LONGANECKER UNABRIDGED

Higher Education in the New Millennium
May You Live In Interesting Times:
Proverb or Curse?

Presentation to the Alliance and Forum
Missoula, Montana
April 22, 2016
May We Live In Interesting Times: The times they are a changing

- Why we educate is changing
- The way we educate is changing
- Who we educate is changing
- The way we assess the quality of our enterprise is changing
- The way we finance the enterprise is changing
Why we educate is changing

- The increasing focus on preparation for the workforce
  - Used to be:
    - College was preparation for adulthood, including preparing for work -- AA, AS, BA, BS,
    - Postsecondary was preparation for the workforce
    - Graduate & Professional were workforce preparation
  - Now:
    - Everything is workforce preparation, but undergraduate education includes this preparation for life thing, too
Why we educate is changing

- Other Massive Movement: From Access to Success
  - Used to be: Higher education for all who could benefit
Why we educate is changing

- Other Massive Movement: From Access to Success
  - Used to be: Higher education for all who could benefit
Why we educate is changing

- Other Massive Movement: From Access to Success
  - Used to be: Higher education for all how could benefit -- prove it.
  - Now: Access should be access to success
    - Completion is now central to OUR success, not just our students success
  - Why?
    - Higher education moving from a privilege to a necessity
    - From Elitist, to Meritocratic, to Egalitarian, to Essentialist
    - It’s now more than an issue of equity; it’s an economic imperative
    - And the gaps in success are considered our fault, as much as theirs
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<tr>
<th>U.S. States</th>
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<tr>
<td>Kansas, New Hampshire</td>
<td>52</td>
<td>New York</td>
<td>Massachusetts</td>
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</tbody>
</table>
| Nebraska, Illinois, Virginia | 50 | North Dakota | Minnesota, New Jersey
| Vermont, South Dakota, Wisconsin | 48 | Japan | Japan
| Pennsylvania, Colorado, Maryland, Rhode Island, Iowa | 46 | Canada | Luxembourg
| Vermont, South Dakota, Wisconsin | 46 | Canada | Ireland
| Kansas, New Hampshire | 46 | Luxembourg | United Kingdom
| Hawaii, Montana | 44 | New Zealand, Australia | United States |
| Washington, Missouri, Utah | 44 | New Zealand, Australia | Norway |
| Wyoming, Ohio | 44 | New Zealand, Australia | Norway
| Delaware, Michigan, Maine, California, North Carolina, Oregon | 40 | New Zealand, Australia | Israel, United States |
| Florida | 40 | New Zealand, Australia | Sweden, Netherlands, Belgium, France |
| Tennessee, South Carolina, Georgia, Indiana | 38 | New Zealand, Australia | Poland, Switzerland |
| Kentucky | 38 | New Zealand, Australia | Denmark, Estonia, Finland |
| Texas, Idaho, Arizona | 36 | United States | Spain |
| Alaska, New Mexico | 36 | United States | Iceland |
| West Virginia | 36 | United States | Slovenia, Greece |
| Alabama, Oklahoma, Louisiana | 32 | United States | Poland, Switzerland |
| Arkansas, Mississippi | 32 | United States | Denmark, Estonia, Finland |
| Nevada | 32 | United States | Spain |
| Hungary | 30 | United States | Iceland |
| Germany | 28 | United States | Scotland, Finland |
| Portugal, Czech Republic | 28 | United States | United States |
| Slovak | 28 | United States | United States |
| Mexico | 24 | United States | United States |
| Austria | 24 | United States | United States |
| Chile, Italy | 22 | United States | United States |
| Turkey | 22 | United States | United States |
| Iceland | 22 | United States | United States |
| Mexico | 20 | United States | United States |
The Way We Provide Education Is Changing

- Some very good news”
  - On participation levels
  - On completion levels
  - On new approaches to providing our service
The Way We Provide Education Is Changing

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>2000</th>
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The Way We Provide Education Is Changing: On-line learning

*How Were We Providing Higher Education in 2000*

*Share of students participating in On-line Education (2002)*
- At least one online course: 10%
- Full time in Online Courses: 2%

