

Slide Packet

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Objectives for the workshop

1. Goal setting

- We will consider our overall and equity higher education goals for 2015 and 2020 and share our thinking about setting ambitious, realistic and measurable goals

2. Setting system level goals

- We will consider some techniques and tools to set goals at system level

3. Setting campus level goals

- We will consider some examples of setting campus level goals
- We will examine the principles behind effective negotiation

4. Monitoring and driving delivery

- We will consider the processes for monitoring and driving delivery, and who would need to be involved

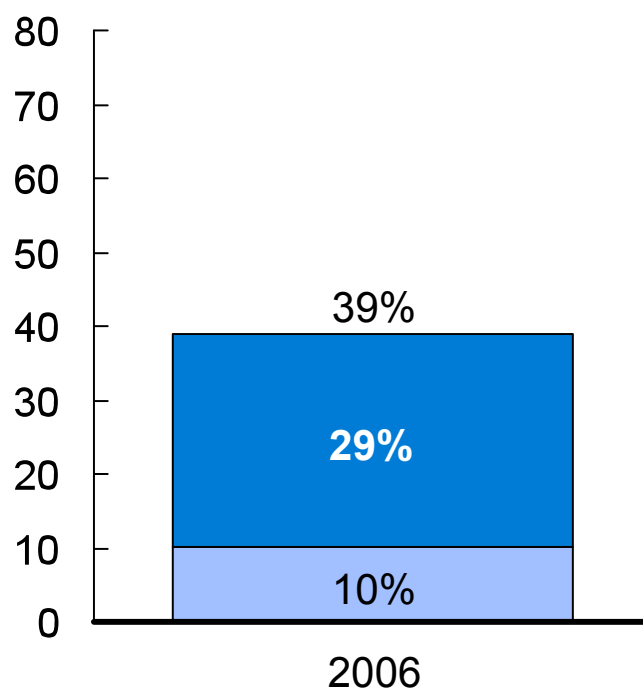
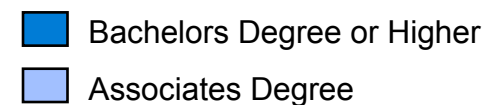
By the end of the workshop, we aim to have...

- Provided support to system leaders to set goals for their systems
- Modelled approaches to setting goals at campus level and the principles for effective negotiations
- Identified the support that system leaders will need to monitor and drive delivery

Where are we now?

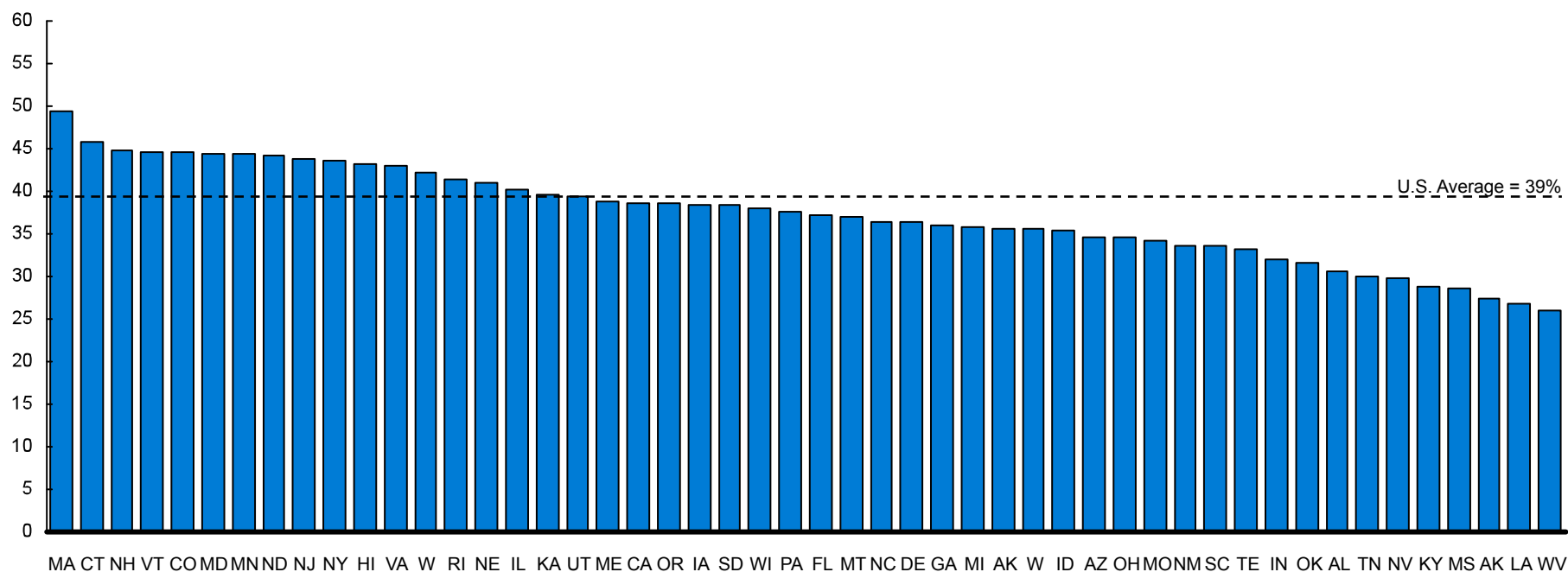
In the U.S. as a whole, 39% of adults have an associates degree or higher

