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The Small School on the World Stage: An Analysis of Online International Recruiting Strategies for Private Liberal Arts Institutions



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The Small School on the World Stage: An Analysis of Online International Recruiting Strategies for Private Liberal Arts Institutions

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I hereby recognize and pledge to fulfill my responsibilities as defined in the Honor Code and to maintain the integrity of both myself and the College as a whole.

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Cover Image Source: http://www.globaleducationconference.com/group/2012-global-education-conference-volunteers

Abstract

American higher education is one of the largest industries in the service sector. As the demand for a college education has risen greatly since the 1960s, so has the demand for American higher education by international students. With the pressure to globalize, universities must make strategic plans of action to attract international students to their classrooms. Much of the larger body of research has examined the marketing of higher education systems in the United Kingdom, Australia, and Canada. Furthermore, the institutions in the samples are often large, public research universities. This paper evaluates the marketing strategies for four-year private liberal arts institutions in the United States. Unlike large research universities or Ivy League institutions, the smaller liberal arts institution cannot rely on brand name alone to attract international students. Instead, they must constantly develop and improve their marketing to compete for overseas applicants. This paper evaluates the components of the admissions websites for each of the institutions in the sample and completes a content analysis and series of regressions in order to determine their effectiveness. Finally, this paper seeks to identify the determinants of effective higher education marketing of American four-year private liberal arts colleges to students across the globe.

Chapter One: A Literature Review

American higher education is in a time of great changes. Many of these changes are financial. For the past thirty years, the tuition levels of both private four-year as well as public institutions have increased each year on average by 3.5 percent above the inflation rate (Ehrenberg 2012). Institutions must make difficult structural decisions in order to face the rising costs of their services. Universities nationwide are also implementing academic employment changes. Institutions are moving away from the traditional role of the full-time, tenured, research-oriented faculty member. In place of this role, institutions are choosing to hire more part-time, untenured faculty (Ehrenberg 2012). Technology is also changing higher education in the United States, such that universities currently grapple with the role of technology in and in place of the classroom. With the growing number of online institutions, the opportunity for a college education has expanded to reach potential students worldwide. To attract these students, schools across the country have taken advantage of online marketing. This paper examines the marketing contributions of such institutions.

This globalization of higher education has led to another change for American institutions: the internationalization of higher education. For the purposes of the study, this paper defines internationalization to mean the efforts of an institution to expand its enrollment to include students from other nations. Internationalization of American higher education institutions holds great economic significance. The United States is the top host nation for international education. With higher education as the nation's fifth largest service sector, the United States economy receives $17.7 billion each year from spending by international students (Bhandari and Blumenthal 2011). The nation relies upon this revenue from international education. In addition to the boost to the economy, international education helps to develop a

globally competitive workforce. One third of all U.S. degrees in the science, mathematics, engineering, and technological (STEM) disciplines at the masters and doctorate levels are earned by international students (Carswell 2011). Many of these students choose to stay in the United States upon the completion of their degrees for more attractive employment and quality of life prospects. These new additions to the American labor force contribute to the nation's economic growth.

How, then, do these foreign students come to find the American college or university that is best for them? Information from each school reaches these prospective students through marketing. While the marketing of higher education is a relatively new phenomenon, institutions have come to restructure their administrative efforts in order to include offices and programming for student recruitment. These efforts extend to the international market as well. According to the American Council on Education, two-thirds of institutions budget and fund recruitment programs and strategies specific to attracting international students (Bhandari and Blumenthal 2011). In decades past, much of this funding went to communication through the mail. With the advent of online marketing, colleges are able to reach prospective students through the speed of an Internet connection. Therefore, this paper analyzes how American colleges utilize online marketing. Through a content analysis of the international admissions pages of American four-year private liberal arts institutions, this paper identifies the determinants of effective international higher education marketing.

ii. Recent History of International Education

While international education has existed for hundreds of years, the greatest advancements in the field can be seen in the last century. After the Second World War, world leaders began to push for international education. The United States passed several acts of

legislation in order to promote global studies. The Surplus Property Act of 1944, United States Information and Education Exchange Act of 1948, Mutual Security Act of 1954, and Fulbright-Hays Act of 1961 all served to advance the United States efforts in international education. The rationale behind each of these acts was the belief that "the language of education is universal" and international education programs can "transcend long-established national and cultural boundaries" (Sharman and Jung 1984).

The 1960s saw further expansion of international education. In 1966, President Lyndon Johnson called for the internationalization of higher education to extend to the free flow of intellectual property, international conferences of scholars, and the promotion of transnational educational ideals. Among these ideals was the implementation of the American model of democracy (Burn 1980). United States' leaders hoped that expansion on international education would lead to mutually beneficial relationships with trading partners. During this decade, the expansion of international education also led to the growth of the foreign-aid program (Burn 1980). International education at this time renewed the interest in international affairs that was temporarily lost during the Vietnam War.

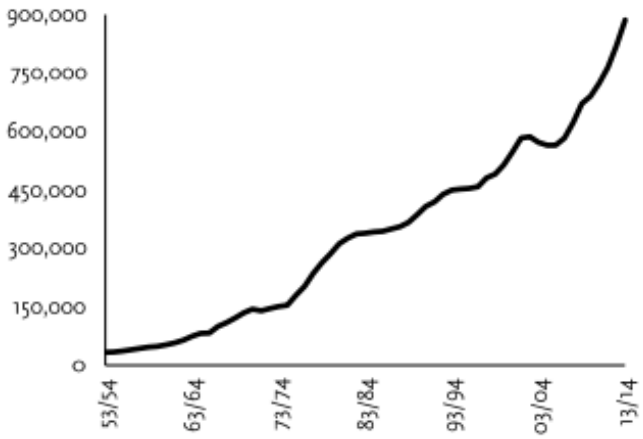
Following this, the 1970s and 80s brought a new dimension to international education: a focus on the interdependence of nations. Previously, many policy issues were believed to be resolved only through domestic efforts. This was due in part by the fuel shortages of the 1970s. Policymakers realized that global issues must be resolved through global cooperation. Through international education, the United States sought to train the next generation of leaders domestically and abroad to tackle global issues.

Now in the twenty-first century, international education has reached a new peak (Altbach 2007). Students flock to foreign universities not only to advance political and diplomatic efforts,

but also to achieve self-improvement. Many students believe that a term or full four years abroad will enhance their employment opportunities. Students from all over the world may choose to study abroad to develop language skills, leadership, responsibility, and global awareness.

From this history of international education comes the current state of international education within the United States. Consider the following graph from the *Open Doors Report,* the annual census of international students within the United States:

Figure 1.1: International Student Trends



Retrieved from: *Open Doors Report* with data from the National Center for Education Statistics

While the Institute of International Education (IIE) has collected data on international students in the United States since its founding in 1919, IIE did not begin publishing the *Open Doors Report* until 1954. As a result, the Institute can only show the trends of international education from 1954 forward. Shown in the graph, international student representation has grown significantly over the last sixty years. The only significant decrease in international education corresponds to the years immediately following the events of September 11, 2001. Many European and Middle Eastern nations hesitated to send their students to the United States after the attack and the beginning of the War on Terror (Carswell 2011).

International student representation in the United States has since recovered from this setback and continued to increase. In the most recent school year, 2013-2014, 886,052 international students studied in American institutions; this is an 8.1 percent increase from the previous year. Given this continued upward trend, there is no better time to study international education.

iii. The Benefits of Internationalization

With international student representation expected to continue to increase, universities face the cost-benefit analysis of choosing to internationalize their campuses. This paper will first consider the benefits of internationalization. In addition to the benefits discussed previously, internationalization can bring much to the host university as well as the host nation. Institutions gain vital financial resources when they choose to enroll international students. Many of these students do not qualify for federal aid in order to finance their American educations (Davies 1995). With the average cost of an undergraduate degree in the United States the second highest in the world, this creates a large barrier to entry for many international students (Ehrenberg 2012). The students that do have the funds to study in the U.S. then, are classified as "full-pay" enrollees. Institutions receive the full tuition amount from these full-pay students as institutional revenue.

Institutions can also improve the student experience through choosing to internationalize. Administrations hope to give their students cross-cultural experiences (Davies 1995). Many American students choose to gain these experiences through school-sponsored study abroad programs. Students who study domestically can still experience other cultures and ideas through their interactions with international students. Because higher education comes from a long tradition of limitations of sex, race, and socioeconomic class, institutions nationwide have striven

to diversify their incoming classes. International students provide new faces, ideas, and academic talents to the institution. Students, faculty, and administrators alike can benefit from this enrichment of the campus community.

Burn (1980) adds that international students can become leaders on American campuses. Institutions can call upon foreign students to lead some of the international programming on campus. International students may serve as foreign language tutors, international experience liaisons, and supervisors of cross-cultural workshops. These experiences serve to integrate the visiting students into the American campus community as well as educate the domestic students about diversity and difference.

By compiling several studies evaluating the United States' approaches to attract international students, Carswell (2011) determines that universities can benefit from governmental support of international education. Through a survey using data from the United States Government Accountability Office (GAO), he examines the Department of State and the US Agency for International Development (USAID). Over the course of his study, Carswell evaluated the United States' recruiting practices and issues surrounding international education. As part of his conclusions, he suggests the government's continued support of international education recruiting will help to continue to yield students in American universities.

