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Cosmopolite/localite attitudes of Nevada higher education administrators and how those attitudes relate to neoteric marketing attitudes

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Martin, Larry LeRoy, Ph.D.

University of Nevada, Las Vegas, 1989

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COSMOPOLITE/LOCALITE ATTITUDES OF NEVADA
HIGHER EDUCATION ADMINISTRATORS AND HOW
THOSE ATTITUDES RELATE TO NEOTERIC
MARKETING ATTITUDES

by

(Larry L. Martin)

A dissertation submitted in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

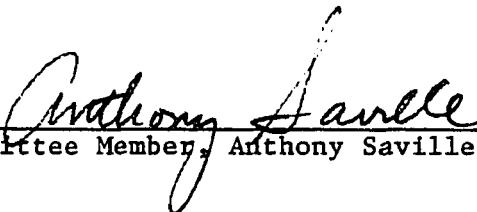
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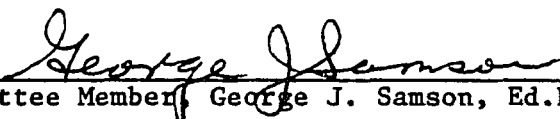
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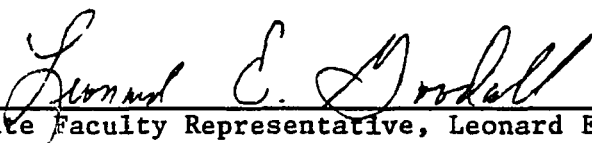
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The dissertation study of Larry L. Martin for the degree of Ed.D
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May, 1989

ABSTRACT

COSMOPOLITE/LOCALITE ATTITUDES OF NEVADA
HIGHER EDUCATION ADMINISTRATORS AND HOW
THOSE ATTITUDES RELATE TO NEOTERIC
MARKETING ATTITUDES

by

Larry L. Martin, Doctor of Education

University of Nevada, Las Vegas, 1989

Major Professor: Dr. George Kavina

Department: Educational Administration and Higher Education

Purpose

The purpose of this study was to determine the localite/cosmopolite attitudes of the Presidential Cabinets and Councils at each Nevada University and Community College, and how those findings related to their attitudes in utilizing modern or neoteric marketing practices.

Study Procedure

The procedure for the conduct of the study involved a review of the literature and questionnaire surveys of all cabinet/council level administrators. Collected data was tabulated, analyzed, and reported. The following procedure was utilized for the conduct of the study:

- A. Review of the literature.
- B. Visitations to each University and Community College in Nevada.

Review of the literature included: The Cosmopolite/Localite Construct, Historical Approach to Academic Cabinets and Councils in Higher Education, the Historical Perspective of Higher Educational Marketing, the Present Status of Nevada's Presidential Cabinets and Councils, their Present State of Marketing Practices, the Importance of Neoteric Marketing Endeavors in Nevada Institutions and the Importance of Cosmopolite Attitudes in the Leadership of Educational Organizations.

The following conclusions were made from the study: This study substantiated a positive relationship between administrative attitudes and marketing directions, however it appears that marketing attitudes are affected by more variables than a cosmopolite or localite attitude.

The study also indicated there was a statistically significant difference between marketing and administrative attitudes.

In addition, the study reviewed a comparative analysis between positions and institutions regarding the two above mentioned variables.

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CHAPTER I

THE PROBLEM

Introduction

Attainment of the goals of an educational institution such as a college or university required the efforts and skills of a diverse team of staff members. In order to accomplish these goals and functions; collegiate staff, including administrators, teaching faculty, classified and support staff as a whole, were engaged in a cooperative effort to help the collegial organization achieve its objectives. The chief executive officer and his top academic advisors played key roles in maintaining a high level of knowledge and implementation regarding new developments and innovations in the field of education. This neoteric posturing was a latent attitude that predisposed one to a certain course of action. The predisposition in question was the cosmopolite orientation explained below.

Theorists had attempted to conceptualize what constitutes professional behavior in administrators or managers in complex organizational settings. Robert K. Merton introduced the terms "cosmopolite" and "localite" to characterize influentials in community decision making (Merton, 1957).

University and Community College Presidents of Nevada were heads of exceedingly complex organizations. They needed to be managerial in their approach in resolving administrative, fiscal, budgetary and personnel matters. In order to accomplish the goals and objectives set forth in the college or university's mission, the president required administrative assistance in performing these tasks. He or she utilized specially equipped assistants to cope with the consequences of the fact that running a university or community college in Nevada was big business.

In performing this function, the formulation of presidential cabinets or councils were extremely important because they provided a meeting ground for senior officials or other deputies, to bring different perspectives to bear on the problems facing the institutions. Because these personnel made up the most expensive and talented personnel in the administration, problems brought before the cabinets were carefully selected on the basis of importance.

In the new style of academic management, top administrators were constantly looking ahead to see where the college or university would be in the next three, five, or ten years. Administrators necessarily were cognizant that in order to effectuate growth patterns, they needed to examine nonprofit marketing strategies to realize their potential for helping the institution.

Historically, colleges and universities of Nevada always attempted to be needs based, but current times led to the next stop, the consideration of marketing-center management. Taxpayers, legislators, voters, and other fiscal supports were possibly as critical to the marketing effort as the effort to attract student enrollments. It was suggested that marketing research could supply the data necessary, identify trends, and give appropriate information to assist the presidents of the respective institutions in making the proper choices and decisions for growth.

Statement of the Problem

Purpose

The purpose of this study was to determine the localite-cosmopolite attitudes of the Presidential Cabinets and Councils at each Nevada University and Community College, and relate those findings to the utilization of modern or neoteric marketing management attitudes.

Statement of the Problem

In addressing the purpose of the study, the following question served as a basis for the collection and analysis of the data.

1. What was the relationship of administrative attitudes in the higher educational setting, to neoteric marketing attitudes?

The following questions further delineated the intent of this study:

- A. What was the profile; cosmopolite or localite, of top administrators, defined as the Presidential Cabinet or Council in Nevada Universities and Community Colleges?

B. What were the marketing practices utilized by the Presidential Cabinets or Councils in Nevada Universities and Community Colleges?

Null Hypothesis

There was no statistically significant difference between localite and cosmopolite higher education administrator attitudes and their attitudes regarding modernistic marketing management practices, based on a .05 significance level as measured by standardized questionnaire samplings of all administrators.

Research Hypothesis

Scores obtained from the profiles of administrators were statistically significant as to reflect differences between localite and cosmopolite higher education administrator attitudes regarding the utilization of modern or neoteric marketing management attitudes.

Need For The Study

Members sitting on Presidential Cabinets and Councils were administrators who made a very significant educational impact and contribution in all aspects of the college or university environment.

The relationship between the members of the cabinets was vital to the operation of the college, often relying on decisions through consensus. These particular administrators were responsible for determining whether the work of the college or university facilitated the purpose of the institution. The purpose and function of the administrators in any institution or business were to insure that the aims of their establishments were realized in the most

efficient and consistent fashion.

George Keller in his book, Academic Strategy, The Management Revolution in American Higher Education wrote, "As educational leaders become more active and need to decide more swiftly, and as finances and academics are being joined, the old, looping Ping-Pong game between the administration and faculty is no longer adequate. A new kind of cabinet government is taking shape. The campus president must move more quickly and vigorously, but continue to have faculty and cabinet advice and guidance, and have someone with whom to share the blame for mistakes."

This responsibility sets heavily upon the shoulders of the university and college cabinet and council members. Colleges and Universities were usually judged by the quality of the people on its administrative staff, and this study's intentions were to recognize whether Nevada's institutional governance was localized or more professionalized in their deliverance of an institutionalized marketing system.

This more intensive focus on the quality of the administrators became a major component of the new management style. Colleges and universities have found that the best administrators did not necessarily have extensive experience in higher educational administrative matters.

George Keller again related that, "Columbia University hired the former Director of Operations for New York City as its first Director of Internal Management, and the University of Chicago chose the former Director of Welfare in Massachusetts as its new Vice President for Financial Affairs."

More and more, administration in higher level academic institutions were yielding to management principles, rather than degreed status. Higher educational governance was looking for ability and neoteric performances in their top level administrators.

In the new style of academic management; leadership, motivation and innovation were sought after. Managing these higher educational institutions effectively and efficiently became less a luxury item and more a technique of survival.

The need for this study was recognized in determining whether top echelon decision makers in the universities and colleges of Nevada were oriented toward localized administrative attitudes and antediluvian marketing attitudes, or whether they were in fact more cosmopolite in their administrative attitudes, particularly in developing and adopting new and up-to-date marketing methods.

You could be a president or top administrator of the most prestigious college or university in America, however if students were not aware of it, the institution would not profit by it. Letting individuals know of your institution, what it was about and what it represented was the job of marketing. Academic institutions that understood marketing principles often achieved their organizational objectives more effectively. Every educational institution in the State of Nevada needed to have a vital interest in its image in the marketplace.

Garvin summarized the importance of this in this manner:

"An institution's actual quality is often less important than its

prestige, or reputation for quality, because it is the college or university's perceived excellence which, in fact, guides the decisions of prospective students and scholars considering offers of employment, and federal agencies awarding grants." (Garvin, 1982).

An institution was not likely to develop a modern marketing package until it's cabinet or council believed in it, and took an active part in building the marketing function into a very viable part of the institutional environment.

Philip Kotler and Karen Fox advised in their book Strategic Marketing for Educational Institutions, that college administrators fall into three groups regarding marketing endeavors. The first group was doing little or nothing about marketing, the second group thought they were effectively marketing by increasing the budgets of affected departments, and the third group began a genuine marketing response (Kotler and Fox, 1985).

This study was designed to elicit statements from each of the council or cabinet members in Nevada's higher educational academic environment, and to determine where on the cosmopolite-localite attitudinal continuum they were located, and at what point they would be placed on the Neoteric or Modernistic Marketing attitude continuum.

Theoretical Base of the Study

The study utilized the localite-cosmopolite theory. Robert K. Merton first introduced the terms localite-cosmopolite and specified that those individuals oriented internally and toward the

community would be classified as localites, and those orienting themselves outside the community world would be classified as cosmopolite. Further research done by Eliha Katz and Paul L. Lazarsfeld expanded this theory. They theorized that leaders in general were more cosmopolite than non-leaders. (Katz and Lazerfeld, 1955).

Finally Alvin W. Gouldner theorized that cosmopolites and localites were regarded as latent identities, and he utilized this basis for classifying people in the modern organization. Gouldner asserted that these two latent roles; cosmopolites and localites, had a significant influence on professional behavior. The cosmopolite roles tended to regard change in an organizational environment as being very easy to cope with, and perhaps ecumenical in nature. Additionally the cosmopolite was termed more innovative (Gouldner, 1958).

In a study by Bruno Benvenuti, the phenomena of "traditional" and "modern" people were discussed. He concluded that a certain style of life, "modernist" was related to innovative practices (Benvenuti, 1962). This finding could be related to the cosmopolite, or modernist being more adept at instituting modern marketing practices.

In an earlier study, Lerner analyzed modernization as a process with some distinctive quality of its own. Lerner identified a "style of life" and showed that one could classify a person as modern or traditional and from this, make predictions (Lerner, 1958).

In contrast, the localite role was characterized as being parochial and resistant to change, and less innovative in nature (Gouldner, 1957).

Assumptions of the Study

The assumptions of the study included:

1. Nevada universities and community college Presidential Cabinets/Councils could be classified as either cosmopolite or localite in nature as evidenced on an attitudinal continuum.
2. Nevada universities and community college Presidential Cabinets/Councils could be classified as either favoring neoteric modern managerial practices in institutional marketing, or favoring antediluvian marketing methods.
3. The development of this background information would assist presidents of the respective institutions to understand the importance of placing more cosmopolite oriented personnel in key administrative positions, so as to keep abreast with, or formulate up-to-date marketing activities for the institution.
4. The presidents and their cabinets/councils did possess a sufficiently high level of interest in the study to respond to the survey instruments.
5. The response rate of both the presidents and cabinet/council members did provide adequate data for an effective analysis.

Delimitations of the Study

1. The evidence, as a result of the data collected, could apply only to the year of this study due to frequent personnel changes on the presidential cabinets/councils.

2. This study was limited to selected personnel in the two universities and four community colleges located in the State of Nevada, and did not constitute a general observation among all universities and colleges in the nation.

Design of the Study

Prior to the preparation of the design of the study, certain inferences regarding the cosmopolite-localite construct of the administrator were taken, as outlined in a study prepared by Roald F. Campbell, and L. Jackson Newell in their book, A Study of Professors of Educational Administration. Although this study was completed on professorships, the authors surmized "that most professors of education administration, presumably served previously in practitioner roles as administrators."

They asserted that many of the role identities regarding the cosmopolite-localite themes and identities would remain the same, whether they were professors, or administrators (Campbell and Newell, 1973).

These same role identifiers were recognized in this study as being pertinent cosmopolite-localite behavior patterns in higher education administrators.

Postulated Role Orientations and Associated Behaviors
of Professors of Educational Administration

	COSMOPOLITE	LOCALITE
Relationship to Knowledge	Creation and Advancement	Synthesis and Transmission
Chief Motivation	Extension of Knowledge	Development of Human Resources, Institutional Well Being
Time Orientation Relative to Produce Utility	Long Range	Intermediate
Socialization and Career Patterns	Strong Background in related disciplines; High Mobility	Background less specialized; less mobility
Chief Reference Group	Individuals in one's area of specialization	Individuals in one's department, college or university

Two questionnaires were the chief research instruments. One addressed the cosmopolite-localite attitudes of all top level administrators within the Nevada higher educational system, and the other addressed their attitudes in modernistic marketing practices at their institutions.

The Likert Attitude Scale was utilized, inasmuch as the subjects repoded with varying degrees of intensity on a scale ranging between extremes such as Strongly Agree to Strongly Disagree. All items on the questionnaires were considered approximately equal in attitude or value loading. In the Likert technique, a question was posted that would have a dichotomous response, but this response was given on a scale, rather than with a dichotomous choice. The main benefit of the Likert Scale Technique was, that it permitted the dimension of intensity to be assessed.

A pilot test of these questionnaires was given to members of the Presidential Cabinets at Antioch University in California and Blue Mountain Community College in Oregon. After reliability testing, the instruments were then administered to every member of a presidents cabinet or council in every university and community college in the State of Nevada. These individuals were asked to indicate their own attitudes by checking the response to each item, which most nearly expressed their feelings on that item. Subjects responded with varying degrees of intensity on the scale ranging between the two previously mentioned extremes.

The questionnaires were then scored for each subject by measuring the intensity of the response in such a way that the

responses on the left side of the continuum were more cosmopolite and neoteric marketing oriented and responses on the right side were localite and antediluvian. These scores were then summed and averaged, to yield an individual's attitude score.

The following four steps were used in the design and statistical analysis of the study:

1. Descriptive Information: To determine the greatest reliability, the arithmetic Mean was computed. The Standard Deviation measure of dispersion was utilized to gain the greatest dependability of the value of the data.

2. A t-test was made to determine the difference in significance of the hypothesis (there was a difference in marketing attitudes in cabinets/councils made up of cosmopolite and localites) and the null-hypothesis (there was not a difference in marketing attitudes in cabinet/councils made up of cosmopolite and localites). This was based on a margin of .05% error rate.

3. From the above data, a Regression Analysis was instituted to predict the standing of individuals in a sample on the criterion variable from scores earned. A Scatter Diagram was then prepared to indicate the graphic representation of correlation between neoteric marketing attitudes and the cosmopolite-localite administrative attitudes. The slope of the regression line rose when moving across the graph from left to right indicating a positive correlation.

4. An Analysis of Variance test was completed to determine if there was a statistically significant difference between the administrative (cosmopolite/localite) attitudes and the marketing (modern/traditional) attitudes.

5. In addition, a Test-Retest Reliability and a Split-Half Reliability test was performed on each questionnaire to determine their reliability and validity.

ADMINISTRATIVE ATTITUDES: For the purpose of this study, a manner of acting, feeling or thinking that showed ones predisposition as measured on a modernistic-traditional or cosmopolite-localite continuum.

ANTEDILUVIAN: Old-fashioned marketing.

BEHAVIOR: The term, used in a broad sense, included an individual's perceptions, feelings, attitudes, and verbalizations as well as overt actions.

CABINET: A body of official administrators who have acted as advisors to a university or community college president in Nevada institutions.

COSMOPOLITE: Those individuals low on loyalty to the employing college or university, high on commitment to specialized skill roles, and who likely used an outer reference group orientation.

COUNCIL: A group of people chosen as administrators or advisors who were called together as consultants.

EXPECTATION: Desirable or appropriate behavior associated with a certain role.

LOCALITE: Those administrators high on loyalty to the employing institution, low on commitment to specialized role skills, and who likely used an inner reference group orientation.

NEOTERIC MARKETING PRACTICES: Recent, new and modern marketing practices.

MARKETING: The analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values. Involves designing the institutions offerings and to inform, motivate, and serve the target markets.

Organization of the Study

Chapter One introduced the study, stated the purpose of the study and defined the problem statement. A declaration of the need for the work was outlined, the delimitations of the study and the research design reviewed and a definition of the terms enumerated.

Chapter Two provided a documented review of the pertinent literature. In so doing, the following concepts were discussed: Cosmopolite/Localite Construct; Historical Perspective on Higher Educational Presidential Cabinets and Councils; Historical Perspective of Higher Educational Marketing; the Present Formulation of Cabinets and Councils in the State of Nevada and their Present Marketing Practices. The Importance of Neoteric Marketing Endeavors and The Importance of Cosmopolite Attitudes in the Leadership of Educational Organizations were delineated.

Chapter Three stated the kind of data sought, the rationale for that data, and advised the reader where the data was obtained. This chapter also stated the type of research employed in the study.

Chapter Four brought all available pertinent data to bear on the problem and described what steps were taken to validate the data.

Chapter Five briefly reviewed the entire thesis, and drew conclusions on the basis of the data presented, and suggested how the knowledge or information obtained might be put to use by presidents of Nevada's higher educational institutions.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

A review of the research and literature pertinent to this study was presented in this chapter for the purpose of illustrating the background and content which served as the catalyst for this research. Secondly, a review of the pertinent research and literature contributed to a better understanding of the concepts and principles which this study assumed and utilized.

The chapter necessitated seven main parts; Cosmopolite/Localite Construction, Historical Approach to Academic Cabinets and Councils in Higher Education, Historical Perspective of Higher Educational Marketing, the Present State of Nevada's Presidential Cabinets and Councils, their Present State of Marketing Practices, the Importance of Neoteric Marketing Endeavors in Higher Educational Institutions in Nevada, and the Importance of Cosmopolite Attitudes in the Leadership of Educational Organizations.

Cosmopolite/Localite Construct

The terms cosmopolite/localite were utilized by Gouldner and others to describe professional individuals in a business or higher educational setting. Gouldner's 1957-58 research on the cosmopolite-localite theory showed that professional role orientations had a direct relationship on those professional people to their relevant behaviors in an organizational or professional setting.

According to Gouldner, a cosmopolite was an individual whose orientation was to his field of endeavor, and a localite was oriented to the institution in which he or she was employed. The cosmopolite looked to scholars in their respective fields, and the localite looked to his or her peers encompassed in their own surroundings. Gouldner theorized a 5-dimensional model of professional role orientations: "1. Professional Commitment; 2. Commitment to Organizational Goals; 3. Concern for Advancement; 4. External Orientation; and 5. Organizational Mobility." Gouldner reasoned that different sets of expectations corresponded with different social identities, rights, and obligations (Gouldner, 1957).

In a later discussion, a 1964 career seminar for professors of educational administration, Daniel E. Griffiths, Donald Willomer and Jack A. Culbertson noted these cosmopolite-localite concepts and made full use of them in developing a typology for educational administrators. They divided locals into teachers, demonstrators, and conductor types, and cosmopolites were consultants, entrepreneurs, and researchers (Griffiths, Willomer and Culbertson, 1964).

The nature of commitment by top level administrators in a university or community college was expressed in terms of the cosmopolite or modernistic administrator, versus the localite or traditionalist.

The identification of an administrator as a cosmopolite or localite related specifically to the extent of their job satisfaction, and the

performance thereof. Howard Becker and Blanch Geer addressed this subject in their book The Fate of Idealism in Medical School. They ascertained, "Distinctions are normally made between those who are 'doing time' in a position, or those who 'believe in' or are 'fired up' by their task."

The two terms as discussed, and as defined, logically seem to indicate, that a cosmopolite or modernist would be more willing and able to adopt current marketing principles than a so-called traditionalist or localite.

Leonard Rissman in the Study of Role Conceptions in Bureaucracy Social Forces: 27 (1949: 305-310), termed the cosmopolite as a "functional bureaucrat." He indicated, "The functional bureaucrats job satisfaction depends upon the degree to which his work conforms with professional standards, and he seems to be more deeply committed to his professional skills."

Thus, functional bureaucrats would be cabinet or council members who would go a little farther in promoting their professional commitment, have a more clear understanding of up-to-date administrative methods, and would be more "fired up" to approve and administer the modernistic marketing needs of the institution.

In contrast, a "pure local" faculty member, in Gouldner's terms, would have a set of attitudes that are characterized by a weak commitment to the profession, thus less oriented toward modern management, and less concerned with career or institutional advancement (Gouldner, 1957).

