

LEAGUE FOR INNOVATION Trends Report



League for Innovation in the Community College
with support from Civitas Learning



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The League for Innovation in the Community College is an international organization dedicated to catalyzing the community college movement. The League hosts conferences and institutes, develops print and digital resources, and leads projects and initiatives with more than 800 member colleges, 160 corporate partners, and a host of other government and nonprofit agencies in a continuing effort to make a positive difference for students and communities. Information about the League and its activities is available at www.league.org.

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League for Innovation Trends Report

Diverse leaders from across the community college—faculty, staff, and administrative—help plan for, guide, respond to, and sometimes make change. However, the press and pull of doing increasingly more with significantly less often makes it difficult to take the time to step back and take stock of what’s at hand and what’s to come. Indeed, the rhythms that used to define college life no longer really apply in our worlds, particularly as we move to monthly course starts and new and novel delivery and learning models.

The trends surveys conducted by the League for Innovation in the Community College (League) are an attempt to both catalyze and inform those ready to take a breath and take a look down the road ahead. Since 1997, these trends surveys have been used by boards of trustees, administrative teams, faculty senates, staff councils, student leadership groups, community forums, legislative retreats, and even business and industry roundtables to help position and prepare local community colleges using an emerging frame of issues to explore.

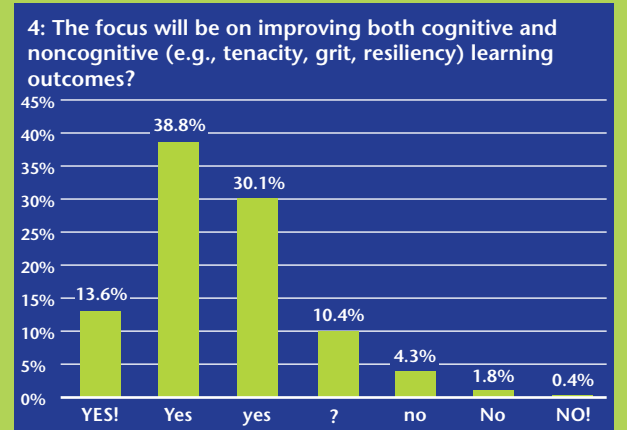
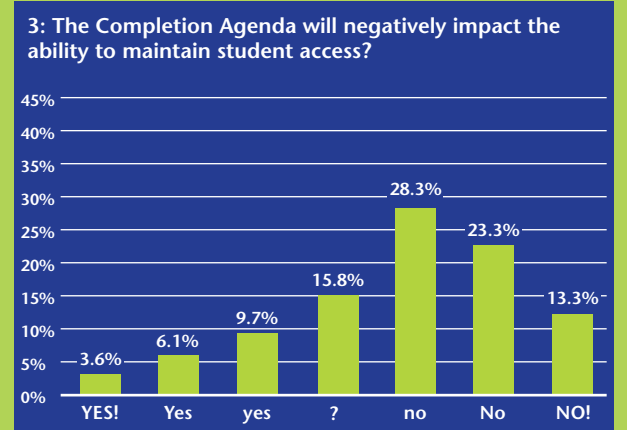
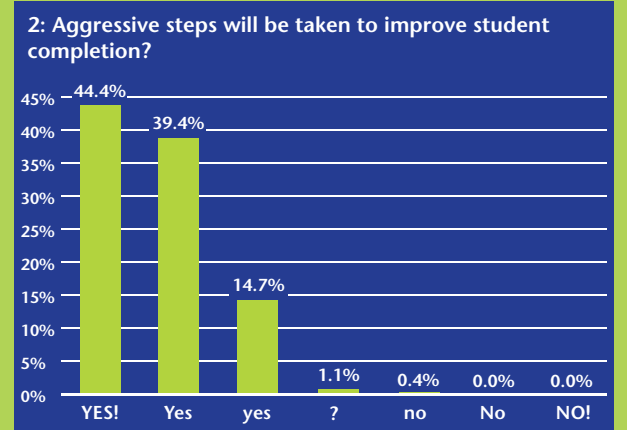
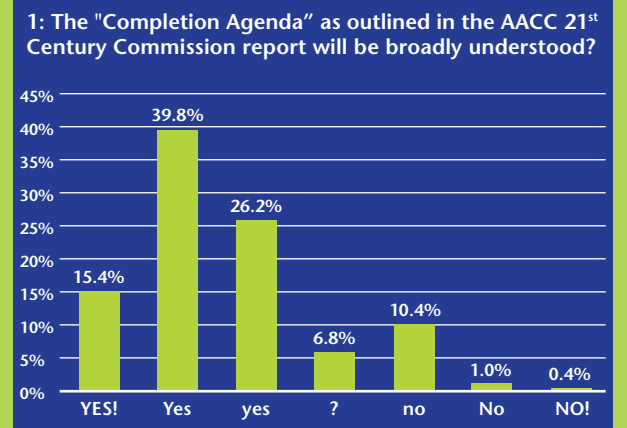
This report is the sixth installment of the League’s trends research and comes at a time of significant shifts in our field. For example, we are clearly seeing a significant change in the focus of community colleges from policy and practice aimed at maximizing access and enrollment to those maximizing access and completion, with a strong emphasis on completion that leads to more clear-cut learning outcomes. Moreover, the expansion of technology is increasingly less about powering traditional models with modern tools and more about creating the infrastructure for new learning and delivery models that have moved far beyond innovative pilots and segregated distance learning programs. These are at-scale reframings of how community colleges deliver their core services, particularly in developmental education. Undergirding these shifts is a major move from a focus on accountability analytics—conversations and innovations focused on getting data to administrators, legislators, and trustees—to action analytics, where the focus is on getting real-time and predictive data into the hands of teachers, advisors, and students on the front lines of learning.

In the sections that follow, we’ll attempt to unpack these and other key changes using qualitative and quantitative data from the field. As we have in the past, we develop the initial trends frame using a qualitative clustering technique drawing data from conference programs, community college publications, research literature, national meetings, and local focus groups. Once we’ve developed the frame, we create a questionnaire that we send out to community college presidents across the nation and abroad. The survey is a combination of demographic, quantitative, and qualitative questions. The results of the field cluster review and presidential surveys are then combined into the report you have now. In the sections that follow, we’ll dive a bit deeper into the survey’s demographic findings, but spend the bulk of the time unpacking the seven key trend sets, weaving information from the qualitative cluster review, presidential survey quantitative results, and responses to open-ended survey items.

