

Integrated Marketing Communication as a Driver of Promote Graduate Program

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Abstract

This article aims to present a study on communication channels and strategies for promote graduate program based on the concept of marketing communication that effectively reaches the target audiences. This qualitative research employed in-depth interviews with 21 key stakeholders of the program, including administrators, alumni, current students, prospective students, staff, lecturers, and employers of graduates.

The findings revealed that traditional media channels were used for disseminating program information through interpersonal communication such as word-of-mouth from senior students, peers, staff, or lecturers, as well as through bulletin boards, meeting documents, billboards, activities, and mass media. Regarding new media, stakeholders accessed program information via digital platforms connected to the internet, such as the faculty or university website, Facebook page, Line application, and email. Each medium presented its own advantages and limitations.

From the perspective of marketing communication, the study highlights the importance of applying integrated marketing communication (IMC) tools which including advertising, public relations, word-of-mouth marketing, special events, and sales promotion. The research concludes with seven “marketing communication strategies” that can influence the decision-making of prospective students to enroll in the program. These communication approaches provide valuable insights from various stakeholders to support curriculum planning and future program development.

Keywords: 1) Integrated marketing communication 2) Graduate Program Communication 3) Stakeholders

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Introduction

The operation of an educational program within a university involves not only the students, who represent the primary target group, but also various other stakeholders who play crucial roles in ensuring the program's success in achieving its intended objectives. According to the definition, stakeholders are individuals or groups who benefit from or are affected by an organization, as well as those who possess influence that can generate both positive and negative impacts on the organization. Therefore, stakeholders are individuals or entities that have vested interests, rights, and responsibilities both internal and external.

Based on Freeman (1984, as cited in Khlaeosungnoen, Chamlongrath and Khundacha, 2024, p. 1035) Stakeholder Theory, which originated from Barnard's (1968) concept emphasizing social responsibility, educational administrators are expected to ensure satisfaction among diverse groups of people. In the context of today's highly competitive graduate programs, it is essential to review and explore the needs and involvement of different stakeholder groups, including both primary stakeholders and secondary stakeholders. Understanding their interests, perspectives, and expectations is vital for developing programs that meet stakeholder needs, thereby contributing to the overall success and sustainability of the program's implementation.

In addition to considering the needs of various stakeholder groups, communication channels used to deliver messages and information to these audiences are equally important. In today's increasingly competitive

higher education environment, where universities specialize in similar fields of study, institutions must develop effective communication strategies to enhance awareness of their program's strengths and unique characteristics. These strategies help attract potential master's degree candidates and ensure that graduates can apply their communication knowledge and understanding to benefit themselves, their organizations, and society as a whole.

According to the concept of marketing communication, it serves as a crucial strategic tool that builds brand value, enabling consumers to perceive the brand's identity, distinctiveness, and differentiation. It involves interactions between the brand and its audience through various IMC tools tailored to the program's objectives (Piamsiri, 2015, p. 3). These tools include advertising, public relations, direct marketing, online marketing, point-of-purchase communication, marketing events, interpersonal communication, word-of-mouth marketing, and sales promotion. When appropriately applied, such tools enhance the effectiveness of organizational communication and in the case of higher education, they can be utilized to reach target audiences of the program more efficiently.

Furthermore, communication in the digital era allows for immediate feedback and two-way interaction, providing valuable insights that can be used to improve and further develop the program effectively, ensuring that it aligns with the needs and interests of relevant stakeholders. Based on the concept of marketing communication that integrates various communication tools, known as Inte-

grated Marketing Communication (IMC), utilizing insights from stakeholders enables the identification of communication approaches that align with the needs and interests of target audiences, thereby supporting and encouraging their decision to apply for the graduate program.

Master of Communication Arts Program in Communications, Faculty of Business Economics and Communications, Naresuan University aims to provide students with the understanding and the ability to apply communication theories on various levels, along with the methodology, forms of communications, and the ability to utilize such knowledge in professional situations, especially local communication which matches the global context, while also allowing them to develop communication arts research to benefit organizations and the country that are both academically and practically valuable.

