

Fact Book On Higher Education 1997 Edition

School choice is a hot topic in the United States. Private school vouchers, public charter schools, open enrollment, and homeschooling all regularly appear on the policy agenda as ways to improve the educational experience and outcomes for students, parents, and the broader society. Pundits often make claims about the various ways in which parents select schools and thus customize their child's education. What claims about school choice are grounded in actual evidence? This book presents systematic reviews of the social science research regarding critical aspects of parental school choice. How do parents choose schools and what do they seek? What effects do their choices have on the racial integration of schools and the performance of the schools that serve non-choosing students? What features of public charter schools are related to higher student test scores? What effects does school choice have on important non-cognitive outcomes including parent satisfaction, student character traits, and how far students go in school? What do we know about homeschooling as a school choice? This book, originally published as a special issue of the *Journal of School Choice*, provides evidence-based answers to those vital questions.

"The economics of American higher education are driven by one key factor--the availability of students willing to pay tuition--and many related factors that determine what

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schools they attend. By digging into the data, economist Nathan Grawe has created probability models for predicting college attendance. What he sees are alarming events on the horizon that every college and university needs to understand. Overall, he spots demographic patterns that are tilting the US population toward the Hispanic southwest. Moreover, since 2007, fertility rates have fallen by 12 percent. Higher education analysts recognize the destabilizing potential of these trends. However, existing work fails to adjust headcounts for college attendance probabilities and makes no systematic attempt to distinguish demand by institution type. This book analyzes demand forecasts by institution type and rank, disaggregating by demographic groups. Its findings often contradict the dominant narrative: while many schools face painful contractions, demand for elite schools is expected to grow by 15+ percent. Geographic and racial profiles will shift only slightly--and attendance by Asians, not Hispanics, will grow most. Grawe also use the model to consider possible changes in institutional recruitment strategies and government policies. These "what if" analyses show that even aggressive innovation is unlikely to overcome trends toward larger gaps across racial, family income, and parent education groups. Aimed at administrators and trustees with responsibility for decisions ranging from admissions to student support to tenure practices to facilities construction, this book offers data to inform decision-making--decisions that will determine institutional success in meeting demographic challenges"--

The dilemmas faced by disadvantaged college students

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seeking upward mobility and what educators can do to help these students flourish Upward mobility through higher education has been an article of faith for generations of working-class, low-income, and immigrant college students. While this path usually entails financial sacrifices and hard work, little attention has been paid to the personal compromises such students make as they enter worlds vastly different from their own. Measuring the true cost of higher education for those from disadvantaged backgrounds, *Moving Up without Losing Your Way* looks at the ethical dilemmas of upward mobility—the broken ties with family and friends, and the loss of community and identity—faced by students as they strive to earn a successful place in society. Drawing upon philosophy, social science, personal stories, and interviews, Jennifer Morton reframes the college experience, factoring in not just educational and career opportunities but also essential relationships. She urges educators to empower students with a new narrative, one that might allow them to achieve social mobility while retaining their best selves.

This user-friendly compendium of information, data, and statistics gathered from the best sources available covers women in their various academic roles as students, faculty, administrators, and staff. It assists policy makers and researchers in assessing the past and present status of women in higher education, and is vital for determining the equity climate for higher education in the decades ahead. The Fact Book contains data never before available in one convenient source, and condenses data into useful, effective, spatial

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presentations.

A series of near-riots on campuses aimed at silencing guest speakers has exposed the fact that our universities are no longer devoted to the free exchange of ideas in pursuit of truth. But this hostility to free speech is only a symptom of a deeper problem, writes John Ellis. Having watched the deterioration of academia up close for the past fifty years, Ellis locates the core of the problem in a change in the composition of the faculty during this time, from mildly left-leaning to almost exclusively leftist. He explains how astonishing historical luck led to the success of a plan first devised by a small group of activists to use college campuses to promote radical politics, and why laws and regulations designed to prevent the politicizing of higher education proved insufficient. Ellis shows that political motivation is always destructive of higher learning. Even science and technology departments are not immune. The corruption of universities by radical politics also does wider damage: to primary and secondary education, to race relations, to preparation for the workplace, and to the political and social fabric of the nation. Commonly suggested remedies—new free-speech rules, or enforced right-of-center appointments—will fail because they don't touch the core problem, a controlling faculty majority of political activists with no real interest in scholarship. This book proposes more drastic and

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effective reform measures. The first step is for Americans to recognize that vast sums of public money intended for education are being diverted to a political agenda, and to demand that this fraud be stopped.

