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Running Head: BRAND IDENTITY

Brand Identity Through the University of
Portland's Promotional Literature

Carolyn Blumenson

University of Portland

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Introduction

Identity and a sense of belonging are important to all individuals whether they belong to the community of a large company or corporation, a small town, or a college or university.

One's relationship to a brand is dependent upon their view of the brand as well as their ability to see themselves as an active participant within the organization.

Throughout past decades researchers have studied the effects of brand identity on the organization and individuals in the in-group and out-group as well as their relationship with the organization; however, the majority of their efforts centered on large companies and corporations. Within academic research, brand identity and image has been studied as a crucial element in understanding the development of the customer's relationship with the organization.

Scholarship suggests one's sense of belonging and ability to view themselves within the in-group is dependent upon their knowledge of the company and their acceptance of the images and values promoted through the organization. Despite the amount of research available on brand image and identity most literature is targeted toward large corporations. Recently, scholars have begun to examine the relationship between brand identity and colleges or universities, but have yet to make significant strides in this area. This study aims to explore brand identity as it is created and promoted through colleges and universities and the possible effects they may have on prospective students.

Identity, on the most basic level, is the way in which individuals use their language and actions to position themselves within society (Eisenberg, 2007). One's identity is not limited to their placement within society but is also crucial within organizations as individuals who have a positive view and sense of belonging are more open to the efforts of the organization (Cheney, 1983; Ashforth & Mael, 1989). In addition, one's ability to accept the goals and values of the

organization help maintain their commitment to the company and view themselves as an active participant within the community (1989). Beginning with this foundation I will further explore brand identity as it is promoted by universities to prospective students and the image it creates through its literature.

Abstract

This lit review closely examines several aspects of brands in relation to a college or university. Brands, on all levels, inundate people in their daily lives and have great influence on the decisions they make whether they are aware of it or not. Looking closely at brand awareness, brand attitude as well image and identity, it ultimately aims to better understand the image that universities are attempting to put out through their literature and other media outlets to prospective students, current students, alumni, and unaffiliated third parties. With these findings, colleges and universities will be able to better communicate their mission to those whom may be interested as well as keep interest of those who may already be affiliated.

Brand Identity in Relation to Universities in the Creation of Message to Members and Non-Members of the Organization

Brands constantly bombard people in their everyday lives with what they should need and want. Although one may not notice the inundation, it creeps up on them on a sub-conscious level such as the little green alligator on a Lacoste polo, the “Swoosh” on a friend’s Nike sweat shirt, or Betty Crocker emblem in the corner of the cake-mix box. Understanding the way in which people accept and recognize brands in their every day lives is important because it will allow them to be more aware of the constant influx of messages, particularly brands, they are receiving on a daily basis. However, brands are not limited to only material items and tangible objects, but also to the intangible, such as a college or university. Branding and the acceptance of brands is an important and interesting area to study because it is something people are exposed to on a daily basis, whether they are aware of it or not. When people are making decisions regarding groceries, clothes, or even selecting which university to attend, they are all using their brand awareness, as well as their attitudes toward the brand in order to make their decision. Research has shown that people make their decisions and selections based on their knowledge of the brand by specifically seeking out more information, basing their decision from past experience, or the way in which they identify with the brand.

Though brand identity, formation, and awareness are important aspects to look at, this particular aspect cannot be fully understood until it has been examined in conjunction with messages put out by organizations, specifically colleges and universities. This review aims to discuss and discover the correlation between the images projected by the college or university and the way that it may affect a prospective student’s final decision on whether or not to attend through.

Brand Relationships

Brand Awareness: Recognition and Recall

First, it is important to understand what is involved in brand awareness and attitude. Given that brand awareness and attitude are not commonly discussed on a daily basis it may be difficult for one, who is not educated on the subject, to pinpoint exactly what is being described. Brand awareness can be thought of as a customer/buyer having the skill to identify a brand with enough detail to make a purchase, where as brand attitude can be perceived as the customer/buyer's overall assessment of a brand with its ability to meet the current motivation (Percy & Rossiter, 1992). Often, brand awareness comes into play when one makes a purchase, and two factors come into play: recognition and recall. Brand recognition, according to Gylling and Lindberg-Repo (2006), relates to a consumer's ability to recognize a brand when they see it in a store as well as being aware of prior exposure. This designation is echoed by Percy and Rossiter (1992) who described brand recognition as making a purchase based on the buyer's ability to recognize the brand and distinguish it from others in a store. In their 2006 study, Gylling and Lindberg-Repo identified brand recall as the consumer's ability to recollect a brand they had previously associated within a certain situation or with a specific usage. Percy and Rossiter (1992) go further to create an order of recollection beginning with a category need first being needed, and then the consumer must recall certain brands, and generate the best solution which will best fit their needs.

