Index

access to post-secondary education
see equality of post-secondary educational opportunity;
inequality of post-secondary educational opportunity
accountability
equality of educational opportunity 139, 140
faculty’s role in student learning assessment 37, 82, 100, 101
performance assessment in post-secondary education 15, 20–21
post-secondary education 60, 61, 101
student learning assessment 35–6, 37, 61, 82, 83, 99, 105–9
ACT 2, 43, 83, 107, 120, 143
actors see stakeholders
adjuncts 18, 119, 120, 125
administrative order 23–4, 27
administrative staff
autonomy 101
City University of New York (CUNY) 52, 53, 54, 56
department-based governance 67, 68, 69–70, 119
increases, reasons for 18, 124
new governance systems 72–3, 74, 75, 90
value added measure of student learning 62, 97
African-Americans 2, 4, 13, 26, 30, 35, 113, 126, 136, 137
African higher education consortia 103
agricultural policies 4, 7, 28, 31, 102
analytic-based reasoning and writing skills see higher order skills
Asian-Americans/Pacific Islanders 1, 2, 4, 26, 30, 35, 136, 137
Asian higher education consortia 103
assessment 59
see also assessment instruments;
performance assessment in post-secondary education;
student learning assessment
assessment instruments 37, 39, 83, 84–5, 88–9, 92–3, 96, 97, 150
see also ACT; CAAP (Collegiate Assessment of Academic Proficiency);
CAPP; case/problem approach; CLA (Collegiate Learning Assessment);
theses; multiple-choice tests; NSSE (National Survey of Student Engagement); portfolios;
Proficiency Profile (ETS); SAT scores
assistant professors 51, 52, 54
associate professors 51, 52, 54
associates degrees 1, 47
audits 88, 97, 133–4
authenticity of student learning assessment 15, 41, 42, 83, 84–5, 94, 100, 143, 150
autonomy of higher education 20–21, 37, 67, 89–90, 100–101
Bachelor degrees 1, 9, 25, 35, 47, 57–8, 123, 140, 142
Baumol, W. 35, 113, 141, 151
teaching students learning
benchmarks student learning
costs and benefits 30, 34–5
higher order skills 40–41, 107
international comparison of human capital 102
performance assessment in post-secondary education 20, 61, 92, 94, 97, 120
student learning outcomes 106
The new limits of education policy

value added measure of student learning 62, 97
Benjamin, R. 5, 27, 43, 59, 61, 64, 66, 73, 78, 79, 90, 93, 131, 136, 137, 152
Birkenstein, C. 42
boards of trustees 20, 58, 76, 92, 105, 114, 119
book publishing 117
Brewer, D. 78, 113–15
budget cuts 69–70, 71, 72, 79, 119, 120, 125
budgets 7, 25, 28, 29, 31, 118, 119, 120, 121
bureaucracy 9, 23, 115, 123, 131, 147, 152
Bush, V. 16, 28, 99, 138
business models 118–21, 122
CAAP (Collegiate Assessment of Academic Proficiency) 82–3, 97, 143
cabinet rankings 31, 32
CAPP 93, 94
Carroll, S.J. 73, 136, 137
case/problem approach 15, 86, 88, 96, 98, 144
CCE (Certificate of Continuous Employment) 54, 55
Central America 134
centralized administrative structures 9, 23
citations 16–17, 77, 79
City University of New York (CUNY) enrollment trends and student characteristics 47, 50, 56, 59 expenditures 48–9, 55–6 faculty and staff trends 51–3, 55, 56 observations on the data 55–7 origins, structure and data collection 47 revenue trends 48, 55, 59 tenure and salary profile 54, 55, 56 civil rights 1, 4, 24
CLA (Collegiate Learning Assessment) 64, 82, 93, 94, 97, 107–9, 143 cognitive science 32, 86, 144 collective action logic 16–17, 73, 125, 151 collective goods 5–6, 38, 80, 150–52 see also common pool problem (CPP)
Index

control of higher education institutions 99, 100–101
core curriculum 60, 68, 76, 119, 123–4
‘cost disease’ problem 35, 113, 141
cost effectiveness 15, 63, 71, 119
cost metrics deficits 19, 34
cost savings 18, 19, 34–5, 55, 69, 123, 126
costs
effects on student learning 18, 20
for-profit online colleges 121
higher education challenge 65, 125, 141
