Marketing Research (BA451):

Student Participation in School-Sponsored Events

Upper Iowa University

Summer Zwanziger Elsinger

February 26\textsuperscript{th}, 2017

Research & Analysis Conducted by:

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Student Participation in School-Sponsored Events

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Executive Summary

This report explored the various methods in which Upper Iowa University markets its events to students, and the student response to these methods. The school has struggled in recent years to increase campus participation rates from students, and the purpose of this report was to identify ways in which the university could improve on its communication and event organization practices to enhance the overall level of student involvement, inclusivity, and participation rates. Furthermore, the tracking of student attendance at certain events has been insufficient, and data collection from the school administrators of these events has limited the ability of the school to make improvements on previous events. To surmise, the primary goals of this report were to identify the current methods of event marketing and tracking, and how the school can improve on increasing overall campus involvement.

Understanding the flaws in the current system required a campus survey to better understand the motivations of students in attending certain events, and to gather data on the number of events students actually attended in the first semester of the 2016/2017 school year. The survey was distributed to two classrooms of each of the four schools on campus (business, education, math and science, and liberal arts), resulting in 98 total undergraduate student responses, of which 85 were able to be used. From this survey we were able to make six major categories of findings: (1) current student connection procedures, (2) student awareness of on-campus events, (3) student preference to athletic v. non-athletic events, (4) demography of event attendance, (5) student requests for future events, (6) level of club and organization involvement. The full report will provide a more in-depth analysis of these separate findings, however, the major findings from the survey and interviews conducted by the research team are as follows:

1. Word-of-mouth is the primary medium of creating event awareness amongst students, and while this may be representative of most smaller campuses, it excludes certain students who may not be as socially engaged amongst their peers. Furthermore, the university has recently undertaken a greater social media approach to creating student awareness, and have received positive results from this method. This indicates room for improvement in the current communication procedures.

2. Based off the results of our survey, the two primary reasons for students missing events are that they were “busy” or “wasn’t interested”. This reflects the significant percentage of students on-campus which are athletes, thus having a much more time-consuming schedule. It also highlights the quality of events being held by the university, and presents the fact that the events being held are not of interest to the majority of students.

3. There is a significant preference from students to attending athletic events as opposed to the numerous non-athletic events hosted by the university based on the attendance rates reported by students at these events.

4. There are an extensive number of non-athletic events being held each week on campus, so much so in fact, that it could be oversaturating the level of student interest in such events. Consolidating the number of events, organizations, clubs, and other “non-athletic” pursuits would serve to benefit the overall attendance rates at such events, as well as save the school on the costs of hosting such events.

[Thompson, DeHaven, Danielson, Weeber, LeJeune]
To address these findings, there are a number of things that the campus event organizers can do differently to improve upon the level of campus involvement at Upper Iowa. The recommendations for improvement based off the results and analysis of this survey include:

1. Consolidating the number of organizations and clubs into broader areas of interest which would encourage inclusivity, diversity, and increased campus/community engagement.
2. Offering fewer non-athletic events to save on costs, and in recognition of student demand for such events. Investing more into fewer events per semester will likely increase the level of attendance at such events, and encourage further student involvement.
3. Constructing a more user-friendly and accessible campus schedule for students and community members will make it easier for interested parties to plan ahead to attend such events.
4. Increased marketing on social media platforms such as Facebook, Twitter, and Snapchat will further enhance attendance rates at both athletic and non-athletic events.
5. Provide some form of incentive program to students for attending campus events. Furthermore, working with coaches to incentivize student-athletes to participate in more non-athletic events will further increase attendance at such events.
Student Participation in School-Sponsored Events

Background and Description of Problem

Student participation in on-campus events at Upper Iowa University has been sporadic, and the methods used to track the number of students actually attending the wide variety of events offered by the university have been poorly implemented to track student involvement. We believe that there are ways to improve the levels of student involvement which have not been effectively utilized by Upper Iowa. Campus involvement from students is a primary force in creating a positive and inclusive campus environment, and increased student participation tends to encourage growth in student led organizations and clubs.

