

Getting Past Goal: The Role of Institutional Leadership in Getting to 40/40/20



Oregon Community College Association
Salishan Resort
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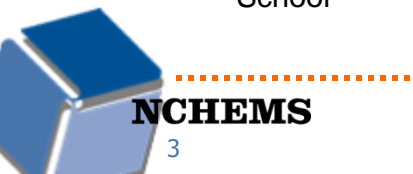
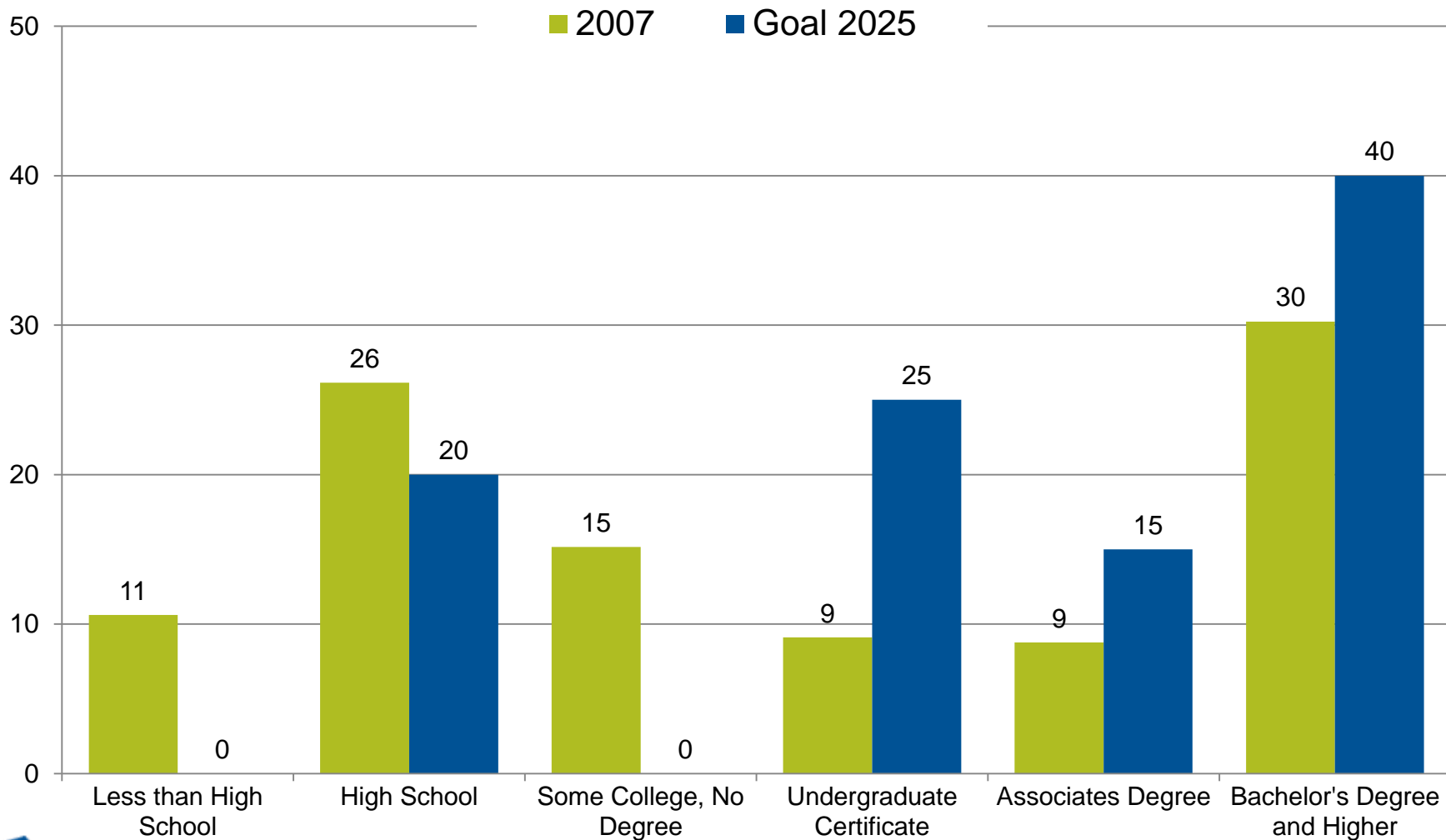
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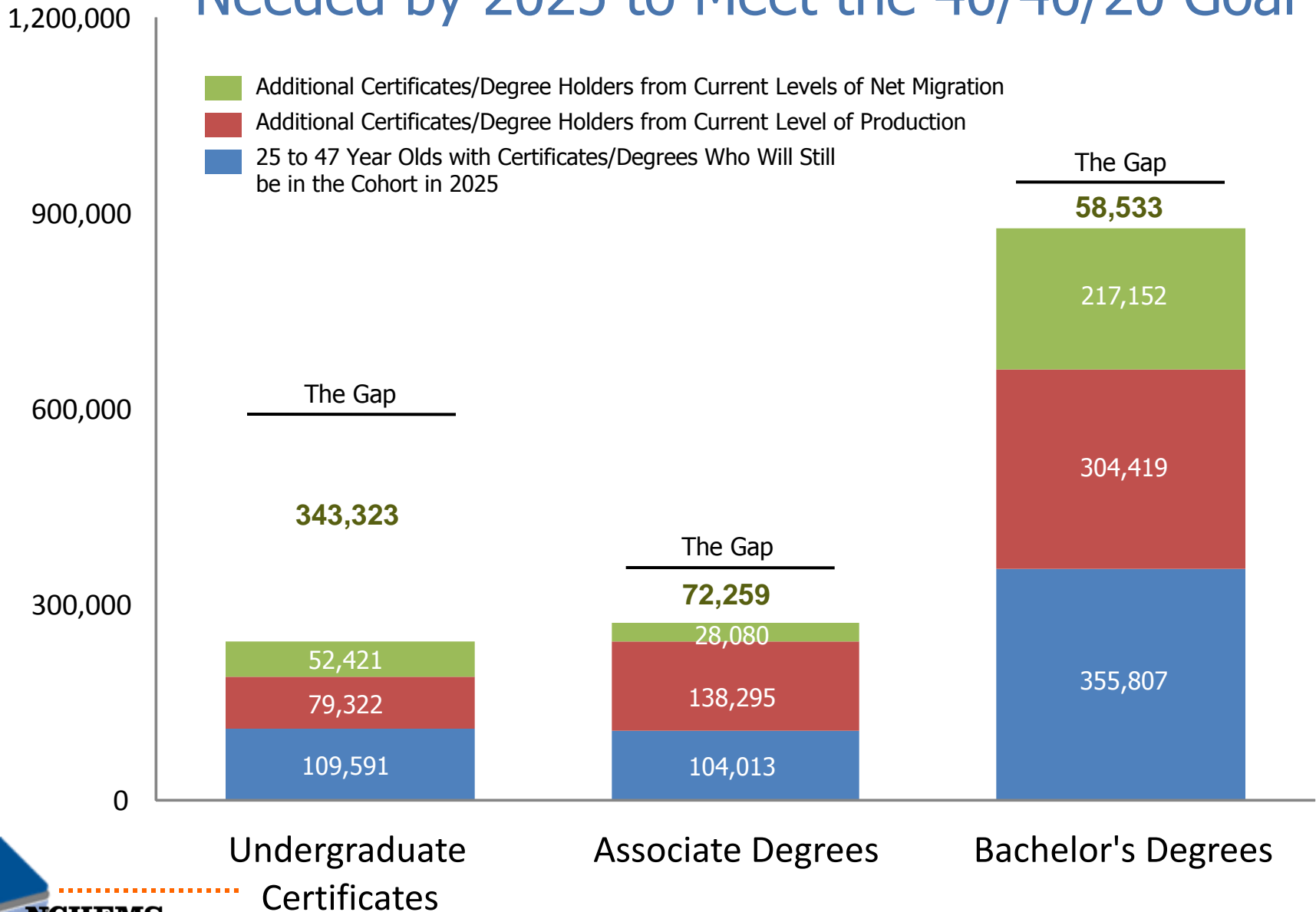
The expectations placed on Oregon's System of Higher Education are clear - and high.

