



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*

U.S. States	%	OECD Country
		Korea (65.7)
	60	
		Japan
	58	
		Canada
	56	
Massachusetts		
North Dakota	54	
Minnesota	52	
New York		
	50	Luxembourg
New Jersey		Ireland
Connecticut	48	United Kingdom
Nebraska, Illinois, Virginia		New Zealand, Australia
Pennsylvania, Colorado, Maryland, Rhode Island, Iowa	46	
Vermont, South Dakota, Wisconsin		Norway
Kansas, New Hampshire	44	Israel, UNITED STATES
Hawaii, Montana		Sweden, Netherlands, Belgium, France
Washington, Missouri, Utah	42	
Wyoming, Ohio		Poland, Switzerland
Delaware, Michigan, Maine, California, North Carolina,	40	Denmark, Estonia, Finland
Oregon		
Florida		Spain
	38	Iceland
Tennessee, South Carolina, Georgia, Indiana		Slovenia, Greece
Kentucky	36	
Texas, Idaho, Arizona		
West Virginia	34	
Alabama, Oklahoma, Alaska, New Mexico		
Louisiana	32	
Arkansas, Mississippi		
Nevada	30	Hungary
		Germany
	28	Portugal, Czech Republic
		Slovakia
	26	
	24	Mexico
		Austria
	22	Chile, Italy
		Turkey
	20	



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

Enrollment	2000	2014	Delta
U.S. Undergrad	13,142,996	17,278,939	31%
Public	80%	77%	19%
Private	17%	16%	25%
For Profit	3%	7%	217%
WICHE	3,585,697	4,690,587	31%
Public	88%	80%	19%
Private	8%	9%	44%
For Profit	4%	11%	256%

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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*

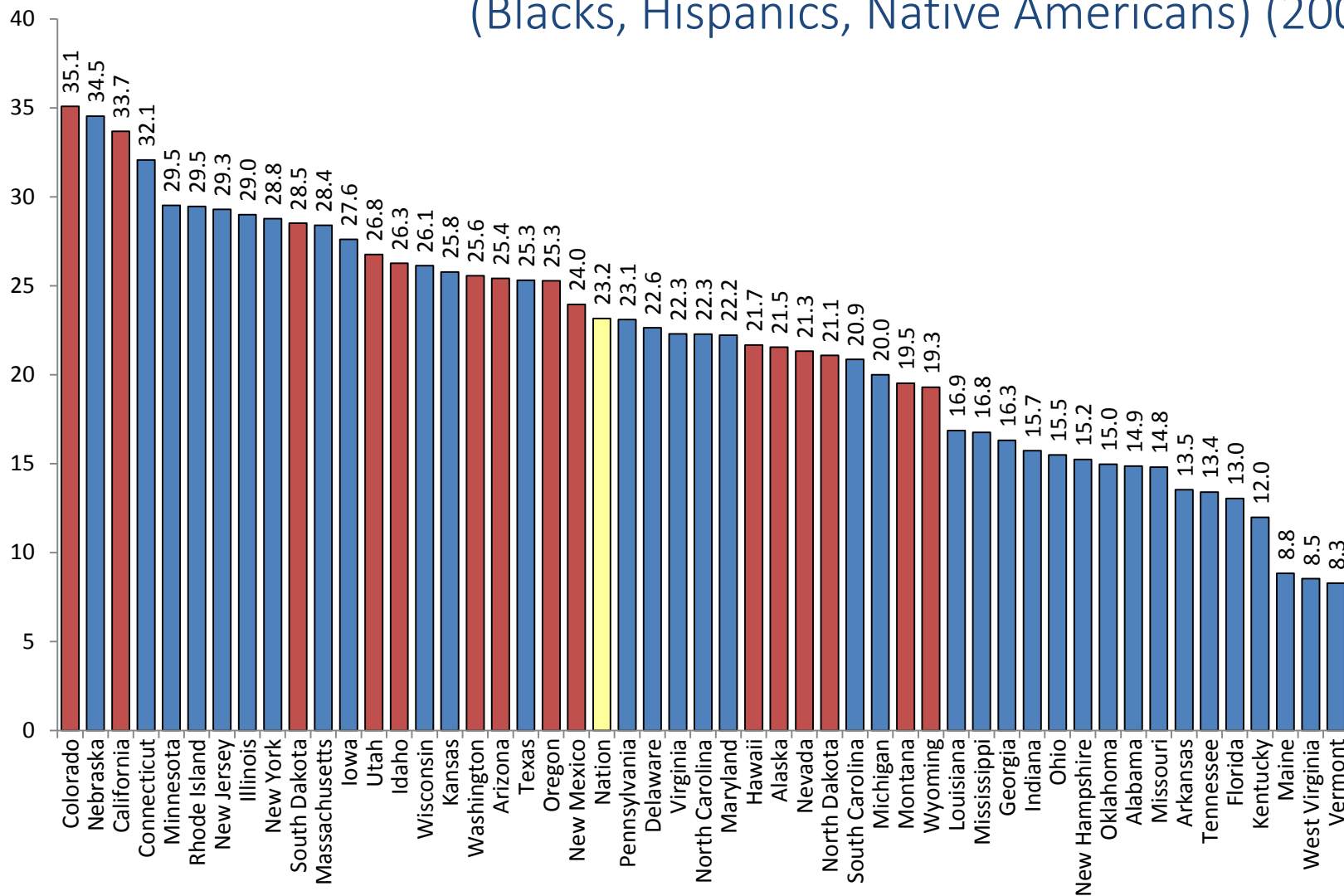
The Way We Provide Education Is Changing