Percent of adults 25 years and older

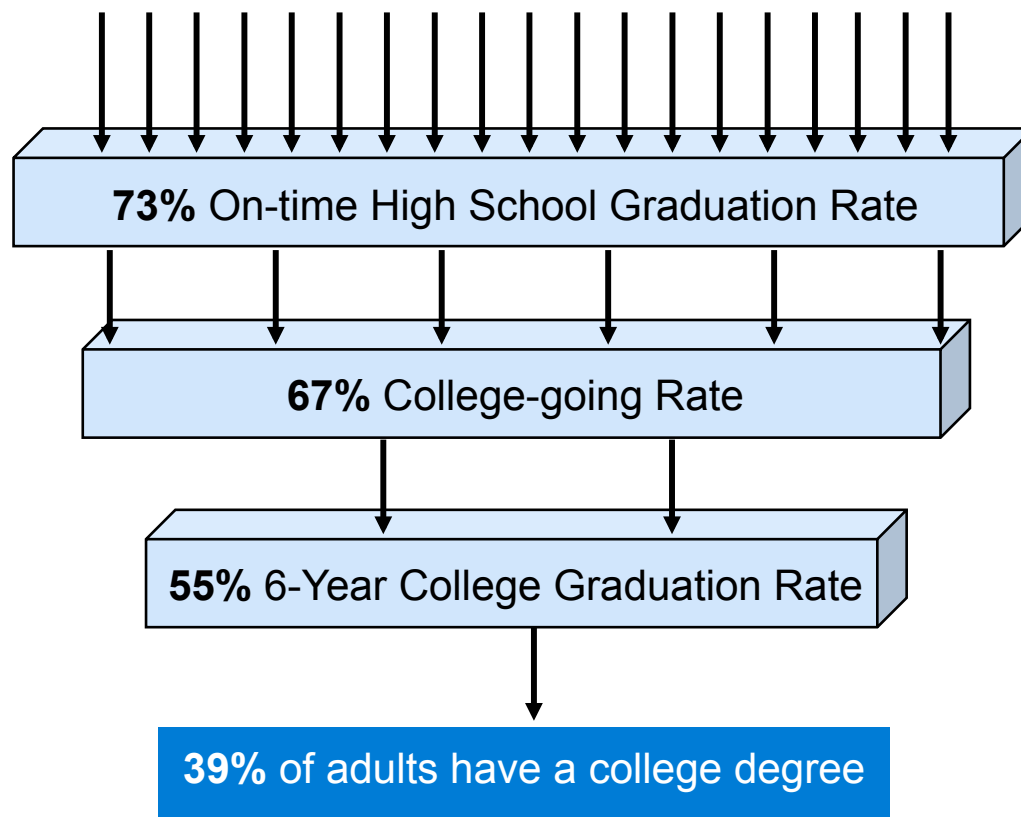


Underneath this average, there is variation across states

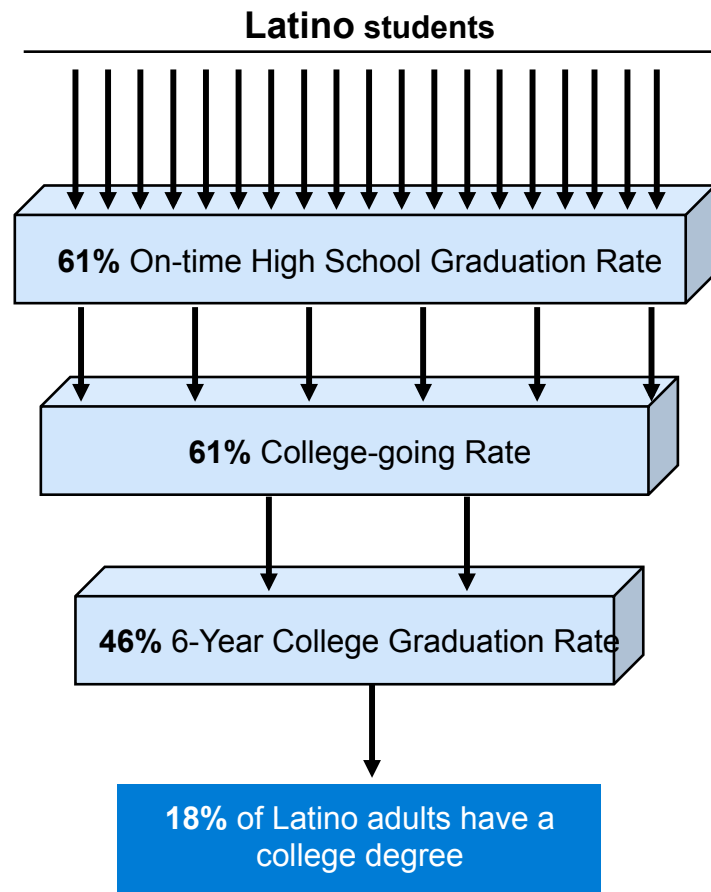
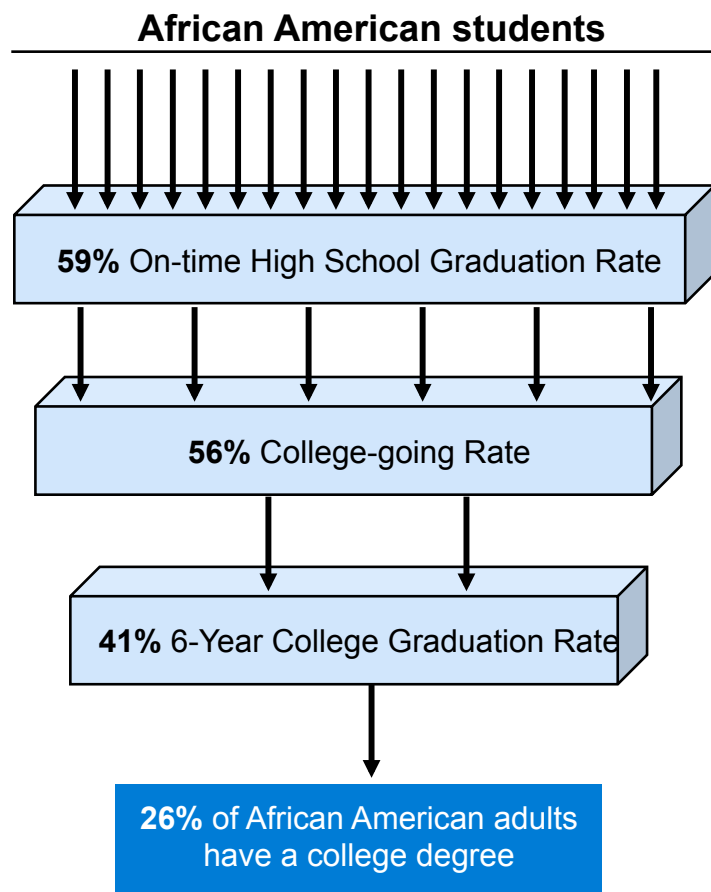
Percent of adults aged 25-64 with at least an
Associates degree, 2007



This is happening through a combination of factors in the “pipeline” from high school entrance to college completion



The averages also hide very different patterns for different groups of students



**Where will
Access to Success
take us?**

Given the changing demographics of the country, our results will go down unless we attack the racial/economic gaps now

Changes in state population ages 5-24, 2006-20

	Population 2006	Projected Population 2020	Projected Change 2006-20
African American	12,064,723	13,224,681	10%
Asian	4,013,785	5,570,838	39%
Latino	13,467,649	17,960,718	33%
Native American	793,777	882,777	11%
White	51,104,875	47,904,616	-6%
Total	81,444,809	85,543,630	5%

Therefore, we launched the Access to Success Initiative...

Imperative:

- Need to produce more college graduates to compete in the global economy
- Changing demographics demand focus on underrepresented populations in higher education
- Current trends moving in the wrong direction in terms of real progress on access and success

Goal:

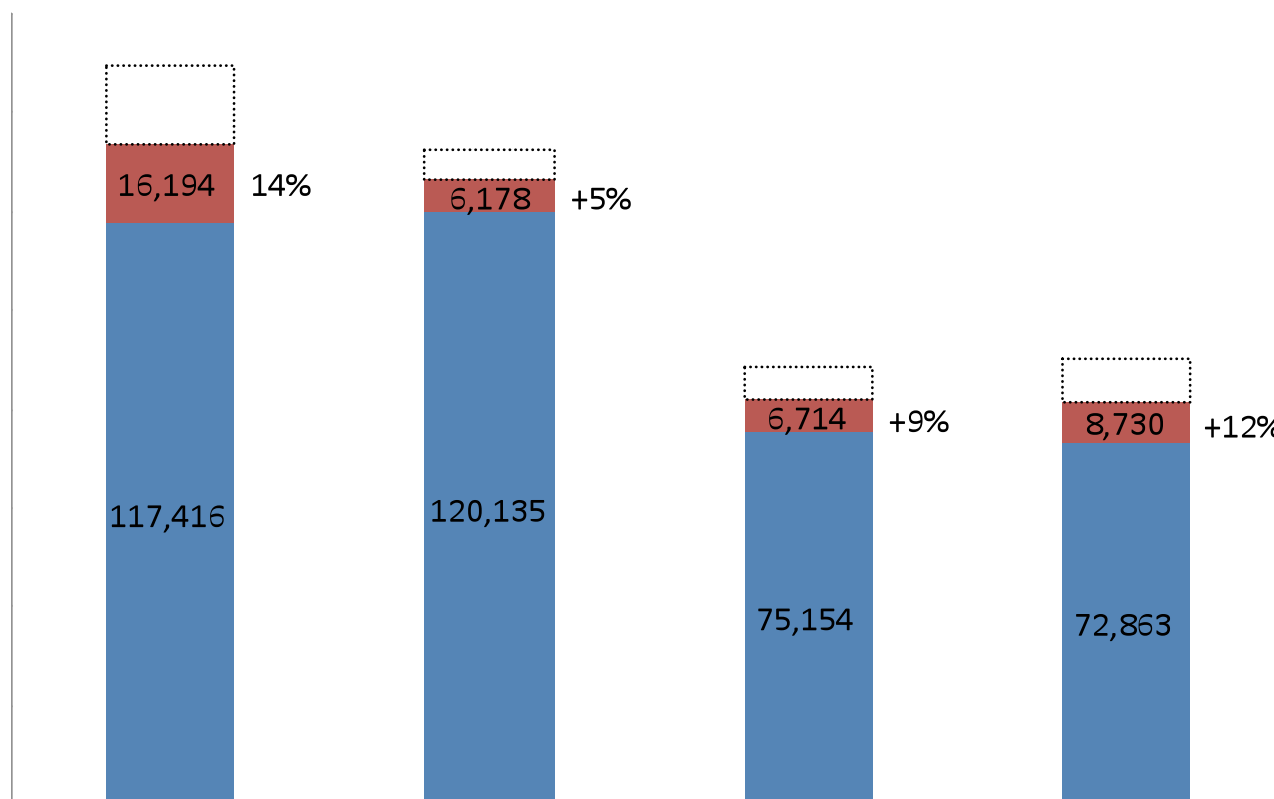
- 23 State University Systems committed to halving the access and success gaps for low-income and underrepresented minority students by 2015

Which serves 3 million students across 390 campuses in 23 systems

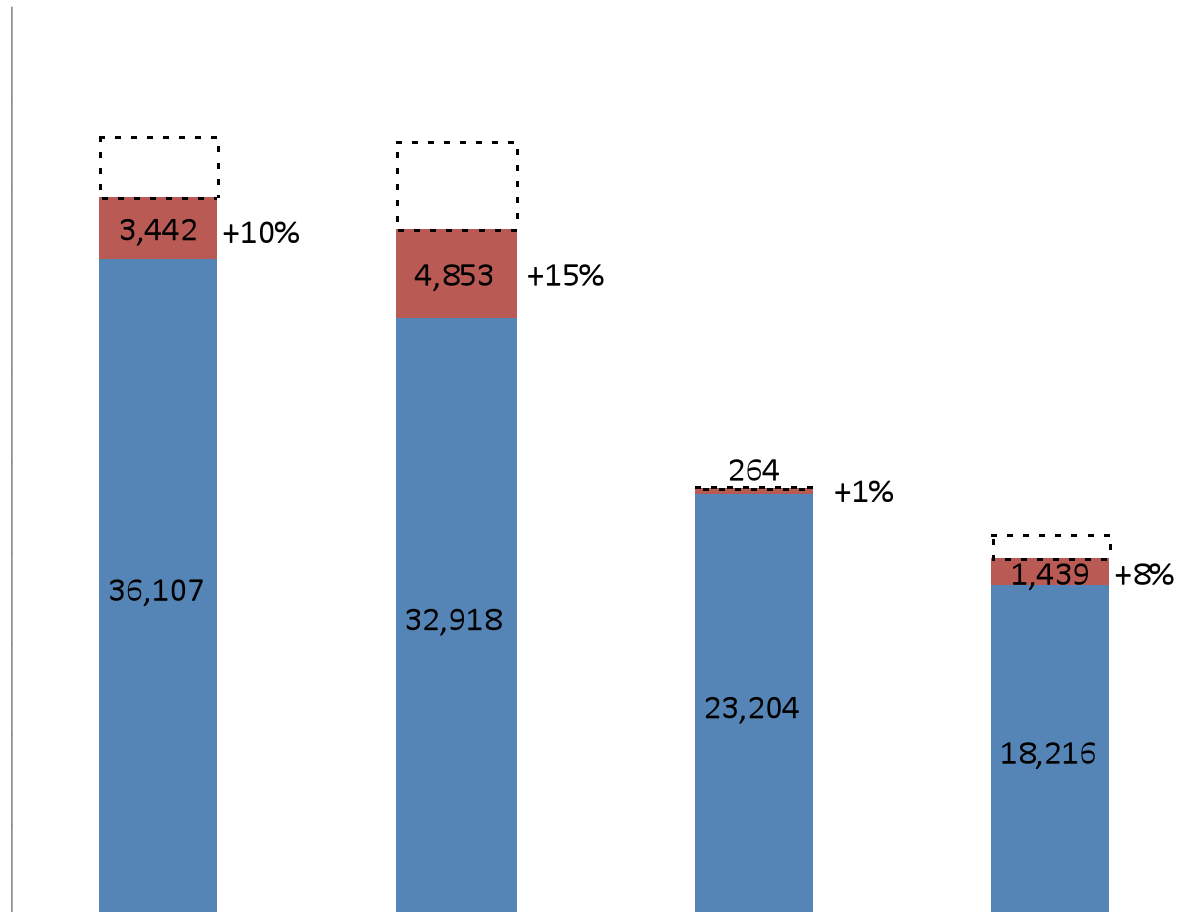
Systems	Campuses	Students
California State University System	23	347,284
Connecticut State University System	4	28,503
State University System of Florida	11	233,757
University of Hawaii System	10	43,439
Kentucky Council on Postsecondary Education	24	181,245
University of Louisiana System	8	71,044
Southern University A&M College System	3	11,441
University of Missouri System	4	47,841
University System of Maryland	11	97,882
Minnesota State Colleges and Universities	37	172,469
Mississippi Institutions of Higher Learning	8	55,344
Montana University System	11	36,947
City University of New York	17	196,418
State University of New York	64	371,410
South Dakota Board of Regents	6	26,302
University of North Carolina System	16	160,192
University System of Ohio	61	500,000
PA State System of Higher Education	14	112,500
University of Puerto Rico System	11	55,458
Rhode Island Board of Higher Education	3	35,830
Tennessee Board of Regents	19	146,530
Vermont State Colleges	5	11,945
University of Wisconsin System	26	175,000

