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## The utilization of selected marketing elements by higher education institutions

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**THE UTILIZATION OF SELECTED MARKETING ELEMENTS  
BY HIGHER EDUCATION INSTITUTIONS**

by

**Don Kajcienski**

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

**Doctor of Education**

in

**Educational Leadership**

**Department of Educational Leadership  
University of Nevada, Las Vegas  
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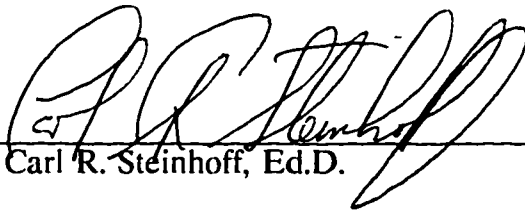
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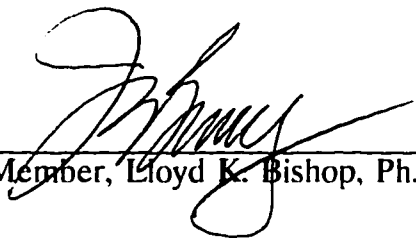
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Doctor of Education in Educational Leadership  
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May 1997

## ABSTRACT

The purpose of this study was to determine the utilization of selected marketing elements by higher education institutions enrolling 5,000 or more students by headcount. Selected marketing elements were determined by a content analysis of marketing textbooks which yielded 20 such elements: *product, price, strategy, market, promotion, research, mix, analysis, advertising, target, competition, segment, service, information, demand, forecasting, place, purchase, image, and demographics*. These elements became the basis for a survey instrument designed specifically for this project. Furthermore, 15 items on the survey instrument suggested various factors that might constrain the full utilization of marketing.

In terms of the selected marketing elements, the results of the study were: (a) these 20 elements were not fully utilized; (b) the most utilized elements were *service, promotion, target, advertising, and segment*; (c) most institutions reported that they did not utilize the elements of *price, strategy, research, information, demand, and forecasting*; (d) *service* was the most and *strategy* was the least utilized marketing element; (e) priorities in use of the elements differed between public and private institutions--public institutions placed more emphasis on *research* and *demographics* while private institutions

were more concerned with *forecasting*; and (f) a significant statistical difference in the utilization of the elements between public and private institutions appeared in 7 of the 20 elements--*price, market, mix, analysis, advertising, segment, and forecasting*. In addition, two factors constrained the full utilization of marketing in higher education institutions--a lack of adequate resources and the word *marketing*, and no significant statistical difference between public and private institutions regarding the factors constraining the full utilization of marketing elements was found.

The study also investigated who in the institution was responsible for marketing it. In this case, higher education institutions assigned the responsibility for marketing the institution to a specific position. Furthermore, no statistically significant relationship was found between the level of the person most responsible for marketing the institution and the level of utilization of the marketing elements. In addition, the person most responsible for marketing the institution held an advanced degree.

This research project includes a comprehensive bibliography and a thorough review of all the literature published on marketing in higher education beginning with the 1960s.



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## CHAPTER 1

### INTRODUCTION

This study was based upon the shared belief that higher education institutions do not routinely employ sound marketing practices as a matter of organizational policy. Shapiro (Montana, 1978), Kotler (1982), and Kotler and Fox (1985) fully supported this contention. Probably the most common reason given for the failure of higher education institutions to utilize marketing strategies is offered by Kotler and Fox:

Some educators feel that marketing is incompatible with the educational mission and cheapens education and the institutions that use it. Even if marketing could be useful, they feel, it would be unnecessary if people only recognized that education was good for them. (1985, p. 16)

In spite of the prevalence of this attitude, marketing appears as an academic discipline in many colleges and universities in this country. Not only do they teach it, but also institutions of higher education offer degrees at the associate's, bachelor's, master's, and doctoral levels. Other business-related academic disciplines such as accounting, management, and personnel are routinely utilized by higher education institutions; some organizational units even bear the name of the discipline such as Personnel or Accounting.

According to Kotler, "Although university presidents . . . have readily accepted such business functions as finance, accounting, planning, and public relations, they have been more skeptical about marketing" (1982, p. 5).

Perhaps this skepticism has been based upon a misunderstanding of marketing. Some educators, for example, feel marketing is really just selling, while others believe that public relations and marketing are interchangeable terms. This confusion is evidenced by a variety of comments. It is not uncommon to hear, "We need to do a better job of marketing ourselves, so we should hire some more admissions recruiters to get out there and sell our programs." In another case, an administrator might state, "We need to do a better job of marketing ourselves, so we should develop a good public relations brochure to sell our programs." Both of these comments belie these two fundamental, but popular, notions about marketing. Both are incorrect. A clear, basic distinction between marketing, selling, and public relations exists.

Selling takes an "inside-out" (Kotler & Armstrong, 1991) approach. This means that its goal is to sell the available product regardless of consumer demand. Marketing, on the other hand, takes an "outside-in" (Kotler & Armstrong, 1991) approach--the consumer need is determined before the product is created. Peter Drucker, a current management guru, said with insight, "The aim of marketing is to make selling superfluous" (Kotler & Fox,

1985, p. 7). Therefore, selling might be defined as a fall-back position for an ill-conceived or failed marketing effort.

Public relations is a management function whose purpose is to make friends for the organization. Cutlip, Center, and Broom discussed public relations as a task that ". . . identifies, establishes, and maintains mutually beneficial relationships between an organization and the various publics on whom its success or failure depends" (1985, p. 1). To accomplish this goal, public relations uses some of the same tools as marketers such as promotion, publicity, advertising, research, and surveys, which likely contribute to the confusion between the two practices.

Like public relations, marketing is also a management function, but its purpose is to create or locate customers for the organization. This is accomplished by determining consumer needs and wants, developing a product to satisfy those needs and wants, and then presenting the product in such an attractive way that the consumer is willing to purchase it. Whether the goal of the organization is to market graduate programs, undergraduate programs, continuing education programs, or rental space in the student union, the elements of marketing utilized are the same.

The literature supported and summarized notable differences among marketing, public relations, and sales. Simply put, organizations use marketing

as a means to develop customers, public relations as a vehicle to develop friends, and selling as a tactic to survive poor marketing efforts.

Regardless of any skepticism or misunderstanding of the meaning of marketing, most higher education institutions have utilized it in some fashion in the forms of fundraising and recruiting students, for example. Perhaps because of skepticism and misunderstanding, post-secondary institutions frequently implement marketing in a haphazard manner, choosing just those elements that appeal to them for reasons like budget or personnel constraints. Consequently, some higher education institutions have implemented elements of marketing normally associated with a sophisticated marketing effort such as strategic planning, while ignoring some of the most fundamental elements like target market identification.

This manner of marketing element utilization is difficult to understand and assess. When marketing is implemented in a sequential fashion from its basic elements to its most sophisticated, classification of stages of development can readily be identified. This is not possible with higher education institutions, however, because of their random approach to marketing. Therefore, in order to understand and assess marketing strategies used by institutions of higher education, it seems reasonable to attempt to isolate individual marketing elements and then to determine which of the elements were utilized. Through identification of marketing elements used in higher

education, some understanding of the extent of the utilization of marketing strategies may occur. Comparison of use of marketing strategies to other types of institutions may also be possible.

### Statement of the Problem

The purpose of this study was to determine the extent to which selected marketing elements such as *pricing, promotion, product, and targeting* are utilized in higher education institutions. This study was limited to public and private higher education institutions in the United States offering at least the baccalaureate degree which enroll at least 5,000 students. The intent of the research is to offer insight into the current use of marketing elements by higher education institutions.

### Research Questions

The purpose of this study was to determine the extent to which selected marketing elements such as *pricing, promotion, product, and targeting* are utilized in higher education institutions. The following questions guided the research:

1. Was there a difference in the utilization of marketing elements between public and private higher education institutions?
2. Were there constraining factors such as staff and budget which limit full utilization of marketing in higher education institutions?

3. Were constraining factors in the utilization of marketing elements in higher education institutions different depending upon institutional type--either public or private?
4. Did higher education institutions assign the responsibility for marketing the institution to a specific position?
5. Was the extent of utilization of marketing elements in higher education institutions related to the level of the position assigned the responsibility of marketing the institution?
6. What was the highest academic degree and the academic discipline of the person in charge of the institution's marketing effort?

### Definition of Terms

The following terms were used consistently throughout this document:

1. Marketing:

Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets. (Kotler, 1982)

2. Selected Marketing Elements:

Elements of marketing were determined through content analysis (see Appendix I). Five marketing textbooks known to be standards in the field were carefully selected and outlined producing a list of 9,611 marketing words. A detailed process to

assess the relative weight of each of these words was then used. Finally, the words were rank ordered (see Appendix II). The 20 elements chosen as the most significant based on this analysis are exhibited in Table 1.

In some cases, a marketing element has a definition specific to the field. Those elements having a meaning unique to marketing are defined as follows:

market: the potential customers for a product

mix: combining marketing elements to realize optimum results such as image and promotion

target: to find the most likely customers for a given product

segmenting: grouping markets with similar characteristics

service: an intangible product

demand: the desire for a product by consumers who have the means to purchase it (Schwartz, 1977)

place: making a product available in a manner that will optimize a consumer purchase whether the location or the time is or is not convenient

Table 1

Rank Ordering of Marketing Elements as Determined through Content Analysis

Rank	Marketing Element
1	product
2	price
3	strategy
4	market
5	promotion
6	research
7	mix
8	analysis
9	advertising
10	target
11	competition
12	segmenting
13	service
14	information
15	demand
16	forecast
17	place
18	purchase
19	image
20	demographics



### 3. Institutional Type:

Colleges and universities are classified into categories according to governance and funding as follows:

public institution: "A school or institution controlled and operated by publicly elected or appointed officials and deriving its primary support from public funds" as defined by the United States Department of Education (Snyder et al., 1995, p. 499).

private institution:

A school or institution which is controlled by an individual or agency other than the state, a subdivision of the state, or the Federal Government, which is usually supported primarily by other than public funds, and the operation of whose programs rest with other than publicly elected or appointed officials . . .

as defined by the United States Department of Education (Snyder et al., 1995, p. 499).

### 4. Constraining Factors:

Constraining factors are those facts or beliefs which may limit the utilization of marketing elements such as:

- Lack of adequate financial resources
- Lack of marketing expertise
- Marketing cheapens the prestige of higher education
- Marketing is not needed in higher education
- Marketing is not necessary at this institution

### **Delimitations**

The following considerations delimited the study in order to facilitate data collection and analysis:

1. Only institutions in the United States of America offering at least a baccalaureate degree were included.
2. Only those private or public institutions listed with the United States Department of Education were considered appropriate for this study (Snyder et al., 1995, p. 499).
3. Only institutions with an enrollment of at least 5,000 students were studied.
4. Only the marketing of academic programs was studied.

### **Conceptual Basis for the Study**

The conceptual basis for this study has best been discussed within the framework of the concepts and sub-concepts of marketing and their relationship to higher education. For this reason, the concepts and sub-concepts of marketing and their relationship to higher education were delineated in the review of the literature in the second chapter.

### **Significance of the Study**

Even though the vast majority of higher education institutions are operated as non-profit organizations, they still need to generate sufficient income to cover their expenses. State supported institutions can depend on some level of revenue subsistence from the public coffers in addition to tuition

based upon their enrollment. Most private institutions rely primarily upon tuition dollars from student enrollment for operating revenue.

Endowments, money given generally by an individual to an institution for use most often for a specific purpose, provide an additional source of funds. Only the interest on endowments can be used, not principal; therefore, endowments fund a very small percentage of revenue to a college or university. Few institutions have such large endowments that the interest on them can regularly be converted to operating capital (*Chronicle of Higher Education, Almanac Issue*, 1995).

Clearly, then, the number of students attending an institution dictates its primary source of revenue--tuition. Consequently, a loss in student enrollment is a decline in revenue in proportion to the decrease in enrollment. Of course, generally speaking, no organization desires to lose revenue. To prevent, anticipate, or plan for such a hardship, an institution needs to exercise as much control over its student enrollment as possible. This task is dependent upon marketing.

This study was based upon the premise that the level of marketing employed by an institution can be measured by determining to what extent the institution utilizes selected marketing elements. Selected marketing elements, in turn, were determined through content analysis. This approach enabled the

researcher to assess the marketing activities of a higher education institution without regard to some preconceived theoretical construct.

The results of this project may advance understanding in the fields of marketing and higher education relative to stabilizing or increasing enrollment. The findings of this study may suggest to higher education governing boards and their executive leadership some considerations in examining their own marketing plans and may also provide the means to compare their level of use of marketing elements to other similar institutions. This may then be a valuable resource for strategic planning efforts, revenue stabilization, enrollment planning, accreditation reports, fiscal planning, and human resources staffing plans.

## CHAPTER 2

### REVIEW OF THE LITERATURE

The purpose of this study was to determine the extent to which selected marketing elements such as *pricing, promotion, product, and targeting* are utilized in higher education institutions. This study was limited to public and private higher education institutions in the United States offering at least the baccalaureate degree which enroll at least 5,000 students. The intent of the research was to offer insight into the current use of marketing elements by higher education institutions.

The following questions guided this research:

1. Was there a difference in the utilization of marketing elements between public and private higher education institutions?
2. Were there constraining factors such as staff and budget which limit full utilization of marketing in higher education institutions?
3. Were constraining factors in the utilization of marketing elements in higher education institutions different depending upon institutional type--either public or private?
4. Did higher education institutions assign the responsibility for marketing the institution to a specific position?

5. Was the extent of utilization of marketing elements in higher education institutions related to the level of the position assigned the responsibility of marketing the institution?
6. What was the academic preparation and experience level of the person in charge of the institution's marketing effort?

### Introduction

This review of the literature presents the general relationship between the field of marketing and higher education. In addition, research specifically addressing the present study was reviewed. The literature presentation includes a brief history of the evolution of marketing, a discussion of the conceptual basis of the field, and the marketing concept and sub-concepts. The advent of marketing in higher education was also examined, and its numerous applications were addressed. Finally, a critical review of studies directly related to the extent of marketing in higher education was discussed and analyzed for two reasons: (a) in order to build upon their results and (b) to demonstrate the relevancy of the proposed research.

### A Brief History of Marketing

Some say marketing began with the first barter transaction that resulted in a mutually beneficial exchange between two individuals:

Possibly the first marketing transaction took place when one cave-dweller who enjoyed making arrows but did not like to hunt persuaded a fellow cave-dweller who liked to hunt but did not enjoy making arrows to accept some arrows in exchange for some animal skins. (Schwartz, 1977, p. 8)

This simple process of exchange, the core concept of marketing, has been an integral part of human development and interaction from an individual's self-sufficiency to his or her inter-dependency. Arguments for the existence of marketing from and including every era of history were found in the literature. The Industrial Revolution, however, marked the beginning of modern marketing. Since then, marketing has moved through stages that have often been referred to as the eras of marketing: (a) the Production Era, (b) the Sales Era, and (c) the current Era of the Marketing Concept (Mellot, 1978).

The Production Era of marketing resulted from the Industrial Revolution and lasted until the late 1920s. It was characterized by the human ability to mass produce products. Marketing in this era was based upon the belief that customers would buy products that were readily available and affordable. The goal of marketing, then, was to improve production and distribution (Kotler, 1980), but usually without careful regard for consumer demand. This neglect often resulted in a surplus of products providing more choices for the consumer who, in turn, became a more selective buyer. Also during this time, businesses became larger and more complex requiring more systematic approaches to all aspects of their operations including marketing.

By the 1930s and 1940s, the business reality of dealing with product surpluses and consumers who now had more brand choices led to the Sales Era. To be viable, a business had to sell its surplus products to people who

had the option of buying another product. The most expedient way to accomplish this goal was through the use of sales techniques. During this era, high pressure selling tactics exemplified the primary marketing efforts of many companies. *Marketing* could have been characterized as just another word for *selling*, and selling was nothing more than a distasteful process of coercing a consumer to buy, regardless of tactics.

Marketing during the Sales Era provided a way in which to cope with product surpluses, but it also created problems for businesses. Besides the unsavory tactics often employed by salespeople and the public reaction to it, products that could not be sold became a loss for the company. Such problems prompted a more holistic approach to marketing.

Business people began to understand that if they could determine a product need and its potential demand before producing it, they were more likely to sell it easily. Beginning in the early 1950s, this sort of thinking moved marketing into the Era of the Marketing Concept which is still the predominate application of marketing today. This orientation was, and still is, characterized by a focus on consumer needs.

A new movement in marketing, led by Philip Kotler, is promoting the "Societal Marketing Concept" which, in essence, may mark the beginning of a new era. This innovative idea builds upon the marketing concept prevalent today by stressing that organizations must also have a social conscience to



remain viable. They must clearly demonstrate to the public how their actions affect the well-being of society. While this new concept is gaining acceptance, it is too early to say that marketing has fully entered the Era of the Societal Marketing Concept.

### Conceptual Basis for the Study

Much has been studied and written about theories in and of marketing (Sirgy, 1984; Sheth et al., 1988) as well as about schools of marketing thought (Ferrell et al., 1979). This suggests an academic vitality in the field of marketing comparable to other disciplines. Regardless of the nuances in these efforts to explain marketing, all have relied and seemed to agree upon a fundamental conceptual basis.

"Marketing scholars generally agree that the fundamental phenomenon to be explained, predicted, and controlled in the marketplace is the exchange relationship" (Ferrell et al., 1979). Put succinctly, "Exchange is the core concept of marketing" (Kotler et al., 1991). This concept is as fundamental to marketing as power is to politics, individual behavior is to psychology, culture is to anthropology, group behavior is to sociology, and economy is to economics (Andreasen et al., 1979).

For marketing to happen, therefore, an exchange must take place. The task for marketers, then, is to effect exchanges by utilizing the elements of marketing which, for the purpose of the present study, have been determined

by content analysis. The underlying hypothesis was the assumption that the extent to which these elements have been employed by an organization should be some measure of their utilization of marketing. In this case, the focus was higher education.

### The Marketing Concept

Marketing is a young discipline in that it has been rigorously studied and formalized only in this century. Currently no single unifying theory of marketing has yet been accepted by experts in the field. Sheth, Gardner, and Garrett (1988), for example, discussed 12 distinct schools of general marketing theory from the seven components of Bartels to the six elements of Alderson to the most well-known *Four P's* of *product*, *price*, *promotion*, and *place*. This same group also attempted to compose a meta-theory that would encompass the best of all theories.

What was clear in these theories was that marketing has borrowed concepts and methodologies from other disciplines (Andreasen, 1979) and then applied them to the field of marketing. Therefore, marketing is considered an applied science by its practitioners. Furthermore, marketing is also arguably an applied behavioral science in that to study marketing is to study market behavior in the same way that to study psychology is to study human behavior and to study sociology is to study group behavior (Sheth et al., 1988).

Throughout the literature, the description of the purpose of marketing was fairly consistent. The purpose of marketing is to create and keep customers for an organization. Levitt provided a simple, but useful, explanation:

The marketing concept is the simplest of concepts: that business success depends not on how well you sell what you have, but on how well you succeed in having what people want; that the purpose of the business is to get and keep a customer; and that this requires having what customers will want, rather than to get them to want what you have. (Andreasen, 1979)

This purpose has been broadened, primarily by Kotler and Levy (Andreasen, 1979), to include non-profit organizations which also need to create and keep customers.

To determine the best ways in which to create and keep customers for an organization, marketers have typically been pragmatic (Sirgy, 1984) in their research. They have decidedly expended their energies on ways to predict and control market behavior rather than on explaining it. Perhaps this focus was because of the "bottom line" reality of keeping an organization financially viable. Regardless of the reason, marketers have been most concerned with that aspect of market behavior that creates a customer which is someone who, in strictly monetary terms, is willing to exchange money for a product or service.

Whether marketing has been discussed historically or against the changes brought forth by the Industrial Revolution, it has usually been

described in terms of an exchange for perceived mutual benefit between two or more individuals or groups. Thus, the fundamental concept of marketing is the exchange process (Kotler et al., 1991), at least in the current era of marketing. In earlier years, this same process was called the "transaction" (Sheth et al., 1988), but it appears this was a semantic preference rather than a substantial philosophical disagreement.

In summary, then, marketing attempts to control, to predict, and occasionally to explain the exchange process. To do so requires the marketer to understand the elements of the exchange process which may be referred to as the sub-concepts of marketing.

### The Sub-Concepts of Marketing

Piecing together all the sub-concepts of the 12 schools of marketing can be an extremely complex proposition (Sheth et al., 1988). References to general systems theory and role theory (Sirgy, 1984) in the social sciences or risk management theory (Hugstad & Taylor in Ferrell, 1979) from the world of business can lead to valuable insights into marketing, both abstract and practical, but they have not directly addressed the core marketing concept of exchange. Through a focus purely on the exchange concept, the sub-concepts of marketing were readily evident.

Kotler and Armstrong (1991) appeared to provide the best discussion in this regard which, coincidentally, was fitting given Kotler's stature in non-profit

marketing (Andreasen, 1979) which includes higher education. The major sub-concepts of marketing cited were (a) needs, (b) wants, (c) demands, (d) products, (e) transactions, and (f) markets. The following discussion on these sub-concepts borrowed heavily from Kotler and Armstrong (1991).

A *need* is, for whatever reason, something an individual feels he or she must have and thus is driven to pursue it. Such needs may be thought of in terms of Maslow's hierarchy from the very basic food and safety at the bottom to those more abstract concepts of affiliation and self-actualization found at the top. These needs are part of human nature and have an on-going influence on how people make decisions.

*Wants* are needs that have been formed by culture and individual personality. What someone may want to satisfy the need for transportation in Saudi Arabia such as a camel may be entirely different from what someone may want to satisfy the same need in Alaska like a dog sled. For example, one popular speculation about the decline of the American railroad system has been attributed to not understanding the difference between needs and wants. People have always needed and continue to require a means of mass transportation. If the railroad companies realized they were in the business of satisfying the need for mass transportation instead of merely operating railroads, perhaps today they would own the airline companies. There are

many ways to satisfy a need, and people will want the one that suits them the best.

What people may need and want is tempered by what they can afford. While a person may need transportation and want a Lear jet to satisfy that need, he or she may only be able to afford a bicycle. Therefore, the individual will likely purchase the bicycle. *Demand* means the needs and wants supported by the ability to buy. A marketer may know that people need transportation and that they want a Lear jet to provide it, but building a lot of Lear jets will not satisfy the demand because most people cannot afford one.

A *product* is anything that is offered to fulfill the needs and wants of consumers while satisfying their demand. It is the item offered by the marketer in the exchange process. The measure of the exchange process is referred to as the *transaction* which is usually stated in monetary terms. For example, the bicycle, the product, was purchased for \$100, the transaction. While money is usually used by one party in the transaction, something of value other than money such as goods, services, work, or property may also be exchanged. In the present study, however, money has been the usual reference for transactions.

The final sub-concept of marketing is the market itself. The *market* consists of those people who have a defined need and want for something,

demonstrate the demand for it, have willingness to enter into a transaction to acquire the product, and thus are potential consumers for the product.

All the sub-concepts of marketing together create the opportunity for an *exchange*, the core concept of marketing. Successful marketing looks for a need and then determines if there is a way in which to satisfy the need by finding or creating a product the customer wants. The marketer must also ascertain if the customer is able (a demand exists) and willing to purchase (enter into a transaction) the product, and that there are sufficient numbers of such people (a market) to warrant the effort. If all conditions (sub-concepts) are met, the marketer's effort will likely result in an exchange, the core concept of marketing. More importantly, marketers apparently utilize various elements of marketing (discussed and defined in Chapter 1) to address the sub-concepts.

### How Marketing Relates to Higher Education

The existence of higher education institutions implies that they must address a need with a product the consumer wants and can demand. Furthermore, their existence is justified by evidence of a large enough market of people who are willing to enter into a transaction with them. Based on the core concept of marketing as an exchange as well as on its supporting sub-concepts, marketing has clearly always been a part of higher education.

Numerous examples of marketing in higher education have demonstrated this proposition.

