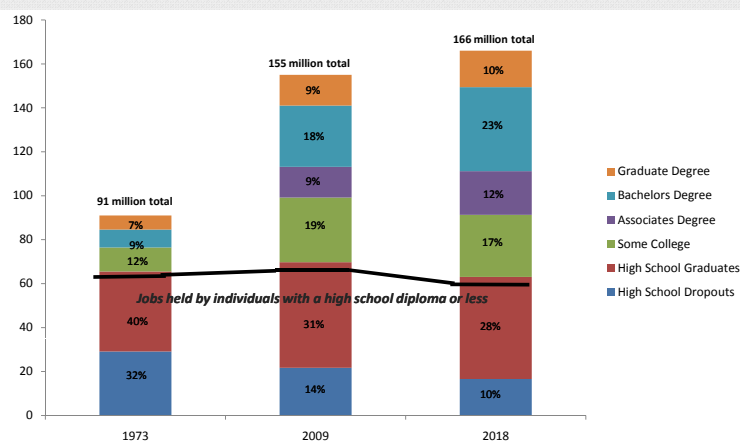


## Higher Education in the 21<sup>st</sup> Century: What has to be different?

North Dakota Interim Legislative  
Committee on Higher Education  
November 3, 2011

Paul E. Lingenfelter  
President, SHEEO

**Figure 1:  
Higher attainment levels needed for future U.S. jobs**



Sources: U.S. Census Bureau, CPS, 1973, 2009; Anthony Carnevale, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010, p. 14.

## How is the 21<sup>st</sup> Century different from 1960?

1960-1970:

We needed to provide postsecondary education to 25% of the baby boom

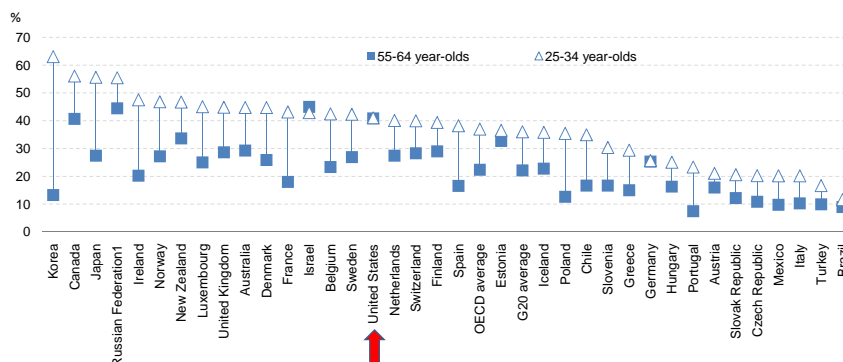
2010-2020:

We need to provide postsecondary education to 75% of our workforce

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**Figure 2:**  
**Differences in College Attainment (Associate and Higher)**  
**Between Young and Older Adults – U.S. and OECD Countries, 2009**

