

1: India, China sent highest number of students to American institutions: Report (via India Times)

Full text of ""Report of a visit to American educational institutions,"" See other formats.

As open-access institutions located close to where students live and work, community colleges are uniquely situated to jumpstart social mobility for those who aspire to the middle class. That is why President Obama has called for making community college free and the first two years of college universal, just as primary and secondary education have been for decades. Yet, the outcomes today at community colleges are often dismal. With 86 percent of high school graduates going on to college,² the central challenge in higher education has shifted from access to college to something different: Given these low completion rates, new accountability measures are coming to higher education—“as they should. We often hear the mantra that community colleges need to do more with less; but if we really care about invigorating the promise of two-year schools, why should we accept that artificial limitation? As we will see below, research suggests that targeted investments can produce substantially better educational results than we see today—“which will pay crucial dividends for society at large. Sign up for updates. Sign Up Follow us This issue brief looks at three key issues surrounding the funding of higher education: How would such a system work? A program of funding weighted toward low-income students in higher education would be a far cry from what we have today. Community colleges educate students with the greatest needs, on average, yet spend far less per pupil than four-year institutions. The current approach—“trying to educate low-income and working-class students on the cheap—“ends up being highly inefficient, because while the costs of community college are relatively low, low completion rates at these schools mean the costs per degree or certificate are high. Current Inequality in Spending Per-pupil operating expenditures vary dramatically, as Figure 1 shows. In raw numbers, private research universities spend five times as much per student as community colleges, and public research universities almost three times as much. Three major justifications are offered for this differential, but each fails to fully justify the disparities. First, research universities are charged not only with educating students, but also with conducting basic research that advances human understanding of the world. This valid point takes us only so far, though, because when scholars separate out research and include only education and related expenses, large gaps in expenditures remain between institutions, as Figure 2 shows. Second, community colleges educate students in the first two years of college, whereas four-year institutions also educate upper-division students, whose education is often estimated to cost 1. If students and parents are paying more for tuition in the private marketplace, the argument runs, they deserve to enjoy greater resources. In fact, as Figure 3 shows, direct public funding is more than twice as high at public sector research universities than at community colleges; that is, more-affluent students who can afford to attend a more prestigious program are then rewarded with their school receiving an outsized portion of public support. Sometimes, the inequity in public spending is even part of an explicit policy. In Maryland, for example, the state legislature decreed that full-time equivalent community college students should be funded at 25 percent the level of students at four-year colleges. Based on the theory that nonprofit private colleges serve the public interest, they are exempt from property, sales, and income taxes, and donations made to nonprofit universities are tax deductible to the donor. These inequalities are particularly difficult to swallow, given the evidence which we present below to suggest that community college students on average have greater—“not fewer—“needs than four-year college students. It is important also to note that there is substantial inequality in funding within the two-year sector, in part because community colleges typically receive some local funding, which tends to reflect the wealth of neighborhoods. In a paper, scholars Alicia C. Dowd and John L. Grant found that the intrastate variation in state and local community college appropriations between institutions at the ninetieth and tenth percentiles of funding in each state in half the states studied ranged from 2. In so doing, we often waste the talents of those students who could contribute a great deal to our society, but who are failed by our grossly unequal two-tiered system of primary, secondary, and tertiary education. The raw completion rates at two- and four-year institutions begin to tell this story. After a two-year investigation of thirty for-profit companies, the U. According to a rigorous analysis by MDRC, which employed a randomized trial, the

