Spring 2017

BRANDING A UNIVERSITY THROUGH AN EXPERIENCE: AN AUDIT OF JOHN CARROLL UNIVERSITY'S COMMUNICATION TOUCH POINTS

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Recommended Citation

BRANDING A UNIVERSITY THROUGH AN EXPERIENCE: AN AUDIT OF JOHN
CARROLL UNIVERSITY'S COMMUNICATION TOUCH POINTS

An Essay Submitted to the
Office of Graduate Studies
College of Arts & Sciences of
John Carroll University
in Partial Fulfillment of the Requirements
for the Degree of
Master of Arts

By
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2017

The essay of Tori M. Price is hereby accepted:

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Abstract

This project was designed to compare branding and higher education literature to determine how a higher educational institution can generate brand loyalty and brand advocates through a process of managed communication touch points. John Carroll has received national recognition for their academic programs and has been regarded by many alumni as a great university experience. Therefore, an audit of John Carroll University's communication efforts will demonstrate a comparison between the university's communication process and the research, to determine how exactly brand loyalty is generated at a small, private, Jesuit university. The literature review will serve as a "best practices" guide. The second section of the paper, the audit, will address the components, touch points, and interactions that John Carroll students encounter over the course of their undergraduate experience. The audit will analyze the content of communication materials and apply field study methods, such as interviews to serve as qualitative research. An analysis of John Carroll's communication timeline in comparison with the literature, will determine where the university falls in relation to the "best practices" research. To conclude this project, strengths of the university's brand advocacy tactics will be addressed along with suggestions regarding future research that could increase John Carroll's consumer base.

Introduction

Think about how many people you know who have gone to college, and think about the type of experience you have heard them describe. Does an acquaintance's experience have an effect on how you view that college or university? The chances are high that many aspects of a friend's recollection or portrayal of their college experience influences how you view that institution. Whether a consumer is aiming to advocate on their university's behalf or not, their experience is beginning to mold the way many prospective consumers view the service the university is providing. When an alumni or current student speaks about their college experience they are branding the university and becoming unsolicited brand advocates.

This type of word-of-mouth marketing may become more influential for universities in today's society. Research has shown a significant decrease in the number of students enrolling in college in the past five years and a substantial increase in the cost of an education (Vedder & Strehel, 2017). Due to the economic environment higher educational institutions are encountering, universities may become more dependent on brand advocates rather than relying on the sheer name recognition emanated by an athletic team or a single academic program. Therefore, universities need to determine how they can create an emotional experience that resonates with current consumers enough for prospective consumers to consider attending the institution.

This project aims to identify the factors that contribute to a successful student experience and how universities can manage these interactions in order to build their brand. Literature pertaining to service marketing and branding will provide insight relating to the elements of consumer satisfaction. Once appropriate branding tactics have

been identified, management factors relating to the experiential service higher educational institutions provide, will reveal the proper timeline to incorporate the branding tactics. Higher education literature will highlight the phases of a student's experience where certain communication is crucial. The combination of branding and higher education literature should formulate a reference for universities to follow to generate satisfied consumers, ultimately resulting in brand advocates.

This essay will utilize the literature to determine the best practices higher educational institutions can adopt to ensure students have a gratifying experience, resulting in brand advocates. An audit of communication touch points will determine if higher educational institutions are aligning with the literature. Print and digital material will be audited and analyzed to determine the breadth of the information being communicated. Personal communication and interactions will provide the audit with the depth necessary to comprehend how a university is establishing a connection between the institution and the student. In order to apply the literature, John Carroll University's timeline of communication will be audited.

John Carroll University has a substantial reputation in Northeast Ohio. Students, alumni, employers, and community members have all publicly and privately expressed pleasant experiences associated with this university. The university has even been nationally recognized by many magazines for the academic environment as well as the production of successful students and alumni. The curiosity surrounding how the university manages to create such a positive experience with its constituents should become apparent after the audit.

An analysis of the literature and the interactions that take place over the course of a John Carroll student's experience will determine where the university falls in accordance with the literature. The analysis will lead to a conclusion regarding the university's successes and areas that could benefit from the implementation of the findings.

Exploratory Research Questions

1. How can a university generate brand advocates?

2. Is there a specific set of communication touch points that generate brand advocates?

3. Where does John Carroll University fall in accordance with the literature regarding the type of communication needed produce brand advocates?

<div align="center">Literature Review</div>

Higher educational institutions are feeling the uncompromising pressure to brand and position themselves ahead of their competition. Higher education enrollment for the fall of 2016 dropped significantly compared to the fall enrollment in 2011 (Vedder & Strehel, 2017). With the current consumer decline, it is imperative for institutions to produce brand advocates who assist with the communication of the university's product and brand.

External factors have generated competition between universities and among graduates. High school and college differentials rose dramatically from 1975 to 2000 and have now substantially fallen (Vedder & Strehel, 2017). The Census Bureau data portrays a decline of 8.1% of annual earnings of workers over 25 from 2000 to 2015 (Vedder & Strehel, 2017). The cost to obtain an undergraduate degree is another external condition

creating competition among higher educational institutions. According to results found in the Consumer Price Index, college tuition and fees have risen 72% (Vedder & Strehel, 2017). The decline of financial benefits of a college degree and the increase of costs to obtain a college degree has contributed to the recent drop in enrollment. Students who do choose to attend college are expecting to receive value for the financial burden an education creates (Morgan, 2012). Therefore, universities must not only brand themselves, but they must do so through their students and their experience at the institution. By branding the entire student experience and generating satisfied alumni from their college experience, universities can communicate the justifications for attending college during this economically unstable time. To properly communicate the justifications, higher educational institutions should observe various branding literature regarding appropriate communication management for experiential products and services.

Branding products or services can encompass a variety of elements and theories around communication and behavior outcomes. However, past research has displayed that modern consumers no longer simply buy a product or a service, but they are now investing in an emotional experience around the product or service being sold (Morrison & Crane, 2007). The best way for service marketers to build strong service brands is to "create and manage the customer's emotional brand experience" (Morrison & Crane, 2007 p. 410). Voss and Zomerdijk (2007, p.3) attest that "a customer experience is built over an extended period of time, starting before and ending after the actual sales experience or transaction." By creating emotion through a product or a service, the marketer is "forging a deep, lasting, intimate, emotional connection to the brand that transcends material satisfaction" (Morrison & Crane, 2007 p. 410). The ideal outcome of

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a properly managed emotional experience would be the generation of an overly satisfied consumer, which would establish consumer loyalty and promotion of the service brand (Morrison & Crane, 2007).

There is a direct correlation between brand growth and the amount of brand advocates a company generates (Rusticus, 2006). Brand-talk between consumers is valued twice as much by people as an information source when compared to advertising with over 92% of people preferring brand-talk (Rusticus, 2006). Research has also proven that over two-thirds of the US economy is influenced by word-of-mouth, leaving marketers to believe word-of-mouth marketing and brand advocates are the best way to instill credibility into a product or service (Rusticus, 2006).

A university provides an "experiential service" where there is active participation and involvement from both the service provider (institution) and the consumer (student) (Khanna et al., 2014). As research has suggested, an experience that evokes emotion can provide the consumer with a satisfactory experience leading to brand loyalty and brand advocates. A university relies on the successful outcomes of the student's emotional experience to serve as a component of brand advocacy, and to substantiate the insufficiencies of reasons consumers face when making choice decisions (Morrison & Crane, 2007). Therefore, in order to generate brand loyalty and create brand advocates through consumers, universities need to develop a competitive advantage based on a set of characteristics and touch points that will result in student satisfaction throughout each stage of the consumer's journey (Melewar & Akel, 2005).

There have been various frameworks presented by different researchers regarding contributing factors of student satisfaction. After surveying renowned and recent research

regarding student retention and satisfaction, the characteristics that prevail as contributing factors of brand loyalty at a university are proper social and academic integration along with the ability to instill trust and confidence in students.

To achieve satisfaction from a university's consumer, the university must retain the student and evoke institutional commitment. Vincent Tinto established a theoretical framework for creating institutional commitment. Tinto's Integration Model suggested that a student must be integrated academically and socially into their institution for a student to persist (Tinto, 2006). Further literature surrounding Tinto's integration theory suggests "the matching between the student's motivation and academic ability along with the institution's academic and social characteristics, help shape two underlying commitments: commitment to an educational goal and commitment to remain with the institution" (Cabrera et al., 1993). Therefore, universities must examine internal communication tactics and initiatives that induce student commitment and satisfaction.

Literature regarding the social identity theory also contributes to the student's social integration (Soria et al., 2013). The social identity theory suggests that students assume identities, typically within the first year of their experience that affiliates them with their institution (Soria et al., 2013). This theory coincides with Tinto's integration theory in the sense that it is presumed that students who experience stronger institutional identity and receive greater institutional support will generate a sense of belonging at their institution, resulting in persistence (Soria et al., 2013).

Integrating students both academically and socially into the institution are crucial concepts for a satisfactory student experience and can be efficiently managed to evoke the emotion needed for branding a consumer's experience. However, instilling trust in

consumers also plays a vital role in generating brand loyalty. Trust is an aspect of communication that is suitable for every discipline and has the ability to create the same sense of emotion and loyalty to a brand or organization. In the context of life in general, trust aids in developing and maintaining long-term relationships; therefore, higher education researchers have turned to the concept of consumer trust as a more recent solution to the competitive environment higher educational institutions have been and currently are submerged in (Ghosh et al., 2001). Various aspects such as commitment, cooperation, positive evaluation of effectiveness, risk-taking, and reduced retention problems have been identified by different researchers as contributing factors of consumer trust (Ghosh et al., 2001). Yet, student trust in higher educational institution's personnel and management characteristics appear to be reoccurring themes contributing to brand loyalty across the literature. According to Carvalho & Mota (2010), trusting faculty and staff along with trust in administrative policies and practices supplement the students with the perception of value. If the trust in personnel and management is high, it is likely to result in student satisfaction and consumer loyalty.

