

1: Learning in Higher Education Â» Academically Adrift

Academically Adrift raises serious questions about the quality of the academic and social experiences of college students. Armed with extensive data and comprehensive analyses, the authors provide a series of compelling solutions for how colleges can reverse the tide and renew their emphases on learning.

Limited Learning on College Campuses Author s: Richard Arum and Josipa Roksa Publisher: Limited Learning on College Campuses made its Category 5 presence felt on the higher education community. Both provocatively titled and methodically constructed, Adrift elicited a response that often said as much about the reader as it did about the actual argument and evidence being advanced. Many young people do not learn as much in the first two years of college as we would hope and expect that they would. The unwillingness of young people to work hard is largely because no one, their professors most of all, expect them to work hard. Moreover, too many of the institutions in which they are enrolled seem to focus more on social life than on academic life. Next, and this aspect of Adrift has received less attention than the findings about learning and expectations, this dynamic helps no one, but it harms students of color and students with lesser financial resources more than it harms majority and more relatively affluent students. Finally, there are many, many instances of professors and their institutions bucking these trends and finding ways to promote the learning of the young people who have been put in their care. Despite what many legislators, foundation officers, and business representatives often say to the contrary, measuring learning in higher education is hard and problematic. This difficulty, though, is not a warrant for educators to ignore the measurement of learning. Reasoning that students in any institution and in any sort of academic program should be expected to gain critical thinking skills over the first two years of college, the authors build their evidentiary case on an analysis of the Collegiate Learning Assessment CLA , in particular its measures of critical thinking, analytical reasoning, and writing. They supplement this information with survey and transcript data. Their longitudinal data on over 2, traditional-age students enrolled across some two dozen diverse campuses is easily up to the tasks they set for themselves. The Collegiate Learning Assessment has come in for its share of criticism, and Arum and Roksa spend a good deal of time acknowledging the shortcomings of the CLA while insisting on its suitability to the task at hand. Occasionally they have to strain a bit to make this case. Certainly no one, least of all two such skilled and respected researchers as Arum and Roksa, would claim that the CLA captures everything we might want to know about academic growth over the first two years of college. Both hostile and sympathetic readers of Adrift have directed attention to everything from the wholesale rejection of the very idea of standardized testing to the psychometric minutia of the CLA. To their credit, Arum and Roksa confront the criticisms directly. To be fair, Arum and Roksa could have told us more about the distribution of CLA scores at both points in time. Moreover, content knowledge is not assessed on the CLA. It may be that students are learning quite a bit about World War I or cellular mitosis in these two years without necessarily enhancing their ability to think critically about these things. In fact, a replication of Adrift by Ernest Pascarella and his colleagues , using the powerful Wabash National Study of Liberal Arts Education, reports results that are consistent with those of Arum and Roksa in every major respect. Much of the popular attention given to Adrift has settled on the talking point about the 45 percent of students who failed to show significant gains in reasoning and writing skills during their freshman and sophomore years. While an eye-catching number, the focus on it as the centerpiece of the analysis has unhelpfully narrowed the debate. First, as both Alexander Astin and the Pascarella team have argued, the 45 percent figure is a bit iffy, given that gain scores at the individual level can be highly unreliable. Second, and perhaps more importantly, preoccupation with the 45 percent figure detracts attention from the more important conditional effects detected by Arum and Roksa. The real problem, according to the authors, is not so much that too few students are learning enough critical thinking, but that traditionally advantaged students have a better chance of learning in college than do those who enter college with a history of disadvantage. The college experience too often serves to widen the learning gap between the haves and have-nots, thus reproducing inequality rather than alleviating it. They report that offering the right high school and college resources to the less advantaged can overcome

inequalities in what students learn. Contact with faculty, academic support, and high expectations, among other factors, can enhance the learning of students from all backgrounds. This has been too often overlooked in the debate surrounding Adrift. I began this review by observing that many readers of Adrift have been eager to appropriate its findings for their own preferred policy positions. That is to be expected, of course, but there are very simply wrong ways to read Adrift. Arum and Roksa are distressed – even outraged – by what they see on college campuses, and are not reluctant to call for broad and deep change. Academically Adrift is not, however, a book about lazy professors, shiftless students, and spineless administrators. Rather, it is a book about how an institution that has been admittedly compromised by vocationalization, credentialism, and careerism can redefine and reclaim a set of goals focused on student learning. The Chronicle of Higher Education. How robust are the findings of Academically Adrift? The Magazine of Higher Learning, 43 3 , Cite This Article as: Teachers College Record, Date Published: August 01, [http:](http://www.tcr.org/)

2: Why Participate in Collaborative Research? | St. Norbert College

It's hard to think of a study in the last decade that has had a bigger impact on public discourse about higher education and the internal workings of colleges and universities alike than has Academically Adrift.

