

DISSERTATION

A QUALITATIVE ANALYSIS OF A
COMMUNITY COLLEGE MISSION STATEMENT
AS IT APPEARS IN PRINT AND ON THE WEB

Submitted by

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School of Education

In partial fulfillment of the requirements

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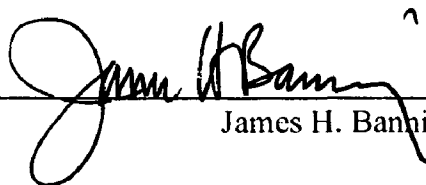
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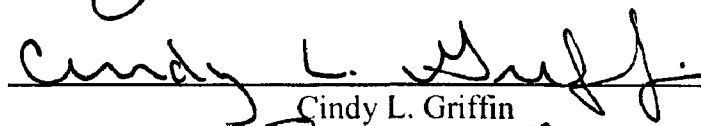
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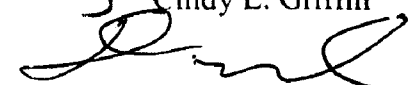
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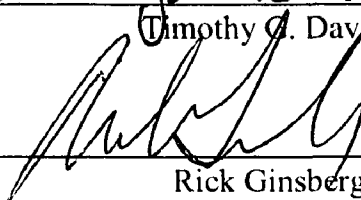
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ABSTRACT OF DISSERTATION

A QUALITATIVE ANALYSIS OF A COMMUNITY COLLEGE MISSION STATEMENT AS IT APPEARS IN PRINT AND ON THE WEB

This basic, interpretive qualitative study's purpose was to identify, describe, and interpret community college mission statement messages as they appear in print and on the web site. Of particular interest were the analyses of each institution's similar, different, and unique messages. The additional analyses of these messages across all four community colleges examined in this study revealed unintended messages.

The within-case inductive analysis was completed first to find emergent mission statement messages in the print materials and on the web site for each community college. Upon completion of the inductive analysis, a deductive analysis was conducted next using Newsom and Hayes (1990) mission statement component framework. Inductive and deductive cross-case analyses were completed to compare and contrast the messages across all institutions. Additionally, message levels (strong, sufficient, and weak) were assigned to each message as a further part of the analysis process.

The mission statement messages found in the study's findings were presented in relationship to the limited community college mission statement literature. The findings propose the need to consider the addition of several messages found in the community college literature, but not found in the mission statement literature. The recommendations

suggest institutions use an inductive and deductive checklist process to examine their print materials and web site for message consistency between the two mediums and alignment with the community college mission statement. The recognition of the web site as a more commonly used medium for community college stakeholders to obtain information supports the need to continually examine the web site for the community college's mission statement messages.

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*“Ancora Imaparo”
(I am still learning.)
-Michelangelo*

Learning is a lifelong journey. My continued joy for learning began so many years ago and has been nurtured by many people. I have been fortunate to cross paths with so many supportive friends, mentors and colleagues along the way. Even though you may not all be mentioned individually, please know that you reached out and touched my life in a very important way. I especially want to recognize the individuals that sparked the pseudonyms used for the community colleges identified in the dissertation.

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Thanks to the 1999 CCL cohort. You all helped me in realizing my goal of completing a doctoral program. I treasure the friendships and memories of our journey together. It was quite an adventure. I'm glad we did it together for without you it wouldn't have happened at all. I wish all of you the very best as goals are met and dreams are pursued.

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I'm still learning and grateful for the many opportunities offered to me throughout my life. Best wishes to all who provide the spark for learning and zest for life's journey.

DEDICATION

To my best friend – Dave Hegeman. Your support, encouragement, humor, patience, dedication and love provided us with the endurance to complete this journey together. Thank you.

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CHAPTER ONE

INTRODUCTION

Mission statements are considered to be one of the world's most popular management tools. Today's management books and journals hail the importance of developing and communicating a mission statement. The mission statement should answer basic questions such as who are we, what is our purpose, where are we going, how are we going to accomplish it, and why do we exist? (Bart, 2001). Purpose appears to be the most common mission statement element mentioned throughout the literature (Bart & Baetz, 1998). Drucker's (1974) agenda-setting work on mission statement importance as a management tool focuses attention on setting goals and purposes. Recently, renewed attention and interest to the mission statement's importance and purpose has appeared (Campbell & Yeung, 1991; Piercy, 1994; Chamberlain, 1996; Campbell, 1998; Cole, 2002). Mission statements define an institution's purpose while serving as the focal point for strategic planning and marketing functions. Mission statements also serve as opportunity statements, state an institution's present condition, or describe future targets (Lang & Lopers-Sweetman, 1991). Most importantly, well defined and clearly stated missions are necessary so that institutions can remain true to their core commitments while strategically responding to internal and external forces.

Postsecondary educational institutions—particularly community colleges—feel numerous internal and external forces. Internal forces include strategic planning and

marketing. Common external forces include increased competition, decreased funding, and accreditation. These combined forces find community colleges balancing intellectual pursuits with economic realities. Therefore, community colleges should seriously consider the mission statement messages they are sending while responding to these internal and external forces. Such an undertaking requires institutions to examine each internal and external force in relation to the mission statement.

Strategic planning is the first internal force. Drucker (1974) states, "Strategy determines what the key activities are in a given business. And strategy requires knowing "what our business is and what it should be" (p. 75). Yet strategic planning is often one of the most commonly neglected strategic management tasks. Gibson, Newton and Cochran (1990) state, "The proper relationship of planning activities is developing the overall mission, developing strategies, and formulating plans and programs" (p. 35). The mission statement gets little recognition in most strategy applications. This could be due to not understanding the importance of the mission statement or the critics' views of mission statements as being vague, directionless, or even worthless (Ackoff, 1987; David, 1989; Ireland & Hitt, 1992). Mission statements can help the organization focus on what really matters to itself as well as to external stakeholders. A key reason for the mission statement's importance is that it guides strategic and day-to-day operational planning decisions.

Postsecondary institutions' mission statements often receive criticism for having two major flaws. The first flaw is that institutions fail to use mission statements for strategic planning. Newsom and Hayes (1990) discuss that most colleges regard the

mission statement as essential, but the statement's content seems utterly unimportant. The statement usually provides no guidelines for serious planning. Newsom and Hayes state,

If universities can find a way to substitute the vapid consensus of the present statements for a sharp, specific definition of their distinctive role in a society, then mission statements can be the proper beginning for activities like a planning exercise, program reviews, curriculum design and admissions. (p. 30)

The second flaw occurs when mission statements provide broad definitions. The statements usually describe lofty goals and immeasurable outcomes. Internal stakeholders dismiss the importance and external stakeholders describe the mission statement as meaningless (Finley, Rogers, & Galloway, 2001). Properly developed postsecondary mission statements guide the institution's members, distinguish the institution from others, and market a unique or niche quality. Marketing is increasingly important for postsecondary institutions from both an internal and external perspective.

Marketing the mission is the second internal force. It is important to internal stakeholders for several reasons. The internal stakeholders must have a common mission definition that helps guide the institution's activities and employee behaviors. The institution accomplishes creating this common mission through understanding the learners' needs and aligning programs, policies, and processes to establish a market niche and provide value. Once the internal stakeholders have created and defined the mission, they have a common direction. The "sense of mission" or strategic direction delivered through the mission statement becomes a central focal point for employees to rally around (Bart, 2001). Internally achieving this central focus makes it easier to communicate the institution's business. Unfortunately, some postsecondary institution statements fail to realize the importance of the mission statement. The institutions promote a general and simplistic statement that is often unclear and provides little

guidance to the internal stakeholders. This simplicity and failure to communicate the mission clearly often leaves external stakeholders confused as to the institution's mission.

External stakeholders must clearly understand the institution's business. A clearly communicated mission makes it easier for external stakeholders to understand the institution's unique market niche and value. The institution's specific niche distinguishes its position relative to other competition. It serves to focus the attention of non-members who may be considering a relationship with the organization (Cole, 2002). Defining the niche assists the external stakeholder when making decisions about the institution. When the mission statement is unclear and communicated ineffectively, the external stakeholder is unsure of what the institution does and how it adds value. An effective mission statement can contribute to effective strategic planning and marketing. Moreover, it is useful in addressing the external forces.

These external forces of increased competition, decreased funding, and accreditation are as important to consider as the internal forces when developing and communicating the mission statement. Increased competition evidences itself by the increased market share of for-profit institutions during the last decade. These fully accredited, for-profit institutions are becoming increasingly popular postsecondary student options. A 2001 report by the Education Commission of the States (ECS) indicates a 78% growth in the number of for-profit two-year degree-granting institutions between 1988 and 1999 (Kelly, 2001). The two-year for-profit market share grew from 19% to 28% over the past decade (Kelly). For-profits have surged in popularity, appealing to a growing segment of postsecondary learners.

One reason for this increasing appeal is that for-profit institutions contain many student-friendly programs and services that attract postsecondary learners. The institutions appeal to working adults in professional fields and adults developing job skills. These working adults are often parents with family obligations and are drawn to for-profit schools because of fast-track programs, flexible scheduling options, and locations close to work or home. Other appealing programs and services include a strong customer orientation, academic and personal support services, technology-delivered or enhanced instruction, and hands-on approaches to instruction (Kelly, 2001). Even though public postsecondary institutions contain many of these same programs and services, the for-profit institutions often hold great public appeal due to their work-related skill-based programs. The for-profits also provide educational infrastructure and student-friendly characteristics using private rather than public funds. The for-profits have created an identifiable niche that expresses their uniqueness relative to other competition. They provide students with an appealing option for postsecondary education without tapping into already strained state budgets.

The decreasing amount of postsecondary institutions' public funding is the second external force. Two factors contribute to this force: an increasingly larger share of state budgets being required for funding federal and state mandates and a legislative aim of providing accessible and affordable postsecondary education. In the case of the first factor, funded mandates in many states include K-12 funding, human services/health care, and corrections. These mandates have stretched many state budgets, increasing the struggle to balance budgets while funding these mandated priorities. For example, in Colorado last year K-12 received 24.2% of the total state operating budget appropriation

while human services and corrections received 34.9% and 6% respectively. These mandates comprise approximately 65% of the total operating budget appropriation, leaving merely 35% for non-mandated items (State of Colorado Joint Budget Committee, 2003). Postsecondary education, a non-mandated item, received 12.3% of the total state operating budget during the 2003-2004 fiscal year (State of Colorado Joint Budget Committee). Of the postsecondary education allocation, the community college system and local district colleges received only 14.3% (State of Colorado Joint Budget Committee). This Colorado budgeting problem exemplifies the dilemma experienced in most states. Ted Sanders, Education Commission of the States President (2003), states,

In a majority of states, the elements of a “perfect storm” are gathering. State budget deficits have accelerated a decrease in the proportion of state funds allocated for postsecondary education and training. Student tuition and fees are also on the rise, while financial aid for needy students wanes. (p. 1)

The decreased public funding coupled with increased student tuition and fees conflicts with the legislative mandates of keeping postsecondary education, especially at the community college level, accessible and affordable, the second factor contributing to decreased funding.

Despite the pressure to keep community colleges accessible and affordable, the last several decades have seen dramatic increases in community college tuition and fees to cover state funding shortfalls. Currently, these tuition rates still remain relatively low compared to four-year institutions and continue to meet the legislative mandates of being accessible and affordable. However, to cover state funding shortfalls, an increasingly larger amount of the cost is being passed on to students through tuition and fees. From 1979-1980 through 2001-2002 community colleges average tuition and fees have risen from \$355 to \$1,733 annually (College Board, 2001). An American Association of

Community College (AACC) tuition survey found that most states increased tuition rates for the 2003-2004 year. The percentage of rate increases range from a low of 3% in Georgia and Louisiana to as much as 42% in Virginia (AACC, 2003). These continual tuition increases attempt to minimize the effect of decreased funding due to funding mandates while still providing the most affordable and accessible postsecondary education.

These two key contributing factors of this second external force should cause postsecondary institutions to examine their mission. A clearly articulated mission tells the public what the institution will do, and, by implication what it cannot (or will not) do as it grapples with the increased fiscal struggle apparent in every state.

The last external force involving regional accreditation agencies comes as a result of all six regional accreditation agencies requiring every institution to make a public declaration of mission and purpose. For example, The Higher Learning Commission North Central Association of Colleges and Schools (NCA) (2003) states, “The Commission’s first Criterion of accreditation focuses the attention of the organization... on the role of these mission documents in defining and shaping the operations and priorities of the organization. All other Criteria in one way or another relate to Criterion One” (p. 3). Institutions generally accept that they must create and publish a mission statement as a means of giving the organization’s members a cohesive concept of the institution’s internal and external role. The accreditation process plays an important role by assisting postsecondary institutions in examining their mission.

The internal forces of strategic planning and marketing combined with the external forces of increased competition, decreased funding, and accreditation are all

central to answering the basic questions of who, what, where, how and why while developing the mission statement and clearly communicating the institution's purpose. Campbell (1989) contends that a sense of mission involves two tasks: defining the purpose and communicating the mission to make the mission statement come alive. Communicating the mission has primary importance for the institution, and two primary mediums for achieving this goal are print and the web. In particular, the web has provided an innovative new medium for communicating the institution's mission statement. This study considers both print and the web as mediums to present the mission statement.

Print changed society over 500 years ago by providing mass one-way communication of information at a relatively low cost. A public declaration of mission commonly occurs through print. Print documents such as the catalog, schedule, brochures, annual reports, and foundation solicitation letters usually contain the college's mission. Print as a communication medium continues to play an important role in communicating the mission statement.

The World Wide Web (Web) is revolutionizing communication. Mass two-way communication opportunities, low cost, currency, and increased accessibility make it easy for all internal and external stakeholders to view the institution's mission. Institutions should closely examine this medium as a valuable means to communicate the mission. The Web as a communication medium combined with the adoption rates of computers and the Internet has been typically underrated. Oracle Corporation (1999) states,

Predictions like these once range with hyperbole are being answered by stunning facts about how Internet technologies are changing the way we work, play, and

learn. It took only four years for the World Wide Web to be regularly used by more than a quarter of the U.S. population, a feat that took electricity 6 years, the telephone 35 years, the radio 22 years, the television 26 years, and the personal computer 16 years to achieve. (p. 2)

The Internet facilitates communication more effectively than any other medium since Gutenberg pioneered the use of movable type 550 years ago (Darnell & Rosenthal, 2000-2001). Today, over 51% of U.S. households have computers, and 41.5% have Internet access (U.S. Department of Commerce, 2000). Minorities and lower-income households, reflective of the community college student profile, present the largest increases obtaining computers and Internet access (U.S. Department of Commerce). Accurately portraying the mission to all constituents is important as 67% of Internet users over the age of three use the Internet to search for information regarding a business or service (U.S. Department of Commerce, 2002). Product/service purchases over the Internet are made by 39% of online users (U.S. Department of Commerce). Not only has the public quickly adopted the Internet as a method to obtain information and purchase goods and services, but they also use it for education endeavors.

The Internet and the Web are increasingly used for a variety of educational purposes. Online education enrollments represent 3.5% of Internet users (U.S. Department of Commerce, 2002). A web presence exists for 66.5% of U.S. community colleges (University of Texas-Austin, 2003). Community college websites also enable students to register for courses (55.5%), purchase textbooks (43.2%), pay tuition (20.5%), and offer online courses (74%) (Green, 2001) Educational programs and services will continue to expand on the Web. Print and the Web as technological innovations and communication media will continue to expand the ability to impart the institution's mission statement messages. The pervasiveness of these two media for providing

information related to education should prompt community colleges to examine the messages found in their mission statements as they appear in print and on the website.

The literature contains a multitude of opinion articles regarding mission statement utility, but few quantitative studies and even fewer qualitative studies appear, especially in relation to higher education in general and community colleges in particular. Several studies do support the notion that one can analyze mission statements qualitatively for messages (Pearce, 1982; Bart, 1998; Bart & Baetz, 1998). Such studies can reveal that a mission statement may fail to clearly communicate its purpose if the community college's mission statement as it appears in print and on the website lacks clear messages.

Using an inductive and deductive analysis, I identified, described, and interpreted the messages found in community college mission statements as they appear in print and on the website, expanding upon techniques that Pearce and David (1987) and Newsom and Hayes (1990) used. Studying both print and web media presentations of the mission statements, I analyzed next the similarities and differences and unintended messages found within each mission statement. Additionally, I employed a cross-case matrix to analyze the similarities and differences of the messages found in these mission statements.

Purpose of The Study

The study's purpose is to identify, describe, and interpret mission statement messages as they appear in print and on the college website. The study's research design included a three phase research process. I initially reviewed, identified, and selected twelve community colleges for the purposive research sample. In the Phase I pilot study, I used a deductive process to identify and describe the mission statement messages found

in each community college mission statement as it appeared in print and on the website using the conceptual framework, and developed a cross-case matrix to compare and analyze the similarities and differences of the messages found in a community college mission statement as it appeared in print and on the website using the conceptual framework that Newsom and Hayes (1990) designed.

Phase II used an inductive and deductive analysis process with four community colleges to identify and describe the individual community college mission statement messages as they appeared in print and on the website. I then compared and analyzed the similar and different individual mission statement messages as they appeared in print and on the website. In Phase III, I developed two cross-case matrices. The first cross-case matrix examined the similar and different mission statement messages across all sites. The second cross-case matrix examined the strength level of the mission statement messages across all sites from an inductive and deductive perspective.

Research Study Questions

The grand tour question asks what community college mission statement messages appear in print materials and on the website. Through an inductive and deductive analysis I explored the following questions:

1. What mission statement messages are found in a community college's mission statement information as it appears in print?
2. What mission statement messages are found in a community college's mission statement information as it appears on the website?
3. What are the similarities and differences of the mission statement messages as they appear in print and on the website?

4. What are the similarities and differences of the mission statement messages found across all community colleges as they appear in print and on the website?

The deductive analysis adheres to a conceptual framework that Pearce and David (1987) designed, but which Newsom and Hayes (1990) modified for higher education as a basis for examination and description.

Definitions

Print materials – Any institutional document that describes the institution. This study's print materials included application for admission form, college welcome letter, admission procedures checklist, degree, certificate and diploma listing, general college information pamphlet, and class schedule. When print materials were unavailable, a college's website pages containing similar information listed above was used to determine the print mission statement messages.

Mission statement - A mission statement definition often quoted and originally developed by Pearce (1982) and enhanced by David (1989) defines it as follows: "An enduring statement of purpose that distinguishes one organization from other similar enterprises, a mission statement is a declaration of an organization's reason for being" (p. 90). For purposes of this study, an individual college's print material and the website were used to determine the mission statement messages

Screen capture software – Software that allows a computer to capture images, icons, web pages, web images, web flash, and video. The software saves an image of the website pages. The image serves as a static document used for the website mission statement analysis.

Website – A location on the World Wide Web that a community college creates to promote the institution. It provides all visitors with varying amounts of a variety of information about the college related to academics, student services, employment, faculty, staff, and students. I used the individual websites to determine the website mission statement messages.

Significance of Study

Most previous mission statement research has analyzed content using word counts and has examined characteristics from primarily a quantitative perspective with a few also being mixed methodology studies (Pearce, 1982; Pearce & David 1987; Bart, 1998, Bart & Baetz, 1998; Bart & Tabone, 1999). Few studies exist on the relationship between postsecondary education and mission statements (Newsom & Hayes, 1990; Mathieu, 1993; Stober, 1997). Apparently, no one has conducted a study specifically on community college mission statements. I discovered only one study that examines the relationship between mission statements and the web (Bart, 2001), and none exist that specifically discuss community college printed mission statements and the web.

This mission statement research should benefit those studying the messages mission statements communicate in print and web mediums for several reasons. First, because of the scarcity of mission statement research, this study provides a variety of groups, including business and non-profit industries but, in particular, postsecondary education and specifically community colleges, with an analysis of the mission statement messages as they appear not only in print but also on the web. Second, web research is relatively new to the literature, and studies of its contributions are just now appearing. This contributes to this literature body. Finally, this research can assist community

colleges in communicating more effective mission statement messages especially as they expand from print to the web to communicate the mission statement. By examining the messages found in the community college mission statement in print and on the website both separately and together institutions will have a better understanding of how these media impact how audiences perceive the mission statement. Furthermore, this study enables institutions to understand the messages that their mission statements convey, which, in turn, will assist them when developing and communicating the mission. An understanding of how audiences perceive the institution's mission statement in both mediums is important as more potential students use print and the web to research information about the institution, make enrollment decisions, and use the web for educational purposes.

Community colleges should be clear about who they are and what they want to accomplish. We could be diverted from our fundamental mission, or the mission could be distorted beyond recognition without vigilant attention to the underlying values, beliefs and philosophical priorities that comprise the mission and without understanding and accommodating the internal and external forces that shape it. Internal forces such as strategic planning are an integral part of the planning process thus affecting all institutional aspects (Drucker, 1974). These forces are also crucial to the marketing process for internal and external stakeholders. Equally important are the external mission statement influences of increased competition, decreased funding, and accreditation. Therefore, the internal community college stakeholders should seriously consider the messages conveyed in the printed mission statement and website because of the effect

these messages have not only on the internal stakeholders but also, and more significantly, on the external stakeholders.

A study of community college mission statement messages found in print and on the website is important for five reasons. First, the study adds to the scholarly research literature because limited research appears on community college mission statements. Most educational mission statement research use printed mission statements to conduct a word count analysis but lack description, analysis, and interpretation of the mission statement messages. Limited research exists on website messages in general, especially in postsecondary education and particularly in community colleges. Second, this study also examines messages found on a community college website. As more community colleges develop their websites, this study will inform community college practice to communicate mission statement messages more effectively to internal and external stakeholders. Potential students may use print and web sources as their only reference points before deciding to attend the institution. Knowledge gained through this study will create more awareness for community colleges communicating their mission statement messages. Third, the study also provides a process that institutions can employ when examining the mission statement messages as they appear in print and on the website. Finally, the study may improve effectiveness of community colleges examining their mission and the messages that are communicated to all stakeholders. A summary of this importance of this study includes enhancing researchers' tools while identifying, describing, analyzing, and interpreting messages found in community college mission statement messages wherever they appear.

Researcher's Perspective

My interest and expertise in this research stems from a long time association with website development and distance learning initiatives. I also have a marketing background and am currently a community college administrator. I collaborated with an outside vendor on developing my college's first marketing website. I currently serve as a member of the Webmaster committee that oversees the college's marketing website. I am also responsible for all distance learning initiatives as Associate Vice President of E-Learning. My marketing interests began in high school and continued as a marketing education professional for eleven years. It continues with my administrative responsibilities for marketing a branch campus (communicating the mission), E-learning, and other college program initiatives. My role as a community college administrator also includes the responsibility for college-wide, division, and departmental strategic planning that includes an annual mission statement and purpose review. My Ph.D. program study included mission statement exploration and its important institutional guidance role. These factors pique my interest in this topic. I also have conducted an extensive mission statement and college website literature review to confirm research gaps. Examining the literature has increased my interest in learning more about the mission statement messages communicated through print materials and on the website.

Narrowing the topic from researching multiple approaches for communicating with students to using two approaches (print and web) seems appropriate as more people use print and the web to learn initially about an institution. The impact of the web on community colleges is just beginning to emerge with little available literature. Studying print and the web impact is also a broad topic, so I chose to direct the research to mission

statement interests. My interest in mission statements stems from previous research focused on the institution as a learning community. The learning community literature often speaks of developing mission statements that reflect group values and beliefs. I finally decided that my combined background in working with websites and marketing along with my interest and work in strategic planning would fit with my research topic. Discovering the mission statement messages communicated through print materials and on the website emerged as a specific topic through my continual immersion in the literature and professional work involvement.

Mission statement literature predominantly examines the statement using word-count, readability level, using primarily quantitative research designs. After significant topic investigation, I discovered a noteworthy literature gap regarding websites and postsecondary education. The literature reveals research regarding online instruction and college websites. Substantial literature exists discussing printed mission statements research that analyzes organizational values and beliefs, but the literature provides very little mention of website mission statement research. The mission statement messages as they appear in print and on the web reflects the institution's culture using artifacts such as a catalog, class schedule, general college information brochure, and the website to communicate the community college's mission. These two media forms should be examined together to discover similarities and differences of the mission statement's messages. An accurate and consistent communicated mission statement and accompanying messages reflects an important representation of the college to internal and external stakeholders.

Modern management theory recognizes mission statements as one of the organization's cornerstones (Pearce & David, 1987; Ireland & Hitt, 1992). The conclusion in most discussions is that they are an essential factor contributing to an organization's enduring success. This conclusion has led all organization types (small, large, non-profit, profit, education, etc.) to develop a mission statement as the institution's foundation.

The use of print media and the advent of the World Wide Web give anyone (faculty, students, staff, community members, potential donors, et al.) an opportunity to obtain information regarding the institution without having to speak to a college representative. The community college mission statement messages as they appear in print and on the web will continue to grow in importance as an increased number of people wanting institutional information will first obtain it through non-oral communication.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter explores the literature by developing and establishing a research protocol for analyzing the community college mission statement messages as they appear in print and on the web. Three relevant separate literature bodies comprise the three major sections of this chapter. The first section discusses the mission statement or institutional purpose statement, including definition, components, and research from business, administrative, and non-profit perspectives. The second section presents research concerning mission statement definition, mission statement components, and research from a postsecondary or higher education perspective including specific community college literature. The third section explores the technological innovations of print and the World Wide Web as communication tools and their impact on the community college. The chapter ends by discussing the research need to identify, describe, analyze, and compare the similarities and differences community college mission statement messages as they appear in print and on the website.

Mission Statement Business

Literature from a business, administrative, and non-profit perspective offers specific information that helps define mission statements and their functions, their components, and research pertaining to mission statements. The review of the literature in

this section provides a basic overview of mission statements and sets the context for the study.

Definition

No two writers use exactly the same identification labels for mission statement nor define it the same way. Cochran and David (1986) list various terms used to label mission statements, including “creed statement, statement of purpose, statement of philosophy, statement of what is our business, or statement defining our business” (p. 109). My review of the literature attempted to find common ground and to synthesize mission statement definition. A number of researchers concur that a mission statement should define the organization’s purpose/reason for being, uniqueness, and direction (Drucker, 1974; Pearce & David, 1987; David, 1989; Ireland & Hitt, 1992; Block, 1993; Bart, 1997; O’Banion, 1997; Campbell, 1998; and Hesselbein & Cohen, 1999). Pearce (1982) developed a definition of mission statement that David (1989) enhanced and which is frequently quoted: “...as an enduring statement of purpose that distinguishes one organization from other similar enterprises, a mission statement is a declaration of an organization’s reason for being” (p. 90).

Defining the function of the mission statement is equally significant to developing an understanding how the organization uses the mission statement. These functions are often described from an internal and an external perspective. Campbell and Yeung (1991) identified four internal functions: purpose, strategic planning, values, and behavior.

Publicly communicating the institution’s purpose is the first internal function. According to Cole (2002), “The mission statement is viewed as being important for the

direction that it imparts to an organization's employees and the organization's purpose that is communicated to non-members of the organization" (p. 3). Drucker (1974) and Campbell and Yeung (1991) have each argued that a mission statement begins the process of providing organizational members/employees with a meaning for their existence. Drucker (1974) asserts, "Only a clear definition of the mission and purpose of the business makes possible clear and realistic business objectives. It is the foundation for priorities, strategies, plans and work assignments...and strategy requires knowing what our business is and what it should be" (p. 75). A publicly communicated mission statement also motivates employees toward common objectives, unifies expectations and plans, provides performance evaluation criteria, and guides decision making.

Campbell (1989) and Bart and Tabone (1999) concur that communicating a mission statement purpose motivates and inspires employees on a daily basis and promotes a shared sense of expectations. A good mission statement provides employees' self-motivation, direction, and performance rather than being dictated by evaluative tools. It can excite employees and create passion to produce something worthwhile. Gibson, Newton, and Cochran (1990) discuss how a mission statement guides the organization's day-to-day operational decisions. It also defines what the organization intends to accomplish. Employees and other external stakeholders understand the company's plans. A well-defined purpose provides the basis for short- and long-term planning. Providing motivation and inspiration to employees and guiding the organization are both important reasons to communicate the organization's purpose.

The mission statement also serves as the cornerstone for strategically planning the organization's future, the second internal function. Bart and Tabone (1999) contend,

“Mission statements, moreover, are differentiated from objectives and other strategic management due to their lack of a time frame, their lack of specific quantitative measurements, and their passionate language” (p. 19). While goals and objectives are more measurable and operational than mission, the goals and objectives should reflect the institution’s stated mission and serve as a basis for planning. David (1989) discusses that managers and academics widely recognize a carefully prepared mission statement as the first strategic management step. A firm’s mission statement serves as a valuable tool in directing, forming, and implementing a strategy. Pearce and David (1987) describe the importance of mission statements as they relate to strategic planning and performance as follows:

Developing a mission statement is an important first step in the strategic planning process according to both practitioners and scholars....No reported attempts have been made to link mission statements to corporate performance. The neglect is surprising since several studies have concluded that firms that engage in strategic planning out perform firms that do not. (p. 109)

The mission statement provides a critical ingredient in ascertaining the organization’s strategic direction.

Additionally Gibson, Newton, and Cochran (1990) observe that mission statements often receive little recognition in strategic planning due to lack of understanding regarding the importance of the mission statement. The authors conclude that a proper sequence for planning includes developing the mission, defining strategies, and then determining plans and programs. They further discuss that strategic planning for profit and non-profits may differ in that the former may focus on the bottom line while the latter may focus on the goodness or the institution’s community value. Recognizing

the mission statement's importance provides the basis for strategic planning and is an effective tool when grounded in a company's clearly communicated values.

Values clarification, the third internal function, allows employees to accept the mission voluntarily and to promote shared values and behaviors. Value-laden standards provide meaning for employees in several ways. First, values give meaning to the organization's norms and behavior standards. Pearce (1982) discusses that a mission statement consolidates values over time and across individuals and interest groups and reflects in employees' behaviors. Second, Campbell (1989) asserts that people are motivated and work harder if they believe in what they are doing and trust the organization. Stating values and standards allows employees to create a strong identity sense within the organization. Third, Campbell (1989) further states, "Organizations that have clear values find it easier to select, recruit, promote and develop the right kind of people" (p. 4). Bart (1997) suggests that employees who do not "buy in" to values and standards either quit or are encouraged to leave. Fourth, strong values can also help in planning and decision-making. Campbell (1989) also contends, "While strong values make the decisions at the top easier, they also make the daily decisions throughout the organization easier" (p. 5). A good planning process should include stating values. The values clarification process strengthens the organization when employees understand the values, promote the behavior grounded in the values, and accept the values as guidance when making decisions.

Behavior, the fourth internal function, interconnects the three previously mentioned internal functions. Purpose, strategy, and values are ineffective unless converted into behavioral principles that inspire daily employee actions. Behavior is not

dictated; rather promoting a strong organizational identity and affiliation awareness creates it. This organizational mission awareness creates pride, loyalty, commitment, and affiliation and promotes an atmosphere that preserves and protects the strategies, principles, and practices it promotes and publicizes. Campbell (1998) also attests to mission statements as behavior guides “Like the 10 commandments or a set of new year’s resolutions, these mission statements define values and behaviour standards of managers and stakeholders” (p. 931). They provide a meaningful existence for employees which transcends throughout all departments. Behavioral principles are the glue that binds the organization’s functions.

A strong mission exists when the four elements reinforce each other. Campbell and Yeung’s (1991) model combines the strategic (purpose, planning) school of thought with the philosophical (values, behaviors) school of thought into a single description stating, “It involves both the hearts (culture) and minds (strategy) of employees” (p. 11). Campbell and Yeung further elaborate that a sense of mission “is an emotional commitment felt by people towards the company’s mission” (p. 17). A sense of mission occurs when there is congruency between the individual’s values and the organization’s values. The four internal functions including purpose, planning, values, and behaviors, combined with a sense of mission, convey an important message to internal and external stakeholders. Institutions must examine these four functions also together with the two external functions when defining the mission statement’s role. Lang and Lopers-Sweetman (1991) suggested two mission statement external functions that include creating business awareness and serving as a marketing tool.

Creating business awareness comprises the first external function and focuses the company to describe the business in terms that all stakeholders understand. Internally, a lack of creating business awareness for a company and its employees causes the organization potentially to lose sight of its mission and function. Externally, a lack of business awareness may cause a customer not to understand what the business does and therefore to decide against purchasing from the company. Often, lack of business awareness results in vague mission statements that are too general, provide lack of direction, and cause misunderstanding of the business.

Using a mission statement as a marketing tool, the second external function, involves ensuring that the mission statement is market-oriented, realistic, motivational, and specific. Increased competition in a variety of industries forces mission statements to describe customer benefits, and therefore it should focus on the market in which they are trying to serve. Mission statements also must be realistic so as not to make promises or to provide expectations that are undeliverable. A mission statement can be motivating to both the internal and external stakeholders. A motivational mission statement may encourage a commitment by employees to the business and may also cause a customer to purchase the good or service. Finally the mission statement must be specific to distinguish the business from similar ones. Sometimes people may view the mission statement solely as a marketing ploy, but an effective statement successfully markets the business and provides all stakeholders with an accurate business description.

Defining and describing the mission statement functions are important first steps in understanding the mission statement. The mission statement is often found in a catalog, schedule, annual report, or other printed material. Increasingly, the web also

contains a greater percentage of mission statements. This study does not assess the organization's mission statement development process or its effectiveness. Instead, the research analyzes a community college's mission statement messages as they appear in print and on the web. The second component to understanding the mission statement involves examining its components.

Components

This literature body promotes one mission statement component theory with some adaptation and modification by researchers. The most often referred to work is Pearce (1982), which other researchers, including Cochran, David and Gibson, 1985; Pearce and David, 1987; David, 1989; and Lapoint, 2002, have replicated. Pearce's work identified eight components that are grouped into three categories.

The first category defines basic products and services. It also includes the organization's primary market and the technology used in producing or delivering the product. These functions combined define the organization's present and potential business activity. The components comprising this category include: (1) target customers and markets, (2) principal products and services, (3) geographic domain, and (4) core technologies.

The economic goals of the organization comprise the second category. A company's mission should reflect the organization's desire to secure its future. Unless a firm can survive, it will unlikely satisfy any of the stakeholders' goals. This category includes only the fifth component: commitment to survival, growth, and profitability.

The final three components appear within the third category—the company's philosophy. The philosophy states the basic beliefs, values, aspirations, and philosophical

priorities that decision makers use to guide the firm. Discerning differences between organizations solely through these components remains difficult. However, these philosophical components combined with products and services components and economic components can uniquely identify an organization. These philosophic components include: (6) company philosophy, (7) company self-concept, and (8) desired public image.

Pearce (1982) defined these components well in his “mission statement components” study, which served as the basis for Pearce and David’s (1987) study of mission statements in Fortune 500 companies. Table 2.1 lists each of the eight components under each of four categories (product or service, economic goals, philosophy, and public image) and provides an explanation of each component.

Ackoff, 1987; Campbell, 1989; Piercy, 1994; Bart, 1998 refined Pearce and David (1987) original work defining and using these components for research. These four researchers structure Pearce and David’s specific components into four broad categories that include product-market definitions, success factors, values, and philosophy. Although the components and categories may be labeled slightly differently by each author, the distinct components that Pearce and David originally developed provide the foundation for most business mission statement research.

Ackoff (1987) believes that a mission statement “should not commit a firm to what it must do in order to survive, but to what it chooses to do in order to survive” (p. 30). He further defines mission statement components according to the following functions: provide measurable objectives, establish company’s differentiation, define the business the company wants to be in, not necessarily is in, pertain to all internal and

Table 2.1

Mission Statement Components

Component	Explanation
<i>Product or Service</i>	
Target customers and markets	Specifies the intended major customers or target markets
Principal products or services	Conveys the commitment to major products or services
Geographic domain	Specifies the firm's intended geographic domain for marketing purposes
Core technologies	Explains the basic technologies used in producing or delivering the product or service
<i>Economic Goals</i>	
Concern for survival, growth, and profitability	Reflects the organization's economic goals regarding survival, growth, and target profitability levels
<i>Philosophy</i>	
Company philosophy	Discloses the basic beliefs, values, aspirations, and philosophical priorities, including indicators of strategic, operational, and human resources philosophies
Self-concept	Explains the firm's competitive strength, and expresses the company's view of itself
<i>Public Image</i>	
Desired public image	Expresses how a company wishes to be perceived; present and potential customer's attributions of certain qualities to a certain business

Adapted from Pearce and David (1987).

external stakeholders, motivate employees at all levels within the organization, and excite and inspire all participants (p. 31). Ackoff's mission statement examination finds most statements meaningless for two reasons. First, the statements often identify lofty,

immeasurable goals. Second, he asserts that to determine if something should be included in the mission statement is to see if it can be disagreed with reasonably. If not, it is probably not worth saying. Strong meaningful mission statements assist the company in determining what it should do to survive.

Campbell's (1989) Ashridge mission statement model relies upon a strong link between the components organized into four categories including purpose (why the organization exists), values (beliefs, ethics, and relation to employees and other stakeholders), standards and behaviors (policy and behavior patterns that guide the company's operation), and strategy (organization's activities and its positioning to organizations in the same line of work). Communicating these mission statement components throughout the organization creates four benefits: inspiring a sense of loyalty and employee commitment; facilitating easier employee selection, recruitment, promotion, and development through clearly defining these components; promoting greater cooperation and trust throughout all organizational levels; and assisting with decision making.

According to Piercy (1994) four major categories define a holistic mission statement. Organizational philosophy, the first category, involves identifying what the organization wants to be and what it stands for. The second category of product-market domain defines where the organization operates and constitutes an essential strategic planning element. Also involved in this category are identifying market opportunities and specific target customers and markets. The third category defines organizational key values. Defining the key value components provides organizational members with guides to action and motivates employees to achieve the organization's objectives. The fourth

category includes what is needed for the organization to be good at and to achieve marketplace success. Components in this category include identifying market differentiation, benchmarking customer satisfaction, and recognizing customer service needs.

Bart's (1998) own literature survey supports his identified mission statement components and also expands upon Pearce and David's (1987) original work. These 10 identified components involve taking the following actions: provide a common direction/unity of purpose transcending individual and department needs; define the organization's scope of operations/activities; enable top managers (especially the CEO) to assert authority over the firm's activities; create standards of behavior for the organization's members; enable employees to identify with the organization's purpose/direction and to encourage those who do not to leave; promote a strong corporate culture (shared values); ensure that the interest of key external stakeholder are not ignored; motivate/inspire organization members; refocus the organization during a crisis; and provide a basis for allocating resources (p. 58). Bart's work concluded that all constituents feel commitment, involvement, and satisfaction when the mission statement is frequently communicated, mutually understood by all, and when it guides actions and decisions. Bart's ten components assist in sharpening a business's focus and providing direction for the organization.

Although fairly minimal mission statement research exists, the research consistently uses some adaptation of Pearce's (1982) original work and Pearce and David's (1987) expanded work that identifies the distinct categories and components. Since Pearce's original work in 1982, subsequent researchers have not identified new

core components. Instead, researchers have merely expanded upon the initial definitions or modified language to allow for new terminology introduced during the last 20 years. These recurring components, based on Pearce and David's (1987) work, indicate a strong conceptual framework that organizations can use as the basis for mission statement research.

Research

Smith, Heady, Carson, and Carson's (2002) research establishes a comprehensive review of published mission statement empirical studies. The researchers identify seven unique research topics that most empirical and anecdotal mission statement studies are based upon, including motivations for development of mission statements; arguments against and reasons for not developing mission statements; comparison of performance of firms with mission statements versus those without mission statements; mission statement content; comparison of performance of firms with "high-content" mission statements versus those with "low-content" mission statements; behavioral and subjective measures of performance; and subjective attitudes toward mission statements (pp. 2-5). Limited mission statement research studies exist. Research related to business and administration, hospitals, and non-profit organizations contain most empirical mission statement studies. To examine each topic helps one to gain a better understanding of the existing mission statement research.

The first research topic concerns motivation for development of mission statements. Drucker's (1974) work focuses on determining the importance of business mission and promoting the motivation for development of a mission statement as a tool. Much of this early work relating to organizational goals and purposes has received

renewed attention during the last 30 years. This research includes several descriptive surveys of organizational practices and use (Pearce, 1982; Pearce & David, 1987; Ireland & Hitt, 1992) and prescriptive literature that advocate mission statement development (Ackoff, 1987; Campbell, 1989; Campbell & Yeung, 1991; Bart, 1998).

Along with a research team from the Ashridge Strategic Management Centre, Campbell and Yeung (1991) conducted a study to understand the motivation for mission statement development and use. Forty-two companies expressed an interest in the research project and provided responses as to how they developed and used their mission statements. The researchers discovered that a number of companies in the sample had a strong sense of purpose or culture. Next, Campbell and Yeung identified companies that seemed to have a strong sense of purpose supported by a strong cultural or values sense. The researchers also examined four cases in which managers were developing a new mission and philosophy. They interviewed managers and employees at different locations and documented detailed interviews, full case studies, and discussion of personal experiences. The research also includes cases which other researchers have well documented. The research identifies evidence for four interrelated components of purpose, values, behavior standards, and strategy as part of the mission statement development. Campbell and Yeung contend that understanding the motivation for developing and using a mission statement is important for an organization.

The second research topic discusses arguments against and reasons for not developing mission statements. Most mission statement literature tends to praise the benefits of well-designed and communicated mission statements. Other research studies argue against the mission statement value, particularly when discussing the wasted time

and energy used to formulate the statement (David, 1989; Ireland & Hitt, 1992). The authors cite examples of well-run companies prosper without a mission statement. In fact, a mission statement can be harmful if not written with all groups participating and buying into the mission's message (Leonard, 2000).

David's (1989) study, consisting of mailing a personal letter to the chief executive officer (CEO) of all Business Week 1000 firms, supports the argument for not developing a mission statement. The letter asked for the company's mission statement. David received 181 responses, in which 75 firms (41%) provided a mission statement, and 106 CEOs (59%) indicated that their company had no formal mission statement. A further analysis of the qualifying firms revealed three reasons as to why a company lacked a formal statement.

The question of "what is our business?" led to the first reason a company lacked a formal mission statement. This question frequently reveals differences among the organization's employees, especially at the top levels. An organization's diversification can lead to this question and results in fundamental disagreement regarding the business' function. A second reason may be a disagreement regarding organizational direction. Drucker (1974) emphasizes the importance of the mission decision. The mission decision should be made with careful thought and should never be made hastily or painlessly. Many organizations lack mission statements because of the time involved and the direction clarification needed. Finally, David (1989) suggests that firms may lack a mission statement because top-level managers spend all of their time on administrative and implementation issues rather than looking strategically.

Ireland and Hitt (1992) provide the most comprehensive list indicating reasons for not developing a mission statement. These nine reasons include difficulty in bringing together a large and diverse stakeholder group; too much time and effort involved in developing the statement; comfort with the status quo; the statement may reveal confidential information; controversial among organizational members; top members involved with operational vs. strategic matters; lack of a general view rather than a narrow focus; organizational autonomy; and lack of formality with planning processes (pp. 37-39). These reasons are mostly obtained anecdotally and not grounded in formal research. Other research expands upon these reasons.

Leonard (2000) discusses a June 2000 survey the Ethics Resource Center (ERC) conducted. The survey found that corporate mission statements may actually lower morale if viewed as nothing more than “paper tigers,” suffering from being too vague, having involved too few stakeholders, and being replete with hollow clichés. The mission statement must do more than presented on a business card, hung on a lobby wall, posted on the internal intranet, or posted on the company’s external internet website. Organizations with mission statements should provide employee training and information regarding the statement and actively take steps to live by the statement. David’s (1989) study results combined with Ireland and Hitt’s (1992) reasons and further substantiated with Leonard’s (2000) survey results provide substantial reasons for not having a formal mission statement.

The third research topic describes mission statement research comparing performance of firms with mission statements versus those without mission statements. Limited, conflicting, and inconclusive research efforts appear regarding companies with

mission statements increased performance as opposed to those without statements. David (1989) did not find any relationship between performance (sales, assets, and profits; return on investment) and firms with mission statements. Campbell (1989) reported a positive relationship between companies with a mission statement and performance. Unfortunately, the same performance indicators (sales, profits, etc.) are not always used consistently from study to study. It then becomes difficult to draw sufficient conclusions from the studies. However, most studies appear to consider organizational longevity as a performance measure. Researchers need to conduct additional studies using consistent performance indicators in business organizations to compare performance of companies with a mission statement versus those without a mission statement. Several studies that contain more conclusive research regarding the relationship between mission statements and organizational performance seem to be available in the non-profit area. Bart (1997), Bart and Baetz (1998), and Bart and Tabone (1999) are frequently cited as leading researchers examining non-profit organizations particularly hospital mission statements' components or content as it relates to organizations' performance.

Bart and Tabone (1999) assert, "Although recent attempts have been made at linking the content of a mission statement with an organization's performance, the lack of information on not-for-profit sector organizations, especially hospitals is evident" (p. 18). Their study includes several relevant questions, including, "Does the inclusion of a particular mission statement component appear to make a difference in terms of performance outcome measures?" (p. 20). They mailed a questionnaire to 496 Canadian hospitals' top managers, 103 (20.8%) of whom responded. They used seven outcome

measures to assess the relationship between mission statement content and performance outcome measures.

