

The Scarecrow, Tin Man & Lion – Journey to Oz: Responding to the Changing Landscape of Higher Education

Keynote Presentation | NECHA/NYSCHA Joint Meeting
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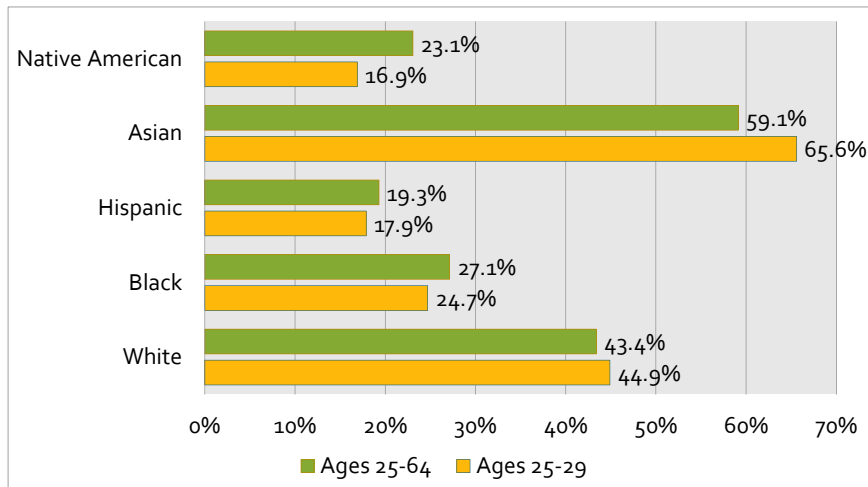
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Goal 2025 – Lumina Foundation

- Ensure that 60% of US citizens hold high-quality degrees, certificates or other postsecondary credentials
- Attainment of 2- or 4- year degree
 - 38.7% among adults 25-64
 - 40.1% among adults 25-34
 - US ranks 13 among developed nations
- By 2020, 65% of US job will require a college degree

Source: Lumina Foundation, *A Stronger Nation through Higher Education*, 2013

Degree-Attainment By Race



Source: US Census Bureau, 2009

College Enrollment Trends

- All time high in Fall 2008: 85% of 18-24 year olds had completed high school
- Decline in number of high school graduates through at least 2014-15 for most states
- 50% of first-year students choose a college within 100 miles of home
- Nearly 40% of all students are 25 or older, and this will continue to increase
- White & Black students will decrease while Hispanic students will increase

Source: Noel-Levitz White Paper, *Back to the Present: Strategic Enrollment Management Planning for the Coming Demographic Change*, 2010.

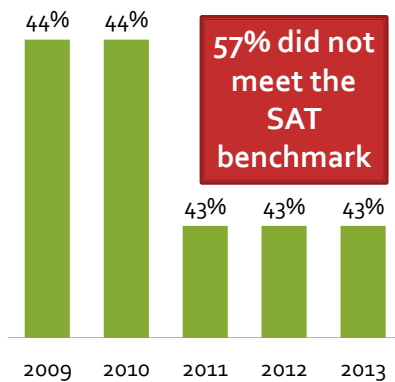
Fall 2012 First Year Students

- Economic Influences
 - 67% believe the current economic situation affected where they enrolled
 - 43% chose where to attend based upon cost
- Reasons for Attending College
 - 88% say they would like to get a good job
 - 75% say they want to make more money
 - 81% want to be very well-off financially

Source: Higher Education Research Institute, CIRP Freshmen Survey 2012

Students Are Not College-Ready

SAT College & Career
Readiness Benchmark Met



- The SAT Benchmark score of 1550 is associated with a 65% probability of obtaining a first-year GPA of B- or higher, which in turn is associated with a high likelihood of college success.

