



International students` perceptions of the current university image of Laurea UAS. Case study.

Anastasiia Konovalenko



Laurea University of Applied Sciences

**International students` perceptions of the current university
image of Laurea UAS.
Case study.**

Anastasiia Konovalenko
International Business Management
Thesis June/2021

Anastasiia Konovalenko

International students` perceptions of the university image of Laurea UAS. Case study.

Year	2021	Number of pages	70
------	------	-----------------	----

The main purpose of this thesis is to study perception of the current university image of Laurea UAS by international students. The secondary research objective was to determine the importance of the university brand overall and how it potentially can be improved. Laurea University of Applied Sciences was chosen as a case company as it is an alma mater of the researcher as well as because the university takes great pride in its internationality.

This thesis introduces the case company of Laurea University of Applied Sciences - its history, motto and structure. The theoretical background reflects findings regarding major topics, relating to the research, including statistics on international students, explanation of the concept of "university image" and its importance, as well as the concept of "internationalization" and reasons for it.

The research part of the thesis was conducted through implementation of both qualitative and quantitative methods. Qualitative data was collected through thorough semi-structured interviews (5 people were interviewed) and quantitative data was collected through online surveys with 93 responses.

In brief, findings obtained through qualitative and quantitative research did not contradict each other. One of the outcomes of the thesis was highlighted flaw in communication among inside organizations, which influence overall Laurea UAS brand. However, overall, all study participants viewed the image of Laurea University of Applied Sciences positively and claimed it to be appealing for international students.

The recommendations were based on gathered through qualitative research opinions shared by interviewees. It is encouraged that Laurea UAS, Laurea marketing team and student association of the university use the results of this thesis for the sake of improvement of the overall collaboration.

Keywords: university image, university brand, internationalization, higher education

Contents

1	Introduction.	5
1.1	Research background and need of the study.....	5
1.2	Thesis objectives, research questions.....	6
1.3	Research limitations.....	6
1.4	Introducing the case company. Laurea University of Applied Sciences.	7
1.5	Structure of thesis.	8
2	Literature review.....	8
2.1	University image.	8
2.2	Factors that affect university image.	10
2.3	University image measurement.....	12
2.4	Internationalization.....	13
2.4.1	Reasons for internationalization.	13
2.4.2	Internationalization in Finland.....	15
2.5	Importance of university image.	18
3	Research approach.	19
3.1	Qualitative versus quantitative research methods.....	19
3.2	Data collection.	22
3.3	Qualitative interviews.....	23
3.4	Quantitative questionnaire.....	25
3.5	Research ethics.....	27
3.6	Validity and reliability of the research.	27
3.7	Data analysis.....	31
4	Results.....	33
4.1	Results of qualitative data analysis.	33
4.2	Results of quantitative data analysis.....	42
5	Summary of findings.	48
6	Conclusions.	49
	Tables	63
	Appendices	65

1 Introduction.

1.1 Research background and need of the study.

Image is a blend of opinions, ideas, and impressions that one forms about a phenomenon (Kotler & Fox, 1995). The image of a higher education institution (HEI) is therefore, a sum of beliefs that people have of that institution (Landrum et al. 1998). In the research of university of higher education image, Parameswaran and Glowacka (1995) concluded that it is imperative for HEIs to establish and develop a recognizable image in order to gain a competitive advantage in the increasingly competitive environment. Kotler and Fox (1995) go as far as to argue that the university's perceived excellence is of more importance in terms of effecting decisions of potential students than the actual quality of education provided by said university. In Finland all Universities of Applied Sciences are more or less equalized, i.e. the level of education acquired by the time of graduation does not significantly differ. Image of a university is not absolute matter, but rather it depends on the brand images possessed by other HEIs. Thus, Universities of Applied Sciences (UAS) should have to take measures in order to differentiate themselves from competitors. Internationalization, in that regard, is one of the biggest contributors to a strong image of a modern university. For instance, according to Kazoleas et al. (2001, 215-216), in order to maintain a positive image, universities should recognize and acknowledge its diverse audience and set up solid lines of communication. According to Jibeen and Khan (2015, 196) internationalization of higher education institutions refers to the process of integration of international practices into education, research and other functions of postsecondary education. Internalization better prepares graduates to the demands of the modern labor market in times of globalization; it ensures that alumni are capable of working in the global economy, and contributing to the good of the society locally and abroad.

However, Finnish universities saw a drop in international applicants in 2017. Since 2017, international non-EU/EEA students are being charged tuition fees by Finnish higher education institutions. Introduction of tuition fees has certainly changed the position of higher education institutions in the global education market. According to Facts express (Statistics of Foreign Degree Students in Finnish Higher Education Institutions, 2017), around 4150 foreign students started their higher education studies in 2017, a year earlier the number was one quarter higher - 5500 students. According to the same source (Statistics of Foreign Degree Students in Finnish Higher Education Institutions 2017, 4) HEIs experienced decline of 37% among Master's students and 17% in Bachelor's students of UAS.

Moreover, in 2020 a global crisis of Covid-19 struck, majorly affecting freshmen international students. QS (2020, 8) published the results of the survey conducted among international students across the globe in times of pandemic. Globally 69% of the respondents said that the

Coronavirus crisis had an effect on their plans to study abroad, of the 69%, 57% of respondents have to delay their studies and 13% intend to study in a different country.

It can be stated that international students are a rather vulnerable population and all changes within the country or across the globe affect them significantly. However, attraction and retention of international students remain an important strategic priority for universities in Finland. Hence, branding of higher education institutions, in this case Universities of Applied Sciences, should be developed with due regard for internationalization.

1.2 Thesis objectives, research questions

The objective of this thesis is to examine the current image of Laurea University of Applied Sciences from the perspective of International students as well as to gain the insights regarding the same subject from the insider-sources, i.e. staff members and representatives of student organizations. In order to achieve that objective, following questions were developed:

- What is the current state of Laurea University of Applied Sciences image in regards to internationalization?
- How important is the university brand?
- Is it appealing for international students of Laurea UAS?

By answering those research questions, the author aims to gather some insights regarding the current brand image of Laurea University of Applied Sciences with the intent of those insights highlighting potential ways for its improvement.

1.3 Research limitations.

While the research has been conducted with thorough consideration (as shown in Chapter 3) in order to minimize the scope of limitations, some limitations still occurred.

- Firstly, during the last stages of the research it became apparent that the initial formulation of the research objective might have been too broad to provide deeper insight.
Recommendation for further research: instead of trying to analyze all aspects of marketing that constitute a university image, it is suggested that future researchers examine specific elements of a university brand, i.e. marketing strategy of each student organization (ESN Laurea, Laurea ES, Laureamko, etc.) separately.
- Secondly, the scope of discussions. Depth and scope of the research might be compromised due to lack of experience of the researcher, however, it is author`s belief that this paper can act as a good ground to base further research on.

- Possible researcher bias. Bias can never be neglected, especially when it comes to qualitative interviews, where author has to analyze emotional rather than numerical data.
- Lack of statistical value in quantitative analysis, since less than a 100 students completed the survey.

1.4 Introducing the case company. Laurea University of Applied Sciences.

Laurea University of Applied Sciences is one of the 26 polytechnic universities in Finland. Laurea University of Applied sciences was established in 1992 and at that time was known as “Espoo-Vantaa University of Applied Sciences”, the university adopted its current name in 2001.

Laurea UAS has six branch campuses located in the Uusimaa region: in Hyvinkää, Leppävaara, Otaniemi, Lohja, Porvoo and Vantaa. Leppävaara being the most international campus. Laurea UAS is an officially acclaimed by the ministry of Education and Culture of Finland institution, comprised of approximately 7800 (650 students from English degree programs) students and 550 staff members (Laurea.fi).

Laurea UAS offers 18 degree programs in fields illustrated in the Figure 1. 6 of degree programs are taught in English.







		Undergraduate		Postgraduate	
		Diploma Associate Foundation	Bachelor	Master	Doctorate
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arts & Humanities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business & Social Sciences		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language & Cultural		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medicine & Health		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engineering		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science & Technology		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 1 uniRank. Study areas/Degree levels matrix.

As can be seen from the Figure 2, Laurea UAS is one of the most selective Universities of Applied Sciences with admission rate ranging from 10% to 20%. According to the Wikipedia, in the year 2020, the university accepted only 1,160 students out of 15,700 applicants.

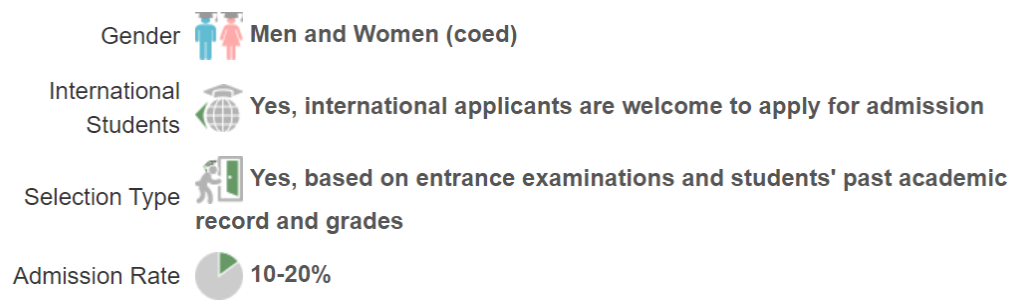


Figure 2 uniRank. University Admissions.

Laurea UAS prides itself on inclusivity and cooperation, which is reflected in the university motto “Together we are stronger”.

Laurea UAS is open for international applicants. According to the official numbers published on Laurea UAS website, university welcomes around 300 incoming exchange students each year (Laurea.fi, 2020).

Based on non-influenceable web metrics, UniRank in 2020 gave Laurea University of Applied Sciences a country rank of 18 (UniRank, 2020).

1.5 Structure of thesis.

This thesis report is divided into six chapters.

The first chapter (*Introduction*) introduces the case company as well as explains the rationale for conducting this research, it also contains research questions and objectives as well as limitations of the given research.

The second chapter (*Literature review*) presents theoretical findings regarding the subject. Chapter three (*Research approach*) presents thorough analysis of the chosen methodology as well as covers measures taken by the author in order to insure that the research is ethical, valid and reliable.

The fourth chapter (*Results*) presents empirical findings acquired through qualitative and quantitative research. Empirical findings are further discussed and analyzed in the chapter five (*Discussion*).

The last chapter (*Conclusions*) summarizes the research and gives recommendations for further research.

2 Literature review.

2.1 University image.

Image is defined by Gotsi and Wilson (2001) as a representation of one's perception of their reality. Dichter (1985) takes a different approach and defines image from the perspective of

an entity, i.e. he describes image is an impact that an entity or a phenomenon has on the minds of people. In other words, image is a sum of beliefs, feelings and attitudes that an individual or a group of individuals have regarding certain object.

Thus, university image or university brand can be described as expression of university's characteristics that set a university apart from its competitors (Bennett, Ali-Choudhury & Eagle, 2008). Though, the term "brand image" has been recognized as a key component of marketing in business sphere for years and significant research has been done in the fields of commercial communication, research on service-oriented, non-profit organizations' image, such as universities, is lacking (Kazoleas et al., 2001, 2007). According to Nguyen and LeBlanc (2001), university image is critical when it comes to choice process of students.

There has been a number of studies conducted in the commercial domain with the aim of deconstructing brand image into components (e.g. Balmer & Soenen, 1999; Melewar & Jenkins, 2002; Stern, 2006; etc). Based on this literature, the author draws three concepts in relation to image of a university:

- Promises (Balmer & Gray, 2003, 972-997; Ambler & Styles, 1996).
Promises might concern potential social and educational outcomes, such as career prospects. Promises are intangible in their nature and are used to emphasize and support tangible clues of the brand's values (De Chernatony & Segal-Horn, 2003).
- Realities (Stern, 2006).
Unlike Promises, Realities present inherent nature of a university brand. Realities concern, for example, admission rates and requirements of a university, its social situation (Bennett & Kottasz, 2000), dropout rates (Bennett et al., 2007), elite or "mass-market" positioning of an institution (Van Rekom & Van Riel, 2000), course offer (Duarte, Alves & Raposo, 2009), etc.
- Symbolic representations (LeBlank & Nguyen, 1996, 44-45).
Symbolic elements include name of a university, its logo, school's motto. In other words, any visual signals or cues presented to the outside world aimed to convey the spirit of a university (Simoes, Dibb & Fisk, 2005). Stern, Zinkhan and Jaju (2001, 201-225) state that symbolic representations are crucial for any service organization.

In a way, those ideas were reiterated by Kennedy (1977), who identified two major components of a brand image: a functional component and an emotional one. According to this theory, functional component is a tangible and measurable stimulus, while emotional aspect relates to perceptions, feelings and attitudes. Some researchers believe that both components should be used together when assessing a brand image (Stern & Krakover, 1993; Keaveney & Hunt, 1992); others argue that both should be analyzed separately to form a deeper understanding of each component (Bagozzi & Burnkrants, 1985). Regardless, the consensus is that functional and emotional factors are interconnected and equally integral to a brand image.

2.2 Factors that affect university image.

Factors that can have an influence on a university image have been a topic of investigation for many researchers. For instance, Treadwell and Harrison (1994) in their study identified the following factors: academic achievements or excellence; national image; cultural input in a community; homogeneity and diversity of the population; academic reputation; personal relations among students, friendships, social life. Theus (1993) recognized other attributes to the overall university image. They are as follows: size and location of an institution; study offerings; appearances of a campus; visibility and prestige of an institution; diversity among student; community service; etc.

One of the most significant studies regarding the subject of a university image was conducted by Kazoleas et al. (2001), and later replicated by Arpan et al.(2003). Among other findings, both researches repeatedly emphasize that factors, which can be controlled by an institution have greater impact on the overall brand image, than factors which can not be directly influenced such as location, admission rates of education costs.

The study conducted in 2009 by Luque-Martinez and Garcia reported four dimensions that constitute to a university image: societal impact of an institution, teaching activities, administrative management (such as e-administration or support in job-search for graduates), technological advancement, physical infrastructure.

It can be seen that a high amount of factors were identified throughout years of research, however, there is some overlap in outcomes of all conducted researches. Based on guidelines of Gutman and Miaoulis (2003), Duarte et al. (2009, 26) grouped all factors into four categories according to their nature. The categories are - institutional, academic, social and personal. Table 1 shows factors that comprise a university image and studies supporting them (studies are given in a chronological order).

