

# **Marketing and Admissions Alignment at Public Universities in the U.S.**

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## **Introduction**

Within the United States, competition in higher education has increased significantly during the past thirty years. Reductions in government appropriations in most states, have forced public universities more than ever to rely on tuition dollars, and thus enrolment, to finance their operations (Moody's, 2013). The rise of for-profit institutions, particularly during the past fifteen years, has compounded this competitive pressure on public universities (Baum and Payea, 2011). In addition, community colleges in some states are now authorized to begin offering baccalaureate degrees (CCBA, 2015), and the State of Tennessee is allowing high school graduates, who are Tennessee residents, to attend Tennessee community colleges for an associate degree tuition-free (Tennessee Promise, 2015). This increased competition has led to a heightened emphasis on marketing in higher education practice and the emergence of a higher education marketing literature stream (Hemsley-Brown and Oplatka, 2006).

Concepts of the role and operationalization of marketing from a traditional for-profit business perspective may not be completely applicable in a higher education setting (Nicolescu, 2009). For instance, the marketing function is evolving in higher education; at some institutions, the marketing department is still largely a service area for developing attractive university, departmental and academic program literature, or billboards, and is sometimes the office that manages news releases. The marketing head at these types of institutions often has a graphic design background, and may not have any exposure to business marketing principles. Their function is only a small subset of a broader marketing responsibility. This fact points to an opportunity to evaluate the market orientation of public universities.

Even more complicated in some respects is the sales function, which is intertwined with marketing. While from a broad perspective, sales is part of marketing, it is certainly not treated that way in some business settings and at most public universities. As stated above, the marketing function at some institutions serves only in a support role, while sales is a key activity at nearly all academic institutions, and is carried out by the

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admissions department with respect to primary customers - students. While the correlation between marketing/sales alignment and organizational performance has been evaluated in numerous business contexts, it has not been examined in a higher education setting.

Many dimensions of university performance exist. These can include enrolment, fundraising and overall institutional endowment, research funding, and rankings in Forbes, U.S. News, and similar publications, among others. Numerous business research studies have examined the connections between market orientation and company performance or marketing/sales alignment and business performance. This exploratory study is the first to examine connections among a component of market orientation, marketing and sales alignment, and enrolment performance at public universities in the United States. Sales, in the higher education context, is tied to admissions departments, where admissions staff spend the most direct time with potential students, who are considered customers for the purpose of this study.

### **Market Orientation**

In a higher education context, marketing efforts meet with mixed levels of support. Some institutions invest significant dollars in marketing at both strategic and operational levels, while other institutions do not. At a strategic level, evidence of a market orientation might include significant brand development efforts and strong customer segmenting related to demographic groups, a geographic focus, and/or key feeder high schools or community colleges. At the operational level, tangible evidence of a market orientation often includes advertising and promotion campaigns, with extensive use of billboards, TV and radio advertisements, and a strong social media presence, or could involve development of innovative new products (degrees) that are in high demand. Pricing strategies may also be evident at institutions, in forms such as guaranteed tuition throughout a student's full-time study or special prices freshman year. Many institutions are also delving into online course and program delivery or branch campus sites to reach new markets. The challenge of these activities is that they often are not undertaken with a strategic approach.

Narver and Slater (1990) developed and tested the construct of market orientation (MKTOR) operationalized through three reflective behavioral sub-scales: competitor orientation, customer orientation, and inter-functional coordination. Their scale has been implemented in several studies examining ties between market orientation and performance. A second scale that has been used significantly by researchers to operationalize market orientation is MARKOR (Kohli, Jaworski, and Kumar, 1993), which is also made up of three reflective subscales, but views market orientation from a process perspective: intelligence generation, intelligence dissemination, and responsiveness.

