

## Publications relevant to the Postsecondary Quality Education Commission - February 2008

“Minnesota Measures: 2007 Report on Higher Education Performance.” Minnesota Office of Higher Education. <http://www.ohe.state.mn.us/pdf/MinnesotaMeasures.pdf>

- Quality goals include: Improve success of all students, especially underrepresented groups
- Produce graduates to meet economic demands
- Increase student learning, skill levels. Assess student learning (professional certifications, graduate program entrance assessments)
- Develop state economy with research and workforce training
- Indicators include, retention, graduation rate at four-year and two-year institutions, proportion of degree completers to students enrolled, comparison of students of color degree completion in STEM and health care fields with white students.
- Degrees awarded at all levels per 1,000 population age 20 and older, percentage of degrees in STEM, percentage of degrees in health care fields
- Comparable statewide and nationwide indicators on student learning do not exist
- State’s relative position in national share of academic research, rankings, expenditures on R+D as a percentage of gross state product

“2008 Strategic Master Plan for Washington”, Higher Education Coordinating Board. December 2007.

<http://www.hecb.wa.gov/news/newsreports/document>

Raise educational attainment to create prosperity, opportunity

- Help more people achieve degrees
- Develop facilities, technology, distance learning
- Pursue four strategies to raise educational attainment:
  1. Focus on diversity
  2. Create higher expectations for all K-12 students
  3. Create a system of support for lifelong learning
  4. Make college affordable and easy to access

Promote economic growth and innovation.

- Fill unmet needs in high-demand fields
- Promote student enrollment in STEM fields
- Expand research capacity
- Contribute to the innovation economy
- Stimulate capital formation and create an entrepreneurial environment.
- Build a coherent approach to workforce development.
- Find new ways to finance work-related education and training

Monitor and fund higher education for results

- Provide funding tied to Global Challenge State benchmarks
- Focus accountability on master plan goals
- Explore financial incentives for educational attainment

“Accountability for student success in Washington higher education.” Washington Higher Education Coordinating Board. January 2006.

<http://www.hecb.wa.gov/news/newsreports/documents/AccountabilityPDF-Complete.pdf>

- Metrics for community college include: number of students earning 45 credits with a minimum GPA of 2.0, three year outcomes for students indicating intent to pursue a bachelor’s degree, and percentage of students graduating within three years of earning associates.
- System wide metrics include associate’s degrees awarded, bachelor’s degrees awarded, graduate/prof degrees awarded, and high-demand bachelor’s degrees awarded.
- Basic skills tests for adult basic education or ESL programs are used to evaluate competency
- Other metrics: graduation rates, freshmen retention, graduation efficiency (percentage of degrees awarded to students not taking more than 125% of required number of credits) – purpose is to reduce the cost of state subsidized education and open slots for more students
- Washington breaks Pell grant recipients out as a sub-group
- Research grants (in dollars), faculty awards and national academy memberships are tracked for UW. Professional exam pass rates are tracked for WSU. CWU tracks student participation in co-curricular activities. EWU has a learning environment index, tracking library resources, technology, facilities, equipment and materials, and facility use rates. EWU is developing a quality of instruction index. Evergreen tracks student community service and problem solving capabilities. WWU tracks graduation rates from underrepresented groups. All institutions conduct alumni surveys.

“Education and Workforce,” Oregon Business Plan. 2007.

<http://www.oregonbusinessplan.org/pdf/2007%20OBP%20Policy%20Playbook.pdf> (Pages 43-54)

- Advocates seamless PreK-20 curriculum standards, proficiencies, and assessments
- Unified budget, integrated data system
- Invest in initiatives that deliver measurable gains in student achievement
- 20-40-40 Vision (20% of Oregonians have a high school diploma, 40% associate’s degree or equivalent, 20% have a bachelor’s degree, 20% have a graduate degree)
- Opportunity for workers to return to educational system to upgrade skills

“An Investment in Oregonians for Our Future: A Plan to 2025 for the Oregon University System.” March 2007.

