

DIVISION OF STUDENT AFFAIRS

2010-2011 Marketing Plan

Marketing Task Force Participants

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OHIO
UNIVERSITY

The Division of Student Affairs
Creating Community, Cultivating Leaders

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Introduction

The following document was developed with the purpose of creating a marketing plan that would guide the Marketing Task Force and keep the group focused on a set of established goals. The following provides a brief introduction to the plan:

- The Situation Analysis outlines the initial charge received from the Dean of Students in February of 2010
- Using a report generated by a class from the School of Business and a brief Division survey, a SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats) was formulated.
- Based on the greatest needs of the Division, the Task Force created Communications Objectives and Communications Strategies, outlining the goals for the 2010-2011 year and the strategies developed to achieve these goals.
- Target Audiences were identified based on the reality of limited resources and who would benefit most from our efforts.
- Key messages were identified to be included in every message, event, email, etc. The messages must be consistently and constantly a focus for our Division in order for the taskforce to achieve its goals.
- Actual ideas for implementing the marketing strategy are outlined in the Communications Tactics grid. These are thoughts that have been developed based on the SWOT analysis and time and finances available.
- The Goals/Evaluation methods are ideas generated for measuring the group's success and identify the Task Force's progress. It is imperative that as a plan is built, there are ways in which to measure its success and find ways in which the group may improve next fiscal year.

Situation Analysis

The Division of Student Affairs (DOSA) Marketing Task Force has been given a directive from the Dean of Students to prepare a plan to brand the division. The goal is to streamline a consistent message to promote and increase awareness among its shareholders regarding the 5 C's and the division as a whole.

SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats)

The purpose of a SWOT Analysis is to examine the internal strengths and weaknesses embodied by an organization and specifically, in this case, the DOSA. This tool is also used to create an awareness of the opportunities and threats that are present within an organization's external environment that could have an impact on its success. The SWOT Analysis for the DOSA particularly examines the strengths, weaknesses, opportunities and threats that impact the awareness and perceptions of Ohio University students and staff in relation to the DOSA and the Values of OHIO, which are more commonly known as the 5 C's. Table 1, on the next page, outlines the SWOT Analysis for the DOSA at Ohio University, and these points are further expanded in Appendix A of this report.

The vast majority of these strengths, weaknesses, opportunities and threats were discovered as a result of a student survey assessment that was conducted by a student group in the College of Business (Please see Appendix B for the report that was provided by a College of Business Marketing Research class's student group).



In addition, several strengths and weaknesses and one of the threats were developed from the results of a DOSA staff survey in which employees listed the top five things the Division does well, and the top five items the Division does not do well (Refer to Appendix C for the survey results).

Table 1: SWOT Analysis for the Division of Student Affairs at Ohio University

<p>Strengths</p> <ul style="list-style-type: none"> • Student Priority • Programming Efforts • Crisis Response/Communication • Dedicated Staff • Collaboration • 5 C's Awareness • 5 C's Promotion • Dr. Smith/Dean Lombardi Emails 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Collaboration & Internal Communication • Employee Morale • Focused Priorities • General DOSA Awareness • 5 C's Awareness
<p>Opportunities</p> <ul style="list-style-type: none"> • Promotional Opportunities • 5 C's Focus and FY Students • Utilizing RA's as 5 C's Allies • Marketing 5 C's via Student Organizations • Partnering with Marketing Student Groups • Dr. Smith and Dean Lombardi Emails • Events & 5 C's Educational Opportunities 	<p>Threats</p> <ul style="list-style-type: none"> • Lack of Funding • Future Marketing Efforts • Consistent Marketing • 5 C's after the First Year • 5 C's as only a Symbol

Communications Objectives

There are three main objectives to be served by the 2010-2011 marketing plan:

- Disseminate consistent messaging about the division - who we are, what we do, and who we serve
- Raise awareness about the 5 C's – what they are and how they serve the university
- Promote student and organizational success stories

Communications Strategies

With few budget dollars and human resources, we will need to be creative in our efforts! Therefore, three main strategies will guide tactical recommendations:

- Use internal communications/relations as a primary communications vehicle, including the use of students, alumni, faculty, leadership and the Division of Student Affairs as brand ambassadors.
- Use/enhance existing communication vehicles to carry the message and engage current student organizations (Greek Life, COSL, SAC, etc...) to align efforts and create synergy and awareness.



- Consider grassroots marketing campaigns that can easily promote awareness, move people to action, promote the Division/5 C's (such as e-mail campaigns, student success stories, graphic identity, etc.)

Target Audiences

- Primary: Ohio University students/student organizations
- Secondary: Division of Student Affairs
- Tertiary: Faculty/Staff

Other audiences that we may want to target in the future:

- Prospective students
- Parents
- Alumni
- Community

Key Messages

- Primary: 5 C's/Values of Ohio
 - The five core values of character, community, citizenship, civility and commitment, help define who we are and helps to clarify the promise of what it means to be a member of the OHIO community.
- Secondary: *Creating community, cultivating leaders*
 - The DOSA programs, services, and facilities are designed to create a supportive environment that enhances the personal development and learning of all students.
 - Working in partnership with faculty and staff across campus, we prepare students to be responsible and contributing members of a diverse, global society by providing learning-centered environments, meaningful out-of-class opportunities, and professional support services that help them learn through experience and achieve academic success.
- Tertiary: The best student-centered learning experience in America
 - Through our holistic educational approach, Ohio University will provide students with an unparalleled learning experience.

Communications Tactics

Following are various tactics to be considered along with suggested timing – in chronological order. The focus for each tactic is aimed at the target audiences listed above, unless otherwise noted.

