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Digital Marketing and International Students' Motivations: Case Study of Laurea University of Applied Sciences

Alrefai, Boran

2017 Laurea





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Laurea University of Applied Sciences

Digital Marketing and International Students' Motivations: Case Study of Laurea University of Applied Sciences

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Laurea UAS has switched from free tuition for both domestic and international students to no-costs for European Union/European Economic Area students only. This decision follows the recent trend of northern European countries charging higher education fees for non-domestic students in an attempt to raise funds for the growing education industry budgets. One of the more influential decisions for students to seek student enrollment at Finland was the lack of tuition costs (Välilä, 2014). With the announcement of obligatory tuition fees, Laurea UAS suffered a sharp decline in international students applying for degree programs since Spring of 2016. As such, Laurea's Marketing Team has been in the process of planning their future international marketing strategies. The purpose of this paper is to examine specifically the university's digital marketing and international students' motivations.

This paper is supported by various theories regarding digital marketing and motivations within the education industry. The research combines deductive and inductive approaches. Case study and surveys were chosen as the research strategy. Quantitative and qualitative models are employed. Data was collected from primary sources by questionnaire in the form of digital distribution and collection, and observations of the website. From there, descriptive statistics was utilized in the form of both x and cross-tabulation analysis.

It was determined that, in its current form, Laurea UAS digital marketing was attracting predominately female Asians under the age of 36 years. Most respondents indicated that tuition fees and desire to study abroad, in general, were major factors as to why they choose Finland. In Laurea UAS case, results suggested that students choose the university not due to its success in branding but rather in its convenience compared to other UASs. Additionally, applicants became aware of Laurea mostly through referrals or by searching the university's website.

The findings in this paper could be summarized in five points. First, improvements could be made on Laurea's official website in regards to detailed course information and funding availability. Second, social media usage is growing and evolving at an exponential rate thereby changing the landscape of marketing. Following up on social media usage, personalization and relevance is extremely important for prospective students and helps foster better communication. Despite social media rising up the ladder in communication, e-mail is still the preferred method for contacting and being contacted by universities. Lastly, Laurea UAS needs to emphasize or even create a reputation, and brand prospectives are a must.

Laurea's digital marketing should switch to a having a more proactive role in communicating personalized and relevant promotional material to prospective students; while addressing these individuals concerns for international recognition, funding availability, and future employment prospect.

Keywords: Digital Marketing, Motivation, Education Industry

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1 Introduction

Laurea University of Applied Sciences was first established in 1992 with the name *Espoo-Vantaa Polytechnic*, before being changed to its current title in 2001. With approximately 7,800 students, Laurea UAS is the 4th largest university of applied sciences in Finland and ranked 14th out of 44 universities in Finland (Consejo Superior de Investigaciones Científicas, 2017). The campuses of Laurea UAS are located around and within Finland's capital region. Its proximity to the capital city, Helsinki, allows for opportunities in entertainment and exploration for students. Over the past few years Laurea has been ranked high in the evaluations of Finnish Universities of Applied Sciences (FUAS), and recognized several times in classifications such as quality of education (Kainulainen, Pistor, Celmer, Cooke, Vataja, Kajaste, 2016).

Laurea UAS has six campuses in the Helsinki metropolitan area (*Campuses - Laurea-ammattikorkeakoulu*, 2017). The campuses are situated in Hyvinkää, Otaniemi (Espoo), Tikkurila (Vantaa), Porvoo, Lohja, and Leppävaara (Espoo). Between three of these campuses, Leppävaara, Otaniemi, and Tikkurila, Laurea UAS offers six bachelor and two master full degree programs in English. In addition, all campuses offer some courses in English, which makes exchanges possible in all programs. Studying in Laurea is hands-on focused, with different kinds of projects requiring working life affiliates as an important part of a student's studies (*Students at your service - Laurea-ammattikorkeakoulu*, 2017).



LAUREA - AMMATTIKORKEAKOULU

Figure 1: Laurea UAS Logo

Learning by Developing (LbD) is Laurea UAS's learning model and what makes Laurea stand out amongst other universities. Broadly speaking, LbD means focusing on practical projects with actual companies and organizations (Raij, 2014). Laurea, innovates, participates in society and business development (domestically and internationally), and supports entrepreneurial projects. Students are present in these actions, typically as part of the practical experience courses.

Laurea's LbD model emphasizes cooperation with organizations and teamwork, equality, individual freedom and responsibility (Raij, 2014). Due to connections to the work force throughout the extent of students' studies, the employment rate of Laurea's graduated students is high among all of Finland's universities of applied sciences (according to Statistics Finland, the employment rate was 97.9% in 2012) (*University admissions period of spring 2015 a success for Laurea, 2015*).

The Finnish Education Evaluation Centre (FINEEC) conducted an audit of Laurea UAS in 2016, and awarded it a quality label valid for six years (Kainulainen, Pistor, Celmer, Cooke, Vataja, Kajaste, 2016). Laurea UAS quality system fulfilled the criteria for quality management of higher education institutions, and corresponds to the European principles and recommendations. Furthermore, Laurea UAS obtained the Certificate for Quality in Internationalisation from the European Consortium for Accreditation in 2014 (*Certificate for Quality in Institutional Internationalisation - ECA, 2014*). The certificate was awarded to Laurea for having "successfully incorporated an international and intercultural dimension into the purpose, function and delivery of its education".

1.1 Situation

Unfortunately, for students and the university's international body, Laurea UAS has switched from free tuition for both domestic and international students to no-costs for European Union/European Economic Area students only. This decision follows the recent trend of northern European countries charging higher education fees for non-domestic students in an attempt to raise funds for the growing education industry budgets. In Finland's case, the legislation concerning tuition fees came into effect January 1st 2016. The legislation concerns degree programs taught in English. According to the legislation, Universities of Applied Sciences (UAS) are obliged to charge tuition fees for those students who are not citizens of countries of the EU or the EEA and starting their degree studies 1.8.2017 and onwards. Laurea UAS released originally on June 2016, modified November 2016, a press release describing the changes to student fees for the university (Laurea Admission Services, 2016):

The Board of Directors of Laurea University of Applied Sciences decided in their meeting held 10.6.2016:

1. *From 1.8.2017 onwards the tuition fees for non-EU/EEA area students selected for admission for degree programmes through the joint national application will be EUR 8000 per academic year for Bachelor degree programmes and EUR 10 000 per academic year for Masters degree programmes.*
 2. *Studies will remain free of tuition fees for non-EU/ EEA students who have started studies before 1.8.2017.*
-

The fees will not concern those non-EU/EEA students who:

- *have started their studies before 1.8.2017*
 - *study in degree programmes taught in Finnish or Swedish*
 - *Passport or a valid national identity card to indicate the citizenship of EU/EEA/Switzerland*
 - *have an EU Blue Card residence permit in Finland*
 - *have an EU residence permit for third-country citizens with long-term residence in Finland (type P-EU)*
 - *have a permanent residence permit in Finland, P-type permit*
 - *have a continuous residence permit in Finland, A-type permit*
-

Table 1: Excerpt from Laurea UAS Press Release on Tuition Fees

1.2 Purpose

One of the more influential decisions for students to seek student enrollment at Finland was the lack of tuition costs (Välimala, 2014). With the announcement of obligatory tuition fees, Laurea UAS suffered a sharp decline in international students applying for degree programs since Spring of 2016. As such, Laurea's Marketing Team has been in the process of planning their future international marketing strategies. The purpose of this paper is to examine specifically the university's digital marketing and international students' motivations.

For this thesis, there are three objectives: 1. identifying the influencing factors for students' university choices, 2. exploring digital methods, and 3. with the information provided and literature review, provide recommendations for Laurea UAS. In the end, it is expected that some measures will be adopted to create a better connection between international students and Laurea UAS.

1.3 Research Questions

The following four research questions have been established to fulfill the aforementioned thesis purpose:

1. Who are the current students that apply for degree programs at Laurea?
2. What are the influencing factors for students' university choices?
3. Which digital channels work better than others in engaging potential students?
4. How can Laurea increase student registration after the decline of Spring 2016?

1.4 Theoretical Approach

This paper is supported by various theories regarding digital marketing and motivations within the education industry. To start, this thesis discusses digital marketing. It is a broad term for the marketing of products/services using digital technologies including but not limited to: the Internet, mobile phones, display advertising, and any other digital medium (*Digital Marketing*, 2017). From here, understanding motivation for applying overlaps with digital marketing. The use of digital marketing not only allows for businesses to market their products/services, but also allows for online customer support which make customers feel supported and valued thereby providing a competitive edge against rivals.

1.5 Research Approach

The research combines deductive and inductive approaches. Case study and surveys are chosen as the research strategy. Quantitative and qualitative models are employed. Data are collected from primary sources by questionnaire in the form of digital distribution and collection, and observations of the website.

1.6 Framework of the Thesis

Below is Table (1), an overlook view of how this thesis is organized based on the general guidelines of Laurea UAS for theses.

Introduction	<ul style="list-style-type: none"> • Situation • Purpose • Research Questions • Theoretical Approach • Research Approach • Framework of thesis
Theoretical Background	<ul style="list-style-type: none"> • Digital Marketing • Education Industry, Global Digital Marketing Trends • Motivation Theories
Research Methods and Data Collection	<ul style="list-style-type: none"> • Primary Research Approaches • Data Collection Techniques • Methodology • Reliability and Validity
Case Study	<ul style="list-style-type: none"> • Laurea's Products and Services • Result Findings • Cross Tabulations Analysis • SWOT Analysis
Recommendations/Discussion	
Conclusion	

Table 2: Framework of this Thesis

2 Theoretical Background

2.1 Digital Marketing

Digital marketing is promotion through electronic channels. It differs from traditional marketing in that it uses techniques that enable a business to analyze marketing campaigns thereby allowing the ability to measure the level of success. This is done by digital marketers who monitor stats such as what is being viewed, leads and sales conversions, and etc. Channels associated with digital marketing include, but not limited to: billboards, internet, mobile apps, podcasts, television, text messaging, radio channels, vidoes, video games, and etc.

It is not as straightforward as it may seem. Digital marketing is more of an umbrella term for the marketing of products/services using digital technologies (*Digital Marketing, 2017*). The development of digital marketing since the turn of the millenia has changed the way businesses use technology for many purposes, including marketing. Digital marketing campaigns are becoming more prevalent over the years as digital platforms are utilized more

2.1.1 Digital Marketing and Creating Relationships

It should be noted that the use of digital marketing allows for companies to market their products/services, but should also be noted for its additional uses. Online customer support through 24/7 services, to make customers feel supported and valued, is possible due to this type of marketing. Specifically, the use of social media interaction allows for all kinds of feedback from their customers to be visible (as well as determining what media platforms work well for businesses) (Mogos, 2015). All these points, and more, is why digital marketing gives increased advantage for businesses that employ it.

Furthermore, word of mouth communications or dialogue between peers often have a greater effect on customers, as such reviews of experience are not prepared or potentially paid for by the company itself. This is supported by a study where they determined that customers are more likely to trust other customers' experiences (Maw-Liann *et al.*, 2015). Therefore, it becoming increasingly advantageous for companies to have social media platforms in order to help form connections with their customers and allow for the creation of the aforementioned dialogues. As an example of the potential of social media, in 2015 the Facebook app had more than 126 million average users and YouTube had over 97 million average users (*Tops of 2015: Digital*, 2015).

The main point of all this is that, by using Internet platforms, businesses can create for themselves competitive advantage. This is done by firms utilizing social media, as previously mentioned, as its main channel for information. The method of using social media as the channel for information has been shown to have a greater impact on those with long-standing relationship with the business and with customers who are relatively active social media users. Creating a social media page betters relationships between existing and new customers, as well as consistent brand reinforcement, thereby improving brand awareness (Kumar *et al.*, 2016). Furthermore, effective use of digital marketing can result in lowered costs such as in advertising costs, interface design costs, lowered external service costs, , promotion costs, processing costs, and others (van Niekerk, 2007). Additionally, digital platforms provide an ease to the brand and its customers to interact directly and exchange their motives (Hudson *et al.*, 2016).