Feb 18, Stuart rated it really liked it This is really a research article disguised as a book. Also the graphics are miserable and the quality of the writing is wooden. So much for the bad. The good is that this work is perhaps the final brick in the wall in assessing the nature of contemporary college education. Chris Healy and I put one brick in that wall: Babcock and Marks put in another brick: The NSSE studies indicate that students, on average, care little about the academic aspects of college. Until now, the defense on the part of the education establishment in response to the above analyses is that none of this matters. There were no data to back this rebuttal on the part of the education establishment. It was just a sunny assertion. Now, with this book, maybe we have some data. Students are studying 12 hours a week on average. Their average GPA is 3. After four years of study, over one third have not improved upon the academic skills they possessed when they entered college. There are plenty of books that talk on and on about the nature of college without any real data. I find almost all of them to be exercises in narcissism. However, there are, the more I think about it, some problems with the methodology used in this book. There is certainly some part of the CLA test that measures something of value in terms of learning. Taking a difference between two CLA tests, which is what the authors do here, results in even more noise. The authors may well be confusing signal with noise in their assessments. But its results are not, probably, as strong a confirmation as I might surmise based on a cursory reading.

3: Inside Higher Ed's News

Academically Adrift: Limited Learning on College Campuses is a book written by Richard Arum and Josipa Roksa, published by the University of Chicago Press in January. The book examines the current state of higher education in the United States.

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4: Review of Academically Adrift | The College Puzzle

" In Academically Adrift, Arum and Roksa paint a chilling portrait of what the university curriculum has become. - Anthony Grafton, The New York Review of Books " Before reading this book, I took it for granted that colleges were doing a very good job.

Limited Learning on College Campuses. Richard Arum and Josipa Roksa. University of Chicago Press, In a fashion that is rare for a serious social scientific work, it has contributed to—and amplified—an ongoing debate about the value of undergraduate education in the United States, supplying new force and empirical heft to narratives already in circulation. Indeed, one of the most significant facts about Academically Adrift, a surprise even to its authors, is that attention to its contents has not noticeably diminished in the months since its mid-January release. For those who somehow missed the media blitz, sociologists Arum of New York University and Roksa of the University of Virginia followed twenty-three hundred college students at twenty-four institutions spanning the US higher education spectrum in order to determine whether undergraduates were indeed developing the higher-order skills that many colleges claim to prize and even use to define their mission: To do so, they relied on the Collegiate Learning Assessment CLA , a tool the authors rightly describe as state of the art in the assessment world, if still clunky and imperfect. The results can only be described as bleak: Moreover, instead of dissolving, class differences on the test persisted, and racial gaps widened over time. Relying on student surveys, Arum and Roksa go on to supply damning evidence of not just limited learning but limited effort by undergraduates. College students, they found, spent an average of just twelve hours a week studying compared to forty-plus hours socializing , with a rather shocking 37 percent devoting less than five hours a week to preparing for class. Some of the blame—and there is plenty of it to go around in this account—may be chalked up to the minimalist requirements of their professors. Half of the students in the sample reported that they had not taken a class in the last semester requiring more than twenty pages of writing in the entire course, and a third had not taken a class requiring more than forty pages of reading a week. The good news, at least for the fun-maximizing and work-avoiding students that the authors profile, is that the mean grade point average still hovers around 3. Some of these quibbles are doubtless warranted. Each gets something different out of the equation. But—and here is the crux of the matter—all collude in their studied neglect of undergraduate learning. Long-term goals, the territory of no one in particular—whether democratic citizenship or global competitiveness—have little traction compared to short-term incentives: In other words, everyone games the system. It is only those on the outside, private-sector employers and legislatures neither the favorite audience of academics , who are applying pressure on the question. The fact that many institutions have adopted internal self-assessment measures in recent years, she suggests, may account for the familiarity. The prescriptions Arum and Roksa outline for institutional and system-level reform hint at the depth of the problem. They do not recommend external accountability measures, a No Child Left Behind for universities that would impose crude rubrics rather than address something we still know very little about: Instead, they argue for reform from within. More concretely, the authors suggest monitoring academic requirements, setting benchmarks and higher expectations, offering more writing- and reading-intensive courses, integrating teaching in a serious way into graduate training, and tying educational-innovation grants to documented student progress in learning. These are sensible, if gentle, suggestions. But, for reasons Arum and Roksa make clear, few within the academy are interested enough to embrace them strongly, at least as a full-time project. It should be said that other organizations have stepped into the breach, hoping to refocus higher education on learning. Each of these organizations, however, has struggled to get colleges and universities, especially elite ones, to take notice. The judgments of those who work within institutions of higher education, whether public or private, will likely become less and less relevant in this context. Given this reality, the crisis may be closer at hand than Roksa and Arum think. The financial and political pressures of the moment make doing so a roll of the dice. Academically Adrift is a book that we cannot ignore, for reasons of pragmatic politics as well as professional pride. It would be a shame if the rest of the world sits up and takes notice of its findings while scholars remain

adrift. Igo, associate professor of history at Vanderbilt University, is the author of *The Averaged American*: Her e-mail address is sarah.

