

A STUDY OF PROMOTIONAL STRATEGIES AND
THE PERCEIVED CONTRIBUTIONS TO
TRADITIONAL STUDENT
RECRUITMENT IN
HIGHER
EDUCATION

By

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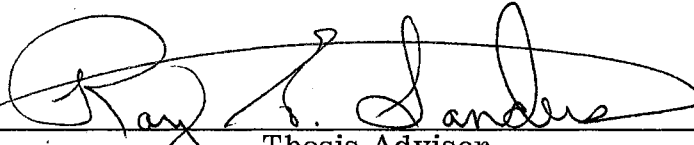
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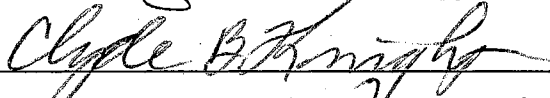
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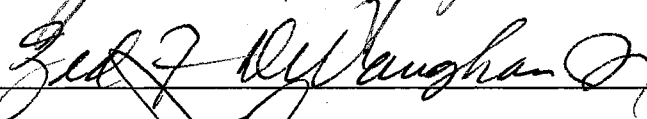
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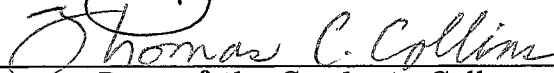


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CHAPTER I

INTRODUCTION

A distinctive educational characteristic of this decade has been the decline in the number of high school graduates in the United States. The number of graduates peaked in the late 1970s and continues to fall (Bailey, 1983). By the mid 1990s it is expected that there will be "approximately one-third fewer high school graduates" (Morrell, 1986, p. 21). Because of declining higher education enrollments, institutions need to assess the efficacy of their promotional activities for recruitment. Each promotional activity should be evaluated as to perceived contribution to enrollment statistics.

Changes have been taking place across the nation regarding the way that America's private and public higher education institutions are communicating to their prospective students and assessing their strengths and weaknesses for the competitive, higher education markets. These changes have caused higher education institutions to begin implementing strategic planning which includes marketing activities to compete in times of scarcity and intense competition for students.

Public and private institutions must now emphasize the marketing concept. This "philosophy" stresses consumer (student) orientation, long range profitability, and the integration of marketing with other organizational activities (Zigmund and D'Amico, 1989). More emphasis will be given to promotional activities that encourage awareness of the

institutional offerings and community involvement to aid market penetration strategies. The use of promotional strategies has been necessary to communicate to the target student audience and receive community and regional support. Effective administrators have understood the need for programs to be visible and to sustain these activities financially for survival of the institution.

Statement of the Problem

The problem for this study was that traditional enrollments were declining in higher education.

Purpose and Research Questions

The purpose of this study was to assess whether the promotional activities being used in the high-school college relations offices of five-year public, higher education institutions were perceived by the admissions officers as beneficial to recruitment at their institutions. The differences were appraised by comparing various demographic data collected from five year public higher education institutions listed in The Carnegie Foundation Classification of Institutions of Higher Education.

Research Questions

The research questions for this study were:

1. What types of promotional activities were being used by high-school college relations offices in public higher education institutions?
2. What was the perception by admissions officers of effectiveness of the promotional activities to increased

traditional student enrollment?

3. What was the perception of the high-school college relations officers of effectiveness of promotional activities to increased traditional student enrollment?

Assumptions

The following assumptions were accepted in order to conduct the study.

1. The collected data were accurate.
2. The population consisted of the comprehensive universities and colleges found in the 1987 Carnegie Classification document, A Classification of Institutions of Higher Education. It is assumed that this is a true representation of the institutions which have similar characteristics.

Definition of Terms

The following terms and definitions were used:

Traditional Student: "An administrative term used by colleges and universities for graduating high-school students who plan to pursue undergraduate work" (Payne and Hahn, 1992).

Advertising: "A paid, nonpersonal communication through various media by business firms, non-profit organizations, and individuals who are in some way identified in the advertising message" (Dunn, Barban, Krugman, Reid, 1990, p. 15).

Marketing Mix: "The specific combination of interrelated and interdependent marketing activities by an organization. The basic elements in the mix are product, price, promotion, and distribution" (Zigmund and

D'Amico, 1989, p. 35).

Positioning: "The technique of promotion through which a brand or a product is portrayed to consumers as occupying a unique spot relative to its competition" (Zigmund and D'Amico, 1989, p. 135).

Press Conference: "A meeting at which an organization can announce a specific newsworthy item to members of the press or other individuals present" (Zigmund and D'Amico 1989, p. 312).

Promotion: "The marketing communication process utilizing personal or nonpersonal means to remind, inform and persuade buyers or potential buyers of the organizations product. One of the elements of the marketing mix" (Zigmund and D'Amico, 1989, p. 300).

Promotion Mix: "The totality of an organizations promotional effort, including advertising, personal selling, sales promotion and publicity" (Zigmund and D'Amico, 1989, p. 360).

Public Relations: "The many communications practices used to build rapport with various sectors of the public" (Zigmund and D'Amico, 1989, p. 333).

Publicity: "Messages that are unsigned and unpaid and reach the public via mass media" (Zigmund and D'Amico, 1989, p. 335).

Organization of the Study

Chapter I introduces the study, presents the problem, purposes and research objectives, assumptions, limitations and definitions to clarify terms used in this study. Chapter II includes a discussion of related literature concerning environmental trends and promotional activities. Chapter III reports the methodology used in this study. Chapter IV gives the findings for this study. Chapter V provides a summary, conclusions

and recommendations.

Limitations of the Study

The limitations of this study were:

1. This study was limited to the population of colleges and universities listed in The Carnegie Foundation Technical Report Classification of Higher Education Institutions published by the Princeton Press.
2. This study was limited to promotional activities.
3. No private schools were included in this study.
4. No comprehensive doctoral granting universities were included in this study.

CHAPTER II

REVIEW OF LITERATURE

The review has been divided into four major discussions: demographic changes, marketing, promotion, and recruitment in higher education and summary.

This review revealed that there were numerous sources of literature directly related to marketing and strategic planning for enrollment management. However, few studies existed that addressed promotional strategies for higher education institutions and no standardized research instrument was available.

Much of the literature was descriptive in nature; that is, dealing with demographic profiles, marketing, promotions, strategic planning, marketing research, and positioning relative to competition. The majority of the literature was concerned with the competitive changes in the marketplace for higher education institutions from passive to aggressive techniques for strategic planning and marketing management.

Demographic Changes

Changes in the demographic profile of the United States has imperiled higher education survival. The pool of traditional college-aged students has continued to decline into the mid 1990s "except for California, Florida, Georgia and Virginia" (Krotseng, 1989). According to one projection, total college and university enrollment will have dropped nearly

six and one-half per cent in the decade spanning from 1985 to 1995 (Krotseng, 1989).

