

Survey of State Higher Education Leaders—Summary report

Brendan Dugan, Research Associate
Alexander C. McCormick, Senior Associate Director
Indiana University Center for Postsecondary Research
1900 E. 10th Street, Suite 419
Bloomington, IN 47406

David Tandberg, Vice President for Policy Research and Strategic Initiatives
State Higher Education Executive Officers Association

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Introduction

With funding from Lumina Foundation, the State Higher Education Executive Officers Association (SHEEO) in collaboration with the National Association of System Heads (NASH) is conducting an environmental scan of the existing landscape of approaches utilized to assess and assure the quality of higher education institutions and higher education credentials at the state level. The findings will both inform the field and generate momentum to create greater transparency among state leaders with regard to quality assurance efforts. As part of this project, the survey of state higher education leaders (SHELs) gathered asked SHEEO and NASH members about their organizations' definitions, activities, and experiences with regard to quality assurance and improvement in their states, including current practices in data gathering and use to catalyze improvements and promote quality outcomes. SHEEO selected the Indiana University Center for Postsecondary Research (CPR) as the technical contractor to design and implement the survey, produce a summary report of key findings, and deliver an identified data file containing all survey responses. The survey project was approved by Indiana University's IRB.

Following a meeting held at the SHEEO offices, CPR developed a draft survey that was circulated among SHEEO, NASH, and Lumina staff involved in the project. Based on feedback from this group, CPR programmed a pilot survey in Qualtrics that was then administered online to a small group of volunteers identified by SHEEO. Feedback from pilot participants informed development of the final survey (see appendix). Because the survey included a number of open-ended questions about a complex topic, a PDF facsimile of the survey was circulated in advance to sample members to facilitate the preparation of responses. CPR administered the survey online via Qualtrics beginning April 3rd, 2018. Initially, the survey was set to close on April 24th, preventing new responses but permitting partially completed surveys to be finished within a three-week window. However, the closing date was extended to May 11th to permit additional partial responders to complete. CPR sent reminders on April 10th, 17th, and 23rd. A final reminder was sent only to partial respondents after the closing date was extended.

Anticipating that survey completion may be delegated to other members in the organization, the invitation and reminders included language to forward or share the survey link as appropriate. In one instance, two individuals from the same organization independently submitted responses and asked that we remove the

duplicate record for consistency in the representation of their organization. The duplicate record was removed prior to analysis.

Two respondents began the survey very late (April 24th), and one began on April 4th but did not resume until after the three-week window had passed; each of these respondents conveyed his or her intent to complete, and a new link was generated and emailed directly to them. All three ultimately completed the survey.

Eighty-three SHELs were invited to participate in the survey, of whom 38 (45.8%) began and agreed to participate. (Two declined to participate and received no further reminders.) Of those 38, 22 (26.5% of the invited group) reached the end of the survey and answered most or all questions. Most break-offs occurred after the second question (“Please describe your role at this organization”) and prior to the “Defining Quality” section. The median time spent on the survey was approximately 33 minutes; the minimum time spent on response was just over nine minutes; the maximum time was roughly 20 days. This respondent likely left the browser window open, revisiting enough over the nearly three-week period to prevent the Qualtrics platform from timing out the session automatically. Four others similarly had long completion times, likely for similar reasons. The remaining 17 completed the survey in 19 to 35 minutes. Table 1 describes the respondents’ organizations and their roles in them (excludes break-offs).

Table 1. Frequency distribution for A1, “Which of the following best describes your organization?” and A2, “Please describe your role at this organization”

Organization	Count	Percent	Role
Governing Body	4	18.2%	Academic Affairs, Assistant Commissioner-Academic Affairs,
Coordinating Body	10	45.5%	Associate Commissioner for Academic and Student Affairs,
Planning Body	0	0%	Cabinet Secretary, Chief Academic Officer (3), Chief Information Officer, Deputy Commissioner for Academic Planning and Policy, Director of Academic Affairs, Director of University Relations and Policy, Executive Vice President and Chief Academic Officer, Executive Assistant to Deputy Secretary for Postsecondary and Higher Education, Executive Director Academic and Student Affairs, Researcher/Accountability Manager, The Office of the State Superintendent's Division of Postsecondary and Career Education, Vice President of Policy and Planning
University System	6	27.3%	Associate Commissioner for Academic and Student Affairs,
System Head	2	9.1%	Chief Academic Officer, Executive Vice Chancellor and Chief Academic Officer, Executive Vice Chancellor for Academic and Student Affairs, Executive Vice President, Assistant Vice President for Academic Affairs, President and Chief Executive Officer, Provost, Senior Vice Chancellor, Senior Vice Chancellor for Academic Affairs and Provost, Senior Vice President for Academic Affairs, Vice Chancellor for Academic Affairs, Vice President Academic Affairs & Student Success, Vice President for Academic and Student Affairs, Vice President for Academic Planning and Policy, Vice Provost

Notes: Excludes respondents who did not respond to subsequent questions. Role column combines responses at the state or university/system level.

Defining Quality

Qualitative analysis of responses to items inquiring about definitions of quality in higher education reveal a modest consensus at best. For six state organizations and three university or system organizations, no operating definition of quality exists or is in progress. Other responses mentioned accreditation, student achievement or success generally, or state workforce or economic development. Below are selected quotes from state and university/system respondents, respectively, highlighting the general lack of formal, operating definitions of quality. All responses to question B1, “Please describe your organization’s operating definition of quality in higher education” may be found in the data file.

State (14)	University/System (7)
"No formal definition of quality has been adopted by [our organization], the State Board of Education, or the state legislature."	"No explicit definition"
"No official definition"	"No operating definition"
"We do not have a current definition of quality although we discuss quality and program assessment a great deal with the universities."	"We do not have an ‘official’ definition of quality, but incorporate a robust set of aspects to define quality, including the quality of our students, faculty, student learning outcomes, graduation and employment outcomes, external rankings, etc."

Considering the broader influences of the definitions, few noticeable patterns emerged. Topics discussed included the growing skepticism or doubt in the value of a college degree, the declining public resources allocated for higher education institutions, and better aligning higher education with state economic or workforce needs. However, none of these topics appeared more than one or two times. Responses to item B2 “Please identify any overarching state concerns or issues that inform this definition” are shown below.

State (14)	University/System (6)
(Growing skepticism about the) value-add of higher education [3X]; Student/consumer protection [2X]; Declining public resources [2X]; Changing student demographics [2X]; A system that tends to resist change and innovation [2X]; Less skillful graduates [1X]; A certain labor market operational definition of earnings of graduates that could eliminate socially important programs that traditionally have low wages [1X]; Unclear operational definition of quality [1X]; Quality assurance funding program [1X]; Misalignment between programs and the needs of the state economy [1X]	Less discussion on quality [1X]; Negative public perception of high cost and low graduation rates [1X]; Declining resources [1X]; Too much focus on economic development but less concern about supporting families and communities [1X]; 1 million fewer bachelor degree recipients as a workforce by 2030 [1X]; Program comparison without a comprehensive perspective [1X]; the enforcement of legislative authority; Unstable state support [1X]

Similarly, a variety of actors or constituencies were reported to have contributed to formulating the definitions of quality in higher education, where they exist. The majority of these actors came from within the university setting, boards of trustees, or state congresses, but clear patterns did not strongly emerge.

The responses to item B3 “What actors or constituencies contributed to formulating this definition?” may be found below.

State (14)	University/System (4)
Academic leaders (faculty) [2X]; Workforce and economic development partners [1X]; Policy and board leaders (at the state level)/State agency [1X]; Education advocates [1X]; P-12 representatives [1X]; Legislatures [1X]; Lobbyists [1X]; Government representatives [1X]; Institutional leaders [1X]; Commissioners & board of trustees [1X]; The academic quality assurance committee, the general education committee, & teaching and learning committee [1X]; State legislation & state board of education [1X]; SHEEO office [1X]; State regents, state business & industry, and advisory councils [1X]; Governor [1X]	Faculty [1X]; Staff [1X]; Administrators [1X]; Board of Trustees [1X]; Governor [1X]; Dept. of finance; Legislatures [1X]; Public policy institute [1X]; Other external advocacy voices [1X]; Academic affairs, University academic programs & services, and planning & budgeting [1X]; Parents & families, business leaders [1X]

Respondents were asked to identify in a list of education outputs, priorities, and impacts that might be used when defining quality in higher education, and then to identify the top three among their selections. Results are displayed in Figure 1 below. Understandably, the bar chart illustrates agreement between respondents at universities or system offices and state entities that undergraduate degree production (associate’s and bachelor’s) is among the three most important factors in determining higher education quality at the state or system level (item B5). However, respondents at university and system organizations identified state economic development and either reducing attainment gaps between demographic groups or state workforce development (counts were tied) as the other two factors in the top three concerns. State entities, on the other hand identified talent development and retention in-state (tied with undergraduate degree production) and student learning outcomes as the top three most important factors in forming their definition of quality in higher education.

