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A MARKETING STRATEGY FOR HIGHER DISTANCE EDUCATION (CASE STUDY ON THE INSTITUTE FOR THE DEVELOPMENT OF LANGUAGE TEACHING PROGRAMS - THE OPEN UNIVERSITY OF INDONESIA)

by

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ABSTRACT

Organizations--in profit, nonprofit, and government sectors--are expected to give balanced attention to their external and internal marketing environments variables. This line of thought leads to the two major purposes for conducting this investigation. The first major purpose was to obtain understanding of marketing strategy for higher distance education institutions, such as the Open University of Indonesia (Universitas Terbuka), by undertaking marketing audit and research. The marketing audit and research could identify several variables in the institute's marketing environments (external and internal). The second major purpose of this study was to develop a strategic marketing plan for Universitas Terbuka's programs, by utilizing the marketing audit and research results.

Triangulation of methodology was employed in investigating the problem being studied. In this case, the data were gathered through the utilization of multiple methods such as observations, interviews, document analysis, and questionnaires. A case study was conducted on one of the Universitas Terbuka's programs, the Institute for the Development of Language Teaching Programs (the Institute).

The research was carried out during June-August 1993. Observations were performed during this 3-month period in the Institute's Central Office, in order to fully understand the complexities of the Institute's program situations. Interviews were conducted with several senior administrators and staff members of Universitas Terbuka and the Institute, using audit template questions, to ascertain their views of the role of marketing activities in Universitas Terbuka, specifically in the Institute's program; and to gather information for the analysis of the Institute's marketing strategy. Document analysis was done on the Institute's official documents to obtain understanding of the Institute's mission, objectives and goals, structure, and marketing activities. Questionnaires were distributed to 400 students and 22 staff, and were completed by 81 students (58 active students and 23 passive students) and 20 staff of the Institute. The questionnaires were designed to identify the perspectives of students and staff members to the marketing activities of the Institute and obstacles in performing marketing activities.

The findings revealed three broad conclusions. First, there was a lack of a thorough and comprehensive marketing orientation on the Institute's marketing activities. The Institute, however, has an appropriate

understanding of marketing and has initiated some marketing activities. Second, there were, generally, positive perspectives among the students and staff on the Institute's marketing activities. Third, there was a lack of internal marketing activities in comparison with the external marketing activities of the Institute's programs. This was demonstrated by a lack of understanding of the Institute's marketing activities among its internal publics, the Universitas Terbuka's staff.

This study resulted in a recommended plan for the Institute's marketing activities. The plan was organized under the audit trail sections from which the Institute's opportunities, threats, strengths, and weaknesses were identified.

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CHAPTER 1: INTRODUCTION

Today, public and nonprofit marketing can be said to have come of age. The trend continues toward greater professionalism in public and nonprofit management. Many public agencies and nonprofit organizations are more skilled and more successful in their marketing efforts (Lovelock & Weinberg, 1989).

Furthermore, Lovelock and Weinberg (1989) noted that:

> Marketing is essentially a proactive function: planning for a future environment that will quite certainly be different from today's; working to make sure that things go right; anticipating those things that might go wrong and either finessing them or making contingency plans for how to deal with potential problems. (p. ix)

Educational institutions such as schools, colleges, and universities are challenged to create more relevant curriculum aimed at good career prospects for students and to maintain a sufficient level of student numbers/ course enrollment, particularly, in order to sustain their status and developmental costs of courses (Lovelock & Weinberg, 1989).

Background of the Problem

The Open University of Indonesia (Universitas Terbuka) is one of the state universities in Indonesia, which can be described as a public sector nonprofit organization. Universitas Terbuka's basic activities are offering post-secondary education programs which are delivered by using a distance education system.

Distance education as conducted by Universitas Terbuka can be examined in at least three ways. It can be analyzed from the standpoint of its teaching-learning systems, assessment systems, and administrative/ organization systems. Most studies that have been done on the Universitas Terbuka have focussed on the teaching-learning and assessment systems. The study of the administrative/organization system is, however, rare. Accordingly, this study attempted to analyze Universitas Terbuka from an administrative standpoint, specifically with respect to Universitas Terbuka's marketing strategy and marketing activities.

Universitas Terbuka has experienced positive achievements regarding student enrollment and graduation. This can be seen from the enrollment and graduation numbers from its establishment in 1984 to the present. According to the Rector of Universitas Terbuka

(Suara Terbuka, 1993), the total number of Universitas Terbuka graduates by 1993 was 9,545 Sarjana (undergraduate) degree program, 33 Diploma 3 degree program, and 11,249 Diploma 2 degree program; with an average of 3,101 graduates per year since 1989, and an average enrollment of 84,051 students per year since 1984 (Universitas Terbuka Student Statistics, 1991). The Sarjana degree program includes 149-160 credit units which equals a 5-year degree program; The Diploma 3 degree program includes 120 credit units which equals a 3-year degree program; and the Diploma 2 degree program includes 70-80 credit unit which equals a 2-year degree program (Universitas Terbuka Catalog 1993). Since the first graduation in 1989, the numbers of graduates have increased between 1.4 - 2.7 times each year (Universitas Terbuka Student Statistics, 1991; Suara Terbuka, 1993).

However, there is little knowledge within Universitas Terbuka regarding students' needs and students' perspectives on programs' performance. The results of several research of Universitas Terbuka identified difficulties being experienced by this institution in fulfilling the students' needs (Dunbar, 1991; Abzeni, 1993; Putra, 1993; Sinar, 1993).

A broader perspective of marketing considering anything that relates and impacts the customer or user, such as customer's needs and how the organization fulfils these needs, falls within the area of marketing (Lovelock & Weinberg, 1989). Therefore, a thorough analysis of both the students' needs and their perspectives on program performance is appropriate. Generally, the analysis of these issues would provide an understanding about the strengths and weaknesses of the programs, which is needed for designing the Universitas Terbuka's offerings. As a result, program designers would, perhaps, be able to develop a strategy for more significant and better program offerings that would fulfil the customer's needs.

Kotler (1975) suggested that effective marketing calls for a whole new orientation for an organization. The integration of marketing and program development requires acceptance and commitment from the institution and the individual programmer and instructor. Furthermore, this strategy requires that a marketing attitude be adopted at the initial stage of program development. It can be said, therefore, that Universitas Terbuka has experienced some success and will continue to do so by developing a sound organization and by adopting a comprehensive marketing orientation.

Generally, the marketing of an educational program is made up of the "four P's" in the marketing mix: Product, Price, Promotion, and Place (where and how the product or service will be made available to the consumer or client). In developing a mix for a market segment, it is assumed that an organization will give "balanced" attention to the four P's elements. Neglect of one or more P's may lead to an unbalanced approach to market decisions (Falk, 1984).

Certainly, a disproportionate emphasis applied to elements of the marketing mix by university personnel could then signal difficulties for the programs. In the case of Universitas Terbuka, a thorough and comprehensive study of the educational program's marketing activities and environments is necessary in order to identify whether or not the educational programs have balanced approaches to elements of the marketing mix. With this information, the programs planners would be able both to develop an appropriate marketing strategy and to plan for future activities.

Statement of the Problem

Unbalanced Approach to Marketing Mix

Several studies in the Universitas Terbuka setting have indicated that this institution has not had a balanced approach to marketing mix elements, that is product and services, price, promotion/communication, and placement/distribution (Dunbar, 1991; Putra, 1993; Sinar, 1993; Abzeni, 1993). These research findings revealed that Universitas Terbuka has encountered some difficulties in performing its functions, such as in the following areas: products (course materials, audio-video tape programs); academic and supporting services (registration, academic counselling, examination process, tutorial, library references); communication and information process; and distribution.

To date, Universitas Terbuka has given primary attention to the development of study programs (degree and non-degree), course materials (modules, audio-video tapes), and examination. Unfortunately, the other marketing mix elements, such as student services, pricing policy, communication (promotion, public relation), and placement/distribution have been given minimal attention.

In addition, due to conditions such as the fact that Universitas Terbuka is a relatively new university (Universitas Terbuka was established in September, 1984) and it is the only distance education university in Indonesia (with no "direct competitors"), Universitas Terbuka has given minimal consideration to an assessment of the use of marketing analysis needs, either within Universitas Terbuka's internal publics, or between the organization and its external publics. In this case, Universitas Terbuka lacks a comprehensive marketing orientation.

However, Universitas Terbuka's current structure is ideally suited for establishing more coherent and consistent marketing activities. For example, the current Universitas Terbuka operational organizational structure includes the Bureau of Collaborative Activities (under coordination Vice Rector III, see Appendix G), which is responsible both for identifying the possibility of and for conducting collaboration or partnership activities with other institutions (public and private, domestic and foreign). In addition, significant resources have been allocated to initiate several marketing activities, such as public relations and promotion activities.

Marketing Environmental Changes

There are significant influences of both the external environment and the internal environment on Universitas Terbuka's development. As for the external environment, there is increasing pressure on the university to expand its activities and to improve its quality offerings, pressures by such groups as government institutions, community group members, and potential students (i.e. senior high school graduates) to make the distance education offered by Universitas Terbuka more accessible. In this case, Universitas Terbuka has developed collaborative activities with a number of institutions and agencies (government and private), for instance: Ministry of National Defense (Armed Forces), Ministry of Agriculture, Ministry of Tourism, Ministry of Post and Telecommunication, Ministry of Religion, Ministry of Public Works, Ministry of Manpower, Directorate General of Regional Development, Directorate General of Higher Education, Indonesian Chamber of Commerce, Newspaper Agencies, private and government television and radio programs. These institutions and agencies have played significant roles in the enrollment and operational activities of the Universitas Terbuka's programs; for instance, they not only are potential customers but also provide facilities (laboratories and libraries) for Universitas Terbuka's students. It can be concluded that there is an increasing awareness in society of the role of the higher distance education system. This awareness has given rise to an enormous number of students who desire further education degrees in order to remain competitive in the job market.

A further concern for the university's programs is the increasing competition within the post-secondary education market for particular courses or programs. There are several educational institutions in Indonesia which offer distance education programs, both in private and public sectors (Suparman, 1992); for example, Multimedia management course by the Institute of Management Education and Training (IPPM, a private institution), Banking Education course by the Institute for Indonesian Banking Development (LPPI, a government business institution), and Religion Teacher Upgrading program by the Ministry of Religion (a government institution). Even though they do not possess the degree of maturity and flexibility that the Universitas Terbuka program has (in terms of variety of programs, state university status, and geographical spread/coverage), they do pose a present and potentially significant threat to Universitas Terbuka's programs.

These external environmental pressures have a significant impact on the internal environment. For instance, a lack of resources, human (skilled staff members), financial, and technological, would have a negative impact on the ability of the university to develop programs that fulfill the market's needs and desires. Indeed, as suggested by Kotler (1973), there is a need for more involvement of faculty members, sessional instructors/ tutors, and upper/lower administration personnel in the marketing activities since the human resources of the organization is an important element in the implementation of marketing activities. In the case of Universitas Terbuka, faculty and staff should be involved in developing and implementing marketing strategy.

The Need for Research on the Marketing Strategy and Marketing Activities

Apparently, in Universitas Terbuka, no comprehensive research has yet been done on the marketing strategy and activities. No study was found that has investigated the overall marketing environment variables (external and internal) within Universitas

Terbuka's programs. Accordingly, conducting a comprehensive marketing research in Universitas Terbuka's program is appropriate.

Purpose and Scope of the Study

The purpose of this study was to conduct a marketing audit and research of a post secondary distance institution, using a multiple method research approach. By conducting a marketing audit and research, several variables in the marketing environments of the organization, such as external environment, internal environment, marketing system, and marketing activities may be identified. Accordingly, this study can be used as a basis for further study at a broader university level.

> By definition, the marketing audit is "a systematic, broad-based, independent review of an organization's programs and activities. An audit helps to review and evaluate performance and to identify and suggest opportunities and threats. An audit can cover the organization's external environment, internal environment, marketing system, and marketing activities" (Lovelock & Weinberg, 1990, p. 61).

An audit would be able to determine the marketing needs of the organization on the basis of which a strategic marketing plan for the organization could be designed. In particular, this study might provide an understanding of the marketing strategy and marketing activities in the broader setting of a distance learning institution, such as Universitas Terbuka.

A single Universitas Terbuka program was selected: the Institute for the Development of Language Teaching Programs (the Institute). The Institute is under the coordination of the Faculty of Social and Political Sciences. Further description of the composition and operation of this institute is provided in Chapter 3. One program was selected due to budget constraints for this research project.

Research Overview

Rationale for the Study

The intent of this study was to conduct a marketing audit of the Institute for the Development of Language Teaching Programs of Universitas Terbuka. As the focus of attention is on marketing activities of the program, this study may provide the means to develop a strategic marketing plan.

Although many authors have written on the subject of marketing strategy and plan, for the Universitas Terbuka, no comprehensive study was found that has investigated the marketing strategy and system which is appropriate within Universitas Terbuka's organizational setting. This study, therefore, may be useful as basic and preliminary research for further studies in the broader context, such as the faculties, regional centers, and central office within Universitas Terbuka's environment and post-secondary educational institutions in general.

The marketing audit activities in this study may also provide a broad and comprehensive picture of the program's external environments (macroenvironment, markets and customers, competitors, and other external publics), internal environments (mission, objectives and goals, resources, and strategy), marketing system (role of marketing, information-planning-control system, and resource allocation), and marketing activities (product, price, place/distribution, and promotion/communication). Accordingly, the development of an appropriate strategic marketing plan would be possible.

Additionally, this study utilizes triangulation of methodology, involving both qualitative and quantitative research methods, as a partial solution to understanding the complexity of the problems in this study (that is, both the marketing strategy and the marketing activities). First, this investigation used a case study approach to identify the marketing strategy of the Institute for the Development of Language Teaching Programs of Universitas Terbuka. In this case study, a variety of qualitative research methods were employed, such as observation, interview, focus group discussion, and document analysis. Second, this inquiry collected quantitative data from students (active and passive) to gain more understanding about their perspectives and needs of the Institute's marketing activities.

Research Questions

Data were collected to address three broad research questions related to the marketing activities of the Institute for the Development of Language Teaching Programs of Universitas Terbuka:

1. How do faculty and staff in the Institute's program perceive the marketing activities within its internal and external environments? How do faculty and staff in the Institute's program view the variables in the marketing mix equation (product, price, promotion/communication, and placement)? The study investigates

the faculty and staff members' perspectives on the marketing activities;

2. How do the clients perceive the Institute's marketing activities? The study investigates the students'/participants' perspectives on the Institute's marketing activities;
3. How do the internal publics (Universitas Terbuka staff members) perceive the marketing activities of the Institute's program? The study investigates the internal publics' perspectives on the Institute's marketing activities.

Definitions of the Terms

Distance Education. Keegan (1991) described distance education as a form of education characterized by:

> a. the quasi-permanent separation of teacher and learner throughout the length of the learning process (this distinguishes it from conventional face-to-face education);
> b. the influence of an educational organization both in the planning and preparation of learning materials and in the provision of student support services (this distinguishes it from private study and "teach-yourself" programs);
> c. the use of technical media-print, audio, video, or computer to unite teacher and learner and to carry the content of the course;
> d. the provision of two-way communication so that the student may benefit from or even initiate dialogue (this distinguishes it from other uses of technology in education); and

> e. the quasi-permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialization purposes. (p. 44)

Marketing and Marketing Audit. Lovelock and Weinberg (1989) noted that:

> Marketing is concerned with the process by which people adopt, maintain, or discard patterns of behavior or accept ideas and beliefs that are often precursors of behavior. Marketing is more than just a set of activities concerned with research, planning, program development, and implementation. It is a bridge linking the organization with its external environment, providing orientation toward customers and other constituencies, and helping management to position its efforts against those of competitive forces. (p. 9)

Philip Kotler (1982) defined marketing management as:

> the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offerings in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate, and service the markets. (p. 6)

The marketing audit, as defined by Lovelock and Weinberg (1990), is:

> a systematic, broad-based, independent review of an organization's programs and activities. An audit helps to review and evaluate performance and to identify and suggest opportunities and threats. An audit can cover the organization's external environment, internal environment, marketing system, and marketing activities. (p. 61)

Marketing Plan and Marketing Strategy. "The marketing plan is a systematic way of organizing an analysis of a market, an organization's position in that market, and a program for future marketing activities" (Lovelock & Weinberg, 1990, p. 105).

In building a marketing plan, several different strategies must usually be constructed before the best one is chosen. In this case, marketing strategy is defined as "the means by which the organization (or its components) achieves its marketing goals" (Lovelock & Weinberg, 1990, p. 109). In fact, different markets require different marketing strategies.

Limitations of the Study

The qualities of credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) must be established for each case study to ensure the academic integrity of the study (Lincoln & Guba, 1985).

It was realized that this study might have a number of limitations that might affect the validity of the results. Firstly, there are several limitations of the case study as a qualitative research method, such as the subjectivity of the researcher and the limited opportunity of generalizing the research findings. In this case, a purposeful case study subject, that is the Institute for the Development of Language Teaching Programs of Universitas Terbuka (the Institute), must be carefully analyzed in order to allow for transferability of the findings to any other context.

Secondly, the study was operated on a constrained timeline, a 3-month period. A longitudinal study would be better than a 3-month long research as the outcomes of success may not manifest themselves in such a short time frame.

In light of the aforementioned limitations, triangulation of methodology was employed in this study. Triangulation means using several different kinds of data collection methods (Patton, 1987). In this case, the investigation included qualitative and quantitative research methods. A more detailed explanation of triangulation research methods is presented in the research methodology section (Chapter 3).

In the application of triangulation research methodology, several steps were undertaken. The first step was establishing an audit trail as the main instrument of this inquiry. The audit template (See Appendix A) outlines the audit trail for this study. In addition to this audit template, the audit criteria (See

Appendix B) and research questionnaires (See Appendices C to F) were developed to provide appropriate explanations for the three research questions in this study. The audit criteria and the research questionnaires were generated from the Audit Template.

The second step in triangulation research methods was conducting interviews and observations. This refers to identifying those characteristics and elements in the situation that are most relevant to the problem being pursued (that is, by focussing on the Institute's marketing activities). This would be achieved through informal interviews and observations as the project progressed (Lincoln & Guba, 1985).

CHAPTER 2: REVIEW OF THE LITERATURE

This chapter offers an overview of the concepts of marketing strategy for nonprofit organizations, specifically that relate to educational institutions such as higher distance education institutions. Attention is focussed on marketing strategy, marketing audit strategy, and marketing plan strategy for nonprofit organizations.

Marketing Strategy for Nonprofit Organizations

Marketing is no longer considered to be a radical approach to solving problems of the public and nonprofit organizations. In the 1990's, increased privatization of the public programs, renewed interest in voluntarism, growing appreciation of the potential role of marketing in international social programs, and decreased support from traditional sources have converged to expand dramatically the importance of nonprofit marketing (Kotler & Andreasen, 1991).

The aforementioned situation suggested that nonprofit organizations should employ marketing concepts and strategies in order to be able to survive and to compete in the business arena. Apparently, without an appropriate marketing strategy, nonprofit organizations will have difficulty to compete in the era of customer oriented market.

Marketing strategy can be defined as the means by which the organization (or its components) achieves its marketing goals. In building a marketing plan, usually, several different strategies must be constructed before the best one is chosen. This notion also suggested that different markets require different marketing strategies (Lovelock & Weinberg, 1989).

Similarly, Kotler and Turner (1993) mentioned that "marketing strategy comprises the broad principles by which marketing management expects to achieve its business and marketing objectives in a target market. Marketing strategy consists of basic decisions on marketing expenditures, marketing mix, and marketing allocation." (p. 70)

The aforementioned definitions suggest that, in order to achieve its marketing objectives, the organization's marketing strategy should include elements such as: positioning, marketing expenditures and allocation, marketing mix, and contingency strategy.

Firstly, positioning is the fundamental statement of what the organization and its offerings represent to chosen market segments. Positioning, as defined by

Kotler and Turner (1993), is the act of communicating the organization's offerings so that it occupies a distinct and valued place in the target customers' minds. Positioning calls for the company to decide how many differences and which differences to promote to the target customers.

The positioning strategy is vital not only for reaching the consumers, but also for directing the organization's management; it provides a focus for management efforts (Lovelock & Weinberg, 1989). Successful positioning is a three-step process. First, the organization should identify its target segments. The organization may try to appeal to more that one group at a time (such as based on time frame, geographical, or demographical characteristics), although programs attempting to do so may fail to satisfy any segment sufficiently. If a university, for example, tries to develop one program for both full-time and part-time students, problems of coordination will need to be considered. Further, the management should set the organization's competitive stance in each of target segments. Depending on the segment, the competition can vary considerably. The final step in positioning is to establish the usage incentive. This would involve describing the primary benefits that the organization is going to offer its current and potential users in each segment (Lovelock & Weinberg, 1989).

Secondly, marketing management must decide what level of marketing expenditures and allocation is necessary to achieve the organization's marketing objectives. In this case, the organization should analyze the marketing work required to achieve a given marketing objective; the result is the required marketing budget. The organization also has to decide how to divide the total marketing budget among the various tools in the marketing mix (Kotler & Turner, 1993).

Thirdly, attention must be paid to the marketing mix, namely, the set of marketing tools that the organization uses to pursue its marketing objectives in the target market (Kotler & Turner, 1993). In other words, marketing mix is a set of activities that support the marketing objectives and goals of the organization. McCarthy (1981) popularized a four-factor classification of the tools called the four P's: product, price, promotion, and place (i.e., distribution).

The most basic marketing-mix tool is product which is defined as anything that can be offered to a market for attention, acquisition, use, or consumption that might satisfy a want or need. Most products are physical goods, such as books, audio-video tapes, bulletin, and catalogs. However, services (such as counselling and other student support services), activities, ideas, well-known persons, places, and organizations are also products (Kotler & Turner, 1993).

A critical marketing-mix tool is price, namely, the amount of money that customers have to pay for the products (goods and services). In the post secondary educational market examples include education tuition fee, course material fee, and examination fee. Price is the only element in the marketing mix that produces revenue; the other elements produce costs (Kotler & Turner, 1993).

Promotion (communication), another key marketing-mix tool, stands for the various activities the organization undertakes to communicate information about its products to its customers and to persuade target customers to buy them. Communication and promotion activities consist of advertising, direct marketing, sales promotion, and public relations (Kotler & Turner, 1993).

Place (i.e., distribution), the fourth marketing-mix tool, stands for the various activities the organization undertakes to make the products easily accessible and available to target customers. In today's economy, most producers do not sell their products directly to the final users; between producers and final users stand a host of marketing intermediaries performing a variety of functions and bearing a variety of names. Some intermediaries, such as representatives, banks, postal services, and transportation companies, search for customers and assist in the performance of distribution (Kotler & Turner, 1993).

Fourthly, a marketing plan should include contingency strategies, since it is difficult to predict the future precisely. In such case, the management should anticipate major surprises and be prepared for them. Knowing the possible surprises provides a big advantage, because well-thought-out and timely contingency strategies that were prepared beforehand are available immediately (Lovelock & Weinberg, 1989).

Marketing Audit Strategy

This section provides an overview of the nature and purpose of the marketing audit and the design of a marketing audit.

Nature and Purpose of the Marketing Audit

Management often reviews and appraises the effectiveness of such individual marketing activities as promotion programs, the product line, and the pricing policy, but they usually evaluate each element separately and at a different time. What is lacking is an integrated appraisal encompassing a broad range of marketing issues and executed in accord with a planned program and schedule. The marketing audit is designed to meet this need (Lovelock & Weinberg, 1989).

Marketing audit is defined as "a comprehensive, systematic, independent, and periodic examination of an organization's marketing environment, objectives, strategies, and activities with a view of determining problem areas and opportunities and recommending a plan of action to improve the organization's strategic marketing performance" (Kotler & Andreasen, 1991, p. 80).

In the same way, Lovelock and Weinberg (1989) define marketing audit as "a systematic, broad-based, independent review of an organization's programs and activities. An audit helps to review and evaluate performance and to identify and suggest current and future opportunities and threats. An audit can cover the organization's external environment, internal environment, marketing system, and marketing activities." (p. 61)

In other words, an audit is an independent, objective appraisal and review of an organization. This means, ideally, that the person or group who conducts the marketing audit is not affiliated with the organization. The main reason for using outside auditors is to preserve the independence and objectivity of the audit (Lovelock & Weinberg, 1989). It was also suggested that a marketing audit is carried out by an auditor who gathers information that is critical to evaluating the organization's marketing performance. The auditor collects secondary data and also interviews managers, customers, dealers, salespeople, and others who might throw light on the organization's total marketing operation and performance. The auditor cannot rely on an internal management opinion, and must seek the opinions and evaluations of outsiders regarding the organization (Kotler & Andreasen, 1991).

There are <u>four steps in conducting the actual audit</u> (Lovelock & Weinberg, 1989): the first step is <u>determining/setting the scope of the audit</u> (with relevant senior administrators). This is very crucial step, since an audit cannot probe all issues in equal depth, so priorities need to be established at the outset. This first step is also the point at which to ensure all parties agree on what is expected from the audit. Therefore the auditor should develop and share the audit criteria (See Appendix B) with all parties who involved in the study.

The second step is the preliminary review of situation and re-definition of scope. This step allows the auditor to confirm that the originally conceived framework for the audit is sound, before moving on to undertake extensive data collection.

The third step is conducting data gathering and analysis. The auditor usually has to collect both primary and secondary data. In this case, the auditor will need to supplement written data with personal interviews with both organizational members and outsiders.

The final step is completing report writing and audit presentation. The auditor and management should agree on the appropriate format for these steps. It is the auditor's task to ensure that both the oral and written presentations are designed so that management and board members will understand the significance of the findings and take appropriate action.

Kotler and Andreasen (1991) suggested that the marks of a good marketing audit are as follows:

* Comprehensiveness. The audit investigates all the key dimensions of the organization's marketing program;
* Objectivity. This includes objectivity which is based on valid internal and external secondary data; replicated, or cross-checked with other observers; and, based on a valid and reliable research methodology;
* Timeliness. The audit should be based on up-to-date inputs and information;
* Usefulness. The report of the audit should be delivered in time to meet management decision-making needs; the recommendations should be relevant, affordable, and feasible; and
* Clear Communication. The final report should be simply and clearly written; prefaced by executive summary; illustrated with forceful and necessary graphics; be concise and understandable; and supplemented by necessary documentation and appendices.

Design of A Marketing Audit

A marketing audit should follow a four-step structure (Lovelock & Weinberg, 1989). The audit starts with the external environments that effect the organization either now or in the future. From there, the audit moves to the internal environments, to identify and evaluate the organization's resources and limitations, the strategy, and the mission, objectives and goals it seeks to achieve. Next, the audit moves to the marketing system that the organization has built to implement marketing strategy and to manage tactical marketing activities. The last step of an audit is activity analysis, which is the examination of such marketing areas as products, pricing, communication/ promotion, and distribution/place, and which can also include areas such as fund raising and enrollment (Lovelock & Weinberg, 1989).

External Environments

A marketing audit usually begins with examination of the external environments that are currently or potentially important to an organization. These include the macroenvironment, markets, other publics, and competitors (Lovelock & Weinberg, 1989).

Macroenvironment. For higher distance education institutions, one of the macroenvironment factors in its organizational setting is technological trends. In dealing with the development process of distance education, Sweet (1989) has pointed out that:

> Technological advances and a desire to create innovative learning systems have been cited as underlying the emergence of distance education. Furthermore, the government and educators recognized the need for change in the post-secondary education system, in order to meet the challenges of an economy driven by technological innovation, a dramatically altered social structure due principally to an aging population and workforce, and a significant shift in the ethnic and cultural composition of the country. Central to this view of change is the ideal of lifelong learning and the derivative concepts of accessibility and openness. (p. 3)

In the case of Universitas Terbuka, as one of higher distance education institutions, the objective of the university is to make the program available to as many students as possible and to secure the resources of faculty, technology, and support staff in developing high quality education. The achievement of this objective is possible in a number of ways, including development of an educational system which is accessible to a large number of students and which has a high degree of flexibility in enrollment.

