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| Soggetti                | Higher education<br>School management and organization<br>School administration<br>Educational policy<br>Education and state<br>Assessment<br>Higher Education<br>Administration, Organization and Leadership<br>Educational Policy and Politics<br>Assessment, Testing and Evaluation  |
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| Nota di bibliografia    | Includes bibliographical references at the end of each chapters and index.  |
| Nota di contenuto       | Chapter 1. Show Me the Outcomes! The Emergence of Performance and Outcomes Based Funding in Higher Education -- Chapter 2. Double or Nothing, States Betting it all on Performance and Outcomes Based Funding and the Implications for Equity -- Chapter 3. Reparations and Rewards: Performance and Outcomes Based Funding and De Jure to De Facto Segregation in Higher Education Systems -- Chapter 4. Impacting the Whole Community: Two-Year Minority-Serving Institutions and Performance and Outcomes Based Funding in Texas -- Chapter 5. A Critical Analysis of the Socio-Political Climate for POBF in Three States -- Chapter 6. Policy Actors, Advocates, & Critics: The promotion and critique of performance and outcomes based funding's impact on |

equity -- Chapter 7. Between Words and Action: The Problem with POBF Indicators for Achieving Racial Diversity -- Chapter 8. Toward a New Framework for funding for equity. .

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Sommario/riassunto

This book examines how Performance or Outcomes Based Funding (POBF) policies impact racial equity in higher education. Over the last decade, higher education has become entrenched in a movement that holds colleges and universities more accountable to its supporters. There are pressures to answer questions about student outcomes and performance, the value of education, the effectiveness of instructors, and the ability of existing leaders to manage efficiently and effectively. It is within this climate that states have adopted POBF policies. Through POBF, public colleges and universities receive state funding through formulas that no longer rely solely on student enrollment, but are instead based on student outcomes. This book provides an overview for policymakers of how racial equity has been addressed, the impact of these approaches, and recommendations for moving forward. .

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