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# How to recruit more international students

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# HOW TO RECRUIT MORE INTERNATIONAL STUDENTS

by
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A Thesis

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December 18, 2002

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# ABSTRACT

Chien-Wen Huang
HOW TO RECRUIT MORE INTERNATIONAL STUDENTS
2002
Dr. Donald Bagin
Master of Arts in Public Relations

The purpose of this study was twofold: 1) to determine international students'

perspectives regarding the (U.S.) school application process, and 2) to compare

recruiters' perspectives regarding the application process. Results indicated affordable

tuition and alumni's satisfaction greatly influenced potential students' willingness to

seriously entertain matriculation at U.S. schools. Major findings from the study included:

Asian students represent over half (55%) of all international students on U.S. campuses;

the United States remains the preferred destination for the vast majority of international

students (80%) due to its advanced educational system; and recruiters, by a wide

majority, chose paper-based application forms over online forms (37%) due to the

verified authenticity of the applicants' signature. Suggestions of ways to attract

prospective international students were discussed.

MINI-ABSTRACT

Chien-Wen Huang
HOW TO RECRUIT MORE INTERNATIONAL STUDENTS
2002
Dr. Donald Bagin
Master of Arts in Public Relations

The purpose of this study was to compare international students and recruiters' viewpoints regarding U.S. schools' application processes. Secondarily, it was to determine what U.S. schools can do to increase their international enrollment. Results indicated affordable tuition and alumni's satisfaction greatly influenced potential students' willingness to seriously entertain matriculation at U.S. schools.

# ACKNOWLEDGMENTS

I would like to use this page to thank the following people who played an important role and helped me over the past two years.

Dr. Don Bagin – my advisor –      for patience and guidance.
My family (Dad, Mom, and two sisters) –      for their support and for having faith in me.
Paul –      for improving my writing skills.
Joy, Helen, and Brett –      for encouragements.

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# Preface

As an international student myself, I understood the complexities and frustrations when I first applied to an U.S. school in 1994. The Internet, i.e. technology, was not as advanced or as popular as it is today. Usually, it took days and even weeks for both the applicant and the school to complete the application process using paper-based forms. Moreover, applicants and schools which used facsimiles as a faster communication channel found that documents occasionally got cut off, or were smeared during the signal transmission. Also, recruiters did not make efforts to do overseas recruiting due to budget limitation and their lack of acknowledgments of the benefits of international enrollments.

Time has changed. Due to the improvement of technology, the whole world has become aware that diversity is the trend today. And the same phenomenon can apply to education. More and more U.S. schools have realized the benefits that international students can bring to campuses, in terms of the diplomatic, economic, and academic aspects.

This study is the result of sampling international students and recruiters' different perspectives when applying to a U.S. school. As an example, which specific school offering will attract more prospective students, which geographic regions will attract these same students when choosing their institutions of higher learning. It also speaks to which formation of application forms students and recruiters preferred to receive and to submit. In summation, this is a study for recruiters to follow to attract international enrollments.

# Chapter One

## Introduction

A university, like all organizations today, would like to be as cost-effective as possible in its operation. This is particularly due to budget cuts that have significantly contributed to decreasing enrollments. Today, universities have become more progressive and proactive by opting for increased international enrollments. The reason is because "87% of international students are self-financed,"[1] which means that they might well be a major component of a department's future survival or contribute to an institution's financial solvency.

Having international students in a university or college encourages better relations among people of different cultures and encourages cross-cultural communication. In addition, it makes institutions sensitive to other cultures. By globalizing the curriculum, domestic students are given a window into these already richly diverse communities. In other words, international students build respect among different people, and encourage constructive leadership in a global community.

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[1] "Report on international educational exchange." Open Doors November 2000: 6

## Need for the Study

According to *Open Doors 2001*, the annual report on International Educational

Exchange published by the Institute of International Education, "547,867 international

students are studying in the United States, reflecting an increase of 6.4% over the

previous year's total and the largest increase since 1980."[2] As a matter of fact, the United

States is the world's most popular destination for international students studying abroad.

"Forty-eight percent of international students are enrolled in over 2,500 institutions

located in 50 U.S. counties."[3] This represents approximately three percent of the total

U.S. student population and 3.8% of all U.S. higher education enrollments.[4]

So far, the United States remains the dominant player in international education

and the preferred destination for many international students. However, the United

Kingdom and Australia have moved aggressively with well-planned campaigns

threatening to cut into the U.S.'s position as the new global education providers.[5]

Statistics showed that between 1995 and 1999, the number of international students in the

U.S. increased by 8.2%. However, the number seems almost stagnant compared to the

30.1% increase by Australia and the 11.7% increase by the U.K.[6]


## Statement of the Problem – Why International Recruitment Matters

"International students help domestic students broaden their horizons and

viewpoints, opening their eyes, thus making them aware of global aspects, and increase

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[2] "Report on international educational exchange." <u>Open Doors</u> November 2001: 2
[3] "Report on international educational exchange." <u>Open Doors</u> November 2000: 10
[4] "Report on international educational exchange." <u>Open Doors</u> November 2000: 3
[5] "Report on international educational exchange." <u>Open Doors</u> November 2000: 24
[6] "Report on international educational exchange." <u>Open Doors</u> November 2000: 24

diversity on campus. That's why (American) schools do overseas recruiting regularly,"[7] said Craig Katz, the director of the Office of Multi-cultural Affairs at Rowan University.

## Delimitations

The population of this study was limited to international students. Those individuals are defined as those who were enrolled for coursework at a U.S. institution of higher education under a temporary student visa.

## Purpose of the Study

Recruiting (more) eligible foreign students to study in the United States and therefore meeting or exceeding previous enrollment numbers needs a complete plan combining marketing and public relations. Marketing is as simple as selling and is also the primary factor for implementing corporate and business strategies. The better one knows one's customers, the more successful one will be in selling one's products and services, noted Edward Ziegler, the director of University Marketing at Rowan University, "Marketing defines the *benefit* for the customers when you have a specific product or service to sell. Define the problem, set a goal to achieve, and find your niche in terms of what your customers' needs are. That's the rule."[8] Ziegler then gave a vivid example of this situation: the merger of the (official) Office of International Student Services and Multicultural Affairs at Rowan University. The University created the office to cater to its customers', i.e. the international students' needs. The Office is responsible for the recruitment, admission, and support of international students at Rowan University.

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[7] Katz, Craig. Personal interview. 5 March. 2002.

To public relations practitioners, the major difference between public relations and marketing is that marketing focuses on selling products and/or services to the customer. In other words, "marketing is a battle of the mind; you have to be believed to be sold."[9] The following is a widely used definition of marketing by Charles E. St. Thomas: "Marketing is a way of managing a business so that each critical business decision is made with a full and prior knowledge of the impact of that decision on the customer."[10] In short, marketing starts by creating awareness, followed by providing knowledge, and then motivates use and desires. As noted by Jeff Wiedner, manager of online communication for the National Mentoring Partnership, "The key factor to a successful marketing plan is 'positioning your product.' Grabbing the customers' attention requires a unique selling proposition. A unique selling proposition means that the distinct and appealing ideas will set your product apart. It is the reason why a customer should come to you instead of your competition."[11]

Another important concept in marketing is promotion. It should be considered as one of several marketing tools designed to build images, as well as a stimulation trial for the continuing use of products or services. Promotion tactics are exactly like those used by public relations practitioners from time to time: i.e. the five Ws (why, whom, what, when, and where) and one H (how). Moreover, assure the objective, the target, reward, timing, and the medium when planning a promotion, or a public relations plan. Promotional planning falls into six steps: awareness, knowledge, desire, trial, purchase,

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[8] Zigman, Ed. Personal interview. 21 February. 2002.
[9] Ailloni-Charas, Dan. Promotion: A Guide to Effective Promotional Planning, Strategies, and Executions. Canada: John Wiley & Sons, Inc. 1984.
[10] Ailloni-Charas, Dan. Promotion: A Guide to Effective Promotional Planning, Strategies, and Executions. Canada: John Wiley & Sons, Inc. 1984.
[11] Wiedner, Jeff. "Positioning your product." National Mentoring Partnership June 1996.

and repurchase.[12] Therefore, when planning to promote a school's image to attract more international students, all recruiters can follow those six steps as their simple guideline.

As for public relations, "The goal of public relations is not to produce something from scratch, but to change behavior and/or attitude. It focuses on outcome,"[13] Ziegler added. In addition, Patrick Jackson's "Double Bottom-Line" theory fits the situation perfectly. The first bottom line is to establish a relationship with the target audience. In this case, U.S. schools need a complete marketing/PR plan to develop a stronger bond with prospective international students. The second bottom line seeks profit and productivity. Therefore, the more new international students come to U.S. campuses, the more benefits, such as diversity, can be gained by the school. Barbara A. Waters, the coordinator of International Admissions at Fairfield University, Fairfield, Connecticut, shows how important public relations is in her dissertation. "When a university has a strong department or reputation, this message must be conveyed to the audience, and all public relations materials need to reflect this. However, the information must be presented honestly, accurately, and ethically so that the student can make a decision based on facts. Written materials should include specific information on the emphasis of a particular program, as well as identifying faculty research interests. Selecting a U.S. school is a complex process for a foreign student...administrators and those who can maximize their institution's strengths in the above manner will certainly benefit by recruiting more foreign students."[14]

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[12] Ailloni-Charas, Dan. Promotion: A Guide to Effective Promotional Planning, Strategies, and Executions. Canada: John Wiley & Sons, Inc. 1984.
[13] Zigman, Ed. Personal interview. 21 February. 2002.
[14] Waters, Barbara A. "Strategic Recruiting of Foreign Students." Open Doors 1998.

## Terminology

- **The *Open Doors* report:**

The annual report on international education published by the Institute of International Education since 1949, and with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs since the early 1970s.

- **Institute of International Education (IIE):**

The leading not-for-profit educational and cultural exchange organization in the United States.

- **International Education Foundation (IEF):**

A non-profit organization that is dedicated to bridging the information gap between international students and U.S. academic institutions. IEF has worked with educators, school representatives, business leaders, and government officials worldwide on a range of international student services and educational exchange programs since 1992.

- **International Students:**

Those who are enrolled for courses and who are admitted under a temporary visa. These individuals are overwhelmingly admitted expressly for the purpose of study but also may include spouses or other dependents of individuals admitted temporarily for other purposes. They do not include recent immigrants, resident aliens, or refugees.