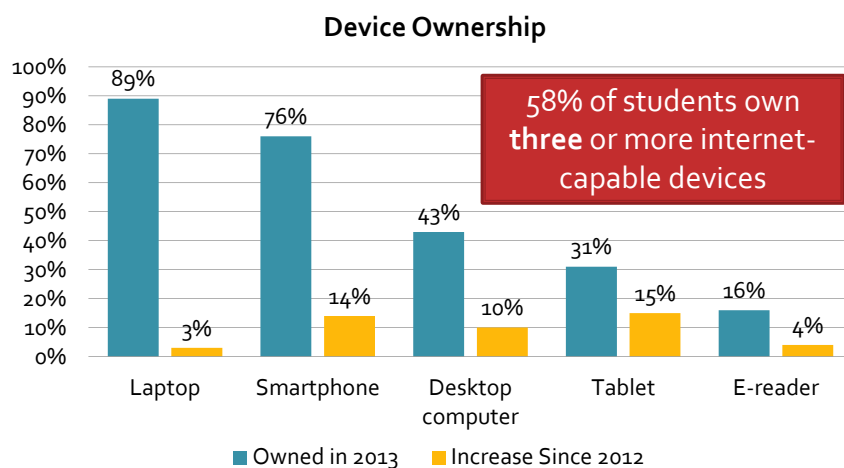
Source: College Board, 2013 SAT® Report on College & Career Readiness

Fall 2012 First Year Students

- Expectations
 - 84% think they will graduate in four years (38% actual)
- Feeling Stressed
 - 30% were frequently overwhelmed by all they had to do as high school seniors, with 40% of women reporting this versus 18% of men
- Political Views
 - 48% view themselves "in the center"
 - 75% believe that same-sex couples should have the right to marry
 - 66% believe the wealthy should pay more taxes
 - 63% believe in a national healthcare plan

Source: Higher Education Research Institute, CIRP Freshmen Survey 2012

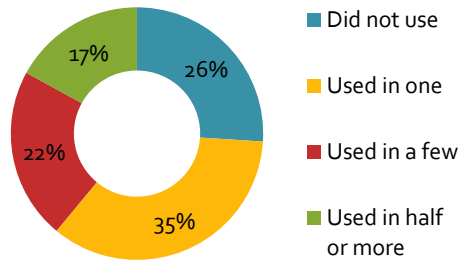
The Wired Generation



Source: EDUCAUSE, ECAR Study of Undergraduate Students & Information Technology, 2013

The Wired Generation

E-BOOK USE IN COURSES



HALF OF STUDENTS SAY:

- E-books are important to their academic success
- Wish their instructors would use them more

Source: EDUCAUSE, *ECAR Study of Undergraduate Students & Information Technology*, 2013

The Wired Generation

TOP 5 IN-CLASS USES FOR SMARTPHONES:

1. To look up information
2. To photograph information
3. To access digital resources
4. To record my instructors
5. To participate in activities

TECHNOLOGY HELPS STUDENTS FEEL MORE CONNECTED:

- To the institution – 64%
- To professors – 60%
- To other students – 53%

Source: EDUCAUSE, *ECAR Study of Undergraduate Students & Information Technology*, 2013

Higher Education Payoff

- Median earnings for a bachelor's degree recipient during a 40-year full-time career are 65% higher than for high school graduates
- Median earnings for bachelor's degree holders working full-time in 2011 were \$21,000 more than for high school graduates
- Median earnings for those with some college are \$5,000 more than for high school graduates
- Four-year college student who enrolls at age 18 and graduates in four years will earn enough by age 36 to compensate for tuition costs & lost wages

Source: College Board, *Education Pays Report*, 2013

Great Recession: Dec 2007- Jan 2010

DURING RECESSION

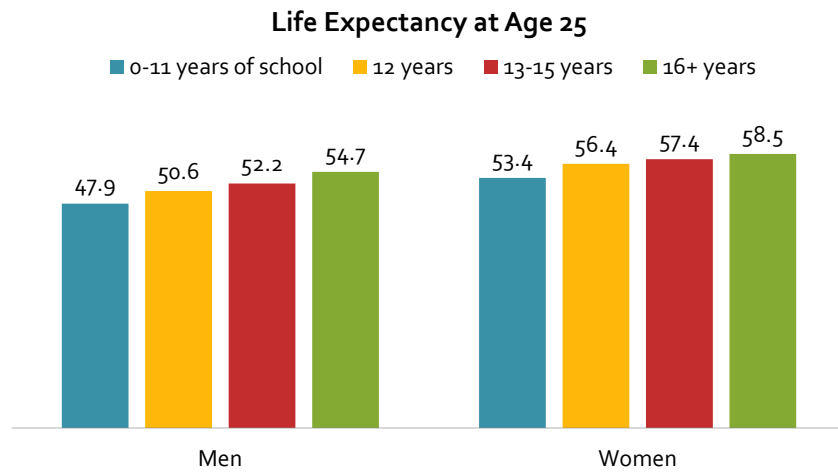
- 5.6 million jobs requiring a high school education or less were lost
- 1.75 million jobs requiring an associates degree were lost
- 187,000 new jobs were created requiring a bachelor's degree

