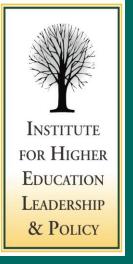


# A Fundamentally New Approach to Accountability: Putting State Policy Issues First

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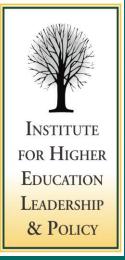
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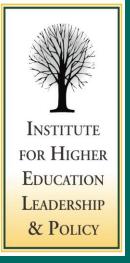
# The Public Policy Problem: Lack of Successful Approaches to Accountability in Higher Education

- Few, if any, successful models (despite years of efforts)
- Policymakers need information to guide policy and budgets, assess investments
  - Higher education is of increasing importance to civic and economic health
  - Huge challenges (growth, cost, affordability, achievement gaps, economic development)
  - Lack of data appropriate for supporting state policy and funding decisions



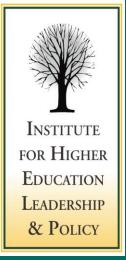
### California Project

- Senate commissioned a study
  - "...over-arching accountability system...that measures progress made in addressing clear and definable state policy goals."
- November, 2002 Report
  - Study other states
  - California "accountability" efforts
  - Interviews: educators, policymakers
- Advisory group further developed framework
- Legislation to be introduced



### How is this "Fundamentally New"?

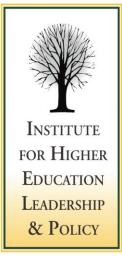
- Focus on state goals and priorities, not institutional effectiveness
- Designed explicitly to bridge "culture gap" through three key distinctions
  - > State-level v institutional accountability
  - Accountability for student success v assessment of student learning
  - > Accountability v performance budgeting



### The "Culture Gap"

### Legislators want:

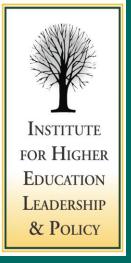
- "digestible pieces" of information
- "factoids that fit on a business card"
- no ambiguity, explanations, caveats, excuses
- "report cards"
- quick answers (term limits)
- return on investment (business techniques ok)
- consequences
- freedom to raise "member" issues



### The Culture Gap (cont.)

#### **Educators** want:

- respect for the complexity of the enterprise
- appreciation of diverse and broad missions
- qualitative indicators that defy "report cards"
- longer time-frame
- business concepts out of academia
- protection from micro-management
- continued autonomy in governance
- consistency in accountability concerns



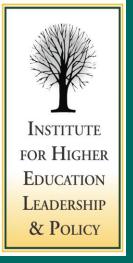
### Bridging the Gap

### Assuring that this is about:

- Collective accountability for meeting state goals
- Informing choices about public policy

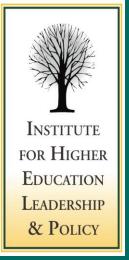
#### And is *not* about:

- Comparing and monitoring campus performance
- Auditing expenditures
- Evaluating academic program quality
- Measuring student learning
- Replacing discretion with formulas



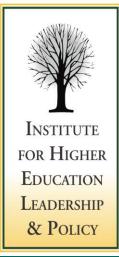
# Common Weaknesses in State Accountability Systems

- 1. Too much focus on institutional performance
  - too little on statewide performance and policy
- 2. Attempt to use measures of student learning in state reporting system
  - available measures not well suited for state policy
  - fail to consider governing board role in assessment
- 3. Lack of workable mechanisms for using data to influence budgets
  - reliance on formulaic performance budgeting
  - many states now abandoning or suspending



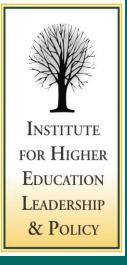
## Key Features of California Framework To Avoid Common Problems

- 1. Collective accountability for achieving state goals
- 2. Clear distinctions between state-level and institutional accountability, but linked
- 3. State-level report useful for policy and budget development
- 4. Institutional accountability that promotes state goal achievement
- 5. Shared responsibility for student learning



## State-level v Institutional Accountability

	State-level accountability	Institutional accountability
Primary purpose:	Meet state goals	Improve institutions
Appropriate interventions:	State policy	Institutional policy and practice
Appropriate level of analysis:	State/regional/ system	Institution



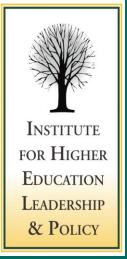
### State Reporting System – Example #1

### Is college affordable?

• Percent of family income needed to pay, after financial aid, by income quintile

### Possible interventions:

- State policy: student fee policy
- Budget policy: Cal Grant award levels
- Segmental policy: targeting institutional aid toward high need populations



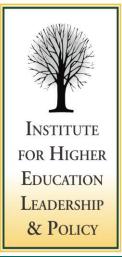
### State Reporting System – Example #2

Are students achieving their educational goals?