5: Academically Adrift: Limited Learning on College Campuses - Ebook pdf and epub

Academically Adrift NPR coverage of Academically Adrift: Limited Learning on College Campuses by Richard Arum and Josipa Roksa. News, author interviews, critics' picks and more.

How excellent is it? Growing numbers of students are sent to college at increasingly higher costs, but for a large proportion of them the gains in critical thinking, complex reasoning and written communication are either exceedingly small or empirically nonexistent. At least 45 percent of students in our sample did not demonstrate any statistically significant improvement in CLA performance during the first two years of college. While these students may have developed subject-specific skills that were not tested for by the CLA, in terms of general analytical competencies assessed, large numbers of U. They might graduate, but they are failing to develop the higher-order cognitive skills that it is widely assumed college students should master. These findings are sobering and should be a cause for concern. While higher education is expected to accomplish many tasks—and contemporary colleges and universities have indeed contributed to society in ways as diverse as producing pharmaceutical patents as well as primetime athletic bowls—existing organizational cultures and practices too often do not prioritize undergraduate learning. Faculty and administrators, working to meet multiple and at times competing demands, too rarely focus on either improving instruction or demonstrating gains in student learning. More troubling still, the limited learning we have observed in terms of the absence of growth in CLA performance is largely consistent with the accounts of many students, who report that they spend increasing numbers of hours on nonacademic activities, including working, rather than on studying. They enroll in courses that do not require substantial reading or writing assignments; they interact with their professors outside of classrooms rarely, if ever; and they define and understand their college experiences as being focused more on social than on academic development. More important, not only do students enter college with unequal demonstrated abilities, but their inequalities tend to persist—or, in the case of African-American students relative to white students, increase—while they are enrolled in higher education. Despite the low average levels of learning and persistent inequality, we have also observed notable variation in student experiences and outcomes both across and within institutions. While the average level of performance indicates that students in general are often embedded in higher-education institutions where only very modest academic demands are placed on them, exceptional students, who have demonstrated impressive growth over time on CLA performance, exist in all the settings we examined. Students attending these institutions demonstrated significantly higher gains in critical thinking, complex reasoning and writing skills over time than students enrolled elsewhere. Contemporary college graduates generally do not leave school with the assumption that they will ultimately inherit the plantations or businesses of their fathers. The attainment of long-term occupational success in the economy requires not only academic credentials, but likely also academic skills. Something else has also changed. After World War II, the United States dramatically expanded its higher-education system and led the world for decades in the percentage of young people it graduated from college, often by a wide margin. Over the past two decades, while the U. In contrast, by the early s, the progress the United States had made in increasing college participation had come to a virtual halt. For most of the s, the United States ranked last among 14 nations in raising college participation rates, with almost no increase during the decade. The changing economic and global context facing contemporary college graduates convinces us that the limited learning that exists on U. Parents—although somewhat disgruntled about increasing costs—want colleges to provide a safe environment where their children can mature, gain independence, and attain credentials that will help them be successful as adults. Students in general seek to enjoy the benefits of a full collegiate experience that is focused as much on social life as on academic pursuits, while earning high marks in their courses with relatively little investment of effort. Professors are eager to find time to concentrate on their scholarship and professional interests. Administrators have been asked to focus largely on external institutional rankings and the financial bottom line. Government funding agencies are primarily interested in the development of new scientific knowledge. In short, the system works. No actors in the system are primarily interested in