2.1.2 Current Digital Marketing Strategies

One of the major catalysts that affected traditional marketing was the "emergence of digital marketing"; it led to the reinvention of marketing strategies in order to adapt (Patrutiu Baltas, 2015). As digital marketing is dependent on technology, which is ever-evolving and fast-changing, the same is expected for digital marketing developments and strategies to

change accordingly. Digital marketing can be categorized as either pull or push digital marketing. Pull digital marketing is characterized by consumers actively seeking marketing content, while push digital marketing is when marketers send messages with content that is not actively sought by the recipients. Examples would be:

1. **Online Behavioural Advertising:** The practice of collecting information about a user's online activity over time in order to deliver advertisements tailored to the user
2. **Collaborative Environment:** A collaborative environment can be set up between an organization, the technology service provider, digital agencies, and customers to optimize communications, effort, resource sharing, and reusability (Mahanta, 2014). On company websites, organizations invite people to share ideas that are then evaluated by others on the site. The more popular ideas are then further evaluated and implemented in some form. By acquiring data, and therefore developing new products, companies can foster good relationships with their customers as well as create ideas that would otherwise be overlooked. This source of data is known as User Generated Content (UGC). UGC is low-cost advertising as it comes from the effort of consumers, and can save marketing costs for the company.
3. **Data-driven Advertising:** Users generate a lot of data during their day-to-day activities online and business entities can use that data to for their marketing algorithm. This is done because users' data can be collected from digital channels (e.g.: when customer visits a website, reads an e-mail, or launches and interact with brand's mobile app); brands can also collect data from real world customer interactions, such as from physical stores. What makes data-driven advertising powerful is that it empowers companies to find loyal customers in their audience and deliver in real-time a much more personal communication (Brownsberger, 2016).

As pointed out from earlier points, this current digital era has enabled brands to selectively target their customers that may be interested in their product/service based on browsing data. With this, brands can utilize a customer's recent search history by displaying their advertisements from similar products/services (Kim and Johnson, 2016). The ability to specifically target customers that businesses sense would be interested in their products/services is a recent power with great implications.

2.1.3 Types of Digital Marketing

Digital marketing is facilitated by several different channels. One of the core objectives a business needs to keep in mind is finding channels which result in maximum two-way communication and a better overall return on investment (ROI). There are multiple digital marketing channels available. In the below bullet-pointed list are some of the more popular ones:

1. **Affiliate Marketing:** Due to lack of reliability, in terms of affiliates that can produce the targeted number of new customers, affiliate marketing is considered difficult and unsafe technique. The reason for this is that the brand is prone to exploitation from individuals who may claim commission that was not truly acquired. Despite this, affiliate marketing allows for marketing towards smaller publishers and websites with smaller traffic (Edelman and Brandi, 2015). Those who choose to use this technique should beware of the risks involved and lay down rules between the parties involved to assure and minimize the risk involved, similar to Twitch's affiliate program.
2. **Display Advertising (Online):** It deals with showcasing promotional messages, such as advertising blogs and ads, to the consumer on the internet. This method can target specific audience from different locations to view a specific advertisement; the variations are the most productive element of this method (Goldfarb and Tucker, 2011).
3. **Email marketing:** Compared to other digital marketing channels, email marketing is considered inexpensive; it is also a way to quickly communicate a message to existing/potential customers. The success of this method is reliant on the visual appeal and language applied, as otherwise it may be seen as irritating spam. Visual appeal is more effective when used less during initial emails, as it creates a personal touch to the email. Regarding language, using a casual tone invokes a warmer feel to the email in comparison to a formal style. To maximize effectiveness, it is encouraged to use some visuals alongside casual language. In contrast using no or an abundance of visual appeal and a formal language style is seen as the least effective method (Dapko and Artis, 2014).
4. **Search Engine Marketing (SEM):** This involves the promotion of links by increasing their visibility in search engine results pages (SERPs), typically through paid advertising. It may incorporate search engine optimization (SEO), which adjusts website content to achieve a higher ranking in SERPs to enhance pay per click (PPC) listings.
5. **Social Media Marketing or Social Networking Service (SNS):** When social media channels (Facebook, Twitter, Pinterest, Instagram, Google+, etc.) are utilized to market a product or service, the strategy is called Social Media Marketing. It is a technique wherein strategies are made and executed to gain attention for a brand over the web using different social media platforms. A social networking service (SNS) is an online platform which people use to build social networks/relations with other people who share similar interests, activities, backgrounds or real-life connections. Examples would be LinkedIn, Twitter, and Facebook depending on the nature of the social connection (Georgiou, 2014).
6. **Online PR (Video advertising) -** This type of advertising are advertisements that play on online videos or streams e.g. Twitch and YouTube videos; an increase in popularity over time has been observed (Li and Lo, 2015). Typically there are three times an online video advertisement occurs. Pre-roll advertisements play before the video is

watched, mid-roll advertisements occur during the video as the name suggests, and/or post-roll advertisements which play at the end of the video (PricewaterhouseCoopers, 2013). Of the three, post-roll advertisements is best for the purpose of brand recognition, as "ad-context congruity/incongruity plays an important role in reinforcing ad memorability" (Li and Lo, 2015). Not surprisingly, viewers possess selective attention, due to being in an era where people are bombarded with a great deal of rapid information, and therefore there is the likelihood that the message of the brand may not be received (Basil, 1994). That is why the main advantage of video advertising is that it disrupts the viewing experience of a video, creating difficulty in avoiding video advertisements. These online advertisements give the brand/business options and choices. These consist of length, position, adjacent video content which all directly affect the effectiveness of the produced advertisement time, (Li and Lo, 2015) therefore manipulating these variables will yield different results (e.g. longer duration videos resulted in increased brand recognition, but also negative perception of the brand as the consumer may feel as if their experience is being interrupted). These advertisements can also be shared by the viewer, adding to the appeal and effectiveness of this technique. Sharing these videos can be equated to the online version of word by mouth marketing (Lee, Ham and Kim, 2013). Videos that have entertainment value are more likely to be shared, as pleasure is the strongest motivator to pass videos on (Li and Lo, 2015). Creating a "viral" trend from mass amount of a brands advertisement can maximize the outcome of an online video advertisement.



Figure 3: Components of Digital Marketing

2.1.4 Advantages and Limitations

What makes digital marketing such an important element of the overall communication between the consumer and the brand is that a great number of potential consumers can be reached at one time (Mogos, 2015). Customers are exposed to the brand and their product currently being advertised, on top of the ease of access of the advertisement at any given moment. As digital media continues to develop, brands take advantage of using evolving technology as a way to communicate with its customers. However, though there are advantages to this form, there are also disadvantages that are not commonly considered. When addressing company goals and marketing strategy, it is imperative for marketers to pay attention to both.

One advantage of digital marketing is that, so long as there is internet access, the reach is has no limit in terms of geographic location. This means businesses can become international and expand their customer reach to countries other than their own without having to establish physically beyond their native borders. As mentioned several times before, the internet allows for 24/7 service for customers as well as to the ability to shop online at any given time across the globe. Furthermore, businesses can be online based rather than having a physical store which helps with overhead costs. Another advantage is that digital marketing measurements are not difficult, thereby helping businesses know whether their marketing is successful as well as being able to track activity and the conversations people have about their brand. With brands using the Internet space to reach their target customers; digital marketing has become a beneficial career option as well. Nowadays, companies have a preference when hiring individuals; this preference is those who are familiar with digital marketing strategies.

However, with digital marketing there are some setbacks to this type of strategy. One major setback that is identified, is that Digital marketing is highly dependent on the internet. This can be considered as a setback because the internet may not be accessible in certain areas or consumers may have poor internet connection (Mogos, 2015). As well as digital marketing being highly dependent on the Internet is that it is subject to a lot of clutter, so marketers may find it hard to make their advertisements stand out, as well as get consumers to start conversations about an organisations brand image or products. A disadvantage of digital advertising is the large amount of competing goods and services that are also using the same digital marketing strategies. For example, when someone searches for a specific product from a specific company online, if a similar company uses targeted advertising online then they can appear on the customer's home page, allowing the customer to look at alternative options for a cheaper price or better quality of the same product or a quicker way of finding what they want online.

Some companies can be portrayed by customers negatively as some consumers lack trust online due to the amount of advertising that appears on websites and social media that can be considered frauds. This can affect their image and reputation and make them out to look like a dishonest brand. Another disadvantage is that even an individual or small group of people can harm image of an established brand. Two other practical limitations can be seen in the case of digital marketing. One, digital marketing is useful for specific categories of products, meaning only consumer goods can be propagated through digital channels. Industrial goods and pharmaceutical products can not be marketed through digital channels. Secondly, digital marketing disseminates only the information to the prospects most of whom do not have the purchasing authority/power. And hence the reflection of digital marketing into real sales volume is skeptical.

2.2 Education Industry, Global Digital Market Trends

The rapid evolution of digital technologies and media over the past few decades has transformed approaches to communication, information-seeking, and decision-making in all areas of life. This new and constantly advancing digital landscape is having a major impact on the way prospective students assess and compare educational options, and the sources that influence their final choices.

To explore the impact of changing digital technologies on the student decision-making process, in 2013 QS launched a dedicated global survey of prospective international students. Survey respondents are attendees of QS World Grad School Tour events around the world, typically preparing to apply for a master's or PhD, with a majority interested in studying abroad. The survey was conducted via a paper-based questionnaire distributed to attendees of the QS World Grad School Tour in 2014 and 2015. A total of 5,413 responses were collected from 56 cities in 33 countries across Europe, Asia, North America, Latin America and Africa. This is double the number of survey respondents compared to the previous year (the 2013-14 survey had 2,215 respondents).

<i>Region</i>	Yes	Maybe	No
<i>US & Canada</i>	66	26	8
<i>Europe</i>	84	13	2
<i>Asia</i>	92	6	2
<i>Latin America</i>	94	5	1
<i>Africa</i>	94	1	5
	430	51	18

Table 3: QS 2015 Trends, Question 1: Would you study abroad?

In one of the questions, respondents were asked to rate the importance of five categories of online resource, when researching higher education options. Official university websites were

the most widely used, regarded by 91% of prospective students as essential or very important in their research while university ranking websites had 74% of respondents regarding them as essential or very important. Other websites about universities and student forums/chat rooms had a lower priority, with only 44% rating them as essential or very important. Meanwhile, social media were seen as essential or very important by only 36% of respondents. Interestingly enough, social media had the highest rate of those who said they did not use the resource at all with 10%, seconded by student forums/chat rooms at 8%.

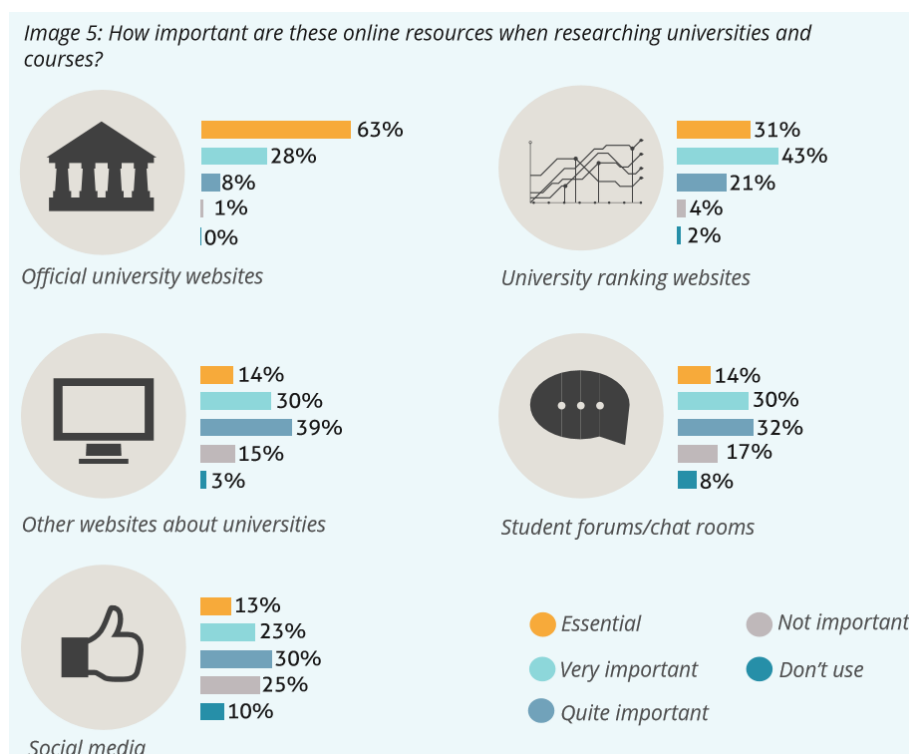


Figure 4: Importance of Online Resources When Researching Higher Education

Depending on the type of information students were seeking, they utilized different online resources. Official university websites was used to find information on courses (33%) and research applications (23%), while rankings websites were mostly used to compare universities (55%). Social media and student forums/chat rooms are both used as generators of ideas/inspirations (39%; 37%), as well as offering opportunities to compare universities (19%; 24%). Other websites about universities were used for all of the aforementioned types of information. These findings show that there are preferred online sources for each type of information. Specific information, such as course details, admission and fees, is primarily searched for from official sources (ie. university websites). When comparisons between universities needed to be made, university ranking websites were mostly utilized. And in the case of finding opinions and ideas, prospective students were likely to go to informal sources like social media and forums/chat rooms.