Attitudes and Beliefs

Brand attitude in conjunction with brand awareness can be referred to as the consumer's assessment of the brand and its perceived ability to meet their needs (1992); with brand awareness and brand beliefs ultimately having an affect on one another. Percy and Sossiter

(1992) identified four characteristics of brand attitude which should be taken into consideration:

1. It depends on the buyer's current motivation; if the motivation changes, so will the evaluation of the brand/item, 2. Brand attitude "consists of both a cognitive and affective component" where the cognitive drives behavior and the affective energizes the behavior, 3. The cognitive component is made up of specific beliefs which in and of themselves are not the attitude, but are the reasons for the brand attitude, and 4. Brand attitude can be relative, and driven based on whether or not the product meet the underlying needs of the customer. These four components are crucial when looking at brand beliefs. Brand attitudes are also seen as a consumer's overall opinion of a brand or organization and consist of three key factors, which relate closely with Percy and Sossiter's four characteristics, and include cognitive, affective and conative.

Cognitive refers to the consumer's own knowledge regarding the brand, the affective is related to emotions and feelings, and the conative is linked to the customer's probability that they will take a specific action (Nadan, 2005).

Identification

Identity and the Organization

Identity incorporates itself in all aspects of life; identity can include one's personal identity or their identification with a school, group, or organization it is what creates the sense of belonging. However, identities are not limited to individuals and are also present in groups, organizations, and corporations which help to establish themselves and help ground those associated as well as to give them a sense of who they are. As Eisenberg (2007) defines identity, it is the way in which individuals "position themselves in the world through language and action." One can then use their language and actions to identify with a larger organization enabling their corporate identity to further enhance the 'self,' granting providing status and

privilege (Cheney, 1983). Working with the individual idea of identity, the organization also controls the ability to create a strong sense of identity by creating feelings of ‘us’ and foster a sense of “community, belonging and loyalty” (2007). Social Identity Theory (SIT) works with both the individual sense of identity as well as the organization’s creation of belonging.

According to SIT, people categorize and classify themselves in to different classifications (Ashforth & Mael, 1989; Eisenberg, 2007). The classifications serve two purposes: first, to segment and order those within the organization as well as provide definitions within the organization; second, it enables the individual to know their place within the order of the organization.

Additionally, individuals who have a positive view of the organization will be more open to the efforts of the organization (1983). Taking this into consideration, one would not be satisfied with the group identification were they not happy in the organization. SIT explains an individual needs to identify themselves with the group and to feel as though they are personally experiencing the successes and failures of the organization. And although certain values and attributes are attributed to members within a certain social category, it does not necessarily mean they will accept those values placed upon them (1989). Those within the group have also maintained their identity and sense of belonging through their department, cohort, or involvement with a project (Cheney, 1983; Ashforth & Mael, 1989). The Organizational Commitment Questionnaire examined one’s identification with the organization and defined their organizational commitment as “the relative strength of an individual’s identification with an involvement in a particular organization” (Mowday, Steers, & Porter, 1979). Ashforth and Mael (1989) further elaborated on the characterizations of one’s commitment to the organization as their “belief and acceptance of the organization’s goals and values, willingness to exert effort on

behalf of the organization, and desire to maintain membership.” However, one’s commitment may be driven by their personal desires such as higher pay or as a way to achieve their personal career goals.

Brand Identity

All organizations utilize brand identity as it is a way in which companies seek to communicate its individuality and uniqueness to all potential customers (Nandan, 2005). Brand identity encompasses a mixture of characteristics for an organization’s relationship with the customer to hold “functional, emotional, and self-expressive benefits” (2006). The uniqueness of a brand’s identity helps consumers and stakeholders identify with the organization. Nandan (2005) discusses and brings together several key components of brand identity including brand vision, culture, positioning, personality, relationships, and presentations. Brand vision exemplifies the core purpose for the brand and creates a set of brand values that works with brand culture to create a sense of direction for the organization. Positioning emphasizes the brand’s unique characteristics where as the personality represents the emotional characteristics of the brand. Relationships of those involved are created through the vision and culture of the organization, and finally, presentation is necessary in order to present the brand’s identity (Harris & de Chernatony, 2001; de Chernatony 1999, as cited in Nandan, 2005).

