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Effectiveness of a marketing model designed to increase attendance and revenue capabilities for non-revenue athletic programs

McCutcheon, Bruce Edward, Ph.D.

The Ohio State University, 1988
EFFECTIVENESS OF A MARKETING MODEL DESIGNED TO
INCREASE ATTENDANCE AND REVENUE CAPABILITIES
FOR NON-REVENUE ATHLETIC PROGRAMS

DISSERTATION

Presented In Partial Fulfillment Of The Requirements Of
The Degree Doctor Of Philosophy In The Graduate
School Of The Ohio State University

By
Bruce E. McCutcheon, B.A., M.A.

* * * * *

The Ohio State University

Dissertation Committee:
Charles L. Mand
Roger D. Blackwell
Mary Daniels
William Sutton

Approved By:
Roger D. Blackwell
Adviser
School of Health, Physical Education and Recreation
VITA

April 4, 1953 ........................ Born - Ridley Park, Pa.

1976 .............................. B.A., The College of William & Mary,
                              Williamsburg, Virginia

1976 - 1981 ........................ Teacher, Coach, Athletic
                Director, Suffolk City Schools,
                Suffolk, Virginia

1982 .............................. M.A., Sport Management,
                              The Ohio State University, Columbus,
                              Ohio

1982 - 1983 ........................ Teaching Associate,
                School of Health, Physical Education and
                Recreation, The Ohio State University,
                Columbus, Ohio

1983 - 1984 ........................ Administrative Assistant,
                Department of Athletics, The Ohio State
                University, Columbus, Ohio

1984 .............................. Assistant Athletic Director, Southern
                              Illinois University, Carbondale, Illinois

Fields of Study

Major field: Physical Education

Minor Field: Business Administration - Marketing
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CHAPTER I

Introduction

College and university athletic departments of every size and competitive level are facing the worst of financial times, and there is little doubt that the money crunch has changed the complexion of intercollegiate athletics (Potts, 1980). Because of growing deficits due to skyrocketing equipment and maintenance costs, rising travel costs, increased grant-in-aid bills and increased funding of women's athletics, a number of athletic departments of every size and stature have been forced to eliminate one or more varsity sports. Dave Hart, commissioner of the Southern Conference and former director of athletics at the University of Missouri, Columbia, elected to eliminate some of Missouri's intercollegiate sport programs in order to make its program solvent. The twelve remaining sport programs have been prioritized into levels. "Sports at level no. 2 receive fixed financing; they get a budgeted amount of money to work with for the entire year. Level no. 1 sports are those we feel should compete nationally, like football, men's and women's basketball, and women's gymnastics. Each year it seems
more and more must be whittled away" ("Athletic Programs Fight," 1983).

Many institutions which participate in intercollegiate athletic competition are members of the National Collegiate Athletic Association (NCAA). A basic purpose of the NCAA is to maintain intercollegiate athletics as an integral of the educational program and the athlete as an integral part of the student body. By doing so, the NCAA retains a clear line of demarcation between college athletics and professional sports.

The NCAA is also concerned with upholding the principle of institutional control of, and responsibility for, all intercollegiate sports in conformity with the rules and regulations of the Association. Therefore, the control of and responsibility for intercollegiate athletics are exercised by the institution itself. Administrative control, faculty control, or a combination of the two constitute institutional control. Each member institution must have an athletics advisory board, the majority membership of which must be comprised of administrators and/or faculty.

Colleges, universities and other groups related to intercollegiate athletics are eligible for membership in the NCAA. Member groups must have acceptable academic standards, as defined by the NCAA bylaws, and must accept
and observe the principles set forth in the constitution and bylaws of the Association. Each active member institution is designated as a member of Division I, Division II or Division III for certain legislative and competitive purposes. In the sport of football only, Division I is further divided into Division I-A and Division I-AA.

An institution desiring to be a member of Division I shall not make an award of financial aid (for which the recipient's athletic ability is considered in any degree) in excess of the number permitted by the provision of bylaw 6-5-(a), (b), (c), (d), (e) and (f). Also, the institution must sponsor a minimum of six men's varsity sports, at least two of which are team sports, and six women's varsity sports, at least two of which are team sports. The membership of the Division I men's team sports must be all-male or a mixture of males and females. The membership of the Division I women's team sports must be female.

An institution desiring to be a member of Division II shall not make an award of financial aid (for which the recipient's athletic ability is considered in any degree) in excess of the number permitted by the provisions of bylaw 6-5-(g) and (h). Also, the institution must sponsor a minimum of four men's varsity sports, at least two of which are team sports, and four women's varsity sports, at least two of which are team sports. The membership of the
Division II men's team sports must be all-male or a mixture of males and females. The membership of the Division II women's team sports must be female.

An institution in Division III shall not award financial aid to any student-athlete except upon a showing of financial need by the recipient. Also, the institution must sponsor a minimum of four men's varsity sports, at least two of which are team sports, and four women's varsity sports, at least two of which are team sports. The membership of the Division III men's team sports must be all-male or a mixture of males and females. The membership of the Division III women's team sports must be female.

As of September 1, 1988, membership in the NCAA reached an all-time high of 1,020 ("Membership in Association", 1988). That total includes 803 active member institutions, 108 conference members and 109 others. Of the active member institutions, 294 are Division I, 194 are Division II and 315 are Division III.

A 1987 study of the NCAA membership reveals that when a Division I institution discontinues a varsity sport, it is most likely because of cost. A total of 459 NCAA member institutions participated in the study which was conducted for the NCAA Committee on Review and Planning. Participating institutions responded to a survey regarding the number of sports they had dropped from 1985 to 1987.
Of those responding, 217 institutions had dropped at least one sport during the time period. Costs were cited as the main reason for dropping a sport, and were mentioned nearly three times more often than any other factor ("Reasons for Cutting," 1988).

At one time the financing of intercollegiate athletics presented few difficulties because of the unique capacity of intercollegiate football to generate sufficient income to underwrite sports programs institutionwide. Hanford (1979) notes that in the early years of intercollegiate competition, many institutions supported physical education, intramurals, and multi-sport athletic programs on the financially strong football program.

Hanford classified the patterns of financial support for intercollegiate athletic programs into three categories. Those categories were:

1) Institutions that consider their athletic activities as an integral part of their overall program and support them from general university funds,

2) Institutions that consider their athletic activities as extra-curricular adjuncts deserving support from general university funds, and

3) Institutions that treat major elements of their athletic activities as auxiliary enterprises requiring financial self-sufficiency (Hanford, 1979).
The second category is comprised of universities whose athletic programs are subsidized by state funds. More than 48 percent of the NCAA membership is situated in states where budgets reflected deficit spending as of June 30, 1983 ("Athletic Programs Fight," 1983). Legislators in those states face the reality of allocating limited resources to growing expenses. Furthermore, an increasing number of states now require balanced budgets. Accordingly, government leaders are forced to impose cutbacks that affect every aspect of the public sector, including state-supported intercollegiate athletic programs.

The third category is comprised of universities with major football programs where gate receipts, television and radio royalties, and other forms of revenue are expected to underwrite the other sports within the university's athletic program. Some of these athletic programs are making money; most are not. College football attendance in 1983 dropped over 230,000 spectators, in 1985 the decrease was over 340,000 spectators (Van Valkenburg, 1986; "Football Attendance Drops," 1983).

Television ratings points for college football have been on the steady decline since 1980 highlighted by a 11.7% decrease in viewership in 1987 (McManus, 1988; Swofford, 1984). Compounding these problems was the suit
ending NCAA's control of television broadcasts of football games. National Collegiate Athletic Association v. Board of Regents (1984). The consequence of this decision for most schools is less television revenue as a result of oversaturation of televised football. In the top thirty television markets during a twelve hour period on football Saturdays, it has been common for as many as six to eight games to be released via over-the-air or cable transmissions. Figures compiled for the first ten weeks in the 1984 football season showed an average weekly audience of 11.7 million homes compared to an average 5.9 million homes in 1983 ("College Football Audience," 1984).

Miller (1985) surveyed eighty three NCAA Division I-A members and seven conference commissioners concerning the status of television revenues in college football. Results revealed that the average net difference in total television revenue per institution was $180,000 from 1983-1984.

