

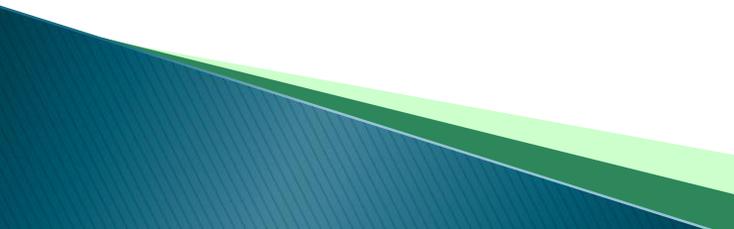


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# Student Affairs and Higher Education in a Period of Rapid Transformation

## NASPA CSAM Webinar

Kevin Kruger  
President  
NASPA



October 23, 2013





# Follow Me

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@naspapres





# Themes for Today

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1. Period of unprecedented change
2. Technology is changing everything
3. Higher education is in the spotlight
4. Demographic disruption
5. The real value of College

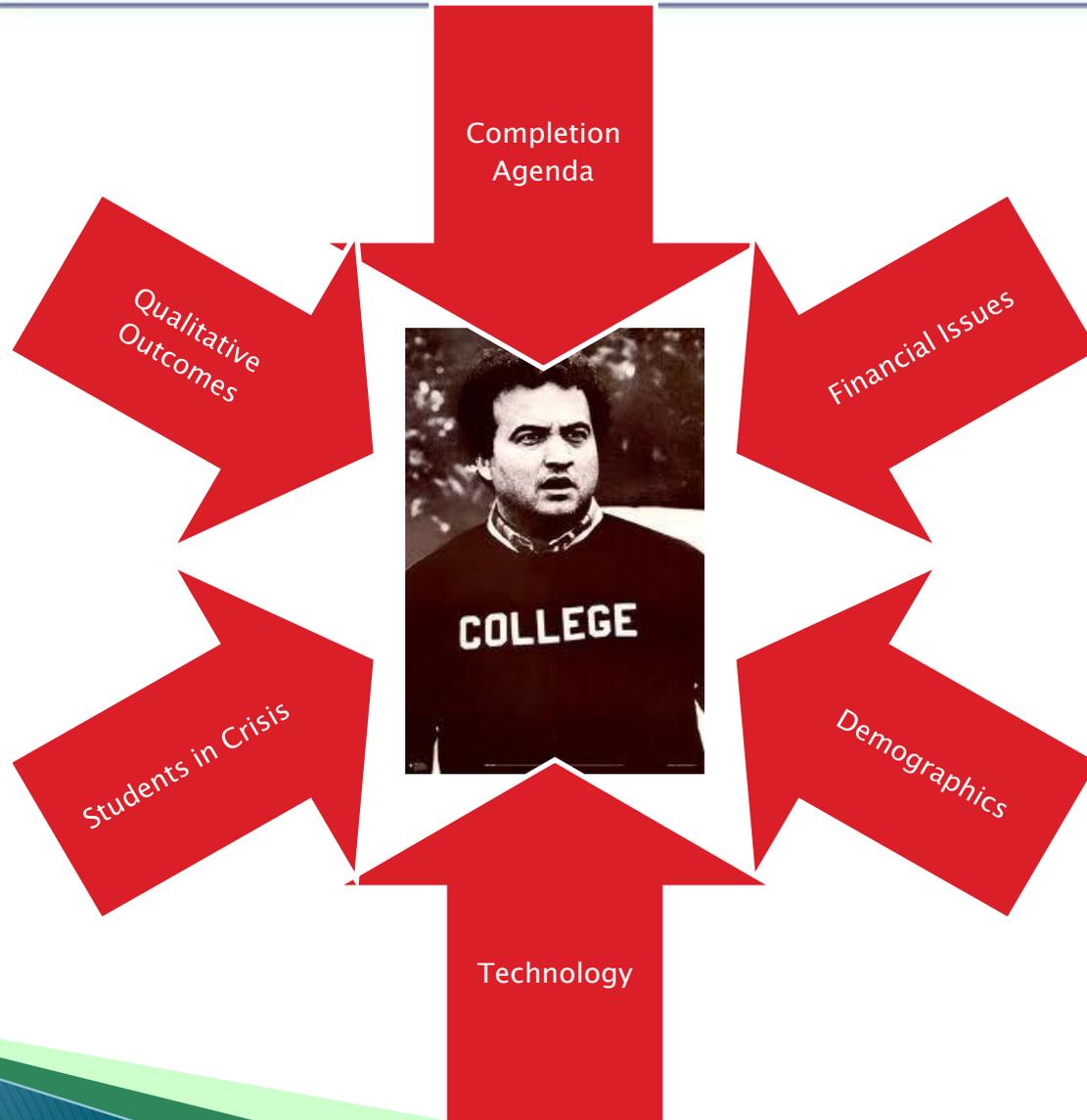


# #1

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**Higher Education and Student  
Affairs are Facing a Period of  
Unprecedented Change and  
Transformation**

# Change is Coming From Many Directions





# The Doomsayers



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**In fifty years, if not much sooner,  
half of the roughly 4,500 colleges  
and universities now operating in the  
United States will have ceased to  
exist.**

**“The End of the University as We Know It.” Nathan Harden.  
The American Interest. January/February 2013.  
<http://www.the-american-interest.com/article.cfm?piece=1352>**



# Epic 2020 – Higher Education Reform

**Future of Education**



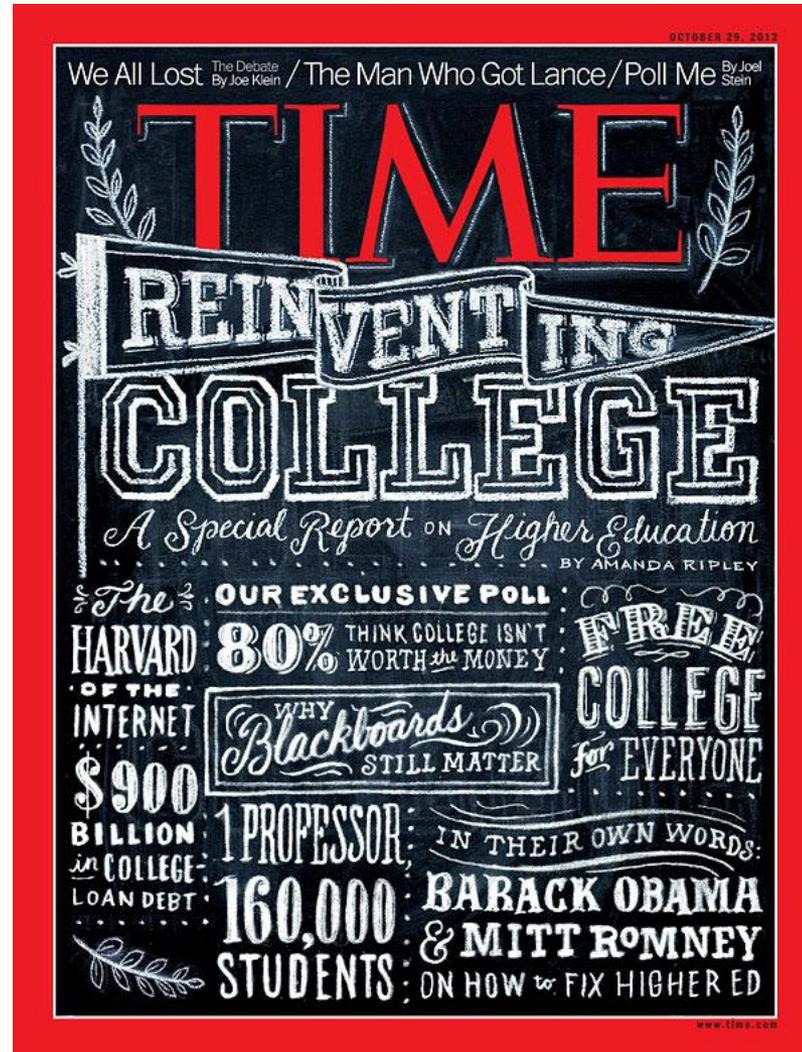
**The Breaking Point**

**EPIC 2020**



# The Critics

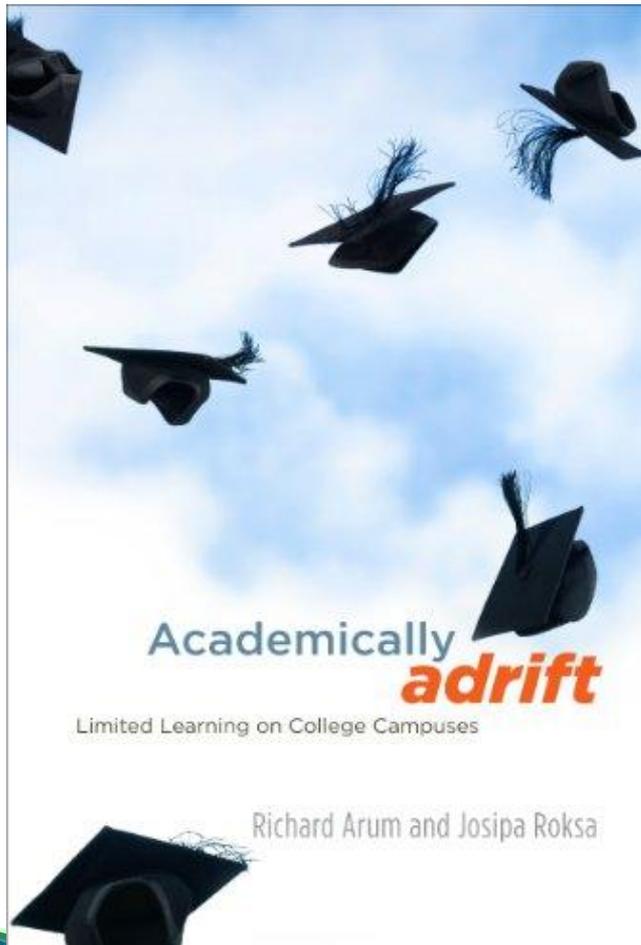
# Public Attention to Higher Ed





# Pessimism

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- ◆ 45 percent of students "did not demonstrate any significant improvement in learning" during the first two years of college.
- ◆ 36 percent of students "did not demonstrate any significant improvement in learning" over four years of college.