A number of items on the Narver and Slater scale (1990) do not adapt well to a higher education context. In addition, the MKTOR scale was evaluated through content analysis to be more a measure of customer orientation than market orientation (Gauzenti, 1999). Significant concerns exist with regard to a customer orientation in higher education (Nguyen and Rosetti, 2013), particularly from the perspective of faculty members. Therefore, the decision was made to focus on the MARKOR scale. While all three subscales are separate and equally important dimensions of a market orientation construct, this study is primarily concerned with marketing orientation's ties with marketing and sales alignment. In an analytical study of the Prisoner's Dilemma, integrating communication was shown to increase cooperation (Miller, Butts, and Rode, 2002). Based on results of this research, and from a face validity perspective, open, honest, and frequent sharing of information should lead to increased trust and improved alignment between sales and marketing. Intelligence dissemination is essentially sharing of information, which leads to hypothesis 1:

***H1:*** A higher level of intelligence dissemination correlates with a higher level of marketing and admissions alignment.

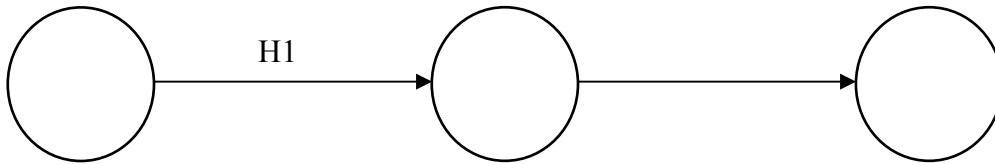
### **Marketing and Admissions Alignment**

It has been posited for some time that alignment of sales and marketing functions in the business world should lead to improved performance. Higher alignment of marketing and sales, and its correlation with improved organizational performance, has been verified in numerous business settings through various research studies. Guenzi and Troilo (2007) surveyed Italian firms operating in a variety of selling environments. Meunier-FitzHugh and Piercy (2007) surveyed large business-to-business firms in the UK. Another study surveyed random consumer grocery product firms (Strahle, Spiro, and Acito, 1996). Meunier-FitzHugh and Lane (2009) and Meunier-FitzHugh and Piercy (2011) examined large industrial and consumer goods manufacturers, wholesalers, and publishers in the UK. Each of these studies found significant positive correlation between marketing/sales alignment and business performance. Further, Patterson (2007), in advocating for improved business effectiveness through marketing and sales alignment, references a study of more than 200 executives conducted by Aberdeen, which concluded that companies with strong collaboration between marketing and sales have higher sales performance. Seeing no plausible explanation for why marketing and admissions (sales) alignment in higher education would deviate from the results of previous studies, particularly given the increasing competition in the industry, leads the authors to Hypothesis 2:

***H2:*** A higher level of marketing and admissions alignment correlates with higher enrolment performance.

## Performance

Performance in higher education can be evaluated from a number of perspectives. University enrolment trends are one significant measure of performance, but may not be an accurate assessment in some cases. The objective of some institutions may be to maintain enrolment but increase the academic profile of the incoming freshmen class (higher GPAs or ACT scores, for instance). In that instance, trends in average freshmen class GPA and ACT score may be a more appropriate measure. Quality, as operationalized by rankings in US News and World Report of Forbes magazines, can also be a measure of performance. Fundraising, operationalized through institutional endowment per student or grant dollars per faculty member, can be another performance measure, as it relates to alumni, community, and/or funding agency relationship development; however, this information is not collected for purposes of this study, as fundraising would likely depend more on alignment of other departments, such as the development office at institutions, rather than admissions. Figure 1 shows the theoretical model for this study:



Intelligence Dissemination Marketing/Admissions Alignment Enrolment Performance

**Figure 1:** Theoretical Model of Relationship among Intelligence Dissemination, Marketing/Admissions Alignment, and Enrolment Performance

## Methodology

A 46 item survey instrument was created using qualtrics.com. The majority of survey items were adapted to a higher education audience from existing scales, with the exceptions being 1) demographic information (institution name, position, length of time in position, etc.), 2) enrolment performance questions related to five-year trends in freshman, transfer, and overall enrolment and enrolment relative to peers, 3) budgetary questions, and 4) an opportunity to provide other relevant open-ended feedback not covered by the survey questions. A copy of the survey instrument is included in appendix A.