The outline of the environment in which higher education must operate requires the anticipation of changes in order to meet the challenges from such changes (Morrell, 1986). Hodgkinson reported the following characteristics of four year olds who could be college in the year 2000 in the 1986 Phi Delta Kappan:

1. Twenty-four per cent live below poverty line.
2. Far fewer are white, suburban, middle class.
3. One-third are non-white--black, Hispanic and Asian.
4. Eighteen per cent were born out of wedlock.
5. More than 45 per cent will be raised by a single parent before they are 18 years old.
6. Many do not speak English.
7. An increasing number have physical and emotional handicaps.
8. Fifty-four per cent have mothers who work outside the home.
9. By the time they reach school age, two-thirds of their mothers will be working.
10. Twenty per cent of the girls will become pregnant during their teenage years (Scott, 1987, p. 42).

These trends definitely have affected the way colleges and universities have communicated to target audiences. The steady decline in the 18-24 year old student market has caused increasing competition among high school graduates. This decline has caused a "buyer's market". A "buyer's market" is defined as an oversupply of the product in demand. Therefore, an overabundance of institutions have existed for the students to choose from (Young, 1983). Another dominant trend has been the increasing part-time student segment. About 45,000 part-time adult students have attended Harvard University each year--most are doctors, lawyers, executives and educators learning the latest developments in their field (Young, 1983). According to Young (1983) and Zigmund and D'Amico (1990) the adults between the ages of 35 and 44 years have been the fastest growing age group in the United States. This segment will have increased

by 30 per cent between 1980 and 1990 with 18-24 year olds declining 16 per cent. The National Center for Education Statistics found that most present students were over 21 years old with 36 per cent being 25 years of age or older (Young, 1983).

Marketing in Higher Education

The use of institutional research has been necessary in order to implement effective marketing strategies for reaching and satisfying the target student audience. Because higher education's environment has been a constantly changing variable, so must be the marketing process. Evaluation of the needs and perceptions by the various publics served must be the starting point for strategic planning for all institutions (Stark, 1983).

Increased enrollment projections stem from research based, thoughtfully planned, carefully implemented, highly controlled marketing programs (Stark, 1983). These programs have needed the commitment of proper resources (time, people, funds) equal to the task and definite support of the faculty, students, and administrators. Successful marketing programs have required everyone on campus to understand the marketing concept and agree to it (Stark, 1983).

The exchange process is the essence of marketing a product or institution (Zigmund, 1989). Resources exchanged have included money, time, and effort. The price paid by a student in the exchange process for attendance at an institution has demanded these resources. A "relational exchange" or long-term commitment to complete the degree programs have been the marketing goals of higher education (Mowen, 1993).

The distribution efforts for higher educational services have

changed mainly because of the availability of technology. Satellite communications and the use of computers have exemplified the non-traditional non-classroom settings.

Promotion in Higher Education

The promotional mix has traditionally contained four elements: advertising, personal selling, sales promotion, and public relations (Dunn, Barban, Krugman, and Reid, 1990). Communication and promotional efforts must be targeted to the students (consumers) before enrollment (purchase) has been considered. Advertising has been defined as a paid, non-personal, mass media communication with an identified sponsor for its message. The basic purposes of advertising have consistently been: to inform, to persuade, or to remind members of a particular audience (Dunn, Barban, Krugman, and Reid, 1990). Institutional advertising has been used to promote an image, to stimulate demand or build goodwill. In some instances, all aspects are used. Other communication goals have been used effectively to generate attention, to be understood, to be believed and to be remembered (Zigmund and D'Amico, 1989).

The different media used for institutions may include newspapers, magazines, network television, spot television, spot radio, outdoor advertising, directories, direct mail, fliers, video and tapes (Sevier, 1989). Broadcast Advertiser Reports validated the fact that a total of 25 major colleges and universities had spent more than \$1,000 a week on television advertising for nine months in 1986. Northeastern University of Boston's annual advertising budget was reported to be a total of \$376,000 spent on television advertising alone (Allen, 1987, p. 22).

In 1989, Johnson and Wales University faced two problems. First,

open house attendance had been stagnating for prospective students. Second, applications had leveled off from the best recruiting grounds in surrounding states (Moss 1991). This university added a new component to its recruitment program--media relations. They feared an enrollment slump. It sought media attention for its culinary Olympic Team. Team members became spokespeople for recruitment staging culinary demonstrations at each of the 12 high schools they visited in each of the surrounding states.

Media attention resulted in more than 2.8 million TV placements. Tracking studies have shown that these placements played a key role in drawing more participants to 1989 open houses than comparable sessions from the year before (Moss 1990).

LaRocco (1992) found the most highly used marketing strategies in colleges and universities in the state of Illinois (over 90%) were: sales promotion, distribution, advertising, personal recruitment, program development, and publicity. The marketing strategies perceived as being most effective in higher education were: personal recruitment, distribution, marketing planning, and marketing research. Personal recruitment was considered to be a very important element in helping colleges and universities meet enrollment objectives. Educational institutions that invested in program development had the fastest growing enrollment. Of the four components of the marketing mix, product and distribution were found to be the most frequently used by colleges and universities.

Media relations have been a tactic for building positive institutional images. But until recently, publicity has played the role of the "neglected stepchild" in the admissions programs. Admissions directors have changed

perceptions about the benefits of media relations and have become more adept at target marketing. Evans and Berman (1990) stated that the process of target marketing consisted of three general phases: "analyzing consumer demand, targeting the market and developing the marketing strategy." First, a firm or institution must determine demand patterns. Then, an institution must have developed a bases of segmentation. The three broad categories of segmentation have been: geographic, demographic, and consumer life-styles. A clearly defined audience has required careful analysis of current student demographics. "How old are the present students? What are their academic strengths and interests? and Where do they live?" are just a few of the questions asked (Zigmund and D'Amico, 1989). However, each institution had to decide which segmentation basis were most relevant for its particular situations. Blending of demographic and life-style factors have been a more appropriate approach to segmentation and have received a more accurate promotion strategy (Evans and Berman, 1990). Targeting specific cities or specific ethnic groups has been the most appropriate approach of institutions who wished to be cost effective and avoid the "shotgun" approach to target all audiences (Moss, 1990).

Media relations programs have helped institutions focus on cities or regions beyond the institution's state. Such efforts have built awareness about information that admissions staff can then capitalize on in a more personal contact approach (Moss, 1990).

Radio was found to be the most efficient form of media to reach the 25-34 year olds. Their lifestyle has been one of on-the-go and fast paced. Because of this, they have needed information in a fast and efficient manner (Moss, 1990).

According to the American Research Bureau of the Radio Industry, 98 per cent of the 18-34 year old segment listened to the radio. Also, the radio has been found to reach 99 per cent of all full-time working women (Blanchard, 1985, p. 49). Colleges and universities have used this media effectively and communicated enrollment dates, program offerings, campus events, and other relevant information. Moss (1990) and Evans and Berman (1990) have stated that "radio has its demands, one of which is brevity." This has forced many institutions to be creative by communicating a big message in a short time frame.