program nearly doubled the three-year graduation rate of students, from 22 percent to 40 percent. As Baum and Kurose observe: But without adequate funding, significant progress is unlikely. The Kâ€™12 systemâ€™which has greater experience educating disadvantaged students and has lower dropout rates than higher educationâ€™may be informative. Some studies estimate the costs of building a successful schoolâ€™by extrapolating from proven examplesâ€™and vary the costs based on the demographics of students in those schools. These analyses can also predict different costs depending on the demographics of the student body. Although many inequities remain in our Kâ€™12 system of funding given reliance on property taxes for the local contributions to school resources, on net, a Education Trust analysis found that state and local funding was higher in high-poverty than low-poverty districts in 17 states, about the same in 24 states, and lower in 6 states. In , 62 percent of community college students came from bottom half of income distribution, compared with 43 percent at public four-year schools and 38 percent at private, nonprofit four-year schools. But many other programsâ€™particularly tax breaks for students and parentsâ€™pull in the direction of supporting the wealthy. And federal, state, and local aid in higher education involves a complex mix not only of aid to individual students such as the Pell Grant program but also direct aid to public colleges most notably in the form of state subsidies and tax subsidies to institutions the deductibility of donations and non-taxation of income and property of nonprofit colleges. Likewise, private scholarships skew toward wealthy students. A report found that a higher proportion of high-income families receive private scholarships than low-income families. The first step, then, is to provide more equality in funding to students and institutions across the spectrum. But education research at the Kâ€™12 level has long suggested that equality is not enough: Very little comparable research has been done at the higher education level to determine the right premium for low-income students, in part because there has not been litigation in the area like there has at the Kâ€™12 level and in part because postsecondary institutions have not had the same uniform standards and assessments as those employed at the primary and secondary levels. Today, more than half of states employ performance-based funding for higher education, meaning they provide some portion of funding based on student outcomes, according to a report of the National Conference on State Legislators. Moreover, researchers have begun to quantify the real costs of educating low-income students in community colleges to high levels, using a variety of methods, from reliance on professional judgement to examining the amount spent at successful institutions. A February report by Martha Snyder of HCM Strategies finds that thirty-five states are either developing or using some form of performance-based funding. In , at the urging of Governor Phil Bredesen a moderate Democrat , the legislature passed the Complete College Tennessee Act, to replace college funding based on student enrollment with a program funding success as measured by various outcomes such as retention rates and completion. The group also concluded that a 40 percent funding premium should be provided to institutions that have success with students who are low-income defined as eligible for federal Pell Grants or adult learners age 25 or over. In addition, the premium also covers the extra costs associated with having a reasonable chance of success with low-income and adult students. Higher education researcher Arthur Hauptman noted in Federal and state governments have roles to play in promoting reform, as does the philanthropic community. At the federal level, progressive congressional action is unlikely in the short term, but the executive branch could take action in the near term that would lay the groundwork for critical reform over time. What should be done? Department of Educationâ€™or a group of foundationsâ€™should support rigorous research to better identify the full level of funding each higher education institution currently receives. When you cobble together the federal, state, and local subsidiesâ€™both direct expenditures and tax breaks for institutions and individuals â€™what does the total allocation of public support look like? Second, we need a better understanding of what it takes to educate the more-disadvantaged students to high levels. State performance funding formulasâ€™which provide 40 percent or even percent more for success with low-income studentsâ€™could provide a model for increasing needs-based funding for Community College students. Third, in the longer term, once we have a firm sense of who currently gets what, and how much spending students with different needs deserve, we need to fundamentally rethink how we allocate public funds to better match student needs and public resources. As a part of that thinking, federal and state policymakers should carefully watch programs like the one in Tennessee