*How Are We Providing Higher Education Today*

*Share of students participating in On-line Education (2013)*
- At least one online course: 27%
- Full time in Online Courses: 13%
The Way We Provide Education Is Changing: Competency Based Learning

How Were We Providing Higher Education in 2000

The Novelty of Competency Based Institutions

- Two “Known” Entities:
  - WGU (1,200 students)
  - Alverno College (2,500 students)

How Are We Providing Higher Education Today

The Competency Wave

- WGU having grown to 48,000 students
- 23 members of the Competency-Based Education Network
- The Biggies: Alverno, Brandman, Capella, College for America (Southern New Hampshire), Community Colleges of Spokane, Northern Arizona University, University of Wisconsin, Western Governors University
- Prior Learning Assessment (PLA): Becoming Ubiquitous (except where it is not)
The Way We Provide Education Is Changing

The innovation wave

- New providers of degrees
  - The expansion of the for-profit sector
  - The expansion of most institutions on-line
- New providers of courses & services
  - Courses only – MOOCS, Straighter Line, DreamDegree, Pearsons, Hobsons, etc.
  - Support services only – Insidetrack, Kahn Academy, Smarthinking, etc.
- Tweener providers -- Boot Camps, App Academy
- Oft heard comment – Do we need institutions? Can’t we just “smartly” let Watson put the pieces together?
- The Question -- Creative Engagement and Progress
The Way We Provide Education Is Changing

The innovation wave

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- Oft heard comment – Do we need institutions? Can’t we just “smartly” let Watson put the pieces together?
- The Question -- Creative Engagement and Progress or Chaos
Who We Educate Is Changing
Difference in College Attainment Between Whites and Minorities (Blacks, Hispanics, Native Americans) (2008-10)

- Colorado: 35.1
- Nebraska: 34.5
- California: 32.1
- Connecticut: 29.5
- Minnesota: 29.5
- Rhode Island: 29.3
- New Jersey: 28.8
- South Dakota: 27.6
- Massachusetts: 26.8
- Iowa: 26.3
- Utah: 26.1
- Idaho: 25.8
- Kansas: 25.6
- Washington: 25.4
- Arizona: 25.3
- Texas: 25.3
- Oregon: 24.0
- New Mexico: 23.2
- Pennsylvania: 23.1
- Delaware: 22.6
- Virginia: 22.3
- North Carolina: 22.3
- Maryland: 22.2
- Hawaii: 21.7
- Alabama: 21.5
- Nevada: 21.1
- South Dakota: 20.9
- Oregon: 20.0
- North Dakota: 19.5
- Montana: 19.3
- Wyoming: 16.9
- Louisiana: 16.8
- Mississippi: 16.8
- Georgia: 16.3
- Indiana: 16.3
- Ohio: 16.3
- New Hampshire: 15.7
- Oklahoma: 15.5
- Missouri: 15.2
- Arkansas: 14.9
- Wisconsin: 14.8
- Tennessee: 13.5
- New York: 13.4
- Massachusetts: 13.0
- North Carolina: 12.0
- Pennsylvania: 8.8
- West Virginia: 8.5
- Vermont: 8.3
Composition of Public Higher School Graduates By Race/Ethnicity 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)
Composition of Public Higher School Graduates By Race/Ethnicity 2008-09 (Actual) and 2009-10 to 2027-28 (Projected)
Who we educate is changing (or not)

- Changes in the non-traditional aged population are significant in another way
  - Percent enrolled in 2000
    - Age 25-29: 11.4%
    - Age 30-34: 6.7%
  - Percent enrolled in 2013
    - Age 25-29: 13.3%
    - Age 30-34: 6.7%

(Age 25-29 peaked in 2011 @ 14.8%; Age 30-34 peaked in 2010 @ 8.3%)
Who we educate is changing

- Why this is a huge issue.
  - An issue of equity and social justice
  - An economic imperative -- the big change since 2000
The way we assess the quality of our enterprise is changing

- Completion is the name of the game
- So, How are we doing?
  - On attainment
Difference in College Attainment between Young Adults (25-34) and Older Adults (45-64), 2011

