

The background of the entire image is a bright blue sky with soft, white clouds. Scattered throughout the sky are several black graduation caps (mortarboards) with their tassels. Some caps are in the upper corners, some are in the middle, and one is in the lower left corner, all appearing to be falling or drifting from above.

# Academically *adrift*

Limited Learning on College Campuses

Richard Arum and Josipa Roksa

# Academically Adrift Limited Learning On College

**Richard Arum, Josipa Roksa**



## **Academically Adrift Limited Learning On College:**

**Academically Adrift** Richard Arum, Josipa Roksa, 2011-01-15 In spite of soaring tuition costs more and more students go to college every year A bachelor s degree is now required for entry into a growing number of professions And some parents begin planning for the expense of sending their kids to college when they re born Almost everyone strives to go but almost no one asks the fundamental question posed by Academically Adrift are undergraduates really learning anything once they get there For a large proportion of students Richard Arum and Josipa Roksa s answer to that question is a definitive no Their extensive research draws on survey responses transcript data and for the first time the state of the art Collegiate Learning Assessment a standardized test administered to students in their first semester and then again at the end of their second year According to their analysis of more than 2 300 undergraduates at twenty four institutions 45 percent of these students demonstrate no significant improvement in a range of skills including critical thinking complex reasoning and writing during their first two years of college As troubling as their findings are Arum and Roksa argue that for many faculty and administrators they will come as no surprise instead they are the expected result of a student body distracted by socializing or working and an institutional culture that puts undergraduate learning close to the bottom of the priority list Academically Adrift holds sobering lessons for students faculty administrators policy makers and parents all of whom are implicated in promoting or at least ignoring contemporary campus culture Higher education faces crises on a number of fronts but Arum and Roksa s report that colleges are failing at their most basic mission will demand the attention of us all

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report that colleges are failing at their most basic mission will demand the attention of us all      **Aspiring Adults Adrift** Richard Arum, Josipa Roksa, 2014-09-02 Few books have ever made their presence felt on college campuses and newspaper opinion pages as quickly and thoroughly as Richard Arum and Josipa Roksa's 2011 landmark study of undergraduates learning socialization and study habits *Academically Adrift: Limited Learning on College Campuses*. From the moment it was published one thing was clear: no university could afford to ignore its well-documented and disturbing findings about the failings of undergraduate education. Now Arum and Roksa are back and their new book follows the same cohort of undergraduates through the rest of their college careers and out into the working world. Built on interviews and detailed surveys of almost a thousand recent college graduates from a diverse range of colleges and universities, *Aspiring Adults Adrift* reveals a generation facing a difficult transition to adulthood. Recent graduates report trouble finding decent jobs and developing stable romantic relationships as well as assuming civic and financial responsibility yet at the same time they remain surprisingly hopeful and upbeat about their prospects. Analyzing these findings in light of students' performance on standardized tests of general collegiate skills, selectivity of institutions attended, and choice of major, Arum and Roksa not only map out the current state of a generation too often adrift but enable us to examine the relationship between college experiences and tentative transitions to adulthood. Sure to be widely discussed, *Aspiring Adults Adrift* will compel us once again to re-examine the aims, approaches, and achievements of higher education      **Aspiring Adults Adrift** Richard Arum, Josipa Roksa, 2014 Few books have ever made their presence felt on college campuses and newspaper opinion pages as quickly and thoroughly as Richard Arum and Josipa Roksa's 2011 landmark study of undergraduates learning socialization and study habits *Academically Adrift: Limited Learning on College Campuses*. From the moment it was published one thing was clear: no university could afford to ignore its well-documented and disturbing findings about the failings of undergraduate education. Now Arum and Roksa are back and their new book follows the same cohort of undergraduates through the rest of their college careers and out into the working world. Built on interviews and detailed surveys of almost a thousand recent college graduates from a diverse range of colleges and universities, *Aspiring Adults Adrift* reveals a generation facing a difficult transition to adulthood. Recent graduates report trouble finding decent jobs and developing stable romantic relationships as well as assuming civic and financial responsibility yet at the same time they remain surprisingly hopeful and upbeat about their prospects. Analyzing these findings in light of students' performance on standardized tests of general collegiate skills, selectivity of institutions attended, and choice of major, Arum and Roksa not only map out the current state of a generation too often adrift but enable us to examine the relationship between college experiences and tentative transitions to adulthood. Sure to be widely discussed, *Aspiring Adults Adrift* will compel us once again to re-examine the aims, approaches, and achievements of higher education      Improving Undergraduate Learning Arum, Richard, 2010      **The Learning-Centered University** Steven Mintz, 2024-01-30 This work discusses how colleges are

