ATTRACTING U.S. STUDENTS TO FINNISH HIGHER EDUCATION INSTITUTIONS

Fulbright Center Finland
This presentation was delivered by ICG in Helsinki on 20 January 2016.

The presentation shall be considered incomplete without oral clarification.

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Introduction

An Overview of U.S. Student Mobility

Undergraduate Students: Study Abroad
  Motivation and Decision-Making
  Key Influencers
  The Impact of Tuition Fees

Graduate Students: Degree Mobility
  Motivation and Decision-Making
  Key Influencers
  The Impact of Tuition Fees

Discussion
INTRODUCTION

• This presentation aims to provide insights on strategies to attract U.S. students to Finnish universities.

• The presentation will focus on addressing the following key questions:

  • What kinds of American students study outside of the U.S.?
    • Where do American students go to study?
    • What kinds of education opportunities do they pursue (e.g., full degrees, exchanges, etc.)?

  • How do American students make decisions about studying internationally?

  • How can Finnish universities reach American students interested in studying internationally?

  • What impact will the introduction of tuition fees have on recruiting American students?
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Discussion
How many U.S. students pursue higher education outside of the U.S.?
**AN OVERVIEW OF U.S. STUDENT MOBILITY**

- It is estimated that **360,000 to 370,000** U.S. students studied outside of the U.S. in 2014 (less than 2 percent of the higher education population in the U.S.).

- Approximately **1/6 of these students pursued a full degree** from a non-U.S. university. The vast majority of mobile U.S. students are enrolled at U.S. institutions and participate in study abroad programs.

- In the U.S. context, “study abroad” typically refers to “education abroad that results in progress toward an academic degree at a student’s home institution”, and excludes full-degree studies outside the U.S. (Forum on Education Abroad, 2011).

- **Information on full-degree mobility of U.S. students is limited** since no systematic tracking of this activity exists.

- The **Institute of International Education (IIE) collects detailed information on study abroad activities** of students enrolled at U.S. higher education institutions.
**AN OVERVIEW OF U.S. STUDENT MOBILITY**

Study Abroad for Academic Credit: Number of Students

**Total Number of U.S. Study Abroad Students (2001-14)**

- U.S. study abroad has doubled since 2000

Source: IIE.
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Top three countries alone account for nearly one-third of students

Source: IIE.
AN OVERVIEW OF U.S. STUDENT MOBILITY
Study Abroad for Academic Credit: Leading Destination Countries (II)

Geographical and linguistic appeal of South American countries

Source: IIE.
ICG © 2016

Fulbright Center Finland: Attracting U.S. Students – 7 April 2016
Danish Study Abroad Students in the Nordic Region (2001-14)

Denmark experienced the greatest growth as a destination

Source: IIE.
ICG © 2016
Fulbright Center Finland: Attracting U.S. Students – 7 April 2016
Short-term programs are increasingly common

Notes: Short-term = summer or up to eight weeks, mid-length = one-two quarters or one semester, long-term = academic or calendar year.
Source: IIE.
AN OVERVIEW OF U.S. STUDENT MOBILITY
Study Abroad for Academic Credit: Field of Study

U.S. Study Abroad Students by Field of Study (2014)

- STEM Fields: 22.6%
- Business & Management: 19.6%
- Social Sciences: 18.7%
- Fine or Applied Arts: 7.8%
- Communications and Journalism: 7.0%
- Humanities: 5.6%
- Foreign Language and International Studies: 4.1%
- Education: 3.7%
- Legal Studies and Law Enforcement: 1.5%

Notes: Field of study data for previous years are not directly comparable due to reporting methodology changes.
Source: IIE.

Study abroad generally reflects the overall U.S. field of study distribution.
Nearly 60 percent are 3rd or 4th year undergraduate students

Notes: Graduate includes Master's and Doctoral students.
Source: IIE.
AN OVERVIEW OF U.S. STUDENT MOBILITY
Study Abroad for Academic Credit: Gender

U.S. Study Abroad Students by Gender (2004-14)

Women are more likely to participate in study abroad

Source: IIE.
AN OVERVIEW OF U.S. STUDENT MOBILITY
Study Abroad for Academic Credit: Race/Ethnicity

U.S. Study Abroad Students by Race/Ethnicity
(2004-14)

Concerted effort in the U.S. to increase minority rates of study abroad

Source: IIE.
• According to UNESCO data, 60,292 U.S. students pursued degrees abroad in 2013.

• It is estimated that nearly half of U.S. students pursuing degrees abroad study in the United Kingdom or Canada.