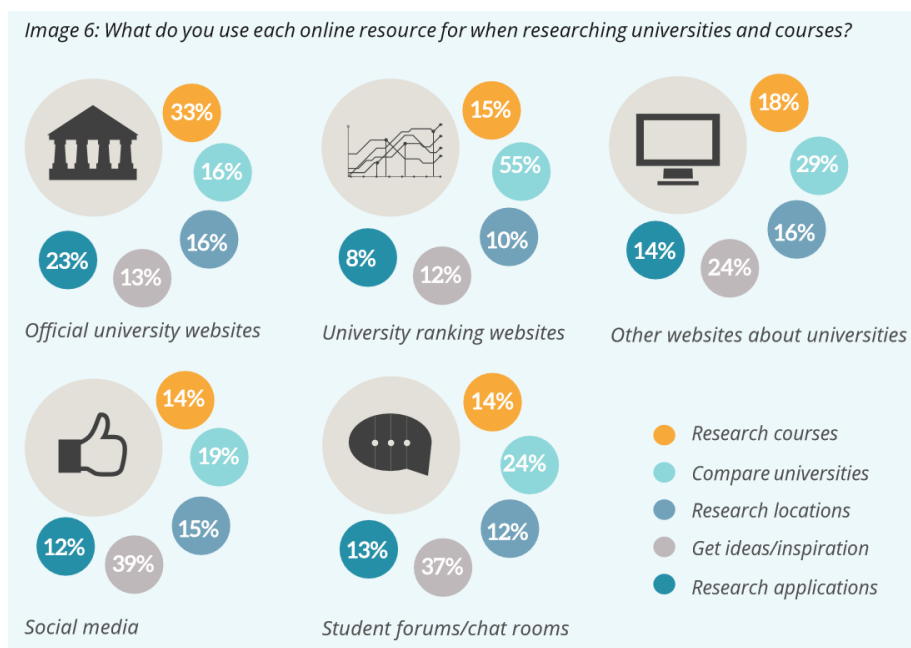


Figure 5: Use of Each Online Resource When Researching Higher Education

Interestingly, respondents stated that information on scholarships/funding were the most difficult to obtain, regardless of the level of study (undergraduate 40%, master's 38%, PhD 40%). This is consistent with QS World Tour's survey of the year before, with increasing numbers of those interested in undergraduate study reporting difficulties in finding funding information (rising from 35% to 40%). Higher education costs have been increasing over the years, particularly at undergraduate and master's level, and the variation between funding systems worldwide makes this an important factor for students. Especially so when many, it seems, are struggling to find what they need. Another issue identified by the survey was about application processes, with 25% of undergraduates and 21% of master's students noting it as a concern. This is demonstrated by the rise to 25% this year, from 12% in 2014. These findings suggest improvements to official university websites should be made in this regard, as accuracy about school fees and scholarships lies in the universities domain.

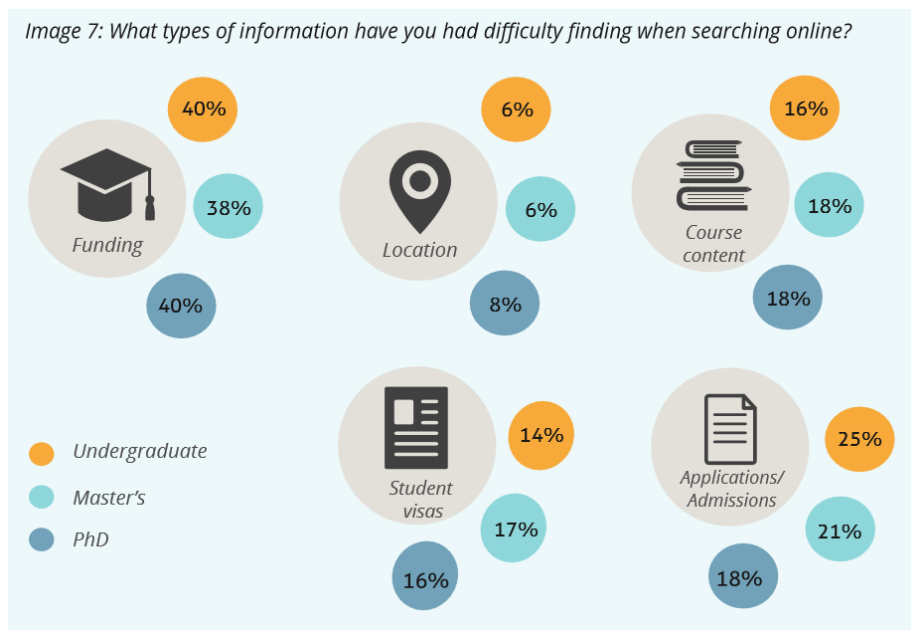


Figure 6: Information that are Difficult to Locate Online

Students were asked which of five main social networks they used to research universities: Twitter, Facebook, LinkedIn, YouTube and Google+. Of those who said they used at least one of these social network to research study options, Facebook was the most used (43%), with LinkedIn trailing behind (19%), and YouTube even less (13%). Twitter and Google+ were each selected by only 10% of respondents. However, when looked at from an age perspective the trends change.

As was reported in QS World Tour 2014, the youngest respondents (aged 17 and under) favored Facebook (48%) over LinkedIn (7%). Twitter, Google+ and YouTube were also more favored by younger respondents. The same can not be said of the older age groups; LinkedIn's use for those aged 30 and above was just as likely as Facebook (33% to 34% respectively). This would match the assumption that this occurs due to LinkedIn's focus on professional networking. Regardless, these findings point out the significance of tailoring approaches to different age groups and maximizing presence on the most relevant networks.

Image 8: Which of these social networks have you used to find information about universities and courses?

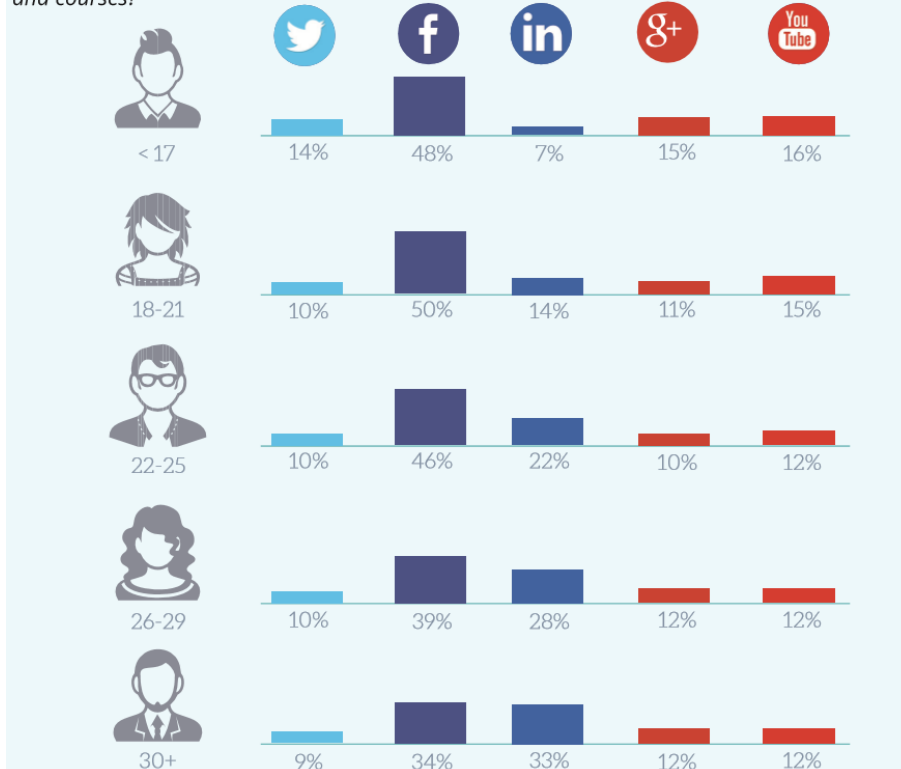


Figure 7: Social Networks Used to Find Information on Higher Education

Respondents were also asked how they contacted universities when seeking information. E-mail was the most widely used (52%), followed by contact forms (22%) and then phone (12%); this was seen amongst all age groups, though there were some differences between geographic regions. For example, in the US and Canada report the phone was used more (21%) and social media significantly less than average (4%). Latin Americans conversely used the phone less than average (7%), while using social media (12%) and contact forms more (27%).

When asked by which method respondents would prefer to contact universities, the majority chose e-mail (69%), phone (12%) and contact form (10%). This shows many respondents are using channels that they do not favor (specially social media and contact forms). Trends were similar vice versa; respondents preferred being contacted by universities through e-mail (72%) and phone (14%). No discernable difference was found in these preferences among age groups and geographic regions.

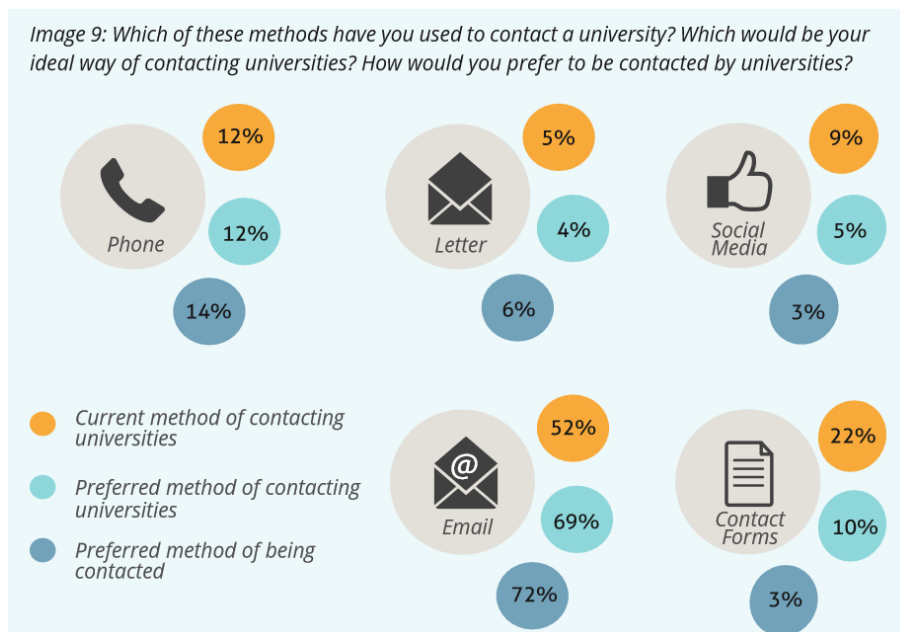


Figure 8: Methods of Communication with Universities

2.3 Motivation Theories

The content theory was one of the earliest theories of motivation. Content theories can also be referred to “needs theories”, because the theory focuses on the importance of what motivates people (needs). In other words, they try to identify what are the “needs” and how they relate to motivation to fulfill those needs. Content theory of human motivation includes both Abraham Maslow’s hierarchy of needs and Herzberg’s two-factor theory.

Maslow’s theory is one of the most widely discussed theories of motivation. Abraham Maslow believed that man is inherently good and argued that individuals possess a constantly growing inner drive that has great potential. The needs hierarchy system, devised by Maslow (1954), is a commonly used scheme for classifying human motives. The American motivation psychologist Abraham H. Maslow developed the hierarchy of needs consisting of five hierarchic classes. According to Maslow, people are motivated by unsatisfied needs. The needs, listed from basic (lowest) to most complex (highest) are as follows (Pardee, 1990):

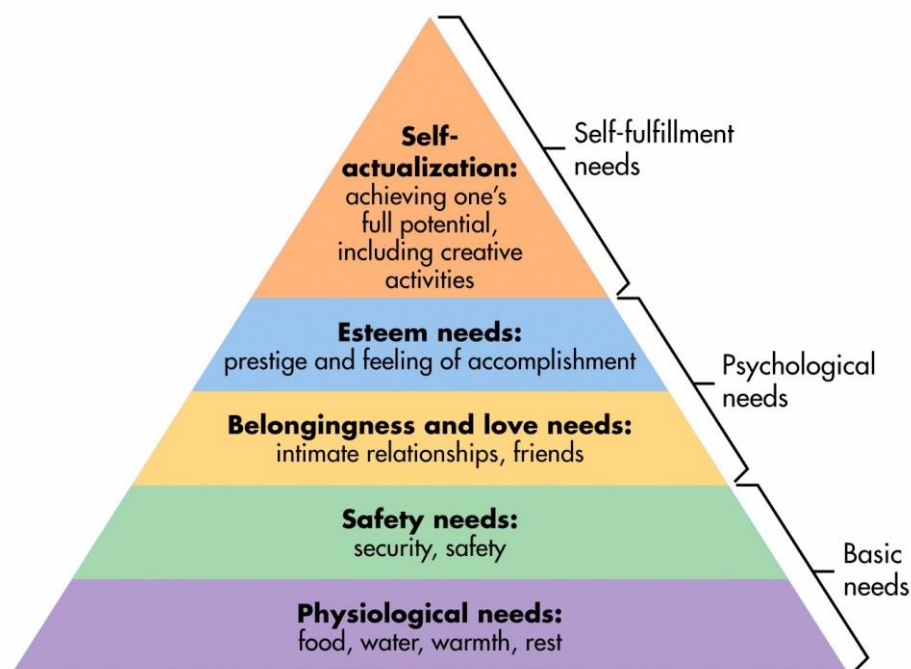


Figure 9: Hierarchy of Needs by simplypsychology.org

The basic requirements build upon the first step in the pyramid: physiology. If there are deficits on this level, all behavior will be oriented to satisfy this deficit. Essentially, if you have not slept or eaten adequately, you won't be interested in your self-esteem desires. Subsequently, we have the second level, which awakens a need for security. After securing those two levels, the motives shift to the social sphere, the third level. Psychological requirements comprise the fourth level, while the top of the hierarchy consists of self-realization and self-actualization.

