

# Creating a Higher Education Accountability System in California



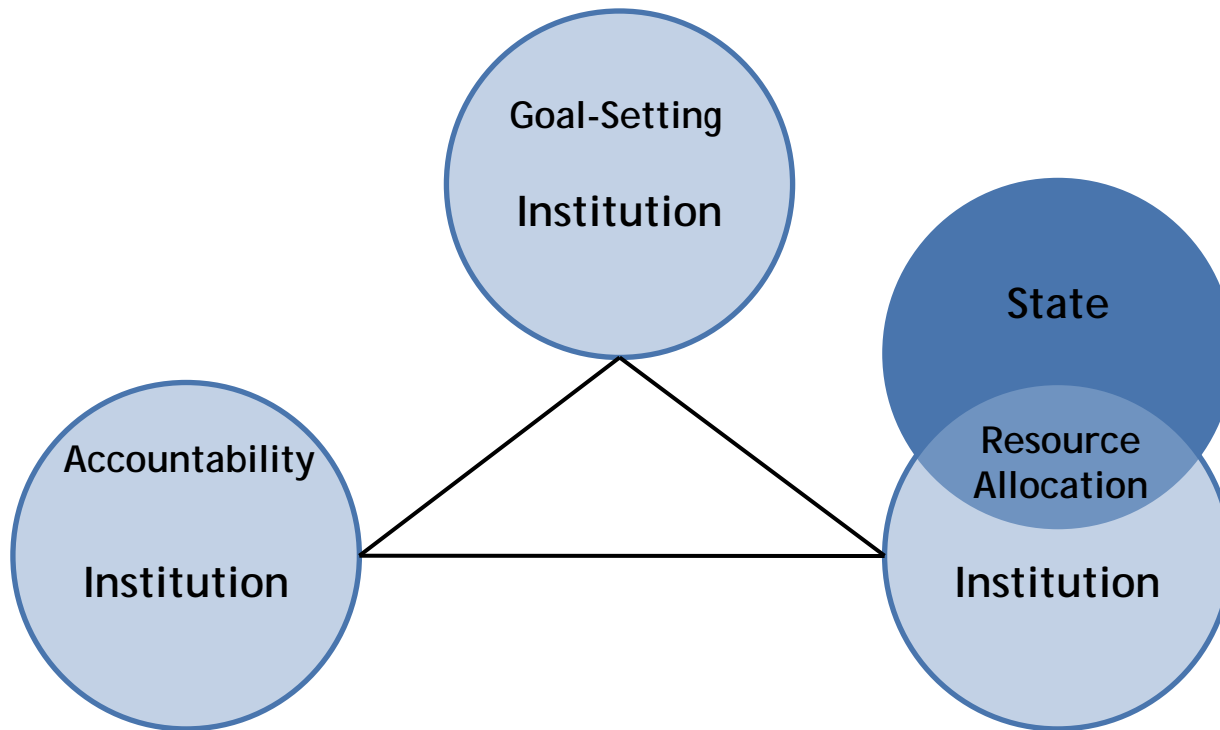
Senate Education Committee  
Sacramento, California  
March 20, 2013



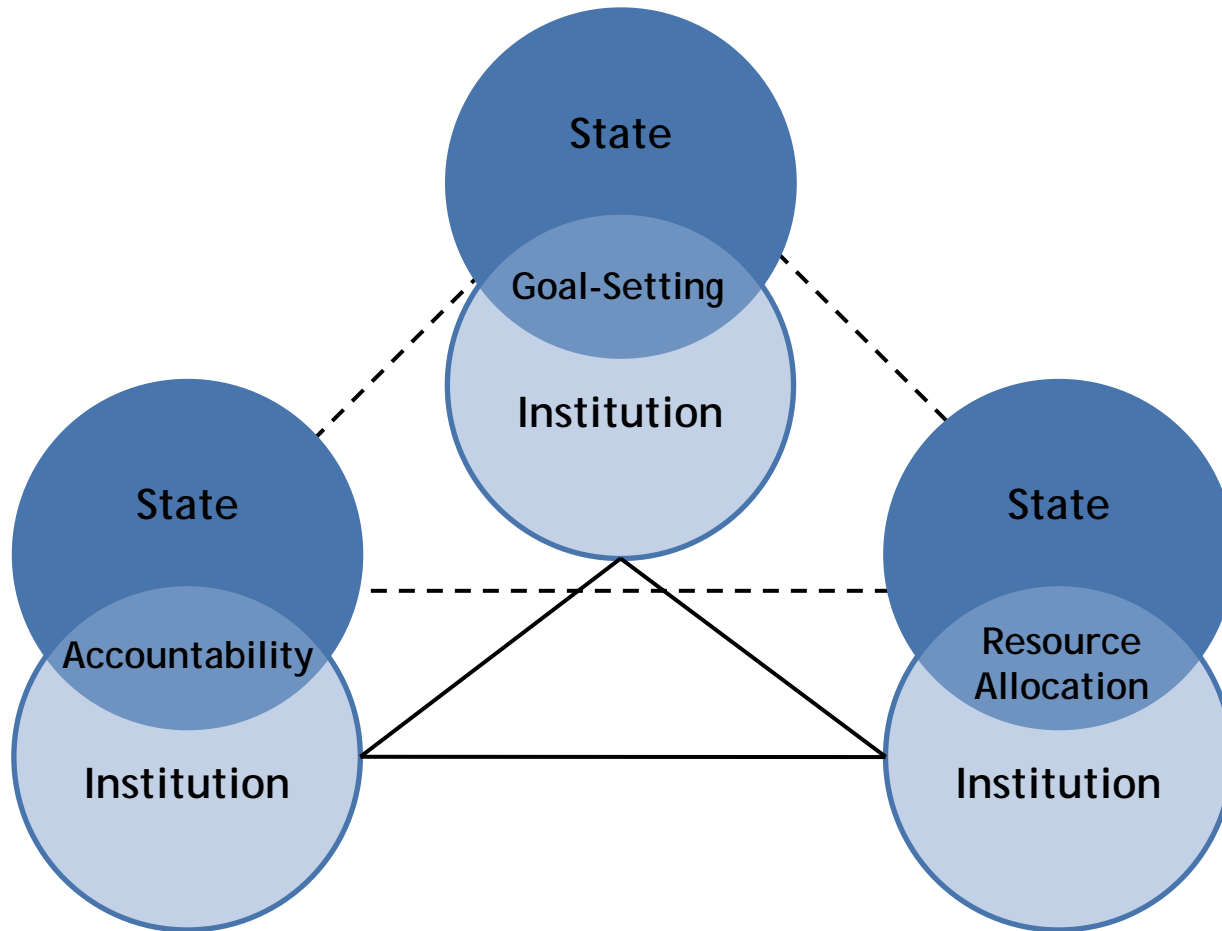
**NCHEMS**

National Center for Higher Education Management Systems  
3035 Center Green Drive, Suite 150  
Boulder, Colorado 80301

# State – Institution Relationship of the Past



# Those Relationships Now



# A Framework for Policymaking

Strategies for Achieving Goal Attainment	State Level Planning and Leadership	Finance	Regulation	Accountability	Institutional Governance
Goal 1			Alignment		
Goal 2					
Goal 3					

The diagram illustrates a framework for policymaking. It features a grid with six columns and four rows. The columns represent different policy areas: State Level Planning and Leadership, Finance, Regulation, Accountability, and Institutional Governance. The rows represent different goals: Goal 1, Goal 2, and Goal 3. A horizontal arrow labeled 'Alignment' spans across the 'Regulation' column, indicating a cross-cutting strategy. A vertical arrow labeled 'Consistency' spans across the 'Goal 1', 'Goal 2', and 'Goal 3' rows, indicating a consistent approach across different goals.

## Point 1

- Accountability metrics do not exist in a vacuum
- They reflect statewide goals
- An accountability system becomes meaningful only when based on widely accepted goals and priorities

# Proposed Goals

- Improved student success
  - Greater participation and success of underserved groups
- Better alignment of degrees and credentials with the state's workforce and civic needs
- Ensure effective and efficient use of resources in order to
  - Increase high-quality outcomes
  - Maintain affordability

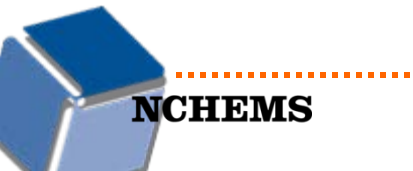
CA SB 195, 2013

## Point 2

- Accountability based on these goals is focused on the state and its citizens, not on institutions (or segments) of postsecondary education
- As a corollary to this point
  - The data to monitor progress do not require special collections of data from institutions
  - A credible accountability system can be constructed from data available from state and federal sources
    - Additional data would improve the accountability system
    - But you need not wait – a good start can be made with data that are readily available