Tactic	Rationale	Owner	Cost	Timing
Poll students	Establishes a benchmark for communications plan.	Jenn Sujit	\$0	May/June 2010 – COMPLETE
Poll Division	Help us understand how	Megan	\$0	June 2010 –

	people within the Division feel and get them onboard with what we're trying to achieve			COMPLETE
Develop 5 C's Website	Webpage to address what the 5 C's are and what they mean to the division/university.	Josh	\$0	May/June 2010 – COMPLETE
Develop Division Style Guide / List of Processes	Internal communication increases consistency in messages and dept procedures	Sujit/Jenn Erin/Dan	\$0	First Draft Before Division Meeting – Sept/Oct 2010
Expand 5 C's Website	Further develop content in order to provide more details re: the 5 Cs and Learning Outcomes established by the Assessment Committee	Josh	\$0	December 2010
Develop Division Handouts/Brochure	Cohesive marketing materials that address who we are collectively as well as promotion of individual dept	Josh/Megan	TBD	Template by November 2010 Group 1 by March 2011 Group 2 by June 2011
Develop Division Video	Create a commercial/advertisement of who we are/what we do to use in speeches, presentations	Megan /Ron	TBD – Collaborating with UCM	January 2011
Develop communications promoting success stories	Organize a plan/process to promote student/organizational success stories	Barb/Erin	\$0	September 2010
Establish Brand Leader/Leadership Team	Create a brand leader and team to work on promoting the Division/5 Cs to target audience	Megan/ Collaboration with Assessment Committee	\$0	November 2010



Establish Brand Ambassadors	Educate Division Staff, Students, Student Orgs and other Faculty/Staff about the Division.	All MTF Members/ Collaboration with Assessment Committee	\$0	On-going
Promotion of Division/5 C's in email communications from Dean Lombardi/Dr. Smith	Based on analysis of student survey, we know students read these emails. We should utilize these to further brand the Division and promote the 5 C's	All MTF Members	\$0	On-going
Promotion of Division/5 C's via Social Media	Work with people/departments within the University that have existing Facebook/Twitter accounts to promote the Division/5C's	All MTF Members	\$0	On-going
Utilize major occurrences on campus as 5C's educational opportunities.	Work with departments within the Division to find out about events on campus and find ways to promote the 5 C's	All MTF Members	\$0	On-going

Goals/Evaluation:

- Increase awareness and understanding of the Division and 5 C's among students on campus; do another poll to compare against the benchmark poll done spring quarter.
- Establish partnerships with other organizations/offices on campus.
- Establish or strengthen regular channels for communicating with target audience.
- Implement communications guidelines and establish consistency in communication materials through key messages, taglines, graphic identity.
- Set the stage for further marketing and public relations activities related to the attraction and retention of students.

Marketing Task Force Participants:

Josh Bodnar	Dan Hudson
Sujit Chemburkar	Erin Nunn
Jenn Grimm	Ron Ransom



Barb Harrison

Megan Vogel



Appendix A: Explanation of SWOT Analysis

Strengths

Student Priority

Staff members within the DOSA seem to agree that it is our Division's focus on students that serve as our greatest strength. We make students a top priority and serve their needs to help enhance their OHIO experience. The Division puts students first and include them in decision-making when-ever possible. We also have several touch-points with all students on campus. Starting with Bobcat Student Orientation, move-in, the first year-convocation and involvement fair, to each day they pass through the Baker University Center, and then finally with commencement. The major focus of our office is to support the personal and professional development of students by encouraging them to become involved outside the classroom and offering multiple options for student engagement. The Division seeks to actively support students through a philosophy of challenge and support and by educating students and providing services related to their holistic wellbeing. By keeping students as our top priority, the Division contributes to the overall retention rates and financial well-being of Ohio University, making it a valuable asset.

Programming Efforts

Several Division employees think that we provide excellent programming efforts. These services allow students to learn outside of the classroom and enhance their overall university experience. Students become more connected through programming, which, like the above strength, contributes directly to overall student satisfaction and retention.

Crisis Response and Communication

According to staff members, another Division strength is our ability to respond in times of crises and provide excellent communication to students and parents. Collectively, the responses of various departments to crisis situations make a positive impact on students and parents. Not only are those directly involved given a favorable image of the university, but parent and student newsletters sent out by Dean Lombardi and Dr. Smith help reassure other members of the OHIO community that the Division is doing excellent work in responding appropriately to the crisis situations at hand.

Dedicated Staff

Responding staff also felt that a great strength of the DOSA lies in our human capital. Generally, our staff members are dedicated to the work they do, and many are willing to go above and beyond their job descriptions. One employee believes that "staff attitudes are generally good" and "most staff members are very 'can do' and willing to go out of their way to assist students (and others) in answering questions and navigating the system. Many of our employees work hard, long hours and generally do not complain because they view the importance of their work. The willingness of the Division's staff members to give so much of themselves to their careers allows our offices to accomplish university, Divisional and departmental goals to improve the OHIO experience for our students and their families.

Collaboration

Another strength pointed out by several Division employees is our ability to collaborate well. This involves



collaboration among offices within the Division, as well as with academic units and departments within and outside of the university. This allows us to create more meaningful experiences for the people we serve with our work, and it helps us create partnerships that may also serve us and our 'customers' well in the future.

5 C's Awareness

Based on the student survey, first year students are generally aware of the 5C's. There were 394 respondents in the Marketing Research group's survey who either knew all about the 5C's or had at least heard of them. Among these students, 212 (53.8 percent) were first year students. This could be because first year students have been the most recent group to go through Bobcat Student Orientation and the First Year Convocation Ceremony. This is a major strength for the Division because it indicates that efforts to promote the 5C's to our new students are proving to be fruitful.