This commitment has caused Universitas Terbuka to develop an education system which is suitable to the aforementioned situation, that is, a distance learning system. In this format of education, the use of multimedia in delivering course material plays an important role. One of the reasons for the importance of the role of multimedia is the separation of teacher and learner. In the case of Universitas Terbuka, the students are spread in all over the provinces of Indonesia, so, in delivering the course content, the teacher should employ technical multimedia such as printed materials, audio-video tapes, and radio and television broadcasts.

The other macroenvironment factors are socio-economic-political trends. There are several significant influences of the socio-economic-political environment on the Universitas Terbuka's program development. As for social factors, there is significant pressure by groups such as the public, business, and government institutions on the University to be accountable, relevant, and consultative. For instance, the learners have increasing needs and standards; they demand up-to-date, high quality course materials that make use of current technology.

Economic factors have had an influence where present economic circumstances (such as: increasing competition in gaining financial support from the public, the private, and the government sectors; the rapid change of requirements in the work place) require the program to continue practising careful management of its human and financial resources, and, simultaneously, to improve the quality of services and efficiency of operation. Indeed, these economic problems could have increased the program emphasis on fund-raising activities and on becoming more entrepreneurial in setting and obtaining grants.

Finally, political trends also played a significant role in the program development. For example, government commitment to establish more practical higher education programs has forced the University to develop collaborative activities with other institutions and agencies. In this case, the program views cooperation and collaboration among and within organizations as healthy and desirable, and for the users' benefit.

Markets (Users, Customers, and Targets). The markets of Universitas Terbuka's programs include the University's faculty, administrative/office staff, sessional instructors, and examination markers. All of these people, ideally, should have put great energy into developing, up-dating, teaching and evaluating the University offerings.

In this case, a strong and productive relationship among internal members should exist in most activities. These kind of relationships help to ensure that the University's programs contents and directions are consistent with the standards and priorities that have been set by the University.

Several studies in the Universitas Terbuka setting (Abzeni, 1993; Dunbar, 1991; Putra, 1993; and Sinar, 1993) suggested that the University needs to strengthen the understanding of its internal publics of the role of Universitas Terbuka as a higher distance education institution and of the characteristics and behavior of its learners. The studies revealed that the University has encountered difficulties in performing activities, specifically in regard to student services activities.

One of the best ways to strengthen the understanding of its internal publics is by developing an internal marketing strategy. Developing an internal marketing strategy is a powerful way to enhance the image of distance education within the program itself. One benefit of the increased academic recognition of distance education and learner's behaviors would be to increase the motivation of the staff to participate in the program's development.

Competitors. There is increasing competition in the market for distance higher education programs. There are both profit and nonprofit sector institutions which offer particular courses or programs at a distance. Accordingly, these institutions can be seen as competitors. Even though they do not possess the degree of maturity and flexibility which the Universitas Terbuka possesses, they do pose a present and potentially significant threat to the University programs (See Chapter 1; Suparman, 1992).

Other External Publics. The other important public groups who have a significant impact on the finances and operational efficiency of the program are:

* Field agencies around the provinces and Regional Center Offices;

* Ministry of Education and Culture; and
* Collaborating Educational Institutions, such as state universities and colleges, and financial assistance institutions in Indonesia and abroad (See Chapter 4).

Universitas Terbuka has developed collaborative activities with these external institutions/agencies. In this case, the University views partnership, cooperation, and collaboration among and within organizations as healthy and desirable, and for the users' best benefit. Through these collaborative activities, the University is able to respond quickly to changes in standards and practices in educational programs, especially regarding the professional development program.

Internal Environments

After completing the examination of external environments, the next step of the marketing audit is to review and evaluate the internal environments of the organization. There are four variables in the internal environments: (1) the organization's core mission; (2) objectives and goals; (3) resource analysis; and (4) marketing strategy (Lovelock & Weinberg, 1989).

(1) Mission and (2) Objectives and Goals. Kotler and Andreasen (1991) suggested that a marketing program

must adjust to both internal and external realities. The principal internal reality is where the organization as a whole wishes to go. This means, the organization should have

a. determined the organizational level long-term culture and mission;
b. determined the organizational level long-term and short-term objectives and goals;
c. assessed the organization's likely future external environment; and
d. assessed the organization's present and potential strengths and weaknesses.

Furthermore, plan formulation involves the organization in determining an appropriate mission, objectives, and goals for the current expected environment (Kotler & Andreasen, 1991; Simerly, 1989). The terms are distinguished (Kotler & Andreasen, 1991; Lovelock & Weinberg, 1989; Simerly, 1989) as follows:

* <u>Mission</u> is a short statement that provides the overall reason for the existence of an organization. It should be inspirational, address how the organization serves society, and be of a visionary nature so that it can provide direction for years to come; in other words, the mission is the basic purpose of an

organization. The mission statements, usually, are not easily measured; for example, the Universitas Terbuka's mission statements include "to produce university graduates with the expertise required in the various fields of the national development of Indonesia" (See Chapter 4);

* Objectives and Goals are a series of statements that set direction for a wide variety of events in the organization. Although some authors distinguish the terms of objective and goal, in this paper, the author uses the terms interchangeable. Objectives and goals are the major variable that the organization emphasizes; they are specific and can be measured in time and space; for instance, the human resource management goal of Universitas Terbuka is the continued professional and academic development of all staff.

Good mission, objective and goal statements share a number of similar criteria as follow:

a. The mission, objectives and goals statements should be clearly stated;
b. The mission, objectives and goals statements should be market-oriented and feasible;
c. The mission, objectives and goals statements should

be well-communicated to internal and external publics;

d. The mission, objectives and goals should be well-understood throughout the program staff members;

e. The mission, objectives and goals should be ranked in order of priority and should be selective and devoted to important issues;

f. The mission, objectives and goals should be appropriate to a given program's resources and opportunities; and

g. A performance measurement should be in place in tracking its progress in key result areas (See Appendix B).

(3) Resource Analysis. In the resource-analysis stage of an audit, the primary purpose is to identify the major strengths and weaknesses of the organization and assess them relative to its marketing strategies and programs. In this stage, the auditor examines the financial, human, technical, and physical resources of the organization (Lovelock & Weinberg, 1989).

Financial resources are obviously important. Many a sound marketing program has failed because the organization has run out of funds. In evaluating human resources, the auditor is concerned not only with the number of people, both part-time and full-time staff, available to the organization, but also with their management ability, professional skills, and future potential. The relevant technical and physical resources can vary from organization to organization. For a nation-wide operating distance education institution, such as Universitas Terbuka, the technical and physical resources include the course material production system (publishing house and studio), the distribution system, and the computer system (Lovelock & Weinberg, 1989).

(4) Strategy. As noted by Lovelock and Weinberg (1989) "strategy is the means by which the organization seeks to reach its objectives" (p. 60). The first step in this component of the audit is to identify and to determine the organization's core strategy. The next step is to determine the appropriateness of the strategy for the organization, given the earlier review of the internal and external environments. The final step in this component is to determine whether or not major resource-allocation decisions are consistent with the organization's strategy.

Analysis of the Marketing System

The next step in the marketing audit is to review and to evaluate the marketing system of the organization. There are four variables in the marketing systems: (1) role of marketing; (2) marketing organization; (3) information, planning, and control system; and (4) resource allocation (Lovelock & Weinberg, 1989).

(1) Role of Marketing. Rosenberg (1977) pointed out that all organizations, including profit, nonprofit, and governmental sectors, should practice marketing, whether they are small or large institutions. Furthermore, Rosenberg (1977) noted that there are three major challenges of marketing within organizations:

a. The challenge of satisfying consumers; since everything an organization does affects consumers, every person in the organization must have at least some awareness of the marketing concept;
b. The challenge of conserving and expanding organizational resources; the lifeblood of all organizations, both profit and nonprofit, is productivity--how well they use their resources. Only organizations with sufficient output can remain healthy and meet their obligations to the public; and
c. The challenge of maintaining standards of social responsibility while coping with other basic tasks; this is the final task of any marketing performance. An organization that meets this challenge without forgetting the other two must make hard decisions, since a focus on social responsibility removes the organization from its immediate interests. However, it takes the

> organization into greater participation with government, competitors, and consumer representatives to redefine and enhance the marketing system. (p. 17-18)

As referred to in the aforementioned statement, it has been suggested that all organizations--including profit sectors, not-for-profit sectors, and governmental sectors--should practice marketing, whether they are small or large institutions. It is, therefore important for the organization to maintain a marketing orientation among its staff members.

Kotler (1979) indicated, as well, that marketing is not just a business function, it is a valid function for nonbusiness organizations as well. In other words, most organizations have marketing problems and, therefore need to understand marketing.

In addition, Lovelock and Weinberg (1989) also noted that, in a marketing-oriented institution, marketing is recognized as much more than mere promotion, indeed, marketing is the management function that most explicitly links an organization to its external environment--not only to its current and prospective customers, but also to its funding sources and other relevant constituencies (See Chapter 1).

A particular problem in analyzing the marketing system, especially marketing's role in the organization, is that many nonprofit organizations either do not acknowledge that they have a marketing function or refer to it by other names (Lovelock & Weinberg, 1989). For example, in Universitas Terbuka, the organization units that conduct particular marketing activities are the Bureau of Student Affair Administration, the Bureau of Collaborative Activities and the Communication Unit.

The first stage in this component of the audit is to define the role of marketing in the organization. The auditor should identify whether or not there is a senior staff who is formally responsible for marketing activities. If this is the case, a senior staff could have sufficient impact on the organization's strategic decision making and can insist that the entire organization adopt a customer orientation. The following stage is, therefore, to identify whether or not there is a customer orientation within the organization staff member. The final stage is an examination of the responsibilities of the marketing function within the organization (Lovelock & Weinberg, 1989).

(2) Marketing Organization. The marketing organization itself must also be examined to see whether or not it is structured to meet the needs of customers

and other publics while still being consistent with the necessity of the organization to produce and deliver services efficiently. The audit of the marketing system should also examine the interrelationship between marketing and other departments within organization (Lovelock & Weinberg, 1989).

(3) Information, Planning, and Control System. The marketing audit should examine both the planning and the control systems in use by the organization. An auditor should observe whether or not a marketing-information system exists and should examine whether the system provides managers with timely, accurate, relevant data that can be used for strategic and tactical problem identification, understanding, and resolution (Lovelock & Weinberg, 1989).

Kotler and Andreasen (1991) mentioned that:

> A marketing information system is a continuing and interacting structure of people, equipment, and procedures designed to gather, sort, analyze, evaluate, and distribute pertinent, timely, and accurate information for use by marketing decision makers to improve their marketing planning, execution, and control. (p. 226)

The aforementioned statements suggest that nonprofit managers need timely, accurate, and adequate market information as a basis for making sound marketing decisions. A good information, planning, and control system of an organization can be assured when: (a) the program has a marketing planning and control system; (b) the system is well-conceived and used effectively; (c) the system is formalized in written plans and is it periodically reexamined for its usefulness (generated from Appendix A).

(4) Resource Allocation. As revealed by Lovelock and Weinberg (1989), an important aspect of planning and control systems concerns the manner in which resources are allocated to different programs and marketing-mix elements. Each marketing mix element and program should have a set of clearly specified objectives. The auditor should, therefore, identify whether or not the resources are allocated in accordance with the marketing objectives.

Lovelock and Weinberg (1989) also noted that the resource-allocation decisions should be based on careful analysis, not just based on custom and convenience. Accordingly, the auditor needs to examine the integration of the marketing elements with the organization's objectives and goals.

Activity Analysis

The last major step of the marketing audit is a detailed marketing-activity analysis. In this section, a detailed study of the elements of the marketing mix is carried out in terms of the different publics and markets on which the activities impact.

According to Lovelock and Weinberg (1989), there are six major variables in the marketing activities included in this analysis: (1) products (goods and services); (2) pricing; (3) communication (advertising, promotion, and public relations); (4) distribution (time and place of service delivery); (5) fund raising (for organizations that need donations); and (6) enrollment (for membership organization). It is necessary to examine the interrelationships among these marketing activities elements (See Chapter 4).

As noted by Lovelock and Weinberg (1989), this section of the audit, generally, concentrates on two main areas for each activity: (1) documenting the current operating procedures; and (2) evaluating the effectiveness and efficiency with which that activity is carried out (See Chapter 4).

Marketing Plan Strategy

Many public and nonprofit organizations carry out some of the elements of a marketing plan. There is a distinct advantage to conducting a comprehensive analysis of the organization's marketing environments and using that analysis as the basis for establishing a coherent marketing plan, which is then used as a guide for action and a standard for measuring achievement (Lovelock & Weinberg, 1989).

The marketing plan is a systematic way of organizing an analysis of a market, an organization's position in that market, and a program for future marketing activities (Lovelock & Weinberg, 1989). This basic notion proposes that a plan must be based on a sound analysis of the external and internal environments that the organizations confront.

The elements of a marketing plan process are not discrete; they are interrelated, so that developing a plan may involve cycling through its components several times before satisfactory results are achieved. Such a strategic marketing planning process was outlined by Bryson (1991), Kotler and Andreasen (1991), and Lovelock and Weinberg (1989), and includes the following steps:

1. Situational Analysis,
   a. Identifying, analyzing, and clarifying the organization-wide mission, objectives and goals, and culture/values to which the marketing strategy must contribute;

b. Assessing the external environments, the organization's opportunities and threats; analysis of the future environment the marketer is likely to face with respect to: (1) public to be served, (2) competition, (3) social, political, technological, and economic environments;

c. Assessing the internal environments, the organization's strengths and weaknesses;

2. Identifying and determining the strategic issues facing an organization;
3. Formulating the core marketing strategy to manage the issues and to achieve the specified goals;
4. Putting in place the necessary organizational structure and systems within the marketing function to ensure proper implementation of the designed strategy;
5. Establishing detailed programs and tactics to carry out the core strategy for the planning period, including a timetable of activities and assignment of specific responsibilities;
6. Establishing benchmarks to measure interim and final achievements of specific responsibilities;
7. Implementing the planned program; and

8. Measuring performance and adjusting the core strategy, tactical details, or both as needed.

Marketing Audit and Research Structure

This section summarizes the marketing audit and research structure utilized in this study as an effort to obtain understanding of marketing environments, strategy, and activities in higher distance education institutions, such as the Institute for the Development of Language Teaching programs, Universitas Terbuka.

Table 1
Marketing Audit and Research Structure

Marketing Variables	Research Method
External Environments	
1. Macroenvironment (Demographical, Political, Economic, Social, and Technological trends)	Document Analysis, Interview
2. Markets (Users, Customers, and Targets)	Document Analysis, Interview, Questionnaire
3. Competitors	Document Analysis, Interview
4. Other Publics (Professional groups, Donors, Granting Agencies, Collaborative Institutions, Distributors)	Document Analysis, Interview
Internal Environments	
1. Mission	Document Analysis, Interview, Questionnaire
2. Objectives and Goals	Document Analysis, Interview, Questionnaire
3. Resources	Document Analysis, Interview, Questionnaire, Observation
4. Strategy	Document Analysis, Interview
Marketing System	
1. Role of Marketing	Document Analysis, Interview Observation
2. Marketing Organization	Document Analysis, Interview Observation
3. Information, Planning, and Control System	Document Analysis, Interview
4. Resource Allocation	Document Analysis, Interview, Observation
Activity Analysis	
1. Products: Goods and Services	Document Analysis, Interview, Observation, Questionnaire
2. Pricing	Document Analysis, Interview, Questionnaire
3. Communication	Document Analysis, Interview, Observation, Questionnaire
4. Distribution/Place	Document Analysis, Interview, Observation, Questionnaire
5. Fund raising	Interview, Observation
6. Enrollment	Document Analysis, Interview, Observation

CHAPTER 3: METHODOLOGY

Overview of Research Methodology

A review of related literature on the theories of marketing strategy for nonprofit organizations and research findings on marketing strategy for higher distance education institutions suggests that marketing strategies and marketing activities are necessary for both profit and nonprofit institutions. Consequently, it seems appropriate to conduct an investigation of the marketing system of a nonprofit organization, specifically, a higher distance education institution. The purpose of this inquiry was, therefore, to identify the marketing strategy of one post-secondary distance education institution, the Open University of Indonesia.

Several studies of the Open University of Indonesia (Universitas Terbuka) setting have indicated that Universitas Terbuka has not had a balanced approach to marketing activities in terms of products and services, pricing, promotion, and placement (Dunbar, 1991; Putra, 1993; Sinar, 1993; Abzeni, 1993). Accordingly, performing a study on marketing activities of Universitas Terbuka's programs would appear to have both theoretical and practical significance.

One program component of Universitas Terbuka was selected for study: The Institute for Development of Language Teaching Programs--hereafter called the Institute. The Institute is one of Universitas Terbuka's programs coordinated by the Faculty of Social and Political Sciences. The composition and operation of this institute will be discussed in a following section of this chapter.

A study of the marketing activities would provide a broad and comprehensive picture of the Institute's marketing environments, such as external marketing environments (markets, customers, and competitors), internal marketing environments (mission, objectives, and resources), and marketing activities (product, price, promotion, and placement).

In order to develop a sound understanding of the complexity of the problems under investigation, triangulation of research methods was employed. In this case, the study involved two main research approaches: qualitative and quantitative methods. These methodologies assisted the identification of the marketing problems of the Institute.

Qualitative Research Methods

This study was conducted with the main focus on qualitative inquiry, with quantitative techniques playing a supporting role.

Qualitative research is an umbrella term to refer to several research strategies that share certain characteristics. There are five characteristics of qualitative research (Bogdan & Biklen, 1992), as follows: firstly, qualitative research has the natural setting as the direct source of data and the researcher is the key instrument in the collection of data. Qualitative researchers go to the particular setting under study because they are concerned with context. The setting has to be understood in the context of the history of the institution of which it is a part.

Secondly, qualitative research is descriptive. The data collected are in the form of words or pictures rather than numbers. This form of data has been generally considered to be rich in description of people, places, and interactions.

Concern with process, rather than simply outcomes or products, is the third characteristic of qualitative research. In this case, the natural history of the activity or events under study is as important as the final product or result of each activity or event. For instance, the process by which student fees are formulated is as significant as the decided-upon amount of student fees itself.

A further characteristic of qualitative researchers is that they tend to analyze their data inductively. They do not search out data or evidence to prove or disprove hypotheses they hold before entering the study; rather, the abstractions or generalizations are built as the particulars that have been gathered are grouped together in analysis. Research questions, in such instances, are not framed by operationalizing variables; rather, they are formulated to investigate topics under study.

Finally, meaning is of essential concern to the qualitative approach. Qualitative researchers are concerned with what is called participant perspectives. By revealing the perspectives of the participants, qualitative research illuminates the inner dynamics of situations--dynamics that are often invisible to the outsider. Qualitative researchers are concerned with making sure they capture perspectives accurately.

Related to these main characteristics of qualitative research are its methods in acquiring the data. The best-known representatives of qualitative research methods consist of three kinds of data collection: (a) in-depth, open-ended interviews; (b) direct observation; and (c) written documents, including such sources as open-ended written items on questionnaires, personal diaries, and program records. These three qualitative research methods allow the researcher to study selected issues, cases, or events in depth and detail (Patton, 1987; Bogdan & Biklen, 1992).

In education, qualitative research is frequently called naturalistic because the researchers frequent places where the events they are interested in naturally occur. In addition, the data are gathered by people engaging in natural behavior: talking, visiting, looking, or eating, for example. Other phrases which are associated with qualitative research include inner perspective, case study, and descriptive (Guba, 1978; Bogdan & Biklen, 1992).

The Case Study Approach

According to Borg and Gall (1989), the case study involves an investigator who makes a detailed examination of a single subject, group, or phenomenon. This approach follows in-depth observations, and collection of other data about the single case can provide insights into the class of events from which the case has been drawn. A case study requires the collection of very extensive data in order to produce an in-depth understanding of the entity being studied.

A case study may also be defined as "a detailed examination of one setting, or a single subject, or a single depository of documents, or one particular event" (Bogdan & Biklen, 1982, p. 58). The author of the present study conducted a detailed examination using the aforementioned qualitative research methods, such as in-depth observations, in-depth interviews, group discussion, and content analysis of written documents, in order to understand the Institute (research subject) marketing perspectives and activities (research phenomena).

There are three major advantages of the case study as a research tool: (a) the possibility of gathering longitudinal data; (b) the utilization of a multi-disciplinary approach; and (c) the capacity to achieve both precision and depth of description (Kennedy, referred to by Haughey, 1985). In addition to these three advantages, Richmond (1983) stated that the case study is "a highly useful approach to describing and analyzing the complexities and realities of change efforts in a manner that accommodates the personal, social, and cultural factors that influence them." (p. 21)

Besides the several advantages of the case study approach, there are two major limitations or disadvantages of this approach as a qualitative research method. These limitations are the limited opportunity of generalizing the results and the subjectivity of the researcher (Patton, 1987).

The term generalizability usually refers to whether or not the findings of a study hold up beyond the specific research subjects and the setting involved (Bogdan & Biklen, 1992). In this case, a purposeful case subject, that is, one of Universitas Terbuka's programs, does allow for some transferability of the findings to other contexts, specifically within Universitas Terbuka setting. Although a case study on one single program does not mean to imply, in reporting the results of the study, that all similar programs are like the one studied, limited generalization of the results to a similar context is, however, possible.

The other limitation of the case study approach is the subjectivity of the researcher. The author was aware of the subjective states, both in herself and in the research subjects, and their effects on the data analysis. As a matter of fact, the researcher attempted to study these subjective states objectively. In this case, the author spent a considerable time collecting and reviewing data. As part of their efforts to reduce the effects of subjectivity on data analysis, qualitative researchers guard against their own biases by recording detailed field notes that include reflections on their own subjectivity (Bogdan & Biklen, 1992).

Triangulation of Research Methods

Qualitative evaluation data may be presented alone or in combination with quantitative data, which is then termed triangulation of multiple methods (Patton, 1987). Triangulation of research methods leads to the better verification of findings. Due to certain limitations of the case study approach, the present study employed the triangulation of methods.

Triangulation of research methods refers to the strategy of using several different kinds of data collection instruments such as tests, questionnaires, direct observation, interview, and content analysis, to explore a single problem or issue, to triangulate in order to fix more accurately the position of a case

(Borg & Gall, 1989; Walker, 1985). In addition, this method is particularly useful when there is only one researcher as it helps correct for researcher bias (Goetz & LeCompte, 1984).

Data Collection Methods

This study utilized triangulation of methodology; the two main research methods were qualitative and quantitative. For the qualitative method, a case study approach was applied to identify the marketing strategy for higher distance education institutions. The quantitative data were generated by questionnaires administered to individuals associated with the Institute under investigation.

Subject of the Study

Due to the short time frame and the limited budget for research activities, a single Universitas Terbuka program was selected: the Institute for the Development of Language Teaching Programs (the Institute).

The Institute

The Institute is a Universitas Terbuka program which is coordinated by the Faculty of Social and Political Sciences. The Institute was established in 1987 and is responsible for the development of English language programs. The Institute started a certificate program in March, 1989.

The Institute's head office is located in Central Jakarta, separated from Universitas Terbuka Central Office, which is located in South Jakarta. The Institute uses a centralized management system, where most of its activities (development of course materials, examinations, enrollment administration, distribution of course and examination materials) and decisions are made and coordinated through the Institute's central office.

The Institute's main offerings consist of three interconnecting self-study English programs, the Certificate program, the Diploma 3 program, and the Sarjana program (Undergraduate degree program) for senior high school graduates. These three programs can be taken separately, or in conjunction with each other. However, to date, the Institute's offerings are certificate programs--Elementary, Intermediate, and Advanced levels--whereas preparations for the Institute's Diploma 3 and Sarjana degree programs are in progress.

In addition to these main programs, the Institute provides other services as well, such as an open examination center for the University of Cambridge Local

Examinations Syndicate (UCLES) Preliminary English Test (PET) and First Certificate in English (FCE), and the developing and conducting of English examinations for certain institutions (for example, the Directorate General of Community Education).

The Institute's collaborative activities with UCLES, Cambridge, the United Kingdom include monitoring the Institute examination activities and the certification of the graduates. Students who can pass the examinations, which are held twice a year for all levels, are awarded joint certificates by Universitas Terbuka and UCLES.

The Institute is self-supporting in the sense that it is a self-funding program; the Institute is solely dependent on students' fees as the main financial base for the program operational activities. All other programs within Universitas Terbuka are partially government-funded, which means they are dependent on government funding in addition to student fees.

The Institute employs both full-time and part-time employees. There are 32 full-time staff, who are responsible for academic, administrative, and supporting activities and approximately 170 part-time staff members, who work as tutors and examiners. There are two British consultants, as well, who work for the Institute, funded by the British Overseas Development Administration (ODA) to provide technical assistance to the Institute's Chair-person in all aspects of the Institute's development (1992, The Institute General Information Booklet).

Participants/Students

As a part of the post-secondary educational institutions in Indonesia, the Institute's programs are designed for senior high school graduates. Similar to other Universitas Terbuka programs, the Institute's students are spread out in 32 regional centers throughout Indonesia's provinces (See Table 3). Since the beginning of the program in 1989 to the present, the enrollment has fluctuated (See Table 2).

As for the characteristics of the Institute's students/participants: firstly, 85.7 per cent of the students are over 24 years of age, this means they can be categorized as mature students; secondly, 70 per cent of the students are working; thirdly, female students predominate in the Institute (67 per cent); fourthly, 70 per cent of the students have experienced previous post-secondary English language education; and finally, over 70 per cent of the students are motivated by the flexibility (time/schedule, place, and tuition fee payment system) of English language distance learning which is provided by the Institute (Mardiani, 1990; Broto, 1993).

Data Collection Methods and Instrumentation

As aforementioned, this inquiry includes two research components: the qualitative and the quantitative research methods. The qualitative data were obtained from several sources: formal and informal interviews, discussions, observations, and document analyses. The quantitative data were collected through the use of the questionnaires.

Qualitative Methods

The complexity of the marketing problem and the nature of the data meant this case inquiry employed the aforementioned qualitative methods: direct observations; in-depth interviews; focus group discussions; and content analysis of written documents, including such sources as open-ended written items on questionnaires; and program's records.

Gaining Entry. In this inquiry, the Institute for the Development of Language Teaching Programs was selected. This program was chosen for research because it is a self-supporting program and because of its involvement in certain marketing activities.

As a self-supporting program, the Institute should give balanced consideration to marketing elements and should conduct marketing activities. Inappropriate marketing considerations can and will lead to client dissatisfaction. The unfulfilled needs of clients could lead to decreases in student enrollment and in student persistence in the program. Low enrollment would mean that there would not be enough budget to support the institute's operational activities; as a result, there would be no program.

Knowledge about the Institute's characteristics may facilitate understanding of the problem under investigation, that is marketing strategy in a higher distance education institution. Therefore, the researcher approached the senior administrators of Universitas Terbuka and the Institute, such as: Rector, Vice Rectors, Dean of Faculty of Social and Political Sciences, Chair-person of the Institute, and Administrative/Management Consultant of the Institute, for their permission to use the Institute as the research site. At the same time, the research proposal was presented. These key people gave their approval for the author to conduct such activities as were necessary for the study.

In order to secure the participation of the staff, the author stated the purposes of the study (both by showing a letter of approval from the Institute Chairperson and by affirming orally), what would be expected from staff members, the disposition of the proposal and instrument, and an assurance of anonymity and confidentiality. This form of contracting was suggested by Walker (1985), and the contract can be referred to throughout the research process by both the researcher and the informant.