A Little More on the CEO Survey

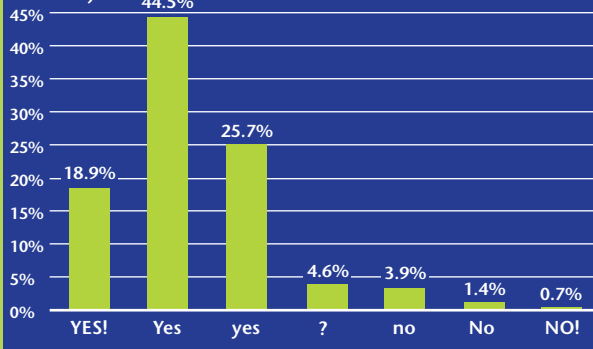
The League’s CEO survey was sent to 1,049 college and campus CEOs, with 280 responses for a 26.7 percent response rate. This response rate is in line with previous surveys of this type. The respondents were split roughly 60 percent male to 40 percent female. Interestingly, reflecting the predicted retirement and turnover waves discussed in previous surveys, there has been a shift in the tenure of the respondents to this survey in the last 18 years. The 1997 trends survey had an average tenure of 9.1 years, with the modal group of presidents being between 11-15 years. The 2007 survey had an average tenure of 8.6 years, with the modal group being 6-10 years. For this survey we did not get a unit average, but the modal group was 1-5 years with more than 40 percent of the presidents in this category.

Do you believe in the next two years at your institution...

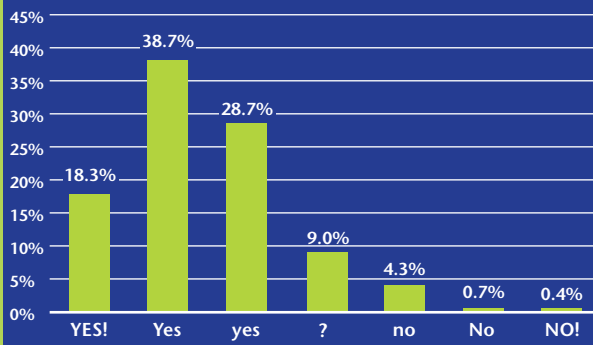


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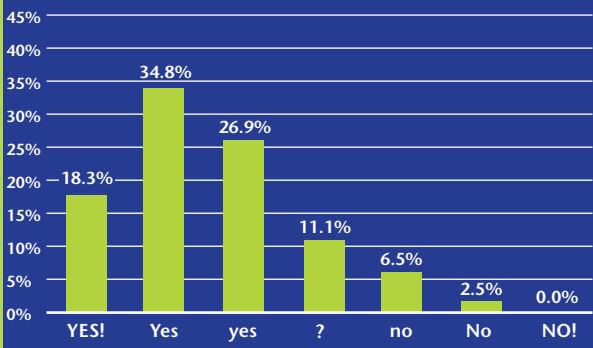
5: Better learning outcome data will guide program change (e.g., creation, expansion, contraction, and/or closure)?



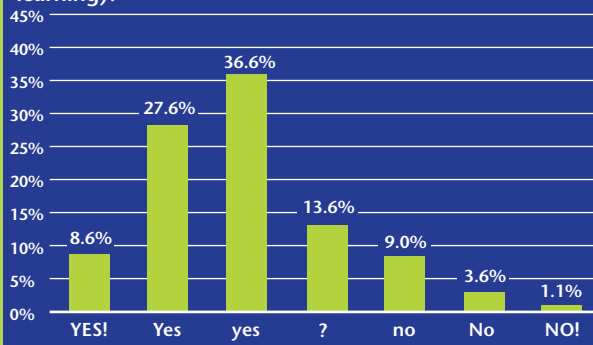
6: The use of mobile devices will be expanded to improve learning (e.g., bring your own devices, apps in learning)?



7: You will innovate with competency-based models for program or course delivery?



8: Other next generation learning models will be used to innovate (e.g., MOOCs, adaptive learning/personalized learning)?



The survey featured 29 issue items (see page 9). The issue items are posed with the prompt, "Do you believe in the next two years at your institution...?" This prompt is followed by a series of statements rated using the following variation of a seven-point Likert scale we have used in all previous surveys. This scale has shown to be useful in differentiating levels of intensity and to intuitively appeal to respondents:

YES! Yes yes ? no No NO!

In addition, we prompted respondents to provide additional future trends, projections, and/or comments. The response we received to this request was much larger than in previous surveys, with close to 100 of the 280 presidents offering issues, ideas, commentary, and suggestions for future research.

As with past surveys, our final step included integrating the initial clustering with these survey findings and then refining the clusters and issues in meetings with the League Board and Representatives and with participants in future trends presentations nationally and internationally. These focus groups and conversations helped us refine the frame that follows.

It is likely that this study does not fully capture every issue the community college field will see come its way in the next two or three years. As we always stipulate, neither the authors of this article nor the CEOs surveyed are infallible or clairvoyant. However, we made every attempt to remain open to new ideas, fresh insights, and coming trends.

Seven Trend Clusters to Consider

What follows are the seven trend clusters pulled together from the initial qualitative review, CEO survey, and follow-up refining process. While there is clearly overlap, these clusters point to some compelling and connected trends that will challenge our field in the months and years to come.

1. Access and Completion

The last five to seven years have been a cavalcade of calls for increased completion at community colleges, arguing that the community college sector must rise to the challenge of helping more students finish strong, with credentials in hand, on their paths through our institutions. These calls have been sounded by a diverse cast of players from federal, state, and local government agencies; major national, state, and local foundations; regional accreditors; associations; advocacy groups; and key leaders from the community college field. The AACC Commission on the 21st Century echoed these calls loudly, even as Terry O'Banion, former League president and CEO, cogently placed the completion agenda in its historical context in his recent monograph, *Access, Success, and Completion: A Primer for Community College Faculty, Administrators, Staff, and Trustees*. Put simply, our survey respondents don't see this trend abating. In fact, surveyed presidents maintained that their institutions will be taking continued aggressive steps to improve student completion (Q2).

The surveyed presidents also see that the completion agenda, as outlined in numerous reports and passionately advocated for in conference keynotes and statehouse addresses, will begin to be better understood by the faculty and staff at the institutions they are meant to inspire (Q1). However, many argue that there is still work to be done to clarify the need for and strategies surrounding this completion push. More work will also need to be done to help institutions understand how related initiatives and major policy and practice changes will impact one of the core values of the community college movement: access to higher education. There are real concerns that this completion push may have an unintended consequence of making our institutions less attractive to the very people who need us most, particularly diverse, working, displaced, or part-time students. Echoing a number of the responses submitted, one president argued:

"Community colleges will strive to serve all students, but will end up turning some away as concerns surrounding completion rise."

In addition, several respondents noted that top-down dictates from agencies and accreditors will limit flexibility to meet local programmatic and delivery needs. More troubling, many presidents were concerned that regardless of our efforts, because of our access mission, our completion data, as currently reported, will always be viewed negatively:

“With 70% of my students as part-time and working 32 hours or more per week, we will always look bad.”

