

OUR UNDERACHIEVING COLLEGES



A CANDID LOOK AT HOW MUCH
STUDENTS LEARN AND
WHY THEY SHOULD BE LEARNING MORE

DEREK BOK

Our Underachieving Colleges A Candid Look

Susan D. Blum



Our Underachieving Colleges A Candid Loo:

Our Underachieving Colleges Derek Bok, 2009-02-28 Drawing on a large body of empirical evidence former Harvard President Derek Bok examines how much progress college students actually make toward widely accepted goals of undergraduate education His conclusions are sobering Although most students make gains in many important respects they improve much less than they should in such important areas as writing critical thinking quantitative skills and moral reasoning Large majorities of college seniors do not feel that they have made substantial progress in speaking a foreign language acquiring cultural and aesthetic interests or learning what they need to know to become active and informed citizens Overall despite their vastly increased resources more powerful technology and hundreds of new courses colleges cannot be confident that students are learning more than they did fifty years ago Looking further Bok finds that many important college courses are left to the least experienced teachers and that most professors continue to teach in ways that have proven to be less effective than other available methods In reviewing their educational programs however faculties typically ignore this evidence Instead they spend most of their time discussing what courses to require although the lasting impact of college will almost certainly depend much more on how the courses are taught In his final chapter Bok describes the changes that faculties and academic leaders can make to help students accomplish more Without ignoring the contributions that America's colleges have made Bok delivers a powerful critique one that educators will ignore at their peril

Normative Tensions Kevin W. Gray, 2022-06-01 The expansion of Western education overseas has been both an economic success if the numbers of American European and Australian universities setting up campuses in Asia and the Middle East is a measure and a source of consternation for academics concerned with norms of free inquiry and intellectual freedom Faculty at Western campuses have resisted the new satellite campuses fearing that colleagues on those campuses would be less free to teach and engage in intellectual inquiry and that students could be denied the free inquiry normally associated with liberal arts education Critics point to the denial of visas to academics wishing to carry out research on foreign campuses the sudden termination of employment at schools in both the Middle East and Asia or the last minute cancellation of courses at those schools as evidence that they were correctly suspicious of the possibility that liberal arts programs could exist in those regions Supporters of the project have argued that opening up foreign campuses brings free inquiry to closed societies improves educational opportunities for students who would otherwise be denied them or perhaps less frequently that free inquiry will be no more pressured than in the United States or Western Europe Normative Tensions examines the consequences not only of expansion overseas but the increased opening of universities to foreign students **Higher Education and Intellectual Retrogression** Arup Maharatna, 2023-02-24 This monograph critically analyses the historical evolution of ideas perceptions and principles on higher education and unravels a few of its interlinked aspects content quality standard massification privatization and commercialization It presents both original and penetrative critique of neoliberal

ideas and policies reigning higher education since World War II The volume argues that with the proliferation of academic capitalism the academic quality of higher education has been inevitably compromised and it has thereby heralded a comprehensive intellectual retrogression The book offers a meticulous evaluation of global research reflecting on impeccable evidence of decline in academic learning in its effort quality standards and overall intellectual level and rigour Finally it illuminates why it is dangerous to continue clinging ideationally to neoliberal reign in education and thereby evading or effacing some of the lasting and universal wisdoms and precepts of the educational reign preceding neoliberal marketoriented predominancy The book will be of interest to students teachers and researchers of education higher education sociology of education economics and politics of education It will also be useful for academicians higher education administration policymakers schoolteachers and those interested in debates and issues around higher education

Restoring the Soul of the University Perry L. Glanzer, Nathan F. Alleman, Todd C. Ream, 2017-03-28 Has the American university gained the whole world but lost its soul Christian universities must reimagine excellence in a time of exile placing the liberating arts before the liberal arts and focusing on the worship love and knowledge of God as central to academia This pioneering work charts the history of the university and casts an inspiring vision for the future of higher education "I Love Learning; I Hate School" Susan D. Blum, 2016-01-13 Frustrated by her students performance her relationships with them and her own daughter s problems in school Susan D Blum a professor of anthropology set out to understand why her students found their educational experience at a top tier institution so profoundly difficult and unsatisfying Through her research and in conversations with her students she discovered a troubling mismatch between the goals of the university and the needs of students In I Love Learning I Hate School Blum tells two intertwined but inseparable stories the results of her research into how students learn contrasted with the way conventional education works and the personal narrative of how she herself was transformed by this understanding Blum concludes that the dominant forms of higher education do not match the myriad forms of learning that help students people in general master meaningful and worthwhile skills and knowledge Students are capable of learning huge amounts but the ways higher education is structured often leads them to fail to learn More than that it leads to ill effects In this critique of higher education infused with anthropological insights Blum explains why so much is going wrong and offers suggestions for how to bring classroom learning more in line with appropriate forms of engagement She challenges our system of education and argues for a reintegration of learning with life The Changing Landscape of Spanish Language Curricula Alan V. Brown, Gregory L. Thompson, 2018-07-01 Spanish remains a large and constant fixture in the foreign language learning landscape in the United States As Spanish language study has grown so too has the diversity of students and contexts of use placing the field in the midst of a curricular identity crisis Spanish has become a second rather than a foreign language in the US which leads to unique opportunities and challenges for curriculum and syllabus design materials development individual and program assessment and classroom pedagogy In their book Brown