• Available data from select destination countries show limited growth in U.S. student degree mobility over the last decade.
AN OVERVIEW OF U.S. STUDENT MOBILITY
International Degree Mobility: Select Destinations

U.S. Degree-Seeking Students in Select Destinations (2006-14)

Greatest growth in the UK and Germany

Notes: Data for Canada include non-higher education students (less than 2,000 per year). Data for France refer to universities only. Source: Aus. DET, CIMO, DAAD-DZHW, IIE, IRCC, MEN-MESR, NSD, Nuffic, NZ MoE, UKA.

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### U.S. Students Pursuing Degrees Abroad by Country and Level of Study

<table>
<thead>
<tr>
<th>Country</th>
<th>Undergraduate</th>
<th>Master's</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Kingdom</td>
<td>6,085 36.3%</td>
<td>6,750 40.3%</td>
<td>3,910 23.4%</td>
</tr>
<tr>
<td>Germany</td>
<td>853 21.0%</td>
<td>2,873 70.8%</td>
<td>331 8.2%</td>
</tr>
<tr>
<td>France</td>
<td>1,967 59.6%</td>
<td>1,146 34.7%</td>
<td>187 5.7%</td>
</tr>
<tr>
<td>Australia</td>
<td>1,003 40.2%</td>
<td>1,114 44.6%</td>
<td>381 15.3%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>2,089 84.7%</td>
<td>145 5.9%</td>
<td>233 9.4%</td>
</tr>
<tr>
<td>China</td>
<td>1,028 47.1%</td>
<td>917 42.0%</td>
<td>239 10.9%</td>
</tr>
<tr>
<td>Ireland</td>
<td>488 49.2%</td>
<td>294 29.7%</td>
<td>209 21.1%</td>
</tr>
<tr>
<td>Spain</td>
<td>497 52.3%</td>
<td>454 47.7%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Netherlands</td>
<td>246 43.4%</td>
<td>321 56.6%</td>
<td>0 0.0%</td>
</tr>
<tr>
<td>Japan</td>
<td>222 44.0%</td>
<td>196 38.8%</td>
<td>87 17.2%</td>
</tr>
<tr>
<td>Malaysia</td>
<td>54 54.0%</td>
<td>30 30.0%</td>
<td>16 16.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14,532 42.3%</strong></td>
<td><strong>14,240 41.4%</strong></td>
<td><strong>5,593 16.3%</strong></td>
</tr>
</tbody>
</table>

**Many U.S. students go abroad to pursue Master’s degrees**

Notes: Data are for 2011/12. Arrows indicate countries where most U.S. students are enrolled in Master’s degree programs. Source: IIE.
What does this mean for Finnish higher education institutions?
AN OVERVIEW OF U.S. STUDENT MOBILITY
U.S. Students in Finland

U.S. Students in Finland
(2005-14)

Notes: Exchange students cover study periods & trainee placements of at least 3 months if they count towards degrees at the home universities.
Source: CIMO.

Enrollment dynamics will change once tuition fees are introduced
AN OVERVIEW OF U.S. STUDENT MOBILITY
Recruiting Focus for Finnish Higher Education Institutions

• Based on U.S. mobility dynamics and the offerings of Finnish higher education institutions, it is recommended that U.S. recruiting efforts focus on the following groups:

  1) Undergraduate students in U.S. study abroad programs
  2) Master’s degree-seeking U.S. students

• These groups of students differ significantly from each other in terms of motivation and decision-making.

• The remainder of the presentation will address these two groups separately.
• The comments made in this presentation generally focus on attracting U.S. students to Finland for studies delivered in English.

• Could American students be attracted to programs taught in Finnish?

• According to the U.S. Census Bureau’s American Community Survey, approximately 635,000 U.S. residents report being of Finnish ancestry. Less than 26,000 U.S. residents report speaking Finnish at home.

• Recruiting out of Finnish Studies programs can serve as a niche opportunity – but this will not drive systematic recruiting of U.S. students.
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Discussion
What is the decision-making context for U.S. undergraduate university students?
U.S. students may have grown up in big cities…

Notes: Upper East Side, New York.
Source: Manhattan Scout.
UNDERGRADUATE STUDENTS: STUDY ABROAD
U.S. Neighborhoods

...suburbs of all varieties...

Notes: Atherton, CA; Colorado Springs, CO.
Source: Trulia; ActiveRain.
UNDERGRADUATE STUDENTS: STUDY ABROAD
U.S. Neighborhoods

...or small rural towns.

