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An Assessment of the Image of the Wisconsin Vocational-Technical and Adult Education System Based on Rating by Employee Groups in a Five-District Consortium.

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AN ASSESSMENT OF THE IMAGE OF THE WISCONSIN VOCATIONAL-TECHNICAL AND ADULT EDUCATION SYSTEM BASED ON RATINGS BY EMPLOYEE GROUPS IN A FIVE-DISTRICT CONSORTIUM

By

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A Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

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Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

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Five vocational, technical, and adult education (VTAE) districts in the Wisconsin vocational-technical system have been organized into the East-Central Wisconsin VTAE Consortium to maximize use of member districts' resources for improving services to their constituency. In 1984 the five districts began to experience a decline in enrollments which indicated a need to explore the marketing plan and institutional image.

The importance of views and efforts of the internal publics, especially the faculty, support staff, and management, to the overall image projected by the educational institution and the subsequent

marketing efforts was acknowledged. A need to treat faculty and staff as a market, and to determine their views of the institutional image of the Wisconsin VTAE system, was recognized.

The purpose of this study was to determine if ratings on aspects of the image of the Wisconsin VTAE system were related to membership in one of the three staff categories. Relationship of ratings to employment in one of the five VTAE districts in the East Central Wisconsin VTAE Consortium was also explored.

Aspects of image related to the Wisconsin VTAE system were determined through oral interviews with marketing representatives at each of the five-member institutions. An adaptation of the semantic differential using pairs of descriptive phrases to determine perception of the current image status and the ideal image status was employed to develop the questionnaire for the study.

The perception questionnaire was distributed to a 25 percent stratified random sample of support staff, faculty, and management staff in each of the five districts of the East Central Wisconsin VTAE Consortium. The overall return was 74 percent of surveys mailed. Data was tallied by frequency of response by individual district, and also by total responses in each staff category. A chi square calculation was performed for each image attribute based upon the two groupings of the responses and by comparison by individual responses of current to ideal image.

Three hypotheses were tested. One involved the relationship to staff category and ratings on image aspects. The second involved the relationship between employment at a particular institution in the five-district consortium and ratings on aspects of image. The third involved the relationship of the perception of current image to ideal image.

Significant chi square values indicated a relationship between ratings of current image factors and membership in a category of staff for six of the fourteen image factors identified. There was a significant relationship shown between employment at one of the five VTAE districts and ratings on seven of the fourteen image factors.

Based on comparison of frequency ratings of all respondents to current versus ideal status, the largest percentage in both categories agreed on eleven factors of image: large enrollment, superior academic reputation, inexpensive tuition, high exposure of community to school, personal atmosphere, close to home for students, innovative, superior faculty, superior job placement for graduates, high repute, and high visibility. On three image factors, the current image rating differed from the ideal: low socioeconomic student body, ineffective administration, and inferior social and athletic activities.

It was concluded that the current image perceived by these internal publics surveyed was in most cases positive. It was recommended that they be considered for inclusion in marketing strategies to improve enrollments. It was also suggested that the study be presented to consortium governing boards, CEOs, and marketing representatives for consideration when developing marketing plans.

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INTRODUCTION

A major goal of the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) is to provide an opportunity for individuals to pursue education throughout their lives (Young, 1978:1). Parameters of the Wisconsin Vocational, Technical and Adult Education (VTAE) system mission are set by Wisconsin Statute (Wis. Stats. Chapter 38, 1985:75). Sixteen separate vocational, technical and adult education (VTAE) districts in the Wisconsin system offer Associate Degree and Vocational Diploma programs to prepare students for entry-level employment. Other goals of VTAE offerings are economic development, use of high technology, remedial education, skills and knowledges to keep abreast of impacts of a changing society and constructive use of leisure time.

Five VTAE districts in the Wisconsin system organized in 1978 to form the East-Central Wisconsin VTAE Consortium to maximize resources for improving services to member districts' residents (Malmberg, 1984:1). The members of the consortium share contiguous boundaries and have similar socio-economic populations. For this reason, many problems and concerns were dealt with through a united consortium effort. The districts in the consortium are Fox Valley VTAE district (FVTI), Lakeshore VTAE district (LTI), Moraine Park VTAE district (MPTI), North Central VTAE district (NCTI) and Northeast

Wisconsin VTAE district (NWTI). A problem facing these five districts was a steady decline in enrollments. As the need to attract students became an issue, a necessity to examine marketing efforts was indicated. A primary element of the analysis was an internal look at the institutional image of the VTAE system.

Background and Significance

During the period from 1980 to 1984, districts of the Wisconsin VTAE system experienced increased enrollments. As the economy began to improve, enrollments in the vocational-technical institutions started to decline. The shrinking pool of potential students made recruitment of students a contemporary concern of post-secondary schools (Barenbaum and Ricci, 1982:135). The number of available high school graduates was expected to reach a low point for the decade by 1992-93 (Evangelauf, 1984:15). This caused vocational-technical institutions to look to the older adult population to replace the 18 or 19 year-old students whose numbers would be declining (Murphy and Achtziger, 1982:314). Implications of the shrinking high school population and the emphasis on recruitment of adult learners must be considerations in a marketing plan for an institution.

Williams (1978:10) cautioned, however, that external factors must not be blamed for low enrollments. He emphasized that "all administrators, teachers, librarians, secretaries and groundskeepers must understand that their actions and decisions control enrollments." Enrollments are not accidental (Williams, 1978:10).

A study of factors influencing enrollment of day school students at Moraine Park VTAE district revealed that contacts with all staff of the institution played an important role (Stepien, 1984:27). It was further construed that all staff played an important role in the overall image projected of the VTAE system and the individual district. Every member of the staff could make a positive or negative contribution to the public image of an institution, depending on his or her own perspective of the value of vocational-technical training and the image of the Moraine Park VTAE district and other institutions within the VTAE system.

The report to Moraine Park VTAE district by the evaluating team of the North Central Association of Colleges and Schools recommended that the admissions recruitment function "be given a more direct focus and thrust to include a positive marketing and recruiting plan directed to various groups and age levels in addition to that directed to high school graduates" (Moriarty, 1985:47). The 1985-86 District Marketing Plan for Moraine Park VTAE district called for inclusion of staff in the recruitment of students. It also suggested an internal study to determine the problems and barriers to employees being productive. To respond to these requests it was necessary to understand the perceptions of the Moraine Park VTAE district faculty, support staff and managers as they related to the image of the VTAE system and vocational-technical education. It was also necessary to determine if differences existed between the three categories of staff, and if the perceptions of the Moraine Park VTAE staff differed

significantly from the perceptions of employees in the contiguous VTAE districts who were experiencing similar enrollment problems. It was important to determine how employees perceived factors related to image of the VTAE system in Wisconsin.

Changing Role of the Vocational-Technical Schools

To assess the image of the Wisconsin vocational-technical system, it was necessary to understand the development of the vocational-technical systems. The everchanging publics of these systems have had an effect on how they are perceived.

Vocational-technical schools have existed in the United States since the early 1900's (Gray, 1984:26), and in Wisconsin for 75 years (Grieber, 1975:15). Impetus for the development of the Wisconsin VTAE system came from an unlikely source. The legislative librarian, Charles McCarthy, was a son of an Irish immigrant and he believed in what he called "democratic education" (Grieber, 1975:10). He advised legislators on drafting of bills. Resulting from his efforts a commission was developed to study the potential for creation of night and trade schools for workers and those denied education in Wisconsin. A bill incorporating the recommendations of the study commission was signed into law July 11, 1911. Labor and industry leaders were strong supporters of the law. The State apprenticeship law was also enacted in 1911 (Grieber, 1975:14-25).

The State of Wisconsin chose to develop comprehensive institutions for vocational-technical education. Legislators felt it was desirable for these institutions to have objectives different from the University of Wisconsin system institutions (Gleazer, 1973:110). The two systems had separate and distinct mission statements (Wis. Stats. Chapter 30, 1980:84).

Federal legislation played an early role in the establishment of Wisconsin vocational programs and institutions. A fact often overlooked in research is the role of change agent that the federal government has played through legislation and funding (Fleming, 1990:7). An early requirement of the Wisconsin VTAE system and its staff and teachers was flexibility to meet the needs of its publics as changes were indicated by federal legislation (Grieber, 1971:26). This continued need to change curricula and offer courses which met the needs of new student populations who were victims of societal pressures affected the image of the VTAE system in terms of academic reputation and type of student body.

Reflecting the needs of a World War I society, the Smith-Hughes Act of 1917 indicated a government interest in people being trained for occupations needed by society. Vocational education funding was based on an allocation policy which remained relatively undisturbed until 1962 (Thompson, 1973:16). The act provided federal aid for trade and industry, home economics, agriculture and teacher training. The 1919 Soldiers Education Bonus Act provided financial aid to veterans

of WWI. This Act encouraged veterans to attend vocational-technical institutions (Grieber, 1975:19). The Wisconsin Vocational Board adopted the state plan for vocational rehabilitation of the handicapped on August 11, 1921, and administered federal funding of the program until 1967 (Grieber, 1975:22).

The Wisconsin State Vocational Board approved a classification plan for teachers in 1926, outlining minimum requirements and means to upgrade instructional skills (Grieber, 1975:23). With this plan, standards were set for teachers, which enhanced the academic image of the VTAE system in Wisconsin.

The Federal George Reed Act of 1929 allowed additional funding for home economics and vocational agriculture education (Wenrich and Wenrich, 1974:55) and continued the perception that VTAE schools were to service certain categories of students. On October 29 of that same year, however, the stock market crashed and the nation was thrown into a depression. In 1932 vocational education funds were reduced.

With the signing of the 1934 George-Ellzey Act, President Roosevelt restored funds for vocational education by extending the provisions of the two preceding vocational education acts. The George-Dean Act of 1937 included distributive education in the federal funding process (Wenrich and Wenrich, 1974:55) thus adding a new population to the VTAE student body. The depression of the 1930's, World War II, and the emergence of the United States as an international member of nations formed a visible federal role in

vocational-technical education (Swanson, 1981:57). The 1946 George-Barden Act, intended to extend vocational education to a post-war society, created training for the dual role of employment and management of home and family (Fleming, 1980:10) and a new dimension of who VTAE schools were to serve was added.

As a result of Sputniks I and II being launched in 1957, the educational community realized the need to educate scientists and technicians to compete in the Space Age (Groff, 1984:43). In the Aid to Education Bill, approved by Congress in 1958, fifteen million dollars was authorized for vocational education. The Manpower Development and Training Act (MDTA) of 1962 was passed in reaction to the new pressure of society to train unemployed adults (Grieber, 1975:27-29). These pressures of society paved the way for more federal legislation for vocational education which contributed to a change in the image of VTAE education as schools were seen as meeting not only vocational but also technical needs of society.

The Federal Vocational Education Act of 1963 removed restrictions on offering "less than college grade" courses which had been part of earlier legislation (Thornton, 1972:54). With the 1963 act, emphasis changed from strictly occupational education to a need for development of attitudes and a concern for high unemployment of youth (Fleming, 1980:12). As a result of this act, technological programs were developed, and as part of Wisconsin Chapter 292 laws of 1965, the State Board of Vocational Education changed its name, and

conceivably the image of its mission, by becoming the "Wisconsin Board of Vocational, Technical and Adult Education" (Wisconsin Legislative Reference Bureau, 1982:102).

The Federal Vocational Education Act of 1963 also allowed states to use federal funds for construction of area vocational-technical facilities (Gray, 1984:26). Responding to the federal act the Wisconsin Board of Vocational, Technical and Adult Education allocated use of federal funds to construct area vocational schools under P.L.88-210, May 19, 1965 (Grieber, 1975:49) and attractive facilities became a visible part of the VTAE image in Wisconsin. Bill 501A provided that all areas of Wisconsin be included in a VTAE district by July 1, 1970. The bill allowed for support from local property tax levy and a local governing board to be appointed by county supervisors (Grieber, 1975:62). At that time sixty-five independent schools of vocational-technical education were in operation. A planning committee composed of members of four state agencies was given the task of developing the districts based upon a set criteria. Their efforts resulted in the establishment of sixteen VTAE districts (Appendix A), each governed by a local board with seven members (Wisconsin Legislative Reference Bureau, 1982:140).

Federal legislation continued to give direction to state vocational-technical program efforts. The Amendments of 1968 reflected the need to prepare students for emerging occupations (Bushnell, 1973:99). They included authorization for consumer and

homemaking education with ten percent matching funds from state and local sources (Fleming, 1980:13). These amendments also provided for upgrading skills of the currently employed, and those with special handicaps (Wenrich and Wenrich, 1974:55).

The 1972 Education Amendments reflected a need for full and effective participation of special groups in the labor market. The 1976 vocational education amendments expanded funding for special needs populations. The 1976 amendments also gave consideration to outreach for bilingual education and showed an effort to eliminate sex stereotyping that was reflective of the political issues of the time (Fleming, 1980:13). The Carl Perkins Act of 1984 focused on special needs, the single homemaker, program improvement and innovation. It did not continue maintenance funding for existing programs (Suhling, 1985). This perhaps reinforced the decline of the Industrial Society and the need for innovation as the nation entered a new age.

As has been described here, societal issues have influenced the emphasis on federal and state legislation which supported vocational education or students of vocational education. It is also clear that these issues became the direction for the type of funding that took place. As areas were supported with federal dollars, they became part of the vocational curriculum. As a result, vocational curricula have been labeled "less stable" than college transfer curricula because they reflect rapid changes in technology and sociological factors (Cohen, 1971:137). It was a milestone for the Wisconsin VTAE system,

therefore, when two VTAE districts were accredited by the North Central Association of Schools and Colleges in 1970, despite the fact that neither had a two-year liberal arts program (Grieber, 1975:65). Moraine Park VTAE district (in 1975) and the other districts of the system were subsequently accredited.

Accreditation did not, however, assure an improved public image of the VTAE system. Shelden stated that vocational-technical education "has been on the bottom rung of the status ladder as judged by every significant population on our campus ..." (Cohen, 1971:141). While union leaders in Wisconsin were supporting vocational-technical curricula, their rank and file members were encouraging their own children to pursue baccalaureate degrees (Gleazer, 1973:105). Similar attitudes of four-year institution registrars toward occupational education curricula has made it difficult for students to transfer vocational-technical credits (Bushnell, 1973:102). Transfer of credit has political overtones, some of which are related to institutional image, academic reputation and competition among all post-secondary schools for students.

As this review of legislation reveals, financing of vocational-technical education has often been to support the needy in society. This has contributed to a public image, sometimes shared by vocational educators and staff, that the quality is something less than that provided in four-year institutions.

Sewall (1983:7) pointed out, however, that the demanding standards of the best technical schools are worlds removed from attitudes in Washington or at state capitols where, for many years, vocational education has been sold as a way to manage the nation's least able students. Technical students must now be better educated to be successful in vocational education programs (Williams and Young, 1983:80). Students entering vocational schools are more mature, motivated, and realistic about the work place, and since these specialized programs proceed at a fast pace, some students attend as a "second chance," willing to learn basics the hard way (Sewall, 1983:78). Other students attend vocational schools to get out to work sooner, and some use vocational skills to work their way through college to a new career (Williams and Young, 1983:80).

Vocational education has, as a primary role, the education of skilled workers for business and industry (Bell, 1984:33). Its role is to provide specialized technical education for students to continue studies started in high school, students who did not have an opportunity for vocational studies in high school, and unemployed people who are in need of additional training (Wenrich and Wenrich, 1974:9). While changes often occur in the labor market prior to curriculum adjustments, vocational education has been the link between labor markets and education. Its offerings are based on an analysis of the current market with accommodation for growth (Thompson, 1973:14-15). Vocational education has always been concerned with

individuals becoming economically independent, training for occupational competence and becoming productive members of society.

Vocational education is overcoming the national image that it is for somebody else's children (Williams and Young, 1983:79). Images, once formed, take a long time to change, however, and vocational education recruiters must overcome preconceived ideas.

The Importance of Image Research

A student's choice of institutions can be related to many factors. One factor can be the institution's image, or the "personality" it presents to a particular audience (Huddleston and Karr, 1982:364). Huddleston and Karr (1982:365) define this image as a set of beliefs acquired through experience and associated with the institution. They state that images may vary from person to person and are based on a loose blend of fact and fiction.

Until the baby-boom generation outgrew high school, marketing in higher educational institutions was considered inappropriate. Now every post-secondary institution engages in some sort of promotion (Williams, 1983:69). Engledow and Anderson (1978:7) define marketing as identifying societal wants or needs and matching them to organizational capabilities and objectives. Researchers emphasize the importance of gathering knowledge about potential consumers and stress that there is typically a lack of knowledge by administrators toward the prospective student (Malaney, 1983:261). Wafford and Zimmerman

(1982:53) cite three information sources for student market information: applicant surveys, student opinion surveys (of current students), and a student demographic data base. Williams (1983:69) stated that some institutions use blind surveys of parents and guidance counselors to find out what they want from a college, and redesign brochures to attract newly-defined target audiences. Murphy and Achtziger (1982:316) emphasized that it is not enough to recruit, and said that academic needs of the consumer must be assessed. The institution must honestly answer whether the needs can be met through available or planned programs.

The focus of post-secondary school market research has been on sources of information used by students and on influences that carriers of information have on a student's selection of an institution of higher learning (Litten and Brodigan, 1982:243). Malaney (1983:262) suggested that valuable marketing information can be obtained from surveying current and prospective students on factors influential to their enrollment. The staff of an institution are "carriers of information" and, therefore, important to marketing research.

Fram (1982) pointed out that many institutions have focused on recruiting and retraining students but have overlooked the importance of image. They ignore the broader issue of maintenance and enhancement of image. Images of an institution may not always be accurate, but they do serve as a basis for a person's decision to attend or not attend a school (Struckman-Johnson and Kinsley, 1985:316).

The image of an educational institution should be analyzed to determine how the college is perceived in the market by its own management and by existing and potential customers (Huddleston and Karr, 1982:364). Work on improvement of an institution cannot begin until research is conducted to determine how an organization is seen by its key publics. The organization may be pleased with the measured image and want to maintain it, or it may discover serious image problems and set out to correct or improve image (Kotler, 1980:631). An organization's image should be examined separately for each key public. If image is found to be acceptable, little planning for adjustment needs to be done for that public (Kotler, 1980:632). Kotler (1980:632-633 suggests that image consistency for each key public is important. The publics of an educational institution are described in Figure 1.

Faculty and staff are considered internal publics of the educational institution. Kotler (1975:17) suggested that publics represent a resource conversion machine. The internal publics take resources from input publics, and convert these resources to useful products which are carried by agent publics to designated consumer publics. The relationship of these publics is depicted in Figure 2. In a vocational-technical school setting, input publics are people who support the institution, such as alumni, taxpayers or business community supporters, and such agencies as the local and state legislators and regulating agencies including the Wisconsin Board of VTAE.

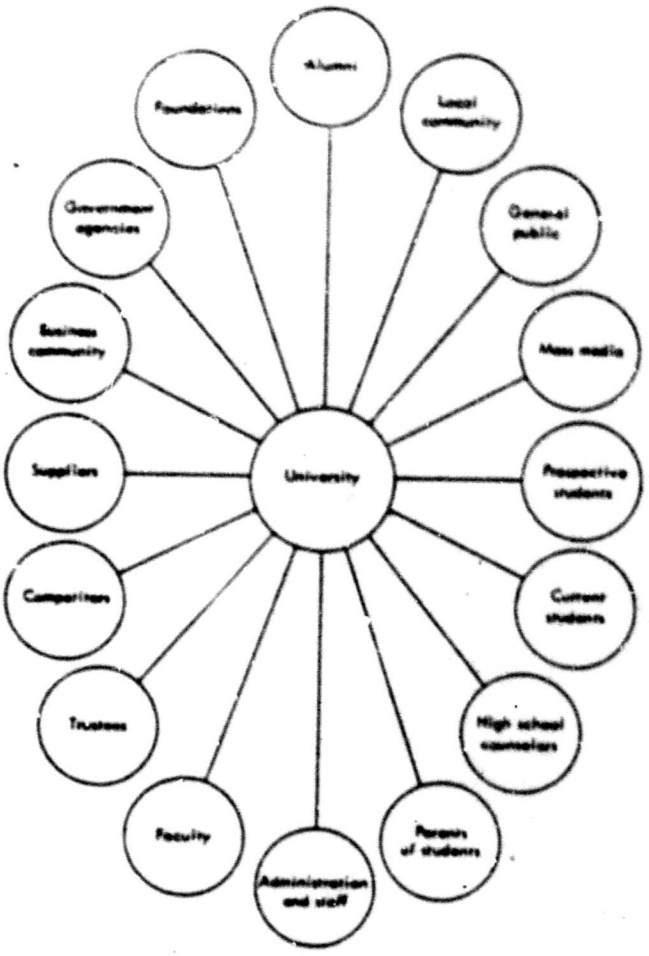

Figure 1

The Educational Institution and Its Publics
(Kotler, 1975:18)

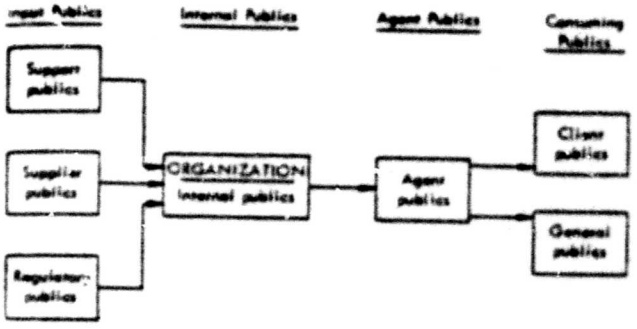

Figure 2

The Relationship of Publics to an Organization
(Kotler, 1975:19)

Internal publics include the local district boards and the administrators, faculty and staff. Agents of the system include the mass media, high school counselors and even the faculty of the institution who serve dual roles as internal publics and agents. The consuming publics are the students, both current and prospective, and the business firms who will hire the students. Business firms have also become consuming publics of the VTAE districts because they "buy" the vocational-technical training for their own employees. The general public serves as a "consuming public" as well. It includes local publics, mass media, parents of students and competitive publics (Kotler, 1975:19).

