English 1A--The Essay

English 1B--The Research Paper

English 1C--Introduction to Literature

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

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

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

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

Strengths and Weaknesses:

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