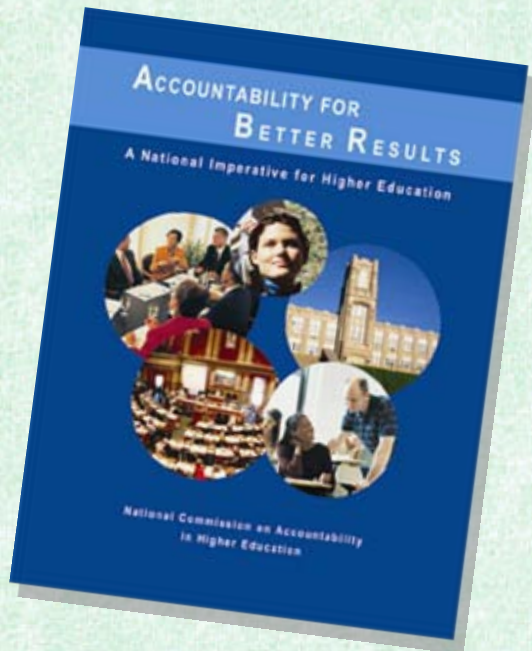


Accountability for Better Results and A Test of Leadership

Paul Lingenfelter, SHEEO

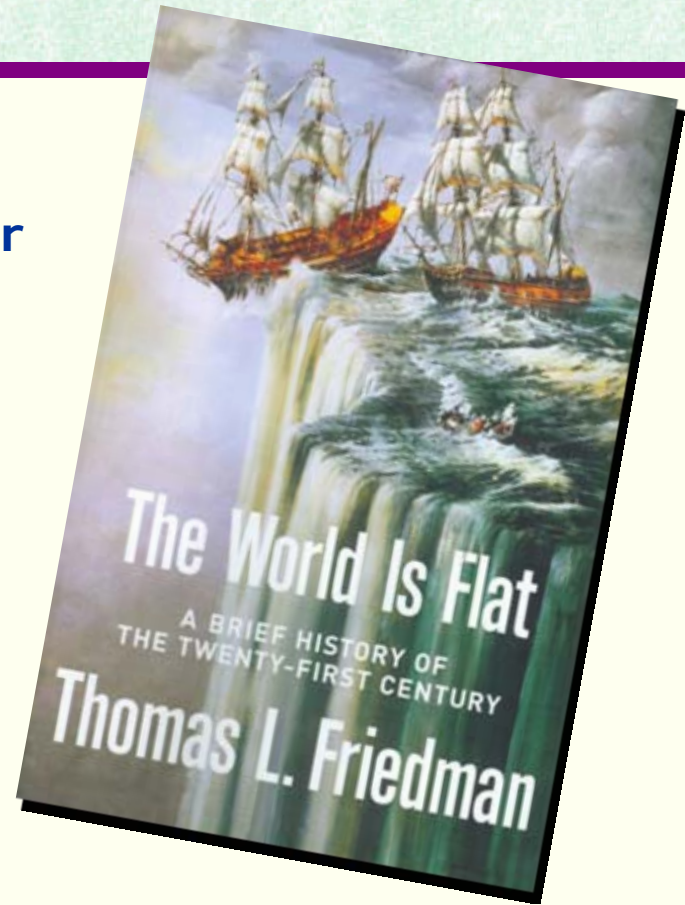
**Two commissions considering
accountability and the
future of higher education**

March 2, 2007



Forces Flattening the Global Playing Field

- ◆ Fall of Berlin Wall
- ◆ First Mainstream Web Browser
- ◆ Work Flow Software
- ◆ Open Sourcing
- ◆ Outsourcing
- ◆ Offshoring
- ◆ Supply-chaining
- ◆ Insourcing
- ◆ In-forming
- ◆ “The Steroids” Wireless Mobile Digital Communication



The Price of American Workers

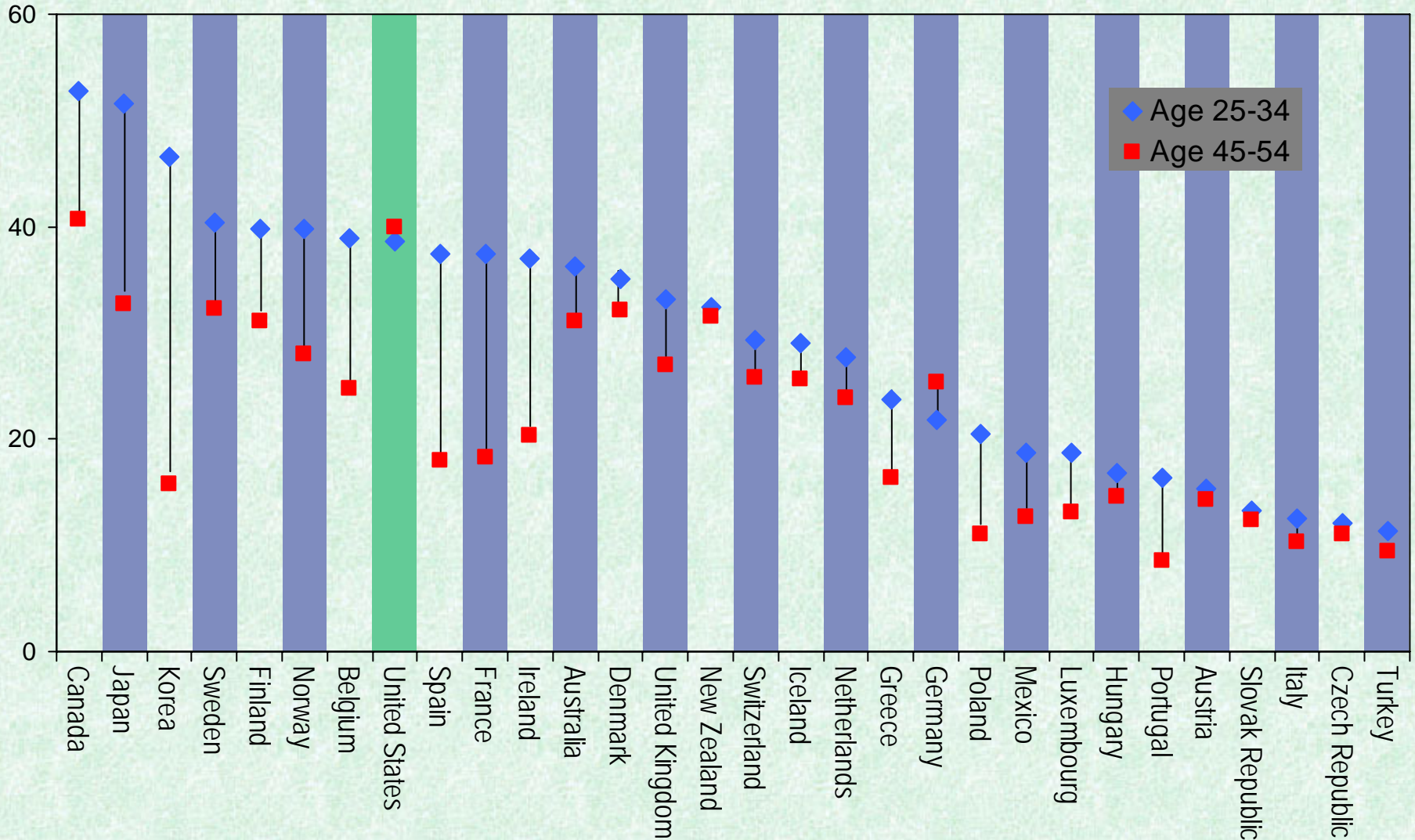
American (and Western European) workers are the most expensive in the world.