The administration has utilized several methods to communicate to students all of the events and organizations that are sponsored by the school through the collective of diverse programs offered, but the reception rate of these events from the students is insufficient. Students often are not aware of an event taking place, or a club that may relate to their interests, until the opportunity for them to take advantage of these activities has been missed. The school has utilized the university e-mail system, event fliers in public spaces, event postings on the school website, and for a short time purchased the services of a company which offers a mobile app aimed to collaborate student event scheduling. So, for no lack of effort, the university has not yet discovered a reliable method of communicating to students all of the events that they have scheduled.

Finally, a large population of students at Upper Iowa are student-athletes with time-consuming schedules, and the vast majority of events that they attend are sports related. Understanding this, and the student’s desire for certain “non-athletic” school-sponsored events will assist the university in scheduling events with higher participation rates, saving the university on costs, and improving the overall student experience.
Main Research Objective

The primary goal of this study was to better understand the motivations for students to attend certain events, as well as to survey the participation rates of students in on-campus events, with the underlying purpose of this study being that we aim to identify ways to improve the school’s campus environment through increased student involvement.
Methodology

Due to the limited time constraints of our research window, we chose to implement random cluster sampling by handing out surveys to classrooms located throughout the four colleges of Upper Iowa University (Business, Math & Science, Liberal Arts, and Education).

We also chose to utilize the resources at our disposal by interviewing three members of the administration of Upper Iowa who specialize in increasing event attendance: Brock Wissmiller (official title), Ravae Canas (official title), and Jake Bass (official title). These interviews were kept relatively brief, and the information pertained was qualitative in nature. The quantitative data that the university had collected from attendance records at a variety of different school-sponsored events lacked organization and we were unable to use it in our analysis.

To encourage diversity of opinion from the entire university population, we distributed surveys to two classes in each of the four colleges throughout campus. This allowed us to collect a useful sample size relative to the overall size of the school population, representing about 11 percent (765 total students on campus). The surveys were distributed by the professors of each class along with an informed consent form with disclosure information. The surveys were then collected by the group to be coded and analyzed. Throughout the first two weeks of February, 2017, we were able to collect 98 total samples, 85 of which were completed correctly (86.7%).
The Sample

The survey collected a sample of 98 responses from a total research population of approximately 765 students on campus. The research group specifically sought out responses from undergraduate students of Upper Iowa University, and elected not to collect survey responses from faculty, staff, or graduate students due to the relevancy of topics discussed in the questionnaires distributed. Of the 98 distributed surveys, 85 were completed correctly and completely. A more in-depth breakdown of our sample is as follows:

The gender distribution of our sample was collection was relatively even, and the higher number of men to women responses is indicative of the total school population as the male-to-female ratio at Upper Iowa is closer to 60:40. Of the 85 responses utilized in our data analysis, 46 of those surveyed were men, and 39 were women.
This chart references the different living situations of the students surveyed, in which 29 responded as on-campus athlete, 23 on-campus non-athlete, 28 commuter-athlete, and only 5 reported as commuter non-athlete.

This chart represents a relatively even distribution between the four classes of undergraduate students at Upper Iowa. 19 reported as Freshmen, 12 Sophomore, 30 Junior, and 24 Seniors took this survey.
Finally, the breakdown of the sample by reported major were categorized into the four schools represented by Upper Iowa University: Business, Education, Science & Mathematics, and Liberal Arts. 26 students reported as business majors, 10 from education, 40 from science and math, and 9 from liberal arts.
Limitations

As mentioned earlier in the methodology section, our research was primarily limited by our limited time to conduct research and analysis. In an eight-week window, we were only able to begin survey collection after the fourth week. Prior to this step in the process we spent four weeks crafting our survey and interview questions, crafting our research design, and seeking approval from the university’s Human Subjects Committee. These time constraints hindered our research to some extent, primarily in our ability to conduct in-depth analysis of some of the factors contributing to the school’s campus participation rates.

Furthermore, the construction of our surveys was quite brief, and in order to collect more useful information from students we would have needed to have included more survey questions to better understand: their level of involvement in campus activities, their opinion of the Upper Iowa campus environment, social engagement outside of campus, etc.