- **Marketing:**

The Merriam-Webster's Collegiate Dictionary defines "marketing" as "the act or process of selling or purchasing in a market," or "the process or technique of promoting, selling, and distributing a product or service."

- **Promotion:**

"The act or fact of being raised in position," or "the act of furthering the growth or development of something." This is especially true in "the furtherance of the acceptance and sale of merchandise through advertising, publicity, or discounting." This is based on the definitions on Merriam-Webster's Collegiate Dictionary.

- **Public Relations:**

According to the PRSA[15] (Public Relations Society of America) web site, the definition of public relations, which has become most accepted and widely used, is: "Public relations helps an organization and its publics adapt mutually to each other." In this definition, the essential functions of research, planning, communications dialogue and evaluation are implied.

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[15] http://www.prsa.org

# Chapter Two

Related Literature

## Introduction

Relevant literature on recruiting international students, especially Asian students, was found through various sources:

1. At the Keith and Shirley Campbell Library, Rowan University, New Jersey. Two pertinent databases, Virtual Academic Library Environment of New Jersey (VALE) and ProQuest, were used for further research.

2. The Library's on-line catalogues generated numerous books, articles, and subjects that are related to marketing to Asian students.

3. A search through various public search engines available on the Internet,

   The following pages summarize these relevant findings. Why does recruiting international students seem important to American schools? And why focus on Asian students?

## Literature Review

### America is Losing Ground

Although the number of foreign students studying in the United States has increased about 6% in 2000-2001, the U.S.'s share of international students has dropped from 40% to 30% during the last 15 years. The reason is primarily the increasing recruitment efforts from other countries.

According to a study of U.S. Information Agency's (USIA) network of overseas advising centers[16], the biggest competitors for these students are:

- Britain

- Australia

- Canada

- Germany

- France/Japan

Many of these countries have national recruitment policies and have made it easier for foreign students to get visas. For example, the U.K. has initiated a well-funded national plan supported by Prime Minister Tony Blair to increase international students. To attract more international students, Germany is developing a set of international degree or certificate programs taught in English with transferable credits. For four years, France has launched a recruiting initiative, EduFrance, which has a budget of 100 million French francs. And Australia has established a so-called "One-Stop Shopping" website for school information, applications, and visa information. The most competitive part of the international recruitment is the tuition. These countries charge about half the $20,000-plus tuition costs of America's top private schools.

## Recruiting International Students is Important to American Schools

According to Allan E. Goodman, Institute of International Education (IIE) president and CEO, "The chance for meaningful study by international students in the United States creates a deep appreciation of our culture and makes friends for America. The personal and professional relationships that international students make while they are

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[16] http://dosfan.lib.uic.edu/usia/

studying in this country help forge strong bonds with the United States after they return home and, interestingly enough, they continue to conduct research and/or do business with their counterparts here, more so when they move on to leadership positions in their home countries. Equally important is how they enrich and inform U.S. classrooms with their own cultural perspective."[17]

Even though "International students represent only about 2.7% of all four-year undergraduate enrollments and 12% of graduate enrollments,"[18] among the leading 25 institutions in the U.S., "(International students') enrollments have grown by over 40% since 1993."[19] On the other hand, when everything is equal, (U.S.) schools favor international students because "International students benefit domestic students in terms of diversity and experiencing cultural differences."[20] Megan Erdley, the assistant director of admissions at Rowan University, provided her viewpoint. Katz also added: "Recruiting international students does not mean the quantity of students is the key. We want qualified students to enroll at our campus."

The U.S. higher educational system remains the most respected and recognized in the world. However, to maintain this leadership position, the U.S. government will need to increase an appreciation for international students. After all, in this increasingly global world, international exchange has never been more important than now. International students do bring many diplomatic, economic, and academic benefits that have immediate and long-term effects on the United States and the world.

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[17] http://opendoorsweb.org/Press/International_Students_in_the_US.htm
[18] "Report on international educational exchange." Open Doors November 2000: 3
[19] "Report on international educational exchange." Open Doors November 2000: 12
[20] Erdley, Megan. Personal interview. 8 Mar. 2002.

## Strategic Diplomatic Benefits

International students who have studied in the United States gain a great amount of knowledge and appreciation for American values, customs, political systems, and business practices. Many of these students return to positions of power in their native countries after graduation, which means future potential assistance to important U.S.-related interests. For instance, in Latin America and Asia, the advancement of democracy and economic growth has been attributed to a generation of national leaders who have studied in the United States. As former Secretary of State Madeleine K. Albright noted, "Our foreign policy goals are enhanced immeasurably by international education . . . leaders who have studied in the U.S. better understand our culture and system of government."[21]

## Economic Contributions

According to the *Open Doors* report, "International education contributes $12.3 billion to the U.S. economy,"[22] and "eighty-seven percent of international students at community colleges are self-financed."[23] In general, international students bring a number of important economic benefits, such as providing revenue to both their host states and the national economy for their living expenses, including room and board, books and supplies, transportation, health insurance, support for accompanying family members, and other miscellaneous items. By any measure, international education makes

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[21] http://www.ief-usa.org/resources/recruitment/recruitment_why.htm
[22] "Report on international educational exchange." Open Doors November 2000: 4
[23] "Report on international educational exchange." Open Doors November 2000: 6

a significant contribution to the U.S. economy, [24] which makes education the fifth largest

U.S. service export, according to the U.S. Department of Commerce.[25]

In addition, almost all of these students pay nearly full tuition, which helps

subsidize many American students' education at various colleges and universities. And

more than two-thirds of all foreign students' family funds and personal sources contribute

the majority of funds. At the same time, international students provide Americans with

greater knowledge of other cultures and values. They are also American's first personal

contact with a particular nation. Experts considering the world's economic growth

estimate that much of it will come from countries like China, India, and Brazil. Currently,

these cultures are less familiar to many U.S. citizens. The United States needs to continue

developing and educating their citizens' knowledge about the world, if it is to succeed in

this increasingly interdependent global economy. Foreign students can help significantly

in this area.


## Academic Achievements

International exchange furthers academic achievements, especially in science and

technology. According to Mary Good, the president of the American Association for the

Advancement of Science, "The sharing of information is essential to all nations and

especially to scientific achievement."[26] In the United States, many engineering, science,

and technology programs are filled with non-U.S. students. In fact, foreign graduate

students have helped many U.S. universities maintain valuable research programs when

sufficient U.S. applicants were not available. International students continue to play an

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[24] http://www.nafsa.org/content/PublicPolicy/DataonInternationalEducation/econBenefits.htm

important role in U.S.'s economic growth upon graduation. Examples can be found time-and-again. In 1998, an estimated one-quarter of all senior executives in Silicon Valley were Chinese and Indian engineers educated in the United States. Overall, foreign-born scientists and engineers account for more than one-third of Silicon Valley's workforce. That number is expected to increase over the next several years. In 1999, the U.S. successes in Nobel Prizes in science were attributed to four scientists, all foreign-born. At the 2000 Intel International Science and Engineering Fair (ISE), the U.S. representative was a young woman born in Romania.

## Important Investment

Despite all these benefits, the United States government invests very little in supporting international education. Therefore, it is difficult for international students to obtain information tailored to their needs. According to the U.S. State Department, less than one penny of every dollar in federal spending goes towards international education programs.[27] This seems like a poor distribution when compared to Britain, Germany, Australia, and other nations who have launched national policies to increase the number of foreign students in their countries. "Relatively few Americans understand how small a portion of the federal budget is devoted to international affairs," said Evelyn Lieberman, the former Under Secretary at the U.S. State Department. "We need to better explain the economic growth that results . . . from the presence of international students."[28]

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[25] http://www/ief-usa.org/resources/foreignstudent/foreign_factsheet.htm
[26] http://www.ief-usa.org/resources/recruitment/recruitment_why_page2.htm
[27] http://www.ief-usa.org/resources/recruitment/recruitment_why_page2.htm
[28] http://www.ief-usa.org/resources/recruitment/recruitment_why_page2.htm

## Target – Asian students

Since international students in general can provide extra intangible values to U.S. schools, one question arises: why focus on Asian students? Over half (55%, 302,058, up 8%) of all international students on U.S. campuses come from Asia, followed by students from Europe (15%, 80,584, up 3%).[29] Moreover, a benchmark market research was done by Robert Lawrence and Caroline Baptist dated March 2001 on EduWorld.com[30], the world's leading research and marketing company specializing in international education. It shows the minority population, especially from Asian countries, is growing faster than ever in the United States today. The research proved the phenomenon "based upon the results of one-on-one interviews with 1,011 international students currently studying in the U.S.A., U.K., and Australia. These students came from the ten major Asian source markets, namely Singapore, Malaysia, Indonesia, Thailand, India, China, Hong Kong, Japan, Taiwan, and Korea."[31] The report also contains numerous marketing recommendations and is an essential reference source for any institution or country/region targeting the Asian student market.

## Taiwan

Even though enrollments from Mexico and Brazil grew faster than general international enrollments, China (10%, to 59,939) and especially India (29%, to 54,664) grew at more than twice the overall rate.[32] Major (potential) Asian student market lands on countries such as Taiwan, China, Japan, and Korea, according to International

[29] "Report on international educational exchange." Open Doors November 2001: 4
[30] http://www.eduworld.com.au
[31] http://www.eduworld.com.au
[32] http://www.opendoorsweb.org/Press/International_Students_in_the_US.htm

Education Foundation (IEF).[33] Steve Young, deputy director of the American Institute in Taiwan, remarks that "more cabinet-level officials in Taiwan have Ph.D. degrees from American educational institutions than do U.S. cabinet officials." [34] In other words, people in Taiwan place a great significance on an American education. Based on IEF's record, Taiwan is the world's fifth largest source of foreign students (28,566) to the U.S. in 2001. More than 20,234 Taiwanese students were getting a degree in the U.S. in 1999 alone. In fact, approximately 12,000 new students arrive in the "States" each year. In 1997, more than 14,000 student visas were issued in Taiwan, which is an increase of about 20 percent from 1995. Another good reason to recruit students from Taiwan is because it has survived Asia's economic crisis relatively unscathed. Today, American universities have experienced a big increase in the number of international students after the Asian economic crisis. The growth of the Asian economy is obviously attributable to the recovery in its economy.