The seven performance outcome measures included: (1) satisfaction with the current mission statement; (2) degree to which the mission is an energy source; (3) degree to which organizations use the mission statement as a guide for decision making; (4) extent to which the mission influences the responder's behavior; (5) extent to which it influences the behavior of organization members; (6) extent to which members throughout the organization are committed to the mission; (7) and a qualitative perceptual measure of the organization's financial performance (deemed appropriate because of the not-for-profit business nature) (pp. 21-22). Bart and Tabone ranked these seven performance outcome measures against 25 specific mission statement components that they had identified through literature review. The study's findings revealed five interesting correlations between mission statement content and the seven performance outcome measures.

First, the mission statement components that showed significant positive correlations with five performance outcomes measures including distinctive competence/strength, specific customers (patients) served, unique identity, and concern for satisfying customers (patients) (p. 23). Second, 14 mission statement components revealed significant correlation with at least six of the seven performance outcome measures. Third, only 10 mission statement components correlated with financial performance satisfaction. Fourth, two components appeared for which they found no significant relationships: concern for survival and concern for suppliers. Lastly, no mission statement components exhibited negative correlations with any performance

outcome measures. The study's correlations exhibit consistencies found in most not-for-profit organizations and provide some relevant conclusions regarding mission statement content and performance outcomes.

The fourth research topic identifies mission statement content or components. David's (1982) original work and Pearce and David's (1987) expanded research identifies eight original mission statement components, including target customers and markets, principal products or services, geographic domain, core technologies, concern for growth, survival and profitability, company philosophy, self-concept and desired public image. Other researchers expand upon these original content or component areas.

Campbell's (1989) Ashridge Mission Model consists of four content areas including purpose, strategy, values, and behavior standards. Campbell and Yeung (1991) enhance the Ashridge Mission Model by adding more detailed definitions for the four content areas and explaining the interwoven nature of the content areas. Bart and Tabone (1999) identify 23 mission statement content areas. Although other researchers may modify or further define the terms, they base the content or components upon the research work Pearce and David (1987) originally conducted.

Research in the fifth mission statement research topic compares performance of firms with high content mission statements versus those with low content mission statements. Pearce and David's (1987) research study used a Fortune 500 company sample and concluded that higher performing organizations have more comprehensive mission statements. A descriptive organizational practice and use survey compared firms' performance with "high-content" mission statements components versus those with "low-content" mission statements components.

A letter was sent to Fortune 500 corporations' chief executive officers (CEO) requesting the organization's mission statement. The study addressed the hypothesis that high performing Fortune 500 companies exhibit more of the desired high-content mission statement components than those of low-performing Fortune 500 firms. They used a frequency count to analyze mission message content according to Pearce and David's (1987) eight mission statement components. Of those surveyed, 218 companies returned them for a 43.6% response rate. Forty percent of those responded reported that the organization had no mission statement. Only 61 responses or 28% contained useable mission statements. The analysis of these 61 responses contained some common mission statement components.

All eight mission statement components were found in the surveyed companies; they appeared with a 66% average frequency. Nearly all corporate mission statements included concern for survival (90%) and desired public image (87%) components. Lower percentages suggest that companies omitted geographic domain (41%) and core technology (19%) in mission statements. The highest performing (top quartile of a profit margin distribution) Fortune 500 firms exhibited three components—philosophy, self-concept, and public image—whereas the lowest performing firms lacked these components.

Pearce and David also performed a t-test analysis to test their hypothesis about what characterizes mission statements of high-performing Fortune 500 companies exhibit versus those of low-performing Fortune 500 firms. Significant difference found at the .05 level indicated the highest-performing firms exhibited philosophy, self-concept, and public image and the mean scores were greater than those of the lowest performers for six

of the eight components. Low performers mean score was higher only for product/service and customer/market. These results support the hypothesis that inclusion of the three mission statement components associates positively with a firm's high financial performance.

Other variables may affect organizational performance, so the findings do not suggest that including desired components in a company's mission statement will directly improve performance. However, the research points out two important findings that support including high-content components within mission statements. First, philosophy, self-concept, and public image are especially important components to include in a mission statement. Second, specific high-content mission statement components may drive the organization's behaviors and subjective performance. This performance reason may be at least as important as financial performance when examining high-content and low-content mission statements.

The sixth research stream relates to findings that not all research investigating mission statement efficacies have used direct indicators such as profit, return-on-investment, and sales as performance outcomes. Germain and Cooper (1990) and Bart and Baetz (1998) both argue that superiority of behavioral and subjective measures may be more direct indicators of an organization's success than financial performance. Subjective measures may include items such as involvement level and satisfaction with the mission statement development process. This involvement and satisfaction with the mission statement development process often create a strong employee affinity, which employee behavior reflects. Motivated employees who strive to achieve high financial

performance results demonstrate this positive employee behavior. Additionally, the literature mentions customer service performance as a subjective performance measure

Germain and Cooper (1990) conducted a survey of customer service managers. They discovered that companies with mission statements addressing customers as primary stakeholders are more likely to survey customers and maintain specific quantitative customer-service performance measures. Germain and Cooper state, "A customer service mission statement appears to be an important competitive weapon used by firms to ensure that customer service goals are actually being realized" (p. 53). A company with a customer-service oriented mission statement indicates high customer service performance measures.

Germain and Cooper sent a self-administered questionnaire to 2,350 members of the International Customer Service Association (ICSA) to study relationships between a written customer service mission statement and the extent of customer service performance measures. They received 475 useable questionnaires, representing manufacturers as well as industrial and customer service firms. Of the sample firms 41.9% had a written customer service statement.

The questionnaire also asked the firms whether they conduct customer surveys and keep quantitative measures of customer service performance. Companies with customer-service mission statements conducting customer surveys more frequently and were more active in seeking customer opinions and perceptions. Results from all firms with customer-service mission statements indicate a higher percentage of them keeping quantitative measures of customer service performance compared to firms that lack this component in their mission statement; however, the majority of firms without a

customer-service mission statement do monitor customer service performance. This finding suggests that an organization that values customer service performance makes more effort to include customer service performance in their mission statement.

The study also investigated customer service quantitatively through 13 performance measures. Differences appeared according to firm type, but the mean number of performance measures firms used was higher for firms having a customer-service mission statement than firms lacking a customer-service mission statement. These author's findings suggest that employees' behaviors and actions demonstrate that the employees may have internalized the mission statement's values more than thought, demonstrated by employees' behaviors and actions. These behaviors and actions reflect the employees' subjective attitudes and directly influence an organization's success.

The final research topic examines subjective attitudes toward mission statements. One study particularly illustrates this research topic. Gibson, Newton, and Cochran (1990) examined subjective attitudes of hospital managers in 176 not-for-profit hospitals to gain insight into how they view mission statements and what components they consider important. They discovered that the results concerning hospital mission statement components offered little empirical evidence related to how hospital managers view mission statements and what components they consider important.

Using a systematic sample, they selected 700 members of the Society for Hospital Planning and Marketing of the American Hospital Association. Individuals selected also personally engaged in the organization's strategic planning process. The survey included only organizations with mission statements. These two criteria ensured that responses came from personal experiences with and knowledge about hospital mission statements.

Respondents received a questionnaire consisting of four parts: information about the organization for categorizing responses according to factors such as bed size; information about planning and mission statements in the particular organization; twelve Likert-scaled questions concerning the use of mission statements in the organization; and a section concerning mission statement components using Pearce's (1982) components list as a guide (p. 38). The 176 useable responses received represented about 25% of the sample population.

The three factors of competitive situation, mission statement development, and use in respondent's organization and mission statement comprised the discussion. First, surveyed organizations tended to reflect a concern regarding competition and its effect on the future of hospitals. Over half of the respondents reported that they faced strong competition in their environments. Occupancy trends also reflect this competitive environment. Second, these two factors of strong competition and occupancy trends support the need for mission statement development to help with decision making during difficult times. Third, the individuals sampled demonstrated that hospitals tended to use and view mission statements much in the same way as business organizations. The results showed that mission statements appeared in 84.2% of the organizations. The researchers determined mean levels according to Likert scaled agreement levels (1-strongly disagree to 5- strong agree) on various planning aspects; low medium and high competition levels; and low, medium, and high occupancy levels. Lastly, the final analysis examined the relevancy versus irrelevancy of mission statement components and whether the respondents' mission statements included them.

Results supported three conclusions. Most importantly that dialogue must occur within the health care industry concerning which components to include within the mission statement. Although most individuals thought the listed components relevant, a number of components often failed to appear in the individuals' hospital mission statements. Those most often included were customer or primary market and organizational philosophy; the least included were technology and self-concept.

The second conclusion is that many organizations have philosophy or value statements but lack a strategic mission statement focus. The study's findings raise particular concern in environments with increased competition and low occupancy rates. A focused mission statement guides organizational goals and objectives development. A mission statement also provides strategic direction in hard times when hospitals must make difficult decisions.

The third conclusion demonstrates involving more management levels in mission statement development and communicating more frequently regarding actions needed to achieve the organization's mission increase a commitment to the organization's strategic direction. Hospitals that did not involve several organizational levels in mission statement discussion either disagreed or were neutral toward the statement. The hospitals categorized in the medium occupancy group revealed some interesting statistics. First, 52.1% believed their mission statements lacked clarity and usefulness. Second, 49.3% did not believe that mission statement development involved several management levels. Finally, 49.3% disagreed that shared commitment for mission statement development was high. Increased involvement throughout all organization levels in mission statement development creates clarity and promotes a shared commitment to the strategic direction.

This mission statement study shows the importance of subjective attitudes toward the organization without financial linkages as a performance measure.

Despite the reviewed studies in each research stream that Smith, Heady, Carson, and Carson (2002) identified, one question, that Pearce and David (1987) first identified, still remains largely unanswered, and that question is “What is the link between mission statements and organizational performance?” (p. 113). The results are still somewhat inconclusive and conflict at times. Expanding research on organizational values, reconsidering the definition of financial performance indicators and consistently measuring the same financial indicators, and increasing consideration of organization longevity as a performance indicator could help better define this relationship. Because longevity is an outcome that is difficult to manipulate or misinterpret, it could become the primary measure used in further mission statement research to determine the link between mission statements and organizational performance.

I chose not to add to any of the research topics Smith, Heady, Carson, and Carson (2002) identified, but I presented this information as a foundation for the proposed research study. The first literature review section, which discussed mission statement definition, components, and research from a business, administrative, and non-profit perspective, provides groundwork for the literature related to mission statements in postsecondary education, particularly references to community colleges that comprise the next section.

Mission Statement Postsecondary

This section contains three parts pertaining to mission statements. The first part examines mission statement definition and functions from both a postsecondary (also

referred to as higher education) and a community college (also referred to as junior college) perspective. The second part describes the postsecondary mission statement components. The final part reviews the limited postsecondary mission statement research.

Definition

The higher education studies cited in this literature review provide a postsecondary mission statement definition that closely parallels the business mission statement definition. Lang and Lopers-Sweetman (1991) discuss postsecondary mission statements as “a way to encapsulate its peculiar raison d’etre, or what it seeks to accomplish in the larger environment” (p. 600). According to Newsom and Hayes (1990), “The mission statement should be a declaration of the special purposes of an institution and whom it intends to serve. It is a revelation of the college’s reason for being” (p. 28). Finally, the mission statement’s primary purpose is to set the institution’s nature, shape, and character (Myran & Howdyshehl, 1994). A mission statement may also indicate how institutions are alike and how they are different. It is a public declaration of how the institution internally perceives its role and usually closely relates to how others perceive the institution’s role. Community college authors provide a more focused mission statement definition.

The community college mission statement definition varies slightly among authors but often includes terms such as role, function, and purpose. For example, Bogart (1994) asserts that “... the mission is what the institution purports to do” (p. 60). The American Association of Community Colleges writes, “A mission statement is a collective statement by an organization’s internal stakeholders describing their highest sense of purpose in serving society’s needs (2003, para 8).

Five components comprise the community college mission statement definition according to Vaughan (1988): higher education institution; mirrors society; teaching institution; open access; and comprehensive program (pp. 25-27). Lorenzo (1994) concurs that the community college mission statement definition includes serving a distinct role as part of higher education, reflecting the unique needs of the community it serves, and providing accessible and affordable education. I chose to expand upon three of the roles that community colleges play, as Vaughan and Lorenzo listed, that contribute to the mission statement definition: as a higher education institution; as a mirror of society by providing programs that match the needs of the local community; and as a provider of postsecondary educational opportunities through open access and affordable education.

The first component includes the role of the community college as a part of a four-year higher education model by providing transfer opportunities. Some junior colleges (later named community colleges) were positioned as part of a structured secondary school system, but most were seen as part of a four-year institution or as a separate entity. The primary purpose as part of a higher education institution was to provide transfer opportunities. As Phelan (1977) contends, "From their beginnings in the early 1900s, community and junior colleges had a clear purpose. Their mission was to fill the near-singular niche of providing pre-baccalaureate courses intended for transfer" (p. 30). Any junior college mission included a commitment to ensure that students' course work would transfer. These students would then complete the third and fourth year at the university. The junior college offered a solution for providing higher education's first two years. Today, even community college critics such as Pincus and Archer (as cited in

Pincus, 1994) agree that transfer is the community college's primary function. This distinction between the first two years and the last two years of a higher education experience fulfilled the visions of university leaders who created the junior college as part of the higher education model.

The second component defines the community college role in mirroring society by providing programs that the local community needs. Training teachers demonstrated an early example of meeting community needs. This community need began in the 1900s as a larger numbers of teachers were necessary due to mandated student attendance policies and more formalized teacher standards. This community need manifested itself as the normal school movement, which aimed to prepare women, primarily, for local high school teaching. A movement to provide a post-high-school, one-year teaching certificate for graduates allowed for the junior college development at the high school in some states. The course work was then allowed to transfer to the junior college as more women pursued continued education. The early years of junior colleges used this transfer model. This example reflects the community college role of mirroring society by providing programs that meet local community needs.

The third component deals with the role of community colleges as providers of open access and affordable education for individuals desiring to pursue postsecondary educational opportunities. A number of researchers concur that the community college mission promotes open access and affordable postsecondary education congruent with the United States democratic values and philosophy (Bailey & Averianova, 1988; Cohen & Brawer, 2003; Brewer, 2000; Mellow, 2000). This democratic sense of mission began as part of a national movement to expand higher education as three different time periods

illustrate. The first time period encompasses the early beginnings of providing open access for postsecondary education. The first Morrill Act, passed in 1862, expanded public higher education access for agriculture and mechanical arts programs while providing lower cost alternatives to private colleges. The second Morrill Act, passed in 1890, extended access to African Americans. These Acts helped found the democratic notion of open access and affordable education for those desiring postsecondary educational opportunities, leading to William Raney Harper's founding Joliet Junior College, the first public junior college, in 1901 (Mellow).

The 1940s mark the second time period during which the notion of open access and providing affordable educational opportunities expanded. The 1944 G.I. Bill of Rights and the 1947 Truman's Commission on Higher Education expanded the role of community colleges. Both led to the further break down of economic and geographic barriers by extending public education to millions of Americans previously excluded from higher education. Providing public community colleges that charged little or no tuition and providing financial support for those who couldn't afford it broke down economic barriers. Establishing community colleges in areas where students reside minimized the geographic barrier, thus further expanding educational opportunities.

The third time period that illustrates providing open access and affordable education extends from the 1960s to today. The 1960s marked a period of community college expansion. Community colleges became a national network with the opening of 457 public community colleges during the 1960s (American Association of Community Colleges (AACC), 2002). Today, community colleges serve as a primary gateway to postsecondary education for many students (Rendón & Valadez, 1994), and 1,171 public,

private, and tribal community colleges enrollment consists of over 8.6 million in unduplicated headcount in credit courses and 44% of all U.S undergraduates (AACC). Today's average annual tuition is \$1,518 (AACC).

Besides having an understanding of these three major roles that community colleges play, defining the postsecondary mission statement functional role is also critical for understanding the use of the mission statement.

Lang and Lopers-Sweetman (1991) suggest postsecondary mission statements include five functional roles. Postsecondary mission statement literature frequently describes these five functions. A detailed description of these functions as suggested by Lang and Lopers-Sweetman appear below.

1. Goal clarification as part of the planning process makes educational institution's purpose known to the public in order to gain support of the public in matters concerning them. Goal clarification is essential to the institution's well-being. It assists in projecting a forceful image and shows the public a plan of action.
2. Smoke screens for opportunism can be seen as a snapshot depiction describing the institution's current state, an image that is desired, or a combination that describes the past, combines it with the current status along with future aspirations.
3. Describing things as they are can also be an effective mission statement function. It describes the institution "as is" and avoids some distant, unattainable model but does describe the past and future.
4. Mission statements can be seen as aspirations or hope of what the organizations intends to become in the future.
5. Mission statements serve as marketing tools. The statement should be market-oriented, feasible, motivating and specific. They are developed to distinguish one institution from others. (605-612)

These five postsecondary mission statement functions are similar to the functional roles that the business, administration, hospital, and non-profit literature.

The first postsecondary mission statement function concerns clarifying goals through a planning process. Internally, mission statements provide the foundation for planning. Newsom and Hayes (1990) discuss the relationship between educational mission statements and planning as follows:

Most devotees of academic planning believe the planning process should begin with a mission statement or a clear statement of what a college or university does, for whom, how and why. The mission statement should be a declaration of the special purposes of an institution and whom it intends to serve. It is a revelation of the college's reason for being. (p. 28)

Externally, clarifying goals through the planning process built upon the mission statement shows legislators, outside funders, and other stakeholders that the postsecondary institution has a feasible and focused direction.

Part of the goal clarification planning process should also include a values examination. A postsecondary institution must clarify its values and agree upon them prior to setting goals for the internal stakeholders to carry out the institution's goals. Gleazer (2000) discusses five fundamental values from an internal perspective that provide guidance and serve well in future goal setting: people – every decision stems from the people in the community; learning – it extends beyond the physical building to all people in the community throughout their lives; connections – community colleges must connect with the community conditions such as housing, jobs, health, and environment and relate to other community and civic organizations; opportunity – colleges must offer students essential learning experiences that mold who they are to become; and better lives – learners are seeking better lives and the way to get what they want is through learning (p. 1). Value clarification is an important task and helps to describe the organization internally. Some, externally, may sometimes view the value

clarification process as part of goal clarification and planning as a smokescreen for opportunism according to Lang and Lopers-Sweetman (1991).

The second function describes mission statements as smoke screens for opportunism. Internally, some can view and interpret the smokescreen as a way to depict the institution's current state, desired image, or combine past and present with the future from a general viewpoint. Unfortunately, these broad generalities depicting the institution often generate vague mission statements. Most institutions lean toward vagueness to allow for maximum flexibility and every possible funding opportunity. As resources become scarce, institutions may avoid divulging specific outcomes or future direction through the mission statement. Declaring a specific plan may expose ideas and cause external examination that could eliminate potential funding opportunities. Not declaring a specific plan discourages differentiation and forces institutions to look similar to one another from a mission statement perspective. Externally, the smokescreen for opportunism assumes a negative perspective as external stakeholders try to understand current status and future goals of the institution.

The third postsecondary mission statement function identifies the institution "as is" according to Lang and Lopers-Sweetman (1991). It should describe where the institution has been, where it would like to go, and also what it does not believe about itself. An organization reluctantly expresses what it is not about, instead of "stick to the knitting" as Peters and Waterman (1982) describes an organization that builds upon some central skill or strength. Describing what the organization has done in the past as well as what it currently does and does not do communicate a clear message to external constituents. Postsecondary critics often state that institutional mission statements contain

wonderful statements with which no one can disagree but which are ambiguous and serve little purpose. Creating a clear mission statement that describes the reality of the institution as it is for both internal and external audiences present a difficult and challenging task. Furthermore, equally difficult is the task for mission statements to communicate institutional aspirations, the fourth internal postsecondary mission statement function.

Measuring the institution's future aspirations presents difficulties for internal constituents. A broad, lofty statement such as "becoming the best community college in the world" often appears as an unrealistic goal for internal stakeholder. Such statements often cause disputes regarding evaluation, and institutions rarely use them for planning or as an effective internal decision-making tool. Examining future aspirations from an external perspective is generally not useful unless the wish list triggers notice from a nontraditional funding source for program development or expansion. Unfortunately, most internal stakeholders see mission statements as promotional devices aimed at external stakeholders according to Lang and Lopers- Sweetman (1991).

The final mission statement function includes using the mission statement as a marketing tool. A mission statement is usually viewed as an internal function, but interest in examining it as an external function is growing. An institution can market its products and services through the mission statement. Describing an institution's products and services can distinguish one institution from other similar ones and help external constituents, including students, competitors, and funding agencies, to understand the institution's role better. Cole (2002) states, "While the statement can serve to focus the efforts of the members of the organization, it can also serve to focus the attention of non-

members who may have a relationship with the organization” (p. 1). Lang and Lopers-Sweetman (1991) describe the mission statement’s five functional roles from a broad postsecondary viewpoint. Examining the mission statement functions specifically from a community college perspective provides useful information.

Community college advocates applaud the comprehensiveness and complexity of the functions of the institution. Although the reasons for multiple functions are many and complex, the willingness of community colleges to provide comprehensive and complex functions signals flexibility and responsiveness to local needs. An examination of community college functions assists in better understanding the mission of the community college.

Traditional community college functions, often defined within the mission statement, include academic education, occupational preparation, remedial education, customized training and other economic development activities, and community service (Baker, 1994; Cohen & Brawer, 2003). Grubb (as cited in Carnevale & Descrochers, 2001) further defines the community college’s mission by adding focus on English language development focused on English language learners, including the foreign born; public job training for disadvantaged clientele; and public or private credentialing, licensing, and certification (p. 19). Vaughan (1988) suggested that the mission statement changes less than what it appears. He contends that society’s circumstances and conditions change, but the mission remains relatively constant over the years. The community focus function emphasizes mission aspects rather than changing the mission statement. Other current influences such as the use of technology for teaching and learning will continue to augment the community college’s mission, but the five

functions that have been present for much of the community college's history appear to remain as part of their future.

Postsecondary mission statements critics, including Rowley, Lujan, and Dolence (as cited in Finley, Rogers & Galloway, 2001); conclude that "mission statements are very similar, making it difficult or impossible to distinguish one institution from another....For purposes of providing a strategic focus and a foundation upon which to base planning activities, most mission statements are less than effective" (p. 44). Newsom and Hayes's (1990) study regarding college mission statements indicates that most are "amazingly vague, evasive, or rhetorical, lacking specificity or clear purposes" (p. 29). Their study further concludes that colleges view the mission statement as essential, but its content seems unimportant. The mission statement critics agree that it is a key tool for organizational positioning and marketing, but they often find it too simplistic to give direction and provide substance when differentiating and positioning any organization.

Community college mission statement critics such as Bailey and Averianova (1988) suggest that community colleges provide such a broad variety of functions that colleges "have lost their way, abandoning missions that form the foundation of a democratic society, and squandering efforts and resources in an attempt to 'be all things to all people'" (p. 1). Community college mission statements tend to sound similar and fail to define distinguishing institutional characteristics. Community colleges responsiveness to changing demographics including economic and geographic shifts continues. These changing demographics often trigger mission statements that appear to serve anyone by providing unlimited programs and services rather than meeting the

community needs. A closer examination of postsecondary mission statement components may provide additional insight to the postsecondary and community college's mission statement definition and functions and serve as another research process step.

Components

Distinct postsecondary mission statement component research appears nonexistent in the literature, and what does receive some discussion has been adapted from the existing business literature. Only Newsom and Hayes (1990) and Chamberlain (1996) describe a postsecondary mission statement component framework but in the context of component research from business sources. Postsecondary literature reveals that a postsecondary component framework can help an institution discover its unique role, create meaning, and communicate a distinctive message to constituents.

Newsom and Hayes (1990) adapted Pearce and David (1987) study, detailed above, and then applied it for postsecondary education to study the mission statements of 142 institutions. They demonstrated the feasibility of extending Pearce and David (1987) mission statement component analysis to postsecondary institutions.

These postsecondary mission statement components serve as the deductive conceptual framework used in this study's methodology. Explanations of these components in Table 2.2 provide further insight into this postsecondary conceptual framework.

To describe the institution's distinct attributes, Chamberlain (1996) adapted a mission statement component framework that Parsonage (1978) had originally created. Eight different components comprise this framework. Each component represents a wide range of ideals. Chamberlain views each component as describing the institution's means

– how it constructs its campus environment to achieve its objectives. A mission statement then describes the institution’s ends, or education objectives, for each component. The framework component provides a foundation to describe the institution’s uniqueness.

The extent to which each component exists within the institution and its perceived importance level provide a unique, distinct institutional profile. Chamberlain’s (1996) components include moral, intellectual, egalitarian, spiritual, socio-political, humane,

Table 2.2

Postsecondary Mission Statement Components

Component	Explanation
Target clienteles	Defines the constituencies the college wants to serve.
Products	Specifies the outputs beyond general teaching and service.
Geography	Explains the specific location the college serves.
Commitment	Reflects what will be emphasized for survival or growth.
Philosophy	Discloses the college’s specific beliefs, values and philosophical priorities.
Self definition	Expresses how the college views itself.
Public image	Defines the reputation the college wishes to have among the public.

Note. Adapted from Newsom and Hayes (1990).

internally may help an institution examine its story (mission) more effectively by examining its own values, traditions, and ambitions. It also helps to describe its distinct attributes to external stakeholders more effectively. As an institution looks at declining resources, increased competition, and increased marketing efforts, this framework may help communicate the institution’s unique role. This mission statement framework

provides another way to assist the institution in understanding and describing what is special about the institution. Unfortunately, Chamberlain's research examines only four colleges and exemplifies the limitations of the limited postsecondary and community college mission statement research that exists.

Research

There are limited postsecondary mission statement research studies. The four identified studies analyze mission statement through content analysis or word counts to define relationships and themes. Adapting the mission statement's component framework of Pearce and David (1987), Newsom and Hayes (1990) conducted the first identified study regarding college mission statements indicates that most are "amazingly vague, evasive, or rhetorical, lacking specificity or clear purposes" (p. 29). The study provides interesting results.

Newsom and Hayes (1990) selected 142 institutions in 11 southeastern states using systematic sampling and classifying each as public, private, or sectarian. Each president received a questionnaire and a request for a copy of the mission statement was requested. Ninety-three colleges (65%) responded, providing their mission statements for the researchers to read and analyze. They used seven components adapted from Pearce and David's (1987) original eight components and examined each statement to determine which of the seven components the mission statement contained. Newsom and Hayes also looked for any additional elements through the questionnaire. They then analyzed the mission statement component results and categorized according to each institutional classification.

The results revealed that a relatively small percentage of institutions were specific in most of the seven components (Newsom & Hayes, 1990). Public universities were more specific about geographic regions while private and sectarian institutions revealed more about philosophy and public image. The study indicated percentages for each component according to college classification. Newsom and Hayes determined that mission statements in their present form were generally a waste of time, provided little direction for planning, curriculum, or admissions, and were too general to communicate an institution's unique characteristics. This limited content analysis research study was valuable as it extended Pearce and David's (1987) mission statement component and content analysis techniques to postsecondary institutions.

Content analysis also provided the approach that Mathieu (1993) took. Mathieu obtained mission statements directly from college catalogs, not by way of requesting the mission statement from the institution as did Newsom and Hayes (1990). Mathieu's study examined mission statements from 84 small, private liberal arts colleges from the Midwest using content analysis to examine the extent to which the mission statement reflected the institution's rural or urban environment.

Mathieu's examination focused on institutional setting and looked for reference to any of the following as ways to distinguish institutions: geographic area, socioeconomic area, communities, service area constituencies, and targeted subgroups. Mathieu found that only 19% of the examined colleges included references to setting in their mission statement. His study results also indicated no significant difference between rural and urban institutions' mission statements in terms of setting, constituencies, and subgroups.

This content analysis study also confirmed Newsom and Hayes's (1990) findings that colleges lack mission distinctiveness.

Stober (1997) took a different approach to study postsecondary mission statements by using word count and content analysis. Stober selected 120 college and universities accredited by the Middle States Association of Colleges and Schools. Next, he categorized each college and university according to a modified Carnegie Classification system. Obtaining the published mission statement for each college and university, Stober then conducted the two-part analysis, first using word counts and then analyzing the content.

In the first part of his analysis, Stober used word counts to construct meaning across each comparison group using computer-generated word profiling. His results reveal that most institutions described themselves using descriptors not found in the Carnegie Classification system. His research also examined, "content analysis to include tone and readability measures" (p. v). In this second part of his analysis, he used the mission statement component framework from Newsom and Hayes (1990) to examine content. Stober's discussion included how colleges distinguish themselves by Carnegie classification and through words and content. Stober's word count and content analysis study provides the postsecondary community with an analytical approach to enhance an understanding of how people view mission statement as well as a guide to mission statement development.

Like Stober, Rios-Maldonado (2000) used content analysis but to examine the strategic alignment of information technology with academic strategy through examination of 78 research universities websites. The study first categorizes the

institutions according to whether they were public or private. She then compared the institutions in terms of the content of academic and information technology strategies, the integration of academic and information technology strategies, the strategic uses of information technology in teaching research and administration, and the relationship between the content of academic and information technology strategies and the strategic uses of information technology. The first step involved downloading the universities' web page as text. In this mixed method study, Rios-Maldonado then used an emergent coding scheme to analyze the text and Chi-square independence test to test the null hypothesis of no difference between public and private institutions and no relation between variables.

The results of this study confirmed that students used academic and information technology strategies for electronic inquiries and online inquiries undergraduate and graduate admissions. The author found no statistically significant relationship between strategic alignment of information technology and the strategic uses of websites in teaching and research. Rios-Maldonado (2000) asserts, "The findings overwhelmingly suggest that universities are using the Web strategically and beginning to realize the need to align their institutional missions and technology plans" (Abstract, para 1). This research study adds to the literature of using content analysis to study postsecondary websites.

Apparently, only three research studies that analyze postsecondary mission statement messages as they appear in print exist. Additionally, only one research study uses content analysis to examine messages delivered on university websites. As potential students and the general public quickly adopt the Internet and the World Wide Web as

communication tools, discovery of how the web along with print media deliver postsecondary mission statement messages increases in importance. The next section discusses how print and the Word Wide Web will impact mission statement messages.

Print and World Wide Web Media

The printing press and the Internet have revolutionized communication technology. Both have many similarities, and both have had important consequences in bringing about societal changes. They also have obvious differences. One significant difference is that the printing press took almost 400 years to evolve from introduction to mass use while the Internet took merely twelve years for wide diffusion once society recognized the computer as a communication technology (Rogers, 2000). Explaining the mediums impact on society illustrates why postsecondary institutions need to be aware of the print and web messages it delivers.

The first innovation revolutionizing communication technology was the advent of the printing press. China's Pi Sheen invented moveable type made out of clay in 1041 (Rogers, 2000). It allowed for printing imperial publications. They printed only a limited number and distributed them to a select few. Johann Gutenberg is generally given credit for the moveable type or printing press invention in 1456. Society changed three ways because of the printing press invention.

First, the printing press increased the speed of copying books. Society no longer needed scribes to copy books by hand. Additionally, prior to Gutenberg's invention people chained books to desks, thus extremely limiting access. So the second societal change involved releasing books, literally, from their chains (Rogers, 2000). The third change involved the dissemination of knowledge to the general public through book

distribution. Although the second and third changes, in particular, were evolutionary, the real impact of the printing press did not transpire until the newspaper made the mass communication revolution possible by using print technology to reach a public audience. In the United States the first such mass distribution newspaper The New York Sun appeared in 1833 (Hollander & Germain, 1995).

In relation to postsecondary education, the significance of mass distribution publicizing manifests itself when institutions advertise themselves through magazine ads. N. W. Ayer & Son advertising agency placed advertisements for postsecondary institutions in 11 religious magazines beginning in 1869 (Hollander & Germain, 1995). Mr. Ayer, a former teacher, determined to spread the word of education and encouraged schools and universities to advertise. Additionally, newspaper articles also disseminated information regarding postsecondary education. Significantly, college personnel wrote more newspaper articles than advertisements to promote higher educational institutions beginning in the early 1900s. Hollander and Germain also found Radcliffe and Vassar colleges featured in an 1890 article appearing in *Ladies Home Journal*. The mass distribution of information through magazines and newspapers provided the general public with information regarding postsecondary education.

The impact of the printing press on mass distribution evolved slowly. Postsecondary education promotion through newspapers and magazines first occurred about 400 years after Gutenberg's invention. Some suggest that the mass distribution diffusion rate depends partly on the infrastructure. Printing, in part, needed widespread literacy as part of the infrastructure to enable mass dissemination of information.

Not since the printing press has an invention revolutionized communication technology. Computer accessibility has dramatically changed how people communicate and interact with one another. The advent of the Internet and the World Wide Web profoundly influence society by providing computational and communication networking tools. This dramatic society change continues today and will continue to revolutionize communication technology.

Using computers as computational tools began around 1945 by the U.S. military. ENIAC, the first large-scale electronic computer, calculated artillery shell paths. Computers also enabled users to sort data, calculate complicated mathematical equations, and issue payrolls within large organizations (Rogers, 2000). Developers then transformed computers into a communication tool.

Computers had evolved into a communication networking tool as early as 1968 (Stober, 1997). During the 1970s and early 1980s, innovations such as the personal computer, the mouse, and laser printing became available for public use, and the term “desktop” computing first appeared. The 1984 Apple Macintosh release commercialized the computer and provided for mass dissemination. By 1989, reasonably priced computers, used primarily as a communication tool, became commonly available to businesses, schools, and homes.

A U.S. Department of Commerce (2000) study indicated that 51% of all U.S. homes at that time had a computer and the U.S. had more computers than the rest of the combined world. A U.S. Department of Commerce (2002) study indicates that in September 2001, “174 million people or 66% of the population in the United States used computers” (p. 1). The 45 years needed for computer adoption and accessibility is more

rapid than any innovation in human history (Rogers, 2000). Mass distribution of information through the Internet required such prevalent computer accessibility. The computer infrastructure paved the way for the explosion of the Internet as a communication tool and the World Wide Web as a communication medium. Massive diffusion of the Internet has taken only 12 years (Rogers, 2000).

The worldwide Internet growth rate is phenomenal. The United States and Canada contain 41% of the global population using the Internet. Europe, the Middle East, and Africa contain 27% of the Internet users. South America contains only 4% of the Internet users. Sweden has the highest percentage of home Internet connections at 61% while Spain only has 20% of homes connected (Digital Divide Network, 2003). An estimated 377 million people are using the Internet, only half of whom live in the United States (U.S. Department of Web-Based Education, 2000).

More than half of the U.S. is using the Internet from home, libraries, work, or school. A U.S. Department Commerce (2002) study indicates, "In September 2001, 143 million Americans, or about 54% of the population were using the Internet. The rate of growth of Internet use in the United States is currently two million new Internet users per month" (p. 1). Increased home, library, work, or school Internet access contributes to this rapid growth.

The percentage of U.S. homes with Internet access is 41.5% (U.S. Department of Commerce, 2000). Home Internet access allows people to perform a wide variety of tasks. The U.S. Department of Commerce also found the most common Internet home uses include emailing (84.8%); shopping and paying bills online (33.6%); checking for news, weather, or sports (46%); using the Internet to search for information

(approximately 59%); and using the Internet for job-related tasks (28%). Email as the most common home use varies little across geography whether the user lives in a rural, urban, or central city area (U.S. Department of Commerce, 2000). For those with no home Internet access, a variety of other venues provide easy access.

Easy Internet access locations include libraries, work, and school. A U.S. Department of Commerce (1999) report states, "People without home computers are almost 1.5 times more likely to obtain outside Internet access through public libraries or community centers" (p. 1). Approximately 8% use public libraries as an access point. Additional access points outside the home include work and school. More than half (56.3%) of Americans who use the Internet outside of the home access the Internet from work. Since 1994, schools have made the most significant increases in providing computers and Internet access.

By Fall 2000, almost all United States public schools had Internet access, and 98% percent were connected (National Center for Education Statistics, 2001). NCES also indicated that virtually no differences identified by school characteristics appeared, including instructional level (elementary and secondary), school size (less than 300, 300-999 and 1000 or more), metropolitan status (city, urban fringe, town, rural), percent minority enrollment (less than 6%, 6 to 20%, 21 to 49%, 50% or more), and percent of students eligible for free or reduced-price school lunch (less than 35%, 35 to 49%, 50 to 74%, and 75% or more). Ninety-five percent of schools in 2002 with 50% or more minority enrollment and 75% or more students eligible for free or reduced-price school lunch had Internet access. Making the Internet accessible outside of regular school hours to allow access for students who would otherwise not have it appeared as a reason in the

responses of 54% of those surveyed. Secondary schools (80%) were more likely to make Internet access available outside school hours than elementary schools (46%). In addition, schools with the highest minority populations report outside school hours Internet accessibility more frequently (61%) as compared to schools with lowest minority enrollments (46%) (NCES, 2001). This statistical report indicates that computer availability and Internet access is moving in a positive direction for all students, but especially for those students that mirror the community college student profile.

Public two-year institutions, commonly known as community colleges, enrolled 42% of all undergraduates in 1999-2000 (U.S. Department of Education, 2003). Approximately 45% of all first-time college freshmen enroll in community colleges (American Association of Community Colleges, 2003). Groups that traditionally have been considered the digital divide “have-nots” reflect the community college student profile characteristics of ethnicity, gender, employment status, location, and family income level. The community college student profile represents significant diversity. First, over 46% of African Americans, 55% of Hispanics, 46% of Asian American/Pacific Islanders, 55% of Native Americans and 65% White are part of the profile (AACC). Second, 58% of community college students are female, and 42% are male (AACC). Only 37% of community college students attend full time, and 63% attend part time (AACC). Part-time enrollment status is often due to family commitments and employment status. Geographic barriers and financial concerns also serve as barriers for community college students. Of community college students, 33% receive Pell Grants (AACC). Likewise, community colleges tend to enroll students who do not own their own computer. Only 58% percent of all postsecondary students own a computer while

only 40 % of those students attending public two-year institutions own computers (U.S. Department of Education Web-Based Education Commission, 2000). Percentage of computer users and Internet access from any location as described by the community college student profile groups appears in Table 2.3.

Huge gaps still exist for computer ownership and Internet access for some community college student students. According to de los Santos, de los Santos, Jr., and Milliron (2001), “America’s community colleges are well positioned to assist in bridging the Digital Divide”; they rightfully call on community colleges to “move beyond definition and dialogue about the Digital Divide and take action” (p. 10). Community colleges will continue to play an important role in bridging this divide by providing computer use and Internet access.

The digital divide will decrease as more users gain computer use and Internet access from home, work, or school. As previously discussed, approximately 59% of the population uses the Internet to search for information and 33.6% shop and pay bills online (U.S. Department of Commerce, 2000). This general demand for obtaining information and paying for goods and services through the Internet extends to community college students, who expect community colleges to provide these services, too (Green, 2001). Increasingly, community college websites are working to meet this demand for information and services.

The United States currently has 1,171 public, private and tribal community college institutions (American Association of Community Colleges, 2003). The University of Texas-Austin website lists regionally accredited community colleges and provides links to those with a web presence. The list includes two-year institutions and

Table 2.3

Percent of Computer Use and Internet Use as Determined by Ethnicity, Gender, Location and Income Typical of the Community College Profile

Category	Computer Use		Internet Use	
	Oct. 1997	Sept. 2001	Oct. 1997	Sept. 2001
<i>Ethnicity</i>				
African-American	43.6%	55.7%	13.2%	39.8%
Asian America/Pacific Isl.	57.5%	71.2%	26.4%	60.4%
Hispanic	38.0%	48.8%	11.0%	31.6%
White	57.5%	70.0%	25.3%	59.9%
American Indians (sampled group too small for results)				
<i>Gender</i>				
Female	53.3%	65.8%	20.2%	53.8%
Male	53.8%	65.5%	24.3%	53.9%
<i>Employment Status</i>				
Employed	61.7%	73.2%	28.5%	65.4%
Not employed	24.8%	40.8%	12.4%	36.9%
<i>Location</i>				
Rural	39.9%	50.4%	n/a	52.9%
Urban	42.9%	51.5%	n/a	54.2%
Central City	38.5%	53.7%	24.5%	37.7%
<i>Family Income Levels</i>				
Less than \$15,000	29.8%	37.3%	9.2%	25.0%
\$15,000 – 24,999	37.4%	46.8%	11.6%	33.4%
\$25,000 – 34,999	49.3%	57.7%	17.1%	44.1%

Note. Adapted from *A nation online: How Americans are expanding their use of the Internet* (U.S. Department of Commerce, 2002) and *Falling through the net: toward digital conclusion* (U.S. Department of Commerce, 2000)

the branch campuses of four-year institutions. Currently, 779, or approximately 66.5%, have a web presence (University of Texas-Austin, 2003).

This large number of community college websites lends itself to students' increased website usage for gathering campus information. Guernsey (1998) asserts, "About 78 percent reported that they had used colleges' Websites during the hunt for campus information last fall—up from 58 percent in the 1997 survey and only 4 percent in 1996" (p. A12). Printed catalogs still ranked as very important, but students value both print and website information (Guernsey). Providing community college campus information through websites, in addition to traditional print documents, is becoming an increasingly important communication method.

The print and web as two communication methods continue to grow in importance to obtain information, purchase educational services and communicate the community college's mission. Analyzing the community college's mission statement messages as they appear in print and on the web serves as an important research need.

The community college staff may no longer receive important valuable visual cues through face-to-face interaction about the community college's mission statement messages because of the increased use of the web and the Internet by potential or current students. The potential or current students may receive different messages by looking at the print and web mediums, or even receive unintended messages. The community college may be unsure of the messages it sends unless it takes the time to analyze its mission statement messages.

The college website now becomes the institution's virtual front door and serves as the college welcome mat. The students' first interaction with the college may occur

through its website. The student's ongoing interaction with the college may occur only through the college's website. The community college's print material may serve in the same capacity. Just as a physical front door and surrounding environment create a first impression, so does printed material such as the catalog, schedule or view book and the college's website. Mission statement messages should be similar if the student walks through a physical door on campus and talks with a college representative, uses a printed course catalog or schedule, or gathers information located on the community college website. This proposed research study analyzes the messages found in a community college's mission statement as it appears in print and on the website to gain understanding of these two communication methods that students may use as a potential entryway.

As shown in this chapter, mission statement research is very limited. Business mission statement research studies include motivation for developing mission statements, arguments for not forming mission statements, organizational performance, mission statement content, and attitudes toward mission statements. The limited postsecondary mission statement research uses content analysis and word counts to primarily examine relationships and themes. The literature review indicates three mission statement research voids: limited research on community college mission statements, limited research on community college websites, and limited research analyzing the messages of a community college's mission statement as it appears in print and on the website.

The primary purposes of this literature review were three fold. First, it provided information regarding the mission statement definition, function, components, and research from a business and postsecondary education perspective including community

college references. Second, the literature review discussed the technological innovations of the printing press and the World Wide Web as communication methods including impact on changing society, including community colleges. Third, the literature review concluded by demonstrating the need for the proposed research.

CHAPTER THREE

METHODOLOGY

Six sections comprise Chapter Three. The first section discusses the research design and rationale using a qualitative approach and discusses the specific qualitative methodology used in this study. The next section focuses on the participants and sites used, followed by the third section describing data collection procedures. The fourth section presents the data analysis procedures. Section five outlines the pilot study conducted to test the research feasibility. The final section identifies trustworthiness procedures that I used to verify the study.

Research Design and Rationale

This research serves as a beginning contribution to evaluating the mission statements of community colleges as they appear in print and on the website. As many qualitative researchers suggest (Creswell, 1994; Creswell, 1998; Jones, 1999; Mann & Stewart, 2000), the researcher may conduct the research in a variety of ways, and each new perspective adds to an increased understanding. This research study used two specific approaches to evaluating messages found in the community college mission statements.

I used both an inductive and a deductive approach to conduct the evaluation. For the inductive approach I used basic interpretive qualitative research as described by Merriam (2002). I employed the conceptual framework that Pearce and David (1987)

originally designed and that Newsom and Hayes (1990) modified for postsecondary education for the deductive approach.

Merriam (2001) describes the basic qualitative research characteristics as ones aimed to, “simply seek to discover and understand a phenomenon, a process, or the perspectives and worldviews of the people involved” (p. 11). Following the basic interpretive qualitative research approach that Merriam (2002) suggests, I identified and interpreted a community college’s mission statement as it appears in print and on the website. This methodology enabled me to view the mission statement messages as they appear in print and on the web using an inductive approach.

Using this inductive approach, I examined the print and website documents for mission statement messages. This approach to examining the naturally occurring phenomena allowed me a better understanding and facilitated my analysis. After understanding the phenomenon or process, I identified and interpreted the messages and context through rich and thick descriptions. I employed these rich and thick descriptions to compare and analyze the similarities and differences of the messages of a mission statement from one community college.