Factors	Studies
Institutional factors	
Location	Ivy (2001), Kazoleas et al.(2001), Gutman & Miaoulis (2003), Arpan et al.(2003)
Number of years	Soutar & Turner (2002), Palacio et al.(2002)
Facilities and infrastructure	Palacio et al.(2002), Gray et al.(2003)
Size	Palacio et al.(2002), Gray et al.(2003), Arpan et al.(2003)

Exclusivity and elitism vs Popularity and availability	Palacio et al.(2002)
Education costs	Palacio et al.(2002), Gray et al.(2003)
Internationalization, exchange programs	Ivy (2001), Gray et al.(2003)
Institutional communication	Arpan et al.(2003)
University excellence and success	Gray et al.(2003)
Academic factors.	
Academic reputation	Ivy (2001), Soutar & Turner (2002), Palacio et al.(2002), Gray et al.(2003), Gutman & Miaoulis (2003), Arpan et al.(2003)
Quality of education	Ivy (2001), Soutar & Turner (2002), Palacio et al.(2002)
Postgraduate employment	Ivy (2001), Soutar & Turner (2002), Palacio et al.(2002), Gray et al.(2003)
University atmosphere	Soutar & Turner (2002), Palacio et al.(2002), Gray et al.(2003), Gutman & Miaoulis (2003), Arpan et al.(2003)
Range of offered courses	Ivy (2001), Palacio et al.(2002), Gray et al.(2003)
Quality of teaching staff	Ivy (2001), Kazoleas et al.(2001), Palacio et al.(2002), Gutman & Miaoulis (2003)
Applied vs Practical approach in studies	Palacio et al.(2002)
Difficulty level	Palacio et al.(2002)
Student oriented service	Gray et al.(2003), Price et al.(2003)
Study resources	Gray et al.(2003), Price et al.(2003)
Research visibility	Ivy (2001), Kazoleas et al.(2001)

Social factors.	
Opinions of friends and family	Soutar & Turner (2002)
Distance from society	Palacio et al.(2002), Arpan et al.(2003)
Security	Gray et al.(2003)
Overall social atmosphere	Kazoleas et al.(2001), Gutman & Miaoulis (2003)
Personal factors.	
Personal aspirations	O'Mahony et al.(2001)
Professional aspirations	O'Mahony et al.(2001)
Personal experience	Kazoleas et al.(2001)

Table 1 Factors that influence university image based on Duarte et al. (2009, 26).

2.3 University image measurement.

Despite the fact that factors that influence university image have been identified years ago, there is still no definite evidence on exact underlying variables of image (Yugo & Reeve, 2007). There is no concrete agreement on the definition of the term “image” itself (Capriotti, 1999, 15-16), which inevitably inflicts difficulties to the university image measurement (Duarte et al., 2009, 25). While university image has some measurable physical attributes, it is still rather subjective and multidimensional in its nature (LeBlanc & Nguen, 1995). Arpan et al.(2003) emphasizes that image of any organization can be interpreted and assessed only by its stakeholders. Arpan et al.(2003) also supports the earlier study of Williams and Moffitt (1997) that points out that various stakeholder groups form different brand images, regardless of the signals emanating from a university, since “image” is inherently perceptive and people use different evaluation criteria.

There are different techniques that can be used to measure image of an organization. Carlivati (1990) distinguishes two techniques. The first one is a judgement method, which implies using semantic differential scale, i.e. scale that measures the connotative meaning of a stimulus. The second one is a response method, which uses MDS (Multi-Dimensional Scaling), i.e. visualizes similarities between different cases within a data-set.

Some studies are trying not only to measure image of a particular case, but create a reliable

and valid scale for university image measurement. Yet, unfortunately, none of those studies exhibit consistent enough conceptual structure (Duarte et al., 2009, 27).

2.4 Internationalization.

The term “internationalization” is not new; however, it has been introduced in the education realm relatively recently (Chan & Dimmock, 2008, 185). Before the 80s, the more widely used term was “international education”, which referred to international characteristics, which are cultivated in students with the aim of preparing them for the demands of a global economy. International education entailed that students are tolerant, open-minded, internationally oriented and usually bi-lingual (Hayden & Thompson, 1998; Hayden et al., 2003; Wiley, 2001). However, de Wit (2002) argues that the term “international education” refers more so to a concrete international program whereas “internationalization” reflects the process of strategic introduction of international initiatives into all spheres of education. According to Knight (2004, 11), internationalization is *“the process of integrating an international, intercultural and global dimension into the purpose, functions and delivery of education of the university concerned”*.

Though, some researchers argue that all universities are inherently international in their nature, internationalization in its current state is a rather new phenomenon (Chan & Dimmock, 2008, 185). De Witt (2002) also suggests that universities are more often international by nature when it comes to research rather than teaching. Internationalization is a multifaceted term, its interpretations vary depending on the circumstances within which it occurs (Chan & Dimmock, 2008). Cuthbert (2002) notes that forces both outside and inside the university affect the internationalization.

Nowadays, in pursuit of gaining competitive advantage, universities more and more strive to adopt the internationalization initiatives (Chan & Dimmock, 2008, 184). As globalization advances, it is the duty of universities to equip its students with skills suitable for the increasingly global job market (Sporn, 1999, 70-71). In some studies terms “globalization” and “internationalization” are used interchangeably, however, Adler (1997) and Lapiner (1994) distinguishes those two by identifying globalization as a development phase of the process of internationalization.

2.4.1 Reasons for internationalization.

There are various reasons why countries choose to implement internationalization strategy for higher education institutions. The summary of reasons is given below.

De Witt (2002) came up with four rationales for internationalization:

1) Economic.

Internationalization is being increasingly considered in terms of its economic value. For instance, the Association of International Educators (NAFSA) stated that in 2007-2008 tuition fees and other expenses of international students accounted for 15.54 \$ billion in the economy of United States. Similarly, in 2014-2015 the biggest part of Australian service export was education and it accounted for 19 AUS \$ billion. Worldwide, in 2004 global higher education was worth 60 \$ billion (Kemppainen, 2016).

Not only did internationalization become a source that can generate income, it became a part of international branding of universities (Knight, 2008).

2) Political.

In 1995, The World Trade Organization (WTO) introduced General Agreement on Trade in Services (GATS). The initiative aimed to diminish trade barriers within the service industry, which includes higher education. This initiative contributed to academic mobility since it encouraged access of the local markets by foreigners, allowing institutions to take their operations overseas or arrange faculty travels and exchange programs (Knight, 2008).

3) Socio-cultural and academic.

Knight (2008) states that while socio-cultural dimensions of internationalization are important, unfortunately, they yet do not have the same weight as political or economic dimensions. Still, trans-lingual and transcultural competence that internationalization fosters in students, is crucial in the current paradigm of globalization (Kubota, 2009, 612). Diverse foreign population of a university provides students of the host-country with so-called “at home internationalization”, thus, supporting cultural adaptation of students, which is an inescapable reality of a modern globalized world (Gumport & Sporn, 1999). Moreover, Majakulma (2011) states that internationalization improves the overall quality of education. International literacy is crucial for cultural and political well-being of society (Bartell, 2003, 49).

To a degree, international education is even perceived as a tool that would help to reach understanding among cultures and peace among all nations (Knight, 1997).

Many have recognized the call for internationalization and took measures on the governmental level. For instance, the American Council on International Education emphasizes that in order for the nation to prosper in the future, institutions of higher education should become truly international (American Council on Education, 1995). Likewise, initiatives aimed to increase global competence were developed in Europe. European countries developed ERASMUS, CAMETT and TEMPUS programs to encourage academic mobility (Bartell, 2003, 51). Similarly, Finnish Ministry of Education and Culture set up a goal of attracting more international degree students as a part of Strategy for Internationalization of HEIs in Finland.

However, there are more rationales than what is recognized by De Witt (2001). For example,

Bartell (2003, 51) names media and pop-culture as well as advanced means of transportation as reasons for internationalization. Rapid development of communication and transportation technologies led to increased rates of diffusion of information. Information travels across national borders with previously unprecedented speed, hence it is not enough for universities to just declare its values and norms, instead they should foster inter-cultural understanding through shared experiences. Furthermore, the expansion of media through technological advancement made even the most remote communities more aware and more connected with the rest of the world than ever before (Bartell, 2003).

Bartell (2003) also supports De Witt's (2001) ideas regarding political and economic rationales for internationalization. The last century saw an increase of economic and political interconnection, as well as boost of immigration and tourism. Free-trade initiatives and development of the European Union caused increased economic and cultural integration among countries.

In addition, Altbach and Knight (2007) recognize internationalization as a component of university image and marketing. Higher education institutions are increasingly regarded as a commodity rather than a public resource. Many universities put establishing international profile as their priority (Knight, 2013) and rightfully so, since, corporate image and rankings heavily influence decisions made by stakeholders (students). Hui (2018, 26) in his research paper pointed out interconnectivity of university prestige, quality of education and appeal to stakeholders, i.e. better university image has a positive effect on quality of education, which consequently makes the institution more appealing to students.

To conclude, internationalization is a multifaceted concept that takes pro-active, transformative actions in response to fluctuations of the World. It is a synergistic concept that became an urgent requirement for all organizations and there is no denying its impact and importance for universities.

2.4.2 Internationalization in Finland.

Välimaa (2010) describes the late 1990s as a "globalization shock". In 1990s Finland faced an economic depression and effects of the collapse of the Soviet Union, alongside with the boom of foreign trade and rapid technological advancement (Kauko & Medvedeva, 2016). One of the effects of those factors was a change of Finland's position on the global arena, which consequently triggered changes in the education system of universities.

In 1987 the Ministry of Education and Culture and the Science and Technology Policy Council (STPC) stressed internationalization to be a major direction of research cooperation development (Nokkala, 2007). Later the same organizations introduced the idea of increased internationalization as a way to boost competitiveness among organizations (Ministry of Education and Culture, 1991, 24; STPC, 1990, 18-19).

"The research in higher education institutions will be focused in a way that it will support

efficiently the rise of internationally competitive industry in Finland” (Ministry of Education and Culture, 1993, 13).

The economic depression went down but the ideas of international competition remained as part of the national agenda (Kauko & Medvedeva, 2016). In 1995, Finland joined the EU, which triggered further integration into European education system. In 1997, the university law 645 was introduced, hence, securing high level of internationalization for universities (Law 645/1997). In 1991, Finland established the Center for International Mobility and Cooperation (CIMO), with the intention of promoting international collaboration. In 2009, the Ministry of Education developed a strategy for increasing internationalization of higher education institutions for 2009-2015 (the Ministry of Education, 2009). And three years later this strategy showed positive results, in 2012 the amount of foreign students was almost twice as much as it was in 2003 (Hedclub, 2018).

Structural changes of Finnish universities caused changes in funding. Kauko and Medvedeva (2016) state that internationalization and marketization came to be through two processes related to university funding: the first one being restructuration of funding to financially support the process of internationalization, and the second one introduction of fees for degree students from outside of EU/EEA, which was meant to compensate budget cuts. Introduction of fees for non EU/EEA degree students according to the Ministry of Education and Culture (2005, 28), would serve as an incentive for universities to enter international markets, thus elevating the level of education itself through the competition. Tuition fees for non EU/EEA students were introduced in 2016. That led to a sharp decline in international degree students, since according to the statistics of Finnish HEIs in 2017, only 28% of international students come from EU/EEA country (Facts express, 2018, 4). Figure 3 illustrates the drop of foreign students during the first year after the introduction of fees.

FOREIGN DEGREE STUDENTS IN HIGHER EDUCATION INSTITUTIONS

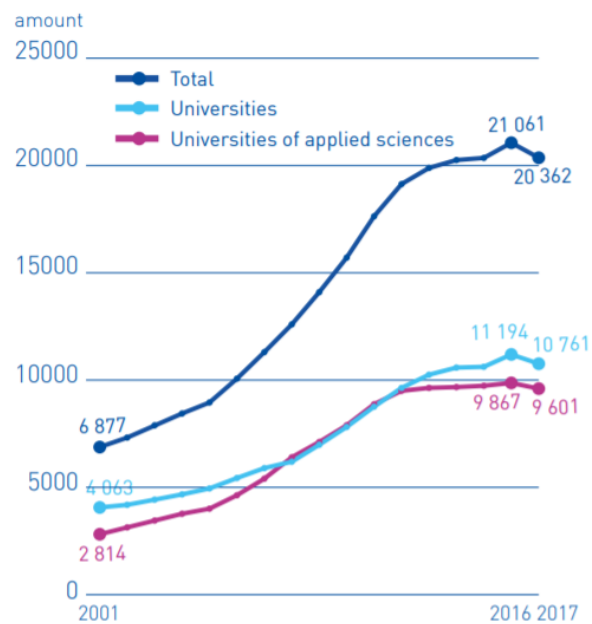
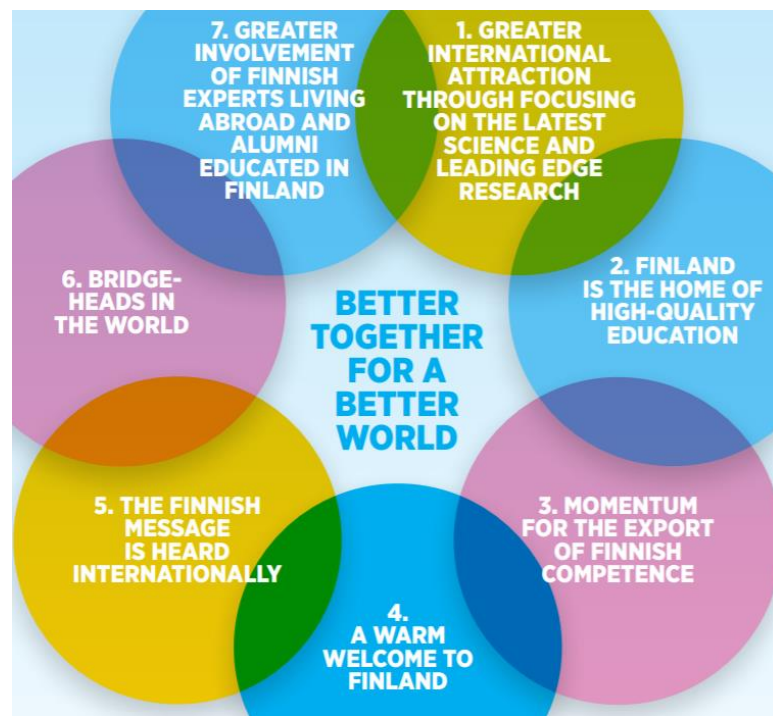


Figure 3 Foreign degree students in HEIs according to Facts Express (2018).

However, the same source states that in autumn 2018 the number of foreign students, who applied for degree programs, increased again (Facts Express, 2018, 05).

In 2017, the Ministry of Education and Culture introduced a new long-term strategy. The strategy contains policies made to promote internationalization in Finnish universities as well as the overall vision of Finnish higher education by 2025. The main motto of this initiative is “Better together for a better World” (see Figure 4).



*Figure 4 Policies to promote internationalization in Finnish higher education and research 2017-2025
(Ministry of Education and Culture, 2017, 2).*

It can be seen, that the subject of internationalization is not new in Finland, various initiatives have been taken to increase international literacy in times of globalization. Finnish education strategy aims to secure its position in the global community and build new international connections, and global ratings prove that the strategy is working.

2.5 Importance of university image.

More and more universities recognize the importance of strengthening their brand image (Theus, 1993). Theus (1993) states that reputation and image are the biggest assets of an organization, however, due to modern volatility they can be easily disrupted.

Studies related to importance of institution's image were conducted by Fielder et al.(1993) and later by James et al.(1999), outcomes of both researches stressed that brand image has a significant impact on students' decisions, thus it influences "customer retention" and "customer acquisition". "Customer retention" in this context being the willingness of undergraduates to pursue studies at the same university as well as dropout rates, and "customer acquisition" being recruitment of new students.