Source: U.S. Census Bureau, 2011 American Community Survey
The way we assess the quality of our enterprise is changing

- Completion is the name of the game
- So, How are you doing?
  - On Completions
The Way We Assess the Quality of Our Enterprise Is Changing

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<tr>
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<td>2,869,639</td>
<td>59%</td>
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National Student Clearinghouse Information on Student Completion in Six Years

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<thead>
<tr>
<th></th>
<th>Completion</th>
<th>Not Enrolled or Completed</th>
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<tbody>
<tr>
<td>US</td>
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</tr>
<tr>
<td>Public Universities</td>
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<td>ALASKA</td>
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<tr>
<td>ARIZONA</td>
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<tr>
<td>CALIFORNIA</td>
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<td>30</td>
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<tr>
<td>HAWAII</td>
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<td>IDAHO</td>
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<tr>
<td>MONTANA</td>
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<td>46</td>
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<tr>
<td>NEVADA</td>
<td>29</td>
<td>---</td>
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<tr>
<td>NEW MEXICO</td>
<td>44</td>
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<tr>
<td>NORTH DAKOTA</td>
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The way we assess the quality of our enterprise is changing

- Completion is the name of the game
- Competency is the new coin of the realm.

*Competency Assessment: for the Student*
- Transfer and Articulation
- Demonstrated college level learning outside the Academy

*Competency Assessment: for the Institution (Educational Improvement & Credibility)*
- Predictive Analytics
The way we assess the quality of our enterprise is changing

- Completion is the name of the game
- Competency is the new coin of the realm.
- Assessment of student learning finally has legs
Student Learning – the new name of the game

- Why now
  - Readiness has “evolved”
  - “Evidence based practice” has caught on in public policy
  - Analytics can support evidence based practice (CLA, CAAP, ETS Proficiency Profile, AHELO, Work-keys, PLA, etc.)
  - An accreditation requirement – and will become more so

- Angst
  - Whopping big change – moving to external validity
  - Still sorting out
    - Teacher’s role
    - Institution’s role
    - Governing board’s role
    - Government’s role
Productivity as part of the Quality Dimension

How Does The West’s Higher Education Measure Up
Credential & Degrees Awarded Per $100,000 of Education & Related Expenditures – Total: Public Colleges & Universities

U.S. = $54,348/Degree

Source: NCES, IPEDS Completion and Finance Surveys; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)
Credential & Degrees Awarded Per $100,000 of Education & Related Expenditures – Public Research Universities

Source: NCES, IPEDS Completion and Finance Surveys; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)
Credential & Degrees Awarded Per $100,000 of Education & Related Expenditures – Public Bachelor’s & Master’s Colleges & Universities

U.S. = $45,455/Degree

Source: NCES, IPEDS Completion and Financial Surveys, U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)
Credential & Degrees Awarded Per $100,000 of Education & Related Expenditures – Public Two-Year Institutions

U.S. = $63,291/Degree
The Way We Finance The Enterprise Is Changing
The Way We Finance The Enterprise Is Changing

Public FTE Enrollment, Educational Appropriations and Total Educational Revenue per FTE, United States, Fiscal 1989-2014

Note: Constant 2014 dollars adjusted by SHEEO Higher Education Cost Adjustment. Educational Appropriations include ARRA funds. (HECA)
The Way We Finance The Enterprise Is Changing

- Why a new normal & not return to the old normal
  - Can’t afford the old normal
    - Hyper-inflationary model is unsustainable (unaffordable)

- What the new normal looks like
  - Performance funding is the wave in most states
  - But not the only game in town

- Affordability issues driving focus on costs & price
  - Tuition Policy & Financial Aid sharing the stage
  - Generally lacking true integration of finance policies – Appropriations, Tuition Policy, and Financial Aid in Sync
Summing it all up

- The times they are a changing
  - Why we educate is changing
  - The way we provide education is changing
  - Who we educate is changing
  - The way we assess the quality of our enterprise is changing
  - The way we finance the enterprise is changing

- If this is uncomfortable, find another venue
- And I’m doing that – thanks for the memories