The survey also showed that Resident Assistants are also generally aware of the 5 C's. Several of the Resident Assistants (RAs) who completed the survey indicated that they learned about the 5C's during their RA classes and training. This indicates that Residential Housing and the training it provides for its student employees are a strong resource for promoting the 5C's to the Ohio University community. This strength could also be used as an opportunity if we utilize RA's as allies in promoting the 5 C's. This is further discussed in the Opportunities portion of this SWOT Analysis.

5 C's Promotion

Among the 908 students who completed the survey, 343 (37.78 percent) remember hearing about the 5 C's during Bobcat Student Orientation. In addition, the 5 C's banners are being noticed by students, as 338 of the 908 respondents (37.22 percent) recall seeing them around campus. The Ohio University Students' website has also caught the attention of 186 of the survey participants (20.48 percent), and another 122 students (13.44 percent) recall learning about the 5 C's via email communication. These numbers show that several of the methods that the Division has employed to promote the 5 C's have not been in vain.

Dr. Smith and Dean Lombardi Emails

Results from the Marketing Research group's survey show that 69.5 percent of its respondents recall reading at least a portion of the emails sent out by Vice President for Student Affairs, Dr. Kent Smith, and Dean of Students, Ryan Lombardi. This can be considered a strength of the Division of Student Affairs because we are here to serve the needs of students. It can be inferred that an area in which we are serving our students is by providing them with valuable information that notify them of opportunities and challenges that are occurring on Ohio University's campus via Dr. Smith and Dean Lombardi's emails.

Weaknesses

Collaboration & Internal Communication

Ironically, while some staff members considered collaboration to be a strength, other employees see the Division's collaboration and internal communication as an area that needs some improvement. At times, communication between departments may not always be very strong in terms of events and services that are offered to students and staff. In addition, staff members are not cross-trained enough in other areas within the Division to provide great quality of care to students. Suggested external collaborations included: the academic community, the Division of Diversity, Access and Equity and community partners. If we are unable to



communicate and collaborate well both internally and externally, we will not be able to take advantage of many opportunities that could help to better serve OHIO Students and help us better do our work.

Employee Morale

A few staff members mentioned issues with low employee morale on their surveys. One person suggested that a valuable and meaningful reward system should be established for employees who go above and beyond. In addition, the professional development of staff members is not being financially supported, and the Division is losing valuable employees due to the dwindling morale. As mentioned in the strengths section, our human capital is our greatest strength in best serving our students. With dwindling morale, we may continue to lose several valuable staff members who greatly contribute to our students' OHIO experience.

Focused Priorities

Some Division staff members believe that there has been a lack of focused priorities. One person commented that we "need to learn to do less with less instead of more [with less]." Another individual suggested that the Division needs to narrow its priorities because, currently, everything is perceived as a priority. If staff members do not know which priorities they should be focusing on, we may not be able to continue to do well in the areas that we have traditionally excelled in as a Division.

General DOSA Awareness

According to the survey conducted by the Marketing Research group, only 32 of the 908 respondents had at least heard of the Division of Student Affairs. The majority of these students (25 of 32) were first year or sophomore class rank. Division staff members agree with the notion that we do not "toot our own horns" as much as we should about the excellent work done by our Division. Employees think we do not "tell our story" and perceive that, like the survey shows, people do not know what the Division does. In addition, students do not see the Division as a collective unit. This is a great weakness for the Division because it becomes a greater challenge to serve our students if they are not fully aware of the services we offer. In addition, if students are unaware of our role on campus, it could be inferred that our Division will not be seen as highly valuable to other members of the OHIO community.

5 C's Awareness

Among the 908 survey respondents from the Marketing Research group's assessment, nearly one third (291) had never heard of the 5 C's. This indicates that the Division has been unable to reach several Ohio University students with the message of OHIO's Core Values, the 5 C's. This is a weakness because we cannot possibly spearhead practicing the 5 C's if students are not at least aware of their existence.

We also learned that half (50.1 percent) could not name any of the 5 C's at all. In other words, while a decent number of students have at least heard of the 5 C's (67.7 percent), many of these students do not know what they are and, hence, will not be able to embody these core values during their time at Ohio University.

Opportunities

Promotional Opportunities

The results of the Marketing Research group's assessment have provided us with much insight into the most opportune promotional techniques we should pursue. Students were asked to identify the promotional media they most often pay attention to around campus, and 13 potential methods were provided for them in the



survey. The most popular methods that students said they pay attention to include: (1) Email communication (chosen by 61.8 percent of survey respondents), (2) Banners around campus (51.7 percent), (3) *The Post* (43.2 percent), (4) Ohio University's students' website (www.ohio.edu/students) (43.0 percent), (5) Major event on campus (36.5 percent), (6) Personal interaction (31.4 percent) and (7) Television screens in Baker (27.8 percent). The Division of Student Affairs and particularly its Marketing Task Force would be wise to focus the majority of its efforts to reach out to students via these promotional opportunities.

5 C's Focus and FY Students

A strength that the Marketing Research group's survey pointed out is that the Division has done a great job in promoting the 5 C's to its first year students. This should be seen as an opportunity for the Division to heavily market the 5 C's to its incoming students. This is already being done at Bobcat Student Orientation and the First Year Student Convocation; however, there are many untapped opportunities out there to connect with first year students. Learning Communities would be one potential avenue. Another possible source for reaching out to first year students would be through common courses that first year students tend to take, such as PSYCH 101 and SOC 101.

