VOICE 1: A college education is the key to the American dream.

JOHN MERROW: BUT TODAY, SOMETHING’S WRONG.

VOICE 2: Students don’t read, period.

VOICE 3: How can they survive?

VOICE 4: It is market-driven

VOICE 5: So commercialized.

VOICE 6: I got swallowed up

JOHN MERROW: POWERFUL FORCES ARE DRIVING HIGHER EDUCATION IN NEW DIRECTIONS. I’M JOHN MERROW. WHAT WE’RE GOING TO SHOW YOU—GOOD AND BAD—ABOUT OUR COLLEGES AND UNIVERSITIES CAN BE FOUND ON VIRTUALLY EVERY CAMPUS IN AMERICA.

TITLE CARD AND FUNDING CREDITS

SOT: Moving in shots and sounds

GOING OFF TO COLLEGE. IT'S A RITE OF PASSAGE FOR MILLIONS EVERY FALL.

FEMALE STUDENT: It’s really exciting. Because I’ve been looking forward to this for a long time so, I’m just glad to finally be here, moving in.

MORE THAN 14 MILLION UNDERGRADUATES AT 4,200 COLLEGES, FOLLOWING A DREAM.

RICHARD HERSH: There’s still a romance about higher education. It’s still not only a way up for some people, it’s a way of making sure that you’ve been stamped by society for future success. So college is partly a ritual, a transition. It’s also a way of people beginning to move out of the family. So there’s still a pretty positive sense of it as part of the American Dream.

LARA COUTURIER: It’s a growth experience. It’s about building confidence, building your communication skills, learning to work with people, learning about other cultures, other backgrounds.

TRAVIS DENNIS: I’m really excited, a little bit nervous since we just got here and stuff, pretty excited about the whole college experience thing.

KAY MCCLENNEY: A very few years ago it was possible to graduate from HS and get a job that could sustain a family, and even sustain a middle class standard of living in the United States. Those days are over. Never again will we
see that time. College education is an absolute necessity for any individual to enter and stay in the American middle class.

**BUT EVEN WITH COLLEGE A NECESSITY, THERE ARE WARNING SIGNS THAT ALL IS NOT WELL IN HIGHER EDUCATION.**

**SOT:** drinking

**DRINKING HAS ALWAYS BEEN A PROBLEM ON CAMPUS, BUT TODAY 39% OF STUDENTS ADMIT TO BINGE DRINKING.**

**SOT:** drinking “that was weak…I want more”

**SOT:** Sports announcer

**THE DEBATE OVER THE ROLE OF SPORTS ON CAMPUS PERSISTS.**

**FRANK DEFORD:** It's not illegal for a coach to make $2 million dollars a year and professors to make only $100,000, but is it right, is it moral, is it ethical, and does it help education?

**68 PERCENT OF TODAY’S COLLEGE STUDENTS ARE WORKING AT LEAST 15 HOURS A WEEK. 20 PERCENT HOLD DOWN FULL TIME JOBS WHILE TRYING TO BE FULL TIME STUDENTS**

**JOHN MERROW:** Do you miss class?

**CEYLON HOLLIS:** I frequently do. When you're dead tired you don't hear that alarm. I don't care how loud it is. You sleep right through it, and that's happened.

**SOT:** Bob Gibson in class

**44 PERCENT OF TODAY’S COLLEGE FACULTY ARE PART TIME TEACHERS. THIS MAN TEACHES AT THREE COLLEGES.**

**BOB GIBSON:** I am pretty much an assembly line kind of a guy. I wish I could tailor make my delivery, can't do it. Too many students, too many classes.

**AND TEACHING IS OFTEN NOT A PRIORITY.**

**BRIAN STROW:** Clearly if I want a raise it's going to be through research. I'm not going to get raises based on quality of teaching, no matter how good that teaching is.

**STUDENTS WHO START MAY NOT FINISH. ON AVERAGE, ALMOST HALF OF STUDENTS AT 4-YEAR COLLEGES LEAVE WITHOUT GRADUATING.**

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MOST DISTURBING OF ALL IS WHAT’S BEING SAID ABOUT THOSE WHO DO GRADUATE.

LARA COUTURIER: There’s been report after report and commission after commission formed of business leaders who are calling out to higher education and saying “We need to change the system. We are not satisfied with the level of skills that our employees are showing up with.”

RICHARD HERSH: And this has implications for defense, it has, implications for competing internationally, economically. It has implications for what it means to run local government, for people becoming taxpayers.

AND YET, OTHER THAN CONCERNS ABOUT COST, THE PUBLIC SEEMS SATISFIED WITH HIGHER EDUCATION.

KAY MCCLENNEY: That’s because the American public has very little information. We don’t really have any information that tells us how good higher education is, from the standpoint of student learning. When those kids go to college we don’t know whether they actually learn anything while they’re there.

LARA COUTURIER: We have no idea really what goes on at most colleges and universities. We make huge assumptions that something magical happens in four years. But we really don’t know.

SOT: You ready for this?
MATT MORRIS: Oh yeah, I’m ready to move in, but I’ll say in about two weeks I’ll be ready to come back home probably.

WE MET FRESHMAN MATT MORRIS ON HIS FIRST DAY AT WESTERN KENTUCKY UNIVERSITY, WHICH ENROLLS MORE THAN 18,000 STUDENTS, THE VAST MAJORITY OF THEM FROM THE REGION.

MATT MORRIS: It’s just a bit overwhelming I guess. Just all the people, cause I'm from a town about 400 people. It's a big change, it's going to be a big change.

IN HIGH SCHOOL, MATT SPENT HIS WEEKENDS DRAG RACING. HE ADMITS HE IS NOT WELL-PREPARED FOR COLLEGE.

MATT MORRIS: I could have been a straight “A” student in high school. I was A-B, without never bringing a book home, I don’t know, I don’t study a lot though because I don’t have very good study skills.

MATT IS THE FIRST IN HIS FAMILY TO GO TO COLLEGE. HIS DAD WORKS AT U.P.S. HIS MOM IS A HOMEMAKER.
DONNA MORRIS (Matt’s mom): You have to understand that Matt never was the type to buckle down on academics, he concentrated in sports, so this is a big change for him. He’s never had the study ethics or whatever you want to call it.

STILL, MATT HAS HIGH HOPES

MATT MORRIS: It was kind of 50-50 whether I wanted to go to college. But I think in the long run it will be worth it. So I can get me a good job, I want to have a nice race car, a nice house. I figure if I can make sixty, seventy thousand dollars a year, by myself, I can have pretty much anything I want.