failing students and how we can address this issue

**How to be a "HIP" College Campus** Satu Rogers, Jeffery W.

Galle, 2015-07-01 Through the voices of dozens of seasoned college faculty and junior and senior students this book shares insights and practical examples on how a college campus can be HIP utilizing high impact educational practices widely and effectively The book's strength is numerous hands on examples about HIPs implementation in and out of the classroom HIPs have been proven to improve student learning yet practical examples of their implementation are still few This book fills that gap Covering seven sets of HIPs we ask such questions as What do creative assignments based on active learning look like How does one teach the whole student How does and should student diversity affect teaching The book is most beneficial to current and future instructors of college courses especially those wanting to use more active learning pedagogies It will also benefit university administrators and staff by identifying campus priorities culture and structure that support the effective implementation of HIPs It makes the case for a campus wide adoption of high impact practices across disciplines and in both academic and co curricular life

**Liberal Learning and the Art of Self-Governance** Emily Chamlee-Wright, 2015-11-19

Concerns over affordability and accountability have tended to direct focus away from the central aims of liberal learning such as preparing minds for free inquiry and inculcating the habits of mind practical skills and values necessary for effective participation in civil society The contributors to this volume seek to understand better what it is that can be done on a day to day basis within institutions of liberal learning that shape the habits and practices of civil society The central argument of this volume is that institutions of liberal learning are critical to a developing and flourishing civil society It is within these civil society incubators that the habits of open discourse are practiced and honed that a collaborative often contentious commitment to truth seeking serves as the rules that govern our work together that the rules of personal and widespread social cooperation are established practiced and refined Many have made this argument as it relates to community based learning and we explore that theme here as well But acquiring and practicing the habits of civil society recur within and throughout the college context in the classrooms in college governance structures in professional associations in collaborative research in the residence halls and on the playing field To put it another way when they are at their best institutions of liberal learning are contexts in which students learn how to live in a free society and learn the art of self governance

*Higher Education Outcomes Assessment for the Twenty-First Century* Peter Hernon, Robert E. Dugan, Candy

Schwartz, 2013-05-09 This book discusses recent trends in outcomes assessment examines how state governments are reshaping the national discussion with higher education and explains how libraries must respond to these changes Higher Education Outcomes Assessment for the Twenty first Century focuses on recent developments in outcomes assessment especially from the perspectives of the federal government and state governments as well as foundations concerned about the state of higher education The authors identify the significant changes that these stakeholders call for information that academic librarians and anyone following outcomes assessment need to be aware of and interpret the discussions to identify

implications for libraries Building upon the foundation of knowledge presented in the previous two Libraries Unlimited Outcomes Assessment in Higher Education titles this book provides readers with up to date coverage of topics such as the emerging metrics used to define student and institutional success the increased importance of accountability and the need to compare and assess the performance of programs and institutions rather than individual courses and the shift in prioritizing student outcomes over student learning outcomes The authors also spotlight the critical need for libraries to fit their role within the national discussion and suggest ways in which library managers and directors can play a role in redirecting the discussion to their benefit

*The Structure of Schooling* Richard Arum,Irene R. Beattie,Karly Ford,2015 This comprehensive reader in the sociology of education examines important topics and exposes students to examples of sociological research on schools Drawing from classic and contemporary scholarship the editors have chosen readings that examine current issues and reflect diverse theoretical approaches to studying the effects of schooling on individuals and society

