

A Sense of Belonging: New Technologies' Effect on Recruitment Practices of Graduate Programs

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Abstract

College recruiting has changed drastically as a result of new technology such as interactive Web sites, blogs, social media, and on-line videos. This study surveyed 144 college undergraduates about their attitudes and interests in enrolling in their institution's graduate program as well as different types of recruitment technology. Video, printed handouts, and Web sites, were explored to assess their effectiveness as recruitment tools and discover how views of effectiveness are constructed. The study found video is perceived as the most interactive and influential recruitment tool and Web sites are the most credible, trustworthy, and user-friendly recruitment tool. This study allowed for making note of possible new ideas for recruiting which may be used by various universities and recruiters in the future including the incorporation of video to current social media plans and conveying a sense of belonging to potential students.

KEY WORDS: *Recruitment, Social Media, Public Relations, Technology*

Web sites, YouTube, blogs, Facebook, and Twitter. These are just a few of the new technologies now considered by departments, schools, and colleges as recruitment tools. College recruiting is not the same today as it was five years ago. New technologies have changed the way universities attract new students. In the current economic downturn, many departments depend on their own faculty to recruit students.

In addition to Web sites, blogs, and online videos, many universities rely on more traditional print pieces to recruit and inform potential new students. This study sought to find the most valuable tools and how to use them most efficiently; its purpose is to expand previous college student recruiting research to include graduate studies and also to supplement current literature with technical recruitment tools. This study will enhance the recruitment literature with the importance of students' supportive attitudes, which have been inconsistent in previous research. It will also explore positive university image and branding.

With regard to mass media and communication departments, it is inherently evident that an effective public relations plan is essential to the successful recruiting of undergraduate and graduate students. Especially at smaller universities, with boutique programs and fewer graduate students, communication departments have taken a more active role in the recruitment process of potential master's candidates. In this study, we utilize previous research to conduct our own recruitment campaign and analysis.

For this study the term "recruitment" is operationalized as the active and passive seeking of new students to become enrolled in the university's programs (Sung & Yang, 2008). Recruitment tools refer to the many ways universities attract students including Web sites, brochures, campus tours, letters, emails, videos, and phone calls. "Image refers to a global or overall impression" (Sung & Yang, 2008, p. 360). Specifically, Kotler & Andreasen (1996) define image as values, attitudes, stereotypes, ideas, actions, and impressions that a person holds about another individual or group.

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Public Relations and Technology

As individuals become more technologically advanced, they receive their information from different media. Previous research proposes that new technologies incorporate both uses and gratifications and sense-making, but determining specific uses and gratifications has not been addressed (Hoppmann, 2007). Hoppmann suspects that an individual's gratification from seeking information through an online medium is reliant upon the successful transfer of information between the communicator and the consumer. Because of this, recruiters must always be diligent as to the most proficient way to target diverse audiences. Recruiters must also find particular media where potential students (and related audiences such as parents and guidance counselors) have the greatest interest, traffic, and retention.

Recently, San Diego State University and others have utilized social media such as Facebook as an effective means of promotion for educational departments (Mazzocchi, 2008). The M.B.A. program targets students ranging from 22-35 as recruits for the particular program, which is a congruent demographic for Facebook users (Corbett, 2010). Students surfing the Facebook Web site are able to access the program's page to learn more about the program, as well as see photos of the campus and video testimonials of professors. The feedback from these students has been positive, citing they felt as though they were able to interact with the faculty (Mazzocchi, 2008). With social media playing a larger role in potential students' decision-making process, it can be assumed that continuing this trend is beneficial to recruitment and public relations strategies of graduate programs.

Purdue University's graduate program is utilizing Facebook in a different way, as a platform to begin fostering a connection between potential and admitted students with other new students. Facebook's interactive group forums serve as a way to begin networking with future colleagues before even beginning a program. The page administrators post links such as welcome statements from the president of the university and students are able to ask questions about moving to the area and how they are feeling about the Purdue experience so far ("Purdue University," 2012).

