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Recruitment and Diversity: Exploring the Links Between Third-Party Provider Recruitment Strategies And the Level of Diversity Among Secondary Level International Education Travel Participants

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Recruitment and Diversity:

Exploring the Links Between Third-Party Provider Recruitment Strategies

And the Level of Diversity Among Secondary Level International Education Travel Participants

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PIM 71

A Capstone Paper submitted in partial fulfillment
of the requirements for a Master of International Education at
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Abstract

Seventy-eight percent of students who study abroad in college are White. The second largest racial/ethnic group to study abroad in college is Asian students and only eight percent of Asian college students go abroad. If the statistics look like this at the tertiary level, what could they possibly look like at the secondary level? Unfortunately, the overarching problem with secondary level international education travel (a broad term used to include short-term, semester- and year-long programs abroad) is that, unlike tertiary level study abroad, there is no standard reporting process. Therefore, it is largely unknown how many high school students are going abroad and the demographics of those students who actually do go abroad. Additionally, most high school students who travel abroad do so through third-party providers. Third-party providers are independent organizations that are not affiliated with any school and offer a variety of study abroad programs. Often these programs are costly and the providers cannot always offer financial aid. This has the effect of significantly narrowing the pool of potential applicants.

To explore this aspect of the international education travel that has been largely ignored, this research study asks the questions “Who is going abroad at the secondary level?” and “Do third-party providers’ recruitment processes have an effect on the level of diversity among secondary level international education travel participants?” Using OneWorld Now! (OWN), a Seattle-based third-party provider, as a case study, the author examines OWN’s participant demographics, as well as its recruitment goals, activities and results to determine if and how it is achieving diversity among its participants. Both an organizational recruitment process framework and a data processing model are used not only to make these determinations, but also to demonstrate how other third-party providers’ demographics and recruitment processes can be analyzed similarly.

Introduction

The overarching problem with secondary level international education travel (a broad term used to include short-term, semester-, and year-long programs abroad) is that, unlike university level study abroad, there is no standard reporting process. Therefore, it is largely unknown how many high school students are going abroad and the demographics of those students who actually do go abroad (Blumenfeld, 2008, p. 33). There is one organization, the Council on Standards for International Education Travel (CSIET), that attempts to compile data on the international movements of United States (U.S.) high school students. Beginning with the 2003 to 2004 academic school year, CSIET (2013) has annually published youth exchange statistics that include the number of long-term (semester- and year-long) outbound (going abroad) American high school students per U.S. state, the number of long-term inbound (coming to the U.S.) international high school students, the number of international high school students per U.S. state and the ratio of international high school students to each U.S. state population. In its 2012-2013 report, CSIET (2013) also provided nine-year comparisons in all these categories.

There are, however, several limitations in CSIET's data collection. First, the organization does not offer any demographic information beyond the state of the students' origins (CSIET, 2013). Second, CSIET (2013) only "collects student numbers from exchange organizations voluntarily applying for listing in the *Advisory List*." The *Advisory List* is a CSIET published directory of exchange organizations and includes those organizations' most up-to-date details, such as contact info, prices, countries served, etc. Since CSIET (2013) only collects data from organizations who voluntarily offer their data, it is possible that the number of organizations contributing data changes from year-to-year. This has a profound effect on the ability to compare outbound American high school student totals from year-to-year. Finally, in

addition to providing long-term statistics, CSIET (2013) also began providing data on American high school students participating in short-term programs in the 2003 to 2004 academic school year, but ceased to provide this information after the 2006 to 2007 academic school year, even though it is clear that the number of long-term outbound students is decreasing and the number of short-term outbound students is increasing (see Figure 1).

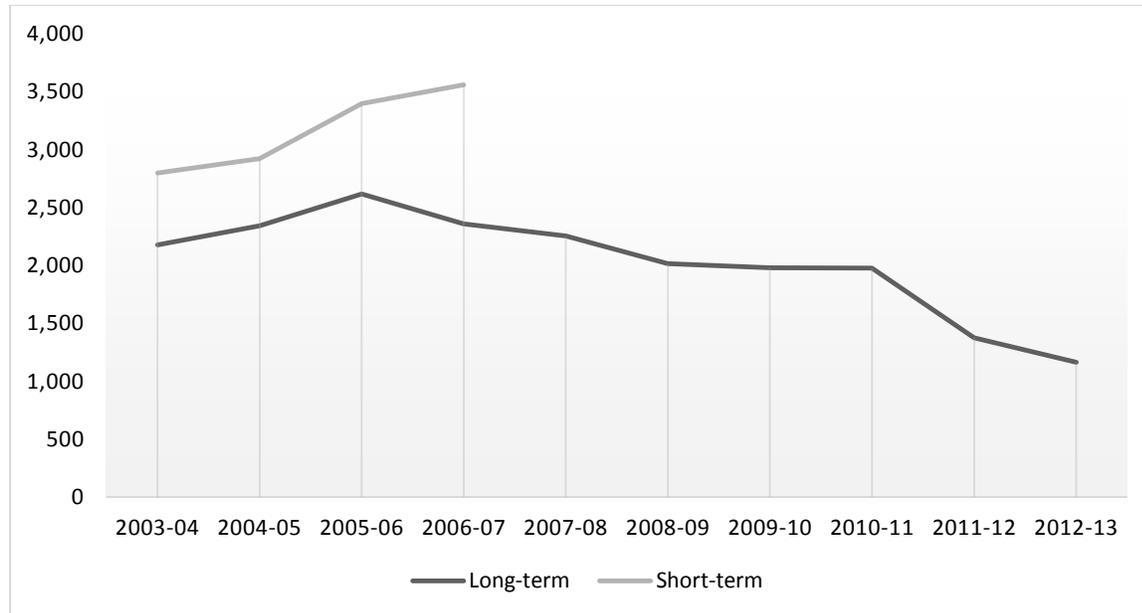


Figure 1. CSIET (2013) statistics highlighting the number of American high school students traveling abroad each year on long-term and short-term programs (2003-2013).

The Institute for International Education (IIE) *Open Doors* reports, comprehensive data collection on international activity at U.S. colleges and universities, are commonly used to demonstrate shortcomings or identify areas in need of improvement in tertiary level study abroad (Chow, 2010). If international education travel is potentially beneficial at the secondary level, then a reliable and comprehensive report, like IIE *Open Doors*, on secondary level participants will be necessary to make any assessments or informed decisions about further growth of the field at this level. The problem with this lack of information is that it is very difficult to make any assumptions not only about who is going abroad, but also about who is *not* going abroad. If there is a severe deficiency in diversity among international education travel participants at the

secondary level, it would, like at the tertiary level, need to be addressed and rectified. Therefore, one consequence to not having a centralized and comprehensive database is that third-party international education travel providers at the secondary level are designing and implementing recruitment strategies that *may* be alienating certain groups of students, such as rural, low-income, racial/ethnic minorities, or even males. This assumption is based on two factors:

1. There is evidence that rural, low-income, racial/ethnic minority, and male students are underrepresented in study abroad at the tertiary level (Brux & Fry, 2010; McLellan, 2010; Penn & Tanner, 2009)
2. Third-party provider programs are often costly and program providers have a limited capacity for financial assistance.

With these two issues in mind, this research paper will use a case study to explore the questions “What is the current level of diversity among high school students going abroad with third-party providers?” and “Do third-party providers’ recruitment strategies have an effect on the level of racial and ethnic diversity among secondary level international education travel participants?” The overarching goal of this research paper is to explore these two questions, to highlight the dearth of research in this area and to emphasize the importance of providing much needed qualitative and quantitative assessments of third-party providers, especially in the context of high school level international education travel.