Notes: Emmett, ID; Ulysses, KS.
Many study at idyllic American campuses

Notes: UCLA; Ohio University. 
Source: UCLA; Ohio University.
Recreation centers, dining halls, libraries, etc.

Notes: University of Missouri; VirginiaTech; North Carolina State University.
Source: MizzouRec; Business Insider.
Undergraduate Students: Study Abroad
Grant Aid and Net Price

U.S. Annual Price for a 4-Year Undergraduate Program by Institution Type (USD) (2011-12)

- **All institutions**: $16,910
  - Grant Aid: $9,740
  - Net Price: $7,170
- **Public**: $12,410
  - Grant Aid: $6,270
  - Net Price: $6,140
- **Private Non-profit**: $23,540
  - Grant Aid: $17,040
  - Net Price: $6,500
- **Private For-profit**: $21,330
  - Grant Aid: $4,990
  - Net Price: $16,340

Grant and scholarship aid from governments and institutional sources...

Notes: Average amount of grant and scholarship aid and average net price for first-time, full-time students receiving Title IV aid.
Source: NCES.
Grade distributions at U.S. four-year colleges and universities, 1940-2013

The share of A's awarded to college students has tripled over the last seven decades, with the sharpest increases during the Vietnam era and then the period beginning in the mid-1980s.

Annual datapoints are available for 1940, 1950 and then 1960-2013.

Students increasingly accustomed to getting high grades

Notes: Based on analysis of more than 400 schools undertaken by Stuart Rojstaczer. Source: Washington Post.
Experience abroad might consist of family vacations, volunteer trips

Notes: National Lampoon’s European Vacation;
Source: HubPages.com; GoAbroad.com.
The target audience of American undergraduate students is typically 18 to 21 years old.

For nearly all students, “going to college” is their first time living away from family.

Students are accustomed to a strong service-oriented culture on U.S. campuses.

Some students will not have spent much time outside of the U.S. or ever organized their own travel experiences.
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Graduate Students: Degree Mobility

Motivation and Decision-Making

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What are the benefits of study abroad for U.S. students?
UNDERGRADUATE STUDENTS: STUDY ABROAD
Why Study Abroad?

Generation Study Abroad™
IIE | Opening Minds to the World®

Globalization is changing the way the world works, and employers are increasingly looking for workers who have cross-cultural competence and cutting-edge technical skills.

PricewaterhouseCoopers predicts that by 2060, the E7 (China, India, Brazil, Russia, Indonesia, Mexico, Turkey) will be more than 60% larger than the G7 countries (the U.S., UK, France, Germany, Italy, Canada, Japan) when measured by GDP at market rates. The National Intelligence Council's "Global Trends Report" projects that China will surpass the United States as the world's largest economy by 2030. A recent study by the British Council, entitled Culture at Work, shows that employers are under strong pressure to find employees who have both technical knowledge and "soft skills" such as critical thinking, problem solving, time management, and communication, deemed necessary for success in a global workforce.

At the same time, there is a mismatch of skills graduates today and what employers are looking for. The Global Risks Report 2014 indicates structural high unemployment/underemployment as one of the top global risks over the next decade. The generation coming of age in 2010s in advanced countries face high debt and are not prepared for the workforce.

Employers value study abroad experiences in the workplace.

Study abroad is essential to future employability, earnings potential, and the economic well-being of students and communities.

- APM Overseas reported 61% of employers agree that an overseas study experience is a positive on a resume.
- Additionally, 72% of employers agree that knowing a second language adds to the appeal of a prospective employee. The same study reported 95% of students found the exchange experience as useful with regard to their future career plans.
- Based on responses from 10,000 hiring managers and CEOs in 116 nations, the 2011 QS Global employer survey found that 60% of respondents said they do "value an international study experience".
- Study abroad alumni have better job prospects. Based on a survey conducted by IES Abroad, 90% of study abroad alumni found their first job within six months of graduation.
- The UK Higher Education International Unit’s Go International Report (2013-14) showed that students who were mobile reported to have higher average salaries than their non-mobile equivalents. Graduates from a background in routine occupations who had been mobile earned, on average, £1,364 per year more than their non-mobile peers. And although they were less likely to be mobile, a period abroad correlated with a significantly greater improvement in employment outcomes for black and Asian students compared to white students.
- According to US News, an increasing number of employers desire professional employees with both "hard" and "soft" skills. This includes the ability to adapt to changing circumstances and the willingness to learn through experience. Study abroad allows students to develop these skills.