As previously mentioned, education is an experiential service where the service provider and the consumer interact over an extended period of time, resulting in multiple experiences at different stages. To ensure a satisfactory experience, the university must break down the experience being provided into different stages of their purchasing journey. Researchers Davis and Dunn (2002) developed an internal strategy, designed to target consumers at relevant points along their purchasing journey. The "Touch Point Wheel" consists of three distinct touch points that occur during the consumer's experience: pre-purchase experience, purchase experience, and the post-purchase

experience. An experiential service is an accumulation of the touch points throughout the consumer's journey. Therefore, it is essential to focus on the entire experience, rather than just the experience at the purchasing stage.

The pre-purchase stage consists of interactions between the consumer and service provider prior to purchase. This stage is "designed to shape the perceptions and expectations of the brand, heighten brand awareness, and drive its relevance" (Davis & Dunn, 2002, p. 59). The purchase experience is the main interaction point and is designed to "maximize the values that the prospects perceive and instill confidence that they have made the right decision in choosing your brand" (Davis & Dunn, 2002, p. 59). The final touch point of the consumer journey, the post-purchase stage, should maximize the experience (Davis & Dunn, 2002, p. 59). By concluding the experience with satisfaction, the service provider leaves the consumer feeling positive about their purchase and experience, thus creating brand loyalty.

Knowledge relating to consumer phases during an experiential service provides insight to creating brand-name experiences. Providing innovative brand components at these stages contribute greatly to satisfying the consumer. Voss and Zomerdijk (2007) express how experiential services equipped with five distinct areas for innovation will safeguard satisfaction. The five areas are the physical environment, service employees, service delivery process, fellow customers, and back office support. The physical environment is an area of innovation that can assume many roles. In regards to education as an experiential service, the physical environment can accommodate customers and employees, guide behavioral actions, and provide cues about the type of service to be expected (Voss & Zomerdijk, 2007). The area regarding "service employees" is a

relatively simple concept. This area mainly consists of behavioral actions by staff members that evoke trust and confidence in the consumer (Voss & Zomerdijk, 2007). The "service delivery process" is a fundamental element of experiential services, because this factor largely contributes to the overall experience (Voss & Zomerdijk, 2007). The "service delivery" component consists of a series of actions that take place to deliver the service (Voss & Zomerdijk, 2007). The role of "fellow consumers" also contributes to an experience. It is suggested that experiential service providers find innovative ways to utilize consumers to add value to fellow consumers' experiences (Voss & Zomerdijk, 2007). While many employees are directly responsible for an experience, some might go unseen by the consumer; it is essential that these employees are connected with those employees at the forefront of the experience (Voss & Zomerdijk, 2007).

The "Touch Point Wheel" provides general insight and guidance regarding appropriate timing and tactics for building a brand; whereas Voss and Zomerdijk administer generic guidance regarding the areas of a university that affect a student's experience. But, what specifically contributes to satisfaction within the areas of innovation? *The Student Experience Practitioner Model* by Michelle Morgan (2012) supplies a more specific approach to higher education while still adhering to the generalized touch points and areas of innovation needed for creating brand loyalty. Many tactics within the *Practitioner Model* generate a sense of emotion and trust that brand and communication experts claim are crucial components for brand advocacy. This model envelops five specific milestones that are integral to the student's experience: 1. First contact and admission, 2. Pre-arrival, 3. Arrival and orientation, 4. Induction, 5. Outduction (Morgan, 2012).

The first two milestone experiences, "first contact and admission" and "pre-arrival," fall within the pre-purchase touch point. During the "first contact" experience, Morgan (2012) expresses the importance of welcoming, engaging, and embedding the potential students into the university. Due to the digital nature of today's society, the welcoming, engagement, and embedding tactics often occur initially by visiting the university's website (Morgan, 2012). Therefore, it is crucial to craft and construct an informative, clear, and inviting website that provides students with the feeling of community long before the arrival touch points (Morgan, 2012). Morgan (2012, p. 33) claims components applicants often appreciate include: 1. Access to real student views on courses and experiences, 2. Virtual access to parts of the university, i.e. virtual tours of classrooms and/or dorms, 3. Easily accessible information on course details. 4. Information on other aspects of the experience, such as teaching styles on the course, 5. Information on accommodations and nightlife, 6. Using language that students will understand.

The institution's website serves as a practical, informative tool whereas many universities have turned to a more interactive and collaborative form of communication, social medias. Social medias have started to intervene as a "first contact" experience for many students, as nearly 96% of young people have a social networking profile (Constantinides & Stagno, 2011). In the past, universities have attempted to market their institution through social media and have reaped minimal benefits. A 2011 study found that the majority of institutions are lacking relevant content on their social medias (Constantinides & Stagno, 2011). The study also revealed that most of their market segments turn to social media for engagement, social interactions, and informative two-

way communication purposes (Constantinides & Stagno, 2011). Morgan (2012) suggests involving current students to develop these social media tools, in order to enhance the activity and experience for potential students. The *Practitioner Model* elaborates on a case study in the UK where a university has developed a networking site for applicants where they can read forums and blog posts by current students as well as engage and communicate with current students (Morgan, 2012). The networking site provided the sense of engagement and connectivity students are looking for during this stage of their experience. However, the networking site it just part of the university's integrated approach to student communication. Aside from digital outlets, print material sent along with their acceptance letter might be the "first contact" experience for some (Morgan, 2012). Morgan (2012) explains the importance of the message of all materials, digital and print, to coincide with one another, giving the student a clear and consistent message.

Each aspect in the pre-arrival experience is about formulating a future pattern for potential students; that pattern being the university striving towards providing a supportive environment that builds a sense of belonging. The *Practitioner Model* outlines three distinct phases to target in the pre-arrival stage: 1. First contact, confirmation of a university place and admissions, 2. Getting used to the idea of actually attending the university, 3. Preparing for arrival (Morgan, 2012, p.52).

The distinct phases in the pre-arrival experience are designed to address the support needs of the students' while laying the foundation of their college experience. Communication at this stage must interlink each phase. Universities tend to proficiently communicate the practical information students desire, such as the requirements of the new student during the "first contact and confirmation of admissions" phase (Morgan,

2012). However, the communication during second and third phase of the pre-arrival stage should become geared more towards emotional and personal support rather than practical support. Once a student has been accepted to an institution, they start to accept the idea that they will be leaving home and attending a university. Therefore, the new student's mind shifts from functionality to emotions (Morgan, 2012). While students are fathoming their new home for the next few years of their adult lives, they become curious and anxious about arriving to their new institution. Many thoughts students turn to regard making friends, coping with independence, curiosity about the first day or days, what is expected of them, and how to begin this new learning process (Morgan, 2012, p.52). The communication for these phases of the pre-arrival stage need to be more personal and individualized so the new student receives relevant and meaningful information that is contextualized to them and their learning (Morgan, 2012, p. 52). Many of the communication suggestions for this stage contribute to the trust component that consumers often rely on in regards to satisfaction. The university should aim to engage and inspire the student through a series of insightful communication materials that address both the practical and academic concerns, as well as offer the emotional and personal support that can help manage the anxieties incoming students face during the pre-arrival stage (Morgan, 2012).

The next milestone universities need to address to ensure a satisfactory student experience is the "orientation and arrival" stage. Morgan (2012) explains that students are overwhelmed at this point in time with emotions ranging from excitement, anticipation, and apprehension. It is therefore, essential for the university to attempt to address these feelings with activities and information that will help guide and support the student

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through the arrival and orientation process. The orientation process is regarded as "the college's best opportunity to introduce a strong learning environment, build the foundations for academic success, welcome students and families to the campus community, promote student interactions with faculty and staff, and convey the values and traditions of the new institution" (Mullendore & Banahan, 2005, p.391). Along with these initial opportunities, it is also a pivotal time for universities to manage the emotional branding experience process, as this might be the first tangible interaction some students have with the institution.

With the abundance of information needed for students to succeed, it is easy to overwhelm the students, leaving them frustrated and confused (Morgan, 2012). Many scholars have explored and revealed the positive relationship that extended orientation and "welcome week" type actives have on the students' integration into the university. Mullendore and Banahan (2005) stress the importance of orientation being considered a comprehensive process rather than a single event. The integrated nature of the event will allow the students to still take part in the typical summer orientation that establishes the sense of belonging through practical activities such as signing up for classes, touring the campus, learning about academic support services and establishing the criteria needed to succeed, while incorporating activities that extend to the first week of arrival (Soria et al., 2013). The first week activities will promote the academic and social integration needed for students to feel the sense of belonging required to persist at the university (Soria et al., 2013).

Once students have arrived and settled in, the "induction" stage of the *Student Experience Practitioner Model* begins. Many researchers view a student's first semester

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or year as a pivotal period in the student's experience. Kift (2009, p. 1) explains "the first year of university study is arguably the most crucial time for engaging students in their learning community and equipping them with the requisite skills, not only to persist, but to be successful and independent in their new learning throughout their undergraduate years and for a lifetime of professional practice in which they will be continually required to learn and to engage with new ideas that go beyond the content of their university course." It is argued that students' first year should include curriculum and opportunities that are engaging, supportive, intentional, relevant, and social (Kift, 2009). Integrating classroom, co-curricular, and extra-curricular experiences are challenging, but are required on behalf of the university to fully engage their students in their first year (Morgan, 2012).

Providing a community, environment, or niche for students to become engaged in their learning both inside the classroom and outside the classroom coincides with Tinto's concept of social and academic integration. High impact activities such as first-year seminars, learning communities, and collaborative assignments have been utilized in higher education to engage students and create a more valuable learning experience for them (Kuh, 2008). According to Murphy (1989) common findings associated with first-year seminar courses include: 1. A student's need to identify with both the college and a peer group, 2. The seminar creates bonding, 3. There are certain skills and knowledge associated with success in college that can be identified and taught. Many researchers have established that the relationship between students who participate in first-year seminars and retention rates is positive (Schnell & Doetkott, 2003). Thus, indicating that the first-year seminars contribute to the initial integration while producing long-term

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satisfaction benefits with their institution. Accomplishing equilibrium of social and academic support is integral to the "induction" stage of the *Practitioner Model.* Establishing the high impact activities that will perpetuate the student's interest to succeed at the institution will ensure the integration necessary to achieve a satisfactory consumer experience.