In 1984, Sharma and Jung conducted a study to examine the effects of institutional involvement in international education. They hoped to determine if the involvement of an American university in international education programming would affect the international outlook of its domestic students. They conducted a survey of 663 college seniors from seven institutions within 100 miles of Southern Illinois University. The survey included seven focus areas for the students to reflect upon and evaluate. Among these focus areas were: the

development of a world outlook transcending local relationships, the acceptance of cultural pluralism, and the adoption of world-mindedness. From the responses of the students, Sharma and Jung (1984) determined that the students who attended universities that were heavily involved in international programming tended to support international education. Because of this result, Sharma and Jung call for an increased focus on international education in order to continue to reap the benefits of internationalization.

iv. Challenges of Internationalization

Even with the clear benefits to internationalizing a campus, a university may still face some challenges. Many of these challenges stem from concern for domestic students. Vocal opponents to international education worry the advancements in international education place domestic students at a comparative disadvantage (Carswell 2011). This concern is especially prevalent at the Ivy League level. Some parents of high-performing students resent that their child may be passed over for an international student. By focusing enrollment recruitment to admit and enroll international students, these parents claim, institutions steal seats for academically talented domestic students. The issue of advantage arises once more when the students graduate. While some international students choose to stay within the United States after college, others choose to return to their home countries. Once within the labor forces of their home nations, the students enter the globally competitive economy. American higher education institutions, therefore, would have a hand in training the nation's competition.

Further complications may arise when choosing to internationalize. Institutions may find that international and domestic students do not interact with each other on campus. International students may seek out other international students as companions in order to make personal connections on campus. As a result, international students stick together in groups causing

domestic students to feel excluded from interacting with them. This exclusion can lead to stereotyping and prejudice. In the wake of September 11, 2001, misunderstanding between domestic and international students became a source of tension on American campuses. Many international students, especially those from Middle Eastern countries, were feared as potential threats to campus safety (Carswell 2011). While this sentiment has dissipated in the years since the attack, it is still imperative that institutions consider the safety of their campus communities.

Internationalization may also have a negative effect on the equity of the education system. In the previous section, this paper discussed the financial benefits of attracting the full-pay international student. By focusing solely on the full-pay student, institutions neglect to consider the needs of the less fortunate but just as equally academically talented international student. This brings up issues of equity and privilege in higher education (Burn 1980). Should an institution admit the wealthier student in order to remain financially salient, or should it take the financial hit and enroll the less fortunate student? The choice is not a clear one; yet, these are the issues that an institution must consider when choosing to internationalize.

An institution can still internationalize its campus despite these challenges. If the institution is committed to bringing the benefits of internationalization to its students, it can overcome the challenges. In order to do so, the institution should evaluate its goals in internationalization. Building upon Keller's framework for international strategy for universities, Davies (1995) identified three focus areas for an institution looking to internationalize: university mission, personnel, and financial impact. The successful institution, Davies suggests takes all three of the focus areas into consideration before opening its doors to international students.

v. Marketing International Education

Once an institution decides to internationalize, it must consider how to attract students. A chief source of marketing support comes from the United States government. Officials recognize the benefits of the United States' participation in international education programming and focus efforts toward international recruitment. One such effort is national branding in international education. Carswell (2011) found that governments worldwide have developed national campaigns with unique branding in order to draw international students to their institutions.

For international students interested in American higher education, EducationUSA is a valuable resource. Supported by the Institute for International Education, the Bureau of Educational and Cultural Affairs, and the Department of the State, EducationUSA strives to assist international students in pursuit of their American study. The organization provides prospective students with the tools to research schools, complete the application process, locate sources of financial assistance, apply for the student visa, and prepare for the trip (EducationUSA 2014). Additionally, EducationUSA's recruitment advisors work with the prospective students to help them understand the American higher education system. The higher education system in the United States is unlike that in many other nations—including those in Western Europe. Unfamiliar to the system, international students may choose to study elsewhere instead. The recruitment advisors, therefore, explain the diverse and decentralized American higher education system to the prospective international students. Through governmental recruitment organizations, international students receive fair and balanced information about their options for international education.

Institutions also receive marketing support from other third-party organizations as well. These organizations are often made of up university representatives, admissions counselors,

international recruiters, cultural organizations, English language educators, and other stakeholders in international education. The National Association of College Admission Counseling (NACAC) is one such organization in the United States. Recently, the Association published its guide to international student recruitment. While NACAC (2014) focused primarily on the relationship between institutions and international recruiting agencies, the guide still offered useful information for institutions to consider when marketing themselves to international students. NACAC reminds institutions to consider several factors before and during the recruitment process. A few of these considerations are: housing of international students, dissemination of financial information, and faculty implications of international recruitment. From these third-party resources, institutions can begin to construct their marketing plans.

The most direct source of international education marketing, and the focus of this paper, is the marketing that institutions conduct themselves. While prevalent and robust today, marketing of higher education did not begin as a popular practice. The late 1970s and early 80s saw a push to implement traditional private-sector marketing strategies into higher education. Litten (1980) conducted a study in which he evaluated what he calls "the marketing movement" in higher education. He expressed concern for a service-sector adopting the strategies from a product-centered market. Through his analysis, he highlights some of the benefits and potential challenges of marketing higher education.

Litten (1980) argues that one of the primary benefits of the marketing movement is the introduction of market research into the higher education market. Like any market, the higher education market is susceptible to information gaps between producer and consumer. These gaps can cause either market participant to make irrational choices. Litten (1980) suggests that

the introduction of market research in the field will help to decrease the information gap and benefit both the institutions and the students. In addition to market research, competition within the market is another benefit to the marketing movement. Institutions of all levels compete for students to fill their classes. Marketing encourages universities to innovate and improve in order to continue to yield students.

Yet with these benefits to marketing by higher education institution, there are also challenges. As expressed by Litten (1980), the marketing movement may do more harm to higher education than good. Students, parents, and faculty may come to resent the increased focus on marketing. Students may feel targeted for their academic talent and parents for their financial assets. Faculty members may feel that the university that chooses to focus on recruitment loses sight of its mission as an academic institution. This is the greatest danger of introducing private-sector marketing into higher education. Many argue that an emphasis on marketing will push the higher education market closer to a for-profit model; this is confirmed by the rise of online for-profit institutions in the last decade. Most traditional higher education institutions operate as nonprofit organizations and value this status. Those in opposition to the marketing movement fear that it will lead to creating profit-minded administrators and institutions. They express concern that the profit-minded institution will fail its students academically.

vi. Applications of Higher Education Marketing

With the history and marketing strategies for internationalization in mind, this paper will now consider applications of higher education marketing strategies within the field of international education. Mazzarol (1998) surveyed professionals from 315 universities in Australia, Canada, New Zealand, the United Kingdom, and the United States. By asking these

professionals to rank their schools' performances in areas critical to success in international education. The top four areas were: university promotion and recruitment, image and resources, people and culture, and coalition and forward integration. Each of these categories was evaluated for its effect on growth in enrollments, demand, short- to medium-outlook, and financial benefits. Through a logistic regression of these categories, Mazzarol determined that the two categories key to institutional success were image and resources and coalition and forward integration.

From this study, it can be seen that higher education marketing extends to other departments on campus. In order for an institution to effectively internationalize, departments must collaborate. As a result, offices concerning university image and development must be consulted during the internationalization and marketing process.

But what of the international marketing process itself? This question can be answered through an understanding of consumer information needs. Marketing serves to capture the attention and meet the needs of the consumer. Domestic students are more equipped to satisfy their information needs due to their relative proximity to the universities they visit. Students may schedule appointments with the university to "try on" its services in order to determine the "fit." This is a much more difficult task for international students. Their information needs, therefore, must be satisfied from a distance. Mortimer (1997) analyzed British university mail communications to international students in order to determine if the students' information needs were being met. Through a participant observation study, Mortimer requested information in key areas he felt that international students required: course content of intended major of study, fees, information packet specific to international recruitment, advice on visa and customs work permits etc., and the cost of accommodation available. From an analysis of the universities'

speed of response, content of the information packet, and the count of schools that participated, Mortimer concluded that as of 1997, international students' information needs were not being met. He determined that mail communication was insufficient in providing international students the information that they require in order to select and enroll into a foreign university.

vii. Contribution of this Study

After surveying the literature, it became apparent that most studies focused on universities in the United Kingdom and Australia. Additionally, the studies take as their samples large public research universities; though smaller institutions have also made efforts to internationalize, few studies have examined these efforts. Finally, the majority of marketing studies were conducted in the early years of the Internet. Since the publishing of these studies, online marketing has become mainstream for colleges and universities. In contribution to the field, this study will build upon this previous work by analyzing the online marketing work of American four-year private liberal arts institutions.

In the following chapter, theoretical frameworks are applied to examine the research question. Through an examination and application of service market theory, this paper evaluates the theoretical foundations of higher education marketing.

Chapter Two: Theoretical Framework

This chapter lays the theoretical framework behind international higher education marketing. Two theoretical models are explored: the Consumer Choice Model (Sheth et al. 1991) and five considerations of service industry marketing strategies (Lovelock 1983). The Consumer Choice Model illustrates how consumers' values influence the purchases that they make. Through these values, institutions can design effective international marketing strategies. Lovelock's service industry marketing strategies encourage service providers to analyze five aspects of their service and design marketing strategies accordingly. This paper applies the five considerations to international education marketing to determine effective service-specific marketing strategies.