The innovation wave

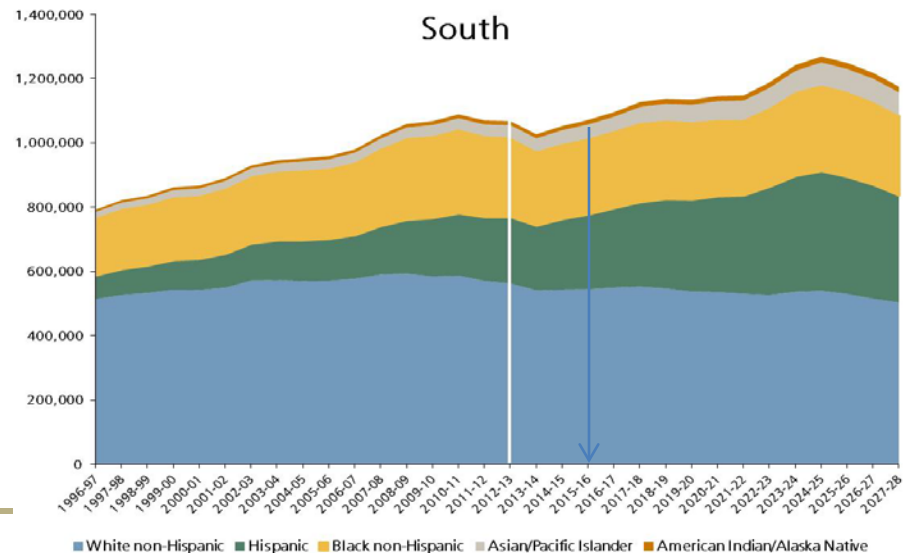
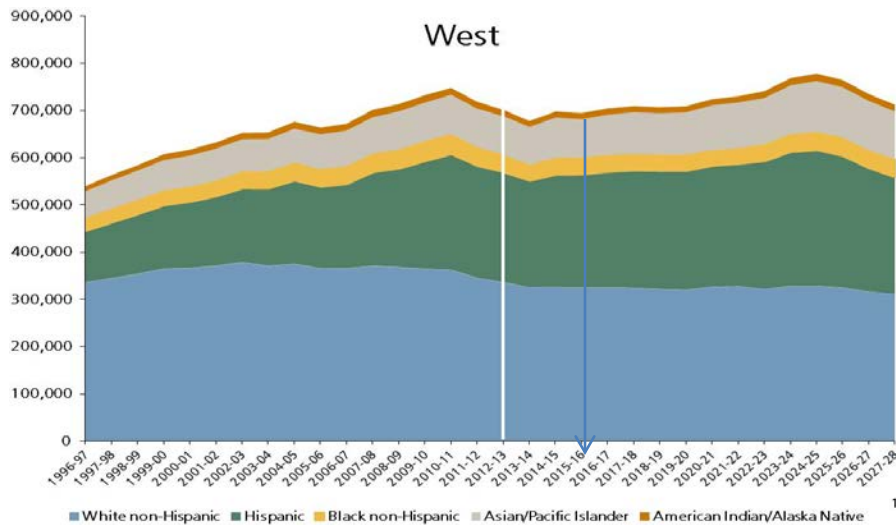
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- ❖ *The Question -- Creative Engagement and Progress or Chaos*

