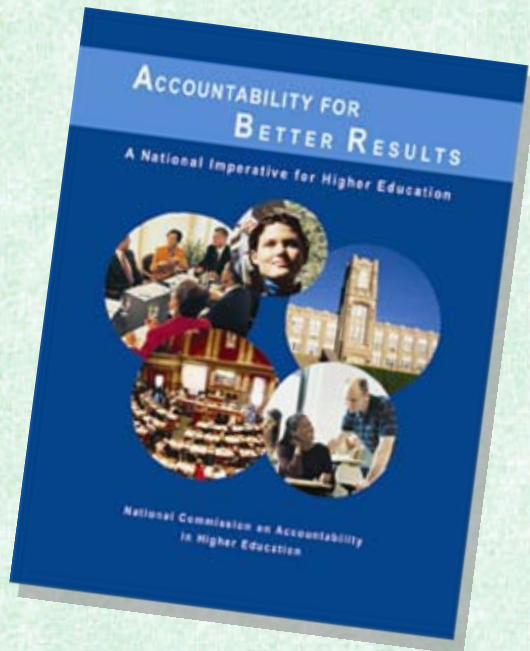


# ***Accountability for Better Results and A Test of Leadership***

**Paul Lingenfelter, SHEEO**

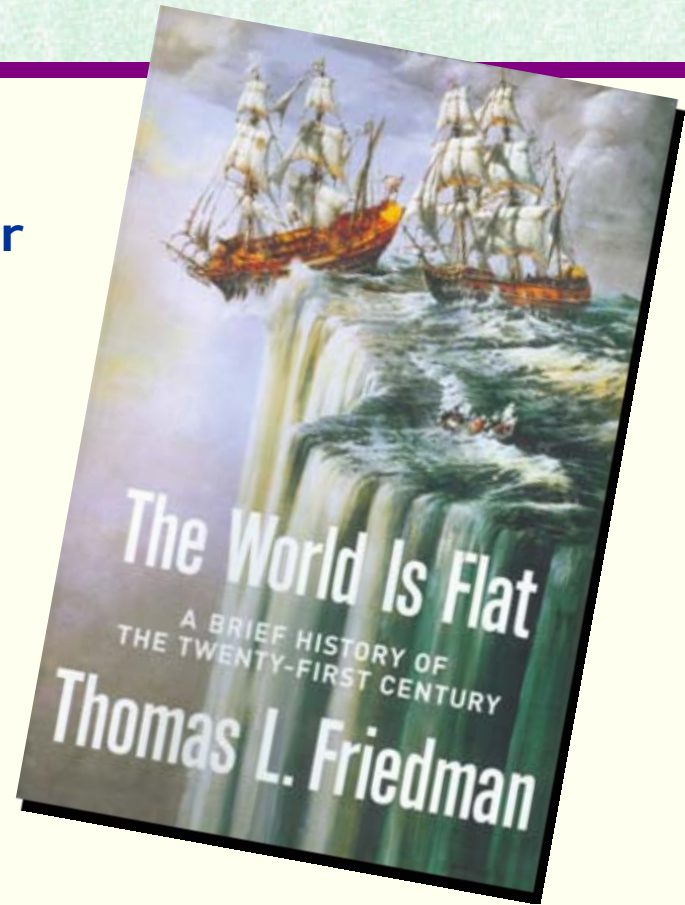
**Two commissions considering  
accountability and the  
future of higher education**

**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

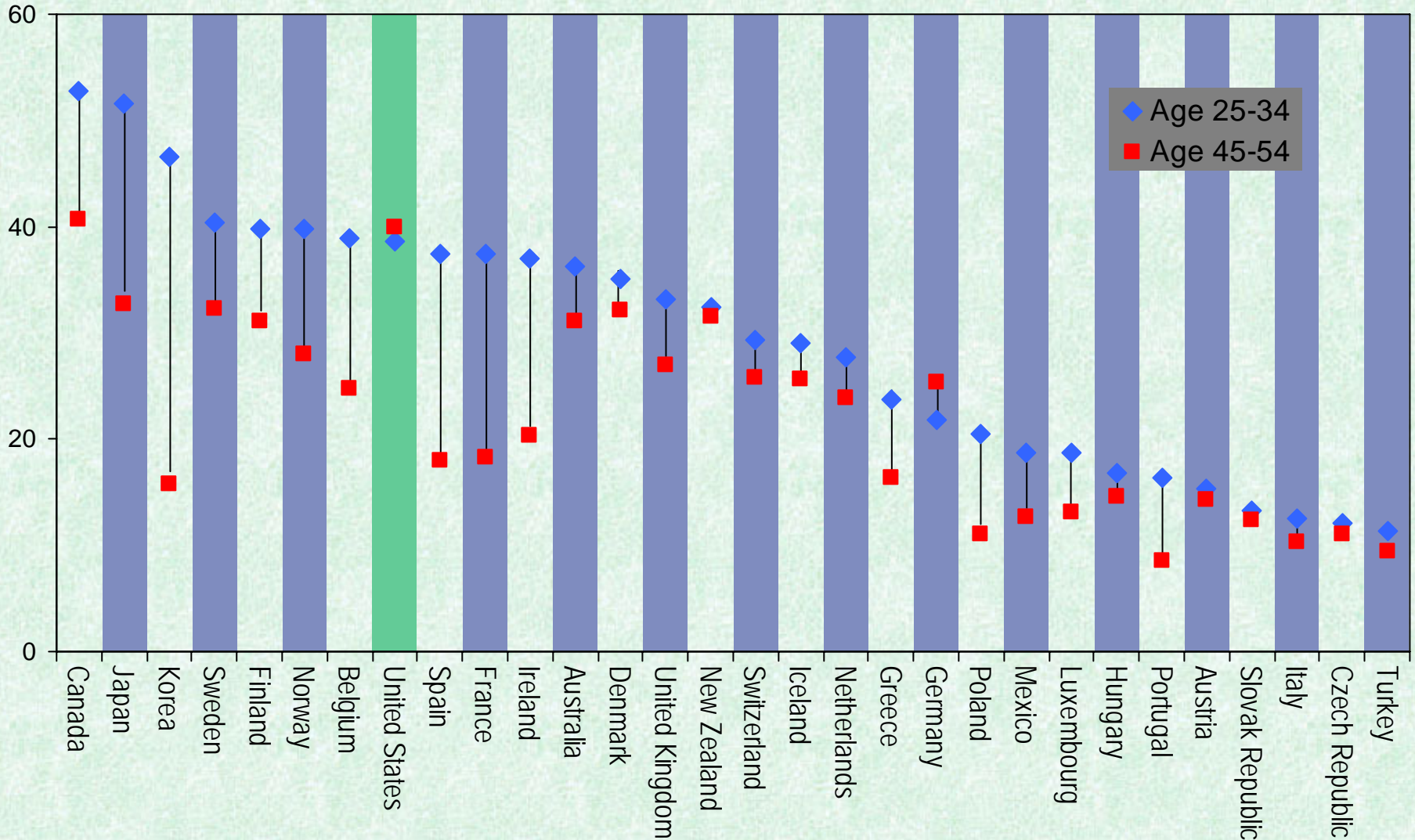
**American (and Western European) workers are the most expensive in the world.**