The full distribution, or responses to item B4 is shown in Figure 2. An interesting difference to note is that when asked to identify the top three considerations, factors like civic participation and alternative credential provision are not among those selected.

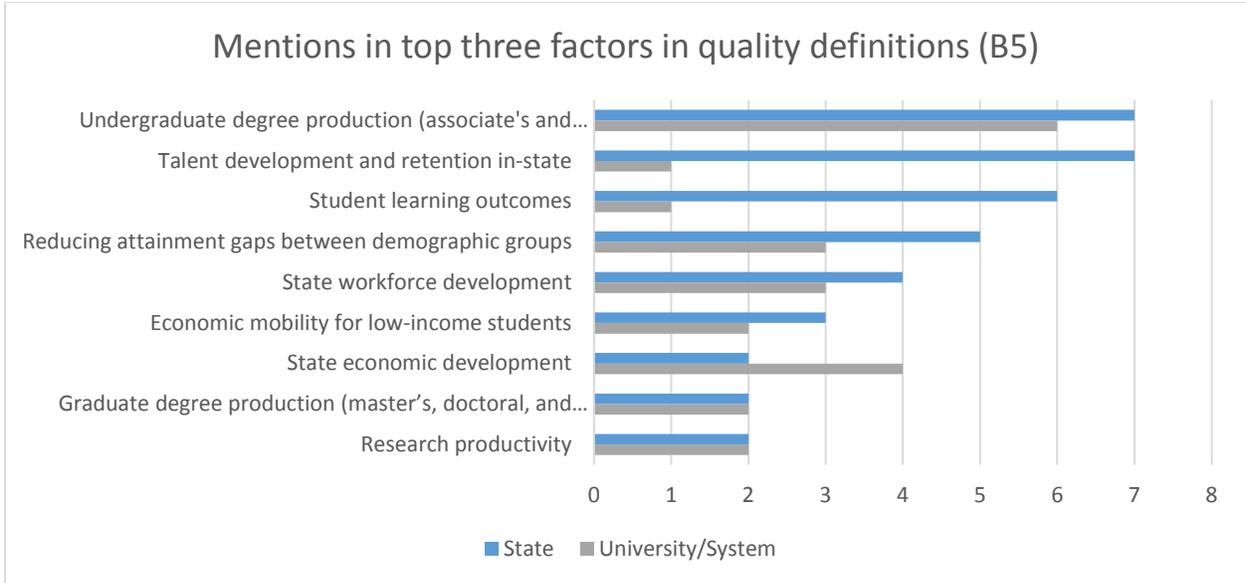


Figure 1. Count of mentions in B5, “Please identify what you consider to be the three most important factors in determining higher education quality at the state or system level,” by organization type

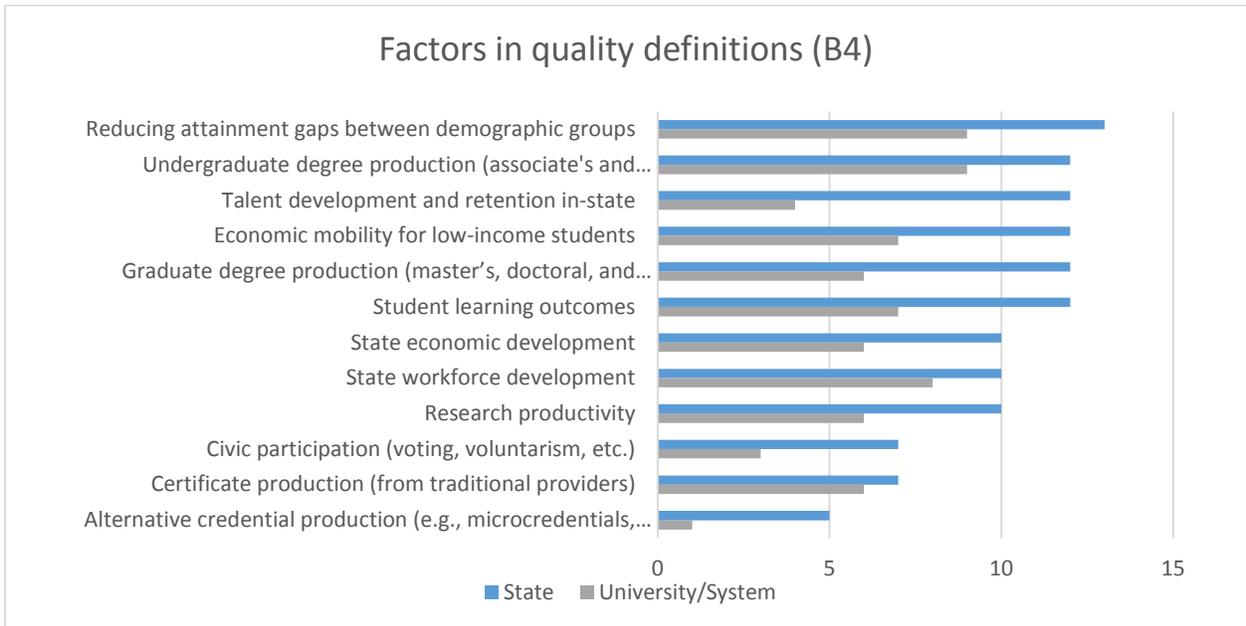


Figure 2. Count of mentions in B4, “Following is a list of several higher education priorities, outputs, and impacts that might be considered in assessing the quality of higher education institutions or systems. Please mark those that you consider to be important to quality assurance at the state or system level,” by organization type

After understanding how their organizations conceptualized quality, respondents were asked about their satisfaction with the approach their state is taking toward quality assurance (item B6), and then the degree

to which their definition maps to the federal government, and regional or state accreditors (items B7 and B8). Results are shown in Table 2. The majority of both state and university or system organizations polled were somewhat satisfied with their quality assurance efforts, and none were very dissatisfied. A slight majority of university or system organizations considered their definitions slightly different than those of the federal government, but otherwise considered them slightly similar, much like state organizations. The definitions of quality for both sectors were generally more like those of regional and national accreditors, suggesting a different set of concerns than contained in federal oversight.

Table 2. Frequency distribution for items B6, B7, B8 by organization type

		State		University/System		Total	
<i>How satisfied are you with the approach your state is taking to assure the quality of higher education?</i>	Very satisfied	4	28.6%	1	11.1%	5	21.7%
	Somewhat satisfied	9	64.3%	5	55.6%	14	60.9%
	Somewhat dissatisfied	1	7.1%	3	33.3%	4	17.4%
	Very dissatisfied	0	0.0%	0	0.0%	0	0.0%
	Total	14	100.0%	9	100.0%	23	100.0%
<i>To what extent does your organization's definition of quality align with factors that are part of federal oversight (loan repayment and default rates, consumer protection, financial stability, etc.)?</i>	Very similar	2	15.4%	1	16.7%	3	15.8%
	Somewhat similar	5	38.5%	2	33.3%	7	36.8%
	Somewhat different	5	38.5%	3	50.0%	8	42.1%
	Very different	1	7.7%	0	0.0%	1	5.3%
	Total	13	100.0%	6	100.0%	19	100.0%
<i>To what extent does your organization's definition of quality resemble that of regional and national accreditors?</i>	Very similar	3	23.1%	4	44.4%	7	31.8%
	Somewhat similar	7	53.8%	4	44.4%	11	50.0%
	Somewhat different	3	23.1%	1	11.1%	4	18.2%
	Very different	0	0.0%	0	0.0%	0	0.0%
	Total	13	100.0%	9	100.0%	22	100.0%

Assessing Quality

Having defined quality, responding organizations were polled about which data sources and measures they used to assess educational quality. Figure 3 shows the number of responses in each category (individuals could pick as many as they saw fit), and illustrates the general alignment in data sources used as evidence: IPEDS, National Student Clearinghouse data, and state student unit-record data systems.

