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## A descriptive study of enrollment marketing strategies for four -year public colleges and universities

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A DESCRIPTIVE STUDY OF ENROLLMENT MARKETING STRATEGIES  
FOR FOUR-YEAR PUBLIC COLLEGES AND UNIVERSITIES

by

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Bachelor of Arts  
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1980

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A dissertation submitted in partial fulfillment  
of the requirements for the

**Doctorate of Education Degree  
Department of Educational Leadership  
College of Education**

**Graduate College  
University of Nevada, Las Vegas  
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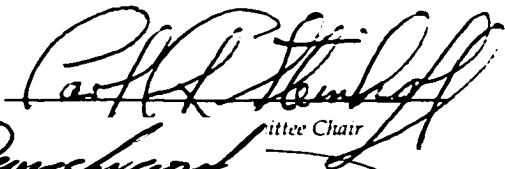


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## **ABSTRACT**

### **A Descriptive Study of Enrollment Marketing Strategies for Four-Year Public Colleges and Universities**

By

Becky L. Watson

Dr. Carl R. Steinhoff, Examination Committee Chair  
Professor of Educational Leadership  
University of Nevada, Las Vegas

Choosing a college education is only one of many choices a student has for post-secondary education or training. The current change in the university campus environment is creating a change in the marketing environment. A higher education institution must continually adapt its marketing efforts to keep pace with the changing needs of its constituency—the students. The institution must know its public and its market to be able to attract adequate resources and convert them into services for its public. The nature and function of higher educational institutions is changing due to changes in the attitudes of the consumer. Higher education administrators must think in the same terms as the private sector business world.

Higher education institutions are faced with declining enrollments, mounting financial pressures, diminishing public confidence, and an



increasing member of nontraditional students and studies. Due to these and other factors, enrollment management strategies including strategies from marketing have been established to evaluate recruitment.

The purpose of this study is to utilize examples of selected Western regional four-year public higher education institutions for effective marketing programs for enrollment. The institutions studied were four-year public higher education institutions in the 15 Western United States as defined by U.S. News & World Report: America's Best Colleges 1999. (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington and Wyoming.) The intent of the study was to determine the use of marketing strategies for four-year public higher education institutions.

The primary data-gathering instrument was a questionnaire developed to collect data and was administered to those who manage the responsibility for enrollment management and/or marketing. The selected marketing elements used as a basis for the questionnaire were: competitive environment, demographics, market, marketing, marketing mix, marketing segmentation, marketing strategy, media plan and psychographics. The study was a descriptive, mixed-methodology research design. Regarding strategic marketing efforts, items of the study included: the differences in marketing efforts and the development of strategies, funding between institutions, differences in undergraduate

**enrollment of the institution, and the size of the institutions surrounding community. The results from this study have helped to clarify the what marketing strategies are used in public higher education Western region institutions. And which strategies are used for enrollment marketing.**

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## **ACKNOWLEDGEMENTS**

The quest for a doctorate in Educational Leadership was not a decision made easily. The decision was made with the idea in mind of how I might listen to and help students in their pursuit of their higher education goals. I have had students that knew exactly where they were going and knew how they wanted to get there, and I have had students that did not. Where they had once thought they knew what their quest was in higher education, their ideas were changing. In this, my ideas of my own involvement in higher education also changed. It has been with the advice and help of colleagues that have brought me to this point.

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## CHAPTER I

### INTRODUCTION

The complex pattern of the development of higher education in the nineteenth century reveals, perhaps even more than the pattern of secondary education, the pluralistic character of American education responding to the diversified religious, intellectual, and utilitarian interests of American society. In its efforts to satisfy all demands, higher education evolved into a uniquely American institution (Nakosteen, 1965, p. 491).

In the Columbia Report of 1853, entitled The Establishment of a University System, George Templeton Strong wrote that the mission of the college is to “direct and superintend the mental and moral culture” (Smith, 1990, p. 41). Since the development of the American university, universities have become more than educational institutions (Solomon & Solomon, 1993). Solomon and Solomon (1993) continued by stating that universities are investments in culture, constituencies and intelligence, and are investments for the public to become rich by other means than financial. Universities are now the dominant social institutions of our



society having “become giant corporations” (p. xvii). Like businesses, higher education institutions are making information more available to their consumers, providing information from admission standards to placement rates (Roesch, 1992).

Over the past 20 years, higher education institutions have adopted marketing techniques similar to these utilized by commercial enterprises (Engelgau, 1991). Choosing a college education is only one of many choices a student has for post-secondary education or training (Hossler, Braxton & Coppersmith, 1989).

Student college choice has been defined as a complex, multistage process during which an individual develops aspirations to continue formal education beyond high school, followed later by a decision to attend a specific college, university or institution of advanced vocational training (Hossler, Braxton & Coopersmith, 1989, p. 7).

The students’ choice of options is biased by a heritage of customs and institutions put alongside of today’s focus of education and changes in society (Anderson, Bowman & Tinto, 1972). “Societal mobility in the United States is very largely determined by education” (Solomon & Solomon, 1993, p. 59), and the college degree has replaced the high school diploma as the entry card into productive employment (Goldman, 1997). Education is the gateway to professions and managerial jobs, as stated by Solomon and Solomon (1993).

The change in the university campus environment is creating a change in the marketing environment. As Cox and Enis (1972, p. 3) wrote, management in higher education “must continually adapt the organization’s marketing efforts to keep pace with these changes.” Marketing grows out of the necessity of the institution to effectively serve its constituency (Kotler, 1982). University administrators must know their public, their market, and be able to attract adequate resources and convert them into appropriate services for their public (Kotler, 1982). Kotler indicated as well that administrators are skeptical of marketing and are concerned that it is manipulative, expensive and their public will be uncomfortable with a nonprofit institution marketing itself. University administrators must think in the same terms as the for-profit business world, developing marketing strategies has become a top priority for universities (Montana, 1978).

Cox and Enis (1972) emphasized that the nature and function of higher educational institutions are changing and constantly evaluated due to changes in the attitudes of the consumer and societal changes. In addition to these changes, the college-age population is shifting to what best can be described as an inverted pyramid where the largest element of growth comes from an older, non-traditional student population (Nonprofit Marketing, 1990). There was a spectacular increase in college enrollment between 1900 and 1940 when enrollment grew from 150,000

to 1,400,000. According to Parker (1979, p. 41), enrollment continued to soar as "the postwar baby boom was largely responsible for the rapid growth in higher education in the sixties." However, enrollment projections of the 1970s did not become a reality for many colleges and universities (Montana, 1978). It is predicted that with an increase in high school graduates by 2000, the number of graduates entering college will still be below the number of graduates in 1977 who entered institutions of higher education (Engelgau, 1991). "Traditional-age students are no longer the norm on American campuses" (Roesch, 1993, p. 17). Engelgau (1991) stressed that the age distribution clearly influences enrollment and since 1980, the percentage of students 35 years of age and older has risen considerably. One of the most obvious changes in enrollment is that of women attending public four-year institutions full-time. Enrollment for women surpassed that of men in 1977.

"Marketing, recruitment and the awarding of financial aid are enrollment management activities conducted to influence the enrollment decisions of prospective students" (Hossler, Bean & Associates, 1990, p. 62). However, with changes in the university population and consumer attitudes, universities are facing an erosion of outside funding such as grants and federal aid, and a change in federal and state policies of financial aid and taxes (Healy, 1997; Nonprofit Marketing, 1990). Financial aid has an influence, however modest, on the choice the

student makes to attend a college or university (Hossler, Bean & Associates, 1990). According to The Admission Strategist: Recruiting for the Year 2000, a limited availability of financial aid significantly limits a student's choice, skewing the student toward a lower-cost public institution (Roesch, 1993). Financial aid plays a significant role when the student's second or third choice institution offers more aid than the first choice. Yet, the price tag on a second or third choice institution may cost that institution thousands of dollars more for the student when competing against the student's first choice. (Hossler & Bean, & Associates, 1990). Hossler, Bean, and Associates (1990) go on to say that "instead of using financial aid to attract students, colleges and universities should seek to understand the types of students their institution is most likely to enroll and graduate" (p. 41).

Enrollment today could be described the same as it was in the Amherst College Report of 1827 (as cited in Solomon & Solomon, 1993), which reported that universities faced declining enrollments, mounting financial pressures, diminishing public confidence, and more non-traditional students and studies. Our universities are in danger of being left behind (Solomon and Solomon, 1993). In a statement to the Massachusetts legislature in 1849, Edward Everett, president of Harvard, spoke of the need for state funds.

...the duty of educating the people rests on great public grounds, —on moral and political foundations. A good college education for those who need it and want it, is just as much the interest of the many, as good school education (Hofstadter & Smith, p. 387).

The reduction of enrollment growth in 1975 was greater than projections made in the late sixties had indicated (Parker, 1979). As colleges and universities were under-enrolled, they were also under-financed, and, at the same time, they were overstaffed, overbuilt, and overscheduled with programs and courses (Johnson, 1972). Full-time-equivalent student costs were also up by more than 10 percent between 1968 and 1974 (Parker, 1979) and typically, higher education tuition for four-year colleges and universities accounts for 35 percent of all revenues in higher education (Hossler & Bean, 1990, p. 15). Predicting enrollment today is complicated by several trends as described by Healy (1997). Healy (1997, p. A23) has indicated that there is an increased number of high school students taking college-level courses. This is due to several factors: (a) some states are giving more aid to part-time students; (b) tuition has increased faster than financial aid in many states; (c) welfare reform encourages increased enrollment in some states and discourages it in others; (d) out-of-state tuition has increased; and, (e) in good economic times such as these, people choose jobs over education.

Healy (1997) theorized that current economic trends have resulted in mistaken enrollment projections in some states, and competitive factors are responsible for poor enrollment projections in other states, particularly in the West and the South. Although the “perfect competitor would be another college that students...see as equally desirable” (Kotler, 1982, p. 82), competitors of public four-year institutions are community colleges, trade schools, and the military (Healy, 1997; Nonprofit Marketing, 1990). However, according to Kotler (1982, p. 54), “nonprofit organizations deny the existence of competition, feeling that this is more characteristic of business firms.” The challenge to universities is the constant change and competitive environment which has created a greater need for marketing (Montana, 1978). Lay and Endo (1987, p. 107) explained that “marketing should be seen as the responsibility of everyone who comes into contact with prospective students and their parents.” Due in part to increased competition, marketing has become more important to nonprofit organizations (Nonprofit Marketing, 1990). Prospective students require reliable information that describes how institutions operate and how the student may benefit by attending that institution. “The market for higher education is information driven” (Hossler & Litten, 1993, p. 79). Universities must be positioned to sell education, as an intangible service where the emphasis is often on societal needs (Nonprofit Marketing, 1990). Hossler, Bean and Associates

(1990, p. 70) wrote, “societal marketing is the concept most closely associated with higher education.” Through marketing research such as a comprehensive review or a marketing audit, higher education institutions can create effective marketing strategies (Litten, 1987, Holmes, 1966, McCalmon, 1987). A marketing strategy is a means of assuring the prospective student that university administrators know what they are doing (Parker, 1979). Marketing strategies developed by enrollment managers in order to influence student enrollments are made by using marketing research in conjunction with nonprofit marketing practices to collect data on student college choice (Hossler, Bean & Associates, 1990). Assessment strategies determine the needs, wants, and interests of its market more effectively and efficiently than its competition (Hossler & Bean, 1990, p. 70).

As Crissey (1997) stated, although there has been a decrease of enrollment in many states, some states are experiencing a growth in applicant pools and admissions. Some admissions officials attribute the growth to more aggressive recruitment strategies, and better communication with prospective students (Crissey, 1997). Enrollment management strategies have been established to evaluate recruitment and retention programs. It is a comprehensive process “designed to achieve and maintain the optimum recruitment, retention, and graduation rates of students” (Hossler, 1991, p. 8). Strategic enrollment

management establishes a link between recruitment, retention and academic programs (Hossler, 1991). In planning this strategy, the institution's campus environment, student market and competition is analyzed. Kotler's (1982) position was that the strengths and weaknesses of universities are assessed in order to develop a clear sense of market targets and positioning. Such an analysis identifies market opportunities that contribute to the attainment of the institution's objectives (Cox & Enis, 1972). Hossler explained that this use of strategic planning for recruitment integrates enrollment management with overall campus strategies, the mission (Kotler, 1982). The challenge in the university marketing strategy is "providing the right product at the right place, time and price to the right market segment and effectively communicating " to that market (Montana, 1978, p. 161).

### **Statement of the Problem**

This descriptive study determined enrollment marketing strategies used by Western region four-year public higher education institutions. Responses from a questionnaire were compiled and categorized by key marketing elements. The study described the perceptions of key personnel who were primarily responsible for marketing at their institutions in terms of positioning, image, target market, demographics, and psychographics were used in examining the strategies.



### **Research Questions**

**This descriptive study determined enrollment marketing strategies used by Western region four-year public higher education institutions. Key marketing elements such as positioning, image, target market, demographics, and psychographics were used in determining marketing strategies. To obtain these data, the following questions guided the research:**

- 1. Has the institution developed a marketing strategy?**
- 2. Was the mission or strategic plan of the institution used in determining an enrollment marketing strategy?**
- 3. Has the institution positioned its marketing image around the surrounding community and the perceived image of the institution?**
- 4. Did the institution specifically set out to change its image for recruitment?**
- 5. Is the institution's marketing strategy for enrollment successful?**
- 6. What common elements identified in the survey depict effective recruiting strategies?**

### **Purpose of the Study**

**The purpose of the study was to determine enrollment marketing strategies used by selected higher education institutions. Western region public institutions were selected for participation in this study. Public**

institutions constitute only 28 percent of all four-year institutions; however, they enroll 68 percent of the students. The Western region of the United States is predominantly served by public institutions (Hossler & Litten, 1993, p. 32). Kotler and Levy (1969) stated that the question is not whether an institution will market, but whether it will market well or poorly.

Kotler and Levy (1969) asserted that organizations only become aware of marketing when their market changes. To effectively market, an institution must embrace change (Topor, 1997). In the 1960s, higher education institutions had their pick of students and were oblivious to marketing. The 1970s brought about a change to the idea of marketing. There was more competition for fewer students and resources were scarcer. This coupled with increasing literature on marketing for nonprofit institutions, placed a thrust of marketing for higher education institutions onto center stage (Kotler, 1982). Citing scarce resources, heightened competition for students, changing consumer attitudes about higher education, changes in the type of student population, and a prediction of higher enrollments by the year 2007, Healy (1997) stated that it is necessary for higher education institutions to develop strategies to effectively market for enrollment.

## **Population**

This research targeted the 130 public four-year higher education institutions in the 15 Western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming). This study was limited to four-year public higher education institutions listed as Western regional institutions in the U. S. News & World Report: America's Best Colleges (1999). Each institution's web site was reviewed in order to locate individuals responsible for enrollment marketing at each institution. Administrators surveyed were identified from the information given on each institution's web sites. The population surveyed included enrollment management, admissions, marketing administrators and other administrators that are responsible for enrollment management and retention, and/or marketing at each of the 130 institutions.

## **Research Design**

In identifying marketing strategies, a descriptive study using a questionnaire was designed to elicit responses regarding these strategies used by each institution. Data were collected and analyzed to identify common enrollment marketing strategies. Regarding strategic marketing efforts, items of the study included (a) the differences in marketing efforts and the development of strategies, (b) funding between institutions,

(c) differences in undergraduate enrollment of the institution, and (d) the size of the institutions surrounding community. Frequency tabulations of each survey item were made and summarized into categories based on the six research questions that guided the study. Descriptive statistics were used to summarize and organize data in order to portray and focus on “what is” (McMillan & Schumacher, 1997, p. 203). Frequency tabulations were most appropriate for this study because of the descriptive nature of this research, in which the purpose was to obtain data about institutions’ marketing strategies and practices. Data were collected in order to investigate strategies employed by the institutions and to discover if there were any relationships between separate marketing strategies.

### **Significance of the Study**

Although enrollment marketing may not be a panacea for higher education, it can influence student enrollment. “Each educational institution needs to understand its specific marketing problems, so that marketing plans can be developed to address them” (Kotler & Fox, 1985, p. 68). Marketing produces results and requires a broad conception of all factors influencing the constituents of a university (Kotler, 1982). Effective enrollment management brings about marketing plans designed to attract prospective students (Hossler, 1984). Universities in the past

have had a piecemeal approach to enrollment marketing (Roesch, 1992). Developing marketing strategies for an enrollment will help universities achieve success for their enrollment goals.

This study was undertaken to determine what, if any, effect marketing higher education institutions has had on enrollment. Selected marketing elements and strategies were determined through descriptive analysis. The information generated from these results advanced the knowledge and understanding of the effects of marketing in higher education. The results may not have been tied only to strategies in stabilizing or increasing enrollment, but increasing the applicant pool, the quality of the applicant, retention and increasing graduation rates.