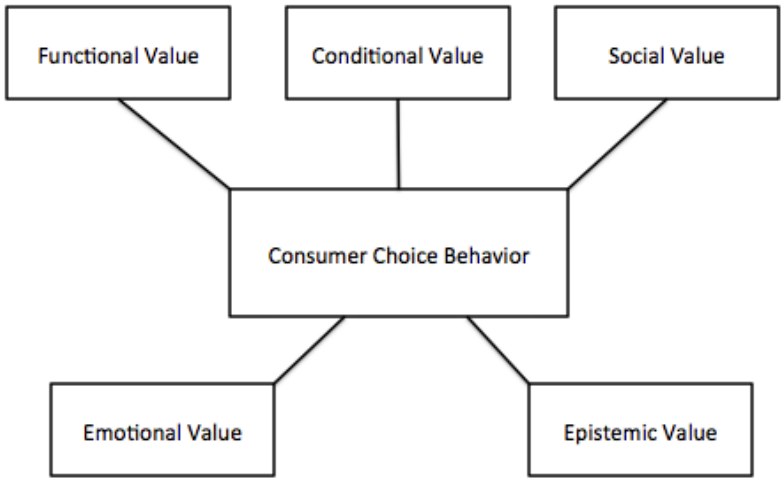
ii. Consumer Choice Model

Marketing connects the producer to the consumer. Producers supply information about their good or service in order to attract potential consumers. The consumer's information needs dictate the information that the producer supplies. Ultimately, the consumer sets the standard for marketing. Therefore, in order to examine marketing of any kind, one must first examine the consumer side of the marketing exchange.

The Consumer Choice Model can be employed to understand this behavior (Sheth et al 1991). Note first that the model is subject to three assumptions:

1) Consumer choice is a function of multiple consumption values.
2) The consumption values make differential contributions in any given choice situation.
3) The consumption values are independent.

Figure 2.1: Consumer Choice Model



Retrieved from Sheth et al. (1991)

The model outlines five values expressed in consumer choice. In order to maximize their utility, consumers make consumption decisions based upon the five values. While a consumer may recognize the potential utility maximization through two or more of these values, the dominant value will dictate the consumption choice. Through each of these values, the consumer perceives that one good or service optimizes his or her utility more efficiently than the alternate. With this information at hand, the consumer selects the option with the greatest perceived increase in utility.

The functional value of the product lies in its use. The consumer perceives greater utility from the function of the item. The consumer compares the alternate items and examines their specifications. After an evaluation of the specifications, the consumer selects the item with greater or more sophisticated specifications. In terms of goods, the consumer may choose the vehicle with the greater miles to the gallon, the home with the greater square footage, the computer with the greater random access memory (RAM), or the fever reducer with the greater

hours of relief. The same can be said for services. The consumer may select the beautician with the greater positive client feedback, the orthodontist with the greater satisfied and smiling patients, or the mechanic who specializes on his or her particular model of vehicle.

In addition to the physical specifications of the good or service, price also influences the functional value. Consumers consider the price difference between alternate options to be a functional difference. If the price information is readily available, the consumer can discriminate between the two options and select the better deal. Producers then, through marketing, advertise all functional specifications that would lead to the consumer's choice of their good over an alternate.

Social value stems from a connection between a good or service and an association to a specific social group or groups (Sheth et al. 1991). Through the influence of popular culture, goods and services become associated with specific racial, ethnic, class, age, or other social groups. A consumer may long to be associated with a specific group and will select the good or service that suggests membership to that group. In order to impress clients, a consumer may buy the luxury vehicle as a status symbol. A brand-conscious young consumer may purchase the clothing from a specific store to be accepted by the popular social group. With this value in mind, the producer markets the good or service in a manner that suggests the elitism, social acceptance, and sophistication that the consumer desires.

Consumers may also perceive raised utility from an emotional association with the good or service. If a good or service arouses certain feelings or emotional states, the consumer may choose it over an alternate. Some manufacturers cater to consumers' nostalgia when they release new editions of classic toys. Travel agencies call to the consumers' senses of romance and love as they offer honeymoon deals to exotic destinations. In both of these instances, the consumers

perceive an increase in utility from their emotional states. The emotions that they experience may lead them to purchase that specific good or service over an alternate. With the strong emotional connection that many feel toward goods or services, producers do well to market through the emotional value.

The desire for knowledge may also move consumers to purchase a particular good or service over an alternate. The epistemic value of a good or service lies in its ability to inspire curiosity or facilitate learning. Consumers are drawn to goods and services with epistemic value if they gain utility through the acquisition of knowledge. In the days before online encyclopedias and databases, consumers would purchase encyclopedia sets for their epistemic value. Consumers interested in advancing in their careers may attend foreign language classes. In order to attract these consumers, the producers of both the encyclopedias and the classes appeal to the consumers' desire for knowledge. Consumers then perceive an increase in utility from the good or service and select it over an alternate.

The fifth and final value in the Consumer Choice Model is the conditional value. A good or service has conditional value if it corresponds to a particular occasion of use. Such occasions may be special events, seasonal activities, or just for emergency use (Sheth et al. 1991). Conditional value depends upon the timing of a purchase. Consumers may feel a connection to a good or service but may not be persuaded to purchase if they do not feel that the timing is right for that purchase. Through marketing, producers encourage consumers to seize the fleeting moment through the purchase of their good or service.

Each of these five values is at play during the consumption decision. The dominant value will dictate the consumer's choice. Keen producers take note of these five values when

designing marketing strategies. Given these five values, producers can market their goods and services more effectively.

iii. Application of Consumer Choice Model

The five values of the Consumer Choice Model can be applied to the market for international education. In this market, higher education institutions and their administrators serve as the producers and prospective international students make up the potential consumer base. Students communicate their information needs, and institutions rise to meet them through information provided on their sites. The following discussion illustrates how each of the five values of the Consumer Choice Model applies to the marketing of international education.

The functional value of international education depends upon how the prospective student defines the use or function of higher education. As the student compares institutions, he or she will consider the specifications of each institution. A student may measure the specifications based upon the potential outcomes of the educational program that the institution offers. Prospective students may wish to know the job placement rates of past students as a measure of program success. Similarly, prospective students may be interested in opportunities available to them while on campus. Internships, professional development, and research opportunities represent these functional opportunities for students. Institutions striving to yield students through functional value will include internship and outcome information in their marketing strategies.

Just as price acted as a functional difference in the general good or service model, price may also affect the prospective international student's decision to apply and enroll in U.S. institution. Because international students do not qualify for federal aid, the initial sticker price of a private liberal arts education may be quite the burden for a prospective student. If an

institution offers scholarship or institutional aid to lessen that burden, prospective students may be more willing to consider that institution. Each of these possible definitions of function can be employed in an institution's marketing strategy. The inclusion of this information on a college's international recruiting website may attract students whose consumer choice is motivated by functional value.

International students may also be influenced by the social value of American higher education. Some prospective students may desire an international education for its potential for social mobility. Students may wish to become part of the educated class and enjoy the potential socioeconomic benefits that this could bring. In terms of higher education in general, many institutions carry with them a signal of social status. The Ivy League universities, for example, are considered the most elite higher education institutions in the United States. Domestic and international students may be drawn to certain institutions in order to be associated with the academically elite. Similarly, prospective students may choose to apply to an institution for the alumni connections. When a student enrolls in an institution, the he or she has access to a network of past students. Alumni can be extremely valuable for securing potential internship and career opportunities.

Students may also derive social value from the social connections that they make while attending the institution. For many college students, the first year is the first time that they have lived away from home. This is especially true for international students. They may have flown thousands of miles over land and sea to reach their host institution. Positive social connections may help to prevent homesickness. Therefore, institutions may offer support groups, clubs, and activities especially for international students. If the institution posts information regarding these

groups and activities on their websites, a prospective student motivated by social value may be more inclined to attend that institution.

The third value in the Consumer Choice Model, emotional value, can also influence a prospective international student's choice to enroll in a U.S. institution. Prospective students motivated by the emotional value may be more likely to pursue enrollment in the host institutions that appeal to their emotional affect. This value can be expressed through the language used on a host nation's recruiting website. Just as social value can impact the international student's potential homesickness, emotional value can have an impact as well. "Home" evokes positive emotions: acceptance, love, and belonging. Through marketing, institutions can inspire these emotions in their prospective students. International websites may read, "Find your home away from home," or "Your place on our campus." Each of these sample phrases bears a message of warmth and welcoming. If an institution demonstrates sensitivity to the emotional health and welfare of the international student, the student may perceive an increase in utility from selecting that institution. Institutions, therefore, can design their marketing strategies accordingly in order to yield these students.

Perhaps the most applicable value for higher education is the epistemic value. Higher education institutions are dedicated to the generation and sharing of knowledge. For prospective international students motivated by the acquisition of knowledge, the epistemic value may heavily influence their college decision. Institutions aware of this motivation can attract prospective students by inspiring their curiosity and desire to learn. Websites may contain language specific to discovery, research, or the quest for knowledge. Young men and women may swell with pride as they are considered "scholars" rather than "students." Institutions may provide student testimonials describing their education experience. The information contained

in these marketing strategies can incite curiosity in the student. If successful, this academic drive will encourage the prospective student to pursue enrollment.

Lastly, the conditional value can affect the higher education consumption decision. To encourage prospective international students to consider their institution, institutional marketers can suggest that the timing is right for the student to enroll. International recruiting websites may read, "There is no better time to study in America." Similarly, in order to attract older or nontraditional students, institutions may proclaim, "Learning is a lifelong activity." In each of these examples, the institution encourages the prospective student to make the most of the time-sensitive opportunity of becoming part of the campus community. Prospective international students who are motivated by the conditional value of consumer choice may choose to pursue enrollment given this information on the recruiting site.

The Consumer Choice Model provides a valuable framework for understanding the marketing of international education. From this framework, this paper begins to outline its hypothesis. Given the Consumer Choice Model, it is expected that institutions that include information specific to the five values of consumer choice will have a greater yield of international students.

iv. Service Marketing Theory

In addition to the Consumer Choice Model, an understanding of service industry marketing is essential to analyzing international education marketing. For much of the twentieth century, researchers neglected to analyze service industry marketing strategies. Scholars maintained that the product market yielded more clearly defined marketing strategies. Then, the field gained its guidelines for service industry marketing through Lovelock (1983). The article outlines five considerations that service providers and their marketers must take into

consideration before launching a marketing campaign. The five considerations are listed as five preliminary questions:

1) What is the nature of the service act?

