



UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of Minds



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www.utahsbr.edu



Building a Stronger State of Minds

“If the United States is to remain economically competitive, meet workforce demands, and create opportunity for more Americans, we must dramatically increase the number of students entering – and graduating from – college.”



Overview

- High educational attainment correlates with state economic strength and high income
- We are losing ground to other nations, largely because of relatively low college completion rates
- The U.S. deficit in degree attainment poses a serious threat to the nation's economic well being

**Hitting Home: Quality, Cost, and Access Challenges Confronting Higher Education Today.* The Lumina Foundation. March 2007.

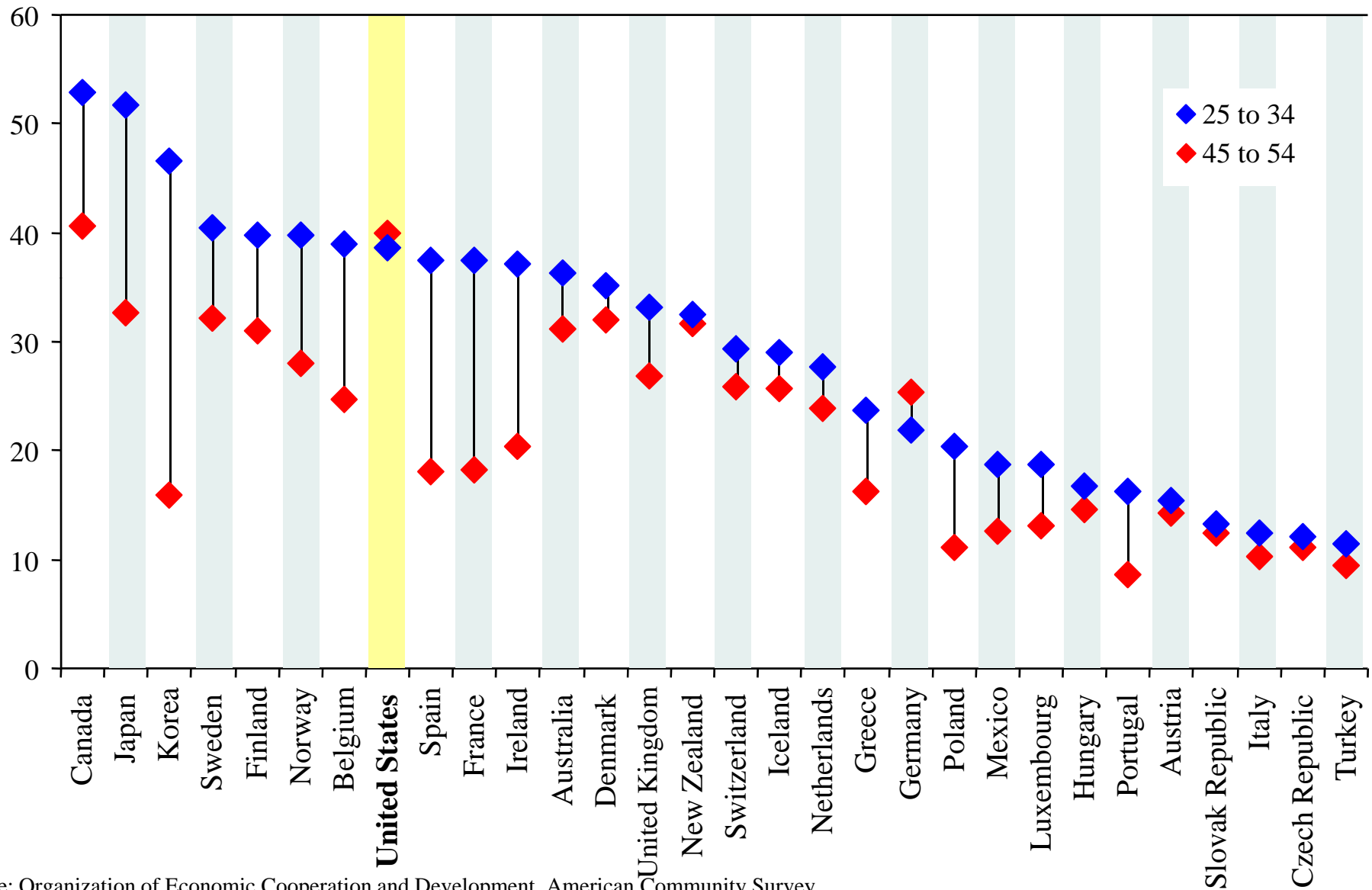


If Education Doesn't Improve

- “If current trends continue, the proportion of workers with high school diplomas and college degrees will decrease and the personal income of Americans will decline over the next 15 years.”