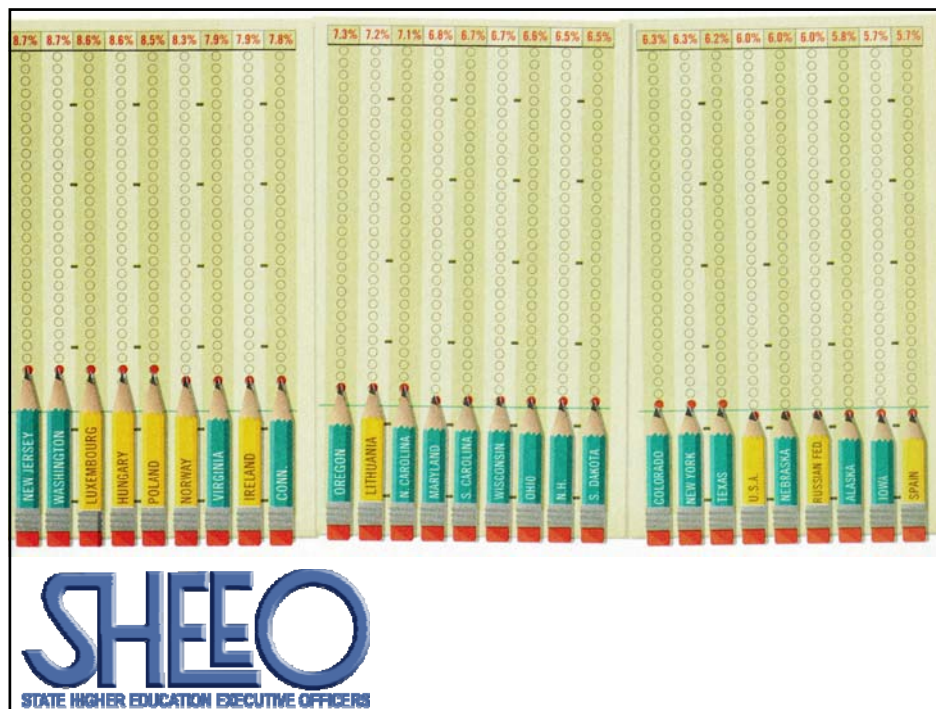
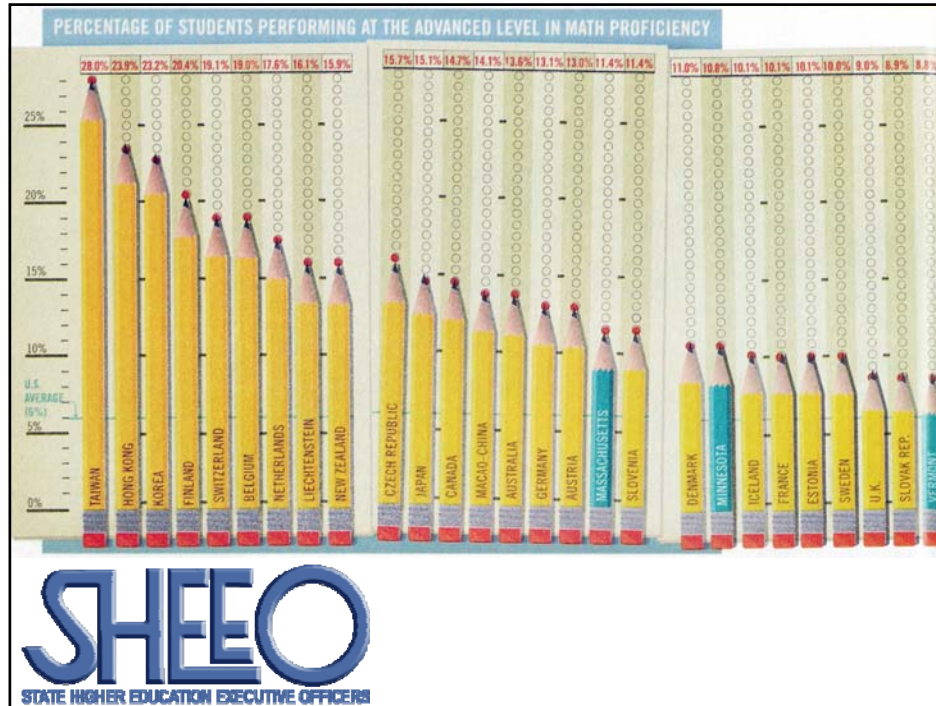
**Chart A1.1. Percentage of population that has attained tertiary education, by age group (2009)**

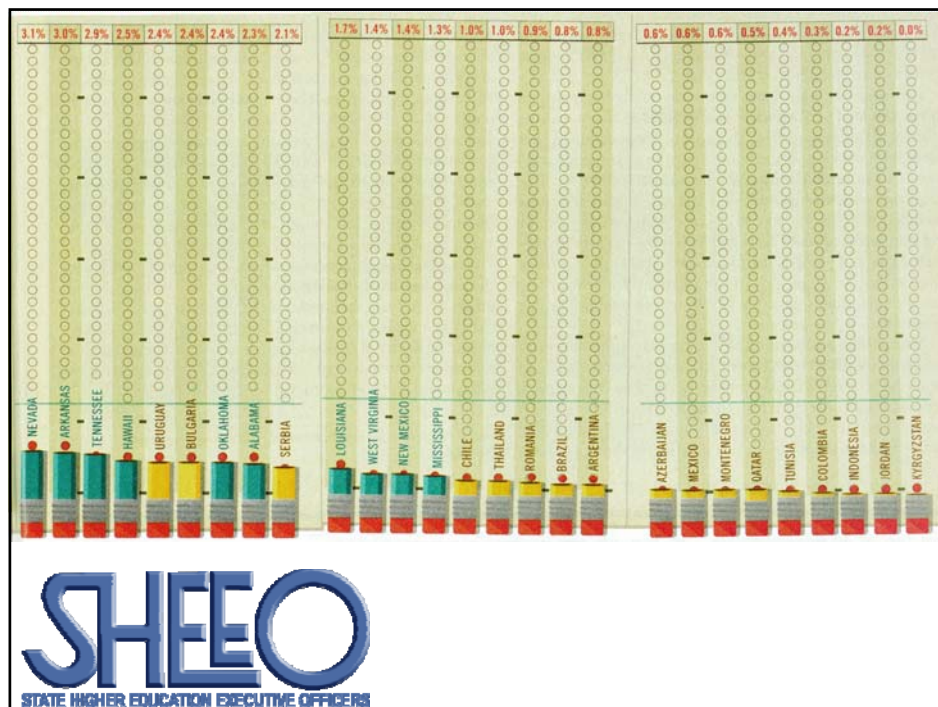
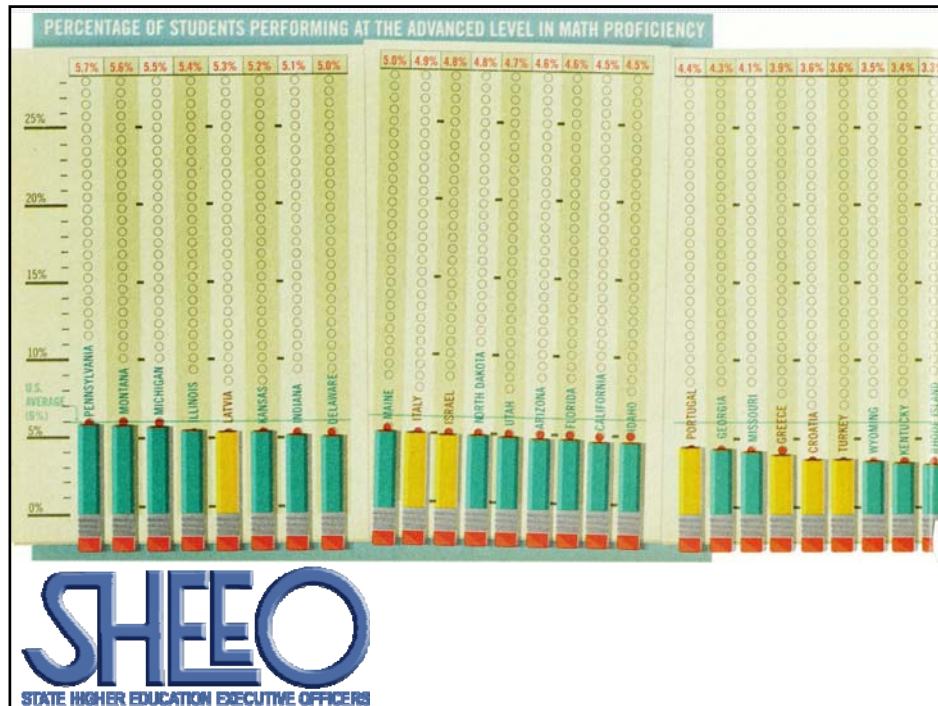