Therefore, it is highly necessary to conduct research on the perspectives of all stakeholders in communication studies regarding both traditional and new media channels, based on the concept of marketing communication, to effectively reach the target audience of graduate-level programs. The results of this study will not only benefit the program for which the research team is responsible but will also provide valuable insights for other graduate-level programs that can be adapted and applied accordingly.

Literature Review

The Stakeholder Theory Freeman's (1984) Stakeholder theory builds upon of Bar-

nard (1968 as cited in Khlaeosungnoen et al., 2024, p. 1035) which emphasize social responsibility. According to this perspective, managers must ensure the satisfaction of a diverse range of individuals, such as employees, customers, suppliers, and local community organizations, in addition to shareholders or company owners. They should also give importance to social responsibility not only in economic terms but also in environmental and social dimensions. Freeman (1984 as cited in Chumgool, 2016, p. 4) formalized Stakeholder Theory in his book *Strategic Management: A Stakeholder Approach*, defining stakeholders as individuals or groups who can affect or be affected by business operations. Freeman advocated that managers must ensure the satisfaction of those who influence the organization's operations, including employees, customers, and suppliers. Therefore, in addition to considering the interests of shareholders or business owners, managers must also take into account other stakeholders, including groups and individuals who may have an impact on or be affected by the organization's operational success. Regarding the review of in related studies Avci, et al. (2016) explained that the government and university councils are considered dominant stakeholders, while students and parents are dependent stakeholders. University administrators are regarded as definitive stakeholders. Meanwhile, community members and university donors can fall into multiple stakeholder categories, depending on their characteristics, which may change according to relevant factors. For instance, the community may sometimes have urgency but lack power and legiti-



macy, or may have legitimacy but lack power and urgency. The classification of stakeholders can change depending on factors that affect power, including the legitimacy and urgency of the stakeholders.

Therefore, stakeholders are individuals who are involved with, have interests in, or hold rights and stakes both inside and outside an organization. Organizations or units should pay attention to the claims and concerns of these stakeholders, as they play a crucial role in determining operational guidelines and activities. This includes both primary stakeholders and secondary stakeholders, whose interests, perspectives, and needs should be considered in the development of graduate programs in communication studies. These stakeholders may include prospective students, instructors, staff, alumni, employers, parents, as well as the faculty and university hosting the program. Collecting information on the needs and expectations of these stakeholders can guide the planning of program improvements, as well as the development of communication and promotional strategies, ensuring that the program effectively meets the expectations of prospective graduate students. This article seeks to fill the research gap by examining the perspectives of different stakeholder groups within the program, recognizing that each group may assign varying levels of importance to specific marketing communication tools. By applying stakeholder theory, the study analyzes how individual stakeholders differ in their perceptions, media usage behaviors, and responses to marketing communication tools, thereby providing a

nuanced understanding of how integrated marketing communication can be tailored to effectively engage diverse stakeholder groups.

Marketing communications consists of two interrelated concepts. “Communications” refers to any process through which ideas are transmitted and meaning is conveyed, either between individuals and organizations or among individuals themselves. “Marketing” refers to any activities carried out by an organization or business to exchange the value of goods or services between the organization and its customers. Therefore, marketing communications is the process of using a brand’s marketing mix to convey messages to customers or consumers in order to facilitate the exchange of brand value. This process can occur intentionally, such as through advertising and sales promotions, or unintentionally, such as through the appearance of a product or its packaging (Shimp, 2000).

Lothongkham (2010, p. 13) identified various types of marketing communication tools:

1. Advertising – A marketing communication tool aimed at creating product and brand awareness and focusing on increasing sales growth.
2. Public Relations (PR) – A communication tool used when a brand or organization seeks to build, protect, or repair credibility, trust, and image.
3. Sales Promotion – A communication tool used to stimulate target customers to consider products and services more thoroughly, seriously, and carefully by comparing the value and benefits with those of competing brands.