The institution's current students, faculty and staff are very active and greatly affect the dynamics of the relationships between themselves and other publics including some who are passive. Satisfied publics can have an effect on the enthusiasm of prospective students and parents. Enthusiastic students can affect the feelings of faculty and staff who will believe their work is worthwhile. Dissatisfaction of a public can, by the same dynamics, affect the attitudes of other publics (Kotler, 1975:20). Dissatisfied faculty and staff can affect the enthusiasm of current and prospective students. An organization, when it begins to think of cultivating the support a certain public, is thinking about that public as a market. Kotler (1975:22) defines a marketing as "a distinct group of people and/or organizations that have resources which they want to exchange, or might conceivably exchange, for distinct benefits."

This study addressed the the need to treat faculty and staff of the VTAE system as a market. A marketer must examine allocation of resources of various markets (Kotler, 1975:64). If a poor image of the institution is perceived by faculty and staff, there is little use in directing marketing resources toward external publics until the internal public's needs and perceptions are corrected. The leaders of an organization have their own perceptions of an organization, but this is often at variance with the images held by significant publics dealing with an organization. When a significant variance between self-image and other image is discovered, a VTAE district may try to more effectively communicate its reality or even to change its reality. Image is not acquired only by public relations, however. More often it is a function of the deeds and actions of an organization (Kotler, 1975:130).

Kotler (1975:345) criticizes the practice of the education industry as contributing to its own problems by being unresponsive to markets. He stated suppliers of the educational industry have been trying to sell products the market does not want, and its delay in approaching change is a major factor in the current educational crisis.

Innovation is as desirable for the educational industry, and especially the vocational-technical schools, as for any other industry, but faculty and staff are often resistant to innovation because they see it as a threat to their status. Kotler

(1975:356-357) suggested that a planner wanting to speed up innovation must find ways to reduce the distance between the innovation and the "potential adaptors" such as the administrators, teachers and staff. The next step is to investigate the beliefs, perceptions and motivations of these faculty and staff. Promotional programs must then be planned to address specific needs. Decisions must be made on the types of appeals to use, how messages should be structured and how change strategy can be integrated into the organization.

The importance of exploring beliefs, perceptions and motivations was stressed by Kotler (1975:358). This unique set of variables enter into the development of image. While many studies in higher education stressed the need to assess the image perceived by such publics as prospective and current students, and alumni, few emphasized the importance of knowing what the internal publics, the faculty and staff who serve as agents for the institution believed the image of the institution to be. Yet various studies (Litten and Brodigan, 1982; Cibek, 1982) indicated that college representatives were influential in the decisions of prospective students to attend college. This study assessed their perceived image of the Wisconsin VTAE system. Results of this study provided valuable information for preparing marketing strategies which will address innovation and change necessary to reverse the trend of declining enrollments in the VTAE districts of the Wisconsin East Central Consortium.

Support for the conduct of this study was granted by the Administrator of Student Services at Moraine Park VTAE District. Support from the district directors in each of the five institutions was also sought and their permission to distribute the questionnaire to staff was granted (Appendix B). One director emphasized his understanding of the importance of the study in his consent letter and urged that the results be made available to him "very quickly." The executive director of the East Central Consortium was informed of the intent to conduct the study. He expressed his support and the desire to present the results to various committees of the Wisconsin Board of VTAE and the Wisconsin State Boards Association.

Statement of the Problem

The problem is that it was not known if the image of the Wisconsin VTAE system was viewed similarly by faculty, support staff and managers in the East Central Consortium. It was not known whether ratings on factors related to image were based on membership in a particular staff group, or employment at a particular institution.

Since it was not known if different staff groups or different districts perceived the Wisconsin VTAE system similarly, it was not possible to suggest marketing strategies on communication efforts to enchance or to change the perceived image. It was not known what image was being portrayed to current students or to potential students or local community supporters by contacts with district faculty and staff of the consortium. Member districts of the consortium could not

develop a unified marketing strategy which utilized faculty, management and support staff to present a desirable public image consistent with the goals of the five districts.

Statement of the Purpose

The purpose of this study was to determine if ratings of factors affecting the image of the Wisconsin VTAE system were related to membership in one of three staff groups, or to employment at a particular institution within the East Central Wisconsin VTAE Consortium. The results of this study were useful in enhancement of a marketing plan to include efforts from staff groups to emphasize those aspects of the image found to be consistent with the ideal image. Results were also useful in focusing on in-service programs to inform staff of factors related to image which were viewed as inconsistent with the ideal, and to solicit their input on ways to improve institutional image related to these factors. The executive director of the East Central Consortium was provided the results as information for the governing boards of the districts so that efforts could be made to improve the image of the Wisconsin VTAE system and increase enrollments.

Major Issues and Research Questions

Image research, no matter how sophisticated, is beneficial. An institution must be continually concerned with determining its image, and work to reinforce or alter the results of its findings (Huddleston

and Karr, 1982:369). Micek (1985) pointed out the importance of faculty participation in planning efforts. Anderson (1985) stated that "you must raise the marketing consciousness within an institution, and you must market marketing."

It was aptly pointed out by Austin (Alfred, et. al., 1985) that nothing else matters in an institutional plan unless it has students to teach. The Moraine Park district director shared this observation by setting as priorities for the 1986-87 academic year the maintenance of current full-time equivalent (FTE) level of enrollment, plus the addition of 100 FTE's through new and innovative efforts. All of these factors pointed to the need to be aware of institutional image and to encourage staff awareness of the need for marketing the institution. Since staff had varying frames of reference related to aspects affecting image, and since different emphases could exist from institution to institution within the five-district consortium, the following research questions were posed:

1. What was the perceived current image of the Wisconsin VTAE system for each of the three staff categories?

2. Was a difference in the perceived current image of the Wisconsin VTAE system dependent upon category of staff responding?

3. What was the perceived current image of the Wisconsin VTAE system for each of the five districts based upon responses of the staff in that district?

4. Were differences in the perceived current image of the Wisconsin VTAE system dependent upon membership as an employee in one of the five VTAE districts?

5. What was the perceived ideal image of the Wisconsin VTAE system as related to the factors identified in the research instrument?

Based on the research questions listed, the following hypotheses were developed:

1. There would be a relationship between ratings on factors related to current image of the Wisconsin VTAE system and membership in one of the three employee groups.

2. There would be a relationship between rating on factors related to current image of the Wisconsin VTAE system and employment at a particular institution in the five-district consortium.

Definition of Terms

The following terms were used in this study:

Administrators: Top management staff of the district who make major decisions related to educational focus of effort.

Attitude: A mental set which caused a characteristic response or behavior to a given stimulus (Chapman, 1977:16).

East Central Wisconsin VTAE Consortium: A group of five post-secondary vocational, technical and adult education (VTAE) school districts in eastern Wisconsin who work together in those areas where mutual benefit can be gained through group action.

Image: A sum set of beliefs, ideas, attitudes and impressions a person has about an object (Kotler, 1975:131).

In-service: A somewhat limited term referring to planned learning activities designed to improve specific job skills and attitudes of staff and generally held in-plant.

Institutional image: A broad term which related to the impression and reputation of the vocational-technical institution projected to the public.

Instructional staff: Employees whose primary duty is to teach students, and who have annual contracts to conduct this function, used interchangeably with the terms "faculty" and "teachers" in this study.

Managers: Employees whose primary responsibilities are to manage and administer the affairs of the district.

Participants: All staff members who were mailed a questionnaire.

Regular appointment employee: Staff who are hired on a yearly basis, and excluding staff who serve only on an occasional or call basis as needed.

Respondents: All participants who returned a questionnaire.

Support staff: Employees who perform a variety of functions at the institution which are nonteaching and non-managerial in nature.

Vocational-technical: A term used interchangeably with "vocational," "technical" or "occupational" relating to institutions, programs, curricula or courses designed to prepare students for immediate employment in an occupation or cluster of occupations.

Wisconsin VTAE system: A system of vocational, technical and adult education made up of sixteen locally governed districts under the direction of the Wisconsin Board of Vocational, Technical and Adult Education.

Wisconsin Board of Vocational, Technical and Adult Education: A board which determines the organization, plans, scope and development of vocational, technical and adult education and establishes criteria for state aid, credit determination and other purposes (Wis. Stats. Chapter 38; 1985:76).

Limitations of the Study

The interpretations and recommendations of this study were limited to the results obtained from the survey instrument, and to the information obtained by the review of literature. Frequency counts for data scores were limited to the accuracy and honesty inherent in the responses provided by the staff participants.

It was recognized that the aspects for institutional image identified were only some facets of a more complex set of beliefs, ideas and impressions that comprise an image based on the generally perceived role of vocational education. Statements included in the instrument were limited to the judgment of marketing experts of the five districts in the consortium as to aspects important to the image of the VTAE system. It was further recognized that attitudes of staff about image of the VTAE system cannot be measured universally in a one-time gathering of data (Chapman, 1977:13).

It was also recognized that the sample of staff members responding might not be representative of all staff members of the five districts. Motivation to respond to the questionnaire or failure to respond might be related to personal bias of the participant. In addition, responses may have been reflected preconceived notions of what their individual institution's role was or should be rather than the staff member's actual perception of what was important to the overall image of the Wisconsin VTAE system.

Assumptions

It was assumed for purposes of this study that use of a chi square calculation was a reasonable and feasible method for determining if rating aspects of an institutional image by three staff groups was independent of membership in one of three groups responding. Issac and Michaels (1981:180) discussed a similar example of a chi square test for categories exceeding a 2 x 2 table used to

determine if there is a significant relationship between responses of persons with membership in one of several groups and their responses to a questionnaire. Since data was compiled by frequency, it was assumed that this nonparametric test was appropriate. It was further assumed that responses to the questionnaire by participants were honest representations of their current opinions of the image aspects queried, and of their actual feelings on these image areas. It was assumed that descriptive statements were perceived in a similar way by respondents. It was further assumed that those responding represented a cross section of each staff group rather than only those who had an understanding or interest in the subject of the study.

To support these assumptions, the questionnaire was field tested. Also, a cover letter explaining the purpose of the study was sent to the participants. Specific directions for completion were incorporated in the questionnaire.

It was assumed that the outcomes of this study would be useful in development of marketing strategies for the involvement of staff in recruitment. It was further assumed that results would provide administrators direction for improvement of image aspects not in cadence with their perceptions of an ideal institution. Communication tools, such as in-service programs to inform staff of deeds and actions of the district for which image perceptions were in error, were recommended as variations in perceived versus ideal image factors were revealed.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

The education industry, of which the Wisconsin VTAE is a part, is one of the largest in the United States. It employes over three million people and serves over sixty million students at an annual cost of over seven percent of the gross national product (Kotler, 1975:344). America's institutions of higher education are big businesses, with multi-million dollar budget appropriations and endowments (Portugal, 1979:76).

Until the mid-sixties, post-secondary education was seen by students as a necessary product to consume, and it was supported by parents and governing bodies. Since that time critics have attacked educational practices and questioned the need for schools. Students have demanded that teachers get involved in national problems and administrators share power in determination of educational policy (Kotler, 1975:345). The future of the vocational-technical system will not be made by the federal government, but by decisions of parents and students to chose institutions where they will learn to integrate the work they do as adults with interests as private citizens (Krukowski, 1985:28). The VTAE schools of today have, very "business-like" problems of attracting good students, recruiting

and keeping excellent faculty and staff, and obtaining support from legislators, business and industry, and alumni (Portugal, 1979:76).

Enrollment by the consumers of education can be significantly influenced by the image portrayed by the educational institution and perceived by the student. This makes it important for the VTAE system to assess its image from the perspective of its various publics. One public which has been overlooked in image research is the internal public, that is, the faculty and staff. Employee remarks about an educational institution relate to its credibility (Huddleston and Karr, 1982:366). Assessing the image perception of this internal public and communicating misperceived deeds of an institution may be a first step in development of an overall strategic marketing plan to bolster declining VTAE enrollments.

Theories of Image

While the study of attitudes has occupied a central place in social psychology during the past fifty years (Shaw and Wright, 1967:1), the term "image" has only held popular use since the 1950's (Kotler, 1975:130). Its wide use in relationship to many areas has blurred its meaning (Kotler, 1975:131). Studies of institutional image development imply that image is essentially an emotional response to what people believe about an organization as opposed to what is reality (Fram, 1982:3).

"Attitude" has had many definitions. Rokeach (1972:5) described attitude as "a relatively enduring organization of beliefs around an object or situation predisclosing one to respond in some preferential manner." In 1955, Cardino explained that "attitude entails a predisposition to respond to social objects which, in interaction with situational and other dispositional variables, guides and directs overt behavior of the individual" (Shaw and Wright, 1967:2). Chapman (1977:16) defined "attitude" more simply as "a mental set that will cause one to respond in a characteristic manner to a given stimulus."

Attitudes are the end product of the socialization process and significantly influence man's responses to other persons (Shaw and Wright, 1967:3). "Images" are positioned somewhere between beliefs and attitudes, according to Kotler (1975:131). He states that images are more than a simple belief, but are a whole set of beliefs. Images do not necessarily reveal attitude toward an object, although they may influence attitude (Kotler, 1975:131).

Fram (1982:3) describes images as oversimplifications in the consumer's mind, which are based on filtered perceptions and messages. Images cause various publics to view an institution in a gestalt sense. That is, they take a series of oversimplifications and develop a view or opinion based on an organized whole. As a consequence, they may make important decisions not based on realities, but on what their sense of the gestalt describes (Fram, 1982:3). A

person's beliefs, ideas, and impressions come from needs, background, and past experiences with objects. Images differ in clarity and complexity, depending upon the person (Kotler, 1975:131).

A specific educational institution's image may develop from a school gestalt which may be based more on physical campus attributes than on academic reputation, depending on a person's background and experience with an object (Fram, 1982:3). In developing a scheme for examining image, these theories of images must be considered. A distinction must be made between "attitude research" which is the measuring and interpretation of views, sentiments, and opinions that a segment of the public may hold toward a specific person, product, issue, or organization, and "image research" which is the systematic study of perceptions of people toward and about organizations (Lindenmann, 1983:11). Image studies have become important to educational institutions as it has become known that, however inaccurate images may be, they serve as a basis for people's decisions to attend or not attend schools and colleges (Struckman-Johnson and Kinsley, 1985:316).

Maintaining or creating a desired image is more difficult than achieving name recognition or position. While image is superficial in some respects, its value should not be underestimated in this highly image-conscious society. Once the image is known, it can be either supported or altered depending upon how it matches a desired image (Dehne, 1985:32).

Components of an Image

There are many components to an educational institution's image, among them academic reputation, campus appearance, cost, location, distance from home, personal attention, career placement, social activities, programs of study, and size (Huddleston and Karr, 1982:364). Some factors related to image are not controllable. Environmental factors, economic inflation, employment demand, or changes in life-style may cause images to be altered, but an institution cannot control these elements. The macro-environment relative to demography, economy, technology, government, and culture have a profound effect on an organization while the organization will not affect the environment as a general rule (Kotler, 1975:60). Other attributes of institutional image are campus environment, research activities by faculty, quality of teaching and pricing (Struckman-Johnson and Kinsley, 1985:316).

No exact number of components comprise image. It is dependent on the public's values and the researcher's categorization method (Huddleston and Karr, 1982:364). Different weights may be placed on image components, but image weaknesses may handicap growth and profitability (Kolter, 1980:632). An institution may create different images among different publics as long as they are broadly consistent (Kotler, 1982:633).

There are controllable ingredients to an image. Campus appearance reflects aesthetic appeal, price reflects quality,

promotional materials create or enhance moods, students and faculty remarks establish credibility, and the institution's logo fosters memorability (Huddleston and Karr, 1982:366). Good or bad images carry over long after an institution has changed, and this can be frustrating for a recruiter who interacts with affecting agents who may possess a holdover set of beliefs about a school (Huddleston and Karr, 1982:366).

Chamberlain (1984:14) discusses image in terms of factors which create "institutional distinctiveness," those image elements of an organization that exist independent of comparison with other schools. The extent to which these dimensions exist and the level of their importance make up the distinctive profile of an institution. Eight factors are described by Chamberlain: 1) moral issues related to awareness of ethical standards and a concern for values in academic disciplines; 2) intellectual commitment to training students to inquire, study, and think critically; 3) the egalitarian aspect which shows respect for all people; 4) the reverance for the spiritual element that is existent in every person; 5) the encouragement of the development of socio-political informed judgments; 6) a campus environment emphasizing a humane, empathetic, tolerant respect toward others; 7) the emphasis of the importance of individual growth in all areas of life; and 8) interpretation of contemporary issues in a manner which encompasses and strives to preserve heritage (Chamberlain, 1985:14). Manifestation of these internal elements of an institution contribute to the school's image as perceived by

various publics and give an institutional identity beyond the words in its mission. Chamberlain's discussion relates directly to Kotler's concept that image is derived not only from public relations but from deeds of the organization (Kotler, 1975:130).

Garvin emphasized that actual quality of an institution is often less important than its reputation or prestige. It is the perceived excellence which attracts students (Fram, 1982:6). There are tangible elements of image which contribute to the prestige and image of an institution. Such statistics as the number of faculty with masters or doctoral degrees, the physical appearance of the campus, the number of students who go on to school or who find jobs, and the success rate of alumni are all measurable elements (Dehne, 1985:29). The deeds of the faculty in terms of their measurable efforts to keep current in their subject areas and their professional activities, contribute significantly to the perceived image of a school (Fram, 1982:1). One researcher related that an interesting, but important element of an institution's image was campus safety (Muffo and Whipple, 1982:12). It is important to an admissions officer to understand why students chose or rejected a school, even if their initial contact created interest. The institution's public relations officer must concentrate on those marketing concepts and images that will achieve student recruitment goals (Dehne, 1985:29). What factors influence enrollment are of vital concern.

Studies of Factors Influencing Enrollments

A 1982 study by Group Attitudes Corporation revealed that attitudes toward education are changing (Solorzano, 1983:67). Preparation for a career was rated by 86 percent of the adults as the most important reason to attend college, while academic excellence was rated fourth (Solorzano, 1983:67). In a 1983 report by The College Board, 70 percent of the freshmen students surveyed said the most important reason to attend college was to make money, while in 1972 only 50 percent felt this was important (Solorzano, 1983:67). While many educators lament the decline in the eighteen year-old population, Krukowski (1985:21) indicated that the real concern was that it is more difficult to find students who wanted the education an institution had to offer.

The majority of job openings require skills acquired in a technical or trade school than in colleges, and technical school graduates are routinely landing jobs for higher pay than Bachelor of Arts graduates can command (Tushy, 1982:94). Developers of vocational-technical school marketing plans should be aware of these national shifts of attitude and of important sources of information that affect student enrollments.

Litten and Brodigan (1982:242-246) summarized results of several studies on important sources of information used by students as they selected colleges. A study at Pennsylvania State University listed the two sources of information most influential in a choice of

institutions as high school counselors and college publications (Litten and Brodigan, 1982:246). Other studies revealed that important sources of information were catalogs, visits, counselors, college students, college representatives, parents, and friends (Litten and Brodigan, 1982:250). In their own study, Litten and Brodigan (1982:251) discovered that the most important types of information sought by Carleton College's potential students were financial information, fields of study, general academic reputation, location, and social atmosphere. They found that students preferred to obtain academic information from high school counselors and social information about the institution from current students (Litten and Brodigan, 1982:251).

Cibek (1982:101) reported on a study conducted by the Arizona High School/College Relations Council. When students were asked how they first learned about the college they selected, 50.6 percent said a "friend or relative," 12.7 percent "a personal campus visit," 11.7 percent "college publications," 10.5 percent "other," and 7.2 percent "a high school teacher or counselor." When asked the most important source of college information, 22.9 percent stated "a college representative or college days," 21.5 percent "college publications," 21.3 percent "a friend or relative," 16.8 percent "high school counselors or teachers," and 14.1 percent "a visit to campus" (Cibek, 1982:101). The public relations staff must stop thinking in terms of publications, publicity, or special events and start thinking name

recognition, positioning, and imaging. Lack of institutional visability makes direct mailing useless (Dehne, 1985:29).

Williams (1983:69) emphasized that students are becoming more astute about buying an education, as indicated by the increase in sales of college guidebooks. Instead of waiting to be chosen by a college, students are taking it upon themselves to find a college which best suits their needs. Litten and Brodigan (1982:243-246) presented a comprehensive review of research studies on factors influencing decisions of students to enroll in certain colleges. At Bradley University, four factors were listed (in order of importance) as explaining matriculation: college and program quality, size, cost, and location. A 1979 study at Carleton College indicated that variables predicting matriculation of applicants from the North Central United States were: social atmosphere, academic quality, cost, and geographic location. A 1981 study at Boston College listed seven variables predicting matriculation: financial aid, parent's preferences, specific academic programs, size, location, athletic facilities, and social activities. A 1978 study at Pennsylvania State revealed the major influences on students' decisions to attend were costs, programs, and location. At the University of California, a 1980 study rated five attributes as influential in students' decisions to attend: (1) parents, (2) college publications, (3) college representative, (4) current students, and (5) high school counselors (Litten and Brodigan, 1982:245-250).