Most of the surveyed presidents, however, think the completion agenda can be married with a commitment to access (Q3). They argue that, in order to effectively focus on both access and completion, they need to help their institutions embrace the idea that the pathway to better completion outcomes is not restricting access, but actually helping more students, and more diverse students, successfully navigate their journeys.

Indeed, for us to help meet the compelling national, state, and local educational needs, we’ll need to get markedly better at creating clearer pathways to completion for those we serve. More often than not, these pathways will include industry-aligned sub-associate credentials (e.g., certifications and certificates, and maybe even badges) and will more concretely lead to transfer pathways into four-year degrees. What is not clearly understood is that this is not a four-year-degree-for-all push, but a call for more value-added milestones and momentum moments along student journeys through our institutions. Moreover, these efforts are also intended to expand outreach to the large some-college-and-no-credential cohort of former students in the U.S., which some estimate to be as large as 31 million, and to radically innovate against our biggest challenges, such as developmental education. As one president noted regarding current and continuing work:

“We are committed to closing achievement gaps...and have already completed math redesign, shortened ABE/ESL pathways, added mandatory orientation, college success classes, [and we] call students who are on academic alert or probation status to have them meet with faculty or advisors to make a plan for success. The list could go on. All this is to say, we are changing the culture of the college to one focusing on student success. A very high-touch culture.”

2. Learning Outcomes

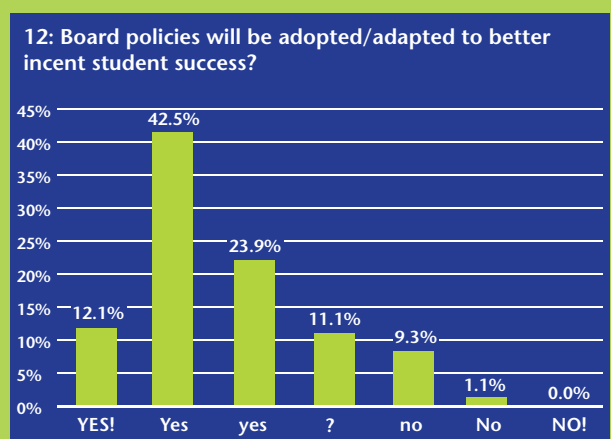
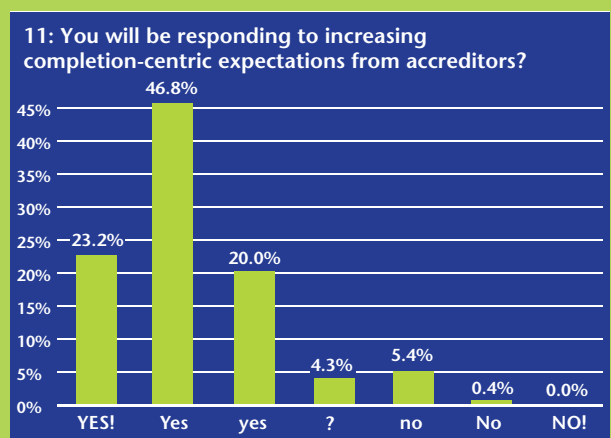
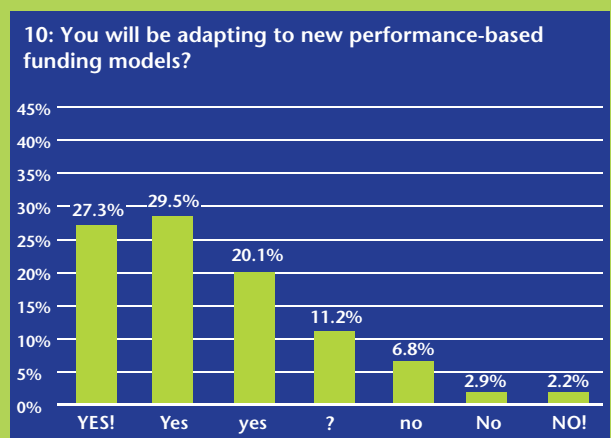
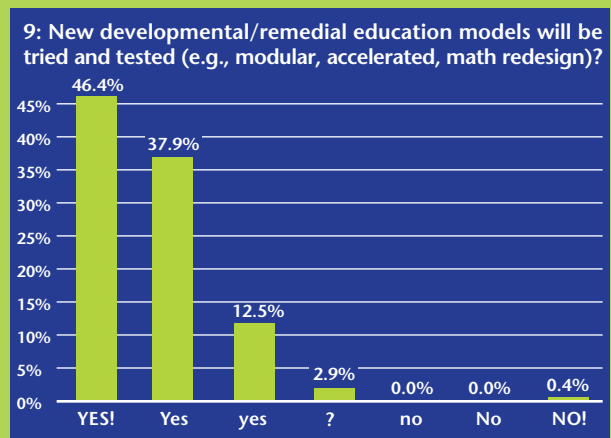
“Completion to what end?”

This is a common refrain among those who are worried the push to drive completion will lead our institutions to lose focus on learning. Chief among these concerns is that students will take on debt to obtain credentials that have little to no value in helping them navigate life or career.

This concern is being articulated by accreditors, foundations, faculty associations and unions, national associations (e.g., see *Academically Adrift*), and industry. The challenge is that we need to come to agreement about what students learn, particularly given the regional variations in career options. In addition, the core skills in liberal education (e.g., critical thinking, problem solving, communication skills, quantitative literacy, logic, reasoning) are clearly seen as a given across programming. As these dialogues about what to learn come together, college presidents surveyed felt there will be increasing work done by their institutions to align learning outcomes and programs to employment options and industry needs in their regions (Q5).

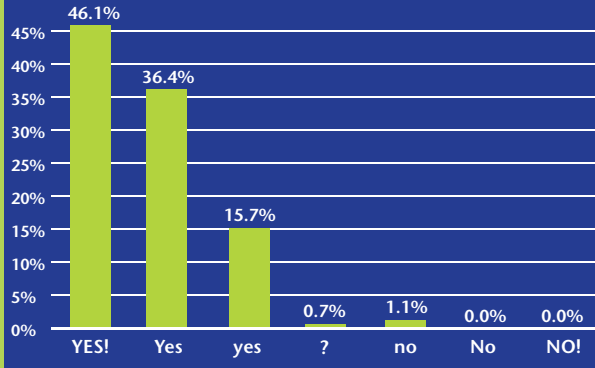
Noncognitive skills (e.g., effort, tenacity, grit, delayed gratification, conscientiousness) are on the radar as well (Q4). This was particularly poignant in respondent comments about developmental education and outreach with first-generation students. We heard loudly and clearly that students’ ability to get a job will be matched by their need to manage not only themselves but also life situations. Not surprisingly, presidents predicted an expansion of related programming to hit these topics, including civic engagement and service learning opportunities (Q27).

Do you believe in the next two years at your institution...