JOHN MERROW: What classes are you taking?
MATT MORRIS: Western Civ, Computer drafting, English, Bowling, Astronomy, and university experience. That’s kind of about as, what’s the word I’m looking for, a wide array of classes you can get I’d say.
JOHN MERROW: Sounds challenging also.
MATT MORRIS: Uh, it’d be pretty tough, I’d say. But you got a lot of free time. So you might as well use it.

JOHN MERROW: Now you talk country
MATT MORRIS: I am country. It’s just where I’m from.
JOHN MERROW: But when you write, do you write country?
MATT MORRIS: No, I’m a pretty decent writer. I can write with the best of them.
JOHN MERROW: Do you take any grief
MATT MORRIS: Oh, yeah, but girls think it’s cute. It don’t bother me none at all.
JOHN MERROW: But you couldn’t write that sentence.
MATT MORRIS: Oh, no, you couldn’t write that sentence.
JOHN MERROW: What would you write?
MATT MORRIS: ‘It doesn’t bother me at all’ or ‘it doesn’t bother me.’

WESTERN KENTUCKY’S MISSION IS TO SERVE THE STATE AND ITS HIGH SCHOOL GRADUATES.

PRESIDENT GARY RANSDELL: I want a degree in their hand so that they’re credentialed so they can get a better job, uh, and continue to improve the quality of life for the rest of their life. The state invests $75 million a year in this university and the pay-off is a talented work force, an improved quality of life, and an economy that’s being driven by our universities.

MOST COLLEGES ACCEPT AT LEAST THREE QUARTERS OF THOSE WHO APPLY. WESTERN KENTUCKY ACCEPTS 93 PERCENT. THAT HAS AN IMPACT ON THE CLASSROOM.
SOT: BRIAN STROW’S CLASS. “all right we’re going to continue today with the monetary policy.”

THE PROFESSOR IS BRIAN STROW, AN AWARD WINNING TEACHER

SOT: Brian’s class “…Now what if we changed it? What if the federal market committee woke up one day and said you know what? This point one or ten percent reserve requirement, maybe it’s too low”

BRIAN STROW: I’m here because I enjoy the classroom, I enjoy turning a little light bulb on in the ... in a student's head and ... and they say, "Oh, economics isn’t quite as boring as I thought it was. This is ... this is somewhat interesting. This is on the news all the time."

SOT: Brian’s class, “we’ve got an extra hundred dollars of cash sitting around, the bank was previously fully loaned out, didn’t really want to sit on extra cash. What’s it probably going to do wit hit now? Yeah, loans are going to increase by 300 bucks.”

PROFESSOR STROW TEACHES THREE COURSES WITH A TOTAL OF 134 STUDENTS. HIS ‘INTRODUCTION TO MACROECONOMICS’ COURSE MEETS THREE TIMES A WEEK.

BRIAN STROW: I've got students in that class who I'm confident would excel at any Ivy League institution, uh, all the way down to students that I'm surprised they let out of high school,

TO ACCOMMODATE THE RANGE OF ABILITIES OF HIS STUDENTS, PROFESSOR STROW MAKES THE FIRST OF A NUMBER OF SMALL COMPROMISES. HIS TEXTBOOK IS OPTIONAL.

BRIAN STROW: I call it optional in the sense that I'm not going to ask them questions specifically on the test that come out of the textbook.

SOT: STROW’S CLASS. “Anyone got an Economist on them?

INSTEAD, HE ASSIGN FIVE ARTICLES A WEEK FROM THE MAGAZINE, ‘THE ECONOMIST.’

SOT: The third article is on page 55, “education and mediocrity” (Brian reading from the Economist), it has to do with Great Britain’s educational system.

BRIAN STROW: I would like the students to see an issue that we talk about in class, see it in the world. Just independently ask questions, bring them back into class, and say "Hey, what about this?" because I saw this on the news the
other day. How does that fit in with what we're doing?” It doesn't generally happen in my class. Wish it did.

WHEN IT COMES TO GRADING, STROW MAKES ANOTHER COMPROMISE

BRIAN STROW: I end up having to have a pretty big curve because the average is about a 55 out of 100. That's the average for the class. Now I have students scoring 96, 94 but I still have people in the 40’s, a large number of people in the 40s and the 50s. And so in order to retain them I guess... a 50 magically becomes a C.

GRADE INFLATION IS NOT A NEW PROBLEM. IT ATTRACTED NATIONAL ATTENTION IN 2001 WHEN THE BOSTON GLOBE REPORTED THAT HALF OF ALL GRADES AT HARVARD WERE EITHER ‘A’ OR ‘A-‘ AND THAT 91 PERCENT OF HARVARD SENIORS WERE GRADUATING WITH HONORS.

RICHARD HERSH: There’s a huge amount of grade inflation. So, what does an A mean, what does a B mean? We know now, for example, that 50, 60 percent of grades are B or better. It used to be that 50 percent of the grades were Cs. Now, are the students that much brighter? There’s evidence that they are actually not as well prepared in high school as they were before.

Exterior of Amherst

AT ELITE COLLEGES WHERE STUDENTS ARE WELL-PREPARED, GRADE INFLATION CONTINUES TO BE AN ISSUE.

SOT: Pritchard’s class, “well, let’s say a word about the exercises first.”

WILLIAM PRITCHARD HAS BEEN TEACHING ENGLISH LITERATURE AT AMHERST COLLEGE IN WESTERN MASSACHUSETTS FOR 47 YEARS

WILLIAM PRITCHARD: I probably don't give a C now unless it's a student with a real writing problem, and there are such, or someone who hasn't done the work or done it in the most perfunctory way. Whereas a C used to be a passing grade. You know, I got a couple of Cs. (Laughs)

JOHN MERROW: The “gentleman C.”

WILLIAM PRITCHARD: That's what it was called, yeah.

JOHN MERROW: Now, a C is the equivalent of an F?

WILLIAM PRITCHARD: I think a C is the equivalent of a strong statement that you've done poorly in this course, yeah.

SOT: STROW’S CLASS “In Mexico demand is given by prices equal to 130.”
JOHN MERROW: Would you as a faculty member get pressure if you started failing a lot of students?

BRIAN STROW: If I started failing 50 percent then yes. It’s retention, retention, retention is what we focus on and ... and for valid reasons. A lot of our students are first time, uh, college students. That is, the ... the first ones in the family to ever go to college.