Intelligence dissemination questions were adapted from the MARKOR Intelligence Dissemination scale items (Kara, Spillan, and DeShields, Jr., 2005), and include the following eight questions, with five point Likert scale response ranging from “Strongly Disagree” to “Strongly Agree”:

- 1) A lot of informal talks at my institution concern our competitor institutions' tactics or strategies.
- 2) We have interdepartmental meetings at least once each quarter to discuss market trends and developments.
- 3) Personnel at my area of responsibility (marketing or admissions) spend time discussing students' future needs with academic departments (i.e. potential new programs, etc.).
- 4) Our institution periodically circulates documents (i.e. reports and newsletters) that provide information on our potential new students.
- 5) When something important happens to our potential student market, the whole institution knows about it within a short period.
- 6) Data on student satisfaction are disseminated at all levels of my institution on a regular basis.
- 7) There is minimal communication between my area of responsibility (marketing or admissions) and academic units at my institution. - Reverse Coded
- 8) When one department finds out something important about competitors, it is slow to alert other departments. - Reverse Coded

The twenty-one marketing and admissions (sales) alignment questions were adapted from Kotler, Rackham, and Krishnaswamy (2006). It is important to note that these survey questions were not originally presented as research survey questions, in that they were not evaluated for factor loading and other statistical parameters. It should also be noted that question 13 from Kotler, Rackham, and Krishnaswamy (2006) was split into two questions for purposes of this research, in order for it to more clearly apply to a higher education setting. The questions, as adapted for this study, include:

- 1) Our admissions figures are usually close to our admissions forecast.
- 2) If things go wrong, or results are disappointing, marketing and admissions often point fingers or blame one another.
- 3) Marketing people often meet with potential new students during the recruitment process.
- 4) Marketing solicits participation from Admissions in drafting the institution's marketing plan.
- 5) Our admissions recruiters believe the collateral supplied by Marketing is a valuable tool to help them recruit more students.
- 6) The admissions recruiters willingly cooperate in supplying feedback requested by Marketing.

- 7) There is a great deal of common language here between Admissions and Marketing.
- 8) The heads of Admissions and Marketing regularly confer about upstream issues such as idea generation, market sensing, and new academic program development.
- 9) Admissions and Marketing work closely together to define segment “buying” behavior (e.g. factors that influence students' institution choice).
- 10) When Admissions and Marketing meet, they spend significant time on dispute resolution and crisis management.
- 11) The heads of Admissions and Marketing work together on business planning for academic programs under development that will not be launched for one or more years.
- 12) We discuss the use of common metrics for determining the success of Admissions and Marketing.
- 13) Marketing actively participates in defining and executing the admissions strategy for key demographic groups (i.e. Latinos, African Americans, Honor Students, etc.).
- 14) Marketing actively participates in defining and executing the admissions strategy for key feeder institutions (i.e. specific high schools and community colleges).
- 15) Admissions and Marketing manage their activities using jointly developed business (admissions) funnels, processes, or pipelines, that span the business chain - from initial market sensing to customer service.
- 16) Marketing makes a significant contribution to analyzing data from the admissions funnel and using those data to improve the effectiveness and predictability of the funnel.
- 17) Admissions and Marketing share a strong “We rise and fall together” culture.
- 18) Admissions and Marketing report to a single executive cabinet member (vice president or president).
- 19) There is significant interchange of people between Admissions and Marketing.
- 20) Admissions and Marketing jointly develop training programs, events, and learning opportunities for their respective staffs.
- 21) Admissions and Marketing actively participate in the preparation and presentation of each other’s plans to top administration.

When the survey was drafted, it was validated by a professional with over ten years of admissions leadership experience at public universities. Minor suggestions (primarily rewording for clarification purposes) were incorporated into the final version of the

survey, which was then distributed to 998 (499 pairs) marketing and admissions heads at public universities in the United States. 48 surveys were completed, for a response rate of 4.8%. There were no matched pairs within the respondents, meaning both the marketing and admissions head from no single institution responded.