Maslow's hierarchy of needs theory can be summarized as follows:

- Human beings have wants and desires which influence their behavior. Only unsatisfied needs influence behavior, satisfied needs do not.
- Needs are arranged in order of importance to human life, from the basic to the complex.
- The person advances to the next level of needs only after the lower level need is at least minimally satisfied.
- The further the progress up the hierarchy, the more individuality, humanness and psychological health a person will show.

Meanwhile, Frederick Herzberg's two-factor theory concludes that certain factors in the workplace result in job satisfaction, but if absent, they don't lead to dissatisfaction but no satisfaction. The factors that motivate people can change over their lifetime, but "respect for me

as a person" is one of the top motivating factors at any stage of life. He distinguished between:

- Motivators (e.g. challenging work, recognition, responsibility) which give positive satisfaction
- Hygiene factors (e.g. status, job security, salary and fringe benefits) that do not motivate if present, but, if absent, result in demotivation.

Herzberg concluded that job satisfaction and dissatisfaction were the products of two separate factors: motivating factors (satisfiers) and hygiene factors (dissatisfiers). Some motivating factors (satisfiers) were: Achievement, recognition, work itself, responsibility, advancement, and growth. Some hygiene factors (dissatisfiers) were: company policy, supervision, working conditions, interpersonal relations, salary, status, job security, and personal life (Pardee, 1990). The name hygiene factors is used because, like hygiene, the presence will not improve health, but absence can cause health deterioration. Herzberg's theory has found application in such occupational fields as information systems and in studies of user satisfaction.

Knowing the two aforementioned theories helps understand the many reasons why study abroad programs are becoming so popular. For most international students, the appeal is likely to be a combination of gaining a high-quality education, experiencing immersion in a new culture (and often a second language), gaining a global mindset and expanding future employment prospects. For some, the prospect of leaving home and heading off into the unknown is daunting, but studying abroad is also an exciting challenge that often leads to improved career opportunities and a broader understanding of the way the world works.

2.3.1 International Students' Motivations

In a report done for TopUniversities.com, in association with Cambridge English Language Assessment, results focus on identifying the key drivers for today's international postgraduate students, exploring changing trends in recent years, and highlighting significant points of variation between different applicant groups. The report was based on the 2015 QS World Grad School Tour Applicant Survey, which received responses from more than 7,150 prospective international students worldwide. Respondents completed an online questionnaire about their study plans, preferences, motivations and priorities. Note that while these surveys were completed by those applying for graduate-level courses, their motivations are unlikely to differ significantly from individuals applying for undergraduate studies (as seen in the aforementioned report, master and PhD students motivations did not change considerably). Below are some of the illustrations within the 2015 QS World Report to highlight key points:

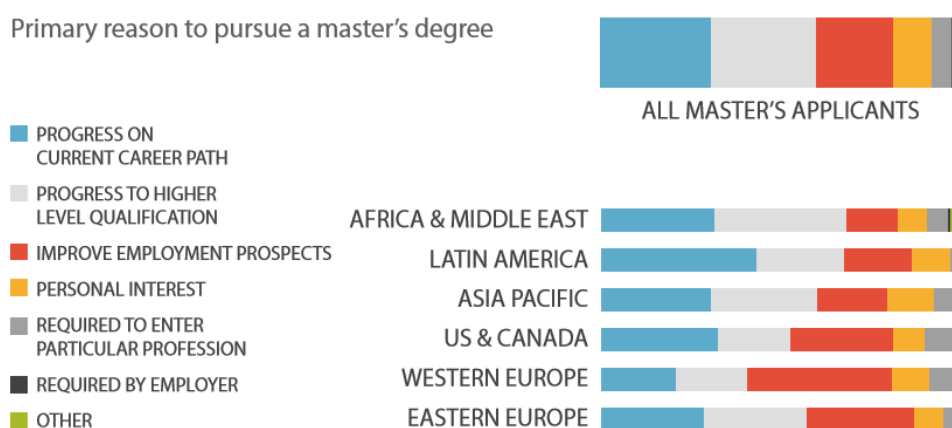


Figure 10: Main Reason for Pursuing a Master's Degree

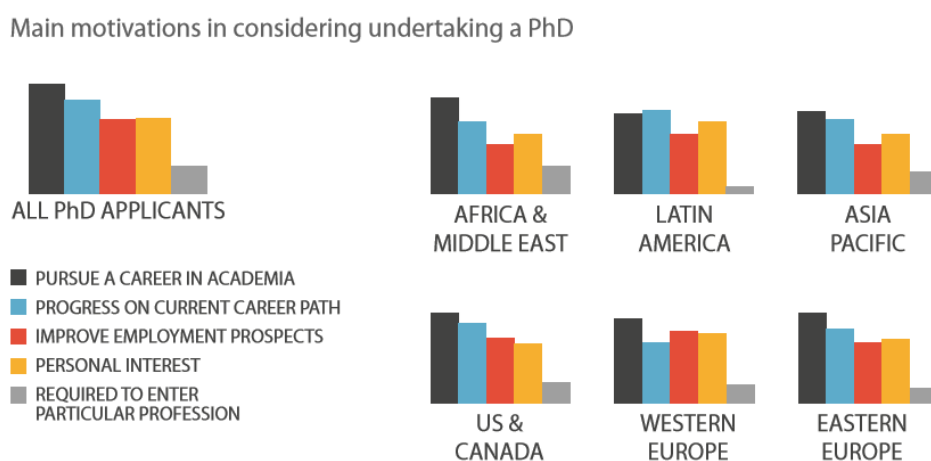


Figure 11: Main Reasons for Considering PhD

The survey asks prospective postgraduates why they are intending to study a master's or PhD program. Due to survey reformatting, master's applicants were asked to select just one main motivating factor, while PhD applicants were able to select multiple options. While the two sets of responses are therefore not directly comparable, they nonetheless provide interesting insights into the key drivers behind study at each level.

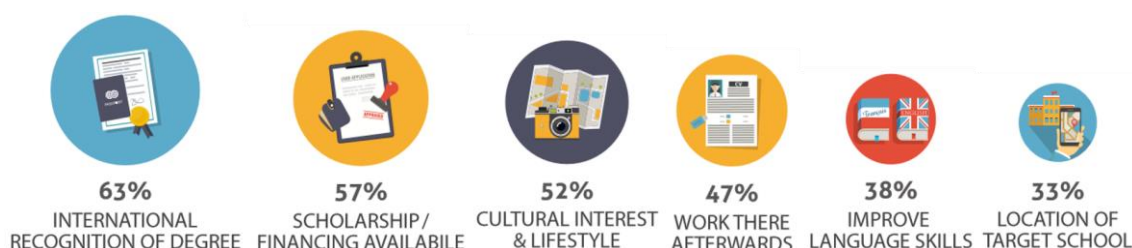


Figure 12: Commonly Cited Reasons When Choosing Study Destination



Figure 13: Place Chosen Due to International Recognition of Degree



Figure 14: Place Chosen Due to Financing Available

The trends outlined in the above figures should help higher education institutions better understand the key motivations influencing prospective international postgraduates. This survey reflects the growing importance of employability-related factors, the ongoing significance of reputation, and the mixture of location and culture based elements that combine to influence applicants' final preferences.

3 Research Methods and Data Collection

3.1 Deductive and Inductive Reasoning

During the scientific process, deductive reasoning is used to reach a logical true conclusion; inductive reasoning is also used. A deductive approach is concerned with "...developing a hypothesis (or hypotheses) based on existing theory, and then designing a research strategy to test the hypothesis" (Wilson, 2010). In studies with deductive approach, the researcher formulates a set of hypotheses at the start of the research. Then, relevant research methods are chosen and applied to test the hypotheses to prove them right or wrong. Meanwhile, inductive reasoning begins with detailed observations of the world, which moves towards more abstract generalisations and ideas (Adams, Khan and Raeside, 2014). When following an inductive approach, beginning with a topic, a researcher tends to develop empirical generalisations and identify preliminary relationships as he progresses through his research. No hypotheses

can be found at the initial stages of the research and the researcher is not sure about the type and nature of the research findings until the study is completed.

These two methods of reasoning have a very different "feel" to them when conducting research. And even though a particular study may look like it's purely deductive (e.g., an experiment designed to test the hypothesized effects of some treatment on some outcome), most social research involves both inductive and deductive reasoning processes at some time in the project. This particular thesis relies more on deductive research rather than inductive.

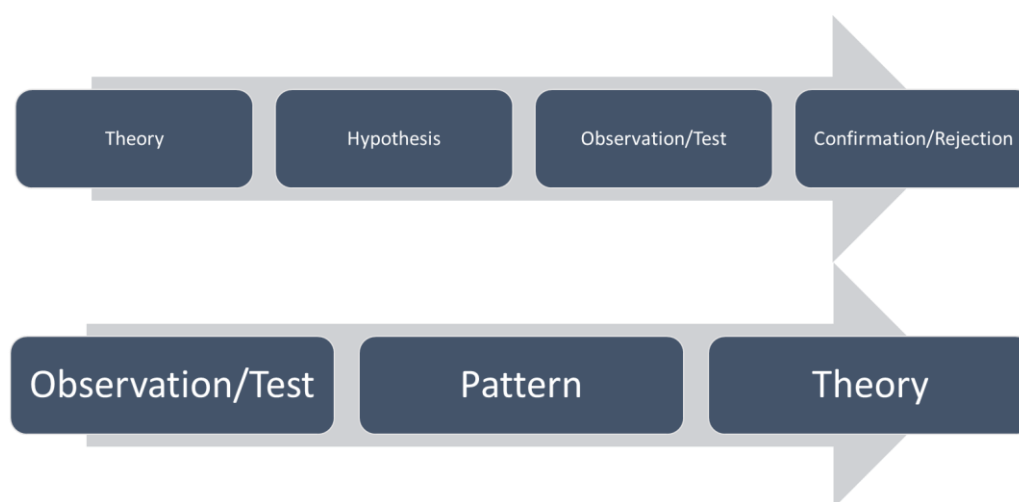


Figure 15: Deductive & Inductive Approach (top and bottom, respectively) in Business Research

3.2 Qualitative and Quantitative Research

Generally, research methods fall under two basic categories: qualitative or quantitative (Adams, Khan and Raeside, 2014). Qualitative research collects data that is not numerical, such as open-ended questions or observations (Lichtman, 2006). Therefore, qualitative data translates into descriptive statistics. Since this paper is about finding out the way individuals think (e.g. case studies) qualitative research is suitable; case-in-point, there are open-ended options in the questionnaire of this study. On the other hand, quantitative research does the opposite; numerical information is gathered and put into categories (Johnson and Christensen, 2008). The result of this are different types of data which can be used to build tables or figures. In the case of this study, the Likert scale may be considered as quantitative due to its numeric scale of 1-5. Below, in Figure (16), is a table produced by Xavier University Library which describes the components of qualitative and quantitative research.

Criteria	Qualitative Research	Quantitative Research
Purpose	To understand & interpret social interactions.	To test hypotheses, look at cause & effect, & make predictions.
Group Studied	Smaller & not randomly selected.	Larger & randomly selected.
Variables	Study of the whole, not variables.	Specific variables studied
Type of Data Collected	Words, images, or objects.	Numbers and statistics.
Form of Data Collected	Qualitative data such as open-ended responses, interviews, participant observations, field notes, & reflections.	Quantitative data based on precise measurements using structured & validated data-collection instruments.
Type of Data Analysis	Identify patterns, features, themes.	Identify statistical relationships.
Objectivity and Subjectivity	Subjectivity is expected.	Objectivity is critical.
Role of Researcher	Researcher & their biases may be known to participants in the study, & participant characteristics may be known to the researcher.	Researcher & their biases are not known to participants in the study, & participant characteristics are deliberately hidden from the researcher (double blind studies).
Results	Particular or specialized findings that is less generalizable.	Generalizable findings that can be applied to other populations.
Scientific Method	Exploratory or bottom-up: the researcher generates a new hypothesis and theory from the data collected.	Confirmatory or top-down: the researcher tests the hypothesis and theory with the data.
View of Human Behavior	Dynamic, situational, social, & personal.	Regular & predictable.
Most Common Research Objectives	Explore, discover, & construct.	Describe, explain, & predict.
Focus	Wide-angle lens; examines the breadth & depth of phenomena.	Narrow-angle lens; tests a specific hypotheses.
Nature of Observation	Study behavior in a natural environment.	Study behavior under controlled conditions; isolate causal effects.
Nature of Reality	Multiple realities; subjective.	Single reality; objective.
Final Report	Narrative report with contextual description & direct quotations from research participants.	Statistical report with correlations, comparisons of means, & statistical significance of findings.

