STANDUP: EVERY YEAR MILLIONS OF STUDENTS GO OFF TO COLLEGE. SOME FIND IT 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.

IN BOWLING GREEN, KENTUCKY, THE DAY IS WINDING DOWN.

SOT: CEYLON IN CLASSROOM, STUDYING

BEFORE SHE LEAVES FOR THE DAY, SOPHOMORE CEYLON HOLLIS IS SQUEEZING IN A LITTLE LAST MINUTE STUDYING.

JOHN MERROW: How much time do you spend doing the homework, getting ready for the classes each day?
CEYLON HOLLIS: Um, I would say I spend maybe about a good three to four hours homework, getting things ready for them. /// you gotta get it done to pass the course.

SOT: STUDENTS PLAYING FOOTBALL, READING ON LAWN, IN GYM, OTHER FUN ACTIVITIES.

FOR MANY STUDENTS THE END OF THE DAY MEANS IT’S TIME TO RELAX. BUT NOT FOR CEYLON.

CEYLON HOLLIS: I’m on a schedule every day, Monday through Friday. I have somewhere to be - either class, get home, get my homework done, get into bed, go to sleep. You know, my schedule is very tight because at ten o’clock I need to be waking up to get ready to go to work.

THAT’S 10 O’CLOCK PM

SOT: NIGHT, CEYLON WALKING IN PARKING LOT AT WORK

CEYLON WORKS THE GRAVEYARD SHIFT--AS MANY AS 48 HOURS A WEEK--AT A LOCAL AUTOMOTIVE PARTS FACTORY, WHERE SHE EARS $11.43 AN HOUR.

CEYLON HOLLIS: What I am doing is, - putting on a bracket on the air filter…then I put it in a machine and I hit the little lever and what it does the laser it marks the part with a confirmation mark…and then I put it in the box. In one night my quota is between 500 and 700 pieces a night. You never know if you are going to have any down time or if any of the machins are going to go down. you still have to make that quota.

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ALTHOUGH CEYLON’S FAMILY IS MIDDLE CLASS, SHE HAS TO PAY FOR COLLEGE HERSELF.

CEYLON HOLLIS: My parents, they have always told me ... because they have had financial problems of their own, so they've always told me since I was in high school that I needed to work and save my money for school and that they would try to help me out. But when I got to school, it didn't happen.

BUT EVEN WORKING FULLTIME, CEYLON DOESN’T MAKE ENOUGH TO COVER ALL HER BILLS.

CEYLON HOLLIS: When I first started college, I used to have credit cards, and that’s what I used to pay my classes off with - classes and books. And I thought that I was going to be able to get those credit cards paid off, but the ... it just got bigger and bigger and, the next thing you know, that card was maxed out and I got another one in the mail.

BETWEEN HER CREDIT CARD DEBT AND HER LOANS, CEYLON COULD OWE AS MUCH AS $26,000 BY GRADUATION--IF SHE GRADUATES. AND SHE’S NOT ALONE, FOR 65 PERCENT OF AMERICAN COLLEGE STUDENTS, GOING INTO DEBT IS THE NEW REALITY.

IT HASN’T ALWAYS BEEN THIS WAY. 60 YEARS AGO, PUBLIC SUPPORT WAS STRONGER

THE GOVERNMENT BECAME A PARTNER IN HIGHER EDUCATION WHEN PRESIDENT FRANKLIN DELANO ROOSEVELT SIGNED THE GI BILL INTO LAW.

Archival: The White house....

KAY McCLENNEY: The Gi Bill was invented in post-World War II America, as a way of dealing with large numbers of returning GIs, and basically keeping them off the unemployment rolls, to get them off the streets and off of unemployment.

Archival: There never was such a mass movement toward higher education

AMERICA WEATHERED THE CRISIS. APPROXIMATELY TWO MILLION VETERANS WENT TO COLLEGE, TRANSFORMING NOT ONLY THEIR OWN LIVES AND COLLEGE CAMPUSES—BUT ALSO CHANGING PUBLIC ATTITUDES ABOUT HIGHER EDUCATION. ORDINARY AMERICANS LEARNED THAT A COLLEGE EDUCATION WASN’T JUST FOR THE ELITE—IT WAS WITHIN EVERYONE’S REACH.

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HIGHER EDUCATION BECAME THE HIGHWAY TO THE MIDDLE CLASS, BUILT LARGELY WITH FEDERAL AND STATE FUNDS.

IN 1972 THE FEDERAL GOVERNMENT OPENED THE DOOR TO PROSPERITY TO THE POOR. IT GAVE LOW INCOME STUDENTS GRANTS, WHICH DID NOT HAVE TO BE PAID BACK—NOW CALLED ‘PELL GRANTS.’

PAT CALLAN: The federal Pell grant program had about 3 or 4 billion dollars in it and it covered over 95 percent of the average tuition at a 4-year public college or university.

MILLIONS JOINED THE MIDDLE CLASS, GOVERNMENT HELPED THOSE WHO COULDN’T AFFORD TUITION, AND AMERICA PROSPERED.

LARA COUTURIER: The founding of our colleges and universities and a lot of the support that has come to them over the years is predicated on the idea that education is good for our citizens and that it helps people to have a better life.

STANDUP: AMERICA HAD AGREED TO WHAT AMOUNTED TO A SOCIAL CONTRACT. HAD AGREED TO HELP PAY FOR EVERYONE’S COLLEGE EDUCATION, NOT JUST OUR OWN FAMILY’S.

TO KEEP TUITION LOW, STATES LEGISLATURE SUPPORTED PUBLIC COLLEGES. THE SPECIAL ROLE OF THE FEDERAL GOVERNMENT WAS TO HELP POOR PEOPLE PAY FOR COLLEGE.

BUT THAT BEGAN TO CHANGE WHEN RESEARCH DEMONSTRATED THAT HAVING A COLLEGE DEGREE ADDED A MILLION DOLLARS TO YOUR LIFETIME EARNINGS.

RICHARD HERSH: In the last 25 or 30 years, since essentially the Reagan Administration, since that ‘80s, we’ve decided that it’s a private good. That because you benefit from going to college economically your salaries go up.

KAY McCLENNEY: And so we’ve said, ‘well, let the individual pay for it then.’ Instead of recognizing that higher education also has major social benefits.

GRADUALLY THE SOCIAL CONTRACT, THE COMMITMENT TO OPEN HIGHER EDUCATION TO ALL, BEGAN TO FALL APART. GOVERNMENT FUNDING MOVED AWAY FROM GRANTS TO LOW INTEREST LOANS. A PELL GRANT, WHICH ONCE PAID 95% OF A STUDENT’S TUITION AT A 4-YEAR PUBLIC COLLEGE, PAYS ONLY ABOUT HALF THE TUITION TODAY.

TO TRY TO STAY ON TOP OF HER TUITION PAYMENTS AND TO APPLY FOR LOANS AND GRANTS, CEYLON HOLLIS MEETS WITH A FINANCIAL COUNSELOR AT WESTERN KENTUCKY UNIVERSITY.

COUNSELOR: So you’re still working full time?
CEYLON: Yes ma’am
COUNSELOR: Are you working 40 hours or more a week?
CEYLON: Um I’m working more than 40 hours a week

CINDY BURNETTE: The average debt of a student that graduates from ... from the university four years ago averaged out just a little over 10,000, whereas this most recent year, four years later, it was as much as $20,000. So there seems to be a sense of ... of panic, a lot of times with students and with parents. Especially when the bills go out, and they realize they’re not going to be able to meet the rising cost.