It would appear that college football has reached the maturity stage of its product life cycle. This stage is characterized by a period of sales growth slowdown and steady decline in profit margins (Kotler, 1980). Although a few of the nation's most powerful teams are still making good money, there are smaller amounts left over to support the rest of the athletic department budget (Hanford, 1979).
As a percentage of total revenues, the relative amount provided by football revenues has continued to decline since 1973 ("Fewer I-A," 1986). Lopiano (1979) contends football contributes to, rather than alleviates, financial problems.

Because of the financial difficulties that many sports administrators are facing, alternatives are being considered to insure the survival of their programs. One alternative is reducing expenses. Many schools have done this through eliminating sports and scaling down programs (Patberg, 1982). Conversely, raising revenues can be a more attractive solution. Programs not only can be maintained but most likely can be enhanced through increased revenues (Hay, 1982; Patberg, 1982).

Many athletic administrators are finding that college athletics are not only an educational endeavor but a business as well, and should be treated as such. Extensive marketing and promotional programs are being implemented by institutions of all sizes to raise revenue through increasing fan attendance (Hay, 1982). One of the goals of every athletic program should be to develop an audience or following. That audience, or the spectators, can be the lifeblood of a college athletic program. It is clear that through attendance, a program can receive revenue. Kotler (1982) considers that, "the problem of long term audience development consists of researching the audience,
developing the product, pricing the product, and promoting the product." The needs of the audience, or fans, should be determined in order to develop an effective marketing program which will result in greater fan attendance. Hay (1982) states that this can be done from the perspective of the audience or fans themselves or from the perspective of the providers of the event. Directors of marketing and promotions in the college athletic setting are directly responsible for the evaluation of the spectator, the pricing of the event, and also for the promotion of the event.

Statement of the Problem

The central problem was to evaluate the effectiveness of a marketing model developed by the researcher designed to increase attendance and revenue capabilities for non-revenue athletic programs. Effectiveness was determined according to:

a) paid Attendance
b) ticket revenue
c) total attendance.

Hypotheses

The research hypotheses to be examined in this study are as follows:
1) NCAA Division I member institutions who utilize the marketing model for their women's basketball program will experience higher paid attendance than Division I member institutions who do not utilize the model.

2) NCAA Division I member institutions who utilize the marketing model for their women's basketball program will experience higher ticket revenue than Division I member institutions who do not utilize the model.

3) NCAA Division III member institutions who utilize the marketing model for their women's basketball program will experience higher total attendance than Division III member institutions who do not utilize the model.

Definition of Terms
Division I Member - According to NCAA classification, an institution which makes financial aid awards for which the athletic ability of the award recipient is considered in any degree.
Division III Member - According to NCAA classification, an institution which does not award financial aid to any student-athlete except upon a showing of financial need by the recipient.
Growth Share Matrix - Classification scheme designed by the Boston Consulting Group which reveals the resource-allocation merit of each sport.
Marketing - A total system of business activities
designed to plan, price, promote, and distribute want-satisfying goods and services to present and potential customers.

Marketing Concept - A philosophy of business based on the premise that the customer's want-satisfaction is the economic and social justification for a firm's existence. Consequently, all company activities must be devoted to finding out what the customers want and then satisfying those wants, while still making a profit over the long run.

Marketing Model - A model based upon the marketing concept which identifies university philosophy concerning athletic revenue production, identifies specific sports with significant potential to produce revenue, and identifies a distinct market strategy for each sport identified.

Non-Revenue Sport - Sport in which income (gate receipts, concessions, etc.) does not exceed expenses.

Product Life Cycle - A product's sales position and profitability can be expected to change over time. The product life cycle is an attempt to recognize distinct stages in the sales history of a product. Corresponding to these stages are distinct opportunities and problems with respect to marketing strategy and profit potential.

Revenue Sport - Sport whose income exceeds expenses.

Total Attendance - All persons entering arena gates including but not limited to paid admissions, team
complimentary tickets, media, band, and employees.

Total Paid Attendance - All tickets sold at regularly established prices whether or not the ticket was used for admission.

Ticket revenue - All monies received for tickets sold at regularly established prices or discounted prices.

Limitations of the Study

1. The study is limited to the investigation of four women's basketball programs at NCAA member institutions, two represent Division I member institutions and two represent Division III member institutions.

2. The study will be confined to the 1982-83 and the 1983-84 women's basketball seasons.

3. The study is limited to the degree in which inclement weather may affect the attendance of any particular game.

4. The study is limited to the degree by which geographical bias may impact results since the schools investigated are located within fifteen miles of each other.

5. The study is limited to the degree in which winning records of participating teams may impact the results of the study.
Basic Assumptions

1. A definite need exists for the determination of the effectiveness of marketing intercollegiate athletic programs.

2. A marketing model needs to be developed, utilized, and evaluated so that NCAA member institutions may effectively increase the revenue base for their programs.

3. It is assumed that the information collected by this study will provide the data desired for the institutions studied.

4. It is assumed that the university guidelines regarding revenue production are compatible with the marketing model.

5. It is assumed that intercollegiate women's basketball has significant potential to produce revenue.
CHAPTER II

Review of Literature

A review of related literature shows that research in the area of athletic administration has been concentrated in several areas. The issue of where athletics should be located in the educational institution is one area which has received some attention ("Ohio State University", 1976; Ziegler, 1975; "The Place of Intercollegiate Athletics," 1961). Another area of research has been that surrounding Title IX and the effect that this legislation has had on the funding of athletics (Huckle, 1978; Williams, 1978; LaNoue, 1976; Wein, 1976). Other research has examined athletics and its role in student development and social participation (Hanks, 1976; Sanford, 1973). Coaching has been examined (Massengale, 1974) as well as the role of the athletic trainer and the whole issue of athletic injuries (Gilette, 1975; Turner, 1975).

Modern marketing came of age in the United States after World War I (Stanton, 1981). Until then, producers, wholesalers, and retailers all emphasized the production and sales of merchandise. With the evolution of the marketing concept, an increased emphasis was placed on satisfying the needs of the customer (McCarthy, 1981).
McCarthy defined marketing as the performance of activities which seek to accomplish an organization's objective by anticipating customer or client needs and directing the flow of need satisfying goods and services from producer to customer or client. McCarthy continued to explain that there are many ways to satisfy the needs of the customers one of which is through the development of a marketing mix. This mix evaluates all of those factors which influence consumers in their buying decisions. It is generally accepted that these factors can be grouped into the four categories of product, place, promotion, and price. Upon the evaluation of these factors and the consideration of a target group of customer's needs, a market strategy is developed (McCarthy, 1981).

Corporate leaders nationwide are discovering that their most powerful competitive weapon is marketing. Corporate boardrooms agree, and are making marketing the number one business priority. In a 1984 study conducted jointly by the marketing consultants at Coopers & Lybrand and Yankelovich, Skelly & White, more than half of the polled executives at twenty-five corporations ranked marketing as the most important strategy of the 1980's (Foltz, 1984).

Increasingly, the marketing concept is being applied to non-profit organizations. During the past decade a significant body of literature has emerged concerning
studies dealing with the application of marketing to non-profit organizations. Kotler (1982) spoke about sports organizations when discussing marketing in the non-profit setting. He addressed the issue of attendance by stating, "audiences are the lifeblood of performing arts groups, museums and sports organizations ... many of these organizations measure their success in terms of the size of the audience attracted". Kotler also suggested that the problem of long term audience development consists of 1) researching the audience, 2) developing the product, 3) pricing the product, and 4) promoting the product. These factors are consistent with those identified by McCarthy (1981) as ones which influence consumers in their buying decisions.

Advertising Age first used the term "sports marketing" in 1978 to describe the activities of marketers who were increasingly using sport as a promotional vehicle (Kesler, 1979). Mullin defined sport marketing as "all activities designed to meet the needs and wants of sport consumers primary, secondary and tertiary participants and primary, secondary and tertiary spectators through exchange processes. Therefore, sport marketing has developed two major thrusts: a) the marketing of sport products and services to consumers of sport; and b) marketing using sport as a promotional vehicle for consumer and industrial products and services" (Mullin, 1985, p. 102).
Many leaders in collegiate athletics are convinced that marketing intercollegiate athletics is the answer to increasing revenue (Lopiano, 1980; Potts, 1980; Broyles and Hay, 1979; Novotny, 1979). Collegiate athletics is challenged by the problem of providing a sound financial base for all programs. The means for meeting that challenge lies in the mystique of collegiate athletics. "There is so much to be proud of and so much to promote" (Potts, 1980). The key is to understand the market for each non-revenue sport, and then to figure out how to get new fans and new money to support those programs.

