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The role of perceptions in strategic planning in higher education

Taylor, Edward William, Ed.D.

The University of North Carolina at Greensboro, 1989

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THE ROLE OF PERCEPTIONS
IN STRATEGIC PLANNING
IN HIGHER EDUCATION


by

Edward William Taylor

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Ed.D.

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Approved by


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America's colleges and universities are confronted with changes as never before. Today's institutions of higher education are faced with aging facilities, aging faculties, eroding public confidence, changing educational interests, expanding knowledge base, changing technology, changing demographics, changing attendance patterns, increasing competition, rising costs, and funding cuts. How these institutions respond to the multiple changes will greatly determine their strength and even their survival. Confronted with the unprecedented changes a number of colleges and universities have turned to strategic planning as a way of strengthening and insuring the survival of their institutions.

Strategic planning, which is replacing incremental and long-range planning, is planning that is attuned to the changing conditions inside and outside the institution. It is planning that considers the strengths and weaknesses of the institution and the opportunities and threats in the environment. One important aspect of strategic planning which has been developing slowly over the last few years is perceptions.

The purpose of this study was to analyze strategic planning and the role of perceptions in strategic planning, and to determine the image of Brevard College, a two-year United Methodist College in Brevard, North Carolina. The

research sought to answer three questions: (1) How is Brevard College perceived by its significant publics? (2) What perceived strengths and weaknesses do Brevard College's publics have of the college? (3) What is the overall image of the college created by the combined perceptions of the significant publics?

Based upon an analysis of the data, the three questions were answered revealing that Brevard College's overall image is positive. The college has many perceived strengths and a few perceived weaknesses. If it takes advantage of the perceived strengths and corrects or avoids the perceived weaknesses, it should not only survive, but be able to strengthen its position in the turbulent environment in which today's colleges and universities find themselves.

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TABLE OF CONTENTS

	Page
APPROVAL PAGE.	ii
ACKNOWLEDGMENTS.	iii
LIST OF FIGURES.	vii
 CHAPTER	
I. INTRODUCTION	1
Introduction.	1
Statement of the Problem.	16
Purpose of the Study.	17
Questions to Be Answered.	17
Limitations of the Study.	18
Significance of the Study.	18
Organization of the Remainder of the Study.	21
Notes Chapter I.	22
II. REVIEW OF THE LITERATURE.	29
The Development of Strategic Planning in Higher Education.	29
Perceptions.	61
Examples of Colleges that Have Used Strategic Planning.	73
University of Hartford.	73
Renseelaer Polytechnic Institute.	73
Carnegie-Mellon University.	75
Eckerd College.	77
Birmingham-Southern College.	80
Queens College.	82
Northland College.	84
Hood College.	85
George Mason University.	86
Notes Chapter II.	89
III. RESEARCH METHODOLOGY.	103
Notes Chapter III.	111
IV. PERCEPTIONS OF BREVARD COLLEGE.	112
Introduction.	112

Brevard College Students' Perceptions of Brevard College.	114
Tuscola High School's Counselors' Perceptions of Brevard College.	135
Tuscola High School's Seniors' Perceptions of Brevard College.	137
Brevard Alumni's Perceptions of Brevard College.	140
Western North Carolina Conference of the United Methodist Church Ministers' Perceptions of Brevard College.	150
Perceptions of Brevard College Held by Administrators of Four-Year Institutions to which Brevard Students Frequently Transfer.	154
The Community's Perceptions of Brevard College.	158
Perceptions of Brevard College Created by the Media.	162
Notes Chapter IV.	171
 V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. . .	177
Summary.	177
Conclusions.	182
Recommendation.	184
 BIBLIOGRAPHY.	186
 APPENDIX A. QUESTIONS ASKED OF BREVARD COLLEGE'S PRESIDENT AND ACADEMIC DEAN.	218
 APPENDIX B. "STUDENT OPINION SURVEY (2-YEAR COLLEGE FORM)".	220
 APPENDIX C. QUESTIONS ASKED BREVARD COLLEGE'S STUDENTS.	225
 APPENDIX D. QUESTIONS ASKED TUSCOLA HIGH SCHOOL'S COUNSELORS.	226
 APPENDIX E. "SURVEY OF POSTSECONDARY PLANS".	227
 APPENDIX F. ALUMNI SURVEY.	232
 APPENDIX G. QUESTIONS ASKED A UNITED METHODIST MINISTER.	237
 APPENDIX H. MINISTERIAL SURVEY.	238

APPENDIX I. FOUR-YEAR INSTITUTION SURVEY.240
APPENDIX J. QUESTIONS ASKED COMMUNITY MEMBERS.	243
APPENDIX K. COMMUNITY SURVEY.244

LIST OF FIGURES

	Page
SHIRLEY'S AND VOLKWEIN'S FRAMEWORK.35
KELLER'S FRAMEWORK.51
KOTLER'S AND FOX'S FRAMEWORK.57

CHAPTER I

INTRODUCTION

Introduction

America's approximately 3,100 colleges and universities¹ are confronted with unprecedented changes--changes which have created turbulent² and revolutionary³ environments for higher education. Colleges and universities have always faced changes, but never before have they been so subject to the external environment, had to cope with such a diverse array of factors, and encountered such a rapid rate of change.⁴ Today colleges and universities are confronted with aging facilities, aging faculties, eroding public confidence, changing educational interests, expanding knowledge base, changing technology, changing demographics, changing attendance patterns, and increasing institutional competition at a time when costs are rising and funding has been cut. Higher educational institutions are faced with, what Seymour B. Sarason refers to as, "the myth of unlimited resources."⁵

Both college facilities and faculties are getting older. Buildings constructed in the 1960s, when expansion of physical plant facilities was typical,⁶ "are beginning to show signs of age and neglect."⁷ Many will need to be

repaired or replaced in the near future. College faculties are getting older because "fewer new members are being hired as higher education cuts back,"⁸ and because the mandatory retirement age was changed in 1982 from the traditional retirement age of 65 to 70⁹ and will be eliminated in 1994.¹⁰ A number of scholars and writers have voiced concern about the aging faculty. Richard M. Cyert, the president of Carnegie-Mellon University, says that the decrease in faculty openings has resulted in colleges and universities having "difficulty attracting the most brilliant young people to their faculties."¹¹ Robert C. Shirley and J. Kent Caruthers, say that the low turnover in faculty positions is resulting in concern for faculty vitality.¹² Lyman A. Glenny and others say, "Rising percentages of tenured and older faculty members may threaten an institution's capability to respond to major societal changes."¹³ The Final Report of the Council on Policy Studies in Higher Education points out that "an aging faculty costs extra money--salaries of senior faculty members are generally twice the level of those of junior faculty members,"¹⁴ and Carolyn J. Mooney reports that the aging faculty brings another concern: The possibility of an acute faculty shortage caused by the likely mass retirement of many faculty members who will reach retirement age during the next few years.¹⁵

Another element of the turbulent environment, eroding public confidence in higher education, has occurred because

people no longer consider higher education "a sound investment or a growth stock,"¹⁶ and because people question the quality of instruction. A majority of Americans now think that a college education costs more than it is worth.¹⁷ A survey by Group Attitudes Corporation in 1983 found that 64 percent of those polled believed that college costs were more than the average person could afford.¹⁸

Many Americans believe the quality of higher education is declining.¹⁹ This belief is reinforced through reports of scandals and through criticism of higher education by people like William Bennett, the former Secretary of Education.

"The recent scandals on Wall Street have raised questions about whether universities . . . should be doing a better job of preparing students to deal with ethical dilemmas . . . ,"²⁰ and the public has "increasingly become cynical about colleges' ability to clean up their sports programs."²¹

Bennett, in a speech at Harvard University during its 350th anniversary in 1986, said, ". . . too often our institutions--especially our most prestigious institutions--fail in the discharge of their educational responsibilities,"²² and he added, ". . . more money has given many of our universities the opportunity to avoid doing one thing above all--actually teaching large numbers of students; or, in some cases, any students."²³ In February 1987, Bennett again criticized higher education, in defining plans to make major budget cuts in higher education,

claiming "that colleges are unproductive because half of all college students drop out."²⁴ Ernest Boyer in College: The Undergraduate Experience in America indicates that the quality of higher education is being questioned. He points out that "higher education is faced today with the embarrassing charge that there are college graduates who cannot adequately read, write, and compute . . . ,"²⁵ and he remarks that

reports about the poor quality of those in teacher preparation programs, nursing students who fail to pass state licensing exams, remedial education, graduates who can't read instructions--these and other 'failures' have sparked what some describe as a 'crisis in confidence' in higher education.²⁶

Another change facing colleges and universities is the changing educational interests of students. Boyer, Richard W. Jonsen, Frederick Rudolph, and others talk about the increasing vocationalism of students in their writings. Boyer says, "The push toward career-related education has come to dominate most campuses and, during the past fifteen years, it has dramatically increased."²⁷ "Today's students worry about jobs. Narrow vocationalism, with its emphasis on skills training, dominates the campus."²⁸ Jonsen says, "The increasing vocationalism of students translates today into enormous shifts of faculty and faculty loads from humanities and social sciences to business and engineering,"²⁹ and Rudolph says, "Enrollments in humanities courses drop, and

enrollments in business administration, engineering, and metallurgy skyrocket"30

Colleges and universities are also experiencing an explosion of knowledge. Paul Ylvisaker, former Dean of Harvard Graduate School of Education, has pointed out that "scientific articles are being written at the rate of five to six thousand a week,"31 and he says, "A professor no longer can act as the fount of knowledge"32 Each year there is more and more that can be taught.

The most obvious consequence of the growth of knowledge for the curriculum is that in any four-year period the portion of the world's total knowledge a college can offer to its students inevitably will be less than that of the period that immediately preceded it.33

Boyer sees this resulting in disciplines fragmenting themselves into smaller and smaller pieces with undergraduates finding it difficult to see patterns in their courses and relating what they learn to life.34

Accompanying a growth in knowledge are changes in technology.

The rapid growth of electronic technology in the past two decades presents universities with the first major transformation in the transmission and storage of ideas and information since the introduction of printing in fifteenth-century Italy and Germany.35

These technological changes, including interactive video discs, cable television, communication satellites, and

personal computers, contain profound implications for higher education³⁶ in terms of what will be taught and how it will be taught.³⁷

Another change confronting institutions of higher education is changing demographics. The lower birthrates during the 1960s and 1970s have resulted in fewer traditional students (17 to 24-year olds) available for college--the first such occurrence in American history.³⁸ Because of the lower birthrates, the annual number of high school graduates, which "peaked at 3.2 million in 1977 and declined to 2.8 million in 1983,"³⁹ will continue to decline into the 1990s.⁴⁰ This decline will result in one million fewer 18-year-olds in 1994 than there were in 1979.⁴¹

Craig Savoye in a 1983 article in The Christian Science Monitor predicted that close to 1 million fewer students would be enrolled full time in colleges and universities in the late 1980s than were enrolled in 1982.⁴² While his prediction did not come true, and many colleges have experienced an increase in freshman enrollments in recent years,⁴³ the decline in the number of high school graduates is a reason for concern among college and university administrators. This concern, which has been accompanied by more aggressive promotional efforts by colleges and universities, may be the reason for the increased enrollments;⁴⁴ however, the concern remains. Can the increases be maintained especially between 1989 and 1994

when the steepest decline in the number of 17-year-olds will take place?⁴⁵

At the same time that institutions of higher education are facing a smaller population in the traditional age range for college students, they are faced with declining fertility of the highly educated and changing racial composition of that population. Stephen P. Dresch in "College Enrollment" points out that "academic achievement has generally been found to be closely associated with educational attainments of parents."⁴⁶ He says that parental education has "conventionally been found to influence directly the probability of college entry and completion."⁴⁷ Three Thousand Futures: The Next Twenty Years for Higher Education, the Final Report of the Carnegie Council on Policy Studies in Higher Education, supports Dresch's statements. It says, "Only about 40 percent of all students are hard-core participants, defined as second-generation attendees within their family histories who are enrolled in four-year colleges."⁴⁸ This is the group which colleges and universities consider most likely to pursue higher education.⁴⁹ Related information comes from a survey conducted by Group Attitudes Corporation which found that

those persons who have never been to college at all . . . are more apt to feel that higher education will soon be out of the reach of most people than are those who have gone to college and have graduated.⁵⁰

The educational attainments of parents and the implications of those attainments for college enrollment are reason for concern among college and university administrators because "relative declines in fertility have been greater for the more highly educated."⁵¹

The changing racial composition of the population is also reason for concern. Harold L. Hodgkinson in Guess Who's Coming to College: Your Students in 1990 says that the decline in the birthrate from 1964 to 1978 was primarily a white and middle-class phenomenon.⁵² Warren H. Groff in Strategic Planning and Management for the "Third Wave" Society supports Hodgkinson's statement. He says,

One of four white Americans is young, while one of three black Americans and one of two Hispanic Americans is young. . . . 38% of white American families have school age children while 66% of Hispanic American families have school age children.⁵³

". . . racial/ethnic minorities represent 23.3 percent of the total U. S. population,"⁵⁴ but "28.7 percent of the public elementary-and-secondary school population."⁵⁵ Between 1980 and 1984, "the number of minority children enrolled in public schools increased from 26.7 to 28.7 percent, with Hispanics registering the greatest gains."⁵⁶ Boyer says, "By the year 2000 about 30 percent or more of all students in the public schools will be from minority groups."⁵⁷

Institutions in some parts of the country will be affected more by the changing racial composition of the population than institutions in other parts of the country. For example, in 1983 Hodgkinson pointed out that minorities in public schools were "46 percent in Texas, 43 percent in California, and 32 percent in New York State,"⁵⁸ and that by the year 2000 California's population will become a "minority majority."⁵⁹ He also said that "most large states have a very high percentage of minority students enrolled in public schools . . .,"⁶⁰ and that

the percentages are generally even higher in the elementary schools than in secondary, suggesting that the future will hold even larger numbers of high school students who are from minority backgrounds.⁶¹

Creating a problem for higher education is the high secondary school drop-out rate and the low college enrollment rate among most minority groups. Hispanics nationwide have a 40% drop-out rate.⁶² In North Carolina "only 40% of the minorities 25 years and older have high school diplomas."⁶³ Another problem for higher education and for minorities according to Ylvisaker is a cultural mismatch which exist between many minority students and the formal institutions of higher education. He says that this underscores

that institutions into which this rising proportion of minorities are [sic] entering are

really ill-prepared. As a matter of fact, they may never be in a position to deal sensitively and effectively with this population.⁶⁴

Because of the changing racial composition, Hodgkinson suggests that "any surge of new enrollments during the next two decades in higher education will be led by minorities, particularly Blacks and Hispanics."⁶⁵ This would be a change from the present which finds minority students (except Asian Americans) heavily underrepresented in higher education,⁶⁶ and getting worse. "Black and Hispanic higher education participation rates have continued to decline since 1976"⁶⁷ In 1976, 33.5 percent of Black high school graduates entered college, but by 1985 that figure had dropped to 26.1 percent.⁶⁸ While overall Black enrollment in college has been declining, there has been a greater decline among Black males than Black females. "From 1980 to 1984, the number of black men enrolled in college dropped by 25,300 Over the same period, the number of black women in college dropped by 9,761"⁶⁹ Meanwhile, fewer and fewer of the Black men who do enter college are receiving bachelor's degrees. "Black men earned 23,018 bachelor's degrees in 1984, a 10.2-per-cent drop from the 25,634 degrees earned by black males in 1976"⁷⁰ The college participation of Hispanics has dropped even more than that of Blacks. "The college participation rate for 18-24-year-old Hispanic high school graduates declined from a high of 35.8 percent in

1976 to 26.9 percent in 1985."⁷¹

As the racial and ethnic composition of the college-age population changes, many institutions, especially small four-year institutions, may find fewer potential students in the pool of eligible graduates.⁷² "Over 50% of minorities who go to college are attending community colleges and not many of them are going beyond."⁷³ In California "about 80 per cent of the Hispanic students who do go on to college enter two-year institutions"⁷⁴ Even if there is a surge of minority enrollments Philip Kotler and Karen F. A. Fox speculate that

the increasingly urban minority population may be less interested in attending church-affiliated colleges in rural or small town locations, preferring large metropolitan public institutions.⁷⁵

As early as 1975 Don A. Orton and C. Brooklyn Derr said that proportionately fewer students of college age were choosing to enroll in small, private liberal arts colleges.⁷⁶

In addition to the changing racial composition, new patterns of attendance are emerging. "Fewer students now study four consecutive years at one college . . . , fewer study full-time,"⁷⁷ "the average age of students continues to edge up, and the location of learning has moved beyond the campus, to the home, the workplace, and around the world."⁷⁸ At the University of Washington, for example, only 22 percent of the undergraduates complete degrees in four

years,⁷⁹ and "at Harvard University, 25 percent of the undergraduates take leaves sometime before completing their degrees."⁸⁰ Five and seven-tenths "million of the 12.4 million students now enrolled in college, or 46 per cent, are attending part time."⁸¹ It is predicted that by 1990 more than half of the students will be attending part time.⁸² Forty percent of the students enrolled in college courses in 1985 were over the age of 25, and it is predicted that nearly 50 percent of the student population will be over 25 by 1990.⁸³

Another change colleges and universities are experiencing is intensified competition from each other and other organizations. There is increased competition for programs, funding, and students and faculty (especially minority and talented students and faculty).⁸⁴ Public institutions are increasingly competing with private institutions for private funds. Public institutions have traditionally "sought funds from alumni and friends to help fill gaps in state financing and for special projects,"⁸⁵ but "recently . . . they have begun to conduct major campaigns to attract private support. And the goals of many of those efforts are not modest"⁸⁶ Recently "the University of Virginia completed a campaign in which it raised \$137-million,"⁸⁷ the University of Michigan "passed a five-year, \$160-million capital campaign goal by \$15-million,"⁸⁸ "the University of California at Los Angeles

began a drive for \$200-million, and the Ohio State University announced plans for a campaign to raise \$225-million."⁸⁹ Most institutions can no longer

remain passive in their efforts to attract new students and still maintain their enrollments. This is especially true of the small, rural institutions that lack visibility and a convenient population from which to draw their students.⁹⁰

Because of the shrinking pool of traditional students, "America's colleges and universities, once the passive processors of whatever applications came their way,"⁹¹ have turned to more active recruitment "to maintain enrollment levels--or in the case of some prestigious schools, to avoid lowering their high standards."⁹² "Now institutions are researching first, identifying the students they want, and then communicating with them--often on a one-to-one basis."⁹³

Colleges and universities face competition not only from each other, but also from other institutions. For example, the military is seen as being

partly responsible for . . . the decline in black male college enrollment The aggressive recruitment of blacks by the armed services is attracting many male high-school graduates who might have attended college 356,583 black men were serving in the armed forces in 1987, compared with 288,623 in 1976.⁹⁴

About 12 million people attend colleges and universities, but another 46 million adults are being educated by other

means.⁹⁵ These include union educational colleges, the Management Academy of United Way, corporations, and the U. S. Department of Agriculture. Approximately 400 corporations offer their own programs to their employees. Five corporate education programs now offer their own degrees.⁹⁶ The Graduate School of the U. S. Department of Agriculture educates some 12 million adults, and "AT&T spends \$1.7 billion on its own education and training programs" ⁹⁷

How America's colleges and universities react to the multiple changes in the environment will greatly determine their strength and even their survival. The number of college closings is accelerating. Between 1960 and 1969, 95 colleges and universities closed; between 1970 and 1979, 135 closed.⁹⁸ During the 1970s more than twice as many private colleges closed than opened.⁹⁹ In 1986, at least seven private colleges closed and four others merged with other institutions.¹⁰⁰ "Experts predict that between 10 percent and 30 percent of America's 3,100 colleges and universities will close their doors by 1995."¹⁰¹ The worst hit will be the smaller private colleges and the academically weaker state and community colleges.¹⁰²

Confronted with the unprecedented changes a number of colleges and universities have turned to strategic planning as a way of strengthening and insuring the survival of their institutions. Robert C. Shirley, in recognizing the need for strategic planning, said,

The future success (perhaps even survival) of many institutions will depend on their adaptive capabilities. The ability to adapt, in turn, will hinge on the extent to which institutions initiate comprehensive and proactive planning strategies which are designed to influence and shape their future environments. Unfortunately, most planning efforts are still 'piecemeal'¹⁰³

Keller, in pointing out the need for strategic planning, said, "Strategic decision making is what nearly all colleges and universities will need to practice in the years ahead,"¹⁰⁴ and added, "when the environment changes rapidly, slow organizational change usually leads to demise and disaster."¹⁰⁵ He pointed out that

the future is becoming as important as the present and the past College presidents who do not look ahead, who do not plan, become prisoners of external forces and surprises, most of them unpleasant.¹⁰⁶

He said that "perhaps three-quarters of all change at most institutions of higher learning is now triggered by outside factors"¹⁰⁷ Keller added that strategic planning

could not have been devised at a better time for American higher education. Colleges and universities across the land are realizing that they must manage themselves as most other organizations in society do; they are different and special but not outside the organizational world. Money, markets, competitors, and external forces matter as well as traditions, academic freedom, devotion to ideas, and internal preferences Design is better than drift.¹⁰⁸

David G. Horner in 1979 in "Strategic Planning for Higher

Education" said,

Although it is doubtful that many colleges or universities are undertaking serious strategic planning efforts, this management tool seems ideally suited to help guide institutions through the perilous present and future.¹⁰⁹

Kotler and Fox said,

educational institutions that understand their markets, analyze their competition, and engage in strategic planning can usually maintain their current strengths and build on them better than can institutions that do not.¹¹⁰

Statement of the Problem

The multiple changes confronting America's colleges and universities today have forced some to close and have weakened others. How the institutions of higher education react to the changes will greatly determine their strength and even their survival. Appropriate reaction requires that colleges and universities know how they are perceived by their significant publics. It makes little difference what an institution considers to be its strengths and weaknesses because various publics respond to their own perceptions of the institution. Therefore, it is necessary for colleges and universities to conduct image studies of their institutions to determine how they are perceived in order for them to position themselves to take advantage of their perceived strengths and avoid or correct their perceived weaknesses.

Brevard College in Brevard, North Carolina, like all other institutions of higher education, needs to know how it is perceived in order that it might not only survive but strengthen its position.

Purpose of the Study

A number of colleges and universities have reacted to the changes with which they are confronted by instituting strategic planning. This dissertation analyzes strategic planning and focuses on one aspect of that planning: perceptions, a new and developing element of strategic planning. The research focuses on Brevard College, a two-year United Methodist College, in Brevard, North Carolina, and creates an image of the college by looking at the perceptions that different publics have of the college.

Questions to Be Answered

This study attempts to answer three related questions:

1. How is Brevard College perceived by its significant publics?
2. What perceived strengths and weaknesses do Brevard College's publics have of the college?
3. What is the overall image of the college created by the combined perceptions of the significant publics?

Limitations of the Study

1. This study is limited by looking at the image of only one college (Brevard).
2. This study is limited by looking at the perceptions of Brevard by students, and guidance counselors from only one high school (Tuscola High School).

Significance of the Study

The use of strategic planning is relatively new in education. Strategic planning is not even a descriptor in the ERIC Files. Information on strategic planning is found in ERIC under long-range planning although the two types of planning differ. Only a few scholars have written about strategic planning in education. Thus, there is no great volume of material on strategic planning, and there is even less written about the role of perceptions in strategic planning. Some scholars writing in the area of strategic planning in education note the lack of research. Charles W. Hofer in an article in 1976 entitled "Research on Strategic Planning: A Survey of Past Studies and Suggestions for Future Efforts" said,

Much more research has been done on strategy and strategic planning on businesses than on any other type of organization. Thus, while the potential for future research on strategy and strategic planning is great for businesses, it is even greater for nonbusiness organizations.¹¹¹

Robert Cope in 1981 in Strategic Planning, Management, and Decision Making said,

Little empirical research is available now and, considering the difficulty of studying real behavior in real colleges, little more is expected soon. Yet the field should not be neglected.¹¹²

That same year J. Kent Caruthers and Gary B. Lott in Mission Review: Foundation for Strategic Planning wrote,

Strategic planning is not yet well established as an administrative practice in most American colleges and universities Published work on strategic planning in higher education is just beginning to emerge.¹¹³

And, George Keller in 1983 in Academic Strategy said, "The study of colleges and universities and particularly their management is still primitive."¹¹⁴ "Strategic planning is still in its infancy, still struggling to walk steadily and speak clearly."¹¹⁵

Other scholars point out that colleges need to know what image they have and what other higher educational institutions are doing. Kotler and Fox say,

A responsive institution has a strong interest in how its publics see the school and its programs and services, since people often respond to the institution's image, not necessarily its reality Every educational institution has a vital interest in learning about its 'images' in the marketplace and making sure that these images accurately and favorably reflect the institution,¹¹⁶

Stanley M. Grabowski says,

Individuals' perceptions about an institution may not be accurate, yet it is to this image that people respond An institution needs to know what kind of reputation it has If an institution contrasts the image it tries to project with the way it actually is perceived by potential students and high school counselors and finds a discrepancy, it ought to reconcile these images to enhance its position,¹¹⁷

and Russell Rumberger says,

No institution--private or public--operates in a vacuum. All institutions are parts of systems, and they have to be aware of what their fellow institutions are doing as well as what is happening at state, national, and international levels.¹¹⁸

Because strategic planning is fairly new to education, because there is limited research and writing on strategic planning and even less on perception as an element of strategic planning, and because institutions need information about themselves and other institutions, studies such as this are needed to help establish a knowledge base for strategic planning in higher education and to provide information to institutions about themselves and other institutions as they seek to survive and to strengthen their position in today's turbulent and revolutionary environments.