Who We Educate Is Changing

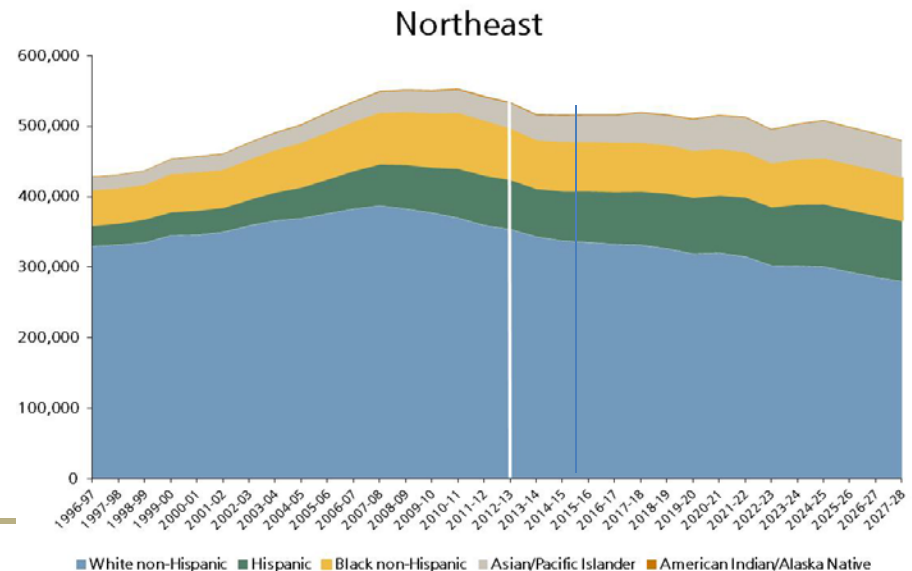
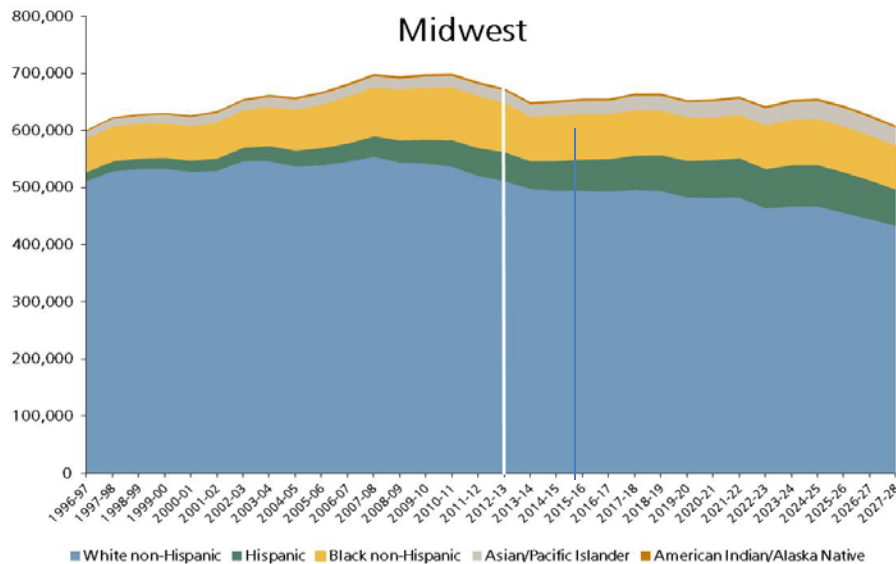
Difference in College Attainment Between Whites and Minorities (Blacks, Hispanics, Native Americans) (2008-10)



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%)

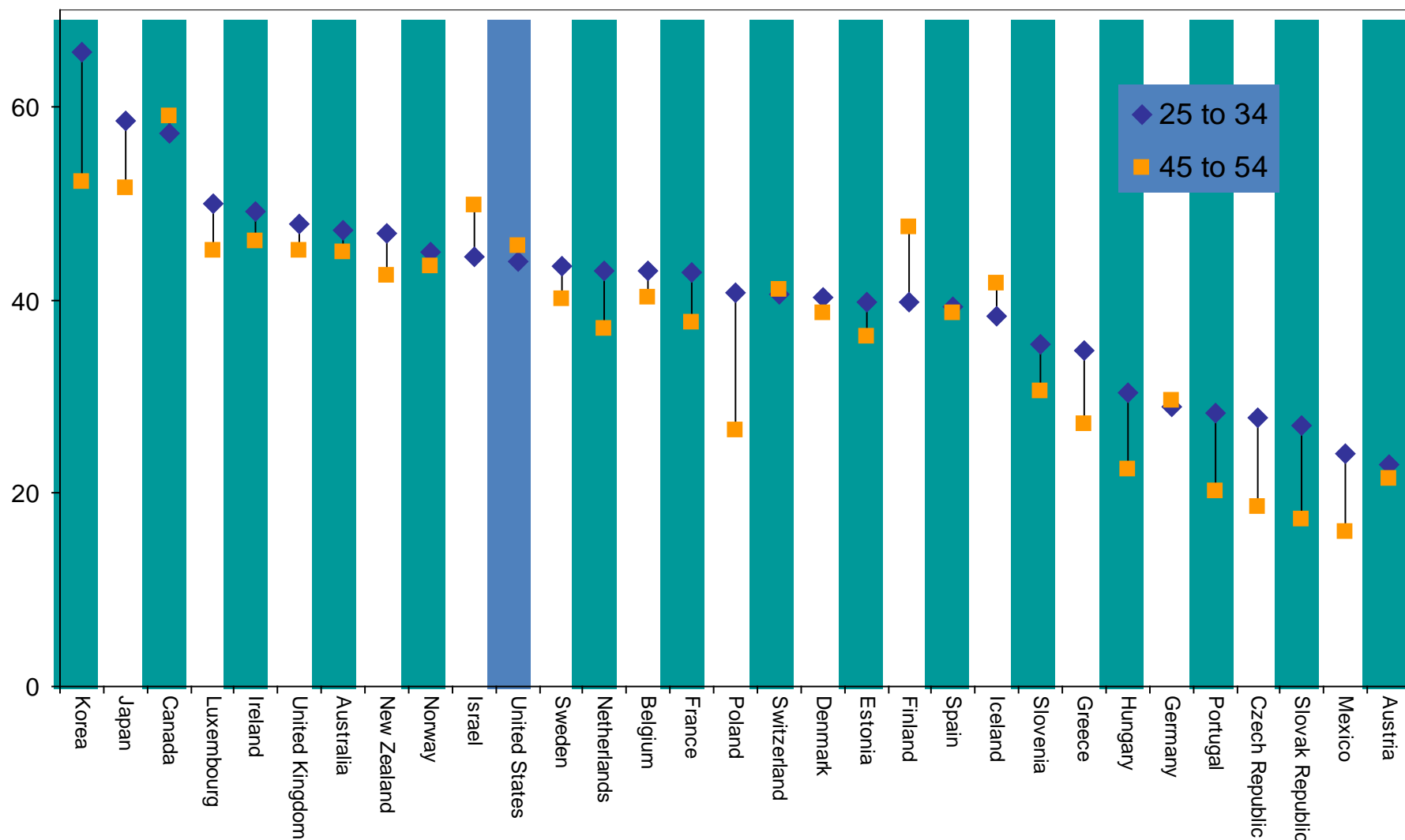
Who we educate is changing

- Why this is a huge issue.
 - An issue of equity and social justice
 - An economic imperative -- the big change since 2000