GARY RANSDELL: And you have the dilemma of, if they work and earn some money, they may not qualify as much for, uh, financial aid in ... in terms of federal financial aid qualifications. Yet, if they don't work and qualify for the financial aid, that's not quite enough. That might pay for their education. but it doesn't allow them to have any kind of quality of life.

‘QUALITY OF LIFE’ ENDS UP TAKING A BACK SEAT TO WORK. TODAY 68% OF ALL UNDERGRADUATES WORK AT LEAST 15 HOURS A WEEK. 20% ARE IN CEYLON’S SHOES.

JOHN MERROW: So you have a full time job as a student and a full time job in a factory. When do you sleep?
CEYLON HOLLIS: (Laughs) I sleep ... I sleep two hours here, go to class, come back, sleep two hours, do homework, sleep two hours. I ... I sleep in and out all day like that. I never get to like sleep a good full six, seven hours like most people do,

JOHN MERROW: Do you miss class?
CEYLON HOLLIS: Oh, yes. 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.

GEORGE KUH: there are limitations on the human experience and the brain. how much can you do with so little sleep? We know the great ... the ... the downside of work is when students work off campus they are less likely to persist for a variety of reasons.

JOHN MERROW: Are you missing out on some part of the college experience?
CEYLON HOLLIS: I think I am. They have so many things going on on campus; they have guest speakers, they have events, you know, basketball games, football games, I can't go to any of them, you know, and I feel like that's a big chunk that's missing. You know, I would like to join a sorority and I don't have the time. I gotta work to get my tuition paid off.
CEYLON, A SOPHOMORE, WILL HAVE TO KEEP UP THIS SCHEDULE FOR THREE MORE YEARS TO MAKE IT TO GRADUATION.

MUSIC

FOR A FORTUNATE FEW, MONEY IS NOT A CONCERN

JASON MERRILL HAD MANY ADVANTAGES GROWING UP AND HAS USED THEM WELL. HE’S HAVING A VERY DIFFERENT KIND OF COLLEGE EXPERIENCE. HE’S STUDYING PHYSICS.

JASON MERRILL: I really just enjoy logical puzzle taking problems from step to step to step and then when you finally arrive at the answer you really feel a sense of accomplishment.

A STRAIGHT “A” STUDENT WHO SCORED IN THE 98TH PERCENTILE ON THE SAT, JASON WAS OFFERED A FULL SCHOLARSHIP TO A TOP PUBLIC UNIVERSITY IN HIS STATE, BUT HE TURNED IT DOWN TO ATTEND A PRIVATE COLLEGE, AMHERST, IN WESTERN MASSACHUSETTS, WHERE HIS EDUCATION COSTS $40,000 A YEAR.

JASON MERRILL: When you think about the money that you put into an Amherst College degree over four years, it’s a staggering economic investment. Not many people get the opportunity to have this type of education and this type of environment.

ONLY ABOUT 3 PERCENT OF STUDENTS—400,000 OUT OF 14 MILLION--ATTEND THE MOST SELECTIVE COLLEGES AND UNIVERSITIES, WHICH TURN DOWN AT LEAST 2/3s OF THOSE WHO APPLY. JASON’S COLLEGE, AMHERST, WITH ONLY 1600 STUDENTS AND A BILLION DOLLAR ENDOWMENT, CAN AFFORD TO FOCUS ON TEACHING AND LEARNING.

ANTHONY MARX: One of the great benefits of a college of this size is you cannot be invisible. The faculty student ratio of 9 to 1 or 8 to 1 means that the faculty knows who you are.

JASON: Do they actually overlap? Yeh they do-
TEACHER: They do there, but they are going in different directions
JASON: Right so it doesn’t really

JOHN MERROW: Do you know professors outside of class?
JASON MERRILL: Yeah. Especially in the physics department know the professors pretty well.

JOHN MERROW: What does a student get for $40,000?
TOM PARKER (Chuckles): The two things, I think, that you would get out of this place, above all else, being surrounded by extraordinary peers, and you're going to be taught very very well by teachers who not only teach well but are involved in their own scholarship.

AUSTIN SARAT: OK Daniel, you're the governor of California lets say

AUSTIN SARAT: One of the things that is a privilege for me is the opportunity to teach in an environment in which I can get to know the students and the students know that I'm committed to them.

STUDENT: I still think there should be more facts or evidence

SARAT: You want more evidence

AUSTIN SARAT: My challenge, in the classroom, is to get my students to think and to think hard. What they know is less important than their capacity to think, to envision, to see beyond the horizon of what their views now are.

PROFESSORS ARE WELL-QUALIFIED AND WELL-PAID. THE AVERAGE FULL PROFESSOR EARS $113,000 FOR TEACHING FOUR CLASSES A YEAR.

MUSIC

JASON IS MAJORING IN PHYSICS, BUT THE LIBERAL ARTS CURRICULUM ENCOURAGES HIM TO EXPLORE NEW SUBJECTS, LIKE MUSIC AND DRAWING.

JASON MERRILL: That's what a college education is about; it's about just expanding your horizons as much as possible while you have the chance.

AMHERST COULD FILL THE COLLEGE WITH STUDENTS LIKE JASON-QUALIFIED APPLICANTS WHOSE FAMILIES CAN AFFORD TO PAY $40,000 A YEAR, BUT IT CHOOSES NOT TO.

ANTHONY MARX: Amherst College looks for students who come from privilege and from lack of privilege. Because we believe that is part of our responsibility as an educational institution, with the quality and the resources that we have.

WHEN JASON ENROLLED AT AMHERST, HE PICKED ONE OF THE FEW COLLEGES WITH THE MONEY AND THE COMMITMENT TO UPHOLD THE SOCIAL CONTRACT. LAST YEAR AMHERST GAVE OUT $21 MILLION IN FINANCIAL AID, HELPING HALF OF THE STUDENTS. THE AVERAGE AMOUNT OF FINANCIAL AID WAS $28,000. ONE OF THE RECIPIENTS: T PATTERSON, FROM NEW YORK CITY.
T SINGS

HE’S A SENIOR WITH A MUSICAL GIFT…. 

AND ATHLETIC TALENT. IN THE LAST GAME IN OF HIS COLLEGE CAREER, HE HELPED AMHERST BEAT ARCH RIVAL WILLIAMS.

T: That’s the way to go out right … its been a great four years

HIS MAJOR IS LAW, JURISPRUDENCE AND SOCIAL THOUGHT.

T PATTERSON: It’s been challenging as far as stretching me out to think about things in different fashions. I think I have to dig deeper to come to new understandings that I maybe didn’t have before.

HIS COLLEGE YEARS WOULD HAVE BEEN FAR DIFFERENT IF HE HAD TO DEPEND ON HIS FEDERAL PELL GRANT. THAT FREE MONEY, INTENDED TO HELP LOW INCOME STUDENTS, AVERAGES $2500 A YEAR. AMHERST COSTS 15 TIMES THAT. THE COLLEGE MAKES UP THE DIFFERENCE FOR T ---AND FOR THE SIXTEEN PERCENT OF AMHERST STUDENTS WHO RECEIVE PELL GRANTS.

