Adjusting to Higher Education’s New Realities

Office of Planning Services
University of Rhode Island
November 2009
Trends in High School Graduates & College Enrollment

- American Indian/Alaska Native
- Asian/Pacific Islander
- Black non-Hispanic
- Hispanic
- White non-Hispanic
- Non-Public Total

Source: WICHE/The College Board
High School Success

Fig. 6: Public High School Graduates in New England, Projected 2009 to 2022

High school graduating classes will continue to shrink, forcing the region’s colleges and universities to adjust.

High school graduation rates for minority students still lag behind.

Women graduate at higher rates than their male counterparts.

# High School Success

**Fig. 7: New England Public High School Graduates by Race, Projected 2009 to 2022**

<table>
<thead>
<tr>
<th>State</th>
<th>2008-09</th>
<th>2021-22</th>
<th>Projected % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connecticut</strong></td>
<td></td>
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<tr>
<td>American Indian</td>
<td>94</td>
<td>431</td>
<td>359%</td>
</tr>
<tr>
<td>Asian</td>
<td>1,386</td>
<td>2,909</td>
<td>110%</td>
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<tr>
<td>Hispanic</td>
<td>4,343</td>
<td>6,260</td>
<td>44%</td>
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<tr>
<td>African-American</td>
<td>4,576</td>
<td>3,778</td>
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<tr>
<td>White</td>
<td>26,937</td>
<td>20,919</td>
<td>-22%</td>
</tr>
<tr>
<td><strong>Maine</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>77</td>
<td>74</td>
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<td>Asian</td>
<td>205</td>
<td>363</td>
<td>77%</td>
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<tr>
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<td>153</td>
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<tr>
<td>African-American</td>
<td>256</td>
<td>1,092</td>
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<tr>
<td>White</td>
<td>12,019</td>
<td>10,258</td>
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</tr>
<tr>
<td><strong>Massachusetts</strong></td>
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<tr>
<td>American Indian</td>
<td>122</td>
<td>146</td>
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<tr>
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<td>2,789</td>
<td>3,641</td>
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<td>6,187</td>
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<tr>
<td>White</td>
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<td><strong>New Hampshire</strong></td>
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<td>31</td>
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<tr>
<td>Asian</td>
<td>283</td>
<td>1,163</td>
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<tr>
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<td>403</td>
<td>904</td>
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<tr>
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<td>205%</td>
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<tr>
<td>White</td>
<td>13,290</td>
<td>10,946</td>
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<tr>
<td><strong>Rhode Island</strong></td>
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<td></td>
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<td>American Indian</td>
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<td>63</td>
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<td>Asian</td>
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<td>844</td>
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<tr>
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<td>Asian</td>
<td>130</td>
<td>277</td>
<td>113%</td>
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<tr>
<td>Hispanic</td>
<td>106</td>
<td>318</td>
<td>200%</td>
</tr>
<tr>
<td>African-American</td>
<td>99</td>
<td>279</td>
<td>182%</td>
</tr>
<tr>
<td>White</td>
<td>6,340</td>
<td>4,942</td>
<td>-22%</td>
</tr>
</tbody>
</table>

Source: New England Board of Higher Education analysis of Western Interstate Commission for Higher Education (WICHE) data; www.wiche.edu
Graduation Trends: New England vs. Nationwide

Projected Changes in Public High School Graduates 2004-2005 through 2017-2018

<table>
<thead>
<tr>
<th>New England &amp; National Projection</th>
<th>Percentage Change</th>
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</thead>
<tbody>
<tr>
<td>National</td>
<td>8.0%</td>
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<tr>
<td>Connecticut</td>
<td>-4.5%</td>
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<tr>
<td>Maine</td>
<td>-17.9%</td>
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<tr>
<td>Massachusetts</td>
<td>-7.2%</td>
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<tr>
<td>Rhode Island</td>
<td>-20.6%</td>
</tr>
<tr>
<td>Vermont</td>
<td>-23.9%</td>
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</tbody>
</table>

Graduation Projections: New England vs. Nationwide

Projected Changes in Public High School Graduates 2004-2005 through 2017-2018

Change in High School Graduation Rates by Race

Figure 1: Change in Number of New England High School Graduates from 2006 to 2018

- White: 17,842
- Asian-American: 4,407
- African-American: 575
- Hispanic: 5,800
- Native American: 492
- Overall: -10,829

New England’s high school graduating classes will shrink over the next 10 years due to sheer demography.

It is projected that New England will see the number of white students graduating regional high schools plunge by 18,000.