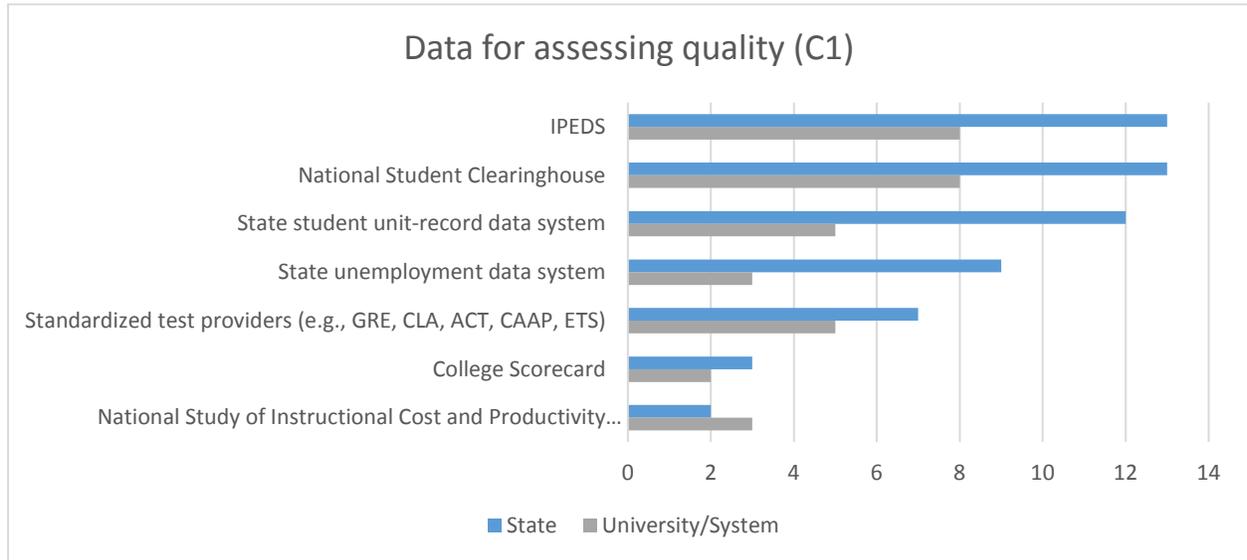


Figure 3. Counts of responses to C1, “Which of the following *data sources* does your organization use to assess or report on the quality of undergraduate education?” by organization type.

Figure 4 details the measures used to assess quality in higher education; again, respondents could select all applicable choices. The most frequently selected metrics include graduation and retention rates by level of institution (2- or 4-year), and degree production in specific fields. University and system organizations differed from governing or coordinating bodies slightly in that they declared community college transfer rates, enrollments by subpopulations relative to their cohort representation, and undergraduate enrollment more often. The least selected options include alternative credential production (either in specific fields or by level of institution) and proportion of programs available in alternative formats.

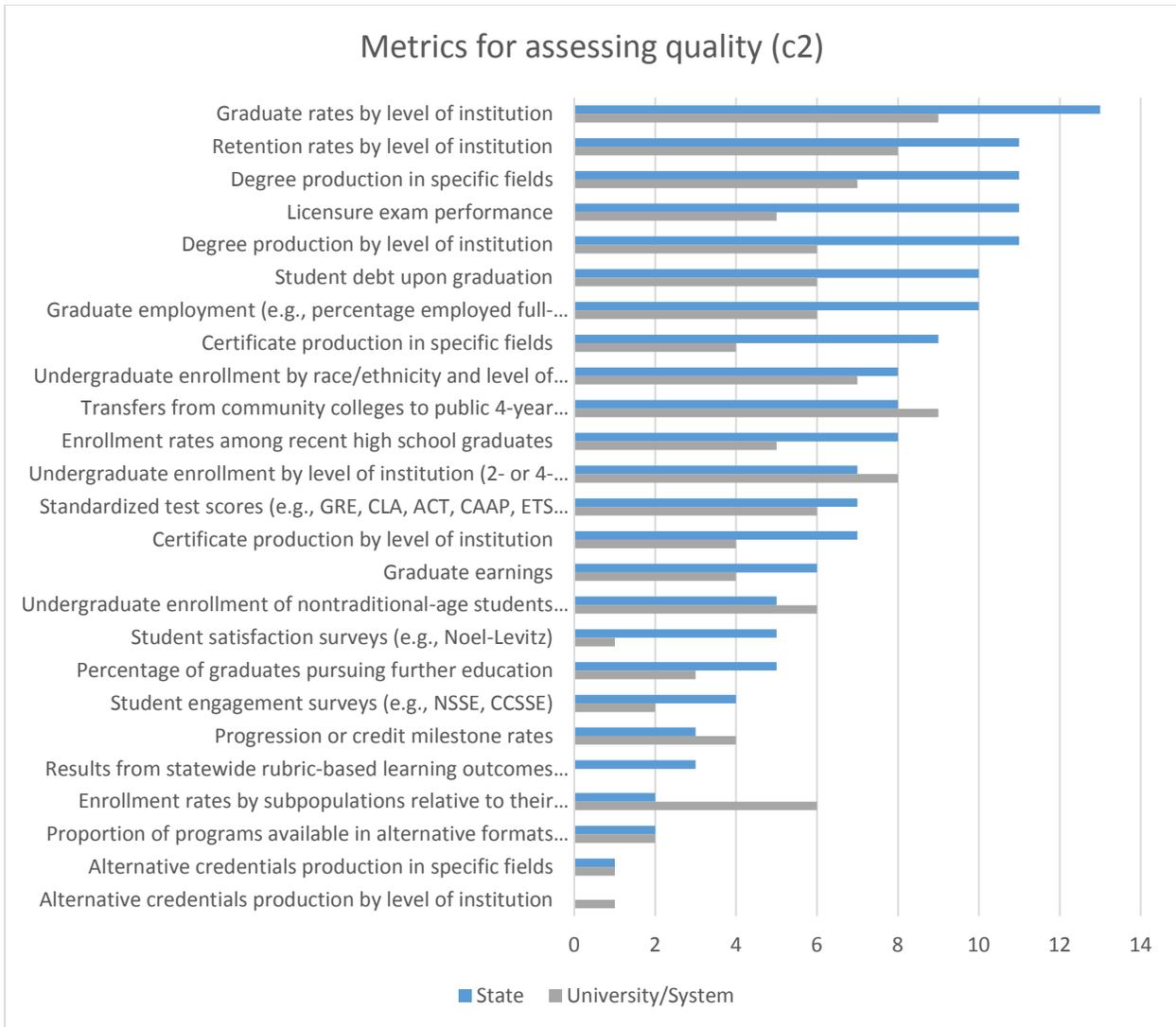


Figure 4. Counts of responses to C2 by organization type. “Which of the following *measures* does your organization use to assess or report on the quality of state higher education?”

Table 3 details how often the organizations disaggregate the selected metrics, and how those metrics are disaggregated. For the most part, both sectors disaggregate all the selected criteria by level, by institutions, and by degree or credential program across institutions. However, university or system organizations tend to vary their disaggregation more for those programs within institutions. Between 50 and 63% of either group indicated they disaggregated all metrics by student demographic subgroups both within and between institutions.