It is the athletic director's responsibility to establish the level of commitment to marketing non-revenue athletic programs as well as the basic marketing guidelines. Two of the most influential athletic directors in the country, Don Canham former athletic director at the University of Michigan, and Frank Broyles of the University of Arkansas, recognize the importance of innovative promotion and marketing efforts to help balance the athletic budget. According to Canham, "promotions and marketing are going to be our salvation; I don't think there's any question about that. It's only recently that (college) presidents and administrators have realized that it would be to their advantage to have a progressive-minded, promotion-oriented athletic director in their corner" (Palmisano, 1981).
Frank Broyles and Robert Hay (1979) maintain that there must be an equitable exchange of contributions between the fans and the athletic program if the administration of the program is to be effective. Broyles further states:

The athletic program must provide various utilities that will satisfy the needs of the paying customers. The chief objective of those who market an athletic program is to provide the primary customer utilities; place, time, service, and possession of tickets. The coach creates winning teams, providing form utility desired by fans. In exchange, the fans buy tickets, support the program, and sometimes donate money to maintain the program (Broyles & Hay, 1979, p. 189).

The chief strategy of effective marketing is to provide enough revenue to offset expenses. Revenues are produced through ticket sales, television and radio royalties, concessions, and donations to booster clubs, thus satisfying the program's profit objectives (Broyles & Hay, 1979).

When terms such as "profit objective", "promotion", and "marketing" are used in relation with athletics, there is natural and genuine concern. There is fear that the commercialization of non-revenue intercollegiate athletics will transform it from an educational program to an entertainment business. However, the combination of these two characteristics can be mutually beneficial. Lopiano (1980) states that "it's essential to know that a
philosophically sound and educationally defensible athletic program can be successfully promoted and does not have to be damaged if it is commercialized. It is all a matter of degree and intent." The product is not going to change as a result of marketing; what is going to change is how that product is going to be presented and delivered to the consumer (Meinert, 1983).

Lopiano (1980) notes that there are several reasons why athletic programs should be available to the spectating public. First, excellence should not be hidden away, it should be shared. Second, financially troubled athletic programs need all the help they can get. If college sports can produce revenue to offset costs, they should. "Money does not 'taint' athletics, how it is used and the integrity of the people who use it may 'taint' athletics" (Lopiano, 1980, p. 8). Third, an educational experience takes place when athletes are exposed to the public and media. Many positive outcomes can result from such interaction including self-confidence and public relations skills.

When an educator looks at promotion and marketing from this perspective, packaging and selling (non-revenue) athletics is not as threatening as it initially seemed. However, it is important to recognize that if you are a part of an auxiliary enterprise athletic structure within your institution, and university policy dictates maximization of revenue potential, administrations have little choice in the matter. They must either jump into (marketing) with enthusiasm
Partial aspects of the marketing concept have been used at many schools including the University of Texas, University of Arkansas, and the University of Michigan to help generate revenue for the athletic budget. At Vanderbilt University, athletic officials enlisted the help of advertising professionals to increase interest in the school's football program. The effort was an excellent example of how advertising can be a key element of athletic marketing (Ross, 1981).

At the start of the 1979 football season, Vanderbilt was faced with a poor record (6-27 over the last three seasons), a negative community image, and strong competition for the entertainment dollar in the Nashville, Tennessee area. In order to increase enthusiasm for its program as well as revenues, athletic administrators at Vanderbilt enlisted the help of Sportmark, a division of a local advertising agency, prior to the 1979 football season. Sportmark was created specifically to sell tickets and increase revenue for athletic programs through a total marketing and advertising plan.

The first element of the Vanderbilt plan was a "teaser" campaign using billboards and placards on the rear of city buses designed to arouse the curiosity of sports fans in the Nashville area. Ten days later, a multi-media
advertising campaign ran during a three-week period that concluded prior to the first home game. Television, radio and newspaper advertising was targeted at men 25-49 years of age. Also, a leading department store included 30,000 stuffers in its monthly mailing. Finally, 10,000 bumper stickers promoting Vanderbilt football were distributed throughout middle Tennessee.

As described more fully in Table 1, Vanderbilt's total marketing plan provided an important pay off: ticket sales increased by 20%, average game attendance increased by 3,000 persons, and membership in the booster club almost doubled (Ross, 1981).

The Vanderbilt experience demonstrates that significant advancements can be made as non-revenue intercollegiate athletic programs turn to promotions and marketing techniques. Administrators can employ these techniques to make their programs less expensive now with the long run objective of making them profitable.

There is little doubt that the marketing attitude is taking hold. The NCAA Executive Committee approved the expenditure of $300,000.00 during the 1983 fiscal year for promoting women's athletics. The money was used for everything from television exposure to bumper stickers, and the results were positive. John T. Waters, NCAA Director of Promotion and Public Relations, stated during the campaign, "based on the first 10 months of our program, I think we're very encouraged. We are committed to
TABLE 1
Vanderbilt Football
Results of 1979 Marketing Plan

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<tr>
<td>Average Home Attendance</td>
<td>23,625</td>
<td>26,650</td>
<td>Up 13%</td>
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<tr>
<td></td>
<td>(6 games)</td>
<td>(6 games)</td>
<td></td>
</tr>
<tr>
<td>Season Ticket Sales</td>
<td>12,715</td>
<td>14,563</td>
<td>Up 20%</td>
</tr>
<tr>
<td>Donations</td>
<td>$213,000</td>
<td>$417,000</td>
<td>Up 96%</td>
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</tbody>
</table>
maximizing the potential of women's athletics" (Association Efforts," 1983, p. 1).

The Association's promotional package for women's athletics during the 1983 campaign was directed toward increasing the media's and the public's awareness of women's intercollegiate athletics. The different facets of the package included:

a) Promotional items to be used in conjunction with NCAA championships, such as public-service radio announcements, bumper stickers, banners, program features and ticket merchandizers,

b) Promotional videotapes on eight women's sports distributed to national television and cable systems by the NCAA Television News Service,

c) Feature films on women's intercollegiate basketball and gymnastics produced by NCAA Productions,

d) Negotiations to sell the television rights to regional and semifinal Division I women's basketball and gymnastics,

e) A series of articles in hotel and airline magazines. Both Holiday Inn and Hyatt ran articles on women's athletics in fall additions of their in-room magazines,

f) Television spots on CBS and ESPN promoting the Division I women's basketball and gymnastics championships, and
g) A professional development seminar on marketing women's athletics.

At the institutional level, major women's programs are turning to promotions and marketing in hopes of gaining more control over their futures. This point is underscored by the actions of some of the nation's leading women's athletic administrators in the area of marketing.

During her tenure as women's athletic director at the University of Minnesota, Twin Cities, Merry Dean Baker underscored the importance of promotions in women's athletics when she appointed a new director of promotions and public relations. When announcing that she was upgrading the position from that of a coordinator to an administrator, Baker said, "The whole area of promotions and public relations is a vital one at our stage of development" ("Women's Sports," 1984).

The University of Iowa developed and implemented a TV campaign to promote the "gold card." When purchased, this card allows admission to all ticketed women's sports events. Iowa established and reestablished the Big Ten Conference attendance record for women's basketball during the 1983-84 season, drawing 7,130 fans to a March 2, 1984 game with Northwestern University ("Women's Sports", 1984).

At the University of Southern California, Associate Athletic Director Barbara Hedges states, "We are always looking for sponsors for our programs. We have at least one major fund-raising event every year. The more sponsors
we find for our programs frees up money for travel and for other things. We also look at financial support as another means of gaining interest in our program, other than just for the money it brings in" ("Women's Programs," 1983 p.8).

