The Politics of Student Success: From where did this mandate come?

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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
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
Fifty State View: Education and Prosperity

Educational Attainment, Personal Income, and Economic Strength

Percent of the Adult Population Ages 25 to 64 with a Bachelor’s Degree or Higher

Source: Patrick Kelly, NCHEMS
Education of the U.S. Labor Force 1973

- High School Dropouts: 32%
- High School Graduates: 40%
- Bachelor's Degree: 9%
- Some College: 12%
- Graduate Degree: 7%

Labor force in 1973: 91 million

Source: March CPS 1973
Education of the U.S. Labor Force, 2007

- Bachelor’s Degree: 21%
- Associate’s Degree: 10%
- Some College: 17%
- High School Graduates: 30%
- High School Dropouts: 11%
- Graduate Degree: 11%

Labor force in 2007: 154 million

Source: March CPS 2007
Jobs in the last 4 decades have increasingly required post secondary education

Source: Current Population Survey, Various years

Center on Education and the Workforce
To match leading nations 55% of U.S. adults must attain some college degree by 2025, but...

By 2025, the U.S. will fall 16 million degrees short of this attainment rate if we fail to increase college degree production above the current rate.

Are we facing a chasm to bridge or a mountain to climb?

- Are policy makers are on one side of a chasm with academic leaders on the other?

- Or are we all afflicted with outmoded ideas about liberal education, shaped by the “old economy” and persistent elitism, a mountain that needs climbing?

- We have met the enemy and he is us. (Pogo)
Sources of resistance to widespread postsecondary attainment—

- The Jeffersonian model of universal education
- Charles Murray’s ideas about “real education,” the limited capacity of ordinary people, and the related tendency to emphasize sorting and selecting over building capacity
- Contrast Jefferson and Murray with Lincoln, whose passion was empowering the common man
# College Participation by SES Status

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<thead>
<tr>
<th>Achievement Quartile</th>
<th>SES Quartile</th>
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<tbody>
<tr>
<td></td>
<td>Lowest</td>
<td>Highest</td>
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<tr>
<td>Highest</td>
<td>78%</td>
<td>97%</td>
</tr>
<tr>
<td>Lowest</td>
<td>36%</td>
<td>77%</td>
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</tbody>
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Source: *Access Denied*, Department of Education, February 2001
Degree Attainment by SAT Scores and SES

What is required to meet these social, economic, and moral challenges?

- Establish a coherent, concrete vision of liberal education – LEAP will serve nicely
- End casual, undisciplined approaches to learning and assessment
- Diminish the barriers of academic culture and language
- Address questions of cost and productivity
Resources: (slide one)

- New Leadership Alliance for Student Learning
  - [http://www.newleadershipalliance.org](http://www.newleadershipalliance.org)

- National Institute for Learning Outcomes Assessment
  - [http://www.learningoutcomeassessment.org](http://www.learningoutcomeassessment.org)

- Degree Qualifications Profile

- Liberal Education and America’s Promise
  - [http://www.aacu.org/leap/](http://www.aacu.org/leap/)
Resources: (slide two)

• Common Core State Standards
  • http://www.corestandards.org/the-standards

• NCATE Blue Ribbon Panel: Transforming Teacher Education through Clinical Practice
  • http://www.ncate.org/LinkClick.aspx?fileticket=zeiB1OoqPk%3d&tabid=715

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