

## Data Sources: International Dual, Joint, and Other Collaborative Degree Programs

In 2005, Columbia University's School of International and Public Affairs (SIPA) launched its Global Public Policy Network (GPPN), an association of graduate public affairs programs at international universities that aims to provide opportunities for dual degree programs, faculty exchanges, and collaborative research. The program allows SIPA students to participate in dual degree programs at three international partner universities. Under one program, for example, students in Columbia's master's of public affairs program have the option of spending their second year at a GPPN partner institution in Paris, London, or Singapore. They will receive MPA degrees from both universities in the same amount of time it takes to earn one degree, and in most cases, at significantly less cost. Partner universities include the London School of Economics and Political Science (LSE), the Lee Kuan Yew School of Public Policy at the National University of Singapore, and Sciences Po in Paris. (For more information on SIPA's international dual degree programs, see the Web site

<http://www.sipa.columbia.edu/academics/gppn/index.html>)

Columbia's programs have proven to be quite successful. Fifty students have completed the Sciences Po dual degree and 32 have completed the program with the LSE, according to the Columbia University Web site (<http://www.columbia.edu/cu/senate/committees/education/singapore07.htm>). These graduates have gone on to positions at European think tanks, US public school systems, the US State Department, the World Bank, McKinsey and Company in Paris, and the United Nations in Africa. In March 2007, Columbia's faculty senate approved a resolution to begin an additional international dual degree program with the National University of Singapore.

Columbia University's dual degree arrangements with international graduate universities are just one of many examples of the expanded efforts by American graduate programs to partner on various collaborative degree programs with higher education institutions from around the globe (Montoto, 2007). These "collaborative degree" arrangements go by a variety of names and have a number of unique features. They do, however, share some common characteristics, such as:

- they are developed by two or more institutions in each of the participating countries;
- the curricula are developed and approved by faculty and administrators at each participating higher education institution; and,
- the participating institutions collaborate on student admissions and selection criteria (O'Brien & Proctor, 2007).

Like the Columbia programs, the majority of collaborative degree programs allow students to receive a dual or double degree, under which students take courses and receive a degree, diploma, or certificate from each participating college or university. Some programs use a joint degree structure,

through which students take courses at each participating college or university, but commonly they receive only one degree, diploma, or certificate from their college or university of registration. The student's award may either be in the names of both participating institutions, or the student's transcript may indicate that he or she participated in a collaborative degree program (O'Brien & Proctor, 2007). There are a wide variety of other collaborative degree arrangements as well.

Two recent developments have triggered the establishment of degree program partnerships between American graduate schools and international colleges and universities. First, increased competition for international students, both among American institutions and between American and international universities, may be giving US graduate school deans an incentive to design attractive collaborative degree programs that will attract students both from America and abroad. Second, improvements in technology and communications may be making it easier for institutions to share resources that make collaborative degree programs possible; improvements in Web-based teaching technology, for instance, may make it feasible for faculty to develop and teach courses to students far beyond their countries' borders.

Unfortunately, very little empirical information exists about the number and types of international collaborative degree arrangements being made between US and foreign colleges and universities. In order to document the prevalence of collaborative degree programs between American graduate schools and international colleges and universities, CGS's 2007 International Graduate Admissions Phase II: Final Applications and Initial Offers of Admission Phase II survey asked graduate deans to report on the types of collaborative degree programs their institutions have developed, the definitions used for these programs, the countries with which these programs have been developed, and their plans for establishing new programs within the next two years. The survey was sent to 473 American colleges and universities that were members of CGS as of June 2007. Roughly 34% (160) of the survey population provided usable responses as of the date the survey data analysis began. The response rates among certain types of institutions were even higher: nine of the ten institutions with the largest international graduate student enrollment, 84% of the largest 25, and 68% of the largest 50 provided usable survey responses.<sup>1</sup> (To see the full report on the Phase II survey, go to the CGS Web site at [http://www.cgsnet.org/portals/0/pdf/R\\_IntlAdm07\\_II.pdf](http://www.cgsnet.org/portals/0/pdf/R_IntlAdm07_II.pdf).) The high participation rate among the campuses with the largest international enrollment is important because data from the National Center for Education Statistics show that the 50 largest institutions enroll more than 41% of the total international graduate student population (NCES, 2006). The high response rate among these institutions suggests that the survey results accurately depict recent trends in applications and admissions offers in US graduate schools.