At the University of Nebraska, Lincoln, June B. Davis, women's athletic director states, "we are constantly looking for sponsors for our invitational tournament and unique ways to expose the program and make sure the student-athletes get the recognition they deserve. It's a smart thing to do -- have a promotions director. The competition for the entertainment dollar is fast and furious. We all need money to support our programs, and the only way to do that is to market the product" ("Women's Programs," 1983).
CHAPTER III

Methodology

Research Design

The non-equivalent control group design described by Campbell and Stanley (1963) is the quasi-experimental research design utilized. In this design both the experimental group and the control group are given a pretest and a posttest (0), but the control group and the experimental group do not have pre-experimental sampling equivalence. Instead, the groups are naturally assembled collectives, as similar as possible, but not so similar that one can dispense with the pretest. The assignment of the treatment (X) to one group is assumed to be random and under the experimenter's control. The following schematic diagram depicts the research design:

```
0  X  0
---
0  X  0
```

Every effort was made to provide similarity between the experimental and the control groups in this study. Assuming that this similarity was achieved (confirmed by the similarity of the pretest scores), we can regard the
design as controlling the main effects of history, maturation, testing, and instrumentation for purposes of internal validity. That is, the difference for the experimental group between the pretest and the posttest (if greater that that for the control group) can not be explained by main effects of these variables (Campbell and Stanley, 1963).

In general, interactions between selection and these variables (history, maturation, or testing) are unlikely as a means of explaining a pretest-posttest gain specific to the experimental group. The most common interactions involve maturation. However, it is assumed that the maturation of the experimental and control groups has no effect on the pretest and posttest scores of attendance and ticket revenue.

Regression may provide an internal validity problem. If either of the comparison groups were selected with extreme scores on 0, then a difference in degree of shift between the groups from pretest to posttest may well be a product of regression rather than the effect of the treatment (Campbell and Stanley, 1963). The analysis of variance is the statistical technique used to test for a significant difference between scores (Hopkins and Glass, 1978).
Subject Selection

The populations studied were member institutions of the National Collegiate Athletic Association (NCAA). The frame used for the Division I institutions was the membership list of the Big Ten Conference. The frame used for the Division III institutions was the membership list of the Ohio Athletic Conference. One member institution from each conference was selected and assigned the treatment. One additional member institution from each conference was selected as a control group.

Institutions selected for treatment were based upon proximity to experimenter. Control institutions were matched with experimental institutions based upon similarity of division, conference, enrollment, and field house capacity.

Outcome Measures

In evaluating the effectiveness of the marketing model developed and used in this study, appropriate dependent variables must be identified. Game attendance and ticket revenue were the dependent variables used in the Vanderbilt study (Ross, 1981) and will serve as the cornerstone for determining the effectiveness of this study.

Three dependent variables will be used to determine the effectiveness of the marketing model. They are:
a) total attendance per game
b) total paid attendance per game
c) total ticket revenue per game.

Total attendance per game is defined as all persons entering the arena gates, including but not limited to paid admissions, team complimentary tickets, media, band, and employees (McCutcheon, 1983). Total paid attendance is defined as tickets sold at regularly established prices whether or not they are used for admission. Tickets sold at discount prices are counted as paid attendance only if they are used for admission (NCAA Manual, 1983-84, B 11-1-(e)-(6)-(v)-0.I.). A "regularly established price" is a price that is:

a) established prior to the season
b) at least 50 percent of the face value of the highest priced ticket sold
c) printed on the face of the ticket.

Any ticket sold that does not meet these criteria is a ticket sold at a "discount price", in which case the ticket holder is required to attend the game in order to be counted (NCAA Manual 1983-84, case no. 394).

Total ticket revenue is defined as all monies collected for tickets sold at either regularly established prices or for tickets sold at discounted prices.
Treatment

The treatment schools utilized the marketing model designed by the researcher and detailed in Appendix A. The contrast schools did not participate in this program. All teams investigated participated during the 1983-84 women's basketball season, during which time the treatment schools identified and utilized a distinct market strategy targeted toward a specific audience. The contrast schools did not use a market strategy.

Procedures

Women's basketball was the non-revenue intercollegiate sport used in this study. It was selected for the following reasons:

1) Intercollegiate women's basketball is in a growth stage with a 6 percent increase in attendance from 1982-83 (NCAA News, December 21, 1983). Table 2 depicts this growth trend for all United States schools with women's varsity basketball teams.

2) The NCAA Executive Committee has initiated a three year effort to promote women's championships ("Association's Efforts," 1983).

Four women's basketball teams were selected. One Division I school (A) and one Division III school (C) were assigned the treatment designed by the researcher. One Division I school (B) and one Division III school (D) served as the contrast teams and did not receive the
### TABLE 2
National Women's Basketball Attendance
(For U.S. Senior-College Women's Varsity Teams)

<table>
<thead>
<tr>
<th>Division</th>
<th>Teams</th>
<th>1982 Games</th>
<th>Attendance</th>
<th>Average</th>
<th>1983 Games</th>
<th>Attendance</th>
<th>Average</th>
<th>Change in Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>272</td>
<td>3,193</td>
<td>2,044,192</td>
<td>640</td>
<td>3,249</td>
<td>2,245,344</td>
<td>691</td>
<td>Up 8.0%</td>
</tr>
<tr>
<td>II</td>
<td>210</td>
<td>2,024</td>
<td>811,624</td>
<td>401</td>
<td>2,032</td>
<td>820,367</td>
<td>404</td>
<td>Up 0.7%</td>
</tr>
<tr>
<td>III</td>
<td>282</td>
<td>2,850</td>
<td>564,175</td>
<td>198</td>
<td>2,798</td>
<td>577,221</td>
<td>206</td>
<td>Up 0.4%</td>
</tr>
<tr>
<td>All Non-NCAA</td>
<td>193</td>
<td>1,909</td>
<td>152,471</td>
<td>79</td>
<td>1,950</td>
<td>154,484</td>
<td>79</td>
<td>None</td>
</tr>
</tbody>
</table>

**All U.S. Varsity Teams**
957 9,976 3,572,462 358 10,029 3,797,416 379 Up 6.0%

Marketing Strategy for School A

The marketing strategy developed for school A was designed to increase top-of-mind awareness of its women's basketball program and to increase its current customer base.

The plan utilized a corporate partnership between major corporations and the athletic department. This partnership sponsored consistent advertising and promotional activities directed toward pre-college females and adults 25-54 years of age. Retail channels of distribution were established to facilitate ticket purchase convenience.

Price Strategy

The price objective established by the athletic department was to achieve $16,000 in ticket sales. The strategy established to meet this stated price objective included:

1) Establishment of single game admission prices:
   a. Student $1.50
   b. Faculty/Staff $2.00
   c. General Public $2.50

2) Establishment of group discount policy of
<table>
<thead>
<tr>
<th>School</th>
<th>Conference</th>
<th>Division</th>
<th>Enrollment</th>
<th>Fieldhouse Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>Big Ten</td>
<td>I</td>
<td>51,000</td>
<td>13,500</td>
</tr>
<tr>
<td>B</td>
<td>Big Ten</td>
<td>I</td>
<td>48,000</td>
<td>17,000</td>
</tr>
<tr>
<td>C*</td>
<td>Ohio Athletic</td>
<td>III</td>
<td>1,500</td>
<td>3,000</td>
</tr>
<tr>
<td>D</td>
<td>Ohio Athletic</td>
<td>III</td>
<td>1,000</td>
<td>2,000</td>
</tr>
</tbody>
</table>

*Denotes schools assigned treatment

20% off regular admission with purchase of 10 or more tickets.

**Distribution Strategy**

The distribution objective was to provide extended direct and retail distribution channels to facilitate convenience of ticket purchase. The strategies established to meet the stated distribution objective include:

1) Establishment of ticket sales at the arena ticket office five days per week during regular business hours;

2) Establishment of retail outlets through cooperation of corporate partners. A local grocery store chain sold tickets at 26 locations during regular business hours.

**Promotional Strategy**

The promotional objectives in this study encompassed advertising, promotions, and publicity. They were design to create top-of-mind awareness of school A's women's basketball program and to increase awareness of contest dates and times. The strategies employed to meet the stated promotional objectives are defined through the following executions.