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

**They must be the best educated in the world.**

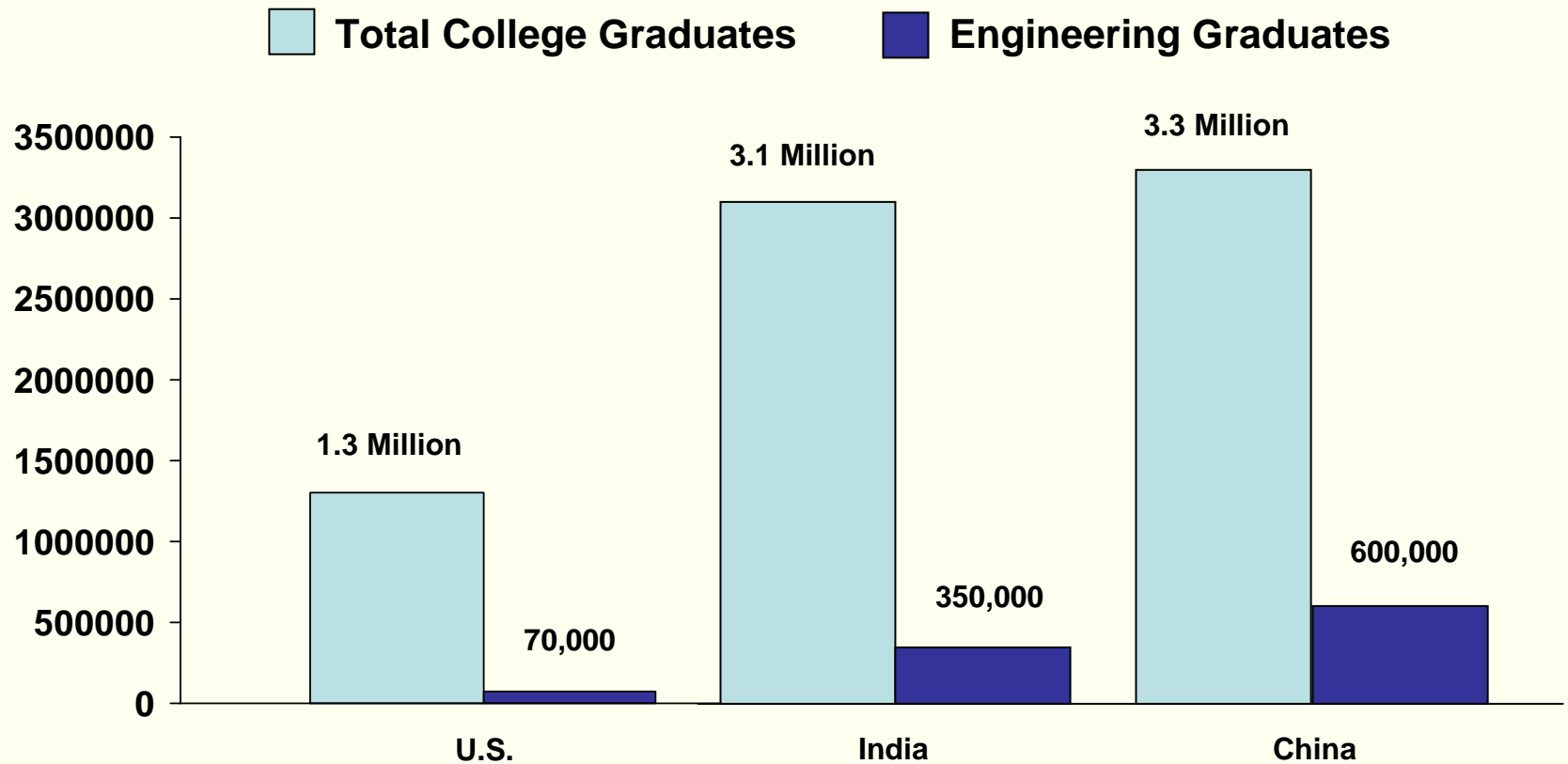
Geoffrey Colvin, *Fortune Magazine*, July 20, 2005