Research conducted by Chandra et al.(2019, 1545) concluded that university image does in fact significantly influence student satisfaction and student loyalty. Dick and Basu (1994) state that an institution image greatly affects the process of building and retaining customer loyalty. LeBlanc & Nguyen (2001), and Alves & Raposo (2010) came to the same conclusions. Kotler (1995) goes as far as to argue that within the marketing context, university image has

greater impact on students' satisfaction than the service quality provided by a university. The correlation between brand image of a university and students' satisfaction has been, somewhat, empirically verified. Hildebrandt (1988) pointed out that corporate image prefaces opinions of the consumer. Similarly, Andreassen and Lindestad (1998) empirically proved that consumer's satisfaction is significantly affected by the image of an organization. There also have been studies researching the implications of corporate image on loyalty. Overall, based on few studies available, it can be concluded that image does have a compelling influence on loyalty (Neset et al., 2011; Sembiring, 2013; Subrahmanyam & Shekhar, 2017). There are different theories that are related to the measurement of customer's loyalty, specifically when it comes to higher education institutions. The Relationship Marketing Theory shows that long-term commitment with students can act as a strategic advantage, since gaining new customers (students in this context) is more costly than retaining the existing ones (Reicheld & Sasser, 1990). Similarly, Service Marketing Theory that examines customer participation reveals that loyal students can have a positive effect on the overall service provided by a university, through their active involvement and commitment (Rodie & Kleine, 2000). Likewise, Rowley (1997) pointed out that synergy between lecturers and highly committed students creates better learning atmosphere, hence producing higher academic performance that is beneficial students and the university itself.

To conclude, properly built university image benefits students and institutions by:

- Serving as a competitive advantage of a university.
- Increasing "customer retention", in other words students are more likely to continue their education in the same university.
- Increasing "customer acquisition", meaning more effective recruitment of new students.
- Improving students' satisfaction, thus, adding more "perceived value" to the education.
- Gaining student's loyalty, which reassures positive image of a university and supports recruitment of new students through the "spoken word" or personal recommendations.

3 Research approach.

3.1 Qualitative versus quantitative research methods.

During the research design process one of the major milestones for researchers is to choose the right methodology. "The term methodology refers to the way in which we approach problems and seek answers" (Taylor, Bogdan and DeVault 2015, 14). In other words, the way research is conducted. While the choice of methodology can depend on the researcher's preferences to a certain extent, it more so stems from the nature of the research itself. Traditionally, there are two major research methods: quantitative and qualitative.

Qualitative research can be described as “any type of research that produces findings not arrived at by statistical procedures or other means of quantification” (Strauss & Corbin 1998, 10-11). Qualitative studies are non-numeric, its` outcomes are usually non-standardized and concern more so feelings, opinions. Quantitative research is being utilized when the researcher strives to find numerical, measurable answers and to test specific hypothesis (Kuada 2012, 103-104). Quantitative research is built on thorough organization and data analysis. To sum up, some general characteristics of those two methods are expressed in the table below:

Quantitative research	Qualitative research
Allows to test the initial hypothesis	Meaning is developed as the researcher obtains the data
Concepts are presented in the form of particular and distinct variables	Concepts are presented in the form of themes and classifications
Measures are consistent and standardized before data collection	Measures vary and are tailored to the particular setting or researcher
Data is quantifiable and expressed numerically	Data is presented in the form of words, perceptions and transcripts
Theory is causal, one derives from another, and is being used deductively	Causality of the theory may vary, rarely employs mathematical or logical induction
Code of conduct is standardized and follows a pattern	Code of conduct is particular, results can rarely be replicated
Analysis is built on statistics, tables and charts	Analysis is built on generalizations and themes drawn from observations

Table 2 General characteristics and differences of Quantitative and qualitative research (based on Neuman 2006; Bryman and Bell 2011).

As previously mentioned, there are two traditional data collection methods, however there is a third option - mixed methods. Mixed methods are a distinct and separate phenomenon. Truscott (et al. 2010) argues that mixed methods shall not replace neither qualitative or quantitative methods but rather will create synergy between them. Choosing multimethod strategy, thus combining qualitative and quantitative approaches, is widely recognized as beneficial. Multimethod or mixed method strategy in academic writings can also be referred to as “triangulation”. Denzin (1978, 291) defined triangulation as “the combination of

methodologies in the study of the same phenomenon”. Efficiency of triangulation relies on elimination of weaker sides of one method by strong points of another one, therefore facilitating more diverse and sufficient viewpoint.

According to Green, Caracelli and Graham (1989), there are five ways in which mixed methods benefit the research:

Triangulation	Allows for more consistent results by utilizing various methods.
Complementarity	Different methods give alternate points of view, outlines clearer results of the research.
Development	Mixed methods allow the researcher to gradually expand on the outcomes got from one strategy by the utilization of subsequent strategies in the process of research.
Initiation	Mixed methods can highlight new challenges and raise new research questions.
Expansion	Mixed methods provide wider scope of outcomes.

Table 3 Five benefits of mixed method research (Green et al. 1989).

It is, however, also important to note that there are various ways qualitative and quantitative approaches might be implemented in mixed methods research. There are four major variations of mixed methods research design (Creswell & Clark 2011; Nastasi, Hitchcock & Brown 2010). For this particular study, as shown in Figure 3, the concurrent strategy was chosen. One of the characteristics of concurrent research strategy is simultaneous implementation of qualitative and quantitative methods of data collection (Saunders 2015, 170). Interpretation of all gathered data together allows the researcher to come to more comprehensive conclusions compared to mono methods. Moreover, this strategy allows for a shorter timescale, which is more practical than sequential methods. Overall, based on characteristics provided by Saunders, Lewis and Thornhill (2015, 170-171) the author narrowed her strategy choice to a concurrent triangulation design, meaning that not only will data be gathered at the same phase of research, but the results will be interpreted and used to support one another.

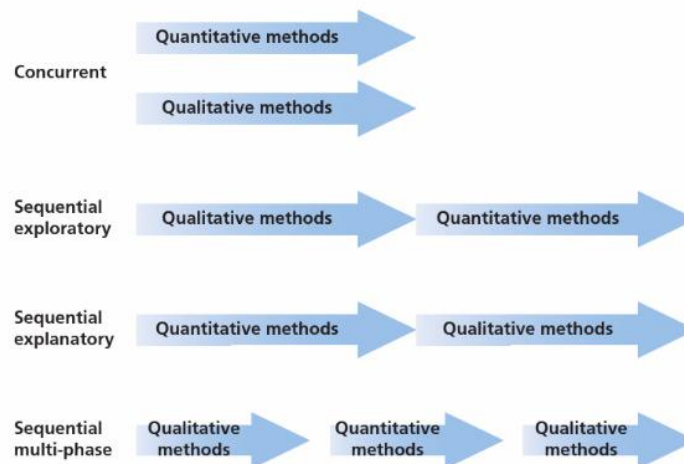


Figure 5 Various strategies for combining qualitative and quantitative research.

All factors considered the researcher has chosen to employ mixed research methods for this study because:

1. Conducting in-person semi-structured interviews helps to set up a deeper connection with the subject as well as find out “pain-points” of interviewees, which brings additional value to the research.
2. Brand image is a matter of words and opinions, rather than numbers, therefore, it is appropriate to make meanings through words and feelings.
3. Brand image is also a rather broad term in order to produce statistics for it, moreover there is a chance of not receiving enough results from questioners (less than a hundred), therefore, qualitative research will support validation of the study.
4. It is important to overcome bias of personal opinion that might have an effect on reliability of produced data, especially during the interview phase. Therefore, quantitative secondary and primary data is employed to keep the researcher grounded and realistic.
5. Quantitative part of the research will assist in creation of patterns of international students, gather opinions from wider demographics, consequently testing the initial implied hypothesis regarding the brand image of Laurea University of Applied Sciences.
6. Qualitative part of the research is designed to gather in-depth opinions from insiders, thus helping to develop viable proposals for improvement of Laurea UAS` brand image.

3.2 Data collection.

Research design is an intricate and rather complex process. Sanders, Lewis and Thomhill (2009, 139) came up with the idea of a research “onion” (Figure 6). Research onion describes the process of conducting the research with methods and various aspects that it entails on different stages. While none of the stages can be neglected, it can be seen that data collection and data analysis are placed at the very center as a key component for a valid research.

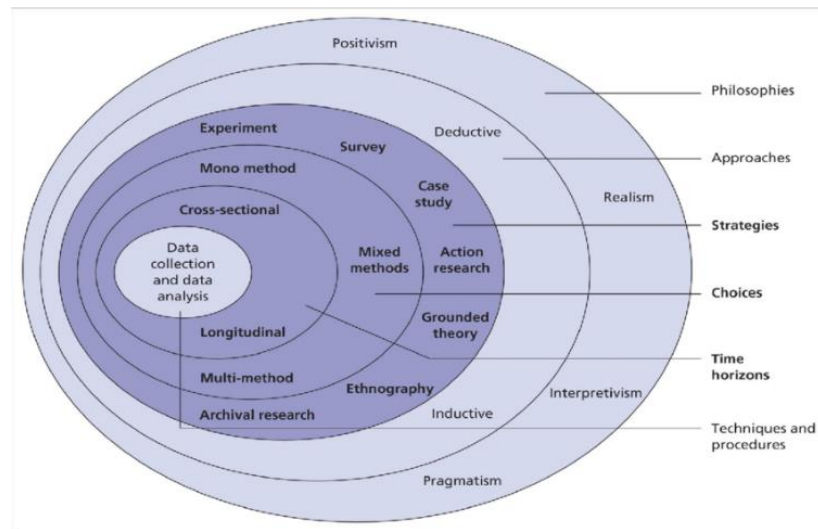


Figure 6 Research onion (Saunders, Lewis and Thomhill 2009, 139)

Data collection refers to the process of gathering of primary and secondary data in an established systematic manner. Primary data being information accumulated by the researcher through interviews and surveys and secondary data being a pre-gathered information such as journals and books. In this research primary data collection has been implemented through quantitative online questioners and qualitative interviews, and secondary data has been collected from websites and printed sources.

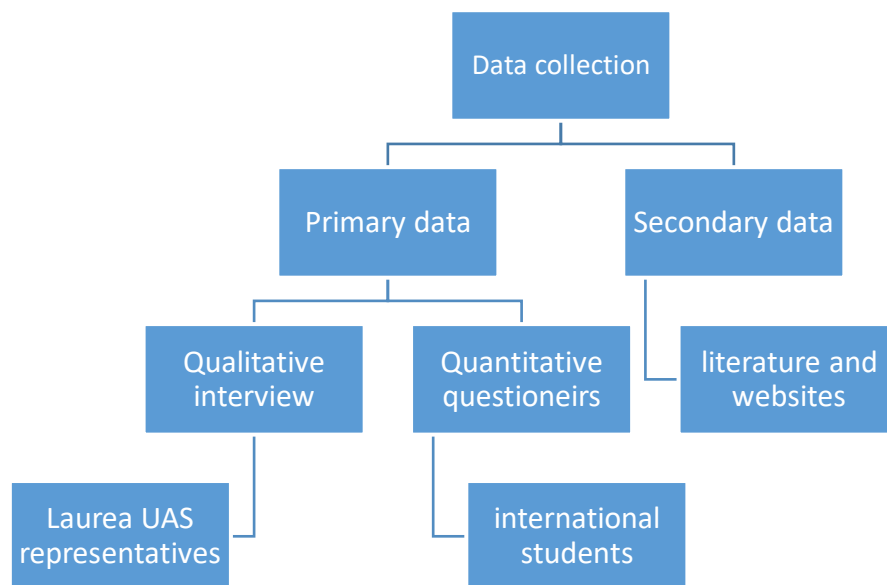


Figure 7 Data collection process of this study.

3.3 Qualitative interviews.

Kuada (2012, 95) identifies three most common ways of data collection: focus groups, observations and qualitative interviews. Though all three option certainly entail their own strengths, due to the nature of this study as well as current restrictions on social interaction,

qualitative interviews were chosen. Benney and Huges (1970) referred to the interview as the “favored digging tool” of researchers. In other words, it is a method of acquiring answers from interviewees with the aim of drawing interpretations based on gathered data.

Morgan (2014, 51-52) states that there are three strength of qualitative interviewing:

- Induction - researcher might come across different topics that emerge during the interview session.
- Subjectivity - researcher is able to gather other`s interpretations and opinions.
- Context - researcher is able to accumulate wider scope of in-depth data related to the subject.

Qualitative interviews are categorized as structured, semi-structured, unstructured/in-depth interviews. Alternatively they can be classified as standardized and non-standardized.

Essentially the difference between structured, semi-structured and in-depth interviews is flexibility, meaning the extent to which the researcher can alter interview questions in the process. Structured interviews consist of strictly pre-determined set of questions and code of conduct of each interview session is the same. Semi-structured interviews are more flexible. Semi-structured interviews still include pre-determined set of questions, however, they do allow for some diversion: the researcher is allowed to be more reactive and ask additional questions if needed. Finally, unstructured or in-depth interviews are, perhaps, the most flexible as they do not imply any pre-determined questions and, as seen from the name do not have any structure.

In this study, the form of semi-structured interview was chosen. Having formulated beforehand questions insures that the interview was thoroughly planned, therefore, the session will be structured, with no major digressions. Yet it is important to be able to tailor the planned set of questions to each particular session. Semi-structured type of interview facilitates a natural flow of conversation, thus allowing to make sure that all questions and answers have been understood by both parties. In instances, when the planned question might have not been received or understood correctly, the researcher would re-formulate that question. Similarly, some questions would be altered if the researcher felt that some of them were not answered fully. Furthermore, semi-structured interview design adds to the reliability of the research as the researcher has an opportunity to clarify what a respondent meant.

Steinar Kvale (2007, 36) has come up with the seven stages of an interview inquiry. The following illustration interprets those stages in accordance to the subject of this study:

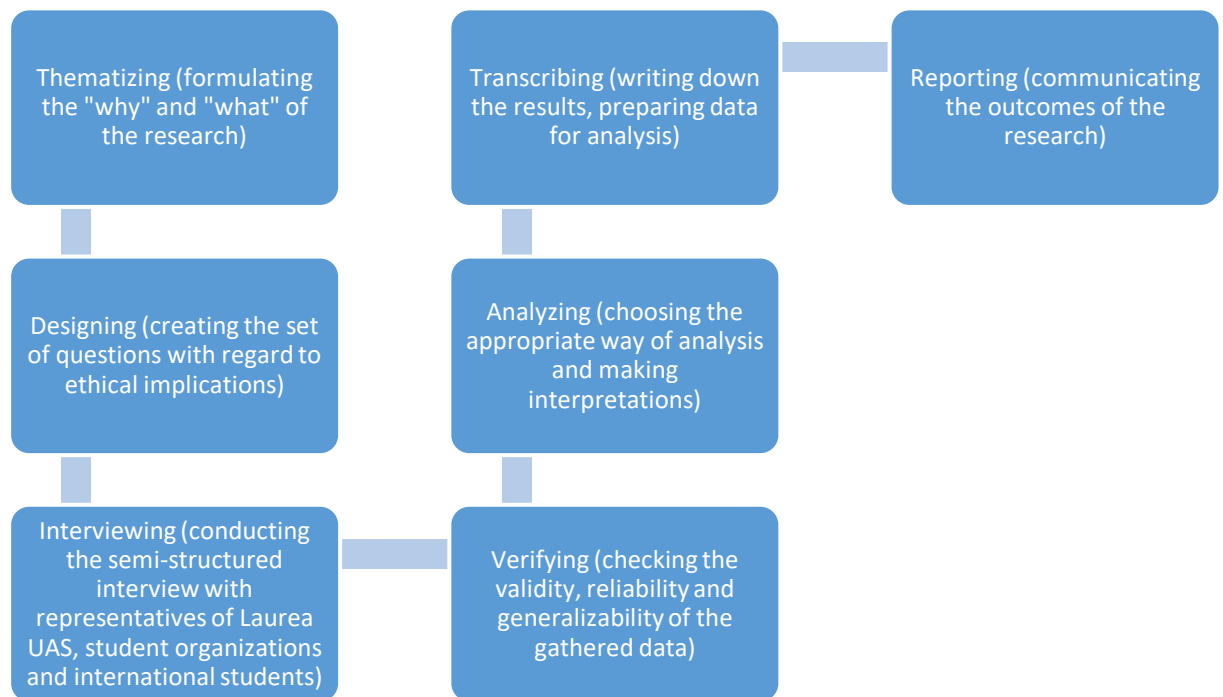


Figure 8 The process of an interview inquiry (based on Kvale 2007)

Interviews can be considered as the heart of any research. Quality of the interviews largely determine how reliable is the study overall and, moreover, whether or not the aim of the research has been fulfilled. Therefore, the interview process was thoroughly developed based on Kvale`s (2007) theoretical model suggested earlier. Additionally, the pre-determined set of interview questions was designed based on the analysis of similar thesis works and their outcomes as well as based on secondary book sources.