### Limitations

A limitation of this study was the skill of the researcher conducting the study. The questionnaire used in collecting data for this study posed additional limitations to the study: the bias, honesty and knowledge of the subject of the participants; individuals other than those whom the surveys were mailed may have filled out the questionnaires; and, many of the questions in the questionnaire were closed form, permitting only prespecified responses (Gall, Borg & Gall, 1996). In addition, because a particular group of individuals were surveyed, the study was limited to their perceptions.

Upon investigating the population of only one region (Western), the sample limited the generalizability of the results by restricting the population to public higher education institutions. Further, a limitation of the study was the low response rate. A low response rate makes it difficult to generalize from the sample's data (Gall, Borg & Gall, 1996). The response rate of this study was 40 out of 130 participants, 30.1%. The recommended response rate was 97 out of a sample of 130 (Patten, 1997).

### **Definition of Terms**

The following terms were used in this document:

1. **Competitive Environment:** A competitive environment consists of groups and organizations that compete for attention and loyalty from the audiences of the organization (Kotler, 1982, p. 85).
2. **Demographics:** The use of numbers and statistics to identify, categorize or classify groups of customers or populations. The usual demographics include age, sex, income, education, race, and creed (King, 1983).
3. **Market:** The development of "a list of criteria to identify the most attractive potential student markets" (Kotler & Fox, 1980, p. 83). "A set of all people who have an actual or potential interest in a product or service and the ability to pay" (Kotler, 1982, p. 102).

4. **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 (Kotler, 1982, p. 5).

5. **Marketing Mix:** “Marketing mix is the particular blend of controllable marketing variables that the [institution] uses to achieve its objective in the target market” 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, p. 108). Marketing mix variables are classified into four major groups: product, price, place and promotion (Kotler & Fox, 1980, p. 83).

6. **Marketing Segmentation:** “Market segmentation is dividing a market into distinct groups of buyers who might require separate product or marketing mixes” (Kotler, 1989, p. 263).

7. **Marketing Strategy:** Marketing strategy is the selection of a target market, the choice of a competitive position, and the development of an effective marketing mix to reach and serve the chosen market (Kotler, 1985, p. 132).

8. **Media Plan:** A formal, written document detailing media strategy within the advertising plan, including a detailed budget (King, 1983).

9. **Psychographics:** A research method designed to obtain life-style data from consumers (King, 1983).

### **Summary**

Colleges and universities are more than educational institutions, they are corporations invested in societal success. The attitudes and laws of society have changed along with governmental funding for higher education. With the advent of these changes has come increased competition for higher education, competition for students and competition for dollars, and “an organization must be sensitive to the competitive environment in which it operates ( Kotler, 1982, p. 54). In response to these changes, higher education has begun to adopt marketing strategies to successfully compete for enrollment. However skeptical higher education administrators may be about marketing, it has become a priority for growth in a time of fluctuating enrollment.



## **CHAPTER 2**

### **REVIEW OF THE LITERATURE**

Lineberry (1966) quotes David Starr Jordan, who submitted that “the true American university lies in the future.” Although American universities have seen phenomenal growth and development, particularly since World War II, they have not yet developed their full identity, their unique theory of purpose and function. American colleges and universities still look to older and to foreign models, although less and less (Lineberry, 1966. p. 26). In fact, the time may be at hand that these models no longer serve the American higher educational system. For universities are no longer merely educational institutions. With the arrival of change in the attitudes and laws of society, government funding for higher education, competition for students and dollars, and competition in the business environment in which the university operates, universities are corporations invested in societal success (Kotler, 1982).

Higher education institutions have taken on the assumption that a general education on a full-time basis is a “good thing” for everyone who

can afford it. When combined with the doctrine of “equality of opportunity,” it would appear to leave no other logical alternative but to further the expansion of the college education (Lineberry, 1966).

Many colleges and universities are seeking ways to enroll more students. Over the past decade, these organizations have dedicated themselves to recruit, retain, and graduate a diverse population (Hebel, 1999). All organizations rely on exchange systems to achieve their enrollment goals. Exchange is the central concept underlying marketing. Through exchanges, the groups involved attain their needs and goals. Since both parties agree to the exchange voluntarily, both see themselves as better off after the exchange (Kotler 1982).

Newberry (1997) states that modern marketing has its roots in the Industrial Revolution. As a result of improved industrial production technology, or mass production, and rising living standards, prices for many goods became affordable during the second half of the nineteenth century. This stimulated consumer demand, and prompted manufacturers to stimulate more product demand with mass-market advertising and hard sell techniques. 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, p. 6). Lay and Endo (1987) emphasized that due to increased competition in higher education, marketing should be seen as the responsibility of everyone who comes in contact with prospective students. As societal marketing, higher education institutions must be positioned to sell education as an intangible service.

The choice facing those who manage nonprofit organizations such as colleges and universities becomes not whether to market, for no organization can avoid marketing. The organization has to choose whether to do it well or poorly. Based on this, the case for increased emphasis on marketing in nonprofit organizations can be built, conclude Kotler and Levy (1969).

### **Marketing Literature**

What is marketing? As Zivic (1989) describes, most higher education institutions today possess only a superficial understanding of what marketing entails. When three hundred educational administrators whose colleges were in trouble because of declining enrollments, spiraling costs, and rising tuition were asked to define marketing, most described marketing as a combination of selling, advertising, and public relations. Others stated that it was only one of these three activities, and

only a small number suggested that marketing had something to do with needs assessment, marketing research, product development, pricing, and distribution (Kotler, 1980). Marketing distinguishes the unique function of the business. As Peter Drucker is quoted, “a business is set apart from all other human organizations by the fact that it markets a product or service” (Montana, 1978).

Marketing is not an unessential activity for today’s higher education organizations, but as Kotler (1982) states, one that grows out of the essential quest of all organizations to be effective in serving some area of human need. Marketing is the performance of organization activities to direct the flow of goods and services to the consumer (the student) in order to satisfy the consumer and accomplish the organization’s objectives. The marketing concept is the recognition of the management that business decisions of the organization must be made to meet the consumers needs and wants (Montana, 1978). Kotler (1982) maintains that to survive and succeed, organizations must know their markets, attract sufficient resources, and convert these resources into appropriate products, services, ideas, and effectively distribute them to various publics. Current marketing is, at times, referred to as an outside-in approach. This approach is prompted by the needs and desires of the customer rather than the business or organization (Newberry, 1997).

Organizations typically become aware of marketing when their market undergoes a change. When buyers, members, funds, or other resources needed by the organization get scarce or harder to attract, the organization gets concerned. If “sales” decline or become volatile, or new competitors appear, or new buyer needs emerge, these organizations become receptive to possible solutions such as marketing. This began to happen to many nonprofit organizations in the 1970s. This, combined with the growing literature on nonprofit organization marketing, thrust marketing into the center stage (Kotler, 1982).

Kotler (1975) earlier theorized that organizations operate in an environment of one or more markets and publics. Marketing is the effective management by an organization of its exchange relations with these markets and publics. A university operates in a student market, faculty market, donor market, and a public opinion market. Each of these markets is made up of subgroups called market segments. Each of these market segments has particular needs, perceptions and preferences. The organization develops goals with respect to each market or market segment. Marketing is the organization’s undertaking of analysis, planning, implementation, and control to achieve its exchange objectives with its target markets (Kotler, 1975).

What this theory asserts is that an organization, in order to meet the needs and wants of the consumer, has to engage thoroughly with a range

of marketing activities. Newberry (1997) maintains that no marketing mix, product or service is universally right for every market. While marketing theories and principles were initially developed to meet the needs of for-profit organizations, they have been widely adopted by both for-profit and nonprofit organizations (Kinnell & MacDougall, 1997).

One step in the strategy of marketing is to develop a marketing mix. The organization chooses a marketing mix to support and reinforce its chosen competitive position. The marketing mix is the particular blend of controllable marketing variables that the organization uses to achieve its target market (Kotler, 1982). Jerome McCarthy reduced the marketing mix into the classification of the four P's: product, price, place and promotion (Kinnell & MacDougall, 1997). Balancing the mix for each target segment involves decisions on the nature of the product/service to be offered, pricing policies, distribution, and the type of promotion. Lynch explains that the four P's retain their value for not-for-profit marketers if seen in this wider context: (a) The product. Every organization produces products; (b) The customer. Every organization deals with many groups who are interested in their products; (c) The self-interest aspect of the exchange. The customer and the provider (the organization) believe they are receiving greater value than they are giving up; (d) The marketing task. This emphasizes the importance of satisfying the customers needs. Marketing plans are designed by management to

satisfy all customer groups; (e) The marketing mix. These are the tools that marketers use and include; and, (f) Distinctive competence. The organization concentrates on what it does best and so maximizes its effectiveness (1993, pp. 25-27).

These concepts are linked closely to help the organization search for the most effective and efficient way to satisfy the customer. To impel the customer to seek for the best way to fulfill their needs through the marketing task (Lynch, 1993). The strategic planning of the marketing mix helps the ever-changing environment of the organization prepare and identify opportunities and possible threats. Lynch continues on to state that marketing therefore focuses on the nature of the transactions involved. The marketing mix describes a range of tools available for satisfying customers and relating to other stakeholders. The idea of distinctive competence means that organizations, with their limited resources, must usefully attempt to meet those needs, which they can best serve.

### **Marketing for Nonprofit Organizations**

Though decades of working in the for-profit business market, marketers have formulated a system that yields systematic insight into the structure and dynamics of market exchanges. Kotler (1975) explains that concepts such as market segmentation, market positioning,

marketing mix, and channels of distribution, among others, serve to organize the analysis of any marketing problem. The application of these concepts to the problems of nonprofit organizations has proven its value in a relatively short period of time.

Kotler (1975) further explains that concepts of product, price, promotion, and distribution, which are employed by for-profit-sector marketers, have to be redefined to serve nonprofit organizations as well. The concepts of markets and exchange processes must be generalized. The concept of profit maximization must be translated into benefit-cost maximization so that marketing models can be applied with success in the nonprofit sector.

Kotler and Levy (1969) heralded the broadening of the marketing concept from the traditional business environment to involve other areas such as education. They felt that the traditional marketing approach used by commercial organizations would provide a useful framework for nonprofit organizations of many kinds and that the aim was used effectively. Over the last twenty-five years, many academics and researchers have come to the conclusion that marketing is fundamentally concerned with the exchange processes and relationships between human beings. A more general definition of marketing is preferred such as a process of matching supply and demand, arguing



that this is a more logical and straightforward expression of marketing activity.

Social marketing was the term originally introduced in 1971 as the design, implementation, and control of programs seeking to increase the acceptability of a social idea, cause, or practice (Kotler, 1980). This type of marketing, Kinnell and MacDougall (1997) submit, is typically associated with nonprofit organizations. The aim is to achieve social change within a reasonable amount of time by using marketing practices to motivate the public and at the same time improving the efficiency of the organizations involved.

Marketing in the nonprofit sector has become increasingly significant over the last few years. Nonprofit organizations have been in existence much longer than the for-profit sector, but only recently have been formally defined. An organization can only be nonprofit if, after wages and expenses have been taken into account, it is prohibited from dispersing any additional revenue to management or any other controlling personnel such as trustees. There should be no relationship between the control of the operation and the distribution of profits. The not-for-profit sector comprises a wide-ranging and disparate number of organizations (Kinnell & MacDougall, 1997).

Marketing has become a subject of growing interest to managers of public and private nonprofit organizations. The concepts, tools, and

models that have worked so effectively to manage products and services in the profit sector are becoming increasingly relevant to the management of products and services in the nonprofit sector. Nonprofit organizations face a host of problems that would be analyzed as straightforward marketing problems if found in the profit sector. There is hardly a public or private nonprofit organization in existence that is not faced with some problems stemming from its relations to its markets as written by Kotler (1975).

The rates at which nonprofit organizations are adopting the marketing concept and integrating fully the principles and practices that could benefit their operation are, in many cases, slow. Kotler and Levy (1969) write, the cultivation and development of long-term relationships with consumers is recommended as a useful strategy to overcome the difficulties encountered by the unique characteristics of nonprofit services. A relationship marketing strategy is particularly appropriate in dealing with the characteristic dual nature of their public, those being donors and beneficiaries.

A part of the marketing strategy is segmenting the target audience. The target audience or market segments can be defined by a number of factors. Consumer markets are defined by demographics, consumer status, consumer behavior, law and psychographics (Newberry, 1997). Perhaps none are more important to the nonprofit organization and

particularly to higher education than demographics: age, sex, marital status, number of children, income levels, etc.; and, psychographics: a combination of psychological tendencies, demographics and lifestyle preferences of the customer.

Marketing quality is vital in the nonprofit public and voluntary sector as it focuses the organization's attention on identifying and satisfying customer needs (Kotler & Levy, 1969). Kotler and Levy (1969) further state that relationships between customers and the organization, which need to be managed over the long term, are the basis for successful marketing in the nonprofit sector. Delivering quality to customers is an essential element in managing relationships. This entails understanding customers' behavior and ensuring their loyalty. Marketing management involves several key marketing concepts and the applications of strategic marketing techniques, including the management of the marketing mix.

Many nonprofit organizations come close to adopting negative attitudes toward marketing. Kotler (1982) maintains that administrators of nonprofit organizations feel they must proceed cautiously with marketing activity lest their publics challenge them. Kotler lists three types of criticisms that are anticipated by administrators. The first is that marketing wastes the public's money. A frequent criticism of marketing activities is that they are too expensive. Organizations should not add costs that do not produce adequate returns. Nonprofit organizations owe

their publics an explanation of the benefits they are seeking to achieve through their marketing expenditures. They should not overspend and they should not underspend. At this stage, nonprofit organizations are more prone to underspend than to overspend on marketing.

The second type of criticism is that marketing activity is intrusive. Marketing is seen as intruding into people's personal lives. Marketing researchers go into homes and ask people about their likes and dislikes, their beliefs, their attitudes, their incomes, and other personal matters. Ironically, marketing research is primarily carried on to learn the needs and wants of people and their attitude toward the organization's current products so that the organization can deliver greater satisfaction to its target publics. At the same time, organizations must show sensitivity to the public's feelings for privacy.

The third type of criticism is that marketing is manipulative. This criticism views the conduct of organizations as using marketing to manipulate the target market. Administrators should be sensitive to the possible charge of manipulation when they implement a marketing program. In the majority of cases, the nonprofit organization is seeking some public good for which there is widespread consensus and it is using proper means. In other cases, the charge of manipulation may be justified and such efforts, unless they are checked, will bring a "black eye" to the organization and to marketing (Kotler, 1982, p. 18-19).

There are some principles which can be used to guide nonprofit marketers in developing the delight factor and which can be applied to their customers. Lynch (1993) offered the secrets of the delight factor. These can be adapted for nonprofit organizations. First, personalize the experience. This can be achieved through the use of personalized services and associated products. Personally addressed computerized letters have become commonplace and sometimes counterproductive, but other ways of personalizing can be developed. Some aid charities have developed personal giving to named individuals on the model of Action Aid, recognizing the need of many donors to feel directly involved in providing benefits to aid recipients. Second, delight breeds delight. Creating the experience of delight is more likely to be successful if it can be shared with others - especially relatives, friends or colleagues - or if the organization creates a shared experience by acknowledging significant events. Thirdly, what delights people is what delights people. There has to be sensitivity in managing the delight experience, as individual tastes vary. A four-stage process is suggested: initiation, exploration, reinforcement, and symbiosis.

After these first three secrets, the customer and the organization will have recognized their interdependency by developing a closer relationship. Charities frequently develop relationships with their supporters through involvement in local groups. These have the greatest

success by not forcing the pace with new recruits. Fourth, less can be more. There are inevitable law of diminishing returns as customers expect more and more of the reorganization. Remaining a jump ahead of the customer's expectations also can be a problem, so that a sequence of surprises has to be planned to be effective. Fifth, blend novelty and nostalgia. Create situations in which both the nostalgia and the novel are provided, and use the appeal to customers' sense of the past and their interest in what is innovative. Finally, keep customers satisfied. Exploiting all the opportunities for delighting them will be increasingly important for organizations which are operating in a competitive environment (Kotler & Levy, 1969, p. 209-16).

Modern marketing carries negative connotations in the minds of many people that trace back to ancient times. Plato, Aristotle, Aquinas, and other early philosophers thought of merchants as unproductive and acquisitive. Merchants were seen as taking advantage of helpless customers through buying "cheap" and selling "ear." In modern times, marketers are accused of getting people to buy what they do not want. Customers are seen as victims of high-pressure and sometimes deceptive selling (Kotler, 1982 p.17).

Cox and Enis (1972) contend that the strengths and weaknesses of universities are assessed in order to develop a clean sense of market

targets, and positioning. This analysis identifies market opportunities that contribute to the accomplishment of the institution's objectives.

### **Higher Education as an Economic Factor**

Economists have come up with persuasive evidence that education is not only a good investment for individuals, but is an important key to the nation's economic growth. They regard investment in education as capital embodied in people-"human capital"-that is as important as capital embodied in plant and equipment, or "nonhuman capital."

