What Good are Data for Getting Things Done?

WICHE Workforce Seminar

Paul Lingenfelter, SHEEO

June 25, 2007
Data are good for:

- Understanding the situation
- Motivating action
- Targeting the response
- Monitoring the results
- Adapting the strategy
Forces Flattening the Global Playing Field

- Fall of Berlin Wall
- First Mainstream Web Browser
- Work Flow Software
- Open Sourcing
- Outsourcing
- Offshoring
- Supply-chaining
- Insourcing
- In-forming
- “The Steroids” Wireless Mobile Digital Communication
American (and Western European) workers are the most expensive in the world.

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

They must be the best educated in the world.

Geoffrey Colvin, Fortune Magazine, July 20, 2005
Educational Attainment, Personal Income, and Economic Strength

State New Economy Index (2002)
- Top Tier
- Middle Tier
- Low Tier

Personal Income Per Capita, 2000
- $15,000
- $20,000
- $25,000
- $30,000

Percent of the Adult Population Ages 25 to 64 with a Bachelor’s Degree or Higher

Source: Patrick Kelly, NCHEMS
The economic benefits of a college degree over a high school education are large and growing.

- With a college degree:
  - 1975: 50%
  - 2002: 88%
Differences in College Attainment (Associate and Higher) Between Young and Older Adults—U.S. and OECD Countries, 2004

Source: Organisation of Economic Cooperation and Development (OECD) -- NCHEMS
College graduates this year:

**Total College Graduates**
- U.S.: 1.3 Million
- India: 3.1 Million
- China: 3.3 Million

**Engineering Graduates**
- U.S.: 70,000
- India: 350,000
- China: 600,000

Source: Geoffrey Colvin, *Fortune Magazine*, July 20, 2005
College Grads: US, India, and China

REVISED DATA: 4 year degrees

Source: Duke Engineering Management Program
2002 High School Sophomores Plan:

- At least a baccalaureate degree - 80%
- A graduate or professional degree - 40%
- Some postsecondary education - 11%
- No postsecondary education - 9%
<table>
<thead>
<tr>
<th>Achievement Quartile</th>
<th>SES Quartile</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Lowest</td>
<td>Highest</td>
</tr>
<tr>
<td>Highest</td>
<td>78%</td>
<td>97%</td>
</tr>
<tr>
<td>Lowest</td>
<td>36%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Source: *Access Denied*, Department of Education, February 2001
Traditional College-age Population

Source: Demography and the Future of Higher Education Policy, Richard Fry, April 2001
New 18-24 Year Olds by Race

- Hispanic: 49%
- Non-Hispanic White: 18%
- Asian/Pacific Islander: 16%
- Non-Hispanic Black: 16%
- Native American: 1%

Source: Demography and the Future of Higher Education Policy, Richard Fry, April 2001
What Does America Need?

To double the degree production of the 1960s with no compromise in quality.
The Aging U.S. Workforce

Year-to-Year Change in U.S. Population, 2002-2020

Source: U.S. Census Bureau
Projected State and Local Budget Deficits as a Percent of Revenues, 2013

Source: NCHEMS; Don Boyd (Rockefeller Institute of Government), 2005
Composition of Spending as a Share of GDP
Assuming Discretionary Spending Grows with GDP after 2005
and All Expiring Tax Provisions are Extended

Notes: Although expiring tax provisions are extended, revenue as a share of GDP increases through 2015 due to (1) real bracket creep, (2) more taxpayers becoming subject to the AMT, and (3) increased revenue from tax-deferred retirement accounts. After 2015, revenue as a share of GDP is held constant.

Source: GAO’s August 2005 analysis.
The National Commission on Accountability in Higher Education

Report was released

March 10, 2005
What is “Better Accountability?”

- Not the status quo - Unfocused, unread, unused reporting exercises;
- Not simply measuring performance, rewarding performance or punishing the lack of performance;
- Not centralized bureaucracies, but

A WAY TO IMPROVE PERFORMANCE
Fundamental Principles

♦ Responsibility for performance - *and* accountability - is shared among
  ▪ Teachers and learners
  ▪ Policy makers and educators

♦ Effective accountability will be based on:
  ▪ Pride, not fear
  ▪ Aspirations, not minimum standards

♦ Effective accountability will be:
  ▪ A tool for self-discipline, not finger-pointing
The National Commission on Accountability in Higher Education

Pride Not Fear
Components of Effective Accountability

- Affirm and pursue fundamental goals
  - The public agenda vs. market position
- Establish and honor a division of labor
  - Top-down centralization is a dead end
- Focus on a few priorities at every level
  - No focus, no progress
- Measure results, respond to evidence
  - Elementary Baldrige
Want to be healthy? You’d better measure (frequently!):

- Weight
- Cholesterol
- Body fat
- Various body chemicals
- Et al
Measuring What Matters

Want to be prosperous? You’d better measure (frequently!):

- Inflation
- Productivity
- Stock and bond market values and yields
- Employment and unemployment rates
- Trade balances
- Et al
Want to be sure the world environment stays habitable? You’d better measure (frequently!):

- Temperature
- Air quality
- Energy reserves and energy consumption
- CO2 emissions
- Open space
- Population growth
- Et al
Measuring What Matters

Want to be healthy, prosperous, and preserve the world environment? You’d better measure (frequently!):

- Educational progression and attainment
- Equality of opportunity
- Progress in closing achievement gaps
- Transitions from education to the workforce
- Continuing education participation
- Participation and success of new generations in education
- Etc. etc.
Educational Needs Index

www.educationalneedsindex.com

Kentucky Labor Market Information Survey

Useful Resources

California Labor Market Demand

www.cpec.ca.gov/ factsheets/ factsheet2005/ fs05-06.pdf

Maryland Labor Market Demand

www.mhec.state.md.us/ publications/ nursecapstud1006.pdf

Useful Resources

Vermont Manufacturing Extension Center
"Impact Report"

www.vmec.org


Nevada Workforce development - Nurses

Meeting Connecticut Workforce preparation and economic development needs:

- Early Childhood Education Supply:
  www.ctdhe.org/info/pdfs/2006/PublicActReportForECE.pdf

- Best Practices in Documenting Success:

- www.ctdhe.org/info/pdfs/DegreesConferredPR.PDF

- "Higher Education Counts: Achieving Results”:

- Accountability report with multiple references to Goal 4 - Economic Development:
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