The public information, or public relations offices, have performed the duties of writing press releases, scheduling press conferences, receptions for visits by politicians and celebrities, and prospective students, and possibly attending calls received from toll-free numbers (Stevenson and McElvania, 1987). All of these activities may have contributed to the positive image needed by all institutions.

Only one-third of most institutional faculty members have done anything that has caught the media's attention, although institutions need people who are marketing-oriented (Goldman, 1983). Institutions have needed visibility through news links and should cultivate contacts such as present administrators, faculty, staff, alumni, current and prospective students. The use of the various forms of media have lended credibility and trustworthiness to generate positive relations with the public. Possibly the greatest benefit of news and feature coverage has been that it is generally considered more credible than other communication methods, like advertising or direct mail (Moss 1990). According to Sandra Dunn, Associate Vice-President and Director of University Relations at Southern Methodist University in Texas, third-party commentary is used as

somebody else's words to sing praises about the institution. An institution may have claimed to have the state's best program; but it is another thing when the area's biggest newspapers have regularly quoted science faculty as prominent authorities (Moss 1990).

Media coverage usually costs less than other recruitment strategies. A media campaign with a strong visual hook also has offered a less expensive way to get television coverage--a desirable commodity, since surveys have reported that Americans receive 85 percent of their news from TV (Moss 1990). Eight news programs in cities from Boston to Philadelphia covered a story pertaining to Johnston and Wales University resulting in exposure that would have cost thousands of dollars to duplicate through TV advertising (Moss 1990).

Direct mail also has been proven to be cost effective and has personalized communication. Attention from prospective students may be obtained with valid and reliable mailings (Paul and Stark, 1983). Publications and recruitment literature need to have been developed in a systematic way that reaches the prospects in a logical sequence (Zerby and Manning, 1987).

The Chronicle of Higher Education reported that more college presidents need to communicate effectively and more often. They must speak out on important issues in newspapers, television and radio (Mooney, 1989). Because the president of the institution has been designated the chief public relations officer, they should never forget that the media needs stories (Atteberry, 1987). Merely talking internally to faculty, staff and students has not been proven to be enough. Also, visitations by members of the college or university admissions staff was perceived as one of the most effective promotional efforts available (Coe and Welch, 1987).

Other effective public relations activities have included a faculty speaker's bureau whose primary responsibility has been to visit high schools and community colleges. Community service and involvement by faculty and staff have also improved institution's visibility and helped public relations.

Recruitment in Higher Education

Recruitment strategies for colleges and universities need integrated marketing activities with faculty and all the members of the campus community. Evaluation assessment for planning purposes have started by asking these questions: "where the institution is now; where each institution wants to go; and how each institution plans to get there" (Mellon, 1989).

The University of California at Santa Cruz, and many other institutions, have formed an alumni/parents group to augment the admissions staff at receptions for interested students, to call or visit those who have applied and to arrange for campus trips (Mellon 1987).

Summary

The review of literature cited numerous sources that directly related to marketing and strategic planning for all organizations. As noted, competitive changes in the marketplace for higher education institutions stemmed mainly from the changes in demographic profiles in the United States and have created a student's, or buyer's, market in higher education. This was because of the many institutional choices for the traditional student in the decision process. Marketing a higher education institution has been necessary to be competitive in today's changing environment with a shrinking pool of traditional 18-year olds as prospective

students. Administrators and faculty should be aware of the marketing concept and marketing strategies have proven to be most effective in communicating with potential student markets. Effective use of promotional strategies and activities to disseminate the knowledge and benefits public institutions have to offer has been essential for keeping the market share from further decline. Higher educational institutions have been faced with the shrinking size of the traditional 18 year old consumer market as well as difficult economic problems.

CHAPTER III

METHODOLOGY

The purpose of this study was to assess whether promotional activities being used in five-year, public higher education institutions were perceived by the admissions officers as beneficial to recruitment of traditional high school graduates. The methodology described in this chapter was designed to address the following research questions concerned with perceived contribution of promotional activities to recruitment.

1. What kinds of promotional activities were being used by the high-school college relations office in public higher education institutions?
2. What was the perception by the admissions officers of effectiveness of the promotional activities to increased traditional student enrollments?
3. What was the perception of the high-school college relations officers of effectiveness of the promotional activities to increased traditional student enrollments?

Type of Research

Descriptive research, as defined by Key (1974) is: "used to obtain information concerning the current status of the phenomena. The purpose of these methods are to describe what exists with respect to variables or

conditions in a situation" (p.126). Descriptive research has also been defined as being used "to determine the nature of prevailing conditions, practices, and attitudes--seeking accurate descriptions of activities, objects, processes, and persons--in their [investigator's] objective" (Van Dalen, 1979). The survey and the case study have also been included in descriptive research design (Turney and Robb, 1971). The data for descriptive research has been collected in a number of ways although the most common method has been administering questionnaires, interviewing subjects, observing events, or analyzing documentary sources (Van Dalen, 1979, p.285).

The objective of the descriptive research has been to search for accurate information about the "characteristics of particular subjects, groups, institutions, or situations or about the frequency with which something occurs" (Van Dalen, 1979, p.285). Survey research through direct mail questionnaires were used to collect the data for this study.

Subjects

The subjects of this study were the admissions officers and high-school college relations directors of 281 (n=281) five year, public higher education institutions listed in the Carnegie Foundation Technical Report, A Classification of Institutions of Higher Education, 1987 Edition, published by Princeton Press. The Carnegie classification included all colleges and universities in the United States listed in the Higher Education General Information Survey of Institutional Characteristics. It grouped institutions into categories on the basis of the level of degree offered--ranging from prebaccalaureate to the doctorate--and the comprehensive-ness of their missions. Comprehensive universities and colleges have been

defined as institutions offering baccalaureate programs and with few exceptions, graduate education through the masters degree. More than half of their baccalaureate degrees were awarded in two or more occupational or professional disciplines such as engineering or business administration. All of the institutions in this group enrolled at least 2,500 students.

Instrument Development

The instrument utilized to collect the data was a questionnaire. The 23 promotional activities and descriptive data for the questionnaires were based on related studies from the review of literature and results from the pilot study of regional colleges and universities in Oklahoma. The instrument was created with the assistance from the doctoral committee, University of Central Oklahoma Business Department Faculty, and admissions and high-school college relations officers from regional colleges and universities in Oklahoma. Appendix A contains a copy of the instrument. The instrument was tested for clarity by the doctoral committee and selected business faculty and administrators at the University of Central Oklahoma.

Pilot Study

A pilot study was conducted during the Spring of 1993 in order to refine the survey questionnaire. The subjects for the pilot study were the College of Business Administration Faculty, selected administrators at the University of Central Oklahoma, and regional admissions and high-school college relations officers in Oklahoma.

