

Data Sources: International Graduate Programs—2007 & 2008

In 2006, the University of Kansas School of Business established a dual MBA/Master's in Management degree program with the Groupe ESC Claremont Graduate School of Management in Claremont-Ferrand Cedex, France. The MBA-MIM dual degree program aims to develop managers who have the training, language, and cultural capabilities that are increasingly necessary to begin and advance careers in today's global economy (for more information, see the KU Web site at http://www.business.ku.edu/International-IIB_MBA-MIM).

The KU program is just one example of the many collaborative graduate educational programs that U.S. universities have established with international higher education institutions. These collaborative programs go by a variety of names, and it is important to note that there is no single, standard definition for them. Generally speaking, however, they are programs developed by two or more colleges or universities in two or more countries (O'Brien and Proctor, 2007). The participating programs generally award two types of degrees or diplomas: dual (also referred to as double) degrees (through which students take courses and receive a degree or diploma from each participating college or university in the collaborative partnership) and joint degrees. Under joint degree programs, graduating students receive one degree or diploma that typically contains either the names and official seals of all participating institutions (a double-seal or double-badge diploma), or the student's transcript, a separately awarded certificate, or other document may indicate that he or she participated in a collaborative degree program.

Last year, due to the growing interest in the graduate community, CGS's International Graduate Admissions Phase II: Final Applications and Initial Offers of Admission survey collected baseline data on the establishment of collaborative master's and doctoral degree programs between U.S. and international universities.

The first part of the 2007 Phase II survey asked graduate deans to report on the types of collaborative degree and certificate programs their institutions have developed, the countries with which these programs have been developed, and their plans for establishing new programs within the next two years.

Due to the continuing need for more information about the use and expansion

of collaborative graduate activities between U.S. and non-U.S. higher education institutions, this year's Phase II survey also focused on collecting and updating information on these programs. While the definitions of collaborative programs used in this year's survey differ slightly from those used in 2007, there is evidence that the use of international collaborative graduate degree programs has increased over the past year.

Roughly 36% of the survey population provided usable responses in both the 2007 and 2008 surveys. The response rates among certain types of institutions were even higher: in both years, at least nine of the institutions with the largest international graduate student enrollments, 80% of the largest 25, and 68% of the largest 50 provided usable survey responses. The high participation rate among the campuses with the largest international enrollment is important because collectively 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 closely reflect the recent trends in the establishment of international collaborative degree programs at U.S. graduate schools.

Growth in International Collaborative Graduate Programs

Based on the Phase II responses, it appears that there has been growth in the establishment of international collaborative graduate degree, certificate, and other programs over the past year. As Table 1 indicates, the share of American universities with at least one graduate degree, certificate, or other collaborative arrangement with one or more international universities grew from about 29% last year to 38% this year. (The results of last year's survey were adjusted as best as possible to be comparable with the 2007 survey. However, because of the different definitions of

Table 1. Percentage of U.S. Colleges and Universities That Have Established Collaborative Graduate Degree Programs with One or More International Universities, 2007 and 2008, by International Graduate Student Enrollment Size

	Dual/Double Degree		Joint Degree		Certificate or Other		One or More Programs	
	2007	2008	2007	2008	2007	2008	2007	2008
All Respondents	14%	21%	10%	10%	8%	8%	29%	38%
International Graduate Student Enrollment Size								
Largest 10	44%	60%	0%	10%	11%	20%	56%	60%
Largest 25	38%	48%	10%	14%	5%	19%	48%	62%
Largest 50	41%	51%	12%	14%	12%	17%	56%	60%
All Others	7%	14%	9%	9%	7%	7%	22%	33%

Source: 2007 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admission, August 2007; and 2008 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admission, August 2008.

Note: Due to changes in the collaborative degree survey questions and definitions, comparisons between the 2007 and 2008 survey results should be interpreted cautiously.

collaborative degree/certificate types reported in the 2007 and 2008 surveys, the results for the two surveys may not be completely comparable.) Growth in collaborative degree programs varied by the size of the survey respondents' international graduate student enrollment. The share of the largest 25 institutions one or more collaborative degree arrangements increased the fastest (rising from 48% in 2007 to 62% in 2008), followed by institutions with enrollments outside the largest 50 (from 22% to 33%).