4. Direct Marketing – A tool used to communicate directly with target customers, providing opportunities for brand managers to interact so that customers can inquire about or directly purchase products or services.

5. Personal Selling – Used for two-way, face-to-face communication to answer questions, motivate customers, and ultimately close sales, leading to trial and purchase.

6. Marketing Events - Sponsorship marketing and trade shows are tools that play a crucial role in creating experiences between a brand or organization and its target customers. Opportunities for customers to participate in brand activities, attend concerts or important sports matches sponsored by the brand, or visit trade shows featuring the brand's product booths, all contribute to engagement that leads to meaningful experiences for customers and target audiences with the organization's brand.

Point of Purchase Communication – A tool used by IMC strategists to reinforce customer memory at the point of purchase of a product or service.

7. Customer Relationship Management (CRM) – A tool employed by IMC strategists to establish and maintain relationships, demonstrate responsibility, and ensure the highest satisfaction of target customers. Today, CRM is highly important for building customer loyalty to a brand. It has evolved from a focus on maintaining customer relationships to emphasizing the creation of customer experiences, under the concept known as Customer Experiential Management (CEM). This article aims to fill a gap in the existing literature by proposing

stakeholder-specific marketing communication strategies for graduate programs. By applying stakeholder theory in conjunction with the Integrated Marketing Communication (IMC) framework, the study provides an analytical approach to understanding how tailored communication strategies can enhance awareness and exert influence on prospective students' enrollment decisions in graduate programs.

Therefore, marketing communication is a multifaceted method of communication that can influence target audiences. Cornelissen (2004) explained that "marketing" or "marketing communication" emerged as a result of the growth of mass communication and competition during the production era in the early 20th century. Organizations focused on building brands, positioning products, and understanding customer needs and demands, which led to the development of relationship management between organizations and both current and potential future customers. Therefore, the program needs to communicate with its target audiences through an integrated marketing communication approach which includes both internal and external stakeholders is essential for enhancing the program's operational efficiency and overall effectiveness. Furthermore, the literature review reveals a lack of studies that examine communication gaps in graduate programs through an Integrated Marketing Communication (IMC) perspective, as well as a scarcity of research that systematically analyzes stakeholders in relation to program communication.



Research Objective

To study both traditional and new media communication channels, the strategies based on the concept of marketing communication, in order to effectively reach the stakeholders of graduate programs.

Methods

Key stakeholders serving as key informants in this study were selected through in-depth interviews, divided into 7 groups, totaling 21 participants. The selection criteria were as follows:

1. University or faculty administrators (1 person) – must have held their position for at least 1 year.
2. Alumni (5 people) – must have graduated from the program within the past 10 years.
3. Current students (5 people) – must have been enrolled in the program for at least 1 year.
4. Prospective students (3 people) – must be planning to pursue the program or currently deciding on a place of study.
5. Administrative staff (2 people) – must have worked in the program for at least 1 year.
6. Faculty lecturers (3 people) – must have been teaching in the program for at least 1 year.
7. Employers (graduates' users) (2 people) – must have employed graduates for at least 1 year.

Data Collection Instrument

The interview guide for stakeholders with semi-structured interview guidelines for

stakeholder interviews included questions regarding the communication channels through which they received information about the program, covering both traditional and new media, along with the advantages and limitations of each type of media. The questions also addressed the importance of marketing communication for the program and explored the use of various marketing communication tools, such as advertising, public relations, word-of-mouth marketing, sales promotion, personal selling, and special events designed to generate interest. These tools were examined for their influence on stakeholders' decisions regarding enrollment in the program. The data collection instruments were reviewed by three university faculty members with expertise in research methodology. In addition, data quality was ensured through triangulation, which included in-depth interviews, analysis of program-related documents and new media, and observation conducted throughout the data collection period.

