

Higher Education Accountability: Trends and Issues

CA Senate Education Committee Hearing

March 20, 2013

Ryan Reyna, Education Division

rreyna@nga.org

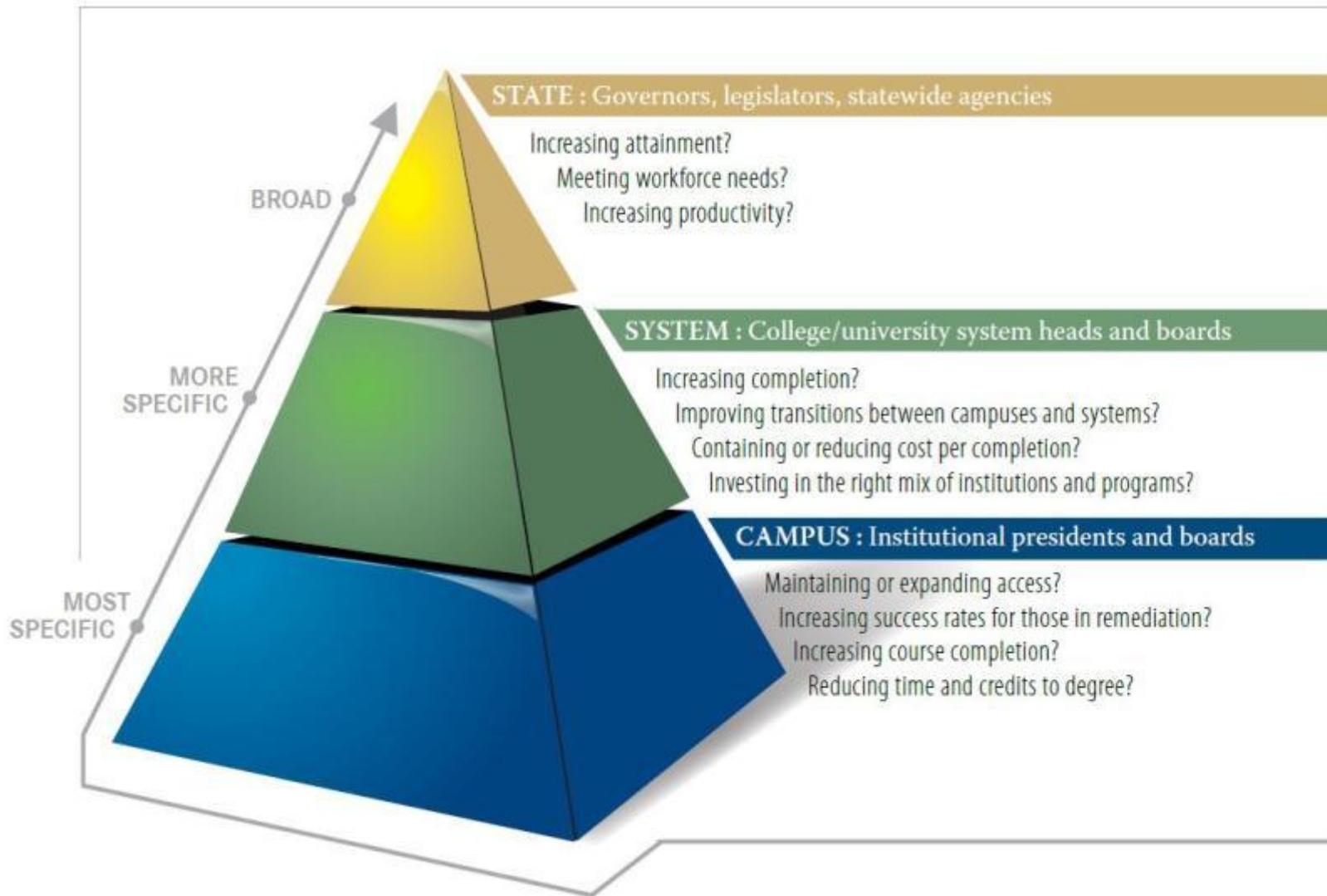
The logo for the National Governors' Association features a stylized, golden-yellow starburst or compass needle shape on the left, with a long horizontal line extending to the right. Below this graphic, the text "NATIONAL GOVERNORS ASSOCIATION" is written in a dark blue, serif font. The word "GOVERNORS" is significantly larger than "NATIONAL" and "ASSOCIATION".