The most common example of marketing in higher education is tuition paid by students for the opportunity to take a course or courses. Other examples include such exchanges as money spent to rent space on campus for meetings, weddings, and special events; money donated to a college or university in exchange for some public recognition such as a building named after the donor or a plaque listing his or her name signifying the contribution; and money spent at college and university bookstores, at sporting events, for parking privileges, for room and board, and for health services. These are some of the major exchanges.

Marketing not only relates to higher education, but it is also a part of its very structure. In fact, marketing occurs in higher education whether it is managed or not. Kotler and Levy emphasized this point by saying that non-profit organizations cannot choose ". . . whether to market or not to market, for no organization can avoid marketing. The choice is whether to do it well or poorly . . ." (Andreasen, 1979).

### The Advent of Marketing in Higher Education

A multiple keyword Boolean search of the literature on marketing in higher education revealed that not much has been written. Only one article was published on marketing in higher education prior to 1970. The number of



journal articles, dissertations, position papers, conference proceedings, and other miscellaneous documents published on this topic since 1970 is tabulated by year of publication in Table 2.

Table 2

Tabulation of Literature on Marketing in Higher Education from 1970-1995

Year	Number	Year	Number
1970	1	1983	5
1971	1	1984	5
1972	4	1985	14
1973	4	1986	17
1974	6	1987	13
1975	5	1988	10
1976	8	1989	7
1977	5	1990	10
1978	22	1991	14
1979	25	1992	6
1980	41	1993	11
1981	23	1994	7
1982	13	1995	2
<b>Total</b>		<b>279</b>	

The most obvious reason for the existence of a body of literature on marketing in higher education since 1970 was the fact or anticipation of declining enrollments (Gaither, 1979). Not all of the literature was research-

based; however, since marketing may be construed to be an applied field, it is not surprising that articles were typically observations, opinions, or personal experiences of practitioners in admissions, enrollment management, or fundraising. The reason for the advent of the literature in the area of marketing in higher education has consistently been attributed to declining enrollment.

The reason for declining enrollments has most often been attributed to a decline in the traditional age college student (Huddleston, 1976), which has had a decreasing effect on full-time enrollments (Armenio, 1978). The traditional-age population has generally been the largest contributor to tuition because most have taken a full-time course load. Sometimes, however, the enrollment drop has been specific to changing demographics in one area of the country (Zivic, 1989), while other times it has been broadly attributed to a decline in students who enrolled in college at all (Doescher, 1986). The issue of declining enrollments has been persistent in the literature since the early 1970s (Trivett, 1974) and continued in the 1990s (Sanoff, 1994).

The result of enrollment declines forced higher education institutions to adopt marketing activities to help ensure reaching enrollment goals (Strang, 1986). Marketing was thus reluctantly implemented as a reaction to a problem rather than embraced as an organizational necessity. As a result, a universal acceptance of marketing has not been fostered. On the contrary, it has

created a debate focused on the utility of marketing for higher education (Litten, 1980; Neustadt, 1994).

Some writers argued for marketing (Fram, 1975), while others argued against it (Van Luchene, 1980). Some defended its value (Vaccaro, 1979), while others cautioned against its use (Buchanan, 1974). Still others saw a limited application of marketing, and yet more said marketing has no place in higher education (Pelletier et al., 1985). In the middle were those who tried to assess its value objectively by weighing the pros and cons (Strickland, 1979). The overall impression from the review of literature was that marketing is certainly used in higher education, but it is universally neither accepted nor applied. Wilson stated, "Marketing is the most recent management technology to enjoy much popularity and little success in higher education" (1985).

### The Use of Marketing in Higher Education

Marketing was first used in higher education by community colleges and small private four-year colleges (Hayes, 1991). While most institutions have adopted some marketing activities, few have implemented comprehensive marketing programs with professional management (Noble, 1986). This lack of adoption of marketing activities may perhaps have been a result of a misconception of marketing (Kossak, 1989) or because of the difficulty in translating the marketing function to higher education (Brooker et al., 1985).

When higher education institutions have implemented marketing, it was usually in a specific area as opposed to an overall organizational strategy. Sometimes it has been utilized to increase fund-raising results (Lord, 1981), to improve continuing education programs (Shandler, 1981), or to target graduate students (Olson, 1985). Marketing may have been used to appeal to women (Kosarek, 1990) and minorities (Buresch, 1994; Coiner, 1990) or even to market professional schools (Hand, 1992). When marketing has been used to bolster enrollment, it was usually called *enrollment management* (Albright, 1986). Collectively, the tactics used in enrollment management have been intended to increase student enrollment essentially by applying marketing principles (Merante, 1987). Enrollment management has been a way in which institutions could engage in marketing without calling it that.

Examples of marketing use in higher education illustrated attempts to employ some element or tool of it, but no model of a comprehensive marketing program at some college or university was evident in the literature. A sampling of the literature that demonstrated the singular application of various marketing elements or tools is listed in Table 3. In each instance, an element of marketing was suggested, but in no instance were all elements employed. This implied that higher education institutions have embraced only some aspects of marketing which may have varied from institution to institution.

Table 3

Examples of the Application of Marketing Elements to Higher Education from the Literature

Citation	Marketing Element Presented
Bonnici and Reddy (1993)	positioning
Callahan (1993)	prediction
Durkin (1980)	advertising
Franzak and Cowles (1993)	product
Green (1990)	targeting
Henderson (1980)	mix
Lay and Maguire (1983)	segmentation
Litten (1986)	pricing
Merante (1980)	direct mail
Murphy (1981)	buyer
Rayes (1993)	image
Render and Shawhan (1977)	forecasting
Urban (1990)	research
Waters (1969)	demand
Wofford and Timmerman (1982)	information systems

An examination of case studies of marketing in higher education supported this contention. Some documented the use of one aspect of marketing such as image assessment (Bruker et al., 1985), target marketing (East et al., 1980), promotional activities (Noll, 1979), or market research

(Stoll, 1988). Others substantiated the use of a combination of multiple marketing elements such as use of the *Four P's--product, price, promotion, place--*of marketing (Bond, 1993); market share, demographics, and market objectives (Weirick, 1978); or market penetration, promotional efforts, and market surveys (Caren, 1987). No literature, however, documented a comprehensive implementation of marketing with most or all of its components. Clearly, it appeared that higher education had adopted marketing in a piecemeal fashion.

Some scholars and practitioners have developed models of how marketing should be employed in higher education. They suggested the need to customize business marketing to fit non-profit organizations. Some of the models seemed admirably comprehensive (Chamberlain, 1977; Grabowski, 1981; Paulsen, 1990; Scigliano, 1983), but no evidence of actual implementation by an institution appeared. The literature also contained several marketing plans (e.g., Sevier, 1989) offered as a template for an institution to customize to meet its own needs. Like the other models, though, documentation of real application did not exist. Generally, then, the literature supported the notion that marketing has not been fully implemented in higher education institutions and has been implemented primarily in a piecemeal fashion.

### Critical Review of Research Related to This Study

Some studies reported attempts at understanding the application of marketing in higher education using various indirect approaches. For example, the perceptions of various groups of people in higher education have been surveyed to determine their acceptance of marketing. Findings indicated that faculty (Jimenez-Hyre, 1991) and presidents and trustees accepted marketing (Shaink, 1986). Other studies recounted efforts to understand marketing in higher education by studying the attitudes held by various groups of people in higher education toward marketing (Taylor et al., 1991).

The presumption that marketing has been common in higher education and has provided a mechanism to "audit" (Goldgehn, 1982) the readiness of an institution for marketing implementation appeared in the literature. Perhaps based upon this same presumption, Blackburn (1980) surveyed the effectiveness of various marketing techniques such as advertising in admissions offices and found that not all institutions fully used all of them; in fact, most institutions employed only some of these marketing techniques. About 10 years after Blackburn, Goldgehn (1989) essentially replicated the same survey only to find that "While there is widespread acceptance of many of the marketing techniques, a tremendous range of use exists" (p. 49).

The literature appeared to support the notion that marketing has generally been perceived in a positive manner and that people have had an

affirmative attitude about it. Furthermore, mechanisms to assess an institution's readiness for marketing (audits) and to compare marketing techniques among admissions offices were evident. While this body of literature added greatly to the argument that marketing has been utilized in higher education, it did not provide a sense of the extent to which marketing has been employed.

In the early 1980s, Firoz (1982) attempted to describe marketing in higher education. This appeared to be the first comprehensive effort intended to understand the use of marketing in higher education. The purpose of that research was to determine ". . . the status of marketing activities among four-year, publicly-controlled higher education institutions in the United States" (Firoz, 1982, p. 7). The eight sub-problems addressed numerous aspects of marketing in higher education. Of them, four related to the present study: (a) to determine what marketing activities were used by higher education institutions, (b) to compare their activity level by institutional characteristics, (c) to identify the person most responsible at the institution for its marketing activities, and (d) to get some sense of their educational preparation in marketing.

In the attempt to describe marketing in higher education, Firoz (1982) needed to create a list of marketing activities that became the basis of the survey instrument used to collect data. Although these marketing activities



were culled from the literature, the method used to choose them was not clearly indicated. Apparently, content analysis was used to establish marketing elements through public relations professionals who were also the assumed target of the survey instrument. The survey items were then organized under the *Four P's* of marketing--*product, price, promotion, and place*. This was the only manifestation of a conceptual base since no discussion related to one.

From this survey, Firoz (1982) found that 95% of those responsible for marketing their institution did not have any kind of formal education in marketing. Although he found that the person most responsible for marketing the institution was the public relations officer, this conclusion may be suspect because the surveys were sent to that designation and the question was not asked. Institutional characteristics appeared to be a factor in marketing efforts employed with larger institutions using more marketing activities than smaller ones (Firoz, 1982, p. 130).

Overall, Firoz found that "All four-year publicly-controlled institutions employed some form of marketing activities on their campuses" (Firoz, 1982, p. 166). Furthermore, he stated, "When one examines this total picture, it is clear that the institutional community as a whole lacks a common, coordinated approach to marketing" (Firoz, 1982, p. 173), indicating that marketing was utilized in a piecemeal fashion. For future research, Firoz suggested examining whether institutions ". . . continue to attack marketing problems

with the dispersed, opportunistic variety of localized efforts which characterize conditions today" (p. 174). In other words, is marketing still implemented in a piecemeal fashion?

The research most directly related to the present study had the stated purpose ". . . to describe the extent to which colleges and universities in the United States have accepted marketing" (Narkawicz, 1994, p. 6). To accomplish this objective, Narkawicz employed the four stage model developed by Simmons and Laczniaik (1992) as outlined in Table 4.

Table 4

Four Stage Model of Marketing of Simmons and Laczniaik

Number	Stage
One	Marketing as Promotion
Two	Marketing as Market Research
Three	Marketing as Enrollment Management
Four	Strategic Marketing Management

This model postulated the notion that institutions proceed through stages of marketing implementation from elemental (Stage One) to sophisticated (Stage Four). Various characteristics were exclusively attributed to each stage so the degree to which each was present dictated the predominant stage in which the institution was categorized. The extent of

marketing utilization, then, should simply have been a function of determining at which stage the majority of these characteristics were clustered.

Narkawicz (1994) found that the approach of categorizing the extent of marketing utilization by pre-defined stages was partially successful. Institutions could clearly be identified when in either of the first two stages, but they could not be classified in the second two stages. Almost all of the institutions that had completed the third stage had also completed the fourth stage which is contrary to the expectations of the Simmons-Laczniak model. Narkawicz postulated several reasons for this phenomenon. All seemed to indicate that the survey instrument items were not effective in discriminating between stages three and four. This reality caused her to wonder if additional stages existed for higher education institutions so that it may not be possible to categorize their use of marketing elements in just four stages. This conclusion lent support to the notion that higher education institutions implemented marketing in a piecemeal fashion.

This particular research was valuable because it was so recent (Narkawicz, 1994). In relation to the present study, three observations were significant. First, Narkawicz noted, "A wide body of literature was not found" (p. 21) on marketing in higher education, confirming the current findings. Second, her inability to categorize institutions conclusively into pre-defined stages suggested that understanding how higher education institutions utilize

marketing is a complex process. For example, further examination of those findings indicated some illogical patterns. As a case in point, many institutions responded positively to the use of strategic planning, a stage-four characteristic, even though overall they were categorized at a lower stage. Based on this, Narkawicz suggested, "In many cases institutional strategic planning is mandated, particularly among public institutions" (p. 96). Responding positively to questions about strategic planning, then, was not so much an indication of the level of marketing employed as it was the institution's piecemeal implementation of those aspects of marketing that were deemed necessary, mandated, or assumed to be fashionable.

Finally, Narkawicz (1994) offered valuable experience in developing the survey instrument for the current study as well as in offering a concise history of similar instruments meant to assess marketing. For example, Narkawicz was unable to find any survey instrument suitable for studying the four-stage model developed by Simmons and Lacznia (1992). More importantly, no survey instrument of any kind was available to gather data helpful in understanding marketing in non-profit organizations, much less in higher education institutions. Narkawicz had to develop an original survey instrument, providing subsequent researchers the benefit of that experience.

In addition to utilizing selected items, phraseology, and some of the format from the instrument, the most valuable suggestion offered was that

there should be ". . . a *do not know* category or other neutral response" (Narkawicz, 1994, p. 95). Interestingly enough, Narkawicz had purposely eliminated such a category in the development of the instrument in order to force a choice, but that is not what happened. Without the neutral category, the respondents simply did not answer, leaving the item blank. Having no data proved to be less valuable than having respondents answer in some neutral fashion.

### Summary

The literature supported the focus of this study in several ways. First, marketing certainly exists in higher education. Second, there did not appear to be any existing research that described the extent of marketing utilization in higher education institutions. Third, higher education institutions have apparently employed marketing in a piecemeal fashion so any attempts to categorize their efforts has been at best difficult or not feasible at all. Finally, no survey instrument suitable for determining the extent of the use of marketing elements or strategies in higher education was evident. Therefore, this study attempted to fill that gap in the literature.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### Introduction

The purpose of this study was to determine the extent to which selected marketing elements such as *pricing, promotion, product, and targeting* are utilized in higher education institutions. The following questions guided this research:

1. Was there a difference in the utilization of marketing elements between public and private higher education institutions?
2. Were there constraining factors such as staff and budget which limit full utilization of marketing in higher education institutions?
3. Were constraining factors in the utilization of marketing elements in higher education institutions different depending upon institutional type--either public or private?
4. Did higher education institutions assign the responsibility for marketing the institution to a specific position?
5. Was the extent of utilization of marketing elements in higher education institutions related to the level of the position assigned the responsibility of marketing the institution?
6. What was the highest academic degree and the academic discipline of the person in charge of the institution's marketing effort?

Two separate descriptive research methods were applied to achieve the purpose of the study and to answer the research questions. Content analysis (see Appendix I) was used to identify the selected marketing elements, while a survey analysis was employed to study their use in higher education institutions. Institutional type in terms of private or public control, size of institution by headcount rather than by full-time equivalent (FTE), and factors constraining full utilization of marketing elements such as budget and staff were included in the survey instrument.

#### Selection of Subjects

The subjects selected for this study were higher education institutions in the United States which award, at a minimum, a four-year bachelor's degree. Institutions fitting this minimal requirement are located in every state, and many also offer master's and doctoral degrees.

#### Population

The unit of analysis was higher education institutions in the United States with a minimum headcount enrollment of 5,000 students which offer at least a four-year bachelor's degree. This study was limited to those institutions listed with the United States Department of Education (Snyder et al., 1995) as accessed on the Internet at <http://www.ed.gov/NCES>.

Using these delimitations, the population surveyed consisted of 129 private and 364 public institutions for a total of 493 colleges and universities. These institutions ranged in size from the delimitation of 5,000 students to tens of thousands of students. Collectively, this group accounted for slightly over 74% of the total student enrollment at baccalaureate degree-granting higher education institutions in the United States.

### Data Collection

The data for this study were collected using a marketing survey instrument developed specifically for this purpose. This was necessary because no comparable instrument currently existed for any non-profit organization including higher education (Bishop et al., 1993; Narkawicz, 1994). The instrument was designed to gather data that would indicate the extent to which higher education institutions utilize selected marketing elements. In addition, it was created to provide information on institutional characteristics such as public or private control and factors such as budget or staff which might constrain full utilization of marketing elements.

### Instrumentation

A Likert-type scaled instrument developed specifically for this study was used for data collection. Its conceptual basis was the core concept of marketing which is to "effectuate an exchange" (Kotler et al., 1991), while its



purpose was to determine the extent to which higher education institutions utilize marketing.

In order to assess the extent to which higher education institutions utilize marketing, items in the instrument had to be based upon elements essential to the core concept of marketing--effectuating an exchange. The first step in creating the research instrument was to determine these elements of marketing through content analysis (see Appendix I) of five prominent marketing textbooks. The results yielded 20 elements that are not only essential to any marketing effort, but also seem appropriate for higher education. The second step in the creation of the research instrument after determining the elements of marketing was to include demographic items to define institutional characteristics such as public or private control and institution size in terms of enrollment. In addition, factors constraining full utilization of marketing elements were incorporated.

The major portion of the survey instrument, therefore, was aimed at determining the extent to which higher education institutions utilize the selected marketing elements listed in Table 5. Furthermore, each item of the survey instrument was consciously written in a positive manner. As a result, agreement on the Likert-type scale indicated that the element represented by the statement was perceived as being utilized to some degree by the institution.

Table 5

Marketing Elements Selected by Means of Content Analysis

Rank	Marketing Element
1	product
2	price
3	strategy
4	market
5	promotion
6	research
7	mix
8	analysis
9	advertising
10	target
11	competition
12	segmenting
13	service
14	information
15	demand
16	forecast
17	place
18	purchase
19	image
20	demographics

### Process

The survey instrument was developed using a multi-phase process (Bishop, 1991). First, a 219-item pool based upon the taxonomy offered by content analysis was developed reflecting each of the 20 selected marketing elements. In addition, other items were developed that addressed institutional characteristics and factors constraining full utilization of marketing elements. Second, content validation was established for the item pool using a panel comprised of 10 experts in the fields of marketing and higher education. Third, a pilot study of the survey instrument was conducted.

The pilot study required the random selection of 50 subjects, higher education institutions, who were then asked to participate. In addition, 13 colleagues of the researcher currently serving in executive positions of leadership in enrollment services in higher education institutions were also asked to participate. A total of 26 completed surveys was received. Next, data from the pilot study were used to establish reliability by determining the coefficient of internal consistency using Cronbach's Coefficient  $\alpha$  procedure. Then, the final study was conducted with the population through distribution of the survey instrument. Finally, construct validity was determined from the final study data through factor analysis.

In order to comply with operational guidelines of the National Research Act of 1974, all survey materials and definitions of survey subjects

used in this research project were submitted to the Office of Sponsored Programs at the University of Nevada, Las Vegas, for inspection. It was determined through review that this research project was exempt from these guidelines (Appendix III).

### Validity

Both content and construct validity were established for the survey instrument.

#### Content Validity

Content validity was established for the item pool using a panel of 10 experts from two universities comprised of a vice president for university relations, a vice president for business, a vice president for student services, an associate vice president of enrollment management, an associate vice president of business, a dean of a branch campus, a dean of a college, a director of public relations, and two university marketing professors. Each panel expert was given a packet containing all the necessary materials and instructions (Appendix IV) to complete his or her assessment of the item pool. Included with each packet was a self-addressed, postage-paid return envelope to for their convenience in responding.

The statements on the survey were divided into two sections--marketing elements and reasons for not fully utilizing marketing strategies. First, the

participants, working independently, were asked to review each item developed for the 20 selected marketing elements. If the item did not represent marketing, they were asked to cross it out. They were also asked to make editorial comments on each item and to add items they felt should be part of the survey instrument. Most importantly, they were asked to assign each item to one of the 20 selected marketing element categories.

To make this process easy for the panel of experts, the entire 219-item pool was listed with sufficient space at the beginning of each item to write a number. The selected marketing elements were numbered from 1 to 20, and an operational definition was provided for each one. The experts were asked to review the 20 selected marketing elements and their definitions. After doing so, they were instructed to read each item and then enter the number of the selected marketing element the item most closely represented. An indicator of 0 indicated that the item, in the mind of the expert, represented no marketing element listed. Finally, the panel of experts was asked to review the items in the section of the proposed survey instrument that asked for reasons institutions may not fully employ marketing. In this section, the experts were instructed to cross out any item they did not agree with and to add any item they felt should be included in the survey instrument.

When all materials were returned by the panel of experts, a simple matrix (Appendix V) was utilized listing each item and the marketing element

assigned to it by each expert. In order to have a pool of at least five items per element for a pilot test, 2 items were retained with an 80% expert agreement (*product* and *purchase*), 11 were retained with 90% expert agreement (*price*, *market*, *promotion*, *advertising*, *target*, *service*, *information*, *demand*, *forecasting*, *place*, *demographic*), and the remaining 7 were retained with 100% expert agreement (*strategy*, *research*, *mix*, *analyzing*, *competition*, *segment*, *image*).

In the section on marketing elements, one panel member chose several items for deletion, but no one added any items. The items suggested for deletion were assigned a zero in the matrix, instead of the 1 to 20 for a rated item. As a result, they were included in the averaging, but their value for that one rater was negated. This process left 170 items eligible for inclusion in the survey instrument.

Most of the panel of experts recommended additional statements for the reasons higher education institutions may not fully employ marketing. After some consideration, all of the suggested statements were added; however, duplications and cumbersome statements were deleted. This process resulted in 15 items about full utilization of marketing elements. The survey instrument was then used for pilot testing (Appendix VI). It contained a total of 185 items; 170 related to the 20 selected marketing elements and 15 related to the reasons institutions may not fully utilize marketing.

### Construct Validity

An attempt was made to establish construct validity on the data gathered from the final study of the population of higher education institutions in the United States. The Statistical Package for the Social Sciences (SPSS) factor analysis procedure (SPSS Manual, 1994) was employed. An analysis of the data generated by this procedure indicated that there were insufficient responses (147) for the number of survey items (127) to warrant a useful factor analysis.

### Reliability

#### Pilot Test Survey

Preliminary reliability was established using data from the pilot study which incorporated selection of 50 higher education institutions which fit the research criteria of an enrollment headcount of at least 5,000 and the offering of a minimum of a four-year bachelor's degree. A systematic sample selection was conducted by using an alphabetized list of the 493 institutions of higher education which fit the criteria. The first on the list was chosen followed thereafter by every tenth school for a total of 50. In addition, 13 colleagues of the researcher who held executive enrollment management positions in higher education institutions were also asked to participate.

The president of each of the selected institutions received the pilot survey instrument (Appendix VI) along with a personalized letter requesting his or her participation. They also received a suggested transmittal memorandum and a postage-paid, self-addressed postcard (Appendix VI). The letter asked the president to forward the survey instrument to the person on his or her campus most responsible for marketing their academic programs. The postage-paid, self-addressed postcard was included so that those agreeing to participate in the pilot study could indicate who in the institution was assigned the responsibility of completing the survey. This postcard was meant to focus appropriate follow-up activities to insure the necessary response rate. Included with the packet of materials was a self-addressed 10" x 13" envelope to increase the convenience of returning the survey. The colleagues of the researcher, on the other hand, simply received the survey and a self-addressed 10" x 13" envelope for returning the completed survey. A formal cover letter and accompanying materials were unnecessary since their participation was confirmed before the survey was mailed to them.

The 50 institutions yielded 13 responses (26%), and all 13 colleagues (100%) responded. The 26 total completed surveys provided sufficient data to establish preliminary reliability estimates (Bishop, 1991). Reliability was established using the coefficient of internal consistency method. Cronbach's Coefficient  $\alpha$  procedure was employed for this process.



Because this survey instrument contained 20 separate elements of marketing with items specific to each element, reliability was established for each element. SPSS software was employed for this and all other statistical calculations in this study. In this instance, the *Alpha If Item Deleted* option of SPSS (SPSS Manual, 1994) was also used. The results of that process are indicated in Table 6. As a consequence of the reliability testing, 44 items were eliminated from the pilot study instrument leaving a total of 126 items for the 20 marketing elements. The final survey instrument was then constructed containing these 126 items plus the 15 items designed to identify reasons marketing may not be employed. The total survey instrument, then, contained 141<sup>1</sup> items (see Appendix VII).