to better calculate what premium is necessary to tap into the talents of students from all backgrounds. In addition, the federal government should consider taxing the endowments of very wealthy institutions, and dedicating the proceeds to community colleges serving low-income students. Policymakers should seriously consider the recommendations of the Nexus Research and Policy Center to apply an excise tax of between 0. Providing adequate levels of funding to educate students of all backgrounds is a critical step in helping community colleges fulfill their original promise of serving as engines for social mobility. Bridging the Higher Education Divide: The Century Foundation Press, , Bridging the Higher Education Divide, The authors calculate that private research universities spend 5. Mullin and David S. See also Christopher M. Mullin, Doing More with Less: American Association of Community Colleges, September , 6. Nexus Research and Policy Center, April , 1. American Institutes for Research, , 17â€” American Institutes of Research, October , 2. Bridging the Higher Education Divide, 35â€” Bridging the Higher Education Divide, 17 The Education Trust, March , 5. Ushominsky and Williams, Funding Gaps , 4, Figure 1. Bridging the Higher Education Divide, 76â€” Bridging the Higher Education Divide, 18â€” Sara Goldrick-Rab, Douglas N. Preliminary Report September , 9â€”10, <http://> Martha Snyder, Driving Better Outcomes: Snyder, Driving Better Outcomes, 22â€” See also Kevin J. Jones, Hana Lahr, Rebecca S. Increasing Postsecondary Credentials for Underrepresented Youth, ed. Harvard Education Press,

2: American University, Washington, D.C. | American University, Washington, DC

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Vietnam - Education and Training Vietnam - Education Training This is a best prospect industry sector for this country. Includes a market overview and trade data. This figure is the sixth highest among countries which have students in the United States. A significant increase in per capita income in the past ten years, the expansion of both the manufacturing and services sectors, and the value Vietnamese families traditionally place on education are creating substantial opportunities. However, competition will continue to grow as globalization creates more opportunities for study elsewhere. Competitors in Asia including Australia and Singapore promote proximity, affordable costs, and the possibility of post-graduation employment. Currently, there are universities and colleges operating in Vietnam. Vietnamese universities have room for only , students of the over 1. Most Vietnamese students in higher education study at the undergraduate level. Three top priorities of the Vietnamese government in the next ten years include infrastructure, institutional reform, and human resources development. Improving domestic education is a top priority in various plans and the initiatives include ambitious goals, such as a ten percent annual increase in domestic university enrollment and developing a higher education system that is more in line with global standards. Because of this, the Vietnamese government has increased the budget allocations, liberalized private sector involvement, and encouraged foreign participation in developing education and training services. However, many observers find the reform process to be slow and that domestic higher education falls far short of meeting the demand. Education and training are top priorities for the government, which needs to equip the labor force with scientific, technological, and management skills. As new industries expand, a university degree is increasingly essential for young Vietnamese workers searching for higher paying jobs in newly emerging industries. The government has acknowledged that the current education system is unable to meet the demand. Opportunities for higher education are limited since the system can accommodate only a fraction of those seeking admission. Although the number of university students has doubled since , the number of professors remains virtually unchanged. Furthermore, a large percentage of university graduates cannot find jobs in their perspective fields or at all without further training, demonstrating a need for a more practical and effective education. This is making many Vietnamese students to look for education opportunities outside of Vietnam. Marketing Strategies Local representation is essential for the success of any U. Students and parents depend on people from Vietnam with whom they can clearly communicate about navigating the process of applying for admission and studying in the U. A representative could be an alumnus or someone with ties and familiarity with your school to handle in-country marketing and outreach, and serve as a local point of contact. Education agents typically represent numerous schools at one time, from the U. One of the most effective and low-cost ways of recruiting students is to establish and support an alumni network in Vietnam. For more information, please visit [http:](http://) Stand-alone Marketing Events Universities or university consortia frequently organize outreach visits to local high schools, holding seminars and counseling sessions, often employing a local partner or representative to organize and handle the necessary paperwork and public event approval process. Schools should familiarize themselves with the many groups in Vietnam that are promoting U. While many prospective students are comfortable with English, schools will reach a wider audience and have more appeal with promotional material translated into the Vietnamese language. Commercial Service Programs Many U. Commercial Service has designed a series of promotional opportunities to assist the institutions. Virtual partner fairs will concentrate on specific segments, such as undergraduate programs, community colleges, and Intensive English Program segments. Participating schools get individually tailored programs and come to Vietnam for face-to-face meetings with prescreened potential partners and important contacts from the educational market. Targeting the Student Market through U. The Commercial Service frequently organizes U. Leading Sub-Sectors op areas of study for Vietnamese students include engineering, business and