JOHN MERROW: I asked a professor about grading on a curve and he said that’s because “President Ransdell says ‘retention, retention, retention.’ ”

PRESIDENT GARY RANSDELL: The Commonwealth of Kentucky tells Gary Ransdell, budget is based on how many you enroll, retain, and graduate. If he wants to get paid, he’s going to retain students. It does us no good and it does the Commonwealth of Kentucky no good for a student to enroll and leave.

THREE WEEKS INTO HIS FIRST SEMESTER, FRESHMAN MATT MORRIS IS FINDING THE WORK CHALLENGING. TODAY HE’S FACING HIS FIRST TEST, IN ASTRONOMY.

MATT MORRIS: The astronomy test was over, like, 2 chapters; it was one of those things where you’re just like, “well, I wish you’d tell us what was on the test,” but they don’t do it here. In high school they’ll give you a study guide to show you, but no…not for that.

SOT: ‘I passed my test, barely. Freakin’ 62, but I got 12 points in extra credit that I can get so I’m setting down to work on that. Yes, mom, passing barely. Yes, mother. I’m doing more extra credit.”

MATT MORRIS: My mom and dad…they don’t want me to fail. I won’t fail, I won’t let myself fail. I mean, I know that but they’re just kinda worried I’ll get up here and goof off and everything.

NATIONALLY, ABOUT ONE IN FOUR STUDENTS DOES NOT MAKE IT TO SOPHOMORE YEAR. NO ONE EXPECTS TO BE A CASUALTY, BUT IT DOES HAPPEN.

FADE TO BLACK

KEITH CAYWOOD: At the age of 18, you think you’re at the top of the world. But come out, and, uh, you hit a large campus like the U. of A., it was totally different. Um, you know, I got swallowed up. I didn’t know where any of my classes were. It was such a large campus. Um, so much expected of you. It was just a whole new field. New game.

KEITH CAYWOOD CAME TO THE UNIVERSITY OF ARIZONA FROM ENID, OKLAHOMA. HE THOUGHT HE WAS READY.
KEITH CAYWOOD: I first realized that ... I didn't have the tools needed for college when I went to my first math class and opened that book and looked at some of those equations and I just didn't have a clue. A few other people in the class looked just as dumbfounded as I surely was. Other people they were chuckling already had their pencils out, chugging away on those equations.

SOT: TA in class

IT ALSO UPSET KEITH THAT MANY OF HIS CLASSES WERE TAUGHT BY GRADUATE TEACHING ASSISTANTS, NOT PROFESSORS. USING T.A’S IS A COMMON PRACTICE AT LARGE UNIVERSITIES.

KEITH CAYWOOD: TA’s were our teachers and we never actually saw a real professor or anything. These are people three or four years older than I am telling me how it’s supposed to be.

EVEN MORE DIFFICULT FOR KEITH WAS TRYING TO FIND HIS PLACE IN LARGE CLASSES.

KEITH CAYWOOD: My classes were huge, 150, 200 people. You know, no one knew if I was there or not.

PRESIDENT PETER LIKINS: That’s probably a legitimate criticism for reasons that are essentially economic. It’s the nature of the learning experience in a large research university, public research university that there have to be efficiencies in educating young people and they have to have large classrooms for that purpose.

LARGE CLASSES MAY MAKE ECONOMIC SENSE, BUT EXPERTS SAY THEY ARE NOT THE BEST WAY TO TEACH.

GEORGE KUH: The continuous droning of lecture is a sure fire way to kind of kill brain cells, I think...we worry about alcohol, but there is very little going on during a lecture that is remotely accessible to them.

PRESIDENT PETER LIKINS: One of the challenges, of course, is that not every youngster is so disciplined that they can sit in an auditorium and really listen to even a brilliant speech. Even a brilliant oration by an extraordinary professor; that's hard for them.

OPEN W/ MUSIC

KEITH CAYWOOD: Big classes you know, you’re just a name on a piece of paper, 200 people you can sit back there; you can fall asleep. I wish the college was there to keep a check on you, make sure you don’t just get lost in the system or fade out.
ACADEMIC COUNSELING WAS AVAILABLE, BUT, UNFORTUNATELY, KEITH--AND OTHERS LIKE HIM--OFTEN DON'T REALIZE THEY NEED HELP UNTIL LATE IN THE GAME.

KEITH CAYWOOD: When I started hearing about these programs, I was already too deep in it, already failing my classes. So at that point I decided to leave college.

PRESIDENT PETER LIKINS: Many people drop out, not because they're not intelligent enough to succeed, but because they don't have whatever the heck it takes to push themselves through this place, to take their roughs ... the rough, uh, hits and somehow survive.

PAT CALLAN: The traditional way that the American public has looked at this and is documented in public opinion research is that If you go into a school, a high school, and nobody's learning anything, or practically no one's graduating, that's the school's problem. You say, "Get me the principal, get me the school board, get me the parents, get me the state that put this thing into a receivership." If you walk into a college and see the same thing, a 50 or 60 percent completion rate, you say "What's wrong with these students anyway? We gave them the chance to go to college, and they're not making it."

THE YEAR KEITH CAYWOOD DROPPED OUT, ARIZONA LOST 22 PERCENT OF ITS FRESHMAN CLASS. TODAY, KEITH IS MANAGING A BAR NEAR CAMPUS AND OFTEN POURS DRINKS FOR FORMER CLASSMATES.

KEITH CAYWOOD: I feel happy for those friends who have graduated. At the same time, I'm, I'm happy where I'm at. I'm not settling. I'm still moving forward in my field. And I'm acquiring the knowledge that I need. I'm just going in a different direction.

SOT: Britney on horseback

BRITNEY SCHMIDT: I always knew exactly what I wanted to do. I was independent and I was going to go get it and I was just going to do amazing things.

BRITNEY SCHMIDT GREW UP IN THE FOOTHILLS OF TUCSON, NOT FAR FROM THE UNIVERSITY OF ARIZONA. SHE AND KEITH CAYWOOD WERE IN THE SAME FRESHMAN CLASS.

BRITNEY SCHMIDT: I got to this place, and I had one class that was really, really incredible and I really felt like I was a part of something, and it was ... it was really, really nice.
BUT BY THE MIDDLE OF FRESHMAN YEAR, WHEN HER FAVORITE CLASS ENDED, SOME OF THE SAME OBSTACLES THAT DERAILED KEITH HAD HER FLOUNDERING.