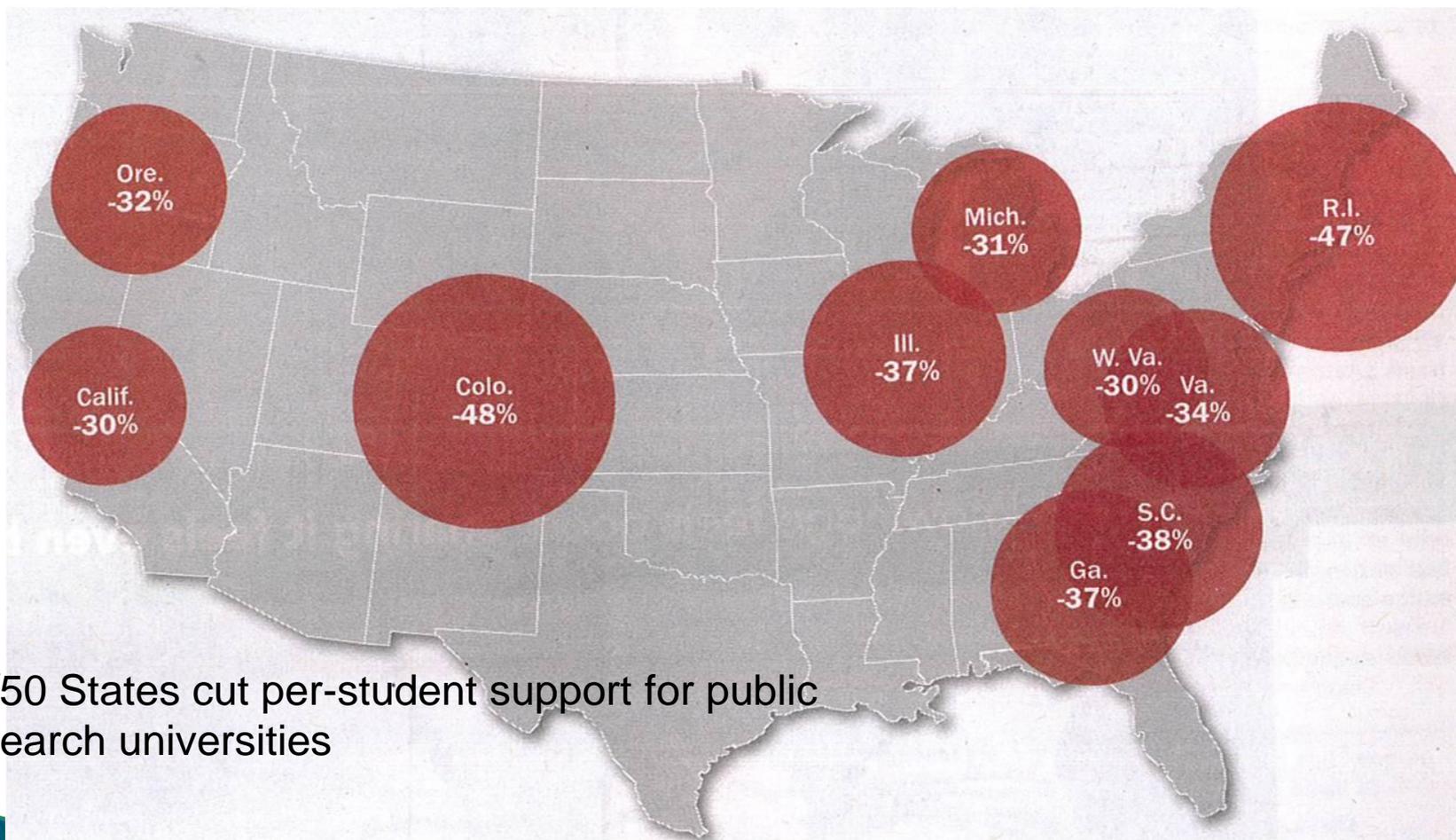
# Kevin Carey – New American Foundation

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## What I Expect (and Don't)

- ◆ I don't expect professional sports entertainment.
- ◆ I don't expect public universities to be “world-class” research institutions.
- ◆ I expect public universities to expose students to a diverse group of peers. Replacing 10% of in-state students to with full-pay children of the Chinese oligarchy doesn't count.
- ◆ I expect universities to pay attention to what happens to their students after they leave college.
- ◆ I expect public universities to use technology to improve education and reduce costs.

# Public Support of Higher Education 2002–2010



43/50 States cut per-student support for public research universities

# Rick Scott – Florida Governor

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Base tuition rates on degrees, offering lower tuition for degrees in the STEM.

Students pursuing liberal arts degrees would pay higher tuition rates.





# Governor Pat McCrory

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“Give money to colleges “not based on how many butts in seats but how many of those butts can get jobs.”



# The Disruptors



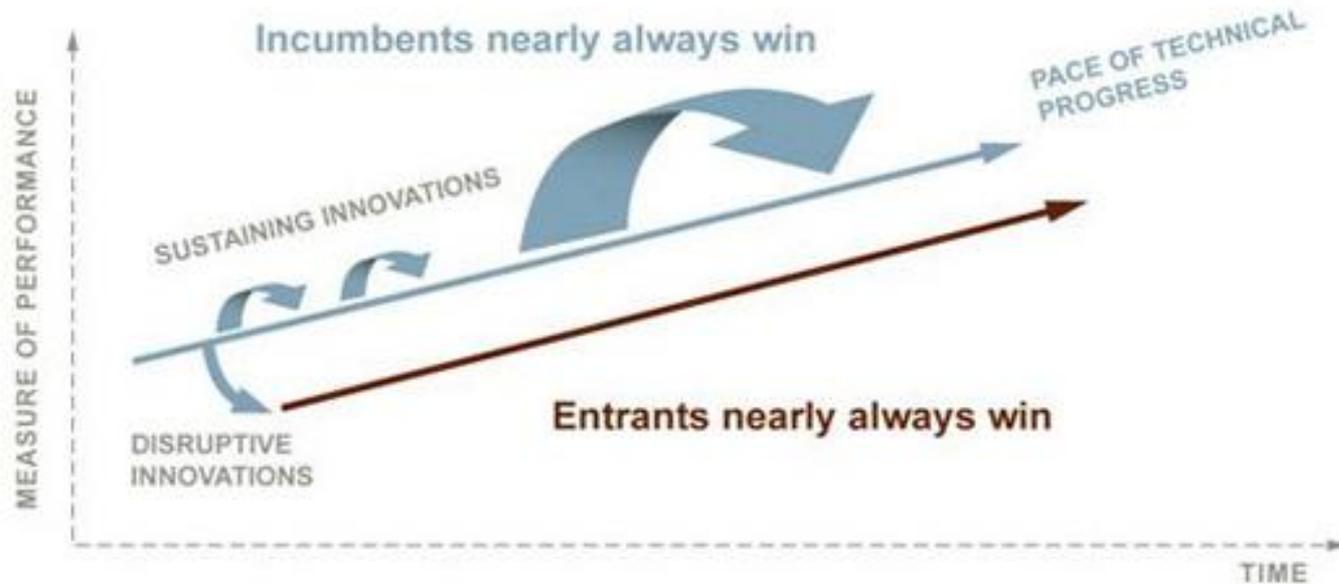
# Higher Education – Tipping Point

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# Disruptive Innovation

- ◆ Process by which a product or service takes root at the bottom of a market and then relentlessly moves 'up market'.





# Disruption

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**Disruption comes from cheaper and simpler technologies that are initially of lower quality. Over time, the simpler and cheaper technology improves to a point that it displaces the incumbent.**

# Disruptive and Adaption





# #2

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## Technology is Changing Everything