Yang and Lim (2009) researched the outcomes of using effective Internet blogs for public relations on relational trust of readers. They examined whether a blog was effective using narrative structure, dialogical self (ongoing interaction with others), credibility of the author, and interactivity as their criteria. More than 300 students were assigned to one of eight experimental groups and were asked to read blog postings. Participants reported blogger credibility, , how blog interactivity, and so forth. The study found that blogger credibility and interactivity did indeed affect relational trust (Yang & Lim, 2009). This would suggest that the more interactive and perceivably credible a recruitment tool is, the more readily accepted the information is to viewers.

Media Studies over Time

Mass media is a term that has affected the growth of society for hundreds of years. Media began with the first documented language of a society, and it is constantly changing. Mass media has played a role in college enrollment and interest. American higher education institutions began facing a decline in enrollment in the 1960s (Lodge, 2009). In order to combat the decline, universities began changing recruitment policies to fill seats in the classrooms and ensure the job safety of its professors. Lodge notes that during this time, higher education was not emphasized to the public, but rather, it was perceived only for the elite.

As recruitment policies changed, so did this misconception. Universities began asking how they could recruit middle-class students who could obtain a degree that would be more applicable to practical occupations (Lodge, 2009). From this idea, institutions began developing mass media departments. Mass media departments focused on educating students on how to take learned tools, and to apply them to almost any field they choose to work.

State governments are currently cutting school funding for various programs, forcing professors to prove the necessity of their individual departments in order to salvage their jobs. Filling classroom seats was once a function left to a university's recruiting department, but as faculty begin facing job loss and budget cuts, they find themselves more and more likely to actively participate in the student recruitment process (Hale & Warnemunde, 1983).

Faculty and recruitment teams have a variety of tools accessible to them, sometimes creating inconsistencies as new technology emerges. Marketing techniques are inconsistent because society is inconsistent (Grunig, 2006; Eyun-Jung & Hon, 2007). Target audiences differ vastly between and among generations, and ways to reach these audiences is almost innumerable. Therefore, the importance of understanding how public relations is practiced is essential to enhancing organizational image and reputation to the public.

Relating to Key Publics and Audiences

Thayer's (1968) innovative idea of symmetrical communication opposes the traditional view of public relations. Rather than public relations practitioners telling audiences how to behave and feel, scholars argue that Thayer's idea prescribes practitioners change according to the behaviors and feelings of their audiences. By adapting to an audience, Grunig (2006) argues that this practice has been proven through research to be the most powerful in effective public relations communication. Given that college-aged individuals are increasingly technologically dependent, this study includes two relatively advanced modes of information transmission which serve as audience-centered recruitment techniques, Web sites and videos.

Strategic management is essential to effective public relations (Grunig, 2006). Grunig describes strategic management as a tool used by public relations practitioners to provide structure and maintenance to their communication processes in order to benefit organizations, publics and society. In explaining this idea, Grunig incorporates three theories: Situational Theories of Publics, Organizational Theory, and Symmetrical Model of Public Relations. Each theory encompasses the idea that if used correctly, positive relationships between an organization and its publics or audiences will be maintained.

According to Situation Theory, strategic management is essential to research and determining the target audience for the information being disseminated. After this has been determined, Organizational Theory claims that practitioners must develop a two-way symmetrical system of communication. Grunig (2006) describes this technique as communication between an organization and its consumers to negotiate, resolve conflict and to promote a mutual cooperation and respect between parties. When a practitioner has established his/her target audience through research, the strategic management plan has been built. There are distinct target audiences in recruitment for graduate programs. This study focused particularly on the undergraduate junior and senior audience.

Eyun-Jung and Hon's (2007) study used Grunig's previous research as a basis for their own, claiming that learning target audiences' behavioral intentions allow for predictions of attitudes. Additionally, if individuals have a positive attitude about an institution, they will likely have supportive behavioral intention as well. Understanding the behaviors of target audiences allows practitioners to adapt to the public. Building, nurturing and maintaining organization-

public relationships (OPR) is more important than changing public opinion because it allows the development of a mutual relationship and outcome measurements made possible (Eyun-Jung & Hon, 2007).

