



COLLEGE
OF
SAN
MATEO

Report of the Enrollment Management
Task Force

Prepared by Members of the Ad Hoc Enrollment Management Task Force,
1995-96

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INTRODUCTION

College of San Mateo had 15,148 students in the Fall of 1987. The enrollment declined steadily, with few exceptions, to Spring of 1996, when 11,685 students attended the College, which represents a 22.9% decrease. Most of the enrollment decline at CSM was in the category of day students. "The loss of day students at CSM is especially critical, since CSM's overall FTES historically has been more dependent on day students than either of the other two Colleges."¹

In April 1995, College of San Mateo was visited by an accreditation team from the Western Association of Schools and Colleges. In the final report the team noted:

...CSM has experienced a serious enrollment decline. The College does not have a coordinated and clearly articulated plan to promote student enrollment. Such a plan might include an instructional plan developed on a forecast of future student needs, retention strategies and follow-up.²

The report goes on to say:

A campus-wide plan for enrollment management is long overdue. Concerted and energetic efforts will be vital to the educational and economic future of CSM. Student services, Instruction, Academic Senate and the entire campus community need to work together on this project.³

Finally, the Accreditation Team made the following recommendation:

...the College develop and implement a comprehensive enrollment management plan designed to deal with the ongoing enrollment decline.⁴

The College is required to file a midterm report with the Accrediting Commission by November 1, 1997. The report must contain a statement of progress toward meeting the recommendations of the team. Additionally the Commission asked that the report focus on a set of issues that affect the College and the District. One issue identified for special focus is that of enrollment management.⁵

Not only has the enrollment at CSM declined, but, as a result of the growth of Skyline College, the share of FTES generated by CSM has declined. As a result, the District receives less apportionment from the state; and College of San Mateo receives a declining percentage of those funds. The College traditionally produced 50% of the District's FTES. The decline to less than 47% of the FTES costs the College several hundred thousand dollars in allocation each year.

Although the reduced funding as a result of enrollment decrease is very serious, it does not measure the decline in morale as faculty watch programs lose vitality. Although faculty often express a desire for small classes, no instructor wants to be concerned that his or her classes will not make minimum enrollment and, therefore, be canceled.

¹ San Mateo County Community College District Board Report No. 95-5-2C page 5.

² Accreditation Evaluation Report page 11.

³ *Ibid.* page 12.

⁴ *Ibid.* page 12.

⁵ Letter from John C. Peterson to President Peter J. Landsberger (June 20, 1995).

As a result, the College Goals for 1995-96 included development of a plan to optimize College enrollment, based in part on research about potential students and how they perceive CSM can best serve them.

President Peter Landsberger directed that a task force be formed to study and propose solutions to the serious problem of declining enrollment at College of San Mateo. It was hoped that the task force would approach the issues systematically and would base conclusions on data. Although anecdotal information can be useful, it should not be the sole basis of a plan. The Enrollment Management Task Force was convened in the Fall of 1995. Faculty, classified staff, students, and administrators were invited to join. Over the course of the 1995-96 academic year, the Task Force met approximately twice a month. About twenty-five members attended regularly. The attached report is the result of many months of concentrated study of the enrollment problem. Members of the Task Force became well versed in data about WSCH, loads, FTE, sources of students, trends within divisions and programs, etc. In addition, the Task Force members were informed about on-going College efforts to recruit students and to publicize the College. The group devoted time to brainstorming short term ways of increasing enrollment. Some of these ideas were implemented immediately, others appear in this report for further consideration. Sub-groups of the Task Force developed chapters on Student Services, Instruction, Recruitment and Publicity, Retention, and Campus Climate.

In March, 1996, many members of the Task Force attended a four-day workshop given by Dr. Richard Pappas (President, Lake Michigan Community College) on Target Marketing. Information about target marketing techniques and potential target audiences as well as a summary of the principles outlined in the Pappas workshop are in Chapter 7.

