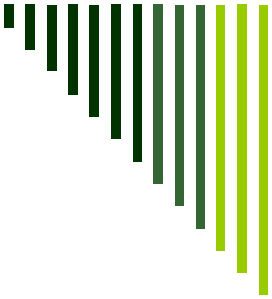


Overview of U.S. Higher Education

NAFSA Montreal Conference
May 2006

Gregg Glover
School of Education, Harvard University
Linda Tobash
Institute of International Education

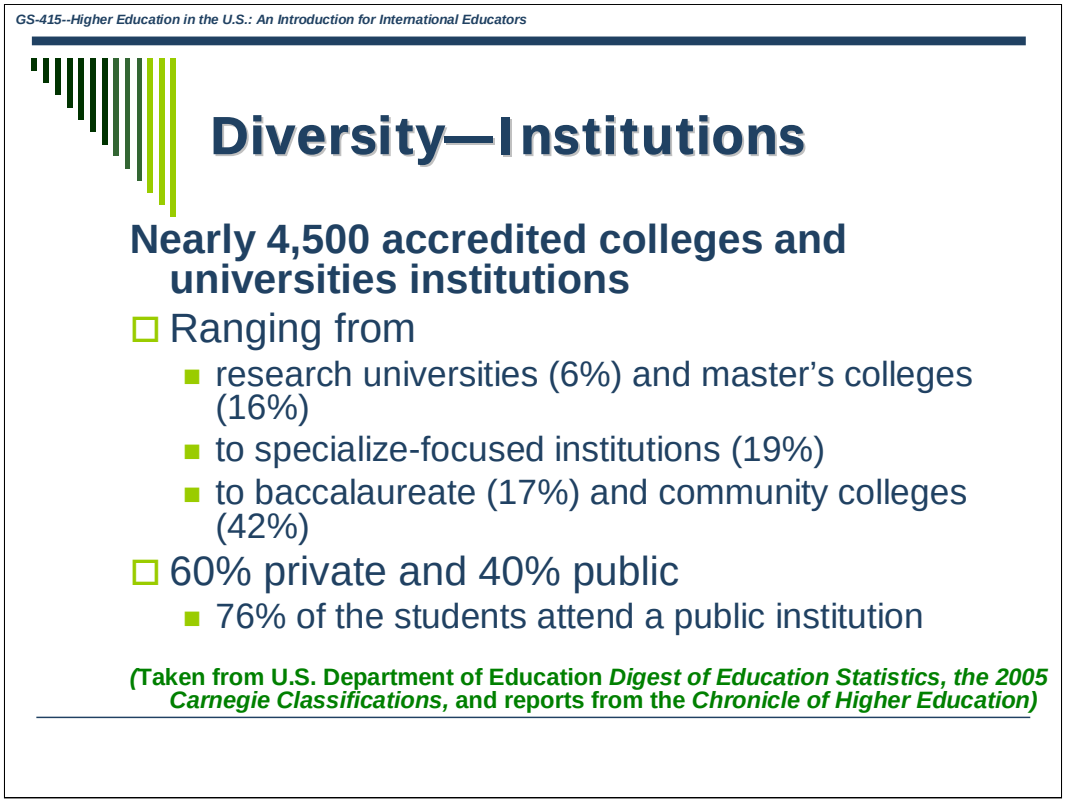
Objectives

Key Characteristics

- Diversity
  - Institutions
- Universal Access
  - Students
- Decentralized
  - Governance
  - Quality Assurance
  - Admission Policies and Procedures
  - Linkages
- Trends and Challenges
  - Funding and Costs
  - Competition
  - Life-long Learning
  - International Students