Eyun-Jung and Hon (2007) surveyed a group of undergraduate students by incorporating six public perception indexes: trust, satisfaction, commitment, control mutuality, communal relationship, and exchange relationship. They hypothesized that the incorporation of these perceptions would affect students' attitudes about the university, therefore predicting their behavioral intention, such as attending the same university in pursuit of a higher educational degree. Their hypothesis was supported; students who had a good attitude were more likely to select the same university to obtain a graduate degree. This supported their claims, as well as Grunig's (2006) claims that building and sustaining mutual relationships, especially OPRs, should be the main priority for organizations because they drive positive attitudes, resulting in positive behavioral intentions (Eyun-Jun & Hon, 2007).

In sum, public relations is critical in recruitment practices. By understanding target audience behaviors, academic departments can establish a strategic management plan that allows for the continuous adaptation to audiences' desires. In doing so, they can maintain positive relationships and encourage positive attitudes of individuals. Communication departments can also work to foster trust, satisfaction, and commitment to create positive attitudes among undergraduates which will potentially result in a higher amount of them returning as graduate students, which has become a recruitment strategy of late. This phenomenon is illustrated by Purdue University's Graduate School Strategic Plan. The plan calls for an expansion of undergraduate research opportunities for current undergraduates with the goal of attracting potential domestic and international graduate students (2010).

Applying Public Relations Tools in Recruiting

Studying a previous generation, Hale and Warnemunde's (1983) work concerning communication department recruitment chronicled a similar economic dilemma as the country is facing today. During this period, professors were forced to justify their positions, and the necessity of their departments, solely based upon student head counts. As a result, Hale and Warnemunde surveyed professors across the country about recruitment practices they found beneficial to their particular program and determined five key tools used by universities whose enrollment numbers were increasing annually: introduction of new programs within the department, curriculum changes allowing for more student flexibility, orientation of students towards job markets, department reputation, and national recognition. It is important to note that they also found that students were more likely to attend a university that was willing to provide monetary assistance, such as graduate assistantships (Hale & Warnemunde, 1983).

Sung and Yang (2008) and Hale and Warnemunde (1983) have taken the concept of establishing positive attitudes about an institution to create positive relationships and extended it by analyzing which recruitment tools used by universities are viewed as most effective by students. Their results supported the claim that students' attitudes are a precursor for their behavioral intentions.

There are many reasons students choose a university and its graduate programs. The Sung and Yang (2008) study was based on the idea that students look for four different attributes when choosing a university. These attributes, which contribute to a supportive attitude towards the university are: identification with the organization, commitment, trust, and school membership. Sung & Yang (2008) note that "students search for educational services based on diverse emotional needs, such as love, power, safety, and belonging" (p. 361). This study sought to

confirm those needs as important to the recruiting process. Along the same lines, Perna (2005) posited that an important part of recruiting is “building positive emotions” in attaining recruitment goals. (p.36)

Sung and Yang (2008) took the ideas of image and student support, and created variables they felt best defined these concepts with regard to assessing the students’ attitudes. They defined a positive image as one which focused on educational services attending to diverse emotional needs, branding through personification, perceived external prestige, and a corporation’s perceived reputation of the school. They defined supportive attitudes as those that allow students to identify with the school, display commitment, trust and school membership.

Similar to Eyun-Jung and Hon’s (2007) study, Sung and Yang (2008) surveyed a group of undergraduate students in Korea. They hypothesized that the students’ supportive attitudes and the school’s perceived image would be positively correlated and found that the characteristics of a school’s image did predict the students’ supportive attitudes toward the university. Additionally, students’ supportive attitudes were most affected by the external prestige of the school. However, the study showed that student attitudes were less likely to be affected by their own perceptions of the school’s reputation. This suggests that students are more concerned with how their particular university is accepted by others, rather than themselves.