The final stage in the *Practitioner Model,* "outduction," undertakes the implementation of activities, curriculum, and support services that will help students transitioning from university life to post graduate life cope with the emotions, apprehensions, and anxieties often expressed by soon-to-be graduates. Today, the graduating population experiences many external competitions such as economic climate, large pools of graduates, and massive changes in technology that create ambiguous emotions towards the thought of graduating (Morgan, 2012). The majority of students attend college and receive an undergraduate degree to improve their chances of getting a job, to further their career, or to increase their earning potential (Morgan, 2012). However, according to Perry (2012) there are high levels of uncertainty among recent graduates regarding career direction and choices, relationships, personal identity, living situation, self-image, and finances. The reasons for attending, as well as the reasons for uncertainty weigh heavily on the outcome of a degree. Therefore, it is imperative that higher educational institutions provide services and opportunities for their consumers to execute their desired goals and reasons for attending; thus creating a satisfied consumer at the end of their experience. Morgan's (2012) best practices for the "outduction" stage include:1. Final-year seminars, 2. Holistic career services, 3. Enhanced internships and

mentorship programs with professionals in their career field, 4. Continued university staff mentorship.

The importance of "outduction" practices have been widely studied by other higher education researchers and concur many of the suggestions made in the *Practitioner Model*. A large area of research on the "outduction" stage has been dedicated mainly to the type of curriculum incorporated into learning programs, of which promote experiential learning. Many employers have recently observed that college students often graduate with infinite theories and principles to speak about; however, they also have observed that many of those students are ill-equipped in aspects pertaining to the workplace (Munter, 2002). In a recent survey, nearly 88% of employers found it "important for colleges and universities to ensure that all students are prepared with the skills and knowledge needed to complete an applied learning project" (Hart Research Associates, 2015, p. 2). In the same survey over 60% of employers surveyed claimed they would be much more likely to consider a candidate who had internship experience (Hart Research Associates, 2015).

The curriculum being taught at a university varies from program to program. However, for a university to generate satisfaction from the "outduction" stage, their curriculum should incorporate the types of skills, projects, and experiences employers' desire. Providing students with opportunities embedded in their curriculum will benefit students during the "outduction" stage and prepare them for their future careers. By properly integrating high-impact learning activities into the curriculum, universities are providing students with a competitive advantage in the job market, which students (consumers) will appreciate.

The communication and branding research is applicable to higher education in the sense that many of the interactions and touch points that occur during an undergraduate experience coincide with the necessary components consumers need, to feel satisfied with their purchase. Institution advocacy is assumed to be the outcome of combining the brand management research with the higher education research along with the implementation of the branding components at the appropriate time of a student's experience.

Audit

The audit will be conducted in order to compare the literature with practical communication management tactics of a small, private university. The sections within the audit will provide an introduction to the university being audited which include: the type of experience students' attending JCU will receive, background information pertaining to the interviews conducted, and a detailed summary of John Carroll's significant touch points and interactions that occur from the student's initial point of contact to their departure from the university. Information from the interviews and audited data found in JCU literature will determine the timeline of communication and interactions that occur on the university's behalf that contribute to the student's experience. A visual aid of the timeline of interactions that occur can be found in the appendix section of the essay. Following the audit, an analysis will compare and contrast the literature with the tactics and interactions John Carroll initiates, and the results of those touch points. A conclusion will determine where the University falls in relation to the literature and explore suggestions for further research.

The University

  John Carroll University (JCU) is a relatively small (3,137 undergraduates), private, Jesuit institution located near Cleveland, Ohio. The university has a mission to "inspire individuals to excel in learning, leadership, and service in the region and in the world" (University Mission and Identity, 2017). John Carroll's mission is embedded in their learning goals, curriculum, and communication touch points. According to results from the National Survey of Student Engagement (NSSE), John Carroll has scored favorably among other NSSE institutions regarding level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experience, and supportive campus environment (National Survey of Student Engagement, 2017). In addition to the favorable survey data, JCU has several distinctions that set the small private institution apart from many others. The university's annual report lists several accolades JCU earned such as, the university's "strong commitment to undergraduate teaching," their dedication to service by being named to the "President's Higher Education Community Service Honor Roll," and according to Bloomberg BusinessWeek, the business school was considered the number one school in the nation in preparing students for jobs (John Carroll University, 2016). The benchmarks from the National Survey of Student Engagement as well as the national recognition and accolades indicate that John Carroll has been successfully producing a positive student experience, thus resulting in brand advocates.

The Experience

John Carroll is a Jesuit institution, meaning they embody the tradition of educational excellence while focusing on the whole person (The John Carroll Experience, 2017). John Carroll exhibits this tradition through their University Learning Goals of intellect, character, leadership and service. Intellect is at the core of the "John Carroll Experience" and is reflected in the academic course work. Every student will experience an integrative "core" of coursework that encompasses the focus of a well-rounded person. Every major also requires an additional writing course to ensure superb written skills, additional presentation courses to establish adequate public speaking and presentation skills, and a capstone experience that requires the disciplined use of skills, methodology, and knowledge taught through the curriculum (The New Integrative Core, 2016). The coursework can be shaped to fit the students' personal needs and they are mentored and advised by a full-time faculty member who takes a vested interest in the student's success (The John Carroll Experience, 2017). The university also encourages learning and intellect outside of the classroom. Students have the opportunity to: engage in faculty-guided independent research, study abroad, participate in a short-term immersion experience, go on study tours, present work at academic conferences, participate in academic competitions, and be published in scholarly journals (The John Carroll Experience, 2017).

As John Carroll focuses on the whole person, the university is insistent on preparing students for their future after college. John Carroll encourages students to seek internships or research opportunities to gain the skills and characteristics employers look for. Across all 70 majors, most students complete at least one or more internships during

their undergraduate experience (The John Carroll Experience, 2017). These opportunities are highly encouraged as they provide the student with prior work experience before entering into the workforce, making JCU students desirable employees. There is a wide verity of internship options for students within the Cleveland area, and some opportunities are exclusive to John Carroll students.

John Carroll's campus life instils leadership and service into many of the activities offered to students. Students have over 100 organizations to choose from, 23 athletic teams to watch, various intramural teams to join, and faith based communities to be a part of (The John Carroll Experience, 2017). Service is a key learning goal the university incorporates, both inside and outside the classroom. The Center for Service and Social Action helped JCU students coordinate over 136,000 service hours in the 2015-2016 academic year (The John Carroll Experience, 2017). Many students use these co-curricular opportunities to supplement their experiences gained from course work and from internship opportunities.

The "John Carroll Experience" also encompasses the surrounding communities and exposes students to the advantages of going to school near a major city. From an education and work experience perspective, students at JCU utilize the proximity to Cleveland to research at the Cleveland Clinic or various other local hospitals, obtain internships at Fortune 500 companies, and to student-teach in a diverse range of schools (The John Carroll Experience, 2017). Students are also able to attend various professional sporting events, enjoy a night out on the town, and dine at some of the best restaurants in the nation (The John Carroll Experience, 2017).

Through the various University Learning Goals ingrained in the "John Carroll Experience," students become successful alumni. Over 96% of alumni claim that the JCU experience contributed to their career (The John Carroll Experience, 2017). Many alumni have become successful leaders in their field, such as Rich Kramer who is the Chairman and CEO of Goodyear Tire, Tim Russert who was formerly the Chief and Moderator of NBC's "Meet the Press," and Sara Bloomfield who is the Director of the US Holocaust Museum (The John Carroll Experience, 2017). The John Carroll network is always available to every student and alumni. There are alumni chapters in 20 cities across the country that focus on leadership and professional development, service and civic engagement, educational and cultural programing, and social interaction (The John Carroll Experience, 2017). Current students along with alumni also have the opportunity to interact annually at John Carroll's career fair. With over 22,000 of JCU alumni residing and working in Northeast Ohio, many alumni turn to their alma mater as a hiring resource.

The highlights of a "John Carroll Experience" are communicated in a booklet within a student's admission packet. The booklet is enriched with student testimonials and telling statistics; however, the communication regarding the "John Carroll Experience" takes place in advance prior to the student being admitted. Interviews with department staff members complemented by audited John Carroll literature will reveal the communication, interaction, and touch points that take place at various stages of the student's experience at John Carroll.

Audit Interviews

Extensive interviews conducted with five major departments exposed many of the touch points that contribute significantly to a student's "John Carroll Experience." The first interview with Admissions revealed many of the yielding tactics as well as the personal interactions that take place during the "first contact and admission" stage at John Carroll. Christina Sobh, Associate Director of Enrollment at John Carroll, will provide an overview of the structure of the department, typical time frames for student interaction, and the process that takes place from the first contact to enrollment.

Kyle O'Dell, Senior Director of the Department of Student Engagement contributed important information concerning how the entire Division of Student Affairs plays a significant role and encompasses many components of the student experience. The purpose of this interview is to observe how social interactions help integrate students into their new community and how the mission of the university is embedded into extra-curricular and co-curricular activities. This interview provides an understanding of how the student experience is managed from a Student Affairs perspective starting at the "first contact and admission" stage throughout the remaining four stages found in the *Practitioner Model*.

John Carroll is a liberal arts college, therefore they, along with many other liberal art colleges' aim at providing a broad knowledge base for students during their educational experience. An interview with Dr. Peter Kvidera, Director of the Integrative Core Curriculum, will reveal the institution's desire to design an educational experience more integrative and linked, to provide a more holistic education throughout the students' four years. This interview will demonstrate how the core is communicated during the

early stages of the student's journey and how the actual core categories contribute significantly to the student's experience during the "induction" and "outduction" stages.