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



# College Grads: US, India, and China

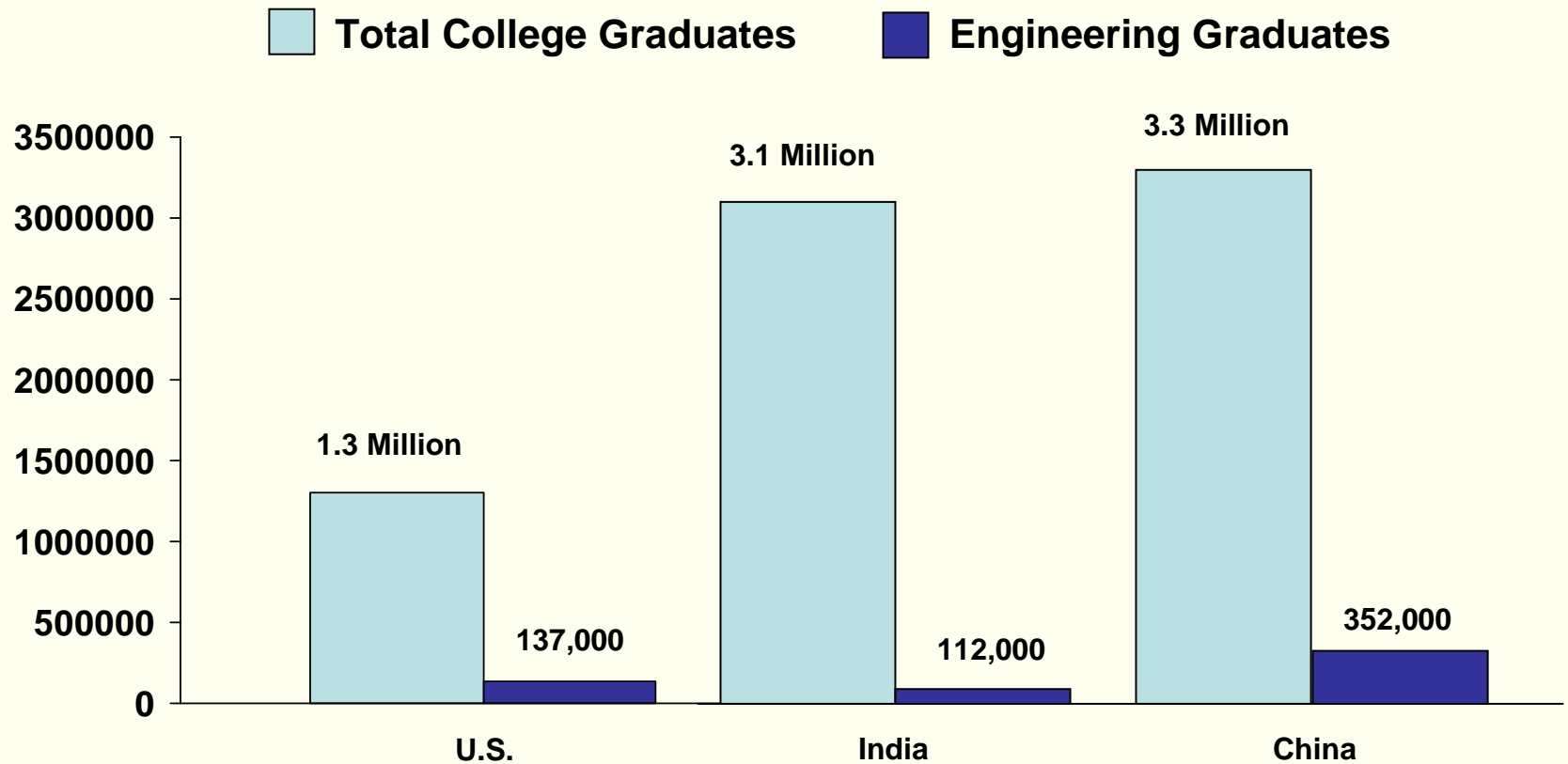
## College graduates this year:



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

# College Grads: US, India, and China

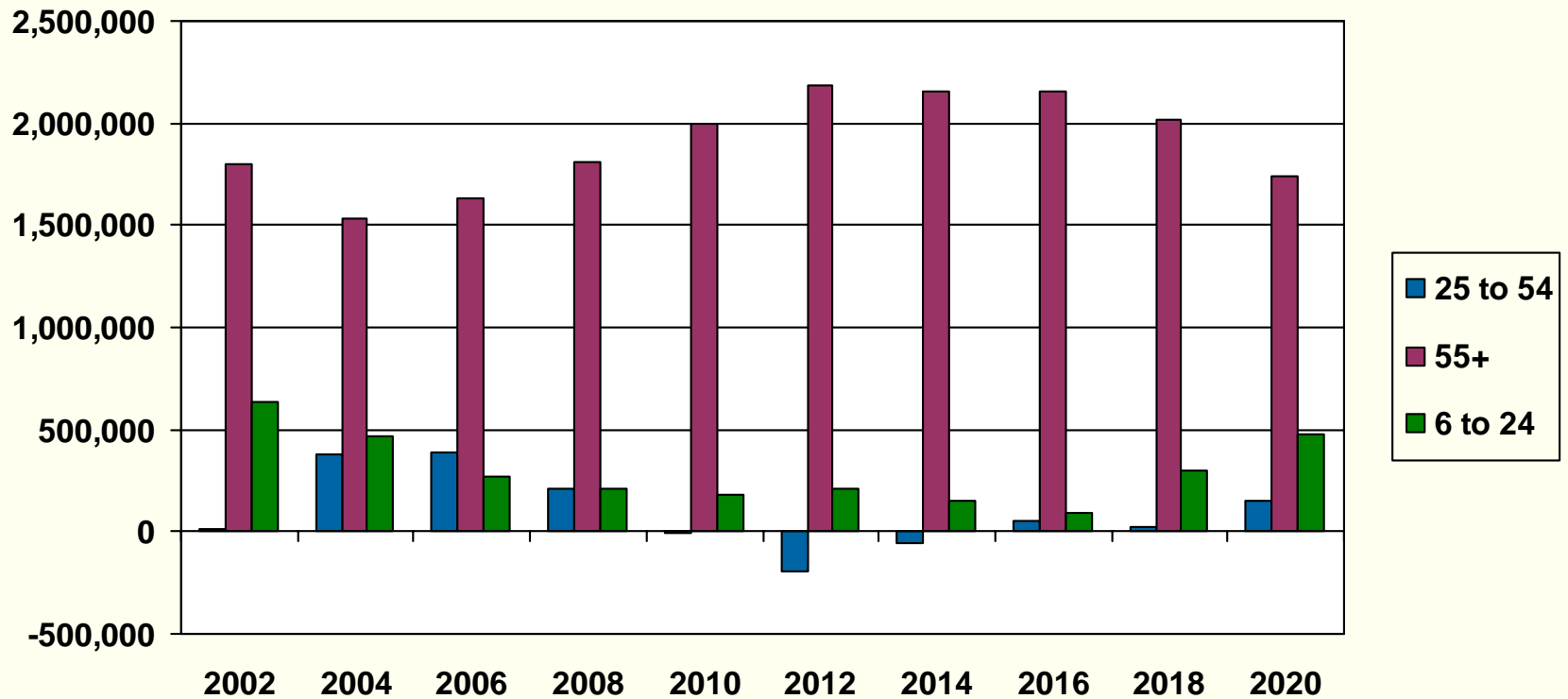
## REVISED DATA : 4 year degrees



Source: Duke Engineering Management Program

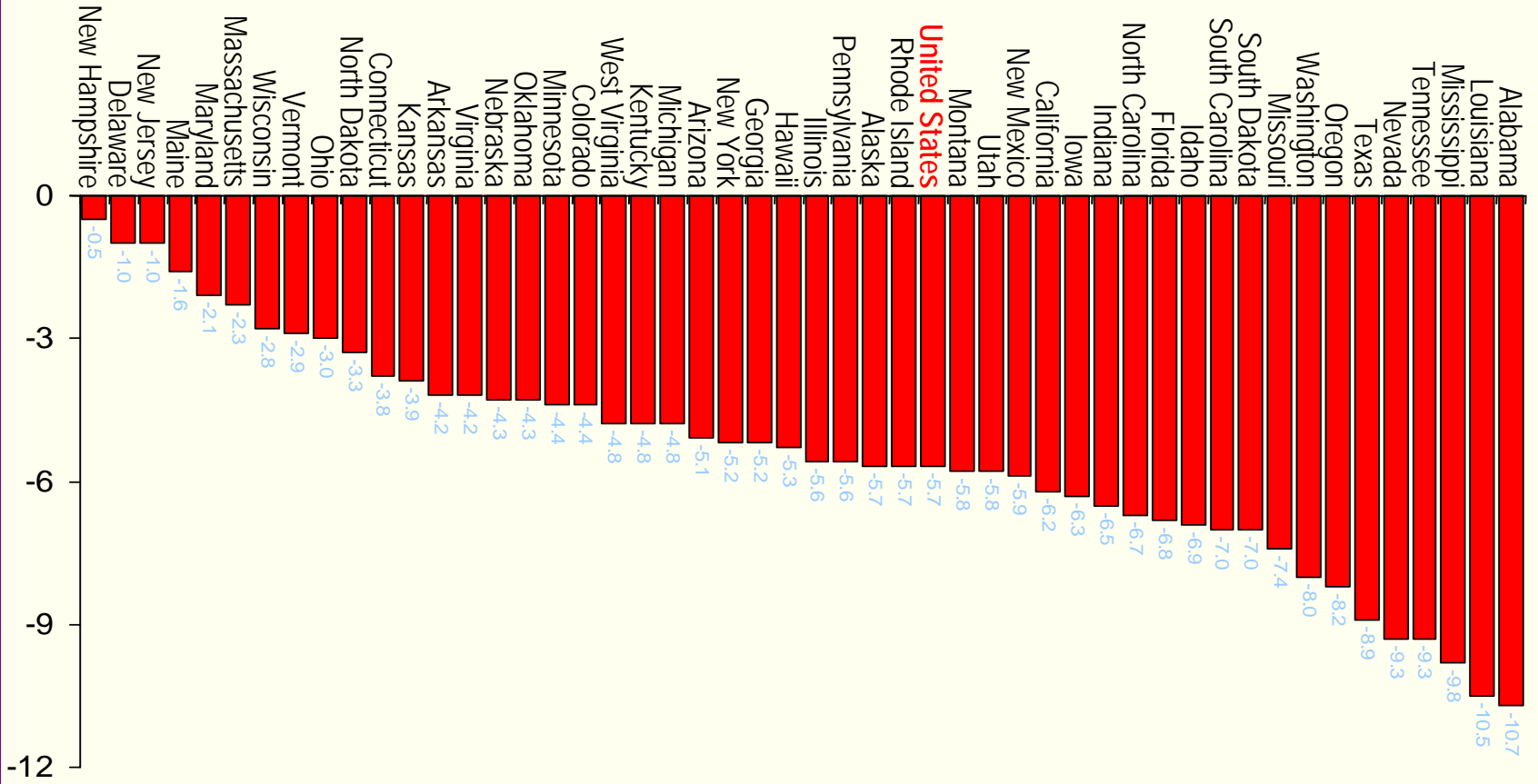
# The Aging U.S. Workforce

## 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



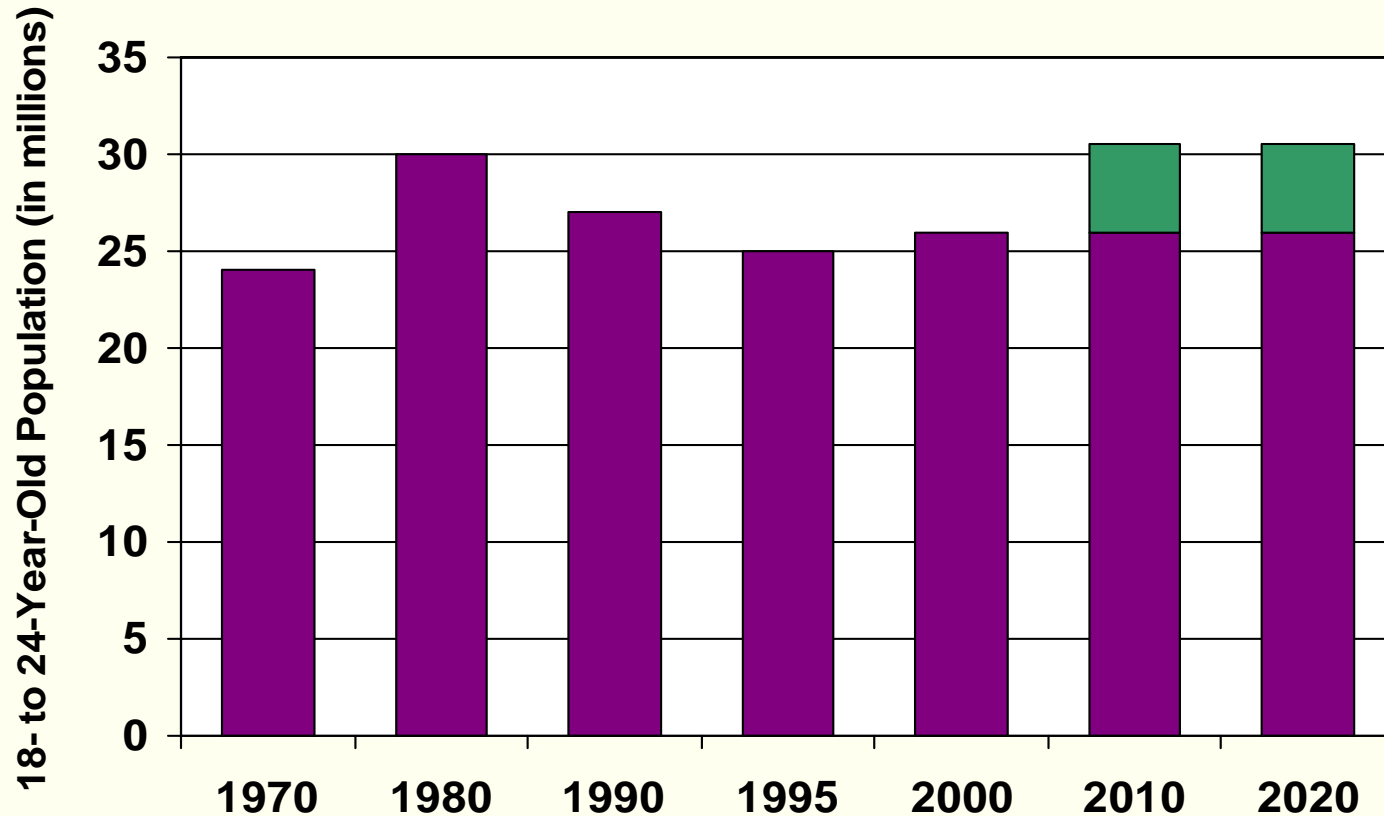
Source: NCHEMS; Don Boyd (Rockefeller Institute of Government), 2005