What will it take for them to be worth what they cost?

They must be the best educated in the world.

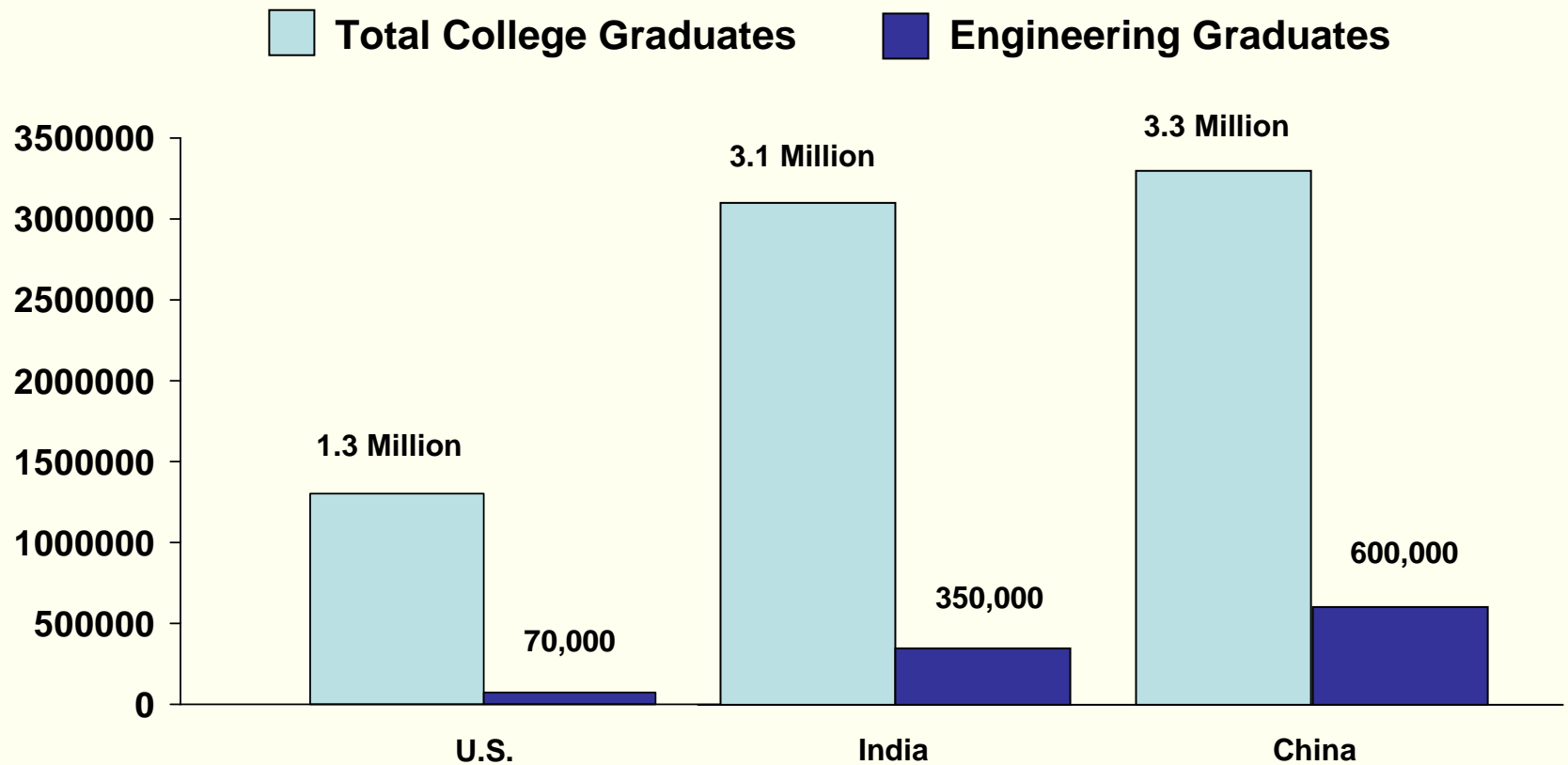
Geoffrey Colvin, *Fortune Magazine*, July 20, 2005

Differences in College Attainment (Associate and Higher) Between Young and Older Adults—U.S. and OECD Countries, 2004



College Grads: US, India, and China

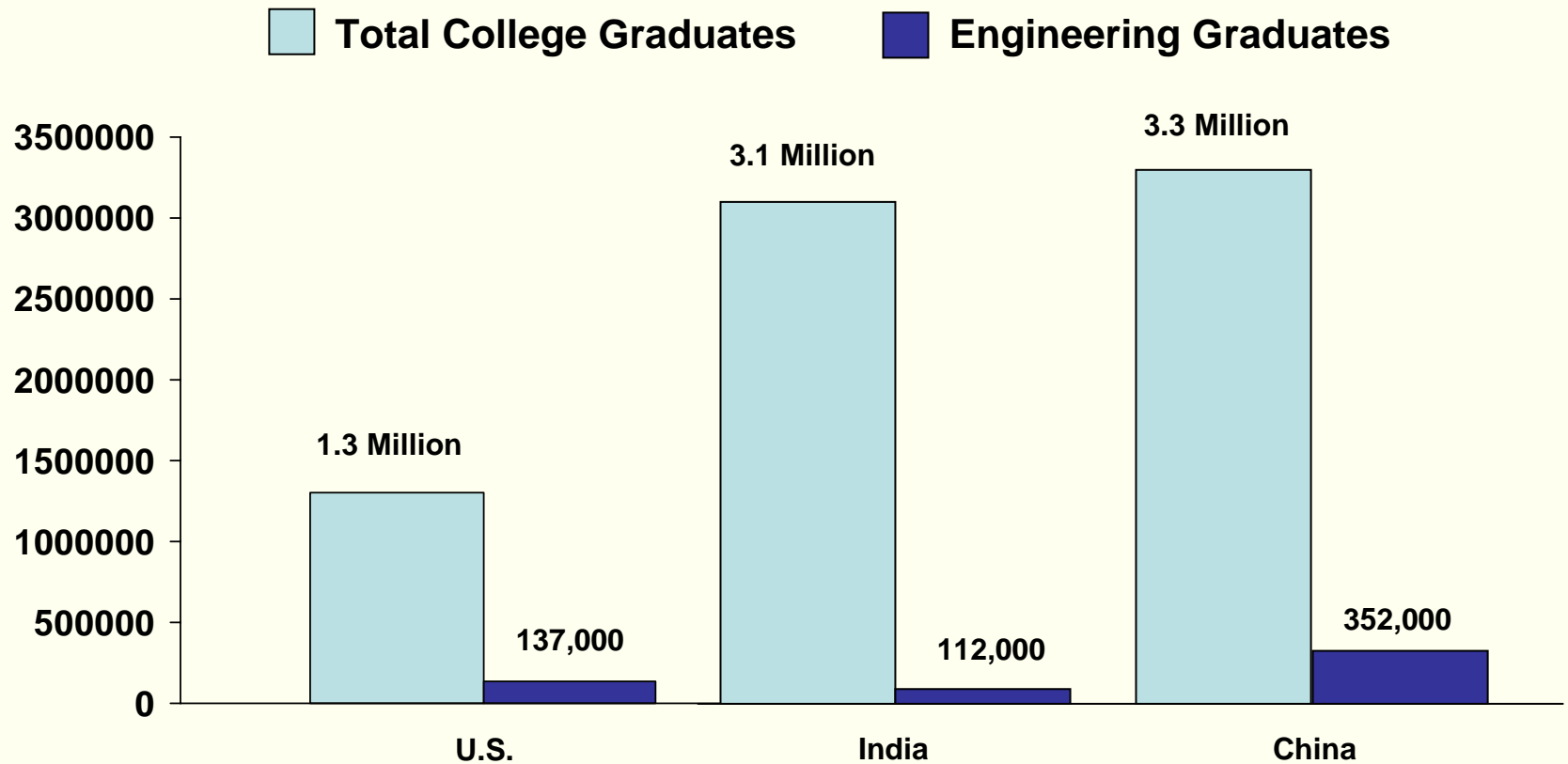
College graduates this year:



Source: Geoffrey Colvin, *Fortune Magazine*, July 20, 2005

College Grads: US, India, and China

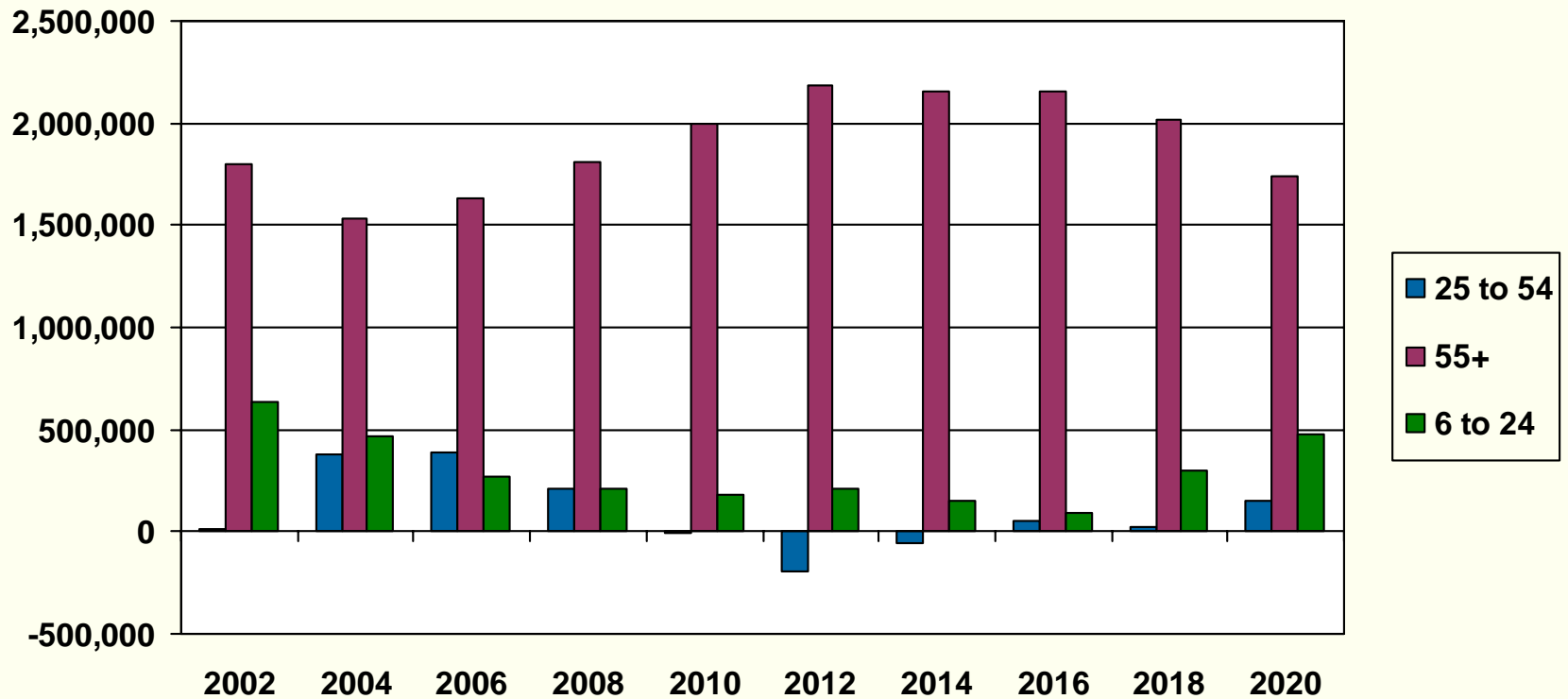
REVISED DATA : 4 year degrees



Source: Duke Engineering Management Program

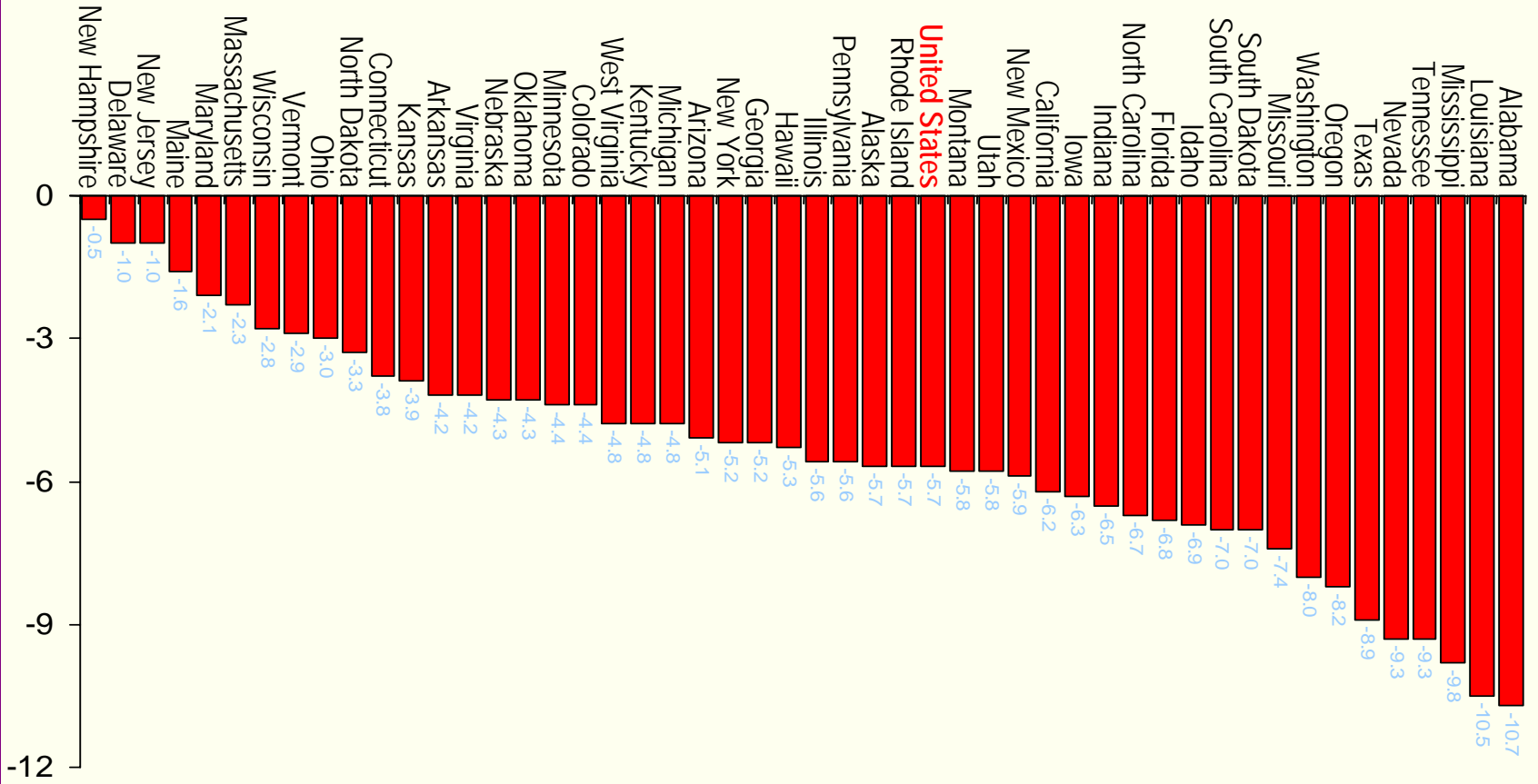
The Aging U.S. Workforce

Year-to-Year Change in U.S. Population, 2002-2020



Source: U.S. Census Bureau