Qualitative Data Collection and Verification. In this case study, an audit template was established (See Appendix A), which provides an outline for interviewing activities and developing questionnaires. The audit template is a synthesized framework that examines all significant factors of nonprofit sector marketing. The template is a combination of the frameworks suggested by Lovelock and Weinberg (1989), and Kotler and Andreasen (1991), which were used as guides for this study.

The qualitative data were gathered by three research methods: document analysis, observation, and in-depth and focused interviews. Firstly, content analysis of internal documents would provide an understanding of the Institute's mandate, mission, objectives, structure, and marketing activities. The documents, such as plans, job description, communication and advertising media, student statistics, catalogs, and other related documents were taken with permission, studied, and used appropriately.

Secondly, direct observations were conducted on site. The purpose of obtaining observational data is to describe the program thoroughly and carefully. This includes describing the activities that took place in the program, the people who participated in those activities, and the meaning, to those people, of what was observed (Patton, 1987). Basically, this method is in line with qualitative research characteristics, that is the natural and contextual approach, where the researcher is concerned with the context of the settings. In such an approach, clear descriptions of people and their relationships with other people, with their jobs, and with places are help to increase understanding of the investigated subjects and problems.

Observational data, especially participant observation, permits the researcher to understand a program setting to an extent not entirely possible through the use of a single instrument, such as a questionnaire or interview. To understand fully the complexities of many program situations, direct participation in and observation of the program may be the best method (Patton, 1987). Therefore, during a three-month period (June-August 1993), informal time was spent by the author in the Institute's Central office. Conversations and observations were immediately recorded in field notes. Meetings were attended, with notes taken and written up immediately after each meeting. The transcripts of conversations, meetings, and observations were used as part of the data base for the study.

Thirdly, in-depth and focused interviews were employed. The purpose of interviewing is to understand the subjects' perspectives on problems under surveillance. This method is related to the qualitative research characteristic that is concerned with participant perspectives. Interviewing is a source of meaning and elaboration for program observation, since the researcher cannot, generally, observe behaviors and situations that preclude the presence of the researcher (Bogdan & Biklen, 1992; Patton, 1987).

To add an in-depth perspective to outward behaviors and written expressions, structured interviews were employed (See Audit Template). The persons interviewed included program participants (students), several key people, and program personnel, such as: the Rector and Vice Rectors of Universitas Terbuka, the Dean and Vice Deans of the Faculty of Social and Political Sciences, Chair-person and Staff of the Foundation for the Coordination of Self-Funded Programs (Yayasan Pembina Universitas Terbuka), Chair-person of the Institute, Academic and Administrative/Management Consultants, Program Developers and Faculty Staff, and Administrative and Financial Staff.

The interviews were carried out either individually with a key person or in group (focused group discussion); formally (by appointment and audio-taped, for example) or informally (such as informal conversations), in the work place; and were an average of one hour's duration. In this case, putting asterisks (* and **) on each section of the interview guide (See Appendix A: Audit Template) for questions that had first priority assisted in the interviewing section.

The interviews were structured to focus on the variables that examine all significant factors of nonprofit sector marketing. Interviews were written up and/or audio-taped.

Table 2: Qualitative Data Collection Methods

Research Subject	Method
Rector and Vice Rectors	Formal Individual Interview
Dean and Vice Deans	Formal Individual Interview
Senior Administrator of UT	Interview, Informal Group Discussion
Chair-person of the Foundation	Formal Individual Interview
Staff of the Foundation	Informal Individual Interview
Chair-person of the Institute	Informal Individual Interview, Observation
Academic Consultant	Formal Individual Interview, Observation
Management Consultant	Informal Individual Interview, Group Discussion, Observation
Academic Staff Members	Informal Individual Interview, Group Discussion, Observation
Program Developer	Informal Individual Interview, Group Discussion, Observation
Administrative Staff	Informal Individual Interview, Group Discussion, Observation
Financial Staff	Informal Individual Interview, Group Discussion, Observation
Student	Informal Individual Interview

Quantitative Method

This study includes quantitative techniques to support the qualitative data collection methods. The constraints of subject and researcher timelines, subject characteristics, and subject job characteristics meant that a quantitative data gathering instrument, a questionnaire, was used. There were two types of questionnaires employed: questionnaire for the students (See Appendix C), and questionnaire for the staffs (See Appendix E).

The questionnaires were generated from the audit template, which was used as the main tool of inquiry. The questionnaires were developed by the researcher based on the nature of the information required by the research questions and based on the marketing activities described in the audit template. These questionnaires were reviewed by 15 faculty members of the Faculty of Social and Political Sciences of Universitas Terbuka to find out whether or not they could be understood by the students and the staff members. A few modifications were made based on this revision.

Student Sample and Instrumentation. The student sample was drawn from the Jakarta Regional Center, one of 32 Universitas Terbuka regional centers, since this center met the criteria of feasibility, such as: (1) location within the area of the central office, (2) program using a centralized system, where most of its activities and decisions are made and coordinated through the central office, (3) the context and the nature of the study, where the primary focus is understanding the interactions among and between the characteristics of the program, staff members, clients, and other Universitas Terbuka senior administrators and staff members, (4) central office staff members providing services and handling problems of Jakarta Regional Center students, (5) the largest number of students of the Institute's program, 60.64 per cent of the total number, located in the center (See Table 3), (6) time and budget constraints of the investigation.

There were 3,979 students (active and passive) who were registered at the Institute's Jakarta Regional Center. The sample for the study consisted of 400 randomly-selected students from this population, who were drawn through data records from the Computer Center of the Institute. An active student was defined as a student who had registered in the last three consecutive semesters, that is 92.1, 92.2, and 93.1. A passive student was defined as a student who had been registered before semester 91.2 but had not been registered after semester 91.2.

The student questionnaires (See Appendix C), which were used for the data collection instrument, were mailed to 200 active students and 200 passive students. The data provide insight both into general responses to the program marketing activities and into student needs.

The questionnaire consisted of three parts: background information, perspectives and needs on the Institute's marketing activities, and additional comments. Part I contained ten questions that were related to student's background information, such as sex/gender, age, highest informal education level, occupation, first-registered level in the Institute's programs, reasons for participation in the program, motivation to enroll in further programs, and information media used to learn about the Institute.

Part II of the questionnaire included 30 items that were related to student's perspectives on performance and student's needs on the Institute's marketing activities. Each of these thirty items in this part was rated on a five-point scale to indicate the perspectives on the performance and needs of the Intitute's marketing activities. The highest score for each criterion is 5, and the lowest score is 1. The larger the number, the more positive the perspective.

There were four sections in this part, as follows:

1. Product (Goods and Services), contained eleven items;
2. Price, contained five items;
3. Communication (Promotion and Public Relations), contained eight items; and
4. Place/Distribution, contained six items.

At the end of the questionnaire, part III, the students were given opportunities to add comments and suggestions related to the Institute's marketing activities.

The student questionnaires (See Appendix C) were sent to 400 students in the middle of June, 1993. A letter from the Dean of the Faculty of Social and Political Sciences explaining the purpose of the study and a pre-paid return envelope were included in the package. The respondents were given a 6-week period (June and July 1993) to complete the questionnaire and return it to the researcher.

Staff Members Sample and Instrumentation. The Institute head office staff members were chosen as the research sample as well. These staff members are involved in the Institute's central activities, such as course materials development, student registration, examinations, distribution of course and examination materials. Furthermore, decisions are made, coordinated, and controlled through the central office.

The staff member questionnaires (See Appendix E) were distributed to 22 full-time staff, who are responsible for academic and administrative activities. The Institute Chair-person and other senior academic and administrative staff were not sent questionnaires, rather they were interviewed formally or informally. The staff members' assessment questionnaire (See Appendix E) provided understanding about the staff perspectives on the Institute's marketing activities.

The staff member questionnaires consisted of three parts: general information, perspectives on the Institute's marketing activities, and additional comment. The first part contained seven questions that were related to general information, such as sex/gender, age, highest formal education level, main job, and knowledge about the Institute's mission and goals.

The second part of the questionnaire was comprised of 30 items that were associated with staff assessment of the Institute's marketing activities performance. Basically this part was similar to the second part of student questionnaire, which includes the same thirty item statements. The only difference was that the staff were not asked to answer need assessment column. This means the staff have only to indicate their perspectives on the Institute's marketing activities performance. Similar to the student questionnaire, these thirty items were rated on a five-point scale. There were four sections in this part, as follows:

1. Product (Goods and Services), contained eleven items;
2. Price, contained five items;
3. Communication (Promotion and Public Relations), contained eight items; and
4. Place/Distribution, contained six items.

In the third part, the closing section of the questionnaire, the staff were given opportunities to attach comments and suggestions related to the problem investigated, that is marketing activities, and other problems posed by the Institute's operational activities.

The staff member questionnaires (See Appendix E) were distributed to 22 staff in the middle of June, 1993. A letter from the Institute Chair-person explaining the purpose of the study and an envelope for return were included in the package. The staff members were given a six-week period (June and July 1993) to complete the questionnaire and return it to the researcher.

Data Analysis

Data were analyzed through the use of both qualitative and quantitative methods.

Qualitative Data Analysis

Bogdan and Biklen (1982) suggested that case study data analysis involves working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what is to be shared with others.

In this study, qualitative data analysis was based on the responses of the audit activities, such as from participant observation, interviews, document analysis, and open-question analysis of the problems under surveillance. In this case, qualitative data were analyzed and presented carefully. This means that, first, information, facts, ideas and/or opinions were included in this study only if they had come from two or more sources (Simon, 1984). This was done to prevent the opinions of one person assuming undue weight in the study and it also helped to streamline the reporting process. Second, all information was cross-checked using different data sources. Finally, reporting and recording were done as accurately and as fairly as possible. A deliberate attempt was made to present all points of view. Informants edited all the work pertaining to their program thus ensuring that the study captured the informant's perspective accurately (Bogdan & Biklen, 1992).

Quantitative Data Analysis

From a total of 400 questionnaires mailed to the students, 81 were completed properly and returned. The return rate was 20.3 per cent. Compared to other studies done (rates of 25 per cent - 75 per cent) in the Universitas Terbuka setting, this return rate was relatively low. This low return rate might be related to several circumstances during investigation and to the respondents' characteristics. For instance, several researches were being conducted in the same area (that is, Jakarta Regional Center) at the same time, presumably, with the same sample; a limited time frame was given to the respondents for completing the questionnaire (six weeks); and most of the Institute students in the center are employed (See Table 6; and, Broto, 1993), most likely they were pre-occupied with their work and reluctant to spare the time to fill out the questionnaire. Furthermore, many of the questionnaires were returned as undeliverable due to changes of address, especially for passive students who generally use their office addresses for correspondence, and most of these addresses had changed and had not been updated.

On the other hand, 20 out of 22 questionnaires distributed to the Institute's staff members were filled out and returned. Almost all of the staff members participated in the study, either in the interviewing section or by filling out the questionnaire.

The completed questionnaires--by 58 active students, 23 passive students, and 20 staff members--were edited to check for completeness and relevance of the participants' answers to the questions. The data were coded, as well, to allow for appropriate analysis and storing.

The research data were analyzed using three methods of statistical analysis: descriptive statistics analysis (such as frequency distributions and means), t-tests, and Pearson Product Moment Correlation. These analyses were applied to provide explanations for the three research questions and to examine whether or not there were differences in perspectives between groups of participants.

The statistical analysis methods were drawn from the Statistical Package for the Social Sciences (SPSS).

In this analysis, $\underline{p} < .05$ was used as the significance level of correlation between variables.

Time Schedule

The time scheduling for this study was as follows:

* May 1993	:	Preparation/Gaining Entry
* June - August 1993	:	Marketing Audit/Research
* Sept - December 1993	:	Data Analysis, Chapter I-II-III
* Jan - March 1994	:	Result and Discussion, Consultation with both Academic Supervisors and Universitas Terbuka Senior Administrators.
* April - June 1994	:	Develop a Marketing Plan Strategy, the study completion.

CHAPTER 4: MARKETING AUDIT RESULTS AND DISCUSSION

A marketing audit is a comprehensive, systematic, independent, and periodic examination of an organization's marketing environment, objectives, strategies, and activities with a view to determining problem areas and opportunities and to recommending a plan of action to improve the organization's strategic marketing performance (Kotler & Andreasen, 1991).

A marketing audit is carried out by an auditor who gathers information that is critical to evaluating the organization's marketing performance. The auditor collects secondary data and also interviews managers, customers, dealers, salespeople, and others who might throw light on the organization's marketing performance. The auditor cannot rely solely on an internal management opinion, and must seek the opinions and evaluations of outsiders regarding the organization (Kotler & Andreasen, 1991).

In this study, the author collected information about the marketing environments (external and internal), marketing system, and marketing activities by utilizing both primary data (interviews, observation, and questionnaires) and secondary data (literatures and official documents).

The following sections provide an overview of the marketing environments, system, and activities of the Institute for the Development of Language Teaching Programs, Universitas Terbuka, Indonesia. The primary activity of this Institute is offering post-secondary distance English language programs, which include degree and non-degree programs.

Analysis of the External Environments

This section is an overview of the Institute's external marketing environments, which include macroenvironment, markets, competitors, and other external publics. The information were gathered by using several different kinds of data collection methods, such as questionnaires, document analysis, interviews, observations, and literature reviews.

Macroenvironment

Demographic Trends

Regarding the development of the educational sector, presently, in Indonesia, 85.4 per cent of the population, aged 5-29 years (overall number = 94,548,355), have experienced with the school system (Statistics Bureau of Indonesia, 1990). All children, aged 7-12 years, are able to enroll in primary education, as the government has set a plan for "six-year compulsory education" for Indonesian citizens. For children aged 13-15 years, 53 per cent are enrolled in junior high school (secondary) education. Thirty-three per cent of the population aged 16-18 years are enrolled in senior high school (secondary) education. More than 10 per cent of the population aged 19-24 years are enrolled in post-secondary education (Consulate of the Republic of Indonesia, 1994).

The above statistics indicate that the demands on educational activities in Indonesia are increasing. Compared to two decades ago, the number of Indonesians who are involved in educational activities has increased substantially. The increase across different levels of education has been between 2.4 and 6.3 times: primary education, 2.4 times, junior high school education, 3.1 times, senior high school education, 3.7 times, and post-secondary education 6.3 times (Consulate of the Republic of Indonesia, 1994). Unfortunately, educational data for adult learner returnees, those individuals over 24 years of age, were not available. Presumably, if these data were available, they would have an impact on the aforementioned statistics, specifically on the post-secondary education data.

The increasing demand for educational activities in Indonesia has, in part, been caused by the development of the global job market or employment requirements, where organizations--both profit/business and nonprofit organizations--should be staffed with highly motivated and well-trained people, from the lower to the higher levels in organizations.

The above statistics also suggest that there is an increasing demand for educational services and lifelong learning opportunities that has created an enormous number of student candidates who desire post-secondary degrees in order to remain competitive in the job market. These circumstances provide opportunities for educational institutions to design innovative approaches, so that current educational resources are fully used in order to be able to meet the public's educational needs.

The distance education system, such as is offered by Universitas Terbuka, is one possible way to meet the needs of students for post-secondary education degree programs. This is especially true when it addresses issues that are related to the characteristics of adult education such as job commitment, family responsibility, and time involvement. By creating innovative approaches, distance education institutions may present a variety of educational programs, both degree and non-degree programs--formal and vocational programs.

Technological Trends in Distance Education

In dealing with the development process of distance education, Sweet (1989) has pointed out that technological advances and a desire to create innovative learning systems have been cited as underlying the emergence of distance education in the world.

In the same way, the Indonesian government and educators recognized the need for change in the post-secondary education system, in order to meet the educational needs, the challenges of technological innovation, the growth of the population and a significant shift in the workforce of the country. Central to this view of change is the objective to create an ideal system of lifelong learning and the derivative concepts of accessibility and openness of the education system.

The achievement of this objective is possible by developing an educational system which is accessible to a large number of students and which has a high degree of flexibility in enrollment. In this case, the objective of the establishment of Universitas Terbuka, as one of the higher education institutions in Indonesia, is to make post-secondary education available to as many high school graduates as possible and to secure the resources of faculty, technology, and supporting staff in developing an appropriate education.

This commitment has led Universitas Terbuka to develop a distance education system which is planned to be suitable to the adult learner. In this type of education, the use of multimedia in delivering course content plays an important role. Media such as printed material, radio and television broadcasts, satellite network, telephone consultation, and teleconferencing are complements to the regular modes of delivery (face-to-face/on-campus delivery system).

The combination and modification of these two delivery modes, technological or multimedia delivery modes and face-to-face/on-campus modes, have made the Universitas Terbuka educational programs available to large numbers of adult learners who want to enroll in the degree and non-degree programs offered by Universitas Terbuka.

Socio-Economic-Political Trends

There are several significant influences of the socio-economic-political environment of Indonesia on Universitas Terbuka programs, especially on the English Language Institute programs development. As for social factors, based on interviews, observation and the analysis of official documents, there is significant pressure by groups such as society, business organizations, and the government on the Institute program to be accountable, relevant, and consultative for language education development (See Other External Publics section, for a list of institutions who have made collaborative activities with the Institute). For instance, the learners have increasing needs for educational standards; they demand up-to-date, high quality materials that make use of current technology.

There is also the influence of economic factors, where present economic circumstances (such as: increasing competition in gaining financial support from the public, the private institutions, and the government sectors; and rapid change in the work place) require the Institute to continue practising careful management of its human resources and financial resources, and, simultaneously, to improve the quality of service and efficiency of operation. Indeed, these economic problems should have increased the Institute's emphasis on fund-raising activities, and on becoming more entrepreneurial in setting and obtaining grants.

Finally, political trends have played a significant role as well in the Institute's programs development. For example, the Indonesian government's commitment to establish more qualified and practical programs for post-secondary education has influenced the Institute to develop collaborative activities with other educational institutions, such as: UCLES (The University of Cambridge Local Examinations Syndicate), the British Council, ODA (the British Overseas Development Administration), and the Indonesian Educational Television program. In this case, the program views cooperation and collaboration among and within organizations as healthy and desirable, and for the users' best benefit.

Markets (Users, Customers, Targets)

The primary target segment of the Institute's programs are senior high school graduates throughout Indonesia's provinces. There has been fluctuation in the numbers of student enrollment and graduation from the Institute's establishment to the present (See Table

3). According to these data, the number of students who were enrolled in the Institute's various programs in mid 1993 was 6,561. Table 3 shows the variation in the numbers of student enrollment and graduation in the Institute's program.

Table 3
Institute's Students Enrollment and Graduation

Registration Period	# Enrollment	# Graduation
1989.2	1139	349
1990.1	531	488
1990.2	910	409
1991.1	504	396
1991.2	702	398
1992.1	654	255
1992.2	1218	188
1993.1	738	-
1993.2	165 (*)	-
TOTAL:	6561	2483

Note: Certificate programs: Elementary, Intermediate and Advanced.
(*) The 1993.2 registration period in progress.

The Institute's Student Distribution based on Regional Centers: Table 4 presents the information that the Institute's students are widely spread in the Regional Center locations throughout Indonesia's provinces. The largest group of students (60.6 per cent), not surprisingly, reside in the city of Jakarta, where both the Jakarta Regional Office and the Central

Table 4: Institute's Student Distribution Based on Regional Center, 1993 (Rank Order from the Largest to the Smallest Number of Students)

Rank	Regional Center	Elem	Intmd	Advcd	Total
1.	Jakarta	2569	824	568	3979
2.	Surabaya	206	79	38	323
3.	Bandung	200	49	44	293
4.	Bogor	122	46	29	197
5.	Semarang	102	53	41	196
6.	Medan	119	39	10	168
7.	PERUMTEL (*)	130	-	-	130
8.	Pekanbaru	94	19	8	121
9.	Denpasar	72	24	6	102
10.	Manado	60	39	-	99
11.	Palembang	67	19	5	91
12.	Purwokerto	50	26	4	80
13.	Bandar Lampung	50	14	10	74
14.	Yogyakarta	49	14	9	72
15.	Jayapura	48	18	5	71
16.	UNKLAB (*)	64	-	-	64
17.	Malang	43	13	4	60
18.	Pontianak	42	7	7	56
19.	Samarinda	37	14	5	56
20.	Surakarta	31	10	12	53
21.	Jambi	23	9	1	33
22.	Kupang	25	6	1	32
23.	Bengkulu	19	6	3	28
24.	Ujung Pandang	18	6	3	27
25.	Dili	24	2	-	26
26.	Banjarmasin	20	3	-	23
27.	Palangkaraya	17	1	2	20
28.	Jember	11	2	4	17
29.	Ambon	16	1	-	17
30.	Mataram	16	-	-	16
31.	Padang	11	2	1	14
32.	Kendari	10	-	-	10
33.	Banda Aceh	7	1	-	8
34.	Palu	5	-	-	5
	TOTAL	4377	1346	838	6561

Note: Elem = Elementary; Intmd = Intermediate; and Advcd = Advanced; (*) = special program

Office are located. By far the largest group of Universitas Terbuka's students are residents of Jakarta as well. Possibly, Jakarta Regional Center is the most accessible center in terms of academic facilities and supporting services, since the students of this center have access to services and facilities in both Jakarta Regional Center Office and Central Office; and Jakarta is the largest city in Indonesia.

However, the student distribution figures could be a positive indication of students' preferences for the Institute's programs, since in the large cities, such as Jakarta, Surabaya and Bandung, there are many educational institutions which provide similar programs, that is the English degree and non-degree education programs. This suggests the Institute's programs have made a favorable impression among the students (See Table 11 for reasons for studying in the Institute programs); otherwise, no students, or only few students, would enroll in the Institute's programs. In addition, compared to other regular Universitas Terbuka programs enrollment (the overall student number ranged between 6 to 37,667 in 1991), the Institute's student enrollment represents a relatively large number (Universitas Terbuka Student Statistics, 1992).

The language programs offered by the Institute require that the students master four basic language skills: reading, listening, speaking, and writing. These characteristics would have an impact on course materials, examination/evaluation procedures, human resources management, and operational costs. The Institute's course materials include printed materials (main textbook and reading books) and audio-tape materials; whereas, for other Universitas Terbuka programs, it is not usual to include audio-tape materials. For student evaluation/examination, the Institute appoints and sends expert examiners to 32 regional centers (regardless of the number of students who take the exam), in order to evaluate the students' speaking skills in addition to the written exam itself. The aforementioned characteristics and student distribution figures should be taken into account by the Institute's management when making marketing strategy decisions.

<u>The respondent characteristics</u>: The students' characteristics have been shown to be related to their success and persistence as distance education learners (Enoch, 1986; Bartels, 1982; Syahbuddin, 1988; de Freitas & Lynch, 1988; and Kember, 1989; as quoted by

Sinar, 1993). Accordingly, it is appropriate to discuss this issue in this study. The respondents' demographic, educational background, and occupational characteristics are provided in Tables 5, 6, and 7.

The respondents' demographic data (Table 5) provide the information that the percentages of respondents' characteristics in the above categories are similar to the overall percentages of the Institute's total student population.

Table 5
Distribution of Respondents by Age, Sex, and Working Status

Items	Frequency	Per cent
1. Age (n = 81)		
- Low thru 25	17	21.0
- 26 - 35	28	28.0
- 36 - 45	23	28.4
- 46 - 55	10	12.3
- 56 - 65	2	2.5
- 66 and Above	1	1.2
2. Sex (n = 81)		
- Female	44	54.3
- Male	37	45.7
3. Working Status (n = 81)		
- Employed	64	79.0
- Unemployed	17	21.0

Firstly, the respondents of this study covered a wide range of ages. The respondents were categorized into six groups. Of 81 respondents, 79 per cent are categorized as over 25 years of age (for the Institute's overall student population, 85.7 per cent of 6,561 are over 24 years of age). This means the majority of both the respondents and the Institute's students can be classified as mature or adult learners.

Secondly, the respondents were predominantly female, 54.3 per cent of the sample (for the Institute's overall student population, 67 per cent of 6,561 are female). Studies done by Mardiani (1990) and Broto (1993) in the Jakarta Regional Center, have shown similar patterns.

Thirdly, of 81 respondents, 79 per cent are working (for the Institute's overall student population, 70 per cent of 6,561 are employees). This means only 21 per cent of the respondents were unemployed. The non-working respondents tended to be younger, the majority were either under 25 years of age, or older than 56 (retirement age for Indonesia). These figures indicate that the respondents constitute a reasonably representative sample of the Institute's students.

<u>The respondents' educational backgrounds</u>: As noted in Table 6, the largest group of respondents were senior high school graduates (40.7 per cent of the sample).

However, many of the respondents (59.3 per cent) have been exposed to post-secondary education programs or have obtained a degree before enrolling in the Institute's programs.

Table 6: Respondents' Educational Background

Graduation	Frequency	Per cent
1. High School	33	40.7
2. College/Diploma	28	34.6
3. Sarjana	18	22.2
4. Master	2	2.5
Total	81	100.0

The respondents' educational background data could yield a positive indication of respondents' impressions of the Institute's programs, since most of the respondents have obtained a degree (college or university) before enrolling in the Institute's programs. In other words, the respondents were not only interested in the degree granted, but they also have another reason for participation in the Institute's programs (see Table 11). In this case, the Institute management and staff realize the programs' strengths, such as state university degree granting programs (highly valued by Indonesians), double certification (by

Universitas Terbuka and UCLES), program quality, and flexibility of enrollment in terms of time and place commitment.

The Respondents' Occupations: As shown in Table 7, the primary occupation of the employed respondents was private company employee (53.1 per cent of the sample). These findings were similar to the overall Institute's students characteristics (65 per cent of the overall employed students are private companies employees) and results of other studies done in the Institute setting (Broto, 1993; Mardiani, 1990). Studies in other Universitas Terbuka programs, as noted by Sinar (1993), have shown minor differences in student characteristics, such as range of age, sex, and occupational background.

Table 7: Respondents' Occupational Background

Occupation	Frequency	Per cent
1. Private Company	34	53.1
2. Civil Servant	9	14.1
3. Entrepreneur	9	14.1
4. Gov Bus Company	6	9.4
5. Teacher	4	6.3
6. Armed Forces	2	3.1
Total	64	100.0

Note: Gov Bus Company = Government Business Company
Valid cases (n) = 64; Unemployed = 17

The differences in the sample characteristics are, perhaps, the result of the characteristics of program offerings. The Institute provides non-degree (vocational, certificate; relatively short-term program) and degree programs; whereas, most of the other Universitas Terbuka programs offer degree programs, which involves relatively long-term programs.

By studying the demographic, educational and occupational backgrounds of the students/users, the management could better understand the characteristics of the Institute's market segmentation. Consequently, these data would provide the means for the management to develop appropriate target-marketing strategy. Furthermore, the data suggests that, although in this study there was a relatively low response rate, the respondent sample is essentially similar to the population on which the characteristics were measured.

Competitors

There is increasing competition in the market for the English language programs, especially in large Indonesian cities. However, for the English distance learning, there is no direct competitor to the Institute's programs.

Nevertheless, there are institutions which provide services such as training, and open examination centers which provide English Language certificate programs. Therefore, these institutions can be seen as competitors. Although they do not provide programs through the distance learning nor do they have the flexible characteristics of enrollment (such as flexible payment of course fee and time efficiency) which the Institute's programs possess, they do pose a present and potentially significant threat to the Institute's programs.

Other External Publics

The other important publics who have significant impact on the enrollment, and the financial and operational activities of the Institute's programs are as follows:

* Ministry of Education and Culture;
* Directorate General of Higher Education;
* Collaborating state universities throughout Indonesia's provinces;
* Financial Assistance Institutions, such as: ODA (the British Overseas Development Administration);
* English language educational institutions around Indonesia's provinces and outside Indonesia, such

as: The British Council, private English language programs, BBC World Service;

* Indonesian television and radio broadcasting programs, both government and private programs;
* Printed mass media companies, such as newspapers and magazines;
* Government and private institutions who need services for their staff improvement, specifically in English language skills; and
* Publishing companies, such as Cambridge University Press, Oxford University Press, Collins, Longman, Nelson, Prentice-Hall, and Pustaka Sinar Harapan.