The first thing students look for, identification, is defined by Ashforth and Mael (1989) as “a perception of oneness with an organization, which leads to a person’s support for institutions” (as cited in Sung & Yang, 2008, p. 363) Riel and Balmer (1997) posit that organizational identification is measured by feelings of belonging, positive membership to the organization, support from the organization, acceptance, and security (as cited in Sung & Yang, 2008). Sung & Yang (2008) also found that organizational commitment to the university’s values predicted enrollment. Trust and commitment both generated a positive attitude about the organization; students were more likely to enroll in the program if they feel they can trust the university (Sung & Yang, 2008).

Students need to feel an affective attachment and desire to become a member of the student body. They also need to view the program as a community they want to be a part of. Wehlage (1989) identified four components of school membership: attachment, commitment, involvement, and belief. Sung & Yang (2008) found that “all the constructs of university image – personality, reputation, and external prestige — had positive influences on students’ supportive attitudes toward the university” (p. 370). In order to successfully recruit students, universities need to focus on fostering these supportive attitudes among potential enrollments.

Eyun-Jung and Hon (2007) found two of the most important qualities students seek in an institution are goal-directed learning and student empowerment. In a technological world, Eyun-Jung and Hon’s research participants said they have limited free time. In light of this, they seek opportunities that challenge themselves, likely because they do not want to waste what little free time they have. Additionally, they said they were more prone to seek out an institution that allowed for mutual power between professors and students. By establishing this mutuality, students said they felt as though both parties were working towards a common goal, and two-way communication was always held as a priority.

The purpose of Sung’s and Yang’s (2008) study was to assess the impact of an institution’s image on student attitudes. By doing so, they attempted to determine how the impact of this image influenced student recruitment. In the process, they found that the perception of how others view the university was an important determinant in the supportive

attitude fostered in the recruits. This means that universities should be focusing more resources on external sources of information about the university.

The competition between universities is receiving a great deal of attention amongst recruiting departments. Students attachment and loyalty towards their alma mater have been a common subject area for research over the years (Hennig-Thurau, Langer & Hansen, 2001; Sung & Cho, 2006). A school's image and the "branding" of itself in order to stand apart is becoming a common recruiting tool for institutions (Ghosh, Whippie & Bryan, 2001; Kennedy & Walker, 1981; McPherson & Schapiro, 1998). Sung and Yang (2008) aimed to combine these ideas through a conceptual model. They analyzed students' attitudes through their perceived notions of the school's image and reputation.

After reviewing current recruiting trends, public relations theories, and the most effective types of recruiting tools, two research questions were formulated and three hypotheses were derived. Our research questions ask whether new recruitment technologies enhance and improve student recruitment and which recruiting tool is the most effective, a topic that has not been previously researched. Our first hypothesis is that students will have a more supportive attitude of their department's graduate program through viewing a video than via any other medium. Second, students' supportive attitudes will be most affected by identification with the school and specifically with the graduate program. Third, students will hold the opinions of others about the graduate program more important than their own opinion. Stated formally:

RQ1: Does new technology enhance and improve the way student recruitment is accomplished?

RQ2: Which recruitment tool will be most effective in terms of increasing interested in the graduate program?

H1: Of Web site, brochure, and video, video will result in the most supportive attitude increase among students as a recruitment tool when compared to websites and print brochures.

H2: Interest in the graduate school will increase after viewing the video, Web site and informational handout.

H3: Application consideration to the graduate school will rise after viewing the video, Web site and informational handout.

Method

Procedures

Participants were asked by unidentified graduate assistants, not involved with the class, to complete a survey during scheduled class time in a undergraduate Communication course, assessing attitudes towards image, reputation, and interactivity of chosen recruitment tools (informational handout, video and Web site) that each describe the Communication graduate program at the participant's current academic institution. Participants were also asked about emotional attachment, attitude, and previous interest in the Communication graduate program offered at the university. Participation was voluntary and any student choosing to participate was read a consent form. Participants were told that their responses would remain confidential, as no identifying information would be asked of them that could link their identity to their responses or their consent form.