At the same time as the Task Force was meeting, the District Master Planning effort was proceeding. One of the Change Teams was designated to develop an RFP and select a vendor, The Resource Group, to carry out a community needs assessment. A number of Task Force members also served on the Change Team. The community needs assessment consisted of surveys, focus groups and intercept interviews. Opinions were solicited from high school students, current college students, employers, business and community leaders, and educators. The Resource Group presented its findings to the Change Team in late August. The results were briefly discussed at the Fall, 1996, opening day meeting at CSM. Later, The Resource Group presented the results at an open meeting for CSM faculty, staff and students. The Enrollment Management Task Force had an extensive discussion with The Resource Group about the findings and the implications of the findings for the enrollment management plan. Many of the findings were expected by the Task Force - increase our connections with the community, make course offerings more flexible, continue our outreach to high schools, etc. However, the business community and general community's lack of understanding and knowledge about the institution was surprising to the Task Force. As a result, the section on recruitment and publicity in this plan is much more extensive than had been originally planned.

Key to the success of these activities will be an ongoing institutional commitment to resources (money, staff, equipment, space). Also critical to the success of CSM's recruitment program is the understanding that the centerpiece of all recruitment-driven efforts is customer service. It is highly recommended that the institution provide professional development training and otherwise emphasize the value CSM places on quality customer service in all aspects of its student and public contact.

CHAPTER 1 - RECRUITMENT

Background

The following report was written by the Subcommittee on Recruitment of the Enrollment Management Task Force. It identifies activities determined to be of the highest priority in an overall expanded recruitment program designed to help increase and ultimately maintain CSM's enrollment. The recommendations included in this chapter were drawn from the expertise of the members of the Enrollment Management Task Force as well as the findings in the Resource Group's 1996 Community Needs Assessment.

Objectives (Advertising, Publicity, Publications)

To increase the awareness level of CSM's many benefits within the Bay Area college student market.

To build a positive image perception of CSM within the Bay Area college student market.

To increase communication of important registration and other recruitment-related information to potential CSM students.

To maximize college's free communications and outreach potential by creating increased coverage of in-depth CSM news stories and features as well as facilitate frequent brief mentions in columns and local news brief sections

To maximize the effectiveness, visual appeal, and cost efficiency of CSM's major publications (class schedules, catalog) and other general and program-specific publications (brochures, outreach cards, flyers).

Recommendation - Advertising

- 1.1 Launch an ongoing multi-message, multi-media, heavy penetration advertising campaign and -- when appropriate -- monitor outcomes.

Evaluation

Measure numbers of responses to "calls for action," track and compare to previous like time periods.

Conduct internal follow-up student surveys and/or focus groups to measure effectiveness.

Evaluate enrollment response and determine growth trends, if any.

Conduct a follow-up survey to compare to Community Needs Assessment results to evaluate effectiveness of communications effort in improving market's CSM awareness levels.

Recommendations - Publicity

- 1.2 Develop process to consistently, efficiently and effectively deliver CSM's newsworthy messages to the news media as well as other free communications outlets.

- 1.3 Increase media relations activity which will provide opportunities for all CSM programs and services to be featured in the local and appropriate regional, national and trade media.

Evaluation

Compare the number and length of positive news "clippings" to previous like time periods.

Monitor responses to "calls for action" in news releases and evaluate effectiveness in attracting participation in programs, events, etc.

Conduct a follow-up survey to compare to Community Needs Assessment results to evaluate effectiveness of communications effort in improving market's CSM awareness levels.

Recommendations - Publications

- 1.4 Expand CSM's publication production capabilities to provide college with effective and efficient method for creating quality printed materials which convey a unified image.

Evaluation

Compare the number of different quality CSM print publications to previous stock.

Compare cost effectiveness of CSM publication production program to previous process costs.

Submit publications to major communications awards competitions and compare outcomes to previous results.

When practical, monitor responses to "calls for action" in print publications.

Objectives (High School/ Adult Schools/ ROPs)

To expand high school, adult school and ROP outreach activities within CSM's service area, and respond to the needs of these schools outside of our service area.