3.4 Quantitative questionnaire.

Questionnaire is one of the most common methods of quantitative data collection. Questionnaires consist of a series of questions that assist in the production of quantifiable, numerical data, which is especially useful in case of big enquiries (Kothari 2004). There are several ways of administering questionnaires, this study implements online survey since the target population are international students of Laurea University of Applied Sciences. Moreover, this option was chosen as the most appropriate and viable due to current constraints on social interaction in times of the pandemic. Online surveys can be referred to as a subset of CASIC - "computer-assisted survey information collection" (Vehovar & Manfreda 2017). Though, overall benefits of quantitative research and code of conduct still apply to CASIC, there certainly are implications caused by the nature of this method. They are further discussed in the research ethics chapter.

Morgan (2014, 51-52) states that there are three major benefits of quantitative surveys/questionnaires:

- Deduction - the researcher is able to test the hypothesis across a wider sample of respondents.
- Objectivity - the procedure of collecting the data is standardized, hence, quantifiable and measurable.
- Generality - due to wider coverage of demographics, results of the survey can be applied to a wider range of settings.

Likewise, with the qualitative interview, proper design of the survey can not be neglected.

Consequently, quantitative research process was created in accordance to academic theoretical models and suggestions mentioned below.

Based on Neumann (2006), Brymann and Bell (2011), six steps of quantitative research process can be identified:

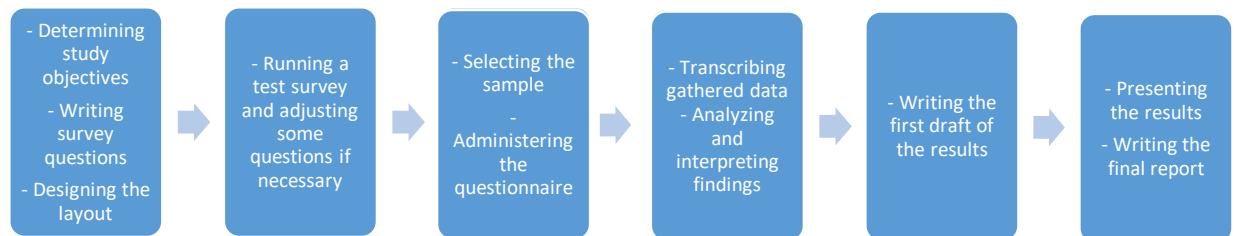


Figure 9 Six steps of the quantitative research process (based on Neumann 2006; Brymann&Bell 2011)

3.5 Research ethics.

Ramrathan (et al. 2017) states that ethics is integral for the research process, hence, it can not be neglected.

The author abides by Belmont Report of 1979 as well as “A Guide to Research Ethics” (2003). Key ethical issues analyzed and addressed in this thesis are research misconduct, data management and research with human subjects.

- Research misconduct.

The term of “research misconduct” includes fabrication, falsification and plagiarism.

In order to avoid fabrication or falsification of data, all accumulated information, such as emails, interview questions, questioners, is submitted in the Appendix section of the document. Data analysis is thoroughly recorded to omit the possibility of manipulation.

- Data management.

Responsible and ethical plan for data management was developed prior to the research itself in order to avoid any matter of conflict or harm. The data has been collected from consented participants, which is explained farther in “research with human subjects part”. The author is solely responsible for data collection design and while this paper was a subject to peer review, no sensitive data was disclosed to outside viewers (such as interviewee names, etc.).

- Research with human subjects.

This part concerns voluntary participation, respect for privacy and fair selection process.

Two weeks prior to conducting qualitative interviews, the author sent emails to potential interviewees. The email was sent to the staff of Laurea University of Applied Sciences, members of Laureamko as well as other Student organizations of Laurea.

Each email included the so-called “consent letter”, which informed participants about the purpose of the research, process of data collection and management as well as guaranteed protection of anonymity and participant`s rights (such as refusal to participate or answer certain questions). After the emails were sent and participants agreed to be interviewed, the interview dates were set. Due to epidemiologic situation, interviews were conducted online and all interviewees were asked for a permission to record the session for the sake of accurate data transcription.

Regarding quantitative research, administering questioners through the internet insured that sampling was done randomly and the researcher had no way of corrupting the results by targeting a specific group of students.

3.6 Validity and reliability of the research.

According to Winter (2000), meaning of the terms reliability and validity vary depending on the discipline. Other researchers go as far as to argue that both terms are born of the quantitative nature, hence should be replaced when it comes to qualitative inquiry (Corbin & Strauss, 2008). Winter (2000) proposed to refer to validity as relevancy, confirmability,

credibility, etc. Lincoln and Guba (1985) introduced the term “truth value”. Similarly, reliability might be referred to as consistency, accuracy or dependability. The author of the thesis chose to use “validity” and “reliability”, however, alternative terms help to explain the nature of those phenomenon better.

Bernard (2006, 53) states that there is nothing more integral and important for the research than its validity. Guest et al.(2012, 85) affirm that reliability is “less important in a general research context”. It is particularly valid when it comes to qualitative research. However, reliability is still crucial within the process of data analysis as it consequently enhances validity of a given research. Therefore, below (Table 4) are given the measures taken by the researcher to enhance both validity and reliability, techniques were developed based on the Guest, MacQueen and Namey (2012, 85-87) guidelines.

Technique	What it does
Research design stage	
Using multiple methods and data sources.	Collecting data via different sources and methods allows to minimize the intrinsic bias of a research conducted single-handedly.
Running pre-tests.	Pre-testing of both questionnaires and semi-structured interviews enhances validity by testing whether the questions make sense to participants as well as whether those questions provide needed information to the researcher.
Team-based instrument development.	Online questionnaires and semi-structured interviews were developed under supervision of a professor, which also reduced bias the researcher could inflict upon participants.
Data collection stage	
Adjustments in structure of instruments to fit the goals and structure of the research.	Increasingly organized and structured design of data collection increases

	researcher`s ability to compare data across mixed-methods.
Ask for a feedback from participants after the interview.	Participants` review of the interview process allows the researcher to clarify some questions if needed.
Data analysis stage	
Peer review.	Outside review facilitates overall coherence of the paper as well as checks result interpretations upon the subject of researcher`s personal bias.
Transparent audit trail.	Thorough documentation makes the research more transparent for the outside viewer. Accurate audit trail also would allow to replicate the research if need be.
Triangulation of data sources.	Concurrent data accumulated through multiple methods validates research findings.
Analysis of negative cases.	Cases that do not necessarily support researcher`s aim are consciously included in the analysis for the sake of establishing truthful patterns.
Interpretations supported with quotes.	Verbatim quotes from participants directly connect personal interpretations of the researcher to the actual opinions of interviewees, therefore, increasing the validity of the research.

Table 4 Validity and reliability enhancing measures based on Guest et al. (2012, 85-87)

One more point that should be considered regarding the data collection stage is validity in respect of numbers, in other words, how many results are needed for both qualitative and quantitative research in order to produce sufficient enough data.

The “rule of thumb” for quantitative research is that there should be more than a hundred responses collected in order to be able to draw statistical findings, in that instance one

respondent would account for 1%.

In order to calculate exactly how many people should do the survey in order to get results that reflect the target population as precisely as possible, the author used sample size calculator, see Figure 10.

Figure 10 Calculator for determination of the sample size.

First, the confidence interval, otherwise called margin of error, was calculated based on sample size, population and percentage.

It is suggested that when determining the sample size needed for the chosen level of accuracy, the worst case percentage (50%) should be used. Hence, with the confidence interval of 9, if 50% of the sample picks a certain answer, the researcher can be sure that if the same question was asked from the entire population then 41% - 59% would give the same answer. The entire relevant population is taken from the official amount of students taught in English, published on the website of Laurea University of Applied Sciences.

Also a smaller percentage of confidence level of 95% was chosen as it is more realistic. That confidence level means that the researcher can be 95% sure that the accurate percentage of the population lies between 41% to 59%.

With the estimated margin of error, online calculator gave the sample size needed of 100 people.

Sample size of 100 is the most realistic amount of results that can be accumulated within the time constraints. Generally, the larger the sample size - the more reliable the results are, however, it is author's opinion that a sample size of a hundred people for the questionnaire is sufficient enough, given that it is part of a mixed method research and further reliability is provided by triangulation.

When it comes to a sufficient amount of interviewees, opinions in the realm of academic research vary significantly. Overall, the consensus is that the amount of participants needed for a valid qualitative research depends on the research purpose (Schwandt, 1997). Bertaux (1982, 35-37) introduced a term "saturation of knowledge", which is now considered to be among one of the main criteria for estimating the amount of participants needed. Saturation

implies that after a certain amount of conducted interviews the researcher is able to observe patterns and interviews no longer reveal new information. Boyd (2001) recommend two to ten people to be interviewed in order to reach saturation. Creswell (1998, 113, 159) suggests qualitative thorough interviews with up to ten participants. Since this research implements mixed methods it is author`s belief that 5 interview results are sufficient for a proper analysis with given time limits. However, if this research is to be repeated, the author suggests a more rigorous research with higher number of participants.

3.7 Data analysis.

While often it is possible to sufficiently answer research questions by using a mono-method approach, it is author`s belief that the research of the brand image of Laurea University of Applied Sciences benefits from methodological integration.

To reiterate, the goal of the author was to combine and analyze opinions from insiders (staff members and student organizations` representatives) and opinions from international students on the university`s brand image. Utilizing semi-structured interviews with insiders allowed the author to gain deeper understanding of what is being done to support the so-called brand image of the university, while administering quantitative questionnaires to students themselves allowed to cover wider population and draw patterns from opinions. The results of this research would not have been quite adequate without cross-examination of two data sets. With that being said, it is important to explain the typology of mixed methods as well as its analysis.

There are three dimensions to existing typologies: timing, weighting, purpose (Guest et al., 2012, 198). All three dimensions refer to the way qualitative and quantitative data are integrated.

Time wise, concurrent implementation was chosen, meaning that accumulated simultaneously data sets are not dependent and are integrated together during the analysis stage.

Regarding weighting, otherwise referred to as “dominance”, the author chose qualitative method to be a more dominant one, since it is easier to draw themes from the interviews. Dominance here is relative and does not imply that quantitative method is not important for the research objectives, but rather it means that personal interpretations rely more so on interview outcomes while questioners are meant for support.

The last dimension is the purpose. As previously mentioned, the purpose of the concurrent (triangulation) research design is comparison between two data sets and determination of whether the findings are convergent or contradictory.

Figure 11 illustrates the process of concurrent design analysis. First qualitative and quantitative researches are implemented, both data sets are then separately analyzed in Chapter 4 (Results), using the thematic analysis. Findings from both data sets are integrated

together during the interpretation phase in Chapter 5 (Discussion) concerning empirical findings.

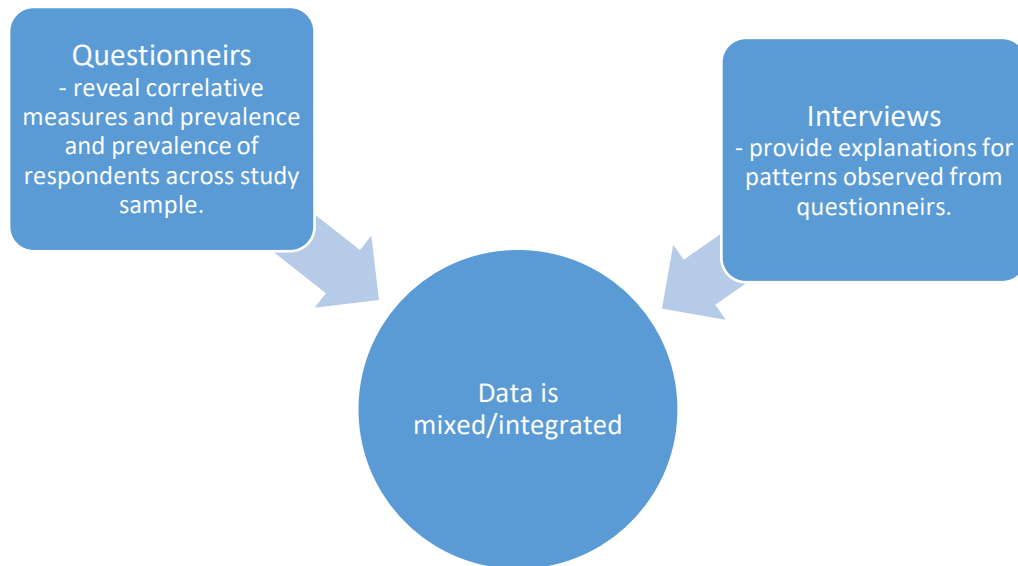


Figure 11 Concurrent design analysis adapted from Guest et al. 2012, 196.

4 Results.

4.1 Results of qualitative data analysis.

For systematizing qualitative data the author has chosen thematic analysis. There are two possible approaches for thematic analysis: the first one being “inductive”, where gathered data determines results of the study, and the second one being “deductive”, where analysis is based on pre-conceived themes. Since this research involved thorough theoretical basis (reflected in Chapter 2), deductive latent approach was chosen as the most appropriate method.

There are six key steps of thematic analysis (Braun & Clarke 2006):

- 1) Familiarization.
- 2) Coding the data.
- 3) Highlighting key themes.
- 4) Reviewing the themes.
- 5) Defining and naming the themes.
- 6) Completing the report.

Following those steps, first, all interview recordings were transcribed. After that, transcribed data was examined for similar opinions, patterns, which act as “codes”. Codes are then combined into themes.

The following table contains themes, drawn from the interview questions (left column), and quotes supporting those themes (right column). Findings presented in the table are further explained after the table.