Data Analysis Procedures

The data were analyzed using Thematic Analysis (TA), which involved taking initial notes from the interview data, generating codes by segmenting the data into meaningful units, searching for themes by identifying recurring patterns, and defining and synthesizing key themes into integrated marketing communication (IMC) strategies for program promotion.

Results

Based on in-depth interviews with program stakeholders, the research findings were analyzed under two main points:

1. Traditional and New Media Channels Reaching Stakeholders

Traditional media are channels through which stakeholders receive information about the program via interpersonal communication, such as word-of-mouth from senior students, peers, staff, or instructors, as well as announcements, meeting documents, billboards, various activities, and mass media. The advantages include: (1) clear and focused messages; (2) the availability of reliable sources of information with high credibility and detailed content; (3) the ability to reach a broad target audience through formal communication channels; (4) the use of interpersonal communication enables precise access to specific target groups; (5) face-to-face meetings enhance credibility and allow for the exchange of in-depth and complex information; and (6) the use of activities increases interest and provides clear, tangible illustrations.

The limitations include: (1) difficulty in reaching the target audience and delays in communication; (2) complex operational processes; (3) high production and dissemination costs; (4) limited interaction or a lack of engagement, resulting in one-way communication; (5) low flexibility in modifying content; (6) uncertainty regarding the actual recipients of the information, which may not correspond to the intended target audience; and (7) potential personal bias in interpersonal communication.

New media are channels through which stakeholders receive program information via digital platforms connected to the Internet, such as faculty or university websites, Facebook pages, Line, email, and other digital

platforms. The advantages include: (1) easy access to information without geographical limitations, enabling rapid and timely communication; (2) a wide variety and large volume of information, allowing users to conduct further searches; (3) extensive network reach and broad dissemination; (4) multiple content formats, including images, text, files, QR code scanning, and links to related websites; (5) the ability to exchange opinions or respond in real time; (6) flexibility in adjusting content and formats to align with technological developments; (7) measurability of communication outcomes; and (8) the ability for users to independently search for information.

The limitations include: (1) the need to verify information accuracy, as content may be distorted or misleading; (2) a lack of formality and incomplete details; (3) risks related to privacy and online fraud; (4) information may become inaccessible if not saved, or be rapidly displaced by newer content; (5) the possibility of outdated information, requiring regular updates; (6) unengaging content may be overlooked, with audiences often prioritizing the number of likes or shares over accuracy; and (7) information overload, which may lead to confusion or the spread of misinformation.

Data from in-depth interviews with multiple stakeholder groups revealed insights into communication channels that effectively reach target audiences interested in pursuing graduate studies in the field of communication in the Master of Arts in Communication Arts program at Naresuan University. Nearly all stakeholder groups emphasized that information awareness was primarily obtained through



new media channels. However, they also acknowledged the limitations of new media, as discussed earlier. Notably, feedback from the employers (graduates' users) highlighted the continued importance of traditional media channels, particularly interpersonal communication and printed media, due to their credibility, formality, and ability to convey comprehensive information. These channels facilitate a holistic understanding that fosters value perception and trust, while also enabling communication with individuals closely associated with prospective students, such as parents. In addition, new media, particularly electronic media, were also considered important; however, concerns were raised regarding the timeliness and currency of information. These stakeholders also pointed out limitations related to the timeliness and currency of information and suggested that communication channels should emphasize feedback mechanisms to enable the collection of opinions, which would be beneficial for program improvement.

2. Marketing Communication Concepts for Reaching Target Audiences

2.1 Importance of Marketing Communication

Stakeholders emphasized the critical importance of using communication channels to convey program information to target audiences with in marketing communication concepts. Marketing communication provides information to raise awareness, facilitate decision-making regarding program enrollment, attract and engage attention, and create distinctiveness from competing programs. It fosters stakeholder engagement, enhances

value through a strong program image, builds credibility regarding the quality of teaching, and motivates prospective students in their decision to enroll in the program.