Where will meeting these goals take us?

Approximately 30,000 more students would have gained access had we met the A2S goals today

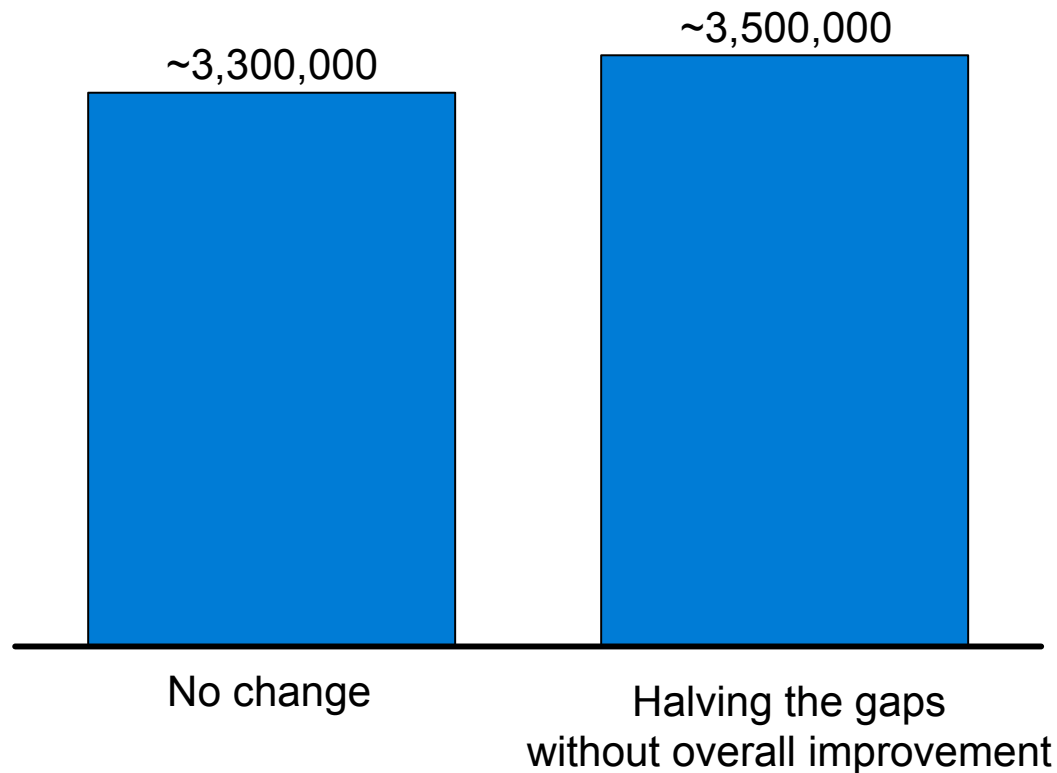


Up to 10,000 more students would have succeeded had we met the A2S goals today



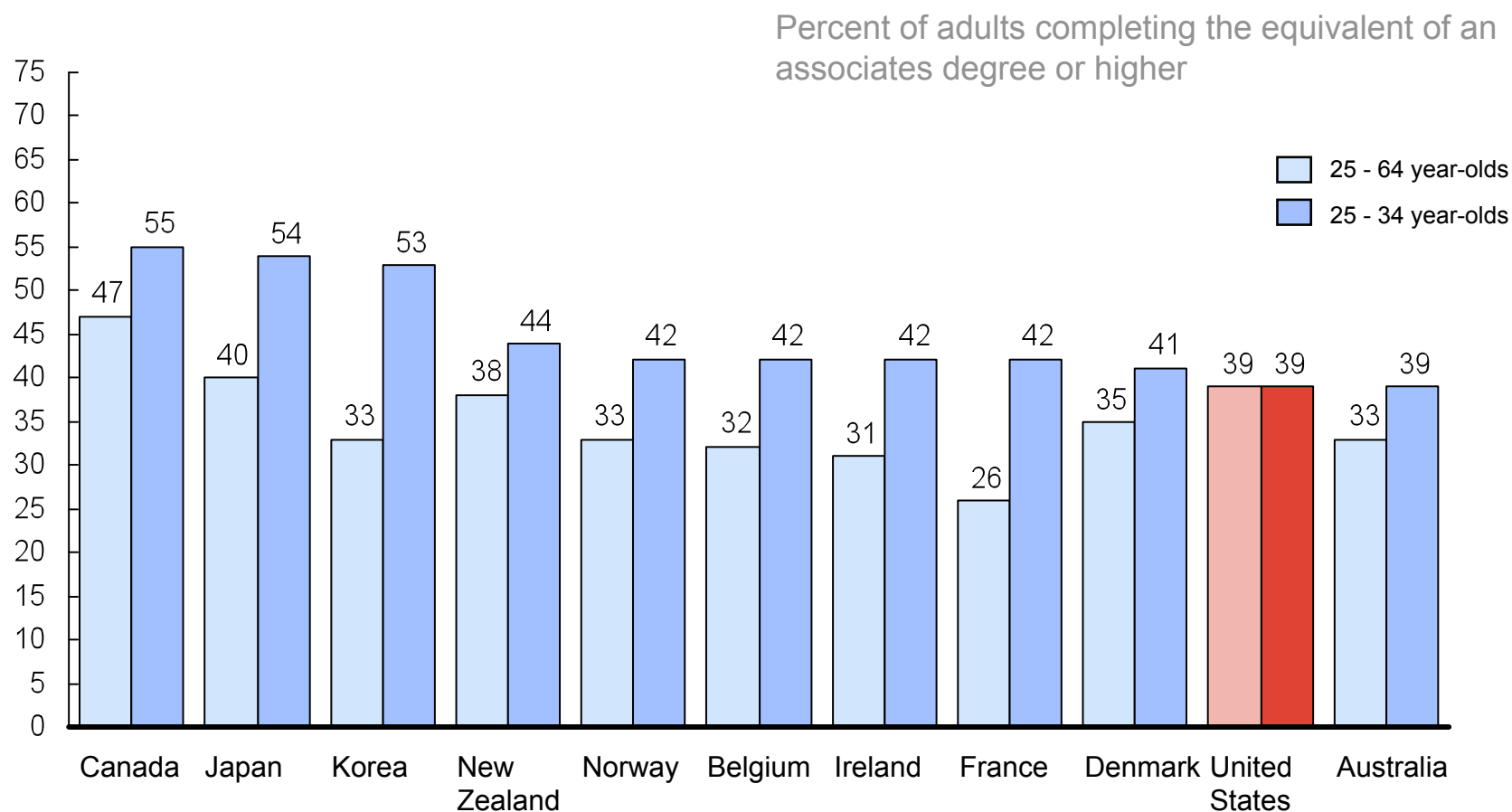
Closing gaps when overall graduation rates are low would not take you to where your states need to go