The assumption would then be, that cosmopolite members of a university or community college cabinet would likely be superior as role performers, and would have more of a tendency to utilize and accept neoteric rather than antediluvian marketing practices.

Historical Approach to Academic Cabinets

Victor Baldrige, David V. Curtis, George Ecker and Gary Riley in their National Study of Academic Management outlined governance patterns throughout higher education's history. They stated during the period 1636 to 1819, formal control in colleges primarily rested with trustees, or governing boards. Their responsibilities were mainly to raise funds and appoint presidents. From 1819 to 1862, the authors indicated that change was occurring in governance patterns. Mainly these changes were decision making shifts, from the president of the institution to the faculty. Between 1862 to 1915, universities and colleges were getting more complex and presidents could not handle all of the administrative functions by themselves, thus the advent of administrators to assist in this growing problem (Baldrige, Curtis, Ecker and Riley, 1978).

During this latter period, President White, the first President of Cornell University was noted for his innovations in higher education. He advocated delegation of authority and thus formulated a cabinet of top aides. He nominated three faculty members because of their administrative expertise. These three positions were the Vice-President, Registrar and Secretary. The positions of Bursar and Dean appeared soon after those first positions were chosen. In appointing

these top aides, White was very careful to ask the advice of his faculty at Cornell. These appointments and delegations of authority eventually freed the president from his routine tasks and made it possible for him to take the time needed to effectively represent the university to the outside world.

The second major shift in management in the academic environment was the development of a cabinet style of governance between 1915 and 1945. The task of managing internal administrative complexities was then delegated during those years to an assortment of administrators such as vice-presidents, deans and business managers. During those years, academic administration grew in size and power (Schenkel, 1976).

In Nevada's colleges and universities, shared governance with cabinets and councils were common, however these members learned through experience that it was not necessary to control everything in order to achieve an administrative result, however, it was necessary to define and establish methods to recognize and correct unacceptable changes for proper administrative governance.

Additionally, they learned it was the responsibility of these educational administrative bodies to mobilize and manage the physical and economic resources necessary to enhance the Nevada educational process which had been mandated by state government.

Historical Perspective of Higher Educational Marketing

The first era of marketing's history was dominated by the classical schools of marketing thought. These schools of thought emerged in the early 1900s.

This type of marketing thought focused primarily on marketing behavior. The beginning of the twentieth century was the beginning of university education in marketing.

The first course in marketing was officially offered as a course entitled "The Distributive and Regulative Industries of the United States" in 1902 at the University of Michigan (Nevett and Fullerton, 1988).

Between 1921 and 1940 a growth period for marketing was recorded. This growth accompanied the rise of marketing as a subject taught in higher educational institutions. Whereas only 1,500 students were graduated from schools of business in 1920, there was more than 18,000 graduates of such schools in 1940 (Hugstad, 1983.)

Marketing had now become institutionalized by the 1940s. From 1941 to 1970 the marketing function matured. In 1960 Jerome E. McCarthy wrote Basic Marketing, in which he outlined marketing

in the sense of the Four P's; Price, Place, Promotion and Product. This was called the managerial approach to marketing, rather than looking at it functionally, as it had been looked at in the past.

Pricing in marketing had to do with discounts, scholarships, innovative payment plans and credit terms. Marketing Placement related to scheduling, locations of delivery and the atmosphere surrounding the product. Promotion of course dealt with the way the product was advertised, publicity etc., and of course the Product pertained to the programs offered, services, quality of the product and options available (Kotler and Fox, 1985).

The concept of actually marketing higher educational institutions was introduced in 1969 by Philip Kotler and Sidney J. Levy in a book entitled Broadening the Concept of Marketing. This work broadened the outlook of marketing nonprofit organizations.

In a 1978 survey completed by Patrick E. Murphy and Richard A. McGarriety, "Marketing Universities: A Survey of Student Recruiting Activities," (College and University pp 249-61), the question was asked of 300 educational administrations, "What does the term marketing mean?" Sixty One percent said they viewed marketing as a combination of selling, advertising, and public relations. Another Twenty Eight percent said it was only one of those three activities listed above. Only a very few, or Eleven percent had any idea that marketing had something to do with the Four P's previously outlined. As evidenced by that report, even at that late date, marketing was not familiar territory

to higher educational administrators.

As general marketing theory evolved, the differences in marketing in higher educational institutions developed rapidly. The most important development in educational marketing has occurred within the last few years, which concentrates on service organizational marketing. This branch of marketing was discussed at a conference on the subject by the American Marketing Association in 1981. This emergence of "Services Marketing Theory" promised to be very important for higher educational marketing in today's world, and in the future.

Since then however, an on-going debate had developed with marketing circles over the differences between the marketing of goods and those of services. One camp stressed the similarities (Enis and Roering, 1981; Levitt, 1976) and the other emphasized the differences (Lovelock and Rothschild, 1980; Shostak: 1977, 78, 81).

In today's educational environment, the definition developed by Philip Kotler and Karen F.A. Fox in their book Strategic Marketing For Educational Institutions clearly outlined what marketing higher educational environments was all about. They defined educational marketing as:

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

In line with the above definition, it was clear that growth without accountability in higher educational marketing was a thing of the past. Top administrators in the colleges and universities in the State of Nevada, as competition became increasingly sharper, needed to become more aware of the importance of marketing their institutions professionally.

Members of the cabinet and councils needed to become more professional in their outlook and approach to marketing activities, as it was closely tied to the institutions future.

Present State of Nevada's Presidential Cabinets

In the State of Nevada, the two universities and the various community colleges formulated a Presidential Cabinet or Council to guide and direct these institutions. These top level administrators were chosen to deal with the managerial side of the institution, and to direct the course of action a particular institution will take in the future.

The University of Nevada, Las Vegas designed a Presidential Cabinet consisting of the University President, Senior Vice President for Academic Affairs, Athletic Director, Affirmative Action Director, Vice President of Student Services, Vice President for Business Affairs, Director of Informational Services, and the Vice President for Development and University Relations.

It was interesting to note that the University of Nevada, Las Vegas placed significant import on institutional marketing in light of the fact that a Director of Informational Services

was appointed and placed on the President's Cabinet.

In contrast, the University of Nevada Reno formulated a Presidents Cabinet which consisted of only five members: The President of the University, Vice President of Academic Affairs, Vice President of Administration, Vice President for Development and the Vice President for Student Services.

Among the councils and cabinets formulated in Nevada's Community Colleges, Clark County Community College also designated a Presidential Cabinet whose members include: The College President, Assistant to the President, Vice President of Academic Affairs, Vice President for College Services, the Business Manager, Personnel Officer, Institutional Statistician and the President of the Faculty Senate.

A President's Council established at Western Community College contained Western's President, the Presidents Administrative Assistant, Dean of College Services, Dean of Educational Services, Dean of the Fallon Satellite Campus, an Acting Faculty Senate Chair, the College Controller and the Director of Information and Marketing. Here again, Western had placed a value on their institutional marketing by allowing the Director of Information and Marketing to be a member of the Council.

Truckee Meadows Community College, located in Northern Nevada originated a President's Council to meet the needs of a managerial team. This council involved, the College President, Vice President

of Instructional Services, Vice President of Institutional Services, the Faculty Chair, a Director of Development and Foundations, and a Business Industry Liaison Officer.

Lastly, Northern Nevada Community College located in Elko, placed together what they called an Administrative Council, which comprised the President of the College, Dean of Instruction, Dean of Student Services and the Director of the Learning Resource Center.

As evidenced by these cabinets and councils as formulated, these cabinets were established to formulate a college climate or environment generated by the structure and process of decision making within the institution. The manner in which this governance operated and made decisions regarding the operation of the institution, helped shape the quality of life within the institution. In addition, they played a key role in formulating the direction which allowed all of Nevada's higher educational institutions to meet their goals and objectives, and to keep pace with one of the fastest growing university systems in the United States.

Current Marketing Practices

The University of Nevada, Las Vegas' current marketing practices consisted of utilizing the mass media for marketing purposes. The development of a News Bureau which consisted of two writers who handled both internal and external informational releases was very innovative.

They utilized marketing research programs through attrition

studies and a student needs survey to determine how effective their marketing processes had been. The University also used informational brochures, schedules, recruiting literature, and posters through direct mailings which had been very effective. They did not buy time in the electronics media, however, they did ask the radio and television mediums for free public service announcements which appeared over the airwaves quite frequently. Billboards were used effectively.

In their marketing environment as it related to the four P's, or Product, Promotion, Placement and Pricing, the University of Nevada, Las Vegas utilized the concept of designing the curriculum of the institution to relate to the institutional image "Excellence in Education." The institution was involved in marketing activities which were designed to increase enrollment on a full-time basis. The University of Nevada, Las Vegas did an excellent job in promoting this concept of "Excellence in Education", and through this idea and promotion brought in millions of donated dollars. This type of Product Strategy at the University of Nevada, Las Vegas was very effective.

In Promotional Strategy, the University took considerable advantage of the school colors, the University's logo and the University's "Runnin Rebels" basketball team known nation wide, in effectively promoting the university. In the realms of Pricing Strategy, the University offered deferred time payments through their financial aid office, which allowed students under certain circumstances to defer half of their tuition and fees for a specific period of time.

They also granted senior citizens tuition free assistance. In this program, senior citizens paid only for lab fees (fees established to defer supply costs for a specific class), or other miscellaneous fees. They also took part in a Good Neighbor Policy which allowed neighboring state out-of-state students to enroll at the University of Nevada Las Vegas under a reduced out-of-state fee of \$200.00 per semester, rather than the usual fee of \$1,100.00 per semester.

In Place Strategy, the University of Nevada Las Vegas offered classes in various locations in the Las Vegas area, particularly at Nellis Air Force Base which is located near Las Vegas proper.

The University of Nevada Reno offered various marketing processes. Direct mailers were utilized to disseminate schedules, and public service announcements were used on radio and television stations. Advertisements were purchased during registration periods in the local newspapers. No recent marketing research had been done and the University provided no billboard advertising.

The Univeristy of Nevada Reno's Product Strategy, took on a modern and neoteric twist. To promote their programs the University initiated a VIP Program which consisted of inviting 40 high school students from local areas to dine with the President of the University, and thereafter were treated to free tickets to a University of Nevada Reno basketball game. In addition, they furnished an additional 100 tickets to the games for other

local high school students. This program was designed exclusively to promote the University's programs.

Promotional Strategy consisted of promoting their slogan which was "Big Enough To Challenge, Small Enough to Care."

Pricing Strategy encompassed the option of a deferred payment plan, the Good Neighbor Policy program previously outlined, as well as the Senior Citizen Tuition Free Program. UNR's Placement Strategy consisted of classes mainly offered on their campus.

Clark County Community College had marketing practices which comprised of the utilization of newspapers and radio coverage. The College had not done any marketing research to determine market targets, and they did not utilize billboard advertising. Clark County Community College did prepare direct mailers in the form of schedules and miscellaneous information disseminated through the public utility bills, and public service announcements were made through radio and television. They did purchase advertising in the local newspapers during the fall and spring semesters.

In Product Strategy, CCCC took advantage of the very high quality Dental Hygiene Program and other Health Programs available at the college. The Place Strategy at Clark County Community College was rather extensive in that their Outreach Program offered classes at Nellis AFB, Alamo, Beatty, Caliente/Panaca/Pioche, Laughlin, Mesquite/Bunkerville, Overton/Logandal/Moapa, Pahrump, the Pioche Conservation Camp, and Tonopah Nevada. In their Promotional Strategy the College utilized their slogan "Live and Learn" extensively throughout their advertising programs.

Clark County Community College's Pricing Strategy included the deferred payment plan and a new approach with Gift Certificates, (which allowed individuals to purchase credits as a gift, to be utilized by the student at a later date). CCCC also participated in the out-of-state Good Neighbor Policy and the Senior Citizens Program outlined previously.

Western Nevada Community College used radio and newspaper as advertisement mediums. They did do an attrition study, which helped them assess their advertising package and Western took advantage of billboard advertising. They used direct mailers which were sent to new Freshman in the form of newsletters and schedules were mailed for the Spring and Fall semesters. No television advertisements were purchased, but they did buy time on radio, in publications and various magazines during the registration periods.

Western's main Product Strategy was advertising and selling their Nursing Programs, Machine Technology Programs, and Robotics. The College's Promotional Strategy consisted of advertising the college as "Quality and Affordable." Pricing Strategy involved the utilization of deferred payments, gift certificates, the Good Neighbor Policy and the Senior Citizens Program.

Western also used a Speakers Bureau upon request, which consisted of a group of administrators earmarked to speak at local organizations. Place Strategy consisted of classes held mainly on campus.

Truckee Meadows Community College took advantage of utilizing the results of a 1986 marketing research instrument sent out to students and faculty which determined how the college was fulfilling the community's needs in higher education. It was felt this study was very effective in formulating new programs and revising others to meet those needs.

Truckee did not utilize billboards, but they did send out schedules to Reno, Sparks and outlying areas through the mail. They additionally used direct mailers for a lecture series offered, which promoted different programs at the college. Public Service Announcements were made available to them through local radio and television stations and newspaper advertisements were purchased during registration periods.

Truckee's Product Strategy consisted of advertising heavily the Business Institute and Industrial Services Programs, which were funded through a business educational grant. Promotional Strategy consisted of advertising their slogan "Our Mission Is Your Success." Pricing Strategy encompassed gift certificates, the Senior Citizens Program as well as the Good Neighbor Policy. Place Strategy involved offering classes mainly on their campus structure, as well as various locations such as high schools throughout the Reno area.

Northern Nevada Community College located in Elko, utilized advertisements in radio and newspapers. No marketing research was done to determine targets, and no billboard advertising was utilized. Northern did mail schedules through the direct mailer process, and

public service announcements via radio and television were utilized.

In Product Strategy Northern advertised all of their programs. No program offered was targeted specifically for special advertising. Place Strategy was not utilized to a great extent due to the remoteness of the college to urban areas. Northern's Promotional Strategy was not extensive and Pricing Strategy consisted of offering deferments, the Good Neighbor Policy and participation in the Senior Citizen Program mentioned earlier.

In the decade ahead, colleges and universities of Nevada probably would face the double dilemma of declining enrollments and small fiscal resources. In the scramble for students, these institutions would be forced to give greater attention to the student's needs if they were to remain competitive in this ever changing higher educational world.

Importance of Neoteric Institutional Marketing

According to a study by the American College Testing Program "Demographics, Standards, and Equity: Challenges in College Admissions," (The Chronicle of Higher Education, 8 October 1986), recruitment budgets in four year institutions have increased sixty three percent since 1980, and common campus marketing strategies included direct mailings, videos, pressure for more media coverage and other techniques. Administrators in the institutions were looking toward marketing avenues to answer financial problems.

In a 1985 study of marketing planning "Can Your Marketing Planning Procedures Be Improved," In Marketing Management Readings (Homewood: Richard Irwin, 1986), Patricia Lanktree and Stanley Stasch found that institutions with effective marketing planning were those utilizing managerial experience from all levels of the institution, from cabinet level on down.

Administrators needed to be cognizant of the fact that higher education was an open and competitive system dependent upon the external environment for financial support and students.

Performance of the institution was the key to effective marketing. The performance that is rendered at an institution helped the consumer determine whether or not he or she would continue to be a consumer.

As Alexander Astin and Peter Scherrer wrote:

"With enrollments going down and costs going up in the 1980's, I would invest in absolutely first-rate learning. I would concentrate on excellent student services, superb teaching, and rigorous studies, so that my college or university had a great number of highly satisfied customers, and a steady stream of superbly trained young people. Parents would love a place where young students received lots of attention and learned more than they thought they could. Such a campus would have great word of mouth advertising, and that is the best marketing and competitive strategy." ("Proposals for Change in College Admissions," in Maximizing Leadership Effectiveness, eds., Alexander Astin and Peter Scherrer, 1981).

Administrators needed to be aware that marketing had two sides to it -- those who bought and those who sold, those who sought education and those who provided it.

In Marketing Strategies for Changing Times, 1988, edited by Wellford W. Wilms and Richard W. Moore, they discussed education as a product. They asserted that "in applying the marketing concept to colleges and universities, one had to be willing to view the training or curriculum as a product, in the traditional sense."

Most of the marketing literature recognized that good marketing manifested itself in higher sales, which they said, in education, translated to increased enrollments and lower per-student costs for product delivery.

In discussing the marketing mix, Wilms and Moore related that in operating a college or university, the marketing concept necessitates the management of a marketing mix, or the mix of the Four P's which had been previously discussed. Wilms and Moore indicated that as customers sought out the types of institutions that best fit their particular needs, loyalty to one brand of education over another diminished. The authors surmized that in order to compete successfully, an institution had to find an appropriate product line variety, accompanied by myriad customer services and backed by a quality warranty (Wilms and Moore, 1988).

The most successful business organizations in the current economy were customer-oriented; they understood that what benefited their customers, also benefited themselves. Postsecondary educational institutions similarly benefited by employing the time tested principles of the marketing concept in their daily operations. Institutions that failed to listen to their customers faced a tough future, fraught with shrinking enrollments and declining educational quality.

Among the neoteric or more modernistic delivery systems, and marketing ideas, institutions needed to be concerned with were:

1. The return of older students to colleges and universities which suggested the need for educational assessment of life experiences.
2. Nontraditional time frames, such as early bird classes and weekend programs.
3. Governmental intervention in educational institution management which demanded requiring changes in resource allocations, institutional services, instructional practices and facilities construction for handicapped students, affirmative action programs, and minimum standards of progress.
4. Involving students in the planning of new educational programs.
5. Alumni being offered special refresher courses.
6. Utilizing outside professional agencies to market the institution.
7. Family tuition rates and

8. Variable tuition rates from day to night classes.
(Consumer Oriented Student Development and College Services,
Ernest R. Leach, 1979).

Kotler warned that when enrollments begin to decline, colleges and universities would adopt one of three measures in their marketing strategy: 1. Hire additional counselors to make more high school visits. 2. Try the hard sell method and come up with gimmicks and deals to attract students, or 3. They will apply a genuine marketing approach and conduct marketing research to understand students' wants and needs, provide programs and services that match the institutions mission and schedules, and locate, price and promote the institutional offerings. These are the institutions which reflect a commitment to educate and serve (Kotler, 1975).

A new approach to public relations and marketing was required in Nevada's higher educational institutions. Although this university system was one of the fastest growing in the United States, in the future this would not necessarily be the case. The starting point needed to be the attitudes and values of the institutions top administrators. A carefully crafted strategy, based on an accurate reading of current public interests and understanding, was the key to creating an effective institutional marketing program, one which must be fully supported by attitudes, dollars and cooperation from the president on down.

Importance of Cosmopolite Attitudes in the
Leadership of Educational Organizations

As a leader received more education, he or she shifted toward modern attitudes. "A strong traditionalist educational administrator was unlikely to be willing or able to lead his or her followers toward modernity, but rather would be more influential when attempting to turn back the clock." (Bass, 1981).

A localite administrator was not concerned with turning back the clock, nor looking to the future, however a cosmopolite oriented leader created a vision toward the future in his or her organizational structure.

According to Hickman and Silva in their book In Creating Excellence, a visionary leader:

"Searched for ideas, concepts and ways of thinking until clear vision crystallized.

Articulated the vision into an easy-to-grasp philosophy that integrates strategic direction and cultural values.

Translated the vision into a reason for being, for each employee by continually relating to the vision to individual cares, concerns and work.

Concentrated on the major strengths of the organization that insured the success of the vision, and

Looked for ways to improve, augment or develop the organizational vision by carefully observing changes inside and outside the organization." (Hickman and Silva, 1984)

A strategic vision became the spirit of the institution, and thus the leader required foresight so he or she could judge how the vision fit into the way the environment of the organization evolved.

R. C. Davis (1942), referred to leadership as "the principal dynamic force that stimulates, motivates, and coordinates the organization in the accomplishment, of its objectives." In that light, a cosmopolite oriented leader had a sense of vision in directing their educational organizations, and were cognizant of the outside environmental forces and issues vital to the every day operation of the institution, and were fully aware of the new techniques in organizational management.

In The Mind Of The Organization Ben Heirs and Gordon Pehrson related:

"It is the future that dictates the present. This simple truth is a key recognition in developing the mind of the organization. People act in the present according to their judgement about what the future will hold. They differ only in the span of the future time that elicits a judgement and in the nature and scope of present activity that will permit them to live in a period of future time. Thus, in this sense, it can be stated that it is management's vision of the future which dictates present action." (Heirs & Pehrson, 1982)

The qualities of leadership involved more than the capacities or the organizer; they demanded the psychic qualities of the leader. The cosmopolite psychic leadership qualities versus the localite psychic qualities had a direct correlation to the efficiency or

non-efficiency of the institution. In accordance with Herbert A. Simon in an article entitled "The Proverbs of Administration," "Administrative efficiency is increased by a specialization of the task." (Simon, 1946).

As cosmopolites were more specialized oriented, localites, not having this attitude, would not add to the administrative efficiency of the institution.

Further research done by Eliha Katz and Paul L. Lazarsfeld expanded this theory. They theorized that leaders in general were more cosmopolite than non-leaders (Katz and Lazerfeld, 1955).

In the institutional environment, three broad areas of change existed: technological change, environmental change, and organizational/people change. In these concepts there was freedom to create, and the discipline of direction. These changes demanded professional forecast participants and users, thinking beyond the immediate problems of today, to the creation of a future.