IIE's Generation Study Abroad™ aims to break down the perceptions of study abroad as expensive and elitist. Studying abroad is affordable and the institute has many resources available to help students and their parents plan accordingly. We must ensure that this generation and future generations of the U.S. workforce possess knowledge of other countries and cultures and are competent in languages other than English. It is more important now than ever for Americans to gain global competency skills so that they can succeed in the global marketplace.

Study abroad is one of the best ways students can acquire global skills and open up personal and professional opportunities.

Study abroad is a life-changing experience for many students, opening their eyes to different ways of life and promoting understanding and tolerance. By looking at research on the more directly quantifiable aspects of study abroad impact, studies show students who study abroad have better grades, experience less attrition, and graduate from college at higher rates than students who do not study abroad.

- An assessment by the University System of Georgia found the students who studied abroad had a 17.8% higher 4-year graduation rate than those who did not study abroad.
- Indiana University reported that study abroad students earned higher grades and completed degrees in four years at a higher rate than their peers.
- An analysis by the SAGE Research Project of 6,000 alumni over 50 years demonstrates that study abroad has a substantial long-term impact on individuals’ career paths and global engagement.

Source: IIE Generation Study Abroad.
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• Research over the past 25 years offers evidence that study abroad benefits undergraduate students across a number of cognitive, affective, and social dimensions (Luo & Jamieson-Drake, 2015):

  • Sophisticated cognitive skills
  • Greater intercultural awareness and communication skills
  • Advanced second-language skills
  • Greater tolerance and acceptance of others
  • Increased interest in international economic, political, and cross-cultural issues
  • Higher commitment to peace and international cooperation, and greater friendliness for visiting foreign nationals
  • Enhanced personal development and global citizenship
  • Greater academic engagement
  • Higher graduation rates

AN OVERVIEW OF U.S. STUDENT MOBILITY
Interest of U.S. College-Bound Students in Study Abroad

StudentPoll: Statement Best Describing Interest in Study Abroad

- Absolutely certain that you will do all you can to participate in study abroad (27%)
- Fairly certain that you will study abroad when the right time comes (13%)
- You would love to study abroad, but don't think it will be possible for you (6%)
- Absolutely certain that you do not want to participate in study abroad (26%)
- Don't know/Don't know enough (28%)

Students recognize benefits: More than half indicate wanting to study abroad

Notes: Based on a survey of 1,509 U.S. high school seniors who took the SAT in 2007.

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What factors influence the intent or decision to study abroad?
A wide body of academic research on U.S. study abroad focuses on why students choose to or not to study abroad.

This research has consistently produced demographic profiles reflected in actual U.S. study abroad participation rates (Nguyen Voges, 2015):

- Fairly affluent, white, female students are most likely to have interest and actually participate in study abroad.
- Low-income minorities and male students are significantly less likely to consider study abroad as an option.

Common themes for the interconnected influences on study abroad decisions include (Nguyen Voges, 2015):

- **Personal**: Individual interest, health concerns, experience abroad, etc.
- **Academic**: Achievement level, availability of course options, etc.
- **Institutional**: Program infrastructure, support, awareness, etc.
- **Social**: Perception in social network, exposure to study abroad, etc.
- **Financial**: Perceived and real cost concerns.

UNDERGRADUATE STUDENTS: STUDY ABROAD
Intent and Choice to Participate in Study Abroad

- Luo & Jamieson-Drake (2015) also summarize factors identified in research that influence likelihood of intent and rates of participation in study abroad:
  - Concerns about credit transfer
  - Lack of faculty or campus support
  - Lack of foreign language knowledge
  - Lack of awareness or information
  - Financial cost
  - Inflexible sequential curricular requirements for science and engineering students

- Salisbury et al. (2008) highlight a “complex interplay between socioeconomic status, social and cultural capital accumulated before college, and social and cultural capital gained during the freshman year” that impact intent to study abroad.

What motivates U.S. students who do choose to study abroad? How do they choose destinations?
UNDERGRADUATE STUDENTS: STUDY ABROAD
Motivation to Study Abroad (Anderson & Lawton)

World Enlightenment
- Learn about the world
- Better understand different cultures
- Interact with people from other countries
- Expand my world view
- Enhance my understanding of global affairs and events
- Increase my understanding of the world
- Become acquainted with people different from me

Career Development
- Enhance my employment prospects
- Gain career skills
- Prepare for my career
- Gain in-depth knowledge in my chosen field
- Build my resume

Entertainment
- Go out drinking
- Do some serious partying
- Make my friends a little envious of me
- Experience the local nightlife
- Have a romantic encounter

Personal Growth
- Learn to stand on my own two feet
- Increase my self-confidence
- Become more independent
- Grow as a person
- Gain maturity
- Better understand myself

How do Finnish institutions fulfill these motivations?