The pilot study questionnaires were divided into a demographic

section and 23 questions relating to promotional activities listed in the research questions of this study. The Likert Scale was used to rate the effectiveness of perceptions which used a rating of one (1) for strongly disagree to five (5) for strongly agree. The measure of attitude or opinion may be obtained from the strength of beliefs and evaluations of attributes (Mowen, 1993). Scales asked respondents to rate an object on various attributes anchored with extremes of perceptual attitudes.

One hundred questionnaires (n=100) were sent to the selected group. The respondents were asked to return the completed questionnaire to the writer. Thirty questionnaires (n=30) were returned for the pilot study for a return rate of 30 percent. The following hypothesis was formulated for this study: There are no significant differences between the attitudes (perceptions) of contribution of promotional activities between the admission's and high-school college relation's officers.

Data Collection

Two questionnaires and accompanying letters (See Appendix B) were sent by mail to the population of 281 (n=281) public higher education institutions throughout the United States. Two instruments were sent, one to the admissions officer and one the director of high-school college relations at each institution. Each official was asked to complete the questionnaire and return it in the enclosed, self-addressed stamped envelope. Three weeks after sending the original instrument, a follow-up survey was sent to the non-respondents. Four weeks later the analysis of data was begun.

Through the survey percentages of departmental budget allocations were collected from the high-school college relations office. Print media,

broadcast media, and personal contact were the promotional activities specified, with an option for designating additional efforts. Institutions were also asked to indicate how these activities were promoted, whether it was locally, statewide, nationally, internationally, or any combination of these. Questions asked if promotional activities were evaluated by advisory committees, outside consulting firms, and high-school college relations offices. Some institutions specified that promotional activities were not evaluated or evaluation procedures were unknown. A final option remained to describe institutions with differing procedures.

Finally, the attitudes of the high-school college relation's officers and the institution's admission's officers toward 23 promotional activities were gathered for comparison.

Scoring the Instrument

The demographic and descriptive data were combined to get an overall picture of the homogeneous characteristics of the population. The responses from this demographic information were recorded into categories according to student's average age, student body composition, percentage full-or part-time classification, student full-time equivalency, composition of student population (Caucasian, African-American, Hispanic, Oriental, Native American, Asian, Other), and number of academic programs offered at the institution. The percentage of departmental budget allocated for print media, broadcast media, personal contact, with an option for designating additional efforts were calculated. Local, state, national, international or a combination of these elements were recorded. Advisory committees, outside consulting firms, high school college relations offices, were three of the six choices for evaluation procedures. The last three

choices included options of no evaluation procedures, unknown evaluation procedures, and differing procedures. This information was used to develop frequency tables. Finally, the opinions or attitudes toward 23 promotional activities were recorded and developed into frequency tables for comparison.

Statistical Treatment of the Data

The responses to the opinions or attitudes toward promotional activities used by the institutions were in sync with the Likert Scale. The choices included (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree and (5) Strongly Agree.

Responses were sorted by appropriate category and arranged in frequency distribution tables and in rank order by groups. The Mann-Whitney U test for two independent samples was used to determine the variance between the ranked promotional activities by the high-school college relations officer's perceptions and the admissions officer's perceptions. An alpha level of .05 was used determine significance for this test. The statistical computer program SYSTAT (1990) was used to calculate the differences between the sample populations. According to Huck, Cormier, and Bounds (1974) the Mann-Whitney U Test is defined as:

A nonparametric statistical test is an analogous test to the parametric independent 't' test. It tests whether there is a significant difference between two independent samples. The null hypothesis for the Mann-Whitney U is that the two samples are from the same distribution. It can be used with two samples of unequal number (p. 209).

Thus, the Mann-Whitney U test statistic was appropriate for this study.

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

The purpose of this study was to assess whether the promotional activities being used in high-school college relation offices of five-year public, higher education institutions were perceived by the admissions officers as beneficial to recruitment of traditional high-school graduates. High-school college relations offices and admissions offices were surveyed and then differences were evaluated. The Likert Scale was used to evaluate and determine perceived effectiveness. Differences were also appraised by demographic data collected from the five-year, public higher education institutions which were selected from The Carnegie Foundation Technical Report: A Classification of Institutions of Higher Education.

This chapter presents the analysis of data collected from two hundred sixty-nine (n=269) respondents, one hundred forty-seven admissions officers (n=147) and one hundred twenty-two high-school college relations officers (n=122). The instruments used were a demographic questionnaire and the Likert Scale for attitudes toward perceived effectiveness of promotional activities. The data also provided institutional percentage budget allocations used for promotion. Other data gathered compared methods used for evaluation of promotional activities.

The demographic characteristics of the subjects, budget allocations for print, broadcast, personal contact, and other promotional activities

were reported in frequency distribution tables. Promotional allocations, and evaluation procedures were collected and recorded also in frequency distribution tables in this chapter.

Responses

Five hundred sixty-two letters and questionnaires (n=562) were sent to 281 (n=281) higher education institutions. The population for this study was 281 (n=281) admissions officers and 281 (n=281) high-school college relations officers for a survey of the population.

The admissions office's responses are listed in Table I and the high-school college relations office responses are listed in Table II. One hundred forty-seven (n=147) admissions officers and one hundred twenty-two (n=122) high school college relations officers constituted the number of responses (n=269) which were completed and returned. The return rate obtained was 52 percent for the admissions office and 43 percent for the high-school college relations office.

Description of the Subjects

Admissions Officers

Two hundred eighty-one (n=281) college and university admissions officers from the comprehensive universities and colleges found in the 1987 Carnegie Foundation Technical Report: A Classification of Institutions of Higher Education comprised the population surveyed. The demographic characteristics of this population are summarized in Table I. Respondents were asked the average student population's age. The average age for these institutions was reported to be 24. Gender composition of the student body was reported to be 44 percent male and 56 percent female.

Sixty-nine (69) percent were reported as average full-time students. Current average student full-time equivalency (FTE) was 6919 as shown in Table I.

Composition of the respondent's student population were reported as: 78 percent Caucasian, 12 percent African American, five percent Hispanic, two percent Oriental, one percent Native American, two percent Asian, and three percent other. An average of 70 academic degree programs were reported. A summary of these findings are presented in Table I.

TABLE I
SUMMARY OF DEMOGRAPHIC CHARACTERISTICS
OF INSTITUTIONS

Average Age of Students	24 yrs.
Gender Composition	
Male	44%
Female	56%
Full-Time Student Body	69%
Full-Time Equivalency (FTE)	6919=mean
Student Population	
Caucasian	78%
African-American	12%
Hispanic	5%
Oriental	2%
Native American	1%
Asian	2%
Other	3%
Number of Academic Degree Programs	70=mean

n=147

High School College Relations Officers

One Hundred twenty-two (n=122) high-school college relations officers from the Carnegie Classification population comprised the respondents for this study. The demographic characteristics are summarized in Table II. The evaluation of promotional activities indicated by the respondents that 22 percent (27 of the 122 respondents) used advisory committees, five percent (7 of the 122 respondents) used outside consulting firms, 36 percent (44 of the 122 respondents) evaluated from within the high-school college relations office, 18 percent of the offices (22 of the 122 respondents) did not evaluate promotional activities, and four percent (5 of the 122 respondents) acknowledged that it is unknown if promotional activities are evaluated. Thirty-six percent used other means for evaluation. Written responses reported the use of tracking of incoming students, combined with admissions and enrollments results for evaluation. Also, inquiries and presidential cabinet review were written as other forms of promotional evaluation.

