



# Education And College

**Charles Muscatine**



## **Education And College:**

**The End of College** Kevin Carey, 2015-03-03 From a renowned education writer comes a paradigm shifting examination of the rapidly changing world of college that every parent student educator and investor needs to understand Over the span of just nine months in 2011 and 2012 the world's most famous universities and high powered technology entrepreneurs began a race to revolutionize higher education College courses that had been kept for centuries from all but an elite few were released to millions of students throughout the world for free Exploding college prices and a flagging global economy combined with the derring do of a few intrepid innovators have created a dynamic climate for a total rethinking of an industry that has remained virtually unchanged for a hundred years In *The End of College* Kevin Carey an education researcher and writer draws on years of in depth reporting and cutting edge research to paint a vivid and surprising portrait of the future of education Carey explains how two trends the skyrocketing cost of college and the revolution in information technology are converging in ways that will radically alter the college experience upend the traditional meritocracy and emancipate hundreds of millions of people around the world Insightful innovative and accessible *The End of College* is a must read and an important contribution to the developing conversation about education in this country [The Real World of College](#) Wendy Fischman, Howard Gardner, 2022-03-22 Why higher education in the United States has lost its way and how universities and colleges can focus sharply on their core mission For *The Real World of College* Wendy Fischman and Howard Gardner analyzed in depth interviews with more than 2 000 students alumni faculty administrators parents trustees and others which were conducted at ten institutions ranging from highly selective liberal arts colleges to less selective state schools What they found challenged characterizations in the media students are not preoccupied by political correctness free speech or even the cost of college They are most concerned about their GPA and their resumes they see jobs and earning potential as more important than learning Many say they face mental health challenges fear that they don't belong and feel a deep sense of alienation Given this daily reality for students has higher education lost its way Fischman and Gardner contend that US universities and colleges must focus sharply on their core educational mission Fischman and Gardner both recognized authorities on education and learning argue that higher education in the United States has lost sight of its principal reason for existing not vocational training not the provision of campus amenities but to increase what Fischman and Gardner call higher education capital to help students think well and broadly express themselves clearly explore new areas and be open to possible transformations Fischman and Gardner offer cogent recommendations for how every college can become a community of learners who are open to change as thinkers citizens and human beings **Going to College** Don Hossler, Jack Schmit, Nick Vesper, 2020-06-02 *Going to College* tells the powerful story of how high school students make choices about postsecondary education Drawing on their unprecedented nine year study of high school students the authors explore how students and their parents negotiate these important decisions Family background finances education

information all influence students plans after high school and the career paths they pursue as do the more subtle messages delivered by parents and counselors which shape adolescents self expectations For high school guidance counselors college admissions counselors parents and teachers and public policy makers this book is a valuable resource that explains the decision making process and helps adults to help students make appropriate choices The authors identify predisposition search and choice as the three stages in the student decision making process Predisposition refers to the plans students develop for education or work after they graduate from high school The search stage involves students discovering and evaluating a variety of colleges and universities In the choice stage students choose a school to attend from among a list of institutions that are being seriously considered Understanding exactly how students move through the predisposition search and choice stages of the college decision making process can help students and parents prepare themselves for this process and consider a wider array of options For education professionals understanding this process can lead to new initiatives to guide students and families effectively by providing better incentives for college savings for example or devising more effective early information programs about postsecondary education Going to College is the first book to seriously study over an extended period the decisions that have a pervasive and lasting impact on individual careers livelihoods and lifestyles The authors conclude with important recommendations for improving academic support exploring various financial options providing early encouragement in other words for recognizing the factors that influence students decisions and knowing when to pay attention to them

**Student Success in College** George D. Kuh, Jillian Kinzie, John H. Schuh, Elizabeth J. Whitt, 2011-01-07 Student Success in College describes policies programs and practices that a diverse set of institutions have used to enhance student achievement This book clearly shows the benefits of student learning and educational effectiveness that can be realized when these conditions are present Based on the Documenting Effective Educational Practice DEEP project from the Center for Postsecondary Research at Indiana University this book provides concrete examples from twenty institutions that other colleges and universities can learn from and adapt to help create a success oriented campus culture and learning environment