Therefore, marketing communication for the program can influence enrollment decisions by offering quick access to diverse content, generating interest, and meeting the needs of the target audience. This is achieved through various marketing communication tools, including advertising, public relations, event organization, sales promotion, and word-of-mouth marketing, among others, amid the highly competitive landscape of educational institutions and graduate programs today.

2.2 Marketing Communication Tools

Based on marketing communication concepts, the use of marketing communication tools can create awareness, accurate understanding, interest, credibility, and a positive program image, as well as stimulate prospective students' decisions to enroll in the program in various ways. By analyzing and summarizing data from program stakeholders through the lens of marketing communication, the program management team can strategically communicate program information to stakeholders using different marketing communication tools and tactics, as summarized in the following table.

Table 2 The marketing communication tools and tactics

Marketing Tools	Tactics
Advertising	The use of both traditional and new media can generate broad awareness and effectively capture interest, ultimately leading to increased enrollment applications.
Public Relations	The use of both traditional and new media helps build awareness, credibility, and a positive program image through various methods, such as writing articles, conducting interviews, and presenting program achievements and activity news.
Word-of-mouth marketing	The use of traditional interpersonal media, such as recommendations and word-of-mouth from friends, senior students, staff or coordinators, instructors, acquaintances, entrepreneurs, community members, and successful alumni of the program, can significantly influence decision-making.
Special Events	Organizing academic forums or seminars, showcasing research projects or program activities, and disseminating them through various media serve as a way to provide stakeholders with real, hands-on experiences.
Sales promotion	Incentives that accelerate decision-making, such as tuition discounts, free participation in workshops, or trial classes, can help prompt prospective students to make enrollment decisions more quickly.

Reference: The Author

2.3 Marketing Communication Strategies

Based on the analysis of stakeholders's data and marketing communication concepts, marketing communication plays a crucial role in shaping awareness, attitudes, decision-making, and enrollment choices. Marketing communication can be considered a driving force in the development of graduate programs. Accordingly, marketing communication strategies are established as communication channels based on marketing communication concepts to support the development of graduate programs, as outlined below.

1. Selecting Appropriate Marketing Communication Tools: Choosing suitable marketing communication tools enables easy access to stakeholders and serves the purpose of

providing both basic and detailed program information. This approach generates interest, supports decision-making, and builds awareness and credibility of the program among the general public. In particular, the continuous use of new media through various social media platforms is appropriate for the digital era, where communication technology is rapidly advancing.

2. Marketing Communication to Build Program Value and Distinctiveness: Public relations can be used to create a strong program image, instill confidence, and ensure recognition of the quality of teaching through program information, student work, and academic activities. Emphasis is placed on the program's strengths, such as up-to-date course content, expert faculty, and career opportunities, to



communicate the value proposition and differentiate the program from others in terms of content, teaching methods, and outcomes. This strategy assures stakeholders that their investment of time and resources in the program is worthwhile. Additionally, disseminating information to government agencies or state enterprises in Phitsanulok province and nearby areas can help expand the pool of prospective students.

3. Integrated Marketing Communication

(IMC): IMC integrates multiple marketing communication tools to convey program information effectively. These tools include advertising, public relations, word-of-mouth marketing, sales promotion, and special events. They are selected to match the diverse needs of stakeholders and used continuously and consistently to reinforce awareness, enhance recall, generate interest, build credibility, and significantly support enrollment decisions.

4. Marketing Communication Content Emphasizing Key Selling Points:

Through authentic communication, the program highlights its true strengths, particularly in critical thinking, research for societal benefit, student achievements, program activities, and post-graduation outcomes. This approach builds an image of academic excellence. Additionally, regularly sharing news about program or organizational development enhances credibility.