and Thompson address these challenges and provide a vision of Spanish language education for the twenty first century Using data from the College Board ETS and the authors own institutions as well as responses to their national survey of almost seven hundred Spanish language educators the authors argue that the field needs to evolve to reflect changes in the sociocultural socioeducational and sociopolitical landscape of the US The authors provide coherent and compelling discussion of the most pressing issues facing Spanish post secondary education and strategies for converting these challenges into opportunities Topics that are addressed in the book include Heritage learners service learning in Spanish speaking communities Spanish for specific purposes assessment unique needs for Spanish teacher training online and hybrid teaching and the relevance of ACTFL s national standards for Spanish post secondary education An essential read for Spanish language scholars especially those interested in curriculum design and pedagogy that includes supporting reflection questions and pedagogical activities for use in upper level undergraduate and graduate level courses **College Drinking**

George W. Dowdall,2023-07-03 Drinking is recognized as one of the most important problems confronting students on campus today with major impacts on health and safety This book answers crucial questions about why students drink examines its complex links to campus crime and sexual assault and offers new insights on how to address the issue It differs from other studies of college drinking by dispelling the myth that the problem is universal Dowdall s research reveals that the incidence of alcohol abuse varies enormously between colleges and in doing so identifies interventions and policies that have been effective and those that have failed His study is also unique in looking upstream at the broader cultural organizational and social forces that shape this behavior where most studies focus only on downstream behaviors well after students have selected their college and have started drinking Students and parents can take action to lower the risk of binge drinking by following the book s recommendations and consulting the data it provides about alcohol violations and crime at thousands of colleges For administrators and student affairs personnel it both defines and illuminates the issue and outlines effective interventions **Postwar Higher Education in America**

Richard B. Schwartz,2018-09-15 The twenty million students now pursuing higher education in America are paying more than history culture and the consumer price index can possibly justify while the product they are purchasing is one that has become systematically debased General education has been depreciated core curricula eroded expectations at all levels reduced Slightly above half of the currently enrolled students are graduating and only half of those are finding employment commensurate with what was once understood to be an authentic college education Many are saddled with crippling debt a particularly cruel reality for those who are unemployed or underemployed and unable to remove their debts via bankruptcy Commentators now refer to the college campus as a country club or a daycare facility one that is populated by a host of counselors tutors and hand holders who serve an often unprepared or underprepared student body Remedial courses are commonplace even with the systematic reduction of expectations Among competing nations international tests place our 15 year olds no higher than 19th in three

critical categories Many now speak of K 16 education as our colleges replicate the atmosphere and behaviors of our grammar and high schools How did we reach this point How did the erosion of faculty and curricular authority occur within our institutions of higher learning What roles were played by the radical students of the 1960s How did our colleges of education contribute to the problem How did corporatist administrators replace academic leaders and leverage ideologies to extend bureaucracy attract and secure tuition dollars at any intellectual cost and create self serving career paths for individuals running across the cracking ice of ineptitude and a lack of personal commitment Most important how can we reverse this process recapture the relevant strengths of past practices escape the gray vocationalism we now encounter at every turn and return to principles and standards that can legitimately be termed authentic How can we save the previously marginalized students who suffer the most within the current system These are the questions posed by this book *Guiding the American University* Peter N. Stearns, 2015-09-25 American higher education is under unprecedented pressure beginning with the public funding and student debt crises and extending to inadequate performance in student retention and growing global competition Respected educator and scholar Peter N Stearns breaks down the underlying problems exploring the most contentious issues for university leaders and administrators today *Guiding the American University* covers the major facets of university operation administration faculty and students and discusses what should be changed and what should be preserved Covering major topics for debate and real problems facing American higher education today including the tenure system online learning administrative bloat and campus culture this book is a critical resource for aspiring and current higher education administrators Research based and stemming from a range of case studies this book s insightful and fresh recommendations serve as an important contribution to the conversation on the future of American higher education