Number of degrees produced by 2015 in A2S systems

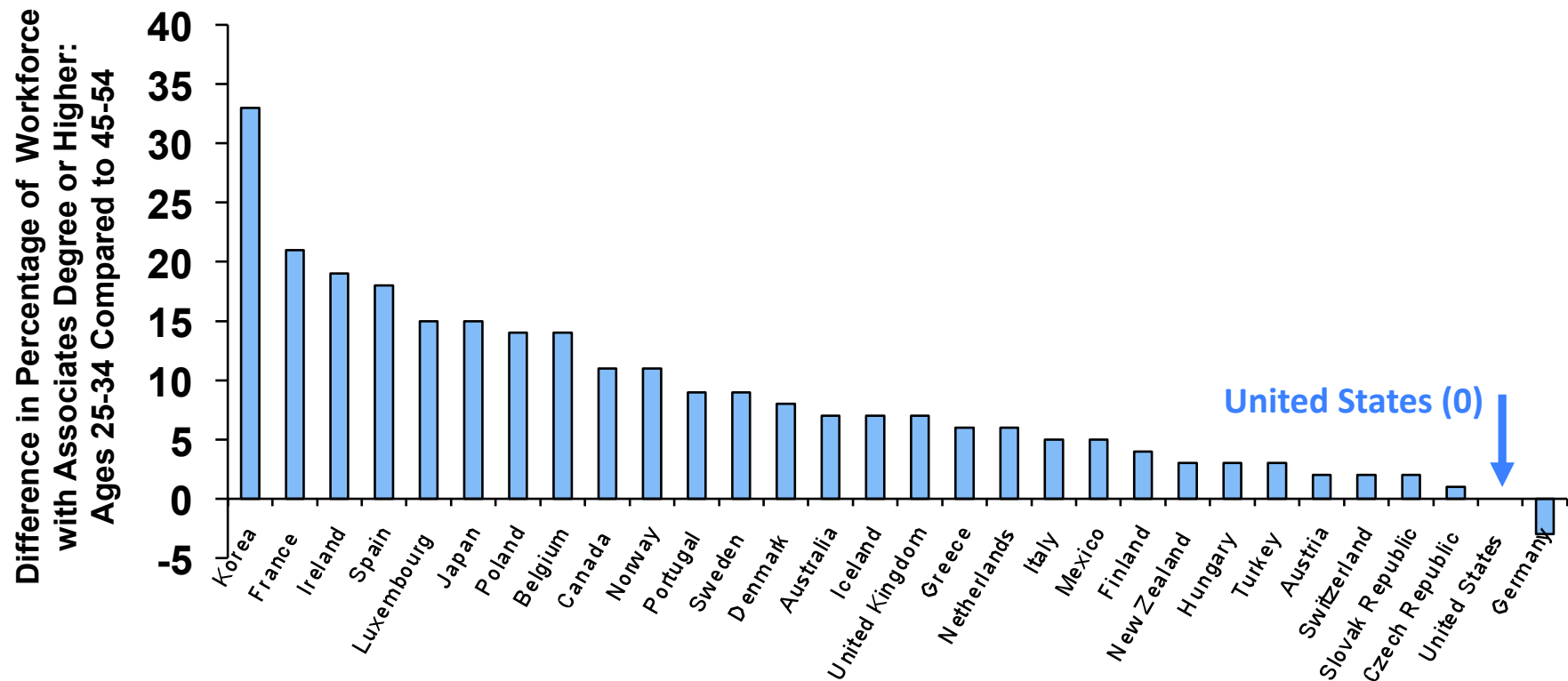


Are Equity Goals Enough?

Moreover, we knew that the U.S. was falling behind other countries in its degree production among young adults



And that the U.S. is one of only two OECD nations in which today's young people are not better educated than their parents



In response to this, President Obama announced a goal of his own

“That’s why we will support – we will provide the support necessary for all young Americans to complete college and meet a new goal: By 2020, America will once again have the highest proportion of college graduates in the world. That is a goal we can meet.”

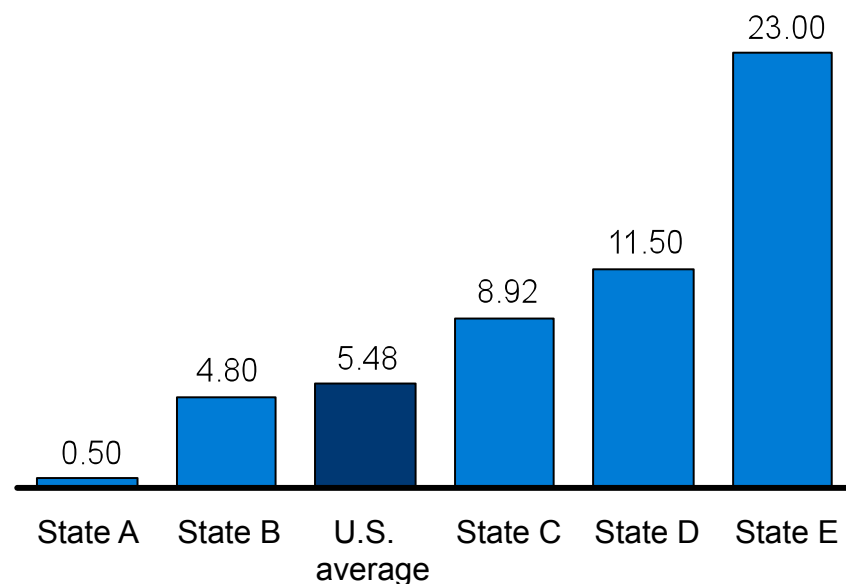
**- President Barack Obama,
February 2009**

**What would it take to meet
the President's goal?**

One way states might set an overall goal in line with the President's goal is to achieve 51% college attainment by 2020

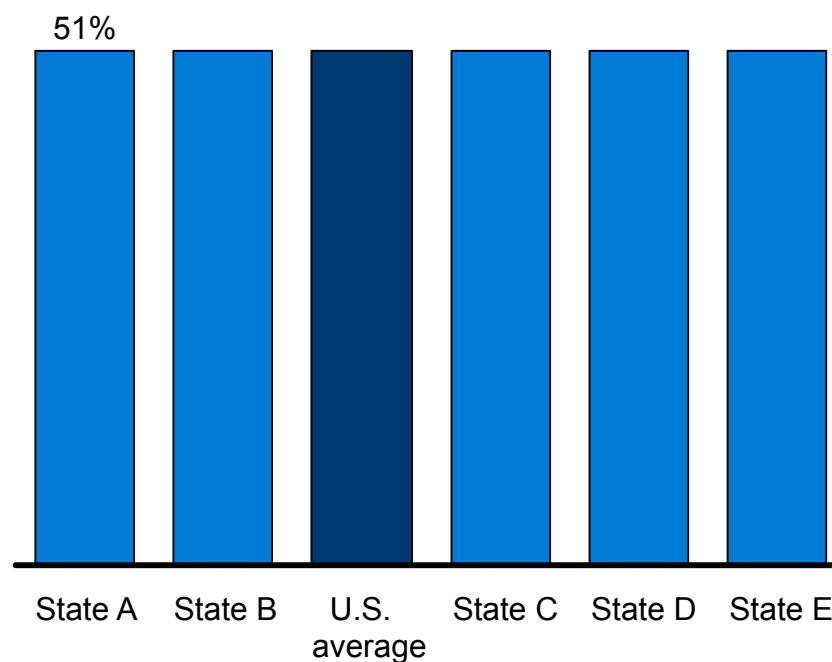
Unequal rates of degree production...

Annual rate of increased degree production, percent



...leading to an equal distribution of degree holders

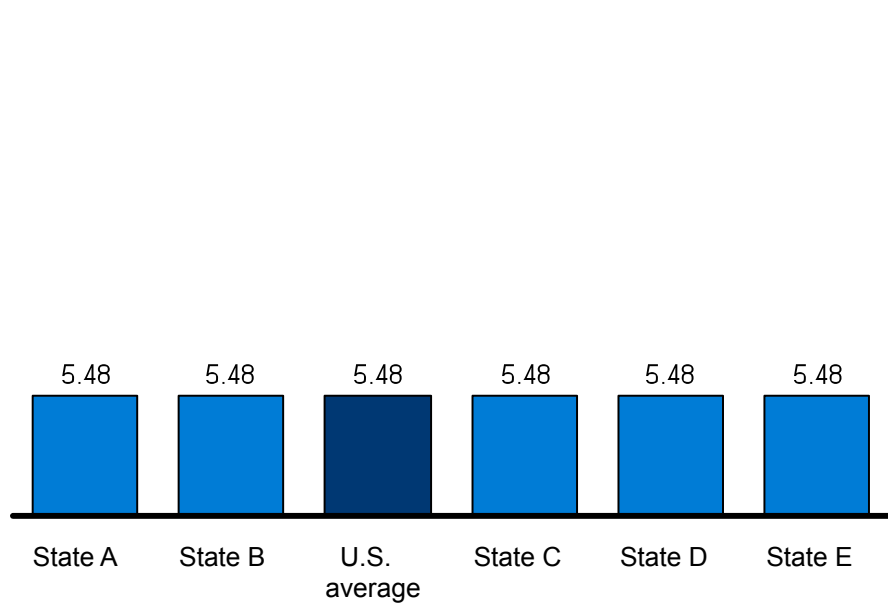
Percent of adults with college degrees



States could also choose to improve degree production at a nationally averaged rate that will achieve the President's goal