- BA graduation rates for students beginning at community college with transfer intent
  - New measure needed

Possible interventions:

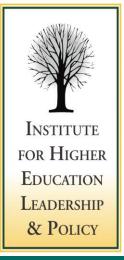
- State policy: K-16 alignment of exit/entrance
- Budget policy: invest in statewide articulation efforts
- Segmental policy: earlier identification of transfer-bound; counseling; articulation



### Institutional Accountability and Reporting

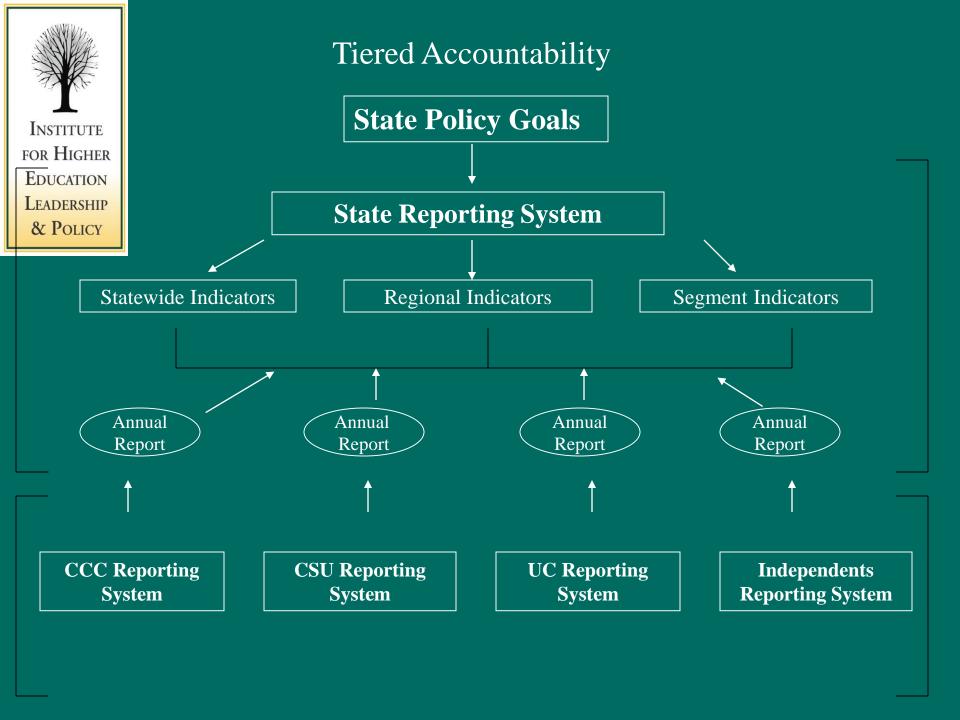
### Each segment is responsible for:

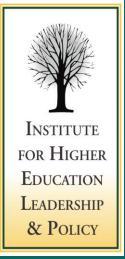
- Establishing internal accountability processes
- Aligning internal priorities with state goals
- Reporting data and submitting annual report:
  - 1. Main priorities for each state goal area
  - 2. Major activities underway to address priorities
  - 3. Performance indicators used to track progress (not actual data)
  - 4. Highlights from data relevant to state policy
  - 5. Description of process and progress in assessing student learning



### Measure Student Success; Monitor Learning

- State reporting focuses on broad measures of student success, e.g.,
  - Rates of completion of degrees and certificates
  - Success of remediation efforts
  - Pass rates on selected licensing exams
  - Employer satisfaction with graduates
- Segments continue with qualitative assessment of student learning
  - Report annually on processes and how used to improve programs and learning





### The Importance of Effective Accountability

- Higher education at the crossroads
  - Declining state revenues and share of budget
  - Value as public good seems to be declining
  - Ironic: more important to state economy
- Effective accountability may hold key to restoring public stature of higher education
  - Demonstrate connections between state investments and civic and economic health
  - New models, focused on public purposes instead of institutions, are needed