Branding, Quality, and Openness: New Dimensions in Higher Education

Gary W. Matkin, Ph.D., Dean of Continuing Education
University of California, Irvine

The Essential Elements for Institutional Success

Academic Quality

Brand

“Open”
Universities Have Strong Brand Images—Nationally and Internationally
Academy Award Nominated Actor, Leonardo DiCaprio Wearing a UC Irvine Hat
Intercollegiate Athletics Feed Institutional Brand Identity and Drive Student Choice
International Movement from Elite to Mass Higher Education

- Based on Martin Trow’s work in 1975

**Elite Systems of Higher Ed**
- Offers University education to 5-10% of high school grads

**Mass Systems of Higher Ed**
- Offers University education to over 30% of high school grads
## The World’s Largest Open Universities

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Location</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indira Gandhi National Open University</td>
<td>New Delhi, India</td>
<td>2 million</td>
</tr>
<tr>
<td>2</td>
<td>Allama Iqbal Open University</td>
<td>Islamabad, Pakistan</td>
<td>1.8 million</td>
</tr>
<tr>
<td>3</td>
<td>Anadolu University</td>
<td>Eskisehir, Turkey</td>
<td>1.3 million</td>
</tr>
<tr>
<td>4</td>
<td>Bangladesh Open University</td>
<td>Gazipur, Bangladesh</td>
<td>600,000</td>
</tr>
<tr>
<td>5</td>
<td>The Open University</td>
<td>United Kingdom</td>
<td>180,000</td>
</tr>
<tr>
<td>6</td>
<td>The Open University of Catalunya</td>
<td>Barcelona, Spain</td>
<td>100,000</td>
</tr>
</tbody>
</table>
The Deficit in Higher Education

**Enrollments in developing countries burgeoning**

- China and India have doubled enrollments over the past 10 years.
- There are many developing countries with APRs less than 10%.
- Malaysia plans to raise its APR of 39% to 50% by 2010.
- Trinidad and Tobago aims for an APR of 60% by 2015 (up from 11.9% in 2007).
- In India, where each 1% increase in APR means one million more students plans to go from 10% to 15% by 2012.
The Iron Triangle
Institutions Are Being Pushed Toward Greater Attention to Outcome Measurement and Accountability
Colleges in 3 States to Set Basics for Degrees

By TAMAR LEWIN
Published: April 8, 2009

In the first American effort of its kind, universities and colleges in Indiana, Minnesota and Utah are starting pilot projects to make sure their states reflect a consensus about what knowledge and skills should be taught.

Instead of defining degrees by the courses taken or the credits earned, the three states will establish what students must learn. In the pilot project, supported by the Lumina Foundation for Education, a private group in Indianapolis that works to expand access to higher education, Indiana will draft learning standards for education, history and chemistry degrees; Utah for history and physics; and Minnesota for graphic design.
Unlocking Knowledge, Empowering Minds.

MIT is committed to advancing education and discovery through knowledge open to everyone.

OCW shares free lecture notes, exams, and other resources from more than 1800 courses spanning MIT's entire curriculum.

MIT OpenCourseWare launches Highlights for High School

Visit the site
Read the announcement

OCW is grateful for the support of:

Ab Initio
Ab Initio and OpenCourseWare: Built on fundamentals

Become a corporate sponsor

NEWSLETTER
Sign up for monthly updates on courses and news

"This fantastic teaching resource is very useful for physicists working in the developing world."
Educator, South Africa
Read more worldwide impact.

© 2002-2008 MIT
RSS RSS Feeds Privacy and Terms of Use Site Map
Your use of the MIT OpenCourseWare site and course materials is subject to our Creative Commons License and other terms of use.
MIT’S Most Popular Open Course

MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

8.01 Physics I: Classical Mechanics
Fall 1999

Staff
Instructor:
Prof. Walter Lewin

Course Meeting Times
 Lectures:
Three sessions / week
1 hour / session
 Recitations:
Two sessions / week
1 hour / session

Level
Undergraduate

Download these course materials

Feedback
Send feedback on this course.
Find out how much your company uses OCW.
Syllabus

Textbook

When this course was taught in 1999, we used:


This OCW Web site has been updated to refer to the most recent version:


Lectures - Homework - Solutions - Quizzes - Exams

There will be ten homework assignments, a dozen short quizzes (during recitation), three exams (during regular lecture hours), and a final exam. The quizzes will be given about once per week on days specified by your instructor. Only four, randomly selected, problems of each assignment will be graded. The graded homework, quizzes and exams will be returned in recitations (a missed homework, quiz, or exam counts as a zero). Only in case of verifiable illness can you be excused by Professor Koster from taking an exam (except the final exam). If at all possible, this should be done before the exam. Exams can cover any material from the lectures and the assignments. There are no make-up exams.

Grade Computation
Lecture Notes

This section contains documents created from scanned original files, which are inaccessible to screen reader software. A "#" symbol is used to denote such documents.

Help support MIT OpenCourseWare by shopping at Amazon.com! MIT OpenCourseWare offers direct links to Amazon.com to purchase the books cited in this course. Click on the Amazon logo to the left of any citation and purchase the book from Amazon.com, and MIT OpenCourseWare will receive up to 10% of all purchases you make. Your support will enable MIT to continue offering open access to MIT courses.

Supplemental notes are available for some of the lectures.

<table>
<thead>
<tr>
<th>LEC #</th>
<th>TOPICS</th>
<th>LECTURE NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Powers of Ten - Units - Dimensions - Measurements - Uncertainties - Dimensional Analysis - Scaling Arguments</td>
<td>Thigh Bones (Femur) of Mammals (PDF)*</td>
</tr>
<tr>
<td>5</td>
<td>Circular Motion - Centrifuges Moving - Reference Frames - Perceived Gravity</td>
<td>Orbital Information on Planets (PDF)*</td>
</tr>
<tr>
<td>9</td>
<td>Exam Review</td>
<td>Information on Exam 1</td>
</tr>
</tbody>
</table>
Exams

This section contains documents created from scanned original files, which are inaccessible to screen reader software. A "#" symbol is used to denote such documents.

Professor Walter Lewin's 8.01 [exams from 1990, 1992, and 1993](#)

<table>
<thead>
<tr>
<th>EXAM INFORMATION</th>
<th>EXAMS</th>
<th>SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 (<strong>PDF</strong>)</td>
<td>(<strong>PDF</strong>)</td>
<td>(<strong>PDF</strong>)</td>
</tr>
<tr>
<td>Exam 2 (<strong>PDF</strong>)</td>
<td>(<strong>PDF</strong>)</td>
<td>(<strong>PDF</strong>)</td>
</tr>
<tr>
<td>Exam 3 (<strong>PDF</strong>)</td>
<td>(<strong>PDF</strong>)</td>
<td>(<strong>PDF</strong>)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>(<strong>PDF</strong>)</td>
<td>(<strong>PDF</strong>)</td>
</tr>
</tbody>
</table>
For More Information Contact:
Gary W. Matkin, Dean, Continuing Education
gmatkin@uci.edu or visit
http://unex.uci.edu/garymatkin