Table 3. Frequency distribution for C3, “How many of the metrics you selected are disaggregated by the following criteria?” by organization type

		State		University/System		Total	
Level (4-year, 2-year, other)	All	9	69.2%	6	85.7%	15	75.0%
	Most	1	7.7%	0	0.0%	1	5.0%
	Some	2	15.4%	0	0.0%	2	10.0%
	None	1	7.7%	1	14.3%	2	10.0%
	Total	13	100.0%	7	100.0%	20	100.0%
Institution	All	10	76.9%	7	87.5%	17	81.0%
	Most	2	15.4%	1	12.5%	3	14.3%
	Some	1	7.7%	0	0.0%	1	4.8%
	None	0	0.0%	0	0.0%	0	0.0%
	Total	13	100.0%	8	100.0%	21	100.0%
Degree/credential program across institutions	All	9	69.2%	5	62.5%	14	66.7%
	Most	2	15.4%	1	12.5%	3	14.3%
	Some	2	15.4%	1	12.5%	3	14.3%
	None	0	0.0%	1	12.5%	1	4.8%
	Total	13	100.0%	8	100.0%	21	100.0%
Degree/credential program within institutions	All	8	61.5%	3	37.5%	11	52.4%
	Most	2	15.4%	1	12.5%	3	14.3%
	Some	3	23.1%	3	37.5%	6	28.6%
	None	0	0.0%	1	12.5%	1	4.8%
	Total	13	100.0%	8	100.0%	21	100.0%
Student populations (e.g., racial/ethnic groups, low-income students, first-generation students, nontraditional students) across institutions	All	7	53.8%	4	50.0%	11	52.4%
	Most	3	23.1%	3	37.5%	6	28.6%
	Some	3	23.1%	1	12.5%	4	19.0%
	None	0	0.0%	0	0.0%	0	0.0%
	Total	13	100.0%	8	100.0%	21	100.0%
Student populations (e.g., racial/ethnic groups, low-income students, first-generation students, nontraditional students) within institutions	All	7	53.8%	5	62.5%	12	57.1%
	Most	2	15.4%	3	37.5%	5	23.8%
	Some	4	30.8%	0	0.0%	4	19.0%
	None	0	0.0%	0	0.0%	0	0.0%
	Total	13	100.0%	8	100.0%	21	100.0%

Table 4 below illustrates agreement with the following statement: “How much are the metrics you identified used in the following activities of your organization?”. For the most part, respondents seldom indicated using those metrics for organizational activities “Not at all”; responses otherwise tended to lean toward “Very much” or “Quite a bit,” with some notable exceptions like budgeting or budgeting

recommendations (state organizations, 46% “some”), informing statewide quality efforts (47% “some” overall), and communicating with employers (45%, “some” overall).

Table 4. Frequency distribution for C4, “How much are the metrics you identified used in the following activities of your organization?” by organization type

		State		University/System		Total	
Accountability systems	Very much	3	25.0%	3	42.9%	6	31.6%
	Quite a bit	6	50.0%	3	42.9%	9	47.4%
	Some	1	8.3%	0	0.0%	1	5.3%
	Very little	1	8.3%	0	0.0%	1	5.3%
	Not at all	1	8.3%	1	14.3%	2	10.5%
	Total	12	100.0%	7	100.0%	19	100.0%
Accreditation	Very much	3	42.9%	2	33.3%	5	38.5%
	Quite a bit	2	28.6%	3	50.0%	5	38.5%
	Some	2	28.6%	1	16.7%	3	23.1%
	Very little	0	0.0%	0	0.0%	0	0.0%
	Not at all	0	0.0%	0	0.0%	0	0.0%
	Total	7	100.0%	6	100.0%	13	100.0%
Strategic planning	Very much	3	23.1%	3	37.5%	6	28.6%
	Quite a bit	6	46.2%	3	37.5%	9	42.9%
	Some	3	23.1%	2	25.0%	5	23.8%
	Very little	0	0.0%	0	0.0%	0	0.0%
	Not at all	1	7.7%	0	0.0%	1	4.8%
	Total	13	100.0%	8	100.0%	21	100.0%
Budgeting or budget recommendations	Very much	3	23.1%	1	12.5%	4	19.0%
	Quite a bit	3	23.1%	4	50.0%	7	33.3%
	Some	6	46.2%	1	12.5%	7	33.3%
	Very little	0	0.0%	2	25.0%	2	9.5%
	Not at all	1	7.7%	0	0.0%	1	4.8%
	Total	13	100.0%	8	100.0%	21	100.0%
Institutional funding/appropriations decisions/levels	Very much	2	18.2%	1	16.7%	3	17.6%
	Quite a bit	3	27.3%	2	33.3%	5	29.4%
	Some	2	18.2%	1	16.7%	3	17.6%
	Very little	3	27.3%	1	16.7%	4	23.5%
	Not at all	1	9.1%	1	16.7%	2	11.8%
	Total	11	100.0%	6	100.0%	17	100.0%
Program approval	Very much	4	30.8%	1	12.5%	5	23.8%
	Quite a bit	6	46.2%	5	62.5%	11	52.4%
	Some	2	15.4%	2	25.0%	4	19.0%
	Very little	1	7.7%	0	0.0%	1	4.8%
	Not at all	0	0.0%	0	0.0%	0	0.0%
	Total	13	100.0%	8	100.0%	21	100.0%

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Policy decisions (design, evaluation, or revision)	Very much	1	7.7%	1	12.5%	2	9.5%
	Quite a bit	7	53.8%	5	62.5%	12	57.1%
	Some	5	38.5%	2	25.0%	7	33.3%
	Very little	0	0.0%	0	0.0%	0	0.0%
	Not at all	0	0.0%	0	0.0%	0	0.0%
	Total	13	100.0%	8	100.0%	21	100.0%
Assessing equality of educational opportunity	Very much	2	15.4%	2	25.0%	4	19.0%
	Quite a bit	6	46.2%	2	25.0%	8	38.1%
	Some	3	23.1%	2	25.0%	5	23.8%
	Very little	1	7.7%	1	12.5%	2	9.5%
	Not at all	1	7.7%	1	12.5%	2	9.5%
	Total	13	100.0%	8	100.0%	21	100.0%
Assessing equality of educational outcomes	Very much	2	15.4%	2	25.0%	4	19.0%
	Quite a bit	6	46.2%	2	25.0%	8	38.1%
	Some	3	23.1%	3	37.5%	6	28.6%
	Very little	2	15.4%	1	12.5%	3	14.3%
	Not at all	0	0.0%	0	0.0%	0	0.0%
	Total	13	100.0%	8	100.0%	21	100.0%
Informing statewide quality improvement efforts (e.g., educator professional development opportunities)	Very much	1	8.3%	0	0.0%	1	5.3%
	Quite a bit	3	25.0%	2	28.6%	5	26.3%
	Some	6	50.0%	3	42.9%	9	47.4%
	Very little	2	16.7%	1	14.3%	3	15.8%
	Not at all	0	0.0%	1	14.3%	1	5.3%
	Total	12	100.0%	7	100.0%	19	100.0%
Communication with the general public	Very much	4	30.8%	2	25.0%	6	28.6%
	Quite a bit	3	23.1%	3	37.5%	6	28.6%
	Some	5	38.5%	2	25.0%	7	33.3%
	Very little	0	0.0%	1	12.5%	1	4.8%
	Not at all	1	7.7%	0	0.0%	1	4.8%
	Total	13	100.0%	8	100.0%	21	100.0%
Communication with the news media	Very much	3	23.1%	3	37.5%	6	28.6%
	Quite a bit	6	46.2%	2	25.0%	8	38.1%
	Some	2	15.4%	2	25.0%	4	19.0%
	Very little	1	7.7%	1	12.5%	2	9.5%
	Not at all	1	7.7%	0	0.0%	1	4.8%
	Total	13	100.0%	8	100.0%	21	100.0%
Communication with employers	Very much	2	15.4%	1	14.3%	3	15.0%
	Quite a bit	2	15.4%	2	28.6%	4	20.0%
	Some	6	46.2%	3	42.9%	9	45.0%
	Very little	3	23.1%	0	0.0%	3	15.0%
	Not at all	0	0.0%	1	14.3%	1	5.0%
	Total	13	100.0%	7	100.0%	20	100.0%

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Communication with the governor's office	Very much	5	41.7%	4	50.0%	9	45.0%
	Quite a bit	5	41.7%	0	0.0%	5	25.0%
	Some	2	16.7%	3	37.5%	5	25.0%
	Very little	0	0.0%	0	0.0%	0	0.0%
	Not at all	0	0.0%	1	12.5%	1	5.0%
	Total	12	100.0%	8	100.0%	20	100.0%
Communication with the legislature	Very much	5	38.5%	4	50.0%	9	42.9%
	Quite a bit	6	46.2%	0	0.0%	6	28.6%
	Some	1	7.7%	4	50.0%	5	23.8%
	Very little	0	0.0%	0	0.0%	0	0.0%
	Not at all	1	7.7%	0	0.0%	1	4.8%
	Total	13	100.0%	8	100.0%	21	100.0%
Communication with other government agencies	Very much	2	15.4%	4	50.0%	6	28.6%
	Quite a bit	7	53.8%	1	12.5%	8	38.1%
	Some	2	15.4%	2	25.0%	4	19.0%
	Very little	1	7.7%	1	12.5%	2	9.5%
	Not at all	1	7.7%	0	0.0%	1	4.8%
	Total	13	100.0%	8	100.0%	21	100.0%
Communication with institutional leadership	Very much	7	58.3%	4	50.0%	11	55.0%
	Quite a bit	3	25.0%	3	37.5%	6	30.0%
	Some	2	16.7%	1	12.5%	3	15.0%
	Very little	0	0.0%	0	0.0%	0	0.0%
	Not at all	0	0.0%	0	0.0%	0	0.0%
	Total	12	100.0%	8	100.0%	20	100.0%
Communication with faculty/staff leadership	Very much	3	25.0%	4	50.0%	7	35.0%
	Quite a bit	4	33.3%	2	25.0%	6	30.0%
	Some	4	33.3%	2	25.0%	6	30.0%
	Very little	1	8.3%	0	0.0%	1	5.0%
	Not at all	0	0.0%	0	0.0%	0	0.0%
	Total	12	100.0%	8	100.0%	20	100.0%

Two items inquired about currently unavailable, but potentially useful measures of quality in education, and any perceived shortcomings to the current approaches to quality assessment. The responses are reproduced below.