## Results

Confirmatory factor analysis was conducted on items for each construct. Items that would increase scale reliability by removal were excluded. Question #6 (see appendix A) was removed from the final scale for Intelligence Dissemination, leaving seven items ( $\alpha = 0.837$ ). Item statistics are shown in Table 1 below:

**Table 1: Statistics for Intelligence Dissemination Scale Items**

	Mean	Std. Deviation	N
@7Wehaveinterdepartmentalmeetingsatleastonceeachquarter	3.44	1.303	48
@8Personnelatmyareaofresponsibilitymarketingoradmission	3.63	.981	48
@9Ourinstitutionperiodicallycirculatesdocuments	3.29	1.220	48
@10Whensomethingimportanthappens to our potential students	2.50	1.111	48
@11Data on student satisfaction are disseminated at all levels	2.96	1.288	48
@12There is minimal communication between my area of response	3.60	1.005	48
@13When one department finds out something important about	3.04	.988	48

Questions #24 and #32 (see appendix A) were removed from the final scale for Marketing and Sales Alignment, leaving nineteen items ( $\alpha = 0.928$ ). One survey response was removed for the purpose of scale development due to missing values. Item statistics are shown in Table 2 below:

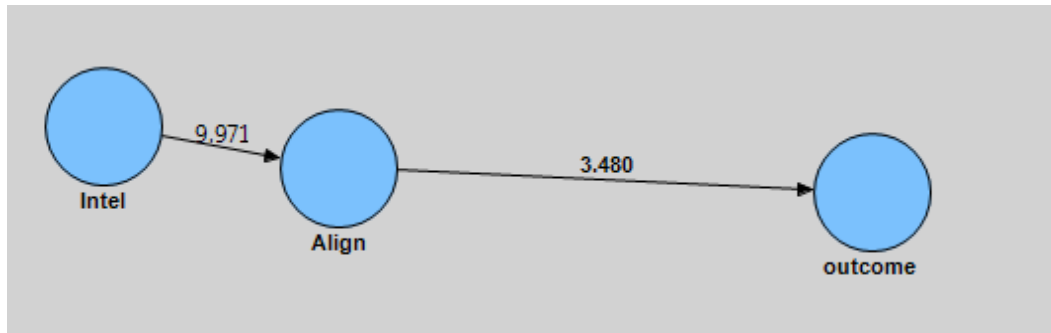
**Table 2: Marketing and Sales Alignment Scale Items**

	Mean	Std. Deviation	N
@15Ouradmissionsfiguresareusuallyclosetoouradmissio	4.02	.571	47
@16Ifthingsgowrongorresultsaredisappointingmarket	4.04	.932	47
@17Marketingpeopleoftenmeetwithpotentialnewstudents	2.04	.977	47
@18MarketingsolicitsparticipationfromAdmissionsindraf	3.91	1.060	47
@19Ouradmissionsrecruitersbelievethecollateralsupplie	4.11	.866	47
@20Theadmissionsrecruiterswillinglycooperateinsupplyi	4.13	.969	47
@21ThereisagreatdealofcommonlanguageherebetweenAd	3.96	1.021	47
@22TheheadsofAdmissionsandMarketingregularlyconfere	3.85	1.142	47
@23AdmissionsandMarketingworkcloselytogethertodefine	3.55	1.212	47
@25TheheadsofAdmissionsandMarketingworktogetheronb	2.51	1.159	47
@26Wediscusstheuseofcommonmetricsfordeterminingthe	3.43	1.016	47
@27Marketingactivelyparticipatesindefiningandexecutin	3.47	1.120	47
@28Marketingactivelyparticipatesindefiningandexecutin	3.11	1.202	47
@29AdmissionsandMarketingmanagetheiractivitiesusingj	3.23	1.272	47
@30Marketingmakesasignificantcontributiontoanalyzing	2.83	1.129	47
@31AdmissionsandMarketingshareastrongWeriseandfal	3.51	1.040	47
@33ThereissignificantinterchangeofpeoplebetweenAdmis	3.11	1.068	47
@34AdmissionsandMarketingjointlydeveloptrainingprogra	2.28	.949	47
@35AdmissionsandMarketingactivelyparticipateinthepre	2.66	1.185	47

The Enrolment Performance scale was made up of six items, questions #36-#41 ( $\alpha = 0.813$ ).