John Carroll University places a strong emphasis on the development of men and women for others and with others. This emphasis lies within the foundation of a Jesuit education. Therefore, the concept of service is prominent in a John Carroll student's experience. An interview with Sr. Katherine Feely, Director of Center for Service and Social Action (CSSA), will explain how and why the concept of service is managed early and continuously from a communications perspective along with the positive effects the interactions with CSSA have on a student's entire experience.

The literature review indicated many professional outcomes as reasons for attending college. An interview with Danielle McDonald, the Career Communications Coordinator at John Carroll, will address how Career Services contacts, interacts, and prepares John Carroll students for life after college. The interview will also examine how these touch points are managed throughout each stage of the student's experience to ensure Career Services has a comprehensive presence.

First Contact & Admission

Communication in the "first contact and admission" stage takes place in a funnel-like action at John Carroll. The funnel of communication starts with prospects and ends with deposited and enrolled students. Admissions may have prospects, which are names of prospective students they have obtained. If the prospects express interest from their digital communication, they become labeled an inquiry. John Carroll gets thousands of inquires each year, which can be generated from prospects or student initiated touch points (C. Sobh, personal communication, Feb 13, 2017). Interactions and

communications take place at different points in time, depending upon when the student enters Admissions' pool. According to Sobh (2017), some students reach out as early as their freshmen and sophomore year and the communication takes place from there. The Admissions department also yields students from in-person events such as college fairs, in-house events, and sometimes local social events (C. Sobh, personal communication, Feb 13, 2017). In some instances, (nearly 30% of applicants) the application is the first interaction between JCU and the student (C. Sobh, personal communication, Feb 13, 2017). However, the typical timeframe for students to enter into Admissions' pool is between the student's junior and senior year of high school (C. Sobh, personal communication, Feb 13, 2017).

From the inquiry stage, the student will receive an email communication thanking them for their interest. In the same email students will be provided with their designated enrollment manager's contact information, links to the visit page, and a basic introduction to the university (C. Sobh, personal communication, Feb 13, 2017). The initial communication for the inquiries remains digital, but the communication becomes more personalized to the student.

Targeted emails regarding academic programs are sent to students who have expressed interest in a specific program or field. This is also the time when prospective students are introduced to the mission of John Carroll. Students receive various emails regarding the service, learning, and leadership aspects that the university instills in every student throughout their experience. The Admissions department conveys the significant impact the "John Carroll Experience" has on students after they transition to the professional world. This is the touch point where students become familiar with the

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outcome of a Jesuit education. Career Services administers the "Outcome Survey" to determine the status of the recent graduates (D. McDonald, personal communication, Feb 14, 2017). The survey gathers data on general information, occupational information, specific industry, and job functionality. The data can be found on the Career Services website and is also utilized by Admissions during this stage to demonstrate the benefits of attending John Carroll. The Admissions department also personalizes email communication by connecting with students based on their location (C. Sobh, personal communication, Feb 13, 2017). For example, if a prospective student is from Buffalo, New York, Admissions will try to connect with the student by informing them about what JCU alumni are doing in the Buffalo area. Many of these communication touch points are priming the student and their family with relative information that indicate various expectations regarding the "John Carroll Experience."

Students are given a link to the "visit page" in their initial email communication. From here, students are able to schedule a tour of the campus. Sobh (2017) suggested that campus tour guides answer a bulk of transitional questions and allow the student to comprehend what life might be like for them at JCU, both academically and socially. The tour guides serve as a liaison to many different departments through their communicative script. Tour guides are expected to relay important aspects of college life, as it pertains to John Carroll students. Typically, the tour guides will discuss the various student organizations and weekly student activities available, the ample service-based learning opportunities, the instilment of social responsibility through service, the type of curriculum taught at John Carroll, and the outcomes of John Carroll graduates. The tour guides serve as an initial point of introduction to many of the departments that contribute

to a student's experience. They also provide relatable insight concerning the components of the "John Carroll Experience" that have shaped and molded them into whole human persons. The tour guides are one of the first concrete communication tools the university strategically manages to ensure the message resonates with prospective students. If a student is particularly interested in a specific program, Admissions can organize a "personalized visit," which could consist of faculty members and current students. This is an opportunity for students to gain authentic information about a program of interest and feel more connected to the university at the "first contact and admission" stage.

Aside from email communication and campus tours, Admissions also utilizes social media to yield students. Admissions profiles current students on Periscope, Twitter, and Instagram. Students are emailed and encouraged to check out the designated social medias for different information and discussions that will be taking place. The purpose of these tools are to share information about campus life, what there is to do, and information about specific programs from a student's perspective (C. Sobh, personal communication, Feb 13, 2017). For example, Admissions organizes topics for current students to talk about every other Thursday on Periscope. This type of communication tool allows for students to take initiative to discover the university from a student's perspective without feeling as if they are being bombarded with email communications.

Roughly 4,000 inquiries generate applicants of which approximately 3,200 are admitted (C. Sobh, personal communication, Feb 13, 2017). Once students are admitted they receive an acceptance packet that re-connects them with their enrollment manager, provides literature regarding financial aid, the "John Carroll Experience" booklet, campus life and facility information, and the Cleveland experience. The Division of Student

Affairs works in conjunction with Admissions to develop communication materials within the admission packet that allude to the type of campus life John Carroll has to offer (K. O'Dell, personal communication, Feb 14, 2017). The materials include information pertaining to life in the residents' halls, student organizations, and most of all student life; because staff members have found that students are very concerned with how they will be spending their time outside of class (K. O'Dell, personal communication, Feb 14, 2017). This packet serves as a reference point for admitted students regarding expectations for their experience as a whole at John Carroll.

Once a student is admitted, email communications become constant and based upon a calendar embedded in Admissions' customer relationship management (CRM) system. The CRM allows the department to send regular weekly, sometimes daily, emails to admitted students (C. Sobh, personal communication, Feb 13, 2017). These emails consist of various messages depending upon the month or week. Communication once admitted often regards deadlines for payment, enrollment, financial aid information, scholarship applications, current student testimonials, information from program Deans, interesting activities going on on-campus, and also events for admitted students (C. Sobh, personal communication, Feb 13, 2017). Students also receive targeted emails encouraging them to join a specific Facebook group that consists of the admitted cohort.

Pre-arrival

Print and digital communications take place regularly once the student is admitted; however, there is a more personal interaction that takes place in March. The Admissions department at JCU hosts an annual event for admitted students and their families to come to campus, explore the buildings, learn about academic services, interact

with students, hear faculty and alumni speak and meet with different campus staff as well as their potential cohort. The "Class of ____ Celebration" is hosted by enrollment but consists of 300-400 faculty and staff members, 15 different academic presentations, two resource fairs, student organizations, and academic services (C. Sobh, personal communication, Feb 13, 2017). The Division of Student Affairs has a presence at this celebration in order to communicate information about campus life, recreational activities, and co-curricular activities that many current students take part in (K. O'Dell, personal communication, Feb 14, 2017). Several student organizations also attend this event, establishing a preliminary relationship with the admitted students. From a Student Affairs perspective, this event capitalizes on the social uncertainties many transitioning students are encountering. Among the three to four hundred staff members, Career Services and the Center for Service & Social Action also attend this celebration. Career Services is part of the resource fair at the event. However, McDonald stated "mainly parents are the ones who tend to interact with us at the event…the students aren't ready to think about a job or career yet" (D. McDonald, personal communication, Feb 14, 2017). CSSA communicates the idea of service and how it positively affects many students during their college experience. For admitted students who were unable to attend, a synopsis video of the event, including links to presentations, is sent to ensure they have access to the same resources as students who were able to attend. This touch point can be very beneficial for admitted students to feel connected to the university and take the next step to become deposited students.

Admitted students have until May 1st to become enrolled and make their deposit. Approximately 750-800 admitted students transition to deposited, enrolled students at

John Carroll. Students who withdraw or enroll after being admitted are sent a survey to determine, ultimately, why they have or have not chosen to attend John Carroll. Recent findings of this survey have revealed that students who choose not to attend felt as if "another school wanted them more" (C. Sobh, personal communication, Feb 13, 2017). Supporting information regarding this answer is unknown.

For students that decide prior to May 1st a transition packet is mailed out in mid-April (C. Sobh, personal communication, Feb 13, 2017). This packet includes various pieces of information students transitioning from high school to college often inquire about. There is a checklist that provides students with step-by-step instructions regarding tasks that need to be accomplished. The tasks consist of: 1. Establishing your JCU email account, 2. Register for a summer orientation session, 3. Complete the College Student Inventory survey, 4. Accept the housing agreement and complete personal/roommate preferences, 5. Select a meal plan, 6. Submit financial aid verification documents, 7. Accept your financial aid, 8. Submit your student Health record, 9. Purchase parking pass (if applicable), 10. Pay fall semester balance, 11. Start your JCU experience. Included in the transition packet is literature that elaborates on each task of the checklist.

There is also information about utilizing the university system, "Banner Web" and the next phase of the student's experience, orientation. As orientation is an exciting milestone for enrolled students, it is helpful to provide a road map of what to expect to ease some of the "pre-arrival" social anxieties. Student Affairs collaborates with Admissions regarding the communication materials sent to students pertaining to orientation (K. O'Dell, personal communication, Feb 14, 2017). A brief outline of orientation, "streak week" (fall orientation), and "living the mission day" are provided in

the literature, and enrolled students are encouraged to visit the "transition" website for further instruction. The "transition" website includes helpful information such as a schedule of orientation, expectations of orientation, significant due dates, financial aid information, and life at John Carroll (K. O'Dell, personal communication, Feb 14, 2017).

Orientation & Arrival

The Department of Student Engagement has provided admitted students and their families with a broad sense of knowledge regarding expectations of orientation through the "New Student Orientation" website. The website answers many questions new freshmen, along with their parents, often have. In an effort to frontload as much information as possible, the Department of Student Engagement updates the information based off of feedback from orientation leaders. Orientation leaders not only provide feedback for Student Engagement after the orientation session, but before as well. The orientation leaders call each student in their group a few days before to see if there are any questions they have regarding orientation. This personal communication helps ease anxieties students may have about beginning their transition from high school to college.