Brand identity strategy is crucial in relation to an organization’s identity as it helps to develop, evaluate, and maintain the brand’s identity as well as communicate the identity to those responsible for the organization’s marketing. This strategy then, creates the base for the firm’s integrated marketing communication which allows for the organization to become more effective in realizing their brand communication goals (Madhavaram, Badrinarayanan, & McDonald, 2005), these goals can be met by the coordination of the promotional mix, media outlets

delivering the message, and information consistency. Coordination can be met by ensuring uniformity in the message being delivered and in communication to the potential clients, which becomes dependent upon the message being sent through the correct media. And finally, information consistency is fundamental in creating a strong brand and providing a strong identity and message to the consumer.

Image

Understanding the difference between brand image and brand identity is important as brand image is the perception the customer has of the brand rather than the way in which the organization wishes to be seen by the customer and defined as the “sum total of impressions that consumers receive from many sources, all of which combine to form a brand personality” (Herzog, 1963, as cited in Nadan, 2005). The study explains that brand images are the consumer-constructed notion of the brand, are totally subjective, and based on perceptions. Brand image can also be seen as a “cluster of attributes” consumer associates with the brand (Biel, 2005). In addition, there are three aspects to brand image to consider; the corporate image, user image, and the product image. Furthermore, perceived image, which is the organization’s view of how it believes it appears to nonmembers (Pampaloni, 2007).

Ultimately brand image is important in creating a relationship between the organization and the consumer, allowing the consumer to feel connect to what they are taking part of. The images are often used as the representation of the organization which exists for the public (Berg, 1985, as cited in Treadwell & Harrison, 1994). Brand image of the organization in relation to the consumer is different from the brand identity one may feel with an organization as brand image focuses on the external image and connection with the consumer where as brand identity focuses more on the individual’s relationship and where they fit in within the organization. The

organizational image is the customer's response and experience with the specified organization or brand which is a result from an interaction, planned or unplanned, persuasive or non-persuasive, mediated, or interpersonal (1994). Consumers then, relate the brand symbols to themselves (Dolich, 1969), therefore adding to their knowledge of the organization and are able to create a shared meaning with others involved (1994). And although no two consumers will share the same knowledge regarding an organization, their shared knowledge and images can lead to a shared meaning. These meanings and images thus become shared in both the individualistic as well as the pluralistic realms of consumers.

Public Relations and Universities

Public Relations

There has been a push of public relations in colleges since Columbia University, formerly King's College, staged a commencement for publicity purposes in 1758 (Cutlip, 1995, as cited in Warner, 1996). However, the first true sense of public relations for colleges dates back as far as 1641 when Hugh Peter, Thomas Weld, and William Hibbins took part in fundraising efforts to raise money for the nearly bankrupt Harvard College (1996). These two examples illustrate that public relations and their branding efforts reach far beyond commercial advertising of today, back to a time when the country was no more than British colonies. With the growth of public relations on university campuses in the early 1900's there was also a steady increase of News Bureaus, especially after World War I (1996), which relayed information regarding the university not only to the staff, faculty, and students but also to those in the larger community whom may be concerned or interested in the school. Kummerfeldt (1975) discussed the idea that one of the purposes of public relations was to communicate the "realities of higher education to a general public."

The basic ideas of public relations remained stable throughout the years but saw a shift in ideals during the 1970s and 1980s due to a change in values throughout the United States. Due to the fact that personal values influence consumer behavior it is important to understand shifts in the general value system of Americans. The 1970s and 80s witnessed people develop their value systems based on their heritage and life experiences, they are constantly in flux in order to adapt to societal changes such as more emphasis on relationships with others, sense of accomplishment, and self-fulfillment (Kahle, Poulos, & Sukhdial, 1988).