Integrating today's rapid change into a process of growth for educational institutions required a different kind of management from the traditional mode. This new kind of management was clearly perceived by Igor Ansoff in his "Management in Transition" outlined as follows:

CHARACTERISTICS OF MANAGEMENT

Past	Future
<u>Values and Attitudes</u>	
Surrogate Owner	Professional
Committed to Laissez-faire	Committed to social value of free enterprise
Profit optimizer	Social-value-optimizer
Seeks economic rewards and power	Seeks job satisfaction
Seeks stability	Seeks change
Prefers incremental change	Prefers entrepreneurial change
<u>Basis of Managerial Authority</u>	
Surrogate asset ownership	Knowledge ownership
Power to hire and fire	Expertise
Power to reward and punish	Ability to challenge
	Ability to persuade
<u>Management Decision-Making</u>	
Change absorbing	Change generating
Risk minimizing	Risk propensive
Triggered by problems	Triggered by opportunities
Convergent	Divergent
Consistent with experience	Novel
Incremental	Global
Satisfying	Optimizing

(I.H. Ansoff, Management in Transition, 1973).

As Ansoff's chart clearly reveals, the past indicated all of the attributes of the localite, whereas the future outlined all of the attributes of the cosmopolite.

As Peter Drucker stated in his book, Managing in Turbulent Times, "In turbulent times, the fundamentals have to be managed well." Thus, the importance of the cosmopolite attitude in the leadership of educational organizations and institutions showed through. Turbulent times for the educational process has appeared; whether it be through collective bargaining, organized student power, budgeting, finance, or individual consumer sovereignty. Cosmopolite attitudes were a necessity if Nevada's higher educational institutions were to survive as we known them.

Summary

Much research and writing dealing with historical and present aspects of presidential cabinets was reviewed and reported. It was apparent from this review that only in the last few years had significant research been undertaken with respect to higher educational marketing and how administrative attitudes affect marketing. This is paradoxical considering the increasingly significant role marketing played in obtaining and securing students.

The citizens of the State of Nevada had a genuine stake in the University of Nevada System because of its service to the whole state community, therefore it was essential that the most qualified professional and cosmopolite oriented individuals be selected and hired to fill the top administrative posts of the institutions in question, to assure a successful and effective future.

CHAPTER III

Research Design and Collection of Data

Introduction

In order to investigate the problem of this study, the following components were utilized: A review of literature related to the Cosmopolite/Localite Theory, an Historical Approach to Academic Cabinets and Councils in Higher Education, an Historical Perspective of Higher Educational Marketing, the Present State of Nevada's Presidential Cabinets and Councils, their Present Marketing Practices, the Importance of Neoteric Marketing Endeavors in Higher Educational Institutions in Nevada, and the Importance of Cosmopolite Attitudes in the Leadership of Educational Organizations.

A Review of the Literature

A comprehensive review of literature was undertaken utilizing all resources available to the researcher. Conventional library research methods were used which included a computer search of the ERIC documents and dissertation abstracts.

The initial study of resources included a review of literature dealing with the cosmopolite/localite theory. This was necessary due to the fact that this particular theory was the catalyst for this study.

After an exhaustive review and examination of all available resources was conducted, pertinent materials appropriate to the study were carefully selected and cited in the research.

A Survey of University and Community College
Presidential Cabinet and Council Members

The survey components of the study was performed in several phases: (1) Identification of the study population; (2) Development of the Survey Instruments; (3) Collection of the data, and (4) Analysis of the data.

Identification of Study Population

The study population was determined by the limitations of the study to only members of the top administrative cabinet and council members of the respective Nevada institutions.

These administrators were identified by their membership on the cabinets and councils, which were designated by the Presidents of the institutions.

The population for the study consisted of eight administrators from the University of Nevada, Las Vegas; five from the University of Nevada, Reno; eight from Clark County Community College; eight administrators from Western Community College; six from Truckee Meadows Community College and four administrators from Northern Nevada Community College. The grand total of all study participants was thirty nine with a 100% participation rate.

Development of Survey Instruments

The survey instruments were developed in three parts after a complete and thorough review of related literature. The final content and structure of the instruments were determined after a

Careful review and analysis of material related to presidential staffs. (Carson, J.T., The Governance of College and Universities; Keller, George, Academic Strategy The Management Revolution in American Higher Education). Several questionnaires germane to this study were identified and reviewed for applications to the research survey (Alvin W. Gouldner, "Cosmopolitans and Locals: Toward an Analysis of Latent Social Role I and II," *Administrative Science Quarterly*; A.J. Grimes "Cosmopolitan-Local: A Multidimensional Construct," *Research in Higher Education* and Andrew J. Grimes and Philip K. Berger, "Cosmopolitan-Local; Evaluation of the Construct," Robert Topor, "Marketing Higher Education, A Practical Guide" and finally Bob W. Miller, John P. Eddy: "Recruiting, Marketing and Retention in Institutions of Higher Education."

Finally a study of materials related to educational research methodology was conducted to review recommendations for question wording and format, (Stephen Isaac, William B. Michael Handbook in Research and Evaluation, 1983; and Dr. Anthony Saville, "Rules for Constructing Questionnaires," no date).

The work of the researchers cited above, particularly with respect to content and structure, was most influential as a basis for the development of the instruments. In a review of previous research dealing with the cosmopolite/localite construct and modern marketing practices, it appeared that all instruments were constructed with primarily the same basic information.

The instrument formulated for this study showed the following

items were important: professional employment status, stress of expertise and marketing attitudes.

Part I of the instrument was designed to solicit data regarding specific personal attitudes in relation to whether an administrator tended toward the cosmopolite or localite attitude. The major categories of Part I were identified as professional attitudes, positional attitudes, cultural attitudes and recreational attitudes. A Likert Scale of one to seven was used for responses with one through three representing the cosmopolite attitude, four being neutral, and five through seven representing the localite attitude.

Part II of the instrument was designed to solicit data regarding specific administrative attitudes related to modern marketing attitudes. Information from this study was particularly important to determine particular attitudes on an institutional basis.

The major categories for Part II were identified from sources cited earlier in this study as: Product Strategy, Place or Distributon Strategy, Promotional Strategy and Pricing Strategy. These four areas were specifically identified in Part II of the instrument to allow the respondents to respond effectively in these four categories.

Each of the participants were asked to respond regarding their attitudes to these newer educational marketing endeavors. A Likert Scale of one to seven was used for responses with one representing an agreement with newer marketing practices and seven representing a more antediluvian attitude regarding marketing endeavors.

The first draft of the study instruments were written and submitted to several colleagues to critique the instrument and after several minor revisions, a second draft was prepared and pilot tested with Antioch University in California and Blue Mountain Community College in Oregon. The sample population consisted of one President from a university and community college, one Vice President of Academic Affairs from each of the sample institutions, and one Vice President of Student Services from each of the sample institutions, and one other Member of the cabinet or council from each of the sample institutions.

The above field testing established validity and reliability in that the field test subjects scored consistently in positional values to the actual tests of Nevada institutions. The field tests were administered twice to the same administrator on two different occasions to determine if those who scored on the first test would score substantially the same on the second test. This proved to be true.

In addition, a Split-Half Reliability Test was administered to the instruments to determine internal consistency. Each test was split in half to determine if there was consistency as to the answers on the first half of the test in relation to the answers received on the second half of the test. This also proved to be true.

Further details of this reliability testing, data collection, and analyzation is provided in Chapter IV of this study.

A final copy of the instrument was then prepared incorporating all suggested changes and coded for appropriate data processing. A sample of the survey instrument is included in the Appendix.

Collection and Analysis of Data

Two questionnaires were developed and utilized for the data collection phase of the study. The instruments were distributed to all cabinet and council members of the University and Community College institutions in the State of Nevada. Analysis of the data was conducted utilizing the Mini-Tab Statistical Package 8.1.1 at the University of Nevada, Las Vegas. Appropriate descriptive data was compiled and reported. Further details of the data collection and analyzation is provided in Chapter IV of this study.

Summary

This chapter had presented a description of the research design, methodology, and theoretical basis used in the development of this study. A review of the pertinent literature, selection of the appropriate study population and development and distribution of a survey questionnaire were used in the initial data collection phase. Upon subjecting the data to critical analysis and statistical treatment appropriate descriptive information was tabulated and reported.

CHAPTER IV

Presentation and Discussion of the Data

The literature reviewed on the localite/cosmopolite theory, and modern marketing practices suggested that presidents of the respective Nevada higher educational institutions would profit from the knowledge that cosmopolite oriented cabinet or council members would render an assurance of formulating and implementing modern institutional marketing practices.

This research was undertaken in an attempt to answer the following questions:

1. What was the relationship of administrative attitudes in the State of Nevada's higher educational setting to neoteric marketing attitudes?
2. What was the profile, cosmopolite or localite, of top administrators, defined as the Presidential Cabinet or Council in Nevada universities and community colleges?
3. What were the marketing attitudes of those top administrators for each institution?
4. What were the marketing practices utilized by the Presidential Cabinets or Councils in Nevada universities and community colleges?
5. Was there an observable difference between the localite administrator and his marketing attitudes and the cosmopolite administrator and his marketing attitudes?

With these items as a focus and with a preliminary discussion of how the data was collected, the survey information was

presented in 9 major segments.

Part I dealt with general data and was collected to give an overall comparative analysis of the cosmopolite/localite attitudes of all University of Nevada cabinet/council level positions as compared to their modernist/traditionalist marketing attitudes.

Part II compared the respective institutions in the study (University of Nevada, Las Vegas, University of Nevada, Reno, Clark County Community College, Northern Nevada Community College, Western Community College and Truckee Meadows Community College) with their cosmopolite/localite attitudes.

Part III was a comparative analysis comparing the institutions mentioned above, with their modernist/traditionalist marketing attitudes.

Part IV was a comparative study targeting the positional aspects of a cabinet or council, (President, Vice President of Academic Affairs, Vice President of Student Services, and Members) with their cosmopolite/localite attitudes.

Part V compared those above positional categories with the modern marketing attitudes.

Part VI also was a comparative analysis of the two universities versus the community colleges regarding their cosmopolite/localite attitudes.

Part VII also compared the universities with community colleges, but in the marketing attitudinal realm.

Part VIII compared the two universities to each other on the cosmopolite/localite attitudinal scale, and lastly,

Part IX addressed the university comparisons with their marketing attitudes.

Instrument Reliability Testing

In accordance with Dr. Anthony Saville's "Rules For Constructing Questionnaires," to test the reliability of the two questionnaires in the study, (Cosmopolite/Localite and Marketing), a Test-Retest Reliability test was administered.

The instruments were administered in two intervals, one on January 6, 1989 and January 20, 1989. These two tests were given to the cabinet administrators located at Antioch University in the State of California and the Blue Mountain Community College in the State of Oregon.

Upon completion of these tests, a statistical correlation test was performed on the two tests. The correlation between the two sets of tests resulted in a determination that administrators who scored as cosmopolites on the first test, did so on the second, and those who scored indicating new and modern marketing attitudes on the first test, also did so on the second. A prediction could then be made of the second tests results from the first tests results.

This measurement was a measure of a questionnaires stability over a period of time. The correlation coefficient was computed. In addressing Dr. Saville's Rules For Constructing Questionnaires," once again, if the correlations proved to be

+ .80 or above, the instruments could be considered reliable.

In both tests, the cosmopolite/localite questionnaires resulted in a .926 stability score and the marketing questionnaire correlation coefficient was a .989. These scores were calculated by correlating the means of both tests for each individual.

In addition, to further enhance the validity and reliability of the questionnaires, a Split-Half Reliability Test was performed. In this scenario, a correlation between the first half of the questionnaires and the second half of the questionnaires were made. In this study, each questionnaire was split in half and computed, for each person, and scored on each half of the test.

A correlation was then computed between the two sets of scores. This was performed on both questionnaires utilizing the pilot tests. When high correlation was present between the two halves, it was known as being Homogeneous, or the questionnaires had high Internal Consistency.

Carol Taylor Fitz-Gibbon and Lynn Lyons Morris, in their book How To Analyze Data, indicated that good correlation between the two halves of a questionnaire should be at least .60.

The KR Formula ($KR\ 20 = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_+^2} \right)$ where k = the number of items, σ_i^2 = the population variance of an item and σ_+^2 = the population variance of total scores, was utilized to determine the correlation score.

In this particular study, utilizing the questionnaires outlined, $(\frac{20}{19}) (1 - \frac{52.2242}{135.0476}) = .65$ tested for the Cosmopolite/Localite Questionnaires and $(\frac{20}{19}) (1 - \frac{39.524}{185.511}) = .8284$ tested for the Marketing Questionnaire. Both tests resulted in a score of over .60, which indicated a fair to high degree of internal consistency of both halves of each instrument. In both tests, the questionnaires tested sufficiently reliable to continue the study utilizing these particular instruments.

Collection and Analysis of the Data

All administrators who were members of the Presidential Cabinets and Councils of the Universities and Community Colleges in the State of Nevada were personally contacted and the questionnaires presented to them. A personal visit was made to each of their cabinet and council meetings. The questionnaire return percentage was 100%.

The procedure utilized six phases. The first phase included the distribution of the survey instrument to all Clark County Community College administrators at their cabinet meeting on January 24, 1988. A total of eight respondents completed the instrument at that time. The second phase involved the distribution of the survey instrument to the Presidential Cabinet meeting at the University of Nevada, Las Vegas on January 24, 1989. A total of five respondents completed the instruments on that date. Shortly after the cabinet meeting, all administrators not in attendance (three) were identified and the questionnaires were completed by telephone on Friday, February 3, 1989. Phase III included

the distribution of the survey instruments to all University of Nevada, Reno Cabinet members personally on January 30, 1989. All respondents completed the questionnaires on that date. Phase IV included the distribution of the survey instruments to all Northern Nevada Community College Council members personally on January 31, 1989. All respondents completed the questionnaires on that date. Phase V consisted, of the distribution of the survey instruments to all Western Community College Council members personally on February 1, 1989. All respondents completed the questionnaires on that date. Phase VI, included the distribution of the survey instruments to all Truckee Meadows administrators on January 30, 1989. All administrators filled out the questionnaires on that date.

A total of thirty nine questionnaires were handed out with a response received from all thirty nine administrators, or 100 percent of the respondents completing the questionnaires.

Presidents of the institutions represented 15 percent of the total respondents, Vice Presidents of Academic Affairs represented 15 percent of the total respondents, Vice Presidents of Student Affairs represented 15 percent of the total respondents, and all other cabinet or council members represented 55 percent of the total respondents.

Specific analysis of the data was performed by utilizing the Min-Tab Statistical Package 8.1.1 located at the University of Nevada, Las Vegas. Computer programs were utilized to obtain the mean score among all groups for each item of the survey instruments. The final data has been reported in

tabular format as descriptive statistics. As can be noted, a complete level of staff participation was obtained. A grand total of thirty nine useable instruments were returned from the six groups involved in the study. The final data has been reported as descriptive statistics and was utilized in the recommendations and conclusions in this study.

General Data (Part I)

Pertinent data regarding the survey population was collected so a profile of each segment could be drawn. This gave some insight into the attitudes of the population under study. An Analysis of Variance was completed to compare all institutions to the type of administrators (localite/cosmopolite) and to determine if all institutions have the same type of individuals in their cabinet level positions.

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
FACTOR	1	2.068	2.068	5.16	0.026
ERROR	76	30.453	0.401		
TOTAL	77	32.520			

INDIVIDUAL 95 PCT CI'S FOR MEAN BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
C44	39	3.4551	0.5810	(-----*-----)
C45	39	3.1295	0.6810	(-----*-----)
POOLED STDEV = 0.6330				3.00 3.20 3.40 3.60

This Analysis of Variance determined where there was any statistical significant differences between all cosmopolite/localite attitudes and all marketing attitudes. This analysis revealed there was in fact a statistical significant difference in the two areas utilizing

a .05 percent error rate. In effect, this determined whether differences occurred between the two variable means and whether they were statistically significant. On a scale from 2.29 to 3.64, the cosmopolite/localite attitudes of all administrators fell with a mean of 3.4551, a standard deviation of 0.5810, or the cosmopolite/localite attitudes reflected a more neutral zone or attitude, although in the cosmopolite/localite side, whereas the marketing attitude mean of 3.1295, standard deviation of 0.6810 reflected a more neoteric attitude. As reflected in the standard deviations, the attitudes were more spread out when it came to marketing attitudes, and not so dispersed in the cosmopolite/localite attitudinal scale.

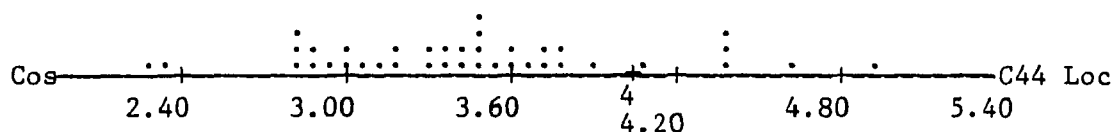
In the Analysis of Variance Test, the means of the localite cosmopolite attitudes and the marketing attitudes reflect differences, therefore the Research Hypothesis is substantiated reflecting differences between the localite, cosmopolite higher educational administrator attitudes regarding the marketing management attitudes.

Statistical information also revealed there was a 95% chance or probability that if these same questionnaires were given at a later date to the administrators of the state, descriptive statistics of higher level educational organizations indicate that cabinets would be more cosmopolite than localite, and that marketing attitudes would be more neoteric rather than traditional.

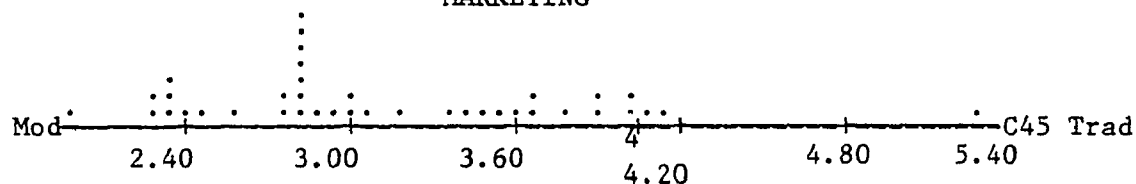
Dot Plots were also created which determined where on the cosmopolite/localite continuum (2.00 to 5.40 with 4.00 being neutral) each individual administrator placed, and where he or she placed on the modernist/traditionalist marketing continuum, utilizing the same identical plot marks.

ATTITUDE CONTINUUMS

COSMOPOLITE/LOCALITE



MARKETING



These plots indicated that, with the neutral point at 4.00, out of the thirty nine administrators tested for the localite/cosmopolite attitudes, thirty three fell in the 2.00 to 4.00 range, which reflected cosmopolite attitudes and six fell within the 4.01 to 5.40 scale, reflecting localite attitudes.

Regarding the marketing attitudes, thirty six of the respondents fell in the 2.00 to 4.00 range, which reflected modern marketing attitudes, and three fell within the 4.01 to 5.40 scale reflecting a more traditionalist marketing attitude.

On an institutional basis, the University of Nevada, Las Vegas had eight administrators tested, seven reflecting cosmopolite attitudes with one scoring as a localite. The University of Nevada, Reno with five administrators tested had all reflecting cosmopolite attitudes.

In the community college area, Clark County Community College had eight administrators tested, with all of those administrators reflecting a cosmopolite attitude. Western Community College with eight respondents had five identified as cosmopolites and three as localites. Truckee Meadows Community College had six administrators with cabinet or council level positions, and all of them reflected cosmopolite attitudes. Northern Nevada Community College however had four administrators with two testing as cosmopolites and two as localites.

In the positional areas, of the six Presidents, five had cosmopolite attitudes with one localite. The Vice Presidents of Academic Affairs in each of the institutions reflected a cosmopolite attitude, with the exception of one. There were six Vice Presidents of Student Affairs, five reflected cosmopolite attitudes, whereas one reflected a localite attitude. Regarding the other administrators, or members of the cabinets and councils, nineteen were cosmopolites and two localites.

The Marketing Questionnaire revealed, in the modernist/ traditionalist mode, out of the thirty nine administrators, thirty six reflected modern attitudes, whereas three indicated a traditionalist attitude.

Institutionally, the University of Nevada, Las Vegas with eight administrators had seven reflected as being modern in their marketing attitudes and one showing a more traditionalist mode. The University of Nevada, Reno had five administrators, with all five reflecting modern attitudes in marketing.

At Clark County Community College, eight administrators were administered the test, with seven showing new attitudes and one in the traditionalist vain. Western Community College had eight administrators also, with seven showing new attitudes and one with more contemporary attitudes in marketing. Truckee Meadows Community College had six administrators tested and all of them responded with modernistic marketing attitudes. Northern Nevada Community College with four administrators also showed all four with more modern attitudes where marketing was involved.

Positionally, out of the six Presidents, five had modern marketing attitudes and one did not. From the six Vice Presidents of Academic Affairs, none of them showed a traditionalist attitude regarding institutional marketing. Additionally all six of the Vice Presidents of Student Affairs indicated they were in favor of neoteric marketing endeavors and of the other twenty one administrators, nineteen showed a modernist aspect and two a traditionalist attitude.

A regression and correlation analysis was formulated between all of the respondents cosmopolite/localite attitudes vs their marketing attitudes. A regression line was drawn on the scatter diagram to show these relationships.

This scatter diagram and the correlation coefficient of .46 indicated that a fair relationship existed between the two variables and the points on the scatter diagram indicated a positive trend in the relationships.

