Exploring Marketing Performance Measurement Systems and Organizational
Performance in Higher Education: A Multiple Case Study

Dissertation Manuscript

Submitted to Northcentral University

Graduate Faculty of the School of Business & Technology Management
in Partial Fulfillment of the
Requirements for the Degree of

DOCTOR OF BUSINESS ADMINISTRATION

by

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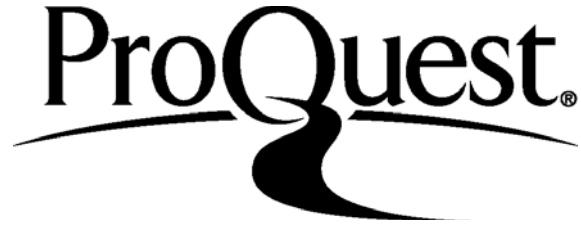

Prescott Valley, Arizona
2016

Approval Page

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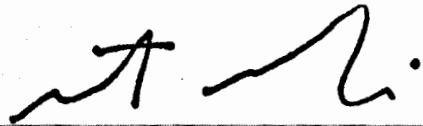Approved by: _____   10-03 2016

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Abstract

In the 21st century, prospective undergraduate students decreasingly identified with a

particular denomination, and this impacted the marketing of faith-based institutions.

These prospects and their parents also were increasingly price-conscious, so the faith-

based universities were competing against lower-priced public universities and

community colleges. The problem addressed in this qualitative, multiple case study was

that marketing executives at faith-based universities who failed to implement marketing

performance measurement systems could not adequately measure marketing effectiveness

or determine whether marketing activities affected the organization's performance. The

purpose of this study was to explore how marketing executives at three faith-based

universities in the Midwestern United States were measuring the performance of their

marketing activities and how they compared these marketing metrics to indicators of

organizational performance. Face-to-face interviews were held with nine participants,

who had executive marketing responsibilities at three different faith-based universities.

University websites and IPEDS reports were analyzed in order to achieve triangulation.

The findings supported the literature that quantitatively measuring marketing

performance was difficult. Measures, such as enrollment numbers or dollars raised, could

only sometimes be linked to particular marketing campaigns. As was shown in the

literature, the faith-based university marketers who had limited knowledge of their

marketing performance measurement were unable to justify all of their marketing

expenditures and could not necessarily make a case for these marketing activities'

relationship to the performance of their institution. The emergent themes from the face-

to-face interviews all supported the literature, which underscored the importance of using

marketing performance measurement to justify budget requests. The findings from the case study and literature showed that faith-based institutions were found to be more at risk to suffer from decreased or stagnant enrollment, because they could not compete with community colleges or public universities on price. By expanding on the results of this study, the self-designed interview questions could be used with other higher education marketing executives. Practical applications of this study and recommendations for future research were presented as they would benefit marketing executives in faith-based higher education as well as those in private and public higher education, in general, and in the business environment.

Dedication

This dissertation is first dedicated to my children, Laura Elizabeth Adkins and Daniel Robert Adkins. You both deserve this dedication for your patience when Mama had to finish writing one more sentence or reading one more paragraph before answering your homework or life questions. I may have seemed exasperated with you, but I was upset my studies kept me from being present 100% while you were awake. Although there were many nights I studied until 4 a.m. so I could be at your practices, school events, ball games, cross country meets, and orchestra and choir concerts, I would not have had it any other way. I miss those busy times now that you are grown and gone! I love you and appreciate you both so much, and I am so proud of you, too, as you begin your careers. The second dedication is for my husband Chuck Smith. From our high school sweetheart days, you have never ceased to encourage me in my educational pursuits. You have spoiled me by taking charge of making breakfast and lunch, doing dishes, keeping the laundry going, and putting up with me facing the computer during each evening and most of the weekends. I could not have done this without your unending support, love, prayers, and patience. I love you so much and appreciate all you have done for me and our children. I also appreciate your sons, Jacob and Adam Smith, for understanding their crazy stepmom was married to her studies as well as their dad. Finally, I dedicate this dissertation to my Lord and Savior, for allowing this immigrant's child and first-generation college student to complete her dream of a doctorate. To God be the glory for this achievement! My life's verse sums up the dissertation process as well as life itself: "Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up" (Galatians 6:9, New International Version).

Acknowledgements

There have been so many people who have supported me during this long and arduous journey toward a doctorate from Northcentral University, from my earliest teachers, Mrs. Kelly Dame, Mrs. Dana Johnson, Mrs. Jean Davidson, to Dr. James Ransom, Dr. Stephen Finley, Dr. Anne Dalke, Dr. James Milne, and Dr. Arlene Rengert, who shepherded me from high school and college through my master's degree, inspiring me to believe in myself and never stop learning. In addition, I want to acknowledge the many personal and professional friends who have prayed for and pushed me along the way to completing this degree: my friends at South Haven Baptist Church, in the Springfield Metro Chorus, and in the Association for Women in Communications, and my Dr. friends, especially Dr. Pat Taylor, Dr. Stephanie Miller, Dr. Ronda Credille, and Dr. Regina Waters. I thank you all for believing I could see this to the finish line. A special thank you goes to Renee Barger and Lena Yates for taking time to be readers. Finally, I am grateful to all of the scholars at Northcentral University who took part in my academic achievement, especially Dr. Joan Saunders, Dr. Yvette Ghormley, Dr. Rida Moustafa, and Dr. Mirza Murtaza. My dissertation chairs each played an integral part in my completion of this dissertation. Dr. Shannon Anderson was my first chair, and she guided me through the process of changing my doctoral program to a DBA and through many manifestations of developing my topic and research methodology. Dr. Tony Dnes came on board as I was ready to give up and encouraged me to be patient in trying to schedule interviews with busy executives. Last, but definitely not least, was my chair Dr. Eva Mika, who guided me through the final weeks of completing my dissertation. I am grateful for her support

and encouragement in finishing the quest for a doctorate. To everyone who helped me in

seeing this through, I owe a sincere debt of gratitude.

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Chapter 1: Introduction

Marketing executives have long been criticized by top management and others in their organizations for not having a standard means of measuring the effectiveness of their marketing activities (Homburg, Artz, & Wieseke, 2012; Jeffery, 2010; Mintz & Currim, 2013; O'Sullivan & Abela, 2007; O'Sullivan & Abela, 2010). These marketing activities included branding, advertising, telemarketing, website and Internet presence, promotions, direct mail/e-mail campaigns, public relations, internal communications, customer relationship management systems, budgeting/spending, and market research (O'Sullivan & Abela, 2007). Marketing executives have acknowledged the need to have marketing performance measurement systems in place that are quantifiable and relate to the organization's performance (Homburg, Artz, & Wieseke, 2012; Merlo, Lukas, & Whitwell, 2012; Mintz & Currim, 2013; Park, Auh, Maher, & Singhapakdi, 2012; Sachs, 2011).

Creating and implementing a well-designed marketing performance measurement System has been shown to raise top management satisfaction with marketing executives and to positively influence strategic decisions made by leaders of the organization (Homburg et al., 2012; Jeffery, 2010; O'Sullivan & Abela, 2007; Verhoef & Leeflang, 2009). Examples of such marketing performance measurement systems include processes to measure the customer relationships in terms of how much it costs to acquire the customer and then keep them as loyal customers (Farris, Bendle, Pfeifer, & Reibstein, 2010). In addition, simply having the ability to measure marketing performance in a manner aligned with organizational strategy has been shown to positively influence the

organization's financial performance (Homburg et al., 2012; Mintz & Currim, 2013; O'Sullivan & Abela, 2007).

Despite the need for marketing accountability, there remains a lack of standards for measuring marketing performance (Acikdilli, 2015; Boyd, Chandy, & Cunha, 2010; Jeffery, 2010; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010; Verhoef et al., 2011). Marketing in higher education institutions, in particular, has been under scrutiny since the 1970s, when the notion of students as consumers first materialized (Camelia & Marius, 2013; Gibbs & Maringe, 2008; Naidoo, Shankar, & Veer, 2011). By the 1990s, higher education marketing executives were faced with resistance from faculty and administration, and, according to Naidoo et al. (2011), students were encouraged "to view the act of learning as a commercial transaction" (Chen, Wang, & Yang, 2009; Gibbs & Maringe, 2008; Naidoo et al., 2011, p. 1150; Rey & Powell, 2013; Wright, 2014).

Higher education marketing executives argued that given the increased competition for students, colleges and universities must have a marketing orientation in order to survive (Camelia & Marius, 2013; Gibbs & Maringe, 2008; Naidoo et al., 2011; Wright, 2014). To be most effective, a marketing orientation should include a dual focus on consumers and stakeholders, and it must have administrative and faculty support (Camelia & Marius; Modi & Mishra, 2010; Wright, 2014). With millions of dollars being spent on marketing staff compensation, as well as on marketing activities, higher education administrators, academics, and accrediting bodies have called on college and university marketers to justify the "marketing process" and how it relates to "student learning outcomes," as well as to strategic management performance objectives (Camelia

& Marius; Chen et al., 2009; Gibbs & Maringe, 2008; Jeffery, 2010; Naidoo et al., 2011; Rey & Powell, 2013, p. 49; Wright, 2014).

Background

The foundation of this study was developed after a review of the business marketing literature, in general, and the higher education marketing literature, in particular. A further narrowing of focus was to examine the literature on faith-based universities and colleges. In the 21st century, prospective undergraduate students decreasingly identified with a particular denomination, and this loss of competitive advantage impacted the marketing of faith-based institutions. Understanding the history of marketing performance measurement was determined to be critical to the comprehension of this study, since the lack of consistency in the measurement of marketing performance was underpinning the problem and purpose of this study.

A background of marketing performance measurement history was included, as well as historical background for the understanding of marketing in the higher education industry, in general, and in particular, the faith-based segment of the higher education industry. A discussion of some of the current issues in higher education marketing, especially the marketing of faith-based institutions, was included to place the study in an applied, practical business administration context.

The strategic plan, implementation, and evaluation of marketing was critical to understand the success of the marketing effort in the complex and competitive environment facing today's institutions of higher education (Boyd, Chandy, & Cunha, 2010; Jaworski, 2011; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010; Tollin & Schmidt, 2012; Verhoef & Leeflang, 2009). The

marketing executives at universities were currently challenged to justify their budgets by proving that their branding and marketing tactics were resulting in the recruiting and retention of students, who were increasingly acting like fickle product consumers (Chen et al, 2009; Jeffery, 2010; Morard et al., 2013; O'Sullivan & Abela, 2007; Sarrico et al., 2010).

It was found in the literature that faith-based universities, in particular, faced critical marketing and branding challenges as high school students decreasingly identified with a particular denomination or unified faith practice, and these prospective students were less likely than their parents were to consider the importance of a faith-based academic community when considering where to attend college (Confer & Mamiseishvili, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009). This lack of denominational identity was coupled with the fact that parents became more price-conscious as their incomes and assets decreased, while the cost of higher education increased, after the economic crisis of 2008. This decrease in income and increase in prices, made public universities and community colleges a more attractive option than a small, private, faith-based institution (Confer & Mamiseishvili, 2012; Duesterhaus, 2015; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Kotler & Kelly, 2012; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009; Wright, 2012).

Statement of the Problem

The problem addressed was that marketing executives at faith-based universities who failed to implement marketing performance measurement systems could not adequately measure marketing effectiveness or determine whether marketing activities affected the organization's performance (Confer & Mamiseishvili, 2012; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009). Since the economic downturn in 2008, faith-based universities across the United States have limited their budgets for marketing (Camelia & Marius, 2013; Confer & Mamiseishvili, 2012; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Mintz & Currim, 2013; Naidoo et al., 2011; O'Sullivan & Abela, 2007, p. 91; Park et al., 2012; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009). Marketing executives at faith-based universities have been criticized for their desire to maintain or increase marketing budgets without the ability to "generate a comprehensive set of marketing metrics" that link to organizational performance measurements (Camelia & Marius, 2013; Confer & Mamiseishvili, 2012; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Mintz & Currim, 2013; Naidoo et al., 2011; O'Sullivan & Abela, 2007, p. 91; Park et al., 2012; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009).

Because many colleges and universities faced severe budget cuts and endowment losses since 2008, marketers who had limited knowledge of their marketing performance measurement were unable to justify their marketing expenditures and could not make a

case for marketing activities' relationship to the performance outcomes of their institution (Camelia & Marius, 2013; Confer & Mamiseishvili, 2012; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Mintz & Currim, 2013; Naidoo et al., 2011; O'Sullivan & Abela, 2007, p. 91; Park et al., 2012; Rey & Powell, 2013; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009; Naidoo et al., 2011). With students and their parents increasingly making college decisions as cost-conscious consumers, it was found that faith-based colleges and universities could not perform well in a competitive marketplace without marketing activities that generated the "primary performance outcomes" of sales growth, market share, and profitability (Camelia & Marius, 2013; Mintz & Currim, 2013; O'Sullivan & Abela, 2007, p. 91). Since organizations that do not market effectively will not thrive, it was important to understand how higher education marketing executives from faith-based universities measured marketing performance and whether marketing performance influenced organizational performance (Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010).

Purpose of the Study

The purpose of this qualitative, multiple case study was to explore how marketing executives at faith-based universities were measuring the performance of their marketing activities and how they compared these marketing metrics to indicators of organizational performance. A multiple case study analysis of marketing performance measurement practices at three private faith-based universities in the Midwestern United States examined "how the program or phenomenon performs in different environments" (Stake, 2006, p. 23). Faith-based universities were chosen for the special marketing and branding

challenges faith-based universities were facing in the 21st century (Confer &
Mamiseishvili, 2012; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer,
Carpenter, & Lantinga, 2011; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006;
Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009).

    For the study, face-to-face interviews were held off campus with the top
executives who had marketing responsibilities at the faith-based universities, including
marketing/communications, admissions/enrollment management, and
development/fundraising. In order to achieve triangulation of data, online marketing
materials were analyzed as part of the study. The target N for participants was three
interviews per university.

    With increasing competition in the marketplace for both traditional (18- to 23-
year olds) and non-traditional (23-year old and older) students, private colleges and
public universities alike will not be successful until they understand how their marketing
efforts influence the performance of the institution (Camelia & Marius, 2013; Chen et al,
2009; O'Sullivan & Abela, 2010). Measuring marketing performance was critical in
order to budget money and time appropriately for marketing activities; if a marketing
activity was not productive, it begged the question of whether to fund or staff it (Mintz &
Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010). An instrument for
interviewing higher education marketing executives was developed for this study that
included questions of how they were measuring marketing performance at their
institutions.

    Since there were no industry standards for the quintan of measuring marketing
performance, in general, or in higher education, in particular, this multiple case study was

necessary to begin understanding the similarities and differences of the phenomenon in various "manifestations" (Stake, 2006, p. 40). In other words, the complexities of measuring marketing performance and relating it to organizational performance would be better understood and the study more "robust" if more than one case was analyzed (Stake, 2013; Yin, 2014, p. 57). Although there will be similarities and the "possibility of direct replication" with using the three university cases, illustrating "contrasting strategies" in a cross-analysis of the cases yielded a deeper understanding of the quintain of marketing performance measurement (Stake, 2013; Yin, 2014, p. 64). Data was analyzed from the executive interviews and information gathered from each of the three institutions' promotional websites. An analysis of the Integrated Postsecondary Education Data System (IPEDS) reports on each of the universities as part of the study added to the research quality through triangulation of data (Beverland & Lindgreen, 2010; Gajić, 2012, p. 29; Stake, 2013; Yin, 2014; www.nces.ed.gov/ipeds). Of the five analytical techniques advocated by Yin (2014), three, especially were used to analyze the collected data in this study: pattern matching, explanation building, and cross-case synthesis for multiple cases.

Research Questions

The principal quintain which arose from the problem and purpose statements was the measurement of marketing performance. The research questions to guide the qualitative multiple case study involved identifying relationships between the processes of planning, implementing, and analyzing marketing performance measurement systems and the effects of marketing activities on organizational performance. Higher education marketing executives, including university marketing/communications,

admissions/enrollment management, and development/fundraising, from three faith-based institutions were interviewed to discover their particular understanding of the quintain.

The research questions were:

Q1. How does the higher education executive measure marketing performance?

Q2. How does the higher education executive measure marketing performance against organizational performance?

Q3. How is marketing performance compared to organizational performance?

Q4. How does the top administrator of the institution view the effectiveness of the marketing department's activities?

Nature of the Study

The problem to be researched in this study was that marketing executives at faith-based universities who fail to plan, implement, and evaluate marketing performance measurement systems cannot adequately measure their marketing effectiveness or determine how marketing activities influenced the organization's performance (Boyd, Chandy, & Cunha, 2010; Jaworski, 2011; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010; Tollin & Schmidt, 2012; Verhoef & Leeflang, 2009). The purpose of this qualitative, multiple case study was to explore how marketing executives at faith-based universities, in particular, were measuring the performance of their marketing activities and how they compared these marketing metrics to key performance indicators (KPIs). Faith-based universities were chosen for the multiple case study due to the lack of high school students identifying with a

particular denomination and the cost-consciousness of their parents making public institutions more desirable (Confer & Mamiseishvili, 2012; Duesterhaus, 2015; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Kotler & Kelly, 2012; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009; Wright, 2012).

A multiple case study of marketing performance measurement practices at three faith-based universities in the Midwestern United States examined "how the program or phenomenon performs in different environments" (Stake, 2006, p. 23). The "quintain," or "phenomenon or condition to be studied," was measuring marketing performance, and the multiple case study was "a study of cases for what they tell us about the quintain" within the context of higher education (Stake, 2006, p. 6). The quintain for this study arose from the problem and purpose statements, and it was the measurement of marketing performance. In addition, literature that supported the choice of a qualitative, multiple case study research methodology for the study was reviewed.

The case study research design was chosen to accomplish the goals of gaining a better understanding on how universities, faith-based universities in particular, measured the performance of their marketing endeavors (Anastasiu, Moldovan, & Muresan, 2013; Yin, 2014). Pratt (2009) found that qualitative research was particularly well-suited to "'how' questions—rather than 'how many'; for understanding the world from the perspective of those studied (i.e. informants); and for examining and articulating processes" (p. 856). Case studies, in particular, often concentrated on what "process or system of action" was the most important factor to understanding the entity under examination (Zivkovic, 2012, p. 92). Marketing performance measurement was found to

be a process; therefore, case study research was considered an appropriate methodology with which to study how universities were implementing marketing performance measurement processes (Zivkovic, 2012).

The research and interview questions also were designed to examine whether the definition of "marketing education" in the 20th century was still a valid justification of the universities' marketing expenditures in the 21st century. Kotler and Fox (1995) defined the marketing of higher education as follows:

Marketing education can be defined as the strategy analysis, planning, implementation and control of the programs, designed to bring added value to a target market in accordance with the objectives. Students are the marketing product and employers are the consumers of the product. (Anastasiu et al., 2013, p. 95)

While employers still consume students, increasingly students and their parents act as consumers of the universities (Anastasiu et al., 2013 Camelia & Marcus, 2013; Chen, Wang, & Yang; 2009; Gajić, 2012).

Yin (2014) found that both single and multiple case studies can be used in business research to uphold a theory or to examine an especially uncommon or model case. Single cases can be best for circumstances in which the researcher wants to examine an unknown or under-developed phenomenon, but studying multiple cases can be just as valued as long as the temptation to use "sampling logic" was recognized (Zivkovic, 2012, p. 93). Yin (2014) also found that case studies were a strong choice when examining behaviors, such as marketing performance measurement, since the method examined the behaviors of individuals more fully than just studying a history of events.

Marketing performance measurement practices at three faith-based universities in the Midwestern United States were explored in a multiple case study. The study of measuring marketing performance revealed information about the phenomenon of marketing performance measurement within the higher education context. The relationship between the process of planning, implementing, and evaluating marketing performance measurement and how marketing activities were perceived to effect institutional performance were explored in this study. Marketing executives at the three universities were interviewed to learn how they understood the phenomenon of marketing performance measurement. As Yin (2014) determined, a successful qualitative case study to understand or build theory was based on the proposal of research questions to bridge the gap in the literature. Given the dearth of literature detailing a theory of successful marketing performance measurement systems, especially in higher education, this study sought to explore information pertinent to this phenomenon of measuring marketing performance in higher education. Due to time constraints, building a full-fledged grounded theory was not attempted, but a rigorous multiple case study began building the foundation for a marketing performance measurement theory (Stake, 2013; Yin, 2014).

All three of the case study universities had three executives who were responsible for marketing the institution, and they also had responsibilities for institutional performance. Each of these three executives were invited to participate in the research study. Those who agreed to participate were interviewed in separate open-ended interviews. Given that these executives had the responsibility for developing, implementing, and evaluating the marketing of their university, the data gathered in the in-depth interviews was integral to the success of this study. Their perspectives were

sought on the interview questions listed in Appendix A. These questions led to more in-depth questioning during the open-ended interviews.

The data collected from the interviews, as well as information gathered from the institutions' websites, and the IPEDS reports on each university, provided triangulation of data. Software designed to analyze qualitative research data was employed to assist the researcher in organizing and coding the data before analyzing it. The evidence analysis strategy included pattern matching, explanation building and cross-case synthesis of the multiple cases (Yin, 2014).

Significance of the Study

The lack of consistency in measuring marketing performance found in the literature review was the impetus for the problem and purpose of this study. The literature supported the need for a multiple case study methodology, since there was not a consistent conceptual model for marketing performance measurement in business or in higher education settings. After a comprehensive review of the literature on marketing, one could see that neither marketing executives nor marketing academics were in agreement on an effective measurement of marketing performance or whether marketing activities had any consistent effect on an organization's financial performance (Boyd, Chandy, & Cunha, 2010; Jaworski, 2011; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010; Tollin & Schmidt, 2012; Verhoef & Leeflang, 2009).

Since higher education institutions have limited budgets for marketing, it was imperative that higher education marketing executives had "a comprehensive set of marketing metrics" that show marketing's influence on organizational performance

measurements and strategic decision making across the firm (Boyd, Chandy, & Cunha, 2010; O'Sullivan & Abela, 2007, p. 91; O'Sullivan & Butler, 2010; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; Park et al., 2012). The multiple case study provided universities a snapshot of how other higher education executives were measuring marketing performance in the areas of marketing/communications, admissions/enrollment management, and development/fundraising. The faith-based universities were chosen for the study based, in part, on the many branding challenges within their respective denominations, but other private and public universities will benefit from the examination of marketing performance measurement practices, because they face branding, pricing, and promotional challenges to today's consumers. Private universities and colleges, especially, share the faith-based universities' challenges from public institutions' lower costs. While faith-based universities have the particular challenge of the current lack of students' denominational identification, all higher education institutions face today's fickle consumers' lack of brand loyalty, when price is the driving factor for purchasing the product.

Definition of Key Terms

C-suite. C-suite was defined as the corporate executive suite or top management team of an organization, and it was usually comprised of positions including the chief executive officer, chief financial officer, chief operating officer, and chief marketing officer (Nath & Mahajan, 2011).

Faith-based universities. For the purpose of this study, faith-based universities were those that were founded on Christian principles and theological reasoning, and they were originally funded by a particular Christian denomination, such as Assemblies of

God, Baptist, Church of Christ, Methodist, or Presbyterian (Glanzer et al., 2013; McKenna, 2016; Tolbert, 2014). It was assumed by the founders of these faith-based institutions that faculty from every discipline embraced Christian ethics and promoted a Christ-like academic community (Dosen, 2012; Tolbert, 2014; Wright, 2012; Wright, 2014).

Firm performance measurement/Key performance indicator. Firm performance measurement, also known as key performance indicator (KPI), was defined as the assessment of "indicators that can be directly observed and evaluated" (Morard, Stancu, & Jeannette, 2013, p. 14) such as market share, market growth, profitability, revenue, return on assets (ROA), return on investment (ROI), and profit margin (Huang & Wang, 2013). For the purpose of this study, the higher education institution cases were considered firms.

Marketing activities. Marketing activities were the actions or tasks taken to achieve the strategic goals of the organization. Examples of marketing activities included: marketing planning, branding, advertising, direct mail/e-mail campaigns, telemarketing and contact management, website and Internet presence, tradeshows and events, promotions, sales and marketing collateral, public relations and internal communications, analyst and stakeholder relationships, channel marketing, customer relationship management systems, market research, and budgeting. (O'Sullivan & Abela, 2007)

Marketing executives. Marketing executives were defined as the highest ranked, paid, in-house marketing professional in an organization with titles ranging from Chief Marketing Officer to Vice President of Marketing, Senior Director of Marketing, Director of Marketing, or Marketing Manager. In the case of higher education, the highest ranking

marketing professionals also had the title of Vice President of Marketing and Communications, Senior Corporate Communicator, or Vice President of University Relations (Nath & Mahajan, 2011).

Marketing performance measurement. Marketing performance measurement was defined as the assessment or analysis of marketing productivity. In the field, there was little to no consensus on what basis marketing was to be assessed. Any marketing performance measurement process would have to include a causal link from "marketing input and the resulting output." The only apparent commonality among definitions of marketing performance was that it was "multi-dimensional in nature" (Gao, 2010, pp. 27, 28; O'Sullivan & Abela, 2007).