Administrators, however, are skeptical of marketing and are concerned that marketing is manipulative, expensive and their public will be uncomfortable with a nonprofit institution marketing itself (Kotler, 1982). The modern economy does not depend simply on installing more and better machinery to attain rising efficiency. A growing modern economy also requires more professional workers, scientists, doctors, teachers, computer programmers, etc. (Lineberry, 1966).

Rival institutions continually open up, close down, or modify their programs. At the same time, other kinds of changes are taking place. For instance, a new generation of high school graduates, with different values and different aspirations enter the labor market.

As Savage (1987) states, institutions that, through marketing research, monitor changes in students and employers', and monitor

changes in the needs of the surrounding community, will be the most successful as changes occur. Institutions also must be prepared to respond to the needs brought about by change, introducing new curricula in accordance with student and employer demand and eliminating programs that no longer serve specific functions. The institution must also garner community support if it is to remain financially sound and educationally flexible.

Marketing's most recent entry has been in the nonprofit sector of the economy. It grows out of the necessity of the institution to effectively serve its constituency. University administrators must know their public, know their market, and be able to attract adequate resources and convert them into appropriate services for their public (Kotler, 1982). Survival in an increasingly competitive environment requires first and foremost, that providers of education recognize the world in which they exist is not static (Savage, 1987).

These organizations all have marketplace problems. Kotler (1980) summarizes that their administrators are struggling to keep them alive in the face of rapidly changing client attitudes and diminishing financial resources. Many of these institutions have turned to marketing as a possible answer to their problems.



### **Marketing Higher Education**

A survey of three hundred educational administrators whose colleges were in trouble due to declining enrollments, increasing costs, and rising tuition were asked the meaning of marketing. Most administrators responded by saying that they saw marketing as a combination of selling, advertising, and public relations. A small number suggested that marketing had something to do with needs assessment, marketing research, product development, pricing and distribution (Kotler, 1980). Marketing grows out of the essential quest of modern organizations to effectively serve some area of human need (Kotler, 1982).

Kotler (1980) remarked earlier, the most important part of marketing is not selling, selling is only the tip of the marketing iceberg. It is only one of several functions that marketers perform, and often not the most important one. If the marketer does a good job of identifying consumer needs, developing appropriate products, and pricing, distributing, and promoting them effectively, these goods will sell very easily. The amount of promotion and hard selling will not have to be intense.

Marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with constituents, or target markets for the purpose of achieving the organization's objectives. It relies heavily on designing the organization's offerings to meet the needs and desires of the target

market, using effective pricing, communication, and distribution to inform, motivate, and service the markets (Kotler, 1982).

Service organizations such as colleges and universities have many opportunities to use promotion in connection with their business. Promotion can be used to build interest in the service, to differentiate the firm's offer from competitors' offers, and to build the organization's overall image. These organizations can make extensive use of publicity, personal selling, advertising, and even sales promotion (Kotler, 1980).

Individuals with widely varying job titles perform college marketing efforts in a wide variety of settings. In many cases, the director of admissions, whose background is in counseling and student services, is expected to have marketing expertise. Savage (1987) observed that some colleges, typically larger institutions, assign the marketing function to a specialist with a background in business and marketing. Colleges rely heavily on their public relations staff to obtain local and even national publicity. The public relations staff hunts for news items and also creates newsworthy events to increase the college's visibility and favorable image in the minds of different college publics. Personal selling is used extensively in the admissions and fund-raising offices. Admissions officers travel to target high schools to promote their college and are increasingly use videos and compact disks to communicate the intangible qualities of their college in a more tangible way. On campus,

they interview and entertain high-school seniors, sometimes for an entire weekend. As for advertising, colleges have traditionally distributed catalogs and brochures and increasingly use direct mail and the Internet as a means of reaching, informing, and influencing their target markets. These materials are now using better graphics. Lynch (1993) explains that a university can produce new promotional materials rapidly, but developing new degree programs and materials takes much time and effort.

Higher education institutions traditionally have run newspaper ads, particularly for evening courses and programs, and many use radio and television. Finally, sales promotion has been put to some use (or misuse) by some institutions, such as those that distribute free Frisbees advertising their college or release scholarship balloons on high-school campuses (Kotler, 1980). More recently, universities have supplied students with computers (Young, 1997). However, as Kotler states, there are no money-back guarantees, or finder's fees in the effort to fill its classrooms when student enrollment declines. Thus we see that a service industry—in this case, colleges—uses many different kinds of promotional tools (1980).

As Brannick (1987) suggests, colleges and universities adhere to a simple market concept: to attract and keep students. When curricula and services no longer attract or keep students, the institution must be

flexible to reevaluate the students' needs and the institutions' mission and goals to update curricula and services. For post-secondary education, the challenge is to widen the appeal of the product offered. The customer's needs are paramount.

### **American Higher Education**

The history of American higher education is the history of the exceptional growth, development and change of a unique institution. The American college system traces its origin to ancient British seats of learning, particularly Oxford and Cambridge universities. But in scope, function and purpose, the American system stands alone in the extraordinary pursuit of knowledge on a mass basis (Lineberry, 1966).

From the national university project considered at the Constitutional Convention of 1787 to the Morrill Act, signed by Abraham Lincoln during the Civil War in 1862, developments in American higher education had been closely related to the major events and forces in our nation's political and social history. By 1865, the universities of which earlier generations had dreamed were about to become a reality. The success of ideas and discussions over the course of decades gained influence and a new era in the nation's intellectual development was introduced.

The American college, by 1890 was both catering to and generating an enormous popular demand for what was then called a liberal education

and now is known as general education (pp. 21-22). Today, the wisdom of the Founding Fathers' insistence on the nation's need for educational institutions of the highest quality is increasingly appreciated, but, as Crane (1999) states, is doubtful that genuine sympathy for Jefferson's goal of a democratically selected intellectual elite is widespread.

Chartkoff (1999) believes that enabling larger portions of the population, giving them access to higher education, is a direct value to all sectors of American society (p. B13). Crane (1963) believes that millions of Americans, intent upon material success or social status and economic growth have little belief or understanding of the life of the mind.

Although a number of economic studies have revealed that the investment in human "capital," education plays a much larger role in the U.S. than previously determined (Lineberry, 1966), we still stand in need of forthright spokesmen to explain the nature and purpose of higher learning. Significantly, the analysis of national educational objectives during the 1960s reformulated a central issue on which the statesmen of the early republic differed from the Jacksonians: "Can we be equal and excellent too?" (Crane, 1963, p. 29)

Almost certainly, any answer to current educational dilemmas that ignore our democratic traditions will prove unworkable. A purely philosophical reconstruction of the American university has never been possible, though critics have implied that it should be attempted.

Crusades to democratize higher education, however, have often been marked by anti-intellectual implications. As Crane (1963) explains, Francis Wayland's reform program had an ethical rather than a scholarly foundation. Wayland sought what others since have promoted; there should be equal opportunity for all citizens to obtain whatever training might be usefully applied for material success or moral improvement. Wayland expressed his arguments for agricultural and mechanical education, the encouragement of vocational training courses, but the idea holds true for universities as well. Crane goes on to ask the question, should American colleges be based on Henry Philip Tappan's faith in the humane values of liberal education and the philosophical unity of all knowledge, or on Wayland's desire to expand opportunities for practical training?

Three factors were borne in mind in analyzing American colleges as they existed at the close of the nineteenth century: (a) the growing belief that a college had a good deal to offer besides formal study; sports, fraternities, and extracurricular life; (b) that many poor had been able to attend an American college in the nineteenth century by borrowing a little money from relatives and working at odd jobs during the summer; and, (c) higher education's influence on the entire educational system, the Morrill Act of 1862 and the Congressional acts that made possible the land-grant colleges. Here the Federal Government was the pacemaker

in providing public monies for advanced education. Each of these factors had influence on the movement for extending the privilege of free education to ever-expanding numbers of students. Particularly in the Mid-West, this extension of public education assumed increasing importance as the twentieth century came in sight (Lineberry, 1966).

It has often been said that in the United States, “everyone goes to college.” Although this is far from reality, a century after the Morrill Act, American higher education faced an unprecedented demand for its services. A flood of students threatened to overwhelm existing facilities, and qualified applicants besiege every reputable institution (Crane, 1963). Our system of selecting professional students is like a long giant funnel narrowing down gradually (Lineberry, 1966). Education however, is not within the reach of all. Many because of lack of time and resources must be content with a minimum of post-secondary education. Crane (1963) examines this as a defective education system. If a student can only afford to devote a short time to a scientific or professional education, it will be more advantageous for the student to give his or her attention exclusively to a specific discipline. But this is an imperfection, raising from the necessity, the concern a partial course of study, must inevitably give a partial education. This, however, is far preferable to a superficial education. “It is a preposterous idea to propose to teach almost every thing in a short time” (p. 94).

### **A Half Century of Higher Education**

The crucial problems of American higher education in the mid-twentieth century needed to be confronted in a radically different environment than in the mid-nineteenth century as Crane (1963) spells out. The sprawling public university overshadows the small independent college. Contemporary universities achieved many of the objectives of Jefferson, Wayland, Tappan, and Turner, but they were not precisely the institutions that any of these leaders would have designed. Their massive structures and diffuse objectives concealed conflicts of value and purpose. The reasonable compromises, which made modern American universities possible, have not lessened the pertinence of major questions discussed before the Civil War.

The aftermath of World War I and II is believed by Parker (1971) to have limited international conflicts. The efforts to cope with depression, affluence, poverty, pollution, and racism still challenge the ability of man. "Truly, in terms of knowledge, progress, population, problems, and conflict, this has been a volatile half-century." As suggested by Lineberry (1966), the pressure higher education had produced an explosion in college enrollments. "An increasingly vital role in the determination of our national destiny as been played by the escalating numbers of students in our institutions of higher education." The tremendous enrollment explosion after World War II may have been directed and



controlled in ways that permit the energies and ideas of the college coterie to be applied constructively to the leadership of the nation and the solution of its pressing problems (Parker, 1971).

As early as 1920-21, Dr. Raymond Walters, author of Statistics of Registration of Thirty American Universities, recognized the importance of enrollments, especially of part-time students in the urban universities. His data disclosed "the extent to which the universities considered are cooperating in placing higher educational advantages within the reach of all who are qualified." In many subsequent years, attention was given to urban university enrollments in both full-time and part-time categories. Their proximity to the great population masses of the country has placed the urban institutions in special positions of responsibility. Not only have they fulfilled the collegiate function of serving normal full-time students who may have been eligible and able to enroll elsewhere, but also that of providing educational opportunity for large numbers of commuting students for whom attendance in distant schools was impossible for financial or other reasons. In addition, the provision of general and continuing education curricula for adults, professionals, technicians, and the like had become increasingly important. Public service, especially in the local community, in all of its manifold capacities loomed especially large in the role of the urban schools in the later years. Indeed, with the mounting crisis conditions in the cities in the 1960s, the urban

institutions were on the front line of community and social action as they increasingly assumed larger responsibilities in analyzing problems, proposing solutions, undertaking community service projects, and training personnel for community action posts (Parker, 1971).

Universities underwent a great transformation the quarter century after World War II. Universities at the time were being called upon to educate unimagined numbers of students, in response to the expanding claims of the government and industry and other segments of society as never before. The higher education system had to adapt to and channel new intellectual currents. At the end of that period, the American university was unique in world history. Universities were not looking to other models as they had before, for the first time itself serving as model for universities in other parts of the globe (Lineberry, 1966).

From the 1940s through the 1960s, American universities were facing four great areas of related adjustments; (a) growth, (b) shifting academic emphases, (c) involvement in the life of society, and (d) response to the new Federal government involvement. Campuses and society in the 1960s underwent a somewhat reluctant and cautious adjustment.

To accommodate the great increase of enrollment in the 1960s, many academic calendars were rearranged, particularly in state-supported institutions to permit a more year-round schedule of classes. Students were able to accelerate their education or could come and go with less

reference to their “class.” More students arranged schedules to their needs (Lineberry, 1966).

Organizations develop their initial interest in marketing at different times as Lineberry (1966) describes. Organizations that enjoy a sellers’ market, are marked by an abundance of customers, tend to ignore or avoid marketing. Colleges in the 1960s had their pick of students and were oblivious to marketing. Ironically, they carried on marketing activities without being conscious of it. Admissions office staff visited prime local high schools and sought to convince the best students to come to college. The development office staff cultivated well-heeled alumni in the never-ending search for the large gift. The public relations staff visited editors and community organizations in the effort to market favorable news and impressions about the college. The dean of students began to run various extracurricular programs to increase student satisfaction with the college; and, other administrators had the responsibility of sensing, serving, and satisfying different markets.

Lineberry (1966) concludes that in the midst of the sixties on campus, students were going to college to learn as never before in history. Perhaps, they were seriously engaging in intellectual pursuits. Enrollment was in the midst of a boom. Twenty-eight percent of all Americans were enrolled in college. College enrollments had grown from 1.4 million in 1939-1940 to nearly five million in 1965. Behind this boom

was a growing demand for education. Where as high school had been a standard of attainment for earlier generations, college was now becoming a common goal. In a response to this boom, employers raised their educational standards (Lineberry, 1966). Enrollments were expected to exceed eight million by the mid-seventies, with more than half of all eighteen to twenty-one-year-olds going to college.

In our increasingly complex society, more and more jobs are being restricted to those with college degrees. Never before as in the sixties had so many young Americans attended college, but it is also true that never before had a college education meant as much in terms of opportunity and material reward as it did in the sixties. Consequently, pressures on prospective students became greater. Pressures to be admitted in the first place and, once having been admitted, to emerge successfully and, if possible, at the head of the class (Lineberry, 1966).

The 1969-70 academic year marked the end of a tumultuous decade, an epochal half-century. Too often, the story of higher education in the United States has been written and studied as a parallel current to, or even as an eddy isolated from, the mainstream of history. As student numbers approached eight million in 1970, burgeoning budgets, physical facilities under strain, unrest and activism in student life closed many universities (Parker, 1971).

## Conclusion

As the second half of the twentieth century has come to an end, another great change affecting the contemporary university has been its thoroughgoing involvement in the nation's daily life. At the heart of this involvement is the growth of the "knowledge industry," which is coming to permeate government and business and to draw into it more and more people raised to higher and higher levels of skill. Knowledge has certainly never in history been so central to the conduct of an entire society. What the railroads did for the second half of the nineteenth century and the automobile for the first half of the twentieth century, it may be said that the knowledge industry has done for the second half of the twentieth century; that is, to serve as the focal point for national growth. And the university is at the center of the knowledge process (Lineberry, 1966, pp. 34-5).

## **CHAPTER 3**

### **METHODOLOGY**

#### **Introduction**

**This is a time of growth and change for public higher education institutions. With the advent of these changes, an organization must respond (Kotler, 1982). In response, higher education institutions have adopted marketing strategies to successfully compete for enrollment.**

**This descriptive study determined enrollment marketing strategies used by four-year public higher education institutions in the Western region of the United States. Key marketing elements such as positioning, image, target market, demographics, and psychographics were used in determining marketing strategies.**

#### **Purpose of the Study**

**The purpose of the study was to determine enrollment marketing strategies used by selected higher education institutions. Western region public institutions were selected for participation in this study. Public institutions constitute only 28 percent of all four-year institutions;**

however, they enroll 68 percent of the students. The Western region of the United States is predominantly served by public institutions (Hossler & Litten, 1993, p. 32). Kotler and Levy (1969) stated that the question is not whether an institution will market, but it will market well or poorly.

Kotler and Levy (1969) asserted that organizations only become aware of marketing when their market changes. To effectively market, an institution must embrace change (Topor, 1997). In the 1960s, higher education institutions had their pick of students and were oblivious to marketing. The 1970s brought about a change to the idea of marketing. There was more competition for fewer students and resources were scarcer. This coupled with increasing literature on marketing for nonprofit institutions, placed a thrust of marketing for higher education institutions onto center stage (Kotler, 1982). Citing scarce resources, heightened competition for students, changing consumer attitudes about higher education, changes in the type of student population, and a prediction of higher enrollments by the year 2007, Healy (1997) stated that it is necessary for higher education institutions to develop strategies to effectively market for enrollment.

### **Statement of the Problem**

This descriptive study determined enrollment marketing strategies used by Western region four-year public higher education institutions.

Responses from a questionnaire were compiled and categorized by key marketing elements. The study described the perceptions of key personnel who were primarily responsible for marketing at their institutions in terms of positioning, image, target market, demographics, and psychographics.

### **Research Questions**

The following questions guided the research:

1. Has the institution developed a marketing strategy?
2. Was the mission or strategic plan of the institution used in determining an enrollment marketing strategy?
3. Has the institution positioned its marketing image around the surrounding community and the perceived image of the institution?
4. Did the institution specifically set out to change its image for recruitment?
5. Is the institution's marketing strategy for enrollment successful?
6. What common elements identified in the survey depict effective recruiting strategies?