I then employed a deductive approach by applying the conceptual framework that Pearce and David (1987) originally designed. Other researchers investigating mission statements still frequently cite and replicate Pearce and David’s (1987) mission statement component framework (Cochran, David & Gibson, 1985; David, 1989; and Lapoint, 2002). Other researchers have refined Pearce and David’s mission statement component framework with minor modifications (Ackoff, 1987; Campbell, 1989; Piercy, 1994; Bart, 1998). The distinct categories that Pearce and David developed provide the foundation

for most mission statement research including Newsom and Hayes (1990) educational adaptation that I used as criteria for my deductive approach. Newsom and Hayes (1990) adapted framework grouped Pearce and David's original work into four categories and eight components. The first category explains the product or service and includes the following: target customers and markets, principal products or services; geographic domain; and core technologies. The second category explains the economic goals and includes concern for survival, growth, and profitability. The components of community college philosophy and self-concept fall within the third category. The fourth category explains public image and includes only one component: desired public image.

Newsom and Hayes' (1990) content analysis study examined 93 mission statements of public, private, and sectarian postsecondary institutions. They adapted Pearce and David's (1987) original work by using a variation of the eight original components. The variation included seven components, which appear in Table 3.1 along with the definitions Newsom and Hayes (1990) used. These components serve as the deductive framework for this study.

The inductive and deductive approaches provided a structure for my research design and facilitated a three-phase research process. This process provided a guide for sample selection, data collection, and the multiple analyses. Phase I involved constructing the sample selection, identifying 12 sample sites, and then piloting the research process to determine appropriateness. Using Newsom and Hayes's (1990) deductive conceptual framework, I initially identified and described the messages found in the mission statements of two community colleges as they appeared in print and on the website. Next, I compared and analyzed the similarities and differences of the messages found in each

Table 3.1

Postsecondary Mission Statement Components

Component	Explanation
Target clientele	Defines the constituencies the college wants to serve.
Products	Specifies the outputs beyond general teaching and service.
Geography	Explains the specific location the college serves.
Commitment	Reflects what will be emphasized for survival or growth.
Philosophy	Discloses the college's specific beliefs, values and philosophical priorities.
Self definition	Expresses how the college views itself.
Public image	Defines the reputation the college wishes to have among the public.

Note. Adapted from Newsom and Hayes (1990).

mission statement as it appeared in both media. I used a cross-case matrix that Miles and Huberman (1994) recommended to compare the similarities and differences of the messages of the mission statements as they appear in both forms. The matrix analysis design allowed me to develop and understand the information I gained from the print and website media. I was then able to refine the proposed research process that I used in Phases II and III of the study.

Three steps comprised the research process in Phase II in which I used an inductive approach and then deductive approach as the basis for the research. In the first step I identified and interpreted the messages found in sites' community college mission statements information as it appeared in print. Step two involved identifying and interpreting the messages I found in the same mission statement information as it

appeared on the website. The thick, rich descriptions from the identification and interpretation of statements found in the mission statement information as they appeared in print and on the website enabled me to develop the inductive messages. I used the same information as it appeared in print and on the website to validate the messages used in the deductive framework. In step three, I compared and analyzed the similar and different individual community college mission statement messages as they appeared in print and on the website from an inductive perspective and repeated the process from the deductive perspective. Three steps comprised Phase III. I re-examined the mission statement messages found in print and on the website across all sites. I developed a cross-case matrix illustrating the similar and different messages found across all sites. I then presented another cross-case matrix illustrating message level strength across all sites as an additional analysis step for both print and web from an inductive and deductive perspective. The goal of Phases II and III research was to determine what similarities and differences are within and between community college mission statements as they appear in print and on the website from an inductive and deductive perspective. Figure 3.1 describes the three-phase research process.

Phase I (Pilot)

Review, evaluate, and select 12 community colleges for research sample.

Pilot sample mission statements from two community colleges as they appear in print and on the website to determine research design appropriateness.

Identify and describe the messages found in each community college mission statement as they appear in print using the conceptual framework.

Identify and describe the messages found in each community college mission statement as they appear on the website using the conceptual framework.

Develop a cross-case matrix to analyze the similarities and differences of the messages found across all the community college mission statements as they appear in print and on the website using the conceptual framework.

Identify and describe the messages found in each community college mission statement as they appear in print using the conceptual framework.

Identify and describe the messages found in each community college mission statement as they appear on the website using the conceptual framework.

Phase II (Inductive and Deductive)

Examine the mission statement information from the four community colleges as it appears in print and on the website.

Identify and describe the individual community college mission statement messages as they appear in print.

Identify and describe the individual community college mission statement messages as they appear on the website.

Compare and analyze the similar and different individual community college mission statement messages as they appear in print and on the website.

Phase III (Inductive and Deductive)

Re-examine the four community college mission statement messages as they appear in print and on the website.

Develop a cross-case matrix to analyze the similar and different community college mission statement messages found across all sites as they appear in print and on the website.

Develop a cross-case matrix to analyze the message level strength of the community college mission statement messages across all sites as they appear in print and on the website.

Figure 3.1. The three-phase research process.

Community Colleges

Three key features are often associated with qualitative sampling. Qualitative research uses purposeful sampling. The purposeful sampling rests on the assumption that the researcher wants to discover, understand, and gain insight about the phenomenon under study. The selection process is not random and uses participants that are logical for the study. Miles and Huberman (1994) suggest that qualitative sampling involves two features: setting boundaries and creating a frame. Setting boundaries involves finding samples that will directly connect to the research questions. Additionally, Miles and Huberman state, "...at the same time, you need to create a frame to help you uncover, confirm or qualify the basic processes or constructs that undergird your study" (p. 27). Purposeful sampling, setting boundaries, and creating a frame guided my selection of participants.

In addition to these three features, I also used a criterion sampling strategy typology that Patton (1990) defined and which Miles and Huberman (1994) cite. Criterion sampling requires that all cases meet some criterion. This sampling is useful for quality assurance. I used two initial criteria to define my sample. First, I identified states that employ independent state boards to govern community colleges and/ or technical institutions. Then, I identified comprehensive community colleges located in an identified state. Comprehensive community colleges grant Associate of Arts, Associate of Science, and Associate of Applied Science degrees; offer general and liberal education; provide career and vocational degrees and certificates; and offer adult and continuing education and developmental education (Cohen & Brawer, 2003). Cohen, Brawer and Associates (1994) identify additional community college structure variables such as organizational

type, board composition, and trustee organization. I also used dimensions of these variables to further define the criteria. I located community colleges that are not part of a university organizational structure, not governed by a local board, and have no local trustees. Additionally, I also examined institutions that are non-residential and have similar annualized fulltime equivalent status. Each institution also had to have its own individual website. These stated criteria guided the selection of the participants.

I continued to gather participants using the same selection criteria until I reached saturation, no new information (Creswell, 1998). In addition, Hoepfl (1997) contends, “The decision to stop sampling must take into account the research goals, the need to achieve depth through triangulation of data sources, and the possibility of greater breadth through examination of a variety of sampling sites” (p. 9). Data saturation also assures that an in-depth understanding of the phenomenon occurs. This sampling technique will also assist with study replication and triangulation. The selected participants drove the site selection and provided the basis for the data collection procedure print documents and the websites.

Data Collection Procedure

Research literature supports using print documents and web pages as sample data. Qualitative research studies use physical structures, print, television, photography, computers, and the Internet (Baym, 1995; Jones, 1995; Bart, 2001). Website research and Internet communication are emerging research fields. Researchers have conducted most previous mission statement research using only print material and usually from a quantitative paradigm. As indicated in the literature review, these researchers have usually restricted mission statement examination to word-count analysis and have

typically linked it to quantifiable business success factors such as financial performance. I have found few studies that link mission statements and the web. No research appears using print documents and web pages as sample data together to examine the messages in community college mission statements.

I collected data only from print documents and web pages as the information sources for this study. Using documents offers several advantages. First, the information is publicly available and relatively easy to locate. It is also a noninvasive method of collecting data. Additionally, I could access it at a time convenient to me. The third advantage is that documented information allowed me to access information that participants might not have shared in an interview (Mann & Stewart, 2000). The most important advantage to me was that I saw this information for the first time in the same manner as anyone else. Also, I understood that some distinct disadvantages of using only documents as data sources exist: the information may be incomplete and inaccurate, and it may be difficult to interpret. I kept these advantages and disadvantages in mind as I conducted the research using print documents and websites as the information sources.

I collected data in two ways. After identifying a community college, I went to the institution's website looking for a request for information hyperlink. If located, I requested print documents that contained mission statement information. Print material examples included general college information brochure, schedule, degree, certificate and diplomas listing pamphlet, and career services brochure. Secondly, I used a typical search engine such as Google to locate the uniform resource locator (URL) for the website of each identified community college. I then bookmarked the site to locate it again easily when conducting the research.

For the website data collection, I used a system configuration comprised of a Dell Dimension Pentium IV desktop, with a 17-inch monitor containing an internal 56K dial-up modem with an average speed of 42K to 46K. The web browser software was Microsoft Internet Explorer (IE) 6.0 located on a Microsoft XP Home Edition 2002 operating system. I attempted to replicate the experience that a typical viewer would have visiting a community college website from a home desktop. According to de los Santos, de los Santos Jr. and Milliron (2003), "In effect broadband higher-speed access services were used by only 10.7 percent of those households with access to the Internet in August 2000" (p. 19). I undertook this website data collection using what appears to be a system configuration typical of most home Internet users.

Upon examining the site for the first time, I used the Adobe Acrobat screen capture function. This software captured the web page to the computer and identifies file type, size, date and time. I kept an additional copy of the file on my computer hard drive as well as another back up on a compact disk. I used the print screen function to make a printed copy of the website including date and time and kept on file. This research will be based upon an initial website snapshot at a specific time knowing that website may change on a regular basis. I attempted to drill down no more than two links from any main page to obtain information. This will accommodate home pages that contain limited information and may be hard to identify statements that support mission statement messages. The home page will be considered page one for this research study. Additional clicks from the home page will then be numbered as subsequent pages. This process will be used for all websites to assure access consistency. All of these items including date, time, and page location information will be noted to be used for future study replication.

Data Analysis

Researchers use no one specific qualitative research analytical process; however, most qualitative researchers follow some pattern containing several common characteristics. For example, Merriam (1988) contends that data collection and analysis is a simultaneous process in qualitative research. Bogdan and Biklen (1992) define the qualitative data analysis process as “working with data, organizing it, breaking it into manageable units, synthesizing it, search for patterns, discovering what is important and what is to be learned, and deciding what you will tell others” (p. 145). Miles and Huberman (1994) describe qualitative analysis as being comprised of three activities: data reduction, data display, and conclusion drawing and verification. Creswell (1994) suggests that data analysis is a simultaneous activity that moves recursively between data collection, data interpretation, and narrative report writing. According to Creswell (1998), all qualitative traditions create and organize files, read, and memo to make general sense of the data, and then follow with some type of description. For this study I followed the qualitative research analytical process that Miles and Huberman (1994) outline for both the inductive and deductive analysis.

During the inductive step I identified and interpreted the mission statement messages as they appear in print and on the website. Then I engaged in data reduction by writing summaries and coding. The data reduction established patterns or themes that linked categories. Categories and themes emerged as I used a constant comparison approach to analyze the data. Category revision occurred until I reached a saturation point. I then used these categories for the remaining analyses. In the third step I used a data display, which Miles and Huberman (1994) describe as the interaction with the text.

Taking the form of within-case and cross-case matrices, these displays enabled me to organize the data into a format that is readable and manageable. I used additional matrices as I progressed from exploratory or initial discovery to final or phenomena explanation. In the final steps, I described and interpreted the information contained in the matrices through a narrative format. I verified the conclusions through extensive review and reflection to establish the validity. The same interwoven model allowed me to continually review the data collection, data interpretation and narrative and use data reduction, data display, and conclusion drawing and verification for analyzing the data using the inductive approach of this study.

After completing the inductive analysis, I then analyzed the data deductively. I re-examined the same print material and website for each site. I used a categorical aggregation to transform the identified print and web statements using the conceptual deductive mission statement framework that Newsom and Hayes (1990) designed. Excel assisted me in organizing and sorting the data. These established deductive message categories provided the basis for the data display. As with the inductive process described above, I again used within-case and cross-case matrices that assemble and display the information in an organized manner and an easy-to-read format. In the final steps, I described and interpreted the information contained in the matrices through a narrative format. I verified the conclusions through extension review and reflection to establish the validity. Lastly, I drew conclusions, or naturalistic generalizations, that the reader can apply to other situations.

The applicability to a particular situation depends upon the conditions of the situation and the usefulness of the research findings to the individual reader. I also

compared and contrasted these generalizations with the existing literature. As part of this analysis, I also included a detailed, rich description of each community college.

I conducted a pilot study that supported the three-phase design process, including data site selection, data collection, and description from a deductive perspective using the mission statement framework Newsom and Hayes (1990) designed. The pilot study identified, described, and analyzed the messages found in two sites' mission statement information as they appear in print and on the website. The pilot study also used a cross-case matrix display to analyze the similarities and differences of the messages found across both sites and in both media.

Pilot Study

The first step in the pilot study consisted of evaluating the data participant and site selection. I used the proposed criteria to identify 12 sites, choosing two sites that met the criteria for the pilot research study. I discovered that to find the information to assure that the site met the criteria was difficult. The process also taught me the average amount of time necessary to select each site for additional participants. In the second step I evaluated the data collection process. The print materials were easy to obtain. I located the community college's mission statement information from either a current schedule or course catalog. I then learned how to use the screen shot software to capture text, visuals, audio, and video, which enabled me then to capture each community college website. By learning how to organize the files for each identified participant, I was able to access the information easily. I discovered that the website's homepage rarely contained much information. Clicking through the many pages on the community college website ensured

that I had obtained all desired information. The data collection process gave me greater insights into how to collect the data, especially from the website.

The next step involved analyzing the messages found in each community college mission statement as it appears in print and on the website. The messages appearing in print were fairly easy to identify and describe. From each college's website I identified and described the messages from the text and visual information located there.

Describing the messages from the website proved a much more difficult process due to the enormous amount of information. I then used a cross-case matrix to analyze the similarities between the printed mission statement messages and the messages appearing on the website. By conducting this pilot analysis process, I learned that first I had to develop a process to identify and describe the messages found in each mission statement as they appear both in print and on the website. I initially had used a yes/no process to identify if the print material or website contained the component without giving enough space for an adequate description. Through the use of a better identification and description process, I was able to complete the individual within-case matrix for each site more easily. Additionally, I developed an easier process to complete the cross-case matrix, which enabled easier analysis of similarities and differences of the mission statement messages found across all community colleges as they appear in print and on the website. The pilot study provided a foundation for the data participant and site selection, data collection, and data analyses. Tables 3.2 – 3.4 summarize the findings from the pilot study.

Table 3.2

Messages Found in Each Community College Mission Statement as they Appear in Print using the Deductive Conceptual Framework

Mission Statement Components	CC A	Location	CC B	Location
1. Target Clienteles	Yes	Beneath mission and under purpose statement bullets 1, 2, 3, 4, 5, and 6	Yes	1 st paragraph
2. Products or Services	Yes	Beneath mission and under purpose statement bullets 1, 2, 3, 4, 5, and 6	Yes	1 st and last paragraph
3. Geography	n/a	n/a	Yes	2 nd paragraph
4. Commitment	Yes	Beneath mission and under purpose statement bullets 1, 2, 3, 4, 5, and 6	Yes	3 rd paragraph
5. Philosophy	Yes	1 st sentence of mission statement	Yes	1 st , 3 rd and last paragraph
6. Self-definition	Yes	Beneath mission and under purpose statement bullets 1, 2, 3, 4, 5, and 6	Yes	2 nd paragraph
7. Public Image	Yes	1 st sentence of purpose statement	Yes	2 nd paragraph

Table 3.3

Messages Found in Each Community College Mission Statement as they Appear on the Website using the Deductive Conceptual Framework

Mission Statement Components	CC A	Location	CC B	Location
1. Target Clienteles	Yes	Home page Page 1	Yes	Home page Page 1
2. Products or Services	Yes	Home page Page 1	Yes	Message from the President Page 2
3. Geography	Yes	Home page Page 1	Yes	Prospective Students Page 2
4. Commitment	Yes	Home page Page 1	Yes	Employers- Workforce Services Page 2 Current Students Page 2
5. Philosophy	Yes	Home page Page 1	Yes	Message from the President Page 2
6. Self-definition	Yes	Home page Page 1	Yes	Home page Page 1
7. Public Image	Yes	Home page Page 1	Yes	Prospective Students Page 2 Current Students Page 2

Table 3.4

Comparison of the Messages Found in each Community College Mission Statement as they Appear in Print and on the Website using the Deductive Conceptual Framework

	Target Clienteles	Products or Services	Geography	Commitment	Philosophy	Self- definition	Public Image
CC A	No	No	N/A Evidence found only in website	No	No	No	No
CC B	Yes	Yes	Yes	Yes	No	No	No

Comments: The actual mission statement text was located only on CC B. A reference to the CC A mission statement appeared three links from the home page. I located the actual mission statement after downloading a file. The CC B mission statement appeared one link from the home page.

Trustworthiness

Data trustworthiness refers to the believability of the findings and increases the verification of the results. I established trustworthiness through credibility, transferability, dependability, and conformability techniques.

Credibility

I used reflexivity and peer examination to create credibility. Reflexivity involved my reflecting critically on myself as the researcher. I identified my biases at the onset of this study, including my website development experience, my role as a community college administrator, and my involvement with a community college strategic planning process, which included ongoing mission statement examination. I continually used self-reflection to examine assumptions and biases relating to this study. Using this technique enabled me to maintain an objective opinion about the material and to approach the

research each time as if someone new were examining the information. Memoing and journaling provided two primary reflexivity techniques. Peer examination involved colleagues and advisors reviewing data and process throughout the study. My committee members provided continual feedback as they read documents and commented on the analysis. These two techniques assured the credibility of the study.

Transferability

I employed two transferability techniques in this study: providing rich, thick description and using analytic generalization. Providing rich, thick description is the strategy qualitative researchers most often use for transferability or the ability to generalize or apply to other situations (Geertz, 1973; Miles & Huberman, 1994; Creswell, 1998; Merriam, 2001; Merriam, 2002). Merriam (2001) characterizes rich, thick description as providing enough information that readers can determine whether they can generalize findings to their own situation. I used words and pictures rather than numbers to describe the participants, the data collection, and the outcome. The data description includes printed and website quotes and paraphrases. Providing detailed information will allow the reader to determine how closely related their situation matches the study and whether the findings are transferable. Miles and Huberman also discuss the value of rich, thick description stating, “Another feature of qualitative data is their richness and holism, with strong potential for revealing complexity; such data provide ‘thick descriptions’ that are vivid, nested in a real context, and have a ring of truth that has a strong impact on the reader” (p. 10).

The second transferability method is analytic generalization, which involved the development of the within-case and cross-case matrices. The deductive perspective

provided predetermined categories as Newsum and Hayes (1990) established. The inductive perspective mission statement messages from the data. I then used these message categories for analyzing the data. I then employed these message categories to establish the within-case and cross-case matrices. This replicated matrix for each institution and across all community colleges will enhance the generalizability of the study if someone replicates it. These two techniques assured transferability.

Dependability

Dependability concern whether the results are consistent with the data collected. Practice and a detailed audit trail were the two techniques I used to ensure dependability. Since I am the primary instrument of data collection, it is important to establish dependability through practice. The pilot study assisted with establishing dependability through multiple document observations. Having another researcher follow an audit trail and arrive at the same conclusions offers another means to ensure the dependability of a study. The audit trail provides a clear picture of how and why the researcher conducted the study. I described in detail the data collection, category derivation, and decision-making processes for this study. Through memos, reflections, questions, and decisions that I identified through a research journal, I created such an audit trail. These two techniques of practice and a detailed audit trail enhance the dependability of the study.

Conformability

Conformability concerns the degree to which the findings adhere to the research conditions. Due to the nature of qualitative research, eliminating bias completely is difficult. Creswell (1998) suggests the researcher state biases and values up front. Strauss and Corbin (1998) contend that researchers have learned that a state of complete

objectivity is impossible and that an element of subjectivity exists in every research piece.

The researcher plays a prominent role collecting data in a basic qualitative inquiry methodology. The data quality depends on the researcher's ability to collect and analyze the gathered data. Lincoln and Guba (1985) identify the characteristics that make humans the "instrument of choice" for naturalistic inquiry. Humans are responsive to environmental cues and are able to interact with the situation. They can collect information at multiple levels concurrently and perceive situations holistically. Humans can also process data as soon as it becomes available, provide immediate feedback, ask for data verification and can explore unexpected or unusual responses. Chapter One outlines my researcher perspective as well as my biases. I paid particular attention to my biases throughout the study to assure conformability.

Web-Based Ethical Considerations

Besides the issues related to trustworthiness, I also examined web-based ethical considerations. Researchers have identified a number of ethical concerns associated with qualitative online research (Jones, 1995; Sharf, 1999; Mann & Stewart, 2000). Due to constant flux in technology and ongoing evolution, which includes Internet and web research, incomplete issue awareness occurs, and few guidelines on research procedures exist. Most researchers agree that privacy issues, confidentiality, informed consent, participant risk, and the ability to disguise the researcher and the participants are important concerns. Additional relevant issues include obtaining specific participant data through online interviews or autobiographical data or from not specifically requested data obtained from online environments such as newsgroups or chat rooms. Mann and Stewart

(2000) further relate that, “Many areas need further legal definition including jurisdiction, intellectual property, security, encryption, signature and certification” (p. 38). After reviewing these multiple ethical qualitative online research concerns, I concluded that obtaining, viewing, and analyzing printed documents and websites in the public domain are appropriate actions. Anyone may access this public information by obtaining a catalog, schedule, or other printed documents and by viewing the corresponding website. This research does not involve any ethical concerns that may occur in other types of web-related research.

Other ethical issues involve identities and data confidentiality of institutions. I maintained an archived copy of the data, including all print and website material. I protected institutional identity through assigning an alternate identification. Additionally, I ensured data confidentiality through elimination of specific names when referencing people, places, or other items that would identify an institution. Scharf (1999) summarizes Internet ethical concerns through the following statement: “A final ethical concern is that of potential exploitation in regard to how the result of the research will be used, to what purpose, in which context, and to whose benefit or expense” (p. 249). Throughout my study, I considered and followed all ethical guidelines involving identity and data confidentiality to ensure that I would not exploit any community college to either its benefit or harm.

CHAPTER FOUR

WITHIN-CASE ANALYSIS AND FINDINGS

This chapter provides the within-case analysis for this study's sites. The identification, description, and analysis of information follow the basic interpretive qualitative process discussed by Merriam (2002). Discovering what each institution communicates through the mediums allowed me to gain an understanding of print and web mission statement messages. My goal was to answer the first three research questions posed in this study's methodology including identifying messages from the print materials and website from an inductive and deductive perspective and analyzing the similarities and differences observed in each site's messages using both mediums.

I used purposeful criteria to determine the study's sites. The criteria allowed me to examine similar sites including governance structure at the state and local level, program and service offerings, non-residential status, individual website, and full-time enrollment equivalencies. I ordered the chapter's site presentations from strongest to weakest based on the number of similar messages between the two mediums. DCC and ECTC both shared six common messages, JRCC shared five common messages and DGCTC shared four common messages in print and on the website.

I used the website as my entry point for obtaining print materials. I located the site's website and searched for a web page allowing me to request print materials. DCC's website contained an information hyperlink on the home page. The link directed me to a

web page that contained a hyperlink to request more information regarding programs, class schedule, and degrees. I then checked on a box indicating my preference to receive the materials through postal mail. DGCTC's home page contained a hyperlink that led me to a request for information checklist form. This checklist form contained options for sending an admissions application, general college and financial aid information, and choosing a program of interest. I then submitted my request to receive the information through postal mail. ECTC and JRCC lacked a request for information page on their websites. I used ECTC's and JRCC's website to obtain information similar to the print information received from DCC and DGCTC. I printed the materials from the website and used this information for discovering the print messages. I next bookmarked the website address of each college on my computer to have easy access for obtaining my website information. I used screen capture software to record individual web pages. This technique allowed a static look at a website recognizing that website content may change frequently and therefore potentially changing its messages.

My analysis process began by looking at each site's print materials and website from an inductive perspective. The inductive process included examining each item and recording key statements, constructing a coding scheme, devising emergent message terminology, illustrating messages through data displays, writing descriptive narrative, and drawing conclusions by comparing similar and different messages between the print and web to draw conclusions. The analysis procedures follow Miles and Huberman (1994) analysis steps of data reduction, data display, and conclusion drawing/verification.

I next examined each site's print materials and website from a deductive perspective. The deductive process used an adapted mission statement framework

developed by Newsom and Hayes (1990). They developed the framework based on Pearce and David (1987) earlier study of devising a mission statement framework. I adapted Newsom and Hayes (1990) framework by changing mission statements components to messages. These messages included target clienteles, products, geography, commitment, philosophy, self-definition and public image described in Chapter 2. The analysis steps included examining the print materials and website, recording key statements, assigning statements to the deductive messages, developing data displays, writing descriptive narrative, and comparing print and web messages by describing similarities and differences to draw conclusions.

The inductive and deductive analysis process repeats for all four sites. The chapter's content contains a site description following this outlined analysis process.

Site Description – Dave Community College (DCC)

DCC is located in a state that has six separate governing boards overseeing the state's higher education institutions including universities and community colleges (Education Commission of the States, 2003). The governor appoints a 13-member Board of Trustees as part of an independent State Board to govern this state's community college system. Divided into 16 regions, the community college system contains 23 campuses serving the state (DCC- About Dave Community College, 2003). While each region usually contains at least two campuses, DCC is the only campus in its region. Each region has its own seven-member Board of Trustees. The local Board of Trustees' responsibility is to keep the campus in touch with the local area by recommending regional educational and training needs as well as budget and policies (State General Assembly), but the Board has no decision-making authority.

DCC is a public comprehensive community college that offers associate degrees; certificates; and workforce, continuing, and developmental education programs (DCC, 2004). The college has no residential facilities. DCC's 2002-2003 annualized full-time equivalent enrollment is 3547 (DCC - Office of Institutional Research 2003).

Inductive Print Messages

I requested the print materials from the information hyperlink located on DCC's home page. This page allowed me to check my interest areas and also provided a check box for me to indicate how I would like to receive the materials. This option included delivery of requested information by postal mail, telephone, or email. Upon completion, I then submitted my request form online. The interest areas I checked included general education support services, class schedule, and Associate of Science degree information. I also checked the appropriate box to receive the requested materials by postal mail. I received three informational pieces, including a career services brochure, an application for admission packet, and a current course schedule, within three days of my request. I received the schedule, as requested, but did not receive the other materials, including general education support services and Associate of Science degree information. The career services brochure insert provided me with information regarding available services, including career planning, employment, college transfer, and college work study. The cover of the brochure provided the college mission statement and included comments about the importance of linking jobs to education. The application for admission packet contained a cover letter from the admission's director, an application form, an admission procedures checklist, and a skills assessment success tips sheet. The

schedule listed all Summer 2004 courses as well as gave registration instructions. Eight messages emerged as I inductively analyzed these print materials:

1. Community connection: identified through DCC's active participation in local programs;
2. Economic/workforce development: defined by DCC's contribution to local and statewide workforce programs;
3. Quality: illustrated through student and employer endorsements and accreditation statements;
4. Service area: shown by DCC's defined area in which it deliver its services;
5. Student focus: demonstrated through DCC's academic and support services;
6. Linchpin to K-12 and four-year schools: demonstrated by its high school and college dual-credit offerings and four-year transfer agreements;
7. Statewide community college connection: illustrated through text and graphic design examples; and
8. Access: defined from only a financial perspective.

The first five messages had a strong message level, which I defined as any combination of multiple, diverse, or repeated messages found in text, graphics, or photos. The materials defined the linchpin to K-12 and four-year schools and connection to a statewide community college system at a sufficient level. I categorized access at a weak message level. My inductive print message analysis began by describing DCC's five strong messages.

Community focus. A community-focused college, as defined by DCC's print messages, included a college that actively participates and supports community initiatives and provides programs and services that support and respond to the community's interests and needs. The printed document repeats the word community multiple times. The use of the word community when describing customized programs and

responsiveness to meeting local needs conveys messages of active community involvement. One such message found in the mission statement says, “Community service to individuals, communities and business and industries...” (para 1), which demonstrates its commitment to the local community. These examples demonstrate the strong community-focused message.

Economic/workforce development. Economic/workforce development messages appear throughout the print documents. DCC defines economic/workforce development as programs, offerings, or initiatives that assist the local or state economy and workforce growth. Print message examples support the state’s economic development initiatives, match students’ educational goals with employability, and provide technical education programs for workforce training. A College Mission Statement message includes the phrase, “support the economic development of State” (para 2), illustrating its support of statewide economic development initiatives. These examples strongly state the economic/workforce development message.

Quality. DCC’s references its perception of quality through multiple print messages. DCC first defines quality through student endorsements acknowledging DCC’s excellent programs and services. An example illustrating quality found in the Admissions Letter states, “So kindly review these materials and please keep in mind these important factors that have made DCC a top choice for students” (para 4). This quality message refers to statements listed below the quote, including the variety of degrees and certificates, class sizes and flexible schedules, affordable tuition rates, and career and employment services. Another message appearing in the Admissions letter says, “Employers want our graduates” (para 4), implying the college’s quality reputation.

A regional external accrediting agency determines a college's accreditation status. Accreditation occurs when an institution meets standards and measurements deemed by an accrediting agency. College accreditation represents a statement of quality and excellence, and federal, state, and other funding agencies require college accreditation to qualify to receive funds. Educational institutions also require accreditation when establishing articulation agreements or considering other partnership initiatives. Upon approval, a college receives accreditation status for a time period. DCC uses its accreditation approval to define its quality. As the college states in the Admissions Letter, "DCC is fully accredited by the North Central Association of College and Schools" (para 5). DCC's published accreditation statement represents a quality measure. DCC's perception of quality, which it demonstrates through student and employer testimonials and its accreditation statement, emerged as a strong inductive message.

Service area. DCC's printed mission statement defines its service area by listing specific counties, cities, and regions as well as numbers the college serves. Although only one message defining service area appears, I still considered it at the strong message level because of the specificity. The message, which is in Linking Jobs to Education text, asserts, "The local campus serves a population of 530,000 in the counties of A, B, C, D, E, F, G, H, and I" (para 1) provides a clearly definition of DCC's service area.

Student focus. Messages concerning a commitment to individual student success while attending DCC represent DCC's student focus. The print documents contain multiple messages. A student-focused message I found in the mission statement refers to, "counseling and related services" (para 1) that supports the students' academic and career goals. The Admissions Letter text states, "We are proud of our reputation for putting

students first in every aspect of our operations” (para 2), demonstrating DCC’s understanding of students as customers throughout the entire organization. According to the College Mission Statement, “The College’s mission is to enable individuals to develop to their fullest potential...” (para 1), illustrating DCC’s focus on helping each student achieve his or her goals. DCC communicates its student-focused messages strongly by mentioning how it provides programs and services to assist the student, stating its understanding of the importance of the student as a customer, and asserting its desire to help each student achieve his or her goals.

While the inductive process identified the first five messages as at strong message levels, I considered the messages related to DCC’s connection to K-12 school and four-year institutions and its relationship to the statewide community college system to be only at the sufficient message level. I classified these two messages at a sufficient level either because DCC communicates a general broad message without defining the message or DCC states the message only once.

Linchpin to K-12 and four-year schools. DCC identifies itself as an integral partner to K-12 and four-year schools. DCC serves as a linchpin or as a connection to both educational entities. One message example from the College Mission Statement text says, “DCC promotes educational mobility through partnerships with local schools and other higher education institutions” (para 1). DCC demonstrates its K-12 connection by offering classes at local high schools for high school and college credit (College Course Schedule). DCC has course and transfer agreements with many colleges and universities. Another message example asserts that DCC provides the education needed for higher education continuation, thus implying the connection to four-year schools. DCC sees

itself as the connecting entity in providing transition from K-12 to four-year institutions. DCC states this message sufficiently but through broadly stated messages.

Statewide community college system connection. DCC is part of a large statewide community college system comprised of 14 regions and 23 campuses. The college demonstrates this connection through several strongly stated messages. First, DCC does not have its own college logo. The logo used on all print and website documents is a state system logo. Second, DCC connects to the state community college system through its individual college name. All print materials containing the college name begin with the state system name and then the college region. For instance, the application for admission brochure cover page contains the community college system logo followed by the words Community College System: Region. I also found the following message in Linking Jobs to Education text: “Fourteen regional institutions compose the College System, now the second largest College in State” (para 2), which shows its connection to a statewide community college system. These general messages indicate that DCC is one of many campuses that comprise a statewide community college system.

Access. Access was the last message I identified in the print materials. DCC’s first message defines access from only a financial perspective. DCC presents its second message concerning being accessible very broadly, and accessible remains undefined in the print message. I considered the messages are weak due to DCC’s limited definition of accessible in one statement and accessible being undefined in second. Financial access provided a limited perspective of accessibility. The DCC Admissions letter states, “We participate in all financial aid programs available to us” (para 5), showing a limited reference to accessibility. The Admissions letter also states that the college is very

affordable. This statement serves as another example of financial accessibility. I located the second message relating to accessibility in the college mission text: “DCC is a public, statewide, open access...” (para 1). No further explanation defining open access appears within the print materials. I consider DCC’s accessible print messages to be at a weak message level due to the limited definition of accessible in one statement and the broad undefined use of the term “access” in the second statement.

In total, DCC’s print documents contain eight messages. Besides their appearance in the print materials, DCC’s messages also emerge from the website.

Inductive Web Messages

I began my inductive examination of DCC’s website by examining the home page. The college system name along with the local campus name appears in the top section of the page. The home page contains 12 hyperlinks. I located eight of these links on the far left side of the page, and the name of one link is, specifically, “DCC, About the System, Certification, Class schedules, Degrees & Programs, Distance Education, Information, and Registration” (DCC Home page). The last four hyperlinks appear on the bottom of the home page and include, “My Portal Page, Web Access for Students, Web Access for Faculty, and SOS (student online services)” (DCC Home Page). The middle section of the home page bordered by the hyperlinks on the left and bottom sides seem to show DCC’s campus buildings. I located all web messages for my inductive analysis no more than two clicks from the home page. Eight inductive web messages emerged from my analysis:

1. Access: demonstrated through DCC’s comprehensive explanation and examples;
2. Community connection: defined through DCC’s involvement and partnership initiatives;

3. Comprehensive community college: illustrated through DCC's programs and services;
4. Economic/workforce development: defined through programs offered for local and state business partners;
5. Student focus: described by DCC's numerous programs and services;
6. Statewide community college system connection: illustrated through photos, graphics and text message;
7. Technological tools: used to provide student, faculty, and staff support; and
8. Service area: defined by DCC's description of regions for delivering educational programs and service.

The first seven messages I defined as having a strong message level because they have any combination of multiple, diverse, or repeated messages found in text, graphics, or photos. Service area was defined at the sufficient message level. I begin my inductive web message analysis by describing the seven strong messages.

Access. DCC defined accessible through numerous messages. The accessible messages included access to information, college personnel, programs and services, and financial access. Access to information was demonstrated in two ways. First, every main web page contained the college address and a toll-free number to make college accessibility easy for anyone. A second message example included the website itself. It provided information regarding all college programs and services and included the current class schedule demonstrating the college's accessibility to information. Access to college personnel was demonstrated through published toll-free phone numbers, and program specific and individual staff email addresses located in a website directory demonstrating the accessibility to college personnel. Programs and services were identified through individual web pages that included detailed degree, certificate, diploma

and continuing education descriptions. Financial access was demonstrated through information pages describing financial aid opportunities and included the financial aid application located one click from the Admissions page. The financial aid application could be submitted online allowing for easy access. DCC best demonstrated its accessible message through the registration and admissions' pages. Registration and admission can be completed on campus, by phone, or on the website (Registration & Advising Procedures) making it easy for students to enroll at DCC through a variety of methods. DCC equates accessibility through messages related to information, communication with college personnel, identification of programs and services, and financial access information.

Community connection. There were diverse community focused messages. DCC defined community focused by providing programs and services designed to meet the business and community needs. A community focused message example included building new campus facilities in response to community demand (History of the College). The Local Board of Trustees is responsible for keeping DCC in touch with the local community. Identification of the Local Board of Trustees that keeps the college connected to the community served as an additional community focused message example. Additional message examples included the corporate and continuing education purpose and role described on a separate web page demonstrating DCC's commitment to providing programs and services benefiting the local workforce and community citizens. The actual course offerings provided customized training offerings as well as courses for cultural enrichment and fun (Corporate and Continuing Education Services). These strong messages demonstrated DCC's community focused commitment.

Comprehensive community college. Comprehensive programs and services emerged as another inductive message on the website. DCC defined its comprehensive programs and services through academic, occupational and occupational preparation program offerings; remedial education services; customized and other economic development activities; and community services. The comprehensive programs and services message was documented through numerous separate web pages that described degrees and programs, information technology certification, general education and support services, academic skills support services, and corporate and continuing education programs. A message stated in the System Mission Statement included, “Purposes include meeting needs of State’s employers and contribute to the economy, general education, transfer, developmental, student development and services, continuing education, community service, diversity, and continuous improvement” (para 2) demonstrating DCC’s comprehensive programs and services. The comprehensive programs and services messages were stated strongly throughout the website.

Economic/workforce development. Economic/workforce development messages were expressed strongly throughout the website. DCC’s economic/workforce development definition included commitment to local and regional employers and designing programs to meet future local, state, and world workforce needs. DCC’s specific economic/workforce development examples included nursing programs to offset health care shortages and corporate and continuing education offerings to meet workforce demands. One example is a program called FastTrack. FastTrack was created by DCC’s Technology division providing an accelerated education option for employees who have limited time to learning a new skill. Another message found on the certification web page

stated, “To meet the growing demand of technology workers in State, the College system opened Workforce Certification Centers at several of its campuses around the state” (para 1) delivering customized training programs designed for the local workforce. DCC’s commitment to economic/workforce development was communicated strongly through these messages.

Student focus. DCC defined student focused messages through its offering of courses, services, and tools designed to help students succeed while attending the college. Offering courses at convenient times including day and evening to accommodate a variety of student needs (2004 Spring/Summer Course Schedule) demonstrated DCC’s focus on students. The help desk hyperlink located on the home page is an example of a student service provided by the college. The help desk provided assistance for any technology related problem until 10:00 p.m. six days a week. A staff person is available to talk to students with a technology problem through a toll-free phone number. A student can also send an email, or use the self-help desk website that contained answers to commonly asked technology related questions (Student Online Services Technical Help Desk) providing another service for students using technology. The Assessment & Advising Center mission statement included, “We value all students and seek to enhance their college, life and workplace skills within a professional, supportive and empowering environment” (para 1) demonstrating DCC’s commitment to supporting its students. DCC’s focus on the student was strongly stated through these message examples.

Statewide community college system connection. The system connected message is repeated multiple times and illustrated through photos, graphics, and text on the website. DCC defined its system connected message by the use of the system logo on all

documents; its governance structure; and system programs, services and course offerings. DCC's connection to the statewide community college system was first identified through the appearance of the System logo on most web pages starting with the home page. DCC does not have its own college logo. Additionally, all campuses appeared to be connected to a system wide Distance Education course offerings and program services pages. Another system connected message showed CareerLink as a centralized career employment system, which provided job referral information for both students and employers. An additional example showed that all courses offered by system colleges are contained in a unified Course Information Database (Course Information Database) showing a community college system approach to course descriptions. DCC's system connected website messages were communicated clearly.

Technology as a tool for learning and support. Technology as a tool for learning and support was defined strongly through website messages. DCC defined this message through the availability of technological tools for use by students, faculty, and staff on the website. Specific web page examples included an online course schedule, access to a virtual library, the college's email directory, distance education offerings, student and faculty email access, student online services help desk web pages, and numerous online forms that can be submitted from the website. Another example included the availability of a campus wide portal system. The portal web page text stated, "My portal features campus and college-wide announcements, online registration and grades, tuition payment, campus calendars, student clubs/organizations, System news and National News headlines..." (para 1) demonstrating the use of technology to provide a variety of

student services. DCC illustrated technology as a tool for learning and support through these strong message examples.

Service area. The last inductive web message identified was service area. I determined the message was stated at a sufficient level due to DCC's limited service area definition. DCC's service area was identified through a photo. This photo was a state map that contained hyperlinks to numerous regions identified by numbers rather than area names. These numbers then aligned with different system regions and college campuses. DCC was not specifically identified on this map. I could not find DCC on the map until clicking upon all of the hyperlinks. The visual map provided an overview of community colleges located throughout the state rather than focusing on a local campus and defining the specific college service area. I found DCC's service area message was difficult to understand due to its limited service area definition. Eight inductive messages emerged from analyzing DCC's website. Additionally, my analysis identifies DCC's similar and different print and web messages.

Similar and Different Inductive Messages in Print and on the Website

I discovered six similar inductive mission statement messages as they appeared in print and on the website. These similar messages included economic/workforce development, community connected, student focused, accessible, service area and system connected. Examples of the specific similar messages can be found in the inductive print and web message sections. The first three similar messages are strongly stated in both print and on the web and were illustrated through a combination of multiple, diverse, or repeated messages conveyed through print, graphics and or photos. The remaining three

messages included accessible, service area, and system connected and appeared to be emphasized at different message levels in print and on the website.

Accessible as a message was strongly communicated on the website, but the accessible print message was defined as weak because of its limited definition. The website illustrated a comprehensive definition of accessible including access to information, college personnel, programs and services and financial access. DCC's print message only defined accessible by its message describing financial access. A strong service area message is stated in print and only sufficiently on the web. DCC's print message defined its service area by listing specific counties, cities, regions and numbers served by the college. DCC only sufficiently defined its service area on the web due to a photo message only describing the statewide community college service area rather than a specific campus. System connected was a strongly communicated website message through its connection to by the community college system logo, programs and services. DCC's print system connected message was only sufficient due to the implied message of a statewide connection through the system logo, but no other references to a system connection. Although the messages were similar, they were not expressed at consistent message levels in both print and on the website. The different inductive mission statement messages are next described.

DCC had four different inductive mission statement messages. Two different messages appeared in print only and included linchpin to K-12 and four year schools and quality. DCC's print message demonstrating its connection to both K-12 and four-year schools was only broadly stated through broad general references to working with K-12 and connecting to four-year schools through its transfer programs. DCC's print message

strongly defined its quality through various messages stated by students including references to its reputation and its quality as an institution defined by its accreditation. Two different messages appeared only on the website. These messages included technology as a tool for learning and support and comprehensive programs and services. Both DCC messages were communicated strongly on the website. Technology as a tool for learning and support was demonstrated through numerous examples of technological programs and services and the use of technology for access and learning by students and employees. DCC comprehensive programs and services message was illustrated through specific and multiple messages throughout the website. These messages described DCC's academic and occupational offerings, workforce and customized training, basic skills offerings, and community services.

The print analysis revealed eight messages. The website analysis also revealed eight messages. Six of the eight messages were common to the print and web including access, community connection, economic/workforce development, statewide community college connection, service area, and student focus. The remaining messages including quality and linchpin to K-12 and four-year schools discovered in print, and comprehensive community college and technological tools on the website were unique to their medium. Upon completion of the inductive analysis, I proceeded to re-examine the print and website materials from the deductive lens provided by Newsom and Hayes (1990) framework. This process uses seven mission statement messages described in this chapter's introduction to conduct the deductive analysis.

Deductive Print Messages

I analyzed the deductive messages from the same print materials described in the inductive print messages section. I analyzed the career services brochure, application for admission packet, and a current course schedule for the deductive print messages. All seven deductive mission statement messages as identified by Newsom and Hayes (1990) appeared in print. The seven messages included target clienteles defined by the college's target audiences, products the college offers in addition to teaching and service, geography defined by the college's specific area, commitment to programs emphasized for survival and growth, philosophy defined by the college's beliefs and values, DCC's view of itself, and public image defined by the reputation DCC wishes to have among the public. The first seven messages had a strong message level which I defined as any combination of multiple, diverse, or repeated messages found in text, graphics, or photos. I begin my deductive print message analysis by describing these seven strong messages.

The seven messages included:

1. Target clienteles: defined by DCC's specific statements regarding constituencies the college wants to serve;
2. Products or outputs: signified by DCC's reference to elements beyond general teaching and services such as economic development initiatives, and degree and certificate offerings;
3. Geography: defined by the specific locations DCC serves;
4. Commitment: show through DCC's academic and career program and services;
5. Philosophy: defined by DCC's beliefs, values and philosophic priorities such as small class sizes, flexible class scheduling, and affordability;
6. Self-definition: identified by DCC's view of itself as employer responsive, accessible to all and as a comprehensive community college; and

7. **Public image:** defined by the DCC's reputation as a quality institution offering affordable and accessible educational opportunities.