[http://www.ous.edu/state\\_board/meeting/dockets/ddoc070412-SILRP.pdf](http://www.ous.edu/state_board/meeting/dockets/ddoc070412-SILRP.pdf)

Goals and desired outcomes:

1. Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the State’s economy, while ensuring access for all qualified Oregonians to quality postsecondary education.
2. Ensure high-quality student learning leading to subsequent student success.
3. Create original knowledge and advance innovation.
4. Contribute positively to the economic, civic, and cultural life of communities in

all regions of Oregon.

- Given population growth, maintaining the current 27.7% bachelor's-or-greater attainment level will require a major expansion of university system capacity (37,000 additional students)
- Achieving a 40% rate would require enrollment of 83,000 additional students
- "A relatively small percentage improvement in the retention of continuing students has a much greater effect on enrollment and, ultimately, student success, than does a much larger percentage increase in new students."
- New instructional technologies should be considered to replace large lecture formats that "are often less appealing to students and may be less likely to produce deep learning."
- Strong research enterprise → strong faculty → quality student learning
- Measure student success "both in terms of subjective and objective program quality and student success following program completion"
- "Effective on-campus student support services are critical to successful student performance and degree completion"
- OUS board has defined desired outcomes for the system on page 20

"The Oregon Quality Education Model." June 1999.

<http://www.ode.state.or.us/initiatives/qualityed/or-quality-education-model.pdf>

- Envisioned prototype schools with resources necessary for 90% of students to meet state academic standards
- Key determinations included target class sizes, resources available for electives, professional development, and assistance for students who need extra help
- Determinations based on research and subcommittee deliberations
- Also considered intangible factors

"Measuring Up: The National Report Card on Higher Education." National Center for Public Policy and Higher Education. 2006.

[http://measuringup.highereducation.org/docs/2006/NationalReport\\_2006.pdf](http://measuringup.highereducation.org/docs/2006/NationalReport_2006.pdf)

- Of six areas, three are focused on quality: "Completion: Do students persist in and complete certificate and degree programs? Benefits: How do workforce-trained and college educated residents contribute to the economic and civic well-being of each state? Learning: How do college-educated residents perform on a variety of knowledge and skills?"
- Oregon received: a B- for Completion
- Oregon received an A for Benefits (% of residents with college degree and income effects from higher education)
- Oregon received an incomplete for Learning (data is not available). They propose learning should be judged by: literacy levels of the state's residents, graduates ready for advanced practice (licensure, competitive admissions, teacher preparation), performance of university graduates in problem-solving and writing, and performance of community college graduates in reading, quantitative skills, locating information, and writing.

"Linking Performance Measures to Resource Allocation: exploring unmapped terrain." Peter T. Ewell. *Quality in Higher Education*. Vol. 5, No. 3, 1999.

- Explores use of performance indicators to make funding decisions. (Really a resource allocation system.)
- Purpose is to hold institutions accountable for performance
- Institutions are rewarded for desired action and punished for failures
- Also serves the purpose of informing consumers of quality
- Quantitative versus qualitative measures – author tends to side with “hard measures” for resource allocation

“American Higher Education: How Does it Measure Up for the 21<sup>st</sup> Century?” James B. Hunt Jr. and Thomas J. Tierney. National Center for Public Policy and Higher Education. May 2006.

[http://www.highereducation.org/reports/hunt\\_tierney/Hunt\\_Tierney.pdf](http://www.highereducation.org/reports/hunt_tierney/Hunt_Tierney.pdf)

- Higher education must be an engine for both the economy and our democracy
- Economic prosperity depends on replacement of baby boomers in the labor market
- “Retention and completion have long been the Achilles heel of American higher education” Quality of teaching and counseling is at issue.
- “Accountability must focus on explicitly stated, core public purposes and on reporting specific outcomes. The primary purpose should be to produce information that will lead to improvement at the policy level and at the institutional level.”

“Achieving Excellence: Accountability Report 2006-2007.” University of Wisconsin System.

[http://www.uwsa.edu/opar/accountability/achieve07/ae\\_06-07.pdf](http://www.uwsa.edu/opar/accountability/achieve07/ae_06-07.pdf)

- Quality goals include: retention of freshmen from first to second year, six-year graduation rates, academic support programs and other outside-class retention efforts (based on surveys), critical thinking skills (also survey-based), learning competencies and outcomes (based on examinations), exploration of world cultures (increase study abroad), preparation for a diverse world (survey based), outside classroom learning (survey based on internship, co-curricular activities), faculty mentorship and counseling services (survey based), volunteerism (survey-based), technology usage (survey based), physical plant (maintenance backlog reductions), and HR (spending on professional development).

