

# **Commission to Develop the Maryland Model for Higher Education**

## **Report from the Accountability Work Group**

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# Accountability Work Group

Charge: Develop a set of **Statewide Guiding Principles for Accountability** that lend themselves to measurement and analysis

# Accountability Work Group

- Met six times to develop recommended **statewide outcome measures** for higher education
- Recommend **using the goals of the Maryland State Plan for Postsecondary Education** as the basis for developing the statewide measures

# Accountability Work Group

Formed a “metrics” group of representatives from higher education research offices to:

- Identify potential statewide accountability measures linked to the State Plan
- Develop definitions for each measure
- Identify appropriate data sources
- Determine data collection needs and collection cycle

# Communicating Accountability

## The Work Group Envisions:

- 3 - 5 accountability measures for each State Plan goal
- One-page document
- Web-based
- Radio button links to more in-depth information
- Annual progress report (December 31)

**MARYLAND HIGHER EDUCATION'S RETURN ON INVESTMENT**  
December 2009

<b>STATE FUNDING GOAL</b>		<b>Goal</b>	<b>FY 2009</b>	<b>Progress Toward Goal</b>
Percent of General Fund		15.5%	xx.x%	
<b>STATEWIDE MEASURES</b>		<b>Goal 2012</b>	<b>Percent Goal Attainment</b>	<b>↑ / ↔ / ↓ Change from Prior Year</b>
<b>Quality &amp; Effectiveness</b> <a href="#">Commentary</a>				
1	Student Success	<a href="#">Definition</a> <a href="#">Metric</a>	100	↑
2	National Eminence	<a href="#">Definition</a> <a href="#">Metric</a>	100	↔
3	Graduate Satisfaction and Employment	<a href="#">Definition</a> <a href="#">Metric</a>	100	↑
4	Licensure Exam Pass Rate	<a href="#">Definition</a> <a href="#">Metric</a>	100	↑
5	Employer Satisfaction	<a href="#">Definition</a> <a href="#">Metric</a>	100	↔
<b>Access and Affordability</b> <a href="#">Commentary</a>				
6	High School Graduate Participation Rate	<a href="#">Definition</a> <a href="#">Metric</a>	100	↔
7	Adult Resident Degree Attainment	<a href="#">Definition</a> <a href="#">Metric</a>	100	↓
8	Affordability	<a href="#">Definition</a> <a href="#">Metric</a>	100	↔
9	Unmet need	<a href="#">Definition</a> <a href="#">Metric</a>	100	↓
<b>Diversity</b> <a href="#">Commentary</a>				
10	Minority Access	<a href="#">Definition</a> <a href="#">Metric</a>	100	↔
11	Minority Student Success	<a href="#">Definition</a> <a href="#">Metric</a>	100	↔
12	Success/Achievement Gap	<a href="#">Definition</a> <a href="#">Metric</a>	100	↑
<b>A Student-Centered Learning System</b> <a href="#">Commentary</a>				
13	K-12 Teacher Production	<a href="#">Definition</a> <a href="#">Metric</a>	100	↔
14	Student Learning Assessment	<a href="#">Definition</a> <a href="#">Metric</a>	100	↔
<b>Economic Growth and Vitality</b> <a href="#">Commentary</a>				
15	Research support and competitiveness	<a href="#">Definition</a> <a href="#">Metric</a>	100	↔
16	Research commercialization/technology transfer	<a href="#">Definition</a> <a href="#">Metric</a>	100	↔
17	Workforce development	<a href="#">Definition</a> <a href="#">Metric</a>	100	↑
18	Graduates employed in Maryland	<a href="#">Definition</a> <a href="#">Metric</a>	100	↓

[Key / Explanation](#)

**MARYLAND HIGHER EDUCATION'S  
RETURN ON INVESTMENT**  
As of December 1, 2009

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1	Student Success <a href="#">Definition Metric</a>	100		↑
2	National Eminence <a href="#">Definition Metric</a>	100		↔

**Commentary** – Provides a comprehensive explanation and contextual information for interpreting the accountability measure results

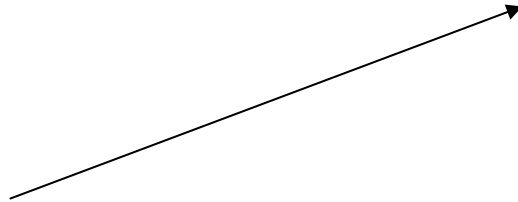
Proposed Measure	Definition	Data Source	What does this tell us?	How often do we measure?
<b>OVERARCHING INDICATOR</b>				
<b>STATE FUNDING GOAL</b>	Percentage of General Fund revenues allocated to State general fund and capital support for higher education per annum in accordance with Code of Maryland §11-105 (i)(5)(iii)	MHEC	State funding commitment to higher education State Plan goals – particularly access, affordability and quality	Annually
<b>Goal 1: QUALITY AND EFFECTIVENESS</b>				
<i>Maintain and strengthen a preeminent statewide array of postsecondary education institutions recognized nationally for academic excellence and effectiveness in fulfilling the educational needs of students, the State, and the nation.</i>				
<b>STUDENT SUCCESS</b>				
Student Success – Undergraduate Graduation Rate	Graduation Rate (4-year institutions): Percent of full-time, first-time students who graduate 6 years	MHEC Enrollment & Degree Info System (P4Yr) IPEDS GRS Survey (Indep.)	The effectiveness of Bachelor's degree attainment at 4-year institutions	Annually