I found that all seven messages were defined at the strong message level. I defined these messages at a strong message level due to any combination of multiple, diverse, specific, or repeated messages found in text, graphics, or photos. I begin my deductive analysis by describing DCC's strong messages.

Target clientele. DCC's target clientele messages were identified throughout the college mission statement located in the Career Services brochure. Target clientele messages included, "state residents, state employers, individuals, communities, business and industry across the state" (College Mission) identifying specific audiences the college serves. Another specific print message example found in the College Mission Statement stated, "The College's mission is to enable individuals..." (para 1) which stated DCC's intent to serve all. DCC's target clientele was communicated clearly through the print materials.

Products. DCC's products were defined through multiple specific and repeated messages throughout the print documents. Product print message examples conveyed DCC's economic development support by providing customized training, education needed for successful careers provided by certification programs or technical degree offerings, and technical assistance to business and industry through continuing education offerings. A specific print message example found in the College Mission Statement stated, "DCC promotes educational mobility through partnerships..." (para 1) demonstrating its commitment to delivering products in conjunction with business and

industry. These examples demonstrated DCC's technical focus and partnership programs offered to the workforce.

Geography. DCC's geography was strongly defined through two specific messages. DCC as a local campus serves nine counties including A, B, C, D, E, F, G, H and I (Linking Jobs to Education) specifically defining DCC's service area. The System Mission Statement stated, "The System provides residents of State with..." (para 1) defining the area that the statewide community college system serves. These strongly stated messages defined DCC's specific service area and also defined the state community college service area.

Commitment. DCC expressed its commitment through numerous print messages. DCC's commitment messages emphasized providing general and technical education programs, offering flexibility in delivery of programs to meet education needs, providing academic and career service programs designed to help students succeed, delivering business technical assistance, and supporting community needs. A strong commitment message example was found in the Linking Jobs to Education document. The message stated, "DCC was founded in response to a specific need: to satisfy the employment needs of business and industry with qualified, professionally and technically-trained employees" (para 1) demonstrating DCC's commitment to the community's workforce. DCC's commitment was communicated strongly through these messages.

Philosophy. DCC stated its philosophy through multiple and diverse messages found throughout the print documents. DCC's philosophy message examples included its emphasis on small class sizes, flexible schedules designed to meet students' needs, and affordable educational opportunities found in the Admissions Letter. DCC's philosophy

was specifically stated through the college mission statement. The College Mission Statement expressed, “DCC is a public, open access, community based, technical college” (para 1) expressing DCC’s values and beliefs. These strongly stated messages illustrated DCC’s philosophy.

Self-definition. DCC’s self-definition was expressed through several messages. A DCC’s self-definition message example communicated its employer responsiveness by providing customized programs and services. Additional self-definition messages described DCC as an accessible, public, community based technical college. DCC’s programs are based on community and employer needs. DCC’s self-definition was portrayed through these strongly stated messages.

Public image. DCC’s public image was referenced multiple times throughout the print documents. A message found in the Admission Letter stated, “DCC is fully accredited by the North Central Association of Colleges and Schools” (para 5). This message communicated a public image message of quality and excellence. A specific example also found in the Admissions Letter stated, “We are proud of our reputation for putting students first in every aspect of our operations” (para 2) illustrating DCC’s commitment to students. Other public image examples found in the Admissions Letter included “top choice, employers want our graduates, and affordable” (para 3) suggesting DCC’s reputation as an affordable, preferred educational institution for the community and employers. The Admissions Letter text also stated, “Go Further Faster” (para 1) communicating a specific public image message of providing accelerated educational programs meeting community needs DCC’s public image was communicated through these messages.

I found these seven messages including target clienteles, products, geography, commitment, philosophy, self-definition and public image in DCC's print documents. Each strongly stated message was identified through a variety of specific detailed statements. Beside the messages appearance in the print materials, the same seven messages appeared on the website.

Deductive Web Messages

Deductive web messages were located on DCC's website. I used the same web pages as indicated in the inductive web section. I analyzed the web page information and looked for the same seven deductive mission statement messages as defined by Newsom and Hayes (1990) deductive framework. All seven messages appeared on the website.

The seven messages included:

1. Commitment: identified programs targeted for survival and growth;
2. Products: shown through programs offered by DCC such as certification training;
3. Philosophy: defined by DCC's beliefs, values and philosophical priorities such as promoting student success, using technology to deliver programs and services, flexible course scheduling, responsiveness to community and workforce, adaptability in meeting student needs, and accessibility to programs and services;
4. Self-definition: identified by DCC's view of itself as an accessible, adaptable, and responsive institution;
5. Public image: illustrated by the reputation DCC seeks to have among the public such as integral community partner and strong user of technology for programs and services;
6. Target clienteles: described as constituencies DCC wants to serve; and
7. Geography: defined by broadly messages identifying the location DCC serves.

Five deductive mission statement messages commitment, products, philosophy, self-definition and public image were stated as strong messages on the website. I

identified two mission statement messages including target clienteles and geography stated at a weak message level due to their limited description. I begin my deductive analysis by first describing the five messages communicated strongly on the website.

Commitment. Commitment as a deductive message was strongly stated throughout the website. DCC's commitment messages were defined by individual web page containing detailed description of transfer programs to four-year institutions, community based programs promoting cultural and intellectual growth for the area's citizens, certification training for IT specific programs, customized training meeting business and industry needs, and distance education including online courses. These commitment messages illustrated what will be emphasized for survival and growth as defined by Newsom and Hayes (1990). The Corporate and Continuing Education Services web page text stated, "DCC is proud to offer Continuing Education courses to provide short-term and topic-specific courses that fulfill the business industrial and personal needs of northeast State residents" (para 1) describing DCC's commitment to the workforce. DCC's commitment to transfer and community based programs, certification and customized training, and delivering distance education offerings reflected what programs and services will be emphasized for survival and growth.

Products. DCC's product message was defined through several messages found on the website. Products beyond general teaching and service included an emphasis on certification training. DCC's messages focused on the ability to deliver curriculum in flexible formats, provide community services based on needs, and offered degree and certificate programs responding to business demands including an emphasis on IT certification training. A message located on the Certification web page stated, "To meet

the growing demand of technology workers in State, College System opened Workforce Certification Centers at several of its campuses across the state” (para 1) which demonstrated DCC’s and the community college system’s commitment to training and testing. DCC’s product message was illustrated through these examples.

Philosophy. There were specific and detailed messages found throughout the website describing DCC’s philosophy. An example included the Academic Skills Advancement page that demonstrated DCC’s belief in providing strong academic advising to promote student success. DCC values the role technology plays in providing access. This message is demonstrated through the multiple uses of technology in delivering academic programs and services on the website. DCC’s portal page was a specific example of how technology benefits the student and the college by disseminating information through a common message service. Philosophic messages that illustrated DCC’s flexibility in program delivery; responsiveness to community and workforce needs; adaptability in changing offerings to better serve students; and accessibility to information, college personnel, program and services, and financial access were also found throughout the website. Additionally, the continuing education pages expressed DCC’s commitment to life-long learning through its diverse offerings. DCC communicated its beliefs, values, and priorities throughout the website.

Self-definition. DCC’s self-definition was strongly expressed through multiple messages. Accessible, flexible, and technological user are three distinct messages that define how the college views itself. DCC views itself as an accessible institution. Accessibility was demonstrated through various examples. DCC’s registration and admissions information, personnel, and programs and services can be easily accessed

through the website. DCC's schedule illustrated various course delivery methods including day, evening, weekend and online courses demonstrating DCC's its adaptability in meeting students' needs. DCC's customized training designed to meet specific employer needs reflected DCC's flexibility to meet the workforce needs. DCC also views itself as a strong user of technology to deliver learning and support services. Technology as a tool for learning and support was demonstrated throughout the website. Another specific message reflected DCC's self-definition as a user of technology. This example included the student online support services link located on the home page bottom section. This link connected to a page that provided technology assistance to students and employees. The link's location on the home page reflected DCC's view of itself as a technology user. Additional self-definition message examples included web pages devoted to continuing education illustrating DCC's view of the importance of connecting to the community, providing general education offerings indicated DCC's view as a comprehensive institution, and College System services defining its role as part of a statewide community college system. Accessible, flexible, user of technology, and comprehensive community college self-definition message examples reflected how DCC views itself.

Public image. DCC's public image message examples were found throughout the website. The strongest messages reflected the college and State System's desire to be an integral community partner. This message was demonstrated through its responsiveness to the workforce and community demonstrated through various programs including an extensive corporate and continuing education program, and IT certification training and testing. DCC also communicated an image as a strong technology user in delivering

programs and services. Technology as a tool for learning and support was important to the institution in meeting community needs including access to information and personnel as well as delivering instruction through online courses. DCC's public image is defined through its community and workforce responsiveness and as a strong user of technological services to deliver programs and services.

While the first five messages were defined at strong message levels, I determined two deductive web messages were stated at a weak message level. These two messages included target clienteles and geography. I defined DCC's weak messages because of their limited or general definition. I next describe DCC's two weak message level messages.

Target clienteles. I determined that DCC's target clientele message was weakly stated due to its general definition. Only one message defined DCC's target clienteles as it appeared on the website. DCC's constituencies were defined as state residents, employers, and employees. This message was found on the About DCC web page and stated, "Residents of State, employer and employees" (para 1) providing a general target clientele definition. The remaining websites pages do not provide any further target clientele definition. DCC provided only a broad message defining whom the college serves.

Geography. DCC's communicated its geography message including what specific location the college serves through one general definition message. The About DCC website page text stated, "Serves Northeast State" (para 1) as the only geographic reference defining DCC's service area. It appeared that DCC served anyone in a broad, geographic area. DCC's weak deductive message provided no specific references to cities

or regions served by DCC, or even where DCC was located within the state except in a broadly defined statement.

Similar and Different Deductive Messages in Print and on the Website

I distinguished similar and different deductive print and web messages by different message levels since all seven deductive mission statement messages appeared in print and on the website. Five messages including products, commitment, philosophy, self-definition, and public image are strongly stated in print and on the website. These messages were communicated through a combination of multiple, diverse, or repeated messages conveyed through print, graphics, or photos. Specific message examples are found in the print and web messages sections. The remaining two messages including target clientele and geography both have strong print message levels and weak web message levels. These two message comparisons are described below.

DCC's target clientele was defined strongly through multiple and specific print messages and included state residents, state employers, individual, communities, and business and industry across the state. DCC's target clientele web messages were broadly defined on the website and included employer, employers and state residents, but no other specifically identified groups such as individuals. DCC's target clientele message may give the impression of focusing on workforce related groups, and not focusing on the individual learner.

DCC's geography message defining the specific location the college serves was communicated clearly through the print documents. The geography message listed nine specific counties DCC's serves. I determined that DCC's geography message on the website was only broadly defined. The About DCC website page text stated, "Serves

Northeast State” (para 1) as the only geographic reference defining DCC’s service area. DCC’s service area as defined on the website was very generally defined, and difficult to identify unless you are familiar with DCC’s state. DCC’s geography messages were well defined in print and generally defined on the website.

The print and web analysis revealed the same seven messages identified in the deductive framework proposed by Newsom and Hayes (1990). Five of the seven messages common to print and web include products, commitment, philosophy, self-definition and public image determined by common message levels. Messages stated as different due to inconsistent message levels included target clienteles and geography. The deductive process provided an additional researcher perspective of DCC.

Site Description – Elizabeth Community and Technical College (ECTC)

An independent 14-member Board of Regents established in 1997 governs this state’s community college system (Education Commission of the States, 2003). Elizabeth Community and Technical College (ECTC) is one of 16 community colleges and 62 campuses in this state system (Quick Facts, 2004). The Elizabeth Community and Technical College Mission Statement describes its comprehensive mission: “The comprehensive college offers programs leading to the awarding of continuing education units, certificates, diplomas and associate degrees” (para 1). The college has no residential facilities. ECTC’s 2002-2003 annualized fulltime equivalent enrollment was 2,230 (Key Performance Indicators, 2004).

Inductive Print Messages

I went to ECTC’s website home page searching for a link that would allow me to request printed information about the college. I planned on requesting ECTC’s general

college information, which might include items such as admissions information, degrees and certificate program offerings, and ECTC's mission statement. This option was unavailable anywhere on the website. I next clicked on ECTC's About hyperlink. This hyperlink was the first link on ECTC home page's left side. Upon clicking to this link, I arrived at a page entitled "About Elizabeth Community and Technical College." The bottom part of the page contained hyperlinks to ECTC Welcome, ECTC goals, ECTC Image Statement, and ECTC Mission Statement, Equal Opportunity Statement, Accreditation Statement, and Privacy Policy. Because I was unable to receive print materials, I chose to use the ECTC About, ECTC Welcome, ECTC Goals, ECTC Image Statement, and ECTC Mission Statement web pages for my print mission statement message analysis.

The ECTC About page provides college location information, ECTC's relationship to a statewide community college system, ECTC's purpose, and information regarding the college's accreditation by a nationally recognized accreditation organization. The ECTC Welcome page contains a six-paragraph letter from ECTC's President and CEO of the college district welcoming a college student to ECTC. It also briefly describes the college's programs and suggests how ECTC can help with achieving the new student's educational goals. Six goals appear on the ECTC Goals web page, including statements on educational excellence, student and employee support, the importance of community partnerships, the use of technology as a tool, provision of a supportive work environment, and the importance of assessment and quality. The ECTC Image Statement first describes ECTC's image through a short purpose statement. Next, the letters ECTC form an acronym. Descriptive words and short phrases follow each

letter to suggest ECTC's image. The last ECTC document used in the print analysis is the college mission statement. This is a three-paragraph statement suggesting ECTC's comprehensive mission and its commitment to its students and employees. These five text documents most closely related to the information I originally hoped to find in print materials. Ten messages emerged as I analyzed these print materials inductively:

1. Employee success: defined by providing proper tools, resources, and a supportive work environment;
2. Community connection: demonstrated through ECTC's active partnerships and programs that benefit the community;
3. Comprehensive community college: illustrated through ECTC's programs and services;
4. Economic/workforce development: shown through ECTC's customized training;
5. Diversity: defined by ECTC through recognizing the importance of difference among faculty, students, and staff;
6. Quality: demonstrated through ECTC's commitment to institutional excellence;
7. Student focus: provided through ECTC's numerous academic and student support services;
8. Access: illustrated through ECTC's broadly defined messages;
9. Image: described through ECTC's promotion of an encouraging and welcoming environment; and
10. Technological tools: used for instruction and support manifested through two broad statements.

I found the first seven messages are at a strong message level as defined by any combination of multiple, diverse, or repeated messages found in text, graphics, or photographs. The remaining three messages of accessibility, image, and technology as a tool for learning and support appear at a sufficient message level.

Employee success. ECTC expresses its commitment to employees' success through messages located in its mission and goal statements. According to this message, ECTC seeks to create an environment that stimulates thinking, respects differences, and promotes employees' professional growth. The following statement from the mission statement illustrates this aim of supporting a positive environment that promotes employee success: "The college further provides a physical and intellectual environment for the faculty, staff and student body..." (para 3). Another phrase located in the ECTC goals, "To foster a dynamic open and supportive work environment for our employees" (para 5), demonstrates a nurturing workplace. These strong messages appear to show ECTC's commitment to employee success.

Community connection. ECTC defines its community connection message by its service to the community through programs that improve local citizens' lives and as an active partner in economic and cultural activities. I found community connection messages in the mission, image, and goal statements. ECTC's Mission Statement (2004) describing its community connection states: "The college serves the community at large by offering basic skills education for adults, by supporting economic development through services to business and industry, and by providing programs and services that enhance the quality of life for the citizens of the service area" (para 2). Another statement found in ECTC's goals (2004) provides another example of ECTC's commitment to working with community entities: "To participate actively in community and economic and cultural development, often utilizing a partnership approach" (para. 2). These examples promote the community connection message strongly.

Comprehensive community college. ECTC conveys the comprehensive programs and services message through many specific examples. ECTC defines comprehensive programs and services through its academic and occupational degrees that prepare students for transfer and the workforce; basic skills to prepare students for college courses; customized training programs for local businesses and industry; and community service through its cultural programs. The printed mission statement contains the word comprehensive, which appears several times throughout the statement as shown by the following: “Elizabeth Community and Technical College is a comprehensive institution of higher education...” (para 1). A statement appearing on the About Elizabeth Community & Technical College page suggests two of the components of a comprehensive community college: “ECTC offers university-parallel programs for transfer to four-year institutions and career programs for advancement in professional fields” (para 2). Another example also on the About Elizabeth Community & Technical College page refers to another of its functions as a comprehensive community college: “Thousands of people in the area...visit the ECTC campus throughout the year for life-long learning experiences and cultural programs” (para 2). Such statements illustrate ECTC’s strong message about its comprehensive programs and services.

Diversity. ECTC emphasizes diversity through recognizing the importance of individual differences and uniqueness found among students, faculty, and staff. I located multiple diversity messages in the print material. An example supporting the diversity message appears in ECTC’s goals: “To provide educational excellence to a diverse student population” (para 1). A statement from the mission statement provides another example supporting individual differences and thus the diversity message: “The college

further provides a physical and intellectual environment for the faculty, staff, and student body that promotes cultural, ethnic, racial, and gender diversity” (para 3). Yet another strong diversity message comes through the following phrase from the mission statement: “Committed to excellence and dedicated to the belief in the dignity, worth, and uniqueness of each individual...” (para 3). Various ECTC statements strongly communicate a message that promotes diversity.

Economic/workforce development. ECTC presents the economic/workforce development message through specific mention of various programs designed to support local business and industry. Economic/workforce development statements appear in the welcome letter and in the mission and goal statements. According to the welcome letter, “... [W]e will be able to more quickly add programs to meet emerging workforce needs, while retaining programs that meet existing needs” (para 3). Another example from the mission statement says, “preparing for an occupation upon graduation” (para 1), thus showing ECTC’s focus on preparing individuals for the local workforce. “[S]upporting economic development through services to business and industry” (para 2) is another statement from the mission statement that demonstrates ECTC’s responsiveness to business requests. A final example that illustrates the college’s commitment to working with business and industry to better to local community appears in ECTC goals: “To participate actively in community economic and cultural development, often utilizing a partnership approach” (para 3). These examples demonstrate the strong economic/workforce development message.

Student focus. ECTC’s student-focus message emerges from statements that encourage student success and through descriptions of programs and services that support

learning and academic progress as well as encourage each person to reach his or her goals. I located statements that convey ECTC's student-focus messages in the mission statement and the welcome letter. One example from the mission statement illustrates ECTC's focus on students: "ECTC encourages student success by maintaining a learning environment that fosters...professional and intellectual growth and career and decision-making skills" (para 3). ECTC's welcome letter also suggests the college's student focus in the following statement: "I urge you to explore and use the Career Center, Library, Learning Assistance Center, Academic Advising Office and other free services that can maximize your growth and learning while you are here" (para 5). This statement shows ECTC's commitment to providing numerous programs and services supporting students. The welcome letter also states, "My job is to make sure that you have the courses, instructors, facilities, and resources that you need to reach your educational goals" (para 4), another example of focusing on students. ECTC strongly communicates its student-focus message.

Quality. ECTC conveys its quality message through its commitment to institutional excellence found in the goals, the section About Elizabeth Community & Technical College, and the mission statement pages. The following phrase from ECTC's goals implies the message of quality: "To embed assessment into our college culture as a means of continuous improvement" (para 1). ECTC's accreditation statement by an outside agency to award associate degrees also acknowledges ECTC's commitment to quality and excellence. Furthermore, ECTC's mission statement attests to quality, asserting, "You are here for a quality education that will prepare you for the demands of the 21st century" (para 4). Such an example indicates ECTC's commitment to providing

students with an excellent educational experience. ECTC communicates a message of quality clearly.

The first seven print messages include a commitment to employee success, to community connectedness, to comprehensive programs and services, to diversity, to economic/workforce development, to a student focus, and to quality. ECTC communicates these messages at a strong level. The remaining three inductive print messages that emerged from the inductive analysis include access to ECTC's programs and services, promotion of ECTC's institutional image, and use of technology to deliver instruction and provide support services for students and employees. ECTC communicates these three messages at a sufficient message level because ECTC provided only a general broad message without defining the message and because the message appeared only once in the print materials.

Access. Although the inductive analysis revealed being accessible as one of ECTC's messages, this message emerged from general, less well-defined statements. I found access mentioned in the image and the mission statements. According to the Image Statement, "We provide an open, comprehensive, and quality educational experience that is affordable and accessible" (para 1), but nothing else in the statement further defines accessible. Additionally, ECTC uses accessible within the image statement to describe the college. Again, however, the statement provides no further definition of accessible. I found another example of the accessible message in ECTC's mission statement: "These programs and services are flexible, adaptable, and accessible through partnerships with other institutions and the use of technology" (para 1). This statement better defines how students can access programs and services. The use of the word accessible in this

statement was very general and only suggested access to ECTC's programs and services. The generality of ECTC's statements led me to classify the message of accessible at the sufficient level.

Image. ECTC promotes an encouraging and welcoming learning environment thus illustrating the college's image message. Statements encourage students to grow academically through the college's educational offerings. Other statements that concern providing a work environment that stimulates thinking and encourages a diversity of people and ideas encourage employees to grow professionally while at the institution. An example, which projects a positive college image, appears in the welcome letter: "I congratulate you on choosing college as a stepping-stone to a better future..." (para 6). The mission statement contains two examples that demonstrate ECTC's image. "ECTC encourages student success by maintaining a learning environment that fosters effective communication, personal enrichment, professional and intellectual growth and career and decision-making skills" (para 3). This statement promotes an image of the college providing a supportive and inclusive college environment. ECTC also conveys its image through the following statement found in the mission statement: "The college further provides a physical and intellectual environment for the faculty, staff and student body that promotes cultural, ethnic, racial, and gender diversity" (para 3). Although these statements further a welcoming college image, they are only general and broad, thus qualifying them as being only at the sufficient message level rather than strong.

Technology as a tool for learning and support. The message that emerged concerning technology as a tool for learning and support came through two general statements from ECTC's goals and mission statement. ECTC's goals mention the use of

technology in the following phrase: “To utilize information technology to enhance learning and service” (para 1). The goal statement says nothing further to define the message. The second statement occurs in the mission statement. “These programs and services are flexible, adaptable, and accessible through ...and the use of technology” (para 1), but, again, ECTC does not elaborate as to how it uses technology to deliver its programs and services. These two broad messages illustrated a broad commitment to the use of technology as a tool for learning and support, but without specific examples, the college conveys the message only at the sufficient level.

In total, ECTC’s print documents contain ten messages. Seven appear at the strong message level and three at the sufficient message level. I used the same process to identify DCC’s emergent website messages.

Inductive Web Messages

When I opened ECTC’s home page, I found the college’s name on the top of the page. The top one-third of ECTC’s home page contains all 12 of the hyperlinks. Seven hyperlinks appears on the far left side of the home page and specifically included “About, Current Students, Future Students, Visitors & Friends, Divisions & Programs, Faculty & Staff and Search & Help” (ECTC home page). I located four hyperlinks at the top of the page under ECTC’s name and to the right of the “About” hyperlink. These links are “Home, Education Pays, Sitemap, and Contact” (ECTC Home page). A photograph of college graduates appears under the four links at the top of the page. The bottom two-thirds of the home page provides current news and events and includes information about how new students can activate their email accounts. Based on my inductive analysis of the ECTC website, I identified eight web messages, none of which appear more than two

clicks from any of the hyperlinks listed on the home page. The eight messages I identified included the following:

1. Access: illustrated by ECTC's comprehensive services for students;
2. Comprehensive community college: shown by ECTC's programs and services;
3. Quality: defined by ECTC's commitment to excellence;
4. Safety: demonstrated through numerous messages regarding privacy and security on and off-campus;
5. Student focus: illustrated by ECTC's numerous support services;
6. Statewide community college system connection: provided by ECTC's website hyperlinks, text, and graphics messages;
7. Technology as a tool: shown through ways in which ECTC delivers programs and services;
8. Diversity: promoted through ECTC's text messages and photographs.

I classified the first seven messages at a strong message level because they have any combination of multiple, diverse, or repeated message found in text, graphics, and/or photographs. ECTC's diversity message appears at a weak message level.

Access. ECTC demonstrated its message of access through ECTC and the State Community College System email system for students and employees, through statements about the college's affordable tuition rates, through an equal access policy statement, and through the enrollment and financial aid process. An example of the message of accessibility appears on the FAQ Student Email Account page. "A recent study found that less than 25 percent of system students have private email accounts. Through universal student email, all students will be provided with access to a stable email account that provides a consistent reliable means of communication" (para 1). Another example focuses on equal opportunities, including equal access for all ECTC

students. The following statement, located on the System Equal Employment Opportunity Statement page, demonstrates ECTC's commitment to access: "The colleges of the System are committed to a policy of providing opportunities to all qualified students regardless of economic or social status, race, beliefs, sexual orientation, age, national origin, or physical or mental disability" (para 8). This equal access statement encourages acceptance of a diverse student population. The enrollment check sheet website page provides another example of the access message. Students can both complete and submit the application for admission and ECTC's financial aid application online, allowing for easier access to the admissions process. ECTC strongly communicates its accessible message through its communication processes, financial access, equal access policy, and admissions processes.

Comprehensive community college. Numerous statements convey ECTC's message about its comprehensive programs and services. The Division & Programs page provides the hyperlinks to ECTC's comprehensive programs. ECTC's divisions demonstrate academic and occupational offerings and include Business Technology and Education, Health Sciences, Humanities, Manufacturing, Transportation and Industrial Technologies, Math & Natural Science, and Other Services, such as ECTC Theatre and Continuing Education (Divisions & Programs). The Math & Natural Science division page includes a hyperlink to Developmental Math Study Guides, indicating its commitment to remedial programs (Division of Math and Science) as part of the comprehensive community college offerings. The Other Services hyperlink contains additional hyperlinks to ECTC theatre and Continuing Education, both indicating the college's support for the community and economic/workforce development. ECTC

communicates the indicators of its comprehensive programs and services message strongly through multiple web page examples.

Quality. Several strong statements show the college's commitment to excellence, thus relaying the message of quality. ECTC's accreditation by an outside or unaffiliated agency serves as a statement of quality and excellence. This accreditation statement appears on a separate web page so as to showcase the importance of a nationally recognized accrediting body having given its approval to permit ECTC to award associate degrees. Another example illustrating ECTC's quality comes on the webmaster hyperlink, located on the bottom of every web page. This link connects to a web comment form that states, "ECTC works continually to keep its website up to date and running smoothly. We welcome all suggestions" (para 1), thereby showing ECTC's willingness to improve its quality continually. The page also provides a comment box for suggestions and comments that readers can submit online. These examples demonstrate ECTC's strong quality message.

Safety. Numerous statements on the Office of Security and Privacy Policy web pages convey a strong message regarding safety at ECTC. The Office of Security and its accompanying pages contain text that describes college security services, security department functions, and its relationship to other law enforcement agencies. A specific safety statement located on the Office of Security page states, "The ECTC Security Department provides assistance for all students, faculty, staff, and visitors in cases such as car trouble, locking your key in your vehicles, reporting criminal activity or accidents and giving directions (para 3). More importantly, ECTC communicates its safety message repeatedly through hyperlinks to the Office of Security placed on four home page links,

including Current Students, Visitor & Friends, Divisions & Programs, and Faculty & Staff. I found no other web page linked as frequently on the website as the Office of Security page.

The second location that strongly conveys a safety message is the Privacy Policy website page. The text contains information regarding ECTC's collection of personal information and security processes used for credit card online payments. On this page ECTC asserts that any personally identifiable information such as name, address, phone number, and email address is never released to any outside agencies or vendors. Additionally, the Privacy Policy page content says, "For security during transmission, we use Secure Sockets Layer (SSL) software, which encrypts information you input. We never sell or share the information we collect to anyone for any reason" (para 4). This privacy explanation also illustrates ECTC's commitment to safety when using the website for data transmissions. This was the only Privacy Policy Statement information I found in my data collection on websites. The statements in these two areas strongly communicate ECTC's message about its commitment to safety.

Student focus. ECTC's student focus message was defined through the numerous programs, services, and information identified on the college's website. The website design provides separate pages with specific information for current and potential students. The For Current Students web page presents six major headings and contains 27 active links. Three links appear under an academic assistance heading and include areas such as the library and learning assistance center. The class-related heading includes links such as schedule, catalog, calendar, and degrees. The Other Assistance heading included the following links: "Career Resource Center," "Financial Aid," "Kinder College," and

“Ready to Work” (para 3). These links show the college’s focus on providing student support programs. The remaining three headings provide links to pertinent student information such as parking, a listing of student organizations and activities, and other student-focused messages such as student email. The For Students web page strongly communicates the student-focused message.

The For Future Students page displays three main headings and contains 16 hyperlinks designed to assist students entering ECTC. The first heading on the For Future Students (2004) page is entitled, “Admission Information” (para 1). The Admission Information heading contains seven hyperlinks listed underneath and helps a new student access the admission process. Each hyperlink title is self-explanatory. The hyperlinks connect to pertinent admission process information such as an enrollment check list, online enrollment forms, and tuition rates. The next two headings contain hyperlinks to important school information such as class schedules, degree offerings, college placement exam, and GED testing schedule information. Separate website pages, designed to assist, inform, and support current and future students, represent ECTC’s strongly stated student-focused message.

Statewide community college system connection. ECTC demonstrates its connectedness to a statewide community college system through website hyperlinks, text, and graphics messages. A hyperlink located on the top section of ECTC’s home page connects to the community college system’s home page. The college system logo appears on the top of this page. The easily identifiable system logo appears on all statewide system pages on ECTC’s website. System-connected examples include hyperlinks to student and college personnel information. Student information examples include links to

a system course catalog with common course descriptions, to the system code of conduct including students' rights and responsibilities, to system student email log-on page, and to system-wide distance education offerings. Personnel information examples tying ECTC to a community college system include system Board of Regents and Administrative Policies and Procedures manual (KCTCS Policies, 2004), system email log-on page, system institutional research site, system online forms such as standardized leave requests, and a central system faculty and staff directory. The system logo and multiple system documents and support functions illustrate ECTC's connection to a statewide community college system.

Technology as a tool for learning and support. ECTC presents a strong message related to technology as a tool for learning and support through website statements. The college uses technology as a tool for student and staff learning. Students may enroll in online credit and non-credit courses or enroll in courses broadcast over an educational television network. The Teaching Technology web page designed for faculty states, "We can assist in all Information Technology endeavors. We can help you create a web page, learn new software, or reserve equipment for in-class use" (para 1). These statements illustrate ECTC's use of technology for learning. The IP Phone Training hyperlink connects to PowerPoint slides to provide phone system training (IP Phone Training) for staff learning.

ECTC also uses technology as a tool of support for students, faculty, and staff. The website design strongly communicates this message. The pages are well organized for specific audiences, including current and future students, visitors and friends, and faculty and staff. Text then leads each audience to a main page that contains multiple

hyperlinks with very descriptive titles connecting to helpful information. Students, faculty, and staff all can connect to a central email system that provides a consistent communication tool. Students can apply to ECTC, register for classes, and pay for tuition all online. Faculty and staff can link to ECTC or college system information such as data located on an institutional research web page, training such as learning a new software program, and resources such as online forms. ECTC strongly demonstrates the message of technology as a tool for learning and support for students and employees through these examples.

Diversity. The last message that emerged from the inductive analysis concerns ECTC's promotion of diversity. I determined that the college communicates this message at a weak level due to ECTC's conflicting diversity messages demonstrated through print and photos. An example of ECTC promoting a diversity message appears on the student organizations page. This page presents student organizations that represent religious, political, and ethnic groups. I also found a link for international student information from this page, encouraging international students to attend ECTC. ECTC also promotes student and employee diversity through statements found in ECTC's goals, image, mission, and equal employment and equal access text statements located in the About hyperlink off the home page.

However, the photos I found on ECTC's website do not support the text messages promoting diversity. A photo on ECTC's home page contained mostly white, young, female, students in graduation robes. I found another photo of two young, white females on the online forms web page. I found only two photos containing males on the entire website. These photos appeared on the continuing education page and featured young,

white males. Additional website photos containing people were shot at a distance or were blurred photos. I found no other types of diversity in the photos. I classified the promote diversity message as weak due to the conflicting message between the text and photos.

The inductive analysis of ECTC's website reveals that of the eight messages, the college presents seven strongly and one weakly. Additionally, my analysis identifies DCC's similar and different print and web messages establishing a further understanding of the messages delivered by the two media.

Similar and Different Inductive Messages in Print and on the Website

During my inductive analysis I discovered six similar mission statement messages as they appeared in print and on the website. The strongly stated similar messages include ECTC's description of its comprehensive programs and services, its focus on students through programs and services that aid students while attending ECTC, and ECTC's perception of quality through its focus on continuous improvement and excellence. The first three similar messages were strongly stated in both print and on the web because they appear through a combination of multiple, diverse, or repeated examples conveyed through text.

The three remaining similar messages of accessible, technology as a tool for learning and support, and promotes diversity receive emphasis at different message levels in print and on the website. First, ECTC strongly communicates its accessible message on the website through demonstrating its communication access by providing email for students and employees, financial access through affordable tuition rates, the equal opportunity statement promoting opportunities for all to attend ECTC, and online admission form processes including the college application and financial aid forms.

However, I classified the accessible print message as being only at a sufficient level due to ECTC's presentation of this message only in general, broad terms. Determining ECTC's definition of access from its print materials was difficult. Second, ECTC strongly communicated the message of technology as a tool for learning and support on the website because of the multiple learning tools available for both students and ECTC employees. ECTC also demonstrated using technology as a tool for support by providing access to information on the web as well as the opportunity to submit information by using technological tools. On the other hand, the print message is only at a sufficient level. Although ECTC provides two general statements alluding to the college's use of technology, the print statements give no specific examples. Third, ECTC strongly communicates promoting diversity through its print materials by recognizing and promoting individuals' differences and uniqueness. In contrast the website promotes the diversity message at a weak level due to the conflicting diversity messages found in print versus photographs. The print messages promote diversity in students and employees, but the photographs show no ethnic or other types of diversity mentioned in print. Despite the similarity of these three messages, they failed to appear at consistent message levels in print and on the website.

Besides the messages that are similar between messages that appear both in print and on the website, the inductive analysis reveals that ECTC has five different mission statement messages. The three messages of commitment to employees' success, economic/workforce development, and image appear only in print. ECTC defines its commitment to employees' success through two strong, specific statements that encourage professional growth for all employees and state how ECTC provides an

environment to stimulate thinking. Strong statements also appear related to the college's economic/workforce development message through specific programs and services designed to support local business workforce needs. ECTC's image message is only sufficient due to two general broad statements that mention ECTC's supportive, inclusive, and welcoming environment without providing any specific examples. My analysis uncovered two different messages that emerged from the website examination: safety and system connected. ECTC's website communicates both messages strongly. Safety as a web message appears through numerous specific examples of the Office of Security's functions stated on multiple pages. Additionally, safety is defined at a strong message level because four main pages located on the home page link to the Office of Security web page. ECTC's strong system-connected message appears throughout the website through examples that include hyperlinks to the statewide community college home page, text describing ECTC's connection to the state community college system, and the presence of the community college system logo on multiple pages.

Upon completion of the inductive analysis, I proceeded to re-examine the print and website materials from the deductive lens provided by Newsom and Hayes (1990). This process used seven mission statement messages described in this chapter's introduction to conduct the deductive analysis.

Deductive Print Messages

I conducted the deductive analysis of messages using the same materials described in the inductive print messages section. Upon going to ECTC's website, I was unable to locate a webpage to request print materials about the college. I determined that the ECTC About, ECTC Welcome, ECTC Goals, ECTC Image Statement, and ECTC

Mission Statement web pages closely aligned with other colleges' print materials and used it for my deductive print message analysis. All seven deductive mission statement categories, as Newsom and Hayes (1990) present, appear in print:

1. Target clienteles: defined by the ECTC's five target audiences;
2. Products and services: marked by transfer and career programs, workforce training, and life-long learning experiences, and cultural programs that ECTC delivers beyond individual courses;
3. Commitment: characterized by ECTC's programs and services emphasized for survival and growth such as technology for learning and support; work environment that supports learning, business, and industry partnerships to deliver training; educational excellence; and financial resource development to provide programs;
4. Philosophy: defined by the ECTC beliefs, values, and philosophical priorities including educational excellence, community economic and cultural participation, technology use for learning and support, work environment that supports learning, and assessment as a means for improvement;
5. Self-definition: identified by ECTC's view of itself as a strong workforce partner, diverse organization, and provider of excellent and comprehensive programs and services;
6. Public image: displayed by the reputation ECTC seeks to have with the public including future workforce preparation; and
7. Geography: identified by the specific location that ECTC serves.

I found that the messages concerning the categories of target clienteles, products, commitment, philosophy, self-definition, and public image are all present at the strong message level because of any combination of multiple, diverse, or repeated messages found in text, graphics, or photographs. Geography, the seventh deductive category, is defined at the weak message level.

Target clienteles. ECTC defines its target clienteles in the About ECTC, ECTC Welcome, ECTC Goals, ECTC Image, and ECTC Mission Statement pages. I identified

five audiences that ECTC desires to serve. This message related to target clienteles appears at the strong message level due to the repeated messages I found throughout the print documents. Target clientele messages appear in About ECTC, including, “ECTC responds to the needs of local business and industry for start-of-the-art workforce training” (para 2). The Welcome to ACTC page also identifies the workforce as a target clientele as shown through the following statement: “We will be able to more quickly add programs to meet emerging workforce needs...” (para 3). This statement reinforces the importance of the workforce as one of ECTC’s customers. Other statements define another target clientele as a diverse student population. A message on the ECTC Goals page reads, “To provide educational excellence to a diverse student population” (para 1). An ECTC’s Image Statement also describes its commitment to serving a diverse community. The third clientele ECTC wants to serve comes in the ECTC mission statement, which says, “...for those transferring to a baccalaureate institution” (para 1). As identified in the ECTC mission statement, the fourth target clientele are adults needing basic skills education. The last identified target clientele, also found in the mission statement, are citizens of the area. ECTC communicates strongly its target clientele message of serving workforce needs, a diverse population, students desiring to transfer, adults with basic skills needs, and citizens of the area.

Products. ECTC states its products message strongly throughout the print documents. The following statements reveal one product message example that appears in the About ECTC document: “university-parallel programs for transfer to four-year institutions and career programs for advancement in professional fields. ECTC responds to the needs of local business and industry for state-of-the-art workforce training” (para

2). These statements describe a variety of products beyond general teaching and service. Additionally, the About ECTC contains another product message: “Thousands visit the ECTC campus throughout the year for life-long learning experiences and cultural programs” (para 2). The other print documents duplicate these product examples and include references to transfer programs, workforce training, life-long learning, and cultural activities. These examples demonstrate ECTC’s strong products message.

Commitment. ECTC illustrates its commitment message through numerous repeated messages in the print documents. The best illustration of the college’s commitment message comes on its ECTC Goals page. The following phrase provides one such commitment example: “To utilize information technology to enhance learning and service” (para 1), defining ECTC’s commitment to using technology for learning and support. Another commitment message on ECTC’s Goal page reads, “To foster a dynamic open and supportive work environment for our employees” (para 1). Other commitment examples include ECTC’s partnership with business and industry in providing workforce training programs, providing educational excellence in all programs as a means to continually improving, and securing resources to carry out programs for students and employees (ECTC Goals). These print document message examples demonstrate ECTC’s strong commitment to delivering programs and services using technology, providing a positive and stimulating work environment for its employees, creating partnerships with business and industry to deliver programs, providing excellent programs, and finding monies to deliver ECTC’s programs.

Philosophy. Multiple and diverse statements throughout the print documents present ECTC’s philosophy strongly, identifying the college’s specific beliefs, values,

and philosophical priorities. ECTC's philosophy message examples include its belief in providing educational excellence, participating in community economic and cultural development, utilizing technology whenever possible, providing a supportive work environment, and using assessment as a method for improvement. These beliefs all appear on the ECTC Goals page. ECTC believes in serving a diverse student population according to statements found in ECTC Goals, Image Statement, and ECTC Mission Statement. An ECTC Mission Statement diversity example reads, "ECTC is a comprehensive institution of higher education that for a diverse population changes lives through education and training" (para 1). Other ECTC philosophy messages include providing student success through a positive learning environment and providing programs and services that is flexible, adaptable, and accessible (ECTC Mission Statement). These examples illustrate ECTC's philosophy message.

Self-definition. ECTC states its self-definition message strongly through very specific statements concerning how the institution views itself. ECTC sees itself as a critical economic/workforce development partner, a college that emphasizes its commitment to serving a diverse population, and an institution that commits to excellence in its programs and services. ECTC, as described through its mission statement, also sees itself as a comprehensive community college that offers "diverse learning opportunities from liberal arts education to sophisticated technical programs" (para 2). ECTC presents its self-definition message through examples such as this.

Public image. ECTC communicates its public image message strongly through multiple statements primarily located in the ECTC Welcome and Image Statement text. ECTC's Welcome page contains a public image statement that repeats in a similar form

on the Image Statement page. According to the Welcome page, “You are here for a quality education that will prepare you for the demands of the 21st Century” (para 3). This statement presents a public image of a college preparing students for the future workforce. The Image Statement text reads, “We believe that today’s education enhances tomorrow’s living” (para 1), again suggesting the college’s reputation for preparing students for the future. These examples strongly communicate ECTC’s public image message.

Geography. I characterized the geography message as weak due to the print documents containing only one general message describing the college’s service area. The geography message appears on the About ECTC page and asserts, “Thousands of people in the three state area of State A, State B, and State C visit the campus throughout the year” (para 2), thus generally defining the area the college serves. But without any specific references to cities or regions or even to ECTC’s specific location within the state, this geography message is weak.

Six of the categories used in the deductive analysis evidence revealed a variety of specific, detailed statements to constitute strong messages, including the categories of target clienteles, products, commitment, philosophy, self-definition, and image. The last deductive category of geography appears weak. Statements found in print and on the website revealed similar deductive messages.

Deductive Web Messages

The deductive analysis identified the messages that appear on ECTC’s website. I used the same web pages as described in the section above about the inductive analysis of the website. All seven messages appear on the website:

1. **Geography:** defined by the location ECTC serves through its resident tuition rate description and three campus locations;
2. **Commitment:** shown through ECTC's use of technology to deliver instruction and support and comprehensive programs and services;
3. **Philosophy:** defined by ECTC's beliefs, values, and philosophical priorities, such as student success, access provided by the use of technology, and employee success;
4. **Self-definition:** identified by ECTC's view of itself including student success support, statewide community college system connection, technology integration that benefits students and employees, and comprehensive community college offerings;
5. **Public image:** illustrated by the reputation ECTC seeks to have among the public such as affordable tuition, student friendly atmosphere, accessible programs and services, and a safe campus;
6. **Products or outputs:** signified by ECTC's references to aspects beyond general teaching and service such as comprehensive programs and services; and
7. **Target clientele:** defined by constituencies ECTC wants to serve.

Based on my deductive analysis, I classified five of the category mission statement messages—geography, commitment, philosophy, self-definition, and public image—at the strong message level due to any combination of multiple, diverse, specific, or repeated messages conveyed through text, graphics, or photographs. I classified the products message at the sufficient message level due to ECTC's general, broad statements. Target clientele was at the weak message level due to ECTC's conflicting messages.

Geography. ECTC strongly communicates the geography message as defined by Newsom and Hayes (1990) by including what specific locations the college serves. ECTC presents this message on the Campus Information page by specifically stating the counties and states it serves through the resident tuition rate description. Resident tuition

rates generally indicate the local area the college serves. For example, the Campus Information includes the following statement: “2003-2004 resident tuition rates for State A, State B residents of A, B, and C counties; and State C residents of A, B, and C counties...” (para 3). Additionally, references to specific city and state addresses of ECTC’s three campus locations located on the About ECTC web page reinforce the geography message.

Commitment. The commitment message, shown through statements related to survival and growth, appears strongly throughout the website. Technology as a tool for learning and support, which also emerged as a message during the inductive analysis, is one of ECTC’s commitment messages. ECTC emphasizes this message through its use of the website to deliver information about programs and services, submit requests such as ECTC’s college application form, communicate through a common email system for students and employees, and deliver training for ECTC’s employees. The second major way in which ECTC communicates the commitment message is through the multiple web pages describing the academic and occupational programs offerings, customized programs specifically offered to meet economic/workforce development needs, and continuing education offerings designed for lifelong learning. ECTC clearly communicates the programs and services that it emphasizes for survival and growth.

Philosophy. ECTC depicts its philosophy message as specific beliefs, values, and philosophical priorities as defined by Newsom and Hayes (1990). An example of ECTC’s philosophy appears through the numerous programs and services that support student success. The Learning Assistance Center description states, “The Learning Assistance Center is the place to go when you need academic help. This service provides free

tutoring and other services for ALL ECTC students” (para 1). This service exemplifies ECTC’s commitment to helping students succeed. Additionally, ECTC values the role technology plays in providing access. The use of technology throughout the website demonstrates this value. Online forms, email, distance education are just some of the ways students and employees can access information and learning through the use of technology. ECTC also believes in supporting its employees’ success by providing an environment and tools that encourage thinking and learning. The college devotes an entire section of its website to faculty and staff. The For Faculty & Staff web page reads, “Here you’ll find resources for ECTC Faculty & Staff” (para 1), which includes many hyperlinks to teaching resources such as the multimedia resource center, technical assistance including a link to the IT department, search engines and web directories to locate information, and other links such as institutional research and calendar of activities. Supporting student and employees’ success and the use of technology to provide access examples communicate ECTC’s philosophy message.