Source: NEBHE
Concerning Statistics

- At least 25% of higher education’s future students will be “adult” learners with only 1/3 coming from traditional age

Source: NEBHE
Concerning Statistics

- Countrywide, only about
  - 40 percent of African-American high school graduates and 34 percent of Hispanic graduates, age 18 to 24, enroll in college
  - While 46 percent of white high school graduates attend college

Source: American Council on Education
Concerning Statistics

- Outside admission efforts may be less effective
  - States outside of the Northeast have significantly lower college attendance rates than New England
  - These students are also more likely to stay in their home state for college

Source: American Council on Education
Concerning Statistics

- Almost 40 percent of the nation’s 18- to 24-year-olds in 2008 were enrolled in college, a record number.

- The rise was driven almost entirely by a surge in students attending community colleges.

- Enrollment at four-year colleges was essentially flat
Higher Education Bubble

- By 2014 New England may see high school graduation rates decline ten percent within five years.

- Rising costs at universities
  - Cheaper alternatives to traditional higher education are increasingly available.
    - The University of Phoenix teaches upward of 450,000 students a year, half of them online.

Source: Wilson Quarterly
Opportunities

- There will be ½ billion open education research programs for technology to spur higher education and other to compete for funds web based curriculum.

- Model: open course ware at MIT

Source: Wilson Quarterly
Public Universities have seen cuts in state spending on higher education and it is about to get worse

- No federal stimulus money for public education left for the 2011 fiscal year
- Potentially severe cuts if state tax collections do not improve

Elimination or consolidation of majors is common strategy.

Source: The Chronicle
Good Policy, Good Practice Improving Outcomes and Productivity in Higher Education: A Guide for Policymakers

A Joint Report from The National Center for Public Policy and Higher Education and The National Center for Higher Education Management Systems
November 2007
International comparisons reveal that the US is losing ground in student achievement and graduation.
Losing ground

Among adults age 25-34, the US is 10th among industrialized nations in the share of its population that has at least a high school degree. In the same group, the US ranks 10th in the share of young adults who hold a college degree. On both measures, the US was 1st in the world as recently as 20 years ago.
US Education GOAL:

By 2020 US should be #1 country in graduating most college students - this means.. US must graduate 150,000 more each year than the previous one.
The 3 strategies and the programs described in this report are designed to enhance higher education opportunity, educational effectiveness, and cost-effectiveness.
The report focuses on particularly sought programs and practices that challenged the conventional wisdom that gains in educational productivity or efficiency must necessarily come at the expense of quality or access.
STRATEGY 1: IMPROVE PRODUCTIVITY IN THE EDUCATIONAL PIPELINE
IMPROVE PRODUCTIVITY IN THE EDUCATIONAL PIPELINE
Focus on:

1. Preparation of traditional high school students through increasing academic rigor, gauging college readiness, improving teacher quality, and providing a path for acceleration.
IMPROVE PRODUCTIVITY IN THE EDUCATIONAL PIPELINE
Focus on:

2. Preparation of nontraditional college age students for college
IMPROVE PRODUCTIVITY IN THE EDUCATIONAL PIPELINE

Focus on:

3. Persistence and graduation of students
Put in place practices that positively impact persistence and completion

One of the most important characteristics of effective first-year college programs is “intensity..” More credits in first year AND interesting subject matter.
IMPROVE PRODUCTIVITY IN THE EDUCATIONAL PIPELINE
Focus on:

3. Persistence and graduation of students
Student financial aid policies can have an impact on intensity and on the likelihood of students returning to college their second year
IMPROVE PRODUCTIVITY IN THE EDUCATIONAL PIPELINE
Focus on:

3. Persistence and graduation of students
The development of learning communities has also proven effective in improving persistence rates from freshman to sophomore year
IMPROVE PRODUCTIVITY IN THE EDUCATIONAL PIPELINE

Focus on:

3. Persistence and graduation of students

Persistence and Completion of Nontraditional College-Age Students  Financial incentives can be among the most powerful levers for keeping adults enrolled in educational programs. Incentives for Reentry
IMPROVE PRODUCTIVITY IN THE EDUCATIONAL PIPELINE
Focus on:

3. Persistence and graduation of students
Encouraging Articulation and Transfer – without repeating courses.
STRATEGY 2: REDESIGN POLICIES TO ENHANCE EDUCATIONAL PRODUCTIVITY
STRATEGY 2: REDESIGN POLICIES TO ENHANCE EDUCATIONAL PRODUCTIVITY