In Cibek's study (1982:101), Arizona students were asked to identify the greatest impact on their choice of institutions. "Self" was listed by 59.2 percent, "relative" by 23.3 percent, "friend" by 6.6 percent, "high school counselor" by 4.7 percent, and "college representative" by 3.1 percent. A 1973 study at Indiana University revealed that parents and students differed in their rating of factors relevant to college choice. Parents listed financial, geographical, and academic factors as important, while students were more impressed with social, cultural, and informal advice as factors in their decision to attend (Litten and Brodigan, 1982:247).

As the studies indicate, location is a big factor to be emphasized by recruiters. Many schools are using location as an enhancement to the marketing of their institutions (Williams, 1983:69). Krukowski (1985:24) interviewed more than 40,000 individuals, primarily high schools students, about college choice. She found that a rural location was a handicap to recruitment because students considered a rural school as not connected to the larger world. The perception was that an institution closer to a major metropolitan area was connected to centers of power. Krukowski's study showed that attitudes about size and location confirm that an institution's connection to the outside world is more important to recruitment than the on-campus experiences. Muffo and Whipple (1982:9), using an expectancy-value model to determine the image of Cleveland State University, found its downtown location was seen as convenient. The location was also associated with crime, and the

school labeled a commuter college with little dormatory space which many surveyed saw as a detriment. Lack of parking space was also seen as a deterrant to attendance.

Size can also create positive or negative perceptions. Smallness may be associated with small classes and personal attention. Krukowski (1985:23) found that in the current labor market, however, smallness was a liability. Smaller schools were perceived as being less known, less important, less in touch with the outside world, and, therefore, unable to assure desirable job acquisition or access to prestigious schools for follow-up study. Students saw smaller institutions as suitable for students who were unsure of themselves and needing guidance (Krukowski, 1985:23).

Another big change in recruitment strategies is the role of money as an incentive. Money is now distributed not only to those in financial need. It is targeted to attract the academically outstanding, with a goal toward building or maintaining the quality of the student body and attracting other students, while also recruiting good professors (Williams, 1983:69-70). Krukowski (1985:21) found, however, that students and parents were willing and eager to pay for a school with a favorable reputation, or with programs that lead to high paying jobs. A difference in price of five to ten percent had little impact on a student's choice of college. There was a perception of value received for dollars spent, which was more important than the precise tuition rate. Secretary of Education Bennett emphasized that

education should be a return on investment and expenditures, the material and practical benefits from an education. A shift was noted in criterion students and parents used for college choice from "descriptors" to educational "outcomes" (Krukowski, 1985:22). These criteria were based on the institution's "perceived prestige," which translated for students to the outcomes they wanted. These outcomes may or may not have anything to do with academic quality (Krukowski, 1985:23).

A more effective strategy may be to design a marketing approach around specific target groups (Malaney, 1983:267). Student surveys can identify certain student characteristics of target groups for which strategies can be developed to address their needs (Huddleston and Karr, 1983:369). Interpreted data must also be placed in the hands of other institutional decision makers, such as college improvement planning groups or alumni loyalty development organizations (Wafford, 1982:54). Cibek, (1982:102) emphasized the importance of conducting student assessments every three to five years, since factors considered important by students can vary in relatively short periods of time. She also stressed the need to survey various identifiable groups, such as reentry adults and nontraditional students, to determine what information they consider relevant to their choice of an institution (Cibek, 1982:102).

As the Information Society creates changes in the work place, people may have to change careers up to five times in their lives,

thus making the adult learners an important identifiable group to be considered by educators (Williams and Young, 1983:80). It is important when recruiting workers that their desires for part-time enrollment and availability of evening or weekend courses are met (Malaney, 1983:268). Of the twelve million post-secondary students in the United States, only about two million are full-time, residential students in the age category of eighteen to twenty-two (Hodgkinson, 1985:38). DeTurk (1985) reviewed a report of desired outcomes as viewed by the adult learner. Among the factors cited were institutional legitimacy, clear communication, and precise procedures, efficiency, and faculty behavior. Evidence of institutional renewal, promotion of an espirit de corps, and lack of bias toward traditional students in the mission were said to be important to adult learners.

Unless the entire institution carefully identifies its educational mission and shows a willingness to carry it out over time, marketing in admissions cannot take place (Engledow and Anderson, 1978:8). Any recruitment program will remain successful only if the entire staff gives its continuous support (Murphy and Achtziger, 1982:321) and communications to prospective students follow the dictates of the institutional plan (Engledow and Anderson, 1978:8).

Research is more or less important to an admissions officer depending upon the philosophy of that office or institution. The research can be conducted in admissions, or by other offices, e.g., institutional research (Phelps, 1981:93). The important thing is for the institution to recognize the value of research in marketing.

Assessment of Image

Research is one area in which the higher education industry is often placed on the defensive. The higher education industry neglects to apply research findings in the field of public opinion. However, examination of public opinion research results often reveal that higher education fares well compared to other social institutions (Jacobson, 1979:79). Kotler (1975:130) cites three reasons why an organization should be interested in researching its image: 1) to learn how it is seen in relation to competitive organizations, 2) to understand how it is viewed by different markets or publics, and 3) to monitor its image over time.

The concept of image is illusive. Like the concept of attitude, image is a creation or construct. Therefore, one cannot measure images or attitudes but only infer people's perceptions by their words and actions (Henerson, et. al., 1978:11). To study images, however, requires that they be measured (Shaw and Wright, 1967:14). According to Henerson (1978:12), measurement of image for planning generally calls for assessment of the perceptions of a group, not the attitude, beliefs, and feelings by individuals. This evaluation is done to help people make informed educational decisions (Henerson, et. al., 1978:13).

A number of different techniques to measure images have been developed. These techniques are in two categories: response methods and judgment methods. Response methods do not specify any image

attributes. Respondents are asked to describe images verbally or perform tasks from which image attributes will be inferred. Some response methods are unstructured interviews, object sorting, or multi-dimensional scaling (Kotler, 1975:132). Judgment methods specify image attributes in advance and ask respondents to rank, rate, or react to them. The two best known judgment methods, according to Kotler (1975:132), are item lists or the semantic differential.

Image assessment requires the development of a survey instrument to measure the organization's image among its major publics (Kotler, 1980:631). To determine attributes of an image prior to the development of an instrument for use on a large sample, Kotler (1975:132) suggested use of an unstructured interview. As subjects describe how they see an object or organization, surprising perceptions may be uncovered. The drawback to use of interviews is that subjects may not be willing or able to verbalize their images of an object. Also data analysis is lengthy, complex, and often subjective (Kotler, 1975:132). The advantage of an oral interview is that it is more flexible than a structured rating scale, and sometimes people express their views better orally than in writing (Henerson, 1978:19).

Object sorting is subjecting the respondents to a set of stimuli and asking them to group them in any way they wish. A researcher can only speculate as to why respondents grouped stimuli in a particular way, so evaluation in this method is highly subjective

(Kotler, 1975:133). In multidimensional scaling, subjects are given a triad of objects and asked to state which are the most similar. Each object can be plotted to show its position in relationship to other objects. Dimensions of an image in this method are inferred (Kotler, 1975:134).

A judgment method used by image researchers who canvass large samples as an easy and inexpensive way to define results is the item list. Attributes are pre-determined and subjects select an item on a scale that best fits the perception of the attribute. An item list is not bi-polar. Subjects cannot rate degrees of having the attribute, but only if it is present or not (Kotler, 1975:134).

In measuring the content of the image of an organization, one of the most common tools used is the semantic differential. The semantic differential is a set of appropriate image attributes stated in bi-polar terms. The respondents placed a mark on a scale according to the degree to which an object or organization possessed the attribute. The image researcher averages the responses on each scale and represents this by a point. The points when connected vertically form an image profile of an object or organization (Kotler, 1980:632). Kotler (1975:136) emphasizes that since the semantic differential is a judgment method, image researchers should use caution to make the design of the instrument as reliable as possible. A number of unstructured interviews were recommended to determine the major bi-polar dimensions for rating a school's image. It was

recommended that the number of attributes be kept small to avoid redundancy. Word choices that have connotations should be avoided when picking bi-polar adjectives (Kotler, 1975:137).

An organization is interested in image measurement and modification because of the influence it has on behavior. The maximum behavior response may be obtained from a public by acquiring the right image (Kotler, 1975:140). Although the connection between image and behavior is fragile, organizations should not, according to Kotler (1975:141), dismiss measurement of image and image planning because image is hard to change and its effect on behavior is not clear. Kotler stated that there is definitely some connection between image and behavior.

The methodology for measuring the concept of institutional image is not well developed. A review of literature shows few studies in which the overall image of an institution was measured. Most research was related to factors influencing enrollment or of source of information. Samples of subjects were asked to state preferences or expectations for institutional roles, policies, or factors of enrollment in opinion surveys. In some studies, students were asked to indicate how they perceived one attribute of a school, such as a registration procedure or community relations (Struckman-Johnson and Kinsley, 1985:317). In some studies, an image profile was developed for an educational institution.

In 1982, Muffo and Whipple (1982:8) used an expectancy-value model to analyze the marketing position of Cleveland State University. They surveyed six populations in telephone surveys conducted by a marketing research firm. The populations were the general public in their vicinity, current undergraduates, potential graduate students, parents of undergraduates, high school seniors, and high school teachers and counselors. School attributes used in the survey were solicited from faculty, administrators, and students. The study revealed that the university was seen as geographically and economically convenient, and offered adequate education, but was lacking in safety, academic stature, and social benefits of living away from home. Substantial differences were noted in the perceptions of those who were very familiar with the institution and those who were not. Those who knew it best were more positive. High quality professors, excellent academic reputation, and a safe campus were seen as very important, while numerous course offerings, range of degrees, and closeness to home were seen as not so important. Muffo and Whipple (1982:12) noted that the expectancy-value model had major drawbacks for use in higher education studies, since it was adapted from studies of consumer buying which concentrated on items frequently purchased. Enrollment procedures at a higher educational institution are not such that they can determine if a shift in perception of an image attribute would lead to enrollment in the university. The results did suggest a direction the institution could take regarding elements of its marketing program (Muffo and Whipple, 1982:13). The

expectancy-value model suggested a rating of importance on attributes and then rated the institution on that attribute. The process was similar to the semantic differential technique used by Huddleston and Karr (1982) and Struckman-Johnson and Kinsley (1985). An ideal rating was compared with the actual rating of the school.

Huddleston and Karr (1982:368) surveyed students visiting the Bradley University Undergraduate Admissions Office using an adaptation of the semantic differential. The instrument was revised to include descriptive phrases of the bi-polar attributes. In Figure 3, the college image profile developed from their study and the twelve attributes studied are shown. Students sampled rated Bradley statistically consistent with their image of an ideal institution only on three dimensions: Campus appearance, recognition, and personalization (Huddleston and Karr, 1982:369). Results of such research must be evaluated by comparing the specific organization against the ideal organization to develop strategies for addressing target audiences. The authors stressed that image research need not be highly sophisticated to be beneficial, and an institution must continually be concerned with determining its image for target markets (Huddleston and Karr, 1982:369).

Based on the image profile technique suggested by Huddleston and Karr (1982:369), Struckman-Johnson and Kinsley (1985:318) developed a "college perception questionnaire" (CPQ) to describe the University of South Dakota with a series of seven-point semantic

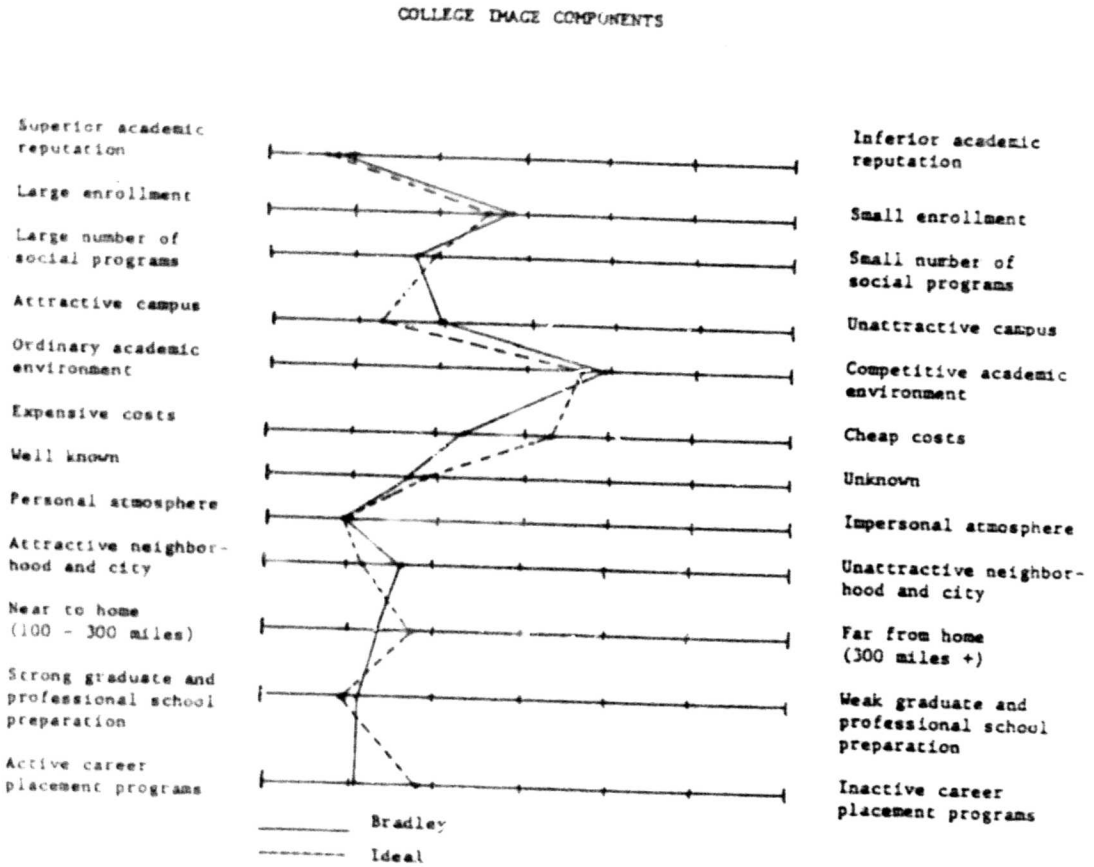

Figure 3

College Image Components at Bradley University
(Huddleston and Karr, 1982:370)

differential scales. The authors surveyed high school seniors, university students, and alumni. In Figure 4, the image profile for this study is depicted. The study revealed that the definite preference in an ideal rating was an institution that enabled the obtaining of a good job. A high academic reputation, attractive campus, and personal atmosphere were also seen as important, while how well known the school was, the superiority of athletic facilities, or the nearness to home were not seen as important factors (Struckman-Johnson and Kinsley, 1985:320).

Image perspectives do not necessarily reflect the true nature of the institution, but once known, positive aspects of image can be stressed and negative or weak aspects improved by efforts of the administration and staff. Solid market research is invaluable in providing a framework for market planning and implementation (Topor, 1985:25).

The Importance of Staff Perceptions

Everyone associated with a school is a school communicator (Harper, 1984:33). To the outside world, every member of the faculty and staff represents the institution. With an informed understanding of this internal public, the administration is in a better position to inform, educate, and persuade the external publics (Cartier, 1984:46).

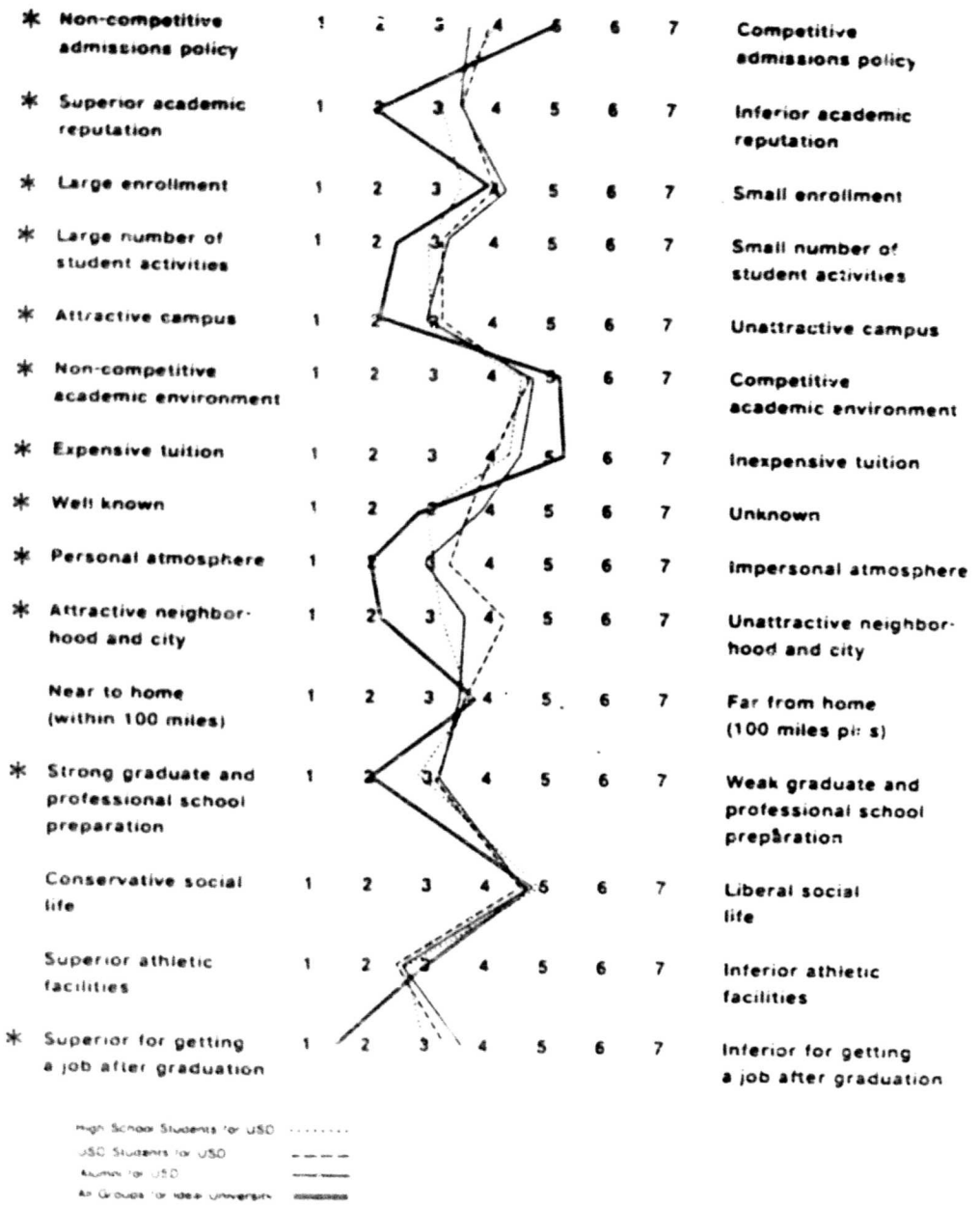

Figure 4

Image Profiles of University of South Dakota for High School Seniors, USD Students, and Alumni Versus the Image Profile of an Ideal University for All Three Groups (Struckman-Johnson and Kinsley, 1985:321)

All employees, including support staff, contribute significantly to the image of an educational institution. They are in a position to affect the controllable ingredients of an educational institution's image, such as academic quality, currency of curriculum, campus appearance, promotional materials, and public contact (Huddleston and Karr, 1982:366). They must know and understand the marketplace, be sensitive to shifts in public expectations, and be alert to public needs (Spitzer, 1984:12). Most people say they get many of their facts and attitudes from face-to-face conversation and personal experience (Jacobson, 1979:83). Employee remarks about an educational institute relate to its credibility, and good or bad images carry over long after an institution or an employee has changed (Huddleston and Karr, 1982:366).

Support staff in admissions and registration offices are in primary positions to affect a positive or negative image of the institution based on the image they project of themselves and the institution and their ability to deal with a wide variety of people. Their public includes parents, outside agency representatives, and staff from other educational institutions. Most importantly, however, it includes potential, new, and continuing students and alumni. Support staff are among the first to have contact with a potential student when application is made and the last to relate to alumni who contact their alma mater for transcripts of their academic record (Stepien, 1984:10).

Many employees underestimate the importance of human relations in building their careers (Chapman, 1977:1). Chapman (1977:3) pointed out that human relations involves knowing how to handle difficult problems or people. It is learning to live with frustrations, building or restoring working relationships, understanding oneself and others, productivity, and communicating a positive attitude. How institutional staff and faculty feel depends on the extent to which they believe that events result from their own behavior. A feeling of internal control is in stark contrast to feeling that happenings are dependent on faith, chance, or the whim of others (Harris, 1985:15). When enrollments decline, perspectives on locus of control may shift.

Enrollment statistics are often the basis for institutional funding. Therefore, enrollment strongly influences the pride, morale, and enthusiasm of educators. Low enrollments can erode the ambitions and feelings of self-worth among faculty and administrators. Such attitudes can further contribute to the problems of image in a period of enrollment decline (Williams, 1978:10). An environment must be provided where faculty, staff, and administration can work together to direct attention to improved opportunities for rich learning experiences, with de-emphasis on political and fiscal concerns (Young and Chugh, 1981:61). To foster organizational dynamics and institutional characteristics associated with school effectiveness, it is necessary to understand perceptions of staff and faculty and then empower them to make important decisions about what will happen in the organization (Finn, 1984:518).