Branding, Public Relations, and Universities

For colleges and universities, their main goal is to attract and retain students throughout their possible four years at the institution. In order to best attract potential students there are several steps which universities must take. First, the university as an organization must communicate with both their internal and external populations as to how they function in both traditional and utilitarian ways (Kazoleas, Kim, & Moffitt, 2001). This can be accomplished by addressing the ways in which the university can not only educate those enrolled but also serve the greater community. Second, the university must understand what is important to current and future students. Studies have listed teacher attributes, cost of education, academic reputation, as well as emotional needs, such as safety and belonging (Canale, Dunlap, Britt, & Dohahue, 1996; Sung & Yang, 2008). All of these factors play a key role when deciding which university to attend as the potential student wishes to feel as though they belong and a part of the community. Ultimately a student's sense of belonging as well as their criteria being met, are reflected through the student's satisfaction with the university, thus affecting the retention rate. Finally, the most important step is when the university must take this information into consideration and use it when implementing their strategies to attract and retain students.

Implementing a university's strategy can be accomplished through several techniques such as targeting demographics, raising external awareness, and taglines. Demographic targets are essential in knowing who to direct the message to, for instance, prospective students, parents, and high school counselors (Pampaloni, 2007). Parents and counselors are important because they are crucial in helping the prospective student find the right school for them while the prospective student themselves are important because they have the potential to have the parents contribute to the university and are future alumni who will eventually contribute in their own right. External awareness is also important to be recognized by third-party audience as it means their message and image have reached a greater expanse. Additionally, taglines are significant in the recruitment process as it creates consistency throughout the viewbook, website, and other marketing materials. Taglines are crucial in the creation of brand recognition in nonmembers and aid in brand recall of the university (2007).

Lastly, when considering the different components, those communicating the message must execute their desired information through the best strategy, including, but not limited to: media relations, special events, customer-focused publications, and advertising. Media relations help shape or reshape previous notions about the university through publications. Special events or informational nights can be held to peak interest for the potential students and their parents. Customer-focused publications can tie back in to media relations in some regards as it targets its specific audience to help communicate the message of the university. Finally, advertising can be implemented to introduce new campaigns to highlight different, unique, and new aspects of the university (Lee, 1995). While each serves its own purpose, they are often used in conjunction with one another as they share many of the same qualities.

Conclusion

After taking all of the information into consideration it is clear that it is important to understand the roots of brand image, brand identity, as well as brand attitudes and awareness to know how to best deal with the issue of messages created, communicated, and received by universities. Although brand image and brand identity may appear to be the same on the surface, upon closer inspection one can see the differences and can come to know the different ways which they affect one's perspective of an organization and the way in which they fit within the organization. Brand attitudes and awareness are also important in regards to the organization because they must understand what compels the consumer to make the decisions which best fit their needs.

Though there was a great deal of information available for these ideas related to general organizations and brands, there is not a great deal of literature pertaining to colleges and universities. It would be interesting and beneficial to examine a more direct correlation between these factors and colleges and universities. Therefore, this research paper proposes the following question:

RQ: How does the University promote its brand identity and image through its literature?

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Methods

For this sample eight pieces of material and brochures were attained through the Admissions Office. Because I wanted the most current and up to date literature on the University of Portland it was determined that the Admissions Office would have the best selection. In all, there were nine applicable pieces gathered for the study. I will also be looking at specific selections from the University's website. I will read over each piece of literature as well as the selections from the website, looking for and making note of key phrases used throughout the different literature. The most common phrases will then be noted and coded for purposes of domain analysis which will enable me to have a better concept of the image the University puts out through its literature and website.

The printed literature reviewed will include ROTC brochure, the Honors Program brochure, the Moreau Center for Service and Leadership, Campus Visits brochure, What to Know, Academic Programs, and the University of Portland Viewbook. Selections from the website included Admissions, Academics, Campus Life and the About UP section. Reviewing these will allow me to examine the identity of the University as it is portrayed through both printed and on-line material.

The *Viewbook* is 40 pages in length and describes almost every aspect of the University; from the different major and minor programs offered, to community living on campus, to the many opportunities to explore Portland and its surrounding areas. Each page offers positive attributes of the University as well as a wide variety of photographs to illustrate the diversity of students and activities both on and off campus that students can take part in. Several pages are also devoted to describing the academic areas of the University offering brief summaries of the different schools for which one might be interested.

Academic Programs is solely devoted to the different departments on campus and the wide range of majors and minors offered to students. All schools, from humanities to nursing, provide a considerable amount of information which provides prospective students with enough knowledge to make the decision whether or not they are interested in a particular field. In addition to the information about the different fields within each school there are also quotes and testimonials from faculty and students.