The Institute develops collaborative activities with the aforementioned external publics institutions/ agencies, because the Institute requires their extensive participation. The Institute views partnership, cooperation, and collaboration among and within organizations as healthy and desirable, and all for the users' (students/ participants) benefit. Through these collaborative activities, the Institute is able to respond quickly to changes in standards and practical requirements in the professional sectors.

Analysis of the Internal Environments

The successful marketing programs are based on matching the abilities and purposes of the organization to the needs of relevant external publics (Lovelock and Weinberg, 1989). The intent of this section is, therefore, both to review and to evaluate the internal environments of the Institute's programs, which include an analysis of the following four components of the Institute: mission; objectives and goals; resources; and marketing strategy.

The data collected were generated from different sources, such as questionnaires, interviews, observations, document analysis, and literature reviews. This section will follow a fixed format; for each of the four issues the presentation will have the following sequence: (1) the description of audit criteria, which is listing of the ideal performance by the Institute; and (2) a brief discussion and analysis of the audit findings regarding the issues.

The Mission

Audit Criteria

a. The mission statement should be clearly stated;

b. The mission statement should be feasible;

c. The mission statement should be market-oriented; and

d. The mission statement should be well-communicated to and well-understood by all relevant publics (internal and external publics).

Audit Findings

In the broader framework, based on the analysis of Universitas Terbuka's official documents, the Government of Indonesia has established Universitas Terbuka for the following missions:

* To give a chance for university study to high school graduates of all ages who at an earlier time missed such an opportunity, and/or are now deprived of the possibility of studying at a traditional university;
* To produce university graduates with the expertise required in the various fields of national development; and
* To improve teachers' knowledge and competence and to contribute skilled manpower for national development.

Although similar to Universitas Terbuka, the Institute has a mission statement which includes more specific areas, as follows:

* to develop knowledge, understanding, skills, and analysis of the English language in a broader sense; and
* to provide English language post-secondary programs

through the distance education system to senior high school graduates throughout Indonesia's provinces.

The Institute's mission statement, which is recorded in the Institute's notarial document of establishment (October, 1987), is a commitment to delivering quality education through English non-degree and degree programs to as many senior high school graduates as possible.

In securing the achievement of its mission, the Institute attempts to manage its activities in ways similar to those of private companies as the Institute is a self-funding program. This means the Institute endeavors to provide quality offerings for the users. In addition, the Institute attempts to manage its financial, human and technological resources efficiently and effectively. The program thus responds to the mission by:

* offering English distance education programs throughout the year at various locations and times accessible to senior high school graduates; and
* offering a well-organized, responsive, and supportive structure for students, tutors/ instructors, and other internal and external publics.

The mission statement of the Institute's program, however, is not clearly stated in the Institute's official documents. Certainly, the clarity and feasibility of the Institute's mission could lead to a better understanding of the mission within all relevant publics, specifically staff members and the other internal publics.

As indicated above, the mission statement could be considered to be market-oriented, since the statement reveals the desire to serve certain publics, such as senior high school graduates (users/customers), internal publics and external publics.

In addition, the mission statement is generally understood by the Institute's staff members. This can be seen from the staff's responses to the interviews and questionnaires on this issue (See Table 8). Although the responses on the mission statement were varied, the majority of the staff members have appropriate perspectives on the Institute's mission statement.

The Institute should clearly states the mission statement in its official documents, and disseminate it among the staff members. This effort would secure the understanding and would increase the participation of all staff members in the Institute's activities, since the function of the mission statement is to provide direction for the Institute members in the achievement of its goals (Simerly, 1989).

Table 8
Staff Members' Perspectives on the Institute's Mission Statements

No	Mission Statements	Freq/ %
1.	Provides opportunity for those who can not enroll in a face-to-face post-secondary program	6/ 21.4
2.	Provides opportunity for senior high school graduates to study English through a formal and international certificate and degree programs	6/ 21.4
3.	Improves English teaching quality; Offers a good basis for English study program	5/ 17.8
4.	Participates in educating the Indonesian society	5/ 17.8
5.	Improves the English language skills of society	3/ 10.7
6.	Gives opportunity to enroll in a post-secondary degree program at a relatively low price	1/ 3.6
7.	Creates activity for reducing unemployment	1/ 3.6
	TOTAL	28/ 100.0

Note: Several staff specified more than one mission statement.

Objectives and Goals

Audit Criteria

a. The objectives and goals of the program should be clearly stated;

b. The objectives and goals should be well-understood throughout the program;

c. The objectives and goals should be market-oriented;

d. The objectives and goals should be ranked in order of priority, and should be selective and devoted to important issues;

e. The objectives and goals should be appropriate to a given program's resources and opportunities; and

f. A performance measurement should be in place to track its progress in key areas.

Audit Findings

The objectives and goals of the Institute's programs were recorded in the Institute's notarial document of establishment and were written in several other Institute's official documents as well. The objectives and goals are as follows:

* To provide assistance to other faculties within Universitas Terbuka setting, specifically in the development of English language programs;
* To develop English language teaching and learning

programs; to create and to develop language laboratory, learning resource center, printed and audio-visual course materials, students guide books and supporting course materials, practicum course materials for academic purposes;

* To provide the main English language course materials and examinations;
* To develop a handbook for tutors/instructors which will provide information about language distance education instruction and the university system;
* To develop collaborative activities with other institutions which engage in similar activities and have associated purposes;
* To make the total curriculum of post-secondary English language non-degree and degree programs available by the year 1995, to the extent that resources are available;
* To continue to offer quality education which involves the updating and redevelopment of courses as course content evolves;
* To develop an orientation package for students entering the Institute's programs; and
* To enhance the students' basic language skills (reading, listening, writing, and speaking) and

to provide a solid basis for further English educational programs and for employment requirements.

As aforementioned, the Institute's objectives and goals are clear. However, they are not formulated and assembled in a specific official document, for instance in the Institute's Plan; nor are they disseminated among staff members. As a result, they are not easily understood by most of the staff members. Nevertheless, the objectives and goals are market-oriented, since the markets the institute serves and the products offered are clearly specified.

Ideally, the objectives and goals should be ranked in order of priority; and a reliable feedback system should be established to periodically measure the organization's progress in achieving its goals and objectives (Simerly, 1989). In the Institute's case, the objectives and goals were not ranked in order of priority. However, they were developed based on selective and important issues. Unfortunately, a performance measurement has never been established for tracking the progress of key result areas.

The Institute's objectives and goals are appropriate to the present program's opportunities.

Hence, the Institute needs to transfer its objectives and goals into a strategic and practical plan, to put them in rank order of priority, and to evaluate the progress periodically. Otherwise, the Institute may lose direction in accomplishing its objectives and goals. Indeed, the Institute needs to improve and enhance its resources (human, financial, and technological) in order to fulfill its objectives and goals.

Resources

Audit Criteria

Human, financial, technical, and other resources should be adequate to fulfill the program's mission, objectives, and goals.

Audit Findings

The program objectives and goals include the statement that there should be development of program offerings to the extent that resources are available. In looking at the efforts to achieve those objectives and goals, it seems that there is a lack of resources, (i.e. financial, human, and technological) which has had a negative impact on program development.

Financial Resources. Financial resources are obviously important; many sound marketing programs have failed because an organization has run out of funds (Lovelock & Weinberg, 1989).

One of the Institute's objectives is to make the current English language program available by the distance education learning system to senior high school graduates, regardless of their age or place of residence. In achieving this objective, the program management/designers should take into consideration several factors such as: the number of students to be served; geographical problems; and rapid advancement and change in information and broadcast technologies. All of these factors require extensive assessment on cost of investment. Given these factors, however, maintenance of a good and qualified program on the current budget structure may become a problem. Therefore, according to several staff members, the Institute should improve its fund raising program to strengthen its financial structure.

In order to gain the necessary funding from the Government (that is the Ministry of Education and Culture through Universitas Terbuka funding) and other financial assistance agencies, the Institute must compete both with other programs within the Universitas

Terbuka setting, and with other educational institutions which are in need of financial assistance.

As a matter of fact, as a self-supporting program, the Institute should be able to meet its financial requirements by itself. However, the Institute is solely dependent upon student fees as its main financial resource for supporting the programs' operational activities.

According to the staff members, the Institute must be able to recruit approximately 2,500 active registrants per year to enable it to sustain current operations. At present, about 2,468 students out of the entire student population (6,561) are categorized as active students. This means that the Institute should improve its marketing activities, in all four elements of the marketing mix (product, price, communication, and distribution), in order to attract more registrants.

<u>Human resources</u>. In evaluating human resources, the auditor is concerned not only with the number of people available to the organization, but also with other features such as management ability, professional skills, and future potential (Lovelock & Weinberg, 1989).

As indicated earlier (Chapter 3: Methodology, The Institute), the Institute presently consists of 32 full-time staff members who are responsible for academic, administrative, and support activities. The distribution of the employees based on their demographic backgrounds and on main job descriptions are provided in Table 9 and Table 10.

Table 9
Staff Members' Demographical Backgrounds

Items	Frequency	Per cent
1. Age (n = 20, Missing = 1)		
- Low thru 25	4	21.0
- 26 - 35	11	57.9
- 36 - 45	3	15.8
- 66 and Above	1	5.3
2. Sex (n = 32)		
- Female	16	50.0
- Male	16	50.0
3. Educational Background (n = 20)		
- High School	8	40.0
- College/Diploma	1	5.0
- Sarjana	6	30.0
- Master	5	25.0
4. Job Experience in the Institute (n = 20)		
- Less than 1 year	2	10.0
- 1 - 2 years	2	10.0
- 2 yrs 1 mth - 3 yrs	2	10.0
- 3 yrs 1 mth - 4 yrs	6	30.0
- More than 4 years	8	40.0

Source: questionnaire and official documents
Note : yrs = years
mth = month

Table 9 provides information about the staff members' demographic features. First, the majority of staff members who participated in answering the questionnaires are between 26-35 years of age. In this study, only 22 staff members received the questionnaires, and 20 of them completed and returned the questionnaires. Questionnaires were not distributed to the majority of the senior and support staff; instead, these individuals were interviewed. Most of the senior staff were between the ages of 46-65 years old. It can thus be concluded that the Institute is predominated by relatively young employees (below 35 years of age).

Second, regarding gender distribution, 50 per cent of the staff are female and 50 per cent are male. Female and male staff were equally distributed throughout all the Institute's activities. It would appear that there are no gender differences among job divisions and management positions.

The third set of data, the staff's educational background indicates that the largest group of staff members were senior high school graduates (40 per cent of the sample). Generally, these staff members were involved in non-academic activities (See Table 10).

However, many of the staff members (over than 60 per cent of the entire staff members) have obtained university (sarjana/undergraduate and master's) degrees.

The staff members' educational background may have either positive or negative impact on the Institute's program development process. It is possible that lower and/or inappropriate educational background could hinder the development progress. If this is the case, the Institute should develop a comprehensive plan for staff development. Although there is, at present, no staff development plan, the Institute management have made several efforts to improve the skills and knowledge of the staff members, for instance, through in service training, and sending several staff members to short course programs and to graduate programs abroad.

The fourth set of data indicates that most of the staff members (about 70 per cent) have been involved in Institute activities either since its establishment in 1987, or since the beginning of its operational activities in 1989. These data suggest that there is relatively high commitment among staff members to the Institute's activities, since there is a low rate of staff turn-over.

In addition to the restriction on financial resources, inadequate human resources could become a constraining factor as well. As indicated in Table 10, based on information generated from staff members' questionnaires and official documents, and specified by several staff members, there is a need to include more staff, specifically academic/faculty staff, who have expertise and sufficient time to expand the program considerably, to deal with activities such as program development, evaluation of the Institute's programs and offerings, and marketing activities for both internal and external publics. So far, the Institute has

Table 10
Distribution of Staff Members' Based on Job Description

Job Description	Freq.	%
Chair-person	1	3.1
Management Consultant	1	3.1
Academic Consultant	1	3.1
Course Material and Exam Development	10	31.2
Administrative and Secretarial	2	6.3
Students Registration	4	12.5
Financial	3	9.4
Distribution	2	6.3
Computer Center	1	3.1
Students Services	2	6.3
Marketing	1	3.1
Other Supporting Services	4	12.5
Total	32	100.0

employed a relatively small number of academic staff in its development stage.

The Institute's Internal Publics include Universitas Terbuka faculty members, administrative/office staff, sessional or part-time tutors/instructors, course writers and course markers in both the Central Office and in the 32 Regional Centers throughout Indonesia's provinces.

Ideally, all of these people should be concerned with developing, up-dating, teaching and evaluating the Institute's offerings. In this case, strong and productive relationship among internal members would help to ensure that the program content and direction are consistent with the standards and priorities of the University.

Contrary to the ideal, on the basis of interview data, it is clear that a number of these internal public members have not provided full support to the Institute's activities. Therefore, the Institute needs to strengthen understanding on the part of its internal publics about both the role and the program characteristics of the language distance education program.

In order to secure better understanding on the part of the internal publics, the Institute must develop an internal marketing strategy. In fact, developing internal marketing strategies is a powerful way to enhance the image of the Institute's programs within its internal publics, since increased academic recognition of the Institute's offerings would increase the internal publics' motivation to participate in the program's development.

Related to the management issues, the Institute staff members specified several suggestions to improve the Institute management practices, such as follows:

* There should be leadership cadres activities in place;
* There should be a more open and transparent management practices;
* There should be a transparent student services coordination system;
* There should be a more open and better communication system among staff members, vertically and horizontally, among staff members in the Central Office and between Central Office and Regional Centers; it seems appropriate to conduct regular progress report meetings (monthly), specifically for

staff members in the Central Office;

* There should be clearly stated job descriptions for all staff members; and
* There should be clearly stated job discipline and work ethics.

The aforementioned suggestion reveals a number of barriers between the Institute staff members. If this is the case, the Institute management should improve its management practices in order to create a convenient organizational environment for the Institute staff members. However, the Institute management high level commitment to the program development is well-acknowledged by its staff members.

Technological Resources. In applying distance education systems, media which could be used include television and radio broadcasting, telephone, teleconference, computer networks, printed media, audio tapes, audio-video tapes, and face-to-face tutorials.

At present, the Institute programs have employed minimal technology in delivering of its distance education learning system, relying on printed media, with some use of audio tapes, telephone, face-to-face tutorials, and (infrequent) television programs. Often, this situation has been due to the limitations in funding. However, the Institute has attempted to provide quality products and services within its limited funding.

Strategy

Audit Criteria

a. There should be a clear marketing strategy;
b. The strategy must be appropriate and consistent with the program's objectives and goals;
c. The strategy should be consistent with the program's internal and external environments; and
d. The resource allocations should be sufficient to accomplish marketing objectives.

Audit Findings

There are several strategic issues, in both external and internal environments, which were defined by the staff members, such as:

* How will the implementation of the curriculum, for Diploma 3 and Sarjana (undergraduate) degree programs, affect the Institute programs?
* How does the program respond to the pressure for better quality academic services, such as academic consultation and increased student-student and student-instructor contacts?
* How does the program address the ever increasing

costs of operational activities, such as technology used when delivering distance education?

* How does the program ensure that sessional/part-time tutors/instructors feel a strong connection to the Institute and perceive themselves to be highly valued by the Institute and the University?
* How can the program encourage/facilitate networking among part-time tutors/instructors?
* How can the program collaborate with other program areas within Universitas Terbuka setting?

Implicitly, the aforementioned strategic issues represent the Institute staff members' concerns about marketing problems. In this case, the staff are concerned about such issues as: educational changes, competition, limited resources (human/personnel, technology, and financial), internal marketing (sense of belongingness among staff members, faculty, and sessional instructors), consumer demand and perspectives regarding the program offerings. They realize the strengths and weaknesses of the programs in the Institute's external and internal environments.

Although it has not been clearly stated, the Institute's management has, in fact, established a marketing strategy which reflects a marketing orientation and which is consistent with the program's objectives and goals. For instance, the Institute has attempted to provide programs which are committed to quality education; to actively create a communication system between the programs and its clients on programs and services issues; to be involved in collaborative activities with partner institutions; and to develop cost-effective and cost-efficient systems in coordinating those activities required to deliver course contents and services.

However, it can be said, perhaps, that the marketing strategy of the Institute has given minimal consideration to internal issues compared to the consideration given to external issues. It appears that the Institute has attempted to serve the external publics more fully than the internal publics, in terms of communication, promotion, and information activities. In this case, the Institute has allocated inadequate resources for its internal marketing activities.

Analysis of the Marketing System

Rosenberg (1977) suggested that all organizations--including profit, not-for-profit, and governmental sectors--should practice marketing, whether these are small or large institutions. There are three major marketing challenges within organizations: a. the challenge of satisfying consumers; b. the challenge of conserving and expanding organizational resources; and c. the challenge of maintaining standards of social responsibility while coping with other basic tasks.

It is, therefore, important for the Institute to maintain a marketing orientation among its staff members. This kind of orientation is necessary because every activity of the organization affects consumers; therefore, every person in the firm must have at least some awareness of the marketing concept.

A second reason for this kind of orientation is that the lifeblood of all organizations (business, nonprofit, and government) is productivity--how well they use their resources. This means only organizations with sufficient output can remain healthy and meet their obligations to the public.

Finally, maintaining standards of social responsibility would remove the organization from its immediate interests. However, it takes the organization into greater participation with government, competitors, and consumer representatives to redefine and enhance the marketing system (Rosenberg, 1977).

This section discusses the Institute's marketing system, including analysis of: the role of marketing; marketing activity; information, planning, and control system; and resource allocation. The information presented is based on several different data sources, such as interviews, observations, document analysis, and literature reviews.

Role of Marketing

In a market-oriented institution, marketing is recognized as much more than mere promotion (Kotler, 1979). Based on this idea, it is suggested that the institution should recognize and analyze its marketing activities within a broader framework, such as analysis of its strengths and weaknesses within its internal environments, external environments, marketing system, and marketing activities.

Audit Criteria

a. There should be a senior staff member responsible for marketing activities;
b. There should be a marketing orientation within the program that is consistent with its objectives and goals; and
c. Sufficient resources should be devoted to marketing activities.

Audit Findings

The Institute has no marketing orientation in terms of the broader framework previously mentioned, but there are activities related to marketing such as communication (promotion and advertising). In this instance, every person in the Institute has at least some awareness of marketing activities.

Recently, a staff member was appointed to conduct certain marketing (promotion) activities for the Institute's program offerings. However, there is no clear job description for this officer. To support the marketing officer, there are staff members who are responsible for developing or creating the content and layout of the communication media (advertising copy for newspaper and magazine, booklet, leaflet, and 'newslink' or newsletter as communication media between the Institute's staff and the students).

It seems that, given limited funding, a sufficient amount of resources has been devoted to marketing activities. For example, several staff members have been appointed, informally, to handle communication, promotion and advertising activities. Furthermore, a certain portion of the budget has been allocated to support these activities.

Marketing Organization

Audit Criteria

a. Marketing must interact effectively with other areas of the program;

b. There should be support for marketing within the program; and

c. The program should be structured for internal convenience and to maximize services to the clients and other publics.

Audit Findings

In the Institute's programs, marketing activities interact with other areas of the program. There is support for marketing activities among the Institute's programs personnel as well. For instance, all staff members, regardless of their main job and their level of management, are willing to serve the clients and publics whenever it is necessary and time is available.

The Institute attempts to organize its activities both for the staff members' convenience and to maximize services to clients and publics. This can be seen from the program values or philosophy, mission, objectives, and goals. For example, one of the Institute's values is to create cooperation and collaboration among and within organizations is considered to be healthy and desirable.

Information, Planning, and Control System

Audit Criteria

a. The program should have a marketing information, planning and controlling system;

b. The system should be consistent and appropriate with the program's objectives and goals;

c. The system should be well-conceived and used effectively within the program; and

d. The system should be formalized in written plans and periodically re-examined for it usefulness.

Audit Findings

At present, the Institute does have a marketing information, planning and controlling system, although it is not very clearly stated. The system is consistent and appropriate with the program's objectives and goals.

As the information, planning, and control system has not been formalized in written plan form, the system has not been well-conceived nor has it been used effectively among the program staff members. Based on interview data, only a small number of staff members understand the plan of the Institute's programs.

Generally, the planning system indicates a market orientation, in the sense that it is client-oriented. Until the present, no marketing control system has been applied. However, the information system within the programs is relatively relevant and sufficient. It appears that the available information system is being used by staff members to evaluate the plan.

Resource Allocation

Audit criteria

a. The objectives and roles of each element of the marketing mix are clearly specified;
b. The marketing resource allocation is consistent with the program objectives and goals;
c. The marketing resource allocations should reflect the importance of different segments, services, and territories; and
d. There should be periodic reviews of the efficacy of its operations and evaluations of its resource allocation decision.

Audit Findings

The objectives and roles of each element of the marketing mix (product, price, communication, and distribution) have not been clearly specified. However, the marketing resource allocation is consistent with the Institute's objectives and goals.

Up to the present, the Institute's marketing resource allocation has not clearly reflected the importance of different segments, services, and territories. The Institute has made the decision to provide similar treatment to its clients.

According to the staff members, no formal mechanism or system exists to review the resource allocation, especially for communication activities, such as public relations and promotion/advertising.

The Analysis of the Activities

This section describes the Institute's activities analysis, which includes: products (good and services); pricing; communication (promotion and public relation); distribution/placement; fund-raising; and enrollment. The information was gathered by using several data collection methods, as follows: questionnaires, interviews, documents analysis, observations, and literature reviews. The presentation of the discussion follows the previous internal environment analysis section format.

Products (Goods and Services)

Audit Criteria

a. The program offerings should maintain current and up-to-date course content;

b. The program should facilitate coordination of course development and delivery;

c. Due to limited resources, program offerings should be quality oriented; and

d. Program offerings should be evaluated periodically, for the quality, quantity, and need.

Audit Findings

The product (goods and services) quality offered by the Institute's programs are good, given its limited resources. According to senior administrators of Universitas Terbuka and the Institute management, the market segments that the Institute serves are vital and growing, since English is very important both for communication (international communication, business, and professional necessity) and knowledge. The Institute's products include non-degree and degree programs, course materials (i.e. main textbooks, references, and audio-tapes), and student services (i.e. registration, course delivery, tutorial, academic consultations, examinations, and distribution).

To keep the program course content current and up-to-date, the program offerings should be evaluated periodically, for its quality and quantity. Deming (as quoted by Mary Walton, 1988), suggested that quality improvement leads to a decrease in costs, which leads to increased productivity. This means with higher quality and low cost program offerings, a greater market can be captured; thus, allowing the Institute to stay in business.

At the Institute, there is no formal program offerings evaluation activity in place. However, according to the management and program designer, within its limited resources, the Institute endeavors to provide quality products and services, and a well-organized system of course development and delivery for the users. Several students, based on interview and questionnaires data analysis, mentioned that the program offerings have maintained quality and current course content (See Tables 11 and 13).

The student respondents in this study were asked to specify reasons for enrolling at the Institute's programs. As indicated in Table 11, the students provided a total of 137 individual statements that were classified into 12 categories.

Table 11

Respondents' Reasons for Studying at the Institute

Reasons	Active Student	Passive Student	Freq.	%
1. Interested in a self-study learning system; with flexibility in terms of time and place commitment	23	11	34	24.8
2. To improve English language skills	20	9	29	21.2
3. To improve career/enhance promotability	18	4	22	16.0
4. To earn a degree, diploma, or certificate from both State University and International English language institution	17	4	21	15.3
5. To obtain quality English language education	8	2	10	7.3
6. Inexpensive course fee	5	-	5	3.6
7. Interested in English language program	3	2	5	3.6
8. To obtain skills for teaching English	3	-	3	2.2
9. To gain knowledge and to improve intellectual thinking	2	1	3	2.2
10. To improve communication skills	2	-	2	1.4
11. To utilize free time	-	2	2	1.4
12. To gain knowledge for social services	-	1	1	0.8
TOTAL	101	36	137	100.0

The most frequently stated reasons were that the Institute offered a self-study program with time and place flexibility (24.8 per cent), to improve English language skills (21.2 per cent), to improve career/

enhance promotability in work place (16.0 per cent), to earn a degree, diploma, or certificate from both an Indonesian state university and an international English language teaching institution (15.3 per cent), and to obtain quality English language education (7.3 per cent).

The findings were not surprising since the majority of students in this study were working full-time and studying English in their spare time. As employees, they were aware that, although, their time was limited, English language skills are very important for their communication activities (professional, career and business) and knowledge. Although they were not specified frequently, economic and social convenience reasons (such as inexpensive course fee, to improve intellectual thinking, to improve communication skills, and to gain knowledge and skills for social activities) were given as reasons for participation in the Institute's programs.

The reasons revealed a consistent relationship between the students' reasons for participation and the Institute's mission, objectives and goals; specifically, those reasons which are related to self-study characteristics, quality English language education, and practical approach programs. In this instance, the reasons for participation can be seen as the students' needs for specific characteristics of post-secondary education, and the Institute's mission, and objectives and goals attempt to fulfill the students' needs.

The reason for participation can, perhaps, provide the means for analyzing the strengths of the Institute's offerings. For instance, reason statements such as: interested in a self-study program with flexibility in terms of time and place commitment; to earn a degree, diploma, or certificate from both a state university and an international English language teaching institution; to obtain quality English language education; and inexpensive course fee, can be considered to be strengths of the Institute's programs. Accordingly, these results should become important themes for both the program development and communication activities, especially in promotion for Institute's offerings.

Related to the respondents' motivation to continue their study in the Institute's programs (See Table 12), almost all respondents (97.5 per cent) stated that they were motivated to continue to further programs, such as intermediate and advanced level of the certificate program, the diploma 3, or the sarjana (undergraduate) degree program.

Table 12
Respondents' Motivation and Program Preference to Continue on the Institute's Program Based on Group

Item	Active Student	Passive Student	Freq/ %
1. Willingness to continue (n = 81)			
- Yes	57	22	79/ 97.5
- No	1	1	2/ 2.5
2. Program preference to continue on (n = 79, missing = 2)			
- Intermediate Level	1	-	1/ 1.3
- Advanced Level	2	4	6/ 7.6
- Diploma 3	8	4	12/ 15.2
- Sarjana (Undergraduate)	46	14	60/ 75.9

Note: Intermediate and Advanced (certificate programs)

The findings, as noted in Table 12, reflect that the Institute's programs have a sizeable and growing market. The majority of respondents (75.9 per cent) have indicated their desire to continue to the Sarjana (Undergraduate) degree program and the second most favorable program to continue on is Diploma 3 program (15.2 per cent). These students constitute the available market or significant component of future markets for the Institute's programs.

Estimating future demand for the program's offerings is important for the management and course designer, specifically for a self-funding program such as the Institute program, in order to continue to exist (Kotler & Andreasen, 1991). For estimating future demand, the Institute may employ one of a number of forecasting methods, such as the user intentions survey.

To gain more understanding about the students' perspectives and needs with regard to the Institute's marketing activities, the students in this study were asked about issues such as products, price, communication/promotion, and distribution/place activities. The staff members were asked about their perspectives on the Institute's marketing activities performance as well.

The information were gathered, primarily, by employing questionnaires and by interviewing both the staff and the students. In part II of the student questionnaire, the students were asked to rate their perspectives on performance and needs of the Institute's marketing activities on a five-point scale. Similarly, the staff were asked to rate their perspectives on the

Institute's marketing activities on five-point scale as well. The highest score for each criterion was 5, and the lowest score was 1; in this case score 3 indicated a "neutral" perspective (See Chapter 3: Data Collection Methods and Instrumentation).