Self-definition. ECTC views itself through connecting with the community to improve citizen lives, supporting students through academic and other support services, aligning with a statewide community college system through a multitude of programs and services, integrating technology for the benefit of students and employees, and delivering comprehensive community college offerings. A community involvement and comprehensive community college example that demonstrates ECTC’s self-definition message appears on ECTC’s Theatre web page:

As a comprehensive college utilizing both academic programs in the arts, sciences and now technical fields, ECTC has become a diverse player in educating the three state area. ECTC Theatre has also stepped up to the plate by continuing to offer cultural events aimed at educating and entertaining. For learning is a life-

long experience and we aim to fulfill your ticket to education by presenting outstanding entertainment. (para 1).

ECTC's Theatre provides statements about its role within the community to educate and entertain while also discussing its educational mission. ECTC's Kinder College offers another example of supporting students' success. Kinder College is a child care facility located on the college campus. The primary clientele are ECTC students' children. Kinder College's hours are from 7 a.m. – 6 p.m. and Saturdays and evenings by request (Kinder College). ECTC's students would feel comfortable knowing their children are being cared for on the campus. Providing this feeling of comfort and security about their children demonstrates how ECTC supports students. These specific examples illustrate ECTC's strong self-definition message.

Public image. ECTC presents examples of its public image message, which includes what reputation the college wishes to have among the public, throughout the website. I determined public image message examples include affordability shown through ECTC's low tuition rates and financial aid forms published on the website; student friendliness demonstrated through the web's sites organization that includes separate sections for current and future students, and visitors and friends; accessibility illustrated through the website's ability to submit multiple forms including tuition payment online; and the importance of safety provided through the multiple links to the Office of Safety web page. An example of ECTC's student friendly public image is the Enrollment Check Sheet web page appearing in the Future Students web section. This page provides a step-by-step process to enroll in ECTC classes from applying for admissions online to meeting with an advisor. This page along with other web page such as ECTC's Welcome Letter page and information on obtaining a student email address

demonstrates ECTC's student friendly public image message. A safety example found on the Visitors & Friends page reads, "Check out security services, emergency numbers and crime statistics" (para 1), followed by a link to the Office of Security. I found this statement placed on the Visitors & Friends page emphasizes ECTC's safety focus to the public. ECTC communicates its public image message clearly through the website.

Products. While I found the first five messages at the strong message levels, I determined that the products message was only at the sufficient level. I defined sufficient as general or broad messages. ECTC's statement conveys only general products delivered by a comprehensive community college such as degrees, certificates, and diplomas. The Degrees & Programs web page states, "ECTC offers a wide variety of Programs of Study for those seeking an Associate's degree" (para 1), without providing any specific outcomes resulting from receiving an ECTC degree. ECTC communicates its product message sufficiently through the website.

Target clientele. I determined that ECTC presents its target clientele message weakly due to the conflicting messages on the website. The text messages on the website promote student diversity. The Equal Access statement for students and the Equal Opportunity Employment Statement website pages encourage all qualified students. ECTC's International Student page and Multicultural Student Affairs student organization also suggest ECTC's focus on serving a diverse student population. The website photographs provide conflicting information on ECTC's target clientele. Website people photographs appear to show all white people and primarily young, white females. The website displays only two photos of males on the continuing education

page. These photos provide conflicting information in relation to ECTC's target clientele message.

ECTC's website contains all seven deductive messages as defined by Newsom and Hayes (1990). Five messages appear at the strong message level, one message comes across at the sufficient level, and one is weak. ECTC print and web messages contained all deductive mission statement messages, although the statements supporting the message identification may be different.

Similar and Different Deductive Messages in Print and on the Website

As part of my deductive analysis, I distinguished similar and different print and web message according to different message levels since examples for all seven deductive categories appeared in print and on the website. The categories of commitment, philosophy, self-definition, and public image rate as strong messages both in print and on the website. ECTC communicated these messages strongly through similar statements that demonstrate multiple, diverse, and/or repeated messages conveyed through print, graphics, and/or photographs. Specific examples, as shown in the discussion above in the deductive analysis section, illustrate the strong message level. The three remaining messages are target clienteles, products, and geography. I determined the target clientele message level is strong in print but weak on the website. The product message level is strong in print but only sufficient on the website. Finally, the geography web message level is strong on the website but weak in print. These three message contrasts are described below.

ECTC's target clientele print message defines five specific audiences that the college wants to serve: employees in the workforce, diverse student population, transfer

students, adults needing basic skills, and citizens of the area. ECTC's target clientele text web messages communicate the college's desire to serve a diverse student population. However, in contradiction to this website statement, the website photographs communicate serving primarily a white, female student population. The print target clientele messages are very specific while the web messages were general and conflicting. ECTC's print and web target clientele examples send different messages.

I found the print product message defines specific outputs beyond teaching and service and includes programs designed for transfer to four-year institutions, technical training for career advancement, workforce programs designed in conjunction with business and industry, and cultural programs such as the ECTC theatre. In contrast the web message defines products through programs and degree listings found on the Degree & Program page. ECTC's web messages do not define specific outputs such as employment opportunities or expected salary earnings as a result of enrolling in programs or receiving degrees. ECTC's print and web product statements, therefore, deliver different information.

Finally, the geography website message defines the college's specific location it serves. ECTC conveys the geography message by stating the specific counties it serves through the tuition rate information. It lists six specific counties in three different states. The geography message also appears through ECTC's three campus addresses, which suggest the college service area. This message appears on the Campus Information web page. The print geography message is weak due to its limited definition. This message appears on the About ECTC web page and reads, "Located in the foothills of eastern State, Elizabeth Community & Technical College has been the two-year college of choice

for students in the College District area for more than 60 years” (para 1). This statement gives only a general description of the college service area. ECTC’s web and print geography messages deliver different information.

ECTC’s inductive print and website analysis shared several similar messages such as comprehensive community college, student focus, access, and technology as a tool described through different statements found in the print and web media. The remaining analysis illustrated differences between the print and web messages. The deductive analysis revealed support for the deductive mission statement message framework through evidence found in print and website statements. The messages were the same, although the statements supporting the messages were different. The inductive and deductive analysis of print and web materials provided insights to ECTC’s communicated mission statement messages.

Site Description – Joe Ronalds Community College (JRCC)

JRCC is located in a state that has 15 governing boards overseeing single universities and the state community college system. The State Board for Community Colleges is a separate governing board comprised of fifteen members the governor appoints. This state board governs 23 public junior colleges under the State Council of Higher Education’s coordination (Education Commission of the States, 2003). The board is responsible for providing general policy direction and management oversight, selecting the community college president, determining the president’s duties, and setting the admissions policies (2003). Each community college has a local advisory board with duties and responsibilities delegated from the state board (2003). Joe Ronalds Community College is a public comprehensive community college that offers degrees,

certificates, and diplomas; workforce training; and continuing and developmental education programs (JRCC Mission Statement, 2004). The college has no residential facilities. JRCC's 2002-2003 annualized fulltime equivalent enrollment is 5,122 (State Community College System, 2004).

Inductive Print Messages

I located this state's community college system website through the use of the Google search engine. I then went to the state's system institutional research page to determine which community colleges in this state met my research criteria. I decided upon using JRCC as one of my sites in this study. Returning to the state's system home page, I located a hyperlink to JRCC. Then, I bookmarked this site on my computer for quick access and for taking web page screen shots.

I went to the JRCC home page to locate a link to request print information including general college information such as admissions information, degree and certificate offerings, and JRCC's mission statement. Also, I wanted information about JRCC's accreditation. I could not find a link on the JRCC site to request a printed copy of this information. Instead, I found a General Information hyperlink from the home page. This link led me to a page with 24 hyperlinks. I chose the Who We Are and Accreditation links to use as the materials for my print message analysis because I was unable to request the print materials from the website. The Who We Are pages defined the college, location, history, vision and mission statements, educational program goals, and JRCC's definition of general education (Who We Are). The accreditation page stated JRCC's accreditation from various accrediting and approval organizations. These two documents most closely related to the information I had originally hoped to find in printed materials.

I used these two documents for my print mission statement message analysis. From the inductive analysis, six messages emerged from these print materials:

1. **Community connected:** displayed by JRCC's partnerships in providing educational offerings and opportunities;
2. **Comprehensive community college:** illustrated through JRCC's programs and services;
3. **Economic/workforce development initiatives:** shown by providing training to local businesses;
4. **Diversity:** demonstrated through academic and career services meeting JRCC's students individual needs;
5. **Quality:** illustrated through its accreditation statements and other quality indicators; and
6. **Student focus:** communicated through a variety of educational programs designed to meet each student's needs.

The first three messages of community connection, comprehensive community college, and economic/workforce development had a strong message level, which I defined as any combination of multiple, diverse, specific, or repeated messages found in text, graphics, or photographs. The college communicates the three remaining messages of diversity, quality, and student focus, which I describe later in the section, at a sufficient level. The analysis begins by describing JRCC's messages that were stated at the strong message level.

Community connection. JRCC print messages define community connected as working with the community to provide educational opportunities for careers in a variety of technical areas and transfer to four-year institutions. JRCC also described its community connection by offerings programs to local citizens who wish to continue their learning experiences as well as offering cultural programming. A community connected

example found in JRCC's Mission Statement reads, "Through local partnerships, and providing life-long learning opportunities, cultural activities, as well as intellectual and problem-solving resources, JRCC also enhances the quality of life for citizens in its region" (para 1).

This message demonstrates the college's strong community connection through providing educational programs and services to continually improve local citizens' lives. JRCC communicates its connection to the community strongly through these messages.

Comprehensive community college. JRCC describes its comprehensive community college programs and services message through multiple statements located in the mission, vision, and educational program goals statement. JRCC conveys this message through statements offering two-year associate degrees for technical careers and transfer to four-year institutions. JRCC also offers one-year certificate programs and diplomas ranging from 5 to 15 credits in length, with both being designed for technical fields. JRCC offers developmental programs to prepare individuals for college-level courses or other instructional programs. JRCC offers academic and career counseling to assist individuals with occupational and educational goals. It provides customized training programs for new or existing businesses. JRCC also offers non-credit courses to provide additional learning opportunities for individuals who wish to expand their learning. Finally, JRCC creates community service programs designed to offer the local community cultural learning opportunities. JRCC describes its comprehensive programs and services offerings through its Mission Statement:

JRCC provides comprehensive arts and sciences transfer and occupational/technical programs, and workforce development that prepare students for success in the global community and workforce of the future. Through local partnerships, and by providing life-long learning opportunities,

cultural activities, as well as intellectual and problem-solving resources, JRCC also enhances the quality of life for citizens in its region. (para 1)

The mission statement presents a strongly stated message describing JRCC's comprehensive mission. Strong mission statement examples illustrating academic and occupational degree programs, certificate and diplomas offerings, customized workforce programs, developmental offerings, and community services characterize JRCC's comprehensive programs and services message.

Economic/workforce development. JRCC's economic/workforce development message appears in its mission statement and educational program goals. JRCC defines economic/workforce development through educational program offerings including industrial training and educational preparation for student success in the future workforce. Additionally, JRCC's career services assist individuals with occupational and career choices, thus supporting the local area and demonstrating its commitment to economic/workforce development activities. An economic/workforce development statement found in the educational program goals asserts, "The purpose of these programs and services is to support the economic development of the area..." (para 1). JRCC presents its message of commitment to economic/workforce development strongly through these statements.

While I classify the first three messages at the strong message level, JRCC communicates the next three messages at the sufficient message level. These messages are only sufficient because the college either presents the messages as general statements with limited explanation or states a message only once in print. These three messages included JRCC's promotion of diversity through meeting needs of its individual students,

its perception of quality through its accreditation statements and reference to high quality programs, and its focus on meeting the student's needs.

Diversity. JRCC's promotion of diversity message appears at a sufficient level because the message comes only through a general statement located in the vision statement. This message provides a limited explanation: "...individualized, flexible, technologically advanced education in a supportive environment that meets the diverse and evolving needs of its student body and the community it serves" (para 1). This message alludes to JRCC's understanding and promotion of its diverse student body but fails to define or provide examples supporting this statement further. JRCC supports individual differences through a variety of program offerings and delivery methods. Despite showing a general commitment to promoting diversity, this is the only print evidence that supports the promotion of diversity message.

Quality. JRCC's perception of quality message comes through several general statements found in the print materials. JRCC's first quality message appears in the education program goals. The education program goal statement reads, "Joe Ronalds Community College shall provide financially accessible, high quality, comprehensive educational program and services" (para 1). This educational program goal acknowledges JRCC's commitment to providing excellent programs and service. Second, an accreditation statement appears on the Who We Are accreditation section page. External stakeholders associate accreditation from an accrediting agency as a sign of quality. People tend to view accreditation as a statement of quality since federal, state, and other funding agencies require it to receive funding and financial aid for students. JRCC

identifies its perception of quality at the sufficient message level through statements concerning its commitment to excellence and the accreditation statement.

Student focus. JRCC's statements that convey a student-focused message appear in the context of having a commitment to individual student success by offering comprehensive programs and services geared toward meeting the student's goals. The print documents contain several general messages. A student-focused statement found in the educational program goals says, "To offer student development services, which, through counseling and guidance, will assist individuals with decisions regarding occupational, educational and personal goals" (para 6), suggesting JRCC's commitment to meeting student needs. JRCC's vision statement provides another student-focused example: "...providing individualized, flexible, technologically advanced education in a supportive environment that meets the diverse and evolving needs of its student body" (para 1). These student-focused statements convey the message only sufficiently due to their generality and lacking specific examples to define the statements.

JRCC's print documents contain six messages. JRCC presents three of these messages strongly and three messages at a sufficient level. Additionally, JRCC's website contained mission statement messages.

Inductive Web Messages

My inductive analysis identified messages on JRCC's website. I began the analysis by examining JRCC's home page. JRCC's banner heading, located on the home page's top section, lists JRCC's name, address, and phone number. The home page's left side contains 15 hyperlinks. The hyperlinks, reading from top to bottom, include Search JRCC, General Info, New Students, Current Students, Parents & Friends, Alumni,

Employment, Business Services, Directory, In the News Library, Distance Learning, Area Links, Home, and REGISTER NOW JRCC On-Line Login (JRCC Home Page). The banner heading on top and the hyperlinks on the left side frame the remaining home page section. This main area contains JRCC News and Happenings on the left side and links to the ACT Center and JRCC's auditorium listed directly below. The right side of this main section displays five pictures of people representing different ethnicities, genders, ages, and disabilities. JRCC presents its mission statement below the photos. The bottom part of the page provides a statement regarding comments or suggestions about JRCC's site along with a hyperlink to the webmaster. I located all web messages no more than two clicks from any home page hyperlink. From the inductive analysis, 10 messages emerged from the web pages:

1. Access: defined through JRCC's multiple examples demonstrated through its programs and services;
2. Comprehensive community college: presented in statements concerning what JRCC offers;
3. Economic/workforce development: illustrated through JRCC's partnership activities;
4. Internal college focus: demonstrated through JRCC's website design;
5. Diversity: promoted through JRCC's initiatives and website photos;
6. Student focus: depicted through JRCC's academic and student support services;
7. Statewide community college system connection: illustrated through JRCC's website links, text, and graphics messages;
8. Technology as a tool: shown through providing instruction and deliver support services;
9. Life-long college connection: promoted through JRCC's alumni web pages; and

10. Community connection: demonstrated through JRCC's partnership activities and learning opportunities.

I classified the first eight messages at a strong message level because I found a combination of multiple, diverse, and/or repeated messages conveyed through text, graphics, and/or photographs. The lifelong connection message appears at the sufficient message level while JRCC conveys the community connection message at a weak message level.

Access. JRCC presents its access message throughout the website. Statements that relay the access messages occur through services for disabled students visibly displayed through placement on multiple pages; financial aid opportunities such as scholarships and loans coordinated through the financial aid office and educational foundation; instructional programs delivered through a variety of methods including online, compressed video, and telecourses; communication services such as providing email for students and email access to JRCC employees and toll-free phone numbers; and numerous student services available, such as an online application form, class registration, academic advising, and tuition payments.

The Disabled Student Services & Counseling Support Services under the Office of Student Success provides the first statements related to the access message. It maintains a separate page on JRCC's website. According to the Office of Student Success mission statement, "JRCC is committed to creating an accessible environment for students with disabilities, while allowing the student the opportunity for growth, greater responsibility and empowerment" (para 2), thus encouraging students with disabilities to attend JRCC. Another example is a photograph placed on the home page showing several students with physical disabilities outside a campus building. Finally, a statement

describing special accommodations for students and a link to the Disabled Student services page appears on the New Students' pages, Current Students' pages, and Parent Information pages.

Another example of the access message describes JRCC's financial access. Types of financial aid appear under Step 2 of the enrollment process (Enrollment Services) and include federal, state, and college scholarships and loans. An explanation of Veteran's Benefits, including the GI Bill and Educational Program Assistance for the Selected Reserve, also occurs on this page. The college also presents the same financial aid information under a separate Financial Aid and Veterans Affairs web page one click from the Current Student, New Student, and Parent Information sections. The JRCC Educational Foundation also provides scholarships for one graduating senior from each local high school; curriculum specific scholarships, such as nursing, electronics, or automotive technicians; students meeting specific donor criteria, such as military dependents; and short-term, interest-free loans for students who qualify for financial aid but whose paperwork is being processed. The Educational Foundation explains its mission through the following statement, "To enhance access to higher education opportunities by reducing financial barriers" (para 4). This statement demonstrates the college's commitment to financial access. These clear examples exemplify JRCC's strong access message.

Comprehensive community college. Comprehensive community college programs and services emerged as another website message from the inductive analysis. JRCC defines its comprehensive programs and services through academic, occupational, and occupational preparation programs; developmental education services; customized

workforce development and non-credit programs; and community services. For example, JRCC offers Associate in Applied Science, Associate in Arts, and Associate in Applied Science degrees in 24 areas, which included occupational and transfer degree programs (Degree Programs).

JRCC provides developmental courses as part of its curriculum offerings. The college offers developmental courses in Biology, Chemistry, English as a Second Language, Writing, Reading, and Mathematics. The Developmental Studies web page contains the following information:

Developmental courses at Joe Ronalds Community College are offered to help individuals for admission to the occupational-technical and the university-parallel transfer courses in the college. If students either have not completed appropriate educational courses or have compiled weak records in their past educational endeavors, developmental courses will help these students learn the basic skills necessary to begin in other programs of the college. (para 1)

This statement illustrates the importance JRCC places on its developmental courses as a part of the comprehensive educational offerings.

The JRCC Workforce Development Center is another example of the comprehensive community college program and services message. The Center prepares the citizens of the area with skills needs for the workforce. The description of the Center includes the following statement: “We offer world-class training programs, state-of-the-art facilities, and a team of experienced professionals to meet your training needs. Now you can access comprehensive skill development anytime, anywhere, affordably and conveniently” (para 2). This statement indicates JRCC’s commitment to customized training as part of its comprehensive mission.

JRCC’s Career Services Center serves as another example of the college’s comprehensive mission. This center provides a variety of career resources and services to

JRCC students and the local community. Career resource services include career information, labor market information, job search assistance, and career development workshops (Career Services, Cooperative Education & ACT Center). These examples provide evidence of strongly stated message about JRCC as a provider of comprehensive community college programs and services.

Economic/workforce development. The economic/workforce development message appears throughout the website. This message appears through statements about the college's non-credit classes, customized programs, and Career Services, and ACT centers all designed to provide training and service for local workforce growth. For example, the Workforce Development office, located in the career services office, states its support for "school-to-work transition programs aimed at developing a world-class workforce" (para 9), thus signifying its commitment to local workforce development. Last year, JRCC's Workforce Development Center served, "782 employers, 31,233 workers with 3529 activities" (para 3). This statement documents its connection to the local workforce. JRCC's ACT Center offers testing and training services for individuals, businesses, and organizations, thereby contributing to workforce development. JRCC communicates its commitment to economic/workforce development message strongly through such examples.

Internal focus. JRCC's website presents a strong internal focus message. JRCC illustrates this message through its large website containing a significant amount of information. JRCC's website probably makes sense to a JRCC employee. I found the organizational structure of the website very difficult to navigate for information. If you can find it, the web content is extremely valuable. The home page hyperlinks group the

website into different sections according to target audiences such as new students, current students, parents and friends, and alumni. Upon clicking on any one of these hyperlinks, I arrived at a main page for each section, all containing numerous hyperlinks. For example, the new student main page contains 43 alphabetically ordered hyperlinks. On the web page no categorization into logical categories, such as enrollment process, degree offerings, or student organizations, occurs that would lead a new student through a sequential process as a new student attending JRCC. The hyperlink titles use primarily academic terms or acronyms such as FERPA, ACT, and TNHT that a new student may find unfamiliar. Clicking to another web page from the new student main page provides more of the same unorganized structure. For instance, the Academic Information page lists another 35 additional alphabetically ordered hyperlinks. Another example is the current student main page. It contains 48 hyperlinks listed in alphabetical order. Again, no grouping of the hyperlinks by topic area occurs. Many of the hyperlinks in this section use academic terminology or acronyms terms, such as “Curriculum Process Report (CPR) or TeleTechNet (ODU)” (para 1). It might be easier for a current JRCC student to navigate through the Current Students website section due to their familiarity with JRCC terminology. JRCC’s website presentation illustrates its internal focus.

Diversity. JRCC statements strongly promote a diversity message throughout its website. The college presents this message through offering statements about scholarships for at-risk and minority students, providing photographs of College Board representatives and students exhibiting a diverse student population, and providing statements that create a welcoming environment for students with disabilities. The Educational Foundation provides funds to a statewide recruiting and retention program so

that at-risk and minority students have an opportunity to succeed in a higher education environment. The Foundation has several scholarships for students who meet donor criteria such as students with Hispanic ethnicity and female students 25 years or older. The College Board page is one hyperlink from the Informational page. This page shows Board members' photographs representing four cities and two counties. Twelve members sit on the board. Four representatives are women; eight are men. They also appear to represent young, middle, and older ages and be of Hispanic, African-American, and white ethnicities. Photographs placed throughout the website also represent a variety of ethnicities, equal representation of women and men, and physically challenged students. A message from the Dean in the Office of Student Success provides a welcoming message for disabled students. This message states,

The Office of Student Success provides academic advising, personal counseling, and disabled student services counseling to assist you in developing an educational plan that is compatible with your educational career goals. We encourage you to become involved with JRCC student activities and campus life to enrich your JRCC experience. (para 3)

This message and accompanying web page text encourage disabled students considering attending JRCC. JRCC communicates its commitment to promoting diversity strongly through these statements.

Student focus. JRCC conveys a focus on students as its next web message. It provides multiple services that assist students in career and academic goals and personal issues while attending JRCC. JRCC illustrates a student focus through examples such as career services, including job search assistance and career guidance, student insurance, tutorial center providing assistance in writing and mathematics, and a separate web page displaying the Family Education Rights and Privacy Act (FERPA), which provides

students with rights regarding protection of student information and records. The Career Services, Cooperative Education, and ACT Center present a student-focused message by providing students with employment information, internships information, and computer career guidance (Career Services Cooperative Education and ACT Center). The statewide community college system provides student insurance, including medical, dental, and vision insurance (State System College Insurance Plan). This information serves as another focus on serving students who attend JRCC. JRCC's Learning Resource Center provides student-focused services, such as an academic computer lab, math and writing centers, and a tutorial center. The Tutorial Learning Center contains the following information: "The Tutorial Learning Center provides free peer tutoring services for currently enrolled JRCC students. Any student experiencing academic difficulty in their classes may request a tutor" (para 1). Providing free tutorial services to assist students with academic challenges also shows JRCC's focus on students. JRCC conveys its student-focus message clearly on the website.

Statewide community college system connection. JRCC portrays the message about its connection to a statewide community college system through several strong statements. The institution demonstrates its connectedness to a statewide community college system through hyperlinks, text, and graphics messages. A hyperlink example located on the home page states, "This website adheres to State System policies" (para 8), thus indicating its connection to a statewide system. The distance learning website connects to a state site web page, which a state system web address indicates. It also looks different from the JRCC website because the background of the page uses different colors, different text font sizes and graphics, and a system-wide distance education course

listing. Finally, JRCC's student conduct code and student insurance appear on state system web pages. These examples demonstrate the connection to a state community college system.

Technology as a tool for learning and support. The technology as a tool for learning and support message emerged strongly through website statements. JRCC portrays this message through the availability of technological tools for use by students, faculty, and staff. A specific web page example illustrates technology as a support tool by providing student online forms. Students can receive college information, such as a current schedule, and register through a web-based system. All JRCC students receive a JRCC email address for communicating with the college. JRCC's online student newspaper provides students with news and events, feature stories, and a comment section. The college provides numerous online instructional offerings to its students. JRCC's virtual library offers online databases and journal articles to support students' academic research efforts. The website contains a campus virtual tour to familiarize viewers with various campus buildings. These specific examples demonstrate JRCC's use of technology as a tool for learning and support.

JRCC Forms web page provided forms such as admission, financial aid and scholarship applications, non-credit registration form, and course scheduling worksheets (JRCC Forms). JRCCOnline provided an online service for student's to register, add, or drop classes; view grades; pay tuition and fees; and view and print an unofficial transcript (JRCCOnline). JRCC's electronic library services provide access to online databases and a virtual state library system. JRCC virtual campus tour provides web viewers with eight different sites, including several academic building, the academic computer lab, student

commons area, and a branch campus facility (JRCC Virtual Tours). These examples demonstrate strongly JRCC's message of its commitment to using technology as tool for learning and support.

I defined eight messages at the strong message level, including access, comprehensive community college programs and services, economic/workforce development, internal focus, diversity, student focus, system connectedness, and technology as a tool for learning and support. Two additional inductive messages appear on the website: lifelong learning connection, classified at a sufficient message level; and community connectedness at a weak message level.

Life-long college connection. I define lifelong college connection at the sufficient message level due to this general message stated only in one website section. JRCC illustrates its lifelong college connection through its college alumni web page section. The alumni hyperlink appears on the home page. Upon clicking on this hyperlink, I arrived at the alumni main page. This page contains 15 hyperlinks. Hyperlink title examples include alumni information update, college events and news, non-credit classes, and transcripts (Alumni). These hyperlink title examples offer more than course offerings designed to promote lifelong learning. It shows a commitment to keeping former JRCC students connected to the college through information, educational offerings, and resources that former students typically need. Because no other mention of a lifelong college connection occurs on JRCC's website, I classified JRCC's lifelong learning connection message at a sufficient level.

Community connection. Based on my inductive analysis, community connection appears as the last web message. JRCC's weakly states its community connection

message because web statements present an implied and limited general message. A community link appears off the General Information page. The community link page contains 28 hyperlinks. Several categories serve to organize these links, including government, education, and chambers of commerce. The government links include city, county, and state agencies. The schools include K-12 schools and universities. The page also includes links to the local and state chamber of commerce. No further evidence of JRCC's link to the general community appeared. For instance, I could find no ties to K-12 schools through programs such as dual credit, tech prep offerings, or other articulation agreements. JRCC merely implies its university connection through statements about its transfer programs; however, the website mentions no specific universities or colleges in the transfer information. I found no evidence of JRCC's link to local or state chambers of commerce through partnership programs or other community initiatives. The college communicates its community connection at a weak message level based on these examples.

JRCC's website contains ten inductive messages. Eight messages appear at a strong message level, one message at a sufficient level, and one message at a weak level. Once I identified the messages, I was able to examine the similar and different messages.

Similar and Different Inductive Messages in Print and on the Website

As part of my inductive analysis, I discovered five similar mission statement messages as they appeared in print and on the website. The strongly stated similar messages include JRCC's description of its comprehensive programs and services and its economic/workforce development messages. The college presented these two strongly stated similar messages through a combination of multiple, diverse, and/or repeated

examples conveyed through text in the print materials and on the website. Specific message examples appear in the print and web message section. I found the remaining similar messages of student focus, diversity, and community connection receive different emphasis levels in print and on the website.

JRCC strongly communicates its student focus through its website messages. JRCC demonstrates this focus by providing multiple career, academic, and personal student services that support JRCC's students. JRCC's extensive career services include a wide variety of programs such as career counseling and job placement. JRCC provides a peer tutoring service that matches students with other students requiring academic assistance. The State College System offers an insurance plan for JRCC students, illustrating its focus on students. JRCC also displays on a separate web page the Family Educational Rights and Privacy Act (FERPA) regarding protection of student information and records information. These examples demonstrate JRCC's strong messages concerning student focus. In contrast JRCC's student focus print message is merely rated at the sufficient level due to statements related to student focus being general and broad with no specific examples. JRCC's vision statement discusses how JRCC provides programs and services designed to meet academic and career goals. However, the print materials provide no further explanation or specific examples of programs and services that would strengthen the student-focus message.

Second, JRCC strongly communicates promoting diversity through its website messages. JRCC's foundation provides scholarships for minorities. The website also suggests a welcoming environment for disabled students through a Dean's welcome letter outlining available support services and encouragement in campus activities. JRCC's

website contains numerous photographs illustrating disabled students on campus, signaling an inclusive, diverse college environment. On the other hand, I found JRCC's print materials communicate promoting diversity only at a sufficient message level due to one broad, general description found in the vision statement. This statement only implies JRCC's diverse student body support through its flexibility and adaptability in serving a diverse student population. No further examples or statements suggesting JRCC promotes a diverse student or employee representation occur.

The third difference occurs in relation to the community connection message. I discovered JRCC presents its community connectedness at a strong message level in the print materials but weakly on the website. JRCC's print materials describe its commitment to educational opportunities for career training and transfer programs. JRCC also conveys its community connection by providing programs to improve local citizens' lives. JRCC presents its community connection message through a website page containing numerous hyperlinks to city, region, and state government agencies; schools and universities; and local and state chambers of commerce. However, I characterized these hyperlinks as conveying a weak message because the web page provides no explanation how these entities connect to JRCC.

Because all three of the messages appear both in print and on the website, they constitute similar messages, but they fail to appear at consistent strength levels. In addition to those messages that are similar and at either the same or different levels according to the strength of the message, JRCC also conveys different mission statement messages based on the inductive analysis revealing messages that appear exclusively either in print or on the website.

The inductive analysis shows that JRCC has six different inductive mission statement messages. The quality message appears only in print at the sufficient message level. The remaining five inductive messages of access, internal focus, technology as a tool for learning and support, system connected, and lifelong college connection appear only on the website. I classified the first four messages at the strong level and the lifelong college connection message at the sufficient level.

JRCC presents its quality message through a general statement found in its print educational program goals. This statement implies the quality message through statements about providing excellent programs and services. JRCC's accreditation statement by its regional accreditation agency also implies its quality programs and services. JRCC provides no quality messages in print, and no quality messages appear on the website.

Of those messages that appear only on the website, JRCC conveys a strong access message. It provides a welcoming environment for students with disabilities by listing its programs and services that assist students while attending JRCC. It also demonstrates financial access through its scholarship and financial aid programs for students wishing to attend JRCC. JRCC conveys instructional access through its multiple delivery methods including day, weekend, online, video courses, and telecourses. JRCC shows communication access by providing student email and an email and phone directory for all college personnel. Finally, JRCC demonstrates information access by providing applications forms and by enabling registration and tuition payments online. It appeared that JRCC's vision, mission, or educational program goals do not contain statements regarding the college's access message.

JRCC also communicates its internal focus message at a strong level through its website organization. The website suggests organization from an employee's perspective rather than a student or external stakeholder perspective. The website design, especially the alphabetically ordered links or the use of acronyms in its links, could overwhelm or confuse new or current students. The print materials do not convey this internal focus message but rather focus on describing the college's support of students.

Technology as a tool for learning and support, the fourth strong message appearing only on the website provides students and employees access to a wide variety of programs and services. Students can use a web-based system for class registration; for adding, dropping, or changing classes; for viewing grades; and for printing unofficial transcripts. JRCC's online, video, and telecourse offerings also illustrate technology as a learning tool. A virtual tour of the campus located on the website shows various campus buildings, labs, and a student common area, thus providing viewers with a visual understanding of JRCC's facilities. No explicit references to technology as a tool for learning and support appear in the print materials.

JRCC's fourth strong message concerning system connectedness occurs only on the website. JRCC's home page states how the website adheres to the state's community college policies. The college's student conduct code is common to the state community college system. Additionally, JRCC's distance learning website links to a statewide system through its common course management system platform. Finally, all statewide system web pages use different background colors, text, and font size, thus clearly identifying its difference from the JRCC's website. The print materials do not state any connection to a statewide community college system.

JRCC's lifelong college connection message is defined at a sufficient message level due to its general statements in only one website section. The Alumni web page contains hyperlinks to noncredit offerings, current JRCC news and event listings, transcript requests, and a directory to college personnel. The hyperlink titles suggest the lifelong college connection. JRCC's lifelong connection message fails to emerge in the print materials. During the discovery of the similar and different web messages, I found unintended messages.

Unintended Messages

Three JRCC messages appear unintended including access, technology as a tool for learning, and support and internal focus. JRCC illustrates its website access message through a variety of examples including diverse student population access, financial access, information, communication, and instructional delivery access. JRCC's print materials omit access as a message, but the website communicates this message strongly. Additionally, JRCC's website demonstrates strongly its use of technology as a tool for learning and support through numerous examples of tools that students and employees can use to increase access opportunities, provide instruction, or deliver information. The print materials omit this technology message. The last unintended message refers to JRCC's internal focus, which it demonstrates through the website design. The website contains a significant amount of information that is difficult to understand from a non-employee perspective. The website's poor design could be improved easily by designing the site with specific information for the target audiences that appear on the home page, including current and new students, parents, and alumni. JRCC's print materials may send an unintended message that JRCC lacks using technology as a tool for learning and

support since it omits any mention of this message. JRCC's print messages omit any reference to access through the college's programs and services or to technology as a tool for learning and support for students. JRCC's website design may have unintentionally delivered an internally focused message. All three messages appear to send unintended messages.

The mission statement messages as they emerge in print and on the web, a comparison of similar and different messages, and an analysis of unintended messages comprised JRCC's inductive profile. Besides examining the inductive messages, I examined the same materials to find JRCC's mission statement messages as they appear in print and on the website using the deductive framework.

Deductive Print Messages

I conducted the deductive analysis of the print messages using the same materials described in the inductive print messages section. I chose the Who We Are and Accreditation web page to use as the materials for my deductive print message analysis because I was unable to request print materials by mail. The Who We Are pages define the college, location, history, vision and mission statements, educational program goals, and JRCC's definition of general education (Who We Are). The inductive print message section thoroughly describes the content of the page. The accreditation page presents JRCC's accreditation from various accrediting and approval organizations. These two documents most closely relate to the information I originally hoped to find in printed materials. I used these two documents for my deductive print mission statement message analysis.

I found all seven mission statement messages in the two documents, according to the categories Newsom and Hayes (1990) defined. The seven messages include the following:

1. Target clienteles: defined by JRCC's list of seven specific audiences;
2. Products or outputs beyond general teaching: characterized as transfer and occupational programs, workforce development, and lifelong learning opportunities;
3. Commitment: shown through the programs and services identified for JRCC's growth or survival, such as preparation for the future workforce, economic development, and other partnership activities;
4. Philosophy: defined by JRCC's beliefs, values, and philosophical priorities, such as providing academic and student development growth opportunities, affordable education, and partnering with others to deliver services;
5. Self-definition: signified by JRCC's institutional view of itself as a comprehensive community college;
6. Public image: illustrated by the reputation JRCC seeks to have among the public including affordable, futuristic institution, providing a quality education experience; and
7. Geography: defined by the location JRCC serves.

I determined that JRCC conveys the messages of target clienteles, product, commitment, philosophy, and self-definition at the strong message level because of any combination of multiple, diverse, and/or repeated messages found in text, graphics, and/or photographs. JRCC presents its public image message at the sufficient message level. JRCC conveys a weak geography message level.

Target clienteles. JRCC conveys its message about target clienteles through its vision and mission statements and educational program goals. I identified eight different audiences that JRCC wants to serve. The college conveys this message at the strong message level due to the message specificity the documents present. One target clientele

statement in JRCC's vision statement reads, "...meet the diverse and evolving needs of its students body and the community it serves" (para 1), is indicating the first two target audiences. The JRCC mission statement identifies the next target clientele as citizens in JRCC's region. The Educational Program goals includes five additional audiences: the state through statements supporting the state's economic development, individuals preparing for technical and paraprofessional careers, students preparing to transfer to four-year institutions, individuals preparing for college-level courses, and individuals wishing to increase their learning. A specific statement conveying target clientele message in the educational program goals says, "To offer continuing education programs to provide educational opportunities for individuals who wish to continue and expand their learning experiences" (para 8). This statement identifies one distinct audience JRCC wishes to serve. JRCC presents a strong target clienteles message through the references to its student body, local community, regional citizens, state economic development, individuals preparing for technical and paraprofessional careers, individuals preparing for college, and individuals desiring continued learning experiences.

Products. JRCC's products include outputs beyond general teaching and service. These products appear throughout the vision, mission, and educational program goal statements located in the Who We Are document. A JRCC product message example contained within the vision statement describes the educational learning environment as, "flexible, technologically advanced education in a supportive environment" (para 1). The following statements provide additional product message examples from the JRCC mission statement:

Joe Ronalds Community College provides comprehensive arts and sciences transfer and occupational/technical programs, and workforce development that

prepare students for success in the global community and workforce of the future. Through local partnerships, and by providing lifelong learning opportunities, cultural activities, as well as intellectual and problem-solving resources, JRCC also enhances the quality of life for citizens in its region (para 2).

These product examples from the mission statement demonstrate JRCC's assurance of providing a variety of programs and services beyond general course offerings and basic academic and career services. The educational program goals repeat the transfer, career and technical programs, workforce development, and lifelong learning opportunities products message. These examples illustrate JRCC's strong product message.

Commitment. JRCC presents its commitment message through numerous print document statements. JRCC's statements indicate what the college emphasizes for survival and growth. One commitment example appears in the mission statement: "...prepare students for success in the global community and workforce of the future" (para 1). Another commitment message found in JRCC's mission statement reads, "... individualized, flexible, technologically advanced education" (para 1), which emphasizes JRCC's desire to provide future program direction. Other commitment messages appear in the educational program goals related to supporting economic development to meet citizens' educational needs, promoting local partnerships for program development, and providing cultural and other educational opportunities. These statements demonstrate JRCC's strong product message.

Philosophy. JRCC reveals its philosophy message strongly through numerous different statements in the print documents, disclosing the college's specific beliefs, values, and philosophical priorities. The general education statement in Who We Are defines JRCC's belief in promoting holistic student development experiences:

General education provides the integrated combination of knowledge, skills, competencies, attitudes, and values characteristic of an educated and well-informed citizen capable of functioning effectively in a complex and rapidly changing world. (para 1)

This statement shows JRCC's belief in providing academic and personal development student experiences. JRCC also values providing a supportive environment for a diverse study body, which it defines in the vision statement. The mission statement suggests JRCC's belief in providing an affordable education and delivering comprehensive programs and services. JRCC's mission statement also indicates that the college values its local partnerships by supporting economic development initiatives and providing cultural activities. These statements identify JRCC's beliefs, values, and priorities, illustrating JRCC's strong philosophy message.

Self-definition. JRCC strongly states its self-definition message, which includes how the institution views itself. The college views itself as a provider of comprehensive educational programs and services as its mission statement and educational program goals convey. An educational program goal summary includes providing associate's degrees for career and transfer, delivering diploma and certificate programs for technicians, offering development courses for students desiring to enroll in college courses, providing student development services to assist individuals with career and educational goals, offering customized training for new or expanding businesses, developing continuing education programs for individuals desiring continual learning opportunities, and providing community services including cultural programming. JRCC communicates its self-definition message clearly through the print materials.

Public image. The public image message appears at the sufficient message level due to the broad, general statement that conveys the message and the lack of specific

examples illustrating the message. I found two general message examples. The first example comes from the educational program goals: "...financially accessible, high quality comprehensive educational program and services" (para 1). The second public image message appears in the mission statement: "JRCC prepares students for success in the global community and workforce of the future" (para 1), suggesting a futuristic image that JRCC's programs and services illustrate. Both statements related to the public image message provide no further definition or specific examples, thereby qualifying as only being at the sufficient message level.

Geography. JRCC conveys a weak geography message because of a very broad definition with no explanation found in the print materials. The geography messages appear in the mission and vision statement in the Who We Are web page. The mission statement defines the geography through this statement: "JRCC also enhances the quality of life for citizens in the region" (para 1); however, JRCC fails to define the region anywhere in the text materials. The vision statement contains the following phrase: "...and the community it serves" (para 1) without defining the community. The lack of specificity contained within the geography message illustrates a weak message level in the print materials.

Of the seven categories that help identify messages through the deductive analysis, five deductive messages including target clienteles, products, commitment, philosophy, and self-definition were labeled at a strong message level due to the variety of specific, detailed statements found in the print materials. Public image was stated at the sufficient message level. I defined geography at the weak message level. In addition

to the deductive print messages, the identification of the deductive mission statement messages provides an additional insight to JRCC's communicated messages.

Deductive Web Messages

The deductive analysis revealed that all seven categories of messages appear on JRCC's website. I used the same web pages as described in the inductive web section. I analyzed the web information by looking for the same seven mission statement categories that Newsom and Hayes (1990) present in their deductive framework.

I found all seven deductive mission statement messages:

1. Target clientele: defined by JRCC's website hyperlinks, text, and photograph examples;
2. Products or outputs beyond general teaching: demonstrated by JRCC's two-year degree, one-year certificate, and diplomas offerings; lifelong learning opportunities; and career services available to the community;
3. Geography: included in JRCC's specific service area definition;
4. Commitment: shown through the programs and services JRCC identified for survival and growth, such as technology to deliver instruction and support services and comprehensive offerings;
5. Philosophy: defined by JRCC's beliefs, values, and philosophical priorities, such as diversity, students' rights, comprehensive community college mission, relationship to former students, and access;
6. Self-definition: illustrated by JRCC's view of itself as a comprehensive community college, workforce partner in developing programs, promoter of institutional diversity, and user of technology to deliver programs and services; and
7. Public image: characterized by the reputation JRCC seeks to have among the public including student focused, workforce connectedness, and comprehensive community college.

I classified all seven mission statement messages that emerged from the deductive analysis at the strong message level due to any combination of multiple, diverse, specific, and/or repeated messages conveyed through text, graphics, and/or photographs.

Target clientele. JRCC identifies its target clientele, including the constituencies it wants to serve, through a multitude of statements appearing throughout the website in text and photographs. Several target clientele messages appear on JRCC's home page. Several hyperlinks on the left side of the page include target clientele such as new students, current students, parents and friends, and alumni. These hyperlinks connect to separate web page sections for each of these target clientele. These web pages contain information resources specific to these audiences. For instance, the alumni web page present hyperlinks to other web sections that may be of interest to alumni, including class schedule, transcripts, non-credit course offerings, college news and events, and an online student newspaper (Alumni). A second target clientele statement appears on the home page. It consists of five photographs representing diverse student groups. These individual photos represent gender diversity, various age groups, and a multitude of ethnic and occupational representation. One photograph on this page shows a young African-American man dressed in a military uniform. The new student main web page presents what appears to be a middle-aged white female JRCC employee assisting a young Hispanic woman filling out forms. Other website photographs present a mother holding a baby in her arms on the current student page and a student in a wheelchair on the JRCC library web page. These examples demonstrate text and photo statements that convey a strong target clientele message about whom that the college wants to serve.

Products. JRCC communicates its products message through statements that include output beyond general teaching and service. JRCC's web pages for new and current students contain sections with degree, certificate, and diplomas offerings. The statements describe each offering in detail and contain specific academic-related information, including course offering needs for each degree, certificate, or diploma. Another statement that conveys JRCC's product message communicates the college's commitment to lifelong learning. This message appears in the information on the Workforce Training and Continuing Education page including continuing, non-credit and customized training offerings. JRCC presents an additional product statement through its career services, cooperative education, and ACT center web page. This product provides students and the community with career service, success seminars, free workshops, and computer and internet-based career guidance (Career Services, Cooperative Education and ACT Center). JRCC communicates its products message strongly through the website.

Geography. JRCC strongly communicates the geography message. JRCC presents this message specifically through the Information web section that contains the College Board members. The College Board members represent the cities and counties the college serves, including cities A, B, and C, and D; and the counties of E and F. JRCC's information page describes its geography through the following statement: "JRCC primarily serves the residents of the cities of A, B, C, and D and the counties of E and F" (para 1). JRCC also identifies its geography by listing its complete address on the banner heading located on the home page and repeating it on the information and

directions to the campus web pages. These examples demonstrate the strength of JRCC's geography message.

