

Overview of U.S. Higher Education

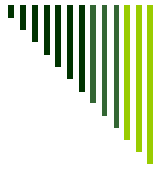
NAFSA Montreal Conference
May 2006

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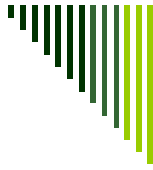
Institute of International Education



Objectives

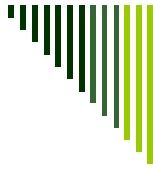
Key Characteristics

- 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**



Diversity—Institutions

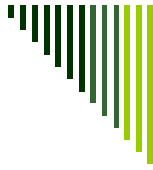
Nearly 4,500 accredited colleges and universities institutions

- Ranging from
 - research universities (6%) and master's colleges (16%)
 - to specialize-focused institutions (19%)
 - to baccalaureate (17%) and community colleges (42%)
- 60% private and 40% public
 - 76% of the students attend a public institution

*(Taken from U.S. Department of Education **Digest of Education Statistics, the 2005 Carnegie Classifications**, and reports from the **Chronicle of Higher Education**)*

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



Universal Access--Students

2004-2005 academic year

- Nearly 14 million students
 - 84% undergraduate level
 - 2% international degree-seeking students
 - 16% graduate level
 - 13.1% international students
 - An additional 4% of international students were involved in practical training or intensive language study

(Taken from the Open Doors Report on International Exchange 2004/05 and College Board Annual Survey of Colleges.)

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

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



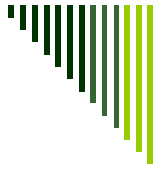
Undergraduate Student Profile

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



Graduate Student Profile

Over 2.2 million graduate students in 2004 in 1,700 institutions**

- 66% attended public institutions*
- 57% women*
- 13.1% international**
- Type of institution*
 - 42% at doctorate-granting institutions
 - 33% at research institutions
 - 25% at master's institutions
- Degrees awarded in 2003-2004*
 - 397,200 master's degrees
 - 43,738 doctoral degrees

*Taken from *CGS/GRE Survey of Graduate Enrollment 1986-2004 survey*

**Taken from *Open Doors 2004/05*; includes first professional degrees

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

Als



Graduate Student Profile

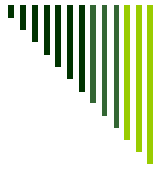
U.S. Students

- 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 Doors 2004/05*



Decentralized Control

The U.S. has a Department of Education but it doesn't function like a Ministry of Education does in many other educational systems

- No federal or central government overseeing or coordinating the system

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 within a school.



Decentralized Control

Characterized by a decentralized structure in policy making and management

- Policies
- Regulations
- Standards
- Budgets
- Curriculum
- Degree conferral
- Faculty hiring
- Linkage outreach
- Recruitment and marketing

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 within a school.



Decentralized--Quality Assurance and Accreditation

Accreditation is a process of external quality review

- Non-governmental, independent, peer review
- Voluntary process
- Self-regulated

No federal governmental body that oversees the quality control of institutions.

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



Accreditation: Two Types

Institutional Accreditation

Comprehensive review of all institutional functions. The institution as a whole, including all programs, is accredited.

- Regional Accrediting Bodies
 - Each regional accreditation body sets its own standards.
- National Accreditation
 - Accredits for profit, distance learning, single-purpose, private career, etc.

Program and Professional Accreditation

Review and accredit specific programs or schools within a university

- Architecture, Business, Engineering, Law, Medical, etc.

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.....



Undergraduate Processes

- **Specialized programs**
 - can meet admission requirements for a college or university but not meet requirements for a specialized program
 - for example, fine arts, nursing, engineering and sciences
- **Less selective may have 'rolling admissions'**
 - admission decisions are made as applications come in
 - admissions is kept open until classes begin
- **Less selective may only require proof of high school graduation**
 - often called 'open admissions'

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.



Graduate Admissions Decentralized

Decentralized admission processes and layered levels of admission and financial aid decisions

- **Departments make the decision/recommendation**
 - focus on talent, expertise
- **Graduate schools approve and admit**
 - focus on policy and budget
- **Admissions Offices approve**
 - focus on credentials and requirements

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%



Graduate Admissions Requirements

Vary greatly

- tests & minimum scores—*GRE, TOEFL, and GMAT*
- GPA(grade point average)
- Work and writing samples or portfolio requirements
- interviews or auditions
- work experience

Vary from institution to institution

Vary within different programs in institution

- sometimes by specialization within the same program

Vary by field of study

- business weighs work experience and essays
- law weighs prior institutions attended
- theoretical fields in sciences and humanities weigh prior academic experience and academic references

Vary from year-to-year

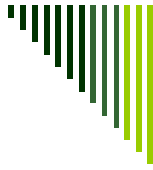
What do schools weigh?

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

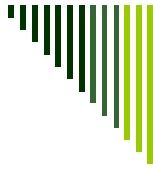
Appendices: Benchmarks; credits, grading; common entrance exams



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



Types of Linkages

- ☐ Bilateral student exchange
- ☐ Twinning” or articulation for student transfers
- ☐ Joint degree programs
- ☐ Faculty exchange
- ☐ Joint research
- ☐ Joint training
- ☐ Service learning
- ☐ Practicum/field work
- ☐ Contracts
- ☐ Off-campus degree/program delivery

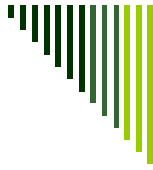
Have U.S. university president to sign a document on the spot

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