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<sup>1</sup> The final survey instrument shows 127 items for the 20 marketing elements plus 15 items for the reasons marketing may not be fully employed for a total of 142 items. There are, in fact, 126 items for the 20 marketing elements, not 127 items due to a typographical error in numbering (the number 89 was omitted).

Table 6

Determination of Reliability for 20 Marketing Elements Used in the Pilot Survey

$\alpha$	# of Items	Marketing Element
.87	5	product
.87	12	price
.91	7	strategy
.87	6	market
.87	11	promotion
.92	9	research
.98	8	mix
.90	7	analysis
.85	9	advertising
.86	8	target
.86	9	competition
.91	11	segmenting
.84	12	service
.90	10	information
.80	10	demand
.93	10	forecast
.86	6	place
.80	6	purchase
.89	6	image
.90	8	demographics

### Final Survey

Final reliability was determined using precisely the same procedures employed for the preliminary reliability with one exception: it was based upon all 147 usable responses received in the final study. Like the pilot study, reliability was established using the coefficient of internal consistency method, i.e., Cronbach's Coefficient  $\alpha$ . A review of the *Alpha If Item Deleted* option of SPSS (SPSS Manual, 1994) indicated there were no items that needed to be deleted. The  $\alpha$  results of that process are indicated in Table 7.

### The Study

The results of the pilot study indicated that surveys mailed to the president of an institution most often wound up in the hands of the chief academic officer. Therefore, the final survey was mailed to the provost, academic vice president, or chief academic officer of the institution. Another finding was that the postcard, the transmittal memo, and the self-addressed 10" x 13" return envelope used in the pilot study proved ineffective. In fact, only one of the 13 respondents returned the postcard, and it was evident from handwritten notations on returned surveys that the transmittal memo was not used. Furthermore, no one used the self-addressed 10" x 13" envelope; rather, someone typed or hand-addressed an envelope with their institutional logo on it or he or she simply used a stock clasp envelope. As a result, the final study

Table 7

Determination of Reliability for 20 Marketing Elements Used in the Final Survey

$\alpha$	# of Items	Marketing Element
.87	5	product
.88	7	price
.88	6	strategy
.88	5	market
.87	8	promotion
.92	7	research
.97	7	mix
.91	5	analysis
.91	7	advertising
.92	7	target
.86	5	competition
.95	7	segmenting
.90	9	service
.93	7	information
.83	6	demand
.95	7	forecast
.87	5	place
.87	6	purchase
.88	5	image
.89	5	demographics

did not employ any of these devices. It did, however, include a self-adhesive return address label that could easily be affixed to the school's envelope.

Each of the 493 colleges and universities in the study population was sent a survey with a cover letter (Appendix VII), using direct mail techniques refined by research (Dillman, 1978). The chief academic officer of the institution was asked to forward the survey to the highest level person in the institution most responsible for marketing the academic programs of the institution. Those institutions not responding within 20 days received a second mailing with another survey and a different cover letter (Appendix VII), addressed also to the chief academic officer, urging cooperation in completing the survey instrument by a defined date.

### Data Analysis

The primary focus of this research project was to determine the extent to which selected marketing elements are utilized by higher education institutions. Each marketing element in the survey instrument contained several positive statements relating to the use of that element in the institution. Following each statement was a 5-point Likert-type scale ranging from *1-strongly agree* to *5-strongly disagree*. For purposes of data analysis and reporting results, the raw data were re-coded.

The extent of marketing utilization in higher education was examined first by analyzing the frequency distribution of each of the items on the survey

instrument. Next, the utilization of each of the 20 selected marketing elements in higher education institutions was examined. To do so, a raw score was calculated for each marketing element at each institution. Then, the raw scores for each element were summed to give a total raw score for each element representing all responding institutions. A mean and a standard deviation were calculated for each of the 20 selected marketing elements for all responding institutions. In addition, the means and standard deviations, based upon the sum of the raw scores, were calculated separately for all public institutions and for all private institutions. These data are presented in tables in Chapter 4 for only public, only private, and all responding institutions in descending rank order based upon their mean scores. This demonstrates which marketing element is utilized most, second-most, and so on.

### Research Questions

Each of the research questions which guided this study follows with its method of statistical analysis.

1. *Was there a difference in the utilization of marketing elements between public and private higher education institutions?*

Using the summed raw score for each element for each institution, a total raw score was tabulated for each element for all public institutions and for each element for all private institutions. A mean and a standard deviation were then created

for each element for all public institutions and for all private institutions. Each of these 20 sets of means (20 for public and 20 for private) was then tested with a t-test to determine if a significant difference ( $p < .05$ ) existed between public and private institutions on each marketing element. In addition, overall means and standard deviations were calculated on the raw scores of the 20 elements for all public institutions and then all private institutions. This calculation was also subjected to a t-test to determine if a significant difference ( $p < .05$ ) existed between public and private institutions on their overall raw score.

2. *Were there constraining factors such as staff and budget which limit full utilization of marketing in higher education institutions?*

The survey instrument contained 15 items (Appendix VII) which addressed constraining factors that were culled from the literature and the content validity. Each item was followed by the same *re-coded* Likert-type scale. A recoded score of 5 (1 on the survey) indicated that the respondent *strongly agreed* with the constraining factor the item suggested while a recoded score of 1 (5 on the survey) indicated that he or she *strongly disagreed*. To determine the extent to which the constraining factors inhibited full utilization of the selected marketing elements, a frequency

distribution, a mean, and a standard deviation for each constraining factor were calculated from all the completed survey instruments. The means and standard deviations are presented in descending rank order in order to facilitate the determination of the constraining factors most often cited within the responding survey population.

3. *Were constraining factors in the utilization of marketing elements in higher education institutions different depending upon institutional type--either public or private?*

A mean score and a standard deviation for each of the 15 constraining factors were calculated for all public institutions and for all private institutions. The results for each group--public and private--were listed separately in descending rank order.

4. *Did higher education institutions assign the responsibility for marketing the institution to a specific position?*

A rank-ordered frequency distribution of the specific job titles of the person most responsible for marketing the institution is presented in Chapter 4.

5. *Was the extent of utilization of marketing elements in higher education institutions related to the level of the position assigned the responsibility of marketing the institution?*

Those institutions that indicated the level of the position assigned the responsibility of marketing the institution were coded and categorized as shown in Table 8. Only those



institutions indicating who was responsible for marketing it were used to determine the relationship between the level of responsibility and the extent of marketing utilization. A raw score was calculated for each institution by summing the 20 raw scores for each element; the higher the raw score, the more marketing has been implemented. Using the raw scores for each institution as one variable and the level of position assigned the responsibility of marketing as another variable, a Pearson Product Moment Correlation (PPMC) was calculated to determine the relationship, if any, between these variables.

6. *What is the highest academic degree and the academic discipline of the person in charge of the institution's marketing effort?*

A rank-ordered frequency distribution was employed showing the academic degree--bachelor's, master's, or doctorate--and the academic discipline.

Table 8

Coding and Category of the Level of the Position Assigned the Responsibility  
of Marketing the Institution

Code	Category
9	President, CEO, chancellor
8	Vice president, vice chancellor, provost
7	Associate vice president, associate vice chancellor, associate provost
6	Assistant vice president, assistant vice chancellor, assistant provost
5	Dean
4	Associate dean
3	Assistant dean
2	Executive director
1	Director
0	Other

## CHAPTER 4

### FINDINGS

#### Introduction

The purpose of this study was to determine the extent to which selected marketing elements such as *pricing, promotion, product, and targeting* are utilized in higher education institutions. This study was limited to public and private higher education institutions in the United States offering at least the baccalaureate degree which enroll at least 5,000 students. The intent of the research was to offer insight into the current use of marketing elements by higher education institutions.

The study involved the distribution of a survey developed specifically for this research to 493 colleges and universities meeting the subject selection criteria. The survey contained 126 questions on the use of marketing elements by four-year colleges and universities for marketing their academic programs. In addition, 15 questions concerned constraints which prevented full use of marketing elements. In this chapter, findings from the research are fully delineated.

## Survey Responses

### Response Rates

The survey instrument along with a cover letter (see Appendix VII) was initially mailed to the entire population of 493 colleges and universities selected for the study. Those not responding within 20 days received a second mailing urging their cooperation in this research project. The results of these mailings are presented in Table 9.

Table 9

### Survey Response Rate

	Public		Private		Total	
	n	%	n	%	n	%
Surveys Mailed	364	73.8	129	26.2	493	100.0
Responses - First Mailing	106	21.5	11	2.2	117	23.7
Responses - Second Mailing	25	5.1	5	1.0	30	6.1
Unusable Returns	5	1.0	4	0.8	9	1.8
Total Response Rate	136	27.6	20	4.1	156	31.6
Usable Responses	131	26.6	16	3.2	147	29.8

\* Numbers may not add precisely due to rounding

In similar studies, Narkawicz (1994) and Firoz (1982) experienced overall response rates of 51% and 66%, respectively, using similar populations. Of the 493 institutions selected for the present survey, 156 (31.6%) responded. If those nine who declined to participate are excluded, the response rate

decreases to 29.8%, a yield of 147 usable responses after two mailings. This rate of return was greater than the 26.0% response rate after one mailing experienced during the pilot study that involved 50 systematically selected institutions. The response rate for the initial mailing was 23.7%, slightly less than for the pilot study.

The overall response rate for public and private institutions differed. Public institutions represented 73.8% of those surveyed and 87.2% of the responses while private institutions represented 26.2% of the population and 12.8% of the responses. Further, 5 public and 4 private institutions declined to participate in the survey. Of the usable 147 responses, 131 (89.1%) are from public and 16 (10.9%) are from private institutions of higher education. The proportion of public institution to private institution responses is therefore 9 to 1.

### Respondent Demographics

One section of the survey instrument requested institutional demographic data. Respondents were asked to (a) define the control of the institution as public or private, (b) provide the fall 1996 total graduate and undergraduate headcount, (c) give the title of the person most responsible for marketing the institution, and (d) identify that person's highest academic degree as well as the academic area in which that degree was earned.

Institutions of all sizes from the delimitation of 5,000 total student headcount to tens of thousands of students responded to the survey. A summary of the size of institutions by public or private control is presented in Table 10.

Table 10

Characteristics of Size and Control of Responding Institutions of Higher Education

Enrollment	Public		Private		Total	
	n	%	n	%	n	%
5,000 - 9,000	52	35.4	8	5.4	60	40.8
9,001 - 13,000	26	17.7	4	2.7	30	20.4
13,001 - 17,000	15	10.2	2	1.4	17	11.6
17,001 - 21,000	13	8.8	1	0.7	14	9.5
21,001 - 25,000	12	8.2	0	0.0	12	8.2
Over 25,000	13	8.8	1	0.7	14	9.5
Total	131	89.1	16	10.9	147	100.0

\* Numbers may not add precisely due to rounding

In terms of enrollment, nearly three-fourths (72.8%) of responding institutions reported between 5,000 and 17,000 students. All but two private colleges fell into this larger group. Only one private institution reported more than 25,000 students, while 13 (8.8%) public institutions did.

The title of the person most responsible for marketing the institution was categorized and coded according to a predetermined hierarchy. The number of respondents in each of the coded categories is listed in Table 11.

Table 11

Coding and Category of the Level of the Position Assigned the Responsibility of Marketing the Institution and Number of Respondents in Each

Code	Category	n	%
9	President, CEO, chancellor	2	1.4
8	Vice president, vice chancellor, provost	30	20.4
7	Associate vice president, associate vice chancellor, associate provost	15	10.2
6	Assistant vice president, assistant vice chancellor, assistant provost	8	5.4
5	Dean	7	4.8
4	Associate dean	0	0.0
3	Assistant dean	0	0.0
2	Executive director	5	3.4
1	Director	53	36.1
0	Other	27	18.4
Total		147	100.1

\* Numbers may not add precisely due to rounding

About two-thirds (66.7%) of the persons responsible for marketing their institutions were either director (36.1%); vice president, vice chancellor, or provost (20.4%); or associate vice president, associate vice chancellor, or associate provost (10.2%). The *Other* category representing 27 (18.4%)

respondents was primarily used when an institution did not specify the person most responsible for marketing the institution by title.

Of the 147 completed surveys, 96 (65.3%) indicated the academic discipline and the degree level of the person most responsible for marketing their institution. The highest concentration of academic disciplines was in education, including higher education administration, which accounted for 27.1% of the respondents. The next highest representation was business (10.4%) while the remainder of the responses was dispersed over numerous academic disciplines. These responses are listed in Table 12.

If the disciplines were grouped, education including higher education administration and college student personnel would still be on top with 28.4% of respondents. Business-related fields such as marketing, public relations, economics, human resources development, organizational analysis/behavior, advertising, and management would run a close second with 25.0% of respondents. These two fields when grouped would then contribute 53.4%, more than half of the respondents.

In terms of degrees earned, the master's (46.9%) and doctorates (42.7%) were somewhat evenly divided. For ease of comparison, law degrees (J.D. or Juris Doctor) were assigned to the doctorate. Clearly, an advanced degree was generally required for a position in marketing in an institution of higher education which enrolls more than 5,000 students.



Table 12

**Degree and Discipline of the Person Responsible for Marketing the Institution**

Rank	Academic Discipline	Bachelor's	Master's	Doctorate	Total	%
1	Education	0	7	9	16	16.7
2	Business/Business Administration	0	9	1	10	10.4
3	Higher Education Administration	0	1	9	10	10.4
4	English	2	3	3	8	8.3
5	Communications	2	4	1	7	7.3
6	Counseling/ Counseling Psychology	0	5	2	7	7.3
7	Journalism	4	2	0	6	6.3
8	Law	0	0	5	5	5.2
9	Marketing	0	3	1	4	4.2
10	Public Relations	0	4	0	4	4.2
11	Economics	0	0	2	2	2.1
12	Human Resources Development	0	1	1	2	2.1
13	Organizational Analysis/Behavior	0	0	2	2	2.1
14	Psychology	0	1	1	2	2.1
15	Advertising	1	0	0	1	1.0
16	Art	0	1	0	1	1.0
17	College Student Personnel	0	1	0	1	1.0
18	Fisheries and Wildlife Management	0	1	0	1	1.0
19	History	0	1	0	1	1.0
20	Limnology	0	0	1	1	1.0
21	Management	0	0	1	1	1.0
22	Physiology	0	0	1	1	1.0
23	Political Science	1	0	0	1	1.0
24	Russian Literature	0	1	0	1	1.0
25	Sociology	0	0	1	1	1.0
	Total	10	45	41	96	99.7
	Percent of Total	10.4	46.9	42.7	100.0	

\* Numbers may not add precisely due to rounding

### The Extent of Marketing in Higher Education

A frequency distribution of the raw data (see Appendix VIII) includes not only the raw data for the 127 items used throughout the 20 selected marketing elements, but it also contains the raw data for the 15 items used to determine any constraining factors in the utilization of marketing in higher education institutions. In the aggregate, the raw data (Table 13) demonstrate the range of responses from *Strongly Agree* to *Strongly Disagree* for the 127 items used to assess the 20 selected marketing elements.

Table 13

#### Percentage of Responses to the Survey on the 5-Point Likert Scale

Response	%
Strongly Agree	19.0
Agree	44.0
Undecided	13.0
Disagree	19.0
Strongly Disagree	5.0
No Response	1.0
Total	100.0

A positive response to all the items indicated by marking *Strongly Agree* or *Agree* was represented in 63.0% of cases while disagreement expressed as

*Strongly Disagree* or *Disagree* was indicated at the rate of 24.0%. One-fifth were *Undecided* (19.0%) or did not respond at all (1.0%).

Since the majority (63.0%) of items received a positive response, items with a large percentage of negative responses may be noteworthy. Of the 127 items, 18 (14.2%) exhibit this phenomenon and represent 6 of the 20 marketing elements as shown in Table 14. The *Percent of Negative Response* classification means the sum of the categories *Strongly Disagree* and *Disagree* and specifically excludes both *Undecided* and a lack of any response. The interpretation of this phenomenon is that these items represent aspects of the marketing elements that are not being utilized by these respondents.

In order to determine how each of the 20 marketing elements was utilized by the institutions of higher education, a mean and a standard deviation were calculated for each from the raw scores (see Appendix VIII). These calculations are listed in the aggregate in Table 15 and by institutional control in Table 16 and present some anomalies. For example, *service*, an intangible product, is cited as the most utilized marketing element. *Strategy*, the method by which an organization plans to reach its marketing objectives, is cited the least. This is inconsistent with the findings of Narkawicz (1994, p. 96) who speculated that ". . . mandated strategic planning could be forcing entry into Stage Four," the highest level of marketing possible by an organization. She was concerned that the positive responses she received

about the use of strategic planning skewed the data to a higher level of marketing than was warranted by the actual use of marketing.

Table 14

Items with at Least 40% of Respondents Indicating *Strongly Disagree* or *Disagree*

Marketing Element	Item Number	Item	Strongly Disagree (%)	Disagree (%)	% Negative Response
price	7	The price of what we offer is mostly determined by how many people want it.	24.5	51.0	75.5
price	11	We make sure that we price our products to at least recover the cost.	11.6	34.7	46.3
strategy	13	We have a written strategic marketing plan for all our products.	15.0	44.2	59.2
strategy	15	We develop a strategic marketing plan for each new product we want to introduce.	8.8	52.4	61.2
strategy	16	Our strategic marketing plan coordinates the resources of all the campus offices that may be needed in marketing our products.	11.6	38.8	50.4
strategy	17	Our strategic marketing plan is reviewed and, if necessary, updated at least once a year.	10.9	36.1	47.0
research	32	We have a sophisticated marketing research program.	14.3	50.3	64.6
research	34	We regularly utilize marketing research.	6.8	34.7	41.5
research	35	We often conduct research to determine the needs of our various markets.	5.4	36.7	42.1
research	36	We routinely use market research.	6.8	33.3	40.1
research	37	We routinely use research to determine the effectiveness of our marketing efforts.	8.2	38.8	47.0
information	86	We have a formal marketing information system.	8.2	47.6	55.8
information	90	We have a formal information system to assist us in our marketing efforts.	5.4	41.5	46.9
information	93	Our marketing information system was devised purposely to support our marketing efforts.	10.2	44.2	54.4
demand	95	The demand for our products is the primary basis for the quantity of a particular product we offer.	5.4	39.5	44.9
forecasting	102	Our forecasting is done using a computerized model.	11.6	34.7	46.3
forecasting	103	We have a computerized system for forecasting.	12.9	36.1	49.0
forecasting	106	We routinely use forecasting to adjust our marketing efforts.	6.8	34.7	41.5

Table 15

The Utilization of the 20 Selected Marketing Elements by the Responding Institutions in Descending Rank Order by Mean

Marketing Element	<u>N</u>	<u>M</u>	<u>SD</u>
service	147	37.21	6.07
promotion	147	33.06	5.02
target	146	26.88	5.32
advertising	146	24.83	6.65
segment	147	24.63	6.65
mix	147	23.67	7.06
purchase	145	22.09	4.37
price	145	21.16	6.32
research	147	21.05	6.32
information	147	20.70	6.33
forecasting	143	20.63	6.86
demographics	146	20.36	3.58
product	146	19.75	3.80
competition	146	19.64	3.57
image	145	19.23	4.48
demand	145	18.45	4.40
market	147	18.36	4.12
place	145	18.07	4.02
analysis	146	17.54	4.40
strategy	147	17.12	6.02

Table 16

The Utilization of the 20 Selected Marketing Elements by the Responding Public and Private Institutions in Descending Rank Order by Mean

Marketing Element	Public			Marketing Element	Private		
	<u>N</u>	<u>M</u>	<u>SD</u>		<u>N</u>	<u>M</u>	<u>SD</u>
service	131	37.15	6.01	service	16	37.69	6.71
promotion	131	32.82	5.06	promotion	16	35.00	4.35
target	130	26.66	5.27	segment	16	28.75	4.31
advertising	130	24.44	6.80	target	16	28.69	5.57
segment	131	24.12	6.72	advertising	16	28.00	4.16
mix	131	23.25	7.24	mix	16	27.06	4.07
purchase	129	21.93	4.48	price	16	25.75	4.34
research	131	20.92	6.14	forecasting	16	25.63	6.18
price	129	20.59	6.31	purchase	16	23.38	3.24
information	131	20.46	6.23	information	16	22.69	6.96
demographics	130	20.28	3.61	research	16	22.19	7.79
forecasting	127	20.00	6.70	image	16	21.13	3.63
product	130	19.71	3.91	competition	16	21.12	3.50
competition	130	19.46	3.55	demographics	16	20.94	3.40
image	129	19.00	4.53	product	16	20.06	2.84
demand	129	18.56	4.50	demand	16	19.94	3.34
market	131	18.18	4.23	market	16	19.88	2.70
place	129	17.90	4.13	analysis	16	19.75	3.30
analysis	130	17.27	4.45	place	16	19.44	2.73
strategy	131	16.85	5.96	strategy	16	19.31	6.30

When compared by type of institution--either public or private--some differences appeared. For example, public institutions rated the following elements of marketing higher than private institutions: (a) *target*, (b) *advertising*, (c) *purchase*, (d) *research*, (e) *demographics*, (f) *product*, and (g) *place*. Private institutions, on the other hand, rated the following marketing elements higher: (a) *segment*, (b) *price*, (c) *forecasting*, (d) *image*, (e) *competition*, and (f) *analysis*. Most notable were the differences among three specific marketing elements: (a) *research*, (b) *demographics*, and (c) *forecasting*. Public institutions rated *research* and *demographics* much higher than private institutions, while private institutions rated *forecasting* much higher.

### Research Questions

The research questions guided this study. In this analysis, each research question is restated and is followed by the response based on the study results.

1. *Was there a difference in the utilization of marketing elements between public and private higher education institutions?*

The first test used to determine the answer to this question was based upon the summed raw scores for all marketing elements for both public and private institutions. This analysis was performed to determine whether a difference existed between public and private institutions in the utilization



of the combined marketing elements. Results of this analysis are shown in Table 17.

Table 17

Comparison of the Utilization of Selected Marketing Elements in Public and Private Institutions Using Means and Standard Deviations

Type	<u>N</u>	<u>M</u>	<u>SD</u>
Public	131	436.18	70.75
Private	16	186.38	49.88

Based on the difference in the means, a difference in utilization of the selected 20 marketing elements appeared between public and private institutions. Furthermore, the differences in standard deviation suggested that private institutions had less variation in their utilization of marketing elements. To determine statistical significance, a t-test was conducted on the means of the two groups. The result,  $t = -2.75$ ,  $p < .05$ , confirmed the statistically significant difference in utilization of the 20 marketing elements between the two types of institutions.

In order to determine specifically which marketing elements differed significantly, a t-test was conducted on the differences of the means between institutional types for each element. The results appear in Table 18.

Table 18

Comparison of the Means Between 20 Selected Marketing Elements by Public and Private Institutions

Marketing Element	Public			Private			p
	N	M	SD	N	M	SD	
product	130	19.71	3.91	16	20.06	2.84	0.788
price	129	20.59	6.31	16	25.75	4.34	0.002*
strategy	131	16.85	5.96	16	19.31	6.30	1.590
market	131	18.18	4.23	16	19.88	2.71	0.037*
promotion	131	32.84	5.06	16	35.00	4.35	1.320
research	131	20.92	6.14	16	22.19	7.79	0.537
mix	131	23.25	7.24	16	27.06	4.07	0.004*
analysis	130	17.27	4.54	16	19.75	3.30	0.012*
advertising	130	24.44	6.80	16	28.00	4.16	0.043*
target	130	26.66	5.27	16	28.69	5.57	0.151
competition	130	19.46	3.55	16	21.13	3.50	0.078
segment	131	24.12	6.72	16	28.75	4.31	0.001*
service	131	37.15	6.01	16	37.69	6.71	0.741
information	131	20.46	6.23	16	22.69	6.96	0.184
demand	129	18.26	4.50	16	19.94	3.34	0.152
forecasting	127	20.00	6.70	16	25.63	6.19	0.002*
place	129	17.90	4.13	16	19.44	2.73	0.149
purchase	129	21.93	4.49	16	23.38	3.24	0.214
image	129	19.00	4.53	16	21.13	3.63	0.074
demographics	130	20.28	3.61	16	20.94	3.40	0.493

\* p &lt; .05

The data in Table 18 indicate statistical significance ( $p < .05$ ) in only 7 of the 20 elements: (a) *price*, (b) *market*, (c) *mix*, (d) *analysis*, (e) *advertising*, (f) *segment*, and (g) *forecasting*. The lack of statistical significance among the remaining 13 marketing elements implied that any difference may have been due to chance. Since an overall significant statistical difference in the utilization of the selected marketing elements between public and private institutions was evident, the strength of that difference must lie in the seven marketing elements identified as statistically significant ( $p < .05$ ) through the use of the t-test.