higher education policy connections 64
non-profit colleges and universities 118, 120
student learning assessment 85, 93
undergraduate education 34, 36, 105
see also ‘cost disease’ problem;
cost effectiveness; cost metrics
deficits; cost savings; costs
and benefit; health care costs;
information costs
costs and benefits 5–6, 30, 38, 60–61,
63, 69, 151
courses
department-based governance 68,
74, 76, 119
education policy 29, 31, 32
for-profit online colleges 120–21,
123, 124, 138
traditional business model 118, 119
see also Bachelor degrees; content;
curricula; duplication of
courses; knowledge fields;
liberal arts education; majors;
student learning assessment
criterion-sampling 42
critical thinking see higher order skills
cross-subsidization 19, 119
cultural identity 128–9, 138, 145, 147–8
curricula 61, 67, 68, 78, 84–5, 120, 121,
129
see also case/problem approach; core
curriculum; courses; curriculum
improvement; student-centered
learning
curriculum improvement 32, 37, 49, 60,
61, 62, 120, 123, 148–9
data collection 47, 54–5, 63
deans
business models in non-profit
colleges and universities 119
department-based governance 67,
68, 69, 76, 77, 79
new systems of governance 74, 78,
90
decentralized administrative structures
23–4
see also department-based
governance
decision-making 67, 68–70, 76–7
see also decision-making culture;
evaluation criteria for decision-
making; prioritization; resource
allocation; resource reallocation
decision-making culture 60, 63, 70, 71
department-based governance
context for new governance systems
70–71
described 66–8, 119
incentives 74, 76–7, 89–90
limitations 68–70, 73–5, 78–9, 119
performance assessment in post-
secondary education 20–21, 36
department size 118–19
departmental leaders 90, 118–19
diffusion of best practice 62–3
disruptive forces 1–2, 20, 115, 122–3,
125–7
see also for-profit online colleges
distance learning 63, 144, 146
see also for-profit online colleges
diversity in higher education 93, 96,
106, 118, 122–3
diversity of State 106
Duncan, A. 87
duplication of courses 28, 55
e-books 117
e-libraries 124, 146
economic growth 8, 39, 59, 130, 131,
132–3, 134
education, as a public good 24
education policy 20, 22–9, 31, 32, 36,
144
see also educational policy journal
rankings; higher education policy
The new limits of education policy

educational attainment 28, 30, 35, 134, 135–7, 139
see also high school drop-outs; student learning outcomes
educational policy journal rankings 31, 32
educational research and development 28–9, 30–33
educational technology 15, 30, 123–4, 144
effectiveness 9, 22, 60, 73, 75, 83, 85, 107, 122
see also cost effectiveness
efficiency 9, 14, 22, 60, 75, 88, 89, 122
entitlements 24, 27
environmental change 67, 113–15, 129, 133–7, 146–9
see also disruptive forces; for-profit online colleges; immigration; internet; Knowledge Economy; social and economic change
environmental policies 4, 7, 28
equality of post-secondary educational opportunity
accountability 139, 140
Bachelor degree requirements 35
ethnic/racial groups 1, 4, 35, 125, 126
higher education challenge 65
higher education policy connections 64
versus quality of undergraduate education 60, 64
State as institutional-legal order 24, 27
equity 1, 4, 24, 26–7, 61, 126
essays 87, 88, 96
ethnic/racial groups 27, 35, 44, 51, 87, 102, 104, 139, 142
see also African-Americans; Asian-Americans/Pacific Islanders; Hispanic and Latino Americans; immigration; non-Hispanic whites
ETS (Education Testing Service) 82–3, 93, 94, 97, 143
evaluation criteria for decision-making 17, 67, 68–9, 70, 71–3, 84–5
see also authenticity of student learning assessment; benchmarking student learning; costs and benefits; peer review; reliability of student learning assessment; validity of student learning assessment