Recommendations

- 1.5 Provide on site academic advising services for our feeder high schools, Adult Schools and ROP. Increase participation at College, Career, and College Planning nights/events.
- 1.6 Create marketing/recruitment tools to be distributed to high school, Adult School and ROP students, parents and faculty, including a checklist to obtain information about services CSM can provide to schools.
- 1.7 Work with the Student Activities Office to establish a "Student Ambassador" program where by students could be available to conduct CSM campus tours and meet with high school, Adult and ROP students.

- 1.8 Assess the feasibility of providing on-site pre-registration advising, orientation and SMART registration at the high schools, Adult/ROP schools.
- 1.9 Reestablish on-site testing services and provide follow-up assessment information to students.
- 1.10 Consider establishing a tele-recruiting program.

Evaluation

Evaluate how many high school, adult, and ROP students enroll.

Objectives (K-8 schools)

Provide opportunities for K-8 students to participate in on-campus and off-campus activities, and, where appropriate, to inform students, faculty and staff about the opportunities, courses, programs, and services available at College of San Mateo.

Recommendations

- 1.11 Continue or expand programs like "College for Kids" and other on-campus events to attract K-8 students to our campus.
- 1.12 Increase participation in middle school and junior high school "College Prep" events for parents.
- 1.13 Design of marketing/recruitment tools to be distributed to middle school/junior high school students and parents.
- 1.14 Work with the Student Activities Office to establish a "Student Ambassador" program whereby students could be available to conduct campus tours and meet with K-8 students.

Evaluation

Identify the number of new strategies implemented.

Objectives (Community and Business Relations)

Expand community linkages through on-campus and in-community events and activities which enhance community awareness and perception of the college.

Develop rapport and establish relations with the business community to result in increased collaboration and business channel student enrollments.

Recommendations

- 1.15 Coordinate regular representation at Farmer's Markets' on CSM's campus.
- 1.16 Develop speakers bureau to coordinate outside speaking engagements for CSM faculty, administrators and staff.
- 1.17 Develop on-campus speakers series promoting outside guest speaker appearances on CSM campus.

CHAPTER 2 - INSTRUCTIONAL PROGRAMS

Background

The Subcommittee on Instructional Programs developed a course of action to bring to the attention of faculty and the individual divisions about the seriousness of the enrollment decline. It was recommended that the August 1996 flex period dedicate some time to this issue and divisions were asked to meet prior to end of Spring, 1996, to receive data on enrollment patterns in their area since 1992.

Subcommittee members made presentations to the faculty in various divisions about the severity of the problem and engaged in dialogue on ideas to improve enrollment. The faculty were given information on WSCH, FTE, LOAD, and ILCI. After meeting with the faculty in the divisions, the Subcommittee met and summarized the ideas that came forth from the presentations.

The following suggestions include ideas which surfaced in our internal discussions, ideas suggested during presentations to the faculty in various divisions, and ideas and strategies that emerged from the Community Needs Assessment.

Objective

Expand educational opportunities.

Recommendations

- 2.1 Offer three-week and or four-week courses. Three-week courses could meet Monday through Thursday for four hours per day and four-week courses could meet Monday through Thursday for three hours per day.
- 2.2 Develop a teacher and or speaker program at the local high schools for CSM faculty to speak on or teach a topic to high school students in their own classrooms.
- 2.3 Offer courses in community centers and workplaces.
- 2.4 Offer more variety in mode of delivery, including telecourses and Internet.
- 2.5 Encourage Divisions to offer additional courses and/or programs during the evening and weekends.
- 2.6 Increase the number of remedial and ESL courses, and expand the times courses are offered (e.g. afternoon, evening, summer)

Evaluation

Evaluate each suggestion following implementation.

Objective

Increase outside classroom student-to-faculty and student-to-student contact on campus.

Recommendations

- 2.7 Place in classroom buildings a study center or lab with computers, tutorials, and solution manuals. Encourage faculty to use office hours in study centers to be available for tutoring. Collect WSCH for these activities.
- 2.8 Faculty should encourage the use of multi-cultural study groups within and outside the classroom for the purpose of creating a positive learning climate and help students develop good interpersonal skills.