## China

As for the China market, Paul Blackburn, the Minister-Counselor of U.S. Embassy in Beijing, pointed out one aspect. "The United States and China share common interests in trade, security, environmental protection, and enlightened public policy. Progress in all these areas depends heavily on educational exchange."[35] Being the world's number-one country sending students to U.S. colleges and universities, China's education market has become the one to watch. And for the third year in a row, China has led the

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[33] http://www.ief-usa.org
[34] http://ief-usa.org/resources/marketfacts/marketfacts_taiwan.htm
[35] http://ief-usa.org/resources/marketfacts/marketfacts_china.htm

growth of international student enrollment as the top sending country (59,939),[36] a 10%

increase from 1999-2000. However, many experts believe that the U.S. has not even

begun to tap the potential of China's large education market. In fact, only nine percent of

Chinese aged 18-22 are receiving a higher education, according to the China Education

Association for International Exchange (CEAIE). With China's college and university

spaces far less than what's needed, the country has significantly lessened its overseas

study restrictions. Simultaneously, China's recent rapid economy growth also means

more families can afford an overseas education than ever before. One more good reason

to recruit Chinese students, noted in a recent U.S. Embassy report: "Many students who

return to China after years in the U.S. bring back not just technical knowledge and skills,

but some understanding of Western society with its strengths and weaknesses,

democracy, personal freedom, and the free market economic system." Furthermore,

China's 59,939 students make up 10.6% of all international enrollments. Strong

educational exchange between the United States and China has its long-term benefits.


## Japan

Japan had the largest number of students in the United States for four years (1995-

98).[37] The country remained the third-largest sender despite the large growth of students

sent by Korea.

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[36] http://www.opendoorsweb.org/Press/International_Students_in_the_US.htm
[37] http://www.asiaer.com/go.cgi?folder=section1&next=10

## Korea

Finally, there is the Korean market. With Korea's recovery from the Asian economic crisis of 1997, enrollments from this country have also begun to increase in 2001 by more than 10% (up to 45,685).[38] Due to Korea's recent liberalization of its educational system, Koreans are permitted to attend overseas elementary, middle, and high schools for the first time. This decision is expected to greatly increase the number of younger students at overseas institutes, which also means continued double-digit growth in Korean visa applications is anticipated. Just like China, Korea's economy is showing high growth rates. According to the U.S. State Department, it increased more than 10 percent in 1999 and was expected to continue. As a result, consumer spending has surged, and parents' enthusiasm for their children's attending international schools has sharply risen as well. In the school year of 1999-2000, more than 41,000 Korean students were studying in the U.S., which made them the fourth largest group of international students. However, Canada has become the world's largest destination for Korean students. It supplanted the U.S. in 1999 for the first time and attracted more than 53,000 Korean students. This is due to the fact that the Korean government has abolished its Foreign Exchange Control Act, which restricted money transfers to $10,000. The liberalization of foreign exchange transactions will make studying in the U.S. more convenient and viable (for prospective Korean students)."[39]

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[38] http://www.opendoorsweb.org/Press/International_Students_in_the_US.htm
[39] http://ief-usa.org/resources/marketfacts/marketfacts_korea.htm

# Chapter Three

## Procedures

The researcher used the following sources for this thesis:

1.  A search of pertinent on-line databases offered through the Rowan University

    Library,

2.  A search through various public search engines available on the Internet,

3.  Personal interviews, and

4.  A questionnaire sent through e-mail and regular mail (to international students).


## Literature Review

Pertinent databases offered by the Keith and Shirley Campbell Library at Rowan

University were the starting point for this thesis. Virtual Academic Library Environment

of New Jersey (VALE) and ProQuest were searched for relative topics. The key words

used for this search were "Asian market," "branding," "minority marketing," "minority

education," "marketing Asian students," "international student recruiting," "promotion,"

and "marketing." This search produced more than 150 relevant articles.

The researcher then searched various Internet search engines including

http://Google.com, http://Yahoo.com, http://excite.com, http://lyocs.com, and

http://AltaVista.com. Again the key words "Asian market," "branding," "minority

marketing," "minority education," "marketing Asian students," "international student

recruiting," "promotion," and "marketing" were used. The web search produced several thousand articles on the topic and several books.

## Primary Research

A series of questions were asked of three individuals who have had, or have experienced, international recruitment at Rowan University.

Personal interviews (in person):

1. Craig Katz, the Director of the Office of Multi-cultural Affairs at Rowan University, Glassboro, New Jersey.

2. Edward Ziegler, the Director of University Marketing at Rowan University, Glassboro, New Jersey.

3. Megan Erdley, the Assistant Director of Admissions at Rowan University, Glassboro, New Jersey.


## Secondary Research

To receive at least 100 valid survey responses, the researcher sent out over 250 questionnaires (via e-mail and regular mail) to international students. The major research questions used in the study concerned both the perceptions as well as the favorable attitudes of respondents to current school application processes.

A different set of questions was sent (via e-mail) to individuals who have had experiences in different areas of (overseas) recruitment. The purpose of sending this survey was to compare recruiters' perspectives with those of international students' in terms of the U.S. school application process.

The researcher, therefore, will compare the differences and/or common viewpoints between international students and recruiters and make suggestions regarding future overseas recruitment.

# Chapter Four

## Results

"International students" are defined as those who are enrolled for courses and who are admitted under a temporary visa. The researcher gathered 124 valid surveys from international students from many sectors. Each survey question was examined separately to analyze the perspectives of those who replied to the survey.

To receive a greater response rate for the survey, the researcher discarded open-ended questions and replaced them with multiple-choices questions instead. The study compared the gender, age, degree one pursues in the U.S., one's nationality, desire of destination, preferred language being used on school application process, information sources, preferred formation of school application forms, importance of school selection, reason(s) to study in the U.S., and those things that will increase one's willingness to enroll to an U.S. school. A detailed copy of the questionnaire is listed as Appendix A and B at the end of all of the materials.

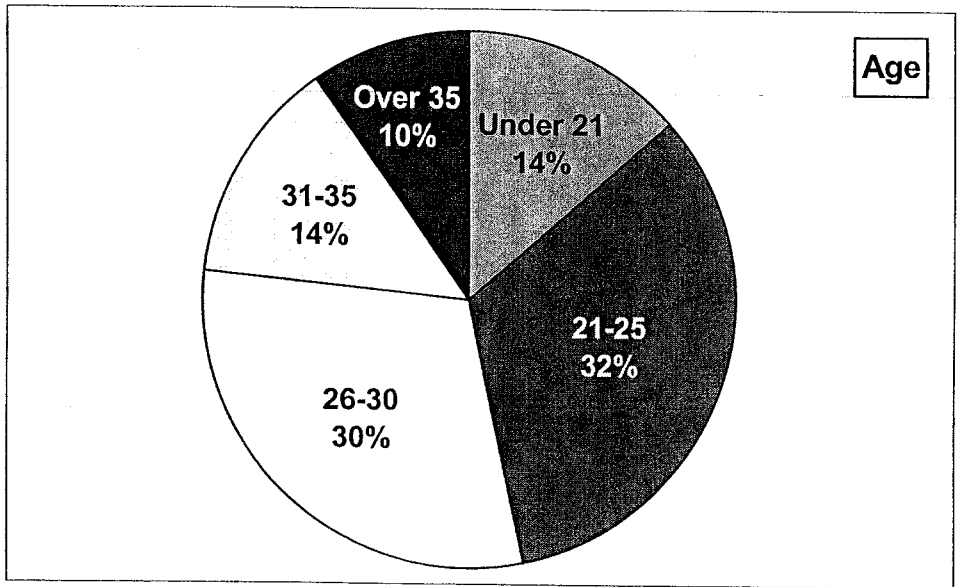## Questionnaire for International Students

1. **Gender**

- Male: 41 (33%)

- Female: 83 (67%)
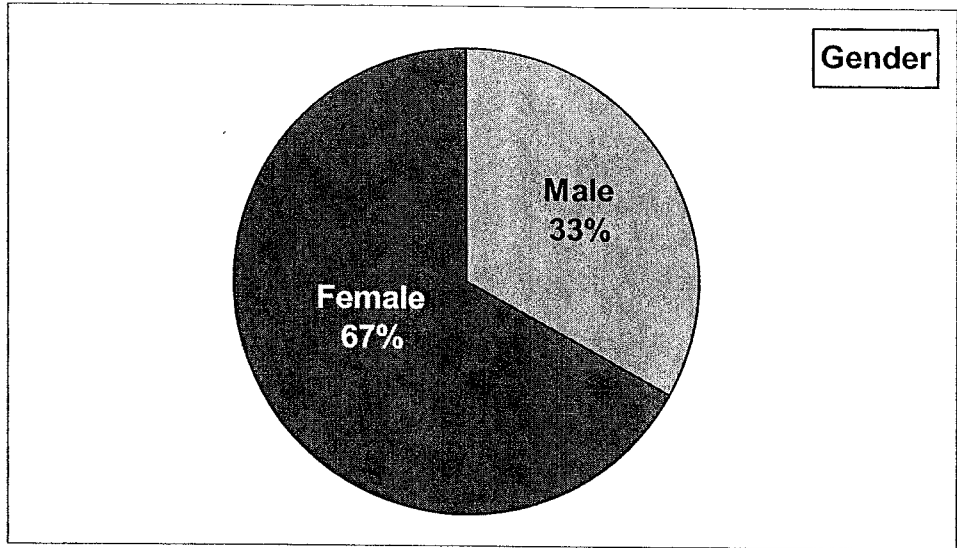
2. **Age**

- Under 21:  17  (14%)

- 21-25:  41  (32%)

- 26-30:  37  (30%)

- 31-35:  17  (14%)

- Over 35:  12  (10%)

It seems that people in the 21 to 30 age range (78 out of 124) are more spontaneous and feel more likely to challenge themselves in a different environment, in terms of language/cultural differences.