Organization of the Remainder of the Study

Chapter II looks at the literature on strategic planning. The chapter is divided into three sections. The first section surveys the development of strategic planning in higher education. The second focuses on the developing role of perceptions in strategic planning. And, the third looks at a number of colleges that have used strategic planning successfully.

Chapter III first discusses research methodology in education and in strategic planning and then discusses the methodology used in this study.

Chapter IV presents the results of the image study conducted of Brevard College.

And, Chapter V presents a summary, conclusions and recommendations.

NOTES

CHAPTER I

¹George Keller, Academic Strategy: The Management Revolution in American Higher Education (Baltimore, 1983), p. viii.

²Richard W. Jonsen, "The Environmental Context for Postsecondary Education," in Environmental Scanning for Strategic Leadership, ed. Patrick M. Callan (San Francisco, 1986), p. 15; Philip Kotler and Karen F. A. Fox, Strategic Marketing for Educational Institutions (Englewood Cliffs, 1985), p. 99.

³Keller, p. viii.

⁴Jonsen, p. 7.

⁵Seymour B. Sarason, The Creation of Settings and the Future Societies (San Francisco, 1972), p. 101.

⁶Kim Cameron, "Strategic Responses to Conditions of Decline: Higher Education and the Private Sector," Journal of Higher Education LIV (July/August 1983), 361.

⁷William W. Jellema, "The Legacy of Rip van Winkle," in Institutional Revival: Case Histories, ed. Douglas W. Steeples (San Francisco, 1986), p.6.

⁸Keller, p. 22.

⁹Ibid., pp. 22-23.

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CHAPTER II

A REVIEW OF THE LITERATURE

The Development of Strategic Planning in Higher Education

Strategic planning, a tool designed largely by business organizations to cope with threats and to take advantage of opportunities in the environment,¹ is a relatively new practice in higher education, which is replacing two other frequently used forms of planning: incremental and long-range. Incremental planning or incrementalism long has been used by nearly all campus administrators except for a few "exceptions like Robert Hutchins of the University of Chicago, Frank Aydellotte of Swarthmore, and Arthur Morgan of Antioch."² And, it continues to be used by 90 percent of college and university administrators;³ however, this type of planning, which makes small adjustments here and there,⁴ does not adequately consider the interrelationship of problems or the likely consequences of decisions,⁵ and thus, is unsuited for today's turbulent environment.⁶

Long-range planning, which was tried by many institutions of higher education during the 1960s and 1970s, has also proven unsuited for today's environment.⁷ This type of planning has a number of distinguishing characteristics:

(1) It assumes a closed,⁸ self-contained, self-sufficient system.⁹ (2) Because of these assumptions, emphasis is placed on the "institution's internal attributes, suggesting that it is the critical dimension, the critical leverage point in planning."¹⁰ (3) Long-range planning is highly quantitative and detailed¹¹ with focus on the final product.¹² (4) The final product usually is five-and ten-year institutional plans which often gather dust¹³ and frequently prove inaccurate because of rapidly changing events in the external environment.¹⁴

The characteristics of strategic planning set it apart from incremental and long-range planning: (1) Strategic planning "is outside-in planning, attuned to the external conditions as well as internal strengths and traditions."¹⁵ (2) It gains leverage from the external environment by paying "attention to changes outside the institutions such as what people value and what political institutions and competing institutions are doing and are likely to do."¹⁶ (3) It "assumes an open system in which organizations are dynamic and constantly changing as they integrate information from turbulent environments."¹⁷ (4) Strategic planning focuses on the process.¹⁸ (5) This new planning is not highly quantitative and detailed.¹⁹ George Keller said, "It is more like the planning that General George Marshall did so well, not an imposed blueprint but an agreed-upon strategy."²⁰

A number of scholars have defined strategic planning. Richard M. Cyert said, "Strategic planning deals with . . . the changing external environment, competitive conditions, the strengths and weaknesses of the organization, and opportunities for growth."²¹ Robert G. Cope defined strategic planning as

an institutionwide, future-examining, participative process resulting in statements of institutional intention that synergistically match program strengths with opportunities to serve society.²²

John S. Toll said that

strategic planning . . . concentrates on the changing environment surrounding one's institution as much as it pays attention to internal hopes and needs. It analyzes the threats and opportunities from the emerging demography, technology, economic and financial trends, political and legal developments, international conditions, and the concerns for changing values and quality of life.²³

Charles W. Hofer said that "strategic planning is concerned with the development of a viable match between an organization's capabilities and the opportunities and the risks present in its environment."²⁴ Philip Kotler and Patrick E. Murphy defined strategic planning "as the process of developing and maintaining a strategic fit between the organization and its changing marketing opportunities."²⁵ Robert C. Shirley said that the concept of strategy focuses primarily on the relationship of an organization to its

environment.²⁶ Warren H. Groff defined strategic planning as "a process of matching results of an assessment of an external environment with the results of auditing internal strengths and weaknesses,"²⁷ and Philip Kotler and Karen Fox said,

strategic planning involves clarifying the institution's mission, assessing its resources, and examining the environment to determine what the institution's priorities and strategies should be.²⁸

The essence of all these definitions is that strategic planning is a process for providing a match between the institution and the environment.

Higher education has been slow to adopt strategic planning. Lewis B. Mayhew said that

as recently as the early 1970s, large universities could be found with no other plans than the next year's budget and architectural models of a possible future physical plant²⁹

It was not until the early 1970s that the possible use of strategic planning in higher education was recognized. Robert G. Cope in Strategic Planning Management, and Decision Making, and J. Kent Caruthers and Gary B. Lott in Mission Review: Foundation for Strategic Planning identified Dan E. Schendel's and Kenneth J. Hatten's Strategic Planning and Higher Education: Some Concepts, Problems, and Opportunities published in 1972 as the first work on the use

of strategic planning in higher education.³⁰

This was followed in 1975 by Don A. Orton's and C. Brooklyn Derr's "Crisis and Contingencies for the Small Private College," in which they wrote about the need for using contingency theory as a survival tool for liberal arts colleges with enrollments under 1000. In discussing contingency theory, they also mentioned strategic planning. They said, "If the external environment is uncertain, the college may have to invest in strategic planning activities in order to anticipate important trends so as to remain viable."³¹ They also used a number of the terms and ideas commonly associated with strategic planning such as the environment, the need for the institution to be proactive, and threats and opportunities.

In 1977, Nolan M. Ellison, the chancellor of Cuyahoga Community College, in an article entitled "Strategic Planning," gave an account of how strategic planning was being used at his institution. He discussed the need for an awareness of the threats and opportunities in the external environment and of the strengths and weaknesses of the institution.³²

During the following year, 1978, a number of works were produced. La Rue Tone Hosmer wrote Academic Strategy based on a study of three new graduate schools of administration: Manchester Business School, Manchester University, Manchester, England; Faculty of Administrative

Studies, York University, Toronto, Canada; and Graduate School of Management, Vanderbilt University, Nashville, Tennessee. Hosmer stated that the purpose of the study was

to test the usefulness of the concept of strategy to academic administrators by examining the process of strategy formulation and implementation at academic institutions.³³

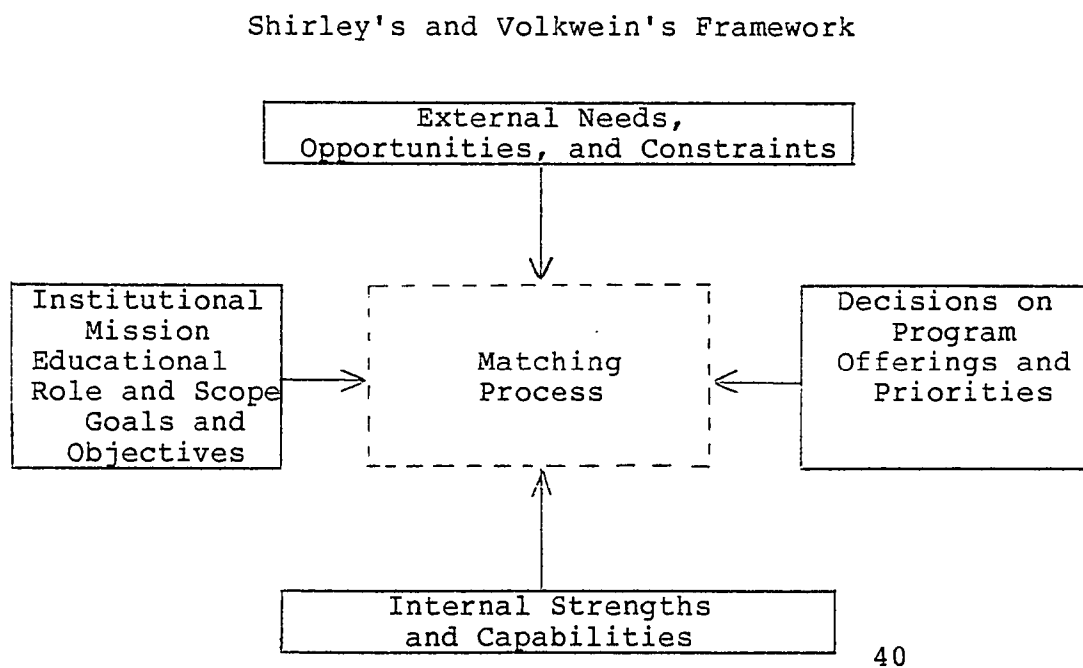
After studying the three graduate schools, he concluded that strategic planning "can help to guide the long-term development of an academic institution."³⁴

The same year Robert C. Shirley presented a paper to the Association for Institutional Research Forum entitled Strategic Decision Making in Colleges and Universities in which he identified four major determinants of organizational "strategy: external opportunities, external constraints, internal capabilities, and the personal values of key constituencies."³⁵ He said that the "external opportunities constitute the might do of strategy,"³⁶ the "external constraints identify the cannot do,"³⁷ the "internal capabilities defines the can do,"³⁸ and personal values "can be labeled the want to do element of strategy."³⁹

Also during 1978 Shirley teamed with Frederick Volkwein and published an article entitled "Establishing Academic Program Priorities" in which they indicated the need to match institutional mission, external needs, and internal

strengths in order to make decisions on program offerings and priorities. To show the relationship of these elements they presented the conceptual framework illustrated in Figure 1.

Figure 1



40

The same year Robert G. Cope wrote Strategic Policy Planning: A Guide for College and University Administrators, in which he said,

The formulation of strategy is a planning activity consisting of several clearly-interrelated sub-activities including: (1) identification of opportunities and problems in the institution's environment and estimation of the degree of opportunity or degree of risk associated with discernible alternative decisions; (2) assessment of the institution's strengths and weaknesses;

(3) consideration of personal values, aspirations, and ideals of staff members, donors, and publics; and (4) contemplation of the institution's responsibility to the public.⁴¹

Sounding like Shirley, he said, "In brief, the formulation of strategy is an assessment of the might do and should do."⁴²

He added that

since the essence of strategic planning is the match between environmental opportunities and restraints and institutional strengths and weaknesses, it is necessary to determine the college's distinctive competencies (what it can do particularly well) and limitations.⁴³

In 1979, Robert C. Shirley and J. Kent Caruthers, in a paper entitled Strategic Planning for Higher Education presented at the Annual Meeting of the American Association of State Colleges and Universities, echoed Cope's understanding of the formulation of strategy and the essence of strategic planning in saying,

The strategic planning perspective requires that factors in the organization's external environment and the organization's own capabilities be considered simultaneously when formulating policies and plans."⁴⁴

They added that "the purpose of strategic decision making is to 'align' the institution with its environment"⁴⁵ They identified the same determinants Shirley had identified the previous year in Strategic Decision Making in Colleges

and Universities; however, they combined Shirley's first two determinants. They said that the three major determinants of an organization's strategy are external opportunities and constraints, internal capabilities, and the personal values of key constituencies.⁴⁶ And, again as with Shirley's previous work, they discussed these determinants in terms of what the institution might do, cannot do, can do, and wants to do.⁴⁷ They also said that strategic planning can provide a unifying thread for all institutional activities and prevent the kinds of "piecemeal" efforts that often characterizes much of college planning."⁴⁸

The same year David G. Horner published an article entitled "Strategic Planning for Higher Education," in which he said that "the strategic planning process typically begins with a statement of basic mission of the institution,"⁴⁹ and "involves a thorough analysis of an institution and its operating environment."⁵⁰ He then discussed environmental analysis and said that it

involves two primary parts: macroenvironmental and microenvironmental analyses. The macroenvironmental analysis focuses on the big picture. For a higher education institution this analysis should include consideration of relevant economic, demographic, socio-cultural, political, regulatory, and technological factors.⁵¹

He continued by saying that after doing this analysis it is necessary to determine its implications. "Specifically, this involves identifying the opportunities and threats

confronting the institution as a result of macroenvironmental factors."⁵² Next he discussed analysis of the microenvironment which he saw

divided into two separate evaluations: external and internal. The first includes analyses of the economic sector within which the institution functions, the institution's current or potential constituencies, and competition. The internal analysis assesses the institution's resources (physical, financial, instructional, and administrative) and the preferences of various individuals or groups within it.⁵³

In 1981, several works were published on strategic planning. J. Kent Caruthers and Gary B. Lott wrote Mission Review: Foundation for Strategic Planning, Robert G. Cope wrote Strategic Planning, Management, and Decision Making, Philip Kotler and Patrick E. Murphy wrote "Strategic Planning for Higher Education," and Richard M. Cyert wrote "Management Science and University Management."

Caruthers and Lott have the same understanding of the role of mission in strategic planning as does David G. Horner, but they go into more detail. Their thesis in Mission Review: Foundation for Strategic Planning is that all strategic planning must start with the mission of the institution and all plans must be compatible with the mission. They said that "the institution's mission . . . provides the foundation for strategic planning . . . ,"⁵⁴ and "should report what the institution has been (its heritage), what it shall become (its destiny), and what it

does not believe itself to be."⁵⁵ They added that

a mission statement usually is developed to communicate with two general types of audiences--external and internal A good institutional mission statement will . . . begin to describe the subtle character that distinguishes it from others in its class.⁵⁶

Caruthers and Lott said that data and analysis should be used to help identify issues and provide the basis for policy decisions. Three types of analysis were suggested as being useful:

First a [sic] historical analysis should be conducted to help participants understand how the institution acquired its mission. This understanding of the values and events that shaped the institution's current identity may be important in understanding the limits of potential change.⁵⁷

(Seymour B. Sarason in The Creation of Settings and the Future Societies and Dale L. Brubaker in Curriculum Planning indicated the importance of this when they discussed the necessity for a leader to know the history of the setting.)⁵⁸

Second given the rapidly changing conditions in the world beyond the campus, an environmental assessment is almost mandatory for a successful mission evaluation. Topics for studies that might be useful in this regard are enrollment trends, manpower trends, economic development activities and competition posed by other higher-education institutions in the area. Finally, the institution's capacity to respond to the needs posed by the external environment should be reviewed. Capacity considerations include the

institution's academic and financial strength and its physical facilities.⁵⁹

They echoed Cope in saying,

An effort should be made to determine the institution's distinctive set of competencies. With this knowledge, decisions can be made about the institution's ability to respond to needs identified through assessment of the college environment.⁶⁰

To show the matching process of mission, environmental opportunities and constraints, and internal capabilities in formulating strategic plans, Caruthers and Lott presented a conceptual framework similar to Shirley's and Volkwein's framework seen in Figure 1. The main difference between the two frameworks is found in the labeling of the purpose of the matching process. Shirley and Volkwein labeled the purpose to be a means of making decisions on program offerings and priorities; whereas, Caruthers and Lott labeled the purpose to be a means of formulating strategic plans.

Cope, in Strategic Planning, Management, and Decision Making, identified five basic elements of strategic planning:

1. Reviewing the mission, role, and scope of the institution, college, or department.⁶¹
2. Gathering "data on the internal operations, especially their strengths and weaknesses."⁶²

3. Gathering data on the external environment, especially threats and opportunities.⁶³

4. Matching the mission with the strengths in ways that capitalize on the opportunities to develop alternative formulations of strategic policy.⁶⁴

5. Choosing

from among the alternatives those strategies that are consistent with the institution's values, economically justifiable, politically attainable, and consistent with serving important social needs.⁶⁵

Cope wrote that strategic planning examines the future and tries to match institutional strengths with environmental opportunities. He added that "because many, perhaps most, of the problems, ideas, and opportunities occur in the external environment, planning today is increasingly influenced by events there."⁶⁶

Caruthers and Lott used the term environmental assessment to refer to environmental analysis. Cope referred to this as environmental scanning, the term that is now generally used in strategic planning. He said that success in strategic planning requires continuous and comprehensive environmental scanning for changes in the social, economic, political and technological realms.⁶⁷ Environmental scanning is needed to help "an institution make decisions about where to position resources so that it can benefit from trends, and when used with marketing, have an advantage over the

competition."⁶⁸

Cope added that

Used wisely, strategic planning will aid in the formulation of crucial issues, serve as a guide to diverse operating and administrative functions, force a greater awareness of change in external, environmental forces, and should help develop a way of thinking that broadly takes into account the institution's mission, its particular capabilities, and its opportunities in the environment.⁶⁹

Cope understood institutional mission as being important in strategic planning. He said that the institution needs "to answer the question, What is our mission, role, and scope, and what should be our mission, role, and scope? That is, what business are we in and what business should we be in?"⁷⁰ (John Naisbitt pointed this out in Megatrends when he said, "The question for the 1980s is 'What business are you really in?'"⁷¹ and stated that the railroads declined because they did not realize that they were really in the transportation business).⁷² Like Caruthers and Lott, Cope saw institutional mission as the starting point of strategic planning. He said,

Mission is a primary institutional driving force and the element reviewed first in nearly every process of strategic planning. The sense of the institution's mission serves to state what the institution believes in, what its major guidelines are, and in what direction it is moving.⁷³

He echoed Cauthers and Lott in saying, "A statement of mission should report what the institution has been (its

heritage), what it shall become (its destiny), and what it does not believe itself to be."⁷⁴ As had Caruthers and Lott in their work, and Cope in his earlier work, Cope here mentioned the importance of distinctive competencies. He said,

The focus of strategic planning asks whether the program has any distinctive competencies that can be built upon Questions about distinctive competencies force an examination of programs outside the institution (the competition)⁷⁵

In the same year, 1981, Kotler and Murphy in "Strategic Planning for Higher Education" said that "the first step in strategic planning is to carefully analyze the environment, because the environment keeps changing and calls for new organizational strategies."⁷⁶ They wrote that in analyzing the environment three questions should be asked:

- (1) What are the major trends in the environment?;
- (2) What are the implications of these trends for the organization?; and (3) What are the most significant opportunities and threats?⁷⁷

They added that

by managing its threats successfully, an institution of higher education stays intact, but does not grow. But by managing its opportunities successfully, the school can make great strides forward.⁷⁸

(Four years later, in 1985, Kotler and Karen Fox made the same claim in Strategic Marketing for Educational

Institutions.)⁷⁹

Kotler and Murphy said that

following the environmental analysis, the institution should undertake an analysis of its resource position. The purpose is to identify the major resources that the organization has (its strengths) and lacks (its weaknesses). The theory is that an organization should pursue goals, opportunities, and strategies that are suggested by, or congruent with, its strengths and avoid those where its resources would be too weak.⁸⁰

They pointed out that

In evaluating its strengths and weaknesses, the administration should not rely exclusively on its own perceptions, but it could initiate an image study of how the institution is perceived by its significant publics.⁸¹

As with Caruthers and Lott, and Cope, Kotler and Murphy recognized the importance of a mission statement to strategic planning. They defined mission as "the basic purpose of an organization, that is, what it is trying to accomplish" ⁸² They said that a mission statement is important

because it affects everything else. A well worked out mission statement provides the institution with a shared sense of opportunity, direction, significance, and achievement. The mission statements act as an 'invisible hand' that guides a college or university's diverse personnel to work independently and yet collectively toward the realization of the organization's goals.⁸³

While expressing some of the same views on the mission statement as Caruthers and Lott, and Cope, Kotler and Murphy

did not put as much emphasis on mission as the other three writers. For those three the starting point was the institutional mission; for Kotler and Murphy the starting point is environmental analysis.

In 1981, Richard M. Cyert's work, "Management Science and University Management," appeared in Management Science Applications to Academic Administration. In this work he said that strategic planning "is the attempt . . . to determine the nature of the university itself."⁸⁴ He added,

Strategic planning also aims at determining where a particular university fits in the pattern of all universities. It aims to determine whether the university will be national or local, large or small, research oriented or education oriented, innovator or follower, professional or liberal, and so on.⁸⁵

He wrote,

There are two guiding principles in strategic planning. The first is the concept of comparative advantage. The aim is to determine where the university, the college, or the department has strengths that give it an advantage over other institutions. The comparative advantage might come from location, access to another department and its resources, a particular faculty member, . . . a characteristic of the school, and so on. There are many potential sources of comparative advantage, and by looking at the strengths of the organization, it is possible to isolate one or more.

A second principle of strategic planning is the concept of the 'niche.' The niche is a marketing concept and relates to finding a small section of a market that a company can develop because of a comparative advantage and protection against competition.⁸⁶

Cyert also said that "strategic planning must take into account the environmental changes that might affect the university."⁸⁷ It

is a comprehensive exercise that looks at the whole organization. It has definite operational implications for all levels of the organization. It leads to the hiring of particular kinds of faculty and the allocation of resources in ways consistent with the plan. It attempts to look to the future and develop methods for enabling the organization to adapt better to changes in the environment.⁸⁸

In 1982, John S. Toll in "Strategic Planning: An Increasing Priority for Colleges and Universities," wrote about the need for strategic planning in higher education, and discussed the importance of being aware of the environment and analyzing its threats and opportunities as well as paying attention to the institution's hopes and needs.⁸⁹ He said that

strategic planning analyzes the threats and opportunities from the emerging demography, technology, economic and financial trends, political and legal developments, internal conditions, and the concerns for changing values and quality of life."⁹⁰

Then he added, "Colleges and universities need to ask themselves what they can do, what they should do, and what they will do in face of rapidly changing conditions."⁹¹

In 1983 Warren H. Groff in "Strategic Planning and Management for the 'Third Wave' Society," a paper presented

at a meeting of Futuremics International, viewed strategic planning as "a process of matching results of an assessment of an external environment with the results of auditing internal strengths and weaknesses."⁹² He said that strategic planning "requires the capability to collect and analyze a broad range of demographic, social, economic, and political data in order to develop a most likely scenario of"⁹³ the institution's future. He said that "the process should assist institutions to capitalize on strengths, minimize weaknesses, take advantage of opportunities, and eliminate or reduce threats."⁹⁴

George Keller with his book, Academic Strategy, published in 1983 contributed greatly to the understanding of strategic planning in higher education. Echoing Cope, Keller said that the beginning point of strategic planning

is self-consciousness for the organization. It is knowing the place for the first time, understanding what business you are in, or want to be in, and deciding what is central for the health, growth, and quality of the organization.⁹⁵

Then echoing Cyert, Keller said that the 3,100 institutions of higher education need to ask other questions such as

what special role do we play in America's higher education network: What attractive and important set of services does our institution provide that people cannot obtain elsewhere better, faster, or cheaper? What comparative advantages do we have over approximately similar places? What academic fields and college services will be most needed by the country and our region in the next decade?