UNDERGRADUATE STUDENTS: STUDY ABROAD
Choosing a Study Abroad Destination

Variety of advice given on helping students choose destinations

Source: BestColleges.com, Princeton Review, StudyAbroad.com, Uloop, USA Today.
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Consider language, courses, cost, culture, location type, accommodation…
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UNDERGRADUATE STUDENTS: STUDY ABROAD
The Study Abroad Decision-Making Process

Do I want to study abroad? Can I study abroad?

What study abroad program should I choose? When can I study abroad? For how long?

Where will I study abroad?

Where are the opportunities for Finnish institutions to influence?

Notes: Generalized schematic of U.S. student decision-making about study abroad.
UNDERGRADUATE STUDENTS: STUDY ABROAD
Study Abroad Program Types

Study Abroad Programs

- Integrated Univ. Study
- Field Study Program
- Travel Seminar (Study Tour)
- Study Abroad Center
- Branch Campus

- Custom Program [Third Party Provider]
- Direct Enrollment
- Student Exchange (Bilateral/Multilateral)
- Immersion Program
- Faculty-Led Program
- Island Program

Scheduling: Fall / Winter / Spring / Summer

Duration: Short-term / Quarter / Semester / Two Quarters / Academic Year

Notes: Adapted from terminology used in the Forum of Education Abroad Glossary (2011). Not all program types and sub-types are displayed. Solid orange indicates that the program sub-type is fully organized by the home and partner institutions.
• U.S. student choices will be influenced by the nature of the study abroad program options available to them.

• Students will typically start by looking at the institutions with which their home universities have active study abroad agreements (including reciprocal exchange).

• Participating in an established institutional study abroad program minimizes issues of curricular fit and credit transferability that students could face.

• Similarly, students will privilege third-party program providers that have existing credit arrangements with their home universities.

• It can be challenging for Finnish institutions to directly attract undergraduate students who would independently organize their study abroad experience and coordinate it with their home university.
For U.S. students planning to study abroad on a home university-organized program, study abroad advisors can be highly influential.

Study abroad advisors focus on the personal and academic well-being of their students.

Study abroad advisors tend to recommend programs that offer a range of course options in English and good on-the-ground student support.

Examples of support include: Good international student office hours; well-organized student accommodation; orientation sessions; detailed information on how to register for courses and other administrative matters.

Advisors also evaluate the likelihood that students will be accepted to partner institutions and advise students to apply accordingly.

Build relationships with U.S. advisors – information provision, site visits, availability of a reliable contact at your institution.
UNDERGRADUATE STUDENTS: STUDY ABROAD
Example: Denver – Lund Study Abroad

Program clearly structured and communicated

Source: University of Denver.
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UNDERGRADUATE STUDENTS: STUDY ABROAD
Example: Denver – Lund Study Abroad (cont.)

Lund University

Key Information:
• Academics
• Location & Culture
• Housing & Meals
• Level of Support & Immersion
• Cost & Billing
• Additional Information
• DU Nomination Instructions

Academics
Lund University was founded in 1666 and is one of the oldest universities in the country. With over 47,000 students, today Lund University prides itself as an international center for research and education. The University offers over 300 courses taught in English, which you can take alongside local and other international students. Lund University operates on the block schedule, where students usually take one (or two) course at a time.

Approximately 30 DU students going to Lund each fall semester

Source: University of Denver.

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### Cal Poly Exchange with Seinäjoki University of Applied Sciences

**Seinäjoki, Finland (Exchange Program) (Outgoing Program)**

<table>
<thead>
<tr>
<th>Program Terms</th>
<th>Class Eligibility: 2nd year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Type: Cal Poly International Exchange</td>
<td>Language GPA: 2.75</td>
</tr>
<tr>
<td>Minimum GPA: 2.75</td>
<td>Language Pre-requisites: None</td>
</tr>
<tr>
<td>Language of Instruction: English</td>
<td>Areas of Study: Natural Resources Management and Environmental Sciences</td>
</tr>
<tr>
<td>Language Courses Offered: Yes; Finnish</td>
<td>Internship &amp; Service No Learning Opportunities:</td>
</tr>
<tr>
<td>Housing Options: Apartment, Dormitory</td>
<td></td>
</tr>
</tbody>
</table>

**Program Description:**

Cal Poly International Exchange Programs offer students opportunities to study their academic disciplines at partner universities for up to one year.

