

STUDYMOVE

PRESS RELEASE

STUDYMOVE completes the first International Mobility Benchmark with 7 leaders in international education.

One report gives a valuable insight into 7 of the largest mobility programs on the globe!

September 5, 2017 – After two years of consultation with seven top internationally-driven higher education institutions, Studymove has completed a comprehensive analysis to compare and contrast the execution of Learning Abroad Programs across the globe.

The analysis includes information on almost 16,000 international experiences from the following leading institutions:



The University of Auckland
New Zealand



University College Dublin
Ireland



The University of Melbourne
Australia



University of Copenhagen
Denmark



The University of Minnesota
USA



University of Glasgow
United Kingdom



Università Cattolica del Sacro Cuore
Italy

The aim of the study is to provide a comparative analysis among top internationally-driven higher education institutions from several regions around the globe. In addition, to understand the different environments in which each university is immersed and considering specific government policies, support and cultural aspects in each country.

The study also provides a useful tool to facilitate peer learning activities among the participating institutions and highlights elements of Learning Abroad experiences on a global scale. 2016 was the first year the study was conducted and the report used data from 2014 and 2015 to benchmark the Learning Abroad Programs of seven leading institutions in the following areas:

- **Student participation in Learning Abroad programs**
- **Preferred destinations for Learning Abroad programs**
- **Program management**
- **Funding and support for Learning Abroad programs**

OVERALL RESULTS

These seven universities reported an aggregate of 15,990 students who participated in Learning Abroad Programs in 2015 in comparison with 15,632 reported in 2014. To put these numbers in perspective, the aggregate reported by these seven universities represents half of the total reported by all Australian universities in the same year.

This large data set contains interesting elements relating to the demographics of students participating in learning abroad programs on a global scale.

Gender

The information provided by the seven universities confirms that mobility programmes are undertaken mainly by women. Our analysis shows that all seven universities reported more females than males participating in a learning abroad program in 2015. From the 15,313 undergraduate and postgraduate students that the seven universities reported, 7,735 students or 60.1% of those students were female and 4,847 students or 37.4% of students were male students participating in Learning Abroad programs

All seven universities reported more females than males participating in learning abroad programs in 2015.

Credit or Non-Credit

All seven participating universities reported an aggregate of 13,603 students participating in credit only Learning Abroad Programs in 2015 in comparison with 12,737 students reported in 2014. This represents 85.1% of the overall total in 2015 (compared to 81.5% in 2014).

Most universities reported difficulties in collecting data for non-credit programs which understates the overall participation rate at most universities. This also represents an opportunity for this group to identify new mechanisms to improve the collection of data for non-credit participation and enhance the reporting capabilities in this area.

Where are they going?

The seven universities reported a total of 12,636 undergraduate and postgraduate students participated in programs in 131 destinations in 2015. In 2015, the top 5 destinations for students in Learning Abroad Programs (undergraduate and graduate) were, the United States of America, United Kingdom, Spain, France and Germany. The top 5 destinations represented 37% of the total and the top 25 made up 80% of all destinations in 2015.

To provide a bigger picture of the destinations chosen by Learning Abroad students, we regrouped the destinations by the following regions: Asia, Central America and the Caribbean, Europe, Middle East and North, Africa, North America, Oceania, Other, South America and Sub-Saharan Africa.

Based on this analysis, Europe was the most popular region for Learning Abroad students in 2015 and 2014. In 2015, the average for Europe as a region was 48% in comparison with 47% in 2014. Asia was the second most popular region in 2015 at 14.0% in comparison with 13.9% in 2014. North America was the third most popular region in 2015 at 17.7%.

Europe was the most popular region for Learning Abroad students in 2015 and 2014 followed by Asia and North America.

Top Destinations for Learning Abroad Programs (2015)



Participation rate

For this study, we calculated the participation rate for Learning Abroad Programs using the proportion of completing students who have had access to an outbound international study experience by the time of completion of their degree.

In aggregate, the seven universities reported a participation rate of 17.9% during 2015. The average participation rate for all students in 2015 was 22.4% and 26.3% for undergraduate students.

The average participation rate for this group was higher than the overall reported in Australia and New Zealand.

PROGRAM MANAGEMENT DATA

The analysis also explores the resources and structure of the Study Abroad Office (SAO) at each university. It provides comparative data on the management of Learning Abroad Programs so that data-driven decisions can be made to improve resource management and student participation.

The report includes information on the number of staff tasked primarily with learning abroad activities both within the Study Abroad Office (SAO) and in other offices across campus. It also includes relevant information on workload such as the processing applications and conversion of participants. We expect that in the future elements of this analysis will assist a wider audience to understand the resources required to effectively execute Learning Abroad strategies around the globe.

FUTURE GOALS

The participating universities have already confirmed their interest in repeating this study on an annual basis to establish trends and develop more detailed benchmark metrics across the group. It was also agreed that more universities would be invited to participate in this analysis to facilitate peer learning activities among the group and enhance their current and future international learning mobility strategies.

MORE INFORMATION

For more information regarding this study or to register your university's interest in participating, please contact Keri Ramirez, Managing Director of Studymove.

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ABOUT STUDYMOVE

Our highly qualified and experienced team are experts in the development and implementation of specific solutions to support and enhance international student recruitment and mobility strategies. Our work is widely recognised for its analytical excellence and innovation.

Studymove is an education consultancy specialising in the development of business intelligence reports, domestic and international benchmarking exercises and online marketing strategies for the international education industry. It was established in 2007 and in the last 10 years we have worked on various small and large projects with institutions from Australia, Europe, New Zealand, USA and Latin America.

Keri Ramirez and Dimity Huckel are the Directors of Studymove which is based in Sydney, Australia.

More information about Studymove can be found on our website: www.studymove.com