Our interviews were also quite brief, and the information collected from these sessions were quite limited. It may have been effective for us to conduct follow-up interviews after conducting the surveys to collect their interpretation of the results prior to our own analysis.

Finally, one of the more frustrating facets of this research process was the limited amount of data that we were able to collect from the University. Having an accurate and comprehensive attendance chart of the various events orchestrated by the University would have given us extremely useful quantitative data for our research process. Having this information in the future will be one of our leading suggestions to the University for increased campus involvement. Understanding the level of involvement from students is essential in increasing campus participation in the future.
Findings

The results of our survey and interviews revealed some pertinent information and trends which allowed us to make some assumptions about the efficacy of the university’s campus outreach methods. The primary findings of our study can be broken down into several categories: UIU’s current student connection procedural flaws, student awareness of on-campus events, student preference to athletic v. non-athletic events, the demography of event attendance and overall participation, students requests/recommendations for future events, and club and school organization involvement. Understanding all of these varying factors contributing to overall campus participation rates should shed some light on ways in which student involvement can be improved.

UIU’s Current Student Connection Procedures:

After conducting our interviews and surveys, we found how the university markets their events, and how students tend to learn about the upcoming events on the school’s calendar. In our interviews with campus organizers, we found that the majority of their connection procedures for non-athletic events are conducted through e-mail or through fliers posted in public spaces, such as the cafeteria, public bathrooms, and on bulletin boards throughout the four schools.

For athletic events, Brock Wissmiller stated that the majority of marketing for sporting events are conducted through the same methods utilized by the organization “Student Life” for non-athletic events. However, one difference noted in their marketing efforts was the athletic departments efforts to utilize social media platforms to market to both the students and the general public. Brock noted that Snapchat has been incredibly cost-effective, and the use of geo-
filters has provided them with more information about who is attending certain events, as well as generate greater interest in these events. He also noted that Facebook, Twitter, and Instagram have been somewhat effective in increasing campus involvement, however, these methods are subject to the sporting events being marketed.

Students, reported that some of the efforts utilized by the school were somewhat effective, with the methods of posting fliers (44.7%) and utilizing social media (41.2%) having notified students of events. However, word-of-mouth has been the most effective method of increasing involvement amongst students (68.2%).

These results would indicate that there is room for improvement in the university’s connection procedures, and that the continued utilization of social media would further improve the campus involvement. Placing a greater emphasis on additional measures may be more cost-effective to the university, and while word-of-mouth may be an effective way for most to connect to the ongoing scheduling of campus events, it can fail to connect those who are less social or who may not be involved in groups who are made aware of certain events. UIU has
mentioned ways of incentivizing attendance, yet these methods have not been fully implemented and if conducted properly could greatly benefit the university and its students.

*Student Awareness of On-Campus Events:*

The reasoning behind why students are or are not attending events is an important factor in understanding the overall campus involvement as it reflects campus culture and potential scheduling conflicts. With a large population of students from Upper Iowa being student-athletes they are often bogged down with a heavy workload of practices, workouts, team meetings, etc. Pair this with an accelerated term structure, finding free time for student-athletes can be difficult, and the likelihood of students attending a high number of non-athletic events, as well as athletic events can be significantly hampered. Two of our interviewees mention this as one of the primary difficulties in scheduling events and getting high student turn-out rates. The other interviewee noted that most students are disinterested and “unenthused”. The reasons listed by students for missing certain events are as follows:

![Fig. VI: Reasons for Missing Events](image-url)
As the chart above shows, there is significant truth behind the opinions of the school’s event organizers with “busy” and “wasn’t interested” being the two leading causes for students missing events. There are solutions to both of these issues: creating more integrated schedules, or reducing the number of events would assist in working around the busy schedules of students at Upper Iowa, and creating events that will garner greater interest from students through student surveys and record-keeping of attendance at non-athletic events would reduce the number of events in which students do not have interest. There are solutions for both of these issues:

- creating more integrated schedules, or
- reducing the number of events would assist in working around the busy schedules of students at UIU, and creating fewer events that will garner greater interest from students based on student surveys and through proper record-keeping of attendance at both athletic and non-athletic events, will further reduce the number of events in which students do not have interest.