Evaluation

Compare positive attendance log in study center with office hour contact.

Objective

Increase opportunities for student success by integrating workplace skills into the classroom.

Recommendation

- 2.9 Integrate workplace skills into courses being taught to include the necessary working skills for today's needs, such as computer skills (spreadsheet, word processing, and presentation graphics), and communication/interpersonal skills.

Evaluation

Examine new and updated course outlines for inclusion of workplace skills in the curriculum.

CHAPTER 3 - RETENTION

Background

For the purpose of this plan, *retention* is defined inclusively to include retention, success, and persistence. The members of the Retention Subcommittee used the following definitions as they prepared this document.

Retention: The percentage of students who complete a course. This number is derived from the following formula:

$$\frac{A+B+C+D+F+CR+NC+I}{A+B+C+D+F+CR+NC+I+W} \quad (100)$$

Student Success: The percentage of students who complete a course successfully. This number is derived from the following formula:

$$\frac{A+B+C+CR}{A+B+C+D+F+CR+NC+I} \quad (100)$$

Persistence: Persistence rate refers to the percentage of new students completing coursework in their first semester and enrolling in at least one course the immediate following semester (excluding summer session).

Objective

To increase retention, student success, and persistence in instruction.

Recommendations

- 3.1 Encourage faculty to call absentee students
- 3.2 Encourage instructors and counselors to internally recruit students by suggesting courses students could take the following semester.
- 3.3 Establish and monitor appropriate prerequisites and recommended preparation across the curriculum
- 3.4 Develop linked courses (e.g., Reading courses for Biology and Sociology students, ESL courses with occupational courses, writing courses for occupational students)

Evaluation

Each department or program will set a goal for a percentage increase for retention, success, and persistence, and monitor their progress toward achievement of the goal.

Objective

Working with the division dean, each department, discipline, or program will initiate the following during Spring, 1997, to increase retention, student success, and persistence within each division.

Recommendations

- 3.5 Review retention data and establish specific goals for increasing retention during Spring, 1997.
- 3.6 Encourage faculty members to share retention strategies within the department and to develop a list of the strategies for distribution within the department and division.
- 3.7 Review success data and establish specific goals for increasing success during Spring, 1997.
- 3.8 Encourage faculty members to share strategies for student success and to develop a list of the strategies for distribution within the department and division.
- 3.9 Currently, information on persistence rate is not available. However, faculty members should be encouraged to share strategies for increasing student persistence.

Evaluation

Monitor the progress toward the goals and report on progress toward the achievement of the goals in Fall 1997 and Spring 1998.

CHAPTER 4 - STUDENT SERVICES

Background

The Subcommittee on Student Services reviewed services offered to students including counseling, career development, psychological services, health services, services for the disabled, financial aid, security, students activities, transfer, and the Child Development Center. The Subcommittee evaluated program reviews, data and information from the Student Equity Plan and Student Services year-end reports. Based on this review, the Subcommittee makes the following recommendations.

Objective

Increase the retention rate of first-time students.

Recommendations

- 4.1 Develop a comprehensive orientation course for incoming freshmen. The objectives of this course will be to introduce students to college life, resources, college success skills, graduation and transfer preparation, educational goal setting, and career planning. Students will receive unit credits and priority registration.
- 4.2 Design a follow-up orientation to specifically address the educational needs of students with disabilities, ethnic and language minorities.
- 4.3 Design classroom presentations for students enrolled in English 801, Math 811, Bus 810, English 841 (ESL) and low level reading courses to orient and acquaint students about the array of programs, services and campus resources available at CSM, and to create a greater awareness of counseling services.
- 4.4 Design a presentation on career alternatives for engineering/science students who are not performing academically.
- 4.5 Establish a closer follow-up of probationary students (i.e. did they see a counselor? Did those students act on recommendations given by the counselor?)
- 4.6 Develop and implement a Peer Mentor Program to help integrate new CSM students into the educational system.
- 4.7 Contact students who did not return after their first semester at CSM, identify their educational goal status, and help them return to CSM.