Surveying attitudes of teachers is valuable as a benchmark to comparison with other publics. Such information can alert decision makers to the teacher's reactions to a variety of school problems and policies. In a recent poll, Gallup (1984:98) found elementary and secondary teachers' attitudes markedly uniform. Teachers rated schools and their own performance high; but were less positive about performance of school boards and administrators. They favored tougher entrance requirements to post-secondary schools (Gallup, 1984:98).

Members of a school community often share a belief structure, and a value system leading to a set of common goals (Finn, 1984:519). The goal of education is to help people become all that they can be (Elliman, 1984:25). Elliman (1984:23) suggested that Americans can learn from Japan improved attitudes toward work and an environment of trust that exists between employers and workers, both of which affect productivity. He stated that the job of educators is to develop and sell the end product -- the student.

The American Association of Community and Junior Colleges (AACJC) has been working on its mission and objectives for several years. They have been concerned about the "stigma of inferiority" that has plagued employees in vocational-technical and community colleges, and identified the source as ineffective internal relations. Teachers who have been defensive or negative in their public postures have affected the image of these schools. External publics will communicate directly with students, faculty members, or

administrators. Therefore, campus morale may be a single most important factor in external image (Harper, 1982:7). Dennison (1985:61) considered actions of the teaching faculty in a vocational-technical or community college, who tried to adopt policies and procedures from other educational models rather than developing standards and actions unique to their own institution, as major obstacles to achievement of pariety with other institutions. Part of the difficulty resulted from a lack of good understanding of the kind of institution the two-year colleges needed to be to serve individuals and communities into the 1980's (Yarrington, 1980:7). Only when educators clarified these issues was confidence restored in the vocational-technical and community colleges for those working in the system (Lencyk, 1980:9).

Since faculty and staff appear to be the heartbeat of the educational institution, it is surprising that there has not been more study of their impact on institutional image (Fram, 1982:9). A lot of time and money is spent exploring new marketing techniques, but the basic, effective first step is to establish institutional identity and the desired image and to establish an internal communication system to determine if faculty and staff clearly understand what it is (Snyder, 1984:54). Kotler described faculty as a public. A good marketing person will search for their needs and wants and seek to build relationships. Each public may require a marketing plan, even the internal public (Harper, 1984:32).

Organizational Planning and Marketing

Disjointed marketing in post-secondary schools contributes to feelings of separation, disunity, and impersonality among faculty, staff, and students. A directed, unified marketing plan can serve as a touchstone for the image of the school and a life-giving force for the institution and its broadening constituencies (Lencyk, 1980:12). Image building begins at home, with the faculty, staff, and students, and then expands to neighborhoods, other institutions, and finally the general public (Ashby, 1983:43). The sense of continuity that the president gives to the image of a higher educational institution is important. The CEO is the college to many of its constituents (Ashby, 1983:45). Too few higher education executives have an understanding and commitment to overall planning and plans for communication. Too few staff and faculty recognize the importance of their own roles in it (Jacobson, 1979:72). If the president is really the chief marketing officer of the institution, he or she should call for monitoring of the image of the organization on a regular basis (Fram, 1982:17).

Smith (1982:8) suggests a plan for marketing should begin by attempting, through research, to answer some questions:

1) Who are the publics of the institution?
2) What are their characteristics, needs, and interests?
3) What channels should be used to reach target publics?

4) Who are the competitors?

5) What is the institution's image?

6) Will there be significant changes in the market?

Smith suggested that data be gathered internally and externally to answer these questions.

A marketing plan is not a side show of press releases, placing ads, or staging events to capture media attention. It is the practice of analyzing a problem, recognizing that the public needs to be better informed, formulating the needed message to be sent, deciding the best means of communication, and obtaining assistance to carry it out. It is a plan of action to be made, carried out, and evaluated. Public relations is an important management and leadership function (Yarrington, 1980:10). Portugal (1979:76) suggests a well-organized, goal-oriented system of approaching marketing planning as: a) defining the institution, b) analyzing the market, c) positioning the school, d) formulating a strategy, e) creating a distinctive identity, and f) monitoring communication.

The need to establish identity was apparent in many research sources. Lencyk (1980:9) stated, "the question of identity, of projecting a clear, uncompromising image, can be directly linked to the programming and objectives of the school." He suggested that the first step in a marketing plan is to look at the product and the consumer's image of the product, and to analyze organizational objectives. This data would become the basis for future plans.

Dennison (1985:57) emphasizes the importance of establishing identity in community colleges and vocational schools which would distinguish them from universities. This individual identity would allow them to achieve a "pariety of esteem" reflecting their own individual identity, with their own objectives and measures of quality. Each individual institution has the responsibility for helping its publics understand its unique identity and what it is attempting to achieve (Cloud and Walker, 1976:1). An organization must develop planned atmosphere that suits the target markets, an atmosphere designed by creative individuals who know how to combine factors and stimuli to achieve the desired effect (Kotler, 1980:481). Often educational institutions devote little attention to presenting their truly distinctive characteristics to prospective supporters or publics. The publics want to know what is so different about the institution that it deserves attention (Chamberlain, 1984:14). The communication strategy for marketing image may be the blueprint but the thing that holds the structure together is a strong, distinctive, and believable identity (Portugal, 1979:79). Community colleges and vocational-technical institutions are perhaps suffering from a soggy sense of institutional identity (Harper, 1982:8).

Dehne (1985:32) suggested a zero-based planning approach that assumes a program built around name recognition, positioning, and imaging. This would start with a review of everything done for public relations and would concentrate on high-yield activities that would

improve student recruitment to help the institution survive. Paul (1981:25) suggested that three questions must be addressed at the start of a planning process. They are: (1) where do we want to go (goals, objectives), (2) where are we now (situation analysis), and (3) how can we get there (strategy development)?

Miller (1980:25) stated that some institutions implement planning procedures which require large investments of money, but they pay little attention to internal institutional problems related to the educational structure. He stated that there must be support from the top and involvement from appropriate constituencies, who must agree on the objectives of the project. The plan must be defined in discrete steps. The process must not be isolated from the greater institutional objectives, nor must one person or committee be allowed to dominate it. Included in the plan must be a periodic needs assessment and a method for feedback and evaluation.

There is support for Miller's planning strategy by other authors. Paul (1981:26) stressed steps for planning. Bishop (1976:5) stressed the importance of input from staff, as did Evans and Terry (1971:85). They also reinforced the importance of assessment and evaluation. Bishop (1976:2) and McCarty (1973:55) cautioned on the problems that result when isolation of a project occurs. The importance of evaluation was brought out by most of the authors reviewed.

A coordinated approach to a marketing plan was discussed by Fowler (1983:20). He described six basic steps to development of a marketing plan. The first is to review the institution's general position in relationship to its own strengths and weaknesses, its place in relationship to competition, and its image as perceived by its publics. The second step is to establish administrative leadership, placing the responsibilities, and then budgeting. The leadership role of the president and governing board in the marketing is critical. The third step is to adapt educational services, or modify the educational "product" to meet the needs of the market. The fourth step is to prepare the plan of action, including a clear sense of what is hopefully to be achieved. The fifth step is to execute the plan and the sixth step is to evaluate the marketing program (Fowler, 1983:20-22). In this step-by-step process, many ideas can be generated and strategies developed for marketing an educational institution.

Marketing Strategies

In reviewing several marketing plans and articles related to institutional image, several ideas or "strategies" emerged. These are worthy of consideration. Strategies should have their major goal as student recruitment and the assistance in helping the educational institution to survive. If the institution has not conducted an image study, it should be considered. The results should describe how major publics view the institution in terms of unique characteristics, and

should indicate what changes, or change in emphasis would make the institution attractive to prospective students (Dehne, 1985:32).

Changing Image

If discrepancies exist between perceptions and facts by major publics about the educational image, some plans should be made to alter the preconceived perceptions. It must be pointed out that images are not built in a day. Concentration should be on changing one or two aspects of the image at a time. For instance, if the public perceives the institution as small and isolated, focus of information should be on the advantages and opportunities of the rural location (Dehne, 1985:32).

Kotler (1980:633) cautions that the job of image change cannot be overnight because of the cost of efforts to change image, and because of the "stickiness" of images once formed. Some examples of efforts by organizations to change images can be observed. Some police departments started the "Officer Friendly" program or ordered new uniforms that look more like blazers to make the police officers seem less authoritarian and formidable. Some church groups use words and music to create an outburst or religious feeling (Kotler, 1980:633). Changing the image of an educational institution may call for drastic changes in the organization's policies and practices, since image must be rooted in active behavior of an organization, not just in words (Kotler, 1979:130).

An organization seeking to change its image must have great patience. A decision must be made as to what attributes must be perceived differently and then what real changes in policy and practice must be made to create real organizational behavior related to the attribute. Once behavior is changed, information must be disseminated to the publics who would not have first-hand experience with the organizational changes (Kotler, 1979:139). To the extent that a public lacks awareness of certain attributes which they have not experienced directly, they will add information communicated to them to their compilation of image as long as the perception is not contradicted by other beliefs. As the same message comes repeatedly from credible sources, the public will begin to accept the message. Once the image is established, people tend to become selective perceivers of further data. If the impression is favorable, they will tend to see other favorable signs. Of course, if it is unfavorable, the same procedure occurs (Kotler, 1979:138).

Examination of Publics

Marketing segmentation involves grouping publics based upon demographic features, thus allowing strategies to be developed for each of these publics. After segmentation, the institution should position itself based on how the school wants itself represented. An educational institution may wish to display different images to different publics. Care must be taken that different images do not interfere or damage another image. The next step is to develop

strategies and evaluate them (Daley and Buteman, 1979:6). Positioning of the institution also involves being linked with highly visible individuals or institutions. This will say more for the quality of the institution than words. Some methods of positioning involve having famous alumni lecture on campus, or having the school choir perform with a major orchestra (Dehne, 1985:28).

Name Recognition

It is very important for institutional image to develop name recognition. Some suggestions for fostering name recognition are to provide services such as posters on health information or financial aids, or radio programs on helpful business tips -- all with the caption that this is a service of the school. Other means are to cosponsor events, such as walk-a-thons for a charity, or tips for teens on a teen radio station (Dehne, 1985:32). An excellent opportunity to obtain name recognition is described by Richard (1983:32). He suggested submitting articles in the op-ed page of the newspaper. This is the page opposite the editorial page which contains articles of opinion and commentary. It is a good way to involve faculty and staff in the name recognition game. Tips for launching an op-ed program are described by Bennett (1983:34) who emphasizes the importance of faculty taking a position on issues.

Faculty Image

A key factor in the total image of an institution centers on how the faculty is viewed. Faculty need to be seen as current and innovative. One method is to publicize the professional activities of staff and faculty, including memberships and activities in various societies. Faculty need to be viewed as competent by academic colleagues as well (Fram, 1982:9).

Newspapers want to be supplied with information about the appointment of new faculty, and about staff and faculty honors (Lobkowicz, 1982:117). Institutional identity should be viewed similarly by all representatives of an institution. To facilitate this, academicians should be participants in the development of marketing strategies (Lencyk, 1980:8). Faculty and staff should be part of the public relations advising group, along with students, alumni, and community members to help enact the institutional marketing plan (Fowler, 1983:21).

Faculty are the newsmakers of a college. They should be trained to deal with needs and understand academic and media concerns (Snyder, 1984:56). For a top image, faculty should present themselves as being involved in activities on the frontier in one or more research or thought-developing areas, including professional activities in various organizations (Fram, 1982:9).

Faculty and staff should be visible in professional organizations, present papers, and serve on panels. The school should host a number of professional meetings and organizations. Cross-registrations, faculty exchanges, and team teaching with other colleges are other ideas for faculty image building (Ashby, 1983:43-44).

Other Considerations

The curriculum of the educational institution needs to be perceived as reasonably modern in order to support a desirable image. Care should be taken in publications to inform students of the quality to be expected from faculty. Employer documentaries about successful preparation of employees trained at the institution are valuable to image building (Fram, 1982:11). Defining the mission of the institution and educating the publics on this direction of the institution are important (Cloud and Walker, 1976:3).

The image of a college outside its immediate community is established through its graduates. Professional achievements of alumnae reflect their training and preparation. Alumnae should be updated on the activities of the school, and their support should be enlisted in projecting a positive image of the institution. Alumnae should be brought back to the school as guests and speakers (Ashby, 1983:44). An image building campaign, developed and funded by the University of Minnesota alumni, focused on famous graduates. It was designed to improve the image of the University. A series of ads

touts the famous graduates of the University (Ingalls, 1985:33). An alumnae career data bank will allow the college to locate alumnae in a wide range of fields (Ashby, 1983:45).

To promote a positive understanding of the institution, as many publics as possible should be encouraged to participate in the life of the college. This goes beyond the involvement in athletic or social programs to use of the library, involvement in campus improvement projects, and long-range planning (Cloud and Walker, 1976:3). A special events program was used to change the image of a new clinical science center at the University of Wisconsin-Madison. A media luncheon, employee reception, public tours, and a university community reception, plus a health planning conference gave exposure to internal and external audiences. The special events blitz changed the unpopular image to a positive one (Arsove, 1980:30).

If an educational institution has a master marketing plan, all of its materials (recruitment brochures, faculty-staff newsletters, mission statement, admission slide show, fund-raising pieces) will appear well coordinated. Each piece will have vital information about the institution with clear visuals and graphics and with editorial continuity. The information will be targeted to the appropriate, discrete audience (Topor, 1985:25). It must be noted that no matter how attractive a booklet or promotional piece is, or how many awards it wins, if it does not satisfy the marketing objective, it is worthless. The best way to determine if a piece satisfies the

objective is to pre-test it in two major areas: Readability testing and message testing (Smith, 1982:11). Smith (1982:12) gives excellent guidelines for such testing.

Developing of a marketing plan with strategies is not the end, but the beginning of image building. Every verbal or visual expression which represents the school must be monitored to see that it is in line with the communication strategy, from the CEO's stationary to campus signs to paychecks. Everything representing the school must be consistent with the image to be projected and the audiences to be reached (Portugal, 1979:79).

Institutional progress and successful marketing demands internal as well as external positioning. Before perceptions of external publics can be affected, there must be appreciation, understanding, and support from internal publics of the school. If faculty, staff, and current students are effective emissaries of the institution and its mission, relationships with the community and prospective consumers can be successful (Harper, 1982:7).

Summary

Several important ideas have surfaced from the review of literature. One is the need for the educational institution to establish its identity. Another is the importance of research in determining the perception or image versus what the institution actually is in deed and performance.

The key to understanding is involvement, by bringing the internal publics together as a dynamic team to exchange ideas, review practices, and reach decisions. Quality in-service programs can help staff and faculty to understand the communication process and dispell myths that are part of their perceptions of image (Jacobson, 1979:77).

The basic element in good public relations and marketing is good performance and the development of a desirable product. Potential students favor a track record for offering a meaningful education and customer satisfaction. Higher education is a business that has to justify its existence through deeds, not words (Harper, 1984:33) and faculty and staff of the institutions play a vital part in that commitment.

Chapter 3

PROCEDURES AND METHODOLOGY

The purpose of this study was to determine if ratings of factors affecting the image of the Wisconsin VTAE system were related to membership in one of three staff groups, or to employment at a particular institution within the East Central Wisconsin VTAE Consortium. A descriptive applied research design was used in the study. Facts and information were gathered and analyzed. The information was used to describe the current status of the image of the Wisconsin VTAE system based on ratings by some of its internal publics. The information was useful in making recommendations for marketing strategies that could be employed in a united approach by the five-district consortium institutions. In addition, recommendations for in-service programs were made to clarify discrepancies between employee perceptions and deeds of the institution as related to factors constituting image.

Method

Since the concept of image is rich and elusive, Kotler (1975:31-137) suggested several research techniques that could be employed. Both types of research were used. A response method was

used to establish image attributes that could be used to design a survey instrument. A judgment method was then used, where respondents were asked to rate specified image attributes.

Population

The five VTAE districts of the East Central Wisconsin VTAE Consortium served as the location for this study. Permission to survey instructional, management and support staff was requested of each district director. A consent form was included in each letter (Appendix B). At the same time, a set of mailing labels or a list of staff separated by the three categories was requested. Only names of staff on regular appointments were included. Receipt of the faculty, management and support staff lists revealed that the number of staff in the five districts total 1,642. Based on the size of the population, it was determined that the sample size should be at least 313 (Isaac and Michaels, 1983:193). A stratified random sampling technique was determined most appropriate, since data was to be compiled by staff category and by employment in a district. A 25 percent sample for each staff category in each district was necessary based upon the size of the population and the selection of a .05 level of significance. This was to ensure that each category was proportionately represented in the sample.

Each person on each staff list for each district was assigned a consecutive number starting with one. For each district, three computer generated lists of random numbers were printed. One was used

for each category of staff in the district. By matching the random numbers to the numbers assigned to the individuals on each list, a 25 percent sample was drawn in each staff category in each district. Individuals were determined to be acceptable for surveying unless they were the marketing officers who had participated in the oral interview. If that name was chosen, it was discarded and the next available random number was used to select a replacement. The total number of support staff, management and faculty by district and the number surveyed using a 25 percent sample size are reported in Table 1.

Table 1

Numbers of District Staff and 25 Percent Sample Size By Category of Employment By District

Staff Category	FVTI		LTI		MPTI		NCTI		NWTI		Total
Support Staff	148	+	75	+	90	+	99	+	156	=	568
25 Percent Sample	37	+	19	+	23	+	25	+	39	=	143
Management	92	+	44	+	74	+	58	+	37	=	305
25 Percent Sample	23	+	11	+	19	+	15	+	10	=	78
Faculty	201	+	103	+	141	+	137	+	187	=	769
25 Percent Sample	50	+	26	+	35	+	34	+	47	=	192

n=1642

By using the 25 percent sample size for each category a sample size of 413 participants was drawn. This was determined to be adequate based upon the size of the total population.

Development and Administration of the Survey Instrument

The review of literature revealed factors from other studies (Huddleston and Karr, 1982; Struckmen-Johnson and Kinsley, 1985) that were used to assess institutional image. Kotler (1975:131) suggested a response method of oral interviews as a valuable means of identifying attributes which were unique to the organization being analyzed. To obtain this list of image components, oral interviews (Appendix C) were conducted with the marketing representatives of each of the five districts. They were asked to describe factors frequently indicated by students as important to the decision to choose a school. After they had responded to this question, they were asked if attributes from the other studies which had not been mentioned were also important. Permission to tape the interviews was requested. Taping was done to assure accuracy of recording. After the interviews, tapes were reviewed and a list of components which might contribute to the image of the VTAE system was composed. The five marketing representatives were then asked to rate the attributes by use of a Likert-type scale with one being "very important" and five being "unimportant." Attributes with average ratings of 3.0 or more were considered for the survey instrument.

An adaptation of semantic differential served as the conceptual basis for this image study. This technique was suggested by Kolter (1975:131-137). This method of assessing perceptions was modified to include pairs of descriptive phrases rather than adjectives; a technique suggested by Huddleston and Karr (1982:367) and employed by Struckman-Johnson and Kinsley (1985:318) in their study. In addition, a 5-point Likert scale was substituted for the 7-point scale. After the set of components to image were identified by the five marketing representatives, a "Perception Questionnaire" was designed according to the image profile technique suggested by Kolter (1975) and Huddleston and Karr (1982). The questionnaire was set up on a series of a 5-point scales anchored by bi-polar traits related to components identified as important to institutional choice factors for potential students. Respondents were asked to circle the number which most closely reflected their feelings about the Wisconsin VTAE system. Subjects were also asked to describe an "Ideal VTAE System" based upon an identical set of bi-polar scales. Measuring the ideal system provided a frame of reference for comparison with the actual ratings of the institution.

A panel of eight experts (Appendix D) was asked to review the questionnaire to establish content and face validity. The panel consisted of the five marketing representatives from each district who had been interviewed, the executive director of the East Central Consortium, the NOVA University Milwaukee cluster coordinator and the vice president for Public Relations of the American Association of

Community and Junior Colleges. Adjustments in wording were made based upon their suggestions.

The finalized questionnaire (Appendix E) was pilot tested by four staff members from each staff category at the Moraine Park VTAE district who were known to be excluded from the sample selected for the study. They were asked to complete the questionnaire. After one week, they completed the questionnaire again. Responses to the first administration were correlated with responses on the second administration to establish reliability. Participants were asked not to discuss the instrument with any other staff member to avoid potential bias of the research sample to be administered after the pilot test.

The final research instruments (Appendix F) were color coded according to staff category. Contact persons at each of the five districts who had agreed to mail and retrieve the questionnaires via the internal mailing system were sent the addressed questionnaires and accompanying letter of instruction for each person in the sample. Each participant was also sent a postcard to return separately from the questionnaire, so they would not be re-surveyed in the event of a follow-up mailing. It was believed that use of the internal mailing system would facilitate and encourage participants to respond due to the ease of return.

Procedures for Treatment of Data

The data gathered from the survey instruments was tallied by use of a microcomputer. Each staff category was assigned a file name to allow appropriate grouping of data. Data was grouped in two ways. First, data was grouped to include responses by all staff in each individual district. Next, data was grouped to reflect responses by staff categories: 1) instructional staff, 2) management staff and 3) support staff. Data was also compiled for responses by all respondents to each image factor for current and ideal image.