Themes.	Quotes.
University brand/image.	<p>-<i>"It is the way a university messages about itself to the outside world..."</i></p> <p>-<i>"It is kind of a promise that university gives to its` students."</i></p> <p>-<i>"It is the vision that the university is conveying...some sort of mission."</i></p> <p>-<i>"It's the image that we can project to our stakeholders."</i></p>
Importance of a university brand.	<p>- <i>"University brand can have a huge impact on students. I feel like new students will be more happy and comfortable if a university manages to properly establish their brand during the orientation week..."</i></p> <p>- <i>"University image brings all the students together. Creates a common thing we all can relate to. It creates a sense of community."</i></p> <p>-<i>"It can boost students forward in their life if they have faith in their school and its` status, so to speak."</i></p> <p>-<i>"Students who go to less reputable school might feel ashamed of it, which ultimately damages sense of community and belonging. Negative impact also proves the importance of university branding."</i></p> <p>-<i>"I can imagine it affects university loyalty or brand loyalty of students, if you will. It is reasonable to assume that it will also have an effect on the overall satisfaction of students."</i></p>

Internationalization.		<ul style="list-style-type: none">-“...can be marketed as a major part of a university image.”-“I would describe it as multiculturalism. It is 100% a requirement for a modern university image.”-“It is very-very important. The World keeps getting smaller and smaller, so getting international experience during studies is a very big deal for our students.”
Measuring internationalization.	Tangible way.	<ul style="list-style-type: none">-“The easiest way of measuring it would be to compare international students to the Finnish students in a university, their percentages to be exact...also percentages of courses available in English language.”-“It can be measured by counting the amount of international students in school as well as the amount of students we send on exchange programs abroad...the amount of RDI work we do abroad with our international partners. That would be a good measurement.”
	Intangible way.	<ul style="list-style-type: none">-“I personally feel like measuring has negative connotation. Like trying to track nationalities, create this label like “oh I have 25 different nationalities at my school”. It is important that the school just allows everybody to come in...so there is not any quota. In other words, the way I would not do it is count different nationalities. It is, of course one option of measuring it, but quantity does not necessarily equal great internationalization.”-“One way to measure it would be the general feeling of the students...like how much they themselves feel that it is international. How included they feel...”

<p>Contribution of student associations to the overall university brand.</p>	<p>-<i>"We are a part of the university brand, yes. However, we can contribute even more to the image of Laurea if we are given a chance to work with Laurea`s marketing team more..."</i></p> <p>-<i>"I do believe that we contribute to the image of Laurea UAS. I would describe Laurea ES as cozy place people can come to and there are no restrictions. We do things together, we are like-minded people but we respect our differences. So we do contribute a lot in that regard."</i></p> <p>-<i>" There are those mandatory entrepreneurship courses in Laurea, so Laurea is increasingly trying to promote Laurea ES to the students during those courses. So it`s safe to say that the university sees the value in our section."</i></p>
--	--

<p>Collaboration between student associations.</p>	<p>Negative.</p>	<p>-“University marketing team gets the name of our section wrong sometimes...collaboration can be a lot better.”</p> <p>-“We have tried to contact all the sections to create a mutual marketing campaign, unfortunately, not all of them responded but again, we can not force anyone.”</p> <p>-“Whenever we contact Laurea marketing team they forward us somewhere else...and what I have understood, it is a common experience for other student sections as well. Whenever you want to do something with Laurea or advertise events, they just ghost you. So they do not seem to be willing to do any collaboration.”</p> <p>-“Everything we market - we market to 3 AMK, so always when we share some content we also share it with Metropolia UAS, Haaga-Helia UAS and Laurea UAS marketing teams. And without exception, Haaga-Helia and Metropolia share our content, though it is not our home university. Laurea`s marketing team, on the other hand, has shared our content, perhaps twice, while other two universities do it on weekly basis.”</p>
--	------------------	---

	Positive.	<p>-“We do have some communication with other student organizations, especially with Laurea ES, not so much with other sections. But it is getting better...”</p> <p>-“University marketing team started to take us into account more recently.”</p> <p>-“We had marketing campaign with other Laurea organizations (Laureamko, Lato, ESN)...the idea was that we position ourselves as more permanent inside-Laurea organizations. Because while Laureamko is very influential when it comes to student life, other associations are more so “floating around” the university. So we want to do a poster campaign where different sections can introduce themselves, so that we are more recognizable and visible for students.”</p> <p>-“We have done a lot of improvements when it comes to our collaboration with Laurea UAs as well as other universities. For example, we have been working on some of the marketing of the university on Laurea level, and also on 3AMK level. Laurea ES organizes programs that are open for students of 3AMK universities.”</p>
--	-----------	--

Multicultural direction for future development.		<p>-“Laureamko aims to be more internationally available. Despite some budget cuts, we are still working on our international strategy...for instance, we started talking about having all our materials available also in English.”</p> <p>-“We have always been open to international environment. Even more so now, we are adapting our processes to serve the needs of intercultural community better. For example, even though the official language is Finnish, for the past two years we have operated completely in English. We do a double job.. first papers in English with the whole team and then we translate the, to Finnish for the official documentation. Because we want everybody to be equal in the decision making process.”</p>
“Pitfalls” of internationalization.	With students.	-“Our choice to operate in English language excludes some Finnish students, we have gotten some feedback that there are students who do not feel like they relate to our association because the marketing is strictly in English.”
	With members.	-“There are around 200 Laureamko actives and currently there is only one active, who is a degree student. So there is place for improvement.”

Table 5: Themes and supporting quotes.

Overall, it can be seen that all respondents identify university brand in a very similar way, which is crucial when building a proper cohesive marketing strategy.

Moreover, all the interviewees were very vocal regarding the importance of a proper university image. One of the interviewees illustrated his position with the case of Ressun Lukio: *“Effects of school branding can be seen in Ressun lukio and some of that type of high schools, the average grade for getting in is very high. And students of those high schools have certain status that they “wear” so to speak. Of course, I do not know what happens to those kids after high school but I imagine they will strike high-level careers due to the status of their alma mater. It is the same with universities.”*

Internationalization was recognized as a major component of a modern university image. In that regards, respondents mentioned Laurea University of Applied Sciences' motto "Together we are stronger". It can be seen that Laurea UAS prides itself in being a multicultural and inclusive university, and the aspect of internationality seem to be one of the accents that the university makes when it comes to marketing strategy.

Interestingly, when it comes to measurement of internationality, responses got divided into two categories: tangible measurement (numbers, statistics) and intangible measurement (perceptions). Even more peculiar was the fact that Finnish respondents were leaning towards numbers, while international representatives of student organizations argued that numbers do not necessarily reflect or measure internationalization. International representatives stated that internationality could be measured by the extent to which an individual feels accepted and heard in a multicultural environment.

All interviewed student associations stated they do contribute to the brand of Laurea UAS. ESN Laurea creates strong international community and connects students worldwide, Laurea ES builds strong entrepreneurial image and appeal for the university, Laureamko supports students locally. However, it has been a reoccurring comment from all interviewees that *"something is clearly broken in the communication link"*, as one of the participants stated. Collaboration between associations is improving every year, however, there still room for improvement when it comes to communication.

Internationality, while it is crucial for a university, presents some challenges. For instance, one of the uncovered pitfalls that organizations experience was language barrier. One extreme concerned the lack of internationality within the organization due to Finnish language being the chosen language for inside operations. Representative of Laureamko stated that out of 200 actives of the organization, only one is an international student, as can be seen from Table 12. Another respondent mentioned their experience: *"...in 2019 I was a tutor and a campus representative for Laureamko. Unfortunately, all the meetings/emails/official documents were conducted in Finnish, which made me feel very excluded so I had to change the student organization."* The other side of the language issue was that choosing English language for all inside operations also made some Finnish students feel excluded.

Other interesting discovery concerns degree students. It was mentioned in the Research background and need of the study (Chapter 1.1) that after the introduction of tuition fees in 2016 there was a drop in international applicants. Official Laurea UAS representative supported this claim by saying:

“...we do have a degree students from different countries around the world, although the numbers of our international degree students are decreasing each year because of all of the tuition fees that were applied in Finland.”

Moreover, regarding the marketing strategy he added:

“Quite a lot of things before the introduction of tuition fees were different. I think back then we did a lot more marketing abroad. Our target countries weren't quite exact where we market. We just wanted to target like all over the world. After the introduction of tuition fees, there was like a year or two when we did surveys and studies about destinations that Laurea UAS found the most attractive. The country is more like Vietnam, Russia, Nigeria, a couple of more countries. And we were focused on marketing to these countries. But for the last two years, there was a shift in the general strategy of Laurea away from getting students from other countries. Nowadays our biggest marketing efforts go to Finland trying to recruit people already living in Finland, but not originally from this country.”

So currently internationalization in Finland happens more so *“from within the country”*.

However, interviewed degree students stated that they did not really notice this shift towards less international students. For instance, one respondent argued that, despite the fact that he can be biased due to his work for a student association, he believes that school environment is *“extremely multicultural and diverse”*.

Regarding the overall image of Laurea UAS, respondents also mentioned:

-“Laurea does research, development, innovation work with partner companies and universities. Also students are encouraged or given opportunities to complete projects with international companies.”

-“Learning by developing according to Laurea is groundbreaking and other universities do not have it.”

-“The slogan that our principal likes to use “most desirable university of applied sciences.” Or “suomen valovoimaisin ammatikorkeakoulu” in Finnish. And it is not wrong. For example Laurea UAS accepts only 7-10% of all applicants.”

From the qualitative part of the research, it can be concluded that people do agree with the way Laurea UAS brands itself. From various resources (website, leaflets, promotional materials) it can be seen that Laurea takes pride in its internationality, innovativeness, R&D approach to education and entrepreneurship mindedness. Internationality being one of the biggest values as reflected in the university motto. Insights, gathered through qualitative interviews, prove that those values, indeed, are perceived as major parts of the current university image of Laurea University of Applied Sciences.

4.6 Results of quantitative data analysis.

Out of 93 international students who participated in the survey, 34.4% of students began their studies in 2020, 30.1% came to Laurea in 2019, 23.7% of respondents came in 2018, and the smallest amount of respondents were from the years 2016-2017, with 3.2% and 8.6% respectively (Figure 12).

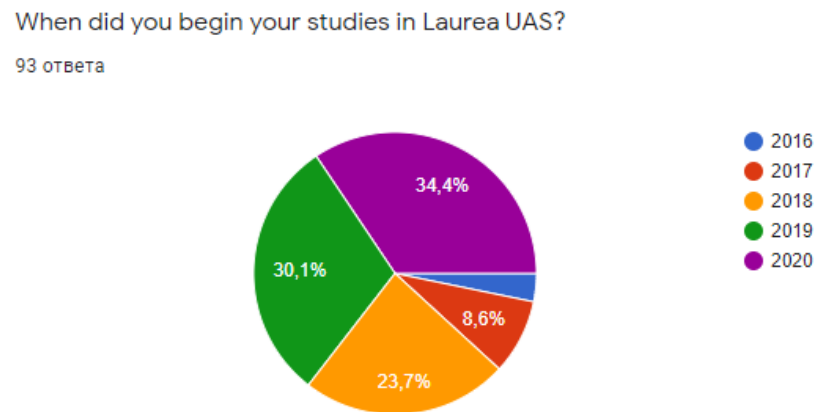


Figure 12 When did you start your studies? (n=93)

Out of 93 respondents, 57 students (61.3%) completely agreed with given definition of a university brand, 32 students (34.4%) somewhat agreed with it, and only 4 respondents disagreed with the given statement (Figure 13).

"University brand" is the image that university projects to the outside world.

93 ОТВЕТА

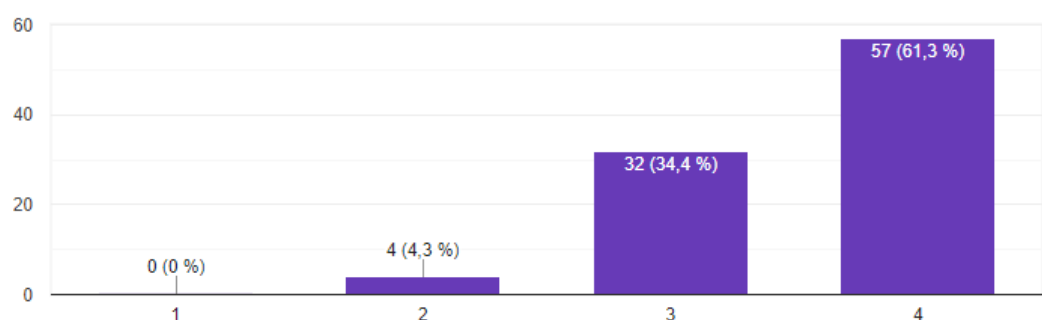


Figure 13 "University brand" is the image that university projects to the outside world (n=93)
(1=completely disagree, 2=somewhat disagree, 3=somewhat agree, 4=agree completely)

When asked about the importance of a strong university brand, 42 students agreed that university brand creates a sense of community, 24 students completely agreed with that statement, 24 respondents, on the other hand, disagreed with it, and one respondent disagreed completely (Figure 14).

Regarding university brand being a status symbol, 45 respondents agreed and 20 respondents

completely agreed with the statement. However, 25 people disagreed with that point of view, 3 people disagreed strongly (Figure 14).

44 respondents saw university branding as a guarantee for future career prospects, 22 people strongly agreed with it. Around 23 students disagreed with the statement, and 4 disagreed strongly (Figure 14).

The idea of university branding being a motivational factor was supported by 32 respondents, 20 strongly agreed. Nonetheless, 34 students stated that the university brand does not have an effect on their study motivation (Figure 14).

Finally, 49 respondents completely disagreed with the statement that university brand is not important, only 6 people stated otherwise (Figure 14).

Strong university brand is important because:

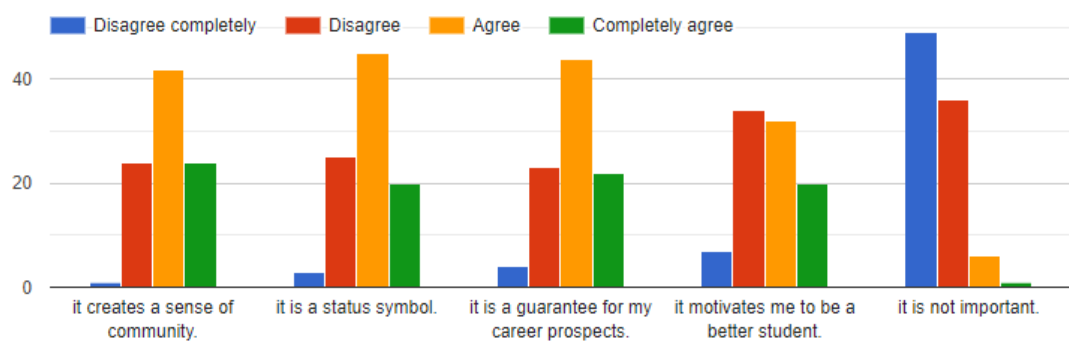


Figure 14 Strong university brand is important because...(n=93)

According to Figure 15, more than a half of all respondents (55.9%) named international community to be the most important element that constitutes to the brand of Laurea UAS. The next most popular element was study support, it was chosen by 52.6% of students. Student organizations were chosen by 43% of respondents as the third major element that influences Laurea UAS branding. Collaboration with various companies/universities and student mobility programs were both supported by 37.6 of students. 33.3% of students chose extra curriculum activities and events as important elements of university branding. The smallest amount of students (23.7%) considered availability of courses in English language as a contributing factor.