DURING RECOVERY

- 230,000 jobs additional jobs lost for those with high school education
- 1.6 million jobs rebounded for those with an associates degree
- 2 million new jobs were established for bachelor's degree holders

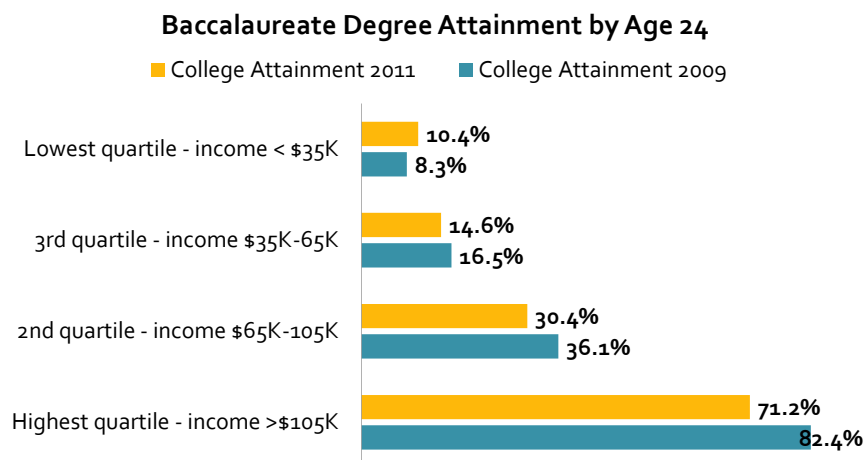
Source: Lumina Foundation, *A Stronger Nation through Higher Education*, 2013

More Education, Longer Life



Sources: Robert Wood Johnson Foundation, *Overcoming Obstacles to Health*, February 2008

Education Is Not The Equalizer



Source: Postsecondary Education OPPORTUNITY, November 2010 & November 2012

Net Price of College Increasing

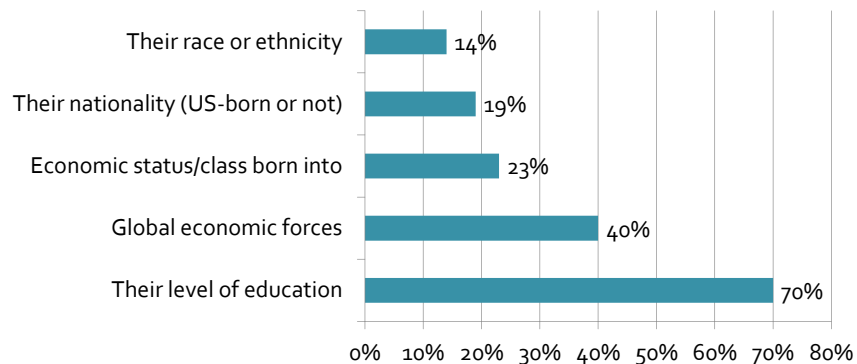
SECTOR	Tuition & Fees			
	2013-14	2012-13	\$ Change	% Change
Public 2-year in- state	\$3,264	\$3,154	\$110	3.5%
Public 4-year in-state	\$8,893	\$8,646	\$247	2.9%
Public 4-year out-of-state	\$22,203	\$21,533	\$670	3.1%
Private 4-year nonprofit	\$30,094	\$28,989	\$1,105	3.8%
For-profit	\$15,130	\$15,060	\$70	0.5%

- Federal grant aid declined 9% in 2011-12 & 1% in 2012-13
- State grant aid increased on average 2.2% in 2011-12
- Total educational borrowing dropped 6% in 2011-12

Sources: College Board, *Trends in Student Aid*, 2013; College Board, *Trends in College Pricing*, 2013