REGRESSION EQUATION

REGRESSION EQUATION IS
 $C45 = 1.26 + 0.540 C44$

Predictor	Coef	Stdev	t-ratio	p
Constant	1.2647	0.5991	2.11	0.042
C44	0.5397	0.1710	3.16	0.003

$s = 0.6126$ $R\text{-sq} = 21.2\%$ $R\text{-sq(adj)} = 19.1\%$

ANALYSIS OF VARIANCE

SOURCE	DF	SS	MS	F	p
Regression	1	3.7371	3.7371	9.96	0.003
Error	37	13.8865	0.3753		
Total	38	17.6236			

Unusual Observations

obs.	C44	C45	Fit	Stdev.Fit	Residual	St. Resid
22	5.00	5.2000	3.9633	0.2819	1.2367	3.27RX
23	3.75	1.9500	3.2886	0.1103	-1.3386	-2.22R
37	4.60	2.3500	3.7474	0.2190	-1.3974	-2.44R

R denoted an obs. with a large st. resid

X denoted an obs. whose X values gives it large influence.

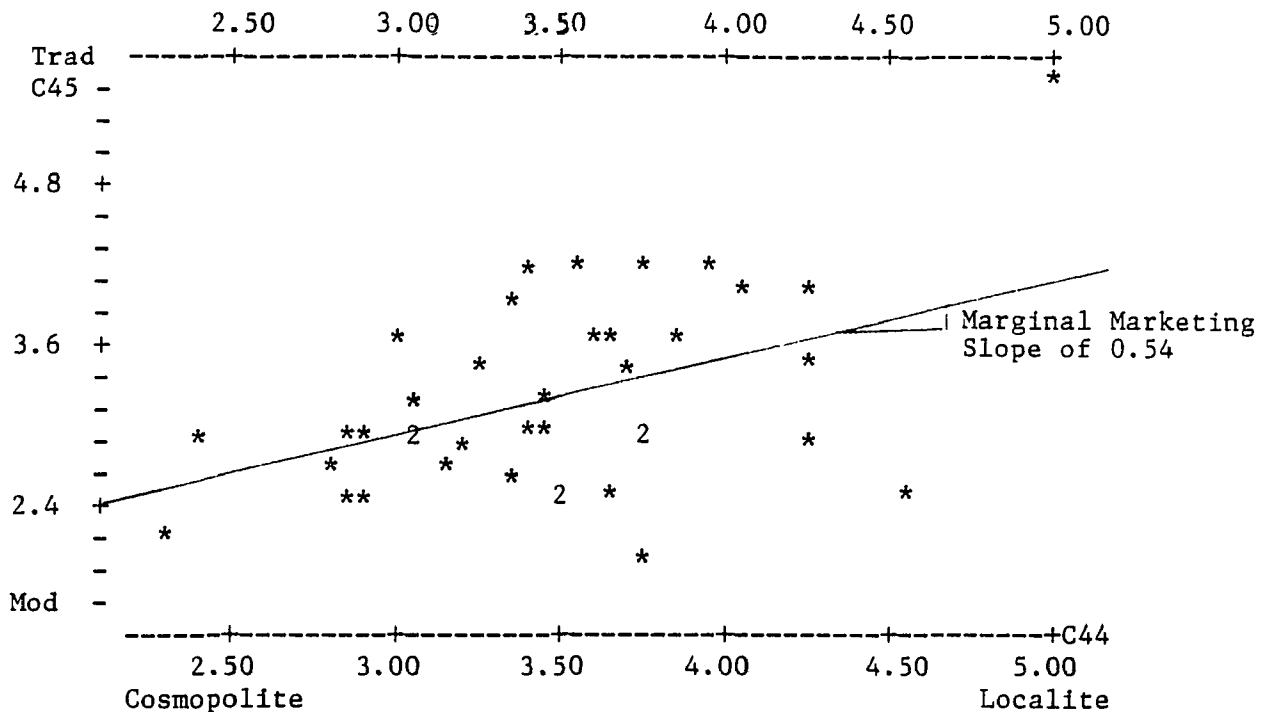
Correlation of C44 and C45 = 0.460

The coefficient of determination at 21.2% indicated the extent to which scores obtained from the questionnaires on these two variables (cosmopolite/localite attitudes and marketing attitudes) were related.

This in itself indicated there was a high probability that when an administrator scored with a cosmopolite attitude, he would more than likely have a modernistic attitude regarding marketing, and conversely, if a localite scored as a localite, their attitudes would be more in a traditionalistic mode.

SCATTER DIAGRAM

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The above regression line reflects the best fit estimates between administrative and marketing attitudes. The regression equation of marketing attitudes equals $1.26 = 0.45$ times administrative attitudes. In other words, for every two scores increased in administrative attitudes, marketing attitudes go up one score. This is reflected in the slope of the regression equation, which is equal to 0.54. This was termed as the "Marginal Marketing Attitude Increase."

The dispersion of the attitudes on the scatter diagram resulted in a correlation coefficient of .046. This reflected a fair coefficient from estimating marketing attitudes from administrative attitudes.

Since the means in all of the statistical data were very close, standard deviations were utilized among all the scores to measure the dispersion rate.

Part II

Institutional Comparisons, Cosmopolite/Localite Attitudes

This comparative analysis was interesting in that it compared the cosmopolite/localite attitudinal scores with each institution. With a neutral score of 4.00, the University of Nevada, Las Vegas showed a mean (balance point) of 3.3312, and a standard deviation (showing the spread of scores around the mean) of 0.6946. This indicated that the University of Nevada Las Vegas respondents were less cosmopolite than the University of Nevada, Reno, Clark County Community College and Truckee Meadows Community College, and more cosmopolite than Western Community College and Northern Nevada Community College.

The University of Nevada, Reno reflected a mean of 3.0700 and a standard deviation of 0.5239. This reflected the highest cosmopolite attitude score as an institution. All other institutions in the system had more localite attitudes.

Clark County Community College had a mean score of 3.2875, and a standard deviation of 0.4274. This data indicated that Clark County Community College is more cosmopolite oriented than is the University of Nevada, Las Vegas, Western Community College and Northern Nevada Community College, but more localite in it's attitudes than the University of Nevada, Reno and Truckee Meadows Community College.

Western Community College reflected a mean score close to the neutral score of 4.00, which was 3.8812. Western also had a standard deviation of 0.5757, which reflected Western as more localite than all of the other institutions in the study, with the exception of Northern Nevada Community College.

Truckee Meadows Community College had a mean of 3.2250, which was very close to Clark County Community College, however Truckee Meadows standard deviation of 0.3532 placed them in a more cosmopolite attitude than all other institutions, again with the exception of the University of Nevada, Reno.

Northern Nevada Community College reflected a mean of 4.0125, which placed them in the localite portion of the continuum. The standard deviation for Northern Nevada Community College was 0.5573. This dispersion of scores were more spread out than any other institution. Northern Nevada Community College's scores reflected a more localite attitude than any of the institutions tested.

Part III

Comparative Institutional Study for Marketing

This was a comparative study which compared each institution to determine how their marketing attitudes related with each of the other individual institutions.

The University of Nevada Las Vegas had a mean of 3.5062, a standard deviation of 0.6565, which reflects interestingly enough that the University of Nevada Las Vegas was more traditionalist in their marketing attitudes than any institution tested.

The University of Nevada, Reno with a 2.9100 mean and a standard deviation of 0.4722 reflected a more modernist outlook on institutional marketing. In fact they reflected a more modern attitude than did the University of Nevada, Las Vegas, Clark County Community College, Western Community College and Northern Nevada Community College. However, Truckee Meadows Community College did display a more modern marketing attitude than did the University of Nevada, Reno.

Clark County Community College had a 3.1875 mean and a standard deviation of 0.6479. The University of Nevada Reno, Truckee Meadows Community College and Northern Nevada Community College tested with more of a neoteric marketing attitude than did Clark County Community College. Western Community College had almost an identical mean with Clark County Community College, however Clark County had a more modern marketing outlook than did the University of Nevada, Las Vegas.

Western Community College, as stated above, had a mean very close to Clark County Community College at 3.2062, therefore it fell in the same placement on the attitudinal continuum.

Western Community College had the least modern marketing attitudes than all the other institutions, with the exception of the University of Nevada, Las Vegas.

Truckee Meadows Community College had the most modernistic marketing attitudes with a mean score of 2.75 and a standard deviation of 0.2366.

Northern Nevada Community College, although the most localite institution, reflected rather modern marketing attitudes, with a mean of 2.95 and a standard deviation of 0.4813, which was the largest dispersion rate of any of the other institutions in this particular study.

The graph on page 107, identifies jointly the institutions cosmopolite/localite scores compared to their institutional marketing attitudinal scores.

Part IV

Positional Comparative Study

This comparative analysis was done to determine the cosmopolite/localite identification, specifically of the Presidents of the institutions, Vice Presidents of Academic Affairs, Vice Presidents of Study Affairs and all other Members.

The Presidents of the institutions reflected a high dispersion, with a mean of 3.5167 and a standard deviation of 0.7866. They were more cosmopolite than the Vice Presidents of Academics, but more localite than the Vice Presidents of Student Affairs and the other Members.

The Vice Presidents of Academics proved to be more localite than other positional categories. The mean was 3.5583 and the standard deviation a 0.6312.

The Vice Presidents of Student Affairs and Members had an almost identical mean of 3.4250 and 3.4167 respectively. Although the dispersions were greatly different, with the Vice Presidents of Student Affairs with a standard deviation of 0.7333, and Members with a standard deviation of 0.4966, these two categories were higher in the cosmopolite/localite continuum than the Presidents or the Vice Presidents of Academic Affairs.

Part V

Positional Marketing Attitude Comparisons

This analysis was computed to determine the positional marketing comparisons. Once again, the Presidents of the institutions reflected more of a traditionalist attitude than all others tested. Their mean was 3.5417, close to the neutral attitude of 4.00, with their standard deviation as a 0.9431.

The Vice Presidents of Academic Affairs, with a mean of 3.0833 and a standard deviation of 0.5820 reflected a more modernist attitude in marketing. Only the other Members were more in the neoteric marketing vain.

The Vice Presidents of Student Affairs had a mean of 3.1333, with a standard deviation of 0.6983. Although this dispersion was quite large, they still showed a less modernist marketing

attitude than did the Vice Presidents of Academics and other Members.

All other Members had the highest score on the neoteric marketing continuum, with a 3.0238 mean and a standard deviation of 0.6236.

A joint comparative analysis can be viewed on page 110.

Part VI

UNLV, UNR, CC; cosmopolite/localite attitudes

This study gave a comparative analysis between the University of Nevada, Las Vegas, the University of Nevada, Reno and all community colleges regarding their cosmopolite/localite attitudes.

The University of Nevada, Las Vegas showed a mean of 3.3312 and a standard deviation of 0.5946. These statistics placed the University of Nevada, Las Vegas in a more cosmopolite attitude than the community colleges, but not as cosmopolite as the University of Nevada, Reno.

The University of Nevada, Reno with a mean of 3.0700, and a standard deviation of 0.5239 showed a fairly large dispersion, but also these statistics indicated a mean higher on the continuum than either the University of Nevada, Las Vegas, or the Community Colleges.

The Community Colleges were more localite than the other two institutions with a mean of 3.5673 and their dispersion was fairly small with a standard deviation of 0.5680.

Part VII

UNLV, UNR, Community College Marketing Attitudes

With a mean of 3.5062, the University of Nevada, Las Vegas showed the marketing attitudes to be more in the traditionalist mode than the University of Nevada, Reno and the Community Colleges. The standard deviation for the University of Nevada, Las Vegas was 0.6565, and gave it a dispersion that encompassed the 4.0, or neutral attitude.

The University of Nevada, Reno conversely had the more modernist view of marketing with the mean of 2.9100. The University of Nevada, Reno also had the largest dispersion with a standard deviation of 0.4722.

The Community Colleges, as in their localite/cosmopolite attitudes, had the smallest dispersion of their recorded responses with a standard deviation of 0.6985. Their mean placed them between the University of Nevada Reno, and the University of Nevada, Las Vegas in their neoteric marketing attitudes.

Part VIII

University Comparisons, cosmopolite/localite

Once again, the University of Nevada, Las Vegas, with the mean of 3.3312 was more localite than the University of Nevada, Reno with a mean of 3.0700.

Part IX

University Comparisons/Marketing

The University of Nevada, Las Vegas, with a mean of 3.5062 a standard deviation of 0.6565 with a coefficient of variance of 18.72 fell further to the right of the continuum than did the University of Nevada, Reno. This indicated that the University of Nevada, Reno had a more modernist marketing attitude with a mean of 2.9100.

A joint comparison between the universities cosmopolite/localite attitudes and their marketing attitudes are displayed on page 116.

t-Test

The t-Test was significant in that it confirmed the fact that cosmopolites would have marketing scores less than 4.00, which indicated they would have tendencies toward neoteric marketing attitudes.

In the cosmopolite/localite t-Test, the p value was 0.000 which was less than the selected Alpha of .05, thereby rejecting the Null Hypothesis and accepting the Research Hypothesis, that there were statistically significant differences between localite and cosmopolite higher education administrator attitudes regarding the utilization of modern or neoteric marketing management attitudes.

Summary

This chapter has presented a discussion and analysis of data accumulated through the use of survey questionnaires. Pertinent data was solicited from six groups of collegiate administrators: Cabinets and Councils of the University of Nevada, Las Vegas, the University of Nevada, Reno, Clark County Community College, Western Community College, Truckee Meadows Community College and Northern Nevada Community College.

The study unequivocally substantiates, in answer to the Statement of the Problem, that there is a positive relationship between administrative attitudes and marketing attitudes.

The coefficient of determination shows that 21% of the variation or movement in marketing attitudes can be accounted for by administrative attitudes, however it appeared that marketing directions have many other influences, such as the economy, GNP, employment etc.

The one outlier attitude score in the upper right hand corner of the scatter diagram was not removed to show that localities and old marketing is indeed in existence in Nevada's institutions. In spite of this one outlier however, the correlation coefficient (indicating the degree of relationships between two variables), was still .046, which is an acceptable correlation.

To substantiate the Research Hypothesis, the Analysis of Variance, which tested the administrative and marketing attitudes, reflected there was a statistically significant difference between

marketing and administrative attitudes.

The f. statistic of 5.16 with a p of 0.026 rejects the Null Hypothesis of equality. Results also indicated, with a 95% confidence interval, mean scores for administrative attitudes were 3.4551 plus or minus .18 while the 95% confidence interval for mean marketing scores was 3.13, plus or minus .23.

This reflected a trend toward new marketing attitudes. The marketing trend toward modern attitudes was stronger than the administrative trends toward the cosmopolite attitude, and in addition there was a larger dispersion of attitudes in marketing as witnessed by the standard deviations of .581 and .681 respectively.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations presented in Chapter V were recognized to be subject to continual adaptation, change and evolution.

Summary of the findings

The procedure involved a review of literature and the utilization of a questionnaire survey to all universities and community colleges throughout the State of Nevada. The review of the literature indicated that historically, the role of the administrator has gotten more complex as administrative necessities become greater. Marketing became a viable commodity as competition increased in the educational world. A development of the four areas of institutional marketing, Price, Place, Promotion and Product came to be. Although these concepts were developed by Jerome E. McCarthy in 1960, it was evident that even today, the educational administrator does not understand these institutional marketing concepts.

In this study, the State of Nevada's higher educational institutions were focused in on to determine the make-up of the present cabinets and councils presently utilized. It was found that the University of Nevada, Las Vegas had 8 cabinet members, The University of Nevada, Reno had 5 members, Clark County Community College had 8 cabinet members, Western Community College had 8, Truckee Meadows Community College had 5 and Northern Nevada Community

College had 4 cabinet members.

The study focused on the following specific questions which served as a basis for the study involving the above members of the cabinets and councils of the Nevada institutions.

1. What was the relationship of administrative attitudes to the State of Nevada's higher educational setting to neoteric marketing attitudes?
2. What was the profile, cosmopolite or localite, of top administrators, defined as the Presidential Cabinet or Councils in Nevada universities and community colleges?
3. What were the marketing attitudes of those top administrators for each institution?
4. What were the marketing practices utilized by the Presidential Cabinets or Councils in Nevada universities and community colleges?
5. Was there an observable difference between the localite administrators and his marketing attitudes and the cosmopolite administrator and his marketing attitudes?

Also in an effort to give the study more depth and assist administrators more specifically, comparative studies were made between positions at the individual institutions and the institutions themselves.

Also the status of present marketing practices by each institution was incorporated into the study to give the study more of an informational base.

The study found that there was a positive relationship between administrative attitudes and the marketing attitudes. It was found that if administrative attitudes rose to a more cosmopolite fashion, then marketing attitudes rose to a more neoteric vain.

It was also found that all of the administrators as a whole, in measuring mean scores profiled as cosmopolites, and their marketing attitudes were within the more modern realms of the attitudinal continuum, however both administrative attitudes and marketing attitudes were fairly close to being neutral on the continuum.

The marketing practices of the institutions fell close together. All participated in the same type of marketing endeavors in relationship to the four P's of institutional marketing. In Product Strategy, all based their marketing concepts in a particular institutional image, described or identified through a particular slogan. All of the institutions utilized their college logo in their Promotional Strategy, and Pricing Strategy mainly consisted of deferred time payments to the students, the Good Neighbor (out-of-state tuition reduction) Policy, the Senior Citizen Program and two institutions took part in a Gift Certificate Program. In Place Strategy, with the exception of Clark County Community College, all institutions maintained classes primarily on their respective campuses.

The study reflected that there was an observable difference between the localite administrators and his marketing attitudes and the cosmopolite administrator and his marketing attitudes. This was substantiated by an Analysis of Variance Test administered which tested the administrative and marketing attitudes. This indicated that there was a trend toward moving to new marketing attitudes which was stronger than the trend toward cosmopolite attitudes.

Comparative studies were made to analyze administrative attitudes and in marketing attitudes. This was done institutionally and positionally.

Conclusions

Conclusions concerning the administrative and marketing attitudes of the respective Nevada institutions resulted from: a review of the literature, a development and implementation of an instrument, visitations to all of the institutions, and an analytical analysis of the data on the Mini-Tab Program, PC 82.1.1 located at the University of Nevada, Las Vegas.

The following conclusions were made:

1. There is an observable difference between the localite administrator and the cosmopolite administrator and how he views the marketing of the institution in a modernist or traditionalist mode.
2. There is a recognized need as institutions in the State of Nevada get more competitive for students, that more neoteric marketing practices should be implemented.

3. That the present marketing practices among the State of Nevada higher educational institutions were basically identical.

4. That the administrative and marketing attitudes fell within the modern and cosmopolite side of the continuum for all institutions.

RECOMMENDATIONS

The following recommendations are based on a review of the literature, an analysis of the data collected by the survey instruments and discussions with administrators of the institutions visited. It is suggested that these items serve as a basis for the further development of institutional awareness of how attitudes effect the administration of higher educational institutions in the State of Nevada.

1. An additional study should be initiated to determine if the administrative attitudes of the cabinet or council members have a direct effect not only in the Marketing aspect of the institution, but also in other areas, such as budgeting, personnel, decision making and other pertinent administrative functions of the university or community college.

2. An additional study should be implemented to determine a national or regional administrative attitude score in relation to their marketing attitudes.

3. Presidents of the respective institutions examine their boards and councils to determine what type of administrators they presently have, and to be cognizant of the type of administrators they will hire in the future.

APPENDICES

APPENDIX A

COVER LETTER AND QUESTIONNAIRES

CLARK COUNTY
COMMUNITY
COLLEGE

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OFFICE OF THE BURSAR

EXECUTIVE OFFICES
3200 East Cheyenne Avenue
North Las Vegas, Nevada 89030
(702) 643-6060
FAX (702) 643-6427

CHEYENNE CAMPUS
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FAX (702) 643-6427

HENDERSON CAMPUS
700 College Drive
Henderson, Nevada 89015-8419
(702) 564-7484
FAX (702) 564-3367

**HEALTH SCIENCES
CENTER**
6375 West Charleston Boulevard
Las Vegas, Nevada 89102
(702) 877-1133
FAX (702) 870-0052

Dear Colleague:

In an effort to assist Nevada's Universities and Community Colleges in their marketing attempts, I am conducting a research study and request your assistance.

The research data will ultimately lead to the development of statistical data to determine how cabinet level administrators attitudes relate specifically to modern marketing attitudes. Attached are two questionnaires which solicit your attitudes in these areas.

I appreciate your participation, and ask you take a few moments and complete the study.

Once again, I am respectively appreciative of the time you have allowed me during your cabinet and council meetings, and your interest in this project.

Thank you for your time and assistance.

Sincerely,

LARRY L. MARTIN

1 Atch, Questionnaires

COSMOPOLITE/LOCALITE
QUESTIONNAIRE

TITLE: _____

INSTITUTION: _____

Please indicate the degree to which you agree or disagree with each of the following statements. Circle the number that most corresponds to your degree of agreement or disagreement.