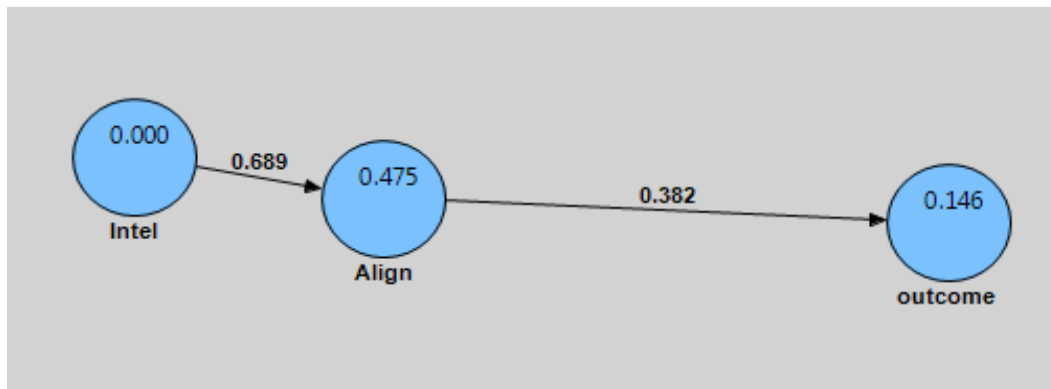
Due to the small response rate, a partial least squares method with bootstrapping, using SmartPLS, was implemented to determine the correlations among the Intelligence Dissemination, Marketing/Admissions Alignment, and Enrolment Performance constructs. The mean replacement method was used for five total missing values, one in the Intelligence Dissemination scale, and four in the Enrolment Performance scale. The analysis seemed to stabilize around a sample size of 250. Figure 2 below displays t-statistics for correlations between the scales. The t-statistic for the relationship between Intelligence Dissemination and Marketing/Admissions Alignment is 9.971 ( $p < 0.01$ ) and between Alignment and Enrolment Performance is 3.480 ( $p < 0.05$ ).





**Figure 2:** t-Statistics Values among Intelligence Dissemination, Marketing/Admissions Alignment, and Enrolment Performance

Figure 3 shows the correlation between Intelligence Dissemination and Alignment (0.698) and between Alignment and Enrolment Performance (0.382), as well as  $R^2$  values for each relationship. As can be seen in the figure below, Intelligence Dissemination explains 47.5% of the variance in Marketing/Admissions Alignment, while Alignment explains 14.6% of the variance in Enrolment Performance, both of which are significant outcomes. Therefore, both Hypothesis 1 and Hypothesis 2 are supported.



**Figure 3:** Correlation and  $R^2$  Values among Intelligence Dissemination, Marketing/Admissions Alignment, and Enrolment Performance

### Managerial Implications

Sharing of information throughout an organization, in this case a public university, seems to be an important aspect to aligning marketing and admissions. Marketing/Admissions alignment in turn correlates with improved enrolment performance at the institution. Knowing this, marketing and admissions heads and executive leadership at universities can more deliberately build stronger communication channels among areas of the institution, and encourage both data gathering and sharing of the information obtained, within and across functional areas.

Information sharing across additional functional areas, such as with the academic leadership and departments at the university, could quite possibly lead to more innovative and attractive academic programming, drawing in additional students. Admissions personnel have primary contact with potential customers, and are often most aware of the interests of the current and future high school graduates. Aligning academic programs with those interests will certainly lead to increased interest from potential students.

### **Theoretical Implications**

This study provides an additional validation of previous research in the correlation of marketing/sales alignment and organizational performance, but extends that research into the public university setting. Being a not-for-profit entity, this research is the first step in showing that the marketing/sales alignment concept, and its correlation with performance, holds for that environment. The research also shows that a strong correlation exists between sharing of information and marketing/sales alignment. While this result may seem intuitive, it is important that the relationship be verified. A model presented in another research study posited that marketing and sales collaboration causes improved market orientation (Meunier-FitzHugh and Piercy, 2011). While this is certainly a possibility, it seems more likely that enhanced communication through information sharing (the intelligence dissemination sub-scale of market orientation) leads to improved alignment or that it is actually an interactive relationship, where strong communication leads to greater alignment and vice-versa.