# Moore's Law

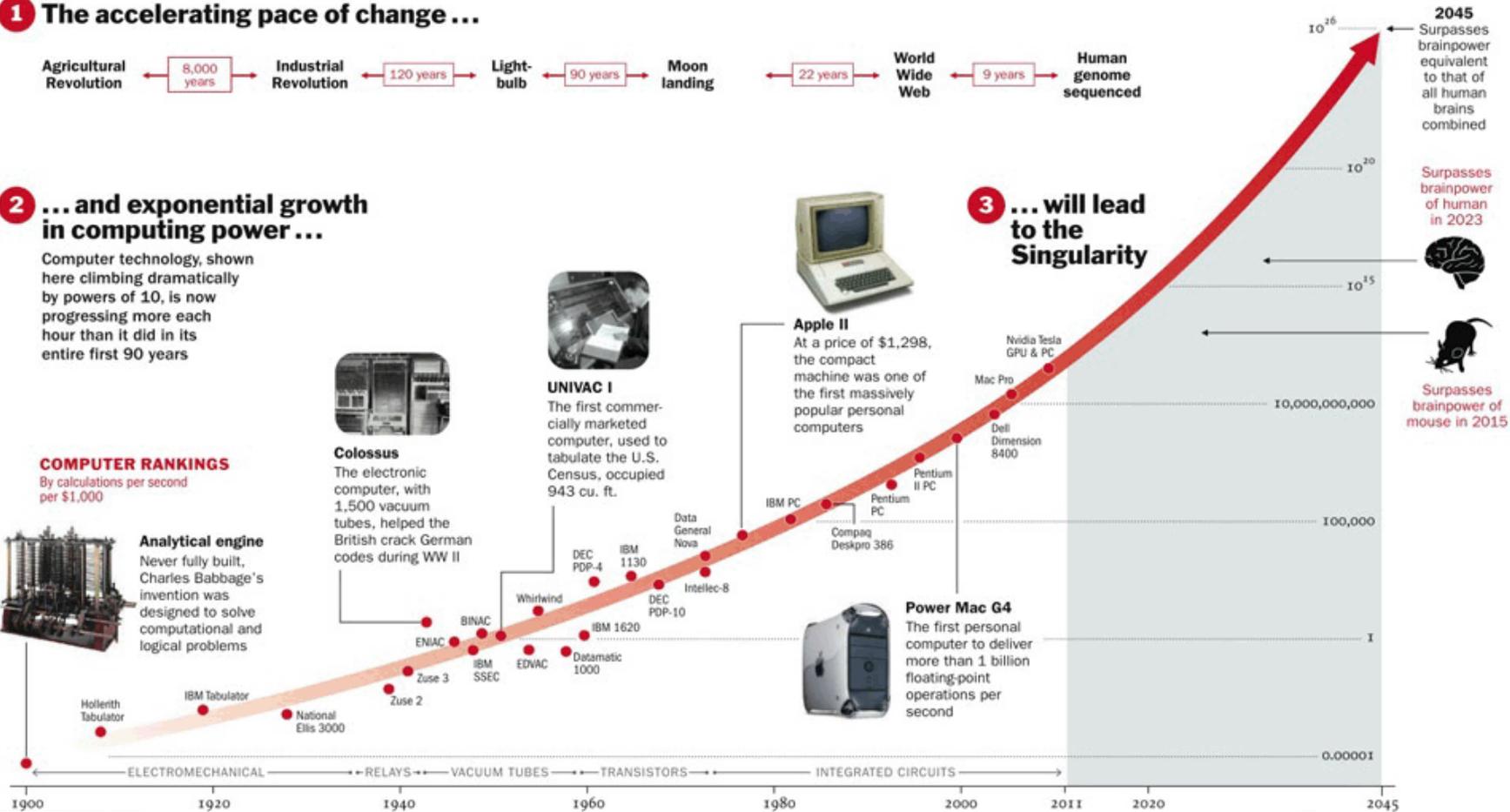
## 1 The accelerating pace of change ...



## 2 ... and exponential growth in computing power ...

Computer technology, shown here climbing dramatically by powers of 10, is now progressing more each hour than it did in its entire first 90 years

## 3 ... will lead to the Singularity



# IBM's Watson





# Self-Driving Car

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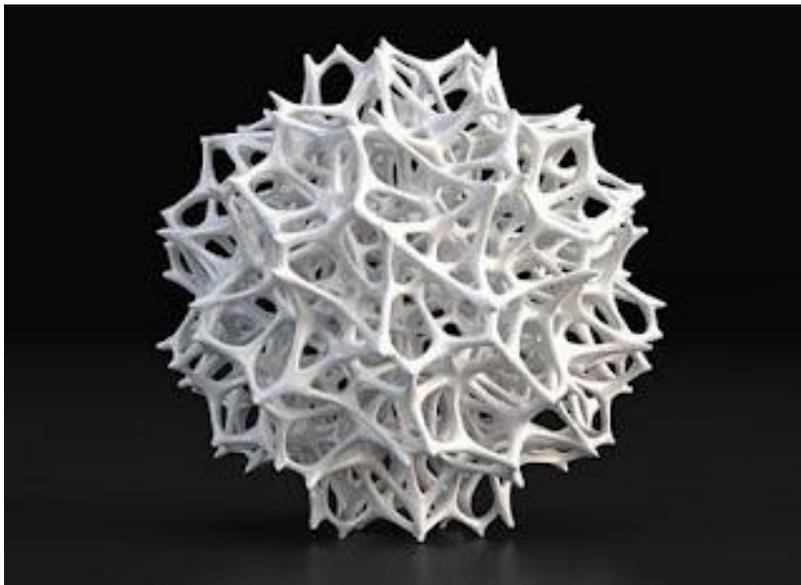


# Dean Kamen's Slingshot





# 3D Printing





# 3D and Music



# 3D bioprinting of human organs, what's next?

- ◆ Anthony Atala, director of the Wake Forest Institute for Regenerative Medicine, focuses on growing and regenerating human tissues and organs.
- ◆ His team engineered the first lab-grown organ to be implanted into a human, a bladder, and is developing experimental fabrication technology that can “print” human tissue on demand with the help of 3D printing.





# And Lastly... The Tricorder

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# \$10 Million Tricorder X PRIZE



Diagnose:

- ◆ Diabetes
- ◆ Atrial fibrillation
- ◆ Stroke
- ◆ Tuberculosis
- ◆ Chronic obstructive pulmonary disease (COPD),  
Pneumonia
- ◆ Hepatitis A



# Bill Gates Vision for College

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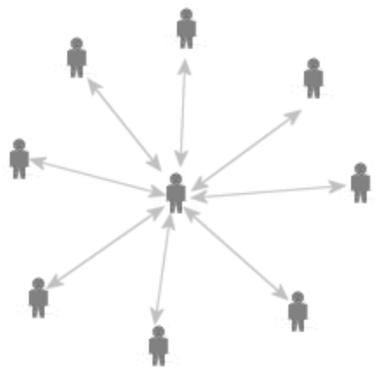
“Five years from now on the Web for free you’ll be able to find the best lectures in the world. It will be better than any single university,”. “College, except for the parties, needs to be less place-based.” August 2010



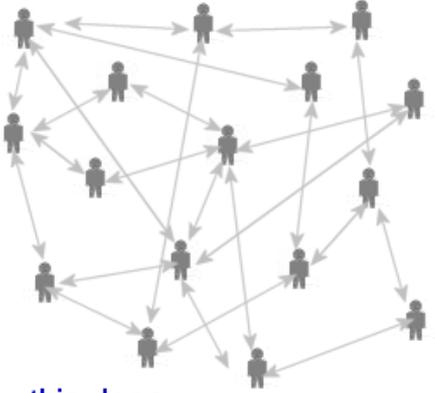


# MOOCs

Why we designed MOOCs the way we did...  
In Education...



this does not scale



this does

Stephen Downes 2012 cc by-nc-sa





# MOOCs

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- ◆ Massive Online Open Courses MOOCs
- ◆ Stanford University's free online artificial intelligence course attracted 160,000 students from 190 countries.



# Disruptive Innovation

CS 101:  
BUILDING A SEARCH ENGINE

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Taught by Professor David Evans & Professor Sebastian Thrun

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Coursera

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Stanford University | Planned Launch: April 23 [view by topic](#)

 <p>Automata</p>	 <p>CS 101</p>	 <p>Compilers</p>
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# Coursera



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[How it works »](#)

“We offer high quality courses from the top universities, for free to everyone. We are changing the face of education globally, and we invite you to join us.”



# Learning Outcomes and Competencies

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- ◆ Eighty–seven percent of respondents said they believe students should be able to receive college credit for knowledge and skills acquired outside of the classroom.
- ◆ Seventy–five percent indicated they would be more likely to enroll in a higher education program if they could be evaluated and receive credit for what they already know.

AMERICA'S CALL FOR HIGHER EDUCATION REDESIGN – THE 2012 LUMINA FOUNDATION STUDY OF THE AMERICAN PUBLIC'S OPINION ON HIGHER EDUCATION

# Technology





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# Technology and Social Media at the Intersection of Hope and Fear

# Fear



# #3



## Higher Education is in the Spotlight

### Completion, Cost & Jobs



# The Completion Agenda

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# US Needs More College Grads

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# Educational Attainment 2025

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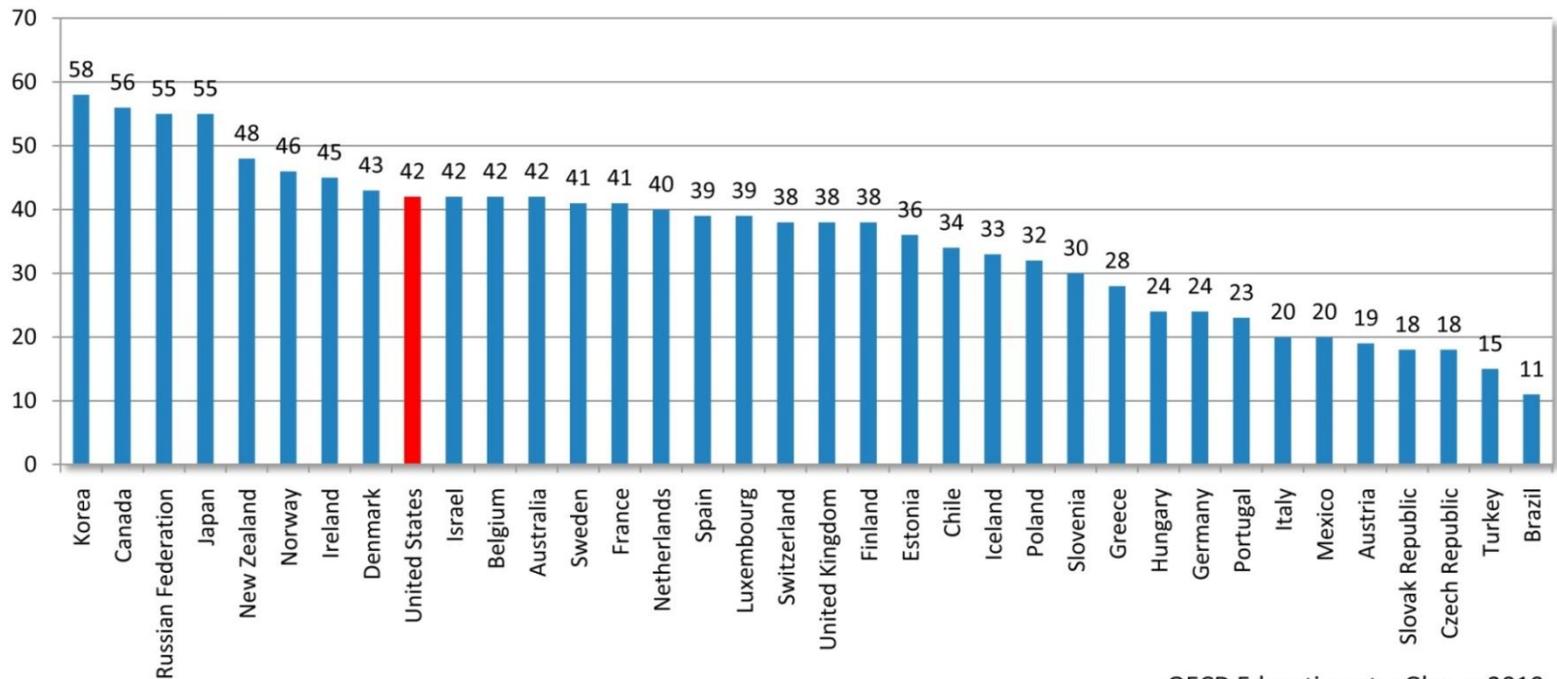
The United States needs 800,000 more college graduates each year through 2025 to meet our workforce demands. This is an increase of 60% each year.