Utilizing RA's as 5 C's Allies

Because Resident Assistants (RAs) are so well trained to have knowledge of the 5 C's, they could be used as allies in promoting the 5 C's among their fellow students. The Marketing Research student group made a few suggestions in their report as to how this opportunity may be utilized. They suggested that the 5 C's and their meaning could be discussed during floor meetings. In addition, the group suggested that RAs could post notes on residence hall room doors throughout the year and creative bulletin boards could also be used in the halls to promote the 5 C's. Another possible action could be for all RA's programs to be centered around at least one or more of the 5 C's.

Marketing 5 C's via Student Organizations

The Marketing Research student group also suggested that their survey indicated that some students know about the 5 C's and the Division of Student Affairs because of their involvement in organizations on campus. So, they recommend that speakers from the Division of Student Affairs could talk with student organizations about the Division and the 5 C's. The Marketing Task Force further discussed this point and suggested that anytime an office within the Division makes a presentation to a student group or class (i.e., a Career Services outreach), a small portion of that presentation could focus in on the Division and its services and promote the 5 C's.

Partnering with Marketing Student Groups

In working with the Marketing Research class group during spring quarter 2010, the Marketing Task Force was able to get the thoughts of 908 Ohio University undergraduate students. This avenue could be a potential opportunity in the future to partner up with other student groups. Future student surveys could be used to assess any progress the Division may make in its marketing efforts or to discover new and valuable information.

Dr. Smith and Dean Lombardi Emails

The fact that 69.5 percent of the survey respondents have read at least a portion of the newsletters sent by Dr. Smith and Dean Lombardi has already been listed as a strength; however, this also presents itself as an opportunity. If we know that a good majority of students are reading the leadership's emails, we can foresee these newsletters as an opportunity to market the Division of Student Affairs and its services to our students. These email communications can also be used to further emphasize the 5 C's to our student body.



Events & 5 C's Educational Opportunities

Members of the OHIO campus community are recognized on a daily basis in *The Post*, on The Compass website (ohio.edu/compass) or on an individual basis. Sometimes the acknowledgment is positive, like the Forensics team's success at this year's conference, and other times the recognition is negative, like the mug shots of students who were arrested at Palmer Fest that appeared in *The Post*. Regardless of the circumstances surrounding the recognition, the Division would be wise to use these as opportunities to emphasize which of the 5 C's have/have not been exhibited by these students' actions. By utilizing these occasions as educational opportunities, members of the OHIO community will both be made aware of the 5 C's and get the chance to better understand how they apply to everyday campus life.

Threats

Lack of funding

A major threat that the Division faces is something that is neither unfamiliar to the Division or to any other area within the university: funding. Some staff members within the Division feel we need to improve the development and fund raising efforts of the Division in order to secure additional funding to offer more activities and services for our students. While there may be development opportunities to help fund Divisional services, dwindling financial resources will continue to be a threat looming in the future.

Future Marketing Efforts

The marketing task force would most likely not exist if the Division already had a full-time staff member responsible for its marketing and communication efforts. This task force will set forth a marketing plan; however, there is no central person or office that will be responsible for carrying out these efforts. This is a major threat to the Division, as this situation could render most of the efforts put forth by the task force as pointless, and the major focus goal of marketing the Division may never be effectively reached.

Consistent Marketing

One of the greatest threats that the Marketing Task Force has been faced with over and over again is the challenge in consistently marketing such a diverse set of offices and departments. Whenever the task force comes up with ideas to market the Division, it seems that many ideas will work better for certain departments than it will for others. For example, marketing the Campus Involvement Center and Career Services can come across very well to students; however, there are greater challenges in marketing offices such as the Dean of Students' Office and University Judiciaries to students because of the nature of their functions. The great diversity among the Division's departments works well to serve our students in a holistic manner, but it does bring along with it a challenge in consistently marketing all of our services.

5 C's after the First Year

The results of the Marketing Research group's survey indicate that first year students are the most aware class of the 5C's, as over half of the students who said they either knew all about the 5C's or had at least heard of them were first year students. As stated in the strengths section, this is most likely due to the exposure they receive to the 5C's at Bobcat Student Orientation and during the First Year Convocation. Unfortunately, there is the threat that students will never again hear about or pay attention to the 5C's as they move on throughout their remaining years at Ohio University. If students are not reminded of the 5C's, it will be extremely



challenging to encourage them to model the Values of OHIO. When strong values are not being modeled by students on a college campus, this can have a negative impact on the overall environment of the campus.

5 C's as only a Symbol

Another threat is that the 5 C's may serve as nothing more than a symbolic set of values espoused by the institution. As with any set of values developed by an institution, there is always the threat that these may never become anything more than symbolic. It is one thing to develop and market OHIO's Values, but it is up to each individual member of the Ohio University community to actually embody these values. There are certain measures and standards that could be developed by various units on campus to help encourage the embodiment of these values, but there is still always the threat that several members of our campus will never actually practice the ideals of community, character, civility, citizenship and commitment.



Appendix B: College of Business Marketing Research Class Report

Division of Student Affairs Study



Group 6

Katie Branick

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Executive Summary:

For our final Project, we worked with Student Affairs Division at Ohio University. In order to determine what this division was looking for we met on several occasions with Jenn Grimm and Sujit Chenburkar to determine what questions they would like answered.

By distributing surveys to undergraduate students at Ohio University we hoped to find the best marketing avenues for the Student Affairs Division. We also wanted to assess undergraduates' awareness of the 5 Core Values of Ohio University. (Referenced in this paper as the 5Cs)

Our survey results indicated that the students who were most familiar with the 5Cs were Resident Assistants (RAs) and first year students. In addition, we determined that the source of information these groups noticed most were emails, banners around Baker and the University, and the Post.