With our traditions, endowment, location, and collection of faculty and administrators, what should our campus be building toward? What should our college aspire to be 10 years from now?⁹⁶

Keller discussed six distinguishing features of strategic planning:

"1. Academic strategic decision means that a college, school, or university and its leaders are active rather than passive about their position in history."⁹⁷ In discussing this feature, he said that strategic planning "entails a belief that you can to some extent shape your own destiny as well as be shaped by external forces."⁹⁸ Then he added,

To think strategically is to look intensely at contemporary history and your institution's position in it and work out a planning process that actively confronts the historical movement, overcomes it, gets on top of it, or seizes the opportunities latent in it. A campus with an academic strategy has a battle plan to get stronger and better in the teeth of historical conditions."⁹⁹

"2. Strategic planning looks outward and is focused on keeping the institution in step with the changing environment."¹⁰⁰ This Keller identified as "strategic planning's single most important contribution to organizational decision making."¹⁰¹ He said that "colleges are switching from a self-assertion model of their existence to a biological model of continuous adaptation to their powerful changing social environment" ¹⁰²

"3. Academic strategy making is competitive,

recognizing that higher education is subject to economic market conditions and to increasingly strong competition."¹⁰³ This feature he identified as "the most recently added--and least developed--piece to academic strategy thinking" ¹⁰⁴ He said that "a deep awareness of the market for higher education or one's own market segment has not been developed . . . ",¹⁰⁵ however, "campuses should learn what positions in the higher education market and in people's minds they own, and then improve and build upon those."¹⁰⁶

"4. Strategic planning concentrates on decisions, not on documented plans, analyses, forecasts, and goals."¹⁰⁷ Keller stated that "strategic planning is action-oriented. It constantly asks: What shall we do? How shall we decide? Where do we put our attention and energy?"¹⁰⁸

"5. Strategy making is a blend of rational and economic analysis, political maneuvering, and psychological interplay. It is therefore participatory and highly tolerant of controversy"¹⁰⁹ He said that strategy making must be participatory, but he cautioned that it should not be wide-open.¹¹⁰ He wrote,

Executives can guide the discussions and must keep pressing for decisions that benefit the whole institution. But politically most of the key people need to be on board the strategy train when it leaves the station.¹¹¹

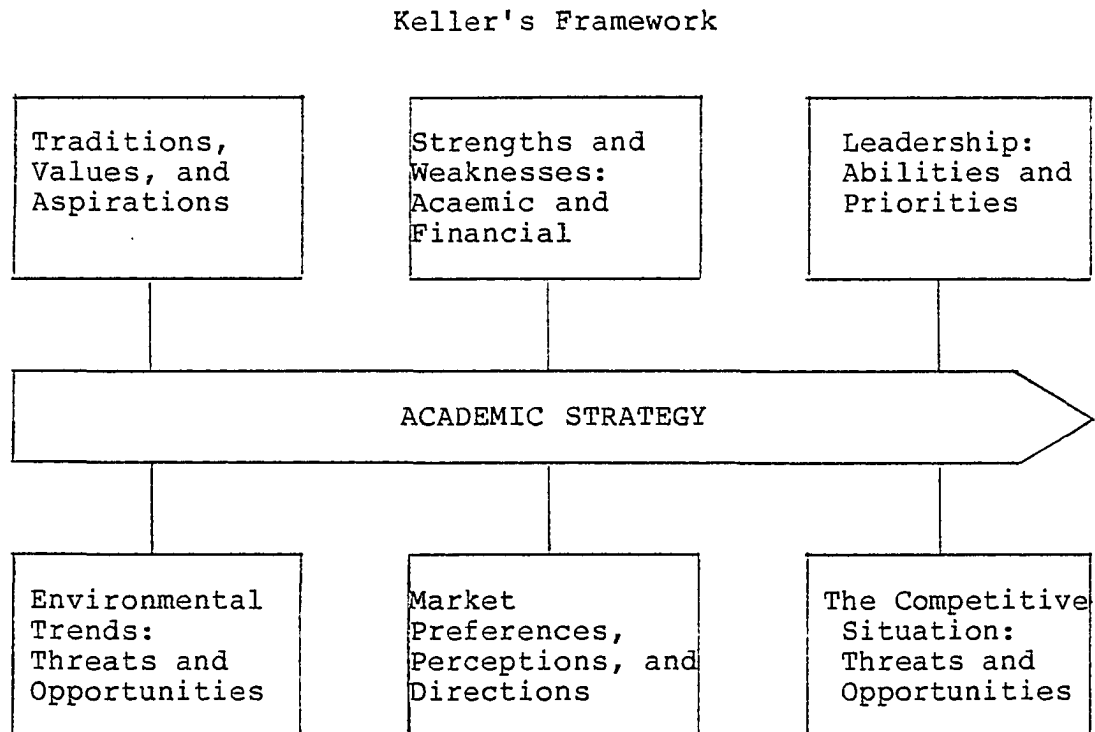
"6. Strategic planning concentrates on the fate of the

institution above everything else."¹¹² Keller said,

Strategic planning places the long-term vitality and excellence of a college or university first. It cares about traditions, faculty salaries, and programs in Greek, agriculture, and astrophysics. But it cares about institutional survival more, so that there will be places for scholars of Greek, agriculture, and astrophysics to teach and do their research."¹¹³

After discussing the six distinguishing characteristics of strategic planning, Keller presented a conceptual framework for such planning. In this framework he pulled together the elements of strategic planning and showed their relationship. His conceptual framework is presented in Figure 2.

Figure 2



114

Keller's framework consists of three strategic elements from within the organization and three strategic elements from the external environment. He wrote that

since the fundamental aim of strategic planning is a Darwinian one of linking the forward direction of your organization with the movement of historical forces in the environment, the two critical areas for analysis are one's own organization and the environment. You need to look inside and outside.¹¹⁵

Keller explained each of the six elements. The first element of the organizational component in Keller's framework, traditions, values and aspirations, is what

others such as Cope, Caruthers, and Lott have labeled as mission. Of traditions, values, and aspirations, Keller said,

Every college, school, or university has embedded in its tissues an intangible set of traditions, values, and hopes Some campuses have an 'organizational saga,' an institutional mythos, that dominates the place."¹¹⁶

A strategic plan may bend or redirect a college's traditions and values, and it may alter its aspirations. But the strategy will never be effective if it tries to ignore these powerful intangibles."¹¹⁷

"Strategies work best when they are roughly consonant with, or in some way an extension of, an institution's traditions and ambitions."¹¹⁸

The second element of the organizational component identified by Keller is academic and financial strengths and weaknesses. Of this element he said,

You need to examine the pros and cons of your location, scholarship aid for students, ambience, tuition levels, physical plant, size, alumni loyalty, salary scales, and student achievements. Above all, you must evaluate the strengths and weaknesses of the institution's faculty and programs."¹¹⁹

Of the third element of the organizational component, the abilities and priorities of the leaders, Keller said, "Strategies need to have a keen sense of the particular strengths and prejudices of the key implementers."¹²⁰

The first element of strategic planning which Keller identified as belonging to the environmental component is the threats and opportunities which are found in the environmental trends. He stated that in searching for the threats and opportunities in the environmental trends, it is necessary to do five types of forecasting: (1) technological, (2) economic, (3) demographic, (4) political-legal, and (5) socio-cultural.¹²¹

The second element of the environmental component identified by Keller is market preferences, perceptions, and directions. (This is the element of strategic planning on which this dissertation will focus.) Keller said that

colleges have entered a new period of student consumerism, one that will have radical consequences for the way institutions approach and deal with their clienteles. Already advertising has increased; admissions materials are being rewritten¹²²

He said that marketing

so far has developed three major concepts: segmentation, perceptual mapping, and position. Segmentation seeks to break down the market into discrete blocs of clients or potential clients. Perceptual mapping attempts to find out what adolescents, parents, alumni, business leaders, community influentials, and other groups perceive to be the nature of your college or university and its strengths and weaknesses. Positioning, which relies on segment analysis and perceptual mapping, tries to build on widely held perceptions about your organization with the right audiences.¹²³

Keller added that

It is essential to know precisely what your institution's strengths and weaknesses are. But it is also important to know what the public thinks are your strong and weak points, what image of your campus the market holds in its mind Your campus needs to look for the special hole, or market niche that you already hold or wish to occupy . . .¹²⁴ No college can be everything to everybody.

The third element of the external environment of strategic planning Keller identified was the threats and opportunities found in the competitive situation. In discussing the competitive situation, he pointed out that colleges and universities compete for good students, excellent professors, research contracts, foundation grants, and financial contributions.¹²⁵

While Keller recognized that it is necessary that institutions understand the external environment and the threats and opportunities found in that environment, he cautioned that changes should not be made without thought for the organizational component. He said that

the Juilliard School does not switch out of music when the arts are in the doldrums, and Illinois's Wheaton College did not drift away from its Christian evangelism moorings during the hedonism of the 1965-75 decade. If you intend a wilderness trip, it is wise to have maps and the right equipment and clothing, it does not mean you have to live like primitive people or animals in the wild.¹²⁶

Ernest L. Boyer recognizes that many colleges and universities are not heeding Keller's advice. Boyer said

that "Scrambling for students and driven by marketplace demands, many undergraduate colleges have lost their sense of mission,"¹²⁷ and as a result, "they are confused about their mission and how to impart shared values on which the vitality of both higher education and society depends."¹²⁸

In 1985, two years after George Keller's work, Philip Kotler's and Karen F. A. Fox's book, on strategic planning, Strategic Marketing for Educational Institutions, was published. As with the other writers on strategic planning, Kotler and Fox recognized the role of the external environment. They discussed environmental scanning and environmental forecasting as providing

the basis for (1) producing a list of developing trends and possible events that could affect the institution, and (2) determining plausible threats and opportunities, and their likelihood of occurrence, and their potential severity.¹²⁹

They identified the major forces of the external environment as demography, economy, natural resources, technology, politics, and culture.¹³⁰ They said that "these forces can be classified as either threats or opportunities facing the institution."¹³¹ They added that these forces "have greater influence on the institution than the institution has on them."¹³² "Therefore, the institution ignores these forces at its peril."¹³³

Kotler and Fox said that

strategic planning involves clarifying the institution's mission, assessing its resources, and examining the environment to determine what the institution's priorities and strategies should be.¹³⁴

They pointed out that "educational institutions are diverse in their histories, founders, missions, resources, and programs, and no two are affected in the same way by the events around them,"¹³⁵ and sounding similar to Keller and Boyer, they said,

An institution that understands its own character, resources, and mission is in a better position to respond by setting goals and objectives and developing an appropriate marketing program.¹³⁶

They added that "the institution that knows and reflects the best of its character and value is one that will attract participants and supporters."¹³⁷ Again sounding much like Keller and Boyer, they cautioned that

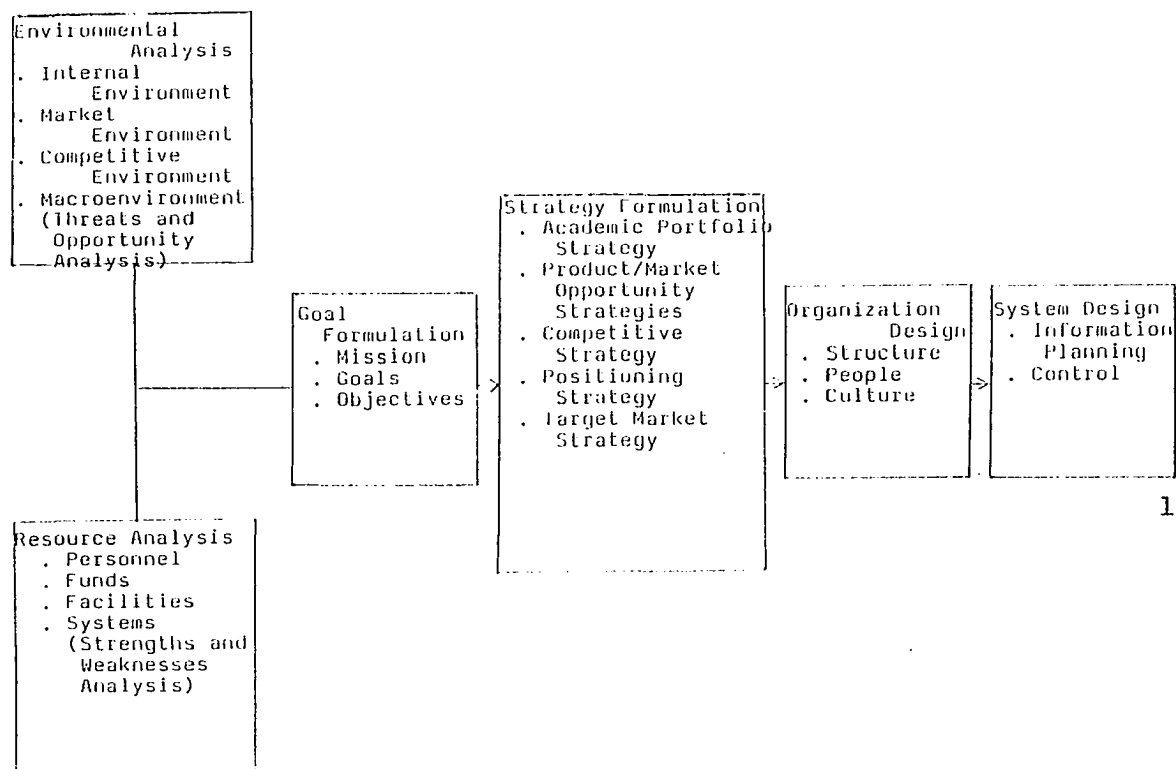
satisfying target markets does not . . . mean that an educational institution ignores its mission and its distinctive competencies to provide whatever educational programs happen to be 'hot' at the moment An educational institution must weigh the needs and preferences of students while preserving the institution's academic reputation and other institutional goals and commitments.¹³⁸

Although at times echoing others such as Shirley, Volkwein, Caruthers, Lott, Keller, and Boyer in terms of the role of mission, Kotler's and Fox's conceptual framework reveals that while institutional mission is important, it is not the foundation or starting point of strategic planning.

The role of institutional mission is seen in the conceptual framework of Kotler and Fox that is presented in Figure 3.

Figure 3

Kotler's and Fox's Framework



Shirley, Volkwein, Caruthers, and Lott see institutional mission as the starting point of strategic planning and see strategic plans as being based on a match between the mission, the external environment, and internal environment; and Keller sees institutional mission as one of six equal elements that cannot be ignored; however, Kotler and Fox began their framework with environmental and resource analyses and matched the threats and opportunities within the external environment with the strengths and weaknesses within the internal environment to help formulate goals, objectives and the mission. They said that

the mission of the institution must take into account five key elements. The first is the history of the institution

The second consideration is the current preferences of the institution's constituencies--trustees, administrators, faculty, alumni, students, and others

Third, the institution must be prepared to adapt its mission in response to its environment .

. . . . Fourth, the institution's resources make certain missions possible and others not

Finally, the institution should base its choice of purpose on its distinctive competencies. Although it may be able to accomplish many things it should aim for what it can do best¹⁴⁰

They added that "an institution should strive for a mission that is feasible, motivating, and distinctive."¹⁴¹

While Kotler and Fox pointed out that institutional mission is important, they said, "First the institution must analyze its present and future environment Second,

it reviews its major resources"142 (Here the college looks for its distinctive competencies.¹⁴³)

Third, the institution establishes its overall goals and its specific objectives Finally, implementing the strategy usually requires changes in the institution's structure and systems of information, planning, and control¹⁴⁴

In 1987, Robert G. Cope's Opportunity from Strength: Strategic Planning Clarified with Case Examples was published. In this work, Cope said that confusion exists about the strategic concept

because few of those who advocate or claim they are using the strategic concept understand its foundations. They do anything and modify it with the term 'strategic.' But there is an important distinction: "Strategic issues are those that deal with the organization's relationship with the environment and affect most of the organization."¹⁴⁵

He said that the "growing awareness of the outside environment is the single most important contribution of strategic planning to institutional decision making. . . ."¹⁴⁶ He talked about the importance of environmental scanning, and said that professionals are scanning continually. He said it takes place when professionals read the paper, listen to "newscasts, watch documentaries, read government reports, and attend professional meetings."¹⁴⁷ Because of the confusion about the strategic concept, Cope attempted to clarify strategic planning by using eleven case

studies to show how strategic planning should be used in colleges and universities.

The following year, 1988, Douglas W. Steeples edited Successful Strategic Planning: Case Studies, another work containing case studies. This book, which contained an overview of strategic planning by Robert C. Shirley, discussed seven institutions of higher education which have used strategic planning successfully.

A review of the literature on strategic planning in higher education reveals a developing concept which from its very beginning has maintained certain elements. Throughout the literature the idea is present that strategic planning is a match between the organization and the environment. In creating a match an analysis is done of the organization to discover its strengths and weaknesses, and environmental scanning is done to discover the opportunities and threats which are present in the environment. Writers of strategic planning understand institutional mission to be an important part of strategic planning. Most view the mission as the starting point of strategic planning. Others such as Kotler and Fox understand it as developing out of the analysis of the internal and external environments and at the same time as an element through which the strengths and weaknesses of the organization and the opportunities and threats of the environment are filtered to develop strategic plans. In the filtering process the mission may be altered. The general

thesis found in the literature is that the organization that knows itself and the environment is in a position to harness the environment rather than to be battered by it.

Perceptions

One aspect of strategic planning which has been slowly developing over the last few years is perceptions. The importance of perceptions outside strategic planning and higher education has been recognized for centuries. In the sixteenth century Machiavelli wrote in The Prince, "Everybody sees what you appear to be, few feel what you are,"¹⁴⁸ and in The Discourses he wrote,

. . . the great majority of mankind are satisfied with appearances, as though they were realities, and are often even more influenced by the things that seem than by those that are.¹⁴⁹

More recently Tom Peters and Nancy Austin wrote in A Passion for Excellence, ". . . perception is all there is. There is no reality as such. There is only perceived reality The real is what we perceive,"¹⁵⁰ and Dale Brubaker in Curriculum Planning said, "There has been a strong bias toward the idea that the curriculum planner's perceptions are his reality."¹⁵¹

Erving Goffman in Presentation of Self in Everyday Life discussed individuals' presenting themselves.¹⁵² This presentation helps to create perceptions. Not only do

individuals present themselves, institutions also present themselves, which in turn leads to the creation of perceptions causing colleges and universities to have different reputations. Admissions Marketing Group recognizes this and suggests that institutions establish an "Image Task Force" to determine and direct the ways in which the institution presents itself.¹⁵³ Burton R. Clark in The Distinctive College: Antioch, Reed, and Swarthmore discussed the idea that colleges have distinctive characters and organizational saga--a theme which Susan C. Macdonald used in her dissertation, "Values and the Academic Organization," to discuss Guilford College. Macdonald defined organizational saga as

the story of organization character, especially distinctive character, that forms and shapes what an organization is, what its members feel about it, and how those outside the organization view it.¹⁵⁴

Clark said, "Antioch, Reed, and Swathmore each have had great success in convincing themselves and outsiders that their programs are special."¹⁵⁵ He wrote,

A college seeking distinctiveness must make believers out of thousands of people on the outside whose lives are not directly bound up in the fate of the college. To the extent that outsiders believe in it, the college achieves a differentiated, protected position in the markets and organizational complexes that allocate money, personnel, and students.¹⁵⁶

Clark and Macdonald are dealing with perceptions. The distinctive characters and organizational saga which they discuss is the result of perceptions which have been created.

Ernest Boyer, in College: The Undergraduate Experience in America, made several statements which indicated how and what perceptions are often created by colleges and universities. He said,

During our study we examined the viewbooks used by colleges during the recruitment of prospective students If we judge from the pictures, it would be easy to conclude that about half of all college classes in America are held outside, ¹⁵⁷ on a sunny day, by a tree, often close to water.

My own experience supports Boyer's statement. Several years ago I took my brother-in-law and a friend of his, who were high school seniors at the time, to visit a college campus. As we ate supper in the dining hall, my brother-in-law asked his friend, "Well, Ross, what do you think?" Ross responded, "It doesn't look like what I expected; I don't see girls studying under the trees like they were in the college catalog."

Boyer also said, "The appearance of the campus is, by far, the most influential characteristic during campus visits" ¹⁵⁸ A 1984 study by the Carnegie Foundation for the Advancement of Teaching and Admissions Marketing Group supports Boyer's statement. In the Carnegie study 62

percent of the students surveyed said that on campus visits they were most influenced by the appearance of grounds and buildings,¹⁵⁹ and Admissions Marketing Group said that research has shown "that an attractive and well-kept campus serves as a proxy for institutional quality."¹⁶⁰ Boyer added, "We gained the distinct impression that when it comes to recruiting students, the director of buildings and grounds may be more important than the academic dean."¹⁶¹

Boyer also pointed out a commonly held perception. He said, "Prospective students believe that admittance to a college is a victory hard to win. The reality is quite different."¹⁶²

Recognition of perceptions as an element of strategic planning has been developing during the past few years. In 1981, Caruthers and Lott alluded to the importance of perceptions. They said,

A mission statement usually is developed to communicate with two general types of audiences--external and internal A good institutional mission statement will . . . begin to describe the subtle character that distinguishes it [the institution] from others in its class."¹⁶³

Thus, Caruthers and Lott saw the mission statement as one means by which an institution can begin to create a perception--a means by which institutional leaders let others know how they perceive the institution or how they would like the institution to be perceived. A mission

statement can be a way to begin creating a perception that the institution is different and has something special to offer.

Caruthers and Lott also said that although the mission

review process is internally oriented, it can also yield additional benefits in the information it communicates about institutional strengths and needs to the general public Participation is . . . a key consideration. Involving prominent citizens . . . creates a group of representatives who can informally convey institutional strengths and needs.¹⁶⁴

Again Caruthers and Lott have suggested a means by which perceptions can be created and transmitted to others.

They added,

Another general topic frequently analyzed during a mission review process concerns the needs and opinions of both the public at large and the college community, including students, faculty, staff, and alumni An important consideration in deciding whether or not to assess opinions and measure needs of the internal and external college community is that the process can thus serve an important public-information function."¹⁶⁵

They added "in general emphasis on all forms of communicating the mission creates a broad understanding of the institution and helps to develop support within various constituencies."¹⁶⁶ Thus, Caruthers and Lott saw reviewing the mission and communicating that mission as vehicles for transmitting perceptions.

Grabowski pointed out the role of the president in

creating perceptions. He said, "Whether they realize it or not college presidents are both image makers and image leaders for their institutions"167 He also pointed out the importance that perceptions hold for institutions. He said,

There is strong evidence that images and perceptions about an institution influence decisions to enroll in a college Prospective students make decisions and take action on the basis of perceptions"168

He added that "individuals' perceptions about an institution may not be accurate, yet it is to this image that people respond";169 therefore,

an institution needs to know what image it projects, how it is perceived, and what kind of reputation it has If an institution contrasts the image it tries to project with the way it actually is perceived by potential students and high school counselors and finds a discrepancy, it ought to reconcile these images to enhance its position"170

He said that "the communications emanating from an institution to prospective students play an important role in forging the institution's image as well as attracting students to enroll."171

George Keller also discussed the importance of images or perceptions. He wrote, "Campuses should learn what positions in the higher education market and in people's minds they own, and then improve and build upon those."172

He said a college or university should ask, "How do the various segments of the market perceive your institution, and its strengths and weaknesses?"¹⁷³ He added that it was his experience that "universities often are much better in certain areas than they realize and a lot worse in other areas than they pretend to be."¹⁷⁴

Keller summed up his understanding of perceptions and the developing interest in creating perceptions in writing about marketing of colleges and universities. He pointed out that institutions are attempting to influence perceptions by increased advertising and rewriting and redesigning admission materials.¹⁷⁵ He said that "marketing has so far developed three major concepts: segmentation, perceptual mapping, and positioning."¹⁷⁶ He added,

Perceptual mapping attempts to find out what adolescents, parents, alumni, business leaders, community influentials, and other groups perceive to be the nature of your college or university and its strengths and weaknesses.¹⁷⁷

Then he discussed the relationship between positioning and perceptual mapping. He said,

Positioning, which relies on segment analysis and perceptual mapping, tries to build on widely held perceptions about your organization with the right audiences It is essential to know precisely what your institution's strengths and weaknesses are. But it is also important to know what the public thinks are your strong and weak points, what image of your campus the market holds in its mind. For example, MIT has a sizable and quite good liberal arts program and it has long

been strong in economics and business. But the institution is perceived almost totally as an applied science and engineering campus.¹⁷⁸

Kotler and Fox also have added to the understanding of the role that perceptions play in strategic planning. In introducing the role of perceptions in this area, they said,

All organizations operate in an environment of one or more markets and publics. A university operates in a student market, faculty market, donor market, and public opinion market. Each market is made up of significant subgroups called market segments with particular needs, perceptions, and preferences."¹⁷⁹

They added,

A responsive institution has a strong interest in how its publics see the school and its programs and services, since people often respond to the institution's image, not necessarily its reality. Publics holding a negative image of a school will avoid or disparage it, even if the institution is of high quality, and those holding a positive image will be drawn to it. The same school will be viewed as responsive by some groups and unresponsive by other groups. People tend to form images of schools based on often limited and even inaccurate information, images that affect their likelihood of attending, recommending the school to a relative, donating, or joining the faculty or staff.

Every educational institution has a vital interest in learning about its 'images' in the marketplace and making sure that these images accurately and favorably reflect the institution.¹⁸⁰

Kotler and Fox then defined image as "the sum of beliefs, ideas, and impressions that a person has of an object."¹⁸¹ They added, (1) "An image . . . is a . . .

personal perception of an object that can vary greatly from person to person,"¹⁸² (2) it is usually based on an institution's past record,¹⁸³ and (3) "an institution seeking to change its image must have great patience"¹⁸⁴ because, as Douglas V. Leister said, "Images are built up slowly over time and are likely to change very slowly as well."¹⁸⁵ David W. Chapman in an article entitled "A Model of Student College Choice" agreed with Kotler, Fox, and Leister. He said, "Even as changes are made . . . it may take a long time for image and reputation to change with prospective students, their parents, and their guidance counselors."¹⁸⁶ Kotler and Fox added, "Images tend to be 'sticky' and last long after the reality of the institution has changed."¹⁸⁷ "Old perceptions die hard."¹⁸⁸

Thus, the quality of teachers might have deteriorated at a well known school, and yet it continues to be highly regarded in the public mind. Image persistence is explained by the fact that once people have a certain image of an object, they tend to be selective perceivers of further data. Their perceptions are oriented toward seeing what they expect to see. It will take highly disconfirming stimuli to raise doubts and open them to new information. An image can enjoy a life of its own for a while, especially when people are not likely to have new firsthand experiences with the changed object.¹⁸⁹

Therefore, an institution cannot change its image through quick change in public relations strategy. Its image is a function of its deeds and its communications. A strong favorable image comes about when the school performs well and generates real satisfaction, then lets others know about its success.¹⁹⁰

They cautioned that "the college must do more than communicate a positive image; it must deliver the quality and attributes that attracted students in the first place"¹⁹¹ because

after making the decision and enrolling, the student will experience some level of satisfaction or dissatisfaction that will influence his or her behavior A satisfied student will keep enrolling each term and will also tend to say good things about the school to others On the other hand, a dissatisfied student will probably drop out or, at any rate, bad-mouth the college¹⁹²

Kotler and Fox said that an institution needs to evaluate strengths and weaknesses, but in so doing it "must not rely solely on its own perceptions. It must go out and do an image study of how it is perceived by its key publics."¹⁹³

For example, the administration may think that the college has a fine reputation in the hard sciences, but an image study might reveal that high school counselors see the college's main strength as the humanities. The administration should study how different key markets and publics--students, parents, business firms, and so on--see its strengths and weaknesses. The findings might indicate certain strengths and weaknesses that the college is not aware of, and others that it exaggerated.¹⁹⁴

Kotler and Fox also discussed ways in which colleges and universities consciously attempt to influence perception. They said,

Educational institutions need effective communications with their markets and publics Developing good programs and services, pricing them attractively, and making them readily available to target consumers is not enough. The institution must also inform consumers and others about its goals, activities, and offerings and motivate them to take an interest in the institution.