Data was tallied by frequency of response to each point on a scale to allow a nonparametric test for determination of chi square to answer the research questions. An average rating for each image trait by each staff and district category was also calculated for construction of the image profile. All responses to the current and to the ideal image questions were also tallied by total responses. An "ideal image" profile was constructed as a standard for comparison.

Null hypotheses. The following null hypotheses were tested:

1. There would be no relationship between ratings on factors related to current image of the Wisconsin VTAE system and membership in one of the three employee groups.

2. There would be no relationship between ratings of factors related to current image of the Wisconsin VTAE system and employment at a particular institution in the five-district consortium.

To interpret the 5-point Likert scale, three sections were delineated. Ratings of one or two were considered to reflect the bi-polar adjective to the left of the scale. A rating of three was considered neutral. A rating of four or five was judged to reflect the bi-polar adjective the right of the scale.

Chi square values were calculated for each of the image components using the categorized responses from each of the three staff groups in a three by three table. A critical chi square value was determined based on the degrees of freedom. The null hypothesis was tested at a .05 level of significance. Results of the chi square were used to determine if null hypothesis number one could be rejected.

Similarly, chi square values were calculated for each of the image components using the categorized responses from each of the districts. A five by three table was constructed. A critical chi square value was determined based on the degrees of freedom. The null hypothesis was tested at a .05 level of significance. Results of the chi square were used to determine if null hypotheses number two could be rejected.

Two image profiles were constructed. The average ratings awarded to each component by staff group was the basis for constructing the first profile. The average rating for each component based on grouping by individual district was the basis for constructing the second image profile. In each case, ratings were compared to the composite ideal rating. This allowed a graphic picture of the image of the VTAE system from which comparisons and conclusions could be drawn.

Chapter 4

PRESENTATION OF RESULTS

A survey instrument was developed to assess the image of the Wisconsin VTAE system from the perspective of the internal publics of the five districts in the East Central Wisconsin VTAE Consortium. Faculty, support staff, and management employees in the five districts were asked to rate their perceptions of the current status and ideal status of aspects of this image using an adaptation of the semantic differential with a five-point likert scale. Aspects of image were identified by marketing representatives from each district. The instrument was tested for reliability before distribution.

Development of the Survey Instrument

Based upon oral interviews with the five marketing representatives from the five districts, fourteen aspects of image were identified. After adaptations from the review by the panel of experts, the following image aspects were accepted for inclusion in the survey instrument:

1. Enrollment size
2. Academic reputation
3. Cost of tuition
4. Exposure of community to the school

5. Personal atmosphere

6. Nearness to home

7. Innovation

8. Quality of the faculty

9. Socioeconomic status of the student body

10. Job placement for graduates

11. Effectiveness of administration

12. Quality of social and athletic activities

13. Overall reputation

14. Overall visibility

Paired adjectives for a bi-polar scale were created and these image aspects were included in the questionnaire (Appendix F).

A test-retest reliability study was conducted on the questionnaire. Four Moraine Park VTAE district staff members from each of the three staff categories completed the questionnaire once, and again one week later. Since the instrument was an adaptation of the questionnaires used by Huddleston and Karr (1982) and Struckman, Johnson and Kinsley (1985), the correlation coefficient was a comparison of total current image scores and total ideal image scores

for each individual in the test-retest. The results of the reliability test are shown in Table 2.

Table 2

Reliability Correlation Coefficient Results
Based on Test-Retest Scores

	df	Correlation Coefficient	Significance	Critical Correlation Coefficient
Current image	10	0.584	.05	.576
Ideal image	10	0.699	.05	.576

n=12

Since the correlation coefficient exceeded the critical correlation coefficient value, both the current image and ideal image questionnaires were determined to be acceptable.

As a result of the test-retest exercise, the format of the questionnaire was revised to eliminate a second line of directions in the context of the form. Participants' comments indicated the extra instructions were confusing and not necessary.

Survey Response

The survey was distributed to a twenty-five percent sample of each category of staff in each district. A total of four hundred and

thirteen questionnaires were sent. One hundred and forty-three were sent to support staff, seventy-eight were sent to management, and one hundred and ninety-two were sent to faculty. Seventy-four percent of the support staff, ninety percent of the management staff, and seventy-one percent of the faculty responded. The total return was seventy-six percent. This information in summarized in Table 3.

Table 3

Summary of Respondents

Staff Category	FVTI	LTI	MPTI	NCTI	NWTI	Total
SUPPORT STAFF						
Number returned / Number surveyed	25=68% / 37	15=79% / 19	23=100% / 23	17=68% / 25	26=67% / 39	106=74% / 143
MANAGEMENT						
Number returned / Number surveyed	20=87% / 23	11=100% / 11	19=100% / 19	14=93% / 15	6=60% / 10	70=90% / 78
FACULTY						
Number returned / Number surveyed	40=80% / 50	19=73% / 26	22=63% / 35	20=59% / 34	36=77% / 47	137=71% / 192
Total returned / Total sent	85=77% / 110	45=80% / 56	64=82% / 77	51=69% / 74	68=71% / 96	313=76% / 413

Of the three hundred and thirteen survey instruments returned, seven were rejected because they were not completed correctly. Two support staff, two management, and three faculty questionnaires were

rejected. The remaining 306 surveys were used in the study. In the event that a respondent elected not to respond to one or two questions on an otherwise complete survey instrument, the questionnaires were tallied because remaining responses were deemed valuable to the results. Individual totals for each aspect, therefore, did not always equal the total population.

Research Questions and Null Hypotheses

The following five research questions were studied:

1. What was the perceived current image of the Wisconsin VTAE system for each of the three staff categories?

2. Was a difference in the perceived current image of the Wisconsin VTAE system dependent upon category of staff responding?

3. What was the perceived current image of the Wisconsin VTAE system for each of the five districts based upon responses of the staff in that district?

4. Were differences in the perceived current image of the Wisconsin VTAE system dependent upon membership as an employee in one of the five VTAE districts.

5. What was the perceived ideal image of the Wisconsin VTAE system as related to the factors identified in the research instrument?

Two null hypotheses were tested:

1. There would be no relationship between rating on factors related to current image of the Wisconsin VTAE system and membership in one of the three employee groups.

2. There would be no relationship between ratings on factors related to current image of the Wisconsin VTAE system and employment at a particular institution in the five-district consortium.

Statistical procedures for the study were performed by use of a Stat Pak version 6.0 on an IBM microcomputer at Moraine Park VTAE district. Chi square calculations were performed on a main frame computer at Marquette University after initial frequency data had been tallied on the microcomputer.

Results by Participant Category

Responses to each of the fourteen factors of current image of the Wisconsin VTAE system were tallied for each staff category, each VTAE district, and the total for all respondents based on frequency ratings of bi-polar adjectives. A scale from one to five was the basis for response. Frequencies were tallied in the following manner. Ratings of one or two were combined to indicate agreement with the adjective on the left side of the scale. A choice of three stood alone as a neutral rating. Ratings of four or five were combined to indicate agreement with the adjective on the right side of

the scale. The calculations for responses to the questionnaire on current Wisconsin VTAE system image by support staff are summarized in Table 4. Indicated are frequencies of a one or two, three, and four or five ratings, and the average rating for each image aspect.

Table 4

Frequency Ratings on Perceptions of Current Wisconsin VTAE System Image Factors by Support Staff

Left Image Factor	Frequency of 1 or 2 Rating	% Rating 1 or 2	Frequency of 3 Rating	% Rating Low	Frequency of 4 or 5 Rating	% Rating 4 or 5	Right Image Factor	Average Rating
Large enrollment	49	47%	31	30%	24	23%	Small enrollment	2.673
Inferior academic reputation	25	24%	32	31%	47	45%	Superior academic reputation	3.298
Expensive tuition	24	23%	33	32%	47	45%	Inexpensive tuition	3.317
Low exposure of community to school	27	26%	20	20%	55	54%	High exposure of community to school	3.402
Personal atmosphere	59	58%	20	20%	25	24%	Impersonal atmosphere	2.471
Close to home for students	53	51%	38	37%	13	12%	Far from home for students	2.471
Innovative	55	53%	24	23%	25	24%	Slow to change	2.567
Superior faculty	46	44%	50	48%	8	8%	Inferior faculty	2.490
High socio-economic student body	19	19%	44	43%	38	38%	Low socio-economic student body	3.228
Superior job placement for graduates	61	59%	29	28%	14	13%	Inferior job placement for graduates	2.356
Effective administration	38	37%	27	26%	39	37%	Ineffective administration	3.067
Superior social and athletic activities	25	24%	25	24%	54	52%	Inferior social and athletic activities	3.923
High repute	46	45%	44	43%	13	12%	Low repute	2.583
High visibility	58	56%	26	25%	20	19%	Low visibility	2.510

n=104

The responses by management to the factors of current image on the questionnaire are summarized in Table 5. Frequencies of responses and average ratings by sixty-eight managers are shown.

Table 5

Frequency Ratings on Perceptions of Current Wisconsin VTAE System Image Factors by Management

Left Image Factor	Frequency of 1 or 2 Rating	% Rating 1 or 2	Frequency of 3 Rating	% Rating Low	Frequency of 4 or 5 Rating	% Rating 4 or 5	Right Image Factor	Average Rating
Large enrollment	27	40%	26	37%	14	21%	Small enrollment	2.746
Inferior academic reputation	17	25%	17	25%	34	50%	Superior academic reputation	3.353
Expensive tuition	8	12%	18	26%	42	62%	Inexpensive tuition	3.662
Low exposure of community to school	11	16%	21	31%	36	53%	High exposure of community to school	3.500
Personal atmosphere	43	63%	15	22%	10	15%	Impersonal atmosphere	2.353
Close to home for students	59	87%	7	10%	2	3%	Far from home for students	1.765
Innovative	39	57%	14	21%	15	22%	Slow to change	2.500
Superior faculty	36	53%	23	34%	9	13%	Inferior faculty	2.456
High socio-economic student body	7	10%	22	33%	38	57%	Low socio-economic student body	3.537
Superior job placement for graduates	51	75%	13	19%	4	6%	Inferior job placement for graduates	2.044
Effective administration	28	41%	22	32%	18	27%	Ineffective administration	2.838
Superior social and athletic activities	22	33%	28	42%	17	25%	Inferior social and athletic activities	3.851
High repute	35	52%	24	35%	9	13%	Low repute	2.603
High visibility	36	53%	20	29%	12	18%	Low visibility	2.544

n=68

A similar calculation was made for responses by faculty. Frequencies and average ratings by one hundred and thirty-four faculty are reflected in Table 6.

Table 6

Frequency Ratings on Perceptions of Current Wisconsin VTAE System Image Factors by Faculty

Left Image Factor	Frequency of 1 or 2 Rating	% Rating 1 or 2	Frequency of 3 Rating	% Rating Low	Frequency of 4 or 5 Rating	% Rating 4 or 5	Right Image Factor	Average Rating
Large enrollment	74	55%	40	30%	20	15%	Small enrollment	2.507
Inferior academic reputation	39	29%	42	31%	53	40%	Superior academic reputation	3.179
Expensive tuition	28	21%	25	19%	81	60%	Inexpensive tuition	3.500
Low exposure of community to school	35	26%	22	16%	77	58%	High exposure of community to school	3.418
Personal atmosphere	86	64%	23	17%	25	19%	Impersonal atmosphere	2.440
Close to home for students	88	66%	33	25%	13	9%	Far from home for students	2.157
Innovative	74	55%	33	25%	27	20%	Slow to change	2.634
Superior faculty	81	60%	36	27%	17	13%	Inferior faculty	2.358
High socio-economic student body	5	4%	46	34%	83	62%	Low socio-economic student body	3.619
Superior job placement for graduates	99	74%	26	19%	9	7%	Inferior job placement for graduates	2.090
Effective administration	22	16%	43	32%	69	52%	Ineffective administration	3.537
Superior social and athletic activities	6	5%	39	29%	89	66%	Inferior social and athletic activities	3.955
High repute	70	53%	41	31%	22	16%	Low repute	2.519
High visibility	74	55%	29	22%	31	23%	Low visibility	2.582

n=134

In all three categories of staff, the largest percentage of staff perceived the schools of the Wisconsin VTAE system as having large enrollment, superior academic reputation, inexpensive tuition, a high exposure of community to school and a personal atmosphere. The largest percentage viewed the school as being close to home for students, innovative, superior in job placement for graduates, and as having a high reputation and high visibility. The largest percent of management and faculty rated the image of faculty as "superior," and the student body as "low socioeconomic." The largest percent of support staff were "neutral" on these two image aspects, however. Both the support staff and faculty had the highest percentage rating on social and athletic activities as "inferior," while the largest percentage of management staff were "neutral" on this image factor. The greatest percentage of faculty rated the administration as "ineffective," while the management staff most frequently rated administration as "effective." The support staff had the greatest frequency rating of administration as "ineffective" but only one fewer person rated administration as "effective." On this factor, the distribution on the left and right sides were nearly even for support staff.

A chi square calculation was used to determine whether the ratings for each image factor were related to membership in one of the three staff categories. The probability level for this test of significance was set at .05. Frequency tables were established for a

three by three calculation on each image factor. Ratings of one or two, and four or five were collapsed to indicate agreement with image factors to the right or left. Ratings of three formed the third column. Further collapsing of cells would not have provided appropriate data. Summary of the results of chi square comparison by support staff, management, and faculty are shown in Table 7.

Table 7

Summary of Results of Chi Square Comparison by Category of Staff

Image Factor	df	Significance Level	Critical Chi Square	Calculated Chi Square	Reject Ho
Large/small enrollment	4	.05	9.49	5.69	No
Inferior/superior academic reputation	4	.05	9.49	2.51	No
Expensive/inexpensive tuition	4	.05	9.49	10.57	Yes
Low/high exposure of community to social	4	.05	9.49	7.11	No
Personal/impersonal atmosphere	4	.05	9.49	3.09	No
Close to/far from home for students	4	.05	9.49	23.43	Yes
Innovative/slow to change	4	.05	9.49	0.88	No
Superior/inferior faculty	4	.05	9.49	12.04	Yes
High/low socioeconomic student body	4	.05	9.49	21.25	Yes
Superior/inferior job placement for graduates	4	.05	9.49	8.58	No
Effective/ineffective administration	4	.05	9.49	21.90	Yes
Superior/inferior social and athletic activities	4	.05	9.49	43.40	Yes
High/low repute	4	.05	9.49	3.81	No
High/low visibility	4	.05	9.49	1.99	No

The calculated value of chi square exceeded the critical value of chi square for the image factors of "expensive/inexpensive tuition," close to/far from home for students," "superior/inferior faculty," "high/low socioeconomic student body," "effective/ineffective administration," and "superior/inferior social and athletic activities." Null hypothesis number one was rejected for these image factors. Research hypothesis number one was accepted. There was a relationship between ratings on factors related to current image of the Wisconsin VTAE system and membership in one of the three employee groups for these image factors.

Frequency ratings and average ratings were calculated for participants in each of the five VTAE districts surveyed. In tables 8-12, the data is summarized for FVTI, LTI, MPTI, NCTI, and NWTI respectively.

Table 8

Frequency Ratings on Perceptions of Current Wisconsin VTAE System Image Aspects by Fox Valley VTAE Employees

Left Image Factor	Frequency of 1 or 2 Rating	% Rating 1 or 2	Frequency of 3 Rating	% Rating Low	Frequency of 4 or 5 Rating	% Rating 4 or 5	Right Image Factor	Average Rating
Large enrollment	38	46%	29	35%	16	19%	Small enrollment	2.671
Inferior academic reputation	26	31%	22	27%	35	42%	Superior academic reputation	3.217
Expensive tuition	11	13%	28	34%	44	53%	Inexpensive tuition	3.566
Low exposure of community to school	21	25%	24	29%	38	46%	High exposure of community to school	3.27%
Personal atmosphere	45	54%	20	24%	18	22%	Impersonal atmosphere	2.60%
Close to home for students	51	61%	23	28%	9	11%	Far from home for students	2.253
Innovative	62	75%	13	16%	8	9%	Slow to change	2.024
Superior faculty	57	69%	16	19%	10	12%	Inferior faculty	2.329
High socio-economic student body	6	7%	34	41%	43	52%	Low socio-economic student body	3.494
Superior job placement for graduates	52	63%	20	24%	11	13%	Inferior job placement for graduates	2.253
Effective administration	16	19%	26	31%	41	50%	Ineffective administration	3.398
Superior social and athletic activities	7	8%	21	26%	55	66%	Inferior social and athletic activities	3.892
High repute	44	54%	27	33%	11	13%	Low repute	2.900
High visibility	41	49%	20	24%	22	27%	Low visibility	2.672

n=83

Table 9

Frequency Ratings on Perceptions of Current Wisconsin VTAE System Image Aspects by Lakeshore VTAE District Employees

Left Image Factor	Frequency of 1 or 2 Rating	% Rating 1 or 2	Frequency of 3 Rating	% Rating Low	Frequency of 4 Rating	% Rating 4 or 5	Right Image Factor	Average Rating
Large enrollment	14	32%	18	41%	12	27%	Small enrollment	2.909
Inferior academic reputation	14	32%	14	32%	16	36%	Superior academic reputation	3.091
Expensive tuition	15	34%	21	48%	8	18%	Inexpensive tuition	2.773
Low exposure of community to school	20	47%	16	37%	7	16%	High exposure of community to school	3.419
Personal atmosphere	28	68%	8	18%	6	14%	Impersonal atmosphere	2.341
Close to home for students	29	66%	7	16%	8	18%	Far from home for students	2.227
Innovative	20	45%	18	41%	6	14%	Slow to change	2.614
Superior faculty	24	55%	15	34%	5	11%	Inferior faculty	2.432
High socio-economic student body	2	5%	18	41%	24	54%	Low socio-economic student body	3.561
Superior job placement for graduates	32	73%	11	25%	1	2%	Inferior job placement for graduates	2.114
Effective administration	19	43%	12	27%	13	30%	Ineffective administration	2.886
Superior social and athletic activities	5	11%	17	39%	22	50%	Inferior social and athletic activities	3.545
High repute	18	41%	17	39%	9	20%	Low repute	2.750
High visibility	25	57%	12	27%	7	16%	Low visibility	2.52.

n=44

Table 10

Frequency Ratings on Perceptions of Current Wisconsin VTAE System Image Factors by Moraine Park VTAE District Employees

Left Image Factor	Frequency of 1 or 2 Rating	% Rating 1 or 2	Frequency of 3 Rating	% Rating Low	Frequency of 4 or 5 Rating	% Rating 4 or 5	Right Image Factor	Average Rating
Large enrollment	39	39%		33%	18	28%	Small enrollment	2.859
Inferior academic reputation	16	25%	11	33%	27	42%	Superior academic reputation	3.250
Expensive tuition	16	24%	13	20%	36	56%	Inexpensive tuition	3.344
Low exposure of community to school	13	20%	9	14%	42	66%	High exposure of community to school	3.656
Personal atmosphere	46	70%	6	10%	13	20%	Impersonal atmosphere	2.297
Close to home for students	44	70%	14	22%	6	8%	Far from home for students	2.094
Innovative	29	45%	14	22%	21	33%	Slow to change	2.859
Superior faculty	24	37%	33	52%	7	11%	Inferior faculty	2.656
High socio-economic student body	6	10%	24	38%	33	52%	Low socio-economic student body	3.474
Superior job placement for graduates	37	58%	18	28%	9	14%	Inferior job placement for graduates	2.500
Effective administration	16	23%	23	36%	27	42%	Ineffective administration	3.297
Superior social and athletic activities	5	8%	17	27%	41	65%	Inferior social and athletic activities	3.746
High repute	30	47%	22	34%	11	17%	Low repute	2.625
High visibility	39	61%	14	22%	11	17%	Low visibility	2.453

n=64

Table 11

Frequency Ratings on Perceptions of Current Wisconsin VTAE System Image Factors by North Central VTAE District Employees

Left Image Factor	Frequency of 1 or 2 Rating	% Rating 1 or 2	Frequency of 3 Rating	% Rating Low	Frequency of 4 or 5 Rating	% Rating 4 or 5	Right Image Factor	Average Rating
Large enrollment	29	58%	15	30%	6	12%	Small enrollment	2.480
Inferior academic reputation	9	18%	16	32%	25	50%	Superior academic reputation	3.480
Expensive tuition	20	40%	11	22%	19	38%	Inexpensive tuition	2.840
Low exposure of community to school	12	23%	9	18%	29	57%	High exposure of community to school	3.633
Personal atmosphere	36	72%	8	16%	6	12%	Impersonal atmosphere	2.080
Close to home for students	36	72%	10	20%	4	8%	Far from home for students	2.000
Innovative	21	42%	16	32%	13	26%	Slow to change	2.780
Superior faculty	27	54%	17	34%	6	12%	Inferior faculty	2.280
High socio-economic student body	8	16%	17	34%	25	50%	Low socio-economic student body	3.340
Superior job placement for graduates	38	76%	9	18%	3	6%	Inferior job placement for graduates	2.060
Effective administration	23	46%	15	30%	12	24%	Ineffective administration	2.760
Superior social and athletic activities	12	24%	17	34%	21	42%	Inferior social and athletic activities	3.280
High repute	21	50%	19	38%	6	12%	Low repute	2.460
High visibility	20	40%	13	26%	8	16%	Low visibility	2.340

Table 12

Frequency Ratings on Perceptions of Current Wisconsin VTAE System Image Factors by Northeast Wisconsin VTAE District Employees

Left Image Factor	Frequency of 1 or 2 Rating	% Rating 1 or 2	Frequency of 3 Rating	% Rating Low	Frequency of 4 or 5 Rating	% Rating 4 or 5	Right Image Factor	Average Rating
Large enrollment	44	68%	15	23%	6	9%	Small enrollment	2.292
Inferior academic reputation	16	24%	14	38%	27	40%	Superior academic reputation	3.262
Expensive tuition	11	17%	12	18%	42	65%	Inexpensive tuition	3.692
Low exposure of community to school	15	23%	13	20%	37	57%	High exposure of community to school	3.354
Personal atmosphere	34	52%	16	25%	15	23%	Impersonal atmosphere	2.677
Close to home for students	39	60%	24	37%	2	3%	Far from home for students	2.062
Innovative	36	56%	10	15%	19	29%	Slow to change	2.846
Superior faculty	31	48%	28	43%	6	9%	Inferior faculty	2.554
High socio-economic student body	9	14%	19	29%	37	57%	Low socio-economic student body	3.477
Superior job placement for graduates	52	80%	10	15%	3	5%	Inferior job placement for graduates	1.862
Effective administration	15	23%	17	26%	33	51%	Ineffective administration	3.508
Superior social and athletic activities	7	11%	9	14%	49	75%	Inferior social and athletic activities	4.077
High repute	34	52%	24	37%	7	11%	Low repute	2.554
High visibility	34	52%	16	25%	15	23%	Low visibility	2.662

n=65

Based on the frequency of responses, the largest percentage of staff in all five districts perceived the schools of the Wisconsin VTAE system as having a superior academic reputation and a personal atmosphere. The largest percentage viewed the schools as innovative, close to home for students, and superior in job placement, but as having a low socioeconomic student body and inferior social and athletic activities. The largest percentage in all districts saw the VTAE system as having a high reputation and high visibility. In four districts the largest percentage viewed the VTAE schools as having large enrollment, but the largest number of LTI staff were neutral on this image. In three districts, the largest percentage perceived the VTAE system as having low tuition, but the highest percentage of LTI staff were neutral, and the NCTI staff frequency distribution had nearly equal numbers in the high tuition and the low tuition categories. In four districts "high exposure of community to school" had the highest frequency distribution, but LTI had the highest number in the "low exposure of community to school" rating. In four districts the highest percentage of staff rated faculty as superior. At MPTI the largest percentage gave a "neutral" rating to the faculty image aspect. At LTI and NCTI the largest percentage of staff rated administration as "effective." At FVTI, MPTI, and NWTI the largest percentage rated administration as "ineffective."

