Willingness to Pay (WTP) Assessment for *Uruguay Global*

Program of Promotion of Exports of High Value-Added Services based on Technology (UR-L1150)

April 2018

Preliminary Report

This report was elaborated by a technical team within the **Inter-American Development Bank's** Trade and Investment Division **(INT/TIN)** using data from ***ConnectAmericas*** registered users

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1. Methodology and survey design

We performed our analysis based on a survey to 2,829 individuals from ConnectAmericas' database. This survey had two parts. In the first part of the exercise, we asked 10 demographic questions, such as country of residence, educational status, and experience with STEM disciplines. We wanted to identify the right target among all the respondents, to perform the WTP analysis using the right segment. The demographic questions were the following:

- Country of residence
    - Open
- Educational status
    - Currently doing my undergraduate studies
    - Graduated less than 5 years ago
    - Graduated more than 5 years ago
    - None of the above
- Working status
    - Full-time employee
    - Part-time employee
    - I have my own company
    - None of the above
- Sector in which the respondent works
    - Open
- Role or position in the company
    - Analyst
    - Manager
    - Director
    - Owner
    - Other
- Entrepreneurial experience
    - I have founded a company
    - I have not founded a company
- Experience in STEM and knowledge of programming languages
    - I do not have any experience in STEM
    - I have between 1 and 5 years of experience in STEM disciplines
    - I have more than 5 years of experience in STEM disciplines
    - I know at least one programming language
    - I do not know any programming language
- English level
    - Basic
    - Intermediate
    - Advanced

    - Bilingual/Native
    - No knowledge
- Interest in pursuing a graduate degree
    - Not interested at all
    - Slightly interested
    - Interested
    - Very interested
- Actively seeking educational programs to continue studying
    - Yes
    - No
- Reason for continuing studying
    - Get a promotion in my company
    - Obtain better employment
    - Create a company that offers a new product or service
    - I do not want to continue studying
    - Other

In the second part of the survey, we asked questions following the Choice Based Conjoint (CBC) Methodology. This methodology falls into the indirect ways of asking people for their willingness to pay for a certain product or service. Its goal is to assess a respondent's willingness by exposing him/her to a competitive setting, where he/she can see each of the relevant options, each with the relevant attributes needed to make an informed decision. In this case, the respondent can always choose the "None of the above" option, given that it is a product that is not required.

Hence, firstly, according to the opinion of the experts we consulted[1], we identified all the relevant existing competing alternatives to the Uruguay Global (UG) program:

- Maestría en Administración de Tecnologías de Información – TEC Monterrey (México) and Carnegie Mellon (USA)
- Maestría en Gestión de la Innovación Tecnológica - Universidad Iberoamericana (México)
- Master of Technology – MIT (USA)
- Master of Technology and Leadership – MIT (USA)

Secondly, we decomposed those programs into the following attributes:

- Type of program
- University teaching the program
- Course Location (on-line, on campus, etc.)
- Commitment (part-time, full-time, etc.)
- Duration

[1] For the design and analysis of this survey we worked closely with Lisa Lee and Lorena Bustamante, both Ed.M from Harvard Graduate School of Education, and educational consultants.

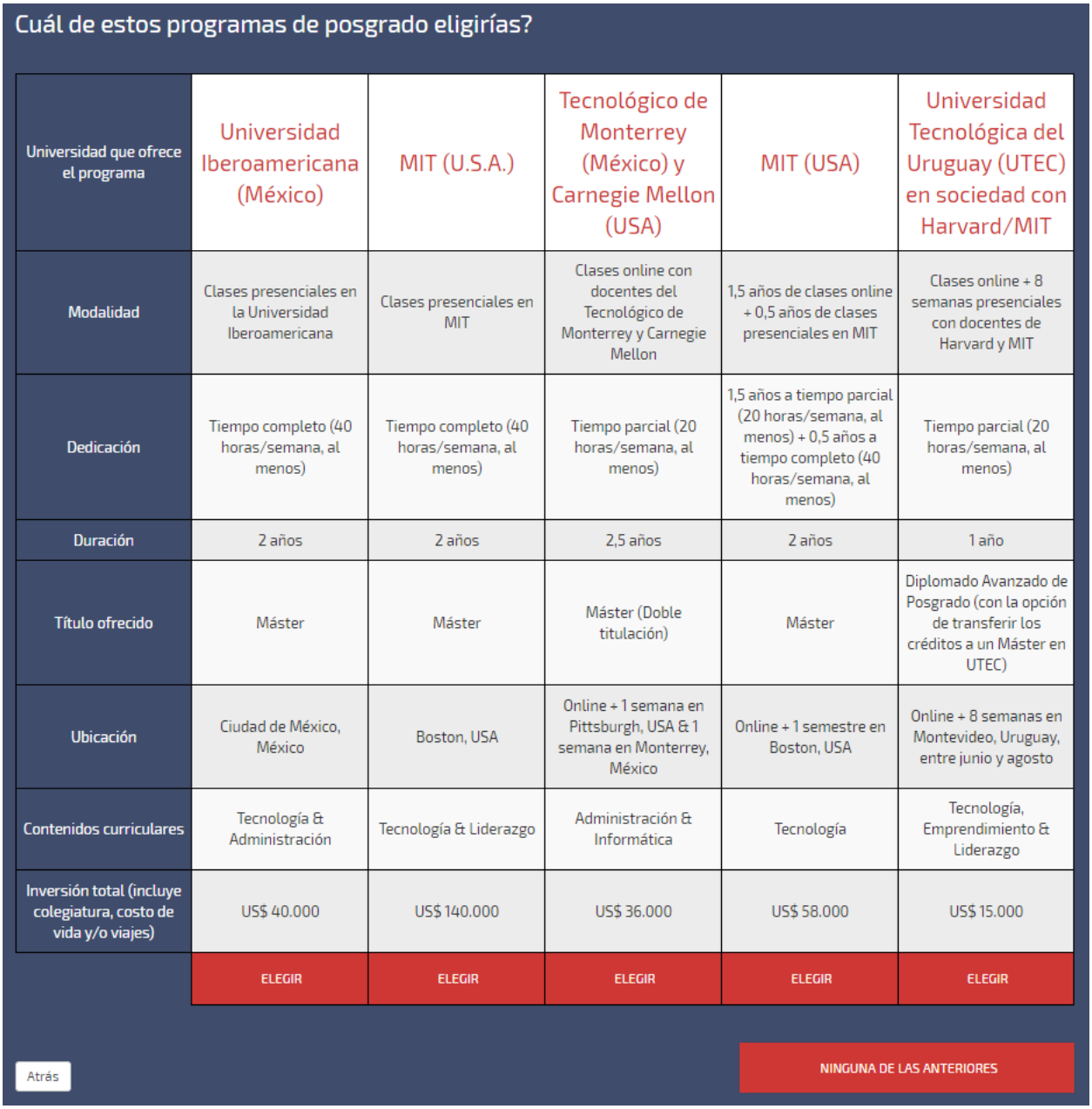
- Location
- Degree (Masters, Advanced degree, etc.)
- Cost of attendance (tuition plus cost of living)

Conjoint analysis allows you to choose more than one level for a specific attribute of a certain program. For our study, we chose only one for each attribute except for “location”, for which we included two options for the UG program. One option required students to travel to Montevideo once for 8 weeks, whereas the other one split those 8 weeks into 3 trips of 2, 4, and 2 weeks each. Moreover, we did include different price levels for UG’s alternatives. Specifically, we chose the following:

- US$10,000
- US$15,000
- US$20,000
- US$25,000

Lastly, for delivering the survey, we used a web-based software called Conjointly. This is a specialized software for performing conjoint analysis. The question we asked was the following: “Which of these graduate programs would you choose?” (“¿Cuál de estos programas de posgrado eligirías?”) followed by sets of 5 of the previously identified programs and the option “None of the above”. Figure 1 shows an example of these sets:

Figure 1: Conjoint question example with 2 different Locations

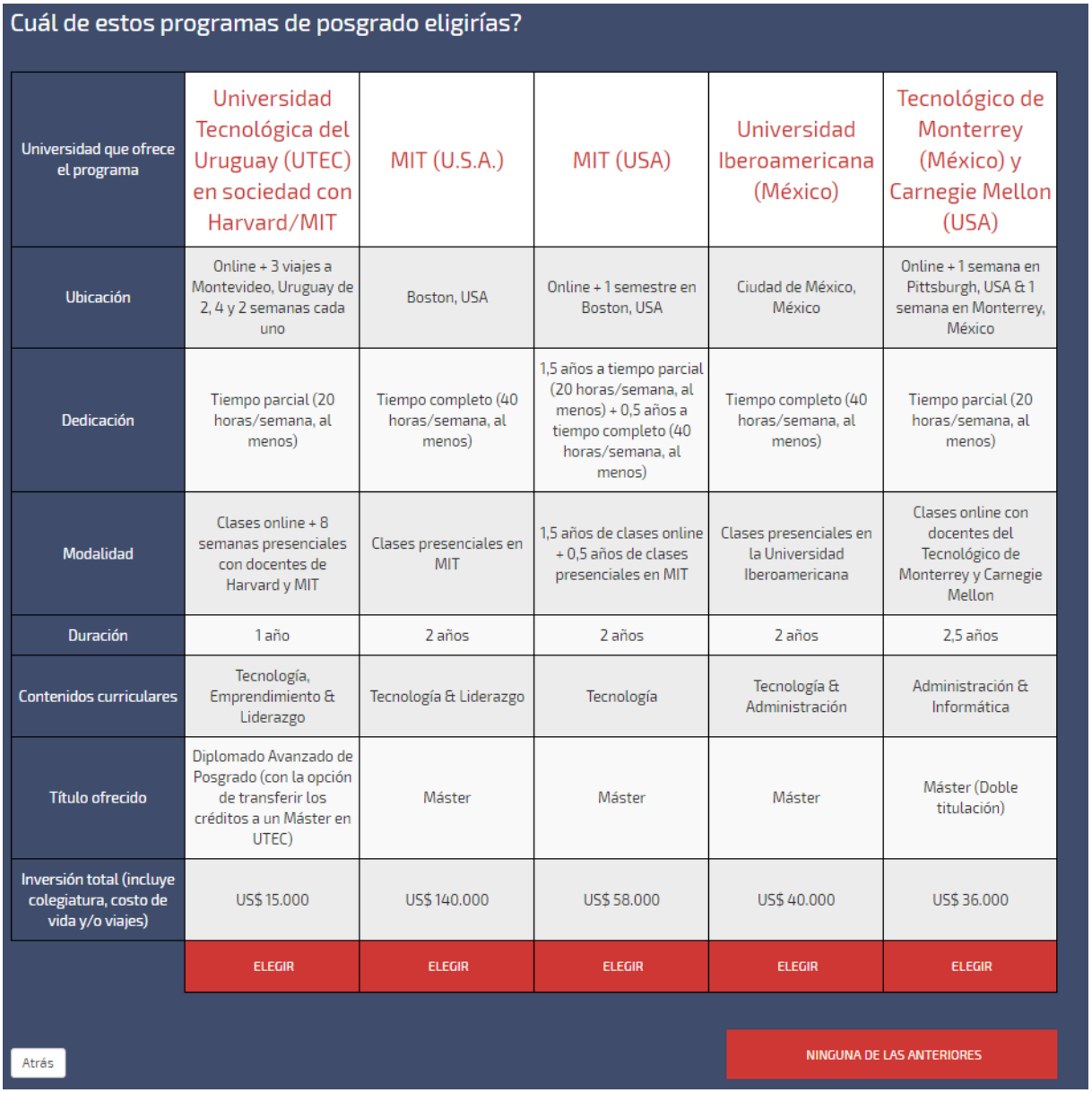


Cuál de estos programas de posgrado eligirías?

Universidad que ofrece el programa	Universidad Iberoamericana (México)	MIT (U.S.A.)	Tecnológico de Monterrey (México) y Carnegie Mellon (USA)	MIT (USA)	Universidad Tecnológica del Uruguay (UTEC) en sociedad con Harvard/MIT
Modalidad	Clases presenciales en la Universidad Iberoamericana	Clases presenciales en MIT	Clases online con docentes del Tecnológico de Monterrey y Carnegie Mellon	1,5 años de clases online + 0,5 años de clases presenciales en MIT	Clases online + 8 semanas presenciales con docentes de Harvard y MIT
Dedicación	Tiempo completo (40 horas/semana, al menos)	Tiempo completo (40 horas/semana, al menos)	Tiempo parcial (20 horas/semana, al menos)	1,5 años a tiempo parcial (20 horas/semana, al menos) + 0,5 años a tiempo completo (40 horas/semana, al menos)	Tiempo parcial (20 horas/semana, al menos)
Duración	2 años	2 años	2,5 años	2 años	1 año
Título ofrecido	Máster	Máster	Máster (Doble titulación)	Máster	Diplomado Avanzado de Posgrado (con la opción de transferir los créditos a un Máster en UTEC)
Ubicación	Ciudad de México, México	Boston, USA	Online + 1 semana en Pittsburgh, USA & 1 semana en Monterrey, México	Online + 1 semestre en Boston, USA	Online + 8 semanas en Montevideo, Uruguay, entre junio y agosto
Contenidos curriculares	Tecnología & Administración	Tecnología & Liderazgo	Administración & Informática	Tecnología	Tecnología, Emprendimiento & Liderazgo
Inversión total (incluye colegiatura, costo de vida y/o viajes)	US$ 40.000	US$ 140.000	US$ 36.000	US$ 58.000	US$ 15.000
	ELEGIR	ELEGIR	ELEGIR	ELEGIR	ELEGIR

Atrás

NINGUNA DE LAS ANTERIORES



2. Overall Sample

2.1 Demographics

We initially sent the survey via email to 136,958 registered users from ConnectAmericas.com. With a single push, and offering a chance to win one of two available tablets, we gathered 2,829 responses so far. Here are the demographics of all the respondents.

Country of residence

Not surprisingly, most of the respondents are currently living in a Latin American country. As seen in Table 1, Colombia is the most represented country with 18.9% of all responses, followed by Peru (13.6%), Mexico (8%), Brazil (7.9%), and Venezuela (7.7%). Altogether they add up to 56% of all responses.

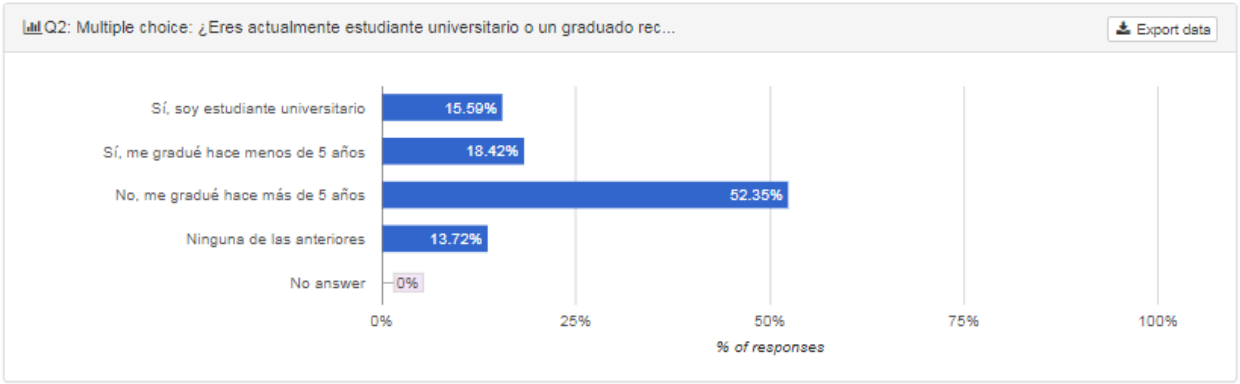
Table 1: All respondents by country of residence

Country	Count	Share
Colombia	536	18.9%
Peru	385	13.6%
Mexico	226	8.0%
Brazil	224	7.9%
Venezuela	217	7.7%
Argentina	208	7.4%
Ecuador	147	5.2%
Bolivia	122	4.3%
Chile	111	3.9%
Costa Rica	105	3.7%
Paraguay	80	2.8%
El Salvador	80	2.8%
Uruguay	72	2.5%
Guatemala	63	2.2%
Panama	54	1.9%
Honduras	42	1.5%
Dominican Republic	41	1.4%
USA	29	1.0%
Spain	26	0.9%
Nicaragua	15	0.5%
Trinidad and Tobago	13	0.5%
Other	33	1.2%
Total	**2829**	**100%**

Educational status

More than half of total respondents (52.35%) graduated more than 5 years ago, according to Figure 2. The surveyed sample, in any case, is highly educated, given that only 13.72% of them reported not being either completed or pursuing a degree.