**3. What degree are you pursuing?**

- Master:            52      (42%)
- Bachelor:          43      (35%)
- ESL certification: 11      (9%)
- Associate:         10      (8%)
- Doctoral:          8       (6%)



Degree pursuing in the States

- Doctoral 6%
- Associate 8%
- ESL certification 9%
- Master 42%
- Bachelor 35%
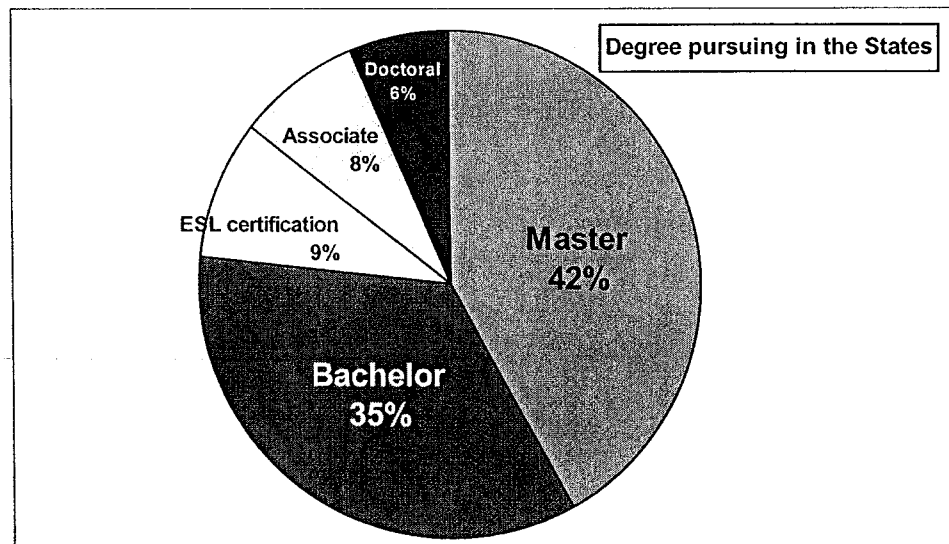
Generally speaking, most international students came to U.S. to get an advanced degree after finishing their undergraduate courses in the country of their birth. The research proved the phenomenon, based upon the surveys, that 52% of all respondents are

getting their master's degree in the United States. In addition, according to the *Open Doors* report, "Foreign students make up 13.1% of all graduate enrollments in the U.S."[40]

4. **Where are you from originally?**

- Asia:           81    (65%)

- Europe:        18    (15%)

- Latin America:  15    (12%)

- Africa:          8    (6%)

- Other region:    2    (2%)
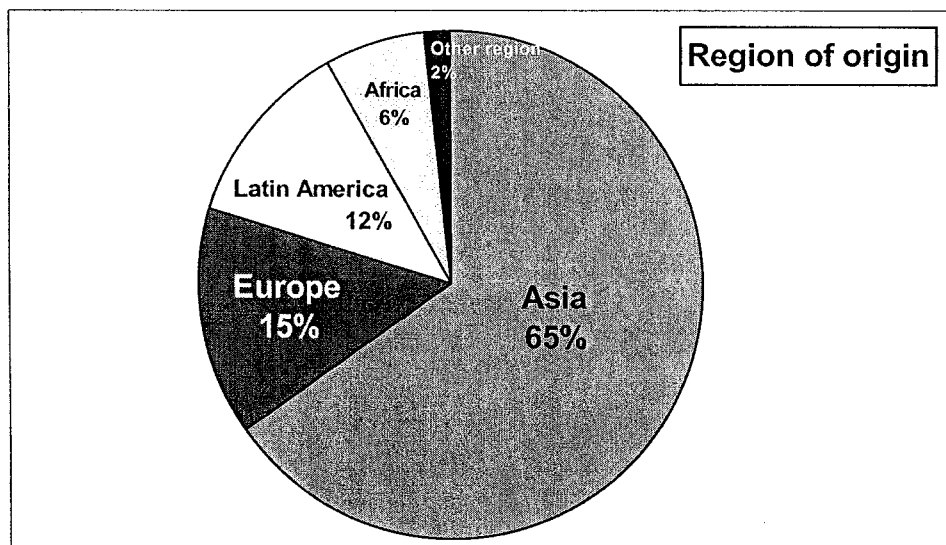


As the researcher mentioned earlier in Chapter two, the reason for American schools to recruit Asian students is that Asian students represent over half (55%) of all international students on U.S. campuses, followed by students from Europe (15 %). The researcher himself also discovered that 81 out of 124 respondents are Asian students,

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[40] "Report on international educational exchange." Open Doors November 2000: 2

which translated to a 65% of a random sampling of international students, followed by European students (15%). Therefore, focusing on the Asian market benefits U.S. schools, based on the research.

**5. All things being equal, which country would be your first choice to pursue your degree? (Other than your own country)**

- U.S.A.: 98 (79%)
- Europe: 9 (7%)
- U.K.: 7 (6%)
- Asia: 5 (4%)
- Australia: 3 (2%)
- Canada: 1 (1%)
- Other region: (New Zealand) 1 (1%)



Preferred region to pursue an advanced degree

Other region 1%
Canada 1%
Australia 2%
Asia 4%
U.K. 6%
Europe 7%
U.S.A. 79%
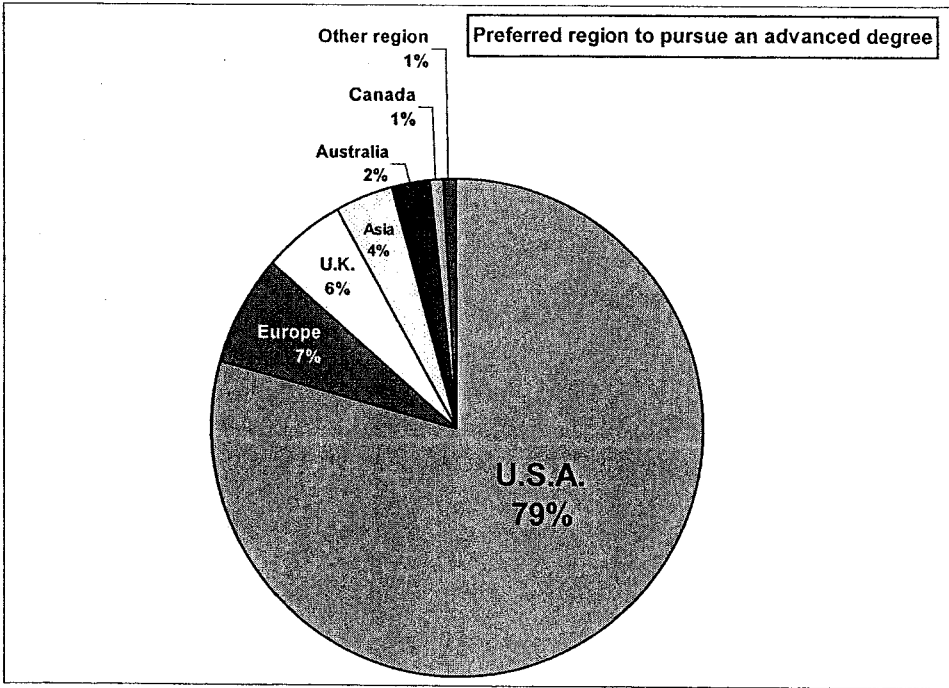
The United States remains the preferred destination for many international students due to its advanced educational system. It is also the most respecte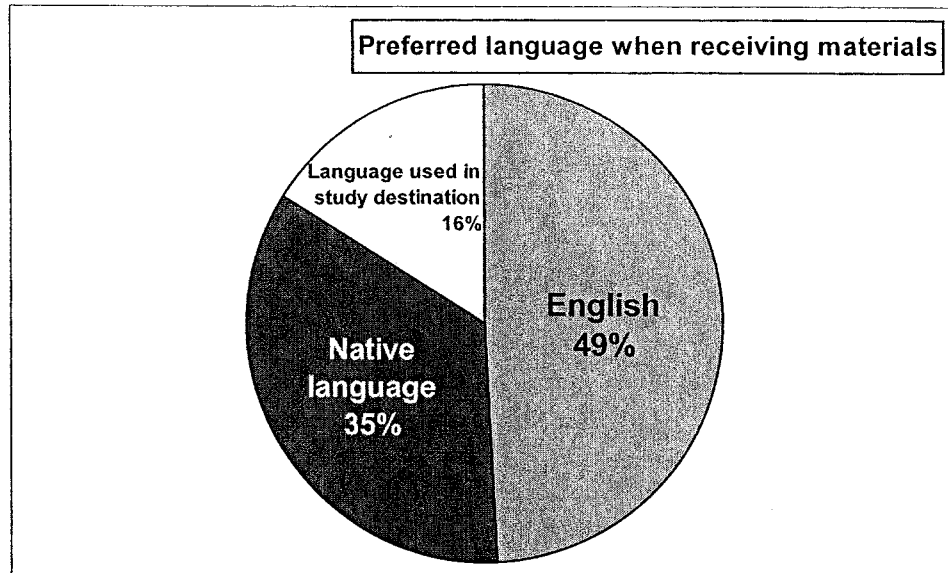d and recognized around the world. This fact was agreed upon by 98 out of 124 respondents. Given these numbers, the U.S. has begun to lose its leading position due to other country/regions' flexible international recruitment policies. The September 11th attack had little or no impact on international students' decision to study in the U.S. The Institute of International Education (IIE) conducted an online poll of its approximately 650 institutional members in October 2001 regarding of the impact on international education after the attack. The majority of international educators reported that 70% of international students left their institutions to return home after the attack.[41]

6.  **When filling out applications, with what language do you feel most comfortable?**

- English:                                                                61    (49%)

- My native language (translated from its original language):    43    (35%)

- The language I will use when I study overseas:                 20    (16%)

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[41] "Report on international educational exchange." Open Doors November 2000: 24

**Preferred language when receiving materials**

Language used in study destination 16%

English 49%

Native language 35%

Forty-nine percent of respondents preferred receiving English-written school materials when requesting application forms. As a matter of fact, this method is much preferred by recruiters as well. Craig Katz pointed out the reason: "A majority of international students preferred all pertinent materials written their native language. But the fact is that such translation of written materials from English into other languages is both time-consuming and costly. Secondly, once the materials require updating, what will happen if the school does not have even a single student who can do the job on campus at that time? Finally, if a foreign student wants to study in the U.S., shouldn't he or she have minimum levels of the knowledge of reading and, therefore, the understanding of written English? The school application process may even be viewed as a questionable way to test applicants' English skills."[42]

7.   **Where did you find the information about U.S. schools?**

●   Word-of-mouth (i.e. parents' advice, friends' recommendation): 76      (26%)

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[42] Katz, Craig. Personal interview. 5 March. 2002

- Internet (i.e. school websites, search engine):                          57      (19%)

- References (i.e. Peterson's Guide):                                       38      (13%)