After studying and analyzing the survey data, we conclude that the Student Affairs Division needs to more intently focus their marketing towards incoming first year students and sophomores. Along with that the Student Affairs Division should inform students by use of advertisement around campus.

We recommend marketing to these students in the areas that they notice most including emails, banners, and the Post. We also suggest using RAs because they are trained students who have direct contact with first year and sophomore students. RAs can include the 5Cs and other information about the Student Affairs Division on their bulletin boards in the dorm halls.

Please refer to the following paper for more detailed information on the bulleted points above.

Introduction:

This study was conducted on the Division of Student Affairs at Ohio University by creating a series of questions that was sent out in a survey to random sample of Ohio University students. This survey was used to measure the awareness of the division, the services it offers, the effectiveness of its current marketing strategy, and how to better reach the students to increase this awareness. Also by conducting this study, the division hoped to gain insight on if the students of Ohio University were aware of the 5C Core Values of the university: Citizenship, Civility, Community, Character and Commitment.

Our research group met with the leaders of the division and compiled a list of 11 questions including what we each thought was necessary to gain valid and reliable respondent information. This survey was then sent to all different types of students throughout the university using various channels of Facebook, student email, and a link posted on the Ohio University Students website homepage. Through these channels we collected about 900 respondent results and were able to make informed recommendations to further the Ohio University Division of Student Affairs.

Problem Definition:



The problem that the Division of Student Affairs faced and the reason for the need of this study was that the division felt they had a very low rate of awareness, a majority of the students do not know what the division is, what it offers, or even that it even is an actual division of the university. The division of student affairs wants and needs to be more effective with the students of Ohio University and needs to show the availability of their services so they can be utilized by the students.

Another aspect of the problem was that the division wanted to find out the best method of marketing and communication to the students since their current channels seemed to be not as effective. They wanted to find out where the students have heard about the division, whether it be word of mouth, advertisements or some other channel, and use this information to better market the division, the services it offers, and the 5 Core Values of Ohio University.

Research Objectives:

Here is a list of objectives that the Student Affairs Department and our group came up with. Overall they wanted us to look into the awareness and the knowledge of the students on the Student Affairs Department. They also wanted to look into better ways of informing students for future years to come.

- Are the current marketing methods being used effective?
- How aware are Ohio University students of the Student Affairs Division?
- Do the students know all the departments involved in the Student Affairs Division?
- Are Ohio University students aware of the 5 C's that represent Ohio University?
- How did students become aware of the 5 C's?
- What is the best method for making students more aware of the 5 C's?

Methodology:

Sample Size: After doing the calculations using the formula for confidence levels, it was found that for a 95% confidence level, we would need approximately 400 surveys to make our research valid and measurable. We also used the 50/50 ratio in the sample size equation because we did not have any prior information or predictions.

Because of the fact that we had the resources to get more surveys, and that we had a very large amount of respondents, we decided to use all 900 surveys we received to make our analyses more precise and have a higher confidence level. We felt that the more results we received, not only would our study be more accurate, but the better reading we could get on our study and the more input that would be useful. Also, since our research group was different from others in that we were actually working with a client, the Division of Student Affairs, who was relying on this information to make decisions about their business, the most possible results were needed.

For the purposes of our random sample of research, we wanted to keep the sample and variation of respondents we received completely random, so we did not make a certain number of students from each class required. We could pick out certain surveys in order to get an equal number between gender or year in school,

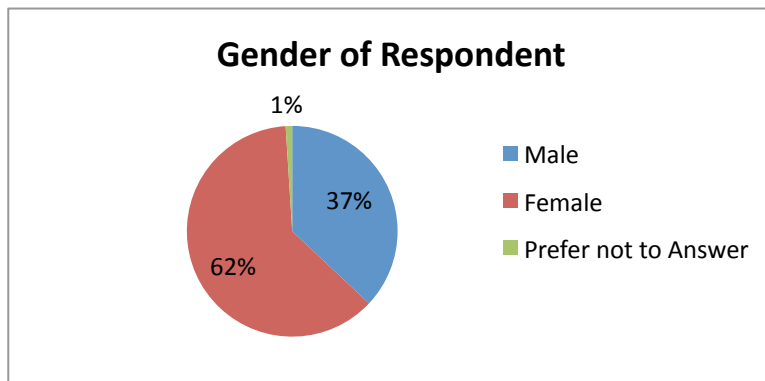


but we felt the needed information could still be obtained regardless of an equal number of class rankings or an equal number of gender.

Data Collection: Our research group collected the data for this study by creating a questionnaire of 11 questions to be sent out in an online Qualtrics survey. These survey questions were created in collaboration between our group and the leaders of the Division of Student Affairs, using questions they thought would gain the best results for the answers they were seeking as well as questions we thought would get usable results. Additionally, our group helped word their questions in a way that would better appeal to the students and make them easier to understand and give correct results rather than just checking boxes.

Next, the data was collected by sending the finalized questionnaire out to students of Ohio University through a few different channels: a Facebook event was created where students could take the survey, as well as the survey being sent out in an email to student lists provided by the Division of Students Affairs, and a link of the survey posted on the homepage of the Ohio University Students website. We utilized these three different channels because this way we would be able to get diverse responses from students of all different class rankings, genders, colleges, and backgrounds. All of the data went to the same online Qualtrics survey to create a collection of 900 results.