evidence 14, 15, 29–33, 61–2, 71–3, 100, 105
exit standards 57, 78, 90, 141–2
expenditures 2, 26, 48–9, 55–6, 90, 138–9
experimentation 62, 90, 126
experts 37, 42, 146–7
external research funding 16, 18, 77, 79
faculty
accountability 100
autonomy 100, 101
City University of New York (CUNY) 51–2, 53, 54, 55, 56, 57
department-based governance 67, 68–70, 71, 76–7, 89–90, 119
for-profit online colleges 120
higher order skills 80
mission differentiation 123, 139
new governance systems 72, 74, 75, 78–9, 90–91
research incentives 16–17, 18, 19, 76–7, 78–9, 89–90, 138–9, 140
undergraduate education incentives 14, 79–81, 89, 90–91, 126, 139
value added measure of student learning 61, 62, 63
see also faculty’s role in student learning assessment
faculty age, City University of New York 53, 56
faculty ethnicity, City University of New York 51
faculty gender, City University of New York 51, 52
faculty salaries 17, 19, 54, 56, 76, 77, 79, 90
faculty senate 67
faculty size/breadth of knowledge 18, 51, 52, 56, 57, 118–19, 120, 123, 125
faculty’s role in student learning assessment
case for comparison 87–8, 97–8
criteria for evaluation of assessment instruments 84–5, 150
importance 37, 82, 83–4, 92, 100, 101
rationale for performance assessment 85–7
use and development of performance tasks and assessment instruments 88–9, 98
family income 134–5
federal government accountability systems 36
flexibility 55, 75
for-profit online colleges
business model 118, 120–21
criticism 115, 118
as a disruptive force in post-secondary education 2, 9, 20, 29–30, 38, 115–16, 138, 144
growth 115, 117–18, 125
implications 122–4
versus non-profit colleges and universities 9, 115
formative assessment 37, 84, 87, 92, 94–5, 100, 129, 143, 150
free rider problems 5
full-time faculty 51, 52, 53, 55, 56, 123, 125
full-time staff 52, 53
fund raising 18, 120
future job requirements 3
geographic boundaries 25–6
German higher education model 28, 89–90
globalization 128–9, 133–4, 145, 147–8
goals 59, 60, 62, 66, 67, 68, 71, 73, 78, 90
Google 98, 117, 122, 124
governance of higher education 66, 121, 122–3
see also department-based governance; new governance systems
GPA (grade point average) 40
graduate programs 19, 47, 118
graduation rates 2–3, 65, 88, 103–4, 106, 115, 118, 125
graduation standards 57, 78, 90, 141–2
Graff, G. 42
GRE scores 31, 32, 33, 106
Hacker, A. 3
Hardin, G. 6, 7, 74
health care costs 60–61, 141
health care sector 4, 5, 7–8, 35, 38, 102, 133
health policy 28, 29, 31
Hersh, R. 61
hierarchies 67, 68, 69
high school drop-outs 2, 3, 7, 13, 20, 81, 125, 130, 135, 136
high school graduation 35, 50, 135–7
high wages 39, 135, 136
higher education
costs 65, 125, 141
disruptive forces 1–2, 20, 115, 122–3, 125–7
historical perspective 6, 27–8, 129–30
political support 126–7
higher education institutional leaders 14, 16, 19, 100, 107, 126, 129, 130, 139–40, 144–5
higher education policy connections 64
new agenda 133–7, 146–9
new limits of the education policy environment 131–3
value added measure of student learning 61, 63
higher order skills
content relationship 39–40, 41, 80, 96, 98–9
core curriculum 123
faculty’s role 80
importance for the Knowledge Economy 2, 22, 38–41, 80, 85–6, 93, 104
inter-institutional comparison 40–41, 42–3, 97, 107
international comparisons 104, 107
mission 80, 96
hiring faculty members 67, 68, 73
Hispanic and Latino Americans
educational attainment/attainment deficits 2, 30, 35, 125, 134, 136, 137
educational expenditure 26
equality of access to post-secondary education 4, 126
higher education challenge 65, 125
human capital 1, 4
income inequality 26, 125
inequality of access to post-secondary education 2, 113, 125
post-secondary education enrollment increases 1
service sector workers 4
human capital