# 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%

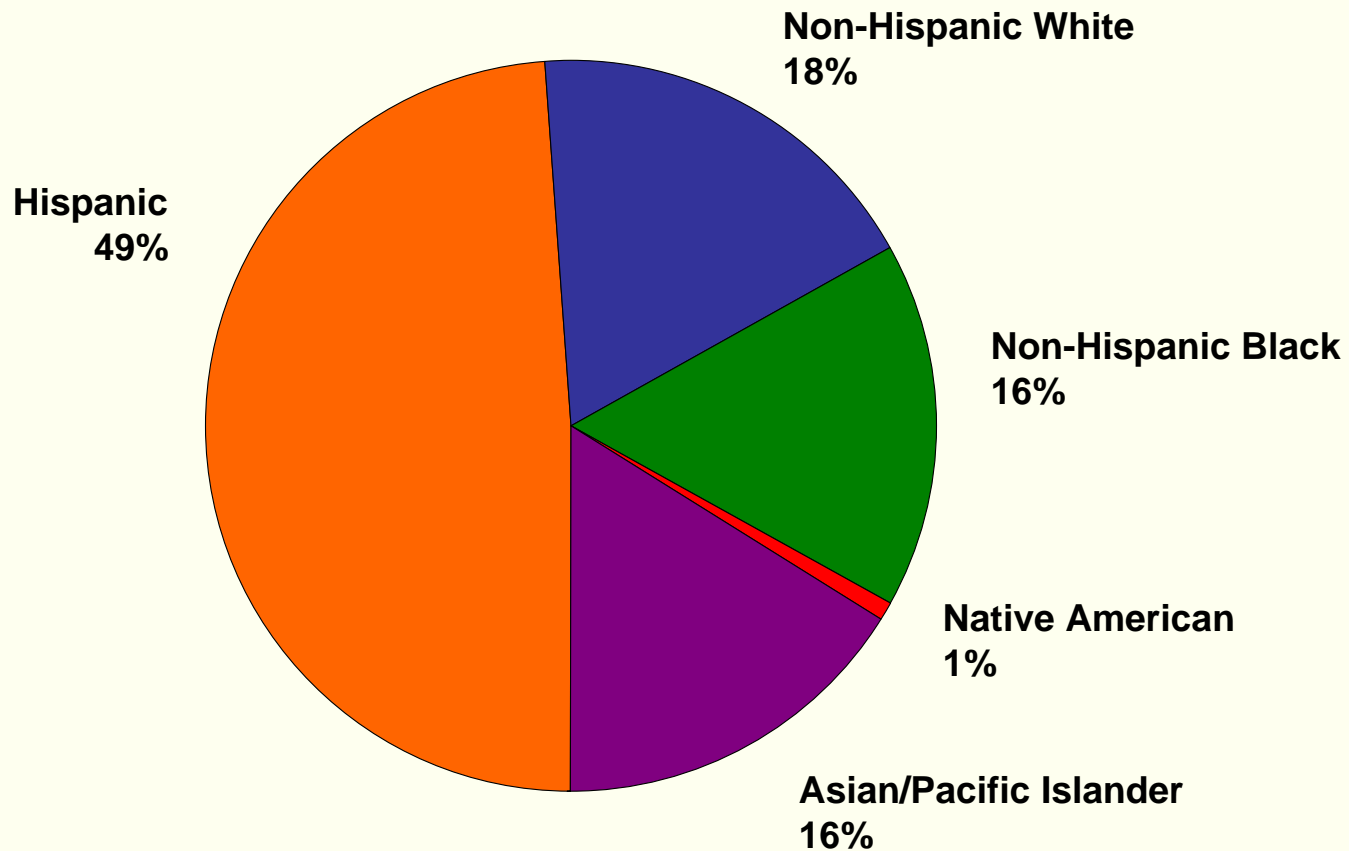
Source: *Access Denied*, Department of Education, February 2001