A chi square calculation was used to determine whether ratings for each image factor were related to employment at a particular

institution in the five-district East-Central Wisconsin VTAE Consortium. The probability level was set at .05. Frequency tables were established by grouping ratings of one and two, three, and four and five by respondents from each district. As in the prior calculation, it was determined that cells could not be collapsed further. Five-by-three tables were established based upon frequency of responses by each district to each image factor. The data for interpreting the results of the chi square test is summarized in Table 13.

Table 13

Summary of Results of Chi Square Comparisons by VTAE Districts

Image Factor	df	Significance Level	Critical Chi Square	Calculated Chi Square	Reject Ho
Large/small overall support	8	.05	15.51	27.68	Yes
Inferior/superior academic reputation	8	.05	15.51	6.78	No
Expensive/inexpensive tuition	8	.05	15.51	14.19	Yes
Low/high exposure of community to school	8	.05	15.51	29.84	Yes
Personal/impersonal atmosphere	8	.05	15.51	11.73	No
Close by/far away home for students	8	.05	15.51	14.08	No
Innovative/slow to change	8	.05	15.51	33.17	Yes
Inferior faculty	8	.05	15.51	19.67	Yes
High/low socioeconomic student body	8	.05	15.51	6.78	No
Superior/inferior job placement for graduates	8	.05	15.51	14.02	No
Effective/ineffective administration	8	.05	15.51	27.68	Yes
Superior inferior social and athletic activities	8	.05	15.51	21.93	Yes
High/low morale	8	.05	15.51	3.85	No
High/low stability	8	.05	15.51	9.34	No

The calculated value of chi square exceeded the critical value of chi square on image factors of "large/small enrollment," "expensive/inexpensive tuition," "low/high exposure of community to school," "innovative/slow to change," "superior/inferior faculty," "effective/ineffective administration," and "superior/inferior social and athletic activities." Null hypothesis number two was rejected for these image factors. Research hypothesis number two was accepted. There was a relationship between ratings on factors related to current image of the Wisconsin VTAE system and employment at a particular institution in the five-district consortium for these seven image factors.

Frequency ratings for all staff categories are summarized in Table 12. Review of this table shows the greatest number of staff perceived the current image of the schools of the Wisconsin VTAE system as having large enrollment, a superior academic reputation, inexpensive tuition, high exposure of community to school, a personal atmosphere, and as being close to home for students. The greatest numbers rated the VTAE system as having superior faculty, a low socioeconomic student body, superior job placement for graduates, ineffective administration, inferior social and athletic activities, a high reputation and high visibility.

Table 14

Frequency Ratings on Perceptions of Current Factors of a Wisconsin VTAE System Image by All Staff Categories

Left Image Factor	Frequency of 1 or 2 Rating	% Rating 1 or 2	Frequency of 3 Rating	% Rating Low	Frequency of 4 or 5 Rating	% Rating 4 or 5	Right Image Factor	Average Rating
Large enrollment	150	49%	97	32%	58	19%	Small enrollment	2.636
Inferior academic reputation	81	26%	91	30%	134	44%	Superior academic reputation	3.258
Expensive tuition	60	19%	76	24%	170	57%	Inexpensive tuition	3.674
Low exposure of community to school	73	24%	63	21%	168	55%	High exposure of community to school	3.431
Personal atmosphere	168	61%	58	19%	60	20%	Impersonal atmosphere	2.431
Close to home for students	200	68%	78	26%	28	9%	Far from home for students	2.176
Innovative	168	56%	71	23%	67	22%	Slow to change	2.582
Superior faculty	163	53%	109	36%	34	11%	Inferior faculty	2.425
High socio-economic student body	31	10%	112	37%	159	53%	Low socio-economic student body	3.470
Superior job placement for graduates	211	69%	68	22%	27	9%	Inferior job placement for graduates	2.170
Effective administration	88	29%	92	30%	126	41%	Ineffective administration	3.222
Superior social and athletic activities	36	12%	81	27%	188	61%	Inferior social and athletic activities	3.751
High repute	161	60%	109	36%	44	14%	Low repute	2.559
High visibility	168	55%	75	24%	63	21%	Low visibility	2.549

n=306

The data on the frequency ratings by all staff on factors of the ideal image of schools of the Wisconsin VTAE system is summarized in Table 15. The ideal image, as perceived by the largest number of respondents, would be to have a large enrollment, superior academic reputation, inexpensive tuition, high exposure of the community to the schools, and a personal atmosphere. In the ideal image the schools would be perceived as close to home for students and innovative with superior faculty, effective administration, superior job placement for graduates, and superior social and athletic activities. The largest number of staff rated "high repute" and "high visibility" in their perceptions of the ideal image. The largest percentage of staff were neutral on the aspect of perception of a high or low socioeconomic student body

Table 15

Frequency Ratings on Perceptions of Ideal Factors of a Wisconsin VTAE System Image by All Staff Categories

Left Image Factor	Frequency of 1 or 2 Rating	% Rating 1 or 2	Frequency of 3 Rating	% Rating Low	Frequency of 4 or 5 Rating	% Rating 4 or 5	Right Image Factor	Average Rating
Large enrollment	232	76%	51	17%	23	7%	Small enrollment	1.987
Inferior academic reputation	14	5%	11	4%	281	91%	Superior academic reputation	4.487
Expensive tuition	21	7%	91	30%	194	63%	Inexpensive tuition	3.824
Low exposure of community to school	11	4%	6	2%	289	94%	High exposure of community to school	4.663
Personal atmosphere	272	89%	14	5%	20	6%	Impersonal atmosphere	1.546
Close to home for students	212	69%	86	28%	9	3%	Far from home for students	2.007
Innovative	284	92%	11	4%	1	4%	Slow to change	1.441
Superior faculty	289	94%	8	3%	9	1%	Inferior faculty	1.350
High socio-economic student body	108	35%	180	59%	17	6%	Low socio-economic student body	2.561
Superior job placement for graduates	292	95%	6	2%	8	3%	Inferior job placement for graduates	1.288
Effective administration	290	95%	7	2%	8	3%	Ineffective administration	1.311
Superior social and athletic activities	1	50%	124	41%	27	9%	Inferior social and athletic activities	2.426
High repute	283	93%	14	5%	7	2%	Low repute	1.378
High visibility	287	94%	12	4%	7	2%	Low visibility	1.363

n=306

An image profile of the schools of the Wisconsin VTAE system was constructed for support staff, management, and faculty as suggested by Kotler (1980:632). Responses by each group to each image factor were averaged and represented by a point on the scale. The image profile by staff category is shown in Figure 5.

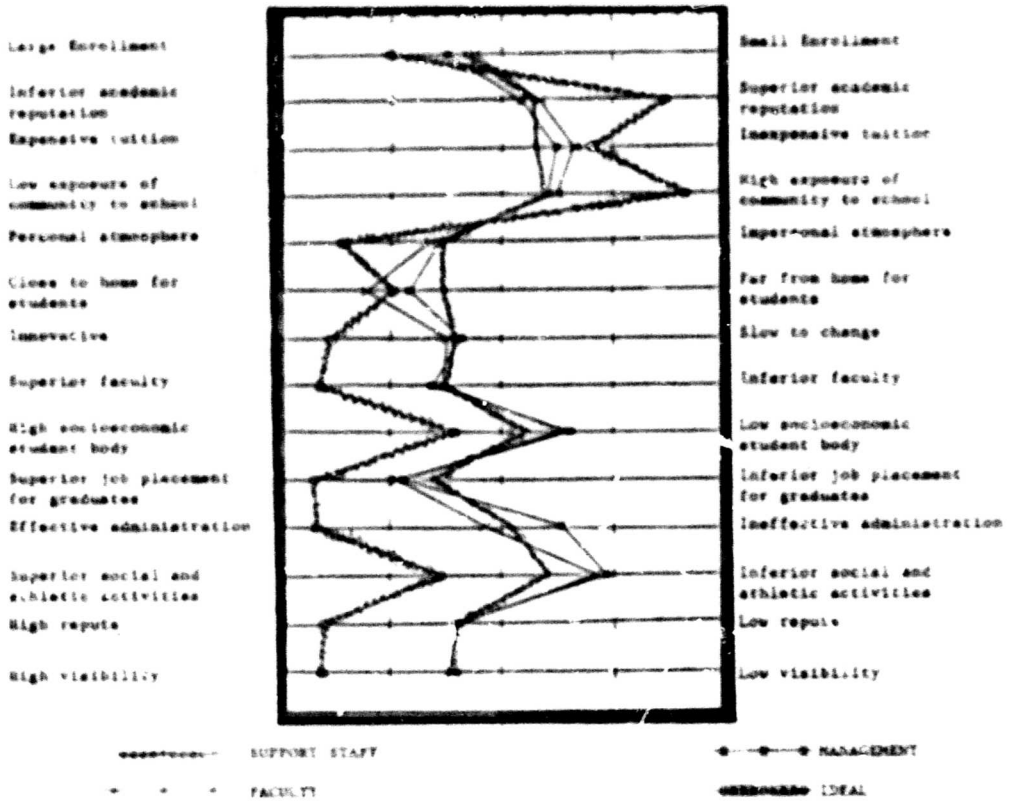

Figure 5

Image Profiles of the Wisconsin VTAE System Schools for Support Staff, Management, and Faculty Versus the Ideal Image for all Three Groups

A similar image profile of the schools of the Wisconsin VTAE system was constructed for each of the five VTAE districts surveyed. Responses by employees of each district to each image factor were averaged and represented by a point on the scale. The image profile by districts is shown in Figure 6.

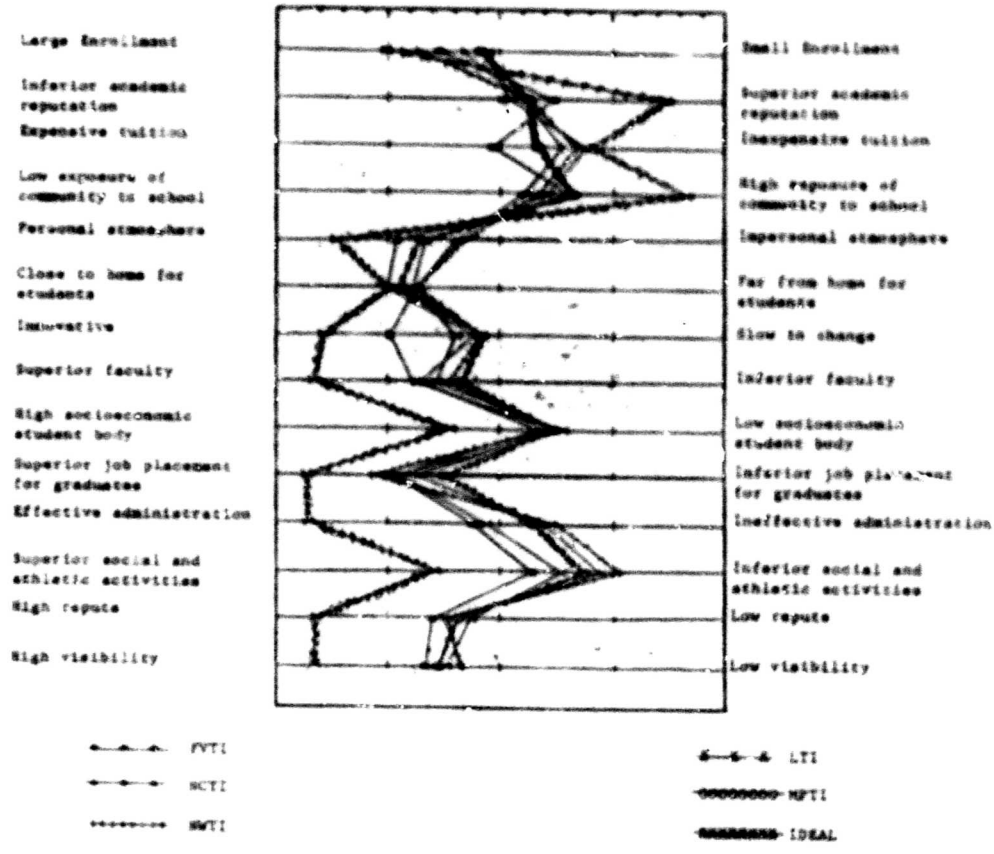

Figure 6

Image Profiles of the Wisconsin VTAE System Schools for the Five VTAE Districts of the East-Central Wisconsin VTAE Consortium Versus the Ideal Image for all Five Groups

Other Image Factors Identified by Respondents

Space at the bottom of the questionnaire was provided for participants to list other factors not indicated which they perceived as affecting the image of the Wisconsin VTAE system schools. Respondents were indiscriminant in where the comments were written as to whether they affected the current image or would enhance the ideal image. Factors that were indicated under current image or ideal image by three or more respondents are listed below in order of frequency of occurrence:

1. Transferability of VTAE credit.

2. Relevance of VTAE training to present and future job markets.

3. Ability to meet the training needs of business and industry (economic development).

4. Accountability to taxpayers, especially related to local property tax levy.

5. Accessibility to part-time students and flexible scheduling.

6. High numbers of administrators to numbers of faculty and staff.

7. Quality and quantity of alternative delivery systems.

8. Quality of leadership and communication from the WBVTAE.

9. Public perception of levels of faculty and staff salaries and bargaining unit agreements.

10. Academic qualifications of student body (former high school dropout - vocational student reputation).

11. Articulation with high schools and other state agencies.

12. Elected versus appointed district board members.

13. Awareness of state legislators to VTAE efforts.

14. Funding and increased emphasis on economy.

15. Faculty and staff morale.

Chapter 5

INTERPRETATION, CONCLUSIONS, AND RECOMMENDATIONS

The need to maintain adequate enrollment levels in the schools of the East-Central Wisconsin VTAE Consortium schools lead to an exploration of the image of the Wisconsin VTAE schools. The review of literature pointed to the importance of image of an institution in a student's decision to attend. Studies of factors influencing enrollments revealed that reasons why students choose an educational institution are changing. Students no longer are only interested in learning for learning's sake. A new consumer attitude is a desire for a return on investment with the educational outcome being skills and knowledges that will lead to a profitable job. In this atmosphere, education at Wisconsin vocational-technical schools, where emphasis on preparation for employment has long been part of the mission, should be in demand. As enrollments in the five VTAE districts of the East-Central Wisconsin VTAE districts began to decline, a need to look at marketing strategies and institutional image was evident.

Studies of factors influencing enrollment indicated that the faculty and staff of an institution played an important role as information sources for students. Research showed that influence by these internal publics of the institution were also noted as important to students in their decision to enroll. The review of literature

revealed the importance of the role of the internal faculty and staff to the overall image of the institution. Informed employees of a school are in an excellent position to communicate the qualities of the educational institution and to educate and persuade the external publics to support the educational goals and objectives. Since the Wisconsin VTAE system is publicly supported by federal, state, and local taxpayers, the image projected to all external publics becomes extremely important.

The problem was that it was not known what image the faculty, support staff, and management of the schools in the East-Central VTAE Consortium districts had of the Wisconsin VTAE system. It was not known if the ratings on factors of image was related to employment by category of staff or employment in one of the five districts of the consortium. It was also not known what they perceived as the ideal image of the Wisconsin VTAE system.

The study suggested the treatment of the internal public of faculty, support staff, and management as a target market. The first stage in any market plan would be to evaluate the perceived image of an organization as held by the target market. Based upon outcomes of the study, administrators could take action to correct perceptions by employees of image factors that did not concur with actual deeds of the institution, or evaluate deeds of the institution that did not concur with perceptions of an ideal image. Marketing representatives of the East-Central VTAE Consortium could evaluate ways to effectively

involve the internal publics in marketing strategies based upon identified perceptions of the institutional image.

A survey instrument was used to gather data concerning the perceptions of the current and ideal image of the schools of the Wisconsin VTAE system. An adaptation of the semantic differential was used based upon a five-point scale. A stratified random sample of twenty-five percent of support staff, faculty, and management in each of the five districts in the East-Central VTAE Consortium was sent the questionnaire. Data was summarized by frequency and average rating. Frequency data was used for chi square calculations to determine if ratings were related to membership in a particular employee category or to employment at a particular district.

Data gathered by the questionnaire and information from the review of literature were used to answer the research questions of the study. Conclusions and recommendations were then developed for potential use in a strategy to involve internal publics in the marketing of the Wisconsin VTAE system.

Interpretation of Results

The relatively low correlation coefficient on the reliability test by twelve staff members of Moraine Park VTAE district was attributed to the fact that during the week following the administration of the first questionnaire, a major reorganization plan was announced at the district. Since many persons were affected

directly or indirectly by this occurrence, the retest results may have been influenced. Since the correlation coefficients still exceeded the critical correlation coefficient values, the questionnaire reliability was accepted. Another factor in accepting the reliability was that the instrument was an adaptation of established questionnaires used by Huddleston and Karr (1982) and Struckman-Johnson and Kinsley (1985).

The three hundred and thirteen questionnaires returned was coincidentally the same number as the required sample to be surveyed for the size of the population. The return of 76 percent was sizeable for a one-time solicitation. One factor contributing to the high rate of return may have been the fact that participants were able to send the questionnaire by their internal mail system to a campus representative in a sealed envelope. This made the return easy for respondents, while insuring their anonymity. The fact that ninety percent of the managers returned the questionnaire was interpreted as an indication of their interest in the outcome, and their willingness to cooperate. The fact that seventy-one percent of the faculty and seventy-four percent of the support staff responded was interpreted as a desire on their part to have their perceptions noted. Since spring is a busy time for faculty, a high rate of returns from this staff category was not expected. Another factor contributing to the high rate of return was that the five district directors had granted approval for the collection of data from their employees. In fact,

two district director's names were in the random sample, and both returned the postcards with their names on them, and therefore, presumably also completed the survey instrument.

Seven questionnaires had to be rejected because they were not properly completed. One interpretation of the problem with these participants was a mind-set based on the likert scale. From some of the comments written on these rejected forms, it appeared that the respondents wanted to interpret the five point scale as ascending or descending, rather than the bi-polar ratings called for in the semantic differential. Ratings of the remaining three hundred and six respondents were used to answer the five research questions.

Research question 1: What was the perceived current image of the Wisconsin VTAE system for each of the three staff categories?

An analysis of the frequency data as summarized by individual staff category revealed that the greatest percentage of support staff, management, and faculty were in agreement on ten of the fourteen factors of image as identified by the five marketing representatives of the consortium schools. The largest numbers in each staff category rated the schools of the Wisconsin VTAE system as follows: 1) large enrollment, 2) superior academic reputation, 3) inexpensive tuition, 4) high exposure of community to school, 5) personal atmosphere, 6) close to home for students, 7) innovative, 8) superior job placement for graduates, 9) high repute, and 10) high visibility.

Perception of these ten image aspects were positive, if not completely in conformance with deeds of the Wisconsin VTAE system, as will be discussed later.

On two other image aspects, faculty and management had the highest frequencies as "superior faculty" and "low socioeconomic student body." Although the highest number of support staff (48%) were neutral on the question of quality of faculty, forty-four percent gave the faculty a "superior" rating and only eight percent rated the faculty as "inferior." On the socioeconomic status of the student, while forty-three percent gave a neutral rating, another thirty-eight percent rated the socioeconomic status of the student body as "low." Only nineteen percent rated it as "high."