2. *Were there constraining factors such as staff and budget which limit full utilization of marketing in higher education institutions?*

The data used to address this research question were culled from items #128 through #142 on the survey instrument which were specifically designed for this purpose. A summary of the summed raw scores for these questions appears in Table 19. Most respondents (63.7%) disagreed with factors that might constrain the full utilization of marketing at their institution; 25.5% agreed, and the remainder were either undecided (10.0%) or unresponsive (0.8%). By determining the mean and standard deviation for each item, the variables were ranked as shown in Table 20. The results indicated that two of the three most

constraining factors concerned resources (items 128 and 140) and the use of the term *marketing* (item 129). The least cited three constraints (items 134, 141, and 132) related to the need for marketing.

Table 19

Frequency Distribution of the Raw Scores on a 5-Point Likert-type Scale for the Survey Items Pertaining to Constraining Factors in the Utilization of the 20 Selected Marketing Elements

Response	N	%
Strongly Agree	201	9.1
Agree	362	16.4
Undecided	219	10.0
Disagree	868	39.4
Strongly Disagree	537	24.3
No Response	18	0.8

3. *Were constraining factors in the utilization of marketing elements in higher education institutions different depending upon institutional type--either public or private?*

As indicated in Table 21, differences existed in the constraining factors between public and private institutions of higher education when means and standard deviations were compared.

Table 20

Factors Constraining Full Utilization of Marketing Elements Ranked in  
Descending Order by Mean

Variable	<u>N</u>	<u>M</u>	<u>SD</u>
128	145	3.79	1.10
129	145	3.28	1.16
140	146	3.07	1.22
137	146	3.02	1.28
130	146	3.01	1.25
138	146	2.99	1.26
133	145	2.73	1.32
136	146	2.68	1.29
139	146	2.12	0.91
142	146	1.88	0.91
131	146	1.84	0.81
135	146	1.80	0.91
134	146	1.61	0.70
141	146	1.58	0.65
132	146	1.53	0.81

Table 21

A Comparison of the Means and Standard Deviations on the Survey  
Responses to Factors Constraining the Full Utilization of 20 Selected  
Marketing Elements by Public and Private Institutions

Public				Private			
Item #	N	M	SD	Item #	N	M	SD
128	130	3.90	1.06	131	146	2.94	1.39
129	129	3.33	1.18	134	146	2.94	1.48
140	130	3.08	1.19	129	145	2.88	0.89
130	130	3.06	1.26	128	145	2.87	1.06
137	130	3.05	1.27	138	146	2.75	1.39
138	130	3.00	1.25	142	146	2.75	1.39
133	129	2.73	1.32	139	146	2.69	1.40
136	130	2.68	1.28	140	146	2.63	1.09
139	130	2.13	0.92	135	146	2.00	0.89
142	130	1.93	0.93	137	146	1.81	0.83
131	130	1.85	0.81	136	146	1.81	0.66
135	130	1.80	0.94	133	145	1.69	0.60
134	130	1.60	0.71	141	146	1.69	0.60
141	130	1.56	0.66	130	146	1.62	0.62
132	130	1.52	0.83	132	146	1.50	0.63

Public institutions indicated exactly the same top (items 128, 129, and 140) and the same bottom constraining factors as the entire survey population, which may simply have been indicative of the proportion (89.1%) of public institutions in the sample. Private institutions, on the other hand, differed slightly from the entire survey population in terms of constraining factors. For instance, private institutions agreed with public ones on item 129--"The word *marketing* creates resistance among our faculty"; they disagreed, however, with public institutions on items 131--"Marketing cheapens the prestige of higher education"--and 134--"Our reputation and quality are so good that we don't have to market ourselves." There was no statistical significance between public and private institutions on constraining factors as determined by a t-test on the means of the summed raw scores for each group (Table 22).

Table 22

Results of a t-test on the Means of the Items Measuring the Factors

Constraining Full Utilization of Marketing by Public and Private Institutions

Public			Private			p
<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	
130	37.18	7.19	16	34.38	8.66	0.153

4. *Did higher education institutions assign the responsibility for marketing the institution to a specific position?*

The literature suggested a hierarchy of positions of responsibility within an institution of higher education. The rank-ordered frequency distribution of these positions based on the survey data is shown in Table 23.

Table 23

Rank-ordered Frequency Distribution of the Position Assigned the Responsibility of Marketing the Institution

Category	N	%
Director	53	36.1
Vice president, vice chancellor, provost	30	20.4
Other	27	18.4
Associate vice president, associate vice chancellor, associate provost	15	10.2
Assistant vice president, assistant vice chancellor, assistant provost	8	5.4
Dean	7	4.8
Executive director	5	3.4
President, CEO, chancellor	2	1.4
Associate dean	0	0.0
Assistant dean	0	0.0
Total	147	100.1

\* Numbers may not add precisely due to rounding



The majority of respondents (81.6%) indicated that the responsibility for marketing the institution was assigned to a specific position. The category *Other* (18.4%) was used when an institution either inserted an individual's name or did not respond. In virtually every case either a position title or a person's name was indicated; therefore, the conclusion is that responsibility for marketing an institution of higher education is specifically delegated and, based on the frequency of the responses, the position of that person is generally at the level of dean/director or above. This finding indicated the level of importance ascribed to the marketing responsibility.

5. *Was the extent of utilization of marketing elements in higher education institutions related to the level of the position assigned the responsibility of marketing the institution?*

A raw score for each selected marketing element was calculated and then summed for each institution. Using this score and the frequency distribution for each of the position levels, the Pearson Product Moment Correlation (PPMC) was employed to determine if any relationship could be correlated. The *raw scores of marketing utilization* was used as the *x* variable, and the *frequencies of position levels* was used as the *y* variable. The result was then calculated:  $r = 0.1297$ ;  $p = 0.158$ , indicating the

existence of a positive relationship between the level of the position assigned the responsibility for marketing the institution and the extent to which the 20 selected marketing elements are utilized. The relationship, however, was minimal and not statistically significant.

6. *What was the highest academic degree and the academic discipline of the person in charge of the institution's marketing effort?*

A frequency distribution of the highest academic degree and the academic discipline of the person in charge of the institution's marketing effort was presented in Table 12. A pattern appeared, however, when individual fields were grouped more generally by discipline (Table 24). Clearly, fields in education, business, and the social sciences were far more greatly represented than others (73.9%), although as a single discipline, English, one of the humanities, ranked fourth in representation. Most (89.6%) of the persons in these positions held advanced degrees. Because only about two-thirds (65.3%) of responding institutions answered this question, caution should be taken in interpreting the results.

Table 24

**Academic Degree and Discipline of Individuals in Positions Responsible for  
Marketing an Institution of Higher Education**

Academic Discipline	Bachelor's	Master's	Doctorate	Total	%
<b>Education:</b>	0	9	18	27	28.1
General	0	7	9	16	
Higher Ed Admin	0	1	9	10	
Coll Student Pers	0	1	0	1	
<b>Business:</b>	1	17	6	24	25.0
Business/Admin	0	9	1	10	
Marketing	0	3	1	4	
Public Relations	0	4	0	4	
Org Anal/Behavior	0	0	2	2	
Human Resources Dev	0	1	1	2	
Management	0	0	1	1	
Advertising	1	0	0	1	
<b>Social Sciences:</b>	3	10	7	20	20.8
Counseling/Couns Psych	0	5	2	7	
Communications	2	4	1	7	
Economics	0	0	2	2	
Psychology	0	1	1	2	
Sociology	0	0	1	1	
Political Science	1	0	0	1	
<b>Professions:</b>	4	2	5	11	11.5
Journalism	4	2	0	6	
Law	0	0	5	5	
<b>Humanities:</b>	2	5	3	10	10.4
English	2	3	3	8	
History	0	1	0	1	
Russian Literature	0	1	0	1	
<b>Sciences:</b>	0	1	2	3	3.1
Limnology	0	0	1	1	
Physiology	0	0	1	1	
Fisheries/Wildlife Mgmt	0	1	0	1	
<b>Fine Arts:</b>	0	1	0	1	1.0
Art	0	1	0	1	
<b>Total</b>	10	45	41	96	
<b>%</b>	10.4	46.9	42.7	100.0	99.9

\* Numbers may not add precisely due to rounding

### Other Data

Unsolicited comments from the survey population, telephone calls to non-responding institutions, and multiple surveys from the same institution provided three additional unplanned sources of anecdotal data for this study. Even those who declined to participate responded verbally in some instances. The comments are reported by source.

### Unsolicited Comments from Completed Surveys

- These comments refer to continuing education.
- We have no say in this (price) - comes from the legislature.
- Referring to the survey title *Higher Education Marketing Utilization Survey*, one individual wrote, "Then use words related to education and not marketing!! This wording was a real 'turn off' to academics."
- One individual said that "students" are the product (as opposed to academic programs) and would not complete the items relating to *Product* on the survey instrument.
- Someone made a note in the *Competition* section of the survey instrument indicating that "Students compete for them, they do not compete for students."
- "I strongly disagree with the term 'product'."

### Unsolicited Comments from Those Who Declined to Participate

- "We have more students than we know what to do with and do not conceptualize our work as product."
- "I have neither the staff nor the time to complete lengthy surveys."

- "The business jargon is too unfamiliar for any meaningful response."
- "There is no central office or individual responsible for monitoring our marketing efforts."
- "The terminology you use and the phrasing of some of the responses cause me not to wish to respond to your survey."
- "The survey does not apply to our institution."
- "There is no single person responsible at our institution for marketing our academic programs."

### Telephone Calls

Another source of data came as a result of telephone calls to some of the institutions that had not responded to the mailings in an attempt to increase the response rate to the level indicated in the literature.

Consequently, 25 randomly selected institutions--10 public and 15 private--that had not already responded were telephoned to try to determine a common reason for a lack of response. A common reason might provide a basis for adjusting the process. One anticipated, but not specifically forthcoming, common response was that the survey of 142 items was just too long.

Furthermore, the responses did not differ between public and private institutions. Some of the responses were:

- "We referred it to someone else."
- "The person who should fill it out has been out of town a lot lately."

- "We're going through an accreditation process but will fill it out later."
- "Marketing is a shared responsibility on our campus and it is difficult to get all concerned individuals together at the same time."
- "We need to gather the appropriate data to complete the survey properly."

#### Multiple Completed Surveys from the Same Institution

In two cases, responses came twice from the same institution. Both the first and the second mailing were answered differently by two different people. Narkawicz (1994) indicated a similar finding.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS FOR FURTHER STUDY

#### Summary

The purpose of this study was to determine the extent to which selected marketing elements such as *pricing, promotion, product, and targeting* are utilized in higher education institutions. The following questions guided this research:

1. Was there a difference in the utilization of marketing elements between public and private higher education institutions?
2. Were there constraining factors such as staff and budget which limit full utilization of marketing in higher education institutions?
3. Were constraining factors in the utilization of marketing elements in higher education institutions different depending upon institutional type--either public or private?
4. Did higher education institutions assign the responsibility for marketing the institution to a specific position?
5. Was the extent of utilization of marketing elements in higher education institutions related to the level of the position assigned the responsibility of marketing the institution?

6. What was the highest academic degree and the academic discipline of the person in charge of the institution's marketing effort?

### Survey

Two separate descriptive research methods were applied to achieve the purpose of the study and to answer the research questions. Content analysis (see Appendix I) was used to identify the selected marketing elements, while a survey analysis was employed to study their use in higher education institutions. Institutional type in terms of private or public control, size of institution by headcount rather than by full-time equivalent (FTE), and factors constraining full utilization of marketing elements such as budget and staff were included in the survey instrument. In addition, the position responsible for marketing the institution was identified as well as the highest academic degree and the academic discipline of the individual filling the position.

The survey instrument developed for this study was subjected to content validation and pilot testing procedures. It was then mailed to the entire population of 493 colleges and universities with enrollments over 5,000 students, including 364 public and 129 private institutions. The response rate for usable surveys was 29.8%; 131 (36.1%) of the public institutions and 16 (12.4%) of the private institutions responded. Of the responding institutions, 72.8% reported enrollments between 5,000 and 17,000 students. More than one-third (35.4%) of the public and half (50.0%) of the private institutions



indicated enrollments in the smallest category of between 5,000 and 9,000 students. Of institutions with more than 25,000 students by headcount, 13 (9.9%) of public and 1 (6.3%) of the private institutions reported these enrollment figures.

The primary question in this research was to determine the utilization of selected marketing elements by public and private higher education institutions with enrollment headcounts greater than 5,000. To answer this question, raw data were gathered as frequency distributions, summed, and then statistically tested through the use of means, standard deviations, and t-tests to form conclusions among the variables of marketing elements and institutional types.

A review of the frequency distributions indicated that the 20 selected marketing elements were utilized by more than half of all institutions. In fact, 63.0% of the institutions indicated either *Strongly Agree* or *Agree* to items on the survey relating to their utilization. On the other hand, 24.0% did not utilize the elements as indicated by their choosing either *Strongly Disagree* or *Disagree* as their collective response to the survey items. Almost one-fifth (19.0%) did not determine if their institution used the marketing element or not by choosing *Undecided* as their response to the survey items.

In order to determine which of the 20 selected marketing elements were not fully utilized by most institutions, survey items with a majority of

*Strongly Disagree* or *Disagree* responses were further analyzed. Marketing elements not fully utilized by the majority of institutions clustered around six of the selected marketing elements: (a) *price*, (b) *strategy*, (c) *research*, (d) *information*, (e) *demand*, and (f) *forecasting*.

The utilization of the 20 selected marketing elements was also analyzed through ranking the means and the standard deviations from the summed raw score of each marketing element at each institution. Based on this analysis, the top five marketing elements in order were (a) *service*, (b) *promotion*, (c) *target*, (d) *advertising*, and (e) *segment*. The lowest five from the bottom up were (a) *strategy*, (b) *analysis*, (c) *place*, (d) *market*, and (e) *demand*.

This same procedure was used to compare utilization of the selected marketing elements by public and private institutions. The most notable differences centered on just three elements: (a) *research*, (b) *demographics*, and (c) *forecasting*. Public institutions rated *research* and *demographics* higher than private institutions, while the private institutions rated *forecasting* higher than public institutions.

### Research Questions

1. *Was there a difference in the utilization of selected marketing elements between public and private higher education institutions?*

Means and standard deviations for both public and private institutions were calculated from the summed raw scores of all the elements and a

t-test was applied. The results ( $t = -2.75$ ;  $p < .05$ ) indicated that a statistically significant difference does exist in the utilization of selected marketing elements between public and private institutions. To determine if there were specific selected marketing elements with a significant statistical difference, the raw scores were summed for each element for all public institutions and for all private institutions. This allowed a comparison, by each marketing element, between public and private institutions. A t-test was then used on each pair of means yielding significant statistical differences in only 7 of the 20 marketing elements: (a) *price*, (b) *market*, (c) *mix*, (d) *analysis*, (e) *advertising*, (f) *segment*, and (g) *forecasting*.

2. *Were there constraining factors such as staff and budget which limit full utilization of marketing in higher education institutions?*

Fifteen survey items were specifically designed to address this question.

Overall, 63.0% of the respondents reported that these constraining factors did not inhibit the full utilization of marketing at their institutions; however, 25.0% did agree that these are constraining factors; the remaining respondents (12.0%) were undecided. The 15 items indicating constraining factors were then ranked by their means. Based on this analysis, the top three constraining factors were associated with either lack of resources or the word *marketing*, while least cited constraining factors were related to the need for marketing.

These responses suggested that respondents require more resources to use marketing fully, and they also have had to contend with the negative image the word *marketing* evokes among their faculty. They did not, however, feel that it has been necessary to justify the need for marketing their institutions.

3. *Were constraining factors in the utilization of marketing elements in higher education institutions different depending upon institutional type--either public or private?*

A comparison of the means and standard deviations of each item grouped by public and private institutions showed some differences in the constraints upon the utilization of marketing elements by public and private institutions. When the items were rank-ordered by means, differences became more apparent. For example, private institutions indicated that the top constraining factors are items 131--"Marketing cheapens the prestige of higher education"--and 134--"Our reputation and quality are so good that we don't have to market ourselves." These items were rated very low by public institutions. Public institutions, on the other hand, indicated the same constraining factors as the overall responding population--resources and the word *marketing*. This may have been due to the factor of sample size of 131 (89.1%) public and 16 (10.9%) private institutions responding. By means of a t-test, no statistical significance was found.

4. *Did higher education institutions assign the responsibility for marketing the institution to a specific position?*

The majority (81.6%) of responding institutions indicated that someone has been designated the responsibility for marketing the institution.

The remaining 18.4% were coded as *Other* simply because the institution gave no response or inserted the *name* of an individual instead of his or her *title*. The titles of the individual most responsible for marketing the institution were coded by a predetermined hierarchy based on the literature review that began at the *director* level and continued up the ranks to the level of *president*. Of those responding appropriately, 44.2% reported the title of the individual as *director* and 25.0% as *vice president*, *vice chancellor*, or *provost*. The level of the position within an institution determines the importance of the activity; therefore, marketing of academic programs, primarily at the level of a director, implies a relatively low institutional priority.

5. *Was the extent of utilization of marketing elements in higher education institutions related to the level of the position assigned the responsibility of marketing the institution?*

The Pearson Product Moment Correlation (PPMC) was employed using the summed raw scores for each institution as an indication of utilization of the 20 selected marketing elements and the frequency distribution of position levels. The result was a weak positive relationship:  $r = 0.1297$ ;  $p = 0.158$ ).

6. *What was the highest academic degree and the academic discipline of the person in charge of the institution's marketing effort?*

From 147 completed surveys, 96 responses indicated 26 academic areas spread among bachelor's (10), master's (45), and doctoral (41) degrees. The field of education, including higher education administration and college student personnel, accounted for 28.1% of the responses, business-related fields for 25.0%, and the social sciences for 20.8%. Master's degrees were most prevalent (46.9%) followed by doctorates (42.7%) and bachelor's degrees (10.4%).

### Conclusions

Conclusions drawn from this research project are as follows:

- The selected elements of marketing were not fully utilized in the responding study population. While slightly more than half (63%) reported overall utilization, almost a fifth (19%) could not decide if their institution utilized the selected marketing elements or not, and about one-fourth (24%) were sure they did not utilize them.
- Most institutions reported that they did not utilize the selected marketing elements of (a) *price*, (b) *strategy*, (c) *research*, (d) *information*, (e) *demand*, and (f) *forecasting*.
- *Service* was the most utilized selected marketing element; *strategy*, the least.
- Private institutions utilized the selected marketing elements in priorities different from public institutions: public institutions placed more emphasis on *research* and *demographics* while private institutions were more concerned with *forecasting*.

- A statistically significant difference in the utilization of the selected marketing elements between public and private institutions appeared. This difference existed in 7 of the 20 selected marketing elements: (a) *price*, (b) *market*, (c) *mix*, (d) *analysis*, (e) *advertising*, (f) *segment*, and (g) *forecasting*.
- Factors that most constrain the full utilization of marketing in higher education institutions were a lack of adequate resources and the word *marketing*.
- No statistically significant difference was evident between public and private institutions regarding the factors constraining the full utilization of the 20 selected marketing elements.
- Higher education institutions did assign the responsibility for marketing the institution to a specific position.
- No statistically significant relationship was evident between the level of the person most responsible for marketing the institution and the level of utilization of the 20 selected marketing elements.
- The person most responsible for marketing the institutions held an advanced degree.

### Implications for Further Study

The study of marketing by higher education institutions is important for several reasons. Most important, higher education is a multi-billion dollar enterprise engaging more than 3,600 institutions and 14 million students. The present study represented only 147 (29.8%) of 493 four-year baccalaureate-degree granting colleges and universities enrolling more than 5,000 students by headcount. Furthermore, the survey instrument created for this study has produced replicable data and findings that beg for additional research. The

instrument itself may warrant further testing as well, and a greater number of responses or some other analysis may offer richer data. The purpose of the study, to understand the use of marketing in higher education, can be expanded through the following recommendations for future research:

1. This study should be replicated. Doing so would provide additional data that may support or refute these findings. In either case, those individuals who strive to market their institutions would be better served and would receive some guidance from the conclusions in performing their marketing tasks.
2. The entire population of baccalaureate degree-granting higher education institutions in the United States should be surveyed on their use of the 20 selected marketing elements and the 15 items constraining full utilization of marketing. A stratified random sampling procedure is recommended. Data gathered from such a survey could be generalized to the entire population of higher education institutions.
3. The content analysis done to create the 20 selected marketing elements should be replicated using different textbooks to ensure that the 20 selected marketing elements identified through this study are, indeed, the best factors for measuring the utilization of marketing in higher education institutions.
4. The survey instrument should be shorter. To do so, it is recommended that the content validity and reliability (coefficient of internal consistency) processes be replicated.
5. Construct validity for the survey instrument should be established using the factor analysis procedure. If the number of items on the survey instrument can be reduced and the number of survey responses increased, there will be sufficient data to run the factor analysis procedure with some level of confidence.
6. The survey instrument should be sent to several people on each campus. This suggestion is based on the experience of this research effort and that of Narkawicz (1994). In both instances,



multiple surveys from the same institution yielded different responses. The additional data would help to level any effects of bias by just one respondent from an institution.

7. A better way needs to be identified to determine who is most responsible for marketing the institution. The survey instrument used in this research project asked, "The title of the person most responsible for marketing our institution is \_\_\_\_\_." Some of the responses were not consistent with positions cited in the literature such as president or vice president for academic affairs and were, therefore, somewhat suspect. In another example, it was known that one institution had recently advertised nationally for a *Dean of Enrollment Management* to be responsible for institutional marketing. Their survey response, however, indicated the responsibility for marketing the institution belonged to the *director of alumni and community relations*. This implies an inconsistency in organizational structure. Consequently, perhaps the question should read, "Who is most *operationally* responsible for marketing the academic programs of the institution?"
8. The use of electronic surveying methods via the Internet should be considered. In the process of developing the mechanics of this survey, electronic surveying procedures were explored. Unfortunately, the level of sophistication for this technology was not adequate for this project primarily because the survey instrument was too long: it exceeded the space limitations of the current electronic surveying software. Given the rapid development of computer technology, however, this may not be a problem in the near future.

## APPENDIX I

### DETAILED DESCRIPTION OF CONTENT ANALYSIS

In order to determine the selected marketing elements that were used in the survey analysis, a content analysis was undertaken. The objective of the content analysis was to determine the most commonly utilized elements of marketing. Although this information might have been gathered in a number of ways, the most readily available, and perhaps most authoritative, resource was determined to be marketing textbooks. An explanation of the procedure used for content analysis was fundamental to this study.

Five marketing textbooks were chosen: Contemporary Marketing (Boone & Kurtz, 1977), Principles of Marketing (Kotler & Armstrong, 1991), Strategic Marketing for Educational Institutions (Kotler & Fox, 1985), Marketing Today: A Basic Approach (Schwartz, 1977), and Marketing: Principles and Practices (Mellott, 1978). These texts were selected because they were well-known and often used. In addition, they may have been referenced frequently in other textbooks and/or they were advanced editions.

