

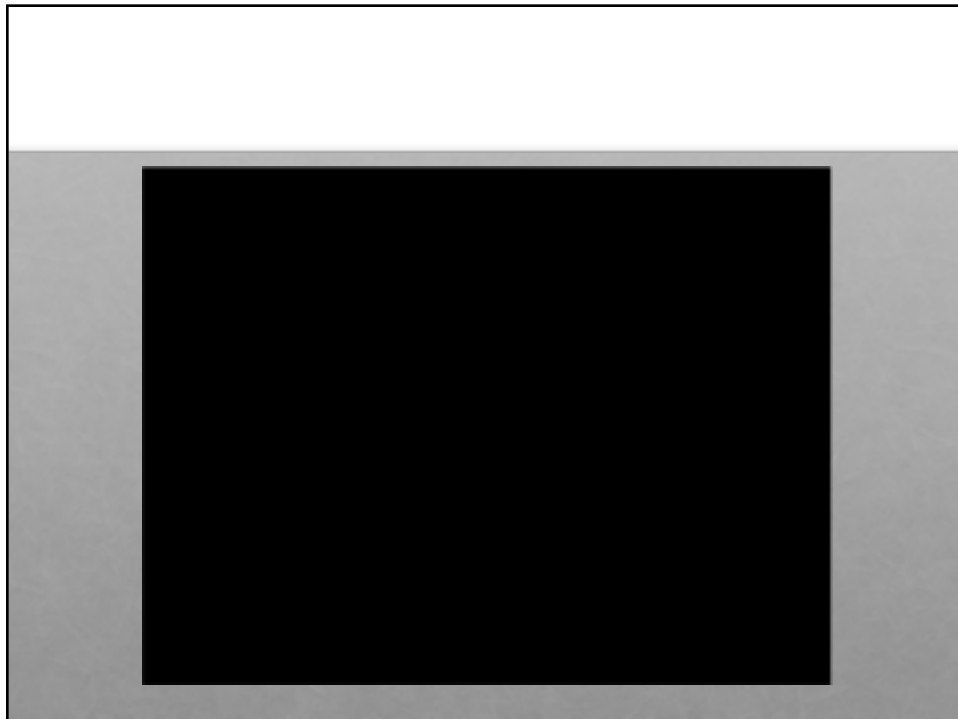
# GOALS OF HIGHER EDUCATION



# FRAMING

- 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

cats <sup>TM</sup>



## 2015 GALLUP-PURDUE INDEX

### 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)*

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

## WHAT MATTERED?

### **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.

## “THOUGHT LEADERS”

### **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>

## “THOUGHT LEADERS”

### **Learning**

- On-demand, self-paced, adaptive, just-in-time 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



# OFF THE WALL

- 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??

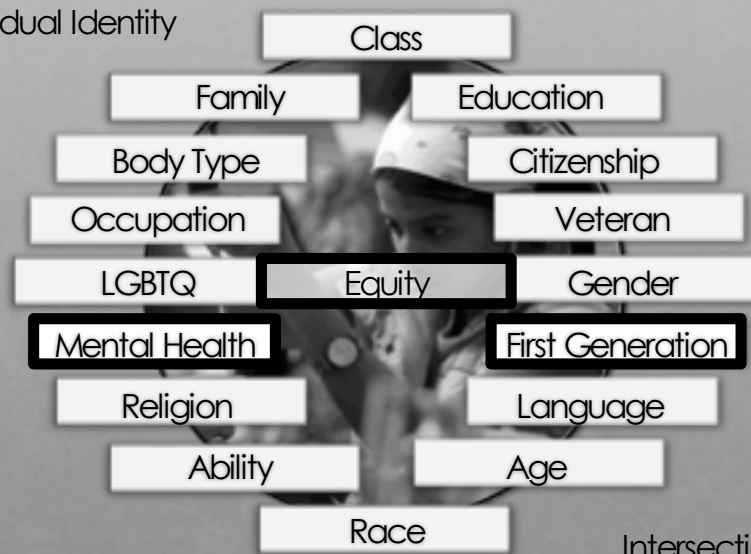
## GOALS OF HIGHER EDUCATION



- Educated individuals act.
- Students who will make a difference.

## GOALS FOR STUDENTS

Individual Identity



# GOALS FOR STUDENTS

## **Productive Pedagogies**

- Intellectual demand
- Connectedness
- Supportiveness
- Working with and valuing of difference

## **Pedagogies of Indifference**

- ~~• Intellectual demand~~
- ~~• Connectedness~~
- Supportiveness
- ~~• Working with and valuing of difference~~

(Lingard, 2007; Lingard & Keddie, 2013)