Empowering Leadership—Leading From the Front Lines

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Presentation Purpose

- To provide an overview of front line leadership strategies
- Provide topics for discussion about leadership in today’s community college environment
- Provide a framework for professional growth
Communication

- Communicate clearly and concisely why, what and when
- Communicate with follow up in writing and in person
- Welcome and encourage input & consensus
- Leadership communication thread must be congruent
- Leadership communication must be consistent
Communication

- Be honest, be yourself, build trust
- Be frank when needed, “tell it like it is”
- Check for understanding
- Communicate with a focus, “time is precious”
- Smile, smile, smile, smile, smile
- Say hello, smile
- Fear no evil
Communication

- Be a trustworthy conduit of information from the top down and from the bottom up
- It’s: the district, the college, our office....
- Once we leave the room, we are all in the same choir singing from the same page of music
- Audience = communication style
- Make eye contact, non-verbal cues
Communication

- Listen actively to the speaker
- Reflect or paraphrase back what you heard
- Smile, nod...to let speaker know you are listening
- Give the speaker time to finish
- Refrain from interrupting
- Check in with your faculty, staff or students
Institutional Stewardship-Decision Making

- **Step up and make the hard decisions**
- **Own it** because it’s not about you
- Build a structure/process that allows for good decisions
  - Purpose, process, time-line, clear outcomes, implementation strategy
- Build a broad base army of the willing
- Process is critical
Institutional Stewardship-Program Review

- Program review outcomes point to resource priority
- Process must be real and authentic to be trusted
- Document, document, document
- Be able to trace the through line connection from student learning outcomes to program outcomes to institutional outcomes to college mission, to district goals, to resources allocation
- Act on program review outcomes that call for programmatic change/action to improve PLOs
Institutional Stewardship-Program Review

- Must become the way you do business
- Conduct curriculum review with program review
- Evaluate program review process
- Communicate widely program review results
- Communicate widely resource allocation decisions
- Be able to connect allocation decision to specific Program review outcomes
- Document, document, document
Institutional Stewardship-Budget

- Must be based on planning outcomes
- Allow those responsible for budgets to be responsible
- Hold them accountable by monitoring
- Hold mid-year budget review meeting
- If spending is less than planned follow up with request for a spending plan update
- Monitor categorical spending closely
- Drill down to the detail, know where the public’s money goes
Institutional Stewardship-Enrollment Management

- Full time equivalent students = $$$$$$$$$$$$
- Apportionment + property tax + COLA + SB361 = revenue
- State FTES target allocation per year (funded)
- Building a class schedule to match funded FTES
- Enrollment management strategies
- The money is in the details
Calculating FTES

- **Example:** Suppose a class meets 3 hours per week during the fall semester and has 40 enrollees during the census week. To find the FTES follow the 3 steps:
  - 1. 40 enrollees x 3 hours = 120 hours of enrollment in the census week.
  - 2. 120 x 17.5 = 2100 hours of enrollment for the semester.
  - 3. 2100/525 = 4 FTES.
  - 4 x state rate per FTE S= apportionment revenue
Institutional Stewardship-Enrollment Management

- How many Avg. FTES per section?
- How many FTES per positive attendance section?
- What is the average fill rate per section?
- What is the average variation of FTES between fall and spring?
- What is the average FTE generated per student enrolled?
What is the average cost in PT and overload per FTE generated by same?
What is the efficiency rate, WISH/FTES? (525?)
What are the top 25 classes taken by students?
What are the top 50 classes taken by students?
Institutional Stewardship-Enrollment Management

- State apportionment chart for contact hour scheduling
- How many sections are scheduled that are <50min?
- Are students dropped as no shows by Census date?
- Standard policy for cancelling classes (see pg 12)
- Does college matriculation services work together with instruction to manage enrollment?
Accountability and ACCJC

- Revised ACCJC Accreditation Standards 2002
- Spellings Report 2006
- Student Success Task Force Recommendations 2012
- Score Card and ARC Metrics
Accountability and ACCJC

- Learning outcomes are here to stay
- Focus on ongoing and continuous quality improvement
- Data driven decision making
- A Culture of evidence
- Comprehensive institutional dialogue about institutional quality and learning/service outcomes
Accountability and ACCJC

- Develop institutional processes whose outcomes align with accreditation standards
- Document progress routinely not just at Mid-term or comprehensive report production process
- Get involved and participate on visiting teams
- Attend ALO trainings and bring back information to institution and share
- Strengthen institutional processes that address ACCJC and state accountability requirements
Why me? Why now?

- Your students
- Your community
- Your future

“Leadership and learning are indispensable to each other”

John F. Kennedy