Redefining Liberal Arts Education in the Twenty-First Century Robert E. Lockett Jr., 2021-05-28 Contributions by William D Adams Sarah Archino Mario J Azevedo Katrina Byrd Rico D Chapman Helen O Chukwuma Monica Flippin Wynn Tatiana Glushko Eric J Griffin Kathi R Griffin Yumi Park Huntington Thomas M Kersen Robert E Lockett Jr Floyd W Martin Preselfannie W McDaniels Dawn Bishop McLin Lauren Ashlee Messina Byron D Andra Orey Kathy Root Pitts Candis Pizzetta Lawrence Sledge RaShell R Smith Spears Joseph Martin Stevenson Seretha D Williams and Karen C Wilson Stevenson *Redefining Liberal Arts Education in the Twenty First Century* delves into the essential nature of the liberal arts in America today During a time when the STEM fields of science technology engineering and math dominate the narrative around the future of higher education the liberal arts remain vital but frequently dismissed academic pursuits While STEAM has emerged as a popular acronym the arts get added to the discussion in a way that is often rhetorical at best Written by scholars from a diversity of fields and institutions the essays in this collection legitimize the liberal arts and offer visions for the role of these disciplines in the modern world From the arts pedagogy and writing to social justice the digital humanities and the African American experience the essays that comprise *Redefining Liberal Arts Education in the Twenty First Century*

bring attention to the vast array of ways in which the liberal arts continue to be fundamental parts of any education In an increasingly transactional environment in which students believe a degree must lead to a specific job and set income colleges and universities should take heed of the advice from these scholars The liberal arts do not lend themselves to the capacity to do a single job but to do any job The effective teaching of critical and analytical thinking writing and speaking creates educated citizens In a divisive twenty first century world such a citizenry holds the tools to maintain a free society redefining the liberal arts in a manner that may be key to the American republic *We're Losing Our Minds* R. Keeling,R.

Hersh,2011-12-19 America is being held back by the quality and quantity of learning in college Many graduates cannot think critically write effectively solve problems understand complex issues or meet employers expectations The only solution making learning the highest priority in college demands fundamental change throughout higher education The Dismantling of Moral Education Perry L. Glanzer,2022-02-20 American educators have consistently splintered our humanity into pieces throughout higher education s history Although key leaders of America s colonial colleges shared a common functional understanding of humans as made in God s image with a robust but vulnerable moral conscience latter moral philosophers did not build upon that foundation Instead they turned to shards of our identity to help students find their moral bearings They sought to create ladies and gentlemen honorable students and finally good professionals As a result fragmentation ensued as university leaders pitted these identity fragments against each other inciting a war of attrition As the war of identities raged its effects spilled out beyond the bounds of the curriculum into the co curricular dimension that struggled with moving beyond being en loco parentis The major identity they cultivated was that of being a political citizen Thus the major identity and story of students lives became the American political story of democracy what I call Meta Democracy In higher education guided by Meta Democracy students lose their autonomy to administrators who reduce the student identities they try to develop along with the range of virtues that comprise the good life The Dismantling of Moral Education How Higher Education Reduced the Human Identity explains why and how we arrived at diminishing ourselves

The Great Mistake Christopher Newfield,2016-11-15 A powerful hopeful critique of the unnecessary death spiral of higher education The Great Mistake is essential reading for those who wonder why students have been paying more to get less and for everyone who cares about the role the higher education system plays in improving the lives of average Americans Helen Small author of The Value of the Humanities Los Angeles Review of Books Experiential Education in the College Context Jay W. Roberts,2015-09-16 Experiential Education in the College Context provides college and university faculty with pedagogical approaches that engage students and support high impact learning Organized around four essential categories active learning integrated learning project based learning and community based learning this resource offers examples from across disciplines to illustrate principles and best practices for designing and implementing experiential curriculum in the college and university setting Framed by theory this book provides practical guidance on a range of

experiential teaching and learning approaches including internships civic engagement project based research service learning game based learning and inquiry learning At a time when rising tuition consumer driven models and e learning have challenged the idea of traditional liberal education this book provides a compelling discussion of the purposes of higher education and the role experiential education plays in sustaining and broadening notions of democratic citizenship

Teaching Critical Thinking in Political Science Jonathan Olsen,Vivienne Born,2025-09-10 This illuminating book provides an overview of best practices to introduce and develop critical thinking CT skills in the political science classroom Featuring contributions from leading experts in a range of academic positions and subdisciplines it presents perspectives from the various institutional settings that characterize contemporary higher education

The Relevance of Higher Education Timothy Simpson,2013-09-24 Most statements today about higher education begin with the assumption that it should be relevant That it should be relevant however does not settle the matter The significance of relevance depends on the power of something else that is more fundamental Relevance may be a true standard of judgment but it does not stand by itself Assuming higher education should be relevant the question emerges relevant to what Why How At what costs And relevant in what sense These are some of the central questions animating this study The Relevance of Higher Education Exploring a Contested Notion edited by Timothy L Simpson examines the relevance of higher education by bringing together the work of historians political scientists and educational philosophers The contributors probe the meaning of relevance in its many guises providing an historical and philosophical account of the roots of this concept and its impact on the institution of higher education Furthermore The Relevance of Higher Education provides a critical evaluation of the impact of relevance on our understanding of the political and economic relationship between higher education and society This study suggests views of relevance that could guide the future of higher education By providing penetrating analysis this text thoroughly explores relevance and its underlying assumptions potential implications and long lasting effects on higher education and society The Relevance of Higher Education provides the tools necessary to develop a rich framework for understanding relevance and its impact on higher education and society