management, math, and computer science STEM. In addition, there are many opportunities that target the specific needs of the Vietnamese market. Business management, banking and finance, science, technology, engineering, and math STEM programs are often the top choices. Community Colleges Community colleges offer financial and academic accessibility, serve as a bridge for Vietnamese students to acclimate to the English language, American culture, and the U. These schools often serve as a transition point to a four-year university. Vietnam is the 2nd largest country of origin for students at U. It is important to note that Vietnamese parents cite their desire for providing a safe, comfortable environment for their kids as a primary criterion for selecting boarding schools. Opportunities The greatest opportunities are with community colleges and four-year degree programs.

3: Report: Violence against educational institutions, students and staff rising

Excerpt from Report of a Visit to American Educational Institutions, Estimates are drawn up by this Board and submitted to the City Council, which appropriates the sum required.

Appendix Executive Summary In the economy of today and tomorrow, the demand for a more educated and skilled workforce will only continue to grow. Jobs that require a postsecondary education are increasing in demand, and those that do not are both shrinking in number and in pay. Thus, the need for an effective and affordable higher education system grows more important every year. This report shows that getting better postsecondary outcomes must be at the forefront for policymakers seeking to prepare people to seize opportunity in the new economy. It seeks to measure how the American higher education system is doing based on three baseline metrics crucial for student success: We look at these outcomes across four-year, two-year, and certificate-granting institutions, as well as across the institutional sectors of public, private non-profit, and for-profit schools. We also examine positive and negative trends across multiple measures in order to tell a more complete story. However, in four-year colleges, the majority of their students earned less. The majority of two-year institutions still struggle to prepare their students for a well-paying job. Even with substantially higher graduation rates than two year institutions, certificate-granting institutions still show poorer earnings outcomes. At one in five certificate-granting institutions, at least three-quarters of students who used federal loans or grants to attend earn less than the average high school graduate six years after enrolling. Some institutions graduate most of their students, increase earnings potential, and enable them to adequately repay their student loans. However, there are also many others that do not. This look at the State of American Higher Education Outcomes demonstrates that there is more work to be done. The State of American Higher Education Outcomes In the 21st century economy, higher education is no longer a luxury for the few, but a necessity for economic opportunity. In fact, of the 15 fastest-growing professions, more than two-thirds require some form of postsecondary education. We lag behind global competitors in postsecondary attainment, currently ranking 11th, with education gaps among younger adults even more troubling. But in the U. This report outlines how the American system is performing for both students and taxpayers on those measures. Three Key College Outcomes College Completion College completion is among the most critical measures of success in our higher education system. Post-Enrollment Earnings Most students attend college because they think it will help them find a good-paying job that provides some financial stability. This provides a strong early indication of whether or not these students are more financially secure after they attend—making the investment to enroll worth it. To see if a school is delivering on that expectation, the federal government looks at the loan repayment rate, which measures the percentage of loan-holding students able to pay down at least one dollar towards their principal three years after leaving that school. While this data provides a starting point for policymakers and researchers alike, limitations within the data should also be considered when assessing individual or groups of institutions. Therefore, it excludes institutions that are predominately non-degree or graduate degree-granting institutions. It also excludes schools that had missing data on outcome metrics. Since the federal graduation does not include information on part-time or transfer students, institutions with a higher percentage of first-time, full-time students may provide a more representative sample at that institution. However, part-time students are significantly less likely to complete than first-time, full-time students, graduating less than half as often. And while including transfer students may increase graduation rates at some institutions, it is not likely to affect overall rates substantially. Post-enrollment earnings and loan repayment rates come from the U. Department of Treasury and U. Both of these metrics only include students who have received federal student aid. Because post-enrollment earnings only include information on federally-aided students six years after they enrolled, this metric may be more representative at institutions with a higher percentage of student borrowers or Pell Grant recipients. And for loan repayment rate, this may also tell a more complete story at institutions with a high percentage of student borrowers. Both of these metrics also include non-completers, so for institutions with lower graduation rates, low earnings and loan repayment rates likely indicate poor outcomes for those who have started but not