*What's College For?* Zachary Karabell, 1999-08-20 President Clinton declares that a two year education should be the right of all Americans Congress passes a 40 billion package of tax breaks and scholarships aimed at making a degree accessible to everyone Almost two thirds of high school graduates now go on to some form of higher education and yet at the same time those colleges and universities inundated with a new kind of student have been slow to respond to this revolutionary change Zachary Karabell spent over a year traveling the country interviewing students graduate students faculty and adjunct teachers and the result is a portrait of American higher education that is neither conservative nor liberal and that needs to be taken seriously There is a quiet revolution occurring that will that is changing the nature of education in this country Higher education is becoming mass education writes Karabell The crucial clash on today s campuses is not between traditionalists multiculturalists and tenured radicals but between the competing needs and

desires of students professors administrators and the larger society The overwhelming majority of today's students are working class people seeking education to get a job they are not seeking a liberal education nor planning to go on to graduate school Most faculty members products of the elite graduate schools that have insulated them from the needs of real world people are often profoundly ill equipped to handle this changing student body By exploring the myriad perspectives of these conflicting expectations Karabell concludes that a radical democratization of higher education is not only inevitable it is desirable and it will require dramatic changes in the structure and presumptions about education beyond the high school level Topping 175 billion a year spending for American higher education will join health care and welfare as one of the top national issues yet there is precious little real or broad based understanding of the issues and social forces at work Eschewing any political agenda yet unafraid to ask as many questions as he answers Zachary Karabell has provided the first reasoned examination of what has become a national concern Sure to spark intense debate What's College For is a clarion call for reform

**What's the Point of College?** Johann N. Neem, 2019-08-13 Before we can improve college education we need to know what it's for In our current age of reform there are countless ideas about how to fix higher education But before we can reconceptualize the college experience we need to remember why we have these institutions in the first place and what we want from them In What's the Point of College historian Johann N. Neem offers a new way to think about the major questions facing higher education today from online education to disruptive innovation to how students really learn As commentators reformers and policymakers call for dramatic change and new educational models this collection of lucid essays asks us to pause and take stock What is a college education supposed to be What kinds of institutions and practices will best help us get there And which virtues must colleges and universities cultivate to sustain their desired ends During this time of drift Neem argues we need to moor our colleges once again to their core purposes By evaluating reformers goals in relation to the specific goods that a college should offer to students and society What's the Point of College connects public policy to deeper ethical questions Exploring how we can ensure that America's colleges remain places for intellectual inquiry and reflection Neem does not just provide answers to the big questions surrounding higher education he offers readers a guide for how to think about them

How College Affects Students Matthew J. Mayhew, Alyssa N. Rockenbach, Nicholas A. Bowman, Tricia A. D. Seifert, Gregory C. Wolniak, 2016-08-23 The bestselling analysis of higher education's impact updated with the latest data How College Affects Students synthesizes over 1 800 individual research investigations to provide a deeper understanding of how the undergraduate experience affects student populations Volume 3 contains the findings accumulated between 2002 and 2013 covering diverse aspects of college impact including cognitive and moral development attitudes and values psychosocial change educational attainment and the economic career and quality of life outcomes after college Each chapter compares current findings with those of Volumes 1 and 2 covering 1967 to 2001 and highlights the extent of agreement and disagreement in research findings over the past 45 years The structure of each chapter allows

readers to understand if and how college works and of equal importance for whom does it work This book is an invaluable resource for administrators faculty policymakers and student affairs practitioners and provides key insight into the impact of their work Higher education is under more intense scrutiny than ever before and understanding its impact on students is critical for shaping the way forward This book distills important research on a broad array of topics to provide a cohesive picture of student experiences and outcomes by Reviewing a decade s worth of research Comparing current findings with those of past decades Examining a multifaceted analysis of higher education s impact and Informing policy and practice with empirical evidence Amidst the current introspection and skepticism surrounding higher education there is a massive body of research that must be synthesized to enhance understanding of college s effects How College Affects Students compiles organizes and distills this information in one place and makes it available to research and practitioner audiences Volume 3 provides insight on the past decade with the expert analysis characteristic of this seminal work *College* Andrew Delbanco, 2014-12-28 The strengths and failures of the American college and why liberal education still matters As the commercialization of American higher education accelerates more and more students are coming to college with the narrow aim of obtaining a preprofessional credential The traditional four year college experience an exploratory time for students to discover their passions and test ideas and values with the help of teachers and peers is in danger of becoming a thing of the past In *College* prominent cultural critic Andrew Delbanco offers a trenchant defense of such an education and warns that it is becoming a privilege reserved for the relatively rich In describing what a true college education should be he demonstrates why making it available to as many young people as possible remains central to America s democratic promise In a brisk and vivid historical narrative Delbanco explains how the idea of college arose in the colonial period from the Puritan idea of the gathered church how it struggled to survive in the nineteenth century in the shadow of the new research universities and how in the twentieth century it slowly opened its doors to women minorities and students from low income families He describes the unique strengths of America s colleges in our era of globalization and while recognizing the growing centrality of science technology and vocational subjects in the curriculum he mounts a vigorous defense of a broadly humanistic education for all Acknowledging the serious financial intellectual and ethical challenges that all colleges face today Delbanco considers what is at stake in the urgent effort to protect these venerable institutions for future generations In a new afterword Delbanco responds to recent developments both ominous and promising in the changing landscape of higher education **College Made Whole** Chris W. Gallagher, 2019-09-24 How can universities shape creative adaptive integrated learners ready to confront the world This book s clear eyed optimism is a challenge to everyone in higher education American higher education is being torn apart Institutions curricula courses and faculty roles are being unbundled broken into constituent parts in the name of efficiency and cost savings As a result the college learning experience is fragmented and incoherent leaving graduates less and less equipped to confront the dire social problems that cause those divisions in the