2) What type of relationship does the organization have with its customers?

3) How much room is there for customization and judgment on the part of the service provider?

4) What is the nature of demand and supply for the service?

5) How is the service delivered?

Each of these five considerations helps to provide marketing insight to the service provider. Through a self-evaluation, the service provider can design the most effective marketing strategy for his or her service organization.

Defining the nature of the service act is the first step in the strategizing process. Service providers may consider for whom or what the service is provided. A service provided for an individual varies greatly than that for a group. Likewise, a service performed on the individual's person varies greatly from those performed on his or her automobile. Tangibility of the service act matters as well. A tangible act, like a haircut or yard work, differs from an intangible service act like financial management. Just as the services differ, their marketing strategies may as well.

The service provider then moves on to consider his or her relationship to the customer. Does the service require a membership or can customers consume freely? If a membership is required, does it come at a cost to the member? The price of a service act is generated by profitability and customer convenience. Service organizations that do require a membership fee will have to market their service in such a way that the fee is trivial compared to the service provided. One of the advantages to membership-based service, Lovelock (1983) explains, is the

close relationship with the customer. Service providers maintain a current list of members and communicate with them regularly. This communication can be valuable in member retention and service improvement. Communication itself can be an indicator of the relationship between the service provider and the customer. Hardcopy written communication reflects a different customer relationship than digital communication. Similarly, in-person exchanges with customers differ from remote exchanges. With the relationship with the customer clearly defined, the service provider can work to continue that relationship with existing customers as well as broadening the customer base.

The third consideration for service providers concerns the ability to customize the service to suit each individual customer. Unlike in the product market, the customer is often involved in the production process; the preferences of the consumer are then communicated directly to the service provider (Lovelock 1983). The service provider then is able to tailor the service to the specific preferences of that customer. In order to market this ability, service providers should highlight the benefits of their client-provider connections in order to set themselves apart from competition.

The service provider must also consider the pattern of supply and demand for the service. Does the service have a predictable demand schedule, or does it vary? Are either the supply or the demand of the service affected by seasonal change? If seasonal affect is present, how will you maintain the customer base during the off-season? Service providers who do not see a significant difference in supply or demand throughout the year will have different marketing strategies than those who do. Understanding the nature of the specific market will help service providers to design marketing strategies specific to their service act.

The final consideration in Lovelock's (1983) framework examines the delivery of the service act. Some services can be delivered remotely while others must be performed on-site. Those that are performed on-site may differ in location. Service providers may travel to the customer or vice versa. Each of these options affects the marketing strategies. Service providers that travel to the customers may advertise the customers' convenience of remaining in their homes. Conversely, service providers who must conduct the service act at a specific facility may advertise sophistication of that facility. In either case, the delivery of the service act plays a vital role in how it is marketed.

The summary of these five considerations can be used to design service industry marketing strategies. Through a thorough review of Lovelock's (1983) framework, service providers can ensure that they select the marketing techniques that accurately reflect their specific service act. In this way, they can most effectively attract their potential customers.

v. Application of Service Marketing Theory

Each of the five considerations can be applied specifically to international education marketing. Through an application of Lovelock's framework, hypotheses for international higher education marketing can be drawn.

Nature of the Service Act: International education is an intangible service directed at individuals' minds. As service providers, institutions can market the intangible effects of an international education. Such benefits may include: intellectual growth, independence, adventure, connection with faculty, or developing a global identity. Students may identify with any number of these intangible benefits and choose to pursue enrollment accordingly. Institutions with a clear understanding of the first consideration in service industry marketing

strategies will emphasize these intangible benefits to international education when designing their websites.

Relationship with Customers: International education reaches customers on both the group and individual levels. International students interact with faculty and administration as individuals as well as part of the student body. Institutions can design their marketing strategies to reflect both of these relationships with students. To attract potential international students, institutions can advertise the campus community and individual student experiences. Prospective students may identify with one or both of those experiences and pursue enrollment.

Price also plays a role in the marketing of international education. Higher education requires a membership: admission and enrollment to the institution. While colleges and universities tend to be nonprofit organizations, they do charge a membership fee. Membership comes at the price of tuition. In order to encourage prospective international students to enroll given this cost, institutions may offer scholarships or grant funds to lessen the financial burden. Additionally, the institution may advertise additional services beyond classroom education that are included in the price of tuition. Such services may include career education, academic support, healthcare, or counseling services. Institutions that demonstrate an understanding of the financial burden of an international education will stand out against their competition.

Ability to Customize: The customization of international education may vary due to the size of the institution. Large universities with tens of thousands of students may find it difficult to tailor the education experience to each undergraduate student. The smaller institution with fewer students may have an easier time customizing. Smaller class sizes encourage closer student-faculty and student-administrator relationships. With faculty and administrators as service providers, these close relationships enable them to adhere to the specific needs of

individual students. Needs may include academic or emotional support or desire for advancement or leadership. Institutions can market this customization on their international recruiting websites by advertising student and faculty relationships, student leadership, and research opportunities.

Nature of Demand and Supply: International education follows the predictable demand and supply cycle of higher education. Colleges and universities operate according to the academic calendar: fall term generally spanning August to December and spring term covering January to May. The admissions process runs parallel to this schedule. Admissions counselors travel to high schools all across the country in the fall as they try to generate interest in their specific institution. International recruiters may travel abroad during this time to meet with prospective students. Application season follows during the winter months; students may visit campuses and submit their applications for review. International students who cannot travel to visit the institutions in person may schedule video interviews or tours with admissions representatives. After a grueling reading season, counselors release the admissions decisions in hopes that the students choose to join the new class in the fall. International recruiters capitalize on the predictable market cycle and market heavily during times of peak interest.

Delivery of Service: The delivery of international education may vary by institution as well. Larger universities may establish branch campuses in other nations so that their students engage in an abroad experience with the familiarity of the home campus. With the advent of online courses, students may complete an education at the time and location of their convenience. For the purposes of this study, however, the method of delivery for international education is in-person on-site learning. On-site international education fully immerses the international student into the culture and learning environment of the host institution. Learning

extends far beyond the classroom; by living and learning in the campus community, the international student gains a holistic abroad experience. Institutions can market this experience by advertising an on or off-campus opportunities for student involvement, residence life, experiential learning, community service, and entertainment. This marketing strategy emphasizes the value of on-site international education. Given Lovelock's (1983) framework, institutions would do well to highlight this value in their service industry marketing strategies.

vi. Conclusion

Several conclusions can be drawn from the examination and application of the Consumer Choice Model and Lovelock's (1983) framework for service industry marketing strategies. The five values of the Consumer Choice Model each provide insight into the consumption decision. When applied to the marketing of international education, the Consumer Choice Model suggests that institutions that integrate marketing strategies including one or more of the five values will have a higher yield in international students than those that do not. The five considerations in service industry marketing strategies make a similar case. In order for institutions to successfully market themselves, they must first identify the strategies unique to marketing international education. These theoretical frameworks provide insight into higher education institutions international recruiting strategies. In the following chapter, the frameworks are tested. A content analysis of private liberal arts institutions' international recruiting websites is conducted to identify and analyze the marketing strategies of those institutions.

Chapter Three: Empirical Analysis

This chapter contains empirical analyses based on the theoretical framework. Based upon the theory of consumer choice and service industry theory, it is predicted that four-year private liberal arts institutions will rely heavily on their websites to attract international students. In this reliance, they will attempt to provide the international students with the information necessary to make their college decisions. Information takes many forms: communicative, financial, social, and institutional. This paper evaluates the information provided by the sample institutions in order to draw conclusions concerning the marketing of international education.

ii. Research Method:

This paper conducts a content analysis and series of regressions of the international admissions websites of selected four-year private liberal arts institutions in the United States. The content analysis consists of a coding manual defining each variable and its corresponding numerical value, a codebook to record the findings by institution, and detailed interpretation of the findings. This paper also conducts a series of regressions from the institutions that included the percentage of international students enrolled in their campuses as part of their marketing strategies. The percentage is regressed against several other information sources included on the webpages in order to determine possible relationships. From these findings, this paper draws conclusions regarding contemporary international education marketing.

iii. Sample:

There are hundreds of higher education institutions in the United States. For the sample in this study, this paper first consulted the list of Division III schools in the National Collegiate Athletic Association (NCAA). Four-year private liberal arts institutions fall into this division. Division III public institutions, satellite campuses, and universities were then removed from the

initial list as not qualifying for the study. This is due to the sampling patterns of previous studies. Previous studies conduct their research primarily on large, public, research universities and their satellite campuses. The study contributes to the field by selecting four-year private liberal arts institutions as its sample. Such institutions are underrepresented in the current body of work. Additionally, liberal learning promotes global awareness and the free distribution of knowledge across nations and cultures. Thus, making these institutions prime candidates for a study in international education.

From this new list, the schools are separated into five categories based upon their regional location: Northeast, Southeast, Midwest, Southwest, and West. At first notice, the Northeast and Midwest far outnumber the other regions in terms of number of eligible schools. In order to feasibly examine the websites of the sample schools within the time limitations of undergraduate research, this study sets a fixed proportion of 20% of eligible schools in each region. This brings the sample to 57 institutions: 26 from the Northeast, 9 from the Southeast, 17 from the Midwest, 2 from the Southwest, and 3 from the West. The specific institutions within those categories are chosen at random. Institutions are coded for their enrollment type (coed, all female, all male), enrollment number in terms of undergraduate students, region, and location (urban, rural, suburban, small town). While the content analysis describes the qualitative characteristics of the data set, the following table illustrates the quantitative characteristics of the sample institutions.