Figure 16: Xavier University Library Help

As mentioned previously, research methods fall under one of two groups: qualitative or quantitative. That said, questionnaires may produce both depending on the items included and the answer options. For the purpose of understanding what appeals to international students, the design included items that fall under the categories of both quantitative and qualitative (e.g. demographic/open-ended and Likert scale questions). Therefore, it can be said that the research performed is classified as a form of Mixed Method Research (MMR) (Johnson, 2014). MMR a combination of qualitative and quantitative research are utilized within a single study or a set of related studies.

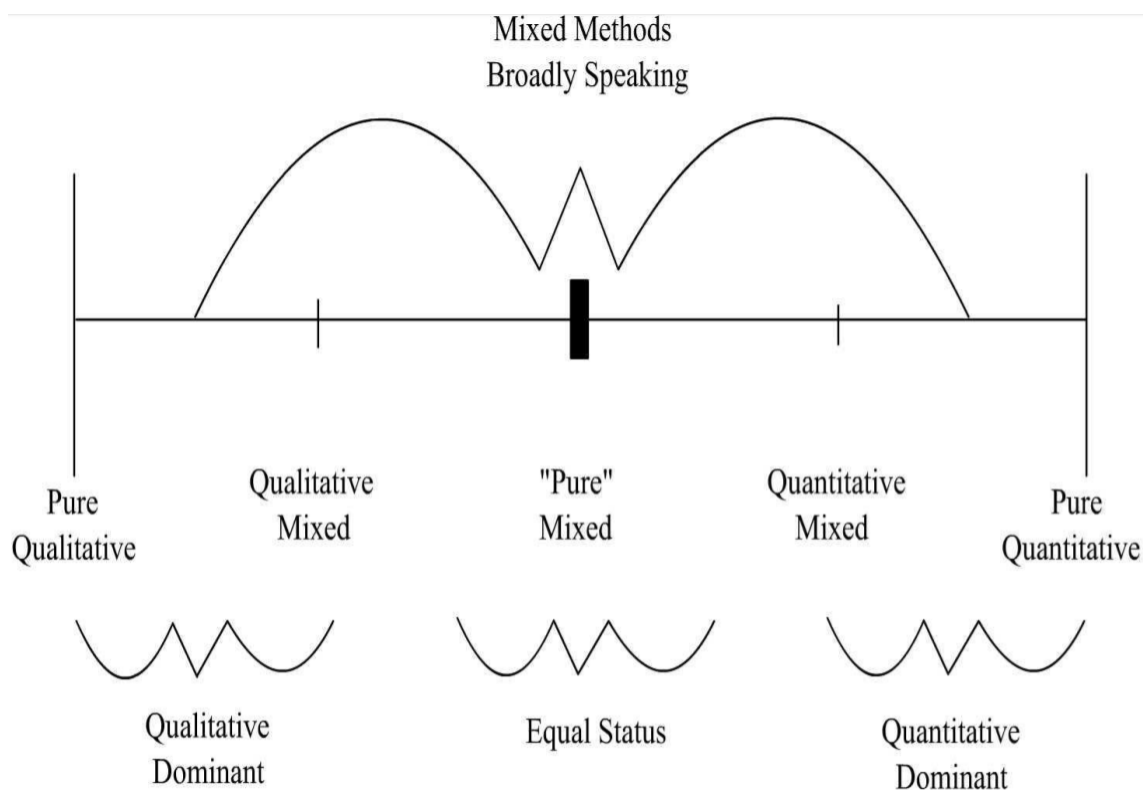


Figure 17: Johnson, 2014

3.3 Questionnaires

A questionnaire is conducted in order to gather a large size of information in a short period of time. It allows for: members of the sample group to remain anonymous, the possibility of generating large amount of data, and is less expensive than most of the other data collection methods. Unfortunately, it does possess the difficulty of ensuring greater depth for the research. In this instance, a web-based questionnaire was distributed to the sample population.

A web-based questionnaire is designed as a web page and located on a host site where visitors to the site can access it (Denscombe, 2010). This is helpful as the questionnaire can be colourful and attractive and can incorporate graphics. Respondents can select from a predefined range of answers and simply 'submit' the completed form at one keystroke. The researcher can get answers via tick boxes and text-entry boxes. Furthermore, the responses can be read automatically into a spreadsheet or database, which has the twin benefits of speed and accuracy in terms of data collection. The disadvantages of this approach are that it requires rather more by way of technical skill and access to web hosting resources than the other types do, and that it relies on people coming to the website. This latter problem can be addressed by emailing people telling them about the survey and including in the email a hypertext link to the website so that all the respondent needs to do is double click on the link in order to go to the website and open the questionnaire.

Questionnaires can be classified as both, quantitative and qualitative method depending on the nature of questions. Specifically, answers obtained through closed-ended questions with multiple choice answer options are analyzed using quantitative methods and they may involve pie-charts, bar-charts and percentages, whereas answers obtained to open-ended questionnaire questions are analyzed using qualitative methods and they involve discussions and critical analyses without use of numbers and calculations. Questions need be formulated in an unambiguous and straightforward manner and they should be presented in a logical order.

3.4 Case Studies

Case studies is a popular research method in business area (Denscombe, 2010). Case studies aim to analyze specific issues within the boundaries of a specific environment, situation or organization. Advantages of case study method include data collection and analysis within the context of phenomenon, integration of qualitative and quantitative data in data analysis, and the ability to capture complexities of real-life situations so that the phenomenon can be studied in greater levels of depth. Case studies do have certain disadvantages that may include lack of rigor, challenges associated with data analysis and very little basis for generalizations of findings and conclusions.

3.5 Data Collection Techniques

In the previous sub-section, Questionnaires, web-based questionnaires were mentioned as the form of survey used to collect information for this thesis. The questionnaire was made with the online tool SurveyMonkey. SurveyMonkey is a useful online tool for creating and administering surveys as well as managing and analyzing data. It provides free, customizable surveys, as well as a suite of paid back-end programs that include data analysis, sample selection, bias elimination, and data representation tools. There are four collection options, with the second option being used for this thesis:

1. Web Link to send via email
2. Email to send email invitations and track who responds via Survey Monkey
3. Website to embed the survey in a website
4. Share on Facebook to post the survey to wall or embed on a page

3.6 Methodology

The questionnaire was a cross-sectional study conducted to assess Laurea's ability to market successfully towards international students. Before the distribution of the survey, an inclusion criteria was developed. Inclusion criterias are characteristics that subjects must possess in order to be part of the population sample. There following were the elements for this criteria:

- Active international Laurea students
- All degree levels and types
- Part of the English program

The Office of Students Affairs reported 480 active international Laurea students had emails, amongst a total student population of 7,260 as of April 18, 2017; this equates to a mere 6.6%. Within the questionnaire were several items designed to question certain aspects. These questions fall under the categories of demographic, student's choices, Laurea's marketing influences, and open-ended. For this questionnaire, the Likert scale was used for the second half of questions, mainly to gauge the overall feeling from respondents.

Due to the diversity of respondents, and ability to score a question from 1-5 (1 meaning strongly disagree to 5 being strongly agree), it was determined that to lessen the amount of segmentation found in the answers similar points would be grouped together. Strongly disagree, agree and neither disagree or agree were placed together and were noted as a negative while agree and strongly agree was deemed positive. For example, in the question where respondents were asked about if their decision to choose Laurea was based on program selection it was calculated that the total disagreement was 16.9% (strongly disagree = 1; disagree = 2; neither disagree or agree = 11; total of 14) while agreement was 83.1% (agree = 32; strongly agree = 37).

3.7 Reliability and Validity

Approval to conduct this survey was obtained from Laurea University of Applied Science. This questionnaire was developed based on review of several studies, and content and face validated. Face validity is the most basic type of validity and it is associated with a highest level of subjectivity because it is not based on any scientific approach. In other words, a test may be specified as valid by a researcher because it may seem as valid, without an in-depth scientific justification.

Questionnaire was sent as a survey, through emails by the use of SurveyMonkey, to all active international students of Laurea. At the end of the collection, Cronbach's Alpha was used to test the internal reliability of items in the survey, with a result of .875 (shown below in Table 3); which implies the internal reliability is high.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.875	.881	44

Table 4: Questionnaire Internal Reliability

4 Case Study: Laurea University of Applied Sciences

Laurea University of Applied Sciences was first established in 1992 with the name Espoo-Vantaa Polytechnic, before being changed to its current title in 2001. With approximately 7,800 students, Laurea UAS is the 4th largest university of applied sciences in Finland and ranked 14th out of 44 universities in Finland (Consejo Superior de Investigaciones Científicas, 2017). The campuses of Laurea UAS are located around and within Finland's capital region. Its proximity to the capital city, Helsinki, allows for opportunities in entertainment and exploration for students. Over the past few years Laurea has been ranked high in the evaluations of Finnish Universities of Applied Sciences (FUAS), and recognized several times in classifications such as quality of education (Kainulainen, Pistor, Celmer, Cooke, Vataja, Kajaste, 2016).

4.1 Laurea's Products and Services

As mentioned earlier in the introduction, Learning by Developing (LbD) is Laurea UAS's learning model and what makes Laurea stand out amongst other universities. Broadly speaking, LbD means focusing on practical projects with actual companies and organizations (Raij, 2014). Laurea participates in society and business development (domestically and internationally), innovates, and supports entrepreneurial projects. Students are present, working and learning through practical experience, in these actions.

Laurea's LbD model emphasizes individual freedom and responsibility, equality, cooperation with organizations and teamwork (Raij, 2014). Due to connections to the work force throughout the extent of students' studies means that the employment rate of Laurea's graduated students is high among all of Finland's universities of applied sciences (according to Statistics Finland, the employment rate was 97.9% in 2012) (University admissions period of spring 2015 a success for Laurea, 2015).

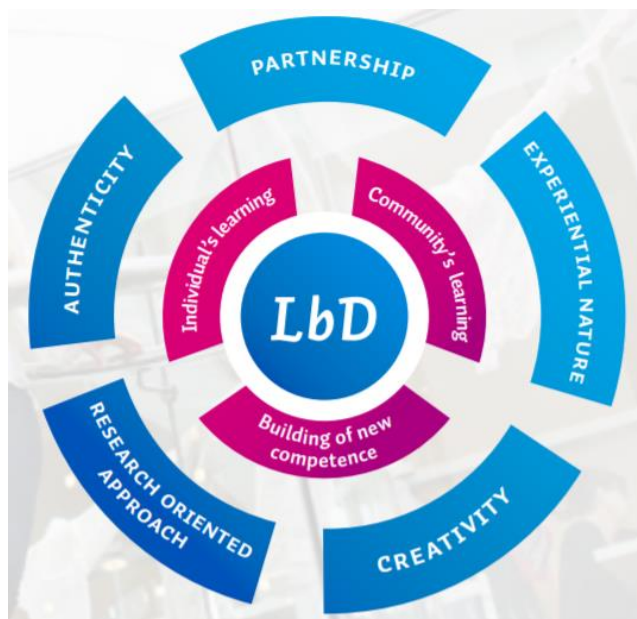


Figure 18: Laurea UAS LbD Elements

The Finnish Education Evaluation Centre (FINEEC) conducted an audit of Laurea UAS in 2016, and awarded it a quality label valid for six years (Kainulainen, Pistor, Celmer, Cooke, Vataja, Kajaste, 2016). Laurea UAS quality system fulfilled the criteria for quality management of higher education institutions, and corresponds to the European principles and recommendations. Furthermore, Laurea UAS obtained the Certificate for Quality in Internationalisation from the European Consortium for Accreditation in 2014 (Certificate for Quality in Institutional Internationalisation - ECA, 2014). The certificate was awarded to Laurea for having “successfully incorporated an international and intercultural dimension into the purpose, function and delivery of its education”.

Laurea UAS has six campuses in the Helsinki metropolitan area (Campuses - Laurea-ammattikorkeakoulu, 2017). The campuses are situated in Hyvinkää, Otaniemi (Espoo), Tikkurila (Vantaa), Porvoo, Lohja, and Leppävaara (Espoo). Between three of these campuses, Leppävaara, Otaniemi, and Tikkurila, Laurea UAS offers six bachelor and two master full degree programs in English. In addition, all campuses offer some courses in English, which makes exchanges possible in all programs. Studying in Laurea is hands-on focused, with different kinds of projects requiring working life affiliates as an important part of a student’s studies (Students at your service - Laurea-ammattikorkeakoulu, 2017). In fact, Laurea UAS released its’ strategy for 2020, with greater emphasis on integrated work around the globe for itself and the students.