Diversity

"Pluralism" in the types of institutions considered a strength of the system



Pluralism" in the types of institutions considered a strength of the system

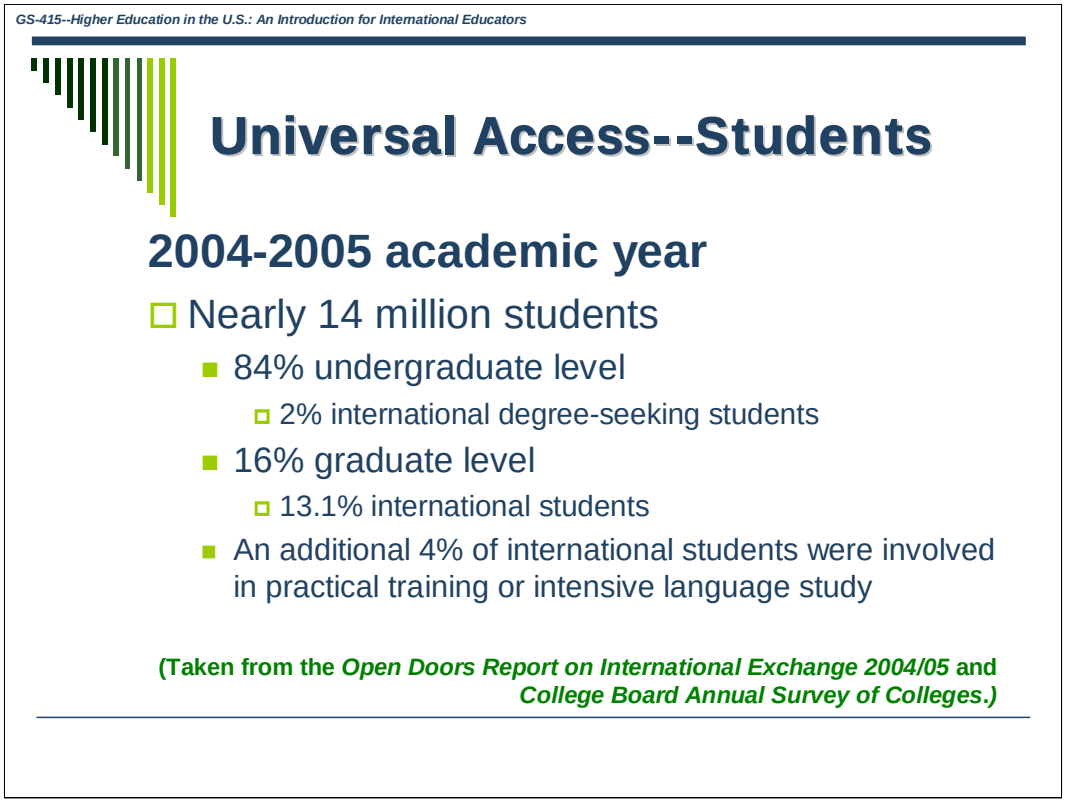
Brief mention of history—started with 9 colonial colleges rooted in English Liberal Arts tradition…

Universal Access

Philosophy of universal access

- Nearly 70% of population has had some level of college or university education

Great expansion during mid 1800--Land Grant Act--geographic access and then in mid 1900 the GI Bill--fiscal access and expansion of community colleges--geographic access and focus on manpower needs, skills