The most important elements that constitute to the brand of Laurea UAS are:

93 ответа

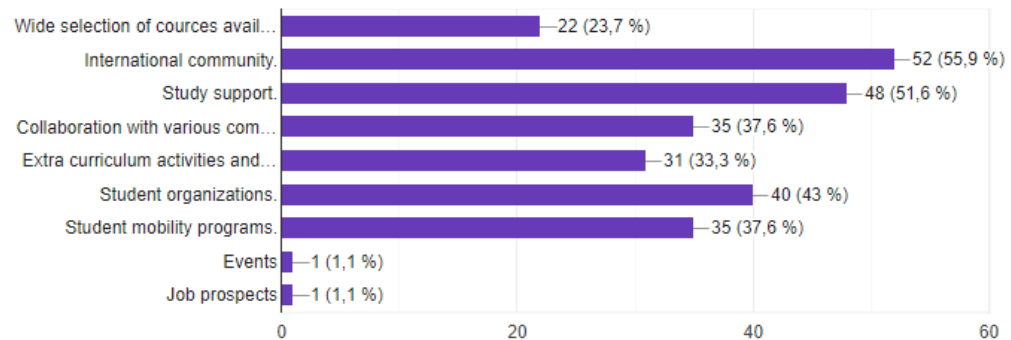


Figure 15 The most important elements that constitute to the brand of Laurea UAS (n=93)

When it comes to personal connection of students to the brand of Laurea UAS, 55 respondents (59.8%) agreed that university image does affect them, 21 respondent (22.8%) agreed strongly with that statement. However, 6 students (6.5%) and 10 students (10.9%) disagreed strongly and just disagreed (respectively) with university image having a personal affect on them (Figure 16).

I feel that Laurea UAS brand affects me personally:

92 ответа

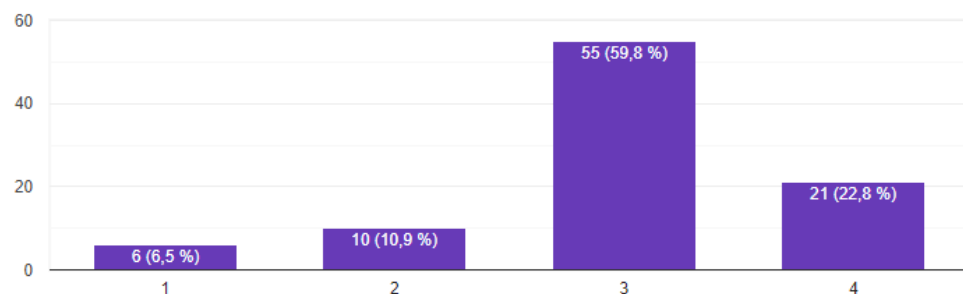


Figure 16 I feel that Laurea UAS brand affects me personally (n=93)

(1=completely disagree, 2=somewhat disagree, 3=somewhat agree, 4=agree completely)

Out of 93 respondents, 28 students (30.4%) completely agree that student community contributes to the overall university image, 49 students (53.3%) somewhat agree with the statement. Meanwhile, 13 students (14.1%) somewhat disagreed with the given statement and two people (2.2%) disagreed strongly (Figure 17).

I believe that students naturally contribute to the overall image of the university.

92 ответа

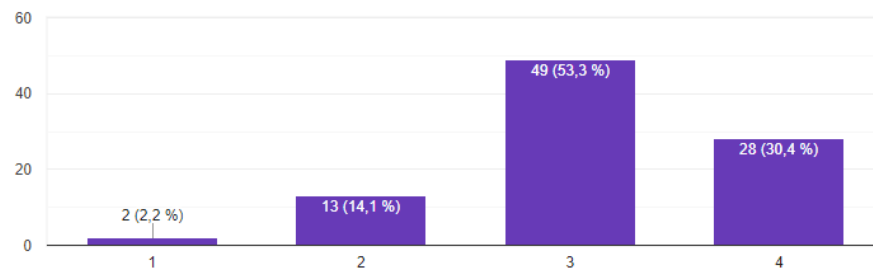


Figure 17 I believe that students naturally contribute to the overall image of the university (n=93)
(1=completely disagree, 2=somewhat disagree, 3=somewhat agree, 4=agree completely)

More than 90% of respondents are familiar with student associations in Laurea UAS. 12.9% said that they were or currently are active in one of the student organizations, more than 39% participated in event organized by student associations. Around 37% stated that the are familiar with some student organizations, while only 9.7% admitted to not really know much about student organizations in Laurea (Figure 18).

Do you know about student ssociations present in Laurea UAS?

93 ответа

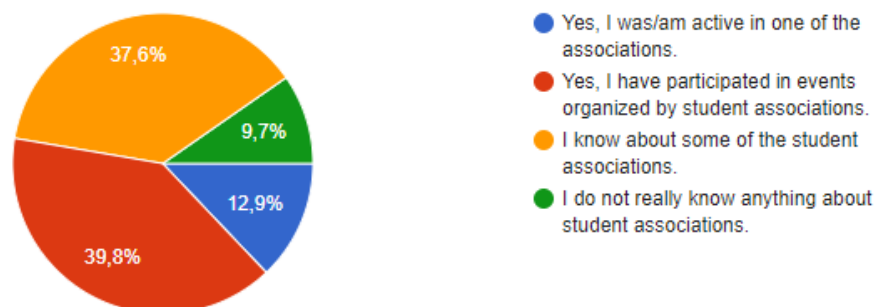


Figure 18 Do you know about student association present in Laurea UAS? (n=93)

Overwhelming 64.1% somewhat agreed that student associations are an important part of Laurea UAS. More than 30% agreed with it completely. Only 3.3% disagreed with the importance of student associations (Figure 19).

Student associations are an integral part of Laurea UAS.

92 ответа

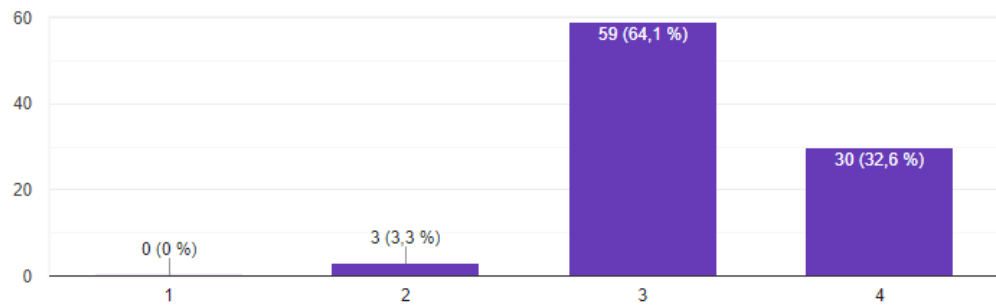


Figure 19 Student associations are an integral part of Laurea UAS (n=93)
(1=completely disagree, 2=somewhat disagree, 3=somewhat agree, 4=agree completely)

When asked to measure their experience with student organizations, 20 respondents (21.5%) were very happy with their experiences, evaluating it as “wonderful”. More than half of all respondents evaluated their experience as “very good”. Luckily, only 3.3% of respondents had a bad experience with student organizations (Figure 20).

On a scale of “very bad” to “wonderful” what is your experience with student organizations?

93 ответа

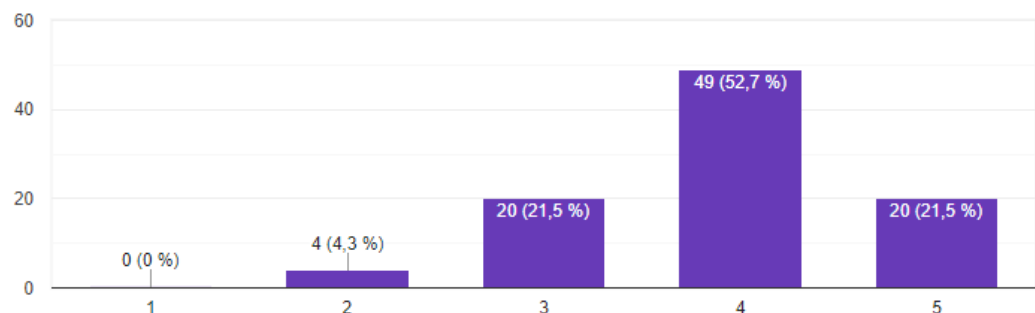


Figure 20 On a scale of “very bad” to “wonderful” what is your experience with student organizations? (n=93)
(1=very bad, 2=bad, 3=good, 4=very good, 5=wonderful)

More than 40% completely agreed that internationality is an important aspect of Laurea UAS` brand. Similarly, 51.6% of respondents somewhat agreed on the importance of internationality contributing to the overall university image. Only 6.5% of respondents somewhat disagreed with that statement.

Internationality is an important aspect of Laurea UAS' brand.

93 ответа

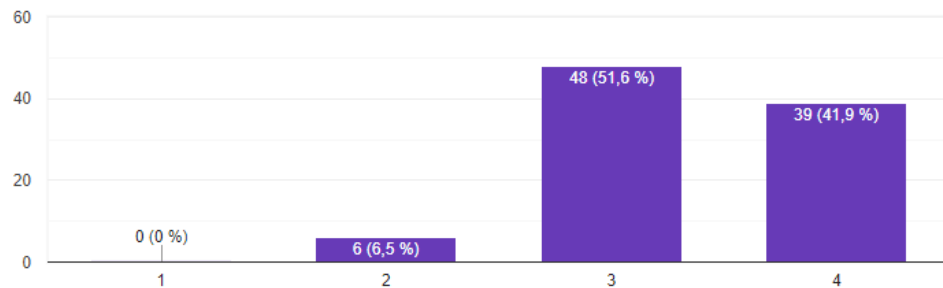


Figure 21 Internationality as an important aspect of Laurea UAS' brand.

(1=completely disagree, 2=somewhat disagree, 3=somewhat agree, 4=agree completely)

When asked whether respondents feel like a part of the community in Laurea, 42 people (45.2%) completely agreed that they do, in fact, feel like they are welcomed and accepted in the university. Out of 93 respondents, only 10 (10.8%) somewhat disagreed with the statement, and 2 people (2.2%) stated that they did not feel like part of a community at all.

As an international student I feel welcomed and confident in Laurea. I feel like a part of the community.

93 ответа

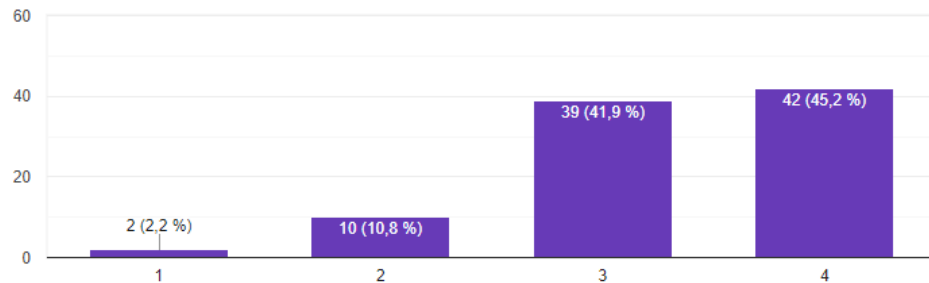


Figure 22 As an international student I feel welcomed and confident in Laurea. I feel like a part of the community (n=93)

(1=completely disagree, 2=somewhat disagree, 3=somewhat agree, 4=agree completely)

As a final questions, respondents were asked to rate university brand of Laurea UAS on a scale from 1 to 5, 1 being “not appealing at all” and 5 being “very appealing”. More than half of respondents (54.8%) rated Laurea UAS brand as appealing, but there is room for improvement. 16 people (17.2%) see university image of Laurea as very appealing. 18 respondents (19.4%) were rather indifferent. Out of 93 students, only one respondent (1.1%) stated the image to be not appealing at all, and 7 respondents (7.5%) leaned towards Laurea UAS brand to be more so not appealing.

Overall, on a scale of 1/5 I would rate Laurea UAS` brand as:

93 ответа

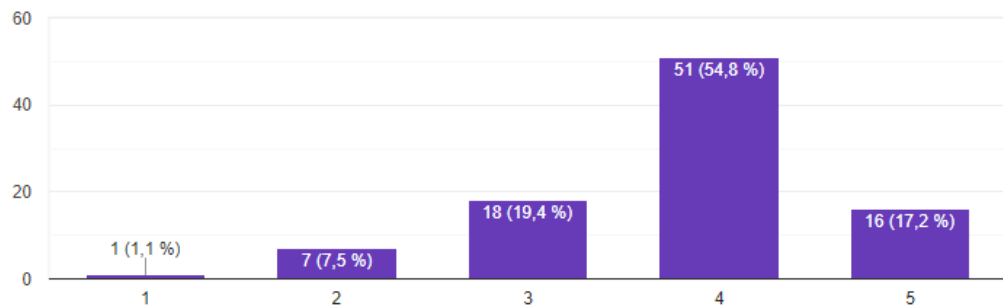


Figure 23 Overall, on a scale of 1/5 I would rate Laurea UAS` brand as (n=93)
(1=not appealing at all, 5=very appealing)

5 Summary of findings.

It can be seen that the results acquired through qualitative interviews are consistent with the quantitative findings. Therefore, despite the fact that results of the survey do not have statistical reliability due to smaller sample size, it can be assumed that demonstrated figures and themes are reliable. Hence, findings can be generalized to the whole population of international students in Laurea University of Applied Sciences.

Overall, as mentioned earlier, findings from interviews and surveys support each other.

The way representatives of student organizations described “university brand” coincides with understanding of survey respondents of the same concept. Establishing that there is mutual understanding of the subject was crucial for the research, since diversion in opinions between those, who ultimately create said university brand, and stakeholders, who are directly affected by it, would have been problematic.

The idea of importance of the university image was also mutually supported, all interviewees highlighted the effects it can have on well-being of students and 76 out of 93 surveyed students said that university branding does affect them personally. Interestingly, both groups had similar reasoning for why is it important. Major reasons being that it creates a sense of belonging to the community and in a way acts as a guarantee for career prospects of students.

Secondly, both interviewees and survey respondents agreed with internationality being one of the key aspects of Laurea UAS` brand. All representatives of student organizations of Laurea UAS said that internationality is generally a key element of any university image, and 87 survey respondents agreed that it is an important part of Laurea UAS` brand in particular.

Results of qualitative interviews reflected that all interviewed student organizations believe that they have a major influence on the overall perception of the university, and all of them were keen to collaborate with each other and Laurea UAS marketing team in order to build even stronger brand. Similarly, 89 students supported the claim of student associations being an integral part of Laurea UAS.

Moreover, when students were asked to choose a few most important elements that constitute to the brand of Laurea UAS, 55.9% chose “international community” and 43% chose “student organizations”.

*Additional important finding regarding collaboration of student organizations. All student associations shared their concerns regarding flawed communication among sections and marketing team of Laurea UAS. It is authors belief that this subject should be investigated further and brought up to everybody`s attention as it potentially hinders the effectiveness of Laurea`s branding strategy.

Finally, majority of surveyed international students rated overall Laurea UAS brand as appealing or very appealing. The same pattern was seen in the qualitative interviews, where one of the participants quoted principal of the university by saying that Laurea UAS is *“suomen valovoimaisin ammatikorkeakoulu”*.

6 Conclusions.

The main objective of this thesis work was to examine the current image of Laurea University of Applied Sciences from the perspective of international students. In order to reach this objective, author developed research questions (see Chapter 1). However, single type of research methods did not seem to facilitate the study enough, hence, the author chose mixed methods: qualitative research was targeted at “insider sources” such as Laurea UAS staff members and representatives of student associations, while quantitative research targeted international students of Laurea UAS themselves.

As previously mentioned this thesis work was developed based on Laurea University of Applied Sciences as a case company, and involved student associations active in the university (such as Laureamko or Laures ES). The reason for choosing Laurea UAS as a case company was author`s personal experience in volunteering for various student organizations. Additionally, it was interesting to analyze current university image in its regard to international students in 2020, four years after the introduction of tuition fees, which according to official statistics did have an effect on internationality in Finland (see Chapter 1).