This communication takes many forms. Educators usually think in terms of catalogs and bulletins describing their institution and its programs. Colleges, schools, and other educational institutions communicate about themselves by their very existence, whether or not they have a formal communication program;¹⁹⁵

however,

institutions rely extensively on written material to communicate with their target publics. Colleges use annual reports, catalogs, employee newsletters, alumni magazines, posters, flyers, and so on.¹⁹⁶

"Audiovisual material--such as films, slides-and-sound, and audio cassettes--are coming into increasing use as communication tools."¹⁹⁷ Kotler and Fox added,

The public relations office should . . . find or create favorable news about the institution and market it to the appropriate media Ideally, the stories chosen should symbolize the kind of college this college wants to be. The stories should support its desired market position.¹⁹⁸

Tom Peters and Nancy Austin in A Passion for Excellence: The Leadership Difference indicated the importance of stories when they wrote,

The values of any organization live most humanly through stories, pictures. If we are serious about ideals, values, motivation, commitment, we pay attention to the role of stories, myths, pictures of our vision.¹⁹⁹

Burton Clark also mentioned the importance of stories. He said that Arthur E. Morgan, the president of Antioch College during the early part of this century, placed articles in magazines and newspapers and lectured throughout the country in an "effort to lodge the name and conception of Antioch in the minds of the educated public."²⁰⁰

John Maguire and Robert Lay, in an article entitled "Modeling the College Choice Process: Image and Decision," discussed the role perceptions play in student choice of colleges. They said,

College choice is a focusing process typically spanning a number of years. From early childhood, prospective students develop images (general perceptions) of many colleges and universities.²⁰¹

These "images . . . condition which schools are appraised and how they are evaluated, throughout the choice process."²⁰² "Images affect choice in the way applicants assimilate (emotionally as well as intellectually) information"²⁰³ about colleges "in the early stages. Because of this, many schools which might match well with a student are never seriously considered."²⁰⁴

Examples of Colleges that Have Used Strategic Planning

In recent years a number of colleges and universities have become aware of perceptions and other elements of strategic planning and have used them successfully to secure and to improve their position.

University of Hartford

In 1977, Stephen Joel Trachtenberg, armed with the belief that each college and university should have a distinctive character, became president of the University of Hartford in Hartford, Connecticut. When he took over leadership of the university, it had only

three part-time instructors teaching insurance,
despite the fact that Hartford was one of the
greatest insurance centers in the Western world.
Now there are four full-time scholars in the field
... .²⁰⁵

Because of the location, Trachtenberg believed the university should have one of the best insurance programs in the United States.²⁰⁶

Renseelaer Polytechnic Institute

In the 1960s, Renseelaer Polytechnic Institute (RPI) in Troy, New York, once a pioneer in engineering education, had been surpassed by other institutions with engineering

programs. Then in the early 1970s the "dean of the School of Engineering, George Ansell, decided to renovate the 2,500-student engineering school."²⁰⁷ "He eased out some tired faculty and brought in about 40 new whiz kids and a few senior stars He tripled the amount of research, and doubled the number of graduate students."²⁰⁸ He

enlisted 36 corporations to put up \$25,000 a year to operate a new computer graphics center that would be among the best in higher education--in return for first looks at new/computer graphics findings.²⁰⁹

Then in 1976 when George Low became president of RPI, "several things came together . . . to erupt into a new strategy for RPI. There was Troy's and RPI's distinguished past."²¹⁰

There were Dean Ansell's moves into more research, graduate work, and computer-assisted design. There were dozens of untapped RPI alumni who were corporate leaders. There was the competition: MIT Cornell, Georgia Tech, Purdue, Carnegie-Mellon, Illinois, Cal Tech. There was the overlooked fact that RPI sat between two of the greatest scientific research labs in the world: General Electric's in nearby Schenectady and IBM's downriver at Yorktown Heights There was New York State's neglect of high-technology industry despite its corporate headquarters prominence. There was Japan's new challenge to U. S. technology.²¹¹

RPI and President Low saw the possibility of harnessing the environment. "The college borrowed more than \$40 million and dipped into its \$90 million endowment for another \$6

million to reestablish itself among the top technology institutions."²¹²

The college decided . . . to become a full partner with industry, and made . . . moves to link its own push for distinction and eminence with the continued growth of high-tech industry nationally and in New York State.²¹³

President Low also "started an 'incubator' program, renting the institute's unused space in its older buildings to infant high-tech firms."²¹⁴

Carnegie-Mellon University

In 1972, Richard Cyert was named president of Carnegie-Mellon University. The university, located four miles from downtown Pittsburgh, is the result of a merger in 1967 of Carnegie Institute of Technology and Mellon Institute, an industrial research facility. When Cyert became president of Carnegie-Mellon University, it "was running deficits annually and its enrollment was declining."²¹⁵ ". . . a faculty of 450 taught 3,900 students"²¹⁶

Cyert believes that colleges and universities are in a competitive market. He understands the aim of strategic planning being to place a campus in a distinctive position.²¹⁷

The question at Carnegie-Mellon always is: what advantages do we have and how can we best exploit

them for the good of the region, the nation, and our own organization?²¹⁸

Cyert believed that since Carnegie-Mellon was small it should

carefully choose a few important intellectual areas to work in and then try to do them as well as anyone in the nation. To him, the location in Pittsburgh, the engineering and industrial management and research tradition, the ethnic backgrounds and practical bent of many applicants, and the head start in computer science almost mandated the distinctive cast that Carnegie-Mellon should strive for.²¹⁹

(Carnegie Tech had established a computer science department in 1956, the first such department in the United States--even before Stanford's and MIT's.²²⁰)

Carnegie-Mellon now has one of the most innovative and rigorous programs in computer science in the nation. Soon every Carnegie student will be expected to have his or her personal computer terminal. Using its expertise in computers, engineering, physics, and industrial management, the university established a Robotics institute to help industry design 'the factory of the future' and help operations in environments dangerous or inaccessible to humans.²²¹

By 1981, a faculty of 425 taught 5,400 students. In ten years the school's endowment went from \$95 million to \$135 million.²²²

Eckerd College

Eckerd College, which opened as Florida Presbyterian College in 1960, had an enrollment of 1,114 in 1972 and an average SAT score for entering freshmen of 1200;²²³ however, by 1977 enrollment had fallen to 843,²²⁴ and

there was a corresponding decline in the quality of entering students, the size of the faculty had been cut from eighty to sixty-three FTE positions, salaries had been frozen for three years, the college was in default on over \$327,000 in payments on U. S. Housing and Auxiliary Facilities System bonds, and there was an operating deficit in 1976-77 of \$1.14 million²²⁵

The strategy for solving the problems of Eckerd College was dictated by several considerations: "First, the college's waterfront location, in the midst of a large retirement population in Florida, provided an opportunity of great importance in the planning process."²²⁶ Second, it was

concluded that important keys to a revitalized relationship with the constituencies of the college were (1) aggressive efforts to be of service to the church and to the business community in a mutually beneficial relationship and (2) clear attention to aspects of student life on campus perceived as being contrary to the stated mission of the college.²²⁷

As the first step toward solving the college's financial problems, the faculty and the board of trustees reviewed Eckerd's mission statement. In February 1978, both groups adopted a new mission statement reaffirming the basic commitments that had guided Eckerd's founders. The college was to continue, in the best of the liberal arts tradition, as a church-related college with high

academic standards and a commitment to responsible experimentation. Significantly, the new statement noted that Eckerd's mission is 'to aid the personal development of humane and competent persons of all ages to learn, lead and serve.' It also set the stage for significant program development.²²⁸

Seeing the large retirement community as an opportunity, the college decided to make an effort to bring to the campus "successful retired business leaders, physicians, attorneys, public servants, ministers, journalists, and artists, as well as teachers,"²²⁹ who "would enrich the undergraduate experience through enhanced career counseling opportunities, placement networks, and expanded curricular offerings";²³⁰ therefore, the Academy of Senior Professionals at Eckerd College (ASPEC) was begun

as a means of adding this rich new dimension to the life of its undergraduate students. Of equal importance, ASPEC was perceived to meet a significant need for many persons of distinguished achievement who have been forced into retirement by corporate policy. ASPEC was designed by and for such persons, and the initial recruitment focused on those fields into which Eckerd sends most of its graduates.²³¹

The weekly ASPEC program includes public lectures, small seminars and colloquia, meetings with college students and faculty members, and opportunities to participate in projects organized around interests shared by groups of ASPEC members. Each section of the college's general education course has an ASPEC member who reads all assignments, joins in class discussions, and offers another viewpoint in addition to that of the professor. There is an active social calendar as well. Market research quickly established the importance of housing and other suitable

facilities on campus as keys to ASPEC's long-term growth.²³²

Eckerd's campus contained 78 acres of waterfront property that was not needed for future expansion of the college. In light of the commitment to ASPEC and the related market research, it was decided to develop this property with 479 condominium units to be called College Landings, suitable for housing ASPEC members in early retirement years, and a 291-unit retirement center called College Harbor

with sixty skilled-nursing beds for older ASPEC members in later retirement years. In addition, the comprehensive development is to include a 20,000-square-foot retail space and a 200,000-square foot office/research park. The retail space will house a small shopping center serving the ASPEC community and the campus. The office/research park is designed to attract business and groups of professionals, thus benefiting from the talent available through ASPEC and the Eckerd faculty and from the latent labor supply in the student body.²³³

A special effort will be made

to provide internships and part-time employment for students in both the retail space and the office/research park

When the entire development program is complete . . . , the annual return to Eckerd College should exceed \$1.25 million.²³⁴

Eckerd's efforts are paying off "there is evidence that many ASPEC members will include Eckerd College in their estate planning. This is especially important, since the

College's alumni are so young."²³⁵

Since 1976-77, Eckerd's enrollment has grown from 845 to 1,153 on campus During the last three years alone, the average SAT score has improved by 50 points, and retention has improved steadily, to the highest rate in the college's history. Fourteen new faculty positions have been added, . . . compensation increases have averaged 8.25 percent per year,²³⁶

and in 1987, applicants to Eckerd College increased by 40 percent.²³⁷

Birmingham-Southern College

In 1975, Birmingham-Southern College in Birmingham, Alabama, found itself in serious trouble. During the seven-year period between 1968 and 1975 the college had four different presidents. Between 1970 and 1975 the enrollment declined from 1,024 to 727; the faculty was reduced from 90 to 60;²³⁸ and the college went from "a small operating surplus to a series of deficits that ranged from \$20,000 to as much as \$600,000 yearly."²³⁹

To overcome its difficulties the president and the executive committee of the board of trustees established task forces to study the college's situation and mission.²⁴⁰ These task forces determined that Birmingham-Southern was still vital, had maintained high quality, and was

one of the few institutions in the state still offering a traditional liberal arts curriculum, thus giving it a special niche in higher education

in the region.

Given changing attitudes toward higher education the administration recognized the need for additional career-oriented courses of study";²⁴¹

therefore, new career-oriented programs were introduced "by articulating the relationship of a liberal arts education to the world of work, rather than changing the curriculum to a vocationally oriented one."²⁴² New majors were introduced in computer science and nursing; the business curriculum was expanded;²⁴³ and a new program, called the Master's in Public and Private Management, was begun with a curriculum "encouraging the development of traditional liberal arts skills along with business-related analytical skills."²⁴⁴

These programs were accompanied by the creation of a division of adult studies,²⁴⁵ increased student recruitment activity, a summer scholars program for high school juniors,²⁴⁶ a "commitment to work with the surrounding neighborhood to provide stability and leadership for community renewal,"²⁴⁷ and efforts to enhance "Birmingham-Southern's image and relations with the Church, the neighborhood, the city, and the state business and professional communities."²⁴⁸

The results has been a rise in enrollment from 727 in 1975 to 1,656 in 1985-86.²⁴⁹

Queens College

In the late 1970s, Queens College, a 120-year-old Presbyterian college for women in Charlotte, North Carolina, experienced declining enrollment and increasing debt. Enrollment which once had reached eight hundred had dropped below five hundred.²⁵⁰ Almost half of the "\$6 million endowment had been 'borrowed' but not repaid in an effort to cover operating losses" ²⁵¹ "Admissions standards had been lowered, academic offerings cut back, and faculty terminated."²⁵²

Because of the declining situation, Queens conducted a self-evaluation to determine its strengths and weaknesses, developed a strategic plan to take advantage of strengths and minimize weaknesses, and revised the college's statement of purpose and philosophy "to reflect more accurately the new mission dictated by the strategic plan."²⁵³

Queen's location was seen as a strength.

Charlotte is the largest city between Philadelphia and Dallas, and the sixth largest metropolitan area in the country. Of the local population, the largest cohort was aged twenty-five to forty-four. The campus is situated in the city's wealthiest, most prestigious neighborhood and is easily accessible to both the city center and the suburbs. Queen's location could be a tremendous advantage in recruiting adult students.

Another strength was the college's academic reputation

Smallness and independence, while limiting financial resources, were great assets for an institution committed to change. Queens was not

saddled with a ponderous decision making apparatus, with its red tape and layers of bureaucracy. As a private institution, Queens enjoyed great flexibility. It could adapt quickly and surely to changing circumstances.

Queens's history was another strength. The college could trace its roots back to the very origins of the community Queens had always enjoyed a prominent position in Charlotte's historical and cultural identity. There was a wealth of good feeling toward the college

Even being a women's college had its advantages. Women's roles and expectations were changing, as new opportunities opened up in business and the professions. Grantmaking organizations were supporting efforts to prepare women for careers in traditionally male-dominated fields, and corporations were increasingly eager to hire and promote qualified females²⁵⁴

The strengths of Queens having been identified, the college entered "new student markets by designing programs aimed at adult, part-time learners, both men and women,"²⁵⁵ and by creating "new career-oriented majors in accounting, nursing, computer science, and communications to complement traditional majors."²⁵⁶

"Success in attracting adult students has led Queens's recovery."²⁵⁷ Today the college has over 1,300 degree students, over half of whom are adult, part-time students.²⁵⁸ In addition to the degree students, over 5,000 men, women, and children annually enroll for "continuing education courses, workshops, and seminars offered through the Queens Institute for Lifelong Learning (QUILL)."²⁵⁹

One interesting aspect of Queens's success in the adult market is the impact the new programs have had on the women-only college of arts and sciences

. . . . From a 1979 low of 489, enrollment of women in the college has recovered to 690. More important, full-time resident students have increased by 51 percent, to 351.²⁶⁰

Northland College

Northland College in Ashland, Wisconsin, in the late 1960s was a small, liberal arts college located in a remote area.²⁶¹ Music, teacher training, and general liberal arts were the principal academic offerings at the college.²⁶² The institution appeared to have no distinctive characteristics. It appeared the same as many other small liberal arts colleges; therefore, the college's leadership decided

to look for a special emphasis, a 'market niche.' The institution's response . . . was to embrace environmental studies and to look on its natural surroundings in northern Wisconsin as a priceless asset and opportunity.²⁶³

Today environmental concern is "the major motor powering Northland College forward" ²⁶⁴ Building on this base programs related to environmental studies have been developed. In 1972, a Native American studies program was created which has attracted students from neighboring reservations. During the past thirteen years "the college has averaged forty to fifty Native American students."²⁶⁵ In 1975, "the faculty curriculum committee recommended . . . the addition of an outdoor education recreation major and minor"²⁶⁶ which could capitalize on "the college's

location--near Lake Superior, the Apostle Islands National Lakeshore, the Chequamegon National Forest, the Porcupine Mountains, . . . countless inland lakes . . . ,"²⁶⁷ and Northwoods Audubon Center in Sandstone, Minnesota.²⁶⁸

Today Northland College has "a national student body of 560, of whom more than 60 percent come from outside Wisconsin."²⁶⁹ The budget has grown to \$6 million and has been "balanced in seven of the last eight years, ²⁷⁰ and "the endowment, in fifteen years, has grown three-fold, to \$3 million."²⁷¹

Hood College

In 1971, Hood College, a liberal arts college for women in Frederick, Maryland, had an enrollment of 600 students.²⁷²

Hood's traditional role since 1891 had been preparing young women for working in their homes, volunteering in their society, and serving the two most historically secure professions for women: teaching and home economics.²⁷³

In the early 1970s the college realized the needs of women were changing rapidly and the college also needed to change if it were to survive. It eliminated eighty courses, began new programs of study, and improved student services.²⁷⁴

In 1971, Hood began "to admit a few local men as commuter students and launched its coed graduate program"²⁷⁵ with Master's Degrees offered in the human sciences,

including concentrations in environmental biology, public affairs, and early childhood education; in home economics; and in biomedical science.²⁷⁶ "Some of the programs were designed to coordinate with nearby facilities such as the U. S. Army's Fort Detrick, which needed trained personnel in various specialities."²⁷⁷

Three years later, in 1974, Hood set up a continuing education program and made efforts to attract older adults.²⁷⁸ Hood also "zeroed in on another nontraditional college group: Hispanic women."²⁷⁹ Hood is "the first liberal-arts college to make a commitment to Hispanic women."²⁸⁰

Hood "now has 1100 undergraduates . . . and 600 part-time graduate students,"²⁸¹ and annual giving has increased more than sevenfold.²⁸²

George Mason University

George Mason University in Fairfax, Virginia, had its beginnings in 1957 "as a two-year branch of the University of Virginia. At the time 17 students attended classes in a converted elementary-school building."²⁸³

In 1983, George Johnson, the president of George Mason University,

and other administrators studied newspaper advertisements and decided that the greatest job demands in their region were in engineering and computer sciences. That prompted the creation of

the engineering school, believed to be the first based on information sciences rather than the physical sciences.

Because Washington is a center for both public policy and the performing arts, the university chose to emphasize those fields in its plan, as well.²⁸⁴

George Mason University "has gone to great lengths to bring academic heavyweights to what had been until recently a little-known state institution on the outskirts of Washington."²⁸⁵ "University administrators have aggressively solicited local corporations for donations to help finance faculty salaries in competitive fields such as engineering."²⁸⁶ While engineering schools nationwide have scrambled to fill faculty positions, George Mason University hired 29 professors between 1983 and 1986 at a salary range of \$55,000-\$98,000 for its new School of Information Technology and Engineering.²⁸⁷

In 1986, James M. Buchanan, a professor at George Mason University who had been lured away from Virginia Polytechnic Institute and State University three years earlier, won the Nobel Memorial Prize in Economic Science, bringing the university added recognition.²⁸⁸ Here, finally, was proof that a "little-known state institution was on the way to becoming a major research university."²⁸⁹ In 1987, "the economics department at George Mason received a flood of applications from students from all over the world who wanted to do graduate work at the university."²⁹⁰

Today the university enrolls some 17,000 students and offers 53 undergraduate and 38 graduate programs. Faculty salaries have more than doubled in the last nine years, with some half-dozen professors in the six-figure range.²⁹¹

America's approximately 3,100 colleges and universities exist in a turbulent environment which threatens their existence, but a number of those institutions such as the University of Hartford, Rensselaer Polytechnic Institute, Carnegie-Mellon University, Eckerd College, Birmingham-Southern, Queens College, Northland College, Hood College, and George Mason University have used strategic planning to harness the environment. All of these institutions except George Mason University, which is a relatively new institution, conducted self-evaluations which considered their histories and present positions. All scanned the environment in search of opportunities. Then, combining information from the self-evaluation and opportunities in the environment, each institution was able to find a niche which resulted in not only survival, but also a strengthened position.

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²⁹¹McMillen, "Business Ties and Shrewd Planning Aid George Mason's Calculated Climb to Prominence," p. 15.

CHAPTER III

RESEARCH METHODOLOGY

As I began considering research methodology for this dissertation, I reviewed the current types of methodology being used in education and in strategic planning. My review of quantitative and qualitative approaches revealed that quantitative is the more frequently used approach in education. Elliot W. Eisner in The Educational Imagination points out that during 1974-1975 forty-six of forty-seven articles published in the American Educational Research Journal were quantitative.¹

While most educational research is quantitative, there is evidence of a trend toward more qualitative research. That evidence is found in Eisner's book in which he says,

Most of us who have been professionally socialized in the schools of education or in psychology departments come to accept a quite limited set of assumptions about what must be done to conduct meaningful educational research and to acquire knowledge or understanding. Precisely because alternative epistemologies are so seldom considered, a critical understanding of the methods we have been taught cannot be easily achieved. And to talk about art in the contexts of inquiry and education is to appear softheaded and romantic, not worthy of the standards of scholarship.²

However, "there is no area of human inquiry that epitomizes the qualitative more than what artists do when they

work. . . ."³ What artists do is described by Steven Lloyd, artist in residence at Haywood Community College, who says, "Artists enable us to see what is happening around us everyday."⁴

Evidence of the trend toward more qualitative research is also found in the 1982 publication of Robert C. Bogdan's and Sari Knopp Biklen's Qualitative Research for Education in which Ray C. Rist in the "Forward" says,

That our experiences, fears, anxieties, emotions, beliefs, reactions, hopes, behaviors, and irrationalities are not well captured or explained by the rush to quantification is one reason that qualitative research is experiencing the renaissance it is.⁵

In the same source, Bogdan and Biklen write,

Educational research is changing. A field once dominated by measurement, operationalized definitions, variables, and empirical fact has had to make room for a research approach gaining in popularity, one that emphasizes inductive analysis, description, and the study of people's perceptions. Generations of educational researchers trained to think of research in one dimension, the quantitative, have been asked to embrace a broader view. Approaches that a short time ago were peremptorily dismissed as prescientific or 'fluff,' have begun to play a role more central to educational research.⁶

Further evidence of the trend toward qualitative research is seen in Sara Lawrence Lightfoot's use of portraiture in the Good High School which won the 1984 American Educational Research Association Award.

Four of the major scholars in the area of strategic planning, Robert G. Cope, George Keller, Philip Kotler, and Karen F. A. Fox, indicate a need for both quantitative and qualitative research in strategic planning, but emphasize the importance of the latter.

Cope says,

Conventional long-range planning emphasizes quantitative or hard data, while strategic planning emphasizes qualitative data. In the latter case, anticipated changes, personal preferences, biases, even rumors are given substantial importance in plans. . . .

Strategic planning gives substantial emphasis to the gestalt, to the whole view, to the concurrent pulling together of soft and hard data, of hunches and guesses, to arrive at major decisions that contain elements of timing, tone, texture, emphasis, rhythm, and contrast. The elements of art.

He continues by saying that "the 1970s saw the development of a newer type of marketing research"⁸ which "instead of demographics, rely more on attitude research, human perceptions, and human preferences."⁹

He adds that

little empirical research is available now and, considering the difficulty of studying real behavior in real colleges, little more is expected soon. Yet the field should not be neglected. Part of the problem may be the expectation in universities that research must demonstrate quantitative methodological elegance. Good policy research is, however, less vigorous but richer in its encompassing more qualitative variables.¹⁰

George Keller says that in strategic planning,

"Quantification is provided mainly to enrich qualitative sagacity not replace it."¹¹

And, Philip Kotler and Karen F. A. Fox say that "Qualitative research is . . . a desirable first step"¹² which

can be used to (1) probe deeply into consumers' underlying needs, perceptions, preferences, and satisfaction; (2) gain greater familiarity with and understanding of marketing problems whose causes are not known; and (3) develop ideas that can be further investigated through quantitative research. . . . Quantitative research usually entails interviewing or surveying a much larger number of people than does qualitative research. . . .¹³

As suggested by Cope, Keller, Kotler, and Fox, I used both quantitative and qualitative research in this dissertation to do what Kotler and Fox label an image study¹⁴ of Brevard College in Brevard, North Carolina.

I wanted to discover what perceptions various publics had of the college. I was particularly interested in those publics whose perceptions of strengths and weaknesses of a college can influence their support or lack of support of a college in a variety of ways such as recruitment, enrollment attendance, and financial support.

I began the study by interviewing the president and academic dean of Brevard College to learn the administration's perceptions of the college, how they thought others perceived the college, and how they desired

the college to be perceived. (See Appendix A for interview questions asked the president and academic dean). The information obtained in this interview was used in developing interview questions and survey questions to be used with other groups.

Following the interview of the president and academic dean, I surveyed and interviewed 118 of the the college's students during the 1987-88 school year. Using a stratified random sample of Brevard students, I sent The American College Testing Program's "Student Opinion Survey (2-Year College Form)" to 17% of the student body (60 freshmen and 40 sophomores), and received replies from 34% of those surveyed. (See Appendix B for the survey instrument). At the same time, I interviewed eighteen Brevard Students. (See Appendix C for the interview questions).

Next, I interviewed the three counselors at Tuscola High School in Waynesville, North Carolina. (See Appendix D for interview questions asked the counselors).

After interviewing the counselors, I randomly chose 30 seniors who were enrolled in the two upper level English courses at Tuscola. Students taking these courses were chosen because of the likelihood of their attending college. These students were given The American College Testing Program's "Survey of Postsecondary Plans." (See Appendix E for the survey instrument). While these students were answering the survey, seventeen other randomly selected

students from the same classes were interviewed. In order to learn their perceptions of Brevard College they were asked initially what they knew about the college.

I was particularly interested in the perceptions that Tuscola High School counselors and students had of Brevard College because the high school is located in a county adjacent to the county in which Brevard is located, and it had been several years since anyone from Tuscola had attended the college.

Next, I developed a survey instrument for alumni from information which had been obtained about Brevard College from the individuals previously interviewed and surveyed. This questionnaire was sent to fifty randomly chosen alumni who recently attended the college and fifty randomly chosen alumni who attended at least five years earlier. (See Appendix F for the Alumni Survey instrument).

Because Brevard College is a United Methodist college located in the Western North Carolina Conference of the United Methodist Church, I was also interested in the perceptions that United Methodist ministers in that conference had of the college. I interviewed one United Methodist minister in the conference. (See Appendix G for the interview questions). The questions asked in the interview were derived from information about the college obtained from the previous surveys and interviews. The information obtained from those sources and the minister

were then used to create questions for a survey which was sent to one hundred randomly chosen ministers of the Western North Carolina Conference. (See Appendix H for the Ministerial Survey instrument).

