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Abstract

Fewer international students have applied to and enrolled in US institutions, as 40 per cent of US institutions reported a drop in international applications since 2016. Subsequently, US institutions must ensure that their international admissions materials are as equitable and transparent as possible. Expanding previous work, this study examines the readability and translation of international undergraduate admissions materials of 335 four-year public and non-profit private US institutions. Results reveal these materials are written near a 14th-grade reading comprehension level, only 1 per cent of institutions provide web-embedded translation tools on their websites and 91 per cent of institutions provide English-only content. Implications for practitioners, policymakers and future research are addressed. (HRK / Abstract übernommen)