Open-ended responses to C5, “Please describe quality measures that are not currently available but that would be valuable for the assessment of educational quality.”

State (10)	University/System (4)
Difficulty to collect and disaggregate measures to the program level [1X]; Student learning outcomes [1X]; Specific student learning for inclusion [1X]; Multi-state data on graduation outcomes [1X]; Greater access at the state level to NSC data [1X]; Employment outcomes of students (including earnings/wage, occupation, & industry) [1X]; The VALUE institute to assess general education [1X]; State-specific workforce outcomes by program [1X]	Better learning outcomes assessment tools [1X]; Assessing long-term career outcomes for graduates [1X]; A comprehensive employment/wage data that crosses state boundaries and includes all sectors of employment [1X]; More precise measurements of the value of general/liberal education [1X]; CLA-assessment tool [1X]; Employer feedback [1X]

Open-ended responses to C6, “Please describe any perceived shortcomings or limitations of the current approach to assessing educational quality.”

State (11)	University/System (6)
The missing nuance between quality and value-add [1X]; Limited analytic capacity to make use of the data [1X]; Accreditation visits do not well provide information on student learning outcomes [1X]; No formal definition of quality [1X]; Pressures from external holders [1X]; Lack of leadership [1X]; Lack of priority [1X]; Logistic resources [1X]; Faculty burden [1X]; How to assess traditional degree programs that include transfer & dual credit students [1X]; Data collection restriction imposed by state legislature [1X]; Limited authority & capacity to reward institutional quality incentives [1X]; Dominating issues that moderate the notion quality but do not necessarily reflect it (e.g., time-to-degree & debt loads) [1X]; Using bussiness TQM model [1X]; Prevention of applying cost model by legislature [1X]; Too much focus on labor market [1X]; Insufficient incentives to ensure student success [1X]	Over-weight retrospective activities [1X]; Under-weight change efforts [1X]; State & federal focus on inputs/outputs instead of outcomes [1X]; Limited capacity to scale up costlier assesement approaches and to assess student learning outcomes [1X]; Quality has never been operationally defined [1X]; Difficulty to link quality metrics to state funding [1X]

Role of the State and Other Actors

The following tables illustrate where quality assurance falls within the organizations’ priorities. At least half of state (57%) and university or system (5%) organizations considered quality assurance a priority, but co-equal with other important functions and concerns (Table 5). None indicated it was not a priority. No clear themes emerged from the open-ended submissions to question D2 regarding the organization’s role in quality assurance.

Table 5. Frequency distribution for D1, “Please indicate where quality assurance fits in the overall mission of your organization,” by organization type

	State		University/ System		Total	
A top priority (central to our mission)	2	14.3%	1	12.5%	3	13.6%
A priority, but co-equal with other important functions and concerns	8	57.1%	4	50.0%	12	54.5%
Important, but other concerns have higher priority	4	28.6%	3	37.5%	7	31.8%
Not important or outside our purview	0	0.0%	0	0.0%	0	0.0%
Total	14	100.0%	8	100.0%	22	100.0%

Open-ended responses to D2, “Please describe your organization’s role with respect to quality assurance.”

State (12)	University/System (3)
Reviewing/approving academic programs [8X]; Promoting academic excellence through improvements in teaching & learning [2X]; Licensing the operation of non-public postsecondary institutions [1X]; Verifying the minimum standards [1X]; State repository for postsecondary data [1X]; Aligning postsecondary planning and accountability with state priorities [1X]; Develop/manage state's performance funding model in line with state priorities [1X]; Closing achievement gaps and improving social mobility for low income and URM students [1X]; Determining admission criteria for all institutions [1X]; Assessing policy for all institutions [1X]; Conducting remediation policy for all institutions [1X]; Examining program specific outcomes (i.e., enrollment & completions) [1X]; Engaging university administrators & regents in public discussions about educational quality [1X]	Convening authority with respect to policy governing quality assurance and board oversight [1X]; Providing minimum foundation of professional development and support for quality assurance functions [1X]; Setting the strategic framework for the system and universities [1X]; Serving as the primary liaison for state funding & coordination of state & IPEDS reporting [1X]; Ensuring the consistency & accuracy in university reporting to federal & state governments & related agencies/bodies [1X]; Tracking & monitoring quality metrics at the system level [1X]; Collaborating with universities to address any issues or concerns related to quality assurance [1X]

Asked about other actors – the federal government, accrediting agencies, and institutional leadership – surveyed organizations most often indicated accrediting agencies held quality assurance to be a top priority (the highest level), while few considered the federal government to treat it as a top priority (Table 6). Regarding their satisfaction with the same groups’ roles regarding quality (item D4, Table 7), both sectors appear to have lukewarm feelings about each, and the federal government in particular: none said they were “Very satisfied” with the federal government’s role, and most (between 50 and 71%, 11 respondents total) indicated they were somewhat satisfied. Communication with various stakeholders (Table 8) generally appears to be intermittent. Satisfaction with the communication with various stakeholders (Table 9) appears to be similar between both sectors, and lukewarm to highly satisfied.

Table 6. Frequency distribution for D3, “Please indicate where quality assurance fits into the overall mission of the following entities,” by organization type

		State		University/ System		Total	
The federal government	A top priority	0	0.0%	2	28.6%	2	10.5%
	A priority, but co-equal with other important functions and concerns	6	50.0%	1	14.3%	7	36.8%
	Important, but other concerns have higher priority	6	50.0%	4	57.1%	10	52.6%
	Total	12	100.0%	7	100.0%	19	100.0%
Accrediting agencies	A top priority	8	66.7%	5	71.4%	13	68.4%
	A priority, but co-equal with other important functions and concerns	3	25.0%	2	28.6%	5	26.3%
	Important, but other concerns have higher priority	1	8.3%	0	0.0%	1	5.3%
	Total	12	100.0%	7	100.0%	19	100.0%
Institutional leadership	A top priority	5	41.7%	4	50.0%	9	45.0%
	A priority, but co-equal with other important functions and concerns	4	33.3%	4	50.0%	8	40.0%
	Important, but other concerns have higher priority	3	25.0%	0	0.0%	3	15.0%
	Total	12	100.0%	8	100.0%	20	100.0%

Table 7. Frequency distribution for D4, “How Satisfied are you with the following groups’ roles regarding quality assurance?” by organization type

		State		University/System		Total	
The federal government	Very satisfied	0	0.0%	0	0.0%	0	0.0%
	Somewhat satisfied	6	50.0%	5	71.4%	11	57.9%
	Somewhat dissatisfied	3	25.0%	1	14.3%	4	21.1%
	Very dissatisfied	3	25.0%	1	14.3%	4	21.1%
	Total	12	100.0%	7	100.0%	19	100.0%
Accrediting agencies	Very satisfied	2	15.4%	1	12.5%	3	14.3%
	Somewhat satisfied	8	61.5%	4	50.0%	12	57.1%
	Somewhat dissatisfied	3	23.1%	3	37.5%	6	28.6%
	Very dissatisfied	0	0.0%	0	0.0%	0	0.0%
	Total	13	100.0%	8	100.0%	21	100.0%
Institutional leadership	Very satisfied	4	30.8%	3	37.5%	7	33.3%
	Somewhat satisfied	7	53.8%	5	62.5%	12	57.1%
	Somewhat dissatisfied	2	15.4%	0	0.0%	2	9.5%
	Very dissatisfied	0	0.0%	0	0.0%	0	0.0%
	Total	13	100.0%	8	100.0%	21	100.0%