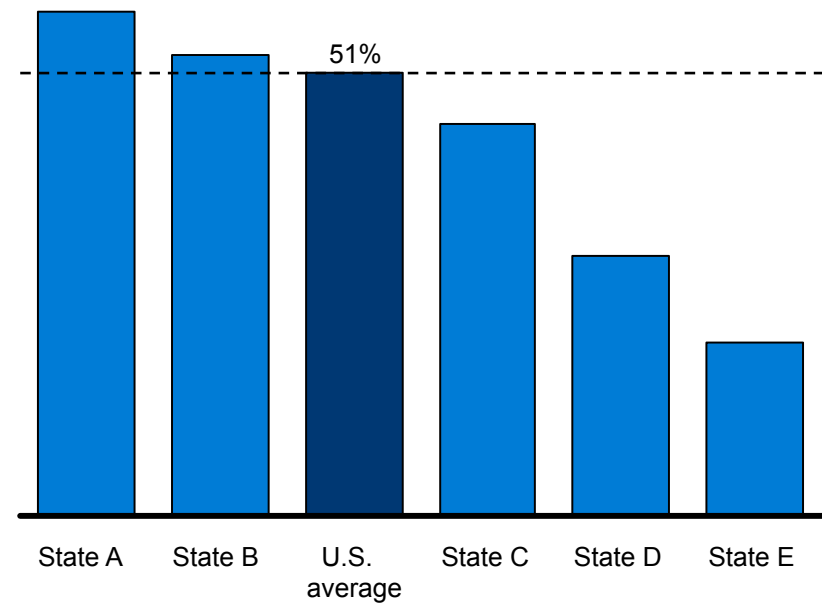
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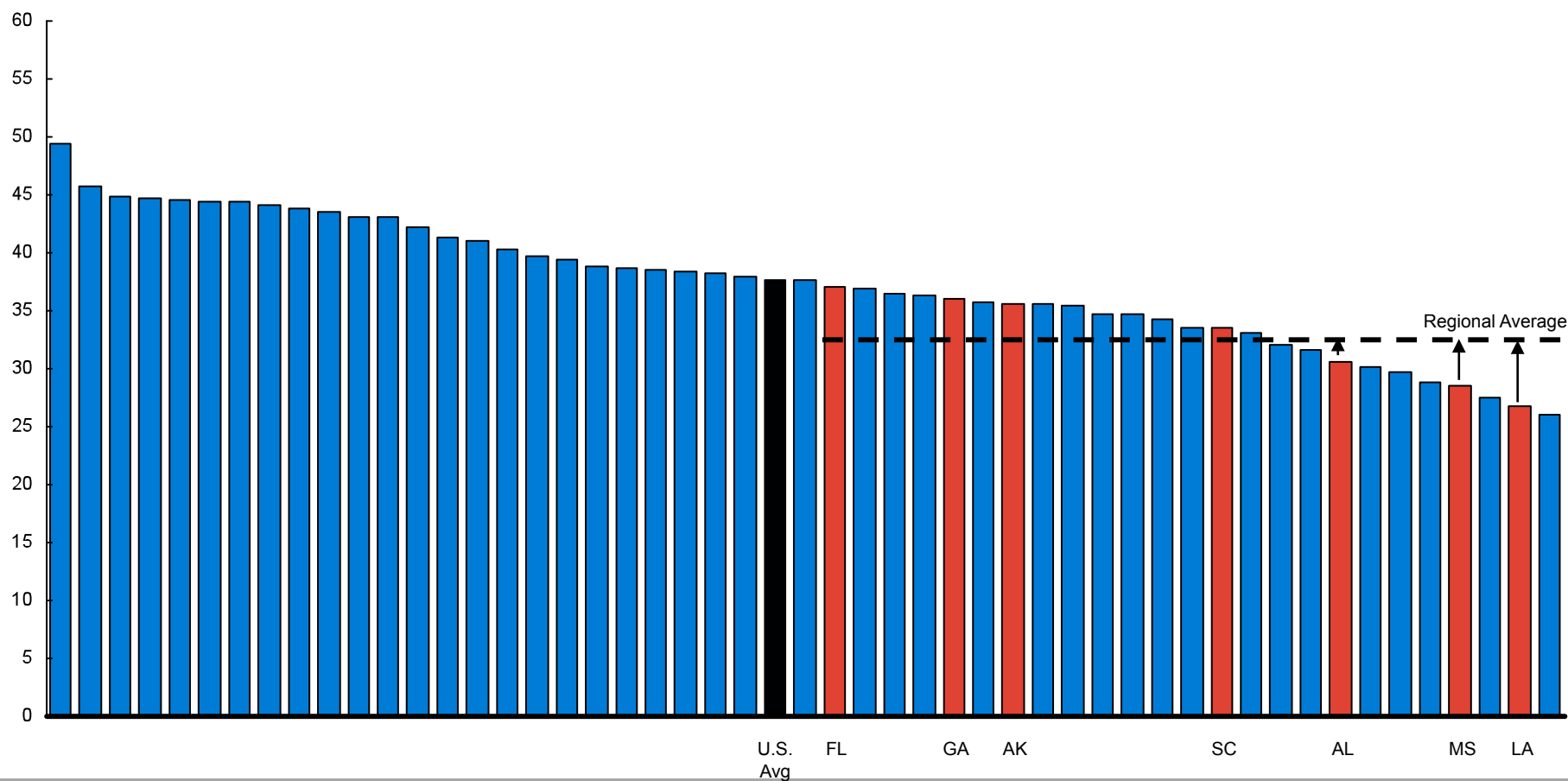
Percent of adults with college degrees



In reality, many states – especially in this environment – will use other factors to choose an overall goal.

One way to set an individual state goal is to aim for the current regional average in college attainment

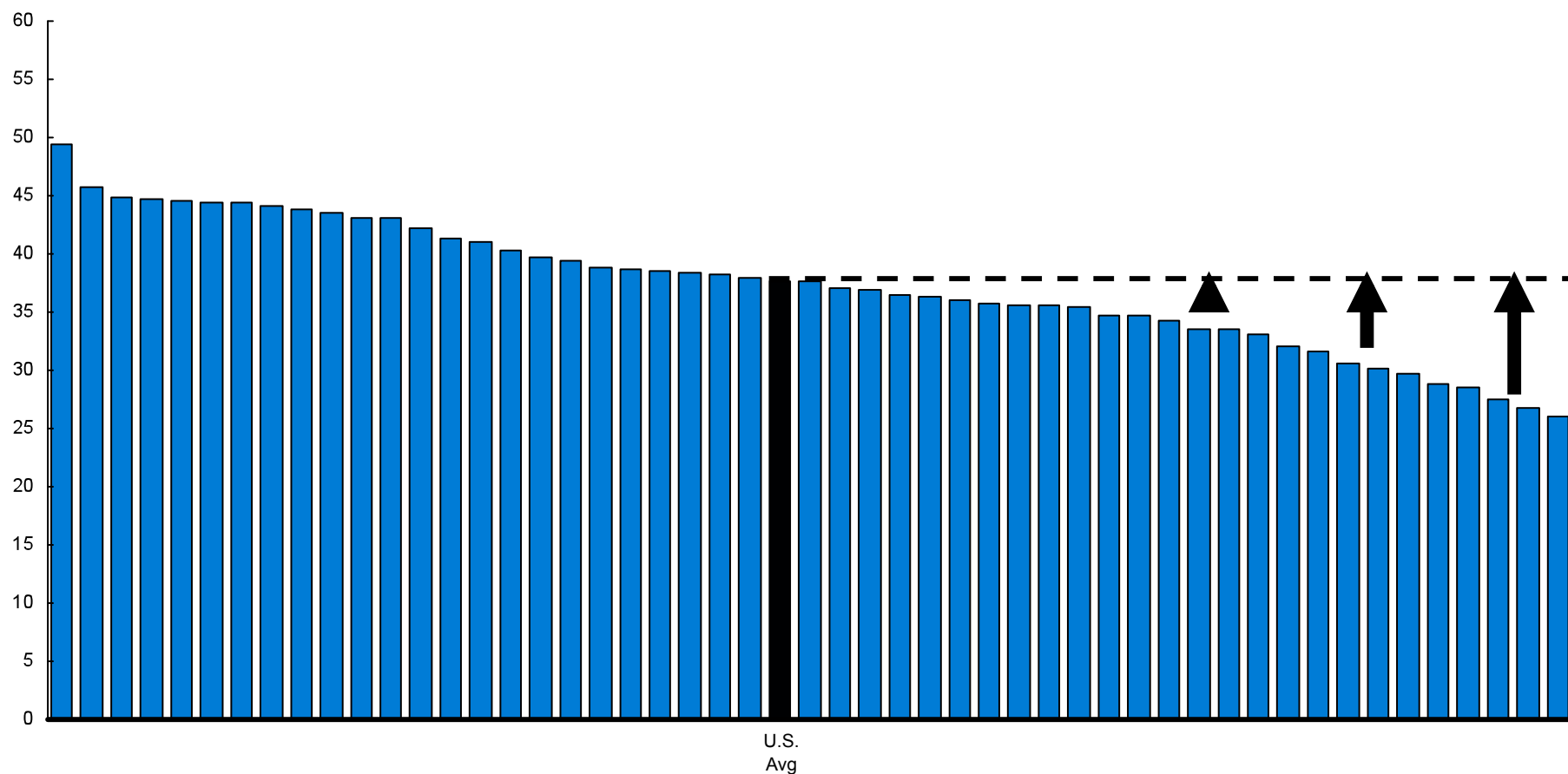
Percent of adults aged 25-64 with at least an Associates degree, 2007



Source: NCHEMS - calculated using data from 2007 American Community Survey

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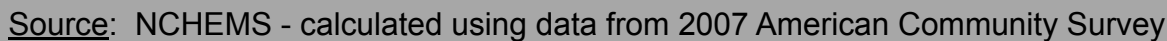


Source: NCHEMS - calculated using data from 2007 American Community Survey

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Percent of adults aged 25-64 with at least an Associates degree, 2007

Percent of adults aged 25-64 with at least an Associates degree, 2007



But we know that, for some of you, the equity goals themselves are all that you can imagine tackling in this environment.

That's a start.