**In 5 years (since 2004) the U.S. has gone from 8<sup>th</sup> to 16<sup>th</sup> place**

Source: OECD, Table A1.3a. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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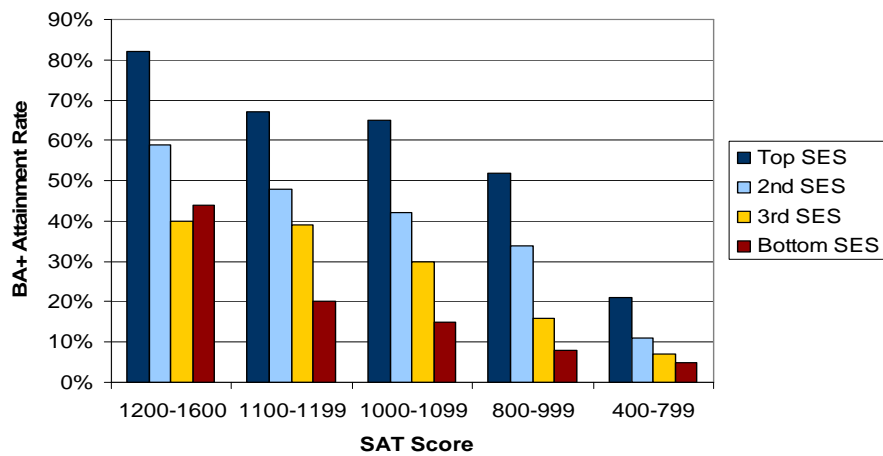
**Figure 4:**  
**College participation by socioeconomic status (SES)**

College Participation By Achievement Test and Socioeconomic Status Quartile		SES Quartile	
		Lowest	Highest
Achievement Quartile	Highest	78%	97%
	Lowest	36%	77%

Source: Access Denied, Department of Education, February 2001.

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**Figure 5:**  
**Degree attainment by SAT scores and SES**



Source: Anthony Carnevale, *Liberal Education*, Fall 2008, p. 58.

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## Strategies for increasing educational attainment

- **Clear learning objectives**
  - Common Core State Standards, Degree Qualifications Profile
  - Fewer, clearer, higher, internationally benchmarked
- **Effective approaches for engaging students and achieving learning**
  - Appropriate curriculum
  - Capable teachers working in well-designed, well-functioning learning communities
  - Essential student supports: Time to learn, money for access, coaching and goading as needed
- **Appropriate, multi-faceted assessments**
  - PARCC, Smarter Balanced Consortia
  - AHELO (OECD Assessment of Higher Education Learning Outcomes)
  - NILOA, Alliance for Student Learning and Accountability
- **Benchmarking and research capability**
  - Common Education Data Standards (CEDS)
- **Collaboration, reciprocal feedback between higher education and K-12**
  - Expectations, performance, strategies for improvement

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## Implications for Governance and Coordination

- Focus on public priorities, measure results
- Change dysfunctional incentives, dampen destructive competition
- Strengthen higher education governance/coordination boards and leaders
- Balance loose/tight
  - challenge educators to reach tough goals
  - give them room to be creative and do the job

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**THANK YOU!**

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