The Growing Accountability Agenda: Progress or Mixed Blessing?

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Tertiary Education Coordinator
Ljubljana, 2 February 2010

the future of tertiary education?
social and economic progress is achieved principally through the advancement and application of knowledge.
outline of the presentation

• the growing accountability agenda

• the accountability crisis

• the benefits of accountability
the growing accountability agenda

- integrity and honesty
unethical and fraudulent practices

- financial management
- academic management
- information management
the growing accountability agenda

- integrity and honesty
- effective use of resources and quality of results
- adherence to national policy goals

accountability mechanisms

- legal requirements
  - licensing, accreditation, evaluation, academic audits
- financial incentives
  - linking resources and performance (funding formula, performance contract, demand-side mechanisms)
accountability mechanisms (II)

• surveys of student engagement
  – US, Canada, Germany, China, Taiwan, Australia, South Africa

• measurement of learning outcomes
  – institutional level (CLA, etc.)
  – national efforts (Brazil, Colombia, Jordan)
  – international approach (AHELO)

accountability mechanisms (III)

• labor market observatories
• Boards with external representation
• proliferation of rankings
  – press
  – independent bodies
  – government
### ranking systems in 2009

<table>
<thead>
<tr>
<th>Region</th>
<th>National and International Ranking System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Europe and Central Asia</td>
<td>Kazakhstan (A, B), Lithuania (C), Poland (C), Slovakia (B), Romania (B/C), Russia (B), Ukraine (B/C)</td>
</tr>
<tr>
<td>East Asia and Pacific</td>
<td>Australia (B), China (B, C, III), Hong Kong (C), Japan (B, C), Korea (A), Malaysia (A), New Zealand (A), Taiwan (B, III), Thailand (A)</td>
</tr>
<tr>
<td>Latin America and the Caribbean</td>
<td>Argentina (D), Brazil (A), Chile (C,D), Mexico (B), Peru (B)</td>
</tr>
<tr>
<td>Middle East and North Africa</td>
<td>Tunisia (A)</td>
</tr>
<tr>
<td>North America</td>
<td>Canada (B, C, B/C), United States (C, IC)</td>
</tr>
<tr>
<td>South Asia</td>
<td>India (C/D), Pakistan (A)</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>Nigeria (A)</td>
</tr>
<tr>
<td>Western Europe</td>
<td>Germany (B/C, C), Italy (C), Netherlands (A), Portugal (C), Spain (B, C, IC), Sweden (C), Switzerland (B/C), United Kingdom (A, B, IC)</td>
</tr>
</tbody>
</table>
monitoring and reporting

• increase in number of monitoring agencies
  – Parliament
  – funding body
  – accreditation agency
  – statistics unit

• benchmarking
clear goals

Building Minnesota’s world-leading status in the knowledge economy requires setting goals for HE and measuring results.

Governor Tim Pawlenty

<table>
<thead>
<tr>
<th>GOAL</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>GOAL ONE</td>
<td>Improve success of all students, particularly students from groups traditionally underrepresented in higher education.</td>
</tr>
<tr>
<td>GOAL TWO</td>
<td>Create a responsive system that produces graduates at all levels who meet the demands of the economy.</td>
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<tr>
<td>GOAL THREE</td>
<td>Increase student learning and improve skill levels of students so they can compete effectively in the global marketplace.</td>
</tr>
<tr>
<td>GOAL FOUR</td>
<td>Contribute to the development of a state economy that is competitive in the global market through research, workforce training and other appropriate means.</td>
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<tr>
<td>GOAL FIVE</td>
<td>Provide access, affordability and choice to all students.</td>
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benchmarking

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
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</thead>
<tbody>
<tr>
<td>Top 3 States</td>
<td></td>
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<tr>
<td>New Mexico</td>
<td>8.0%</td>
<td></td>
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<tr>
<td>Maryland</td>
<td>5.1%</td>
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<tr>
<td>Massachusetts</td>
<td>5.2%</td>
<td></td>
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</tr>
<tr>
<td>Minnesota Rank</td>
<td>2.3%</td>
<td>2.6%</td>
<td>2.6%</td>
<td>2.8%</td>
<td>2.7%</td>
</tr>
<tr>
<td>National average</td>
<td>2.7%</td>
<td>2.7%</td>
<td>2.5%</td>
<td>2.6%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Peer States*</td>
<td>2.7%</td>
<td>2.7%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td>OECD Country Average</td>
<td>2.2%</td>
<td>2.3%</td>
<td>2.2%</td>
<td>2.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Top 3 Countries</td>
<td></td>
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<tr>
<td>Finland</td>
<td>3.5%</td>
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<tr>
<td>Japan</td>
<td>3.1%</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Korea</td>
<td>2.9%</td>
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</tbody>
</table>

Source: The National Science Foundation (national data), Organisation for Economic Cooperation and Development (international data).
outline of the presentation

• the growing accountability agenda

• the accountability crisis

excessive requirements?

• reporting to death
• unfair rankings
• measurement of learning outcomes
  – Spellings Commission, AHELO
fear of transparency

- complaints: Pakistan
- boycott: US
- legal action: New Zealand
- national audits: Colombia

“For sale: charming and peaceful residence away from neighbors, with a wonderful view of the sea, a grand period staircase, and lots and lots of light…”
Outline of the presentation

- The growing accountability agenda
- The accountability crisis
- The benefits of accountability

Benefits of accountability

- Choice of college
  - Surveys of student engagement
  - Information about labor market outcomes
- Culture of transparency
- Setting stretch goals
the end
accountability is healthy

- fraud and corruption
- complacency / mediocre performance
- accountability for change

principles for an appropriate accountability system

- constructive mode
principles for an appropriate accountability system

- constructive mode
- multi-dimensionality
principles for an appropriate accountability system

- constructive mode
- multi-dimensionality
- mutually-agreed or voluntary
mutually agreed

voluntary initiatives

- Ireland
- US (College Portrait)
- CHE partners
principles for an appropriate accountability system

- constructive mode
- multi-dimensionality
- mutually-agreed or voluntary
- no accountability without autonomy