“A Stronger Nation Through Higher Education,” Lumina Foundation 2012



# Percentage of Adults Age 25-34 with Postsecondary Education

(Associate Degree of Higher in U.S. per 2008 Current Population Survey, U.S. Census Bureau)

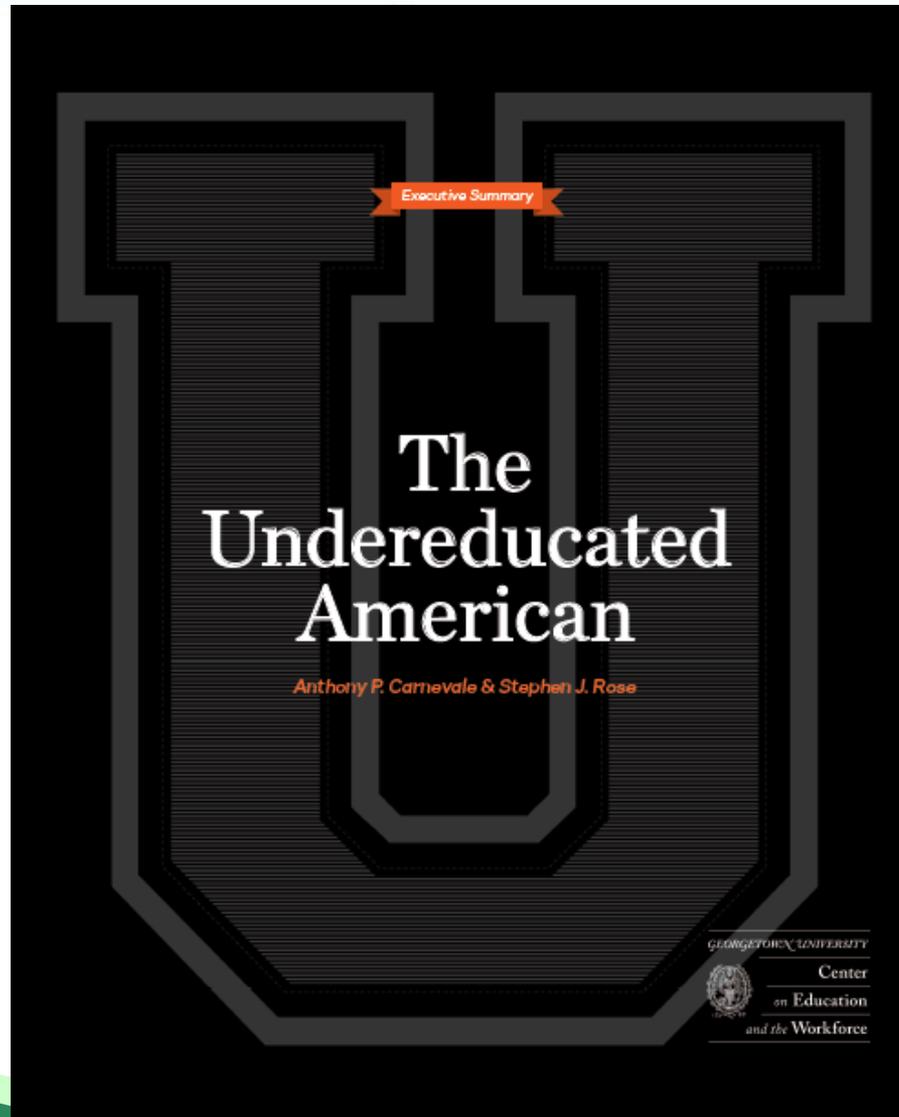


OECD Education at a Glance 2010  
Table A1.3a - Population with Tertiary Education 2008

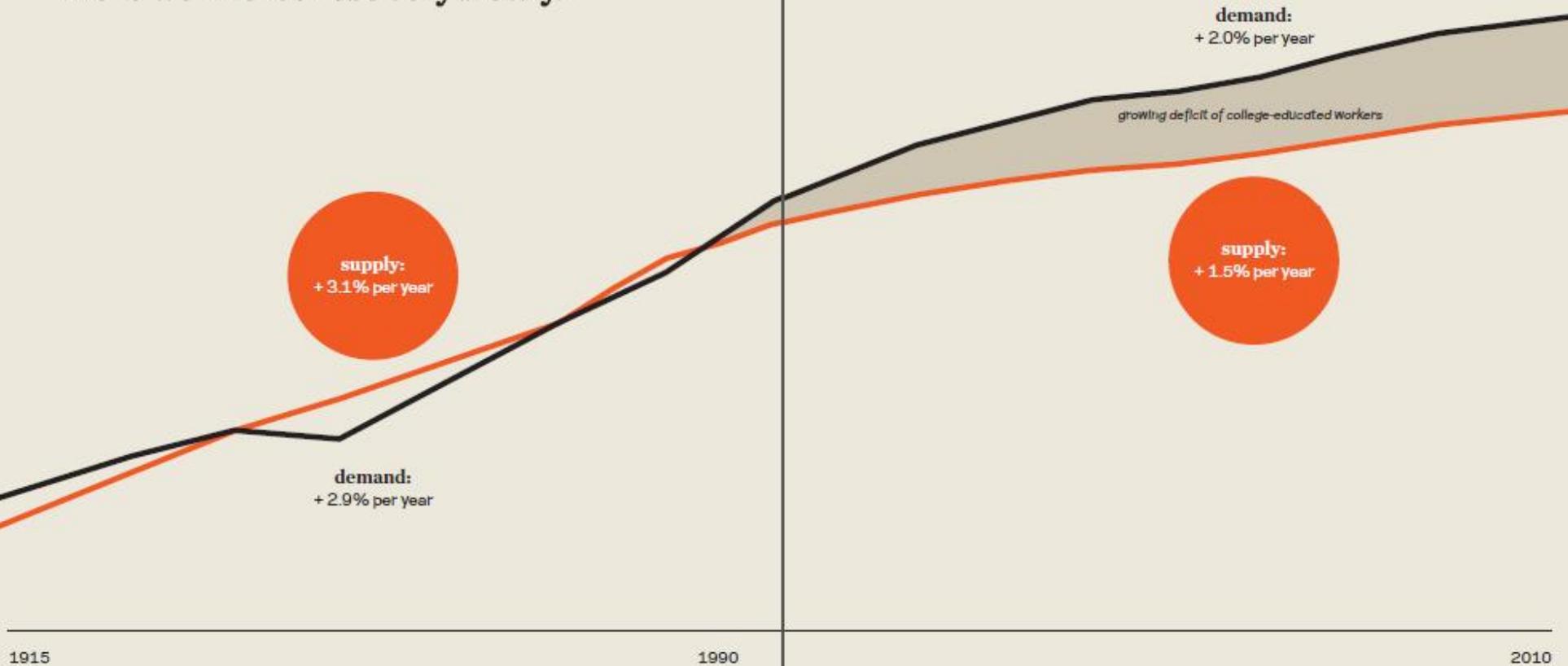


# Carnevale & Rose

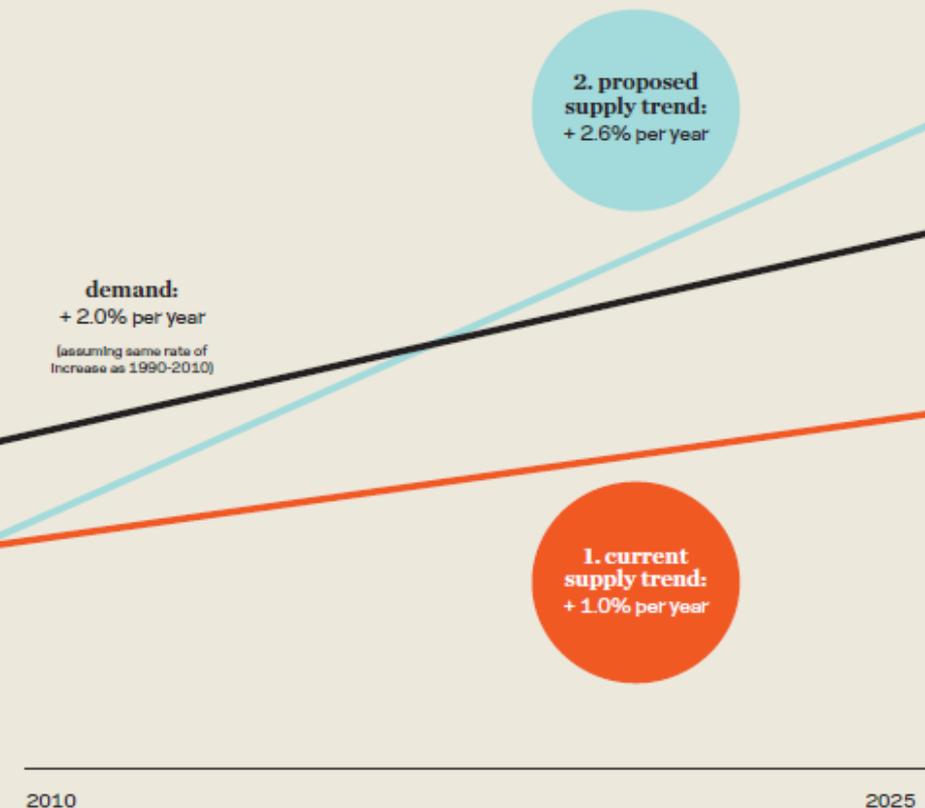
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From 1915 to 1980, supply grew in tandem with demand. But, starting in 1990, the share of college-educated young people in the workforce rose very slowly.