Projected State and Local Budget Deficits as a Percent of Revenues, 2013



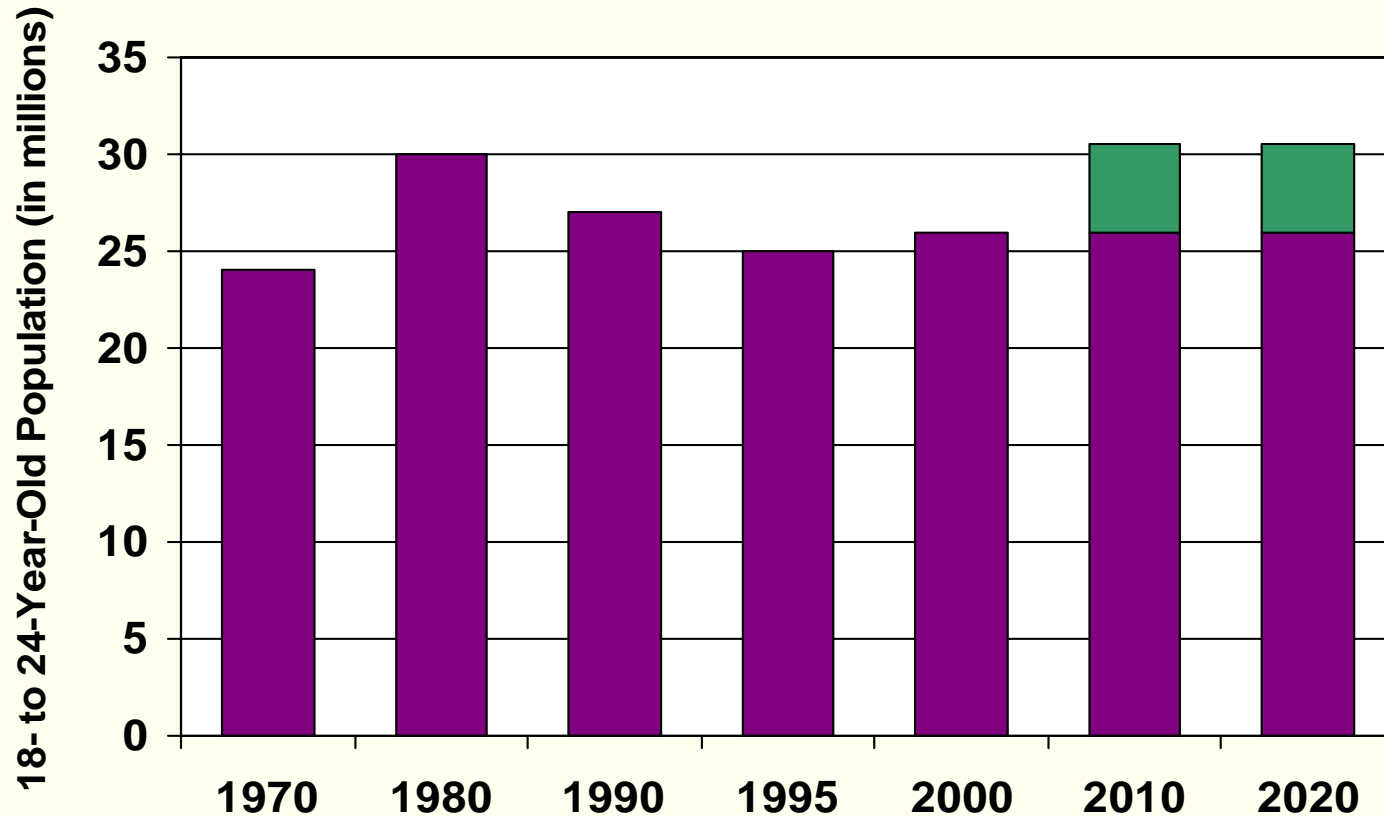
Source: NCHEMS; Don Boyd (Rockefeller Institute of Government), 2005

College Participation by SES status

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

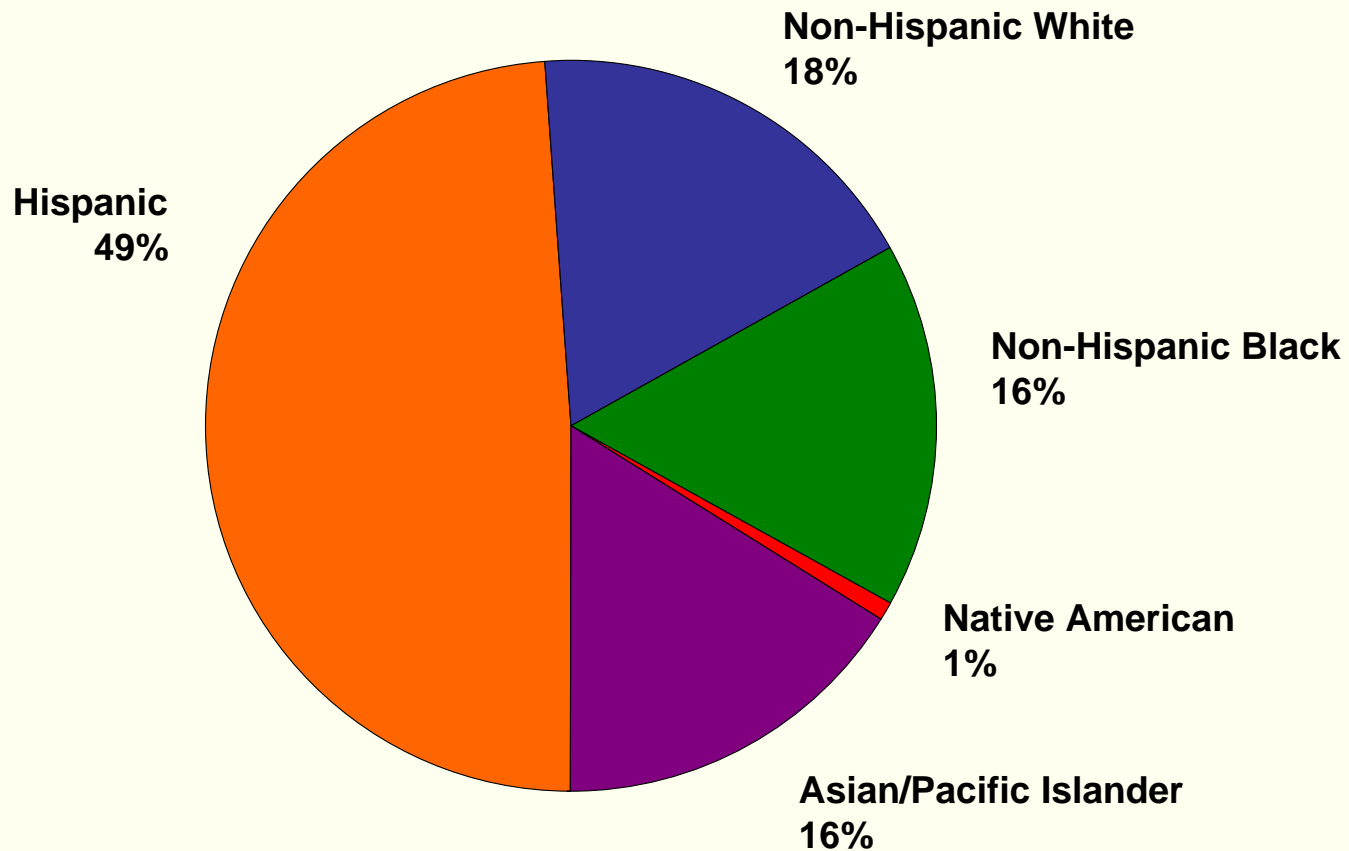
Source: *Access Denied*, Department of Education, February 2001