Literature Review

There are several inherent themes in the research questions this paper poses; therefore, to understand why these questions are important, each theme be addressed within the literature review. The themes this literature review will discuss include the following: defining international education travel and third-party program providers, racial and ethnic diversity and

why it is important, barriers to diverse populations, the recruitment process and racial and ethnic minority recruitment. The literature cited in this section was obtained through a search of peer reviewed journals such as *The Journal of Studies in International Education*, *International Journal of Educational Management*, *Journal of Research in International Education*, *Education and Urban Society*, *Journal of Black Studies*, *Journal of Higher Education*, and *Frontiers: The Interdisciplinary Journal of Study Abroad*. Through reviewing these journals, prominent researchers within these areas such as Brux, Eccles, Evans, McLellan, and Penn were also identified. Other sources were found by searching the terms minority recruitment, diversity in study abroad, barriers, third-party study abroad providers in various combinations on Google (Scholar), Sage Online Publications, and JSTOR.

Defining International Education Travel

When students travel abroad in conjunction with an educational setting, there is a tendency for that act of going abroad to be referred to as *study abroad*, regardless of whether or not the students are actually *studying*. Learning may take place, but study abroad usually implies that the “students [will] receive academic credit for their travel” (McLellan, 2010, p. 247). IIE defines study abroad as “U.S. citizens and permanent residents who received academic credit at their U.S. home institution for study in another country” (Chow, 2010). However, unlike at the tertiary level, most high school students who travel abroad are generally not receiving high school credits for their time spent abroad.

According to CSIET (2013), only 1,165 high school students traveled abroad in the 2012 to 2013 academic school year for either a semester or a year, though it is not clear if or how many of those students received academic credit for their time abroad. Although CSIET (2013) has not provided the numbers of high school students participating in short-term programs since

2007, at that time the number was already at 3,561 and because CSIET does not report the numbers for all third-party providers, this is not even a comprehensive number. IIE (2009) defines short-term programs as “summer, January term and any program of 2 to 8 weeks during the academic year” (para. 6). It is clear from Figure 1 that more high school students are taking advantage of short-term, non-credit bearing international travel opportunities and, therefore, a broader term than *study abroad* is necessary.

McLellan (2010) defines international education as “any form of teaching or learning, both informal and formal that involves the sharing and exchanging of cultures and/or information about or from countries other than one’s own” (p. 247). International education occurs both in one’s own country and outside of one’s own country and can include studying, traveling, researching, teaching/learning languages, volunteering, and service-learning (McLellan, 2010). Since what high school students do abroad includes these and more, and since this paper will focus on students who are traveling abroad, the term that will be used throughout this paper is *international education travel* (IET).

Defining Third-Party Providers

According to Heyl (2010), “all entities that organize study abroad programs are ‘providers’” (p. 1). Where these providers diverge is dependent upon where they are based – some are university-based and some are not (Heyl, 2010). Third-party providers are independent organizations whose main purpose is to provide study abroad programs and are not affiliated with any school (Jackson, 2013). It is the latter type of provider that this paper will reference throughout. Third-party providers, both for-profit and non-profit, generally offer more options to students in terms of destinations, program lengths, times of year, and content (Jackson, 2013), which is why, in addition to offering their own programs, many colleges and universities use

providers (Redden, 2007). There are also subcategories to further differentiate third-party providers from one another. For example, there are providers who have extensive academic infrastructures, those who specialize in complex logistics (housing, excursions, travel, etc.), and those that are language institutes (Heyl, 2010).

Without being able to pinpoint an exact number of third-party providers currently sending students abroad, Heyl (2010) asserts that over 60 education abroad providers were present at the 2010 Association of International Educators (NAFSA) conference and “accounted for 15 percent of all exhibitors” (p. 3). It should be noted that NAFSA is an organization that focuses primarily on university level study abroad and the providers that Heyl referred to do not necessarily offer programs for secondary school students. A quick Internet search using a combination of the keywords “high school study abroad providers,” however, produced at least 20 reputable third-party providers (Appendix A) that provide programming to high school students. This number is more than likely significantly higher.

Within the majority of high schools in the United States, one is not likely to find a study abroad office, so using third-party providers becomes a necessity if high school students want to participate in an IET program and that is a major concern. While there are many reasons to research and analyze third-party providers, their relative monopoly on high school IET is a significant reason for investigating their missions, processes and programs. Heyl (2010) states that not only is “the quality and credibility of these [third-party provider] programs difficult to assess,” but also that “reliance on comments from peers and colleagues is often the only available form of assessment” (p. 4). This observation supports the need for in-depth quantitative studies on third-party providers, their programs and their participants.

Diversity: Race and Ethnicity

There are many categories that fall under the term *diversity*, such as gender, race/ethnicity, sexual orientation, age, etc. This paper focuses on racial and ethnic diversity. According to the United States Department of Education (2013), the following percentages reflect the racial and ethnic breakdown of all students who attended high school in the U.S. in the 2010 to 2011 academic year: 53 percent White; 23 percent Hispanic; 16 percent Black; five percent Asian or Asian/Pacific Islander; two percent two or more races; one percent American Indian/Alaska Native; and .003 percent Hawaiian Native/Pacific Islander. IIE's *Open Doors* (2013) report for the 2010 to 2011 academic year indicates that of the 273,996 students who participated in tertiary level study abroad 78 percent were White; eight percent were Asian, Native Hawaiian, or other Pacific Islander; seven percent were Hispanic or Latino/a; five percent were Black or African-American; two percent were multiracial; and one-half percent were American Indian or Alaska Native.

While it is not ideal to compare U.S. high school student demographics to U.S. university study abroad participant demographics, currently no racial and ethnic data exists for the high school students who participate in IET programs. For this reason and the fact that IIE's *Open Doors* (2013) report is the only comprehensive report detailing the international movements of U.S. students, the comparison is made between the two data sets to give a general idea of the racial and ethnic demographics of high school students, many of whom are college-bound, and the international movements of university students (see Appendix B). One cannot make assumptions about the demographic breakdown of secondary level international education travel participants based solely on the percentages of university level study abroad participants; however, the author would carefully point out the following hypothesis: if one considers the

level of diversity at the university level in conjunction with 1) the relatively low numbers of high school IET participants; 2) the relatively low level of visibility of IET programs among high school students; and 3) the absence of federal financial aid, one could hypothesize that the percentages of high school IET participants are similar to the percentages of university level study abroad participants. Unless the third-party provider sending high school students abroad offers financial aid, the programs must be paid for out-of-pocket. Although fundraising is an option, high costs can still make international travel unrealistic for many high school students.

Importance of diversity. Although achieving a high level of diversity can be elusive, it nevertheless remains an important goal for many reasons. In Sandra Day O'Connor's defense of the Supreme Court's decision on the *Grutter v. Bollinger* case, and summarized by Bankston (2006), she states:

A diverse student body has educational benefits. Students who come from different backgrounds theoretically bring different qualities to an institution, and this has benefits for the education of all...Second, she maintains that a diverse student body has benefits for a society beyond a specific educational program. Law schools, and other forms of professional training, provide a society with its future leaders. By providing leaders from a variety of backgrounds, professional schools can help maintain the legitimacy of society. (p. 2)

While O'Connor's statement of educational benefits as a result of diversity is broad, Brux and Fry (2010) outline the benefits of racial and ethnic diversity specifically in relation to IET. They discuss these benefits as two different sets: those [benefits] that accrue to majority students, to the host countries involved, and to the broader global community and those [benefits] that accrue to multicultural, or racial and ethnic minority, students (Brux & Fry, 2010). Some of the benefits

cited include diverse groups of students helping one another progress in their various stages of identity development, students learning how to work effectively in diverse groups, students asking new and/or deeper questions about themselves and their societies, the host country observing a broader American perspective that is often ignored or portrayed negatively, and the multicultural students learning about their own identity, experiencing growth, and examining American cultural values, among other (Brux & Fry, 2010; Day-Vines, Barker & Exum, 1998; Morgan, Mwegelo & Thuner, 2002).