5. Importance of Interpersonal Communication:

Interpersonal communication plays a crucial role in raising awareness through knowledgeable individuals with real experience related to the program. Word-of-mouth from alumni, instructors, colleagues, and experts

increases both interest and credibility. This strong communication channel can be combined with other marketing communication tools, such as special events where prospective students meet alumni or soon-to-graduate students, or Alumni Talk Series, allowing direct interaction between prospective students, instructors, and alumni.

6. Building Strong Stakeholder Relationships:

Stakeholders in marketing communication are diverse, including alumni, current students, employers, faculty, staff, administrators, and the general public. Effective communication through both traditional and new media, as well as marketing communication tools that foster relationships, benefits the program. Stakeholders can further recommend the program to parents, employers, organizations, or relevant communities, demonstrating that the program addresses labor market and societal needs.

7. Experiential Marketing:

Experiential marketing utilizes marketing communication tools through special program activities, such as workshops, open houses, or online webinars/seminars on contemporary topics (e.g., AI, Data Science for Communicators). Targeted ads on platforms like LinkedIn or Facebook can reach working-age audiences. These activities allow stakeholders to actively participate, providing prospective students with first-hand experiences, exposure to the program's environment and context, and a clearer understanding of its key strengths, thereby supporting informed enrollment decisions.

Conclusion and Discussion

Based on the research findings from program stakeholders, the results can be summarized and discussed according to the objective of exploring communication channels. Both traditional and new media through marketing communication concepts to reach stakeholders, as follows:

1. Communication Channels Reaching Stakeholders: Stakeholders access program information through both traditional media, including television, radio, newspapers, posters, billboards, interpersonal communication, meetings, and various activities, as well as new media, such as websites, email, Facebook pages, and Line. These channels enable the program's information to reach stakeholders both within and outside the organization, supporting informed decisions regarding enrollment in graduate programs.

In the digital era, new media has been widely adopted due to its advantages, such as easy access to information, no limitations on distance, real-time updates, diverse and abundant information that can be further researched, wide-reaching networks, and multiple formats of content. The use of new media for program promotion aligns with the study by Santisirikul, Arreerard and Arreerard (2023), which found that the development of digital media for program promotion involves selecting the highest-weighted factors to design promotional media, including online posters, banners, and presentation media. Student feedback on new media for undergraduate program promotion at Mahasarakham Rajabhat University indicated the highest levels of

awareness and overall satisfaction.

Moreover, international research by Kang and Norton (2006) studied program promotion through websites. They surveyed college and university websites to assess the extent to which institutions use web platforms to achieve promotional goals. The analysis included the top 129 national universities in the United States, as compiled by US News and World Report. The study found that schools with small to medium levels of student enrollment and alumni donations tend to use their websites actively. Consequently, institutions with fewer advantages strive to use websites as key promotional tools to overcome their relative disadvantages compared to higher-ranking schools.

For traditional media, printed materials are still used to promote programs. This aligns with the study by Chaithiamwong, (2022, p. 77), which examined the design of comic books to promote the Computer Animation and Visual Effects program at the Faculty of Digital Media, Sripatum University. The study concluded that designing media using cartoon characters to present program information through illustrated images with explanatory text in an A5-sized comic book format was effective. Once produced, the comic books were disseminated in both printed and online formats. Evaluation of this media indicated that stakeholders rated it highly in terms of understanding program content and media appeal. Additionally, it fostered strong engagement with the program brand, creating a positive impression and encouraging informed decisions to enroll.



2. Marketing Communication Concepts to Reach Stakeholders

The use of marketing communication tools is essential, as they help stakeholders receive information, form attitudes, make decisions, and ultimately influence enrollment behavior in academic programs. Programs can implement integrated marketing communication (IMC) tools, including advertising, public relations, word-of-mouth marketing, special events, and sales promotions. These tools encourage target audiences to choose the program. Based on the research findings, marketing communication strategies for the program can be summarized by emphasizing the critical importance of interpersonal communication. This form of communication enhances awareness through individuals who possess direct knowledge and practical experience related to the program, thereby significantly increasing its attractiveness and credibility. Word-of-mouth communication from alumni, lecturers, colleagues, and experts plays a vital role in influencing prospective students' perceptions and interest in the program.