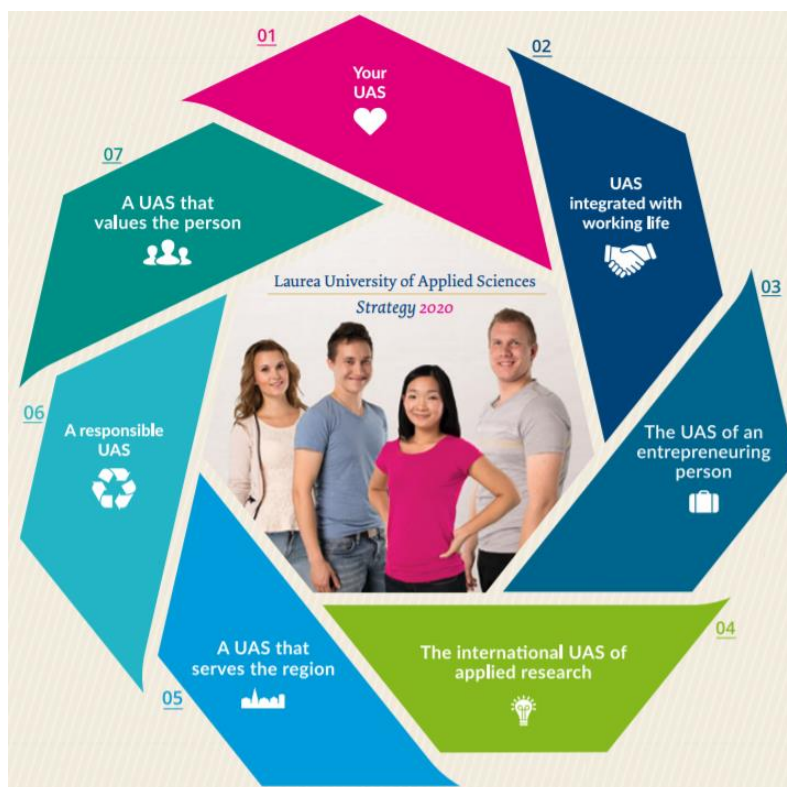


Figure 19: Laurea UAS Strategy 2020

Currently, Laurea UAS's website has an overall clean and professional design look. Information such as registration times, selection of degree programs, school-related links, and student services are available. However, the website only provides basic information (typically in a roundabout manner) and lacks depth in the info it could provide for potential students. A comment left behind by one of the students specifically stated that, "The website is not very reassuring" and that it did not "give me confidence applying to Laurea." There is only a list of names of the necessary courses for each degree, but no detail on what these courses entail. Other information that may be considered important for prospective students but not easily found would be: visas, housing accommodation, location assistance (maps), and others.

In terms of social networks, Laurea UAS has done well for itself with Facebook with, as of this writing, 8,739 people following. But that is the only true point of success in branching out to people through social media. Instagram, Twitter, LinkedIn, and Youtube accounts for Laurea UAS have a noticeable drop in individuals that show interest (e.g. Twitter has 433 people following, 4.95% of those following on Facebook). Furthermore, on these social media pages there does not appear to much activity from students; most activities are from the university itself with little to no reposts or comments by the followers.

The top three reasons given to study at Laurea UAS are:

1. Unique LbD model which gives students the possibility to study in real working life situations and projects.
2. Six campuses located near Helsinki with good public transportation possibilities.
3. Close working life connections through projects that improve students' chances in employment after graduation.

4.2 Result Findings

This questionnaire received 83 respondents out of a population of 480, 17.3% of the total international students population. Results were calculated using Microsoft Excel and IBM SPSS Statistics. Below are the results of the entire questionnaire, divided into their relevant section.

The results of the demographic data showed that the majority of international students of Laurea came from South East Asia (24.1%), Western Europe (19.3%), Africa (18.1%), and South Asia (15.7%) amounting to 77.2% of the response size; regions such as Central Asia and Oceania had no respondents. Further details may be found in Table 4.

Where are you from?		
Regions	Response Percent	Response Count
North America	2.4%	2
Latin America	1.2%	1
Western Europe	19.3%	16
Eastern Europe	8.4%	7
Russia	4.8%	4
Africa	18.1%	15
Middle East	1.2%	1
Central Asia	0.0%	0
South Asia	15.7%	13
East Asia	6.0%	5
South East Asia	24.1%	20
Oceania	0.0%	0

Table 5: Questionnaire - Where are you from?

Majority of international students came from urban areas (60.2%), seconded by suburbs (25.3%), and rounded out with rural (14.5%).

Which best fits where you grew up?		
Human Development Type	Response Percent	Response Count
Rural (Low population density and small settlements; countryside)	14.5%	12
Suburb (Outlying district of a city, usually a residential one)	25.3%	21
Urban (High population density and infrastructure; city)	60.2%	50

Table 6: Questionnaire - Human Development Type

In terms of age there were two large groups, 22-25 years (33.7%) and 26-30 years old (41.0%).

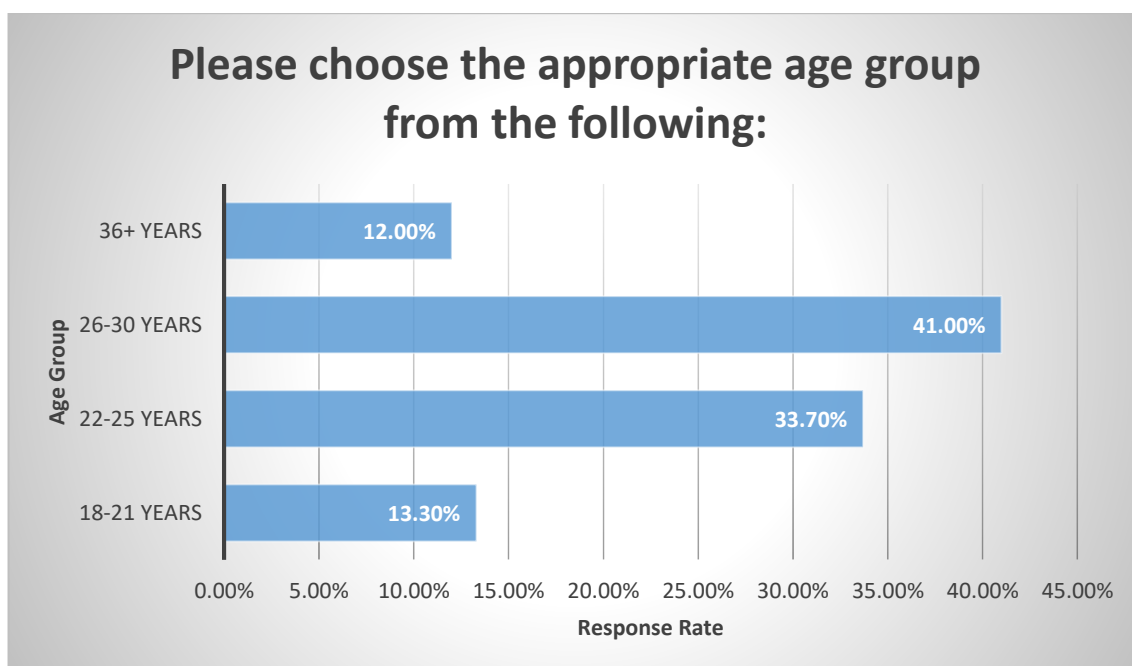


Figure 20: Questionnaire - Age Group

Between the two genders, female students (65.1%) were nearly double the number of male students (34.9%).

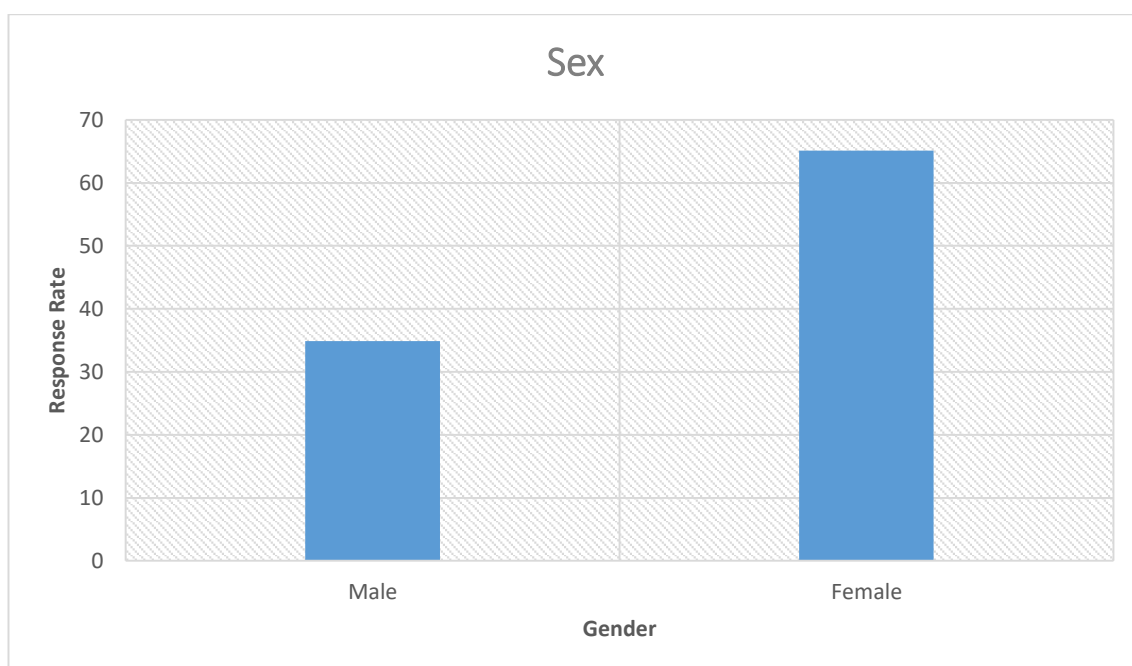


Figure 21: Questionnaire - Gender

Highest education prior to their degree with Laurea was typically either undergraduate (50.6%) or secondary/high school (22.9%).

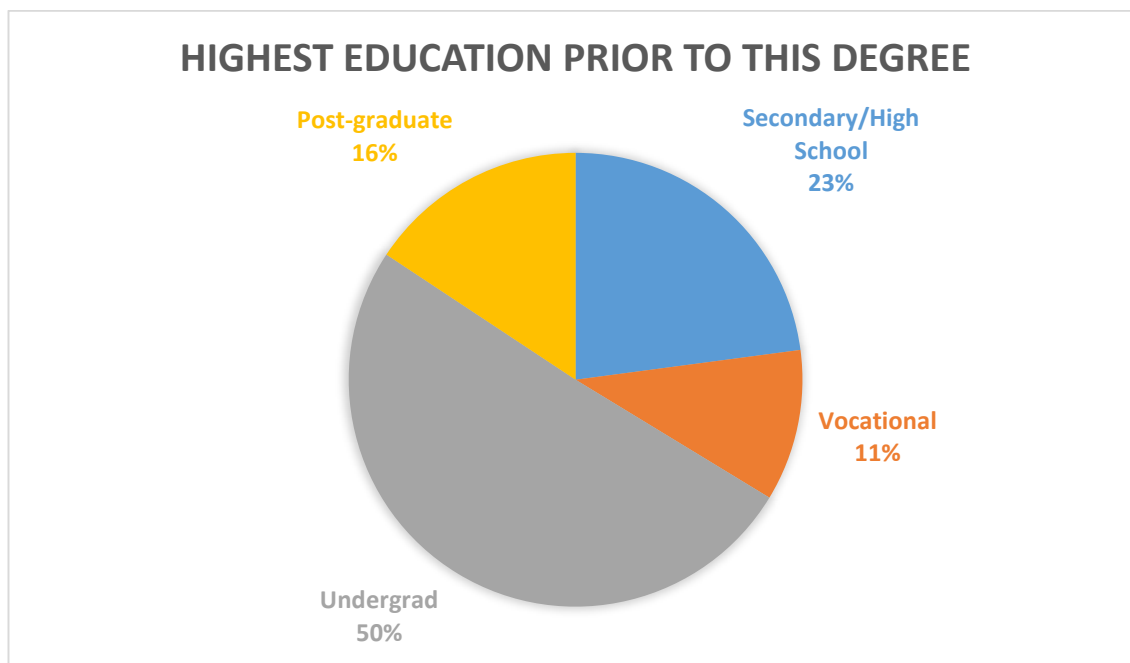


Figure 22: Questionnaire - Highest Education Prior to this Degree

There were four programs out of the listed eleven that had the highest response rate with Degree Programme in Business Management (19.3%), Business Information Technology (16.9%), Nursing (16.9%), and Restaurant Entrepreneurship (18.1%) scoring the highest, respectively.

