

Changing Landscape Factors Impacting Higher Education

Higher Learning Commission 2022 Trends:

- **Higher education is changing rapidly as the forces facing today's colleges and universities become increasingly formidable. Yet within the vortex of those forces, there are many emerging opportunities for constructive and adaptable change. The acronym "VUCA" describes the environment well – it is filled with Volatility, Uncertainty, Complexity, and Ambiguity.**
- **There is no sector within higher education that is completely safe from the seismic changes taking place at this time.**
- **The innovative institutions will survive and thrive. Those that continue to look through the rearview mirror will likely be threatened by obsolescence.**



<https://youtu.be/0MtFFzYhAZk>

The Future of Higher Education – Arthur Levine

Four New Realities Facing Community Colleges, that will characterize the coming transformation (ACCT, Fall 2022, Trustee Quarterly – pp. 24-25)

1. With near-universal access to digital devices and the internet, students, especially adults, will seek from higher education the same things they are getting from the music, movie, and newspaper industries:
 - a) Convenience with anytime, anyplace accessibility (around the clock over fixed-time access, anywhere mobile access over fixed locations)
 - b) Consumer rather than producer-determined content
 - c) Personalized education over uniform content that fits their circumstances,
 - d) Unbundling to only purchase what they want at affordable price (one course, certificate...)
 - e) Low prices over high ones (affordable tuition and free books...)
 - f) Evidence: Coursera enrollments during the pandemic jumped from 53 to 78 million, an increase which is more than the entire higher education system; while community colleges' dropped

2. New content producers and distributors (libraries, museums, media companies, software makers) are entering higher education, driving up competition and consumer choice and driving prices down, while offering content, instruction, and certification (Google and Microsoft offer 80 and 77 certificates)

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Four New Realities Facing Community Colleges

3. The industrial-era model of higher education focusing on time, process, and teaching will be eclipsed by a knowledge economy successor rooted in income and learning.
 - a) The reason is that different individuals learn the same subjects at different rates, so it makes sense to focus on the outcomes. It is about what we want them to learn, not how long we want them to be taught.
 - b) Another reason is that the existing model requires education experiences be translatable into units of time (courses, credit hours, seat time). The new curricular model by new providers are so heterogeneous and non-uniform in time and process, with a common denominator being outcomes

4. The dominance of degrees and “just-in-case” education (degree-granting programs to prepare for future careers) will diminish; non-degree certifications and “just-in-time” education (immediate and focused on present) will increase in status and value,
 - a) Driven by outcomes students want to achieve (micro credentials), occurring repeatedly throughout one’s lifetime, and aligned with labor market.
 - b) Due to increasing need for upskilling and reskilling caused by automation, the knowledge explosion, and COVID

How to sustain the Present and Create the Future of our Colleges Externally?

