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.
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 with 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 ASSIGNS 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.

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 wont fail, I wont 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.”

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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.
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 t437 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.”
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.’
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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.”

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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
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?' (this is a repeat)

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
‘DECLINING BY DEGREES: HIGHER EDUCATION AT RISK
HOUR 1 transcript

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.
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.

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.
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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.
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.
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 WHOCouldn’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, CLEYON 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 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 EARN $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.
DECLINING BY DEGREES: HIGHER EDUCATION AT RISK
HOUR 2 transcript

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.”
PAULETTE KURZER: No. No. No. No. You can put that on the tape. No. 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 $29,000 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. .
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.
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 its 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?
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.
CLAIRE 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 its 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?
DECLINING BY DEGREES: HIGHER EDUCATION AT RISK
HOUR 2 transcript

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 DE福德: 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 DE福德: 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.
DECLINING BY DEGREES: HIGHER EDUCATION AT RISK
HOUR 2 transcript

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 HEADED 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 DEFFORD: 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.

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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?
DECLINING BY DEGREES: HIGHER EDUCATION AT RISK
HOUR 2 transcript

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
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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