JOHN MERROW: Your home is in Harlem, are there other bright young men and women like you back there who didn’t get the chance that you’ve had?

T PATTERSON: There’s a ridiculous amount of men and women young men and women who aren’t getting the same opportunities. And I could definitely see where the country would be at risk to not, to just ignore that talent, that brilliance.

FOR THOSE WHO GET THE OPPORTUNITY, SUCCESS IS ALMOST GUARANTEED; 99 PERCENT OF STUDENTS GRADUATE FROM AMHERST IN FOUR YEARS. T PATTERSON GRADUATED IN JUNE 2005, OWING JUST A FEW THOUSAND DOLLARS FOR HIS COLLEGE EDUCATION.

A FEW WEALTHY COLLEGES ARE FOLLOWING AMHERST’S LEAD AND KEEPING THE SOCIAL CONTRACT ALIVE….BUT ONLY A FEW.

ANTHONY MARX: I think the entire educational system of this country needs to be making a stronger case than we have made for why we ... as a society ... the government ... private funders need to be investing in education in a way that we are not at this point. Or all the things that we hold dear are going to slip away.

JOHN MERROW: Where were you accepted?

ADRIANA VILLALBA: NYU, which was such a dream. I was dancing that day, floating on air. You feel really proud, because that’s what you set out to do, it was my goal since I was fifteen.
ADRIANA VILLALBA SAW NEW YORK UNIVERSITY, A SELECTIVE, HIGHLY REGARDED PRIVATE INSTITUTION, AS HER CHANCE AT A TOP FLIGHT EDUCATION.

SOT: Adriana speaks in Spanish

HER FAMILY MOVED TO DENVER FROM MEXICO WHEN SHE WAS ELEVEN, AND HER PARENTS TALKED OFTEN ABOUT COLLEGE.

SOT: Hot sauce?

ADRIANA VILLALBA: They both pushed for it, constantly telling us why we have to have a college degree, why, why is it important for us.

SOT: Papa?

ADRIANA EXCELLED IN HIGH SCHOOL.

ADRIANA VILLALBA: By the time I was done freshman year English I was way above, you know, anyone's expectations. I was correcting my English teacher.

BUT WHEN SHE WAS ACCEPTED AT NYU, REALITY SET IN.

JOHN MERROW: Why didn’t you go?
ADRIANA VILLALBA: Well, to ask my parents to pay such a high tuition just didn’t seem fair.

ADRIANA’S PARENTS MAKE ENOUGH MONEY TO RAISE HER AND HER THREE SISTERS, BUT NOT ENOUGH TO PAY $40,000 A YEAR FOR FOUR YEARS.

ADRIANA VILLALBA: We’re not rich. I can’t ask them to take out so much money just to pay for my education.

ADRIANA VILLALBA: You hear all of these counselors telling you all the time, there’s so much money out there, you have to go and apply for these things. They did offer me some money for scholarships, and it really wasn’t what I was expecting.

PRICED OUT OF THE TOP TIER, ADRIANA ENROLLED AT HER LOCAL 2-YEAR COMMUNITY COLLEGE, WHERE TUITION IS ONLY $2500 A YEAR. NEARLY HALF OF ALL UNDERGRADUATES GO TO COMMUNITY COLLEGES.

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SOT PROFESSOR: So here are the prisoners kept underground for their entire lives.

JOHN MERROW: I wonder, do you ever sort of wake up in the middle of the night, feeling sad that, I mean, NYU is one of the best universities in the United States ...

ADRIANA VILLALBA: An awesome school. I ...

JOHN MERROW: And here you are at Community College of Denver. Are you ever sad about that?

ADRIANA VILLALBA: I do look back at it and just think, man, I worked really hard for that. And that's kind of, you know, left my hand really fast. But you know, I just figure, I'm just going to take this as a ... as an experience and try to make the best out of it

SOT in class: When he goes outside and sees them does he know that these are the illusions that they have on the wall?

ADRIANA VILLALBA: And who knows, maybe NYU will look back, (Laughs), maybe they'll say, oh yeah, that's that one girl, let's get her back, but this time pay for it. (Laughs) Or at least help her out.

FOR ADRIANA, COMMUNITY COLLEGE OFFERED THE BEST OPPORTUNITY TO SAVE MONEY. MANY OF HER CLASSMATES HAVE NO OTHER CHOICE.

PAT CALLAN: If you're low income and you go to college, you're more likely to be at a community college, or maybe a regional state college. But most likely at a community college. So we didn't invent the American higher education system so there would be some kinds of colleges for people based on their money. It's supposed to be based on their talent. But it's more and more turning into that kind of a system.


DEBRA STAKE HAS BEEN RAISING HER SONS SINCE SHE DROPPED OUT OF HIGH SCHOOL AT 14.

DEBRA STAKE: I always wanted to go back to school and I dreamed of having a degree, but it just wasn't in the books for me right then at that time, I had to work, I had to provide for my boys.

SOT DEBRA: You do want to get your jammies? Ok then take your shoes off and we'll put your jammies on now.

FOR 10 YEARS, DEBRA HAS BEEN WORKING IN DAY CARE TO SUPPORT HER CHILDREN. SHE MAKES $10 AN HOUR.
SOT DEBRA: I'm ready to go out, I;m ready to go out

DEBRA STAKE: In this field it's a decent wage.

DEBRA STAKE: Here you go honey you ready to go out?

DEBRA STAKE :I have all the experience and the knowledge and the background, but without the degree I don’t get the higher pay rate.

LAST FALL SHE STARTED COLLEGE, BUT IT’S A STRUGGLE. WORKING PART TIME, SHE MAKES ONLY $250 A WEEK. EVEN WITH A PELL GRANT, A RENT SUBSIDY, AND A LOAN, SHE HAS JUST ENOUGH MONEY TO AFFORD COMMUNITY COLLEGE.

KAY MCCLENNEY: Community colleges provide America’s open door to higher education opportunity. They are open admissions places where anyone who is willing to work can find their way toward their educational goals.

DEBRA WANTS A DEGREE IN EARLY CHILDHOOD EDUCATION AND IS TAKING COURSES IN REMEDIAL MATH, SOCIOLOGY AND ENGLISH.

PROFESSOR: But in general what you want to do with a conclusion is a rhetorical sense that its over.

DEBRA STAKE: College really wasn’t a part of my growing up. I mean I know that my mom probably thought that it was important and she sent us to school everyday, but it really wasn’t emphasized, it really wasn’t we never really saw how important it was growing up.

PROFESSOR: You can accomplish it how?
DEBRA: By saying “In conclusion”
PROFESSOR: Yeah, that’s a way to do it, that'll work

DEBRA STAKE: My English stuff is a little bit, it’s a little bit challenging. I want to be the best in that class so that’s what makes it more challenging is my goal is I want to be the best, I want to be the best.

IF DEBRA STAKE MAKES IT TO GRADUATION, SHE’LL BE BEATING THE ODDS. 2 OUT OF EVERY 3 COMMUNITY COLLEGE STUDENTS LEAVE WITHOUT A DEGREE.

KAY McCLENNEY: Community colleges do have lower persistence rates and graduation rates than four year colleges and universities in significant part that’s because they are serving more students who bring more challenges to college.
with them. Students who are working one or more jobs, 20 or more hours a week, students who have children, and the like.