The new-student orientation at John Carroll is a two-day event with roughly 100 students at each orientation session (K. O'Dell, personal communication, Feb 14, 2017). Within each session there are approximately eleven orientation leaders leaving nine to ten students in each small group (K. O'Dell, personal communication, Feb 14, 2017). After checking in, students will engage in a resource fair and learn about the different resources JCU has to offer to assist students through their undergraduate experience. Students will also be introduced to the John Carroll Code of Conduct and what it means to be a "responsible JCU student" (K. O'Dell, personal communication, Feb 14, 2017).

Vocational discernment is a topic communicated vigorously, as this is when students will meet with an advisor and discuss an academic plan that will contribute towards their professional goals (D. McDonald, personal communication, Feb 14, 2017). For students who are unsure of their professional goals, career education courses are presented as an option to help first year students find a career path (D. McDonald, personal communication, Feb 14, 2017). The introduction of the core curriculum is a necessary communication touch point at orientation as it is important for students to understand the integrative nature of their Jesuit education (P. Kvidera, personal communication, March 16, 2017). Academic advisors along with CSSA representatives disclose the importance of service and the impact service can have on the student's experience (K. Feely, personal communication, March 17, 2017). Service-based learning courses are highly recommended at this point in time since summer orientation is the touch point where students choose fall classes (K. Feely, personal communication, March 17, 2017).

In the evening session, the messages and interactions become less academic and more practical. The orientation leaders perform skits that demonstrate realistic issues that arise in college and how to handle those situations appropriately (K. O'Dell, personal communication, Feb 14, 2017). In conclusion to the planned activities, the evening session is the designated time for students to interact with their peers. Free-time is implemented into the first night to allow students to build social relationships within their cohort (K. O'Dell, personal communication, Feb 14, 2017). Throughout the whole first day, the small groups meet in-between each event to regroup and discuss any questions they might have.

The second day revolves around meeting with a faculty advisor and establishing a fall schedule for the student. Upon choosing a schedule and picking up a student ID card, students and families are welcome to learn about JCU's service project "Living the Mission," obtain financial assistance from JCU staff members, and tour local attractions (K. O'Dell, personal communication, Feb 14, 2017). Activities and information introduced at summer orientation are important, but Student Engagement knows they need to strategically disperse messages throughout summer and fall orientations to ensure those communications are comprehended. O'Dell stated "when we plan the summer orientation, we are really realistic about how much information we can give students; all they're worried about is getting a schedule and making friends" (K. O'Dell, personal communication, Feb 14, 2017).

Orientation at John Carroll is a comprehensive process that takes place over a period of time. When the incoming freshmen return to begin their semester in August, they still have some variation of guidance and familiarity. O'Dell, along with the help of his colleagues, host "streak week," which "picks up where summer orientation ended and is designed to provide a more in-depth introduction to the university" (Streak Week, 2017). "Streak Week" starts one week prior to classes and consists of the same small groups from orientation participating in various activities. The first day of "streak week" is about socially integrating the students into campus now that they have officially moved in. The students will be welcomed back to campus, check in with their small groups, meet their Resident Assistants and fellow floor mates, and enjoy an array of fun nightly activities with their cohort (K. O'Dell, personal communication, Feb 14, 2017). The second day of "streak week" provides a concrete perspective of the university's learning

goals. The students are introduced to "Living the Mission" and what it means to incorporate service along with learning and leadership into the student's experience at John Carroll. Students will then engage in "Living the Mission" activities that will establish a sense of tradition among the new cohort, allowing them to comprehend JCU's mission and vision (Streak Week, 2017). Students will close out the second day by reconvening with their small group and then branching out to participate in social activities.

The third day of "streak week" is less social and involves more academic-based activities. An academic convocation takes place, which marks the beginning of the student's new academic career at JCU as well as welcomes them to the campus community (Streak Week, 2017). After the convocation, students are acquainted with their cohort advising class. Instead of having one academic advisor for each student based on their area of study, John Carroll has students participate in cohort advising, which is a model that consists of a faculty member (within the program of study) and fellow peers within the program. The cohort advising model is designed to replace courses similar to "first-year seminars" (P. Kvidera, personal communication, March 16, 2017). The intention of the cohort advising model is to make advising more of a class, to provide more contact time with advisors, and to establish a sense of peer support (P. Kvidera, personal communication, March 16, 2017). The cohort advising class continues to meet throughout the entire first semester. The academic advisor provides academic information relating to core requirements, program requirements, the Jesuit mission, and university learning goals. Recently the Division of Student Affairs decided to become involved in the cohort advising meetings. Each advising group now has a staff member from Student

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Affairs as a liaison to field certain questions the faculty weren't comfortable or familiar enough with to answer (K. O'Dell, personal communication, Feb 14, 2017). Having a faculty mentor from both the academic and social side of the university is an innovative way to integrate students into the JCU community.

The fourth day of "streak week" involves exploring and building new communities. O'Dell explained that recent feedback suggested that students wanted to see more of Cleveland, so Student Engagement arranged for students to go to one of three popular tourist destinations in downtown Cleveland (personal communication, Feb 14, 2017). However, if students would rather stay on campus, there are organized group activities such as a 3-on-3 basketball tournament that students enjoy being a part of (K. O'Dell, personal communication, Feb 14, 2017). The last day of "streak week" encourages students to participate in "streak week mass" that welcomes students of all faiths to gather for their first community worship experience (Streak Week, 2017). In conclusion to "streak week," participants are asked to provide feedback via surveys, which allow the departments to adapt the event to meet the new students' desired outcomes.

Many of the "streak week" activities are elaborated, practical versions of the messages at summer orientation. However, being on-campus provides a more realistic perspective of the message. CSSA diligently yields students during the "orientation and arrival" stage. In addition to "Living the Mission" day, CSSA hosts an activity fair at the start of the school year to provide all students with the opportunity to engage in service, if they aren't currently signed up for a service-based learning course. In addition to the active and engaging events, CSSA also sends e-newsletters to all first year students to

ensure they are reaching every single new student (K. Feely, personal communication, March 17, 2017). The reasoning behind the variety and combination of interactions at this stage is due to the fact that data has shown astounding results pertaining to continued involvement in service after the first experience (K. Feely, personal communication, March 17, 2017).

Induction

John Carroll attempts to embed students into the university culture through a variety of academic and social factors. Academically, John Carroll inducts students into the university through the integrative core curriculum. The university recently revised the core to address the newly implemented learning outcomes that: 1. Demonstrate an integrative knowledge of human and natural worlds, 2. Develop habits of critical analysis and aesthetic appreciation, 3. Apply creative and innovative thinking, 4. Communicate skillfully in multiple forms of expression, 5. Act competently in a global and diverse world, 6. Understand and promote social justice, 7. Apply a framework for examining ethical dilemmas, 8. Employ leadership and collaborative skills, 9. Understand the religious dimensions of human experience (College of Arts & Sciences, 2017). Every learning outcome listed also encompasses the university's overall learning goals of intellect, character, leadership, and service. The integrative core curriculum at John Carroll consists of five categories including foundational competencies, integrated courses, Jesuit heritage, and core requirements within majors; all of which are scaffold over the student's experience (College of Arts & Sciences, 2017).

While most universities tend to encourage students to finish the core requirements within the first two years, JCU's core is dispersed throughout each year. The purpose is

to "provide an educational experience that is more consistent with the type of critical thinking that is necessary beyond the four years" by presenting certain areas of study in phases, and by linking certain courses and disciplines together (P. Kvidera, personal communication, March 16, 2017). The "foundational competencies" are the first area of the core John Carroll students will encounter (P. Kvidera, personal communication, March 16, 2017). These courses are typically taken during the freshmen or sophomore year and include a variation of a writing, communication, and quantitative analysis (P. Kvidera, personal communication, March 16, 2017). As students' progress through their experience, they will encounter problem solving and critical thinking courses that are highlighted more so in the integrative and Jesuit heritage courses. Typically, these courses are taken anywhere from the student's sophomore to junior year. Many of the core requirement courses are service-based learning courses, which over half of the students participate in (P. Kvidera, personal communication, March 16, 2017).

CSSA eagerly attempts to yield students during the "orientation and arrival" stage; therefore, there are ample opportunities for students to participate in service during the "induction" stage. The majority of students get involved with service through a course-based opportunity. Students can choose from 70 service-based learning courses, all of which fulfill a core requirement. Nearly 70% of the student population engaged in service in the 2015-2016 academic year (Center for Service and Social Action Annual Report, 2016). The service-based course instructors typically choose a variety of service options for students that align with the courses' learning outcomes. Prior to participating in service, CSSA conducts pre-service workshops relating to the reasoning behind service at JCU and the perspectives the university wants students to engage in (K. Feely, personal

communication, March 17, 2017). Sr. Katherine states "we try to do a comprehensive overview before they go to service and throughout their reflection time each week. We want them to think about connecting the dots in terms of who they're becoming, their experience in service, and their academic coursework" (personal communication, March 17, 2017). According to CSSA's 2015-2016 annual report, 75% of students reported that they have a clear understanding of how their service-learning experience fit into the educational goals of the course. In addition, 70% of students reported that their service-learning experience allowed them to meaningfully apply concepts from the course (Center for Service and Social Action Annual Report, 2016). These statistics display the effectiveness of JCU's high-impact learning opportunities and contribute to the academic integration component of a student's experience.

Service-based learning courses along with participation in service in general, contribute more than just academic benefits. Throughout the entire experience students are in a group where they are building relationships with other students once a week for an entire semester. Sr. Katherine suggested that many students build communities and relationships from their service opportunities. Service often allows for students to become a part of a community and makes them feel like they belong (K. Feely, personal communication, March 17, 2017). Students currently enrolled in service become unsolicited advocates for CSSA (K. Feely, personal communication, March 17, 2017). Sr. Katherine implies that many students seek out service opportunities from "positive peer-pressure" (personal communication, March 17, 2017). The combination of service-based learning courses and student advocacy, serve as the main source of communication for service opportunities during the "induction" stage.