The content was words while the analysis was a count of the words. Those words used most often suggested those aspects of the subject matter most important to the authors. The task, therefore, was to tally words, then sort by

tally in descending order, thus leaving the most often used word first, the next most often used word second, and so on.

Each of the five textbooks was outlined in order to develop the content to be analyzed. It was presumed that the use of headlines throughout the texts indicated those elements of marketing most important to the discipline. The outline was carried to five levels starting with unit headings and ending with sub-part headings as follows:

# **I. UNIT**

## **A. CHAPTER**

### **1. Division**

#### **a) part**

##### **(1) sub-part**

The outlines of each textbook comprised a total of 9,611 words. These words, however, were not presumed to have equal value. Using the outline schema above, an entire chapter on packaging, for instance, would seem to carry more importance than a sub-part on selling. It follows, then, that the word *packaging* should be given more weight than the word *selling*. Thus, the entire content of the outlines had to be grouped into the five levels defined above in order to give each word a numerical weight according to its level.

Furthermore, there were many words that obviously did not add to the content analysis such as the following: *the, and, or, as, to, from, these, through, and what*. These words, along with proper names (e.g., Robinson Act) were deleted from the outlines. Listed in Table 25 are the number of words remaining, by outline level, with their arbitrary numerical weight, and the factor, described in the next paragraph, assigned to each.

Table 25

The Outline Process for Word Selection Using Content Analysis

Outline Level	Number of Words	Weight	Factor
I. UNIT	88	5	79.4
A. CHAPTER	385	4	18.2
1. Division	1,598	3	4.4
a) part	3,324	2	2.2
(1) sub-part	1,593	1	4.4
<b>Total</b>	<b>6,988</b>		

Because the words were not evenly distributed among the five levels, the danger existed that words at a less important level would seem to be more important simply because of sheer numbers. Five words at the sub-part level in a chapter on promotion, for example, would surface as more important than *promotion*, but clearly they should not. To prevent this from happening, each level was assigned a mathematical factor that, in effect, normalized the

distribution. The factor for each level was determined by dividing the total number of words by the total words in each outline level. For example, the factor for the UNIT level is 6,988 total words divided by 88 UNIT words or 79.4.

After the factor was determined, every word was then tallied at each level of the outline in which it appeared. Its value was then determined by including its assigned weight and factor. To strengthen the impact of any word used in its various forms, all forms were combined and tallied as one word. For example, the individual tallies for *research*, *researching*, *researches*, and *researchers* would be added together instead of treated as four different words with four different tallies. The formula used to incorporate factor, weight, and tally is:

Total Word Score =

$$5(79.4 * t) + 4(18.2 * t) + 3(4.4 * t) + 2(2.1 * t) + 1(4.4 * t)$$

Where t = tally

Next, the complete listing was sorted using the total word score as the basis. This was done in descending order so that the word used most often would appear at the top of the list. The results of this sorting process are listed in Appendix II.

From this listing, an arbitrary decision was made to examine only the first 100 highest scoring words. Presuming that presence in the glossary indicates importance, these words were then compared with the glossaries of the textbooks as a cross-reference. If the word appeared in the glossary, it was kept; if not, it was discarded.

This process was intended to be liberally inclusive rather than strictly exclusive. For example, if a word was not listed solely by itself, an effort was made to find it in combination with any other word. Thus, *channel* and *distribution*, for instance, were usually found as either *channel distribution* or *distribution channel*, and so they were not eliminated. Also, many words were found to be used in conjunction with the word *marketing* such as *marketing analysis*, so those were retained as well. Any word appearing in more than 50% of the glossaries of the five textbooks was kept. The result of this process left 44 words.

The next step involved the connection of marketing words to higher education. Any words obviously not appropriate to higher education such as *manufacturing* were eliminated. This procedure was also done in a liberally inclusive manner. For example, this list included *marketing* which was thrown out because it cannot be an element of itself. This process left 27 words.

The final elimination removed any word that seemed, by definition, to be redundant of a concept already expressed like *sale* for *purchase*. Words that did not lend themselves well to a survey question or statement (e.g., *social*) were eliminated as well. In one instance, two words, *packaging* and *brand*, were combined into one, *image*, because *image* seemed to be the intent of both words. The final listing, shown in Table 26, comprised 20 words that may be elements of marketing applicable to higher education.

Table 26

Marketing Elements Applicable to Higher Education in Rank Order

<b>Rank</b>	<b>Marketing Element</b>
1	product
2	price
3	strategy
4	market
5	promotion
6	research
7	mix
8	analysis
9	advertising
10	target
11	competition
12	segmenting
13	service
14	information
15	demand
16	forecast
17	place
18	purchase
19	image
20	demographics

## APPENDIX II

### RANK ORDER OF WORDS SCORING AT LEAST 100 OBTAINED THROUGH CONTENT ANALYSIS

Table 27

Rank Order of Words Scoring at Least 100 Obtained through Content Analysis<sup>2</sup>

TOTAL		C	D	E	F	G
SCORE	WORDS	5	4	3	2	1
11906	marketing	18	37	112	96	42
3545	product/products	3	19	36	97	20
3313	price/prices/pricewise/pricing	3	14	49	75	32
2950	strategic/strategies/strategy	4	13	18	34	8
2821	market/markets	3	11	35	54	32
2490	consumer/consumers/consumerism	2	14	32	50	10
2117	promoting/promotion/promotional	2	13	16	31	8
1798	distribution/distributors	3	4	16	25	
1523	management	2	5	17	25	8
1502	environment/environmental/environmentalism	2	5	20	18	1
1447	decide/deciding/decisions/decision	1	5	32	48	14
1350	understanding	3	2	1		
1256	behavior	1	8	19	4	2
1204	work	3			1	2
1185	research/researching	2	1	12	17	20
1159	process/processes/processing	1	7	14	14	2
1149	mix/mixes	2	2	11	9	6

<sup>2</sup>

Columns C-G indicate the word tally for each outline level:  
C = UNIT, D = Chapter, E = Division, F = Part, G = Sub-part  
Assigned weights head each column.



TOTAL		C	D	E	F	G
SCORE	WORDS	5	4	3	2	1
1074	plan/planned/planning/plans	1	5	13	21	12
1058	buy/buyer/buyers/buying	1	4	18	22	9
981	channel/channels	1	3	19	22	5
948	communicability/communicating/communications	1	6	6	3	5
944	social/socially/societal/society	1	5	9	11	4
893	overview	2	1	2		
884	analyses/analysis/analytical/analyzing	1	3	11	20	9
880	contemporary	2	1	1		
827	retail/retailer/retailers/retailing		5	29	15	4
823	physical	1	4	8	7	
775	advertisement/advertising		5	18	36	5
759	produce/producer/producing/production/productivity	1	3	7	10	2
750	develop/developed/developing/developments/ development	1	2	8	17	7
733	target/targeting/targets	1	2	5	14	15
715	select/select/selection/selective	1	1	7	29	7
671	identification/identify/identifying/identity	1	2	4	16	2
667	sale/sales		4	13	34	14
660	organization/organizational/organizations/organizing		5	10	16	22
638	public/publics		5	11	18	12
637	evaluate/evaluating/evaluation	1	1	5	20	4
583	special/specialists/specialization/specialized/ specialties/specialty	1	1	4	7	7
582	need/needed/needs	1	1	2	12	8
564	person/personal/personality/personnel/persons		5	9	13	6
551	related/relations/relationships/relative/relevant		4	10	21	9
546	seller/selling		4	9	26	6
544	compete/competing/competition/competitive/ competitors		2	13	34	19
537	industrial/industries/industry		3	18	15	4
524	segment/segmentation/segmenting/segments		4	6	26	10
523	middlemen	1		5	10	4
514	wholesale/wholesaler/wholesalers/wholesaling		4	13	6	6
504	service/services/serving		3	9	23	16
492	issue/issues	1	1	1	1	1
470	good/goods		3	5	20	23
460	institution/institutional/institutions		4	9	12	
460	educated/education/educational/educators		5	5	4	3

TOTAL		C	D	E	F	G
SCORE	WORDS	5	4	3	2	1
454	application/applying	1		3	2	2
449	opportunities/opportunity	1		1	4	5
432	factor/factors			24	16	11
431	establish/established/establishing	1		1	5	
428	system/systems		2	14	17	6
427	political	1		1	2	2
414	situation/situations	1			2	2
414	extended/extension/extensive	1			3	1
406	external	1			1	1
401	effort/efforts	1			1	
401	emergence/emerging	1			1	
400	information/informational/informative		3	9	14	1
397	dimension	1				
395	element/elements		5	2	1	
378	program/programs		4	3	6	5
376	consider/consideration/considerations/considered		3	10	5	1
374	measurement/measures/measuring		4	4	4	3
345	international		3	8	4	1
344	demand/demands		1	9	28	8
331	make/makes/making		3	6	7	1
315	problem/problems		2	8	11	4
314	approach/approaches/approaching		2	6	16	5
309	design/designing/designs		3	2	7	8
307	objective/objectives		1	9	18	9
305	influence/influences		3	4	8	
281	forecast/forecasting/forecasts		2	7	3	7
271	place/places/placing		3	3	2	1
270	cost/costs		1	5	27	4
267	purchase/purchased/purchasing		2	6	7	3
264	packaging		2	8	3	
253	brand/branding/brands		2	2	13	6
238	function/functional/functions		1	8	8	6
238	define/defined/defining/definition/definitions		1	8	10	4
237	role/roles		2	5	3	3
232	control/controlled/controlling/controls		1	4	17	8
229	government		1	6	13	5
228	new		1	6	17	1
212	practical/practices/practice		2	4		3

TOTAL		C	D	E	F	G
SCORE	WORDS	5	4	3	2	1
211	method/methods		1	4	11	9
200	economic/economics/economies/economy			10	12	4
199	usages/used/user/users/using/uses		1	6	9	2
198	improved/improvement/improvements/improving		2	3	2	1
196	salesforce/salespeople/salesperson			9	12	6
189	demographic/demographics		2	2	2	2
185	resource/resources		2	1	3	3
177	legal/legislation		1	6	5	1
177	store/stores/storing			6	16	7
175	attract/attracting/attractive/attractiveness		2		5	2
172	business/businesses			4	19	9
169	effect/effective/effectiveness/effects			6	13	8
169	power/powerful		1	5	4	3
167	direct/directing/directly		1	1	11	8
165	concept/concepts/conceptual			8	12	2
165	policies/policy		1	6	3	
161	change/changes/changing			6	9	10
159	ultimate		2	1		
152	type/types			7	8	6
150	flow/flows		2		1	
146	characteristics		1	2	10	1
146	psychographic/psychographics/psychological/ psychology		1		10	7
144	determinant/determination/determine/determined/ determines			9	6	
144	life			8	7	2
143	set/sets/setting			6	10	5
142	position/positioning/positions/repositioning		1	2	8	2
141	inventories/inventory		1	2	10	
135	classification/classifications/classifying			7	9	1
133	adopters/adoption		1	3	5	
133	implement/implementation/implementing		1	1	8	3
126	cycle/cycles/cyclical			7	6	2
125	increase/increased/increasing			3	12	8
125	group/groups		1	2	4	2
125	innovation/innovations/innovative/innovativeness		1	2	4	2
123	stage/stages			2	23	
122	orientation/orientations/oriented			6	7	3

TOTAL		C	D	E	F	G
SCORE	WORDS	5	4	3	2	1
121	agencies/agency/agents			3	12	7
120	internal		1	1	4	4
120	perform/performance/performer		1	1	5	3
117	qualifying/qualitative/qualities/quality			4	9	6
117	discount/discounting/discounts			1	10	14
117	responsibilities		1	3		1
117	responsibility		1	3	1	
116	formula/formulation/formulating		1	2	3	1
116	law/laws		1	2	4	
112	diffusion		1	3		
112	message			2	11	9
112	based/bases/basing			4	11	3
105	affect/affecting/affects			7	3	
104	motivating/motivation/motives			5	7	2
104	importance/important			5	8	1
103	grow/growing/growth			2	11	7
103	financial/financing		1		2	5
102	line/lines/lining			2	16	2
100	geographic/geographical/geographically			4	5	6

## **APPENDIX III**

### **EXEMPTION FROM FULL REVIEW BY THE UNLV HUMAN SUBJECTS INSTITUTIONAL REVIEW BOARD**



DATE: August 27, 1996

TO: Don Kajcienski (EAHE)  
M/S 3002

FROM: *W. Schulze*  
Dr. William E. Schulze, Director  
Office of Sponsored Programs (X1357)

RE: Status of Human Subject Protocol Entitled:  
"The Extent to Which Marketing is Utilized in Higher  
Education"

OSP #303s0896-063e

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The protocol for the project referenced above has been reviewed by the Office of Sponsored Programs and it has been determined that it meets the criteria for exemption from full review by the UNLV human subjects Institutional Review Board. This protocol is approved for a period of one year from the date of this notification and work on the project may proceed.

Should the use of human subjects described in this protocol continue beyond a year from the date of this notification, it will be necessary to request an extension.

cc: Dr. Carl Steinhoff (EAHE-3002)  
OSP File

Office of Sponsored Programs  
4505 Maryland Parkway • Box 451037 • Las Vegas, Nevada 89154-1037  
(702) 895-1357 • FAX (702) 895-4242

APPENDIX IV  
CONTENT VALIDATION TOOL

Dear

I am a doctoral student in the Department of Educational Administration and Higher Education at the University of Nevada, Las Vegas. The research for my dissertation is on the topic of marketing in higher education.

The study includes a survey instrument that will be used to determine the extent to which higher education institutions utilize marketing. I am writing to ask for your help in establishing *content validation* for it.

The enclosed materials provide all the information necessary for assisting in this process. Please refer to the document entitled *CONTENT VALIDATION: Introduction -- Purpose -- Instructions* to guide you through the procedure.

I sincerely hope you will help me in this effort since I must have the input of a few experienced higher education administrators as well as a few marketing professors. Should you have questions or concerns, please feel free to contact me at (702) 451-1481 or via E-Mail at kajciend@nevada.edu.

Sincerely,

Don Kajcienski

Don Kajcienski -- 3979 Meadow Grove, Las Vegas, NV 89120 -- (702) 451-1481

## CONTENT VALIDATION

### Introduction -- Purpose -- Instructions

#### Introduction

The premise of this research project is that the level of marketing utilized by higher education institutions can be measured by determining how many, and to what degree, elements fundamental to any marketing effort are employed. For this study, the elements fundamental to marketing were determined by content analysis of five major marketing textbooks. Some elements scoring high in this process, but not appropriate to higher education (e.g., *manufacturing*), were eliminated. The highest scoring top twenty elements are listed on the enclosed sheets entitled, **DEFINITIONS -- MARKETING ELEMENTS**.

#### Purpose

The primary purpose of content validation is to answer the following questions:

1. Do the items (statements) in the survey instrument represent marketing?
2. Do the items (statements) in the survey instrument represent the marketing elements identified by content analysis?

In addition, the reviewer is encouraged to:

- Make editorial suggestions
- Add additional items (statements) that better address the marketing elements identified
- Add additional reasons why higher education institutions might not fully utilize marketing

Don Kajcienski



### Instructions

The following enclosed materials are needed for this content validation process:

- DEFINITIONS -- MARKETING ELEMENTS
- PROPOSED SURVEY ITEMS
- REASONS FOR NOT FULLY EMPLOYING MARKETING

**First**, review DEFINITIONS -- MARKETING ELEMENTS. Note that each one has a number from 1 to 20 next to it. Since you will be using these definitions in the second step, you may find it helpful to lay these pages out in a fashion that easily allows you to consult them.

**Second**, read each of the PROPOSED SURVEY ITEMS. After reading each item, do the following:

- a) cross out the item if you feel it does not represent marketing
- b) make any editorial suggestions, if appropriate
- c) using DEFINITIONS -- MARKETING ELEMENTS, place the number of the marketing element most appropriate to the item (statement) in the space provided at the beginning of the item

**Third**, if you feel an item (statement) should be added, do so on the last page.

**Fourth**, review the REASONS FOR NOT FULLY EMPLOYING MARKETING and, if you do not agree with any item, cross it out. If there are other reasons you feel should be added, do so in the space provided.

**Fifth**, return all materials in the envelope provided.

**THANK YOU FOR YOUR HELP!**

Don Kajcienski

## DEFINITIONS -- MARKETING ELEMENTS

1. *Product*  
A product is any of the academic offerings of the institution.
2. *Price*  
Price is the value of a product in terms of money.
3. *Strategy*  
Strategy is the method by which an organization plans to reach its marketing objectives.
4. *Market*  
A market is the potential customers for a product. If a company has multiple products, it may also have multiple markets.
5. *Promotion*  
Promotion is any technique used to inform the consumer about products. It includes such things as printed material, audio-visuals, radio, television, and speeches.
6. *Research*  
Research is an on-going and systematic gathering of data useful for marketing the institution's products.
7. *Mix*  
In marketing, mix is the artful blending of various marketing techniques such as advertising, pricing, and packaging to produce optimum marketing results.
8. *Analysis*  
Analysis is the act of studying and then drawing conclusions from information that has been obtained formally as well as informally.
9. *Advertising*  
Advertising is a paid presentation designed to encourage potential customers to buy a product or products.

10. *Target*  
To target a market is to focus the company's marketing activities on that group of customers most likely to buy the product or products.
11. *Competition*  
Competition is the opportunity for a customer to choose a product from any company to satisfy his or her needs.
12. *Segment*  
To segment a market means to group potential customers into homogeneous groups. It is the precursor to target marketing.
13. *Service*  
Service is an intangible product.
14. *Information*  
Information is knowledge gained from management systems that have been purposefully designed to assist in making marketing decisions.
15. *Demand*  
Demand is the desire for a product supported by the ability to purchase the product.
16. *Forecasting*  
Forecasting is predicting the results of current marketing efforts for the purpose of determining whether stated marketing goals can be achieved and for determining future demand for a product.
17. *Place*  
Place is having products readily available whether the location or the time is or is not convenient for the purchaser.
18. *Purchase*  
A purchase occurs when the customer actually buys the product.
19. *Image*  
Image is what the public perceives the company to be as well as the visual cues used by the company to reinforce that perception.

20. *Demographics*

Demographics is the quantifiable characteristics of potential or actual customers.

APPENDIX V

CONTENT VALIDATION TALLY

BY MARKETING ELEMENT

Table 28

Content Validation by Marketing Element

**Key for Column Headings**

E = expected rating  
1 = rater #1 actual  
2 = rater #2 actual...etc.

ITEMS	E	1	2	3	4	5	6	7	8	9	10	% Agree
<b>Product Items</b>												
Our products are clearly listed in our promotional materials.	1	1	5	1	5	1	1	5	1	1	1	70%
Our products are clearly listed in our printed materials.	1	1	1	1	1	1	1	5	1	1	1	90%
Our employees are well aware of our products.	1	1	1	1	1	1	1	1	1	0	1	90%
Our employees are well aware of the products we offer.	1	1	1	1	1	1	1	1	1	0	1	90%
It is easy to describe our products to potential customers.	1	1	1	1	5	1	1	5	1	0	1	70%
It is easy to describe our products to anyone interested.	1	1	1	1	5	1	1	1	1	5	1	80%
We have a complete listing of our products.	1	1	1	1	1	1	1	1	1	0	1	90%
<b>Price Items</b>												
Each of our products has a price that is easily identified by a consumer.	2	2	2	2	2	2	2	2	2	2	2	100%
Each of our products has a price that is easily identified.	2	2	2	2	2	2	2	2	2	2	2	100%
Our prices are clearly marked.	2	2	2	2	2	2	2	2	2	0	2	90%
One can easily find the price of anything we have to offer.	2	2	2	2	2	2	2	2	2	18	2	90%
In establishing the price of our products, we consider what our competitors charge for the same or similar products.	2	2	2	2	2	2	2	2	2	11	2	90%
When we establish the price of our products, we consider what our others charge for the same or similar products.	2	2	2	2	11	2	2	2	2	11	2	80%

ITEMS	E	1	2	3	4	5	6	7	8	9	10	% Agree
The demand for our products is an important factor in setting the price of that product.	2	2	15	2	15	2	2	2	2	15	15	60%
The price our products is somewhat based upon how many people want them.	2	2	2	2	2	2	2	2	2	15	2	90%
The price of what we offer is mostly determined by how many people want it.	2	2	2	2	2	2	2	2	2	15	2	90%
In establishing the price of our products, we always consider what the product cost our institution.	2	2	2	2	2	2	2	2	2	0	2	90%
The price of our offerings is partly based upon its cost to the institution.	2	2	2	2	2	2	2	2	2	0	2	90%
The price of our products is partly based upon its cost to the institution.	2	2	2	2	2	2	2	2	2	0	2	90%
We make sure that we price our products to at least recover their cost.	2	2	2	2	2	2	2	2	2	0	2	90%
We make sure that the price we place on our products at least recovers their cost.	2	2	2	2	2	2	2	2	2	0	2	90%
<b>Strategy Items</b>												
We have a written strategic marketing plan for all our products.	3	3	3	3	3	3	3	3	3	3	3	100%
We have a written strategic marketing plan.	3	3	3	3	3	3	3	3	3	3	3	100%
We develop a strategic marketing plan for each new product we want to introduce.	3	3	3	3	3	3	3	3	3	3	3	100%
We have a strategic marketing plan for each new product we want to introduce.	3	3	3	3	3	3	3	3	3	3	3	100%
Our strategic marketing plan coordinates the resources of all the campus offices that may be needed in marketing our products.	3	3	3	3	3	3	3	3	3	3	3	100%
Our strategic marketing plan is reviewed, and if necessary, updated at least once a year.	3	3	3	3	3	3	3	3	3	3	3	100%
Our strategic marketing plan is reviewed and updated at least once a year.	3	3	3	3	3	3	3	3	3	3	3	100%
Our strategic marketing plan is reviewed and updated regularly.	3	3	3	3	3	3	3	3	3	0	3	90%
Our strategic marketing plan is fully endorsed by the senior managers of our institution.	3	3	3	3	3	3	3	3	3	0	3	90%
Our strategic marketing plan is supported by senior management.	3	3	3	3	3	3	3	3	3	0	3	90%
Our senior managers expect a strategic marketing plan.	3	3	3	3	3	3	3	3	3	0	3	90%
<b>Market Items</b>												
We are well aware of all of our markets.	4	4	4	4	4	4	4	14	4	4	4	90%
We are well aware of our markets.	4	4	4	4	4	4	4	4	4	4	4	100%
We can define our markets in quantifiable terms.	4	4	4	4	4	4	4	4	4	4	4	100%
We can define our markets.	4	4	4	4	4	4	4	4	4	4	4	100%
We regularly collect data, at least yearly, to assist us in defining our markets.	4	14	6	4	6	4	4	6	4	6	4	50%
We regularly collect data to assist us in defining our markets.	4	14	6	4	6	4	4	6	4	6	4	50%
We collect data to define our markets.	4	14	4	4	6	4	4	6	4	6	6	50%
Our markets are defined by empirical data.	4	4	4	4	4	4	4	4	4	4	4	100%
We know what markets find our products appealing.	4	4	4	4	8	4	4	4	4	12	4	80%