As this is the first time CGS has collected information on collaborative degree programs, this survey data serves as a baseline upon which discussions of these issues may be further examined. Future surveys may build on this baseline and allow CGS to analyze trends in the use of these programs by US graduate schools.

## Prevalence of International Collaborative Degree Programs

The CGS survey asked institutions to indicate which types of collaborative degree programs they currently have with international higher education institutions. As Table 1 indicates, about 29% of American graduate schools have established at least one type of collaborative graduate degree program with another international college or university. However, even higher shares of the institutions that enroll the largest number of international students have established such programs. Roughly 56% of the largest ten institutions, 48% of the largest 25, and 56% of the largest 50 colleges and universities said they have at least one collaborative degree program, compared with only 22% of the institutions with enrollments below the largest 50.

**Table 1.** Percentage of American Graduate Schools That Have Established Graduate Degree Programs With One or More International Higher Education Institutions, by International Graduate Student Enrollment Size and Degree Program Type

Degree Program Types	International Graduate Enrollment Size				
	Largest 10	Largest 25	Largest 50	All Other Institutions	Total (All Respondents)
Dual/Double degree program only	44%	33%	32%	5%	11%
Joint degree program only	0%	5%	3%	8%	7%
Other type of degree program only	11%	5%	12%	6%	7%
Dual & Joint degree programs	0%	5%	9%	2%	3%
Dual & Other degree programs	0%	0%	0%	1%	1%
<b>Total With One or More Collaborative Program(s)</b>	<b>56%</b>	<b>48%</b>	<b>56%</b>	<b>22%</b>	<b>29%</b>
No Programs	44%	33%	32%	61%	55%
No Response	0%	19%	12%	17%	16%

Source: 2007 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admission, August 2007. Due to rounding, percentages may not total to 100.

Dual/double degree programs are the most common type of collaborative arrangement, particularly at colleges and universities that enroll large numbers of international students. About 44% of the largest ten institutions have established a dual/double international collaborative program. In contrast, none of the largest ten institutions have a joint program and 11% have some “other” type of program. It should not be a surprise that larger institutions are more likely than smaller ones to have established dual degree and other collaborative degree programs, as larger institutions have more international students and thus may have greater interest in collaborating with colleges and universities outside the US. However, as technology is further enhanced and best practices emerge, it is likely that more institutions with smaller enrollments will establish international collaborative degree programs in the future.

## Countries With Which US Graduate Institutions Have Established Collaborative Degree Programs

American graduate schools are more likely to have established collaborative degree programs with higher education institutions in Europe than with any other country or region (see Table 2). Roughly 39% of the institutions with collaborative degree programs have master's degree programs with universities in Europe, while 18% have doctoral programs with European higher education institutions (the responses were not mutually exclusive; some institutions may have established both master's and doctoral programs with European universities, or programs with universities from other countries or regions). While Europe is the most common region for collaborative degree arrangements, China

and India are also very important countries for the establishment of these programs. Nearly one-quarter of CGS survey respondents said they have master's programs with Chinese colleges and universities, and 14% have master's programs with institutions in India.

**Table 2.** Countries With Which U.S. Graduate Institutions Have Established Collaborative Graduate International Degree Programs

	Master's	Doctoral
Europe (including the U.K.)	39%	18%
China (People's Republic)	24%	4%
India	14%	0%
Korea	8%	0%
Middle East*	6%	0%
Other	33%	10%

Source: 2007 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admission, August 2007.

Note: Percentages are based on respondents who indicated that they had established one or more graduate dual, joint, double, or other degree programs with an international (non-U.S.) college or university.