Higher Education Public Opinion

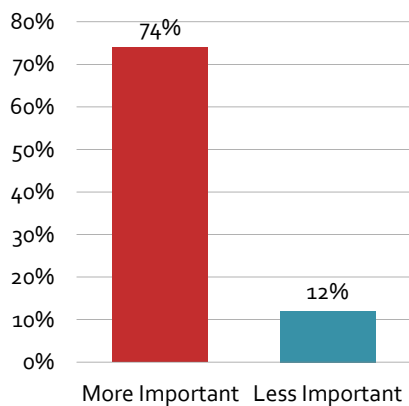
Please indicate how important you consider each of the following factors for a candidate's success in today's job market



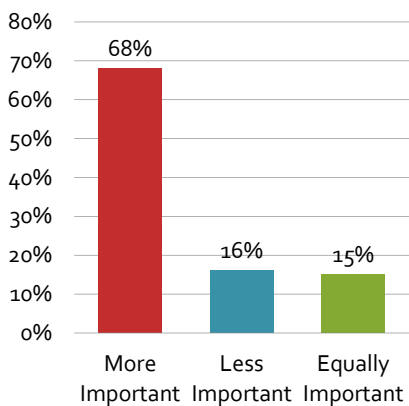
Source: Northeastern University, 2nd Annual Innovation Poll, September 2013

Higher Education Public Opinion

COLLEGE DEGREE MORE IMPORTANT THAN FOR PARENTS



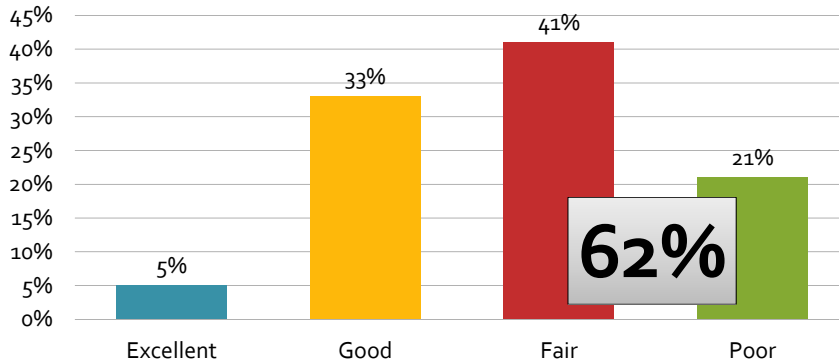
COLLEGE DEGREE MORE IMPORTANT FOR CHILDREN



Source: Northeastern University, 2nd Annual Innovation Poll, September 2013

Higher Education Public Opinion

How would you rate the job the higher education system in the US is currently doing to prepare recent college graduates for the workforce?



Source: Northeastern University, 2nd Annual Innovation Poll, September 2013

What Employers Say

Source: AAC&U, LEAP employer survey, "It Takes More Than A Major: Employer Priorities for College Learning & Student Success," 2013.

- Innovation is a priority
 - 95% give hiring preference to graduates with ability to innovate in the workplace
- It takes more than a major
 - 93% believe thinking critically, communicating clearly & solving complex problems is more important than choice of major
- Broad learning is expected
 - 80% agree all college graduates should acquire broad knowledge in liberal arts & sciences, no matter the major

What Employers Say

Source: AAC&U, LEAP employer survey, "It Takes More Than A Major: Employer Priorities for College Learning & Student Success," 2013.

- Students need liberal and applied learning
 - Most endorse practices which involve students in active, effortful work
- E-Portfolios would add value
 - 80% say an electronic portfolio would be useful to ensure job applicants have the knowledge and skills to be successful

LEAP Employer-Educator Compact

Knowledge of Human Cultures & the Physical/Natural World

Science & technology	70%
Global Issues	67%
The role of the US in the world	57%
Cultural diversity in the US & other countries	57%
Civic knowledge, participation & engagement	52%

Personal & Social Responsibility

Ethical decision-making	75%
Intercultural competence (teamwork in diverse groups)	71%
Intercultural knowledge (global issues)	67%
Civic knowledge, participation & engagement	52%

LEAP Employer-Educator Compact

Intellectual & Practical Skills

Written & oral communication	89%
Critical thinking & analytic reasoning	81%
Complex problem solving	75%
Teamwork skills in diverse groups	71%
Creativity & innovation	70%
Information literacy	68%
Quantitative reasoning	63%

Integrative & Applied Learning

Applied knowledge in real-world settings	79%
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Top 5 have been bolded

Source: AAC&U, LEAP employer survey, "Raising the Bar: Employers Views on College Learning in the Wake of the Economic Downturn," 2010.