But hopefully, through our work with you today and tomorrow, you will be able to set strategic, and appropriately ambitious, overall goals alongside your equity goals and translate them into the campus-level goals you need to drive things forward for all groups of students.

Question to consider

We are asking you to consider the following question with colleagues on your tables...

What are the top three issues you face as system leaders in the present context in arriving at ambitious, realistic and measurable goals for your system?

Discussion Question:

What are the top three issues you face as system leaders in the present context in arriving at ambitions, realistic and measureable goals for your system?

K-12 & POSTSECONDARY DISCONNECT	COMPLEXITY IN SYSTEM OF DIVERSE INSTITUTIONS	COMPLACENCY	FUNDING
PIPELINE ISSUES	VARIATION WITHIN SYSTEM, AMONG CAMPUSES (SIZE AND MISSION)	THINKING SMALL, PAROCHIAL & SHORT TERM	RESOURCE CHALLENGES
CALIFORNIA IS DYSFUNCTIONAL POLITICAL SYSTEM	APPROPRIATE METRICS FOR DIVERSE INSTITUTIONS WITH FOCUS ON VALUE ADDED	REGULAR MONITORING OF CAMPUSES AND MECHANISMS TO GET WORK ON TRACK	CONFIDENCE THAT POLICY AND FUNDING ALIGN WITH PERFORMANCE
UNCERTAINTY IN LEADERSHIP, FUNDING AND STRATEGIC DIRECTION	CAMPUS BUY-IN – THEY ARE TOO CAUTIOUS WHEN EVALUATIONS OR FUNDING ON THE LINE. DON'T NECESSARILY SEE SYSTEMS GOAL AS THEIRS TOO.	TURNING DATA INTO STRATEGIC INFORMATION	LABOR CHALLENGES
UNCERTAINTY IN LEADERSHIP, FUNDING AND STRATEGIC DIRECTION		OWNERSHIP OF GOALS	AFFORDABILITY
			WE ARE NOT GOING TO SACRIFICE EQUITY GOALS

Different approaches to goal setting in different contexts

<i>Minimum standards</i>	<i>Calculated bounce</i>	<i>Top down cascade</i>	<i>Bottom up</i>
Health waiting targets, 4 hours for A&E, 18 weeks from referral to treatment	15% reduction in street crime, halving the number of asylum applications	80% of children achieving L4 in literacy; halving MRSA rates	Train punctuality
Everyone deserves at least this	Unexpected PM announcement to drive progress	Strong moral imperative and existing poor performance	People expect more. Where can we reasonably get to ?
Minimum standards set by political acceptability, what the modelling tells us; what the best can do	Increases determined by PM ambition; then decide what it would take to deliver it	Threshold set by political acceptability, what the modelling tells us can be done within timescale and what the best can do	Goal for improvement is aggregation of goals that Train operating companies project

How Confident are You that your system will deliver its **A2S** goals?



How Confident are You that the nation will deliver the **President's** goal?

Three techniques for setting goals at system level

SYSTEM LEVEL GOALS		
Aspirational	Benchmarking comparisons	Research based
• How close could we get to the national aspiration, and what would it take? • Imagine there were no constraints – what could you achieve? • How would you realise the moral purpose?	• Raising your achievement so that... • it puts you into the top quarter of systems or at the mean (depending on starting point) • you perform as well as the best similar systems • you perform at the level of the top performer regionally • Achieving more consistent performance across campuses within your system e.g. set minimum threshold performance	• Aggregating the impact of policy initiatives • Analysing and reducing attrition rates • Rely on the evidence base

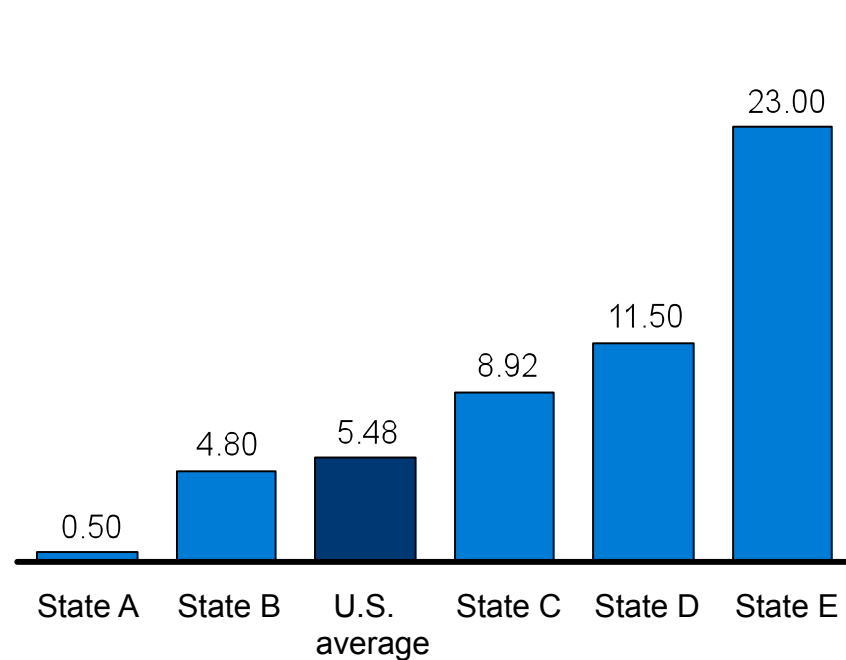
What STEPS would you need to take to determine your system level?

INVOLVE STAKEHOLDERS	WATCH FOR UNINTENDED TRADE OFFS	KNOW WHERE YOU ARE GOING, COMMON SYSTEM & CAMPUS FOCUS	BROAD VS. SPECIFIC GOALS SYSTEM VS. INSTITUTION	GET CAMPUS BUY-IN
RAISE AWARENESS AMONG EXTERNAL STAKEHOLDERS, K-12 & NON- HIGHER ED	120 COUNCIL HOURS	DEVELOP STRATEGIC INITIATIVES TO ACHIEVE GOALS	ANALYSIS OF CURRENT LEVELS-- BASELINE	UNDERSTANDING CURRENT CAMPUS CAPACITY
MESSAGE DIRECTION	BUILD TREND LINES PART OF PROCESSES	GOALS WITH CONSEQUENCES	JOIN UP THE MODELS	ESTABLISH CAMPUS STEERING COMMITTEES
ENGAGE GOVERNING BARD, POLITICAL LEADERSHIP	CONDUCT AN ENVIRONMENTAL SCAN	KEEP IT SIMPLE	IDENTIFY CHAMPIONS AND A DRIVER	OUTREACH TO 1 ST GENERATION, LOW- INCOME