# Traditional College-age Population



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

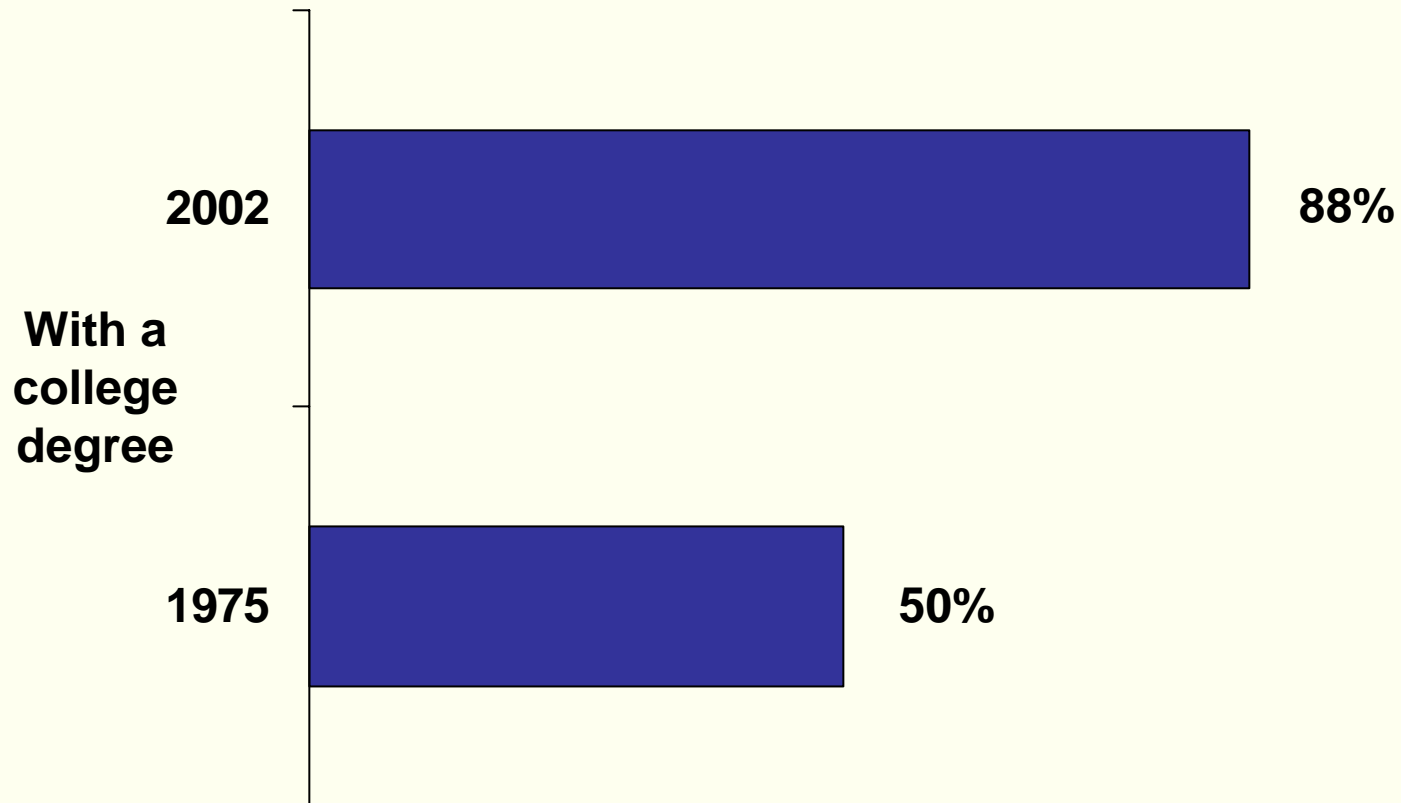
# New 18-24 Year Olds by Race



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%

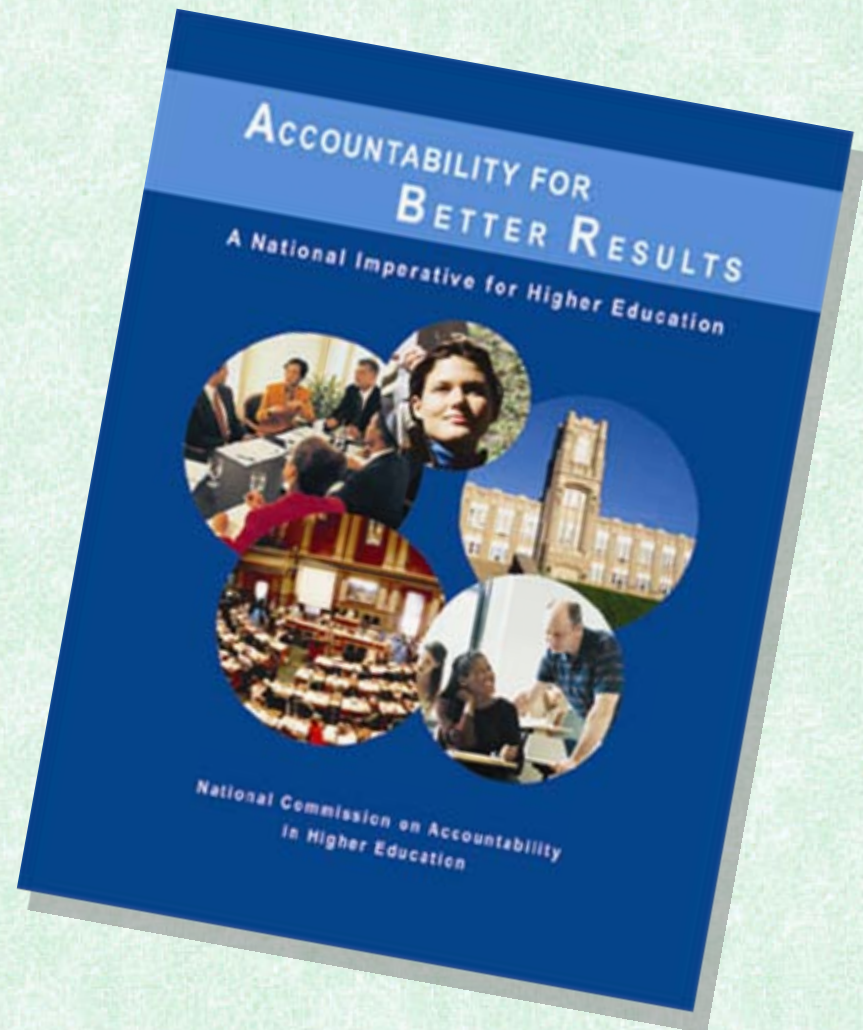
# What Does America Need?

**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

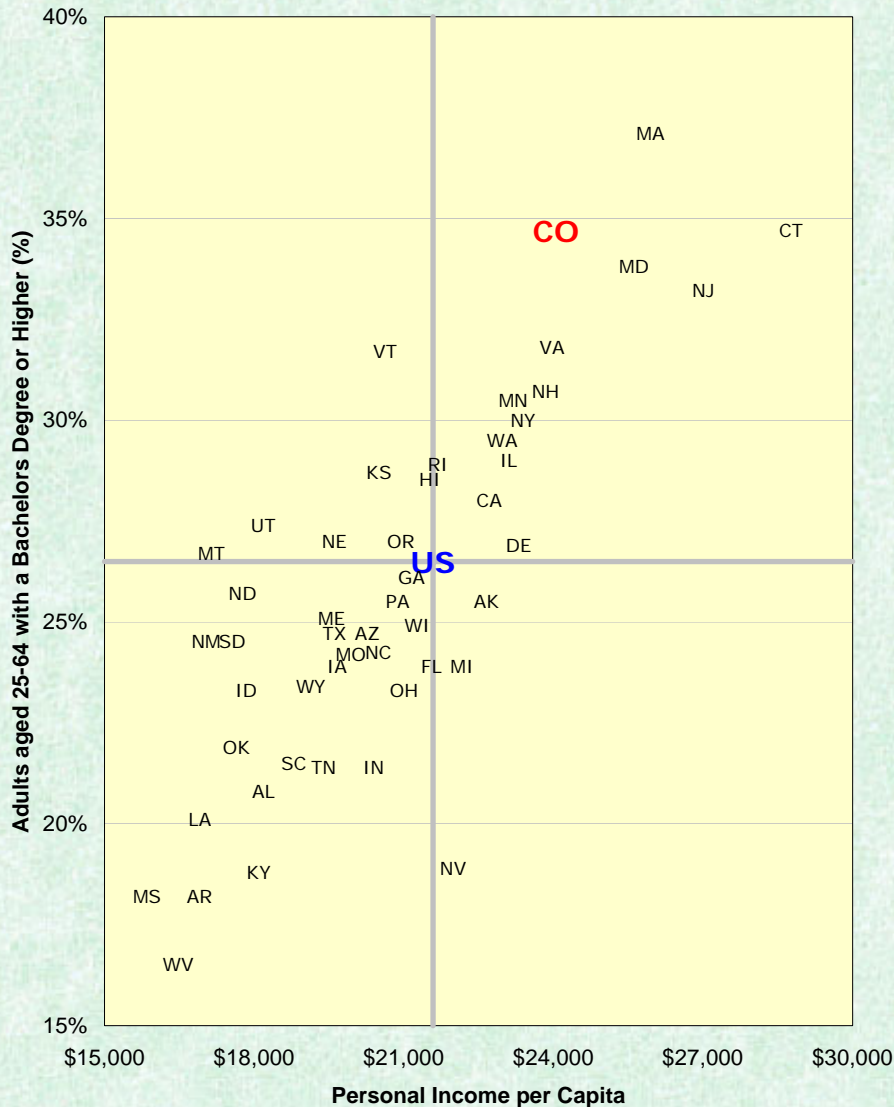
- ◆ **Improve teaching and learning**
- ◆ **Assure access to opportunity in tuition and financial aid policies**
- ◆ **Assure research quality and value**
- ◆ **Improve productivity**