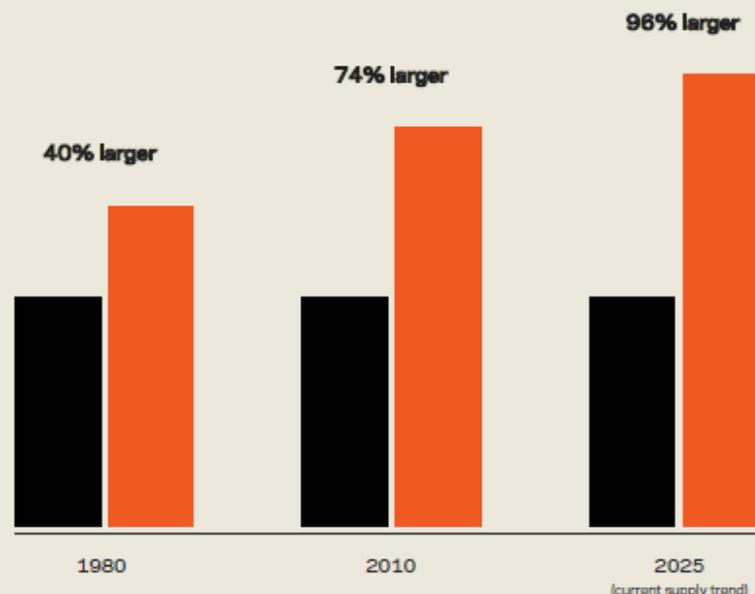


Looking ahead to the year 2025, there are two potential paths forward.



If we continue to underproduce college-educated workers, the large and growing gap between the earnings of Americans of different educational attainment will grow even wider.

■ High school earnings  
■ Bachelor's degree earnings



What's the solution? If we were to add **20 million** postsecondary-educated workers to the workforce, income inequality would decline.

■ High school earnings  
■ Bachelor's degree earnings



Adding an additional **20 million** postsecondary-educated workers over the course of the next 15 years is not impossible. It will make our level of educational attainment comparable with other developed nations, help us meet the economy's need for efficiency, and reverse the growth of income inequality.



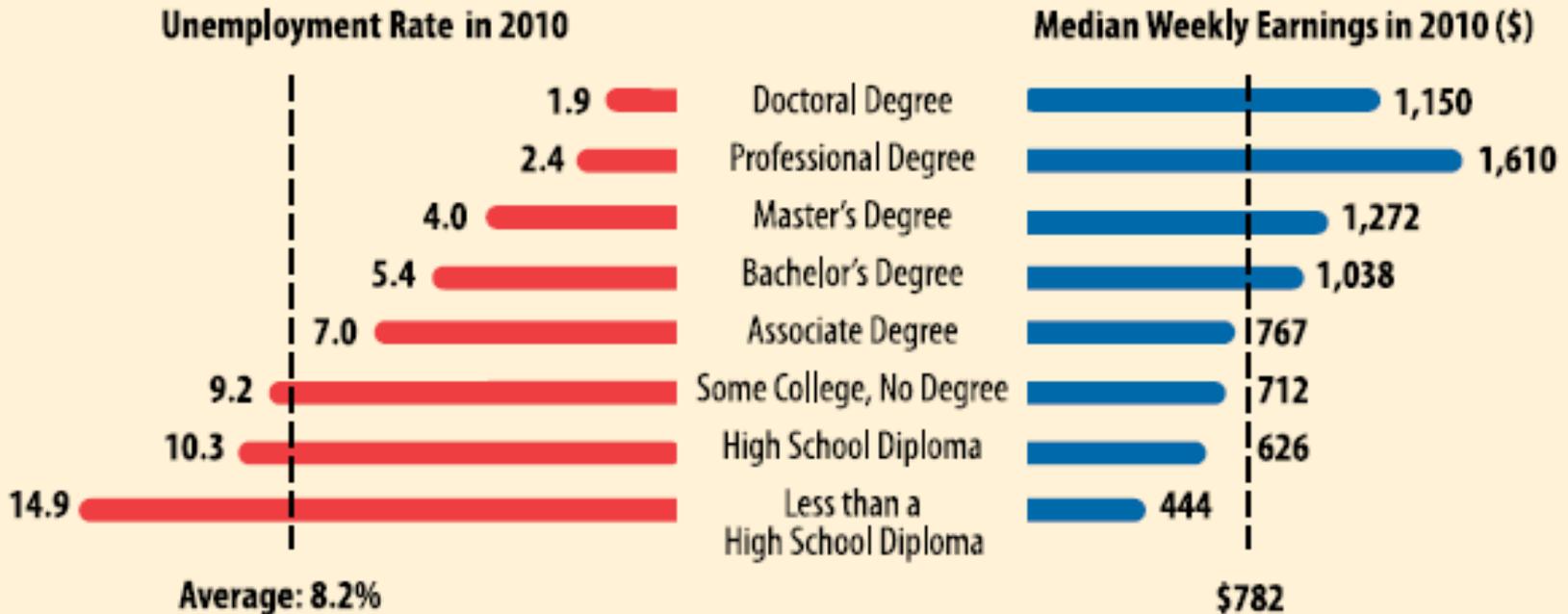
# College Matters

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- ◆ Ninety–seven percent said it is important to have a certificate or degree beyond high school.
- ◆ Those respondents who do not have a certificate or degree beyond high school agree that if they did, they would feel more secure in their job (58 percent) and in their financial future (sixty–four percent).
- ◆ In the last year, 41 percent of Americans have thought about going back to school to earn a degree or certificate, with 42 percent of those saying they are very likely to do so.

# The Economic Value of College

## Education Pays



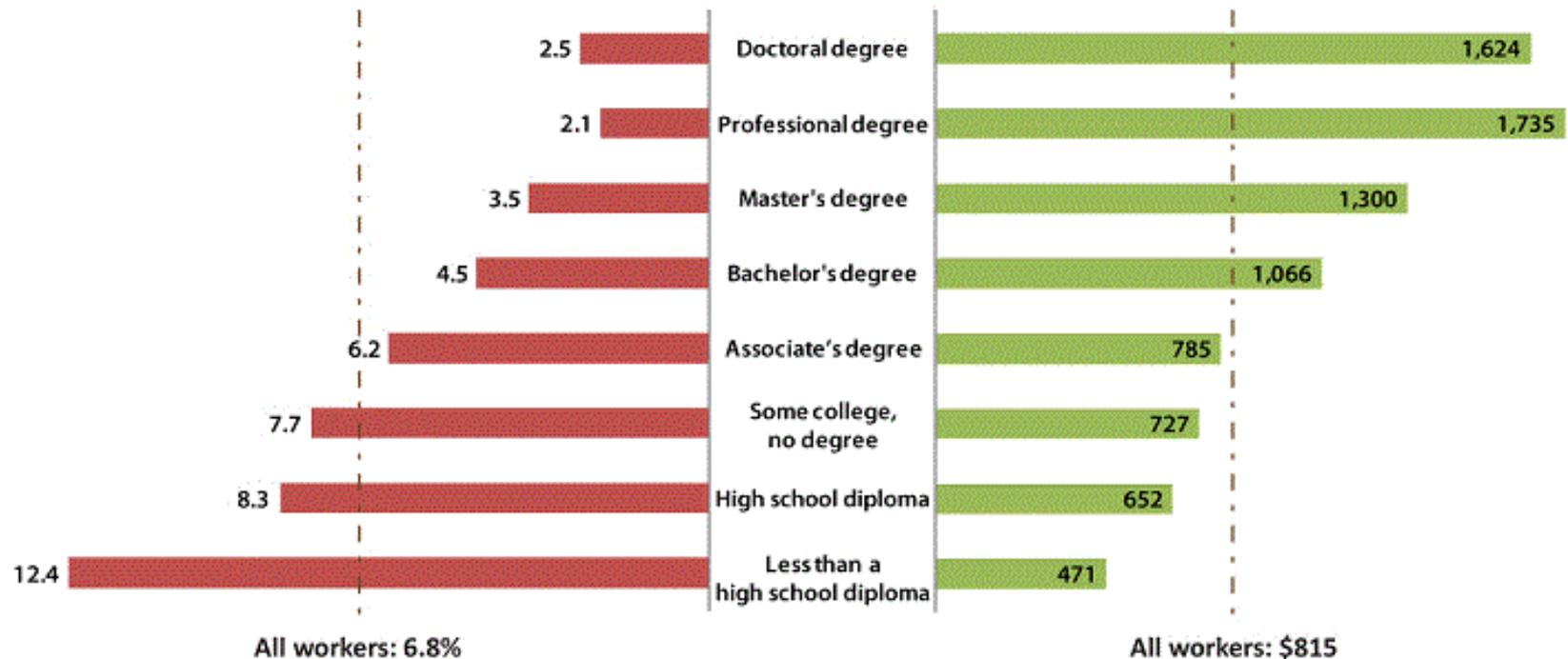
Source: Bureau of Labor Statistics, Current Population Survey

# College Pays

## Earnings and unemployment rates by educational attainment

Unemployment rate in 2012 (%)

Median weekly earnings in 2012 (\$)