DEBRA STAKE: Probably about once a week I feel like giving up and, just I'm stressed out and I'm tired and I have no energy, but I want security for my kids so that keeps me going

DEBRA STAKE: I know I know

CHRISTINE JOHNSON: We take great pride in how many students get in and stay, despite their personal circumstances and despite overcoming barriers neither you nor I have faced.

CHRISTINE JOHNSON: We really need you to help us out

PRESIDENT CHRISTINE JOHNSON IS FACING CHALLENGES OF HER OWN. THE MONEY CCD GETS FROM THE STATE HAS BEEN REDUCED 30 PERCENT. AT THE SAME TIME, HER ENROLLMENT WAS INCREASING 30 PERCENT.

JOHN MERROW: What keeps you awake at night?
CHRISTINE JOHNSON: Budgets. Of just saying, 'okay ... where do I cut? Who do I cut?' And the impact that it has on both the, the students and the services we'll provide them, and the individuals whose lives will be impacted by that decision.

KAY MCCLENNEY: State policy makers in a crunch, look around and say, 'Who can we cut?' And the answer often is higher education. And particularly because they see higher education as being the one entity that has the ability to raise revenue on its own through increased tuition and fees.

THE DISAPPEARING SOCIAL CONTRACT HAS ALSO HURT COLLEGES, NOT JUST STUDENTS. NEARLY EVERY STATE NOW GIVES ITS PUBLIC COLLEGES FEWER DOLLARS PER STUDENT, MEANING PRESIDENTS HAVE TO FIND MONEY ELSEWHERE.

GARY RANSDELL: You better either be in a campaign, or finishing one up or in one or planning one, if you're going to survive in higher education today.

SINCE 1999, THE COST OF RUNNING WESTERN KENTUCKY UNIVERSITY HAS INCREASED NEARLY 70 PERCENT. ENROLLMENT HAS JUMPED 28 PERCENT. DURING THAT SAME TIME, HOWEVER, THE STATE HAS REDUCED THE AMOUNT OF MONEY IT PROVIDES PER STUDENT.

JOHN MERROW: How much of your time do you spend fund raising, thinking about fund raising?
GARY RANSDELL: Well, thinking about it or doing it? Thinking about it, oooh boy, most of the time. Um, 35, 40 percent.

PETER LIKINS: The state taxpayer support for public universities is eroding. That creates financial stress that we all understand and we just manage it. We just deal with it the best we can.

THE ARIZONA LEGISLATURE HAS CUT PETER LIKIN’S BUDGET NEARLY $50 MILLION IN FOUR YEARS. TODAY, LESS THAN 30% OF THE UNIVERSITY’S ANNUAL BUDGET COMES FROM THE STATE.

PETER LIKINS: In order to compete successfully, you have to be able to raise gift money, and we've raised over a billion in this recent campaign.

WHILE THE PRESIDENTS ARE OUT LOOKING FOR MORE SUPPORT, COLLEGES ARE TIGHTENING THEIR PURSE STRINGS TO TRY TO BALANCE THEIR BUDGETS.

JOHN MERROW: Are you well paid?
PAULETTE KURZER: No. No! No! My pay is a source of ... great ... great discontent. Great, yeah. That's... 
JOHN MERROW: What’s your salary?
PAULETTE KURZER: I'm making $65,000.
JOHN MERROW: Tenured professor?
PAULETTE KURZER: A full professor.

PAULETTE KURZER: Subsequently factories started to lay off people because they huge inventories

PAULETTE KURZER, WHO HAS BEEN TEACHING AT ARIZONA FOR 11 YEARS, IS UNHAPPY WITH HER SALARY. SHE ADMITS IT’S AFFECTING HER PERFORMANCE.

JOHN MERROW: Do you ever say to yourself, "I’m the professor, I am going to go the extra mile to help these students become better writers and thinkers.”
JOHN MERROW: Why not?
PAULETTE KURZER: Why should I? I'm making $65,000.
JOHN MERROW: If not you, who?
PAULETTE KURZER: I don't see it as my task in life to give them the skills that they should have been taught years ago. I cannot do ... First of all, I cannot do it. How am I going to do it? How do you want me to make ... turn them into better writers? I’m a political scientist. I'm not a writing composition expert. But why should I?
BOB GIBSON: Today I make somewhere around 29, $30,000 a year, uh, which is about the same amount I was making 20 years ago as a full-time college professor.

BOB GIBSON: All set

COLLEGES AND UNIVERSITIES ARE ALSO TRYING TO BALANCE THEIR BUDGETS BY HIRING PART-TIME TEACHERS. BOB GIBSON IS HELPING TO BALANCE THREE BUDGETS.

BOB GIBSON: Hi everybody…

BOB GIBSON: I teach at this stage in my life as many as 11 courses every semester.

BOB GIBSON: Today we're gonna talk about feminism

GIBSON TEACHES PHILOSOPHY. THIS SEMESTER HE HAS 280 STUDENTS IN 9 CLASSES AT THREE COLLEGES IN THE DENVER METROPOLITAN AREA.

BOB GIBSON: That was unimaginable to me when I began my career, when a normal load was four courses.

BOB GIBSON: This is not really the goal of a feminist theory

MANY OF GIBSON’S CLASSES ARE AT COMMUNITY COLLEGE OF DENVER, WHERE PART-TIMERS DO MOST OF THE TEACHING.

CHRISTINE JOHNSON: It's a way of both managing costs and discontinuing programs that are, say, low enrollment programs, if ... if we offer something and there isn't much demand, uh, and it was a part-time person, then we just say, "We don't need you this next semester."

BOB GIBSON: In order to build an ethical theory you need to have goals and objectives

CHRISTINE JOHNSON: But I don't like that, I don't like that we have two thirds of a faculty who are part time.

BOB GIBSON: I am going to spend most of today with the feminist approach to ethics

RICHARD HERSH: Part time does make sense from a business ... a business perspective. Um, you use it when you need it; you discard it when you don't. .

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But education is not business in that sense, and it's not ... you can't ... you can't measure it in the same efficiencies that you can measure producing a product

COLLEGES MAY SAVE MONEY, BUT STUDENTS PAY THE PRICE.

SOT: Gibson “I’ve just completed my third class of the day, I started at 8:30 with the Community College of Denver intro course”

GEORGE KUH: The time that one might spend in quiet solitude or talking with students in an advising capacity just isn’t there. They don’t expect students to do as much of the activities as full time faculty do, that would contribute to deep learning. In other words, they don’t necessarily ask students in assignments to draw from diverse perspectives. From different points of view. From different courses. It stands to reason; they aren’t part of the fabric of the institution. They wouldn’t know what courses to suggest students to draw from. They aren’t part of that system. It’s a structural problem, there aren’t as many of those and they don’t have as much time to devote to the activity

SOT: Gibson driving.

NATIONALLY, NEARLY HALF OF ALL COLLEGE FACULTY ARE PART-TIMERS, UP FROM ONLY 22% IN 1970. SHUTTLING FROM CAMPUS TO CAMPUS LEAVES LITTLE TIME FOR PREPARATION.

BOB GIBSON: I am pretty much an assembly line kind of a guy.

BOB GIBSON: The last theory is the feminist critique of ethical theory

BOB GIBSON: Uh, students, I hope don't realize this. But they learn pretty much the same kinds of things that students in other sections are learning, at other schools are learning, because they're using the same texts, they take the same exams.

BOB GIBSON: Do you see the assumption?