### **Population**

The population targeted was Western region public higher education institutions (Alaska, Arizona, California, Colorado, Hawaii, Idaho,



Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming) which offer four-year bachelor's degrees. This study was limited to four-year public higher education institutions listed as Western regional institutions in the U. S. News & World Report: America's Best Colleges (1999). Each institution's web site was reviewed in order to locate individuals responsible for enrollment marketing at each institution. The population surveyed included enrollment management administrators, admissions administrators and other administrators that are responsible for enrollment management and retention, and/or marketing at each of the 130 institutions. The University of Nevada, Las Vegas was the only institution in the Western region eliminated from this study due to the author's personal involvement in marketing efforts while employed by the university.

### **Research Design**

In identifying marketing strategies, a descriptive study using a questionnaire was designed to elicit responses regarding these strategies used by each institution. Data were collected and analyzed to identify common enrollment marketing strategies. Regarding strategic marketing efforts, items of the study included (a) the differences in marketing efforts and the development of strategies, (b) funding between institutions, (c) differences in undergraduate enrollment of the institution, and (d) the

size of the institutions surrounding community. Frequency tabulations of each survey item were made and summarized into categories based on the six research questions that guided the study. Descriptive statistics were used to summarize and organize data in order to portray and focus on “what is” (McMillan & Schumacher, 1997, p. 203). Frequency tabulations were most appropriate for this study because of the descriptive nature of this research, in which the purpose was to obtain data about institutions’ marketing strategies and practices. Data were collected in order to investigate strategies employed by the institutions and to discover if there were any relationships between separate marketing strategies.

### **Instrumentation**

A survey instrument was developed by the researcher and designed to identify marketing strategies used by the institutions. The resources used in developing the questionnaire were (a) Higher Education Marketing Utilization Survey (Kajcienski, 1997); (b) University of Nevada, Las Vegas Viewbook Focus Group Research (Downey Research Associates, 1997); and, (c) adapted material and themes of marketing analysis, planning and implementation (Kotler, 1982). Dr. Carl R. Steinhoff of the Department of Educational Leadership at the University of Nevada, Las Vegas reviewed the questionnaire for content validity.

Because of her expertise in instrument design and marketing, Pam Gallion of The Cannon Center for Research at the University of Nevada, Las Vegas was consulted on the content and design of the research instrument. Based on feedback from these two experts, the questionnaire was revised. Questions were placed into eight sections, including (a) strategic marketing plans, (b) marketing strategies, (c) marketing segmentation, (d) (target) market, (e) competitive environment, (f) marketing (accomplishments), (g) image, and (h) demographics.

The survey was designed with closed-ended response items permitting only prespecified responses and a limited number of open-ended response items. Open-ended responses were used to evoke specific individual responses (McMillan & Schumacher, 1997).

### **Data Collection**

The data were collected through a survey questionnaire mailed to 130 college and university administrators responsible for enrollment marketing (Appendix B). A letter of introduction and page of definitions were used to present and describe the research study (Appendix B). A self-addressed, return mail envelope was included to facilitate the return of the completed questionnaire. The objective in administering a questionnaire survey is to obtain a high rate of return. The cover letter accompanying the questionnaire strongly influences the return. The

questionnaires were coded to determine who had returned the survey instrument. The participants were informed in the cover letter what the coding represented (Gall, Borg & Gall, 1996).

A second introduction letter, page of definitions and the survey were mailed to the participants who had not responded within 15 days. A self-addressed, return mail envelope was included as well in this mailing to facilitate the return of the questionnaire. A telephone follow-up of those not responding was conducted four weeks after the second mailing. The Cannon Center for Research at the University of Nevada, Las Vegas conducted this follow-up. Ninety calls were made in order to facilitate the return of the surveys mailed. After the initial mailing, the reminder mailing and the telephone follow-up, the return rate was 40 out of 130 (30.1%). The recommended response rate, according to Patten (1997) is 97 out of a sample of 130. Although the return rate for this study was lower than the recommended sample size of the population, the returned questionnaires were a representative sample of the population. (See Table 2 in Chapter 4 for further discussion.)

### **Treatment of the Data**

The data analysis of this descriptive study consisted of calculating the frequency of responses to each question in the eight sections of the survey instrument. A frequency histogram was utilized to reflect the

distribution of scores in all sections of the instrument. Frequencies of scores provided information in determining marketing strategies used by the institutions surveyed. All forced-choice answers in the survey were coded and entered into the SPSS analysis program. All comments and open-ended answers were entered in full into the SPSS program. A validity check was run on the data by a manual inspection of randomly selected surveys. Confirming the sampling was done to validate findings (Gall, Borg & Gall, 1997). Corrections were entered into the SPSS program. The quantitative data were analyzed to yield frequencies and percentages of responses. Frequency data have were listed in rank-order distribution and also by class intervals. Frequency distributions are useful for indicating quickly the most and least frequently occurring responses (McMillan & Schumacher, 1997).

### **Significance of the Study**

Although enrollment marketing may not be a panacea for higher education, it can influence student enrollment. "Each educational institution needs to understand its specific marketing problems, so that marketing plans can be developed to address them" (Kotler & Fox, 1985, p. 68). Marketing produces results and requires a broad conception of all factors influencing the constituents of a university (Kotler, 1982). Effective enrollment management brings about marketing plans designed

to attract prospective students (Hossler, 1984). Developing marketing strategies for successful enrollment marketing will help colleges and universities understand, develop and achieve success for their student enrollment goals.

This study was designed to determine what, if any marketing strategies the population surveyed have instituted. The information generated from these results advanced the knowledge and understanding of the strategies and procedures of marketing for higher education. The results from marketing may not be tied only to increasing enrollment, but to stabilizing enrollment, increasing the applicant pool the quality of applicants, retention and increasing graduation rates.

### Limitations

A limitation of this study was the skill of the researcher conducting the study. The questionnaire used in collecting data for this study posed additional limitations to the study: the bias, honesty and knowledge of the subject of the participants; individuals other than those whom the surveys were mailed may have filled out the questionnaires; and, many of the questions in the questionnaire were closed form, permitting only prespecified responses (Gall, Borg & Gall, 1996). In addition, because a particular group of individuals were surveyed, the study was limited to their perceptions.

Upon investigating the population of only one region (Western), the sample limited the generalizability of the results by restricting the population to public higher education institutions. Further, a limitation of the study was the low response rate. A low response rate makes it difficult to generalize from the sample's data (Gall, Borg & Gall, 1996). The response rate of this study was 40 out of 130 participants, 30.1%. The recommended response rate was 97 out of a sample of 130 (Patten, 1997).

### Summary

The research shows that the change in the higher education environment is creating change in the marketing environment. An institution must continually adapt marketing efforts to keep pace (Cox & Enis, 1972). Kotler (1982) expressed that marketing grows out of the necessity of the institution to effectively serve its constituency. Other research literature has proposed strategies for enrollment marketing (Hossler & Bean, 1990). Enrollment marketing strategies establish a link between recruitment, retention and academic programs (Hossler, 1991). To get a clear sense of an organization's target market, strategies are identified to distinguish the product, the customer, the self-interest of the organization, the marketing task of satisfying the customers needs,

the tools used to market and the competence of the organization to maximize its effectiveness.

The Higher Education Marketing Survey (Appendix B) assessed the following strategic marketing categories: (a) strategic marketing plan; (b) marketing strategy; (c) marketing segmentation; (d) (target) market; (e) competitive environment; (f) marketing; (g) image; and, (h) demographics. The participants were asked to identify specific marketing strategies utilized by their institution.



## **CHAPTER 4**

### **ANALYSIS AND INTERPRETATION OF THE DATA**

Public institutions make up only 28 percent of all four-year institutions; however, they enroll 68 percent of the students. This study focused on public four-year colleges and universities in the Western region, a region of the United States predominantly served by public institutions. The purpose of this study was to gather information and report examples of enrollment marketing strategies of institutions in this region. The intent of the study was to gather current information about marketing strategies from each institution, analyze the responses, and describe the strategies used by public four-year higher education institutions in the Western region.

To obtain these data, the following questions guided the research:

1. Has the institution developed a marketing strategy?
2. Was the mission or strategic plan of the institution used in determining an enrollment marketing strategy?
3. Has the institution positioned its marketing image around the surrounding community and the perceived image of the institution?

4. Did the institution specifically set out to change its image for recruitment?
5. Is the institution's marketing strategy for enrollment successful?
6. What common elements identified in the survey depict effective recruiting strategies?

To address these research questions, a higher education marketing questionnaire was developed to gather information about institutions' target markets, marketing plans, demographics, and market environment. The questionnaire was designed specifically for higher education administrators and consisted of 51 closed- and open-ended questions. Open-ended questions were used to evoke specific individual responses (McMillan & Schumacher, 1997). Data were collected and analyzed in order to identify common enrollment marketing strategies. Regarding strategic marketing efforts, items of the study included the differences in marketing efforts and the development of strategies, funding between institutions, differences in undergraduate enrollment of the institution, and the size of the institutions surrounding community.

### **Response Rates**

Data were collected through a survey questionnaire mailed to 130 college and university administrators responsible for enrollment marketing. A letter of introduction and page of definitions were used to

present and describe the research study. A self-addressed, return mail envelope was included to facilitate the return of the completed questionnaire (see Appendix B). The questionnaires were coded to determine who had returned the survey instrument. The participants were informed in the cover letter of what the coding represented (Gall, Borg & Gall, 1996). A second introduction letter, page of definitions and the survey were mailed to the participants who had not responded within 15 days. A self-addressed, return mail envelope was included as well in this mailing to facilitate the return of the questionnaire. The results of these mailings have been presented in Table 1.

Of the 130 institutions selected as the population for the survey instrument, a total of 40 (30.1 %) responded. Of the individuals surveyed, 90 (69.2 %) did not respond to the survey or responded to the survey after tabulations were calculated. The response (rate) for the initial mailing was 23 (17.7 %), and the response (rate) for the second mailing of 107 surveys was 17 (15.9 %), totaling 40 (30.1 %) respondents. Usable returns totaled 40 (100%). A telephone follow-up was conducted four weeks after the second survey was mailed to the population. Of the 90 participants called, 31 (34.5%) individuals were contacted directly. The remaining 59 were unable to be reached.

Table 1

**Survey Response Rate**

<b>Surveys</b>	<b>N</b>	<b>%</b>
Total Institutions Surveyed	130	100.0
Responses – First Mailing	23	17.7
Responses – Second Mailing	17	15.9
Usable Responses	40	30.1
Unusable Responses	0	0
Total Response Rate	40	30.1

Because the questionnaire was distributed to a specific population, a return rate of 97, 74.6% would be recommended for an appropriate sample size of the population (Patten, 1997). Although the return rate for this study (30.1%) was lower than the recommended sample, the sample is representative of the population in terms of institutional location.

Table 2 compares the characteristics of the sample to the characteristics of the population.

Table 2

Comparison of Sample to Population Characteristics

	Population (N = 130)		Sample (N = 40, 30.1%)	
	N	%	N	%
<b>States</b>				
Alaska	3	2.3	0	0.0
Arizona	3	2.3	1	2.5
California	29	22.3	8	20.0
Colorado	12	9.2	2	5.0
Hawaii	2	1.5	0	0.0
Idaho	4	3.0	0	0.0
Montana	6	4.6	5	12.5
Nevada	1	0.7	0	0.0
New Mexico	6	4.6	2	5.0
Oklahoma	13	10.0	4	10.0
Oregon	6	4.6	3	7.5
Texas	32	24.6	8	20.0
Utah	4	3.0	2	5.0
Washington	6	4.6	4	10.0
Wyoming	1	0.7	0	0.0

## **Characteristics of Individuals and Departments Responsible for Marketing**

There is no clear-cut or established definition or function of marketing at higher education institutions. Kotler's survey found that educational administrators defined marketing as a combination of selling, advertising, and public relations. Marketing was defined as encompassing needs assessment, marketing research, product development, pricing and distribution (Kotler, 1982). Savage (1987) noted that individuals with widely varying job titles perform marketing efforts in higher education. Those responsible for marketing at higher education institutions include individuals in admissions and public relations, as well as marketing (Savage, 1987).

Survey recipients for each of the 130 higher education institutions were chosen through researching each institutions web site for enrollment management/marketing or admissions administrators. The survey was mailed to individuals responsible for marketing as identified on the institution's web site. There was no specific title of administrators in charge of marketing common to all institutions. In the cover letter attached to the survey, recipients were urged to pass the survey along to the appropriate individual in charge of marketing. Due to the wide variance in job titles and responsibilities of the individuals surveyed, information gained from the survey does not represent perceptions from

a homogeneous sample. This, in effect, may impact the accuracy and rate of responses (Gall, Borg & Gall, 1997).

The titles of the individuals responsible for marketing at each institution have been categorized in Table 3. This table has been rank-ordered and indicates the hierarchical levels that are responsible for marketing. Over one-third of the job title levels of those in charge of marketing at each college and university was that of director (37.5%), with nearly one-quarter of the levels being that of president, vice president or assoc. vice president (22.5%). Two (5.0%) of the respondents indicated that marketing was a collaborative effort involving two or more departments, and four (10.0%) did not identify any individual or group responsible for marketing.

Respondents were asked demographic and financial data in section eight of the survey instrument. These questions were placed under the heading of demographics: (a) the job title of the person in charge of marketing, (b) the department of the person in charge of marketing, (c) the fall 1999 undergraduate headcount, (d) how much marketing experience the person in charge of marketing has, (e) the institution's marketing budget, (f) the total fall 1999 enrollment, and (g) the population of the surrounding community.

Table 3

**Job Titles of Individuals in Charge of Marketing (Q8.1)**

<b>Job Titles</b>	<b>N</b>	<b>%</b>
Board of Regents	1	2.5
Vice Chancellor, Assoc. Vice Chancellor	3	7.5
President, Vice President, Assoc. Vice President	9	22.5
Provost	1	2.5
Dean	1	2.5
Executive Director, Director	18	45.0
Collaborative effort	3	7.5
N/A, N/R	4	10.0
Total	40	100.0

**Note:** N/A = Not applicable. N/R = No response.

Responses from the survey identifying the departments responsible for marketing at each institution are summarized in Table 4. This table shows the variety of departments responsible for marketing at each institution. The highest rate of return for a single department is Student Affairs with five (12.5%) responses. The highest rate of return for a department responsible for marketing as a single department and as a collaborative effort is Enrollment Management with a total of five (12.5%) responses.



Table 4

**Departments Responsible for Marketing at the Institution (Q8.2)**

<b>Department</b>	<b>N</b>	<b>%</b>
Academic Affairs	3	7.5
Academy Dean	1	2.5
College Relations and Marketing	1	2.5
Development	1	2.5
Development and University Relations	1	2.5
Enrollment Management	1	2.5
Enrollment Mgmt. and Institutional Advancement	1	2.5
Enrollment Management and University Outreach	1	2.5
Enrollment Management and Marketing	1	2.5
Enrollment Services	1	2.5
High School and College Relations	1	2.5
Institutional Advancement	1	2.5
Institutional Development	1	2.5
Marketing and Communications	1	2.5
President's Office	4	10.0
Provost's Office	1	2.5
Public Affairs	1	2.5

*(table continues)*

Table 4

Departments Responsible	N	%
Student Affairs	5	12.5
Student Development	1	2.5
University Affairs and Student Affairs	1	2.5
University Relations	3	7.5
University Relations, Publications and Admissions	1	2.5
N/A, N/R	7	17.5
Total	40	100.0

Note: N/A = Not applicable. N/R = No response.

The marketing experience of individuals who have been put in charge of marketing at each institution is profiled in Table 5. Nineteen (46.3%) of the respondents indicated they had 10 or more years of experience. Nearly half of the respondents, 17 (42.5%) were unable to identify the amount of marketing experience of individuals in charge. This may indicate that these respondents were not those responsible for marketing. Only one (2.5%) individual in charge of marketing had less than one year experience in marketing. This indicates that there is a high level of marketing experience within the majority of the institutions surveyed.

Table 5

**Years of Marketing Experience by Person in Charge (Q8.4)**

<b>Marketing Experience</b>	<b>N</b>	<b>%</b>
Under 1 Year	1	2.4
1 - 4 Years	1	2.4
5 - 9 Years	2	4.9
10 - 19 Years	13	31.8
20 - 29 Years	2	4.9
30 - 39 Years	4	9.8
N/A, N/R	18	44.0
Total	41	100.2

**Note:** Numbers add up to more than 40 because of multiple responses.

N/A = Not applicable. N/R = No response. Numbers may not add precisely due to rounding/error.

### **Budget**

Marketing strategies include detailed media plans including budgets (King, 1983). Table 6 lists the current amounts budgeted for each institution. A majority (29/72.5%) of the responses were unknown or not quantifiable. (This suggests that individuals responding to the survey were not always the individuals in charge of marketing.) Five of those counted as nonrespondents indicated that there no marketing budget per se; that many campus units handle the budget; that spending is

distributed throughout campus; that monies are too dispersed to quantify; and, that there is too little budgeted – less than 1% of general fund. Five (12.5%) of the respondents indicated their institution's having marketing budgets between \$250,000 and \$499,999.