Regarding to the products activities performance, generally, the students and staff members indicated positive perspectives. In this case, the overall student mean scores ranged between 3.10 - 4.10 (above neutral or fair to good) on a five-point scale (See Table 13), and the staff members mean scores were ranged between 3.79 - 4.55 (good to very good) on a five-point scale (See Table 15). The students' needs mean scores on the products activities were rated high, ranging between 3.96 - 4.32 (See Table 14).

Regarding the response frequencies of the student's perspectives on the product group activities, basically, there were no major problems related to quality of program's offerings, variation of program's offerings, course materials quality, registration services, tutors/ instructors' academic quality, and examination scheduling. The problems, however, were found in the student support services, academic counselling facility, tutorial scheduling, examination services, and marking system (See Table 13).

Table 13

Students' Perspectives on the Products Activities Performance By Program

(Response Frequencies and Item Means) (n = 81)

Activities	Active Student					Passive Student					Overall
	VP	P	F	G	VG	VP	P	F	G	VG	Means
1. Quality of program's offerings	-	-	11	38	9	-	2	6	13	2	3.88
			(M = 3.96)					(M = 3.65)			
2. Variation on program's offerings	1	1	13	33	10	-	-	5	13	5	3.90
			(M = 3.86)					(M = 4.00)			
3. Course materials quality	-	-	6	38	14	1	-	2	18	2	4.10
			(M = 4.14)					(M = 3.87)			
4. Student support services	1	4	19	26	8	-	3	8	12	-	3.55
			(M = 3.62)					(M = 3.39)			
5. Student registration services	-	2	11	36	9	-	2	9	11	1	3.77
			(M = 3.89)					(M = 3.48)			
6. Academic counselling facility	3	7	20	19	6	-	2	8	11	2	3.40
			(M = 3.33)					(M = 3.56)			
7. Tutor/Instructor academic quality	-	4	18	29	7	-	-	6	11	5	3.63
			(M = 3.49)					(M = 3.95)			
8. Tutorial scheduling	3	4	22	20	2	-	3	10	8	2	3.31
			(M = 3.27)					(M = 3.39)			
9. Examination services	-	3	20	29	6	-	2	5	15	1	3.65
			(M = 3.65)					(M = 3.65)			
10. Examination scheduling	1	-	11	36	10	-	-	6	14	3	3.91
			(M = 3.93)					(M = 3.87)			
11. Marking system	1	6	18	29	4	-	-	6	15	2	3.59
			(M = 3.50)					(M = 3.83)			

Note: VP = Very Poor (weighted 1)
P = Poor (weighted 2)
F = Fair (weighted 3)
G = Good (weighted 4)
VG = Very Good (weighted 5)

Table 14

Students' Needs on the Products Activities By Level of Importance to Student

(Response Frequencies and Item Means) (n = 81)

Activities	Active Student					Passive Student					Overall Means
	VLI	LI	MI	HI	VHI	VLI	LI	MI	HI	VHI	
1. Quality of program's offerings	-	-	6	33	19	-	-	4	11	8	4.21
	(M = 4.22)					(M = 4.17)					
2. Variation on program's offerings	-	-	9	33	16	-	-	5	8	10	4.15
	(M = 4.12)					(M = 4.22)					
3. Course materials quality	-	-	9	31	18	-	-	1	13	9	4.21
	(M = 4.15)					(M = 4.35)					
4. Student support services	-	-	16	21	21	-	-	4	9	10	4.13
	(M = 4.08)					(M = 4.26)					
5. Student registration services	-	-	11	33	14	-	-	9	10	4	3.97
	(M = 4.05)					(M = 3.78)					
6. Academic counselling facility	-	2	7	21	25	-	-	1	9	13	4.32
	(M = 4.25)					(M = 4.48)					
7. Tutor/Instructor academic quality	-	3	9	19	20	-	-	2	7	13	4.22
	(M = 4.10)					(M = 4.50)					
8. Tutorial scheduling	-	4	10	23	14	-	-	6	10	7	3.96
	(M = 3.92)					(M = 4.04)					
9. Examination services	-	2	10	31	15	-	-	7	11	5	3.99
	(M = 4.02)					(M = 3.91)					
10. Examination scheduling	-	1	11	30	16	-	-	5	12	6	4.05
	(M = 4.05)					(M = 4.04)					
11. Marking system	-	-	8	29	21	-	-	7	7	9	4.18
	(M = 4.22)					(M = 4.09)					

Note: VLI = Very Low Importance (weighted 1)
LI = Low Importance (weighted 2)
MI = Moderate Importance (weighted 3)
HI = High Importance (weighted 4)
VHI = Very High Importance (weighted 5)

Table 15
Staff Members' Perspectives on the Products Activities Performance (Response Frequencies and Item Means)

Activities	VP	P	F	G	VG	Freq & Means
1. Quality of program's offerings	-	-	-	9	11	20 4.55
2. Variation on program's offerings	-	-	2	8	10	20 4.40
3. Course materials quality	-	-	-	9	11	20 4.55
4. Student support services	-	-	4	11	5	20 4.05
5. Student registration services	-	-	3	12	5	20 4.10
6. Academic counselling facility	-	5	7	6	1	19 3.16
7. Tutor/Instructor academic quality	-	1	4	11	3	19 3.84
8. Tutorial scheduling	-	2	4	9	4	19 3.79
9. Examination services	-	-	2	12	6	20 4.20
10. Examination scheduling	-	-	1	11	8	20 4.35
11. Marking system	-	-	1	8	11	20 4.50

Note: VP = Very Poor (weighted 1)
P = Poor (weighted 2)
F = Fair (weighted 3)
G = Good (weighted 4)
VG = Very Good (weighted 5)

Firstly, related to the student support services, although the overall mean score was 3.55 on a five-point scale (above neutral or fair), the fourth set of response frequencies data in Table 13 indicates that several students (8 of 81) rated this activity performance as "very poor" and "poor". According to several students, based on the analysis of the interviews and recommendations data (See Table 16), the Institute needs to improve its student services, such as by providing learning support facilities (library and language laboratory) and a better information system (clarity of the content of information). Similar recommendations were made by the staff members as well (See Table 17).

Secondly, regarding the academic counselling facility, although the students' overall mean score was 3.40 (above neutral or fair performance), a number of students (15.3 per cent), however, rated this activity as "very poor" and "poor" (See Table 13). Several staff members (26.3 per cent) also rated this activity as "poor" (See Table 15). Meanwhile, the overall mean score for the students' needs on this activity was 4.32 on a five-point scale or a "high important " rating (See Table 14).

Thirdly, 13.5 per cent of the students rated tutorial scheduling below neutral ("1" and "2") (See Table 13); two out of 19 staff rated tutorial scheduling as "poor" as well (See Table 15). The students' needs overall mean score was 3.96 (high important rate) on a five-point scale (See Table 14). Although distance students are expected to be self-learners, research findings in the Universitas Terbuka setting showed a high degree of need for face-to-face tutorial among students (Mardiani, 1990; Dunbar, 1991; Abzeni, 1993).

Fourthly, several students (5 out of 81) rated examination services as "poor" performance, although most of them rated this activity as "good" (See Table 13). As noted in Table 16, based on the comment frequencies (14 individual statements), this activity is the students' third major concern among the product group activities.

The final problem in the Institute's product activities is regarding the marking system. As indicated in Table 13, although the overall mean score was 3.59 on a five-point scale (above neutral), a number of students (8.6 per cent) gave below "fair" rating for this activity performance. In this case, the students' needs mean score was 4.18 (high important). As noted in

Table 16, the problem with this activity was due to the time needed for the marking process. For the Institute's students, on-schedule exam results provision is very crucial as a basis for registering for the next level.

The t-test analysis was completed to determine whether or not there were differences in perspectives and needs on the Institute's product activities performances between active students and passive students. The statistical analysis indicated that there were significant differences ($p < .05$) between group perspectives on two activities performances: student registration services and tutor/instructor academic quality. Meanwhile there were no significant differences ($p > .05$) between group perspectives in the other activities performances.

The statistical analysis for the students' needs on product activities indicated that there were no significant differences ($p > .05$) between group means.

The Pearson product-moment correlation was calculated to describe the association between the students' perspectives and needs on the product activities. The analysis revealed that there were significant relationships ($p < .05$) in several activities: quality of program offerings; tutorial scheduling; and examination scheduling. In other performance under product group activities, no relationships were found.

The t-test results of the students' perspectives and needs on the Institute's product activities performances

Activities	*t*	df	*p*
* The students' perspectives on the product activities performances:			
- Quality of program offerings	1.96	79	.053
- Variation of program offerings	- .74	79	.460
- Course materials quality	1.72	79	.089
- Student support services	1.11	79	.269
- Student registration services	2.41	79	.018*
- Academic counselling facility	-1.00	76	.320
- Tutor/Instructor academic quality	-2.72	71	.008*
- Tutorial scheduling	- .53	72	.598
- Examination services	.02	79	.987
- Examination scheduling	.36	79	.721
- Marking system	-1.70	79	.093
* The students' needs on the product activities:			
- Quality of program offerings	.31	79	.755
- Variation of program offerings	- .57	79	.573
- Course materials quality	-1.21	79	.229
- Student support services	- .90	79	.371
- Student registration services	1.60	79	.113
- Academic counselling facility	-1.18	76	.241
- Tutor/instructor academic quality	-1.88	71	.065
- Tutorial scheduling	- .57	72	.572
- Examination services	.56	79	.576
- Examination scheduling	.05	79	.963
- Marking system	.76	79	.447

The correlation results for products activities:

Activities	r	p
- Quality of program offerings	.266	.016*
- Variation of program offerings	.172	.122
- Course materials quality	.149	.182
- Student support services	-.154	.169
- Student registration services	.189	.090
- Academic counselling facility	-.087	.446
- Tutor/instructor academic quality	.044	.707
- Tutorial scheduling	-.314	.006*
- Examination services	.060	.589
- Examination scheduling	.333	.002*
- Marking system	.024	.829

Table 16 and Table 17 provide student and staff recommendations for improving the Institute product activities performance. The data were generated from questionnaires and interviews. For students, the most frequently stated recommendations were related to course materials quality (27.6 per cent of 90 individual statements), tutorial scheduling (25.5 per cent), examination services (15.6 per cent), and students' support services (10 per cent); whereas for staff members, recommendations concerned tutorial scheduling (20 per cent of 35 individual statements), marking system (14.3 per cent), course materials quality (11.4 per cent), and student support services (11.4 per cent).

Table 16: Students' Recommendations to Improve the Products Activities Based on Group

	Recommendations	Active Student	Passive Student	Freq	%
1.	Quality of program offerings (curriculum evaluation)	2	-	2	2.2
2.	Offering more program variation	-	1	1	1.1
3.	Course materials quality				
	- Developing more independent course materials (independent from face-to-face tutorial activities)	1	-	1	1.1
	- Evaluation and improvement of course materials quality (popular terminology, packaging)	2	4	6	6.7
	- On-schedule record of course materials provision	4	-	4	4.4
	- Quantity improvement of audio-video tape tutorial	3	1	4	4.4
	- Quality improvement of audio tapes tutorial	2	-	2	2.2
	- Quantity improvement of television tutorial program	-	1	1	1.1
	- Multimedia employment in course delivery	2	1	3	3.3
	- Quantity improvement of supporting material references	4	-	4	4.4
4.	Student support services				
	- Providing learning support facilities and activities (library, laboratory, and seminars)	7	-	7	7.8
	- Clarity of student's guide book	1	1	2	2.2
5.	Academic counselling facility				
	- Quality Improvement of academic counselling activities	4	3	7	7.8
	- Job search assistance	-	1	1	1.1
6.	Tutorial scheduling				
	- Face-to-face tutorial schedule variations improvement	8	3	11	12.2
	- Face-to-face tutorial frequency improvement	6	3	9	10.0
	- Face-to-face Tutorial quality improvement	2	1	3	3.3
7.	Examination services				
	- More practices for exam preparation	8	-	8	8.9
	- Sound system facilities for listening exam (quality of tapes and sound systems)	5	1	6	6.7
8.	On-schedule record of examination scheduling	3	-	3	3.3
9.	Marking system				
	- Shorter period in the exam results provision (less than a month marking process)	3	-	3	3.3
	- Clarity of the marking procedure	2	-	2	2.2
	Total =	69	21	90	100.0

Table 17
Staff Members' Recommendations to Improve the Products Activities

Recommendations	Freq
1. Quality of program offerings	
- Staff members need to work more effectively in developing programs and other services	2
2. Course materials quality	
- On-schedule record of course materials preparation	2
- Improvement of course materials quality (content, examples, terminology, completeness based on four English language skills)	2
3. Student support services	
- Improvement of the quality of support services	1
- Providing learning support facilities and activities (library, laboratory, and seminars)	3
4. Student registration services	
- Better coordination between Central Office and Regional Centers	2
5. Academic counselling facility	
- Providing better academic counselling services by appointing academic counsellors	3
6. Tutor/Instructor academic quality	
- Identification and accreditation of qualified Tutors/Instructors in Central Office and Regional Centers	2
7. Tutorial scheduling	
- Orientation tutorial, minimum twice per semester for student orientation on learning strategy and examination preparation	4
- Providing tutors and tutorial centers list in Central Office and Regional Centers	3
8. Examination services	
- Better examination facilities (convenient place and good sound system)	1
- Developing item writers and examiners' centers in Regional Offices	2
9. Examination scheduling	
- On-schedule record in examination preparation (item writing)	3
10. Marking system	
- Shorter period in the marking process (supervised by Academic Consultant)	3
- Improvement of course marker qualification (educational background and working experience)	1
- Maintaining student evaluation (examination) standards	1
Total =	35

Source: Staff members' questionnaires and interviews

Pricing

Audit criteria

a. The price of the program products and services should reflect a fair market value, as determined by the demand for the program offerings and competition;

b. The program should have a clearly stated formal policy on the procedures for establishing and reviewing pricing policy; and

c. The price of the program products and services should be acceptable to the target client.

Audit Findings

According to the students who have interviewed, the program products (goods and services) prices were generally viewed as representing fair value for money. Several students (See Table 11) consider the prices of textbooks, reading materials, audio-tapes, which include consultations and students services, to be reasonable. A similar finding was reported by Mardiani (1990). In other words, the price of the program products and services reflect a fair and acceptable market value as determined by the users (see Table 18 as well).

However, the program should have a clearly stated policy on the procedures for establishing and reviewing pricing policy, since pricing issues, such as price related to textbook, course delivery, tutorial, and examination services, might become a potential threat to program continuity; in such cases, the students may drop the course prematurely, if they consider the course fee overvalued.

According to several staff members, based on interviews, in establishing and reviewing the price of its products and services, the Institute is using, partly, the Universitas Terbuka standard pricing policy, which is similar to most other state universities in Indonesia. In this case, the course fee is similar to other programs at the Universitas Terbuka. However, the other fees (such as course materials and examination fees) are different, because of the program characteristics (See Markets section, in this chapter).

Generally, the students and staff members indicated positive perspectives on the Institute's pricing activities performance. As noted in Tables 18 and 20, the mean scores for both students and staff ranged between 3.22 to 4.25 on a five-point scale (above fair to good performance). However, there were several students who gave negative (below neutral) perspectives on the pricing group activities (See Table 18).

As indicated in Table 18, the highest "poor" response frequencies were on the re-examination pricing policy activity (23.5 per cent); followed by course materials pricing policy (19.8 per cent), tuition fee (pricing) policy (16 per cent), reasonability or acceptability of the tuition fee (12.3 per cent), and tuition fee payment system (9.9 per cent).

Table 18

Students' Perspectives on the Pricing Activities Performance By Program

(Response Frequencies and Item Means) (n = 81)

Activities	Active Student					Passive Student					Overall Means
	VP	P	F	G	VG	VP	P	F	G	VG	
1. Tuition fee (pricing) policy	-	10	29	17	2	-	3	8	11	1	3.26
		(M = 3.19)					(M = 3.43)				
2. Tuition fee payment system	-	6	22	26	4	-	2	6	12	3	3.54
		(M = 3.48)					(M = 3.69)				
3. Course material pricing policy	-	11	27	18	2	1	4	6	10	2	3.23
		(M = 3.19)					(M = 3.35)				
4. Reasonability or acceptability of the tuition fee	-	7	28	21	2	-	3	9	10	1	3.33
		(M = 3.31)					(M = 3.39)				
5. Re-examination pricing policy	-	16	22	17	3	1	2	7	11	2	3.22
		(M = 3.12)					(M = 3.48)				

Note: VP = Very Poor (weighted 1)
P = Poor (weighted 2)
F = Fair (weighted 3)
G = Good (weighted 4)
VG = Very Good (weighted 5)

Table 19

Students' Needs on the Pricing Activities By Level of Importance to Student

(Response Frequencies and Item Means) (n = 81)

Activities	Active Student					Passive Student					Overall
	VLI	LI	MI	HI	VHI	VLI	LI	MI	HI	VHI	Means
1. Tuition fee (pricing) policy	-	1	26	25	6	-	-	11	10	2	3.62
		(M = 3.62)					(M = 3.61)				
2. Tuition fee payment system	-	-	25	27	6	-	-	12	9	2	3.64
		(M = 3.67)					(M = 3.56)				
3. Course material pricing policy	-	-	31	19	8	-	2	10	10	1	3.55
		(M = 3.60)					(M = 3.43)				
4. Reasonability or acceptability of the tuition fee	-	1	32	18	7	-	-	11	10	2	3.55
		(M = 3.53)					(M = 3.61)				
5. Re-examination pricing policy	2	4	28	18	6	1	-	9	5	8	3.51
		(M = 3.38)					(M = 3.83)				

Note: VLI = Very Low Importance (weighted 1)
LI = Low Importance (weighted 2)
MI = Moderate Importance (weighted 3)
HI = High Importance (weighted 4)
VHI = Very High Importance (weighted 5)

Surprisingly, the overall mean scores related to the students' needs on the pricing activities, which ranged between 3.51 to 3.64, were relatively lower than the other activities mean scores (See Tables 19, 14, 25, and 30). Based on the analysis of the students' recommendations (See Table 21), which were obtained from questionnaires (additional comments part), it can be concluded that a number of students need to be subsidized. It can be understood, especially for students who are not employed or have low incomes, that the overall price of the Institute's products and services presents a substantial financial commitment for them. In this instance, the students recommended that the program should be more affordable for an average income earner and financial assistance should be available to less-fortunate students.

Table 20
Staff Members' Perspectives on the Pricing Activities Performance (Response Frequencies and Item Means)

Activities	Performance					Means
	VP	P	F	G	VG	
1. Tuition fee (pricing) policy	-	-	2	13	5	4.15
2. Tuition fee payment system	-	-	1	13	6	4.25
3. Course material pricing policy	-	-	3	11	6	4.15
4. Reasonability or acceptability of the tuition fee	-	-	5	10	5	4.00
5. Re-examination pricing policy	-	-	3	10	7	4.20

Note: VP = Very Poor (weighted 1) (n = 81)
P = Poor (weighted 2)
F = Fair (weighted 3)
G = Good (weighted 4)
VG = Very Good (weighted 5)

When the t-test analysis was applied to determine any differences in the mean group perspectives and needs on the Institute's pricing activities between active and passive students, the results revealed that there were no significant differences (*p* > .05) between students' perspectives and needs on these activities.

The t-test results for pricing activities:

Activities	*t*	df	*p*
* The students perspectives on the pricing activities performance:			
- Tuition fee (pricing) policy	-1.30	79	.199
- Tuition fee payment system	-1.09	79	.278
- Course material pricing policy	- .75	79	.457
- Reasonability or acceptability of the tuition fee	- .44	79	.661
- Re-examination pricing policy	-1.61	79	.111
* The students needs on the pricing activities:			
- Tuition fee (pricing) policy	.07	79	.944
- Tuition fee payment system	.66	79	.512
- Course material pricing policy	- .94	79	.348
- Reasonability or acceptability of the tuition fee	- .42	79	.673
- Re-examination pricing policy	-1.91	79	.059

Correlations were calculated to test an association between the students' perspectives and needs. The results showed that there was a significant relationship (*p* < .05) in the re-examination of pricing policy (See Tables 18 and 19). However, there were no significant relationships in the other pricing activities within this group of activities.

<u>The correlation results for pricing activities</u>:

Activities	r	p
- Tuition fee (pricing) policy	-.118	.294
- Tuition fee payment system	-.029	.791
- Course material pricing policy	-.152	.174
- Reasonability or acceptability of the tuition fee	.000	1.000
- Re-examination pricing policy	.370	.001*

<u>Table 21</u>

<u>Students' Recommendations to Improve the Pricing Activities Based on Group</u>

(Response Frequencies)

Recommendations	Active Student	Passive Student	Freq
1. Tuition fee (pricing) policy			
- Fund raising program (government financial assistance) to support operational activities	2	-	2
- Financial assistance for special (less-fortunate) students	2	1	3
- Evaluation of pricing policy	3	2	5
2. Tuition fee payment system			
- Time-flexibility in payment system	-	1	1
3. Course material pricing policy			
- Alternative course material quality to reduce course material price	1	1	2
4. Reducing the tutorial fee	5	2	7
Total =	13	7	20

Table 22
Staff Members' Recommendations to Improve the Pricing Activities (Response Frequencies)

Recommendations	Freq
1. Tuition fee (pricing) policy	
- Re-examination of the operational budget (specifically for examination services)	2
- Accreditation of examiners and item writers in Regional Centers (pool system)	1
- Increasing fund-raising programs	2
- Relocating examination locations to potential areas (with more than 10 examinees)	3
2. Tuition fee payment system	
- Reconsider the installment payment system; split-up into smaller installments	1
Total =	9

Source: Staff members' questionnaires and interviews

Equally important were the recommendations provided by staff related to the pricing policy (See Table 22), which indicate their understanding about problems posed to students in this activity. For instance, to support the student tuition fee, the staff suggested several efforts such as re-organization of the operational budget by creating item writers and examiners pools in the Regional Centers, by relocating examination locations to potential areas (with more than 10 examinees for example), and by increasing fund-raising program efforts.

Communication (Promotion and Public Relations)

Audit Criteria

a. The Institute's programs should have clear communication (promotion and public relations) objectives;

b. There should be a clearly stated communication strategy which relates to the communication objectives;

c. The strategy should be based on an analysis of the past communication program experience and on the students' preferences;

d. There should be a communication budget that is appropriate to the communication objectives;

e. There should be a system to measure the effectiveness of the various communication programs;

f. Media used for communication activities (promotion and public relation) should be evaluated regularly to ensure its effectiveness; and

g. There should be a system in place to handle, record, and follow-up on the inquiries resulting from communication program activities.

Audit Findings

The Institute has no clearly stated communication (advertising, promotion, and public relation) objectives and strategy. As a matter of fact, no formal activity has been undertaken to evaluate the effectiveness of media used for communication activities. However, there has been an initial step to analyze the effectiveness of the communication activities, such as the appointment of staff responsible for monitoring promotion activities.

Nevertheless, significant resources have been allocated for communication activities. For example, a marketing officer and an advertising/promotion agency have been appointed to assist in the promotion of the Institute's offerings. In this case, the media used by the Institute are print and telecommunication, namely: newspapers, magazines, university calendar/ catalogs, newsletters, leaflets/brochures, television programs, and radio programs. These media might be an effective method to inform students and potential candidates of program offerings and activities. Perhaps, this would be determined if an evaluation was conducted.

When asked what sources of information the students have in becoming acquainted with the Institute's programs, 55.6 per cent of the students in this study indicated that advertisements in printed media (newspapers and magazines) were the most common sources of information (See Table 23).

Table 23
Students' Source of information to Become Acquainted with the Institute's Program By Group

Source of Information	Active Student	Passive Student	Freq/ %
1. Advertisements in printed media (newspapers, magazines)	33	12	45/ 55.6
2. Leaflets/Posters	1	1	2/ 2.5
3. University catalog	5	1	6/ 7.4
4. University TV programs	2	1	3/ 3.7
5. University Radio programs	2	-	2/ 2.5
6. Colleagues/friends	10	7	17/ 21.0
7. Relatives	1	1	2/ 2.5
8. Teachers	1	-	1/ 1.2
9. University Staff	3	-	3/ 3.7
Total	58	23	81/ 100.0

In addition to printed media sources, other sources reported by students were colleagues/friends (21 per cent), Universitas Terbuka catalog (7.4 per cent), Universitas Terbuka staff (3.7 per cent), Universitas Terbuka television programs (3.7 per cent), Universitas Terbuka radio programs (2.5 per cent), leaflets/posters

(2.5 per cent), relatives (2.5 per cent), and teacher (1.2 per cent).

The data on communication media suggest that advertisement in printed media (newspapers and magazines) and "word of mouth" via colleagues/friends, relatives, and teachers appear to be the most effective and promising sources of publicity for the Institute's offerings.

As noted in Tables 24 and 26, the students and staff members indicated generally positive perspectives with regard to the Institute's communication activities performance, with the overall mean scores ranging between 3.10 to 4.35 on a five-point scale (above fair or neutral). However, there were a number of students and staff who rated these activities as "very poor" or "poor". The highest "below fair" response frequency, both for students and staff, was related to the communication between student and tutor/instructor activity, which was 25.3 per cent for students and 26.3 per cent for staff members. As previously mentioned, the students' need of tutorial activity (See Tables 14 and 25) was high (the mean score was 4.20 on a five-point scale).