demands of the Knowledge Economy 2–4, 22, 29, 36, 132–3
economic growth 8, 130, 132–3
education policy 20, 22, 36
Hispanic and Latino Americans 1, 4
importance for the economy 1, 14
international comparison 102, 103
quality of student learning 139
role of institutional leaders 139–40
role of State 22–9, 137–8, 139
student learning assessment 35
human capital theory 31, 32
Hutchings, P. 83–4
immigration 57, 102, 134, 135
incentives
department-based governance 74, 76–7, 89–90
new governance structures 71, 75
redesign of higher education 126, 129
research performance 16–17, 18, 19, 76–7, 78–9, 89–90, 138–9, 140
responses to social and economic change 151–2
student learning assessment 83–4
undergraduate education 14, 79–81, 89, 90–91, 126
value added measure of student learning 61, 62, 63
income inequality 26, 125
Indian higher education consortia 103
industrial economy 26–7, 37–8, 131–3, 137–8
industry-university research partnerships 77, 78, 79, 124, 138
inequality of post-secondary educational opportunity 2, 13, 113, 125, 126, 136–7
information access 37–41, 98–9
information costs 38
information technology 15, 115, 116–17, 122, 123–4
see also for-profit online colleges; internet; (OER) open education resource
innovation 3, 28, 39, 113–14
institutional inertia 71, 90, 101, 113
institutional-legal order 24–8
instructors 51, 52, 54
integrated information systems 75
inter-institution comparability 40–41, 42–3, 87–8, 93, 94–5, 97–8, 105–9
interest groups 2, 71, 73, 122–3
international comparisons 101–4, 107–9
internet 3, 15, 36, 37–8, 116–17, 123–4, 126, 138, 148–9
see also e-books; e-libraries; for-profit online colleges; information technology; OER (Open Education Resource)
 intra-institution comparability 40–41, 42–3, 93–4, 95, 97
Johns Hopkins University 27–8, 89–90
junior faculty, City University of New York 51, 55
K-12 education 2, 25, 26, 28, 29
Kim, M. 47
Klein, S. 56–7, 83
knowledge acquisition 79–80, 98, 148–9
Knowledge Economy
development from the Industrial Economy 26–7, 37–8, 131–3
for-profit online colleges 115–16
higher-order skills requirements 2, 22, 38–41, 80, 85–6, 93, 104
information access 37–41, 98–9, 148–9
internet 37–8, 116–17
issues in meeting human capital demands 2–4, 22, 29, 36, 132–3
rationale for performance assessment 85–6
redesign of higher education 129
knowledge fields 73, 86, 104, 118–19
see also content; courses; curricula;
liberal arts education; majors

labor markets 3, 133–4
Land Grant Universities 6, 27, 99, 129–30
Latino Americans see Hispanic and
Latino Americans leadership 14, 23, 25
see also departmental leaders; higher
education institutional leaders;
political leaders
lecturers 51, 52, 54
lectures 15, 51, 86
legislation 27, 61, 105, 122–3
see also institutional-legal order;
litigation; regulations/regulatory
deficits
liberal arts education 40, 41, 61, 73, 76,
119, 141, 148, 149
libraries 18, 49, 68, 114, 118, 124, 138,
146
litigation 26
low educational attainment 30, 35, 134,
135
see also high school drop-outs
low skilled employment 3, 134
low wages 135, 136
lower classes’ educational opportunities 126
majors 39, 40–41, 63, 76, 79, 80, 85,
99, 141
male workers 135, 136
markets 35, 138, 141
Mayor’s Task Force 47, 48, 56, 57
McClelland, D.C. 42
measurement science 31, 32–3, 94, 100,
144
Mexico 134
Middle Eastern higher education
consortia 103
minority groups 24, 126
see also ethnic/racial groups
mission 62, 63, 66, 70, 78, 80, 96, 129
mission differentiation 30, 59, 60, 63,
66, 102, 122, 123, 139
multi- and interdisciplinary research
centers 77, 78, 79, 124, 138
multiple-choice tests 15, 85–6, 87, 88,
96, 150
municipalities 25–6, 47, 48, 55–6
national defense 4, 8, 22, 27, 28, 29, 31,
102, 132
negative externalities 5, 38, 90, 126
Nevada 60, 62–4
new governance systems
challenges and opportunities 77–80