Traditional College-age Population



Source: *Demography and the Future of Higher Education Policy*, Richard Fry, April 2001

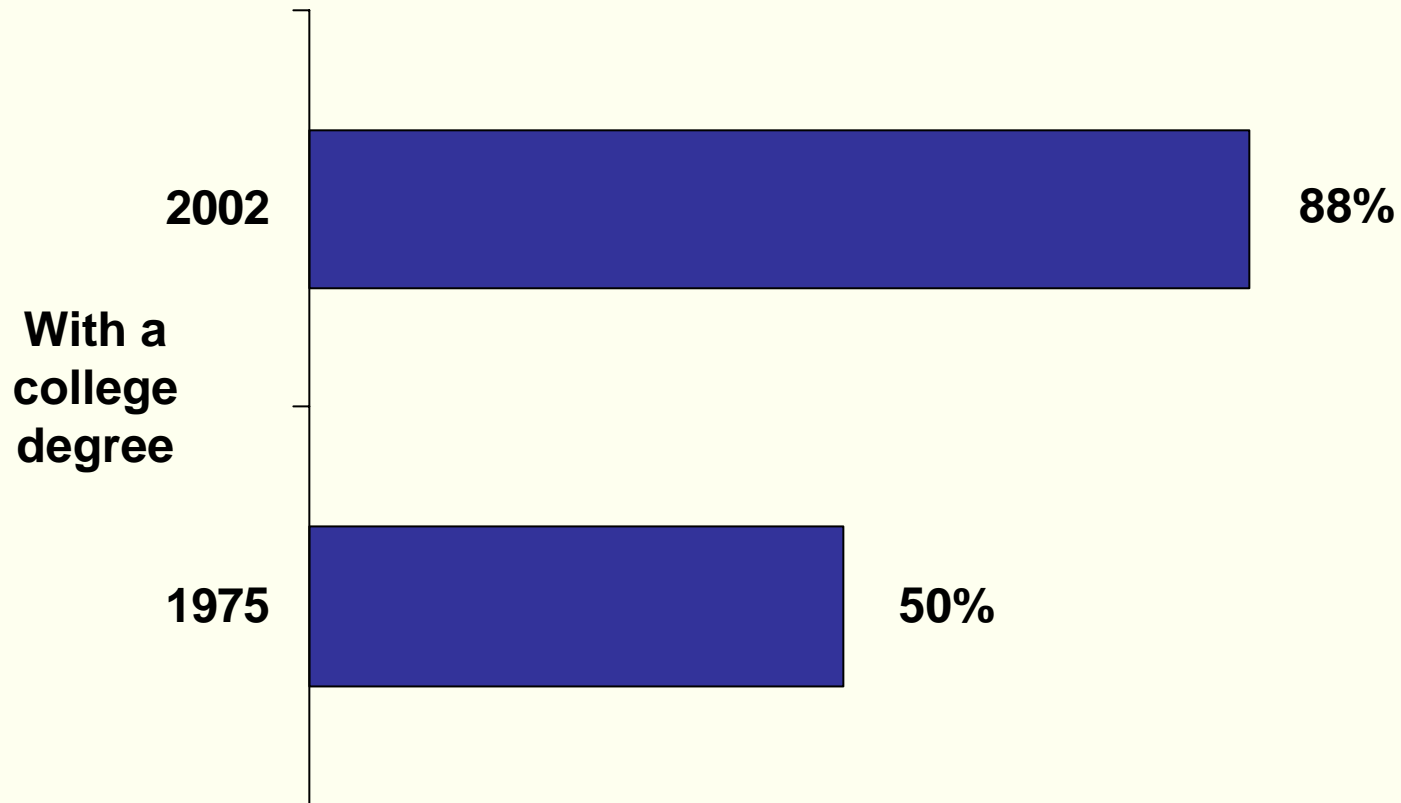
New 18-24 Year Olds by Race



Source: *Demography and the Future of Higher Education Policy*, Richard Fry, April 2001

Earnings Premium of a College Degree

The economic benefits of a college degree over a high school education are large and growing



2002 High School Sophomores Plan:

- ◆ At least a baccalaureate degree – 80%
- ◆ A graduate or professional degree – 40%
- ◆ Some postsecondary education – 11%
- ◆ No postsecondary education – 9%

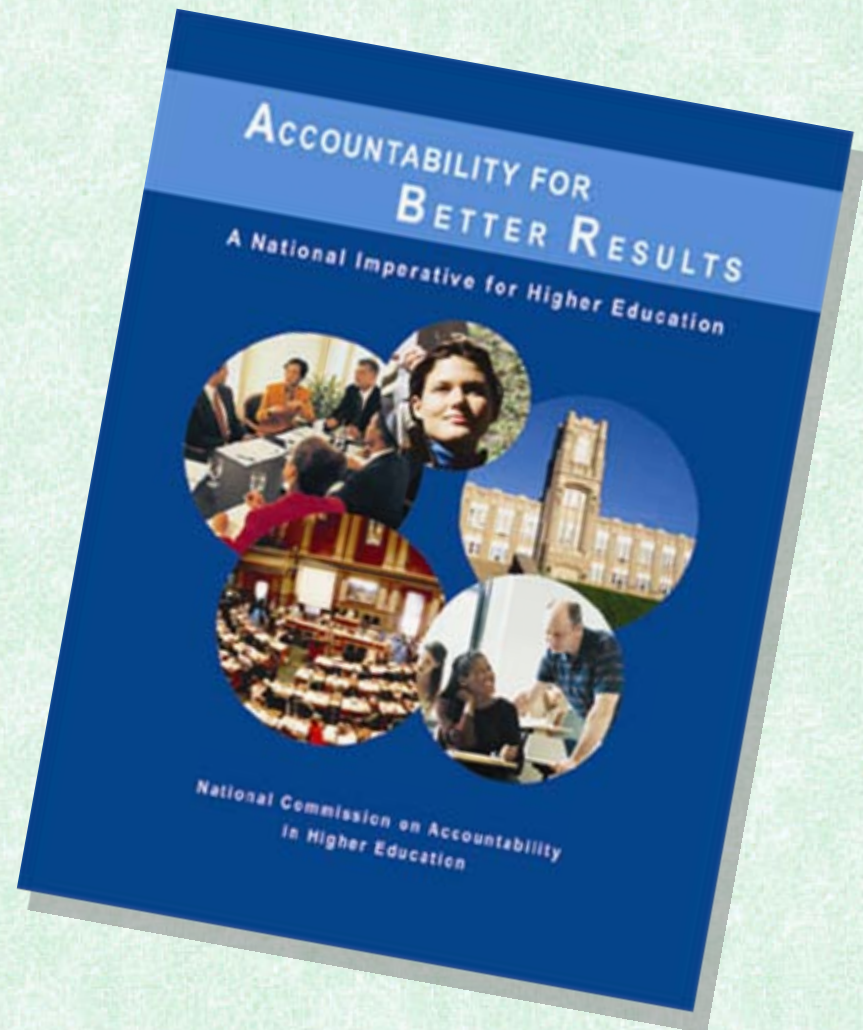
What Does America Need?