ITEMS	E	1	2	3	4	5	6	7	8	9	10	% Agree
We know what markets find our offerings appealing.	4	4	4	4	4	4	4	4	4	4	4	100%
We make every attempt to understand our markets.	4	4	4	4	4	4	4	8	4	12	4	80%
It is important to understand the markets we serve.	4	4	4	4	13	4	4	8	4	4	4	80%
<b>Promotion Items</b>												
We have a well-coordinated promotional effort on our campus.	5	5	5	5	5	5	5	5	5	5	5	100%
Our promotional effort is based upon our strategic marketing plan.	5	5	5	5	5	5	5	3	5	3	5	80%
Our promotional effort is based upon a written plan.	5	5	5	5	5	5	5	5	5	5	5	100%
It is important that we promote our offerings.	5	5	5	5	5	5	5	5	5	5	5	100%
It is important that we promote our products.	5	5	5	5	5	5	5	5	5	5	5	100%
We always evaluate the results of our promotional efforts.	5	8	8	5	8	5	5	8	5	6	5	50%
Promoting our offerings is important.	5	5	5	5	5	5	5	5	5	5	5	100%
We regularly use promotion to tell people what we have to offer.	5	5	5	5	5	5	5	5	5	0	5	90%
We regularly use promotion to tell people about our products.	5	5	5	5	5	5	5	5	5	0	5	90%
We consider promotion a valuable tool.	5	5	5	5	5	5	5	5	5	0	5	90%
We have quantifiable ways in which to evaluate the results of our promotional efforts.	5	5	6	5	8	5	8	8	5	8	5	50%
We use promotion to inform our customers about our products.	5	5	5	5	5	5	5	5	5	5	5	100%
Our promotions employ printed materials.	5	5	5	5	5	5	5	5	5	0	5	90%
We use the radio in our promotions.	5	9	5	5	5	5	5	5	9	0	5	70%
Sometimes our promotions use television.	5	9	5	5	5	5	5	5	9	0	5	70%
Our promotion sometimes uses audio/visual methods.	5	5	5	5	5	5	5	5	5	0	5	90%
<b>Research Items</b>												
We have a sophisticated marketing research program.	6	6	6	6	6	6	6	6	6	6	6	100%
We employ marketing research.	6	6	6	6	6	6	6	6	6	6	6	100%
We regularly utilize marketing research.	6	6	6	6	6	6	6	6	6	6	6	100%
Marketing research is important to us.	6	6	6	6	6	6	6	6	6	6	6	100%
We often conduct research to determine the needs of our various markets.	6	6	6	6	6	6	6	6	6	6	6	100%
It is through research that we determine our markets.	6	6	6	6	6	6	6	6	6	4	6	90%
We use research to determine our markets.	6	6	6	6	6	6	6	6	6	6	4	90%
We often conduct research to determine the satisfaction level of our customers.	6	6	6	6	6	6	6	6	6	6	6	100%
We routinely use market research.	6	6	6	6	6	6	6	6	6	6	6	100%
We routinely use research to determine the effectiveness of our marketing efforts.	6	6	6	6	6	6	6	6	6	6	6	100%
Research is part of our on-going marketing efforts.	6	6	6	6	6	6	6	6	6	6	6	100%
<b>Mix Items</b>												
We have developed a marketing mix.	7	7	7	7	7	7	7	7	7	7	7	100%
We employ a marketing mix.	7	7	7	7	7	7	7	7	7	7	7	100%
Utilizing a marketing mix is part of our marketing effort.	7	7	7	7	7	7	7	7	7	7	7	100%
We routinely utilize a marketing mix.	7	7	7	7	7	7	7	7	7	7	7	100%

ITEMS	E	1	2	3	4	5	6	7	8	9	10	% Agree
We use a marketing mix to optimize the effects of our marketing effort.	7	7	7	7	7	7	7	7	7	7	7	100%
Our marketing mix has several components.	7	7	7	7	7	7	7	7	7	7	7	100%
We design our marketing mix to give us the best results for the least amount of money.	7	7	7	7	7	7	7	7	7	7	7	100%
A marketing mix is one of our tools.	7	7	7	7	7	7	7	7	7	7	7	100%
<b>Analysis Items</b>												
We regularly analyze why people purchase our products.	8	8	8	8	8	8	8	8	8	8	8	100%
We regularly analyze why people purchase our offerings.	8	8	8	8	8	8	8	8	8	8	8	100%
We regularly analyze the effects of our marketing efforts.	8	8	8	8	8	8	8	8	8	8	8	100%
We regularly analyze why people do not purchase our products.	8	8	8	8	8	8	8	8	8	8	8	100%
We regularly analyze the marketing efforts of our competition.	8	8	8	8	11	8	8	8	8	11	8	80%
We regularly analyze our markets.	8	8	8	8	8	8	8	8	8	12	8	90%
We collect empirical data to help us analyze our marketing efforts.	8	8	6	8	8	8	8	6	8	6	8	70%
We collect anecdotal data to help us analyze our marketing efforts.	8	14	8	8	6	8	8	8	8	6	8	70%
Analyzing information is part of our marketing effort.	8	8	8	8	8	8	14	8	8	8	8	90%
We analyze a variety of information to support our marketing efforts.	8	8	8	8	8	8	8	8	8	8	8	100%
We analyze information in order to better understand our marketing efforts.	8	8	8	8	8	8	8	8	8	8	8	100%
We analyze information in order to plan our marketing efforts.	8	8	8	8	8	8	8	8	8	8	8	100%
<b>Advertising Items</b>												
Advertising is an important marketing activity for us.	9	9	9	9	9	9	9	9	9	9	9	100%
We regularly use advertising to enhance our marketing efforts.	9	9	9	9	9	9	9	9	9	9	9	100%
We use advertising to reach specifically defined audiences.	9	9	9	9	9	9	9	9	9	9	9	100%
Our advertising efforts include the use of different media.	9	9	9	9	9	9	9	9	9	9	9	100%
Advertising is an important marketing tool for us.	9	9	9	9	9	9	9	9	9	9	9	100%
Our use of advertising is based upon our strategic marketing plan.	9	9	9	9	9	9	9	9	9	3	9	90%
Our use of advertising is based upon a plan of action.	9	9	9	9	9	9	9	9	9	0	9	90%
We have an advertising budget.	9	9	9	9	9	9	9	9	9	0	9	90%
Our advertising is purposely done to market the institution.	9	9	9	9	9	9	9	9	9	0	9	90%
We know how to empirically determine the effects of our advertising.	9	8	6	9	8	9	6	6	9	6	9	40%
<b>Target Items</b>												
We target our markets.	10	10	10	10	10	10	10	10	10	10	10	100%
Target marketing is part of our marketing efforts.	10	10	10	10	10	10	10	10	10	11	10	90%
Our marketing efforts employ target marketing.	10	10	10	10	10	10	10	10	10	10	10	100%
Our markets are targeted based upon empirical information.	10	10	10	10	10	10	10	10	10	10	10	100%



ITEMS	E	1	2	3	4	5	6	7	8	9	10	% Agree
Target marketing is essential to our marketing effort.	10	10	10	10	10	10	10	10	10	10	10	100%
We target our markets in order to address the different needs of our customers.	10	10	10	10	10	10	10	10	10	10	10	100%
We target our markets in order to customize our marketing message.	10	10	10	10	10	10	10	10	10	10	10	100%
Each of our target markets requires a different marketing thrust.	10	10	10	10	10	10	10	10	10	10	10	100%
Knowledge of who might use our products is essential in defining our target markets.	10	10	10	10	10	10	4	10	10	10	10	90%
We define our target markets according to who might use our products.	10	10	10	10	10	10	4	10	10	10	4	80%
<b>Competition Items</b>												
We definitely have competition.	11	11	11	11	11	11	11	11	11	11	11	100%
We currently do not have any competition.	11	11	11	11	11	11	11	11	11	11	11	100%
We are able to list our competitors based upon empirical evidence.	11	11	11	11	11	11	11	11	11	11	11	100%
We are able to define our competition.	11	11	11	11	11	11	11	11	11	11	11	100%
Competition is not relevant to higher education.	11	11	11	11	11	11	11	11	11	11	11	100%
We study our competition.	11	11	11	11	11	11	11	6	11	11	11	90%
We know why our competition is able to draw customers.	11	11	11	11	11	11	11	11	11	11	11	100%
We are very interested in the marketing strategies our competition employs.	11	11	3	11	11	11	11	11	11	11	11	90%
We know why our competition is able to attract customers that might otherwise choose our products.	11	11	11	11	11	11	11	11	11	11	11	100%
We know that some of our competition is other than higher education institutions.	11	11	11	11	11	11	11	11	11	11	11	100%
We know that our competition is sometimes not other higher education institutions.	11	11	11	11	11	11	11	11	11	11	11	100%
We consider it part of our marketing effort to know our competition.	11	11	11	11	11	11	11	11	11	11	11	100%
<b>Segment Items</b>												
We segment our markets based upon a variety of factors such as demographic profiles, sociological status, and psychological needs, to name a few.	12	12	12	12	12	12	12	12	12	12	12	100%
We segment our markets.	12	12	12	12	12	12	12	12	12	12	12	100%
We segment our markets based upon a variety of factors.	12	12	12	12	12	12	12	12	12	12	12	100%
We have several market segments.	12	12	12	12	12	12	12	12	12	12	12	100%
We can define each of our market segments.	12	12	12	12	12	12	12	12	12	12	12	100%
Marketing segmentation is an important aspect of our marketing efforts.	12	12	12	12	12	12	12	12	12	12	12	100%
Our markets are segmented based upon empirical data.	12	12	12	12	12	12	12	12	12	12	12	100%
Segmenting allows us to target our markets.	12	12	12	12	12	12	12	12	12	12	12	100%
Segmenting is a fundamental component of our strategic marketing plan.	12	12	12	12	12	12	12	12	12	12	12	100%
Segmenting our markets is an important process for us.	12	12	12	12	12	12	12	12	12	12	12	100%
We consider market segmentation an important aspect of our overall marketing effort.	12	12	12	12	12	12	12	12	12	12	12	100%
<b>Service Items</b>												

ITEMS	E	1	2	3	4	5	6	7	8	9	10	% Agree
One of our products is service.	13	13	13	13	13	13	13	13	13	13	13	100%
We consider service to be one of our products.	13	13	13	13	13	13	13	13	13	13	13	100%
Service is one of our products.	13	13	13	13	13	13	13	13	13	1	13	90%
Our employees know that service is one of our products.	13	13	13	13	13	13	13	13	13	5	13	90%
Our employees know that the service we provide is one of the products we offer.	13	13	13	13	13	13	13	13	13	0	13	90%
Our service is promoted as a product.	13	13	13	13	13	13	13	13	13	1	13	90%
Service is a product at our institution.	13	13	13	13	13	13	13	13	13	0	13	90%
We consider service an important aspect of our marketing efforts.	13	13	13	13	13	13	13	13	13	0	13	90%
The service we provide is important to our marketing efforts.	13	13	13	13	13	13	13	13	13	0	13	90%
Our employees receive thorough training in how to provide good service to our customers.	13	13	13	13	13	13	13	13	13	13	13	100%
It is important for us to understand the value of our service.	13	13	13	13	13	13	13	8	13	13	13	90%
It is important for us to consider the impact of our service on customers.	13	13	13	13	13	13	13	13	13	0	13	90%
We know, through empirical data, how our customers rate our service.	13	13	6	13	13	13	13	8	8	6	13	60%
We regularly evaluate our service to customers.	13	8	8	8	6	13	13	8	13	8	13	40%
We have a customer complaint system in order to receive feedback on our service.	13	14	13	13	6	13	8	6	13	8	13	50%
<b>Information Items</b>												
We have a formal marketing information system.	14	14	14	14	14	14	14	14	14	14	14	100%
We utilize an information system to assist us in our marketing efforts.	14	14	14	14	14	14	14	14	14	0	14	90%
A formal marketing information system is essential to our marketing efforts.	14	14	14	14	14	14	14	14	14	14	14	100%
Our marketing information system is a fundamental focus in our marketing efforts.	14	14	14	14	14	14	14	14	14	14	14	100%
Our marketing information system is not really a formal process.	14	14	14	14	14	14	14	14	14	0	14	90%
We have a formal information system to assist us in our marketing efforts.	14	14	14	14	14	14	14	14	14	14	14	100%
Our marketing information system is computerized.	14	14	14	14	14	14	14	14	14	0	14	90%
The marketing information system we employ utilizes a variety of data sources throughout our institution.	14	14	14	14	14	14	14	14	14	0	14	90%
Our marketing information system was developed by those responsible for marketing our institution.	14	14	14	14	14	14	14	14	14	0	14	90%
Our marketing information system was devised purposely to support our marketing efforts.	14	14	14	14	14	14	14	14	14	14	14	100%
<b>Demand Items</b>												
We can quantify the current demand for each of our products.	15	15	15	15	8	15	15	15	15	15	15	90%
Understanding the demand for our products is essential to our marketing efforts.	15	15	15	15	15	15	15	15	15	15	15	100%
The demand for our products is the primary basis for the quantity of a particular product we offer.	15	15	15	15	15	15	15	15	15	15	15	100%

ITEMS	E	1	2	3	4	5	6	7	8	9	10	% Agree
The demand for our products is used to determine the quantity offered.	15	15	15	15	15	15	15	15	15	15	15	100%
Before we introduce a new product, we determine the likely demand for that product.	15	15	15	15	15	15	15	1	15	15	15	90%
We determine the demand for a product before we offer it.	15	15	15	15	15	15	15	8	15	15	15	90%
Understanding the demand for our products is essential to our marketing efforts.	15	15	15	15	15	15	15	8	15	15	15	90%
The amount of products we offer depends upon the demand.	15	15	15	15	15	15	15	1	15	15	15	90%
We regularly monitor the demand for our products.	15	15	15	15	15	15	15	15	15	15	15	100%
The availability of our products is based upon the demand for them.	15	15	17	15	15	15	15	15	15	15	15	90%
<b>Forecasting Items</b>												
We empirically forecast the results of current marketing against stated goals.	16	16	16	16	16	16	16	16	16	16	16	100%
We use forecasting to help us determine if we can reach our goals.	16	16	16	16	16	16	16	16	16	0	16	90%
Our forecasting efforts use empirical data.	16	16	16	16	16	16	16	16	16	16	16	100%
Forecasting is necessary in our marketing efforts.	16	16	16	16	16	16	16	16	16	16	16	100%
Our forecasting is done using a computerized model.	16	16	16	16	16	16	16	16	16	16	16	100%
We use forecasting to determine whether a new product should be introduced.	16	16	16	16	16	16	16	16	16	16	16	100%
We have a computerized system for forecasting.	16	16	16	16	16	16	16	16	16	0	16	90%
Forecasting helps us adjust our marketing efforts.	16	16	16	16	16	16	16	16	16	16	16	100%
We rely on forecasting to monitor our marketing efforts.	16	16	16	16	16	16	16	16	16	0	16	90%
We routinely use forecasting to adjust our marketing efforts.	16	16	16	16	16	16	16	16	16	16	16	100%
We use forecasting in developing new products.	16	16	16	16	16	16	16	16	14	0	16	80%
<b>Place Items</b>												
Our products are offered at a convenient location.	17	17	17	17	17	17	17	17	17	17	17	100%
Our products are offered at a place that is convenient for our customers.	17	17	17	17	17	17	17	17	17	17	17	100%
Our products are offered at a time that is convenient for our customers.	17	14	17	17	17	17	17	17	17	17	17	90%
Our products are offered at a convenient time.	17	17	17	17	17	17	17	17	17	1	17	90%
Where our products are offered is important to our marketing efforts.	17	17	17	17	17	17	17	17	17	17	17	100%
The needs of our customers is the primary concern in offering our products at a convenient location and time.	17	17	17	17	17	17	17	17	17	15	17	90%
We offer our products based upon the needs of the market segment for which they were intended.	17	17	12	17	12	17	17	12	17	15	12	50%
<b>Purchase Items</b>												
We know, from empirical data, why our customers purchase our products.	18	18	18	18	8	18	18	14	18	18	18	80%
We study why customers purchase our products.	18	18	6	18	18	18	18	8	18	8	18	70%
We believe that understanding the act of purchasing a product is important to our marketing efforts.	18	18	18	18	18	18	18	8	18	18	18	90%

ITEMS	E	1	2	3	4	5	6	7	8	9	10	% Agree
We study why our products are purchased.	18	18	18	18	8	8	18	18	18	18	18	80%
We can cite the factors that cause a customer to purchase our products.	18	18	18	18	18	18	18	6	18	15	18	80%
Understanding why people purchase, or not purchase, is necessary to our marketing effort.	18	18	18	18	18	18	18	8	18	18	18	90%
We know, from empirical data, what factors most influence customers to purchase our products.	18	18	18	18	8	18	18	6	18	15	18	70%
It is important for us to know what factors most influence our customers to purchase our products.	18	18	18	18	18	18	18	15	18	15	18	80%
We regularly study the purchasing process to better know our customers' buying habits.	18	18	18	18	6	17	18	8	18	18	18	70%
<b>Image Items</b>												
We have empirically determined the image of our institution.	19	19	19	19	19	19	19	8	19	19	19	90%
We consciously try to shape our image.	19	19	19	19	19	19	19	19	19	19	19	100%
We make sure our image really reflects our institution.	19	19	19	19	19	19	19	19	19	19	19	100%
Our image is the one we want.	19	19	19	19	19	19	19	19	19	0	19	90%
Our image is reinforced with a logo.	19	19	19	19	19	19	19	19	19	19	19	100%
Our image is reinforced with a slogan.	19	19	19	19	19	19	19	19	19	19	19	100%
We know how to change our image.	19	19	19	19	19	19	19	19	19	0	19	90%
Our image has been purposely created.	19	19	19	19	19	19	19	19	19	0	19	90%
Creating the proper image is important to our marketing efforts.	19	19	19	19	19	19	19	19	19	19	19	100%
Our image is a theme we promote in our marketing efforts.	19	19	19	19	19	19	19	19	19	19	19	100%
We routinely monitor our image.	19	19	19	19	19	19	19	19	19	0	19	90%
Our image really reflects our institution.	19	19	19	19	19	19	19	19	19	0	19	90%
Our image is positive.	19	19	19	19	19	19	19	19	19	0	19	90%
<b>Demographic Items</b>												
We routinely collect demographic information on our customers.	20	20	20	20	20	20	20	20	20	20	20	100%
Demographic information is essential to our marketing efforts.	20	20	20	20	20	20	20	20	20	14	20	90%
Understanding the demographics of our customers is necessary.	20	20	20	20	20	20	20	8	20	20	20	90%
One of the ways we use demographic information is to define our markets.	20	20	20	20	20	20	20	20	20	20	20	100%
We have multiple sources of demographic information.	20	20	20	20	20	20	20	20	20	6	20	90%
Demographic information is used to segment our markets.	20	20	20	20	20	20	20	20	20	12	12	80%
We use demographic information as a necessary component of our strategic marketing plan.	20	20	20	20	20	20	20	20	20	20	20	100%
We use computers to help us analyze our demographic information.	20	20	20	20	8	20	20	14	20	0	20	70%
Demographic information on our customers is collected regularly.	20	20	20	20	6	20	20	20	20	20	20	90%
Demographic information is necessary to our marketing efforts.	20	20	20	20	20	20	20	20	20	20	20	100%

## APPENDIX VI

### PILOT STUDY -- SURVEY OF MARKETING UTILIZATION

This survey is divided into two sections. The first section is designed to determine the extent to which higher education institutions utilize marketing. The second section is intended to explore the various reasons that marketing may not be fully implemented in higher education. Before proceeding, please respond to the following:

a) Our institution is (check one):

\_\_\_\_\_ public \_\_\_\_\_ private.

b) Our fall 1995 total headcount (graduate and undergraduate was

approximately \_\_\_\_\_ students.

c) The title of the person most responsible for marketing our institution is:

(please print) \_\_\_\_\_.

d) This person's highest academic degree is a (check one):

\_\_\_\_\_ bachelor's in \_\_\_\_\_  
please print the academic area

\_\_\_\_\_ master's in \_\_\_\_\_  
please print the academic area

\_\_\_\_\_ doctorate in \_\_\_\_\_  
please print the academic area

## SECTION I

Please read the definition for each marketing element listed below. After doing so, read each statement under that element, and then circle the number that best represents your institution.

### KEY

SA = Strongly Agree  
A = Agree  
U = Undecided  
D = Disagree  
SD = Strongly Disagree

### **A. Product**

A product is any of the academic offerings of the institution.

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
1. Our products are clearly listed in our printed materials.	1	2	3	4	5
2. Our employees are well aware of our products.	1	2	3	4	5
3. Our employees are well aware of the products we offer.	1	2	3	4	5
4. It is easy to describe our products to anyone interested.	1	2	3	4	5
5. We have a complete listing of our products.	1	2	3	4	5

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**B. Price**

Price is the value of a product in terms of money.

	<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>U</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
6. Each of our products has a price that is easily identified by a consumer.	1	2	3	4	5
7. Each of our products has a price that is clearly identified.	1	2	3	4	5
8. Our prices are clearly marked.	1	2	3	4	5
9. One can easily find the price of anything we have to offer.	1	2	3	4	5
10. In establishing the price of our products, we consider what our competitors charge for the same or similar products.	1	2	3	4	5
11. The price of our products is somewhat based upon how many people want them.	1	2	3	4	5
12. The price of what we offer is mostly determined by how many people want it.	1	2	3	4	5
13. In establishing the price of our products, we always consider what the product cost our institution.	1	2	3	4	5
14. The price of our offerings is partly based upon its cost to the institution.	1	2	3	4	5
15. The price of our products is partly based upon its cost to the institution.	1	2	3	4	5
16. We make sure that we price our products to at least recover the cost.	1	2	3	4	5
17. We make sure that the price we place on our products at least recovers their cost.	1	2	3	4	5

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**C. Strategy**

Strategy is the method by which an organization plans to reach its marketing objectives.

	<u><b>SA</b></u>	<u><b>A</b></u>	<u><b>U</b></u>	<u><b>D</b></u>	<u><b>SD</b></u>
18. We have a written strategic marketing plan for all our products.	1	2	3	4	5
19. We have a written strategic marketing plan.	1	2	3	4	5
20. We develop a strategic marketing plan for each new product we want to introduce.	1	2	3	4	5
21. We have a strategic marketing plan for each new product we want to introduce.	1	2	3	4	5
22. Our strategic marketing plan coordinates the resources of all the campus offices that may be needed in marketing our products.	1	2	3	4	5
23. Our strategic marketing plan is reviewed and, if necessary, updated at least once a year.	1	2	3	4	5
24. Our strategic marketing plan is reviewed and updated at least once a year.	1	2	3	4	5

**D. Market**

A market is the potential customers for your product. If you have multiple products, you may also have multiple markets.

	<u><b>SA</b></u>	<u><b>A</b></u>	<u><b>U</b></u>	<u><b>D</b></u>	<u><b>SD</b></u>
25. We are well aware of all of our markets.	1	2	3	4	5

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26. We are well aware of our markets.	1	2	3	4	5
27. We can define our markets in quantifiable terms.	1	2	3	4	5
28. We can define our markets.	1	2	3	4	5
29. We collect data to define our markets.	1	2	3	4	5
30. Our markets are defined by empirical data.	1	2	3	4	5

### E. Promotion

Promotion is any technique used to inform the consumer about your products. It includes such things as printed material, audio-visuals, radio, television, and speeches.

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
31. We have a well-coordinated promotional effort on our campus.	1	2	3	4	5
32. Our promotional effort is based upon a written plan.	1	2	3	4	5
33. It is important that we promote our offerings.	1	2	3	4	5
34. It is important that we promote our products.	1	2	3	4	5
35. Promoting our offerings is important.	1	2	3	4	5
36. We regularly use promotion to tell people what we have to offer.	1	2	3	4	5
37. We regularly use promotion to tell people about our products.	1	2	3	4	5
38. We consider promotion a valuable tool.	1	2	3	4	5
39. We use promotion to inform our customers about our products.	1	2	3	4	5

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40. Our promotions employ printed materials.	1	2	3	4	5
41. Our promotion sometimes uses audio/visual methods.	1	2	3	4	5

#### **F. Research**

Research is an on-going and systematic gathering of data useful for marketing the institution's products.

	<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>U</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
42. We have a sophisticated marketing research program.	1	2	3	4	5
43. We employ marketing research.	1	2	3	4	5
44. We regularly utilize marketing research.	1	2	3	4	5
45. Marketing research is important to us.	1	2	3	4	5
46. We often conduct research to determine the needs of our various markets.	1	2	3	4	5
47. We often conduct research to determine the satisfaction level of our customers.	1	2	3	4	5
48. We routinely use market research.	1	2	3	4	5
49. We routinely use research to determine the effectiveness of our marketing efforts.	1	2	3	4	5
50. Research is part of our on-going marketing efforts.	1	2	3	4	5

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**G. Mix**

In marketing, mix is the artful blending of various marketing techniques such as advertising, pricing, and packaging to produce optimum marketing results.