What are our students learning?

- Results of the Collegiate Learning Assessment for 2,300 traditional-age college students enrolled in four-year campuses
 - 45% “did not demonstrate any significant improvement in learning” during the first two years of college
 - 36% “did not demonstrate any significant improvement in learning” over four years in college
 - Those who did improve only showed modest improvements, only 0.18 standard deviations after two years and 0.47 over four years

Source: Richard Arum & Josipa Roksa, [Academically Adrift: Limited Learning on College Campuses](#), 2011

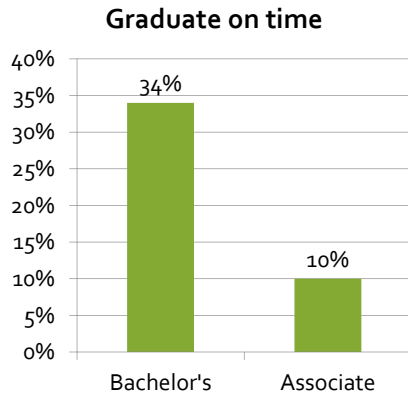
Is there enough academic rigor?

- 32% of students each semester do not take any courses with more than 40 pages of reading assigned in a week
- 50% of students don't take any courses in which they write more than 20 pages over the course of a semester
- Students spend on average only 12-14 hours a week studying – most of it in groups, which has lower returns on knowledge gain
- Students majoring in liberal arts fields see “significantly higher gains in critical thinking, complex reasoning, and writing skills”
- Students majoring in business, education, social work and communications showed the smallest gains

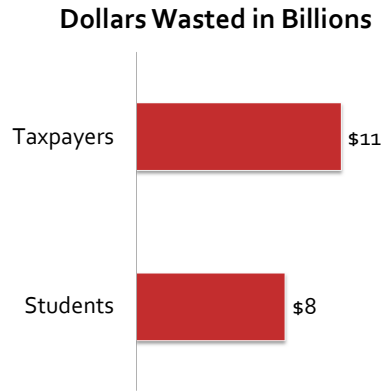
Source: Richard Arum & Josipa Roksa, [Academically Adrift: Limited Learning on College Campuses](#), 2011

Failing at College Completion

FULL-TIME STUDENTS DON'T GRADUATE ON TIME



TIME & MONEY WASTED ON UNNECESSARY COURSES



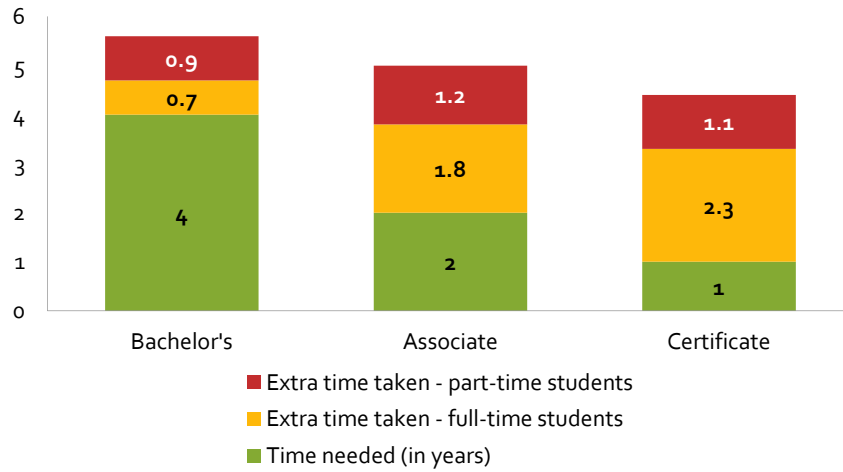
Source: Complete College America, *Guided Pathways to Success*, 2013