Table 3.1: Summary of Institutional Descriptive Statistics

	Enrollment (Number of Undergraduate Students)	**Tuition** (Dollars/ Year)
Average	1701	33306.30
Variance	570071	97435192.40
Standard Deviation	755	9870.93
Minimum	280	0
Maximum	3993	48666

The sample institutions have an average enrollment of 1,701 students. The largest institution, Calvin College, enrolls 3,993 students. Bryn Athyn College has the smallest campus community with 280 students. The data set contains tuition information as well. The sample institutions have an average tuition of $33,306.30. The institution with the highest tuition is Macalester College charging $48, 666 for tuition. Berea College, as a work college, does not charge tuition. Admitted students accept a work site and work award upon enrollment that covers their tuition.

iv. Variables:

The model contains several variables predicted to have an effect on international enrollment. The following section defines each variable of interest and its place in the model. While some of these variables are listed in separate columns in the codebook and manual, they may be described in their larger more general categories in this summary.

Enrollment:

Enrollment marks the recruitment capacity for the school. Every institution has a target enrollment or range necessary to operate. From a prospective student's perspective, enrollment is an indicator of the campus community. Students begin to appreciate the environment of a specific institution based upon the number of students who attend. Additionally, enrollment can also mark the selectivity of a school. When a prospective student examines the enrollment level along with the acceptance rate, the student can judge his or her chances of acceptance. This can influence whether or not the student will apply. For the international student, both these implications of institution enrollment can impact his or her decision to enroll.

Financial Information:

Finances influence many students' decisions to enroll in college. International students are no exception to this trend. Just as consumers choose between two alternate goods or services

based upon price, so do prospective students choose between alternate institutions. The first indicator of price is the cost of tuition. With tuition considerations come financial aid and scholarship discussions. Because international students do not qualify for federal aid, many of them rely on institutional aid and scholarships in order to study in the US. If an institution offers scholarships specifically for international students, they demonstrate sensitivity to the international students' financial needs. Assuming that scholarships and financial aid opportunities increase the attractiveness of a particular institution for a prospective student, presence of financial information on the international recruitment website can be interpreted as positive marketing strategy.

Institutions may also relieve the financial burden for the international student by waiving the application fee. When applying to several institutions at once, the application fees add up. These nonrefundable fees can be incredibly burdensome for the applicant. If an institution offers a free application, that institution becomes for attractive to the international student. Therefore, application fee waivers can be employed as a higher education marketing technique.

Location:

International students may also take the location of an institution into the enrollment decision. Locations are coded as urban, rural, suburban, or small town. The location of an institution can affect the on campus climate and off campus activities. Students may select an environment similar to that in which they have grown up for its familiarity. Conversely, they may select an environment vastly different from their homeland in order to make the most of their international education experience.

Location can also indicate an institution's access to airports or other major modes of transportation. As many international students must fly to reach their US host institutions, they may prefer institutions with proximity to major airports.

Website Accessibility:

If an institution's website is not accessible to international students, then its marketing strategies are for naught. In order to make the website accessible to the largest prospective student base, an institution may offer their website in different languages. Websites in the sample will be coded for the availability of different languages as well as which languages are available. The specific languages available may indicate if an institution is targeting a specific nationality of international student.

Communication with Admissions:

Communication with the admissions office is key for any prospective student. Admissions counselors are likely the first institutional administrator with whom the prospective student meets. While the international prospective student may not meet with the counselor in person, technology can still provide a point of contact. Institutions may offer email, instant message, or video communication. In this way, the prospective student can communicate any questions or concerns throughout the admissions process directly to the counselor in charge of their application. This brings a personal touch to the admissions process; institutions hope that that this personal touch will illustrate their care and support of every applicant. This display of care can be interpreted as a marketing strategy.

Experiencing Campus:

For the international student, visiting campus before enrolling in a US institution can be very difficult. Some may be able to afford the trip. The website of the institution then may hold a

link to schedule a visit. Institutions may even go as far as to sponsor foreign students to visit by paying for flights and other travel expenses. This may be clearly communicated on the international recruitment page. For those who must experience campus remotely, an institution may include still images or video-tours of the campus and facilities. In this way, the prospective is able to "test drive" the fit of the institution without visiting in person.

Images of Students:

The images that the sample institutions include on their international recruitment websites may reveal marketing strategies. In order to appeal to prospective students, institutions may include images of young college-age individuals. Institutions are coded depending upon whether or not they include such images. If the institution does include an image of a student or group of students, the image will be coded according to its racial representation.

Established International Recruitment Efforts:

Institutions with a history of success in international recruitment may want to publish this on their websites. This information may appear in the form of published percentages of international students over time, personal accounts of international students' campus experiences, and the employment of an international admissions liaison or international recruitment team are just some of the ways institutions can communicate their success in international recruitment. In communicating this information, the institution attempts to set itself apart from its competition.

v. Content Analysis

As research surrounding international recruiting strategies of private liberal arts institutions is underrepresented in the field, a content analysis is the best method to begin to evaluate the practices of these institutions. The following table contains the coding manual for

the content analysis. Each institution is coded in terms of the variables of interest and the corresponding numerical value.

Figure 3.1: Coding Manual

Institution Location 1. Urban 2. Rural 3. Suburban 4. Small Town	**Experiencing Campus** 1. Still Photos 2. Virtual Tour 3. Invitation to Visit
Region 1. Northeast (NE) 2. Southeast (SE) 3. Midwest (MW) 4. Southwest (SW)	**Communication with Admissions** 1. None 2. Email 3. Skype/ Videochat 4. Phone 5. Mixed Modes of Communication
Enrollment Type 1. Coed 2. Female Only 3. Male Only	**Employ International Admissions Counselor** 1. No 2. Yes
Application Fee 1. No 2. Yes	**Shows International Enrollment Over Time** 1. No 2. Yes
Scholarships Available 1. No 2. Yes	**Links to Academic Information** 1. No 2. Yes
Welcome Message Included 1. No 2. Yes	**Links to Multicultural Student Groups** 1. No 2. Yes
Images of Students Present 1. None 2. Caucasian Only 3. Mixed Students 4. Students of Color Only	**Website Offered in Language Other Than English** 1. No 2. Yes
Students of Color Shown 1. Black 2. Asian 3. Middle Eastern 4. Indian/ Southeast Asian 5. Latin American 6. Mixed Students of Color	**Language Other Than English Offered** 1. Mandarin 2. Japanese 3. Spanish 4. French 5. Portuguese 6. Arabic 7. Several Options Offered

The 57 private liberal arts institutions are coded for each of the variables of interest in the coding manual. The international recruiting website for each institution provided the source material for the coding manual and codebook of the content analysis (refer to Appendix A for the content analysis codebook).

The following is a summary of the variables in the study.

Table 3.2: Summary of Content Analysis

Location				**Communication With Admissions**		
Urban	Rural	Suburban	Small Town	Email	Multiple Modes	None
7.00%	35.10%	22.80%	36.80%	89.50%	8.80%	1.80%
Application Fee				**Employ an International Admissions Counselor**		
Yes	No		Unspecified	Yes	No	
36.80%	29.80%		33.30%	63.20%	36.80%	
Scholarship and Financial Aid				**Experiencing Campus**		
Yes		No		Stills	Visit Invitation	Virtual Tour
91.20%		8.70%		64.90%	1.70%	31.50%
Welcome Message				**Links to Academic Information**		
Yes		No		Yes	No	
64.90%		35.10%		49.10%	50.90%	
Images of Students				**Links to Multicultural Student Groups**		
Caucasian Only	Caucasian and Students of Color	Students of Color Only	No Images of Students	Yes	No	
7.00%	40.40%	26.30%	26.30%	29.80%	70.20%	
Students of Color Shown				**Website Offered in Language Other than English**		
Black	Asian	Middle Eastern	Indian or Southeast Asian	Yes	No	
15.80%	31.60%	2.60%	5.20%	14.00%	89.50%	
				Non-English Language Offered		
Latin American		Diverse Group		Mandarin Chinese Only	Multiple Languages	
7.90%		36.80%		50%	50%	

The majority of sample institutions are located in either rural or small town settings. This may be due to the residential nature of many liberal arts institutions; rural and small town settings can accommodate on-campus living facilities for students. Over 90% of sample institutions offer

scholarship or financial aid to international students. This may be indicative of the institutions' recognition of the particular financial needs of the international student. 73.7% of institutions include images of students on their international recruiting websites; the majority of these images show both Caucasian and students of color. While the majority of institutions display images of diverse groups of students of color, nearly one-third of sample institutions display images of Asian students only. This may reflect existing relationships with recruiters in Asian countries, or signal marketing intended to attract students from those countries.

Of the 57 sample institutions, 63.2% employ an international admissions counselor. This statistic suggests the importance of international recruitment to those institutions; they employ a counselor to address the specific needs of international students. Finally, only 14% of institutions offered their international admissions website in a language other than English. Of this subset of institutions, 50% offer Mandarin as the sole non-English language while the other 50% offer multiple non-English languages. Those additional languages reported are Japanese, Spanish, French, and Arabic.

vi. Correlation Matrix

A correlation matrix reveals the relationships of the variables of interest (refer to the Appendix B for the matrix). A positive correlation is found between the enrollment number and links to multicultural student groups. This may suggest that institutions with greater enrollment are more likely to include links to multicultural student group sites on their international recruiting sites. There is a positive correlation between tuition and the employment of an international counselor. This may suggest that institutions with higher tuition levels are more likely to employ an international admissions counselor than those with lower tuition levels.

Institutions that charge more for tuition may have the funds to support a full time international admissions counselor, where those that charge less may not be able to afford this staff member.