Examples of Metrics

# Improved Student Success



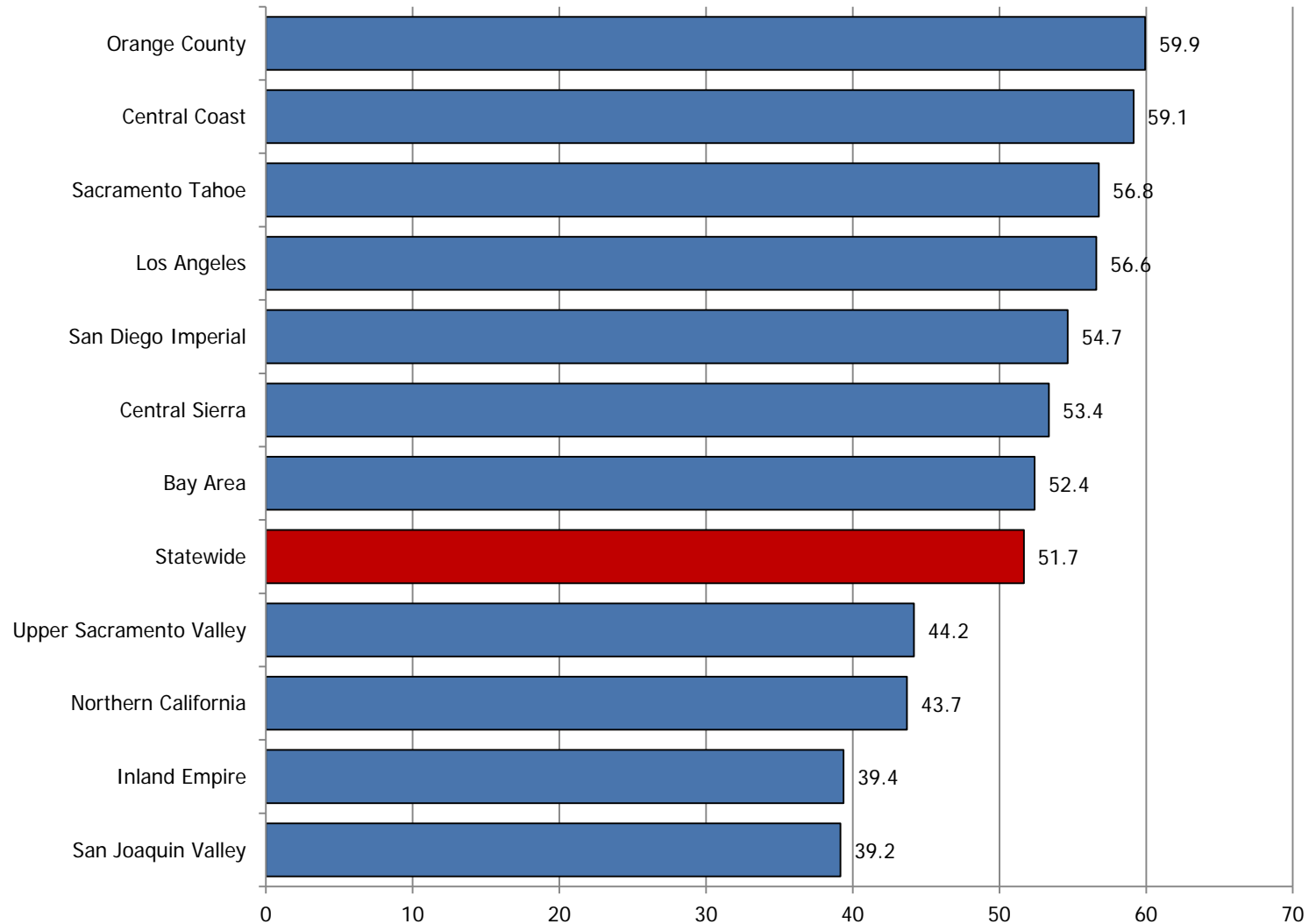


# Comparing California with Nations and Other States in the Percentage of Young Adult Degree Attainment (Ages 25-34)

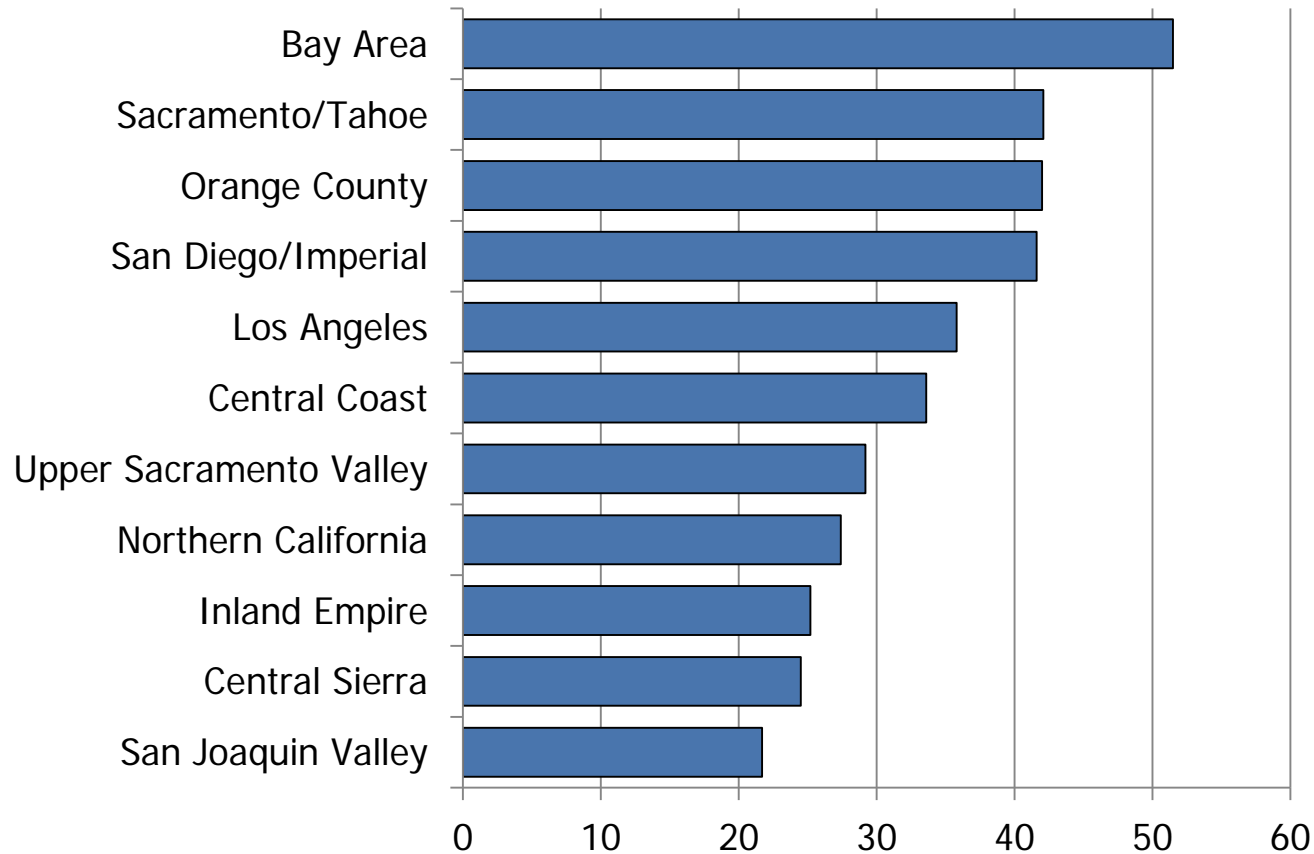
U.S. States	%	OECD Country
	60	Korea (65.0)
	58	
	56	Japan, Canada
Massachusetts	54	
North Dakota	52	
Minnesota • New York	50	
New Jersey	48	Ireland
New Hampshire		Norway
Connecticut • Iowa	46	New Zealand, United Kingdom
Virginia • Illinois • Maryland • South Dakota		
Pennsylvania • Nebraska • Colorado • Vermont	44	Australia, Luxembourg, Israel, Belgium
Rhode Island • Kansas		France
Montana • Wisconsin	42	<b>UNITED STATES</b> , Sweden
• Washington		Netherlands, Switzerland
Missouri • Hawaii	40	
Wyoming • Maine • Delaware • Utah		Finland, Spain, Chile
Ohio • <b>California</b> • Oregon	38	Estonia, Denmark
Michigan • North Carolina		Poland
Indiana • Florida • South Carolina	36	Iceland
Georgia		
Alaska • Kentucky • Tennessee	34	
Arizona • Mississippi • Texas		
Alabama • Idaho	32	
Louisiana		Slovenia, Greece
Oklahoma • Arkansas • West Virginia	30	
Nevada	28	
New Mexico		
	26	Germany, Hungary
		Portugal
	24	Slovak Rep
		Czech Rep
	22	Mexico
		Austria, Italy
	20	
		Turkey (17.4)



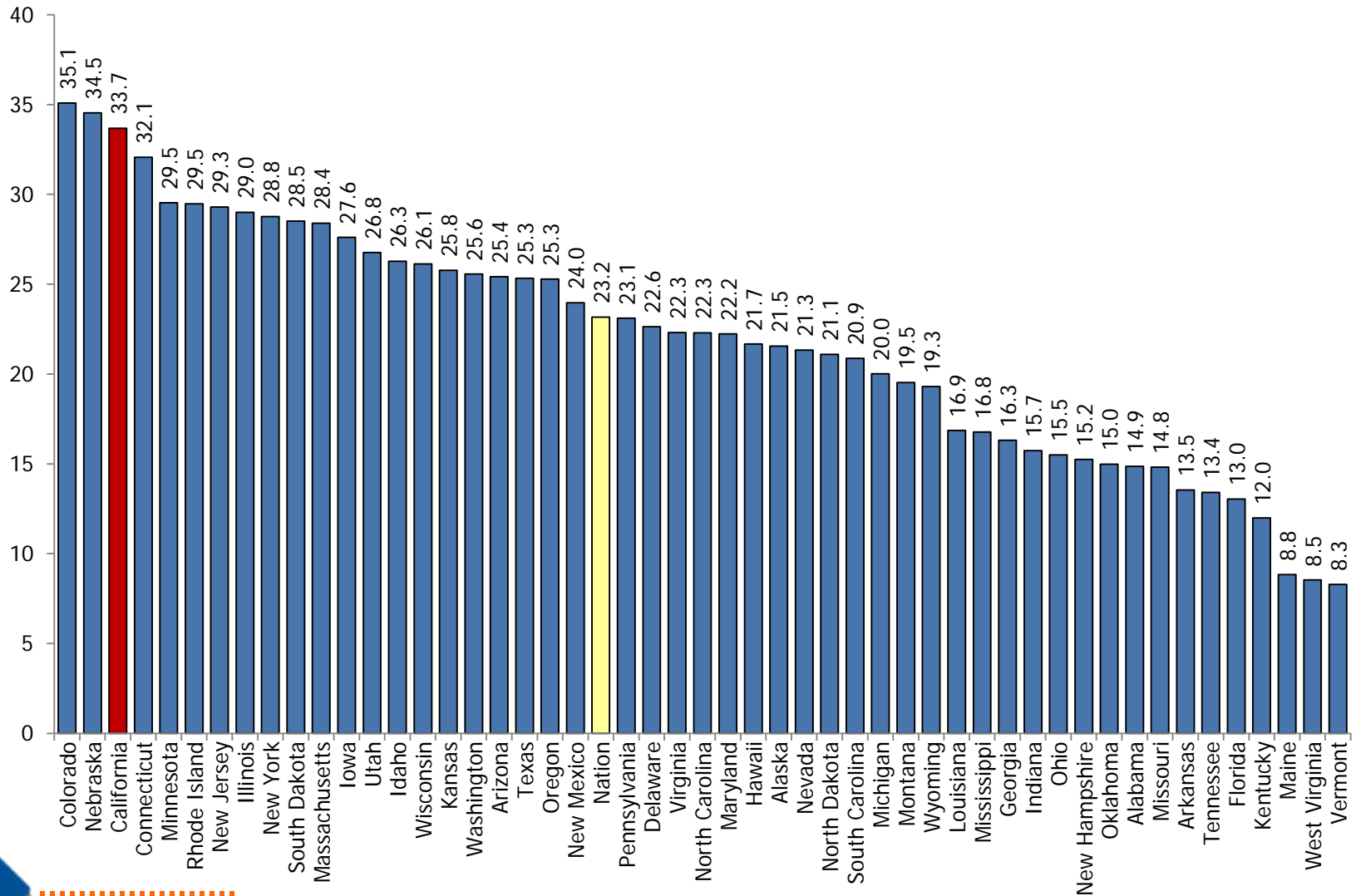
# Percent of High School Graduates Going Directly to College (2006-08)