Instrumentation. The survey contained 32 questions based on variables assessed in the previous research detailed above, including indicating whether they are interested in graduate

school, considering applying to graduate school, and whether they had heard of the college's communication graduate program prior to this survey. Respondents answered questions about how they received information about the graduate program and how they wish to receive this information in the future. Six Likert-type questions assessed the participant's attitude about graduate school in general, the college's particular academic programs, communication program, and communication graduate program, ranging from 1 (strongly against) to 5 (strongly favor). Participants were also asked to report how they felt about the potential of belonging and membership in the graduate program through six Likert-type questions ranging from 1 (strongly disagree) to 5 (strongly agree) (e.g., "You could belong in this graduate program;" "You could form a relationship with professors in this program"). Participants were asked to rate the college's reputation and how others outside of the college viewed the college's reputation. Three open-ended questions were included to assess image, values, and sense of belonging in the Communication program (e.g., "Based on the information you learned today what values do you think the graduate program has?" and "What kind of image do you think the program portrays"). Finally, demographic information such as age, sex, year in college, hometown, major information, and in or out of state student status was collected.

First, the students' attitudes were assessed before viewing any of the three departmental recruitment tools by having them fill out page one of their survey. Next, the students were shown a couple pages of the graduate program website (main page, how to apply, frequently asked questions) and gave them a brief synopsis of what can be found on the Web site. Then, the students were given a one-page promotional print brochure for the graduate school and had a few minutes to look it over. Lastly, a six-minute promotional video focusing on the graduate program, which included interviews with current students, faculty, and B-roll of the campus, was shown via projector screen in the front of the classroom. All participants viewed this video simultaneously. They were then instructed to fill out the remainder of their survey that reassessed their attitudes, and asked them a variety of questions about the recruitment tools they had just seen.

The respondents' answers were analyzed for perceptions of the video, informational handout and Web site, as well as their behavioral intentions as they applied to student interest in pursuing a graduate degree at the university. In addition, previous research's relevancy to the changes in technology was determined, and a communication strategy that will help enhance the reputation and visibility of the graduate program was developed.

Participants

Participants included 144 undergraduate college students (freshmen to fifth-year seniors) enrolled in Communication courses at a public Southeastern liberal arts university and ranged in age from 18 to 28 years old ($M = 21.2$, $SD = 1.64$). Of the respondents, 73.6% were female and 25.7% were male. Nearly 60 percent of respondents were in-state students.

Results

The data were coded and submitted to analysis via the SPSS computer system.

Research Questions

The two research questions ask whether new recruitment technology enhances and improves the way student recruitment is accomplished and whether video recruiting the most effective recruiting tool. All results need to be taken into consideration when answering this question. The data suggests that the newer forms of recruitment technology (video and Web site)

do enhance and improve the way that successful recruitment is accomplished. The findings support this claim because handouts were not seen as significantly influential, interactive, user-friendly, trustworthy or credible. While the video lacked a few essential elements (trustworthiness, credibility, and user-friendliness), it could be considered the most effective because of its ability to influence the attitudes of prospective students; the video lacked those elements simply because the website is more tangible and therefore considered to be more trustworthy and credible.

Hypotheses

The data supported Hypothesis 1, in that the recruitment video resulted in the most self reported supportive attitude increase among students as a recruitment tool (N = 78, 56.1%) when compared to the Web site (N = 41, 29.5%) and the print handout (N = 20, 14.4%), 5 participants did not respond. The most trustworthy recruitment tool was the Web site at 59.7%, followed by the handout (25.7%) and video (13.2%). The most user-friendly recruitment tool was the Web site (43.8%), followed by the video (37.5%) and informational handout (18.1%). The most credible tool was the Web site at 47.9%, next the informational handout (29.2%) and video (19.4%). Finally, the most interactive recruitment tool was the video (55.6%), followed by the Web site (32.6%) and informational handout (11.1%).