“Good Policy, Good Practice. Improving Outcomes and Productivity in Higher Education: A Guide for Policymakers.” Callan, Ewell, Finney, and Jones. National Center for Public Policy and Higher Education and National Center for Higher Education Management Systems. November 2007.

[http://www.highereducation.org/reports/Policy\\_Practice/GPGP.pdf](http://www.highereducation.org/reports/Policy_Practice/GPGP.pdf)

- Learning communities (cohorts of students taking 2+ courses together) are an effective way to improve freshman → sophomore persistence rates.
- Use financial incentive to keep non-traditional college students, such as adults, enrolled in programs
- Encourage articulation and transfer from community college to university
- Improve productivity with audits, incorporation of technology in courses, align course offerings with student demand, and shorten time-to-degree
- Eliminate state subsidy to unproductive majors
- Redesign curriculum. (For instance, use a “single redesigned college algebra course throughout a multi-campus system.”)

- Reduce “rework” by changing drop/repeat policies.
- Incentives for degree completion, not course completion.
- Assess direct learning outcomes with exams (National Assessment of Adult Literacy, GRE, licensure examinations)
- Link state student record database with unemployment insurance records to track earnings of college graduates by program
- Use employer feedback systems to evaluate graduate quality

“Measuring Quality and Performance in Higher Education.” Maureen Tam. *Quality in Higher Education*. Vol. 7, No. 1, 2001.

- There are many stakeholders in higher education (students, employers, faculty, government, professional bodies) and they all have different definitions of quality
- Who should define the purposes? How should conflicting views be resolved?
- To evaluate universities, information needed on: intended outputs, inputs necessary to produce these outputs, quantitative measures of inputs and outputs, and the technical relationship between inputs and outputs
- Quality as transformation: education can change self-image, build skills, change attitudes and assumptions (growth)
- Quality as value-added → change in student performance over time. (Assess students for entering competencies, then reassess after courses/degrees are completed.)
- Total quality experience: improvement of the student experience should be at the forefront, and this should be measured through quantitative and qualitative measures, such as student interviews and surveys, along with faculty opinions.

“Accountability for Better Results: A National Imperative for Higher Education.” National Commission on Accountability in Higher Education. March 10, 2005.

<http://www.shceo.org/account/accountability.pdf>

- “A better system of accountability will rely on... aspirations rather than minimum standards as its organizing principles.”
- “put more emphasis on successful student learning and high quality research.”
- Create statewide data systems to support policy/budget decisions
- Improve teaching at every level
- Goals should be based on state needs and priorities
- Assess learning of college graduates (prof. certification and graduate school exams, other assessments given to samples of students)

“A Test of Leadership: Charting the Future of U.S. Higher Education.” U.S. Department of Education. 2006. <http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>

- More information is needed about the cost and quality of postsecondary institutions.
- Accountability mechanisms are needed to “ensure that colleges succeed in educating students.”

- “A number of recent studies highlight the shortcomings of postsecondary institutions in everything from graduation rates and time to degree to learning outcomes and even core literacy skills.”
- There is lots of data on higher education, but not much of it focuses on outcomes.
- Measure student achievement on a value-added basis (from student baseline at entrance to level of achievement at graduation). Measure student learning using methods like the Collegiate Learning Assessment and the Measure of Academic Proficiency and Progress. Also conduct literacy tests on samples of graduating students at all two and four-year colleges.
- “Employers report repeatedly that many new graduates they hire are not prepared to work, lacking the critical thinking, writing and problem-solving skills needed in today’s workplaces.”
- “Too many of our college and universities have not embraced opportunities to be entrepreneurial, from testing new methods of teaching and content delivery to meeting the increased demand for lifelong learning.”
- Create a culture of continuous innovation and quality improvement.