Barriers for diverse populations. Despite the benefits of multicultural groups, racial and ethnic minorities still experience a plethora of barriers when it comes to IET. Two major barriers are accessibility and affordability. Eccles, Barber, Stone, and Hunt (2003) have acknowledged that while programs that incorporate social elements and that allow for positive development are much needed, they have also noted that there is an unequal distribution of these programs “with much lower availability in precisely those communities where the adolescents are at highest risk for poor developmental outcomes” (p. 866). In an interview about his book *Outliers*, Malcolm Gladwell states “it turns out that summer vacation is a massive disadvantage for poorer kids. Richer kids get a lot of help over the summer. Their homes are filled with books and things that advance their knowledge; they go to camp and have all these other activities. But a poor family can't do that” (Newman, 2008).

Gladwell based this information on a study by Alexander, Entwisle, and Olson (2007) who conducted a longitudinal study that followed 326 Baltimore public school students from first grade through 22 years of age. These students were given the Reading Comprehension subtest of the California Achievement Test at the beginning of each school year, as well as at the end of the year. From these tests, the researchers were not only able to determine the students’

level of achievement throughout each school year, but by comparing the students' end of year scores with their scores at the beginning of the following school year, the researchers were also able to determine how much learning took place over the summer. Alexander, Entwisle, and Olson (2007) found that the high socioeconomic status—low socioeconomic status achievement gap among ninth graders could be traced back to out-of-school summer learning differences over the elementary years. This study demonstrates that low-income students are not only denied participation in summer activities due to lack of funds, but as a result, they are also set back academically.

Brux and Fry (2010) also cite additional barriers to racial and ethnic minority students when considering traveling abroad. Among them:

- **Family Concerns and Attitudes:** Brux & Ngoboka (2002) found that 53 percent of Asian-Americans and 60 percent of African-American students cited family disapproval as a reason not to study abroad (as cited in Brux & Fry, 2010). Some multicultural students interested in heritage seeking programs, which are designed for the purposes of learning about one's own ethnicity (Neff, 2001), also experience disapproval because their parents are "shocked by the desire [of their child] to return to a country that the parents had left to provide a better life for their family" (Tsantir and Titus, 2006, p. 27)
- **Fear of Racism and Discrimination:** Cole (1991) found that many African American students know and understand American racism, but question why they should venture into foreign variations of racism.
- **Historical Patterns, Expectations, and Attitudes:** The two major barriers in this category include the multicultural student perceptions that study abroad is for white

students from the middle or upper class and that it has no bearing on future career plans (Brux & Fry, 2010).

- **Lack of Relevant Study Abroad Programs:** This includes the lack of heritage programs, as well as the lack of diverse study abroad destinations (Brux & Fry, 2010).

Fortunately, while working at UNC, the author has seen many universities working hard to reduce barriers for racial and ethnic minorities, in addition to other underrepresented groups, by incorporating programs and initiatives that specifically target them. UNC's Center for Global Initiatives has begun its Opening Access Initiative designed to systematically collect data across campus to determine personal, academic, and institutional barriers and thus create successful programming for traditionally underrepresented students (Steiner & Kutchma, 2012). Coppin State University, a historically black university (HBCU) in Baltimore, has implemented a new initiative called the Urban Education Corridor. Through this initiative, Coppin State works with local inner-city schools in order to “[deliver] an effective achievement pipeline...that ends with a successful college matriculation at Coppin State or some other reputable post-secondary institution or career path” (Urban Education Corridor, 2013). Coppin State also recognizes the need for global opportunities. They have not only set up a pen-pal program between elementary- and middle-school American and South African students, but they have even arranged for some students to travel there (Fischer, 2012).

Minority Recruitment

Whether or not third-party providers at the high school or university level are making special efforts to recruit racially and ethnically diverse students, it is clear that much work remains to be done. IIE's *Open Doors* (2013) report shows that although the percentages of racial and ethnic minorities have increased over the past 10 years, the increase is marginal and

still the percentages remain low. According to a Harvard study, “without aggressive recruiting programs, scholarships and financial aid packages, most of the programs probably wouldn’t improve the number of blacks and Hispanics who attend college” (Hoppe, 2003). Although this statement is in reference to college admissions, the idea remains valid when applied to IET.

A study conducted by Richardson and Skinner (1990) analyzed minority enrollment and graduation rates at “ten historically majority universities that have found ways of adapting their practices to improve participation and achievement rates for blacks, Hispanics, or American Indians without diminishing the rigor of the experiences they provide to other groups” (p. 486). Their primary goals were to look at the following aspects: (a) how the institutions changed to “accommodate greater diversity rather than expecting students to adapt to institutional practices”; and (b) what influence state policies, institutional missions, and community settings had on the institutions’ recruitment strategies and, ultimately, on the number of minority students they were enrolling and graduating (Richardson & Skinner, 1990, p. 486). Based on the data collected, Richardson and Skinner (1990) reached the following conclusion:

...administrators concerned about equity issues must consider a complex set of factors including historical relationships with the minority populations served, opportunity orientations and preparation of potential minority students, and institutional mission. These factors should influence the search for relevant practices in the experiences of other institutions. Too much of the current literature on minority higher education suggests ready-made “cookbook” strategies that can be used without regard for the unique circumstances of each college. (p. 509)

Although these conclusions are in reference to college admissions, they can still be applied to third-party providers when they consider their missions and their recruitment

strategies. These statements encourage both information sharing in order to uncover some best practices that could easily be overlooked, as well as finding what works rather than taking the easy path and using “cookbook” strategies.

In a more recent study, Haskins and Kirk-Sanchez (2006) surveyed 70 colleges and universities who offered physical therapy education programs to identify successful strategies when recruiting minorities. Since the number of minorities applying to, enrolling in, and graduating from these programs was very low, Haskins and Kirk-Sanchez (2006) wanted to determine which schools were making special efforts to recruit minorities, what special efforts they were making and if the special efforts were working. Haskins and Kirk-Sanchez (2006) did this by using what they and Richardson and Skinner (1990) refer to as minority equity scores. Haskins and Kirk-Sanchez (2006) assigned minority equity scores (MES) to each school by dividing the number of aggregate minority students who applied to, enrolled in and graduated from that school by the aggregate number of minorities between the ages of 18-29 who are living within that school’s state. If the MES was 100, there are equal proportions of minorities applying to, enrolling in and graduating from the school as are living in that state (Haskins & Kirk-Sanchez, 2006). If the MES is below 100, the number of minority students applying to, enrolling in and graduating from the school is lower than the number of minorities living within the state; and conversely for scores of more than 100 (Haskins & Kirk-Sanchez, 2006).

Once Haskins and Kirk-Sanchez (2006) calculated the MES, they were able to look at each school’s recruitment strategies to determine if there was a correlation between certain strategies and a higher MES. Although the researchers found that overall “those who were making a special effort were doing no better than those who did not make a special effort at recruiting students from minority groups,” they did find that “certain strategies seem to be associated with

higher equity scores in some [minority] groups, but not others” (Haskins & Kirk-Sanchez, 2006). For example, programs that offered professional enrichment courses resonated more with Black/African-American students and programs that disseminated information about financial aid resonated more with Hispanic/Latino students (Haskins & Kirk-Sanchez, 2006). Due to these differences, they suggested “different strategies should be used for students of different minority groups” (Haskins & Kirk-Sanchez, 2006).

Both of these studies are invaluable to minority participation research because, regardless of their outcomes, they legitimize the topic itself and explain why it is worthy of investigation. The researchers in both studies also provide simple, but effective methods of determining the levels of minority participation, such as MES. Examining minority participation at schools or within programs is a way to hold schools and organizations accountable for how they execute their recruitment and admissions processes.