**To double the degree production
of the 1960s with
no compromise in quality.**

The National Commission on Accountability in Higher Education

*Report was
released*

*March 10,
2005*



What is “Better Accountability?”

- ◆ Not the status quo – Unfocused, unread, unused reporting exercises;
- ◆ Not simply measuring performance, rewarding performance or punishing the lack of performance;
- ◆ Not centralized bureaucracies, but

A WAY TO IMPROVE PERFORMANCE

The National Commission on Accountability in Higher Education

Fundamental Principles

- ◆ Responsibility for performance – *and* accountability – is shared among
 - Teachers and learners
 - Policy makers and educators
- ◆ Effective accountability will be based on:
 - Pride, not fear
 - Aspirations, not minimum standards
- ◆ Effective accountability will be:
 - A tool for self-discipline, not finger-pointing

The National Commission on Accountability in Higher Education

Pride Not Fear



The National Commission on Accountability in Higher Education

Components of Effective Accountability

- ◆ **Affirm and pursue fundamental goals**
 - The public agenda vs. market position
- ◆ **Establish and honor a division of labor**
 - Top-down centralization is a dead end
- ◆ **Focus on a few priorities at every level**
 - No focus, no progress
- ◆ **Measure results, respond to evidence**
 - Elementary Baldrige

State Responsibilities

- ◆ **Set clear public goals for higher education**
- ◆ **Stay focused on a policy agenda, stay out of institutional operations**
- ◆ **Measure results, including student learning, and work collaboratively to achieve goals**
- ◆ **Provide necessary resources**

Federal Responsibilities

- ◆ Focus on enhancing access to opportunity*
- ◆ Maintain, enhance research support and quality
- ◆ Improve data resources*

* Emphasis of Spellings Commission and DoE

Institutional Responsibilities

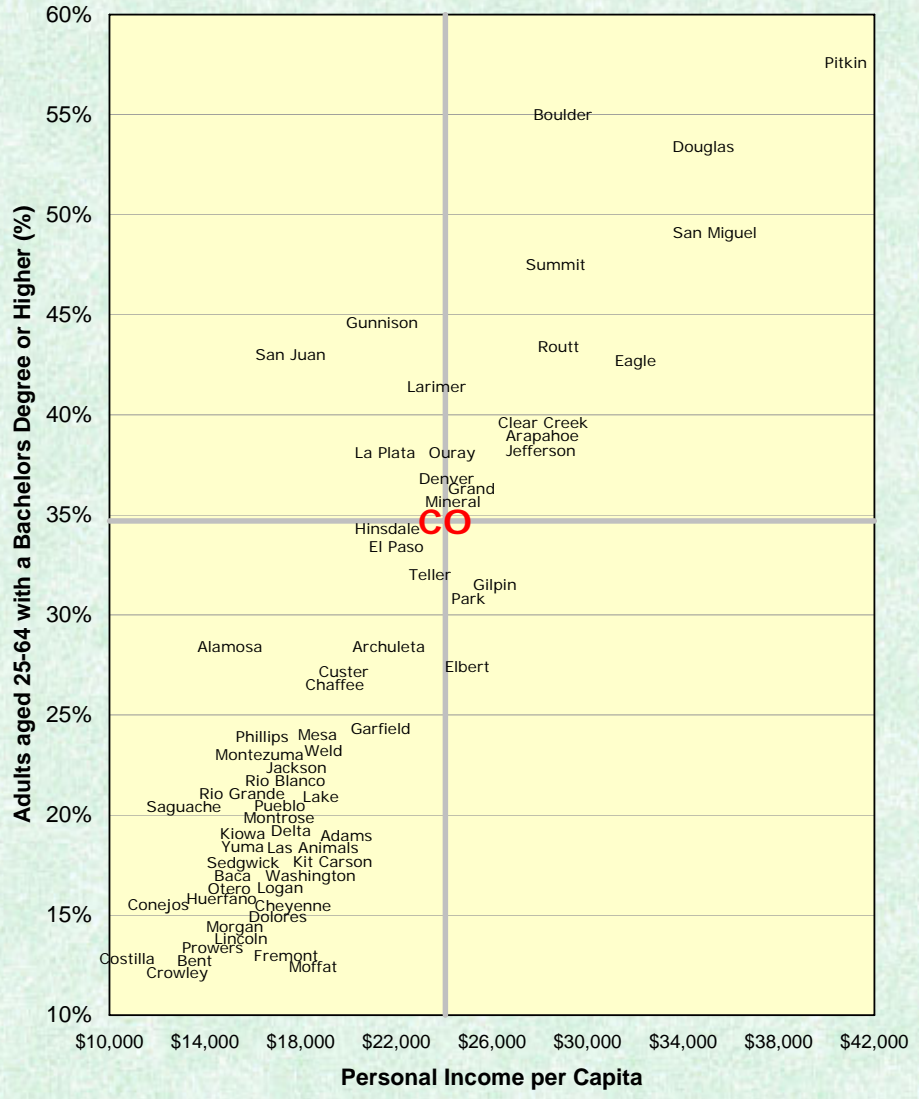
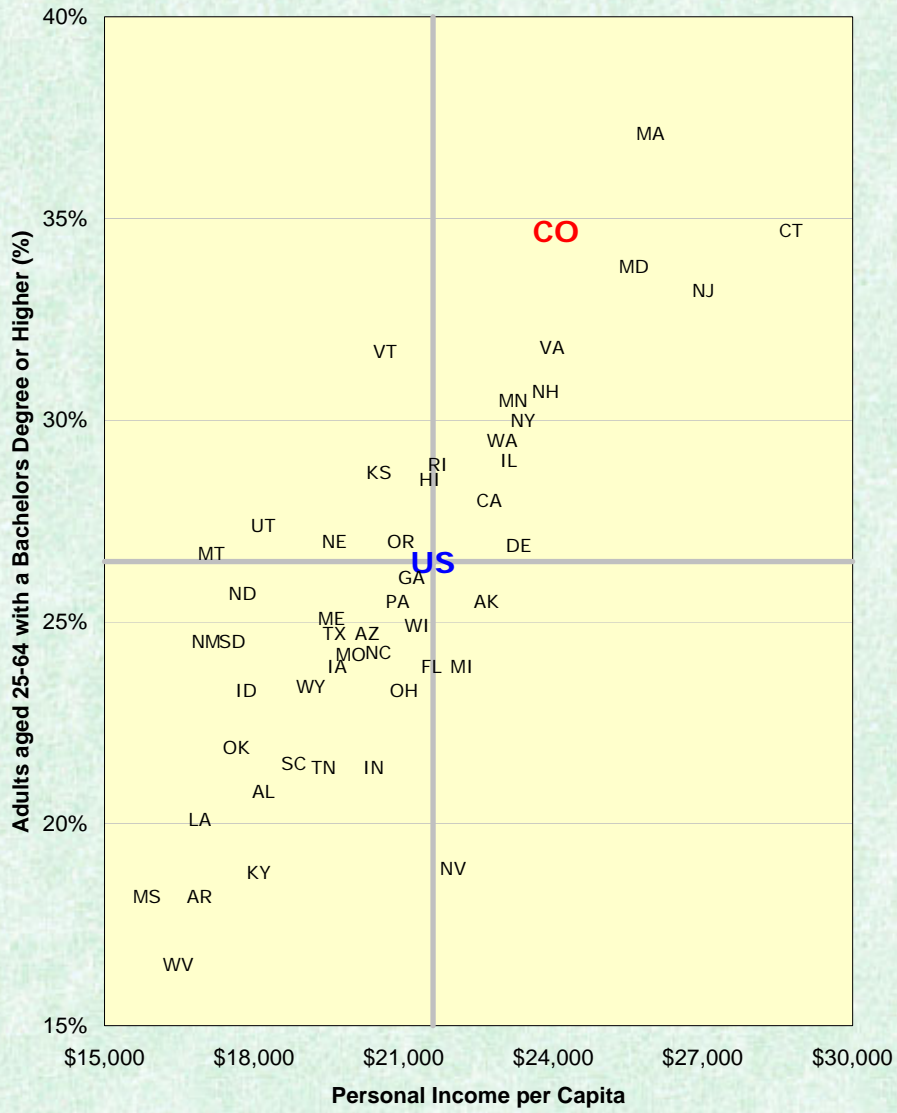
- ◆ **Improve teaching and learning**
- ◆ **Assure access to opportunity in tuition and financial aid policies**
- ◆ **Assure research quality and value**
- ◆ **Improve productivity**