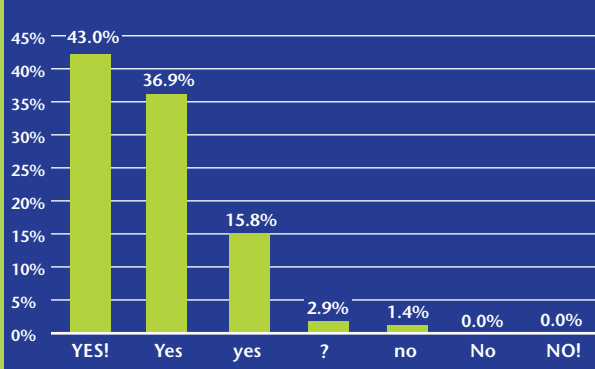


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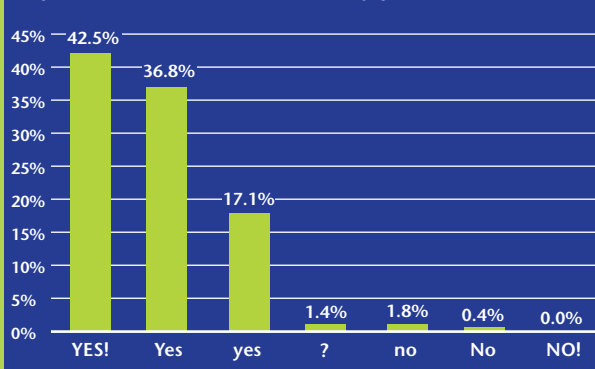
13: You will work closely with K-12 feeders to improve college readiness?



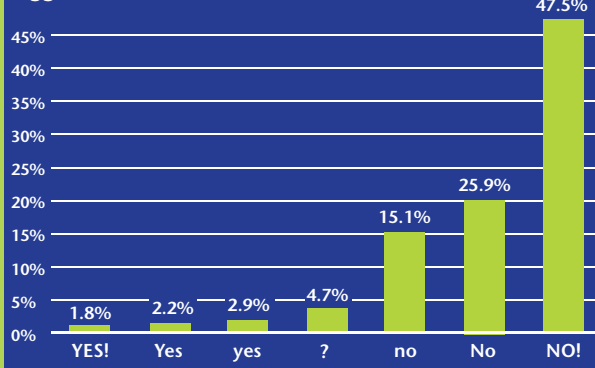
14: Improved transfer pathways with partner universities will be created for students?



15: Short-cycle training and certification options will be expanded for business and industry partners?



16: Fundraising/foundation outreach will be less aggressive?



However, some specific programmatic learning outcomes rose to the top as the focus of colleges in the coming years, including a core focus on STEM (Q25, Q26). One president argued:

“The school is fast becoming all STEM. We are experiencing an explosion of job opportunities for graduates and need to expand to take advantage of all the possibilities for industry partnerships.”

Another described expanding STEM and industry-related programs:

“We will more than double our certificate completions and open a new facility designed primarily for industry-based training.”

Related to the STEM push was the rise in focus on operational initiatives to focus on sustainability (Q28) and programmatic innovation to bring sustainability-related career training to students (Q29).

Access and completion alone are not the sole focus of these presidents. Thankfully, what students learn is being seen as an essential driver of their work in coming years. Moreover, how students learn these skills is a focus of the vision of the road ahead.

3. Learning Models

“Working harder at our current model isn’t going to cut it.”

What’s on the road ahead is a focus on the ways colleges will reach students to facilitate access, completion, and the acquisition of core learning outcomes. While increasingly tired of hyperbolic rhetoric about “disruption,” community college leaders see their institutions innovating with diverse learning models. All around them, they see innovations in learning and are readying their institutions to both begin and continue to innovate with these new models.

From new ways of delivering one of the most challenging programs—developmental education (Q9)—to experimenting with online learning, blended learning, MOOCs, integrated basic education and skills training (I-BEST), adaptive learning, mobile learning, and personalized learning, these presidents see the next few years as a time to test new models to help students learn well and finish strong (Q6, Q8). One interesting note is that there seems to be a greater focus on blended models (e.g., some online, some on site) than on massive expansion of purely online learning. As one president noted,

“[In the next few years] we will see much greater use of hybrid learning and flipped classrooms.”

In addition, presidents see a drive to break the traditional time-based models and want to innovate with competency-based models that allow students to progress based on mastering content, not putting in seat time (Q7).

Comments and conversations with these presidents make it clear that they will have to wrestle with tough issues such as how to scale these innovations. One key challenge in scaling will be the limitations of ERP and LMS systems anchored in traditional model architectures that require semester-time structures and class-based delivery. In addition, we must learn how to blend these innovations with on-site learning or high-touch outreach, which is especially important for first-generation or academically challenged students. The cost of deploying these models at scale and their actual impact on learning and completion is yet to truly be determined. Given this uncertainty, many respondents believe traditional models will still be more the norm than the exception. One president explained:

“Classrooms will not go away in the near future. Many students will still need to interact face to face with a faculty member. However, technology-enhanced classrooms will be the norm. Smart phones, tablets, etc., will be used in classrooms. But the adoption could be slow.”

4. Structural Issues and Incentives

Due to completion and student success pressures, assessment and compliance expectations, and economic realities, community colleges are traversing a changing structural and incentivized landscape. State

funding models, changing board policies, financial aid legislation, and financial divestment in public funding for community colleges are just a few issues of significant concern cited by community college presidents (Q12). For example, one CEO described the effects of the growing burden of community college compliance to regulatory authorities, perceived as detracting from the focus on student success, with this comment:

"I think that most institutions will be reeling from compliance fatigue."

Without question, one of the biggest concerns for presidents is the dramatic decline in public funding for community colleges. One surveyed community college president succinctly described the challenge of innovating in the midst of declining resources:

"We are at the end of more with less—it's now less with less"

The near future of community college structural issues and incentives are likely to include an increase in federal regulations, more transparency demands, continued expansion of the community college baccalaureate, the need for capital improvement funding, increased collaboration among institutions to make more effective use of limited resources, and stronger demands for middle-skill training. In addition, more states are moving toward new and different forms of performance-based funding models (Q10). As these models are predicated on the push for improved student success and completion metrics, many surveyed presidents find traditional measures for community college effectiveness outdated, as argued by one respondent:

"The Carnegie unit will increasingly be understood as being irrelevant to student success and completion."

With the proliferation of newly implemented performance-based funding models, community colleges cannot afford to suffer from metrics misalignment mistakes of the past. Data community colleges are being asked to supply for these funding models must demonstrate student success based on community college student demography, industry need, and social realities (Q11). Beyond Pell grants—which strangely enough for a country increasingly focused on completion and flooded with returning students are not offered for summer sessions—surveyed CEOs shared strong concern for financial viability for disadvantaged and lower middle-class students.