Dual/double degree programs have accounted for the majority of the growth in collaborative arrangements, especially at larger universities. The share of the largest 25 institutions with at least one dual or double program increased from 38% to 48%; and grew from 41% to 51% at the largest 50 schools. Joint degree programs appear to be much less common and have had very little growth. The share of survey respondents with at least one joint degree collaborative arrangement remained at 10% in both 2007 and 2008. Of the institutions with one or more joint collaborative degree programs in 2008, 33% awarded a "double-badge" or "double-seal" diploma and 50% awarded a diploma with only the seal of the recipient's home university. (The 2007 survey did not ask questions regarding the use of "double-badge" diplomas.)

As the KU Business School program illustrates, American universities are more likely to have established international collaborative graduate degree programs with higher education institutions in Europe than with any other country or region, and the collaborative programs are more likely to award master's degrees. As Table 2 shows, about 36% of the responding institutions with at least one collaborative degree program have master's degree programs with universities in Europe (including the United Kingdom), while 17% have doctoral programs with European higher education institutions (the responses were not mutually exclusive; some institutions

Table 2. Country/Regional Locations at Which U.S. Colleges and Universities Have Established Collaborative Degree Programs in 2008

	Master's	Doctoral	Certificate
Europe (including the U.K.)	36%	17%	0%
China (People's Republic)	18%	3%	0%
India	14%	0%	0%
South Korea	12%	5%	0%
Taiwan	8%	0%	0%
Middle East*	5%	0%	2%
Australia	3%	0%	0%
Other	26%	8%	2%

Source: 2008 CGS International Graduate Admissions Survey II: Final Applications and Initial Offers of Admission, August 2008.

Note: Percentages are based on respondents who indicated that they had established one or more graduate dual/double, joint, or other degree or certificate program with an international (non-U.S.) university. The responses are not mutually exclusive (respondents may have had collaborative degree programs with universities in more than one country or region.

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

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

Very few respondents said they have begun collaborative doctoral programs outside of Europe, China, and South Korea. About 26% of the institutions with collaborative programs have been established with such programs that lead to master's degrees with institutions in countries or regions not specifically listed in Table 2, including Latin America, Singapore, Turkey, Russia, and several others.

Table 3. Percentage of U.S. Universities that Plan to Establish One or More New Graduate Collaborate Degree Programs with International Universities Within the Next Two Years, by International Graduate Student Enrollment Size

	Dual/Double Degree	Joint Degree	Certificate or Other	One or More Degrees
All Respondents	22%	13%	9%	31%
International Graduate Student Enrollment Size				
Largest 10	30%	10%	0%	40%
Largest 25	30%	10%	0%	33%
Largest 50	33%	11%	3%	41%
All Others	19%	14%	11%	28%

Note: The responses are not mutually exclusive (some respondents may plan to establish collaborative more than one degree program with international (non-U.S.) universities.

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 new collaborative graduate programs, if any, their institutions plan to establish with international colleges or universities over the next two years. Table 3 displays these results.

In total, about 31% of all American graduate schools plan to establish new collaborative degree arrangements with non-U.S. universities within the next two years. Last year, only 24% of survey respondents planned to establish new programs with international partners. Dual/double degree programs at larger American universities will account for much of the growth over the next two years; roughly one-third of the 50 largest institutions plan to begin such programs. On the other hand, only about 10% of the largest 10 and largest 25 institutions plan to begin new joint degree programs, and none are planning to establish new certificate or other types of programs.

While institutions with larger enrollments are more likely to have reported plans to begin new collaborative degrees, some smaller-sized institutions said they do plan to initiate

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these programs. About 19% of the institutions outside the largest 50 plan to launch dual/double degree programs, 14% plan new joint degree programs, and 11% plan to institute new certificate or other programs.

These survey results suggest that collaborative degree programs will continue to grow. Future CGS surveys will continue to document this important trend between American graduate schools and international colleges and universities.

By Kenneth E. Redd, former Director, Research and Policy Analysis

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