1. Strongly Agree 2. Agree 3. Neutral-Agree 4. Neutral
5. Neutral-Disagree 6. Disagree and 7. Strongly Disagree.

	AGREE				DISAGREE			
1. Professional Association Memberships and attending national conferences are very important to my career.	1	2	3	4	5	6	7	
2. A major source of occupational information is derived from national and international journals	1	2	3	4	5	6	7	
3. You would leave your present position if a job at a lower salary were offered you at a substantially more prestigious university.	1	2	3	4	5	6	7	
4. I have a strong desire to attend cultural activities, such as the ballet, theatre, etc.	1	2	3	4	5	6	7	
5. Many of my ideas come from people/colleagues across the nation.	1	2	3	4	5	6	7	
6. It is more important to have people accept differences than it is to have congruence.	1	2	3	4	5	6	7	
7. I value writing an article for an academic or professional journal.	1	2	3	4	5	6	7	
8. I was hired to my present position from outside the institution.	1	2	3	4	5	6	7	
9. Information received due to memberships in national and international organizations pertaining to my field help me perform my duties better.	1	2	3	4	5	6	7	
10. I get most of my intellectual stimulation from my colleagues in the field elsewhere, as opposed to my institutional colleagues.	1	2	3	4	5	6	7	

COSMOPOLITE/LOCALITE - CONT

	AGREE					DISAGREE		
11.	I am loyal to my specialization more than to my organization.	1	2	3	4	5	6	7
12.	I prefer sharing recreational pursuits with out-of-town peers, rather than with organizational peers.	1	2	3	4	5	6	7
13.	My social life is connected to a great extent with my occupation rather than with my college.	1	2	3	4	5	6	7
14.	My community activity is somewhat limited.	1	2	3	4	5	6	7
15.	It is important for you to improve your institution's status in the eyes of the national community.	1	2	3	4	5	6	7
16.	It would be gratifying to me to be remembered as one who was always aware of the newest ideas.	1	2	3	4	5	6	7
17.	I was hired to my present position on the basis of my knoweldge and awareness of my field.	1	2	3	4	5	6	7
18.	I enjoy watching TV programs about travel, environmental issues, international news and business/scientific breakthroughs.	1	2	3	4	5	6	7
19.	Tenure at this institution should be at least partially related to the individuals knoweldge of what is "new" in his or her field.	1	2	3	4	5	6	7
20.	You would leave your present institution for a more innovative institution even though a higher salary were offered you at your current position.	1	2	3	4	5	6	7

MARKETING QUESTIONNAIRE

There are four specific areas of institutional marketing addressed by this questionnaire. They are: Product Strategy, which concerns the programs offered in terms of satisfying the consumers needs. Place or Distribution Strategy, concerning institutional offerings in relationship to the consumer. Promotional Strategy, involving various aspects of the media, and Pricing Strategy concerning the prices involved in paying tuition and fees.

Please indicate the degree to which you agree or disagree with each of the following statements. Circle the number that most corresponds to your degree of agreement or disagreement.

1. Strongly Agree 2. Agree 3. Neutral Agree 4. Neutral
5. Neutral-Disagree 6. Disagree and, 7. Strongly Disagree

	<u>AGREE</u>					<u>DISAGREE</u>
--	--------------	--	--	--	--	-----------------

PRODUCT STRATEGY

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 1. Involving students in the planning of new educational programs is important. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. External lay personnel, i.e., local, state, national, and or professional leaders should be involved in evaluating the institutions educational programs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Current programs are matching the demographic characteristics of your targeted population. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Your current curricular programs directly relate to your institutional image. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Your institution involves potential consumers in identifying your best programs. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

PLACE OR DISTRIBUTION STRATEGY

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 6. Your college or University marketing plans specifically adress the nontraditional student. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Your institution should be involved in marketing activities designed to increase enrollment of both full-time and part-time students. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

MARKETING - CONT

	<u>AGREE</u>					<u>DISAGREE</u>	
8. The marketing strategy of granting credit for life experiences should be an important aspect in your institutional marketing program.	1	2	3	4	5	6	7
9. Alumni should be offered special refresher seminars as part of the promotional marketing strategy.	1	2	3	4	5	6	7
10. The marketing strategy developed at your institution should be addressed to students needs only.	1	2	3	4	5	6	7

PROMOTIONAL STRATEGY

11. Dollars should be expended to conduct surveys to determine how students learn about your institution.	1	2	3	4	5	6	7
12. Your institutional logo directly relates to the institutions current objectives.	1	2	3	4	5	6	7
13. Outside professional agencies should be procured to aid your institutions marketing activities.	1	2	3	4	5	6	7
14. Your institution should utilize all facets of the media to sell your institution.	1	2	3	4	5	6	7
15. Dollars should be spent to implement a system for evaluating short-term, long-term effects of promotional activities through radio, television and newspapers.	1	2	3	4	5	6	7

PRICING STRATEGY

16. Your institution should implement a delayed financial aid plan for full time students as part of a price marketing strategy.	1	2	3	4	5	6	7
17. Family tuition rates should be implemented.	1	2	3	4	5	6	7

MARKETING - CONT

	AGREE					DISAGREE	
18. Tuition rates for day classes should be higher than rates for evening or weekend classes.	1	2	3	4	5	6	7
19. Marketing should be a top priority budget item.	1	2	3	4	5	6	7
20. Scholarships and grants should be part of your price marketing strategy.	1	2	3	4	5	6	7

APPENDIX B
COMPUTER PROGRAMS FOR DATA ANALYSIS

UNIVERSITY OF NEVADA SYSTEM COMPUTING CENTER

CYBER 830 / NOS 2
Microcomputers / MS - DOS

Mini-Tab
Statistical Package 8.1.1

Mini-tab was a general purpose statistical data analysis system developed at Penn State University for researchers and students with no previous computer experience. It was designed primarily for moderate size data sets which could be stored in main memory.

There were three versions of Min-tab for microcomputers. The Fundamental version provided commonly used statistical and data manipulation routines that were particularly useful for instruction and preliminary analysis.

Features included: plots, histograms, descriptive statistics, simple and multiple regression, analysis of variance, nonparametrics, cross-tabulation, random data generation, and macro and looping capabilities.

The Standard version expanded on those capabilities to include time series analysis, step wise regression, exploratory data analysis, and matrix operations.

APPENDIX C

TABLES

Table 1. Institutional Administrative
and Marketing Attitudes

<u>INSTITUTIONAL ATTITUDE TABLE</u>				
	<u>ADMINISTRATIVE ATTITUDES</u>		<u>MARKETING ATTITUDES</u>	
	<u>COSMOP</u> 7	<u>LOCALITE</u> 1	<u>MODERN</u> 7	<u>TRADITION</u> 1
UNLV				
UNR	5	0	5	0
CCCC	8	0	7	1
WESTERN	5	3	7	1
TRUCKEE	6	0	6	0
NORTHERN	2	2	4	0

Table 2. Positional Administrative
and Marketing Attitudes

<u>POSITIONAL ATTITUDE TABLE</u>				
	<u>ADMINISTRATIVE ATTITUDES</u>		<u>MARKETING ATTITUDES</u>	
	<u>COSMOP</u>	<u>LOCALITE</u>	<u>MODERN</u>	<u>TRADITION</u>
PRESIDENT	5	1	5	1
VICE PRES OF ACADEMICS	5	1	6	0
VICE PRES OF STUDENT SVCS	5	1	6	0
MEMBERS	19	2	19	2

Table 3. Questionnaire Mean Scores
and responses

MEAN TABLE													
ROW	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13
1	1.10			2	4	6	6	2	2	3	1	3	3
2	1.20			3	1	5	2	3	4	3	7	1	4
3	1.31			4	2	6	3	4	4	2	7	1	4
4	1.32			1	1	7	1	1	1	4	1	2	3
5	1.33			2	2	7	2	2	2	3	7	3	3
6	1.34			6	3	7	5	4	1	4	1	3	4
7	1.35			3	3	4	4	2	2	4	7	3	4
8	1.36			4	2	5	3	3	4	4	1	1	4
9	2.10			3	4	7	1	2	3	2	7	3	2
10	2.20			6	4	4	6	2	2	2	1	5	2
11	2.31			2	2	1	3	1	2	2	1	2	2
12	2.32			2	2	3	4	4	2	3	1	2	5
13	2.33			1	2	6	2	3	2	2	7	3	1
14	3.10			2	5	3	1	4	2	3	1	3	5
15	3.20			1	4	7	3	4	1	2	1	2	3
16	3.31			1	3	4	3	4	2	3	1	2	3
17	3.32			3	3	2	1	3	6	4	7	6	7
18	3.33			4	3	7	3	4	3	6	7	3	2
19	3.34			3	3	6	4	4	4	4	1	3	5
20	3.35			2	2	2	2	4	2	3	7	1	6
21	3.36			1	2	7	4	2	3	4	1	3	4
22	4.10			6	5	1	5	6	5	6	7	6	6
23	4.20			2	5	6	4	4	3	3	6	2	3
24	4.31			4	3	5	6	3	3	5	7	3	3
25	4.32			2	6	7	2	2	3	4	7	3	6
26	4.33			1	1	7	6	2	2	2	7	2	1
27	4.34			2	2	5	3	3	6	6	2	2	5
28	4.35			2	2	6	3	2	1	3	1	2	3
29	4.36			1	2	7	6	5	5	1	1	1	6
30	5.10			1	1	7	1	1	1	4	6	1	6
31	5.20			2	2	6	2	2	2	4	2	2	3
32	5.31			2	2	7	4	5	3	3	7	2	5
33	5.32			3	4	4	3	4	2	2	7	2	5
34	5.33			2	4	6	4	3	2	5	1	1	5
35	5.34			2	2	7	3	2	1	2	7	3	3
36	6.10			2	5	7	3	2	2	3	1	6	2
37	6.20			4	6	3	5	5	3	7	7	5	7
38	6.31			5	5	7	4	2	2	6	7	3	5
39	6.32			3	3	7	4	2	2	5	1	2	7

Table 3.1 Questionnaire Mean Scores
and Responses

MEAN TABLE - CONTINUED

ROW	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25
1	6	4	4	2	2	4	3	3	3	3	1	3
2	5	3	3	4	1	4	4	3	2	4	3	5
3	6	4	4	3	1	4	4	2	2	4	4	5
4	2	4	4	3	1	1	1	1	1	5	1	1
5	7	4	6	1	2	3	2	2	2	4	2	2
6	7	7	7	5	4	3	1	4	4	7	4	4
7	4	3	5	1	3	5	2	4	3	5	4	4
8	5	3	4	2	1	1	2	3	3	4	3	2
9	6	2	3	1	1	3	4	4	2	4	3	4
10	6	7	6	5	2	2	1	6	3	4	4	3
11	7	2	6	2	1	1	1	7	2	1	3	2
12	7	2	6	3	1	2	2	3	1	3	2	2
13	7	1	6	1	1	3	4	3	1	6	3	1
14	7	4	2	1	1	1	2	4	4	6	3	1
15	7	4	4	5	1	2	1	3	2	2	6	1
16	7	6	4	1	1	3	1	3	4	3	4	2
17	5	7	7	2	1	4	1	2	3	1	6	2
18	4	3	6	2	2	5	4	3	3	4	3	2
19	4	4	6	3	1	2	5	4	3	4	1	1
20	1	5	6	2	2	2	1	2	1	4	1	1
21	6	3	4	2	2	3	3	4	3	7	2	2
22	1	4	2	6	7	6	6	6	6	3	5	5
23	6	4	4	4	4	4	2	2	3	4	3	1
24	7	7	7	3	2	2	1	1	2	6	5	5
25	7	6	7	4	2	4	3	1	4	7	3	6
26	6	4	4	2	1	4	7	7	2	7	1	1
27	4	3	5	2	2	2	2	4	3	6	2	2
28	6	4	7	6	2	2	3	2	3	3	3	3
29	7	7	6	3	3	2	1	1	3	4	4	1
30	6	5	5	2	1	1	1	1	2	3	3	2
31	7	4	6	2	2	3	2	2	2	3	2	3
32	7	2	4	2	1	3	1	2	3	4	2	2
33	4	7	2	4	3	4	5	4	3	3	1	2
34	5	6	2	1	1	1	1	2	2	6	3	1
35	4	6	4	3	3	2	3	1	2	7	4	1
36	7	4	4	2	5	5	7	3	2	2	3	2
37	6	6	5	2	6	2	6	4	1	2	3	2
38	5	6	6	1	5	2	6	2	2	6	2	2
39	6	4	4	1	1	3	1	6	3	3	3	2

Table 3.2 Questionnaire Mean Scores
and Responses

MEAN TABLE - CONTINUED

ROW	C26	C27	C28	C29	C30	C31	C32	C33	C34	C35	C36	C37
1	3	4	3	3	3	6	3	7	3	4	5	5
2	3	3	4	4	2	5	3	3	4	5	6	3
3	4	4	3	4	3	5	3	4	4	5	5	3
4	2	2	2	4	1	1	1	7	1	4	4	1
5	4	2	2	4	2	4	3	5	2	2	3	1
6	7	6	6	4	4	4	3	3	4	7	2	1
7	3	3	5	5	3	2	3	4	4	4	3	2
8	4	4	5	3	2	5	3	4	4	4	3	2
9	4	2	4	1	1	7	3	6	2	3	2	1
10	6	3	5	6	1	5	3	4	3	4	1	3
11	3	1	3	3	1	6	4	6	1	2	1	1
12	1	2	3	3	1	3	2	3	2	2	2	2
13	3	2	5	1	1	7	2	6	1	3	1	1
14	2	3	4	2	1	3	3	6	1	6	2	1
15	3	3	2	3	1	3	2	7	2	2	2	2
16	2	2	2	3	3	3	4	4	1	3	1	2
17	2	4	5	6	4	6	2	7	3	7	1	1
18	2	3	5	4	5	4	3	6	6	7	3	2
19	4	3	4	6	1	7	2	7	3	6	3	1
20	3	4	3	3	1	2	1	5	1	2	1	1
21	3	3	3	1	1	2	3	4	3	3	2	2
22	6	6	6	5	6	6	5	2	6	4	5	7
23	2	2	2	2	2	1	4	4	3	4	4	3
24	2	2	2	1	1	6	2	6	3	4	6	1
25	1	1	2	2	1	3	3	6	5	5	2	1
26	2	1	4	1	1	2	1	1	1	7	1	1
27	3	2	3	3	2	2	2	2	2	4	3	2
28	2	2	5	5	1	4	5	6	3	4	3	2
29	1	2	1	1	1	3	4	1	3	1	2	1
30	5	5	1	2	1	3	2	7	1	4	2	1
31	2	2	3	3	2	3	3	3	3	3	2	2
32	1	1	1	1	1	1	2	7	2	2	3	1
33	3	4	2	2	2	4	2	6	2	4	4	3
34	6	2	5	4	1	3	2	6	2	4	1	1
35	2	2	2	1	2	4	3	6	3	4	3	1
36	2	2	3	3	1	2	5	5	3	7	7	3
37	2	2	2	2	1	4	3	5	3	2	2	2
38	2	2	2	1	1	2	2	6	3	6	5	1
39	5	6	6	1	1	4	4	6	4	3	1	1

Table 3.3 Questionnaire Mean Scores
and Responses

MEAN TABLE - CONTINUED

ROW	C38	C39	C40	C41	C41	C43	TST1MEAN (COS)	TST2MEAN(MKT)
1	4	5	6	7	3	2	3.35	4.00
2	4	3	4	6	4	4	3.30	3.90
3	4	4	4	6	4	4	3.55	4.10
4	1	1	2	7	1	1	2.25	2.25
5	2	3	2	7	2	1	3.30	2.75
6	1	3	3	4	3	3	4.35	3.80
7	3	2	5	6	4	3	3.60	3.60
8	3	3	6	6	4	3	2.95	3.65
9	2	3	4	4	2	1	3.20	2.95
10	2	5	5	5	2	3	3.80	3.65
11	2	4	4	7	2	1	2.35	2.85
12	2	2	2	7	2	2	2.90	2.35
13	1	3	5	6	1	1	3.10	2.75
14	3	2	4	7	5	2	3.05	3.05
15	2	2	2	7	5	2	2.90	2.80
16	3	4	4	4	3	2	2.85	2.80
17	3	3	3	6	6	3	3.70	4.00
18	5	2	5	7	6	3	3.90	4.15
19	2	4	4	7	3	2	3.65	3.55
20	1	1	4	7	3	1	2.85	2.30
21	3	2	4	6	5	3	3.40	2.85
22	6	6	4	2	6	6	5.00	5.20
23	3	4	4	6	3	3	3.75	3.00
24	6	4	7	7	7	1	4.00	3.90
25	4	5	4	7	4	2	4.35	3.35
26	1	1	2	7	1	2	3.75	1.95
27	2	1	2	6	2	1	3.45	2.40
28	2	4	4	6	3	1	3.15	3.40
29	2	4	4	7	4	2	3.60	2.45
30	1	2	2	4	2	2	2.80	2.60
31	3	3	4	6	3	1	3.00	2.80
32	2	4	2	7	3	2	3.45	2.35
33	3	2	2	6	4	2	3.75	3.00
34	3	2	2	7	2	1	3.00	2.90
35	3	2	4	6	2	2	3.35	2.85
36	3	2	3	7	5	1	3.70	3.45
37	1	3	2	4	1	1	4.60	2.35
38	2	1	6	7	2	1	4.35	2.80
39	2	2	4	7	1	1	3.40	3.20

APPENDIX D**FIGURES**

INSTITUTIONAL COMPARISONS (COS/LOC)

ANALYSIS OF VARIANCE ON C44

SOURCE	DF	SS	MS	F	p
C2	5	4.102	0.820	3.10	0.021
ERROR	33	8.727	0.264		
TOTAL	38	12.829			

INDIVIDUAL 95 PCS CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
1	8	3.3312	0.5946	(-----*-----)
2	5	3.0700	0.5239	(-----*-----)
3	8	3.2875	0.4274	(-----*-----)
4	8	3.8812	0.5757	(-----*-----)
5	6	3.2250	0.3532	(-----*-----)
6	4	4.0125	0.5573	(-----*-----)

-----+-----+-----+-----
3.00 3.60 4.20

POOLED STDEV = 0.5142

Figure 2. Institutional Comparison,
Marketing Attitudes

INSTITUTIONAL COMPARISONS (MARKETING)

ANALYSIS OF VARIANCE ON C45

SOURCE	DF	SS	MS	F	P
C2	5	2.443	0.489	1.06	0.399
ERROR	33	15.180	0.460		
TOTAL	38	17.624			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
1	8	3.5062	0.6565	(-----*-----)
2	5	2.9100	0.4722	(-----*-----)
3	8	3.1875	0.6479	(-----*-----)
4	8	3.2062	1.0252	(-----*-----)
5	6	2.7500	0.2366	(-----*-----)
6	4	2.9500	0.4813	(-----*-----)

-----+-----+-----+-----
2.50 3.00 3.50

POOLED STDEV = 0.6782

Figure 3. Positional Comparison,
Cosmopolite/Localite

POSITIONAL COMPARISONS (COS/LOC)

ANALYSIS OF VARIANCE ON C44

SOURCE	DF	SS	MS	F	P
C3	3	0.123	0.041	0.11	0.952
ERROR	35	12.706	0.363		
TOTAL	38	12.829			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
1	6	3.5167	0.7866	(-----*-----)
2	6	3.5583	0.6312	(-----*-----)
3	6	3.4250	0.7333	(-----*-----)
4	21	3.4167	0.4966	(-----*-----)
				-----+-----+-----+-----
				3.15 3.50 3.85

POOLED STDEV = 0.6025

POSITIONAL COMPARISONS (MARKETING)

ANALYSIS OF VARIANCE ON C45

SOURCE	DF	SS	MS	F	p
C3	3	1.267	0.422	0.90	0.449
ERROR	35	16.357	0.467		
TOTAL	38	17.624			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
1	6	3.5417	0.9431	(-----*-----)
2	6	3.0833	0.5820	(-----*-----)
3	6	3.1333	0.6983	(-----*-----)
4	21	3.0238	0.6236	(-----*-----)

3.00	3.50	4.00
------	------	------

POOLED STDEV = 0.6836

Figure 5. UNLV, UNR, Community College
Comparison, Cosmopolite/Localite

99

UNLV vs UNR vs COMM COLLEGES (COS/LOC)

ANALYSIS OF VARIANCE ON C44

SOURCE	DF	SS	MS	F	P
C46	2	1.192	0.596	1.84	0.173
ERROR	36	11.637	0.323		
TOTAL	38	12.829			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
1	8	3.3312	0.5946	(-----*-----)
2	5	3.0700	0.5239	(-----*-----)
3	26	3.5673	0.5680	(-----*-----)
				-----+-----+-----
				2.80 3.15 3.50

POOLED STDEV = 0.5686

UNLV vs UNR vs COMM COLLEGES (MARKETING)

ANALYSIS OF VARIANCE ON C45

SOURCE	DF	SS	MS	F	P
C46	2	1.518	0.759	1.70	0.198
ERROR	36	16.106	0.447		
TOTAL	38	17.624			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
1	8	3.5062	0.6565	(-----*-----)
2	5	2.9100	0.4722	(-----*-----)
3	26	3.0558	0.6985	(-----*-----)

-----+-----+-----+-----+-----
2.50 3.00 3.50 4.00

POOLED STDEV = 0.6689

Figure 7. University Comparison,
Cosmopolite/Localite

101

UNIVERSITY COMPARISONS (COS/LOC)

ANALYSIS OF VARIANCE ON C54

SOURCE	DF	SS	MS	F	P
C52	1	0.210	0.210	0.65	0.438
ERROR	11	3.573	0.325		
TOTAL	12	3.783			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	
1	8	3.3312	0.5946	(-----+-----+-----+-----)
2	5	3.0700	0.5239	(-----*-----)
				(-----*-----)
				-----+-----+-----
				2.80 3.15 3.50

POOLED STDEV = 0.5699

UNIVERSITY COMPARISONS (MARKETING)

ANALYSIS OF VARIANCE ON C55

SOURCE	DF	SS	MS	F	P
C52	1	1.094	1.094	3.08	0.107
ERROR	11	3.909	0.355		
TOTAL	12	5.003			

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDEV

LEVEL	N	MEAN	STDEV	-----+-----+-----+-----+-----
1	8	3.5062	0.6565	(-----*-----)
2	5	2.9100	0.4722	(-----*-----)
				-----+-----+-----+-----+-----

POOLED STDEV = 0.5961

t-Test

MTB: T-Test on DO COSMOS PEOPLE HAVE MKTG MEAN <4.