5. Working the Regional Educational Ecosystems

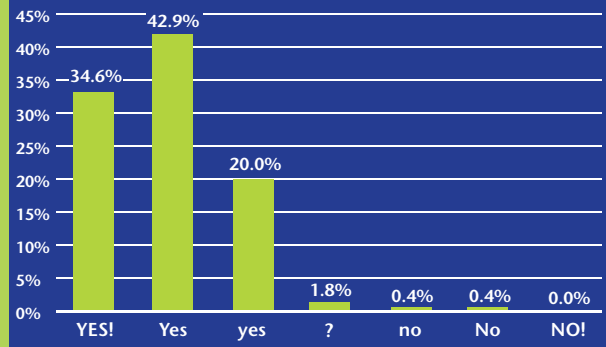
While the overwhelming sentiment of surveyed presidents is that they will continue to struggle with constraints of limited traditional resources, whether enrollment- or performance-based, they will continue to try to find ways to implement success strategies that work with student cohorts at scale. Respondents indicated that a key strategy to address the continuation of funding decreases is to create opportunities for alternative fundraising, which has become a CEO expectation (Q16). Some funding opportunities that surveyed presidents cited as necessities are attracting the international student market to their local region and collaborating more closely with local K-12, university, and business partners to leverage and optimize innovation and staffing. In addition, community college CEOs are building strong regional bonds with business and industry, high-net-worth individuals, and legislative players to improve and expand fundraising as concern for students' ability to afford higher education looms. One survey respondent commented:

"Inequities will expand because we will be pricing education out of range of our lower income students, since boards are moving away from raising the local tax levy to increasing the tuition and fees that students need to pay."

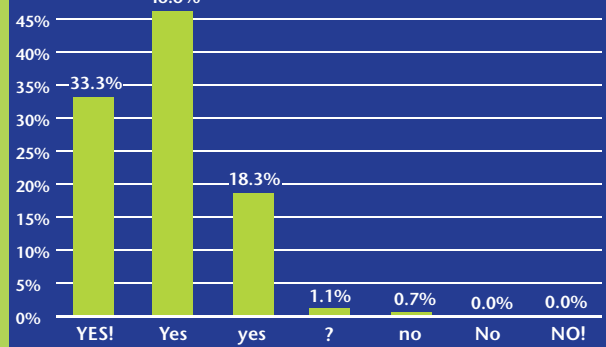
Indeed, in attempts to ensure that all potential community college students have educational opportunity, more community colleges have moved from relatively passive and mildly assertive fundraising efforts to aggressive short- and long-term strategies and university-style capital campaigns to address declining resources from states.

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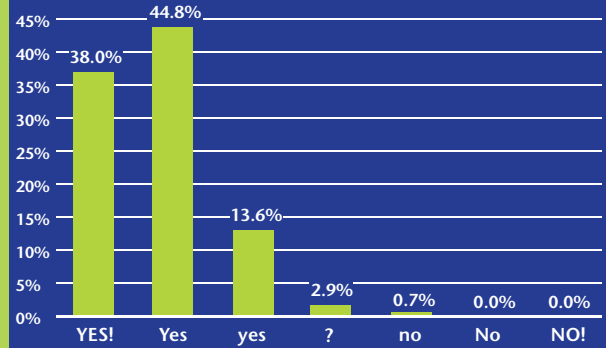
17: The use of data to guide change efforts will increase (e.g., what to scale, what to increase investments in)?



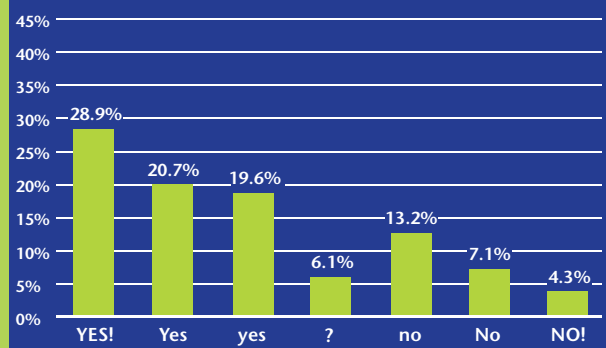
18: The ability to use data to better understand and serve different student types will be expanded?



19: Data will be used in more sophisticated ways to respond to increasing calls for accountability?

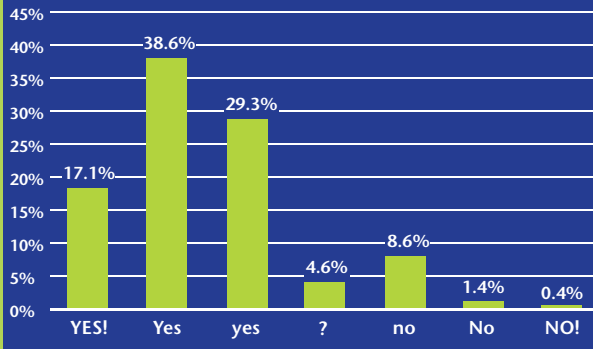


20: You will be reeling from initiative fatigue?

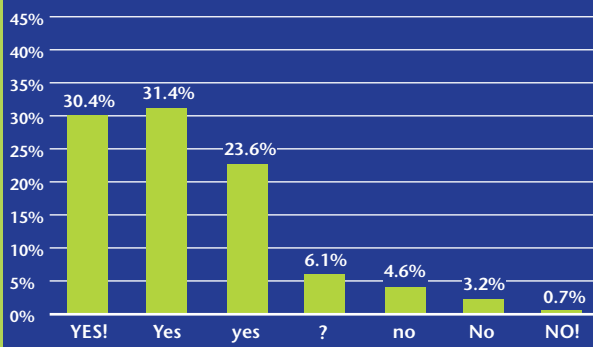


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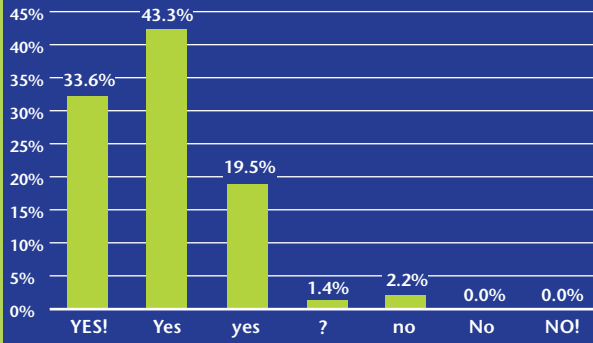
21: More will be invested in professional development for faculty and staff?