Marketing metrics. Marketing metrics were defined by the Marketing Science Institute (2004) as "the performance indicators top management use (or should use) to track and assess the progress – specifically the marketing performance – of a business or business unit" (Gao, 2010, p. 29). These performance indicators included metrics such as units or dollars of market share, brand or product awareness, satisfaction, preference, and loyalty, traditional or Internet advertising impressions, total customers, and retention of new customers (Mintz & Currim, 2-13).

Quintain. The quintain was something that the researcher wants to "understand more thoroughly;" it was a collection of cases which share a common context, characteristic, or phenomenon (Casey & Houghton, 2010; Stake, 2006, p. vi).

Traditional students. Traditional students were 18- to 22-year olds who were dependent upon their parents for financial support. They generally attended college full-time and lived on campus (Pelletier, 2010).

Summary

The foundation of this research study was developed after a review of the business marketing literature, in general, and the higher education marketing literature, in particular. Understanding the history of marketing performance measurement was critical to comprehending the need for this study, since the lack of consistency in the measurement of marketing performance was underpinning the problem and purpose of this study. A history of marketing performance measurement was included, as well as some historical background for the understanding of marketing in the higher education industry, especially in the faith-based institution marketplace. The literature review also supported the choice of a qualitative, multiple case study research methodology for the study. A discussion of some of the current issues in higher education marketing was included to place the study in a practical, applied business administration context.

Chapter 2: Literature Review

In today's competitive marketplace for customers, strategically planning, implementing, and evaluating marketing activities was determined to be vital to understanding whether the dollars spent on marketing actually resulted in sales and/or profits for the organization (Boyd, Chandy, & Cunha, 2010; Jaworski, 2011; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010; Tollin & Schmidt, 2012; Verhoef & Leeflang, 2009). With universities facing high school students and their parents, and even non-traditional students, making education decisions as quality- and cost-conscious consumers, university marketers must act like a business marketer to face the challenge of having to prove their marketing budget's worth (Chen et al, 2009; Jeffery, 2010; Morard et al., 2013; O'Sullivan & Abela, 2007; Sarrico et al., 2010).

Following the technical documentation of how the literature review was performed, the literature review itself has four main sections. The first section described marketing performance measurement in business settings. This section provided a point of view for understanding the problem of marketing performance measurement for businesses engaged in marketing to consumers in the context of today's competitive marketplace. The second section described the phenomenon of marketing performance measurement placed in the context of higher education, which increasingly found itself marketing the university to high school students and their parents with a consumer mindset. The third section described the relationship between marketing, power, status and reputation; a relationship which was critical for marketers to get access to resources, especially budget dollars. Finally, the fourth section described the unique challenges

faced by marketers of faith-based universities, which were the focus of this multiple case study.

Documentation

The sources for the literature search included ProQuest, Ebrary, EBSCO, ERIC, LexisNexis, online periodicals, online books, print periodicals, and print books. General business, marketing, and higher education searches were conducted using such key words as: *marketing, marketing practice, marketing academics, marketing performance, marketing performance measurement, marketization/marketisation, marketing orientation, marketing executives, chief marketing officer, top management team, management, status, power, key performance measurements, higher education, higher education marketing, higher education consumers, higher education students, higher education quality, higher education institutions, higher education enrollment, higher education quality, university marketing, college marketing, Christian college and marketing, Christian colleges and universities, college admissions, admissions marketing, college development,* and *college enrollment.*

A comprehensive review of the literature on marketing revealed that neither marketing executives nor marketing academics could agree on how to measure the effectiveness of marketing activities or determine whether marketing activities actually affect the organization's KPIs (Boyd, Chandy, & Cunha, 2010; Jaworski, 2011; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010; Tollin & Schmidt, 2012; Verhoef & Leeflang, 2009). Organizations across the United States have limited their budgets for marketing, and universities have been especially impacted with their higher tuition costs under examination by both the consumer and the

federal government in the United States (Boyd, Chandy, & Cunha, 2010; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010). Without the ability to "generate a comprehensive set of marketing metrics" that link to organizational performance measurements, marketing executives have been criticized for their desire to maintain or even increase marketing budgets (Boyd, Chandy, & Cunha, 2010; O'Sullivan & Abela, 2007, p. 91; O'Sullivan & Butler, 2010; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; Park et al., 2012).

Marketing Performance Measurement in Business Settings

This section of the literature review focused on businesses and the subject of marketing performance measurement. To comprehend the problem of marketing performance measurement for businesses engaged in marketing to consumers, one must understand the context of the 21st century marketplace. Competition for competitors was fierce, and it was getting fiercer as consumers increasingly controlled the market. With their increased access to information via social and traditional media, well-informed consumers challenged marketers to prove the worth of their goods and services like never before (Jeffery, 2010).

Finding the lack of a particular set of marketing performance measurement systems in the literature was one of the key motivators behind the marketing performance measurement study of higher education institutions. Historically, marketing had not been understood as a science in business (or higher education) settings, but as Farris, Bendle, Pfeifer, and Reibstein (2010) noted, marketers were increasingly expected to be accountable in both the planning and evaluation of marketing activities. While marketers

were increasingly being called upon to demonstrate their expense and importance to the firm, Gao (2010) found these professionals were unable to quantify their contributions.

Many businesses experienced severe cuts to their budgets in the first decade of the 21st century as well as drastic financial losses, and marketing executives who did not have marketing performance measurement systems in place were unable to justify their marketing expenditures and could not make a case for marketing activities' relationship to firm performance (Acikdilli, 2015; Camelia & Marius, 2013; Jeffery, 2010; Mintz & Currim, 2013; Naidoo et al., 2011; O'Sullivan & Abela, 2007; Park et al., 2012; Rey & Powell, 2013). With the economy at its most difficult time since the 1970s, marketers must be able to "justify their budgets," and they must be able to provide "concrete results" that were "directly related to sales revenues" in order to mitigate the mistrust of "nonmarketing business executives" (Camelia & Marius, 2013; Jeffery, 2010, p. xx; Mintz & Currim, 2013; Naidoo et al., 2011; O'Sullivan & Abela, 2007; Park et al., 2012; Rey & Powell, 2013).

In a study of 252 organizations with $53 billion of marketing expenditures annually, Jeffery (2010) found that many marketing executives struggled with marketing performance measurement, with 55% of the marketers surveyed "reported that their staff does not understand essential marketing metrics, and more than 80 percent of organizations do not use data-driven marketing" even in the increasingly tougher economic climate and more competitive marketplace (p. xx). Higher education, both private and public, also faced severe budget cuts and drastic tuition and endowment losses in the first decade of the 2000s, so college and university marketers were left with limited justification for marketing expenditures and could not make the case for

budgeting marketing activities, if they did not have knowledge of the activities'
relationship to the strategic goals and objectives of their institution (Camelia & Marius,
2013; Mintz & Currim, 2013; Morard, Stancu, & Jeannette, 2013; Naidoo et al., 2011;
O'Sullivan & Abela, 2007; Park et al., 2012; Rey & Powell, 2013).

Quantification of marketing's contribution to the firm also was found by Lautman
and Pauwels (2009) to be of as much concern as quantifying the desires of the consumer.
Since the results attained by marketing were difficult to quantify, too many marketers did
not even attempt to measure how what they did promotionally resulted in consumers
making a purchasing decision (Lautman & Pauwels, 2009). In their study, Lautman and
Pauwels (2009) did determine that comparing data from marketing research and vector
autoregression (VAR) modeling could provide a framework for metrics that would matter
to top management, such as KPIs. The metrics that matter to marketing executives
traditionally have been the ones that answer the question "Why did customers,
noncustomers, or prospects act as they did?" (Lautman & Pauwels, 2009, p. 343).
Ultimately, the metrics that were most important to top management were the ones that
impact the KPIs such as direct sales and revenue production (Lautman & Pauwels, 2009).

In a later study, Lautman and Pauwels (2013) asked the question of KPIs again,
but this time they focused more on whether the factors stated by consumers as important
really were driving sales. In the highly competitive marketplace of the 21st century,
marketers can no longer prove their worth by simply stating what the consumer liked or
remembered about a promotion or product sample (Lautman & Pauwels, 2013; Mintz &
Currim, 2013). If the promotion or product sample did not drive sales, it will not be taken
seriously or considered as a relevant KPI (Lautman & Pauwels, 2013; Mintz & Currim,

2013). The traditional "attributes, benefits, or claims (ABCs)" of marketing were irrelevant if not directly seen as driving sales performance (Lautman & Pauwels, 2013, p 47; Mintz & Currim, 2013).

For example, if a television or social media marketing campaign could be correlated to increased sales during and after the campaign, it was seen as successful even though it could not be deemed as causation (Lautman & Pauwels, 2013). Lautman and Pauwels (2013) recommended that marketers use VAR modeling in their research to identify what really drove sales or indicated brand health. One drawback to their recommendation was the time commitment to multiple measurements that the VAR study would require (Lautman & Pauwels, 2013).

The linking of marketing metrics with financial metrics was strongly advocated by Mintz and Currim (2013) after their study of 439 marketing managers. The results showed:

> Firm strategy, metric orientation, type of marketing-mix activity, and firm and environmental characteristics are more useful than managerial characteristics in explaining use of marketing and financial metrics and that use of metrics is positively associated with marketing-mix performance. (p. 17)

In other words, top management's recommendation to use KPIs for marketing performance measurement was not found to be as important as a strategic rationale for using firm performance metrics in measuring marketing activities (Mintz & Currim, 2013). Just as Lautman and Pauwels (2013) noted, Mintz and Currim (2013) found that marketing's accountability increased as marketing metrics such as "awareness, satisfaction, and market share" pointed to a correlation between marketing performance

and KPIs such as return on investment (ROI), net profits, and target volume (Mintz & Currim, 2013, p. 17).

When marketers used marketing performance measurement systems, Mintz and Currim (2013) found that firm profits and value for shareholders were increased along with the increase in marketing knowledge and alignment with firm goals (Homburg, Artz, & Wieseke, 2012). Given the increased effectiveness of marketing with marketing performance measurement systems in place, Mintz and Currim (2013) recommended firms employ a strategy of measuring marketing activities in relation to their primary tactical objectives and goals.

Viewing non-profit organizations as business entities was determined to be essential in a study involving faith-based private universities, since they were all considered non-profit organizations. Modi and Mishra (2010) studied the level of marketing orientation in 211 Indian non-profit organizations. The authors found that there was "a positive link between nonprofits' market orientation and their performance" (p. 548). In addition, they found that non-profits which had a stronger marketing orientation were "more effective in achieving their organizational mission, beneficiary satisfaction, and peer reputation" (p. 548). The concept of marketing orientation focused on customer behavior, competitor behavior, and the coordination of marketing functions within the nonprofit (Modi & Mishra, 2010).

The understanding of budgeting marketing activities was viewed to be extremely important for non-profits as well as for-profit firms (Modi & Mishra, 2010). Farris et al. (2010) found that the days of marketers willing to acknowledge they did not know which of their budget lines they wasted were over and that a new age of quantitative

accountability for the Four Ps of marketing – price, product, place, and promotion – was in place. Top marketing executives were asked by Farris et al. (2010) what metrics they used to both manage and monitor their marketing activities.

Farris et al. (2010) found that while marketing performance measurement, database marketing, and accountability were key to the success of marketing efforts, there were few marketing executives that understood the metrics of marketing. As a result, Farris et al. (2010) developed a wide-ranging guide to the methods used to evaluate and measure marketing performance in quantitative terms.

The Farris et al. (2010) reference book provided marketers with a list and explanation of the metrics commonly used to measure marketing performance. While Farris et al. (2010) provided a comprehensive review of common marketing metrics, the authors acknowledged there was not one particular metric or set of metrics used across the board for measuring marketing, and at best, marketers should choose the metrics they felt were appropriate and create a dashboard that best measures financial and nonfinancial marketing efforts in their particular business situation.

Having performed a comprehensive review of the marketing literature, Gao (2010) found that the conceptual underpinning of the practice of marketing performance measurement involved interchangeable terms that were confusing and imprecise. Such terms as "marketing effectiveness, marketing efficiency, marketing productivity, marketing performance, and marketing metrics" were indiscriminately used, and as such, the terms needed to be clarified before marketers could understand the measurement of marketing activities (p. 26). The purpose of the Gao (2010) study was two-fold: to

examine the current studies in marketing performance and create an Integrated Model for Measuring Marketing Performance (MMMP).

After performing an analysis of each marketing term, Gao (2010) reviewed marketing performance studies before proposing the MMMP. The goal of the MMMP was to aid marketers in becoming both more credible and accountable, two areas in which professional practitioners were found to be criticized throughout the literature. Gao (2010) proposed the MMMP, which integrated measuring marketing performance along with the financial performance of the firm. Empirical research was recommended to test the model on actual firms. Definitions of marketing performance measurement concepts clarified by Gao (2010) were used in the proposed study of how marketing performance was measured in higher education.

In a similarly themed study, Homburg, Artz, and Wieseke (2012) explored the question of whether the comprehensiveness of a marketing performance measurement system affected the performance of the firm. While Homburg et al. (2012) noted the industry attention received by the comprehensive marketing performance measurement system known as the balanced scorecard, they found the topic of whether these balanced scorecards were effective measures of firm performance to be an issue debated both in marketing research and practical application. The purpose of the Homburg et al. (2012) study was to develop and test a marketing performance measurement system model based on data gathered from management accounting executives and marketing managers.

First, Homburg et al. (2012) conducted a mail survey of a large number of firms in various industries in order to have a wide sample of marketing scenarios. From these firms, Homburg et al. (2012) narrowed the study down to 1500 companies in which the

authors identified a top marketing executive and a top management account executive. These executives were sent a letter and questionnaire, and 201 responses were received for a 13% response rate. The data confirmed that the marketing performance measurement systems' comprehensiveness was conditionally related to the performance of the firm. In other words, "marketing alignment and market-based knowledge mediate this relationship, depending on marketing strategy, marketing complexity, and market dynamism" (Homburg et al., 2012, p. 56).

Homburg et al. (2012) concluded that a comprehensive marketing performance measurement system was not appropriate for a firm that was not very complex in terms of marketing or a firm that did not have a strategy of differentiation; the comprehensiveness did not seem to be worth the financial investment. Their results also seemed to confirm prior qualitative studies that showed firms with a more complex marketing situation and a strong need for differentiation should employ a more comprehensive marketing performance measurement system. Since higher education institutions, especially faith-based universities, also have a complex marketing situation, as well as a need for differentiation in the marketplace, the proposed study sought to examine how marketing performance was measured by the case study universities.

Not unlike the previous authors, Jaworski (2011) found very little scholarly research on the concept of managerial relevance for marketing, despite the fact it has been debated by faculty in both research and business schools for several decades. The purpose of the Jaworski (2011) study was to define the concept of managerial relevance and examine the chief marketing officer (CMO) position as a case study for understanding the concept. Jaworski (2011) noted three knowledge gaps that were

pertinent to the researcher's study of marketing executives: research that analyzed the role of the marketing function within the organization, research that focused on the leadership challenges facing CMOs due to their responsibility of coordinating marketing with other functions of the organization, and research identifying and leading the effort to transform the marketing function and effect change within the organization itself.

In the study, Jaworski (2011) also identified seven primary responsibilities of the CMO: establishing the role of marketing within the firm, owning the voice of the market, developing marketing strategy, coordinating the marketing activity within the firm, managing the marketing activity, identifying and leading marketing transformation within the firm, and finally, developing assessments and return-on-investment (ROI) measurements. In the case study of marketing performance measurement systems in faith-based higher education, the ROI of marketing was investigated through the research questions and the open-ended interviews conducted during the case studies.

In an attempt to create a model for a standard marketing performance measurement system, Morard, Stancu, and Jeannette (2013) proposed to construct a balanced scorecard from a rational and logical approach. The scores studied included financial and non-financial measures of performance with an objective of showing their "evolution in time" (Morard et al., 2013, p. 9). A publicly owned Swiss electric company was used as the case study for the model, which was proposed to be suitable for us in any type of firm: profit, non-profit, or public entity. In addition, the study identified the main decision-makers in the organization's current strategy. The balanced scorecard was constructed in order to predict the future behavior of these decision-makers and forecast their future decisions and the effects of those decisions.

While prior data was used to test the model, the results of Morard et al. (2013) showed that the model predicted the future metrics for KPIs. While this balanced scorecard model attempted to show cause and effect results in predicting financial and non-financial indicators, it was based on historical data, which provided an analysis of the past not necessarily indicative of future performance. The authors acknowledged the difficulty with non-financial indicators, which can be applied to the problem of marketing performance measurement in faith-based higher education.

Since an understanding of financial metrics was becoming increasingly important for 21st century business management, O'Sullivan and Abela (2007) examined marketing executives and their reported inability to explain how marketing activities contributed to the bottom-line or financial performance of the firm. These marketing activities include branding, advertising, promotions, direct mail/e-mail campaigns, public relations, telemarketing, website and Internet presence, internal communications, customer relationship management systems, budgeting, spending, and marketing research. In addition, the O'Sullivan and Abela (2007) study proposed to determine how CEOs viewed the marketing executives' stature in the firm.

The findings of the O'Sullivan and Abela (2007) literature review showed that while marketing performance measurement was desired, there was not a standard system to measure the performance of marketing activities, nor were there any empirical studies testing the impact of marketing on firm performance. The O'Sullivan and Abela (2007) study focused on marketing executives in the high-tech industry due to the competitive and rapidly changing marketplace of that industry in the early 2000s. The examination was centered on whether "the ability to measure marketing performance has any actual

effect on either firm performance or marketing stature" (O'Sullivan & Abela, 2007, p. 79).

O'Sullivan and Abela (2007) examined data which they collected from 312 of the marketing executives surveyed as well as data on the firms' stock returns and profits. The results of the empirical study showed that marketing performance measurement ability had a significant effect on the profitability, performance, and stock market returns for the firm as well as an impact on the stature of the marketing executive. What the study did not do was determine whether the firms that had marketing performance measurement abilities actually carried out the marketing performance measurement, or if they did measure marketing performance, how did they measure it.

In an adaptation of the O'Sullivan and Abela (2007) study, O'Sullivan and Abela (2010) re-examined their earlier research from the perspective of marketing's contribution to the firm. The authors reiterated that marketing executives continued to be criticized for being unable to demonstrate marketing performance measurement or an accounting of what marketing activities have contributed to the performance of the firm. The results of the O'Sullivan and Abela (2010) study showed that the ability to measure marketing performance as a whole enhanced the status of marketing and contributed to the financial performance of the stock returns and firm profitability.

In O'Sullivan and Abela (2010), the authors cautioned that since marketing performance measurement matches a particular outcome with "specific marketing input," the marketing effort might be concentrating more on the most measurable activities (p. 48). The most measureable activities, such as direct marketing and lead generation, may be more easily matched to a return on the marketing investment, but these activities may

not be the most important in the long term (O'Sullivan & Abela, 2010). Activities such as awareness or brand building may be difficult, if not impossible, to measure, but they may be the most important marketing activities relative to profitability in the long term (O'Sullivan & Abela, 2010).

While it was more expensive to monitor branding and awareness-building, it will be important to track these activities, too, if marketers want to continue receiving funding for these budget items. Understanding that both short-term and long-term objectives must be included in effective marketing planning, marketing executives need to be considering and developing methods to measure the long-term marketing objectives as well as the short-term (O'Sullivan & Abela, 2010). In addition, understanding the firm's capabilities in relation to marketing performance was found to be a factor in maintaining long-term competitive advantage in the marketplace (Acikdilli, 2015).

Although the marketing performance measurement study of higher education institutions will concentrate on faith-based universities in the United States, there were international studies of interest in the review of the literature regarding marketing performance measurement in business settings. For example, Jaakkola, Möller, Parvinen, Evanschitzky, and Mühlbacher (2010) studied whether the marketing concepts of market orientation, innovation orientation, and inside-out and outside-in capabilities affected firm performance in Europe. The European countries of Austria, Finland, and Germany were chosen for study as "engineering countries," because they were very similar in their approach of technological innovation and expenditures on research and development (Jaakkola et al., p. 1300).

Relationships between the marketing concepts listed above were studied in these countries, and the findings showed "surprisingly weak relationships between market orientation and outside-in capabilities, and business performance" which contrasted with "the strong role of inside-out capabilities and innovation orientation" (Jaakkola et al., p. 1300). One finding that was contradictory to a review of previous studies was that market orientation had a low impact on financial performance. In previous studies the link between market orientation and financial importance was "strongly positive" (Jaakkola et al., p. 1306).

Another significant finding was that the "total effect of strategic marketing on firm financial performance was also found to be sensitive to countries under study; strongest in Germany while weakest in Finland" (Jaakkola et al., p. 1307). Even though the countries were very similar, the results did not indicate that the effects of strategic marketing were similar. In other words, it was difficult to discern whether financial performance was influenced more by the marketing implementation or by "favorable business environments" (Jaakkola et al., p. 1307). As a result, the relationship between strategic marketing and tactical performance measures was not as generalizable as previously assumed. This has implications for the proposed case study, since universities similar to each other will be examined.

Given the lack of a consistent model for marketing performance measurement, the purpose of the Park et al. (2012) study was to develop a conceptual model, which outlined how the marketing challenges of accountability and legitimacy could hinder collaboration and knowledge-sharing, which in turn, could lead to a loss of organizational

performance. Park et al. (2012) found that when marketing does not have accountability, the marketing department loses the respect of the top tier of management.

Without the respect of the top management team, marketing was not able to adequately influence strategic decisions within the firm, because other departments were less likely to collaborate with marketing (Park et al., 2012). The increasing lack of marketing influence with the firm was found by Park et al. (2012) to be of concern in the academic literature as well as the practice literature. The implications for management included the recommendations for empirical research to study both marketing accountability and legitimacy within organizations to see if there are links to nonfinancial and financial performance indicators (Park et al., 2012).

Since marketing departments were found in many studies to focus more on the P of promotion (public relations) -- rather than the other three Ps of product, place, and price -- public relations departments were often included under the management responsibility of marketing executives (Jaworski, 2011; O'Sullivan & Abela, 2007; O'Sullivan & Abela, 2010; Park et al., 2012). In her book, Sachs (2011) interviewed ten CMOs from companies of all sizes to learn their perspective on where the discipline of public relations fits into their organizations, and how it was integrated with the marketing function.

Sachs (2011) found that some of the CMOs served within an integrated marketing communications program alongside public relations practitioners, and others served as part of a separate management or marketing group. In addition, Sachs (2011) found that each of the CMOs had spent time in public relations or the communications field during their career, so all of them could speak of the ways in which their companies coped with

the integration of marketing communications and public relations into promotions. All of the CMOs described language difficulties between the marketing and public relations fields as well as cultural differences between the practitioners (Sachs, 2011). The CMOs who came into a marketing role from the sales department were much more comfortable with the language of finance and economics (Sachs, 2011).

In both business (and higher education) settings, leadership practices were impacted by the discipline in which marketing executives begin their higher education and career path, so the Sachs (2011) qualitative study was pertinent to an understanding of how higher education marketing executives lead a multi-disciplinary team. These teams may include higher education marketing, public relations, admissions, enrollment management, student engagement, academic leaders such as deans, and information technology (IT) professionals. Public relations was often one of the primary duties of a higher education marketing executive, which means that these professionals often do not speak the language of financial performance for their organizations.

In contrast to the Sachs (2011) interview-based study, Huang and Wang (2013) conducted survey research with 1,100 companies from the financial, services, and manufacturing industries. One manager from marketing and one from information technology (IT) was asked to respond to the survey questionnaire. The response from 259 firms were observations gathered from 329 managers and was comprised of 137 IT managers and 192 marketing managers, 70 of which were pairs from the same company. The purpose of the study was to examine how firm performance was viewed from the different vantage points of marketing and IT. The findings were such that there were differences noted between the perceptions of marketing managers and IT managers.

These differing beliefs about achieving the firm's strategic goals had a negative impact on the performance of the firms, which were studied over a period of four years.

Huang and Wang (2013) recommended that the marketing and IT managers should collaborate to develop a "cross-functional appreciation for market and technology drivers" rather than simply compete for resources in order to achieve performance measures (p. 87). In other words, to make an improvement in the performance of the firm, marketing managers should become more "learning-oriented," and the IT managers should be provided with a culture that was designed to work in harmony with technology (Huang & Wang, 2013). Since both technology and marketing have key roles in driving firm performance in the current digital age, the firm's goals were both "customer-dependent and technology-dependent" (Huang & Wang, 2013, p. 87). Since higher education institutions were both dependent upon customers and technology, this study had application as institutional marketing performance measurement was researched.

Summary. The marketing performance measurement study of higher education institutions was motivated largely by the above literature review of marketing performance measurement in business settings. The lack of a consistent model for marketing performance measurement in the business literature prompted a review of the higher education marketing literature to see if this lack was also present in colleges and universities, which were under great pressure to perform financially, as if they were businesses, whether they are private or public institutions. Marketing executives in businesses (as well as higher education institutions) have been found to lack an understanding of the science of marketing, defined by the language of the management sciences of finance and economics (Farris et al., 2010; Gao, 2010).