Nearly 70% of population has had some level of college or university education

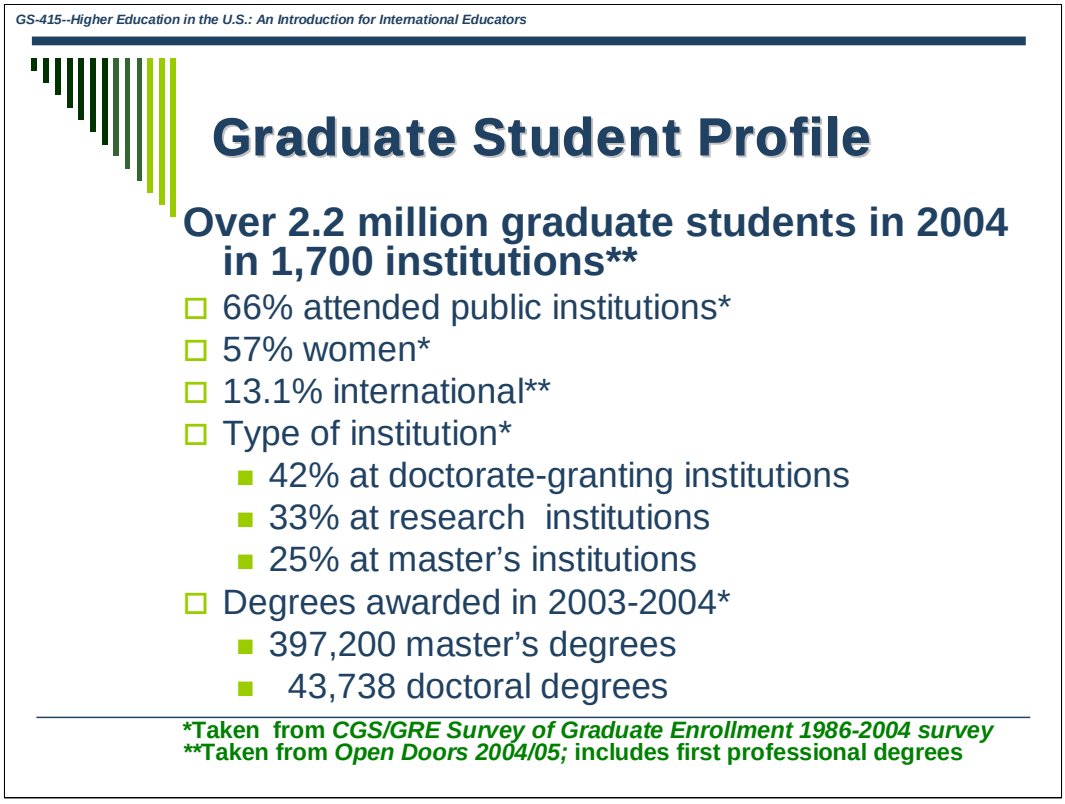
(Taken from U.S. Department of Education data)

Undergraduate Student Profile

- **At the bachelor's degree level approximately *7,560,450* students were enrolled in 2004**.
  - An additional 4,658,521 were enrolled in community colleges for associate's degrees.
  - 64% of high school graduates in 2000 enrolled in college
- **Traditional age is 18 – 22**
  - Nearly 1/3 (28%) of 18-24 age cohort is enrolled in post-secondary level studies
  - 6% in part-time study
  - 2.3% in bachelor's degree study are international
- **Female students make up 56% of the student population**
  - compared to international students where nearly 53% are male
  - Approximately 1.1million bachelor's degrees are awarded annually
  - 2.8% to international students

(Taken from *Open Doors 2004/05* and U.S. Dept. of Education statistics)

Average age is 27



Majority are full-time at research I—71%; doctorate—59%; but only 45% at master's

