Characteristics of an American Higher Education?

BC World Conference 2018
May 11, 2018

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History of US education system

• A democratic society requires an educated citizenry so that individuals can participate in the decisions in making public policy. (T. Jefferson and US Founding Fathers)

• The word “education” is not found in the US Constitution. “Derived powers” clause so it became a “state” function. No Ministry (Department) of Education until 1979. (50 state systems)
History of US education system

- In the 18th century (colonial era) public education was made mandatory in all US states through 6th grade and later in 19th century through 10th grade, state by state.

- As a result of the goal of mass education, an increasing proportion of people have received an education throughout U.S. history.
Earliest universities were founded during our colonial era (1634-1776) as private colleges, even before the US was an independent nation. Serving only the elite classes, these are among our most prestigious “Ivy League” universities on the east coast of the US. They are still our most famous and most prestigious universities in America and the entire world.
Higher education expanded across the USA after the Revolutionary War. Each state started colleges or universities.

During our US Civil War, in 1862, a federal law authorized the creation of “Land Grant Universities”
In the late 19th Century, during an era of reform, colleges and universities began cooperating on a *regional* basis to accredit its members. Accrediting bodies are non-governmental entities which are recognized by the US government to ensure quality among their members. This effectively prevented the federal government from accrediting higher education in the US.
US higher education system

The Southern Association of Colleges and Schools (SACS) was the first regional accrediting body created in 1895 by the presidents of leading universities in the Southeastern part of the US. This was just 30 years after the end of the Civil War…(same states as the old Confederacy). Now SACSCOC is headed by an African American female! 😊
After World War II (1945), higher education enrollments grew rapidly due to the “G.I. Bill” which financed higher education for millions of returning soldiers who had been in the armed services during the war.

This fueled enrollments and created educational opportunities which led to a growing middle-class in the US. The fastest expansion of higher education system in human history!
The rapid expansion of higher education opportunities for returning soldiers put a strain on existing colleges and universities.

As a result every state in the union began to create *community colleges*, just for later transfer to universities (2+2) and then to house continuing education programs and much more as community needs demanded more two year Associates degree programs.

Now 50% of all students who enter post-secondary education, begin in community colleges in the US including 40% of university students!
The Junior College of Broward County was founded in 1960, the first college established in Broward County, Florida. The first class had 701 students.

It was accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in 1963.
US higher education system

In 2008, we were approved by the state of Florida and SACSCOC to offer Bachelor’s degrees, online degrees and changed our name from Broward Community College to Broward College.
Broward College’s International Education Model Emerges

• Overseas Partnerships Established Based on the Interest in US Higher Education Around the World
How many students studied in the US in 2015-16?
How many more would have liked to but could not?

1,043,839 international students studied at U.S. colleges and universities in 2015/16.
Why do International Students Come to the US?

- 60% of international students come from China, India, Saudi Arabia, and South Korea.

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. Online at: www.iie.org/opendoors
Broward College steps out!

International Education model is created to meet students halfway:

In 1979, led by Dr. Bill Greene, Director of International Education, BCC began offering international programming in Seville, Spain. In 1981, BCC began offering a full 2-year AA program there.
Broward College Expands its International Education model

Today, Broward College has SACSCOC approved centers in: Ecuador, Peru, Bolivia, Sri Lanka, India, Vietnam and China.

Additional partnerships are ongoing in Indonesia, Russia, Spain, and China.

Partnerships which are beginning in 2017 or 2018 are in Kuwait, Brazil, Guyana, Ghana, Morocco, Ukraine and China.
Broward College International Centers
Create Opportunity for Thousands.

Over the years, many thousands of students from all around the world have benefited from our programs being offered close to home and for a more reasonable cost. It is estimated that up to 8000 students have transferred from a BCC or BC international center to a US college or university since 1981.

No other US college has such a presence internationally. Each transfer success expands our impact.
US higher education has certain qualities and characteristics that are unique compared to other countries.

Establishing a BC International Center is more than using our course outlines, hiring qualified faculty, testing students and offering our programs in English.

International Centers reflect an approach and commitment which characterizes US higher education.
Characteristics of a US/Broward higher education international center:

1. General education core
   a. exploration and breadth of study
   b. Allows for more flexibility in case of change of major
   c. Allows for a more well-rounded student
      (Ex: an engineering student must take an art course)

2. Student Life
   a. clubs and organizations, socials, sports, etc.
   b. volunteer and service learning (give students the idea of giving back)
Characteristics of a US/Broward higher education international center:

3. Student support services – pathway to graduation and career
   a. Advising, including transfer advising
   b. Tutoring and labs (English, Reading, Math, Science, etc.)
   c. Career exploration through career centers
   d. Internships and job placement – practical training
Characteristics of a US/Broward higher education international center:

4. Focus on teaching and learning:
   a. critical thinking
   b. student engagement/active learning/learning styles
   c. partnership with student support services --
      Academic Success Centers and Library Resources
   d. reliance on technology
   e. professional development

Sergey’s My Story
https://www.youtube.com/watch?v=4CM4zct6lr0&feature=youtu.be
Characteristics of a US/Broward higher education international center:

5. Academic Freedom: the right to teach course content without interference due to political, religious or other outside influences

6. Focus on Technology: increasingly online resources and web enhanced courses

7. Focus Continuous Improvement: reliance on assessment to determine performance; use of data to drive decision making

8. Focus on Professional Development of staff and faculty: employ, develop, evaluate
What is Our Aim in Establishing International Programs of Study in Foreign Countries?

To enable students to be engaged in an authentic American education program, which they can build on to transfer to the US after two years.

The more like fully functioning US campuses we can create abroad, the closer we are to this objective.
Thank you!

Any Questions?

www.broward.edu