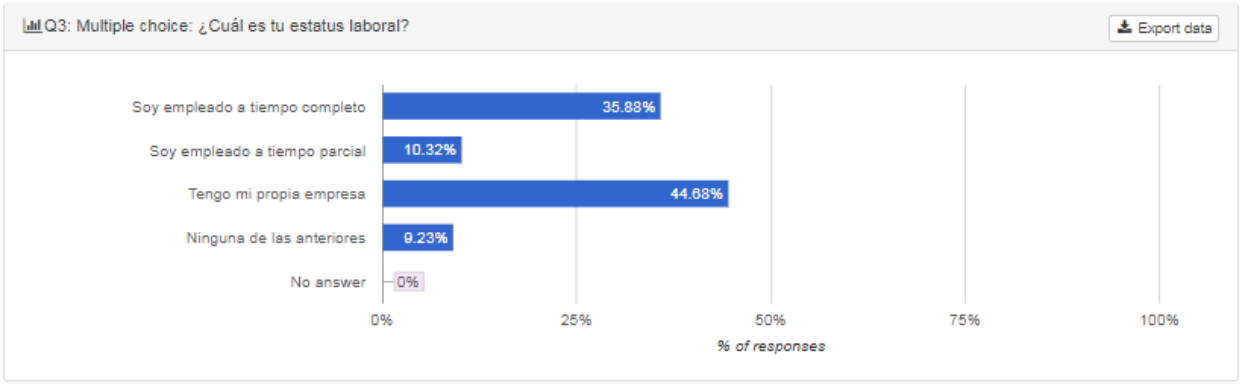
Figure 2: Educational status



Working status

Figure 3 shows that a vast majority of the respondents (80.6%) has a full-time job, either in their own company (44.7%) or as employees (35.9%).

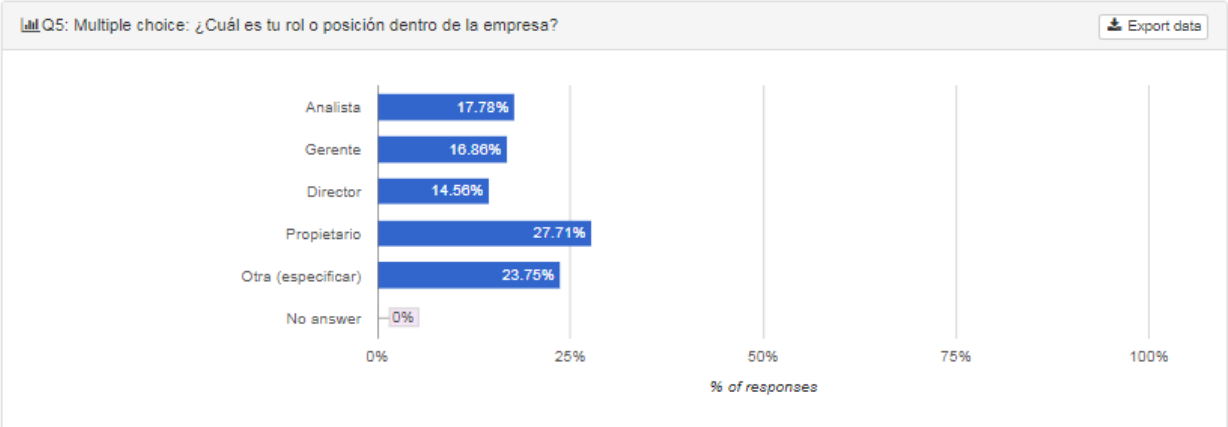
Figure 3: Working status



Position in the company

Regarding the role or position in the company, respondents hold, in general, a high responsibility level. As we can see in Figure 4, 16.9% are managers, 14.6% reported being directors, and 27.7% owners.

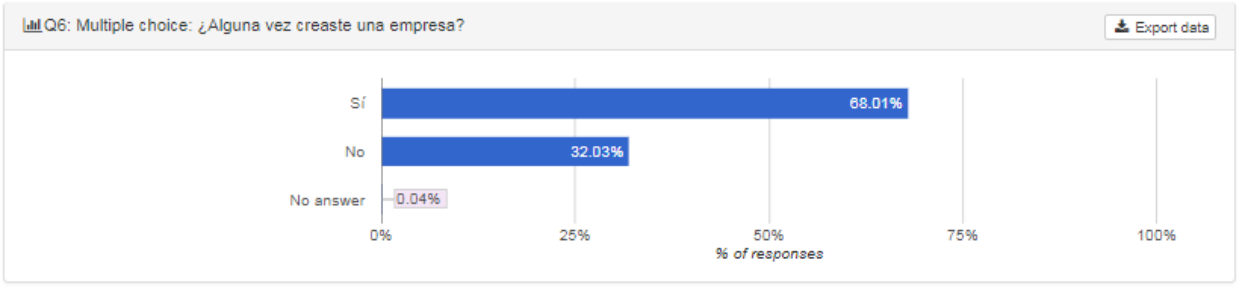
Figure 4: Position in the company



Entrepreneurial spirits

Respondents were also very entrepreneurial, if we consider that 68% of them, according to Figure 5, had founded a company at any point in their lives.

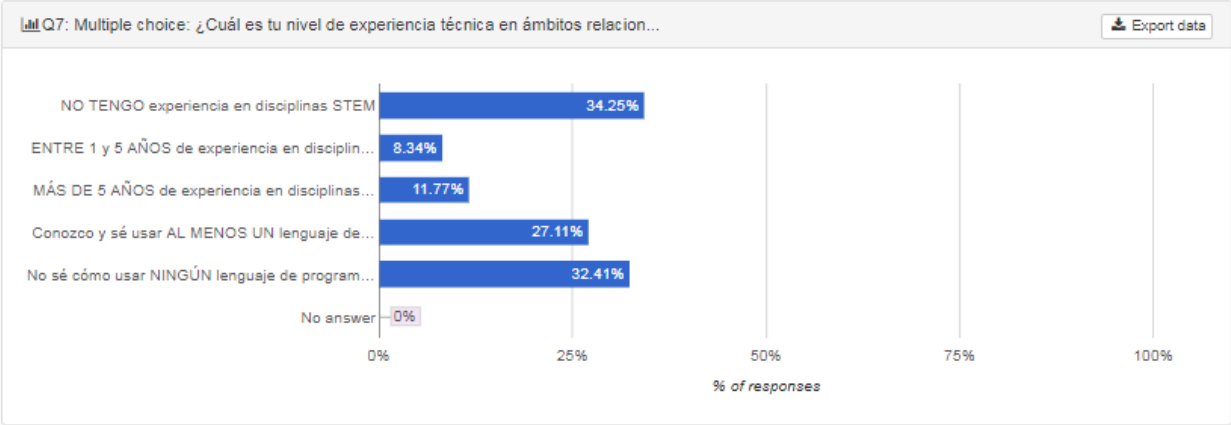
Figure 5: Entrepreneurial spirits



Expertise in STEM related disciplines and knowledge of programming languages

When looking at relevant expertise or knowledge for the UG program, we see that only 20.1% reported having experience in STEM, and 27.11% have practical knowledge of at least one programming language.

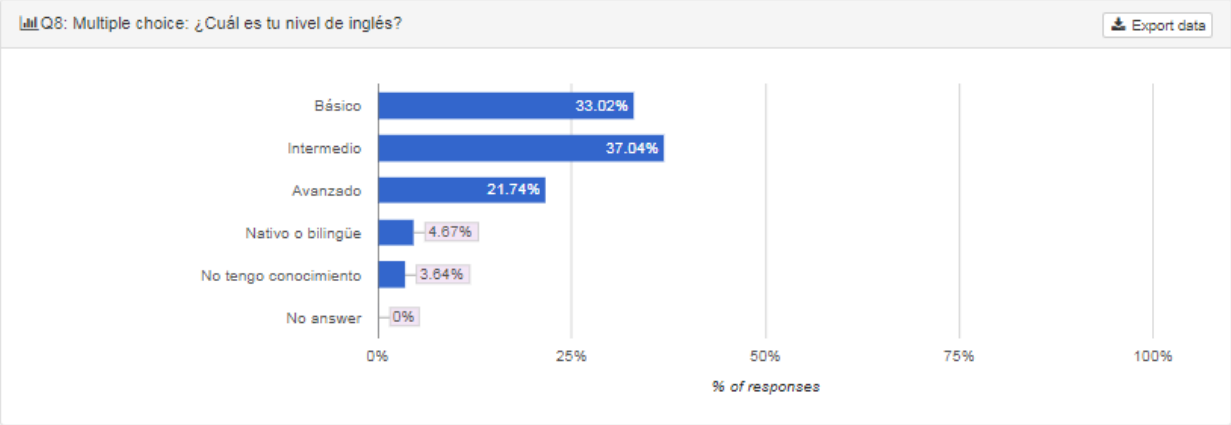
Figure 6: Experience with STEM and knowledge of programming languages



English level

In this area, following Figure 7, respondents showed some knowledge: only 3.6% did not have any knowledge of this language. However, English level is not very high, given that only 21.7% are advanced speakers and only 4.7% consider themselves native or bilingual.

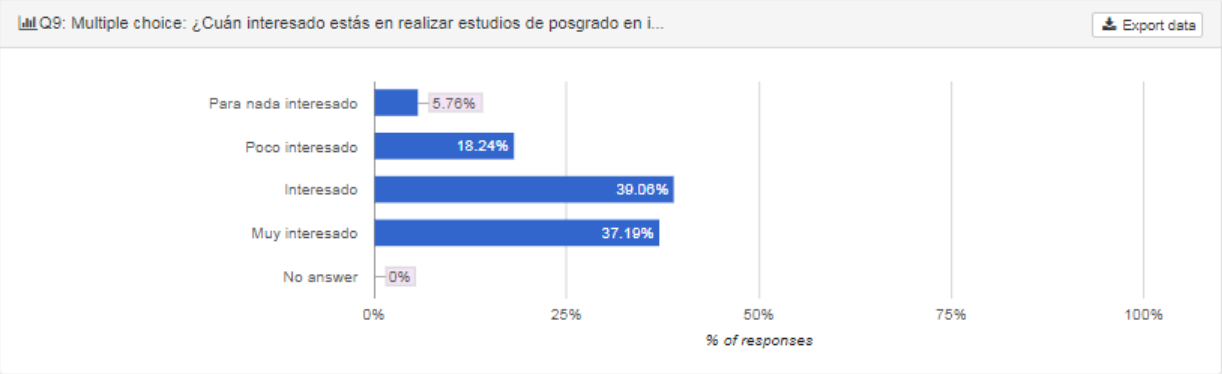
Figure 7: English level



Interest in a graduate degree

Respondents were very eager to continue studying after getting an undergraduate degree. Figure 8 shows that 76.25% of the respondents are either interested or very interested in graduate studies.

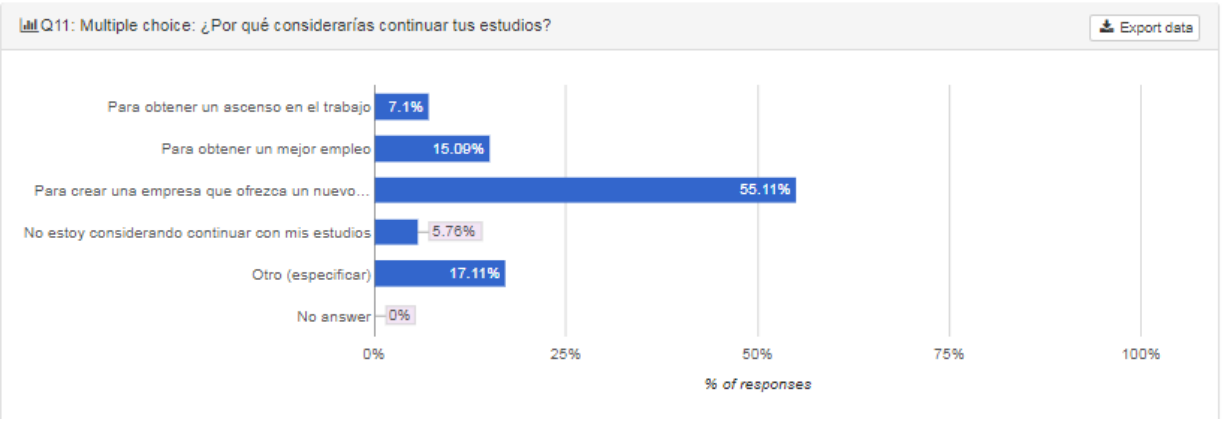
Figure 8: Interest in graduate degree



Reason for continuing with their studies

In this area, most of the respondents (55.1%) want to pursue a graduate degree to create a company that offers new products or services.

Figure 9: Reason for continuing studying

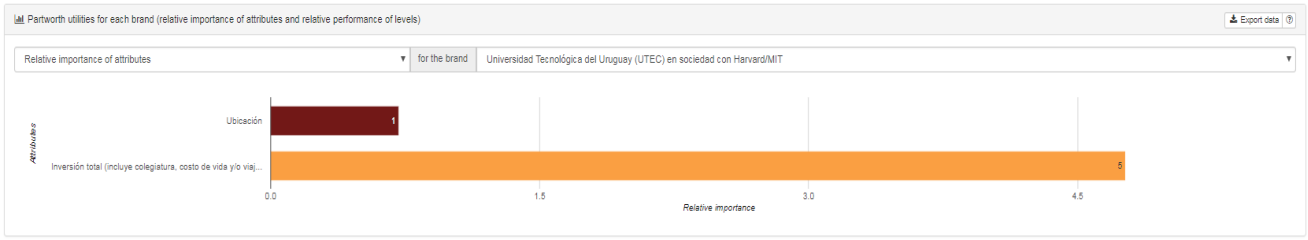


2.2 Results

Relative importance of key attributes and relative performance of levels

Figure 10 depicts the relative importance of the key attributes for the aggregate responses. It shows only Price (Inversión total) and Location (Ubicación), because those are the only attributes for which we included more than one level. According to it, Price affects customer's choices more strongly than it does Location. This depends, of course, on customer's preferences, but also on how extreme the levels are for a specific level. In other words, the more different the levels are for a specific attribute, the more important that attribute is likely to be.

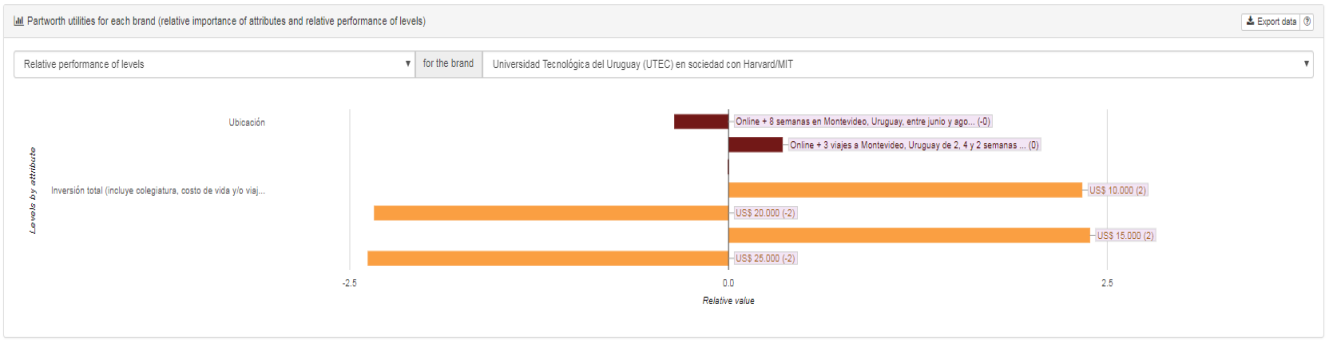
Figure 10: Relative importance of attributes



Diving deeper into each of these attributes, we can assess the relative performance of each level for each attribute, as showed in Figure 11. There we can see that, regarding Location, there is a strong preference for splitting the 8 weeks in Uruguay into 3 smaller trips of 2, 4, and 2 weeks each, over doing it in just one segment. This means that, according to the survey, potential customers would rather choose a program with 3 short trips of 2, 4, and 2 weeks each to Uruguay, to one with one 8-week long trip.

Furthermore, not surprisingly, people prefer cheap to expensive. However, respondents preferred a program priced at US$15,000 to one at US$10,000. A possible explanation for this is that price might be a means to position the program. Hence, below a certain point, a decrease in price also decreases the attractiveness of the program.

Figure 11: Relative performance of levels



Market share

Conjoint analysis also allows to perform an estimate of the potential market share that we can expect after launching the program, under the assumption that the competing environment remains unchanged. Here are the estimates for each of the 8 different combinations of Location and Price:

Table 2: Market share for the whole population

Price	Location	
	8 weeks	2-4-2 weeks
US$25K	33%	33%
US$20K	32%	32%
US$15K	35%	36%
US$10K	35%	35%

Demand tends to go up when price goes down for both levels of Location and does not change much with price. Between the most preferred option -2-4-2 weeks at US$15K- and the least preferred one -both Locations at US$20K- there is only a 4-percentage point difference in market share. For the 8 weeks option, demand remains flat when prices drop from US$15K to US$10K, and for the 2-4-2 weeks option, demand even goes up. This is consistent with the data shown in the analysis of relative performance of levels. Demand also decreases with price when it goes from US$25K to US$20. This is not consistent with the analysis which we just mentioned.

Price elasticity

Table 3 summarizes the arc elasticity for each of the different price segments. In general, whenever the elasticity is greater than -1, it is profitable to increase prices because it will more than compensate a decrease in demand. This assumes that we can satisfy any demand that requires the product. In any case, the most profitable option will be to price the program at US$25K, no matter if it is the 2-4-2 or the 8 weeks one.

Table 3: Price elasticity for the whole sample

Price	Location			
	8 weeks		2-4-2 weeks	
	Market share	Elasticity	Market share	Elasticity
US$25K	33%	0.04	33%	0
US$20K	32%	-0.09	32%	-0.12
US$15K	35%	0	36%	0.02
US$10K	35%		35%	

This data just confirms that demand curve for this program seems to be relatively flat. In no case is price elasticity lower than -1 and in some cases it is positive. This implies that, from a profitability point of view, it would be best to price the program at US$25K.

