

Media Habits of MNU's Professional and Graduate Students

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Student Exhibition – MidAmerica Nazarene University – Olathe, Kansas

Executive Summary

The research team conducted marketing research among MNU Graduate and Professional Studies students (hereafter referred to as “adult students”) in order to assist the MNU Marketing Program in two ways:

- Assess program satisfaction of currently enrolled adult students
- Determine daily media habits of currently enrolled adult students

Objectives and Methodology

Research objectives:

1. To determine the reason adult students are seeking a degree from MidAmerica Nazarene University
1. To determine the media habits of adult students at MidAmerica Nazarene University

Methodology:

A literature review, two focus groups (one for Professional students, and one for Graduate students), and an online survey, were used to collect the necessary data to answer the research objectives.

Findings and Conclusions

Focus Groups

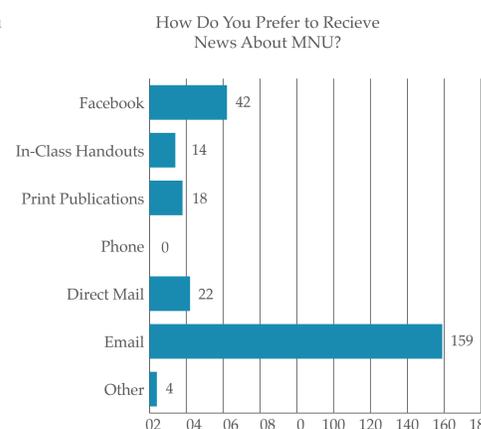
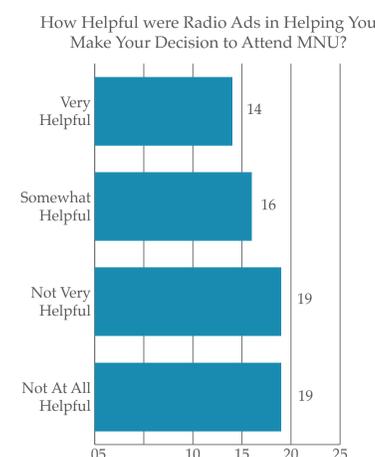
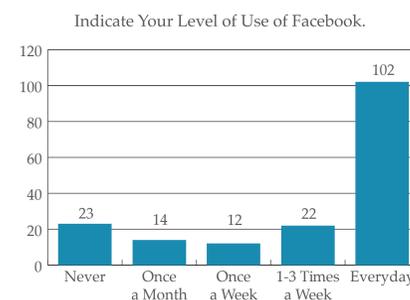
- Teachers are willing and able to check Pinterest on a regular basis because they can find lesson plans and class activities there.
- Participants love using Facebook.
- Email is the most preferred medium for contact.



- Most felt a lack of communication regarding financial aid and services available through MNU, and were unhappy with the lengthy call-back time.
- These students also feel a lack of consistency among professors, classes and technology, leading to a lack of knowledge concerning expectations for the class.
- Students want to see more attractive promotional materials that is easily digestible, or has links to websites they can follow later.

Findings and Conclusions

Survey



Literature Review

- Students considering graduate programs (including MNU students in 2008 study) are looking for accelerated programs, accommodating schedules and career advancement.
- Adult students are typically over the age of 24, balance career and education, are financially independent, and often have dependents living with them.
- Graduate and professional students enjoy community building within their classrooms and throughout coursework.
- Adults do not trust advertising and therefore, the advertising must contain immediate content to grasp their attention.
- Over 90% of young adults have a cell phone and SMS seems to be a successful means to contact and notify them along with email and social media.

Selected Bibliography

- Harms, B. (2012, July 19). Website is the number one marketing tool for communicating to adult students. Retrieved from <http://www.stamats.com/website-is-the-number-one-marketing-tool-for-adult-students>
- Vaccaro, J. (2001). The young adult: A pragmatic look at price in advertising. *Journal of Promotion Management*, 7 ½, 141-160.
- Wallentine, L. (2008). Current graduate student survey research report. In Olathe: MidAmerica Nazarene University.

Recommendations

Objective 1 Recommendations

The Admissions Department should make the following changes.

- Improvements communication.
- Reach out to current Undergraduate students as potential Graduate students.
- Reach out to potential students at local businesses and colleges.

Orientation for faculty, staff, and students should be implemented to ensure consistency in the following areas.

- Communication
- Use of available technology
- Expectations of professors and students
- Overall performance of professors and students

Objective 2 Recommendations

- The Marketing Department can reach students, especially Education students, through Pinterest.
- Because the most quoted reason for returning to school was “Personal Achievement”, followed by “Career Advancement”; these factors need to be stressed in promotional materials.
- It was found that Radio Ads are “Not at all Helpful” or “Not Very Helpful”, so the current use of Radio Ads should be evaluated.
- A combination of Facebook, Email, and the MNU Website appear to be the best methods of marketing and communicating.
- It is highly important that MNU satisfies current students, as they spread word of mouth marketing.

Limitations

Frame Error

Resulted from an inaccurate or incomplete sampling frame.

Large Margin of Error

Limited Focus Group attendance; non-probability sample.

Measurement Tool Error

Resulted from the construction of the survey instrument.

Selection Error

Resulted from incomplete or improper sampling procedures.

Non-Response Bias

Resulted from a systematic difference between those who do and those who do not respond to the study methods.