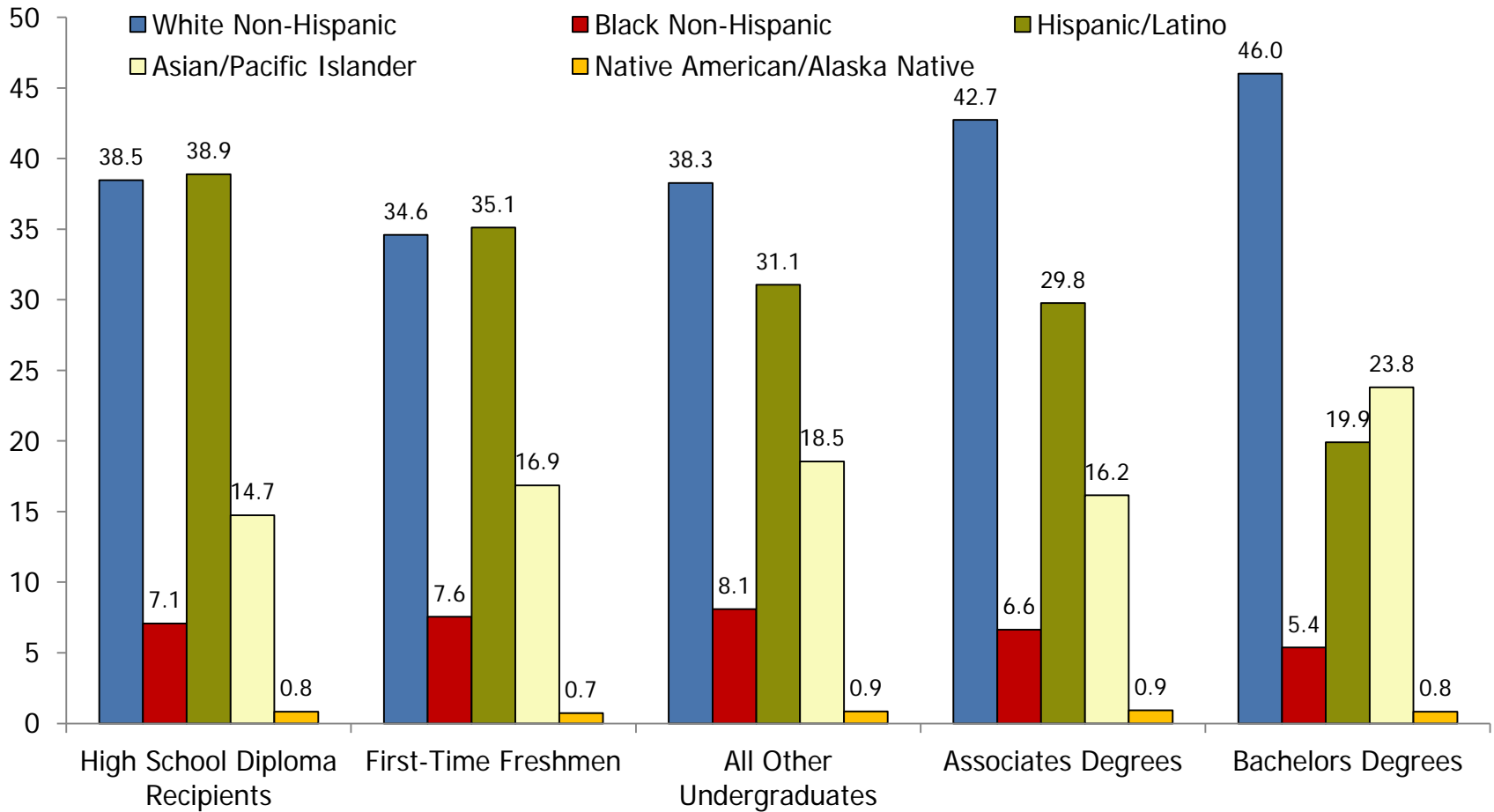
# Percent of the Population with an Associate Degree or Higher (2006-08)



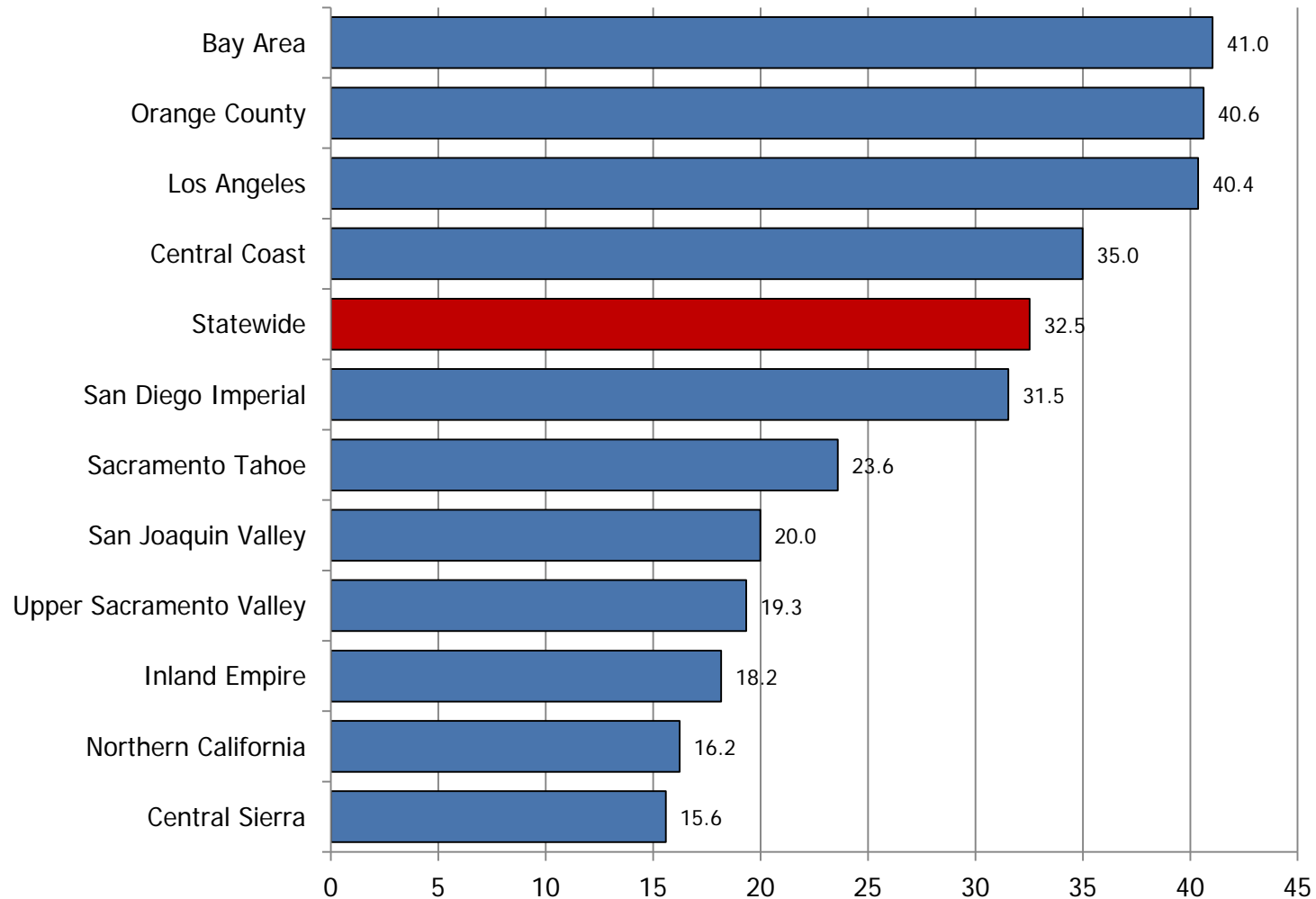
# Difference in College Attainment Between Whites and Minorities (Blacks, Hispanics, Native Americans) (2008-10)



# Representation of Race/Ethnic Groups at Each Stage of the Education Pipeline by State, 2009

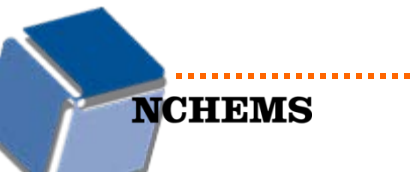


# College Attainment Gap between White and Minority 25 to 44 Year Olds (2006-08)



(Minority - Blacks, Hispanics, and Native Americans)

Source: US Census Bureau, 2006-08 American Community Survey, Public Use Microdata Samples



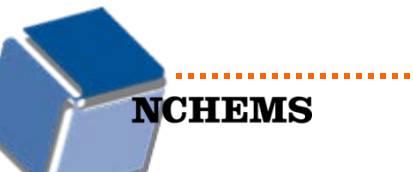
## Note:

- A more robust planning and accountability system could be created if data were routinely available about student flows through the system
  - College participation patterns of high school graduates from different counties
  - Participation patterns of adults
  - Transfer patterns and numbers between and among segments and institutions
  - Characteristics of those who didn't complete
  - Patterns of entry into the workforce



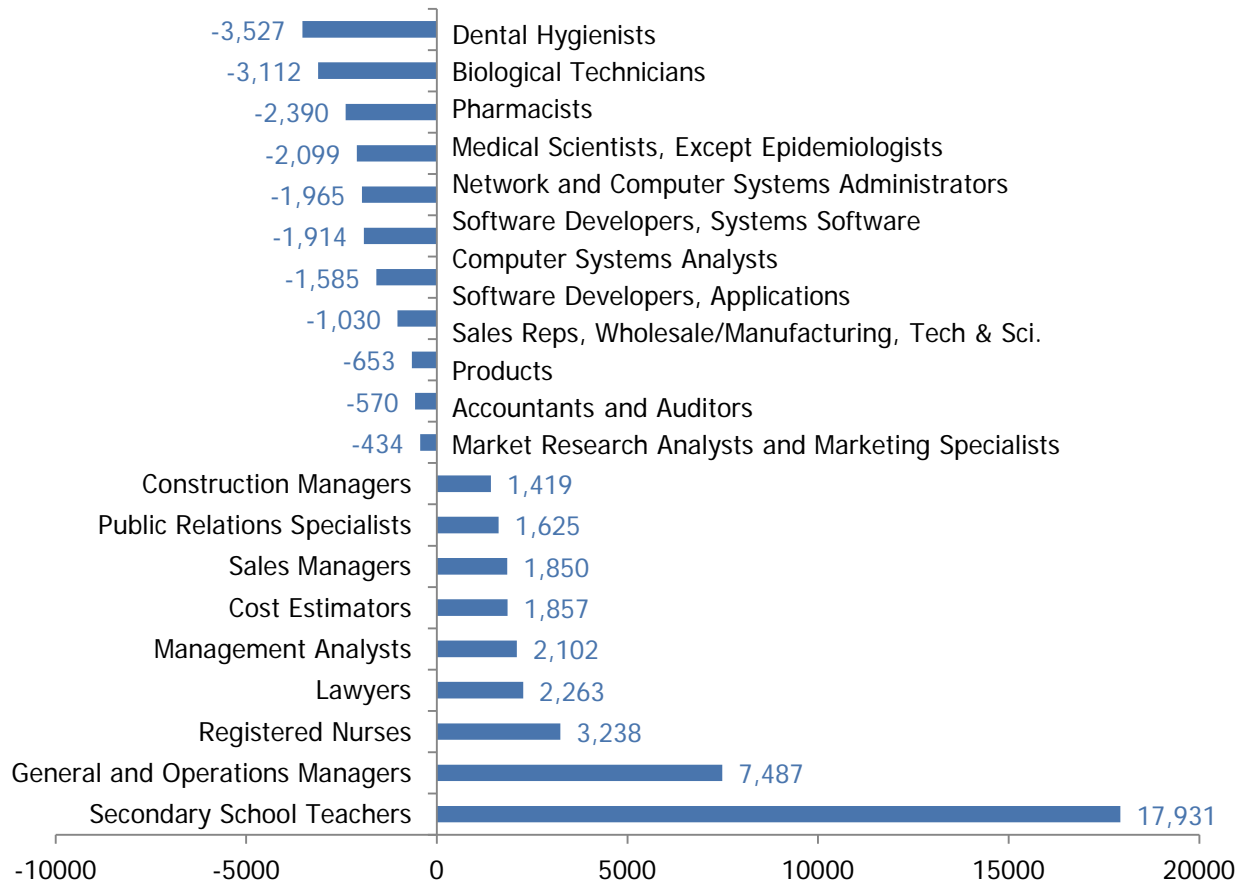
Examples of Metrics (continued)

## Better Alignment of Degrees with Workforce Needs

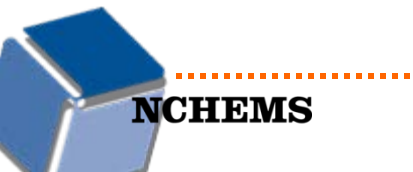




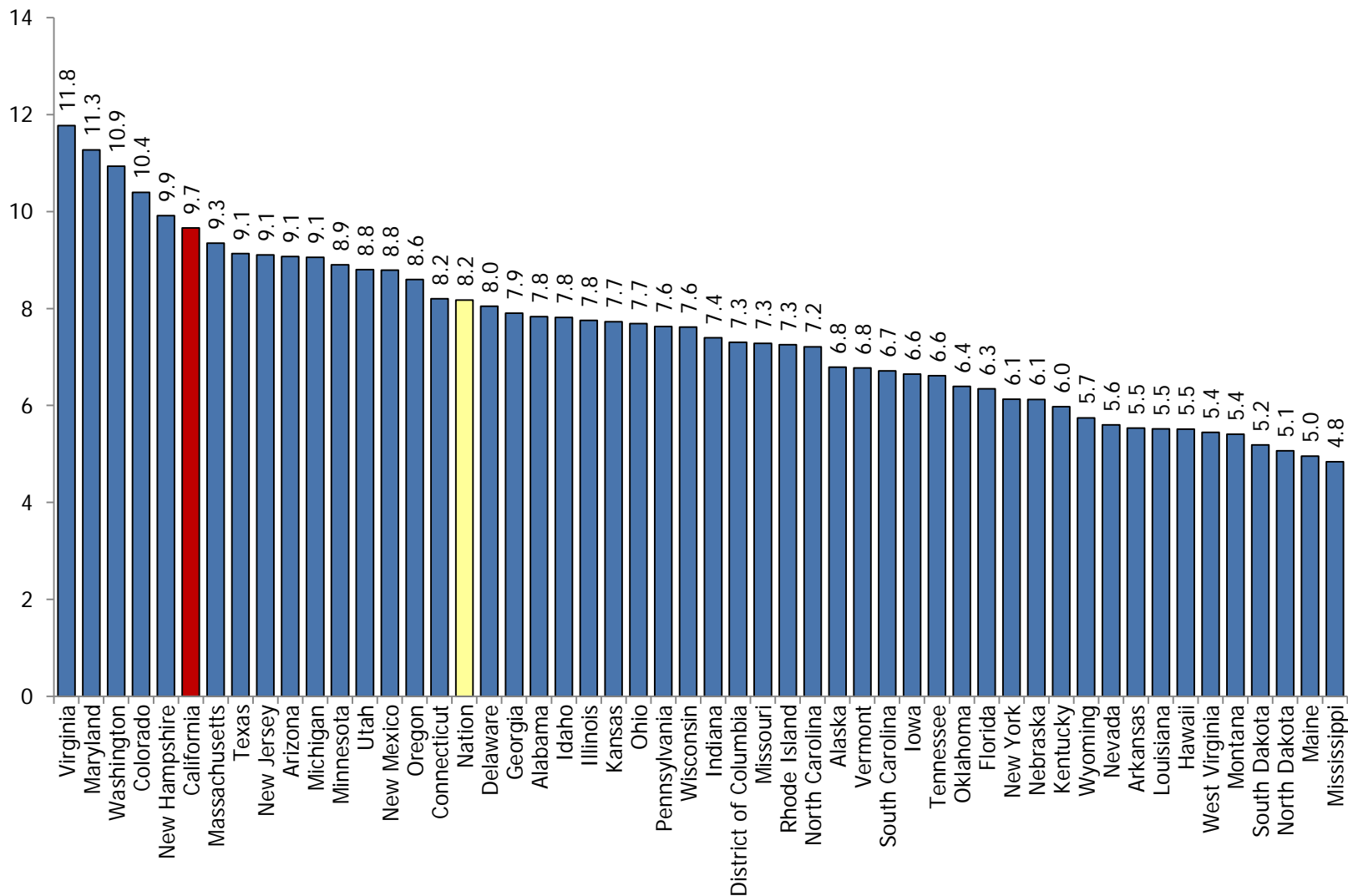
# California Projected Annual Job Openings Requiring a College Degree Relative to Average Annual Degree Production



Sources: Bureau of Labor Statistics 2010-2020 Occupational Projections.  
 NCES, IPEDS 2009-10 and 2010-11 Completions Files; c2010\_a and c2011\_a Final Release Data Files.  
 NCES mapping of 2010 Classification of Instructional Programs to 2010 Standard Occupational Classification.



