

Review of Observations from Policy Review and Major Categories for Recommendations



Higher Education Planning Commission
Meeting
June 10, 2014



NCHEMS

National Center for Higher Education Management Systems
3035 Center Green Drive, Suite 150
Boulder, Colorado 80301

Preliminary Observations from Policy Review

Framework for Policy Review

Policy Tools to Accomplish Goals

Goals	Policy Leadership	Finance policy related to:		Decision-making Authority-Governance	Data/Information for Planning, Monitoring Performance, and Accountability	Accountability	Laws and regulations
		Institutions	Students				
Increase educational attainment							
Globally competitive economy and sustainable communities							
Affordability							

Categories for Recommendations

- Establish Policy Leadership Entity
- Align Finance Policy with Goals
 - Institutional Finance
 - Student Finance
- Establish Metrics Related to Goals for
 - Monitoring
 - Accountability
- Remove Regulatory Barriers

Policy Leadership

Connecticut **needs entity or venue** that has the authority and responsibility to:

- Establish, build consensus around, and sustain attention to **long-term goals for postsecondary-level education** attainment – or for the whole education system, P-20
- Develop **metrics and data/information system** necessary for measuring progress toward goals and holding the system accountable for performance
- **Report annually on progress** toward achieving the established goals
- **Provide a venue** to discuss the challenges in reaching goals and **shape recommendation** to the Governor and Legislature on an action agenda to achieve goals (e.g., a two-year agenda toward long-term goals)

Policy Leadership (Continued)

Design Criteria for Policy Leadership Entity:

- Is composed of the **state's most influential civic, business/industry, and cultural leaders** representing the **diversity** of the state's population
- Has a **degree of independence** from, but trusting relationships with:
 - The state's political leadership: the Governor and General Assembly and
 - Higher education institutional leadership
- Is **not encumbered** by responsibilities for governing public institutions, or carrying out **regulatory or administrative tasks** that are inconsistent with statewide policy leadership

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*