BRITNEY SCHMIDT: I had a lecture that had, you know, *150 people in it. I was frustrated because I didn't have anything that really kept me wanting to come to campus. The instructors were more interested in research... and they'd come for an hour or give their lectures ... even if it was a good lecture and then you know, they'd leave and do their thing.

BRITNEY SCHMIDT: I wasn't doing badly. The problem was it just wasn't what I wanted to do because I wasn't being challenged, I wasn't really thinking about things.

FROM THERE BRITNEY’S SITUATION ONLY GOT WORSE.

BRITNEY SCHMIDT: Eventually I kind of had this *identity crisis, I was just like, you know, ‘I have no idea who I am, what I'm going to do, I don't know what I want to do.’ And it's ... that is really alarming.

BRITNEY MADE PLANS TO TRANSFER, BUT BEFORE SHE DID, THE UNIVERSITY’S REQUIREMENT THAT ALL STUDENTS TAKE A WIDE ARRAY OF CLASSES LANDED HER IN AN INTRODUCTORY COURSE IN PLANETARY SCIENCE. HER TEACHER WAS DR. ROBERT BROWN, A TEAM LEADER ON NASA’S CASSINI MISSION TO SATURN.

ROBERT BROWN: Britney didn't really express strong interest in being a scientist. She just expressed interest in being a scientist... to push herself. And that quality is rarer than you think.

SOT: Britney and Professor Brown, “what you want to do is you want to evacuate this portion so open this valve so we can. . .”

BRITNEY SCHMIDT: What actually happened was I got to spend a lot of time with Dr. Brown asking questions and it just started to really change the way I was thinking.

BRITNEY SCHMIDT: One day Dr Brown sat me down and said “look, you’re independent enough to come in and ask me questions. You're obviously interested in it. In my experience, that level of independence is something that does really well in science. And it seems like you really like it. You should really think about giving it a go.”
BRITNEY SCHMIDT GRADUATED IN MAY, 2005 AND IS GOING TO GRADUATE SCHOOL AT UCLA TO STUDY SPACE AND PLANETARY PHYSICS.

ROBERT BROWN: Sometimes just a little bit of encouragement makes all the difference. Yes, I'm proud of Britney, but I don't take much credit for that. That belongs to Britney. That doesn't belong to me.

MUSIC BREAK

PRESIDENT PETER LIKINS: In the course of their time here, in unpredictable ways, maybe a late night in a residence hall with a fellow student, maybe in a chemistry lab, maybe in a small seminar, these young people discover something usually in themselves that they didn't know was there. And that's how they grow.

RICHARD HERSH: What's beautiful about higher education at its best, it is magical. But not magic that can't be explained. It is something that, in fact, we can do on purpose. But because it's as rare as it is ... is ... appears to be magical. But ought to be made more commonplace because that's what we're about.

JOHN MERROW: So the goal of education is an identity crisis and...

BRITNEY SCHMIDT: (Laughs): It's not really the goal is to have an identity crisis. But I think that more students should come in, even if they are a really successful student in some type of field, should come in with a little bit more open mind as to I'm 18 years old, I don't have to have figured out what I'm gonna do for the rest of my life. And you learn so much more by being out of your comfort zone. So I don't really think of it as changing. I think of it as growing.

MUSIC

ROBIN BHALLA: When you go to college, people tell you...you don't need to go to class. You know, that's the great thing about college compared to high school. In high school they take attendance; they don't take attendance here.

ROBIN BHALLA, A SENIOR, CAME TO THE UNIVERSITY OF ARIZONA FROM SOUTHERN CALIFORNIA.

ROBIN BHALLA: I always had someone to tell me what to do, I wasn't really an independent kid. I came out here and I was like, ok I'm living on my own, my parents are 1,000 miles away, 500 miles away. I mean, other than phone calls they can't really watch what I'm doing.

ROBIN DISCOVERED THAT NO ONE ON CAMPUS WAS PAYING MUCH ATTENTION EITHER.
ROBIN BHALLA: No one is going to stop and be like, ok this is what you need to do for the rest of the semester to get a good grade. That's not how it is, it's like, 'here's what you have to do. I'm not going to watch you, turn it in if you want. If you don't turn it in I don't care…it's just going to affect your grade at the end.

JOHN MERROW: A lot of responsibility.

ROBIN BHALLA: Lots of responsibility. I wasn't used to it because without someone constantly nagging me to do my home work, I'm not going to do it. So for a long time I would wait until the last minute, probably not do to well. My studying habits were…I didn't have any, I didn't know how to study.

ROBIN QUICKLY FIGURED OUT WHAT HE HAD TO DO TO GET BY.

ROBIN BHALLA: Teachers always say, you know, read this and this and this. For every class you should have a certain amount of readings done, I never do that. Towards the end of the class I just start scanning, browsing the readings or looking at my notes to see what the teacher said was important from the notes, and then read those parts of the readings and I usually do fine.

ROBIN BHALLA: I have an eight to ten page paper due on Monday, but I'm not really sure what. . . it's got to be like on the hardship of slavery, but I think it's got to be like a narrative. I'll probably start tomorrow.

ROBIN BHALLA: tests…I'll study the night before a couple of hours. Towards the end of the class I start like browsing the readings, lots of teachers give out study reviews and study guides for the tests that make it easier

DOING FAIRLY WELL WITHOUT MUCH EFFORT, ROBIN HAD LOTS OF TIME TO PURSUE OTHER INTERESTS.

SOT: Robin drinking.

JOHN MERROW: How much do you party?

ROBIN BHALLA: I'd say like four nights a week. Tuesday, Thursday, Friday and Saturday.

SOT: Robin drinking.

JOHN MERROW: You party hard.

ROBIN BHALLA: I do party hard. I like to get drunk. Not blackout drunk, but I like to get drunk, it’s fun. You’re more loose, you’re able to talk to girls easier. And I like girls.

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ROBIN BHALLA: And maybe you'll meet girls during the day, but usually when you do meet 'em, the whole purpose is okay, yeah, we should hang out at night, and go drink and do this, or go ... you know?

DESPITE HIS LONG NIGHTS OF DRINKING, HIS OVERALL GRADE POINT AVERAGE, ROBIN SAID, IS 2.85

ROBIN BHALLA: Obviously I've done a lot of bad things in four years but I'm getting a diploma...I made dean's list last semester.

JOHN MERROW: Are you beating the system?
ROBIN BHALLA: I don't know if I'm beating it. I think I'm working with it. I'm definitely manipulating it.