1. Remove State Subsidies from Unproductive Majors
STRATEGY 2: REDESIGN POLICIES TO ENHANCE EDUCATIONAL PRODUCTIVITY

2. Redesign Policies to Enhance Educational Productivity
   - eliminate funding if they fall below a designated threshold
STRATEGY 2: REDESIGN POLICIES TO ENHANCE EDUCATIONAL PRODUCTIVITY

3. Reengineer Curricula and Courses to establish a limit of 120 student credit hours on all degree requirements
Reengineering Curricula and Courses
Establish a limit of 120 student credit hours on all degree requirements

Create a core curriculum of specifically designed and aligned courses as an alternative to distribution requirements.
All institutions can benefit from conducting a thorough curricular audit that:

A. Identifies the specific paths through established course requirements taken by the majority of students;

B. Identifies those courses in which learning outcomes are most aligned with those of the general education curricula.
The National Center for Academic Transformation has demonstrated that learning outcomes can be improved and costs reduced by reengineering courses to incorporate technology. The Center’s work focuses on large lower-division courses.
5. Target Academic Policies to Improve Quality and Efficiency

Reduce Rework

Create Incentives for Degree Completion
6. Create Policies that Reward Demonstration of Academic Proficiency

Assessment and Test-Out Provisions

On-the-Job Learning
STRATEGY 3: USE AND EXPAND FACILITIES TO MEET STATE GOALS
STRATEGY 3: USE AND EXPAND FACILITIES TO MEET STATE GOALS

• Ensure an adequate supply of undergraduate teaching
• Promote collaboration among colleges and universities
• Support year-round operations
• Create and encourage new types of postsecondary providers
ACCOUNTABILITY
National pressure to develop student-unit record systems designed to communicate clear priorities related to broadening access, improving quality, and reducing costs.
I. The Mission of the Report

- To respond to the new global challenges
- Establish a commitment to educational excellence
- Institute aims and outcomes of a 21st century college education
- Outline and fulfill those promises to make to all college students
II. The Necessities for Change

- Jarring disconnect between aspiration and actual achievement
- Less than 10 percent of today’s college graduates are globally prepare
- Americans’ dangerous loss of STEM disciplines
  - Science, Technology, Engineering, and Mathematics
II. The Necessities for Change

SCIENCE AND ENGINEERING DEGREE ATTAINMENT BY COUNTRY

Percentage of twenty-four-year-olds with first university degrees in natural sciences or engineering, 2000 or most recent year

United States
Kyrgyzstan
Norway
Czech Republic
Belgium
Hungary
Austria


Vast Area of Improvement
Details the kinds of learning needed for a complex and volatile world. Students should prepare for 21st century challenges by gaining the following four skills and competencies.
Human Cultures and the World

The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused by engagement with big questions, both contemporary and enduring*
Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance
Personal & Social Responsibilities

The Essential Learning Outcomes

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*
Integrative Learning

The Essential Learning Outcomes

**Integrative Learning, including**

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*
The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

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- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- *Focused* by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving
- *Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- *Anchored* through active involvement with diverse communities and real-world challenges

Integrative Learning, including
- Synthesis and advanced accomplishment across general and specialized studies
- *Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems
IV. A Liberal Education

21st century liberal education is centered around:

- Ethics
- Global knowledge
- Intercultural literacy
- Strong communication
- Collaborative skills
A Liberal Education

- Help students master the arts of:
  - Inquiry
  - Analysis
  - Communication

- Signature strength of liberal education
- Powerful preparation for the economy and democracy
- Integrate liberal arts tendencies with technical studies
A new compact between educators and American society to adopt and enact the following seven values in the Principles of Excellence.
Principle I – Aim High

The Principles of Excellence

Principle One

🌟 Aim High—and Make Excellence Inclusive

Make the Essential Learning Outcomes a Framework for the Entire Educational Experience.
Connecting School, College, Work, and Life

LEAP
Current Situation

- New global century presents greater expectations for knowledge in every area of life
- Calls for significantly higher standards for student achievement while avoiding standardization
- Essential learning outcomes provide a common framework
Each academic program will need to set standards and guidelines for the expected level of student accomplishment.

This program is *not* the aims and outcomes for the general education program alone.