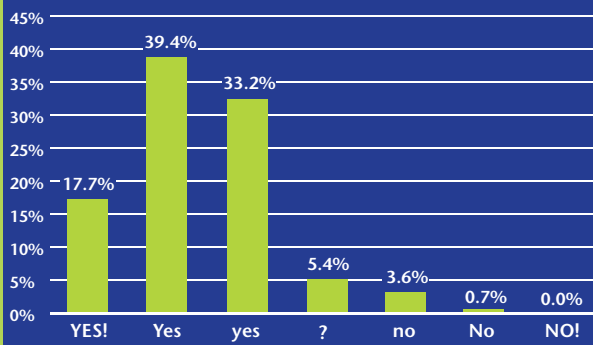
22: You will invest in improving or expanding facilities?



23: You will invest in improving or expanding technology infrastructure (e.g., ERP, LMS, or analytics tools)?



24: Strategies/programs will be implemented to prepare the next generation of leaders across the organization?



Another rising regional education ecosystem priority is the focus on students' successful navigation of inter-institutional learning pathways that lead to credentials, degrees, transfer, and jobs (Q14). Successful navigation requires students to understand their individual pathway, which in turn requires community colleges to create strategies to enable continuing enrollment amidst changing student priorities and needs. A few examples of these strategies include the need to redefine seamless transfer to partner universities and expand reverse transfer agreements and related enabling legislation. To get traction, these pathways and policies need to be linked to local, high-demand career opportunities as defined by business, industry, and employers (Q15). One surveyed president argued:

"The systemic loop with the private sector needs to be closed to establish that the end result of higher education training, both cognitive and non-cognitive, and skills meets or exceeds industry standards."

Likewise, dramatically more effective community college partnerships with secondary schools are needed to bolster dual enrollment; early college high school initiatives; curriculum alignment; and partnerships between faculty, advising, and student services. These partnerships are a necessary means of not only recruiting students, but also retaining them once they are on campus (Q13). Further emphasizing the importance of cross-sector partnerships, a surveyed president contended:

"Leading-edge community colleges will be working on strategies to improve formal connectivity between and among key sender school districts, themselves, and regional public colleges and universities. Multiple delivery platforms will be utilized across these highly leveraged educational networks."

In addition to strengthening partnerships across sectors, surveyed presidents conveyed the increasing need and expectation for community colleges to provide adult basic education, with some noting they are being relied upon to deliver post-traumatic stress disorder programming and support services for the flood of returning soldiers.

6. Data and Analytics

The expectations around the expanded use of data to guide decision making and funding have been a part of this survey from its beginning. However, this year marked an interesting turn in tone and focus. From the growth of the Continuous Quality Improvement programs in the 1990s—including Richland Community College becoming the first community college to win the esteemed Baldrige Award—to the embrace of the Learning College movement and the phases of Achieving the Dream's work, data has been at the core of change and improvement, and has always shown up as a key trend in our studies. Presidents have expected a need for better data to use in responding to calls for performance-based funding and other legislative pressures, and to guide changes in policy and practice. However, the presidents in this survey were skeptical about limiting the use of data to these purposes and felt that often there was a lack of inclusiveness and authenticity in this approach. One wryly noted:

"We've always used data for decision support. What that really meant, however, is that we'd work hard to find data to support the decisions we already made."

Data emerged as a key trend again in this trends survey, but this time there was a twist in the conversations. Yes, presidents saw the need for data to respond to calls for accountability (Q19). Several noted that this data use is often necessary to respond to competitive pressure spurred by new funding models and national awards such as the Aspen Prize. However, possibly because of major change initiatives like Achieving the Dream and the continuing push from the Learning College movement, more and more presidents wanted to use data to guide and tune their change initiatives (Q17). Moreover, they wanted not just historical data to do this work, but real-time data and even predictive analytics-driven views of the road ahead.

We also see an appetite for expanded use of data in response to the push to optimize outcomes for diverse students and to bring these data closer to the advisors, faculty, and students who can use them to initiate change, to power the small moves of learning and completion. Indeed, the facile, one-size-fits-all policy and practice admonitions have not worked for many colleges. They are, instead, seeing the need to use data to better understand and serve different types of students in more nuanced and effective ways (Q18). For example, some colleges are using data to help shape curricular pathways for different students so they are guided by a structure that better fits their situation. Indeed, 15 hours a term for some might be magic; for others, it's a disaster.

Furthermore, there is a push to use real-time and predictive data to power early warning systems and guide strategic and proactive outreach to improve student completion. It is the rise of what the Gates Foundation has branded as Institutional Planning and Advising Systems (IPAS) that get data right to the front lines. This is not easy work. It involves building the right infrastructure to get the right data to the right people in the right way—a way that usually involves design thinking and dialogue about the best methods for connecting with striving students. But the use of data science to inform and inspire diverse students' learning journeys is showing real promise. In short, we're seeing the move from accountability analytics to action analytics take shape, shifting from a focus on data mainly for accreditors, legislators, and trustees to a focus on getting insight and foresight into the hands of advisors, faculty, and even students so they can help guide the pathway to learning well and finish strong. As one president noted,

"Student empowerment will play a key role...including placing predictive analytic data into the students' hands so that they can make informed decisions."

7. Future-Ready Work

Outfitting community colleges for these trends is not simple stuff. Surveyed CEOs noted that even in these difficult times with tighter budgets, because of the kinds of trends outlined in the previous sections, their colleges are investing in expanding, improving, and/or building new facilities (Q22), many with a core focus on sustainability (Q28). Moreover, they are still forecasting significant technology infrastructure change (Q23), with the majority looking to expand or improve their ERP, LMS, and analytics infrastructures. And to bring the changes outlined in the previous sections to life, these leaders are telling us that facility and technology infrastructures have to be integrated like never before.

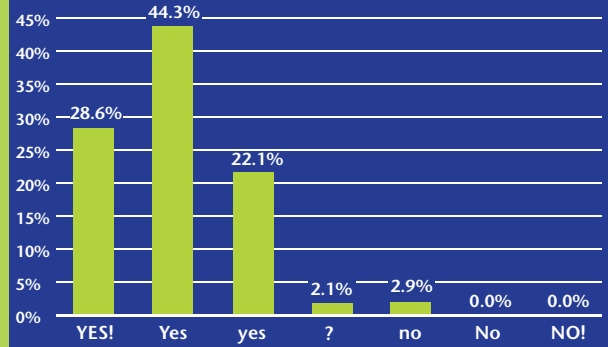
However, building a better and more integrated infrastructure is only part of the equation—an important part, but only part. There is also work to be done to deal with what many have described as "initiative fatigue" (Q20). Many college leaders report significant conflict around so many change initiatives with little-to-no coordination between them. They argue that essential "future-ready work" will involve key conversations about how to more tightly scope, bring into focus, and even trim or terminate a host of these initiatives. They want to be able to understand which of these efforts are actually having a positive impact and which of them are just creating work. As one CEO noted:

"No more new initiatives! We need to focus on the initiatives we have! Mission focus, not mission creep!"