Research Design

The main purpose of this research is to contribute in some way to the relatively small amount of information that exists in relation to recruitment practices and diversity in high school IET. The original goal of this research was to provide quantitative data that reflected if and how third-party providers were reaching proportionate levels of diversity among their participants. Due to a low return rate and the inability to draw any statistical conclusions, this research will instead use a case study to demonstrate how one organization uses a carefully crafted recruitment process to increase the number of its racial and ethnic minority participants. Through this case study, some light will be shed on the two research questions posed at the beginning of this paper: “Who is going abroad at the high school level?” and “Do third-party provider recruitment

processes have an effect on the level of racial and ethnic diversity among secondary level IET participants?”

Data Collection Methods

Survey design and sample. For the purposes of this research, only third-party providers who operate high school level summer programs were surveyed, the reason being that more high school students participate in summer programs than semester- or year-long programs (see Figure 1). The online survey was created and disseminated using Qualtrics, a sophisticated online survey program. The survey questions were based on the five stages of Breaugh and Starke’s (2000) framework and consisted of a combination of demographic, multiple choice, and open-ended questions to collect data within each stage (see Appendix C).

The survey was sent to 20 third-party providers and 26 employees within those organizations. A survey was sent to two employees at the same organization if it was unclear, based on the position title provided on the organization’s website, which employee would be more suited to completing the survey. The organizations surveyed were chosen mainly based on the author’s previous knowledge of third-party providers, but in order to identify providers from a variety of regions around the United States, an Internet search for “high school study abroad providers” and other various word combinations was performed. The employees surveyed had a variety of job titles, but the two primary words sought within the job title were “admissions” and “outreach” or any variation thereof (see Appendix D).

There were several inherent limitations to the survey. One limitation was that the survey needed to be answered by an employee who had knowledge of both the admissions and recruitment aspects of the organization. Another limitation was that if the organization had not already compiled the information asked for on the survey, it would be a time consuming task,

which respondents may not have been willing to take on. Additional limitations included the length of the survey, the time of year it was sent, the type of contact information obtained (direct versus general email address, i.e. info@organization.org) and the type of contact (emailing versus calling). These limitations are discussed more fully in the conclusions of this paper.

Conceptual Frameworks

Two conceptual frameworks were used to analyze the organization on whom this case study is based. Breugh and Starke's (2000) organizational recruitment process framework was used to analyze the organization's recruitment process. The framework divides the recruitment process into five components, which is important to this research because it allows for a close examination of the recruitment choices made by an organization, the relationship between the choices made and whether or not the recruitment result(s) met the recruitment objective(s).

The second conceptual framework is Haskins and Kirk-Sanchez's (2006) assessment of strategies used by universities to recruit and retain minority physical therapy education undergraduate and graduate students. Haskin and Kirk-Sanchez's (2006) model works in two ways. The first is that it quantifies recruitment data, such as the number of minority students in a program in relation to the state minority population or the percentage of schools using a particular recruitment strategy. The second is that it uses the quantified data to make comparisons between schools, programs and strategies to see which schools or programs are succeeding in recruiting diverse participants. As this is a case study, and no comparisons are being made, this model is used to describe some of the data gathered from the survey.

Breugh and Starke's five-stage framework. All organizations and companies use different recruitment strategies depending on any number of complex variables. The strategies depend on what their goals are, what their mission is, what type of people they are looking for, et

cetera. Breough and Starke (2000) originally designed this framework while conducting research on how to recruit employees, but it nevertheless addresses the key stages that are essential for any recruitment process, including secondary level IET. The five-stage organizing framework includes the following components: (1) Recruitment Objectives; (2) Strategy Development; (3) Recruitment Activities; (4) Intervening/Process Variables; (5) and Recruitment Results (Breough & Starke, 2000). Under these headings, Breough and Starke (2000) list specific examples, guiding questions, and variables to consider while working through a comprehensive recruitment process. Table 1 is an adaptation of Breough and Starke’s (2000) original framework (see Appendix E). The five-stage frame itself remained the same, but the original guiding questions were changed or omitted depending on how specific they were to employee recruitment as opposed to secondary level IET participant recruitment.

Table 1

A Revised Model of the Organizational Recruitment Process for the Recruitment of Secondary Level International Education Travel Participants

Recruitment Objectives	Strategy Development	Recruitment Activities	Intervening/Process Variables	Recruitment Results
<ul style="list-style-type: none"> • Number of Applicants • Quality of Applicants • Ratio of Offers to Acceptances • Satisfaction with the Experience • Diversity of Applicants • Cost of Recruiting 	<ul style="list-style-type: none"> • Whom to Recruit? • Where to Recruit? • Recruitment Sources to Use? (Proactive and Reactive) • When to Recruit? • What Message to Communicate? 	<ul style="list-style-type: none"> • Recruitment Sources • Recruiters • Recruitment Message (Realism, Completeness, Timeliness) 	<ul style="list-style-type: none"> • Applicant Attention • Applicant Comprehension • Message Credibility • Applicant Interest • Accuracy of Applicant’s Expectations • Self-Insight (Knowledge, Skills, Abilities, Needs) 	<ul style="list-style-type: none"> • Collect and Analyze Data • Compare Outcomes to Objectives

(Breough & Starke, 2000)

To better understand the framework and how it relates to the recruitment of secondary level IET participants, each segment is explained in further detail.

Recruitment objectives. In this stage, an organization asks itself what its recruitment goals are. The organization may also in this stage consider its goals in relation to its mission statement (Substance Abuse and Mental Health Services Administration [SAMHSA], 2005). For example, if the organization mentions diversity in its mission statement, the deliberate pursuit of applicant diversity would likely be an important recruitment goal. The more specific an organization can be in terms of goal setting, the clearer the marketing materials will be, the better equipped recruiters will be to seek out the desired students, and the better able the organization will be to determine if their outcomes are reflecting their goals (Breugh & Starke, 2000).

Strategy development. Once the recruitment objectives are decided upon, a strategy can be developed. The questions listed under this heading are the questions a third-party provider should be asking itself: Whom to recruit? Where to recruit? Recruitment sources to use? When to recruit? What message to communicate? The answer to each of these questions connect directly to the recruitment activities. For example, if an answer to “Whom to recruit?” is “Latino/a participants,” one possible recruitment activity would be to run an ad in Spanish on a Spanish radio station, or if an answer is “students with language skills,” one recruitment strategy could be to visit a high school and conduct a presentation in one of its language classes. According to Breugh and Starke (2000), “until an [organization] determines the type of applicants it seeks, it is difficult for it to address several other strategy-related questions,” meaning they need to answer the “whom to recruit” question before they can answer the where, what sources, when, and what message questions (p. 407).

Recruitment activities. As previously mentioned, once the strategy development questions are answered, the recruitment activities and sources will be easily decided upon. In this segment, Breugh and Starke (2000) also address another big factor to consider and that is the recruiter. The recruiter not only conveys information through what he/she says or presents, but he/she conveys a non-verbal message, as well. For example, “female or minority recruiters may signal to an applicant that an [organization] values diversity” (Breugh & Starke, 2000, p. 414). This is an important consideration when recruiting racial and ethnic minorities because they are more likely to consider applying and participating if they see others like them doing it, too (Strayhorn, 2010).

Intervening/process variables. This segment is different from the others in that it identifies some of the variables that have an influence on the *relationship* between recruitment activities and outcomes. For example, Breugh and Starke (2000) mention Applicant Comprehension as a variable. This “comprehension” is a variable that results from *how* a recruiter is communicating (language used, message, credibility of recruiter’s message, level of recruiter’s own understanding of the program, etc.) or *how* the organization is communicating (in-person or written) (Breugh & Starke, 2000). This segment would also include a variable such as financial aid. One reason financial aid is a variable is because not all organizations offer it; another is that although it is not necessarily a recruitment activity, it nonetheless has a major impact on a student’s decision to apply to or enroll in a program. Breugh and Starke (2000) acknowledge that this segment has received little attention due to the complexity of researching and testing the theoretical relationship between variables.