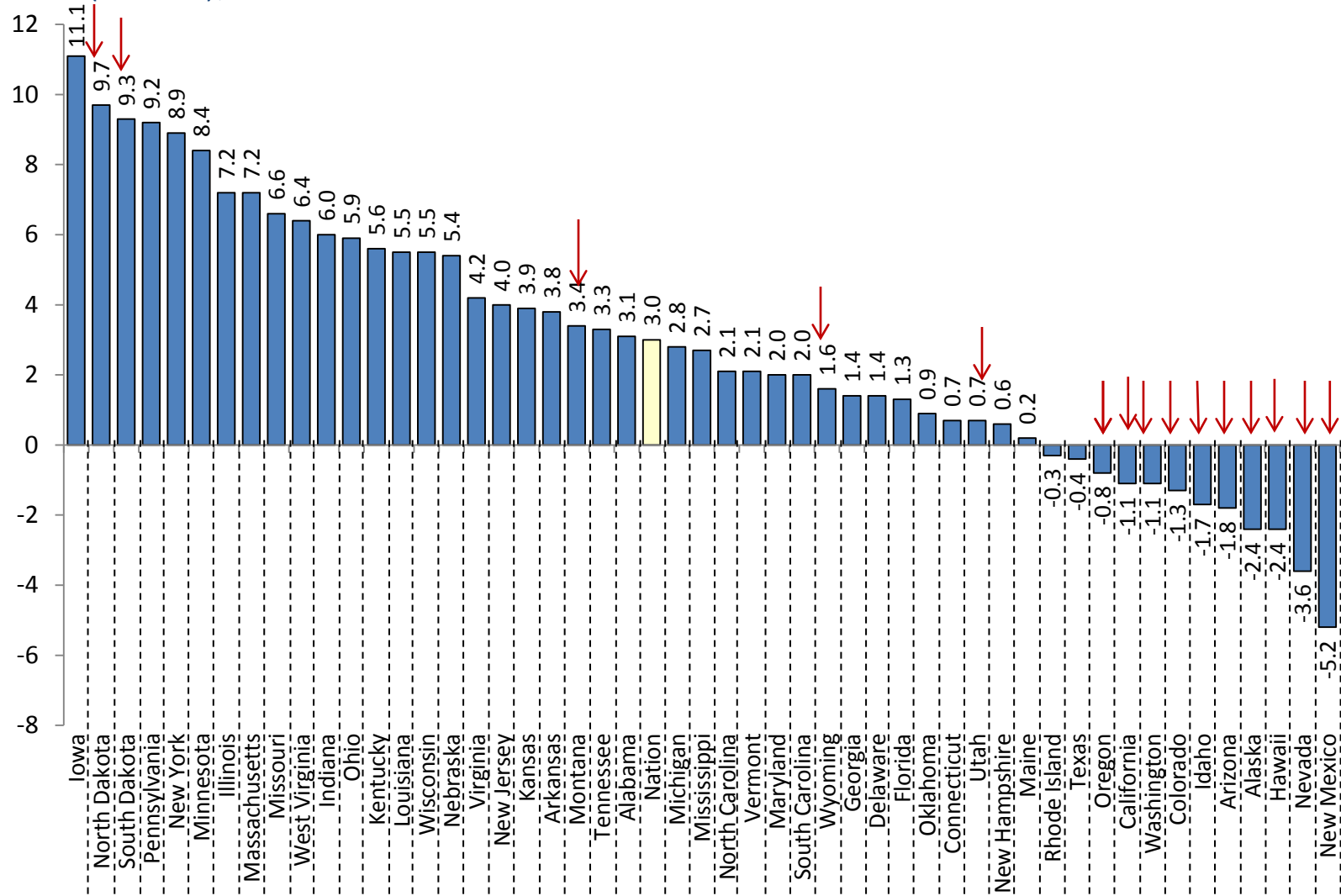
The way we assess the quality of our enterprise is changing

- *Completion is the name of the game*
- *So, How are we doing?*
 - *On attainment*

Differences in College Attainment (Associate & Higher) Between Younger & Older Adults - U.S. & OECD Countries, 2012



Difference in College Attainment between Young Adults (25-34) and Older Adults (45-64), 2011



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

Completions	2001	2014	Delta
US Assoc & Bach Degrees	1,799,855	2,869,639	59%
Public	70%	69%	57%
Private	25%	21%	32%
For Profit	5%	10%	228%
WICHE	410,737	715,638	74%
Public	77%	70%	58%
Private	16%	12%	30%
For Profit	7%	18%	346%

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National Student Clearinghouse Information on Student Completion in Six Years