Table 24
Students' Perspectives on the Communication Activities Performance By Program
(Response Frequencies and Item Means) (n = 81)

Activities	Active Student					Passive Student					Overall
	VP	P	F	G	VG	VP	P	F	G	VG	Means
1. Communication between student and Tutor/Instructor	4	9	21	19	-	2	4	6	9	1	3.10
	(M = 3.07)					(M = 3.14)					
2. Communication between student and program personnel	3	4	20	28	3	1	6	6	8	2	3.34
	(M = 3.41)					(M = 3.17)					
3. Communication/Information related to the program activities	2	8	17	26	5	1	3	7	8	4	3.43
	(M = 3.41)					(M = 3.48)					
4. Advertising media preference (newspaper, magazine)	1	5	29	20	2	1	3	9	9	1	3.29
	(M = 3.30)					(M = 3.26)					
5. Communication media preference (Newslink)	-	5	12	29	12	1	1	4	13	4	3.81
	(M = 3.83)					(M = 3.78)					
6. System used to handle student/public inquiries	1	2	22	26	7	1	1	7	12	2	3.60
	(M = 3.62)					(M = 3.56)					
7. Clarity of student handbook/catalogs	-	2	12	34	10	-	3	5	12	3	3.83
	(M = 3.90)					(M = 3.65)					
8. Responsiveness to student needs	1	5	22	28	2	-	3	11	7	2	3.41
	(M = 3.43)					(M = 3.35)					

Note: VP = Very Poor (weighted 1)
P = Poor (weighted 2)
F = Fair (weighted 3)
G = Good (weighted 4)
VG = Very Good (weighted 5)

Table 25

Students' Needs on the Communication Activities By Level of Importance to Student

(Response Frequencies and Item Means) (n = 81)

Activities	Active Student					Passive Student					Overall
	VLI	LI	MI	HI	VHI	VLI	LI	MI	HI	VHI	Means
1. Communication between student and Tutor/Instructor	-	2	8	26	17	-	-	2	8	12	4.20
		(M = 4.09)					(M = 4.45)				
2. Communication between student and program personnel	-	2	8	29	19	-	1	2	14	6	4.11
		(M = 4.12)					(M = 4.09)				
3. Communication/Information related to the program activities	-	-	10	27	21	-	-	4	7	12	4.23
		(M = 4.19)					(M = 4.35)				
4. Advertising media preference (newspaper, magazine)	-	2	24	26	5	-	-	6	14	3	3.67
		(M = 3.60)					(M = 3.87)				
5. Communication media preference (Newslink)	-	-	10	29	19	-	-	3	12	8	4.17
		(M = 4.15)					(M = 4.22)				
6. System used to handle student/ public inquiries	-	-	9	29	20	-	-	1	16	6	4.20
		(M = 4.19)					(M = 4.22)				
7. Clarity of student handbook/ catalogs	-	-	9	26	23	-	-	1	13	9	4.27
		(M = 4.24)					(M = 4.35)				
8. Responsiveness to student needs	-	1	8	25	24	-	-	6	8	9	4.21
		(M = 4.24)					(M = 4.13)				

Note: VLI = Very Low Importance (weighted 1)
LI = Low Importance (weighted 2)
MI = Moderate Importance (weighted 3)
HI = High Importance (weighted 4)
VHI = Very High Importance (weighted 5)

An attempt was made to determine whether or not any difference existed with regard to the perspectives and needs between groups of active and passive students. The findings suggested that there were no significant differences ($p > .05$) between active and passive students on both the perspectives and needs on the communication activities. In summary, the t-tests analysis data are as follow:

Activities	t	df	p
* The students' perspectives on the communication activities performance:			
1. Communication between student and Tutor/Instructor	- .26	73	.799
2. Communication between student and program personnel	1.02	79	.309
3. Communication/Information related to the program activities	- .26	79	.793
4. Advertising media preference (newspapers, magazines)	.19	78	.851
5. Communication media preference (Newslink/newsletter)	.21	79	.838
6. System used to handle student/public inquiries	.27	79	.789
7. Clarity of student handbook/catalogs	1.29	79	.200
8. Responsiveness to student needs	.43	79	.671
* The students' needs on the communication activities:			
1. Communication between student and Tutor/Instructor	-1.87	73	.065
2. Communication between student and program personnel	.18	79	.858
3. Communication/Information related to the program activities	- .88	79	.382
4. Advertising media preference (newspaper, magazine)	-1.62	78	.109
5. Communication media preference (Newslink/newsletter)	- .37	79	.715
6. System used to handle student/public inquiries	- .17	79	.862
7. Clarity of student handbook/catalogs	- .64	79	.523
8. Responsiveness to student needs	.58	79	.562

Table 26
Staff Members' Perspectives on the Communication Activities Performance
(Response Frequencies and Item Means) (n = 20)

Activities	Performance VP	P	F	G	VG	Means
1. Communication between student and Tutor/Instructor	-	5	4	7	3	3.42
2. Communication between student and program personnel	-	2	1	12	5	4.00
3. Communication/Information related to the program activities	-	1	4	11	4	3.90
4. Advertising media preference (newspaper, magazine)	-	1	5	7	7	4.00
5. Communication media preference (Newslink)	-	-	3	7	10	4.35
6. System used to handle student/public inquiries	-	1	3	6	10	4.25
7. Clarity of student handbook/catalogs	-	1	1	9	9	4.30
8. Responsiveness to student needs	-	3	8	4	5	3.55

Note: VP = Very Poor (weighted 1)
P = Poor (weighted 2)
F = Fair (weighted 3)
G = Good (weighted 4)
VG = Very Good (weighted 5)

When correlation was calculated to assess the relationship between the students' perspectives and needs related to the Institute's communication activities, it was found that there were significant relationships ($p < .05$) on two activities in communication: communication media preference (Newslink/ newsletter) and clarity of student handbook/catalogs; whereas in the other six activities in this group, no significant relationships were found. The summary of correlation analysis is presented below:

Activities	r	p
1. Communication between student and Tutor/Instructor	-.120	.304
2. Communication between student and program personnel	-.019	.864
3. Communication/Information related to the program activities	.056	.621
4. Advertising media preference (newspaper, magazine)	.103	.364
5. Communication media preference (Newslink)	.260	.018*
6. System used to handle student/ public inquiries	.039	.727
7. Clarity of student handbook/ catalogs	.357	.001*
8. Responsiveness to student needs	.022	.844

As indicated in Tables 27 and 28, the students and staff members presented a number of comments/ recommendations to improve the Institute's communication activities performance. For the students, the most frequently stated recommendations were related to the communication between student and tutor/instructor activity (37.8 per cent out of 74 individual statements); meanwhile for the staff members, the advertising/promotion media preference activity was the most important issue (See Table 28: 26 of 52 individual statements).

Table 27
Students' Recommendations to Improve the Communication Activities By Group

Activities	Active Student	Passive Student	Freq
1. Communication between student and Tutor/Instructor			
- Frequency improvement on student meeting activities	2	5	7
- Providing more information on study group activities	5	3	8
- Regular meeting between students and academic staff (Tutor/Instructor), once every two months	7	6	13
2. Communication between student and program personnel			
- Maintaining communication with passive student	-	4	4
- Frequency improvement on student and program personnel communication	1	2	3
3. Communication/Information related to the program activities			
- Improvement on student orientation activities (clarity and periodically)	4	4	8
- Send up-dating program activities information to home address (payment due, exam schedule)	-	3	3
- Multimedia employment for academic information (telephone, newspaper, letter)	3	1	4
4. Communication media preference (Newslink/newsletter)			
- The content should focused on academic matters	3	1	4
- On-schedule record of newslink (frequency improvement, monthly)	4	3	7
- Newslink quality improvement (packaging, up-to-date issues, lay-out, content)	3	2	5
5. System used to handle student/public inquiries			
- Increasing promotion to high school students	1	-	1
- Appointment of Public Relation Officer	2	-	2
6. Clarity of student handbook/catalogs			
- More clarity in academic information	3	2	5
Total	38	36	74

Table 28
Staff Members' Recommendations to Improve the Communication Activities

Recommendations	Freq
1. Communication between student and Tutor/Instructor should be improved by	
- Providing information about list of licensed Tutors/Instructors	3
- Providing list of student's names in the same level	2
- Helping the students in forming study groups	2
- Updating the student's record	4
2. Communication between student and program personnel should be improved	1
3. Improvement of communication/information related to the program activities; students orientation at the beginning of semester	5
4. Advertising media preference (newspapers, magazines)	
- Frequency improvement of promotion through printed media (continuity)	2
- Variability of promotion media employment to maintain and to improve student enrollment (personal, direct mail, printed media)	8
- Clarity of the content and strategy of the promotion activities	8
- Integral coordination among sub-divisions and promotion activities	8
5. Communication media preference (Newslink)	
- Frequency improvement (once a month) and on-schedule record	4
6. System used to handle student/public inquiries	
- Appointment of Public Relation Officer	2
- Creating a good and accessible mechanism to handle academic inquiries	1
7. Clarity of terms used in student handbook/catalogs	1
8. Responsiveness to student needs	
- Human resources (staff) development to improve awareness of student needs for academic and administrative services	1
Total =	52

Source: Staff members questionnaires and interviews

Related to advertising/promotion media preference, it can be concluded that printed media, such as newspapers and magazines, were the most effective source of information to promote the Institute's offerings (See Table 23 and Table 28). The Institute places advertising in newspapers/magazines approximately six times a year. Several staff members suggested increasing frequency and improving the clarity of the content and strategy of the promotion activities.

Regarding "Newslink" (newsletter) as communication media between staff members and students which include academic and administrative information, to date, it has been sent to active students only, since the fee for this service is included in the tuition fee. An initial step for collaborative activities with other institutions has been taken to support the production of "Newslink", so that, this news bulletin will reach both active and passive students. This effort may be useful for maintaining communication, especially with passive students.

According to staff members, there should be frequent and on-schedule communication with students, specifically through "Newslink", since presently the Institute releases this newsletter approximately every three months. This problem has been partly due to limitations in financial and human resources. There was no staff available full time to develop the content of "Newslink".

Distribution/Place

Audit Criteria

a. There should be clear distribution/place objectives and strategies;

b. Geographic areas should be ranked in terms of priority of needs and best return on the investment of resources;

c. The economics of the distribution system should be analyzed; and

d. Products and services should be available at times and places that the clients find convenient.

Audit Findings

There were clear distribution objectives and strategies in place. Geographical areas were not ranked in terms of needs nor best return on investment of resources. There was no formal analysis of the economics of the distribution system in relation to the economic benefits of the system.

Generally, the students' and the staff members' perspectives on the Institute's distribution activities performance were positive. The statistical data analysis showed that the student mean scores ranged between 3.25 - 3.59 (above neutral or fair) on a five-point scale (See Table 29), and the staff members mean scores ranged between 3.58 - 4.10 (good) on a five-point scale (See Table 31). The students's needs with regard to the distribution activities indicated a high degree of needs, with the mean scores ranging between 4.01 - 4.37 (high important) in a five-point scale (See Table 30).

Table 29
Students' Perspectives on the Distribution Activities Performance By Program
(Response Frequencies and Item Means) (n = 81)

Activities	Active Student					Passive Student					Overall Means
	VP	P	F	G	VG	VP	P	F	G	VG	
1. Distribution services of course materials	-	3	21	30	4	-	3	7	10	3	3.59
		(M = 3.60)					(M = 3.56)				
2. On-schedule record of the course materials provision and distribution services	2	8	19	27	2	-	4	6	9	4	3.39
		(M = 3.33)					(M = 3.56)				
3. Post-office services	1	9	21	22	5	1	1	10	10	1	3.37
		(M = 3.36)					(M = 3.39)				
4. On-schedule record of the distribution of exam results	4	7	21	23	3	1	5	5	11	1	3.25
		(M = 3.24)					(M = 3.26)				
5. Transportation accessibility to the study center	2	9	17	27	3	-	5	5	12	1	3.36
		(M = 3.34)					(M = 3.39)				
6. Transportation accessibility to exam location	2	7	20	26	3	1	4	9	8	1	3.31
		(M = 3.36)					(M = 3.17)				

Note: VP = Very Poor (weighted 1) F = Fair (weighted 3) VG = Very Good (weighted 5)
P = Poor (weighted 2) G = Good F(weighted 4)

Table 30
Students' Needs on the Distribution Activities By Level of Importance to Student
(Response Frequencies and Item Means)

Activities	Active Student					Passive Student					Overall Freq & Means
	VLI	LI	MI	HI	VHI	VLI	LI	MI	HI	VHI	
1. Distribution services of course materials	-	-	9	26	23	-	-	1	11	11	81
	(M = 4.24)					(M = 4.43)					4.30
2. On-schedule record of the course materials provision and distribution services	-	-	9	23	26	-	-	1	8	14	81
	(M = 4.29)					(M = 4.56)					4.37
3. Post-office services	-	-	9	23	26	-	-	2	10	11	81
	(M = 4.29)					(M = 4.39)					4.32
4. On-schedule record of the distribution of exam results	-	-	8	24	26	-	-	2	10	11	81
	(M = 4.31)					(M = 4.39)					4.33
5. Transportation accessibility to the study center	-	1	12	27	18	-	-	8	10	5	81
	(M = 4.07)					(M = 3.87)					4.01
6. Transportation accessibility to exam' location	1	-	9	24	24	-	-	6	10	7	81
	(M = 4.21)					(M = 4.04)					4.16

Note: VLI = Very Low Importance (weighted 1)
LI = Low Importance (weighted 2)
MI = Moderate Importance (weighted 3)
HI = High Importance (weighted 4)
VHI = Very High Importance (weighted 5)

According to staff members, based on interviews and questionnaires data analysis (See Tables 29 and 31), the Institute does not have a problem related to the distribution services of course materials. However, the problem is the on-schedule record of the course materials provision (preparation). In this case, the students experienced problems of unavailability of course materials when they intended to continue to the next level, such as from the intermediate to the advanced level.

Table 31
Staff Members' Perspectives on the Distribution Activities Performance
(Response Frequencies and Item Means) (n = 20)

Activities	Performance					Means
	VP	P	F	G	VG	
1. Distribution services of course materials	-	-	2	13	4	4.10
2. On-schedule record of the course materials provision and distribution services	-	3	5	8	3	3.58
3. Post-office services	-	-	8	7	3	3.72
4. On-schedule record of the distribution of exam results	-	-	7	10	3	3.80
5. Transportation accessibility to the study center	-	-	5	9	6	4.05
6. Transportation accessibility to exam location	-	-	9	7	4	3.75

Note: VP = Very Poor (weighted 1)
P = Poor (weighted 2)
F = Fair (weighted 3)
G = Good (weighted 4)
VG = Very Good (weighted 5)

As indicated by Table 29, although the mean of students' perspectives on the on-schedule record of the course materials provision was 3.39 on the five-point scale (which means above fair performance), the response frequencies showed that a number of students (14 out of 81 respondents or 17.3 per cent) rated "1" (very poor) and "2" (poor) for this issue. Similarly, a number of staff members (3 out of 19 staff or 15.8 per cent, see Table 31) rated this activity as "poor" performance as well.

Course materials (main textbook, audio-tapes, and other supporting materials) provision is very important for the Institute's students, since these materials are the main source for their learning process. As noted in Table 30, the mean of students' needs on the on-schedule record of the course materials provision and distribution services was 4.37 on the five-point scale. Assuming a mid-point of "3", this data suggests a high rate of student need in this activity. As a matter of fact, this was the highest mean score among the students' needs mean scores on the Institute's marketing activities (product, price, communication/promotion, and place/distribution).

Regarding the post-office services, the third set of data in Table 29 indicated that the mean score of the students' perspective on the Institute's performance was 3.37 on the five-point scale. However, a number of students (12 of 81 or 14.8 per cent) rated "very poor" and "poor" for these activities. In this case, the respondents showed a high degree of need of the post-office services for academic and administrative purposes ($\underline{M}$ = 4.32).

Related to the on-schedule record of the distribution of exam results issue, although the overall mean indicated above neutral score ($\underline{M}$ = 3.25), the frequency responses suggested that 17 of 81, or 21 per cent of the respondents, rated this activity as very poor and poor. Meanwhile, the students' needs with regard to this activity were rated as of high importance ($\underline{M}$ = 4.33)

Location of an office building is an important issue in the place/distribution activity, since it may become a barrier for student participation (Noble, 1989). Table 30, the fifth set of data, indicated the mean of students' needs on the transportation accessibility to the study center was 4.01 on the five-point scale. This figure suggests a high level of importance of students needs on this issue. Based on interviews, questionnaires, and observation data, it can be said that the Jakarta Central Office location is strategic. It can be reached easily by public and private transportation (See Tables 29, 31, 32, and 33). However, it should be noted that several students (19.8 per cent) have unfavorable perspectives about the office location.

The final set of data in Tables 29, 30, and 31 was related to accessibility to exam location. Table 29 indicated that the overall mean of student perspectives on this activity was 3.31, which means relatively good preference for the exam location. However, the response frequencies showed that 14 of 81 respondents (17.3 per cent) rated this activity as "very poor" and "poor".

When the t-tests analyses were completed to determine any differences in the mean groups perspectives on the Institute's place/distribution activities between active students and passive students, the results revealed that there were no significant differences ($p > .05$) either in the students' perspectives or in the students' needs on these activities.

The correlation analysis was calculated to test whether or not an association existed between the students' perspectives and needs on the distribution/ place activities. The analysis revealed that there were no significant relationships ($p > .05$) between the students' perspectives and the students' needs on these activities.

The t-tests analysis data are summarized as follow:

Activities	t	df	p
* The students' perspectives on the distribution activities performance:			
1. Distribution services of course materials	.20	79	.839
2. On-schedule record of the course materials provision and distribution services	-1.05	79	.296
3. Post-office services	- .13	79	.895
4. On-schedule record of the distribution of exam results	- .08	79	.936
5. Transportation accessibility to the study center	- .21	79	.838
6. Transportation accessibility to exam location	.84	79	.401
* The students' needs on the distribution activities:			
1. Distribution services of course materials	-1.16	79	.250
2. On-schedule record of the course materials provision and distribution services	-1.60	79	.114
3. Post-office services	- .56	79	.575
4. On-schedule record of the distribution of exam results	- .47	79	.637
5. Transportation accessibility to the study center	1.06	79	.294
6. Transportation accessibility to exam' location	.81	79	.418

The correlation analysis data are summarized as follow:

Activities	r	p
- Distribution services of course materials	.09	.413
- On-schedule record of the course materials provision and distribution services	.04	.709
- Post-office services	.01	.947
- On-schedule record of the distribution of exam results	-.07	.547
- Transportation accessibility to the study center	-.01	.954
- Transportation accessibility to exam' location	-.03	.761.

Table 32
Students' Recommendations to Improve the Distribution Activities
By Group

Recommendations	Active Student	Passive Student	Freq
1. On-schedule record of the course materials provision	4	-	4
2. The employment of post-office services for academic information and certificate delivery	-	2	2
3. On-schedule record of the distribution of exam results	-	1	1
4. Better choice of exam location	1	-	1
Total	5	3	8

When asked to give their suggestions to improve the Institute's place/distribution activities performance, the students and the staff members provided four suggestions (See Tables 32 and 33), such as on-schedule record of the course materials provision, by recruiting and involving more academic staff in course materials preparation; the employment of post-office services for academic and administrative information; on-schedule record of the distribution of the exam results; and better preference of exam location which is accessible for public and private transportation, quiet and a convenient place with a good sound system.

The suggestions have indicated the student and staff's concerns and issues related to distribution activities. Accordingly, the suggestions in those four areas provide the means for further analysis for the Institute's management and designer to improve the distribution activities.

Table 33
Staff Members' Recommendations to Improve the Distribution Activities

Recommendations	Freq
1. On-schedule record of the course materials provision	1
2. On-schedule record of the distribution of exam results	2
3. Transportation accessibility to and better choice of exam' location	1
Total =	4

Fund Raising

Audit Criteria

There should be a fund-raising program which clearly states the current and past trends, and future expectations.

Audit Findings

There was no fund-raising program which clearly states the Institute's current and past trends, and future expectations. It appears that the "non-direct" funding agencies of the Institute are the Ministry of Education and Culture of Indonesia through Universitas Terbuka and the British Overseas Development Administration (ODA). These agencies, Universitas

Terbuka and ODA, have not provided financial assistance to the Institute, instead, they accommodated the Institute with facilities for the program development and the operational activities, such as consultancy, office supplies, and access to facilities in both the Central Office and Regional Centers Offices.

Certainly, there is a need for financial assistance to carry on the Institute's activities, such as program and staff development, and operational activities. However, there are unfavorable circumstances which might affect the Institute's fund-raising program, for instance, the reduction in government funding for Indonesian State Universities and the competitive environment within educational program fund-raisers.

In designing a fund-raising program, individualized approaches to four major donor markets: individuals, foundations, corporations, and government are certainly merited (Kotler & Andreasen, 1991). In this case, the Institute must develop a strategic approach to fund-raising.

Enrollments

Audit Criteria

a. There should be a program in place of actively encouraging enrollment; and

b. Management, staff, and faculty should spend a portion of their time encouraging enrollment as well as serving those already enrolled.

Audit Findings

The primary target population of the Institute's programs are senior high school graduates without age limitation and regardless of their residence. This means the Institute attempts to serve a wide array of market segments in terms of demographic and geographic characteristics.

The findings of this study suggested that the Institute has committed itself to such activities for encouraging students' enrollment. There are formal programs in place to actively encourage enrollment. In this case, the Institute employs several communication media, such as advertising in newspapers and magazines, promotion and information through university and program catalogs, leaflets/brochures, direct/personal promotion, and newsletters.

Interviews with the Institute's staff and through students' questionnaires data analysis provided the information that most of the students (55.6 per cent, see Table 23) became acquainted with the program through advertisements in printed media (newspapers and magazines). These data revealed that newspapers and magazines are the most effective media in encouraging student enrollment.

Based on indepth interviews and observations, the management, faculty, administrative and supporting staff spend a portion of their time encouraging enrollment as well as serving those already enrolled, both in formal (during office hours) and informal ways (outside office hours). Based on interviews and questionnaires analysis, a number of students were very impressed by the Institute's activities, such as: information services by telephone, printed media, Newslink, and personal information.

Summary

There are significant influences of both external environment and internal environment on the Institute's program development. As for external environments, there is increasing pressure on the Institute to expand its activities and to improve the quality of the offerings. In this case, within the external publics, there is a greater awareness of and need for English language skills to enter the employment sector and international communication era.

The program has a positive reputation with students and graduates. This can be seen from the numbers of enrollment and graduation from its establishment to the present. Although numbers fluctuate, the Institute's student enrollment and graduation have maintained a significant position within Universitas Terbuka's programs.

In addition, the research results, based on the analysis of questionnaires, interviews, and observations, revealed that in general both the Institute's students and staff members provided positive perspectives on the Institute's marketing activities. This can be seen from the overall mean scores given by both students and staff members, which ranged between 3.10 - 4.10 (for students) and 3.16 - 4.55 (for staff) on a five-point scale, which means above "neutral".

It can also be concluded that, generally, the overall mean scores for students' needs were higher than their overall mean on the perspectives' scores. The students' overall mean needs score ranged between 3.67 - 4.37 on a five-point scale.

CHAPTER 5: CONCLUSIONS

The results of the marketing audit of the Institute indicated that, given the limited resources and the absence of a thorough and comprehensive marketing orientation, the Institute's marketing initiatives and activities were appropriate.

However, the development of a proactive and comprehensive marketing orientation will significantly help the Institute and its management to better develop and implement its policies and activities. Such an orientation should be nurtured and evaluated periodically as part of a comprehensive marketing plan for the Institute. A proactive and comprehensive marketing orientation and an effort to nurture and evaluate such a marketing orientation will significantly improve both the quality of Institute offerings and its marketing performance (Kotler & Andreasen, 1991).

This chapter brings together the summary of marketing audit results and the responses to the three research questions of this study. The summary of marketing audit results is presented in an situational analysis format, which includes four issues: opportunities, threats, strengths, and weaknesses.

Situational Analysis

To be successful in the development and attainment of its mission, objectives and goals, the Institute must improve its strengths and address its weaknesses. Meanwhile, the Institute should be aware, as well, of the opportunities and threats posed by its environments (Bryson, 1991; Cooper, 1993; Kotler & Andreasen, 1991; Kotler & Turner, 1993; and Lovelock & Weinberg, 1989). Therefore, this section focuses on the Institute's external opportunities and threats in relation to its internal strengths and weaknesses.

In many cases, situational analysis is carried out with an assessment of opportunities and threats in the organization's external environments as the first step and the assessment of strengths and weaknesses in the organization's internal environments as the second step (Bryson, 1991; Kotler & Andreasen, 1991; and Lovelock & Weinberg, 1989). Accordingly, the following presentation will follow the aforementioned process of analysis. The data presented in this section were generated from marketing audit results.

Opportunities

Marketing opportunity is an attractive arena for organization marketing action in which the organization would enjoy a competitive advantage (Kotler & Turner, 1993). The management should explore the environment outside the organization to identify the opportunities and threats the organization faces. Opportunities and threats can be discovered by monitoring a variety of political, economic, social, and technological forces and trends; the management should monitor various external public groups, including clients, customers, competitors, and collaborators as well (Bryson, 1991).

The identified Institute's opportunities include:

* Demographic and socio-economic-political trends. The composition of Indonesia's population constitutes a large pool of potential candidates for the Institute's program, that is the population aged 18 years and over who hold senior high school certificates and are willing to pursue further education. The educational growth indicates a continually growing market (the increasing demands on post-secondary English educational programs). The economic development and occupation trends and requirements indicate growing public awareness of the

importance of English language skills for communication and knowledge.

* Education technological trends. The increasing awareness of the Indonesian government and educators of the need for change in the technology of the post-secondary education system, that is through the use of multimedia in delivering course content.
* Geographical area coverage. The Institute has access to widely spread Indonesian geographic locations. Accessibility to nation-wide government services and facilities such as telecommunication, postal, and transportation services.
* The Institute has good relationships with supporting institutions and stakeholders (Directorate General of Higher Education of Indonesia, British Council, UCLES, ODA).
* The Institute has extensive present and potential collaborative activities with other important publics who have significant impact on the enrollment, financial and operational activities of the Institute's programs.
* Competitors. For the Institute's program, there are "no direct competitors" who provide English language programs through a distance education university.

Threats

A number of developments in the external environment represent threats. Kotler and Turner (1993) define environmental threat as "a challenge posed by unfavorable trend or development in the environment that would lead, in the absence of purposeful marketing action, to the erosion of the organization's position" (p. 52). As noted earlier, threats can be discovered by conducting effective external environment scanning of the organization, such as political, economic, social, and technological forces and trends; and various external public groups including clients, customers, competitors, and collaborators (Bryson, 1991).

The Institute's identified threats include:

* Funding shortages. There is increasing competition for financial support from the public, the private institutions, and the government sectors.
* Technological development in Distance Education. The limited budget for the application of multimedia in delivering course content; the ever increasing costs of technologies used for delivering distance education programs.
* Competitors. The increasing competition in the market for English language programs, especially from

other English education institutions in large Indonesian cities, even though those institutions do not possess state university status.

* Operational costs related to geographical areas coverage. The characteristics of a language program and the distribution of students based on geographic areas would have an impact on the operational costs; in this case, limited funding would have negative impact on the operational activities.

Strengths

According to Kotler and Turner (1993), strength is the necessary distinctive competencies to succeed in the opportunities present in the external environments, which match the key success requirements for operating in the target market and exceed those of its competitors. Kotler and Turner (1993) also noted that strengths and weaknesses are inside factors. In this case, strengths point to certain strategies the organization might be successful in using.

To identify internal strengths and weaknesses, the organization might monitor resources, present strategy, and performance (Bryson, 1991). The Institute's identified strengths include:

* The mission statements were clear, feasible, market-

oriented, and distinctive.

* The objectives and goals were clear, feasible, market-oriented, selective and devoted to important issues.
* The management has a high level of commitment and freedom of action; the management has an orientation toward action and innovation.
* Human resources. There are highly committed and dedicated staff members.
* Marketing system. The Institute has appropriate marketing awareness, initiatives, and activities. There was appropriate interaction between marketing activities and other activity areas; given limited funding, sufficient resources have been devoted to marketing activities.
* Products (Goods and Services). The Institute is a state university degree granting program, which is highly-valued in Indonesian society; the Institute provides double certification (by Universitas Terbuka and UCLES). The Institute offers a practical (relevant and applicable to working environments) and high-quality educational standard. The Institute offers a high degree of flexibility in enrollment in terms of time, place, registration system, credit

unit system, tuition fee payment system. The Institute attempts to provide current and up-to-date course content. Based on the analysis of external environments trends and the students' intention survey, it can be concluded that the Institute enjoys a sizeable and growing market. The students and staff indicated positive perspectives on the product activity performances, specifically on the quality of program's offerings, variation of programs, course materials quality, tutor's/instructor's academic quality, registration services, and examination scheduling.

* <u>Pricing</u>. The price of the Institute's offerings reflects an acceptable (reasonable) market value. The students and staff have positive perspectives on the pricing activity performances.
* <u>Communication (Promotion and Public Relation)</u>. The students and staff indicated positive perspectives on the communication activity performances, especially on the activities which related to the appropriateness of communication media preference, the system used to handle student/public inquiries, and clarity of student handbook/catalog.
* <u>Distribution/Place</u>. There were clear distribution/

place objectives and strategies. The Institute Central Office is located in a strategic place, which is transportation accessible for students who need the Institute's academic and administrative services. The students and staff have positive perspectives on the distribution activity performances.

* Fund Raising. A good relationship exists with the non-direct funding agencies, such as the Ministry of Education and Culture of Indonesia through Universitas Terbuka funding, ODA and British Council.
* Enrollments. The Institute serves a wide array of market segments in terms of demographic and geographic characteristics (senior high school graduates without age limitation and regardless of their residency). There is a formal program in place to actively encourage enrollment (the application of several communication media); the staff spend a portion of their time on encouraging enrollment.

Weaknesses

As noted earlier, weaknesses are inside factors. In this case, to identify internal weaknesses, the organization might monitor resources, present strategy, and performance. Weaknesses point to certain things the organization needs to avoid or correct (Kotler & Turner, 1993).