**Advertising**

As depicted in Table 4, print and broadcast media along with window posters in major food chain stores
<table>
<thead>
<tr>
<th>Media/Vehicle</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>Total Inserts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television</td>
<td></td>
<td>51</td>
<td>30 second spots</td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td>27</td>
<td>60 second spots</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Store Window</td>
<td>27</td>
<td>77</td>
<td>30&quot; x 45&quot;</td>
<td>27</td>
<td>27 30&quot; x 45&quot;</td>
</tr>
<tr>
<td>Posters</td>
<td>30&quot; x 45&quot;</td>
<td>30&quot; x 45&quot;</td>
<td>30&quot; x 45&quot;</td>
<td>30&quot; x 45&quot;</td>
<td>158</td>
</tr>
<tr>
<td>Newspaper</td>
<td>4</td>
<td>1</td>
<td>4 columns by 4&quot;</td>
<td>1</td>
<td>4 columns by 4&quot;</td>
</tr>
<tr>
<td>All Media:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Inserts</td>
<td>31</td>
<td>155</td>
<td>28</td>
<td>28</td>
<td>242</td>
</tr>
</tbody>
</table>
provided the vehicles for advertising. Fifty-one television commercials, all 30 seconds in length, were shown during the weeks of December 19 and 25, 1983. The spots were divided among three network affiliates and were scheduled for early morning news shows, evening news, and early fringe. Twenty-seven radio commercials, 60 seconds in length, were also played during the weeks of December 19 and 26, 1983. The spots were divided among the three largest radio stations, in terms of audience share, and were scheduled for morning and evening drive times.

A total of six newspaper advertisements were placed in the morning, evening, and campus newspapers. Appendix B contains copies of these newspaper advertisements. Four inserts were placed in each of the three papers during the weeks of November 21 and 28, 1983. These inserts measured two columns by twelve inches and were placed in the sports section. One four column by four inch insert was placed in all three newspapers during the weeks of January 16 and February 27, 1984. These inserts also appeared in the sports section.

Window posters measuring 30" x 45" were used extensively from November, 1983 through February, 1984. During November, window posters were placed in 27 grocery stores advertising the opening home game plus the schedule of all home games. During December, window posters were placed in 77 grocery stores. During January and February, window posters were placed in 27 grocery stores.
Publicity

In coordination with the sports information department, a publicity campaign was developed including weekly news releases to all state print and broadcast media. Whenever possible, feature stories about the coach, selected players, or opponents were made available. Public address announcements were made at all home athletic events about upcoming women's basketball games and special events.

Promotional Activity

Promotional activities were conducted throughout the 1983-84 season. These activities centered around sponsored give-aways, special price admissions, and couponing.

One major supermarket chain sponsored a half-time shootout at all home games. Gift certificates were awarded to those who qualified. Contestants registered for a drawing prior to the start of the game. Three contestants were drawn for each shootout. Shootout rules appear in Appendix C.

A local travel agent sponsored a spring trip contest. Contestants could register at all home games with no limit on entries. The contest winner was drawn at halftime of the last home game.

A major supermarket chain sponsored one coupon game on December 2, 1983. The chain offered free admission to all customers during the weeks of November 14, 21 and 28, 1983.
Customers could use the coupon, which they picked up at the market, for free admission to the December 2nd game only. A copy of the coupon is attached as Appendix D.

All Ohio varsity and junior varsity girl's high school basketball teams were invited to attend the December 2nd game free of charge. Each state high school coach was sent a letter (Appendix E) detailing the offer plus information regarding the home schedule.

A national consumer products corporation sponsored a major promotional event for the December 29 and 30, 1983 home games. Activities centered around advertising on their consumer products as well as couponing. Appendix F contains copies of these advertisements.

This major consumer products corporation made trade contacts beginning November 1, 1983, for the December 29th game with the following program:

1) 3,000 free tickets were distributed among the major supermarket wholesalers and retailers in the central part of the state. Tickets would be distributed free to both corporate headquarters and individual stores. There were a total of 300 outlets.

2) Side panel artwork was produced for halfpint milk containers. 250,000 containers were produced per week from November 15 through December 26, 1983. 10,000 bottle collars for plastic gallon jugs were produced per week for the same time period. 50,000 stickers were produced for potato chip bags.
3) Posters (28" x 33") were produced for windows and service counters for all 300 participating outlets.

4) Point of sale shelf tags were produced and placed up on each shelf where the sponsor's product was located.

5) Coupons good for $1.00 off admission and for free admission were distributed to all managers at the store level. Customers could redeem 10 logos from the participating sponsor at the outlet for a coupon good for one free ticket to the December 29th game. Coupons good for $1.00 off the regular $2.50 admission were available for the redemption of five logos. All advertising and point of sale material highlighted the coupon program.

Additional promotional activities included a 500 mini-basketball give-away at the January 21, 1984 game, and 500 frisbees at the March 2, 1984 game. Window posters were sent to all 27 participating super market outlets for these promotions, and newspaper advertisements were scheduled for the week before each event in the sports section.

Marketing Strategy For School C

The marketing strategy for school C was designed to increase top-of-mind awareness of its women's basketball program and to increase its current customer base.

The plan utilized a corporate partnership between a major corporation and the athletic department. This
partnership sponsored consistent advertising and promotional activities directed toward a 25-54 year old market.

**Price Strategy**

It is the policy of school C not to charge admission to its women's basketball games.

**Distribution Strategy**

The distribution objective was to provide extended direct and retail distribution channels to facilitate awareness of contest dates, times, and opponents. The strategies established to meet the stated distribution objective included:

1) Execution of a direct mail campaign to all girl's high school basketball coaches in the central part of the state to disseminate information;

2) Establishment of retail outlets for information through cooperation of a corporate sponsors;

3) Establishment of peripheral information outlets on campus;

**Promotional Strategy**

The promotional objectives encompassed advertising, promotions, and publicity, and were designed to:

1) Stimulate top-of-mind awareness of school C's women's basketball program;
2) Increase awareness of contest dates and times;
3) Increase visibility of the coach and players; and
4) Stimulate trial of school C's women's basketball.

The strategies employed to meet the stated promotional objectives are defined through the following executions.

Advertising

As depicted in Table 5, print and broadcast media along with window posters in selected food chain stores provided the vehicles for advertising. Twenty radio commercials, 60 seconds in length, were played on the campus radio station. The spots were divided between January and February with 10 spots airing the week of January 9, 1984 and 10 spots airing the week of February 6, 1984. The spots were scheduled for the 5:10pm and 6:10pm sports news.

A total of four newspaper inserts were placed in the campus and local weekly newspapers. The inserts appeared during the week of January 9th in the sports section. These inserts measured two columns by twelve inches. A copy of the insert is attached as Appendix G.

Window posters, measuring 30 inches by 45 inches, were used during the month of January in the three major super markets located in the town. These posters advertised the
TABLE 5

SCHOOL C

1984 Advertising Schedule

<table>
<thead>
<tr>
<th>Media/Vehicle</th>
<th>January</th>
<th>February</th>
<th>Total Inserts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td>ten 60 second</td>
<td>ten 60 second</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>spots</td>
<td>spots</td>
<td></td>
</tr>
<tr>
<td>Newspaper</td>
<td>four 2 columns</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>by 12&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Store Window Posters</td>
<td>three 30&quot; x 45&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Media:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Inserts</td>
<td>17</td>
<td>10</td>
<td>27</td>
</tr>
</tbody>
</table>
January 17th game as well as the remaining home schedule.

Publicity

In coordination with the college communication services office, a publicity campaign was developed including weekly news releases to all print and broadcast media in the central part of the state. Whenever possible feature stories about the coach, selected players or opponents were made available. Public address announcements were made at all home athletic events and special events.

Promotional Activity

Promotional activities were conducted during January and February, 1984. These activities centered around sponsored give-aways and couponing.

A supermarket chain sponsored one coupon game on January 17, 1984. The chain offered free admission coupons to all customers at three store locations during the weeks of January 2 and 9, 1984. Coupons were good for admission to the game plus qualified customer for door prizes at the game including a drawing for $100 worth of free groceries. A copy of the coupon is attached as Appendix H.

The athletic department sponsored a Greek night on January 31, 1984. All fraternity and sorority presidents were personally contacted regarding the event. Each greek organization was asked to design a banner for the arena for the night of the event. Prizes, sponsored by local
merchants, were awarded to the three Greek organizations with the largest number in attendance and the top three banners.

All varsity and junior varsity girl's basketball teams in the central part of the state were invited to attend the February 4th, 1984 game. Each high school coach was sent a letter detailing the offer plus information regarding the remaining home schedule.

A local restaurant sponsored the February 14, 1984, Valentine's Day game. All fans could register for a half time drawing for a candle-light dinner for two at the restaurant.

