Trends in Higher Education: Changes That May Affect Your Career

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Current Trends

- Increasing focus on completion
- Changing demographics
- Changes in higher education finance
- Challenges of academic readiness
- Growth in contingent faculty
- Emergence of new technology
- Globalization
The Completion Agenda

Importance of educational attainment to international competitiveness

Higher Education Is Increasingly Important To Individual AND Societal Well-Being

Salaries Increase with Educational Attainment

### Growing Demand for College-Educated Workers

By 2018, about two-thirds of all employment will require some college education or better.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of Workforce by Educational Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973</td>
<td>0% Master's degree or better, 40% Bachelor's degree, 32% Associate's degree, 19% Some college, no degree, 10% High school graduates, 10% High school dropouts</td>
</tr>
<tr>
<td>1992</td>
<td>7% Master's degree or better, 34% Bachelor's degree, 30% Associate's degree, 17% Some college, no degree, 11% High school graduates, 10% High school dropouts</td>
</tr>
<tr>
<td>2007</td>
<td>10% Master's degree or better, 30% Bachelor's degree, 21% Associate's degree, 17% Some college, no degree, 11% High school graduates, 10% High school dropouts</td>
</tr>
<tr>
<td>2018</td>
<td>11% Master's degree or better, 23% Bachelor's degree, 21% Associate's degree, 17% Some college, no degree, 10% High school graduates, 10% High school dropouts</td>
</tr>
</tbody>
</table>


College Completion Rates are Low And Vary Across Groups

Six-Year Bachelor’s Degree Completion Rates for Students Who First Entered Public 4-Year Institutions Full-Time in 2002

<table>
<thead>
<tr>
<th></th>
<th>White Women</th>
<th>White Men</th>
<th>Black Women</th>
<th>Black Men</th>
<th>Hispanic Women</th>
<th>Hispanic Men</th>
<th>Asian Women</th>
<th>Asian Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Rates</td>
<td>60%</td>
<td>54%</td>
<td>44%</td>
<td>33%</td>
<td>50%</td>
<td>41%</td>
<td>68%</td>
<td>61%</td>
</tr>
</tbody>
</table>

Growing Calls for Accountability

College Scorecard

University of Pennsylvania (Penn)
Philadelphia, PA
Primarily bachelor's degree granting
Undergraduate enrollment: 11,785

 Costs

What does it typically cost to attend Penn?
The average net price for undergraduate students is $20,592 per year.
Net price is what undergraduates pay after grants and scholarships (financial aid you don’t have to pay back) are subtracted from the institution’s cost of attendance.
The average net price has decreased 1.7% from 2007 to 2009.

 Graduation Rate

What percentage of students graduate?
95.8% of full-time students received their bachelor’s degree within 6 years and 0.6% transferred to another institution. Graduation rate data are based on undergraduate students who enrolled full-time and have never enrolled in college before. This may not represent all undergraduates that attend this institution.
Changing Demographics: Increasing Racial/Ethnic Diversity

Figure 3.5. Composition of U.S. Public High School Graduates, by Race/Ethnicity, 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)

## Percent of Adults Who Hold At Least a Bachelor’s Degree

Persons Age 25 and Older with a Bachelor’s Degree or Higher by Race/Ethnicity, 2009

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>28%</td>
</tr>
<tr>
<td>White</td>
<td>31%</td>
</tr>
<tr>
<td>Black</td>
<td>18%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13%</td>
</tr>
<tr>
<td>Asian</td>
<td>49%</td>
</tr>
<tr>
<td>American Indian</td>
<td>14%</td>
</tr>
</tbody>
</table>

Distribution of Undergraduate Students by Age: Fall 2009

- Under Age 24: 67%
- Age 25 to 49: 29%
- Age 50+: 3%


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Trends in Higher Education Finance
Increasing Privatization

**Note:** Dollars adjusted by 2012 HECA, Cost of Living Adjustment, and Enrollment Mix Index.  
**Source:** State Higher Education Executive Officers. *SHEF FY2012.*
Public Resources Constrained into the Future

Projected State and Local Budget Deficit as a Percent of Revenues, 2016

Increasing Use of Loans

Percent of Undergraduates Borrowing: 1995-96 to 2007-08

Growth in Cumulative Debt

Average Cumulative Debt Among Bachelor’s Degree Recipients By Loan Type and Pell Recipient Status, 2009

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal loans</td>
<td>13,000</td>
<td>18,200</td>
<td>21,100</td>
</tr>
<tr>
<td>Total</td>
<td>15,000</td>
<td>22,400</td>
<td>24,700</td>
</tr>
<tr>
<td>Non-Pell recipients</td>
<td>14,700</td>
<td>20,500</td>
<td>23,100</td>
</tr>
<tr>
<td>Pell recipients</td>
<td>15,700</td>
<td>24,200</td>
<td>26,100</td>
</tr>
</tbody>
</table>

Percent of Undergraduates Who Work While Enrolled

Percentage of 16- to 24-year old Full-Time Students Who Were Employed, October 2010

<table>
<thead>
<tr>
<th>Total Employed</th>
<th>Less than 20 Hours per week</th>
<th>20 to 34 hours per week</th>
<th>35 or more hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>40</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>2-year</td>
<td>40</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>4-year</td>
<td>40</td>
<td>15</td>
<td>17</td>
</tr>
</tbody>
</table>