The highest percentage of support staff and faculty rated social and athletic activities as "inferior." The largest percentage of management staff were neutral on this image aspect. This was surprising, since it was believed that management would have an opinion on the quality of student life activities.

The greatest discrepancy of ratings by staff categories existed on the question of effectiveness of administration. Fifty-two percent of the faculty rated administration as "ineffective," while forty-one percent of the managers rated administration as "effective." The support staff were split on this question with thirty-nine of the one hundred and four respondents rating administrators as "ineffective,"

thirty-eight respondents rating administration as "effective," and twenty-seven giving a "neutral" rating. The reason for this variation in rating on effectiveness of the administration may have been related to the exposure each group had to administration. Faculty and support staff at the VTAE districts were part of bargaining units and, therefore, often in a negotiating position with administration. There had been several news articles during the prior five years regarding unethical practices of administration in other VTAE districts in the Wisconsin VTAE system (but not in the five schools of the Consortium). These articles may also have affected perceptions of the faculty and staff in this regard. Management staff may have perceived themselves as part of administration, and this may have effected a positive perception of effectiveness. Management may also have been more aware of the problems of administration.

A review of Table 4 (p. 83) revealed that the support staff were widely varied in responses to their perceptions of image. Only on seven of the fourteen image factors did more than fifty percent respond consistently. These seven factors were: 1) high exposure of community to school, 2) personal atmosphere, 3) close to home for students, 4) innovative, 5) superior job placement for graduates, 6) inferior social and athletic activities, and 7) high visibility. One possible explanation would be that in these seven areas, support staff would have a direct knowledge of, or experience with, those image factors. In relationship to personal atmosphere, for example,

they may have seen themselves as major contributors to this image aspect. In other areas, such as enrollment size, academic reputation, or socioeconomic status of the student body, the support staff would have less personal knowledge. Responses would have been based upon perceptions. Another factor was that support staff performed a wide variety of support functions at the VTAE institutions from clerical and maintenance to highly skilled technicians. For this reason, their training and experience levels could have varied significantly, which may have accounted for the inconsistent pattern of responses to the questionnaire by this group.

The management and faculty had a much more consistent pattern of responses to the questionnaire. Fifty percent or more management responded similarly on eleven of the fourteen image factors, while more than fifty percent of the faculty responded similarly for thirteen of the fourteen image factors. This could be due to a more uniform frame of reference and more available communication of institutional activities for these two staff categories.

Research Question 2: Was a difference in the perceived current image of the Wisconsin VTAE system dependent upon category of staff responding?

In a comparison of observed frequencies for the three staff categories, the calculated chi square value exceeded the critical chi square for six image factors. This indicated a difference in responses significant at the .05 level.

On the image factor of expensive/inexpensive tuition, the observed frequency (fo) of faculty in the "neutral" category was lower than the expected frequency (fe). This implied that fewer faculty than expected were neutral on the subject of the cost of tuition. In fact, eighty-one of the one hundred and thirty-five respondents rated the tuition factor as "inexpensive." Fewer management staff rated tuition as "expensive" than expected frequency would have predicted. This may be attributed to the financial struggles and lack of funding managers were experiencing during this period of time in the VTAE system and their perception of tuition as a financial resource.

On rating the image factor of "close to/far from home for students," fewer support staff than expected perceived the VTAE schools as close to home and more than expected were neutral, while more management than expected perceived the schools as close to home and fewer than expected were neutral. A possible explanation for these results would be different perceptions of the meaning of "close to home" for the two staff categories and a greater concern about location as a factor of image by the management staff.

In rating the image factor of "superior/inferior faculty," a lower number of faculty rated this factor as neutral that fe would predict. This was not surprising, since faculty would be expected to have an opinion on this image factor, and in fact, eighty-one of the one hundred and thirty-four respondents viewed the faculty as "superior." What was surprising was that the fo of neutral rating by

support staff on this aspect was higher than the fe. It was anticipated that more support staff would have an opinion as to the quality of the VTAE faculty, since many support staff were products of the VTAE system and would have had exposure to the faculty.

In observed frequency for the image factor of socioeconomic status of the student body, the number of faculty ratings in the "low" category was higher and faculty ratings in the "high" category was lower than the expected frequency. More support staff rated the socioeconomic status of the student body "high" and fewer rated it "low" than the fe. The reason for this occurrence may be attributed to the general socioeconomic status of the two staff categories and their subsequent perception of a high or low socioeconomic status as compared to their own status.

The chi square calculation on effectiveness of the administration resulted in a lower fo for faculty and a higher fo for management in an "effective" rating than expected frequency. A higher fo for faculty and a lower fo for management on an "ineffective" rating than expected frequency for this image factor was also observed. Explanation for these results may be related to the "we-they" perspective sometimes taken by faculty who suffer the consequence of administrative decisions and affinity to the role of administration from the management's perspective. These and other observations were discussed earlier in this chapter.

In the area of social and athletic activities, fewer faculty than expected rated these activities "superior" and more faculty than expected rated them "inferior." Opposite frequencies were observed for management, with more than expected rating social and athletic activities as "superior" and less than expected rating these activities as "inferior." It is difficult to explain these discrepancies. One possible reason may be a higher desire on the part of faculty to have enrichment activities for students and a restraint by management due to awareness of budget limitations.

Research Question 3: What was the perceived current image of the Wisconsin VTAE system for each of the five districts based upon responses of the staff in that district?

An analysis of the frequency data as compiled by responses from staff grouped by their employment in a VTAE district indicated that the largest percentage of employees in each of the five districts were in agreement on the following ratings on nine of the fourteen image factors: 1) superior academic reputation, 2) personal atmosphere, 3) innovative, 4) close to home for students, 5) superior job placement for graduates, 6) low socioeconomic student body, 7) inferior social and athletic activities, 8) high repute, and 9) high visibility. This indicated that the majority of respondents in all districts perceived the current image similarly in relation to these nine factors. This supported the contention that the five districts of the consortium were relatively homogenous in their staff

backgrounds and experiences and that concerns of the five consortium districts were similar in most areas.

There were some differences in the outcomes of the summary by district. In four districts employee frequencies were highest for large enrollment, but the largest percentage of employees at Lakeshore VTAE district rated the enrollment factor as neutral. The differences in actual numbers of the frequency distribution on this image factor for LTI were not great, however. The actual enrollments students in the five VTAE districts ranged from 2,296 at NCTI to 4,821 at NWTI for students enrolled in programs leading to degree or diploma (Gawkoski, 1985:28). LTI's enrollment was 2,679 for fall 1985. The actual head count of all students in the five VTAE districts surpassed 20,000 in unduplicated enrollment if continuing education and economic development students were counted. Therefore, the perception of "large enrollment" was correct or incorrect depending upon what student category was counted.

Three districts had the highest frequency of ratings in the "inexpensive tuition" category. However, the highest percentage of Lakeshore VTAE districts rated this factor as "neutral." At North Central VTAE district, twenty respondents rated this image aspect as "expensive tuition" and nineteen respondents rated it "inexpensive tuition" out of fifty respondents in that district. This discrepancy in perception of tuition rates is difficult to explain. One factor may be that LTI had two private four-year institutions within its

borders and the tuition at these schools may have been higher. NCTI only had one two-year public institution within its borders, but was in a relatively economically depressed area. Depending on exposure of NCTI staff to these two conditions, their impressions may have differed as related to cost of tuition.

Four district staff ratings had the highest frequency as "high exposure of community to school." At Lakeshore VTAE district, however, forty-seven percent of the respondents rated this image factor as "low." This result could be attributed to a relatively rural setting for the main campus of this district, which was removed from some of the larger cities the district served. It was, however, an image perception that may require evaluation.

Faculty were rated "superior" by the highest percentage of staff at four districts. At Moraine Park VTAE district, fifty-two percent of respondents rated this image factor as "neutral." This would imply that the largest number of respondents did not have a feeling that faculty were either superior or inferior. Only eleven percent of the respondents rated the faculty at this district as "inferior," however, implying a better perspective of the faculty than the highest frequency would indicate. MPTI administrators may need to evaluate this rating.

The greatest difference in ratings was observed in the image factor of "effective/ineffective administration." At Lakeshore VTAE

district and North Central VTAE district, the highest percentage of staff rated administration as "effective." At Fox Valley VTAE district, Moraine Park VTAE district and Northeast Wisconsin VTAE district, the largest percentage rated administration as "ineffective." The reasons for the "ineffective" ratings in FVTI and MPTI could be linked to staff layoffs and reorganizations which took place near the time of the distribution of the questionnaire. However, NCTI experienced a similar staffing situation without a negative effect on this image factor. There was no concrete factor to account for the rating at NWTI. At Lakeshore VTAE district a long-term, established administration existed. One of the limitations of the study was the frame of reference for response to the questions was not known. It was not known if respondents were rating administration in their own district or at the state level. Results of this question imply a local perspective.

The governing boards and administrations of these districts will need to examine deeds of the VTAE system to see if they conform to perception of these various image factors. Overall, however, the study revealed a fairly similar perception of image factors among staff in the five VTAE districts of the consortium.

Research question 4: Were differences in the perceived current image of the Wisconsin VTAE system dependent upon membership as an employee in one of the five VTAE districts?

The calculated chi square for the observed frequencies by categories of staff employed at each of the five VTAE districts exceeded the critical chi square for seven image factors out of the fourteen. The seven factors were: 1) large/small enrollment, 2) expensive/inexpensive tuition, 3) low/high exposure, 4) innovative/slow to change, 5) superior/inferior faculty, 6) effective/ineffective administration, and 7) superior/inferior social and athletic activities. Ratings for these image factors were dependent upon membership as an employee in one of the VTAE districts.

A comparison of the observed frequencies (fo) and the expected frequencies (fe) in the chi square revealed a significantly lower observed than expected frequency in the "large enrollment" rating by LTI and NWTI employees, a higher observed than expected frequency in the "small enrollment" rating by MPTI employees, and a lower fo than fe for NWTI employees in the "small enrollment" rating. NWTI had the highest enrollment in program students of the five districts, but LTI had the second lowest enrollment. The rating by LTI had some basis in fact, but the rating by NWTI was not expected. The ratings on small enrollment by MPTI staff could be attributed to the fact that enrollments had been declining for the past three years.

In the ratings of "expensive tuition" fo for FVTI was significantly lower than fe, while fo ratings in this category for LTI and NCTI were higher than fe. The fo ratings of neutral were higher, and the fo ratings of "inexpensive tuition" were lower for LTI than

expected frequency. This indicated that fewer staff than expected at Fox Valley VTAE district in this distribution considered tuition expensive. Since the area of Wisconsin where this district was located was relatively affluent, this was not a surprising outcome. However, the observed frequencies for LTI responses did not correlate with expected frequencies in any category. The reason for this distribution could not be explained.

In examination of the chi square table for "exposure of community to school," the significant expected frequencies were a lower fe than fo rating for "low exposure" by LTI employees, a lower fe than observed frequency for "neutral" ratings by LTI employees, and a higher fe than observed frequency for LTI ratings on "high exposure." Based on these results, it was observed that ratings by Lakeshore VTAE district's employees on this image aspect were related to their employment at that district and that the district did not have high exposure of the community to the school. This could be attributed to the rural setting of the school as described previously. Moraine Park VTAE district employee categories were significant in two fe cells. The expected frequency for "neutral" ratings was higher than observed frequency, while fe of "high exposure" was lower than fo. The predominant perception of staff that there is high exposure of community to schools could be due to open door policy on use of facilities by community groups, and articulation efforts with high schools and business and industry by this district.

In observation of the chi square expected frequency table for the image factor of "innovative/slow to change," significant fe cells were low for "innovative" and higher for "slow to change" than observed frequencies for FVTI ratings. More employees at FVTI than expected rated this image factor as "innovative" and fewer than expected rated it "slow to change." This district had an industrial park and an active alternative learning delivery system, so it was realistic for FVTI employees to see the VTAE system as innovative. At LTI the "neutral" fe cell was lower than the fo. This indicated a large number of LTI employees than expected were not committed to impressions of innovation or slowness to change for the VTAE system. At MPTI the fe for "slow to change" was lower than the fo. It was not anticipated that the MPTI observed frequency would be higher than frequency expected, since at the institution, major reorganization and curriculum changes had been announced and state-of-the-art equipment had been in place for several years. One speculation was that these planned changes were not communicated well and staff was not aware of them.

Examination of the chi square frequency table for "superior/ inferior faculty" revealed that observed frequencies for the "superior faculty" rating was higher and the "neutral" observed frequency was lower than the expected frequency for ratings by Fox Valley VTAE district. This indicated a larger number than expected had opinions of the VTAE faculty and felt the faculty was superior. Conversely,

observed frequencies for ratings in the "superior faculty" cell were lower and ratings in the fo "neutral" cell were higher than the fe for ratings by employees at Moraine Park VTAE district. This indicated that more employees were neutral on perceptions of this image factor, and fewer rated faculty as "superior" than would be expected. The large number who lacked opinion on the quality of the faculty indicated a need for building faculty image and communication to staff at this institution.

Review of the chi square calculation for the image factor of "effective/ineffective administration" revealed that observed frequency rating of "effective" by FVTI was significantly lower than expected, while fo of the "effective administration" cell was significantly higher than fe for LTI and NCTI. The "ineffective" fo cell was lower than expected for NCTI as well. This indicated a lower opinion of effectiveness of VTAE administration by FVTI employees. This district had recently undergone a major reorganization which may have contributed to this result. The higher than expected opinion of administration by LTI and NCTI employees has been discussed under research question number three.

On the image factor of quality of social and athletic activities, the frequency observed in the "neutral" cell was higher than expected for LTI, and lower than expected for NWTI. This indicated that fewer NWTI employees than expected rated the social and athletic activities as neutral. More had perceptions on this image

aspect to the right or left of the rating scale. The fo for NCTI on this aspect was higher for "superior" ratings and lower for "inferior" ratings than expected frequencies. This would indicate that employees at this district had a more favorable impression of social and athletic activities than members in other groups, based upon their responses. Since most schools of the Wisconsin VTAE system have commuter students, social and athletic programs could not compare to a noncommuter student body program. However, a very high quality program of student clubs, associated with professions students were persuing, did exist. Athletic programs were more developed in some districts then in others. In at least two of the districts, fitness centers had been established. It was not surprising that responses to this image factor were related to employment in a particular district. It was evident from the chi square calculation that differences in ratings were related to employment at a particular district in the Wisconsin VTAE system for some image factors.

Research question 5: What was the perceived ideal image of the Wisconsin VTAE system as related to the factors identified in the research instrument?

Responses to the questionnaire on the ideal image rating of the schools of the Wisconsin VTAE system indicated that more than seventy-five percent of the respondents agreed on ideal ratings of ten of the fourteen image factors. This large majority perceived ideal image factors as large enrollment, superior academic reputation, high

exposure of community to school, personal atmosphere, innovative, superior faculty, high socioeconomic student body, superior job placement for graduates, effective administration, high repute, and high visibility. There was greater diversity of response on four factors of ideal image, but at least fifty percent or more of the respondents agreed that the ideal image would be inexpensive tuition, close to home for students, superior social and athletic activities, and "neutral" on socioeconomic status of the student body.

There were some surprising ratings on the ideal image. Five percent of the responding rated "inferior academic reputation" as ideal; three percent rated inferior faculty, inferior job placement for graduates, and ineffective administration as the ideal image. Two percent rated low repute and low visibility as ideal. It is unlikely that these factors would be seen by internal publics as ideal image perceptions. Since ratings on the left side of the scale were four or five for five out of six of these image factors, it is possible that respondents misread directions and assumed a favorable rating was a high number for these image factors. This would not account for ratings of one or two on "inferior academic reputation," however. There was always the possibility that a few respondents did not respond honestly to the questionnaire. The assumption was that they did respond with honest perceptions.

A general review of the current image ratings by all respondents showed a greater frequency distribution for each image

factor, but ratings of the largest percentage of respondents corresponded with the most frequent ratings of an ideal image in all but three image factor areas. The greatest number of respondents perceived the current image of the Wisconsin VTAE system schools as low socioeconomic student body, ineffective administration, and inferior social and athletic activities. These areas of discrepancy between current and ideal image require evaluation by the administration. In point of fact, more persons who had achieved baccalaureate degrees, who were in excellent jobs but were upgrading skills or who had become recently unemployed were part of the student body. The socioeconomic status of students could be evaluated. This would be important to the external image of the system, as quality of student body may affect a decision by students to enroll at the schools. Such an attitude communicated by the internal publics could have serious implications.

If administration was perceived as ineffective, and this was communicated to the external publics, the results could have serious repercussions. Since local property taxes and state income taxes support the Wisconsin VTAE districts in part, a view of ineffectiveness could cause a concern for how taxes are levied and spent. This could affect future funding.

The value of social and athletic activities to the student could affect their decisions to enroll. Studies in the review of literature indicated that superior student activities were important

to students. The importance of this image factor would require evaluation by leadership of the Wisconsin VTAE system.

The current image perceptions that the VTAE institutions had a superior academic reputation, were innovative, and had superior faculty were very positive outcomes of the study. That a large percentage of faculty, management, and staff viewed job placement for graduates as superior was especially positive information, since the review of literature revealed that this was a very important factor to potential students. From the results of this study it was apparent that support staff, management, and faculty would generally communicate a good image of the Wisconsin VTAE system to the external publics.

Conclusions

Based upon the results of the study the following conclusions were reached:

1. The overall perception of current image of the Wisconsin VTAE system schools held by the employee groups of the East-Central Wisconsin VTAE Consortium was generally positive. It was similar to their perceptions of an ideal image in eleven of the fourteen image factors rated.

2. The image factors, socioeconomic status of the student body, effectiveness of administration, and quality of social and athletic activities were rated differently for current image then

ideal image by the majority of respondents. Implications of this discrepancy in ratings needed evaluation.

3 Differences in the perceived current image of the Wisconsin VTAE system was dependent upon category of staff responding for some image factors. Chi square calculations showed a relationship between ratings on six image factors and membership in an employee group. Therefore, different strategies to communicate deeds of an organization or change image perception may need to be developed in terms of perceptions of support staff, management, or faculty.

4. Differences in perceived current image of the Wisconsin VTAE system were dependent upon membership as an employee in one of the five VTAE districts for some image factors. Chi square calculations revealed a significant relationship between ratings of image factors and employment in a particular VTAE district in seven of the fourteen image factors. Therefore, strategies to improve image or alter perceptions should be evaluated in terms of a particular district's employee perceptions.

5. Since the overall current perception of image of the Wisconsin VTAE district is positive, consortium marketing representatives could develop unified strategies to involve faculty, support staff, and management in recruitment efforts for the schools of the consortium.

6. Some efforts to educate staff groups as to the realities of district efforts were evident from the results of the study.

7. Governing boards and top administration at the VTAE districts must clarify the desired image of the educational organization and develop an institutional identity that is in cadence with the desired image. The primary contribution to the image of an organization are the actual deeds of the institution.

Recommendations

On the basis of the results of the findings, the following recommendations were made:

1. That the executive secretary and the governing board of the East-Central Wisconsin VTAE Consortium accept the findings of this study.

2. That the results of this study be made available to the district boards and district directors in each of the five districts who participated in the study. That the district leadership evaluate the current perceived image held by their employees in relationship to the desired image they wish to project to the internal public.

3. That districts evaluate means to communicate current deeds and practices of the district that clarify misperceptions by staff of current image factors. Such communication tools could include internal newsletters, articles related to activities and qualifications of

faculty and administration, or a planned series of in-service sessions to inform the internal staff of the realities of the school. Statistics related to the demographic characteristics of the student, the numbers of students enrolled, and the means of expenditure of revenues should be made available to internal staff on a routine basis.

4. That the CEO of each district establish an organizational identity related to a desired image. This identity should focus on the uniqueness of the institution. It should be effectively communicated to the internal public.

5. That the marketing representatives be made aware of the results of the study. That these representatives establish a consortium marketing committee and accept the results of this study as a basis for development of marketing strategies that involve support staff, management, and faculty.

6. That support staff, management, and faculty be empowered to assist in marketing a district to increase enrollments. That these staff groups be placed on public information and marketing committees, so that they have a participatory interest in the recruitment of students.

7. That strategies for improvement or enhancement of image, as outlined in the review of literature, be given consideration in a marketing plan by the consortium or by individual district.

8. That research on the image of the Wisconsin VTAE system schools as perceived by the internal publics of support staff, management, and faculty be conducted again in three years. Results should be reviewed by the East-Central Wisconsin VTAE Consortium marketing committee for inclusion in new marketing strategies.

9. That a study of institutional image be conducted for other publics of the organization to determine the image as perceived by other target markets. Current students, potential students, alumni, high school counselors, business and industry representatives, and legislators are suggested target populations.

This study was useful in determining the perceived current and ideal image by the internal publics of support staff, management, and faculty in five districts of the East-Central Wisconsin VTAE Consortium. Results of the study were useful in evaluating the need for communication to each category of staff, and for involvement of these internal publics in marketing strategies. Perceived image by faculty and staff at each individual district was also revealed in the study. Top administration could use the results of the study to evaluate the actual deeds of the organization against the perceptions held by the internal publics as a basis for future action.