Data Analysis

As mentioned previously, three dependent variables were measured to determine the effectiveness of the marketing model. Total paid attendance per game and total ticket revenue per game were measured for participating Division I schools. Total paid attendance was measured by the physical count of all tickets sold at regularly established prices, whether or not the ticket was used for admission, plus all tickets sold at discounted prices that were used for admission. Total ticket revenue was measured by the physical count of all monies collected for tickets sold at regularly established prices or discounted prices.

Since no admission was charged at the participating Division III schools, total attendance per game was
measured. Total attendance was measured by the physical count of all persons entering the arena gates including but not limited to spectators, media, band, and employees.

Gates opened for all participating schools one hour and thirty minutes prior to the start of the game. Data was collected from the time the gates opened until the start of the second half of play.

Pretest data for the three dependent variables was collected for the 1982-83 women's basketball season for each of the participating schools. Mean scores were calculated for each of the 1982-83 variables and used as a benchmark. The mean score for each 1982-83 variable was subtracted from each 1983-84 home game variable to determine the actual increase or decrease in the 1983-84 variables as compared to the 1982-83 variables. For example, the average paid attendance per game for school A in 1982-83 was subtracted from the paid attendance for each home game in school A's 1983-84 schedule. The analysis of variance statistic was calculated to determine if there was a significant difference between the change scores of the school using the marketing model and the school not using the model. The .05 alpha level was selected as the test for significance.
CHAPTER IV

Results Analysis and Interpretation of Data

Tables 6 through 8 include data on the means, standard deviations, and percent change in average for the dependent variables paid attendance, ticket revenue, and total attendance. Following is a general description of that data.

School A obtained average paid attendance during the 1983-84 basketball season of 594, which represents a 64 percent increase over the 1982-83 average paid attendance. School B, which did not utilize the marketing model experienced a 16 percent decrease in its 1983-84 average paid attendance. School A experienced a 140 percent increase in average ticket revenue per game over 1982-83. School B averaged $1,191 per game in ticket revenue which represents a 27 percent decrease decrease from 1982-83.

For the participating Division III schools where total attendance was the dependent variable, School C experienced a 133 percent increase in average attendance, from 45 spectators per game in 1982-83 to 105 per game in 1983-84.

Testing the specific hypotheses stated at the beginning of this study was accomplished using the analysis of variance statistic. This was used to determine the
### TABLE 6

**MEAN, STANDARD DEVIATION AND PERCENT CHANGE IN PAID ATTENDANCE FOR PARTICIPATING DIVISION I SCHOOLS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>1982-83</th>
<th></th>
<th>1983-84</th>
<th></th>
<th></th>
<th>PERCENT CHANGE IN AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HOME</td>
<td>AVG PAID</td>
<td>STANDARD</td>
<td>HOME</td>
<td>AVG PAID</td>
<td>STANDARD</td>
</tr>
<tr>
<td></td>
<td>GAMES</td>
<td>ATTENDANCE</td>
<td>DEVIATION</td>
<td>GAMES</td>
<td>ATTENDANCE</td>
<td>DEVIATION</td>
</tr>
<tr>
<td>A</td>
<td>14</td>
<td>333.36</td>
<td>311.36</td>
<td>14</td>
<td>549.14</td>
<td>469.70</td>
</tr>
<tr>
<td>B</td>
<td>14</td>
<td>794.79</td>
<td>622.74</td>
<td>12</td>
<td>661.83</td>
<td>198.51</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>1982-83</td>
<td>1983-84</td>
<td>PERCENT CHANGE</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>--------</td>
<td>---------</td>
<td>---------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HOME GAMES AVG TICKET STANDARD DEVIATION</td>
<td>HOME GAMES AVG TICKET STANDARD DEVIATION</td>
<td>IN AVERAGE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>14</td>
<td>$504.00</td>
<td>244.96</td>
<td>14</td>
<td>$1210.07</td>
<td>998.17</td>
</tr>
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<td>14</td>
<td>$1647.07</td>
<td>1319.44</td>
<td>12</td>
<td>$1191.92</td>
<td>358.77</td>
</tr>
</tbody>
</table>
**TABLE 8**

**MEAN, STANDARD DEVIATION AND PERCENT CHANGE IN ATTENDANCE FOR PARTICIPATING DIVISION III SCHOOLS**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>1982-83</th>
<th>1983-84</th>
<th>PERCENT CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HOME GAMES</td>
<td>AVERAGE ATTENDANCE</td>
<td>STANDARD DEVIATION</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
<td>45.13</td>
<td>5.28</td>
</tr>
<tr>
<td>D</td>
<td>10</td>
<td>50.30</td>
<td>4.92</td>
</tr>
</tbody>
</table>
relationship between the utilization of the marketing model and the variables paid attendance, ticket revenue, and total attendance.

The first question addressed the relationship between the utilization of the marketing model and paid attendance at Division I women's basketball games. It was hypothesized that NCAA Division I member institutions who utilize the marketing model for their women's basketball program would experience higher paid attendance than Division I member institutions who did not. Contained in Table 9 are data regarding the analysis of variance of the paid attendance variable between treatment groups. The high F ratio, 5.73, clearly shows that there was a treatment effect favoring school A, the school that utilized the marketing model.

Given this information, the statistical hypothesis that there is no difference between paid attendance of Division I member institutions who utilize the marketing model and those who do not utilize the model is rejected. Therefore, the research hypothesis indicating that NCAA Division I member institutions who utilize the marketing model for their women's basketball program will experience higher paid attendance than Division I member institutions who do not utilize the model is accepted at the .98 level of confidence.

The second question addressed is the relationship between the utilization of the marketing model and ticket
TABLE 9
Analysis of Variance of Paid Attendance By Group

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1</td>
<td>788,418.47</td>
<td>788,418.47</td>
<td>5.73*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>24</td>
<td>3,301,557.38</td>
<td>137,564.89</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>4,089,975.85</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p = .0248
revenue at Division I women's basketball games. It was hypothesized that NCAA Division I member institutions who utilized the marketing model for their women's basketball program would experience higher ticket revenue than Division I member institutions who did not utilize the model. Contained in Table 10 are data on the analysis of variance of the ticket revenue variable between treatment groups. The very high F ratio, 14.53, clearly shows that there was also a treatment effect favoring School A. With this information, the statistical hypothesis that there is no difference between the use of the marketing model and ticket revenue can be rejected. The research hypothesis stating that NCAA Division I member institutions who utilize the marketing model for their women's basketball program will experience higher ticket revenue than Division I member institutions who do not utilize the model is accepted beyond the .99 level of confidence.

The final question addressed is the relationship between the utilization of the marketing model and the total attendance at Division III women's basketball games. It was hypothesized that NCAA Division III member institutions who utilized the marketing model would experience higher total attendance than Division III member institutions who did not utilize the model. Table 11 reveals data on the analysis of variance of the total attendance variable between treatment groups. The very high F ratio, 20.28, clearly shows that there was a
### TABLE 10

Analysis of Variance of Ticket Revenue By Groups

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1</td>
<td>8,726,977.63</td>
<td>8,726,977.63</td>
<td>14.53*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>24</td>
<td>14,368,279.86</td>
<td>598,678.33</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>23,095,257.54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p = .0008
### TABLE 11

Analysis of Variance of Attendance By Groups

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1</td>
<td>12,854.86</td>
<td>12,854.86</td>
<td>20.28*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>20</td>
<td>12,677.50</td>
<td>633.88</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>25,532.36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p = .0002
treatment effect favoring School C, the division III school that utilized the model. The statistical hypothesis that there is no difference between the utilization of the marketing model and total attendance is rejected. The research hypothesis stating that NCAA Division III member institutions who utilize the marketing model for their women's basketball program would experience high total attendance than Division III member institutions who do not utilize the model is accepted beyond the .99 level of confidence.
Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to evaluate the effectiveness of a marketing model developed, by the researcher for increasing attendance and revenue capabilities for non-revenue athletic programs at certain NCAA member institutions.

It was hypothesized that NCAA Division I member institutions who utilized the marketing model for their women's basketball program would experience higher paid attendance and ticket revenue than member institutions who did not utilize the model. It was also hypothesized that NCAA Division III member institutions who utilized the model would experience higher attendance that Division III member institutions who did not utilize the model.