undergraduate student academic growth, although many are interested in student retention and persistence. Limited learning on college campuses is not a crisis because the institutional actors implicated in the system are receiving the organizational outcomes that they seek, and therefore neither the institutions themselves nor the system as a whole is in any way challenged or threatened. Social scientists have no particular expertise in predicting the particular form and timing of such an occurrence. We are familiar enough with U. The Sputnik launch in , for example, led within a year to legislation that significantly increased federal support for education and provided increased attention to science and mathematics instruction in particular. A few years later, President John F. Kennedy would pick a university setting to proclaim that the United States would send an astronaut to the moon within a decade. Many said such a goal could never be attained. Standing in the way of significant reform efforts are, of course, a set of entrenched organizational interests and deeply ingrained institutional practices. While the lack of undergraduate academic learning has generated increased hand-wringing in various quarters, efforts to address the problem have been feeble and ineffective to date. A primary reason is that undergraduate learning is peripheral to the concerns of the vast majority of those involved with the higher-education system. Limited learning is in no way perceived as a formidable crisis that threatens the survival of organizational actors, institutions, or the system as a whole. We believe that students, parents, faculty, and administrators are not overly concerned with the lack of academic learning currently occurring in colleges and universities, as long as other organizational outcomes more important to them are being achieved. The dissatisfaction of corporate leaders in the private sector with the quality of U. At the same time, they note that only a small proportion of four-year college graduates excel in these skills: In another recent survey, commissioned by the Association of American Colleges and Universities, employers rated only 26 percent of college graduates as being very well prepared in writing, and 22 percent as being very well prepared to think critically. While employers might lament the capacities that current college graduates bring to the workplace, industry has already largely adapted by turning to graduate schools and foreign sources of labor to fill positions that require sophisticated technical expertise, and it has often relegated U. The extent of disengagement in young adults today is highlighted by recent findings that suggest that of individuals aged eighteen to twenty-four—many of whom are enrolled in higher-education institutions—only 24 percent report that they even read a print or on-line version of a newspaper, while 34 percent admit that on a typical day they receive no news from any source. The increases in cognitive disengagement from societal events and in the institutional marginalization of undergraduate learning should remind us that solutions to the problem of limited learning will require not only technical fixes but also a recommitment to recognizing that providing future college students moral imperative. Federal incentives to alter individual and institutional incentives will not likely prove sufficient to change educational practices without more fundamental change to college and university organizational cultures. Historians remind us that higher-education institutions initially were created largely to achieve moral ends. A renewed commitment to improving undergraduate education is unlikely to occur without changes to the organizational cultures of colleges and universities that reestablish the institutional primacy of these functions—instilling in the next generation of young adults a lifelong love of learning, an ability to think critically and communicate effectively, and a willingness to embrace and assume adult responsibilities. Although our higher-education institutions currently are academically adrift, they can commit to a change of course that will reconnect them with their earlier design and functions. Excerpted from page and of *Academically Adrift*: This text may be used and shared in accordance with the fair-use provisions of U. Archiving, redistribution, or republication of this text on other terms, in any medium, requires the consent of the University of Chicago Press. Footnotes and other references included in the book may have been removed from this online version of the text.

6: Studies challenge the findings of 'Academically Adrift'

Academically Adrift exposed the bankruptcy of those assertions. But it didn't reveal anything that college leaders didn't know, in quiet rooms behind closed doors, all along. Academe was so slow.

7: NPR Choice page

Academically Adrift: Limited Learning on College Campuses is a detailed collection of statistics and cross references to additional research compiled by the authors. While the book contains pages, the relevant information it presents is limited to the first pages.

8: Academically Adrift - Wikipedia

Academically Adrift is not, however, a book about lazy professors, shiftless students, and spineless administrators. Rather, it is a book about how an institution that has been admittedly compromised by vocationalization, credentialism, and careerism can redefine and reclaim a set of goals focused on student learning.

9: Academically Adrift: Limited Learning on College Campuses by Richard Arum

An excerpt from *Academically Adrift: Limited Learning on College Campuses* by Richard Arum and Josipa Roksa. Also available on web site: [online catalogs](#), [secure online ordering](#), [excerpts from new books](#).

Radion Distr Trans V5 Windmill project for school Veterinary notes for dog breeders The Merry Wives of Windsor (Websters Italian Thesaurus Edition) Drawing for beginners step by step animals Brittany champions (show field), 1982-1986. The Best Fly-Fishing Trips Money Can Buy Gypsies in social space Railways, religion, and reform Introduction to image processing in matlab Selected problems and questions in strength of materials Current diagnosis and management of chorioretinal diseases Exercising to music The sequence of the Heine songs and cyclicism in Schwanengesang Martin Chusid History of the Young Mens Christian Association The new union prayer book Security in embedded systems ieee papers China economic outlook 2017 City of Glass (The Mortal Instruments #3) The end of the island. Tooth hypersensitivity Timpsons Other England We are standing inside of a picture Mumbai and Goa Travel Pack Cesar Chavez (Rookie Biographies) Provide immediate relief with an emergency economic plan Wake on lan tutorial Citizen photojournalism during crisis events Sophia B. Liu . [et al.] Bruno Liljefors the Peerless Eye Roadmap to the New Jersey HSPA Language Arts Literacy Music physics and engineering harry f olson Architecture of Computing Systems ARCS 2006 The Bible and the Mass Ancient Lights and Certain New Reflections, Being to Memories of a Young Man (Collected Works of Ford Mad Historical Dictionary of the Ottoman Empire (Historical Dictionaries of Ancient Civilizations and Histori Making a comprehensive work Outsourcing and Outfitting Practices Liberty and tyranny Voices in the air Blueprint for a sustainable economy