**Student Preference to Athletic v. Non-Athletic Events:**

What is a recurring theme in this research is the preference from students to attend athletic events as opposed to non-athletic events. Brock made note of this in our interview, and also made the reference to the seasonality of certain sports and the different factors impacting attendance rates across the various sporting events:

“Football is strong; don’t have data, but the stands tell the tail. Men’s basketball is good. Women’s basketball does not [do well] ... Games over break, really good crowds (300-400 fans), but no atmosphere... Wrestling is a niche sport, many outside fans and students, overall strong. Challenge for volleyball because it
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competes against football. Baseball/softball is tough with the weather. Do not track attendance with baseball/softball. Soccer is not a popular sport on this campus, but each sport goes and supports one another.”

Overall, the attendance rates at athletic events far surpass those of non-athletic events, and the students surveyed noted that they are generally more interested in these events than the non-athletic events offered:

**Fig. VII: Attendance by Event Type**

<table>
<thead>
<tr>
<th>Athletic Events Attended by Class</th>
<th># of respondents</th>
<th>0 to 3</th>
<th>4 to 7</th>
<th>8 to 10</th>
<th>11+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>19</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Sophomore</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Junior</td>
<td>30</td>
<td>8</td>
<td>10</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Senior</td>
<td>24</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>20</td>
<td>26</td>
<td>16</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Athletic Events Attended by Class</th>
<th># of respondents</th>
<th>0 to 3</th>
<th>4 to 7</th>
<th>8 to 10</th>
<th>11+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>19</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Sophomore</td>
<td>12</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Junior</td>
<td>30</td>
<td>17</td>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Senior</td>
<td>24</td>
<td>21</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>57</td>
<td>23</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

These results relate back to some of the recommendations made earlier in this report, as students generally have less time to attend campus events in general, and tend to make time to support fellow student-athletes. Again, scheduling events which are of greater interest to the general student population will help increase attendance rates at non-athletic events. With the current class scheduling, and the simple reality that most students will dedicate more time to
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athletic events, limiting the number of non-athletic events offered and focusing on making those events more interesting to the typical student will enhance attendance rates.

Demographics of Event Attendance & Overall Participation:

![Fig. VIII: Athletic Events Attended by Gender](image)

![Fig. IX: Athletic Events Attended by Living Situation](image)
Student Participation in School-Sponsored Events

Student Requests for Future Events:

Collecting student requests for future event organization is an essential aspect of the university’s event organizers responsibilities, and in our interviews they mentioned that they conduct student surveys in the spring term of the year prior. While this has resulted in a greater understanding of what students might be looking for, it would also be important for event organizers to understand when students will likely be available to attend events. Adjusting to the
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schedules of students is vital on a campus such as Upper Iowa’s. Reducing the number of non-athletic events will serve to benefit the school in that it will save them money, and it will also benefit the student as they will be able to adjust around their busy schedules to attend a greater number of the campus event offerings.

From our survey results, we found that the leading student requests were in bringing in more comedians, offering greater outdoor pursuits opportunities, bringing in more musical performers, and in conducting more bus trips to outside locations. The results of this particular survey question can be confusing to interpret as they may be subject to the type of event the school may schedule to meet these demands.

![Fig. XII: Student Requests](image)

**Club & School Organization Involvement:**

Another important aspect of overall campus participation rates involve the level of involvement in school-sponsored clubs and organizations. Outside of the various sports that the university offers, there are also a number of extracurricular organizations which exist on campus.
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While the majority of students surveyed reported being involved in some form of club or organization, membership rates amongst the majority of these groups is not sufficient to the goals of these groups. The organizations with the greatest levels of involvement should come as no surprise, with “student-athlete”, “SAAC”, and “APE” being reported as the organizations with the highest participation rates.