Als

Graduate Student Profile

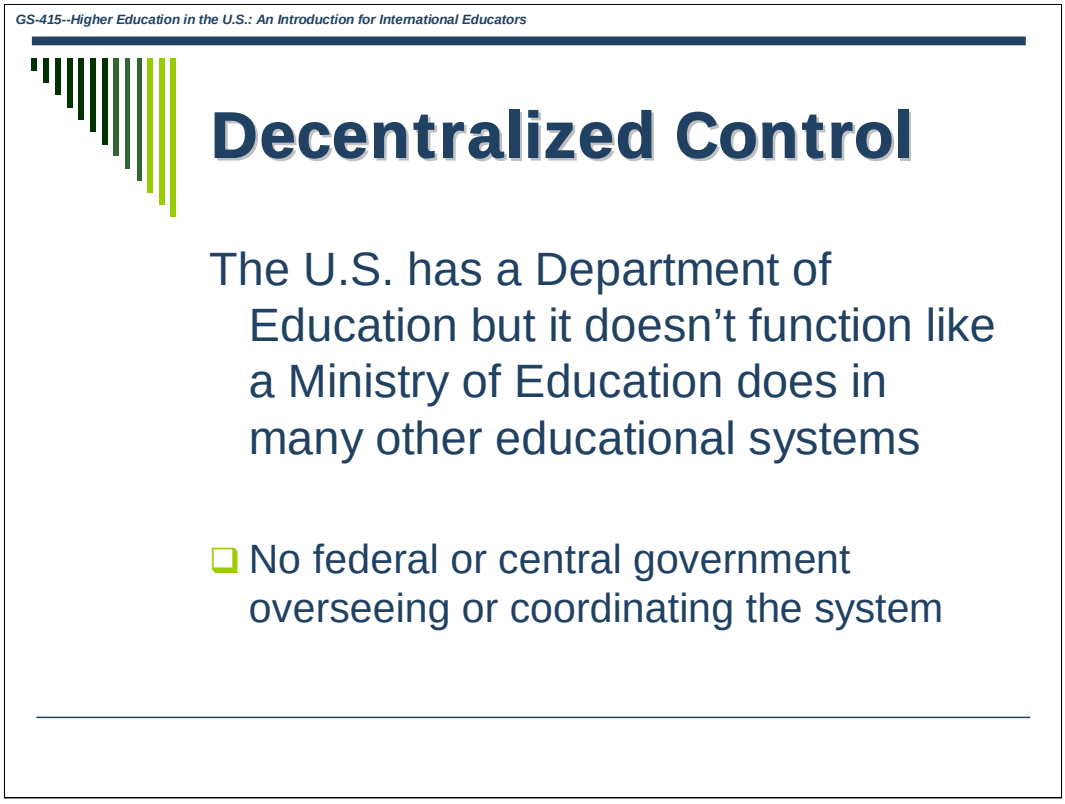
U.S. Students

- two-thirds in public institutions
- slightly over half part-time
- over 55% female
- Education, Business, Social Sciences, Health Sciences, Public Administration & Services among most popular fields

International

- over 50% enroll in research institutions
- most are full-time
- 61% are male
- Engineering,Math & Computer Sciences, Business, Physical &Life Sciences among most popular fields

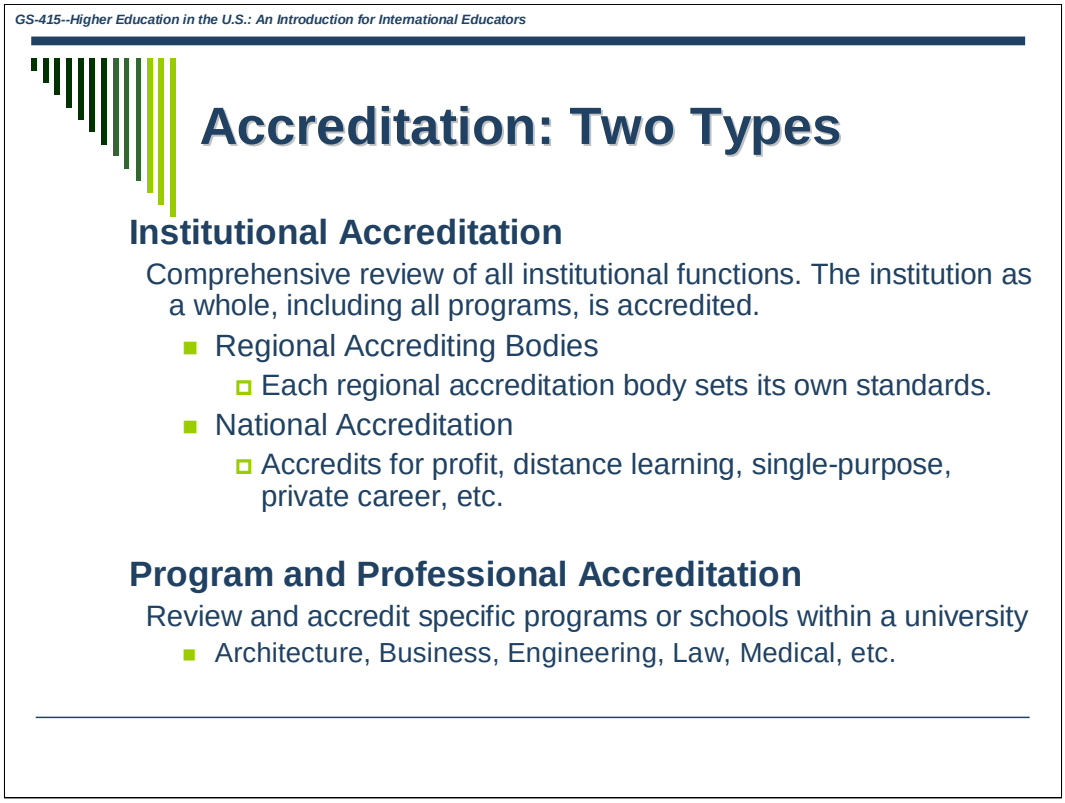
Taken from *CGS/GRE Survey of Graduate Enrollment-2001 & Open Doors2004/05*