	<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>U</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
51. We have developed a marketing mix.	1	2	3	4	5
52. We employ a marketing mix.	1	2	3	4	5
53. Utilizing a marketing mix is part of our marketing effort.	1	2	3	4	5
54. We routinely utilize a marketing mix.	1	2	3	4	5
55. We use a marketing mix to optimize the effects of our marketing effort.	1	2	3	4	5
56. Our marketing mix has several components.	1	2	3	4	5
57. We design our marketing mix to give us the best results for the least amount of money.	1	2	3	4	5
58. A marketing mix is one of our tools.	1	2	3	4	5

**H. Analysis**

Analysis is the act of studying and then drawing conclusions from information that has been obtained formally as well as informally.

	<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>U</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
59. We regularly analyze why people purchase our products.	1	2	3	4	5
60. We regularly analyze why people purchase our offerings.	1	2	3	4	5
61. We regularly analyze the effects of our marketing efforts.	1	2	3	4	5

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62. We regularly analyze why people do not purchase our products.	1	2	3	4	5
63. We analyze a variety of information to support our marketing efforts.	1	2	3	4	5
64. We analyze information in order to better understand our marketing efforts.	1	2	3	4	5
65. We analyze information in order to plan our marketing efforts.	1	2	3	4	5

### **I. Advertising**

Advertising is a paid presentation designed to encourage potential customers to buy your product or products.

	<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>U</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
66. Advertising is an important marketing activity for us.	1	2	3	4	5
67. We regularly use advertising to enhance our marketing efforts.	1	2	3	4	5
68. We use advertising to reach specifically defined audiences.	1	2	3	4	5
69. Our advertising efforts include the use of different media.	1	2	3	4	5
70. Advertising is an important marketing tool for us.	1	2	3	4	5
71. Our use of advertising is based upon our strategic marketing plan.	1	2	3	4	5
72. Our use of advertising is based upon a plan of action.	1	2	3	4	5
73. We have an advertising budget.	1	2	3	4	5
74. Our advertising is purposely done to market the institution.	1	2	3	4	5

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**J. Target**

To target a market is to focus your marketing activities on that group of customers most likely to buy your product or products.

	<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>U</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
75. We target our markets.	1	2	3	4	5
76. Target marketing is part of our marketing efforts.	1	2	3	4	5
77. Our marketing efforts employ target marketing.	1	2	3	4	5
78. Our markets are targeted based upon empirical information.	1	2	3	4	5
79. Target marketing is essential to our marketing effort.	1	2	3	4	5
80. We target our markets in order to customize our marketing message.	1	2	3	4	5
81. Each of our target markets requires a different marketing thrust.	1	2	3	4	5
82. Knowledge of who might use our products is essential in defining our target markets.	1	2	3	4	5

**K. Competition**

Competition is the opportunity for a customer to choose a product other than yours to satisfy his or her needs.

	<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>U</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
83. We definitely have competition.	1	2	3	4	5
84. We currently do not have any competition.	1	2	3	4	5
85. We are able to list our competitors based upon empirical evidence.	1	2	3	4	5

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86. We are able to define our competition.	1	2	3	4	5
87. We know why our competition is able to draw customers.	1	2	3	4	5
88. We know why our competition is able to attract customers that might otherwise choose our products.	1	2	3	4	5
89. We know that some of our competition is other than higher education institutions.	1	2	3	4	5
90. We know that our competition is sometimes not other higher education institutions.	1	2	3	4	5
91. We consider it part of our marketing effort to know our competition.	1	2	3	4	5

#### **L. Segment**

To segment a market means to group potential customers into homogeneous groups. It is the precursor to target marketing.

	<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>U</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
92. We segment our markets based upon a variety of factors such as demographic profiles, sociological status, and psychological needs, to name a few.	1	2	3	4	5
93. We segment our markets.	1	2	3	4	5
94. We segment our markets based upon a variety of factors.	1	2	3	4	5
95. We have several market segments.	1	2	3	4	5
96. We can define each of our market segments.	1	2	3	4	5

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97. Marketing segmentation is an important aspect of our marketing efforts.	1	2	3	4	5
98. Our markets are segmented based upon empirical data.	1	2	3	4	5
99. Segmenting allows us to target our markets.	1	2	3	4	5
100. Segmenting is a fundamental component of our strategic marketing plan.	1	2	3	4	5
101. Segmenting our markets is an important process for us.	1	2	3	4	5
102. We consider market segmentation an important aspect of our overall marketing effort.	1	2	3	4	5

#### M. Service

Service is an intangible product.

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
103. One of our products is service.	1	2	3	4	5
104. We consider service to be one of our products.	1	2	3	4	5
105. Service is one of our products.	1	2	3	4	5
106. Our employees know that service is one of our products.	1	2	3	4	5
107. Our employees know that the service we provide is one of the products we offer.	1	2	3	4	5
108. Our service is promoted as a product.	1	2	3	4	5
109. Service is a product at our institution.	1	2	3	4	5

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110. We consider service an important aspect of our marketing efforts.	1	2	3	4	5
111. The service we provide is important to our marketing efforts.	1	2	3	4	5
112. Our employees receive thorough training in how to provide good service to our customers.	1	2	3	4	5
113. It is important for us to understand the value of our service.	1	2	3	4	5
114. It is important for us to consider the impact of our service on customers.	1	2	3	4	5

#### **N. Information**

Information is knowledge gained from management systems that have been purposely designed to assist in making marketing decisions.

	<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>U</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
115. We have a formal marketing information system.	1	2	3	4	5
116. We utilize an information system to assist us in our marketing efforts.	1	2	3	4	5
117. A formal marketing information system is essential to our marketing efforts.	1	2	3	4	5
118. Our marketing information system is a fundamental tool in our marketing efforts.	1	2	3	4	5
119. Our marketing information system is not really a formal process.	1	2	3	4	5
120. We have a formal information system to assist us in our marketing efforts.	1	2	3	4	5

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121. Our marketing information system is computerized.	1	2	3	4	5
122. The marketing information system we employ utilizes a variety of data sources throughout our institution.	1	2	3	4	5
123. Our marketing information system was developed by those responsible for marketing our institution.	1	2	3	4	5
124. Our marketing information system was devised purposely to support our marketing efforts.	1	2	3	4	5

#### O. Demand

Demand is the desire for a product supported by the ability to purchase the product.

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
125. We can quantify the current demand for each of our products.	1	2	3	4	5
126. Understanding the demand for our products is essential to our marketing efforts.	1	2	3	4	5
127. The demand for our products is the primary basis for the quantity of a particular product we offer.	1	2	3	4	5
128. The demand for our products is used to determine the quantity offered.	1	2	3	4	5
129. Before we introduce a new product, we determine the likely demand for that product.	1	2	3	4	5
130. We determine the demand for a product before we offer it.	1	2	3	4	5

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131. Understanding the demand for our products is essential to our marketing efforts.	1	2	3	4	5
132. The amount of products we offer depends upon the demand.	1	2	3	4	5
133. We regularly monitor the demand for our products.	1	2	3	4	5
134. The availability of our products is based upon the demand for them.	1	2	3	4	5

#### **P. Forecasting**

Forecasting is predicting the results of current marketing efforts for the purpose of determining whether stated marketing goals can be achieved and for determining future demand for a product.

	<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>U</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
135. We empirically forecast the results of current marketing against stated goals.	1	2	3	4	5
136. We use forecasting to help us determine if we can reach our goals.	1	2	3	4	5
137. Our forecasting efforts use empirical data.	1	2	3	4	5
138. Forecasting is necessary in our marketing efforts.	1	2	3	4	5
139. Our forecasting is done using a computerized model.	1	2	3	4	5
140. We use forecasting to determine whether a new product should be introduced.	1	2	3	4	5
141. We have a computerized system for forecasting.	1	2	3	4	5

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142. Forecasting helps us adjust our marketing efforts.	1	2	3	4	5
143. We rely on forecasting to monitor our marketing efforts.	1	2	3	4	5
144. We routinely use forecasting to adjust our marketing efforts.	1	2	3	4	5

### Q. Place

Place is having your products readily available whether or not the location or time is convenient.

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
145. Our products are offered at a convenient location.	1	2	3	4	5
146. Our products are offered at a place that is convenient for our customers.	1	2	3	4	5
147. Our products are offered at a time that is convenient for our customers.	1	2	3	4	5
148. Our products are offered at a convenient time.	1	2	3	4	5
149. Where our products are offered is important to our marketing efforts.	1	2	3	4	5
150. The needs of our customers is the primary concern in offering our products at a convenient location and time.	1	2	3	4	5

### R. Purchase

A purchase is when the customer actually buys the product.

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
151. We know, from empirical data, why our customers purchase our products.	1	2	3	4	5

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152. We believe that understanding the act of purchasing a product is important to our marketing efforts.	1	2	3	4	5
153. We study why our products are purchased.	1	2	3	4	5
154. We can cite the factors that cause a customer to purchase our products.	1	2	3	4	5
155. Understanding why people purchase, or not purchase, is necessary to our marketing effort.	1	2	3	4	5
156. It is important for us to know what factors most influence our customers to purchase our products.	1	2	3	4	5

#### S. **Image**

Image is what the public perceives you to be as well as the visual cues you use to reinforce that perception.

	<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>U</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
157. We consciously try to shape our image.	1	2	3	4	5
158. We make sure our image really reflects our institution.	1	2	3	4	5
159. Our image is reinforced with a logo.	1	2	3	4	5
160. Our image is reinforced with a slogan.	1	2	3	4	5
161. Creating the proper image is important to our marketing efforts.	1	2	3	4	5
162. Our image is a theme we promote in our marketing efforts.	1	2	3	4	5

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### **T. Demographics**

Demographics is the quantifiable characteristics of potential or actual customers.

	<b><u>SA</u></b>	<b><u>A</u></b>	<b><u>U</u></b>	<b><u>D</u></b>	<b><u>SD</u></b>
163. We routinely collect demographic information on our customers.	1	2	3	4	5
164. Demographic information is essential to our marketing efforts.	1	2	3	4	5
165. Understanding the demographics of our customers is necessary.	1	2	3	4	5
166. One of the ways we use demographic information is to define our markets.	1	2	3	4	5
167. We have multiple sources of demographic information.	1	2	3	4	5
168. We use demographic information as a necessary component of our strategic marketing plan.	1	2	3	4	5
169. Demographic information on our customers is collected regularly.	1	2	3	4	5
170. Demographic information is necessary to our marketing efforts.	1	2	3	4	5

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## SECTION II

Not all higher education institutions routinely employ sound marketing practices as a matter of organizational policy. Some reasons they may not fully utilize marketing are offered in the following statements. Please circle your response to each statement as it applies to your institution.

### KEY

SA = Strongly Agree  
A = Agree  
U = Undecided  
D = Disagree  
SD = Strongly Disagree

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
171. We do not have adequate resources to implement marketing fully.	1	2	3	4	5
172. The word <i>marketing</i> creates a resistance among our faculty and staff.	1	2	3	4	5
173. We do not have staff trained in marketing.	1	2	3	4	5
174. Marketing cheapens the prestige of higher education.	1	2	3	4	5
175. Marketing is not needed in higher education.	1	2	3	4	5
176. We do not have a position devoted to marketing the institution.	1	2	3	4	5
177. Our reputation and quality are so good that we do not have to market ourselves.	1	2	3	4	5
178. We are located in a growing area so our main task is whom to accept or reject.	1	2	3	4	5

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- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 179. Senior management does not understand what could be accomplished by a coordinated marketing effort.   | 1 | 2 | 3 | 4 | 5 |
| 180. Our organizational structure, as it is currently, prevents a coordinated marketing effort.  | 1 | 2 | 3 | 4 | 5 |
| 181. Higher education leaders tend to be conservative and lack the courage necessary to position the university by separating it from the competition. | 1 | 2 | 3 | 4 | 5 |
| 182. Marketing opens the institution to criticism and/or litigation for misleading advertising.  | 1 | 2 | 3 | 4 | 5 |
| 183. Marketing competes with academics for resources.  | 1 | 2 | 3 | 4 | 5 |
| 184. We have a captive audience so we do not need to market to them.   | 1 | 2 | 3 | 4 | 5 |
| 185. State regulations prohibit us from spending money on marketing.   | 1 | 2 | 3 | 4 | 5 |

It would be helpful to have the following information in the event there are questions about your responses to this pilot test survey. This information will not be used in reporting the survey results and should be considered optional.

Your Name \_\_\_\_\_

Your Job Title \_\_\_\_\_

Your Telephone Number \_\_\_\_\_

**THE ENCLOSED SELF-ADDRESSED ENVELOPE OR LABEL  
MAY BE USED TO RETURN THE SURVEY**

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY**

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**SAMPLE**

**October 18, 1996**

**Dr. William Sample  
Interim President  
Pilot State College  
208 Edge Blvd  
Pilot Test, CO 81111**

**Dear Dr. Sample:**

**I am writing to ask for your assistance.**

**The enclosed materials are a necessary pilot test of a survey instrument being developed to assess the extent of marketing in higher education. I would be very grateful if you would forward these materials to the person most responsible for marketing your academic programs, and ask them to complete this survey which should take about forty-five minutes.**

**This pilot test is part of the research I am doing for my dissertation as a doctoral student at the University of Nevada, Las Vegas. Your institution was selected by a random process.**

**Perhaps a simple transmittal slip would be the easiest way to forward this request to the appropriate person on your staff. If a memo is more suitable, I have attached a sample you might use.**

**Please use the enclosed postage-paid return postcard to indicate that you have received my materials and have forwarded them to someone on your staff. Thank you for your time and consideration.**

**Sincerely,**

**Don Kajcienski**

**Department of Educational Administration  
and Higher Education  
4505 Maryland Parkway • Box 453002 • Las Vegas, Nevada 89154-3002  
(702) 895-3491**



## **MEMORANDUM (Sample)**

**DATE:**

**TO:**

**FROM:**

**SUBJECT: Pilot Test -- Survey Instrument**

The attached request is from Don Kajcienski at the University of Las Vegas, Nevada who is doing research on marketing in higher education. The attached materials are a pilot test for a survey instrument. As you are probably aware, pilot testing is an essential step in the refinement of any valid and reliable survey instrument. Please take the time to fill out this pilot instrument and return it to Mr. Kajcienski as soon as possible.

I have given him your name as our contact person, and he encourages you to call him with any questions or concerns. You may reach him at 702-895-1468.

Thanks for your assistance in this matter.

Mr. Kajcienski,

I have forwarded your pilot test survey instrument to (please print):

\_\_\_\_\_  
Name of Individual

\_\_\_\_\_  
(Area code) Telephone Number

\_\_\_\_\_  
Name of Institution

**RETURN POSTCARD**

Don Kajcienski  
University of Nevada, Las Vegas  
Department of Educational Leadership  
4505 Maryland Parkway, Box 453002  
Las Vegas, NV 89154-3002

## **APPENDIX VII**

### **HIGHER EDUCATION MARKETING UTILIZATION SURVEY-- VERSION USED FOR THE STUDY**



**January 3, 1997**

**«Title» «FirstName» «LastName»  
«JobTitle»  
«Company»  
«Address1»  
«City», «State» «PostalCode»**

**Dear «Title» «LastName»:**

**Not too long ago you were kind enough to complete the pilot test of my survey instrument. The data I received from you was used to statistically refine the instrument by reducing the number of items. The final survey instrument is enclosed.**

**I am writing to ask you again to please take the time to complete this final survey instrument and return it to me at your earliest convenience. In responding to the items, you should take an institutional perspective as opposed to just a departmental one.**

**Your responses will be kept confidential. Data will only be reported in the aggregate. The surveys are numbered solely for the purpose of selective follow up mailings.**

**Thank You,**

**Don Kajcienski**

**Department of Educational Administration  
and Higher Education  
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(702) 895-3491**



January 2, 1996

Dear Fellow Administrator:

There are those in higher education who welcome efforts to market their academic programs while others are not fond of marketing at all. Whether welcomed or not, the literature indicates that marketing is utilized in some fashion in higher education. The literature does not, however, indicate the extent of marketing in higher education. This survey is intended to fill this gap in the literature.

I am writing to ask for your assistance. While I am currently a doctoral student, I have worked in management positions in higher education for a number of years. I know your time is valuable yet my hope is that you will help me because you believe research is a necessary part of our profession.

This survey is meant to be completed by the highest level individual most responsible for, or knowledgeable about, marketing the academic programs of your institution. While it is a comprehensive survey, it should only take 30 to 45 minutes to complete. I would be grateful if you would ask the appropriate individual to complete the survey and return it to me as soon as possible.

Sincerely,

*Don Kajcienski*  
Don Kajcienski

PS. Your responses will be kept confidential. Data will only be reported in the aggregate. The surveys are numbered solely for the purpose of selective follow up mailings.

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February 3, 1997

Dear Fellow Administrator:

A few weeks ago I sent to your attention a survey, with a cover letter (see shaded area below), regarding the use of marketing in higher education. While I have received many of the surveys back, yours was not among them. I fear the survey may have been lost in route, and so I have enclosed another copy so that your institution will not unintentionally be omitted.

Please take the time to ensure that the appropriate person at your institution completes this survey. Your completed survey is very important to this project and its contribution to the research literature. Because of mandated deadlines, only surveys received by February 25, 1997 are guaranteed to be a part of this project.

Thank You,  
*Don Kajcienski*  
Don Kajcienski

**COVER LETTER FROM INITIAL MAILING**

There are those in higher education who welcome efforts to market their academic programs while others are not fond of marketing at all. Whether welcomed or not, the literature indicates that marketing is utilized in some fashion in higher education. The literature does not, however, indicate the extent of marketing in higher education. This survey is intended to fill this gap in the literature.

I am writing to ask for your assistance. While I am currently a doctoral student, I have worked in management positions in higher education for a number of years. I know your time is valuable yet my hope is that you will help me because you believe research is a necessary part of our profession.

This survey is meant to be completed by the highest level individual most responsible for, or knowledgeable about, marketing the academic programs of your institution. While it is a comprehensive survey, it should only take 30 to 45 minutes to complete. I would be grateful if you would ask the appropriate individual to complete the survey and return it to me as soon as possible.

PS. Your responses will be kept confidential. Data will only be reported in the aggregate. The surveys are numbered solely for the purpose of selective follow up mailings.

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## **B. PRICE**

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Price is the value of a product in terms of money.

	SA	A	U	D	SD
6. In establishing the price of our products, we consider what our competitors charge for the same or similar products.	1	2	3	4	5
7. The price of what we offer is mostly determined by how many people want it.	1	2	3	4	5
8. In establishing the price of our products, we always consider what the product cost our institution.	1	2	3	4	5
9. The price of our offerings is partly based upon its cost to the institution.	1	2	3	4	5
10. The price of our products is partly based upon its cost to the institution.	1	2	3	4	5
11. We make sure that we price our products to at least recover the cost.	1	2	3	4	5
12. We make sure that the price we place on our products at least recovers their cost.	1	2	3	4	5

## **C. STRATEGY**

Strategy is the method by which an organization plans to reach its marketing objectives.

	SA	A	U	D	SD
13. We have a written strategic marketing plan for all our products.	1	2	3	4	5
14. We have a written strategic marketing plan.	1	2	3	4	5
15. We develop a strategic marketing plan for each new product we want to introduce.	1	2	3	4	5
16. Our strategic marketing plan coordinates the resources of all the campus offices that may be needed in marketing our products.	1	2	3	4	5
17. Our strategic marketing plan is reviewed and, if necessary, updated at least once a year.	1	2	3	4	5
18. Our strategic marketing plan is reviewed and updated at least once a year.	1	2	3	4	5

## **D. MARKET**

A market is the potential customers for your product. If you have multiple products, you may also have multiple markets.

	SA	A	U	D	SD
19. We are well aware of all of our markets.	1	2	3	4	5
20. We are well aware of our markets.	1	2	3	4	5



21. We can define our markets in quantifiable terms.	1	2	3	4	5
22. We can define our markets.	1	2	3	4	5
23. We collect data to define our markets.	1	2	3	4	5

### **E. PROMOTION**

Promotion is any technique used to inform the consumer about your products. It includes such things as printed material, audio-visuals, radio, television, and speeches.

	SA	A	U	D	SD
24. Our promotional effort is based upon a written plan.	1	2	3	4	5
25. It is important that we promote our offerings.	1	2	3	4	5
26. It is important that we promote our products.	1	2	3	4	5
27. We regularly use promotion to tell people what we have to offer.	1	2	3	4	5
28. We regularly use promotion to tell people about our products.	1	2	3	4	5
29. We use promotion to inform our customers about our products.	1	2	3	4	5
30. Our promotions employ printed materials.	1	2	3	4	5
31. Our promotion sometimes uses audio/visual methods.	1	2	3	4	5

### **F. RESEARCH**

Research is an on-going and systematic gathering of data useful for marketing the institution's products.

	SA	A	U	D	SD
32. We have a sophisticated marketing research program.	1	2	3	4	5
33. We employ marketing research.	1	2	3	4	5
34. We regularly utilize marketing research.	1	2	3	4	5
35. We often conduct research to determine the needs of our various markets.	1	2	3	4	5
36. We routinely use market research.	1	2	3	4	5
37. We routinely use research to determine the effectiveness of our marketing efforts.	1	2	3	4	5
38. Research is part of our on-going marketing efforts.	1	2	3	4	5

### **G. MIX**

In marketing, mix is the artful blending of various marketing techniques such as advertising, pricing, and packaging to produce optimum marketing results.

	SA	A	U	D	SD
39. We have developed a marketing mix.	1	2	3	4	5

40. We employ a marketing mix.	1	2	3	4	5
41. Utilizing a marketing mix is part of our marketing effort.	1	2	3	4	5
42. We routinely utilize a marketing mix.	1	2	3	4	5
43. We use a marketing mix to optimize the effects of our marketing effort.	1	2	3	4	5
44. Our marketing mix has several components.	1	2	3	4	5
45. A marketing mix is one of our tools.	1	2	3	4	5

## **H. ANALYSIS**

Analysis is the act of studying and then drawing conclusions from information that has been obtained formally as well as informally.

	SA	A	U	D	SD
46. We regularly analyze why people purchase our products.	1	2	3	4	5
47. We regularly analyze why people purchase our offerings.	1	2	3	4	5
48. We analyze a variety of information to support our marketing efforts.	1	2	3	4	5
49. We analyze information in order to better understand our marketing efforts.	1	2	3	4	5
50. We analyze information in order to plan our marketing efforts.	1	2	3	4	5

## **I. ADVERTISING**

Advertising is a paid presentation designed to encourage potential customers to buy your product or products.

	SA	A	U	D	SD
51. We regularly use advertising to enhance our marketing efforts.	1	2	3	4	5
52. We use advertising to reach specifically defined audiences.	1	2	3	4	5
53. Our advertising efforts include the use of different media.	1	2	3	4	5
54. Our use of advertising is based upon our strategic marketing plan.	1	2	3	4	5
55. Our use of advertising is based upon a plan of action.	1	2	3	4	5
56. We have an advertising budget.	1	2	3	4	5
57. Our advertising is purposely done to market the institution.	1	2	3	4	5

## **J. TARGET**

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To target a market is to focus your marketing activities on that group of customers most likely to buy your product or products.

	SA	A	U	D	SD
58. We target our markets.	1	2	3	4	5
59. Target marketing is part of our marketing efforts.	1	2	3	4	5
60. Our marketing efforts employ target marketing.	1	2	3	4	5
61. Target marketing is essential to our marketing effort.	1	2	3	4	5
62. We target our markets in order to customize our marketing message.	1	2	3	4	5
63. Each of our target markets requires a different marketing thrust.	1	2	3	4	5
64. Knowledge of who might use our products is essential in defining our target markets.	1	2	3	4	5

## **K. COMPETITION**

Competition is the opportunity for a customer to choose a product other than yours to satisfy his or her needs.