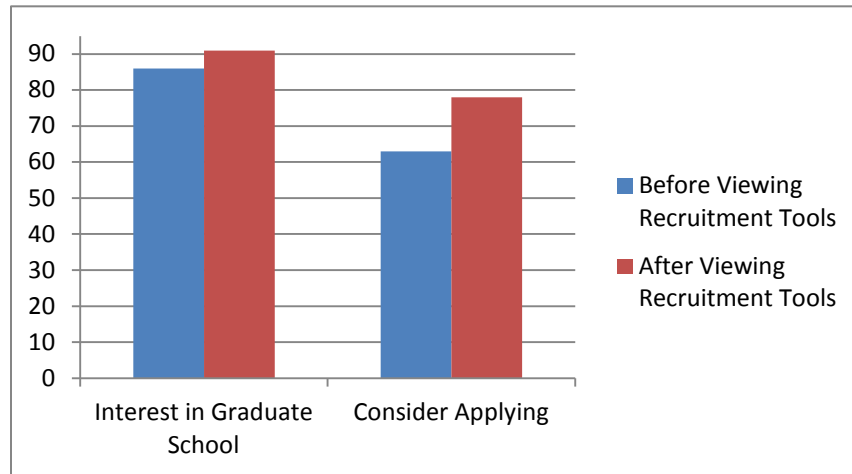
These findings also appear to support Hypothesis 2, in that the percentage of participants who are interested in graduate school will increase after viewing the video, Web site, and informational handout (see Figure 1). Additionally, Hypothesis 3 is supported as consideration to apply to graduate school increased after viewing the video, Web site and informational handout (see Figure 1). Using Pearson's product-moment correlation test, we found that the correlation between having a positive attitude towards the Communication Graduate Program and interest in graduate school before viewing the video, Web site and informational handout was not statistically significant ($r=.113$, ns, $n=142$). However, having a positive attitude towards the Communication Graduate Program *was* positively correlated at a statistically significant level with interest in graduate school *after* viewing the video, Web site and informational handout ($r=.22$, $p<.01$, $n=141$). This reveals that as positive attitude increases about a program, so does interest in that department's graduate offerings.

Post Hoc Tests. The data resulted in additional information not included in our hypotheses. This information incorporates attitudes and feelings towards the program, and predictors of interest in the graduate program. The variables included here have important implications for recruiters.

Using a linear correlation test, the variable 'sense of belonging' was found to be the only predictor of interest in the graduate program ($F=13.11$, $df=139$, $p<.001$). Other variables tested that were not significant predictors included feelings of attachment to the university, feelings of acceptance, feelings of security, feelings of trust and ability to form relationships with professors.

Written Analysis. Part of the survey included three open-ended questions asking participants their opinions about the program's image and values. Written answers were analyzed for frequency of phrase occurrence. Overall, when respondents were asked to describe the program's values, they responded with key terms such as: student-professor relationships, small but growing, academic-focus, success, safety, and respect. When respondents were asked to describe the program's image, they responded with common themes such as: close-knit, professional, positive, personal, strong community, hard-working, small, mentor-driven,

Figure 1
Increased interest and consideration of the graduate program



interactive, and relaxed/laid back. This suggests that students felt a sense of belonging, acceptance, ability to form relationships with professors, security, and a focus on academics while providing a comfortable learning environment.

Discussion and Interpretation

This study yielded a number of interesting findings. Although the video was not seen as the most trustworthy, user-friendly or credible tool for recruitment, it was viewed as the most interactive and influential recruitment tool. These results suggest that influence may not always be affected by factors like trustworthiness and credibility. The Web site was seen as the most trustworthy, user-friendly and credible. This suggests that while the website provided feelings of these three factors, it did not provide a sense of influence on participants' attitudes. We recommend that schools incorporate the use of both Web sites and videos in their recruitment process in order to cover all elements listed above. For example, departments could incorporate a video on their departmental home page. They could also make a Facebook fan page and include a video there. These results support Yang's and Lim's (2009) conclusion that the more interactive and credible a recruitment tool is, the more readily accepted the information is to readers.