- School reputation:                                                        32      (11%)

- Faculty, students and staff of universities and colleges:                31      (10%)

- University/college fairs (overseas recruitment):                         30      (10%)

- Educational advising centers (i.e. language schools, consultant): 28     (9%)

- Other (please indicate):                                                   5      (2%)
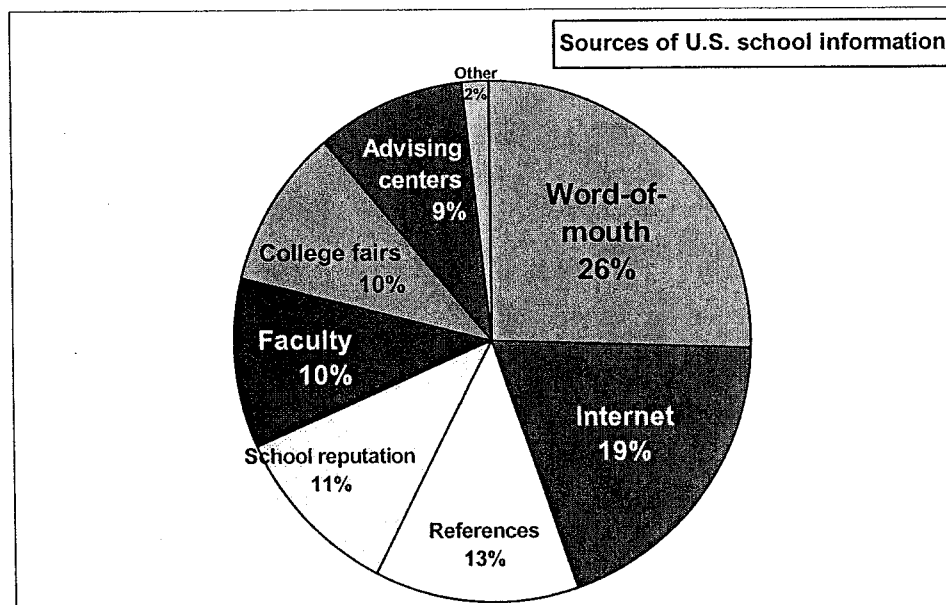


Most people who are involved in international recruiting are in agreement that "word-of-mouth" is the most effective and least expensive method. As a matter of fact, the researcher discovered the same result from returned surveys. Greg Fairbrother, associate director of the Institute of International Education (IIE) office in Hong Kong, published an article titled "How to Recruit Asian Students for the U.S. Market" on IIE's web site. He suggested that American colleges and universities can more easily develop and carry out a successful Asian student recruitment strategy by "making wise use of

reputable U.S. educational resources overseas, including university fairs, school guidance counselors, and alumni of U.S. universities."[43] However, due to the advancement of high technology, the Internet has become a better and more effective way for international students to ferret out information which they need.

8.  **When requesting school application forms, what format do you prefer?**

   - Paper-based application forms (all materials/forms sent in a package):

                                                                        81      (42%)

   - Online application (through school website):          63      (33%)

   - E-mail attachment:                                            40      (21%)
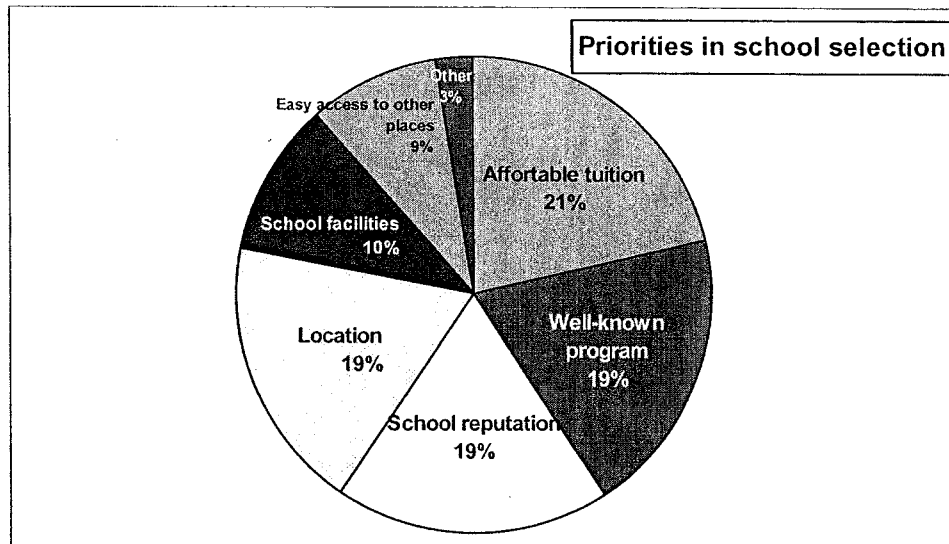
   - FAX:                                                                 6       (3%)

   - Other:                                                               2       (1%)



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[43] http://asia.iienetwork.org
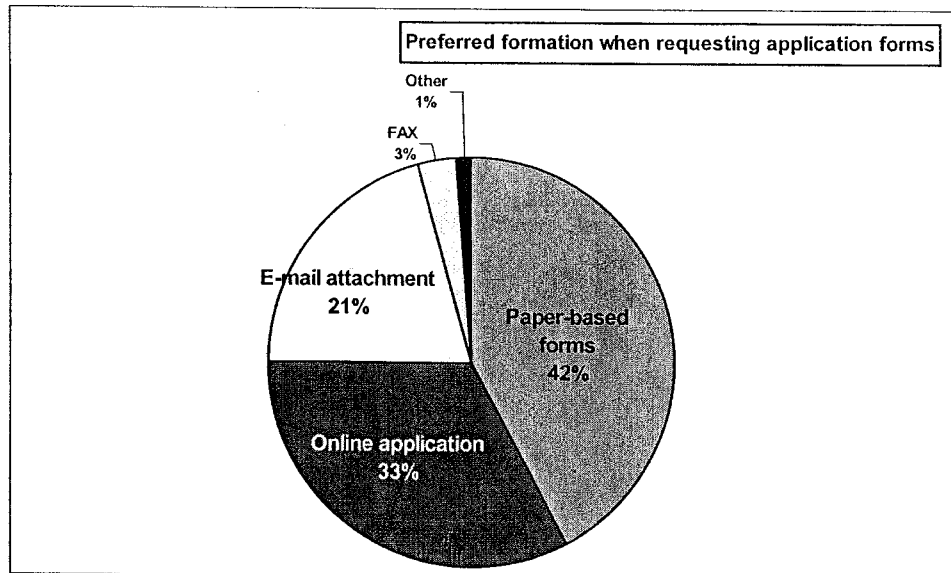
One respondent preferred "face-to-face" method when requesting school application forms. To him, getting the school information in person is more genuine. It is like getting a hands-on experience from the beginning. Some recruiters prefer using the Internet as the main tool to keep on track with prospective students. "They gave the reason that it's convenient, cheap, fast, and easily duplicated. On-line application and e-mail (attachments) save tons of papers and students can reprint the forms if they make mistakes filling out the forms," said Katz.

**9. What is important to you in school selection?**

- (Affordable) tuition:     84    (21%)

- Well-known program in the specific field:     76    (19%)

- School's academic reputation (in general):     74    (19%)

- Location:     73    (19%)

- School facilities:     41    (10%)

- Easy access to another city/state/region:     35    (9%)

- Other (please specify):     10    (3%)

**Priorities in school selection**

- Other 3%
- Easy access to other places 9%
- Affordable tuition 21%
- School facilities 10%
- Well-known program 19%
- Location 19%
- School reputation 19%

A large majority (87%) of international students are self-financed, which means family funds and personal sources contribute the majority of their monies when studying overseas. International students do pay three to four times, on average, more than domestic students do. With the decreased funding (from U.S. college/university, home government/university, U.S. government, U.S. private sponsor, foreign private sponsor, current employment, international organization, and other sources) available for international students, affordable tuition seems their number one concern. A school's program in the specific field followed next. And a school's academic reputation, as well as its location, came in third in the view of international students. On the other hand, if a school reserved spots of on-campus jobs for international students, it will be appreciated (by international students) and be strongly considered when applying to an U.S. school.

**10. Why do you want to study in the U.S.?**

- Pursuing a higher degree:                82      (35%)

- Experiencing different culture:          70      (31%)

- Desire to learn a second language:       56     (25%)

- Other (please specify):       20     (9%)
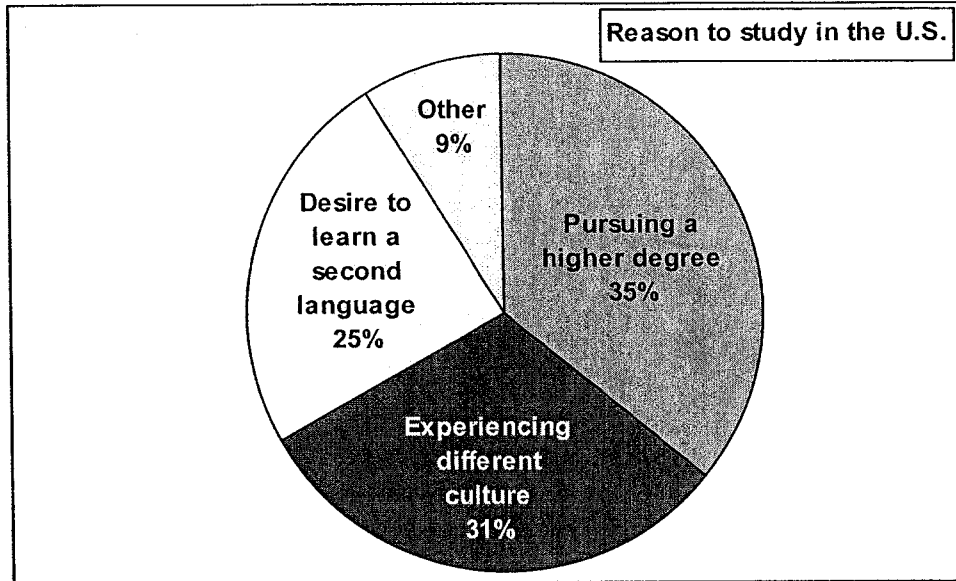


When asked which degree they were pursuing, fifty-two of 124 respondents (42%) reported pursuing their master's degree in the United States. Again, many international students preferred the U.S. so they could get an advanced degree after graduating from their home countries. In their eyes, the U.S.'s higher educational system is more respected and recognized all over the world. The research proved the phenomenon: 52% of all respondents are getting their master's degree in the United States.