SOT: Robin reading email “I just received the hard copy of the paper you put in my box, I’m going to deduct ten points for lateness. Even though I used my excuse of food poisoning and sickness I guess it didn’t work, she was really pretty lenient, I guess she’s tired of my bullshit complaints.”

RICHARD HERSH: in some sense, this is a learned set of behaviors. They may not realize they've learned it, or are learning it, but they're being rewarded for it in many ways. Not have to do a lot of work ... still get a B. Buy a paper on the Internet, not get caught, no big deal. Join a fraternity or not? And party five days a week? And then brag that being smashed was a wonderful time, "And I still made it through my class!". This is being learned and they get victimized by it.

SOT: Professor calls on Robin.

GEORGE KUH TAPE: A sizable number of students…… are enrolled, stay enrolled and graduate from college having been required to put forth relatively little effort into their studies You know, they know how the system works... this is particularly true at larger universities, where one can be anonymous, essentially. And many students go to large universities for that reason. They want to be anonymous. And so they'll pick large classes. And they tend, then, to hang together. And so you've got this mass of people sleep walking, if you will, through college.

KUH'S ORGANIZATION HAS SURVEYED ALMOST 900,000 UNDERGRADUATES AT 1000 COLLEGES. HE SAYS THAT ABOUT 20 PERCENT OF STUDENTS ARE DRIFTING THROUGH COLLEGE.

ROBIN BHALLA: A lot of people just try and coast by. Don't do the readings. Try and cheat off the homework, copy their friends
SOT: Robin at Computer “I actually need to study for a test, got a quiz tomorrow, I actually think I might just sit next to smart girl tomorrow and cheat since I don’t know what to read. It worked last time.”

SOME CALL IT SLEEPWALKING. FORMER COLLEGE PRESIDENT RICHARD HERSH DESCRIBES THESE STUDENTS IN A DIFFERENT WAY.

RICHARD HERSH: It’s sink, tread water, or swim. And in some sense, we’ve taught people how to tread water. They have functionally stayed in place, and have the appearance of movement. That’s the crime.

TREADING WATER IS A REALITY EVERYWHERE. THIS IS A CLASS AT WESTERN KENTUCKY.

SOT AT WKU: “How many of you study an hour a night or less?”

MALE STUDENT: I study an hour in general; I’ll just review notes for the day and go on. I don’t, a lot of my classes right now don’t have homework, so in here it’s just lecture, and you just review your lecture notes.

NATIONALLY, MORE THAN HALF OF STUDENTS SURVEYED REPORT THEY STUDY 15 HOURS OR LESS A WEEK.

GEORGE KUH 1437 05 02 27: There’s an academic mantra that’s been around probably for centuries. Students ought to spend at least two hours preparing for class for every hour inside the classroom. And they don’t.

NATE RENSCHLER: Last night didn’t do anything, Monday night didn’t do anything, over the weekend I didn’t do any sort of studying.

JOHN MERROW: What do you with the rest of your time?
FEMALE STUDENT: I just hang out with my friends, and you know, I don’t really have a job or anything. I just do my own thing kind of thing.
JOHN MERROW: And what is your own thing, what is that?
FEMALE STUDENT: I just you know, hang out with my friends, read books, kind of do nothing really.
JOHN MERROW: Is that the purpose of college?
FEMALE STUDENT: Well, you know, I get good grades so it doesn’t seem, I don’t really need to study that much to get good grades.
JOHN MERROW: What’s your GPA?
FEMALE STUDENT: It’s a 3.6ish, you know.

JOHN MERROW: What do you with your time?
NATE RENSCHLER: I play sports and work out and stuff. But other than that, that’s it.
JOHN MERROW: What is your GPA?
NATE RENSCHLER: 3.4.

GEORGE KUH: Who are they? How can they survive? Many of them are doing at least passable, and sometimes much more than passable work. This is um, if it's not higher education's dirty little secret, it ought to be.

JOHN MERROW: What's your GPA?
MALE STUDENT: 2.98.
JOHN MERROW: Is that okay?
MALE STUDENT: It's okay with me.

GEORGE KUH: However, if students do get by, now we've got a problem with, we're back to this kind of faculty issue. Who's holding this person accountable? What is the ... what is the standard?

SOT: PAULETTE’S CLASS

PAULETTE KURZER HAS BEEN TEACHING POLITICAL SCIENCE AT THE UNIVERSITY OF ARIZONA FOR 11 YEARS. HER ‘INTRODUCTION TO COMPARATIVE POLITICS’ CLASS HAS 225 STUDENTS.

SOT: Any flaw in this? No, zero flaws. The only thing that matters here is politics with a capital P.
JOHN MERROW: Do you like teaching?
PAULETTE KURZER: Yeah, I like teaching. Of course. I like teaching. I like ... I like ... my work.

BUT PROFESSOR KURZER IS UNHAPPY WITH HER STUDENTS

SOT: PAULETTE’S CLASS, “YOU DON’T KNOW?.”

PAULETTE KURZER: They ... they know nothing. (Laughs)

PAULETTE KURZER: when it comes to geography, there's ...

SOT: PAULETTE’S CLASS, “oh no, oh doesn’t matter.”

PAULETTE KURZER: (Laughs) I give them quizzes, but I don't grade them. So, I ask them, how many people live in India? Now, remember this is after they were supposed to read the chapter on India, okay? Remember. So, I get back, 14 million, 20 million (Laughs) 30 million, 2 billion.

SOT: “Did you read for today? No, of course not. Did not read but he still thinks it is unfortunate. You see, if you had read it, you would’ve understood that we already covered a lot of that material.”

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PAULETTE KURZER: Every lecture I ask them if they've done the reading. 220 students. Maybe five will say they've done the reading. They don't ... and they're not even embarrassed to admit they haven't done the reading.

JOHN MERROW: You have office hours. Do students come see you?
PAULETTE KURZER: Never.
JOHN MERROW: Never?
PAULETTE KURZER: Well, no. I should correct myself. I probably have seen three students. All three of them came with a piece of paper that I had to sign because they were withdrawing from the course after the official drop-add period. So, that was the first and the last time I saw them. Those are the only students I've seen.

PAULETTE KURZER'S POLITICAL SCIENCE CLASS MEETS THREE TIMES A WEEK, TWICE FOR HER LECTURES, AND ONCE IN SMALL DISCUSSION GROUPS LED BY TEACHING ASSISTANTS.