Table 8. Frequency distribution for D5, “How often does your organization communicate with the following groups regarding quality assurance?” by organization type

		State		University/ System		Total	
The federal government	At least monthly	1	7.1%	1	12.5%	2	9.1%
	Quarterly	2	14.3%	1	12.5%	3	13.6%
	Semi-annually	0	0.0%	0	0.0%	0	0.0%
	Annually	1	7.1%	0	0.0%	1	4.5%
	Intermittently (no fixed schedule)	9	64.3%	5	62.5%	14	63.6%
	Never	1	7.1%	1	12.5%	2	9.1%
	Total	14	100.0%	8	100.0%	22	100.0%
Accrediting agencies	At least monthly	1	7.7%	1	12.5%	2	9.5%
	Quarterly	1	7.7%	0	0.0%	1	4.8%
	Semi-annually	1	7.7%	0	0.0%	1	4.8%
	Annually	1	7.7%	2	25.0%	3	14.3%
	Intermittently (no fixed schedule)	8	61.5%	3	37.5%	11	52.4%
	Never	1	7.7%	2	25.0%	3	14.3%
	Total	13	100.0%	8	100.0%	21	100.0%
The governor's office	At least monthly	3	23.1%	2	25.0%	5	23.8%
	Quarterly	1	7.7%	2	25.0%	3	14.3%
	Semi-annually	2	15.4%	0	0.0%	2	9.5%
	Annually	0	0.0%	2	25.0%	2	9.5%
	Intermittently (no fixed schedule)	7	53.8%	2	25.0%	9	42.9%
	Never	0	0.0%	0	0.0%	0	0.0%
	Total	13	100.0%	8	100.0%	21	100.0%
The legislature (including committees)	At least monthly	3	23.1%	4	50.0%	7	33.3%
	Quarterly	3	23.1%	1	12.5%	4	19.0%
	Semi-annually	1	7.7%	0	0.0%	1	4.8%
	Annually	1	7.7%	2	25.0%	3	14.3%
	Intermittently (no fixed schedule)	5	38.5%	1	12.5%	6	28.6%
	Never	0	0.0%	0	0.0%	0	0.0%
	Total	13	100.0%	8	100.0%	21	100.0%
Governing or coordinating board	At least monthly	7	58.3%	5	62.5%	12	60.0%
	Quarterly	2	16.7%	1	12.5%	3	15.0%
	Semi-annually	1	8.3%	1	12.5%	2	10.0%
	Annually	0	0.0%	1	12.5%	1	5.0%
	Intermittently (no fixed schedule)	2	16.7%	0	0.0%	2	10.0%
	Never	0	0.0%	0	0.0%	0	0.0%
	Total	12	100.0%	8	100.0%	20	100.0%
	At least monthly	1	7.7%	3	37.5%	4	19.0%

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Other government agencies	Quarterly	1	7.7%	0	0.0%	1	4.8%
	Semi-annually	0	0.0%	0	0.0%	0	0.0%
	Annually	1	7.7%	0	0.0%	1	4.8%
	Intermittently (no fixed schedule)	8	61.5%	4	50.0%	12	57.1%
	Never	2	15.4%	1	12.5%	3	14.3%
	Total	13	100.0%	8	100.0%	21	100.0%
Institutional leadership	At least monthly	7	53.8%	4	50.0%	11	52.4%
	Quarterly	2	15.4%	1	12.5%	3	14.3%
	Semi-annually	0	0.0%	1	12.5%	1	4.8%
	Annually	1	7.7%	1	12.5%	2	9.5%
	Intermittently (no fixed schedule)	3	23.1%	1	12.5%	4	19.0%
	Never	0	0.0%	0	0.0%	0	0.0%
Faculty/staff senate	At least monthly	0	0.0%	4	50.0%	4	19.0%
	Quarterly	4	30.8%	0	0.0%	4	19.0%
	Semi-annually	0	0.0%	1	12.5%	1	4.8%
	Annually	2	15.4%	1	12.5%	3	14.3%
	Intermittently (no fixed schedule)	4	30.8%	2	25.0%	6	28.6%
	Never	3	23.1%	0	0.0%	3	14.3%
Faculty union	At least monthly	0	0.0%	1	14.3%	1	5.3%
	Quarterly	0	0.0%	0	0.0%	0	0.0%
	Semi-annually	0	0.0%	0	0.0%	0	0.0%
	Annually	1	8.3%	2	28.6%	3	15.8%
	Intermittently (no fixed schedule)	4	33.3%	2	28.6%	6	31.6%
	Never	7	58.3%	2	28.6%	9	47.4%
	Total	12	100.0%	7	100.0%	19	100.0%

Table 9. Frequency distribution for D6 “How Satisfied are you with your organization’s communications with the following groups regarding the common goal of quality assurance?” by organization type

		State		University/ System		Total	
The federal government	Very satisfied	0	0.0%	1	20.0%	1	7.1%
	Somewhat satisfied	5	55.6%	4	80.0%	9	64.3%
	Somewhat dissatisfied	4	44.4%	0	0.0%	4	28.6%
	Very dissatisfied	0	0.0%	0	0.0%	0	0.0%
	Total	9	100.0%	5	100.0%	14	100.0%
Accrediting agencies	Very satisfied	1	9.1%	2	33.3%	3	17.6%
	Somewhat satisfied	9	81.8%	4	66.7%	13	76.5%
	Somewhat dissatisfied	0	0.0%	0	0.0%	0	0.0%
	Very dissatisfied	1	9.1%	0	0.0%	1	5.9%
	Total	11	100.0%	6	100.0%	17	100.0%
The governor's office	Very satisfied	4	33.3%	1	12.5%	5	25.0%
	Somewhat satisfied	6	50.0%	6	75.0%	12	60.0%
	Somewhat dissatisfied	1	8.3%	1	12.5%	2	10.0%
	Very dissatisfied	1	8.3%	0	0.0%	1	5.0%
	Total	12	100.0%	8	100.0%	20	100.0%
The legislature (including committees)	Very satisfied	3	25.0%	1	12.5%	4	20.0%
	Somewhat satisfied	6	50.0%	5	62.5%	11	55.0%
	Somewhat dissatisfied	2	16.7%	2	25.0%	4	20.0%
	Very dissatisfied	1	8.3%	0	0.0%	1	5.0%
	Total	12	100.0%	8	100.0%	20	100.0%
Governing or coordinating boards	Very satisfied	7	53.8%	3	42.9%	10	50.0%
	Somewhat satisfied	5	38.5%	4	57.1%	9	45.0%
	Somewhat dissatisfied	0	0.0%	0	0.0%	0	0.0%
	Very dissatisfied	1	7.7%	0	0.0%	1	5.0%
	Total	13	100.0%	7	100.0%	20	100.0%
Other government agencies	Very satisfied	0	0.0%	1	14.3%	1	5.9%
	Somewhat satisfied	8	80.0%	5	71.4%	13	76.5%
	Somewhat dissatisfied	1	10.0%	1	14.3%	2	11.8%
	Very dissatisfied	1	10.0%	0	0.0%	1	5.9%
	Total	10	100.0%	7	100.0%	17	100.0%
Institutional leadership	Very satisfied	8	61.5%	3	37.5%	11	52.4%
	Somewhat satisfied	4	30.8%	5	62.5%	9	42.9%
	Somewhat dissatisfied	0	0.0%	0	0.0%	0	0.0%
	Very dissatisfied	1	7.7%	0	0.0%	1	4.8%
	Total	13	100.0%	8	100.0%	21	100.0%

Survey of State Higher Education Leaders

Faculty/staff senate	Very satisfied	2	20.0%	2	25.0%	4	22.2%
	Somewhat satisfied	6	60.0%	6	75.0%	12	66.7%
	Somewhat dissatisfied	1	10.0%	0	0.0%	1	5.6%
	Very dissatisfied	1	10.0%	0	0.0%	1	5.6%
	Total	10	100.0%	8	100.0%	18	100.0%
Faculty union	Very satisfied	0	0.0%	0	0.0%	0	0.0%
	Somewhat satisfied	5	83.3%	4	80.0%	9	81.8%
	Somewhat dissatisfied	0	0.0%	1	20.0%	1	9.1%
	Very dissatisfied	1	16.7%	0	0.0%	1	9.1%
	Total	6	100.0%	5	100.0%	11	100.0%

Organizations were asked about information about quality assurance they thought should be shared between the federal government or accreditors and organizations like theirs. Respondents were strongly in favor of receiving more or different types of information from the federal government, but were less open to sharing information with them (perhaps because they already share a good deal). Suggested types of information may be found below Table 10.