Percent of Adults with an Associate's Degree or Higher - 2003



Source: Organization of Economic Cooperation and Development, American Community Survey



Economic Jeopardy

- “The chief prediction of **New England 2020** is that, by the year 2020, all six New England states (with the possible exception of New Hampshire) will have witnessed a measurable drop in the percentage of their young population holding a bachelor’s degree or higher....In the absence of some new spur to growth in the size of this population, the region’s long-term labor force prospects are troubling.”

- New England 2020: A Forecast of Educational Attainment and its Implications for the Workforce of New England States, Coelen, S. & Berger, J.B., June 2006



Lack of Participation

PARTICIPATION	UTAH		Top States 2006
	1992	2006	
18- to 24-year-olds enrolled in college	41%	34%	41%
25- to 49-year-olds enrolled part-time in any type of postsecondary education	3.9%	3.9%	5.1%

**Measuring Up, 2006, **Updated from original Measuring Up Report Card*



Lack of Completion

- The percentage of the population holding bachelor's degrees changes across demographic groups.

Utah Losing Ground in 2002

Utah ranks 12th in the nation in the 45-64 age group,
but only 32nd in the nation for the 25-34 age group

Age Group	Both Sexes		Male		Female	
	Utah	U.S.	Utah	U.S.	Utah	U.S.
25 to 34 years	25.4	27.5	25.6	25.7	25.3	29.4
35 to 44 years	26.3	25.9	29.8	25.8	22.7	26.0
45 to 64 years	30.1	26.4	35.6	29.3	24.7	23.7
65 years and over	19.2	15.4	26.8	20.5	13.3	11.8

•Source: Utah Foundation, June 2004, *Utah's Higher Education Graduates*



Lack of Completion

- Percent of Utah's population, by county, who hold at least a bachelor's degree

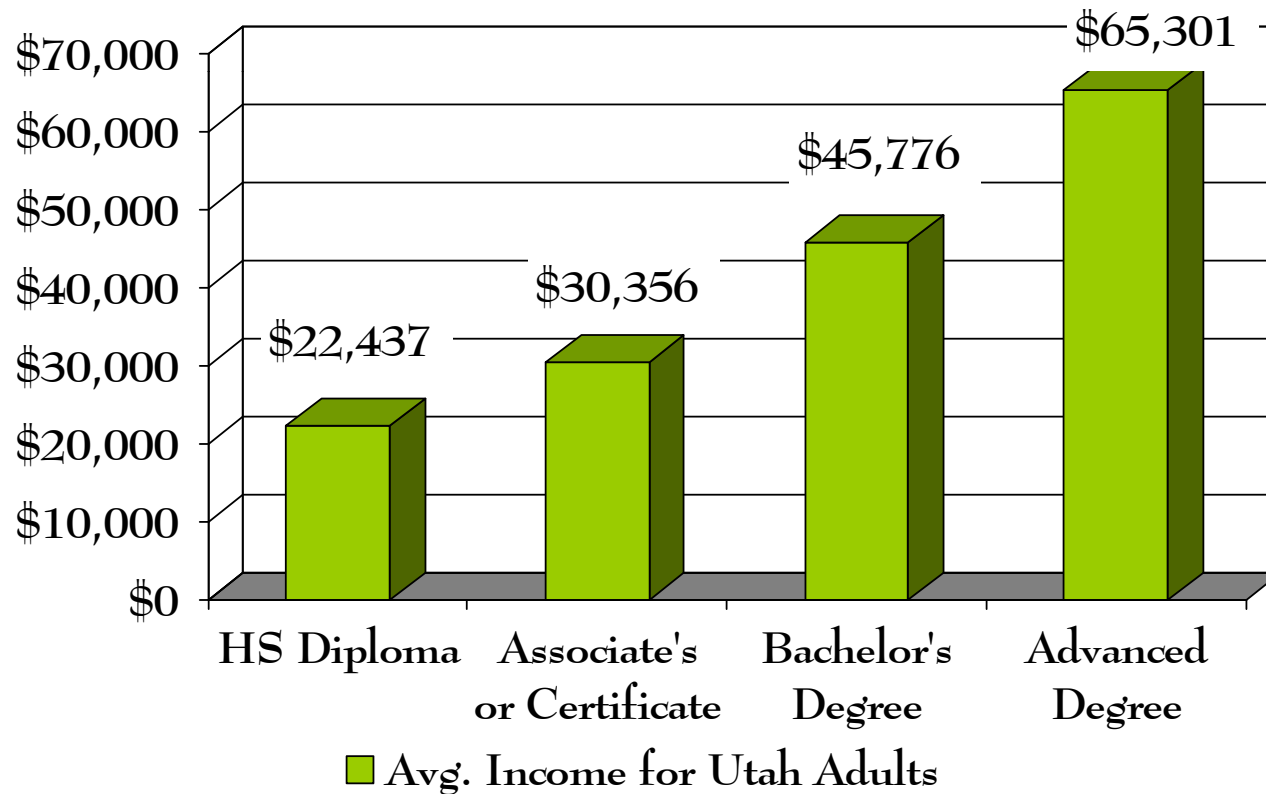
Age	Utah County			Salt Lake County		
	Men	Women	Total	Men	Women	Total
25-34	30.9	30.4	30.7	26.2	26.7	26.4
35-44	37.8	24.7	31.4	29.9	25.1	27.5
45-64	42.9	30.0	36.2	36.5	26.1	31.2
65 +	35.1	15.6	24.1	28.6	14.8	20.6
Age	Washington County			Davis County		
	Men	Women	Total	Men	Women	Total
25-34	16.3	18.4	17.4	29.0	24.9	26.9
35-44	21.3	17.5	19.4	36.9	23.2	30.1
45-64	31.6	18.9	24.8	40.4	25.5	32.8
65 +	27.5	14.0	20.4	30.0	12.4	20.3