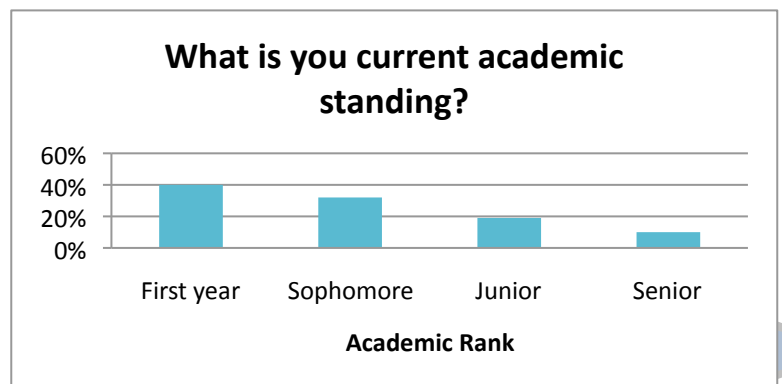
Respondent Profile:

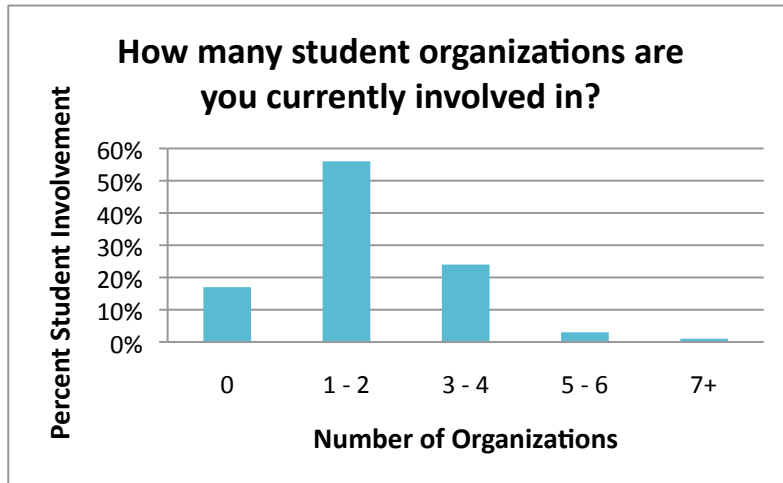


Our survey was distributed to 910 undergraduate students from Ohio University. These students range in academic standing from First Year to Senior, male and female, and vary in their level of campus involvement. To provide a better understanding of these students, below are some visual aids to help shape our respondents' profiles.

With a total of 901 respondents answering the first question regarding gender, 333 respondents or 37% were male, 563 respondents or 62% were female, and the remaining 1% of respondents chose to not answer this question.

The second question in our survey asked the students to select their current academic standing. As the graph to the left indicates, the majority of respondents with 40% were First Year students, followed by sophomores with 32%, juniors with 19%, and seniors with 10%. A total a 901 students responded to this question.





Finally, we asked students to tell us how many student organizations they are involved with on campus. In all, 902 students answered this question. 56% of students indicated they were involved in 1 – 2 organizations, 24% were involved in 3 – 4, 3% were involved in 5 – 6, 1% involved in 7 or more and 17% were not involved with any campus organizations.

Objectives and Results:

Objective 1: How aware are you of the Student Affairs Division and all of the programs offered within it?

In determining our first objective, we wanted to analyze our survey data to find out how much students know about the programs offered within the Student Affairs division. To do this we answered more specific questions to determine the overall level of awareness.

Results: Of the students who selected that they have at least heard about the Student Affairs Division, how many correctly selected the programs that make up the Student Affairs Division and what was their academic standing?

How many Student Organizations/Clubs/On-campus jobs are you currently involved in? * Please indicate your class rank. Crosstabulation

Count		Please indicate your class rank.				Total
		First year	Sophomore	Junior	Senior	
How many Student Organizations/Clubs/On-campus jobs are you currently involved in?	0	0	1	0	0	1
	1-2	8	7	3	0	18
	3-4	3	4	2	2	11
	5-6	0	1	0	0	1
	7+	1	0	0	0	1
Total		12	13	5	2	32

We first selected all of the students who knew all the departments under Student Affairs. As shows above the majority of students who knew this were sophomores and were involved in 1 – 2 student organizations.

Objective 2: How aware of the 5 C's are students, and where did they learn about them.

With this objective, we were looking to gauge students knowledge of the 5 C's as well as targeting the source of their knowledge.



Results: The first question we asked for this objective was: “Please rate your awareness of the 5 C’s. Also Known as the Core Values of Ohio University.” The results of this question are displayed in the frequency diagram below:

	Frequency	Cumulative Percent
I know all about the 5 Core Values	146	16.2
I have heard about them	249	43.8
I have seen them advertised	67	51.3
They sound familiar	148	67.7
I have never heard of the 5 Core Values of Ohio University	291	100.0
Total	908	

When analyzing this data the first number that sticks out is that nearly a third of the respondents have never heard of the 5 C’s.

The second question pertaining to this objective is: “Check all of the places where you remember learning about the 5 Core Values of Ohio University.” The results to this question can be seen in the frequency diagram below:

	Valid
Applying for SAC (Student Activities Commission) funding	43
Banners around Campus	338
Bobcat Student Orientation (Pre-College)	343
Email Communication	122
Through personal communication	86
Ohio University Student Website	186
Other: (please specify)	82



This data shows the majority of students learned about the 5 C's at Bobcat Student Orientation, followed closely by banners around campus in second place. It can also be noted that learning through personal communication and applying for SAC both received low frequencies.

The final question asked pertaining to this research objective was: "How many of the 5 Core Values can you name?" The results can be found in the frequency table below:

This question provided a good check for the first question asked. Although only 32.3% of the respondents said they have never heard of the 5 C's, 50.1% of the students could not name any of the Core Values. This displays that many of the people who are aware of, or have heard of the 5 Core Values of Ohio cannot name any of them.