Table 10. Frequency distributions for D7 and D8 by organization type

		State		University/ System		Total	
<i>Is there information related to quality that the federal government or accreditors possess that organizations like yours should have?</i>	Yes (please specify)	7	100.0%	4	66.7%	11	84.6%
	No	0	0.0%	2	33.3%	2	15.4%
	Total	7	100.0%	6	100.0%	13	100.0%
<i>Is there information related to quality that organizations like yours possess that the federal government or accreditors should have?</i>	Yes (please specify)	3	50.0%	0	0.0%	3	30.0%
	No	3	50.0%	4	100.0%	7	70.0%
	Total	6	100.0%	4	100.0%	10	100.0%

Open-ended (please specify) responses to D7 and D8 by organization type

	State (7)	University/System (3)
D7	Copies of all accrediting documents completed by KY institutions [1X]; Employment data [1X]; Composite financial index on each state from regional accreditors [1X]; Historical data on gainful employment, student financial aid & student loan debt [1X]; Audit information [1X]; Program review results [1X]; Specific findings that cause the accreditor put the institution on notice or probation [1X]	Access to IRS wage data (Federal) [1X]; A current description of the triad [1X]; Student satisfaction with their experience & the degree they earned [1X]
D8	Authorization status [1X]; How we define quality [1X]; A general education quality report [1X]	

Concluding Questions

Finally, respondents were asked about their organizations’ approval authority for licensures or certifications, as well as emerging credentials that existing structures of quality assurance do not take into account. The majority of organizations polled do not have approval authority for such licensures (Table 11). State bodies were more likely to indicate there are emerging credentials not being adequately evaluated. The submitted responses for emerging credentials appear after Table 12. Finally, we display responses to E3, “How might quality assurance processes better address emerging credentials.” While no theme emerged, the suggestions range from connecting these credentials to the workforce, assessing graduate credentials, and implementing a more systematic process or set of standards across institutions.

Table 11. Frequency distribution for E1, “Does your organization have approval authority for professional licensure or certifications?” by organization type

	State		University/System		Total	
Yes, for both licensure and certifications	0	0.0%	0	0.0%	0	0.0%
Yes, for licensure only	0	0.0%	2	25.0%	2	9.5%
Yes, for certificates only	3	23.1%	1	12.5%	4	19.0%
No	10	76.9%	5	62.5%	15	71.4%
Total	13	100.0%	8	100.0%	21	100.0%

Table 12. Frequency distribution for E2, “Are there emerging credentials that current quality assurance processes do not adequately take into account?” by organization type

	State		University/System		Total	
Yes (please specify)	6	85.7%	2	33.3%	8	61.5%
No	1	14.3%	4	66.7%	5	38.5%
Total	7	100.0%	6	100.0%	13	100.0%

Open-ended responses to item E2 (please specify)

State (6)	University/System (2)
Private, business, & vocational schools [1X]; Graduate certificates [1X]; IT & certification boot camps [1X]; Microcredentials [1X]; Prior learning assessment [1X]; Non-traditional providers [1X]; Badges [1X]	Certificates (both pre- & post-baccalaureate) [1X]; Any credentials that would be developed locally in coordination with employer partners [1X]

Open-ended responses to item E3, “How might quality assurance processes better address emerging credentials?”

State (9)	University/System (2)
A more systematic process for keeping track of enrollment and credential completions [1X]; A better feedback mechanism to the providers to show them how their completers are doing in the workforce [1X]; Assure new industry-recognized credentials and short-term credentials are connected to labor market demand [1X]; Avoid rigid definitions of "credential" [1X]; Establishing a framework for the assessment of credentials (enrollment, completion, impact on transfer and transition to workforce) and develop the framework with scalability in mind to address all levels of credential [1X]; Having guidance from regional accreditors [1X]; Exploring the possibilities from workforce training programs [1X]; Assessing graduate certificates like any other academic program [1X]; Through a comprehensive development of evaluation rubrics and shared policies at the system level [1X]	Alignment between academic integrity & job skills [1X]; Having agreed-upon standards across institutions [1X]

Appendix

The Indiana University IRB Study Information Sheet (available to all who accessed the survey) and a facsimile of the survey appear in the following pages.

STUDY INFORMATION SHEET

Survey of State Higher Education Leaders on State-level Quality Assurance

You are invited to participate in a research study of state-level higher education quality assurance. You were identified as a potential participant because of your role in higher education leadership at the state level. We ask that you read this form and ask any questions you may have before agreeing to participate.

The study is being conducted by Alexander C. McCormick of the Indiana University Center for Postsecondary Research and David Tandberg of the State Higher Education Executive Officers Association (SHEEO). It is funded by Lumina Foundation.

ABOUT THIS STUDY

The study seeks to assess how state higher education leaders define, assess, and communicate about quality in higher education. It also seeks to learn how they conceive of their and other actors' roles in higher education quality assurance.

If you agree to be in the study, you will be asked to complete an online survey. Completing the survey will require about 20-25 minutes of your time.

As a part of the larger project of which this study is a part, some survey respondents may be invited to participate in a follow-up interview.

RISKS AND BENEFITS

Participating in this research involves only minimal risk. It will require a modest investment of your time. There is some risk of unintentional disclosure of your personal information and/or identified survey responses.

You are not expected to benefit personally from participating in this research, but you will contribute to improved understanding of how state higher education leaders promote quality in higher education.

CONFIDENTIALITY

Efforts will be made to keep your personal information confidential, but we cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will not be disclosed in published reports, but those reports may include a list of states and territories represented in the data. It is also possible that your identity can be revealed by the open-ended responses that you provide on the survey.

Organizations that may inspect and/or copy your response information for quality assurance and data analysis include groups such the study investigators and their research associates, the Indiana University Institutional Review Board or its designees, the study sponsor, Lumina Foundation, and (as allowed by law) state or federal agencies such the Office for Human Research Protections (OHRP), who may need to access your research records.

PAYMENT

You will not receive payment for taking part in this study.

CONTACT INFORMATION

For questions about the study, contact Alexander C. McCormick or Brendan Dugan at 812-856-5824.

For questions about your rights as a research participant or to discuss problems, complaints or concerns about a research study, or to obtain information or offer input, contact the Indiana University Human Subjects Office at 812-856-4242 or 800-696-2949.

VOLUNTARY NATURE OF STUDY

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with Indiana University, Lumina Foundation, the National Association of System Heads, or the State Higher Education Executive Officers Association.

This research is intended for individual 18 years of age or older. If you are under age 18, do not complete the survey.

This research is for residents of the United States. If you are not a U.S. resident, do not complete the survey.

Introduction

intro_text

The State Higher Education Executive Officers Association (SHEEO) and the National Association of System Heads (NASH) are conducting this survey to gather information on state higher education leaders' (SHEEOs and system heads) perspectives on quality assurance and improvements in their states. We are interested in gathering information on current practices in gathering data and using that data to catalyze improvements and hold institutions accountable for quality and student learning outcomes. We will use this information to better serve our members, identify potential best practices, and advance the conversation around state and system level quality assurance efforts. Your participation is voluntary and you may choose to not answer any question. Your responses will remain confidential. Results will only be reported externally in aggregate form with no personal or agency identifying information. The survey is funded by Lumina Foundation and is being administered by the Center for Postsecondary Research at Indiana University. More information about the survey and your participation is available [here](#). Should you have any questions about the survey, please contact Brendan Dugan at bjdugan@iu.edu or David Tandberg at dtandberg@sheeo.org.

I agree to participate

I decline to participate

Respondent Information

a1

Which of the following best describes your organization?

[Governing body, Coordinating body, Planning body, University system, System head]

a2

Please describe your role at this organization.