Weaknesses come in two forms: first, there are weaknesses that are environmental or organizational constraints on what the organization is allowed to do, for instance, government regulation; and a second form of weaknesses are more correctable, for example, aspects of the organization's structure, strategy, and tactics that just are not very good (Kotler & Andreasen, 1991).

The Institute's identified weaknesses include:

* The mission statements were not well-communicated, were not well-understood, and were not very motivating.
* The Objectives and goals were not widely disseminated among staff members, were not well-understood, were not ranked in order of priority, and there were no performance measurements in place to track the progress.
* Organization. The activities were centralized in the Central Office without enough contacts with Regional Center offices.
* Management practices. There was no form of leadership cadres in place. There were problems related to coordination of student services, and the

communication system among staff members (both vertically and horizontally.

* There was <u>no strategic planning</u> for the Institute's activities.
* <u>Human resources</u>. There were problems related to personnel management, such as unclear job description and job discipline, no staff development plan, and insufficient staff to support the development of academic and other programs.
* <u>Financial structure</u>. There were limited financial resources (funding) for program development and operational activities.
* <u>No strategic approach to fund-raising programs and activities</u>.
* <u>Distance education technology application</u>. There was limited employment of multimedia technology for course content delivery.
* <u>No cost-efficient geographic segmentation strategy</u> which is necessary, given the program characteristics.
* <u>Marketing System</u>. No comprehensive marketing orientation and framework. Inadequate internal marketing activities, such as insufficient resources allocated for internal marketing issues. Unclear

marketing information, planning and controlling system. Unclear specification of objectives and roles of each element of the marketing mix; no formal mechanism or system exists to review the resource allocation for marketing activities.

* Products (Goods and Services). There were minor weaknesses on academic counselling facilities, tutorial scheduling, examination services, and marking system.
* Pricing. There were minor weaknesses on the re-examination pricing policy, course materials pricing policy, and tuition fee policies.
* Communication (Promotion and Public Relation). There were no clearly stated communications objectives and strategy; there has been no formal activity to evaluate the effectiveness of media used for communication activities. There were inadequate communication activities between students and tutor/instructor and program personnel. There was inadequate information related to the program activities; and there were inadequate content and frequencies of "Newslink" (newsletter) as communication media between student and staff members.

* Distribution/Place. There was no ranked-order of priority in terms of geographic areas; there was no formal distribution analysis activity. There were minor weaknesses related to on-schedule record of course materials provision and distribution services.

In conclusion, the situational analysis of the Institute's programs indicated that opportunities and threats, and strengths and weaknesses are often mirror images of one another (Bryson, 1991). In other words, the Institute's greatest strengths may also be its greatest weaknesses, or, the Institute's opportunities may be its weaknesses as well.

The audit findings and situational analysis revealed that the Institute has many more strengths and weaknesses than opportunities and threats. This is probably due to the fact that the auditor tended to be internally, rather than externally, focused during the investigation.

Furthermore, the Institute has greater opportunities than threats, and strengths outnumber weaknesses. This investigation suggests, accordingly, that the Institute should take advantage of its strengths and opportunities without being discouraged by its weaknesses and threats. Instead, the Institute should turn these weaknesses into challenges to be overcome.

Related to the Research Questions

In this study, the author was guided by three broad research questions which will be addressed in this section. The answers to the research questions were based on analysis of the results of interviews, observations, official documents, and questionnaires.

Research Question # 1 restated

"How do faculty and staff in the Institute programs perceive the marketing activities within its internal and external environments?"

The answer to this research question related to the conclusions of the faculty's and staff members' perspectives on the Institute's marketing environments and marketing activities, as follows:

* Although there was a lack of a thorough and comprehensive marketing orientation, the Institute's staff, basically, have an appropriate understanding of marketing's environments and activities initiatives;
* Generally, the staff have positive perspectives on the Institute's marketing activities. This can be seen from the overall mean scores on the staff's

perspectives on the marketing activities which ranged between 3.16 to 4.55 on a five-point scale.

* According to the Institute's staff, there were, however, areas that need to be addressed and improved considerably, such as: the Institute's management practices, human resources, financial resources, fund-raising program, technological resources, academic programs development, students academic services and facilities, communication activities, and student enrollment.

Research Question # 2 restated

"How do the clients perceive the Institute's marketing activities?"

The answer to the second question related to the conclusions of students' perspectives on the Institute's marketing activities, as follows:

* Generally, the students have positive perspectives of the Institute's marketing activities. This can be seen from the overall mean scores on the students' perspectives on the marketing activities which ranged between 3.10 to 4.10 (above neutral) on a five-point scale;
* The students showed a high degree of needs on the Institute's marketing activities. Need is a state of

felt deprivation of same basic satisfaction. In other words, the students view the Institute's marketing activities as important and necessary to be satisfied. This can be seen from the overall mean scores of the students' needs on the marketing activities, which ranged between 3.67 to 4.37 (high rate of importance) on a five-point scale; and

* According to the Institute's students, there were issues that need to be addressed and improved, such as: fund-raising program, distance education technological application, academic programs development, student academic services and facilities, pricing policy, and communication activities.

<u>Research Question # 3 restated</u>

"How do the internal publics (Universitas Terbuka Staff) perceive the marketing activities of the Institute programs? (Internal publics' perspectives on the Institute's marketing activities)."

In summary, it can be concluded that, a number of Universitas Terbuka staff gave positive support to the Institute's activities. On the other hand, a number of other staff members (more than 50 per cent Universitas Terbuka's staff interviewed) held negative perspectives on the Institute's program activities. This situation was likely due to the lack of internal marketing activities, such as: communication activities and an information-planning-controlling system. In this case, the lack of internal marketing activities might lead to a lack of understanding of the Institute's marketing activities among its internal publics, such as the Universitas Terbuka staff members.

CHAPTER 6: RECOMMENDATIONS ON MARKETING PLAN

This chapter will provide recommendations for a strategic marketing plan for the Institute programs, based on the marketing audit and situational analysis results of the Institute for the Development of Language Teaching Programs.

The major purpose of this strategic planning development is to prepare the Institute to respond effectively to its internal strengths and weaknesses in relation to the external opportunities and threats before a crisis emerges (Bryson, 1991). This strategic plan constitutes general and specific recommendations related to the Institute's marketing environments, system, and activities.

General Recommendations

* The Institute needs to evaluate and implement this study results and recommendations with regard to its resources;
* The Institute needs to conduct internal organization consolidation, within its staff and Universitas Terbuka's staff members, within the Central Office and Regional Center Offices;
* The Institute needs to improve its management

practices (leadership, communication, coordination, and controlling);

* The Institute needs to develop, implement, and institutionalize a well-organized planning system to coordinate all activities required to deliver its offerings;
* The Institute needs to develop and institutionalize a comprehensive marketing orientation among its staff members; and
* The Institute needs to develop the capability to perform periodic SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis.

Specific Recommendations

This section includes recommendations on marketing plan that related to four major variables: the external environments, the internal environments, the marketing system, and the activities.

Marketing Plan Related To The External Environments

This part consists of four major issues: the macroenvironment, the markets (users, customers, and targets), the competitors, and the other external publics.

Macroenvironment

* Demographic trends. The Institute has a continually

growing market and specific skills requirement for the students (See Chapters 3 and 4), it is important to set up a market segmentation, based on demographical and geographical backgrounds, in order to be able to satisfy the educational needs of the users;

* <u>Technological applications for distance education</u>. The use of multimedia should play an important role in delivering course materials. Media such as interactive television, satellite network, telephone consultation, teleconferencing, and radio-broadcast should be complementary support to the regular modes of delivery (face-to-face tutorial/on-campus offering and printed material). In this case, up-to-date, high quality course materials and the employment of current technology in distance education should be taken into consideration.
* <u>Socio-Economic-Political Trends</u>. Present social and economic circumstances require the Institute to continue practising careful management of its human and financial resources, and simultaneously, to improve both quality of services and efficiency of operation. <u>Political trends</u>: The Indonesian government has made a commitment to establish more

practical and applicable higher education programs. To maximize practicality of programs, the Institute should develop collaborative activities with other agencies (the government, the nonprofit, the private, and the other educational agencies) in order to be able to monitor and to follow the educational progress and the job requirements in Indonesia.

Markets (Users, Customers, and Targets)

The Institute serves a variety of publics in the delivery of its offerings. Essentially, these publics can be divided into three major segments: the students, the internal publics, and the other external publics.

Students as primary target segment are located within Indonesia's geographical areas. Presently, most students are concentrated in the largest cities of Indonesia; whereas in small cities, the Institute's programs were not popular (small student enrollment). It is, therefore, appropriate

* to employ a comprehensive market research, especially on issues related to consumer's behavior, needs, and image of the Institute's offerings, and problems posed by student learning activities;
* to promote the program offerings to students and potential candidates, in both large and small cities;

* to encourage student enrollment by providing sufficient information on the program offerings and on program characteristics through the use of multimedia communication (advertising, promotion, public relations, and publicity).

The Internal publics consist of the Institute's faculty, administrative staff, sessional tutors/ instructors, course markers, examiners, and Universitas Terbuka staff members. Ideally, all of these people have great concern about developing, up-dating, teaching and evaluating the Institute's offerings. In order to gain positive support from its internal publics, the Institute program needs:

* to create and to develop a strong and productive relationship among internal publics members in all activities. Such relationships would help to ensure that the program content and direction are consistent with the standards and priorities of the Universitas Terbuka especially, and the Indonesia's state universities in general;
* to strengthen the understanding on the part of the internal publics of the role of English distance education program and distance student characteristics. This means that the program needs,

firstly, to address an internal marketing strategy. One of the best ways to do this is by developing an internal marketing plan. Developing internal marketing strategies is a powerful way to enhance the image of the program within the program itself. The increased academic recognition of the English distance education program and of distance learners characteristics would result in an increase in staff members' understanding and motivation to participate in the program's development; and

* to serve the needs of internal stakeholders, by providing information on the program offerings and activities to all affected publics.

<u>The other external publics</u> are include the important publics who have a significant impact on the financial structure and operational activities of the program. The Institute should develop joint activities with the external institutions/agencies. Based on the awareness of the significant benefit of the external publics, the program should:

* be able to respond quickly to changes in standards and practices in professional and employment sectors;
* develop a continuing positive relationship with all affected external publics;

* improve academic recognition of the English distance education program and its learner characteristics within the Institute's external publics in order to increase their motivation to participate in the development of the Institute's programs; and
* respond quickly to the needs of external publics.

Competitors

There is an increasing competition in the market for the English language programs. Accordingly, the institutions, which offer English language programs, especially through distance, can be seen as competitors. Even though they do not possess the state university status, the degree of maturity, and the degree of flexibility which the Institute's program has, they do pose a present and potentially significant threat to the program. Due to this situation, the Institute's program should:

* conduct a periodical survey that related to the Institute's offerings. The results will describe the customers and targets needs, preference, and perspectives or impressions of the Institute's offerings. The survey will, accordingly, be useful for maintaining and improving the quality of the Institute's offerings;

* do a corrective follow up on the survey results; and
* evaluate the program both in terms of the content and the number of courses being offered; in this case, analysis on content and delivery system of each courses will be appropriate (which one the most popular, and which one least popular).

Marketing Plan Related To The Internal Environments

This part includes four major issues: the mission, the objectives and goals, the resources, and the strategy.

Mission

The written mission statement of the Institute's programs are clear, feasible, market-oriented, and distinctive. However, the Institute has to make minor modifications regarding the mission statement, in order to be more motivating to its publics, for both the internal and the external publics. Furthermore, the Institute needs to disseminate the mission statement to its publics in order to be well-understood by its staff members, possibly by the other relevant publics, as well.

Objectives and Goals

The objectives and goals of the Institute's programs considered as clear, feasible, market-oriented, and selective and devoted to important issues. However, the Institute has to do a number of efforts related to its objective and goal statements, such as:

* to evaluate the objectives and goals periodically, in regard to the Institute's resources, opportunities, and achievement; It will be appropriate to evaluate the program both in terms of the content and the priority (which one has been achieved, and which one has not);
* to implement a corrective follow up on the evaluation results; and
* to widely-disseminated the objectives and goals, in order to be well-understood among the Institute's staff members.

Resources

The program objectives and goals mentioned very clearly that the development of the program offerings to the extent that resources are available. Nevertheless, in achieving those objectives and goals, it seems that there is a lack of resources, such as financial, human, and technological, that has had a negative impact on the program development. To solve these problems, the Institute needs:

* to find another source of funding, such as from

private, nonbusiness, and government sectors, to support its financial structure;

* to maintain a good and quality-oriented program offerings on the current budget structure;
* to recruit additional academic staff members, since human resources are also become constraining; there is a need to have staff to evaluate the program and its offerings, and to fully involve in marketing activities; Such a staff who has expertise and sufficient time to expand the program considerably; and
* to develop and to maintain collaborative activities with the external publics, specifically with agencies which involve in multimedia activities, such as: radio and television broadcasting agencies, printed media (newspapers and magazines), and telecommunication (telephone, computers) media.

By conducting joint-activity with other agencies, the Institute may be able to apply distance education multimedia technology to deliver its course contents. Furthermore, by developing a good collaborative activities, the Institute could be better deal with rapid educational changes.

Strategy

There were several strategic issues mentioned by the Institute's staff members, such as issues in regard to the external environments and the internal environments. The program's staff members realize about a number of threats and opportunities in the program's external environment and strengths and weaknesses in the program's internal environments. For instance, issues as educational changes, limited resources (technology, personnel, and financial), internal marketing, and consumer demand regarding the quality of program offerings, become the major concern of the Institute's staff members.

In dealing with the aforementioned issues, the Institute should:

* develop a strategic plan which clearly reflect a marketing-oriented plan and consistent with the program's objectives and goals;
* develop a strategy that consistent with the program's internal and external environments;
* allocate sufficient resources to accomplish its objectives and goals;
* keep alert on competitive market while developing collaborative activities with other degree granting

colleges, universities, and agencies; and

* develop a networking among its full-time staff and part-time staff (tutors/instructors, exam markers, examiners) and with other Universitas Terbuka's programs staff members.

Marketing Plan Related To The Marketing System

This part comprises four major issues: the role of marketing, the marketing organization, the information, planning, and control system, and the resource allocation.

Role of Marketing

To the present, the Institute has no comprehensive marketing orientation. However, the Institute has conducted some of marketing activities. In this case, the program knows its major market, environment, and its strengths and weaknesses. Recently, the Institute has appointed a marketing officer, whose responsible for promoting the program offerings. It seems that the Institute lack of a comprehensive marketing orientation.

To be more effective, therefore, the Institute program should:

* carefully analyze its external and internal environments, such as its macroenvironment, markets, competitors, and other external publics; its

mission, objectives and goals, resources and strategy; its market system, and its activities;

* develop a marketing program that correctly positions the Institute's programs in its publics environment; and
* carefully analyze, periodically, its internal strengths and weaknesses related to the external opportunities and threats.

The aforementioned efforts would develop and improve the Institute's programs self-identity.

Marketing Organization

In the Institute's programs, marketing activities interact effectively with other areas of the program. To improve its marketing activities, however, the Institute marketing organization should:

* find further support for marketing within the program and external public; and
* attempt to be structured for internal convenience and to maximize services to clients and publics, by creating cooperation, and collaboration among institutions or agencies.

Information, Planning, and Control System

The Institute has no formal information, planning and control system. However, the system within the program was relatively sufficient for controlling the program's activities. It is, therefore, the Institute should:

* develop a well organized information, planning and control system for coordinating all activities required to deliver the program offerings; and
* develop and maintain a periodically re-examination on necessity of the information, planning, and control system; If the Institute feels that this system is useful for the program, than, it can be formalized in a written plan format.

Resource Allocation

The objectives and roles of each element of the marketing mix (product, price, distribution, and communication) are not clearly specified. Although, the marketing mix is consistent with the program objectives. Furthermore, there is no formal mechanism or system exist to review the resource allocation, especially for marketing activities. In this situation, the Institute should:

* develop the objectives and roles description of each

element of the marketing mix; and

* create a marketing mix resource allocation which reflect the important of different segments, services, and territories/areas.

Marketing Plan Related To The Activities

This part includes issues on the Institute's activities such as: the products (goods and services), the pricing, the communications (promotion and public relations), distribution/place, and the fund raising, and the enrollment.

Products (Goods and Services)

The products (goods and services) offered by the Institute are quality-oriented. The market they serve are vital and growing. In this case, the program enjoys a positive image of the program offerings.

Due to limited resources the program should respond to increasing competition for funding, especially from government sources. Now, to keep the program course content current and up-to-date, the Institute should:

* evaluate and track periodically its products, for its quality, quantity, and clients' needs; and
* identify the products that should be improved, added or withdrawn, and identify the products based on its major strengths and weaknesses.

Pricing

The Institute's pricing policy on its products is, generally viewed as represented fair value for money. The Institute attempts to provide English programs that are applicable and are relevant to professional requirements. However, the program should have:

* a clearly stated and formal policy on the procedures for establishing and reviewing pricing policy, since pricing issue might become a potential threat for the program customers or targets; and
* the pricing criteria which are based on fair market value and acceptable for the students (clients/ customers).

Communication (Promotion and Public Relation)

The Institute program have clear communication (advertising, promotion, and public relation) objectives. However, there was no activity being used to evaluate the effectiveness of media used for communication activities. Thus, the Institute's plan strategy should:

* develop a clearly stated communication strategy;
* appoint of a full-time marketing officer, which the main tasks are such as follows: to assist in the

overall public relation and communication activities; market survey research (need assessment); creation of advertisements; media selection and buying which are depend on market segment;

* improve its communication activities on the Institute's values, mission, objectives and goals, programs, and activities to both internal and external publics;
* develop, implement, and institutionalize effective and efficient communication with the students to ensure comfort and satisfaction with the program;
* develop, implement, and institutionalize a strong and productive relationship among internal members (the Institute and Universitas Terbuka staff) in all activities; and
* need to foster in distance education students of a sense of belonging to the Institute's programs, in order to improve their participation on the Institute's program development.

<u>Distribution/Place</u>

The Institute has a clear distribution objectives and strategies. However, there was no formal distribution analysis in regard to the economical and geographical basis. It is appropriate, therefore, to:

* maintain and improve a clear distribution objective and strategies;
* increase monitoring activities that maintain a good and productive relationship with the other Institute's programs activities, both in the Head Office and the Regional Center Offices; and
* develop and adopt a new distribution strategy, such as: the computer application to monitor the activities.

Fund Raising

The Institute has no fund raising program, which is clearly stated the current, past trends, and future expectations. It is appropriate, therefore:

* to create and develop a fund raising program within the Institute's program;
* to identify sources of funding in the nonbusiness, business, government, and community groups sectors.

Enrollments

The Institute program has a formal program to actively encouraging enrollment. The management and staff members spend their time for encouraging enrollment as well as serving those who already enrolled in informal way. Nevertheless, in such condition, the marketing strategic plan would be:

* to create and maintain a program that actively encouraging enrollment, such as promotion and public relation activities; and
* the Management and staff members should actively concerned in encouraging enrollment and maintain the registered students.

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APPENDIX A

AUDIT TEMPLATE

Audit Questions: External Environment

Macroenvironment

1. What are the significant and relevant developments and trends (short/long run) in the program's external environments (political, economic, demographic, technical)? (*)
2. What are the impacts of these factors on the program (opportunities or threats)? (**)
3. What actions has the program taken in response to these developments? (*)

Markets (Users, Customers, Targets, Donors)

1. Describe each of the program's major markets (size, growth rate, trends). (*)
2. Describe the most potential market segments. (**)
3. How do customers rate this program (reputation, quality of product and services)? And how does this rating compare to that of its competitors?
4. What special evolving customers' needs must the organization address? (*)
5. What benefits does this program offer in each segment?

Competitors

1. Who are the program's direct and indirect competitors (describe them in terms of size, strengths, and weaknesses, strategies, and trends)? (*)
2. What competitive threats are posed by clients, government, facilitators, and other related stakeholder?

Other External Publics

1. Describe other important publics who have a significant impact on the finances and operational efficiency of the program (such as: professional group, association, and suppliers)? (*)
2. How critical are each of these publics to the program?

Audit Questions: Internal Environment

Missions

1. What is the mission of this program? (*)
2. Is the mission clearly stated and well-understood throughout the program? (*)
3. Is the mission marketing-oriented?
4. Is the mission feasible given the program's opportunities and resources? (**)
5. What changes are contemplated for this mission in the future (three years, five years)?

Objectives and Goals

1. What are the stated objectives and goals of the program? (*)
2. Are these objectives and goals clearly stated and well-understood throughout the program? (*)
3. Are these objectives and goals marketing-oriented?
4. Are these objectives and goals ranked in order of priority? Are they selective and devoted to important issues?
5. Are the objectives and goals appropriate given the program's resources and opportunities? (**)
6. Is there a set of performance measures that allow the program to track its progress in key result areas? (**)

Resources

1. What are the program's major resources (personnel, financial, technical), and their limitations? (*)
2. Are the resources appropriate given the objectives of the organization?
3. Describe any plans for changes to the program's resources (personnel, financial, technical). (*)
4. How do the resources compare to those of competitors? (**)

Strategy

1. What is the program's marketing strategy? (*)
2. Is this strategy consistent with the program's objectives and goals?
3. What are the critical success factors for this strategy? (**)
4. Is this strategy consistent with the internal and external environments?
5. Is resource allocation sufficient to accomplish marketing objectives? (**)

Audit Questions: Marketing System

Role of Marketing

1. Is there a senior marketing officer in the program? And what is the level of his or her authority? (*)
2. Who in the program works on marketing?
3. What is the role of marketing in the program?

Marketing Organization

1. How effectively does marketing interact with other areas of the program? (*)
2. Is there support for marketing from within the program and from the external public? (**)
3. Is the program structured for internal convenience or to maximize service to clients and publics?

Information, Planning, and Control System

1. Does the program have a marketing planning and control system? (*)
2. Is the system well-conceived and being used effectively?
3. Is this system formalized in written plans and is it periodically reexamined for its usefulness?

Resource Allocation

1. Are the objectives and roles of each element of the marketing mix clearly specified? (*)
2. Is the marketing mix consistent with the program objectives?
3. Do marketing resource allocations reflect the importance of different segments, services, and territories? (**)

Audit Questions: Activities Analysis

Products (Goods and Services)

1. What are the major products and services offered by this program? Do they complement each other or is there any duplication? (*)
2. Are there new products or services that should be added?
3. What are the major weaknesses and complaints of each product or service? (*)
4. What are the major strengths and compliments of each product or service?
5. Do the benefits of these goods outweigh the cost? (**)

Pricing

1. What determines the prices of the program products and services? Is pricing demand oriented, competition oriented, or cost oriented? (*)
2. What are the procedures for establishing and reviewing pricing policy? How is it and who determines it? (**)
3. Do customers and clients believe that the prices of the product and service are acceptable or reasonable? (**)

Communication (Promotion and Public Relations)

1. Is a public relations or communication program being used? (*)
2. How are public relations activities normally handled? By whom? (*)
3. What media are used for advertising and public relation activities (newspapers, bulletins, university calendar/school catalogs, television, newsletter, posters, leaflet, etc.)? (**)
4. Are the advertising and communication media chosen by a set of criteria?
5. Does the program have a paid or volunteer advertising person or agency? What functions does the advertising person or agency perform for the organization?
6. What system is used to handle public inquiries (resulting from promotion or advertising)? (**)
7. Are catalogs, manuals, and booklets easy to read and to understand?
8. What criteria are used to measure the effectiveness of various communication programs? (*)

Distribution (Time and Place of Services Delivery)

1. What are the objectives and strategies of the distribution services? (*)
2. What are geographic areas are now served? How these geographic service areas ranked in terms of priority of needs and best return on investment of resources? (**)
3. What are the economics of the distribution system? (**)
4. How are the service-delivery centers identified by the public? Are the centers easy to find? How good is public-transportation access? (*)
5. How are services made available to users/customers? Are the timing and placing decisions made based on analysis of users' preferences and convenience? (*)

Fund Raising

1. What are the target markets for the program's fund-raising efforts? (*)
2. What fund-raising programs does the program have? (*)
3. For each fund-raising program, what are the current and past trends, and future expectations?

Enrollments

1. Who enrolls or becomes a member of the program?
2. How does a potential enrollee find out about the program? (*)
3. Who has the responsibility for enrolling service users? (*)
4. How much professional staff time is spent on encouraging potential candidates to enroll? What incentive does the staff have to enroll more people? (**)
5. How much of a typical program director's time is spent promoting more enrollments as compared to serving those already enrolled?

Note: (*) Very Important Questions
(**) Important Questions

APPENDIX B

MARKETING AUDIT CRITERIA
(Applicable to the Internal Environment, Marketing System, and Activities)

Analysis of the Internal Environments

Mission
a. The mission statement should be clearly stated;
b. The mission statement should be feasible;
c. The mission statement should be market-oriented;
d. The mission statement should be well-communicated to and well-understood by all relevant publics.

Objectives and Goals
a. The objectives and goals of the program should be clearly stated;
b. The objectives and goals should be well-communicated and well-understood by relevant publics;
c. The objectives and goals should be market-oriented;
d. The objectives and goals should be ranked in order of priority; and should be selective and devoted to important issues;
e. The objectives and goals should appropriate to the given program's resources and opportunities;
f. A performance measurement should be in place to tracking its progress in key result areas.

Resources

Human, financial, technical, and other resources should be adequate to fulfill the program's mission, objectives, and goals.

Marketing Strategy
a. There should be a clear marketing strategy;
b. The strategy must be appropriate and consistent with the program's objectives and goals;
c. The strategy should be appropriate with the program's internal and external environments;
d. The resource allocations should be sufficient to accomplish marketing objectives.

Analysis of the Marketing System

Role of Marketing

a. There should be a staff member responsible for marketing activities;
b. There should be marketing orientation within the program that is consistent with its objectives and goals;
c. Sufficient resources should be devoted to marketing activities.

Marketing Organization Analysis

a. Marketing must interact effectively with other areas of the program;
b. There should be support for marketing within the program;
c. The program should be structured for internal convenience and to maximize services to the clients and other publics.

Information, Planning, and Control Systems

a. The program should have marketing information, planning and controlling systems;
b. The systems should be consistent and appropriate with the program's objectives and Goals;
c. The systems should be well-conceived and used effectively within the program;
d. The systems should be formalized in written plans and are periodically reexamined for their usefulness.

Resource Allocation

a. The objectives and roles of each element of the marketing mix are clearly specified;
b. The marketing mix activities should be consistent with the program's objectives and goals;
c. The marketing resource allocations should reflect the importance of different segments, services, and territories.

Analysis of the Activities

Products (Goods and Services)

a. The program offerings should maintain current and up-to-date course content;
b. The program should facilitate coordination of course development and delivery;
c. Due to limited resources, program offerings should be quality oriented;

d. Program offerings should be evaluated periodically for quality, quantity, and need.

Pricing

a. The price of the program products and services should reflect a fair market value, as determined by the demand for the program offerings and competition;
b. The program should have a clearly stated formal policy on the procedures for establishing and reviewing pricing policy;
c. The price of the program products and services should be acceptable to the target client.

Communication (Promotion and Public Relation)

a. The program should have clear communications advertising, promotion, and public relation) objectives;
b. There should be a clearly stated communication strategy that related to the communication objectives;
c. The strategy should be based on an analysis of the past communication program experience and based on students preference;
d. There should be communications budget that is appropriate to the communication objectives;
e. There should be a system to measure the effectiveness of the various communication programs;
f. Media used for communication activities should be evaluated regularly to measure of the effectiveness;
g. There should be a system in place to handle, record and follow up the inquiries resulting from communication program activities.