institutions operate fairly autonomously; no federal or central government overseeing the system or coordinating; have a DOE but not an MOE; Federal government plays a fairly limited role in governance, e.g. legislative on regulatory issues such as access or disabilities. It funds research. However, carries a big stick when it comes to student funding—loans, grants. It is one of most heavily regulated areas in higher ed. Public institutions—more control by state government in terms of regulations, oversight and funding. But still in comparison with many other national educational systems, it is the institution that determines policies. That is why developing linkages can be so difficult. Need to work individually with institutions and even with separate departments with in a school.

Admission and quality assurance— institutions operate fairly autonomously; no federal or central government overseeing the system or coordinating; have a DOE but not an MOE; Federal government plays a fairly limited role in governance, e.g. legislative on regulatory issues such as access or disabilities. It funds research. However, carries a big stick when it comes to student funding—loans, grants. It is one of most heavily regulated areas in higher ed. Public institutions—more control by state government in terms of regulations, oversight and funding. But still in comparison with many other national educational systems, it is the institution that determines policies. That is why developing linkages can be so difficult. Need to work individually with institutions and even with separate departments with in a school.

Key fact to stress again is that it occurs at the institutional level among peers. Not government controlled.



must be accredited for students to receive financial aid

Handout from CHEA

Decentralized—Admissions Processes

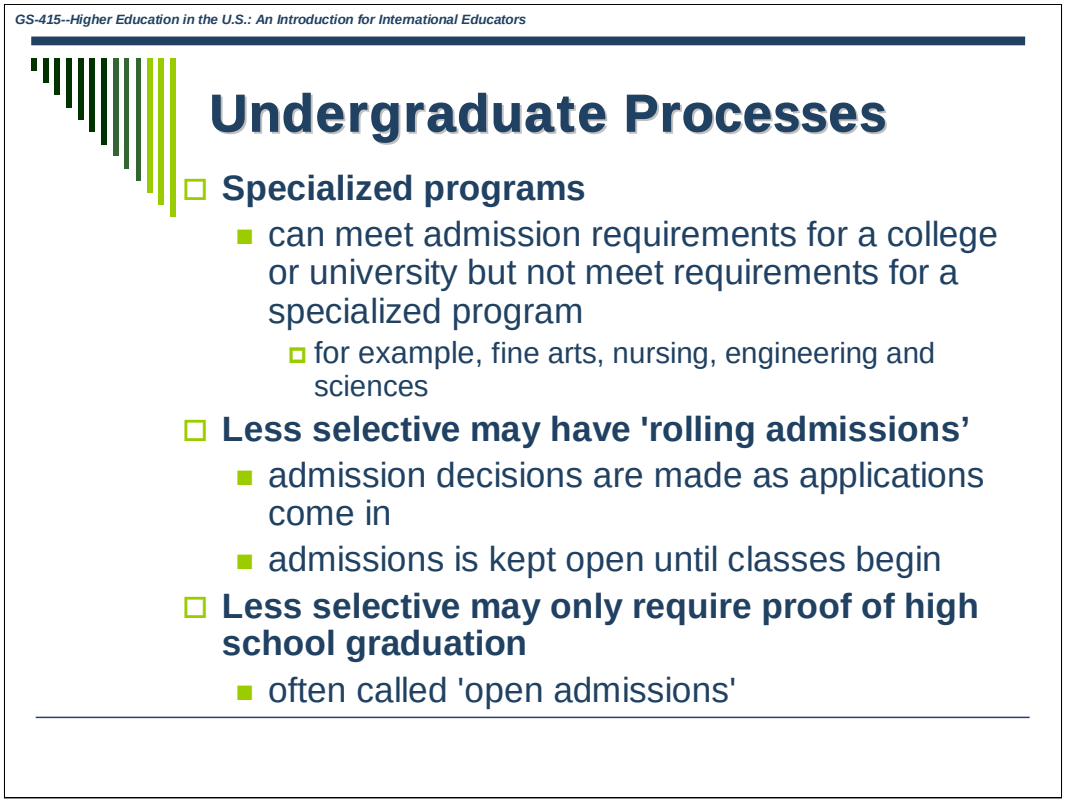
- **No U.S. national system for recruitment or admission of students**
- **Each institution establishes its own recruitment and admissions policies**
- **Institutions can usually be categorized as having highly selective, competitive, less selective, or open admission policies**
- **At selective institutions meeting minimum requirements does not gain one admission**
  - it only means that one meets the requirements to be considered for admission
  - being admissible and getting admitted are not the same
- **Increased competition at both undergraduate and graduate levels for admission and financial aid**