Accrediting Association Responsibilities

- ◆ Establish learning goals*
- ◆ Assess institutional performance*
- ◆ Promote improved teaching and learning*
- ◆ Expand publicly available information*

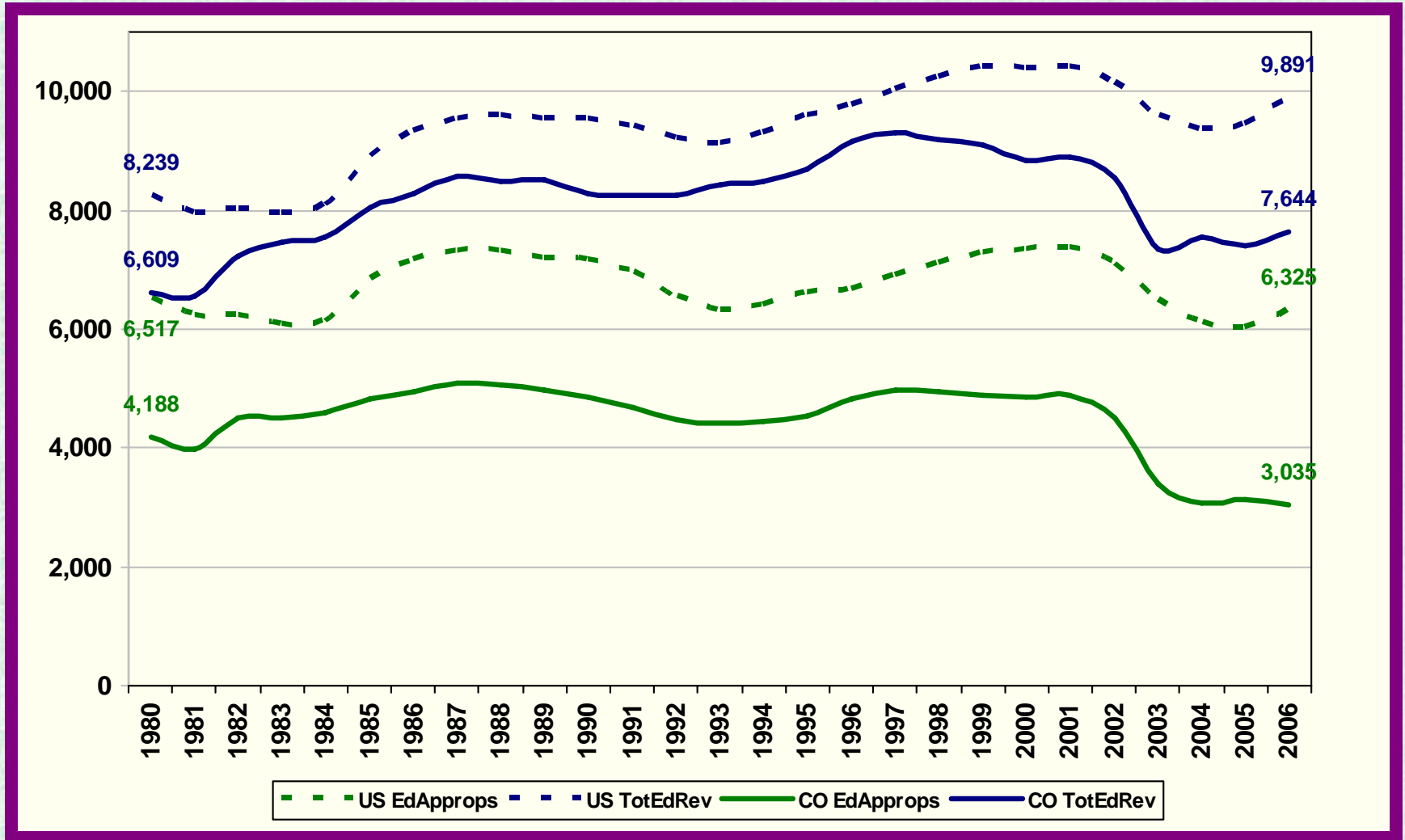
* Emphasis of Spellings Commission and DoE