The University's *What to know* gives quick facts about the University and the city through a small brochure with fold-out pages, large photos, and testimonials from students. On the back cover fold-out, there are fast facts which offer information regarding the general statistics of the school such as when it was founded, admission requirements, and tuition for the current academic school year.

The *Campus Visits*, *Scholarships and Financial Aid*, and *Study Abroad* brochures are all shorter in length and offer the basic information with regards to their respective areas. *Campus Visits* provides content which enables prospective families to set up meetings with the admissions staff as well as sign up for a campus tour. The *Scholarships and Financial Aid* booklet presents basic background for the financial aid programs and offers two subsequent pages describing the different types of programs and scholarships offered to students and includes eligibility and conditions for receiving the scholarships. Within the *Study Abroad* brochure very brief summaries for each program describe what a student will experience with the different programs.

Three pamphlets, *Moreau Center for Service and Leadership*, *ROTC Program*, and *Honors Program*, were also examined to better understand the literature produced by the University. The *Moreau* provides a brief background about the mission of the center as well as

the different service programs and volunteer opportunities available through the office. The *ROTC* and *Honors Programs* are short tri-fold pamphlets that give the basic information for each program and the ways which one can become involved. Each pamphlet also includes the benefits each program offers to the students and ways it will help them through their undergraduate studies and post-college careers.

There were also a few pamphlets which I elected not to include within the study as they did not offer sufficient information about the school and its programs. The young alumni brochure and Financial Aid mini-pamphlet had almost no text and did not have a substantial amount of content within them. In the young alumni brochure there were only quotes from former students; the main focus of the Financial Aid mini-pamphlet was the deadlines to apply for scholarships, grants, and aid.

For the internet pages I selected to look at I contacted the Technical Support Office in order to find out the most visited web pages on the University's website. To narrow down the list I selected the top ten sites visited within a one month time frame, ranging from 6,158 to 252,307 hits from March 13, 2009 to April 12, 2009. In addition, I also selected a variety of web pages that were not included in the most visited sites that would offer information about the school and different departments to prospective students and their families. Within this selection I explored the University's website as though I were a first time user and did not know about the Moreau or Garaventa Center's presence on campus.

After gathering the printed literature and selecting the websites to examine, I then chose seven key words and phrases to look for throughout the selection. Within the literature I selected the words and phrases which the University used to promote itself and present it in a positive light to prospective students. In addition, I wanted words that could later help the prospective

student recollect information regarding the University through word association and the relationship they created with the University through what they had learned. Through careful thought and consideration I selected “Oregon’s Catholic University,” “the University of Portland,” “Congregation of Holy Cross,” “community,” “accredited,” “Fulbright” or “Fulbright Scholar,” and “Catholic.” These seven words and phrases are not only seen throughout the literature but embody the spirit of the University.

At this point I looked for patterns and the number of times the selected words and phrases appeared throughout the printed literature as well as on the websites.

Results

To better understand the image projected by the University of Portland, coding and message analysis were used to select and examine to most commonly used phrases within the University of Portland literature which helps create and promote the brand identity.

With regards to the printed materials the key words and phrases appeared a total of 101 times versus 60 times for the on-line sources. The phrase most commonly used within the printed literature is “the University of Portland” followed by “community,” appearing 36 and 21 times. “Oregon’s Catholic University” and “Fulbright” or “Fulbright Scholar” were used the least with a total of five and six times, respectively. For the printed materials the majority of the usage was in the *Viewbook* with a total of 48 occurrences of the key words and phrases. However, the *Viewbook* is also the piece of literature which had the most pages, at 40, in contrast to the five pages of the *Honors Program* and *ROTC* tri-fold brochures.

In the case of the on-line sources, both the pages I selected as well as the most frequented pages, the key words and phrases appeared a total of 60 times. The most visited web pages—viewed 463,244 times within the one month period—did not have a strong use of the

seven key words or phrases previously identified in the literature. “University of Portland” and “the Congregation of Holy Cross” appeared a total of nine times throughout the different pages with little to no use of the other terms. The web pages I selected had a higher rate, with the words and phrases appearing 51 times throughout the twelve sites. Again, “University of Portland” was one of the most commonly used phrases, appearing 16 times throughout the pages; however, “Catholic” surpassed “University of Portland” and appeared 19 times throughout the different web pages. Although there was consistent use of some key phrases throughout the different type of web pages, “accredited” and “Fulbright” or “Fulbright Scholar” did not appear on any of the selected sites.

