

An Educated Citizenry for the 1st Century
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Access and Success: move the needle for the students on the low end of financial ability: Huge disparity between low and high income students.

H.Ed is still a good ROI, but how do we sell the public on this?

Virginia's need is Talent Development:

#1 Blueprint VA Skilled Workforce and Education; every region requires a higher education institution in their region

60% of future jobs will not require a four-year degree, but some form of post-secondary education; incl. apprenticeships.

Contextual learning to combine broad based range of knowledge and skills AND field specific knowledge and skills – PBL- Project Based Learning.

**Employability skills = soft skills = general education = liberal education within
CONTEXT**

Work experiences of projects MUST be INTENTIONALLY built into the program.

Flipped classroom – lecture on-line and experiential part in the classroom

Learning communities (students in close contact with each other and in close contact with faculty and staff).

Faculty:

How do we change the mindset of faculty, in order to change curriculum pathways that integrate broad based knowledge and skills with field specific knowledge & skills?

Liberal arts should not be assessed only in LA courses but within the context of each major.

What changes time to completion and improved college experience = value?

Student engagement during college (emotionally supported while in college)

Experiential and deep learning while in college (a PBL experience – a job or internships that are connected to their course of study)

Extreme (in depth) involvement in extra curricular activities, i.e. student clubs, SGA, volunteer service, or sports

All these increase completion within four years - increased preparedness for life (80% if they experienced all six) - Also more engaged at work.

Those experiencing the above also thrive in all five elements of well-being (purpose, social, financial, physical, community) after college graduation.

*******BUT*******

Public policies are contrary to the integration of liberal arts/soft skills and contextual learning when funding and accreditation and scorecards are based on outcomes of “time to completion within a specified period, GPA, in a major (esp. STEM), and with employability data”.

How to implement these at the variety of colleges, i.e. commuter schools, community colleges with large populations of part-time students?

How do we measure these outcomes for the diverse students?

How do we sustain and scale up these efforts? How do we prioritize what high impact practice to focus on? (limited resources).

How do we move our advising practices “off the dime” when all efforts are geared to transfer?

How do we communicate the VALUE PROPOSITION? And how do we know that we are delivering what we promise? And how do we know that this is the right value? Especially with the diverse audiences we serve?

How do we collaborate among all sectors of higher education, instead of the current stratification, when there is little communication and lack of shared mission? We are all fighting for the same students without regard to seeing pathways as a way to increase more diverse students. The notion of “stackable credentials” is foreign to the universities.