To study concepts of the university image and internationalization, prior to conducting surveys and interviews, it was crucial to gather thorough literature insight. Literature findings provided support for the overall development of this research paper as both qualitative and quantitative research were developed on the basis of theoretical insights. It is author's belief that this thesis can act as a good theoretical ground for further research. It is, however, suggested that future researchers dig deeper in the actual research part of the paper.

Nonetheless, conducted research allowed the author to collect students' opinion regarding the brand of Laurea UAS. It became obvious that, while students do find the brand generally appealing, there are some systemic flaws that could prevent Laurea UAS image from becoming even better. Those flaws mainly concern communication practice among those, who built this brand together: student associations and representatives of the university.

As an outcome of this thesis, it is suggested that all student organizations of Laurea UAS as well as Laurea marketing team re-design their communication policy with each other. "Joining forces" can potentially help the individual challenges that student associations are facing currently. For instance, lack of cultural representation in Laureamko or lack of Finnish students in ESN Laurea or Laurea ES. Broken communication among sections deprives students involved in those sections of full multicultural experience.

References

- A Guide To Research Ethics. 2003. University of Minnesota: center for bioethics. Accessed 10 February 2021.
https://conservancy.umn.edu/bitstream/handle/11299/193/Research_Ethics.pdf?sequence=1&isAllowed=y
- Adler, A. 1997. International dimensions of organizational behavior. 3rd edition. Cincinnati, Ohio: South-Western college pub.
- Altbach, P. & Knight, J. 2007. The internationalization of higher education: motivations and realities. *Journal of studies in international education*, 11 (3/4).
- Alves, H. & Raposo, M. 2010. The influence of university image on student behavior. *International journal of educational management*, 24 (1), 73-85.
- Ambler, T. & Styles, C. 1996. Brand development versus new product development: towards a process model of extension decisions. *Marketing intelligence & planning*, 14 (7), 10-18. Article from Emerald Insight. Accessed 10 December 2020.
<https://www.emerald.com/insight/content/doi/10.1108/02634509610152664/full/html>
- Andreassen, T. & Lindestad, B. 1998. The impact of corporate image in the formation of customer loyalty. *Journal of service research*, 1 (1).
- Arpan, L., Raney, A. & Zivnuska, S. 2003. A cognitive approach to understanding university image. *Corporate communications: an international journal*, 8 (2), 97-113.
- Association of International Educators NAFSA. New NAFSA data: despite stagnant enrollment, international students contribute nearly 41\$ billion to the US economy.
<https://www.nafsa.org/about/about-nafsa/new-nafsa-data-despite-stagnant-enrollment>
- Bagozzi, R. & Burnkrant, R. 1985. Attitude organization and the attitude-relation: a reply to Dillon and Kumar. *Journal of personality and social psychology*, 49 (1), 47-57. Article from ResearchGate. Accessed 10 December 2020.
https://www.researchgate.net/profile/Richard-Bagozzi/publication/232476516_Attitude_Organization_and_the_Attitude-Behavior_Relation_A_Reply_to_Dillon_and_Kumar/links/57c8626f08aec24de044f2c9/Attitude-Organization-and-the-Attitude-Behavior-Relation-A-Reply-to-Dillon-and-Kumar.pdf

Balmer, J. & Gray, E. 2003. Corporate brands: what are they? What of them? *European journal of marketing*, 37 (7/8), 972-997.

Balmer, J. & Soenen, G. 1999. The Acid test of corporate identity management. *Journal of marketing management*, 15, 69-92.

Bartell, M. 2003. Internationalization of universities: a university culture-based framework. *Higher education journal*, 45 (1), 49.

Belmont report. 1979. HHS US Department of health and human services. 18 April. Accessed 11 November 2020.

<https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>

Bennett, R. & Kottasz, R. 2000. Practitioner perceptions of corporate reputation: an empirical investigation. *Corporate communication: an international journal*, 5 (4).

Bennett, R., Ali-Choudhury, R. & Eagle, E. 2008. Reassessing the value of work-experience placements in the context of widening participation in higher education. *Journal of vocational education and training*, 60 (2), 105-122. Article from Taylor & Francis online. Accessed 15 January 2021.

<https://e4eresources.files.wordpress.com/2011/09/reassessing-the-value-of-work-experience-placements.pdf>

Bennett, R., Kottasz, R. & Nocciolino, J. 2007. Catching the early walker: an examination of potential antecedents of rapid student exit from business-related undergraduate degree programs in Post-1992 University. *Journal of further and higher education*, 31 (2), 109-132.

Benney, M., & Huges, E. 1956. Of sociology and the interview. *American Journal of Sociology*, 137-140.

Bernard, H. 2006. *Research methods in anthropology: Qualitative and quantitative approaches*. 4th edition. Walnut Creek, CA: AltaMira Press, 53.

Bertaux, D. 1981. From the life-history approach to the transformation of sociological practice. *Biography and society: The life history approach in the social sciences*. London: SAGE publications, 35-37.

Bok, D. 1992. Reclaiming the public trust. *Change*, 24 (4), 12-19.

Boyd, C. & Munhall, P. 2001. Nursing research: A qualitative perspective. National League for nursing. Sudbury: Jones & Barlett publishers.

Braun, V. & Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative research in psychology*, 3 (2), 77-101.

Bryman, A. & Bell, E. 2011. *Business Research Methods*. 3rd edition. Oxford: Oxford University Press.

Carlivati, R. 1990. Measuring your image. *Association management*, 42, 49-52.

Capriotti, P. 1999. Planificación estratégica de la imagen corporativa. Grupo Planeta, 15-16.

Chan, W. & Dimmock, C. 2008. The internationalization of universities: globalist, internationalist and translocalist models`. *Journal of research in international education*, 7 (2), 185.

Chandra, T., Hafni, L., Chandra, S., Purwati, A. & Chandra, J. 2019. The influence of service quality, university image on student satisfaction and student loyalty. *Benchmarking: an international journal*, 26 (5), 1545.

Corbin, J. & Strauss, A. 2008. *Basics of qualitative research: techniques and procedures for developing grounded theory*. 3rd edition. Thousand Oaks, CA: SAGE publications.

Creswell, J. & Clark, V. 2011. *Designing and Conducting Mixed Methods Research*. 2nd edition. Los Angeles: SAGE Publications.

Creswell, J. & Poth, C. 2016. *Qualitative inquiry and research design: Choosing among five approaches*. United Kingdom: SAGE publications, 113, 159

Cuthbert, R. Ketteridge, S., Marshall, S. & Fry, H. (eds) 2002. The impact of national developments on institutional practice. *The effective academic: a handbook for enhanced academic practice*. London: Kogan Page.

De Chernatony, L. & Segal-Horn, S. 2003. The criteria for successful services brands. *European journal of marketing*, 37 (7/8), 1095-1119. Article from Emerald Insight. Accessed 10 December 2020.

<https://www.emerald.com/insight/content/doi/10.1108/03090560310477681/full/html>

De Wit, H. 2002. Internationalization of higher education in the United States of America and Europe: a historical, comparative and conceptual analysis. Westport, Connecticut: Greenwood.

Denzin, N. 1978. The research act: A theoretical introduction to sociological methods. 2nd edition. New York: McGraw-Hill, 291.

Dichter, E. 1985. What`s an image. The journal of consumer marketing, 2, 75.

Dick, A. & Basu, K. 1994. Customer loyalty: toward an integrated conceptual framework. Journal of the academy of marketing science.

Duarte, P., Alves, H. & Raposo, M. 2009. Understanding university image: a structural equation model approach. International review on public and nonprofit marketing, 7, 21-36. Article from Academia. Accessed 15 December 2020.

https://www.academia.edu/26048701/Understanding_university_image_a_structural_equation_model_approach

Facts express. 2018. Statistics on foreign degree students in Finnish higher education institutions in 2017. Accessed 7 December 2020.

https://www.oph.fi/sites/default/files/documents/167121_factsexpress9b_2018_0.pdf

Finland. 1997. Law 645/1997. Yliopistolaki.

Fielder, J., Hilton, C. & Motes, W. 1993. Educational services marketing: a proposed system for enhanced recruitment of students. Journal of professional services marketing, 8, 191-205.

Gotsi, M. & Wilson, A. 2001. Corporate reputation: seeking a definition. Corporate communications: an international journal, 6, 24-30. Article from Emerald Insight. Accessed 15 December 2020.

<https://www.emerald.com/insight/content/doi/10.1108/13563280110381189/full/html>

Gray, B., Kim, S. & Llanes, A. 2003. Branding universities in Asian markets. Journal of product and brand management, 12 (2), 108-118.

Greene, J., Caracelli, V. & Graham, W. 1989. Toward a conceptual framework for mixed-method evaluation design. Educational evaluation and policy analysis.

Guest, G., MacQueen, K. & Namey, E. 2012. Validity and reliability (credibility and dependability) in qualitative research and data analysis. *Applied thematic analysis*. Thousand Oaks, CA: SAGE Publications, 79-106.

Gumport, P. & Sporn, B. 1999. Institutional adaptation: demands for management reform and university administration. *Higher education: handbook of teaching and research*, 14 (3). Article from National center for postsecondary improvement. Accessed 17 December 2020. http://web.stanford.edu/group/ncpi/documents/pdfs/1-07_adaptation.pdf

Gutman, J. & Miaoulis, G. 2003. Communicating a quality position in service delivery: an application in higher education. *Managing service quality: an international journal*, 13 (2).

Hanson, K. & Mayerson, J. (eds) 1995. *International challenges to American colleges and universities: looking ahead*. American council on education series on higher education.

Hayden, M. & Thompson, J. 1998. International education: perceptions of teachers in international schools. *International review of education*, 44 (5).

Hayden, M., Thompson, J. & Williams, G. 2003. Student perceptions of international education: a comparison by course of study undertaken. *Journal of research in international education*, 2 (2), 205-232.

Hildebrandt, L. 1988. Store image and the prediction of performance on retailing. *Journal of environmental psychology*, 13.

Ivy, J. 2001. Higher education institution image: a correspondence analysis approach. *International journal of educational management*, 15 (6), 276-282.

James, R., Baldwin, G. & Mcinnis, C. 1999. Which university? Factors influencing the choices of prospective undergraduate. Centre for the study of higher education. The university of Melbourne.

Jibeen, T. & Khan, M. 2015. Internationalization of higher education: potential benefits and costs. *International journal of evaluation and research in education*, 4, 196. Article from ERIC Institute of Education Sciences. Accessed 15 December 2020. <https://eric.ed.gov/?id=EJ1091722>

Kauko, J. & Medvedeva, A. 2016. Internationalization as marketization? Tuition fees for international students in Finland. *Research in comparative and international education*, 11

(1), 98-114. Article from SAGE Journals. Accessed 10 January 2021.
<https://journals.sagepub.com/doi/full/10.1177/1745499916631061>

Kazoleas, D., Kim, Y. & Moffitt, A. 2001. Institutional image: a case study. *Corporate communications: An international journal*, 6 (4), 207, 215-216. Article from Emerald Insight. Accessed 15 December 2020.
<https://www.emerald.com/insight/content/doi/10.1108/EUM0000000006148/full/html>

Keaveney, S. & Hunt, K. 1992. Conceptualization of retail store image: a case of rival middle-level theories. *Journal of the academy of marketing science*, 20 (2), 165-175.

Kemppainen, H. 2016. This is reputation-driven activity: higher education as a service export and the role of partnerships. Aalto university school of business.
http://epub.lib.aalto.fi/fi/ethesis/pdf/14385/hse_ethesis_14385.pdf

Kennedy, S. 1977. Nurturing corporate images - total communications or ego trip? *European journal of marketing*, 11 (3).

Knight, J. 2004. Internationalization remodeled definition, approaches and rationalities. *Journal of studies in international education*, 8 (1), 11.

Knight, J. 2008. Higher education in turmoil. The changing world of internationalization. Rotterdam, Netherlands: Sense Publishers.

Knight, J. 1997. A shared vision? Stakeholders' perspectives on the internationalization of higher education in Canada. *Journal of studies in international education*, 1 (1), 27-44.

Knight, J. 2013. Education hubs: international, regional and local dimensions of scale and scope. *Corporate education*, 49 (3), 374-87.

Kothari, C. 2004. Research methodology: methods and techniques. 2nd edition. New Delhi: New age international publishers.

Kotler, P. & Fox, K. 1995. Strategic marketing for educational institutions. Upper Saddle River, NJ: Prentice-Hall.

Kotler, P. & Fox, K. 1995. Strategic marketing for educational institutions. New Jersey: Prentice Hall.

Kuada, J. 2012. Research methodology: a project guide for university students. 1st edition. Frederiksberg: Samfundslitteratur, 95; 103-104.

Kubota, R. 2009. Internationalization of universities: paradoxes and responsibilities. The modern language journal, 93 (4), 612.

Kvale, S. 2007. The Sage qualitative research kit. Doing interviews. Thousand Oaks: SAGE Publications Ltd. Accessed 13 December 2020.
<https://methods.sagepub.com/book/doing-interviews>

Landrum, E., Turissi, R. & Harless, C. 1998. University image: the benefits of assessment and modeling. Journal of marketing for higher education, 9 (1).

Lapiner, R. 1994. Defining the challenges for achieving transnational higher education. The power of educational exchange. New York: Council on international educational exchange.

Laurea in figures. Laurea University of Applied Sciences. No date.
<https://www.laurea.fi/en/laurea/our-organisation/>

LeBlanc, G. & Nguyen, N. 1996. Cues used by customers evaluating corporate image in service firms: an empirical study in financial institutions. International journal of service industry management, IJSIM, 7 (2), 44-45.

LeBlanc, G. & Nguyen, N. 1995. Cues used by customers evaluating corporate image in service firms: an empirical study in financial institutions. International journal of service industry management, 7 (2), 45-56.

Lincoln, Y. & Guba, E. 1985. Naturalistic inquiry. Beverly Hills, CA: SAGE publications.

Luque-Martinez, T. & Garcia, S. 2009. The value of client perceptions in university strategic planning: an empirical research study. Industry and higher education journal, 23 (6), 423-436.

Majakulma, A. 2011. Enhancing the employability of international graduates during education: a case study based on Finnish Universities of Applied Sciences. Accessed 10 December 2020.
http://www.studentintegration.fi/filebank/357-Majakulma_artikkeli.pdf

Melewar, T. & Jenkins, E. 2002. Defining the corporate identity construct. Corporate reputation review, 5 (1), 77-90.

Ministry of Education and Culture. 1991. Koulutuksen ja korkeakouluissa harjoitettavan tutkimuksen kehittämissuunnitelma vuosille 1991-1996. Helsinki: Opetusministeriö, 24.

Ministry of Education and Culture. 1993. Koulutuksen ja korkeakouluissa harjoitettavan tutkimuksen kehittämissuunnitelma vuosille 1991-1996. Helsinki: Opetusministeriö, 13.

Ministry of Education and Culture. 2005. Korkeakoulujen ulkomaisten tutkinto-opiskelijoiden maksutyöryhmän muistio. Opetusministeriön työryhmämuistioita ja selvityksiä 2005. Helsinki: Opetusministeriö, 28.