"Fascinating.... Lays a foundation for understanding human history."—Bill Gates In this "artful, informative, and delightful" (William H. McNeill, *New York Review of Books*) book, Jared Diamond convincingly argues that geographical and environmental factors shaped the modern world. Societies that had had a head start in food production advanced beyond the hunter-gatherer stage, and then developed religion --as well as nasty germs and potent weapons of war --and adventured on sea and land to conquer and decimate preliterate cultures. A major advance in our understanding of human societies, *Guns, Germs, and Steel* chronicles the way that the modern world came to be and stunningly dismantles racially based theories of human history. Winner of the Pulitzer Prize, the Phi Beta Kappa Award in Science, the Rhone-Poulenc Prize, and the Commonwealth club of California's Gold Medal.

This book provides a careful historical analysis of the co-evolution of educational attainment and the wage structure in the United States through the twentieth century. The authors propose that the twentieth century was not only the American Century but also the Human Capital Century. That is, the American

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educational system is what made America the richest nation in the world. Its educational system had always been less elite than that of most European nations. By 1900 the U.S. had begun to educate its masses at the secondary level, not just in the primary schools that had remarkable success in the nineteenth century. The book argues that technological change, education, and inequality have been involved in a kind of race. During the first eight decades of the twentieth century, the increase of educated workers was higher than the demand for them. This had the effect of boosting income for most people and lowering inequality. However, the reverse has been true since about 1980. This educational slowdown was accompanied by rising inequality. The authors discuss the complex reasons for this, and what might be done to ameliorate it. Peterson's Two-Year Colleges 2019 includes information on over 1,700 accredited two-year undergraduate institutions in the United States and Canada, as well as some international schools. It also features a number of detailed two-page school descriptions written by admissions personnel. College-bound students and their parents can research two-year colleges, including community colleges, for information on campus setting, enrollment, majors, expenses, student-faculty ratio, application deadline, and contact information. In addition, Two-Year Colleges offers articles that cover

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tips on transferring, advice for adults returning to school, "green" programs at community colleges, the basics of financial aid, and much more. Up-to-date data profiles for over 1,900 institutions, listed alphabetically by state (and followed by other countries) with facts and figures on majors, academic programs, student life, standardized tests, financial aid, and applying and contact information

Helpful articles on what you need to know about two-year colleges: advice on transferring and returning to school for adult students; how to survive standardized tests; what international students need to know about admission to U.S. colleges; and how to manage paying for college

The latest on exciting, innovative "green economy" programs at community colleges throughout the United States

State-by-state summary table allows comparison of institutions by enrollment, application requirements, types of financial aid available, numbers of majors offered, and more

Easy-to-search indexes offering valuable information on associate degree programs at two-year colleges and four-year colleges

This publication provides projections for key education statistics. It includes statistics on enrollment, graduates, teachers, expenditures in elementary and secondary schools, and expenditures of degree-granting institutions. For the nation, the tables, figures, and text contain data on enrollment, teachers, graduates, and expenditures

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for the past 14 years and projections to the year 2024. For the 50 states and the District of Columbia, the tables, figures, and text contain data on projections of public elementary and secondary enrollment and public high school graduates to the year 2024. In addition, the report includes a methodology section describing models and assumptions used to develop national and state-level projections.

This book offers fast, easy access to a vast range of information on higher education and highlights trends over the past 20 years. Containing more than 180 charts, graphs, and tables, the Fact Book includes the most current data available on the following topics: demographic and economic trends, enrollment, financial information, faculty and staff, student bodies, earned degrees, employment projections by occupation also are included, as well as current statistics on educational attainment. A key feature is tables that are accompanied by useful at a glance diagrams identifying trends in that subject area.