3. The relevant segment

Then we focused on the following segment and conducted a similar analysis to the one we performed for the whole sample:

- Experience in STEM and knowledge of programming languages
    - More than 5 years of experience in STEM disciplines; AND/OR
    - Knowledge in at least one programming language

- English level
    - Intermediate; OR
    - Advanced; OR
    - Bilingual/Native

- Interest in pursuing a graduate degree
    - Interested; OR
    - Very interested

We got 538 responses from people fulfilling those conditions.

3.1 Demographics

Country of residence

In terms of country of residence, most of the respondents were from Colombia (16.5%), Peru (14.3%), Mexico (9.1%), Venezuela (8.2%), and Brazil (7.2%), which altogether make for more than 55% of the respondents, as shown in Table 4.

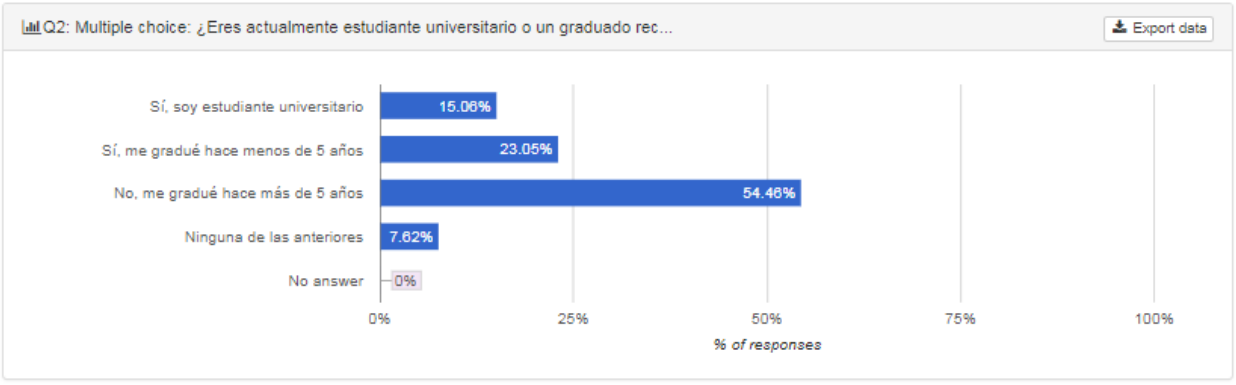
Table 4: Respondents by country

Country	Count	Share
Colombia	89	16.5%
Peru	77	14.3%
Mexico	49	9.1%
Venezuela	44	8.2%
Brazil	39	7.2%
Ecuador	33	6.1%
Argentina	31	5.8%
Chile	24	4.5%
Bolivia	24	4.5%
Costa Rica	19	3.5%
Panama	19	3.5%
Guatemala	17	3.2%
El Salvador	16	3.0%
Paraguay	12	2.2%
Honduras	10	1.9%
Dominican Republic	8	1.5%
Uruguay	6	1.1%
USA	6	1.1%
Spain	4	0.7%
Nicaragua	4	0.7%
Other	7	1.3%
Total	**538**	**100%**

Educational level

Regarding their educational level, according to Figure 12, most respondents are people who graduated more than 5 years ago (54.46%), whereas about 38% of the respondents are either recent graduates or current students.

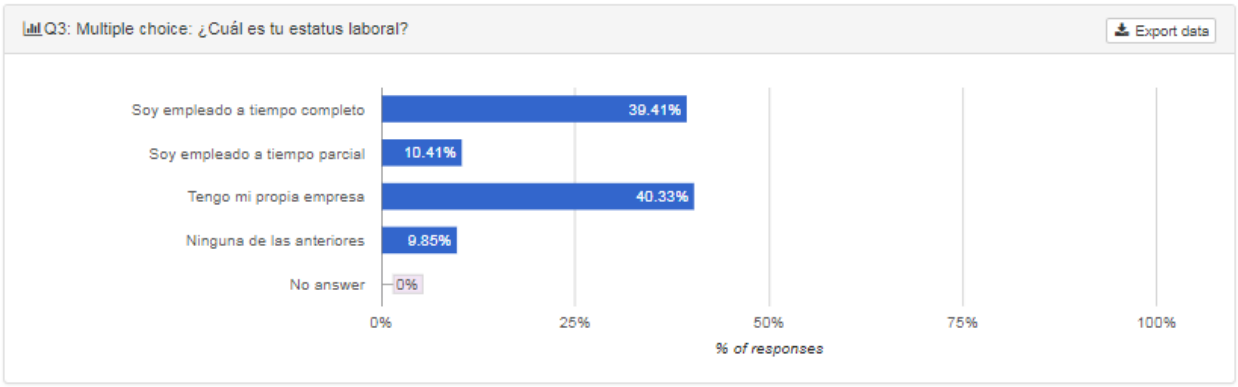
Figure 12: Respondents by educational level



Working status

In terms of working status, we found that most of them work full time, either in their own company (40.3%) or as employees (39.4%).

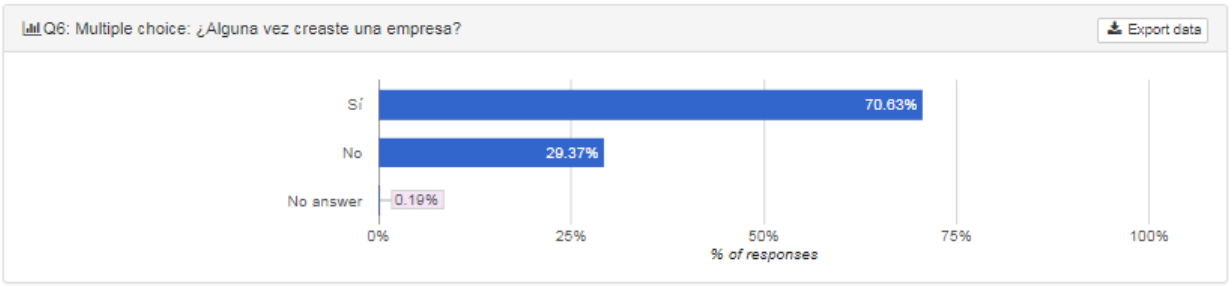
Figure 13: Respondents by working status.



Entrepreneurial spirits

Figure 14 is consistent with the former in that even a greater share of the respondents (70.63%) report having created a company at a certain time in their lives.

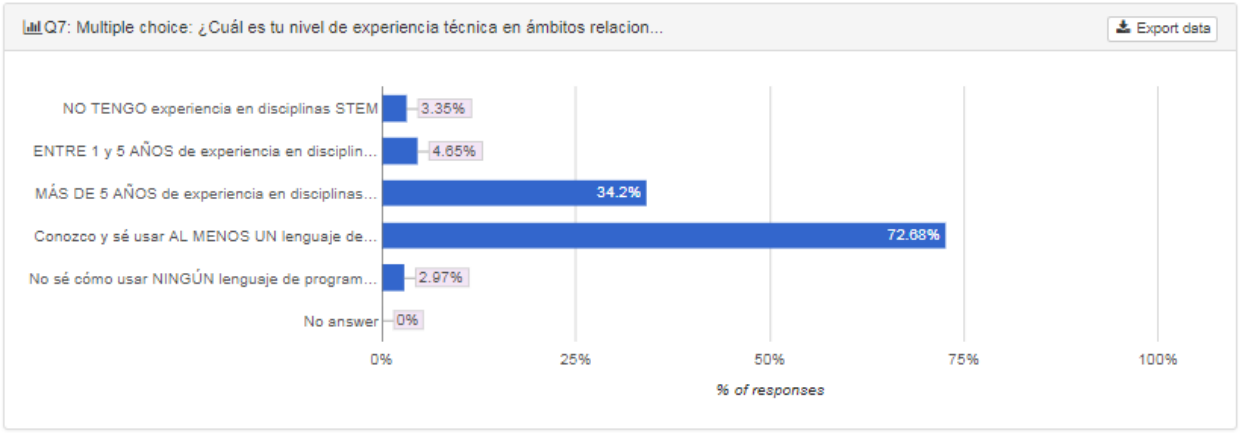
Figure 14: Respondents who have created a company.



Expertise in STEM and knowledge of programming languages

Regarding the technical expertise with STEM-related disciplines and knowledge of programming languages, according to Figure 15, there are far more people who have practical knowledge of any programming language (72.7%) than those who have more than 5 years of experience in STEM (34.2%). This implies that not everyone who knows a programming language has lots of experience with STEM.

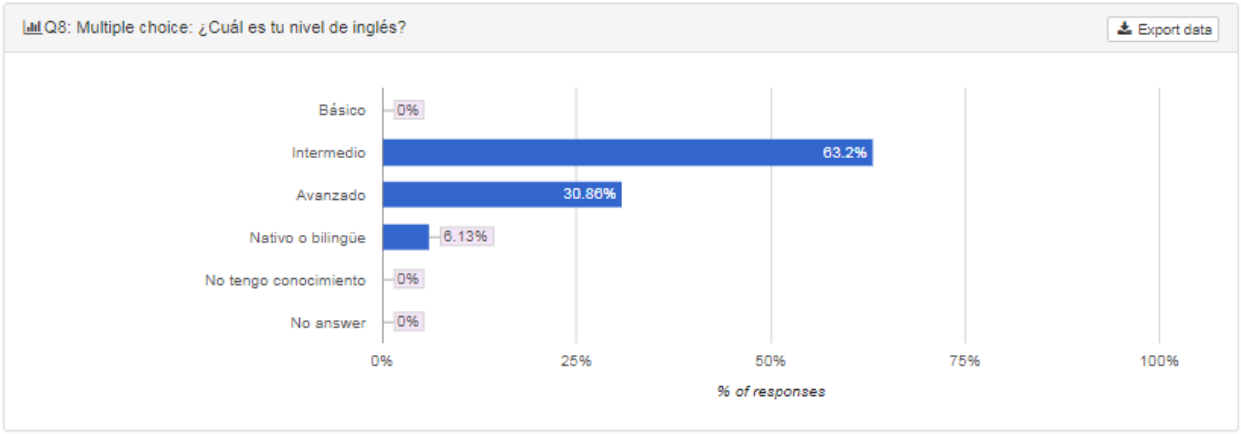
Figure 15: Respondents by level of expertise with STEM and knowledge of programming languages



English level

By construction, everyone in this group had at least intermediate level of English, as we can see in Figure 16.

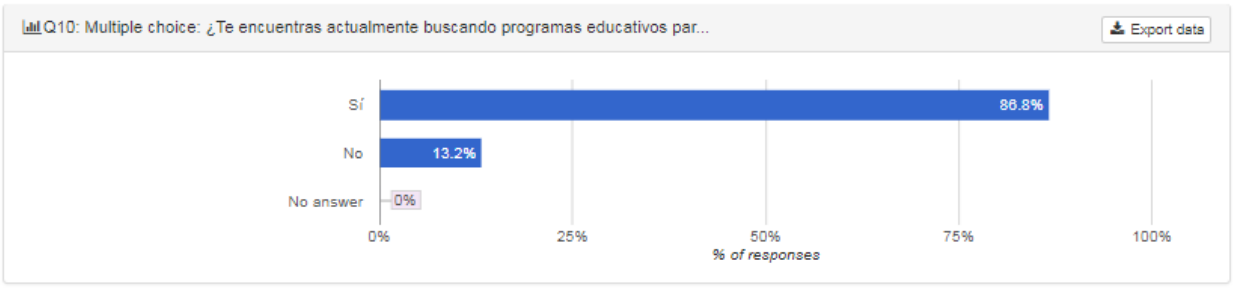
Figure 16: English level



Respondents actively looking for educational programs

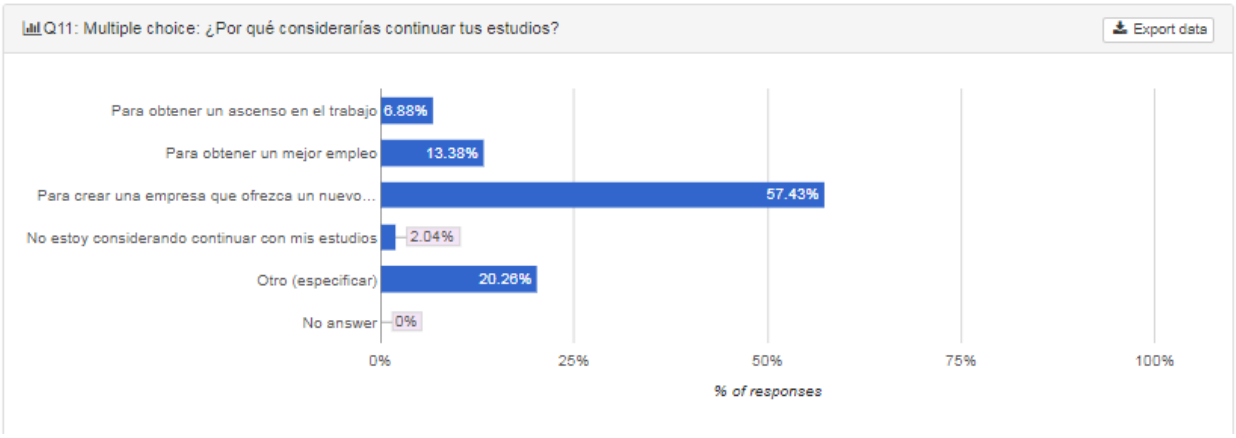
Just to support the relevance of this segment, according to Figure 17, 86.8% of the respondents in this segment are currently looking for educational programs.

Figure 17: Respondents currently looking for educational programs



Lastly, a significant share (57.43%) wants to do it to be better qualified to create a company that offers new products or services.

Figure 18: Goal of pursuing an educational program

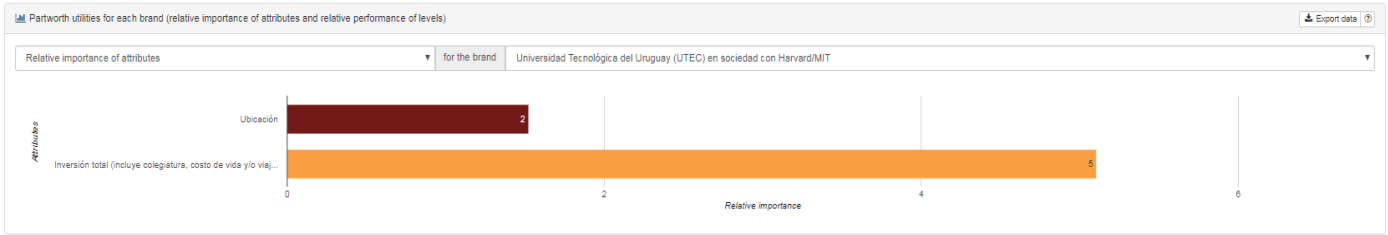


3.2 Results

Relative importance of attributes and relative performance of levels

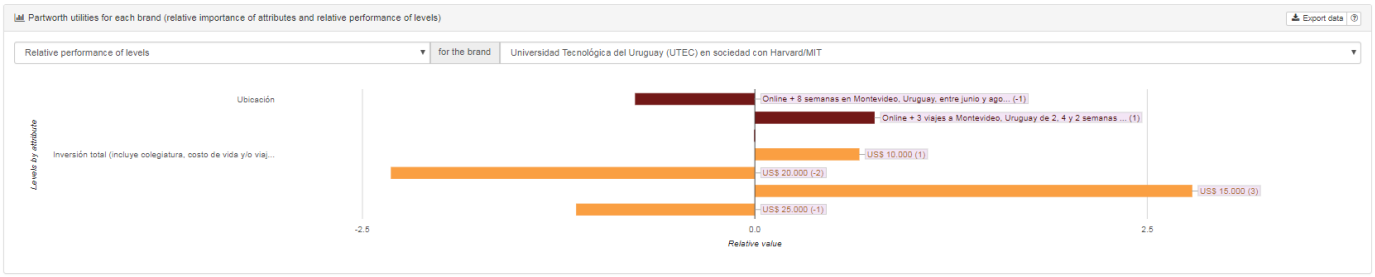
Similarly, as with did with the aggregate responses, in Figure 19 we can see which attribute weighted more on average to the respondents at the time of choosing a program. For this segment, Price was also more determinant than Location, but the relative difference was smaller.

Figure 19: Relative importance of attributes



When we look at each of the attributes and analyze the relative performance of their levels, Figure 20 shows that, again, traveling 3 times (splitting the 8 weeks into 2, 4, and 2 weeks trip) is preferred over doing it all at once. When looking at Price, lower prices are preferred over higher ones -US$10K and US$15K are more attractive than US$20K and US$25K-, but surprisingly US$15K is preferred over US$10K, and US$25K over US$20K. This evidence suggests that for certain segments of price it might work as a positioning factor. In the higher end, making the program appear like a masters, and in the lower end, making it look like an online certification.

Figure 20: Relative performance of levels



Market share

Table 5 presents different market shares for UG program for each combination of Price and Location for this segment. Appendix 9 to 16 show the market share for each program for each combination.

Table 5: Market share for the target segment

	Location	
Price	8 weeks	2-4-2 weeks
US$25K	34%	35%
US$20K	33%	35%
US$15K	36%	38%
US$10K	37%	36%

The analysis of the relative performance of levels anticipated the results we see now. Even though market shares do vary across prices and Locations, the range is not very big: between the least preferred option –8 weeks at US$20K- and the most preferred one -2-4-2 weeks at US$15K- there are only a 5-precentage point difference in market share, which at this level (33% to 38%) means less than 15%.