# Average Annual Percent of Adults Age 25-64 with College Degrees Employed in High Tech Occupations, 2008-10

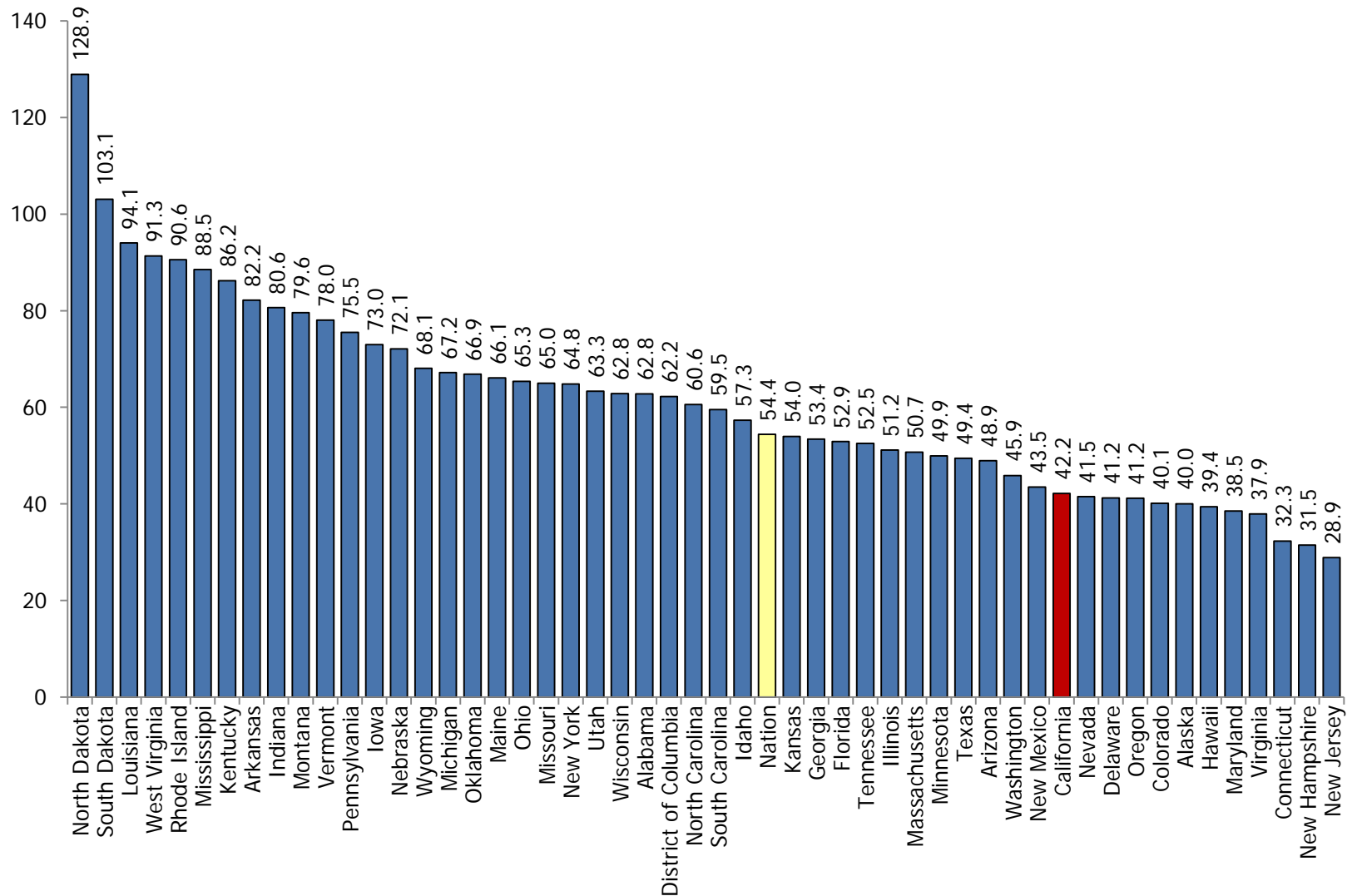


Source: U.S. Census Bureau, 2008-10 American Community Survey Three-Year Public Use Microdata Sample File.

NCES, IPEDS 2009-10 Completions File; c2010\_a Final Release Data File.

Note: Awards for Arizona, Colorado, Iowa, and West Virginia reduced to reflect private for-profit production primarily serving out-of-state students online.

# Undergraduate STEM Credentials Awarded per 1,000 STEM Employees, 2008-10



Source: U.S. Census Bureau, 2008-10 American Community Survey Three-Year Public Use Microdata Sample File.

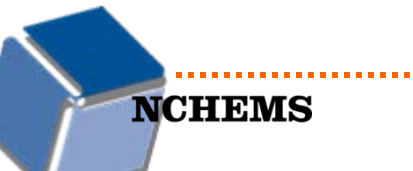
NCES, IPEDS 2009-10 Completions File; c2010\_a Final Release Data File.

Note: Awards for Arizona, Colorado, Iowa, and West Virginia reduced to reflect private for-profit production primarily serving out-of-state students online.

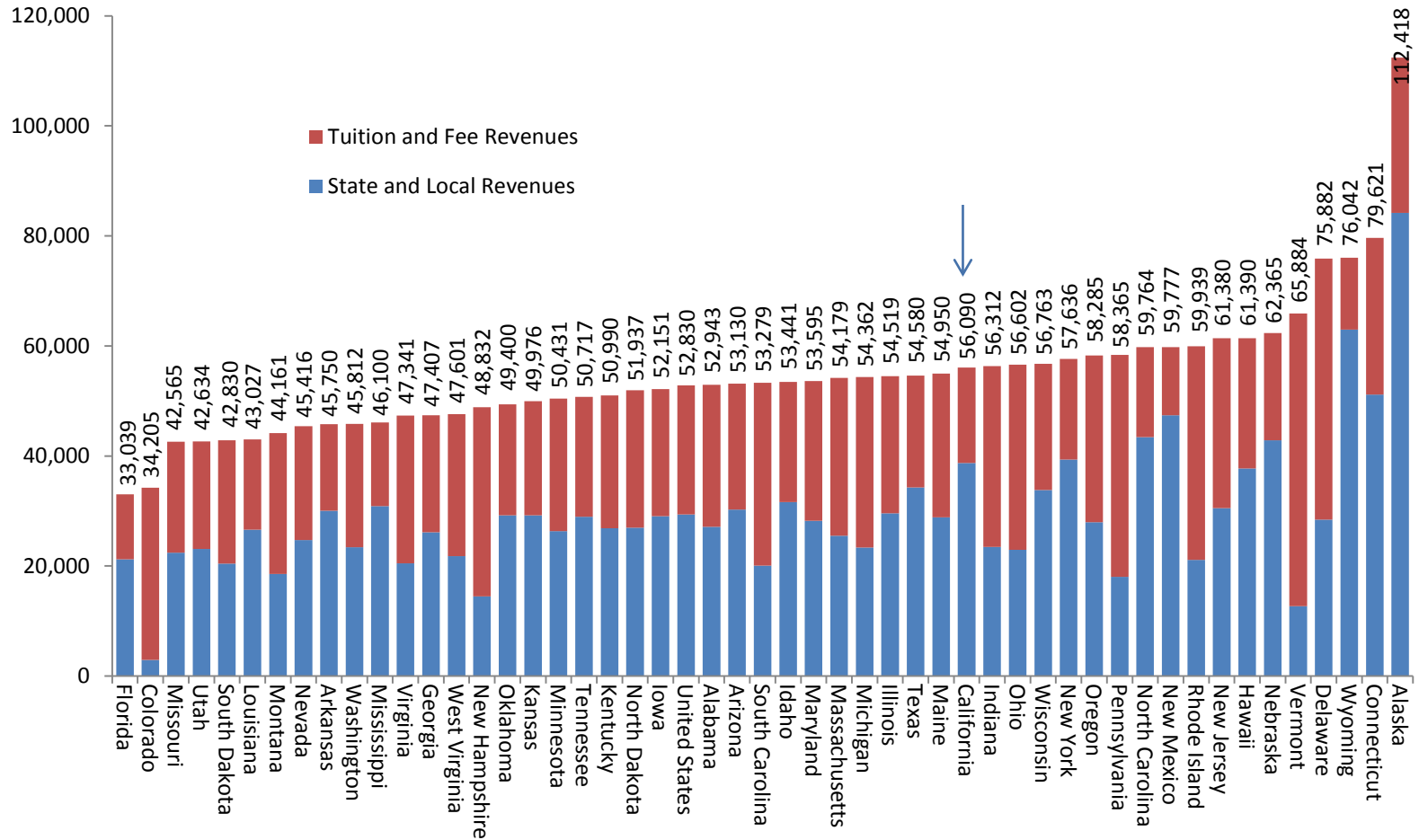


## Examples of Metrics (continued)

- Effective & Efficient Use of Resources
- Affordability



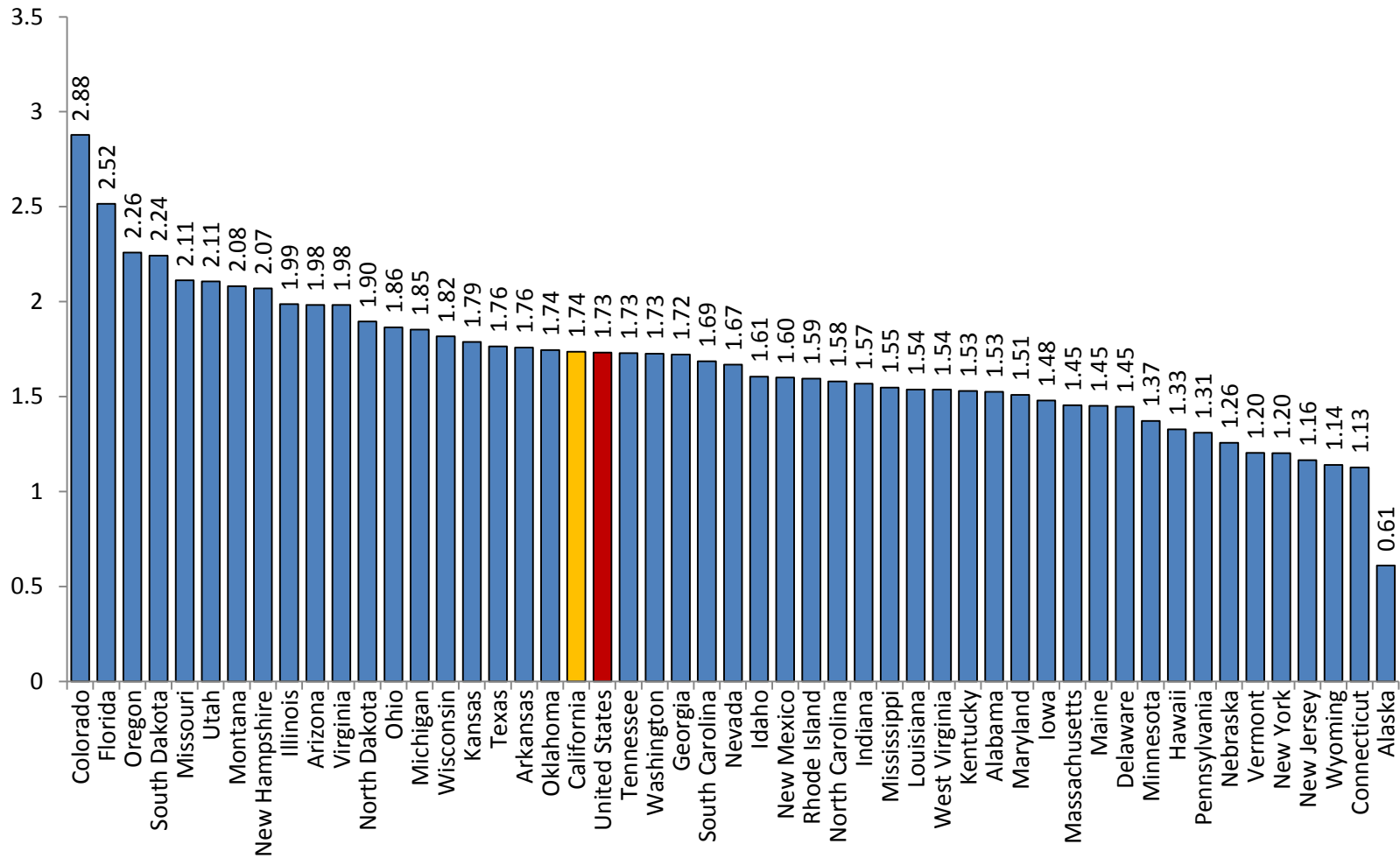
# Productivity: Total Funding per Degree/Certificate, 2009-10