Recruitment results. In this final segment data is collected and analyzed and the outcomes are assessed in relation to the Recruitment Objectives. For example, did the

organization indeed recruit the applicants it intended to target and recruit? Furthermore, did the organization *accept* the type of participants it was looking for? Did the students who received an offer accept the offer? Did the recruiters communicate the information effectively enough for the participants to have realistic expectations of the program and were the participants satisfied? These are the types of questions each organization should ask of its recruitment process at the end of each cycle (Breugh & Starke, 2000).

Haskins and Kirk-Sanchez's study and model. Although there were not enough responses to conduct a comparative study and this model is only used to describe some of the available data collected in this study, there is value in outlining how Haskins and Kirk-Sanchez's (2006) entire data processing model can be applied to research of this nature. Based on their published research of minority recruitment strategies, Haskins and Kirk-Sanchez (2006) followed roughly five steps to determine the success of different recruitment and retention strategies. The steps set forth here are a summation of their research:

1. **Determine application, enrollment and graduation numbers among minority groups, as well as state minority demographics.** Haskins and Kirk-Sanchez (2006) only calculated these numbers for Black/African-American and Hispanic/Latino students. The state demographics they collected only included those who were from the two minority groups and were between the ages of 18 and 29.
2. **Calculate equity scores.** Equity scores are calculated by dividing the proportion of each minority group at each school by the proportion of that minority in the state's population (Haskins & Kirk-Sanchez, 2006). Haskins and Kirk-Sanchez (2006) calculated an aggregate equity score for each school (combining both Black/African-American and Hispanic/Latino numbers), which was referred to as the minority equity score (MES).

They also calculated the equity scores for each minority group, which were referred to as Hispanic/Latino equity scores (HES) and Black/African-American equity scores (BES). Haskins and Kirk-Sanchez (2006) stated that “an equity score of 100 indicates that there is an equal proportion of minority group members as the age-stratified proportion in the population” (p. 23). An equity score under 100 indicates the proportion of minority students at the school is lower than the age-stratified population; likewise, an equity score of more than 100 indicates the proportion of minority students at the school is higher (Haskins & Kirk-Sanchez, 2006).

3. **Separate the schools into two categories, the “special effort” group and the “no effort” group, and rank them according to their MES.** A question was included in both Haskins and Kirk-Sanchez’s (2006) survey and this study’s survey in which each school or third-party provider could self-identify as making a special effort to recruit minorities or as not making any special efforts.
4. **Compile a list of the recruitment strategies being used by each school.** Once compiled, the percentage of schools using each strategy is calculated and the list is ranked according to those percentages and can also be separated by “special effort” group and “no effort” group.
5. **Use the Wilcoxon rank sum test or the Mann-Whitney *U* test to make comparisons.** The Wilcoxon rank sum test allowed Haskins and Kirk-Sanchez (2006) to use the equity scores to make comparisons between the “special effort” group and the “no effort” group. These comparisons indicated whether or not those schools making a special effort to recruit minorities are actually doing better than those making no effort. Haskins and Kirk-Sanchez (2006) also used the test to determine the “relationship between the use of

each recruitment strategy and the MES for application and enrollment” (p. 24). This allowed the researchers to determine whether the recruitment strategies being used by those in the “special effort” group were actually helping to recruit and enroll minority students.

Haskins and Kirk-Sanchez (2006) point out that there are several limitations to this type of research. The first is that the equity scores are calculated based on the proportion of students from each minority group within the state where the school is based when the school may be recruiting from or their applicants may be coming from other states, as well. The second is that multiple schools from the same state may be recruiting from the same applicant pool or the applicants may be applying to more than one school in more than one state. The third limitation was their 41 percent response rate. Similar limitations would manifest themselves when researching third-party providers and their recruitment strategies. Smaller providers may be primarily recruiting within one state, while larger national providers may be recruiting across the nation. Therefore, determining a proportion of minority students by which to calculate equity scores could prove to be difficult.

Presentation and Analysis of Data

Due to the three percent response rate, performing either a comparative study or a quantitative study to determine any best practices among third-party providers was not a possibility. Instead, the answers submitted by the one respondent to complete the survey are provided here in the form of a case study. The information received in the survey is applied to Breugh and Starke’s (2000) organizational recruitment process framework to illustrate how the process can work within the context of third-party providers who offer international education

travel programs to high school students. Haskin and Kirk-Sanchez's (2006) model is used to evaluate the results and whether or not OWN met its recruitment objective.

OneWorld Now!

The respondent who completed the survey is from OneWorld Now! (OWN), an organization based in Seattle, Washington. OWN was founded in 2002 by Kristen Hayden and she has been the executive director for the past 11 years. When Hayden was 15 years old, she had the opportunity to study abroad in South Africa during Apartheid. She refers to her time there as a life-changing experience and afterwards felt that every high school student should have the opportunity to study abroad. Inspired by her study abroad experiences and her passion for social justice, Hayden went on to create OWN, an innovative global leadership program that encompasses those study abroad opportunities she felt were so important (OneWorld Now! [OWN], 2013a). OWN began as a pilot program in one Seattle public high school and today its program is available to all Seattle public high schools (The Seattle Foundation, n.d.).

OWN's mission is "to develop the next generation of global leaders through an innovative program of language, leadership and study abroad for underserved youth" (The Seattle Foundation, n.d.). The global leadership program is made up of three components: (1) language study (two critical languages are offered: Arabic and Chinese) with the option of a three-week immersion camp during the summer; (2) weekly leadership workshops; and (3) study abroad opportunities to China and the Middle East where the students stay with host families, continue their language studies and participate in service projects (OWN, 2013b). Students must apply to the global leadership program as there is a two-year commitment involved (OWN, 2012).

Applicants must be a high school sophomore or junior when they begin the program and preference is given to applicants who (a) attend a Seattle public high school; (b) are eligible for a free or reduced lunch through their school; and (c) can commit to at least one academic school year. If accepted, students attend language classes after school twice a week, leadership training workshops once a week, and they also have the opportunity to apply for the study abroad opportunities. Study abroad experiences typically last around three weeks (personal communication, 2013) and opportunities are only available to participants in the global leadership program due to the language requirements and the holistic and integrative nature of the program (OWN, 2012). In addition to providing language classes, leadership workshops and study abroad opportunities, OWN provides support to its participants in the form of mentoring, college prep and career development (OWN, 2013b).

Seattle Public School District

The Seattle Public School District (SPSD) is comprised of 12 high schools. Based on the racial and ethnic demographics of the SPSD, Seattle's youth is quite diverse (see Table 2). Additionally, some schools such as Rainier Beach, Cleveland-STEM and Franklin have a large amount of students on the free or reduced lunch programs. In line with its mission of targeting "underserved youth," OWN gives preference to students on the free or reduced lunch programs (OWN, 2012); therefore, the SPSD provides OWN with many recruitment opportunities.

Table 2

Seattle Public School District High Schools, Racial and Ethnic Demographics and Students on the Free or Reduced Lunch Plan for the 2011 to 2012 Academic School Year

Seattle Public High School	Race and Ethnicity of Students						Free or Reduced Lunch Plan
	<i>American Indian or Alaska Native</i>	<i>Asian or Pacific Islander</i>	<i>Black or African-American</i>	<i>Hispanic of any race</i>	<i>Multi-racial</i>	<i>White</i>	
Ballard	2	11	5	11	4	67	19
The Center School	1	8	6	7	5	73	14
Chief Sealth International	2	19	24	21	3	32	56
Cleveland – STEM	2	37	41	12	3	4	73
Franklin	1	54	31	8	2	5	65
Garfield	1	22	30	8	2	38	38
Nathan Hale	2	15	15	8	5	56	30
Ingraham	3	28	15	13	5	36	10
Nova	2	5	7	8	5	73	25
Rainier Beach	1	25	56	12	2	5	78
Roosevelt	1	17	9	8	2	62	19
West Seattle	2	21	19	14	5	39	44

Note. All figures are in percentages.