Next, I sent a survey to fourteen senior institutions to which Brevard students frequently transfer. (See Appendix I for the Four-Year Institutional Survey instrument). In addition I requested and received information from General Administration in Chapel Hill, North Carolina, on the performance of Brevard graduates at the sixteen University of North Carolina institutions.

I also sought to discover the preceptions of part of the Brevard community. I interviewed two members of the community. (See Appendix J for the interview questions). Then, using their perceptions and information which I obtained from other interviews and surveys, I developed a survey instrument which was sent to one hundred randomly selected members of the Brevard Chamber of Commerce. (See Appendix K for the Community Survey instrument).

Not only were surveys, interviews, and data from the University of North Carolina's General Administration used to create an image of Brevard College, I also kept a log of my own perceptions of Brevard College while I was involved with the study, and I reviewed publications for information about Brevard College. I reviewed two recent catalogs of the college, and I read several of the college's student

newspapers and a copy of the alumni magazine. From January 1987 through May 1989, I looked for and read articles about Brevard College which appeared in The Transylvania Times, The Mountaineer, The Asheville Citizen, and The North Carolina Christian Advocate. These publications were chosed because The Transylvania Times is the newspaper of the county in which Brevard College is located, The Mountaineer is a newspaper in an adjacent county, The Asheville Citizen is a newspaper in another adjacent county and is the regional newspaper, and The North Carolina Christian Advocate is the weekly United Methodist publication for North Carolina.

The result of the research is much like a mosaic in that many pieces (the perceptions of a number of people who are in a position to view Brevard College from different perspectives and a variety of research methods) were used to create an image of Brevard College.

NOTES

CHAPTER III

¹Elliot W. Eisner, The Educational Imagination (New York, 1979), pp. 11-12.

²Ibid., p. viii.

³Ibid., p. 190.

⁴Workshop with Stephen Lloyd, Young Authors' Workshop, Asheville, North Carolina, 6 May 1989.

⁵Ray C. Rist, "Forward," in Qualitative Research for Education: An Introduction to Theory and Methods, Robert C. Bogdan and Sari Knopp Biklen (Boston, 1982), p. x.

⁶Robert C. Bogdan and Sari Knopp Biklen, Qualitative Research for Education: An Introduction to Theory and Methods (Boston, 1982), p. xiii.

⁷Robert G. Cope, Strategic Planning, Management and Decision Making (Washington, 1981) (ERIC Document Reproduction Service No. ED 217 825), p. 7.

⁸Ibid., p. 16.

⁹Ibid.

¹⁰Ibid., p. 26.

¹¹George Keller, Academic Strategy: The Management Revolution in American Higher Education (Baltimore, 1983), p. 141.

¹²Philip Kotler and Karen F. A. Fox, Strategic Marketing for Educational Institutions (Englewood Cliffs, 1985), p. 58.

¹³Ibid.

¹⁴Ibid., p. 122.

CHAPTER IV
PERCEPTIONS OF BREVARD COLLEGE

Introduction

Brevard College was formed in 1934 when the Western North Carolina Conference of the Methodist Church¹ ordered the merger of Weaver College and Rutherford College.² This new college was housed on the campus of the former Brevard Institute.³

Today Brevard College, a two-year United Methodist College, is located on 140 acres⁴ in Brevard in the mountains of western North Carolina. Its student enrollment averages approximately 700⁵ "divided nearly evenly between men and women"⁶ with students generally coming from at least 20 states, and several foreign countries.⁷ Many of the students come from North Carolina; however, a large number, thirty percent come from Florida.⁸

Brevard College, like all colleges, is involved in planning. While the administration does not refer to their planning as strategic planning, some of the elements of strategic planning are considered such as threats and opportunities within the environment.⁹ Also, attention is paid to the image of the college, particularly in the surrounding community.¹⁰

The college has a liberal arts tradition, and has as its mission being a transition institution which offers a university parallel curriculum for students regardless of financial need. Recently there has been some change in the mission as the college has attempted to become more open to the surrounding community and has attempted to serve the cultural, educational, and recreational needs of the community.¹¹

Brevard College is a transition school which is in transition as it reaches out more to the surrounding community. A variety of means have been used to reach out to the community. Some of the walls around the campus have been removed. Recently a bridge was built over a creek which separates the college from College Walk, a retirement village. In the last couple of years continuing education courses have increased dramatically. In the fall of 1985 only one continuing education course was offered. The following fall twenty-five were offered, and by the fall of 1987 that number had doubled to fifty.¹² The college has made its swimming pool and other facilities available to the community. Many cultural programs such as senior recitals, teacher recitals, and the college's Life and Culture Series are open to the public free of charge. Many announcements about such events appear in The Transylvania Times, the town's local newspaper. Two years ago the college started an annual community campaign in an attempt to increase

community support for the college. Summer camps and programs such as basketball camp, Brevard College School for Gifted Students in the Arts, and Senior High Assembly for United Methodist Senior Highs take place on the campus. In the summer of 1989, the college began "Project Winners," a program for junior high students who are potential school dropouts from Transylvania County, where Brevard is located, and Haywood and Henderson Counties, two adjacent counties. Although some Brevard students have provided community service in the past, a new service component called "Project Inside-Out" was instituted in the fall of 1989. Beginning with the incoming freshman class of 1989, students at Brevard College will be required to complete a minimum of thirty hours of community service on the community, regional, national, or international level in order to graduate with an AA or AFA degree.¹³

Brevard College Students' Perceptions of Brevard College

As Brevard College seeks to expand its mission and reach out to the community, how is the college perceived by various groups? To answer this question, I first surveyed and interviewed Brevard College students and compared their responses on key items on American College Testing's (ACT's) "Student Opinion Survey (2-Year College Form)" to the responses provided by ACT of 42,457 students from 122

two-year colleges who were administered the same survey between January 1, 1985, and December 31, 1987. While the survey instrument was administered differently at different institutions,¹⁴ a comparison of the results at those institutions with the results from Brevard College does give some idea of how Brevard is perceived compared to other two-year institutions.

On the survey the majority of the students indicated that they entered Brevard College for the purpose of taking courses necessary for transferring to a four-year college or university. Sixty-one percent of the student body, 56.3% of the sophomores and 66.7% of the freshmen, responding to the question: For what purpose did you enter this two-year college, responded that their purpose was to take the courses necessary to transfer to a four-year institution. This compares with 31% of students from other two-year institutions and 14.5% of the students attending private two-year colleges.¹⁵

The four reasons given most frequently by the students as major reasons for attending Brevard College were (1) good chance of personal success, (2) liked the size of the college, (3) good vocational or academic reputation, and (4) offered the courses I wanted. Sixty-four and seven-tenths percent of the students responding indicated that a good chance of personal success was a major reason that they chose to attend Brevard. The freshmen indicated this as a

major reason more frequently than sophomores. Seventy-two and two-tenths percent of the freshmen said this was a major reason; whereas, 56.3% of the sophomores listed it as a major reason. These percentages are much higher than the national norms based on responses from 122 two-year colleges and the percentages for private two-year colleges. Only 31.5% of students at two-year colleges and 49% of those at private two-year colleges said that a good chance for personal success was a major reason for attending their particular institution.¹⁶

Sixty-one and eight-tenths percent of Brevard students said that the size of the college was a major reason for attending the college. Again, freshmen gave this as a major reason more frequently than did sophomores. Sixty-six and seven-tenths of the freshmen compared to 56.3% of the sophomores indicated that the size of the college was a major reason for attending the college. Again, these percentages are much higher than the national norms. Nationally only 19% of the students at two-year institutions and 30% of the students at two-year private institutions said that the size of the college was a major reason for their attending their particular college.¹⁷

The third most frequently given major reason for attending Brevard was the college's academic reputation with 55.9% of the students saying this was a major reason in their decision to attend the college. Fifty percent of the

sophomores and 61.1% of the freshmen gave this as a major reason. Nationally 32.1% of the students said that good vocational or academic reputation was a major reason for attending their college while 50.4% of the students at private two-year institutions said it was a major reason they chose to attend their institution.¹⁸

The fourth most frequently given major reason for attending Brevard College was the course offerings. Forty-four and one-tenth percent of the students said that the college's offering the courses they wanted was a major reason they chose to attend the college. Forty-three and eight-tenths percent of the sophomores and 44.4% of the freshmen indicated this was a major reason they chose to attend Brevard. Nationally 60.1% of students indicated that this was a major reason for attending their college while 68.1% of those attending a private two-year college said it was a major reason for their attending.¹⁹ Unlike Brevard students, students nationally gave this most frequently as the major reason for their decision to attend their college.

Thus, Brevard students indicate that their chance for personal success at the college is the most important reason for their decision to attend the college; whereas, nationally students indicate that a college's offering the courses students want is the most important reason they chose to attend a particular college.

When Brevard students were asked to rate the college at

the time they applied for admission, 52.9% said that it was their first choice. Fifty percent of the sophomores gave this response while 55.6% of the freshmen said Brevard was their first choice. Nationally 70.8% of the students attending two-year colleges said that the college they are attending was their first choice. The percentage is similar for those students attending private two-year colleges. Seventy and six-tenths percent of those students indicated that the college which they are attending was their first choice.²⁰

Next, the students were asked, "If you could start college over, would you choose to attend this college. Thirty-five and three-tenths percent of the Brevard students said they would definitely choose to attend Brevard again. A slightly higher percentage of freshmen (38.9%) than sophomores (31.3%) said that they would definitely choose Brevard again. These figures are comparable to other two-year colleges. The national norms are 32.9% for all two-year colleges surveyed and 30.2% for private two-year colleges.²¹ Nationally 36.6% of the students said they would probably attend their college again if starting over, and 35.4% of the students at private colleges said they would probably choose to attend their college again if they were starting over;²² however, only 14.7% of Brevard students (18.8% of the sophomores and 11.1% of the freshmen) said they would probably attend Brevard again if they were

starting over. Eleven and eight-tenths percent of Brevard students (6.3% of sophomores and 16.7% of the freshmen) said they would probably not attend Brevard again if they were starting college over. This compares to 8% of the students at both private and public two-year colleges and 9% of the students at only private two-year colleges who said they would probably not attend their institution again if starting over.²³ Twenty and six-tenths percent of Brevard students (18.8% of the sophomores and 22.2% of the freshmen) said they would definitely not attend Brevard again if they were starting over. This compares with 4.1% of all two-year college students surveyed and 5.4% of all private two-year college students surveyed.²⁴

When students were asked their overall impression of the quality of education at this two-year college, the majority of Brevard students, like students at other two-year colleges, rated their college above average; however, a higher percentage of Brevard students rated the quality of education as excellent than did students at other two-year institutions. Forty-four and one-tenth percent of the Brevard students (43.8% of the sophomores and 44.4% of the freshmen) said that their overall impression of Brevard College was excellent. Nationally 28.3% of the students at two-year colleges said that their overall impression of their institution was excellent, and 31.3% of the students at private two-year institutions said that their overall

impression was excellent. Thirty-five and three-tenths percent of Brevard students (31.3% of the sophomores and 38.9% of the freshmen) said that their overall impression was good. This compares to 52.4% of the students nationally at two-year institutions and 49.1% at private two-year institutions who said that their overall impression of their institutions was good.²⁵

Students were asked their level of satisfaction with various college services. Their responses indicated that they were most satisfied with cultural programs and activities, recreational and intramural programs and services, and library/learning resources center facilities and services.

Brevard students indicated the highest level of satisfaction with the cultural programs and activities. They indicated a higher level of satisfaction with this service than did students at other two-year colleges. Forty-two and nine-tenths percent of the responding Brevard students said they were very satisfied with the cultural programs and activities, and 32.1% said they were satisfied. Of the sophomores, 38.5% said they were very satisfied, and 46.2% said they were satisfied while 46.7% of the freshmen said they were very satisfied, and 20% said they were satisfied. At other colleges surveyed, 26.3% said they were very satisfied, and 47.3% said they were satisfied while at private two-year colleges 15.9% said they were very

satisfied, and 46.1% said they were satisfied.²⁶

The second service for which Brevard students indicated a high level of satisfaction was recreational and intramural programs and services. Forty and nine-tenths percent of the students said they were very satisfied, and 31.8% said they were satisfied with this service. The freshmen indicated a higher level of satisfaction with this service than did sophomores. Fifty percent of the freshmen said they were very satisfied while 41.7% said they were satisfied. Of the sophomores, 30% said they were very satisfied, and 20% said they were satisfied. Nationally 30.4% of the students said they were very satisfied, and 46.4% said they were satisfied. For students at private two-year institutions, the percentages were 21.3% who were very satisfied and 47.4% who were satisfied.²⁷

Brevard students also indicated a high degree of satisfaction with library/learning resources center facilities and services. Their level of satisfaction with this service was comparable to the national norms. Thirty-five and five-tenths percent of the Brevard students said they were very satisfied, and 41.9% said they were satisfied. Sophomores were slightly more satisfied with this service than were freshmen. Thirty-eight and five-tenths percent of the sophomores indicated they were very satisfied while 46.2% indicated that they were satisfied. This compares with 33.3% of the freshmen who said they were very

satisfied and 38.9% who said they were satisfied. Nationally the figures for all two-year colleges where students have been surveyed are 36.1% who are very satisfied and 48.4% who are satisfied. For private two-year colleges, the percentages are 28.8% who are very satisfied and 46.3% who are satisfied.²⁸

Brevard students were most dissatisfied with parking facilities and services. Forty-six and four-tenths percent said they were dissatisfied while 10.7% said they were very dissatisfied. Thirty-three and three-tenths percent of the sophomores said they were dissatisfied, and 25% said they were very dissatisfied with this service. Fifty-six and three-tenths percent of the freshmen reported that they were dissatisfied while none indicated that they were very dissatisfied with parking facilities and services. Nationally 13.4% of the students reported that they were dissatisfied, and 10% said they were very dissatisfied. At two-year private institutions 15.1% of the students said they were dissatisfied with parking facilities and services while 11.7% said they were very dissatisfied.²⁹

Cafeteria/food services was the service with which students indicated the second highest degree of dissatisfaction; however, more students reported that they were satisfied with this service than reported that they were dissatisfied. The percentage of those dissatisfied, however, was slightly higher than the percentages from the

national norms. Seventeen and nine-tenths percent of the Brevard students said they were dissatisfied with the cafeteria/food service while 21.4% reported that they were very dissatisfied; however, 21.4% said they were very satisfied and 25% said that they were satisfied. More than half of the freshmen reported some level of satisfaction with this service. Twenty-five percent of the freshmen said they were very satisfied while 31.3% reported that they were satisfied. Of the sophomores 16.7% said they were very satisfied, and 16.7% said they were satisfied. Another 16.7% of the sophomores indicated that they were dissatisfied, and 25% said they were very dissatisfied. Of the freshmen, 18.8% reported that they were dissatisfied, and another 18.8% said that they were very dissatisfied. Nationally 10% of the students said they were dissatisfied with the cafeteria/food services at their colleges while 5.8% said they were very dissatisfied. At private two-year colleges 14.7% said that they were dissatisfied, and 9.2% said that they were very dissatisfied.³⁰

Brevard students showed the third highest degree of dissatisfaction with resident hall programs and services, but a far greater percentage said they were satisfied than said they were dissatisfied with this service. Twenty-one and seven-tenths percent said they were very satisfied, and 34.8% said they were satisfied while only 4.3% said they were dissatisfied, and 13% said they were very dissatisfied.

More freshmen than sophomores indicated that they were both satisfied and dissatisfied with this service. Sixteen and seven-tenths percent of the freshmen reported they were very satisfied; 50% indicated they were satisfied; 8.3% said they were dissatisfied; and 16.7% said they were very dissatisfied. Of sophomores 27.3% indicated they were very satisfied; 18.2% indicated they were satisfied; no students reported they were dissatisfied, but 9.1% reported they were very dissatisfied. Nationally at two-year colleges 9.2% said they were dissatisfied, and 5.8% said they were very dissatisfied with resident hall programs and services. At private two-year colleges, 13.5% of the students indicated that they were dissatisfied and 9% indicated that they were very dissatisfied.³¹

Students were also asked their degree of satisfaction with the college environment which consisted of the broad areas of academics, admissions, rules and policies, facilities, registration, and general. While the students indicated satisfaction on some items in all areas, the highest degree of satisfaction was reported in the academic area, and the lowest degree of satisfaction was reported in the area of rules and policies. The three items on which the highest degree of satisfaction was indicated was in the academic area with the highest degree of satisfaction being reported for class size relative to the type of course. Fifty-five and nine-tenths percent of Brevard students said

they were very satisfied, and 29.4% said they were satisfied with class size. Freshmen reported a slightly higher degree of satisfaction than did sophomores. Sixty-one and one-tenth percent of the freshmen said they were very satisfied while 27.8% indicated that they were satisfied. Of sophomores, 50% said they were very satisfied, and 31.3% said they were satisfied. While the percentage of students indicating satisfaction with class size is comparable to the students' responses at other two-year colleges, a higher percent of Brevard students indicated that they were very satisfied than did students at other two-year colleges. Nationally 34.2% of two-year college students indicated that they were very satisfied, and 51% reported that they were satisfied with class size relative to the type of course. At private two-year colleges, 39.9% of the students reported that they were very satisfied, and 47.3% said they were satisfied.³²

Brevard students also indicated a high degree of satisfaction with the attitude of teaching staff toward students. Fifty-two and nine-tenths percent of the students reported that they were very satisfied, and 26.5% said they were satisfied with the attitude of the teaching staff toward students. Again, freshmen showed a higher degree of satisfaction than did sophomores. Fifty-five and six-tenths percent of the freshmen reported that they were very satisfied, and 38.9% said they were satisfied while 50% of the sophomores reported that they were very satisfied, and

12.5% reported that they were satisfied. Again, the percent of Brevard students indicating satisfaction is comparable to students at other two-year colleges, but again, a higher percentage of Brevard students indicated that they were very satisfied. At other two-year institutions, 36.2% of the students reported that they were very satisfied, and 44.6% reported that they were satisfied with the attitude of the teaching staff toward students while at private two-year colleges, 40.1% of the students said they were very satisfied, and 41.8% of the students said they were satisfied.³³

Brevard students were also highly satisfied with the out-of-class availability of teachers. Fifty-two and nine-tenths percent said that they were very satisfied, and 20.6% said that they were satisfied with the out-of-class availability of instructors. Again, freshmen indicated a higher level of satisfaction than did sophomores. Sixty-one and one-tenth percent of the freshmen reported that they were very satisfied, and 22.2% reported that they were satisfied compared to 43.8% of the sophomores who said that they were very satisfied and 18.8% who said they were satisfied. Again, a higher percentage of Brevard students indicated that they were very satisfied than did students at other two-year colleges. Nationally 23.8% of the students at two-year institutions indicated that they were very satisfied, and 42% indicated that they were satisfied while

at private two-year colleges 16.1% reported that they were very satisfied, and 38.3% reported that they were satisfied with the out-of-class availability of instructors.³⁴

Brevard students showed the greatest dissatisfaction with rules and policies. The two items with which they indicated the highest degree of dissatisfaction are found in this area: (1) student voice in college policies, and (2) rules governing student conduct at this college.

Twenty-three and five-tenths percent said they were dissatisfied, and 20.6% said that they were very dissatisfied with student voice in college policies.

Sophomores indicated a slightly higher level of dissatisfaction than did freshmen. Twenty-five percent of the sophomores said they were dissatisfied, and another 25% said they were very dissatisfied while 22.2% of the freshmen indicated that they were dissatisfied, and 16.7% indicated that they were very dissatisfied. Brevard students reported a higher degree of dissatisfaction with student voice in college policies than did students at other two-year colleges. Nationally 5.1% said they were dissatisfied, and 2.4% said they were very dissatisfied. While students at private two-year colleges indicated more dissatisfaction in this area than students at two-year colleges overall, Brevard students also indicated a higher degree of dissatisfaction than did the students at private two-year colleges. Ten and three-tenths percent of the students at

private two-year institutions said they were dissatisfied, and 5.2% said that they were very dissatisfied.³⁵

Students at Brevard College indicated the highest degree of dissatisfaction with rules governing student conduct at this college. Thirty-five and three-tenths percent of the students said they were dissatisfied, and 11.8% said they were very dissatisfied with the rules governing student conduct. The sophomores showed a slightly higher degree of dissatisfaction than did the freshmen. Thirty-seven and five-tenths percent of the sophomores reported that they were dissatisfied, and 12.5% reported that they were very dissatisfied while 33.3% of the freshmen reported that they were dissatisfied, and 11.1% indicated that they were very dissatisfied with rules governing student conduct at the college. While students at private two-year institutions tend to have a higher degree of dissatisfaction with this item than do students at two-year colleges in general, Brevard students showed a higher level of dissatisfaction than students at other private two-year colleges. Nationally 3.2% of the students at two-year colleges said they were dissatisfied, and 1.6% said that they were very dissatisfied with the rules governing student conduct at their colleges. At private two-year colleges, 8.6% of the students indicated that they were dissatisfied, and 5.4% of the students indicated that they were very dissatisfied with the rules governing student conduct at

their college.³⁶

When students were asked what Brevard College's greatest strength and greatest weakness are, their responses were similar to their responses throughout the survey. Sixty-seven and six-tenths percent of the students said that the teachers are Brevard's greatest strength. A number of students talked about the teachers' being caring and willing to give individual help. One student said, "Each professor here is usually available until around 9 or sometimes even 10 at night" to give individual help. Another student said, "The teachers, on the most part, are fantastic and caring people. I wouldn't change them for the world. A few of them really changed my life." A third student wrote,

The teachers are there to help you and they allow you to get to know them and form friendships with them. I have found this to be especially true in the music department--there is a lot of support for the students.

Another student also mentioned the friendships between teachers and students. She said that the student/teacher relationships is Brevard's greatest strength. She wrote that teachers "are your friends as well as teachers." Still another student said, "Teacher and staff attitude toward students is warm and caring. Teachers have excellent professional backgrounds." A sixth student, when asked what is Brevard College's greatest strength, responded, "Their teachers! With the exception of a couple, the majority of

the teachers are WONDERFUL. The teachers truly make B. C. a great place to be." And, another student wrote, "Most of the teachers are wonderful. I hope they know this!"

The environment was the next most frequently mentioned strength of the college with 23.2% of the students responding that this is Brevard College's greatest strength. One student said, "I feel Brevard has an excellent location and a beautiful surrounding." Another student said, "I like the mountainous setting and the forests." A third student said that Brevard has a "great atmosphere in beautiful mountains" while another student mentioned the beauty of the campus.

The next most frequently mentioned strengths were class size, size of the college, and academics. Each of these were given by 14.7% of the students as being Brevard's greatest strength.

When students were asked what they perceived to be Brevard College's greatest weakness, they overwhelmingly responded that it is the way students are treated particularly in terms of rules governing student conduct. Seventy and six-tenths percent indicated that the way students are treated is Brevard's greatest weakness. One student wrote that the "amount of responsibility placed upon the student isn't enough. I do not like the way non-teaching staff deals with students." Another student said, "Hours for visitation are unsatisfactory and the continuity of

relationships between students and resident directors is very unsatisfactory!!" A third student wrote, "Regulations on student behavior encourage childish behavior of certain students. The above also discourage personal development towards adulthood." Another student had a similar response. She said that the greatest weakness is the "lack of allowing us to be grown-ups and letting us show our maturity." Still another student responded in a similar manner saying,

Brevard's greatest weakness is that it is a remedial college. There needs to be more expected of students. They will never accept responsibilities if no one expects it of them.

A sixth student was very specific about the rules she did not like and how she saw the rules being enforced. She wrote,

Something has got to be done about the rules of this college. It is church affiliated so many things aren't permitted. If Brevard wants to have rules regarding alcohol and visitation they should be enforced on all people and not a few. (I personally resent such things as drinking with an RA one night and having her write up people later on for offenses she herself is guilty of). This is the major gripe I have with this school. If rules like this continue to exist, they should be equally enforced. Alcohol and visitation rules should only be enforced when activities inflict on others privacy and safety!!!!

The Brevard students who were interviewed indicated that they perceived similar strengths and weaknesses as the students who were surveyed. The two reasons they gave most

frequently for choosing Brevard College were size and location. The majority of the students interviewed said that they would choose to attend the college again if they were beginning their college careers. Reasons given for choosing Brevard again were class size and the attention teachers give students.

All students interviewed said that they considered Brevard to be a caring institution. In stating that the college is a caring institution, one student said that people at the college are very close. Another student said, "Teachers call you in when you are doing badly." And, a third student said, "I fell behind during the first semester. They do a lot for people who fall behind."

All students interviewed also said they believed they were receiving a good education. One student said, "Education is good. You want to learn in their classes." Another student said that Brevard is "on par with any other two and four year school" while a third student said that she was receiving a more liberal arts education than her friends at other institutions.

When the students were asked what they considered to be the strengths of Brevard College, the four most frequently given responses were location, faculty, size, and friendly atmosphere. Other strengths mentioned included class size, the president, and the music department. Students made various comments about the strengths. One student said,

"Teachers are very available." Another student said, "Students receive individualized help. All teachers are willing to help." A third student said, "Teachers help you out. They know you by name. They are real good." A fourth student said, "Many teachers make class fun." One student said that the "friendships you make are good." Another student said, "At Brevard you feel like one big family. Another student said, "If you don't attend a class, you feel others might be affected." A perceptive student pointed out that the closeness of everybody is generally a strength, but at times it can also be a weakness. One student said that Brevard has an "incredible music program for a two-year school. The music faculty all have lots of experience. All are renowned to a certain degree."