![Fig. XIII: Club & Org Involvement](chart.png)

One issue that likely exists with the chart above, and what is representative of a greater systemic issue within the university, is the large number of organizations that exist on campus. Consolidating and compressing some of these organizations into one area of interest would further increase participation rates. For example, this small university has no reason to have so many fraternities/sororities, minimizing the number of these groups would incite more inclusivity within the university.
Appendices

Human Subjects Application:

Upper Iowa University
Application for Approval of a Research Proposal
Using Human Research Subjects
Research Proposal Form

Students, faculty or employees who conduct research involving human subjects must submit research proposals for review and approval by the Human Subjects Committee.

Researcher’s Name: Taylor Thompson, Matt Danielson, Meg DeHaven, Miranda LeJeune, Josh Weeber
Email Address: thompont46@peacocks.uiu.edu Daytime Telephone: (319) 331-2785
Mailing Address: 605 Washington St., Fayette, IA 52142
Faculty _____ Staff _____ Student _____X_____ Other _____

Students identify supervising faculty member: Summer Zwanziger Elsinger

Researcher’s Home Location (Place an “x” by one location only, and if the research is at a center, please identify the center in the space provided.):

_____X_____ Fayette _________ Center _________ Online _________
_____ Independent Study

Please answer the questions below as thoroughly as possible:
1. What is the purpose of your study?

To determine the effectiveness of the Upper Iowa campus organizers to raise awareness of school sponsored events. Furthermore, the study will identify the level of on-campus participation from students, as well as the causes for why there might be less on-campus participation as compared to years past. This study will serve to benefit future on-campus participation from students by identifying what changes need to be made to enhance participation rates in campus events, student organizations, and extracurricular activities.

2. Identify the subject population:
   a. Age Range: 18 to 50
   b. Location of Subjects: (Check all that apply.)
      ___ elementary/secondary schools
      ___ outpatients
      ___ hospitals and clinics
      ___X university/college students
      ___ other special or hospital institutions
   c. Special Characteristics of subject population: (Check all that apply.)
3. Describe the participation required by your research subjects. For example, will the subjects complete a survey, take a test, be observed by you or others, be interviewed by you or others, etc. (Attach a copy of your questionnaire, survey, interview guideline, or other data collection tools.)

Our research will require both a survey, and a series of interviews to gather the necessary data to complete our investigation. The survey will be a general hand-written survey which we will hand out to students on campus. The second portion will be a one-on-one interview with campus event organizers on campus.

3. Describe the nature and amount of risk, or type of substantial stress or discomfort the participating subjects may experience during the research project.

There should not be any level of risk, stress, or discomfort experienced by the participants throughout the data collection process.

5. Will deception be used in your study? (If subjects are not informed of the exact nature of the study before they participate, some form of subject deception is being used.)
   Yes ___  No _X_
   If deception is being used, describe that nature of the deception and your method for debriefing subjects after data are collected.

6. Describe how the participating research subject has the opportunity to ask questions before consenting to take part in the study.

   For those whom will be surveyed/interviewed by our group, they will have ample time before our scheduled meeting to form an opinion and ask questions for the interviewer. Students whom will be handed the survey to be filled out in our presence will be granted the ability to ask the surveyor questions prior to filling out the survey. Interviewees are not required to answer any questions we might have for them, and will have the freedom to back out of the interview at any time if they for any reason feel uncomfortable with the line of questioning.

7. How will the participating research subject be informed of her or his freedom to withdraw from the study at any time without prejudice or concern of a negative consequence?

   The survey forms and interview sessions will be clearly regarded as voluntary, and no subject will be in any way required to fill out the survey or answer any and all questions during an interview. The participants will be made aware of this prior to the interview or survey. Any withdrawal can be done without prejudice or consequence.
8. How will your data be handled, kept confidential, and kept anonymous?

In our reporting, none of the surveys completed by students will include their names as we will not ask them to write their name when filling out our survey. For our interviews, we are interviewing professionals within the university, and would like to utilize their opinions in our report, therefore we will ask to use their names during the interview. If they feel uncomfortable attaching their name to anything they might say during the interview, we will retract and disregard those statements from the report.

9. Will you be requesting verbal consent to participate in the study from the research subject? If yes, describe how you will obtain verbal consent.

No.