Table 6

Total Amount Budgeted by Each Institution for Marketing (Q8.5)

Amount Budgeted	N	%
0 – \$25,000	1	2.5
\$25,000 - \$49,999	2	5.0
\$50,000 – \$99,999	1	2.5
\$100,000 – \$249,999	1	2.5
\$250,000 – \$499,999	5	12.5
\$500,00 – \$999,999	0	0
\$1,000,000 – \$2,000,000	1	2.5
N/A, N/R	29	72.5
Total	40	100.0

Note: N/A = Not applicable. N/R = No response.

Table 7 summarizes the respondents' answers to the question asking, if marketing budgets fulfill the needs of their institution. Sixteen (40%) respondents indicated that the existing budgets meet their institutions

marketing needs. Four (10%) individuals responded that their current budget meets the institution's needs; four (10%) respondents were unsure if their budgets meets the marketing needs; and 16 (40%) did not respond to the question.

Table 7

Does the Marketing Budget Suit Your Needs for Marketing Q8.6)

Budget Needs	N	%
Yes	4	10.0
No	16	40.0
Not Sure	4	10.0
N/R	16	40.0
Total	40	100.0

Note: N/R = No response.

### Community Population

Higher education institutions may develop their marketing strategies, in part, to include marketing their image to the surrounding community. The surrounding community population of each institution surveyed is categorized in Table 8. The term surrounding community was not defined for the respondents, but left up to interpretation. The respondents included in their own definitions of surrounding community: the city

proper, size of the surrounding metropolitan area, size of the surrounding counties, and outside communities, including those reaching into Mexico. The highest concentration of respondents (8/20.0%) indicated a surrounding community population size of 50,000-99,999. One (2.5%) respondent indicated having a surrounding community of over 4,000,000 people, and no respondents indicated a surrounding community size of under 5,000 people.

Table 8

Population of the Surrounding Community (Q8.8)

Amount	N	%
Under 5,000	0	0.0
5,000 – 9,999	5	12.5
10,000 – 24,999	5	12.5
25,000 – 49,999	7	17.5
50,000 – 99,999	8	20.0
100,000 – 249,999	6	15.0
250,000 – 499,999	0	0.0
500,000 – 999,999	1	2.5
1,000,000 – 1,999,999	3	7.5
2,000,000 – 3,999,999	1	2.5
Over 4,000,000	1	2.5
N/A, N/R	3	7.5
Total	40	100.0

Note: N/A = Not applicable. N/R = No response.

## **Individuals and Departments Involved in Segmentation and Strategic Marketing**

**Marketing is entrenched in a school's ability to cultivate and create relationships with its prospective students. Creating relationships begins with understanding the needs of the customer (Kappler, 1998). According to Kappler (1998), institutions many times rely on their on-campus departments to help in developing a strategic marketing plan. Marketing strategies developed by enrollment managers in order to influence student enrollments are made by using marketing research in conjunction with nonprofit marketing practices to collect data on student college choice (Hossler, Bean & Associates, 1990). Kappler further suggested that marketing firms are sometimes relied upon by higher education institutions to help in developing strategic marketing plans. Data from this study (Table 9) shows only two (2.4%) of the institutions have relied upon marketing firms in developing their strategic marketing plans.**

**Marketing segmentation is a process of dividing an institution's student market into separate groups of students (buyers) who require different products (Kotler, 1989). The survey participants were asked a series of questions related to marketing segmentation. The first step in the process of market segmentation is student tracking. Student tracking is a means of grouping students.**

From the responses of those surveyed, Table 9 compares the departments involved in the strategic planning, defining marketing strategies and student tracking. The questions asked in this table are:

1. Q1.4: What on-campus departments were consulted in developing a strategic marketing plan.
2. Q2.3: What on-campus departments were consulted in defining the institution's marketing strategy.
3. Q3.3: What departments are in charge of student tracking from those surveyed.

The highest number of usable responses for all three categories is the department of Admissions. A large number of individuals surveyed did not respond. This may suggest that the individual responding to the survey may not be involved in marketing at their institution.



Table 9

Departments Consulted (O1.4)

	Plans (N = 89)		Strategies (N = 76)		Student Tracking (N = 55)	
	N <sup>a</sup>	% <sup>b</sup>	N <sup>a</sup>	% <sup>b</sup>	N <sup>a</sup>	% <sup>b</sup>
Academic Affairs	1	1.1	3	3.9	2	3.6
Academic Departments	1	1.1	2	2.7	0	0.0
Admissions	10	11.2	10	13.1	16	29.1
Advising	1	1.1	1	1.3	1	1.8
Alumni	3	3.4	2	2.7	0	0.0
Athletics	4	4.5	1	1.3	0	0.0
Administration	0	0.0	1	1.3	0	0.0
Bookstore	1	1.1	0	0.0	0	0.0
Cabinet	1	1.1	0	0.0	0	0.0
Campus Wide	5	5.6	7	9.2	0	0.0
College of Arts and Sci.	1	1.1	1	1.3	0	0.0
Communications	0	0.0	1	1.3	0	0.0
Committee	1	1.1	3	3.9	0	0.0
Deans	2	2.2	0	0.0	0	0.0
Development	1	1.1	1	1.3	0	0.0

*(table continues)*

Table 9

**Departments Consulted**

	Plans		Strategies		Student Tracking	
	N <sup>a</sup>	% <sup>b</sup>	N <sup>a</sup>	% <sup>b</sup>	N <sup>a</sup>	% <sup>b</sup>
Enrollment Mgmt./ Serv.	3	3.4	2	2.7	5	9.0
Extended Programs	3	3.4	2	2.7	0	0.0
Faculty	3	3.4	1	1.3	1	1.8
Financial Aid	3	3.4	2	2.7	0	0.0
Foundation	1	1.1	1	1.3	0	0.0
H.S. and College Relations	0	0.0	0	0.0	1	1.8
Housing	0	0.0	1	1.3	0	0.0
Institutional Research	0	0.0	0	0.0	5	9.0
Marketing	0	0.0	0	0.0	1	1.8
Marketing Firms	0	0.0	2	2.7	0	0.0
News and Publications	0	0.0	1	1.3	0	0.0
None	0	0.0	1	1.3	0	0.0
President	1	1.1	0	0.0	0	0.0
Provost	3	3.4	0	0.0	1	1.8
Public Affairs/Relations	4	4.5	3	3.9	0	0.0
Public Information	0	0.0	2	2.7	0	0.0

*(table continues)*

Table 9

**Departments Consulted**

	<b>Plans</b>		<b>Strategies</b>		<b>Student Tracking</b>	
	<b>N<sup>a</sup></b>	<b>%<sup>b</sup></b>	<b>N<sup>a</sup></b>	<b>%<sup>b</sup></b>	<b>N<sup>a</sup></b>	<b>%<sup>b</sup></b>
Publications	1	1.1	0	0.0	1	1.8
Registration	0	0.0	0	0.0	3	5.5
Recruitment	2	2.2	1	1.3	3	5.5
Social Sci. Research Ctr.	1	1.1	0	0.0	0	0.0
Staff	1	1.1	1	1.3	1	1.8
Student Affairs	2	2.2	3	3.9	1	1.8
Student Outreach	0	0.0	0	0.0	1	1.8
Student Research	1	1.1	0	0.0	0	0.0
Students	1	1.1	1	1.3	1	1.8
Telecommunications	1	1.1	1	1.3	0	0.0
University Advancement	4	4.5	3	3.9	0	0.0
University Relations	2	2.2	2	2.7	0	0.0
Web Master	1	1.1	0	0.0	0	0.0
N/R	19	21.3	13	17.1	11	20.0

**Note:** <sup>a</sup>Numbers add up to more than 40 because of multiple responses.

Numbers may not add precisely due to rounding/error. N/R = No response.

## **Research Questions**

The following research questions guided this study. In the analysis, each research question is restated and followed by a response based on the study results. In the following tables, each research question has been aligned with the corresponding questions from the survey.

Questions from the survey instrument have been categorized into six categories based on the research questions. (See Appendix D.)

### **Research Question One**

#### **1. Has the institution developed a marketing strategy?**

In gathering data relative to research question one, respondents were asked about development of marketing plans, marketing strategies and the processes involved. Effective marketing plans are designed to attract prospective students (Hossler, 1984). In addition, marketing strategies are developed as a means of assuring the prospective student that they can have confidence in choosing that institution (Parker, 1979).

Higher Education marketing strategies are established as a link between academic programs and recruitment (Hossler, 1991). When the institution develops a marketing strategy, the campus environment, student market and the institution's competition are analyzed by the institution (Kotler, 1982). In Table 10, the survey questions used to determine the degree to which schools have developed marketing

strategies are summarized. Questions addressing the development of marketing strategies were:

1. Q2.1: Has your institution defined its marketing strategy?
2. Q2.4: Have the faculty and staff been included in any marketing strategies conducted by the university?
3. Q6.1: Has your institution developed a specific marketing strategy?

These questions were answered positively with 72.5%, 75.0% and 72.5% respectively. In defining marketing strategies, institutions have involved faculty and staff. For specific marketing problems to be understood by those in the institution, marketing plans should be developed.

Questions addressing the development of marketing plans were:

1. Q1.1: Does your institution have a written marketing plan?
2. Q1.2: Has your institution convened an on-campus committee in charge of developing a strategic marketing plan?
3. Q1.3: has your institution developed a strategic marketing plan?

These questions elicited high responses. Less than half of the respondents indicated that their institutions have convened on-campus committees in charge of developing strategic marketing plans. Over half (57.5%) of the respondents indicated that their institution has a writing marketing plan, and 52.5% show that institutions have developed marketing plans.

Table 10

**Marketing Strategies (N = 40)**

Strategies	Yes%	No%	N/S%	N/A%	Total%
Q1.1: Does your institution have a written marketing plan?	57.5	32.5	10.0	0.0	100.0
Q1.1a: If yes, was an outside marketing firm contracted to aid in the process?	10.0	47.5	2.5	40.0	100.0
Q1.2: Has your institution convened an on-campus committee in charge of developing a strategic marketing plan?	47.5	45.0	7.5	0.0	100.0
Q1.2a: If yes, is the committee charged with making marketing decisions for the university (institution)?	35.0	17.5	2.5	45.0	100.0
Q1.3: Has your institution developed a strategic marketing plan?	52.5	42.5	5.0	0.0	100.0
Q2.1: Has your institution defined its marketing strategy?	72.5	17.5	10.0	0.0	100.0
Q2.2: Was an outside marketing firm contracted to aid in the process?	15.0	62.5	5.0	17.5	100.0
Q2.4: Have the faculty and staff been included in any marketing strategies conducted by the university?	75.0	2.5	5.0	17.5	100.0
Q6.1: Has your institution developed a specific marketing strategy?	72.5	22.5	2.5	2.5	100.0

**Note:** N/S = Not sure; N/A = No answer, not applicable.

Outside marketing firms are sometimes consulted by institutions to help develop marketing strategies. As identified in Table 10, outside marketing firms were rarely contracted to aid in the process of helping the institutions surveyed develop marketing strategies. Marketing firms helped develop marketing plans in only 10.0% of the cases, and helped develop marketing strategies in only 15.0% of the cases.

It is illustrated in Table 11 how often strategic marketing plans are reviewed and updated by the institutions surveyed. Thirty-five percent (35.0%) of the respondents indicated that their institutions review their strategic marketing plan on a one-year cycle. They also indicated (32.5%) a one-year cycle for updating the plan. It is meaningful to note the high no response rate to the questions in Table 11.

Table 11

Review and Update of Marketing Plans (N = 40)

Plans	6 Mo%	1 Yr%	2 Yrs%	Other%	N/A%	Total%
Q1.5: If your institution has developed a strategic marketing plan, how often is the plan reviewed?	5.0	35.0	5.0	7.5	47.5	100.0
Q1.6: If your institution has developed a strategic marketing plan, how often is the plan updated?	5.0	32.5	2.5	10.0	50.0	100.0

Note: N/A = No answer, not applicable.

### Research Question Two

2. Was the mission or strategic plan of the institution used in determining an enrollment marketing strategy?

The data gathered relating to research question two refers to gearing strategic marketing plans toward enrollment marketing and the institutions mission and goals. Each institution needs to understand its specific marketing problems, so that marketing plans can be developed to achieve enrollment goals (Kotler & Fox, 1985).

As identified in Table 12, nearly half (45.0%) of the institutions surveyed gear their strategic marketing plans towards enrollment marketing, and 52.5% have used their mission and goals as a basis for their plan. There was a high rate of no response to each of the questions in Table 12.

Table 12

#### Strategic Enrollment Marketing (N = 40)

Strategic Marketing	Yes%	No%	N/S%	N/A%	Total%
Q1.7: If your institution has a strategic marketing plan, is it geared towards enrollment marketing?	45.0	2.5	0.0	52.5	100.0
Q1.8: If your institution has a strategic marketing plan, was the institutions mission and goals used as a basis for the plan?	52.5	0.0	0.0	47.5	100.0

Note: N/S = Not sure. N/A = No answer, not applicable.



### **Research Question Three**

**3. Has the institution positioned its marketing image around the surrounding community and the perceived image of the institution?**

In collecting the data for research question three, respondents were asked about how their institutions defined their target markets and image. To define an institutions target market is to identify the most attractive potential student markets or to identify the people who will have an actual or potential interest in becoming a student (Kotler & Fox, 1980, Kotler, 1982).

Additionally, data collected for research question three included defining competitors to public higher education. Defined are other higher education institutions, trade schools, the military, the job market and the current favorable economic conditions of the United. Healy (1997) stated that current economic trends have resulted in mistaken enrollment projections in some states. This competitive factor may be responsible for poor enrollment projections particularly in the Western states. Due in part to increased competition, marketing has become more important to nonprofit organizations (Nonprofit Marketing, 1990). For effective student enrollment marketing, an institution should know its market and its competitors.

Frequency distributions for survey questions based on this research question are shown in Tables 13-16. These tables are based on three

groups of related questions from the survey instrument. The data from these tables show responses from the individuals surveyed about the mission and strategic plan of each institution surveyed and how they have positioned their marketing images around their surrounding communities.

Questions addressing defining target markets in Table 13 were:

1. Q4.1: Is your institution interested in defining its market?
2. Q4.2: Has your institution's market been identified?
3. Q5.1: Has your institution identified any competitors?
4. Q5.3: Does your institution consider the current favorable economic conditions of the United States a competitor of higher education?
5. Q5.4: Do you consider the current favorable economic conditions of the United States a competitor of higher education?
6. Q7.1: Has your institution developed a specific marketing image?
7. Q7.2: Is the marketing image targeted toward the surrounding community?

In Table 13, a majority of respondents, 97.5% indicated that institution's have taken strides in making their staffs aware of marketing efforts. Fifty percent (50.0%) responded that the institution's marketing

image has been targeted toward their surrounding community. Over one-third (35.0%) did not respond to question Q7.1, inquiring as to whether the institutions' marketing images were targeted toward the surrounding community. This is a possible indication that those responding were not directly involved in the institutions' efforts in defining their markets. The conclusion from Table 13 can be made that institutions are interested in defining their markets. The majority of responses in this table indicate that institutions have identified their target markets and have specified their marketing images. Nearly all institutions surveyed have taken steps to make faculty and staff aware of the institution's target market. In identifying answers to the question of competition, the majority of respondents indicated that the current favorable economic times is a competitor to public higher education. Healy (1997) stated that in good economic times such as these, people choose jobs over education.

Table 13

**Defining Markets (N = 40)**

Identification	Yes%	No%	N/S%	N/A%	Total%
Q4.1: Is your institution interested in defining its market?	82.5	5.0	5.0	7.5	100.0
Q4.2: Has your institution's market been identified?	75.0	12.5	12.5	0.0	100.0
Q5.1: Have there been efforts by the institution to make faculty and staff aware of the institution's target market?	97.5	2.5	0.0	0.0	100.0
Q5.3: Does your institution consider the current favorable economic conditions of the United States a competitor of higher education?	67.5	17.5	12.5	2.5	100.0
Q5.4: Do you consider the current favorable economic conditions of the United States a competitor of higher education?	62.5	20.0	12.5	5.0	100.0
Q7.1: Has your institution developed a specific marketing image?	52.5	32.5	12.5	2.5	100.0
Q7.2: Is the marketing image targeted toward the surrounding community?	50.0	12.5	2.5	35.0	100.0

**Note:** N/S = Not sure. N/A = No answer, not applicable.

As suggested earlier in the literature and from the data in Table 13, competitors for higher education include favorable economic times. The responses to the question in Table 14 shows that the majority of those

surveyed (75.0%) agree that in favorable economic times, students are more likely to opt to join the work force over obtaining a college degree.