When asked what they considered to be the weaknesses of Brevard College, the most frequently given response involved the rules. Half of the students gave this response. Several students also mentioned the math department as a weakness. Students indicated that they not only considered the rules to be a weakness, but also the manner in which they are enforced. One student said, "The rules are worse than the rules in high school." Another student said that student morale is low because of the strictness, and he added, "Students are not able to establish independence because students are put down and babied too much. Discipline is sometimes inconsistent." A third student said,

What goes on after class is where all the problems come in. The administration is not always fair in handling the rules. Some get kicked out for less serious things while others are given another chance for more serious things. The school has a lot of programs for drugs and alcohol, but they are really abused here. The resident directors are a bad choice in a couple of cases. They are not as effective as they should be. Some have problems themselves. They turn their heads on drugs and alcohol.

A fourth student said, "Some students especially athletes can get by with things."

Several students indicated dissatisfaction with visitation ending at eight o'clock while others indicated dissatisfaction with the point system. One student said, "The point system is absurd because college is a growing process. Students shouldn't be given points for personal decisions such as visiting and drinking." Another student said, "Students get more points for breaking visitation rules than for drinking alcohol when under eighteen." And, another student said,

Students are allowed only sixteen points before being thrown out. One who had no points was given fourteen points. Others who had twelve were given two. One had thirty-six points. His grandfather was on the board of trustees.

Based on the responses by the students on the survey and in the interviews part of the image of Brevard College comes into focus. As perceived by the students, Brevard College is a caring institution where students receive a

good education. Strengths of the college are found in the opportunity it offers for students to be successful, its size, its academic reputation, the cultural programs and activities it offers, its library, its recreational and intramural programs, class size, its faculty with their attitude toward students and their out-of-class availability, its location, and its friendly atmosphere. Weaknesses are found in its parking facilities, student voice in college policies, its rules governing student conduct, and the enforcement of those rules.

**Tuscola High School's Counselors'
Perceptions of Brevard College**

Tuscola High School is located in Haywood County, a county adjacent to Transylvania County, the home of Brevard College. For a number of years no Tuscola graduates attended Brevard; therefore, I was interested in Tuscola High School's counselors' and students' perceptions of Brevard College.

Tuscola's three counselors were asked to what type of student or types of students they thought Brevard College appealed. One counselor said that Brevard appeals to "good students who need individual attention, and to students who need a couple of years of maturing." She said, "Brevard won't put as much emphasis on SAT scores as some other institutions, but if a student has maintained good grades,

the college will admit them." She said that at Tuscola "those students who show an interest are from elite families. Others do not show an interest."

When the counselors were asked why they thought no Tuscola graduates had attended Brevard College recently, one counselor said that the good academic students who would do well at Brevard are looking for a four-year college. She said that she had suggested Brevard to several students, but they chose to attend a four-year college. Another counselor said, "Many Tuscola students want to escape the small town image and going to Brevard doesn't do that." Both of the counselors said, "If Brevard were a four-year college more Tuscola students would probably be interested."

When asked what they knew about Brevard College, one counselor said that he did not know much about the college, but it does have strong programs in music and the arts. Another counselor said,

Brevard College has a real fine cross-country team. It is not a typical junior college. It is a good school with a good music program. It doesn't have the reputation if you can't go anywhere else, you can go there. Brevard Music Camp uses the college's music faculty which the college uses as a recruiting tool.

The third counselor said,

Brevard is not an easy school. It is a good academic school. It is highly ranked. It is a good liberal arts college. The college has music scholarships, and Brevard Music Camp uses music

students from Brevard College. The college works closely with the music camp. The college is expensive, but students can get financial aid. More scholarships are available in music than in other areas. Brevard ranks highly as a two-year college academically. At one time it was the number one academic two-year college in the South. If students take liberal arts courses, they will not lose any credits when they transfer. Brevard has good professors.

All three counselors agreed that Brevard is a good academic school.

Tuscola High School's Seniors' Perceptions of Brevard College

All of the Tuscola seniors who were surveyed said that they expected to continue their formal education. Fifty-seven and one-tenth percent of these students plan to attend a public four-year college or university; 10.7% plan to attend a private four-year college or university; 10.7% plan to attend a public two-year community or junior college; 7.1% plan to attend a two-year vocational/technical school; 3.6% plan to attend some other type of institution; 10.7% have no real preference; and no students plan to attend a private two-year community or junior college. Three and seven-tenths percent of the students prefer to attend a small institution with a student body under 1000; 33.3% prefer a medium institution with a student body between 1000 and 5000 students; 22.2% prefer a large institution with a student body between 5000 and 10,000 students; 18.5% prefer

a very large institution with a student body over 10,000; and 22.2% have no real preference in size of the institution.

Twenty-one and four-tenths percent said they had considered Brevard College, but it was not their first or second choice. Seven and one-tenth percent said that it was their third choice, and 14.3% said that they had considered the college, but it was not one of their first three choices.

The most significant aspect of Brevard College revealed by Tuscola High School seniors is the college's lack of visibility. This was apparent both from the survey and the interview. For twenty-one statements on the survey in which the seniors were asked to indicate their level of agreement in terms of the statement describing Brevard College, students most frequently marked the column labeled: Don't Know/Does Not Apply. The percentages giving this response ranged from a low of 42.9% for the statement: "The cost of attending this college is reasonable" to a high of 75% for the statement: "Many students at this college are more interested in having fun than in studying." The next most frequently marked column was the column labeled: Netural.

The most frequently agreed with statement was "The cost of attending this college is reasonable." None of the students strongly agreed with this statement, but 39.3% agreed with this statement. The next most frequently agreed

with statement was "This college has high-quality academic programs." Ten and seven-tenths percent said they strongly agreed with the statement while 21.4% percent said that they agreed with the statement.

As with the seniors who were surveyed, the seventeen Tuscola seniors who were interviewed had very little knowledge of Brevard College. Four said they knew nothing about the college while one said that they knew very little about the college. Further lack of knowledge is seen in the fact that nine of the seventeen students did not know whether the college was a two-year or a four-year college. One student said that she had never heard of it and did not know where it was located. One student said he had first heard about it approximately three weeks earlier. Another student said that she had not heard of the college until her senior year. One student said, "Nobody hears about it," and two students said, "They don't send out information like other schools." Five students did say that Brevard offers a good education while another student said that Brevard is a good school. Four students said it is a liberal arts school while another said, "Brevard offers English and that type of stuff mostly"; however, three students said that Brevard College is a vocational school.

Brevard Alumni's Perceptions of Brevard College

Two groups of Brevard College alumni were surveyed in order to determine their perceptions of the college. One group was composed of those who had attended the college during the last three years (1985-1987) while the other group was composed of those who had attended at least five years prior to 1987.

Eighty and eight-tenths percent of the earlier group (those who attended at least five years prior to 1987) indicated that they had entered a four-year college after graduating from Brevard compared to 57% of the more recent alumni who said they entered a four-year college after graduating from Brevard.

Earlier alumni indicated a slightly more positive feeling about the preparation they received at Brevard for further education although a slightly higher percentage of the recent alumni thought that Brevard had done an excellent job in preparing them for further education. Twenty-two percent of the recent alumni compared to 21.7% of the earlier alumni said they thought Brevard had done an excellent job in preparing them for further education. Forty-four and four-tenths percent of the recent alumni compared to 60.9% of the earlier alumni said that Brevard had prepared them well; 27.8% of the recent alumni and 17.4% of the earlier alumni indicated that Brevard had prepared

them fairly well; and 5.6% of the recent alumni compared to none of the earlier alumni said that Brevard had prepared them poorly for further education.

Both recent and earlier alumni indicated that they were able to transfer most of their courses. Twenty percent of the recent alumni said they were able to transfer 100% of their courses while 33.3% of the earlier alumni said they were able to transfer 100% of their courses. Sixty percent of the recent alumni compared to 23.8% of the earlier alumni indicated that they were able to transfer between 90% and 99% of their courses. Six and seven-tenths percent of the recent alumni and 38.1% of the earlier alumni said that they were able to transfer between 80% and 89% of their courses. Six and seven-tenths percent of the recent alumni and none of the earlier alumni said they were able to transfer 70% to 79% of their courses. And, 6.7% of the recent graduates and 4.9% of the earlier alumni said they were able to transfer 60% to 69% of their courses. No alumni indicated that they were able to transfer less than 60% of their courses.

When asked if they would be likely to attend Brevard College if they were beginning their college careers again, a higher percent of the earlier alumni than the more recent alumni responded that they would likely choose to attend Brevard. Eighty percent of the earlier alumni indicated that they would likely attend Brevard while only 55% of the more

recent alumni said that they would be likely to attend Brevard College if they were beginning college again.

While both groups of alumni had mostly positive overall impressions of Brevard College, the earlier alumni were slightly more positive than the more recent alumni. Fifty percent of the earlier alumni said that their overall impression of Brevard was excellent while 28.6% of the recent alumni said that their overall impression was excellent. Forty-two and three-tenths percent of the earlier alumni and 47.6 percent of the recent alumni indicated that their overall impression of Brevard College was good while 7.7% of the earlier alumni and 19% of the recent alumni said their overall impression of Brevard College was average. No alumni in either group had a below average impression; however, 4.8% of the recent alumni said that their overall impression of Brevard College was poor.

Both groups of alumni were given a list of thirty-one characteristics to rate as a strength, a weakness or a netural characteristic of Brevard College. The earlier alumni chose class size, teacher-student ratio, attitude of teaching staff toward students, instruction, and academics most frequently as strengths of Brevard College. The first four of these five characteristics were also chosen by the more recent alumni as strengths of the college. Ninety-one and seven-tenths percent of the earlier alumni and 100% of the recent alumni indicated class size is a strength. On a

closely related characteristic, teacher-student ratio, 84.6% of the earlier alumni and 94.2% of the recent alumni said this characteristic is a strength of the college.

Seventy-six and nine-tenths percent of the earlier alumni and 80% of the recent alumni reported that the attitude of the teaching staff toward students is a strength.

Instruction was the fourth most frequently chosen characteristic as a strength by the early alumni.

Seventy-six percent of them chose this characteristic as did 78.9% of the recent alumni. Academics was the only characteristic that was listed among the top five strengths by the earlier alumni but not by the recent alumni.

Seventy-three and one-tenth of the earlier alumni chose this characteristic compared to 55% of the recent alumni who saw this characteristic as a strength.

The only characteristic chosen among the top five by the recent graduates but not included on the earlier alumni's list of top five characteristics was teachers. Eighty-five percent of the recent graduates said that this characteristic is a strength while 69.2% of the earlier graduates said that this is a strength of Brevard College.

No characteristics were listed by a majority of the alumni as a weakness; however, the characteristics which were listed most frequently by both groups of alumni as weaknesses were (1) student voice in college rules and policies and (2) rules and policies of the college. The

third most frequently chosen characteristic as a weakness by the early alumni was recreational programs and facilities, while the third most frequently chosen characteristic as a weakness by the recent alumni was the cost of attending Brevard.

Thirty-eight and five-tenths percent of the earlier alumni and 35% of the recent alumni said that student voice in college rules and policies is a weakness. Thirty and eight-tenths percent of the earlier alumni and 40% of the recent alumni indicated that rules and policies of the college is a weakness. Twenty-seven percent of the earlier alumni reported that recreational programs and facilities is a weakness, but only 10% of the recent graduates said that this is a weakness. While 35% of the recent graduates indicated that the cost of attending Brevard is a weakness, only 8% of the earlier alumni reported this as a weakness.

Both groups of alumni were given twenty-four statements to check indicating whether or not they thought each statement describes Brevard College. Of the ten most frequently chosen statements by each group as describing Brevard, nine were chosen by both groups. These nine statements chosen by both groups were (1) Brevard College has an attractive campus; (2) people are friendly at Brevard; (3) students feel safe on campus; (4) Brevard is a better-than-average two-year college; (5) Brevard is a good place to start college; (6) Brevard College is in a good

location; (7) teachers are helpful; (8) Brevard is a caring institution; and (9) concern is shown for individual students. The earlier alumni list of top ten statements describing Brevard included: Brevard is a good transition school, while the more recent alumni's choices included: Students get individual attention.

To further determine alumni's perceptions of Brevard College, the alumni were asked what they considered to be the college's greatest strength and its greatest weakness. They were also given an opportunity to make any additional comments. The most frequently mentioned strength by the earlier alumni was the size of the college with 46.1% of those surveyed mentioning this as Brevard's greatest strength. One alumna said,

It [Brevard] gives the student a chance to grow up while not being thrown into a big university to just be [sic] a number. It gives you the feeling of being in a big family. It gives the student that personal touch that a lot of freshmen need.

Another former student wrote, "The size of the college is a definite strength. At a smaller school, students receive more direct attention. This also helps prepare students for the larger universities. I feel it is a wonderful transition school."

The next most frequently mentioned strength was the personal attention that students receive. Twenty-three and one-tenth percent said this is Brevard's greatest strength.

Also mentioned as strengths by a number of alumni was faculty-student ratio, family atmosphere, teachers, and teacher-student relationships.

Individual attention given to students and the faculty are seen as Brevard College's greatest strengths by the recent alumni. Twenty-eight and six-tenths percent of those responding to the survey selected individual attention as Brevard's greatest strength while another 28.6% reported that the faculty is Brevard's greatest strength. Several other alumni mentioned teacher/student ratio, location, size, and caring people as Brevard's greatest strength. One former student wrote,

I believe its [Brevard's] greatest strength to be the faculty--teachers, administrators, etc. because they all care; they all want each student to succeed. And because they make themselves available.

This former student stated what Brevard College means to her when invited to give any additional comments. She wrote,

Although BC may not be the right place for a lot of people to begin their college careers, I feel that it is exactly what I needed--a place where I felt accepted, liked, needed and special. Brevard had such an impact on me in so many ways, but most importantly because of some of the people I met there--some of whom have become integral parts of my life, and I cannot imagine life without them. A handful of very special professors--Doc Wood, Vance Truesdale, Sara Barnhill, Preston Woodruff, Ken Chamlee and Jock Lauterer--all taught me so much, not only in academics, but in life, love, the world and myself! They made me a better person. And the friends I made at Brevard, they

are lifetime friends, people I know who will always be there. Brevard is a wonderful place--it's almost magical. But it's the people you meet there who make the difference. It's always the people.

When asked what they considered to be Brevard College's greatest weakness, the earlier alumni gave three weaknesses most frequently: (1) Rules, (2) Limited course offerings, and (3) Brevard's being a two-year college. Each of these was mentioned by 11.5% of those responding to the survey. Others mentioned lack of activities, and low visibility as being the college's greatest weakness.

Among the recent alumni, the rules were mentioned as Brevard College's greatest weakness most frequently. Forty-two and nine-tenths percent of those responding to the survey gave the rules as being Brevard's greatest weakness. Some students mentioned not enough social activities, the advising program, and Brevard's being a two-year college as being weaknesses.

One former student wrote that Brevard's greatest weakness is

The fact that the administration and some R. D.'s Resident Directors treat students like children. There are enough pressures for college students to deal with without the harsh rules enforced at Brevard.

He continued in his comments,

My experience has always proven that if you treat

someone like a child, they will act like a child. However, if you treat someone like an adult, they will usually act like an adult. . . . Student government needs to be able to voice the students [sic] opinions. 18 [sic] year olds are legally considered adults. They need to be treated like adults so that they can learn to act like adults. College should be more than just taking classes. The beginning [sic] of college is one of the great watersheds of a persons [sic] life. People need to be able to grow-up. No college rules are going to keep people from making mistakes, and I believe that the strict rules add to the amount that students will rebel.

Another former student wrote, "I think instead of having a hardcore disciplinary program, BC should provide an honor system where responsibility is expected and received."

In giving comments about the college, a number of similar comments were repeated by several alumni. Three of the earlier alumni made comments about Brevard's being a very good school and two said that because of their experience at Brevard they tried to convince their children to attend a small junior college.

Among the more recent alumni, four students made comments about wanting to be treated as adults, three complained about the strict rules, three said it is a great college in which to get started, two talked positively about the friendships made there, two said they would not recommend Brevard, and two said they would advise anyone to go there.

Based on the responses of the alumni on the survey, a partial picture can be painted of Brevard:

(1) Through the years Brevard has prepared its students well for further education.

(2) A high percentage of courses taken at Brevard transfers to other educational institutions. (In recent years this percentage has increased).

(3) Alumni have a favorable impression of the college with earlier alumni having a more favorable impression than do recent alumni.

(4) Brevard College has an attractive campus.

(5) People are friendly at Brevard.

(6) Students feel safe on campus.

(7) Brevard is a better-than-average two-year college.

(8) Brevard is a good transition school.

(9) Brevard is a good place to start college.

(10) Brevard is in a good location.

(11) Teachers are helpful.

(12) Brevard is a caring institution.

(13) Concern is shown for individual students.

(14) Individual attention is given to students and has increased in recent years.

Strengths of the college as perceived by alumni are

(1) Class size

(2) Teacher-student ratio

(3) Attitude of the teaching staff toward students

(4) Instruction

(5) Academics

(6) Faculty

(7) Size of the college

(8) Personal attention students receive

Weaknesses of the college as perceived by alumni are

(1) Student voice in college rules and policies

(2) The rules and policies of the college

Western North Carolina Conference of the
United Methodist Church Ministers'
Perceptions of Brevard College

One hundred United Methodist ministers within the Western North Carolina Conference of the United Methodist Church were surveyed to determine their perceptions of Brevard College. Eighty-nine and six-tenths percent of the ministers responding to the survey said that they had suggested that church members attend specific colleges; 87.2% reported that they had suggested that a church member attend a United Methodist College; and 61.7% said they had suggested that church members attend Brevard College.

When asked their overall impression of Brevard College, most ministers revealed they have a positive impression of the college. Forty-two and two-tenths percent indicated that their overall impression is excellent; 44.4% said their impression is good; 11.1% said their overall impression is average; and 2.2% reported that their overall impression of the college is below average.

When given ten statements to check whether or not they

described Brevard College, the four most frequently chosen statements as being descriptive of Brevard College were

- (1) Brevard is a caring institution.
- (2) Students get individual attention.
- (3) Brevard is a better-than-average two-year college.
- (4) The size of the college is a strength.

To further determine the ministers' perceptions of Brevard College, the ministers were asked what types of students they thought attended the college; what they perceived to be Brevard's greatest strength; and what they perceived to be Brevard's greatest weakness. In answer to what types of students attend Brevard, the ministers most frequently said that those desiring a small college would be most likely to attend. This was closely followed by the response that those desiring a church or religiously-oriented college would most likely attend. A number of others said that those who were unsure of career plans would choose the college while others said those who wanted personal attention; those who did not do well academically in high school, but who have potential; and good students are likely to attend Brevard College.

One minister who was interviewed said the students who attend are "those who want a church affiliated environment as well as students who may not be able to attend more academic and better known institutions." Others attend "who may be unsure about college and whether it fits into their

life plans so they choose a two-year college," and some students attend "who come from other regions and see it as a liberal arts college that is cheaper than ones in their own home state."

In answer to the question: What do you perceive to be Brevard's greatest strength, the most frequently given answer was the individual attention given to students. The next most frequently given responses were size and the college's relationship to the United Methodist Church. Faculty, the quality of education, and the location were also strengths mentioned by several of the ministers; however, an equal number of ministers saw location as being the college's greatest weakness.

One minister who was interviewed said that Brevard College's strengths are

- (1) Its being a caring institution.
- (2) Its small student body.
- (3) Its cost.
- (4) Its location.
- (5) The beauty of its campus.
- (6) Its being church related.
- (7) Its music program.

The weakness of the college most frequently mentioned by the ministers was Brevard's being a two-year college. Of this weakness one minister wrote, "My personal feeling is the two year program. I feel one likes to finish school

where one starts (if possible)." Another minister said that Brevard College's greatest weakness is

its 2-year program. In spite of some advantages, many students would prefer to finish their education in one place under the guidance of the same leadership they have come to trust.

Also, I feel the need for a 4 year college in that part of the state. The other Western North Carolina Conference schools are close together and on the eastern borders of the conference.

There is, however, mixed feelings about Brevard's being a two-year college. One minister wrote, "Stay a good strong 2 year school!!!" And, when asked if Brevard's being a two-year college is a strength, 51.7% said it is a strength while 42.9% said it is not a strength.

A number of ministers said they considered the location to be Brevard's greatest weakness while a number of others said they considered Brevard's lack of visibility to be its greatest weakness. One minister wrote, "Brevard needs to have a much stronger Public Relations Department. It is better than it is often thought to be because its story is not being forcibly told." Another minister wrote that Brevard's greatest weakness is "the fact that Brevard is not known well enough by the average United Methodist Church member." Brevard's lack of visibility is further seen in the fact that 20.4% of the ministers who returned the survey said they knew little or nothing about Brevard College although there was no place on the survey for the ministers

to indicate the extent of their knowledge of the college.

One minister who was interviewed said that Brevard's weaknesses are

(1) Its being a two-year college, and

(2) Its being church-related which means that it does not have the resources that public colleges have.

Based on the survey and the interview, ministers of the Western North Carolina Conference of the United Methodist Church have an overall positive perception of Brevard College. They perceive Brevard to be a caring institution and a better-than-average two-year college where students get individual attention. Its perceived strengths are its size and its relationship to the United Methodist Church. There is disagreement whether or not its location and its being a two-year college are strengths or weaknesses. One weakness that is indicated by the ministers' responses is Brevard's lack of visibility.

**Perceptions of Brevard College Held by Administrators
of Four-Year Institutions to which Brevard Students
Frequently Transfer**

Administrators of four-year institutions responding to the survey perceive Brevard College graduates to be prepared fairly well to well to continue their education at their institutions. None of the administrators see the students as being prepared poorly or excellently. Forty-four and four-tenths percent of those responding said that Brevard

graduates were prepared fairly well, and 55.6% said they were prepared well.

The administrators perceived Brevard graduates doing as well or better academically than transfers from other institutions, and they see the Brevard graduates as being comparable academically to those students who began their academic careers at their institutions. One administrator wrote, "Based upon a review of those students who enrolled one-year ago, our records indicate seven students established a 2.18 cumulative index after one year." Another administrator wrote, "We consider Brevard College to have a good general education program, and if the student did well at Brevard, he/she tends to also do well here.

According to the administrators, Brevard College graduates are able to transfer a high percentage of their courses to their institutions.

All of the administrators responding believe Brevard to be a good transition school and a good place to start college while 66.7% perceive Brevard to be a better-than-average two-year college. One assistant admissions director wrote, "We have had no obvious problems with their [Brevard College graduates] performance which would imply that it is a good 2 year college and a good place to start." An administrator at a small private four-year college wrote that Brevard is the "best 2-year school in the state."

Overall the impression of administrators at four-year institutions of Brevard College is positive. Twenty-two and two-tenths percent said their overall impression of Brevard College is excellent; 44.4% said their overall impression is good; and 33.3% indicated that their overall impression of Brevard is average.

While most of the administrators did not answer the questions about strengths and weaknesses of Brevard on the survey, three administrators did attempt to answer most of these questions. One said that Brevard College graduates have the weakest backgrounds in mathematics and sciences; and another said that Brevard College graduates have the weakest backgrounds in math while a third administrator reported that he considered the greatest weakness of Brevard College graduates to be "weaker than average training and preparation in mathematics and natural sciences."

Data from the University of North Carolina's General Administration indicates that during the summer and fall of 1987 there were sixty-five Brevard College students who transferred to one of the University of North Carolina institutions. At the end of the fall term of 1987, those students had an overall grade point average (GPA) of 2.42. Those students who transferred to the University of North Carolina at Chapel Hill had the highest GPA (2.93) while those who transferred to the University of North Carolina at Charlotte had the lowest (1.63). Of the three academic

areas: English, math/science, and social studies in which GPAs were given on the report, students had the highest GPA (2.50) in English and the lowest (1.93) in math/science. (The low GPA supports the perceptions of the three administrators who said that Brevard graduates are weak in math and the two who said they are weak in science).

At the end of the 1987-88 school year these Brevard transfers had maintained an overall 2.45 GPA with the highest still being maintained at the University of North Carolina at Chapel Hill and the lowest still being maintained at the University of North Carolina at Charlotte.³⁷ Seventy-two and three-tenths percent were in good standing while 10.8% were on probation, 1.5% were suspended, and 15.4% had withdrawn.

The responses of administrators at four-year institutions to which Brevard students frequently transfer and data from the University of North Carolina's General Administration provide another piece of the mosaic of Brevard College. This piece of the mosaic reveals that overall the administrators have a positive impression of Brevard College. They perceive Brevard to be a good transition school, a good place to start college, and a better-than-average two-year college. This piece of the mosaic also reveals that Brevard graduates are prepared fairly well to well to continue their education at four-year institutions; they do as well or better academically as

transfers from other institutions; and they do as well academically as students who began at the four-year institutions; however, weakness exists in students' preparation in math and science.

The Community's Perceptions of Brevard College

Community members responding to the survey and those interviewed have a favorable impression of Brevard College. Forty-six and four-tenths percent of those responding to the survey reported that their overall impression of the college is excellent while 50% said their impression is good and 3.6% indicated that their impression is average. None reported a below average or poor overall impression of the college.

All of those responding thought that Brevard College has an attractive campus and that the college is an asset to the community. Ninety-six percent perceive that the community has become more involved in activities on the campus during the last five years while 93.1% believe that Brevard College serves the town and surrounding community. Ninety-two and three-tenths percent said the activities of Brevard College have become more visible during the last five years, and 92.2% believe that the college has made itself more accessible to the community during the last five years.

In answering the question: What type of student or

types of students do you think attends Brevard College, the two most frequently given responses by the community members were (1) a broad cross section, and (2) students who need a small school and/or a small town atmosphere. Other responses that were given several times were (1) those from upper income families, (2) above average students, (3) those who have trouble getting into four-year schools, and (4) the academically weak.