MTB: Test 4 c75;

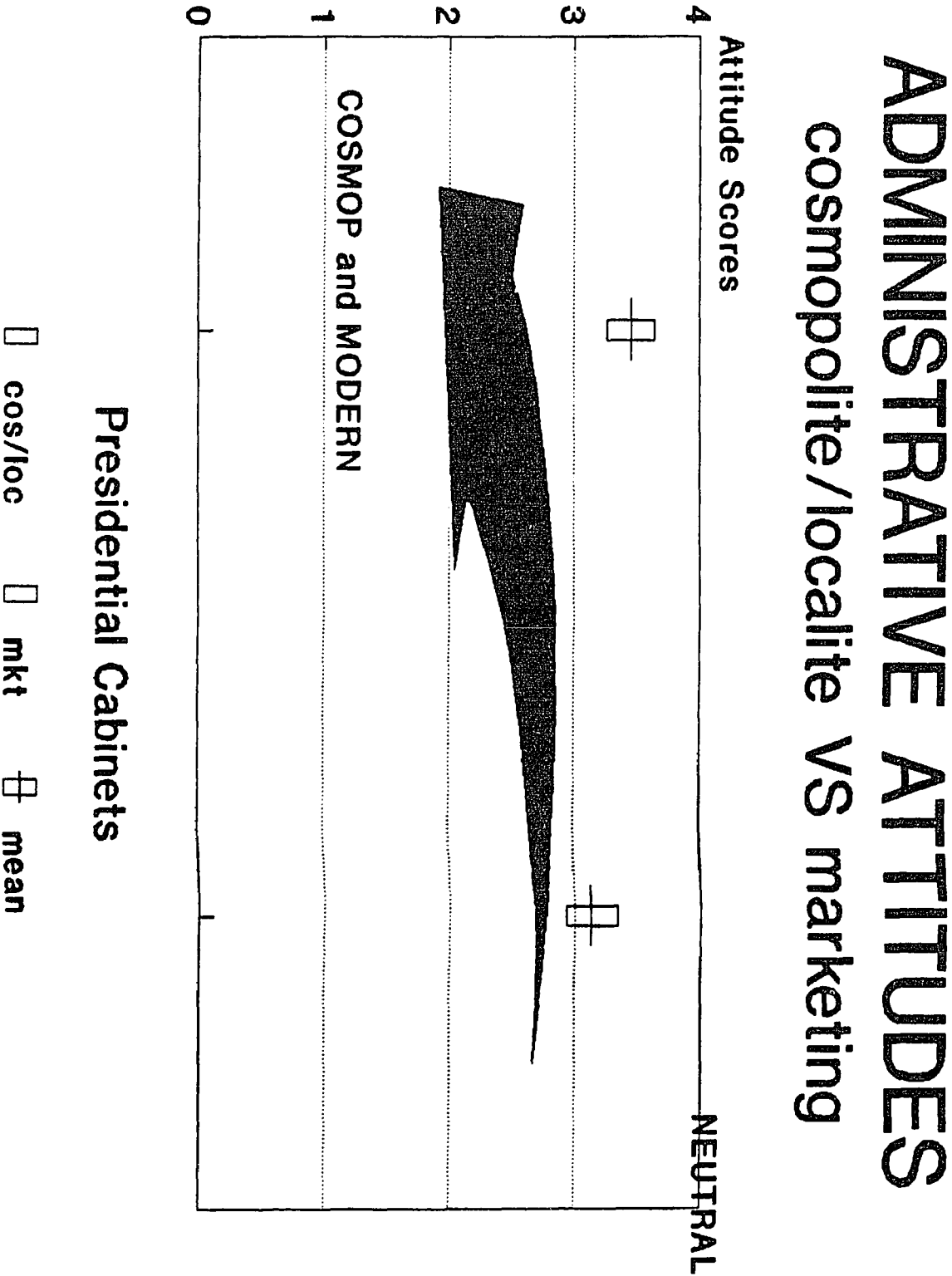
SUBC: Alternative -1.

TEST OF MU = 4.000 VS MU L.T. 4.000

	N	MEAN	STDEV	SE MEAN	T	P VALUE
C75	33	3.050	0.595	0.104	-9.18	0.0000

Null Hypothesis: $H_0: \mu \geq 4$ (Rejected)
Research Hypothesis: $H_A: \mu \leq 4$ (Accepted)

Figure 10. Administrative Attitudes,
Cosmopolite/Localite vs Marketing
(Graph Form)



COSMOP/LOCALITE ATTITUDES INSTITUTIONAL

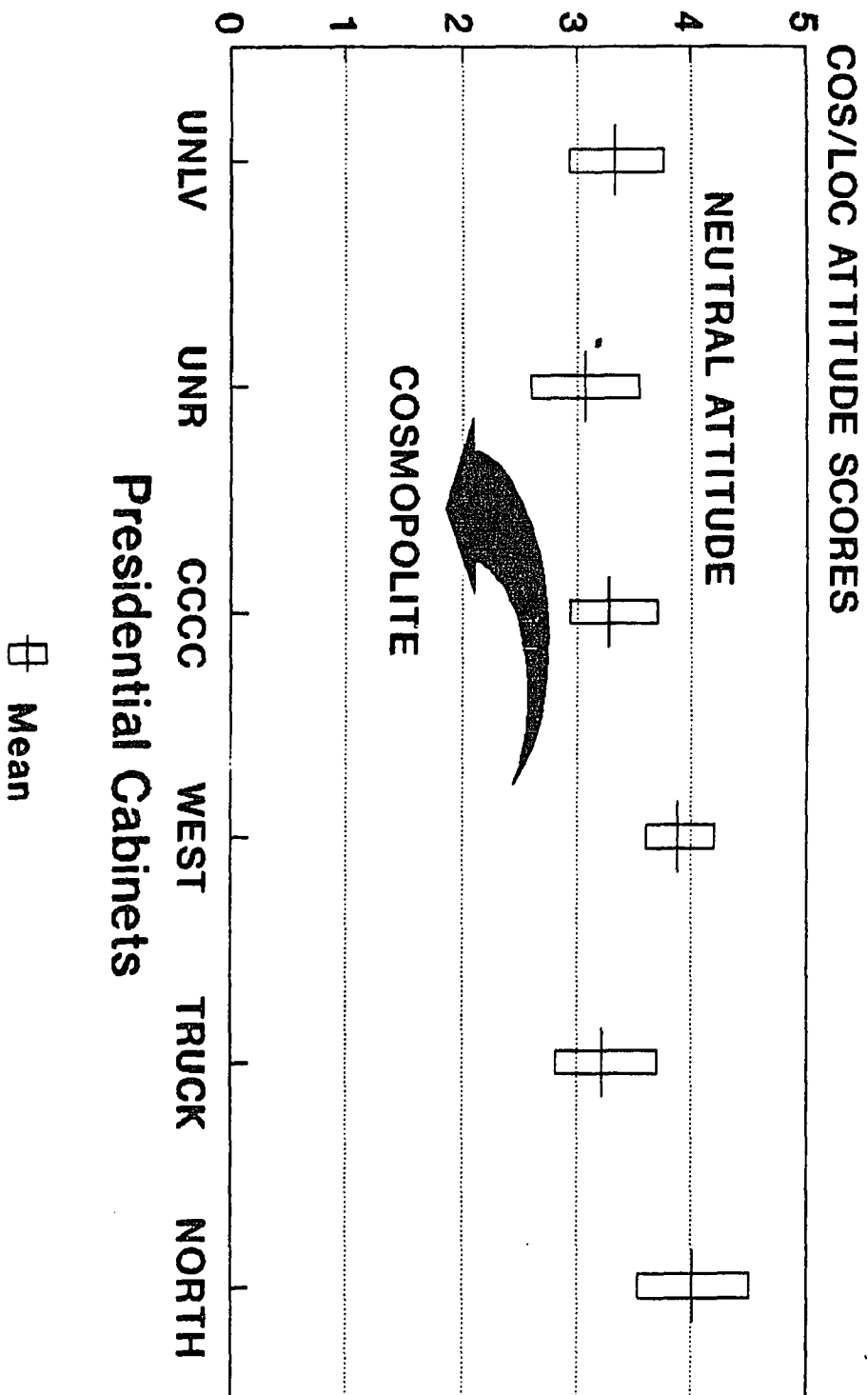


Figure 11. Institutional Cosmopolite/
Localite Attitudes (Graph Form)

MARKETING ATTITUDES INSTITUTIONAL

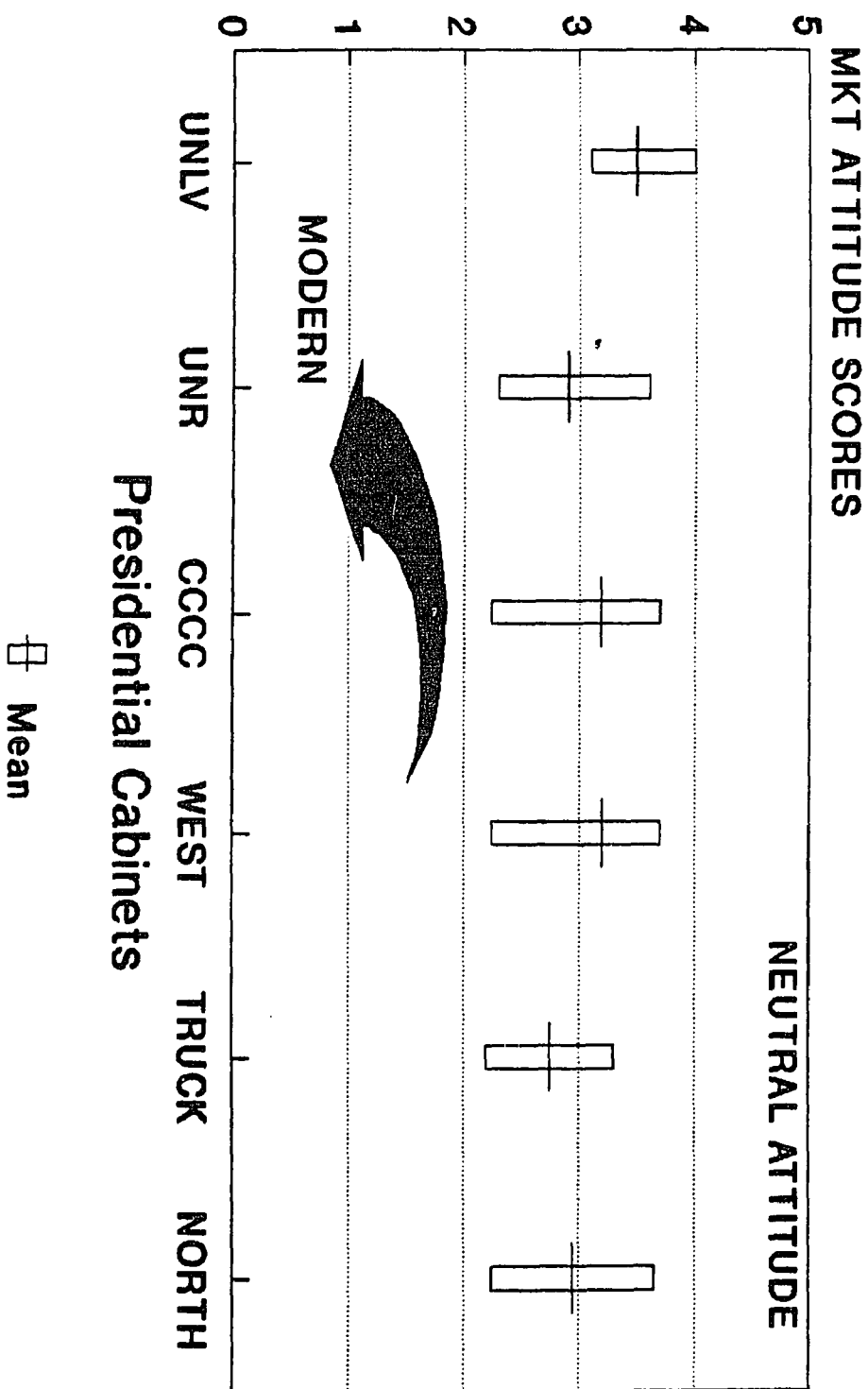
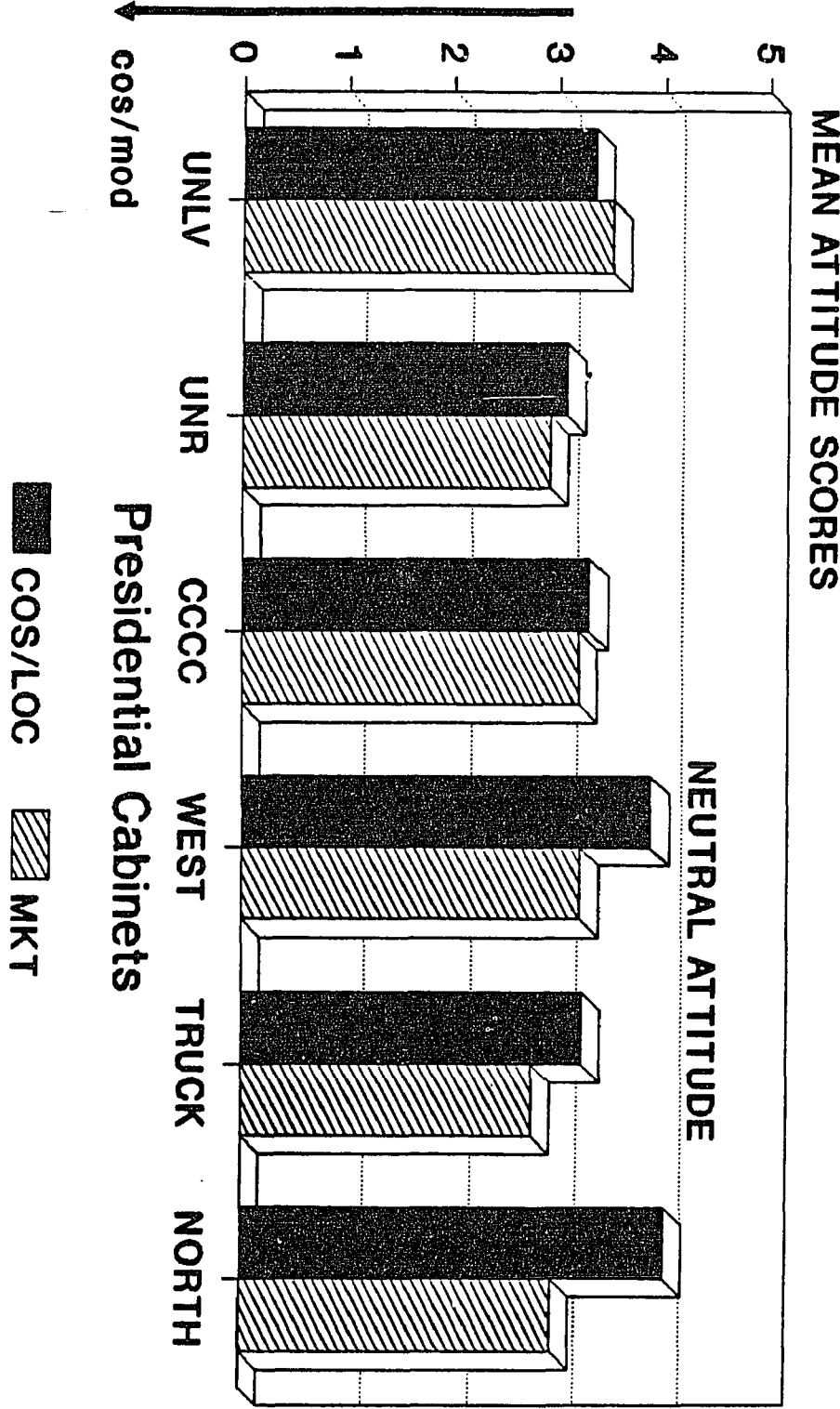


Figure 12. Institutional Marketing Attitudes (Graph Form)

Figure 13. Institutional Comparisons,
Cosmopolite/Localite vs Marketing (Graph Form)

INSTITUTIONAL COMPARISONS

cos/loc and marketing



POSITIONAL ATTITUDES COSMOPOLITE/LOCALITE

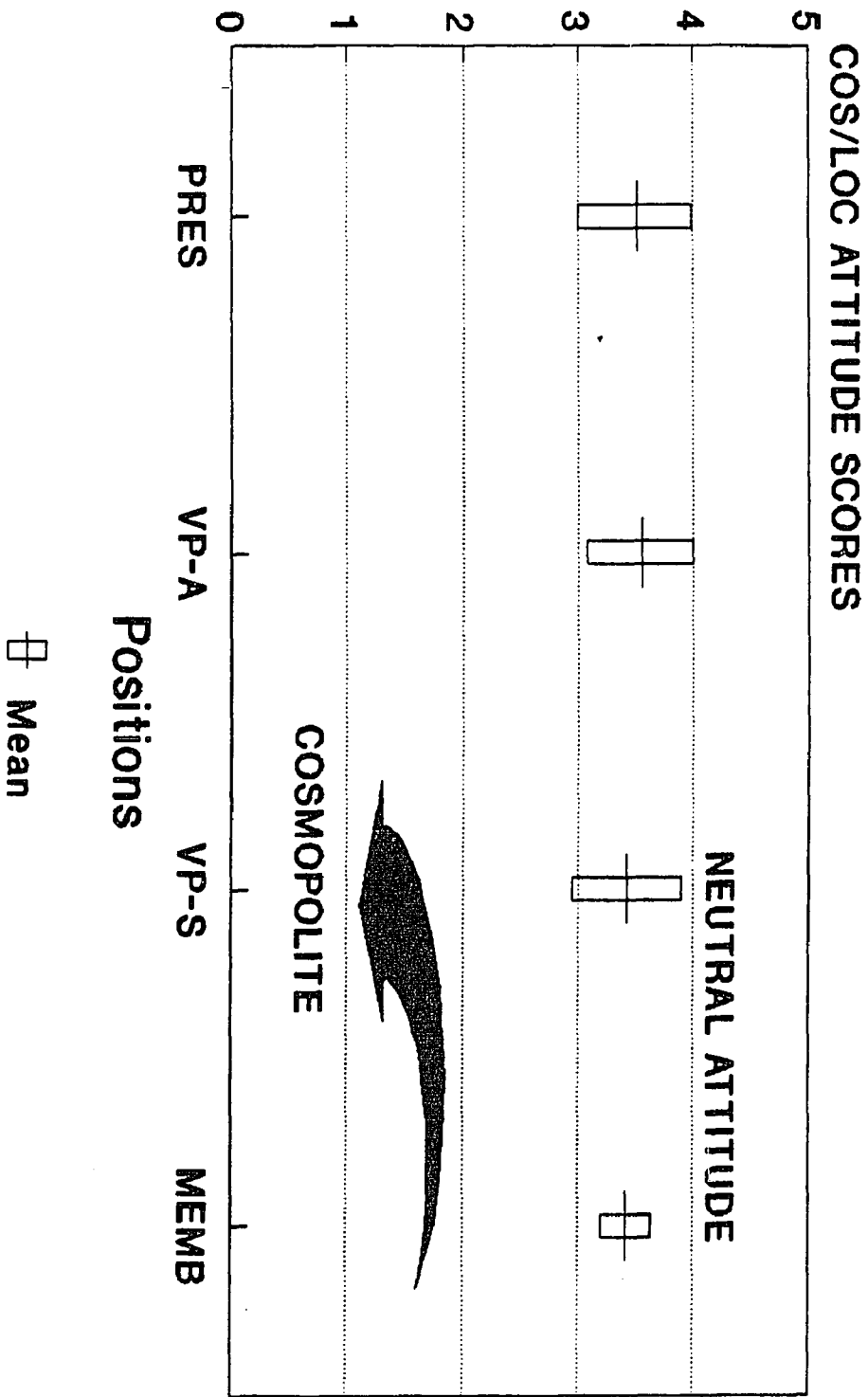


Figure 14. Positional Attitudes,
Cosmopolite/Localite (Graph Form)