Evaluation

Compare the retention rate of first-time students enrolled in 1996 to those in 1997.

CHAPTER 5 - INSTITUTIONAL CLIMATE

Background

The Subcommittee on Institutional Climate addressed the physical and emotional climate of the campus as factors which affect recruitment, enrollment, and retention. The Subcommittee's assumption is that students who are welcomed by a positive physical, emotional and instructional climate will stay on campus longer and will participate in a greater number of classes and may communicate a positive image about the campus.

Both the Community Needs Assessment and the preliminary information gathered by the Subcommittee indicate that facility and program changes are necessary at CSM to improve the current institutional climate. The physical, emotional and social climate currently at CSM is in need of further assessment and "repair." At the same time, the Subcommittee is optimistic that the environment can be immediately and inexpensively modified so that more students will find satisfaction in participating in activities offered by CSM.

Full documentation of our criteria and recommendations for facility changes are contained in the supplementary document entitled "Campus Climate." The importance of the physical facility on climate has been documented by a recent Master Planning process. The areas of "emotional" and "social climate" are not as well documented.

The Subcommittee began to gather data in a very basic manner: we talked to people. A discussion with the Psychological Services staff was a key session which clarified and confirmed our assumptions that emotional climate directly affects the self-esteem, sense of belonging, social awareness as well as academic success of members of this community. Many of the suggestions and improvements in this chapter are already taking place

Objectives (Physical climate - facility aspect)

Ensure that the aesthetic environment and physical facilities contribute to enhancing the college and work experience of all students, staff and faculty.

Recommendations

- 5.1 Continue to review physical facilities. Relate these reviews to program needs. Continue to identify areas needing immediate improvement. Develop well defined work plans and timelines.
- 5.2 Provide adequate lighting at night and safe paths of travel to ensure a safe and secure learning environment.
- 5.3 Provide unified signage that welcomes, informs and directs users of the campus.
- 5.4 Establish and improve student gathering areas. Students should have opportunities to gather informally and formally outside of the classroom environment.

Evaluation

Current users (students, faculty and staff) indicate by way of surveys and interviews that the campus is clean, safe, comfortable, and welcoming.

Objective (Emotional climate)

Establish a positive, supportive, and healthy emotional climate on the campus.

Recommendations

- 5.5 Establish a high standard of customer service throughout the college. Offer training and support for every member of the campus community.
- 5.6 Encourage open pathways of communication between all segments of the campus community. Foster a campus climate which encourages a sense of belonging, ownership, and pride within the campus community.
- 5.7 Establish a student information/feedback hotline to accept suggestions and disseminate information.

Evaluation

Conduct assessments of campus climate using an instrument previously used in the District.

Objective (Instructional climate)

To encourage cooperative learning environments rather than competitive or individualistic environments.

Recommendations

- 5.8 Provide opportunities to expose faculty to methods for incorporating cooperative learning strategies in the classroom
- 5.9 Encourage the application of cooperative learning in the classroom

Evaluation

Cooperative learning strategies are infused throughout the curriculum

(3) identifying behavioral variables of consumers; and (4) segmenting the market to determine useful target markets.

(1) The Marketing Variables

PRODUCT: The SMCCCD Mission and Goals statement and the CSM Vision 2000 describe the educational product in measurable goals and outcomes, and sets the limits of the market to be served within the constraints of budget, resources, and geographical area.

population were outlined and promotional strategies developed to reach the targeted groups.

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CHAPTER 6 - TARGET MARKETING FOR ENROLLMENT MANAGEMENT

Summary of Marketing Leadership Workshop

Richard J. Pappas

March 11-14, 1996

- What population can we serve? What population do we want to serve?
(Criteria: ability and mission)

We need to refine a clear definition of the target population(s) with sufficient specificity to enable us to identify their **perceptions** and **needs**.

- What programs and services address the target population's needs?

Examine **existing** programs and services, ones that can be **adapted**, those that need to be **created**.