(Seattle Public Schools, 2013)

The Case Study: OWN's Survey Answers and Recruitment Process

Demographics and recruitment objective. The survey sent to OWN was designed to make inquiries into two areas of the organization: the demographics of students they sent abroad and their recruitment processes. With the exception of Asian students, the demographics of the 50 participants OWN sent abroad during the summer of 2012 are evenly distributed across racial and ethnic groups (see Table 3).

Table 3

Racial and Ethnic Demographics of Participants Sent Abroad By OneWorld Now!

American Indian or Alaska Native	Asian	Black or African-American	Hispanic of any race	Native Hawaiian or Pacific Islander	Two or more races	White	Not Listed
N/A	40%	10%	10%	10%	10%	10%	10%

These demographics are particularly interesting when the overall racial and ethnic demographic percentages of high school students in the SPSD where OWN does the majority of its recruiting are considered (see Table 4). With the exception of the Asian and White categories, OWN’s they are fairly proportional to the demographics of high schools students in the SPSD demographics are fairly proportional to the demographics of high schools students in the SPSD. While initially these percentages are impressive, there are two major limitations.

Table 4

Racial and Ethnic Demographics of Seattle Public School District Students Compared to OneWorld Now!’s Summer 2012 Participants

	American Indian or Alaska Native	Asian or Pacific Islander	Black or African-American	Hispanic of any race	Multi-racial	White
Seattle Public School District	1%	23%	20%	11%	3%	41%
OneWorld Now!	--	40%	10%	10%	10%	10%

Note. The survey used the term “Two or more races” while the Seattle Public School District uses the term “Multiracial.” The SPSD also does not have a “Not Listed” category, which comprised 10 percent of OWN’s demographics.

The first limitation is that OWN’s demographics are taken out of context and OWN could be an outlier. For instance, it is probable that some university study abroad programs have more

even distribution across racial/ethnic groups or higher percentages among traditionally underrepresented racial/ethnic groups than others, but when put into context, as it is in IIE's *Open Doors* report, the average distribution of percentages among universities is abysmally uneven. This demonstrates why it is vital to collect from all third-party providers the demographic information regarding high school international education travel participants. The second limitation is that there are no grounds for comparison. Perhaps these percentages are far higher or more evenly distributed than any other third-party provider and if so, it would be beneficial to examine OWN's processes to determine some best practices; however, without comparing their numbers to other providers, it is impossible to know what OWN may be doing better than others, if it is doing better at all. This again stresses the importance of gathering as much data as possible from third-party providers at the secondary level.

Another factor to consider when looking at OWN's demographics is its mission and recruitment objective. OWN's mission statement asserts that the organization "exists to develop the next generation of global leaders through an innovative program of language, leadership and study abroad for underserved youth" (The Seattle Foundation, n.d.) and the respondent cited OWN's recruitment objective as targeting "youth on the free/reduced lunch program and from diverse backgrounds." As Breugh and Starke (2000) state, the mission statement will influence the recruitment objective(s) and the more specific the objective(s), the easier it will be to determine whether the organization is meeting its objective(s).

Strategy development. Using its recruitment objective as a foundation, OWN develops its recruitment strategies. The first step in this stage of the recruitment process is that OWN must know who it wants to recruit. It is already clear from the mission statement and recruitment objective that OWN is looking for diverse students, namely those on the free or reduced lunch

plans at their respective high schools. When further inquiry was made into what characteristics OWN is looking for, the respondent answered, “Potential for the abroad experience to impact the student in a way that could change the trajectory of the student's life. Financial need. Willingness to work to earn the experience and make the best of it while abroad.” This is part of the criteria OWN uses to filter through all of the applications it receives. In 2012, OWN received 125 applications and accepted 50 participants, 98 percent of whom were on the free or reduced lunch program at their school.

The next step in developing a recruitment strategy is to determine where one will recruit and what recruitment sources one will use. Based on its mission and objective, OWN determined that a public high school would be the best place to start. OWN launched its 2002 pilot program at Ingraham High School (IHS). According to IHS's 2004 annual report, 1,186 students were enrolled in grades nine through 12 (Seattle Public Schools, 2012). The demographics of those students were as follows: three percent American Indian or Alaska Native; 35 percent Asian or Pacific Islander; 19 percent Black or African-American; nine percent Hispanic; and 35 percent White (there was no “Multiracial” category in the 2004 report). Forty-five percent of the students were on the free or reduced lunch plan.

OWN's recruitment strategy also incorporates a combination of proactive and reactive recruiting sources. Proactive recruiting sources mean that the recruiting organization is identifying its target audience and is making the effort to approach those within that target audience. Reactive recruiting sources mean that the organization is distributing information through general or specific outlets, but the audience is responsible for responding or “reacting” to the information released by the organization. The following section will discuss OWN's proactive and reactive recruitment activities.

Recruitment activities. The survey respondent cited the following as OWN's primary recruitment activities: (a) community presentations; (b) direct email; (c) high school visits; (d) partner organizations; and (e) social media. Proactive strategies include community presentations, high school visits and partner organizations. The first two demonstrate OWN identifying its target audience and "proactively" bringing the information to them. OWN pairs a staff member with an alum of the program when going into high schools or presenting information to the community. This type of recruitment strategy allows both OWN and audience members to accomplish several goals simultaneously.

First, OWN is able to verbally and physically communicate its values, goals, and the specifics of its program. The presentation verbally communicates the important information and the representatives themselves can physically communicate that they value diversity. The survey respondent stated that of the alumni who chose to help recruit new participants in 2012, 50 percent were Black or African-American, 30 percent were Asian or Pacific Islander and 20 percent were Hispanic. Second, audience members are able to receive this information through various channels – physical and verbal communication – additionally, they can ask for clarification on any of the information, talk to students who have first-hand experience and knowledge of the program, meet the staff member(s) who will be running the programs, and get immediate answers to their questions.

The third recruitment activity – partner organizations – is a proactive strategy if OWN is using its partners to identify prospective students that OWN may otherwise be unable to reach directly or through reactive strategies. Based on the information gathered from the OWN website, it seems that OWN primarily uses its partner organizations for support and funding. Their key partners include the following organizations: (a) AFS; (b) Confucius Institute of

Washington State; (c) International Institute of Public Policy; (d) Qatar Foundation International; (e) Seattle Public Schools; (f) StarTalk; and (g) the University of Washington's Middle East and East Asian Centers (OWN, 2013c).

OWN's reactive recruitment activities include direct email and social media. These are efficient ways to disseminate information to a larger audience and generate interest, but it requires the audience to take the initiative to respond. Direct email can be classified as a reactive or proactive strategy because for OWN to obtain a direct email address, the student would have to express an initial interest by providing his/her email address. At that point, one would have to investigate further what prompted the student to provide his/her email address. Was it during a high school visit (proactive) or did he/she see something on Facebook and sign up to receive emails (reactive)? Knowing that information would more specifically identify which type of recruitment strategy is garnering the most interest from students. Using a combination of both types of strategies is beneficial since everyone receives and responds to information differently and, as shown by Haskins and Kirk-Sanchez (2006), not all strategies resonate with all racial/ethnic groups.

Intervening/process variables. There are many possible intervening/process variables and due to the complexity of identifying and analyzing them, only two that seemed closely linked to increasing accessibility were chosen: admissions policies and financial aid. Both of these have an influence on an applicant's interest and his/her decision to apply and/or enroll. With regards to admissions policies, a question on the survey asked if the organizations accepted applications on a rolling basis or by a deadline. The purpose of the question was to determine whether or not accepting applications on a rolling basis or by a deadline had an effect on the diversity of accepted participants. OWN sets an application deadline, but without additional data

inferences cannot be made about the effect admissions policies has on the racial and ethnic diversity of OWN’s participants.