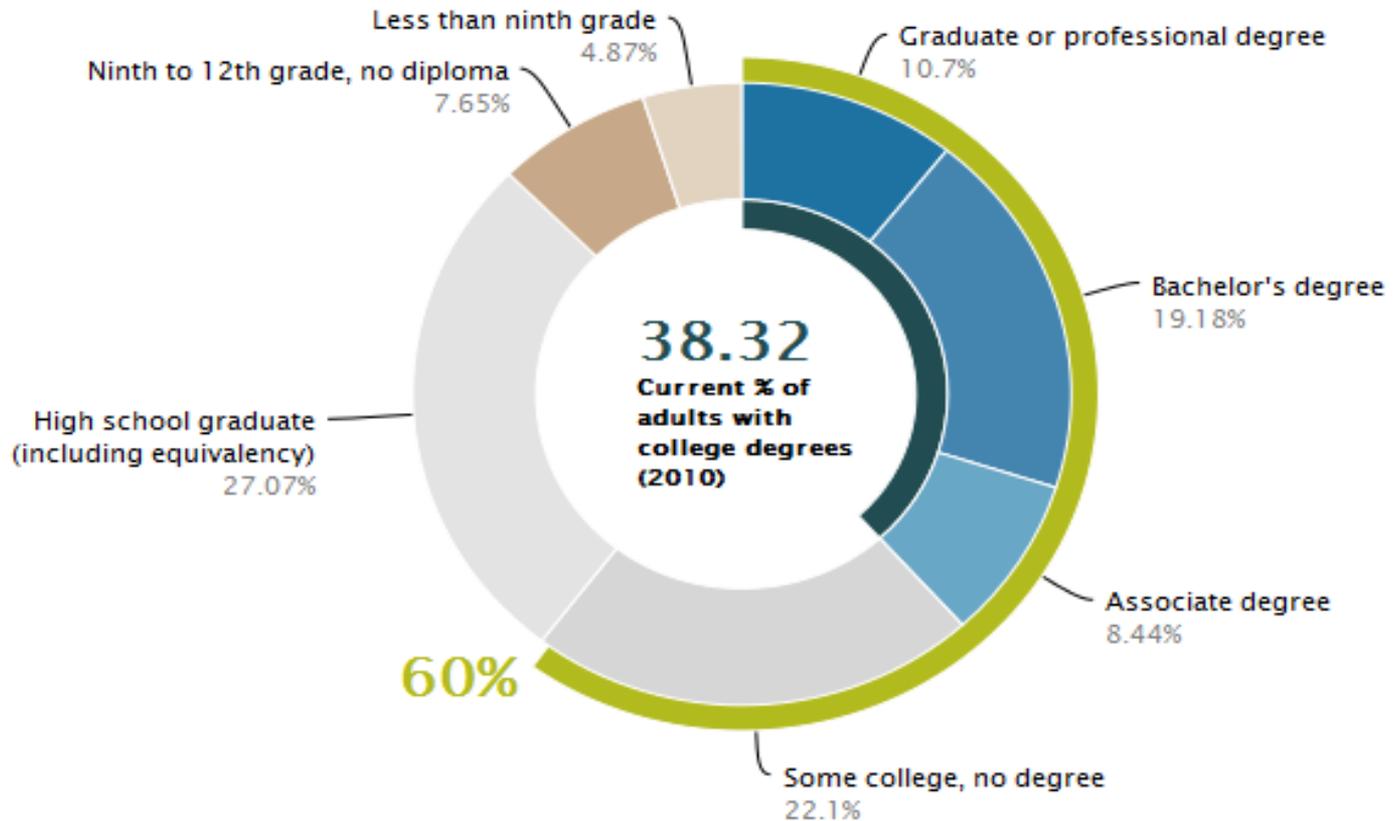


Source: Bureau of Labor Statistics, Current Population Survey

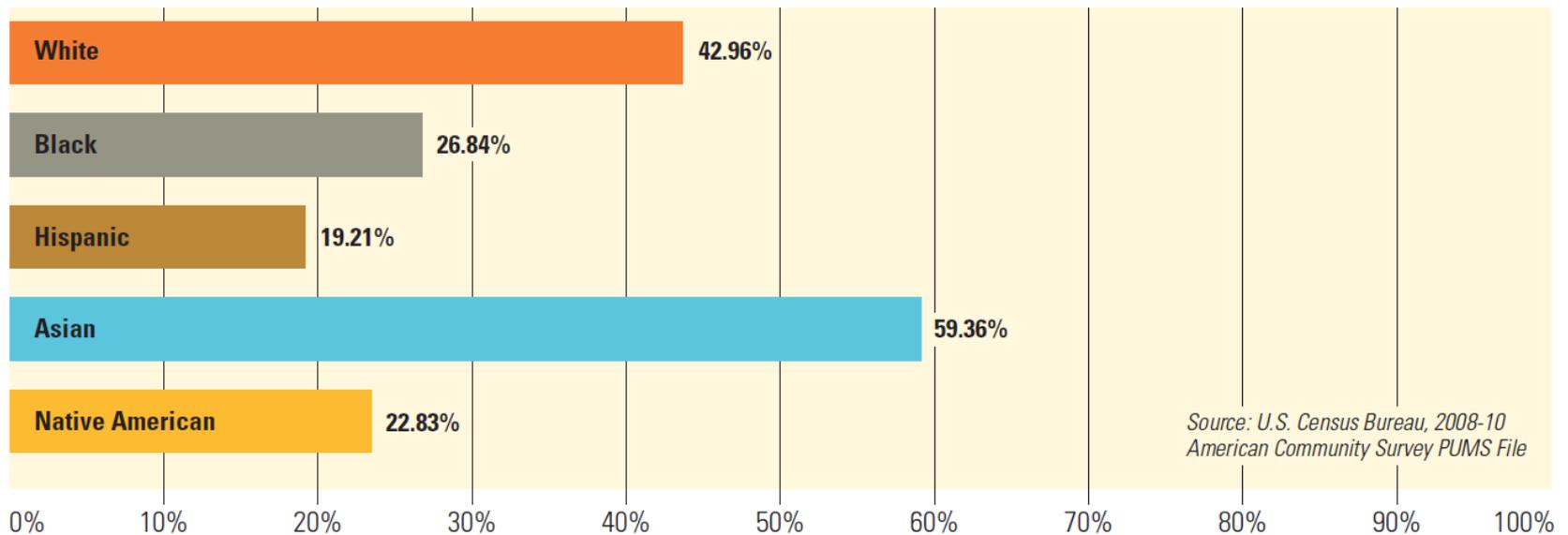


# Levels of Education

FOR THE U.S. 2010 | AGE 25-64



# Degree-attainment among US Adults



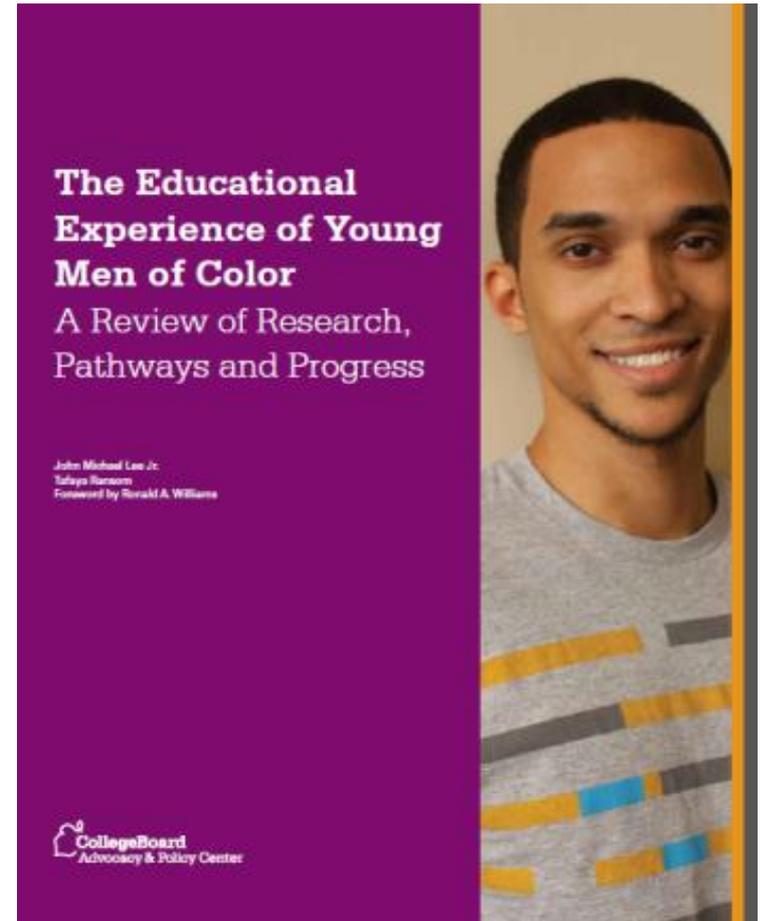
“A Stronger Nation Through Higher Education,” Lumina Foundation 2012



# A Population in Crisis – Young Men of Color

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“Nearly half of young men of color age 15 to 24 who graduate from high school will end up unemployed, incarcerated or dead.”



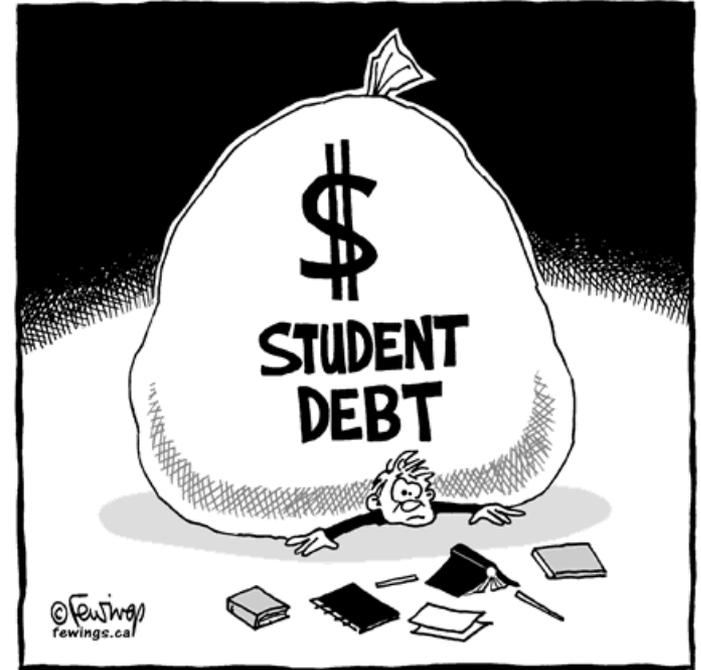


# Some Good News

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- ◆ *Pew Research Center – Record Shares of Young Adults Have Finished Both High School and College – 2012*
- ◆ College completion is now at record levels among key demographic groups: men and women; blacks, whites and Hispanics; and foreign born and native born Americans (Pew)
- ◆ A record share (63%) of 25–29 year olds have completed some college.