### **Limitations**

As noted at the outset, this research is exploratory in nature, as these scales had not been previously applied in a higher education setting. The small response rate (<5%) and small sample size (N=48) limited both the extent of the analysis and conclusions that can be drawn from this study. From the perspective of the analysis, none of the control variables, such as years of experience of respondents or marketing/admissions budgets, were included. In addition, only the enrolment performance dimension was included in the analysis. U.S. News rankings and institutional endowment level were excluded from the analysis. The U.S. News rankings, because they are multidimensional, in that they include both a rank and the category (national, regional, etc.), require significantly more responses, perhaps closer to 200. A larger sample size would also allow comparison of the responses of marketing versus admissions heads, give greater insight into the perspectives of the two groups, and indicate whether there is a significant difference between them. Though the respondents seem to be representative of the population in terms of type of institution and geographic location, with such a low response rate, there is always concern for the representativeness of the sample.

## Future Research

One potential area for future research is to obtain a larger sample size to deal with limitations of this study, noted above. This would allow for increased reliability of the results, the ability to compare results by position (marketing or admissions), the inclusion of control variables, and more thorough analysis of performance outcomes (enrolment, quality, and fundraising). A second opportunity is in the development of a complete market orientation construct for higher education, rather than simply addressing the intelligence dissemination sub-scale. If a valid scale for market orientation were developed, further analysis could be conducted to determine how much market is actually done in the typical higher education institution, and how much variance exists in the industry. A complete market orientation scale for higher education can also extend analysis into the academic arena with regard to new program development. Sharing of information from admissions staff, who are in regular communication with potential new students, can give significant insight into innovative high demand academic program development opportunities.

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## Appendix A: Survey Instrument

### Marketing/Admissions Alignment in Higher Education

This survey is part of a research study in fulfillment of degree requirements in the MBA program at Eastern Illinois University. The purpose of this study is to evaluate admissions (sales) and marketing alignment at state universities in the U.S., and is being sent to both senior admissions and marketing officers at various institutions to compare responses. The survey can be completed in approximately 10 minutes. Survey responses will remain confidential and will only be presented in aggregate form. If you are not the appropriate person at your institution to complete this survey, please forward this request accordingly.

- 1) Please identify your institution by name.
- 2) Please select your area of responsibility at your institution.
  - Admissions Head
  - Marketing Head
  - Other (please specify) \_\_\_\_\_
- 3) Please check the box that includes the number of years you have served in your current position.
  - 0-2
  - 3-5
  - 6-10
  - 11-15
  - >15
- 4) Please check the box that includes your number of years of experience at your current institution.
  - 0-2
  - 3-5
  - 6-10
  - 11-15
  - >15
- 5) Please check the box that includes your number of years of experience in your functional area (Admissions or Marketing)
  - 0-2
  - 3-5
  - 6-10
  - 11-15
  - >15

Please select your level of agreement with the following questions that inquire about the degree to which you feel your institution shares information.

6) A lot of informal talks at my institution concern our competitor institutions' tactics or strategies.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

7) We have interdepartmental meetings at least once each quarter to discuss market trends and developments.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

8) Personnel at my area of responsibility (marketing or admissions) spend time discussing students' future needs with academic departments (i.e. potential new programs, etc.).

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

9) Our institution periodically circulates documents (i.e. reports and newsletters) that provide information on our potential new students.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

10) When something important happens to our potential student market, the whole institution knows about it within a short period.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

11) Data on student satisfaction are disseminated at all levels of my institution on a regular basis.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

12) There is minimal communication between my area of responsibility (marketing or admissions) and academic units at my institution.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

13) When one department finds out something important about competitors, it is slow to alert other departments.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

14) Indicate the assessment methods used in your functional area if they are shared with both marketing and admissions (please check all that apply).

- Focus Groups
- Surveys
- Benchmarking
- Best Practices
- Internal/External Consultants
- Other (please specify) \_\_\_\_\_

Please select your level of agreement with the following questions that inquire about the degree to which marketing and admissions are aligned at your institution.