finished their degree. However, both of these metrics exclude currently enrolled individuals from their calculation at the time of measurement to avoid having earnings and loan repayment appear low for institutions that have a higher percentage of students going onto graduate school. Longer term earnings and repayment outcomes may yield different results across groups of institutions. The State of Higher Education Outcomes in This report uses the three measurements of student outcomes outlined above to provide a broad overview of performance across three types of higher education institutions: Within each section, we include descriptive statistics on what the typical four-year, two-year, and certificate granting institution looks like. This includes information on the number of institutions, the typical undergraduate enrollment, percent of first-time, full-time students, percent of students receiving Pell Grants, and the median net price. It also includes a breakdown of student outcomes by completion, post-enrollment earnings, and loan repayment. They typically take generalized courses within their first two years before then focusing on a particular major. The most popular fields of study in four-year institutions are business, health professions, and social sciences and history. These institutions typically enroll about 2, students per year, a similar number as two-year institutions, yet much more than certificate-granting colleges. They are generally more expensive per year, serve a more well-off population, and enroll more first-time, full-time students than other types of institutions. Additionally, 20 accredited institutions show fewer than nine out of 10 of their first-time, full-time students finishing their degree at the institution where they started. The distribution of earnings outcomes is relatively similar across sectors, though public institutions outperform their private non-profit and for-profit peers. Loan Repayment At the typical four-year institution, most students are able to begin paying down their loans within three years. The data regarding loan repayment reveal significant differences across institutions. Summary Four year institutions generally serve a higher income, greater full-time student population in comparison to two-year and certificate-granting institutions. Though most four-year institutions help the majority of their students graduate, obtain earnings above the average high school graduate, and repay any federal loans that they took out in order to attend, there remain some much needed areas for improvement within these types of institutions. However, still leave the majority of their students unable to do so. There also remain noticeable differences in performance across sectors. The starkest differences in performance across sector appears in loan repayment. Additionally, many of these institutions are open-access, meaning they do not require test scores or a specific grade-point average for admission. However, they typically enroll the highest number of students at each institution. They are generally the least expensive per year, serve a lower-income population than four-year institutions, and enroll fewer first-time, full-time students than four-year institutions but more than their certificate-granting peers. Quick Stats for Two-Year Institutions: Three-quarters of the institutions that predominately award two-year degrees are public, yet publics graduate a smaller percentage of first-time, full-time students than their private non-profit or for-profit counterparts. Earnings Outcomes Consistent with the data on college attainment and future earnings, former students at two-year institutions show significantly less early career earnings potential than those attending four-year colleges. Private non-profit two-year institutions demonstrate the strongest earnings outcomes. Over a quarter of them see more than three in four students earning above the average high school graduate six years after enrolling. Loan Repayment Despite all the press coverage of big loan balances carried by those who attend four-year programs, two-year institutions are more likely to leave the majority of their students behind in repayment. And with interest accumulation, student borrowers who attended the remaining two-year institutions may find themselves in more debt, rather than less, even three years after they attended. Summary Two-year institutions serve different demographics than four-year institutions. They typically serve lower-income students that are less likely to be enrolled as first-time or full-time. Student outcomes should be viewed through this lens, especially graduation rates, when making comparisons to four-year institutions. Most two-year institutions graduate less than half of their first-time, full-time students. While two-year for-profit colleges perform the best in first-time, full-time graduation rates, they also perform the worst in terms of the percentage of their former students earning above an average high school graduate and in loan repayment. Private non-profits fall in the middle of publics and for-profits for graduation rate. However, they outperform these sectors on the other two metrics. Certificate-Granting Institutions Instead of focusing on general education, most certificate programs are