Source: U.S. Bureau of the Census, 2000 – Analysis by Janice Houston, 2006



Education and Training Pay

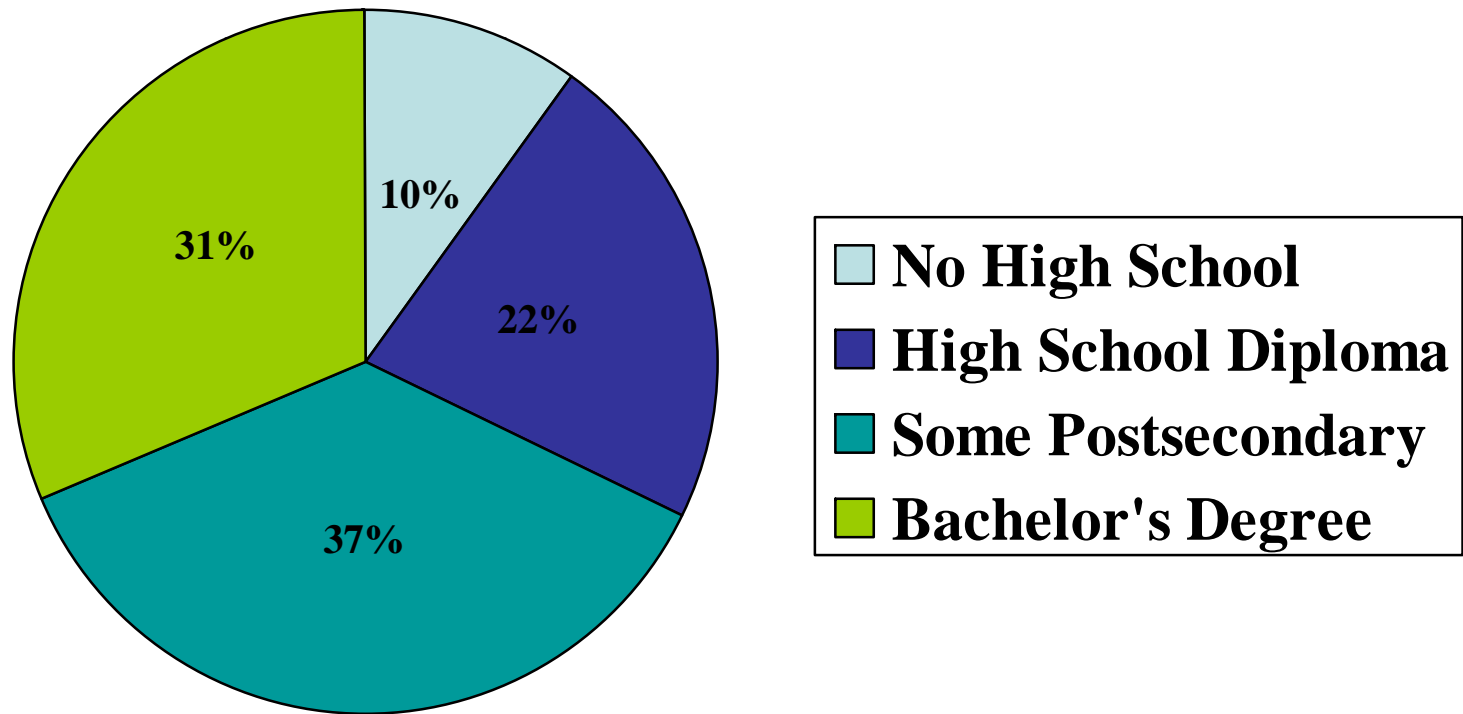
Utah Median Income by Education Level





A Changing Workforce

- More than 2/3 of new jobs require some postsecondary education



Source: Carnevale, Anthony P., and Donna M Desrochers, Standards for