# College Cost





# President Obama – 2012

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“Let me put colleges and universities on notice,” Obama said. “If you can’t stop tuition from going up, the funding you get from taxpayers will go down.”



# College Costs and Student Debt

“Two-thirds of college seniors graduated with loans in 2010, and they carried an average of \$25,250 in debt.”

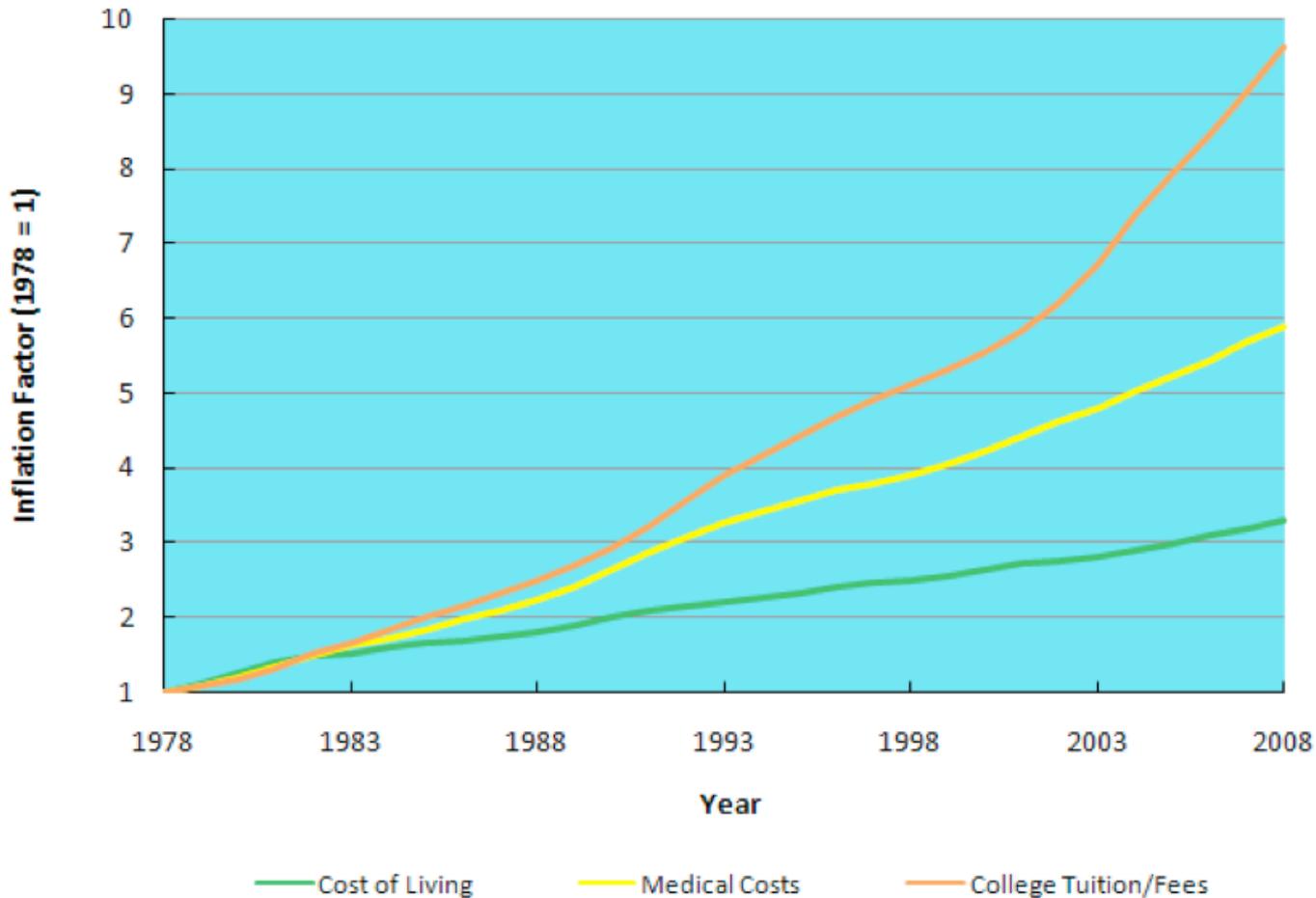


Project on Student Debt, Institute for College Access and Success, 2111



# College Costs

Inflation of Tuition and Fees (Private 4-Year Colleges), Medical Costs, and Cost of Living, 1978-2008



Source:  
[Freakonomics](#)  
[blog](#)



# Impact on Colleges

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- ◆ Two dozen private colleges froze tuition this fall, roughly double the previous year's total.
- ◆ Colleges are controlling tuition increases and increasing scholarships
- ◆ Net tuition revenue decreasing. Moody's Investment 2013 Survey found 1 / 3 anticipate that net revenue will climb in the current fiscal year by less than inflation.



# Impact of College Cost

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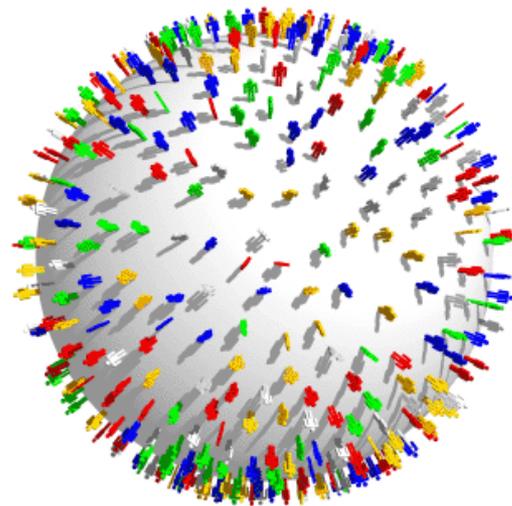
- ◆ College Scorecard
- ◆ Performance based budgeting
- ◆ Legislation to rate colleges on earning
- ◆ The issue has risen to comedy



# #4

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## Massive Changes in Demographics: Our World is Changing





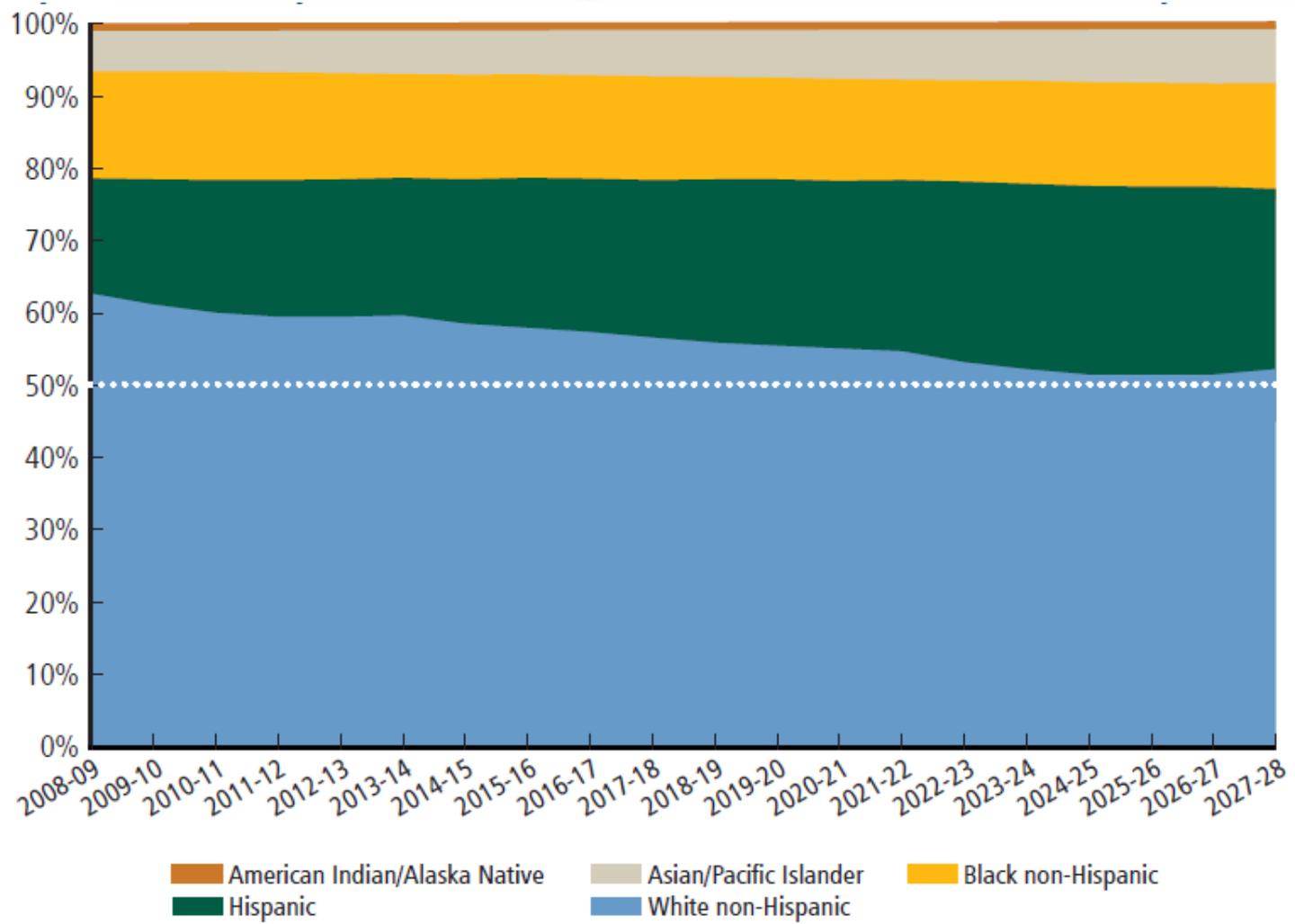
# Demographic Disruption

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- ◆ The U.S. population—particularly the young population—is increasingly racially and ethnically diverse.