Which program are you in?		
Degree Program	Re- sponse Percent	Re- sponse Count
Degree Programme in Business Information Technology	16.9%	14
Degree Programme in Business Management	19.3%	16
Degree Programme in Facility Management	7.2%	6
Degree Programme in Nursing	16.9%	14
Degree Programme in Restaurant Entrepreneurship	18.1%	15
Degree Programme in Security Management	8.4%	7
Degree Programme in Social Services	6.0%	5
Degree Programme in Tourism	1.2%	1
Master of Business Administration	4.8%	4
Master of Health Care	0.0%	0
Degree Programme in Commercial Law	1.2%	1

Table 7: Questionnaire - Degree Program

In terms of funding their studies, most answered with personal savings/family (42.2%) with work in Finland (27.7%) a close second. Note, four out of the five that choose the Other option commented that tuition fees were free for them with two out of the five mentioning part-time or KELA to supplement.

How do you fund your studies?		
Fund Source	Response Percent	Response Count
Grant from home country	4.8%	4
Grant from Finland	19.3%	16
Personal savings/Family	42.2%	35
Work in Finland	27.7%	23
EU grant	0.0%	0
Other	6.0%	5

Table 8: Questionnaire - Funding Source

“Finland was my first choice to study abroad” had a 65.82% agree rate while “Laurea was my first choice in Finland” had a slightly lesser degree of agreement at 50.63%. In regards to the factors that influenced choosing Laurea the following were: location at 58.22%, program selection 82.3%, reputation of university 49.37%, and tuition fees 55.7%.

Factors that affected international students decision to study abroad included: wanting to experience other cultures (83.54%), improving chances of getting a good job (87.34%), improving foreign language competence (68.35%), wanting to study in Finland (64.56%), desiring a better quality education than the one offered in their country (77.22%), wanting to study at an institution with an international reputation (65.82%), experiencing different teaching and learning methods (78.48%), difficulty getting into preferred subject in their home country (30.38%), preferred major not available in their home country (15.19%), tuition not being expensive (65.82%), and Laurea being the most suitable option regarding their funding source (49.37%).

Why they specifically chose Finland as the country to study abroad, was asked with 6 questions: desired major was available (75.95%), degree from Finland would yield better job prospects (73.41%), thought quality of Finland’s universities would be excellent (84.81%), wanted to study at an institution with an international reputation (70.89%), desired to improve their English/Finnish (69.62%), and wanting to meet students from other countries and cultures (74.69%).

Statement	Disagreement %	Agreement %	Rating Average (1-5)

Finland was my first choice to study abroad	33.7%	66.3%	3.83
Laurea was my first choice in Finland	49.4%	50.6%	3.43
Location was a factor in choosing Laurea	37.3%	62.7%	3.69
Program selection was a factor in choosing Laurea	16.9%	83.1%	4.23
Reputation of university was a factor in choosing Laurea	50.6%	49.4%	3.40
Tuition fees was a factor in choosing Laurea	45.8%	54.2%	3.51
Experiencing other cultures was a reason to study abroad	18.1%	81.9%	4.05
Improving chances of getting a good job was a reason to study abroad	12.0%	88.0%	4.30
Improving foreign language competence was a reason to study abroad	32.5%	67.5%	3.86
Studying in Finland was a reason to study abroad	36.1%	63.9%	3.71
Better quality education than the one offered in my country was a reason to study abroad	24.1%	75.9%	4.08
Studying at an institution with an international reputation was a reason to study abroad	36.1%	63.9%	3.82
Experiencing different teaching and learning methods was a reason to study abroad	22.9%	77.1%	4.01
Less difficult to get into my preferred subject compared to my home country was a reason to study abroad	69.9%	30.1%	2.80
Preferred major not available in my home country was a reason to study abroad	84.3%	15.7%	2.31
Tuition not expensive was a reason to study abroad	34.9%	65.1%	3.84
Laurea, in terms of suitable option regarding my funding source, was a reason to study abroad	51.8%	48.2%	3.52
Preferred major found in Finland was important to my decision to study in Finland	22.9%	77.1%	3.94
Idea of having better job prospects with a degree from Finland was important to my decision to study in Finland	26.5%	73.5%	3.94
Quality of universities was important to my decision to study in Finland	16.9%	83.1%	4.07
International reputation of institution was important to my decision to study in Finland	30.1%	69.9%	3.83

Improving English/Finnish was important to my decision to study in Finland	31.3%	68.7%	3.86
Meeting students from other countries and cultures was important to my decision to study in Finland	27.7%	72.3%	3.92

Table 9: Questionnaire - Influencing Factors for Going Abroad

When discussing Laurea's marketing methods to prospective students, there were mixed results: social media networks (ie. Facebook, LinkedIn, etc.) with 72.3% disagreeing, 74.7% agreed with the website use, 74.7% disagree with internet ads, 65.1% agreement with friends and family, 90.4% disagree university fair, and 79.5% disagreement among 12 comments under Other.

Regarding access to information/communication, there were 12 factors listed in this questionnaire. The following are the 12 factors with their agreement/disagreement levels: referral to Laurea from the aforementioned channels (50.6%), Laurea web page was user-friendly (66.3%), information on Laurea was adequate (72.3%), relevant information to inquiries were available (73.3%), contact information was easily accessible (80.7%), international office was of great help (66.3%), Laurea's website encouraged them to attend the university (50.6%), communication with staff and academics via e-mail was easy (77.1%), information regarding accommodation was available at the website (57.8%), information about fees were clear (62.2%), read about Laurea Alumni stories (75.9% disagreement), and felt that Laurea is interested in building an international student community (68.7%).

In regards to barriers to communicate, four options were given. There was disagreement with failure to follow-up at 80.7% and language at 57.8%, and the trend continuing as seen with misunderstanding (73.2%) and wrong contact (88.0%).

Statement	Disagreement %	Agreement %	Rating Average (1-5)
Found out about Laurea through social media networks	72.3%	27.7%	2.70
Found out about Laurea through their website	25.3%	74.7%	3.81
Found out about Laurea through internet ads	74.7%	25.3%	2.69
Found out about Laurea through friends and family	34.9%	65.1%	3.61
Found out about Laurea through university fairs	90.4%	9.6%	2.25
Found out about Laurea through other channels	79.5%	20.5%	2.73

Frequently referred to Laurea by the aforementioned channels	50.6%	49.4%	3.18
The Laurea web page was user friendly	33.7%	66.3%	3.65
Information on Laurea was adequate	27.7%	72.3%	3.71
Relevant information available for inquiries	26.5%	73.5%	3.75
Contact information was easily accessible	19.3%	80.7%	3.92
The international office was of great help	33.7%	66.3%	3.87
Laurea's website encouraged attendance to university	49.4%	50.6%	3.48
Communication with staff and academics via e-mail was easy	22.9%	77.1%	3.83
Information regarding accommodation was available at the website	57.8%	42.2%	3.23
Information about fees were clear	39.8%	60.2%	3.73
Read about Laurea Alumni stories	75.9%	24.1%	2.81
Laurea is interested in building an international student community	31.3%	68.7%	3.71
Failure to follow-up was a barrier for communication	80.7%	19.3%	2.82
Language was a barrier for communication	57.8%	42.2%	3.04
Misunderstanding was a barrier for communication	72.3%	27.7%	2.76
Wrong contact was a barrier for communication	88.0%	12.0%	2.46

Table 10: Questionnaire - Laurea Marketing and Communication

Finally, at the end of the questionnaire there was an open-ended question. Respondents were asked if there were any other comments, questions or concerns and 15 left a message (Though 2 were not related to the purpose of this survey). These comments will be discussed within the discussion section. Below is a compilation of all the Likert scale questions, divided into disagreement, agreement, and rating average.

Statement	Disagreement %	Agreement %	Rating Average (1-5)
Finland was my first choice to study abroad	33.7%	66.3%	3.83
Laurea was my first choice in Finland	49.4%	50.6%	3.43
Location was a factor in choosing Laurea	37.3%	62.7%	3.69
Program selection was a factor in choosing Laurea	16.9%	83.1%	4.23

Reputation of university was a factor in choosing Laurea	50.6%	49.4%	3.40
Tuition fees was a factor in choosing Laurea	45.8%	54.2%	3.51
Experiencing other cultures was a reason to study abroad	18.1%	81.9%	4.05
Improving chances of getting a good job was a reason to study abroad	12.0%	88.0%	4.30
Improving foreign language competence was a reason to study abroad	32.5%	67.5%	3.86
Studing in Finland was a reason to study abroad	36.1%	63.9%	3.71
Better quality education than the one offered in my country was a reason to study abroad	24.1%	75.9%	4.08
Studying at an institution with an international reputation was a reason to study abroad	36.1%	63.9%	3.82
Experiencing different teaching and learning methods was a reason to study abroad	22.9%	77.1%	4.01
Less difficult to get into my preferred subject compared to my home country was a reason to study abroad	69.9%	30.1%	2.80
Preferred major not available in my home country was a reason to study abroad	84.3%	15.7%	2.31
Tuition not expensive was a reason to study abroad	34.9%	65.1%	3.84
Laurea, in terms of suitable option regarding my funding source, was a reason to study abroad	51.8%	48.2%	3.52
Preferred major found in Finland was important to my decision to study in Finland	22.9%	77.1%	3.94
Idea of having better job prospects with a degree from Finland was important to my decision to study in Finland	26.5%	73.5%	3.94
Quality of universities was important to my decision to study in Finland	16.9%	83.1%	4.07
International reputation of institution was important to my decision to study in Finland	30.1%	69.9%	3.83
Improving English/Finnish was important to my decision to study in Finland	31.3%	68.7%	3.86
Meeting students from other countries and cultures was important to my decision to study in Finland	27.7%	72.3%	3.92

Found out about Laurea through social media networks	72.3%	27.7%	2.70
Found out about Laurea through their website	25.3%	74.7%	3.81
Found out about Laurea through internet ads	74.7%	25.3%	2.69
Found out about Laurea through friends and family	34.9%	65.1%	3.61
Found out about Laurea through university fairs	90.4%	9.6%	2.25
Found out about Laurea through other channels	79.5%	20.5%	2.73
Frequently referred to Laurea by the aforementioned channels	50.6%	49.4%	3.18
The Laurea web page was user friendly	33.7%	66.3%	3.65
Information on Laurea was adequate	27.7%	72.3%	3.71
Relevant information available for inquiries	26.5%	73.5%	3.75
Contact information was easily accessible	19.3%	80.7%	3.92
The international office was of great help	33.7%	66.3%	3.87
Laurea's website encouraged attendance to university	49.4%	50.6%	3.48
Communication with staff and academics via e-mail was easy	22.9%	77.1%	3.83
Information regarding accommodation was available at the website	57.8%	42.2%	3.23
Information about fees were clear	39.8%	60.2%	3.73
Read about Laurea Alumni stories	75.9%	24.1%	2.81
Laurea is interested in building an international student community	31.3%	68.7%	3.71
Failure to follow-up was a barrier for communication	80.7%	19.3%	2.82
Language was a barrier for communication	57.8%	42.2%	3.04
Misunderstanding was a barrier for communication	72.3%	27.7%	2.76
Wrong contact was a barrier for communication	88.0%	12.0%	2.46

Table 11: All of the Likert Scale Questions

4.3 Cross-Tabulations Analysis

Cross-tabulation is comparing the relationship between two variables, independent (and dependent). This was done by using the chi-square test, which determines if the results of a cross-tab is statistically significant. When $\alpha = 0.05$ or lower, that implies significance between the relationship of the variables.

The following shows the relation between three independent variables (age, gender, and region) and dependent variables selected from the questionnaire to reflect respondents' reasons for choosing Laurea UAS. A few of these dependent variables are significant in relation to the independent as denoted by the bolded text and asterisk. Dependent variables were given a shorten title from their actual, and the original variable title can be found in Appendix B.

It is significant to note that choosing their [students] program is significantly dependent on age, gender, and region. Meanwhile, there are several variables that were significantly dependent only on age: FirstFinland, ExperienceOtherCultures, LanguageCompetence, BetterEducation, InternationalReputation, MajorFinland, and WebEncourage. Interestingly, region was an independent variable that showed significant relation with HumanDevelopment, HardGetSub, FriendsFamily, and Alumni. Lastly, gender showed significance on only a few dependent variables: Other, InfoAdequate, and ContactInfo.