Distribution (Time and Place of Services Delivery)

a. There should be clear distribution objectives and strategies;
b. Geographic areas should be ranked in terms of priority of need and best return on the investment of resources;
c. The economics of the distribution system should be analyzed;
d. Products and services should be available at times and place that the clients finds convenient.

Fund Raising

There should be a fund-raising program, which clearly stated the current and past trends, and future expectations.

Enrollments

a. There should be a program in place of actively encouraging enrollment;
b. Management, staff, and faculty should spend a portion of their time on encouraging enrollment as well as serving those already enrolled.

APPENDIX C

STUDENT QUESTIONNAIRE (ENGLISH)

STUDENT NEEDS ASSESSMENT AND RESPONSES ON THE INSTITUTE FOR DEVELOPMENT OF LANGUAGE TEACHING PROGRAMS MARKETING ACTIVITIES

I. General Information

Please check (v) to specify your answer.

1. Please indicate your sex:
   [ ] Male [ ] Female

2. Please indicate your age in years: ....

3. Please specify your highest educational level:
   ....

4. Are you working ?
   [ ] Yes [ ] No

5. If you are working, please indicate your current occupation:
   [ ] Civil Servant
   [ ] Government Business Sector
   [ ] Armed Forces
   [ ] Private Company
   [ ] Entrepreneur
   [ ] Others, please specify ....

6. Please indicate your first-registration program:
   [ ] Elementary Level
   [ ] Intermediate Level
   [ ] Advanced Level
   [ ] Others, please specify ....

7. Why you are taking or have taken this program? Please explain:
   ....
   ....
   ....

8. Would you like to take other programs offered by the Institute?
   [ ] Yes [ ] No

9. If yes, please indicate the highest level of the program you would like to take:
   [ ] Intermediate Level
   [ ] Advanced Level
   [ ] Diploma 3
   [ ] Sarjana 1

10. How did you first become acquainted with the English program offered by the Institute?
   [ ] Through advertisement in printed media (newspaper)
   [ ] From Leaflet/Poster
   [ ] From University Catalog
   [ ] Through University Television Program
   [ ] Through University Radio Program
   [ ] Information from Colleague or Friend
   [ ] From Other sources, please specify
   ....

II. Student Needs Assessment and Responses on the Institute Marketing Activities

Please indicate your response on each activities below according to the following two criteria:

A. How well does the Institute performs the activities of the program.
B. How important each activity is in assisting your learning activity as the Institute's student.

Please specify your response by placing a check (v) on both [A] and [B] column.

Alternative Responses for <u>A. Institute Performance</u>	Alternative Responses for <u>B. Level of Importance</u>
[1] Very Poor	[1] Very Low Important
[2] Poor	[2] Low Important
[3] Fair	[3] Moderate Important
[4] Good	[4] High Important
[5] Very Good	[5] Very High Important

Product (Goods and Services)

A. Performance						B. Importance				
VP	P	F	G	VG		VLI	LI	MI	HI	VHI
[1]	[2]	[3]	[4]	[5]	1. Quality of Program' Offerings	[1]	[2]	[3]	[4]	[5]
[ ]	[ ]	[ ]	[ ]	[ ]	2. Variation in Program' Offerings	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	3. Course Materials Quality	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	4. Student Support Services	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	5. Student Registration Services	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	6. Academic Counselling Facility	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	7. Tutor/Instructor Academic Quality	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	8. Tutorial Scheduling	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	9. Examination Services	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	10. Examination Scheduling	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	11. Marking System	[ ]	[ ]	[ ]	[ ]	[ ]

Pricing

A. Performance						B. Importance				
VP	P	F	G	VG		VLI	LI	MI	HI	VHI
[1]	[2]	[3]	[4]	[5]	12. Tuition Fee (Pricing) Policy	[1]	[2]	[3]	[4]	[5]
[ ]	[ ]	[ ]	[ ]	[ ]	13. Tuition Fee Payment System	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	14. Course Material Pricing Policy	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	15. Reasonability or Acceptability of the Tuition Fee	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	16. Reexamination Pricing Policy	[ ]	[ ]	[ ]	[ ]	[ ]

Communication (Promotion and Public Relation)

A. Performance						B. Importance				
VP	P	F	G	VG		VLI	LI	MI	HI	VHI
[1]	[2]	[3]	[4]	[5]	17. Communication between Student and Tutor/Instructor	[1]	[2]	[3]	[4]	[5]
[ ]	[ ]	[ ]	[ ]	[ ]	18. Communication Between Student and Program personnel	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	19. Communication/Information Related to the Program Activities	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	20. Advertising Media Preference (News-paper, Magazine)	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	21. Communication Media Preference (Newslink/Newsletter)	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	22. System Used to Handle Student/Public Inquiries	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	23. Clarity of Student Handbook/Catalogs	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	24. Responsiveness to Student Needs	[ ]	[ ]	[ ]	[ ]	[ ]

Place/Distribution

A. Performance						B. Importance				
VP	P	F	G	VG		VLI	LI	MI	HI	VHI
[1]	[2]	[3]	[4]	[5]	25. Distribution Services of Course Materials	[1]	[2]	[3]	[4]	[5]
[ ]	[ ]	[ ]	[ ]	[ ]	26. On-schedule record of the Course Material Provision and Distribution Services	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	27. Post-office Services	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	28. On-schedule Record of the Distribut-ion of Exam Results	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	29. Transportation Accessibility to the Study Center	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	30. Transportation Accessibility to Exam' Location	[ ]	[ ]	[ ]	[ ]	[ ]

III. Additional Comment

Additional opinion or comments related to the Institute marketing activities are very welcome.

....
....
....
....
....
....
....
....
....

THANK YOU FOR YOUR PARTICIPATION AND COOPERATION

APPENDIX D

STUDENTS NEEDS ASSESSMENT AND RESPONSES
ON THE INSTITUTE MARKETING ACTIVITIES
(INDONESIAN)

KUESIONER

KEBUTUHAN DAN TANGGAPAN MAHASISWA

TERHADAP KEGIATAN MARKETING

LEMBAGA PENGEMBANGAN

PROGRAM PENGAJARAN BAHASA (LP3B-UT)

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS TERBUKA

1993

I. INFORMASI UMUM

Petunjuk Pengisian Umum

Jawablah setiap pertanyaan dengan cara:
1. Menuliskan jawaban pada tempat yang telah tersedia, atau
2. Memberikan tanda silang (X) pada salah satu jawaban yang tersedia. Jika Anda ingin mengubah/memperbaiki jawaban, berilah tanda (=) pada kolom jawaban yang Anda anggap salah, kemudian pilihlah jawaban lain yang Anda anggap paling sesuai dengan pendapat dan pengalaman Anda.
   Contoh: Jenis kelamin
   (X) Pria
   (X) Wanita

1. Jenis kelamin Anda:
   [ ] Pria [ ] Wanita
2. Umur Anda: ...... tahun.
3. Pendidikan tertinggi Anda: ....
4. Apakah Anda bekerja?
   [ ] Ya [ ] Tidak
5. Jika Anda bekerja, apakah pekerjaan utama Anda?
   [ ] Pegawai Negeri Sipil
   [ ] Pegawai BUMN
   [ ] Anggota ABRI
   [ ] Pegawai Swasta
   [ ] Wiraswasta
   [ ] Lainnya, sebutkan ....
6. Pada waktu pertamakali mengikuti program sertifikat LP3B-UT, Anda terdaftar dalam program:
   [ ] Tingkat Dasar
   [ ] Tingkat Menengah
   [ ] Tingkat Lanjut
7. Mengapa Anda memilih untuk mengikuti program bahasa Inggris di LP3B-UT? Jelaskan jawaban Anda:
   ....
   ....

8. Apakah Anda berminat untuk mengikuti program lanjutan (Tingkat Menengah, Tingkat Lanjut, Diploma III, atau Sarjana) yang ditawarkan oleh LP3B-UT?
   [ ] Ya　　　　　　　　　[ ] Tidak

9. Jika Anda berminat, sebutkan <u>program tertinggi</u> yang Anda minati:
   [ ] Tingkat Menengah
   [ ] Tingkat Lanjut
   [ ] Diploma 3
   [ ] Sarjana

10. Darimana Anda <u>pertama kali memperoleh informasi</u> mengenai program bahasa Inggris yang ditawarkan oleh LP3B-UT?
   [ ] Dari iklan di media cetak (koran/majalah)
   [ ] Dari leaflet/poster
   [ ] Dari katalog UT
   [ ] Dari program TV
   [ ] Dari program Radio
   [ ] Dari teman
   [ ] Dari sumber lainnya, sebutkan ....

II. TANGGAPAN TERHADAP KEGIATAN MARKETING LP3B-UT

<u>Petunjuk Pengisian</u>

1. Gunakan Petunjuk Pengisian Umum.
2. Berilah tanda silang (X) pada kolom (A) dan (B). Pilihlah jawaban yang paling sesuai dengan pendapat Anda terhadap setiap aktivitas LP3B-UT berikut ini berdasarkan dua kriteria, yaitu:
   (A) Bagaimana LP3B-UT melaksanakan setiap aktivitas dalam programnya?
   (B) Bagaimana tingkat kebutuhan Anda terhadap setiap aktivitas yang dilaksanakan LP3B-UT?

Pilihan jawaban (A):	Pilihan jawaban (B):
[1] SBR = Sangat Buruk	[1] STM = Sangat Tidak Membutuhkan
[2] BR = Buruk	[2] TM = Tidak Membutuhkan
[3] BS = Biasa Saja	[3] BS = Biasa Saja
[4] B = Baik	[4] M = Membutuhkan
[5] SB = Sangat Baik	[5] SM = Sangat Membutuhkan

Produk (Program dan Pelayanan)

A. Aktivitas LP3B / B. Kebutuhan

SBR	BR	BS	B	SB		STM	TM	BS	M	SM
[1]	[2]	[3]	[4]	[5]	1. Kualitas program-program yang ditawarkan	[1]	[2]	[3]	[4]	[5]
[ ]	[ ]	[ ]	[ ]	[ ]	2. Variasi/jenis program yang ditawarkan	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	3. Kualitas bahan belajar	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	4. Pelayanan mahasiswa	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	5. Penanganan Registrasi mahasiswa	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	6. Fasilitas bimbingan belajar (konseling)	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	7. Kualitas/kemampuan akademik Tutor/ Instruktur	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	8. Penjadwalan tutorial	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	9. Pelayanan pengujian	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	10. Penjadwalan ujian	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	11. Sistem penilaian ujian	[ ]	[ ]	[ ]	[ ]	[ ]

Kebijakan Harga

A. Aktivitas LP3B / B. Kebutuhan

SBR	BR	BS	B	SB		STM	TM	BS	M	SM
[1]	[2]	[3]	[4]	[5]	12. Kebijakan biaya belajar	[1]	[2]	[3]	[4]	[5]
[ ]	[ ]	[ ]	[ ]	[ ]	13. Sistem pembayaran biaya belajar	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	14. Kebijakan harga bahan belajar	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	15. Kewajaran biaya belajar	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	16. Kebijakan perubahan biaya belajar	[ ]	[ ]	[ ]	[ ]	[ ]

Komunikasi (Promosi dan Relasi Publik)

A. Aktivitas LP3B							B. Kebutuhan				
SBR	BR	BS	B	SB			STM	TM	BS	M	SM
[1]	[2]	[3]	[4]	[5]	17.	Komunikasi antara mahasiswa dengan Tutor/ instruktur	[1]	[2]	[3]	[4]	[5]
[ ]	[ ]	[ ]	[ ]	[ ]	18.	Komunikasi antara mahasiswa dengan staf program	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	19.	Pemberian informasi tentang kegiatan program	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	20.	Cara memilih media iklan (Koran, Majalah)	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	21.	Cara memilih media komunikasi (Newslink)	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	22.	Cara menangani pertanyaan dari para peserta/peminat program	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	23.	Kejelasan katalog/buku penuntun belajar mahasiswa	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	24.	Tanggapan terhadap kebutuhan mahasiswa	[ ]	[ ]	[ ]	[ ]	[ ]

Penempatan/Distribusi

A. Aktivitas LP3B							B. Kebutuhan				
SBR	BR	BS	B	SB			STM	TM	BS	M	SM
[1]	[2]	[3]	[4]	[5]	25.	Pelayanan distribusi bahan belajar/ pendukung	[1]	[2]	[3]	[4]	[5]
[ ]	[ ]	[ ]	[ ]	[ ]	26.	Ketepatan waktu penyediaan/pengiriman bahan belajar/pendukung	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	27.	Pelayanan jasa pos	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	28.	Ketepatan waktu pengiriman hasil ujian	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	29.	Kemudahan transportasi ke pusat belajar	[ ]	[ ]	[ ]	[ ]	[ ]
[ ]	[ ]	[ ]	[ ]	[ ]	30.	Kemudahan transportasi ke lokasi ujian	[ ]	[ ]	[ ]	[ ]	[ ]

III. INFORMASI LAIN

Bila ada informasi, komentar, atau saran lain yang berkaitan dengan masalah yang sedang diteliti (misalnya: kegiatan yang Anda anggap paling penting dalam membantu kelancaran studi di LP3B-UT), silahkan Anda menuliskannya di bawah ini.

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TERIMA KASIH ATAS BANTUAN DAN KERJASAMA ANDA

APPENDIX E

STAFFS QUESTIONNAIRE (ENGLISH)

STAFF MEMBERS ASSESSMENT
ON THE INSTITUTE FOR DEVELOPMENT OF LANGUAGE TEACHING
PROGRAMS MARKETING ACTIVITIES

I. General Information

Please specify or placing a check (v) to indicate your answer.

1. Please indicate your sex:
   [ ] Male [ ] Female

2. Please indicate your age in years: ....

3. Please specify your highest educational level:
   ....

4. How long have you been working for the Institute?
   .... Year .... month

5. Please indicate your main occupation within the Institute setting:
   [ ] Course material and exam development unit
   [ ] Administrative and secretarial unit
   [ ] Student registration unit
   [ ] Financial unit
   [ ] Distribution unit
   [ ] Computer unit
   [ ] Student services unit
   [ ] Others, please specify ....

6. Do you know the objectives of the Institute's establishment (mission, objectives, goals)?
   [ ] Yes [ ] No

7. If you know the institute objectives, please specify:
   ....
   ....
   ....
   ....

II. Assessment on the Institute Marketing Activities

Please indicate your response by placing a check (v) on each activities below based on criteria: How well does the Institute performs the activities of the program.

Alternative Responses:
[1] Very Poor
[2] Poor
[3] Fair
[4] Good
[5] Very Good

Product (Goods and Services)

VP [1]	P [2]	F [3]	G [4]	VG [5]	
[ ]	[ ]	[ ]	[ ]	[ ]	1. Quality of program offerings
[ ]	[ ]	[ ]	[ ]	[ ]	2. Variation in program offerings
[ ]	[ ]	[ ]	[ ]	[ ]	3. Course materials quality
[ ]	[ ]	[ ]	[ ]	[ ]	4. Student support services
[ ]	[ ]	[ ]	[ ]	[ ]	5. Student registration services
[ ]	[ ]	[ ]	[ ]	[ ]	6. Academic counselling facility
[ ]	[ ]	[ ]	[ ]	[ ]	7. Tutor/Instructor academic quality
[ ]	[ ]	[ ]	[ ]	[ ]	8. Tutorial scheduling
[ ]	[ ]	[ ]	[ ]	[ ]	9. Examination services
[ ]	[ ]	[ ]	[ ]	[ ]	10. Examination scheduling
[ ]	[ ]	[ ]	[ ]	[ ]	11. Marking system

Price

VP [1]	P [2]	F [3]	G [4]	VG [5]	12. Tuition fee (pricing) policy
[ ]	[ ]	[ ]	[ ]	[ ]	13. Tuition fee payment system
[ ]	[ ]	[ ]	[ ]	[ ]	14. Course material pricing policy

<u>Price, continued</u>.

VP	P	F	G	VG		
[1]	[2]	[3]	[4]	[5]	15.	Reasonability or acceptability of the tuition fee
[ ]	[ ]	[ ]	[ ]	[ ]	16.	Reexamination pricing policy

<u>Communication (Promotion and Public Relation)</u>

VP	P	F	G	VG		
[1]	[2]	[3]	[4]	[5]	17.	Communication between student and Tutor/Instructor
[ ]	[ ]	[ ]	[ ]	[ ]	18.	Communication between student and program personnel
[ ]	[ ]	[ ]	[ ]	[ ]	19.	Communication/Information related to the program activities
[ ]	[ ]	[ ]	[ ]	[ ]	20.	Advertising media preference (newspaper, magazine)
[ ]	[ ]	[ ]	[ ]	[ ]	21.	Communication media preference (newslink)
[ ]	[ ]	[ ]	[ ]	[ ]	22.	System used to handle student/ public inquiries
[ ]	[ ]	[ ]	[ ]	[ ]	23.	Clarity of student handbook/ catalogs
[ ]	[ ]	[ ]	[ ]	[ ]	24.	Responsiveness to student needs

<u>Place/Distribution</u>

VP	P	F	G	VG		
[1]	[2]	[3]	[4]	[5]	25.	Distribution services of course materials
[ ]	[ ]	[ ]	[ ]	[ ]	26.	On-schedule record of the course material provision and distribution services
[ ]	[ ]	[ ]	[ ]	[ ]	27.	Post-office services

Place/Distribution, continued.

VP	P	F	G	VG		
[1]	[2]	[3]	[4]	[5]	28.	On-schedule record of the distribution of examination results
[ ]	[ ]	[ ]	[ ]	[ ]	29.	Transportation accessibility to the study centre
[ ]	[ ]	[ ]	[ ]	[ ]	30.	Transportation accessibility to exam' location

III. Additional Comment

Additional opinion or comments related to the Institute marketing activities are very welcome.

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THANK YOU FOR YOUR PARTICIPATION AND COOPERATION

APPENDIX F

STAFF MEMBERS ASSESSMENT ON
THE INSTITUTE MARKETING ACTIVITIES
(INDONESIAN)

KUESIONER

TANGGAPAN STAF PROGRAM TERHADAP
KEGIATAN MARKETING
LEMBAGA PENGEMBANGAN PROGRAM PENGAJARAN
BAHASA (LP3B-UT)

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS TERBUKA

JAKARTA 1993

I. Informasi Umum

Petunjuk Pengisian
Jawablah setiap pertanyaan dengan cara:

1. Menuliskan jawaban pada tempat yang telah tersedia, atau
2. Memberikan tanda silang (X) pada salah satu jawaban yang tersedia.

---

1. Jenis kelamin Anda:
   [ ] Pria
   [ ] Wanita

2. Umur Anda: ...... tahun.

3. Pendidikan tertinggi Anda: ....

4. Sudah berapa lama Anda bekerja di LP3B-UT?
   .... tahun .... bulan.

5. Apakah tugas utama Anda di LP3B-UT?
   [ ] Unit pengembangan bahan belajar dan pengujian
   [ ] Unit administrasi/sekretariat
   [ ] Unit registrasi mahasiswa
   [ ] Unit keuangan
   [ ] Unit pergudangan/distribusi
   [ ] Unit komputer
   [ ] Unit pelayanan mahasiswa
   [ ] Lainnya, sebutkan ....

6. Apakah Anda mengetahui tujuan didirikannya LP3B-UT?
   [ ] Ya
   [ ] Tidak

7. Jika Anda mengetahui, silahkan Anda jelaskan secara singkat di bawah ini.
   ....
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   ....

II. Tanggapan Terhadap Kegiatan Marketing LP3B-UT

Petunjuk Pengisian:
Pilihlah jawaban yang paling sesuai dengan pendapat Anda terhadap setiap aktivitas LP3B-UT berdasarkan kriteria, yaitu: Bagaimana LP3B-UT melaksanakan setiap aktivitas dalam programnya?

Pilihan jawaban:
[1] SBR = Sangat Buruk
[2] BR = Buruk
[3] BS = Biasa Saja
[4] B = Baik
[5] SB = Sangat Baik

Produk (Materi dan Pelayanan)

SBR	BR	BS	B	SB		
[1]	[2]	[3]	[4]	[5]	1.	Kualitas program-program yang ditawarkan
[ ]	[ ]	[ ]	[ ]	[ ]	2.	Variasi/jenis program yang ditawarkan
[ ]	[ ]	[ ]	[ ]	[ ]	3.	Kualitas bahan belajar
[ ]	[ ]	[ ]	[ ]	[ ]	4.	Pelayanan mahasiswa
[ ]	[ ]	[ ]	[ ]	[ ]	5.	Penanganan registrasi mahasiswa
[ ]	[ ]	[ ]	[ ]	[ ]	6.	Fasilitas bimbingan belajar (konseling)
[ ]	[ ]	[ ]	[ ]	[ ]	7.	Kualitas/kemampuan akademik Tutor/ Instruktur
[ ]	[ ]	[ ]	[ ]	[ ]	8.	Penjadwalan tutorial
[ ]	[ ]	[ ]	[ ]	[ ]	9.	Pelayanan pengujian
[ ]	[ ]	[ ]	[ ]	[ ]	10.	Penjadwalan ujian
[ ]	[ ]	[ ]	[ ]	[ ]	11.	Sistem penilaian ujian

Kebijakan Harga

SBR BR BS B SB
[1] [2] [3] [4] [5] 12. Kebijakan biaya belajar

[ ] [ ] [ ] [ ] [ ] 13. Sistem pembayaran biaya belajar

[ ] [ ] [ ] [ ] [ ] 14. Kebijakan harga bahan belajar

[ ] [ ] [ ] [ ] [ ] 15. Kewajaran biaya belajar

[ ] [ ] [ ] [ ] [ ] 16. Kebijakan perubahan biaya belajar

Komunikasi (Promosi dan Relasi Publik)

SBR BR BS B SB
[1] [2] [3] [4] [5] 17. Komunikasi antara mahasiswa dengan Tutor/Instruktur

[ ] [ ] [ ] [ ] [ ] 18. Komunikasi antara mahasiswa dengan staf program

[ ] [ ] [ ] [ ] [ ] 19. Pemberian informasi tentang kegiatan program

[ ] [ ] [ ] [ ] [ ] 20. Cara memilih media iklan (Koran, Majalah)

[ ] [ ] [ ] [ ] [ ] 21. Cara memilih media komunikasi (Newslink)

[ ] [ ] [ ] [ ] [ ] 22. Cara menangani pertanyaan dari para peserta/peminat program

[ ] [ ] [ ] [ ] [ ] 23. Kejelasan katalog/buku penuntun belajar mahasiswa

[ ] [ ] [ ] [ ] [ ] 24. Tanggapan terhadap kebutuhan mahasiswa

Penempatan/Distribusi

SBR	BR	BS	B	SB		
[1]	[2]	[3]	[4]	[5]	25.	Pelayanan distribusi bahan belajar /pendukung
[ ]	[ ]	[ ]	[ ]	[ ]	26.	Ketepatan waktu penyediaan/ pengiriman bahan belajar/pendukung
[ ]	[ ]	[ ]	[ ]	[ ]	27.	Pelayanan jasa pos
[ ]	[ ]	[ ]	[ ]	[ ]	28.	Ketepatan waktu pengiriman hasil ujian
[ ]	[ ]	[ ]	[ ]	[ ]	29.	Kemudahan transportasi ke pusat belajar
[ ]	[ ]	[ ]	[ ]	[ ]	30.	Kemudahan transportasi ke lokasi ujian

III. Informasi Lain

Bila ada informasi, komentar, atau saran lain yang berkaitan dengan masalah yang sedang diteliti, silahkan Anda menuliskannya di bawah ini.

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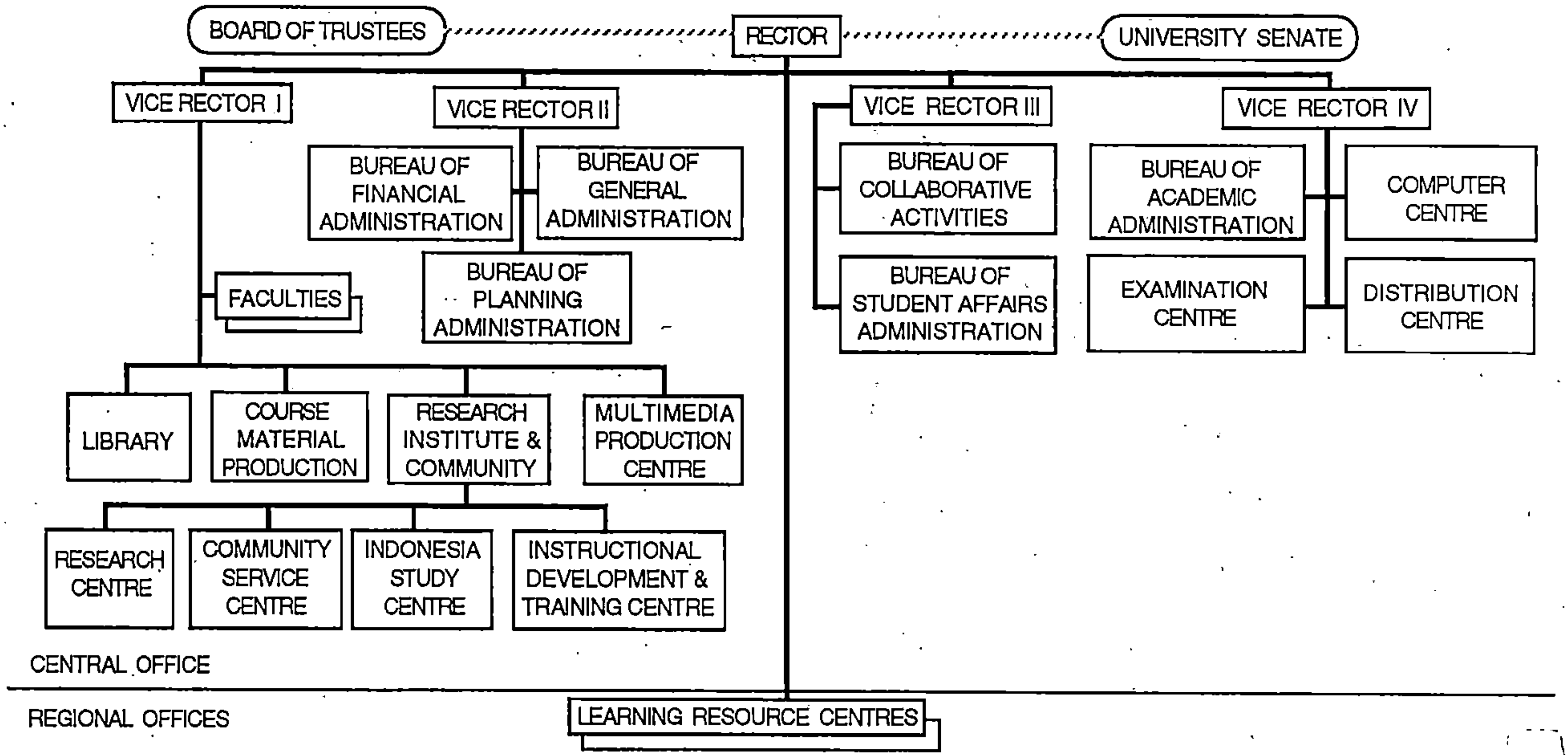
TERIMA KASIH ATAS BANTUAN DAN KERJASAMA ANDA

APPENDIX G

ORGANIZATIONAL CHART OF
UNIVERSITAS TERBUKA OPERATIONS



VITA

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1991 to 1994, University of Victoria, B.C.
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Publications:

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Title of Thesis:

A MARKETING STRATEGY FOR HIGHER DISTANCE EDUCATION (CASE STUDY ON THE INSTITUTE FOR THE DEVELOPMENT OF LANGUAGE TEACHING PROGRAMS - THE OPEN UNIVERSITY OF INDONESIA).

Author: [redacted]

ARI JULIANA
(Name)

June 21, 1994
(Date)