first place In *College Made Whole* Chris W Gallagher lays bare the dangers of the dis integration of the college experience and shows how we can put higher education back together again The successful colleges and universities of the future Gallagher argues will be integrated coherently and cohesively designed to help students achieve a lifelong learning experience that is more than the sum of its parts Pushing back against pernicious dichotomies that frame much discussion of US higher education Gallagher critiques many of the hottest educational trends including the overhyping of technological solutions rampant adjunctification the promotion of nondegree credentials as a suitable replacement for college degrees and the increasingly narrow focus on the vocational aims of a college education Investigating the purposes of higher education historically and today he suggests audacious proposals to enhance learning including reorganizing institutions reordering institutional priorities redesigning curricula and courses and rethinking edtech and learning technologies Lucidly written and packed with practical recommendations and real student stories *College Made Whole* will challenge higher education professionals and policy makers as well as anyone with a stake in the future of US higher education which is to say all of us who inhabit this fragile planet

**General Education in the American College** National Society for the Study of Education (U.S.). Committee on General Education in the American College,1939 *After Fifty Years* University of Georgia. College of Education,1958

**The American College and University** Frederick Rudolph,1990 First published in 1962

Frederick Rudolph s groundbreaking study *The American College and University* remains one of the most useful and significant works on the history of higher education in America Bridging the chasm between educational and social history this book was one of the first to examine developments in higher education in the context of the social economic and political forces that were shaping the nation at large Surveying higher education from the colonial era through the mid twentieth century Rudolph explores a multitude of issues from the financing of institutions and the development of curriculum to the education of women and blacks the rise of college athletics and the complexities of student life In his foreword to this new edition John Thelin assesses the impact that Rudolph s work has had on higher education studies The new edition also includes a bibliographic essay by Thelin covering significant works in the field that have appeared since the publication of the first edition At a time when our educational system as a whole is under intense scrutiny Rudolph s seminal work offers an important historical perspective on the development of higher education in the United States

*Higher Education in Transition* John Brubacher,2017-07-05 At a time when our colleges and universities face momentous questions of new growth and direction the republication of *Higher Education in Transition* is more timely than ever Beginning with colonial times the authors trace the development of our college and university system chronologically in terms of men and institutions They bring into focus such major areas of concern as curriculum administration academic freedom and student life They tell their story with a sharp eye for the human values at stake and the issues that will be with us in the future One gets a sense not only of temporal sequence by centuries and decades but also of unity and continuity by a review of major themes and topics

Rudy's new chapters update developments in higher education during the last twenty years. Higher Education in Transition continues to have significance not only for those who work in higher education but for everyone interested in American ideas, traditions, and social and intellectual history.

**What Matters in College?** Alexander W. Astin, 1993. From the author of *Four Critical Years*, a book the *Journal of Higher Education* called the most cited work in higher education literature. *What Matters in College* presents the definitive study of how students change and develop in college and how colleges can enhance that development. Based on a study of more than 20,000 students, 25,000 faculty members, and 200 institutions, the book shows how academic programs, faculty, student peer groups, and other variables affect students' college experiences.