	Completion	Not Enrolled or Completed
	<i>US</i>	<i>US</i>
Public Universities	61%	25%
Community/2 yr Colleges	38%	45%

National Student Clearinghouse Information on Student Completion in Six Years

	Public Universities	Community/2yr Colleges
US	61%	38%
ALASKA	---	---
ARIZONA	---	---
CALIFORNIA	70	30
HAWAII	56	37
IDAHO	44	36
MONTANA	49	46
NEVADA	29	---

	Public Universities	Community/2yr Colleges
NEW MEXICO	44	---
NORTH DAKOTA	61	61
OREGON	62	32
SOUTH DAKOTA	61	62
UTAH	44	---
WASHINGTON	58	45
WYOMING	---	45

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*

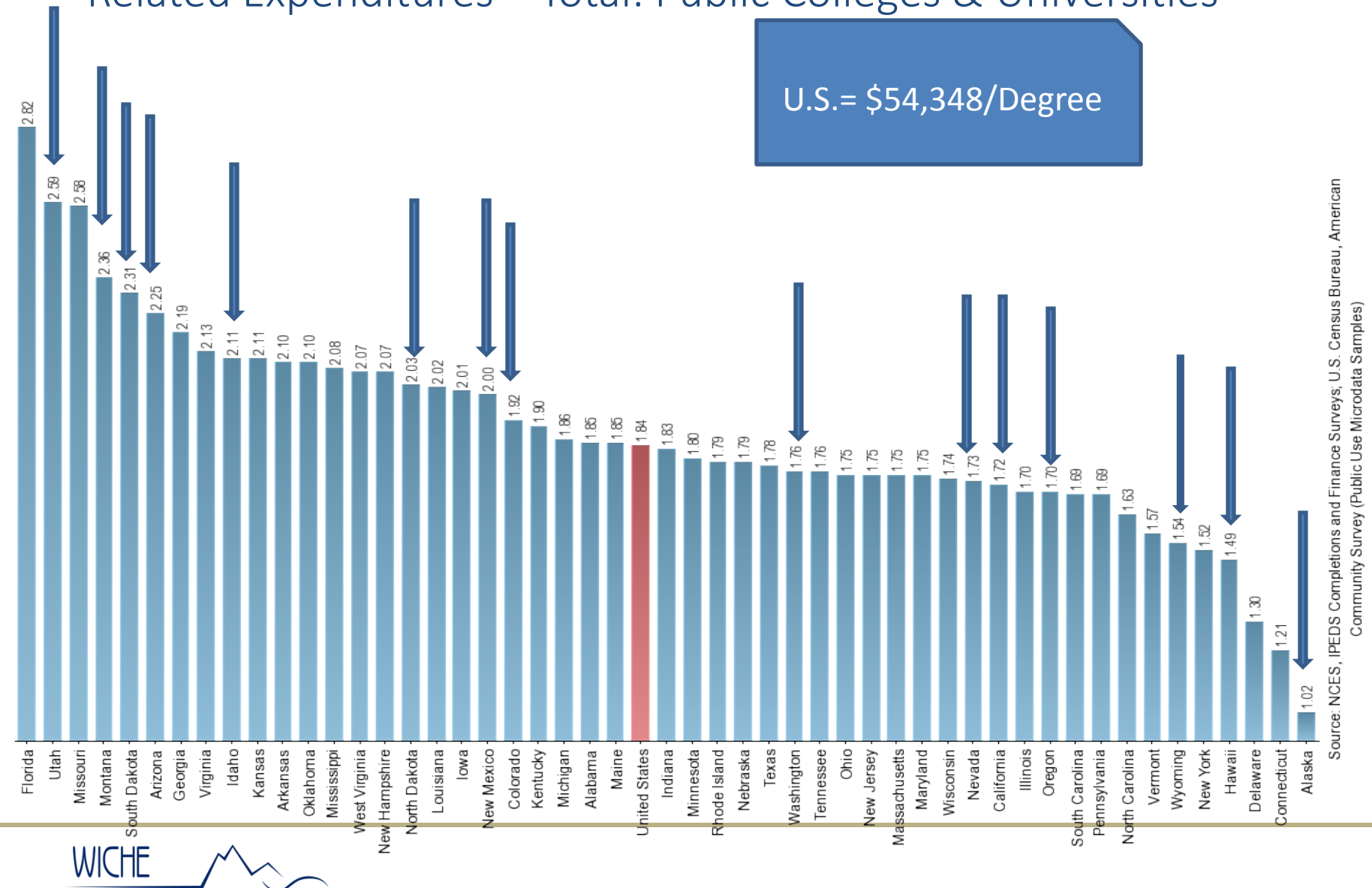
- ☐ *Whopping big change – moving to external validity*
- ☐ *Still sorting out*
 - ☐ *Teacher’s role*
 - ☐ *Institution’s role*
 - ☐ *Governing board’s role*
 - ☐ *Government’s role*