Commitment. JRCC's commitment as a message illustrates what the college emphasizes for survival and growth. JRCC's commitment to technology as a tool for learning and support appears through its use of the tool for access, instruction, information, and communication. The website does not mention technology explicitly as a tool for survival and growth but implicitly through the services it can provide on the website. Second, JRCC conveys its commitment message through the multiple web pages describing the academic and occupational programs offerings, customized programs specifically offered to meet economic/workforce development needs, and continuing educational offerings designed for lifelong learning. The college presents these as programs designed for survival and growth. These examples convey a strong message of commitment to programs the college emphasizes for survival and growth.

Philosophy. JRCC's specific beliefs, values, and philosophical priorities reflect through statements that convey their philosophy message. JRCC values diversity as illustrated through its web photographs including different ages, gender, and ethnicity. By publicizing the Family Educational Rights and Privacy Act in detail and posting it on a separate web page, the college shows that it values students' rights. Also, it values its comprehensive mission demonstrated through numerous examples of its academic and occupational degree and program offerings, economic/workforce development partnerships, developmental studies offerings, and cultural activities on the website. It values its relationship with former students by offering an alumni web section with hyperlinks to various web pages that may interest a former student. The college also

believes in access as shown through its online process allowing students to apply for admission, register for classes, pay for tuition, and view transcripts. Valuing financial access also appears through JRCC's affordable tuition and tuition payment plans posted on the website, informational access through links to numerous programs and services, communication access through a student email system, and educational access through distance education offerings. JRCC conveys its philosophy message strongly through these various diversity, student rights, comprehensive mission, alumni, and access examples.

Self-definition. Newsom and Hayes (1990) defined self-definition as how the institution views itself. JRCC views itself as supporting the development and success of each student as shown through its comprehensive mission and its provision of programs and services including academic offerings and career programs located in the Career Services, Cooperative Education, and ACT Center. JRCC also views itself as a training provider and economic development partner with business and industry through its Workforce Development Center offerings. Another view the institution shares is as a supporter of diversity through its specific scholarships designed to attract minorities and photographs representing a diverse student and employee population. Finally, JRCC sees itself as a user of technology to deliver its programs and services through online forms and processes, its online student newspaper to communicate news and events, and email to communicate with students and employees. These specific examples demonstrate JRCC's strong self-definition message.

Public image. Examples of JRCC's public image message, which include the reputation that the college wishes to have, appear throughout the website. I determined

that having a student focus is a public image message that emerges because of numerous examples on the website. Although the website appears unorganized and difficult to navigate, it does contain excellent information divided into current and new student web page sections. Another JRCC public image message is its workforce connectedness, which emerges as a result of a separate web page section related to workforce development. The Workforce Development Center mission asserts, “JRCC provides employer-driven workforce services designed to prepare the area’s citizens to be productive members of a world class workforce” (para 1), thus illustrating its partnership with business and industry. The final public image message aligns with JRCC’s self-definition message of a comprehensive community college. JRCC demonstrates its comprehensive mission through the following: its explanation of degrees, certificates, and diplomas; its creation of workforce development programs; its courses to prepare students for college-level courses; and its services to the community, including cultural activities and career services. Student focused, workforce connectedness, and comprehensive programs and services strongly convey JRCC’s public image message.

My deductive analysis revealed that JRCC’s website exhibits all seven category messages as Newsom and Hayes (1990) defined. All seven messages occur at the strong message level. The initial identification of the print and website messages enabled me to determine the similar and different messages.

Similar and Different Deductive Messages in Print and on the Website

I distinguished similar and different deductive print and web messages according to different message levels since all seven category messages emerged in print and on the website from my deductive analysis. Target clienteles, products, commitment,

philosophy, and self-definition appear at the strong message level both in print and on the web. JRCC conveys these similar messages strongly through a combination of multiple, diverse, specific, and/or repeated messages conveyed through text, graphics, and/or photographs. Specific examples demonstrate the strong message level and appear in the discussion of my deductive analysis in print and web sections. In contrast to these five strong messages, I determined the geography message appeared at a strong message level on the website but a weak message level in the print materials. I also found the public image message level was strong on the website but only sufficient in print.

The college presents its geography message strongly on the website because of statements that clearly define the location JRCC wishes to serve. The College Board members represent the cities and counties of JRCC's service area. A specific explicit message on the Information web page indicates the cities and counties it serves. It also defines its geography message through the placements of the campus address at the top of the home page and also on the information and directions to campus web pages. On the other hand, JRCC's print geography message is vague and undefined. The statement that presents JRCC's geography message in the mission statement states, "...enhances the quality of life for citizens in the region" (para 1), without providing any explanation of region. JRCC's geography message also appears in the vision statement. This message asserts that the college meets the need of the community it serves but provides no definition of community. JRCC's web and print statements deliver different information concerning the geography message.

JRCC's public image message on the website communicates strongly the image it wishes to have among the public. JRCC's image portrays a student-focused, workforce-

connected, accessible, comprehensive community college. The college displays this message by providing student-focused information for new and current students in separate web page sections. JRCC demonstrates its connection to the workforce through customized training offered at its workforce development center and through its non-credit offerings. By using the website to access numerous programs and services online, JRCC illustrates accessibility. It also showcases its accessibility for disabled students through its photographs and through the encouraging and welcoming messages on the disabled student services page. Finally, its comprehensive mission appears throughout the website in statements specifically describing its academic and occupational offerings, customized training : , developmental offerings, and community services. JRCC conveys its public image print message at the sufficient level determined through statements about the college's affordability and preparation of students for the future workforce. JRCC provides no further information, definitions, or examples illustrating the public image message. JRCC's web and print statements convey the public image message differently. Unintended messages emerged as I identified the similar and different messages.

Unintended Messages

From my deductive analysis, I identified geography as the only unintended message due to its strong message level on the website in contrast to its weak print message. Repeated statements in the website provide the specific cities and counties that the college serves. In contrast, only vague and undefined statements occur in print to convey JRCC's geography message. The geography message appears in the mission and vision statements but identifies no specific location. One can interpret the message to be

that JRCC serves anyone in any location or, even more significantly, that it does not know whom it serves. Identifying the geography may be important for someone who is unfamiliar with the area and interested in attending JRCC, for potential students who are attempting to determine tuition rates based on their location, or for those determining resident and non-resident tuition rates based on geographic location. The print geography message, because of its lack of specificity, may send an unintended message.

JRCC's print and web messages as defined by Newsom and Hayes (1990) deductive mission statement framework, a comparison of JRCC's similar and different messages, and its unintended message comprise JRCC's deductive profile.

Site Description – Dorothy Gregg Community and Technical College (DGCTC)

DGCTC is located in a state that has six separate governing boards overseeing higher education entities including universities and community colleges (Education Commission of the States, 2003). The governor appoints a thirteen member Board of Trustees as part of an independent State Board to govern this state's community college system. The governor appoints eight members and six are elected by faculty, staff, and students in the technical and community colleges (State System Organization, 2004). The community college system is divided into 16 districts that contain 23 campuses serving the state (DGCTC State College – About DGCTC State College, 2003). While at least two campuses are usually contained in each region, DGCTC is the only campus in its region. Each region has its own seven-member Board of Trustees. The local Board of Trustees' role is to keep each campus in touch with the local area by recommending regional educational and training needs, and budget and policies (State General Assembly), but it has no decision making authority. DGCTC's Mission statement reads,

“DGCTC changes lives by providing education and training through academic and technical associate degrees; diplomas and certificate programs in occupational fields; pre-baccalaureate education, adult, continuing and developmental education; customized training for business and industry; and distance learning” (para 1) describing its comprehensive mission. The college has no residential facilities. DGCTC’s 2002-2003 annualized full-time equivalent enrollment is 2433 (State System – IPRE, 2004).

Inductive Print Messages

I went to DGCTC’s website home page searching for a link that would allow me to request information about the college. I found a hyperlink on the bottom of the home page that connected me to a request for information form. The information request form could be submitted online. The information request form contained a box in front of four different items. The four different items included a request for general college information, financial aid information, Associate of Arts and Associate of Science degree information and admission information. I placed a check in each box indicating my request for the four different information items. I then submitted personal information such as name, address, city, state, and zip code in the appropriate spaces. I clicked on the submit information box and received an information packet through postal mail within five days of my online request.

The information packet contained five informational pieces. First, it contained a letter thanking me for my interest in DGCTC signed by a counselor in the Welcome Center. Second, I received an academic/technical curricula glossy color brochure. The brochure’s cover contained eight photos of campus buildings with no identifying text. The brochure cover also contained the college’s name, postal and web address, and phone

number, and state system logo. The brochure's inside section listed all occupational and academic degree and diploma offerings. Each program also listed its estimated length for completion and the availability of day and evening courses. The back cover listed tuition rates, general financial aid information, six off campus sites and the state community college system equal access and equal opportunity statements. The bottom part of the back cover contained the state system logo along with the state system name underneath it. The third informational item received was a general college information pamphlet describing DGCTC's degrees, diplomas, and certificates types such as Associate of Arts and Associate of Science; purpose, accreditation and mission statements; and an application for admission form printed on gray paper. The fourth information piece was an enrollment checklist printed on yellow paper standing out from the rest of the informational pieces. It listed ten detailed enrollment steps. It also included DGCTC phone and fax numbers to various offices that a student might need to contact during the enrollment process. DGCTC's website address was also listed on the backside of this one sheet enrollment checklist. The fifth information piece I received was a small tri-fold pamphlet providing specific degree requirements for DGCTC's Associate of Arts and Associate of Science degrees. It also contained the welcome center address and phone number as a contact point for more information. The back cover provided all programs offered at DGCTC. I used these five documents for my inductive print message analysis. Six inductive messages emerged as I analyzed these print materials.

DGCTC's six inductive print messages included:

1. Comprehensive community college: illustrated through its multiple messages describing DGCTC's programs and services,

2. Economic/workforce development: demonstrated through DGCTC's partnerships with business and industry,
3. Student focus: demonstrated through its helpful tools and specific, detailed information and welcoming statements,
4. Community connection: defined by its collaborative partnerships, and
5. Life-long learning: illustrated through its non-credit offerings, and
6. Access: described by its financial access and educational opportunities.

The first three messages including comprehensive community college programs and services, economic/workforce development, and student focus had a strong message level which I defined as any combination of multiple, diverse, repeated, or specific messages found in text, graphics, or photos. Two messages including community connected and life-long learning were communicated at a sufficient level. Accessible was the last inductive print message. I defined accessible at the weak message level due to its limited definition. I describe community connected, life-long learning and accessible later in this section. I begin my print message analysis by first describing DGCTC's messages that were strongly stated in the print materials.

Comprehensive community college. DGCTC described comprehensive programs and services through multiple, specific strongly stated messages defined in its mission statement located in the general college information brochure, academic/technical curricula brochure, and degree pamphlet. DGCTC conveyed its comprehensive mission by offering academic and occupational associate degrees for transfer and career opportunities, as well as certificate and diploma offerings. DGCTC offers developmental courses to prepare individuals for college level courses. DGCTC provides customized training and non-credit offerings for business, industry and individuals wishing to expand

their knowledge. DGCTC also provides cultural and other community services. DGCTC further illustrated its transfer mission through the following statement found in the general information brochure which read, “The single most popular area of study is the baccalaureate transfer program, which allows students to earn an associate degree at DGCTC and transfer those credits to other colleges and universities” (para 3). This described DGCTC’s focus on delivering transfer programs. The Associate of Arts (AA) and Associate of Science (AS) degree pamphlet listed all degree requirements including general education requirements for each degree illustrating DGCTC’s transfer focus. The Academic/Technical Curricula brochures listed all degree offerings including AA, AS and Associate of Applied Science (AAS) degree offerings and certificate and diplomas offerings emphasizing both transfer and occupational degrees. These examples located throughout the print documents described DGCTC’s strong comprehensive programs *and services message*.

Economic/workforce development. DGCTC’s economic/workforce development message was found in its mission and purpose statement located in the general information brochure, and degree offerings. DGCTC first defined this message by its offering of an associate of applied science degree designed for specific occupational careers. Degree examples included Fire/Rescue Science Technology, Carpentry, Nursing, Radiography and Welding (Associate Degree brochure) showcased several occupational programs designed for the workforce. Short-term diplomas offerings also provide employers with options for their employees or individuals needing specific skill training. Certificate and diploma examples included Accounting Assistant, Medical Records Clerk, and Information Technology Web Development Administration

(Academic/Technical Curricula) providing one-year or less programs designed to immediately place an individual in the workforce. DGCTC also provides customized training developed specifically for an individual business. A mission statement message stated, "...short-term customized training for business and industry, and activities designed to strengthen the work force" (para 1) illustrating DGCTC's support of working together with business and industry in designing specific programs for economic/workforce development.

Other degree offerings provide knowledge and skills necessary to compete in the local and global workforce. This economic/workforce development example found in the mission statement read, "...prepare individuals to live and to work in a constantly changing world" (para 1) demonstrating DGCTC's commitment to providing programs that prepare individuals for the future workforce. These examples demonstrated the strong economic/workforce development message.

Student focus. DGCTC illustrated its strong student focused message throughout the print documents. DGCTC's student focused message was defined through its welcome letter information and Welcome Center concept, specific admission and application checklist form, and academic and career services supporting student development. A student focused message example was contained in the welcome letter. The welcome letter was addressed specifically to me and appeared to be signed by a counselor. This customization made me feel important as a potential student. The welcome letter also discussed the Welcome Center and read, "The Welcome Center is your central resource on campus for information about attending college in Town" (para 3) illustrating the college's focus on students by providing a one-stop resource for college

information. Another student focus message example was the enrollment checklist. This checklist contained ten descriptive steps designed to make the enrollment process easier. The sequential steps used non-academic language, contained no unidentified acronyms and provided appropriate individuals' contact information for any questions about the enrollment process. The last message example was found in the mission statement and stated, "...other services that support student development and success" (para 6) indicating DGCTC's focus on students. DGCTC's welcome letter information and Welcome Center concept, specific admission and application checklist form, and academic and career services supporting student development demonstrated the strong student focused message.

The first three inductive messages were stated at a strong level. Two messages including community connected and life-long learning was defined at the sufficient level due to its general or broad messages with no specific examples illustrating the message. I next describe these messages.

Community connection. DGCTC community connected message was found only in its mission statement. DGCTC defined community connected through collaborating with others to provide programs and services. DGCTC also described its community connected message through cultural enrichment opportunities and non-credit offerings. A mission statement community connected message example read, "Continuing education ... offered to expand the life skills knowledge and cultural enrichment of the community" (para 4) indicating DGCTC's understanding of its role in providing opportunities for the community to learn and grow. These examples demonstrated the community connected message at a sufficient level.

Life-long learning. DGCTC stated its life-long learning message through its mission and purpose statement. DGCTC defined life-long learning as opportunities to develop new skills through non-credit offerings and cultural activities. DGCTC's mission statement read, "...expand the life skills, knowledge, and cultural enrichment of the community (para 4) demonstrating DGCTC's understanding of life-long learning. DGCTC's purpose statement also communicated its commitment to life-long learning, "DGCTC is committed to making education more relevant and responsive to the needs of students, employers and communities (para 1) suggesting DGCTC's commitment to continual learning. There are no specific program offerings or other examples mentioned in the print materials illustrating the life-long learning message. DGCTC's life-long message was defined at the sufficient message level.

Access. DGCTC's last inductive print message was defined at the weak message level due to its limited definition. DGCTC's accessible message was illustrated through its Academic/Technical Curricula brochures, enrollment checklist and mission statement. This message only described financial access. The Academic/Technical Curricula brochure provided a brief description of financial aid options including grants, work-study awards, and scholarships. The enrollment checklist step seven discussed tuition payment options tuition as another accessible message. It lists federal financial aid, payment plan, and scholarship suggesting affordability and multiple payment options. The final accessible message found in the mission statement reads, "Dorothy Gregg Community and Technical College ... is committed to providing quality, affordable and accessible educational and training opportunities" (para 1) providing no further accessible

definition or examples. Accessible was defined at the weak message level due to its limited accessible definition of financial access.

DGCTC's print documents contained six messages. Three inductive messages were stated at the strong message level. Two messages were described at the sufficient message level. One message was stated at the weak message level. Besides examining the inductive messages found in print, I also examined DGCTC's inductive messages as they emerged from the website.

Inductive Web Messages

I found the inductive web messages on DGCTC's website. I began the analysis by examining DGCTC's home page. DGCTC banner heading located on the home page's top section lists the college's name on the left side followed by three photos. The first photo appeared to illustrate two young, white, female students in graduation robes. The second photo contains a graphic of the statewide community college system logo with the system's acronyms listed below the graphic. The third graphic is of a young, African-American male student in a graduation robe. The home page banner text stated, "We Care About Your Success!" (para 1) centered below the college's name and photos. Below the header is a list of nine titles that are also hyperlinks to other website sections. The titles included Admissions, Student Affairs, Program Offerings, Workforce Development, Calendar and Events, Current Students, Visitor Information, About Our College, and Faculty and Staff (Home Page). A campus building photo appeared below the nine hyperlinks. The home page's right side contained white space with no text, photos, or graphics. Seven links appeared on the home page's bottom section and included Quick Links, Web Search, Site Search, Contact Info, Suggestions, and Events (Home Page).

The last link on the bottom right hand side was a graphic that links to a regional educational foundation. I located all inductive web messages no more than two clicks from any home page title/hyperlinks. I identified eleven inductive messages from the web page analysis.

I identified eleven messages that included:

1. Access: demonstrated through DGCTC's college services and defined through information, instruction, communication, and financial examples,
2. Community connection: illustrated through DGCTC's role as an active community partner in providing and contributing to activities and events,
3. Comprehensive community college: defined through DGCTC's program and service offerings,
4. Customer focus: demonstrated by its welcome center and visitor's information web page,
5. Diversity: illustrated through text information and photos of the student body,
6. Economic/workforce development: demonstrated by DGCTC's customized training and specialty programs,
7. Safety: described through its friendly, helpful messages for students and all DGCTC's employees,
8. Student focus: depicted through multiple academic and support services and commitment to student success,
9. Statewide community college system connection: illustrated through student and employee programs and services,
10. Technology as a tool for learning and support: used to provide instruction and deliver support services, and
11. Life-long learning: demonstrated through its programs for community residents and workforce.

I identified ten messages at a strong message level because I found a combination of multiple, diverse, repeated or specific messages conveyed through text, graphics, or

photos. The life-long learning message was defined at the sufficient message level. I will begin my inductive web analysis by describing the ten strong messages.

Access. DGCTC illustrated its accessible messages throughout the website. The access messages were defined by access to information such as online class schedules, hours of campus operations, and multiple forms that can be downloaded from the website; communication access including phone numbers, fax numbers and email addresses of employees publicized on DGCTC's website, and student email addresses provided by the college; instructional access through distance learning options, DGCTC off-campus programs, bi-term offerings, and day, evening and weekend course offerings, accommodating students with disabilities, and locating an on site university extended campus at DGCTC; and financial access through scholarships, payment plans, and grants.

I've identified specific examples illustrating several DGCTC access message components including information access, and instructional access. The information access example was found throughout the website. Each web page section that lists a program or service offered at an on campus location identified its campus building location, phone number, hours of operations, and a contact person's photo and email address. A current course schedule was available online. An online magazine provided current news and events. Instructional access was demonstrated through DGCTC's distance education courses including telecourses and interactive video courses. Online courses were offered through a state community college system consortium. Off- campus courses were offered on a military base and in five other communities. The Off-Campus programs' purpose statement included,

Off Campus Programs are dedicated to serving the entire service area of Dorothy Gregg Community and Technical College. With classes in military base, A, B, C, D and E cities, we strive to offer convenient pathways to higher education (para 1).

These off campus locations demonstrated DGCTC's commitment to convenient instructional access for its service area residents. Instructional access is also provided through a bi-term calendar allowing students to begin classes every seven weeks, and students can enroll in classes offered during the day, evenings, or weekends. Instructional access for students with disabilities is also addressed. The Disability Services Office maintained a separate page on DGCTC's website. This page described DGCTC's accommodation services and described processes in obtaining the services. A Disability Services link is located on the Current Students Page, Visitor's Information Page, and Student Affairs Page illustrating DGCTC's instructional access for students with disabilities. Access to additional instructional opportunities was illustrated by locating a four-year university extended campus at DGCTC. University bachelor degrees in education and health related fields and graduate programs in business and public administration and education are held in DGCTC's buildings. These specific examples exemplified DGCTC's strong accessible message.

Community connection. DGCTC defined its connection to the community through its partnership activities, community outreach and learning opportunities. The Community Links web page provided information regarding local K-12 schools, regional education board, and educational foundation partners; cultural partners including a local arts council; government partners including county and city government agencies; business partners including the local chamber of commerce and a business foundation. DGCTC understands the importance of working together with various groups for the

community's benefit. The President's welcome letter illustrated DGCTC's community outreach,

The "Perspectives" Workshops, which have been held on the campus to assist people who have been affected by plant shutdowns, is a wonderful example of collaboration and responsiveness to the needs of our community (para 2).

Hosting these workshops demonstrated DGCTC's integral community relationship.

A learning opportunities example was demonstrated through DGCTC's Community and Economic Development Center web page. The Center's purpose statement read, "As such, we are constantly looking for new and exciting way to enrich our community. Please use the links below to find out more about our programs" (para 1) indicating DGCTC's commitment to working closely with the community to offer programs. It contained links to Enrichment Training, Children's Programs and Continuing Education programs showcasing community educational programs (Community and Economic Development Center). These examples demonstrated the strong community connection message.

Comprehensive community college. DGCTC's illustrated its comprehensive community college mission throughout the website. DGCTC defined its comprehensive programs and services through 11 academic and occupational program areas; developmental offerings in math, reading, and writing identified in the course schedule; customized, workforce and non-credit programs offered through its community and economic development center, and community services such as career services and youth programs.

The Academic Program Areas page provided links to eleven academic and occupational programs such as general studies and transfer degrees; electricity,

electronics, engineering, and manufacturing; allied health and nursing and information technology (Program Offerings Page). Upon linking to a specific program area page, I found printable brochures containing degree plans and degree planning worksheets for students' use. This web section provided information on academic and occupational degrees and certificate offerings designed for transfer or career training.

DGCTC's community service example included non-credit offerings in the business, computer, arts, and health areas and courses designed for youth. These courses are designed for general audiences, courses are affordable and they are all offered in a short time frame. Business course examples included leadership, customer service and inventory control; computer course examples included internet security, website design, and data base management; arts courses included drawing, pottery, and musical lessons; health related courses included exercise and stress management and programs designed for youth including college test preparation, crafts, and foreign language courses. These strongly stated message examples demonstrated DGCTC's comprehensive community college programs and services.

Customer focus. DGCTC's defined its customer focused message through its welcome center, and visitor's information website information. The welcome center is an information office physically located on DGCTC's campus. The Dean of Enrollment described the Welcome Center through this statement,

The Welcome Center is your central resource on campus for information about attending DGCTC. We are the prospective student's first point of contact at the college. Whether you are applying for admission, would like to tour the facilities, or interested in find out more about the programs we offer at the college, let us help you (para 1).

The physical welcome center provides a one-stop center for anyone wanting more information about the college. DGCTC's virtual welcome center is a centralized information resource containing web links to programs and services that a prospective student may need including enrollment information, program offerings, financial aid information, assessment testing virtual tour and welcome center staff contact information including a each staff member's photo, phone number, and email address.

The visitor's information page contained eight hyperlinks to information that DGCTC felt was important for college visitors. These links included Welcome Center describing DGCTC's central information resource, Admissions detailing the enrollment process, Program Offerings providing information on the college's programs, and Campus Life listing student clubs and organizations. The links also included Services Available describing academic and student support services, About Our College outlining the DGCTC's history, mission statement and community links, Driving Directions including narrative text and visual maps guiding a visitor to campus, and Community Links describing DGCTC's business, government, education, and community partners (Visitor's Information Page). The visitor's information web page text stated, "Welcome Visitors! The links on this page will provide you with important information about our college. Enjoy your visit and feel free to contact us with any questions" (para 1) indicating DGCTC's customer focus. The physical and virtual welcome center information and individual phone number and email address for each area exhibited DGCTC's strong customer focus message.

Diversity. DGCTC's promotion of diversity was stated strongly through its website messages. DGCTC defined this message by photos of student and employees

representing ethnic, age, and gender diversity. Physically challenged students were also welcomed through the messages and website photos. A non-discrimination policy is displayed prominently in several website sections including Admission, Program Offerings, Workforce Development and About Our College pages. Additionally separate web pages customized for various student groups promoted an inclusive and welcoming college environment. Finally, the president's welcome message illustrated her commitment to serving a diverse student body.

A diversity message example was illustrated through photos on DGCTC's website. The photos appeared to represent gender diversity through its equal balance of males and females students; ethnic diversity was illustrated through photos of African-American, Hispanic and white students; age diversity showcased younger and older adults working together in photos; and physically challenged students were illustrated in science labs and on the campus grounds defining a welcoming environment for all.

Another diversity example was portrayed through the website organization. Individual web page sections were designed for 11 separate groups such as first-time freshman, military students, and international students to senior citizens. These customized web pages showed DGCTC's commitment to serving a diverse student population.

The President's Welcome statement illustrated DGCTC's diversity commitment. The President's message read,

Our students come from every socio-economic group, cross all ages, and represent a wide range of racial, ethnic, and geographic diversity. But ultimately, we have all have one thing in common. That one thing is to improve ourselves and the quality of our lives (para 1).

The President's message expressed her acknowledgement in serving diverse audiences. These specific examples found throughout the website illustrated the strong diversity message.

Economic/workforce development. Economic/workforce development was a strongly stated web message. DGCTC's defined this message through its workforce development web page section. The Workforce Development purpose statement found on its main page read, "Workforce training involves a wide variety of programs tailored to students that are either currently in the workforce and require additional training, or those who are working towards upgrading their current skills levels" (para 1) acknowledging DGCTC's workforce development role as part of a comprehensive community college.

The Workforce Development page contained four links to workforce development initiatives. The Community and Economic Development Center provided links to business and industry customized training information and technical training initiatives. The Dorothy Gregg Industrial Foundation Training Consortium provided training offered by regional employers for other employers. DGCTC's Fire and Rescue training program provided training certification for volunteer and paid firefighters throughout the regions. DGCTC's Employment Testing Center provided a centralized location for national certification testing for employers and employees. These economic/workforce development programs demonstrated DGCTC's strong economic/workforce development message.

Safety. DGCTC defined safety through its numerous strongly stated messages depicted on the Campus Security and Safety Policies web pages. The Campus Security main page title hyperlinks included security officers, campus policies, incident log,

incident reporting safety/policy procedures, shuttle service and office location and included the Campus Security photo number and emergency number. A photo of the bottom of the Campus Security main page shows a smiling security officer standing outside his vehicle. A specific safety message located on the Campus Security page stated,

The Dorothy Gregg Community and Technical College employs full-time security staff members to better serve our students, faculty, staff, and the community. They are friendly, helpful people with a desire to serve. Please feel free to call on them if you need help (para 1).

This message described the Office's friendly and helpful manner in providing campus safety. The Safety Policies web page contained a Safety Policies and Procedures manual that appeared to be an internal document. The manual's table of contents included first aid procedures, crisis communication plan, safety policies and procedures such as earthquake drill and utility emergencies, and emergency exit routes. It also contained the president and other college administrator's office, home and cell phone numbers. This example sends a more serious safety message. These two messages strongly communicated DGCTC's safety commitment.

Student focus. DGCTC's student focused messages were defined through the numerous programs, services and information identified on the college's website. The Dean of Student Affairs message captured DGCTC's student focus and stated, "The Division of Students Affairs is committed to providing a wide variety of programs, services, and experiences that enhance your academic experience and that broaden your interpersonal, social and leadership skills" (para 1) depicting the college's student commitment.

A student focused program example included an admissions web page that provided a step-by-step enrollment process for all students. Admission requirements for 11 different student types such as first time freshman and international students were located on individual web pages. Student services available included academic support services such as tutoring, computer labs for research or writing papers, a virtual library providing resources for students anywhere on or off-campus, student support services including career services, veterans services and student clubs and organizations. Student clubs and organizations listed on the website represented diverse interests including academic, social, athletic, and faith based groups.

Student focus information examples included the state system student code of conduct that included student rights and responsibilities, academic policies and procedures, student appeals and responsibilities and the college appeal process. The Calendar and Events page suggests another student focused information example. This page contained seven links with pertinent information including important dates and events throughout the year such as registration dates, add/drop dates, tuition payment deadlines, and start and end semester dates and a final exam calendar. Separate website pages designed to assist, inform and support students represented DGCTC's strongly stated student focused messages.

Statewide community college system connection. DGCTC's connection to a statewide community college system is defined by several strongly stated messages. The History of the Dorothy Gregg Community and Technical college web page stated, "DGCTC is a member of the State Community College and Technical College System, which includes 16 districts" (para 1) describing its relationship to a larger statewide

community college organization. DGCTC does not have its own college logo. The logo contained on the banner heading used throughout the website is the state community college system logo. This represented DGCTC's close ties to a statewide system. Another example was the student code of conduct manual. It is a state community college system document indicated by the system logo and system name on the title page. The Faculty and Staff Page web section contained an online forms web page. This page contained links to over 200 forms in 11 categories such as human resources, payroll, purchasing and travel. Each form has a system logo at the top of the document. Finally, students access online courses through a centralized state system. These message examples demonstrated the system-connected messages.

Technology as a tool for learning and support. DGCTC defined technology as a tool for learning and support through its numerous messages found throughout the website. These messages included the availability of technological tools to improve access, deliver instruction, and provide information. DGCTC's access was improved by the numerous student forms that can be downloaded and printed from the site.

Unfortunately, a student is unable to submit the forms online as of yet. Form examples included application for admission, financial aid paperwork and course registration.

Numerous employee forms can be accessed as well from the website. Student email addresses are provided by DGCTC that improves communication access.

DGCTC used technological tools to deliver online instruction. Students received local assistance such as student's online success guide, local help desk support, and library resources. The students must link to an outside state community college system website to obtain their online courses.

DGCTC's website contained enormous amounts of information for students, visitors and employees. The "Campus Connection" online magazine contained news, upcoming events and articles featuring faculty and staff (Campus Connection). It also featured employees and staff retirees' photos. The calendar and events page provided holiday schedules, registration, payment, and graduation deadlines. Faculty web pages provided information about faculty schedules, interests and personal information. DGCTC illustrated technology as a tool for learning and support through these strong message examples.

The first ten messages included accessible, community connected, comprehensive programs and services, customer focus, diversity, economic/workforce development, safety, student focused, system connected and technology as a tool for learning and support. The last inductive web message life-long learning was communicated at a sufficient level. DGCTC only provided a general implicit message without specifically defining DGCTC's commitment to life-long learning.

Life-long learning. Life-long learning emerged as the last inductive message. I found two general messages. The first message was found on the Senior Citizen Waiver page. The Senior Citizen Waiver message stated, "Anyone who has attained the age of 65 may enroll for regular courses at the community college without payment of tuition" (para 1) suggesting DGCTC's acknowledgement of life-long learning. The second general message was found on the continuing education web page and stated, "Our continuing education (CE) focus is to provide you with the best quality personal and professional development courses when you need them and at a price you can afford. Continuing Education Units are awarded for all CE courses" (para 1) indicating

DGCTC's continual learning commitment. No other specific life-long learning messages were found on DGCTC's website. I found DGCTC's message examples only defined life-long learning at the sufficient level.

DGCTC's website contained eleven messages. Seven were stated at the strong message level, and one at the sufficient message level. The next section examines the similar and different print and web messages found upon identifying the inductive print and website messages.

Similar and Different Inductive Messages in Print and on the Website

I discovered four similar inductive mission statement messages as they appeared in print and on the website. The strongly stated similar messages included DGCTC's description of its comprehensive community college programs and services, its economic/workforce development message through specific credit and non-credit offerings designed to support local workforce needs. The third similar message was DGCTC's focus on students demonstrated through programs and services that aid students while attending DGCTC. I found one similar message defined at the sufficient message level. DGCTC's life-long learning message was found in the mission and purpose statements. This message was a general statement regarding the importance of life-long learning, but no further definition or evidence was found in the print materials. DGCTC's life-learning message was implicitly stated on the website through its senior citizens waiver and continuing education programs, but no explicit statements or further examples emerged. These four messages were found at similar message level in both print and on the website. The different inductive mission statement messages are next described.

DGCTC defined seven different inductive mission statement messages in print and on the website. Two messages were defined at different message levels on the website and in print and included accessible and community connected. Five strong messages appeared only on the website and included customer focus, diversity, safety, system connected and technology as a tool for learning and support. These messages comprise the different messages found in print and on the website.

The accessible message was defined at a strong message level on the website and at the weak level in print. The website message demonstrated the strong accessible message through its access to information including schedules, calendar, and forms; communication access through email address and a contact person's in each office area, and student and employee email addresses provided by DGCTC; instructional access through online offerings, off campus sites, and a university branch campus located at DGCTC; and financial access described through its tuition rates, scholarship, loans, and grant opportunities. The print materials contained a limited accessible definition message. Access was defined only through a financial perspective. College access was demonstrated through the college's scholarship program, loan, work-study and grant opportunities. The accessible message was defined at contradictory levels on the web and in print.

The community connected message was found at a strong message level on the website and at a sufficient level in print. The website message described DGCTC's partnership activities, community outreach and learning opportunities. The message was illustrated through hyperlinks to K-12 partners, regional boards, chambers of commerce and demonstrated through its hosting of community events, continuing education courses,

and participation in regional training consortiums. The printed mission statement provided a general statement defining DGCTC's community connections. This general statement discussed collaborating with others to provide programs and services, and provide cultural enrichment opportunities and expand life skills. The print materials do not provide further definition or examples demonstrating this message. The community connection message was defined at different message levels on the website and in print.

The last five messages were deemed different because they were only found on the website. All five messages were defined at the strong message level. These five messages included customer focus, diversity, safety, system connection and technology as a tool for learning and support. DGCTC strongly defined its customer focus based on its virtual welcome center functions and description of its campus welcome center operations. DGCTC also defined its customer focus based on the visitor's information page. This page provided links to various DGCTC services that would interest a virtual campus visitor. DGCTC's communicated strongly its diversity message through text and photos. Photos represented gender, age, and ethnic diversity. Physically disabled student photos were located on the website. Several website page messages encouraged active participation by disabled students. The President's welcome statement acknowledged student diversity. Safety as a website message was defined at a strong level. The Campus Security web page text and photo suggested a friendly, helpful, customer focused staff. The Safety Policies and Procedures manual provided emergency procedures and safety information. Both examples suggested safety as a strong message.

DGCTC's system connected message examples included the presence of a system logo along with the college's name in the banner heading of each web page. The student

code of conduct and online forms are both labeled with the system logo and name. DGCTC's online offerings are through a centralized community college system consortium. These examples suggested DGCTC's system connection. Technology as a tool for learning and support was defined at strong message level through multiple examples and specific messages found throughout the website. Technology is used for learning as demonstrated by online offerings and the virtual library. Support services such as admissions use technology to increase access. This is demonstrated by the many student forms that can be downloaded from the website and printed, but still need to be mailed or faxed to the campus. DGCTC's employees can easily access over 200 system forms using the website. Other support services included an online magazine and student email provided by the college. These examples demonstrated the strong technology as a tool for learning and support message. DGCTC's two messages defined at different message levels in print and on the web and five messages that emerged on the website may deliver unintended messages.

Unintended Messages

I determined that one DGCTC message delivered a conflicting message through its print materials and on the website. This unintended message was accessible. The second unintended message was diversity. I viewed it as unintended because it was so strongly defined on the website, and omitted in the print materials.

The print materials defined access only by stating that DGCTC is affordable. Affordability is only one component of accessibility as delivered through the website. DGCTC strongly communicated its access message in multiple ways through the website. It emphasized its student access commitment for anyone who may not be able to attend

the physical campus. Most student enrollment processes including admission, registration and course additions or drops can be done from a computer. Students can access faculty or staff through email or phone numbers prominently displayed on the website. Student can obtain information regarding news and events through the online magazine. The Financial Aid web page lists all scholarship, grant, loan, and work study options on its main page as to demonstrate DGCTC's mission of providing affordable educational opportunities. The Financial aid application can be faxed or emailed to the Financial Aid office. Access to instruction is provided through online course offerings and research can be conducted through a virtual library. Degree and certificate plans are also posted online as to provide students with information to plan course selections. DGCTC's website provided access to its programs and services. The print access message appeared as an unintended message due to its limited definition and omission of other DGCTC access components stated on the website.

The second unintended message was diversity. DGCTC omitted a diversity message in its print materials. The only statement that may suggest a diversity message was found in the mission statement and read, "...educational and training opportunities to all persons" (para 1). This quotation can be interpreted as a vague diversity message, but appeared as an undefined statement. This statement remained undefined because the print materials provided no further information or examples. The diversity website message examples supported DGCTC's non-discrimination student policy. This policy found on the Admissions page website stated,

All applicants meeting the appropriate academic requirements and technical standards shall be considered equally for admission to a community college or to any program regardless of race, color, religion, gender, marital status, national origin, age, sexual orientation or mental or physical disability (para 1).

DGCTC supported this policy as evidenced by the text and photo examples found throughout the website. Photos depicted gender, age, ethnicity and physically challenged students. The Disability Services program was a link from many student focused pages such as Program Offerings, Student Affairs Page, and the Assessment Center. Although I found multiple student diversity message examples, I was unable to find the same employee diversity message examples. The college President's photo appeared next to her welcome message. She is an African-American female. Other leading administrative officers such as the Dean of Enrollment Services and the Dean of Student Affairs are white males as indicated by photos next to their welcome messages. There were many employee photos on the web page, but most photos contained white females. It appeared that the diversity message may be applicable to the student body, but the college employees may not have the same diversity make-up. The omission of a print diversity message, a strong diversity message regarding the student body, and a possible lack of employee diversity may send unintended messages.

The mission statement messages as they emerged in print and on the website, a comparison of similar and different messages, and unintended messages comprise DGCTC's inductive profile. The next section describes DGCTC's mission statement messages in print and on the website using the deductive mission statement framework adapted from Newsom and Hayes (1990).

Deductive Print Messages

I analyzed the deductive print messages using the same materials described in the inductive print message section. The five print materials included a Welcome Letter, Academic/Technical Curricula brochure, General Information pamphlet, Enrollment

Checklist form, and an Associate of Arts/Associate of Science degree pamphlet. The print material content was thoroughly described in the inductive print message section. I found all seven deductive messages as defined by Newsom and Hayes (1990) in the print documents. The seven messages included:

1. Target clienteles: defined by DGCTC's target audiences including transfer, workforce, communities and disabled students target audiences;
2. Products or outputs: offered by DGCTC beyond general teaching such as transfer and occupational degrees, certificate and diploma offerings, and cultural offerings;
3. Commitment: demonstrated through accessible and community responsive academic and career programs and services identified for DGCTC's growth or survival,
4. Philosophy: defined by DGCTC's beliefs, values, and philosophical priorities including quality, affordable and accessible programs and services for a diverse study body;
5. Self-definition: identified by DGCTC's view of itself as a comprehensive community college, partner with workforce in developing programs, and life-long learning provider;
6. Public image: shown by the reputation DGCTC seeks to have among the public including excellent, accessible, affordable and responsive educational provider; and
7. Geography: defined by the location DGCTC serves and implied through the college's address.

I found that six messages including target clienteles, products, commitment, philosophy, self-definition, and public image were defined at the strong message level. I defined these messages at a strong message level because of any combination of multiple, diverse, specifically stated, or repeated messages found in text, graphics, or photos. Geography as the last deductive message was defined at the weak message level. This

message description is found later in this section. I begin my deductive print message analysis by describing DGCTC's six strong messages.

Target clienteles. DGCTC's target clienteles were identified according to Newsom and Hayes (1990) definition which included constituencies the college wants to serve. DGCTC's mission statement identified target clienteles as "all persons" (para 1) providing an initial vague definition of DGCTC's target audiences. The mission statement's first paragraph contains this message. Subsequent mission statement paragraphs defined all persons including transfer students, training for individuals competing in a changing workforce, community, and serving individuals preparing for success in college courses. The general information pamphlet also identified target clienteles through the following statement, "...and more responsive to the needs of students, employers and communities" (para 1) describing groups DGCTC's wants to serve. Finally, the general information pamphlet identified students with disabilities as another constituency group through its students with disabilities welcoming statement. DGCTC's target clienteles were communicated strongly through these messages.

Products. DGCTC's products were identified according to Newsom and Hayes (1990) definition which included outputs beyond general teaching and service. DGCTC's products were defined through the degree offerings and mission statement located in the General Information pamphlet. DGCTC product message examples found in the Academic/Technical curricula brochure included a complete listing of two-year transfer, career and technical degrees, one-year certificates and less than one-year diploma offerings. This listing illustrated DGCTC's outputs by providing the first two years of a baccalaureate degree, and preparing individuals for the workforce. These two outputs

were repeated in the mission statement. Additional examples found in the mission statement stated, “developmental education courses to prepare individuals for success in transfer and technical courses...and to expand the life skills, knowledge and cultural enrichment of the community” (para 5) describing DGCTC’s commitment to providing these products. DGCTC’s mission statement also included services such as the library, tutoring, and information technology resources that support students’ development. These product examples including transfer and career preparation, courses designed to prepare students for college success, continuous learning, cultural enrichment, and student development defined strongly DGCTC’s products message.

Commitment. DGCTC illustrated its commitment through several print messages. Newsom and Hayes (1990) defined commitment as “what will be emphasized for survival and growth” (p. 30). DGCTC’s commitment messages emphasized providing general and technical education programs, continuing education and customized training programs, developmental offerings and supporting community and student needs. A strong message example found in the mission statement read, “provide programs and services that prepare individuals to live and to work in a constantly changing world” (para 1) demonstrating DGCTC’s commitment to providing programs that adapt to community needs. Another commitment message found in DGCTC’s purpose statement found in the General Information brochure stated, “DGCTC is committed to making education more accessible, more relevant and more responsive to the needs of students, employers and communities” (para 1) illustrating what will be emphasized for survival and growth. Other commitment messages found in the print documents included

collaborating with others for program development and providing cultural opportunities. These strongly stated messages demonstrated DGCTC's commitment message.

Philosophy. DGCTC expressed its philosophy through strong messages found throughout the print documents. DGCTC's philosophy was identified according to Newsom and Hayes (1990) philosophy definition which discloses the college's specific beliefs, values and philosophical priorities. DGCTC's values and beliefs were expressed in the mission statement, "Dorothy Gregg Community and Technical College is a comprehensive community and technical college committed to providing quality, affordable, and accessible educational and training opportunities for all persons" (para 1) defining its philosophical priorities. DGCTC believes in providing accessible educational opportunities for a variety of individuals including first-time freshman, military students, non-degree students, transient students as indicated by DGCTC's individualized admission description information found in the General Information brochure. DGCTC's encouraged a diverse student body including disabled students illustrated through welcoming statements and helpful information also found in the General Information brochure. These strongly stated messages illustrated DGCTC's philosophy.

Self-definition. DGCTC's self-definition message was expressed through several messages. DGCTC's self-definition message was identified according to Newsom and Hayes (1990) definition which includes how an institution views itself. DGCTC views itself as a comprehensive community college defined through its mission statement. DGCTC strongly believes it plays an important role in preparing individuals for the future workforce. DGCTC prepares individuals for the future by providing programs and services for students desiring to transfer or prepare for careers through its degrees,

certificate and diplomas offerings. The General Information pamphlet purpose statement reinforces DGCTC's transfer role and stated, "The single most popular area of study is the baccalaureate transfer program, which allows students to earn an associate degree at DGCTC and transfer those credits to other colleges and universities" (para 1). DGCTC provides short-term customized training for business and industry and non-credit programs for continual learning. Developmental offerings prepare students for college courses. It partners with others in offering community and cultural services and programs. These examples depicted DGCTC's self-definition.

Public image. DGCTC's public image was referenced several times through several print material documents. DGCTC's public image was identified according to Newsom and Hayes (1990) definition which included what reputation DGCTC wishes to have among the public. A public image example located in the mission statement text stated, "Dorothy Gregg Community and Technical College is a comprehensive community and technical college committed to providing quality, affordable and accessible educational and training opportunities..." (para 1) suggesting DGCTC's reputation as an excellent, reasonably priced and responsive educational provider. The mission statement text also suggested DGCTC's reputation as a collaborative community partner in developing program and services that respond to community needs. Another public image message example found in the General Information pamphlet text which read, "DGCTC is committed to making education more accessible, more relevant and more responsive to the needs of students, employers and communities" (para 1) illustrating DGCTC's reputation of quickly responding to community needs. Another public image message was demonstrated through DGCTC's enrollment checklist sheet

and general information pamphlet information. The college appeared friendly and helpful through its detailed step-by-step enrollment process description. These message examples described DGCTC's public image.