Failing at College Completion



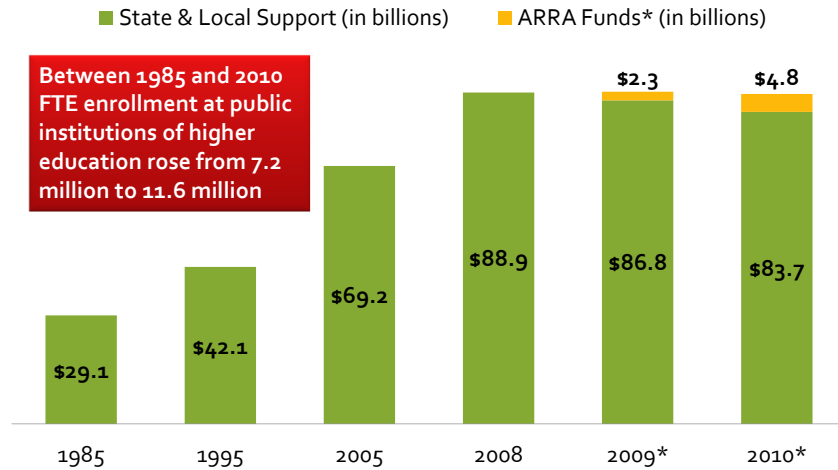
Source: Complete College America, *Guided Pathways to Success*, 2013

Failing at College Completion



Source: Complete College America, *Time is the Enemy*, 2011

Public Funding Support is Declining



Source: State Higher Education Executive Officers Association, *State Higher Education Finance, FY 2010*

Challenges Facing Higher Education

- How can universities and new providers ensure education for employability?
 - How do we also ensure accessibility?
- How can the link between cost (and rankings) and quality be broken?
 - How do we stop equating inputs with output?
- How does the entire learning ecosystem need to change to support alternative providers and the future of work?
 - How do we respond to a “new normal” where the student consumer is at the center?

Source: Institute for Public Policy Research, *An Avalanche Is Coming: Higher Education & the Revolution Ahead*, 2013

The Vulnerability of Health Services

- As the physical & time boundaries of the learning environment are altered by technology, face-to-face programs/services will struggle to retain relevancy
- As the emphasis on quality & accountability rises, services which cannot demonstrate value will be at risk of reduction, elimination or outsourcing

Health in Higher Education

- An academic focus on health issues, as complex, multi-dimensional public problems of great consequence, has the capacity to improve undergraduate education.
- The assets of a good undergraduate education, properly directed, have the capacity to promote health and prevent disease.

Source: Burns, W.D. (1999). Learning for Our Common Health: How An Academic Focus on HIV/AIDS Will Improve Education and Health. Washington, DC: Association of American Colleges & Universities.

Defining Health

- Not primarily/exclusively medical, clinical, individual or illness-based
- Embraces broader qualities/states of wellness, social justice and human dignity
- Creates and enhances capacity (e.g., for interpersonal engagement, academic performance, personal development, etc.)
- Has implications at the population/community level: “our common health”

Adapted from: Richard P. Keeling, MD, Consultant, Richard P. Keeling & Associates, Inc. (2003, March 23)

Continuum of the Role of Health in Higher Education



Adapted from: Richard P. Keeling, MD, Consultant, Richard P. Keeling & Associates, Inc. (2003, March 23)

Questions for Health Providers

- What roles can we play in students' rigorous & high quality learning experiences?
- How can we support the essential learning outcomes thru both liberal & applied education?
- How do we foster students' capacities to address complex problems & real-world challenges?
- How do we sustain student engagement & reduce time to degree to support college completion?
- How do we assess & measure our impact on student learning & development?

Paradigm Shifts

- We are first & foremost educators
 - The location of our professional work in the educational domain gives primacy to our role & responsibilities as educators
 - “Health” becomes a capacity, not just an outcome
- We must be collaborative campus partners
 - The historic marginalization & isolation of medical & mental health care providers maintains fragmentation, as well as impedes innovation

Paradigm Shifts

- We need to adapt & evolve in service delivery
 - The continuing changes in technology, student demographics, etc., necessitates shifts from our traditional approaches to service delivery & outreach
 - The individualistic/clinical perspective must expand to embrace a systemic/public health one

No Wizard Behind The Curtain

- We must have the Scarecrow's brains (creativity, lifelong learning) to grasp/understand the changes taking place, as well as how to best respond
- We need to find the Tinman's heart (grit, passion) to sustain ourselves through this transformation
- We must have the Lion's courage (agility, innovation) to ask difficult questions of ourselves & face the answers

THANK YOU!

For more information:

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