TABLE II

SUMMARY OF HIGH-SCHOOL COLLEGE RELATIONS PROMOTIONAL
ACTIVITIES

Departmental Budget

Print Media	22%
Broadcast Media	3%
Personal Contact	49%
Other	27%

Geographic Promotions

Local	66%
State	68%
National	16%
International	24%
All of the Above	14%

Evaluation of Promotional Activities

Advisory Committee	22%
Outside Consulting Firm	5%
High-School College Relations Office	36%
Are Not Evaluated	18%
Don't Know If Evaluated	4%
Other	36%

n=122

Research Question Findings

Research Question One

The research question one for this study asked, "What kinds of promotional activities were being used by the high-school college relations offices in public higher education institutions?" The respondents reported the following averages: Twenty-two percent of departmental promotional budgets were spent on print media which included: newspapers, magazines, brochures, outdoor advertising. Three percent of the promotional budget was spent on broadcast media (television and radio). Forty-nine percent of the promotional budget was spent on personal contact (regular high-school visits, student mentors, college days and nights and telemarketing). Twenty-seven percent of this budget was spent on other activities such as videos and combined activities with public relations and the alumni offices.

Seventy-six percent (93 of the 122 respondents) promoted locally while 68 percent (84 of the 122 respondents) promoted statewide. Sixteen percent (20 of the 122 respondents) promoted nationally and 24 percent (18 of the 122 respondents) promoted internationally. A combination of all of these promotional efforts were used by 14 percent (18 of the 122 respondents). A summary of these results are reported in Table II.

Research Question Two

Research question two for this study asked, "What was the admissions officers perceptions of the effectiveness of the promotional activities by the high-school college relations office as contributing to increased traditional student enrollments?" "College days and nights" programs were reported to be the most effective promotional activity with regular high school visits by the high-school college relations officers ranking second. Institutional location, academic life and financial aid were all included with the most

important elements to be stressed in promotional activities. The results are reported with the calculated mean scores for each question in Table III.

Research Question Three

Research question three for this study asked, "What was the perception of the high-school college relations officers of effectiveness of promotional activities to increased traditional student enrollments?" Regular high school visits by the high-school college relations officers and "college days and nights" programs were tied as the most effective means of promotion. Location and academic life were considered also among the top ranked promotional aspects. Campus life and direct mail were also considered important in the promotional effectiveness. The results are reported with calculated mean scores for each question in Table III.

A comparison of attitudes between the offices of admissions and high-school college relations surveyed are presented in Table III. Twenty-three promotional activities were scored on the Likert scale as to the perception of effectiveness of promotional activities.

Hypothesis: The hypothesis for this study was: "There are no differences between the attitudes (perceptions) toward promotional activities of the high-school college relation officers and admissions officers contributing to traditional student enrollment".

H_0 : Admissions officer's attitudes (perceptions) of contribution of promotional activities=high-school college relations officer's attitudes (perceptions) of contribution of promotional activities to increased traditional student enrollment.

H_1 : Admissions officer's attitudes (perceptions) of contribution of promotional activities \neq high-school college

relations officer's attitudes (perceptions) of contribution of promotional activities to increased traditional student enrollment.

The Mann-Whitney U test statistic for two independent samples was performed using a SYSTAT (1990) computer statistical package for evaluation of differences between the admissions officer's and high-school relation officer's attitudes and perceptions for the 23 questions listed in Tables IV, V, and VI. The probability level for all 23 questions using this method reported the calculated Mann-Whitney U was not significant at the .05 alpha level; therefore, the null hypothesis was rejected as shown in Table VI. Evidence of significant differences existed between the attitudes of the admissions officers and the high-school college relations officers toward the 23 promotional activities.

TABLE III
SUMMARY OF ATTITUDES TOWARD PROMOTIONAL ACTIVITIES
(n=269)

Question	Admissions Officers (n=147)	High School College Relations Officers (n=122)
	Mean	Mean
1. Newspaper advertising is a major contributor to recruitment at our institution.	1.972	2.124
2. Magazine advertising is a major contributor to recruitment at our institution.	1.832	1.777
3. Direct mail advertising is a major contributor to recruitment at our institution.	3.621	3.861
4. Regular high school visits by the high school college relations officers is a major contributor to recruitment at our institution.	4.392	4.484
5. College days and nights programs are major contributors to recruitment at our institution.	4.414	4.484
6. Television advertising is a major contributor to recruitment at our institution.	1.818	1.818
7. Radio advertising is a major contributor to recruitment at our institution.	2.254	2.355
8. Student-Mentors are a major contributor to recruitment at our institution.	3.215	3.410
9. Career Day is a major contributor to recruitment at our institution.	3.385	3.383
10. Telemarketing is a major contributor to recruitment at our institution.	3.007	2.950

TABLE III (Continued)

Question	Admissions Officers (n=147)	High School College Relations Officers (n=122)
	Mean	Mean
11. Outdoor advertising is a major contributor to recruitment at our institution.	1.829	1.78
12. Promotional activities are resufficient for recruitment at our institution	2.641	2.836
13. Our institutions's location is important for student recruitment.	4.336	4.336
14. Financial aid is a major contributor for recruitment at our institution.	3.847	3.795
15. Parents are more influential than promotional activities at our institution.	3.535	3.607
16. Friends are more influential than promotional activities at our institution.	3.681	3.656
17. Promotions aimed at guidance counselors are most effective.	3.113	3.082
18. Promotions aimed at high school teachers are most effective.	2.797	2.656
19. Promotional activities should focus on academic life.	3.903	3.934
20. Promotional activities should focus on campus life.	3.762	3.917
21. Promotional activities should focus on job placement.	3.769	3.689
22. Promotional activities should focus on athletic programs.	2.909	2.925
23. Promotional activities should focus on academic qualifications of the faculty.	3.755	3.708