Geography. Geography as the last deductive print messages was described at the weak message level. Geography was described at the weak message level due to its general implicit message with no further definition or explanation. Geography was defined by Newsom and Hayes (1990) as stating the specific location the college services. The print materials state the college's address on the General Information pamphlet back cover and application form. This implies the general area the college serves. The mission statement contains the second example. The mission statement text stated, "...and community" (para 4) without defining the specific community. DGCTC's geography message was stated at a weak message level.

Six print deductive messages including target clienteles, products, commitment philosophy, self-definition and public image were labeled at a strong message level due to the variety of specific, detailed messages. I defined geography at the weak message level. Upon completion of identifying the inductive messages, I re-examined the print materials and website to identify the deductive mission statement messages.

Deductive Web Messages

DGCTC's deductive web messages were located on the college's website. I used the same web pages as described in the inductive web section. I analyzed the web information by looking for the same seven mission statement messages as defined by Newsom and Hayes (1990) deductive framework. I found all seven deductive messages on the website. The seven messages included:

1. **Target clienteles:** defined by 10 specific constituencies DGCTC wants to serve and illustrated through text and photos,
2. **Products or outputs:** offered by DGCTC beyond general teaching such as workforce training, degrees and certificates and life-long learning;
3. **Geography:** defined by the locations DGCTC serves including five off-campus location and its main campus,
4. **Commitment:** shown through DGCTC's program offerings and student services emphasized for survival and growth,
5. **Philosophy:** defined by DGCTC's beliefs, values and philosophical priorities such as promoting diversity and student success,
6. **Self-definition:** identified by DGCTC's view of itself including accessible programs and services, statewide community college system connection and comprehensive community college offerings and,
7. **Public image:** defined by the reputation DGCTC seeks to have among the public such as student focused, workforce connected and comprehensive in its offerings.

I defined all seven messages at the strong message level due to any combination of multiple, diverse, specific, or repeated messages conveyed through text, graphics, or photos. I next describe the deductive mission statement message web analysis.

Target clienteles. DGCTC's target clienteles were defined through messages found on the admission pages, and repeated throughout the website. The visitor's information web page identified visitors as an important target clientele. A web page section provided visitor information such as admissions, program offerings, campus life, available services, information about the college, driving directions and community links (Visitor's Information) providing pertinent information for a virtual website visitor or prior to a visitor coming to the physical campus. The admission requirements page identified nine target audiences including first-time freshmen, military students, advanced standing students, readmitted students, transient students, non-degree students,

international students, senior citizens, and students with disabilities (Admission Requirements). Individual web pages were posted for each target audience. This individual page included a step-by-step admission process checklist customized for each target audience. For instance, an international student must provide acceptable Test of English as a Foreign Language (TOEFL) scores as part of the admission process (International Students). The international student must also show American College Test (ACT) scores and provide proof of insurance. The students with disabilities web page described the accommodation request process along with the step-by-step admission process checklist. All identified target audiences were also mentioned throughout various other website pages. For example, the workforce development web pages mentioned non-degree students. The veteran affairs web pages discussed services for veterans and current military students. The off-campus programs and student affairs pages both mention degree and non-degree students.

DGCTC also identified target clienteles through its photos. Photos represented student body diversity inclusive of age, ethnic and students with disabilities. Website pages identified female and male students of all age groups in graduation robes. White, African-American and Hispanic students were featured working together on a science project. Another photo featured a wheel chair bound student talking with other students outside a campus building. These text and photo examples demonstrated the strong target clienteles' message.

Products. The Workforce Training web section described customized program options for the workforce. The Workforce Training Development page text stated, "Workforce Training involves a wide variety of programs tailored to students that are

either currently in the workforce and require additional training, or those who are working towards upgrading their current skills” (para 1) describing its non-credit and customized training opportunities. Links to the eleven program areas provided specific degree, certificate and diplomas options including special admission requirements such as prerequisites, course offerings and credits necessary to complete any of the options. DGCTC offers life-long learning as another products option. Senior citizen waivers allow anyone over the age of 65 to attend any DGCTC course without paying tuition encouraging continual learning. Non-credit offerings designed to develop new skills, retrain, provided other continual learning options for the community. DGCTC’s website examples clearly communicated the products message.

Geography. The first geography message was defined through its off-campus site locations including a local military base and five additional off-campus sites in addition to its main campus. Addresses for all sites are located on the Quick Links page also identifying the college location. The Driving Directions web page contained a visual map of the campus location within the state. It also provided narrative driving directions from different locations within the state. The Distance Learning web page implies that the college can serve anyone in any location. The Distance Learning web text stated, “Online learning offers flexibility and convenience for adult learners. You may access the course from a computer with an Internet connection 24 hours a day, seven days a week from home, work, a college campus, or public library” (para 1) describing how students can take DGCTC courses from any location. DGCTC’s geography message was communicated clearly through the website.

Commitment. DGCTC communicated a commitment to its academic, occupational, workforce programs offered at multiple sites. Student success was another strongly stated DGCTC commitment message. DGCTC's website contained specific information regarding its 11 program areas. Each academic and occupational program illustrated DGCTC's comprehensive community college commitment. The workforce development website page illustrated DGCTC's continual learning commitment as well as commitment to the community. The five campus locations, distance education offerings and university extended campus on site emphasized DGCTC's educational access commitment. DGCTC's website messages demonstrated its student success commitment. The Dean of Student Affairs Welcome Message text stated, "...committed to providing a wide variety of programs, services and experiences that enhance your academic experience and that broaden your interpersonal, social and leadership skills" (para 1) defining DGCTC's commitment to providing opportunities for success while attending DGCTC and after graduation. The President's Welcome message also illustrated the student success commitment through the following statement, "Student success in postsecondary education is our priority" (para 4) demonstrating DGCTC's commitment to providing the programs and services needed to support student success. Comprehensive programming, continual learning, community partner, educational access and student success messages demonstrated DGCTC's commitment to programs and services emphasized for survival and growth.

Philosophy. Promoting diversity illustrated by student body photos and web text, supporting student success depicted through numerous academic and student support services, ensuring higher education access through financial, geographic, and

instructional examples, and demonstrating integral workforce and community partner relationships defined DGCTC's values and beliefs.

Promoting diversity provides the first philosophy message example. Website photos represent age, gender, ethnicity, and physical abilities differences. For example, DGCTC's home page contained two females in graduation robes. Both females are white, but represented different age groups. Another home page photo contained an older African-American male also in a graduation robe. A science lab photo contained students representing gender, age and ethnic diversity. Several campus building photos appeared to illustrate a diverse student body including physically disabled students. Additionally, a separate web page for students with disabilities communicated an inclusive and welcoming message. The Dean of Student Affairs Welcome message also demonstrated DGCTC's diversity belief through the following statement,

A well-educated person is one, who recognizes the importance of service to others, is sensitive to and has a keen understanding and appreciation of differences, and promotes social justice issues. We are proud of our students and the unique experiences and background they bring to our campus (para 1).

The Dean's message recognized the importance of diversity on the DGCTC campus. Student diversity appeared to be emphasized through photos and text messages.

DGCTC also supported student success through its academic and student support services. DGCTC's available services included academic support services, computer lab, virtual and physical library, learning lab, and student clubs and organizations. The Welcome Center provides a one-stop shop for advising, placement testing, registration, tuition payments and other student support services. This centralized approach makes student information easy to obtain. The Here's How to Enroll web page text illustrated DGCTC's commitment to support student success,

At the time of enrollment you will be assigned an Academic Advisor. Advisors and Counselors are there to help you with many of the decisions you will have to make while at DGCTC....Students who keep in touch with their Academic Advisor are more successful in accomplishing their goals” (para 9).

Assigning student advisors is another example student support example. The Student Clubs and Organizations web page listed 18 groups including academic, career, faith based, and wellness organizations providing additional ways to support students’ success while attending DGCTC. Promoting diversity and supporting success defined DGCTC’s values, beliefs and philosophic priorities.

Self-definition. DGCTC views itself as providing access to anyone who would like to receive higher education through its locations; financial and instructional access messages; connecting to a statewide community college system that provides specific programs and services such as distance education, and student and employee policies and procedures; supporting students through its comprehensive mission program offerings and student services such as the Welcome Center; and partnering with the community to deliver cultural and other activities including workforce development programs.

For example, DGCTC’s access messages included providing five physical locations for higher education access. DGCTC’s main campus also hosts an extended university campus offering four-year degrees. Financial access was demonstrated through its Financial Aid web page. Federal grants including work study, state grants and scholarships, and Veterans educational assistance links were all included on this page illustrating multiple tuition payment methods. DGCTC also offers its own payment plan allowing students monthly installment tuition payments. Instructional access was demonstrated through DGCTC’s multiple delivery methods including courses offered on

all sites, television courses, and online courses providing flexibility in delivering course offerings to meet student needs.

Another self-definition example demonstrated DGCTC's partnering with the community and workforce. The President's Welcome message demonstrated workforce partnerships through the following statement, "Strong articulation agreements between DGCTC and business, industries, and various workforce agencies provide seamless pathways for students to fulfill their educational and career goals" (para 2). This statement articulated DGCTC's commitment to working with the local workforce in delivering programs and services. A citywide training consortium was initially organized by a local business and the college. The consortium currently involves over 50 businesses, the local economic development association and DGCTC. The consortium's mission statement found on DGCTC's workforce development web section also illustrated DGCTC community and business partnerships and stated, "The primary purpose of this organization is to develop and implement various training programs for local industry, to upgrade skills of current employees, and to provide continuity of educational development for students who may be considered for employment upon graduation" (para 1). The consortium was an important demonstration of DGCTC's community and business involvement. DGCTC's self-definition message was communicated strongly through its access, statewide community college connection, service to support students, and community and workforce partnership examples.

Public image. I determined student focused workforce connectedness and comprehensive community college mission as public image messages. The college commits to providing programs and services directed at helping students succeed. The

website demonstrates the college's student/customer focus by providing an enormous amount of information regarding the college. Web information is written in easy to understand language. The website welcomes diverse student groups and visitors demonstrated by photos and text suggesting DGCTC's inclusiveness. The header banner text located on every web page stated, "We care about your success!" (para 1) continually projecting a caring image. The Welcome Center provides a centralized location for student and visitor information and services. The Welcome Center's name suggested a helpful place for students and visitors. The workforce connectedness is demonstrated through DGCTC's separate web section with multiple pages. This web section pages described customized training offerings, industry consortiums developed for workforce training, specific occupational training programs, and employment testing services. DGCTC demonstrated its comprehensive mission through its explanation of academic and occupational degrees, certificates and diplomas; creation of workforce development programs courses to prepare students for college level courses; and community services such as cultural events. DGCTC's public image was demonstrated through student focused, workforce connectedness, and comprehensive community college programs and services as public image message examples.

DGCTC's website contained all seven deductive messages as defined by Newsom and Hayes (1990). All seven messages were stated at the strong message level. Besides identifying the deductive print and website message, I discovered similar and different web messages.

Similar and Different Deductive Messages in Print and on the Website

I distinguished similar and different deductive print and web messages by different message levels since all seven deductive messages appeared in print and on the website. Six DGCTC print and web messages including target clientele, products, commitment, philosophy, self-definition and public image were stated at the strong message level. These messages were communicated strongly through similar messages identified by a combination of multiple, diverse, specific, or repeated messages conveyed through text, graphics, or photos. Specific examples demonstrated the strong message level and are found in the print and web deductive web sections. The similar print and website messages and level suggested an alignment between the two mediums from the deductive framework perspective. I determined the geography message was stated at the strong message level on the website and a weak message level in print. The message comparison is described next.

The website geography message was strongly stated. The message examples clearly define the location DGCTC wishes to serve. The website specifically defined the location DGCTC wishes to serve through listing the five off-campus locations including a military base and the main campus location. The website provides detailed driving maps using visual and narrative descriptions. The visual map shows the college's location within cities and the state. The geography message was also communicated through the distance education web page. The distance education web page suggested DGCTC serves students located anywhere. DGCTC's print geography message is vague and undefined. DGCTC's address located on the general information brochure implicitly defined the location DGCTC wishes to serve. None of the print materials provided any further

definition or explanation of the geography message. DGCTC's web and print geography message delivered different information.

I determined geography as a deductive message was different due to the different message levels communicated through the print and web documents. Additionally, I determined geography also was an unintended message due to its different message levels. I also determined philosophy delivered unintended messages in print and on the website. I will next describe the unintended messages delivered through the print material and website messages.

Unintended Messages

Geography was the first unintended message found in the print and web documents. I determined it as an unintended message due to the strong message communicated on the website, and the weak message communicated through print. The web message defined six specific physical locations defining the location DGCTC serves. The campus sites are named after the city locations or the military base. Defining the specific locations on the website provided valuable information for a potential student looking for a near by facility. The Distance Education web page text also defined the location the college wishes to serves by stating that students can take classes located anywhere. Distance Education increases DGCTC's geography messages by expanding the location in which it delivers instruction. The print geography message implicitly suggested the location DGCTC wishes to serve by listing its address on the print documents. It provided no information about its multiple off-campus facilities or its distance education opportunities. Identifying specific DGCTC locations may be important for a potential student moving to the area and hoping for housing close to a

campus. A student may also want to know the campus location and their proximity to a campus when determining resident or non-resident tuition rates. The vague implicit print geography message may send an unintended message.

I determined promoting employee diversity as part of DGCTC's philosophy as the second unintended message. The print and web documents both contained this unintended message. Both documents emphasized student diversity as a DGCTC value or belief, but DGCTC appears to not promote employee diversity as part of its philosophy. The print documents encouraged a diverse student body illustrated through welcoming statements found in the general information brochure. The general information brochure also listed a separate statement welcoming students with disabilities. The Academic/Technical Curricula brochure listed the state community college system equal education opportunities policy. The print documents appear to promote student diversity as one of DGCTC's beliefs. The website promoted DGCTC student diversity message through text and photos. The Dean of Student Affairs' welcome message communicated DGCTC's commitment to promoting student diversity. The Disabilities Services web page text provided a welcoming message encouraging disabled student enrollment at DGCTC. It also provided helpful information and tips for college success for disabled students. Web page photos illustrated student diversity. Student photos throughout the website illustrated age, gender, and ethnic diversity. Several photos showed disabled students. The text and photos promoted student diversity. I found no website text documentation promoting employee diversity such as an equal opportunity statement. There were limited employee photos. DGCTC's college president is an African-American middle-aged woman illustrated by her photo on the President's Welcome letter

website page. The Dean of Student Affairs and Dean of Enrollment Management are both white, middle-aged males. No other administrative level photos were contained on the website. The Faculty and Staff web page section contained no employee photos. It appeared that DGCTC promoted student diversity, but DGCTC may not promote employee diversity due to its lack of text and photo messages. This may send an unintended philosophy message.

DGCTC's print and web messages identified through Newsom and Hayes (1990) deductive mission statement framework lens, a comparison of similar and different messages, and the geography and philosophy unintended messages comprise DGCTC's unique profile.

Through the within-case analysis I observed many similarities and differences between each site's print materials and the website. The print materials expressed many of the traditional community college mission statement functions and components expressed in the literature. The print information remains static, prohibiting continual changes that can easily occur on an institution's website. The individual's community college print materials often lacked a consistent message with its own website. The institution's websites even at the most basic level become a sophisticated tool designed to assist the viewer with obtaining information about the college, interacting with the user, and providing robust information as compared to the print materials. The website's ability to easily change content provides potential and current students, and other users with detailed (hopefully current) information unavailable in print. The within-case analysis provided a fascinating insight to a community college's print and web messages and their similar and different messages.

CHAPTER FIVE

CROSS-CASE ANALYSIS AND DISCUSSION

The mission statement messages obtained from the inductive and deductive analysis provide insights regarding how and what mission statement messages community colleges are communicating through their print and website mediums. In the sections which comprise this final chapter, I will provide the cross-case analysis answering the final research question. This research question asks what the similarities and differences are across all community colleges' mission statements as they appear in print and on the website. I conclude this study by offering my personal reflections, providing recommendations for others using this study and presenting recommendations for further research.

Six sections comprise Chapter Five. In the first section I describe the similar and different messages derived from the inductive analysis for both print and websites across all four sites. I identify next the level of each message (strong, sufficient or weak) across all sites for both print and the websites. I conclude the section with my personal observations regarding the inductive analysis.

The second section presents a comparison of the message categories and message levels from the deductive analysis across all sites for both print and web and incorporates my personal observations. I classified each inductive and deductive message as being at one of three levels: strong, sufficient, or weak. Any combination of multiple, diverse,

specific, or repeated messages conveyed through print, graphics, or photographs comprise a strong message level assignment. For instance, student focus emerges as an inductive message. I found statements illustrating the student focus message through the institution's programs and services, photographs of students and college employees working together, or repeated messages describing the importance of academic advising in two different sections of the print materials or websites. I assigned the sufficient level to broad or general statements with no examples illustrating the message or text providing further definition. For instance, an institution may state its commitment to instructional technology, but the print or website lacks evidence supporting the message. A vague or unclear message received a weak message level. I also defined a message at a weak level if it conflicts with other print or website messages. For example, an institution's website message encourages a diverse campus; however, the web photographs illustrate only white males.

The unintended messages emerging from the inductive and deductive analysis process constitute the third section. I defined unintended messages as contradictions, omissions, and/or inconsistencies in emphasis that appear in the print messages or those that appear on the website. For example, the print message provides a limited access message while the website provides a very comprehensive message describing its financial, communication, and instructional access.

The fourth section relates my inductive and deductive findings to the literature. The inductive messages' relationship to the literature aligns directly with community college literature. Several messages hint at the relationship to the literature, while three messages suggest the inclusion of these messages as part of the community college

mission statement literature. The deductive findings directly relate to the business and postsecondary mission statement literature including the framework derived from Newsom and Hayes (1990) study.

Within the fifth section I provide my personal reflections regarding this research study. I also provide recommendations for community college leaders evaluating mission statement messages in print materials and on the website as the sixth section.

The final section identifies future research opportunities. These future research opportunities suggest this study's replication or similar studies that focus on the stakeholder's view of print and web materials. Further studies are warranted as future and current students, parents, and businesses use print and web as an informational resource.

Inductive Print and Website Message Levels Across All Sites

My analysis includes identifying and describing the print and website messages and message levels across all sites derived from the inductive analysis. The tables provide a visual snapshot of the similarities and differences in messages and message levels across all sites. The narrative description provides further detail regarding the messages and message levels.

Inductive Print Messages

Table 5.1

Similar and Different Inductive Mission Statement Messages Found across all Sites as they Appear in Print

Site	DCC	ECTC	JRCC	DGCTC
<i>Messages</i>	✓	✓	✓	✓
Community connection	✓	✓	✓	✓
Economic/workforce development	✓	✓	✓	✓
Student focus	✓	✓	✓	✓
Access	✓	✓		✓
Comprehensive community college programs and services		✓	✓	✓
Quality	✓	✓	✓	
Diversity		✓	✓	
Statewide community college system connection	✓			
Service area	✓			
Linchpin to K-12 and four-year schools	✓			
Technology as a tool for learning and support		✓		
Commitment to employees' success		✓		
Image		✓		
Lifelong learning				✓

Three common print messages emerged from the inductive analysis across all four sites: demonstrating a community connection through the site's programs and services, offering economic/workforce development programs, and providing a student focus throughout the print materials.

Community connection. The mission statements of all four sites contained similar statements regarding the college's community connection. Statement examples include enhancing the quality of life of citizens in the community or service area or providing continuing education offerings to expand the knowledge and improve the community.

ECTC, JRCC, and DGCTC also mentioned providing cultural activities through working with the community. These examples demonstrated the site's community connection.

Economic/workforce development. All sites mentioned economic/workforce development illustrated through similar statements emphasizing customized training or programs that assist with local workforce growth. DCC, ECTC, JRCC, and DGCTC mission or purpose statements all include specific phrases illustrating the site's commitment to training the local workforce. JRCC and DGCTC also stated the importance of training individuals for the future workforce. For example, DGCTC's print materials listed occupational degrees, certificates, and diplomas demonstrating its commitment to preparing individuals for the workforce. The print materials' statements clearly communicated the site's economic/workforce development message.

Student focus. Another similar message emerging from the inductive analysis was student focus. Student focus statement examples included providing academic, career, and personal services that support the student's educational goals. A specific example found in DCC's Admission Letter states, "We are proud of our reputation for putting students first in every aspect of our operations" (para 2), demonstrating DCC's student focus. All sites displayed a student focus message described through specific statements and examples.

I identified three common print messages across all three sites from the inductive analysis, including access through financial assistance, offering comprehensive programs and services, and illustrating quality through accreditation statements and other examples. JRCC lacked an access statement. DCC omitted discussing its comprehensive programs and services, and DGCTC lacked evidence demonstrating its quality.

Access. DCC, ECTC, and DGCTC statements identified access as an emergent message. Access statement examples illustrated the financial access available through scholarships, payment plans, or other federal, state, or local sources. All three sites included the word accessible within the mission or image documents with no further explanation or examples. For example, ECTC's Image Statement states, "We provide an open, comprehensive, and quality educational experience that is affordable and accessible" (para 1), but no further information defines the statement. DCC, ECTC, and DGCTC demonstrated an access message through its examples and statements.

Comprehensive community college. Comprehensive community college programs and services statements emerged as a similar message for ECTC, JRCC, and DGCTC. ECTC and JRCC contained the word comprehensive in their mission statements. All three defined comprehensive through statements describing transfer and career offerings, workforce training, developmental offerings, and community services. Another example found in DGCTC's Associate of Arts/Associate of Sciences degree pamphlet listed all educational requirements for its degree offerings promoting DGCTC's transfer programs. DCC print material statements lacked a comprehensive program and services focus, illustrating a different focus with an emphasis on occupational programs rather than a comprehensive programs and services focus. ECTC, JRCC, and DGCTC clearly communicated their comprehensive programs and services messages through their print material statements.

Quality. Similar statements illustrating DCC, ECTC, and JRCC quality message appeared in the print materials. All three sites listed their regional accreditation statement in their print materials. External stakeholders often view the accreditation statement as a

statement of the institution's quality when considering funding, articulation, or other partnering activities. DCC's implied quality through its statements discussing DCC as a top choice for students and employers. ECTC's statements implied quality by describing its assessment process as a means of continually improving the institution. JRCC's Educational Program goals included "high quality..." (para 1) when describing its programs and services. The three sites all illustrated quality through their accreditation statements, but ECTC and JRCC provided additional examples related to the quality message.

Diversity. Similar statements found in ECTC and JRCC print materials illustrated diversity as a message emerging from the inductive analysis. Both sites contained the word diversity within the mission, goal, or vision statement. For example, ECTC's mission statement asserts, "The college further provides a physical and intellectual environment for the faculty, staff, and student body that promotes cultural, ethnic, racial and gender diversity" (para 3), illustrating its understanding of diversity. JRCC's diversity statement was more general but recognized the importance of serving a diverse student body. DCC and DGCTC lacked diversity statements.

Single college messages. Additional messages emerged at single institutions. Statements found in DCC, ECTC, and DGCTC print materials contained seven messages different from the other institutions. JRCC had no unique messages. All JRCC's messages shared similarity with other institutions. DCC's print material statements contained different messages, including its statewide community college connection, its service area, and its linchpin relationship to K-12 and four-year schools. ECTC's print material statements contained messages about technology as a tool for learning and

support, commitment to employees' success, and image. Finally, DGCTC's statements defining lifelong learning emerged as the last of the seven different messages. Specific statements and definitions found in Chapter 4 illustrated the different messages.

I have three personal observations regarding statements describing the print messages. First, the similar messages found across all sites were consistent with the postsecondary mission statement literature. Even though the majority of mission statement literature is over 10 years old, most of the identified mission statement messages are congruent with the literature as discussed later in this chapter. Additionally, more messages emerged from ECTC's print materials than other sites suggesting a more clearly defined mission statement. Finally, the diversity print message found in ECTC's and JRCC's statements promoted student diversity, but not college wide diversity.

This section compared the similar and different print messages across all sites and messages found only at individual institutions as an initial analysis. The print message levels discussed next provides additional analysis of the similar and different messages across all sites.

Inductive Print Message Levels

Table 5.2

Inductive Mission Statement Messages and Message Levels Across all Sites as they Appear in Print

Site	DCC	ECTC	JRCC	DGCTC
<i>Messages</i>				
Community connection	ST	ST	ST	SU
Economic/workforce development	ST	ST	ST	ST
Student focus	ST	ST	Su	ST
Access	W	SU		W
Comprehensive community college programs and services		ST	ST	ST
Quality	ST	ST	SU	
Diversity		ST	SU	
Statewide community college system connection	ST			
Service area	ST			
Linchpin to K-12 and four-year schools	SU			
Technology as a tool for learning and support			SU	
Commitment to employees' success		ST		
Image		ST		
Lifelong learning				SU

Note. ST = Strong; SU = Sufficient; W = Weak.

Community connection. DCC, ECTC, and JRCC communicated strong community connection messages while DGCTC communicated this message at the sufficient level. A strong community connection example stated in ECTC's goals asserts, "To participate actively in community and economic and cultural development, often utilizing a partnership approach" (para 2), demonstrating ECTC's community commitment with various community entities. ECTC further provides specific community connection examples. DGCTC's community connection statement provides

general information without giving any specific examples or further definitions.

DGCTC's mission statement reads, "Continuing education...offered to expand the life skills knowledge and cultural enrichment of the community" (para 4), which indicates its community commitment. The print materials lack any examples or further explanation regarding its community connection.

Economic/workforce development. DCC, ECTC, JRCC, and DGCTC all communicated strong statements indicating their economic/workforce development initiatives. As an example, JRCC's specific statement supporting economic/workforce development found in the educational program goals states, "The purpose of these programs and services is to support the economic development of the area" (para 1), demonstrating JRCC's commitment to the community's economic growth. All sites expressed similar statements regarding their role in economic/workforce development activities.

Access. ECTC provided a statement at the sufficient level defining access while DCC and DGCTC expressed access at a weak message level, and JRCC's print materials lacked access statements entirely. ECTC's print materials used the word access three times but failed to define access through examples or further clarification. DGCTC's access statement defined access only through its financial opportunities such as scholarships and financial aid. Additionally, DGCTC's mission statement reads, "Dorothy Gregg Community and Technical College ... is committed to providing quality, affordable and accessible educational and training opportunities" (para 1). DGCTC provides limited information regarding its access message.

Student focus. DCC, ECTC, and DGCTC provide statements indicating their student focus message. JRCC demonstrated its student focus message at the sufficient level. DCC provided a strong student focus message through several specific statements. DCC's Admission Letter text states, "We are proud of our reputation for putting students first in every aspect of our operations" (para 2). JRCC's student focus example found in the vision statement reads, "...providing individualized, flexible, technology advanced education in a supportive environment that meets the diverse and evolving needs of its student body" (para 1), indicating JRCC's student focus but not further defining the statement or providing examples within the print materials.

Quality. DCC and ECTC communicated quality through its strong message level statements; however, JRCC presented its quality message at the sufficient level. DGCTC lacked statements indicating its quality. ECTC suggested quality through its goal statement, "To embed assessment into our college culture as a means of continuous improvement" (para 1), committing to assessment processes designed to continually improve the institution. ECTC, DCC, and JRCC all publish their accreditation statement as an indicator of quality. JRCC states its commitment to high quality through its education program goals statement but provides no further explanation or statements defining high quality.

Comprehensive community college. ECTC, JRCC, and DGCTC all provide specific statements and examples regarding their comprehensive programs and services. DCC lacks statements illustrating its comprehensive nature. For example, DGCTC provides multiple statements defining its comprehensive programs and services found throughout the print documents, including the general college information brochure, the

academic/technical curricula brochure, and the degree pamphlet. The documents described academic and occupational degrees, certificates and diplomas, developmental offerings, customized training for business and industry, and community services, such as cultural offerings. ECTC and JRCC expressed similar statements demonstrating its comprehensive offerings.

Diversity. I found ECTC's statement expressing its diversity to be at the strong level while I classified JRCC's diversity message as sufficient. DCC and DGCTC print materials lacked diversity statements. ECTC's vision and mission statements both provided similar specific diversity messages by expressing the college's commitment to the unique qualities of each person at the institution. JRCC's vision statement provided one diversity message acknowledging a diverse study body but without providing any further clarification. The message level differs due to the repeated statements expressing ECTC's diversity and the general statement found in JRCC's print materials.

Single college messages. While similar print messages occurred at a minimum of two sites, the remaining print messages appeared at only one institution. DCC's statements found in the print materials illustrated the site's different messages, such as its statewide community college system connection, service area, and being a linchpin to K-12 and four-year schools, appeared at the strong, strong, and sufficient message levels. DCC's several specific print statements demonstrating this connection included the system's logo on all materials and letterhead with the system name first followed by DCC. A paragraph found in the print materials titled Linking Jobs to Education and its accompanying text also connected DCC directly to the system through the following statement, "Fourteen regional institutions compose the College System, now the second

largest College in State” (para 2), showing its relationship to a statewide system. DCC’s service area statement specifically defined the specific counties, cities, and regions it serves. Although only one statement appears, its specificity qualifies the message as being at the strong level. DCC’s statements defining the linchpin to K-12 and four-year schools message are also at the strong level as illustrated through the College Mission Statement: “DCC promotes educational mobility through partnerships with local school and other higher education institutions” (para 1). This statement reveals DCC’s view of itself as the link between high school and four-year schools. These different messages with accompanying message levels defined the remaining messages found in DCC’s print materials.

Various statements appearing in ECTC’s print materials defined messages about technology as a tool for learning and support, commitment to employee’s success, and image at the sufficient, strong, and sufficient levels, respectively. ECTC’s goals and mission statement information communicated the technology as a tool for learning and support message. ECTC lacks any further examples or definitions thus resulting in my classifying the message at the sufficient level. The strong message level assigned to the commitment to employee’s success occurred because of several specific statements defining ECTC’s supportive and positive work environment for its employees. ECTC’s image message communicated through several general statements promoted an encouraging and welcoming environment but lacked any specific examples or further definition.

DGCTC was the only institution demonstrating a lifelong learning message through its print materials. This message defined through its general statement appeared

at the sufficient message level. DGCTC purpose and mission statements contained general statements implying continual learning opportunities for the local community. The print documents provided no specific examples of lifelong opportunities. The messages and the accompanying message levels illustrated the mission statement messages as they appear in print across all sites.

My personal observation found messages common to three or four sites and usually stated at the strong message level, and these messages align directly with the postsecondary or community college mission statement literature. An institution's different messages usually have an indirect connection to the mission statement literature. Access was the only message categorized at the weak message level for both DCC and DGCTC. Community college literature describes access as a key institutional component. Institutions should pay close attention to access examples and definitions it communicates through the print materials.

The similar and different message description and message level description completes the inductive print message analysis. The website messages and accompanying levels described next used the same inductive analysis process conducted with the print materials.

Inductive Web Messages and Message Levels Across All Sites

My analysis includes identifying and describing the inductive mission statement website messages and message levels across all sites derived from the inductive analysis.

Table 5.3

Similar and Different Inductive Mission Statement Messages across All Sites as they Appear on the Website

Site	DCC	ECTC	JRCC	DGCTC
<i>Messages</i>				
Access	✓	✓	✓	✓
Comprehensive community college programs and services	✓	✓	✓	✓
Student focus	✓	✓	✓	✓
Statewide community college system connection	✓	✓	✓	✓
Technology as a tool for learning and support	✓	✓	✓	✓
Community connection	✓		✓	✓
Diversity		✓	✓	✓
Economic/workforce development	✓		✓	✓
Safety		✓		✓
Service area	✓			
Quality				✓
Internal focus			✓	
Lifelong college connection				✓
Lifelong learning	✓			
Customer focus	✓			

I identified five common website messages from the inductive analysis across all four sites: access, comprehensive community college programs and services, student focus, statewide community college system connection, and technology as a tool for learning and support.

Access. The websites of all four institutions contained similar statements regarding access. Each site described access from a financial perspective, including statements such as affordability. Each site's statements included access to information

through online schedules, forms, and hours of operations. ECTC, JRCC, and DGCTC offered employee and student email accounts to increase communication between and among students, faculty, and staff. Instructional access described through online course offerings was common to all four sites. ECTC, JRCC, and DGCTC also displayed their equal opportunity statement on the website. JRCC's and DGCTC's websites also contained separate pages for disabled student services encouraging equal access for disabled students. For example, JRCC's Office of Student Success mission statement read, "JRCC is committed to creating an accessible environment for students with disabilities, while allowing the student the opportunity for growth, greater responsibility and empowerment" (para 2). This statement shows how JRCC encourages students with disabilities to attend JRCC. These examples demonstrated the site's access message.

Comprehensive community college. Comprehensive community college programs and services examples and statements emerged as a similar message for all four sites. All sites contained numerous pages with degree programs designed for transfer and career. Separate web page sections emphasized each site's economic/workforce development offerings through customized training, consortia relationships, or other business activities. All sites mentioned developmental offerings, but ECTC and JRCC were the only sites with separate web pages describing developmental course offerings. Examples such as ECTC's theatre, JRCC's Children's Programs, and continuing education offerings, exemplify the community service offerings. DCC, ECTC, JRCC, and DGCTC website statement clearly communicate the comprehensive community college programs and services.

Student focus. Student focus was another similar inductive message found across all websites and demonstrated through program and service examples. Numerous examples of student focus statements appeared and included providing academic, career, and personal services that support the student's education goals. An example found on the JRCC's Tutorial Learning Center web page stated, "The Tutorial Learning Center provides free peer tutoring service for currently enrolled JRCC students. Any student experiencing academic difficulty in their classes may request a tutor" (para 1). Additionally, a DGCTC example of student focus illustrated a step-by-step enrollment process for 11 different types of students, including first-time freshman and international students. These examples exemplify the site's student focus message.

Statewide community college system connection. Website examples demonstrated the similar statewide community college system connection message. DCC and DGCTC lacked individual college logos. The site's logos were the statewide system logos. ECTC's home page contained the system logo in the top banner of the webpage. All sites connected to a statewide distance education offerings page. ECTC, JRCC, and DGCTC share a common student code of conduct with the other colleges in their system. Additionally, system forms and policies appeared on state system web pages. These examples demonstrated the statewide community college system connection.

Technology as a tool for learning and support. Specific web page examples illustrated the technology as a tool for learning and support message common to all sites. The message includes the availability of technological tools to improve access such as online form submission, deliver instruction through online course offerings, and provide general college information needed for students and college employees. Downloading or

submitting online forms such as the application form or financial aid form appeared as the most common use of technology for support across all sites. Additionally, JRCC's virtual campus tour provided web viewers with a tour of the inside and outside of most campus buildings. This concludes a description of the messages common to all four sites.

Three common website messages were identified from the inductive analysis across three sites including community connection, economic/workforce development, and diversity. ECTC lacked the community connection and economic/workforce development message, and DCC lacked the diversity message.

Community connection. DCC, JRCC, and DGCTC website statements identified community connection as an inductive message. A DGCTC example exemplified this message. The President's Welcome Letter illustrated DGCTC's community connection by describing workshops held on the campus to assist workers affected by plant closures. The three sites also demonstrated this message through hyperlinks connecting to business, government, education, and community entities.

Diversity. ECTC, JRCC, and DGCTC websites defined diversity as another inductive message. JRCC and DGCTC's websites contained campus photographs showing a diverse student population including physically challenged students. ECTC's student organization website page contained groups representing religious, political, and ethnic organizations. Another example included DGCTC's website pages customized for various student groups, such as first-time freshman, international students, and senior citizens, which demonstrated DGCTC's commitment to serving a diverse student population. These examples illustrated the sites' diversity message.

Economic/workforce development. Through my inductive analysis, I identified economic/workforce development as one of the messages the DCC, JRCC, and DGCTC websites convey. DCC's example, located on the nursing program page, described the community's need for the program to offset health care shortages. DCC's FastTrack program provides an accelerated education option for employees that have limited time to learn a new skill. Each website contained a Workforce Development Center web page section illustrating the sites' workforce development initiatives. For example, DGCTC's workforce development purpose statement asserts, "Workforce training involves a wide variety of programs tailored to students that are either currently in the workforce and require additional training, or those who are working towards upgrading their current skills levels" (para 1), thus acknowledging DGCTC's commitment to workforce development. DCC, JRCC, and DGCTC clearly communicated their economic/workforce development messages through their websites.

Safety. Similar statements found on ECTC and DGCTC website illustrated safety as an inductive message. The Office of Security web page located on both websites described detailed college security services and campus safety policies. Additionally, ECTC Privacy Policy web page text explained ECTC's collection of personal information and security processes used for online payments. ECTC and DGCTC both illustrated safety as an important inductive message. DCC and JRCC lacked statements regarding safety on their websites.

Single college messages. While similar messages found on the website occurred at a minimum of two sites, the remaining website messages appeared at only one institution. Other examples found on the DCC, ECTC, JRCC, and DGCTC websites contained six

messages different from other institutions. A service area description was found only on DCC's website. ECTC was the only institution to describe quality on its website. JRCC's website statements described internal focus and lifelong college connection on its website. DGCTC's website examples illustrated lifelong learning and customer focus on its website. Specific examples and statements that illustrate the different messages appear in the site descriptions presented in Chapter 4.

I made three personal observations regarding the website statements describing the inductive website messages. First, the website messages across all sites appeared more analogous to each other than the print messages. Five similar messages occurred on the websites of all four of the community colleges. An additional three similar messages occurred on the websites of three of the four institutions. Furthermore, the numerous examples and statements illustrating technology as a tool for learning and support message indicated each site's strong commitment to using technology to deliver programs and services. Third, all four institutions communicated their statewide community college system connection through their websites unlike the print material statements. The common logo clearly illustrated the connection. Graphics and photos assist sites' in communicating mission statement messages without text explanation.

This section compared the similar and different website messages across all sites' and each sites' individual different messages through a visual and narrative description. The inductive website message's levels provide further analysis as to the similarities and differences across all sites.

Inductive Website Messages and Message Levels

Table 5.4

Inductive Mission Statement Messages and Message Levels across All Sites as they Appear on the Website

Site	DCC	ECTC	JRCC	DGCTC
<i>Messages</i>				
Access	ST	ST	ST	ST
Comprehensive community college programs and services	ST	ST	ST	ST
Student focus	ST	ST	ST	ST
Statewide community college system connection	ST	ST	ST	ST
Technology as a tool for learning and support	ST	ST	ST	ST
Community connection	ST		W	ST
Diversity		W	ST	ST
Economic/workforce development	ST		ST	ST
Safety		ST		ST
Service area	SU			
Quality		ST		
Internal focus			ST	
Lifelong college connection			SU	
Lifelong learning				SU
Customer focus				ST

Note. ST = Strong; SU = Sufficient; W = Weak.

Access. DCC, ECTC, JRCC, and DGCTC all communicated strong statements indicating their access message. As a specific example, DCC conveys its access message through the registration and admissions pages. Student can complete registration and admission on campus, by phone, or on the website (Registration & Advising Procedures) making it easy for students to enroll at DCC through a variety of methods. All sites

contained strong messages for information, financial, and instructional access. All sites expressed a comprehensive access message.

Comprehensive community college. The websites of all four institutions illustrated strong statements describing their comprehensive community college programs and services. For example, DCC, ECTC, JRCC, and DGCTC provided separate web pages for their academic and occupational offerings. Hyperlinks from the academic and occupational offerings web pages linked to individual degree, certificate, and diploma programs which contained detailed information such as course descriptions and graduation requirements. Developmental program offerings, customized training, and community service examples also compliment the comprehensive community college message, which I found to be at a strong level on the websites.

Student focus. DCC, ECTC, JRCC, and DGCTC communicated strong student focus statements on the website. For example, ECTC's For Future Students web page was organized into three main headings and contained 16 hyperlinks designed to assist students entering ECTC. The Admission Information section contained seven hyperlinks designed to help a new student begin the admission process. Each hyperlink was self-explanatory and was designed to assist, inform, and support students. Each site contained its own examples exemplifying the strong student focus message.

Statewide community college system connection. Statewide community college system connection, common to all four sites, was the next message identified as being at the strong message level. The use of graphics illustrates one method used to convey the system connection. The state community college system logo appeared as the college's logo for DCC, ECTC, and DGCTC. The web addresses of all the community colleges

contained the state system name as part of their addresses. All sites connected to a central system for some of their services such as DCC's CareerLink, ECTC's and DGCTC's student code of conduct manual, and JRCC's system policies handbook. All sites expressed similar statement regarding their statewide community college system connection.

Technology as a tool for learning and support. DCC, ECTC, JRCC, and DGCTC communicated a strong technology as a tool for learning and support message on their websites. All sites provided students with email addresses as a common communication tool. Online instruction, which all sites offered, provided additional instructional access using technology as a tool for learning. All sites except for DGCTC provided online means for admission, registration, and tuition payments, thus strongly demonstrating technology as a tool for support. Additionally, DGCTC's website contained an online magazine for students, faculty, and staff. ECTC's promoted the use of technology to locate data, learn a new software program, or submit online forms. Examples from all the websites expressed strongly the technology as a tool for learning and support message although some differences in its use appeared through different uses at each site.

Community connection. DCC and DGCTC website examples illustrated community connection at the strong message level while JRCC demonstrated the community connection at a weak message level. ECTC lacked a community connection message. DCC, for example, built new campus facilities in response to community demand. DGCTC worked closely with the community to offer programs, including Enrichment Training, Children's Programs, and Continuing Education Programs (Community and Economic Development Center), thereby showcasing its strong

community connection. JRCC's website provided only a limited and implied statement illustrating its community connection message. A Community Links hyperlink appeared off the General Information page. It contained 28 hyperlinks to various government offices, educational providers, and chambers of commerce, but the college gave no further explanation to demonstrate JRCC's community connection to these entities.

Diversity. JRCC and DGCTC provided website examples illustrating diversity at a strong message level while ECTC's statement presented its diversity message at a weak level. DCC omitted diversity statements or examples on its website. For example, photographs strongly expressed JRCC and DGCTC diversity messages. JRCC student photographs exhibited a variety of ethnicities and an equal balance between males and females. DGCTC student and employee photographs represented ethnic, age, and gender diversity differences. ECTC's diversity statement conveyed a weak message level due to contradiction between the text statement and photographs. ECTC's goals, image, mission, and equal employment and equal access text statement strongly promoted diversity. However, ECTC's photographs illustrated mostly young, white female students conveying a contradictory message through the photographs. JRCC's and DGCTC's strong message levels differ from ECTC's weak message level due to the website photographs.

Economic/workforce development I classified the DCC, JRCC, and DGCTC website examples of economic/workforce development at the strong message level. ECTC lacked an economic/workforce development website statement. DCC has a Workforce Certification Center on its campus designed to meet the demands of technology workers. Last year, JRCC's Workforce Development Center served "782

employers, 31,323 workers with 3529 activities” (para 3), thus demonstrating its economic/workforce development initiatives. DGCTC’s Fire and Rescue training program provided training certification for volunteer and paid firefighters throughout the region. All sites expressed similar statement regarding their role in economic/workforce development activities.

Safety. ECTC and DGCTC website statements and examples both conveyed safety at the strong message level. DCC and DGCTC lacked a safety message on their websites. An example of ECTC’s strong safety message occurs in its mission listed on the Office of Security Page. It stated, “The ECTC Security Department provides assistance for all students, faculty, staff and visitors in cases such as car trouble, locking your key in your vehicles, reporting criminal activity or accidents and giving directions (para 3). DGCTC’s website message appearing on the Campus Security page communicated a similar message. Both sites have separate Office of Security pages that also illustrate messages at a strong level.

Single college messages. While website messages usually occurred at a minimum of two sites, several messages emerged at only one institution. DCC’s different website statement illustrated a service area message at a sufficient message level. DCC identified its service area through a state map photograph containing hyperlinks to numerous state system regions identified by numbers rather than names. I designated the message as being at a sufficient level because the photograph provides a broad statement but provides no further explanations to identify DCC on the map.

ECTC’s statements found on the website illustrated quality at a strong message level. An example illustrating ECTC’s quality occurred on the webmaster hyperlink

located on the bottom of every web page. This link connected to a web comment form that welcomes suggestions on website improvements. It provided an online submittal form to write comments and provide suggestions on how to improve the website. This example demonstrated ECTC's strong quality message.

JRCC's website statements supported two different messages, including internal focus and lifelong college connection expressed at the strong and sufficient message level. For example, JRCC website organization structure was very difficult to navigate. It appeared that the website was organized from an employee's perspective rather than from a student's or visitor's perspective. The website's alphabetical listing and acronyms also made the website difficult to understand. The website's numerous and specific statements illustrated JRCC's internal focus message. JRCC stated its lifelong college connection message only in one website section. The alumni hyperlink appeared on the home page. Upon clicking on this hyperlink, I was directed to an alumni page containing 15 hyperlinks. Hyperlink title examples included alumni information update, college events and news, non-credit classes, and transcripts (Alumni). I decided to define this message as lifelong college connection rather than lifelong learning because the page contained many more lifelong connections other than continual learning. I classified this message at the sufficient level because these statements appeared only in one section and lacked any further examples or definitions.