**Table 14**

**Favorable Economic Times (N = 57)**

Economic Times	Agree%	Disagree%	N/S%	N/A%	Total%
Q5.5: Do you agree or disagree that in favorable economic times students are less likely to obtain a college degree opting to join the work force?	75.0	17.5	5.0	2.5	100.0

**Note:** N/S = Not sure. N/A = No answer, not applicable.

Table 15 contains survey responses showing how each institutions target markets were identified. Of the respondents, 43.9% indicated that instituting market studies identified markets and 29.8% reported that markets were identified through their institution's mission and goals. Fourteen percent (14%) of the respondents marked that markets were identified by environmental scans, econometric modeling, geodemographic models, demographic data, tracking, demographic and statistical data, system guidelines and through the Board of Regents. Eleven respondents surveyed indicated that more than one type of market determination was used.

Table 15

**How Markets were Identified N = 57**

Identification	Market Study% <sup>a</sup>	Mission/Goals% <sup>a</sup>	Other% <sup>a</sup>	N/A% <sup>a</sup>
Q4.3: How was the market identified?	43.9	29.8	14.0	12.3

**Note.** N/A = No answer, not applicable. <sup>a</sup>Numbers may not add precisely due to rounding/error.

Responses in Table 16 show how competitors were identified by the institutions surveyed. Other public four-year institutions are considered the greatest competitor to those surveyed at 34.5%. Other responses include the following percentages of defined competitors: 20% private four-year institutions; 20% public two-year colleges; the job market, 11.8%, and 6.4% private two-year colleges. Other competitors identified in the survey responses were; distance education programs for adults, major R-1 institutions, technical fields, military, surrounding region, SAT overlap, and applied technical centers.

Table 16

**How Competitors are Identified (N = 110)**

Competitors	P4% <sup>a</sup>	R4% <sup>a</sup>	P2% <sup>a</sup>	R2% <sup>a</sup>	JM% <sup>a</sup>	Other% <sup>a</sup>	N/A% <sup>a</sup>
Q5.2: How have your competitors been identified?	34.5	20.0	20.0	6.4	11.8	6.4	.09

**Note.** N/A = No answer, not applicable. <sup>a</sup>Numbers may not add precisely due to rounding/error. P4 = Public four-year universities/colleges; R4 = Private four-year universities/colleges; P2 = Public two-year (community) colleges; R2 = Private two-year (community) colleges; JM = Job Market.

**Research Question Four**

4. Did the institution specifically set out to change its image for recruitment?

In developing marketing strategies, a college or university may gear their strategy toward their institutions image for recruitment purposes. It is suggested by Brannick (1987) that higher education institutions adhere to a simple marketing concept: to attract and keep students. Marketing and selling are used extensively by admissions departments. Admissions officers travel to target high schools to promote their college or university, increasingly promoting their institution by using videos

and compact disks to communicate the intangible qualities of their institution (Savage, 1987).

The data used to address research question four were amassed from the following questions:

1. Q4.4: Has this information (how the institutions market was identified) been integrated in the institutions marketing plan?
2. Q7.3: Has your marketing image \_\_\_\_\_? (a) Focused on the current image, (b) been designed to help change the image, or (c) not sure.

The frequencies performed in these data show if these institutions intentionally set out to change their image to recruit students. A summary of Q4.4 appears in Table 17. Most of the survey respondents (67.5%) indicated that their institutions have integrated marketing plans to impact their current image. Marketing plans are designed by management to satisfy all customer groups (Lynch, 1993). In 12.5% of the responses, changing image was not a concern; 5.0% were not sure; and, 15.0% did not answer.

Table 18 shows the relationship between focusing on the current image and changing the image of the institution. In summary, Table 21 demonstrates that more of the respondents (39.0%) indicated that the development of their institutions marketing image has been designed to change the image of the institution. Additionally, 24.4% marked that the



institutions have focused on their current image and 2.4% were not sure what their marketing image have been determined. A large percentage (34.1%) of respondents did not answer the question. This may indicate that those responding to the survey were not those directly involved in the institutions marketing strategies or there was no direct focus on the institutions image. One respondent indicated that their institution focused on the current image and change of the current image, making the number of responses 41.

Table 17

Integrating Marketing Plans (N = 40)

Integration	Yes%	No%	N/S%	N/A%	Total%
Q4.4: Has this information (of how the market was identified) been integrated in the institutions marketing plan?	67.5	12.5	5.0	15.0	100.0

Note. N/S = Not sure, N/A = No answer, not applicable.

Table 18

Marketing Image Focus (N = 41)

Image	Current Image Focus% <sup>a</sup>	Changed Image% <sup>a</sup>	N/S% <sup>a</sup>	N/A% <sup>a</sup>
Q7.3: Has your marketing image ____?	24.4	39.0	2.4	34.1

Note. N/S = Not sure, N/A = No answer, not applicable. <sup>a</sup>Numbers may not add precisely due to rounding.

### **Research Question Five**

#### **5. Is the institution's marketing strategy for enrollment successful?**

To gather data relative to research question five, respondents were asked about the effects of the institutions marketing strategy on enrollment. Enrollment marketing strategies are established to evaluate recruitment and retention programs. This process is designed to achieve optimum recruitment and retention Marketing for enrollment establishes a link between recruitment and retention programs (Hossler, 1991).

In Table 19, the survey questions used to determine the effect of strategic marketing for enrollment are summarized. Questions addressing strategic marketing for enrollment were:

1. Q2.5: Does the institution's marketing strategy involve marketing for enrollment?
2. Q2.6: Is this strategy to increase the student base for admission?
3. Q2.7: Does the enrollment marketing strategy reach its target market?
4. Q6.3: Has your institutions marketing strategy and /or media plan been geared to increase undergraduate enrollment at your institution?
5. Q6.4: Has your institutions marketing strategy and/or media plan been geared to increase full-time student enrollment at your institution?
6. Q6.5: has your institution determined the effect of the strategy and/or media plan on student enrollment?

**7. Q6.7: Has there been an effect on the student admission pool due to the marketing strategy and/or plan?**

Survey respondents marked that 77.5% of the institutions market for enrollment and another 75.0% showed that their institutions marketing strategies were developed specifically to increase undergraduate enrollment. Seventy percent of the respondents indicated that their marketing strategies were geared toward increasing the student base while 60.0% indicated that these strategies were geared toward increasing undergraduate enrollment, and 55.0% percent indicated that they were geared toward increasing full-time student enrollment. Of the institutions surveyed, 47.5% responded that their intended target market was reached and 35.0% of their marketing strategies have had an effect on student enrollment.

Individuals were surveyed regarding their institutions' evaluation efforts used in determining their success of reaching their target markets. The results from this data have been presented in Table 20. Respondents indicated that evaluation instruments used in determining success in reaching their target markets are as follows: focus groups were used 32.8% of the time; telephone surveys, 29.5%; and, opinion polls, 13.1%. A response rate of 26.2% indicated other forms of evaluation instruments. These instruments were: market research, mail surveys, web based surveys, student surveys, direct mail, internal

analysis of data, application and enrollment results, student tracking, marketing firms, and anecdotal evaluation response.

Table 19

**Strategies for Enrollment (N = 40)**

Strategies	Yes%	No%	N/S%	N/A%	Total%
Q2.5: Does the institution's marketing strategy involve marketing for enrollment?	77.5	0.0	5.0	17.5	100.0
Q2.6: Is this strategy to increase the student base for admission?	70.0	5.0	5.0	20.0	100.0
Q2.7: Is this strategy to increase undergraduate enrollment at your institution?	75.0	2.5	2.5	20.0	100.0
Q2.8: Does the enrollment marketing strategy reach its target market?	47.5	5.0	22.5	25.0	100.0
Q6.3: Has your institutions marketing strategy and/or media plan been geared to increase undergraduate enrollment at your institution?	60.0	5.0	2.5	32.5	100.0
Q6.4: Has your institutions marketing strategy and/or media plan been geared to increase full-time student enrollment at your institution?	55.0	5.0	7.5	32.5	100.0
Q6.5: Has your institution determined the effect of the strategy and/or media plan on student enrollment?	35.0	20.0	10.0	35.0	100.0
Q6.7: Has there been an effect on the student admission pool due to the marketing strategy and/or plan?	42.5	2.5	17.5	37.5	100.0

**Note.** N/S = Not sure, N/A = No answer, not applicable.

Table 20

**Target Market Evaluation Instruments (N = 61)**

Instruments	Telephone% <sup>a</sup>	Opinion Poll% <sup>a</sup>	Focus Group% <sup>a</sup>	Other% <sup>a</sup>	N/A% <sup>a</sup>
Q2.9: What evaluation instrument(s) is/are used to determine if the institutions target market is being reached?	29.5	13.1	32.8	26.2	16.4

**Note.** N/S = Not sure, N/A = No answer, not applicable. <sup>a</sup>Numbers may not add precisely due to rounding.

**Research Question Six**

6. What common elements identified in the survey depict effective recruiting strategies?

Topor (1997) states that to effectively market, an institution must embrace change. This theory is further strengthened by Kotler (1982) in his statement that marketing grows out of the necessity of the institution to effectively serve its constituency. The data gathered relative to previous research question's shows that many of the institutions surveyed have embraced changed by marketing for changing in image and changes in target markets.

The data gathered to answer research question six were combined from three sections of the survey instrument: marketing segmentation, market and marketing. Marketing segmentation is a division of the

market into distinct groups of students (Kotler, 1989). Market refers to the target market and marketing is defined as the analysis, planning, implementation, and control of programs designed to bring about voluntary exchanges with target markets to achieve organizational objectives (Kotler, 1982). Questions addressing this are:

1. Q3.1: Does your institution conduct student tracking?
2. Q3.4: Is the department in charge of student tracking involved in the marketing strategy for the institution?
3. Q3.5: Does the department in charge of student tracking head the institution's marketing efforts?
4. Q4.5: Have there been efforts by the institution to make faculty and staff aware of the institutions target market?
5. Q6.2: has your institution developed a media plan?

In Table 21, 72.5% of the individuals surveyed indicated their institutions conduct student tracking and 57.5% indicated that the departments in charge of student tracking are also involved the marketing strategies their school. It is shown in this table that although efforts for student tracking and marketing exist, less than half (40.0%) of the institutions have developed a marketing plan. It is further indicated that an equal percentage (27.5%) of those surveyed showed that departments in charge of student tracking head institutional marketing

efforts, and those efforts have included making faculty and staff aware of the institutions' target markets.

**Table 21**

**Marketing Segmentation (N = 40)**

Segmentation	Yes%	No%	N/S%	N/A%	Total%
Q3.1: Does your institution conduct student tracking?	72.5	20.0	7.5	0.0	100.0
Q3.4: Is the department in charge of student tracking involved in the marketing strategy for the institution?	57.5	12.5	2.5	27.5	100.0
Q3.5: Does the department in charge of student tracking head the institution's marketing efforts?	27.5	42.5	2.5	27.5	100.0
Q4.5: Have there been efforts by the institution to make faculty and staff aware of the institutions target market?	27.5	42.5	2.5	27.5	100.0
Q6.2: Has your institution developed a media plan?	40.0	27.5	12.5	20.0	100.0

**Note:** N/S = Not sure. N/A = No answer, not applicable.

Table 22 shows that of the individuals surveyed, 57.5% answer that the basis for student tracking in part of the institutions marketing efforts, while 12.5% indicate that it is the whole basis for institutional marketing efforts.

Table 22

**Institutional Marketing Efforts (N = 40)**

Student Tracking	Whole%	Part%	N/S%	N/A%	Total%
Q3.2: Is the basis for tracking in whole or in part of the institutions marketing efforts?	12.5	57.5	5.0	25.0	100.0

**Note.** N/S = Not sure, N/A = No answer, not applicable.

Table 23 further addresses the effects of marketing strategies and media plans instituted by the colleges and universities surveyed. These effects reported include: 28.8% reported that prospective student interest rose, 23.1% reported that undergraduate enrollment rose and 1.9% reported that there were no effects of instituted marketing strategies and media plans. Other respondents (3.8%) reported that enrollment ratios changed, submission of applications rose, and there was no plan to evaluate the effects. It is important to note that 44.2% of those surveyed did not respond to the question.



Table 23

**Effects of Marketing Strategies and Media Plans (N = 52)**

Effects	Interest%	Enrollment%	N/C%	Other%	N/A%
Q6.6: If yes, what are the effects of the strategy and/or media plan?	28.8 <sup>a</sup>	23.1 <sup>a</sup>	1.9 <sup>a</sup>	3.8 <sup>a</sup>	44.2 <sup>a</sup>

**Note.** <sup>a</sup>Numbers may not add precisely due to rounding. Interest =

Prospective student interest rose; Enrollment = Undergraduate

enrollment rose; N/C = No marked change in enrollment; Other = Other

responses; N/A = No answer, not applicable.

### Summary

In general, the data has shown that most of the surveyed colleges and universities have instituted marketing strategies and that over half of those institutions gear their marketing efforts toward enrollment marketing. It can also be summarized from the data that strategic enrollment marketing has had an effect on increasing the student pool, admissions applications, prospective student interest and in increasing undergraduate enrollment at these institutions.

## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS, RECOMMENDATIONS**

**What is marketing? Why is it important to develop marketing strategies for colleges and universities? Marketing is the analysis, planning, implementation and management of strategies designed to help the institution achieve organizational objectives (Kotler, 1982). The approach to marketing for higher education institutions is outside-in. The needs of the constituents (prospective students) are met through evaluation and change by each institution. Marketing requires the broad concept of all factors influencing the constituents of a college or university (Kotler, 1982). It is through the understanding of the constituents that the target market in which effective marketing strategies can be developed.**

**Although marketing can influence student enrollment, it is not necessarily a cure-all. Higher education administrators need to understand marketing needs and develop objectives specific to their institution to be able to develop marketing plans and strategies (Kotler & Fox, 1985). If marketing plans and strategies are developed from the**

needs and objectives of the institution, marketing will produce results.

Hossler (1984) states that effective enrollment management brings about marketing plans and strategies designed to attract prospective students.

Developing marketing strategies for enrollment will help colleges and universities achieve success for their enrollment goals and help them achieve their mission for enrollment success.

The purpose of this study was to determine the extent to which public four-year higher education institutions in the Western region utilize marketing for enrollment and to study the strategies used. The literature focused on reasons for instituting marketing and suggested strategies for successful enrollment marketing. The survey instrument used in this study focused on marketing strategies and plans that the population has utilized.

To assess the enrollment marketing strategies used by the population, the Higher Education Marketing Survey instrument, consisting of 51 questions was conducted to administrators at 130 public four-year colleges and universities in the Western region (representing 15 states). A letter of introduction and a list of definitions accompanied the survey to present and describe the research study (Appendix B). A self-addressed, return mail envelope was included to facilitate the return of the completed questionnaire. The objective in administering a questionnaire survey was to obtain a high rate of return. The cover letter accompanying

the questionnaire was used to influence the return rate. Questionnaires were coded to determine who had returned the survey instrument. The participants were informed in the cover letter what the coding represented (Gall, Borg & Gall, 1996).

A second mailing including the survey, introduction letter, list of definitions and a self-addressed, return mail envelope were sent to the participants who had not responded within 15 days of the first mailing. A telephone follow-up to those not responding within four weeks of the second mailing was conducted. The Cannon Center for Research at the University of Nevada, Las Vegas conducted this follow-up. Ninety calls were made in order to facilitate the return of the surveys mailed. After the initial mailing, the reminder mailing and the telephone follow-up, the return rate was 40 out of 130 (30.1%). States represented were Arizona, California, Colorado, Montana, New Mexico, Oklahoma, Oregon, Texas, Utah and Washington.

### **Research Questions**

The following research questions drove this study and were addressed herein:

1. Has the institution developed a marketing strategy?

As evidenced by the data gathered, the majority of institutions have defined marketing strategies and strategic marketing plans. Effective

enrollment management brings about marketing plans designed to attract prospective students (Hossler, 1984). Developing strategies for successful enrollment marketing helps those in higher education institutions understand, develop and achieve success for their student enrollment goals. A majority of institutions surveyed indicated that their faculty and staffs in developing these marketing strategies. These institutions have also convened committees that are charged with marketing decisions. In the development of marketing strategies, outside marketing firms were rarely used. Thus, this study reflected that institutions are determining marketing strategies and plans, and that these strategies and plans are being determined by internally than externally.

2. Was the mission or strategic plan of the institution used in determining an enrollment marketing strategy?

In general, it can be concluded from the data that the missions and strategic plans of the institutions were used in determining enrollment marketing strategies. The majority of those responding to the questions regarding research question two indicated that their institutions have strategic marketing plans are geared toward enrollment marketing, and that the mission and goals of the institutions were used as a basis for strategic marketing plans. It can also be concluded that

marketing plans geared towards enrollment marketing were instrumental in increasing student enrollment, improving the student pool, and increasing student applications for enrollment.

3. Has the institution positioned its marketing image around the surrounding community and the perceived image of the institution?