**Transformative Experiences in College** Neal Christopherson,2020-11-24 Transformative Experiences in College Connections and Community explores the intersection of two concepts transformative experience in college and the communities in which students learn Emerging from a five year longitudinal interview study tracking a panel of 75 students through four years at a selective liberal arts college this book provides a rich depiction of how aspects of the college community and the relationships developed within that community create opportunities for transformative experiences that lead to personal and academic growth Neal Christopherson argues that transformative experiences in college are primarily the results of interactions with other people and with a broader campus community documenting the ways in which relationships with faculty experiences in courses interaction with peers and the general institutional environment can generate these experiences Christopherson also touches on extracurricular and co curricular activities the importance of a healthy environment for interacting with difference and how students transition out of the institution Scholars of education sociology and communication will find this book particularly useful

**The Convergence of K-12 and Higher Education** Christopher P. Loss,Patrick J. McGuinn,2021-03-02 In The Convergence of K 12 and Higher Education two leading scholars of education policy bring together a distinguished and varied array of contributors to systematically examine the growing convergence between the K 12 and higher education sectors in the United States Though the two sectors have traditionally been treated as distinct and separate the editors show that the past decade has seen an increasing emphasis on the alignment between the two At the same time the national focus on outcomes and accountability originating in the K 12 sector is exerting growing pressure on higher education while trends toward privatization and diversification long characteristic of the postsecondary sector are influencing public schools This volume makes the powerful case that it is no longer possible to think of one sector in the absence of the other given the economic demographic and technological forces that are pushing the educational system toward convergence Taken together the chapters in this book provide a promising new line of inquiry for

examining contemporary questions in education policy      *Performance* Richard L. Alfred, Nathan Harris, Kathryn Thirolf, James Webb, 2012-06-18 Understanding performance requires asking fundamental questions about the nature and purpose of an organization What is its business Whom does it serve What do stakeholders want and expect What do they get How does the organization conceive of and measure results How do stakeholders feel about results the organization is generating Answers to these questions require a framework for analysis comprised of three essential ingredients stakeholders results and improvement strategies Organizational performance is given segmental treatment in literature and research Numerous articles and books have been written on related topics such as outcomes assessment organizational effectiveness and cost benefit analysis but each approaches the subject from a singular perspective In this book organizational performance is viewed through multiple lenses so that its different dimensions can be understood and appreciated The view is broad and far reaching in the beginning and specific toward the end where actions organizations can take to improve performance are described Recognizing that performance is context specific colleges and universities are used in this book as the medium for examining performance This book is written for current and future leaders in profit and non profit organizations who find scholarly books unimaginative protracted and detached from practice Senior executives while familiar with many of the basic concepts will find exceptions to current conceptions of organizational performance and practices used to measure and report performance Performance The Dynamic of Results in Postsecondary Organizations will be particularly useful to college and university administrators corporate executives and managers managers in non profit policy making and advocacy organizations graduate program faculty and students and management consulting organizations

**Teaching, Learning and the Net Generation: Concepts and Tools for Reaching Digital Learners** Ferris, Sharmila Pixy, 2011-11-30 Although a growing body of research demonstrates the need for education to adapt to the needs of the Net Generation research also shows that traditional teaching methods continue to dominate the classroom To stay effective higher education must adapt to the needs of this unique generation of digital natives who grew up with computer technologies and social media Teaching Learning and the Net Generation Concepts and Tools for Reaching Digital Learners provides pedagogical resources for understanding digital learners and effectively teaching and learning with today's generation of digital natives This book creates a much needed resource that moves beyond traditional disciplinary and geographical boundaries bridges theories and practice and addresses emerging issues in technology and pedagogy

**Enhancing Teaching and Learning Through Collaborative Structures** Jeffrey L. Bernstein, Brooke A. Flinders, 2017-01-10 In this volume the authors contend that teaching and learning must be viewed as communal work whether conducted in one classroom with colleagues at a programmatic level or when tackled on a university wide scale When educators partner with faculty colleagues or students in teaching and learning it becomes possible to improve the educational experiences of all students model professional behaviors that students will soon be expected to embrace and

positively impact graduates peers campuses and even communities at large By intentionally creating collaborative structures for communal work to occur educators can broaden access to opportunities for students improve engagement experiences within the community and improve faculty support and scholarship Exploring multiple perspectives on collaborative structures in teaching and learning this volume discusses ways to consider the collaborative structures within education that allow for shared contributions to teaching and learning It discusses the need for practitioners to view teaching and learning as truly communal work regardless of the type of setting This is the 148th volume of this Jossey Bass higher education series It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers **Creating Significant Learning**