Seinäjoki University of Applied Sciences offers students in Natural Resources Management and Environmental Sciences, Environmental Management and Protection, and Food Science the ability to take relevant courses while studying in Seinäjoki, Finland, for a semester (two quarters).

---

**Alumni Contact**

Name: Anna Miller  
Major: Nutrition  
Email: amille76@calpoly.edu

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**Focus on strong subject areas; leverage program alumni**
UNDERGRADUATE STUDENTS: STUDY ABROAD
Example: SDSU – University of Jyväskylä

Short-term program provided through a consortium

Source: San Diego State University.
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Discussion
• U.S. study abroad students in Finland undertaking studies only in Finnish or Swedish (if any) should not experience changes in costs due to the introduction of fees.

• Are tuition fees for foreign language programs only charged to degree-seeking students? What about bilateral exchanges?

• Will fees be charged to students independently organizing study abroad or participating in study abroad through a third-party provider?

• Will adjustments need to be made to financial terms of reciprocal exchange agreements?
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Discussion
What is the decision-making context for degree-seeking U.S. graduate students?
U.S. degrees can be very expensive – not just for Bachelor’s students

Source: Bloomberg, CNBC, KQED, Washington Post.
Why More Students Are Leaving the U.S. for College

Forty universities in Europe offer English-language bachelor's degrees to American students for an irresistible price: free.

CULTURE

For Americans Seeking Affordable Degrees, German Schools Beckon

June 28, 2015 - 10:55 AM ET
Heard on Weekend Edition Sunday

LEARNING CURVE

American students head to Germany for free college

Is cheap education the way to attract U.S. students?

Source: Bloomberg, CNN, Marketplace, NPR.
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Discussion
• Common factors that “push” international students to leave their country and study elsewhere include (Mazzarol & Soutar, 2001):
  • Perception that an **overseas program is better** than a local one.
  • **Difficulty gaining entry** to a particular study program within one’s own country.
  • **Lack of availability of programs** of interest in one’s own country.
  • Desire to gain a **better understanding of other parts of the world**.
  • Intention to **migrate** after graduation.

**What push factors are applicable to U.S. students?**

GRADUATE STUDENTS: DEGREE MOBILITY
Decision-Making Context: Some Statistics

- 11 percent of the U.S. population above 25 years of age hold a Master’s degree or higher.

- Nearly 1,000 U.S. institutions are classified as Master’s, Doctoral, or Research Universities.

- More than 2.9 million students are enrolled in postbaccalaureate studies in the U.S. each year.

- Over 700,000 Master’s degrees are conferred in the U.S. annually.

- Graduate students in the U.S. received more than USD 55 billion in financial aid in 2014-15 (not including assistantships).

- Federal Student Loans accounted for 61 percent of this funding, followed by 20 percent from institutional grants.

Lots of opportunities and funding to study in the U.S.

### Academic Inquiry
- **Background:** Selective UG program, strong subject focus
- **Objective:** Possible doctoral program entry
- **Requirements:** High-quality academic training, teaching opportunities
- **Program:** 2-yr research Master’s

### Career Launch
- **Background:** General UG degree, limited professional experience
- **Objective:** Labour market entry
- **Requirements:** Work integrated learning (e.g., internship)
- **Program:** Course-based Master’s (1- or 2-yr)

### Dedicated Research
- **Background:** High achiever UG research
- **Objective:** Doctoral program transition at chosen university
- **Requirements:** World-leading faculty expertise, facilities
- **Program:** Master’s + Ph.D. track

### Career Advancement
- **Background:** Solid UG degree and early career work history
- **Objective:** Job seniority
- **Requirements:** Further skills-building, credential acquisition
- **Program:** Professional or 1-yr course-based

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**Many U.S. Master’s programs cater to “Academic Inquiry” and “Dedicated Research”**

Notes: Profiles based on a combination of existing research. Profiles should be understood as “indicative.”

Source: ICG.
What do U.S. students consider when choosing graduate degree programs?
• U.S. students are commonly advised to research program options early and in-depth – especially if they are applying directly out of a Bachelor’s program.

• Students will start by searching broadly for graduate programs that align with their academic and research interests. Program websites are thus a highly important gateway.