Defining Quality

State higher education organizations like yours may not have fully articulated and contextualized definitions of quality. We are interested in learning about the extent to which such organizations have implicit or explicit working definitions of quality in higher education, what those definitions are, and how they understand and implement them.

b1

Please describe your organization's operating definition of quality in higher education. (Feel free to include relevant URLs.)

b2

Please identify any overarching state concerns or issues that inform this definition.

b3

What actors or constituencies contributed to formulating this definition?

b4

Following is a list of several higher education priorities, outputs, and impacts that might be considered in assessing the quality of higher education institutions or systems. Please mark those that you consider to be important to quality assurance at the state or system level. Feel free to add others not listed. (Mark all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Alternative credential production (e.g., microcredentials, badges, nanodegrees, nontraditional certificates from alternative providers) | <input type="checkbox"/> Certificate production (from traditional providers) |
| <input type="checkbox"/> Undergraduate degree production | <input type="checkbox"/> Graduate degree production (master's, |

(associate's and bachelor's degrees)

doctoral, and professional degrees)

Talent development and retention in-state

State workforce development

State economic development

Research productivity

Economic mobility for low-income students

Reducing attainment gaps between demographic groups

Civic participation (voting, voluntarism, etc.)

Student learning outcomes

Other (specify):

Other (specify):

Other (specify):

b5 (values carried forward from b4)

Please identify what you consider to be the three **most important** factors in determining higher education quality at the state or system level.

» Alternative credential production (e.g., microcredentials, badges, nanodegrees, nontraditional certificates from alternative providers)

» Certificate production (from traditional providers)

» Undergraduate degree production (associate's and bachelor's degrees)

» Graduate degree production (master's, doctoral, and professional degrees)

» Talent development and retention in-state

» State workforce development

» State economic development

» Research productivity

» Economic mobility for low-income students

» Reducing attainment gaps between demographic groups

» Civic participation (voting, voluntarism, etc.)

» Student learning outcomes

» Other (specify):

» Other (specify):

» Other (specify):

b6

How satisfied are you with the approach your state is taking to assure the quality of higher education?

Very satisfied

Somewhat satisfied

Somewhat dissatisfied

Very dissatisfied

Not applicable

b7

To what extent does your organization's definition of quality align with factors that are part of federal oversight (loan repayment and default rates, consumer protection, financial stability, etc.)?

- Very similar Somewhat similar Somewhat different Very different *Don't know*
-

b8

To what extent does your organization's definition of quality resemble that of regional and national accreditors?

- Very similar Somewhat similar Somewhat different Very different *Don't know*
-

Assessing the Quality of Undergraduate Education

We are interested in how organizations like yours measure, assess, and communicate information regarding the quality of undergraduate education in your state.

c1

Which of the following *data sources* does your organization use to assess or report on the quality of undergraduate education? (Mark all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> IPEDS | <input type="checkbox"/> State student unit-record data system |
| <input type="checkbox"/> College Scorecard | <input type="checkbox"/> State unemployment data system |
| <input type="checkbox"/> National Student Clearinghouse | <input type="checkbox"/> Standardized test providers (e.g., GRE, CLA, ACT, CAAP, ETS) |
| <input type="checkbox"/> National Study of Instructional Cost and Productivity (Delaware Cost Study) | <input type="checkbox"/> Other state data systems (please describe):
<input type="text"/> |
| <input type="checkbox"/> Other (specify):
<input type="text"/> | <input type="checkbox"/> Other (specify):
<input type="text"/> |
| <input type="checkbox"/> Other (specify):
<input type="text"/> | |

Which of the following *measures* does your organization use to assess or report on the quality of state higher education? (Mark all that apply.)

c2

- | | |
|--|---|
| <input type="checkbox"/> Undergraduate enrollment by level of institution (2- or 4-year) | <input type="checkbox"/> Undergraduate enrollment by race/ethnicity and level of institution |
| <input type="checkbox"/> Undergraduate enrollment of nontraditional-age students by level of institution | <input type="checkbox"/> Transfers from community colleges to public 4-year institutions |
| <input type="checkbox"/> Enrollment rates by subpopulations relative to their representations in an age cohort | <input type="checkbox"/> Enrollment rates among recent high school graduates |
| <input type="checkbox"/> Retention rates by level of institution | <input type="checkbox"/> Progression or credit milestone rates |
| <input type="checkbox"/> Graduate rates by level of institution | <input type="checkbox"/> Percentage of graduates pursuing further education |
| <input type="checkbox"/> Degree production in specific fields | <input type="checkbox"/> Degree production by level of institution |
| <input type="checkbox"/> Certificate production in specific fields | <input type="checkbox"/> Certificate production by level of institution |
| <input type="checkbox"/> Alternative credentials production in specific fields | <input type="checkbox"/> Alternative credentials production by level of institution |
| <input type="checkbox"/> Graduate earnings | <input type="checkbox"/> Graduate employment (e.g., percentage employed full-time 6 months after graduation) |
| <input type="checkbox"/> Standardized test scores (e.g., GRE, CLA, ACT, CAAP, ETS Proficiency Profile) | <input type="checkbox"/> Results from statewide rubric-based learning outcomes assessment (e.g., VALUE) |
| <input type="checkbox"/> Licensure exam performance | <input type="checkbox"/> Proportion of programs available in alternative formats (e.g., online, modular scheduling) |
| <input type="checkbox"/> Student satisfaction surveys (e.g., Noel-Levitz) | <input type="checkbox"/> Student engagement surveys (e.g., NSSE, CCSSE) |
| <input type="checkbox"/> Student debt upon graduation | <input type="checkbox"/> Other (specify):
<input type="text"/> |
| <input type="checkbox"/> Other (specify):
<input type="text"/> | <input type="checkbox"/> Other (specify):
<input type="text"/> |

c3

How many of the metrics you selected are disaggregated by the following criteria?

- | | All | Most | Some | None |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Level (4-year, 2-year, other) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	Very much	Quite a bit	Some	Very little	Not at all	Not Applicable
Assessing equality of educational opportunity	<input type="radio"/>					
Assessing equality of educational outcomes	<input type="radio"/>					
Informing statewide quality improvement efforts (e.g., educator professional development opportunities)	<input type="radio"/>					
Communication with the general public	<input type="radio"/>					
Communication with the news media	<input type="radio"/>					
Communication with employers	<input type="radio"/>					
Communication with the governor's office	<input type="radio"/>					
Communication with the legislature	<input type="radio"/>					
Communication with other government agencies	<input type="radio"/>					
Communication with institutional leadership	<input type="radio"/>					
Communication with faculty/staff leadership	<input type="radio"/>					

c5

Please describe quality measures that are not currently available but that would be valuable for the assessment of educational quality:

Please describe any perceived shortcomings or limitations of the current approach to assessing educational quality:

c6

Role of the State and Other Actors

We are interested in how other organizations prioritize and communicate the quality of undergraduate education, as well as how that communication and systems of quality assurance might be improved.

d1

Please indicate where quality assurance fits in the overall mission of your organization:

- A top priority (central to our mission)
- A priority, but co-equal with other important functions and concerns
- Important, but other concerns have higher priority
- Not important or outside our purview

d2, if d1 != "Not important or outside our purview"

Please describe your organization's role with respect to quality assurance:

Please indicate where quality assurance fits into the overall mission of the following entities:

	At least monthly	Quarterly	Semi-annually	Annually	Intermittently (no fixed schedule)	Never
Faculty union	<input type="radio"/>	<input type="radio"/>				

How satisfied are you with your organization's communications with the following groups regarding the common goal of quality assurance?

d6

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Not applicable
The federal government	<input type="radio"/>				
Accrediting agencies	<input type="radio"/>				
The governor's office	<input type="radio"/>				
The legislature (including committees)	<input type="radio"/>				
Governing or coordinating boards	<input type="radio"/>				
Other government agencies	<input type="radio"/>				
Institutional leadership	<input type="radio"/>				
Faculty/staff senate	<input type="radio"/>				
Faculty union	<input type="radio"/>				

d7

Is there information related to quality that the federal government or accreditors possess that organizations like yours should have?

- Yes (please specify):
- No
- Don't know

d8

Is there information related to quality that organizations like yours possess that the federal government or accreditors should have?

- Yes (please specify):

- No
- Don't know

Concluding Questions

e1

Does your organization have approval authority for professional licensure or certifications?

- Yes, for both licensure and certifications
- Yes, for licensure only
- Yes, for certificates only
- No

e1_txt, if e1 != "No"

Please elaborate as needed:

e2

Are there emerging credentials that current quality assurance processes do not adequately take into account?

- Yes (please specify):
- No
- Don't know

e3

How might quality assurance processes better address emerging credentials?

Considering your organization's efforts in quality assurance, what important question(s) did we neglect to ask?

e4

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