**Experiences** L. Dee Fink, 2013-07-31 Dee Fink challenges our conventional assumptions and practices and offers an insightful approach to expanding our learning goals making higher education more meaningful This is a gem of a book that every college teacher should read Ken Bain author What the Best College Students Do Since the original publication of L Dee Fink s Creating Significant Learning Experiences higher education has continued to move in two opposite directions more institutions encourage faculty to focus on research obtaining grants and publishing while accreditation agencies policy makers and students themselves emphasize the need for greater attention to the quality of teaching and learning Now the author has updated his bestselling classic providing busy faculty with invaluable conceptual and procedural tools for instructional design Step by step Fink shows how to use a taxonomy of significant learning and systematically combine the best research based practices for learning centered teaching with a teaching strategy in a way that results in powerful learning experiences This edition addresses new research on how people learn active learning and student engagement includes illustrative examples from online teaching and reports on the effectiveness of Fink s time tested model Fink also explores recent changes in higher education nationally and internationally and offers more proven strategies for dealing with student resistance to innovative teaching Tapping into the knowledge tools and strategies in Creating Significant Learning Experiences empowers educators to creatively design courses that will result in significant learning for their students As thought provoking and inspiring today as it was when it was first published it is a must for anyone serious about creating courses that challenge students to learn deeply Elizabeth F Barkley author Student Engagement Techniques The Power of Integrated Learning William M. Sullivan, 2023-07-03 Students and their parents wonder if college is worth the investment Employers want graduates with the skills they need The public wonders if higher education is preparing future generations for an era of dynamic change In his latest book William Sullivan offers a model of higher education that answers all these questions in the affirmative through the power of integrated learning Drawing on examples from the 25 members of the New American Colleges Universities NAC U consortium the book makes the case for an approach that combines the strengths of the liberal arts professional studies and civic responsibility in order to give students the combination of skills and experience



that will prepare them for success in all aspects of life after graduation NAC U campuses place emphasis upon enabling their students to know themselves and their abilities as well as providing them with opportunities to develop a sophisticated understanding of the world To achieve these goals the academic programs focus on developing students intellectual and practical skills such as analytical ability problem solving facility in written and spoken communication and an appreciation for human diversity and creativity These have traditionally been identified as the goals of a liberal arts education and are the same ones identified in a national employer survey as giving job seekers an edge These institutions also invest a great deal of effort to provide their students with state of the art preparation for professional life and occupational success in diverse fields These range from the technical science and technology fields with disciplines such as engineering and computer science through business and across the human service fields such as education nursing pre medicine and pre law to architecture and the performing and visual arts In these courses of study students begin to shape their future careers The important third value of a NAC U education is fostering civic responsibility among students In programs of study abroad and a range of internship and service opportunities these colleges support their students in shaping for themselves unique and effective ways to contribute to the larger life of their world Parents and prospective students may appreciate the chance to learn more about these schools and what they have to offer while those working in higher education will appreciate the chance to learn more about a model that their own institutions may be motivated to emulate All readers will take away a picture of a truly vital part of the higher education landscape in this country

*E-Learning and Social Media* Elinor L. Brown, Anna Krasteva, Maria Ranieri, 2016-05-01 International Advances in Education Global Initiatives for Equity and Social Justice is an international research monograph series of scholarly works that focuses primarily on empowering children adolescents and young adults from diverse educational socio cultural linguistic religious racial ethnic and socio economic settings to become non exploited non exploitive contributing members of the global community The series draws on the international community of investigators academics and community organizers that have contributed to the evidence base for developing sound educational policies practices and innovative programs to optimize the potential of all students Each themed volume includes multi disciplinary theory research and practice that provides an enriched understanding of the drivers of human potential via education to assist readers in exploring adapting and replicating innovative strategies that enable ALL students to realize their full potential Among these strategies are the integration of digital technologies DT and information and communication technologies ICT into contemporary education platforms However technology must be more than just a tool to deliver content and stimulate engagement it must become a means to broaden access to learning advance equity promote social justice and encourage social inclusion Especially reaching out to address the academic and social needs of rural impoverished marginalized and displaced populations Though the digital divide continues to hinder educational attainment for underprivileged populations ICTs are providing significant opportunities to deliver literacy and