The non-equivalent control group design described by Campbell and Stanley (1963) was the quasi-experimental research design used in this study. One NCAA member institution was selected from both the Big Ten Conference and the Ohio Athletic Conference and assigned the treatment variable, the marketing model. One additional member
institution from the Big Ten and the Ohio Athletic conferences were selected as a control group. Dependent variables used to determine the effectiveness of the marketing model were:

a) total attendance
b) paid attendance
c) ticket revenue.

The treatment teams utilized the marketing model during the 1983-84 women's basketball season. The contrast teams did not utilize the model. The marketing model is a method by which non-revenue intercollegiate athletic programs can increase revenue. The model is based upon a marketing concept which:

a) identifies university philosophy concerning athletic revenue generation,

b) identifies specific non-revenue sports with significant revenue production potential,

c) defines target audiences for those non-revenue sports identified, and

d) identifies a market strategy to reach the selected target audience.

The market strategy developed for the treatment schools was designed to increase top-of-mind awareness of their women's basketball programs and to increase their current customer base. The plan utilized strategies for pricing and distributing tickets, advertising, publicity, and promotional activities.
The analysis of variance was the statistical tool used to test for a significant difference between change scores of the schools using the marketing model and the schools not using the model. The .05 level of confidence was selected as the test for significance.

Conclusion

The assessment of the marketing model involved tests of hypotheses comparing paid attendance, ticket revenue, and total attendance of the experimental and control groups. Hypotheses tested were:

Ho : There is no significant difference in paid attendance for the experimental and control groups.

Ho : There is no significant difference in ticket revenue for the experimental and control groups.

Ho : There is no significant difference in attendance for the experimental and control groups.

The Division I experimental school which utilized the marketing model had significantly higher paid attendance (alpha = .05) than the Division I school which was used as a control (Table 9). Table 10 reveals that a significant difference (alpha = .05) continued to exist between the Division I experimental school and the control school on the variable ticket revenue. Therefore, the school that utilized the marketing model experienced higher ticket revenue than the school that did not utilize the model. Furthermore, there was a significant difference (alpha =
.05) in total attendance between the Division III experimental school which utilized the marketing model and the division III control school that did not utilize the model.

Recommendations

The findings of this research determined differences between experimental and control schools. Based on these findings, the following recommendations should be given consideration by individuals responsible for the administration of intercollegiate athletic programs.

1. The marketing model should be used by athletic administrations of Division I women's basketball programs to help improve the paid attendance of their home basketball games.

2. The marketing model should be used by athletic administrators of Division I women's basketball programs to help improve the ticket revenue collected at their home basketball games.

3. The marketing model should be used by athletic administrators of Division III women's basketball programs to help improve the attendance of their home basketball games.

4. In view of the limitations and the findings of this study, it is recommended that further research be conducted along the following lines:

   a) A study investigating the effectiveness of
the marketing model on other Division I and Division III non-revenue sports,

b) A study investigating the effectiveness of the marketing model on the traditional revenue sports of football and men's basketball at Division I and Division III schools,

c) A study investigating the effectiveness of the marketing model within professional athletics,

d) A follow-up study, using women's basketball, to determine the effectiveness of the marketing model using different advertising techniques and promotional activities, and

e) A study investigating the effectiveness of the marketing model using revenue and non-revenue sports at Division II member institutions.
LIST OF REFERENCES


Association's efforts to promote women's sports showing results. (1983, June 1). The NCAA News, pp. 1, 12.


McCUTCHEON, B. E. (1983, November 14). [Interview with Robert Reis, Athletic Ticket Director, The Ohio State University, Columbus, OH].


Meinert, D. (1982, November). Marketing non-revenue production sports in intercollegiate athletics. Unpublished manuscript, The Ohio State University, Columbus, OH.


Ohio State University puts sports where the students are. (1976). American School and University, 49, pp. 32-33.


Patberg, K. (1982). Promotional programs: the importance in intercollegiate athletics. Unpublished manuscript, The Ohio State University, School of Health, Physical Education and Recreation, Columbus, OH.


APPENDIX A

THE MARKETING MODEL
THE MARKETING MODEL

The following model, which was used by the treatment groups in this study, is presented as a method by which non-revenue intercollegiate athletic programs can increase revenue. The model, depicted in Figure 1, is based upon a marketing concept which:

a) identifies university philosophy concerning athletic revenue generation,

b) identifies specific non-revenue sports with significant revenue production potential, and

c) identifies a distinct market strategy for those sports identified.

Identify University Philosophy on Athletic Revenue Production

It is imperative that any program of revenue production falls within the boundaries of the university's philosophy on revenue production. Through discussions with a variety of university representatives (athletic director, faculty representative, faculty athletic council) and an in-depth study of the athletic department policy manual, the administration can specifically identify the
A MARKETING MODEL

Increase attendance/Revenue for Athletic Departments

ID University Policy on Athletic Revenue Production

ID Sports with Significant Potential

Define Target Markets

Market Sports with Significant Potential

Plot Growth/Share Matrix

Facility Evaluation

ID Price Strategy

ID Distribution Strategy

ID Promotional Strategy

FIGURE 1
university's philosophy on methods of athletic revenue production.

**Market Non-Revenue Sports with Significant Potential**

With the identification of University guidelines regarding revenue production compatible with the marketing concept, a marketing plan may be developed. The development of such a plan involves three steps.

1) Identification of those non-revenue sports with significant potential to generate revenue,

2) Definition of target audiences for those non-revenue sports identified, and

3) Identification of a marketing strategy to reach the selected target audience.

The first step in developing the marketing plan is to identify those non-revenue sports which have significant potential to produce revenue. Two activities are used to make this determination:

1) Conduct a sport portfolio analysis which suggests specific marketing strategies to achieve a balanced mix of sports that will provide the maximum long-run effects from scarce resources (Day, 1977), and

2) Conduct an evaluation of the existing athletic facilities focusing upon location, crowd control, and seating capacity.

A sport portfolio analysis calls for the classification of all sports within the total athletic
program to reveal their resource-allocation merit (Kotler, 1980). The growth/share matrix, developed by the Boston Consulting Group, is the most widely used product portfolio analysis tool and may be adopted by athletic departments. Using this analysis technique, each sport is classified jointly by rate of present or forecast market growth (a proxy for stage in the sports life cycle) and a measure of market share (Day, 1977).

The market growth rate (vertical axis in the matrix) shows the annualized rate at which the various sport markets are growing. This can be accomplished by using annual attendance figures compiled by the NCAA. The relative market share (horizontal axis) shows the market share for the sport relative to the share held by the national attendance leader. Again, attendance data from the NCAA is used.

When the market share and growth rate of each sport offered by the athletic department are jointly considered, a new basis for strategy evaluation emerges. While there are many possible combinations, the arbitrary classification of sports into four growth/share categories (as shown in Figure 2) is sufficient to illustrate the strategy implications.

1) **Star** Sports that are market leaders, but also growing fast. Large reported revenue but need cash to
Sport Portfolio Matrix

<table>
<thead>
<tr>
<th>Annual Market Growth Rate</th>
<th>Star</th>
<th>Problem Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10X</td>
<td>Cash Cow</td>
<td>Cash Trap</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>.1X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Market Share
(Ratio of sport share to share of largest competitor)


FIGURE 2
finance rate of growth. The approximate strategies are designed to protect the existing market share by reinvesting earnings in the form of ticket price reductions, improved team record, better market coverage.

2) Cash Cows These profitable sports usually generate more revenue that is required to maintain share. Excess cash is used to support other sports.

3) Problem Child Combination of rapid growth and poor share creates demand for cash. If cash is not available the sport will become a cash trap as growth inevitably slows.

4) Cash Trap Markets are not growing for these sports and they do not promise to be a source of revenue.

The second step calls for an evaluation of the existing athletic facilities. This evaluation will center upon facility location, its effectiveness in crowd control, and its seating capacity.

From these activities it can be determined which non-revenue sports within the athletic program have significant potential to produce revenue because their differential advantage can be promoted.

Defining target markets is a strategy employed to separate customers into classes according to their common characteristics, and is the second step in developing a marketing plan. Once these segments are established,
various strategies may be developed to appeal to the different groups of fans. Resources can be wasted by not knowing the people who make up a market. It is logical to shoot for a target market rather than to devise strategies at random.