What? The Economic Roots of K-16 Reform, *Educational Testing Service*, 2003.



A Changing Workforce

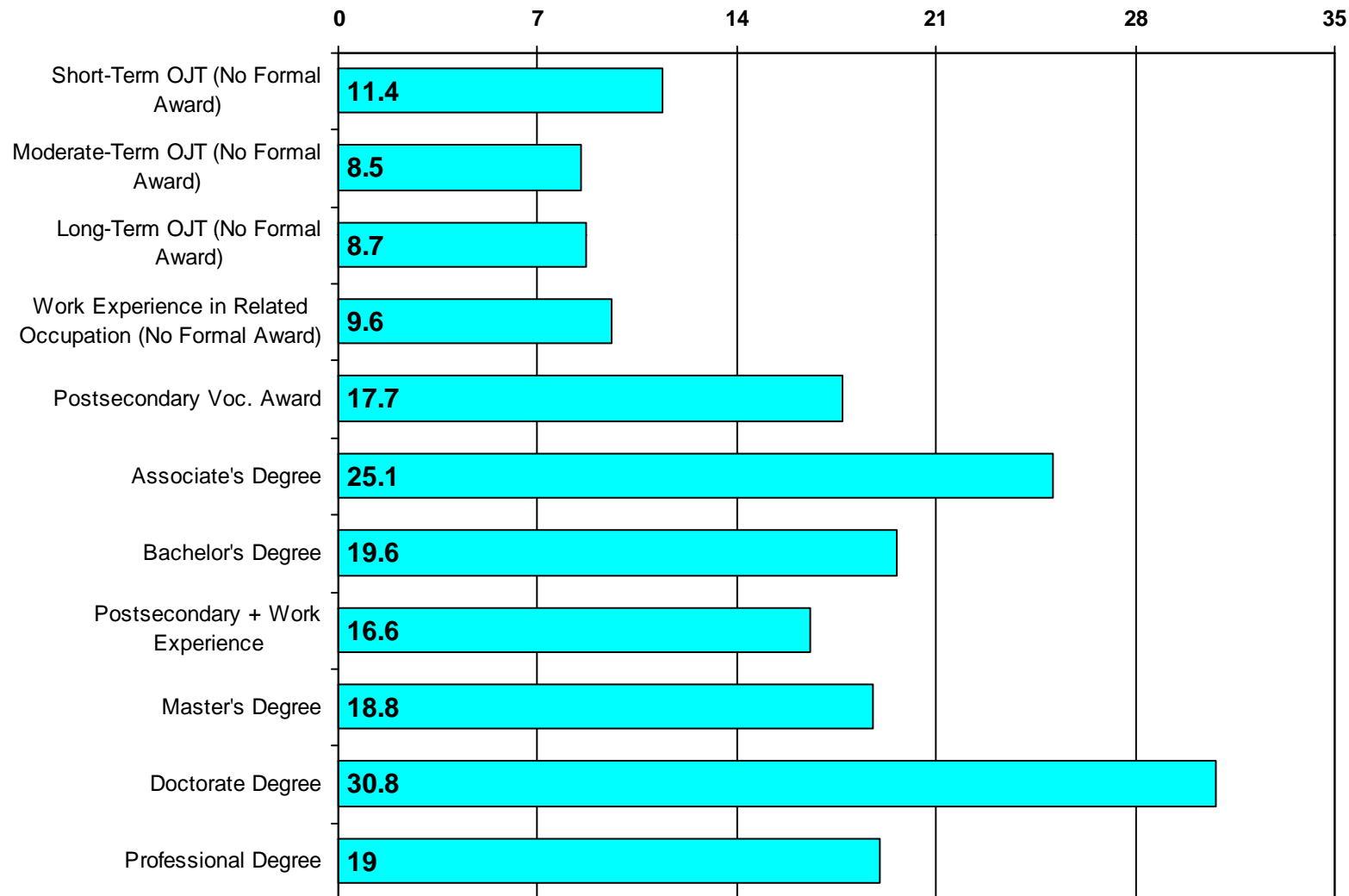
- 90% of jobs providing a wage to sustain a family of four typically require some combination of vocational training and on-the-job experience beyond high school.
- An associate's degree or higher is preferred.