Educational Attainment and Personal Income

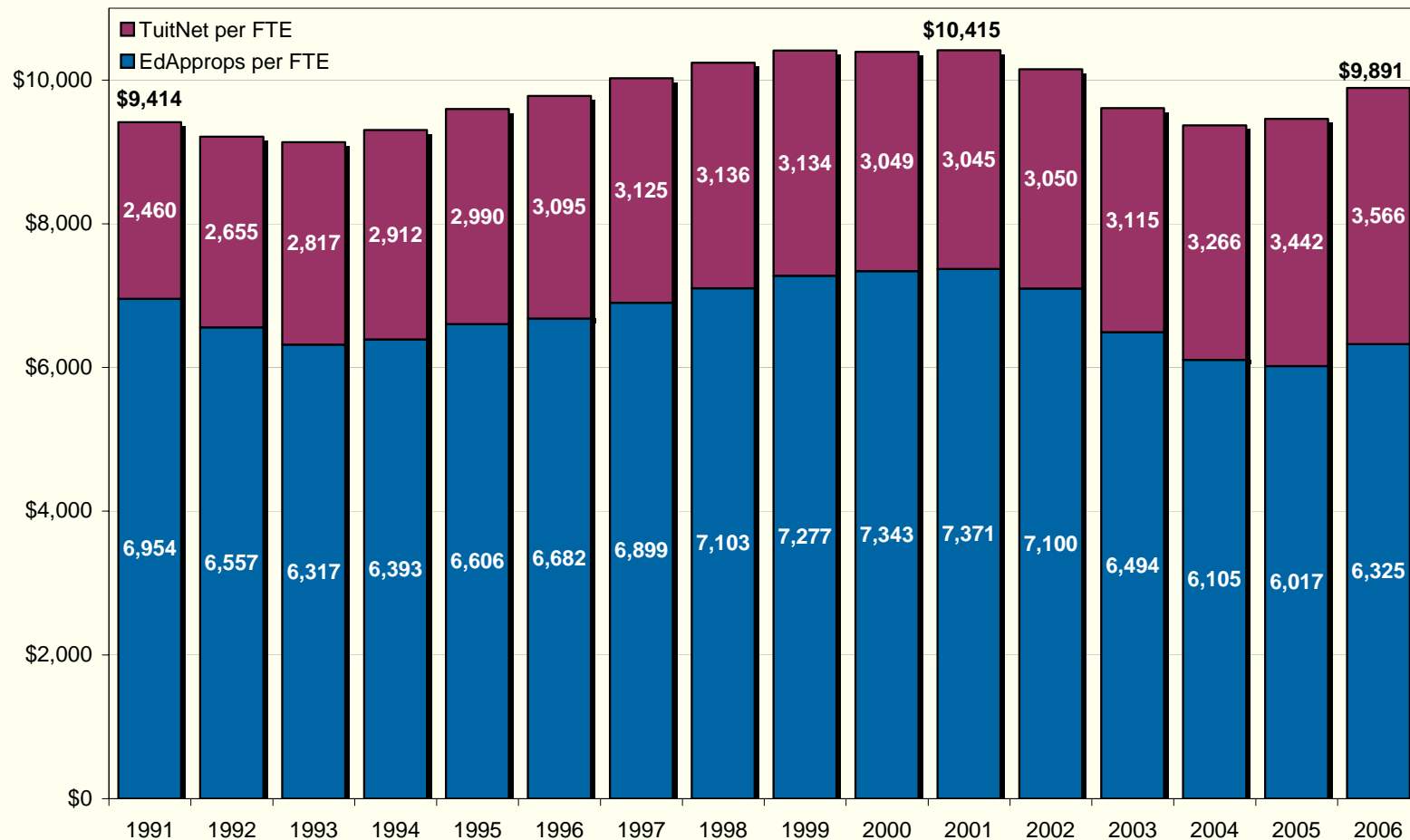


Source: US Census Bureau 2000, HigherEdInfo.org

Educational Appropriations per FTE and Total Educational Revenue per FTE, US and Colorado, FY 1980-FY2006, Constant Dollars

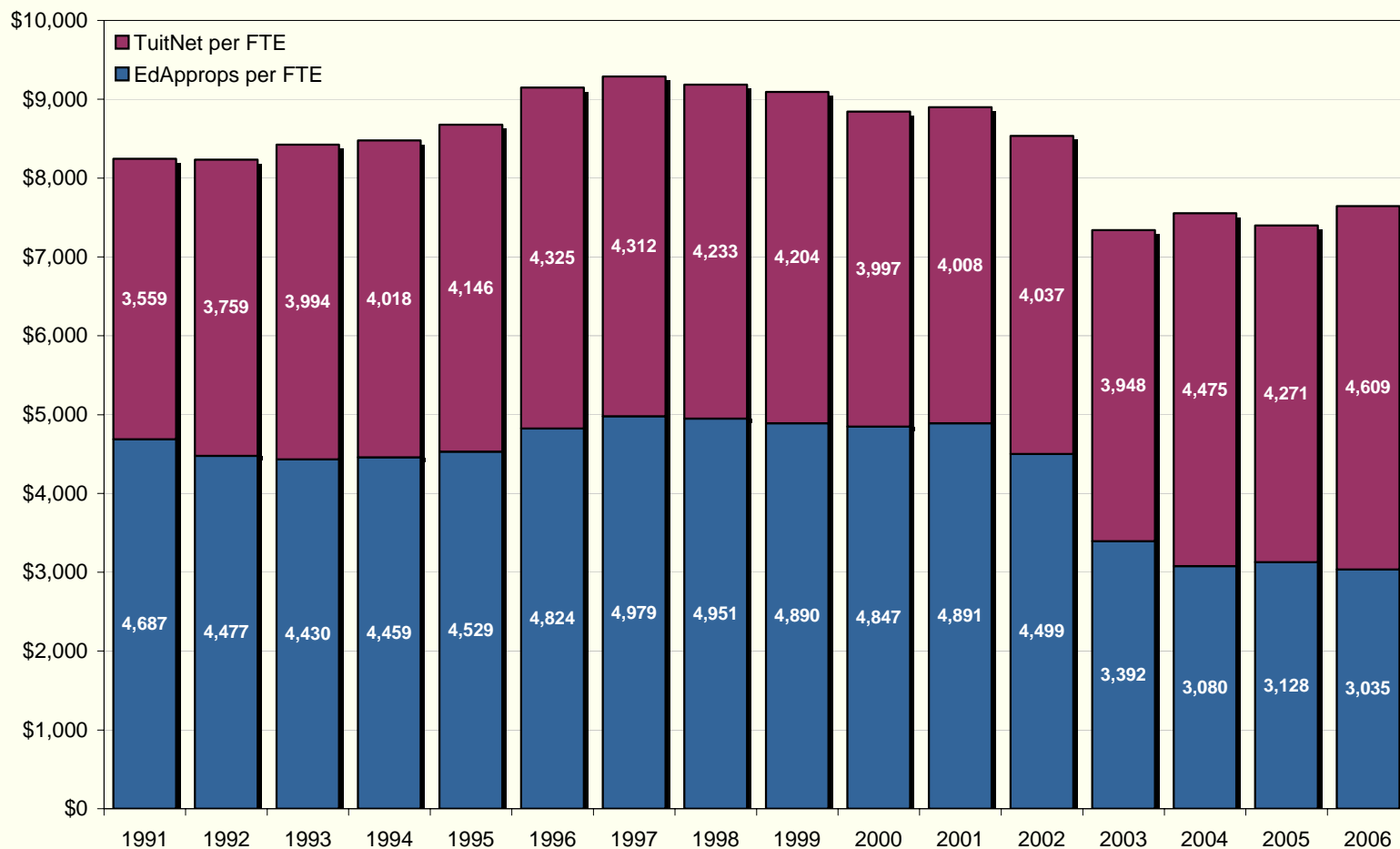


Total Educational Revenues per FTE by Component, US, Fiscal 1991-2006, Constant Dollars



Note: Constant 2006 dollars adjusted by SHEEO Higher Education Cost Adjustment. Source: SHEEO SHEF

Total Educational Revenues per FTE by Component, Colorado, Fiscal 1991-2006, Constant Dollars



Note: Constant 2006 dollars adjusted by SHEEO Higher Education Cost Adjustment. Source: SHEEO SHEF

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