	Age		Gender		Region	
	χ^2	P	χ^2	P	χ^2	P
Program	55.503*	0.001*	19.108*	0.024*	124.240*	0.039*
FirstFinland	8.116*	0.044*	0.351	0.554	10.198	0.335
ExperienceOtherCultures	8.512*	0.037*	1.108	0.293	13.295	0.150
LanguageCompetence	9.475*	0.024*	1.590	0.207	9.526	0.390
BetterEducation	8.910*	0.031*	0.000	0.995	15.455	0.079
InternationalReputation	7.905*	0.048*	0.053	0.817	9.893	0.359
MajorFinland	15.158*	0.002*	0.557	0.456	5.537	0.785
WebEncourage	9.668*	0.022*	0.097	0.756	7.418	0.594
Other	1.745	0.627	8.333*	0.004*	5.926	0.747
InfoAdequate*	1.062	0.786	4.157*	0.041*	8.463	0.488
ContactInfo	4.085	0.252	3.960*	0.047*	11.787	0.226
HumanDevelopment	2.347	0.885	2.762	0.251	29.852*	0.039*
HardGetSub	1.586	0.663	0.136	0.712	19.458*	0.022*
FriendsFamily	0.656	0.884	0.299	0.584	22.201*	0.008*
Alumni	1.522	0.677	1.173	0.279	18.442*	0.030*

Table 12: Chi-square values (χ^2) and Probability (P); those with * possess significance

4.4 SWOT Analysis

A SWOT analysis can be used as part of business planning, market analysis, project management, organizational change, individual development (such as a career change or evaluation), or any situation requiring strategic planning to reach an objective. It is sometimes done in combination with a PEST analysis, which looks at the broader political, economic, social and

technological factors, and provides a macro-environmental view. This broader external analysis may be relevant depending on the size of the business and type or scope of project under consideration, but a simple SWOT analysis can be helpful for any size of business. And since the analysis considers both internal and external factors, it's an opportunity for businesses to take an honest look at what they can handle and which strategies or operations need to change.

- Strengths and Weaknesses - These are internal factors, which in a business context may include financial resources, human resources, facilities, equipment, processes and systems. It's important to remember that what constitutes a strength or weakness will depend on the objective that is being assessed. An element of a business could be a strength in one instance and a weakness in another context depending on how it affects the objectives.
- Opportunities and Threats - The external elements influencing the business may include market trends, outside funding, customer demographics, suppliers, the economic climate, political and environmental issues, and other factors. The analysis can help identify new business opportunities and areas for growth as well as issues that could hinder a project or business endeavor.

Figure 12, is an illustration of this paper's proposed Laurea UAS SWOT analysis based on observations from their website, results from the questionnaire, and comments left by respondents.

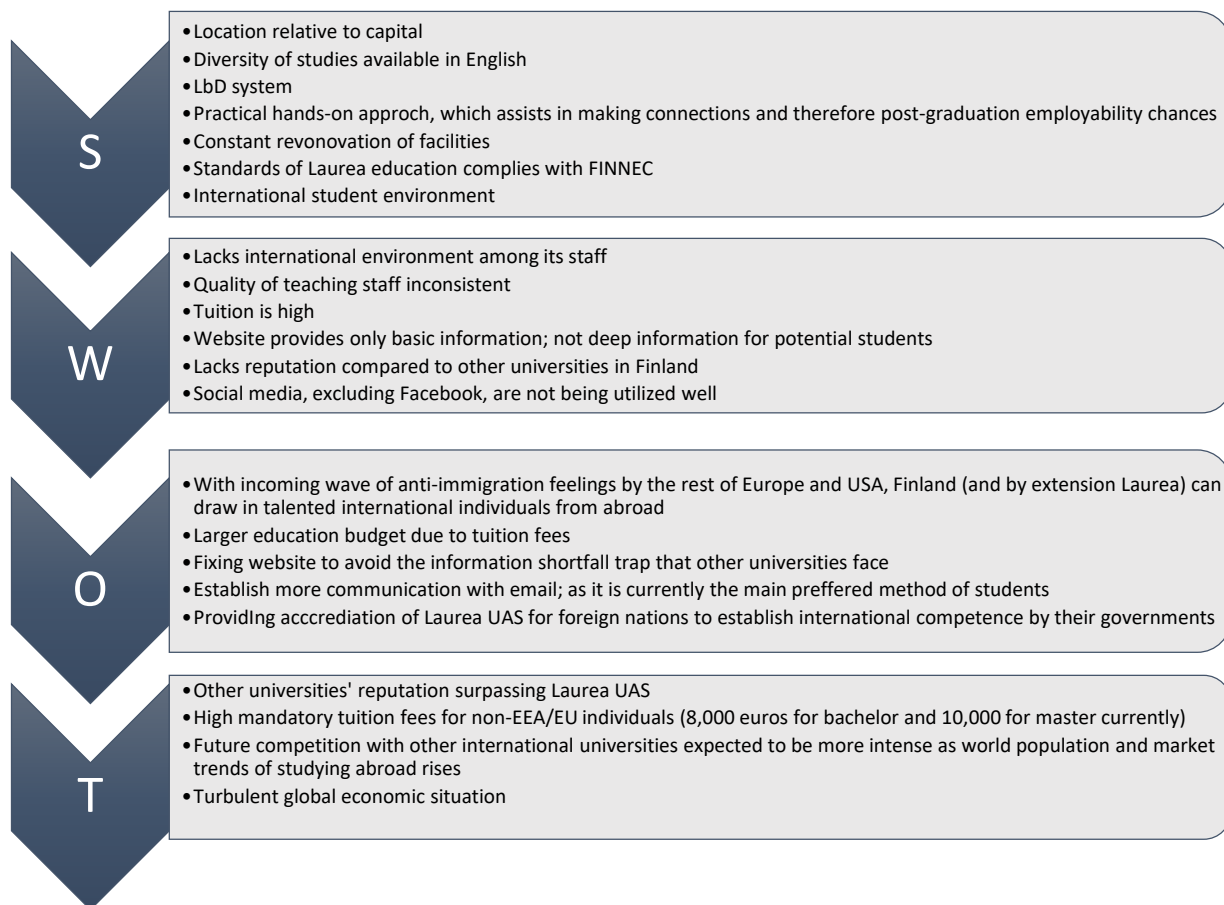


Table 13: SWOT Analysis of Laurea UAS

5 Recommendations

The following conclusions were made and, therefore, recommended:

- Improvements can be made on the university website. Previous studies and this survey suggest that the types of information prospective students expect to find on official university websites are usually either difficult to locate or simply do not exist; specifically, information on funding and scholarships, with detailed course information as a close second in regards to "information shortfall" Laurea UAS can capitalize on this knowledge and improve the depth of their information provided on the university website as well as improving online searches for this knowledge.
- Social media usage is growing and evolving at an exponential rate. Respondents in this survey, and the QS survey, see social media as both necessary and unnecessary when determining during their research phase of universities. Correlations between demographic data and dependent variables (e.g. motivations/reasons) were not as straightforward as assumed, leading to the understanding that assumptions should not be made about applicants. Nevertheless, some assumptions about correlations between age, gender, and region (as well as preferred social channel) were roughly accurate. This means social media can be a powerful tool for oversea campaigns.

- Personalization and relevance is extremely important. Studies have shown the importance of communications between the brand and consumer being both personal and relevant. Therefore, rather than sending out a flood of generic promotional messages, it would behoove Laurea UAS to utilize differentiated communication messages and channels for applicants of different profiles and throughout the stages of their application process. This ensures that all prospective students will be able to access the information they want easily and without confusion. It also allows for Laurea UAS to be in constant communication with the prospective students, with the ability to respond to any feedback given by these communications.
- Of all methods, e-mail is still the preferred method for contact. According to QS World Tour Survey, people who are interested in contacting universities use e-mail at 69% and are contacted by the same method 72%, from universities, of the time. In the same survey, 9% of the respondents said they used social media to contact universities, though only 5% view it as their ideal method, and only 3% ideally want to be contacted by universities this way. This matches with question 12 of this paper's survey where 72.3% of the respondents said that did not become aware of Laurea through social media. In fact, the highest percentage for awareness channels were from Laurea's website and word-of-mouth from friends and family. To explain the discrepancies, it may be that it is difficult for these individuals to locate the proper email contact or perhaps experienced slow response times which prompted candidates to try other channels.
- Reputation and brand prospectives are a must. Many of this paper's survey respondents stated in the additional comment section that Laurea UAS simply did not possess any sort of reputation. This can be changed by factoring in what is important for these individuals when searching for their university choice such as:
 - Employability-related factors have gained more importance over the past decade. There are trends that show prospective students are considering their future career chances when making a decision as to where to study, what to study, and which university to study at. These considerations may be linked to a specific professional plan or the idea of becoming employable as quickly as possible. Laurea UAS has boasted in the past that a high percentage of its graduates have successfully gained employment shortly after finishing their studies. This should be sold as part of its reputation.
 - Access to financial aid is another factor that has become more influential when determining university choice. Although ensuring their qualifications are internationally recognized is the principal concern, a growing number of students say their country choice is impacted by funding availability.

6 Conclusion

With the announcement of obligatory tuition fees, Laurea UAS suffered a sharp decline in international students applying for degree programs since Spring of 2016. As such, Laurea's Marketing Team has been in the process of planning their future international marketing strategies. The purpose of this paper was to examine specifically the university's digital marketing and international students' motivations. This was done by answering the following questions:

1. Who are the current students that apply for degree programs at Laurea?
2. What are the influencing factors for students' university choices?
3. Which digital channels work better than others in engaging potential students?
4. How can Laurea increase student registration after the decline of Spring 2016?

To summarize, it was determined that, in its current form, Laurea UAS digital marketing was attracting predominately female Asians under the age of 36 years. Most respondents indicated that tuition fees and desire to study abroad, in general, were major factors as to why they choose Finland. In Laurea UAS case, results suggested that students choose the university not due to its success in branding but rather in its convenience compared to other UASs. Furthermore, applicants became aware of Laurea mostly through referrals or by searching the university's website. Laurea's digital marketing should switch to a having a more proactive role in communicating personalized and relevant promotional material to prospective students; while addressing these individuals concerns for international recognition, funding availability, and future employment prospect.

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Due to limitations on SurveyMonkey, pages 55-58 are screenshots of the questionnaire utilized for this paper with a link to a pdf version available here:



[SurveyMonkey_116113051.pdf](#)

Appendix 1: Questionnaire

World Regions Map



* 1. Where are you from?

- | | | |
|--------------------------------------|------------------------------------|---------------------------------------|
| <input type="radio"/> North America | <input type="radio"/> Russia | <input type="radio"/> South Asia |
| <input type="radio"/> Latin America | <input type="radio"/> Africa | <input type="radio"/> East Asia |
| <input type="radio"/> Western Europe | <input type="radio"/> Middle East | <input type="radio"/> South East Asia |
| <input type="radio"/> Eastern Europe | <input type="radio"/> Central Asia | <input type="radio"/> Oceania |

Other (please specify)

* 2. Which best fits where you grew up?

- Rural (Low population density and small settlements; countryside)
- Suburb (Outlying district of a city, usually a residential one)
- Urban (High population density and infrastructure; city)

* 3. Please choose the appropriate age group from the following:

- 18 - 21 years
- 22 - 25 years
- 26 - 30 years
- 30 - 35 years
- 36+ years

* 4. Gender

- Male
- Female

* 5. Highest education prior to this degree:

- Secondary/High school
- Vocational
- Undergrad
- Post-graduate

* 6. Which program are you in?

- Degree Programme in Business Information Technology
- Degree Programme in Business Management
- Degree Programme in Facility Management
- Degree Programme in Nursing
- Degree Programme in Restaurant Entrepreneurship
- Degree Programme in Security Management
- Degree Programme in Social Services
- Degree Programme in Tourism
- Master of Business Administration
- Master of Health Care
- Other (please specify)

* 7. How do you fund your studies?

- Grant from home country
- Grant from Finland
- Personal savings/Family
- Work in Finland
- EU grant
- Other (please specify)

* 8. First Choices

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Finland was my first choice to study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laurea was my first choice in Finland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 9. My decision to choose Laurea was based on:

	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program Selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuition Fees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 10. This reason was important to my decision to study abroad:

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I wanted to experience other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to improve my chances of getting a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to improve my foreign language competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to study in Finland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted a better quality education than the one offered in my country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to study at an institution with an international reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to experience different teaching and learning methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was difficult to get into my preferred subject in my home country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preferred major is not available in my home country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tuition was not expensive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laurea was the most suitable option regarding my funding source	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 11. This reason was important to my decision to study in Finland:

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I found the major I wanted to study in Finland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I thought that with a degree from Finland I would have better job prospects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I thought that the quality of Finland's universities would be excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to study at an institution with an international reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to improve my English/Finnish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to meet students from other countries and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 12. I became aware of Laurea through the following channels:

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Social Media Networks (ie. Facebook, LinkedIn)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet Ads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends & Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 13. Access to Information/Communication

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I was referred to Laurea frequently by the aforementioned channels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Laurea web page is user friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found information on Laurea to be adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found relevant information to my inquiries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact information was easily accessible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The international office was of great help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laurea's website encouraged me to attend this university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication with staff and academics via e-mail was easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information regarding accommodation was available at the website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about fees were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read about Laurea Alumni stories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt that Laurea is interested in building an international student community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 14. Barriers to communication

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Failure to follow-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Misunderstanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrong contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Do you have any other comments, questions, or concerns?