POSITIONAL ATTITUDES MARKETING

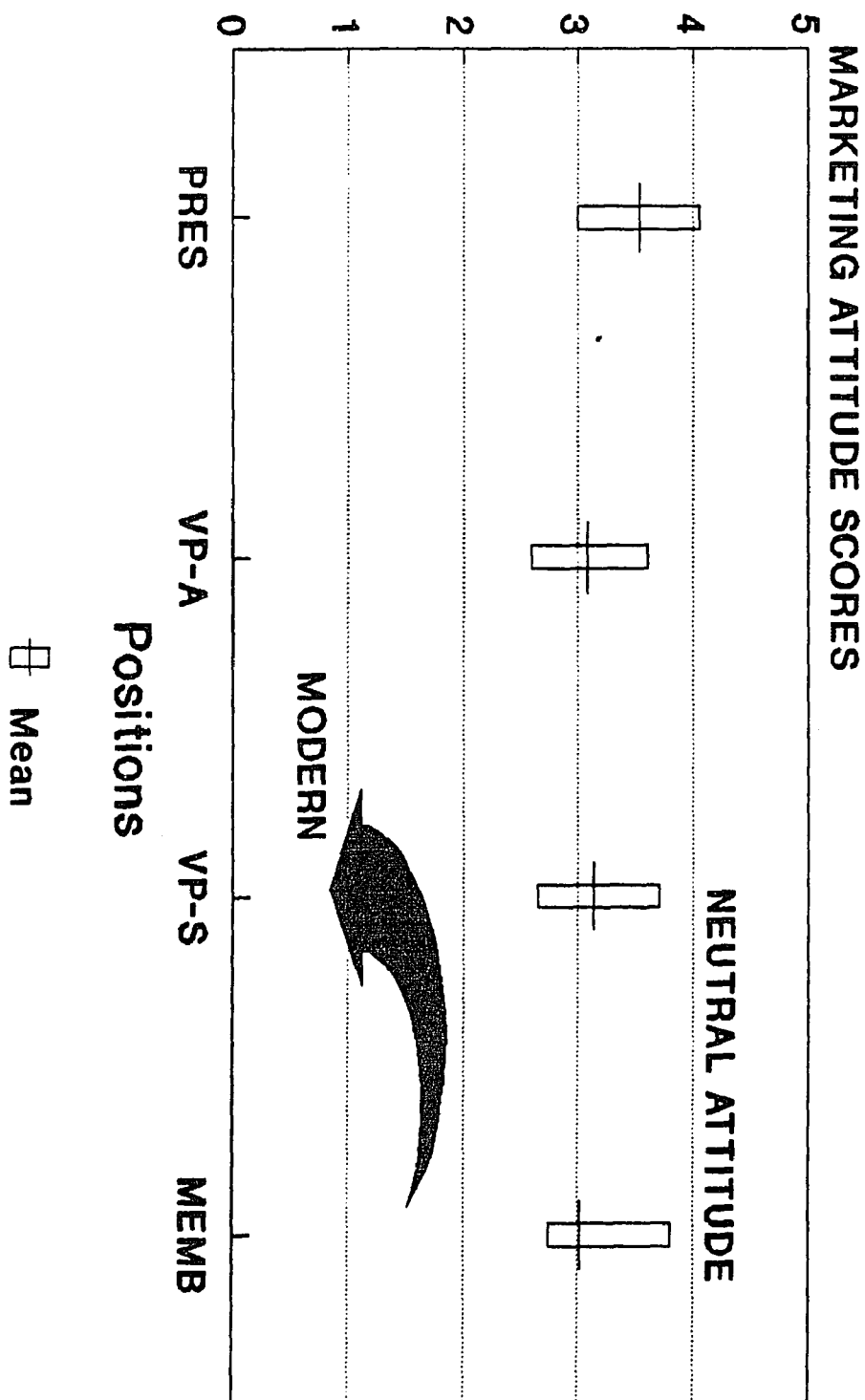


Figure 15. Positional Attitudes,
Marketing (Graph Form)

Figure 16. Positional Comparisons,
Cosmopolite/Localite vs Marketing
(Graph Form)

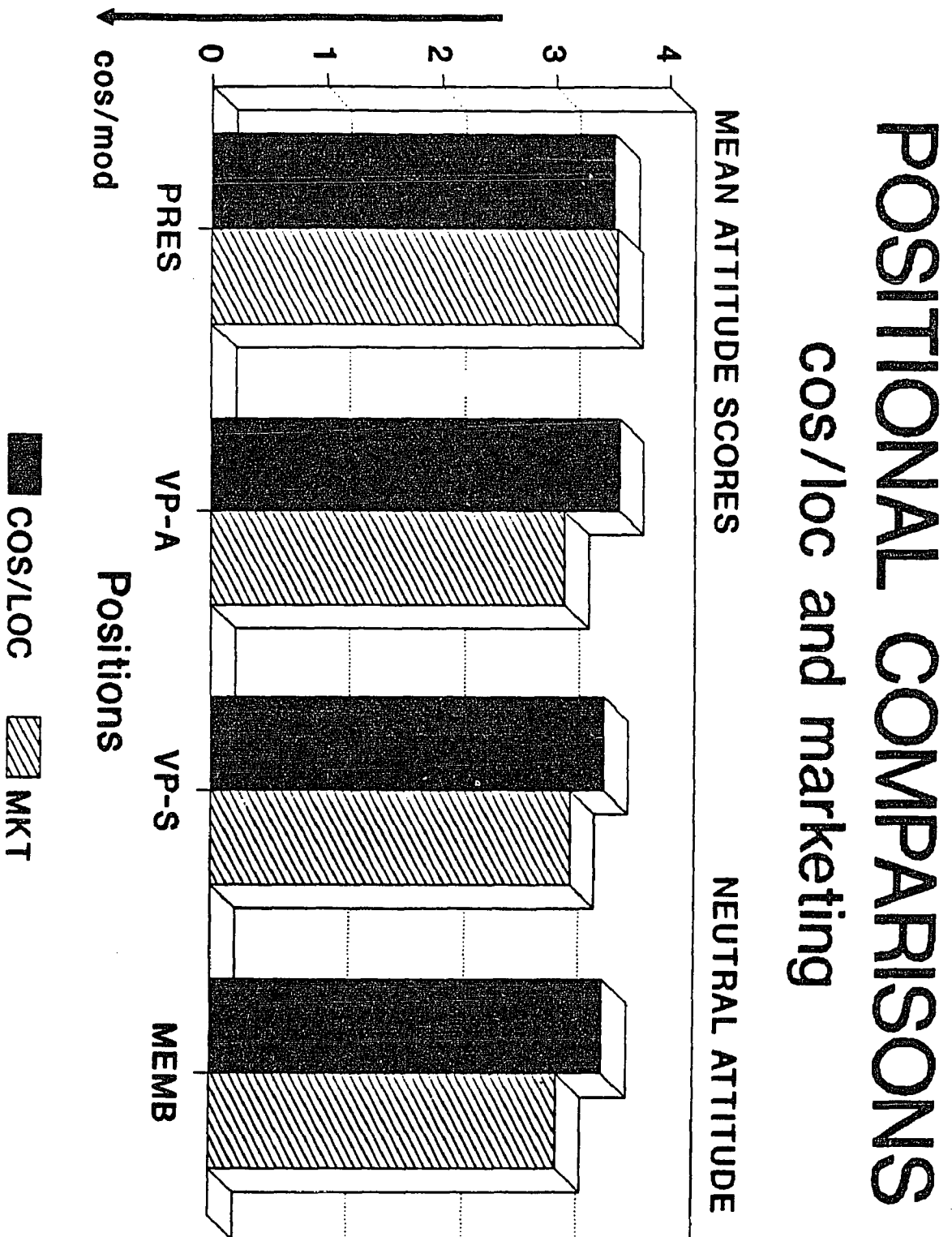
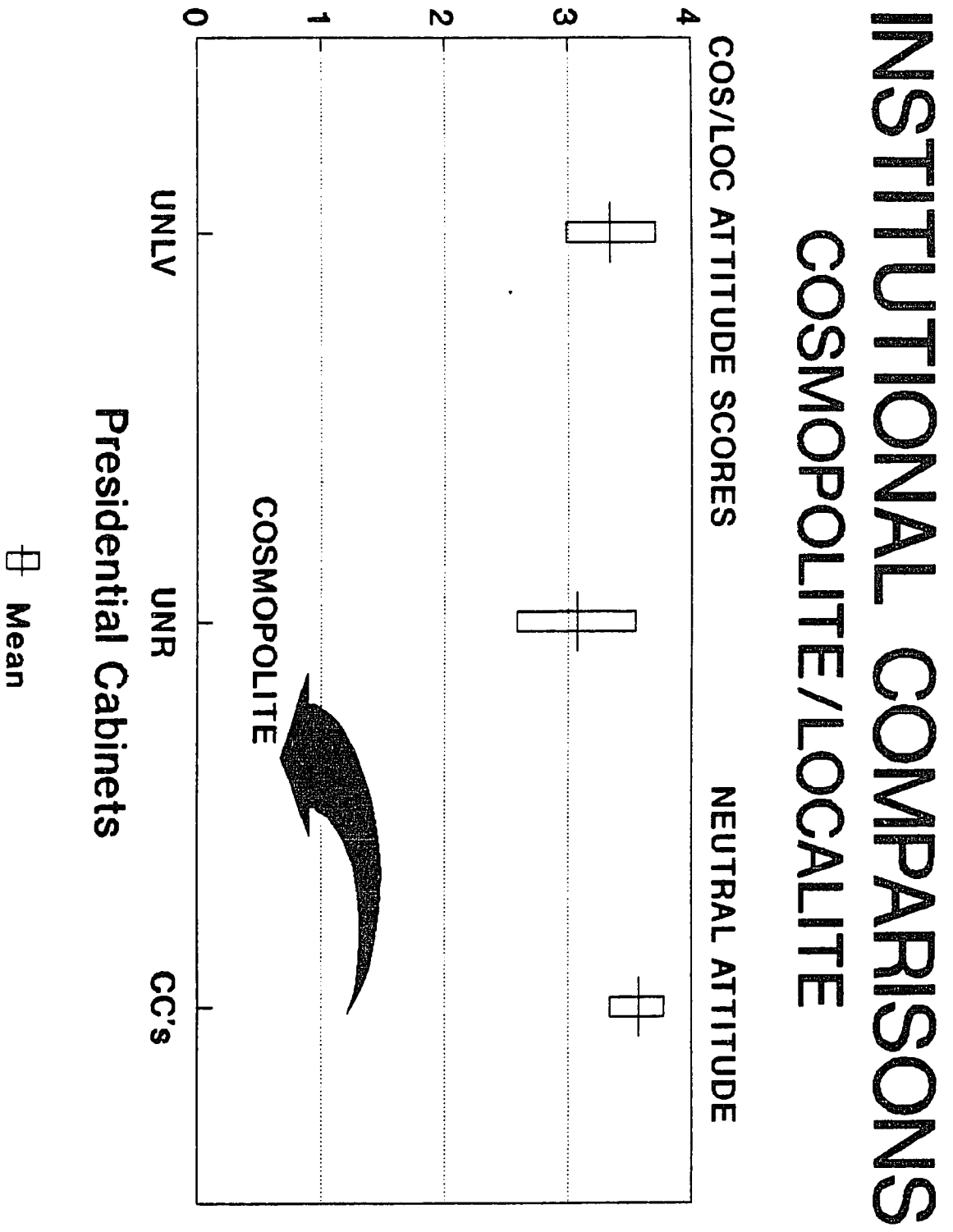


Figure 17. Institutional Comparisons,
Cosmopolite/Localite, UNLV, UNR and
Community Colleges (Graph Form)



INSTITUTIONAL COMPARISONS MARKETING

Figure 18. Institutional Comparisons,
Marketing UNLV, UNR and Community
Colleges (Graph Form)

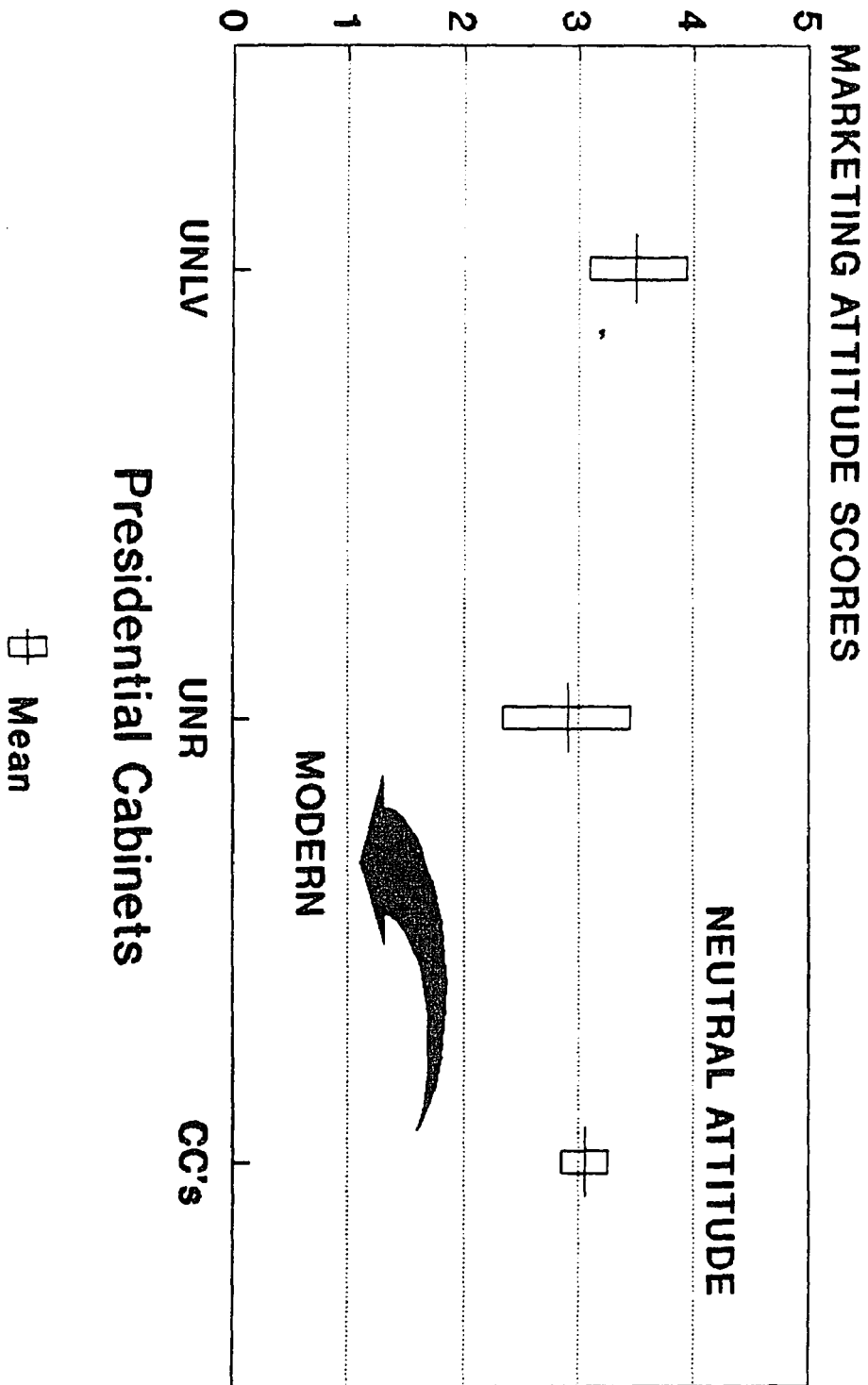


Figure 19. Institutional Comparisons,
Cosmopolite/Localite vs Marketing
UNLV, UNR and Community Colleges (Graph Form)

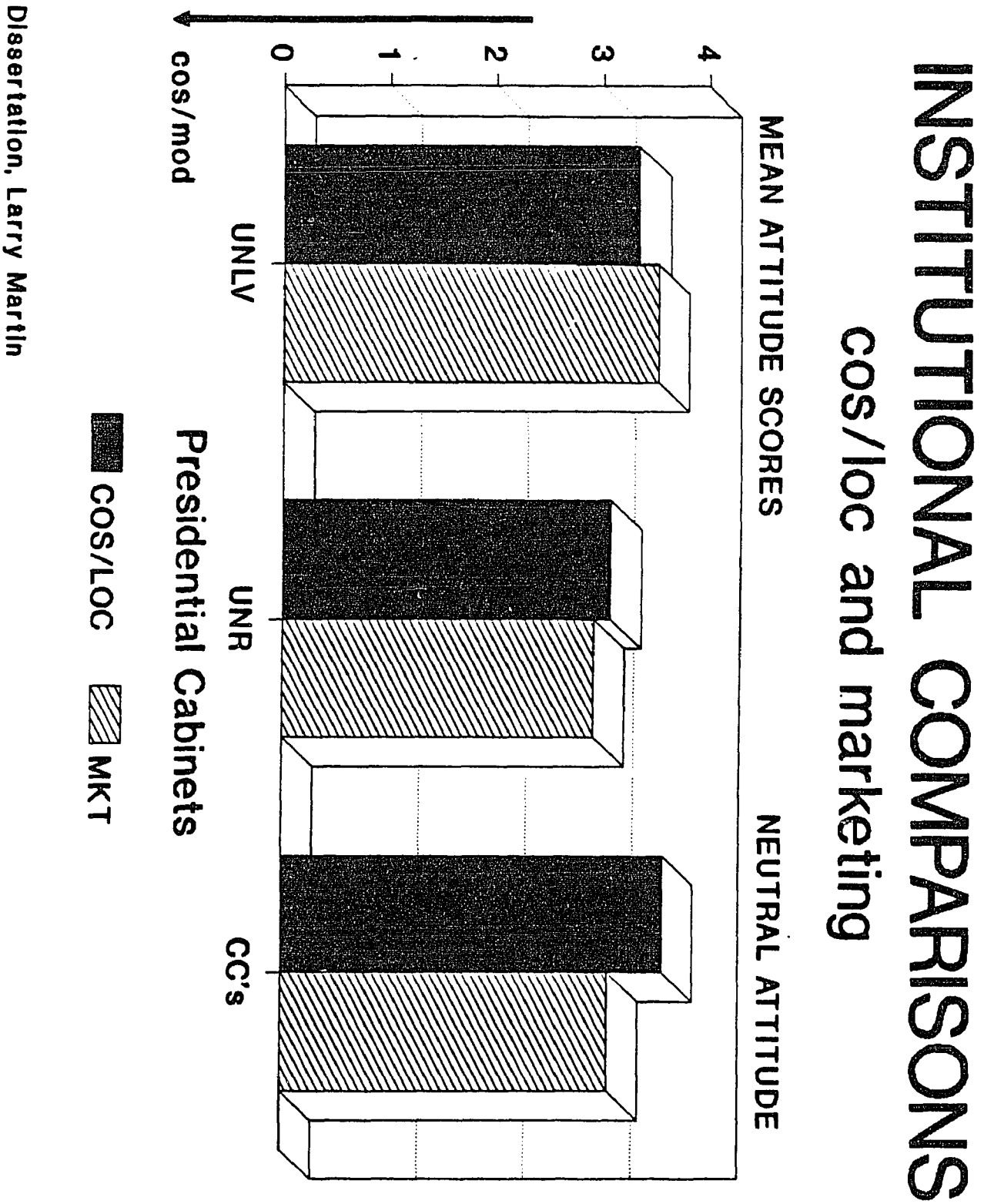
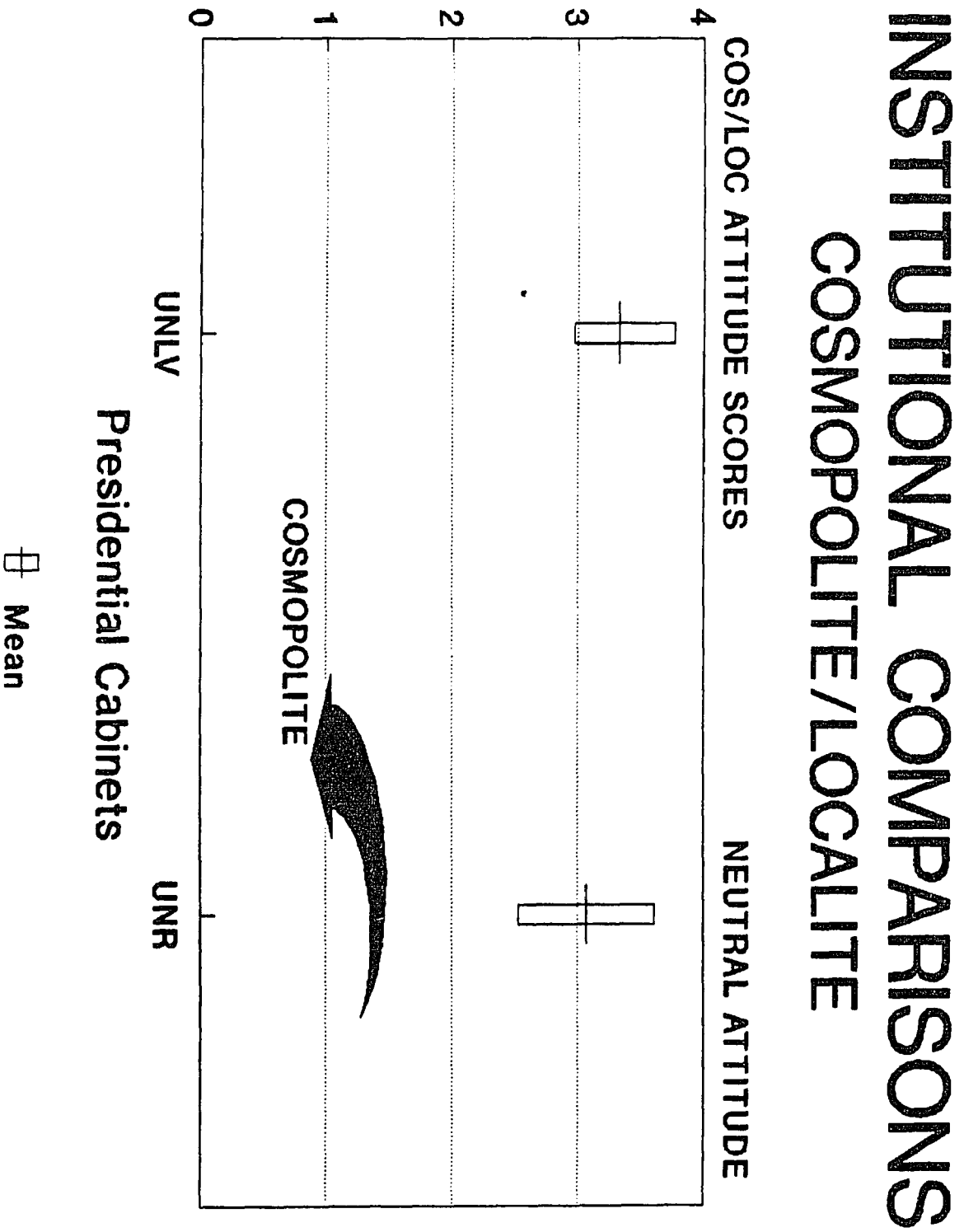