Undergraduate Admissions

At the undergraduate level, the review process and admission decisions are often centralized within the Admission Office

- Highly selective and competitive admission decisions are based on grades, test scores, letters of recommendation, community and leadership activities, quality of essays
- Highly selective often have early deadlines
  - students at the high school level start the process of identifying colleges up to 18 months in advance (researching, visiting) and usually apply 9 to 11 months in advance
- Selective and competitive institutions usually have
  - application deadlines between Jan. 1 and Feb. 1
  - review of applications in spring
  - decisions announced in early April
  - students reply by May 1
  - studies begin in August or September

Do we want to discuss early admission/decision models…..



Application acceptance rates

4-year public institutions have a 68% acceptance rate

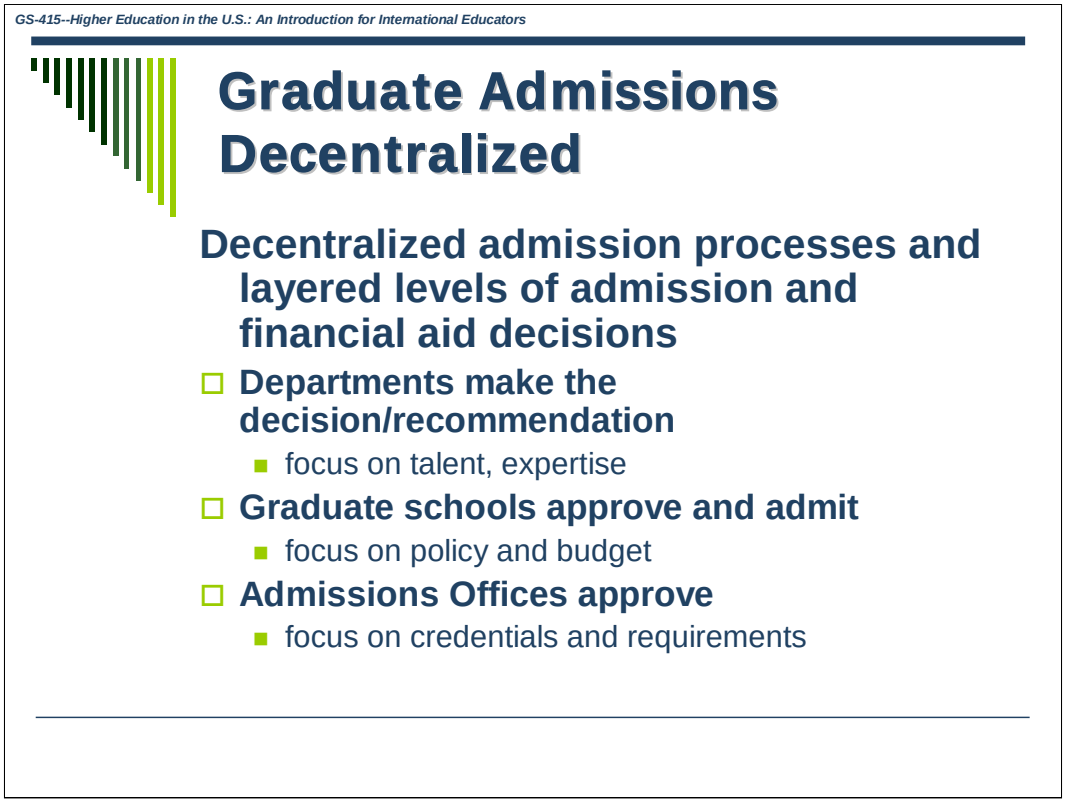
4-year private institutions have a 60% acceptance rate