Private and public higher education institutions alike will not be successful until they understand how their marketing efforts influenced the economic performance of the institution, because of the ever-increasing competition in the marketplace for both traditional (18- to 23-year olds) and non-traditional (23-year old and older) students (Camelia & Marius, 2013; Chen et al, 2009; O'Sullivan & Abela, 2010). Both cost-leadership and differentiation were pertinent to a study of higher education marketing, since these marketing concepts have implications for how marketing was viewed within the institution.

Marketing Performance Measurement in Higher Education

In this section, a review of the higher education marketing literature revealed a similar lack of marketing performance measurement models in higher education settings. When the phenomenon of marketing performance measurement was placed in the context of higher education, universities increasingly found themselves marketing to students and their parents who were cost- and quality-conscious consumers. Increasingly, both private and public colleges and universities were challenged to perform financially (Camelia & Marcus, 2013; Chen, Wang, & Yang; 2009; Gajić, 2012).

Higher education marketing executives also have been found to focus more on the P of promotion (public relations) rather than the other three Ps of product, place, and price (Camelia & Marcus, 2013; Chen et al., 2009; Duesterhaus, 2015; Gajić, 2012). Acknowledging the many significant changes in the higher education marketplace, Camelia and Marius (2013) found that the colleges and universities which wanted to stay competitive had to embrace marketing concepts once thought to be only for businesses

and corporations. Camelia and Marius (2013) reviewed the primary issues of the market orientation concept in higher education institutions.

The issues were first defined within the context of higher education, and then a literature review was undertaken by Camelia and Marius (2013) to establish the necessity of a market orientation for both competitive advantage that was sustainable and institutional performance that was of high quality. Among the issues Camelia and Marius (2013) found were faculty resistance and internal reluctance for a market orientation. While the planning and implementation of the market orientation were studied, no analysis of evaluation methods or marketing performance measurement systems was undertaken in the Camelia and Marius (2013) study. These analyses were undertaken in the higher education case study research.

Chen et al. (2009), along with 13 invited scholars, performed an analysis of the higher education marketing literature, and "education evaluation indicators" from Europe, America, and Taiwan were used to conceptualize performance measure indicators (p. 220). There were 78 performance measure indicators designed with 18 dimensions of measurement (Chen et al., 2009). These performance measure indicators were found to "ensure the maintenance of university operating standards, encourage individual universities to work on inadequacies, and promote university competitiveness" (Chen et al., 2009, p. 220). The performance measure indicators included:

school reputation; development target and characteristics; academy exchange; administration resources; teaching resources; curriculum planning; graduate's career planning; research results; social responsibility; teaching quality; student retention rate; faculty resources; financial resources; financial donations; student

quality; tutorship results; continuous education services; and student structure.

(Chen et al., 2009, p. 226)

When applied, the performance measure indicators had the result of KPI development and performance measures included in a balanced scorecard of organizational performance (Chen et al., 2009).

While the balanced scorecard was a self-evaluated compilation of performance measure indicators, Chen et al. (2009) still found it to be of value in achieving the goal of managing performance. The question remains whether marketing performance itself was measured by these institutions as the attainment of the performance measure indicators pertinent to being competitive in the higher education marketplace.

In order to determine the relative importance of the marketing mix and its application, Gajić (2012) conducted a succession of empirical studies on 504 freshmen/first-year and 305 sophomore/second-year students at the Singidunum University of Belgrade in 2008 and 2009. The following marketing instruments were studied by Gajić (2012): the teaching process, image of the university, quality of professor attitudes, quality of classes, good employment possibilities, location of the university, tuition, and the tuition payment plan.

The purpose of the Gajić (2012) study was to understand what creates the market conditions for the higher education environment, what supply was important for the university to align to demand, and what marketing strategy was best to employ to meet the institution's goals. Serbian education reform had initiated both private and state higher education institutions with a market orientation because of their inadequate use of

the marketing mix and other tools to achieve a competitive advantage in the marketplace (Gajić, 2012).

The study performed by Naidoo, Shankar, and Veer (2011) was designed to analyze the impact of consumerism on the educational process and its outcomes. Literature from both the marketing and education sectors was analyzed to determine how government policies contributed to position the "students as consumers" and if this consumerism impacted faculty, particularly, as well as the university culture of academia, in general (Naidoo et al., 2011, p. 1142). The results of the Naidoo et al. (2011) study revealed that a focus on marketing orientation in higher education did not empower students as it was intended; in fact it had the opposite effect. The market orientation of universities tended to be a product rather than a service model of marketing and was shown to encourage a consumerism which "promotes passive learning, threatens academic standards, and entrenches academic privilege" (Naidoo et al., 2011, p. 1142).

Prior to the market orientation on campuses, higher education was more publicly funded and not subject to the competitive forces of the current marketplace (Naidoo et al., 2011). Naidoo et al. (2011) found students and faculty, especially at higher quality institutions, understood that a university education was not just about classroom learning; it was about creating an influential life-long network with other people of privilege. With a marketing performance measurement system in place, institutions should be able to analyze how their marketing activities impacted the consumer/student as well as the faculty, the educational process, and university culture (Naidoo et al., 2011).

Maringe (2011) examined the problem of students as consumers or customers who were looking at universities as a set of qualities to purchase. Maringe (2011) found

that the university's need to please the consumer had both negative and positive effects. The view of the university as a consumer product required a greater level of responsibility from higher education, and it had brought about increases in complaints and lawsuits from students against universities (Maringe, 2011). The accountability now expected from the university was a positive, if it resulted in a higher level of quality in academics and in student services (Maringe, 2011). If, however, the notion of higher education as a consumer product devalued education and the academic experience into merely an exchange of money for a degree, then the shift to consumerism was a negative proposition (Maringe, 2011).

Alnawas and Phillips (2014) found that prospective student orientations were a crucial marketing activity for engaging students from first visit to becoming alumni of the institution. Their study of 21 marketing personnel from seven different universities in the United Kingdom identified constructs to measure the concept of the prospective student orientation (Alnawas & Phillips, 2014). The constructs were "information generation; information use; interfunctional coordination; intrafunctional coordination; managing recruitment and promotional activity; and managing prospective student interactions" (Alnawas & Phillips, 2014). These were found to measure the effect of a prospective student orientation on the business performance and selectivity of a university (Alnawas & Phillips, 2014). The implications of this study related to the importance of engagement of students from their initial campus visits to later participation as alumni.

Because universities market to the "sensitive population" of young people, Anastasiu et al., (2013) found the goals of higher education required a different approach to marketing than did business marketing goals (p. 95). Essentially, the goals of higher

education were to prepare students with both the knowledge of theories and the understanding of their practical application, but these goals were difficult for students and their parents to "immediately quantify financially" (Anastasiu et al., 2013; p. 95).

The consumers of higher education wanted the results of that education to be quantified, but the universities were not always able to prove the worth of the product, the degree (Anastasiu et al., 2013; Maringe, 2011). In order to be sustainable given the decreasing population of prospective high school students, universities needed to extend the marketing mix principles of "Product, Price, Placement, and Promotion" to include perception, processes, and people (p. 98). By focusing on the perception of the consumer, the "efficiency, effectiveness, and safety" of the processes, both academically and in student services, and the quality of the people interacting with the students, universities could market themselves in a way that would appeal to high school students with a consumer mindset (Anastasiu et al., 2013, p. 98).

As United States higher education institutions faced increasing competition from international universities, they began to evaluate themselves based on the following KPIs:

> amount of money received for research grants; number of research products recognized by national and international bodies; number of citations in journals with a certain impact index; number of articles, books, and publications per employee; number of obtained patents; number of sold products; share of teachers to the number of students; share of fully operational equipment that meet safety and quality standards; number of titles in the library; and number of teachers with a Ph.D. title or an equivalent degree. (Anastasiu et al., 2013, p. 100)

Ranking universities on the basis of the above KPIs encouraged competition, but Anastasiu et al. (2013) said these indicators cannot evaluate the main vision, mission, or goals of the universities. As a result, rankings based on the above-mentioned KPIs might not give prospective students and their parents an accurate representation of the university, which might, in turn, result in the university marketing activities ultimately failing to attract quality students to the institution. (Anastasiu et al., 2013; Maringe 2011).

In their review of the literature, Anastasiu et al. (2013) found a controversy over who was the "real customer" of higher education: Were the students, in fact, the customers, or were they the product of the universities? (p. 104). If the students were the products delivered to the customers (the employers), then the universities' oft-stated mission of delivering a well-educated person to society would be fulfilled (Anastasiu et al., 2013; Maringe, 2011). If the students were the customer, then student satisfaction would be the universities' mission to fulfill (Anastasiu et al., 2013; Maringe, 2011).

Faculty, especially, were at odds with both consumer propositions, since the educational aim of providing quality academics would no longer be the product for the teachers to deliver to the students (Anastasiu et al., 2013; Maringe, 2011). If either student satisfaction or employer satisfaction were the measure of academic success, then the faculty would not be at liberty to deliver the academic product they felt was of the highest quality; their measure of success would depend on the students' and the employers' judgment (Anastasiu et al., 2013; Maringe, 2011). If the students were to be both the customer and product of the universities, Anastasiu et al., (2013) concluded that it would be necessary for the strategic marketing plan of higher education institutions to

be in alignment with this dual role of the student, or the institutions would not be sustainable.

Considering the student as consumer, Wright (2012) found the university environment would become more about entertainment than academics outcomes. While increased student satisfaction rankings might be looked upon as successful with entertainment as a focus, the universities' mission to prepare students for careers might not be as successfully met (Wright, 2012). Likewise, if the employer was considered as consumer, the university might become "more of a trade school, and less of an academic institution" (Wright, 2012, p. 53).

In the marketing literature, Wright (2012) found four marketing orientations that would be beneficial for universities to fully analyze before implementation. These four marketing orientations were the: Production Concept, Product Concept, Selling Concept, and Marketing Concept (Kotler & Keller, 2012; Wright, 2012). A cost-benefit analysis of these four marketing orientations should consider the impact of budget resources allocated to marketing and the return of investment to attract quality students who successfully completed "their degree requirements" (Wright, 2012, p. 53). With the need for tuition dollars increasing for universities, both public and private, having a successful marketing strategy that results in tuition-paying students, who were recruited and retained until their degree was completed, has become essential (Wright, 2012).

The Production Concept was described by Kotler and Keller (2012) as the product's price and availability; if the university was to be successful in the marketplace, it would need to be available to the masses at a low price. Kotler and Keller (2012) described the Product Concept as the successful demonstration of quality; the successful

university would have to provide quality materials, performance, and innovation. For a university to be successful using the Selling Concept, it would have to use hard sell techniques to recruit students (Duesterhaus, 2015; Kotler & Kelly, 2012; Wright, 2012). Finally, the Marketing Concept orientation involves the university discovering what the consumers want and need, and then developing the "products or services to meet these needs" (Duesterhaus, 2015; Wright, 2012. p. 54).

Summary. As can be deduced from the literature review of marketing performance measurement in higher education settings, there was a similar lack of measurement systems in colleges and universities, such as that was found in business settings. Not unlike marketing in the business world, promotion (public relations) had been more of a focus for marketing in higher education, and, as a result, these marketing executives, also, did not have a strong understanding of the language of finance and economics (Camelia & Marcus, 2013; Chen, Wang, & Yang; 2009; Gajić, 2012). Despite the necessity of proving that marketing expenditures positively impacted the bottom line, colleges and universities have not yet developed a practical way to measure marketing performance as it influenced financial performance for their institutions (Camelia & Marcus, 2013; Chen, Wang, & Yang; 2009; Gajić, 2012).

Marketing, Power, Status, and Reputation

This section described the relationship between marketing, power, status and reputation. For marketers to attain access to the financial resources of the firm, they must have the power, status, and reputation to convince the top management team to support their marketing activities. Without the support of the C-suite, marketing projects were

often doomed to fail (Boyd, Chandy, & Cunha, 2010 Dec.; Feng, Hui, Morgan, & Rego, 2015).

In order to receive adequate funding for budget requests, executives must be persuasive and make the case for supporting their proposed expenditures (Auh & Merlo, 2012; Boyd, Chandy, & Cunha, 2010 Dec.; Feng et al., 2015; Merlo, Lukas, & Whitwell, 2012; Nath and Mahajan, 2011). Marketing executives, in particular, must rise above the negative stereotypes of their department's frivolous expenditures without justification for them and persuade top management that their expenses are beneficial to the company's pursuits of tactics to support their planned strategies (Auh & Merlo, 2012; Boyd, Chandy, & Cunha, 2010 Dec.; Feng et al., 2015; Merlo, Lukas, & Whitwell, 2012; Nath and Mahajan, 2011). In the literature, power and status for marketing executives was found to be dependent upon how well they were able to support the strategic objectives of their firms, using their influence across the four Ps of marketing: product, place, price, and promotion (Auh & Merlo, 2012; Boyd, Chandy, & Cunha, 2010 Dec.; Feng et al., 2015; Merlo, Lukas, & Whitwell, 2012; Nath and Mahajan, 2011).

Merlo et al. (2012) examined the reputation of the marketing department and whether it was influential in the firm. The study sample was comprised of 122 top management team members from a wide range of industries in Australia. The responses from these executives showed that there was a definite link between marketing's reputation in a firm and its influence within the firm. The link between reputation and influence was shown to be dependent upon the "strategic stance" of the firm in regards to cost-leadership and differentiation (Merlo et al., 2012, p. 446).

The reputation and influence was found by Merlo et al. (2012) to differ if marketing was thought to be just about promotion rather than the Four Ps of price, place, product, and promotion. For example, if marketing was just promotion (public relations and advertising) in a differentiation situation, the senior executives thought research and development, design, and operations may be thought of as more important in shaping the products' marketing. The multiple case study of higher education institutions sought to discover if this bias existed at the universities.

In another study of power and status, Auh and Merlo (2012) developed their purpose of determining "whether a powerful marketing department is beneficial to business performance," reconciling the "conflicting evidence pertaining to the marketing function's contribution to performance beyond that of a market orientation," and investigating "the effect on business performance of power asymmetry between marketing and other functions" (p. 861). Auh and Merlo (2012) analyzed data from a random selection of 600 Australian manufacturing firms in a variety of industries. One senior manager of each of the firms' strategic business units was asked to respond to a mailed survey questionnaire that was to be self-administered. In this key informant study, the respondents were from firms both medium and large.

From their research, Auh and Merlo (2012) found that a "powerful marketing function is associated with improved business performance," asymmetrical power between the finance/accounting department and marketing and between production and marketing showed a "negative effect on business performance," and asymmetrical power between research and development and marketing had a "positive effect on business performance" (p. 861). If a company had a differentiation strategy, then the asymmetry

shown between production and marketing had an even greater accentuation of the negative performance outcomes (Auh & Merlo, 2012). One weakness Auh and Merlo (2012) noted out was that it remained to convince the rest of the organization that there were performance benefits to be attained by maintaining marketing's power in the firm.

In their study, Boyd et al. (2010 Dec.) compared concepts and empirical studies about the impact CMOs made on their organization's financial performance. Boyd et al. (2010 Dec.) found that scholarly, empirical research about the contributions of a CMO to the financial value of his or her firm was scarce. Conducted between 1996 and 2005, the reaction of stock prices after a CMO appointment were compared (Boyd et al., 2010 Dec.). The authors found that a CMOs financial performance was dependent upon the managerial power they possessed and the power of a firm's customers (Boyd et al., 2010 Dec.).

In addition, Boyd et al. (2010 Dec.) identified the customer, organizational, and individual characteristics influencing the CMO's power and contribution to the value of the firm. As a member of the top management team, CMOs had responsibility for the strategic leadership and played several roles that impacted the firm's marketing success. The authors identified the three most important leadership roles as informational, decisional, and relational. In the multiple case study of higher education institutions, top management team members at the case study universities will be interviewed, in part to determine how marketing performance measurement influenced strategic marketing decisions.

In another study, Boyd, Chandy, and Cunha (2010) considered 88 CMOs who were recently hired and asked whether the hiring of the CMO affected the company's

stock market valuation. The purpose of their study was to determine what a successful CMO looked like. The Boyd et al. (2010) study found that the CMO was integral to the financial performance of the firm. The firm's customers were shown to have an unexpected effect on CMOs. The CMOs who were successful were not under the power of the firm's major customers (Boyd et al., 2010).

The size and scope of the firm also were significant factors in both the performance of the firm and the performance of the CMO. Performance variables included the price of the stock, and when the CMO was under the power of a large customer, the CMO unexpectedly reduced the value of the firm, especially if the CMO had been promoted from within the firm. Overall, in 54% of the firms, the response of the stock market to a CMO's appointment was negative. Experienced CMOs were found to be more effective in the role in terms of limiting customer power in managerial decisions. The authors concluded that the CMOs' ability to contribute to the value of the firm was dependent upon the decision-making power attributed to them in their role.

With the diversity of duties that a CMO had in terms of marketing responsibility and management of business development, Tollin and Schmidt (2012) found that the most successful and influential CMOs were what they termed ambidextrous. The authors described this ambidexterity of "marketing logic" as a focus on innovation and creativity for future business development while focusing on marketing the current products of the company (Tollin & Schmidt, 2012, p. 509). In addition to this ambidexterity, marketers who were able to influence top management and avoid severe budget cutting did so by showing a commitment to marketing performance measurement (Tollin & Schmidt, 2012).

Marketers were found to have many pressures along with the need to be ambidextrous; these pressures included increasing their competencies in customer relationship management, social media and other online forms of communication, corporate social responsibility, and sustainability (Tollin & Schmidt, 2012). Tollin and Schmidt (2012) found similar results as Nath and Mahajan (2008) and Boyd et al. (2010) in that there was not a link found between a CMO being on the top management team, and their influence on the performance of the firm.

The CMOs with the marketing performance measurement ability to prove their budget was justified were found to be influential in regards to achieving strategic goals, and this ability was a critical factor in their job security as well (Tollin & Schmidt, 2012). The Tollin and Schmidt (2012) study was pertinent to the higher education case study in regards to the difficulty university marketing managers oftentimes have in proving their budget's worth to the top administration of the institution (Boyd et al., 2010; Nath & Mahajan, 2008; and Tollin & Schmidt, 2012).

Verhoef and Leeflang (2009) developed a conceptual model and found that the influence of marketing managers was decreasing within organizations. This decrease in status was directly related to the lack of accountability from the marketing department. Despite the increasing importance of customer relationship management as a new role for marketing, the role of the marketing manager was not seen as influential in "shaping the firm's market orientation" (Verhoef & Leeflang, 2009, p. 14).

Verhoef and Leeflang (2009) concluded that marketers needed to focus on long-term strategy and marketing performance measurement to become more accountable and influential members of the management team. The challenge for marketers was to

eradicate the impression that all they did was participate in tactical activities, -- such as to distribute promotional propaganda -- instead of taking an important role in the strategic direction of the organization (Verhoef & Leeflang, 2009). These findings have an impact on universities as well as corporations, since marketers who were not included in strategic decisions had their budgets perceived as a cost rather than as an investment in the future direction of the institution (Verhoef & Leefland, 2009).

In a later study, Verhoef et al. (2011) further generalized the conceptual model developed in the Verhoef and Leefland (2009) study and continued to consider the perceived influence of the marketing department and its "relationship to firm performance" (Verhoef et al., 2011, p. 59). Verhoef et al. (2011) sought to generalize the model they had conceptualized in the Verhoef and Leeflang (2009) study, and they found that the influence of the top marketing manager did have an effect on the performance of the firm. The marketing manager-influenced measures, such as accountability, innovativeness, and customer connection, were considered along with marketing orientation and business performance measures (Verhoef et al., 2011).

The purpose of the Nath and Mahajan (2011) study was to discover how chief marketing officers (CMOs) can attain the power to sit in strategic positions and affect organizational outcomes. The authors found that the role of CMO has evolved with the practice of integrated marketing communications, but the role was still considered to be more tactical than strategic. Both academics and practitioners called for the CMO to become more strategically involved by gaining inclusion on top management teams. One finding was that CMOs gained power when responsibility for sales was added to their job descriptions (Nath & Mahajan, 2011).

Nath and Mahajan (2011) also found that CMO power increased when top management teams had a low level of marketing experience, especially when the CMO was innovative. The authors argued that the success of an organization was tied to the success of the CMO. In addition, the CMO's ability to understand the customer and advocate for the customer was tied to success. Leadership practices were impacted by power within the organization, and this was one of the most recent scholarly research studies to be done on CMOs. With practitioners and academics both calling for the role of the CMO to be more strategic on the top management team, marketing performance measurement should be studied to determine whether the determination of ROI in marketing makes for more strategic marketing decisions in higher education institutions.

Summary. While executives across the firm must make the case for budget support of their requested expenditures, this persuasive power was found to be even more important during difficult economic times (Auh & Merlo, 2012; Boyd, Chandy, & Cunha, 2010 Dec.; Merlo, Lukas, & Whitwell, 2012; Nath and Mahajan, 2011). Given the negative status marketing executives have for over-spending on unjustifiable budget requisitions, they can only gain persuasive power in budget negotiations when they can justify that their proposed expenditures will be essential to meeting the firm's financial objectives (Auh & Merlo, 2012; Boyd, Chandy, & Cunha, 2010 Dec.; Merlo, Lukas, & Whitwell, 2012; Nath and Mahajan, 2011). Without an emphasis on the importance of marketing to influence the product, place, price, and promotion in attainment of corporate goals, marketing executives were found to be powerless to influence the top management team to support their budget requests (Auh & Merlo, 2012; Boyd, Chandy, & Cunha, 2010 Dec.; Merlo, Lukas, & Whitwell, 2012; Nath and Mahajan, 2011).

Marketing Challenges in Faith-Based Higher Education

Finally, this section describes the unique challenges and opportunities faced by marketers of faith-based universities. Among the challenges were the decreasing rates of denominational financial support, the decreasing denominational identity of high school students, the increasing cost-consciousness of parents, and the increasing administration mandate for recruiting of minority students to the faith-based campuses (Dosen, 2012; Duesterhaus, 2015; Glanzer et al., 2013; Kotler & Keller, 2012; Rine, Glanzer, & Davignon, 2013; Swezey, & Ross, 2012; Tolbert, 2014). The opportunities for faith-based universities include the ability to differentiate themselves in the marketplace, depending upon their choice of marketing orientation (Dosen, 2012; Tolbert, 2014; Wright, 2012; Wright, 2014).

For the purpose of this study, faith-based universities were those that were founded on Christian principles and theological reasoning, and they were originally funded by a particular Christian denomination, such as Assemblies of God, Baptist, Church of Christ, Methodist, or Presbyterian (Glanzer et al., 2013; McKenna, 2016; Tolbert, 2014). It was assumed by the founders that faculty from every discipline embraced Christian ethics and promoted a Christ-like, loving academic community (Dosen, 2012; Tolbert, 2014; Wright, 2012; Wright, 2014).

Glanzer et al. (2013) examined the concept of denominational identity in their study of institutions from the Council for Christian Colleges & Universities (CCCU). With a 72% response rate for their survey, Glanzer et al. (2013) found the CCCU institutions who responded all had established practices and policies in order to keep their denominational identity intact. While the governing bodies of the universities had

endeavored to hire from within their faith practice and received funding from

denominational associations and like-denominated churches, their schools faced the

challenges of a decreasing number of students who applied to a faith-based institution,

especially because of its denominational identification (Glanzer et al., 2013).

In addition, Glanzer et al. (2013) found that the evangelical American Protestant

denominational associations and churches were providing fewer funds than they had in

the past. While the funding was decreased, the CCCU denominations continued to desire

oversight of their respective universities (Glanzer et al., 2013). Historically, higher

education in the United States was predominantly denominational, with universities as

prestigious as Harvard having been founded and funded by faith-based associations and

churches (Glanzer et al., 2013).

In a prior study, Glanzer, Carpenter, and Lantinga (2011) examined trends in

faith-based higher education. While Christianity itself and higher education had attained a

global reach, they found that Christian postsecondary education had not been given very

much attention in the literature (Glanzer et al., 2011). Glanzer et al. (2011) employed a

survey developed using Robert Benne's research to consider the universities that both

nurtured and retained a denominational identity. Their results indicated an expansion of

Christian higher education well beyond the United States and Canada, with 579

universities found outside of North America (Glanzer et al., 2011). While denominational

identity was showing a decrease among students in the United States, this global study

showed that this trend was not universal (Glanzer et al., 2011).

In Phase II of the Glanzer et al. (2013) study, Rine, Glanzer, and Davignon (2013)

continued to assess the denominational identity of evangelical universities in the United

States The focus of this phase of the study was on the perspectives and practices of faculty at CCCU institutions (Rine et al., 2013). Using an online survey, 1,557 full-time faculty members from 37 faith-based universities, who were identified as "denominationally-affiliated evangelical Christian colleges," responded (Rine et al., 2013, p. 243).