10. Attach a copy of your Informed Consent Form.

(See Attachment)

**Forward this form and attachments electronically as indicated below:**
For research which does not meet the criteria for exempt research, the researcher must submit the completed form and attachments to the Department Head of the department from which the research is proposed, or to the School Dean. The Department Head, School Dean shall review the application to determine the type of review necessary.
You will receive a decision that your proposal is approved, or that it will be forwarded to the Human Subjects Committee for a full review, within five (5) working days. If your proposal is forwarded to the Human Subjects Committee, you will receive a decision regarding the research project within ten (10) working days of submission.
Student Participation in School-Sponsored Events

Informed Consent form:

Campus Participation at Upper Iowa

You are invited to participate in a research experiment that explores the level of attendance amongst students at Upper Iowa in on-campus events.

The study is being conducted by Taylor Thompson (thompsont46@peacocks.uiu.edu), Matt Danielson (danielsonm68@peacocks.uiu.edu), Josh Weeber (weeberj19@peacocks.uiu.edu), Meg DeHaven (dehavenm74@peacocks.uiu.edu), and Miranda LeJeune (lejeunem98@peacocks.uiu.edu) under the supervision of Associate Professor Dr. Zwanziger Elsinger.

The objective of the experiment is to identify factors related to the level of attendance at Upper Iowa school sponsored events. This study will serve to benefit future on-campus participation from students by identifying what changes need to be made to enhance participation rates in campus events, student organizations, and extracurricular activities.

Each participant will be asked a short series of questions regarding their opinions and demographics. The survey is expected to take no more than 5 minutes per participant. Participation in this experiment is voluntary, and there is no risk to the participant. Any participant can choose to withdraw from the study at any time without prejudice or consequence. Results will only be seen by the researchers and the advisor. However, participants have the option to be informed of overall general results at the research conclusion.

You are welcome to ask questions regarding the experiment or related concerns at any time. Questions may be sent to: thompsont46@peacocks.uiu.edu

If you would like the results of this study after March 1st, please e-mail: thompsont46@peacocks.uiu.edu

Date: ______________

Signature: ____________________________________________
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Survey Questions

1. Year in school:

2. Major(s):

3. Gender: (please circle) MALE / FEMALE / PREFER NOT TO SAY

4. International Student: (please circle) YES / NO

5. Circle one from each category that best represents you:
   a) On Campus          a) Athlete
   or                    or
   b) Commuter           b) Non-Athlete

6. How many student activities (non-athletic) did you attend first semester of the 2016/2017 school year?
   a) 0-3
   b) 4-7
   c) 8-10
   d) 11+

7. How many student activities (athletic) have you attended first semester of the 2016/2017 school year?
   a) 0-3
   b) 4-7
   c) 8-10
   d) 11+

8. If you were not able to attend certain events, why? (circle any that apply to you)
   a) Busy
   b) Time
   c) Wasn’t interested
   d) Didn’t know about it
   e) Other

9. How do you find out about student activities? (circle any that apply to you)
   a) Website
   b) Fliers
c) word-of-mouth  
ed) Social media  
e) Other

10. What kind of activities would you like to see more of?

11. What time would you like to see more activities scheduled?

12. Are you involved in any clubs or organizations on campus? If so, please list below.

13. Have you been a part of any intramural teams? If so, please list the sports involved in below.
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*Interview I: Jake Bass*

1) What sources do you use to get your ideas for student activities?

“Spring term we put out a student survey for suggestions”

2) Do you use promotions or incentives?

“Free or low cost”

3) What are the best activities/most popular?

“Casino night, NBA games, haunted hay ride”

4) Why do you think it’s hard to get students involved?

“Busy schedules with athletics and classes”

5) What do you think will help increase student participation?

“More weekend trips, working more athletic schedules, not as late as night”

6) How do you advertise your activities?

“Email or flyers, TVs”
Interview II: Ravae Canas

1) What sources do you use to get your ideas for student activities?

“Conference for ideas, Online, brainstorming”

2) Do you use promotions or incentives?

“Yes, candy and other small objects”

3) What are the best activities/most popular?

“Celebrities, hypnotists, and concerts”

4) Why do you think it is hard to get students involved?

“Students don’t have enthusiasm”

5) What do you think will help increase student participation?