• Factors that U.S. students consider and seek out include:
  • Institution, faculty, and program reputation, quality, and demographics.
  • Program structure – duration, coursework/thesis/dissertation requirements, opportunities/requirements to conduct research.
  • Program admission requirements – in particular testing requirements (GRE, GMAT, etc.).
  • Program cost and funding availability – scholarships, fellowships, assistantships, etc.
  • Academic performance – time to program completion, graduation rates.
  • Resources and facilities – access to relevant equipment, labs, libraries, collections, etc.
  • Outcomes – where (location/organization) do graduates work, what roles.
Comparison of Degree Program Information Provision: Master’s Degree Programs in Economics
SELECT MASTER’S PROGRAMS AT MAJOR UNIVERSITIES
University of Houston: Master in Applied Economics

Key message: How can this program benefit you?

Source: University of Houston.
SELECT MASTER’S PROGRAMS AT MAJOR UNIVERSITIES
University of Melbourne: Master of Economics

First priority: Employment outcomes

Source: University of Melbourne.

Fulbright Center Finland: Attracting U.S. Students – 7 April 2016
SELECT MASTER’S PROGRAMS AT MAJOR UNIVERSITIES
University of Manchester: MA in Economics

Economics MA

Fact file

Degree awarded: Master of Arts
Duration: 12 Months (Full-Time) 24 Months (Part-Time)
Entry requirements:
- Degree in economics, finance, or a related subject (e.g., math, stats) in which you have achieved a high level of performance. You should normally have a good training in the core areas of microeconomics and macroeconomics theory & a reasonably strong background in mathematics. For a UK student, this typically means a 1st or 2:1 Honors degree (or overseas equivalent), although a 2:2 Honors degree may be acceptable. In addition, applicants must also supply the following:
  - A brief description (paragraph for each) of any micro- & macroeconomics/econometrics/mathematics/technical courses taken on your undergraduate degree, detailing core texts used and a list of main textbooks used. This does not have to be an official document.
  - Please see Special Features for important information on Quantitative Methods Preparation for the MA.

How to apply: Apply online

Course options

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time distance learning</th>
<th>Part-time distance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

Course description

The MA economics course is designed to meet the growing demand for those students who seek a degree that combines a solid training in microeconomic and macroeconomic principles with quantitative methods and research informed applied economics units. This course is clearly different.
# SELECT MASTER’S PROGRAMS AT MAJOR UNIVERSITIES
## Program Description Comparison: Master’s in Economics

<table>
<thead>
<tr>
<th></th>
<th>Houston</th>
<th>Melbourne</th>
<th>Manchester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length:</strong></td>
<td>186 words</td>
<td>126 words</td>
<td>187 words</td>
</tr>
<tr>
<td>How many words is the main program description?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Focus:</strong></td>
<td>In-demand skills</td>
<td>Target student</td>
<td>Broad training component</td>
</tr>
<tr>
<td>What does the program description emphasize?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sample Quote</strong></td>
<td>“With an increased reliance on quantitative methods for analyzing business trends and policy issues, the applied economics program at the University of Houston will help you gain valuable job skills that are important to employers in many industry and government positions.”</td>
<td>“designed for students with prior training in economics or a cognate discipline with a strong analytical/mathematical component, who wish to acquire the advanced skills needed to practice as a professional economist in the public or private sectors.”</td>
<td>“The MA economics course is designed to meet the growing demand for those students who seek a degree that combines a solid training in microeconomic and macroeconomic principles with quantitative methods and research informed applied economics units.”</td>
</tr>
</tbody>
</table>

**What messages do your program websites convey to students?**

Notes: In this research exercise, program description refers to the first set of text on the main program page that provides information on the content, objectives, expectations, audience, and outcomes for the program, excluding technical descriptions of admission or course requirements.
International Students' Main Reasons for Taking Up Degree Studies in Finland

Free of charge education
Possibility to study in English
A chance to improve my employability
A chance to explore a foreign country
Reputation of higher education institution(s)
Reputation of Finland as a place to live
Family ties
Someone's recommendation
Reputation of Finnish industry
Easier enrollment compared to programs in other countries
An opportunity to learn Finnish/Swedish language
Desired program not available in my home country
Available funding (scholarship) opportunities
A chance to immigrate to Finland
An opportunity to learn other foreign languages
Geographic proximity
Studying in Finland was part of my joint degree studies
Other
My employer sent me to Finland to study

Survey of 363 international graduates of Finnish institutions

Mikalayeva (2015) looked at factors that attracted U.S. Fulbright grantees specifically to Finland. Such factors included:

- The availability of programs in English and use of English in academia.
- High reputation of Finnish education and research.
- Unique cultural and societal aspects of Finland that especially differ from the U.S. – attitudes toward education, social welfare, gender equality, and work-life balance.
- Previous experience with Finland – especially for students that had already studied abroad in Finland.