Unlike the students in Phase I of the study, the faculty professed a strong denominational affinity with their institution, but fewer than half of these faculty attended a church of the same denomination (Rine et al., 2013). In regards to their practice in the classroom, Rine et al. (2013) found faculty to be influenced by their own personal theological framework. Faculty also indicated that the administration embraced the denominational identity of the institution in multiple aspects of university life (Rine et al., 2013). Rine et al. (2013) said these aspects included "campus ethos, curriculum, corporate worship, institutional governance, and public rhetoric" (p. 252).

While the CCCU faculty seemed to embrace the denominational affiliation of their universities, they reported a willingness for their institution to hire new faculty from outside of the denomination (Rine et al., 2013). Rine et al. (2013) found the denominational identity of the universities had been a debatable matter throughout the history of faith-based institutions, as the faculty and administration argued about how to instruct the students and whether religious identity should matter in higher education.

The current CCCU institutions showed an interest in maintaining denominational identity from an administrative perspective, but the earliest Christian universities were found to have become increasingly secular, and most of the post-Civil War institutions were public institutions founded and sponsored by the states (Rine et al., 2013).

According to Rine et al. (2013), this secularization of United States higher education resulted in denominational- or faith-based institutions becoming the minority rather than the majority. Faith-based universities also were challenged to decide if they should describe themselves by their denomination as differentiation in their marketing, or if they should simply use the generic term of "Christian" in their branding (Glanzer et al., 2011; Rine et al., 2013).

Both Glanzer et al. (2011) and Rine et al. (2013) expressed concerns that the secularization of CCCU universities would lead to religious faculty having fewer employment prospects, and faith-based institutions would struggle to brand and market themselves without a denominational identity. Critics of denominational identity argued that universities should not allow religious viewpoints to determine how scholarly subjects were taught (Glanzer et al., 2011; Rine et al., 2013). In addition, these critics argued that no personal viewpoint or framework (whether Catholic, Baptist, African-American, woman, or working class) should determine how scholars taught their subjects (Glanzer et al., 2011; Rine et al., 2013).

From a historical perspective, Ringenberg (2006), stressed that higher education in the United States was developed primarily upon the principles of Christian faith, in particular, by evangelical Protestant denominations. Ringenberg (2006) did not consider Roman Catholic colleges in his study, since according to him, they did not classify themselves as Christian schools. Ringenberg (2006) found that these Christian influences were the basis for the pursuit of truth in the academic communities of higher education institutions. From the 1636 founding of Harvard to the opening of Yale and the College of William and Mary, Ringenberg (2006) concluded that the worldview of the Christian

was the most impactful influence on the intellectual perspectives of higher education in the United States.

Ringenberg (2006) also noted that later the Baptists and Methodists built a considerable number of universities, upholding both the Christian worldview and morals, both in the classroom and in extracurricular clubs and sports. While these private institutions were expected to be branded and marketed as Christian communities, the first public universities also embraced the Christian worldview as well (Ringenberg, 2006). After the Civil War, the Christian universities, especially, included women and African-Americans in their student recruitment and retention efforts, setting the stage for the discussions that continue into the 21st century about minority and gender-based recruitment and student engagement (Ringenberg, 2006).

Ringenberg (2006) examined the secularization that had occurred throughout the 20th century in formerly Christian higher education institutions and the Christian response to this occurrence. Ringenberg (2006) recognized that the secularization was due to many different factors including the diminishing importance of the Christian worldview in academic communities, the desire for academic freedom from denominational restraints, and the growing desire to separate church and state. For the faith-based university, the shift away from a denominational, or even Christian, branding, has many implications for marketing these institutions in today's competitive marketplace for high school students (Ringenberg, 2012).

Understanding that students shopped as consumers of higher education, Tolbert (2014) explored the use of branding by faith-based universities to shape their institutional image in the marketplace. For the study, Tolbert (2014) examined the marketing

materials of CCCU institutions to explore how their faith-based missions were "reflected in the printed recruitment materials, Web sites, and admissions portals of the 112 member institutions" (p. 233). The purpose of the study was to "quantify how strongly a university portrays the faith dimension of its identity in marketing materials and to determine whether that measure is predictive of external perception" (Tolbert, 2014, p. 234). In other words, was faith strongly identified in the marketing materials from these institutions (Tolbert, 2014)?

Tolbert (2014) found that the branding as a faith-based institution was stronger in the printed admissions brochures, called "viewbooks" by the industry, than in their website marketing materials. Since market differentiation was of considerable importance for all higher education institutions competing for prospective students, Tolbert (2014) recommended that the faith-based institutions, especially, needed to make sure their Christian identity was integrated throughout their marketing materials. Tolbert (2014) urged faith-based universities to consider the students as consumers who were aggressively shopping for their educational opportunities.

In addition to adopting a business-like marketing orientation approach for student recruitment and retention, Tolbert (2014) recommended that the faith-based universities needed to market themselves to external and internal stakeholders, such as faculty, alumni, and donors, who were demanding increased accountability and responsibility from the institutions. With aggressive students acting as consumers, the faith-based universities especially needed to cultivate donors who could help the institutions keep up with the students' demands for more financial aid (Tolbert, 2014).

While higher education institutions were resistant to seeing themselves as businesses competing in a marketplace for students and donors, their survival depends upon making this paradigm shift and responding to the increased competition faced in the 21st century (Tolbert, 2014). Tolbert (2014) acknowledged that it was beyond the scope of her study to examine whether the language of business marketing was appropriate for use in higher education, but she did explore the role of university public relations and marketing, and how its importance had expanded for higher education in the last century.

The "commercialization of higher education" began in the second half of the 20th century, and increased the need for universities to market themselves beyond the use of ads and news stories in print media (Tolbert, 2014, p. 234). This commercialization, coupled with the economic downturns in 2001 and 2008, led to students and their parents becoming more concerned about the economic value of higher education (Tolbert, 2014). In addition, the universities were competing against each other for a decreasing pool of high school students, and so they began to rank their institutions by using measures that were not necessarily measureable (Tolbert, 2014).

Tolbert (2014) also found that faith-based universities were not embracing marketing principles as readily as public institutions, who had been forced by economic conditions to increase private fundraising efforts as tuition increased, state tax revenue decreased, and students were less able to pay for the increases. The private institutions had already been accustomed to fundraising, but they were not as used to being dependent on student tuition to balance their budgets (Tolbert, 2014). Tolbert (2014) recommended that faith-based universities examine the demands of the marketplace, their "available resources, and institutional missions to see how their institution best fits in the

marketplace" (p. 234). In addition, these institutions needed to embrace "strategically focused market-based planning" (Tolbert, 2014, p. 234).

Swezey and Ross (2012) studied the effect of the secularization process on the identity of religious universities, especially Christian institutions which were pursuing a national reputation. The authors explored the issue from the perspectives of 18 senior faculty members at a Christian university (Swezey & Ross, 2012). The perceptions of the faculty were divided into three categories: 1) those who "saw no inherent conflict between religious identity and academic reputation;" 2) those who "acknowledged a potential conflict, but was optimistic the university was remaining vigilant;" and 3) those who perceived a conflict between the two, expressing the belief that the threat to the university's religious identity was quite real and secularization was already taking place" (Swezey & Ross, 2012, p. 94).

Swezey and Ross (2012) found that Christian universities faced an increasingly competitive marketplace that included threats from secular universities as well as more than 2,000 faith-based higher education institutions, globally, with 895 of them in the United States, where there was a decreasing population of high school students bound for college. In addition, the faith-based institutions with on-campus academic programs faced competition from growing interest in online Christian universities and for-profit universities such as University of Phoenix (Swezey & Ross, 2012).

As Ringenberg (2006) noted in his historical account, Swezey and Ross (2012) also found that the perception of faith-based universities as academically inferior to secular institutions still existed, despite the fact that institutions such as Harvard were initially founded as Christian universities. Given this perception, and the decreasing

religious identity of United States universities, the Christian identity and intellectual reputation of faith-based higher education provided a challenge to marketers of these institutions (Swezey & Ross, 2012). The question of how Christian universities can continue to sustain their faith-based identities and raise the perception of their academic community was of major concern to the faculty, since these schools were seeking to be respected nationally, as well as internationally, for both scholarship and research (Swezey & Ross, 2012).

When the faculty perceptions of their own institution were compared to their perceptions of other faith-based universities, the faculty assessed their own schools as having a higher scholarly reputation (Swezey & Ross, 2012). They described their own faculty as more involved in professional development and leadership in professional organizations than faculty at competing Christian universities (Swezey & Ross, 2012). In addition, Swezey and Ross (2012) found that the faculty assessed their peers' scholarship as superior to that from faculty at their faith-based competition. The faculty self-assessment was that they would have to earn the trust from students one at a time, if necessary to prove they were not "just a Bible school" (Swezey & Ross, 2012, p. 107).

Vander Schee (2009) conducted a longitudinal study regarding the changes in marketing practices in Christian universities from 1997 through the first years of the 21st century. The respondents for the study were admissions or enrollment management executives from CCCU institutions (Vander Schee, 2009). Vander Schee (2009) found that marketing traditionally had been understood by these admissions and enrollment professionals to be about selling rather than promoting their institutions. During the course of the study, the executives reported that marketing activities had become

"critically important to the future of their institution" (Vander Schee, 2009, p. 28). In addition, these admissions and enrollment management officers reported that "their institutions did not devote enough resources to marketing efforts (Vander Schee, 2009, p. 28).

From the literature review, Vander Schee (2009) reported that marketing had become central to the health of higher education institutions, but they noted that academics argued that business marketing techniques might not be the right approach to recruit and retain students. Over time, Vander Schee (2009) found that the marketing executives increased their evaluation of the effectiveness of their printed marketing materials, but they did not seek an evaluation of their marketing from their target market, the students. Vander Schee (2009) concluded that higher education marketing executives did not have a consistent marketing performance measurement system to evaluate whether the marketing activities were meeting the institutional goals. With an increasingly competitive market for students, these faith-based universities especially needed to implement an integrated marketing communications plan that included marketing performance measurement to justify the increasing costs of marketing (Vander Schee, 2009).

Since recruiting and retaining non-White/Caucasian students has long been a challenge for faith-based universities, Confer and Mamiseishvili (2012) examined the reasons why minority students chose to enroll at CCCU institutions in the United States Confer and Mamiseishvili (2012) used data from the following survey, the College Board's Admitted Student Questionnaire PLUS (ASQ PLUS), which was administered to 283 minority students from eight CCCU member schools between 2005 and 2008.

While factors, such as the perception of the universities' characteristics and the recruitment strategies, were listed as significant in the decision-making process, Confer and Mamiseishvili (2012) found that the most significant factors in the recruitment of diverse students were "high school GPA, campus interaction, and promotional materials." With these factors noted, CCCU institutions can plan their marketing strategy to better recruit and retain diverse students (Confer & Mamiseishvili, 2012). Confer and Mamiseishvili (2012) recommended that CCCU institutions also should seek to "eliminate the barriers in the enrollment process," since the challenge of recruiting and retaining racially diverse students has been such a longstanding issue and "had only increased to 19 percent" even with a national emphasis from the CCCU top management (p. 14).

Summary. The fourth and final section of the literature review was a strong influence on the choice of faith-based universities as the case studies. Given their unique challenges and opportunities, faith-based higher education institutions provided a robust "quintain" to explore in this qualitative research (Stake, 2013; Yin, 2014). The challenges included the decreasing denominational identity of prospective students, the decreasing rates of financial support from the denominational associations, the increasing price-consciousness of parents, and the increasing desire of administration to recruit minorities (Dosen, 2012; Duesterhaus, 2015; Glanzer et al., 2013; Kotler & Kelly, 2012; Rine, Glanzer, & Davignon, 2013; Swezey, & Ross, 2012; Tolbert, 2014). The opportunities for faith-based universities included the ability to choose from a variety of marketing orientations to differentiate themselves in the marketplace as faith-based institutions (Tolbert, 2014; Wright, 2012; Wright, 2014).

Summary of the Literature Review

      After a review of the marketing literature, in general, and the marketing literature for higher education, more specifically, the foundation for a multiple case study examining marketing performance measurement systems in higher education was laid. The history of marketing performance measurement in business settings as well as in higher education was essential to comprehend the necessity for this study. The lack of consistency in measuring marketing performance was the impetus for the problem and purpose of this study. The literature supported the need for a multiple case study methodology, since there was not a consistent conceptual model for marketing performance measurement in business or in higher education settings.

      After a comprehensive review of the literature on marketing, one can see that neither marketing executives nor marketing academics were in agreement on an effective measurement of marketing performance or whether marketing activities had any consistent effect on an organization's financial performance (Boyd, Chandy, & Cunha, 2010; Jaworski, 2011; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010; Tollin & Schmidt, 2012; Verhoef & Leeflang, 2009). Since United States businesses and higher education institutions had limited their budgets for marketing, especially after the economic downturn in 2008, it was imperative that marketing executives have "a comprehensive set of marketing metrics" that show marketing's influence on organizational performance measurements and strategic decision making across the firm (Boyd, Chandy, & Cunha, 2010; O'Sullivan & Abela, 2007, p. 91; O'Sullivan & Butler, 2010; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; Park et al., 2012).

Chapter 3: Research Method

This qualitative multiple case study explored how higher education marketing executives were measuring the marketing performance of their institution and comparing "a comprehensive set of marketing metrics" to indicators of organizational performance (Chen et al, 2009; Jeffery, 2010; O'Sullivan & Abela, 2007, p. 91; Sarrico et al., 2010). A multiple case study analysis of three private faith-based universities in the Midwestern United States and their marketing performance measurement systems examined "how the program or phenomenon performs in different environments" (Stake, 2006, p. 23). Face-to-face interviews were held off campus with the executives in charge of marketing responsibilities at the universities.

Online marketing materials were analyzed as part of the study in order to achieve triangulation. Three interviews per university was the target N. The choice of three universities was designed to provide a more robust case study than just one or two institutions would, while fitting into the researcher's budget and time constraints (Yin, 2014). In addition, the choice to interview more than just the one executive in charge of marketing was designed to provide depth to the marketing performance measurement – since many people on a university staff performed marketing duties, executives from more than one department were interviewed (Yin, 2014).

Measuring marketing performance was critical in order for universities to budget money and time appropriately for marketing activities; if a marketing activity was not productive, it was difficult to justify funding or staffing for it (Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010). Three cases were chosen because the complexities of measuring marketing performance and comparing it to organizational

performance were better understood and the study more "robust" since more than one case was analyzed (Stake, 2013; Yin, 2014, p. 57).

There were similarities and the "possibility of direct replication" by using the three university cases, but a cross-analysis of the cases provided a deeper understanding of the quintain of marketing performance measurement (Stake, 2013; Yin, 2014, p. 64). Yin (2014) recommended seeking cases to explore that would appear to have the potential for "literal replications." This logic informed the choice of three faith-based universities, which were presumed to have more similar marketing challenges and opportunities than comparing other types of institutions, such as a public or for-profit, to a faith-based university (Yin, 2014).

The foundation of this study was developed after a review of the marketing literature, in general, and the higher education marketing literature, in particular. Understanding the history of marketing performance measurement was critical to the comprehension of this study, since the lack of consistency in the measurement of marketing performance was underpinning the problem and purpose of this study. A background of marketing performance measurement history was included, as well as historical background for the understanding of marketing in the higher education industry. In addition, literature that supported the choice of a qualitative, multiple case study research methodology for the study was reviewed. A discussion of some of the current issues in higher education marketing was included to place the study in an applied, practical business administration context. The unit of analysis was a university and each of the three cases had multiple sources of data, including three interviews plus content analysis of online marketing materials and marketing results.

Statement of the Problem

The problem addressed in this study was that marketing executives who fail to implement marketing performance measurement systems cannot adequately measure their marketing effectiveness or determine whether marketing activities affected the organization's performance (Jaworski, 2011; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; Tollin & Schmidt, 2012). Since the turn of the 21ˢᵗ century, organizations across the United States had limited their budgets for marketing (Boyd, Chandy, & Cunha, 2010; Nath & Mahajan, 2011; Mintz & Currim, 2013). Marketing executives have been criticized for their desire to maintain or increase marketing budgets without the ability to "generate a comprehensive set of marketing metrics" that link to organizational performance measurements (Mintz & Currim, 2013; O'Sullivan & Abela, 2007, p. 91; Park et al., 2012).

Because many colleges and universities were affected by the financial crisis in 2008 and faced severe budget cuts and endowment losses, marketers who had limited knowledge of their marketing performance measurement were unable to justify their marketing expenditures and could not make a case for marketing activities' relationship to the performance outcomes of their institution (Camelia & Marius, 2013; Naidoo et al., 2011; Park et al., 2012; Rey & Powell, 2013). With traditional students and their parents, as well as older non-traditional students, increasingly making college decisions as cost-conscious consumers, it was found that colleges and universities cannot perform well in a competitive marketplace without marketing activities that generate the "primary performance outcomes" of sales growth, market share, and profitability (Camelia & Marius, 2013; Mintz & Currim, 2013; O'Sullivan & Abela, 2007, p. 91). Since

organizations that do not market effectively will not thrive in a competitive marketplace, it was important to understand how higher education marketing executives measured marketing performance and whether marketing performance influenced organizational performance (Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010).

Purpose of the Study

The purpose of this qualitative, multiple case study was to explore how marketing executives at universities were measuring the performance of their marketing activities and how they compared these marketing metrics to indicators of organizational performance. A multiple case study analysis of marketing performance measurement practices at three private, faith-based universities in the Midwestern United States examined "how the program or phenomenon performs in different environments" (Stake, 2006, p. 23). Faith-based universities were chosen for the special marketing and branding challenges faith-based universities were facing in the 21st century (Confer & Mamiseishvili, 2012; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009).

It was found in the literature that faith-based universities, in particular, faced critical marketing and branding challenges as high school students decreasingly identified with a particular denomination or unified faith practice, and these prospective students were less likely than their parents were to consider the importance of a faith-based academic community when considering where to attend college (Confer & Mamiseishvili, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga,

2011; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009). This lack of denominational identity was coupled with the fact that parents became more price-conscious as their incomes and assets decreased, while the cost of higher education increased, after the economic crisis of 2008. This decrease in denominational identity and increase in private school costs made public universities and community colleges a more attractive option than a small, private, faith-based institution (Confer & Mamiseishvili, 2012; Duesterhaus, 2015; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Kotler & Kelly, 2012; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009; Wright, 2012).

For the study, face-to-face interviews were held with the top executives who had marketing responsibilities at the universities, including marketing/communications, admissions/enrollment management, and development/fundraising. In order to achieve triangulation of data, online marketing materials and IPEDS data were analyzed as part of the study. The target N for participants was three interviews per university.

With increasing competition in the marketplace for both traditional (18- to 23-year olds) and non-traditional (23-year old and older) students, private colleges and public universities alike will not be successful until they understand how their marketing efforts influence the performance of the institution (Camelia & Marius, 2013; Chen et al, 2009; O'Sullivan & Abela, 2010). Measuring marketing performance was critical in order to budget money and time appropriately for marketing activities; if a marketing activity was not productive, it begged the question of whether to fund or staff it (Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010). An instrument for

interviewing higher education marketing executives was developed for this study that included questions of how they are measuring marketing performance at their institutions.

Since there were no industry standards for the quintain of measuring marketing performance, in general, or in higher education, in particular, this multiple case study was necessary to begin understanding the similarities and differences of the phenomenon in various "manifestations" (Stake, 2006, p. 40). In other words, the complexities of measuring marketing performance and relating it to organizational performance would be better understood and the study more "robust" if more than one case was analyzed (Stake, 2013; Yin, 2014, p. 57). Although there will be similarities and the "possibility of direct replication" with using the three university cases, illustrating "contrasting strategies" in a cross-analysis of the cases yielded a deeper understanding of the quintain of marketing performance measurement (Stake, 2013; Yin, 2014, p. 64). Data was analyzed from the executive interviews and information gathered from each of the three institutions' promotional websites. An analysis of the IPEDS reports on each of the universities as part of the study added to the research quality through triangulation of data (Beverland & Lindgreen, 2010; Gajić, 2012, p. 29; Stake, 2013; Yin, 2014; www.nces.ed.gov/ipeds). Of the five analytical techniques advocated by Yin (2014), three, especially were used to analyze the collected data in this study: pattern matching, explanation building, and cross-case synthesis for multiple cases.

Research Questions

The principal quintain which arose from the problem and purpose statements was the measurement of marketing performance. The research questions to guide the qualitative multiple case study involved identifying relationships between the processes

of planning, implementing, and analyzing marketing performance measurement systems and the effects of marketing activities on organizational performance. Higher education marketing executives from three institutions were interviewed to discover their particular understanding of the quintain.

The research questions were:

Q1. How does the higher education marketing executive measure marketing performance?

Q2. How does the higher education marketing executive measure marketing performance against organizational performance?

Q3. How is marketing performance compared to organizational performance?

Q4. How does the top administrator of the institution view the effectiveness of the marketing department's activities?

Research Method and Design

A multiple case study of marketing performance measurement practices at three private faith-based universities in the Midwestern United States explored "how the program or phenomenon performs in different environments" (Stake, 2006, p. 23). The "quintain," or "phenomenon or condition to be studied," was measuring marketing performance, and the multiple case study was "a study of cases for what they tell us about the quintain" within the context of higher education (Stake, 2006, p. 6). The quintain for this study arose from the problem and purpose statements and it was the measurement of marketing performance.

The research questions for this qualitative multiple case study involved identifying relationships between the processes of planning, implementing, and analyzing

marketing performance measurement systems and the effects of marketing activities on organizational performance. Higher education marketing executives from three liberal arts institutions were interviewed to discover their particular understanding of the quintain.

The research questions were as follows:

Q1. How does the higher education marketing executive measure marketing performance?

Q2. How does the higher education marketing executive measure marketing performance against organizational performance?

Q3. How is marketing performance compared to organizational performance?

Q4. How does the top administrator of the institution view the effectiveness of the marketing department's activities?

Justification for intended methodology. Yin (2014) analyzed case study research against other methodologies, and he stated that success in qualitative case study research to build theory was based on the same foundation as hypotheses-testing research: a complete literature review that shows a gap in the research and the proposal of research questions to bridge the gap. Eisenhardt and Graebner (2007) earlier had concluded that the most important difference for using case study methodology was "to clarify why the research question is significant, and why there is no existing theory that offers a feasible answer" (p. 28). Such was the situation for marketing performance measurement in higher education: there was no existing theory that offered a feasible answer on how to measure marketing performance in colleges and universities. Given the time constraints for the proposed research, full-fledged grounded theory building was not

attempted, but the beginning foundation to building a theory was enabled by a rigorous multiple case study of the three higher education marketing cases (Stake, 2013; Yin, 2014).

Kapoulas and Mitic (2012) examined the use of qualitative research to develop marketing theories and the challenges inherent in this type of research and found that qualitative research was often misunderstood as a weak methodology. Piekkari, Plakoyiannaki, and Welch (2010) reported that case study research was found to be the primary qualitative method of research in the industrial marketing field. The findings also showed that defining what comprised successful case study research was problematic despite its dominance in the business world. Yin (2003) was the primary resource Kapoulas and Mitic (2012) used for defining case study research among the articles they examined, but the researchers in the industrial marketing field did not always agree that Yin's definitions and recommendations held true in the "common practice, best practice, or innovative practice" of research (p. 109). Even with this disagreement, Yin was found to be a dominant influencer of research methods and research practices by virtue of his appearance in citations and use of his recommendations despite any disputes the researchers had with them. One of the key findings to note was that for the case studies examined, the authors found it difficult to explain how their "empirical observations" related to marketing theory (p. 115). This was a potential difficulty of the marketing performance measurement study of higher education, too.

Pratt (2009) compiled advice for researchers in regards to the use of "high-quality" qualitative methodology, especially in the compilation and analysis of data (p. 856). Using articles published in the *Academy of Management Journal* as an example,

Pratt (2009) outlined the challenges and opportunities of using qualitative methodology. While there were no definitive "boilerplates" for qualitative research to be found, Pratt (2009) concluded that this method was appropriate for considering the questions of "how" as opposed to "how many" (p. 856). The challenges of not having specific parameters for empirical qualitative research were mitigated by the opportunities of being able to better understand the quintains from the unique viewpoints of those who participated in the research as informative subjects (Pratt, 2009).

There were found to be as many different ways to gather data in qualitative research as quantitative, and there were found to be many ways to analyze data, such as case study analysis or the use of ethnography (Pratt, 2009). Not unlike quantitative research, qualitative research can provide opportunities for both deductive and inductive reasoning, but the words used as informants talked in qualitative research interviews were found to be of utmost importance (Pratt, 2009).

Pratt (2009) found that "it is possible to analyze qualitative data quantitatively, just as we analyze quantitative data qualitatively when constructing stories around the numbers we present" (p. 856). In conclusion, Pratt (2009) noted that the two greatest dangers of qualitative methodology were the apparent "lack of balance between theory and data" and "making qualitative research appear quantitative" (p. 857). Just as quantitative researchers have the opportunity to show their data both in the body of the paper and in tables and charts, qualitative researchers have the opportunity to do the same with quotes that add power with "compelling bits of data" and proof to support the argument being made (Pratt, 2009, p. 860).

