Models and Best Practices of Governance and Coordination of Higher Education

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Subcommittee on Governance and Funding, Interim Study Concerning Community Colleges
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Outline

• Best practice related to community college governance and statewide systems
• Best practice for state higher education systems within which college colleges are one component
• Guidelines for states considering governance change
Best Practice

• Structures that include both:
  – A state-level entity with authority/responsibility for coordinating/governing the whole higher education system, including community colleges and universities, in relationship to long-term state goals
  – An effective community college system that has capacity to provide effective community college services in every region of the state aligned with the needs of each region functioning within the overall system
BEST PRACTICE: COMMUNITY COLLEGE SYSTEMS
A System

• Independent Entities
• Working Together
• To Accomplish Common Objectives
Community College System (Continued)

• Operates Within the Framework of Overall Statewide System Goals/Coordination
• Component Entities Are Each (Locally/Regionally) Effective
• Their **Collective** Capacities Are Effectively Utilized to Achieve Identified (Statewide) Goals/Priorities
Community College System (Continued)

• The System Has a Clearly Established Set of Goals

• These Goals Be Expressed in Measurable Terms
  – Target Audiences (Units of Analysis)
  – Improvement in Achievement/Condition
Community College System (Continued)

• Each Community College Has Capacity to Serve Unique Needs of Its Region
  – The Different Needs of
  – Different Types of Clients
## The Domain of Community and Technical College Services

<table>
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<tr>
<th>COMMUNITY AND TECHNICAL COLLEGE SERVICES</th>
<th>CLIENTS</th>
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<td>In-School Youth (Secondary Education)</td>
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<td>Career Preparation</td>
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<td>Community Service (Non-Credit and Other Services to the Community)</td>
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<td>Brokering and Serving as a Delivery Site for Other Providers</td>
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Community College System (Continued)

System is **Collectively Effective**

• Uses of “Best Practice” Methodologies in Providing Services Common to Most/All Campuses

• Creates Unique Programmatic Capacity Where:
  – Local/Regional Needs Warrant It
  – There Will Be Ongoing Demand

• Ability to Share This Unique Capacity Outside an Institution’s “Responsibility” Area Where There Is:
  • Local/Regional Need
  • No Evidence of Ongoing Demand
Community College System (Continued)

• Creates Campuses with Different Strengths in Different Parts of the State
• Creates Environment in Which Institutions Collaborate to Deliver Services:
  – From Institutions with the Necessary Capacity
  – To Clients with Demonstrated Need
The Responsibility Area Perspective

Provider B

Provider C

Provider D

Provider A

Level of Involvement

Curriculum Planning
Content Development
Content Delivery
Assessment

Tutoring
Advising
Counseling
Academic Support Services
OVERALL SYSTEM DESIGN: BEST PRACTICE
Best practice in Overall System Design

• Provides a Venue for:
  – Establishing Measurable Goals Linked to the State’s Future Quality Of Life And Economic Competitiveness
  – Monitoring and Reporting on Progress Toward Goals
  – Aligning Policy with These Goals: Finance and Accountability
Overall System

• Develops essential system capacity and mission differentiation to meet goals:
  – Research universities
  – Comprehensive universities
  – Community colleges
  – Other providers
Overall System (Continued)

• Delegates/decentralizes authority/responsibility for institutional leadership/management balanced by accountability to the system

• Provides a venue for resolve inter-institutional/interregional conflicts (somewhat) removed from the political arena
Overall System (Continued)

• Develops And Implements Finance Policy Aligned With:
  – Long-term Goals
  – Mission Differentiation (E.G., Community College Mission Vs. Research University Mission)

• Provides Systemwide Services And Economies-of-scale In Critical Areas Such As:
  – Data/Information Systems (P-20 Longitudinal Data Systems)
  – Student Information/Support Systems
Overall System (Continued)

• Promotes collaboration across sectors to address cross-cutting issues such as:
  • College and career readiness standards and assessments with P-12/adult education
  • Transfer and articulation between community colleges and universities
  • Competency-based assessment and certification of prior learning
GUIDELINES FOR GOVERNANCE CHANGE
Guidelines for States Considering Governance Change

• Focus first on ends, not means
• Be explicit about the specific problems that are the catalysts for the reorganization proposals
• Ask if reorganization is the only or the most effective means for addressing the identified problems.
• Weigh the costs of reorganization against the short- and long-term benefits.
Guidelines (Continued)

• Recognize that a good system balances state and societal needs and the needs of colleges and universities.
• Distinguish between state coordination and institutional governance
• Examine the total policy structure and process, including the roles of the governor, executive branch agencies and the legislature, rather than only the formal postsecondary education structure