Overall, the websites examined had less emphasis on or did not emphasize the same phrases and key words as the printed materials. Within the different pages looked at, “University of Portland,” “Congregation of Holy Cross,” and “Catholic” appeared the most throughout appearing 25, 13, and 19 times. Though the websites did not have the same length or amount of written information, the number of times the key words and phrases showed up in proportion to that of the printed materials was far less.

Tables 1 through 9 show the frequency which “Oregon’s Catholic University,” “University of Portland,” “Congregation of Holy Cross,” “community,” “accredited,” “Fulbright” or “Fulbright scholar,” and “Catholic” appear throughout the different pieces of printed literature examined for the study. The tables are separated by piece of literature with category headings of the key words and phrases and each row as the equivalent to one page within the brochure or pamphlet. Each table is set up in order to easily illustrate the frequency with which the number of times the phrases appear per page within the literature.

The different pages within the University's website are represented in tables 10 and 11. Table 10 represents the web pages I selected and table 11 shows the frequency of the key terms within the most visited websites. In addition to the standard columns previously identified, table 11 also has a column to acknowledge the number of times the particular webpage was visited within the one month period. It is essential to recognize the frequency at which these pages are visited in order to understand the importance of the words and the influence they have over prospective students.

As I had never looked through the newly updated versions available to prospective students, I first read through each piece of literature with no expectations other than to learn about the University. I then went through each piece again, the second time with my eyes open for words which stood out through emphasis and repetition. The third time through I noted the most commonly used words and phrases with the use of different colored markers. For the online pages I created a spread sheet with the words and phrases in the columns and page numbers in the rows in order to make note of the number of times each word or phrase appeared per webpage. After collecting the data, I entered it into tables to look for commonalities and patterns which may have appeared throughout the different types of literature.

Table 1
Viewbook

Page	OR Catholic University	University of Portland	Congregation of Holy Cross	Community	Accredited	Fulbright/Scholar	Catholic
1	1	0	0	0	0	0	0
2	Picture	0	0	0	0	0	0
3	Picture	0	0	0	0	0	0
4	0	0	0	0	0	0	0
5	Picture	0	0	0	0	0	0
6	0	1	0	0	1	0	0
7	Picture	0	0	0	0	0	0
8	0	1	0	0	0	0	0
9	0	0	0	0	3	0	0
10	0	1	0	0	0	1	0
11	0	1	0	1	0	1	0
12	Picture	0	0	0	0	0	0
13	0	0	0	0	0	2	0
14	0	3	0	3	0	0	0
15	Picture	0	0	0	0	0	0
16	0	1	0	1	0	0	0
17	Picture	0	0	0	0	0	0
18	0	0	0	0	0	0	0
19	Picture	0	0	0	0	0	0
20	0	0	0	1	0	0	0
21	0	0	1	2	0	0	0
22	Picture	0	0	0	0	0	0
23	0	0	0	2	0	0	0
24	0	0	0	0	0	0	0
25	0	1	0	0	0	0	0
26	0	1	1	0	0	1	0
27	Picture	0	0	0	0	0	0
28	0	1	0	0	0	0	0
29	Picture	0	0	0	0	0	0
30	0	1	0	1	0	0	0
31	Picture	0	0	0	0	0	0
32	Picture	0	0	0	0	0	0
33	0	0	0	0	0	0	0
34	0	0	0	0	0	0	0
35	0	2	0	0	0	0	0
36	0	2	0	0	0	0	0
37	Picture	0	0	0	0	0	0
38	0	4	0	0	0	0	0
39	2	0	0	0	0	0	0
40	0	1	1	0	0	0	1
Total: 48	3	21	3	11	4	5	1

Table 2
Academic Programs

Page	OR Catholic University	University of Portland	Congregation of Holy Cross	Community	Accredited	Fulbright/Scholar	Catholic
1	1	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0
9	0	0	0	0	1	0	0
10	0	0	0	0	1	1	0
11	0	0	0	0	1	0	0
12	0	0	0	0	0	0	0
13	0	0	0	0	1	0	0
14	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0
16	0	0	0	0	1	0	0
17	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0
19	0	0	0	0	1	0	0
20	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0
22	0	0	0	0	1	0	0
23	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0
25	0	0	2	0	0	0	1
Total: 12	1	0	2	0	7	1	1