Based on the findings of Hypothesis 2 and Hypothesis 3, it appears that the use of recruitment tools can play an important role in influencing current undergraduate student commitment and interest in applying to their institution's graduate school. The most significant finding was that respondents who were interested in the graduate program, but not committed to applying to the graduate program prior to viewing the recruitment tools were influenced to become committed to the program after viewing the three recruitment tools. This suggests that there is a need to deliver prospective students more information about a specific program and to make recruitment tools more accessible to students by utilizing as many media outlets as possible, such as using online resources (social media, blogs, Web sites), faculty presentations and class announcements, and print publications. The more information available to prospective students, the more likely they are to commit to applying to a program. Recruiters should utilize all of those venues, especially when trying to attract current undergraduates to apply for their graduate program.

The additional findings concerning attitudes, feelings, and predictors of interest, suggest that a university's ability to provide a sense of belonging amongst students is the most important element in predicting interest in a graduate program. This leads us to believe that schools must focus on providing these students with a certain degree of belonging through recruitment tools in order to make a commitment in a graduate program (Sung & Yang, 2008).

The qualitative assessment showed that the images and values portrayed by the graduate program included academic integrity, professor student relationships, sense of community, and comfortable environment. For example, a junior reported "the program challenges students to acquire more knowledge and encouragement of research." A senior noted the program appears to have "strong curriculum and great student/teacher relationships." Finally, another senior stated "dedication to the individual and their education/career goals" was clear from the recruitment materials.

The qualitative portion of this study asked students to assess images and values that the researchers found to be important tools in recruitment. It allowed students to elaborate on their specific desires in what graduate programs should portray in regards to image and values. While participants' feedback paralleled the researchers' initial beliefs of importance, subjects also included a need to portray program dedication to individual students, a sense of strong community, as well as providing an academic-focused program in a comfortable and welcome learning environment.

Limitations

While the results were significant, they also held many limitations. The most prominent limitation was that in doing a convenience sample, participants were part of the undergraduate Communication program at the university being studied. Accordingly, students already had an image of the department and of the university, therefore, possibly basing their opinions on previous experience. This limited the determination of whether the recruitment tools studied would be as effective on students from other undergraduate universities that did not have previous opinions of the program. Additionally, this study did not take into account students of various undergraduate backgrounds (e.g., business or psychology) who may be interested in transferring into the Communication program.

The video recruitment tool shown to participants was not a finalized version. Because of limited resources and time, the video displayed several audio difficulties, making the tool less professional and more distracting due to background noise. With this being said, students might have perceived the program as less professional and students could be distracted from learning key elements that the tool attempted to portray about the program. More importantly, students could have seen this video as less credible, possibly explaining the results of this analysis that concluded students' perception of the video as not credible or trustworthy.

Future Research

Future research could include doing a similar study but utilizing multiple universities for student respondents; that way the students would not be viewing recruitment tools made about the same university they are currently attending. Future studies could also look at students from other undergraduate majors to assess whether they would be interested in a communication master's program. Future research could also include utilizing three respondent groups, each one only being exposed to one of the recruitment tools rather than all three (video, Web site, hand-out). This could be a more accurate way of ascertaining which recruitment tool is most effective.

Conclusion

The most significant finding of this study is that college recruitment campaigns need to convey to prospective students a sense of belonging to the potential graduate program. This will most likely lead to a desire to apply to the program. Both forms of recruitment technology, video and Web site, should be utilized for the most successful recruitment program possible. These two recruitment tools are seen as more credible, user-friendly, interactive, trustworthy, and influential, than traditional print publications. In order to be most effective, videos should be placed in as many media outlets as possible and encouraged to be shown in classrooms of undergraduate students.

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