\* Middle East: Bahrain, Cyprus, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen.

None of the respondents have begun collaborative doctoral programs outside of Europe and China. One-third of the collaborative master's programs, and 10% of the doctoral programs, have been established with institutions in countries or regions not specifically listed in Table 2, including Mexico, Turkey, Russia, and several others.

## Prospects for Future Growth

To get an idea of the type of growth that might occur in the near future, the CGS survey asked respondents to indicate what types of collaborative degree programs, if any, their institutions plan to establish with international colleges or universities over the next two years. Table 3 on the next page displays these results.

In total, about 24% of all American graduate schools plan to establish new collaborative degree arrangements with non-US universities within the next two years. This growth will come primarily from the institutions with the largest number of international graduate students. About 11% of the ten largest colleges and universities plan to begin new dual/double degree programs, compared with 5% of the largest 25, 3% of the largest 50, and 5% of all other institutions. Roughly 11% of the largest ten institutions said they plan to establish new dual and joint degree programs, compared with only 3% of those outside the largest 50 and 5% of all respondents.

However, some smaller-sized institutions said they do plan to initiate collaborative programs. About 8% of the institutions outside the largest 50 plan to launch joint degree programs—approximately the same proportion as those in the largest 50 and nearly identical to those in the largest 25. And about 2% of the respondents outside the largest 50 plan to begin dual, joint, and other degree programs, compared with none of the larger institutions.

This first-time analysis suggests that currently about 29% of American graduate schools, and 56% of the largest 50 institutions, have established at least one dual, joint, or other graduate degree, diploma, or certificate program with higher education institutions outside the US. The majority of these programs appear to have been established by the institutions with the largest number of international students. These programs tend to be dual (or double) degrees, generally

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**Table 3.** Percentage of American Graduate Schools That Plan to Establish New Graduate Degree Programs With One or More International Higher Education Institutions Within the Next Two Years, by International Graduate Student Enrollment Size and Degree Program Type

Degree Program Types	Institutional Enrollment Size				
	Largest 10	Largest 25	Largest 50	All Other Institutions	Total (All Respondents)
Dual (or Double) degree program only	11%	5%	3%	5%	4%
Joint degree program only	0%	9%	9%	8%	8%
Other type of degree program only	11%	5%	6%	3%	4%
Dual & Joint degree programs	11%	9%	12%	3%	5%
Dual & Other degree programs	0%	5%	9%	0%	2%
Dual, Joint, & Other	0%	0%	0%	2%	1%
Total Planning to Begin One or More New Collaborative Program(s)	33%	33%	39%	21%	24%
No New Programs	56%	38%	38%	59%	55%
No Response	11%	29%	23%	20%	21%

Source: 2007 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admissions, August 2007. Due to rounding, percentages may not total to 100.

defined as programs from which graduating students receive degrees or diplomas from each participating institution. Most of the partner universities are based in Europe, China, and India.

Further, it appears that the use of collaborative degree programs will continue to grow. Nearly one quarter of American graduate schools plan to establish new collaborative degree arrangements with non-US universities within the next two years. Much of this growth will occur at the institutions with the largest current international graduate enrollment. Many of these colleges and universities have already initiated at least one dual or other international

collaborative degree program. These institutions thus seem well positioned to expand their current international cooperative degree arrangements. Future Phase II surveys will thus be used to document the important trends in the development of dual, joint, and other degree programs between American graduate schools and international colleges and universities.

by Kenneth E. Redd, Director, Research and Policy Analysis

<sup>1</sup>The most recent total international graduate enrollment data are for fall 2004 and come from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) Enrollment Survey.

#### References

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#### PANELISTS

**Louis Maheu**, former graduate dean and professor emeritus of sociology, University of Montreal

**Jorge Bal-n, PhD**, senior researcher, Center for Studies on State and Society in Argentina; former senior program officer, Ford Foundation

**Patrick Awuah, PhD**, president, Ashesi University

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