SOT: discussion class

PAULETTE KURZER: you have no idea how hard we have to work, me and my 3 graduate students in having a discussion in a discussion section.

SOT: discussion class

PAULETTE KURZER: it's a discussion section, there's no lecture there, and they just sit there. They sit.

SOT: John Merrow asks, "how many of you did the reading for this discussion class?" Only a couple raise hands. JM says, "So, two and a half. Why?" One kid says, "the class is just easy for me, I did the reading for the last test, all I did last test was read, I didn't go to the lectures at all and I got a 90 on the test." Another student says, "sometimes you have other things to do in the week, you have other tests to study for and you have so many other classes." TA comments, "of course you have other classes, but you do have this class too, so, as far as I'm concerned this is just as important as other classes and it really doesn't take that much time to read two or three questions. Female student says, "well the year is winding down so. . " John says, "it's only April!" Female continues, "we only have like a month left of school, or like three weeks."

JOHN MERROW: Are you disappointed?
PADMINI COOPAMAH (Teaching Assistant): By now I am just blasé… I just, I just take it for granted that most students don’t read and don’t do their work.

SOT: class “overheating on the economy, overheating means that the economy is at very close to full capacity, there’s no room for further expansion.”
JOHN MERROW: I think, for the sake of argument, students are not demanding because you professors are so boring, that you don't bring it to life, and they don't know enough to be angry that they're just being droned at.

PAULETTE KURZER: Well. You are just the Devil's Advocate. So, I'll continue to talk to you (Laughs) I don't think I'm boring and the students know that I invest a lot in my lectures.

JOHN MERROW: I've sat in a few lectures now, a couple of yours, others, only one time did I hear a professor say, “is that clear? Anybody have any questions?” You never did that. The other people didn't do it. Just one person. So maybe this is, maybe this is a problem from the teaching point of view.

PAULETTE KURZER: Well, it could be a problem in a big lecture course with 230 students. It's hard to stop and ask whether it's clear or not.

JOHN MERROW: Why is that hard to stop?

PAULETTE KURZER: Because it's just a lecture format. You don't see what is happening. And, you know, it's not kindergarten. They're adults.

JOHN MERROW: If you failed more students, would that reflect on you?

PAULETTE KURZER: Yes. I'm afraid so, yeah.

PAULETTE KURZER: I think if I come across as really very strict and inflexible especially in political science where the majority of students are male, and not female, my reputation would be that of a not nice person, if a man does it they get respected authority, but if I would do it I get the reputation of being a super bitch.

OF THE 200 STUDENTS WHO COMPLETED HER COURSE. 62 PERCENT RECEIVED EITHER AN A OR A B. ONLY A HANDFUL FLUNKED.

RICHARD HERSH: There is an unspoken social contract, uh, that may not even be conscious, but it goes something like this. ‘You don't bother me, I won't bother you. I won't ask much of you, you don't ask much of me.’ And that's exactly what happens.

PAULETTE KURZER: It's a pact, it's a contract, it's an agreement, okay. They don't do a lot of work, they don't display a lot of curiosity, they don't express a lot of interest. You don't place demands on me, and I don't place demands on you. And we have kind of a peace there.

JOHN MERROW: That's the pact?

PAULETTE KURZER: That's the pact.

JOHN MERROW: But the level of frustration. Do your colleagues share your level of frustration?

PAULETTE KURZER: Oh, of course. Of course.
SOME STUDENTS AREN’T HAPPY WITH THE PACT EITHER. THESE WESTERN KENTUCKY UNDERGRADUATES EXPECTED COLLEGE TO BE MORE CHALLENGING.

NATE RENCHLER: Teachers in high school and teachers in middle school would always make college out to be like, ‘oh wait until you get to college, you know? Take notes because wait until you get to college.’ Well, I’m here now and it’s not what, it’s not as hard as I expected it to be.”

GEORGE KUH: What is striking to me is that students starting college no matter what type of institution you’re talking about expect to read more, expect to write more. You know some students can get though their first year of college at large, particularly large institutions and not have written a paper.

FEMALE STUDENT: I’ve done maybe two term papers here at college, and that’s it. And that was a big surprise to me, because all of my teachers told me that, ‘you know you have to do these papers right, you have to do it like this, because when you get to college, there’s going to be tons and tons of papers that you have to do, which I’ve only done two.

RICHARD HERSH: My experience has been at every grade level whether it's high school, junior high school, grade school or college is that students respond to challenge. They respond to being asked to become the best they can be. If a teacher says, ‘this is not good enough; I know you can do better,’ people rise to the occasion. That's really what people expect and want in some private way. But when they don’t get it, they don't run and say, 'I'm not getting it, please give it to me.' They say, ‘this is a pretty good deal. I don't have to do much work. I can get As, I'll get my degree, and I'll have this semblance of an education.’ You can't get people to be upset about something they don't know they're missing.

NATE RENCHLER: If you think about it, as far as not being challenged enough, I guess that could be some kind of problem but I can’t say I’m disappointed because I’m having such a great time being here.

JOHN MERROW: Would you mind if college demanded more of you? FEMALE: I kind of wish, wish it did, just to give me more of a challenge in life. Because I think you're going to be faced with challenges in life, you know, as you go through life. So I think it would be better to have more challenges as students now so it can help us in the future.”

WITHOUT THE CHALLENGES, STUDENTS LIVE FOR THE MOMENT.

SOT: Robin dancing
ROBIN BHALLA: There’s so much out there to experience that just sitting in a library reading books all day, you’re not going to experience. You’ve got to you know, grab life by the horns.

SOT: Robin dancing.

GEORGE KUH: If you want to point to a tragedy in American higher education, it’s that a lot of these folks are getting through college with the same degree other students have.

GEORGE KUH: But they’ve not sampled the curriculum, they’ve not sampled the cultural events and affairs on campus. They put very little time and energy into their own ... into their own studies. And yet they are there.

JOHN MERROW: Any regrets about all of this?
ROBIN BHALLA: None. At my age and at my point in life right now ... I'm 22, I'm in college ... you know these are the years that I'm not going to have back. And I don't want to be 40, 50, looking back, you know, I wish I'd ... I'd partied then, because I can't do it now.

GEORGE KUH: It’s really unforgiving that an institution doesn’t identify these students find some way of reaching them. These are not bad people, by the way. These are people with enormous potential and talent. And there are ways of reaching them. We just have identify them to figure out how to get to them.