Students of color shown positively correlates with links to multicultural student groups. This may suggest that institutions that utilize images of students of color as a recruiting strategy also support their students of color through multicultural groups and support services. There is a strong positive correlation between the region of the institution and links to academic information. This may suggest that institutions in the suburban and small town location categories are more likely to include academic information than institutions in the urban and rural locations. Communication with admissions positively correlates with experiencing campus. This may suggest that institutions that offer multiple modes of communication are more likely to offer multiple ways for prospective international students to experience campus. There is a marginal positive correlation between institution location and enrollment type. This may suggest that female only institutions are more likely to be located in small towns than coed or male only institutions. Images of students present marginally positively correlates with institution location. This may suggest that institutions in the suburbs or small towns are more likely to post images of students on their international recruiting sites. Finally, the data suggest a positive correlation between links to academic information and links to multicultural student groups. This may suggest that institutions that include links academic information are more likely to include links multicultural student groups as well.

The data also suggest several negative correlations between the variables of interest as well. Application fee negatively correlates with enrollment type. There is a negative correlation between students of color shown and the location of the institution. Enrollment type marginally

negatively correlates with experiencing campus. The final negative correlation lies between experiencing campus and links to academic information.

vii. Multicollinearity

The correlation matrix also reveals potential multicollinear relationships between the independent variables. A marginal multicollinear relationship appears between website offered in languages other than English and languages other than English offered as well as another marginally multicollinear relationship between images of students present and students of color shown. Multicollinearity is present in each instance as one variable is a subset of the other. Therefore, mulitcollinearity does not pose a problem for the model.

viii. Regression Analysis

A survey of the data yields new variable: international student enrollment in terms of percentage. 22 institutions in the sample published the percentage of their student populations who identify as international students. This published percentage, like the other variables of interest, can be considered a marketing strategy. To evaluate the effect of this marketing strategy, the international student enrollment variable is regressed with respect to six variables of interest: application fee, scholarship and financial aid available, employment of an international admissions counselor, images of students present, communication with admissions, and website offered in a language other than English. The international student enrollment variable is regressed first with each explanatory variable separately in order to evaluate significance. This series is followed by a regression model with including all six explanatory variables in order to determine the significance of the model as a whole. The following series of tables illustrates the regression results:

Table 3.3: Regression Results I
International Student Enrollment and Application Fee

Source	SS	df	MS		
Model	33.9568372	1	33.9568372	Number of obs	= 22
Residual	641.377711	20	32.068856	F (1, 20)	= 1.06
Total	675.334549	21	32.158788	Prob > F	= 0.3158
				R-squared	= 0.0503
				Adj R-squared	= 0.0028
				Root MSE	= 5.6629

International Enrollment (%)	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
Application Fee	1.394792	1.355463	1.03	0.316	-0.1432655	4.222238
_cons	9.39375	1.415735	6.64	0.0000	6.440579	12.34692

Table 3.4: Regression Results II
International Student Enrollment and Scholarship and Financial Aid Available

Source	SS	df	MS		
Model	24.6225457	1	24.6225457	Number of obs	= 22
Residual	650.712003	20	32.5356001	F (1, 20)	= 0.76
Total	675.334549	21	32.158788	Prob > F	= 0.3947
				R-squared	= 0.0365
				Adj R-squared	= -0.0117
				Root MSE	= 5.704

International Enrollment (%)	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
Scholarship and Financial Aid Available	-1.84	2.115099	-0.87	0.395	-6.25202	2.57202
_cons	13.5	4.033336	3.35	0.003	5.86608	21.91339

Table 3.5: Regression Results III
International Student Enrollment and Employment of an International Admissions Counselor

Source	SS	df	MS		
Model	71.3865086	1	71.3865086	Number of obs	= 22
Residual	603.94804	20	30.197402	F (1, 20)	= 2.36
Total	675.334549	21	32.158788	Prob > F	= 0.01398
				R-squared	= 0.1057
				Adj R-squared	= 0.061
				Root MSE	= 5.4952

International Enrollment (%)	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
Employ International Admissions Counselor	-1.872321	1.217747	-1.54	0.14	-4.412497	0.6678546
_cons	12.5375	1.942852	6.45	0.00000	8.484781	16.59022

Table 3.6: Regression Results IV
International Student Enrollment and Images of Students Present

Source	SS	df	MS		
Model	95.8914598	1	95.8914598	Number of obs	= 22
Residual	579.443089	20	28.9721544	F (1, 20)	= 3.31
Total	675.334549	21	32.158788	Prob > F	= 0.0839
				R-squared	= 0.1420
				Adj R-squared	= 0.0991
				Root MSE	= 5.3826

International Enrollment (%)	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
Images of Students Present	2.51	0.9917775	1.82	0.084	-0.2644905	3.873133
_cons	4.45	2.77311	2.01	0.059	-0.222878	11.34633

Table 3.7: Regression Results V
International Student Enrollment and Communication with Admissions

Source	SS	df	MS		
Model	103.092546	1	103.092546	Number of obs	= 22
Residual	572.242003	20	28.6121001	F (1, 20)	= 3.60
Total	675.334549	21	32.158788	Prob > F	= 0.0722
				R-squared	= 0.1527
				Adj R-squared	= 0.1103
				Root MSE	= 5.349

International Enrollment (%)	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
Communication with Admissions	2.51	1.322315	1.90	0.072	-0.248301	5.268301
_cons	4.45	3.214366	1.38	0.181	-2.25505	11.15505

3.8: Regression Results VI
International Student Enrollment and Website Offered in a Language Other than English

Source	SS	df	MS		
Model	46.844546	1	46.844546	Number of obs	= 22
Residual	628.490003	20	31.4245001	F (1, 20)	= 1.49
Total	675.334549	21	32.158788	Prob > F	= 0.2363
				R-squared	= 0.0694
				Adj R-squared	= 0.0228
				Root MSE	= 5.6058

International Enrollment (%)	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
Website Offered in a Language Other than English	1.891667	1.549349	1.22	0.236	-1.340219	5.123552
_cons	9.466667	1.321289	7.16	0.0000	6.710505	12.22283

Table 3.3 illustrates the regression results for the international student enrollment variable against the presence of an application fee. The regression suggests a positive relationship between the international student enrollment variable and the application fee. All else held

constant, the regression suggests that the presence of an application fee is expected to yield a 1.39 percentage point increase in international student enrollment. The result is not statistically significant at the 10 percent level. This is also contrary to economic reasoning. One would expect the lack of an application fee to increase the international student enrollment variable.

Table 3.4 holds the regression results for the international student enrollment variable and the availability of scholarship and financial aid. The coefficient for scholarship and financial aid availability suggest a negative relationship between the international student enrollment variable and the availability of scholarship and financial aid. All else constant, the regression results suggest that the availability of scholarship and financial aid is expected to reflect a 1.84 percentage point decrease in international enrollment. According to the regression output, this result is not statistically significant at the 10 percent level. This result is contrary to economic reasoning. One would expect the presence of scholarship and financial aid for international students to increase international student enrollment.

Table 3.5 illustrates the regression output for the international student enrollment variable and the employment of an international admissions counselor. The coefficient for the employment of an international admissions counselor suggests a negative relationship with the international student enrollment variable. All else constant, the regression results suggest that the employment of an international admissions counselor corresponds with a 1.87 percentage point decrease in the enrollment of international students. This result is statistically significant at the 10 percent level and overall significant as a model. However, contrary to economic reasoning as one would expect that the employment of an international admissions counselor would lead to an increase in international student enrollment.

Table 3.6 holds the regression results for the international student enrollment variable and the presence of images of students on the website. The coefficient for images of students present suggests a positive relationship with the international student enrollment variable. All else constant, the regression results suggest that the presence of images of students on an international recruiting website is expected to correspond with a 1.80 percentage point increase in international student enrollment. This result is statistically significant at the 10 percent level and overall significant as a model. Additionally, the result conforms to economic reasoning. Prospective international students may be drawn to images of fellow international students and therefore choose to enroll.

Table 3.7 illustrates the regression output for the international student enrollment variable and the options for communication with admissions. The coefficient for communication with admissions suggests that a positive relationship exists between the international student enrollment variable and communication with admissions. All else held constant, the regression results suggest that a 1 unit increase in the mode of communication (ex: none to phone, or phone to multiple modes) is expected to correspond with a 2.51 percentage point increase in international student enrollment. This result is statistically significant at the 10 percent level. This is also in line with economic reasoning. As an institution increases the modes of communication, it increases its opportunity of connecting with and recruiting an international prospective student. It follows then, that an increase in the modes of communication with admissions could lead to an increase in international student enrollment.

Regression table 3.8 illustrates the regression results of the international student enrollment variable and the availability of languages other than English for the international recruiting website. The coefficient for website offered in language other than English suggests a

positive relationship between the international student enrollment variable and the availability of non-English languages for the website. The regression results suggest that all else held constant, the availability of a non-English language for the website is expected to lead to a 1.89 percentage point increase in international student enrollment. The model is not statistically significant at the 10 percent level and may hold economic significance. If the website offers several language options, this increases the prospective international student's potential to receive and understand institutional information. One would expect that easier comprehension of the marketing material would lead to a greater potential to yield the international student, thus increasing the international student enrollment variable.