While quantitative methodologies frequently have been used for researching comparative studies, Reale (2014) outlined the difficulties with using this method in higher education research. The quantitative methods were used with the intent of minimizing complex comparisons, discovering and understanding the differences and similarities of the cases, and generalizing about the data found (Reale, 2013). One of the issues in higher education discussed in Reale (2013) was that without a lot of data to compare, the statistical analyses, especially "for accurate international comparisons," were incomplete (p. 420).

The second major issue discussed regarding comparative studies was the difficulty quantitative researchers encountered with the use of measurements (Reale, 2013). The Reale (2013) study also found that issues pertaining to the "robustness of the [quantitative] method" needed to be addressed and improved (p. 420). Finally, the use of qualitative analyses was recommended not "just as complementary" evidence to quantitative studies, but as an important method to be considered for mixed methodology studies so that "triangulation techniques" could widen the researchers' perspectives (Reale, 2009, p. 421).

Stake (2006) first discussed what comprised case study analysis and how it was uniquely suited for studying the "quintain," which is defined as the "object or phenomenon or condition to be studied" (p. 6). In addition, Stake (2013) outlined the criterion to be considered when selecting the cases, and he used his own case studies in education as examples to illustrate his conceptualization of case study, especially multiple case study. Among the issues for researchers to consider was the concept of generalization and whether one can or should generalize from the cases or case studied

(Stake, 2013). Stake (2013) maintained that each case was unique, but each case also contained elements of commonness in the informant's stories and narratives that could be identified and analyzed. Stake (2013) found that the multiple case study method provided important cross-case data as well as the data found from triangulation within the cases. While there were limits to the interpretations one could make from qualitative research, Stake (2013) found that careful crafting of the research questions could provide a solid foundation to the inquiries. Along with the development of the initial research questions, the role of the researcher as both interview guide and evaluator was deemed to be of great importance (Stake, 2013). In addition, Stake (2013) provided words of caution to the case study researcher as they inserted themselves into multiple cases while conducting interviews.

Since the research questions and subsequent interview questions merely provided a foundation for the interview, it was critical that the lines of inquiry remain somewhat consistent between the multiple cases in the study (Stake, 2013). To provide validity to case study research, the concept of triangulation was discussed as a way to ensure and confirm that key findings were not "being overlooked" (Stake, 2006, p. 33). This gathering of additional data that was not easily subject to misinterpretation – ideally from three sources, hence the term *triangulation* – should provide support to the interpretive information gathered in the interviews (Stake, 2013). Finally, Stake (2013) provided many forms and worksheets that he offered to researchers for their own use in developing, conducting, and analyzing multiple case studies.

Yin (2014) provided basic details on how to decide if and when to use the qualitative case study as a research methodology. The case study was determined to be a

valid research method after comparisons with other quantitative and qualitative methods used in the social sciences and business (Yin, 2014). While some researchers believed that the case study method could only be effective in the exploratory stage of research, Yin (2014) disagreed, noting that "some of the best and most famous case studies have been explanatory case studies" and descriptive case studies also provided salient information on their research topics (p. 7). For research asking "How? and Why?" questions, Yin (2014) gave several examples showing that case study research was a relevant and effective method to use, depending on the subject matter. In contrast, Yin (2014) showed that for the "how many" and "how much" questions, quantitative research was the better methodology.

Yin (2014) found that identifying and establishing the logic for a case study provided the necessary foundation before preparing to collect case study data. Likewise, Yin (2014) recommended a four-step process to develop a strategic plan for the analysis of the data before its collection. The four steps proposed were: "relying on theoretical propositions, working your data from the ground up, developing a case description, and examining plausible rival explanations" (Yin, 2014, pp. 136-140). With the general strategy thus developed, Yin (2014) then recommended the consideration of five analytic techniques: "pattern matching, explanation building, time-series analysis, logic models, and cross-case synthesis" with the latter technique only used in the analysis of multiple case studies, such as this higher education marketing performance measurement study (p. 164).

Zivkovic (2012) examined a single business case study and a multiple business case study from the *Harvard Business Review* to discover how qualitative case studies

had both strengths and weaknesses as a methodology to use in business research. The author stated one weakness was that case study research did not have the "methodological thoroughness that other research methods receive" due to the absence of a formal process and the perception of clear results that quantitative research tends to have (p. 91). Zivkovic (2012) acknowledged that case study research can sometimes shed light on a particular business research question, while for other questions, case study research seems to make solutions to business problems less intelligible.

Zivkovic (2012) recommended that case study research be more rigorously applied in order to rise to "the same level of validity and robustness as quantitative data receive in business research" (p. 91). One strength of case study research that Zivkovic (2012) noted was the ability for the researcher to study the internal organization as the individuals from different groups interact with one another. A key informant strategy would be beneficial in a case study of marketing performance measurement in higher education, because there are several strategic business units in a college or university that either have marketing responsibilities or they depend on collaboration with the marketing department.

While quantitative research tended to examine the data provided by the organization's top management only, a case study researcher more often has access to interview people from the CEO down to lower echelon employees, as well as other internal and external stakeholders (Zivkovic, 2012). An additional strength Zivkovic (2012) found in multiple case study analysis was that "repeatable phenomena" can be shown, which can help to prevent research bias and promote external validity. One weakness of multiple case study analysis was found to be the danger of generalizing from

the samples (Zivkovic, 2012). Finally, Zivkovic (2012) concluded that while case study research has become a successful methodology in social science research, business researchers needed to develop protocols and processes that employ the same rigor when they undertake qualitative case study business research.

Three cases were chosen for this study because, according to Yin (2014), single-case studies can be successful, but if time and resources allow, a multiple case study was preferable. Stake (2013) recommended that no fewer than four and no more than 10 cases would be the most beneficial in a multiple case study. Since multiple case studies require significant time and resources to undertake, Yin (2014) recommended that even if a researcher can only study two cases, the study may have substantial "analytic benefits" and be "better than using a single-case design" (p. 64). Given the time and resources available for this study, three university cases were analyzed (Yin, 2014).

The three universities chosen comprised a convenience sample located within a 200-mile radius of the researcher (Yin, 2014). Each institution consisted of a marketing department featuring a marketing executive and a staff of professionals; all three were faith-based universities in the Midwestern United States. Faith-based universities were chosen, because there were several in this geographic area, and thus they were competing for brand recognition in a very competitive marketplace for undergraduate and graduate students (Camelia & Marius, 2013; Chapleo, 2011).

Since colleges and universities were under increasing scrutiny to link marketing orientation to student success, this study provided researchers with an examination of some of the issues facing marketing executives in the chosen case study institutions (Camelia & Marius, 2013). While a "correlational study might do better to seek out the

incidences of certain Factors [sic] on educational outcomes," the emphasis in this study was on "scrutinizing site-specific experiences" of how higher education marketing executives measured marketing performance and how they compared marketing performance measurement to measures of organizational performance (Stake, 2006, p. 41).

Since the literature review of marketing practices revealed no industry standards for the quintain of measuring marketing performance, in general, or in higher education, in particular, this descriptive multiple case study was designed to research the similarities and differences of the phenomenon in various "manifestations" (Stake, 2006, p. 40). In other words, the complex quintain of measuring marketing performance was more deeply explored and the research design more "robust" if more than one case was analyzed (Yin, 2014, p. 57; Stake, 2013). While there was a "possibility of direct replication" between the chosen cases and some similarities between them, a cross-case analysis of the three institutions provided a more complete understanding of the quintain of marketing performance measurement (Yin, 2014, p. 64; Stake, 2013). Yin (2014) defined a "descriptive case study" as one in which a phenomenon or case was explored in its real world context, thus it was an appropriate design to explore marketing performance measurement in the real world context of higher education (p. 238).

Population/Sample

The sample for this study was drawn from the population of higher education institutions in the United States that participated in the federal student financial aid programs and reported institutional data to IPEDS. According to the IPEDS website, more than 7,500 higher education institutions report data each year. From this population,

the geographic area of the Midwestern United States was chosen for its proximity to the researcher and the proliferation of faith-based institutions. Out of this geographic area, three sample schools were chosen for the study. Yin (2014) found that qualitative samples could be as small as one case for a descriptive or exploratory study.

An Internet search revealed that each of the three case study universities had a marketing executive, an enrollment management executive, and a development/advancement/university relations executive; all of these professionals had a role in marketing the institution to prospective high school students and to donors. The top marketing executive titles were Director of Integrated Marketing Communications, Executive Director of Marketing and Communications, and Director of Marketing and Communications. Two universities had a Vice President for Enrollment Management and one had a Dean of Enrollment Management position. Finally, one university had listed a Vice President of Development and Alumni Relations, one had a Vice President for University Advancement, and one had a Vice President of University Relations.

For each of the three cases in the study, the above-mentioned marketing executives of the university were invited to participate in the study. Those executives who agreed to participate were interviewed in open-ended interviews. These professionals held key positions in marketing the higher education institutions to a variety of stakeholders and consumers (Molesworth, Scullion, & Nixon, 2011). In addition, the overall responsibility for planning, implementing, and evaluating marketing activities for the university rested with the marketing executive (Molesworth et al., 2011). In order to provide depth to the study, each of the proposed interviewees was expected to have some responsibility for firm performance as well as marketing performance (Yin, 2014). If the

proposed universities had been unwilling to participate, there were other faith-based universities within the proximity of the researcher that would have been approached as back up cases. In addition, each executive was asked to recommend other executives at their institution, with marketing responsibilities, for additional interviews or as alternates for executives who were not available or were unwilling to be interviewed.

Materials/Instruments

To gather data for the analysis, in-depth interviews were conducted with the top-ranking marketing executives at each university who agreed to participate. These top management team members represented the executives with the most responsibility for the strategies and tactics of marketing their institution to a diverse group of consumers, as well as the many different stakeholders in their school, including prospective students and their parents, current students and their parents, prospective and current faculty, alumni, donors, trustees, and the community (Molesworth, Scullion, & Nixon, 2011). The top-ranking marketing executives were expected to be responsible for the overall plan, implementation, and evaluation of marketing at a university, although there may have been other key individuals who had responsibilities over marketing activities that would be part of a marketing performance measurement system (Camelia & Marius, 2013; Molesworth et al., 2011; Vauterin, Linnanen & Marttila, 2011). For example, athletic coaches and the athletic director at each university were integral to marketing, both in student recruitment and donor development, but due to time constraints, they were not included in this particular study.

The questions asked of the interviewees were designed based on the problem and purpose statements, which pointed to a lack of professional and academic consensus on

the quintain of marketing performance measurement (Stake, 2013). A field test with marketing and institutional research experts was conducted with educational research and marketing experts from the corporate world, as well as from two local institutions which will not be part of the research study. The first field tester served for nearly 40 years in public relations, marketing, and governmental relations at two different state universities in the Midwest and with various professional organizations. For the majority of those years, he counseled CEOs and governing board members of the institutions and organizations with which he worked. He was currently a marketing consultant to both higher education and corporate clients.

The second field tester was an academic advisor and retention specialist in the business advisement center of a large public university in the Midwest. She served on the P-20 Council Steering Committee for Education and Workforce Development on her local Chamber of Commerce. The third field tester was director of institutional research and strategic planning at a community college in the Midwest. He also served on the P-20 Council Steering Committee for Education and Workforce Development on his local Chamber of Commerce. The fourth field tester was an experienced marketing executive with nearly 30 years of experience in brand development and positioning, strategic marketing, and advertising for businesses. He was owner and owner/partner in two consulting practices.

The interview questions were deemed to be straightforward, and no one in the field test recommended changes to the questions, which are found in Appendix A. One field tester, who was a veteran marketing communications executive from a large state university, asked what the researcher's definition of marketing was, and based upon this

definition, he asked "What units across campus would you consider significant parts of the marketing effort?" This field tester also suggested two additional interview questions: "If given the opportunity, what are the one or two changes would you make in your marketing efforts?" and "What reason(s) are you unable to make these changes?"

One of the field testers, who was a veteran in corporate marketing, said that the marketing performance measurement issues addressed in this study were necessary because universities were under the same pressures to know whether its customers were buying features or benefits. He said it was important for the higher education marketing executive to know that the benefits consumers value were not the activity level of marketing. In addition, he said the marketing executives needed to understand the benefits that the chief financial officer was looking for, because marketing was a "tool to achieve the strategic objectives of the organization." Another issue he mentioned was the lack of financial understanding of the marketing executives, and the necessity for them to be involved from the start of strategic planning so they understood the strategic objectives of the organization.

The instrument for the in-depth interviews was developed from the research questions, which were primarily "how" and "why" questions, befitting a qualitative inquiry (Yin, 2014). In order to allow for an open-ended discussion, the interview questions, listed in Appendix A, were not comprehensive. The first four questions were to establish that the executive being interviewed was one of the top marketing managers for the institution, and the latter five questions were expected to lead to an in-depth discussion of marketing performance measurement practices at the faith-based

universities (Anastasiu et al., 2013 Camelia & Marcus, 2013; Chen, Wang, & Yang; 2009; Gajić, 2012).

A sampling of the interview questions, listed in Appendix A were as follows:

When strategic decisions are made at the University-wide level, is the marketing performance of your department taken into consideration?

How does the top administrator of the institution view the effectiveness of your or your department's marketing activities?

What are the other key responsibilities of your position at the University?

What are the key performance indicators of these responsibilities?

The above questions were among those designed to be starting points for a discussion on measuring marketing performance, since the open-ended interview was best for a qualitative case study (Yin, 2014; Stake, 2013).

In order to explore the issues of marketing performance measurement, the focus of the interviews was to determine how the marketing executives, and other top executives responsible for marketing activities, measured the performance of their higher education marketing activities. The multiple case study was expected to provide data detailing any marketing performance measurement systems involved in the plan, implementation, or evaluation for marketing activities. The previously listed higher education marketing executives, and other top executives responsible for marketing at the three institutions, were invited to be interviewed to discover their perspective of the quintain. The email invitation for the interviews can be found in Appendix C. The informed consent form can be found in Appendix B. The interview questions that were

asked of the executives at each of the three faith-based universities are found in Appendix A.

In addition to the interviews, online marketing materials and IPEDS data for each case were studied to gather information with the purpose of further understanding the phenomenon of marketing performance measurement within the context of the higher education marketplace (Yin, 2014). Yin (2014) recommended gathering data from multiple sources of evidence in order to strengthen the findings of case study research. For the most part, the marketing materials and IPEDS data converged with the findings of the interviews and provided triangulation for the data (Yin, 2014). The areas of divergence also were noted in the results (Yin, 2014).

Data Collection, Processing, and Analysis

Data from the executive interviews, as well as information gathered from each of the three institutions' promotional websites and their online marketing materials were analyzed as part of the study (Bradley, 2013). Since the "marketing mix" was an important part of the marketing orientation of an institution, including an analysis of the IPEDS reports on each of the faith-based universities as part of the study added to the research quality through triangulation of data (Beverland & Lindgreen, 2010; Gajić, 2012, p. 29; Stake, 2013; Yin, 2014; www.nces.ed.gov/ipeds). Yin (2014) recommended that "computer-assisted qualitative data analysis software" (CAQDAS) be considered to aid in the sorting and coding of gathered data, but he cautioned against the researcher relying solely on CAQDAS to analyze the data (p. 134). The CAQDAS software package, Dedoose (http://www.dedoose.com), was used as a tool to organize and code the data, while the in-depth analysis was done by the researcher.

During the higher education marketing executives' interviews, the interviewer recorded the face-to-face interviews using her iPhone's iTalk Pro application. The digital audio recordings from iTalk Pro were downloaded to "a password protected electronic folder on a password protected computer" per the Northcentral University (NCU) IRB requirements. The transcripts from all of the interviews were then processed by machine via VoiceBase, downloaded into a Microsoft Word document, and edited by the interviewer. The transcribed notes were stored in a password protected electronic folder only accessible by the interviewer with a password.

The Microsoft Word document was imported into the Dedoose online software system purchased by the interviewer to analyze the data. An initial set of codes using keywords and phrases were defined to begin the analysis (Yin, 2014). Yin (2014) recommended that the case study researcher continue to refine the initial set of codes, perhaps including "more complex categories or groups of codes" (p. 134). These codes were not used as statistics in a quantitative analysis, but instead as a guide to understanding the patterns that may explain the cases (Yin, 2014).

If necessary for analysis, print files, such as report documents, brochures, and PowerPoint presentations, and screenshots from the case study universities' websites also were imported into the Dedoose software system. These files, as well as any materials not able to be imported into the Dedoose software, will be examined using an initial defined set of code including common keywords, phrases, and photo descriptions of the materials used to market the universities. As needed, these codes were revised to include additional categories and/or groups of codes (Yin, 2014).

While the Dedoose.com software was useful in sorting the qualitative, textual data, the above-mentioned data did not easily fit into codes or categories, since the interviews, in particular, were expected to "be about complex behavior, occurring within a complex, real-world context" (Yin, 2014, p. 135). Yin (2014) described five techniques for developing an evidence analysis strategy, and each of these techniques were considered carefully as the interview and website analysis develops: 1) pattern matching, 2) explanation building, 3) time-series analysis, 4) logic models, and 5) cross-case synthesis (p. 142).

The IPEDS data analyzed included the following categories: Institutional Characteristics (2013-14), Pricing and Tuition (2013-14), Admissions (2013-14), Completions (2012-13), 12-month Enrollment (2012-13), Fall Enrollment (2013), Graduation Rates (2013), Student Financial Aid (2012-13), and Finance (2012-13). For each university, a comparison was made of the data pertinent to marketing and communications, admissions/enrollment, and development/advancement/university relations. The data chosen to analyze depended in large part on the answers given in the face-to-face interviews: for example, if the information was mentioned as a performance measurement by the executives, it definitely was included in the comparison.

The online content data was expected to illustrate the marketing activities of the university from the three perspectives of admissions/enrollment management, development/fundraising, and overall marketing/communications (Anastasiu et al., 2013 Camelia & Marcus, 2013; Chen, Wang, & Yang; 2009; Gajić, 2012). While students and their parents were the primary clients of the university, alumni, donors, and the general public also are target markets, and their stake in the university was reflected, in part, in

the marketing materials on the promotional websites (Anastasiu et al., 2013; Bradley, 2013; Camelia & Marcus, 2013). The IPEDS data was indicative of institutional KPIs and provided data that the marketing executives discussed in their interviews, and in some cases, used in their marketing materials (Anastasiu et al., 2013; Bradley, 2013; Camelia & Marcus, 2013). Keywords from the interviews were compared to the keywords in the marketing materials and measured against the IPEDS data, where appropriate comparisons were made.

Assumptions

The assumption of this research was that the findings could be applied to help develop a system of marketing performance measurement that may be used by other faith-based higher education institutions. Additional assumptions were that the available information would serve as data for further study of marketing performance measurement systems, and the information would be shared with other universities and the general academic community. Each of the higher education interviewees provided a unique perspective on how marketing performance was measured at their institution and how marketing performance measurement was used in the strategic decision-making process (Gajić, 2012). It was assumed that the marketing executives provided truthful and accurate responses, even though they have experienced some frustration in their positions, in terms of developing a marketing performance measurement system and relating their marketing performance measurement to organizational objectives (Schwandt et al., 2007). In addition, an assumption was made that individuals will interpret the results of this research based on their personal perceptions as well as on their professional experiences (Stake, 2013; Yin, 2014).

Yin (2014) found that a multiple case qualitative study provided many analytical benefits even if as few as two cases are used. The analytical unit in the study was the individual higher education executive who performed a marketing role for the institution (Yin, 2014; Gajić, 2012). Interviewing executives performing similar roles in three different cases provided unique perspectives of the quintain being analyzed (Stake, 2013). Based on the field testing, the chosen interviewees also were asked whether they can recommend anyone else on staff who should be interviewed for the study, due to their marketing responsibilities. The marketing materials from the university websites and the IPEDS data provided supplemental information, and the discussion of convergence and divergence was undertaken to strengthen the findings from the interviews.

Limitations

In order to achieve validity and objectivity in a normal model, embracing and utilizing trust was necessary (Schwandt, Lincoln, & Guba, 2007). By using triangulation of information, conducting in-depth interviews, and analyzing documents, internal validity (the establishing of credibility) was sought in the research study (Schwandt et al., 2007). The interviewees were asked to member check, which according to Lincoln and Guba (1986), involves the members checking their comments for accuracy and validity, as well as offering them the opportunity to add further pertinent information or offer final feedback on the experience. Utilizing member checks was done to increase both the accuracy and credibility of the data, which in turn added to the reliability and the validity of the research (Lincoln & Guba, 1986).

As Yin (2014) recommended to test for construct validity, the use of "multiple sources of evidence" in this case study was used in order to encourage "convergent lines

of inquiry" during the data collection process (p. 47). This was accomplished by interviewing the marketing executive as well as others responsible for marketing at the case study universities. In the data collection and reporting process, a chain of evidence was demonstrated by showing how the findings came from the collected data, which was informed by the research questions that shaped the interview questions (Yin, 2014). Finally, in order to test for construct validity in reporting the results of the data collection, the draft report of the case study was reviewed by key informants, particularly the executive designated as the marketing manager at each university (Yin, 2014). The email sent to them along with a draft report of the case study can be found in Appendix E.

According to Yin (2014), internal validity was not relevant to an exploratory case study such as this one, but the problem of external validity was necessary to address. As an exploratory research study, the study could be generalizable to other universities, especially other private, faith-based universities (Yin, 2014). Given the results of the literature review, it was expected that marketing managers in other universities will have experienced similar issues with marketing performance measurement and the expectations for them to defend their marketing budgets. As an exploratory case study based on "how" and 'why" questions, the results of the data collection fulfilled the test of external validity, since the interview questions were based on the research questions (Yin, 2014, p. 48).

As for reliability, if a future researcher followed the research method and design of this case study, they should arrive at similar findings as well as conclusions (Yin, 2014). Since this was an exploratory case study on a timely topic of marketing performance measurement in a competitive marketplace with required budget

justifications, future researchers may not necessarily replicate the results of this
qualitative study, since the marketing climate may change for the same cases, and they
might not have the same pressures and concerns for marketing performance
measurement. The goal in terms of testing for reliability was not necessarily to replicate
results, but to handle the study with the same process and procedures in order to
"minimize the errors and biases in a study" (Yin, 2014, p. 49).

Delimitations

According to Yin (2014), single case studies were not generalizable, but when
additional cases were studied, and similarities between the cases were applicable, then
there may be transferability. The transferability (analogous to external validity)
potentially attained by the findings of this study could be used to develop marketing
performance measurement systems in other similar universities (Schwandt et al., 2007;
Yin, 2014). At the very least, the descriptive data based on the concepts discovered in the
research process could be used by similar universities to understand the opportunities and
challenges faced in developing their own marketing performance measurement systems
(Lincoln & Guba, 1986; Schwandt et al., 2007). The contextual story development from
the interviews and content analysis would not be enough for generalizations to be made,
but the narrative could provide enough "thick descriptive data" for transferability to
occur, meaning "that judgments about the degree of fit or similarity may be made by
others who may wish to apply all or part of the findings elsewhere" (Schwandt et al.,
2007, p. 13).

In business research, a single case may be used to "investigate a more wide-
spread phenomenon," and multiple cases can be used to "demonstrate a theory of

business process," but Zivkovic (2012) outlined several delimitations of using case studies (p. 95). These delimitations included the inability of using case study research to analyze questions of "how many" or "how much" (Zivkovic, 2012, p. 94). Zivkovic (2012) also cautioned against using case studies, especially single cases, to generalize or to test a hypothesis. For example, an examination of faith-based universities' marketing performance measurement, may not be transferable to other public or private universities or, especially, to other types of institutions, such as hospitals or hotels (Stake 2013; Yin, 2014; Zivkovic, 2012).

According to Yin (2014), single-case studies can be successful, but if time and resources allow, a multiple case study was preferable. While Stake (2013) recommended that no fewer than four and no more than 10 cases would be the most beneficial in a multiple case study, three cases were chosen for this exploratory study. Given that multiple case studies required significant time and resources to undertake, three university cases were explored for this study (Yin, 2014).

Ethical Assurances

Prior to conducting the case study interviews, the following care and consideration was shown to the interviewees as recommended by Yin (2014) and in accordance with the National Research Council (2003) guidelines: gaining *informed consent* from all persons who may be part of your case study, by alerting them to the nature of your case study and formally soliciting their volunteerism in participating in the study; protecting those who participate in your study from any *harm*, including avoiding the use of any *deception* in your study; protecting the *privacy and confidentiality* of those who participate so that, as a result of their participation, they will not be unwittingly put

in any undesirable position, even such as being on a roster to receive requests to participate in some future study, whether conducted by you or anyone else; taking special precautions that might be needed to protect especially vulnerable groups (for instance, research involving children); and selecting participants *equitably*, so that no groups of people are unfairly included or excluded from the research (Yin, 2014, p. 78).