40/40/20

Current Educational Attainment of 25 to 64 Year Olds vs. the 2025 Goal (40/40/20)



The GAPS - Additional Certificates and Degrees Needed by 2025 to Meet the 40/40/20 Goal



The Role of the Community Colleges

- Contribute to 40% Baccalaureate by increasing numbers of transfers
- Produce more associate degrees and (especially) high-value certificates
- Increase the number of adults who receive GEDs or equivalent readiness certifications

Keys to Success - Transfers

- Alignment of P-12 exit standards and college readiness standards
 - Common community college placement exam
- Acceleration strategies
 - Dual credit
 - Assessment of prior learning
 - Etc.
- Clear pathways
 - Transfer general education core
 - Transfer guarantees for common majors

Keys to Success – Degree & Certificate Production

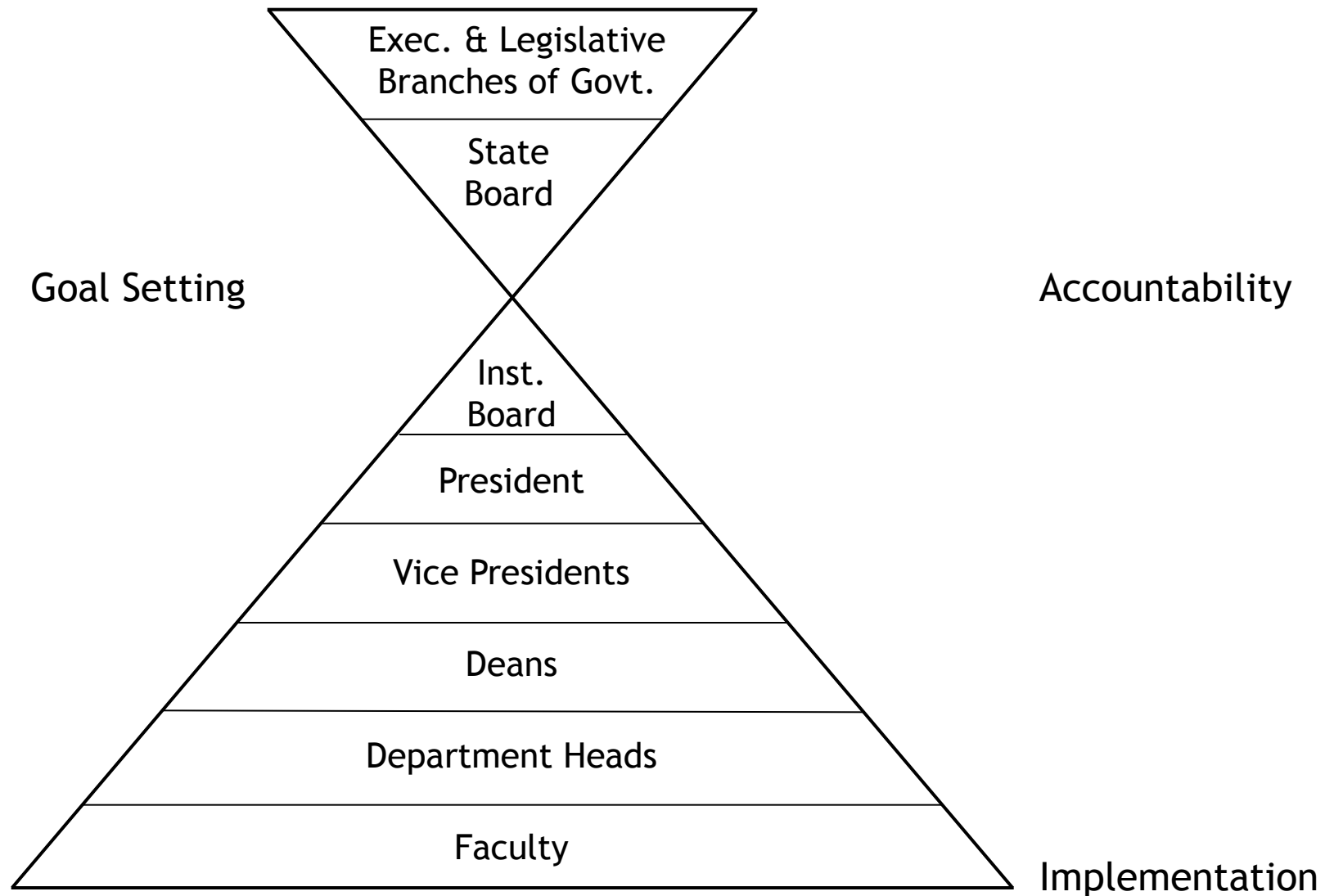
- Alignment of P-12 exit standards and college readiness standards
- Rapid completion of developmental education requirements – alignment of developmental education completion requirements and college readiness standards
- Minimize non-credit work
 - Developmental education embedded in vocational programs
 - Credit coursework with intensive additional assistance
- Early choice of program
- Limited course choices within programs
- Block scheduling
- Full-time attendance
- Earn & Learn options
- Wrap-around student support services – one stop help