basic skills instruction to disadvantaged segments of the global population as well as engage motivate and customize learning to address local needs Nonetheless the availability of ICT is not a deterministic process Other societal cultural political and contextual factors are of fundamental importance to acceptance and integration that enables people to benefit from technology The relationship between educational access instructional delivery and ICT should be considered in more complex terms In particular digital technologies should be viewed as instructional tools that improve access to educational opportunities strengthen cultural resources promote social and economic equity and provide students with the knowledge and competencies to prepare them for a future that cannot be predicted Therefore developing ICT and media capabilities that instill citizenship and stewardship in today s students is crucial to gleaning the social and cultural advantages of a contemporary global society that encourages full and equal citizenship Citizenship education refers to two understandings of citizenship as belonging and as engagement The first is focused on national identity and valorizes the values of justice and democracy as well as language and culture as the roots bridging the personality of children to the community of solidarity and shared norms The second understanding of citizenship complements the roots with roads with the choices made by the individual with the capacity to form and develop the child s personality into the actor and author of his her educational professional and life projects The adolescent prepares to become an active committed and engaged citizen with the intellectual capacity for critical thinking that leads to responsible actions Digital citizenship expresses the transformations of both belonging to and engaging in the information society and contributes to the development of generation Y with the aspiration to innovate and experiment to explore the possibilities of the new digital world to question authorities and instances of knowledge and power Education addresses digital citizenship by opening more avenues for the intersection of Internet imagination and exploration Volume 10 E learning examines the challenges and benefits of social media on student self identity collaboration and academic engagement shares promising practices associated with technology in education and e citizenship in the 21st century and advances the discussion on blending global citizenship education and social media that raises student awareness accountability and social justice involvement Why Students Resist Learning Anton O. Tolman, Janine Kremling, 2023-07-03 However personally committed faculty may be to helping students learn their students are not always as eager to participate in this endeavor and may react with both active and passive resistant behaviors including poor faculty evaluations The purpose of this book is to help faculty develop a coherent and integrated understanding of the various causes of student resistance to learning providing them with a rationale for responding constructively and enabling them to create conditions conducive to implementing effective learning strategies In this book readers will discover an innovative integrated model that accounts for student behaviors and creates a foundation for intentional and informed discussion evaluation and the development of effective counter strategies The model takes into account institutional context environmental forces students prior negative classroom experiences their cognitive

development readiness to change and metacognition The various chapters take the reader through the model s elements exploring their practical implications for teaching whether relating to course design assessments assignments or interactions with students The book includes a chapter written entirely by students offering their insights into the causes of resistance and their reflections on how participating on this project has affected them While of great value for faculty this book is also useful to faculty developers advising future and current faculty as well as to administrators offering insight into how institutional values impact teaching practice and student attitudes

*Artificial Intelligence and Learning Futures* Stefan Popenici, 2022-11-30 Artificial Intelligence and Learning Futures Critical Narratives of Technology and Imagination in Higher Education explores the implications of artificial intelligence s adoption in higher education and the challenges to building sustainable instead of dystopic schooling As AI becomes integral to both pedagogy and profitability in today s colleges and universities a critical discourse on these systems and algorithms is urgently needed to push back against their potential to enable surveillance control and oppression This book examines the development risks and opportunities inherent to AI in education and curriculum design the problematic ideological assumptions of intelligence and technology and the evidence base and ethical imagination required to responsibly implement these learning technologies in a way that ensures quality and sustainability Leaders administrators and faculty as well as technologists and designers will find these provocative and accessible ideas profoundly applicable to their research decision making and concerns

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