Sources: NCES, IPEDS Finance and Completions Surveys; U.S. Census Bureau, 2010 American Community Survey (Public Use Microdata Samples)

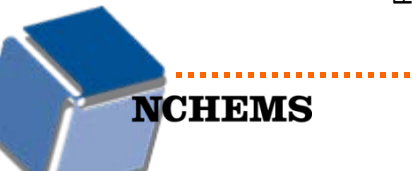
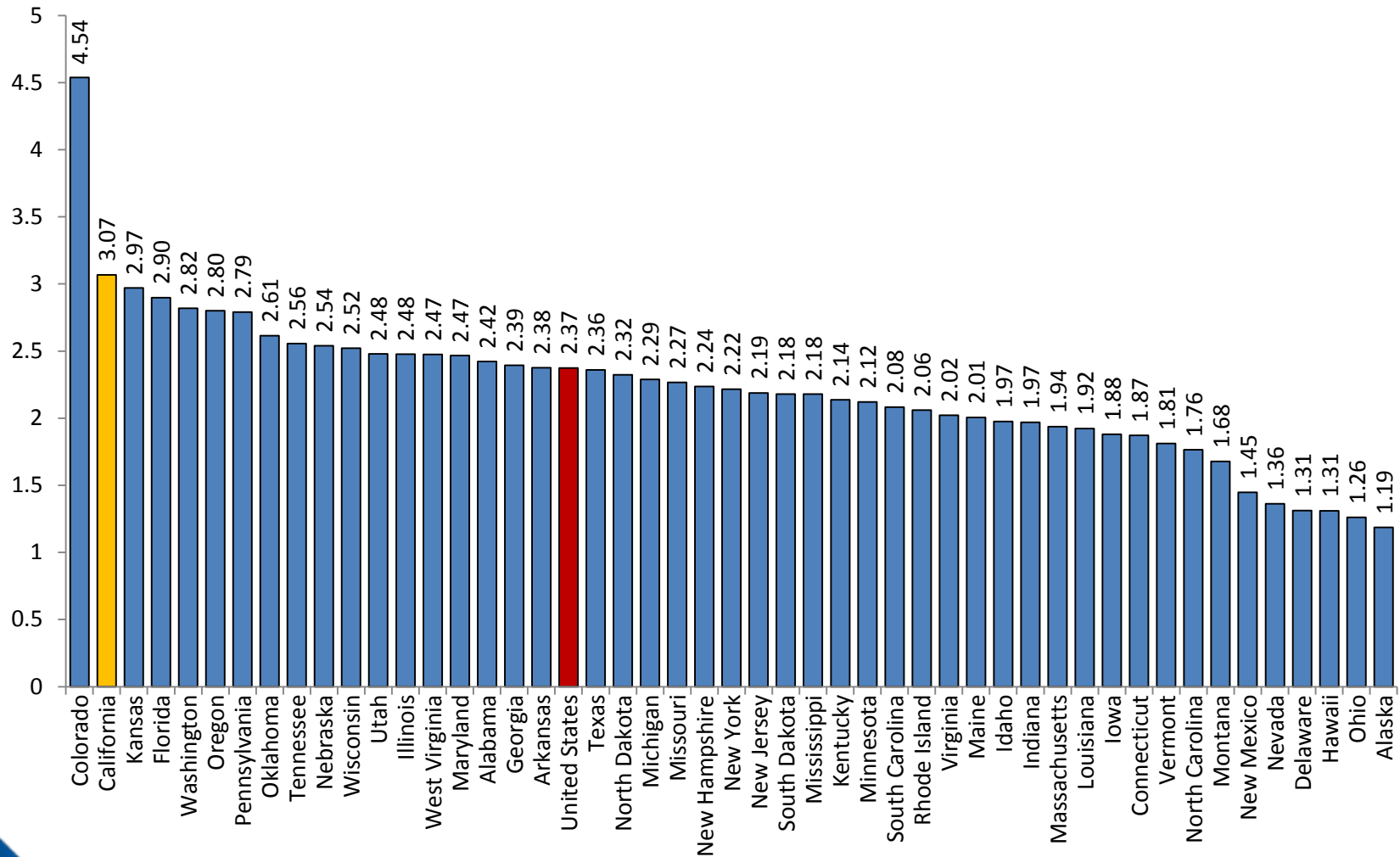
# Undergraduate Awards (One Year and More) per \$100,000 of State & Local Appropriations and Tuition & Fees Revenues - Public Research & Medical, 2008-09

(Weighted by Median Earnings of Graduates - by Degree-Level and STEM and Health)



# Undergraduate Awards (One Year and More) per \$100,000 of State & Local Appropriations and Tuition & Fees Revenues - Public Masters, Bachelors, & Other 4-Year, 2008-09

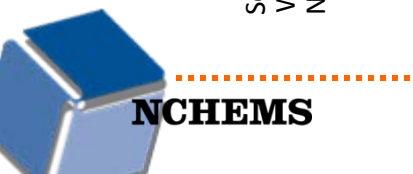
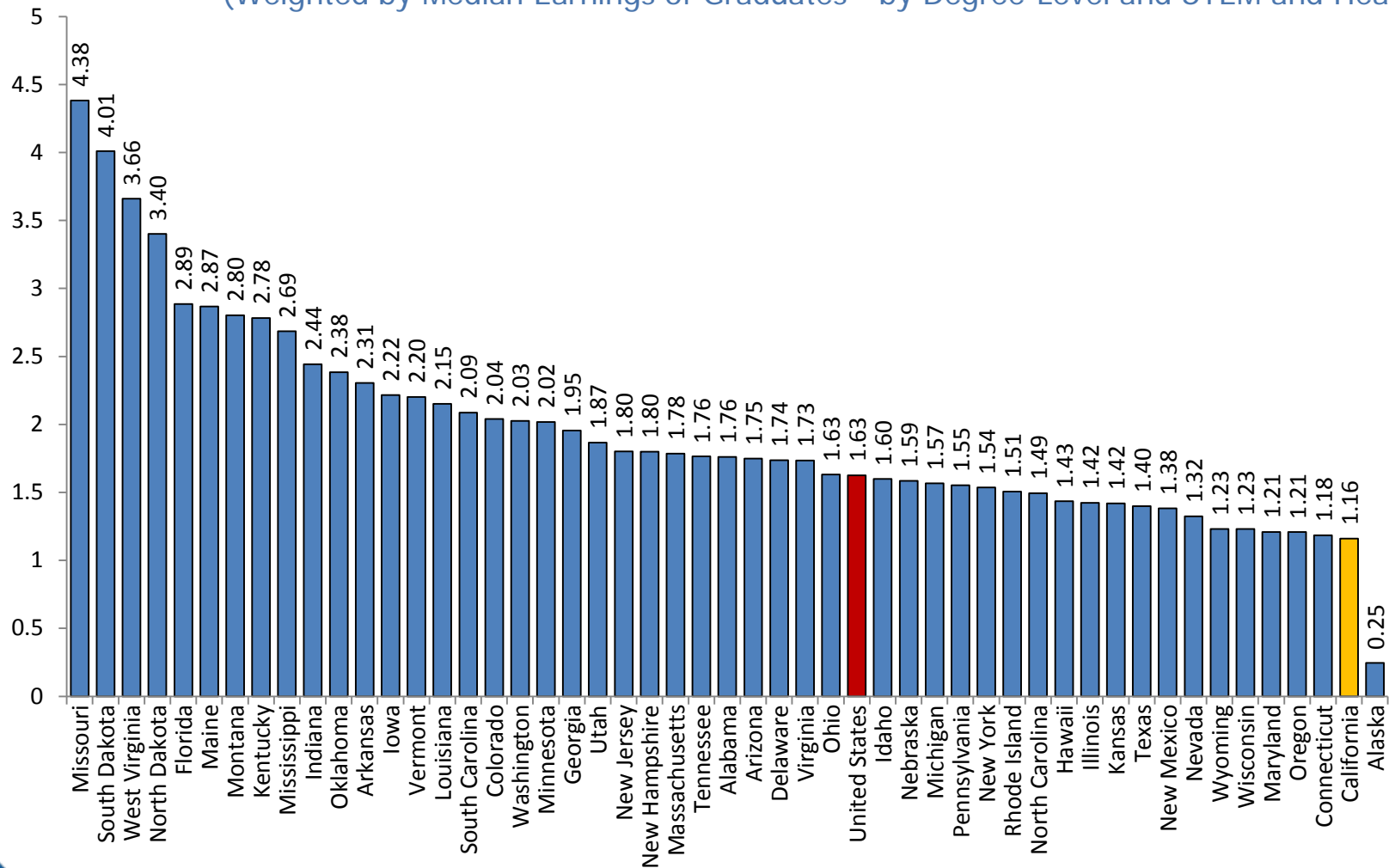
(Weighted by Median Earnings of Graduates - by Degree-Level and STEM and Health)



Sources: NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)

# Undergraduate Awards (One Year and More) per \$100,000 of State & Local Appropriations and Tuition & Fees Revenues - Public Associates & Other 2-Year, 2008-09