structured to help workers obtain the skills they need to perform a specific type of job—like becoming an auto mechanic, nursing assistant, or hairdresser. These programs are often shorter in length, many allowing students to earn certificates in less than one year. They are generally shorter in length, yet more expensive per year, than two-year institutions. They also serve a higher proportion of Pell Grant recipients and enroll fewer first-time, full-time students than two-year institutions. Quick Stats for Certificate-Granting Institutions: Number of Predominately Certificate-Granting Institutions: The graduation rate is noticeably higher for all types of institutions in these certificate-granting schools than their two-year counterparts: Public and private non-profit certificate-granting institutions significantly outperform their for-profit counterparts when it comes to this measure. For-profits make up over two-thirds of the institutions that predominately awarded certificates. Summary Predominantly certificate-granting institutions serve a similar population to two-year institutions. They typically enroll lower-income students that are the least likely to be enrolled in college as first-time or full-time students. In fact, many enrollees may be adults returning to school to obtain a specific credential. As is true with two-year institutions, student outcome data should be viewed through this lens, especially when making comparisons to their four-year counterparts. Most graduate a majority of their first-time, full-time students, with one-third of them graduating over three-quarters of this student population. Nevertheless, two-year institutions display more positive earnings outcomes. Similar to two-year college outcomes, for-profits perform the best in terms of graduation rate, yet the worst in post-enrollment earnings and loan repayment. While there are only 74 of them, private non-profit certificate-granting institutions demonstrate the strongest outcomes across all three measures, while public certificate-granting institutions show the lowest graduation rates, but earnings and loan repayment outcomes in the middle of the pack. Takeaways Each institution of higher education has its own unique mission. They each serve different types of students, aim to prepare their students for diverse post-collegiate experiences, and have varying time and effort requirements for graduation. However, even with these key differences, we still see some trends that persist within and across different types of institutions. Multiple Measures Tell a More Robust Story While one metric gives you a glimpse into institutional performance, poor or positive trends across multiple measures tell a more complete story. Below, we look at institutions that graduate most of their students, lead them to earn more than the average high school graduate, and equip them to repay their loans. Unfortunately, most institutions fail to meet that mark. Private non-profits demonstrated the strongest outcomes with a majority of their institutions hitting this three-part benchmark. A similar pattern is present across certificate-granting institutions. There are More Institutions with Really Strong Outcomes Than with Really Poor Outcomes Although there is obvious room for improvement within each institution type and sector, there are many colleges that demonstrate strong outcomes across multiple measures, especially in comparison to those that leave over three-quarters of their students degreeless, underemployed, and unable to repay their debt. Four-fifths of these top-performing schools were private non-profit colleges, while the remaining one-fifth were public colleges. Unfortunately, most of these high-performing institutions are highly selective and enroll a wealthier population.

4: Educational institution - Wikipedia

"Report of a Visit to American Educational Institutions," by E S a Robson, , available at Book Depository with free delivery worldwide.

5: How Higher Education Funding Shortchanges Community Colleges

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7: Full text of ""Report of a visit to American educational institutions,""

Attacks directed against students, educators and their institutions appear to be on the rise worldwide, according to a new report from the Global Coalition to Protect Education From Attack, a coalition of education- and human rights-focused organizations.

8: "Report of a visit to American educational institutions," - CORE

This report provides projections for key education statistics, including enrollment, graduates, teachers, and expenditures in elementary and secondary public and private schools, as well as enrollment and degrees conferred at postsecondary degree-granting institutions.

9: Understanding U.S. Accreditation | EducationUSA

The Open Doors Report, compiled annually by the Institute of International Education, is a comprehensive information resource on international students at higher education institutions in the United States, and U.S. students studying abroad for academic credit at colleges or universities.

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