These findings are consistent with the study by Wankanont, et al. (2024, p. 176), which identified interpersonal communication as a key factor influencing decision-making to enroll in a master's degree program at the Faculty of Industrial Technology. Specifically, recommendations based on the reputation of current students or alumni were found to have a strong influence on prospective students' enrollment decisions. Moreover the quantitative research by Trimethsoontorn and Tanprasert (2023) also confirmed that marketing mix

elements and online marketing communication tools influence graduate students' decisions to enroll in Southeast Bangkok College, with a multiple regression analysis showing that these factors collectively explained 68.0% of the enrollment decision-making process at a significance level of 0.05.

The international studies also support the role of marketing communication in enrollment decisions. Kisiotek, Karyy and Halkiv (2021) found that internet marketing communication in higher education, including student recruitment, targets a broad audience regardless of their country of origin. The study indicated that internet based tools are more convenient and cost-effective. While universities widely use online advertising, challenges remain in applying public relations and sales promotion tools. Internet marketing communication is a crucial component of higher education marketing strategies, and comparing European and non-European institutions provides insights for future strategic planning.

Similarly, Al-Hawary and Batayneh (2010) examined the impact of marketing communication tools on the choice of public universities in Jordan among non-Jordanian students. The study included 286 non-Jordanian students and found that university websites played the most significant role in promoting educational services and influenced students' decisions to select a university in Jordan. Websites allow students to explore programs, available scholarships, and other essential information efficiently, saving time and effort. Consequently, universities must recognize the critical importance of websites, invest

significantly in their development, and continuously maintain and update them to facilitate informed decision-making by prospective students.

In conclusion, the findings of this study can be explained through the frameworks of Integrated Marketing Communication (IMC) and Stakeholder Theory. The results indicate that interpersonal communication plays a pivotal role, which is consistent with the concept of credibility enhancement in word-of-mouth communication. This process or strategy enhances the trustworthiness of interpersonal referrals by fostering perceptions of authenticity, sincerity, and the absence of staged or manipulated messaging, thereby exerting a stronger influence on decision-making. Furthermore, stakeholder roles were found to vary according to institutional context, particularly within highly competitive institutional environments. In such contexts, stakeholder roles are not fixed but dynamic and systematically interconnected, influencing decision-making processes, institutional image, and organizational sustainability. Consequently, these roles carry differing levels of weight depending on the power, influence, and expectations of each stakeholder group.

Therefore, based on the findings of this study, integrated marketing communication not only serves as a key driver for promoting the graduate program, but also contributes to the future development of the program. By employing various marketing communication tools and strategies derive from research, seven key strategies have been identified: 1) Selecting appropriate marketing communi-

cation tools 2) Marketing communication to create value and highlight program strengths 3) Integrated marketing communication 4) Marketing content emphasizing program strengths 5) Importance of interpersonal communication 6) Building strong relationships with stakeholders 7) Experiential marketing. These strategies provide stakeholders with the necessary information to make decisions or recommend the program to others. When these research findings are applied to marketing communication planning for the program, they provide an opportunity for the program to obtain valuable information from various stakeholder groups through interactive and participatory feedback, facilitated by both traditional media and new media channels. Moreover, the program receives valuable feedback and suggestions from stakeholders through engagement with both traditional and new media, allowing the program team to analyze strengths, weaknesses, opportunities, and threats (SWOT) for continuous improvement.

Additionally, marketing communication supports branding and positioning by emphasizing the program's unique strengths, such as innovative research, AI applications, and sustained engagement with alumni, industry, and society. The program seeks collaboration such as inviting stakeholders as guest speakers, curriculum reviewers, or committee members for thesis evaluations. These stakeholders actively contribute to the development of the program. This ensures that teaching, assessment, and various activities maintain high quality, aligning with market needs and societal changes.



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