Keys to Success – ABE/GED

- Build on motivation – which is almost always economic
- Create pathways to certifications
- Embed basic skills education in vocational programs

The Role of the Board

The Hierarchical Realities




The system [education] is *bottom heavy* and *loosely coupled*. It is bottom heavy because the closer we get to the bottom of the pyramid, the closer we get to the factors that have the greatest effect on the program's success or failure. The system is loosely coupled because the ability of one level to control the behavior of another is weak and largely negative...

The skillful use of delegated control is central to making implementation work in bottom-heavy, loosely controlled systems. *When it becomes necessary to rely mainly on hierarchical control, regulation, and compliance to achieve results, the game is essentially lost.*

Richard F. Elmore, *Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy*

1. Ensure that goals are in place

- Developmental Education
- Transfers
- Completions
- Specific
 - Numbers
 - Time
- Aligned with (and appropriate share of) statewide goals

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2. Insist on annual progress reports
 - Actual versus target


3. Ask the right questions

- Where are the greatest needs (and opportunities) for improvement
- What is the evidence that students are prepared for what comes next (work or further education)? Are students actually learning?
 - Are expected learning outcomes clear?
 - Are they measured in meaningful (to external audiences) ways?
- What are characteristics of students who succeed versus those who don't – where are we succeeding/failing
- Are best practices being deployed? If not, why not?
- Is there evidence they're making a difference? If not, what's the alternative strategy?

4. Link leadership to the goals


- Budget – are resources being allocated in ways that leverage performance?
- Criteria for leadership appointment
- Criteria for leadership evaluation and compensation

The Role of the President

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1. Ensure that institutional goals align with 40/40/20
 - Insist that institutional goals incorporate appropriate components aligned with 40/40/20
 - There can be others, but these must be given as requirements

2. Insist that accountability metrics are

- In place
- Regularly reported to
 - The Board
 - Faculty & staff
 - The public
 - The media

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3. Create expectations (and an environment) that promote goal achievement
- Overtly invest in change strategies/best practice
 - Insist on data-based decision-making – are interventions making a difference?

4. Take the leadership in building regional ties to

- Feeder school districts
 - Acceleration strategies
 - Common core standards
 - Shared responsibility for student success
- Regional four-year institutions
 - Agreement on transfer pathways
 - Assessment of learning outcomes
- Employers
 - Needs assessment
 - Assessment of learning outcomes
- Community leaders

Assume appropriate responsibility for the regional
“eco system”.

5. Be persistently consistent

- Use the bully pulpit
- Stay on message
- Communicate, communicate, communicate
- Make sure that all parties understand
 - Goals
 - strategies

6. Ensure that institutional policies and procedures are aligned with goals

- Require an internal policy audit
 - What Board/institutional policies are in the way of progress
- Recommend changes/deletions to the Board

For Further Information, Contact

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