**Remaking College** Mitchell Stevens, Michael W. Kirst, 2015-01-07. Between 1945 and 1990, the United States built the largest and most productive higher education system in world history. Over the last two decades, however, dramatic budget cuts to public academic services and skyrocketing tuition have made college completion more difficult for many. Nevertheless, the democratic promise of education and the global competition for educated workers mean ever-growing demand. *Remaking College* considers this changing context, arguing that a growing accountability revolution, the push for greater efficiency and productivity, and the explosion of online learning are changing the character of higher education. Writing from a range of disciplines and professional backgrounds, the contributors each bring a unique perspective to the fate and future of U.S. higher education. By directing their focus to schools doing the lion's share of undergraduate instruction—community colleges, comprehensive public universities, and for-profit institutions—they imagine a future unencumbered by dominant notions of traditional students' linear models of achievement and college as a four-year residential experience. The result is a collection rich with new tools for helping people make more informed decisions about college for themselves, for their children, and for American society as a whole.

**Beyond Free College** Eileen L. Strempel, Stephen J. Handel, 2021-01-15. *Beyond Free College* outlines an audacious national agenda, consistent with but far more comprehensive than the current free college movement, that builds on the best of U.S. higher education's populist history, such as the G.I. Bill and the community college transfer function. The authors align a wide constellation of higher education trends: online learning, prior learning assessment, competency-based learning, high school college credit, with a rapidly shifting student transfer environment that privileges college credit as the pivotal educational catalyst to boost access and completion. The book's agenda seeks greater productive investment in postsecondary education by privileging a single metric: lower cost per degree, granted as the animating driver of a transfer pathway that will fulfill the potential of its historical progressive innovators. *Beyond Free College*'s goal is as simple as it is urgent: To galvanize higher education advocates in an effort to reorganize, reorient, and reignite the transfer function to serve the needs of a neotraditional student population that now constitutes the majority of college-goers in America and in ways that advance completion, not just access, to higher education.

*Fixing College Education* Charles Muscatine, 2009-08-13. Since his early days at the University of California Berkeley, when he was fired for refusing to sign a



loyalty oath during the Red Scare Charles Muscatine has been a dedicated teacher and higher education reformer Upon his reinstatement at Berkeley he founded Strawberry Creek College a six year experiment using full professors and small classes to teach lower division students Drawing on this belief in undergraduate teaching Muscatine s new book now offers a radical new design for American college education Muscatine begins with the observation that the mediocre undergraduate curriculum offered by most colleges and universities today is based on outdated ideas of what should be taught and what constitutes good teaching Although Muscatine is himself a well established research scholar he contends that the publish or perish research religion of college and university faculties has seriously damaged undergraduate education He offers a clear distinction between publishable research and the scholarship necessary for good teaching Furthermore he recommends major changes in the education of professors including reconsidering both the requirement of the book length dissertation and the current organization of graduate departments Fixing College Education predicts new roles for students and faculty redefines educational breadth and depth and calls for deeper assessment of learning and teaching Muscatine highlights the outstanding colleges and universities including Harvard Boston University s University Professor s Program Evergreen State College and Fairhaven College at Western Washington University that have already remade their curricula successfully or adopted features like the ones he proposes Muscatine argues that the new curriculum is better able than the old to produce good scholars and good citizens for the twenty first century

*Why Does College Cost So Much?* Robert B. Archibald, David Henry Feldman, 2011 College tuition has risen more rapidly than the overall inflation rate for much of the past century To explain rising college cost the authors place the higher education industry firmly within the larger economic history of the United States

In the Front Door Hugh Mehan, 2015-11-17 This book provides a critical analysis of the origins nature development and transformation of the state and society historically and today examining the class nature and social basis of politics and the state in different societal settings The book emphasizes the centrality of class relations in explaining political power and the role of the state in class divided societies by providing powerful theoretical and empirical analyses of themes in political sociology in an era of globalization It examines in detail the major political issues and events of our time and makes them relevant to the study of power and politics today Students from many ethnic minority backgrounds and low income families are underrepresented in American colleges and universities This book describes and assesses educational policies and practices that seek to rectify this important manifestation of structured inequality Inspired by a commitment to providing a pathway to college and beyond Mehan and his team document the innovative practices developed and implemented at the nationally recognized schools created by The Center for Research in Educational Equity Access and Teaching Excellence CREATE at the University of California San Diego the Preuss School a 6 12 charter school on the UCSD campus for underrepresented minority students and nearby schools located in economically depressed neighborhoods Based on long term research Mehan s book makes important contributions to the literature on educational achievement disparities that

exist and are growing within the United States He sheds light on how we can improve public policy for the futures of secondary school students      **Content and Context: Essays on College Education** Laurence R. Veysey, Carnegie Commission on Higher Education, 1973 Compilation of essays on the content of higher education and university curriculum in the USA presents the historical background provides evaluations of traditional divisions such as the social sciences science and the arts and examines more recent developments such as vocational training the professions educational technology etc Graph illustrations references and statistical tables

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