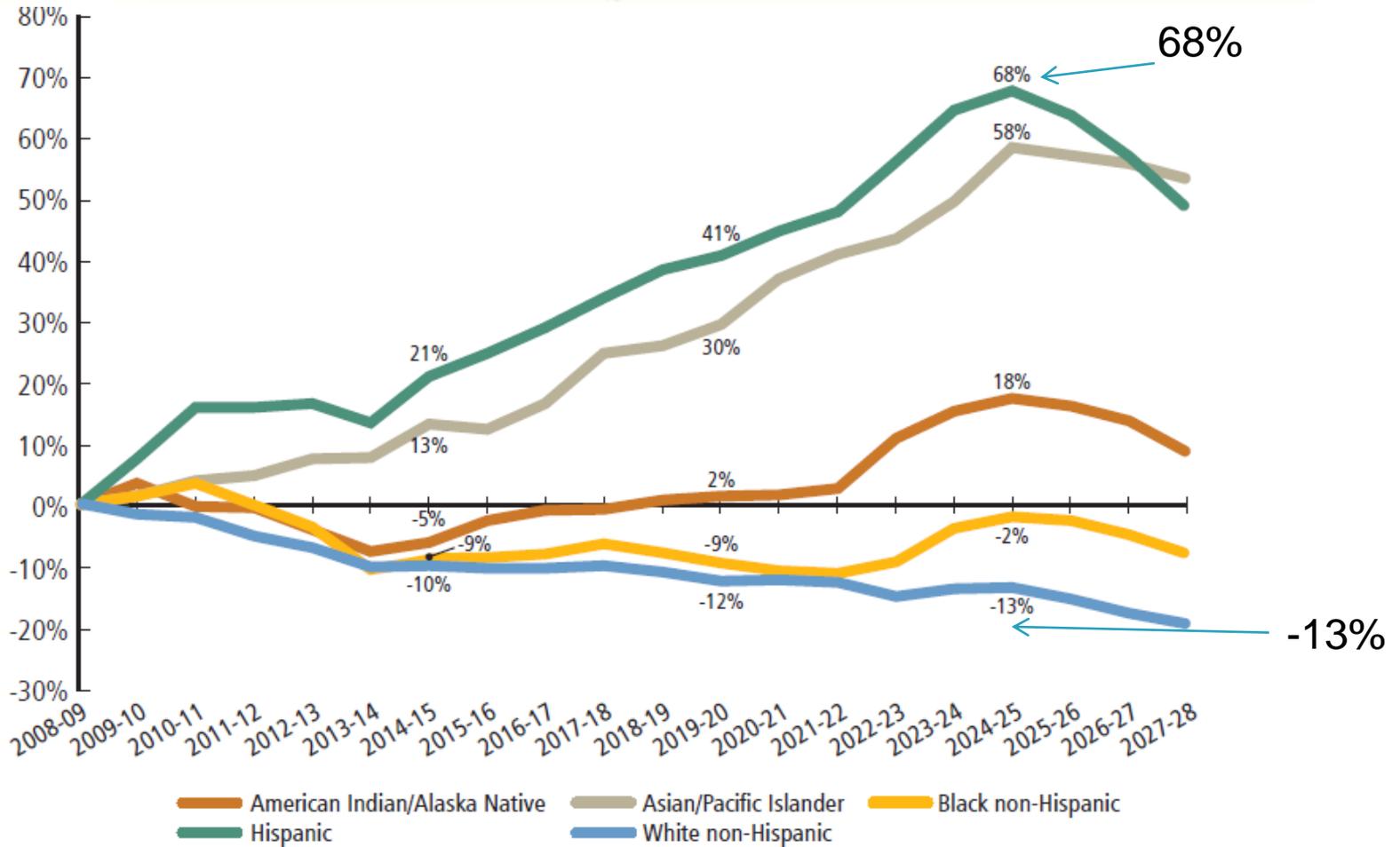
# U.S. Public High School Graduates



“Knocking at the College Door” WICHE, December 2012



# Cumulative % Projected Change in U.S Public High School Grads



“Knocking at the College Door” WICHE, December 2012



# Socio-economic Status and Enrollment

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- ◆ Wealthy students outnumber low-income students at selective four-year colleges by 14 to 1
- ◆ At community colleges, low-income students outnumber students from high-socioeconomic-status families by nearly 2 to 1
- ◆ Blacks and Hispanics account for almost three times the share of students at community colleges as they do at selective four-year institutions.



# The Community College Dilemma

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- ◆ Controlling for economic status, race, and academic ability, a given student is much more likely to receive a four-year degree if he/she starts at a four-year institution than a two-year institution.

Richard D. Kahlenberg, *“Applying ‘Brown v. Board’ to Higher Education”*, March 2012



# Low Income Student Demographics

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- ◆ delay entry into postsecondary education after high school;
- ◆ attend college closer to home;
- ◆ live off-campus;
- ◆ attend part-time; and
- ◆ work full-time while enrolled.

# Effect of Hours Worked

## *Six-Year Persistence Outcome by Number of Hours Worked per Week When Last Enrolled*

	Earned Certificate or Associate's Degree	Earned Bachelor's Degree	Still Enrolled	Not Enrolled
<b>LOW-INCOME, FIRST-GENERATION</b>				
Did not work (20%)	35%	17%	27%	22%
Worked 1 to 20 hours (17%)	25%	46%	16%	13%
Worked more than 20 hours (63%)	31%	14%	25%	30%
<b>NOT LOW-INCOME AND NOT FIRST-GENERATION</b>				
Did not work (22%)	8%	73%	16%	4%
Worked 1 to 20 hours (36%)	5%	78%	12%	5%
Worked more than 20 hours (42%)	16%	41%	21%	23%

Source: BPS: 96/01



# Low Income Students

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- ◆ In **public four-year** institutions, only 34 percent of low-income, first-generation students earned bachelor's degrees in six years compared to 66 percent of their peers.
- ◆ In **private, not-for-profit** four-year institutions, there was an even larger gap between low-income, first-generation students and their peers, 43 to 80 percent respectively.



# High-Performing Institutions

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- ◆ “First responders” who help students navigate college environment.
- ◆ High levels of engagement and student involvement in campus activities and programs, which personalize their experience.
- ◆ Well developed first-year programs in which student participation is mandatory or high
- ◆ Early warning advising systems.
- ◆ Strong institutional leadership that creates a culture that promotes student success and rewards faculty and staff involved in retention efforts.
- ◆ Emphasis on using data about retention in the decision-making process



# Focusing on the First Year

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- ◆ Bridge courses and programs during the summer between high school and college
- ◆ Orientation sessions and courses before and during the freshman year
- ◆ First-year learning communities have all been shown to ease the transition to college by helping students get integrated into the social and academic communities



# #5

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College = More than a Major



# Challenge and Opportunity

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“Completion with Demonstrated  
Achievement”

High degree of consensus between what employers want and what educators say are the outcomes of a college education.



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# *2012 IBM Global Student Study*



# IBM–High Performing Companies

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- ◆ More *open and collaborative*
- ◆ Encouraging employees to *connect, learn* from each other and thrive in a world of *rapid change*
- ◆ Emphasis on *openness* is higher among outperforming organizations

2012 IBM Global Chief Executive Officer Study



# AAC&U Employer Survey

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## **Innovation is a priority for employers today**

- ◆ Nearly all employers surveyed (95%) say they give hiring preference to college graduates with skills that will enable them to contribute to innovation in the workplace.
- ◆ More than nine in ten agree that innovation is essential” to their organization’s continued success.

# College = More Than a Major

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- ◆ Nearly all those surveyed (93%) agree, “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major.”
- ◆ More than nine in ten of those surveyed say it is important that those they hire demonstrate ethical judgment and integrity; intercultural skills; and the capacity for continued new learning.



# Five Key Outcomes

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- ◆ More than three in four employers say they want colleges to place *more emphasis on helping students develop five key outcomes:*
  1. critical thinking
  2. complex problem-solving
  3. Written communication
  4. oral communication
  5. applied knowledge in real-world settings.



# Civic Learning





# Civic Learning and Democratic Engagement

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The report points to research findings that suggest that students who participate in civic learning opportunities are more likely to:

- ◇ persist in college and complete their degrees;
- ◇ obtain skills prized by employers;
- ◇ develop habits of social responsibility and civic participation.

A CRUCIBLE  
MOMENT   
College Learning & Democracy's Future



# High Impact Practices for SA

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- ◆ Freshmen year experience
- ◆ Leadership programs
- ◆ Inclusive communities
- ◆ Health and Wellness
- ◆ Student employment and the connection between working and "real-life" problem solving
- ◆ Mental health support
- ◆ Civic learning
- ◆ Articulation of a meaningful career process.
- ◆ Retention, Persistence and Progress Programs – data that supports activities that tie to progress and persistence



# Final Thoughts

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- ◆ Leadership is critical in this next era of higher education
- ◆ Change is coming fast
- ◆ Student affairs is uniquely positioned to adapt and thrive in this new period of change.



# Hope for the Future

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“At its best, a liberal education is cultivated curiosity, tolerance for alternative points of view, humility in response to deeply challenging questions, ingenuity in making connections across disparate disciplines, and independence of thought anchored in an acquaintance with the enduring mysteries of the human condition.”

Robert Strong: A Few Words at Commencement – W&L, 2013



# Thank You

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