BOB GIBSON: So, I wish I could tailor-make my delivery and my tools for each class for each student. Can't do it. Too many kids, too many students. Too many classes.

AND TOO LITTLE MONEY TO ALLOW 63-YEAR-OLD GIBSON ANY THOUGHTS OF RETIREMENT.

BOB GIBSON: I'm still on the bottom of the barrel after virtually 40 years of the profession. Something’s wrong here. I probably will be working till the end.
BOB GIBSON: You should have a good idea of what Kant said in the way to make a good ethical choice

BOB GIBSON: I don't think anyone really knows what happened to education in the United States... Everybody wants their family members to be, uh, college-educated. But no one seems to be able or willing to pay the price.

AT WESTERN KENTUCKY, 42% OF THE FACULTY ARE PART-TIMERS, BUT THAT'S NOT NEARLY ENOUGH TO BALANCE THE BUDGET.

GARY RANSDELL: We get $75 million from the state, and our budget's $250 million. So that puts it in context right there. We've got to generate revenue from other sources in order to achieve the quality, that national prominence we talked about? Uh, that doesn't come cheaply.

MORE THAN EVER, A MAJOR SOURCE OF MONEY IS TUITION. IT'S GONE UP ON COLLEGE CAMPUSES EVERYWHERE. 62 PERCENT AT WESTERN KENTUCKY IN FOUR YEARS.

PAT CALLAN: The price of higher education has gone up faster in the last 20 years than anything else in the economy except health care. Okay? So we measure it in each state in relation to family income in that state. And in almost every state it's harder to go to college now than it was a decade ago. That is ... it takes a larger share of your income to go to college.

AND THAT KEEPS SOME HIGH SCHOOL STUDENTS FROM GOING, 400,000 IN JUST ONE YEAR, 2002, ACCORDING TO A GOVERNMENT REPORT.

LARA COUTURIER: We're moving toward a system where the only people who will have access to a college education are those who can pay for it.

SOT: Hey Tyler My name is Blake and I'm a student here at Western Kentucky University

COLLEGES ARE REACHING OUT, LOOKING FOR THOSE WHO CAN PAY FOR IT OR ARE WILLING TO BORROW.

SOT: Kim, hey my name is Jessica and I'm a sophomore here at Western Kentucky University. How are you doing this afternoon?

SOT: He's not interested, ok well do you happen to know where he's going?

SOT: Do you have an application to Western? Would you be interested in maybe getting one?
They call it ‘tele-counseling’ at Western Kentucky, but it’s just old fashion marketing.

Gary Ransdell: You get more students paying a higher dollar amount and you're able to do more things.

SOT: Hello may I please talk to Scott?

In higher education today, the market rules. Students are customers, and colleges want more of them.

Gary Ransdell: You're able to invest back in facilities, you're able to invest in more faculty, higher credentialed faculty... cash flow from more students at a higher price has given us capacity that without that enrollment growth, we would not have had.

One way to attract paying customers is to look better than the competition.

Western Kentucky has built academic complexes for its mass media, engineering and biological science departments. It has renovated athletic facilities and dorms and put up a new parking garage. An addition to the student center and renovation of the football stadium are in the works.

Gary Ransdell: We're raising what I call the cool factor for our students. And it's paying off. Rebuilding the physical place ensures institutional self esteem. Pride among your constituents, whom you're asking for money. The ability to recruit students. They want to be part of a place that's comfortable, clean, crisp, attractive and cool.

Across the country, college campuses have become building sites. Some of the buildings are for academics, some are not.

Richard Hersh: Every college in this country faces spending more and more money on things that compete with the campus down the road or across the state in order to make sure they're not falling behind on those things that quote “consumers” are looking for. Do you have the best athletic facilities in the world? Do you have ... do you have swimming pools? Do you have a spectacular student center with McDonalds in it? Do you have residence halls that are at least the equivalent of the top-rated hotels? It has become an arms race, so you have to have what everybody else has, and what everybody else has may or may have anything to do with whether it’s good for education.
THE UNIVERSITY OF ARIZONA IS KEEPING UP. IT SPENT MILLIONS CREATING THIS HIGH TECH ACADEMIC CENTER FOR FRESHMEN – WHERE THEY HAVE ACCESS TO COMPUTERS 24 HOURS A DAY AND CAN GET TUTORING. THE UNIVERSITY ALSO BUILT NEW DORMS AND A STUDENT UNION WITH A FOOD COURT TO RIVAL ANY SUBURBAN MALL.

PETER LIKINS: This is the reality. And when you are a university president you’re dealing with reality.

FEMALE STUDENT: There’s a TV room, there’s the great room is like there’s a piano in there and it’s so amazing.

MALE STUDENT: The movie lounge is really nice, we can go and watch movies whenever, and there’s pool and ping pong in the rec room, so we can just hang out with our friends.

KAY MCCLENNEY: We have to make choices. There is a limited pool of money that is available to fund the work of higher education, and that pool seems to be shrinking over time. And so the reality is that you can either build a new state-of-the-art fitness center on a college campus or you can build a new state-of-the-art chemistry lab. You may not be able to do both of those. I sort of think of it in ways like you walk into a shiny new supermarket and it’s got all the wheels and gadgets of a ... a wonderful place, but the meat is spoiled and the milk is sour. (Laughs) You’ve got to attend to the fundamentals.

ELITE COLLEGES ARE BUILDING JUST LIKE EVERYONE ELSE. AT AMHERST A NEW GEOLOGY BUILDING IS UNDER CONSTRUCTION. IN THE LAST 5 YEARS AMHERST HAS REBUILT OR RENOVATED EIGHT DORMITORIES.

THIS MULTI-MILLION DOLLAR SPORTS CENTER IS A SOURCE OF CAMPUS PRIDE.

MARIA RELLO: Well, I can tell you that it’s on the tour. When people come to campus to see the campus this is one of the things that they see. It’s part of the culture now. And so everyone is looking for a place where they can go and get comfortable and workout. And so I think that is a tool for recruiting here.

JOHN MERROW: It’s an arms race then?
GARY RANSDELL: It’s an ... it’s an arms race, sure it is. And we’re going to compete in that arms race and we’re going to win that arms race.

Music
ANOTHER WAY COLLEGES ATTRACT TUITION-PAYING STUDENTS IS BY BUILDING UP THEIR ACADEMIC REPUTATIONS IN THE PAGES OF POPULAR GUIDES TO COLLEGE LIKE THIS ONE.

BEN WILDAVSKY (Editor, US News & World Report College Guide): We help people get the information they need to make smart choices. You know, knowledge is power.

MILLIONS TURN TO THE RANKINGS IN GUIDES LIKE U.S. NEWS AND WORLD REPORT TO HELP THEM DECIDE WHERE TO GO TO COLLEGE.

BEN WILDAVSKY: We say using our criteria ‘here are the schools that did the best, second best, third best, all the way down.’ And I think that’s very legitimate. I think it’s helpful to people.

SCHOOLS ARE RANKED ON SAT SCORES, ALUMNI GIVING, STUDENT-TEACHER RATIOS, AND GRADUATION RATES AMONG OTHER FACTORS.

JOHN MERROW: Do you think those rankings measure the quality of a college? BEN WILDAVSKY: I think academically, absolutely.

JOHN MERROW: But there’s no measure of student learning.