In order to develop and target a marketing image, a target market must first be identified. Those targeted have an actual or potential interest in the product offered by higher education (Kotler, 1982). An overwhelming majority of institutions surveyed were not only interested in defining their target market, but the majority had already defined their markets. In defining these markets, institutions made faculty and staff aware of these efforts. A majority of institutions targeted their market and marketing image toward the surrounding community, although a third of the respondents did not know if the surrounding community had been targeted. Therefore, these studies reflected that most institutions surveyed were interested in and have defined their target markets

4. Did the institution specifically set out to change its image for recruitment?

Most higher education institutions in this study have developed marketing plans for specified markets. For example, for those that have

defined a marketing plan, a marketing image has also been defined. The image of the institution increases the institutions visibility in the minds of its publics (Savage, 1972). The data from the survey shows that some schools set out to change their institutional image while others focused on their current image.

5. Is the institution's marketing strategy for enrollment successful?

There is strong evidence from the data gathered from the survey instrument that institutions have directed marketing strategies toward enrollment, and are determining the effect of those strategies. The cultivation and development of long-term relationships with consumers is recommended as part of a useful strategy (Kotler & Levy, 1969). Without determining the effects of marketing strategies, the strategies cannot be judged successful. In identifying the effects of the marketing strategies of the institutions surveyed, the majority of the respondents indicated that enrollment marketing strategies reached their target market and that there was an effect on the student admission pool due to the marketing strategies used.

6. What common elements identified in the survey depict effective recruiting strategies?

For an institution to depict effective recruiting strategies, it must be

determined that the institution is willing to embrace change (Topor, 1997) and that there is a necessity for the institution to effectively serve its constituency (Kotler, 1982). As evidenced in the data gathered for this research question, many of the institutions surveyed have identified the need to effectively serve and market to their constituencies. In doing so, these institutions have embraced change by marketing to change their image and by marketing to specific target markets.

The majority of the institutions surveyed noted that the departments in charge of student tracking, some of those departments are in charge of marketing efforts and most are at least involved in marketing strategies. Marketing should be seen as the responsibility of everyone who comes in contact with prospective students (Lay & Endo, 1967) and according to the respondents, there have been efforts made to make their faculty and staffs aware of the target markets. This identifies some common elements of marketing strategies.

### Conclusions

The results from this study have helped to clarify the use of marketing strategies and the depth to which they are used in public higher education institutions in the Western region. The utilization of strategic marketing efforts are proven when used as strategies for enrollment. Enrollment marketing strategies establish a link between recruitment,



retention and academic programs (Hossler, 1991) and an institution must continually adapt marketing efforts to keep pace (Cox & Enis, 1972).

This study tended to support the view that non-profit higher education institutions need to look at themselves in the same way that for-profit businesses do. With increasing competition in today's market, it is in the interest of higher education to view the nonprofit school in the same manor as a for-profit business. Competition for public four-year institutions, as proven by the literature and the data from the survey instrument, exist from other public four-year institutions; private four-year institutions; two-year public and private institutions; the job market, the military; and, technical and trade centers. It has been determined from the data gathered that those involved in marketing higher education see the importance of developing marketing strategies and view non-profit institutions as businesses as pointed out in Kotler's views. As concluded from the data collected, most institutions view marketing as necessary and are taking efforts to develop strategic marketing plans geared toward enrollment as well as image.

The data outlines that all institutions in this survey have participated in some form of developing marketing strategies geared toward enrollment. Steps in developing cohesive marketing strategies include: defining goals, defining target markets, performing student tracking,

developing marketing plans, developing specific marketing strategies in reaching targets (i.e. promotions, advertising), integrating strategies campus-wide, and developing budgets geared specifically to this effort (Kotler, 1982, Hossler, 1991). This theory is backed up by Kappler (1998) who stated that as an institution starts developing their marketing plan, the first factor to remember is that marketing must be seen as an integrated, institution-wide effort. With a cohesive, campus-wide marketing plan, efforts will be more successful than when the plan does not include a campus-wide effort.

It has been identified in the study that most institutions appoint specific individuals to head marketing, but in most cases, various and multiple departments are placed in charge of marketing. If these departments are not cohesive in their efforts, a level of disruption in the marketing efforts could exist.

A concern emanating from the data is that of marketing budgets. Marketing budgets are defined at various levels of funding, various ways of funding and in many cases, funded by separate departments rather than from one central budget. Opinions from the participants in this study overwhelmingly viewed their budgets as not meeting their institutions marketing needs. This indicates a limitation of the study in which no reasons were assessed. The questionnaire used in collecting data for this study posed limitations in the bias, honesty and knowledge

of the subject of the participants. Individuals other than those whom the surveys were mailed may have filled out the questionnaires, and many of the questions in the questionnaire were closed-form, permitting only prespecified responses (Gall, Borg and Gall, 1996).

### **Recommendations for Future Research**

This study added to the existing research on marketing for public higher education institutions. Studying marketing in public higher education institution's important for several reasons. Institutions, in focusing on specific goals for enrollment marketing should focus on the institution's mission and goals, strategies outlined by a cohesive group effort, the effectiveness of the strategies developed, and sufficient funding for these strategies. The purpose of this study, to identify enrollment marketing strategies, can be expanded. Recommendations include:

1. **Revising the survey instrument.** Revising the survey instrument to include other groups of individuals, such as students, faculty and other staff would provide additional information. This would expand the perceptions of and ideas for enrollment marketing strategies used by public higher education institutions.
2. **Stratifying the research.** Stratifying the research to include differences in small, medium and large institutions may bring about differences in strategic marketing between the institutions.

3. Extending the research to include student pools and the issue of retention. In creating strategies for marketing to prospective students, institutions must keep in focus to what extent these strategies become a success. It should be considered that enrolling students is does not define marketing success, but developing strong student pools and focusing on retention are factors for success.

4. Developing a guideline for enrollment marketing. By expanding the survey instrument, it may be possible to develop guidelines for institutions to use as a base in developing strategies. Guidelines may assist the school to keep a direct focus on marketing goals maintaining a cohesive campus in pursuing these goals.

While most institutions surveyed have reported their schools have been involved in some degree of marketing, the data from their responses shows that marketing efforts made are disjointed. In a time when entrepreneureal higher education institutions are in direct competition with public institutions, there is evidence from the data of little direct focus on strategic marketing for enrollment in the institutions surveyed.

## **APPENDIX A**

### **WESTERN REGION PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS**

Rank	State	Institution
1	Alaska	University of Alaska – Anchorage
2		University of Alaska – Fairbanks
3		University of Alaska – Southeast
4	Arizona	Arizona State University
5		Northern Arizona University
6		University of Arizona
7	California	Cal Ploy – San Luis Obispo
8		California State Polytechnic University – Pomona
9		California State University – Bakersfield
10		California State University – Chico
11		California State University – Dominique Hills
12		California State University – Fresno
13		California State University – Fullerton
14		California State University – Hayward
15		California State University – Long Beach
16		California State University – Los Angeles
17		California State University – Monterey Bay
18		California State University – Northridge
19		California State University – Sacramento
20		California State University – San Bernardino
21		California State University – San Marcos
22		California State University – Stanislaus
23		Humboldt State University
24		San Diego State University
25		San Francisco State University
26		San Jose State University
27		Sonoma State University
28		University of California – Berkeley
29		University of California – Davis
30		University of California – Irvine
31		University of California – Los Angeles
32		University of California – Riverside
33		University of California – San Diego
34		University of California – Santa Barbara
35		University of California – Santa Cruz
36	Colorado	Adams State College
38		Colorado State University
39		Fort Lewis College
40		Mesa State College
41		Metropolitan State College of Denver
42		United States Air Force Academy
43		University of Colorado – Boulder
44		University of Colorado – Colorado Springs
45		University of Colorado – Denver
46		University of Northern Colorado
47		University of Southern Colorado
48		Western State College of Colorado
49	Hawaii	University of Hawaii – Hilo
50		University of Hawaii – Manoa

Rank	State	Institution
51	Idaho	Boise State University
52		Idaho State University
53		Lewis-Clark State College
54		University of Idaho
55	Montana	Montana State University – Billings
56		Montana State University – Bozeman
57		Montana State University – Northern
58		Montana Tech of the University of Montana
59		University of Montana
60		Western Montana College
61	Nevada	University of Nevada – Reno
62	New Mexico	Eastern New Mexico University
63		New Mexico Highlands University
64		New Mexico Institute of Mining and Technology
65		New Mexico State University
66		University of New Mexico
67		Western New Mexico University
68	Oklahoma	Cameron University
69		East Central University
70		Eastern New Mexico University
71		Langston University
72		Northeastern State University
73		Northwestern Oklahoma State University
74		Oklahoma Panhandle State University
75		Oklahoma State University
76		Southeastern Oklahoma State University
77		Southwestern Oklahoma State University
78		University of Central Oklahoma
79		University of Oklahoma
80		University of Science and Arts of Oklahoma
81	Oregon	Eastern Oregon University
82		Oregon Institute of Technology
83		Oregon State University
84		Portland State University
85		Southern Oregon University
86		University of Oregon
88	Texas	Angelo State University
89		Baylor University
90		Lamar University
91		Midwestern State University
92		Prairie View A&M University
93		Sam Houston State University
94		Southwest Texas State University
95		Stephen F. Austin State University
96		Sul Ross State University
97		Tarleton State University
98		Texas A&M University – College Station
99		Texas A&M University – Commerce
100		Texas A&M University – Corpus Christi

Rank	State	Institution
101		Texas A&M University - Galveston
102		Texas A&M University - Kingsville
103		Texas A&M University - Texarkana
104		Texas Southern University
105		Texas Tech University
106		Texas Woman's University
107		University of Houston - Clear Lake
108		University of Houston - Downtown
109		University of North Texas
110		University of Texas of the Permian Basin
111		University of Texas - Arlington
112		University of Texas - Austin
113		University of Texas - Brownsville
114		University of Texas - Dallas
115		University of Texas - El Paso
116		University of Texas - Pan American
117		University of Texas - San Antonio
118		University of Texas - Tyler
119		West Texas A&M University
120	Utah	Southern Utah University
121		University of Utah
122		Utah State University
123		Weber State University
124	Washington	Central Washington University
125		Eastern Washington University
126		Evergreen State College (The)
127		University of Washington
128		Washington State University
129		Western Washington University
130	Wyoming	University of Wyoming



**APPENDIX B**

**SURVEY INSTRUMENTS**

# UNLV

May 15, 2000

Address

Dear ,

In an environment where competition for students is high, higher education institutions have been discovering the importance of marketing. As part of my research for my dissertation in Educational Leadership at the University of Nevada, Las Vegas, I am conducting a survey to determine how public higher education institutions market for undergraduate enrollment. The survey enclosed has been designed to determine the extent to which public higher education institutions in the Western region of the United States utilize marketing. It is intended to explore various strategies and reasons why enrollment marketing may or may not be implemented at each university and if it is successful. The survey is divided into eight sections. These sections are designed to determine strategic marketing plans, marketing strategy, marketing segmentation, market, marketing, competitive environment, image and demographics.

Please take time to fill out this pilot instrument and return it as soon as possible. For your participation in this survey, results of the study will be sent to you. Your responses will be kept confidential. Surveys are numbered solely for the purpose of selective follow up mailings. If need be, please forward this survey on to the appropriate individual. A self-addressed stamped envelope has been provided for your convenience. Thank you for taking part in this study.

Cordially,

Becky L. Watson

Department of Educational Leadership  
4505 Maryland Parkway • Box 453002 • Las Vegas, Nevada 89154-3002  
(702) 895-3491

## PUBLIC HIGHER EDUCATION MARKETING SURVEY

This survey has been designed to determine the extent to which public higher education institutions utilize marketing. It is intended to explore various strategies and reasons why enrollment marketing may or may not be implemented at each university and if it is successful. This survey is divided into eight sections. These sections are designed to determine strategic marketing plans, marketing strategy, marketing segmentation, market, marketing, competitive environment, image and demographics. Please start by completing the following demographic information. All information will be kept confidential. Names of individuals participating in this study are needed only as contacts for this study and will not be used in any other manner.

Institution Name: \_\_\_\_\_  
 Name: \_\_\_\_\_ Title: \_\_\_\_\_  
 Department: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

## DEFINITIONS

1. **Competitive Environment:** A competitive environment consists of groups and organizations that compete for attention and loyalty from the audiences of the organization.
2. **Demographics:** The use of numbers and statistics to identify, categorize or classify groups of customers or populations. The usual demographics include age, sex, income, education, race, and creed, among others.
3. **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.
4. **Marketing Mix:** Marketing mix is the particular blend of controllable marketing variables that the firm uses to achieve its objective in the target market about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organizations 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. Marketing mix variables are classified into four major groups: product, price, place and promotion.
5. **Marketing Segmentation:** Market segmentation is dividing a market into distinct groups of buyers who might require separate product or marketing mixes.
6. **Marketing Strategy:** Marketing strategy is the selection of a target market, the choice of a competitive position, and the development of an effective marketing mix to reach and serve the chosen market.
7. **Media Plan:** A formal, written document detailing media strategy within the advertising plan, including a detailed budget.
8. **Psychographics:** A research method designed to obtain life-style data from consumers.
9. **Market:** The development of a list of criteria to identify the most attractive potential student market, a set of all people who have an actual or potential interest in a product or service and the ability to pay.

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## Higher Education Marketing Survey

This survey is designed to help determine the extent to which public higher education institutions utilize marketing for enrollment. The survey is divided into eight sections. Please read each of the questions through and answer in the space provided. If more space is needed, please attach the necessary pages.

Please use a **BLUE** or **BLACK PEN** to complete this survey.

Please shade circles like this: ☐ ☒ ☐ ☐ ☐

### Section I: Strategic Marketing Plan

1. Does your institution have a written marketing plan?

☐ YES ☐ NO ☐ NOT SURE

1a. IF YES, was an outside marketing firm contracted to aid in the process?

☐ YES ☐ NO ☐ NOT SURE

2. Has your institution convened an on-campus committee in charge of developing a strategic marketing plan?

☐ YES ☐ NO ☐ NOT SURE

2a. IF YES, is this committee charged with making marketing decisions for the university?

☐ YES ☐ NO ☐ NOT SURE

3. Has your institution developed a strategic marketing plan?

☐ YES ☐ NO ☐ NOT SURE

(IF NO, SKIP TO SECTION II)

4. IF YES, what on-campus departments, if any, were consulted?

5. If your institution has developed a strategic marketing plan, how often is the plan reviewed?

The plan is reviewed every:

☐ 6 MONTHS

☐ 1 YEAR

☐ 2 YEARS

☐ OTHER

6. If your institution has developed a strategic marketing plan, how often is the plan updated?

The plan is reviewed:

☐ 6 MONTHS

☐ 1 YEAR

☐ 2 YEARS

☐ OTHER

7. If your institution has a strategic marketing plan, is it geared towards enrollment marketing?

☐ YES ☐ NO ☐ NOT SURE

8. If your institution has a strategic marketing plan, was the institution's mission and goals used as a basis for the plan?

☐ YES ☐ NO ☐ NOT SURE

### Section II: Marketing Strategy

1. Has your institution defined its marketing strategy?

☐ YES ☐ NO ☐ NOT SURE

(IF NO, SKIP TO SECTION III)

2. Was an outside marketing firm contracted to aid in the process?

☐ YES ☐ NO ☐ NOT SURE

3. What on-campus departments, if any, were consulted?

4. Have the faculty and staff been included in any marketing strategies conducted by the university?

☐ YES ☐ NO ☐ NOT SURE

5. Does the institution's marketing strategy involve marketing for enrollment?

☐ YES ☐ NO ☐ NOT SURE

6. Is this strategy to increase the student base for admission?

☐ YES ☐ NO ☐ NOT SURE

7. Is this strategy to increase undergraduate enrollment of your institution?

☐ YES ☐ NO ☐ NOT SURE

(IF NO, SKIP TO SECTION III)

8. Does the enrollment marketing strategy reach its target market?

☐ YES ☐ NO ☐ NOT SURE

9. What evaluation instrument(s) were used to determine if the institution's target market is being reached?

☐ TELEPHONE SURVEY

☐ ADMINISTRATION OPINION POLL

☐ FOCUS GROUPS

☐ OTHER

### Section III: Marketing Segmentation

1. Does your institution conduct student tracking?

☐ YES ☐ NO ☐ NOT SURE

(IF NO, SKIP TO SECTION IV)

2. Is the basis for tracking in whole or in part of the institution's marketing efforts?

☐ WHOLE ☐ PART ☐ NOT SURE

3. What department is in charge of student tracking?

4. Is the department in charge of student tracking involved in the marketing strategy for the institution?

☐ YES ☐ NO ☐ NOT SURE

5. Does the department in charge of student tracking head the institution's marketing efforts?

☐ YES ☐ NO ☐ NOT SURE




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#### Section IV: Market

1. Is your institution interested in defining its market?

☐ YES ☐ NO ☐ NOT SURE

2. Has your institution's market been identified?

☐ YES ☐ NO ☐ NOT SURE

(IF NO, SKIP TO SECTION V)

3. How was the market identified?

☐ Market study conducted

☐ Through institution's mission and goals

☐ Other

4. Has this information been integrated in the institution's marketing plan?

☐ YES ☐ NO ☐ NOT SURE

5. Have there been efforts by the institutions to make faculty and staff aware of the institutions target market?

☐ YES ☐ NO ☐ NOT SURE

#### Section V: Competitive Environment

1. Has your institution identified any competitors?

☐ YES ☐ NO ☐ NOT SURE

(IF NO, SKIP TO Q 6 OF THIS SECTION)

2. How have your competitors been identified?

(Check all that apply)

☐ Public four-year universities / colleges

☐ Private four-year universities / colleges

☐ Public 2 year (community) colleges

☐ Private 2 year (community) colleges

☐ Job Market

☐ Other

3. Does your institution consider the current favorable economic conditions of the United States a competitor of higher education?