## Definition -

- Describes the data
- Names the data source
- Explains what measure tells us
- Identifies frequency of collecting data

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**Metric** – provides a technical explanation of how the measure is computed

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## Progress toward Goal –

- Goals for all measures are converted to 100%
- Percent goal attainment computed by converting to 100% scale to measure distance to goal
- Arrows indicate the direction of progress toward the goal over the prior year – ↑ (toward), ↔ (same as last year), or ↓ (decline)

# Overlap in Current Reporting Requirements

- Over 82 accountability reports required by State & accreditation agencies
- Recommendations under consideration:
  - Reduce institutions' reporting burden by reducing reporting redundancy and overlap
  - Establish reporting timelines that minimize multiple reconstructions of the same data using different “cut off” points
  - Establish a Higher Education Accountability Advisory Board through MHEC

# Exploring the Concept of Longitudinal Educational Data Systems

## What is an Educational Longitudinal Data System?

Longitudinal data systems can be developed to match individual student records over time, from pre-kindergarten through post secondary Education

## Why have an Educational Longitudinal Data?

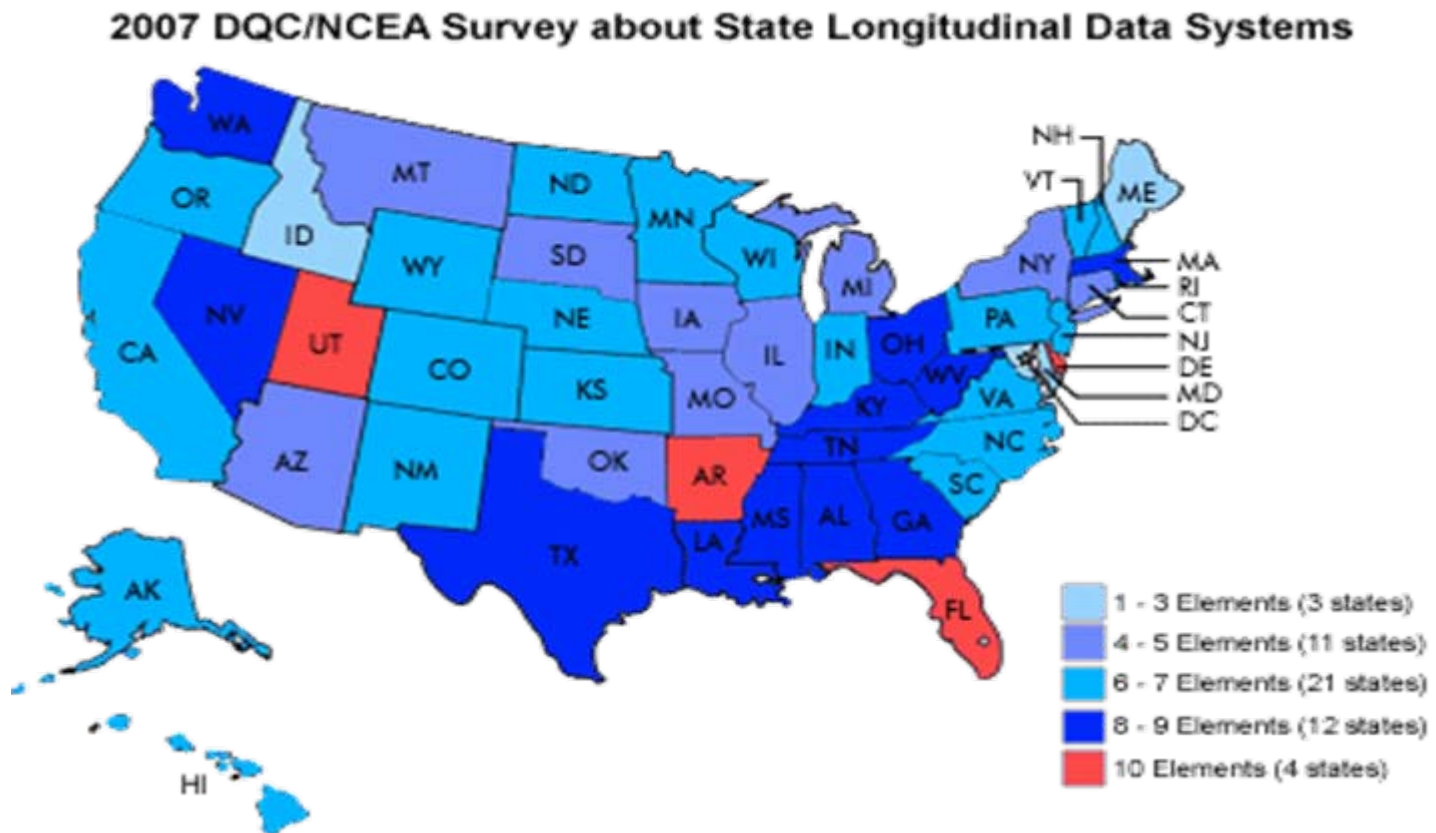
Given the level of State investment in education and the role of education in the State's economic growth, policy makers should *act now* to put in place the policies and resources to ensure that the State has the culture and the capacity to translate educational data into information that drives specific action steps to improve student achievement

# **National Center for Educational Accountability (NCEA)**

In 2007, NCEA conducted a survey of the 50 states to determine the number of states that have built the necessary infrastructure to create an educational longitudinal data system.

# Survey Results

NCEA identified 10 essential elements critical to a robust educational longitudinal data system; the map shows where Maryland stands:



**Thoughts and  
suggestions from  
Commission members  
are welcome**