Admission Standards

Increased over past ten years

High school GPA or rank were the most important factors in admission decisions based on surveys administered between 1979 – 2000

Standardized admissions test scores second in importance.



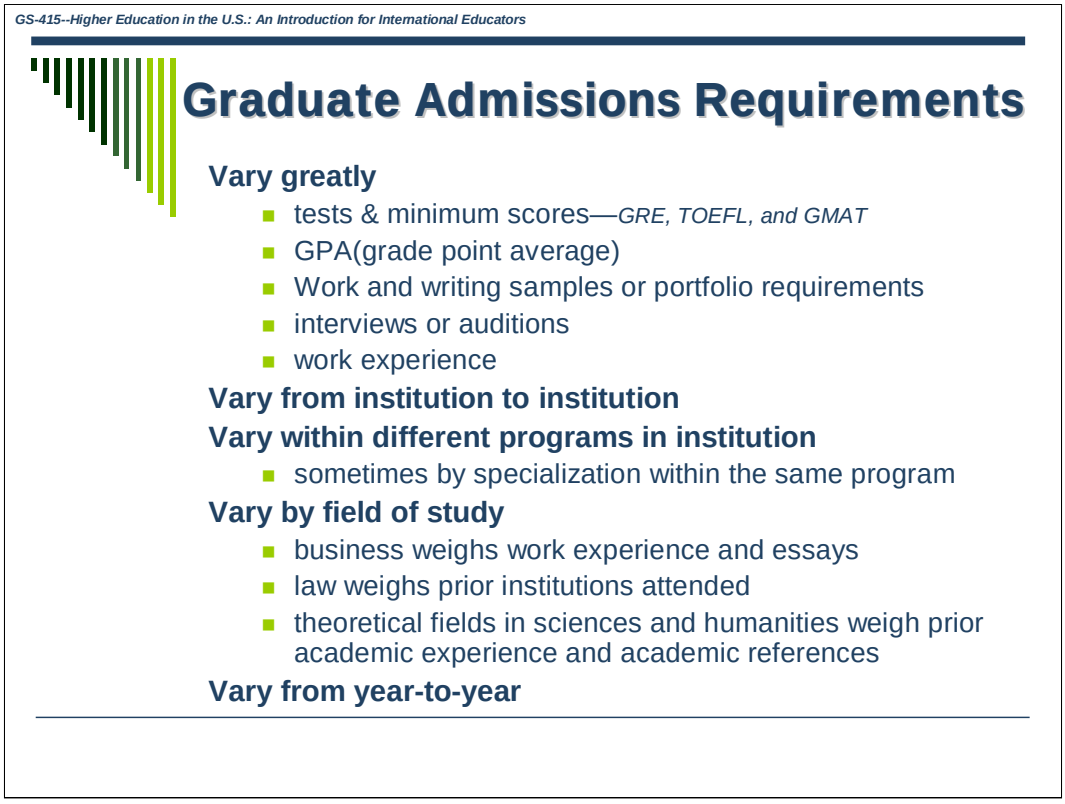
Annually over 1.2 million applications are made

- strong competition for seats
- greater competition for financial aid

Overall, only 46% of ALL applications are accepted

- varies greatly by institution and field of study

One can say that all programs are competitive but fields more than others, biological sciences at only 30% acceptance, education at 70%



What do schools weigh?