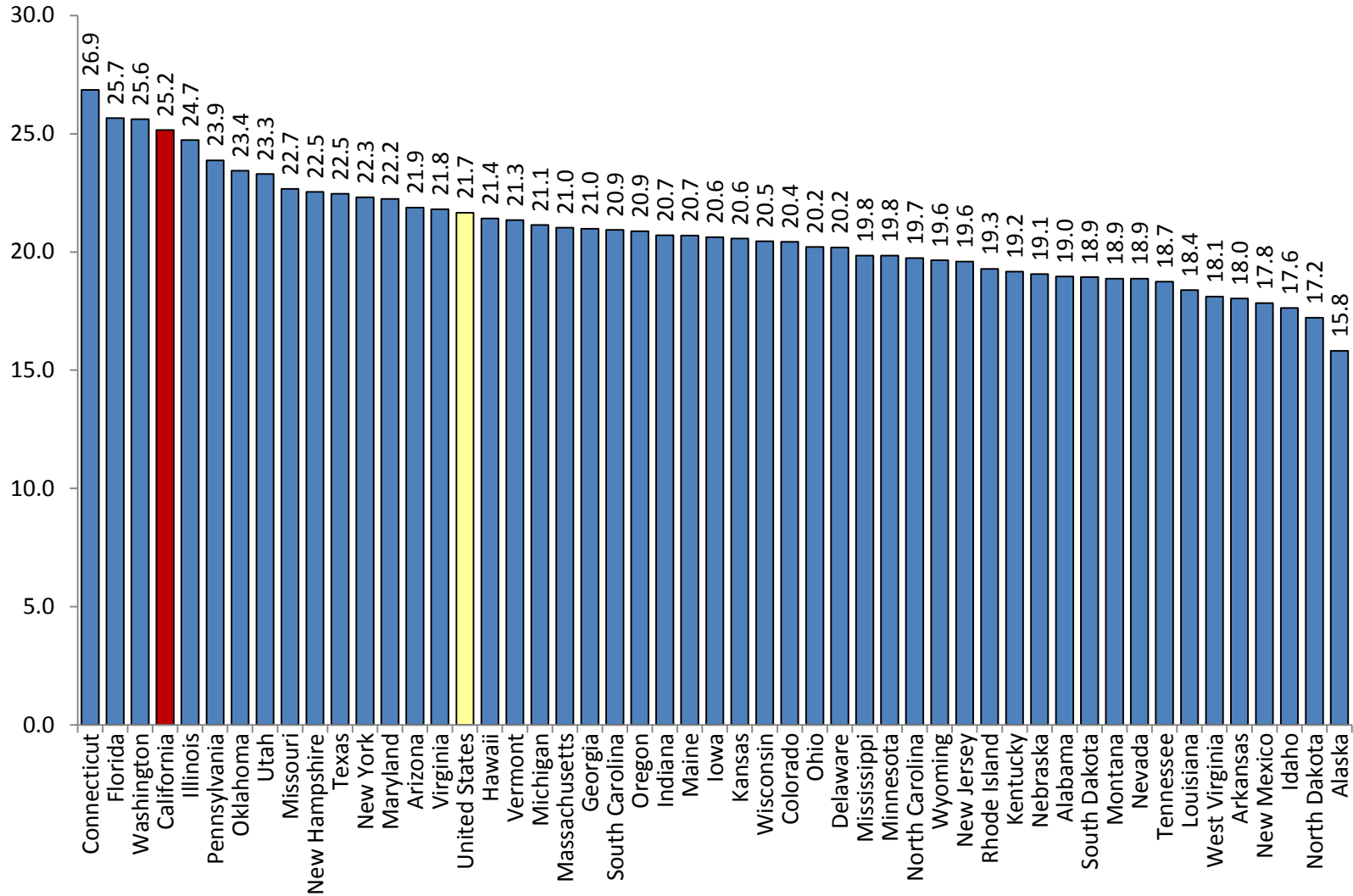
(Weighted by Median Earnings of Graduates - by Degree-Level and STEM and Health)



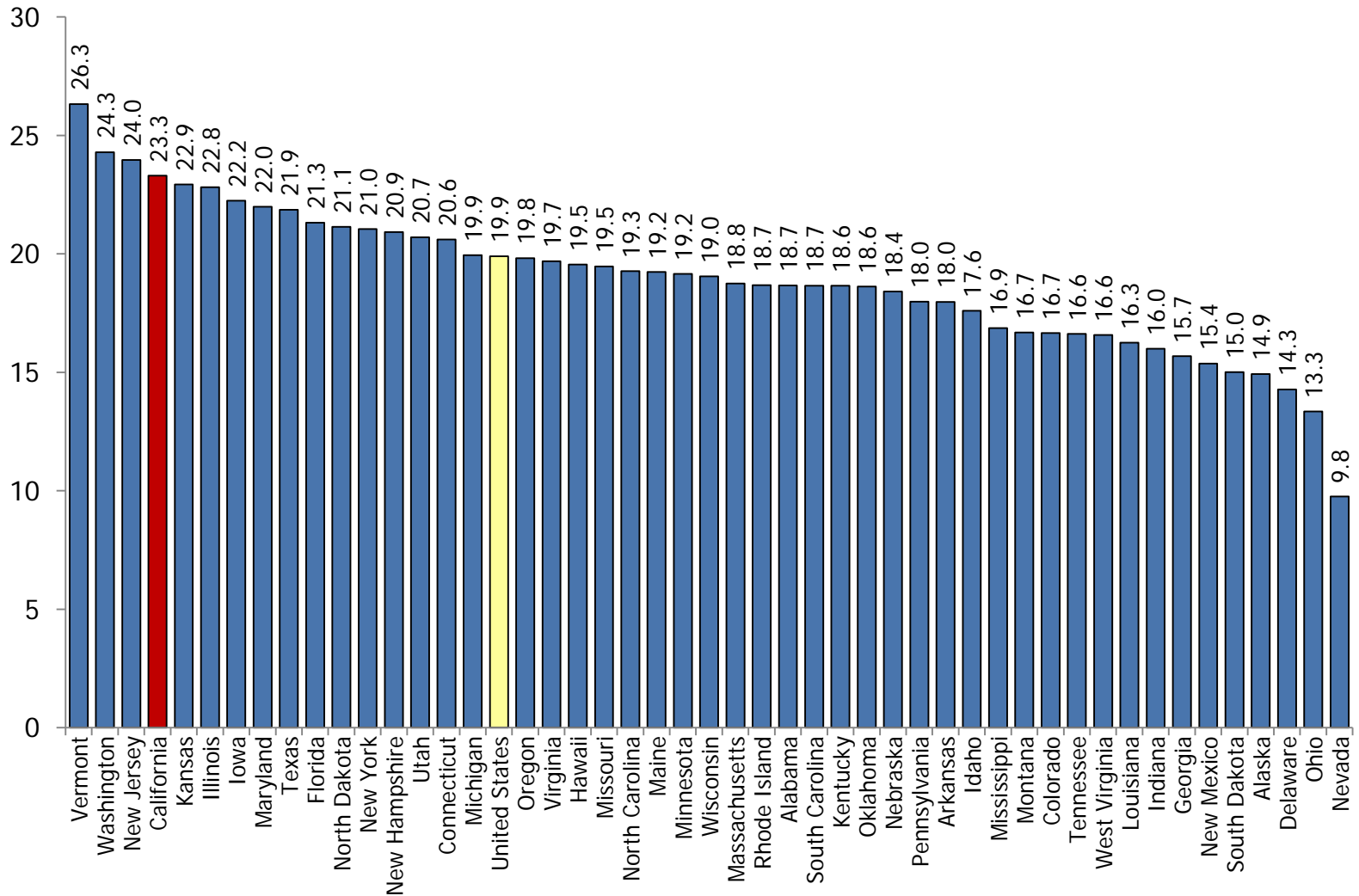
Sources: NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)



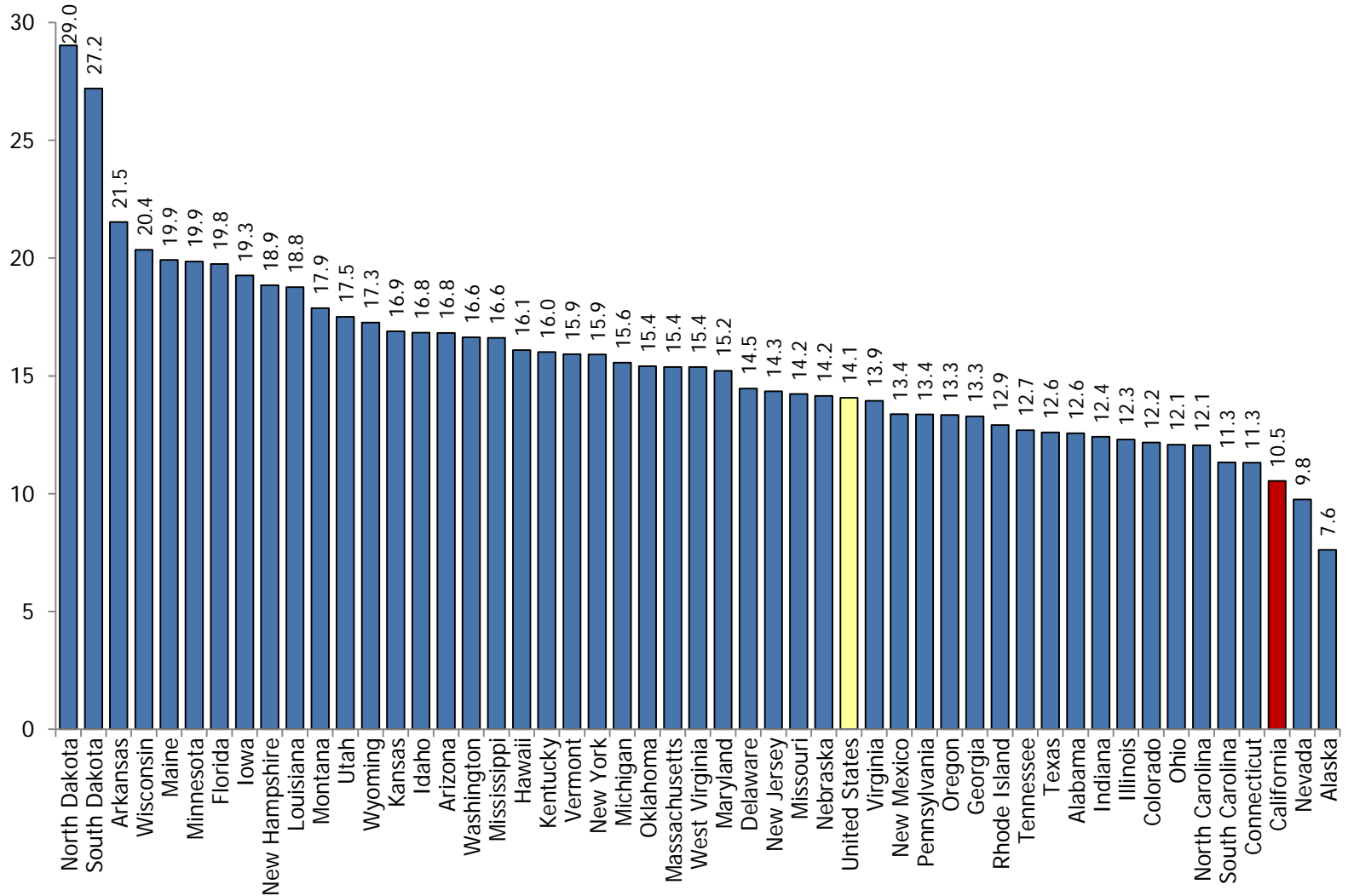
# Undergraduate Awards (One Year and More) per 100 FTE Undergraduates – Public Research, 2009-10



