MORE STUDENT SUCCESS

A Systemic Solution

Paul E. Lingenfelter
President, State Higher Education Executive Officers
Western Interstate Commission on Higher Education
Monday, November 5, 2007
Forces Flattening the Global Playing Field

- Fall of Berlin Wall
- First Mainstream Web Browser
- Work Flow Software
- Open Sourcing
- Outsourcing
- Offshoring
- Supply-chaining
- Insourcing
- In-forming
- “The Steroids” Wireless Mobile Digital Communication
American (and Western European) workers are the most expensive in the world.

What will it take for them to be worth what they cost?

They must be the best educated in the world.
Differences in College Attainment (Associate and Higher) Between Young and Older Adults – U.S. and OECD Countries, 2004

Source: Organisation of Economic Cooperation and Development (OECD) -- NCHEMS
### College Grads: US, India, and China

#### College graduates this year:

<table>
<thead>
<tr>
<th>Country</th>
<th>Total College Graduates</th>
<th>Engineering Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S.</td>
<td>1.3 Million</td>
<td>70,000</td>
</tr>
<tr>
<td>India</td>
<td>3.1 Million</td>
<td>350,000</td>
</tr>
<tr>
<td>China</td>
<td>3.3 Million</td>
<td>600,000</td>
</tr>
</tbody>
</table>

Source: Geoffrey Colvin, *Fortune Magazine*, July 20, 2005
College Grads: US, India, and China

REVISED DATA: 4 year degrees

Source: Duke Engineering Management Program
Education, Income, and Economic Strength

Educational Attainment, Personal Income, and Economic Strength

State New Economy Index (2002)
- Green: Top Tier
- Gray: Middle Tier
- Red: Low Tier

Source: Patrick Kelly, NCHEMS
2002 High School Sophomores Plan:

- At least a baccalaureate degree – 80%
- A graduate or professional degree – 40%
- Some postsecondary education – 11%
- No postsecondary education – 9%
## College Participation by SES Status

<table>
<thead>
<tr>
<th>Achievement Quartile</th>
<th>SES Quartile</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest</td>
<td>Lowest</td>
<td>78%</td>
<td>97%</td>
</tr>
<tr>
<td>Lowest</td>
<td>Lowest</td>
<td>36%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Source: *Access Denied*, Department of Education, February 2001
Minority Representation Gap by State

[Chart showing minority representation gap by state, with the states listed vertically and the gap percentages shown in the chart.]

Source: US Census Bureau, NCES-CED, NCES-SPEDS Fall Enrollment and Correlation Surveys
A Systemic Solution for . . .

Early Outreach
Curriculum and Assessment Systems
High Quality Teaching
Student Financial Assistance
Success in College

. . . More Student Success
A Systemic Solution for
More Student Success

Early Outreach

- High school curriculum and assessment systems
- K-12 teachers
- Student financial aid
- Postsecondary teaching and learning environments
- Data and accountability systems

**Early outreach must** raise aspirations, provide critical information, and prepare students for success in high school and beyond.
A Systemic Solution for
More Student Success

Early Outreach

High school curriculum and assessment systems
K-12 teachers
Student financial aid
Postsecondary teaching and learning environments
Data and accountability systems

High school curriculum and assessment systems must be aligned with the requirements for success in postsecondary education and work.
A Systemic Solution for More Student Success

Early Outreach

High school curriculum and assessment systems

K-12 teachers

Student financial aid

Postsecondary teaching and learning environments

Data and accountability systems

K-12 teachers must be well-prepared – masters of content and skillful in managing classrooms, engaging students, and promoting learning.
Student financial aid must remove barriers, reinforce aspirations, provide incentives, and enable students to focus on academic achievement.
Postsecondary teaching and learning environments must foster the success of all students with high, attainable standards; communities of learners; and effective support systems.
Data and accountability systems must monitor student progress throughout the system so policymakers and educators can improve their performance.
Contact Information

Paul E. Lingenfelter
President, SHEEO

paul@sheeo.org

303-541-1605