importance for higher education
70–75
importance of quality of student
learning 76–7, 78, 90–91
non-Hispanic whites 2, 4, 24, 26, 30,
35, 65, 126, 136–7, 142, 147
non-profit colleges and universities 9,
115, 118–20, 122, 125–7
NSSE (National Survey of Student
Engagement) 14, 94, 104, 143
OECD (Organisation for Economic
Cooperation and Development) 103, 104, 117
OEI (Open Education Initiative) 144
OER (Open Education Resource) 15,
123–4, 144
open ended assessment 87, 88, 96
Orlando, M. 56–7
outsourcing 123, 124
part-time faculty 51, 52, 56
part-time staff 53
pedagogical improvements 30, 32, 37,
60, 62, 96
pedagogy 78
peer review 16, 17, 34, 43, 77, 94–5,
99–100, 101
performance assessment in K-12
education 2, 25, 28
performance assessment in post-
secondary education
case for 15, 20–21
defined 15, 143
department-based governance
20–21, 36
versus multiple-choice tests 15, 87,
88, 96, 150
standardization 42
State as institutional-legal order 25
see also assessment instruments; student learning assessment; value added measure of student learning; performance measures 75; philosophy 40; physical plant 49, 114, 118, 121, 124, 138; policy decision-making 23–4; political leaders 2, 14, 25, 103, 133–4; politics 5–6, 72, 73–4, 126–7; population growth 60, 134; portfolios 14, 41, 95, 143, 150; positive externalities 5, 38; post-secondary/undergraduate education; budgets 7, 25, 28, 29; common pool problem 6–8, 17–19, 29–30, 74, 113, 126, 143, 144; costs 34, 36, 105; environmental changes and challenges 113–15; funding 18, 25–6, 55–6, 120, 122–3; higher education challenge 65, 66; impact of internet 117–18; incentives 14, 79–81, 89, 90–91, 126, 139; international consortia 103; new governance systems 78–9; public funding deficits 65, 69–70, 71, 72–3, 79, 120, 125; as a public good 6, 7–8, 9, 16, 35, 80–81; strategic planning 59; presidents/chancellors 67, 76, 78, 119; prestige 16, 17, 18, 19, 40, 66, 77, 78, 120; prioritization 19, 55, 71; see also resource reallocation; private colleges and universities 6, 34, 105, 120, 125–6, 129–30; see also for-profit online colleges; private goods 4–7, 17, 24, 38, 77, 126; see also collective goods; privatization, post-secondary education 7; problem solving skills see higher order skills; professional education 18, 19, 50, 69, 72, 73, 119, 120, 144; professionals 23, 39, 73, 90, 121, 142; professors 51, 52, 54, 76–7, 78–9; Proficiency Profile (ETS) 82–3, 93, 94, 97, 143; promotion 17, 19, 68, 73, 76, 77, 79, 90, 139; property rights 24; public choice theory 35; public colleges and universities 6, 27–8, 34, 61, 99, 105, 129–30; public funding 25–6, 48, 55–6, 122–3, 138–9; public funding deficits 55–6, 65, 69–70, 71, 72–3, 79, 120, 125; public goods 4–8, 9, 16, 18, 24, 35, 80–81; see also collective goods; public policy 29, 31, 32, 137–8, 139–40, 152; see also education policy; higher education policy; publications 16–17, 77; see also book publishing; citations; e-books; educational policy; journal rankings; quality of goods and services 4; quality of student learning; versus access to undergraduate education 60, 64; City University of New York (CUNY) 56; higher education challenge 65, 66; higher education policy connections 64; human capital requirements 139; new governance systems 76–7, 78, 90–91; redesign of higher education 129; see also student learning assessment; student learning outcomes; value added measure of student learning; racial groups see ethnic/racial groups; ranking systems 31, 32, 33, 43, 61, 99, 140; rational choice 150–52; redesign of higher education; argument for 129–30
<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>disruptive forces as driver of 115–16, 125</td>
</tr>
<tr>
<td>for-profit online colleges, as driver of 122–3</td>
</tr>
<tr>
<td>incentives 126, 129</td>
</tr>
