GOALS OF HIGHER EDUCATION
Enrollments grew from 2000-2010, but have decreased since

Student debt will get worse, before it gets better

State appropriations are shrinking

Community colleges; 42% of all UG; 25% full-time UG

Changing demographics toward a majority-minority

Therefore, there is a need for institutions to differentiate themselves and to innovate within higher education
Herding Cats

https://www.youtube.com/watch?v=m_MaJDK3VNE
Academic Lives and Vocational Engagement

*When it comes to being engaged at work and experiencing high well-being after graduation, the type of institution alumni attended matters less than what they experienced there.* (p. 16)
Supportive Relationships (Caring)

• My professors cared about me as a person.

• I had a mentor who encouraged me to pursue my goals and dreams.

• I had at least one professor who made me excited about learning.

2015 Gallup-Purdue Index Survey (30,000 alumni of U.S. universities)
What Mattered?

Experiential Learning

• I had an internship or job that allowed me to apply what I was learning in the classroom.

• I was extremely active in extracurricular activities and organizations.

• I worked on a project that took a semester or more to complete.

2015 Gallup-Purdue Index Survey (30,000 alumni of U.S. universities)
What Didn’t Matter

• Conducting a research project with a professor.
The Basics

- What is “core” knowledge?
- Quality education at a lower cost
- Focusing education on a target career
- Diverse educational environments
- Mobile technology for everyday use & communication
- Curricular/co-curricular integration ➔ whole student

https://www.universitybusiness.com/article/higher-ed-thought-leaders-forecast-2016-trends
Learning

- Predictive analytics
- Fewer large classes, more huddle spaces (informal)
- Small “lightweight broadcast” studios
- Balance of technology and the human element
- More formative assessment

https://www.universitybusiness.com/article/higher-ed-thought-leaders-forecast-2016-trends
4 Goals for Students

Student Learning Basics

• Focus on students; Focus on learning
• Deep and flexible learning
• Critical thinking
• Make a difference and act

Supportive Collaborative Learning

• Apprenticeships
• Partnerships
• Mentors
4 Goals for Students

Inclusive Excellence

- Reshape courses with inclusive excellence in mind
- Social justice thinkers
- Ethical global citizens
- Critical consciousness
- Institutional structural alignment

Traditional & Alternative Credentialing

- Majors, Minors, and Associate Degrees
- Certificates & Modules
- Microcredentials
Motivation to Act

The 7 Cs of Motivation

1. Challenge
2. Choice
3. Control
4. Caring (value)
5. Competence
6. Collaboration
7. Curiosity
• Program Outcomes
• 15 weeks, 3 credits, 45 hours. Why?
• Disconnect current structures
• Focus on outcomes and create educational experiences regardless of time, location, faculty, and resources
• EdEx 201: Comparing Groups Statistics
  • 2 credits, 30 hours, Cosco Conference Room
  • R. Jones,
Questions

• The goal of higher ed is a good job, good life, or civic life?

• What would a higher education look like if it was based almost entirely on an apprenticeship?

• How about a “choose your own adventure” higher ed learning experience?

• What’s the best way for higher education and business/industry to partner?

• Why don’t we teach students to learn?

• 15 weeks, 3 credits, 45 hours. Why??? No, really, why??
GOALS OF HIGHER EDUCATION