Upon receiving approval from the International Review Board (IRB), an informed consent letter (Appendix B) was given to all participants to inform them of the case study particulars and formally requested their participation (Yin, 2014). Text Readability Consensus Calculators were performed using the Readabilityformulas.com calculator to make sure both the informed consent letter and the invitation email to request participation were below the 9th grade reading level. The IRB for each of the case study institutions were contacted to determine whether they needed to approve the research interviews being conducted with their marketing executives. Upon receiving the NCU IRB approval, IRB approval forms were submitted to each of the case universities.

All of the above guidelines were followed to guarantee no harm to the individuals participating in the study (Beverland & Lindgreen, 2010; Yin, 2014). Although there are no groups considered to be vulnerable in this study, the researcher was sensitive to the fact that interview participants may have been revealing negative information about their employer or their own performance, and this information will be kept strictly confidential as will all information gathered (Beverland & Lindgreen, 2010; Yin, 2014). No one but the researcher will have access to the data collected, and it will be kept secured in a safe location until the dissertation publication process was completed (Beverland & Lindgreen, 2010; Yin, 2014).

Interviewees were informed that their participation was greatly valued in this exploratory research study, but there will be no direct benefits or incentives offered to them for their participation. The interviewees will be provided with access to the dissertation manuscript upon completion of its publication if they so wish to have access. Once IRB approval was attained, the participants were contacted and meetings were scheduled to conduct the interviews (Beverland & Lindgreen, 2010; Yin, 2014).

The researcher aimed for the highest standard of ethics as advocated by Northcentral University and the American Psychological Association. These standards included "a responsibility to scholarship," "avoiding deception and accepting responsibility for one's own work" (Yin, 2014, pp. 76-77). The avoidance of bias included having three respected colleagues, with no ties to either of the three cases, review a draft of the dissertation findings both in a preliminary stage and before the manuscript was submitted to Northcentral University (Beverland & Lindgreen, 2010; Yin, 2014).

Summary

A qualitative, multiple case study of marketing performance measurement practices at three private faith-based universities in the Midwestern United States was undertaken to study the phenomenon or "quintain" of measuring marketing performance (Stake, 2006, p. 6). Marketing executives and other top managers who performed marketing duties for these higher education institutions were interviewed. The research questions identified relationships between the processes of planning, implementing, and evaluating marketing performance measurement systems and the effects of marketing performance on the performance of each institution.

The research problem was that marketing executives who failed to plan, implement, and evaluate marketing performance measurement systems could not comprehensively measure their marketing effectiveness or determine how marketing activities influenced the firm's performance (Boyd, Chandy, & Cunha, 2010; Jaworski, 2011; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010; Tollin & Schmidt, 2012; Verhoef & Leeflang, 2009). The purpose of this case study was to examine how faith-based higher education executives were measuring the performance of their marketing activities and how they compared "marketing metrics" to institution performance indicators (Chen et al, 2009; Jeffery, 2010; Morard et al., 2013; O'Sullivan & Abela, 2007, p. 91; Sarrico et al., 2010).

The research questions were the following:

Q1. How does the higher education marketing executive measure marketing performance?

Q2. How does the higher education marketing executive measure marketing performance in relationship to organizational performance?

Q3. How is marketing performance compared to organizational performance?

Q4. How does the top administrator of the institution view the effectiveness of the marketing department's activities?

Three higher education cases were analyzed given the time and resources available for this study (Yin, 2014). Each of the institutions had a marketing department staffed by a marketing executive and other employees. All three were faith-based institutions in the Midwestern United States. Since higher education institutions were under increasing scrutiny to link marketing orientation to the future success of their

students, this study will provide practitioners and academics an analysis of pertinent issues facing marketing executives in these faith-based universities (Camelia & Marius, 2013).

In-depth interviews were conducted with the top marketing executives of each university. These professionals held important positions in marketing the universities to a variety of stakeholders and consumers (Molesworth, Scullion, & Nixon, E., 2011). While the overall responsibility for marketing rested with the marketing executive, the president was a key fundraiser and spokesperson in the community, the enrollment and/or admissions executive was responsible for recruiting and retaining students, and the development executive marketed the college to other stakeholders, such as alumni and major donors (Molesworth et al., 2011). Given the time constraints and scope of this study, only the top marketing executives at each university were interviewed. Each of the proposed interviewees was expected to have responsibilities regarding strategic goals for the university, in general, as well as marketing performance, in particular (Camelia & Marius, 2013; Molesworth et al., 2011; Vauterin, Linnanen & Marttila, 2011). Data from the three institutions' promotional websites was analyzed for convergence and divergence as part of the study, along with the data from IPEDS and the executive interviews, to provide research quality through triangulation of data (Yin, 2014; Gajić, 2012, p. 29; Beverland & Lindgreen, 2010; Stake, 2013).

The literature review highlighted the fact that higher education institutions cannot perform well in a competitive marketplace without marketing activities that generated the "primary performance outcomes" of sales growth, market share, and profitability, since traditional students and their parents, as well as older non-traditional students, were found

to be making college decisions as cost-conscious consumers (Camelia & Marius, 2013; Mintz & Currim, 2013; Naidoo et al., 2011; O'Sullivan & Abela, 2007, p. 91; O'Sullivan & Abela, 2010; Park et al., 2012). It was important to understand how faith-based higher education marketing executives measured marketing performance and whether marketing performance influenced organizational performance, because faith-based colleges and universities which do not market effectively will not thrive in a competitive marketplace (Boyd, Chandy, & Cunha, 2010; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010; Verhoef & Leeflang, 2009). In particular, faith-based universities were chosen as cases for this study, given the unique challenges of recruiting students in a time of their decreased denominational identification and the parents' concerns regarding the faith-based institutions' increased costs.

Chapter 4: Findings

The purpose of this qualitative, multiple case study was to explore how marketing executives at faith-based universities measured the performance of their marketing activities and how they compared these marketing metrics to indicators of organizational performance. A multiple case study analysis of marketing performance measurement practices at three private faith-based universities in the Midwestern United States was conducted "to examine how the program or phenomenon performs in different environments" (Stake, 2006, p. 23). Faith-based universities were chosen for the special marketing and branding challenges faith-based universities were facing in the 21st century (Confer & Mamiseishvili, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009).

As was found in the literature review, faith-based universities, in particular, faced critical marketing challenges as today's high school students decreasingly identified with a particular denomination or unified faith practice, and these prospective students were less likely than their parents had been to consider the importance of a faith-based academic community when considering where to attend college (Confer & Mamiseishvili, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009). This lack of denominational identity was coupled with the fact that parents became more price-conscious as their incomes and assets decreased, while the cost of higher education increased, after the economic crisis of 2008. This made attending public universities and community colleges a more attractive option

than undertaking the higher costs of a small, private, faith-based institution (Confer &
Mamiseishvili, 2012; Duesterhaus, 2015; Dosen, 2012; Glanzer, Rine, & Davignon,
2013; Glanzer, Carpenter, & Lantinga, 2011; Kotler & Kelly, 2012; Rine, Glanzer, &
Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander
Schee, 2009; Wright, 2012) .

For the study, face-to-face interviews were held with the top executives who had
marketing responsibilities at the faith-based universities, including
marketing/communications, admissions/enrollment management, and
development/fundraising. In order to achieve triangulation of data, online marketing
materials and IPEDS data also were analyzed as part of the study. The target N for
participants was three interviews per university. As found in Appendix A, an instrument
for interviewing higher education marketing executives was used for this study.

The instrument included questions of how the executives were measuring
marketing performance at their institutions. Data also was analyzed from the executive
interviews and information gathered from each of the three institutions' promotional
websites. An analysis of the Integrated Postsecondary Education Data System (IPEDS)
reports on each of the faith-based universities as part of the study added to the research
quality through triangulation of data (Beverland & Lindgreen, 2010; Gajić, 2012, p. 29;
Stake, 2013; Yin, 2014; www.nces.ed.gov/ipeds). Three of the five analytical techniques
advocated by Yin (2014) were used to analyze the collected data in this study: pattern
matching, explanation building, and cross-case synthesis for multiple cases.

The results in Chapter 4 are organized as follows: the first section shows the
results as they followed from the research questions and subsequent interview questions;

the second section shows an evaluation of the results as they relate to the literature and the research questions; the third section summarizes the key points of the chapter. The researcher concentrated on exploring the following research questions by interviewing nine participants from various faith-based universities:

Q1. How does the higher education executive measure marketing performance?

Q2. How does the higher education executive measure marketing performance against organizational performance?

Q3. How is marketing performance compared to organizational performance?

Q4. How does the top administrator of the institution view the effectiveness of the marketing department's activities?

The sampling design in this research was a purposive snowball sampling (Patton, 2002). The researcher used a combination of a standardized open-ended and informal conversational style interview to explore the marketing performance measurement systems and organizational performance in higher education (Patton, 2002).

University executives responsible for different aspects of marketing were asked to describe the measurement of marketing performance measurement from their perspective, how those measurements were compared to the overall performance of the university, and express whether the top administrators (President and/or Cabinet) were satisfied with the marketing activities of their department in terms of effectiveness. The executives also were asked how they measured marketing performance measurement against the performance of the organization. The interview questions were developed as the executives explained their marketing performance measurement opportunities, challenges, and concerns.

The questions asked in addition to the four research questions were organic, and primarily were asked in seeking to clarify points the interviewees were making during the interview. A standardized open-ended interview was effective in finding each participant's answer to the same questions (Patton, 2002; Yin, 2014). In addition, facilitating a standardized open-ended interview provided each interviewee with a highly focused and efficient interview (Patton, 2002; Yin, 2014). To promote openness and avoid an overly structured interview, the researcher included informal conversations at the beginning and end of the interview appointments to explore emerging themes (Patton, 2002; Yin, 2014).

The combination of a warm, conversational style along with a structured set of questions once the formal part of the interview began, ensured that the interviewer covered any issues that the interviewees wanted to discuss that was not included in the research questions. All of the participants had received the research questions when they were invited to participate in the study, so they had ample time to consider their experiences with marketing performance measurement. The nine participants were interviewed individually at their convenience, both in time of interview and location.

In order not to overlook any information covered in the conversation, interviews were recorded via the iTalk application on the interviewer's iPhone, and the interviewer took handwritten notes during each interview. Before each interview began, the interviewees were invited to re-read the Informed Consent Form before signing, and they were given the opportunity to give permission for the audio recording or not, at their discretion. All of the participants agreed to be audiotaped during their interviews. After each interview, the audio recordings were uploaded to a password-protected Dropbox

folder and the titles were coded so the universities were not identified. In addition, the signed Informed Consent Forms were all uploaded to the same password-protected Dropbox folder. Each audio recording was then uploaded to the password-protected Dedoose.com application, along with a transcript of each interview. The machine transcriptions were produced using the password-protected VoiceBase.com application, uploaded to Dedoose.com and checked for accuracy by the interviewer, who listened to each audio file while reading the transcripts.

Results

This qualitative study was conducted with nine participants from three different faith-based universities. Three executives were interviewed from each of the three universities. The participants interviewed were from the marketing/communications, admissions/enrollment management, and development/fundraising departments of the universities. The titles of the interviewees were, in alphabetical order: Dean of Enrollment Management, Director of Integrated Marketing and Communications, Director of Marketing and Communications, Director of Public Relations and Publications, Executive Director of Marketing and Communications, Media Relations Director, Vice President for Development and Alumni Relations, and Vice President of University Advancement. For two of the universities, the highest ranking executive for admissions/enrollment management was unavailable, but other executives were recommended for interviews in their place, each of whom had marketing activity and budgetary responsibilities, as well as a direct knowledge of admissions/enrollment marketing. Table 1 includes a list of the titles and whether the executives were at the Cabinet-level, which was the top management team at each university.

Table 1

Participants' Job Titles and Administrative Level

Title	Cabinet-Level
Dean of Enrollment Management	Y
Director of Integrated Marketing and Communications	N
Director of Marketing and Communications	N
Director of Public Relations and Publications	N
Executive Director of Marketing and Communications	Y
Media Relations Director	N
Vice President for Development and Alumni Relations (Interim)	Y
Vice President of University Advancement	Y
Vice President for University Relations	Y

A total of nine executives, three from each case study university, participated in the study. The interviews took place in the location of the participants' choice. All but one interview was held in an organizational setting; one was held in a meeting area of a local coffee shop. The interviews ranged from 20 to 57 minutes in length. All of the participants indicated on the Informed Consent Form that they agreed to be audiotaped during their interviews. Each participant also was offered a draft of the audio transcription, and these rough, unedited, machine transcriptions were subsequently e-mailed to each participant (See Appendix D). In addition, each participant was given the opportunity to add remarks to their original interview, after reviewing the rough

transcript. Table 2 contains information about participants' gender, education level, job

tenure, and whether they are an alumna/us of the University for which they work.

Table 2

Participants' Descriptive Statistics

Variables	Participants	Percentage
Gender		
Female	4	44
Male	5	55
Education-Highest Level		
Bachelor's	5	56
Master's	2	22
Doctorate	2	22
Job Tenure at University		
0-2 years	3	33
3-5 years	2	22
6-9 years	1	11
10 years+	3	33
Alumna/us of University		
Yes	5	56
No	4	44

After the interviews were conducted and the audio recordings electronically

stored and transcribed, the next phase was the phenomenological reduction or analysis of

the quintain, which took place while the researcher listened to the collected data audio, read her handwritten notes, and referenced the machine transcriptions (Marshall & Rossman, 2006; Stake, 2013; Yin, 2014). The researcher discovered the core of the phenomenon, or more specifically, the quintain, and grouped the data around themes that were explored during the interviews (Marshall & Rossman, 2006; Stake, 2013). For the final phase, structural synthesis, the researcher explored the different perspectives relating to the research quintain to reach a decisive account of the study's constructs (Marshall & Rossman, 2006; Moustakas, 1994).

The researcher analyzed the interview data for emergent themes and "recurring regularities" (Patton, 2002, p. 466). During this analysis phase, emergent themes were recognized (Moustakas, 1994; Stake, 2013; Yin, 2014). The participants' answers were determined to be relevant to the research questions, and when answers were unclear, the additional questions encouraged the interviewees to further explain their previous answer. The qualitative study was comprised of four overall research questions, which were emphasized to explore the factors involved in marketing performance measurement and organizational performance in higher education.

Several themes emerged during the nine interviews. After listening multiple times to each audio recording and reading the notes as well as referencing the machine transcriptions, the researcher determined there were essential responses in understanding the construct of marketing performance measurement and exploring factors which compared and contrasted marketing performance measurement to organizational performance. Participants in the interviews were comprised of executives new to the universities (within two years of having been employed in their current positions), those

who had been in their positions for five to ten years, and long-time executives from 20 to 30 years of tenure in their position (sometimes with different titles, but similar responsibilities).

Emergent Themes Related to Executives' Interviews

Eight themes emerged from the executives' interviews and were related to the research questions, which were asked in the same sequence during the interviews. In nearly every interview, the difficulty of measuring marketing quantitatively was mentioned. All three of the faith-based universities were enrollment-driven, and the pressure to attain increasing numbers of students was frequently mentioned. For development executives and the marketing executives who supported their goals, the number of dollars raised was an important measurement of marketing success.

Hand-in-hand with what was reported as increasing pressure from the Higher Learning Commission's accreditation requirements to report outcomes data on graduates, there was interest expressed in attaining the engagement of alumni and students as well as measuring their involvement. Engagement was mentioned several times in the context of alumni participation and in the context of social media measurements. Digital marketing measurement, when mentioned, included social media analytics and metrics related to the universities' websites. Most of the institutions had increased their involvement in social media and revamped their websites recently.

Budget challenges and/or cuts affected all of the universities, and some faced additional pressure to maximize their marketing budget while being required to advertise in denominational publications that were not necessarily effective in reaching prospective students or donors. In addition, the churches in the denominations of each university were

no longer funding the budget at previous levels. The budget cuts, overall, resulted in several job losses and restructuring as well as a disappointing lack of support in the long-term goals for some of the marketing executives.

All of the executives articulated their positions required multi-tasking abilities and overlapping responsibilities as they related to the marketing of the university for which they worked. In addition, all of them expressed and acknowledged their marketing activities were viewed by the top administrators (President and other Cabinet-level executives) as critical to the success of the universities they marketed, even though some of them were disappointed when proposed marketing activities or tools they felt were necessary were not funded in budget decisions.

Research Q1. The first question was, "How does the higher education executive measure marketing performance?" Table 3 contains a summary of the themes that were identified as following from Research Question 1 during the executives' interviews.

Table 3

Research Question 1: Themes and Statistics

Theme	Participants	Percentage
Difficulty of measuring marketing quantitatively	8	89
Enrollment numbers-driven	7	78
Number of dollars raised	5	56
Digital marketing measurement	7	78

Difficulty of measuring marketing quantitatively. In the interviews, eight of the nine participants discussed the difficulty of measuring marketing quantitatively as soon as Research Question 1 was asked. A sample of comments from participants follows:

Participant 1: It's hard to measure marketing performance if you do it right, and you know we're trying to figure that out right now. So we're working on some things that will help us balance our ROI, but what we're doing currently is we measure Google Analytics performance – monthly, month over month, year over year performance online -- and that would be online performance by page, unique visitors, page count, how long they stay on a page, things they look at on a page, overall user experience, performance levels. You basically look at the amount of clicks, click through is how long they stay in that click through -- what their bounce rate is, that's probably your easiest way to measure. From a general marketing standpoint, if we were to measure radio or print, we would send them to a unique URL, so that we can track how many will bounce off of that particular piece of medium. The reality is that it's even hard to judge that, because even if you give somebody a custom URL, odds are they're going to Google and type in your name and that's how they're coming to you. So really, the measurability of marketing at this point is very difficult.

Participant 2: It is hard to measure quantitatively. Lots of factors go into students making a decision. How do you know if a TV ad brought six students? We have no data or numbers to pinpoint what brings students in….The number of students we bring in is a measure of effectiveness.

Participant 4: This is a challenge for us to know the ROI on our marketing efforts….We have a Search Engine Optimization launching soon to measure everything digital. It is easier to track social media.

When the executives lamented the difficulty of measuring marketing, they all seemed to be ashamed of the fact that they could not quite measure the performance of all of their department's activities. All of the marketing executives who mentioned the difficulty of measuring their ROI were excited that they would soon be able to or already were measuring digital marketing efforts, but even then they did not seem convinced that these efforts were (or would be) particularly successful in measuring overall ROI of their digital marketing (Chong, Bian, & Zhang, 2016; Järvinen, & Karjaluoto, 2014).

Enrollment numbers-driven. All three of the universities reportedly have struggled in recent years to increase enrollment. The seven executives who mentioned enrollment numbers as evidence of successful marketing pointed out that this was something they could measure, although it was not always clear how to measure "why" the students chose their university to attend. Following are some of the comments regarding enrollment-driven numbers as they relate to Research Question 1:

Participant 1: How do we get those 18-year olds? We are trying to meet those students where they are by being online where they are – Snapchat, Twitter, Periscope – and by engaging, not just telling.

Participant 5: The best quantitative way to measure marketing is enrollment numbers. You also can measure market penetration. You can measure if there is a plus or minus effect of marketing…looking at the recruitment funnel from year-to-year as well as three-to-five years. The end of the funnel is based on the

University's revenue goals...We drive 73% of the revenue of the University. Since we are driving the revenue, we have to do it. The University can't make up that loss. If we mess enrollment up by 5%, we can't fundraise for that deficit.

Participant 8: We have not had public discussions regarding the necessity of what number of students we want to recruit, but I do know we want it to be up…Our current administration realizes that it needs to be an integrated team approach to marketing. Actually our new approach is a strategic enrollment management approach. Even the faculty are called to sell.

In some cases, the budget for the University was set based on past enrollment numbers and whether those numbers were expected to increase, and in other cases, the budget was set based on the current enrollment being maintained. All of the institutions had websites that were primarily dedicated to attracting new students to apply for admission (Bradley, 2013).

Number of dollars raised. Seven of the executives, including all of the development/advancement executives, cited numbers of dollars raised as a quantitative measure of marketing performance. Each of the development/advancement executives also said that building relationships was key to raising dollars. Following are some of the comments related to fundraising as followed Research Question 1:

Participant 3: It is not just about dollars. It is about measuring participation in events. It is about measuring graduates. Did they attend events? Did they give money? What was their relationship with the University?

Participant 6: We measure our marketing by dollars, but involvement is harder to quantify. Ultimately, our reports at the end of the year report dollars in the door.

That is how our work is majored. Dollars in the door is the major metric that the
Cabinet is looking at.

Participant 4: There is always pressure in enrollment, since it brings in 92% of our
revenue, but the 8% that advancement brings in has an impact to the University,
too. We measure alumni donations and whether giving is up.

Branding the institutions to alumni was mentioned by all of the
development/advancement executives as an important factor in raising more dollars. Each
of the institutions still produces print publications that reinforce the brand value of the
University for alumni readers. In addition, each has a website section dedicated to
alumni.

Digital marketing measurement. Seven of the nine participants discussed digital
marketing measurement as one of the few areas they were able to measure quantitatively.
Digital marketing metrics mentioned by the participants included website measurement
such as Google Analytics to track and report overall website traffic, new versus repeat
traffic, smartphone/mobile traffic, sources of traffic, and average time spent per visit.
Sprout Social also was mentioned by several of the participants as a program used to
measure and manage social media communication and engagement. All three of the
universities recently experienced a website overhaul and/or upgrade to focus on
admissions to increase enrollment numbers. Some of the executives' responses related to
this theme and Research Question 1 were:

Participant 2. For social media, we look at follows and likes. To measure
engagement, we look at comments, likes, and shares. We look at algorithms of
who saw the post and who shared it – sharing is important. We are using free

analytics right now. We use Sprout Social to do media monitoring. That has good

states to measure total engagement on Facebook, Twitter, and Instagram. We use

Google Analytics, too, but don't think we are using it to its full potential. We

started a digital advertising campaign in March 2016. We are using an online

digital advertising agency. We launched our new website in December of 2015,

and we are just starting to use an analytics dashboard. The agency is helping us

with analytics to understand what people are searching for on Google.

Participant 7. There is a transition taking place. Nothing was measured officially

besides enrollment numbers and response rates. About seven years ago we added

people who did marketing in enrollment and who worked on branding

control….We did do clip files ourselves and knew what stories had been

successful by what had been picked up by the media. We built up our official

Facebook page to 8,864 followers and our Twitter to 5,810 followers. We now

have a social media coordinator who does all of the detailed statistical analysis.

Participant 8. We have a clip service for the state. Most of the media coverage I

track through Google Alerts and my own eyeballs. I have a spreadsheet to keep

track. Our web communications director does more of the news and social media

measurement. I don't know how they are tracking social media, but I think they

use Sprout Social to track. I watch our feed and media feeds and use Sprout

Social, too.

The two executives who had previously worked in the business world, in particular, in the

advertising agency marketing environment, seemed to be much more comfortable with

digital marketing measurement as well as other advertising media measurement. In Table

4 is a list provided by one of the participants that the University marketing department

uses as a dashboard for measurement of digital marketing KPIs (Participant 9).

Table 4

Dashboard for Measuring Digital Marketing

Market-specific KPIs:	
YouTube:	Impressions
	# who watched :15 spot in its entirety
Remarketing:	Click-thru's [sic]
	Application completion, campus visit sign up
Pandora/Spotify:	Impressions
	Click-thru's [sic]
General:	
Website:	Page views: overall, by department and by key admissions pages
	Unique visitors
	Age of visitors
	Average time spent
	Bounce rate
	Traffic sources (+visits via social referral and types: organic, direct, referral)
	Top viewed pages
	Web inquiries

	Application forms
	Search Terms
Mobile:	Most popular pages
	Inquiries and applications
Social media:	Facebook (yr/yr), impressions, likes, highest total reach (+what it was), average reach per post, user location
	Twitter: followers, mentions, messages sent, click-thru's
	YouTube: subscribers, views, unique views, user locations
	LinkedIn education page: followers, impressions
	LinkedIn alumni page: members, locations
	Pinterest: followers, pins, impressions, reach
Engagement:	Call out any specific social media campaigns
	Facebook: Likes, comments, shares
	Twitter: @Mentions, retweets
	YouTube: Likes, comments, shares
	Pinterest: repins, repinners
Funnel metrics:	Inquiries by market, applications, campus visits

While all of the participants who mentioned digital marketing measurements had some tracking system or systems in place, the executive who provided the above list in Table 4 designed and used the most comprehensive dashboard to measure, evaluate, and report digital marketing data.

Since digital marketing measurements were one of the few quantitative measures of marketing performance, the university websites were reviewed by the researcher. Key elements of the review were the Admissions-specific pages, Alumni-specific pages, and the University news releases. Each of the Universities had an Admissions area devoted to facts and figures regarding the academic programs, student/faculty ratios, and student life activities and athletics. Notably absent from each of the University web pages were any indication of the graduation rates from the institution (Bradley, 2013). Since parents are both price- and quality-conscious today, the graduation rate would be an important indicator of whether the university was a worthy investment. Understandably, since a large proportion of students who enroll do not graduate, this was not a statistic a marketer would want to include on their website. The website content for all of the universities converged with the university executives' stated desire to appeal to prospective students, first and foremost, as was evidenced by the following content analysis.

