L'Italia nel mondo ... il mondo nell'Italia

Un'università aperta al mondo: le dimensioni dell'internazionalizzazione

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Decision Drivers for IS

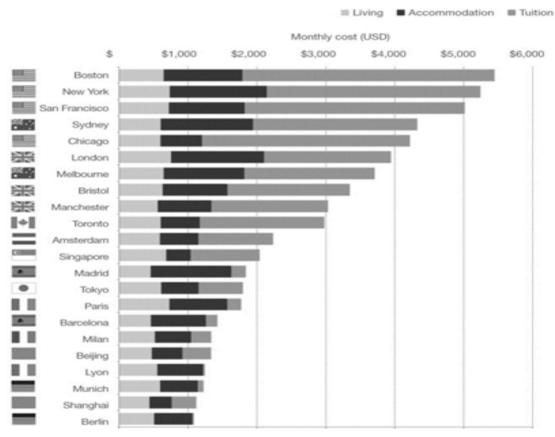
- Course Content [Students look both at the quality of teaching, as well as at the way teaching itself is delivered (seminars vs. lectures, or mixed), and verify the forms of assessment. They are of course interested in courses that, together with the mandatory academic content, are capable to deliver elements of novelty]
- Employability [Ensuring that students are well-equipped for post graduate work, in their chosen faculty, is a key aspect of higher education. Focusing on employability helps universities to attract and retain high quality students and maintain a competitive advantage in the global market as a result]
- Internships [Availability of, and accessibility to, internships, often help international prospects deciding in favour of an institution]
- Language [the majority of prospects consider only countries where they already master the language in which academic courses are taught]
- Application requirements [Prospective students carefully evaluate the institution's application requirements, i.e. whether an international certification (SAT, GRE, GMAT, etc.) is needed or not, what is the required level of the vehicular language, as well as whether the university requires an application fee]
- Finances [A reliable student checks the overall cost of the study abroad experience in detail well before applying]
- International relations [an institution's good international network always impresses a prospective student. Apart from being attracted by the very idea to spend a semester abroad while studying, prospects value a great deal double and joint degrees (DJDs)]
- Extracurricular considerations [Students love to cultivate their hobbies, sports, and cultural interest while attending university, and regularly check if they will still be able to do these things when heading abroad.]

Strenghtnesses and weaknesses of IT HEIs

- Strenghtnesses
- Costs
- Italian taught courses
- Living conditions
- Specific rankings

- Weaknesses
- English taught courses (especially BA courses)
- Working while studying
- Job opportunities for graduates
- Global rankings

Italian institutions can leverage the lower costs of studying in the Country



Source: Verbalist Education

https://verbalistseducation.com/2016/10/19/what-are-the-costs-of-study-for-major-cities-around-the-world/

Main typologies of courses chosen by international students

Bachelor

rank	Italian classification	enrolled a.y. 17 -18	course	% of total
1	L-18	7.806	Business administration	15,08%
2	L-11	4.463	Modern Languages and Cultures	8,62%
3	L-9	4.106	Industrial Engineering	7,93%
4	L-8	3.340	Information Engineering	6,45%
5	L-33	3.065	Mechanic Engineering	5,92%
6	L-12	2.744	Linguistics	5,30%
7	L-36	2.567	Political and Int'l Sciences	4,96%
8	L-20	1.760	Communication	3,40%
9	L-31	1.626	Computer Science	3,14%
10	L-7	1.233	Civil Engineering	2,38%
11	L-19	1.227	Education	2,37%
12	L-17	1.204	Architecture	2,33%
13	L-14	1.097	Law	2,12%
14	L-24	952	Psychology	1,84%
15	L-15	846	Tourism	1,63%
16	L-3	722	Physics	1,39%
17	L-4	665	Industrial design	1,28%
18	L-39	650	Social Sciences	1,26%
19	L-10	611	Italian Literature	1,18%
20	L-16	480	Communication Sciences	0,93%

Master

rank	Italian classification	enrolled a.y. 17 -18	course	% of total
1	LM-41	3530	Medicine	10,22%
2	LMG/01	2970	Law	8,60%
3	LM-77	2964	Business administration	8,58%
4	LM-13	2126	Pharmacy	6,15%
5	LM-4	1851	Industrial design	5,36%
6	LM-56	1244	Economics	3,60%
7	LM-33	1171	Mechanical engineering	3,39%
8	LM-12	956	Design	2,77%
9	LM-31	891	Management engineering	2,58%
10	LM-23	844	Civil engineering	2,44%
11	LM-52	835	International relations	2,42%
12	LM-32	735	Computer engineering	2,13%
13	LM-4 C.U.	665	Architecture (5 years)	1,92%

Source: Italian ministry of Education (MIUR) -

http://dati.ustat.miur.it/dataset/2017-18-iscritti-e-immatricolati