When members of the community were asked: What do you perceive to be Brevard's greatest strength, the most frequently given response was its faculty. This was closely followed by its leadership. Other elements given by several community members were location, size, student-teacher ratio, reputation, music program, and appearance.

When asked: What do you perceive to be Brevard's greatest weakness, Brevard's being a two-year college was the most frequently given response; however, as with the ministers, there is disagreement among the community whether Brevard's being a two-year college is a strength or a weakness. When given the statement: Brevard's being a two-year college is a strength, 64.6% agreed that Brevard's being a two-year college is a strength. One community member wrote that Brevard's greatest weakness is

that it is not a 4 year school so does not really respond to the community. To get a degree one has to drive to Asheville.

Also the shackles placed on it by some

benefactors that prevent it from growing from a 2 year school to a 4 year.

Another said that Brevard College "needs to be a 4 yr. [sic] this [sic] would enable the high school graduates to stay in town to go to college" while a third wrote that Brevard "in my opinion, should begin some 4 year degree programs--Probably could begin some computer disciplines soon." Another wrote, "Why not convert to a 4 year college instead of losing students after 2 years to other colleges. This could be done one step at a time offering a new major every other year."

Others want to see the college remain a two-year institution. One member of the community wrote,

I do know that Brevard is a better place for having BC here. I also feel that it would be better for the school to remain a junior college. As such it has an excellent reputation, but if it went to four years, I am afraid the competition would be too great and the quality of education might slip.

Another said,

I prefer to see Brevard remain as a top two year college rather than just another small senior college. The private two year colleges are declining significantly with the advent of the community college program throughout the state and the Southeast.

Another disagreed on weakness is the size of the college. While several people said that the size of the

college is a weakness, others saw it as a strength.

Several people also said faculty pay, lack of a more varied curriculum, and the limited number of night classes are weaknesses. When specifically asked if the limited number of night classes is a weakness 66.7% said that it is a weakness. One community member wrote, "I think Brevard College's greatest weakness is not offering courses at night for the rest of the community." Another member of the community wrote that Brevard "needs more night classes for the support of local business." And, a third member of the community wrote,

Truly offering quality education to the community of Brevard is important. Education is the prime purpose of a college. Offer evening classes, humanities, etc. Go beyond the education of the students in the dorms to the students residing right outside the campus in the community. . . . I'd like to know what does Brevard College want to be? A four year school that can appeal to older adults too? A two year school that can coordinate with the state school system? A 2 year school for young adults not quite ready for college but might be more likely to graduate from a 4 year school if they go to a two year school first? The latter is what it is now not a school for the community. . . . The community responds to the appeal for contributions made annually. . . . Give the community more than looks and pride back in return, not just an auditorium for cultural events . . . but EDUCATION.

Two members of the community who were interviewed also mentioned the limited number of night classes as being a weakness.

When asked for any additional comments, the most

frequently mentioned element of the college was the college's growing involvement with the community. One member of the community who was interviewed said, "The college used to just be there, but it is becoming more visible. There is more media coverage and more activities in which the community are involved." Another community member who was interviewed said, "Brevard College is now recruiting community organizations to use its facilities--a practice which several years ago was prohibited." One member of the community wrote,

It [Brevard College] has made great strides under present leadership to becoming a more integral part of the community, taking part in more and more activities. The community looks on Brevard College with pride and appreciation.

Perceptions of Brevard College Created by the Media

A review of The Transylvania Times, The Mountaineer, The Asheville Citizen, and The North Carolina Christian Advocate reveals that Brevard College maintains a high level of visibility within the local community through articles in The Transylvania Times; however, visibility through the media decreases dramatically outside the local community with only an occasional article appearing in The Mountaineer in neighboring Haywood County; in the regional newspaper, The Asheville Citizen, and the North Carolina United Methodist publication, The North Carolina Christian

Advocate.

A number of perceptions are created by the media about Brevard College. The first is that while the college is highly visible within the local community, it has a low level of visibility outside that community.

A second perception is that Brevard College is involved with the community. In 1987, there was an effort to have the community view Brevard College as Brevard's College. An article was written in The Transylvania Times by Brevard College's Director of Public Information indicating how Brevard College was Brevard's College. The article reported billboards read "Back Brevard's College." It also reported a Room Grant Program for Transylvania Students, a grant for local students who were interested in living on campus; summer school tuition was cut in half for local students; the number of continuing education courses increased; plans were made to offer night credit courses; and new scholarships were established for local students.³⁸

The following week an editorial appeared in the same paper which stated,

Brevard College is not an isolated institution which happens to be located in this community. It is as the new slogan indicates, Brevard's College. It is very much a part of this community and it is working to become a much larger part.³⁹

Other articles in The Transylvania Times give evidence of other ways the college is involved with the community.

The Transylvania Times reported, in 1987, the beginning of an Annual Community Campaign to raise \$100,000.⁴⁰ Another edition of the same publication reported a cooperative program in computer education between the local E. I. duPont DeNemours and Company Plant and Brevard College.⁴¹

The Brevard Chamber Orchestra Association holds concerts on campus which are free of charge to the public and some of which are also part of the college's Life and Culture Series.⁴² The community is invited free of charge to other programs of the Life and Culture Series, recitals, and other cultural events on the campus.⁴³

The February 12, 1987, issue of The Transylvania Times reported a full day of events on the campus being coordinated by SAFE, Inc., Transylvania County's domestic violence assistance program.⁴⁴ The following year, the same group held another event on campus entitled, "Festival for Women and Those Who Value Them."⁴⁵

The local paper reported over 500 people attended seminars in Dunham Auditorium sponsored by the Transylvania County Extension Homemakers.⁴⁶

In May 1987, the Brevard Boys Choir presented their Spring concert in the college's auditorium.⁴⁷

Camps are held on the campus. In 1978, an annual two-week summer camp, School for Gifted Students in the Arts, was started at Brevard College for students in grades eight through twelve for study in music, art, drama, and

creative writing.⁴⁸ During the summer of 1987, the fifth annual Pistol Pete All-Star Basketball Camp was held on the campus.⁴⁹

In 1986, a swim club was started using the campus indoor pool for senior citizens within the Brevard community.⁵⁰

An annual craft show featuring the work of local artists is held on the college campus.⁵¹

In 1988, the United Way kickoff event was held on the college campus.⁵²

In November 1988, a ribbon-cutting was held to open a foot bridge between the college campus and College Walk, a retirement village.⁵³

The college's library is open to the public.⁵⁴

Beginning with the incoming freshman class of 1989, students of Brevard College will be required to complete a minimum of thirty hours of community service in order to graduate with an AA or AFA degree.⁵⁵

The media reveals that Brevard is involved with the community in many ways. It seeks support from the community. In return it offers programs, facilities, courses, and students to the community.

A third perception is that Brevard College has an outstanding track team. During the 1986-87 school year, both Brevard's men's and women's cross-country teams finished second in the nationals. One member of the men's

cross-country team, a native of Denmark, also ran for Denmark's national team in Poland in 1987 in world competition. In the spring of 1987, at the national Junior College Athletic Association Track and Field Championships in Odessa, Texas, one Brevard student placed first in the 5000-meters, placed second in the 3000-meters, and was named a two-time All-American. Three other members of the Brevard team were also named All-Americans.⁵⁶ In November 1987, the Brevard College men's cross-country team won their fifth national title in eight years in winning the National Junior College Athletic Association championship. At the same time the women's cross-country team won their second consecutive national second-place finish, and Brevard's coach was named the National Junior College Men's Coach of the Year.⁵⁷ In March 1988, four freshmen runners from Brevard College earned All-American rankings in the indoor nationals in Warren, Michigan.⁵⁸ In May 1988, five Brevard College runners won All-American honors at the National Junior College Outdoor Track and Field Championship in Odessa, Texas.⁵⁹ On September 10, 1988, Brevard College men's cross-country team opened the 1988 season by winning the Wake Forest-Nike Invitational. They defeated second place Clemson University and third place UNC-Chapel Hill. Other major universities defeated by Brevard in this meet were Duke, Wake Forest, Appalachian State University, DePaul, and the University of South Carolina.⁶⁰ In October 1988, Brevard

College men's cross-country team finished first in the North Carolina Intercollegiate Cross-Country Championships ahead of second place UNC-Chapel Hill and third place Duke. In the same event, Brevard's women's team finished third behind first place UNC-Chapel Hill and second place N. C. State.⁶¹ In November 1988, both the men's and women's cross-country teams placed fourth in the National Junior College Athletic Association Cross-Country Championships with a member of the women's team winning the national championship.⁶²

A fourth perception created by the media is that Brevard College has a strong music program. An article in the January 29, 1987, issue of The Transylvania Times reports that the Brevard College Concert Band was selected to play for the North Carolina Music Educators' Conference. The article continues by saying that only one or two concert bands are selected each year for the honor.⁶³ The same issue of the paper reported that a freshman trombonist had been selected as one of the four winners in the Asheville Symphony Ivey's Young Artists Competition and as a result would play a solo with the Asheville Symphony Orchestra.⁶⁴ In May, The Transylvania Times reported that this student won the 1987 International Trombone Association Competition in competition against students and professional trombonists from all over the world.⁶⁵

Performances of visiting artists,⁶⁶ faculty music recitals,⁶⁷ and sophomore recitals for music majors are

announced in the local paper.⁶⁸

The paper announced The Brevard College Collegiate Singers Spring Concert as part of the college's Life and Culture Series which is free to the public. The same article said that this group had just returned from a singing tour in Florida and were recently filmed at the Biltmore House for a North Carolina public television program.⁶⁹

The paper also announced Brevard Concert Band's Spring Concert as part of the Life and Cultural Series.

Performance by other Brevard College music groups are announced such as the Brevard College Brass Quintet and the Percussion Ensemble.⁷⁰

The paper reported the eighth annual Western North Carolina Jazz Festival being held at Brevard College.⁷¹

On April 7, 1989, The Asheville Citizen and Times reported that the Brevard College Jazz Ensemble was becoming famous in Western North Carolina.⁷²

In April 1988, a new radio program, "Second Tuesday," was started on the Brevard radio station to feature musical performances of students, alumni, faculty, and guest artists.⁷³

The media adds to the image of Brevard College. The media reveals that while the college is visible within the local community, it has a low level of visibility outside that community; that the college is involved with the local community, and that the college has an outstanding track

team and a strong music program.

Although Brevard College's publics view the college from different perspectives, several of them perceive the same elements of the college to be strengths. Two elements of the college are considered to be strengths by four of the college's publics. The college's students, the college's alumni, ministers, and community members perceive the teachers and class size to be strengths of the college. Two other elements of the college, location and size of the college, are perceived to be strengths by students, alumni, and community members. Three publics, students, ministers, and Tuscola counselors, also perceive academics as being strengths. While teachers, class size, location, size of the college, and academics are perceived as strengths by a number of the college's publics, only ministers perceive the college's relationship to the United Methodist Church to be a strength.

Unlike most of the elements of Brevard College which are perceived as strengths, those elements which are perceived as weaknesses are perceived as such by those publics that are in a position or that have been in a position to be affected the most by those elements. The students and alumni perceive the rules and policies, and their enforcement to be weaknesses. And, the one group, community members, that is in a position to be affected the most by night classes, perceive the limited number of night

classes to be a weakness.

NOTES

CHAPTER IV

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⁹Interview with William Greer, Brevard College, Brevard, North Carolina, 5 August 1987.

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¹⁵Ibid., p. 3.

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¹⁸Ibid., p. 23.

¹⁹Ibid., p. 20.

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²³Ibid., p. 34.

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²⁵Ibid., p. 33.

²⁶Ibid., p. 61.

²⁷Ibid., p. 45.

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CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

America's colleges and universities are confronted with changes as never before. Today's institutions of higher education are faced with such changes as aging facilities, aging faculties, eroding public confidence, changing educational interests, expanding knowledge base, changing technology, changing demographics, changing attendance patterns, increasing competition, rising costs, and funding cuts. How these institutions respond to the multiple changes will greatly determine their strength and even their survival. Confronted with the unprecedented changes a number of colleges and universities have turned to strategic planning, a relative new practice in higher education, as a way of strengthening and insuring the survival of their institutions.

Strategic planning, which is replacing incremental and long-range planning, is planning that is attuned to the changing conditions inside and outside the institution. It is planning that considers the strengths and weaknesses of the institution and the opportunities and threats in the environment. It is planning that considers the mission of

the institution and while remaining true to that mission, attempts to match institutional strengths with environmental opportunities. In essence strategic planning is a process of providing a match between the institution and the environment.

One important aspect of strategic planning which has been developing slowly over the last few years is perceptions. In evaluating its strengths and weaknesses, the institution needs to know how it is perceived by its significant publics. It makes little difference what the institution considers to be its strengths and weaknesses. The various publics respond to their own perceptions of the institution. Therefore, it is necessary for colleges and universities to conduct image studies of their institutions to determine how they are perceived. Having done this, the institution then can position itself to take advantage of its perceived strengths and avoid or correct its perceived weaknesses.

Because it is important that colleges and universities know how they are perceived, this dissertation is an image study of one institution, Brevard College in Brevard, North Carolina. The dissertation sought to answer three related questions: (1) How is Brevard College perceived by its significant publics? (2) What perceived strengths and weaknesses do Brevard College's publics have of the college? (3) What is the overall image of the college created by the

combined perceptions of the significant publics?

(1) How is Brevard College perceived by its significant publics?

Based on the research, most of the students at Brevard like the size of the college, perceive the college to be a caring institution and a good transition school with a good academic reputation where students have a good chance for personal success.

Tuscola High School counselors perceive Brevard to be a good academic school with a good reputation that attracts good students who need individual attention and a couple of years of maturing.

While Tuscola High school counselors have knowledge of Brevard College, many of Tuscola's seniors lack knowledge of the college. For many of them Brevard College is an invisible college.

Brevard's alumni perceive the campus to be safe and attractive, the people to be friendly, the college to be a better-than-average two-year institution, the college to be a good place to begin, the college to be in a good location, the teachers to be helpful, the college to be a caring institution where concern is shown for individual students, the college to be a good transition school, and the college to be an institution where students receive individual attention.

Most United Methodist ministers in the Western North Carolina Conference have a favorable impression of Brevard College. They perceive the college to be a better-than-average two-year college and a caring institution where students receive individual attention. They perceive that the college attracts those students who desire a small church-related college.

Based on the responses of administrators at four-year institutions to which Brevard students frequently transfer and supported by data from the University of North Carolina's General Administration, part of the image of Brevard College is revealed. Overall, the administrators of the four-year institutions have a positive impression of Brevard College. Brevard graduates are prepared fairly well to well to continue their education at four-year institutions; Brevard graduates do as well as or better academically than transfers from other institutions; and they do as well academically as students who began their college careers at the four-year institutions. The administrators of the four-year institutions perceive Brevard to be a good transition school, a good place to start college, and a better-than-average two-year college.

Community members also have a positive impression of Brevard College. They perceive the campus to be attractive and the school to be an asset to the community. They perceive that the college has become more involved with the

community during the last five years and that the college attracts a broad cross section of students who need a small school and/or a small town atmosphere.

(2) What perceived strengths and weaknesses do Brevard College's publics have of the college?

Brevard's students perceive strengths of the institution to be the quality of education, the cultural programs and activities, the recreational and intramural programs and services, the library facilities and services, the environmental setting, the size of the college, the size of the classes, the attitude of the teaching staff toward students, the attention teachers give to students, the out-of-class availability of teachers, and the friendly atmosphere. Weaknesses are perceived to be student parking facilities and services, student voice in college policies, rules governing student conduct, and the enforcement of those rules.

Tuscola High School counselors perceive strengths of the institution to be the music program, the arts program, the cross-country team, and the teachers.

The alumni perceive the strengths of Brevard College to be class size, student-teacher ratio, attitude of the teaching staff toward students, instruction, academics, faculty, size of the college, and personal attention students receive. Weaknesses are perceived to be student

voice in college rules and policies, and the rules and policies of the college.

The ministers perceive the strengths of Brevard College to be its size and its relationship to the United Methodist Church. There is disagreement among ministers on whether the college's location and its being a two-year college are strengths or weaknesses. One weakness that is indicated by the ministers' responses is the college's lack of visibility.

Administrators at four-year institutions perceive student preparation in math and science to be a weakness.

Community members perceive Brevard's faculty and leadership to be strengths while perceiving the limited number of night classes to be a weakness.

Conclusions

(3) What is the overall image of the college created by the combined perceptions of the significant publics?

The parts of the mosaic when pieced together form an image of Brevard College. The image portrays the college to have a number of strengths on which it should build and several weaknesses which it should correct or avoid in order to position itself favorably in the competitive arena of higher education.

Brevard College is a small, United Methodist, two-year

college located in the small town of Brevard in western North Carolina, a mountainous area which offers outdoor recreational activities and attracts tourists and retirees. The campus is attractive with buildings and grounds well maintained. The college is a better-than-average two-year school with a good academic reputation. Brevard, a caring institution with small classes and a strong faculty that cares about the students and works to see that they succeed, offers students a good chance for personal success. The college also has the reputation of having a strong music program and an outstanding track program.

Brevard is a good transition school which is itself in transition. In recent years it has increasingly become a part of the community by symbolically and literally tearing down walls and building bridges. The college seeks support from the community and in return offers the community continuing education courses, programs, facilities, and its students; however, the college offers very few college credit courses at a time that is convenient for the community. Other weaknesses include the math program, a poor match between the rules and the students who attend, and the lack of visibility of the college outside the local community.

Brevard College's overall image is positive. It has many perceived strengths and a few perceived weaknesses. With an awareness of its perceived strengths and weaknesses,

Brevard College can not only survive, but it can strengthen its position in the turbulent environment in which today's colleges and universities find themselves.

Recommendations

While this dissertation studied the perceptions held of Brevard College by many of the colleges significant publics, all of those publics were not considered. Only the perceptions of counselors and students at one high school were considered. Further study could seek to discover the perceptions of Brevard College held by counselors and students at other area high schools. It would be interesting to discover what effect the distance of the high school from the college and the size of the high school has on the perceptions of the college.

This dissertation sought to discover the image of one college. Image studies need to be done of other colleges so that they too may know what image their publics have of them and so that comparisons of institutions can be made. It would be beneficial to know how Brevard's image compares with the images of its competitors, how its image compares with the images of other colleges in western North Carolina, how its image compares with the images of other two-year colleges in the state, how its image compares with images of other United Methodist colleges of the Western North Carolina Conference of the United Methodist Church, and how

its image compares with the images of other two-year United Methodist colleges. Such comparisons would help Brevard College in determining its nitch.

How America's colleges and universities react to the multiple changes in the environment will greatly determine their strength and even their survival. One successful way institutions of higher education have found to react is through the use of strategic planning. Such planning requires that institutions know themselves and their environments. They must know their perceived strengths and weaknesses and the image others have of them. Such knowledge enables colleges and universities to use strategic planning successfully to position themselves so that they may not only survive but strengthen their position.

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APPENDIX A

Questions Asked of Brevard College's President and
Academic Dean

1. In what type of planning is Brevard College involved? Is the college involved in long-range, incremental, and/or strategic planning?
2. What is the mission of Brevard College?
3. Has the mission of the college changed recently?
4. Does the college do any environmental scanning? If so how is it done?
5. What threats do you see in the environment?
6. What opportunities do you see in the environment?
7. Who do you consider to be Brevard College's competitors?
8. What do you consider to be Brevard College's strengths?
9. What do you consider to be Brevard College's weaknesses?
10. Do you have additional perceptions of Brevard College?
11. How do you think Brevard College is perceived?
12. How would you like for Brevard College to be perceived?
13. What is being done to create those perceptions?
14. For whom are those perceptions being created?

15. What is distinctive about Brevard College?

APPENDIX B

The following four pages contain a copy of American College Testing Program's "Student Opinion Survey (2-Year College Form)" which was used to help determine Brevard College students' perceptions of Brevard College.

STUDENT OPINION SURVEY (2-Year College Form)

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this 2-year college (community college, junior college, etc.). If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response to each item.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, blacken the appropriate oval. Complete the

remaining blocks by blackening the single most appropriate oval in each case.

A SOCIAL SECURITY NUMBER (Identification Number) <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> </div>	B AGE <input type="radio"/> 18 or Under <input type="radio"/> 19 <input type="radio"/> 20 <input type="radio"/> 21 <input type="radio"/> 22 <input type="radio"/> 23 to 25 <input type="radio"/> 26 to 29 <input type="radio"/> 30 to 39 <input type="radio"/> 40 to 61 <input type="radio"/> 62 or Over	C RACIAL/ETHNIC GROUP <input type="radio"/> Afro-American/Black <input type="radio"/> American Indian or Alaskan Native <input type="radio"/> Caucasian-American/White <input type="radio"/> Mexican-American/Chicano <input type="radio"/> Asian-American, Oriental or Pacific Islander <input type="radio"/> Puerto Rican, Cuban, or Other Hispanic Origin <input type="radio"/> Other <input type="radio"/> Prefer Not to Respond	D FOR WHAT PURPOSE DID YOU ENTER THIS 2-YEAR COLLEGE? (Select Only One) <input type="radio"/> No Definite Purpose in Mind <input type="radio"/> To Take a Few Courses for Self-Improvement <input type="radio"/> To Take a Few Job-Related or Job-Required Courses <input type="radio"/> To Take Courses Necessary for Transferring to Another 2-Year College <input type="radio"/> To Take Courses Necessary for Transferring to a 4-Year College or University <input type="radio"/> To Complete a Vocational/Technical Program <input type="radio"/> To Obtain or Maintain a Certification <input type="radio"/> To Obtain an Associate Degree <input type="radio"/> Other	E INDICATE YOUR OVERALL COLLEGE GRADE AVERAGE <input type="radio"/> A- to A (3.50-4.00) <input type="radio"/> B to A- (3.00-3.49) <input type="radio"/> B- to B (2.50-2.99) <input type="radio"/> C to B- (2.00-2.49) <input type="radio"/> C- to C (1.50-1.99) <input type="radio"/> D to C- (1.00-1.49) <input type="radio"/> Below D (0.00-0.99) <input type="radio"/> Have Not Established a Grade Average <input type="radio"/> Does Not Apply			
F SEX <input type="radio"/> Male <input type="radio"/> Female	G MARITAL STATUS <input type="radio"/> Unmarried (Including Single, Divorced, and Widowed) <input type="radio"/> Married <input type="radio"/> Separated <input type="radio"/> Prefer Not to Respond	H NUMBER OF DEPENDENT CHILDREN <input type="radio"/> None <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 or More	I INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED <input type="radio"/> 0 or Only Occasional Jobs <input type="radio"/> 1 to 10 <input type="radio"/> 11 to 20 <input type="radio"/> 21 to 30 <input type="radio"/> 31 to 40 <input type="radio"/> Over 40	J WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS 2-YEAR COLLEGE? <input type="radio"/> Full-Time Student <input type="radio"/> Part-Time Student	K INDICATE THE NUMBER OF YEARS YOU HAVE ATTENDED THIS COLLEGE <input type="radio"/> 1 Year <input type="radio"/> 2 Years <input type="radio"/> 3 Years <input type="radio"/> 4 or More Years	L WHICH TYPE OF CLASSES DO YOU MOST FREQUENTLY ATTEND? <input type="radio"/> Day Classes (Morning or Afternoon) <input type="radio"/> Evening Classes <input type="radio"/> Weekend Classes <input type="radio"/> Other	
M WHICH OF THE FOLLOWING WAS TRUE FOR YOU AT THE TIME YOU FIRST ENTERED THIS 2-YEAR COLLEGE? <input type="radio"/> Entered Directly from High School <input type="radio"/> Entered after Working for a Period of Time (Excluding Summer Work) <input type="radio"/> Transferred from Another 2-Year College <input type="radio"/> Transferred from a 4-Year College or University <input type="radio"/> Entered After Completing Military Service <input type="radio"/> Other	N HOW FAR FROM THIS 2-YEAR COLLEGE DO YOU CURRENTLY LIVE? <input type="radio"/> Less Than 1 Mile <input type="radio"/> 1-5 Miles <input type="radio"/> 6-10 Miles <input type="radio"/> 11-20 Miles <input type="radio"/> 21-40 Miles <input type="radio"/> Over 40 Miles	O DO YOU RECEIVE ANY TYPE OF FEDERAL, STATE, OR COLLEGE-SPONSORED STUDENT FINANCIAL AID? (Scholarships, Grants, Work-Study, etc.) <input type="radio"/> Yes <input type="radio"/> No	P USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODES FOR YOUR CURRENT AREA OF STUDY AND YOUR OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES AT THE TOP OF BLOCKS P AND Q, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. IF YOU HAVE MORE THAN ONE CURRENT AREA OF STUDY, SELECT THE ONE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.) <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> </div>			Q INDICATE YOUR CURRENT AREA OF STUDY <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> </div>	R INDICATE YOUR OCCUPATIONAL CHOICE <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> <div style="border: 1px solid black; padding: 2px;">0</div> </div>

PAGE 1
USE A SOFT LEAD PENCIL ONLY

SECTION II—COLLEGE IMPRESSIONS

Indicate your impressions of this 2-year college

A INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR REASON, A MINOR REASON, OR NOT A REASON, THAT YOU SELECTED THIS PARTICULAR 2-YEAR COLLEGE

MAJOR REASON
MINOR REASON
NOT A REASON

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Convenient Location
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Offered the Courses I Wanted
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Low Cost of Attending
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Could Work While Attending
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good Vocational or Academic Reputation
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Liked the Social Atmosphere
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Liked the Size of the College
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Good Chance of Personal Success
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Availability of Scholarship or Financial Aid
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advice of Parents or Relatives
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Advice of High School Counselor, Teacher, Principal, etc.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Wanted to Be with Friends

B INDICATE YOUR RATING OF THIS 2-YEAR COLLEGE AT THE TIME YOU APPLIED FOR ADMISSION

☐ It Was My First Choice
☐ It Was My Second Choice
☐ It Was My Third Choice
☐ It Was My Fourth Choice or Lower

C IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO ATTEND THIS COLLEGE?