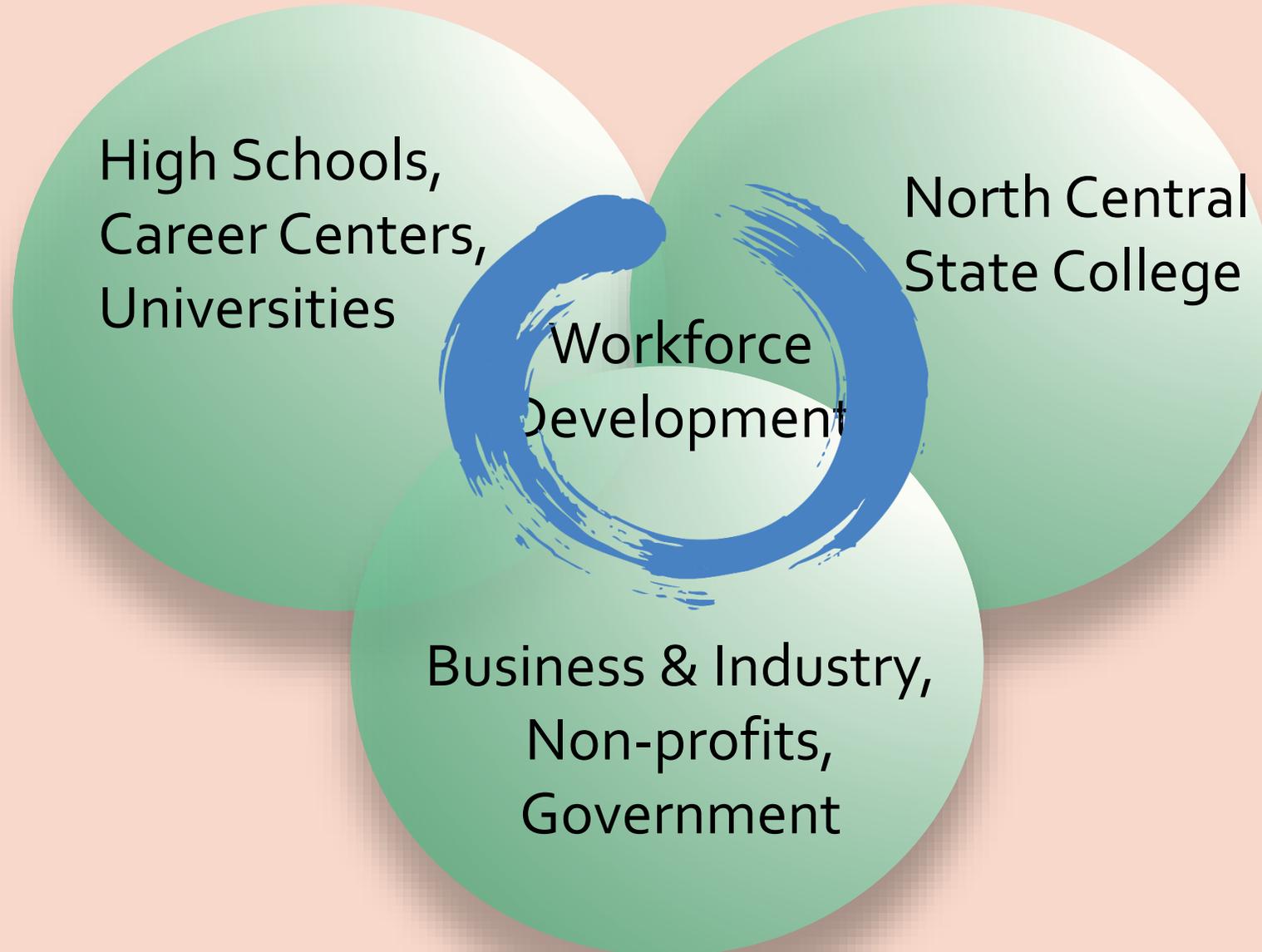
By advancing our partnerships with business, community and educational institutions through:

- *A creative vision combined with operational rigor*
- *A mission driven, data informed, and equity minded culture*
- *Changing from time and process (seat time) to more outcomes and competency-based education*
- *Niche marketing to disaggregated/disconnected populations, moving from convenience in delivery to customization*
- *With anytime and anyplace access for students, and available remote work for employees*
- *With a major shift to skills & certificates in the short term, and degrees in the long term*
- *With technical skills, soft skills, and work skills (project-based/experiential learning)*

To enhance the economic and social mobility of our students and employees, and the prosperity of our community.

Strong Partnerships Externally with our Community Partners

“employers are screaming for talent and skills”



How are we fulfilling community needs internally?

The Three-Legged WHY of the Academics

Technical skills

For in-demand jobs:
Engineering, IT/Cyber
Bioscience, Business, and
Healthcare



Human skills

AA, AS, Communication,
Critical Thinking, Work
Ethic, Teamwork,
Professionalism

Work skills

Establishing career readiness
through internships with
companies

How to sustain the Present and Create the Future of our Colleges Internally?

Through a culture of agility, caring, and nimbleness – our WHY



Agility in delivering in-person, hybrid, online, 8-weeks, 16 weeks, CBE...

“from high school to certificates, to associate and baccalaureate degrees (BASMET, BSN), tuition and debt Free (Tuition Freedom, 75% no loans, 289% ROI).”

Caring by supporting the academic (tutoring, advising) and basic need of students (food, transportation, technology), moving from transactional to relational collaboration

Nimbleness in maintaining our future financial viability that we built over the years