TABLE IV
 SUMMARY OF RANKED ORDER OF QUESTIONS
 FROM ADMISSIONS OFFICES
 n=147

Rank Order	Question	Mean
1	5. College days and nights programs are major contributors to recruitment at our institution.	4.414
2	4. Regular high school visits by the high school college relations officers is a major contributor to recruitment at our institution.	4.392
3	13. Our institution's location is important for student recruitment.	4.336
4	19. Promotional activities should focus on academic life.	3.903
5	14. Financial aid is a major contributor for recruitment at our institution.	3.847
6	21. Promotional activities should focus on job placement.	3.769
7	20. Promotional activities should focus on campus life.	3.762
8	23. Promotional activities should focus on academic qualifications of the faculty.	3.755
9	16. Friends are more influential than promotional activities at our institution.	3.681
10	3. Direct mail advertising is a major contributor to recruitment at our institution.	3.621
11	15. Parents are more influential than promotional activities at our institution.	3.535
12	9. Career Day is a major contributor to recruitment at our institution.	3.385

TABLE IV (Continued)

<u>Rank Order</u>		<u>Question</u>	<u>Mean</u>
13	17.	Promotions aimed at guidance counselors are most effective.	3.113
14	8.	Student-Mentors are a major contributor to recruitment at our institution.	3.215
15	10.	Telemarketing is a major contributor to recruitment at our institution.	3.007
16	22.	Promotional activities should focus on athletic programs.	2.909
17	18.	Promotions aimed at high school teachers are most effective.	2.797
18	12.	Promotional activities are sufficient for recruitment at our institution.	2.641
19	7.	Radio advertising is a major contributor to recruitment at our institution.	2.254
20	1.	Newspaper advertising is a major contributor to recruitment at our institution.	1.972
21	2.	Magazine advertising is a major contributor to recruitment at our institution.	1.832
22	11.	Outdoor advertising is a major contributor to recruitment at our institution.	1.829
23	6.	Television advertising is a major contributor to recruitment at our institution.	1.818

TABLE V

SUMMARY OF RANKED ORDER OF QUESTIONS FROM
HIGH SCHOOL COLLEGE RELATIONS OTHERS
n=122

Rank Order	Question	Mean
1	4. Regular high school visits by the high school college relations officers is a major contributor to recruitment at our institution	4.484
1	5. College days and nights programs are major contributors to recruitment at our institution.	4.484
2	13. Our institution's location is important for student recruitment.	4.336
3	19. Promotional activities should focus on academic life.	3.934
4	20. Promotional activities should focus on campus life.	3.917
5	3. Direct mail advertising is a major contributor to recruitment at our institution.	3.861
6	14. Financial aid is a major contributor for recruitment at our institution.	3.795
7	23. Promotional activities should focus on academic qualifications of the faculty.	3.708
8	21. Promotional activities should focus on job placement.	3.689
9	16. Friends are more influential than promotional activities at our institution.	3.656
10	15. Parents are more influential than promotional activities at our institution	3.607
11	8. Student-mentors are a major contributor to recruitment at our institution.	3.410
12	9. Career Day is a major contributor to recruitment at our institution.	3.383

TABLE V (Continued)

Rank Order		Question	Mean
13	17.	Promotions aimed at guidance counselors are most effective.	3.082
14	10.	Telemarketing is a major contributor to recruitment at our institution.	2.950
15	22.	Promotional activities should focus on athletic programs.	2.925
16	12.	Promotional activities are sufficient for recruitment at our institution.	2.836
17	18.	Promotions aimed at high school teachers are most effective.	2.656
18	7.	Radio advertising is a major contributor to recruitment at our institution.	2.355
19	1.	Newspaper advertising is a major contributor to recruitment at our institution	2.124
20	6.	Television advertising is a major contributor to recruitment at our institution.	1.818
21	11.	Outdoor advertising is a major contributor to recruitment at our institution.	1.782
22	2.	Magazine advertising is a major contributor to recruitment at our institution.	1.777

TABLE VI
 SUMMARY OF RANKED ORDER OF QUESTIONS
 FROM ADMISSIONS AND HIGH-SCHOOL
 COLLEGE RELATIONS OFFICERS

QUESTIONS	ADMISSIONS n=147	HIGH-SCHOOL COLLEGE RELATIONS n=122
1	3	1.5
2	4	1.5
3	6	5
4	9	7
5	11	8
6	13	10
7	14	12
8	15	16
9	18	17
10	20	19
11	22	21
12	24	23
13	27	25
14	26	28
15	29	30
16	32	31
17	34	33
18	36	35
19	39	37
20	40	38
21	41	42.5
22	42.5	44
23	46	45

$p < .05$ ($T_2 = 529.5$)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to assess the perceptual differences of effectiveness of promotional activities used by five year, public higher education institutions and to compare the attitudes of these activities between admissions officers and high-school college relations officers in recruitment of the traditional student. Based on the data collected, this chapter presents a summary of the study, the conclusions, and recommendations concerning promotional activities.

Three research questions were formulated for the study. The questions were: "What kinds of promotional activities were used by high-school college relations offices in public higher education institutions?"; "What was the perception by the admissions officers of effectiveness of the promotional activities to increase traditional student enrollment?"; and "What was the perception of the high-school college relation's officers of effectiveness of promotional activities to increased traditional student enrollment?"

The literature review consisted of four major areas: demographic changes, marketing, promotion, and recruitment in higher education. The review of the literature revealed competitive changes in the marketplace for higher education stemmed mainly from the changes in the demographic profiles of the United States.

The subjects of this study were five year, public higher education institutions that were in The Carnegie Classification System for Higher

Education Institutions Technical Report of 1987. Each state was represented and each institution was sent a direct-mail questionnaire to the admissions office and one to the high-school college relations office. Responses were received by mail.

The data were divided into five categories: demographic characteristics, promotional budget expenditures, promotional geographic coverage, promotional evaluation, and attitudes of perceived effectiveness of promotional activities. The data from the promotional budget expenditures was used to answer research question one. The data from the attitude survey was used to answer research questions two and three.

Summary

An analysis of the data revealed that attitudes or perceptions of promotional effectiveness were significantly different. Although each office had perceived differences, two universal perceptions were ranked in importance as first or second place. These were identified in the study as the "college days and nights" programs and regular high school visitation. There was evidence that considerable diversity existed between promotional activities such as direct mail and outdoor advertising. The literature confirmed that positive media exposure was necessary to attract attention from the potential student market and carefully planned media programs have helped institutions focus on cities or regions beyond the institution's state. Use of institutional research is necessary in order to implement marketing strategies with proper promotional activities for reaching the target student audience. Authorities and this study confirm that increased enrollment projections stem from research based, thoughtfully, planned and controlled promotional activities.

Conclusions

The following conclusions were based upon the review of the literature and the interpretation of the findings of this study:

1. Based upon the findings with respect to the types of promotional activities used at public higher education institutions, it can be concluded that promotional strategies are varied.

2. Based upon the findings, it can be concluded that promotional strategies are valued differently according to budget allocations.

3. Based upon the findings, it can be concluded that there was not a nationally accepted promotional model for five year, public higher education institutions.

4. Based upon the findings, it was concluded that effective communication between the high-school college relations and the admissions offices was lacking.

5. Based upon the findings, it was concluded that differences exist between the rank order of importance of promotional activities for public higher education institutions admissions and high-school college relations offices.