NATIONAL
GOVERNORS
ASSOCIATION

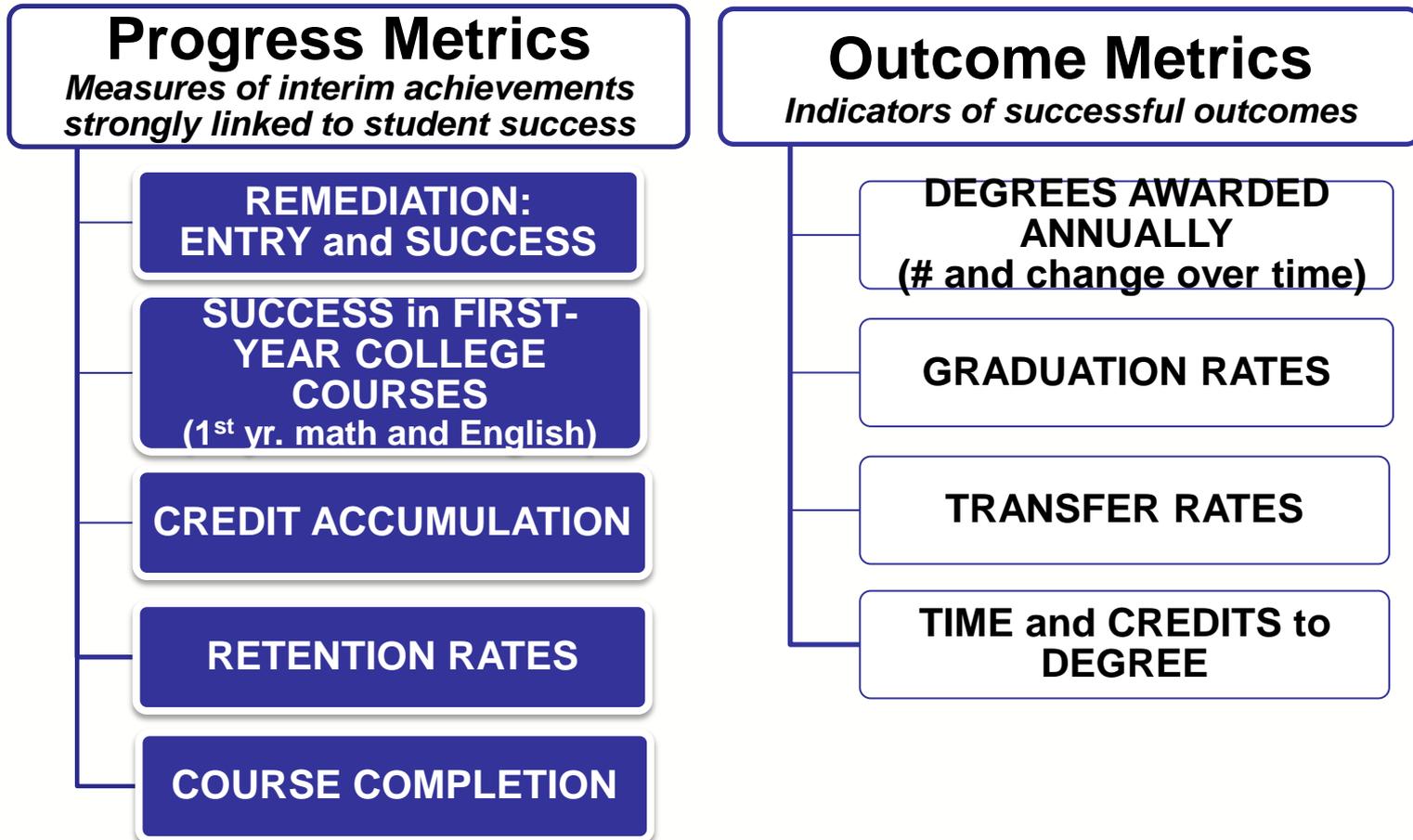
Higher Education's Triple Threat (or Opportunity)

1. Economy's increasing demand for educated workers
2. Colleges and universities must compete for fewer resources today and in the future
3. Swelling tide of more (and more diverse) students will put pressure on public colleges and universities

Accountability at All Levels



Measuring Performance: Common Completion Metrics



Measuring Performance: Efficiency and Effectiveness Metrics

1. Meeting Workforce Needs

- Certificates/Degrees relative to employed adults with a postsecondary credential
- Certificates/Degrees relative to adults in the state with no postsecondary credential

2. Student Output Relative to Input

- Certificates/Degrees per enrollment

3. Return on Investment

- Certificates/Degrees per state appropriations and tuition revenues
- Certificates/Degrees per education and related spending

4. Quality (Student Learning)

- Direct measures of learning
- Indirect measures of learning
- Measures of the learning environment

Metrics Trends in States

1. State goals drive metrics
2. Outcomes over inputs
3. Productivity
4. Disaggregation
5. Mission differentiation

Use of Metrics: Regulation

Two Takes on “Let’s Make a Deal”

Revenue-Based Autonomy

Degree of deregulation based on state’s financial stake (autonomy increases as share decreases)

OR

Performance-Based Autonomy

Degree of deregulation based on contribution to state goals (autonomy increases as performance increases)

Use of Metrics: Finance

Tennessee Performance Funding Metrics

Two-Year Institutions

- Student progression (accumulation of 12/24/36 credit hours)
- Student participation in dual enrollment
- Number of credentials awarded (certificates and associate degrees)
- Number of students passing remedial/developmental courses
- Number of students transferring out (with 12+ credits)
- Job placements
- Workforce training (number of contact hours)
- Degree productivity (credentials per 100 FTE enrollment)

Four-Year Institutions

- Student progression (accumulation of 24/48/72 credit hours)
- Degree awards
- Research funding
- Transfer
- Degree productivity (awards per 100 FTE enrollment)
- Graduation rate

Questions for California

Vision and Goal(s):

Is there common agreement on where California wants to be when it comes to having an educated population?

Economic Needs:

Is there a clear connection between the postsecondary systems outcomes and the needs of the state's economy, both now and in future?

Capacity:

Does California have the staffing and technology to not just collect information, but to make it actionable?

Urgency:

Is there enough of a sense that change is needed among all of the key stakeholders?