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In addition to co-curricular opportunities, students also have a variety of extra-curricular activities to choose from. While the Office of Residents Life focuses on getting freshmen acclimated to their floor mates and new living situations, many departments within the Division of Student Affairs coordinate large-scale activities where students can meet other cohorts and feel part of a "larger John Carroll community" (K. O'Dell, personal communication, Feb 14, 2017*).* To ensure cohesion of social events, O'Dell explained how the department heads meet every other week to discuss how the various activities and interactions abide by the division's mission of "offering programs and services that foster the development of individuals of intellect and character who will lead and serve by engaging the world" (Student Affairs Annual Report, 2016, p. 3).

Typically, there are approximately three programs offered a week that range in interest to ensure there is something for everyone to take part in. The Division of Student Affairs communicates with students mainly through an automated email system called the "Weekend Wowzer" (K. O'Dell, personal communication, Feb 14, 2017). This system sends an email out every Wednesday notifying students in regards to what activities will be going on that weekend. With a 60% open rate, the "Weekend Wowzer" is the main source of communication for the Division of Student Affairs (K. O'Dell, personal communication, Feb 14, 2017. However, the departments still utilize banners, fliers, and departmental social media accounts to communicate about the various activities (K. O'Dell, personal communication, Feb 14, 2017).

Extending past the academic and social integration of student's during the "induction" stage, John Carroll attempts to communicate the importance of career goals and tactics that will benefit students in the future. At John Carroll, Career Services

manages interactions later in the "induction" stage. McDonald claims in regards to first-year students "we tend to let them get acclimated their first year, figure out how to be on their own and find friends" (D. McDonald, personal communication, Feb 14, 2017). It isn't until the summer before a student's second year that Career Services reaches out and schedules "sophomore career checkups" (D. McDonald, personal communication, Feb 14, 2017). The department sends postcards to the student's home address in the summer and sends an email communication to guarantee both the student and parents see the information to ensure checkups are scheduled and taken seriously. The checkup appointment is scheduled for the following fall semester and typically takes about 15 minutes. The appointment allows Career Services to intervene early and guide students in the right direction, professionally, depending upon their program or major (D. McDonald, personal communication, Feb 14, 2017). From this appointment, the relationship between the student and the department becomes more concrete and students understand how Career Services can help them in the future.

Aside from mandatory "sophomore career checkups," Career Services is holistically incorporated into one program in particular. The Boler School of Business has a comprehensive professional development program designed to prepare students for their future through their academic curriculum. Career Services was consulted by the Boler School of Business regarding the initial development of the program (D. McDonald, personal communication, Feb 14, 2017). Each year the students are tasked with different assignments to help prepare them for their professional careers. McDonald stated that they intend on conducting similar programs with the arts and sciences, but they currently only offer this comprehensive program for students in the Boler School of

Business. For students outside of the Boler School of Business, Career Services has a job board, which is available to all students seeking part-time, full-time, or internship experience. As the information pertaining to the "John Carroll Experience" suggested, the majority of students at JCU do have at least one internship throughout their undergraduate experience. Based on the respondents from John Carroll's "Class of 2015 Outcome Survey" nearly 75% of the respondents completed at least one internship during their time at John Carroll. Career Services manages ample interactions and communication materials that provide students the opportunity to become engaged with their future career through the resources offered at John Carroll.

Outduction

The "outduction" stage at John Carroll enables students to transition from the university to the professional world through the curriculum, service, and through the prominent presence of Career Services. Previously mentioned in the "induction" stage, John Carroll's core curriculum incorporates five categories of classes into their curriculum. As students get into their major they are required to take additional writing and presentation courses that will help prepare them for the necessary communication skills needed in the professional world (P. Kvidera, personal communication, March 16, 2017). The new core also mandates that every student complete a capstone project during their senior year (P. Kvidera, personal communication, March 16, 2017). The capstone provides students with the opportunity to reflect on their program and entire John Carroll experience to determine the various parts of their education that have come together and made the student who they are at the end of their college experience (P. Kvidera, personal communication, March 16, 2017). Many of the programs also require an internship as

part of the curriculum (P. Kvidera, personal communication, March 16, 2017).

Internships along with applied learning projects, such as capstones, are some of the ways JCU is preparing students for professional careers through the educational experience.

According to Dr. Kvidera, an emphasis on social responsibility, civic engagement, and social justice set John Carroll graduates apart from other liberal art college graduates (personal communication, March 16, 2017). Through many of the service-based learning options students are encouraged to take, they establish a sense of personal and social responsibility that contributes greatly to desired characteristic employers look for. Students are also required to take a course regarding issues in social justice. This course strengthens students' abilities to think critically and ethically, communicate professionally, and reflect on how JCU's mission contributes to personal and social responsibilities of men and women for others (P. Kvidera, personal communication, March 16, 2017). The integrative course work focuses on providing students with the knowledge and skills to communicate their personal understandings of what they have encountered and learned, while also focusing on ethics and responsibilities. This integration and combination of JCU's courses contribute to the mission of a Jesuit education, which is the development of whole persons.

Service-based courses help with inducting students into the university. Sr. Katherine suggested that once a student engages in service, they often continue participating in service after their service-based learning courses have ended (K. Feely, personal communication, March 17, 2017). The continuation of service not only supplies students with soft skills necessary for professional development, but students often explore a variety of occupations and careers that might not be explored otherwise. Often,

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students discover a passion or uncover a new career path during their service experience (K. Feely, personal communication, March 17, 2017).

John Carroll graduates are notorious professionals in their designated career fields. John Carroll ranks fourth among all colleges in Ohio regarding alumni earning potential (John Carroll Annual Report, 2016). The university also was the only school in Ohio to be named to Money Magazine's top 100 Best College rankings based on graduation rates, educational quality, affordability, and alumni earnings (John Carroll Annual Report, 2016). Aside from the curriculum and interactions contributing to the development of a student, John Carroll's Career Services focuses on establishing connections, instilling professionalism within students, and providing networking opportunities for John Carroll constituents. Career Services is profiled on LinkdIn as "Carroll Contacts" and provides recent graduates and alumni with advice, information on career paths and geographic areas, and a platform for future networking (D. McDonald, personal communication, Feb 14, 2017). To supplement the online social networking effort, JCU's Career Services also hosts various networking opportunities varying in size and specificity of employers. One event in particular, the John Carroll Annual Career Fair, hosts over 140 organizations offering full-time, part-time, volunteer, internship, and temporary positions. This event is open to all JCU affiliates, meaning undergraduates, graduate students, and alumni are welcome to attend. Communication regarding this event takes place roughly three months prior, in all medium forms. Post cards are sent by mail, Career Services promotes the event via social media, posters can be found throughout campus, and Career Services also utilizes student liaisons as a personal marketing tool for this event. Students who pre-register for the event receive helpful

networking tips that will prepare students before, during, and after the event. Career Services also hosts various events associated with job preparation assistance and advertise these events utilizing digital forms of communication. In the interview with Kyle O'Dell, he stated that Career Services will soon be part of the Division of Student Affairs; therefore, the division intends on incorporating more activities that will contribute to the "outduction" stage within the Student Affairs Division. Providing students with ample networking opportunities along with an inclusive, comprehensive approach throughout the student's experience leads JCU graduates to success. In 2013, 99% of graduates were either employed and/or attending graduate school full-time within six months of graduation (First Destination Survey Report, 2013).

Analysis

An analysis will present a comparison of the information disclosed in the literature review with the internal communication touch points and interactions that the audit identified as relevant components of a JCU student's experience. Davis & Dunn's "Touch Point Wheel" will be examined from John Carroll's perspective and integrated with Morgan's *Practitioner Model* stages according to the tactics that take place throughout a JCU student's experience. Voss & Zomerdijk's (2007) five distinct areas for innovation will also be included in the analysis of the student's experience at John Carroll. The analysis will be broken down into three sections: 1. A "pre-purchase" section, including the touch points found in JCU's first two *Practitioner Model* stages along with the areas of innovation that are introduced to consumers during the pre-purchase phase, 2. A "purchase experience" section, which includes the touch points found in the "pre-arrival" to "outduction" stages; while exploring the areas of innovation

that are becoming embedded into the consumer's experience at this phase, 3. A "post purchase" section which includes the touch points found in the "outduction" and beyond stages and explores the facets of innovation that contributed to the outcome of the student's experience. The analysis will compare and contrast the audited information with the literature and lead to the conclusion of John Carroll's tactics that generate brand advocates, as well as reveal how the university can better utilize the brand advocates during the early phases of communication between the consumer (student) and the service provider (institution).

Pre-Purchase

The pre-purchase touch point is "designed to shape the perceptions and expectations of the brand, heighten awareness, and drive its relevance" (Davis & Dunn, 2002, p. 59). John Carroll accomplishes these three facets of the "pre-purchase" experience in many ways within the university's version of the *Practitioner Model's* "first contact and admission" and "pre-arrival" stages. Along with almost every other institution in America, John Carroll possesses a website where constituents can go to gain more information about the university. The website adheres to the various aspects Morgan (2012) claims applicants appreciate. However, John Carroll takes a keen interest in communicating many of the factors prospective students' value in a more personalized manor. Admissions targets prospective students through various email communication, digital based media, and also through in-person meetings. It is during the "first contact and admission" stage where students begin to form an emotional bond with the university and the university begins to inform the student about the benefits of a "John Carroll Experience."

The Admissions department hopes to personalize communication to create a connection between the institution and the student. One innovative way JCU generates connections at this phase is by utilizing successful alumni in the prospective student's area. By sharing the success of past alumni located in the prospective student's area, this makes the idea of graduating from John Carroll and being successful, a tangible thought. It is also revealed to prospective students, either through literature or through a staff member, the success of JCU graduates. By providing evidence of past graduate success, prospective students can begin to establish trust in the university that their desired goals and outcomes can be achieved. While students are acquainted with the outcomes of alumni, the communication takes place mainly by the Admissions department, rather than by the recent alumni or current students themselves.