6. Based upon the findings, it was concluded that the efficacy of promotional activities is unknown.

Recommendations

The findings and conclusions of this study have implications both for current educational concerns about providing appropriate promotional effort and marketing strategies to reach traditional students for recruitment. With respect to current practice, it is recommended that (1) promotional activities be directly related to the target market or prospective student needs and (2)

promotional activities be evaluated on a regular basis to assess the effectiveness as the educational environments change.

Based on the findings characterizing the highest frequency of promotional activity and perceived effectiveness, it is recommended that the high-school college relations officers use the following promotional methods:

1. Emphasize regular high school visits with college days and nights programs.
2. Stress promotional activities that show benefits or advantages of the institutions's location.
3. Focus promotional activities on academic and campus life.
4. Provide information on promotional activities that focus on athletic programs.
5. Implement evaluation procedures for all promotional activities.

Recommendations for future research are:

1. Assess the public relations office promotional activities to prevent duplication of promotional effort within the high-school college relations office.
2. Track student success at the institution to compare student demographic profiles.
3. Use marketing research to conduct a needs-based audit for recruitment of traditional students.
4. Study community colleges promotional activities.
5. Study private institutions promotional activities.

Implications

Therefore, it is recommended that a variety of methods be used in development of the promotional mix for each institution to increase traditional

student enrollments. Appropriate planning methods must be implemented. First, each institution should identify their goals and objectives. Then, assess its strengths and weaknesses to emphasize benefits or differential advantages in the promotional communication. An audit or survey method would be appropriate to obtain input from all administrative officials to obtain support and budget allocations necessary to implement strategic planning for promotional activities. Communication of the audit or survey results to participants may encourage cooperative efforts among organizational members. Regularly scheduled interdepartmental meetings would be necessary to discuss the changing environment and the goals for promotional activities.

The implications of this study are utilization of research on perceived effectiveness of promotional activities and how these may be used to increase traditional student enrollments. The results of this study indicate that many times public monies are spent based on past budget allocations without regard for researched based decision-making. Many public institutions plan or forecast promotional budgets simply based on previous expenditures. However, in today's educational environment every higher educational institution is competing for a declining traditional student market.

Employment of administrators with marketing expertise or retraining of present administrators would be an alternative to present strategies. Institutions with available funds might hire outside marketing consultants or firms to design an effective promotional strategy to obtain the most exposure for every dollar spent. Another less costly approach may be to have marketing and communication faculty work with the administration to design more adequate promotional activities.

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APPENDIXES

APPENDIX A
PILOT STUDY QUESTIONNAIRE

March 8, 1993

Dear Colleague,

I am in the process of collecting data concerning promotional activities for public higher educational institutions. My objective is to compile a comprehensive document that will summarize promotional activities conducted at other national institutions that are similar to the University of Central Oklahoma

A review of current literature indicates there is a need to update this information since the demographics show a decline in the traditional, 18 year-old freshman population.

Attached is a copy of a pilot instrument. Please send me any comments or suggestions that you feel would be useful in obtaining information for my study by Thursday, March 11th.

Sincerely,

Janice Williams

INSTRUMENT FOR HIGH-SCHOOL COLLEGE RELATIONS OFFICER

Please list the approximate percentage of your departmental budget which is allocated to the following activities.

1. _____ % Print Media (Newspaper, Magazines, Brochures, Outdoor Advertising)
2. _____ % Broadcast Media (Television & Radio)
3. _____ % Personal Contact (Regular High School Visits, Student-Mentors, College Days and Nights, Telemarketing)
4. _____ % Other (Please Specify)
5. Does your institution promote? (Please check the appropriate designations)
 - (1) _____ Locally
 - (2) _____ Statewide
 - (3) _____ Nationally
 - (4) _____ Internationally
 - (5) _____ All of the above
6. How are your promotional activities evaluated?
 - (1) _____ Advisory committee
 - (2) _____ Outside consulting firms
 - (3) _____ High School College Relations Office
 - (4) _____ Are not evaluated
 - (5) _____ Don't know if they are evaluated
 - (6) _____ Other (Please specify)

ATTITUDES TOWARD PROMOTIONAL ACTIVITIES

INSTRUMENT SENT TO HIGH SCHOOL COLLEGE RELATIONS OFFICERS
AND DIRECTOR OF ADMISSIONS

Please express your opinion on each item below by circling the appropriate number.

	1	2	3	4	5
	Strongly Disagree (SD)	Disagree (D)	Undecided (U)	Agree (A)	Strongly Agree (SA)
	SD	D	U	A	SA
1. Newspaper advertising in a major contributor to recruitment at our institution.	1	2	3	4	5
2. Magazine advertising is a major contributor to recruitment at our institution.	1	2	3	4	5
3. Direct mail advertising is a major contributor to recruitment at our institution.	1	2	3	4	5
4. Regular high school visits by the high school college relations offices is a major contributor to recruitment at our institution.	1	2	3	4	5
5. College days and nights programs are major contributors to recruitment at our institution.	1	2	3	4	5
6. Television advertising is a major contributor to recruitment at our institution.	1	2	3	4	5
7. Radio advertising is a major contributor to recruitment at our institution.	1	2	3	4	5

	SD	D	U	A	SA
8. Student-Mentors are a major contributor to recruitment at our institution.	1	2	3	4	5
9. Career Days is a major contributor to recruitment at our institution.	1	2	3	4	5
10. Telemarketing is a major contributor to recruitment at our institution.	1	2	3	4	5
11. Outdoor advertising is a major contributor to recruitment at our institution.	1	2	3	4	5
12. Promotional activities are sufficient for recruitment at our institution.	1	2	3	4	5
13. Our institution's location is important for student recruitment.	1	2	3	4	5
14. Financial aid is a major contributor for recruitment at our institution.	1	2	3	4	5
15. Parents are more influential than promotional activities at our institution.	1	2	3	4	5
16. Friends are more influential than promotional activities at our institution.	1	2	3	4	5
17. Promotions aimed at guidance counselors are most effective.	1	2	3	4	5
18. Promotions aimed at high-school teachers are most effective.	1	2	3	4	5
19. Promotional activities should focus on academic life.	1	2	3	4	5

		SD	D	U	A	SA
20.	Promotional activities should focus on campus life.	1	2	3	4	5
21.	Promotional activities should focus on job placement.	1	2	3	4	5
22.	Promotional activities should focus on athletic programs.	1	2	3	4	5
23.	Promotional activities should focus on academic qualifications of the faculty.	1	2	3	4	5

APPENDIX B
FIRST AND SECOND
COVER LETTERS



University of
Central Oklahoma

COLLEGE OF BUSINESS ADMINISTRATION
DEPARTMENT OF MARKETING

May 21, 1993

Dear Education Professional:

Because you are interested in the future of public higher education, your office has been chosen as an excellent resource for our research on perceived effectiveness of promotional activities for recruitment of the traditional student.