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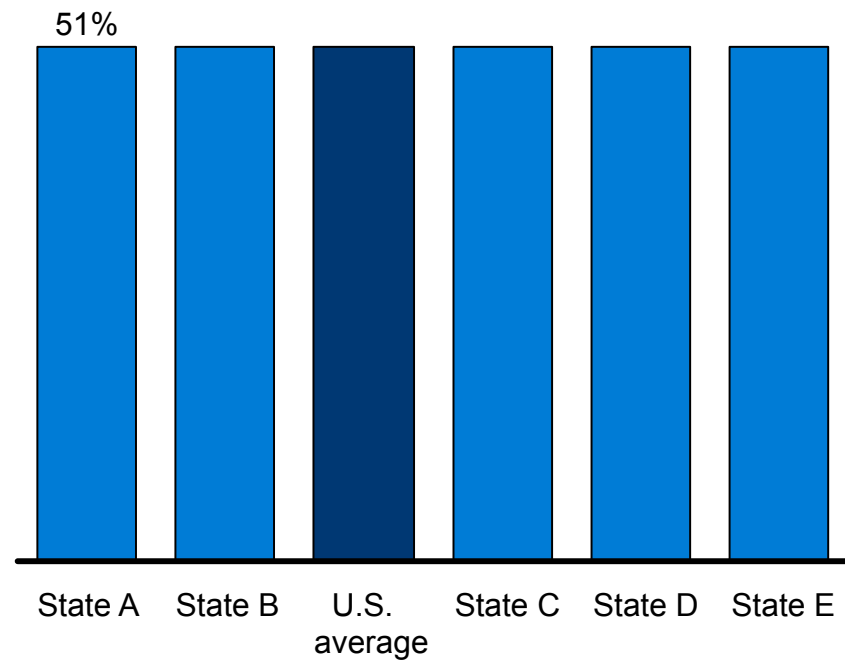
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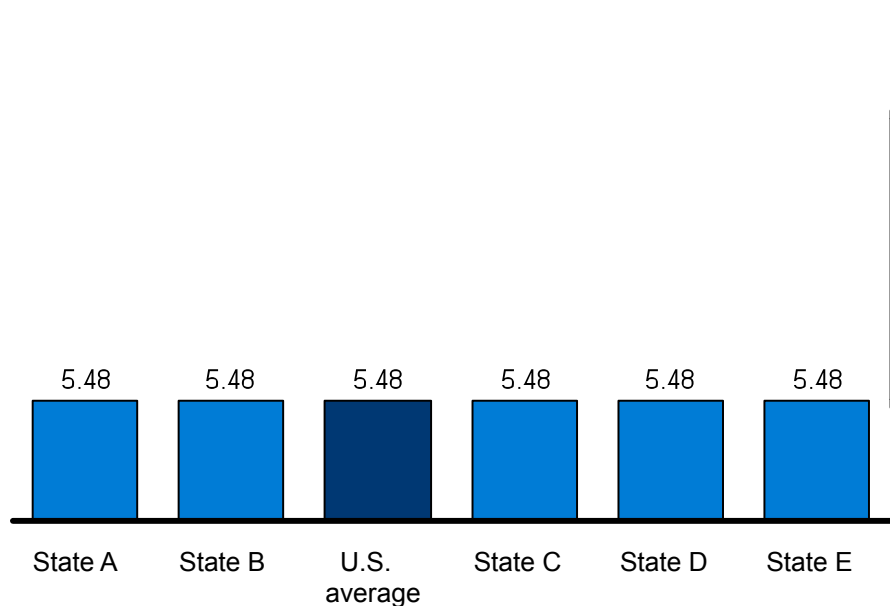
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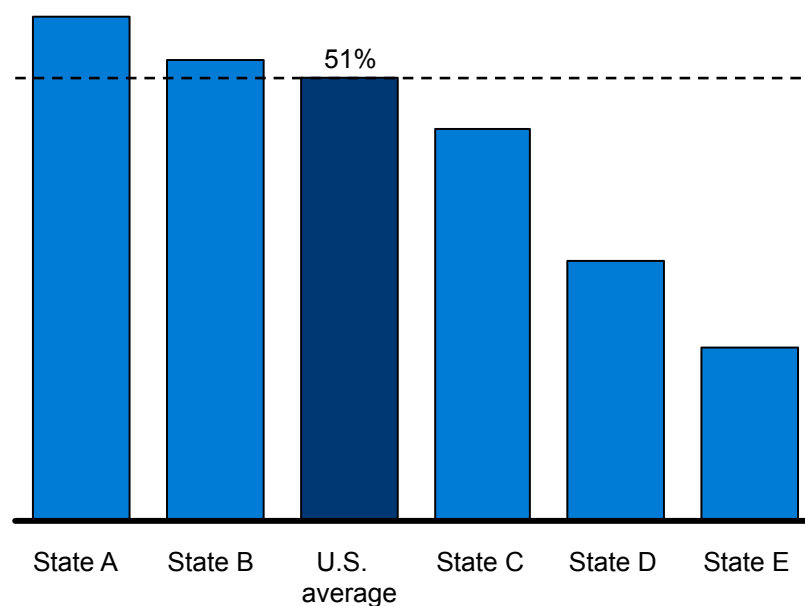
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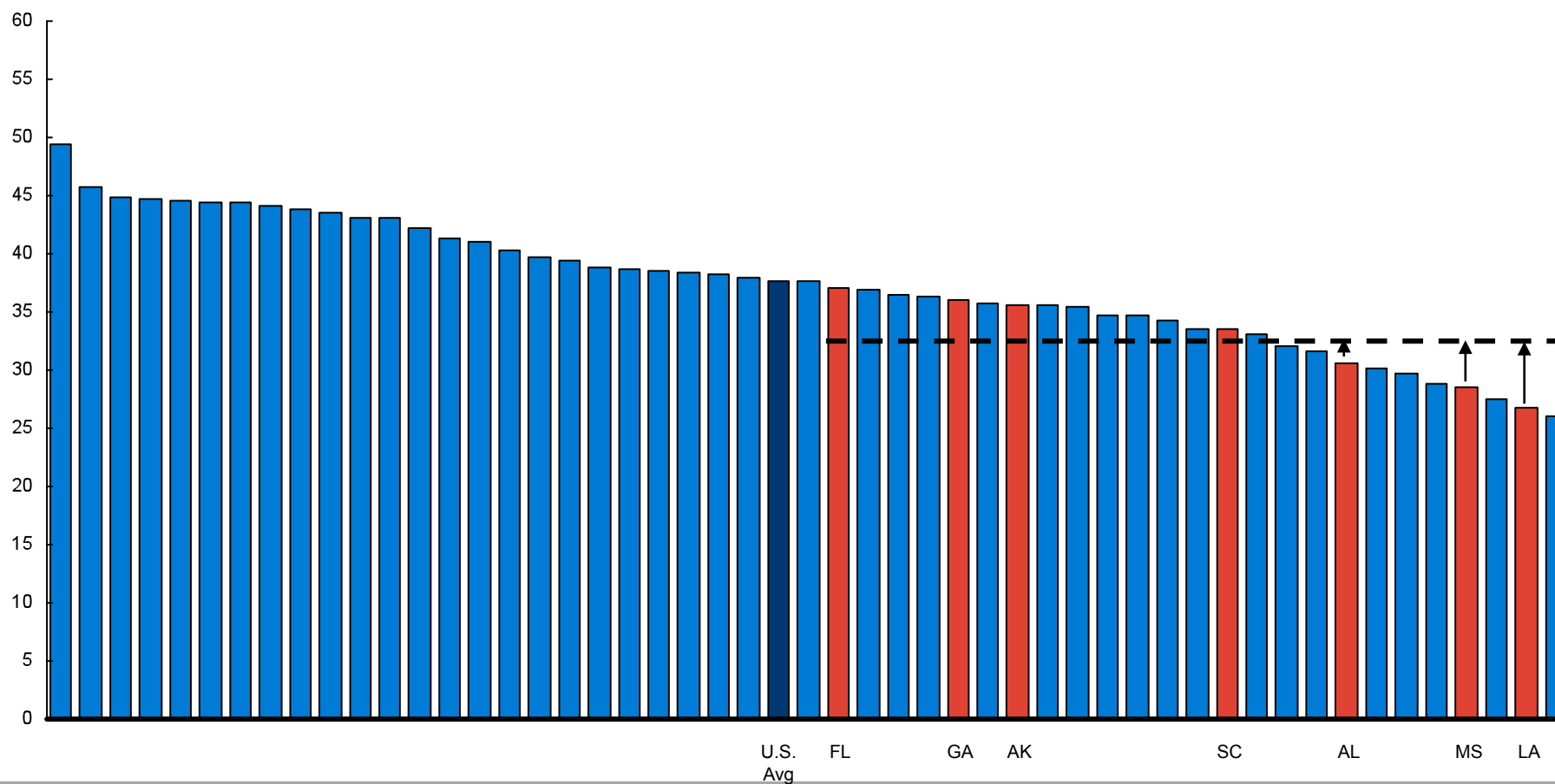
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Percent of adults with college degrees



One way to set an individual state goal is to aim for the current regional average in college attainment

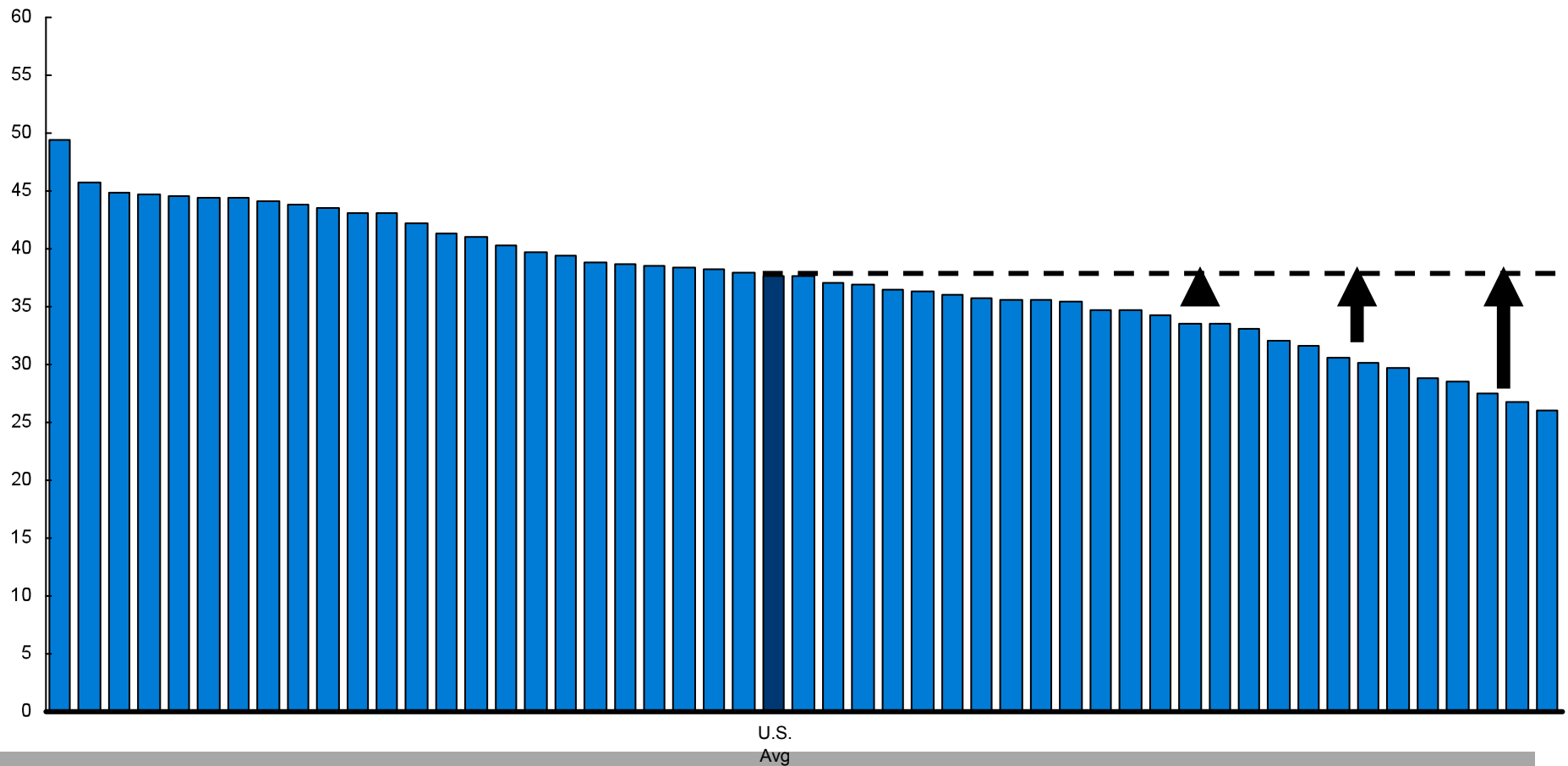
Percent of adults aged 25-64 with at least an Associates degree, 2007