BEN WILDAVSKY: It’s true that no one has come up with a successful measure of what students are actually learning in the classroom. It’s sort of the holy grail of higher education and accountability.

RICHARD HERSH: There is no evidence out there at the moment, objectively speaking, that measures students in terms of what they’ve learned. Can you imagine, for 200 years we’ve had a system in higher education which we essentially rank schools on what goes in and not what goes out.

PAT CALLAN: I think that you have to blame the colleges not US News. They’re not printing inaccurate information. But they have, they’ve driven the entire system of higher education, like a group of lemmings over the cliff on this issue. It reflects one of the Achilles heel of American higher education I think, which is that we tend not to distinguish very well between quality and prestige.

FLAWED OR NOT, RANKING MAGAZINES ARE BESTSELLERS, AND COLLEGES HAVE FIGURED OUT WAYS TO CLIMB.

RICHARD HERSH: When you get a U.S. News & World Report that ranks colleges, uh, heavily by how selective they are and what their average SAT score is, you’re going to then start saying why not buy students who are going to make us look good?
DECLINING BY DEGREES: HIGHER EDUCATION AT RISK
HOUR 2 transcript

PETER LIKINS: It's an enormously competitive environment. And most institutions, the Ivies are the rare exception, most institutions put money on the table to attract really bright kids.

JOHN MERROW: They came knocking on your door?
KARA MONSEN: They did. The Arizona schools and the schools in Oklahoma did that.

IT'S A GOOD TIME TO BE A STUDENT LIKE KARA MONSEN, WHO IS FROM DEMING, WASHINGTON. BECAUSE OF HER STRONG HIGH SCHOOL RECORD, THE UNIVERSITY OF ARIZONA OFFERED HER A 4-YEAR FULL SCHOLARSHIP WORTH $78,000. HER ROOMMATE, CLARE BRAUN, GOT A FREE RIDE TOO...AND MORE.

CLAIRE BRAUN: This year, beyond tuition, I got I think, like, $9,000 over the two semesters. And a big chunk of that was taken out for room and board. But I got to keep all the rest. And that's what I'm using to travel abroad next year.
JOHN MERROW: You're making money going to college.
CLARE BRAUN: Yes, I'm making a profit off of coming here.

CLARE AND KARA, WHO WERE NATIONAL MERIT FINALISTS IN HIGH SCHOOL, WERE OFFERED WHAT’S KNOWN AS ‘MERIT AID’ TO ENTICE THEM TO ENROLL. THEIR PACKAGE CAME WITH OTHER PERKS.

KARA MONSEN: You get to live in the honors dorm.
CLAIRE BRAUN: Um, that's ... I don't know, I love ... (Overlap) ...
KARA MONSEN: Basically that's where I've met all my friends, is in the honors dorm, and I'm so glad that I'm a part of the honors community.

ON A CAMPUS OF 37,000 STUDENTS, ONLY 588 LIVE IN HONORS DORMITORIES.

JOHN MERROW: Do ... do you ever ... did you ever feel lost?
KARA MONSEN: No
JOHN MERROW: And that's because of the honors dorm?
KARA MONSEN: Definitely because of the honors dorm. There's so many ways just to make it smaller, and the honors dorm is a way to do that ... it has been a way for me to do that.

THAT YEAR THE UNIVERSITY ENTICED 56 OTHER NATIONAL MERIT SCHOLARS WITH MERIT AID PACKAGES.

PETER LIKINS: It's attracting students because you know that the quality of the learning experience depends upon the quality of the students in the class. That's a factor for everybody in the class.
BUT HONOR STUDENTS OFTEN GET THEIR OWN CLASSES.

SOT: Anyone that doesn’t have a quiz?

ERICH VARNES TEACHES HONORS FRESHMAN PHYSICS. ON THIS DAY HE WAS GIVING A QUIZ.

SOT: Ok so it's the usual deal 50 minutes

JOHN MERROW: You call this a lecture class but you don’t have 25 students… ERICH VARNES: That’s the big advantage for the student of being in the honors college. That this class is an introductory freshman level, this is the first physics class they have at the University and it's limited to 20 students if they weren’t in the honors college they would be in the same course number, it just wouldn’t have the H at the end, and be in a lecture hall with 200 students or so, so that’s a big difference.

BEING AT ARIZONA WORKS FOR CLARE AND KARA. BOTH ARE EARNING HIGH GRADES. AND THE UNIVERSITY IS BENEFITING TOO.

PAT CALLAN: It's using financial aid as an incentive to get the kind of freshman class that you want. Using it to meet the institution's goals, to create an image of itself as highly prestigious.

GARY RANSDELL: Merit based aid buys them. But they're going to go somewhere.

LAST YEAR WESTERN KENTUCKY SENT RECRUITING LETTERS TO ALL NATIONAL MERIT SCHOLARS IN THE STATE AND GAVE SCHOLARSHIPS TO THE TEN WHO AGREED TO ENROLL.

GARY RANSDELL: We want to recruit the valedictorians because other students follow. That's where we kind of focus our attention. And so far, things are working pretty well. We've grown by 4,000 students since 1998.

MERIT AID HAS NEARLY QUADRUPLED OVER THE LAST TEN YEARS. TODAY SOME $8.8 BILLION IS HANDED OUT TO HIGH ACHIEVING STUDENTS, BECAUSE COLLEGES WANT THEM.

PETER LIKINS: The price that... that you can expect them to pay for tuition is lower because they're in demand, is not, to my way of thinking, a violation of any fundamental principles. It certainly is consistent with all the principles of economics. They're in demand.
KAY MCCLENNEY: With our financial aid today, we’re helping the people God already helped. And we are leaving behind people who truly cannot afford to participate in a system.

PAT CALLAN: One could call it enrollment management, to use the jargon, or one could call it incentive, to use the neutral word, or one could call it a bribe.

PETER LIKINS: It's not a bribe. It's ... it is indicative of the fact that America in 2005 is more market driven in every manifestation than it was 30 or 40 years ago.

SOT: U of A, U of A, U of A… Three pointer!

NOWHERE ARE MARKET FORCES IN PLAINER SIGHT THAN IN THE WORLD OF BIG TIME COLLEGE SPORTS. SOLD OUT ARENAS, LUCRATIVE TV CONTRACTS, CORPORATE SPONSORSHIPS, AND PRESTIGE MONEY CAN'T BUY ARE ALL PART OF THE GAME.

STUDENT: When you have a good sports team, people know, you get your name out there. There’s so many big schools in this nation and there’s so many that get no recognition because they don’t have a good sports team

CROWD CHEERS

TO SCORE BIG YOU NEED TO SIGN THE BEST STUDENT ATHLETES. THAT’S A WHOLE OTHER COMPETITION.

ANDRE IGUODALA FROM SPRINGFIELD, ILLINOIS, WAS THE PRIZE MANY TEAMS WANTED.

ANDRE IGUODALA: I always knew I was good at basketball, you know, since I was five or six years old.

JOHN MERROW: How many colleges wanted you to come play basketball for them?
ANDRE IGUODALA: Uh, it was probably about 40 to 50 letters a day, uh, from different colleges.

LUTE OLSON, ONE OF THE MOST SUCCESSFUL COACHES IN COLLEGE BASKETBALL, WON THE COMPETITION FOR ANDRE IGUODALA AND SIGNED HIM FOR THE UNIVERSITY OF ARIZONA.