Figure 20. Institutional Comparisons,
Cosmopolite/Localite, UNLV and UNR
(Graph Form)



INSTITUTIONAL COMPARISONS MARKETING

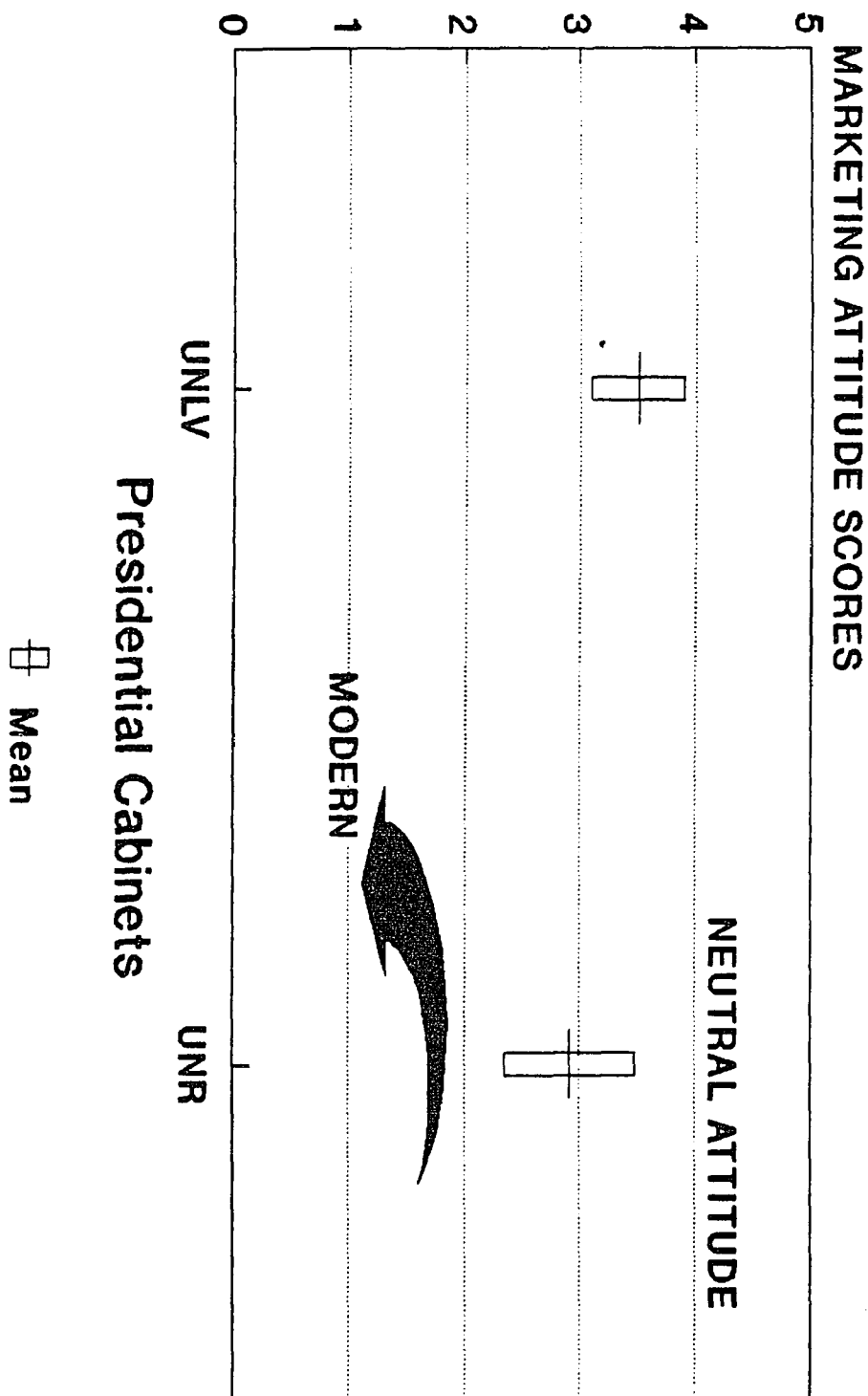


Figure 21. Institutional Comparisons, Marketing, UNLV and UNR (Graph Form)

INSTITUTIONAL COMPARISONS

cos/loc and marketing

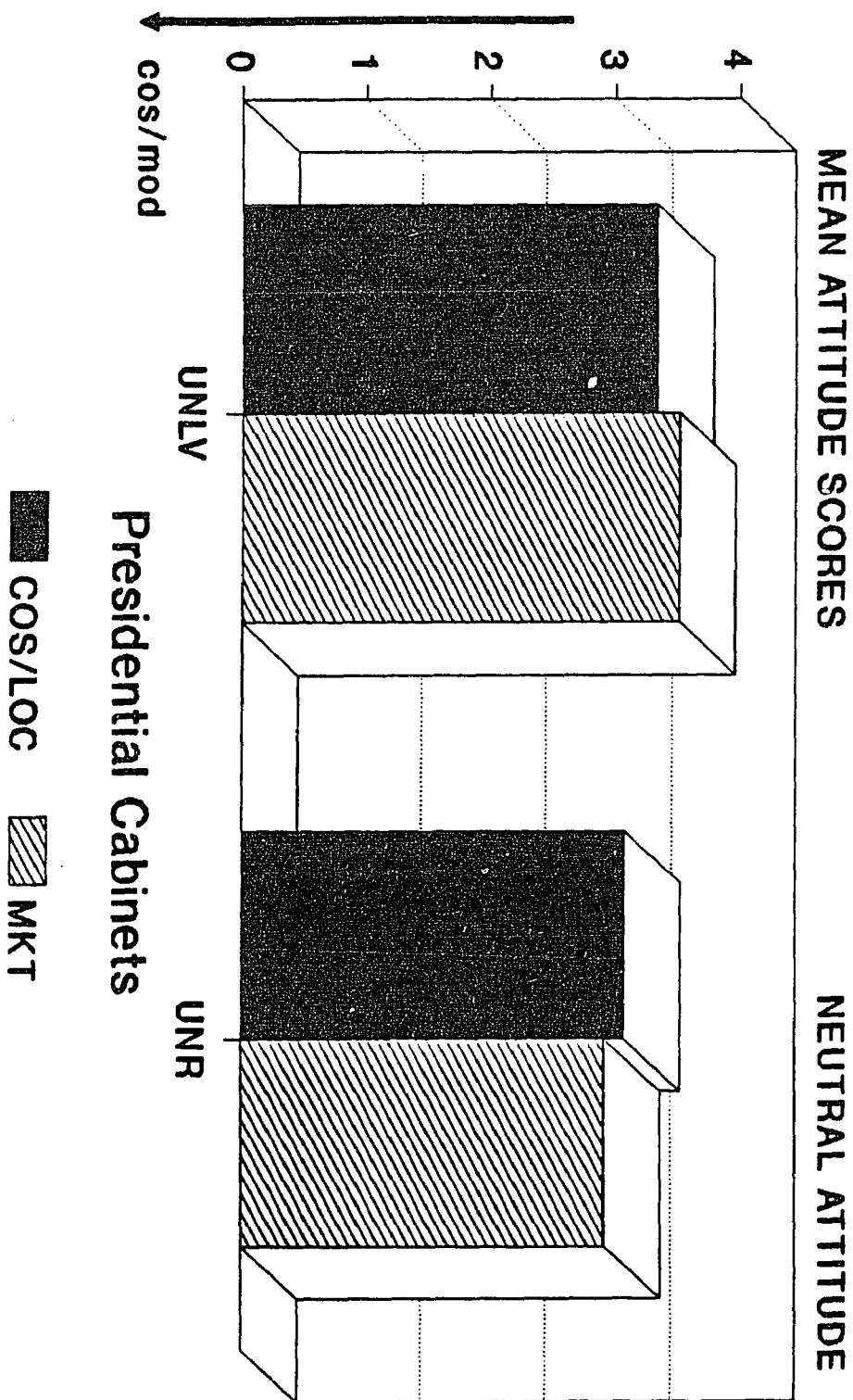


Figure 22. Institutional Comparisons, Cosmopolite/Localite vs Marketing UNLV and UNR (Graph Form)

COS/LOC vs MARKETING

institutional mean scores

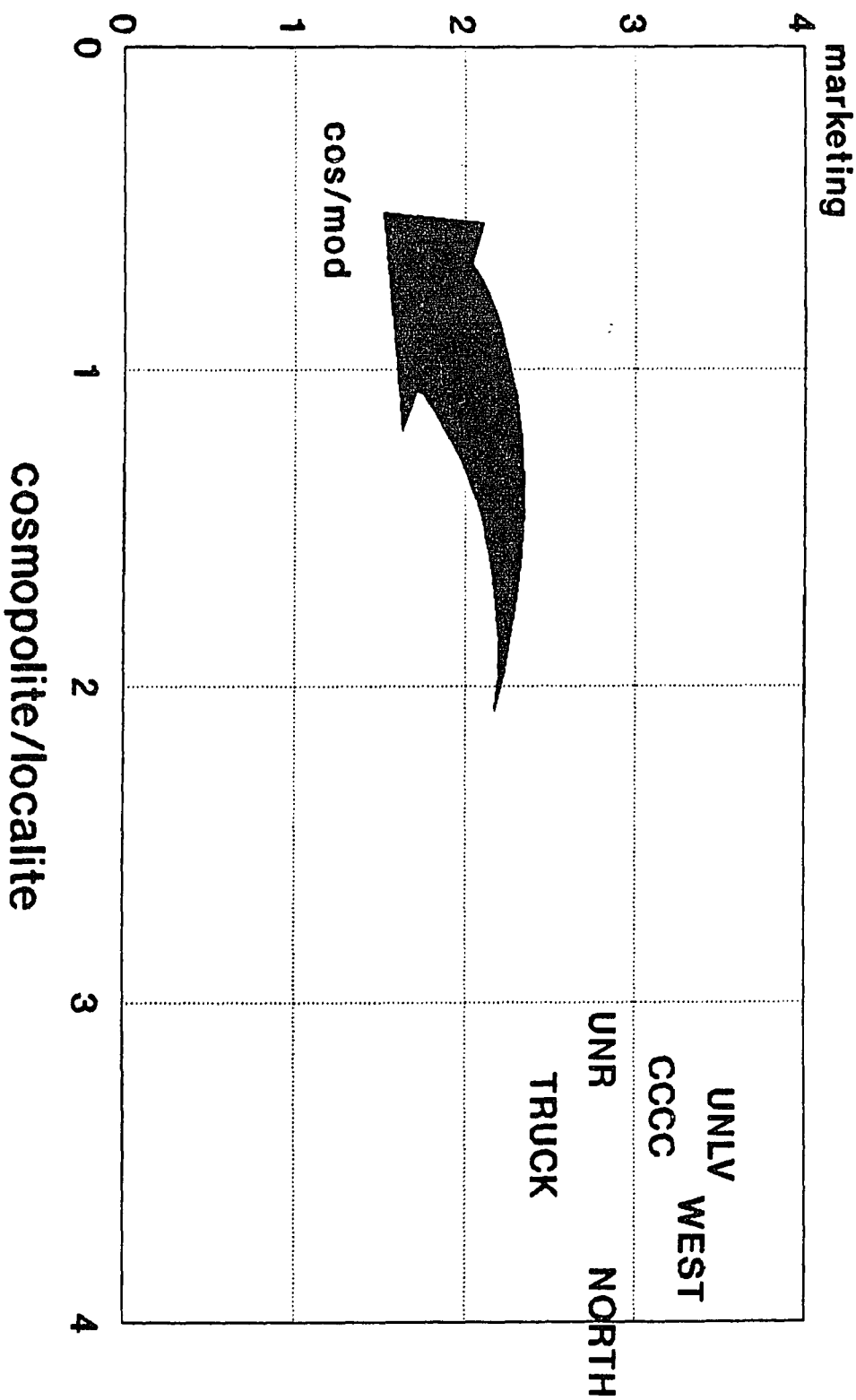
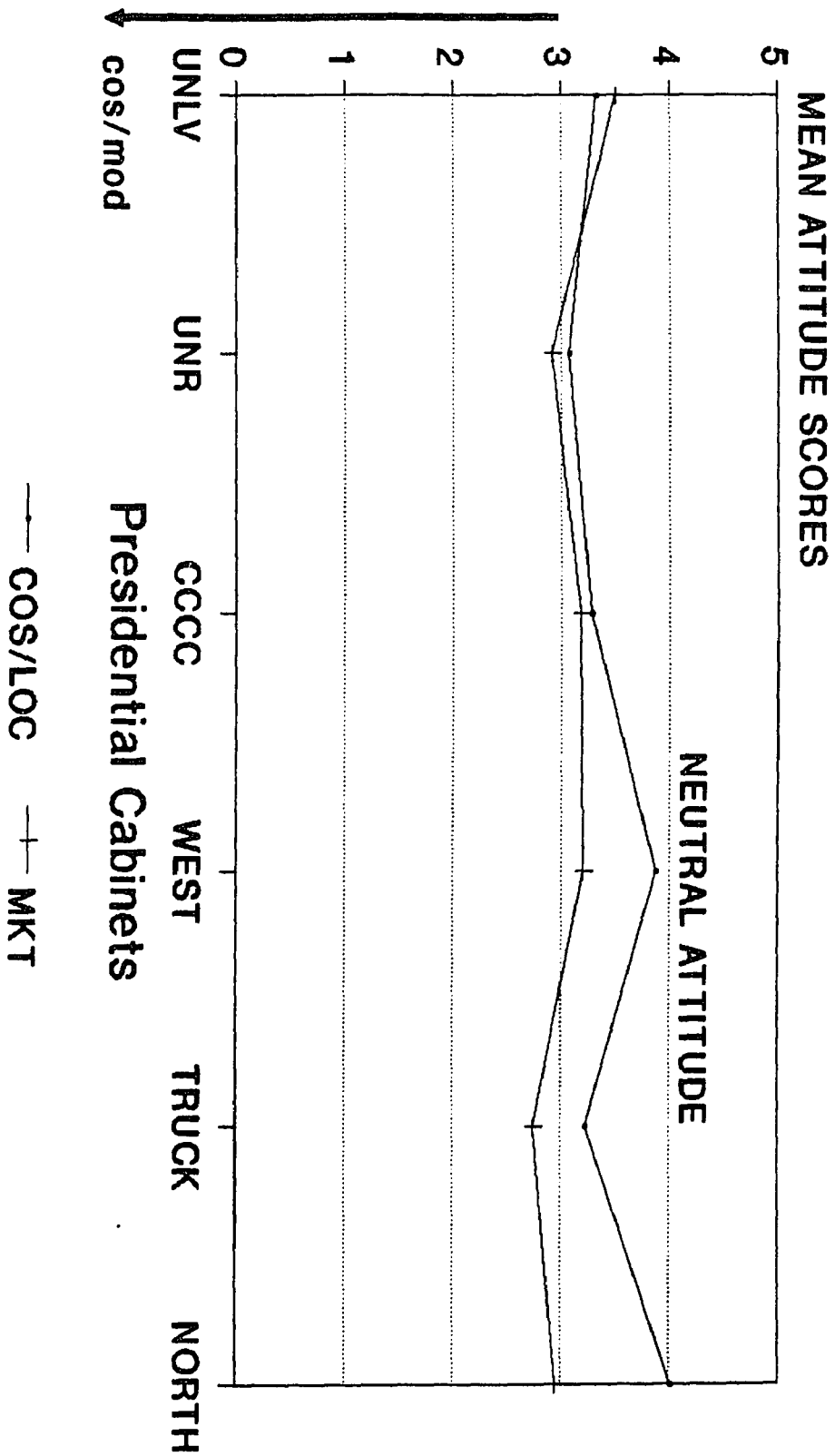


Figure 23. Institutional Mean Scores,
Cosmopolite/Localite vs Marketing
(Graph Form)

Figure 24. All Institutional Comparisons
Cosmopolite/Localite vs Marketing by
Mean Attitude Scores (Graph Form)

INSTITUTIONAL COMPARISONS

cos/loc and marketing



INSTITUTIONAL COMPARISONS

cos/loc and marketing

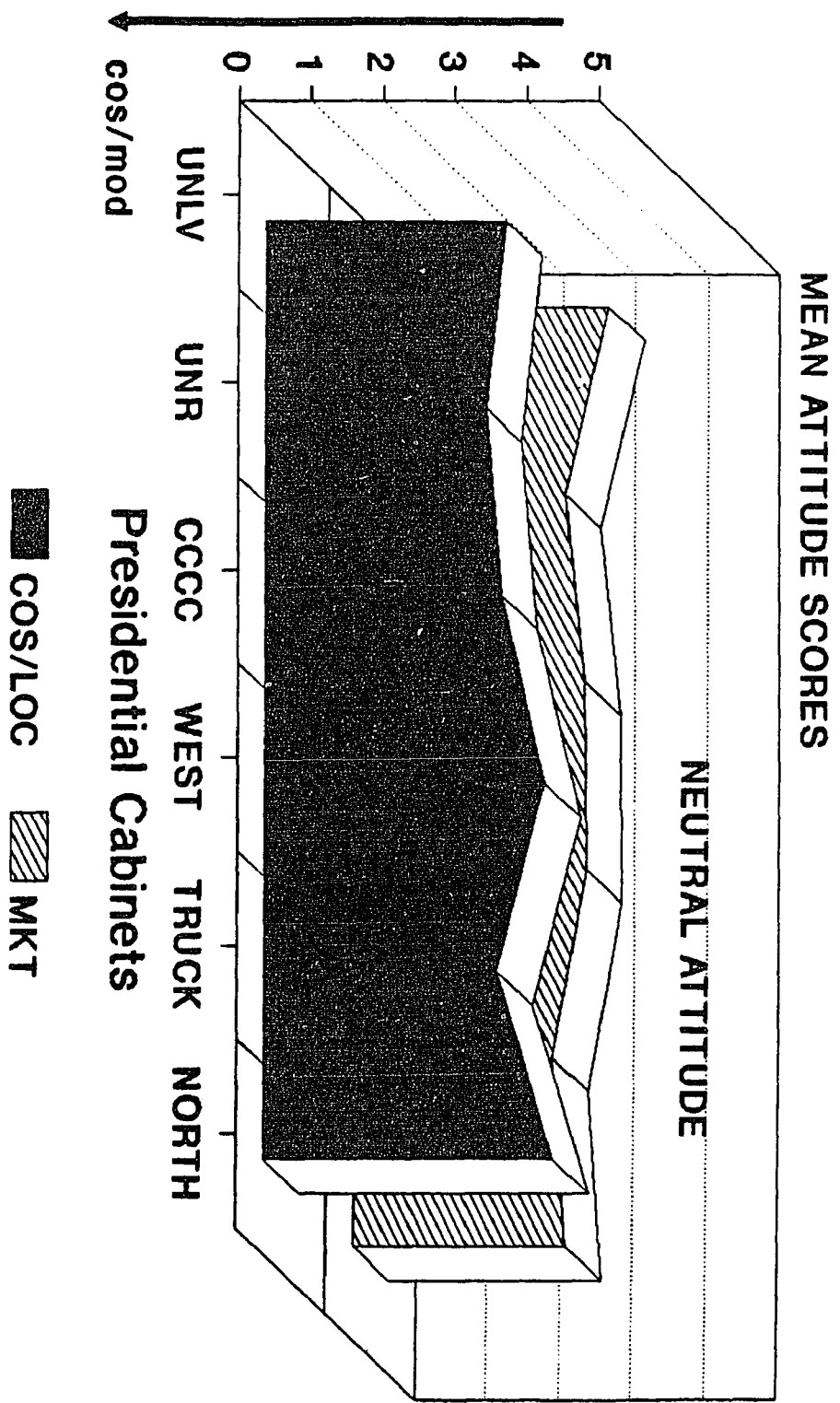


Figure 25. All Institutional Comparisons, Cosmopolite/Localite vs Marketing by Mean Attitude Scores (Three Dimensional Graph Form)

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