Ministry of education. 2009. Strategy for the internationalization of Higher education institutions in Finland 2009-2015. Accessed 7 December 2020.

https://planipolis.iiep.unesco.org/sites/default/files/ressources/finland_higher_education_strategy.pdf

Ministry of Education and Culture. 2017. Better together for a better world: policies to promote internationalization in Finnish higher education and research 2017-2025. Accessed 7 December 2020.

<https://minedu.fi/documents/1410845/4154572/YMP-en-net.pdf/ab74d6b2-a48f-49ee-9563-6313f87198ae>

Morgan, D. 2014. Research design and research methods. Integrating qualitative and quantitative methods: a pragmatic approach. London: SAGE Publications, 51-52.

Nastasi, B., Hitchcock, J. & Brown, L. 2010. An inclusive framework for conceptualizing mixed methods design typologies: Moving toward fully integrated synergistic research models. Sage handbook of mixed methods in social and behavioral research. London, Thousand Oaks: SAGE publications, 305-338.

Nesset, E., Nervik, B. & Helgesen, O. 2011. Satisfaction and image as mediators of store loyalty drivers in grocery retailing. The international review of retail, distribution and consumer research, 21 (3).

Neumann, W. 2006. Social research methods: qualitative and quantitative approaches. 6th edition. Toronto: Pearson education.

Neumann, W. 2006. Social research methods: qualitative and quantitative approaches. 6th edition. Boston: Pearson education, Inc.

Nguyen, N. & LeBlanc, G. 2001. Image and reputation of higher education institutions in

student`s retention decisions. The international journal of education management, 15 (6), 303-310.

Nokkala, T. 2007. Constructing the ideal university - the internationalization of higher education in the competitive knowledge society. Tampere university press. Article from Trepo. Accessed 10 January 2021.

<https://trepo.tuni.fi/bitstream/handle/10024/67779/978-951-44-7173-5.pdf?sequence=1&isAllowed=y>

O`Mahony, B., McWilliams, A. & Whitelaw, P. 2001. Why students choose a hospitality-degree program: an Australian case study. The Cornell hotel and restaurant administration quarterly, 42 (1), 92-96. Article from ACADEMIA. Accessed 11 January 2021.

https://www.academia.edu/6670959/why_Students_Choose_a_Hospitality_degree_Program_An_Australian_Case_Study

Palacio, A., Meneses, G. & Perez Perez, P. 2002. The configuration of the university image and its relationship with satisfaction of students. Journal of educational administrations, 40 (5), 486-505.

Parameswaran, R. & Glowacka, A. 1995. University image: an information processing perspective. Journal of marketing for higher education, 6 (2), 41-56.

Price, I., Matzdorf, F., Smith, L. & Agahi, H. 2003. The impact of facilities on student choice of university. Facilities, 21 (10).

QS. 2020. UK higher education during Covid-19: how international students are weathering the crisis. November 2020. Accessed 10 January 2021.

<https://www.qs.com/portfolio-items/uk-higher-education-covid-19-international-students/>

Ramrathan, L., Le Grange, L. & Higgs, P. 2017. Education studies for initial teacher development, 432-442.

Reichheld, F. & Sasser, E. 1990. Zero defections: quality comes to services. Harvard business review, 68.

Rodie, A. & Kleine, S. 2000. Handbook of service marketing and management, 111-126. Article from SAGE knowledge. Accessed 10 January 2021.

<https://sk.sagepub.com/reference/handbook-of-services-marketing-and-management/n10.xml>

Rowley, J. 1997. Beyond service quality dimensions in higher education and towards a service contract. *Quality assurance in education*, 5 (1), 7-14.

STPC Science and Technology Policy Council. 1990. *Tiede-ja teknologiapolitiikan suuntaviivat 1990-luvulla*. Helsinki: Valtion Tiede- Teknologianeuvosto.

Saunders, M., Lewis, P. & Thornhill, A. 2015. *Research Methods for Business Students*. 7th edition. London: Pearson education, 170.

Saunders, M., Lewis, P. & Thornhill, A. 2009. *Research Methods for Business Students*. 5th edition. New York: Pearson, 139-140.

Saunders, M., Lewis, P. & Thornhill, A. 2015. *Research Methods for Business Students*. 7th edition. United Kingdom: Pearson Education, 170-171. Available from ProQuest Ebook Central. Accessed 2 November 2020.

Schwandt, T. 1997. *Qualitative inquiry: A dictionary of terms*. Thousand Oaks, CA: SAGE Publications.

Seidman, I. 2006. *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*. New York, NY: Teachers College Press.

Sembiring, M. 2013. Determinants of students` loyalty at Universitas Terbuka. *Asian association of open universities journal*, 8 (1), 47.

Simoes, C., Dibb, S. & Fisk, R. 2005. Managing corporate identity: an internal perspective, 33 (2), 153-168.

Soutar, G. & Turner, J. 2002. Students` preferences for university: a conjoint analysis. *The international journal of education management*, 16, 40-45.

Sporn, B. 1999. Current issues and future priorities for higher education systems: selected perspectives from Continental Europe. *Higher education in the 21st century: global challenge and national response*. IIE Research report 29. Article from ERIC institute of education sciences. Accessed 4 February 2021.

<https://files.eric.ed.gov/fulltext/ED430421.pdf>

Statistics on foreign degree students in Finnish higher education institutions in 2017. 2018.

Finnish national agency for education. Accessed on 11 December 2020.

https://www.oph.fi/sites/default/files/documents/167121_factsexpress9b_2018_0.pdf

Stern, B. 2006. What does brand mean? Historical analysis method and construct definition. *Journal of the academy of marketing science*, 34 (2), 216-223.

Stern, B., Zinkhan, G. & Jaju, A. 2001. Marketing images: construct definition, measurement issues, and theory development. *Marketing theory journal*, 1(2), 201-225. Article from SAGE Journals. Accessed 10 December 2020.

<https://journals.sagepub.com/doi/10.1177/147059310100100203>

Stern, E. & Krakover, S. 1993. The formation of a composite urban image. *Geographical analysis*, 25 (2), 130-146.

Strauss, A. & Corbin, J. 1998. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks: SAGE publications, 10-11.

Subrahmanyam, A. & Shekhar, B. 2017. Where do you find loyalty in the contemporary university scene? *Journal of applied research in higher education*, 9 (3), 378-393.

Taylor, S., Bogdan, R. & DeVault, M. 2015. *Introduction to Qualitative Research Methods: A Guidebook and Resource*. 4th edition. London: John Wiley & Sons, 14-15.

Theus, K. 1993. Academic reputations: the process of formations and decay. *Public relations review*, 19 (3), 277-291.

Treadwell, D. & Harrison, T. 1994. Conceptualizing and assessing organizational image: model images, commitment, and communication. *Communication monographs*, 61 (1), 63-85.

Truscott, D., Swars, S., Smith, S., Thornton-Reid, F., Zhao, Y., Dooley, C., Williams, B., Hart, L. & Matthews, M. 2010. A cross-disciplinary examination of the prevalence of mixed methods in educational research: 1995-2005. *International Journal of Social Research Methodology*, 13 (4), 317-328.

UniRank. Laurea University of Applied Sciences. Accessed 15 December 2020.

<https://www.4icu.org/reviews/universities-english/9488.html>

Van Rekom, J. & Van Riel, C. 2000. Operational measures of organizational identity: a review of existing methods. *Corporate reputation review*, 3 (4), 334-350.

Vehovar, V. & Manfreda, K. 2017. Overview: online surveys. *The SAGE Handbook of online research methods*. London, CA: SAGE Publications, 143-161.

Välimaa, J. 2010. The corporatization of national universities in Finland. *Universities and the public sphere: knowledge creation and state building in the era of globalization*. New York: Routledge press, 101-119.

Wiley, D. 2001. Forty years of the Title VI and Fulbright-Hays international education programs: building the nation`s international expertise for a global future. *Changing perspectives on international education*

Williams, S. & Moffitt, M. 1997. Corporate image as an impression formation process: prioritizing personal, organizational, and environmental audience factors. *Journal of public relations research* 9, 237-258.

Winter, G. 2000. A comparative discussion of the notion of ‘validity’ in qualitative and quantitative research. *The Qualitative Report*, 4 (3), 1-14. Accessed 20 February 2021. <http://www.nova.edu/ssss/QR/QR4-3/winter.html>

Yugo, J. & Reeve, C. 2007. Understanding students` university educational image and its role in college choice. *Psychological Chicago journal for undergraduate research in psychology*, 12 (1), 9-17.

Figures

Figure 1: uniRank. Study areas/Degree levels matrix.	7
Figure 2: uniRank. University admissions.....	8
Figure 3: Foreign degree students in HEIs according to FactsExpress (2018).	17
Figure 4: Policies to promote internationalization in Finnish Higher education and research 2017-2025 (Ministry of Education and Culture, 2017, 2).....	18
Figure 5: Various strategies for combining qualitative and quantitative research.....	22
Figure 6: Research onion (Saunders, Lawis and Thornhill 2009, 139)	23
Figure 7: Data collection process of this study	23
Figure 8: The process of an interview inquiry (based on Kvale 2007)	25
Figure 9: Six steps of the qualitative research process (based on Neumann 2006, Bryman & Bell 2011)	26
Figure 10: Calculator for determination of the sample size	30
Figure 11: Concurrent design analysis adopted from Guest et al. (2012, 196)	32
Figure 12: When did you start your studies? (n=93)	42
Figure 13: "University brand" is the image that university projects to the outside world (n=93)	42
Figure 14: Strong university brand is important because	43
Figure 15: The most important elements that constitute to the brand of Laurea UAS (n=93) .	44
Figure 16: I feel that Laurea UAS brand affects me personally (n=93).....	44
Figure 17: I believe that students naturally contribute to the overall image of the university (n=93)	45
Figure 18: Do you know about student association present in Laurea UAS? (n=93)	45
Figure 19: Student associations are an integral part of Laurea UAS (n=93)	46
Figure 20: On a scale of "very bad" to "wonderful" what is your experience with student organizations (n=93).....	46
Figure 21: Internationality is an important aspect of Laurea UAS brand (n=93)	47
Figure 22: As an international student I feel welcomed and confident in Laurea. (n=93)	47
Figure 23: Overall, on a scale of 1/5 I would rate Laurea UAS brand as (n=93)	48

Tables

Table 1: Factors that influence university image based based on Duarte et al. (2009, 26)	12
Table 2: General characteristics and differences of Qualitative and Quantitative research based on Neumann 2006; Bryman and Bell 2011)	20

Table 3: Five benefits of mixed method research (Green et al. 1989).....	21
Table 4: Validity and reliability enhancing measures based on Guest et al. (2012, 85-87) ...	29
Table 5: Themes and supporting quotes	39

Appendices

Appendix 1: Interview inquiry. Qualitative interview questions.	66
Appendix 2: Quantitative interviews. Online questionnaires.	67

Appendix 1: Interview inquiry. Qualitative interview questions.

Hello! My name is Konovalenko Anastasiia and I am a senior Business Management student of Laurea University of Applied Sciences. I am currently in the process of writing my thesis, which is dedicated to the analysis of the current university image of Laurea UAS in regards to its international appeal. This is an interview for the university representatives (i.e. staff members and members of student organizations), conducted to find out more about their views on marketing and internationalization.

In order to ensure the safety of all participants, interviews are to be conducted online (through Skype, Zoom, Microsoft Teams, or other more suitable for the interviewee platforms). The interview itself will take to longer than 20 minutes and, for the sake of reliability of acquired data, I ask for participant's consent to record our session. All transcribed data is strictly confidential.

I am sending the list of questions in advance. If there is anything you would like to clarify/change/add, please, let me know.

1. What is your interpretation of the term "university brand"?
2. If you had to describe the most important aspects of the university brand, what would they be?
3. In what way (in your opinion) does Laurea (ES/ESN/Laureamko/marketing team) contribute to the overall brand image of Laurea UAS?
4. What impact do you think a Does university image have on students?
5. How would you identify the term "internationalization"?
6. Do you think internationalization is a part of a modern university image?
7. How does Laurea (ES/ESN/Laureamko/marketing team) contribute to the internationalization in Laurea UAS?
8. Do you think it's possible to measure internationalization? If yes, how would you measure internationalization of your organization and internationalization of the university in general?
9. What does Laurea (ES/ESN/Laureamko/marketing team) do? What are its major functions?
10. Is there a specific marketing strategy of Laurea (ES/ESN/Laureamko/marketing team)? How is it developed?
11. Is there a communication/collaboration between different student organizations on the campus?
12. If you do have a marketing strategy – how do you measure the success of its implementation?
13. What factors influence the marketing strategy of Laurea (ES/ESN/Laureamko/marketing team)? Is there a difference in targeting international students VS targeting local students?
14. What are the elements (in your opinion) that Laurea (ES/ESN/Laureamko/marketing team) tries to emphasize in its brand image, i.e. internationalization/innovation/sustainability, etc? Do you think that the university is successful in communicating those things?
15. If you have been in Laurea UAS since before 2016/2016, do you think that anything has changed in terms of degree and international students? (*That can be explained further during the interview.)

Thank you for your time!

Hope to hear from you soon 😊!

Appendix 2: Quantitative interviews. Online questionnaires.

Analysis of Laurea UAS university brand in regards to international students.

Hello! My name is Konovalenko Anastasiia and I am a senior Business Management student of Laurea University of Applied Sciences. I am currently in the process of writing my thesis, which is dedicated to the analysis of the current university brand of Laurea UAS in regards to its international appeal.

This is a survey, conducted to find out more about international students' perception of Laurea UAS brand image.

When did you begin your studies in Laurea UAS?

- ☐ 2016
- ☐ 2017
- ☐ 2018
- ☐ 2019
- ☐ 2020

"University brand" is the image that university projects to the outside world.

- | | | | | | |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | |
| Dissagree completely | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Agree completely |

Strong university brand is important because:

	Disagree completely	Disagree	Agree	Completely agree
it creates a sense of community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it is a status symbol.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it is a guarantee for my career prospects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it motivates me to be a better student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
it is not important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The most important elements that constitute to the brand of Laurea UAS are:

- ☐ Wide selection of courses available in English language.
- ☐ International community.
- ☐ Study support.
- ☐ Collaboration with various companies/universities.
- ☐ Extra curriculum activities and events.
- ☐ Student organizations.
- ☐ Student mobility programs.
- ☐ Другое: _____

I feel that Laurea UAS brand affects me personally:

	1	2	3	4	
Dissagree completely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree completely

I believe that students naturally contribute to the overall image of the university.

	1	2	3	4	
Dissagree completely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree completely

Do you know about student ssociations present in Laurea UAS?

- ☐ Yes, I was/am active in one of the associations.
- ☐ Yes, I have participated in events organized by student associations.
- ☐ I know about some of the student associations.
- ☐ I do not really know anything about student associations.

Student associations are an intergral part of Laurea UAS.

	1	2	3	4	
Dossagree completely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Agree completely

On a scale of "very bad" to "wonderful" what is your experience with student organizations?

1 2 3 4 5

Very bad ○ ○ ○ ○ ○ Wonderful

Internationality is an important aspect of Laurea UAS' brand.

1 2 3 4

Completely disagree ☐ ☐ ☐ ☐ Completely agree

As an international student I feel welcomed and confident in Laurea. I feel like a part of the community.

1 2 3 4

Completely disagree ☐ ☐ ☐ ☐ Completely agree

Overall, on a scale of 1/5 I would rate Laurea UAS' brand as:

1 2 3 4 5

Not appealing at all ○ ○ ○ ○ ○ Very appealing