Productivity as part of the Quality Dimension

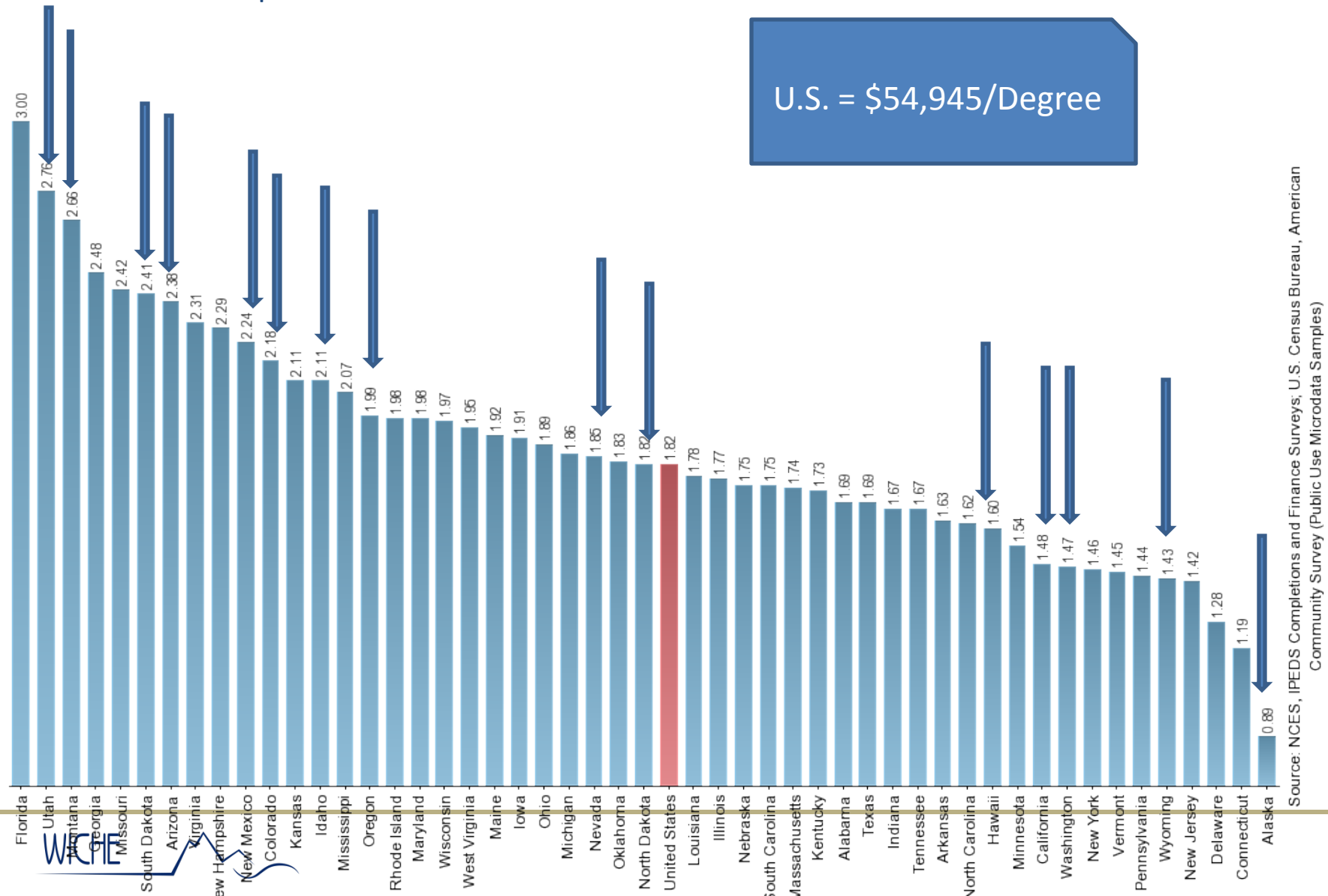
How Does The West's Higher Education Measure Up

Credential & Degrees Awarded Per \$100,000 of Education & Related Expenditures – Total: Public Colleges & Universities