Consistently with the previous analysis, for each price, the 2-4-2 weeks option gets a greater market share than the 8 weeks one. However, when comparing market shares across prices, we see that, whereas for the 2-4-2 weeks figures are pretty much consistent with the analysis of the relative performance of levels in that US$15K gets a bigger share than US$10K, and both are preferred over both US$20K and US$25K, for the 8 weeks option this is not true. In this case, the cheapest option is the most preferred.

When comparing these market shares with the ones we got for the aggregate responses, it is also evident that former ones are consistently higher than the latter.

Price elasticity

Finally, we can perform an analysis of the arc elasticity for the different price points we got for each Location. Table 6 shows all price elasticities.

Table 6: Price elasticities for the target segment

Price	Location			
	8 weeks		2-4-2 weeks	
	Market share	Elasticity	Market share	Elasticity
US$25K	34%	0.04	35%	0
US$20K	33%	-0.09	35%	-0.09
US$15K	36%	-0.02	38%	0.04
US$10K	37%		36%	

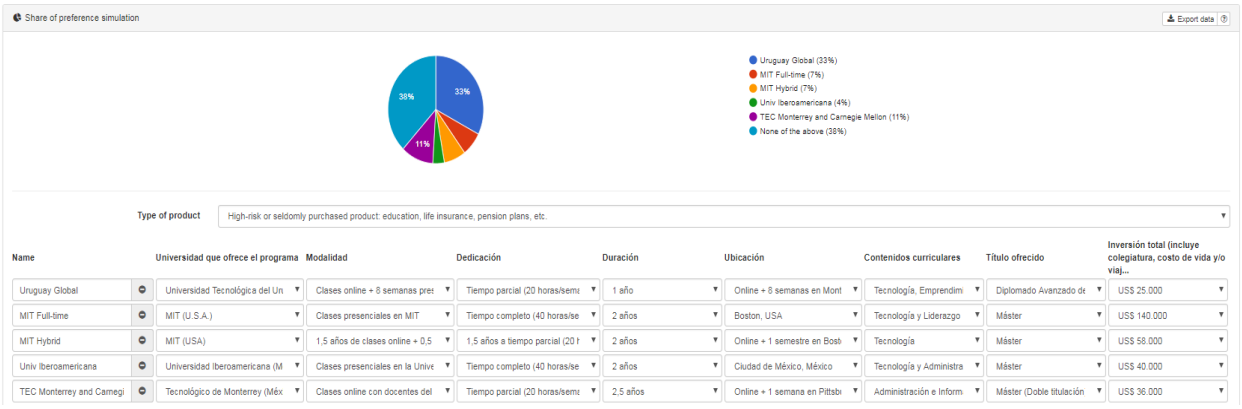
Both Locations have a very low -even positive- price elasticities for every price range. This implies that the demand curve for the program is inelastic for this segment at this price range. In this case, as it happened at the aggregate level, the most profitable option will be to price the program at US$25K, no matter it is the 2-4-2 or the 8 weeks one.

4. Recommendations

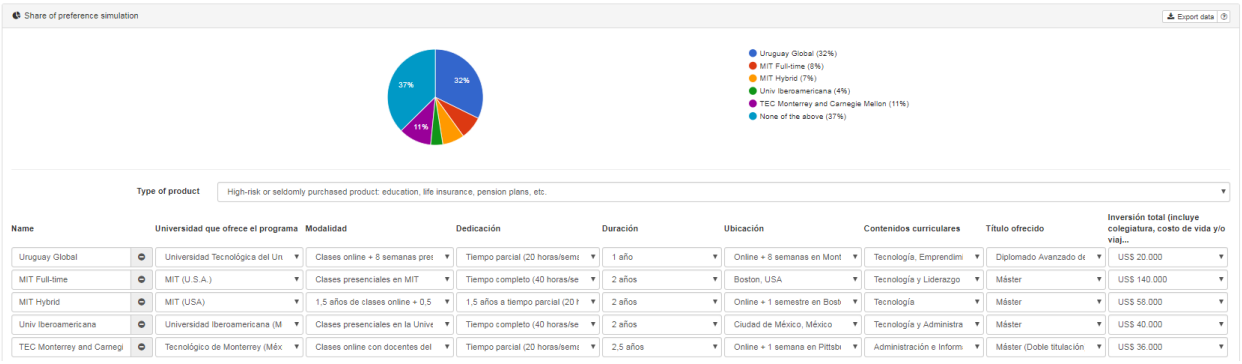
- Splitting the required 8 weeks into 3 trips of 2, 4, and 2 weeks each was the most preferred option across prices, both for the aggregate sample and for the relevant segment. However, market share does not change significantly. Hence, even though from the point of view of the demand it would make more sense to split the trip, there might be other considerations such as cost, availability of professors, etc., that might justify the other way around. We recommend analyzing all the variables holistically before taking a decision.
- With inelastic demand curves for both segments considered, the most profitable option would be charging US$25,000. There are at least two qualifications. Firstly, this conclusion fails to consider the quality of that demand in the sense that a higher price might be driving out highly qualified students which would make sense to subsidize. Secondly, and on the other hand, if there is a cost restriction, it might be worth to explore higher price points
- One-to-one interviews: these interviews can help to give a broader sense of the needs, motivations, pain-points, and challenges faced by potential students, and hence help trimming the program, create a persona, and design a marketing strategy for it. We ask the respondents to leave their emails, so we can reach out to them and invite them to an interview.

5. Appendix

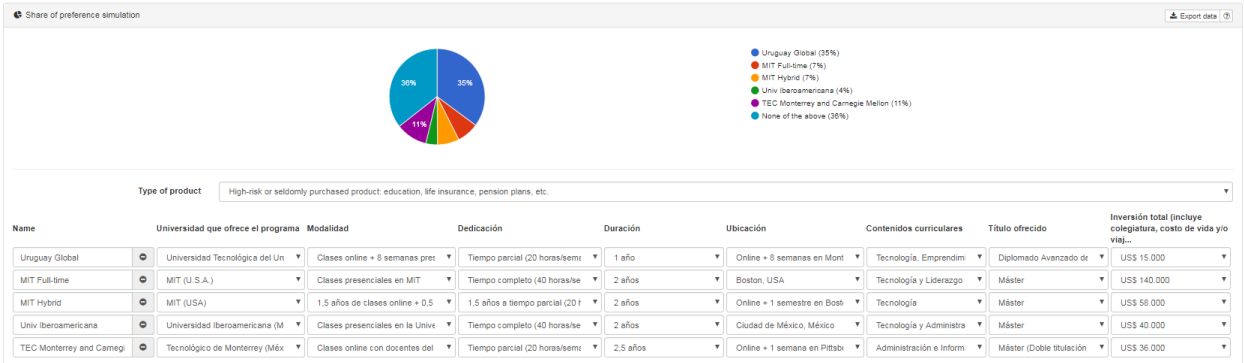
Appendix 1: UG market share – US$25K and 8 weeks



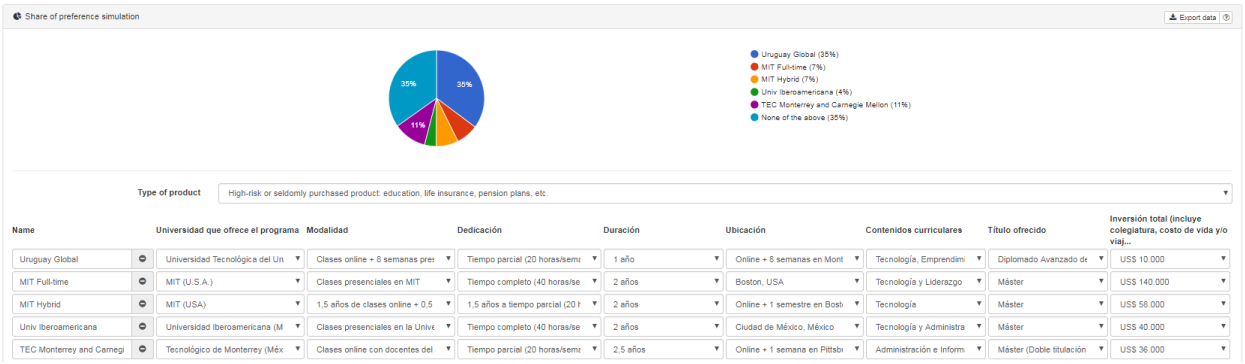
Appendix 2: UG market share – US$20K and 8 weeks



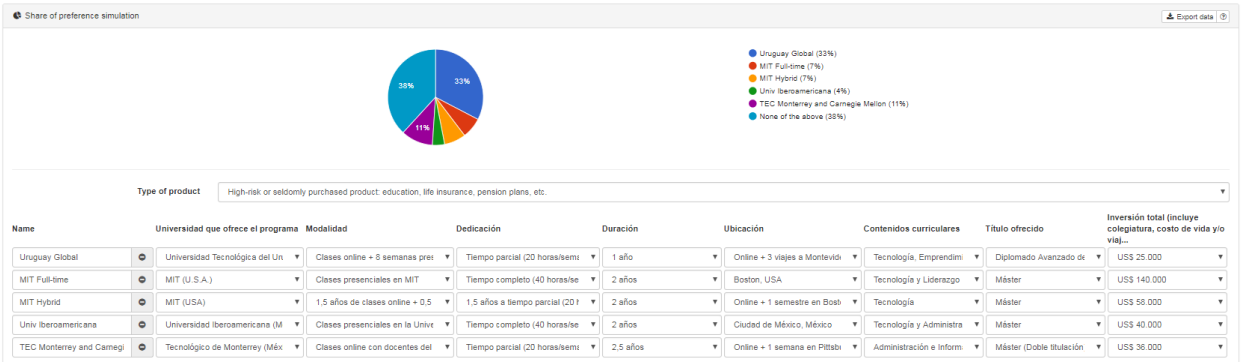
Appendix 3: UG market share – US$15K and 8 weeks



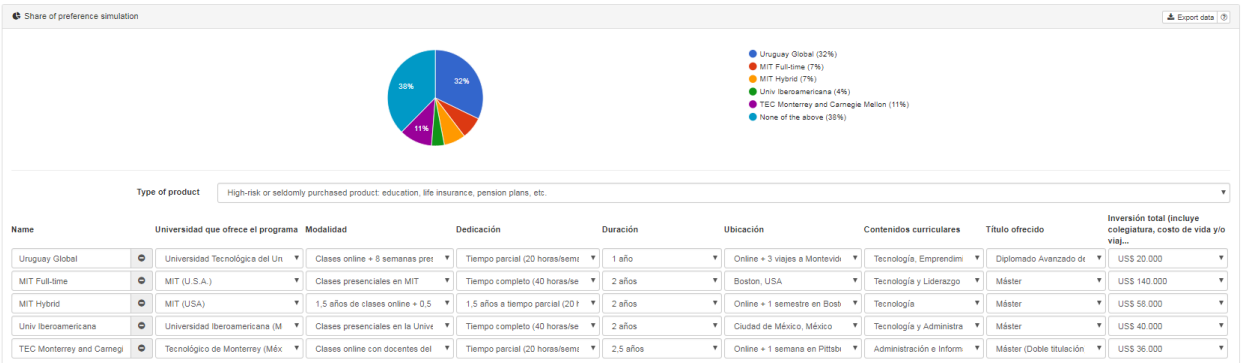
Appendix 4: UG market share – US$10K and 8 weeks



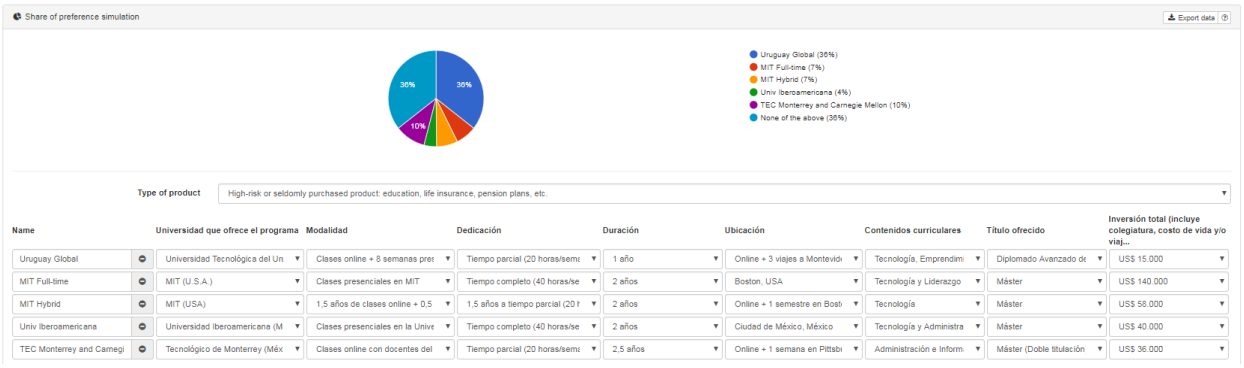
Appendix 5: UG market share – US$25K and 2-4-2 weeks



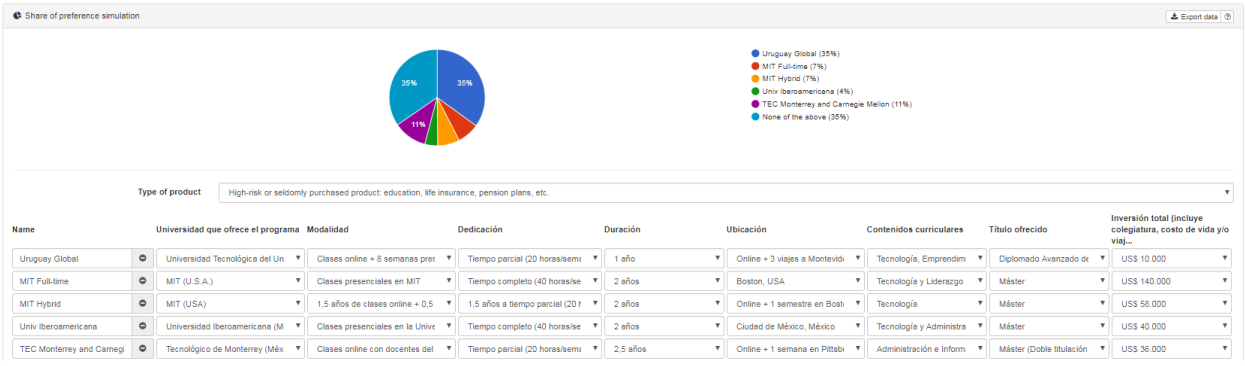
Appendix 6: UG market share – US$20K and 2-4-2 weeks



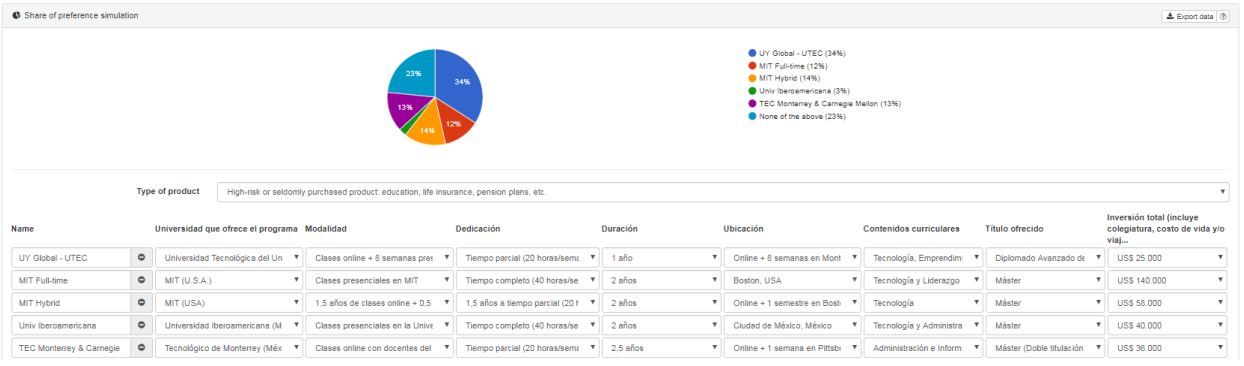
Appendix 7: UG market share – US$15K and 2-4-2 weeks



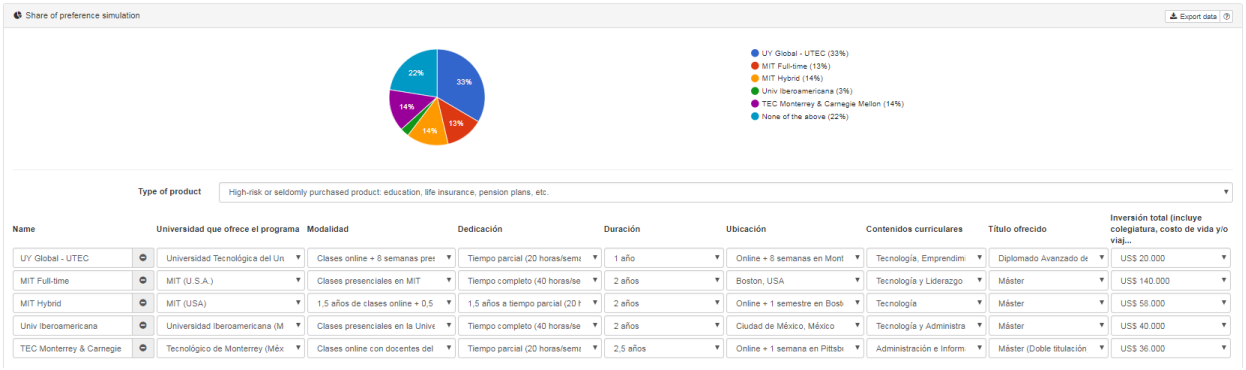
Appendix 8: UG market share – US$10K and 2-4-2 weeks