DGCTC's website statements contained two different messages, including lifelong learning and customer focus, which I classified at the sufficient and strong message levels. Two general statements concerning a senior citizen waiver allowing anyone over the age of 65 to enroll in classes without paying tuition and continuing

education courses available when you need them at a reasonable price defined the lifelong learning message. Both statements acknowledged DGCTC's commitment to lifelong learning. These general statements provided no further information or examples, so I classified the message as being at a sufficient message level. DGCTC provided many specific examples and statements illustrating its customer focus message. The physical and virtual welcome center provided a centralized information resource for prospective and current students and visitors. Specific information resources included enrollment information for students and driving directions for visitors. These specific examples illustrated DGCTC's customer focus at a strong message level. The messages and the accompanying message levels illustrated the mission statement message as they appear on the website across all sites.

I observed five common messages that appeared at a strong message level across all sites. It appears to be easier for the sites to communicate mission statement messages on the website than in print due to the enormous amount of specific and current information that institutions can place on the website. ECTC's website diversity message was the only message stated at a weak message level due to the contradictory information found in text statements and photographs. Since photographs usually effectively illustrate a message without using any text, it is important to examine photographs before placing them on the website. This examination assists sending consistent and appropriate statements reflecting the mission statement messages. Discovering messages through a close examination of each site's print materials, comparing similarities and differences among sites through descriptions capturing the message's essence, and assigning message

levels designed to provide further insight regarding each institution's messages completes the inductive analysis.

My personal observations included the apparent ease of use in posting current information on the website due to the site's comprehensive listing of specific information. The importance of examining text and photographs for consistent messages within a medium compels my second observation. Upon completion of the inductive analysis, I next use the deductive framework lens presents as an additional method of analyzing the messages and messages levels across all sites.

Deductive Print Messages and Message Levels Across All Sites

The categories that Newsom and Hayes (1990) developed provided the framework for my deductive analysis of mission statement messages contained in print and on the website across all sites. The message similarity across the sites eliminated the need to illustrate the messages separately from the message levels in different charts as shown in the inductive analysis. The message levels help to distinguish the similar and different messages that emerged from the deductive analysis.

Deductive Print Messages and Message Levels

Table 5.5

Deductive Mission Statement Messages and Message Levels across All Sites as they Appear in Print

Site	DCC	ECTC	JRCC	DGCTC
<i>Messages</i>				
Target clienteles	ST	ST	ST	ST
Products	ST	ST	ST	ST
Geography	ST	W	W	W
Commitment	ST	ST	ST	ST
Philosophy	ST	ST	ST	ST
Self-definition	ST	ST	ST	ST
Public Image	ST	ST	SU	ST

Note. ST = Strong; SU = Sufficient; W = Weak.

Target clienteles. DCC, ECTC, JRCC, and DGCTC print statements communicated strong target clienteles messages. For example, JRCC target clienteles were defined in the vision and mission statements and in the education program goals. JRCC identified eight specific audiences that it wants to serve, thus fitting the definition of target clienteles according to Newsom and Hayes (1990). All sites shared similar target clienteles such as employers, community, and citizens.

Products. DCC, ECTC, JRCC, and DGCTC communicated a strong products message, demonstrated through statements found in the print materials. For example, product outputs appeared in the JRCC mission statement: "...prepare students for success in the global and workforce of the future...providing life-long learning opportunities...as well as intellectual and problem-solving resources...also enhances the quality of life for citizens in its region" (para 2). Such a statement assures programs and

services beyond teaching and service. All sites expressed similar statements regarding their products.

Geography. I classified DCC's geography message as strong because of its print statements. On the other hand, I characterized the geography messages found in the ECTC, JRCC, and DGCTC materials as weak. DCC defined the location the college serves through a specific statement identifying nine counties it wishes to serve. ECTC's, JRCC's, and DGCTC's geography message used community to define the area they wish to serve without further examples or definitions.

Commitment. DCC, ECTC, JRCC, and DGCTC share a similar strong commitment message level demonstrated through specific statements identifying what they will emphasize for survival and growth. Their common commitment statements identified serving employers and preparing students for the workforce. Another JRCC message not found in the other sites' statements discussed its commitment to technologically advanced education.

Philosophy. All sites share a similar strong philosophy message level demonstrated through specific statements identifying the site's specific values and beliefs. Although all the institutions' statements received a strong message level rating, the statement defining the message was different at each site. DCC emphasized small class sizes, flexible schedules, and affordable tuition philosophy messages. ECTC's philosophy message was defined through statements such as educational excellence, economic and cultural development programs, and assessment initiatives. JRCC statements defining its philosophy message included belief in student academic and

personal development student experiences. DGCTC believed in providing accessible educational opportunities.

Self-definition. DCC, ECTC JRCC, and DGCTC statements identified their self-definition at a strong message level. ECTC, JRCC and DGCTC viewed themselves as comprehensive community colleges providing academic, occupational, customizing training, development offerings, and community service as evidenced in the print materials. DCC viewed itself as a technical college providing industry responsive programs and technical offerings.

Public image. I classified the public image message found in the statements from DCC, ECTC, and DGCTC as strong with JRCC's public image being at a sufficient message level. DCC, ECTC, and DGCTC similar statements included quality and excellence demonstrated through its programs and services and illustrated through their accreditation statements indicating a quality institution. JRCC's statement identifying its public image occurred in the education program goals. It stated, "...financially accessible, high quality comprehensive educational programs and services" (para 1), but JRCC provided no further explanation or examples within the print materials. These seven messages and accompanying message levels that all sites provide align with the deductive mission statement framework of Newsom and Hayes (1990).

My personal observations find that the majority of message levels within a site as well as across the sites present messages mostly at the strong level. DCC's message levels were strong for all seven mission statement components; ECTC demonstrated strong messages for six of the components and one component at a weak messages level; JRCC exhibited five of the components at the strong message level, one at the sufficient

message level, and one at the weak level; and DGCTC's demonstrated six components at the strong message level and one message at the weak level. Additionally, target clienteles, products, commitment, philosophy, and self-definition share similar strong message levels across all sites. Because of ECTC, JRCC, and DGCTC print statements, I characterized geography at the weak message level while DCC presented geography at the strong message level. DCC, ECTC, and DGCTC print statements convey their public image at a strong message level while JRCC's statements presented their public image at a sufficient message level. Second, I observed it was easy for each site's message and messages across all sites to achieve a strong message level because of the broad mission statement component definitions that Newsom and Hayes (1990) provide. Finally, even though the message levels may be strong, the statements comprising the strong message level may be very different.

A further deductive analysis describing the college's similar and different web messages and assigning message level based on identified statements located on each website comprises the next section. This additional analysis provides another method to distinguish the similarities and differences of the website messages. I conclude this section with my personal observations using the deductive analysis process.

Deductive Website Messages and Message Levels Across All Sites

Table 5.6

Deductive Mission Statement Messages and Message Levels across All Sites as they Appear on the Website

Site	DCC	ECTC	JRCC	DGCTC
<i>Messages</i>				
Target clientele	W	W	ST	ST
Products	ST	SU	ST	ST
Geography	W	ST	ST	ST
Commitment	ST	ST	ST	ST
Philosophy	ST	ST	ST	ST
Self-definition	ST	ST	ST	ST
Public Image	ST	ST	ST	ST

Note. ST = Strong; SU = Sufficient; W = Weak.

Target clientele. JRCC and DGCTC website statements identified target clientele at a similar strong message level. In contrast, DCC and ECTC statements identified target clientele at a weak message level. For example, ECTC identified visitors, first-time freshmen, military students, advanced-standing students, readmitted students, transient students, non-degree students, international students, senior citizens, and students with disabilities as audiences ECTC wishes to serve. These specific examples were repeated throughout the website. Conversely, DCC defined target clientele on the About DCC web page, which stated, “Residents of State, employer and employees” (para 1), but this statement provides only a vague definition. Additionally, DCC provides no further website examples.

Products. DCC, JRCC, and DGCTC website statements conveyed their products at a similar strong message level while ECTC statements presented products at a

sufficient message level. JRCC illustrated its strong message level through its description of products and services beyond general teaching and service including degree, certificate, and diploma offerings designed for transfer to a four-year school and technical training designed for workforce placement; lifelong learning demonstrated through non-credit and customized training programs; career services defined by JRCC's internet-based career guidance; and cooperative education programs. ECTC's product message is at a sufficient level due to its broadly stated message with no further explanation or examples. ECTC's Degree & Programs web page stated, "ECTC offers a wide variety of Programs of Study for those seeking an Associate's degree" (para 1), which illustrates a product, but no examples were found on the website.

Geography. ECTC, JRCC, and DGCTC messages concerning geography appeared at a strong message level while DCC's geography message level was weak. DGCTC communicated the geography message as defined by Newsom and Hayes (1990) including what specific location the college serves. DGCTC clearly identified its off-campus and main campus locations through separate web pages for the off-campus locations and provided driving directions for all sites. Additionally, the Distance Learning website text stated, "...You may access the course from a computer with an Internet connection 24 hours a day, seven days a week from home, work, a college campus, or public library" (para 1), thus explicitly stating DGCTC's elimination of a typically defined service usually described by geographic locations such as cities, counties, or states. DCC's message level was considered weak due to its general, undefined statement regarding the specific location the college serves. The About DCC

website page text stated, “Serves Northeast State” (para 1), providing no definition or examples of its service area.

Commitment. DCC, ECTC, JRCC, and DGCTC illustrated their commitment to what will be emphasized for survival or growth at a strong message level. Although I classified all commitment messages at the strong message level, each institution expressed its commitment message somewhat differently through the website statements. For example, DCC expressed its commitment message through transfer and community based programs, certification and customized training, and distance education courses. ECTC emphasized its commitment message through distance education courses, work environment that is positive and stimulating, business and industry partnerships, and excellent programs. JRCC presented its commitment messages through comprehensive program and services offerings with numerous specific examples. DGTC defined its commitment message through comprehensive programming, continual learning, course offerings developed by partnering with business and industry, and access examples.

Philosophy. DCC, ECTC, JRCC, and DGCTC all defined their philosophy message at the strong message level. Their beliefs, values, and philosophical priorities were expressed through some similar website statements. For example, DCC and ECTC both value the role technology plays in providing access. DCC’s portal page benefits the students and the college by disseminating information through a common message service. ECTC’s online forms, email, and distance education provide access to information and instructional programs. JRCC and DGCTC both value diversity as evidenced through numerous website statements. JRCC’s mission statement demonstrated diversity belief through the following statement: “JRCC is a comprehensive

institution of higher education that for a diverse population changes lives through education and training” (para 1). DGCTC strongly promotes its diversity belief through website photos representing age, gender, ethnicity, and physical ability differences.

Self-definition. DCC’s, ECTC’s, JRCC’s and DGCTC’s self-definition message received a strong message level designation. Each site’s view of itself contained similar message content describing its comprehensive community college program and service offerings. For example, ECTC demonstrated its self-definition on the ECTC’s theatre web page through the following statement: “As a comprehensive college utilizing both academic programs in the arts, sciences, and now technical fields, ECTC has become a diverse player in education the three state area” (para 1). All sites mention their comprehensive programs and services through their mission statement and/or other specific examples.

Public image. DCC’s, ECTC’s, JRCC’s, and DGCTC’s public image message was defined at a strong message level. All sites communicated their responsiveness to workforce needs, focus on preparing students for success, and providing access. These seven messages and accompanying messages levels across all sites align with the deductive mission statement framework according to Newsom and Hayes (1990).

I made three personal observations regarding the deductive website analysis. First, I discovered that the majority of message levels within a site as well as across the sites shared mostly strong message levels. DCC’s message levels were strong for five messages and weak for two messages. ECTC presented five messages at a strong message level, one at a sufficient level, and one at a weak level. JRCC and DGCTC exhibited all seven messages at a strong message level. Commitment, philosophy, self-

definition, and public image messages were strong among all four community colleges. Target clienteles appeared at a strong message level by JRCC and DGCC but at a weak message level for DCC and ECTC. Products occurred at a strong message level for DCC, JRCC, and DGCTC and sufficient message level for ECTC. ECTC, JRCC, and DGCTC presented their geography message at a strong message level, but DCC's geography message was weak. Second, the ability for website to combine hyperlinks, photograph, graphics, and text meant that the institutions provided a more thorough definition of their mission statement messages as compared to their print versions. Third, as stated in the deductive print message personal observation section, the terms Newsom and Hayes (1990) used as part of the deductive mission statement message framework are broad and general. The institutions' messages appear at the same message level, but the websites' statements defining the message often differ because of the broad definitions comprising the deductive framework. Describing the site's deductive messages through website analysis, identifying the accompanying message level further analyzing the messages, and illustrating the similar and different messages through examples comprise the deductive website analysis.

The deductive analysis examined all sites through a framework Newsom and Hayes (1990) established. I used the same process steps to identify each site's website message and to assign message levels based on the website content. My personal observations of the deductive analysis and website findings provided additional insights to the process. Besides identifying and describing similar and different messages, I discovered that unintended messages emerged from the print materials and website

throughout both the inductive and the deductive analysis. These unintended messages provide additional insights into the institution's delivery of mission statement messages.

Unintended Messages

Identifying unintended mission statements messages found in the print materials or website provide important additional institutional information such as a need to update the materials based on institutional change in philosophy or direction or even possible communication gaps between the developer of the materials and the rest of the college. The unintended messages may prove more significant than the intended messages since they contradict, omit, or display inconsistent information appearing in print or on the web. This section identifies and describes the unintended messages in print and on the website from an inductive perspective and concludes with unintended messages in print and on the website from a deductive perspective.

Unintended Inductive Print Messages

I found four different examples that communicated unintended print messages through the inductive analysis process. Access was an unintended message common for DCC, JRCC, and DGCTC. The remaining unintended messages varied from institution to institution. These messages included the contradiction of DCC's mission statement between print and web, DGCTC's omission of diversity in print, DCC's technical college focus message found in print, and JRCC's internal focus message.

DCC's, JRCC's, and DGCTC's access statements in print omit or contradict access statements found on the website. DCC's access message provided statements relating only to financial accessibility and affordability. The DCC Admissions letter states, "We participate in all financial aid programs available to us" demonstrating

DCC's limited access message. This conflicts with DCC's website statements that include access to information, college personnel, programs and services, and financial access messages. Omitting all aspects of access in the print materials sends a very restricted message versus the comprehensive website access message. JRCC's print materials lacked an access message while JRCC's website message provided comprehensive access statements, such as those demonstrating educational access through statements welcoming diverse student populations, offering financial access scholarship and loan opportunities, providing access to information displayed through the many programs and services available on the website, providing communication access through email, and offering instructional access through online course offerings.

DGCTC's print access message matches DCC's limited statement offering financial access through a brief description of financial aid options. DGCTC's print statement regarding access contradicts the website access message. DGCTC strongly communicated its access message through multiple statements found on the website. The college emphasized education access through online enrollment processes. Students can access faculty or staff through email address or phone numbers prominently displayed on the website. The Financial Aid web page lists scholarship, grant, loan, and work study options on its web page. Online instructional offerings and DGCTC's virtual library provided instructional access. DGCTC's print statements lack comprehensive statements describing access compared to the statements found on the website. DCC and DGCTC print statements provide a limited access message, contradicting the comprehensive access message found on their website, while JRCC's print materials omit promoting access yet provide a comprehensive access message on the website.

DCC's mission statement as it appeared in print materials contradicts the mission statement found on the website. The printed mission statement document was titled "College Mission" while the mission statement document found on the website was titled "College System Mission." The mission statement found in print asserts, "DCC is a public, open access, community based, technical college. The College's mission is to enable individuals to develop to their fullest potential and to support the economic development of ..." (para 1), illustrating a technical college and local-community-based focus. The mission statement found on the website states, "As a statewide, open-access, community college, DCC provides residents of [State] with professional, technical, transfer and lifelong education for successful careers, personal development and citizenship" (para 1), demonstrating a comprehensive community college mission and a college within a statewide system. This contradiction between the print and website statements conveys different messages to a reader.

DGCTC's print materials omitted statements regarding diversity, yet its website promoted diversity through text statements and photographs illustrating student diversity. DGCTC's print statement implicitly suggesting a diversity message appears in the mission statement: "...educational and training opportunities to all persons" (para 1). I found the statement vague and undefined, suggesting DGCTC's print materials lack a diversity message. DGCTC's website statements encourage diversity through examples such as a non-discrimination policy prominently posted on the Admissions page. Photographs found on the website depict gender, age, and ethnic diversity and include physically challenged students. The Disability Services program was a hyperlink off the Program Offerings, Student Affairs Page, and the Assessment center. These website

examples promoting diversity contradict the omission of statements promoting diversity in DGCTC's print materials.

DCC print materials communicate a technical college focus, but the website illustrated a comprehensive community college mission. DCC's college mission statement found in print materials asserts, "DCC provides residents of State with the general and technical education needed for successful careers..." (para 1). The print DCC Campus Programs listing provides Associate of Applied Science degrees and technical certificates typically designed for immediate employment lacking a listing of transfer degree programs. The website messages communicated a strong comprehensive community college message describing academic and occupational degree, certificate, and diploma programs; customized training and other economic development activities through its continuing education division; and community service programs. The information found in print and on the website contradicted each other providing an inadvertent message.

Identifying and describing these four unintended inductive print messages, including omission of an access message by DCC, JRCC and DGCTC, different mission statements published by DCC, omission of a diversity message by DCC, and inconsistent college program focus by DCC, may alert others to guard against unintended messages when developing their print and web materials. Additionally, from the inductive website analysis I discovered three unintended messages.

Unintended Inductive Web Messages

I discovered three different examples that communicated unintended website messages through the inductive analysis. ECTC communicated a contradictory diversity

message. JRCC's website design communicated an internal focus message, and ECTC overemphasized its safety message.

ECTC's website text conveyed numerous diversity messages through prominent web page placement of equal access and equal employment opportunity policy statements, a separate information page for international students, and a listing of a multicultural student organization. The web photographs predominantly featured white, young, female students. No web photographs featured faculty, administrators, or staff; therefore no employee diversity was evidenced. A photograph on ECTC's home page illustrates 18 students in graduation robes. Only five males, all white, appeared in the photograph. Several additional photographs illustrated white males working together in a technical lab. Additionally, lack of photographs containing students or employees from other ethnic groups or students or employees with physical challenges appeared on the website. The text and photographs demonstrated ECTC's contradictory diversity message.

The second unintended website conveyed an internal focus as demonstrated through JRCC's website. JRCC's website contains an enormous amount of information organized from an employee perspective. The website's alphabetical listing combined and multiple hyperlinks makes the website easy for employees familiar with the institution's programs and services, but difficult for most website visitors. The information contained beneath the initial web page layers conveys an external focus, providing descriptive and helpful information. Reorganizing the website from the perspective of the identified target audiences listed on the website's home page would eliminate JRCC's internal focus message.

The last unintended inductive print message appeared on ECTC's website. I discovered that ECTC repeatedly communicated safety or safety-related messages. The hyperlinks to the Office of Security page from four home page links, including Current Students, Visitors & Friends, Divisions & Programs, and Faculty & Staff, communicated an ominous message that safety appears as a significant college issue. The Location of Security Department is the first of four paragraphs on the Office of Security page. The paragraph text states, "The ECTC Security Department does not at this time have a specific location, but can be reached through mail, phone, or email" (para 1). It demonstrated secrecy regarding its location. Remaining paragraph titles include Security Services, Security Department, and Interagency Relationships. The titles and accompanying text communicated a non-friendly, serious tone that conveyed safety as a serious issue at ECTC. This overemphasized safety message including the numerous links to the Office of Security page may cause unintended safety concerns for a current or future students, parents, or visitors when viewing this site. The conflicting diversity message, internal focus messages and overemphasized safety message appear to send unintended website messages. Besides their appearance in the inductive print materials and website, unintended messages also emerged from the deductive analysis.

Unintended Deductive Print Messages

I found four different examples that communicated unintended print messages through the deductive analysis process. JRCC and DGCTC communicated vague message statements regarding deductive category of geography. A part of DCC's self-definition and public image message was omitted from print. DGCTC's statements

provide contradictory philosophy messages. Finally, DCC's print product message appears to conflict with its product message identified on the website.

There are only vague and undefined statements defining JRCC's geography message. JRCC's geography message appeared in the mission and vision statements. The message described no specific location. I interpreted the statement as communicating an ambiguous message. Either the college serves anyone in any location, or it fails to know whom it serves. Detailed statements describing JRCC's geography assists someone who is unfamiliar with the area and interested in attending JRCC, helps students determine tuition rates based on their location, or identifies JRCC as an institution with no boundaries for someone who needs educational access without attending classes at a physical location. DGCTC's print statements supporting its geography message suggested the location DGCTC service area by listing its address on the print documents. The print materials lacked information about its multiple off-campus physical facilities or its distance education opportunities. A student may want to know campus locations when choosing a college based on closeness to his or her work or home. This omission of location statements may display an unintended message regarding JRCC's and DGCTC's geography message.

DCC's use of technological tools to deliver programs and service was omitted as part of the deductive self-definition and public image messages. Its website self-definition and public image message clearly communicated the importance of technology use. DCC uses technological tools in a variety of ways to deliver programs and services. The website communicated statements suggesting technology as a tool for learning and support so strongly that it emerged as an inductive message. The omission of this

message in print and inclusion of a strong message on the website sends a contradictory message.

DCC's print product message focuses solely on its technical programs offerings and workforce development partnerships statements. The Linking Jobs to Education text statement provides an example. It asserts, "DCC was founded in response to a specific need: to satisfy the employment needs of busies and industry with qualified, professionally and technically trained employees" (para 1). This statement conflicts with the product message identified on the website that describes DCC as a comprehensive community college. These four examples defining the geography, self-definition/public image, and products messages send unintended messages to a reader of the print materials. Additionally, deductive website statements also send unintended messages.

Unintended Deductive Web Messages

I found two examples that send unintended deductive web messages. DGCTC's website sends a contradictory philosophy message supporting diversity. The text and photographs found on ECTC's website communicated a conflicting target clientele message.

DGCTC's website omitted promoting employee diversity as part of its philosophy message. Its website statements promoted student diversity through its text and photographs. I found no website text documentation, such as an equal opportunity statement, promoting employee diversity. The website contained limited employee photographs. A DGCTC photograph illustrates a middle-aged, African-American woman President. The Dean of Student Affairs and Dean of Enrollment Management are both white, middle-aged males. No other administrative, staff, or faculty photographs appear

on the website. It appeared that DGCTC's website text and photographs promote student diversity, but DGCTC lacks employee diversity demonstrated by its absence of supportive diversity text statements and staff photographs.

The target clienteles message found through ECTC's text and photograph statements appear to conflict with each other. Target clienteles indicated by the website home page links include current students, future students, visitors and friends, and faculty and staff. Although several photographs contained people, the majority of website photographs illustrate unidentified campus buildings. View of bridges, hallways, landscapes and campus buildings lack a welcoming or inclusive message. A text statement found on the Admission page states, "...shall be considered equally for admission to a community college regardless of race, color, religion, sex, marital status, national origin, sexual orientation, age, mental or physical disability" (para 1). Web photographs show primarily young, white males and females. Several photographs illustrated young males, but they lack representation of a diverse clientele as suggested by the equal access statement. The links identifying target clienteles and the website photographs contradict each other sending unintended messages. These two deductive messages include target clienteles and philosophy sends unintended messages to website viewers.

This section identified inductive and deductive print and web messages. Finding unintended messages that contradict, conflict with, or omit information provide institutions with another important method of examining their mission statement messages.

Messages' Relationships To The Literature

When one looks at the literature, one notices an obvious consistency between the community college literature and the messages that emerged from my inductive analysis. Some messages from the inductive analysis only hint at the relationship to the literature while other messages are new and different and can expand the literature. The deductive messages align primarily with the work of Newsom and Hayes (1990), but other literature supports their findings. I approach the messages relationship to the literature from the inductive perspective followed by the deductive perspective.

Relationships of Inductive Messages to the Literature

Six inductive messages, including access, community connection, comprehensive programs and services, economic development, linchpin to K-12 and four-year schools, and lifelong learning align directly with the community college literature. Traditional community college functions as defined by Baker (1994) and Cohen and Brawer (2003) include academic education, occupational preparation, remedial education, customized training and other economic development activities, and community service. These functions align with the community service, comprehensive programs and services, economic development inductive messages, and lifelong learning. Vaughan (1988) and Lorenzo (1994) expressed a community college mission statement definition with five components: being a higher education institution; mirroring society; teaching institution; providing open access; and offering comprehensive programs. Linchpin to K-12 and four-year schools aligns with the community college mission statement definition higher education component that Vaughan and Lorenzo expressed. Both authors defined mirroring society as providing programs that meet the local community needs such as

economic/workforce development programs. Open access, comprehensive programs, and lifelong learning also directly related to this community college literature. Four of the five inductive messages including access, community connection, comprehensive programs and services, and economic/workforce development were found in the print or web messages of all four sites, validating the connection between the literature and inductive messages.

Image and service area as both inductive and deductive messages relate to the postsecondary mission statement components of Newsom and Hayes (1990). According to them, image reflects the reputation the college wishes to have among the public. The category of geography from Newsom and Hayes (1990), or service area as the inductive message indicates, defines the specific location the college serves. Pearce and David (1987) defined geography as specifying the firm's intended geographic domain for marketing purposes. Image emerges as a print message for only one site but shows a direct connection to the literature. Geography or service area also emerged for only one site, but it connects directly to the mission statement literature.

Two inductive messages hint at the relationship to the literature including statewide community college system connection and quality. Both messages serve as a marketing tool, as Lang and Lopers-Sweetman (1991) described, and as one of the five functional roles of the mission statement as the postsecondary mission statement literature describes. The statewide community college system connection message markets its role as one member of a larger community college group. Describing an institution's image through a quality message along with the institution's products and services can distinguish one institution from other similar ones and help external

audiences understand the institution's role. The marketing message communicated through these two inductive messages appeared in both print materials and websites.

Three emergent messages suggest the inclusion of these messages as part of the mission statement literature including student focus, technology as a tool for learning and support, and diversity. Student focus emerged as a mission statement message across all sites in both print and on the website. Gleazer (2000) suggested that learning is one common value all community colleges share, including a focus on the learner (student) by providing the programs and services needed to succeed. He further states that colleges must provide student learning opportunities promoting a student focus. I view student focus as part of the goal clarification functional role that Lang and Lopers-Sweetman (1991) described. Goal clarification suggests examining an institution's values. Student focus as a common value suggests the inclusion of the message as part of the mission statement literature.

Technology as a tool for learning and support emerged as a similar message across all institutions' websites and included as a print message for one site. Support for inclusion as part of the mission statement exists in the literature. For example, Langhorst (1997) asserts,

Clearly technology will have a considerable effect on the generation and distribution of knowledge, the delivery of instruction, teaching methodologies, the organizational operations of higher education, and how students learn. Technology will change the workplace and society in which our students live. Accordingly, we should bring about change within the institution to realign the mission and curriculum. (p. 10)

This description aligns with the statements and examples found in the print materials and website supporting the emergence of technology as a tool for learning and support as an inductive message. Paine (1996) also supports including this statement as part of the

mission. He states, "All colleges should be on the Web, not just as a publicity medium, but for course delivery, assessment and dialogue, every staff member and every student needs an email address....All this will require a negotiation with staff and students as to a college's mission at the local level and in the wider world" (p. 37). The increased use of technology to deliver information, programs and services, to expand communication, and to provide instructions suggests including technology as a tool for learning and support as part of the mission statement literature.

Diversity emerged from the inductive analysis as a message in the ECTC, JRCC, and DGCTC websites as well as the print materials of ECTC and JRCC. This message appeared through inclusion of different ethnicities, experiences, and thoughts through text and photographs in the print materials and on the website. Institutions frequently include diversity as part of their mission statement, goals, or strategic planning processes. For example, ECTC's mission statement mentioned diversity. It asserts, "ECTC is a comprehensive institution of higher education that for a diverse population changes lives through education and training" (para 1). Although diversity appears frequently in mission statements, the mission statement literature excludes discussion of diversity.

Community college literature speaks to the importance of diversity. Authors such as Baker (1994), Phelan (1994), Rendón and Valadez (1994), and de los Santos, de los Santos Jr., and Milliron (2001) discuss organization culture, student demographics, new and changing workforce needs, and digital divide issues using diversity as the common thread to describe the community college focus. The strong use of diversity described through multiple perspectives should drive the inclusion of diversity as part of the mission statement literature.

The remaining inductive messages may be unique to an individual site or two sites. Although the messages emerged through print materials or on the website, they lack inclusion as components of the mission statement literature. Besides the inductive message relationship to the literature an examination of the deductive messages relationship to the literature warrants examination.

Relationships of Deductive Messages to the Literature

The seven deductive mission statement messages all relate to mission statement literature found primarily in the business literature. Newsom and Hayes (1990) adapted the postsecondary mission statement component framework that I used in this study from the existing business literature of Pearce and David (1987) and then applied it for postsecondary education to study the mission statements of 142 institutions. Their research demonstrated the feasibility of extending Pearce and David's mission statement component analysis to postsecondary literature. Due to the lack of postsecondary and community college literature, most relationships to the limited mission statement literature appear in a business context.

Pearce and David's (1987) study of mission statement lists eight components: target customers and markets; principal products or services; geographic domain; core technologies; concern for survival; growth and profitability; company philosophy; self-concept; and desired public image. Ackoff (1987), Campbell (1989), Piercy (1994), Bart (1998), and Bart (2001) refined Pearce and David's original work by further defining and using these components for research. Although mission statement research is fairly minimal, subsequent researchers fail to identify any new components or mission statement definitions. The use of these recurring components throughout the literature

reinforces my use of the deductive framework for the analysis of mission statement messages found in print and on the website. This examination demonstrates the strong alignment between the literature and the inductive and deductive messages.

Personal Reflections

In choosing the subject for this dissertation, I wanted to utilize my diverse academic training. I hope this final product reflects my multiple interest areas, particularly in community college leadership, mission statement research, and website research, and expands the research in the community college mission statement area.

I made three personal findings that will assist me as a participant on a college website design team. First, a community college website's dynamic nature communicates current and more complete information than the print materials. The challenge becomes communicating the information in a logical, organized manner so as not to overwhelm the website viewer. Too much information on the website or an unorganized website causes frustration and a sense of being lost—not knowing where to go next to find information. Keeping the website current also provides a community college with challenges in designing internal processes that allow for continual website changes.

Second, I discovered that ECTC and JRCC provide the majority of their programs and services on the website due to the lack of available print materials. Demonstration of this problem occurred as I tried to request print materials from the institutions' websites. I received print information only from DCC and DGCTC. Computer and website access remains a barrier for some individuals. Institutions moving toward a total use of the website for information may decrease access rather than the intention of increasing access. Continually improving technological tools enables students or employees to

conduct business entirely through the website. The challenge arises when potential or current students that comprise the community college profile lack computer and Internet use. U.S. Department of Commerce (2002) statistics indicate that some ethnic groups particularly Hispanics and African-Americans have limited computer and Internet use. Family income levels of less than \$35,000 also have limited computer and Internet use. A digital divide still exists for many. A community college must exercise caution so as not to eliminate print materials entirely as well as to publicize information regarding website access at the college and other public locations.

Finally, I validated for myself that community colleges need a continual and joint evaluation process for their print and web materials. As a user of websites for business, educational, and personal use, as a community college administrator who understands and values website content, and as a former marketing educator, I found this research process verified that evaluation of print and web mission statement messages must occur concurrently to ensure consistent message delivery.

Print materials and website evaluation conducted at the same time may minimize or eliminate unintended or omitted messages. This joint process may also assist the college in deciding what messages to emphasize or minimize depending on college philosophy. I hope to use these personal findings as I continue to work with my own institution's website.

Recommendations for Community College Leaders

Print and website material creation requires a collaborative process using internal and external stakeholders, and their development requires participation from all community college leadership groups. All leadership groups must understand the

importance of print and website statements communicating distinct messages regarding the institution. The President, instructional leadership (including deans and program coordinators), student services leaders, and business services leaders should collaborate to ensure accurate and consistent messages reflect the institution's mission. An institution must examine its mission and then develop or adapt a framework using the messages derived from the inductive analysis or the deductive mission statement framework as a checklist when evaluating materials from either medium. The print and website materials development process should also include an input and feedback process from external stakeholders.

Using student focus groups, business advisory committees, and community groups to provide input and feedback may eliminate creating materials from the institution's perspective versus a user's perspective. A similar process to detect the mission statement messages assists the institution when developing or revising the print or website. Continually examining the information from the target clientele's perspective is an important step that may be overlooked or eliminated due to publication deadlines, costs, or other internal pressures. Community college leadership must avoid reasons not to include these groups in the process and incorporate this important step as part of the print and website development.

Community colleges must use caution when moving programs and services entirely to the website. Technological applications have increased access for many who previously were unable to come to campus due to geographic, physical, time, or many other limitations. Unfortunately, technological applications may also decrease access for some community college groups. Limited or unavailable computer and Internet access

may exclude some groups from obtaining college information. Graphics or photos may load slowly or not at all for website users with dial-up modems. Webmasters should use caution when posting information that could minimize or eliminate user access. Print materials provide necessary program and service information for users. Providing programs and services on the website or in print does not eliminate the community college's responsibility to remain open evenings or weekends when students may need program or service access. In fact, it appears from my own observation that most students use a combination of print, web, and on-site campus resources for obtaining information and using programs and services. The college leadership staff must exhibit caution and foresight balancing the services available on the Internet with the services available on the campus so as not to minimize or eliminate access for any individual to information available through the print materials.

Finally, community college leadership must understand the importance of keeping historical records and ensuring appropriate security measures. A fluid and dynamic college website allows for quick changes and provides current, relevant user information. A developed archival process for website materials allows for necessary information retrieval parallel to archival processes developed for print materials. Additionally, systematized website backup processes and necessary security measures protect the information and messages sent to the user.

Future Research

As indicated in the literature review, only a few postsecondary mission statement studies exist, including Newsom and Hayes (1990), Matthieu (1993), and Stober (1997), that investigate print documents and use a quantitative content analysis process. Rios-

Maldonado (2000) used content analysis to examine the strategic alignment of information technology and academic planning through examination of 78 university websites. It appears no other research exists investigating community college mission statements as they appear in print and on the website.

I believe this research has provided a methodology to evaluate print and web mission statement messages. Based on current research for this dissertation, there are many opportunities for mission statement research, especially using community college websites, since this study suggests the movement of information from print materials to electronic mediums. A major area of research revolves around stakeholder use of the website medium. Questions for future researchers might include the following:

- How do external stakeholders, e.g., students, businesses and community members, and other community colleges, view the mission statement messages found on a community college website?
- What perceived role(s) does the community college website fulfill as perceived by its leadership?
- What processes do community colleges use to develop a community college website?

Additional related research questions could include the following:

- What is the impact of the community college website on college business functions such as tuition payments, enrollment, and student services, such as online advising, and instructional programs, such as web enhanced courses?
- Finally, what would a replication study in the next two to five years reveal as all community colleges ponder their futures in relationship to legislative, demographic, and economic changes and to changing community expectations?

Further studies are warranted as many potential and current students, parents, alumni, community members, and businesses use the web to obtain information regarding institutions. Organizations and web page designers need a better understanding of their

viewers to create web pages that develop positive relationships between the college and the viewer of the web site, encourage interactivity through online processes, and promote ongoing visits to the institution's website for information.

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APPENDIX A

SELECTION CRITERIA

Purposeful sample criteria:

- Independent State Board governs community colleges and/or technical institutions
Information located at www.ecs.org (Education Commission of the States)
- Not part of a university system
- Comprehensive community college – (offers Associate of Art, Associate of Science and Associate of Applied Science degrees, occupational or vocational certificates, workforce training, continuing, and developmental education)
- Individual website
- No residential facilities
- No local trustees or local trustees with no decision-making authority
- 2000 – 5000 AFTE (documented by most current term available)

APPENDIX B

PILOT STUDY – CC A

CC A - Pilot Study Analysis Matrix

Mission:

CC A develops and supports lifelong learners so that they may live fuller lives and add value to the communities in which they live and work.

Purpose:

The purpose of CC A is to give students opportunities for lifelong learning as a foundation for full participation in the global community. To do this, we provide:

- The first two years of baccalaureate education for transfer to four-year colleges and universities
- Occupational and business education designed to meet individual, local, and regional employer needs
- Customized training and consulting for the public and private sector
- Basic skills education to give under-prepared students access to postsecondary education, entry-level employment, or job upgrades
- Student support services ranging from financial aid to child care that assist students with diverse backgrounds, needs, and educational objectives
- Community services including cultural programs, non-credit offerings, and forums designed to encourage diversity of thought about public issues

Print Material Obtained from 2003 General Catalog and Strategic Planning Document

	Printed Materials	Location
Target Clienteles	• Lifelong learners • Entering college students obtaining the first two years of a baccalaureate education • Local and regional employers that need occupational and business education • Individuals that desire occupational and business education • Public and private sector customers-customized training • Under prepared students that need basic skills education • Students with diverse backgrounds, needs and objectives that need student support services ranging from financial aid to child care	Beneath mission and under purpose statement bullets 1,2,3,4,5, and 6

(continued)

Print Material Obtained from 2003 General Catalog and Strategic Planning Document
(continued)

	Printed Materials	Location
Products or Services	...opportunities for lifelong learning as a foundation for full participation in the global community ...live fuller lives and add value to the communities in which they live and work ...encourage diversity of thought about public issues Basic skills education to give under-prepared students access ...	Located under purpose statement
Geography		No reference to printed geography in mission or purpose statement
Commitment	First two years of baccalaureate education Occupational and business education Customized training Basic skills education Student support services Community services	Beneath mission and under purpose statement bullets 1,2,3,4,5, and 6
Philosophy	...develops and supports lifelong learners ...give students opportunities for lifelong learning ...encourages diversity of thought	
Self-definition	...first two years of baccalaureate education for transfer Occupational and business education Customized training and consulting Student support services Community services	
Public image	...develops and supports lifelong learners ...live fuller lives and add value ...give students opportunities for lifelong learning ...full participation in the global community	

CC A web site

	Location	Image	Text	Comments
Target Clienteles	Home page	Female/male, young, female older student	Lifelong learner High school students New college students	Older student not in focus – younger students in forefront on all front page images, no minorities
Products or services	Home page		Online, self-paced, weekend, short-term, traditional, classroom based courses – variety of ways to learn, courses and programs to help you Learn for Life	
Geography	Home page	Campus building	Campus A and Campus B wherever you are, address –	
Commitment	Home page		Variety of ways to learn, register in person, touchtone or online, select one of the links above to explore the many possibilities we have to offer –refers to links across top of page: about us, educational programs, admissions, business & industry, student services, schedule & catalog, and CC A A-Z	
Philosophy			Measure your skills, reach your goals, variety of ways to learn, whenever you start, whatever you need	
Self-definition			Don't let cost hold you back	Accessible, variety of learning options, appeal to h.s. students

(continued)

CC A website (continued)

	Location	Image	Text	Comments
Public Image			Welcome, opportunities, options and excellence, member of State A Community College System, Bobby approved, tuition among lowest in state, The Commission on Institutions of Higher Education of the North Central Association, Programs approved by State Board of Community Colleges and Occupational Education	Welcome is located in big letters across top of page, welcomes international students, innovation, accessible to students with disabilities, quality-Commission and Board approvals

Comparison Matrix

College A	Target clientele	Products or services	Geography	Commitment	Philosophy	Self-definition	Public Image
	no	no	no	no	no	yes	no
	Different – no evidence of public and private sector customers, or under-prepared students. Web site has link to international students – could be interpreted as “students with diverse backgrounds, needs, and objectives.	Different – no evidence of the following: encourage diversity of thought about public issues, or basic skills education to give under-prepared students’ access...	Different – Printed materials have no reference to geography. Home page indicates campus locations, wherever you are, campus address –	Different - Home page emphasizes admissions and registration online. Also indicates variety of ways to learn. Home page does have links to educational programs, business and industry and student services. There is no specific reference to basic skills and community services.	Different – Home page seems to express college philosophy better – values and beliefs Reach your goals, variety of ways to learn, whenever you start, whatever you need.	This might be the most closely aligned. Both have references to first two years of baccalaureate education for transfer, occupational and business education, customized training and student support services.	Different – Print materials and Home page are not well aligned. In addition, Home page features board approvals and outside accrediting agencies.

APPENDIX C

PILOT STUDY – CC B

CC B – Pilot Study Analysis Matrix

Mission:

CC B promotes student success through excellent educational programs and services that are accessible and affordable.

The college is a comprehensive, public, associate degree granting institution. As part of the X Community College system, CC B serves the City of X and the counties of A, B, C, D, E, and F.

College transfer and workforce development are the core of the college's mission. Challenging coursework and a full range of support services are provided for students in both college transfer and workforce development programs. The first two years of baccalaureate study prepare students for success at four-year colleges and universities.

Workforce development programs prepare students for successful careers and promote a skilled regional workforce by meeting the training and educational needs of employers. Programs and services in developmental education, general education, community service, and lifelong learning support enhance the mission core and prepare students for success in life.

Printed Material - Catalog

	Printed Materials	Location
Target Clienteles	Students in both college transfer and workforce development programs. Workforce development programs prepare students for successful career and promote a skilled regional workforce ...prepare students for success in life	
Products or Services	Challenging coursework Workforce development programs College transfer programs Lifelong learning support Prepare students for success in life Developmental education General education Community service	1st paragraph last paragraph
Geography	...College B serves the City of X and the counties of A, B, C, D, E, and F.	2nd paragraph
Commitment	college transfer workforce development first two years of baccalaureate study	3 rd paragraph

(continued)

Printed Material – Catalog (continued)

	Printed Materials	Location
Philosophy	...student success through excellent education programs and services that is accessible and affordable. College transfer and workforce development are the core of the college's mission Programs and services in developmental education, general education, community service, and lifelong learning support and enhance the mission core... ...prepare students for success in life.	1 st paragraph 3 rd paragraph last paragraph
Self-definition	The college is a comprehensive, public, associate degree granting institution.	2 nd paragraph
Public image	...excellent educational programs and services that are accessible and affordable.	2 nd paragraph

Web Site

	Location and title (location is indicated by clicks from home page – home page serves as page 1	Image	Text
Target Clienteles	Home Page – page 1	Variety of students young, older, also represents ethnic diversity	Current students, prospective students, high school students, employers, workforce services, alumni/friends and CC B faculty and staff.
Products or services	Message from the President – page 2	Picture of President	-...begin baccalaureate study here. -Career services, -...programs of study to prepare for careers right here in Central X. -...academic enhancement, -.. high-quality workforce development programs - ...alumni find a way to reconnect. -visual and performing arts

(continued)

Web Site (continued)

	Location and title (location is indicated by clicks from home page – home page serves as page 1)	Image	Text
Geography	Prospective Students page 2	Image represents both genders and age diversity	“CC B is the college of choice for the residents of Central X. In fact, more students from the region are enrolled at College B than at any other college or university.” “Through our distance learning program, they can study any time and place they have access to the Internet.”
Commitment	Employees/Workforce Services – page 2 Current Students – page 2	Picture of student using high-tech equipment. Different age, ethnicity, and gender are represented.	“CC B is committed to the economic health of the communities it serves.” “Whether you are pursuing the first two years of baccalaureate study, preparing for an exciting career, learning a new skill to advance your present career, or enjoying the pleasures of lifelong learning, CC B has programs and services to make your study here successful.”
Philosophy	Message from the President – page 2	President’s picture	“We believe.that a college education should be available to all. Economic status and past academic achievement should not be barriers to opportunity. We do not seek out the educational winners; we make winners out of anyone willing to try. . . .in our students. We do not measure success by people’s achievements when they enter, but rather by their skills and abilities when they leave. We are committed to helping our students succeed.

(continued)

Web Site (continued)

	Location and title (location is indicated by clicks from home page – home page serves as page 1	Image	Text
			...in the power of teaching. Our faculty is second to none. We insist on rigorous standards but also strive to create a supportive environment in which students can achieve. ...in our community. We develop programs with area employers—hospitals, businesses, technology companies—to give students the skills they need to advance in the workplace. And we also believe that we can always improve. I welcome your comments and ideas on how CC B can better meet the ever changing higher education needs of Central X.”
Self-definition	Home page – page 1	Image that represents a variety of age groups; gender and ethnic diversity are also represented	CC B student success through high-quality educational programs and services that are accessible and affordable.

(continued)

Web Site (continued)

	Location and title (location is indicated by clicks from home page – home page serves as page 1	Image	Text
Public Image	Prospective students page 2 Current students – page 2	Diversity of student ages and gender Visual images including ethnic diversity, ages and gender	Students come to CC B because it is accessible. They can receive high quality education, interacting with caring and committed faculty members in small classes, at a price they can afford. They can work and go to school in the evenings and on weekends. As a CC B student, you are part of a tradition of success. In annual surveys, CC B graduates consistently report that they are very satisfied with the quality of their academic experience and their preparation for the workplace or further study.

College B	Target clientele	Products or services	Geography	Commitment	Philosophy	Self-definition	Public Image
	yes	yes	yes	yes	no	no	no
Comments		Information is stated almost exactly the same in print and on the web.			Descriptive beliefs are contained on web site, but not in printed materials.	Students would relate to the web information more than the printed material.	Again, the web contains the more information. It also speaks to CC B's tradition of success.