# Accrediting Association Responsibilities

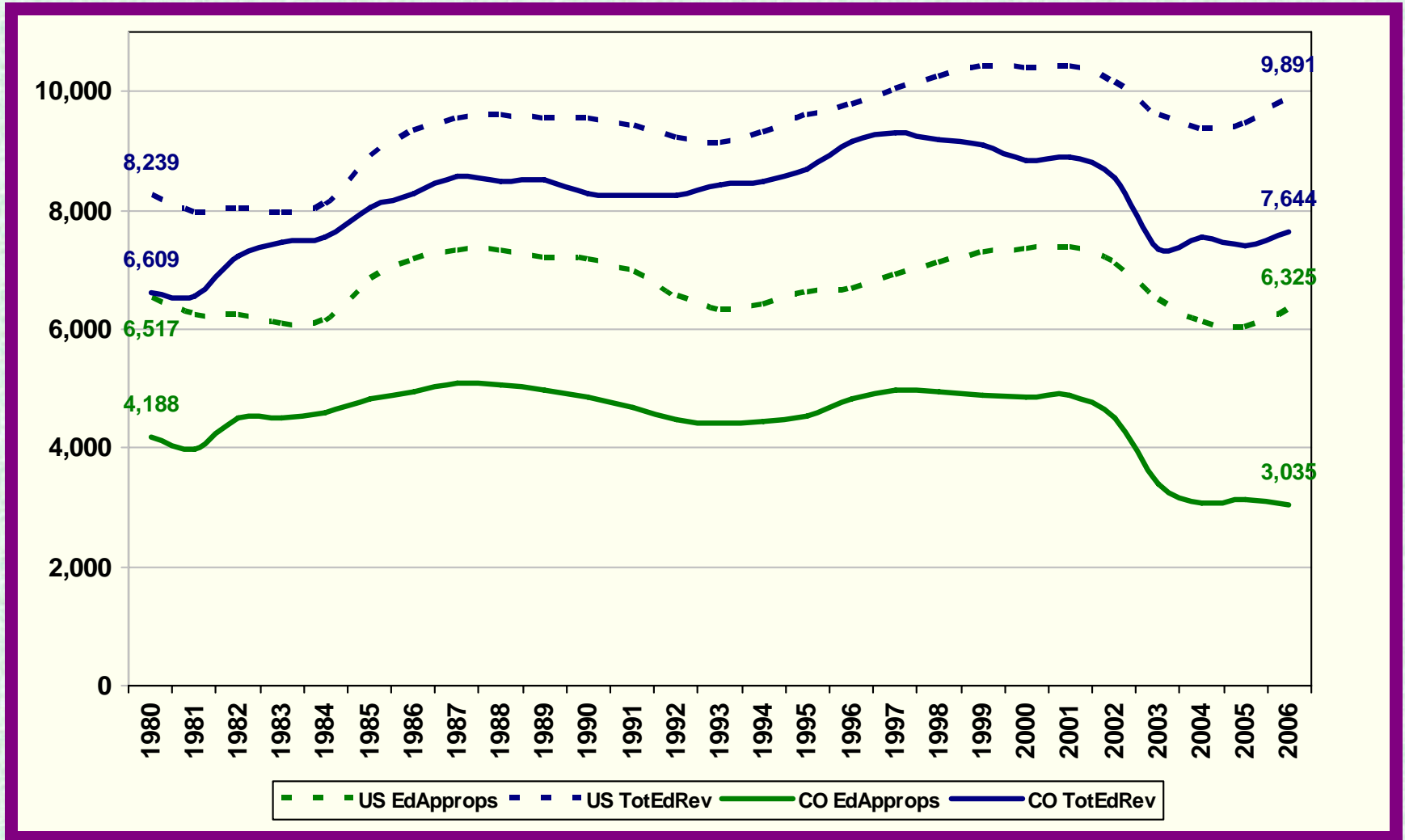
- ◆ Establish learning goals\*
- ◆ Assess institutional performance\*
- ◆ Promote improved teaching and learning\*
- ◆ Expand publicly available information\*

