

Adapting to the 60 Year Curriculum

Delivering Conscious Education to Lifelong Learners

HOSTED BY

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What We'll Cover

- ✧ Clarifying Our Context
- ✧ Unsustainability of the Institutional Status Quo
- ✧ The Characteristics of a Student-Centric Institution
- ✧ Understanding the 60 Year Curriculum
- ✧ **Panel:** Five Key Areas for Strategic Development

Clarifying Our Realities

Automation, The Labor Market and Attainment

AUTOMATION

- **50%** of paid work activities in the US could be automated by technology that already exists or is being developed
- Automation will threaten the jobs of **15-30%** of the workforce by 2030

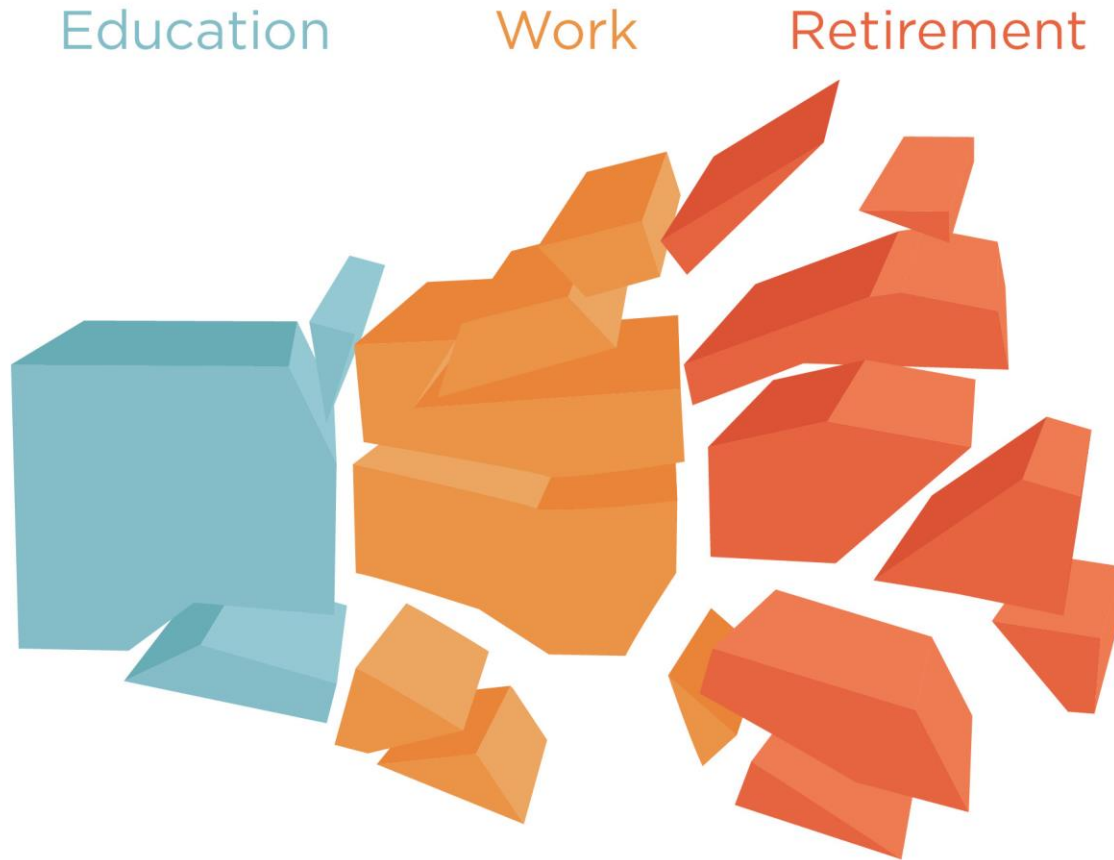
COMPLETION

- **47.6%:** Attainment rate (includes non-degree credentials)
- **42.5%:** Completion rate (includes 2Y degrees)
- **33.3%:** Bachelor's degree (and higher) completion rate

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The Traditional Model Is Unsustainable

Shifting Away From the Three-Stage Life



Rethink “Customer Service”

“Students as customers’ does not mean that the customer is always right.