- ACT Ready for College=Ready for Workforce Training, May 2006.



A Changing Workforce

The projected percentage employment growth in the U.S. from 2004 to 2014 by level of education required



Source: U.S. Bureau of Labor and Statistics



A Changing Workforce

- The country's employment growth is expected to continue through the rest of this decade and into the next, with college labor market clusters (professional, management, technical, and high-level sales) expected to generate about 46 percent of all job growth between 2004 and 2014.

- *America's Perfect Storm: Three Forces Changing our Nation's Future*, January 2007, at www.ets.org/research/pic



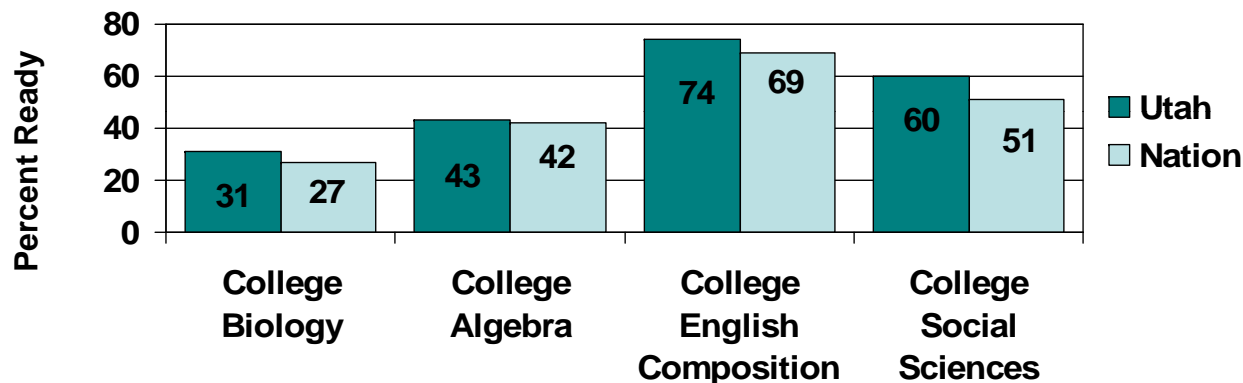
“Building a Stronger State of Minds”

- USHE’s focus of “Building a Stronger State of Minds” translates into our goal of producing self-sustaining adults.
 - Preparation
 - Participation
 - Completion
- A quality education is the key for participating in our emerging economy.



Preparation is Essential

- Many high school students are not preparing themselves for college



1. The above chart demonstrates the percentage of 21,561 Utah high school students who took the ACT in 2005-2006 and tested ready for their first credit-bearing college-level course in four areas.
2. In 2006, only 24 percent of these students tested ready for college-level coursework in the **first three areas**.
3. The number of these students who don't meet the benchmarks increases between 10th and 12th grades because they aren't taking rigorous courses their last two years of high school. *(2006 ACT, Measuring College Readiness.)*



Utah Scholars

Partnering with Business Leaders

- To encourage ALL high school students to complete a defined, rigorous, academic course of study
- Prepare them to be successful in the college coursework or vocational/technical training they will need to take in order to obtain a high-skill, high-wage job





The Utah Scholars Curriculum

- 4 years of English
- 4 years of math (including Algebra I, Geometry, Algebra II, and a senior-year advanced class beyond Algebra II—i.e., pre-calculus, calculus, statistics, etc.)
- 3 years of lab science (Biology, Chemistry, and Physics)
- 3.5 years of social studies
- 2 years of the same foreign language (in grades 9-12)





Completion is Essential

The U.S. Department of Education cites in its “The Toolbox Revisited”:

1. A rigorous course of study
2. Entering college immediately after high school
3. Completing at least 20 semester hours during the first year of college

Translate to a more certain and timely completion of a degree.



The Future

- Well-educated people tend to be economically self-sufficient and independent.
- Those who are poorly educated will have low-end jobs and have higher chances to be dependent on government programs to sustain themselves.



Higher education is central to our well-being as individuals and as a state.

“In the agricultural age, postsecondary education was a pipe dream for most Americans. In the industrial age, it was the birthright of only a few. By the space age, it became common for many. Today, it is just common sense for all.”

National Commission on the High School Senior Year