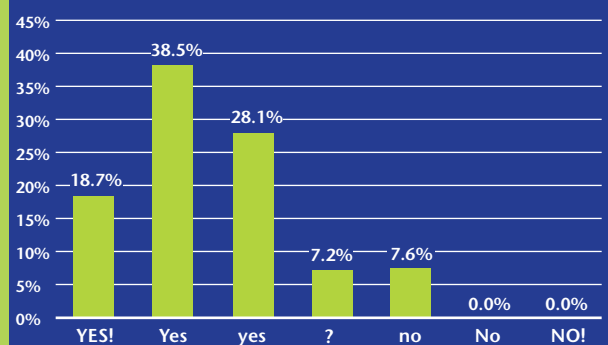
To do this latter work of scoping, trying, and testing initiatives, not only do colleges need improved technology and analytics infrastructure, they also need a next generation of leaders who understand the priorities, feel the urgency to scope and focus, and are ready and willing to make hard decisions. However, these types of leaders are in short supply, especially given the major turnover in community college leaders across all employee groups, from CEOs and executive leadership to middle management, faculty, and staff. Some CEOs also contend that as a consequence of accelerated change in the

Do you believe in the next two years at your institution...

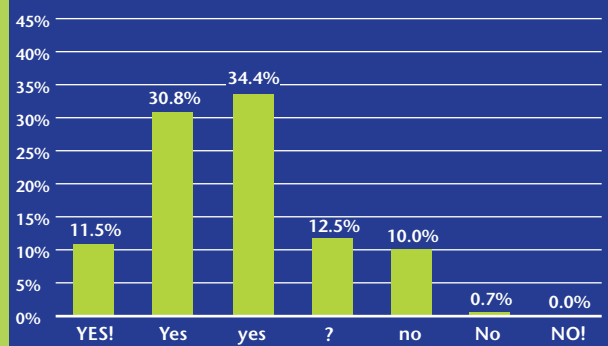
25: There will be a continuing push to expand STEM programs to meet employer demand?



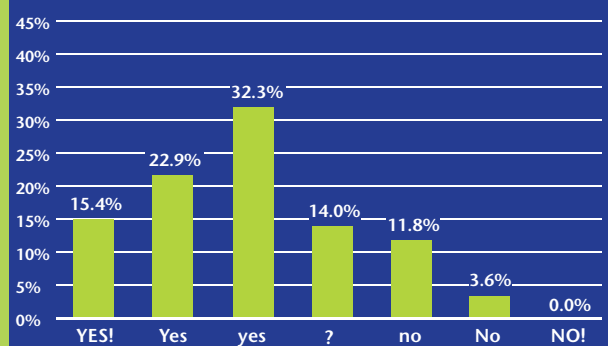
26: Student completion of STEM credentials will be a key focus?



27: Civic engagement and service learning will increase as learning options within programs?

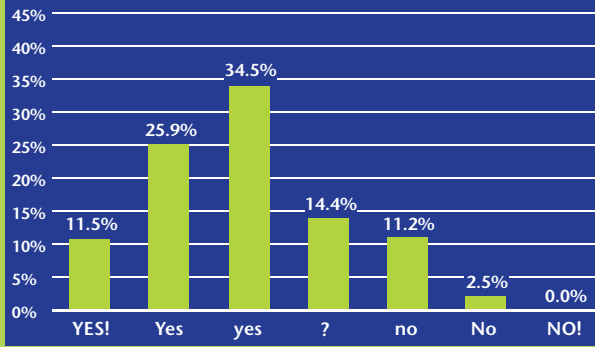


28: Sustainability initiatives will change the way your institution operates?



Do you believe in the next two years at your institution...

29: Sustainability related learning options/programs for students will expand?



field, we are seeing far shorter leadership life cycles, a subsequent desperate need for succession planning, and a renewed value and expectation for professional development, provided by external programs or homegrown leadership development academies and institutes (Q21, Q24).

To outfit our colleges for the road ahead, there is going to be a need to focus on future-ready work like never before, especially in leadership development. And as many of our surveyed CEOs noted, this work will ask many current and prospective community college leaders whether they are ready, willing, and able to travel this tumultuous and exciting road ahead. As one CEO noted,

"Aw well, great leaders are made in hard times, not easy ones. Time to see if I'm a great leader or not . . . or retire early."

Traveling on the Road Ahead

Stepping back, taking stock, and buckling up for and innovating on the fascinating road ahead is the work of community college leaders of all sorts. As they do this work over the next few years, and as this key trends report points out, they will be wrestling with

- the growing focus on access and completion;
- the push to better define and ensure our students rise to high expectations around learning outcomes;
- the changing and scaling learning models that are forcing adaptations at the very core of community college work;
- the deeply problematic structural issues from funding to policy sets that are clearly in conflict with future priorities;
- the relationships within and among more connected regional education ecosystems, where K-12, community colleges, universities, and employers are better synced and linked;
- the need for deeper and more strategic data use, especially as their institutions are challenged to use design thinking to bring insight and inspiration to students; and
- future-ready work to enable their institutions to lead the way through the change.

How leaders in our midst take on these issues will chart the course for the community college movement for years to come. We argued in our last report that community colleges were not at the crossroads, but in the fast lane. Indeed, we seem only to be accelerating. However, to make sure we're moving quickly in the right direction, we probably need to take a moment to slow down, look around, and at least make sure the GPS is set anew. Based on this report, the old settings might not be the best ones to get us where we need to go.



Key Trends 2014 Survey

This survey is a follow-up to the League's extensive 1997, 2000, 2003, 2007, and 2010 studies of key trends in the community college. Like the previous studies, it is composed of questions that explore major trends as identified in current national literature and conference programs. The 2014 survey is a joint effort between the League and Civitas Learning and is co-authored by League President and CEO Gerardo E. de los Santos and Civitas Learning Co-Founder and Chief Learning Officer Mark Milliron.

Please indicate your gender.

Female 107 (38.2%)	Male 169 (60.4%)	No Response 4 (1.4%)
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Please indicate your age.

35 or younger	36 to 45	46 to 55	56 to 65	66 to 75	76 or older	No response
0 (0.0%)	12 (4.3%)	63 (22.5%)	154 (55.0%)	47 (16.8%)	2 (0.7%)	2 (0.7%)

Please indicate the total number of years you have served as a community college president.