Each website Admissions area featured current student testimonials and links for each step in the application and financial aid process. The Admissions areas all included beautiful photos of campus and students interacting with one another and their professors (Bradley, 2013). As all of the universities were faith-based, their Admissions areas each featured elements of the spiritual side of life on campus, listing activities, past speakers, concerts, and worship events.

The Alumni pages for each university included a section featuring outcomes stories about successful alumni, appeals to attend events and support fundraising efforts, and an option to give online. In addition, each of the alumni areas of the website featured an alumni news publication, either a magazine, a newsletter, or both. Two of the schools

published a print version of their magazine as well as the online version. One of the schools appeared also to print their alumni newsletter. The third school appeared to have stopped printing their alumni magazine and newsletter in 2015. Each of the universities had a Newsroom area of their websites, which featured news releases regarding student and faculty achievements, campus activities, newly hired administrators, significant alumni donations, and occasionally a negative incident that happened on or near campus.

Since the universities were all faith-based, it was noted whether their websites promoted the Christian aspect of the institution. For two of the universities, their Christian, faith-based status was quite evident on their Home pages, but the other university sought to appeal to more of an "interfaith" perspective. Two of the universities included links to their Christian mission, worship opportunities, and theological studies on campus. The other university, although similarly founded by Christians, chose to market to the students who did not have a particular denominational identity by making a point that they believed in and supported an interfaith community. All three of the universities offered chapel services on campus, according to their websites.

While social media channels were mentioned as an important part of digital marketing measurements, this study did not review the universities' social media channels. It was noted that each school had links on their websites to their social media channels, so each of these click-throughs could be measured. One university had links only to Twitter and Facebook, while another had links to Facebook, Twitter, Instagram, YouTube, and Flickr. The university who provided the digital marketing measurement dashboard in Table 4 had links on their website for Facebook, Twitter, Instagram,

Google+, YouTube, and LinkedIn. The social media channels listed above were listed in the order in which they appeared on the universities' websites.

Research Q2. The second question was, "How does the higher education executive measure marketing performance against organizational performance?" Table 5 contains a summary of the themes that were identified as following from Research Question 2 during the executives' interviews.

Table 5
Research Question 2: Themes and Statistics

Theme	Participants	Percentage
Outcomes data on graduates	8	89
Engagement of alumni	7	78

Outcomes data on graduates. Outcomes were mentioned by eight of the nine participants as an aspect of marketing performance measurement that was currently an important part of their institutions' re-accreditation by the Higher Learning Commission (HLC). Following are statements regarding "learning outcomes" from the Key Criteria for Accreditation listed under the Policies for Accreditation by the HLC:

The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements."

(HigherLearningCommission.org, Section 3B.2)

The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school

students are equivalent in learning outcomes and levels of achievement to its

higher education curriculum. (HigherLearningCommission.org, Section 4A.4)

The institution assesses achievement of the learning outcomes that it claims for its

curricular and co-curricular programs. (HigherLearningCommission.org, Section

4B.2)

All of the participants who mentioned outcomes as an organizational performance

measure stated that outcomes data on their graduates was increasingly sought after by the

HLC and would definitely be a metric they would have to figure out how to measure

before their next re-accreditation visit.

Some of the executives articulated answers related to this theme and Research

Question 2 are as follows:

> Participant 1. We know that the information is out there on outcomes –
>
> this is what we do and how we do it – but to take that information and
>
> package it so someone can read it and process it, it has huge value.
>
> Measurement is very important to validate what you are doing. Marketing
>
> is not just pretty things.
>
> Participant 2. Outcomes data is lacking. We try to make up for that with
>
> stories. How do you collect that information? How do you get alumni to
>
> respond? If you look at how universities are reporting this, it is outcomes
>
> based on 'of those who responded.' It's not all on the University to
>
> provide jobs. The kid has to go get one….Faculty think the Office of
>
> Institutional Effectiveness should measure outcomes. I think the
>
> University will get more data if they collect it. I see this in the

future….Since some of the accrediting bodies are now requiring it, or are starting to. Soon, it will not be an option.

Participant 4. On our next HLC visit, we know that they will expect outcomes data on graduates. Different accrediting bodies are also asking for this information. Our Institutional Effectiveness office will direct this. Some departments are better than others in gathering this information.

Participant 5. We don't track outcomes as well as we would like to….HLC will be expecting more data on outcomes. The Fed drilled down on this for for-profit schools. Now HLC is asking for future tracking of outcomes. Outcomes research will be through Institutional Research Office. The faculty are good at gathering qualitative, anecdotal date, but we need to start gathering quantitative data. The HLC left it pretty vague, so we are looking at different models to track outcomes.

Participant 6. HLC accreditation is looking to the University to know whether graduates are succeeding. A lot of those efforts are decentralized now. If that is where the alumni affinity is [with the faculty], we don't necessarily want to change that. The expectation now is for graduates to have success. Education is being held to a higher standard. Education as a commodity is how the public views education. It will be a challenge to gather data that will be expected of the University…We need to gather data from an academic perspective. Knowing this information could help development and alumni target marketing efforts. In that first year after

graduation, it is hard to collect that information. It is a daunting job to keep track of all these alumni.

Participant 8. The most meaningful stats to track are points of pride for parents as much as for students. Outcomes we look at are employment after they graduate, debt low, academic rigor and high achievement. We work with admissions and enrollment to get these numbers. Our students have to take a survey to get their diploma. Because we're small, we can track them down via email or phone. We even encourage students to get on LinkedIn. Recently, only 4% of them were seeking job as the next step. Ninety-six percent of them had job, grad school, or a gap year planned. Eighty percent had a professional position. Just recently we hired an Institutional Researcher. We decided we have to have this role.

Currently, according to the HLC Policy Title: Review of Student Outcome Data Number: FDCR.A.10.080, which was found under Section Two: Policies Required by Federal Regulation: "An institution shall demonstrate that, wherever applicable to its programs, its consideration of outcome data in evaluating the success of its students and its programs includes course completion, job placement, and licensing examination information." With this outcome data now required by the Federal Regulation, each of the case study participants who mentioned outcomes measurement as a theme was understandably concerned about how to measure this data.

Since eight of the nine participants, when asked Research Question 2, spoke about graduate outcomes as one of the most important marketing performance measurements that related to organizational performance, the researcher ran an IPEDS report on the

graduation rate for each of the universities to see if the findings diverged or converged with the issues raised in the interviews concerning student outcomes. Table 6 includes the results of that report for 2013-2014, the most recent data available (www.nces.ed.gov/ipeds).

Table 6

Outcomes Data - IPEDS Graduation Rates: Bachelor's Degree Within 6 Years

Institution Name (Coded)	Graduation rate - Bachelor degree within 6 years total (DRVGR2014)	Graduation rate - Bachelor degree within 6 years total (DRVGR2013_RV)	Graduation rate - bachelor's degree within 6 years total (DRVGR2012_RV)
INSTITUTION 1	47	48	54
INSTITUTION 2	63	54	48
INSTITUTION 3	47	51	46

In 2014, two of the universities had a graduation rate of 47%, meaning that 53% of the undergraduates enrolled did not have the desired outcome of graduation with a bachelor's degree within six years of enrollment (www.nces.ed.gov/ipeds). Only one of the universities, Institution 2, had a graduation rate higher than it did in 2013, with its graduation rate at 63% in 2014; although this was an increase of 9% since 2013, it still meant that 47% of the enrolled students did not graduate with a bachelor's degree within six years (www.nces.ed.gov/ipeds). Institution 1 had a higher graduation rate in 2012 and in 2013 than it did in 2014 (www.nces.ed.gov/ipeds). Institution 3 had a higher

graduation rate in 2013, but it had a lower graduation rate in 2012, than it did in 2014 (www.nces.ed.gov/ipeds).

In 2015, the National Center for Educational Statistics (NCES) reported that "approximately 60 percent of full-time, first-time students at 4-year institutions in 2008 who were seeking a bachelor's or equivalent degree completed a bachelor's or equivalent degree within 6 years at the institution where they began their studies" (http://nces.ed.gov/pubs2015/2015181.pdf). To break this statistic down by gender, for men, the graduation rate in 2008 was 56.5% and for women 62.3%. Clearly, if consumers of higher education are expecting the outcome of undergraduate education to result in a bachelor's or equivalent degree, neither the public or private universities are delivering (http://nces.ed.gov/pubs2015/2015181.pdf).

The low graduation rates diverged from what the marketing executives said was an important barometer of institutional success. The executives focused more on what the graduates were doing as an important measure of a good outcome, but none of the executives interviewed mentioned the importance of graduation itself as a critical outcome to measure. This result was divergent from the IPEDS data and what the literature showed parents and students were seeking as a measure of success.

Engagement of alumni. The measurement of alumni engagement was mentioned by seven of the nine participants in response to Research Question 2. In addition to the above-mentioned outcomes after graduation data, it was important to the executives to know how engaged their alumni were, both as new graduates and as older alumni. Alumni engagement was measured by whether the alumni attended events, whether they volunteered, and whether they gave money. Knowing their engagement as students was

mentioned by several of the participants as key to knowing how engaged the students would become as alumni. Engaging the students from perspective students exploring the school on social media platforms and admissions-focused websites to engaging the alumni after graduation through print publications and online news releases was top of mind for the marketing executives. Comments from participants expressing views on this theme in relation to Research Question 2 were as follows:

Participant 3. We are measuring graduates from our different schools. Did they attend events? Did they give? One of the things foundations look for is the engagement factor of percentage participation. The percentage of alumni giving matters in getting foundation money. Most people who give are engaged. We measure engagement by participation in events and volunteering as well as giving. It is all about building relationships, and our alumni from the different schools have different relationships with the University.

Participant 6. We see value in having alumni involvement. Involvement is harder to quantify, but we need to know how to engage before the dollar. For example, in planned giving, we have to start planting the seeds early. How are we connecting with our alumni as a community? We are looking at the number of first-time alumni visitors; sometimes these are grads from 30 years ago. How do we reach out and connect with alumni? There is value in personal engagement. We know dollars will follow engagement.

Participant 9. As one of the KPIs for the University, we are measuring brand value. It is hard to query students; we get anecdotal information….We look at Facebook engagement measures. We want alums to engage and talk about their

experience….Alumni sentiment is important, especially when you are starting a

campaign. You want to know who your supporters are….We are working with

career planning and development to get data on alumni and businesses' perception

of hires. We look at the brand value of an institution through engagement and

retention. The HLC looks at what percentage of alumni give, too.

All of the executives who mentioned alumni engagement as a theme relating to Research

Question 2 expressed that engagement was a good predictor of dollars raised from alumni

as well as of student achievement while on campus and in graduate outcomes.

Research Q3. The third question was, "How is marketing performance compared

to organizational performance? Table 6 contains a summary of the themes that were

identified as following from Research Question 3 during the executives' interviews.

Table 6

Research Question 3: Themes and Statistics

Theme	Participants	Percentage
Enrollment numbers-driven	7	78
Number of dollars raised	5	56

These two themes were illustrated under Research Q1, but they also were mentioned in

answer to the third research question. Two of the few quantitative measures mentioned

for the marketing performance as compared to the overall organizational performance

were the numbers of students enrolled and the number of dollars raised.

Following are some additional comments from the participants as they related to

Research Question 3:

Participant 2: The number of students we bring in is a measure of effectiveness…We try to find out why students are going elsewhere. The marketing department nor admissions have influence on the cost/price of going here…The cost perception is that we are high…Some colleges lowered price and only give need-based aid to some.

Participant 4: It is a challenge for us to know the ROI on marketing efforts. We knew it was effective based on the number of recruits, but donor thinking is different than recruit thinking. We are more enrollment-driven, but we know that needs to change.

The executives who found enrollment numbers and donated dollars easy to track all mentioned the difficulty of knowing how to measure what efforts led directly to an enrollment and, similarly, what efforts led to a donation. While the University was seen as successful if these two measures were up, the marketing executives were not always sure how their efforts compared to the organizational performance results.

Research Q4. The fourth question was, "How does the top administrator of the institution view the effectiveness of the marketing department's activities?" Table 7 contains a summary of the themes that were identified as following from Research Question 4 during the executives' interviews.

Table 7
Research Question 4: Themes and Statistics

Theme	Participants	Percentage
Budget challenges/cuts	6	67
Denominational pressure	3	33

While all of the marketing executives felt supported by the top administrator of their university, sixty-seven percent expressed concerns about the budget cuts and challenges that they were facing. Some of the participants felt that while they were supported in theory, their efforts were not always supported financially unless they could justify immediate returns in the previously mentioned number of students to be enrolled or the number of dollars to be raised. The three executives who mentioned denominational pressure to advertise in denominational publications implied that this pressure came from the top administrator, sometimes reluctantly, but advertising in the denominationally supported media was advocated by the presidents as a politically important expenditure.

Budget challenges/cuts. All of the universities recently faced budget cuts, some severe, and some resulting in faculty, staff, and academic program cuts. Six of the nine participants mentioned this theme and its relation to their departmental budget for marketing. Following are some of the ways the marketing executives reported the impacts of the budget cuts as they related to Research Question 4:

Participant 2. No metrics are required for our budget requests. There is a challenge in having enough money to make an impact. We have no data or numbers like that to pinpoint what brings students in….We [recently] scrapped our website and started over with a content management system. We had to beg for money for that. We knew we couldn't afford a really good web manager and a content manager, so we outsourced the web manager….So little money is actually in the marketing budget for getting our name out there. We have about .002% of the University budget. I would love to see advertising at 5% of the University budget.

Participant 3. We're trying to turn around our Annual Fund….When you have

changes in leadership everything changes. We are having to build the trust back.

It's been very difficult with the budget cuts. Our new leadership understands that

development has not been effective….We may need to be creative to have

Trustees understand the needs…It is important that they see how effective the

institution is.

Participant 6. The Cabinet is supportive, but it is harder to get funding for a

broad-based involvement piece, because it is harder to measure. The job I have to

do is to help them understand the long view of student/alumni engagement to

estate planning. We have to choose wisely when trying to argue for support or

funding. We have to make a good case for what is needed for our budget.

Sometimes those budget items that are needed the most, such as a tool to enhance

estate planning that we wanted this budget cycle, it was fairly expensive, so it

didn't get into the budget. The longer we wait, though, the more we lose. The

largest gifts will be the ones in their estate. It is harder to invest in because there is

not an immediate pay off. The hardest part is the things that are the hardest to

measure, those are the things that would pay off in the long run to invest in.

For each of the institutions, an IPEDS report was run on the tuition and fees, and the

average net price for students receiving grant or scholarship aid. The report was run in

spring 2016, and it featured data from 2011-2012, 2012-2013, and 2013-2014. Table 5

shows a comparison of the tuition and fees data from the three universities in the study

(www.nces.ed.gov/ipeds). Tuition and fees, and the impact of the increasing need for

financial aid to recruit students away from public institutions, was a topic on the mind of

all the presidents of the case study universities. As a result, the concern about tuition and

fees was top of mind for the marketing executives as well.

Table 5

IPEDS Data on Tuition and Fees, Average Net Price for Students Receiving Aid

Institution Name (Coded)	Tuition and fees - Total (F1314_F2)	Average net price- students receiving grant or scholarship aid 2013-14 (SFA1314)	Average net price- students receiving grant or scholarship aid 2012-13 (SFA1314)	Average net price- students receiving grant or scholarship aid 2011-12 (SFA1314)
INSTITUTION 1	26,438,173	16,892	17,545	16,621
INSTITUTION 2	38,143,839	20,999	21,557	21,751
INSTITUTION 3	24,662,712	20,480	20,187	20,975

Since six of the marketing executives spoke of budgetary challenges, it was interesting to

note that the net price for students receiving grant or scholarship aid was virtually flat or

lower in 2013-2014 that it was in 2011-2012 for all of the universities. This statistic

means that the institutions needed to come up with budget monies to make up the

difference in the net price for the students receiving aid and the actual price to educate

those students (www.nces.ed.gov/ipeds). The divergence between tuition dollars and financial aid costs was a concern for the enrollment-driven institutions.

Denominational pressure. The pressure to advertise in denominational publications, and/or in the way that the denomination expects, was mentioned by three of the nine participants. Two of the three executives who spoke of this pressure did not feel the publications were necessarily a good medium in which to advertise for the purpose of recruiting students or attracting donors. The expense was suggested to be necessary for creating and maintaining goodwill within the denominations that supported the universities. Although the budgetary support was not significant, the ties to the denomination were viewed by the top administrator of two of the universities as worthy enough to keep the advertising dollars in the marketing budgets.

Evaluation of Findings

The results from the executive interviews supported the body of literature that there were numerous marketing and branding challenges faced by faith-based universities in the 21st century (Confer & Mamiseishvili, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009). The emergent themes and "recurring regularities" were recognized as reflective of the difficulties in measuring marketing performance (Homburg, Artz, & Wieseke, 2012; Merlo, Lukas, & Whitwell, 2012; Mintz & Currim, 2013; Park, Auh, Maher, & Singhapakdi, 2012; Patton, 2002, p. 466; Sachs, 2011). During this analysis phase, themes emerged from the participants' answers to the four overall research questions, and the additional questions which were employed to encourage the interviewees to further explain their previous answer.

Four overall research questions comprised the qualitative study, and the questions were emphasized in exploration of the factors involved in marketing performance measurement and organizational performance in higher education. The essential responses that resulted from the interviews were essential in further understanding the construct of marketing performance measurement and exploring the factors comparing and contrasting marketing performance measurement to the performance of the higher education organization. Although the participants in the interviews had varying degrees of expertise, education, and titles, they had similar concerns regarding marketing performance measurement and how they justified the budget dollars they sought for their marketing activities.

The findings from the study included eight themes, which emerged from the face-to-face interviews with the marketing executives. These themes supported the body of literature that universities across the United States have increasingly limited budgets for marketing as a result of the economic crisis of 2008 (Boyd, Chandy, & Cunha, 2010; Camelia & Marius, 2013; Naidoo et al., 2011; Nath & Mahajan, 2011; Mintz & Currim, 2013). In addition, the themes supported the literature finding that university marketing executives have been under pressure to explain their desire to maintain or increase marketing budgets without the ability to measure marketing performance or link marketing performance measurement to KPIs for the organization (Camelia & Marius, 2013; Naidoo et al., 2011; Mintz & Currim, 2013; O'Sullivan & Abela, 2007, p. 91; Park et al., 2012).

The difficulty of measuring marketing quantitatively was a prevalent theme as was the pressure for the universities to maintain or increase enrollment and dollars

donated. The outcomes data on graduation and career success was a prevalent theme, too, due, in part, to the increased pressure from the Higher Learning Commission's accreditation requirements, but even more importantly, due to consumer demand that the universities prove their worth as an investment of time and money. In an era of increasing competition, the faith-based universities especially felt the pressure, not from other faith-based institutions, but from community colleges and public universities, which were less expensive for the students and their families. Without being able to prove their students had better outcomes than a student who attended a public institution, the faith-based university executives will find it difficult to justify their higher costs, unless they can prove the smaller, more engaging academic community was worth the higher tuition dollars (Ringenberg, 2012; Swezey & Ross, 2012; Tolbert, 20014). If engagement yields retention and graduation, then the effort to engage students would help the institutions gain a better graduation rate than the current IPEDS data revealed.

Similar to executives in the business environment, in today's competitive marketplace for students, strategically planning, implementing, and evaluating marketing activities was vital to understanding whether the dollars spent on marketing actually resulted in enrollment gains and/or increased donations for the university (Boyd, Chandy, & Cunha, 2010; Jaworski, 2011; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010; Tollin & Schmidt, 2012; Verhoef & Leeflang, 2009). The findings from this study support the body of higher education literature as well as the business literature on marketing performance measurement. As universities face high school students and their parents, and even older, non-traditional students, making higher education decisions as quality- and cost-conscious consumers,

university marketers must act like business marketers to face the challenges of justifying their marketing budget's worth (Chen et al, 2009; Jeffery, 2010; Morard et al., 2013; O'Sullivan & Abela, 2007; Sarrico et al., 2010). In addition to generating the "primary performance outcomes" of sales growth, market share, and profitability for the university, the marketing executives admitted a growing concern about measuring the performance outcomes of student graduation and career success (Camelia & Marius, 2013; Mintz & Currim, 2013; O'Sullivan & Abela, 2007, p. 91).

Summary

The results in Chapter 4 were organized as follows: the first section showed the results as they follow from the research questions and subsequent interview questions; the second section showed an evaluation of the results as they related to the literature and the research questions; the third section summarized the key points of the chapter. The researcher concentrated on exploring the following research questions by interviewing nine participants from various universities and the responses and themes were organized according to the order of the research questions:

Q1. How does the higher education executive measure marketing performance?

Q2. How does the higher education executive measure marketing performance against organizational performance?

Q3. How is marketing performance compared to organizational performance?

Q4. How does the top administrator of the institution view the effectiveness of the marketing department's activities?

The sampling design in this research was a purposive snowball sampling, and the researcher used a combination of a standardized open-ended and informal conversational

style interview to explore the marketing performance measurement systems and organizational performance in higher education. University executives who were responsible for different aspects of marketing were asked to describe the measurement of marketing performance measurement from their perspective, how those measurements were compared to the overall performance of the university, and express whether the President and/or Cabinet was satisfied with the marketing activities of their department in terms of effectiveness. The executives also were asked how they measured marketing performance measurement against the performance of the organization.

Chapter 5: Implications, Recommendations, and Conclusions

The problem addressed was that marketing executives at faith-based universities who failed to implement marketing performance measurement systems could not adequately measure marketing effectiveness or determine whether marketing activities affected the organization's performance (Confer & Mamiseishvili, 2012; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009). Since the economic downturn in 2008, faith-based universities across the United States had limited their budgets for marketing (Camelia & Marius, 2013; Confer & Mamiseishvili, 2012; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Mintz & Currim, 2013; Naidoo et al., 2011; O'Sullivan & Abela, 2007, p. 91; Park et al., 2012; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009). Marketing executives at faith-based universities have been criticized for their desire to maintain or increase marketing budgets without the ability to "generate a comprehensive set of marketing metrics" that link to organizational performance measurements (Camelia & Marius, 2013; Confer & Mamiseishvili, 2012; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Mintz & Currim, 2013; Naidoo et al., 2011; O'Sullivan & Abela, 2007, p. 91; Park et al., 2012; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009).

Because many colleges and universities, including faith-based institutions, faced severe budget cuts and endowment losses since 2008, marketers who had limited knowledge of their marketing performance measurement were unable to justify their

marketing expenditures and could not make a case for marketing activities' relationship to the performance outcomes of their institution (Camelia & Marius, 2013; Confer & Mamiseishvili, 2012; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Mintz & Currim, 2013; Naidoo et al., 2011; O'Sullivan & Abela, 2007, p. 91; Park et al., 2012; Rey & Powell, 2013; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009; Naidoo et al., 2011). With students and their parents increasingly making college decisions as cost-conscious consumers, it was found that faith-based colleges and universities could not perform well in a competitive marketplace without marketing activities that generated the "primary performance outcomes" of sales growth, market share, and profitability (Camelia & Marius, 2013; Mintz & Currim, 2013; O'Sullivan & Abela, 2007, p. 91). Since organizations that do not market effectively will not thrive, it was important to understand how higher education marketing executives from faith-based universities measured marketing performance and whether marketing performance influenced organizational performance (Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010).

The purpose of this qualitative, multiple case study was to explore how marketing executives at faith-based universities were measuring the performance of their marketing activities and how they compared these marketing metrics to indicators of organizational performance. A multiple case study analysis of marketing performance measurement practices at three private faith-based universities in the Midwestern United States examined "how the program or phenomenon performs in different environments" (Stake, 2006, p. 23). Faith-based universities were chosen for the special marketing and branding

challenges faith-based universities were facing in the 21st century (Confer &
Mamiseishvili, 2012; Dosen, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer,
Carpenter, & Lantinga, 2011; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006;
Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009).

It was found in the literature that faith-based universities, in particular, faced
critical marketing and branding challenges as high school students decreasingly identified
with a particular denomination or unified faith practice, and these prospective students
were less likely than their parents were to consider the importance of a faith-based
academic community when considering where to attend college (Confer &
Mamiseishvili, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga,
2011; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012;
Tolbert, 2014; Vander Schee, 2009). This lack of denominational identity was coupled
with the fact that parents became more price-conscious as their incomes and assets
decreased, while the cost of higher education increased, after the economic crisis of 2008.
This decrease in income and increase in prices, made public universities and community
colleges a more attractive option than the small, private, faith-based institutions (Confer
& Mamiseishvili, 2012; Duesterhaus, 2015; Dosen, 2012; Glanzer, Rine, & Davignon,
2013; Glanzer, Carpenter, & Lantinga, 2011; Kotler & Kelly, 2012; Rine, Glanzer, &
Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander
Schee, 2009; Wright, 2012).

For the study, face-to-face interviews were held off campus with the top
executives who had marketing responsibilities at the faith-based universities, including
marketing/communications, admissions/enrollment management, and

development/fundraising. In order to achieve triangulation of data, online marketing materials and IPEDS data were analyzed as part of the study. The target N for participants was three interviews per university.