Prospective students are also connected to an enrollment manager during this stage who can assist the student throughout the admission and enrollment process. This gives the student a point of contact during a time that might be overwhelming and confusing. Students who wish to visit campus have the opportunity to take a typical campus tour and receive insightful information from a university tour guide. The tour guides have proven to be a widely used communication tool for many departments at John Carroll and is often the first indirect touch point students have with the various departments. To form a stronger, more personal connection, Admissions can also arrange a personalized visit, which is a unique opportunity for students to truly become connected to the school, a program, and current students prior to making their decision to attend John Carroll. John Carroll begins to manage the emotional branding experience with students who participate in campus tours and personalized visits.

Students who want to see what life might be like at John Carroll from the comfort of their home, can also visit the school's multiple social media pages. As found in the literature review, engaging current students on the institution's social media outlets is an innovative way to connect with students in this new technological era. The audit revealed that JCU profiles current students on their social medias and promotes discussions with current students on various topics on Periscope on a regular basis. By profiling current students on social media, John Carroll is attempting to connect with prospective students through current students. However, JCU is still lacking the engagement and two-way communication components the literature suggests students are seeking

Once students are officially admitted they are in-limbo between the "first contact and admission" stage and the "pre-arrival" stage. Some students may choose immediately to enroll at John Carroll, while others may wait until later in the spring to withdraw or enroll. During the "pre-arrival" and "pre-purchase" phase, John Carroll's Admissions department hosts an annual event for all admitted students and their families to come to campus, explore the buildings, learn about academic services, interact with students, hear faculty and alumni speak, and meet with different campus staff as well as their potential cohort. This touch point provides admitted students with the opportunity to form relationships and address any "pre-arrival" concerns Morgan (2012) touched on, which have been addressed in the literature review. This is also another opportunity for the university to engage in the emotional management process of their brand as well as acquaint students with the faculty members that will contribute to the student's perceived trust in the institution. The "Class of ____ Celebration" allows the campus community to

welcome, engage, and embed the admitted students into the university, which, according to the literature, is crucial during the "pre-purchase" touch points.

The targeted communication, campus visits, and personal connection events allow students to comprehend what the "John Carroll Experience" entails. Admitted students are exposed to many characteristics Voss & Zomerdijk (2007) claim can enhance the student's' experience. Within the "pre-purchase" touch points, the Admissions department at JCU provides insight as to the "physical environment" students will be immersed in. Through many of the touch points stated in the audit, students are briefly exposed to the physical environment by communication regarding the perks of a small, Jesuit, private school education. For example, the statistics provided by career services and the use of successful alumni outreach during the "first contact and admission" stage allude to the benefits of the physical environment at John Carroll. Admitted students are also acquainted with, literally, the physical environment of the University and the surrounding neighboring cities, through campus tours and welcoming events. The "pre-purchase" experience casually introduces admitted students to the "service employees" and "fellow consumers" at both the "first contact and admission" stage and the "pre-arrival" stage. As stated in the literature review, Voss & Zomerdijk (2007) claim that both, "service employees" and "fellow consumers," assist in instilling trust and confidence in the consumer. Therefore, it is essential to expose the consumer to these aspects during the numerous "pre-purchase" touch points. Campus tours and welcoming events yield introductory opportunities regarding the innovation areas of "service employees" and "fellow consumers."

Each aspect of John Carroll's "pre-purchase" experience formulates the expectations and future patterns consumers anticipate to encounter in various forms throughout their experience. Initial contact communication from the Admissions department primes the consumer and entices them with literature and relevant content; while the campus tours and welcoming events are touch points that are adhering to the formulation process of future expectations. The combination of these touch points allow the consumer to make a proper and well-informed decision prior to purchasing.

Purchase

The "purchase" experience should consist of touch points that "maximize the values that the prospects perceive and instill confidence that they have made the right decision in choosing your brand" (Davis & Dunn, 2002, p. 59). Based upon the audit, John Carroll incorporates many aspects the *Practitioner Model* suggests and more. First, from a "pre-arrival" perspective, deposited students or purchasing consumers, will receive a transition packet in the mail in April or upon enrollment, depending on the date. This interaction targets the three distinct phases (1. First contact, confirmation of a university place and admissions, 2. Getting used to the idea of actually attending the university, 3. Preparing for arrival) the *Practitioner Model* suggests are important during the "pre-arrival" stage (Morgan, 2012). The literature also revealed that students often become overwhelmed with emotions and anxiety prior to the "orientation and arrival" stage (Morgan, 2012). John Carroll attempts to subdue these anxieties by personally communicating with all students prior to orientation. The audit revealed that orientation leaders call each student to discuss the event and address any uncertainties the students

may have prior to orientation. This miniscule task can enhance the student's perceived trust in the institution.

Researchers proposed that the "orientation and arrival" stage is a pivotal moment to "introduce a strong learning environment, build the foundations for academic success, welcome students and families to the campus community, promote student interactions with faculty and staff, and convey the values and traditions of the new institution" (Mullendore & Banahan, 2005). Kyle O'Dell unveiled the comprehensive orientation process which addresses these concepts in a two-step approach. The summer orientation session provides a rudimentary overview of the concepts central to the "orientation and arrival" stage. The small group design at summer orientation provides new students with a sense of security and community between their peers and group leaders. Planned activities such as skits and informational sessions will introduce students to their new environment. Resource fairs, advisor meetings, and vocational discernment serve as an introduction to the various segments of academic success at John Carroll. In addition to the academic meetings, students are familiarized with the core curriculum and how many students incorporate service-based learning to supplement their experience.

Prior to the fall semester, new students engage in fall orientation, which strengthens many of the aspects briefly introduced during the summer session. The fall orientation promotes active participation in the John Carroll community. Many of the activities found in the audit coincide with research regarding the combination of academic and social activities that will orient new students to their environment. However, John Carroll attempts to not only academically and socially integrate students through many of their fall orientation activities, but they also incorporate tradition as

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well. "Living the Mission" day perfectly aligns with the literature in regards to promoting the academic and social integration aspects, but it also introduces an additional component, tradition. Participating in tradition evokes a sense of belonging and identity for new students to associate with, which is crucial for integration (Soria et al., 2013).

The extension of summer orientation not only provides a sense of familiarity to first-year students, but this approach also provides more opportunities for students to become oriented with their new cohort as well as university life and tradition. By making the orientation process comprehensive, John Carroll can focus and design communication efforts and interactions to specifically manage the student's emotional branding experience at this stage of the student's journey. The daily activities cited in the audit distinctly capitalize on: 1. Conveying the Jesuit mission as it pertains to JCU students, 2. The learning environment at John Carroll, 3. Succeeding inside the classroom and outside, 4. Introducing student to their peers and faculty members, 5. Integrating the students into their new community. The comprehensive process along with the information communicated and enacted provides students with foundational resources to prepare and integrate them into the next stage of their experience.

Many researchers designate the "induction" stage as the most crucial point in time to engage students in their learning community and to provide the requisite skills required to persist through their experience as well as continue past the "induction" and "outduction" stages (Kift, 2009). At this point of the student's experience, John Carroll focuses on the interactions that pertain to building communities on and off campus, promoting faculty and staff communication, embedding students further into the John

Carroll culture, and incorporating curricular, co-curricular, and extra-curricular activities that will solidify the learning goals and outcomes of the university.

Tinto's integration theory has been adopted through many of the touch points occurring at this stage of a John Carroll student's experience. Integrating JCU students academically starts by establishing relationships with faculty and staff members that can provide the necessary resources for a student to become academically integrated into the university. Some of the touch points that fall within the academic integration component are the cohort advising interactions, mandatory career services meetings, and the integrative core curriculum. John Carroll attempts to socially integrate students by providing a wide variety of student activities and communicating them frequently. The university also contributes to the students' social integration by offering service-based courses that cultivate a community among the student volunteers.

The "outduction" stage should implement activities, curriculum, and support services that assist students in transitioning from college to the professional world (Morgan, 2012). John Carroll supplies students with an experience-based learning curriculum and attempts to holistically incorporate career services into the student's "outduction" stage. Service-based learning courses contribute significantly to the "outduction" stage of a student's experience. As the literature suggests, these courses are impactful and supplement coursework with an experiential learning opportunity. In addition to the service-based learning courses, John Carroll's curriculum requires every student to conduct a capstone project. Capstones and/or internship experiences that are built into a student's curriculum not only prepare them for the future but also give JCU students a competitive advantage among other college graduates. Applied learning

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projects are applicable experiences employers look for when hiring a college graduate (Hart Research Associates, 2015). Events and activities hosted by career services provide various opportunities for students to network, perfect their resumes, and become better prepared for entering into the professional world.

All five of Voss & Zomerdijk's (2007) areas of innovation are embedded into the purchase experience of a John Carroll Student. In regards to the "physical environment," the idea of service is beginning to mold the student's experience. Students are becoming more aware of the role service and the mission of men and women for others has on the physical environment of their education. Orientation and Student Affairs activities cohesively integrate students, providing a platform for social relationships to be formed within and outside of their cohort, allowing students to interact with "fellow consumers." John Carroll's "purchase" experience thoroughly introduces students to the "service employees" through the cohort advising model. From this model, students are able to build lasting relationships than can serve as a mentor and/or networking relationship. The touch points that acquaint students with the "service employee" component during the "purchase" experience are also where trust is heavily imparted on behalf of the university. As the literature suggests, institutional trust contributes to student persistence and retention. "Service delivery" is the main area of innovation being embedded during the "purchase experience" as it is the most significant point in time to manage the emotional branding experience. Fall orientation activities encompass John Carroll's mission and how it relates to the future stages of the student's experience. Students are then enrolled in a curriculum that is integrative, experience and service based, and incorporates a sense of social responsibility which will prepare JCU students for the

"outduction" stage. Required learning projects also contribute to the "service delivery"

component because applied learning projects promote the development of necessary

skills for future careers. The "service delivery" factor sets John Carroll apart from other

schools as students are more prepared and professionally developed. The literature

revealed that the majority of students attend college for career-based reasons; therefore,

John Carroll is delivering the type of service most consumers are in search of, leading to

consumer satisfaction. In regards to the "back office support component" there are

thousands of touch points and interactions that take place during the purchase experience.