Majors have a critical role in fostering this program as well.
VI. What Will it Take to be Successful

1. Make the Principles of Excellence a Campus Priority
2. Form Coalitions, across Sectors, for All Students’ Long-Term Interests
3. Build Principled and Determined Leadership
4. Put Employers in Direct Dialogue with Students
5. Reclaim the Connection between Liberal Education and Democratic Freedom
II – Give Students a Compass

The Principles of Excellence

Principle Two

Give Students a Compass

Focus Each Student’s Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress
Many students are not following a comprehensive academic plan
- Haphazardly working to gather a sufficient number of courses just to earn a degree
- Challenge students to become highly intentional about the forms of learning and accomplishment that a degree should represent
Education’s Responsibility

- Clarify intended forms of learning and their significance
- Helps students connect these broad outcomes with their own individual goals and areas of study
- Help all students become more intentional about their learning
III – Teach Inquiry & Innovations

The Principles of Excellence

Principle Three

Teach the Arts of Inquiry and Innovation

Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College

LEAP
Current Situation

- Few departments and institutions have developed curricula that foster and assess students' skills in inquiry and innovation.
- Fundamental changes needed at all levels of education to help students develop...
IV – Engage the Big Questions

The Principles of Excellence

Principle Four

Engage the Big Questions

Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy and Human Dignity and Freedom
Current Situation

- Four years of study is not enough time to achieve the vast depth of knowledge needed in the 21st century
- Students are spending at least 12 years in precollege education
Intended Outcomes

- Goals for learning that expands across all levels of education
  - Primary and secondary education
- Liberal education that will prepare students for:
  - Challenges of a dynamic global economy
  - Responsibilities of citizenship
- Core areas of 21st century
21st Century Learning

- Core areas of 21st century learning
  - Science, mathematics, and technology
  - Cultural and humanistic literacy
  - Global knowledge and competence
  - Civic knowledge and engagement
  - Inquiry- and projects-based learning

- Develop deep knowledge and strong competence in each of the core areas
Principle Five

Connect Knowledge with Choices and Action

Prepare Students for Citizenship and Work through Engaged and Guided Learning on “Real-World” Problems
Students today have many opportunities for outside classroom learning
- Service or research projects
- Internships
- Independent studies

Move from “add-ons” idea of outside learning to “add-ins”

Incorporate these “in the field” opportunities into the everyday classroom
Intended Outcomes

- Expand opportunities for outside learning
- Every student should prepare for:
  - Life and citizenship by working frequently on problems “beyond the book”
  - Building capacities to function in an effective group
- Prepare students for beyond the classroom demands
VI – Civil, Intercultural, & Ethical Learning

The Principles of Excellence

Principle Six

★ Foster Civic, Intercultural, and Ethical Learning

Emphasize Personal and Social Responsibility, in Every Field of Study

LEAP
Current Situation

Current role of education:
- Fostering personal and social responsibility, at home and abroad
- Preparing graduates to contribute to the community
- Building communities that acknowledge and value difference
- Fostering civic engagement
Intended Outcomes

- Encourage further and deeper insight of students to:
  - Engage
  - Respect
  - Learn

from people with worldviews that are different from their own
VII – Ability to Apply Learning to Complex Problems

The Principles of Excellence

Principle Seven

Assess Students’ Ability to Apply Learning to Complex Problems

Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement
Current Situation

- Current strategies may be misguided at best
Intended Outcomes

- Students and faculty focusing together on the intended level of accomplishment
- Discover what students need to do to improve
- Ability to check students’ intellectual and practical skills as well as their knowledge in a given field or area
What Individual Colleges, Community Colleges, and Universities Can Do

**Vision**
The institution—through dialogue with the wider community—articulates a vision for student accomplishment that addresses the essential learning outcomes and the Principles of Excellence in ways appropriate to mission, students, and educational programs.

**Resources**
Campus leaders—including presidents, trustees, and senior leaders—advance this vision through their strategic planning, fundraising, resource allocation, and staffing.

**Integrative Learning**
The institution creates an intellectual commons where faculty and staff work together to connect the essential outcomes with the content and practices of their educational programs, including general education, departmental majors, the cocurriculum, and assessments.

**Intentional Students**
The institution teaches students how to integrate the essential learning outcomes within a purposeful, coherent, and carefully sequenced plan of study.

**Accomplishment**
Faculty and staff work to develop student knowledge and capabilities cumulatively and sequentially, drawing on all types of courses—from general education and the majors to electives—as well as non-course experiences.

**Evidence**
Faculty and staff members work together—across courses and programs—to assess students’ cumulative progress, to audit the connections between intended learning and student accomplishment, to share findings about effective educational practices, and to advance needed change.

**Recognition**
Faculty and staff reward systems are organized to support collaborative work—"our work"—as well as individual excellence, and to foster a culture of shared focus and collaborative inquiry about students’ progress and cumulative learning across the multiple parts of the college experience.
URI

- Our Vision
- Our Academic Plan
- Keys to URI’s Future Viability given the Changing Environment
Resources

This presentation was compiled from the College of Learning for the New Global Century

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