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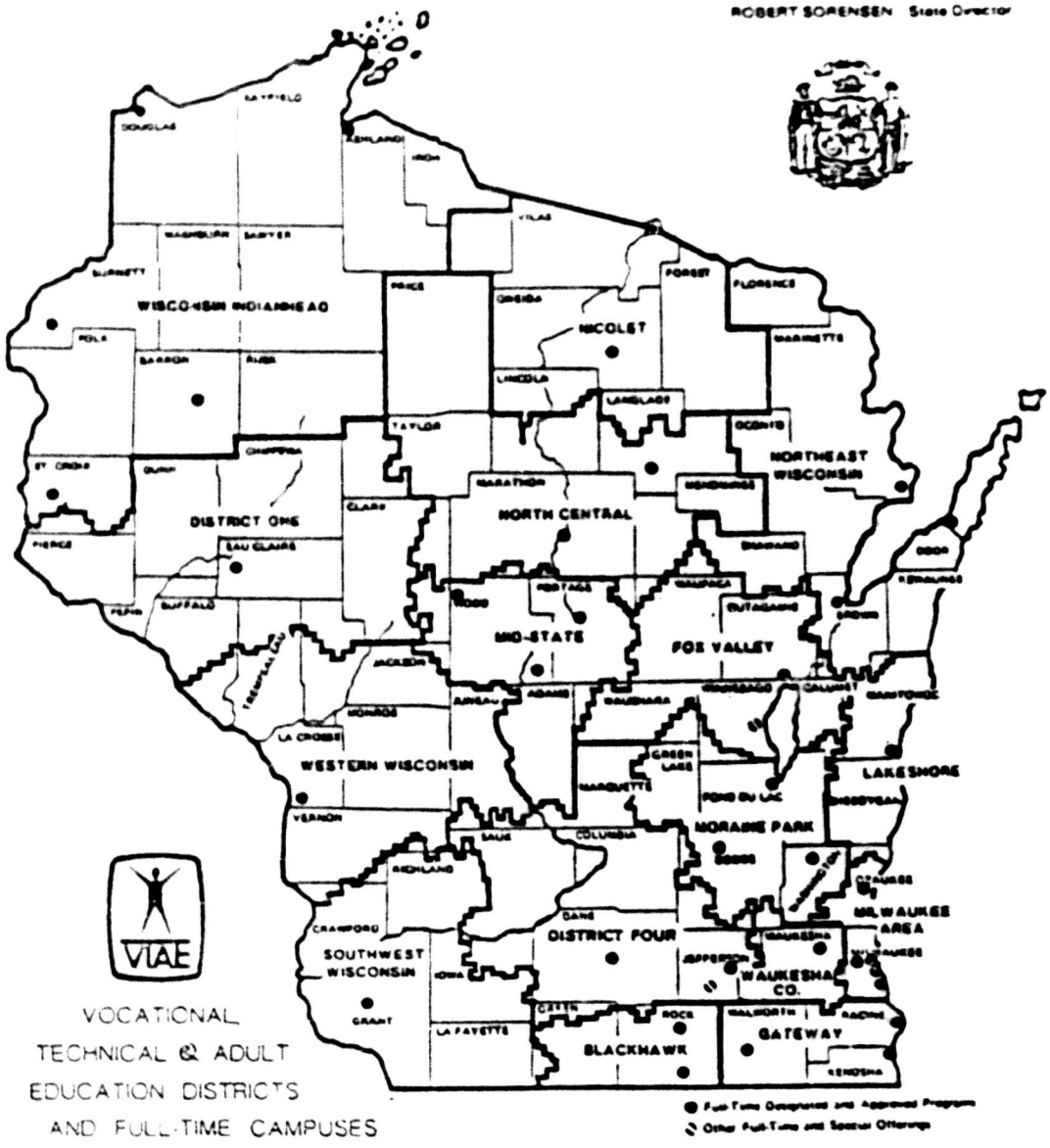
Appendix A

MAP OF THE SIXTEEN WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS

State of Wisconsin

BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

ROBERT SORENSEN State Director



VOCATIONAL TECHNICAL & ADULT EDUCATION DISTRICTS AND FULL-TIME CAMPUSES

● Full-Time Designated and Approved Programs

○ Other Full-Time and Special Offerings

Appendix B

LETTER AND CONSENT FORM TO DISTRICT DIRECTORS

1275 Leonard Drive
Fond du Lac, WI 54935

November 12, 1985

Dr. Donald L. Hagen, District Director
North Central VTAE District
1000 Campus Drive
Wausau, WI 54401

Dear Dr. Hagen:

As enrollments in the institutions of the Wisconsin VTAE system begin to decline, it is recognized that the role of the VTAE staff in promoting the image of the VTAE institutions is increasingly important. As part of a study encompassing the five districts of the East-Central Wisconsin VTAE consortium, I would like to assess the perceptions of faculty, support staff, and management related to factors influencing the image of the VTAE system and vocational-technical education. This study will fulfill a requirement for the major applied research project for a Doctor of Education degree.

To complete this study, I am requesting your approval to collect information related to image perception from your staff. A questionnaire will be used for this purpose. I would be grateful if you would allow your personnel director to provide me with a list or labels of your staff by staff category. From this information I can select an appropriate sample. The questionnaires will be tallied for comparison by staff category as well as by district.

Please respond to my request on the enclosed consent form. If your reply is affirmative, I would appreciate receipt of staff listings or labels by staff category. Staff information will be used only for this research and information will be held in strictest confidence. The findings of the study will be made available for use by the consortium. I will also be pleased to provide you with the information upon request.

If you have any questions please contact me at 414-922-8611, ext. 300. Thank you for your consideration.

Sincerely,

Dorothy Igl Steplen
Research Coordinator

Enclosure

To: Dorothy Igl Stepien
Research Coordinator

CONSENT FORM*

I agree to allow District employees to participate in a study of the perception of image factors related the the Wisconsin VTAE system. I reserve the right to withdraw from participation at any point where I feel that it is not in the District's best interest.

_____
Signature, District Director

_____
Date

I do not consent to participate in the study.

_____
Signatur , District Director

_____
Date

---

*The policy of the National Institute of Education requires that all participants in research studies give written permission for their involvement.

Appendix C

ORAL INTERVIEW FORMAT

INTERVIEW FORM-- RECRUITMENT OFFICERS

NAME_____

INSTITUTION_____

INTRODUCTORY STATEMENT: I am designing an instrument to assess the image of the Wisconsin VTAE system as perceived by the staff and faculty in the five schools of the Northeast Wisconsin VTAE Consortium. I would like to ask you some questions which will help me to determine factors which influence our image, and may affect a decision by students to attend the VTAE schools. Since you are in constant contact with prospective students, you are in a unique position to assist me in this analysis.

1. Can you describe the factors frequently indicated by students as important to their decision to attend school?

2. Are there other factors, perhaps from the view of business, industry, or the general public that you would consider important to the image of the VTAE system?

3. You have not mentioned _____. Do you think that is a factor important to a prospective student?

1. Enrollment size.
2. Academic environment.
3. Student activities.
4. State vs. local control.
5. Academic reputation.
6. Facilities.
7. Tuition and fees costs.
8. Well known.
9. Personal atmosphere.
10. Distance from home.
11. Innovative.
12. Athletics.
13. Quality of faculty.
14. Quality of student body.
15. Equipment for instruction.
16. Job placement.

4. Would you serve as an expert on a panel to review and comment on the survey instrument?

Appendix D

PANEL OF EXPERTS AND LETTER

PANEL OF EXPERTS

Dr. James F. Gollattscheck,
Vice President for Public Relations
American Association of Community and Junior Colleges
One Dupont Circle
Washington, D.C. 20036

Dennis Nitschke, Executive Director
Eastcentral Wisconsi VTAE Consortium
P. O. Box 2277
Appleton, WI 54913

Dr. Jerry J. Stepien, Milwaukee Cluster Coordinator
1275 Leonard Drive
Fond du Lac, WI 54935

STUDENT RECRUITMENT OFFICERS

William E. Schroeder, Public Information Specialist
Fox Valley VTAE District
1825 Bluemound Drive
P.O. Box 2277
Appleton, WI 54913-2277

Joan Skolas, Educational Opportunities Advisor
Lakeshore VTAE District
1290 North Avenue
Cleveland, WI 53015

Robert B. Knueppel, Supervior/Coordinator-Student Services
Moraine Park VTAE District
235 N. National Avenue
Fond du Lac, WI 54935

Bettyann Battist, Community and Student Relations Supervisor
North Central VTAE District
1000 Campus Drive
Wausau, WI 54401

Michael J. Corcoran, School/Community Relations & Foundation Coordinator
Northeast Wisconsin VTAE District
2740 West Mason Street
P.O.Box 19042
Green Bay, WI 54307-9042

1275 Leonard Drive
Fond du Lac, WI 54935

February 13, 1986

Dr. Jerry J. Stepien
Nova University Cluster Coordinator
1275 Leonard Drive
Fond du Lac, WI 54935

Dear Dr. Stepien:

Recently I spoke with you concerning the MARP project I have undertaken. I intend to survey the faculty and staff of the five districts in the East-Central Wisconsin VTAE Consortium regarding their perception of the image of the schools of the Wisconsin VTAE System. Thank you for agreeing at that time to serve as a member of the panel of experts to review my survey instrument.

The instrument I have developed is an adaptation of the semantic differential suggested as a means to survey image by Philip Kotler in Marketing for Nonprofit Organizations. It has been used by at least two other authors to survey institutional image. The method was modified to include pairs of descriptive phrases rather than just adjectives. A 5-point Likert scale was substituted for the 7-point scale.

The bi-polar descriptive phrases were developed as a result of oral interviews with recruitment personnel at each of the five districts. Some of you participated in these interviews.

Please review this survey instrument for content and face validity. Feel free to suggest any adaptations, add or delete factors you believe are appropriate or inappropriate. I would appreciate return of your responses in the attached envelope by February 21, 1986, so I can proceed with reliability testing. If you find it more convenient, please call me directly (414-922-8611 ext. 200, or 414-922-2823 evenings).

I am grateful for your time spent in helping me with this project. I will be happy to share results of this study with you at the appropriate time.

Sincerely,

Dorothy Stepien
Research Coordinator

Appendix E

RELIABILITY TEST - LETTER AND QUESTIONNAIRE

Dear

I am about to survey VTAE faculty and staff of the Northeast Wisconsin VTAE Consortium in a marketing study related to image perception. I am conducting this study for my doctoral dissertation. In addition, I expect to make the results known to marketing staff of the consortium.

Dr. Shanahan has given me permission to conduct this study at MPTI. Before I distribute the survey instrument, I must pre-test it for reliability. Would you be kind enough to help me with this. I am enclosing two copies of the questionnaire. Each survey has a number at the top, but that is only to allow me to match your first responses with your second ones to establish that you answer in relatively the same way over time. In no way will your responses be matched to your name. You have my assurance of anonymity. Please complete the first questionnaire now, and return it to me. In five days please complete the second questionnaire. Please do not discuss the questionnaire with your colleagues or co-workers since they may be part of the selected random sample of the "real" study and preliminary knowledge may skew the results.

The questionnaire asks you to respond in two ways. First, by indicating what you perceive related to certain factors as the current image status (what is) and then as you believe the image should be (ideal). When filling out the questionnaire, if you find any part to be unclear or confusing please so indicate. Feel free to comment in person if you like.

I would appreciate it if you would complete the first today. The second one should be back by Thursday, March 6, 1986. If you need more information, do not hesitate to contact me.

Thank you for your time and cooperation.

Sincerely,

Dorothy Igl Stepien
Researh Coordinator

1275 Leonard Drive
Fond du Lac, WI 54935

March 8, 1986

Dear Colleague:

Recently I sent you two samples of a questionnaire for a survey I am conducting in fulfillment of my requirements for a doctoral dissertation. Most of you returned the first copy of the survey completed. I thank you for that.

To test reliability, however, I must compare your responses to the same questions by the same individual over time. In order to do this, I will need to have the second copy of the survey I sent you completed and returned. It is possible that my first letter to you was not clear in this regard.

I would appreciate it if you would send me the completed second copy of the survey by Wednesday, March 12, 1986, or sooner if possible.

Again, I wish to express my gratitude to you for helping me in this study.

Sincerely,

Dorothy Igl Stepien
Research Coordinator

FACTORS RELATED TO THE IMAGE OF THE WISCONSIN VTAE SYSTEM SCHOOLS

PRESENT STATUS

DIRECTIONS: Please circle the number for each image factor to indicate the degree to which you believe the schools of the Wisconsin VTAE System CURRENTLY possesses that attribute. Use the following scale:

1 = extremely, 2= slightly, 3= neutral, 4=slightly, 5= extremely

Large enrollment	1	2	3	4	5	Small enrollment
Inferior academic reputation	1	2	3	4	5	Superior academic reputation
Expensive tuition	1	2	3	4	5	Inexpensive tuition
Low exposure of community to school	1	2	3	4	5	High exposure of community to school
Personal atmosphere	1	2	3	4	5	Impersonal atmosphere
Close to home for students	1	2	3	4	5	Far from home for students
Innovative	1	2	3	4	5	Slow to Change
Superior faculty	1	2	3	4	5	Inferior faculty
High socio-economic student body	1	2	3	4	5	Low socio-economic student body
Superior job placement for graduates	1	2	3	4	5	Inferior job placement for graduates
Inferior Administration	1	2	3	4	5	Superior Administration
Good athletic activities	1	2	3	4	5	Inferior athletic activities

Using the same scale as above, please indicate where the institutions of the Wisconsin VTAE System rate on a visibility/reputation scale:

High repute	1	2	3	4	5	Low repute
High visibility	1	2	3	4	5	Low visibility

Please list any other factors not indicated which CURRENTLY affect the image of the Wisconsin VTAE System schools:

_____

_____

_____

IDEAL STATUS

Directions: Please circle the number on the scale for each image factor to indicate what you believe would be an IDEAL RATING for the Wisconsin VTAE system in relationship to each attribute. Use the following scale:

1 = extremely, 2= slightly, 3= neutral, 4=slightly, 5= extremely

Large enrollment	1	2	3	4	5	Small enrollment
Inferior academic reputation	1	2	3	4	5	Superior academic reputation
Expensive tuition	1	2	3	4	5	Inexpensive tuition
Low exposure of community to school	1	2	3	4	5	High exposure of community to school
Personal atmosphere	1	2	3	4	5	Impersonal atmosphere
Close to home for students	1	2	3	4	5	Far from home for students
Innovative	1	2	3	4	5	Slow to change
Superior faculty	1	2	3	4	5	Inferior faculty
High socio-economic student body	1	2	3	4	5	Low socio-economic student body
Superior job placement for graduates	1	2	3	4	5	Inferior job placement for graduates
Inferior Administration	1	2	3	4	5	Superior Administration
Good athletic activities	1	2	3	4	5	Inferior athletic activities

Using the same scale as above, please indicate where the institutions of the Wisconsin VTAE System should rate on a visibility/reputation scale:

High repute	1	2	3	4	5	Low repute
High visibility	1	2	3	4	5	Low visibility

Please list any other factors not indicated which you believe would enhance the ideal image of the Wisconsin VTAE System schools:

_____

_____

_____

Appendix F

FINAL SURVEY QUESTIONNAIRE AND LETTER

FACTORS RELATED TO THE IMAGE OF THE WISCONSIN VTAE SYSTEM SCHOOLS

PRESENT STATUS

Directions: Please answer every question. Please circle the number for each image factor to indicate the degree to which you believe the schools of the Wisconsin VTAE system CURRENTLY possesses that attribute. Use the following scale:

1 = very, 2 = somewhat, 3 = neutral, 4 = somewhat, 5 = very

1)	Large enrollment	1	2	3	4	5	Small enrollment
2)	Inferior academic reputation	1	2	3	4	5	Superior academic reputation
3)	Expensive tuition	1	2	3	4	5	Inexpensive tuition
4)	Low exposure of community to school	1	2	3	4	5	High exposure of community to school
5)	Personal atmosphere	1	2	3	4	5	Impersonal atmosphere
6)	Close to home for students	1	2	3	4	5	Far from home for students
7)	Innovative	1	2	3	4	5	Slow to change
8)	Superior faculty	1	2	3	4	5	Inferior faculty
9)	High socioeconomic student body	1	2	3	4	5	Low socioeconomic student body
10)	Superior job placement for graduates	1	2	3	4	5	Inferior job placement for graduates
11)	Effective administration	1	2	3	4	5	Ineffective administration
12)	Superior social and athletic activities	1	2	3	4	5	Inferior social and athletic activities
13)	High repute	1	2	3	4	5	Low repute
14)	High visibility	1	2	3	4	5	Low visibility

Please list any other factors not indicated which CURRENTLY affect the image of the Wisconsin VTAE system schools:

_____

_____

_____

IDEAL STATUS

Directions: Please answer every question. Please circle the number on the scale for each image factor to indicate what you believe would be an IDEAL RATING for the Wisconsin VTAE system in relationship to each attribute. Use the following scale:

1 = very, 2 = somewhat, 3 = neutral, 4 = somewhat, 5 = very

15)	Large enrollment	1	2	3	4	5	Small enrollment
16)	Inferior academic reputation	1	2	3	4	5	Superior academic reputation
17)	Expensive tuition	1	2	3	4	5	Inexpensive tuition
18)	Low exposure of community to school	1	2	3	4	5	High exposure of community to school
19)	Personal atmosphere	1	2	3	4	5	Impersonal atmosphere
20)	Close to home for students	1	2	3	4	5	Far from home for students
21)	Innovative	1	2	3	4	5	Slow to change
22)	Superior faculty	1	2	3	4	5	Inferior faculty
23)	High socioeconomic student body	1	2	3	4	5	Low socioeconomic student body
24)	Superior job placement for graduates	1	2	3	4	5	Inferior job placement for graduates
25)	Effective administration	1	2	3	4	5	Ineffective administration
26)	Superior social and athletic activities	1	2	3	4	5	Inferior social and athletic activities
27)	High repute	1	2	3	4	5	Low repute
28)	High visibility	1	2	3	4	5	Low visibility

Please list any other factors not indicated which you believe would enhance the ideal image of the Wisconsin VTAE system schools:

_____

_____

_____

1275 Leonard Drive
Fond du Lac, WI 54935

March 14, 1986

Dear Colleague:

You have been selected in a stratified random sample from among VTAE faculty and staff of the Northeast Wisconsin VTAE Consortium to participate in a marketing study related to image perception. I am conducting this study for my doctoral dissertation. In addition, I expect the results to be useful to marketing staff of the consortium.

Your Director has given me permission to conduct this study at your district. Your response is critical to the results to assure equal representation of your staff category and your institution, since this is only a 25% sample. Be assured that your responses are anonymous; the materials you return carry no identification which indicates the respondent. The color designates the staff category in which you are employed. At each district the questionnaires will be collected by internal mail for ease of return, and so district responses may also be tallied as a population.

Enclosed you will find a brief questionnaire, an envelope addressed to me, and a postcard with your name on it, also addressed to me. Please respond to the questionnaire by first indicating your perception of how certain factors are related to the current image status (what is), and then how you believe the image factors should be perceived (ideal). The questionnaire should take less than ten minutes to complete. Return it in the enclosed envelope by campus mail. At the same time drop the postcard to me in the campus mail. Upon receipt of the postcard I will know that you have returned your materials. This procedure guarantees anonymity, and it will not be necessary for me to send you follow-up notices.

I would appreciate it if you would complete and return the questionnaire not later than March 26, 1986. If you would like more information, do not hesitate to contact me at (414) 922-8611 ext. 200.

Thank you for your time and cooperation.

Sincerely,

Dorothy Igl Stepien
Research Coordinator

BIOGRAPHY

Dorothy Igl Stepien received a Bachelor's Degree with a double major in English and biology from the University of Wisconsin-Stevens Point in 1965. A Master's Degree in Higher Educational Administration-Student Personnel was obtained in 1970 at Indiana University in Bloomington, Indiana. Her doctoral pursuit was through Nova University, located in Fort Lauderdale, Florida.

Dorothy's first job was as the first female investigator for the Chicago Civil Service Commission Region. From there she moved into personnel management with the Civil Service Commission and later with the U. S. Department of Agriculture in Chicago. She took a job as a residence hall director in 1967 to provide opportunity for the pursuit of the Master's Degree. She worked in residence halls from 1967 to 1970.

In 1970, while holding the position of Associate Director of Housing at University of Wisconsin-Oshkosh, she met and married Jerry J. Stepien who was on the faculty there. In 1971 they moved to Madison, Wisconsin, where Dorothy became the Residence for Tuition Purposes Administrator for the University of Wisconsin-Madison. Three years later she became Assistant Registrar, a position she held until

coming to her current position in 1980. She is currently Registrar for the Moraine Park VTAE District.

Dorothy has always held a special interest in the development of people, especially women. She has conducted many workshops on communication, leadership techniques, and values clarification. The most recent were a series of workshops for support staff in registrar and admissions offices which concluded in 1985.

A highlight of Dorothy's life was when she quit her job at the U. S. Civil Service Commission in 1966 and toured Europe for four months. There she met the ordinary people of the countries, and shied away from the American tourist places.

Dorothy likes to read, draw, write, and sew. She is an avid gardener and likes to preserve her own produce. She also enjoys cooking and sports such as skiing and biking. Her most important prized treasures are her husband, Jerry, and her two children, Kimberly and Jeremy. She currently resides with them in Fond du Lac, Wisconsin.

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by Dorothy E. Stepien. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

June 27, 1986
(date)

Dr. George Barton
MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

June 30 1986
(date)

Dr. Philip DeTurk
Local Committee Member

This Major Applied Research Project was submitted to the Central Staff of the Center for Higher Education of Nova University and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

July 1, 1986
(date)

Dr. Ronald Newell
Central Staff Committee Member