☐ Definitely Yes
☐ Probably Yes
☐ Uncertain
☐ Probably No
☐ Definitely No

D WHAT IS YOUR OVERALL IMPRESSION OF THE QUALITY OF EDUCATION AT THIS 2-YEAR COLLEGE?

☐ Excellent
☐ Good
☐ Average
☐ Below Average
☐ Very Inadequate

SECTION III—COLLEGE SERVICES

For each service (or program) listed below, indicate whether or not you have used the service, and if you have used the service, your level of satisfaction with the service. If a service is not offered at this 2-year college, mark "Not Available at This College" and leave Part B blank. If a service is offered but you have not used it, mark "I Have Not Used This Service" and also leave Part B blank. Indicate your level of satisfaction (Part B) only if you HAVE used the service.

PART A: USAGE			COLLEGE SERVICE OR PROGRAM	PART B: LEVEL OF SATISFACTION				
NOT AVAILABLE AT THIS COLLEGE	I HAVE NOT USED THIS SERVICE	I HAVE USED THIS SERVICE		VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1 Academic advising/course planning services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2 Personal counseling services (for personal concerns and problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3 Vocational guidance/career planning services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4 Job placement services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5 Financial aid services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6 Recreational and intramural programs and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7 Library/learning resources center facilities and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8 Resident hall programs and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9 Student health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10 College-sponsored tutorial services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11 Student employment services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12 Cafeteria/food services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13 College-sponsored social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14 Cultural programs and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15 College orientation program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16 Credit by examination program (CLEP, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17 Computer services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18 Parking facilities and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19 Veterans services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20 Day care services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION IV—COLLEGE ENVIRONMENT

Please blacken the oval indicating your level of satisfaction with each of the following aspects of this 2-year college. If any item is not applicable to you or to this college, fill

in the oval in the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
ACADEMIC	1 Testing/grading system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2 Course content in your major area of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3 Quality of instruction in your major area of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4 Out-of-class availability of your instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5 Attitude of the teaching staff toward students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6 Variety of courses offered at this 2-year college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7 Class size relative to the type of course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8 Flexibility to design your own program of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	9 Availability of your advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10 Value of the information provided by your advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11 Challenge offered by your program of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12 Preparation you are receiving for your chosen occupation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADMISSIONS	13 General admissions/entry procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14 Accuracy of college information you received before enrolling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15 Availability of financial aid information prior to enrolling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16 Assistance provided by the college staff when you entered this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17 College catalog/admissions publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18 Rules governing student conduct at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RULES & POLICIES	19 Student voice in college policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	20 Academic probation and suspension policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21 Purposes for which student activity fees are used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	22 Personal security/safety at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
FACILITIES	23 Classroom facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	24 Industrial arts/shop facilities (woodworking, mechanical, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	25 Business-training facilities/equipment (computers, typewriters, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	26 Laboratory facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	27 Athletic facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	28 Study areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REGISTRATION	29 Student community center/student union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	30 College bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	31 Availability of adequate housing for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	32 General condition and appearance of the buildings and grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	33 General registration procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	34 Availability of the courses you want at times you can take them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GENERAL	35 Academic calendar for this college (semester system, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	36 Billing and fee payment procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	37 Concern for you as an individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	38 Attitude of the college non-teaching staff toward students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	39 Racial harmony at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	40 Opportunities for student employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	41 Opportunities for personal involvement in college activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	42 Student government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	43 College media (college newspapers, campus radio, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	44 This college in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few

questions require that many choices. Simply ignore the extra ovals. If no additional questions are included, leave this section blank.

[illegible]

If you wish to make any comments or suggestions concerning this college, please use the lines provided below.

Brevard College's Greatest Strength:

Brevard College's Greatest Weakness:

DO NOT WRITE BELOW THIS LINE.

APPENDIX C

Questions Asked Brevard College's Students

1. Why did you choose to attend Brevard College?
2. If you were beginning college again, would you choose to attend Brevard? Why or why not?
3. What other colleges did you consider attending?
4. What do you like most about Brevard College?
5. What do you like least about Brevard College?
6. Is Brevard College a caring institution?
7. Do you thing you get a good education at Brevard College?
8. What do you consider to be the strengths of Brevard College?
9. What do you consider to be the weaknesses of Brevard College?
10. What effect did Brevard's being a two-year college have on your applying?

APPENDIX D

Questions Asked Tuscola High School's Counselors

1. What do you know about Brevard College?
2. What type of student or types of students do you think attend Brevard College?
3. Why do you think no recent Tuscola graduates have attended Brevard College?
4. What do you consider to be the strengths of Brevard College?
5. What do you consider to be the weaknesses of Brevard College?

APPENDIX E

The following four pages contain a copy of American College Testing Program's "Survey of Postsecondary Plans" which was administered to Tuscola High School seniors to help determine their perceptions of Brevard College.

SURVEY OF POSTSECONDARY PLANS

DIRECTIONS: The information you supply on this questionnaire will be kept confidential. Your name, address, Social Security number, and telephone number will allow college officials to identify your responses and contact you directly. The data you supply will be used primarily for research purposes and your responses will not be individually listed on any report. If, however, any question requests information you do not wish to provide, feel free to omit it.

Use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not apply to you or to your college plans. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response for each item.

PAGE 1
USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by filling in your name, address, telephone number, and the date in Block A. Next, write your Social Security number (identification number) in the large boxes at the top of

Block B, and blacken the appropriate oval in the column below each box. Complete the remaining blocks by blackening the single most appropriate oval in each case.

A NAME, ADDRESS, TELEPHONE NUMBER, AND DATE <hr/> Your Name <hr/> Your Street Address <hr/> City State Zip Code <hr/> Telephone Number Today's Date		B SOCIAL SECURITY NUMBER (Identification Number) <div style="display: flex; justify-content: space-around;"> <div><input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9</div> <div><input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9</div> <div><input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9</div> <div><input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9</div> </div>		C RACIAL/ETHNIC GROUP <input type="radio"/> Afro-American/Black <input type="radio"/> American Indian, Alaskan Native <input type="radio"/> Caucasian-American/White <input type="radio"/> Mexican-American/Chicano <input type="radio"/> Asian-American, Oriental, Pacific Islander <input type="radio"/> Puerto Rican, Cuban, Other Hispanic Origin <input type="radio"/> Other <input type="radio"/> Prefer Not to Respond		D OVERALL HIGH SCHOOL GRADE AVERAGE <input type="radio"/> A- to A (3.50-4.00) <input type="radio"/> B to A- (3.00-3.49) <input type="radio"/> B+ to B (2.50-2.99) <input type="radio"/> C to B- (2.00-2.49) <input type="radio"/> C- to C (1.50-1.99) <input type="radio"/> D to C- (1.00-1.49) <input type="radio"/> Below D (0.66-0.99)	
E SEX <input type="radio"/> Male <input type="radio"/> Female	F AGE <input type="radio"/> 14 or Under <input type="radio"/> 15 <input type="radio"/> 16 <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/> 19 or Over	G GRADE LEVEL <input type="radio"/> 5th Grade (Freshman) <input type="radio"/> 10th Grade (Sophomore) <input type="radio"/> 11th Grade (Junior) <input type="radio"/> 12th Grade (Senior) <input type="radio"/> Other/Unclassified <input type="radio"/> Does Not Apply	H HOW WOULD YOU DESCRIBE YOUR INDIVIDUAL PROGRAM OF STUDY DURING HIGH SCHOOL? <input type="radio"/> Business or Commercial <input type="radio"/> Vocational-Occupational <input type="radio"/> College Preparatory <input type="radio"/> General or Other		I HIGH SCHOOL COMPLETION PLANS <input type="radio"/> I Plan to Graduate Early <input type="radio"/> I Plan to Graduate on Schedule <input type="radio"/> I Plan to Graduate Late	J DO YOU PLAN TO CONTINUE YOUR FORMAL EDUCATION (College, Tech. School, Comm. College, etc.) AFTER HIGH SCHOOL? <input type="radio"/> Yes—Skip to Section III on Page 2 <input type="radio"/> Undecided—Complete Section II Below <input type="radio"/> No—Complete Section II Below	

SECTION II—OCCUPATIONAL PLANS AFTER HIGH SCHOOL

Complete this section ONLY if you have no plans to continue your formal education after high school. After completing this section, skip to section IV of this survey.

A HOW WELL DO YOU FEEL YOUR HIGH SCHOOL IS PREPARING YOU FOR YOUR CHOSEN OCCUPATION? <input type="radio"/> Exceptionally Well <input type="radio"/> More Than Adequately <input type="radio"/> Adequately <input type="radio"/> Less Than Adequately <input type="radio"/> Very Poorly	B DO YOU FEEL YOU NEED MORE HELP IN ANY OF THE FOLLOWING AREAS? (Mark Yes or No for Each Area) <table border="1"> <tr> <th>YES</th> <th>NO</th> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Learning What Jobs Are Available Locally</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Deciding on What Type of Job You Want</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Learning How to Interview for a Job</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Learning How to Apply for a Job</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Getting Some Practical Work Experience in Your Career Area</td> </tr> </table>	YES	NO	<input type="radio"/>	<input type="radio"/> Learning What Jobs Are Available Locally	<input type="radio"/>	<input type="radio"/> Deciding on What Type of Job You Want	<input type="radio"/>	<input type="radio"/> Learning How to Interview for a Job	<input type="radio"/>	<input type="radio"/> Learning How to Apply for a Job	<input type="radio"/>	<input type="radio"/> Getting Some Practical Work Experience in Your Career Area	C WHICH OF THE FOLLOWING BEST DESCRIBES WHAT YOU PLAN TO DO DURING THE FIRST YEAR AFTER HIGH SCHOOL? (Blacken Only ONE Oval) <input type="radio"/> Work Full-Time or Part-Time (including Self-Employment, Training, Apprenticeship, etc.) <input type="radio"/> Serve in the Armed Forces <input type="radio"/> Care for a Member of Family <input type="radio"/> Travel <input type="radio"/> Other <input type="radio"/> Undecided	D IF YOU PLAN TO WORK AFTER HIGH SCHOOL, PLEASE INDICATE YOUR CHOSEN OCCUPATIONAL AREA. (If you are not planning to work, leave this question blank.) <table border="1"> <tr> <td><input type="radio"/> Clerical or Secretarial Worker (Typist, Bookkeeper, etc.)</td> <td><input type="radio"/> Professional/Technical Worker (Administrator, Medical Technician, etc.)</td> </tr> <tr> <td><input type="radio"/> Craftsman or Foreman (Carpenter, Bricklayer, etc.)</td> <td><input type="radio"/> Proprietor/Manager, Business Owner</td> </tr> <tr> <td><input type="radio"/> Farmer/Rancher</td> <td><input type="radio"/> Sales Worker (Retail Sales, Insurance Sales, etc.)</td> </tr> <tr> <td><input type="radio"/> Laborer (Construction Worker, Longshoreman, Factory Worker, etc.)</td> <td><input type="radio"/> Service Worker (Janitor, Cook, etc.)</td> </tr> <tr> <td><input type="radio"/> Machine or Vehicle Operator</td> <td><input type="radio"/> Other</td> </tr> </table>	<input type="radio"/> Clerical or Secretarial Worker (Typist, Bookkeeper, etc.)	<input type="radio"/> Professional/Technical Worker (Administrator, Medical Technician, etc.)	<input type="radio"/> Craftsman or Foreman (Carpenter, Bricklayer, etc.)	<input type="radio"/> Proprietor/Manager, Business Owner	<input type="radio"/> Farmer/Rancher	<input type="radio"/> Sales Worker (Retail Sales, Insurance Sales, etc.)	<input type="radio"/> Laborer (Construction Worker, Longshoreman, Factory Worker, etc.)	<input type="radio"/> Service Worker (Janitor, Cook, etc.)	<input type="radio"/> Machine or Vehicle Operator	<input type="radio"/> Other
YES	NO																								
<input type="radio"/>	<input type="radio"/> Learning What Jobs Are Available Locally																								
<input type="radio"/>	<input type="radio"/> Deciding on What Type of Job You Want																								
<input type="radio"/>	<input type="radio"/> Learning How to Interview for a Job																								
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<input type="radio"/> Laborer (Construction Worker, Longshoreman, Factory Worker, etc.)	<input type="radio"/> Service Worker (Janitor, Cook, etc.)																								
<input type="radio"/> Machine or Vehicle Operator	<input type="radio"/> Other																								

229

SECTION III (Continued)

K HOW IMPORTANT IS (WAS) EACH OF THE FOLLOWING FACTORS IN YOUR SELECTION OF A COLLEGE (OR OTHER POSTSECONDARY SCHOOL)?				
	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT/DID NOT CONSIDER
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Academic Reputation of the College			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	2. Availability of a Particular Program of Study			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3. Variety of Courses Offered			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	4. Location of the College			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	5. Size of the College			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	6. Entrance Requirements for the College			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	7. Cost of Attending the College			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	8. Type of Community in Which the College is Located			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	9. Availability of Financial Aid or Scholarship			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	10. Opportunity for Part-Time Work			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	11. Opportunity to Participate in Varsity Athletics			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	12. Social Climate and Activities at the College			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	13. Racial/Ethnic Makeup of the College			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	14. Male/Female Ratio of the Student Body			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	15. Religious Affiliation of the College			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	16. Type of Housing Available			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	17. Facilities Available (Laboratories, Classroom Facilities, Recreational Areas, etc.)			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	18. Extracurricular Activities Available (Drama, Intramural Athletics, Music Programs, etc.)			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	19. Friends Attend (or Plan to Attend) the College			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	20. Advice of Parents or Relatives			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	21. Advice of High School Counselors or Teachers			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	22. Advice of Someone Who Has Attended the College			
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	23. Contact(s) with College Representatives			

SECTION IV—IMPRESSIONS OF THIS* COLLEGE

To be completed by ALL students (including those with no educational plans).

*The questions in this section refer to the particular college that provided you with this survey. Please indicate your impressions of this college by blackening the most appropriate oval for each question. Your answers should reflect your impressions of this college only.

A INDICATE YOUR LEVEL OF AGREEMENT WITH EACH STATEMENT ABOUT THIS COLLEGE						
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DON'T KNOW/DOES NOT APPLY
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1. This college has high-quality academic programs					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	2. The cost of attending this college is reasonable					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3. College personnel care about individual students					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	4. It is difficult to earn good grades at this college					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	5. This college has a high-quality program in the subject area I plan to pursue					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	6. This college has many activities and organizations for students					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	7. This college has a strong intercollegiate athletic program					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	8. Students at this college are friendly					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	9. This college has too many required courses					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	10. There are excellent recreational facilities for individual student use					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	11. Many students at this college use drugs and/or alcohol					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	12. There are comfortable residence halls at this college					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	13. Students from various racial and ethnic backgrounds get along well					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	14. Many students at this college are more interested in having fun than in studying					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	15. This college offers many cultural events and programs					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	16. Students must be above average to be admitted to this college					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	17. There are too many rules and regulations at this college					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	18. This college has high-quality classroom and laboratory facilities					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	19. This college provides sufficient financial aid for students who need assistance					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	20. The foreign language requirement at this college is too strict					
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	21. This college offers many job-oriented courses					

B INDICATE WHETHER EACH OF THE FOLLOWING HAS BEEN
A MAJOR SOURCE, MINOR SOURCE, OR NOT A SOURCE
OF YOUR INFORMATION ABOUT *THIS COLLEGE*

MAJOR SOURCE OF INFORMATION
MINOR SOURCE OF INFORMATION
NOT A SOURCE OF INFORMATION

- ☐ ☐ Friends at the College
- ☐ ☐ High School Teachers
- ☐ ☐ High School Counselors
- ☐ ☐ High School Administrators (Principal, etc.)
- ☐ ☐ Parents or Relatives
- ☐ ☐ High School Classmates
- ☐ ☐ College Catalog
- ☐ ☐ College Brochure or Pamphlet
- ☐ ☐ Alumni of the College
- ☐ ☐ Visits to the Campus
- ☐ ☐ College Representatives' Visit to High School (College Night, etc.)
- ☐ ☐ Announcements on Radio or Television
- ☐ ☐ Articles in Newspapers or Magazines
- ☐ ☐ High School Library Materials

C IF YOU PLAN TO CONTINUE YOUR EDUCATION, HAVE YOU CONSIDERED ATTENDING THIS COLLEGE?

- ☐ Yes, it's My First Choice
☐ Yes, it's My Second Choice
☐ Yes, it's My Third Choice
☐ Yes, but it is Not One of My First 3 Choices
☐ No, I'm Not Interested in This College
☐ Does Not Apply to Me

D **WOULD YOU LIKE
FURTHER INFORMATION
ABOUT THIS
COLLEGE?**

Q. Yes.

On

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no additional questions are included, leave this section blank.

[illegible]

SECTION VI—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions, please use the lines provided below.

1

APPENDIX F

ALUMNI SURVEY

Please check the appropriate answer:

1. Did you enter a 4-year institution after graduating from Brevard College?
☐ Yes
☐ No
2. What is the highest degree you have received?
☐ Associate
☐ Bachelors
☐ Masters
☐ Specialists
☐ Doctors
☐ Other
3. If you continued your formal education after attending Brevard, how well do you feel Brevard prepared you for further education?
☐ Poorly
☐ Fairly well
☐ Well
☐ Excellently
4. If you transferred to another educational institution after graduating from Brevard College, what percentage of your courses were you able to transfer?
☐ 100%
☐ 90%-99%
☐ 80%-89%
☐ 70%-79%
☐ 60%-69%
☐ 50%-59%
☐ Less than 50%
5. If you entered the work force immediately after graduating from Brevard College, how well did Brevard prepare you for your job?
☐ Poorly
☐ Fairly Well
☐ Well
☐ Excellently

6. If you were beginning college again, would you likely attend Brevard College?

☐ Yes

☐ No

7. What is your overall impression of Brevard College?

☐ Excellent

☐ Good

☐ Average

☐ Below Average

☐ Poor

Please rate Brevard College on the following items. Check each item as being a strength, a weakness, or a neutral characteristic of Brevard College:

Strength	Neutral	Weakness
		8. Academic advising
		9. Library
		10. Instruction
		11. Class size
		12. Cafeteria/food services
		13. Social activities
		14. Cultural opportunities
		15. Attitude of teaching staff toward students
		16. Attitude of the college's nonteaching staff toward students
		17. Rules and policies of the college
		18. Student voice in college rules and policies
		19. Student government
		20. Recreational programs and facilities

Strength	Neutral	Weakness
----------	---------	----------

		21. Parking facilities
		22. Classroom facilities
		23. Dorm facilities
		24. Athletic facilities
		25. Teacher-student ratio
		26. Teachers
		27. Resident Directors
		28. Academics
		29. Variety of courses
		30. Size of the college
		31. Brevard's being a 2-year college
		32. Cost of attending Brevard
		33. The Division of Computer Science
		34. The Division of Fine Arts
		35. The Division of Humanities
		36. The Division of Mathematics and Natural Science
		37. The Division of Physical Education
		38. The Division of Social Sciences

Check Yes for each of the following that describes Brevard College; check No for each of the following that does not describe Brevard College:

Yes	No

39. Brevard is a caring institution.

Yes	No	
		40. Brevard is a better than average 2-year college.
		41. Brevard has many rich students.
		42. Brevard is a good place to start college.
		43. It is difficult for a student to get desired courses.
		44. Teachers are helpful.
		45. Brevard is like one big family.
		46. The rules are strict.
		47. The rules are too strict.
		48. Discipline is consistent.
		49. Brevard is a good transition school.
		50. People are friendly at Brevard.
		51. Most students who enter Brevard graduate in two years.
		52. Students get individual attention.
		53. Most students who attend Brevard did well in high school.
		54. Many of the students at Brevard are there because parents have sent them there to keep them out of trouble.
		55. Students feel safe on campus.
		56. Adequate financial aid is available.
		57. Brevard College has an attractive campus.
		58. The campus looks like the campus of a 4-year college.
		59. Brevard College is in a good location.
		60. Instructors are available outside of class.

Yes	No	
		61. Students have a positive attitude about the college.
		62. Concern is shown for individual students.

Please answer the following questions:

63. If you continued your formal education after graduating from Brevard, what other college(s) or university(ies) did you attend?
64. What do you consider to be Brevard College's greatest strength?
65. What do you consider to be Brevard College's greatest weakness?
66. Please include any additional comments that you would like to make about Brevard College.

APPENDIX G

Questions Asked a United Methodist Minister

1. What do you know about Brevard College?
2. What type of student or types of students do you think attend Brevard College?
3. What do you think are Brevard College's strengths?
4. What do you think are Brevard College's weaknesses?
5. Is Brevard College a caring institution?
6. Is Brevard College an academically sound institution?

APPENDIX H

MINISTERIAL SURVEY

Please check the appropriate answer:

1. Have you ever suggested that a church member attend a specific college?
☐ Yes
☐ No
2. Have you ever suggested that a church member attend a United Methodist college?
☐ Yes
☐ No
3. Have you ever suggested that a church member attend Brevard College?
☐ Yes
☐ No
4. What is your overall impression of Brevard College?
☐ Excellent
☐ Good
☐ Average
☐ Below Average
☐ Poor

Check Yes for each of the following that you perceive as describing Brevard College; check No for each of the following that you perceive as not describing Brevard College:

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	5. Brevard is a caring institution.
<input type="checkbox"/>	<input type="checkbox"/>	6. Brevard is a better-than-average 2-year college.
<input type="checkbox"/>	<input type="checkbox"/>	7. Brevard is a good place to start college.
<input type="checkbox"/>	<input type="checkbox"/>	8. Brevard is a good transition school.
<input type="checkbox"/>	<input type="checkbox"/>	9. Adequate financial aid is available.
<input type="checkbox"/>	<input type="checkbox"/>	10. Brevard college is in a good location.
<input type="checkbox"/>	<input type="checkbox"/>	11. Brevard's being a 2-year college is a strength.

Yes	No

12. Brevard has a strong academic program.

13. The size of the college is a strength.

14. Students get individual attention.

Please answer the following questions:

15. What type of student do you think attends Brevard College?

16. What do you perceive to be Brevard College's greatest strength?

17. What do you perceive to be Brevard College's greatest weakness?

APPENDIX I

FOUR-YEAR INSTITUTION SURVEY

Please check the appropriate answer:

1. How well are Brevard College graduates prepared to continue their education at your institution?
☐ Poorly
☐ Fairly well
☐ Well
☐ Excellently
2. How do Brevard College graduates compare academically with students who transfer from other institutions?
☐ Brevard College graduates usually do better.
☐ Brevard College graduates are usually comparable.
☐ Brevard College graduates usually do not do as well.
3. How do Brevard College graduates compare academically with students who began their academic careers at your institution?
☐ Brevard College graduates usually do better.
☐ Brevard College graduates are usually comparable.
☐ Brevard College graduates usually do not do as well.
4. What percentage of courses taken by students at Brevard College are usually transferred to your institution?
☐ 100%
☐ 90%-99%
☐ 80%-89%
☐ 70%-79%
☐ 60%-69%
☐ 50%-59%
☐ Less than 50%
5. Is Brevard a better than average 2-year college?
☐ Yes
☐ No
6. Is Brevard a good place to start college?
☐ Yes
☐ No
7. Is Brevard a good transition school?
☐ Yes
☐ No

8. What is your overall impression of Brevard College?

_____Excellent

_____Good

_____Average

_____Below average

_____Poor

Please answer the following questions:

9. In what academic areas do Brevard College graduates have the strongest backgrounds?

10. In what academic areas do Brevard College graduates have the weakest backgrounds?

11. What do you consider to be the greatest strength of Brevard College?

12. What do you consider to be the greatest strength of Brevard College graduates?

13. What do you consider to be the greatest weakness of Brevard College?
14. What do you consider to be the greatest weakness of Brevard College graduates?
15. Please, make any additional comments about Brevard College and/or its graduates that you would like?

APPENDIX J

Questions Asked Community Members

1. What do you know about Brevard College?
2. What type of student or types of students do you think attend Brevard College?
3. What do you consider to be the strengths of Brevard College?
4. What do you consider to be the weaknesses of Brevard College?
5. Has the college become involved with the community in recent years? If so, how?

APPENDIX K

COMMUNITY SURVEY

Please check Yes or No for the following statements:

Yes	No	
		1. Brevard College has an attractive campus.
		2. The campus looks like the campus of a 4-year college.
		3. Brevard's being a 2-year college is a strength.
		4. Brevard College serves the town of Brevard and surrounding community.
		5. Brevard College serves the community needs culturally.
		6. Brevard College serves the community needs educationally.
		7. Brevard College serves the community needs recreationally.
		8. The activities of Brevard College have become more visible during the last five years.
		9. Brevard College has made itself more accessible to the community during the last five years.
		10. The community has become more involved in activities on the campus during the last five years.
		11. I feel welcome to participate in campus activities.
		12. I feel welcome to use campus facilities.

Yes	No	
		13. I have taken advantage of programs, classes, activities, and/or facilities at Brevard College.
		14. Brevard College is an asset to the community.
		15. Limited night classes is a weakness.

Please check the appropriate answer:

16. What is your overall impression of Brevard College?

☐ Excellent
☐ Good
☐ Average
☐ Below Average
☐ Poor

Please answer the following questions:

17. What type of student or types of students do you think attends Brevard College?

18. What do you perceive to be Brevard College's greatest strength?

20. Please include any additional comments that you would like to make about Brevard College.