**11. What can U.S. schools do to increase your willingness to enroll?**

- Financial aid:       83     (35%)

- On-campus jobs:       74     (32%)

- Offer friendly/flexible living arrangements (i.e. dormitory room selection,

  flexible holiday hours):                                      63    (27%)

- Other (please specify):                                       14    (6%)
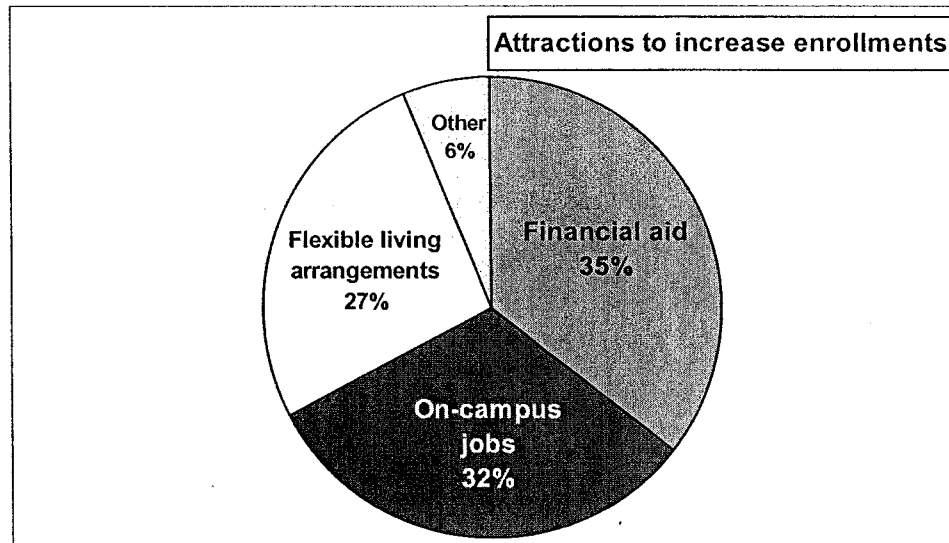


Again, when asked the importance of their school selection, 21 percent of

international students chose "affordable tuition" as their primary concern. Therefore,

offering financial aid (35%) and on-campus jobs (32%) that can help out one's financial

situation are two major attractions to international students. However, six percent of

respondents would choose one school over all others if that school offered job placement,

or assisted them in getting a job after graduation.


## Questionnaire for Recruiters

Recruiters are individuals who have had, or have experienced, overseas

recruitments. A different set of questions was sent separately via e-mail attachment by the

researcher as per Appendix B on Page 57. And the researcher reduced open-ended

questions to receive greater response from the survey. The researcher gathered 12 valid surveys from recruiters all over the country.

The survey contains questions about the recruiter's job title, the name of the school or organization where they work, the purpose for recruiting international students, the efficacy of methods as regards overseas recruitment, preferred requested information formats from prospective students as well as receiving applications, the intentions to recruit students from specific regions, U.S. schools' attraction for potential international students, the benefits of partnership with overseas (private) agencies, different versions of application forms, and the consistency of language usage in all relevant materials.

Again, each survey question was examined separately to analyze the viewpoint of those who replied to the survey.

## 1. Why are you recruiting international students?

All of the recruiters agreed that recruiting international students brings diversity to their campuses. In addition, it provides awareness of global and cultural differences for both domestic and international students. One recruiter noted that by enrolling international students, it "Bridges cultural gaps, destroys stereotypes, and fosters understanding in our interconnected world. International students bring new perspectives to the classroom and challenge American students to consider the world outside the United States." Undeniably, there are great fiscal benefits for the recruitment of international students.

2. **In your experience, what methods seem the most effective for overseas recruitment? Please rank them from 1 (being the most effective) to 8 (being the least effective).**

- Word-of-mouth (i.e. parents' advice, friends' recommendation)

- University/college fairs (overseas recruitment)

- School reputation

- Faculty, students and staff of universities and colleges

- Educational advising centers (i.e. language school/center, consultant)

- Internet (i.e. school websites, search engine)

- References (i.e. Peterson's Guide)

- Others (please indicate)

Seven of 12 respondents agreed that "word-of-mouth" is the most effective way to attract potential international students. It is a given that (potential) students and their parents often rely on the advice of people who have previously earned their degrees at a specific college or university. This important aspect is followed by the school's reputation. In five of 12 instances, respondents agreed that a school's academic reputation does influence one's decision when coming to study in the U.S. Number three depends on university/college fairs held in foreign countries. Those fairs are usually organized on a regular basis by a number of organizations. In this situation, recruiters have a chance to meet over hundreds of students in person during the time fair. And during this time frame, recruiters have the chance to introduce the school which they represent, to answer (students' and parents') questions, and to initiate the application process where possible.

Internet lists constitute the fourth reason due to its time efficiency and low-cost (to access and maintain the website) for both schools and students. "We are convinced that the Internet is the delivery system of the future," said Keith J. Jepsen, director of financial aid for NYU, whose student body represents about 125 nations. "It is very clear to us that our international students in particular use it as a preferred method of communication."[44] References, like the Peterson's Guide, as well as other "tool" books related to overseas studies, was named as number five among recruiters. Prospective students used books for detailed information regarding of the rating/ranking of a school's academic performance, tuitions, facilities, and other collegiate minutiae. Therefore, references seem like a reliable source for both recruiters and students.

3. **When foreign students request school application forms,**

   – Which format do **you** prefer to use? **(check all that apply)**

- Paper-based application forms (all materials/forms sent in a package) 9 (37%)

- Online application (through school website)      8 (33%)

- E-mail attachment      4 (17%)

- FAX      3 (13%)

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[44] Mendels, Pamela. "Recruiting Foreign Students via the Internet." The New York Times 19 August 1998

Preferred formation when requesting applications

- FAX 13%
- E-mail attachment 17%
- Paper-based forms 37%
- Online application 33%
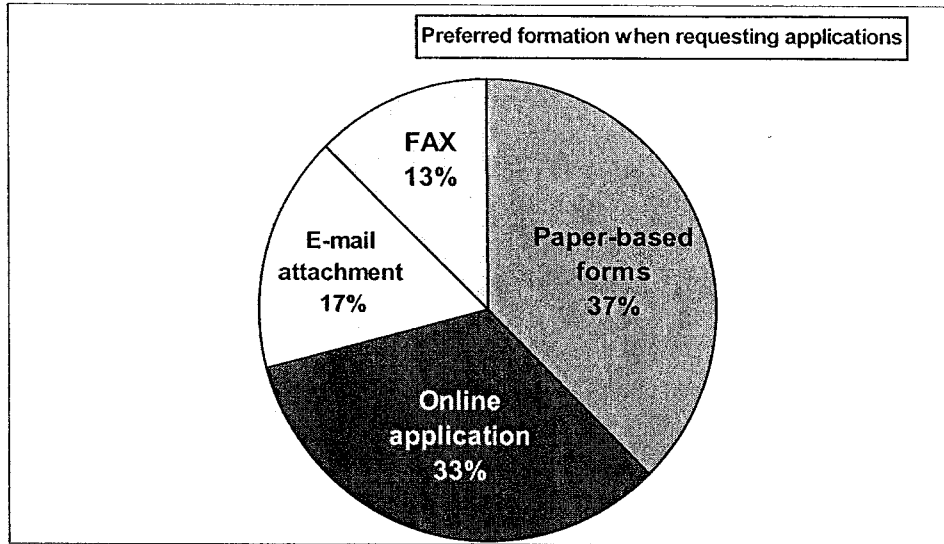
The school application process is an admission decision and paper-based forms mean original documents. Moreover, (many) students might not have a computer/printer, or Internet access in their locale.

However, many recruiters chose the Internet as an alternative for all the processing because it is efficient, convenient, correctable, and costs less. Some schools preferred online applications and offer reduced application fees via the Internet to attract prospective international students. As for facsimile, although it is fast and convenient, it could get lost or smeared, and is not always easy to read. Therefore, recruiters have a low tolerance for this method.

– What format do you prefer **students to use when submitting applications**? (**check all** that apply)

- Paper-based application forms (all materials/forms sent in a package)

  9 (37%)

- Online application (through school website)  6 (25%)

- FAX          5 (21%)

- E-mail attachment          4 (17%)
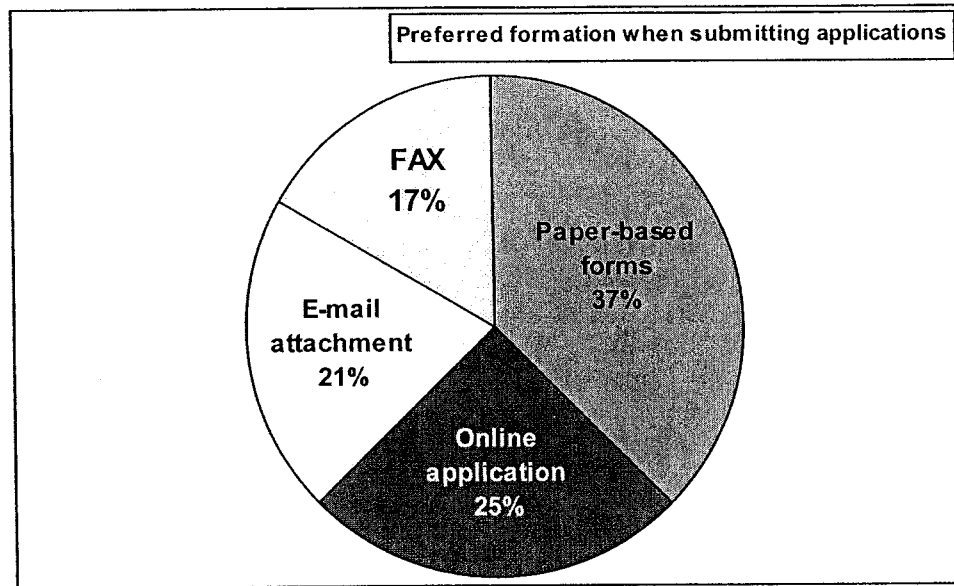


Although the high-tech Internet provides a faster solution than regular mails, it can not replace the authenticity of a (applicant's) signature and one's official transcripts. Also, "Admission decision(s) can be made immediately upon receiving the application," noted one recruiter. In summation, originality is the key factor for international students when submitting their application forms.

