The Future of University Continuing Education.
The 60-Year Curriculum and What it Means for Higher Education.

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Martin Trow anticipated, in surprising detail, the future of higher education encompassed in his idea about “universal higher education.”

Higher education problems “arise out of the transition from one phase to another in a broad pattern of development of higher education, a transition—underway in every advanced society—from elite to mass higher education and subsequently to universal access.”
Martin Trow on Universal Higher Education

“When the system moves toward universal access, increasingly large portions of the population begin to be affected by it, ....”

“In institutions of universal access there tends to be a different criterion of achievement: not so much the achievement of some academic standard, as whether there has been any “value added” by virtue of the educational experience.”

“In the institutions of universal higher education, which by definition are wholly open either to anyone who wishes to join or those who have certain minimal educational qualifications, the criterion is whether the individual has chosen to associate himself with the institution voluntarily.”
Martin Trow on the Effect of Technology

“Videocassettes, television, computers, and the like make it possible at least to imagine extended forms of higher education very different from the correspondence courses of the “external degree” before World War II.”

“I now suggest a revision in our conception of the conditions making for universal access: that IT allows for universal access of a different order of magnitude, with courses of every kind and description available over the Net at times of their own choosing in people’s homes and workplaces, some for credit and some not, so that lifelong learning becomes the vehicle for universal access of a different kind than we are accustomed to.”
Trow’s Basic Predictions

1. Open education (defined as universal access)
2. Proliferation and diversification of providers of post-secondary education
3. Greater influence of student choice over education (market orientation)
4. A greater integration of education and “life”
5. Greater attention to student outcomes as defined by students themselves
6. Greater public interest in accountability and cost
Matkin’s Basic Predictions Regarding University Continuing Education

1. Higher education will increasingly be market driven, with CE units taking the lead in important areas including degree offerings.

2. The 60-Year Curriculum will influence undergraduate and graduate education and create a more central role for CE units.

3. Open education will continue to have a significant impact on higher education—all institutions will need to create and use OER. CE units will be deeply involved.

4. The offering of alternative digital credentials will be an imperative for institutions of higher education and CE units are leading the way.
Market Driven Higher Education

Institutions that fail to respond to the needs of students and their parents for workplace relevant education will lose their public credibility and will violate the social contract between the public and the institution.

1. Pressures for workplace relevance
2. Increasing cost to students/parents
3. Career development and job competitiveness pressures from students
4. The rise (and fall) of for-profit colleges (and their employment focus)
5. Online education
6. Open education and its spinoffs
UC Examples of CE Market Expertise in Play

1. UC Masters Degrees
   - UCB
   - UC Davis
     • Library Science (until recently)
     • Forensic Science
     • Maternal and Childhood Nutrition
   - UCI
     • Market research support
     • LLM

2. CE Certificate Programs (related to degrees)

3. Open Education (Coursera academic credit)
The 60-Year Curriculum Defined

• Lifelong learning (learners)

• 60-year curriculum (institutions)

• Starts in freshman year

• Focuses on life changes and transitions
The Relevance of the 60-Year Curriculum

- Higher education imperative
- Market demand
- Institutional response to lifelong learning
Open Education is Here to Stay

To Be Consistent with Prior Treatment

1. MOOCs are increasing
   – Coursera, EdX, Udacity, Others
   – Changed the landscape for online education

2. Other open channels
   – YouTube
   – UCTV
   – Institutional websites (open.uci.edu)

3. Open education migration
   – Toward sequences (shorter courses)
   – Toward workforce needs
   – Toward credit and more open admission standards
Open Education at UCI

1.4 million minutes watched on YouTube
7.3 million views of UCI MOOCs (all time)
Over 36,000 visitors per month on UCI Open
Universities that fail to adopt ADCs will experience a slow decline in relevance and market position.

Alternative Digital Credentials (Badges)
ADCs: What are They?

- Do not replace transcripts
- Digital and transportable
- Complete records of student achievement
- Are not “hackable”
- “Owned” by the student
Why ADCs?

- ADCs are already being used
- Traditional transcripts are not serving the workforce
- Accrediting agencies are focusing on learning outcomes
- Young adults are demanding shorter and more workplace relevant learning projects
- Open education demands ADCs
- Traditional education can’t keep up with technological change
- Hiring practices will increasingly depend on digital searches
- The ADC ecosystem is beginning to develop
- ADCs are more efficient to earn than traditional degrees
CE units will assume greater importance in what have been traditionally considered “core” functions, particularly on the public service and instructional realms, leading change, supporting university goals, and expanding service to the citizens of the state and the world.
The UC Irvine Example

- First online degree in the UC system
- Developed centralized Distance Learning Center
- Anteater Leadership Academy
- Union of career services and CE
- Degree market research
- Degree marketing and administration