	SA	A	U	D	SD
65. We are able to list our competitors based upon empirical evidence.	1	2	3	4	5
66. We are able to define our competition.	1	2	3	4	5
67. We know why our competition is able to draw customers.	1	2	3	4	5
68. We know why our competition is able to attract customers that might otherwise choose our products.	1	2	3	4	5
69. We consider it part of our marketing effort to know our competition.	1	2	3	4	5

## **L. SEGMENT**

To segment a market means to group potential customers into homogeneous groups. It is the precursor to target marketing.

	SA	A	U	D	SD
70. We segment our markets based upon a variety of factors such as demographic profiles, sociological status, and psychological needs, to name a few.	1	2	3	4	5
71. We segment our markets.	1	2	3	4	5
72. We segment our markets based upon a variety of factors.	1	2	3	4	5
73. Marketing segmentation is an important aspect of our marketing efforts.	1	2	3	4	5

<b>74. Segmenting allows us to target our markets.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>75. Segmenting is a fundamental component of our strategic marketing plan.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>76. Segmenting our markets is an important process for us.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

### **M. SERVICE**

Service is an intangible product.

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
<b>77. One of our products is service.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>78. We consider service to be one of our products.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>79. Service is one of our products.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>80. Our employees know that service is one of our products.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>81. Our employees know that the service we provide is one of the products we offer.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>82. Our service is promoted as a product.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>83. Service is a product at our institution.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>84. We consider service an important aspect of our marketing efforts.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>85. The service we provide is important to our marketing efforts.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

### **N. INFORMATION**

Information is knowledge gained from management systems that have been purposely designed to assist in making marketing decisions.

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
<b>86. We have a formal marketing information system.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>87. We utilize an information system to assist us in our marketing efforts.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>88. Our marketing information system is a fundamental tool in our marketing efforts.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>90. We have a formal information system to assist us in our marketing efforts.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>91. Our marketing information system is computerized.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>92. The marketing information system we employ utilizes a variety of data sources throughout our institution.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>93. Our marketing information system was devised purposely to support our marketing efforts.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

## **O. DEMAND**

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Demand is the desire for a product supported by the ability to purchase the product.

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
94. We can quantify the current demand for each of our products.	1	2	3	4	5
95. The demand for our products is the primary basis for the quantity of a particular product we offer.	1	2	3	4	5
96. The demand for our products is used to determine the quantity offered.	1	2	3	4	5
97. The amount of products we offer depends upon the demand.	1	2	3	4	5
98. We regularly monitor the demand for our products.	1	2	3	4	5
99. The availability of our products is based upon the demand for them.	1	2	3	4	5

## **P. FORECASTING**

Forecasting is predicting the results of current marketing efforts for the purpose of determining whether stated marketing goals can be achieved and for determining future demand for a product.

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
100. We empirically forecast the results of current marketing against stated goals.	1	2	3	4	5
101. Our forecasting efforts use empirical data.	1	2	3	4	5
102. Our forecasting is done using a computerized model.	1	2	3	4	5
103. We have a computerized system for forecasting.	1	2	3	4	5
104. Forecasting helps us adjust our marketing efforts.	1	2	3	4	5
105. We rely on forecasting to monitor our marketing efforts.	1	2	3	4	5
106. We routinely use forecasting to adjust our marketing efforts.	1	2	3	4	5

## **Q. PLACE**

Place is having your products readily available whether or not the location or time is convenient.

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
107. Our products are offered at a convenient location.	1	2	3	4	5
108. Our products are offered at a place that is convenient for our customers.	1	2	3	4	5

109. Our products are offered at a time that is convenient for our customers.	1	2	3	4	5
110. Our products are offered at a convenient time.	1	2	3	4	5
111. The needs of our customers is the primary concern in offering our products at a convenient location and time.	1	2	3	4	5

## **R. PURCHASE**

A purchase is when the customer actually buys the product.

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
112. We know, from empirical data, why our customers purchase our products.	1	2	3	4	5
113. We believe that understanding the act of purchasing a product is important to our marketing efforts.	1	2	3	4	5
114. We study why our products are purchased.	1	2	3	4	5
115. We can cite the factors that cause a customer to purchase our products.	1	2	3	4	5
116. Understanding why people purchase, or not purchase, is necessary to our marketing effort.	1	2	3	4	5
117. It is important for us to know what factors most influence our customers to purchase our products.	1	2	3	4	5

## **S. IMAGE**

Image is what the public perceives you to be as well as the visual cues you use to reinforce that perception.

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
118. We consciously try to shape our image.	1	2	3	4	5
119. We make sure our image really reflects our institution.	1	2	3	4	5
120. Our image is reinforced with a logo.	1	2	3	4	5
121. Our image is reinforced with a slogan.	1	2	3	4	5
122. Our image is a theme we promote in our marketing efforts.	1	2	3	4	5

## **T. DEMOGRAPHICS**

Demographics is the quantifiable characteristics of potential or actual customers.

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
123. We routinely collect demographic information on our customers.	1	2	3	4	5
124. Understanding the demographics of our customers is necessary.	1	2	3	4	5

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 125. One of the ways we use demographic information is to define our markets. | 1 | 2 | 3 | 4 | 5 |
| 126. We have multiple sources of demographic information.                     | 1 | 2 | 3 | 4 | 5 |
| 127. Demographic information on our customers is collected regularly.         | 1 | 2 | 3 | 4 | 5 |

## SECTION II

Some reasons marketing is not utilized are offered below. Please circle your response to each statement as it applies to your institution.

- |  | SA | A | U | D | SD |
|--|----|---|---|---|----|
| 128. We lack adequate resources to implement marketing fully.  | 1  | 2 | 3 | 4 | 5  |
| 129. The word <i>marketing</i> creates a resistance among our faculty.   | 1  | 2 | 3 | 4 | 5  |
| 130. We do not have staff trained in marketing.  | 1  | 2 | 3 | 4 | 5  |
| 131. Marketing cheapens the prestige of higher education.  | 1  | 2 | 3 | 4 | 5  |
| 132. Marketing is not needed in higher education.  | 1  | 2 | 3 | 4 | 5  |
| 133. We do not have a position devoted to marketing the institution.   | 1  | 2 | 3 | 4 | 5  |
| 134. Our reputation and quality are so good that we do not have to market ourselves.   | 1  | 2 | 3 | 4 | 5  |
| 135. We are located in a growing area so our main task is whom to accept or reject.  | 1  | 2 | 3 | 4 | 5  |
| 136. Senior management does not understand what could be accomplished by a coordinated marketing effort.   | 1  | 2 | 3 | 4 | 5  |
| 137. Our organizational structure, as it is currently, prevents a coordinated marketing effort.  | 1  | 2 | 3 | 4 | 5  |
| 138. Higher education leaders tend to be conservative and lack the courage necessary to position the university by separating it from the competition. | 1  | 2 | 3 | 4 | 5  |
| 139. Marketing opens the institution to criticism and/or litigation for misleading advertising.  | 1  | 2 | 3 | 4 | 5  |
| 140. Marketing competes with academics for resources.  | 1  | 2 | 3 | 4 | 5  |
| 141. We have a captive audience so we do not need to market to them.   | 1  | 2 | 3 | 4 | 5  |
| 142. State regulations prohibit us from spending money on marketing.   | 1  | 2 | 3 | 4 | 5  |

**THANK YOU.** Please mail the completed survey to:

Don Kajcienski  
 University of Nevada, Las Vegas  
 Department of Educational Leadership  
 4505 Maryland Parkway, Box 453002  
 Las Vegas, NV 89154-3002

## APPENDIX VIII

### RAW DATA AND PERCENTAGES ON EACH ITEM OF THE SURVEY INSTRUMENT

Table 29

#### Raw Data and Percentages on Each Item of the Survey Instrument

Item No.		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Missing Responses	Total Responses
1	Tally	76	58	5	5	2	1	147
	Percent	52%	39%	3%	3%	1%	1%	100%
2	Tally	25	81	17	22	1	1	147
	Percent	17%	55%	12%	15%	1%	1%	100%
3	Tally	23	77	20	24	1	2	147
	Percent	16%	52%	14%	16%	1%	1%	100%
4	Tally	27	79	15	21	4	1	147
	Percent	18%	54%	10%	14%	3%	1%	100%
5	Tally	70	59	8	6	3	1	147
	Percent	48%	40%	5%	4%	2%	1%	100%
6	Tally	20	55	14	32	22	4	147
	Percent	14%	37%	10%	22%	15%	3%	100%
7	Tally	2	15	17	75	36	2	147
	Percent	1%	10%	12%	51%	24%	1%	100%
8	Tally	20	51	14	45	13	4	147
	Percent	14%	35%	10%	31%	9%	3%	100%
9	Tally	19	89	12	17	7	3	147
	Percent	13%	61%	8%	12%	5%	2%	100%
10	Tally	17	89	11	18	7	5	147
	Percent	12%	61%	7%	12%	5%	3%	100%
11	Tally	15	39	21	51	17	4	147
	Percent	10%	27%	14%	35%	12%	3%	100%
12	Tally	13	39	25	45	20	5	147
	Percent	9%	27%	17%	31%	14%	3%	100%
13	Tally	11	31	18	65	22	0	147



Item		Strongly				Strongly	Missing	Total
No.		Agree	Agree	Undecided	Disagree	Disagree	Responses	Responses
	Percent	7%	21%	12%	44%	15%	0%	100%
14	Tally	26	59	14	33	15	0	147
	Percent	18%	40%	10%	22%	10%	0%	100%
15	Tally	5	27	25	77	13	0	147
	Percent	3%	18%	17%	52%	9%	0%	100%
16	Tally	9	40	23	57	17	1	147
	Percent	6%	27%	16%	39%	12%	1%	100%
17	Tally	20	42	16	53	16	0	147
	Percent	14%	29%	11%	36%	11%	0%	100%
18	Tally	21	35	19	52	18	2	147
	Percent	14%	24%	13%	35%	12%	1%	100%
19	Tally	24	64	20	35	4	0	147
	Percent	16%	44%	14%	24%	3%	0%	100%
20	Tally	30	85	12	17	2	1	147
	Percent	20%	58%	8%	12%	1%	1%	100%
21	Tally	17	75	21	28	6	0	147
	Percent	12%	51%	14%	19%	4%	0%	100%
22	Tally	29	91	10	15	1	1	147
	Percent	20%	62%	7%	10%	1%	1%	100%
23	Tally	28	77	19	19	4	0	147
	Percent	19%	52%	13%	13%	3%	0%	100%
24	Tally	20	62	17	38	9	1	147
	Percent	14%	42%	12%	26%	6%	1%	100%
25	Tally	86	59	1	0	1	0	147
	Percent	59%	40%	1%	0%	1%	0%	100%
26	Tally	87	58	1	0	1	0	147
	Percent	59%	39%	1%	0%	1%	0%	100%
27	Tally	47	71	11	14	3	1	147
	Percent	32%	48%	7%	10%	2%	1%	100%
28	Tally	47	72	10	16	2	0	147
	Percent	32%	49%	7%	11%	1%	0%	100%
29	Tally	49	79	6	11	2	0	147
	Percent	33%	54%	4%	7%	1%	0%	100%
30	Tally	75	66	1	4	1	0	147
	Percent	51%	45%	1%	3%	1%	0%	100%
31	Tally	53	77	7	8	1	1	147
	Percent	36%	52%	5%	5%	1%	1%	100%
32	Tally	6	27	19	74	21	0	147
	Percent	4%	18%	13%	50%	14%	0%	100%
33	Tally	9	85	16	29	8	0	147
	Percent	6%	58%	11%	20%	5%	0%	100%
34	Tally	9	57	20	51	10	0	147
	Percent	6%	39%	14%	35%	7%	0%	100%
35	Tally	13	42	30	54	8	0	147
	Percent	9%	29%	20%	37%	5%	0%	100%
36	Tally	11	52	25	49	10	0	147

Item		Strongly				Strongly	Missing	Total
No.		Agree	Agree	Undecided	Disagree	Disagree	Responses	Responses
	Percent	7%	35%	17%	33%	7%	0%	100%
37	Tally	6	44	28	57	12	0	147
	Percent	4%	30%	19%	39%	8%	0%	100%
38	Tally	13	67	27	32	8	0	147
	Percent	9%	46%	18%	22%	5%	0%	100%
39	Tally	11	69	22	37	8	0	147
	Percent	7%	47%	15%	25%	5%	0%	100%
40	Tally	12	79	21	25	9	1	147
	Percent	8%	54%	14%	17%	6%	1%	100%
41	Tally	13	83	19	21	9	2	147
	Percent	9%	56%	13%	14%	6%	1%	100%
42	Tally	9	74	19	35	9	1	147
	Percent	6%	50%	13%	24%	6%	1%	100%
43	Tally	9	80	19	29	9	1	147
	Percent	6%	54%	13%	20%	6%	1%	100%
44	Tally	17	87	14	20	8	1	147
	Percent	12%	59%	10%	14%	5%	1%	100%
45	Tally	15	81	16	27	7	1	147
	Percent	10%	55%	11%	18%	5%	1%	100%
46	Tally	16	61	23	38	8	1	147
	Percent	11%	41%	16%	26%	5%	1%	100%
47	Tally	16	63	20	40	7	1	147
	Percent	11%	43%	14%	27%	5%	1%	100%
48	Tally	18	81	23	21	3	1	147
	Percent	12%	55%	16%	14%	2%	1%	100%
49	Tally	22	82	20	19	3	1	147
	Percent	15%	56%	14%	13%	2%	1%	100%
50	Tally	21	83	22	16	3	2	147
	Percent	14%	56%	15%	11%	2%	1%	100%
51	Tally	24	77	10	29	5	2	147
	Percent	16%	52%	7%	20%	3%	1%	100%
52	Tally	27	86	15	13	4	2	147
	Percent	18%	59%	10%	9%	3%	1%	100%
53	Tally	31	79	8	22	5	2	147
	Percent	21%	54%	5%	15%	3%	1%	100%
54	Tally	24	47	15	45	13	3	147
	Percent	16%	32%	10%	31%	9%	2%	100%
55	Tally	24	68	17	29	7	2	147
	Percent	16%	46%	12%	20%	5%	1%	100%
56	Tally	25	65	14	28	14	1	147
	Percent	17%	44%	10%	19%	10%	1%	100%
57	Tally	36	73	6	25	5	2	147
	Percent	24%	50%	4%	17%	3%	1%	100%
58	Tally	26	85	21	11	3	1	147
	Percent	18%	58%	14%	7%	2%	1%	100%
59	Tally	27	90	19	6	4	1	147

Item		Strongly				Strongly	Missing	Total
No.		Agree	Agree	Undecided	Disagree	Disagree	Responses	Responses
	Percent	18%	61%	13%	4%	3%	1%	100%
60	Tally	27	89	18	9	3	1	147
	Percent	18%	61%	12%	6%	2%	1%	100%
61	Tally	37	75	18	12	4	1	147
	Percent	25%	51%	12%	8%	3%	1%	100%
62	Tally	29	70	21	21	5	1	147
	Percent	20%	48%	14%	14%	3%	1%	100%
63	Tally	22	78	19	23	4	1	147
	Percent	15%	53%	13%	16%	3%	1%	100%
64	Tally	47	82	8	6	3	1	147
	Percent	32%	56%	5%	4%	2%	1%	100%
65	Tally	44	77	15	8	2	1	147
	Percent	30%	52%	10%	5%	1%	1%	100%
66	Tally	42	87	12	4	1	1	147
	Percent	29%	59%	8%	3%	1%	1%	100%
67	Tally	26	78	24	15	3	1	147
	Percent	18%	53%	16%	10%	2%	1%	100%
68	Tally	23	77	23	19	4	1	147
	Percent	16%	52%	16%	13%	3%	1%	100%
69	Tally	45	81	7	10	3	1	147
	Percent	31%	55%	5%	7%	2%	1%	100%
70	Tally	22	66	19	33	6	1	147
	Percent	15%	45%	13%	22%	4%	1%	100%
71	Tally	24	72	20	26	4	1	147
	Percent	16%	49%	14%	18%	3%	1%	100%
72	Tally	23	71	19	29	4	1	147
	Percent	16%	48%	13%	20%	3%	1%	100%
73	Tally	26	76	16	25	3	1	147
	Percent	18%	52%	11%	17%	2%	1%	100%
74	Tally	23	82	19	19	4	0	147
	Percent	16%	56%	13%	13%	3%	0%	100%
75	Tally	20	53	31	35	7	1	147
	Percent	14%	36%	21%	24%	5%	1%	100%
76	Tally	25	64	24	30	3	1	147
	Percent	17%	44%	16%	20%	2%	1%	100%
77	Tally	93	49	4	0	1	0	147
	Percent	63%	33%	3%	0%	1%	0%	100%
78	Tally	85	49	7	5	1	0	147
	Percent	58%	33%	5%	3%	1%	0%	100%
79	Tally	86	52	7	1	1	0	147
	Percent	59%	35%	5%	1%	1%	0%	100%
80	Tally	38	62	28	16	2	1	147
	Percent	26%	42%	19%	11%	1%	1%	100%
81	Tally	37	61	27	20	2	0	147
	Percent	25%	41%	18%	14%	1%	0%	100%
82	Tally	38	60	17	28	4	0	147

Item		Strongly				Strongly	Missing	Total
No.		Agree	Agree	Undecided	Disagree	Disagree	Responses	Responses
	Percent	26%	41%	12%	19%	3%	0%	100%
83	Tally	51	72	14	8	2	0	147
	Percent	35%	49%	10%	5%	1%	0%	100%
84	Tally	58	63	13	10	3	0	147
	Percent	39%	43%	9%	7%	2%	0%	100%
85	Tally	64	66	9	6	2	0	147
	Percent	44%	45%	6%	4%	1%	0%	100%
86	Tally	5	35	25	70	12	0	147
	Percent	3%	24%	17%	48%	8%	0%	100%
87	Tally	14	69	14	40	9	1	147
	Percent	10%	47%	10%	27%	6%	1%	100%
88	Tally	10	46	40	44	7	0	147
	Percent	7%	31%	27%	30%	5%	0%	100%
90	Tally	9	42	27	61	8	0	147
	Percent	6%	29%	18%	41%	5%	0%	100%
91	Tally	10	53	29	44	11	0	147
	Percent	7%	36%	20%	30%	7%	0%	100%
92	Tally	11	62	26	40	7	1	147
	Percent	7%	42%	18%	27%	5%	1%	100%
93	Tally	7	28	31	65	15	1	147
	Percent	5%	19%	21%	44%	10%	1%	100%
94	Tally	8	59	30	40	8	2	147
	Percent	5%	40%	20%	27%	5%	1%	100%
95	Tally	6	46	27	58	8	2	147
	Percent	4%	31%	18%	39%	5%	1%	100%
96	Tally	4	60	31	44	6	2	147
	Percent	3%	41%	21%	30%	4%	1%	100%
97	Tally	3	54	36	46	6	2	147
	Percent	2%	37%	24%	31%	4%	1%	100%
98	Tally	10	78	26	28	2	3	147
	Percent	7%	53%	18%	19%	1%	2%	100%
99	Tally	2	48	37	50	7	3	147
	Percent	1%	33%	25%	34%	5%	2%	100%
100	Tally	10	54	27	39	12	5	147
	Percent	7%	37%	18%	27%	8%	3%	100%
101	Tally	13	56	32	33	9	4	147
	Percent	9%	38%	22%	22%	6%	3%	100%
102	Tally	8	29	38	51	17	4	147
	Percent	5%	20%	26%	35%	12%	3%	100%
103	Tally	9	29	32	53	19	5	147
	Percent	6%	20%	22%	36%	13%	3%	100%
104	Tally	10	61	27	31	13	5	147
	Percent	7%	41%	18%	21%	9%	3%	100%
105	Tally	6	47	35	41	13	5	147
	Percent	4%	32%	24%	28%	9%	3%	100%
106	Tally	7	45	29	51	10	5	147

Item		Strongly				Strongly	Missing	Total
No.		Agree	Agree	Undecided	Disagree	Disagree	Responses	Responses
	Percent	5%	31%	20%	35%	7%	3%	100%
107	Tally	36	80	15	11	3	2	147
	Percent	24%	54%	10%	7%	2%	1%	100%
108	Tally	33	76	20	14	2	2	147
	Percent	22%	52%	14%	10%	1%	1%	100%
109	Tally	17	68	33	22	4	3	147
	Percent	12%	46%	22%	15%	3%	2%	100%
110	Tally	17	67	37	21	2	3	147
	Percent	12%	46%	25%	14%	1%	2%	100%
111	Tally	19	57	27	34	7	3	147
	Percent	13%	39%	18%	23%	5%	2%	100%
112	Tally	10	79	25	27	4	2	147
	Percent	7%	54%	17%	18%	3%	1%	100%
113	Tally	28	87	15	12	3	2	147
	Percent	19%	59%	10%	8%	2%	1%	100%
114	Tally	12	70	23	36	4	2	147
	Percent	8%	48%	16%	24%	3%	1%	100%
115	Tally	13	82	19	27	4	2	147
	Percent	9%	56%	13%	18%	3%	1%	100%
116	Tally	31	83	16	13	2	2	147
	Percent	21%	56%	11%	9%	1%	1%	100%
117	Tally	37	91	7	8	2	2	147
	Percent	25%	62%	5%	5%	1%	1%	100%
118	Tally	63	56	12	10	4	2	147
	Percent	43%	38%	8%	7%	3%	1%	100%
119	Tally	38	75	11	18	3	2	147
	Percent	26%	51%	7%	12%	2%	1%	100%
120	Tally	49	68	12	12	4	2	147
	Percent	33%	46%	8%	8%	3%	1%	100%
121	Tally	33	46	17	37	11	3	147
	Percent	22%	31%	12%	25%	7%	2%	100%
122	Tally	49	61	12	16	5	4	147
	Percent	33%	41%	8%	11%	3%	3%	100%
123	Tally	52	72	10	8	3	2	147
	Percent	35%	49%	7%	5%	2%	1%	100%
124	Tally	63	74	4	3	1	2	147
	Percent	43%	50%	3%	2%	1%	1%	100%
125	Tally	33	86	12	10	4	2	147
	Percent	22%	59%	8%	7%	3%	1%	100%
126	Tally	40	82	14	8	2	1	147
	Percent	27%	56%	10%	5%	1%	1%	100%
127	Tally	45	76	12	10	3	1	147
	Percent	31%	52%	8%	7%	2%	1%	100%
128	Tally	42	62	13	25	3	2	147
	Percent	29%	42%	9%	17%	2%	1%	100%
129	Tally	24	46	27	43	5	2	147

Item		Strongly				Strongly	Missing	Total
No.		Agree	Agree	Undecided	Disagree	Disagree	Responses	Responses
	Percent	16%	31%	18%	29%	3%	1%	100%
130	Tally	17	49	13	53	14	1	147
	Percent	12%	33%	9%	36%	10%	1%	100%
131	Tally	3	3	11	80	49	1	147
	Percent	2%	2%	7%	54%	33%	1%	100%
132	Tally	4	1	2	54	85	1	147
	Percent	3%	1%	1%	37%	58%	1%	100%
133	Tally	19	28	20	51	27	2	147
	Percent	13%	19%	14%	35%	18%	1%	100%
134	Tally	1	3	3	70	69	1	147
	Percent	1%	2%	2%	48%	47%	1%	100%
135	Tally	5	3	9	70	59	1	147
	Percent	3%	2%	6%	48%	40%	1%	100%
136	Tally	17	27	21	54	27	1	147
	Percent	12%	18%	14%	37%	18%	1%	100%
137	Tally	24	34	23	51	14	1	147
	Percent	16%	23%	16%	35%	10%	1%	100%
138	Tally	23	33	23	54	13	1	147
	Percent	16%	22%	16%	37%	9%	1%	100%
139	Tally	1	15	19	76	35	1	147
	Percent	1%	10%	13%	52%	24%	1%	100%
140	Tally	16	52	18	46	14	1	147
	Percent	11%	35%	12%	31%	10%	1%	100%
141	Tally	1	0	7	66	72	1	147
	Percent	1%	0%	5%	45%	49%	1%	100%
142	Tally	4	6	10	75	51	1	147
	Percent	3%	4%	7%	51%	35%	1%	100%

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