Issue Papers presented to the Commission on the Future of Higher Education:

“Hidden in Plain Sight: Adult Learners Forge a New Tradition in Higher Education.” Peter J. Stokes. <http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/stokes.pdf>

- Most postsecondary students are “non-traditional” (not 18-22 years old, full-time)
- Colleges and universities must become customer-centric organizations
  - Easier transfer of credit
  - Flexible course, certificate, and degree programs
  - Increased access to online learning

“A Transparent Approach to Higher Education Accountability.” University of Texas System. December 2005. <http://www.ed.gov/about/bdscomm/list/hiedfuture/2nd-meeting/ut-system.pdf>

- Quality measures include graduation rates, licensure exam pass rates, learning outcomes, technology transfer, industry collaboration, student/faculty ratios.

“Effects of Part-Time Faculty Employment on Community College Graduation Rates.” Daniel Jacoby. *The Journal of Higher Education*. Vol. 77, No. 6, November/December 2006.

- “Dramatic increase in the use of contingent or part-time faculty” one of the most significant recent changes in higher education
- Part-time faculty provide about half of instruction in community colleges
- Jacoby cites literature that presents part-time faculty as associated with lower instructional quality and less availability to students, although student evaluations have been found to be similar, and studies have found that part-timers give higher grades than full-time faculty (Is there data on these fronts for Oregon community colleges?)
- Part-time faculty are hired to save money, not just to provide experts to “augment the capabilities of existing faculty”

- The study used multiple regression to “test whether graduation rates at public community colleges vary as schools increase their reliance on part-time faculty”
- Jacoby found that “increases in the ratio of part-time faculty at community colleges have a highly significant and negative impact upon graduation rates”
- For example, using Jacoby’s best model, a community college that went from a 25:50 part time to total faculty ratio to a 35:50 ratio would be predicted to have a net graduation rate that was 2.9% lower (a method that removes transfers from the calculation)
- “These findings should not be surprising since reliance on part-time faculty is, on its face, inconsistent with much of what we know about student persistence.”

“The Faculty Makeover: What Does It Mean for Students?” Jack H. Schuster. *New Directions for Higher Education*. No. 123, Fall 2003.

- “The focus on actual student learning has been neglected.”
- In the 1970s, part-timers accounted for about 22% of faculty. It is now approaching half of the faculty
- Part-time faculty and non-tenure track faculty are hired mainly for the purpose of teaching, and can be removed easily for poor performance
- Schuster cites literature that part-time faculty are as effective at teaching as full-time, but less accessible to students and less up-to-date in their academic area

“Part-Time Faculty: Why Should We Care?” Maureen Murphy Nutting. *New Directions for Higher Education*. No. 123, Fall 2003.

- Many part-time faculty are supremely qualified with doctoral degrees and excellent teaching skills, but teach part-time for personal reasons, or because the academic job market is tight. They often improve the depth and breadth of courses available to students.
- On the other hand, part-timers “are not there much of the time and not there for the long run.” They may not have offices or office hours, making them less accessible to students. Low enrollments can cause course cancellations and low job security. They may teach very large loads to make up for the low pay per class, resulting in less time to spend on each individual course. “In these classes, students generally take multiple-choice tests, do little writing, get little exposure to developments in their fields, and get very little if any guidance from their instructors.”

“Part-Time Faculty, Quality Programs, and Economic Realities.” John D. Hager. *New Directions for Higher Education*. No. 123, Fall 2003.

- Case study of part-time faculty usage at Towson University in Baltimore, MD.
- 20,000 students, 478 tenured/tenure-track faculty, 298 FTE of part-time faculty
- Main factor in increase was budgetary constraints (economic recession + enrollment declines)
- “Many departments with a professional orientation actively seek part-time faculty who possess expertise not available on the current faculty.” Ex: Communication department asks members of the local press, TV, radio industries to teach. Art dept. seeks professional artists and musicians. Local business community expertise in accounting, finance, health, technology is leveraged.

- “Teaching evaluations for these instructors are at the same level as tenured faculty... Our statistics also show that part-time faculty are appropriately qualified for their assignments in terms of degrees and experience.”
- Part-time faculty sometimes don’t have offices and are less likely to hold office hours, contribute less to advising
- Part-time faculty “disrupt the departmental culture of teaching and research.”
- Solutions: establish “lecturer” appointments that are renewed annually or semi-permanent. Provide office space, phones, etc. Delegate responsibility for part-time faculty to the provost’s office. Change existing structures to respond to increase in part time faculty. Develop university-wide guidelines for part-time faculty.