Academics (*brains*)--achievement in prior coursework, standardize test scores, research and publications, writing and work samples

Personal qualities and interpersonal skills--essays, letters of reference, awards, work experience

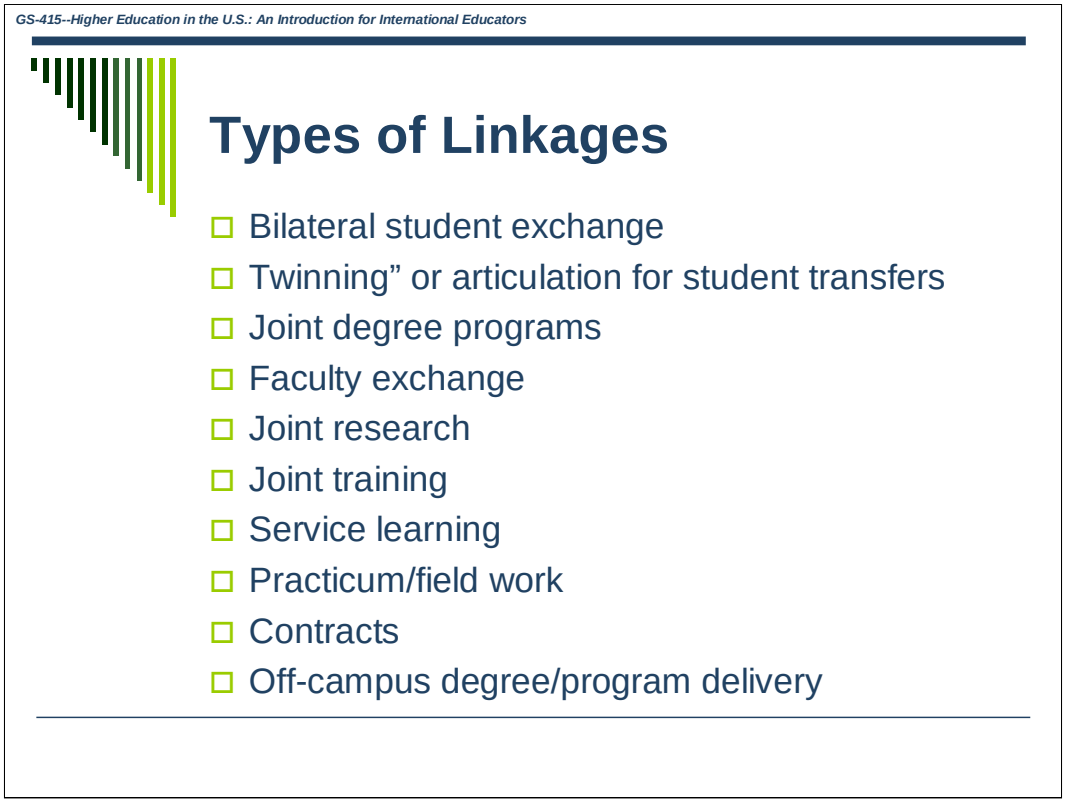
Future potential and leadership--accomplishments to date, letters of reference, awards, community and volunteer service

Appendices: Benchmarks; credits, grading; common entrance exams

Decentralized--Linkages

- No centralized body for creating linkages
- Linkages generally occur at the institutional level
- No one model that fits all
  - regulations and practices widely differ from institution to institution (or state to state)

Handout—NAFSA chapter



Have U.S. university president to sign a document on the spot

Have commitment from individual faculty or unit without campus approval

Talk to wrong parties on the U.S. campus

Lack understanding of U.S. campus culture and the need for mutual benefit

Pursue only "big name" U.S. institutions rather than looking at specific programs and campus comparability

Linkages: Strategies

- Faculty support most crucial in success and sustainability, as faculty most often is the driving force for academically related linkages
- Identify mutual benefits and understand the differences in view and perceptions
  - academic, financial, political and cultural, etc.
- Initiation, review, and approval processes
  - know the players, understand the process and the time needed