Next we wanted to determine if there was any relationship between knowledge of the 5 C's and the class rank of a student. Below is the data collected and the analysis found. Using statistics it is proven that there is a relationship between class rank and knowledge of the 5 C's. Looking at the distribution we see that first year students have a greater awareness. This could be due to students who have more recently attended orientation are more likely to remember information about the 5 C's. Along with that as we get into the senior students it is clear that they are less aware of the 5 C's.

Count		Please rate your awareness of the 5 C's. Also known as the Core Values of Ohio University.				
		I know all about the 5 Core Values	I have heard about them	I have seen them advertised	They sound familiar	I have never heard of the 5 Core Values of Ohio University
Please indicate your class rank.	First year	75	137	30	40	77
	Sophomore	32	63	28	51	109
	Junior	24	34	4	36	70
	Senior	15	14	5	21	34
Total		146	248	67	148	290

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	77.464*	12	.000
Likelihood Ratio	80.677	12	.000
Linear-by-Linear Association	37.887	1	.000
N of Valid Cases	899		

Objective 3: To see if the current marketing methods are effective.

The Department of Student Affairs wanted to know if their current marketing strategy was the most effective way to reach the majority of students at Ohio University. Along with that they wanted to find the best way to market to the students.



Results: When first starting this objective we looked to see if there was a relationship between the number of organizations a student was in, their class rank, and their knowledge on the Student Affairs Division. When looking at the regression model below we found that 44.2% of variation in the awareness of the 5 C's can be described by class rank, knowledge on Student Affairs Division, and number of organizations involved in. This can be helpful in two ways. The first thing is that this number tells us that there is a relationship between these variables. The second thing is that the awareness of the 5 C's is not something that is predetermined. Class rank, and organizations involved in do play a factor into the knowledge on the 5 C's but it is not a major part which means the Student Affairs Division can add new ways to market to the students and that will increase the knowledge and awareness of the students.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.203	.237		5.076	.000
	How many Student Organizations/Clubs/On-campus jobs are you currently involved in?	-.243	.063	-.120	-3.859	.000
	Please rate your knowledge of the Division of Student Affairs and the various offices that are part...	.480	.042	.356	11.548	.000
	Please indicate your class rank.	.426	.047	.276	8.988	.000

a. Dependent Variable: Please rate your awareness of the 5 C's. Also known as the Core Values of Ohio University.

Now we will look more in depth to which media to use to attract the students. The average percent of students who recall reading a portion of the email sent out from the Vice President for Student Affairs and the Dean of Students was 69.5%. The majority of students at Ohio University remember reading at least a portion of their emails and it would be wise for the Vice President for Student Affairs and the Dean of Students to continue to send out these emails and to include important information within them.

We also wanted to find the communication method that had the highest frequency percentages of students. To do this we used a frequency table on all of the different methods listed in our survey.

The results included:

Athens Messenger Newspaper/Online	11.6%
Athens News Newspaper/Online	13.6%
Banners around campus	51.7%
Bobcat Vision cable station	3.9%
Discussion at a student organization meeting	14.1%
Email Communication	61.8%



Major Event on campus	36.5%
Ohio University Student's Website	43.0%
Outlook/Compass	21.1%
Personal Interaction	31.4%
Television screens in Baker	27.8%
The Post	43.2%
Website for your academic college	10.3%
Other	1.4%

The numbers on the far right hand side represent the percentages of students who had chosen that particular method as one they often pay attention to. Below you will see the original frequency charts for the different methods of communications.

Limitations:

Variance in number of respondents across class ranks: One limitation we encountered when collecting data was that we had a very large amount first year students respond to the survey, followed by slightly less sophomores and decreasing in numbers as class rank increased. This could have an effect on the numbers and results when testing the data in SPSS, because the results for first years would be higher, but we were able to work around this successfully. First, since we wanted a random sample, we did not want to set a cap on the number we could receive from each grade and limit our respondents, so we felt it was better to have the most respondents, no matter what class they were in. Also, when testing the data, we used weighted numbers and took results from each class, so the variance in class rank did not affect the accuracy of our percentages and results.

Schedule conflicts between our group and the Division of Student Affairs: Another limitation faced during this study was being able to find multiple times to meet as a group with the representatives from the Division of Student Affairs. Even as a group of students, we were five different people with busy schedules of class, jobs, and student organizations. But in addition to this, we had to attempt to coordinate all five of our schedules with the two representatives from the division, who are also even busier than our group members with their full time jobs, meetings, and other responsibilities. It took awhile to finally get a time that worked for everyone and also to find a place that was available to meet, which slightly set us back on time, but did not create any large effect on our ability to do the report.

Feasibility and usability of resources, time: A minor setback we dealt with was deciding how we would send out the surveys and collect the data, and if these options were all feasible and usable. There was a possibility of a survey program put on by an outside company that the Division of Students Affairs had access to, which would have enabled us to have access to send the survey out to a very large majority of Ohio Students. By doing this



we could also choose the class rank and college of the students to assure diversity. Figuring out the logistics of this put a small pause in our time frame, and it turned out that we would not be able to use this resource because of the time needed to execute and the difficulty to process the information into SPSS and a format we could use. Even so, we were still able to get a very large amount of respondents and diversity of those respondents as well, so the only limitation this caused in the end was that of the set back of time.

Conclusion and Recommendations:

After analyzing the data and reviewing the results we made a couple assumptions about the population of Ohio University students. The most popular way to inform students of the Student Affairs Division and the 5 C's was to start telling them about it at orientation and keep reiterating it to them as they continue college. The best way to reiterate is to have the information posted around town and in baker. Simple things like signs and banners, sidewalk chalk, and on the front page of the Ohio University website will help keep the information fresh in student's minds and will be a constant reminder of the 5 C's.