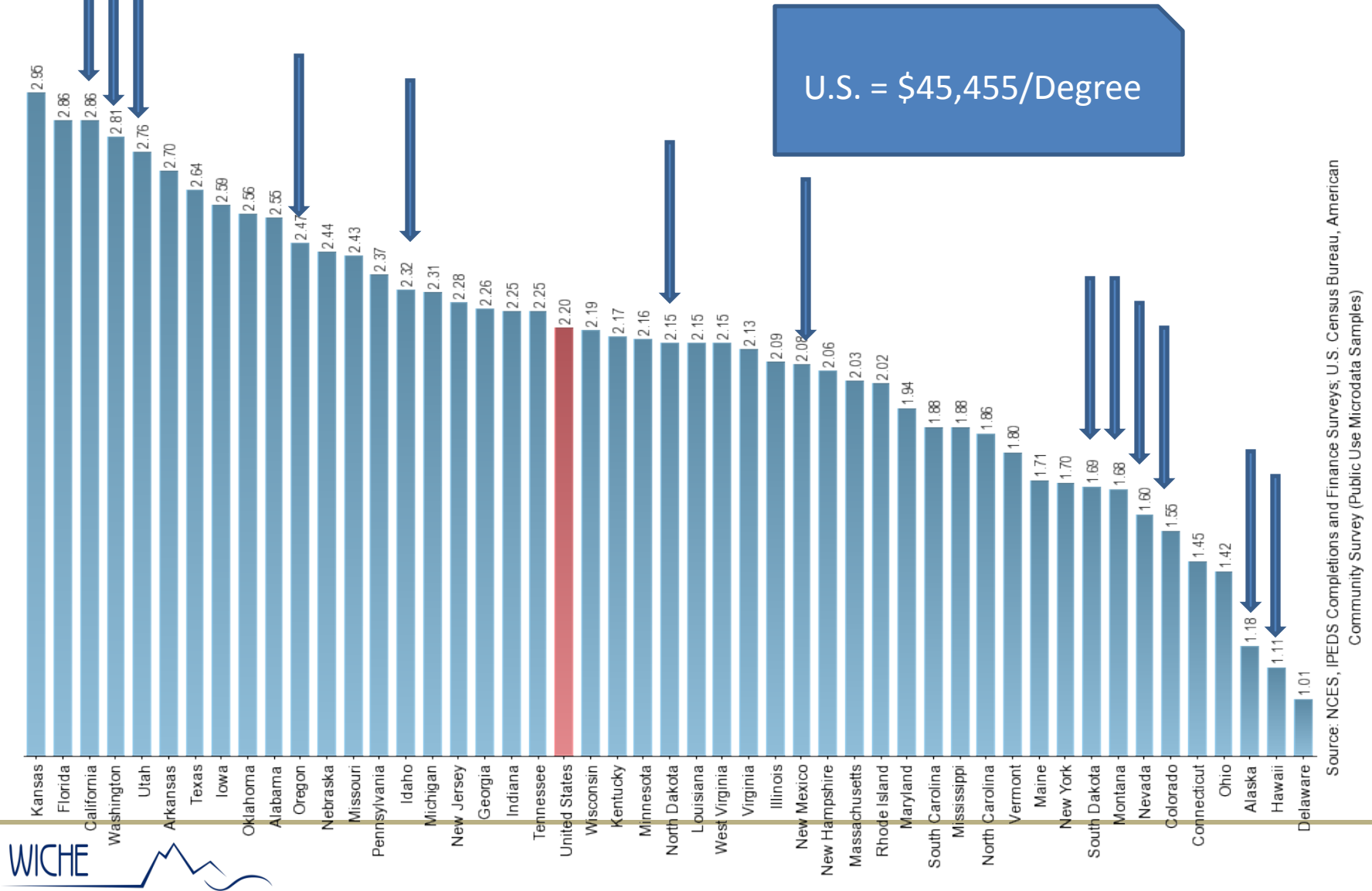
U.S.= \$54,348/Degree



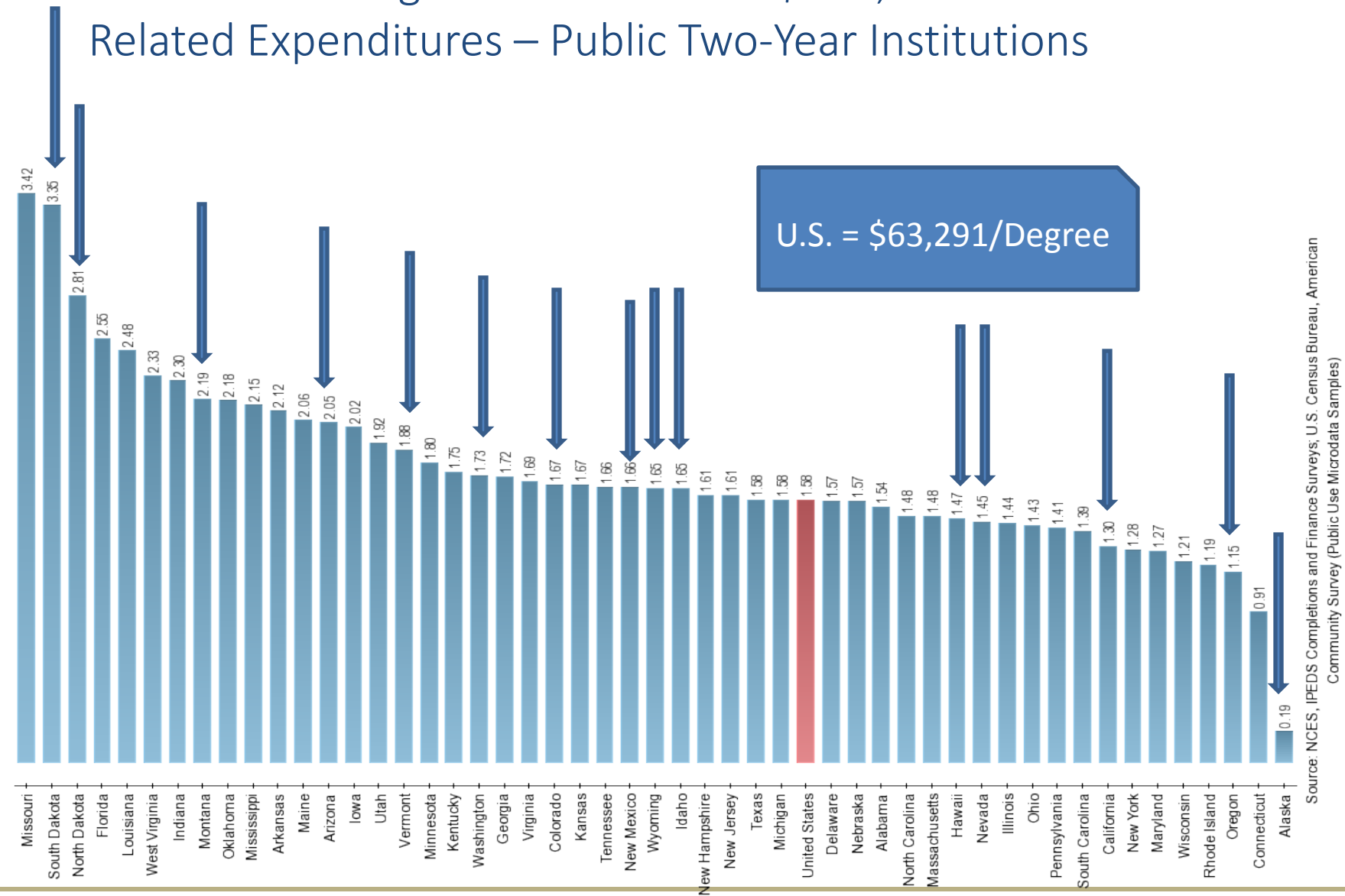
Credential & Degrees Awarded Per \$100,000 of Education & Related Expenditures – Public Research Universities