The target market is determined through research. One must determine who the fans are, their location, their buying habits, and other demographic information. Why people become fans is also important. The preceding information will help determine the known market. This information will also help identify those who are not fans. Determining the target market is fundamental to the development of a sophisticated set of marketing strategies.

Identify Market Strategy

The third step in developing a marketing plan for non-revenue sports is to identify a market strategy. In this step, one identifies a consistent, appropriate, and feasible set of planning steps through which the athletic department will achieve long-run customer and revenue-production objectives. Those planning steps include:

1) Identification of a price strategy
2) Identification of a distribution strategy
3) Identification of a promotional strategy

The price strategy should identify the price range and price movement through time that will support the sales and
profit objectives and marketing position of each sport in the individual target markets. The price strategy must be based upon the price objectives established by the athletic department and the cost, demand, and competition associated with each sport.

At this stage a strategy must be identified governing channels of distribution and the physical distribution of tickets for the different contests. A direct marketing channel is already firmly established. This channel directly sells to consumers through on-premise sales at the ticket office and through mail order selling.

A second channel which needs to be developed is a retailing channel. This channel sells to those consumers who are scattered throughout a large area and are not reached by the direct channel. The retailing channel sells through outside ticket agents.

The final planning stage in the development of a marketing strategy is the identification of a promotional strategy. The promotional strategy designs and disseminates information about the existence of each sport, the features of the different sports, and how attending a particular sports contest will benefit the target market.

The development of a promotional strategy involves two activities. First, one must determine what combination of advertising, personal selling, and other promotional tools will make the most effective promotional programs. Second,
given the promotional programs and objectives, one must determine the total appropriations for the promotional activities.
APPENDIX B

Sample Newspaper Advertisements

For School A
Give The
Lady Bucks
A Shot!

FREE
ADMISSION
DEC. 2
OSU WOMENS
BASKETBALL GAME!
With Coupon From Big Bear

OSU vs. KENTUCKY
St. John Arena
Dec. 2, 7:30 p.m.

WIN
Up To $100 In
Gift Certificates
During The
Halftime Shoot
Out!

BIG BEAR
TONIGHT

The Lady Buckeyes

vs.

ILLINOIS

St. John Arena
7:30 p.m.

*TO THE FIRST 500 PAID ADMISSIONS

Compliments Of
BIG BEAR SUPERMARKETS
APPENDIX C

Half-time Shootout Rules
OFFICIAL RULES FOR BIG BEAR
HALF-TIME "SHOOT OUT"

* Registration

Individuals wishing to register must do so prior to the game at St. John Arena ticket lobby.

* Drawing

Three names will be drawn at the press table with ten minutes remaining in the first half of the game. Names of individuals selected will be announced as soon as possible following the drawing.

* Pre Half-Time Instructions

Individuals selected will be asked to report to the southwest corner of the basketball court with approximately five minutes remaining in the half. Rules and regulations will be explained at that time, questions will also be answered.

RULES AND REGULATIONS

1. There will be no opportunity to warm-up.

2. One individual will shoot at a time.

3. Shooting Sequence

A. Attempt lay-up
B. If lay-up successful, attempt free throw
C. If free throw successful, attempt shot from top of key
D. If successful from top of key, attempt shot from half-court

4. Prizes

A. $10 certificate for each name drawn
B. Successful free throw, add $5 certificate - total: $15
C. Successful shot from top of the key, add $10 certificate total: $25
D. Successful shot from half-court, add $75 certificate total: $100

5. All prizes are gift certificates good at Big Bear Stores and will be issued immediately after the half-time.
APPENDIX D

Free Admission Coupon
Free Admission Coupon

The Lady Buckeyes vs. Kentucky
December 2, 7:30 p.m.
Ohio State University
St. John Arena
This Ticket Valid For Only Above Game.

See Women's College Basketball At It's Finest,
And Cheer The Lady Buckeyes On To Victory
Ohio State University
Athletic Dept.
Women's Basketball
Compliments Of
BIG BEAR SUPERMARKETS
APPENDIX E

Letter Sent To All Ohio High School Girl's Basketball Coaches
October 26, 1983

Dear Coach:

The Athletic Department of The Ohio State University invites you and your varsity and junior varsity teams to enjoy women's basketball at Ohio State. We hope to join your interest in women's basketball with our Lady Buckeyes for an evening of spirited fun.

The Lady Buckeyes have a home game with Kentucky on December 2 at 7:30 p.m. This is a very important game for the Lady Buckeyes and we feel our team deserves the support of a large crowd. Your team could contribute to our game atmosphere while enjoying the action of Lady Buckeye Basketball.

Under arrangements we have made, you and your team (team of 12 players and coach) will be our guests at this game. Tickets will be provided for you and your team. Your team will be recognized at half-time of the game.

The enclosed form gives you the opportunity to respond to this invitation. The last date at which we can offer free tickets is November 23. If you wish to respond after that date, a team rate of $1.50 per person will be applied.

We would also like to take this opportunity to invite you to attend the Buckeye Classic on December 29 and 30. The Lady Buckeyes will host nationally ranked Georgia, Clemson, and Miami. The games will be at 6:00 and 8:00 p.m. both evenings.

Information regarding ticket purchases will be sent to you at a later date. We hope by letting you know about our Classic early, you will reserve those dates for the Lady Buckeyes.

If you have any questions regarding the High School Night, please call me any afternoon at (614) 422-9908. Further information about the High School Night will be provided when you respond.

Sincerely,

Graduate Assistant

Enclosure
RESERVATION FORM
HIGH SCHOOL GIRLS BASKETBALL INVITATION

HIGH SCHOOL __________________________________________________

COACH'S NAME __________________________________________________

Reservations for (please check):
December 2  7:30 p.m.  OSU vs. Kentucky

   Varsity _______________________
   Junior Varsity _______________

Number of persons to receive complimentary tickets
(maximum of 12 team members and coach)

   Varsity _______________________
   Junior Varsity _______________

Please give your home and school address below and give a telephone number
at which we can contact you.

School                                           Home
Address ___________________________               ___________________________
                                                ___________________________
                                                ___________________________
Telephone ( ) ___________________________          ( ) ___________________________

Please return this form to:
The Ohio State University
100 St. John Arena
410 Woody Hayes Drive
Columbus, OH  43210
FREE TICKETS TO THE Buckeye Crossover Sponsored by BORDEN.
December 29 & 30, 1983 St. John Arena
For each free ticket to the Buckeye Crossover, Great Western Sport and Entertainment Center requests your name and address to be included in drawings for tickets to future National Basketball Association games. The Buckeye Crossover offers Buckeye fans a taste of the 1984 Olympic Games.

NATURAL POTATOES
1983 Buckeye Classic COUPON

Sponsored by BORDEN.
This coupon will entitle the bearer to:
ONE FREE TICKET
(While Supply Lasts)
Coupon must be redeemed at the ST. JOHN ARENA TICKET OFFICE
FREE TICKET GOOD FOR ADMISSION ON DECEMBER 29 ONLY
REDEEM QUICKLY FOR BEST SEAT LOCATION!

1983 Buckeye Classic COUPON

Sponsored by BORDEN.
This coupon will entitle the bearer to:
$1.00 OFF THE ONE TICKET PRICE
(While Supply Lasts)
Coupon must be redeemed at the ST. JOHN ARENA TICKET OFFICE
DISCOUNTED TICKET GOOD FOR ADMISSION ON DECEMBER 29 ONLY
REDEEM QUICKLY FOR BEST SEAT LOCATION!
APPENDIX G

Sample Newspaper Advertisement

For School C
Give The Otterbein Lady Cardinals A Shot!

FREE ADMISSION

January 17
Otterbein Lady Cardinals Basketball Game!
With Coupons From Westerville Big Bear

Otterbein Vs. Heidelberg
Rikes Center
Jan. 17, 7:00 p.m.

WIN
Big Bear Gift Certificates

*100 In Big Bear Gift Certificates To Be Drawn At Half-Time
APPENDIX H

Free Admission Coupon
Free Admission Coupon

The Otterbein
Lady Cardinals
vs.
Heidelberg

Jan. 17, 7:00 p.m.
Rikes Center

This Ticket Valid For Above Game Only

WIN
BIG BEAR GIFT CERTIFICATES

$100 In Big Bear Gift Certificates
To Be Drawn At Half-Time

Compliments Of
Westerville Big Bear