ROBIN BHALLA GRADUATED FROM THE UNIVERSITY OF ARIZONA IN DECEMBER 2004 AND MOVED TO MIAMI, WHERE, HE REPORTS, HE IS WORKING FOR A PHARMACEUTICAL SALES FIRM.

SOT: TOM FLEMING’S CLASS Today we are going to talk about clusters of galaxies, or galaxy clusters, we have broken down clusters into two types. . .

TOM FLEMING KNOWS HOW TO REACH HIS STUDENTS. HE FREQUENTLY INTERRUPTS TO FIND OUT WHETHER THEY ARE FOLLOWING WHAT HE’S SAYING.

SOT: “Genevieve, would you like to venture a guess what we call the other class of clusters? Pour, very good.”

TOM FLEMING: I can sit here and rant and rave and complain that, ‘oh our standards are low,’ and that students don’t learn in high school what they used to. But the fact of the matter is I have 135 students there now. And I can’t go back and change history, as to what sort of high school education they received. They’re here; they’re paying their tuition money, as I tell them on the first day of class, ‘I’m going to give you your money’s worth.’
SOT: FLEMING CLASS “look at the two galaxies on the animation in the left. Notice that the least massive galaxy, first of all, isn’t as bright.

TOM FLEMING: Students in my class are fine arts majors, English majors, journalism, business. They’re taking this because they were told you should have nine units of science to be a well-rounded person. So these are people who are not going to become scientists. So I feel that I need to meet them halfway.

HE DOES THAT BY GIVING THEM RADIO RESPONDERS. THAT ALLOWS HIM TO GET IMMEDIATE FEEDBACK.

SOT: FLEMING CLASS “So what I’d like to do now is let’s go to a question, and don’t worry I’ll post this on the website after class. Which of the following is least easily explainable as a result of collision between galaxies? Has everyone answered? Interesting. Half of you think it’s number four. Some galaxies seem to be undergoing star formation, but not everyone agrees, so here’s what I want you to do. Start talking about it. If you think you know the right answer, convince your classmate that you’ve got the right answer.

SOT: STUDENTS DISCUSSING So two galaxies smash into each other that’s something pretty big. (Male student talking to female student behind him.)

TOM FLEMING: The goal in my class is for them to learn how to solve problems. There are some people saying, oh, well, you're just, you know ... putting a happy face on the class, making it a circus or something that's fun. Well, you know, I do subscribe to the Mary Poppins’ principle: a spoonful of sugar does help the medicine go down. But don't for a minute think that I have lowered the standards of my class or that I am not getting the students to think critically.

SOT: TOM: “Are we ready to try again? Let’s see how many people changed their mind. And this time the correct answer will be highlighted in red.” Kid: “I changed my answer at the last moment.” TOM: At least more of you got to the right answer, let me just give you a brief explanation.

LEE SHULMAN: Here’s a person who has figured out how to marshal not only the technological resources, but the teaching resources, to transform a sleepy, potentially sleepy, disengaged, uninterested group of students into an active, almost an active seminar, that you wouldn't think could occur with more than 15 or 20.

SOT: FLEMING CLASS “Here’s another two galaxies that collided millions of years ago, and you can see that this looks a lot like our models, there’s the little tails.”
LEE SHULMAN: What is so encouraging is it's not like Oz. It's not done behind the curtain. It's not done with smoke and mirrors. You can see what he's doing and you look at it, and you say, "I could do that!"

IN FACT, TOM FLEMING LEARNED TO DO THAT. WHEN HE BEGAN TEACHING IN 1996, HIS CLASSES LOOKED VERY DIFFERENT.

TOM FLEMING: I just lectured and they sat passively by and took notes, and then I gave them exams. And I assigned homework, and I'd have office hours where they could come in and ask questions about the homework.

JOHN MERROW: Were you trained as a teacher?
TOM FLEMING: No, not at all. Not at all. I was trained as a research scientist. All of my colleagues in the astronomy department are trained that way.

TOM FLEMING LEARNED HOW TO TEACH HERE. HE GOT A WEEK OF TEACHER TRAINING AND A FREE LAPTOP COMPUTER.

SOT: Kathleen Gabriel at lab “okay did you get a chance to talk with each other about this particular scenario? So what did you come up with?”

TOM FLEMING: It gave me the chance to meet instructors from the fine arts, college, from humanities, from social science. And when I started to learn about some of the techniques they used and how I could use my laptop to implement some of those, I decided to experiment with it. And of course, I'm a scientist and I'm a guy, I like toys, I like to play with technology. So for me it was fun to play with new gadgets in class. And I found that I was getting a greater response from the students.

TWO THIRDS OF FLEMING'S STUDENTS REPORT THEY STUDY AT LEAST TWO HOURS A NIGHT.

ACCORDING TO THE UNIVERSITY, NEARLY 35 PERCENT OF THE FACULTY HAVE COME TO THE TEACHING CENTER FOR EITHER ADVICE OR TRAINING THIS YEAR. PARTICIPATION IS VOLUNTARY.

KATHLEEN GABRIEL: I have faculty call, and/or privately share with me, 'it's tough, and I would really like to do, or come to your workshop, but I don't have time, I can't, I'm in the middle of a research project I've got to do.' And some faculty have even shared with me ... they'll say, 'now you know, Kathleen, that's not where the rewards are.'

EVEN THOUGH THE UNIVERSITY OF ARIZONA PAID FOR TOM FLEMING'S TRAINING AND NOW PAYS HIM TO TEACH OTHER PROFESSORS HIS TECHNIQUES, HE IS NOT BEING CONSIDERED FOR
‘DECLINING BY DEGREES: HIGHER EDUCATION AT RISK
HOUR 1 transcript

THE ULTIMATE REWARD, A LIFETIME JOB. IN HIGHER EDUCATION, THAT’S CALLED TENURE.

JOHN MERROW: Are you on the tenure track?
TOM FLEMING: No, I'm not. I am specifically paid to do this job by my department.

JOHN MERROW: Would you like to be on a tenure track?
TOM FLEMING: If you had asked me that question five years ago, I'd say yes. But as I see how things have evolved here for myself personally, I think I would say actually no. For me the bottom line is the students. I ... I seriously want them to have the best educational experience that is possible.

BACK AT WESTERN KENTUCKY, BRIAN STROW WANTS THE BEST FOR HIS STUDENTS TOO, BUT HE ALSO WANTS TENURE. HE WILL BE JUDGED ON HIS TEACHING, HIS SERVICE TO THE ACADEMIC COMMUNITY, AND HIS RESEARCH.