ANDRE IGUODALA: Coach Olson is a Hall of Fame coach. I guess we all think that if we put in the hard work and listen to Coach Olson, then maybe our dream will be fulfilled in playing professional basketball somewhere.
THE UNIVERSITY OF ARIZONA GAVE ANDRE A FULL ATHLETIC SCHOLARSHIP WORTH ABOUT $20,000 A YEAR. FROM THE FIRST TIME HE STEPPED ON CAMPUS, THE BUSINESS DEAL WAS CLEAR.

ANDRE IGUODALA: The reason why I'm here is to play basketball. If we didn’t play basketball, we wouldn’t be here- that’s just the reality we have to face.

JOHN MERROW: When you say that ‘the reason I’m at Arizona is to play basketball,’ does anybody say, ‘hey, wait a minute, aren’t you here to get an education?’

ANDRE IGUODALA: And that’s also true, but if I didn’t play basketball I would not be here.

JOHN MERROW: Divide your time, how much is basketball and how much is academic?

ANDRE IGUODALA: The majority of our time is spent right here on the hardwood. And whatever kind of time we have left after that, we must, you know, get our schoolwork done.

JOHN MERROW: is it 75/25? It’s not 50/50?

ANDRE IGUODALA: Oh nowhere near 50/50. I’d say it’s 80/20.

JOHN MERROW: Eighty/twenty?

ANDRE IGUODALA: Yes.

TO NURTURE ANDRE’S TALENT, HE HAS ONE ON ONE SESSIONS WITH COACHES AND TRAINERS … AND THE USE OF A STATE OF THE ART GYM THAT’S FOR VARSITY ATHLETES ONLY.

SOT: The electoral college is the most obvious example -

IN ADDITION TO HIS CLASSES, ANDRE’S EDUCATION INCLUDES ACADEMIC ADVISORS, ONE-ON-ONE TUTORING, AND A COMPUTER CENTER IN THE SPORTS COMPLEX.

FRANK DEFORD: The athletes are cosseted, they're coddled, they're given advantages that ordinary students aren't. Uh, we like to ... to think that sports is ... is fair. We say ‘the level playing field.’ And ‘may the best man win.’ But the fact of the matter is that in college and universities, sports are very unfair.

STUDENT: I’d rather go to a big D1 school, to tell you the truth. I’m a sports fan, I want to see our school play other big schools as opposed to going to community college, they don't play as big of schools, its not as exciting to me

WHAT DOES THE UNIVERSITY OF ARIZONA GET FOR ITS INVESTMENT?
THE YEAR WE MET ANDRE, THE BASKETBALL TEAM GENERATED 13 AND A HALF MILLION DOLLARS IN REVENUE. 4 MILLION GOES TO THE BASKETBALL PROGRAM. THE REST OF THE POT – 9 AND A HALF MILLION DOLLARS - HELPS FUND 17 OTHER VARSITY SPORTS ON CAMPUS. MOST UNIVERSITY ATHLETIC PROGRAMS DON'T DO AS WELL.

FRANK DEFORD: What I've heard that makes the most sense is that probably a dozen schools in the United States make ... a nice profit. Maybe another 30 or 40 break even. Everybody else loses money.

SOT Now are we confused by that?

COACH OLSON REPORTEDLY EARNS OVER A MILLION DOLLARS A YEAR THROUGH BASKETBALL---MORE THAN TWICE AS MUCH AS THE UNIVERSITY’S PRESIDENT IS PAID.

LUTE OLSON: You're going to have people who are uh,(Sighs) you know, going to make ... make issues of that. Its probably right. But you know, what I've ... we've won more games over the last 16 or 17 years than any other team in America. And I'm not among the top ten paid coaches in the ... in the country. And that ... if ... it doesn't ... that doesn't bother me. If I'd been interested in money, I would have been out of here a long time ago.

PETER LIKINS: Not many Lute Olsons around. And he doesn't get the kind of salary that some basketball coaches get. He's very, very well paid, he's very successful in what he does. And what he does has a high market value.

FRANK DEFORD: Whereas it's an idiotic thing to suggest that a coach should make more than the school president, it's perfectly legitimate once we set up the model. In other words, we're going to say, "We're trying to make money for the school by having successful basketball and football programs." Now, if you start from that premise, then you just simply go along the line and say, the way we do that is to get the best players that we can. And we get the best coach we can. And the way that we get the best coach is to pay him the most money.

SOT: U of A! U of A! (cheers)

DESPITE HIS SUCCESS ON THE COURT, COACH LUTE OLSON UNDERSTANDS IT'S A BUSINESS.

LUTE OLSON: I know in basketball that if all of a sudden we weren't filling the arena here, I wouldn't have a job. I don't care if I'm in the Hall of Fame or anything else.
BY FINDING AND DEVELOPING MAJOR TALENTS LIKE ANDRE IGUODALA, ARIZONA CAN CONTINUE ITS STREAK OF PROFITABLE SEASONS.

SOT: (cheers) Andre Iguodala!

JOHN MERROW: Do you ever say to yourself "Hey, wait a minute, they're using me to fill those seats."
ANDRE IGUODALA: Um ... I think you can think like that. You know, I don't. And you think they're making so much money off of you, like uh, my jersey's in the bookstore. You know? They're selling them for $60 apiece. I'm not getting a piece of that. And it's making money off me.

ANDRE IGUODALA: I'm in a position where I am playing for one of the best colleges in America. My coaches have told me that I have the ability to play professional and they've had 20 some odd players in the NBA before, so they know who's good enough to play and who's not and I'm pretty sure that I have a chance at getting it
JOHN MERROW: So it's a fair deal?
ANDRE IGUODALA: Uh, I don't think it's an exact fair deal but that's the way we ... that's the best way you can look at it and you just have to move on and ... and just deal with it.

SHORTLY AFTER THAT INTERVIEW, SOPHOMORE ANDRE IGUODALA WALKED OFF THE UNIVERSITY OF ARIZONA COURT FOR THE LAST TIME. HE DROPPED OUT OF SCHOOL ANDヘADED FOR THE NBA DRAFT.

SOT: With the 9th pick in the 2004 NBA draft the Philadelphia 76ers pick Andre Iguodala from the University of Arizona.

IN THE LAST TEN YEARS, MORE THAN TWICE AS MANY SCHOLARSHIP BASKETBALL PLAYERS AT THE UNIVERSITY OF ARIZONA HAVE BEEN DRAFTED INTO THE NBA AS HAVE EARNED DIPLOMAS.

JOHN MERROW: What does this have to do with the purposes of a university?
FRANK DEFORD: Nothing. (Laughs) It has nothing whatsoever to do with education. 'W' ... what it has to do is something that's grown up ... a goiter on the educational system, which is very, very visible but has absolutely ... serves no purpose, uh, educationally.

BUT COACH OLSON BELIEVES SPORTS PROVIDES A BUSINESS MODEL FOR HIGHER EDUCATION.

LUTE OLSON: I think what you're seeing right now is ... is what the wave of the future is. It's ... it's the realization that you have to have commercial backing for
not just athletics, but for business, for the science department, for all of the other departments.

NIKE PROVIDES UNIFORMS, SHOES AND OTHER EQUIPMENT FOR THE BASKETBALL TEAM.