It means **we don’t force them through arbitrary processes** that are intentionally complex.”

*Heather Chakiris | Chief Student Experience Officer,
UCLA-Extension*



Structure Limits Growth

“Most online enrollment registration systems in higher ed grew up around the physical structure of the college or university, and were **built with an administrative focus in mind** rather than the needs of the student.”

Mark Mrozinski | Assistant Vice President of Workforce Development and Executive Dean of Community Education, Harper College



Our Competition Is Here

“The combinations of choices alone demonstrate that students are customers, because customers choose what they want to buy, for how much (within their fiscal limitations) and when and whether or not they want to buy something at all.”

*Ian Roark | Vice President of Workforce Development,
Pima Community College*



The Student-Centric Institution



Fundamental Shift in Higher Education



From Traditional	To Post-Traditional
Cohorts	Cohort of One
Once-in-a-Lifetime Learning	Lifelong Learning
Push Education	Just-in-Time Learning
Degrees	Outcomes
Single Institution Credit Recognition	Universal Outcome Acceptance
Knowledge For Its Own Sake	Knowledge for Employability
Student	Consumer





“Sage on the Stage” is Over



Guidance and Context is the Future

“In the long run any individual school is unlikely to supply more than **20%** of any learners’ solutions from their faculty-based degree programs.”

*Hunt Lambert | Dean of Continuing Education and Extension,
Harvard University*



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Understanding the 60 Year Curriculum

Adapting to the 100 Year Life

“We need to develop academic programs that stretch from childhood into old age. This will require creativity in how we deliver courses, with an emphasis on flexibility and personalization. It will also require creativity in how we provide credentials, from degrees to certificates to digital badges.”

*Jeffrey S. Russell | Dean of Continuing Studies
and Vice Provost for Lifelong Learning,
University of Wisconsin-Madison*



Deliver Learning Across the Spectrum of Access

SPECTRUM OF ACCESS

Solution-Based

**Non-Credit
Professional
Education**

Credit-Based

- Research
- Workshops
- Community Outreach

- Modules
- Certificates and Microcredentials
- Individual Credit Courses

- Undergraduate Degrees
- Graduate Degrees
- Graduate courses



Five Key Areas for Strategic Development

Delivering the Promise of the 60 YC

Key Areas for Strategic Development

- The Metacurriculum Over a 60-Year Working Life
- Learner Services
- Policies and Funding
- Credentials
- The New Academic Tech Stack



*Hunt Lambert | Dean of Continuing
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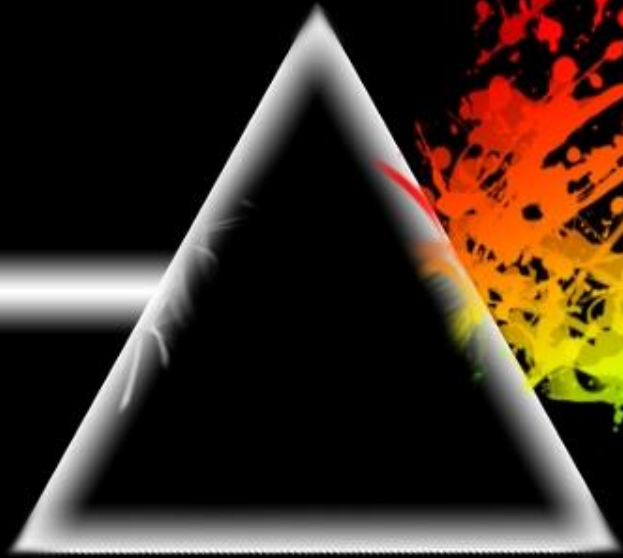
The Metacurriculum Over A 60 Year Working Life