4. **From what region would you like to recruit students and what is the primary reason for your choice?**

Generally speaking, recruiters do not limit their efforts to any particular region in the world. However, one recruiter noted that he would like to recruit more students from Asia, especially China. Because "The economy is coming back in the Asian area and the students from these areas have fewer problems applying for visas as compared to the

Middle East area as of this time. Also, most (Asian) students are qualified academically."

Two other recruiters were primarily interested in recruiting more students from Latin America.

5. **Which U.S. schools' offerings attract more potential international students?**

- Offer friendly/flexible living arrangements. (i.e. dormitory room selection, flexible holiday hours)      7 (32%)

- Financial aid      6 (29%)

- On-campus jobs      6 (29%)

- Others (i.e. scholarship, specific/special programs)      2 (10%)

**Attractions to increase enrollments**

- Others 10%
- On-campus jobs 29%
- Flexible living arrangements 32%
- Financial aid 29%
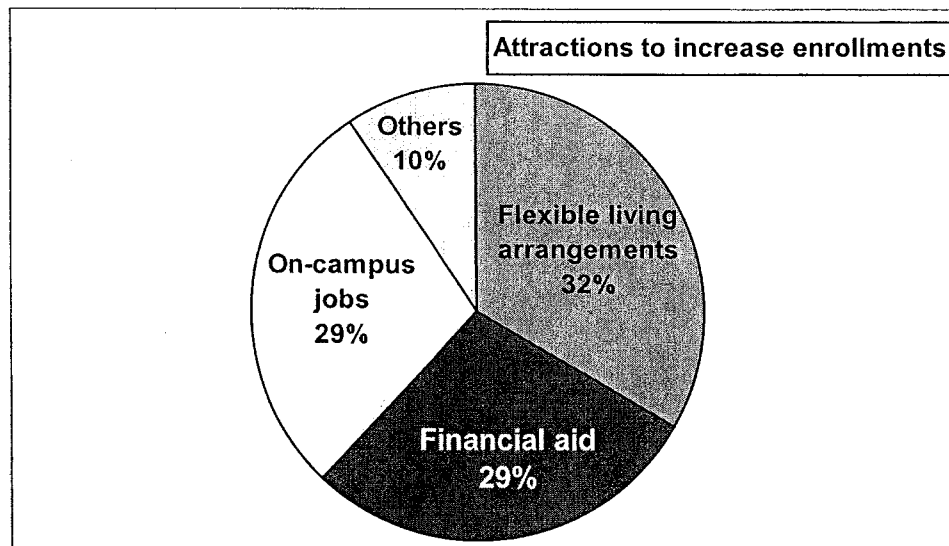
It seems that recruiters understood new international students' insecurity in terms of living arrangements before their departure. In addition, they all understand the difficulty for international students to get on-campus jobs and financial aid (payment plans) to help them pay the tuition. Two recruiters pointed out that good program offerings can be a strong attraction to prospective international students.

6. **Do you feel it is beneficial for U.S. schools to partner with overseas (private) agencies to recruit perspective students? Why or why not? And if you use overseas agencies, have you had a successful experience?**

Recruiters have extremely different opinions regarding this question.

Some recruiters like to partner with foreign agents to help potential international students with understanding the school (programs) and its surrounding areas. One recruiter gave the following reason: "Overseas agencies are experts in their local market. It is more convenient to work with a partner agency who knows the local market needs and culture."

But some recruiters do not have overseas partnerships due to the (small) size of the school they present, the shortage of budget, and/or because they preferred themselves (as school representatives) to be the agent or regional director overseas.

7. **When distributing school materials (i.e. bulletins, brochures, application forms, orientation materials), does your school create a separate version for distribution to foreign countries/students? If so, are they written in simplified English, or they written in languages other than English? And do they highlight facets of your school that you believe would appeal to foreign students?**

Although many international students have the ability to read and understand English, the school materials are sometimes overloaded with information and are overwhelming. International students look for different things and have different requirements/demands than domestic students. Some schools have created a different version (in various languages) of the application form for this particular market for many years. Simply put,

it is because the target is totally different from domestic students. Many recruiters agreed that a simplified version of application forms should be developed. However, it is impossible to print all the information in all languages due to fiscal limitations as well as the correct translation, which leads to a possible problem of maintenance in the future. Therefore, most schools use English for most of their promotional materials.

# Chapter Five

Summary, Conclusion, and Recommendations

## Summary

No matter what method was used in marketing a product or a service, the process does not end until a repurchase pattern is established. To complete the adoption of a product or a service, a company must design an effective strategy that will eventually lead a sufficiently large number of customers into a routine repurchase.[45] The same rule applies to international recruitment. The success of the marketing/public relations plan, or campaign, can be evaluated by observing the increase in international enrollment.

The results, and/or recommendations, in this study are based upon varying sources and methods:

- *Open Doors*, an annual publication focusing on international education, is distributed by the Institute of International Education (IIE).

- Reports and researches from accredited non-profit organizations, which have been working on overseas recruitment for many years, much like the Institute of International Education and the International Education Foundation (IEF).

- In addition, referenced books and articles which feature foreign recruiting processes/activities and marketing strategies were referenced.

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[45] Ailloni-Charas, Dan. Promotion: A Guide to Effective Promotional Planning, Strategies, and Executions. Canada: John Wiley & Sons, Inc. 1984.

- There are also in-person interviews with the directors of Multi-cultural Affairs, of University Marketing, and the Admissions Office at Rowan University, and

- Last, but not least, pertinent interviews, which surveyed international students as well as experienced recruiters.

## Conclusion and Recommendations

Within this highly competitive environment, it is essential for any and all institutions to have a comprehensive marketing plan in terms of attracting international students. Allison Doorbar[46] provides ten tips for developing an effective international recruiting plan:

1. To set realistic objectives,

2. To assess existing data,

3. To understand what/who your competition is,

4. To know your audience,

5. To identify suitable markets,

6. To make sure you have an effective internal structure,

7. To ensure your institution has a clearly defined market position,

8. To realize different markets require different strategies,

9. To recognize the importance of influencers, and

10. To be responsible.

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[46] http://marketing.iienetwork.org

The following methods are the results based on the researcher's survey (to international students and recruiters) in terms of successful international recruitment:

## 1.   Using word-of-mouth

"This is the most effective way to bring in international students when you have satisfied 'customers'," said Katz. And while finding a specific school via the Internet is easier and faster than ever, word-of-mouth is still the key factor for prospective international students. As an example, Rowan University does not participate in overseas recruitment regularly due to budget restrictions. New foreign students who come to Rowan to study are "recruited" by Rowan alumni. It shows the power of word-of-mouth. Moreover, students and parents often rely on the advice of relatives and friends in making educational choices. So, having a group of active alumni ready to provide accurate information about their alma maters is definitely an asset to the recruitment efforts.

## 2.   The reputation of the school

An institution's reputation is very important to potential international students. "But schools may not be doing enough to make potential applicants aware of this fact," noted Barbara Waters.[47] Since foreign students are highly influenced by friends and relatives in the U.S., it is extremely cost effective to network with community leaders and alumni as a complement to overseas travel budgets. "Despite the obvious cost of foreign travel and a small stipend offered to prospective students, the university will benefit not only from a

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[47] Waters, Barbara A. "Strategic Recruiting of Foreign Students." <u>Open Doors</u> 1998.

greater percent of tuition income paid by the foreign student but also the added benefit of extending its international network, which in turn may attract future applicants."[48]

### 3.    College/university fairs, i.e. recruitment activities

Greg Fairbrother, associate director of the Institute of International Education (IIE) office in Hong Kong, shared his six-year experience in U.S. educational advising, running educational fairs, and international student recruitment by using the IIE U.S. University Fairs as an example. It is usually organized on a regular basis by a number of organizations. And it generally gives U.S. recruiters a chance to meet 500 to 5,000 Asian students face-to-face over the course of an afternoon. During this time frame, recruiters have the chance to introduce the school they represent, answer students' and parents' questions, and oftentimes initiate the application process. With the large number of students participating, educational fairs are a good first step in making a school's name known within local communities, as well as making contact with other key players, including U.S. educational advisors, school guidance counselors, and alumni who can assist with further recruitment efforts.

Moreover, an internationalized version of a school bulletin for distribution at the college fair helps increase students' interests as well. The whole package should include a hard copy of the application forms, a school bulletin, visa information, and a Q&A sheet.

### 4.    Using the Internet

Lisa Keefe, the editor of American Marketing Association, stated "According to analysts, the Internet is slowly coming into its own as an avenue for marketing to various

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[48] Waters, Barbara A. "Strategic Recruiting of Foreign Students." <u>Open Doors</u> 1998.

ethnic and racial groups, and not surprisingly, there are some differences in the way consumers from different groups use the medium."[49] This is the prevailing reason why education providers, worldwide, have had to adapt to changing market conditions and a more competitive environment. As a matter of fact, the increasing numbers of on-line providers and the incredible growth of Internet users has facilitated the development/growth of this phenomenon and has meant that students are able to access that much more information about different institutions.

Speaking of using the Internet, Katz suggested additional ways to help prospective international students (to) find their way around. Direct links (to the Office of International Students) are printed on the distributed materials, available on pop-up information (related to international students' issues) and can be found on the school default page. Also, assign one person to be in-charge of the e-mailing when prospective students have questions and, therefore, need to contact the Office for specific responses or requests. Katz strongly encouraged prospective international students to apply to schools online because such presentations are "fast, easy, cheap, and save lots of paper. Students can get all the information they need through the school's website and these forms/information are the same as paper-printed materials. Moreover, through the Internet or e-mail (attachment), students can re-duplicate the application forms if errors were made when completing their information. Additionally, students can send the complete process to the school administrator for the correction of unclear data through e-mail before they send in formal, finalized forms."[50] To Katz, using high-tech media

[49] Keefe, Lisa M, "Digitized diversity." Marketing News 13 Aug 2001
[50] Katz, Craig. Personal interview. 5 March. 2002

seems to be the most effective marketing tool for prospective students and the school for communication.