\* Emphasis of Spellings Commission and DoE

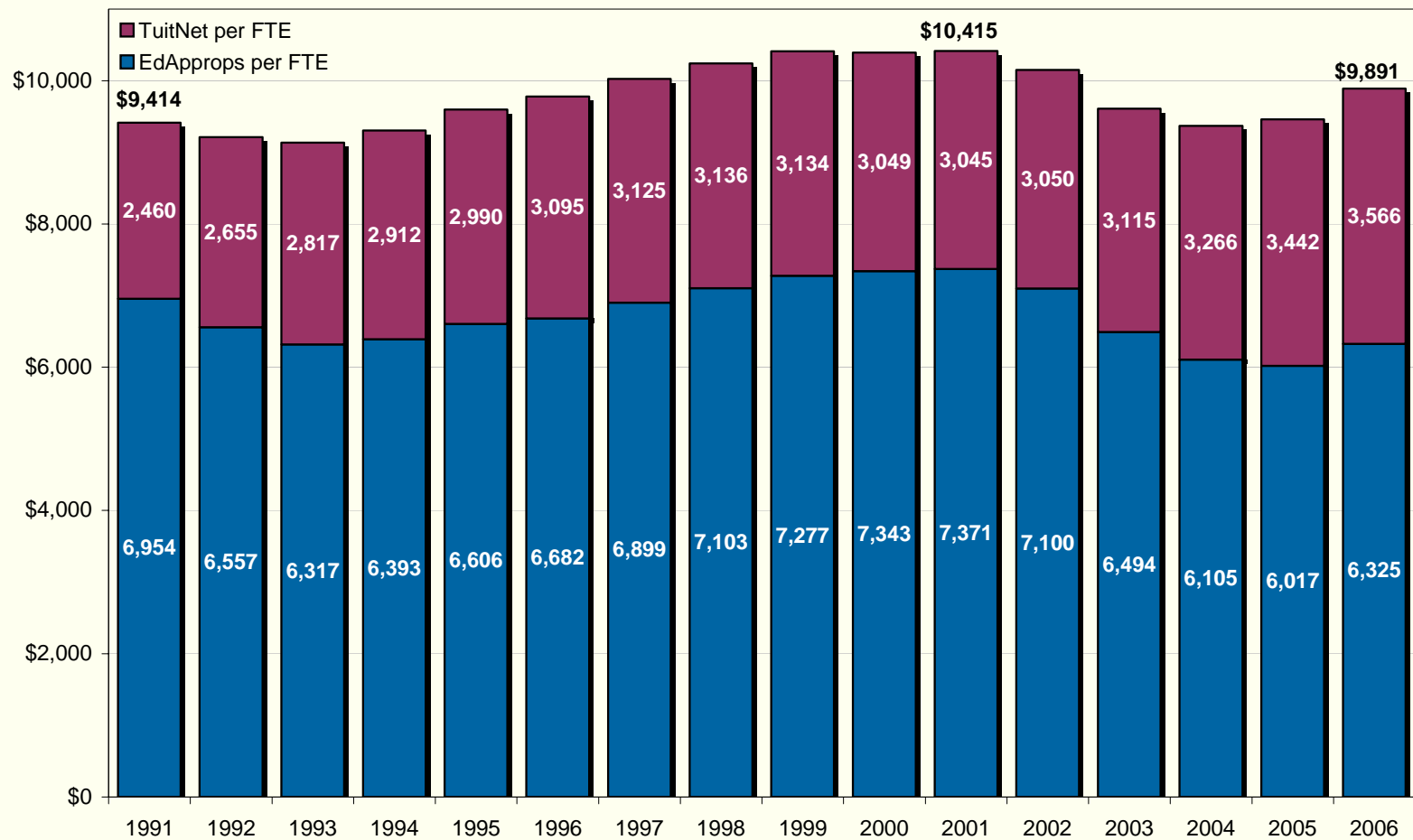
# Educational Attainment and Personal Income



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

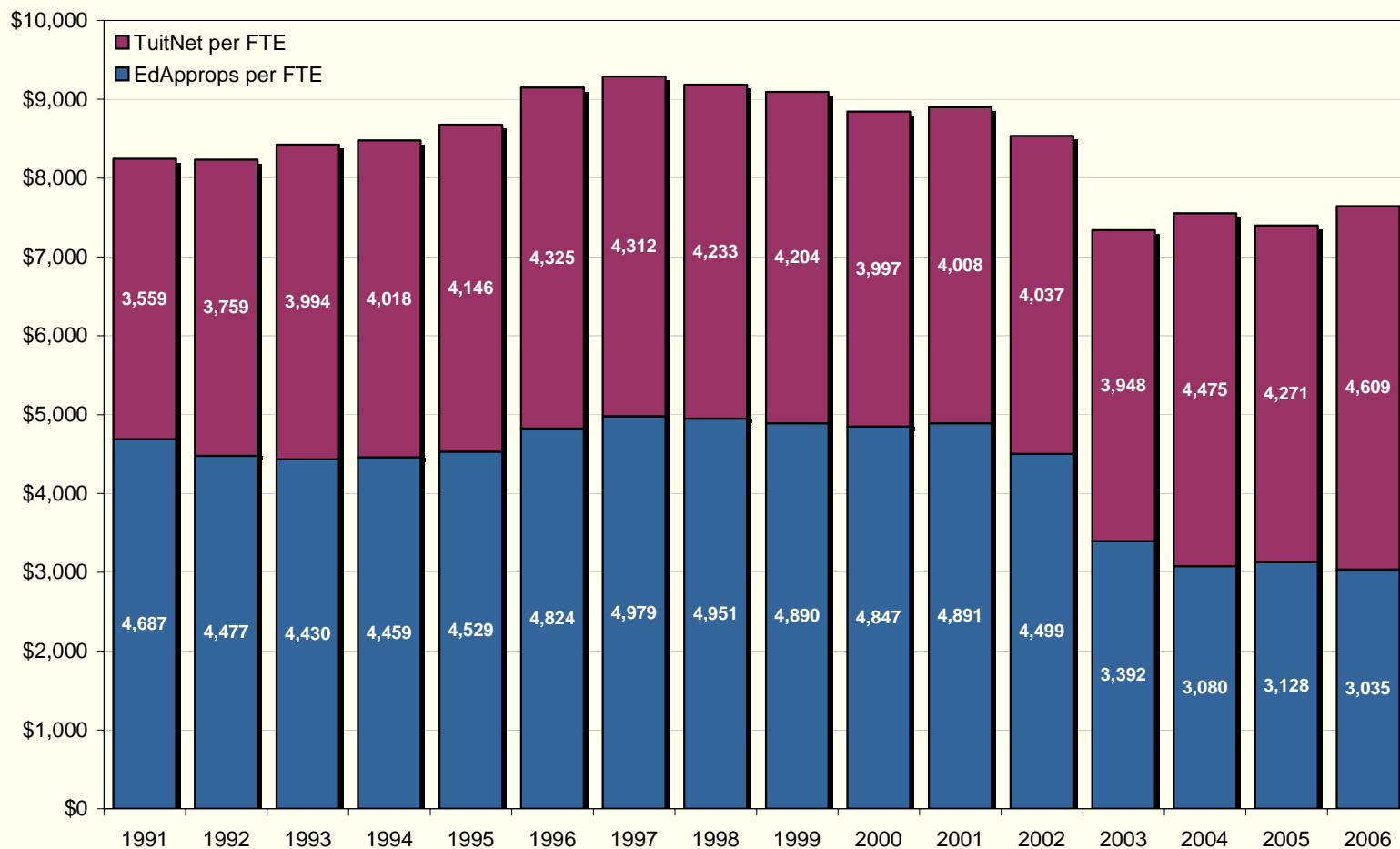


# Total Educational Revenues per FTE by Component, US, Fiscal 1991-2006, Constant Dollars



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

# Contact Information

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**303-541-1605**