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Despite improved access to higher education for women, the distribution of women and men varies considerably between fields of study. The chapters in this edited collection explore the participation status of women in higher education across the varying socio-economic and sociological backgrounds observed in different countries and regions.

In a major challenge to African philosophy, this book demonstrates the importance of the universalisation question for every committed African philosopher. Rooted in Africa's colonial legacy, the universalisation question challenges the African thinker to show how authentically African philosophical concepts and phenomena can be universally applicable in a globalising world. In this highly original book, the author inserts the philosophy of consolationism into African philosophical discourse, constructing a unique philosophical system that is at once African and universally relevant. The book engages major African and Western philosophers of diverse ideological leanings in a compelling dialogue that announces the future of world philosophy as one of interculturality, in which a common philosophical horizon is forged out of the cultural diversities of the world for the

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edification of humanity in a continually changing world. This book will be an important read for researchers in the fields of African Studies, intercultural philosophy, philosophy of mind, and existentialism.

In 1990 the Carnegie Foundation for the Advancement of Teaching published a classic report on the loss of a meaningful basis for true community on college campuses—and in the nation. Now this expanded edition of *Campus Life* reintroduces educational leaders to the report's proposals while offering up-to-date analysis and recommendations for Christian campuses today.

Why we need to stop wasting public funds on education
Despite being immensely popular—and immensely lucrative—education is grossly overrated. Now with a new afterword by Bryan Caplan, this explosive book argues that the primary function of education is not to enhance students' skills but to signal the qualities of a good employee. Learn why students hunt for easy As only to forget most of what they learn after the final exam, why decades of growing access to education have not resulted in better jobs for average workers, how employers reward workers for costly schooling they rarely ever use, and why cutting education spending is the best remedy. Romantic notions about education being "good for the soul" must yield to careful research and common sense—*The Case against Education* points the way.

While powerful gender inequalities remain in American society, women have made substantial gains and now largely surpass men in one crucial arena: education. Women now outperform men academically at all levels of

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school, and are more likely to obtain college degrees and enroll in graduate school. What accounts for this enormous reversal in the gender education gap? In *The Rise of Women: The Growing Gender Gap in Education and What It Means for American Schools*, Thomas DiPrete and Claudia Buchmann provide a detailed and accessible account of women's educational advantage and suggest new strategies to improve schooling outcomes for both boys and girls. *The Rise of Women* opens with a masterful overview of the broader societal changes that accompanied the change in gender trends in higher education. The rise of egalitarian gender norms and a growing demand for college-educated workers allowed more women to enroll in colleges and universities nationwide. As this shift occurred, women quickly reversed the historical male advantage in education. By 2010, young women in their mid-twenties surpassed their male counterparts in earning college degrees by more than eight percentage points. The authors, however, reveal an important exception: While women have achieved parity in fields such as medicine and the law, they lag far behind men in engineering and physical science degrees. To explain these trends, *The Rise of Women* charts the performance of boys and girls over the course of their schooling. At each stage in the education process, they consider the gender-specific impact of factors such as families, schools, peers, race and class. Important differences emerge as early as kindergarten, where girls show higher levels of essential learning skills such as persistence and self-control. Girls also derive more intrinsic gratification from performing

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well on a day-to-day basis, a crucial advantage in the learning process. By contrast, boys must often navigate a conflict between their emerging masculine identity and a strong attachment to school. Families and peers play a crucial role at this juncture. The authors show the gender gap in educational attainment between children in the same families tends to be lower when the father is present and more highly educated. A strong academic climate, both among friends and at home, also tends to erode stereotypes that disconnect academic prowess and a healthy, masculine identity. Similarly, high schools with strong science curricula reduce the power of gender stereotypes concerning science and technology and encourage girls to major in scientific fields. As the value of a highly skilled workforce continues to grow, *The Rise of Women* argues that understanding the source and extent of the gender gap in higher education is essential to improving our schools and the economy. With its rigorous data and clear recommendations, this volume illuminates new ground for future education policies and research.

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