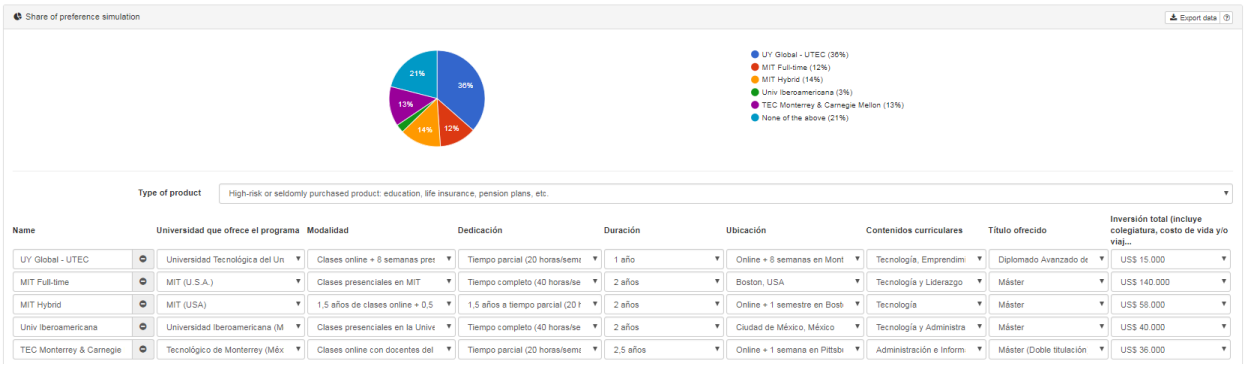
Appendix 9: UG market share – US$25K and 8 weeks



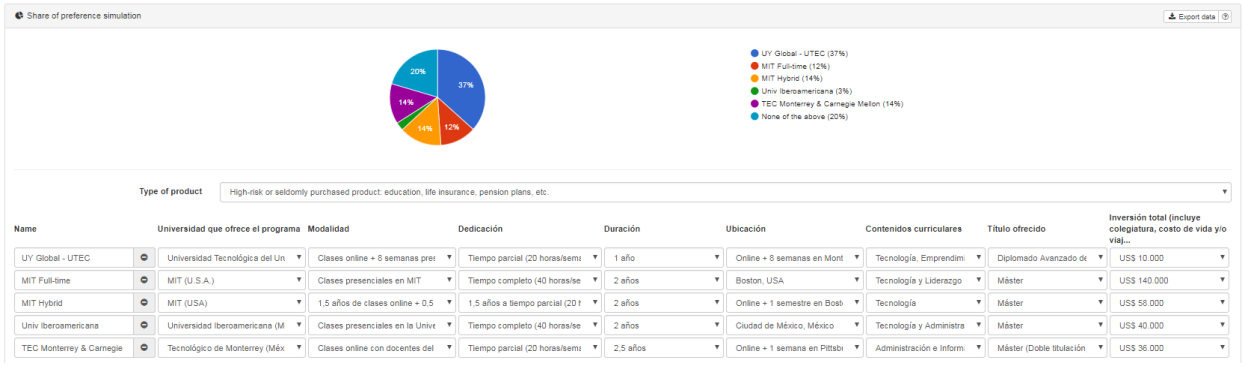
Appendix 10: UG market share for the Relevant Segment – US$20K and 8 weeks



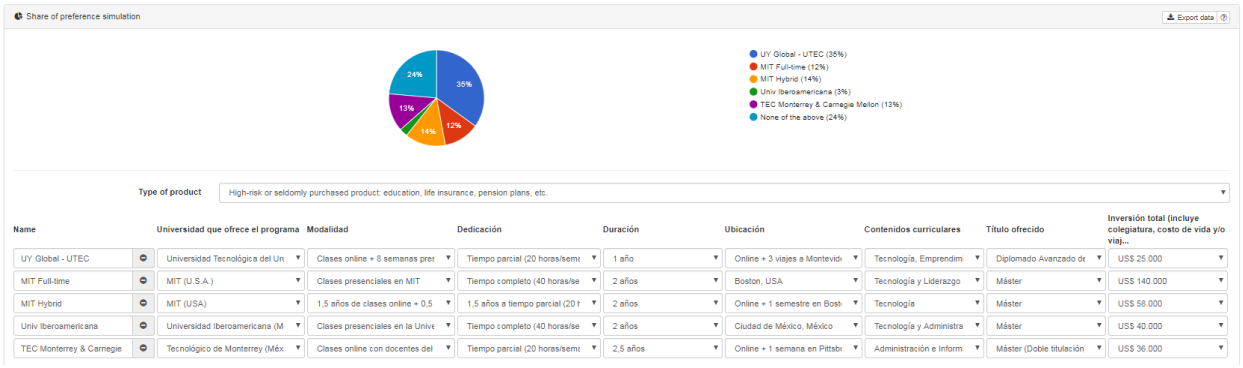
Appendix 11: UG market share for the Relevant Segment – US$15K and 8 weeks



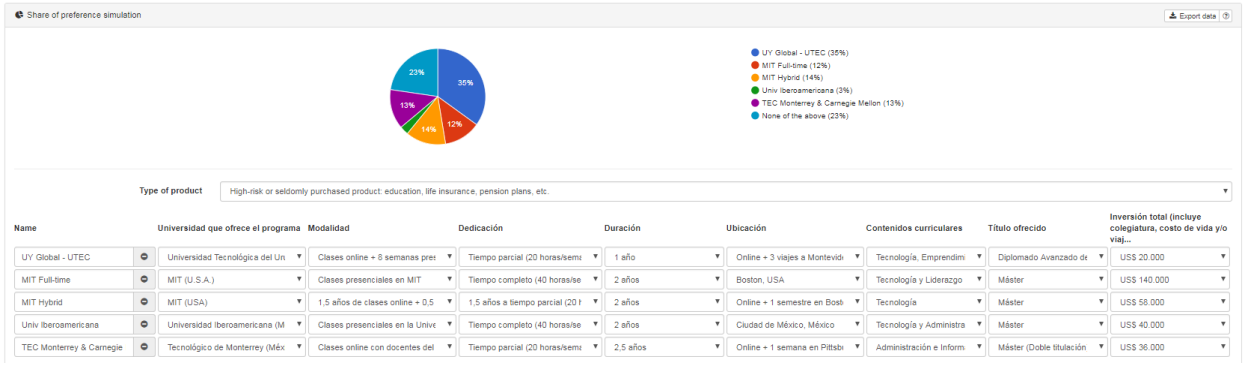
Appendix 12: UG market share for the Relevant Segment – US$10K and 8 weeks



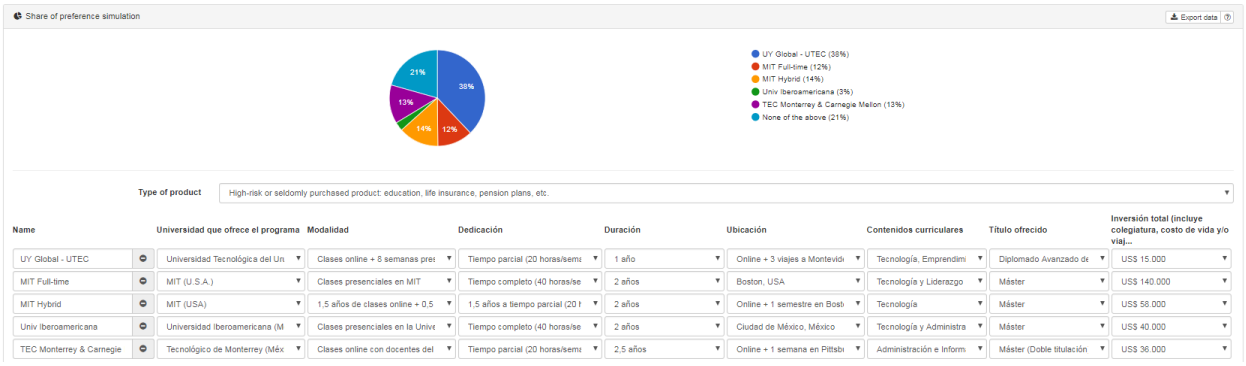
Appendix 13: UG market share for the Relevant Segment – US$25K and 2-4-2 weeks



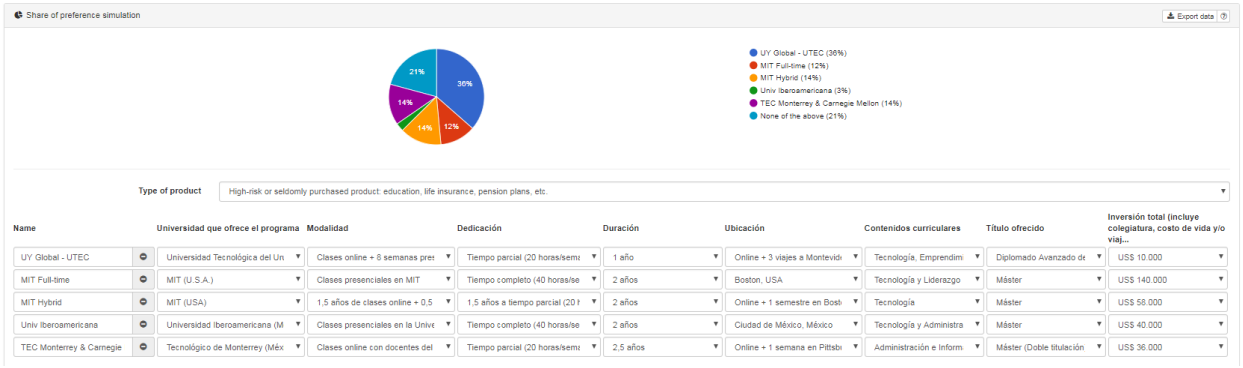
Appendix 14: UG market share for the Relevant Segment – US$20K and 2-4-2 weeks



Appendix 15: UG market share for the Relevant Segment – US$15K and 2-4-2 weeks



Appendix 16: UG market share for the Relevant Segment – US$10K and 2-4-2 weeks



URUGUAY GLOBAL Company Survey

76 Companies

40 STEM

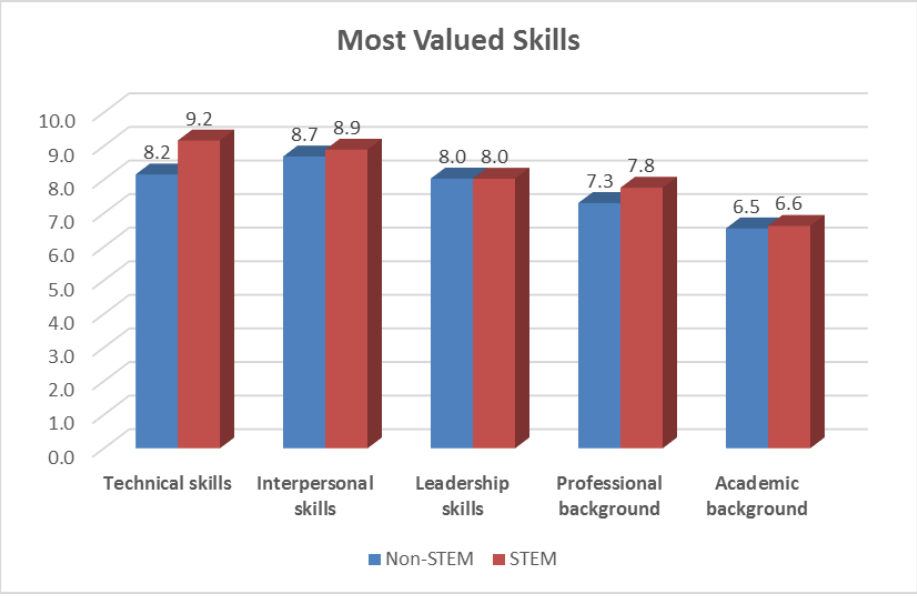
36 non-STEM

1.

WHAT THEY WANT

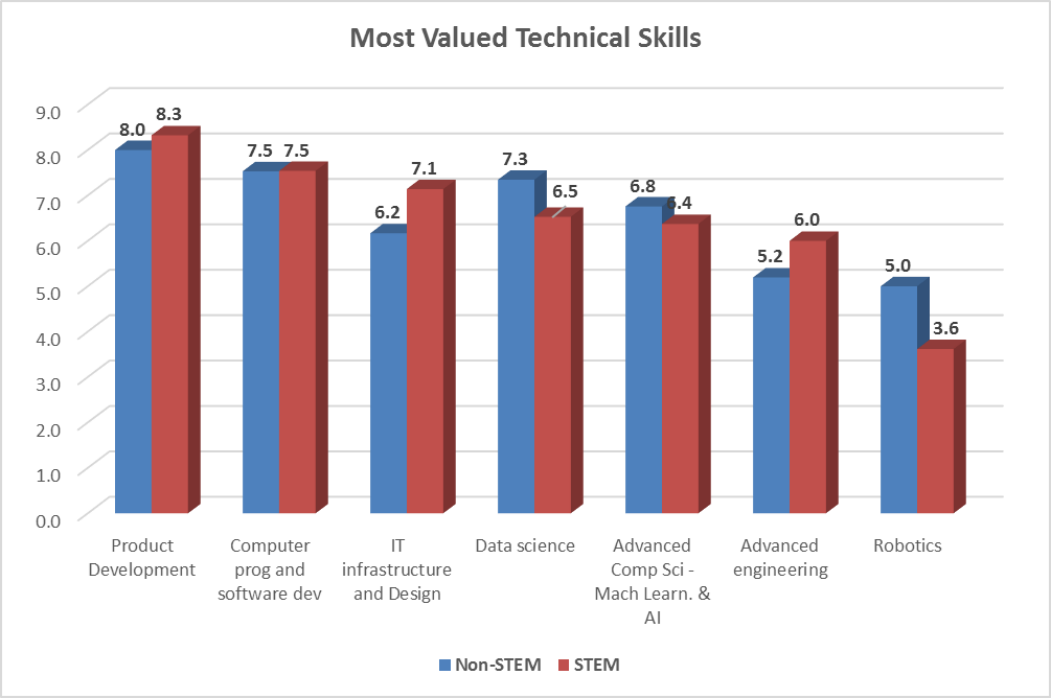
Skills and abilities demanded

SKILLS AND BACKGROUND



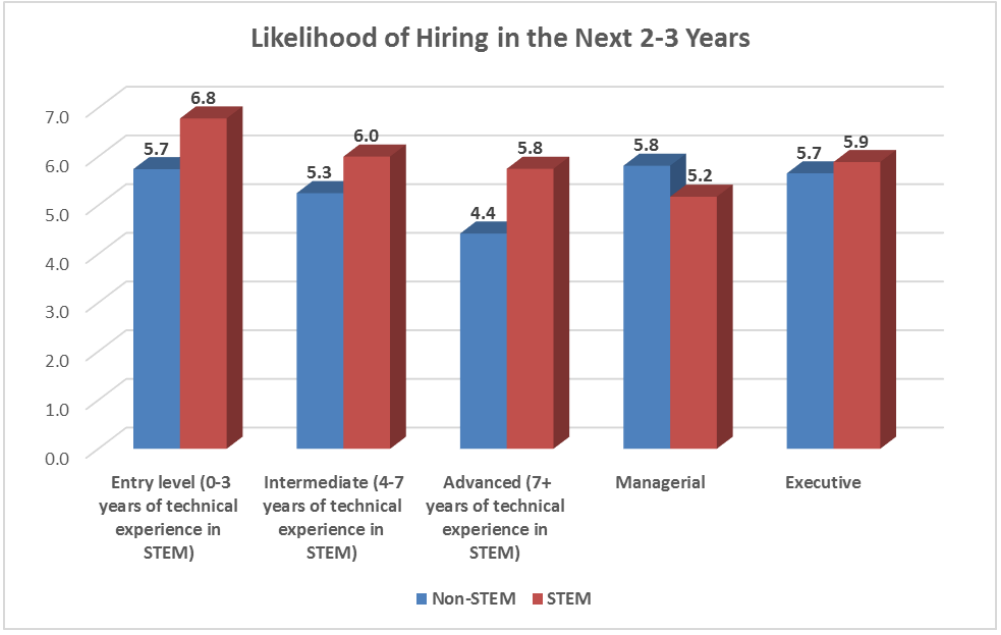
- Technical skills are the most valued ones for STEM
- Academic background is the least valued for both segments

TECHNICAL SKILLS



Product related technical skills are the most valued.