15) Our admissions figures are usually close to our admissions forecast.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

16) If things go wrong, or results are disappointing, marketing and admissions often point fingers or blame one another.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

17) Marketing people often meet with potential new students during the recruitment process.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

18) Marketing solicits participation from Admissions in drafting the institution's marketing plan.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

19) Our admissions recruiters believe the collateral supplied by Marketing is a valuable tool to help them recruit more students.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

20) The admissions recruiters willingly cooperate in supplying feedback requested by Marketing.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

21) There is a great deal of common language here between Admissions and Marketing.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree



22) The heads of Admissions and Marketing regularly confer about upstream issues such as idea generation, market sensing, and new academic program development.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

23) Admissions and Marketing work closely together to define segment "buying" behavior (e.g. factors that influence students' institution choice).

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

24) When Admissions and Marketing meet, they spend significant time on dispute resolution and crisis management.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

25) The heads of Admissions and Marketing work together on business planning for academic programs under development that will not be launched for one or more years.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

26) We discuss the use of common metrics for determining the success of Admissions and Marketing.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

27) Marketing actively participates in defining and executing the admissions strategy for key demographic groups (i.e. Latinos, African Americans, Honor Students, etc.).

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

28) Marketing actively participates in defining and executing the admissions strategy for key feeder institutions (i.e. specific high schools and community colleges).

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

29) Admissions and Marketing manage their activities using jointly developed business (admissions) funnels, processes, or pipelines, that span the business chain - from initial market sensing to customer service.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

30) Marketing makes a significant contribution to analyzing data from the admissions funnel and using those data to improve the effectiveness and predictability of the funnel.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

31) Admissions and Marketing share a strong "We rise and fall together" culture.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

32) Admissions and Marketing report to a single executive cabinet member (vice president or president).

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

33) There is significant interchange of people between Admissions and Marketing.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

34) Admissions and Marketing jointly develop training programs, events, and learning opportunities for their respective staffs.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

35) Admissions and Marketing actively participate in the preparation and presentation of each other's plans to top administration.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Please respond to the following statements regarding enrolment performance at your institution.

36) During the past five years, our institution's new freshmen enrolment is:

- Significantly Decreasing
- Somewhat Decreasing
- Remaining Steady
- Somewhat Increasing
- Significantly Increasing

- 37) During the past five years, our institution's transfer student enrolment is:
- Significantly Decreasing
  - Somewhat Decreasing
  - Remaining Steady
  - Somewhat Increasing
  - Significantly Increasing
- 38) During the past five years, our institution's overall enrollment is:
- Significantly Decreasing
  - Somewhat Decreasing
  - Remaining Steady
  - Somewhat Increasing
  - Significantly Increasing
- 39) During the past five years, our institution's new freshmen percent enrollment change relative to peer institutions has been:
- Significantly Lower
  - Somewhat Lower
  - About the Same
  - Somewhat Higher
  - Significantly Higher
- 40) During the past five years, our institution's incoming transfer percent enrollment change relative to peer institutions has been:
- Significantly Lower
  - Somewhat Lower
  - About the Same
  - Somewhat Higher
  - Significantly Higher
- 41) During the past five years, our institution's overall percent enrollment change relative to peer institutions has been:
- Significantly Lower
  - Somewhat Lower
  - About the Same
  - Somewhat Higher
  - Significantly Higher

The following questions are important control variables to be used in the analysis of the data.

42) Overall out-of-pocket expenses (after financial aid/scholarships) per academic year for in-state residents is approximately:

- \$0-\$2,500
- \$2,501-\$5,000
- \$5,001-\$7,500
- \$7,501-\$10,000
- \$10,001-\$15,000
- \$15,001-\$20,000
- >\$20,000

43) The annual operating budget (exclusive of salaries) in my functional area (Admissions or Marketing) is approximately:

- 
- \$100,000-\$200,000
- \$200,001-\$300,000
- \$300,001-\$400,000
- \$400,000-\$500,000
- >\$500,000

44) The total annual budget in my functional area (Admissions or Marketing) is approximately:

- 
- \$250,001-\$500,000
- \$500,001-\$750,000
- \$750,001-\$1,000,000
- \$1,000,001-\$1,500,000
- \$1,500,001-\$2,000,000
- >\$2,000,000

45) Is there anything unique to your functional area at your institution of which we should be aware?

46) Please indicate if you would like to receive a copy of the summary results of this study.

- Yes, please send me a copy (type e-mail address below) \_\_\_\_\_
- No thanks