BRIAN STROW: The teaching requirement is somewhat, uh, ambiguous. Uh, the community service is somewhat ambiguous as to what they want, but the research is pretty well spelled out. Uh, you will have at a minimum three peer review journals, or articles published, or you will be fired, at the end of six years.

BRIAN STROW: There is a lot of pressure from the administration to engage in more research. Uh, clearly if I want a raise it's going to be through research. I'm going to do research if I want more money. It's not going to ... I'm not going to get raises based on quality of teaching, no matter how good that teaching is. It's going to be ‘am I getting the articles published?’

SOT: STROW'S CLASS “I need to find in the US the price, the quantity demanded, the quantity supplied.”

BRIAN STROW: It was instilled upon me that the faculty that essay exams were not the way to go. Scarce resources. As an economist I understand scarce resources. I can't publish, and spend all my life grading essays.

AND SO BRIAN COMPROMISES. IN HIS INTRODUCTORY CLASS, HE DOES NOT ASSIGN A TERM PAPER, AND HIS EXAMS ARE MOSTLY MULTIPLE CHOICE, TRUE-FALSE AND FILL IN THE BLANK QUESTIONS.

SOT: BRIAN STROW'S CLASS “Not quite...well here, I'll put the answers on the board so you can practice for the final exam.”

LEE SHULMAN: If you have them do a lot of writing, you ask them for a 3-page or 4-page essay, once a week. You do the arithmetic. Well, are you gonna be able to set the bar as high as you'd like to if you're getting 200 papers a week to
grade, and so what ends up happening is, you end up asking less from your students, and they in turn expect less in the way of feedback, correction, help with style, et cetera

SOT: “Those six parts of the answer, I would want to know that”

LARA COUTURIER: We need to elevate the status of teaching. We need to recognize that one of the most important things that our colleges and universities do is to teach students. And to ensure that faculty are rewarded for being good teachers instead of being driven to publish, publish, publish or not get tenure, because the result is that faculty don’t feel like they have the time or the privilege of spending time on teaching.

SOT: STROW’S CLASS You have 30 seconds, give me three specific ways the Federal Reserve can lower the money supply.

IN JANUARY 2006 BRIAN STROW WILL FIND OUT IF HE HAS EARNED TENURE.

JOHN MERROW: What do you think your chances are?
BRIAN STROW: I think my chances are really good as long as I have my minimum of three publications, and they are zero if I do not get my publications in.

MUSIC

SOT: Matt Morris, “Let’s see; I was going to put the question, I got the question above my other one. . .”

WHEN WE MET FRESHMAN MATT MORRIS, HE WAS WORRIED ABOUT A TEST HE’D BARELY PASSED

SOT: “See you Monday!”

MATT IS LUCKY. HE’S PART OF A ‘LIVING LEARNING COMMUNITY’ AT WESTERN KENTUCKY. FRESHMEN LIVE TOGETHER, TAKE MANY OF THE SAME CLASSES TOGETHER, AND STUDY TOGETHER.

MATT MORRIS: When you actually have a test, like there’s 10, 15 other people that have the same test, same class. So you can go study with them. That’s what I like about it. I study with a buddy. And in astronomy I do the same thing. Me and my buddy study it. So I like it better just ‘cause you can only study so much by yourself. But if you take what somebody else knows, and you know, and put it together, it's worked for me so far.
NATHAN PHELPS: If students study together and they divide up their work and give one another responsibility for learning that material and then teaching it to one another, they learn at a deeper level, and that's something that I think is a benefit of any kind of group work.

BARBARA BURCH: Interestingly, students in the learning communities seem to really gravitate towards that sense of family, the sense that someone's looking after you.

SOT: KELLY REAMES CLASS Kelly sits with Matt to answer his questions. He is confused. “It ain’t registering with me, like what you mean about summarizing and analyzing.” She says, “okay, what you’re doing right now is telling me what the essay says, instead of just telling me about the contents of the essay, does that make sense?” Matt says, “it makes more sense now.

ON A CAMPUS WITH NEARLY 16,000 UNDERGRADUATES, THE “SMALLER” APPROACH MEANS MATT GETS THE HELP HE NEEDS.

KELLY REAMES: This particular assignment, I asked them to analyze an essay, and he wasn't familiar with analysis. But most of the students weren't, and hadn't been asked to do this before, so it's a new skill.

LEARNING COMMUNITIES DON’T COST MORE, BUT THEY REQUIRE MORE WORK AND COOPERATION ON THE PART OF PROFESSORS.

GEORGE KUH: So you take personally every student's success. You tell them that on the way in. You make it very plain to them what it takes to succeed here. You expose them in the early weeks and months of college to the best teaching, and you hold them accountable by giving them assignments, giving them feedback, creating some habits of the mind and the heart that will stand them well, not just through college but through life.

MATT FINISHED THE SEMESTER WITH A ‘B’ AVERAGE AND NOW FEELS HE BELONGS IN COLLEGE.

SOT: Matt leaving. ‘Going home, and going racing.’

WESTERN KENTUCKY WILL OPEN TWO MORE LIVING LEARNING COMMUNITIES IN THE FALL. BUT STILL, ONLY A FEW HUNDRED FRESHMEN WILL BENEFIT, OUT OF A CLASS OF ALMOST 5000.

MANY COLLEGES AND UNIVERSITIES ARE EXPERIMENTING WITH LEARNING COMMUNITIES, BUT THEY’RE STILL FRINGE ACTIVITIES.

MANY ARE OFFERING TO HELP PROFESSORS LEARN HOW TO TEACH, BUT THAT TRAINING IS ENTIRELY VOLUNTARY.

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KAY McCLENNEY: The problem is we're sort of fond of innovations as long as they stay on the margins of our institutions, as long as they don't threaten the mainstream of the way we do our work. And if we are going to really capitalize on what we've been learning about how students learn best and how we can help them to succeed, we're going to have to threaten the status quo in the mainstream of our work.

Dip to black

STANDUP: EVERY YEAR MILLIONS OF STUDENTS GO OFF TO COLLEGE. FOR SOME IT'S INTELLECTUALLY STIMULATING, A LIFE-CHANGING EXPERIENCE, BUT TOO MANY GET LOST IN A CULTURE THAT EXPECTS LITTLE. HOW WE GOT TO WHERE WE ARE TODAY IS A STORY ABOUT DOORS OF OPPORTUNITY, OPENING AND CLOSING. IT'S A STORY ABOUT MONEY.