Bachelor’s Degree Completion Declines as Hours Worked/Week Increase above 15

Percentage of 1995-96 First-Time Freshmen who Attained a Bachelor's Degree by 2001 by Number of Hours Worked Per Week

- Total: 59%
- 0 hours: 69%
- 1-15 hours: 82%
- 16-20 hours: 63%
- 21-30 hours: 51%
- More than 30 hours: 29%

Source: Perna, Cooper, & Li (in press).
Challenges with Academic Readiness
Academic Readiness Often Inadequate

Percentage of first-year undergraduates who took at least one remedial course in 2007-08

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-year public</td>
<td>24%</td>
</tr>
<tr>
<td>4-year public</td>
<td>21%</td>
</tr>
<tr>
<td>4-year private</td>
<td>15%</td>
</tr>
<tr>
<td>Very selective</td>
<td>13%</td>
</tr>
<tr>
<td>Open admission</td>
<td>26%</td>
</tr>
</tbody>
</table>

### Differential Access to Academic Resources in K-12 Education

#### Percentage of 2009 Public H.S. Graduates Who Earned Credits in Dual Credit, AP, or IB Courses

<table>
<thead>
<tr>
<th>Student Race/Ethnicity</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>69%</td>
</tr>
<tr>
<td>White</td>
<td>43%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>40%</td>
</tr>
<tr>
<td>Black</td>
<td>27%</td>
</tr>
<tr>
<td>American Indian</td>
<td>25%</td>
</tr>
<tr>
<td>&lt; 25%</td>
<td>49%</td>
</tr>
<tr>
<td>26% to 50%</td>
<td>37%</td>
</tr>
<tr>
<td>More than 50%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Characteristics of the Nation’s Faculty

"The adjuncts want benefits? Weren’t the magnets with our school logo enough?"
Where Do Faculty Work?

Distribution of Instructional Faculty in Degree-Granting Institutions by Institutional Type

1999  2009

- **Public**
  - 1999: 69%
  - 2009: 63%

- **Private not-for-profit**
  - 1999: 28%
  - 2009: 28%

- **Private for-profit**
  - 1999: 3%
  - 2009: 8%

- **Four-year**
  - 1999: 69%
  - 2009: 72%

- **Two-year**
  - 1999: 31%
  - 2009: 28%


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What Share of Faculty are Full-Time?

Percent of Instructional Faculty in Degree-Granting Institutions Employed Full-time: 1970 to 2009


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Average Salaries of Full-Time Faculty

Average Salary of Full-Time Instructional Faculty on 9-Month Contracts in Degree-Granting Institutions, 1970 to 2010 (constant 2009 dollars)

Percentage of Institutions With Tenure Systems


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Race/ethnicity of Full-Time Faculty: 2009

Full-Time Instructional Faculty in Degree-Granting Institutions by Race/ethnicity

- White: 75.6%
- Black: 5.4%
- Asian: 3.8%
- Hispanic: 8.2%
- American Indian: 0.5%
- Unknown: 2.2%
- Non-resident alien: 4.2%


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Gender of Full-Time Faculty by Rank: 2009

Representation of Women Among Full-Time Instructional Faculty by Rank


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New Technology

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Growing Enrollment in For-Profits

Distribution of Total Enrollment in Four-Year Degree-Granting Institutions by Institutional Type

Participation in Distance Education

Percentage of Undergraduates Participating in Distance Education by Type of Institution, 2007-2008

- **Public 2-year**
  - Course: 22
  - Degree Program: 3

- **For-profit**
  - Course: 19
  - Degree Program: 12

- **Public 4-year**
  - Course: 16
  - Degree Program: 2

- **Private nonprofit 4-year**
  - Course: 12
  - Degree Program: 3

Characteristics of Undergraduates Participating in Distance Education

Distribution of Undergraduates Enrolled in a Distance Education Course by Age & Employment Status, 2007-2008

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Not Employed</th>
<th>Employed Part-time</th>
<th>Employed Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 23 or younger</td>
<td>44</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>24-29</td>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>30 or older</td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Not employed</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed part-time</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed full-time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Globalization

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Growth in Foreign Study

Box C4.1. Long-term growth in the number of students enrolled outside their country of citizenship

Growth in internationalisation of tertiary education (1975-2011, in millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>0.8m</td>
</tr>
<tr>
<td>1980</td>
<td>1.1m</td>
</tr>
<tr>
<td>1985</td>
<td>1.1m</td>
</tr>
<tr>
<td>1990</td>
<td>1.3m</td>
</tr>
<tr>
<td>1995</td>
<td>1.7m</td>
</tr>
<tr>
<td>2000</td>
<td>2.1m</td>
</tr>
<tr>
<td>2005</td>
<td>3.0m</td>
</tr>
<tr>
<td>2010</td>
<td>4.1m</td>
</tr>
<tr>
<td>2011</td>
<td>4.3m</td>
</tr>
</tbody>
</table>

Source: OECD and UNESCO Institute for Statistics.

Data on foreign enrolment worldwide comes from both the OECD (2011 figures) and the UNESCO Institute for Statistics (UIS) (2010 figures). UIS provided the data on all countries for 1975-95 and most of the non-OECD countries for 2000, 2005 and 2010. The OECD provided the data on OECD countries and the other non-OECD economies in 2000 and 2011. Both sources use similar definitions, thus making their combination possible. Missing data were imputed with the closest data reports to ensure that breaks in data coverage do not result in breaks in time series.


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Common Destination Nations for Foreign Study


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Common Origin Nations of Foreign Students


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