The signs need to be something to attract the student's attention. Most organizations do this with bright colors or interesting pictures and put the posting places where students tend to stop by and relax. Whether students want to or not if it attracts their attention, they are going to read it. If students keep on seeing the 5 C's around campus they are eventually going to recognize and remember them.

Along with that an interesting fact we found was the percentage of students who knew about the 5 C's due to Resident Assistant classes and training. It is clearly something discussed with the RA's and something they have a lot of knowledge on. For this, we believe that they should play a bigger part in informing students, especially freshmen, about the 5 C's. At the first meetings RA's can discuss the 5 C's and there meaning. Throughout the year when posting notes on dorm doors you can add the 5 C's in the corner just to keep reminding students. Also keep the 5 C's creatively posted on the bulletin boards around the dorms. It would attract the student's attention and constantly remind them of what Ohio University stands for.

Lastly, it appeared that some students knew about the 5 C's and the Student Affairs Division due to being involved in organizations here at Ohio University. One recommendation we have is to have a speaker come in to different organizations to talk about Student Affairs and the 5 C's. Many organizations are willing to bring in speakers and it is a great way to reach out to the students to inform them.



Appendix C: Division of Student Affairs' Staff Survey Results

During spring and summer 2010, all staff members within the Division of Student Affairs were asked to complete a survey set forth by the Marketing Task Force. This basic survey asked staff members to list the top five areas/things we do well as a Division. Then, employees were asked to list the top five areas/things we need to improve on as a Division. Eight staff members responded to this survey. A summary of the survey's results are included below. Items that were mentioned by two or more staff members are grouped together and italicized. These responses that were mentioned on more than one occasion contributed directly to the SWOT analysis.

Top Five Areas/Things We Do Well as a Division

- *Make students a top priority/Serve needs of students to enhance their OHIO experience/Put students first and include them in decision-making/Make touch points with every student on campus (Orientation, Move-in, Baker center, First-year convocation, Commencement)*
- *Support personal and professional development of students/Encourage students to become involved outside of the classroom through participation in organizations and jobs within the department/Actively support students through philosophy of challenge and support/Educate students on citizenship/Help students become connected through programming and student organizations/Provide opportunities for student development through internships, independent study and complement their coursework/Provide multiple options for student engagement*
- *Excellent programming efforts (AlcoholEdu, Leadership Development, etc.)/Offer programs and services that allow students to learn outside the classroom/Programming-do an excellent job planning programs/Help students become connected through programming*
- *Crisis management/Crisis response-collective response to crises is very strong, particularly in DOS and RH offices/Communicate well in a crisis*
- *Communication with parents and students/Communicate well in a crisis/Provides consistent messaging on student expectations*
- *Educate students on health and safety issues/Educators and help students to mature and make healthy life choices/Provide essential services related to holistic wellbeing, physical, mental and emotional*
- *Dedicated employees who go above and beyond their job descriptions/Staff attitudes are generally good-most staff members are very "can do" and willing to go out of their way to assist students (and others) in answering questions and navigating the system/Work hard, long hours and generally don't complain because know importance of work*
- *Offices within the Division collaborate well with each other/Collaborate well with academic units and departments within and outside of the university/Collaboration between departments through programming, referrals and other opportunities*
- *Work collectively and individually with students who are considered at risk or may not remain in college*
- *Look out for the welfare of student employees*
- *Build relationships with each other and with colleagues, making it a great place to work*
- *Serve as an excellent resources for members of the university community that have student-related issues or concerns*
- *Support Vision Ohio with programs and services*



Top Five Areas/Things We Need to Improve Upon as a Division

- *Need to implement a valuable and meaningful reward system for employees who go above and beyond/Losing valuable employees due to dwindling morale and need to find a way to combat this/Need to support the professional development of staff members*
- *Need to learn to do less with less instead of more/Need to narrow priorities-currently, everything is perceived as a priority*
- *At times, communication between departments is not always strong in terms of events and/or services offered to students and staff/Don't communicate well with each other/Collaborate better as a Division/Aren't cross-trained enough to provide great quality of care to students and take advantage of the many touch points we have with students*
- *Improve the development/fund raising efforts of the Division/Need to secure additional funding to offer more activities for students in the evening and weekends*
- *Integrate more effectively the programs and service offered by the Division within the academic community/Should collaborate more with Equity and Access offices on diversity education efforts-used to be heavily involved and now leave it to E&A offices, which makes the Division's commitment not apparent/Ought to work more with community partners to make sure the environment supports healthy lifestyles*
- *Don't "toot our own horns" as much as should about excellent work done-both on a departmental and divisional level as well as an individual basis/We don't "tell our story"-people don't know what the Division does/Students need to see the Division as a collective unit and not individual offices*
- Need to review previous focus goals before making new ones
- Need a clear sense of direction-where the Division is heading in 5-10 years
- Recognition of department accomplishments by other departments-championing each other as much as possible
- Need to develop a compensation structure for young professionals that is more competitive within the university community and profession to attract and retain talented individuals
- Not involved enough on a regional or national level-need to publish and present more
- Use technology more effectively relative to delivery of programs and services
- Collectively, websites need work
- Should challenge students to think beyond their day-to-day life
- Need to make sure all students feel like a part of the OHIO experience, not just a select few
- Customer service (Name tags, Communication, Remembering that students and parents are our "customers")
- Need to define and market the 5 Cs better as most students and some employees do not know what they are