FUTURE NEED OF STEM EXPERIENCE

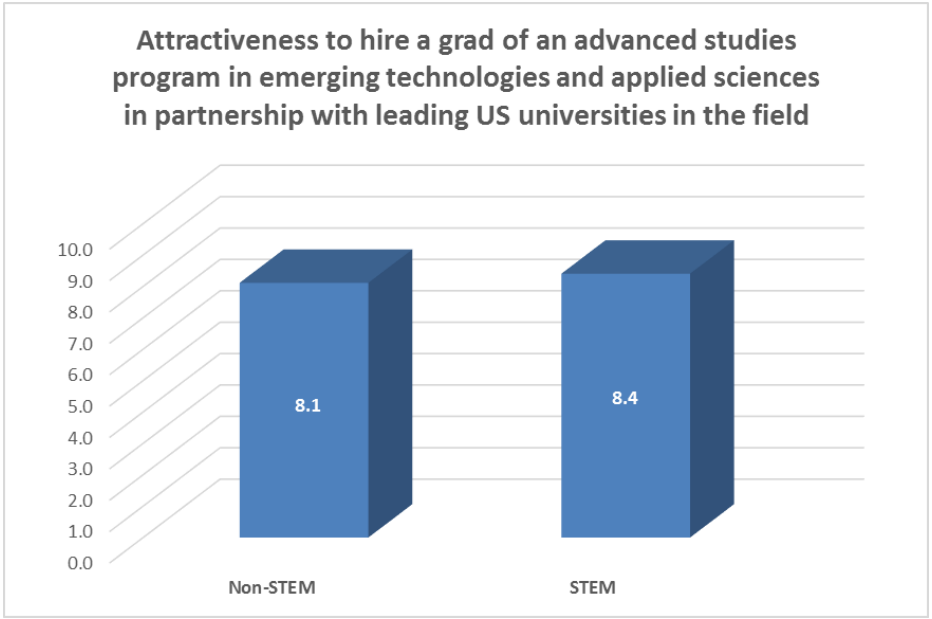


- Although need is not very strong for both segments, STEM companies more likely to hire entry level candidates.
- For STEM, it follows an almost pyramid shape, from the bottom (entry level) to the Managerial level

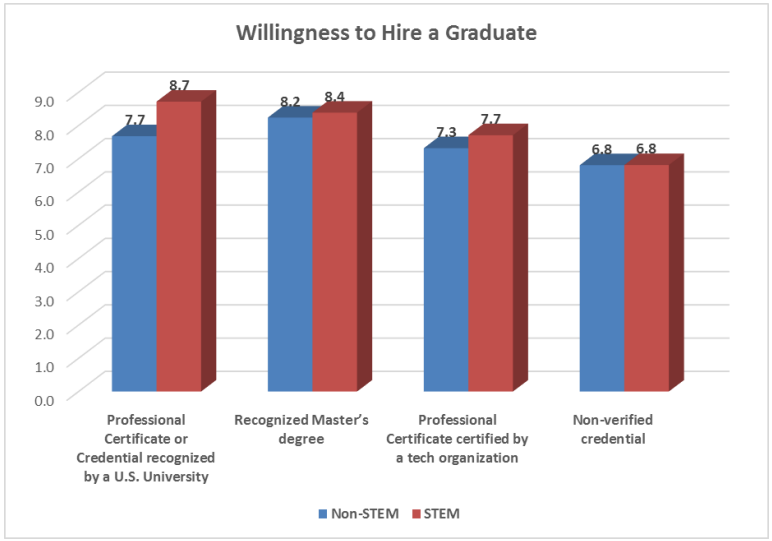
2.
THE PROGRAM

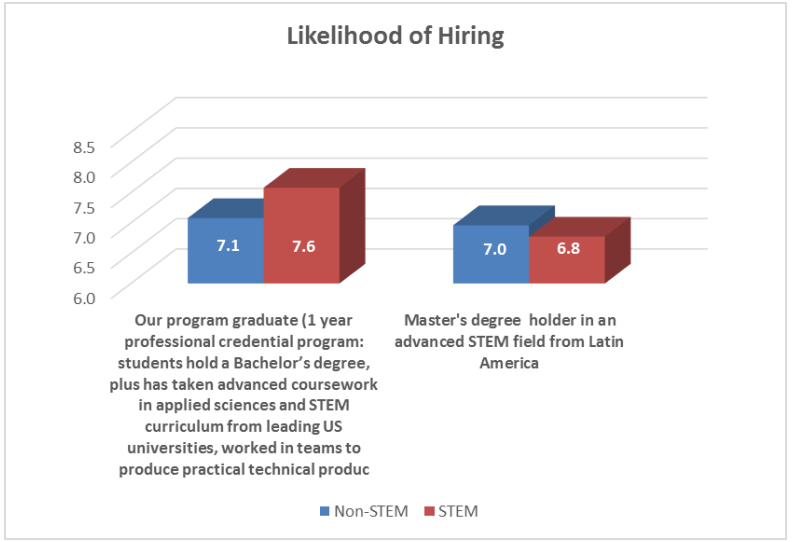
Grad's attractiveness

HIGH LIKELIHOOD OF HIRING A GRAD



MASTER's DEGREE IS NOT KEY FOR STEMs



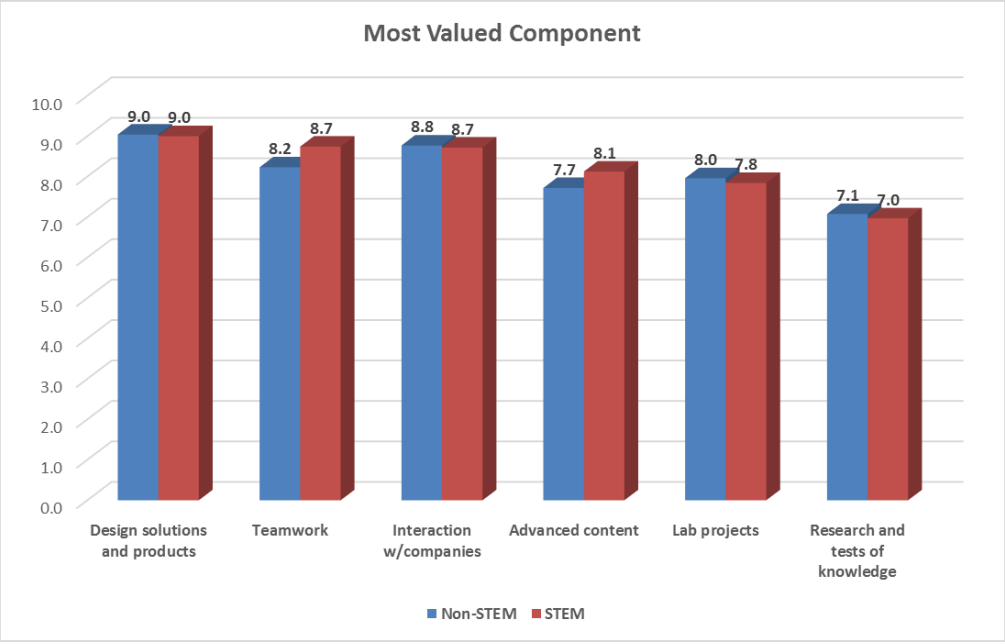


However, some credential desired and the partnership with a US University seems more relevant

3.
THE PROGRAM

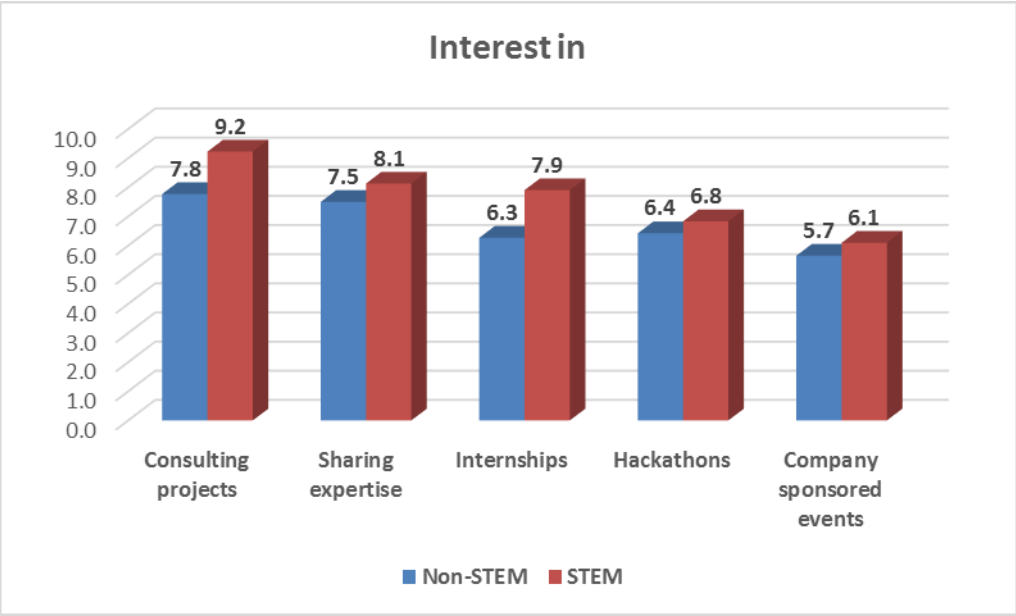
Components and involvement

MOST ATTRACTIVE COMPONENTS



Real world immersion and teamwork are most valued

MOST ATTRACTIVE ACTIVITIES



- STEMs are more interested in getting involved.
- Interest in mutual collaboration and knowledge sharing

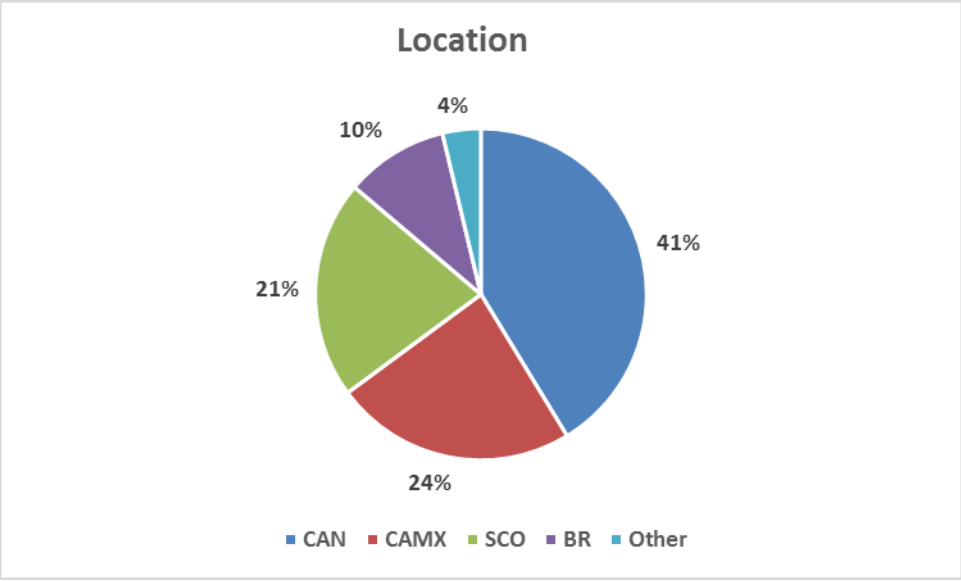
URUGUAY GLOBAL - STUDENTS SURVEY

1.
THE SAMPLE

695

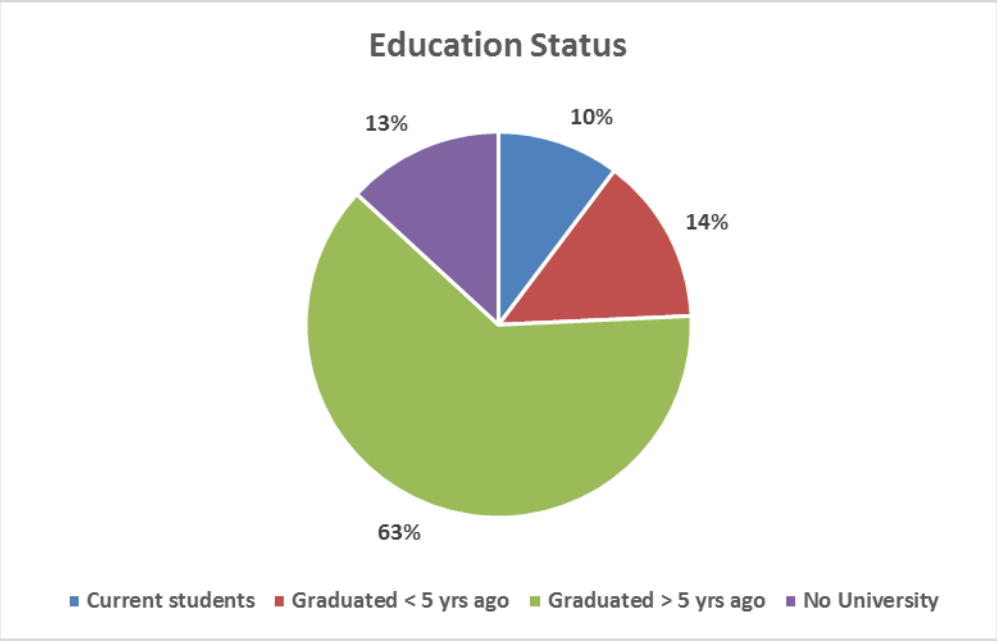
Responses

Location

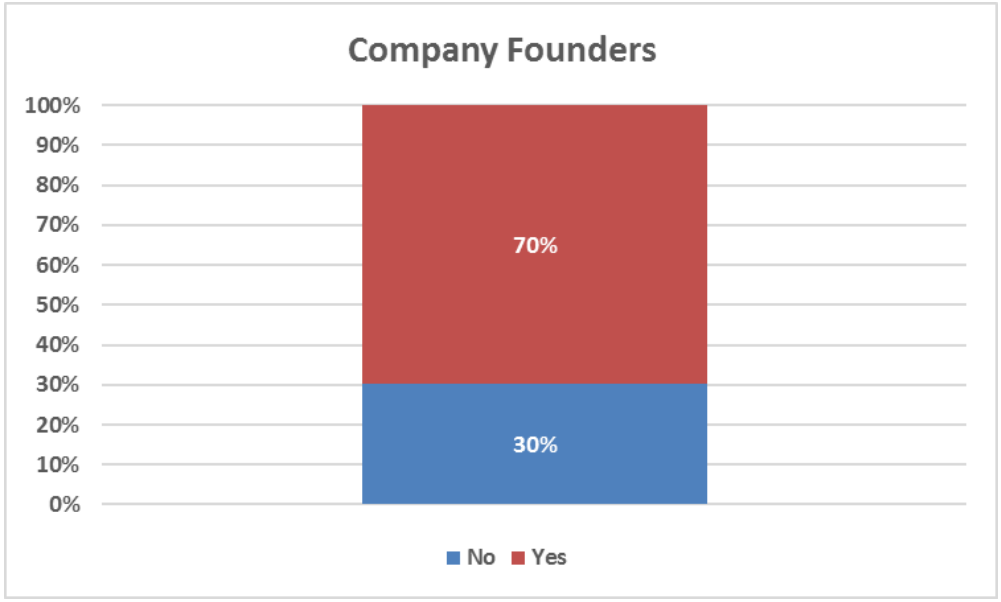


- CAN = BO, CO, EC, PE & VE
- SCO = AR, CL, PY & UY
- CAMX = Central America, Caribbean & MX

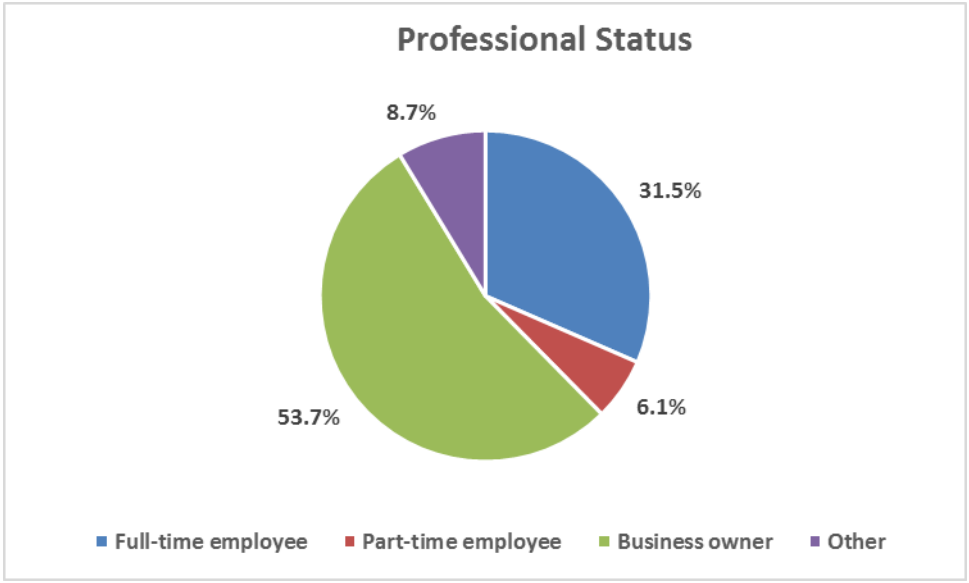
Education


Education Status
13%
10%
14%
63%
Current students
Graduated < 5 yrs ago
Graduated > 5 yrs ago
No University