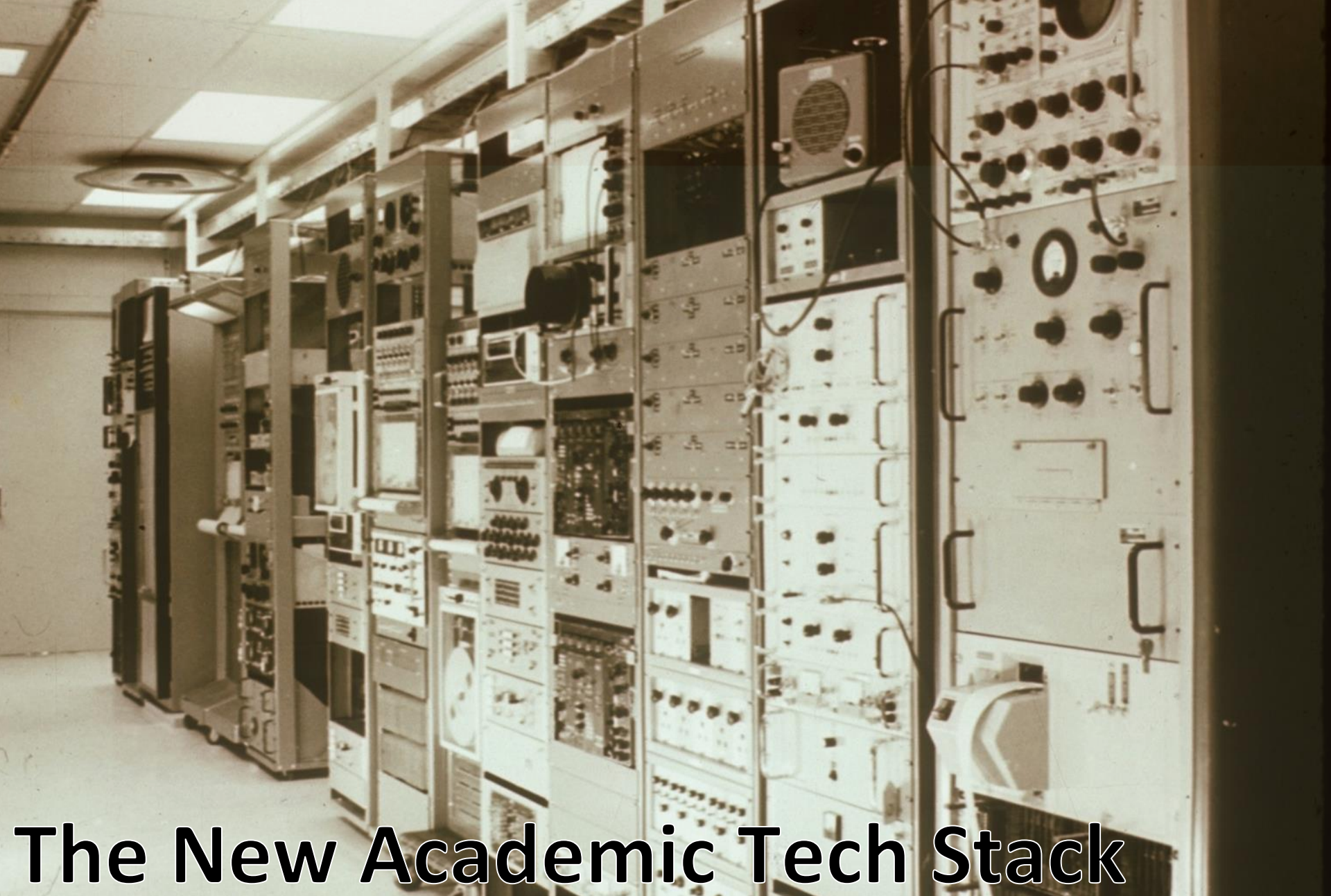


Learner Services



Credentials





The New Academic Tech Stack



Policies and Funding





**It's no longer
business as usual**

OPEN



Thank you for listening!

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