With increasing competition in the marketplace for both traditional (18- to 23-year olds) and non-traditional (23-year old and older) students, private colleges and public universities alike will not be successful until they understand how their marketing efforts influence the performance of the institution (Camelia & Marius, 2013; Chen et al, 2009; O'Sullivan & Abela, 2010). Measuring marketing performance was critical in order to budget money and time appropriately for marketing activities; if a marketing activity was not productive, it begged the question of whether to fund or staff it (Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010). An instrument for interviewing higher education marketing executives was developed for this study that included questions of how they were measuring marketing performance at their institutions.

Since there were no industry standards found for the quintain of measuring marketing performance, in general, or in faith-based higher education, in particular, this multiple case study was necessary to begin understanding the similarities and differences of the phenomenon in various "manifestations" (Stake, 2006, p. 40). In other words, the complexities of measuring marketing performance and relating it to organizational performance should be better understood and the study more "robust" than if more than one case was analyzed (Stake, 2013; Yin, 2014, p. 57). Although there were similarities and the "possibility of direct replication" with using the three university cases, illustrating "contrasting strategies" in a cross-analysis of the cases yielded a deeper understanding of

the quintain of marketing performance measurement (Stake, 2013; Yin, 2014, p. 64). Data was analyzed from the executive interviews and information gathered from each of the three institutions' promotional websites.

An analysis of the Integrated Postsecondary Education Data System (IPEDS) reports on each of the universities as part of the study added to the research quality through triangulation of data (Beverland & Lindgreen, 2010; Gajić, 2012, p. 29; Stake, 2013; Yin, 2014; www.nces.ed.gov/ipeds). Of the five analytical techniques advocated by Yin (2014), three were used to analyze the collected data in this study: pattern matching, explanation building, and cross-case synthesis for multiple cases. The IPEDS data and the website reviews were studied for points of convergence and divergence with the interview results, and those were reported in Chapter 4 as they pertained to the research questions.

Method limitations included the difficulty of scheduling face-to-face interviews with busy executives. In addition, several of the universities were in the midst of personnel changes and budget cuts, so some of the executives were reluctant to speak with the researcher. Ideally, an official from admissions/enrollment management would have been interviewed from each institution, but for two of the universities, an executive who supported admissions/enrollment management and development/university relations through public relations was interviewed at the recommendation of other marketing executives. Using Dedoose to analyze data proved to be difficult, since it did not have a transcription feature for the audio files. Audio files were uploaded into VoiceBase, and machine transcriptions were made with that software. The machine transcriptions were

rough, so the audio files had to be listened to multiple times to collect data on the emergent themes from the interviews.

Ethical dimensions of the study included sensitivity to the fact that the interview participants were, in some cases, revealing negative information about their employer and/or their own performance, so the participants were reassured that the audiotapes from their interviews would be kept strictly confidential as would all information gathered (Beverland & Lindgreen, 2010; Yin, 2014). All participants were given the opportunity to re-read the Informed Consent Form and sign it right before their interviews. They were reminded that no one but the researcher will have access to the data collected, and it would be kept secured in a safe, password-protected location (Beverland & Lindgreen, 2010; Yin, 2014).

The researcher conducted the interviews with the highest standard of ethics in mind as advocated by Northcentral University and the American Psychological Association. These standards included "a responsibility to scholarship," "avoiding deception and accepting responsibility for one's own work" (Yin, 2014, pp. 76-77). The avoidance of bias including having two respected colleagues, with no ties to either of the three cases, review a draft of the dissertation findings (Beverland & Lindgreen, 2010; Yin, 2014).

Implications

The research questions used for this study were developed in response to the study problem and were as follows:

> Q1. How does the higher education executive measure marketing
>
> performance?

Q2. How does the higher education executive measure marketing

performance against organizational performance?

Q3. How is marketing performance compared to organizational

performance?

Q4. How does the top administrator of the institution view the

effectiveness of the marketing department's activities?

In the first questions of how does the higher education executive measure marketing

performance, the findings supported the literature that marketing performance

measurement was quantitatively difficult (Homburg, Artz, & Wieseke, 2012; Merlo,

Lukas, & Whitwell, 2012; Mintz & Currim, 2013; Park, Auh, Maher, & Singhapakdi,

2012; Sachs, 2011). The executives were all quick to admit this difficulty and were able

to show many instances of having qualitative measures to report. Quantitative measures

that they were able to report included enrollment numbers, dollars raised, graduation

rates, and tuition dollars from enrollment and financial aid. While these measures were

reportable, they were not necessarily justifiable as direct results of marketing activities

(Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010).

In the second question of how does the higher education executive measure

marketing performance against organizational performance, measures, such as enrollment

and dollars raised, could sometimes be linked to particular admissions or fundraising

campaigns. As was shown in the literature, the faith-based university marketers who had

limited knowledge of their marketing performance measurement were unable to justify

all of their marketing expenditures and could not necessarily make a case for these

marketing activities' relationship to the performance of their institution (Camelia &

Marius, 2013; Naidoo et al., 2011; Park et al., 2012; Rey & Powell, 2013). Therefore, not all of the budget requests the marketing executives deemed necessary to meet their strategic objectives were approved in the budgeting process.

In the third question of how was the university's marketing performance compared to the university's overall performance as an educational institution, the marketing executives did not necessarily have overall KPIs to attain. All three of the universities in the study were enrollment-driven, but the marketing executives were not necessarily held accountable if enrollment numbers were not attained. In some cases, the marketing executives received more budget dollars after a period of low enrollment with the understanding of the administration that marketing was foundational to increasing the number of students enrolled. The same was true after a period of low fundraising results; marketing budgets were increased in order to increase fundraising success. However, as illustrated in the literature, budget monies at the faith-based universities were not necessarily provided for the projects or activities that the marketing executives proposed, especially if immediate results could not be predicted (Boyd, Chandy, & Cunha, 2010; Jaworski, 2011; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010; Tollin & Schmidt, 2012; Verhoef & Leeflang, 2009).

Short-term projects that could be tied to enrollment numbers or donated dollars were funded over long-term projects that were more related to branding the institution over time. This finding supported the literature, which showed that the linking of marketing metrics with financial metrics was strongly advocated (Mintz & Currim, 2013). In today's competitive marketplace for students, strategically planning, implementing, and evaluating marketing activities was determined to be vital to

understanding whether the dollars spent on marketing actually resulted in enrollment and/or donations for the organization (Boyd, Chandy, & Cunha, 2010; Jaworski, 2011; Merlo et al., 2012; Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010; Tollin & Schmidt, 2012; Verhoef & Leeflang, 2009).

In the fourth question of how does the top administrator of the institution view the effectiveness of the marketing department's activities, all of the marketing executives felt supported by their president. Two of the universities had relatively new presidents, and the marketing executives were hopeful that the new top administrators would support their marketing budgets and strategic plans. Despite some of the budgeting disappointments, the executives expressed the feeling that the president understood that marketing was important for the institutions to continue to grow in enrollment and fundraising.

As was found in the literature, the issues of increasing student and alumni engagement as well as the documenting of student outcomes was expressed as a difficulty that concerned the marketing executives and was understood as a campus-wide initiative that should be supported by the presidents, since the HLC and other accrediting bodies were looking for engagement and outcomes data. With millions of dollars being spent on university marketing activities and marketing staff compensation, faith-based higher education presidents and top administrators, as well as faculty and accrediting bodies, have called on university marketing executives to justify marketing activities and how they relate to student outcomes and alumni engagement, as well as to organizational KPIs (Camelia & Marius; Chen et al., 2009; Gibbs & Maringe, 2008; Jeffery, 2010; Naidoo et al., 2011; Rey & Powell, 2013; Wright, 2014).

Recommendations

      The recommendations include discussion of how the selected case study universities could benefit and how future research could improve based on the findings from this study. In addition, marketing executives from other higher education institutions could benefit from these findings. For each of the institutions, the top administrators should consider budgets with the understanding that marketing, both in the long- and short-term, was necessary for the University to remain competitive in today's marketplace. This could be accomplished by the marketing executives focusing on making the case for budget dollars justified by both quantitative and qualitative measures. Long-term strategic marketing plans are difficult to create in this faced-paced marketplace, but there are best practices in branding and establishing customer loyalty in the business world that have application in the world of higher education marketing. In the case of fundraising, there also are best practices in cultivating long-term donors and estate planning that can be applied from the non-profit and foundation literature. Future research could explore fundraising from a non-profit perspective, which would have practical application to private, faith-based universities.

      The emergent themes identified in the findings may help in exploring the factors that improve marketing performance measurement in both higher education and the business environment. The difficulty of measuring marketing quantitatively was not unique to higher education. The literature was replete with examples of this difficulty for marketing executives in every industry (Camelia & Marius, 2013; Jaworski, 2011; Merlo et al., 2012; Mintz & Currim, 2013; Naidoo et al., 2011; Nath & Mahajan, 2011; Park et al., 2012; Rey & Powell, 2013 Tollin & Schmidt, 2012). Future research could include

surveying a larger number of faith-based universities to quantify how they measure marketing performance measurement. The CCCU institutions would provide a cross-denominational sample to study.

The theme of reaching enrollment numbers in higher education was no different than the push to reach higher sales in the business world. Marketing executives who can measure how their performance attains the organizational KPIs will have fewer issues in having their budget requests justified. The number of dollars raised by a university as a quantitative measure of marketing success was no different than the similar measure of success for a non-profit or a foundation that relies on benevolent donors. In addition, in the business world, raising funds for a start-up or new entrepreneurial venture was a measure of marketing success. Best practices on marketing for donor development and fundraising would be a practical future study topic that would benefit private, faith-based universities as well as non-denominational private institutions.

The theme of providing outcomes data on graduates was one that all institutions of higher education will face as they seek re-accreditation, since the accrediting bodies are requiring this quantitative measure of a successful education (http://policy.hlcommission.org/Policies/criteria-for-accreditation.html). Parents and students themselves are requesting this information, too, as the costs of a post-secondary education continue to rise beyond the means of consumers (Camelia & Marius, 2013; Gibbs & Maringe, 2008; Naidoo, Shankar, & Veer, 2011). The practical application of collecting outcomes data will need to be addressed, and all three of the universities in this study had either an Institutional Research or Institutional Effectiveness office, but it was often the marketing executive who led the charge to collecting and analyzing the data,

which was often qualitative only. Faculty and career development staff also will be called upon to assist in this important task of tracking students after they graduate. All of the marketing executives expressed a need for collecting more than anecdotal data, and none of them were sure exactly how to accomplish this task. Future research could focus on the best practices of universities that already collect this data, such as the for-profit universities who already have been required by the Federal Government to provide this data (http://policy.hlcommission.org/Policies/criteria-for-accreditation.html).

The theme of engaging alumni has practical application for universities as well as businesses. Engaged alumni are similar to engaged customers in that they offer the best word-of-mouth marketing for the universities and businesses to which they are loyal (Farris et al., 2010). Learning how to engage alumni to attend events, volunteer for the institution, and donate money to the University was of prime importance to all of the case study marketing executives. As tuition increased, the need for financial aid increased, and each of the universities had executives who expressed the need to raise more dollars to offset the decrease or stagnation in enrollment. In order to be competitive, these institutions need to raise more money for scholarships and to upgrade or maintain the facilities in order to attract students to enroll. The engagement of alumni from the time they first visited the campuses as students to the time they were ready, willing, and able to become donors was seen as crucial for donor development success. Future research surveying alumni from faith-based universities would help determine what engages them and at what level.

One of the few consistently measurable marketing activities found in the study was digital marketing. While digital marketing had a variety of quantitative measures, it

was still unknown by some of the executives if these measures resulted directly in increased enrollment or increased alumni giving, overall. The two executives who had a background in advertising agency marketing were the most confident that they could track what aspects of digital marketing were more effective in achieving their objectives. In the literature, consumer behavior was noted as difficult to quantify, since it was difficult to know if the factors stated by consumers as important really were driving sales.

It was important to remember that in the highly competitive marketplace of the 21st century, higher education marketers can no longer prove their worth by simply stating what the consumer liked or remembered about a promotion, digital or otherwise (Chong et al, 2016; Järvinen & Karjaluoto, 2014; Lautman & Pauwels, 2013; Mintz & Currim, 2013). If the promotion or digital marketing campaign did not drive sales, or enrollment numbers or dollars donated in the case of higher education, it will not be taken seriously or considered as a relevant KPI (Chong et al, 2016; Lautman & Pauwels, 2013; Mintz & Currim, 2013). While digital marketing can be measured, it was worth noting that the traditional "attributes, benefits, or claims (ABCs)" of marketing will be deemed irrelevant if not directly seen to be driving sales performance (Chong et al, 2016; Lautman & Pauwels, 2013, p 47; Mintz & Currim, 2013). Given the rapid rise of digital marketing, there will be the need for future research to determine if the dollars spent on digital have a positive ROI for the universities.

The findings of this study supported the body of literature which showed that marketing executives at universities were sometimes challenged to justify their budgets by proving that their branding and marketing tactics were resulting in the recruiting and retention of students who were increasingly acting like fickle product consumers (Chen et

al, 2009; Jeffery, 2010; Morard et al., 2013; O'Sullivan & Abela, 2007; Sarrico et al., 2010). As a result of the economic downturn in 2008, faith-based universities across the United States have limited their budgets for marketing, and all of the universities in this study have had budget cuts and endowment losses since 2008; some had severe cuts resulting in layoffs of personnel and/or the encouragement of early retirement. (Boyd, Chandy, & Cunha, 2010; Camelia & Marius, 2013; Naidoo et al., 2011; Nath & Mahajan, 2011; Mintz & Currim, 2013).

The literature showed that marketing executives at universities have been criticized for their desire to have their marketing budgets approved without the ability to "generate a comprehensive set of marketing metrics" that linked to organizational performance measurements (Camelia & Marius, 2013; Naidoo et al., 2011; Mintz & Currim, 2013; O'Sullivan & Abela, 2007, p. 91; Park et al., 2012). The participants of this study felt that their top administrator supported their efforts, but some did report frustration that some of the budget items they felt were important were not approved. In addition, some budget items were eventually approved, but they had to beg to get them in the budget. Some of the items that were refused fit the category of unjustifiable expenses, because they were items that supported website development or long-term strategic planning initiatives that did not appear to have immediate ROI potential.

As the literature showed, the marketers who had limited knowledge of their marketing performance measurement were unable to justify some marketing expenditures and could not make a case for these marketing activities' relationship to the KPIs of their institution (Camelia & Marius, 2013; Naidoo et al., 2011; Park et al., 2012; Rey & Powell, 2013). With students and their parents increasingly making college decisions as

cost-conscious consumers, it was found that faith-based universities cannot perform well in a competitive marketplace without marketing activities that generate the KPIs of enrollment growth, market share, and profitability (Camelia & Marius, 2013; Confer & Mamiseishvili, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer, Carpenter, & Lantinga, 2011; Mintz & Currim, 2013; O'Sullivan & Abela, 2007; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009). Since organizations that do not market effectively will not thrive, this study confirmed that it was important for additional future research to be done on a wider range of institutions to determine how higher education marketing executives measure marketing performance and whether marketing performance influences organizational performance (Mintz & Currim, 2013; Nath & Mahajan, 2011; O'Sullivan & Butler, 2010).

One of the surprising results of this study was that few of the marketing executives expressed that they felt denominational pressure determined their choices of marketing methods or venues. The executives that mentioned feeling denominational pressure pointed out that marketing dollars were being spent on advertising in denominational publications and at events that did not necessarily have an impact on enrollment numbers or fundraising dollars. As was noted in the literature, marketers of faith-based universities, in particular, face critical marketing and branding challenges as high school students decreasingly identify with a particular denomination or unified faith practice, and these prospective students are less likely than their parents were to consider the importance of a faith-based academic community when considering where to attend college (Confer & Mamiseishvili, 2012; Glanzer, Rine, & Davignon, 2013; Glanzer,

Carpenter, & Lantinga, 2011; Rine, Glanzer, & Davignon, 2013; Ringenberg, 2006; Swezey, & Ross, 2012; Tolbert, 2014; Vander Schee, 2009).

Conclusions

In Chapter 5, a discussion of the implications and recommendations from the multiple case study supported the findings of the literature on marketing performance measurement in the business environment and higher education, especially faith-based higher education. The emergent themes from the face-to-face interviews of marketing executives all underscored the importance of using marketing performance measurement data to justifying budget requests and strategic planning initiatives. In the current competitive marketplace, the findings from the case study and the literature showed that faith-based institutions were found to be more at risk to suffer from decreased or stagnant enrollment, because they cannot compete with community colleges or public universities on price (Duesterhaus, 2015).

Practical applications of this study and recommendations for future research were presented as they would benefit marketing executives in faith-based higher education as well as those in private and public higher education, in general, and in the business environment. By expanding on the results of this multiple case study, the self-designed interview questions could be used with other private and public higher education marketing executives. The objective would be to further explore how marketing executives measure marketing performance in comparison to institutional performance indicators. Another objective for future research studies would be to discover whether there are consistencies in the challenges facing executives measuring marketing performance in higher education, in general. Identifying marketing performance

measurement that leads to better achievement of enrollment and fundraising goals would lead to the more efficient use of tuition and raised funds for the purpose of marketing the institutions of higher education to future prospective students and their parents. Thus, cost-consciousness in marketing would potentially lead to more efficiency throughout the higher education budgeting process.

As Frösén, Luoma, Jaakkola, Tikkanen, and Aspara, (2016) noted in a recent study of 628 firms, "not everything which can be counted counts" (p. 76). In other words, as the interview results from this multiple case study showed, just because a marketing activity can be measured, does not mean the marketing activity necessarily led to increased organizational performance. The goals of marketing orientation, which was an ideal for all three of the faith-based universities in this study, were to create value for customers in order to increase profitability (Frösén, Luoma, Jaakkola, Tikkanen, & Aspara, 2016). For the three universities, graduate outcomes and alumni engagement were values they sought to create for their customers.

Not all firms which succeed in creating a business environment of marketing orientation were found by Frösén et al. (2016) to embrace or employ a complex marketing performance measurement systems. Their findings suggested that small organizations, such as the faith-based universities featured in this case study, may, in fact, be well-served by the "simple customer feedback provided by marketing orientation" (Frösén et al., 2016, p. 62). An intense concentration on market orientation, then, may have provided a sufficient source of marketing performance measurement for organizations such as small faith-based universities, but a marketing orientation was shown to work best with a focused marketing performance measurement system (Frösén

et al., 2016). For larger, more complex universities, it was found to be better to rely on more complex marketing performance measurement systems as they could be designed to measure marketing orientation across multiple business units (Frösén et al., 2016). As Frösén et al. (2016) found, this multiple case study showed that while "not everything that counts can be counted," it was a worthwhile effort to endeavor measuring marketing performance as it related to organizational performance, in order to avoid the perception that marketing executives were not justified in seeking funding for their activities (p. 76).

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Appendix A: Proposed Interview Questions

The interview questions to be asked of the executives at each of the three universities are:

Q1. What is your title at the University?

Q2. To whom do you directly report and what is his or her title?

Q3. Which department(s) falls under your leadership?

Q4. What responsibilities do you have or does your department have for marketing the University?

Q5. How are these marketing responsibilities measured?

Q6. When strategic decisions are made at the University-wide level, is the marketing performance of your department taken into consideration?

Q 7. How does the top administrator of the institution view the effectiveness of your or your department's marketing activities?

Q8. What are the other key responsibilities of your position at the University?

Q9. What are the key performance indicators of these responsibilities?

The above questions are designed to be starting points for a discussion on measuring marketing performance, since the open-ended interview is best for a qualitative case study (Yin, 2014; Stake, 2013).

Appendix B: Informed Consent Form

Informed Consent Form

Exploring Marketing Performance Measurement Systems and Organizational Performance in Higher Education: A Multiple Case Study

Introduction:
My name is Sharina Smith. I am a doctoral student at Northcentral University in Arizona. I am conducting a research study on marketing performance measurement. The research explores how executives at universities measure the results of marketing activities. I am completing this research as part of my doctoral degree. I invite you to participate. Please identify who else should be invited to participate if you are not the correct individual to be asked to participate.

Activities:
If you participate in this research, you will be asked to:
1. You will be asked to participate in a face-to-face interview. The interview is expected to last 60 minutes.
2. You also will be asked to review the transcript notes from your own interview to determine if you wish to add any information or clarification.
3. Identify if there are additional individuals who should be asked to participate.

Eligibility:
You are eligible to participate in this research if you:
1. Are currently the highest level executive at your university responsible for marketing/communications/public relations, development/fundraising/university relations, and/or admissions/enrollment management.

You are not eligible to participate in this research if you:
1. Are under 18.
2. Do not fit the eligibility requirement above based on your current job title and responsibility.

I hope to include 9 participants in this research.

Risks:
There are minimal risks in this study. Some possible risks include: If confidentiality were breached, there might be risks if you reveal that you are not measuring marketing performance or if you are not measuring it accurately or reporting it accurately.
To decrease the impact of these risks, you can: stop participation at any time, and/or, refuse to answer any interview question.

Benefits:
If you decide to participate, there are no direct benefits to you.
The potential benefits to others are: The results will have scientific interest that may eventually have benefits for future marketing professionals in higher education or marketing professionals in general.

Confidentiality:
The information you provide will be kept confidential to the extent allowable by law. Some steps I will take to keep your identity confidential are: I will use a generic job title and a number to identify the university. Your name will not be included in the study, nor the name of your university.
The interviews will take place in my private office at 3556 S. Culpepper Circle, Ste. 1, Springfield, Missouri. My colleagues, who are financial advisors, are all bound by FINRA confidentiality rules. If they are in the office during business hours, you as an interviewee might be seen by someone else's clients, but these clients would not know what you and I are discussing in our meeting. The office conference room and my office are private, and our purpose for meeting will not be disclosed.
The people who will have access to your information are: myself, my dissertation chair, and/or my dissertation committee.
I will secure your information with these steps: paper data will be kept in locked storage at the Principal Investigator's home. Electronic data will be kept in password-protected Dropbox folder.
I will keep your data for 7 years. Then, I will delete electronic data and destroy paper data.

Contact Information:
If you have questions for me, you can contact me at: S.Smith4772@email.ncu.edu or 417-838-0477.
My dissertation chair's name is Dr. Anthony Dnes. He works at Northcentral University and is supervising me on the research. You can contact him at: adnes@ncu.edu or 818.477.4709.
If you have questions about your rights in the research, or if a problem has occurred, or if you are injured during your participation, please contact the Institutional Review Board at: irb@ncu.edu or 1-888-327-2877 ext 8014.

Voluntary Participation:
Your participation is voluntary. If you decide not to participate, or if you stop participation after you start, there will be no penalty to you. You will not lose any benefit to which you are otherwise entitled.

Audiotaping:
I would like to use a voice recorder to record your responses. You can still participate if you do not wish to be recorded.
Please sign here if I can record you:_____

Signature:
A signature indicates your understanding of this consent form. You will be given a copy of the form for your information.

Participant Signature	Printed Name	Date

Researcher Signature	Printed Name	Date

Appendix C: Email to Recruit Participants

To: Marketing Executive _____

From: Sharina Smith

Subject: Request for your Participation in Doctoral Research Study

Dear (use professional title and last name):

Hello! Thank you for taking the time to read my message. I am a doctoral student enrolled in the Northcentral University's Doctor of Business Administration Program.

I am conducting research for a dissertation that explores marketing practices in universities. I believe your experience will allow you to make an expert contribution to the field of higher education marketing.

I am requesting your participation in the study that would include your agreement to participate in an in-depth, face-to-face interview. The interview should take only 60 minutes to complete.

Please note that all data and information collected from the interview will be used strictly for the purposes of research and analysis for the benefit of this study.

I am hopeful that your interest and schedule will allow you to participate in the time frame I have set up for this study. I am sure that your input will be most valuable.

Your participation in this study will serve to further advance marketing as a valued and important profession. The informed consent follows.

I would be excited and grateful if you would be willing and able to make the time to participate!

If you would like to learn more and/or schedule a time for me to come talk with you at your convenience, please reply to this email. I will contact you to schedule a time for the interview at your convenience.

Thank you for considering participation in this research,

Sharina Smith, MSA, ABD
417-838-0477

Appendix D: Email to Thank Participants

Thank you, again, for helping me with my doctoral research!

Attached is a rough, unedited, machine transcription of the audio from our interview. Please be sure that I will be reviewing the audio, along with my handwritten notes, as I analyze the machine transcription of our conversation!

I wanted you to have this draft transcription, just in case you thought of something else you wanted to add to my study of Marketing Performance Measurement in Higher Education.

Please let me know if you would like to receive a final copy of my dissertation after it has been published.

Warm regards,
Sharina

Sharina C. Smith, MSA, ABD
417-838-0477

Appendix E: Email to Send with Draft Report

Attached is the promised draft of my dissertation for your review. There will, no doubt, be some additional changes from my chair, but this is the draft I am sending to each school in the study.

I look forward to any comments you may have. When it is completed, I will send along a final draft.

Thank you once again for your help with this study!

Sharina

Sharina C. Smith, MSA, ABD

417-838-0477