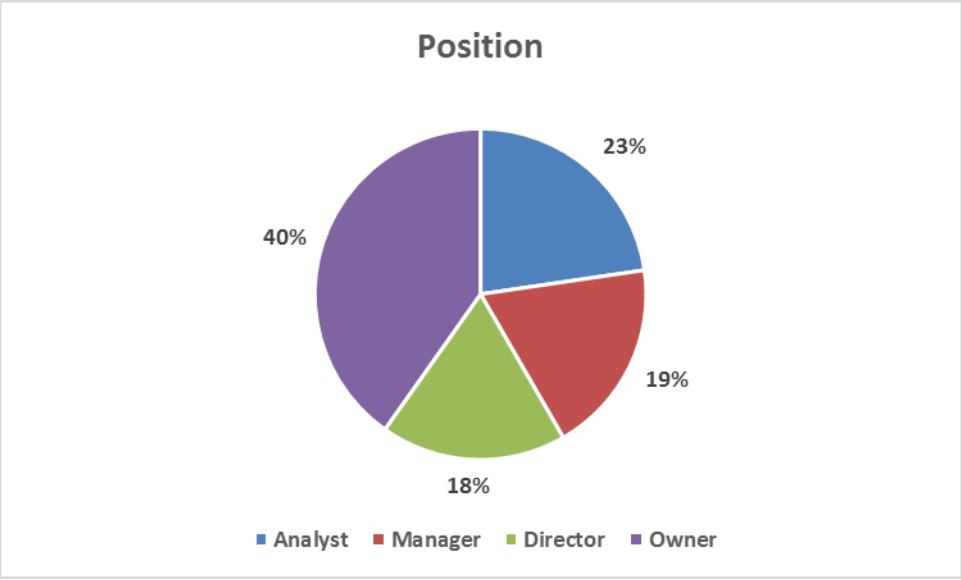
Entrepreneurial History



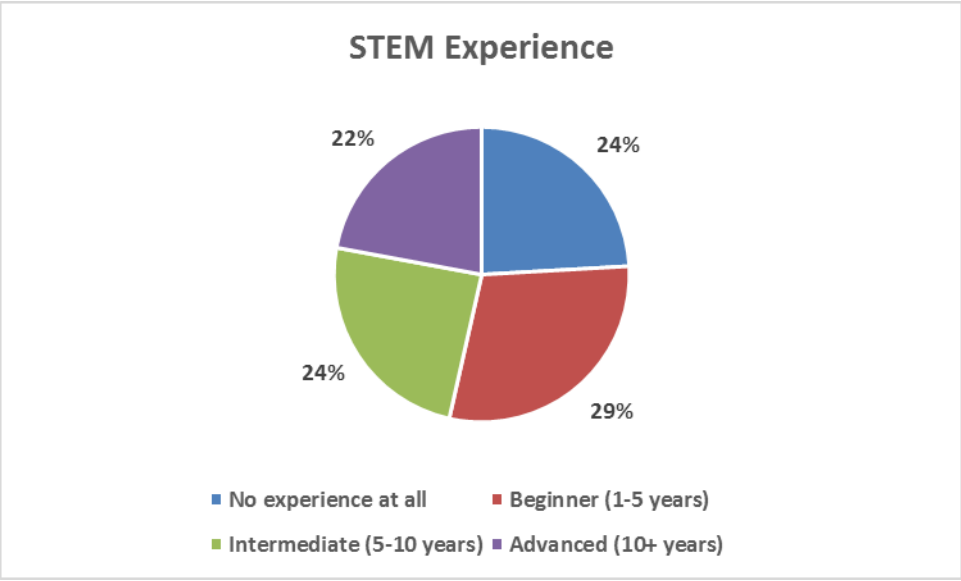
Employment


Professional Status
8.7%
31.5%
6.1%
53.7%
Full-time employee
Part-time employee
Business owner
Other

Position



STEM Experience



2. ATTRIBUTES

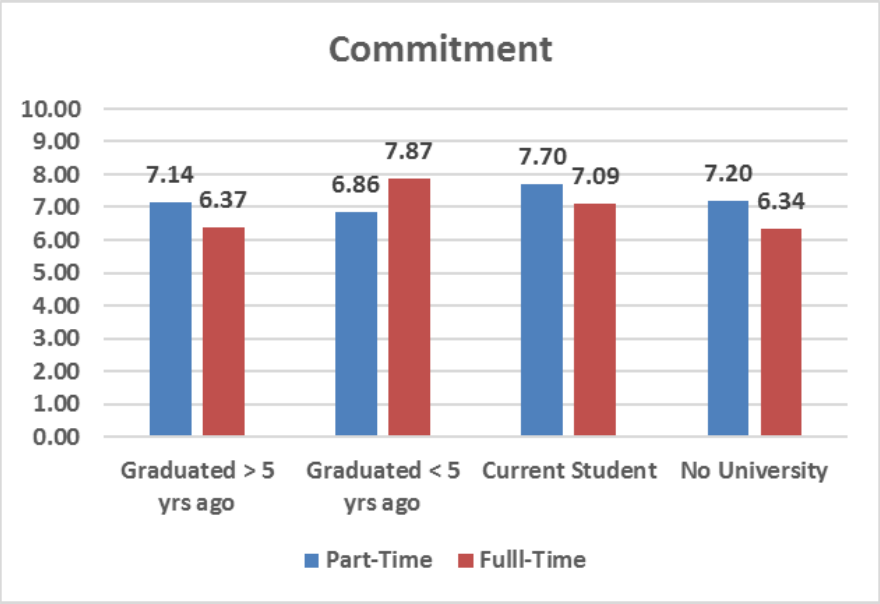
Attribute	Highest Rated Preference	Value	Sensitivity	Rel. Imp.
Class model	Mostly as a team on various assignments and projects, some individual work	8.00	0.91	3.6%
Collaborators	Entrepreneurial leaders provide mentoring on entrepreneurship or sponsor design challenges	8.90	4.67	18.2%
Commitment	Part-Time	7.17	0.50	1.9%
Courses Offered	Interdisciplinary Courses combining mainly STEM with its impact on business, law, ethics, social sciences	8.63	1.13	4.4%
Credential	A non-official credential (e.g. MicroMasters from MIT, or Verified Certificate from Stanford) - $ - least expensive	7.02	0.72	2.8%

Attribute	Highest Rated Preference	Value	Sensitivity	Rel. Imp.
Curriculum	A core curriculum that all students take as a cohort, and a few electives in your chosen field	7.56	0.31	1.2%
Faculty	Industry experts or entrepreneurs working in their technical field from Latin America or outside Latin America	9.19	0.92	3.6%
Financial	Competitive partial merit-based scholarship	7.49	4.88	19.0%
Job	The knowledge and entrepreneurial skills to design and launch my own products	8.77	1.53	6.0%
Learning environment	An independent building that houses both cutting-edge companies and tech courses/programs and provides a venue for conferences and hackathons	8.89	2.37	9.2%

Attribute	Highest Rated Preference	Value	Sensitivity	Rel. Imp.
Location	Montevideo	6.42	0.52	2.0%
Partner	Top ten US universities in their field (e.g. MIT, Stanford, Harvard, Cal Tech)	8.86	1.88	7.3%
Pedagogical approach	40% lectures, 60% hands on	7.92	0.48	1.9%
Program Placement	Completely online with travel to Uruguay for 2-4 week in-person sessions ($ - least expensive)	7.95	3.66	14.3%
Students prof	Have some tech experience, inviting students from all backgrounds to join the program (interdisciplinary cohort)	7.90	1.19	4.7%

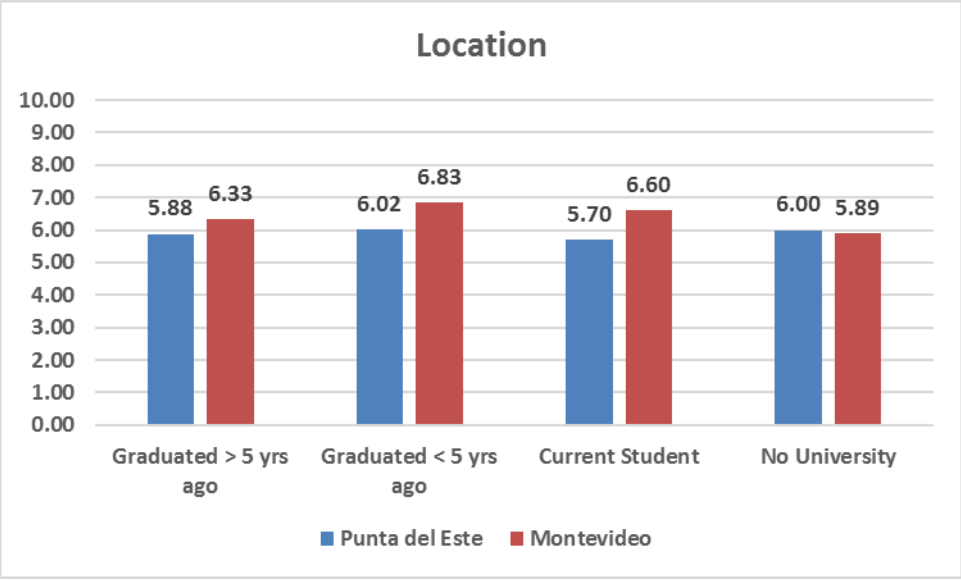
3. ATTRIBUTES BY EDUCATION

Commitment



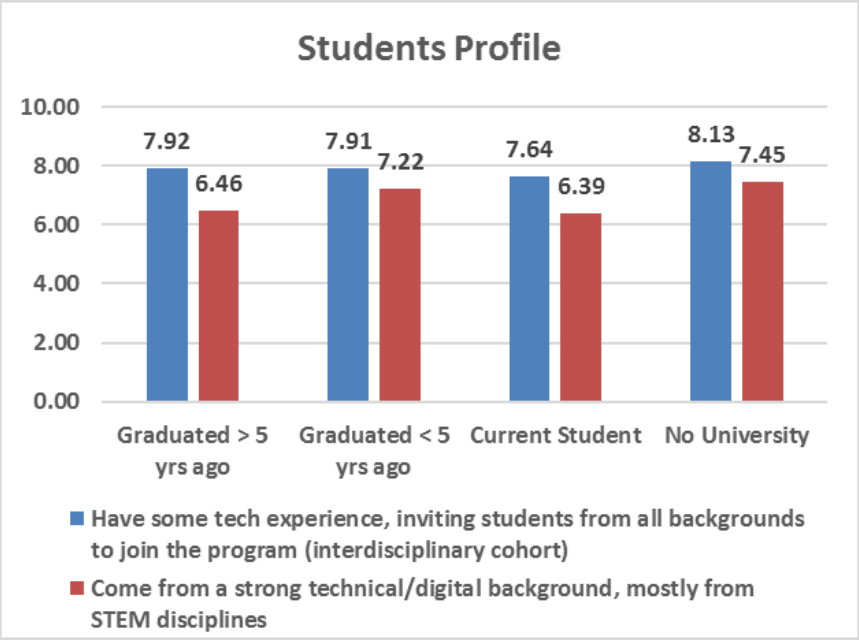
If we are thinking of a full-time program, recent grads should be our target

Location

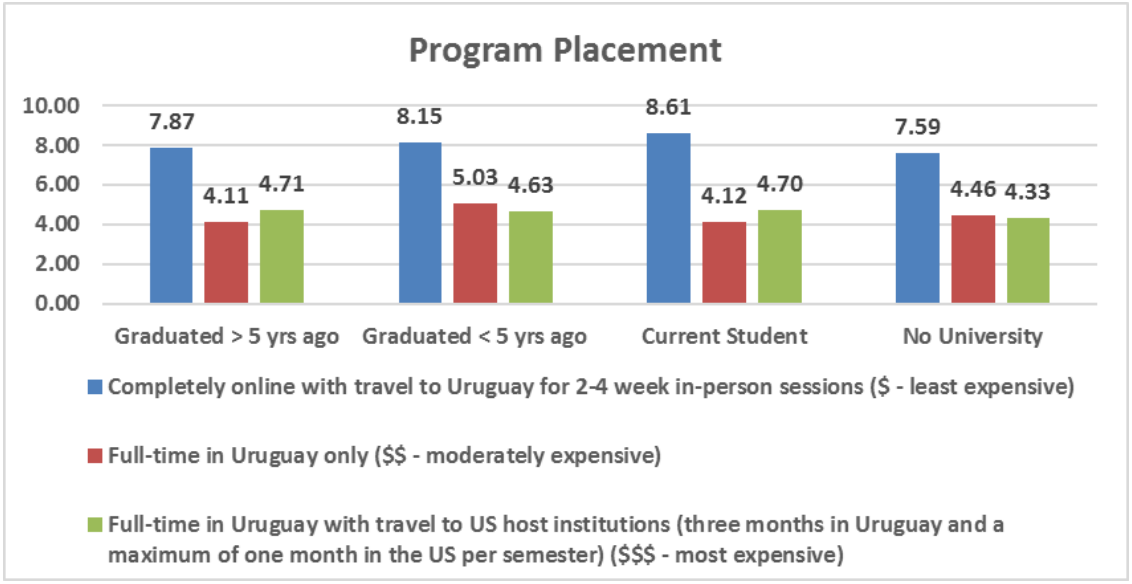


Preference for both cities is weak, but Montevideo is consistently preferred over Punta del Este for the target segments

Students Profile

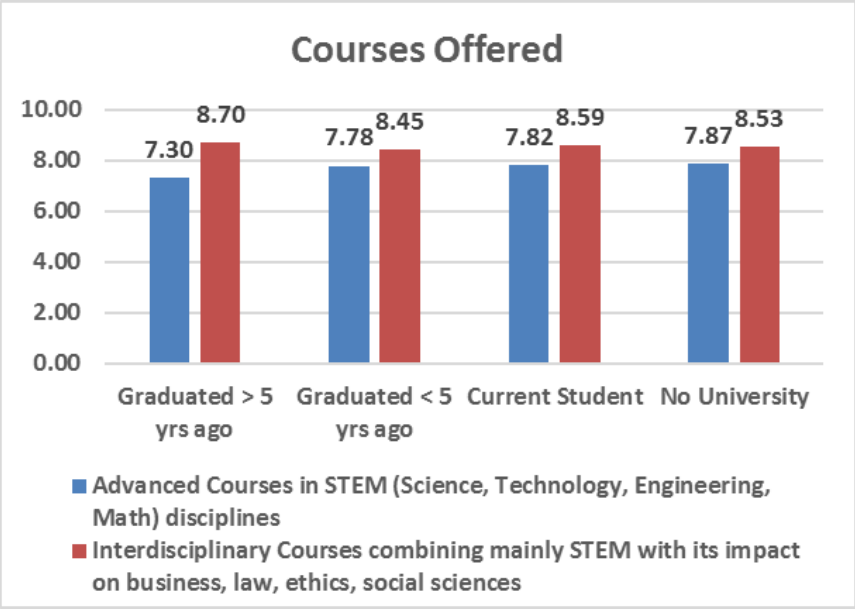


Program Placement

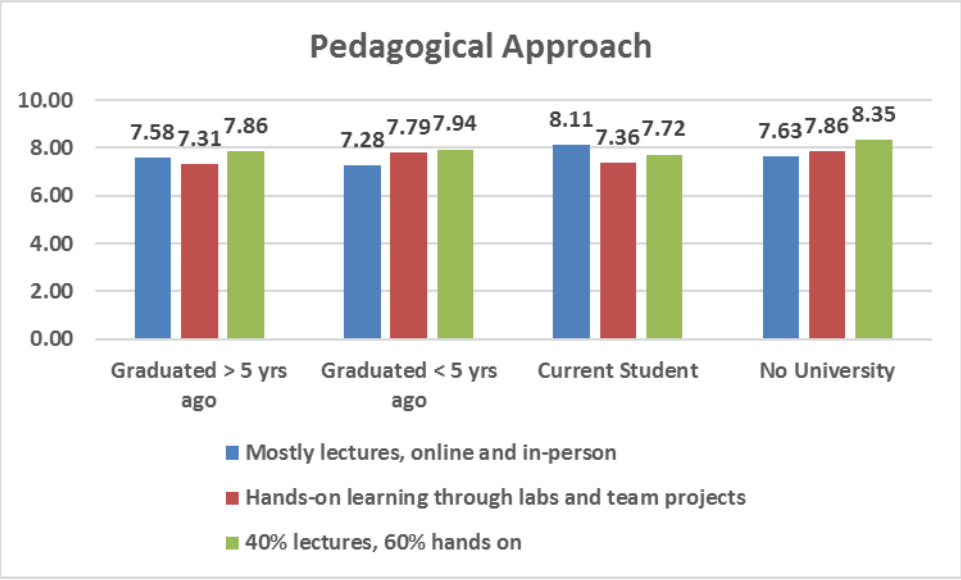


Very high price or time sensitivity?