Table 3
Campus Visits

Page	OR Catholic University	University of Portland	Congregation of Holy Cross	Community	Accredited	Fulbright/Scholar	Catholic
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	3	0	0	0	0	0
4	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0
Back cover	0	1	1	1	0	0	2
Total: 8	0	4	1	1	0	0	2

Table 4
Financial Aid

Page	OR Catholic University	University of Portland	Congregation of Holy Cross	Community	Accredited	Fulbright/Scholar	Catholic
1	0	1	0	0	0	0	0
2	0	2	0	0	0	0	0
3	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0
8	0	2	0	0	0	0	0
Back Cover	0	1	1	1	0	0	2
Total: 10	0	6	1	1	0	0	2

Table 5
What to Know

Page	OR Catholic University	University of Portland	Congregation of Holy Cross	Community	Accredited	Fulbright/Scholars	Catholic
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	1	1	0	0	0	0	0
4	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0
10	0	1	0	0	0	0	0
11	0	0	1	0	0	0	1
Total: 5	1	2	1	0	0	0	1

Table 6
Study Abroad

Page	OR Catholic University	University of Portland	Congregation of Holy Cross	Community	Accredited	Fulbright/Scholar	Catholic
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0
Back Cover	0	1	1	1	0	0	2
Total: 5	0	1	1	1	0	0	2

Table 7
ROTC

Page	OR Catholic University	University of Portland	Congregation of Holy Cross	Community	Accredited	Fulbright/Scholar	Catholic
1	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	1	0	0	0	0	0
4	0	1	0	0	0	0	0
5	0	0	0	0	0	0	0
Total: 2	0	2	0	0	0	0	0

Table 8
Honors Program

Page	OR Catholic University	University of Portland	Congregation of Holy Cross	Community	Accredited	Fulbright/Scholar	Catholic
1	0	0	0	2	0	0	0
2	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0
Total: 2	0	0	0	2	0	0	0

Table 9
Moreau Center

Page	OR Catholic University	University of Portland	Congregation of Holy Cross	Community	Accredited	Fulbright/Scholar	Catholic
1	Cover	0	0	0	0	0	0
2	0	0	0	0	0	0	0
3	0	0	0	2	0	0	0
4	0	0	0	2	0	0	0
5	0	0	0	1	0	0	0
6	0	0	1	0	0	0	0
7	0	0	0	0	0	0	0
Back Cover	0	1	1	0	0	0	1
Total: 9	0	1	2	5	0	0	1

Table 10
Web Pages (My Selection)

Source	OR Catholic University	University of Portland	Congregation of Holy Cross	Community	Accredited	Fulbright/Scholar	Catholic	Web Page Total
Garaventa	0	0	1	2	0	0	5	8
GC Fam. Hist	1	1	0	0	0	0	1	3
GC Mission	0	1	0	0	0	0	4	5
GC Objectives	0	1	1	0	0	0	3	4
CM: Mission	0	1	1	0	0	0	2	3
Moreau: About	0	3	1	0	0	0	3	7
MC: Mission	0	1	3	1	0	0	2	7
SFC: Home	0	1	0	0	0	0	0	1
About UP: Home	0	2	0	0	0	0	0	2
About UP: Mission	0	1	0	1	0	0	1	3
About UP: History	0	1	4	0	0	0	0	5
About UP: Today	0	3	0	0	0	0	0	3
Total: 51	1	16	11	4	0	0	19	51

Table 11
Most Visited Web Sites

Source	Visits	OR Catholic University	University of Portland	Congregation of Holy Cross	Community	Accredited	Fulbright/Scholar	Catholic	Web Page Totals
up.edu	252,307	0	1	1	0	0	0	0	2
up.edu (non-UP comp)	127,147	0	1	1	0	0	0	0	2
Admissions Registrar	11,147	0	4	0	0	0	0	0	4
Registrar	7,430	0	0	0	0	0	0	0	
Library.up.edu	27,842	0	0	0	0	0	0	0	
College.up.edu (CAS)	9,678	0	1	0	0	0	0	0	1
Nursing.up.edu	7,584	0	0	0	0	0	0	0	0
Bon Appetit	7,072	0	0	0	0	0	0	0	0
Financial Aid	6,755	0	1	0	0	0	0	0	1
HR	6,158	0	1	0	0	0	0	0	1
Totals	463,244	0	9	2	0	0	0	0	11

Discussion

This study examined the use of key words and phrases used in the literature; both print and on-line, produced by the University of Portland in relation to the image which it is promoting to prospective students. In keeping with the question “what image does the University of Portland promote through its literature” it is important to acknowledge that the identity of the University is closely tied with the brand which it is also trying to market to potential students as well as current ones. As discussed in the literature review brand recognition and recall are important to a brand as it allows for the customer, in this case a prospective student, to recall information and make an informed decision based on their knowledge regarding the brand.