Academically Adrift Richard Arum,Josipa Roksa,2011-01-15 In spite of soaring tuition costs more and more students go to college every year A bachelor s degree is now required for entry into a growing number of professions And some parents begin planning for the expense of sending their kids to college when they re born Almost everyone strives to go but almost no one asks the fundamental question posed by Academically Adrift are undergraduates really learning anything once they get there For a large proportion of students Richard Arum and Josipa Roksa s answer to that question is a definitive no Their extensive research draws on survey responses transcript data and for the first time the state of the art Collegiate Learning Assessment a standardized test administered to students in their first semester and then again at the end of their second year According to their analysis of more than 2 300 undergraduates at twenty four institutions 45 percent of these students demonstrate no significant improvement in a range of skills including

critical thinking complex reasoning and writing during their first two years of college As troubling as their findings are Arum and Roksa argue that for many faculty and administrators they will come as no surprise instead they are the expected result of a student body distracted by socializing or working and an institutional culture that puts undergraduate learning close to the bottom of the priority list Academically Adrift holds sobering lessons for students faculty administrators policy makers and parents all of whom are implicated in promoting or at least ignoring contemporary campus culture Higher education faces crises on a number of fronts but Arum and Roksa s report that colleges are failing at their most basic mission will demand the attention of us all

Cool Colleges Donald Asher, 2011-06-29 Fully revised since the first edition *Cool Colleges* covers the most exciting schools in the U S and Canada with a new chapter on eco schools an update on tuition free schools and the total low down on the so called top ranked schools Worth a look if you re headed for college or getting ready to apply San Diego Union Tribune Are you hyper intelligent Self directed A late bloomer Or just different Then you need a great school that will challenge nurture inspire and motivate you and *Cool Colleges* has got em It will also give you the scoop on What the Ivy league is and what it really wants Totally free schools including one where financial need is a requirement for admission Universities that don t give grades Schools that don t want your SAT scores Data on the highest and lowest paying majors The schools that graduate the most millionaires Men s women s and minority focused colleges Schools where you can design your own degree program A college where you can hike and camp your way to a degree A college that runs its own ranch on an 80 square mile campus Science and engineering schools where undergrads get their own labs The most competitive colleges including one that rejects 95% of applicants Campuses where students love to study even on Saturday nights Schools that offer programs in computer game studies comedy auctioneering special effects makeup and more Plus a link to the Web addresses for every college and university in the United States and Canada *Cool Colleges* is the resource for finding your dream school and gives you the edge you ll need to get accepted

The College Cost Disease Robert E. Martin, 2011-01-01 College cost per student has been on the rise at a pace that matches or exceeds healthcare costs Unlike healthcare though teaching quality has declined and rapidly rising costs and declining quality are not trends easily forgiven by society *The College Cost Disease* addresses these problems providing a behavioral framework for the chronic cost quality consequences with which higher education is fraught Providing many compelling insights into the issues plaguing higher education Robert Martin expounds upon H R Bowen s revenue theory of cost by detailing experience good theory the principal agent problem and non profit status Reputation competition dominates higher education Students and their parents and public opinion in general associate higher tuition with higher quality and greater accolades price is used as a proxy for quality only when consumers are uncertain about quality prior to purchase Higher education services are the most complex types of experience goods a service whose quality can only be determined after a purchase has been made Applying formal economic theory to higher education Robert Martin examines how and why attempts to control costs are controversial and

the damaging effects these controversies have on institutions reputations Arguing that the college access problem cannot be solved until colleges and universities find a way to control their costs this book brings to the fore the leading ideas that will bring about much needed budgetary reform in higher education *Other Geographies* Sharad Chari,Susanne Freidberg,Vinay Gidwani,Jesse Ribot,Wendy Welford,2017-10-02 An international group of distinguished scholars pay homage to and build on the work of one of the most influential thinkers of our time Michael Watts Shows how Michael Watts research writings teaching and mentoring have relentlessly pushed boundaries transforming his chosen field of geography and beyond Spans an array of topics including the political economy and ecology of African societies governmentality and territoriality in various Southern contexts food security cultural materialist expositions of capitalism modernity and development across the postcolonial world Builds on his legacy exploring its theoretical analytical and empirical implications and proposing exciting new possibilities for further exploration in the tracks of Watts

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