☐ YES ☐ NO ☐ NOT SURE

4. Do you consider the current favorable economic conditions of the United States a competitor of higher education?

☐ YES ☐ NO ☐ NOT SURE

5. Do you agree or disagree that in favorable economic times, students are less likely to obtain a college degree, opting to join the work force?

☐ AGREE ☐ DISAGREE ☐ NOT SURE

#### Section VI: Marketing

1. Has your institution developed a specific marketing strategy?

☐ YES ☐ NO ☐ NOT SURE

(IF NO, SKIP TO SECTION VII)

2. Has your institution developed a media plan?

☐ YES ☐ NO ☐ NOT SURE

(IF NO, SKIP TO SECTION VII)

3. Has your institution's marketing strategy and/or media plan been geared to increase undergraduate enrollment at your institution?

☐ YES ☐ NO ☐ NOT SURE

4. Has your institution's marketing strategy and/or media plan been geared to increase full-time student enrollment at your institution?

☐ YES ☐ NO ☐ NOT SURE

5. Has your institution determined the effect of the strategy and/or media plan on student enrollment?

☐ YES ☐ NO ☐ NOT SURE

6. IF YES, what are the effects of the strategy and/or media plan?

☐ Prospective student interest rose

☐ Undergraduate enrollment rose

☐ No marked change in enrollment

☐ Other

7. Has there been an effect on the student population pool due to the marketing strategy and/or plan?

☐ YES ☐ NO ☐ UNDETERMINED

#### Section VII: Image

1. Has your institution developed a specific marketing image?

☐ YES ☐ NO ☐ NOT SURE

(IF NO, SKIP TO SECTION VIII)

2. Is the marketing image targeted toward the surrounding community?

☐ YES ☐ NO ☐ NOT SURE

3. Has your marketing image \_\_\_\_\_?

Select one

☐ Focused on the current image

☐ Been designed to help change the image

☐ Not Sure

#### Section VIII: Demographics

1. What is the job title of the person in charge of marketing?

2. What department is the person in charge of marketing under?

3. What was your total Fall 1999 undergraduate headcount?

4. How many years of marketing experience does the person in charge of marketing have?

5. If your university has a marketing budget, what amount is budgeted?

6. If yes, does this budget suit your needs for marketing?

☐ YES ☐ NO ☐ NOT SURE

7. What is your total enrollment for Fall 1999?

8. What is the population of the surrounding community?




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### PUBLIC HIGHER EDUCATION MARKETING SURVEY

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Name: \_\_\_\_\_ Title: \_\_\_\_\_

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Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

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**APPENDIX C**

**HUMAN SUBJECTS PROTOCOL**

# UNLV

DATE: February 2, 2000

TO: P. Gallion  
M/S 5008

FROM: *KY* Kerry Green, Sponsored Programs Coordinator  
Office of Sponsored Programs (X1357)

RE: Status of Project Involving Human Subject  
Protocol Title: Blanket Protocol for Cannon Center for Survey Research

Advisor:  
OSP Number: 118/0399-221e

The protocol for the project referenced above was reviewed by the UNLV Institutional Review Board in March of 1999. The protocol was approved for a period of one year from the date of that approval notification.

According to Federal regulations, approvals may be given for a one year duration. If the project is still active, i.e., interaction with human subjects still being conducted, then the investigator must notify the Office of Sponsored Programs. If all interaction with human subjects is complete on the project, no notification is necessary.

Please submit to our office through your advisor a written request to extend your research project. In your memo please indicate whether there is a change or no change in your protocol. If there is a change in your protocol, i.e., research methods or procedures or subjects, please resubmit a protocol to this office for review.

If we do not receive any notification by way of memorandum requesting an extension of your protocol, then we will assume that the project is completed. Please submit your memo and/or protocol to our office as soon as possible (M/S 1037). Please reference the above name of project and the OSP number when submitting your memorandum.

If you have any questions regarding the above, please contact our office at Ext. 1357.

cc: Advisor  
OSP File

Office of Sponsored Programs  
4505 Maryland Parkway • Box 461037 • Las Vegas, Nevada 89154-1037  
(702) 895-1357 • FAX (702) 895-4242



UNIVERSITY OF NEVADA, LAS VEGAS

**COPY****Protocol Form for Research Involving Human Subjects**

Submit to Office of Sponsored Programs: Original of this cover form and attach your protocol (including any questionnaires and informed consent) Log Number: \_\_\_\_\_ Date Received: \_\_\_\_\_

Investigators: (Please print). List person principally responsible for the investigation on line A. If principal investigator is a student, list faculty advisor on line B.

Investigator

Department

Mail Stop

A. CHRISTINE A HORAK CANNON CENTER FOR SURVEY RESEARCH 5008  
 B. \_\_\_\_\_

Title of Project: \_\_\_\_\_

Duration of Study (Protocol must be renewed annually): Start \_\_\_\_\_ Conclude \_\_\_\_\_

Type of Submission: ☒ New ☐ Renewal (Attach progress report)  
☐ Continuation ☐ Modification  
 \_\_\_\_\_ Previous Log Number (if any)

Location of Facilities where study will take place: CANNON CENTER FOR SURVEY RESEARCH

Subjects: (Please estimate numbers.)

<input type="checkbox"/> Patients as experimental subjects	<input type="checkbox"/> Prisoners, incarcerated subjects
<input type="checkbox"/> Patients as controls	<input checked="" type="checkbox"/> Normal adult volunteers
<input type="checkbox"/> Minors (under 18)	<input type="checkbox"/> Persons whose first language is not English
<input type="checkbox"/> UNLV students	<input type="checkbox"/> CCSD Students
<input type="checkbox"/> Pregnant women or fetuses	<input type="checkbox"/> Total Anticipated Subjects
<input type="checkbox"/> Mentally disabled	

Procedures: (ATTACH relevant materials, such as questionnaires, interview schedules, written test instruments, and etc.)

<input checked="" type="checkbox"/> Survey, questionnaire(s)	<input type="checkbox"/> Investigational drug *
<input checked="" type="checkbox"/> Interview: phone/in-person	<input type="checkbox"/> Approved drug, New use *
<input type="checkbox"/> Medical or other personal records	<input type="checkbox"/> Investigational Device
<input type="checkbox"/> Filming, taping, recording (Attach relevant info)	
<input type="checkbox"/> Observation	<input type="checkbox"/> Placebo
<input type="checkbox"/> Participant observation	<input type="checkbox"/> Ionizing Radiation
<input type="checkbox"/> Anthropological fieldwork (attach CURRENT approval)	
<input type="checkbox"/> Psychological intervention	<input type="checkbox"/> Surgery
<input type="checkbox"/> Incomplete disclosure of purpose	<input type="checkbox"/> Payment of subjects
<input type="checkbox"/> Venipuncture	
<input type="checkbox"/> Other body fluids, excreta	

\*Provide FDA Authorization and IND Number

Christine A Horak  
 Date \_\_\_\_\_ Principal Investigator's Signature

Date \_\_\_\_\_ Faculty Advisor's Signature (if applicable)

Revised 10/2/95

## **DESCRIPTION OF STUDY**

### **1. SUBJECTS:**

ALL SUBJECTS WHO WILL PARTICIPATE IN RESEARCH CONDUCTED BY THE CANNON CENTER FOR SURVEY RESEARCH WILL BE CONTACTED BY TELEPHONE. TELEPHONE NUMBERS WILL BE OBTAINED FROM RANDOMLY SELECTED SAMPLES. THESE SAMPLES ARE GENERALLY PURCHASED THROUGH WIDELY USED, REPUTABLE ORGANIZATIONS. THESE EFFORTS ENSURE THAT OUR SAMPLE POPULATIONS WILL BE REPRESENTATIVE OF THE LARGER POPULATION IN ALL AREAS INCLUDING RACE, RELIGION, GENDER AND THE LIKE. IN A CASE WHERE THE GROUP BEING STUDIED FALLS UNDER A SPECIFIC DEMOGRAPHIC SUCH AS AGE, RANDOM SAMPLES OF THAT PARTICULAR GROUP WILL BE USED TO SCREEN FOR MEMBERS OF SUCH POOLS. WE DO NOT FORESEE ANY CIRCUMSTANCES UNDER WHICH SUBJECTS WILL BE COMPENSATED FOR THEIR PARTICIPATION.

### **2. PURPOSE, METHODS, PROCEDURES:**

THE PURPOSE OF OUR RESEARCH VARIES IN DETAIL FROM PROJECT TO PROJECT. WE ARE A SOCIAL RESEARCH CENTER AND THUS PROVIDE BOTH PRIVATE CLIENTS AND ACADEMIC RESEARCHERS WITH INFORMATION WHICH WILL BETTER HELP THEM TO UNDERSTAND AND SERVE THEIR CLIENTS, THE COMMUNITY, STUDENT BODY, AND/OR RESEARCH SUBJECTS THEMSELVES. ALL OF OUR RESEARCH IS EXECUTED ON A VOLUNTARY BASIS AND IS EITHER ACHIEVED THROUGH TELEPHONE SURVEYS, FACE-TO-FACE INTERVIEWS, MAIL SURVEYS, OR RESEARCH OF PRE-EXISTING DATA. THE CCSR IS STAFFED BY EXPERIENCED PERSONNEL WHO USE THEIR EXPERTISE TO DESIGN INSTRUMENTS WHICH ARE EFFECTIVE AND AS UNOBTUSIVE AS POSSIBLE IN THIS FIELD OF RESEARCH.

### **3. RISKS:**

ALL RESEARCH CONDUCTED BY THE CCSR IS COMPLETELY CONFIDENTIAL. NAMES ARE NEVER ATTACHED TO THE SURVEY INSTRUMENTS; TRACKING DEVICES ARE BASED ON NUMERICAL CODES, NOT NAMES. ALL SUBJECTS ARE ASKED TO PARTICIPATE ON A VOLUNTARY BASIS AND ARE FULLY INFORMED AS TO THE REASON AND PURPOSE OF OUR INQUIRIES. SUBJECTS MAY WITHDRAW FROM THE STUDY AT ANY TIME.

### **4. BENEFITS:**

AS STATED ABOVE, OUR RESEARCH AIDS CLIENTS FROM THE PRIVATE SECTOR, GOVERNMENT, NON PROFIT INSTITUTIONS AND ACADEMIC INSTITUTIONS TO THE REALMS OF PRIVATE BUSINESS AND THE CONSUMER. OUR RESEARCH PROVIDES A WEALTH OF NEW KNOWLEDGE IN AREAS WHICH ARE BARELY PROBED IN ADDITION TO INSTIGATING NEW RESEARCH INTO AREAS WHICH DESPERATELY NEED REVAMPING.

### **5. RISK-BENEFIT RATIO:**

THE RISKS INCURRED IN OUR LINE OF RESEARCH ARE MINIMAL IF AT ALL, WHILE THE BENEFITS ARE IMMEASURABLE. THE RATIO IS LARGELY IN FAVOR OF SOCIAL RESEARCH.

### **6. COSTS TO SUBJECTS:**

THERE IS NO COST TO THE SUBJECT BEYOND TIME INVOLVEMENT.

**7. INFORMED CONSENT:**

ALL SURVEYS INFORM THE PARTICIPANT OF THE FOLLOWING:

1. INTERVIEWER'S NAME, THE NAME OF CCSR, AND OUR LOCATION AT UNLV
2. THE SUBJECTS' OPTION TO PARTICIPATE
3. INSTRUCTIONS, PURPOSE, AND A TIME FRAME OF THE SURVEY
4. THE BENEFITS, IF ANY OF THEIR PARTICIPATION
5. COMPENSATION, IF ANY, WHICH WILL BE RECEIVED AS A RESULT OF PARTICIPATION (ALTHOUGH SUCH IS NOT FORESEEN AS A PRACTICE OF CCSR)
6. AN EXPLANATION OF OUR NUMBER CASE ASSIGNMENT (AS OPPOSED TO NAME IDENTIFICATION) AND OUR RESPONSIBILITY TO ENSURE CONFIDENTIALITY
7. PERTINENT INFORMATION ALLOWING THE RESPONDENT TO LOCATE QUALIFIED PERSONNEL TO ANSWER QUESTIONS HE OR SHE MAY HAVE CONCERNING THE RESEARCH
8. ASSURANCE THAT PARTICIPATION IS VOLUNTARY AND MAY BE CONCLUDED AT ANY GIVEN TIME IF SO DESIRED
9. IF THE SUBJECTS AT ANY GIVEN TIME ARE CHILDREN, THE CHILD ASSENT FORM AND A PARENTAL CONSENT FORM WILL BE SIGNED (WE DO NOT PRESENTLY FORESEE CONDUCTING SUCH RESEARCH)

**8. INFORMED CONSENT FOR CHILDREN:**

CCSR UNDERSTANDS THAT IF CHILDREN ARE TO BE USED IN A STUDY, THAT A SEPARATE PROTOCOL MUST BE SUBMITTED TO THE OFFICE OF SPONSORED PROGRAMS FOR A FULL REVIEW BY THE INSTITUTIONAL REVIEW BOARD.

**APPENDIX D**

**SURVEY QUESTIONS CATEGORIZED BASED ON**

**RESEARCH QUESTIONS**

### **Research Question One**

- Q1.1: Does our institution have a written marketing plan?**
- Q1.1a: If yes, was an outside marketing firm contracted to aid in the process?**
- Q1.2: has your institution convened an on-campus committee in charge of developing a strategic marketing plan?**
- Q1.2a: If yes, is the committee charged with making marketing decisions for the university (institution)?**
- Q1.3: Has your institution developed a strategic marketing plan?**
- Q1.5: If your institution has developed a strategic marketing plan, how often is the plan reviewed?**
- Q1.6: If your institution has developed a strategic marketing plan, how often is the plan updated?**
- Q2.1: Has your institution defined its marketing strategy?**
- Q2.2: Was an outside marketing firm contracted to aid in the process?**
- Q2.4: Have the faculty and staff been included in any marketing strategies conducted by the university?**
- Q6.1: Has your institution developed a specific marketing strategy?**

### **Research Question Two**

- Q1.7: If your institution has a strategic marketing plan, is it geared towards enrollment marketing?**
- Q1.8: If your institution has a strategic marketing plan, was the institutions' mission and goals used as a basis for the plan?**

### **Research Question Three**

- Q4.1: Is your institution interested in defining its market?**
- Q4.2: Has your institution's market been defined?**
- Q4.3: How was the market identified?**
- Q5.1: Has your institution identified any competitors?**
- Q5.2: How have your competitors been identified?**
- Q5.3: Does your institution consider the current favorable economic conditions of the United States a competitor of higher education?**
- Q5.4: Do you consider the current favorable economic conditions of the United States a competitor of higher education?**
- Q5.5: Do you agree or disagree that in favorable economic times students are less likely to obtain a college degree opting to join the work force?**
- Q7.1: Has your institution developed a specific marketing image?**
- Q7.2: Is the marketing image targeted toward the surrounding community?**

**Research Question Four**

- Q4.4:** Has the information (of how the market was identified) been integrated in the institutions marketing plan?
- Q7.3:** Has your marketing image \_\_\_\_? (Focused on the current image; been designed to help change the image; not sure.)

**Research Question Five**

- Q2.5:** Does the institution's marketing strategy involve marketing for enrollment?
- Q2.6:** Is this strategy to increase the student base for admission?
- Q2.7:** Is this strategy to increase undergraduate enrollment at your institution?
- Q2.8:** Does the enrollment marketing strategy reach its target market?
- Q2.9:** What evaluation instrument(s) is/are used to determine if the institutions target market is being reached?
- Q6.3:** has your institutions marketing strategy and/or media plan been geared to increase undergraduate enrollment at your institution?
- Q6.4:** Has your institutions marketing strategy and/or media plan been geared to increase full-time student enrollment at your institution?
- Q6.5:** Has your institution determined the effect of the strategy and/or media plan on student enrollment?
- Q6.7:** Has there been an effect on the student admission pool due to the marketing strategy and/or plan?

**Research Question Six**

- Q3.1:** Does your institution conduct student tracking?
- Q3.2:** Is the basis for tracking in whole or in part of the institutions marketing efforts?
- Q3.4:** Is the department in charge of student tracking involved in the marketing strategy for the institution?
- Q3.5:** Does the department in charge of student tracking head the institution's marketing efforts?
- Q4.5:** Have there been efforts by the institution to make faculty and staff aware of the institutions target market?
- Q6.2:** Has your institution developed a media plan?
- Q6.6:** If yes, what are the effects of the strategy and/or media plan?

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