Higher Education Accountability: Trends and Issues

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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

STATE: Governors, legislators, statewide agencies
- Increasing attainment?
- Meeting workforce needs?
- Increasing productivity?

SYSTEM: College/university system heads and boards
- Increasing completion?
- Improving transitions between campuses and systems?
- Containing or reducing cost per completion?
- Investing in the right mix of institutions and programs?

CAMPUS: Institutional presidents and boards
- Maintaining or expanding access?
- Increasing success rates for those in remediation?
- Increasing course completion?
- Reducing time and credits to degree?
Measuring Performance: Common Completion Metrics

**Outcome Metrics**
Indicators of successful outcomes

- **DEGREES AWARDED ANNUALLY**
  (# and change over time)
- **GRADUATION RATES**
- **TRANSFER RATES**
- **TIME and CREDITS to DEGREE**

**Progress Metrics**
Measures of interim achievements strongly linked to student success

- REMEDIATION: ENTRY and SUCCESS
- SUCCESS in FIRST-YEAR COLLEGE COURSES (1st yr. math and English)
- CREDIT ACCUMULATION
- RETENTION RATES
- COURSE COMPLETION
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

<table>
<thead>
<tr>
<th>Two-Year Institutions</th>
<th>Four-Year Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student progression (accumulation of 12/24/36 credit hours)</td>
<td>• Student progression (accumulation of 24/48/72 credit hours)</td>
</tr>
<tr>
<td>• Student participation in dual enrollment</td>
<td>• Degree awards</td>
</tr>
<tr>
<td>• Number of credentials awarded (certificates and associate degrees)</td>
<td>• Research funding</td>
</tr>
<tr>
<td>• Number of students passing remedial/developmental courses</td>
<td>• Transfer</td>
</tr>
<tr>
<td>• Number of students transferring out (with 12+ credits)</td>
<td>• Degree productivity (awards per 100 FTE enrollment)</td>
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<tr>
<td>• Job placements</td>
<td>• Graduation rate</td>
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<tr>
<td>• Workforce training (number of contact hours)</td>
<td></td>
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<tr>
<td>• Degree productivity (credentials per 100 FTE enrollment)</td>
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</tbody>
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National Governors Association
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?