How can these elements be conveyed to prospective U.S. students?

Introduction

An Overview of U.S. Student Mobility

Undergraduate Students: Study Abroad
  Motivation and Decision-Making
  Key Influencers
  The Impact of Tuition Fees

Graduate Students: Degree Mobility
  Motivation and Decision-Making
  Key Influencers
  The Impact of Tuition Fees

Discussion
Prospective U.S. students will seek out advice on graduate programs from their (past) university teachers, research supervisors, and employers/co-workers – particularly when they will also serve as references.

Leverage individuals serving in these roles in the U.S. who have a connection to your institution:

- Graduates of Finnish institutions
- Former staff and faculty members
- Partners in collaborative research projects

Academic networks can offer valuable contact points for attracting U.S. students into flagship academic programs in key institutional research areas.
• Prospective U.S. students may seek specific program information from members of your institution other than ‘outward-facing’ recruiting staff – e.g., current faculty members, program coordinators.

• Based on their experiences in the U.S. context, American students may look for or expect more personal attention than international students from other countries.

• Faculty members should be prepared to respond to detailed questions from American students, and to define their role in Finnish graduate programs.

• For example, will your faculty members provide a high level of individual support and mentorship? Can they describe what to expect in the Finnish academic context?
Introduction

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  Key Influencers
  The Impact of Tuition Fees

Discussion
What if a hypothetical Finnish UAS charged EUR 10,000 in annual fees?

Notes: Comparison of 111 programs at universities in 23 countries.
Source: ICG’s ITBCD.
Even with comparably low fees, studying in Finland would not be cheap.
EUR 10,000 annually would notably underprice in-demand Master’s programs

Notes: Comparison of 91 programs at ranked universities in Australia, Canada, Denmark, Finland, France, Germany, Ireland, Italy, the Netherlands, New Zealand, Norway, Poland, Sweden, Switzerland, and the United Kingdom. Source: ICG’s ITBCD.
But living expenses over two years make Finland a costly proposition

Notes: Comparison of 91 programs at ranked universities in Australia, Canada, Denmark, Finland, France, Germany, Ireland, Italy, the Netherlands, New Zealand, Norway, Poland, Sweden, Switzerland, and the United Kingdom. Source: ICG’s ITBCD.
THE IMPACT OF TUITION FEES
Competition Dynamics

• Once fees are introduced for degree programs, Finnish institutions will have to compete directly with other fees-charging institutions worldwide.

• There is, to some extent, a “consumer” mindset associated with paying fees. Students willing to pay fees ascribe a certain value to the programs they pay for.

• Messages to fee-paying U.S. students cannot simply focus on academic quality and general quality of living.

• It will be important to highlight the portfolio of services and resources that will be available to students, such as:
  • Academic and non-academic facilities and amenities
  • Career services and support
  • Alumni networks

• It will also be necessary to understand the post-graduation intent and outcomes of fee-paying U.S. students…
Notes: 2,444 international students completed a higher education degree in Finland in 2011.
Source: CIMO.

Majority of students who studied in Finland remained a year later

THE IMPACT OF TUITION FEES
International Student Employment in Finland
Nearly half of North American students left Finland

Notes: 72 North American students completed a higher education degree in Finland in 2011.
Source: CIMO.
THE IMPACT OF TUITION FEES
International Student Employment in Finland by Education Field

Share of International Students who Completed a Degree in Finland in 2011 that were Employed in Finland in 2012, by Education Field

- Social Services, Health and Sports
- Tourism, Catering and Domestic Services
- Natural Sciences
- Humanities and Education
- Technology, Communications and Transport
- Social Sciences, Business and Administration
- Natural Resources and the Environment
- Culture

What fields do U.S. students complete degrees in?

Source: CIMO.
ICG © 2016
Fulbright Center Finland: Attracting U.S. Students – 7 April 2016
• What are the longer term outcomes of international graduates of Finnish institutions?

• What happens to students who leave Finland after graduation? Students who return to the U.S.?
CONTENTS

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Discussion
Nelson Furtado
Analyst

Phone  +1 619 295 9600
Fax     +1 650 860 6109

E-mail  furtado@illuminategroup.com
Web     www.illuminategroup.com

Illuminate Consulting Group
P.O. Box 262
San Carlos, CA 94070
USA