The second variable – financial aid – is one known to either aid or deter students from participating in expensive programs, especially ones that seem like a luxury. If an organization offers financial aid, low-income families have a better chance of sending their children abroad, but if an organization does not offer financial aid or the amount it offers is minimal, only more affluent families will be capable of sending their children abroad. The latter scenario will likely reduce the amount of racial/ethnic diversity among the participants. OWN not only offers financial aid, but their programs are free to students on the free/reduced lunch plan and 98 percent of their participants in 2012 qualified.

Recruitment results. One way to determine if OWN is meeting its recruitment objective - recruiting diverse students and students on free and reduced lunch plans – is to calculate its MES, as well as its individual equity scores for each racial/ethnic group, using Haskins and Kirk-Sanchez’s (2006) model as a guide. OWN’s MES was calculated by dividing the aggregate number of OWN’s minority participants by the aggregate number of SPSD students from each racial/minority group. The individual equity scores were calculated by dividing the proportion of OWN’s participants from each racial/ethnic group by the proportion of students in the SPSD from each racial/ethnic group (see Table 5).

Table 5

OneWorld Now! Equity Scores

Minority Equity Score (MES)	American Indian or Alaska Native Equity Score (AIANES)	Black/African-American Equity Score (BES)	Asian or Pacific Islander Equity Score (APIES)	Hispanic/Latino Equity Score (HES)	Multiracial Equity Score (MRES)
120	0	50	173	91	333

Based on OWN's primary recruitment goals and its equity scores, it appears that OWN is indeed meeting its objectives. Three of OWN's equity scores are less than 100 indicating that the proportion of OWN's participants from those racial/ethnic groups is less than the proportion of SPSD students from those racial/ethnic groups. This could be the result of many different factors and it may also be something that OWN would want to consider addressing through its recruitment process if it has control over the factors that caused those numbers to be lower.

Discussion and Recommendations for Further Research

The goals of this paper were to delve into who is going abroad at the secondary level and to explore the connections between third-party provider recruitment processes and the diversity of their participants. While a case study cannot provide detailed assessments of the IET field, it can demonstrate the need for further in-depth study on the topic. OWN has demonstrated how it accomplishes recruiting a diverse set of students and while no conclusive arguments can be made in terms of the correlation between its practices and the diversity of its participants, it is advantageous nonetheless to observe what they do in the attempt to continually grow and improve the field.

The primary challenge within the field of IET at the secondary level, as discussed at the beginning of this study, includes the absence of a standard reporting process, which would shed light on the demographics of high school students going abroad and would also aid researchers in identifying such shortcomings within the field. A consequence of not having a standard reporting process, is that third-party providers, who may hold a monopoly on IET at the secondary level, are not being held accountable for their practices. Case studies such as this one not only take a step toward achieving that accountability, but they can also uncover some best practices, which may encourage other providers to find ways to increase the diversity of their

participants. The exchange of ideas and best practices is vital to any field that strives to be the best it can be. To that end, three recommendations are set forth.

The first recommendation is to expand upon the research objectives outlined in this paper. The limitations should be addressed and rectified if possible. The survey limitations, as noted previously, include the sample size, the length of the survey, the type of information requested and questions asked, the time of year it was sent, the contact information obtained (direct email address versus a general email address, i.e. info@organization.org), and the type of contact (emailing versus calling).

In regard to the length and type of information asked, it took OWN's respondent to the survey 15 minutes to complete. This may mean that the survey does not take very long to complete if the necessary information is already compiled, in which case length would not be a limitation. The real limitation would be whether or not the provider has the necessary information already compiled. The survey was distributed in June, which is when the providers surveyed are sending participants abroad. Smaller organizations make use of every employee at this time due to the hectic nature of sending groups of teenagers abroad, so it is possible that some organizations were unable to spare the time to complete the survey (and perhaps the lack of time was compounded by not having the necessary information already compiled). If a direct email address was not obtained, an email was sent to the general info email address provided by the organization for inquiries and in the subject line wrote Attn: and the name of person at the organization identified as knowledgeable of its recruitment processes. A direct email address was used for the respondent at OWN, but another respondent who started the survey, but did not finish, was contacted through the general information email address. Therefore, it is

inconclusive whether one way is better than the other. Finally, all contact was made via email when a phone call or voicemail may have been more successful.

There was also one major limitation that became apparent after OWN's survey results were examined. As previously mentioned, the summer is a chaotic time for third-party providers who are sending high school students abroad for the summer. OWN's respondent was kind enough to complete the initial survey, but when contacted again a week later with follow-up questions, she had gone to Hawaii to oversee OWN's Summer Arabic Language & Leadership Camp. The follow-up questions sought to acquire more in-depth detail on OWN's (a) 2012 applicants; (b) past participant demographics (2002-2011); (c) funding sources (grants/external funding, full-paying students); (d) partner organizations; (e) community presentations; and (f) general opinions about the relationship between third-party providers and diversity. With the answers to these questions, the case study would have been more robust, providing a more detailed description of OWN and how they succeed in recruiting diverse participants. The final question about the respondent's opinion on third-party providers and diversity was meant not only to see if there were any major aspects of the topic that may have been left out, but also to get a perspective from someone with first-hand experience working with this topic.

If this research is taken up by another researcher, the second recommendation is to partner with someone who has worked or is currently working for a third-party provider. While the author has experience in admissions, she has not worked in a study abroad office nor for a third-party provider and feels that may have helped inform not only the survey design, but the whole research design, as well. Someone who works for a third-party provider will have more extensive knowledge of the climate among third-party providers and may have anecdotal

evidence of certain trends that could be researched further. This person may also have more success in getting other third-party providers to respond to the survey.

The third and final recommendation is to initiate either an annual conference or a consortium of providers who offer international education programming to high school students. Either outlet would, ideally, bring together both school-based and third-party providers in the interest of sharing ideas, discovering best practices, brainstorming and overall, making the field better for those designing, administering and participating in international education travel programs. These programs could have such a positive impact on participants' personal growth, intercultural competency, and educational and career choices that professionals in the field should be constantly attentive to who is and who is not being provided these opportunities and strive to take positive steps toward opening access to all students.

Embracing diversity is a key concept in study abroad, and so that concept should also apply to study abroad participants. Unfortunately, diversity among U.S. IET participants will not happen without concerted effort. OWN has shown that it is making a concerted effort and is succeeding in diversifying its participants. This case study on OWN has taken an initial step toward bringing visibility to this overlooked topic and researchers are encouraged to conduct additional case studies further investigate who is going abroad and the links between recruitment strategies and diversity in the hopes of increasing opportunities for all high school students who aspire to travel the world.

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Appendix A

Third-party providers that offer international education travel programs

to high school students:

Abbey Road Programs

AFS Intercultural Programs USA

Amigos de las Americas

Aspire by API

ASSE International Student Exchange Programs

Ayusa

CCI Greenheart Travel

CIEE

Edu-Culture Immersion

Experiment in International Living

Global Visionaries

OneWorld Now!

People to People

Projects Abroad

Putney Student Travel

Rustic Pathways

School Year Abroad

SPI Study Abroad

Where There Be Dragons

Youth for Understanding

Appendix B*United States High School Student Demographics Compared to United States University Study Abroad Participant Demographics*

	American Indian or Alaska Native	Asian, Hawaiian Native or Pacific Islander	Black or African American	Hispanic of any race	White	Two or more races
2010-2011 U.S. High School Student Demographics	1	5	16	23	53	2
2010-2011 U.S. University Study Abroad Participant Demographics	1	8	5	7	78	2

Note. All figures are in percentages. (United States Department of Education, 2013; Institute of International Education, 2013)

Appendix C

Third-Party Provider Recruitment Strategies Survey

Q1.1 INFORMED CONSENT

Please indicate that you have read and received the Informed Consent statement. Then please indicate a response after the statement below. A "YES" response indicates that you understand the statement and are at least 18 years of age and you agree to participate. If you respond "NO", your response to this study will not be used. I understand the potential risks associated with participation in this study and that the researcher will keep responses confidential. I realize that I may omit any question(s), and that I am free to withdraw at any time without penalty. I am at least 18 years of age or older.