I am a doctoral student at Oklahoma State University and in the process of collecting data concerning promotional activities for public higher educational institutions. My objective is to compile a comprehensive document that will rank and summarize these perceptions with similiar institutions for improvement of recruitment activities.

Your coded responses to the enclosed questionnaire will be confidential. Should you desire the results of this study; simply affix your business card to the last page of the questionnaire.

Please complete the attached questionnaire and return it in the enclosed envelope by June 4, 1993. Thank you in advance for your participation.

Sincerely,

Janice Williams
Marketing Instructor and Doctoral
Candidate

Ray Sanders, Ed.D.
Dissertation Advisor
Phone: 405-744-6275

jw

Enclosures



University of
Central Oklahoma

COLLEGE OF BUSINESS ADMINISTRATION
DEPARTMENT OF MARKETING

June 21, 1993

Dear Education Professional:

Recently we sent you a questionnaire asking you to describe the perceived effectiveness of promotional activities for recruitment of the traditional student at your institution.

As we sent out only a limited number of these questionnaires, your answers are very important to the accuracy of our survey of higher education institutions.

It will take only a short time to fill out and return the questionnaire in the enclosed postpaid envelope. If you've already done so, many thanks. If you have not yet had a chance to answer, we should be most grateful if you would do so now. Your answers will be held in strict confidence.

Sincerely,

Janice Williams

Janice Williams
Marketing Instructor and Doctoral
Candidate

Ray Sanders

Ray Sanders, Ed.D.
Dissertation Advisor
Phone: 405-744-6275

jw

Enclosures

APPENDIX C
FIRST AND SECOND QUESTIONNAIRES

INSTITUTIONAL INFORMATION
INSTRUMENT FOR THE DIRECTOR OF THE ADMISSIONS OFFICE

Please answer the following questions.

1. What is the average age of students attending your institution?

2. What is the gender composition of the student body at your institution?
_____% Male
_____% Female
3. What percentage of students attending your institution are classified as full- or part-time?
_____% Full-time
_____% Part-time
4. What is your institution's current student full-time equivalent (FTE)? _____
5. How many academic degree programs does your institution offer?

6. What is the composition of the student population at your institution?
_____% Caucasian _____% Native American
_____% African-American _____% Asian
_____% Hispanic _____ Other (Please
_____% Oriental

INSTRUMENT FOR HIGH-SCHOOL COLLEGE RELATIONS OFFICER

Please list the approximate percentage of your departmental budget which is allocated to the following activities.

1. _____ % Print Media (Newspaper, Magazines, Brochures, Outdoor Advertising)
2. _____ % Broadcast Media (Television & Radio)
3. _____ % Personal Contact (Regular High School Visits, Student-Mentors, College Days and Nights, Telemarketing)
4. _____ % Other (Please Specify)
5. Does your institution promote? (Please check the appropriate designations)
 - (1) _____ Locally
 - (2) _____ Statewide
 - (3) _____ Nationally
 - (4) _____ Internationally
 - (5) _____ All of the above
6. How are your promotional activities evaluated?
 - (1) _____ Advisory committee
 - (2) _____ Outside consulting firms
 - (3) _____ High School College Relations Office
 - (4) _____ Are not evaluated
 - (5) _____ Don't know if they are evaluated
 - (6) _____ Other (Please specify)

ATTITUDES TOWARD PROMOTIONAL ACTIVITIES

INSTRUMENT SENT TO HIGH SCHOOL COLLEGE RELATIONS OFFICERS
AND DIRECTOR OF ADMISSIONS

Please express your opinion on each item below by circling the appropriate number.

	1	2	3	4	5
	Strongly Disagree (SD)	Disagree (D)	Undecided (U)	Agree (A)	Strongly Agree (SA)
	SD	D	U	A	SA
1. Newspaper advertising in a major contributor to recruitment at our institution.	1	2	3	4	5
2. Magazine advertising is a major contributor to recruitment at our institution.	1	2	3	4	5
3. Direct mail advertising is a major contributor to recruitment at our institution.	1	2	3	4	5
4. Regular high school visits by the high school college relations offices is a major contributor to recruitment at our institution.	1	2	3	4	5
5. College days and nights programs are major contributors to recruitment at our institution.	1	2	3	4	5
6. Television advertising is a major contributor to recruitment at our institution.	1	2	3	4	5
7. Radio advertising is a major contributor to recruitment at our institution.	1	2	3	4	5

	SD	D	U	A	SA
8. Student-Mentors are a major contributor to recruitment at our institution.	1	2	3	4	5
9. Career Days is a major contributor to recruitment at our institution.	1	2	3	4	5
10. Telemarketing is a major contributor to recruitment at our institution.	1	2	3	4	5
11. Outdoor advertising is a major contributor to recruitment at our institution.	1	2	3	4	5
12. Promotional activities are sufficient for recruitment at our institution.	1	2	3	4	5
13. Our institution's location is important for student recruitment.	1	2	3	4	5
14. Financial aid is a major contributor for recruitment at our institution.	1	2	3	4	5
15. Parents are more influential than promotional activities at our institution.	1	2	3	4	5
16. Friends are more influential than promotional activities at our institution.	1	2	3	4	5
17. Promotions aimed at guidance counselors are most effective.	1	2	3	4	5
18. Promotions aimed at high-school teachers are most effective.	1	2	3	4	5
19. Promotional activities should focus on academic life.	1	2	3	4	5

	SD	D	U	A	SA
20. Promotional activities should focus on campus life.	1	2	3	4	5
21. Promotional activities should focus on job placement.	1	2	3	4	5
22. Promotional activities should focus on athletic programs.	1	2	3	4	5
23. Promotional activities should focus on academic qualifications of the faculty.	1	2	3	4	5

✓
VITA

Janice Kaye Russell Williams

Candidate for the Degree Of

Doctor of Education

Thesis: A STUDY OF PROMOTIONAL STRATEGIES AND THE PERCEIVED CONTRIBUTIONS TO TRADITIONAL STUDENT RECRUITMENT HIGHER EDUCATION

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Cushing, Oklahoma, on August 6, 1945, the daughter of Bill and Agnes Russell.

Education: Graduated from Cushing High School, Cushing, Oklahoma, May 25, 1963; received a Bachelor of Science Degree in Business Education and Office Management from Oklahoma State University in May of 1969; received a Master of Business Administration degree from the University of Central Oklahoma in December 1981; completed requirements for the Doctor of Education degree at Oklahoma State University in December 1993.

Professional Experience: Administrative Assistant to the Drilling Superintendent at Exxon USA in Oklahoma City, Oklahoma, 1969-1970; Instructor in the Management and Marketing Department at Oklahoma City University 1982-1983; Assistant Professor in the Management and Marketing Department at Oklahoma City University 1983-1984; Associate Professor in the Management and Marketing Department at Oklahoma City University 1984-1989; Instructor of Marketing at the University of Central Oklahoma 1989 to present.

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