When considering the data collected it is interesting that the most commonly used phrase throughout all the literature was “the University of Portland” as it would seem that one reading the information would be aware they are looking at literature from or a web site of the University. The frequent repetition would suggest that the University is attempting to create word association in which the student would think of the University when they hear other key words or phrases such as “Oregon’s Catholic University” or “community.”

With the exception of the brochures, the *Viewbook* and *Academic Programs* offer a substantial amount of information regarding the University in which the words and phrases are used. However, these two pieces of literature provide a prospective student with the most information within one source. More information is provided through the brochures, but the scope is narrower as they focus on one aspect of the University such as the ROTC program or Campus Ministry. The repetition of the words creates an image in one’s mind that the University is a place of community and scholars, two traits which are highlighted through the literature.

Frequent use of words in relation to a brand is supported by Percy and Sossiter's (1992) study which looked at attitudes and beliefs of consumers in which they identified the importance of whether or not the product, in this case the University, will meet the needs of the consumer.

In addition, Social Identity Theory further plays into the University's usage of key phrases and words as the literature attempts to bring in prospective students and provide them with a sense of belonging within the greater school community. The more frequent the words are used in a positive association with the University, a positive connotation will be created for the prospective student, which could make them more active participants within the community should they decide to attend. Social Identity Theory also plays a role when creating basic knowledge of the University by allowing those reading the literature to feel as though they are a part of the in-group. In-group language helps to bring in those whom may otherwise feel outcast or unsure of their role within the group. A sense of belonging is important to prospective students as they will become part of the University community for four years and need to be able to imagine themselves as active participants within the community.

Furthermore, domain analysis becomes important as the seven words and phrases are attributes of the University as expressed through the literature. Cause-effect also plays an important role as the literature the prospective student reads and their subsequent reaction and connection to the University effects their decision whether or not to attend.

In regards to the most frequented websites, the lack of key phrases does not offer the same consistency to the reader as the printed materials. It would seem that the web sites would attempt to provide much of the same experience as the printed sources to foster a sense of unity between the information and create more cohesion with the brand identity. Then again, those seeking information regarding the University from the internet are looking for easy access to the

key points within a timely manner as opposed to the time it may take one to read through the literature to find what they are interested in learning about.

While the lack of key phrases and words on the website do not create the same sense of repetition, they are still successful in communicating the message of the University through the information provided as well as through the images.

Limitations

The small sample size of the literature as well as only examining the University of Portland have limited my findings as the narrow scope did not allow for the comparison of other universities and private institutions. A broader scope of printed materials and web sources would have allowed me to further investigate the similarities and differences between the use of key phrases and words within the information provided through the two mediums. Time permitting; it would have also been helpful and informative to study older editions of the printed material created by the University to see if the same key messages have maintained their presence within the literature throughout the years, as well as to see how they may have changed and why.

Examining and understanding the way in which other universities implement similar strategies would have allowed me to better and more fully understand the techniques the University of Portland uses to promote their brand identity to prospective students. Although the scope was limited to the University, the literature—both printed and online— offered a wide range of departments and academic programs to examine which foster the mission and identity of the University. Studying the literature of other Universities and private institutions would have enabled me to see if they are promoting similar ideas and themes as well as their methods for endorsing the school's mission and beliefs.

Additionally, it would be beneficial to look at the description of the academic programs and further examine the language used to emphasize the main points of the variety of majors and minors offered. The way which academic programs are presented to prospective students can also be important as the options for their educational advancement play a large role when considering a college or university.

Future Directions

The exploration of the University's literature, in conjunction with brand identity, helps to fill in a gap in academic literature which primarily focuses on businesses and corporations. It provides a starting point for future research as it delves into the importance of identities in relation to universities. Creating a better understanding of the literature produced can enable Universities to create more specific messages to their target audience—prospective students. In addition, it is not only important to attract prospective students but to also create a strong brand identity and sense of belonging in the process.

A strong sense of brand identity can help a prospective student better identify with the school, as well as create a more positive attitude toward the university from those outside organization and immediate community.