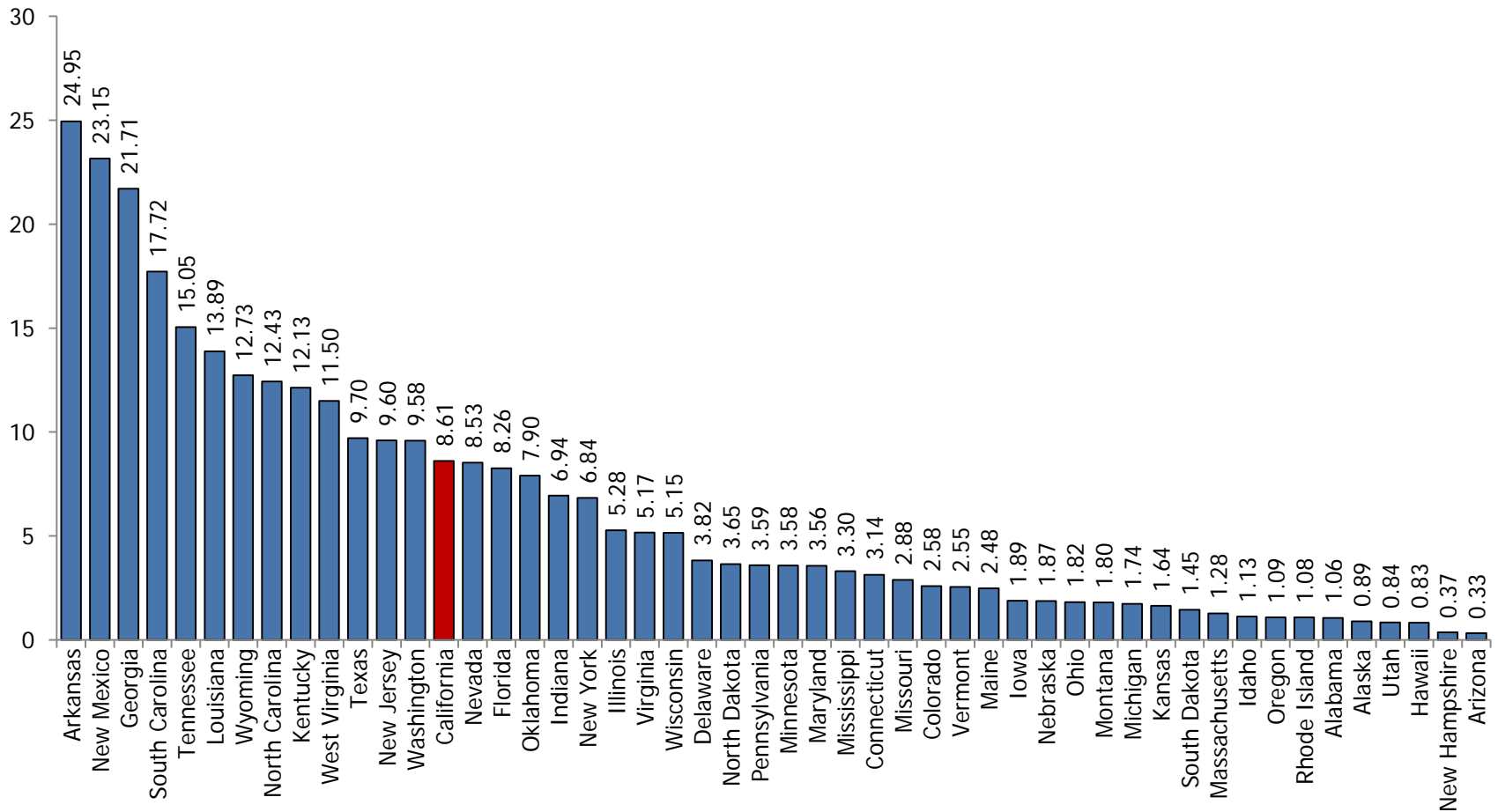
# Undergraduate Awards (One Year and More) per 100 FTE Undergraduates – Public Bachelor's & Masters, 2009-10



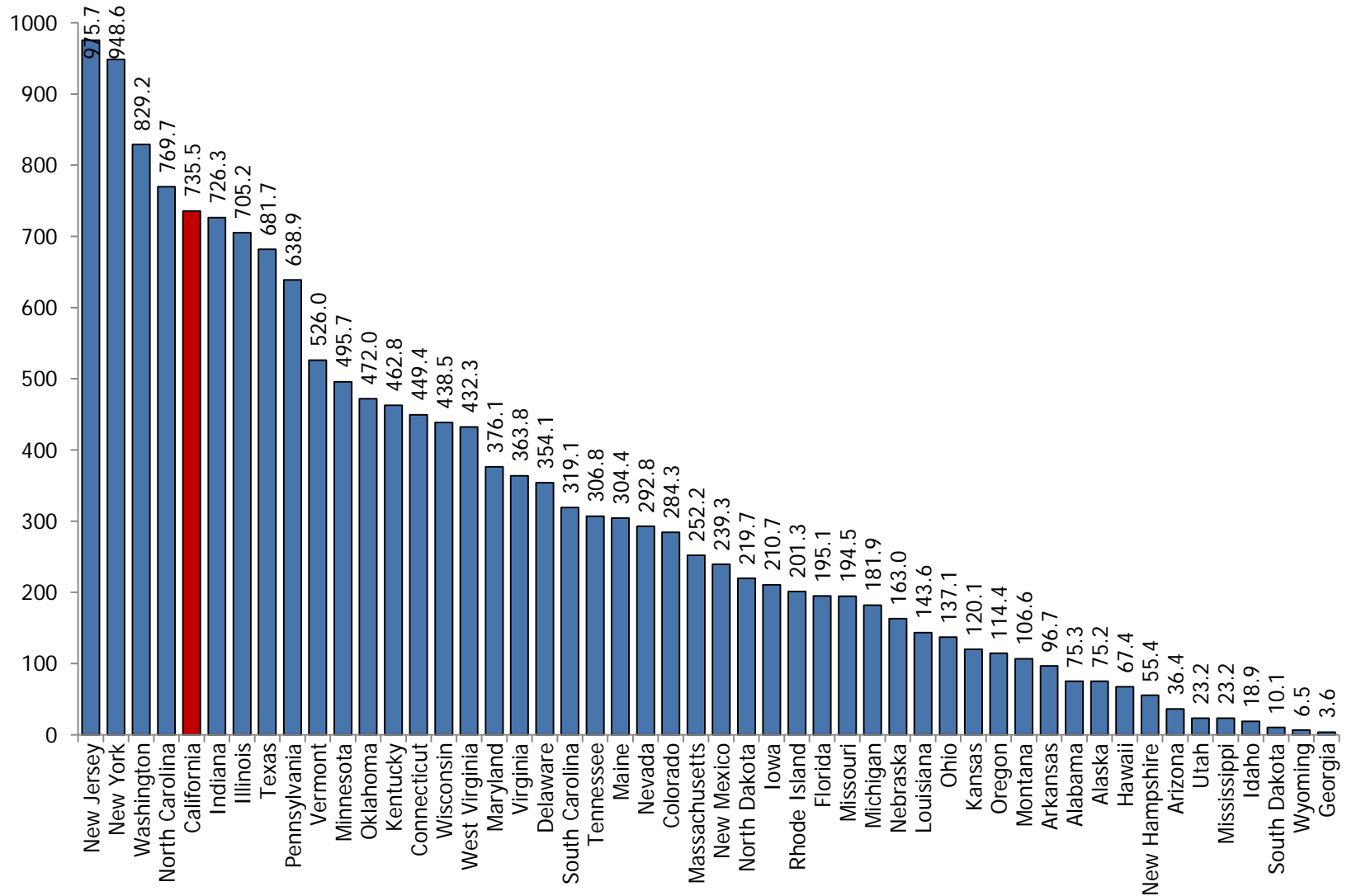
# Undergraduate Awards (One Year and More) per 100 FTE Undergraduates – Public Two-Year, 2009-10



# Total State Grants as a Percent of Total Tuition Revenues (Public and Private)



# Estimated Need-based Undergraduate Grant Dollars per Undergraduate FTE, by State, 2010-11



## The Bottom Line

- California needs a “consensus” set of statewide goals if an accountability system is to have meaning – goals that focus on the state of California and its citizens, not institutions
- Credible metrics can be created from available data
- Requirements for success require an entity charged with (and capable of)
  - Building consensus around a set of goals
  - Getting agreement on metrics
  - Creating and disseminating an annual report card
  - Convening policymakers to devise strategies for improvement