Table 3.9: Regression Results VII
Complete Model

Source	SS	df	MS		Number of obs =	22
Model	275.175001	6	45.865002		F (1, 20) =	1.72
Residual	400.159547	15	26.6773032		Prob > F =	0.1845
Total	675.334549	21	32.158788		R-squared =	0.4075
					Adj R-squared =	0.1705
					Root MSE =	5.165

International Enrollment (%)	Coef.	Std. Err.	t	P>|t|	[95% Conf.	Interval]
Images of Students Present	0.9676108	1.110785	0.87	0.397	-1.399972	3.335193
Communication with Admissions	2.40821	1.607638	1.50	0.155	-1.01839	5.83481
Employ International Admissions Counselor	-2.143842	1.28025	-1.67	0.115	-4.872631	0.5849464
Website Offered in a Language Other than English	1.76564	1.692803	1.04	0.313	-1.842485	5.373765
Scholarship and Financial Aid Available	1.015271	2.493509	0.41	0.690	-4.299517	6.330059
Application Fee	0.5324507	1.374111	0.39	0.704	-2.396398	3.4613
_cons	2.168432	6.678663	0.32	0.750	-12.0668	16.40366

This final regression output illustrates the interaction of all six explanatory variables with the international student enrollment variable. While four of the variables are marginally insignificant, two yield statistical significance at the 10 percent level. All else equal, an increase in the modes of communication with admissions will lead to a 2.41 percentage point increase in international student enrollment. Conversely, the regression results suggest that the employment

of an international admissions counselor will lead to a 2.14 percentage point decrease in international student enrollment, all else equal.

The complete regression also reveals the statistical significance of the model as a whole. The regression output states that the model is statistically significant at the 10 percent level. This suggests that the six explanatory variables in the content analysis do lead to an overall increase in international student enrollment.

ix. Omitted Variable Bias

It is possible that there are other variables influencing the online international recruiting strategies of private liberal arts institutions that are not present in this model. One such variable is institutional marketing expenditures. The total financial resources allocated to international recruitment may affect the success of international recruitment. As this information is not publically available on the international recruiting website of the institution, it could not be included in the model. Another variable potentially affecting the model of international recruitment is access to the Internet. As the study focuses solely on online international recruiting strategies, prospective international students without access to the Internet would not have access to the marketing strategies of the institution. This in turn could impact the international student yield for the institution. Name recognition abroad may also impact the model. For example, institutions that offer their websites in Mandarin may have established relationships with certain schools or regions in China. This would increase the name recognition of that institution in the region and influence which students access the website and choose to pursue enrollment.

x. Conclusion

The empirical results are consistent with the hypothesis that institutions with varied online marketing strategies will have a higher yield in international students. While some of the explanatory variables yield marginally insignificant coefficients, a case can still be made for their correlation. Communication with admissions, website offered in a language other than English, and images of students present each yield significant coefficients. Similarly, regression of the complete model is overall statistically significant; this suggests that the variables of interest found in the international recruiting websites do hold explanatory power over international student enrollment. Additionally, the correlation matrix illustrates several correlations between the marketing strategies themselves. The content analysis as a whole reveals the diverse international recruiting strategies by private liberal arts institutions. The following and final chapter concludes this study with a discussion of results and opportunity for future studies.

Chapter Four: Discussion and Conclusion

While international education has existed for centuries, the recent decade has seen an increase in global student movement. International education promotes global awareness, reduces racial and ethnic stereotyping, and encourages the international exchange of ideas. In order to attract international students to their classrooms, higher education institutions must market themselves.

Chapter One examines several perspectives concerning the marketing of higher education. Studies in support of higher education marketing showcase its potential to benefit both the institution as the producer and the prospective student as the consumer. Marketing allows the institution to connect with a broad prospective student base, increasing its potential to yield the students that it preferences. The prospective student also benefits from higher education marketing. Through marketing, students may be introduced to an institution that he or she would not otherwise; that institution may just be the college the student identifies as the best fit. Several studies caution against higher education marketing arguing that marketing leads the college or university astray from its mission as an institution of higher learning. These studies suggest that institutions fail in education when they view students as potential clients. Nevertheless, higher education has continued its marketing push since the 1980s. Studies have analyzed the marketing movement in terms of domestic and international education.

A survey of the literature reveals room for contribution in the field. Previous studies focus primarily on Canadian, Australian, and British colleges and universities. Additionally, previous studies analyze large, public, research universities as their subjects. Finally, the most recent study in terms of international education marketing analyzes marketing in the form of paper mailings to international students. This paper contributes to the current body of work by

examining the online international recruiting strategies of American four-year, private, liberal arts institutions.

From this proposed contribution, Chapter Two explores the theoretical framework supporting the marketing of international education. Two models are defined and applied: the Consumer Choice Model and service industry marketing theory. The model of consumer choice states that effective marketing considers the five values of consumer choice: functional, conditional, social, emotional, and epistemic. If consumers identify with a service through one of the five values, they are more likely to purchase that service. Service providers, higher education institutions, will tailor their marketing efforts to reflect these values in order to attract international students. Institutions will also employ service industry marketing strategies in order to attract international students. Service industry marketing strategies encourage the service provider to consider its role in the market, relationship to the client, and nature of the service act. Institutions should recognize their role as a service of the mind with students as member-clients. With this theoretical framework in place, this paper hypothesizes that the private liberal arts institutions that diversify their marketing strategies according to the theory will see a higher yield in international students than those that do not.

Chapter Three conducts the empirical testing of the hypothesis. International recruiting websites from 57 liberal arts institutions around the country are analyzed. Each institution is coded according to the marketing strategies and information present on their websites. A regression analysis of international student enrollment with six variables of interest yields significant results. In the individual regressions, communication with admissions, website offered in a language other than English, and images of students present each hold statistical significance in terms of increasing international student enrollment. Similarly, the individual

regressions of international student enrollment with employment of an international admissions counselor, communication with admissions, website offered in a language other than English, and images of students present are each overall significant as models. The final regression with all six explanatory variables is also statistically significant. This suggests that the variables of interest do have explanatory power over international student enrollment.

The content analysis itself reveals the diverse marketing strategies of each of the sample institutions. According to the international recruiting websites, each institution employs several marketing strategies in order to attract international students. Each of these marketing strategies has the potential to resonate with a particular prospective international student. As international education is expected to continue to increase in the United States, international recruiting strategies are also expected to increase and strengthen.

There are several different opportunities for the further study of international education marketing strategies. An omitted variable in this study is international recruitment expenditures. Institutions that heavily allocate resources for international recruitment may employ different international marketing strategies than those that do not or cannot. The inclusion of this variable in future studies would further contribute to the body of work. Additionally, studies may also include survey data from international students themselves. Studies may ask students to report the method of marketing that connected them to the school. As current international students are yielded students, this may provide insight into the effectiveness of the marketing strategies. A comparative study of the international marketing strategies of four-year private liberal arts institutions and large, public, research universities may also be worth exploring. Just as the institutions vary in size and scope, their marketing strategies may as well. A comparative

analysis would reveal the differences and implications of the differences in international marketing strategies.

Appendix A: Content Analysis Codebook

No.	Institution	Date Accessed	Enrollment Type	Enrollment Number (undergrads)	International student makeup	Tuition ($/yr)
1	Albright College	2/17/15	1	1700		35860
2	Alvernia University	2/17/15	1	1500		29500
3	Anna Maria College	2/17/15	1	1000		31920
4	Bard College	2/17/15	1	2000	21%	47560
5	Becker College	2/17/15	1	2000		31320
6	Bryn Athyn College	2/17/15	1	280		18609
7	Cedar Crest College	2/17/15	2	1400		33904
8	Colby College	2/18/15	1	1850	9%	45760
9	Eastern Nazarene College	2/18/15	1	1400		29380
10	Franklin and Marshall College	2/20/15	1	2350	13%	48414
11	Green Mountain College	2/20/15	1	826		32594
12	Hartwick College	2/20/15	1	1507	4%	39260
13	Juniata College	2/20/15	1	1626	9%	37870
14	King's College (PA)	2/20/15	1	2200		27860
15	Lebanon Valley College	2/20/15	1	1573		36470
16	Nazareth College	2/21/15	1	2057		29244
17	Newbury College	2/21/15	1	874		28830
18	New England College	2/21/15	1	1127	6%	33300
19	Pine Manor College	2/21/15	1	405	27%	25516
20	Roger Williams University	2/22/15	1	3875		29976
21	Smith College	2/22/15	2	2500	12%	46010
22	College of Saint Elizabeth (Women'	2/22/15	2	2100		29148
23	Thiel College	2/22/15	1	1100		25998
24	Washington and Jefferson College	2/22/15	1	1362	3.10%	40722
25	Wells College	2/22/15	1	500	3%	35200
26	Wheaton College (MA)	2/22/15	1	1600		46120
27	Berea College	2/22/15	1	1613	7.10%	0
28	Birmingham-Southern College	2/22/15	1	1185		31954
29	Ferrum College	2/22/15	1	1500		29680
30	Huntingdon College	2/22/15	1	1100		23500
31	Lynchburg College	2/22/15	1	2200		43075
32	Mississippi College	2/22/15	1	2905		15242
33	Randolph-Macon College	2/22/15	1	1400		35360
34	Rust College	2/22/15	1	1100		9286
35	Thomas More College	2/22/15	1	1600		27268
36	Alma College	2/22/15	1	1396		35386
37	Beloit College	2/22/15	1	1296	10%	42220
38	Calvin College	2/22/15	1	3993	11%	29400
39	Crown College (MN)	2/22/15	1	1300		23540
40	DePauw University	2/22/15	1	2217	9%	42050
41	Elmhurst College	2/22/15	1	2700		33700
42	Grinnell College	2/22/15	1	1600	13%	46990
43	Hope College	2/22/15	1	3388		29390
44	Knox College	2/22/15	1	1420	11%	41094
45	Macalester College	2/23/15	1	2073	14%	48666
46	North Central College	2/23/15	1	2800		35050
47	Oberlin College	2/23/15	1	2300	7.20%	48054
48	Ripon College	2/23/15	1	904		33207
49	Saint Mary's College (IN)	2/23/15	2	1500		35970
50	The College of St. Scholastica	2/23/15	1	1912	6%	33784
51	Westminster College (MO)	2/23/15	1	950	14%	22200
52	Wisconsin Lutheran College	2/23/15	1	1179		25960
53	McMurry University	2/23/15	1	1200		24844
54	Schreiner University	2/23/15	1	1130		23386
55	Colorado College	2/23/15	1	2008	5%	46000
56	Lewis and Clark College	2/23/15	1	1985	9%	43022
57	University of Redlands	2/23/15	1	2410		42836