Frequently, these interactions require more than just one department's communication

efforts. Many of the interviewee's disclosed that departments overlap on certain events or

interactions that take place throughout the student's entire experience. Kyle O'Dell

suggested his department often overlaps with an abundance of other departments when

they host activities and he claims the overlap action contributes to a more

comprehendible message.

Post-Purchase

The "purchase" experience addresses nearly every stage in the *Practitioner Model*

and every area of innovation because this encounter will undoubtedly contribute to the

consumer's reflection during the "post-purchase" experience. The final interaction period

a consumer has with a brand should be designed to maximize the entire experience

(Davis & Dunn, 2002). Ninety-six percent of John Carroll graduates identified many

elements of their experience such as the curriculum, the emphasis of social responsibility,

and the all-encompassing approach towards professional development as major

contributions to their current careers (The John Carroll Experience, 2017). Prior research

suggests that the outcomes surrounding obtaining a college degree revolve mainly around career outcomes. Therefore, the desired "post-purchase" experience is professional fulfilment. The audit revealed that 99% of JCU graduates were employed or attending graduate school within six months of graduation in 2013 (First Destination Survey Report, 2013). The literature unveiled certain external factors that make the establishment of value paramount for a product such as an education. John Carroll has proven from national recognition and accolades, that their alumni do see a return on their investment from choosing to attend John Carroll (John Carroll Annual Report, 2016).

Conclusion & Future Research

Ample researchers across various disciplines have challenged and confirmed numerous theories in regards to generating brand advocates, retaining students, and the chronological nature of optimizing the student's experience. Educational institutions will continue to become more submerged in the competitive marketplace. Therefore, they will need to vie for consumers by creating the ultimate experience, thus resulting in brand advocates. Brand advocates supply an organization with a great deal of support. They can refer your product or service to others and help brands communicate their product while providing a credibility factor many marketers are unable to provide through advertising efforts (Rusticus, 2006).

Each year just under a quarter of incoming freshmen at John Carroll University are legacy students; meaning someone in their family is a John Carroll alumni (C. Sobh, personal communication, Feb 13, 2017). Aside from word-of-mouth marketing and referrals, brand advocates also contribute to the brands' profitability. For a university, alumni contribute through donations. John Carroll's alumni accounted for 56% of the

institutions source of gifts in 2016 (John Carroll Annual Report, 2016). Statistically speaking from these examples, John Carroll generates brand advocates. The audit and analysis sections of this paper dissected each stage, phase, and component of the "John Carroll Experience." In most stages, John Carroll adhered to the guidance suggested by the literature, and in some cases the institution found a better way to incorporate these suggestions in order to serve their customer base more appropriately. The "physical environment" of a small, private, Jesuit education forms how the student approaches learning, relationships, and social responsibility. Current students engage with "fellow consumers" and learn how their educational and professional goals have been enhanced by the "John Carroll Experience." Early and continued interactions with "service employees" provide students with a mentor during and after their "John Carroll Experience." The "service delivery" method of integrative curriculum, service-based learning, and applied learning projects provide JCU graduates with a competitive advantage in the professional world and also with a broad sense of knowledge and experience. The "back office support" contributes to the cohesiveness of every single message and touch point that occurs throughout the student's four years and beyond. The touch points discussed at the various stages contribute to the five components that evoke an appreciation among students regarding their "John Carroll Experience."

John Carroll has done a phenomenal job generating brand advocates. With just under 100% of JCU alumni attributing the "John Carroll Experience" to the successful careers they have today, it is apparent that the interactions that occur throughout the various stages of a JCU student's experience result in positive emotions regarding their consumer experience. Once students arrive at John Carroll, they tend to thoroughly enjoy

the service being provided. Nearly 4,000 students apply to John Carroll and approximately 3,200 students are admitted, but only 750-800 students end up enrolling at the institution. While the university has a proven record of performance with the creation of brand advocates through the entire student experience, it is important to note that the institution is losing a large amount of their prospective students prior to enrollment. The university appears to under-utilize the brand advocates that have been generated from the positive experience. John Carroll's Admissions department communicates regularly with students via email and incorporates various forms of social media during the "first contact and admission" stage. However, examples found in the literature review would be beneficial for John Carroll to incorporate. The literature review examined the use of a networking site for applicants to, not only read through blog posts by students, but it also incorporated an engagement component allowing the prospective students to virtually communicate with current students. John Carroll's Admissions department could replicate a similar site, allowing for this type of interaction to take place. Taking this networking site a step further, the university might consider profiling recent alumni on the site as well, to attest to the "John Carroll Experience" and how it contributed to each stage of their adult life.

This type of communication platform would provide students with a perspective from current students as well as alumni, providing a more personal, realistic, and in-depth look at what the "John Carroll Experience" entails from a student's perspective. It is imperative that the platform maintain a two-way communication capability, to allow the prospective students to engage. The engagement component might also reveal some common uncertainties prospective students may have as a whole, allowing the university

to address these concerns. Ideally, the networking site would supplement the more standard and practical forms of communication currently incorporated in the communications plan. Ultimately, the site would be a more viable and visible version of word-of-mouth marketing. The site's capabilities would allow for the university to manage the emotional branding experience much earlier in the "first contact and admission" stage and possibly generate more applicants.

Further research regarding the yield percentage would unveil the uncertainties surrounding the high drop off rate from admission to enrollment. John Carroll appears to sufficiently communicate the benefits of a "John Carroll Experience" during the first initial points of contact. However, it is possible that they are under-utilizing the current brand advocates they have and failing to thoroughly connect and communicate with prospective consumers. Future research relating to the communication that takes place between current students and prospective students might reveal how the "John Carroll Experience" can resonate better with a high school student. Additional investigation surrounding the overuse of adult forms of communication and messages, as well as the outcomes of a more "student-oriented" message from someone similar to them in age, might reveal the reoccurring response found in the audit regarding why students withdraw their application.

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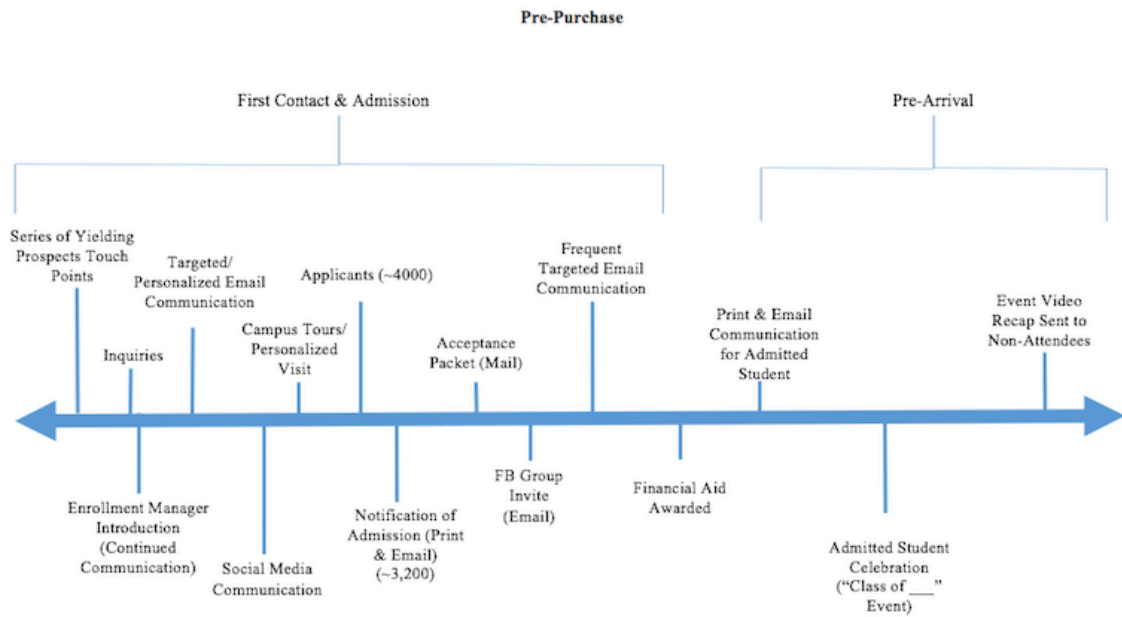
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Appendix A

Pre-Purchase

First Contact & Admission

Pre-Arrival

Series of Yielding Prospects Touch Points

Targeted/Personalized Email Communication

Applicants (~4000)

Frequent Targeted Email Communication

Event Video Recap Sent to Non-Attendees

Inquiries

Campus Tours/Personalized Visit

Acceptance Packet (Mail)

Print & Email Communication for Admitted Student

Enrollment Manager Introduction (Continued Communication)

Social Media Communication

Notification of Admission (Print & Email) (~3,200)

FB Group Invite (Email)

Financial Aid Awarded

Admitted Student Celebration ("Class of ___" Event)

Appendix B

Purchase

Pre-Arrival   Orientation & Arrival   Induction   Outduction

Orientation
Overview
(Digital)

Deposited &
Enrolled (~800)

                    New Student
                    Orientation

CSSA Service
Communication
Touch Points

Student Affairs
Orientation
Survey

Foundational
Competencies

Weekly Student Activities
Communication (Digital)

Career
Checkups

Social Justice
Course

Capstone &
Internship

Career Service
Professional
Development Tips

Career Services
Networking

Orientation "Streak Week"
Communication
(Phone Call)

Service-Based
Learning
Courses

CSSA
Reflection
of Service

Career Service
Professional

Outcomes
Survey

Transition Packet
(Mail)

Introduced to
Cohort
Advising Model

Continued
Service Through

Integrative &
Jesuit Heritage

Communication
Regarding

Appendix C

Post-Purchase

Outduction

Beyond Outduction

Instilment of Social
Responsibility &
Justice

Work Experience
Through
Curriculum

Employment
Opportunities

Continued
Networking
Support &
Opportunities

Professional
Fulfillment

Return on
Investment

Skills Gained from
Curricular & Co-
Curricular Activities

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