“More word of mouth, sharing previous experiences”

6) How do you advertise your activities?

“Fliers and email”
1. Do you think there is any room for improvement for student body attendance at UIU home games?

“100% is the goal. 150 students has been the highest this year (Basketball). 30-40 is the lowest. Advantage of Dorman is that it is small which creates a loud environment.”

2. What sports do you believe excel and which ones do not do as well?

“Football is strong; don’t have data, but the stands tell the tail. Men’s basketball is good. Women’s basketball does not [do well]. A long night to keep fans in there for both games, with 5 hours in Dorman. Do same promos for both games. Games over break, really good crowds (300-400 fans), but no atmosphere. Fans get behind the students. Wrestling is a niche sport, many outside fans and students, overall strong. Challenge for volleyball because it competes against football. Baseball/softball is tough with the weather. Do not track attendance with baseball/softball. Soccer is not a popular sport on this campus, but each sport goes and supports one another. Good at beginning of year, but tough at the end because it gets colder.”

3. Theme nights and promos during halftime and timeouts, do you think that draws in more students?

“Gotten a list of themes that has been successful which the students enjoyed the themes. When Brock first arrived, they took notes w/ what students did when they didn’t have a theme night and looked at what they arrived in. Softball has been strong with the themes, football as well. Learn some here and there w/ what themes works. Doesn’t view promos on how to get someone there, it should be a reward for those who show up. Want to get more promos, struggle with getting sponsors on board around here, need to get more. Would love to have something every timeout. Businesses around here have a finite number of things they can sponsor and give away. Little kid dancers at halftime brings in families. Dance at both games which brings and keeps attendance for both games,
brought good results. Hope is that the fans walk out with the feeling that they had a good
time regardless of the result.”

4. Sports that are challenged at getting attendance, what are some causes that result in lower attendance?

“Soccer and baseball have similar challenges because they are off campus. Softball
benefits because they are visible from south village. Here if baseball or soccer is going
on. Can’t do promos during soccer. Younger American students experience with soccer
is playing FIFA and that is their only experience. Not that much of a passionate sport in
America. The amenities make it challenging. Location is a good thing. People that live
down at the condos make baseball a good attendance. Try to be as liberal as they can
with letting things go, and they do not step in until it is harming one another (baseball).”

5. Do you think the student body that shows up is more student-athletes, non-student-
athletes, or a mix of both?

“Majority is student athletes. A cross support. Men’s and women’s soccer support one
another. Volleyball supports basketball. Students show up for wrestling. Non-
traditional Americans may show up to watch Wrestling or football because their home
country may not have that sport, some student interest from international side. With
student body attendance, do better than most schools with student-athletes, but may do
average or even worse with just normal students being in attendance.”

6. What are some efforts that the athletic department does to make students more aware of
sporting events?

“Cards in napkin holders, easy for football, volleyball, soccer, wrestling, but hard for
baseball and softball because it can change all the time. Social media, dove into
snapchat. Using it more on gameday with the filters and build up followers. Good data
back from filters. Haven’t done much on the website. If it is a gameday for baseball and
the weather changes, we know students are going to be on snapchat, so they will know
that there has been a change. Don’t use Facebook as much, mainly just for community members. Invested some money in Facebook to advertise. Able to Geo-market on Facebook within a 50 mile radius of Upper Iowa with specific wording. In 2 weeks they received 5,000 impressions which shows that many people are interested. That brought in the attendance. Twitter and Instagram, haven’t used any of the marketing tools on there. Just trying to push and stretch the brand recognition. Snapchat filters are just $5-$10 per game. Phenomenal impact. Got all of the video stuff going, just need to get the video site going. Interactive in the future next year with videos of athletes telling fans to come support them. Community members and students feed off of one another’s energy. Goal is to consistently get 600 fans in there. 200 students and 400 community members.”
Research Design Flow Chart:

Increase Participation in Student Activities

Secondary Data

Athletics

Student Life

Community Based Trips

Entertainment Crew

Experience Survey

Identify Reasons for low attendance

Surveys

Secondary Data

Interviews/Questionnaires

Field Experiment