- Yes (1)
- No (2)

Q1.2 Thank you for agreeing to participate in this research survey. This survey should be completed by someone who has knowledge of both admissions and the recruitment process. The goal of this research study is to assess the level of diversity among secondary level international education travel participants in relation to the recruitment processes developed and administered by third-party providers. In this study, I am limiting the term "international education travel" to include summer international travel programs only. For each question throughout this survey, please provide data for the summer of 2012. Providing the following information to the best of your ability will benefit this study greatly. The survey should take about 30 minutes to complete and you may complete it in more than one sitting.

Q1.3 Which organization do you represent?

Q1.4 Please provide your name and job title.

Q2.1 How many high school students did your organization send abroad in the the summer of 2012?

Q2.2 Of the high school students your organization sent abroad, how many identified with each gender listed below?

- _____ Male (1)
- _____ Female (2)
- _____ Other (3)

Q2.3 How many students of the following races/ethnicity did you send abroad?

- _____ American Indian or Alaskan Native (1)
- _____ Asian (2)
- _____ Black or African-American (3)
- _____ Hispanic of any race (4)
- _____ Native Hawaiian or Pacific Islander (5)
- _____ Two or more (6)
- _____ White (7)
- _____ Not Listed (8)

Q3.1 Are participants accepted on a rolling basis or are all applications assessed after a deadline?

- Rolling Basis (1)
- Deadline (2)

Answer If “Are participants accepted on a rolling basis or are all a... Deadline” Is Selected

Q3.2 How many total applications did you receive in the 2011-2012 school year and during the summer of 2012?

Q3.3 What characteristics and/or skills does your organization look for in a participant?

Q4.1 What is your organization's mission statement?

Q4.2 Does your organization have recruitment objectives or goals?

- Yes (1)
- No (2)

Answer If “Does your organization have any explicit recruitment obje...” Yes Is Selected

Q4.3 What are your organization's recruitment objectives or goals?

Q4.4 Does your organization make special efforts to recruit minorities?

- Yes (1)
- No (2)

Answer If “Does your organization make special efforts to recruit mi...” Yes Is Selected

Q4.5 Could you please describe the special efforts made or strategies used by your organization to recruit minorities?

Q5.1 What recruitment sources does your organization use?

- Community Presentations (1)
- Direct Email (2)
- High School Visits (3)
- Magazine Ads (4)
- Magazine Articles (5)
- Newspaper Ads (6)
- Newspaper Articles (7)
- Partner Organizations (8)
- Radio Ads (9)
- Social Media (10)
- Study Abroad Fairs (11)
- TV Commercials (12)
- Other (13) _____
- Direct Postal Mail (14)
- Purchased Postal/Email Address List (26)

Answer If “What recruitment sources does your organization use?” High School Visits Is Selected

Q5.2 Please provide the names of the high schools that your organization visited in the 2011-2012 school year. (The names of the schools will not be used in the paper. I am asking for the names only to get an idea of your recruitment radius and priorities, as well as to look at the demographics of the student population.)

Answer If “What recruitment sources does your organization use?” Magazine Ads Is Selected Or “What recruitment sources does your organization use?” Magazine Articles Is Selected

Q5.3 Please provide the names of the magazines to which you have submitted ads or articles.

Answer If “What recruitment sources does your organization use?” Newspaper Ads Is Selected Or “What recruitment sources does your organization use?” Newspaper Articles Is Selected

Q5.4 Please provide the names of the newspapers to which you have submitted ads or articles.

Answer If “What recruitment sources does your organization use?” Partner Organizations Is Selected

Q5.5 With which organizations do you partner in order to recruit students?

Answer If “What recruitment sources does your organization use?” Partner Organizations Is Selected

Q5.6 Why did you choose these partner organizations?

Q6.1 How many recruiters does your organization employ?

Q6.2 What is the gender identity of each of your recruiters?

- _____ Male (1)
- _____ Female (2)
- _____ Other (3)

Q6.3 What is the race/ethnicity of each of your recruiters?

- _____ American Indian or Alaskan Native (1)
- _____ Asian (2)
- _____ Black or African-American (3)
- _____ Hispanic of any race (4)
- _____ Native Hawaiian or Pacific Islander (5)
- _____ Two or more (6)
- _____ White (7)
- _____ Not Listed (8)

Q7.1 Does your organization offer financial aid?

- Yes (1)
- No (2)

Answer If "Does your organization offer financial aid?" Yes Is Selected

Q7.2 How much financial aid did you offer in the 2011-2012 school year or in the summer of 2012?

Answer If "Does your organization offer financial aid?" Yes Is Selected

Q7.3 How many of your organization's participants received financial aid?

Answer If "Does your organization offer financial aid?" Yes Is Selected

Q7.4 What was the average amount offered to each student?

Answer If "Does your organization offer financial aid?" Yes Is Selected

Q7.5 Are your financial aid awards needs-based, merit-based or both?

- Needs-based (1)
- Merit-based (2)
- Both (3)

Answer If "Does your organization offer financial aid?" Yes Is Selected

Q7.6 Of those participants who received financial aid, how many were of each of the following races/ethnicity?

- _____ American Indian or Alaskan Native (1)
- _____ Asian (2)
- _____ Black or African-American (3)
- _____ Hispanic of any race (4)
- _____ Native Hawaiian or Pacific Islander (5)
- _____ Two or more (6)
- _____ White (7)
- _____ Not Listed (8)

Q8.1 May I follow up with you if I have further questions about any data or information you have provided in this survey?

- Yes (1)
- No (2)

Q8.2 Are you interested in receiving a copy of the final research paper?

- Yes (1)
- No (2)

Answer If “May I follow up with you if I have further questions about...” Yes Is Selected Or “Are you interested in receiving a copy of the final research paper...” Yes Is Selected

Q8.3 Please provide your email address.

Q37 Thank you very much for taking the time to complete this survey! Your answers will be immensely helpful to this research.

Appendix D

Job Titles of Third-Party Provider Employees Surveyed

Admissions and Customer Services Manager

Admissions

Outreach

Admissions Director

General Director of Academic & Grant Programs

Academic Year Program Outreach & Training Manager

Program & Admissions Director

Director of Programming & Outreach

Director of Admissions

Director – Customer Relations

Deputy Director

Program Director

Head of Pacific Recruitment

Summer Program Coordinator

Appendix E

A Model of the Organizational Recruitment Process

Recruitment Objectives	Strategy Development	Recruitment Activities	Intervening/Process Variables	Recruitment Results
<ul style="list-style-type: none"> • Retention Rate • Job Performance • Psychological Contract Fulfilled • Job Satisfaction • Cost of Filling Jobs • Speed of Filling Jobs • Number of Positions Filled • Diversity of Hires • Number of Applicants • Quality of Applicants • Ratio of Offers to Acceptances 	<ul style="list-style-type: none"> • Whom to Recruit? • Where to Recruit? • Recruitment Sources to Use? • When to Recruit? • What Message to Communicate? 	<ul style="list-style-type: none"> • Recruitment Sources • Recruiters • Recruitment Message (Realism, Completeness, Timeliness) 	<ul style="list-style-type: none"> • Applicant Attention • Applicant Comprehension • Message Credibility • Applicant Interest • Accuracy of Applicant's Expectations • Self-Insight (Knowledge, Skills, Abilities, Needs) 	<ul style="list-style-type: none"> • Compare Outcomes to Objectives

(Breaugh & Starke, 2000)