Another explanation for the indisputable fact that institutions are trying to attract international students, by turning to the Internet, comes from Martyn J. Miller, department head for the American Language Program at the University of Georgia "The reasons can be as capitalistic as tuition can be higher than for the domestic student or as altruistic as the fact that the presence of the international student contributes greatly to a campus's diversity," he explained.[51]

### 5. Personal reference

Peterson's, an education information company, publishes a Peterson's Guide and a web site aimed at students considering studying at American universities. "The traffic we get on the Web is substantial and we expect it to grow," said Michael P. Ditchkofsky, vice president of special services for the Princeton, N.J.-based company.[52]

### 6. Personal affiliations in the United States

University faculty and administrators often tend to overlook the community that surrounds them. In fact, people in general seldom know who within the community might have interested friends or relatives, in another country, who are engaged in overseas study. Therefore, "It is in the university's best interest to project an accurate and welcoming profile of itself to the local community. Additionally, U.S. schools should keep in contact with various local or regional groups that have an interest in people from

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[51] Mendels, Pamela. "Recruiting Foreign Students via the Internet." The New York Times 19 August 1998
[52] Mendels, Pamela. "Recruiting Foreign Students via the Internet." The New York Times 19 August 1998

a particular country,"[53] suggested Barbara Waters, Coordinator of International

Admissions at Fairfield University, Fairfield, Connecticut.


## 7. Educational advising centers

The U.S. Department of State supports a network of over 400 U.S. educational

advising centers worldwide. These advising centers provide international students with

free access to educational resources, including general comparative guidebooks on U.S.

education, as well as individual school catalogues, videos, and other promotional

materials. In addition, prospective students can find computers with online access to

assist them in researching higher education opportunities in the United States. Facilities

in these centers are also good for U.S. university representatives to meet with students,

publicizing upcoming visits on bulletin boards, newsletters, and websites.


## 8. Partnerships with foreign private agencies and academic institutions

"This is much preferred by small-sized schools such as Rowan," mentioned Katz.

The primary goal is to develop a relationship with overseas private recruiting agencies or

academic institutions, thus attracting more exchange students or prospective students.


In addition, the researcher recommended the following methods in terms of

successful international recruitment other than those eight methods mentioned.

## 1. Host Family (Home Stay) Program

A host family gives international students and (American) families an opportunity to

understand the diversities among cultures. International students who are interested in the

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[53] Waters, Barbara A. "Strategic Recruiting of Foreign Students." Open Doors 1998.

program will be matched with area families that are open and eager to learn, as well as share experiences with an international student. And these families will provide occasional hospitality and an introduction to (American) life in the area. Host families provide typical activities such as sharing holiday dinners, sightseeing, picnicking, shopping, and including the student in family celebrations or events.

As for the home stay program, international student(s) are assimilated as a member of the family, and, therefore, participate in both school and family activities. In this way, students will experience the American style of life more rapidly. The warmth and companionship between the host family and exchange student have proven to be the most beneficial elements in the student's international experience![54]

Both programs will give new international students a sense of security before they depart from their home country.

## 2. Student Exchange Program

There are two basic types of the student exchange program:

1. *Long-term:* lasts for an academic year. Student lives with more than one family and attends school in the hostcountry during the time period.

2. *Short-term:* this varies from several days to several weeks. This type often takes place when school is not in session and usually does not include an academic program. Short-term exchanges usually involve a short stay with a host family. However, it can also be arranged where they live in a school dormitory, which can host more students from different countries.[55]

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[54] http://www.aise.com/host-an-exchange-student.htm
[55] http://www.rotary.org/programs/youth_ex/

## 3. Advertising/branding:

A school needs to advertise itself, including its programs, topnotch facilities, and local attractions. Prof. John A Quelch, Dean of the London Business School, gives an example of how the fundamental principles of brand building are so irresistible to Asian (students). "Branding in Asia addresses an unusual situation, where a region has such high brand appreciation."[56] The same situation applies to a school's reputation when prospective international students are making educational decisions. Also, inviting foreign agents to visit the school is an alternative in terms of advertising. Referencing the practice of successful brand building, it requires establishing an identity for the school and its programs which can be complimented by an overall systemic brand or reputation. Where strong brand identity can be developed, a huge advantage can/and will be established in the quest for a clearer position in the minds of potential and actual (international) students. As an example, people in general would not have a problem identifying differences between Harvard University and Massachusetts Institute of Technology (M.I.T.).

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[56] Temporal, Paul. Branding in Asia: The Creation, Development, and Management of Asian Brands for the Global Market, Revised Edition. Canada: John Wiley & Sons, Inc. June 2001.

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# APPENDICES

# Appendix A

## QUESTIONNAIRE – for international students

Thank you for taking your time to fill out this survey. This will help me complete the requirement for my master's degree.

My name is Chien-Wen Huang, a graduate student at Rowan University studying public relations. As part of my thesis research, I am conducting a survey for international students* to see **what U.S. schools can do to increase their international students' enrollment** -- what U.S. schools can do to make international students feel welcomed to study overseas. This survey contains 11 questions, and should take a few minutes to complete. Please place an "X" next to the appropriate item. Only group data will be reported and at no point will participants' identity be revealed.

Please kindly distribute this survey to any international students who have had overseas study experiences, and have them e-mail the survey back to me at:

calvininmi@yahoo.com

Thank you.

Sincerely,

Chien-Wen Huang

* *International students:* those who are enrolled for courses and who are admitted under a temporary visa. These individuals are overwhelmingly admitted expressly to study but also may include spouses or other dependents of individuals admitted temporarily for other purposes. They do not include recent immigrants, resident aliens, or refugees.

1. **What's your gender? (check the appropriate line)**
   ___ male ___ female

2. **How old are you? (check the appropriate line)**
   ___ under 21 ___ 21-25 ___ 26-30 ___ 31-35 ___ over 35

3. **What degree are you pursuing? (check the appropriate line)**
   ___ ESL certification ___ associate ___ bachelor ___ master ___ doctoral

4. **Where are you from originally? (check the appropriate line)**
   ___ Asia ___ Europe ___ Australia ___ Africa ___ other region: _____

5. **All things being equal, which country would be your first choice to pursue your degree? (pick _ONE_)**
   ___ Asia (other than your own country)
   ___ Australia
   ___ Canada
   ___ Europe
   ___ U.K.
   ___ U.S.A.
   ___ other region (please specify): _____

6. **When filling out applications, with what language do you feel most comfortable? (pick _ONE_)**
   ___ my native language (translated from its original language)
   ___ English
   ___ the language I will use when I study overseas

7. **Where did you find the information about U.S. schools? (check _ALL_ that apply)**
   ___ word-of-mouth (i.e. parents' advice, friends' recommendation)
   ___ university/college fairs (overseas recruitment)
   ___ school reputation
   ___ educational advising centers (i.e. language school/center, consultant)
   ___ faculty, students and staff of universities and colleges
   ___ Internet (i.e. school websites, search engine)
   ___ references (i.e. Peterson's Guide)
   ___ other (please indicate): _____

8. **When requesting school application forms, what format do you prefer? (check _ALL_ that apply)**
   ___ paper-based application forms (all materials/forms sent in a package)
   ___ online application (through school website)
   ___ e-mail attachment
   ___ FAX
   ___ other: _____

9. **What is important to you in school selection? (check _ALL_ that apply)**
   ___ location
   ___ school's academic reputation (in general)
   ___ well-known program in the specific field
   ___ school facilities
   ___ (affordable) tuition
   ___ easy access to another city/state/region
   ___ other (please specify): _____

10. **Why do you want to study in the U.S.? (check _ALL_ that apply)**
    ___ experiencing different culture
    ___ pursuing a higher degree
    ___ desire to learn a second language
    ___ other (please specify): _____

11. **What can U.S. schools do to increase your willingness to enroll? (check _ALL_ that apply)**
    ___ offer friendly/flexible living arrangements
        (i.e. dormitory room selection, flexible holiday hours)
    ___ financial aid
    ___ on-campus jobs
    ___ other (please specify): _____

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###

**--- Thank you for your help ---**

</div>

# Appendix B

## QUESTIONNAIRE – for recruiters

Thank you for taking your time to fill out this survey. Your time spent filling out this survey will help me to complete the requirements for my master's degree.

My name is Chien-Wen Huang, a graduate student at Rowan University studying public relations. As part of my thesis research, I am conducting a survey for international recruiters to see **what U.S. schools can do to increase their international student enrollments**. This survey contains 10 questions (both multiple choices and open-ended questions) and it should take less than 15 minutes to complete. Only group data will be reported and at no point will participants' identity be revealed.

Please e-mail the survey back to me at:

calvininmi@yahoo.com

Thank you.

Sincerely,

Chien-Wen Huang

1. Job title:

2. The name of the school or organization where you work:

3. Why are you recruiting international students?

4. In your experience, what methods seem the most effective for overseas recruitment? Please rank them from 1 (being most effective) to 8 (being least effective).
   ___ word-of-mouth (i.e. parents' advice, friends' recommendation)
   ___ university/college fairs (overseas recruitment)
   ___ school reputation
   ___ faculty, students and staff of universities and colleges
   ___ educational advising centers (i.e. language school/center, consultant)
   ___ Internet (i.e. school websites, search engine)
   ___ references (i.e. Peterson's Guide)
   ___ others (please indicate): _____

5. When foreign students request school application forms,
   ● Which format do you prefer to use? (check all that apply)
   ___ paper-based application forms (all materials/forms sent in a package)
   ___ online application (through school website)
   ___ e-mail attachment
   ___ FAX
   ___ other: _____

   Why do you prefer this method?

   ● What format do you prefer students to use when submiting applications? (check all that apply)
   ___ paper-based application forms (all materials/forms sent in a package)
   ___ online application (through school website)
   ___ e-mail attachment
   ___ FAX
   ___ other: _____

   Why do you prefer this method?

6. From what region would you like to recruit students and what is the primary reason for your choice?

7. Which U.S. schools' offerings attract more potential international students?
   ___ offer friendly/flexible living arrangements
       (i.e. dormitory room selection, flexible holiday hours)
   ___ financial aid
   ___ on-campus jobs
   ___ other (please specify):

8. Do you feel it is beneficial for U.S. schools to partner with overseas (private) agencies to recruit perspective students? Why or why not? And if you use overseas agencies, have you had a successful experience?

9. When distributing school materials (i.e. bulletins, brochures, application forms, orientation materials), does your school create a separate version for distribution to foreign countries/students? If so, are they written in simplified English, or they written in languages other than English? And do they highlight facets of your school that you believe would appeal to foreign students?

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**--- Thank you for your help ---**