LARA COUTURIER: Athletics is one of the areas of higher education that has already gone too far. It's become so commercialized that now it's about corporate sponsorship. It's about winning teams. It's about selling jerseys. And we've lost something important in our athletic system. And it's a ... a good example of where we could go with the entire system.

LUTE OLSON: I think it's sort of like sticking our head in the sand to say that, you know, we're going to be able to exist without the support of outside groups.

ALREADY 40 PERCENT OF THE UNIVERSITY'S ENTIRE BUDGET COMES FROM OUTSIDE CONTRACTS WITH PRIVATE COMPANIES AND GOVERNMENT AGENCIES.

LARA COUTURIER: It's unreasonable and unrealistic to think that colleges and universities shouldn't partner with the private sector. They should. I think it's good for society to have those partnerships. But like anything, you want to think very carefully about how you structure that relationship. There's a lot at risk. We're ... we're moving toward a system that doesn't function for the public anymore.

AS FOR ANDRE THE BARGAIN HE STRUCK PAID OFF. HE SIGNED A 4-YEAR, $9 MILLION CONTRACT WITH THE PHILADELPHIA 76ers.

LUTE OLSEN: We'll have people say, well he should stay and get his degree. Right. I'm looking at a student ... a student in business, let's say. And let's say IBM comes in and offers him a $15 million contract. He's going to say "No, no, no, not right now. I need to stay here and get my degree, and then I'll come. If it works out, I'll come and work for you." It's totally unrealistic.

BACK IN KENTUCKY, CEYLON HOLLIS—WHO'S STILL STRUGGLING TO GET THROUGH COLLEGE---IS ON HER OWN. SHE'S MAKING $11.43 AN HOUR WORKING THE NIGHT SHIFT AND GOING TO WESTERN KENTUCKY UNIVERSITY DURING THE DAY.

CEYLON HOLLIS: If it weren't for me going to school, I would probably have to work here for the rest of my life...and some people have been here a long time. I don't want to do that. I cannot wait for the day that I give my badge back to Franklin Precision Industries and I get out there in the business world with my business suit and, like I said, my office, my secretary. I want it all like that, you know. That's how I picture myself.
CEYLON’S SHIFT ENDS AS THE SUN RISES.

CEYLON HOLLIS: I’m tired, I just want to sleep but I know I can’t, I have to study for class.

JOHN MERROW: Are you under pressure?
CEYLON HOLLIS: I am under pressure. I feel as though if I don’t get things done, I’m going to fail. You know, Just because you work, The teachers don’t cut you any slack at all.

CEYLON’S JUGGLING ACT COLLAPSED IN THE SPRING OF 2005. EXHAUSTED, SHE TRANSFERRED TO COMMUNITY COLLEGE.

SHE JOINS PEOPLE FOR WHOM COMMUNITY COLLEGE REPRESENTS THE BEST, AND OFTEN LAST, CHANCE AT ACHIEVING THE AMERICAN DREAM.

ADRIANNA: OK Claudia this is 150.

BY WORKING PART TIME AND LIVING AT HOME, ADRIANA VILLALBA HAS NEARLY EARNED HER 2-YEAR DEGREE AND WILL GRADUATE DEBT FREE. SHE HOPES TO CONTINUE AT A 4-YEAR COLLEGE.

DEBRA STAKE’S SCHOOL YEAR WAS MORE DIFFICULT. SHE GOT MARRIED, AND HER HOUSING SUBSIDY WAS REDUCED, BUT HER HUSBAND’S INCOME WASN’T ENOUGH TO MAKE UP THE DIFFERENCE. STRAPPED FOR MONEY, JUST THREE WEEKS BEFORE THE END OF THE SECOND SEMESTER DEBRA DROPPED THREE CLASSES AND WENT BACK TO WORK FULL TIME. SHE HOPES TO SAVE ENOUGH MONEY IN THE SUMMER TO RETURN TO CCD IN THE FALL.

THE LOSS OF THE SOCIAL CONTRACT HURTS THE POOREST STUDENTS, AND THE POOREST INSTITUTIONS THE MOST. COMMUNITY COLLEGES, THE PLACE OF LAST RESORT FOR MANY, HAVE BEEN FORCED TO TURN AWAY STUDENTS, OVER 200,000 IN JUST TWO STATES, CALIFORNIA AND FLORIDA.

CHRISTINE JOHNSON: And it’s not right. Uh, America has always been about opportunity and promise, and hope. And that was the agreement between generations, and that was the agreement from the previous generation to our generation. And it’s a … it’s the promise we owe this next generation.

JOHN MERROW: Are you saying we’re breaking it?
CHRIStINE JOHNSON: We're breaking it.

MUSIC

SOT: Today is graduation day and I feel really nervous and excited and I feel like I made a big accomplishment

SOT: I’m looking forward to becoming a part of society. Actually having a working job and making an actual income and not having to focus on two things a student and a job

SOT: I am a first generation fourth year graduation from my family so I had a lot to live up to and I’m happy that I accomplished it

SOT: Michael Joseph Hamlin
SOT: Yeah Michael!

EVEN AS COLLEGE STUDENTS TAKE THE WALK ACROSS THE STAGE THAT TRANSFORMS THEM INTO COLLEGE GRADUATES...

SOT: Adam Ambis Harper

THERE ARE TROUBLING STATISTICS THAT CAN NOT BE IGNORED. ABOUT HALF OF THOSE WHO START COLLEGE NEVER MAKE IT TO GRADUATION. AND MANY WHO DO, LEAVE COLLEGE HEAVILY IN DEBT.

SOT: I’m very in debt. About $40,000 let it be known.

DID THEY GET THE EDUCATION THEY PAID FOR?

HOW CAN WE MAKE SURE THEY DO?

HOW DO WE OPEN THE DOORS FOR HUNDREDS OF THOUSANDS WHO’VE BEEN LEFT OUT? AND HELP THOSE WHO ARE STRUGGLING TO STAY IN?

HOW DO WE REWARD GOOD TEACHING?

SOT: Mirabelle R Cruz

AND HOW MUCH TIME DO WE HAVE?

SOT: I feel anxious, I feel excited I feel like I have an open range in front of me.

LARA COUTURIER: The system is at great risk. And we don't have the liberty of waiting to see what happens. We have to stop now. We have to have this

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conversation now ... about what does society need from higher education? I worry that 10 or 20 years from now we'll look back and be amazed by what was lost.

**RICHARD HERSH:** Higher education is about the future. And it is about the way in which we travel to the future in terms of being prepared, or it's the way in which we fail the future.

**KAY McCLENNEY:** All you have to do to really understand this is to read that fine print, in the bottom of your mutual fund prospectus, where it says: "Past performance is no guarantee of future results." And you will know what our challenge and predicament is in higher education today.

**STANDUP:** WE SPENT TWO YEARS ON COLLEGE CAMPUSES AND WHAT WE SAW IS DISTURBING. THE FUTURE DOES NOT LOOK BRIGHT. THE COUNTRY NEEDS A RENEWED SOCIAL CONTRACT SO THAT ANYONE WITH TALENT AND DETERMINATION CAN GO TO COLLEGE AND COLLEGES NEED TO PAY MORE ATTENTION TO TEACHING AND LEARNING. WE DON'T HAVE MUCH TIME. BECAUSE WHILE AMERICAN HIGHER EDUCATION IS DECLINING MUCH OF THE INDUSTRIALIZED WORLD IS MOVING UP, FAST.

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