<tr>
<td>new limits of the education policy environment 131–3</td>
</tr>
<tr>
<td>new policy agenda 133–7, 146–9</td>
</tr>
<tr>
<td>outdated research-based metric 139–40</td>
</tr>
<tr>
<td>projections 138–9</td>
</tr>
<tr>
<td>quality measure 141–2</td>
</tr>
<tr>
<td>role of the university 130–31</td>
</tr>
<tr>
<td>the State 137–8</td>
</tr>
<tr>
<td>student learning assessment 140–41, 142–4</td>
</tr>
<tr>
<td>regulations/regulatory deficits 18, 24, 115</td>
</tr>
<tr>
<td>reliability of student learning assessment 37, 42, 83, 84, 93, 94,</td>
</tr>
<tr>
<td>95, 100, 150</td>
</tr>
<tr>
<td>remedial instruction 2, 56–7</td>
</tr>
<tr>
<td>reporting 63, 94–5, 100</td>
</tr>
<tr>
<td>research</td>
</tr>
<tr>
<td>common pool problem 6</td>
</tr>
<tr>
<td>consortia 77, 78, 79, 102, 103, 103, 124, 138</td>
</tr>
<tr>
<td>continuous system of improvement 16, 34, 43, 100</td>
</tr>
<tr>
<td>control 100–101</td>
</tr>
<tr>
<td>department-based governance 119</td>
</tr>
<tr>
<td>federal policy areas 29, 31</td>
</tr>
<tr>
<td>higher education challenge 65, 66</td>
</tr>
<tr>
<td>new governance systems 76, 77–9</td>
</tr>
<tr>
<td>prioritization 19</td>
</tr>
<tr>
<td>as a public good 6, 16, 18</td>
</tr>
<tr>
<td>role of the Internet 146</td>
</tr>
<tr>
<td>research awards 16–17, 29, 57, 79</td>
</tr>
<tr>
<td>research-based metrics 77, 139–40</td>
</tr>
<tr>
<td>see also citations; publications; research awards</td>
</tr>
<tr>
<td>research expenditures 90, 138–9</td>
</tr>
<tr>
<td>research funding 16, 18, 77, 79, 138–9</td>
</tr>
<tr>
<td>research performance</td>
</tr>
<tr>
<td>comparability 94–5</td>
</tr>
<tr>
<td>department-based governance 76–7</td>
</tr>
<tr>
<td>evaluation 17</td>
</tr>
<tr>
<td>incentives 16–17, 18, 19, 76–7, 78–9, 89–90, 138–9, 140</td>
</tr>
<tr>
<td>national statistics 17</td>
</tr>
<tr>
<td>peer review 16, 17, 34, 43, 77, 94–5, 99–100, 101</td>
</tr>
<tr>
<td>research universities</td>
</tr>
<tr>
<td>competitiveness 125–6</td>
</tr>
<tr>
<td>department-based governance 36, 67–8, 76–7</td>
</tr>
<tr>
<td>incentives 76–7, 78–9, 89–90, 138–9, 140</td>
</tr>
<tr>
<td>international consortia 102, 103</td>
</tr>
<tr>
<td>origins 28</td>
</tr>
<tr>
<td>prestige 40</td>
</tr>
<tr>
<td>resource allocation 55, 66, 67, 68–9, 73, 74, 75, 78</td>
</tr>
<tr>
<td>see also resource reallocation</td>
</tr>
<tr>
<td>resource deficits 18, 20, 60, 68, 69–70, 71</td>
</tr>
<tr>
<td>resource reallocation</td>
</tr>
<tr>
<td>department-based governance 67, 68–9, 71, 119</td>
</tr>
<tr>
<td>effects of student learning assessment deficits 34–5</td>
</tr>
<tr>
<td>effects on student learning 18–19</td>
</tr>
<tr>
<td>higher education challenge 65</td>
</tr>
<tr>
<td>new systems of governance 71–2</td>
</tr>
<tr>
<td>politics 72, 73–4</td>
</tr>
<tr>
<td>resources 120</td>
</tr>
<tr>
<td>see also human capital; resource allocation; resource deficits;</td>
</tr>
<tr>
<td>resource reallocation; revenues</td>
</tr>
<tr>
<td>restructuring of higher education 14, 20, 30, 35, 39–40, 57, 72–3</td>
</tr>
<tr>
<td>see also redesign of higher education</td>
</tr>
<tr>
<td>retention rates 2–3, 60, 65, 88, 103–4, 106, 118, 125</td>
</tr>
<tr>
<td>revenues 48, 55, 59</td>
</tr>
<tr>
<td>rewards see incentives</td>
</tr>
<tr>
<td>SAT scores 2, 43, 56–7, 93–4, 97, 107–9, 120, 140</td>
</tr>
<tr>
<td>school districts 26, 28</td>
</tr>
<tr>
<td>science-based college of education 144</td>
</tr>
<tr>
<td>senior colleges 47, 48–9, 50, 51, 52, 56, 57</td>
</tr>
<tr>
<td>services sector 3, 4, 26, 27, 37</td>
</tr>
<tr>
<td>Simon, H. 80, 86, 98, 151</td>
</tr>
<tr>
<td>skill acquisition 79–80</td>
</tr>
<tr>
<td>see also higher order skills</td>
</tr>
<tr>
<td>social and economic change 130–31, 151–2</td>
</tr>
<tr>
<td>social and economic mobility 130, 138</td>