Credential & Degrees Awarded Per \$100,000 of Education & Related Expenditures – Public Bachelor's & Master's Colleges & Universities



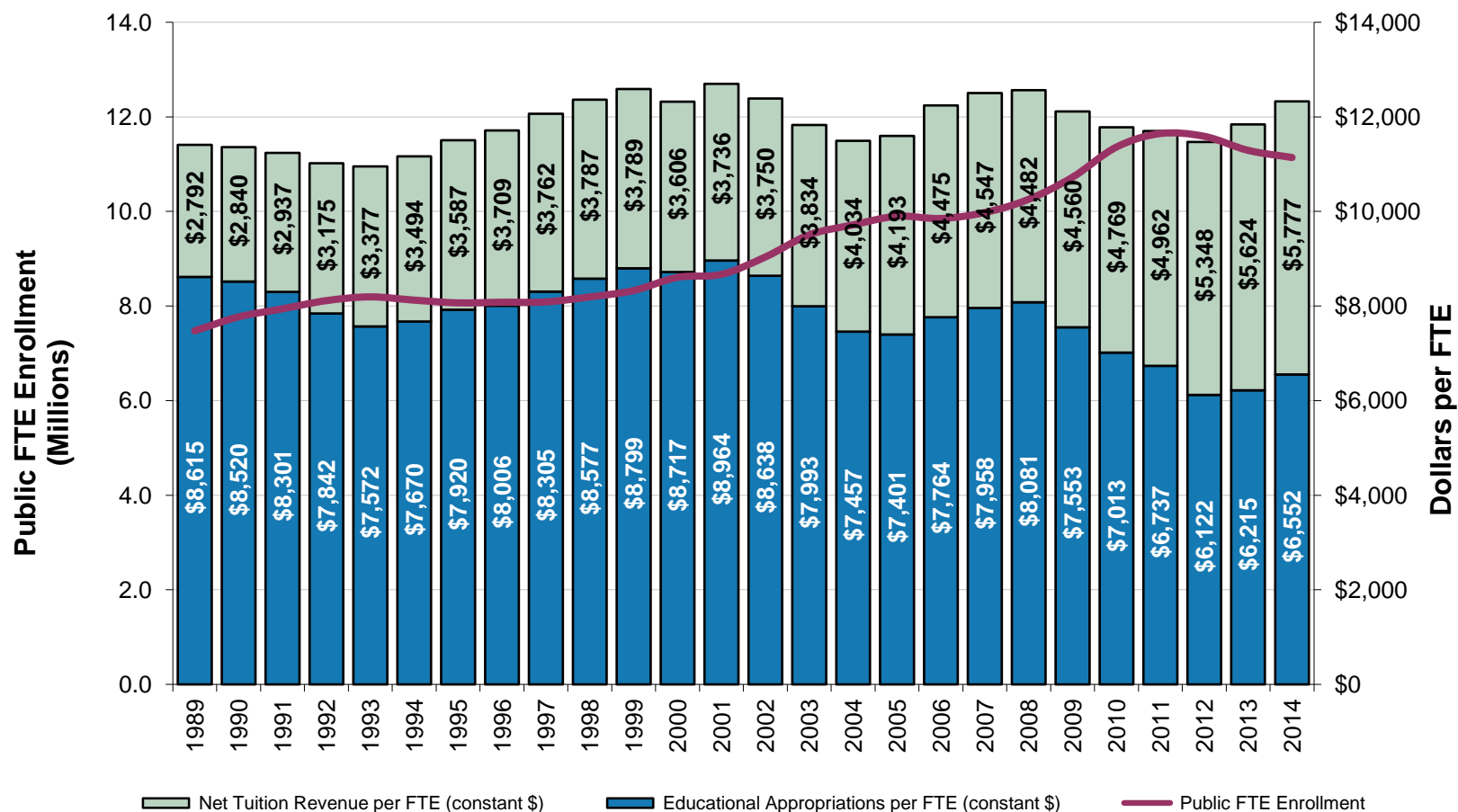
Credential & Degrees Awarded Per \$100,000 of Education & Related Expenditures – Public Two-Year Institutions



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*