Years	<1	1-5	6-10	11-15	16-20	21-35	36-40	41-45	>45	No response
Number	10	113	64	44	26	20	2	1	0	0
Percent	3.6%	40.4%	22.9%	15.7%	9.3%	7.1%	0.7%	0.4%	0.0%	0.0%

Do you believe that in the next two years at your institution:

	YES!	Yes	yes	?	no	No	NO!
Q1. The "Completion Agenda" as outlined in the AACCC 21 st Century Commission report will be broadly understood?	43 (15.4%)	111 (39.8%)	73 (26.2%)	19 (6.8%)	29 (10.4%)	3 (1.0%)	1 (0.4%)
Q2. Aggressive steps will be taken to improve student completion?	124 (44.4%)	110 (39.4%)	41 (14.7%)	3 (1.1%)	1 (0.4%)	0 (0.0%)	0 (0.0%)
Q3. The Completion Agenda will negatively impact the ability to maintain student access?	10 (3.6%)	17 (6.1%)	27 (9.7%)	44 (15.8%)	79 (28.3%)	65 (23.3%)	37 (13.3%)
Q4. The focus will be on improving both cognitive and noncognitive (e.g., tenacity, grit, resiliency) learning outcomes?	38 (13.6%)	108 (38.8%)	85 (30.1%)	29 (10.4%)	12 (4.3%)	5 (1.8%)	1 (0.4%)
Q5. Better learning outcome data will guide program change (e.g., creation, expansion, contraction, and/or closure)?	53 (18.9%)	125 (44.5%)	72 (25.7%)	13 (4.6%)	11 (3.9%)	4 (1.4%)	2 (0.7%)
Q6. The use of mobile devices will be expanded to improve learning (e.g., bring your own devices, apps in learning)?	51 (18.3%)	108 (38.7%)	80 (28.7%)	25 (9.0%)	12 (4.3%)	2 (0.7%)	1 (0.4%)
Q7. You will innovate with competency-based models for program or course delivery?	51 (18.3%)	97 (34.8%)	75 (26.9%)	31 (11.1%)	18 (6.5%)	7 (2.5%)	0 (0.0%)
Q8. Other next generation learning models will be used to innovate (e.g., MOOCs, adaptive learning/personalized learning)?	24 (8.6%)	77 (27.6%)	102 (36.6%)	38 (13.6%)	25 (9.0%)	10 (3.6%)	3 (1.1%)
Q9. New developmental/remedial education models will be tried and tested (e.g., modular, accelerated, math redesign)?	130 (46.4%)	106 (37.9%)	35 (12.5%)	8 (2.9%)	0 (0.0%)	0 (0.0%)	1 (0.4%)
Q10. You will be adapting to new performance-based funding models?	76 (27.3%)	82 (29.5%)	56 (20.1%)	31 (11.2%)	19 (6.8%)	8 (2.9%)	6 (2.2%)
Q11. You will be responding to increasing completion-centric expectations	65 (23.2%)	131 (46.8%)	56 (20.0%)	12 (4.3%)	15 (5.4%)	1 (0.4%)	0 (0.0%)
Q12. Board policies will be adopted/adapted to better incent student success (e.g., allow for innovation in developmental education, expansion of technology use, support for professional development)?	34 (12.1%)	119 (42.5%)	67 (23.9%)	31 (11.1%)	26 (9.3%)	3 (1.1%)	0 (0.0%)
Q13. You will work closely with K-12 feeders to improve college readiness?	129 (46.1%)	102 (36.4%)	44 (15.7%)	2 (0.7%)	3 (1.1%)	0 (0.0%)	0 (0.0%)
Q14. Improved transfer pathways with partner universities will be created for students?	120 (43.0%)	103 (36.9%)	44 (15.8%)	8 (2.9%)	4 (1.4%)	0 (0.0%)	0 (0.0%)
Q15. Short-cycle training and certification options will be expanded for business and industry partners?	119 (42.5%)	103 (36.8%)	48 (17.1%)	4 (1.4%)	5 (1.8%)	1 (0.4%)	0 (0.0%)
Q16. Fundraising/foundation outreach will be less aggressive?	5 (1.8%)	6 (2.2%)	8 (2.9%)	13 (4.7%)	42 (15.1%)	72 (25.9%)	132 (47.5%)
Q17. The use of data to guide change efforts will increase (e.g., what to scale, what to increase investments in)?	97 (34.6%)	120 (42.9%)	56 (20.0%)	5 (1.8%)	1 (0.4%)	1 (0.4%)	0 (0.0%)
Q18. The ability to use data to better understand and serve different student types will be expanded (e.g., traditional, nontraditional, working students, returning veterans)?	93 (33.3%)	130 (46.6%)	51 (18.3%)	3 (1.1%)	2 (0.7%)	0 (0.0%)	0 (0.0%)
Q19. Data will be used in more sophisticated ways to respond to increasing calls for accountability?	106 (38.0%)	125 (44.8%)	38 (13.6%)	8 (2.9%)	2 (0.7%)	0 (0.0%)	0 (0.0%)
Q20. You will be reeling from initiative fatigue?	81 (28.9%)	58 (20.7%)	55 (19.6%)	17 (6.1%)	37 (13.2%)	20 (7.1%)	12 (4.3%)
Q21. More will be invested in professional development for faculty and staff?	48 (17.1%)	108 (38.6%)	82 (29.3%)	13 (4.6%)	24 (8.6%)	4 (1.4%)	1 (0.4%)
Q22. You will invest in improving or expanding facilities?	85 (30.4%)	88 (31.4%)	66 (23.6%)	17 (6.1%)	13 (4.6%)	9 (3.2%)	2 (0.7%)
Q23. You will invest in improving or expanding technology infrastructure (e.g., ERP, LMS, or analytics tools)?	93 (33.6%)	120 (43.3%)	54 (19.5%)	4 (1.4%)	6 (2.2%)	0 (0.0%)	0 (0.0%)
Q24. Strategies/programs will be implemented to prepare the next generation of leaders across the organization (e.g., leadership development academies, training programs, succession planning)?	49 (17.7%)	109 (39.4%)	92 (33.2%)	15 (5.4%)	10 (3.6%)	2 (0.7%)	0 (0.0%)
Q25. There will be a continuing push to expand STEM programs to meet employer demand?	80 (28.6%)	124 (44.3%)	62 (22.1%)	6 (2.1%)	8 (2.9%)	0 (0.0%)	0 (0.0%)
Q26. Student completion of STEM credentials will be a key focus?	52 (18.7%)	107 (38.5%)	78 (28.1%)	20 (7.2%)	21 (7.6%)	0 (0.0%)	0 (0.0%)
Q27. Civic engagement and service learning will increase as learning options within programs?	32 (11.5%)	86 (30.8%)	96 (34.4%)	35 (12.5%)	28 (10.0%)	2 (0.7%)	0 (0.0%)
Q28. Sustainability initiatives will change the way your institution operates?	43 (15.4%)	64 (22.9%)	90 (32.3%)	39 (14.0%)	33 (11.8%)	10 (3.6%)	0 (0.0%)
Q29. Sustainability related learning options/programs for students will expand?	32 (11.5%)	72 (25.9%)	96 (34.5%)	40 (14.4%)	31 (11.2%)	7 (2.5%)	0 (0.0%)



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