Courses Offered

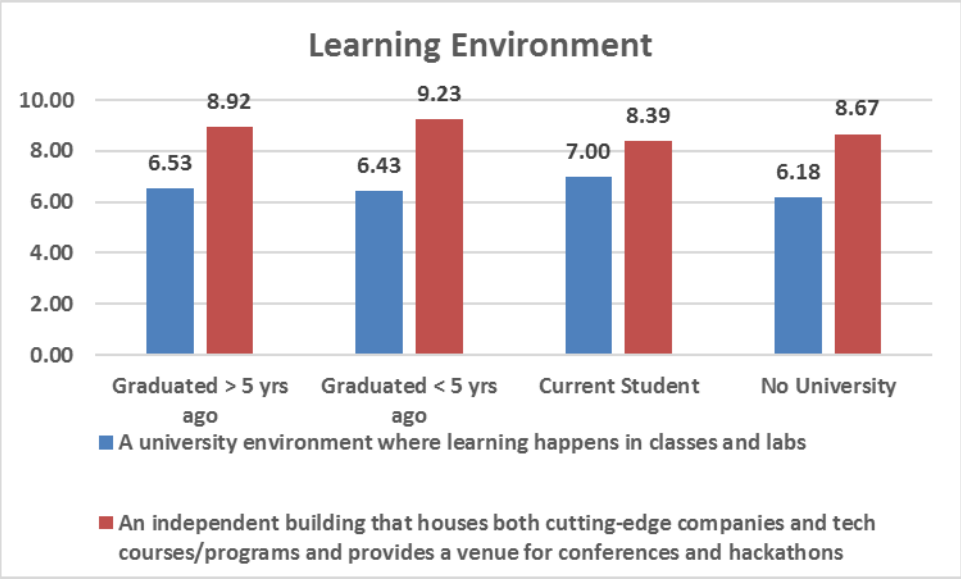


Pedagogical Approach

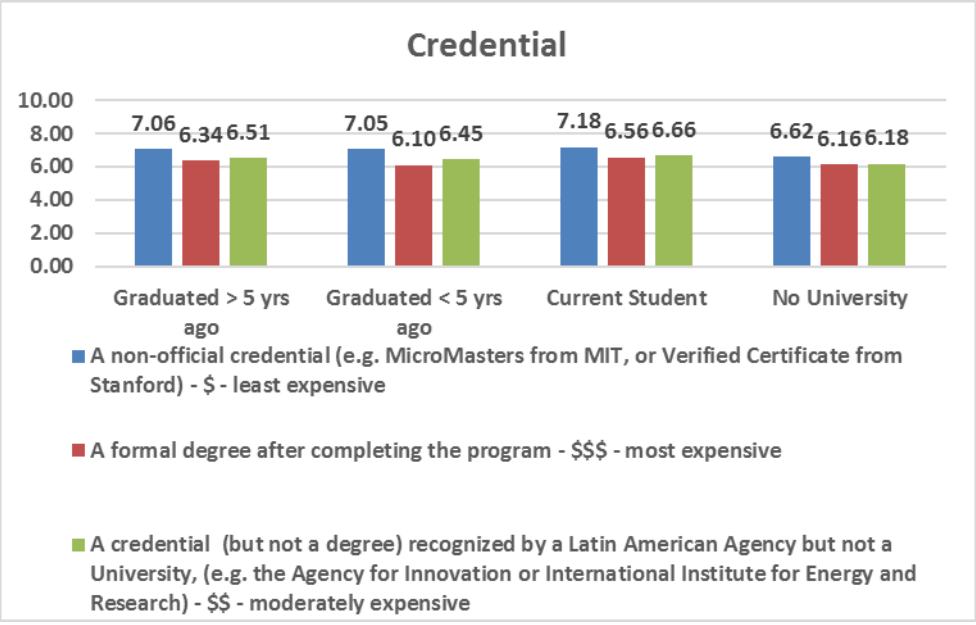


Most segments prefer some hands on experience – What do companies value most?

Learning Environment

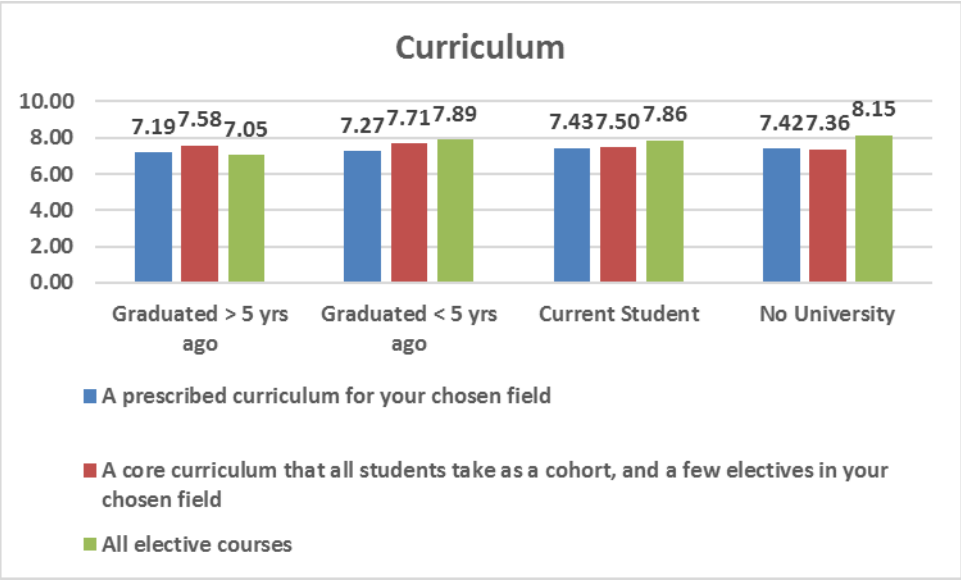


Credential

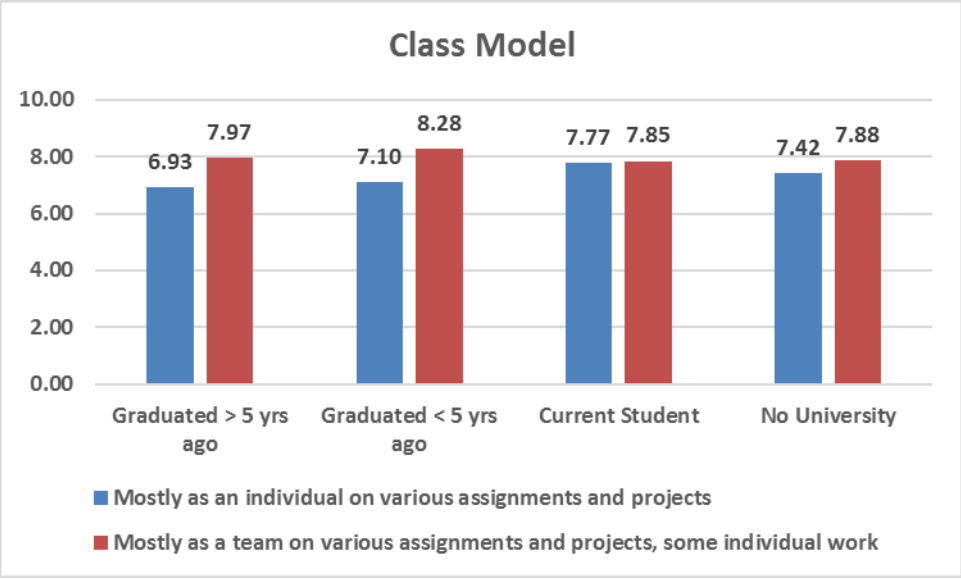


Is it price sensitivity or preference for US University recognition?

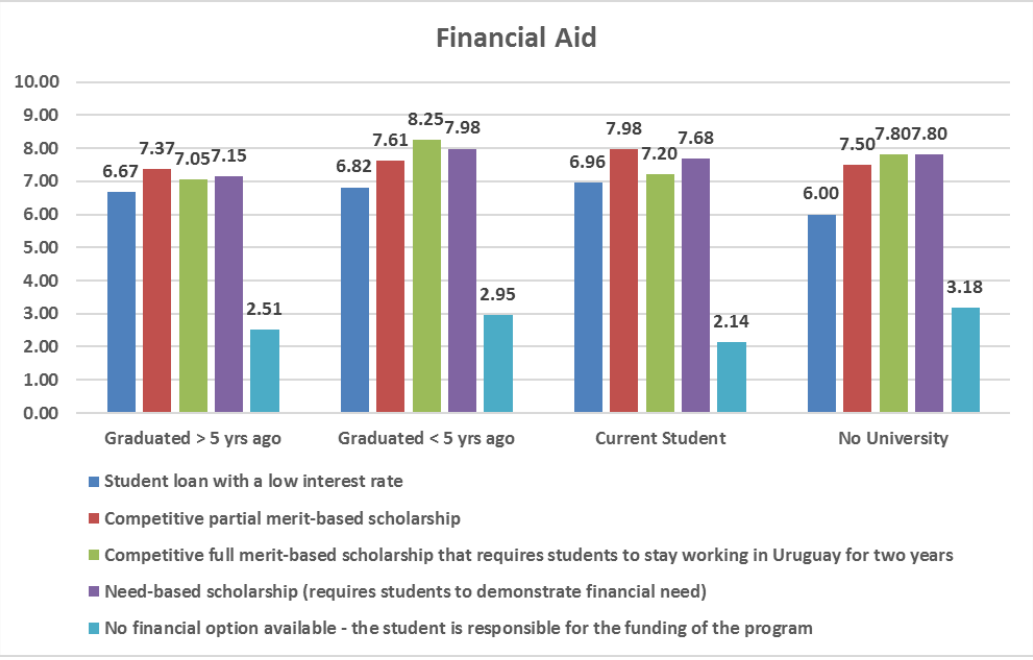
Curriculum


Curriculum
10.00
8.00
6.00
4.00
2.00
0.00
7.19
7.58
7.05
7.27
7.71
7.89
7.43
7.50
7.86
7.42
7.36
8.15
Graduated > 5 yrs ago
Graduated < 5 yrs ago
Current Student
No University
A prescribed curriculum for your chosen field
A core curriculum that all students take as a cohort, and a few electives in your chosen field
All elective courses

Class Model

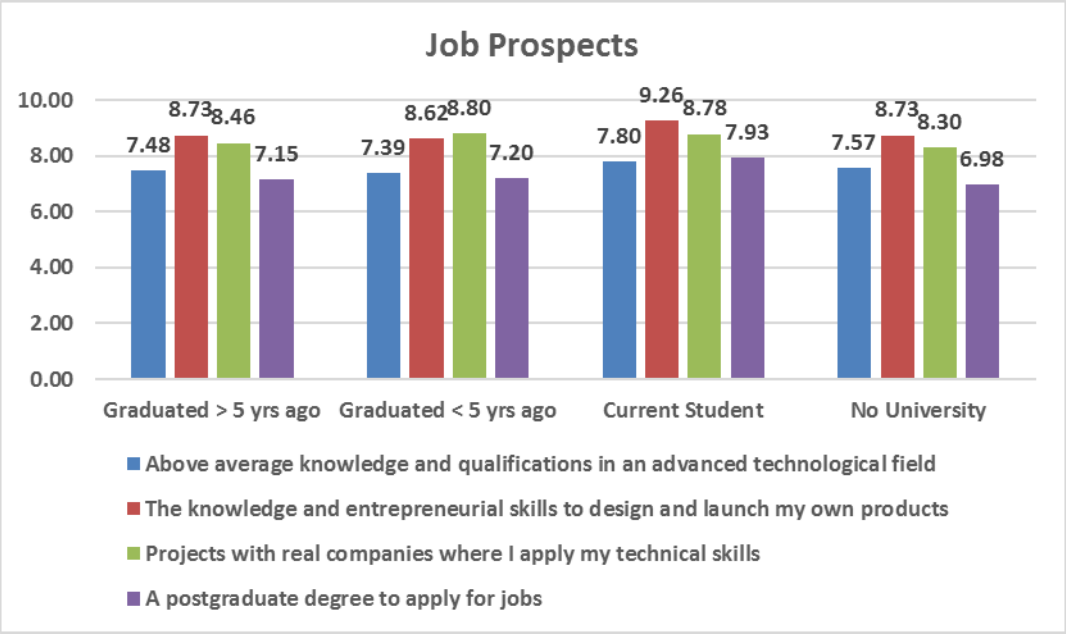

Class Model
10.00
8.00
6.00
4.00
2.00
0.00
6.93
7.97
7.10
8.28
7.77
7.85
7.42
7.88
Graduated > 5 yrs ago
Graduated < 5 yrs ago
Current Student
No University
Mostly as an individual on various assignments and projects
Mostly as a team on various assignments and projects, some individual work

Financial Aid

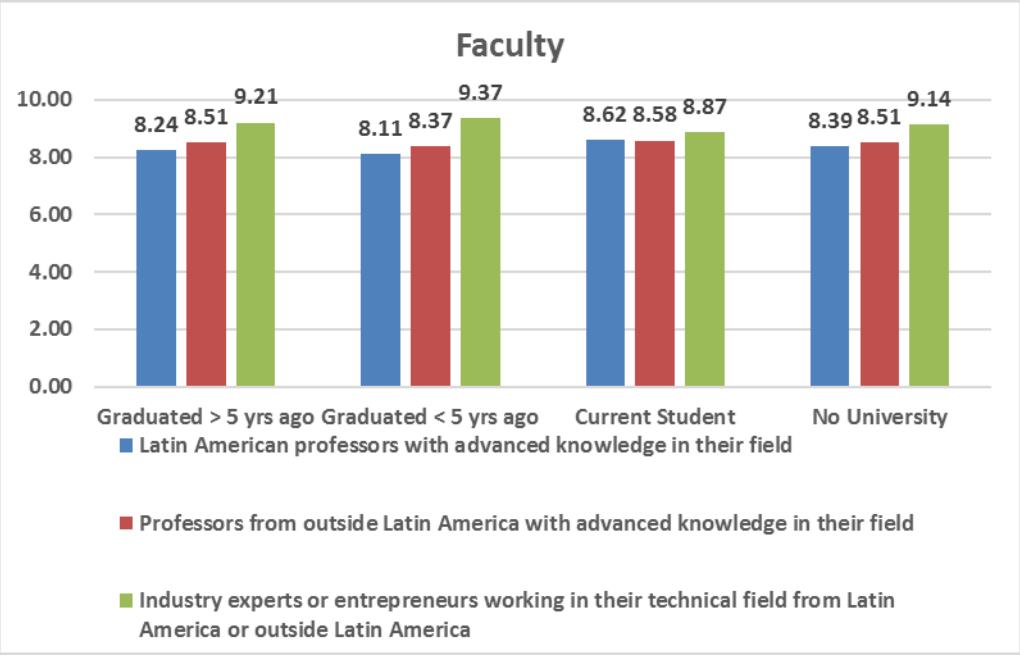


Need-based scholarships are not always preferred over merit-base ones. Recent grads are the most willing to stay in UY in exchange for a full merit-based scholarship

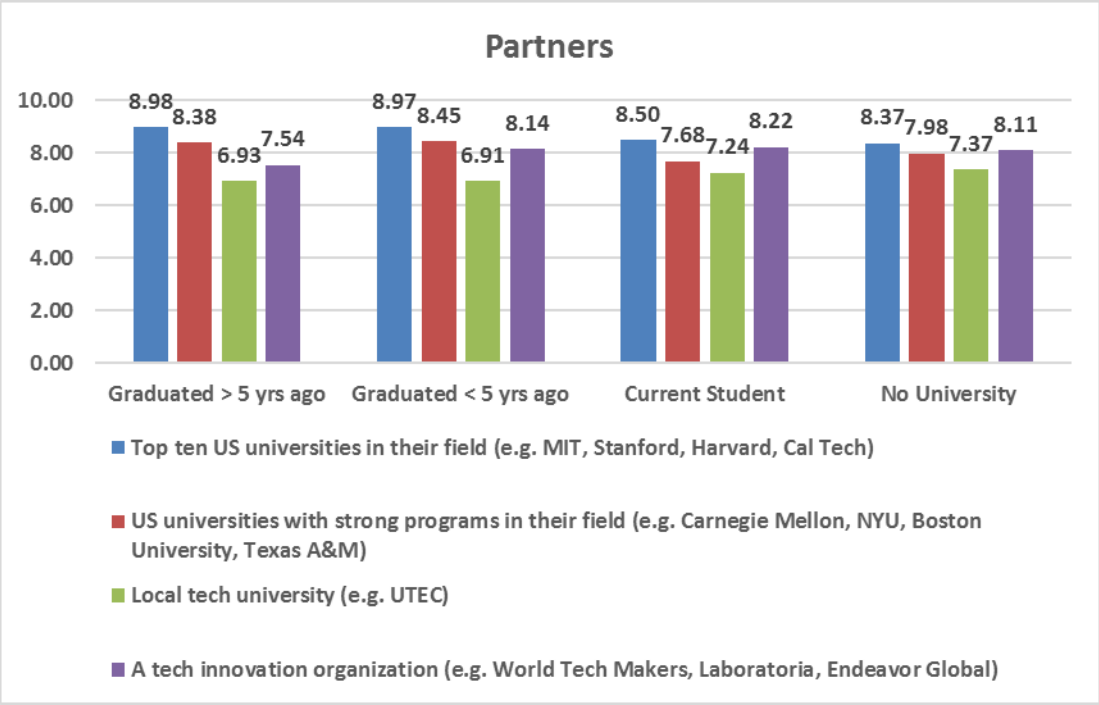
Job Prospects



Faculty


Faculty
10.00
8.00
6.00
4.00
2.00
0.00
8.24
8.51
9.21
8.11
8.37
9.37
8.62
8.58
8.87
8.39
8.51
9.14
Graduated > 5 yrs ago
Graduated < 5 yrs ago
Current Student
No University
Latin American professors with advanced knowledge in their field
Professors from outside Latin America with advanced knowledge in their field
Industry experts or entrepreneurs working in their technical field from Latin America or outside Latin America

Partners


Partners
10.00
8.00
6.00
4.00
2.00
0.00
8.98
8.38
6.93
7.54
8.97
8.45
6.91
8.14
8.50
7.68
7.24
8.22
8.37
7.98
7.37
8.11
Graduated > 5 yrs ago
Graduated < 5 yrs ago
Current Student
No University
Top ten US universities in their field (e.g. MIT, Stanford, Harvard, Cal Tech)
US universities with strong programs in their field (e.g. Carnegie Mellon, NYU, Boston University, Texas A&M)
Local tech university (e.g. UTEC)
A tech innovation organization (e.g. World Tech Makers, Laboratoria, Endeavor Global)

Collaborators