How would we provide the applicable programs and services?

time
place
price

- How do we **communicate** to the target population? (Publicity and promotion.)
- Once we attract members of the target population to the institution, how do we **retain** them?

Always deliver what you promise!!

Treat all people with courtesy, respect and consideration: develop a culture devoted to superb "customer service."

Overview of Target Marketing

The basis for the College of San Mateo Enrollment Management Plan is found in the marketing model: (1) determining the four variables of marketing and establishing their relationship to the product; (2) recognizing the environments in which the market exists; (3) identifying behavioral variables of consumers; and (4) segmenting the market to determine useful target markets.

(1) The Marketing Variables

PRODUCT: The SMCCCD Mission and Goals statement and the CSM Vision 2000 describe the educational product in measurable goals and outcomes, and sets the limits of the market to be served within the constraints of budget, resources, and geographical area.

Maintaining courses and programs which meet community needs, current employment standards, and new developments in technology requires constant course evaluation, revision, and flexibility--all changes in the *PRODUCT*.

PRICE: The selling price of the educational product is primarily set by the State of California. However, price must be a consideration of the costs of providing the educational product, outside funding, and other variables of district income.

PLACE: Where the educational product is to be offered has changed in recent years. Classes may be offered on campus in the traditional manner, through television and/or computer technology, off-site locations, and for special-interest groups in non-traditional locations. The variable of *PLACE* must continue to be evaluated by examining the changing demographics and economics of the community, the technological resources available to the school and to the community population, and to assess what is offered by the competition.

PROMOTION: Promotion, advertising, and developing a favorable community image become the most valuable marketing tools for improving enrollments. Using a target-marketing approach within the context of the marketing environment, we will determine several critical markets and develop marketing strategies appropriate to that market.

(2) The Marketing Environment

The Enrollment Management Plan will examine the community environments in which our market for the educational product exists, and will consider:

- the sociographic environment;
- the demographics of San Mateo County and the Bay Area;
- the economic environment;
- the geographic locations of consumers;
- the technologic development of consumers and college resources;
- the environmental, legal, and political environments; and
- the competitive environment.

(3) Behavioral Variables of Consumers

The marketing model identifies consumer motives for product purchase, and classifies them as being *product-related variables* (cost, benefit, ease of use, rational or value-oriented), *psychographic variables* (cultural, emotional, educational, or related to reference groups--dependent on attitudes and beliefs, and orientation to others/self), *geographic variables* (location and transportation), and *demographic variables* (age, sex, status, income--called "attribute descriptors" or what we might call "type of student."

(4) Market Segmentation

These segmentation descriptions identified above are used to identify the attributes of our target market.⁶

⁶ Enrollment Management, Ronald J. Ingersoll, Macmillan Publishers, 1988, p. 211.

Type of Student:	Traditional and Nontraditional Returning students Undergraduate Professional Major
Attribute Descriptors:	Male/female Geographic Age Income Academic: SAT, ACT, GPA, Rank Race Program preference
Attitude and Beliefs:	Expectations "Ideal" Attractive Single-sex/Co-Ed school
Value Orientation:	Basic Extended Student Family
Orientation to Others/Self:	Parents Peers Friends Other influentials Self Behavior

Utilizing the tools of the marketing model, participants in the Pappas workshop targeted four market segments which appear to meet the criteria of a "useful market."

Non-college-bound high school students who seek immediate employment

High School Latinos

High School Students, Concurrent Enrollment

High School Students who plan to attend 4-year institutions

A *Marketing Plan* was developed for each of these target markets, identifying the target population's reference groups, assumptions of their perceptions about college, what they envisioned as barriers, and what needs would have to be met to allow them to attend College of San Mateo. Products and services which would meet the needs of each target population were outlined and promotional strategies developed to reach the targeted groups.

Marketing strategies have already been implemented to reach the High School Students, Concurrent Enrollment target group, and an increase in the enrollment of this group is apparent even at this early date. Other market segments may yet be identified, and using the tools of the marketing model, promotional strategies could be implemented quickly.