No.	Institution	Images of Students	Students of Color Shown	Shows Internationals Over Time	Communication with Admissions	Employ International Counselor	Getting to See Campus
1	Albright College	3	1	1	2	2	1
2	Alvernia University	3	1	1	2	1	2
3	Anna Maria College	1	0	1	2	2	1
4	Bard College	3	2	1	5	1	2
5	Becker College	3	2	1	1	1	1
6	Bryn Athyn College	2	0	1	5	1	2
7	Cedar Crest College	2	0	1	2	1	0
8	Colby College	2	0	1	2	2	1
9	Eastern Nazarene College	3	6	1	2	2	2
10	Franklin and Marshall College	4	4	1	5	2	2
11	Green Mountain College	1	0	1	5	2	2
12	Hartwick College	1	0	1	2	2	2
13	Juniata College	3	1	1	2	2	2
14	King's College (PA)	3	6	1	2	2	2
15	Lebanon Valley College	4	2	1	2	1	2
16	Nazareth College	3	6	1	2	2	1
17	Newbury College	4	1	1	2	2	1
18	New England College	3	2	1	2	1	1
19	Pine Manor College	4	2	1	2	1	1
20	Roger Williams University	3	1	1	2	1	1
21	Smith College	1	0	1	2	2	1
22	College of Saint Elizabeth (Women's College)	3	6	1	2	1	1
23	Thiel College	4	2	1	2	2	2
24	Washington and Jefferson College	1	0	1	2	2	3
25	Wells College	3	4	1	2	2	2
26	Wheaton College (MA)	3	2	1	2	2	1
27	Berea College	1	0	1	2	1	1
28	Birmingham-Southern College	3	6	1	2	2	2
29	Ferrum College	4	2	1	2	2	1
30	Huntingdon College	4	5	1	2	1	1
31	Lynchburg College	1	0	1	5	2	1
32	Mississippi College	3	6	1	2	1	1
33	Randolph-Macon College	1	0	1	2	2	2
34	Rust College	1	0	1	2	1	1
35	Thomas More College	3	1	1	2	2	1
36	Alma College	1	0	1	2	2	1
37	Beloit College	1	0	1	2	2	2
38	Calvin College	3	2	1	2	2	1
39	Crown College (MN)	3	2	1	2	2	1
40	DePauw University	3	6	1	2	2	1
41	Elmhurst College	2	0	1	2	1	2
42	Grinnell College	1	0	1	2	1	1
43	Hope College	1	0	1	2	2	1
44	Knox College	3	5	1	2	2	1
45	Macalester College	3	6	1	2	2	2
46	North Central College	3	6	1	2	2	1
47	Oberlin College	3	2	1	2	1	1
48	Ripon College	4	3	1	2	2	1
49	Saint Mary's College (IN)	4	2	1	2	1	1
50	The College of St. Scholastica	4	2	1	2	2	1
51	Westminster College (MO)	4	6	1	2	1	1
52	Wisconsin Lutheran College	4	6	1	2	1	1
53	McMurry University	1	0	1	2	2	1
54	Schreiner University	4	6	1	2	2	1
55	Colorado College	1	0	1	2	1	1
56	Lewis and Clark College	4	6	1	2	2	1
57	University of Redlands	4	5	1	2	2	2

No.	Institution	Links to Academic Information	Website Offered in Language Other than English	Name of Language Other than English	Links to Multicultural Student Groups
1	Albright College	2	1	0	1
2	Alvernia University	1	1	0	1
3	Anna Maria College	1	1	0	1
4	Bard College	2	1	0	2
5	Becker College	2	1	0	2
6	Bryn Athyn College	1	1	0	1
7	Cedar Crest College	2	1	0	2
8	Colby College	1	1	0	1
9	Eastern Nazarene College	1	1	0	1
10	Franklin and Marshall College	1	1	0	1
11	Green Mountain College	1	1	0	1
12	Hartwick College	2	1	0	2
13	Juniata College	1	2	1	2
14	King's College (PA)	1	1	0	2
15	Lebanon Valley College	1	2	1	1
16	Nazareth College	2	1	0	1
17	Newbury College	1	1	0	1
18	New England College	1	1	0	1
19	Pine Manor College	2	2	7	1
20	Roger Williams University	1	1	0	2
21	Smith College	2	1	0	1
22	College of Saint Elizabeth (Women's College)	1	1	0	1
23	Thiel College	1	1	0	1
24	Washington and Jefferson College	1	1	0	1
25	Wells College	2	1	0	1
26	Wheaton College (MA)	1	2	7	1
27	Berea College	2	1	0	1
28	Birmingham-Southern College	1	1	0	2
29	Ferrum College	1	1	0	1
30	Huntingdon College	1	1	0	1
31	Lynchburg College	1	1	0	1
32	Mississippi College	2	2	1	2
33	Randolph-Macon College	1	1	0	1
34	Rust College	1	1	0	1
35	Thomas More College	1	1	0	1
36	Alma College	1	1	0	1
37	Beloit College	2	1	0	1
38	Calvin College	2	2	7	1
39	Crown College (MN)	2	1	0	2
40	DePauw University	1	1	0	1
41	Elmhurst College	1	1	0	1
42	Grinnell College	1	1	0	1
43	Hope College	2	1	0	2
44	Knox College	1	1	0	1
45	Macalester College	2	1	0	2
46	North Central College	2	2	1	2
47	Oberlin College	2	1	0	2
48	Ripon College	2	1	0	1
49	Saint Mary's College (IN)	2	1	0	1
50	The College of St. Scholastica	2	2	7	1
51	Westminster College (MO)	2	1	0	2
52	Wisconsin Lutheran College	2	1	0	2
53	McMurry University	2	1	0	1
54	Schreiner University	2	1	0	1
55	Colorado College	2	1	0	1
56	Lewis and Clark College	2	1	0	2
57	University of Redlands	2	1	0	1

Appendix B: Correlation Matrix

	Enrollment Type	Enrollment Number	Tuition ($/yr)	Region	Location
Enrollment Type	1.0000				
Enrollment Number	0.0638 0.6376	1.0000			
Tuition ($/yr)	0.0829 0.5399	0.2198 0.1005	1.0000		
Region	-0.1341 0.3198	0.1863 0.1653	0.1061 0.4319	1.0000	
Location	0.2384 0.0741	-0.0714 0.5977	-0.0924 0.4943	-0.0850 0.5293	1.0000

	Application Fee	Scholarships/ Financial Aid Available	Welcome Message	Images of Students	Students of Color Shown	Communication with Admissions	Employ International Admissions Counselor
Application Fee	1.0000						
Scholarships/ Financial Aid Available	0.2193 0.1012	1.0000					
Welcome Message	0.0755 0.5769	0.0936 0.4888	1.0000				
Images of Students	-0.0619 0.6475	-0.0506 0.7084	0.0644 0.634	1.0000			
Students of Color Shown	0.0464 0.7316	-0.0892 0.5092	-0.0754 0.5771	0.6540 0.0000	1.0000		
Communication with Admissions	0.0123 0.9274	-0.0348 0.7971	0.0066 0.9609	-0.1319 0.3282	-0.1497 0.2663	1.0000	
Employ International Admissions Counselor	0.0755 0.5769	0.2121 0.1133	0.0198 0.8835	-0.0644 0.6340	0.0787 0.5608	0.0066 0.9609	1.0000

	Experiencing Campus	Links to Academic Information	Website Offered in Language Other than English	Language Other than English Offered	Links to Multicultural Student Groups
Experiencing Campus	1.0000				
Links to Academic Information	-0.2812 0.0341	1.0000			
Website Offered in Language Other than English	-0.0623 0.6454	0.1081 0.4234	1.0000		
Language Other than English Offered	-0.1573 0.2424	0.1430 0.2887	0.7775 0.0000	1.0000	
Links to Multicultural Student Groups	-0.0473 0.7269	0.3566 0.0065	0.0678 0.6163	-0.1404 0.2975	1.0000

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Participant Institutions

Albright College
Alma College
Alvernia University
Anna Maria College
Bard College
Becker College
Beloit College
Berea College
Birmingham-Southern College
Bryn Athyn College
Calvin College
Cedar Crest College
Colby College
College of Saint Elizabeth (Women's College)
Colorado College
Crown College (MN)
DePauw University
Eastern Nazarene College
Elmhurst College
Ferrum College
Franklin and Marshall College
Green Mountain College
Grinnell College
Hartwick College
Hope College
Huntingdon College
Juniata College
King's College (PA)
Knox College
Lebanon Valley College
Lewis and Clark College
Lynchburg College
Macalester College
McMurry University
Mississippi College
Nazareth College
New England College
Newbury College
North Central College
Oberlin College
Pine Manor College
Randolph-Macon College
Ripon College
Roger Williams University
Rust College
Saint Mary's College (IN)
Schreiner University
Smith College
The College of St. Scholastica
Thiel College
Thomas More College
University of Redlands



About the Author

Bailey Blashford is an Economics major who has completed a minor in English. She is a Distinguished Alden Scholar and three-time Alden Scholar. She is an active member of Delta Delta Delta Fraternity, Epsilon Iota chapter. She has held leadership roles in her sorority as the Vice President of Finance and Panhellenic Delegate. She is an Admissions Intern and has worked for the Office of Admissions for three consecutive years. She studied abroad in Italy through the Experiential Learning Seminar program and completed an internship with the City of Pittsburgh. She is a dedicated member of both the choral and theater programs at Allegheny and the Meadville community. Upon graduation, she will attend graduate school to pursue her Masters in Higher Education Administration.