</tr>
</tbody>
</table>
The new limits of education policy

social systems theory 151–2
socio-economic equality 26–7, 35, 139
socio-economic inequality 26, 125, 134–7, 139, 144–5
South American higher education consortia 103
staff 52–3, 54
see also administrative staff
stakeholders 16, 67–8, 71, 72–3, 74, 114, 115–16, 122–3, 125
see also common pool problem (CPP)
standardization
critique 95, 96, 97–8
for-profit online colleges 120–21
higher order skills assessment, deficits in 41
student learning assessment 42, 84, 85, 87, 92, 93, 95, 96, 143–4
see also assessment instruments
State 22–8, 99, 137–8, 139
strategic planning 55, 59
student admissions procedures 49, 118, 120, 124
see also student admissions standards/standard deficits; student enrollment rates
student admissions standards/standard deficits 56, 57, 73, 78, 88, 120, 129, 141–2
see also college readiness standards/standard deficits
student-centered learning 15, 86, 96, 98, 141
student characteristics, City University of New York (CUNY) 50
student engagement 14, 42, 61, 94, 104, 143
student enrollment rates
City University of New York (CUNY) 47, 50, 56, 57, 59
department-based governance 76
for-profit online colleges 115, 118, 121
international comparisons 103–4
national statistics 1
non-profit online colleges and universities 115, 120
student learning assessment
accountability 35–6, 37, 61, 82, 83, 99, 105–9
arguments against (‘seven red herrings’) 88, 92–9, 100–101
comparability 42–3, 84, 85, 87–8, 93–5, 97–8, 99–100, 103–4
continuous system of improvement 60, 92, 93, 95, 100
for-profit online colleges 120
higher order skills 40–41, 85–7, 93
importance 34–5, 60–61, 140–41
legislation 61
new governance systems 75
non-profit colleges and universities, deficits in 119–20
rationale for performance assessment 85–7
resource reallocation problems 34–5
responses by higher education 35–6
standardization 42, 84, 85, 87, 92, 93, 95, 96, 143–4
types 142–4
see also assessment instruments; faculty’s role in student learning assessment; formative assessment; performance assessment in post-secondary education; student learning deficits; summative assessment; value added measure of student learning
student learning deficits 3, 17–19, 30, 142
see also high school drop-outs; low educational attainment
student learning outcomes 29–33, 35, 60, 61, 63, 64, 100, 101, 106
see also educational attainment; student learning deficits
student loans 79, 115, 118, 121
subsidies 119, 121
summative assessment 58, 129, 150
sustainability 15, 21, 66, 103, 120, 121
targets for student learning improvement 90
teaching and learning improvements 13, 14–15, 37, 42–3, 61
see also continuous system of improvement
technology 3, 134, 144, 145, 147
see also educational technology; information technology; internet
tenure/tenure decline 17, 18, 19, 54, 55, 68, 72, 76, 77, 79, 90, 125
Texas 26, 134, 138
Tierney, W.G. 113–15
time factors 75, 85, 124
top-down decisions 69–70, 74, 123
tragedy of the commons 6, 7, 74
transparency 16–17, 20, 35, 100, 101, 125, 142
trust 62, 63
tuition fees 48, 55, 79, 120, 125
undergraduate education see post-secondary/undergraduate education
UNESCO 103–4
United States Department of Education 1, 3, 29, 31, 32, 82, 83, 87, 114, 115
universality of knowledge 118, 119, 121
universities, role of 130–31
University of Wisconsin 27–8, 89–90
validity of student learning assessment 42, 83, 84, 93, 94, 95, 100, 150
value added employment 3
value added measure of student learning 42–3, 61–4, 90, 97, 104, 105, 107, 140–41
values, department-based governance 71, 73
vice presidents 67, 76, 119
vision 59, 66, 78
visiting faculty 51, 56
wages 39, 134–7
see also faculty salaries
Western European higher education consortia 102
women 126, 135
writing skills see higher order skills