This paper argues against imposing rigid quantitative or qualitative criteria to regulate the development of higher education. It holds that individuals who demand educational services appear to use more complete information than officially available data and that they are capable of recognizing the diversity of contents underlying apparently comparable study programs. Regarding contents in higher education, the article discusses a desirable direction for the evolution of Chile’s higher education system from its current structure for professionalization. The article holds that coverage of government support for the higher education system needs to range from current mechanisms of direct and indirect support for universities to mechanisms of private and state guarantees and loans to students in higher education.