Source: NCHEMS - calculated using data from 2007 American Community Survey

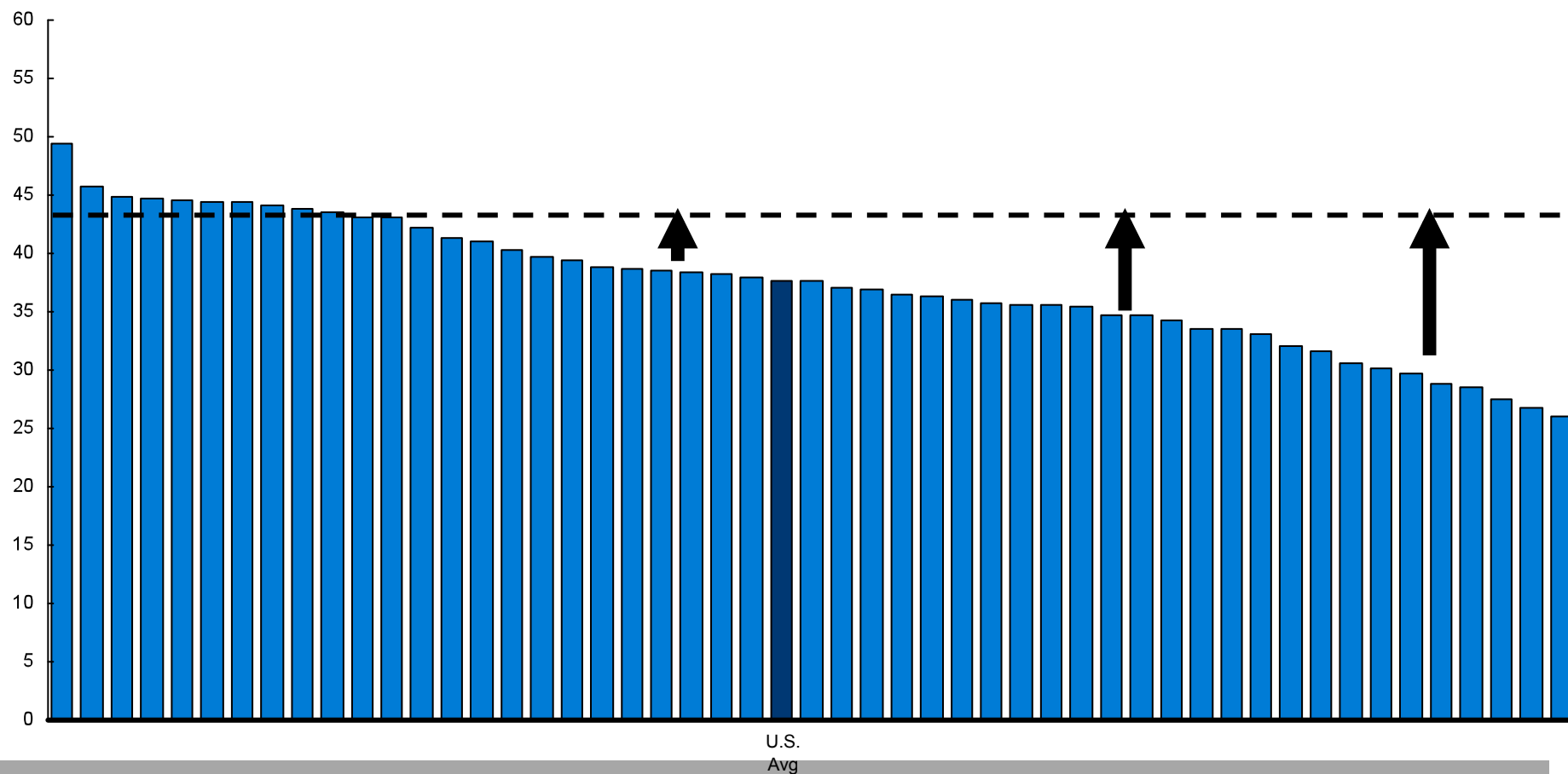
Another is to aim for the current national average in college attainment

Percent of adults aged 25-64 with at least an Associates degree, 2007



Or a state could aim to break into the top 10 best-performing states in college attainment

Percent of adults aged 25-64 with at least an Associates degree, 2007



We have developed a model that will help you understand what it will take to meet both overall AND equity goals in your system

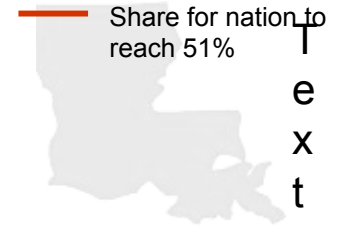
The model allows you to...

- **Define** an overall goal of degree production for your system
- **Input** as variables your expected
 - Enrollment growth
 - Graduation rate improvements

And it will tell you...

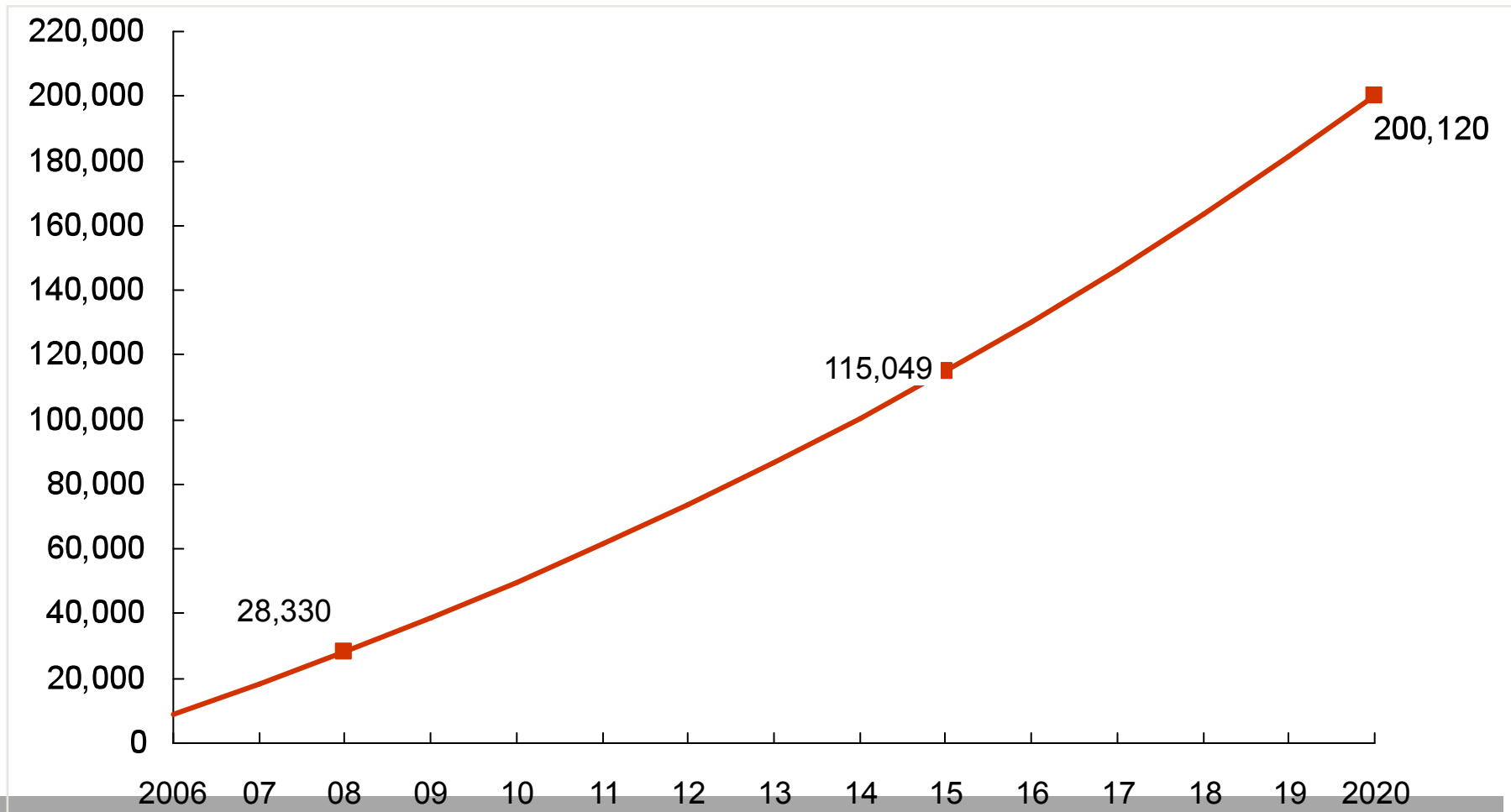
- A trajectory of improved degree production that shows how close your ambitions get you to reaching your overall goal
- The annual subgroup entry enrollment and graduation rates necessary for your system to meet its A2S goals

For the UL system to do its share of bringing the nation to 51% college attainment by 2020, it must produce ~200,000 total degrees by 2020



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Number of degrees, cumulative

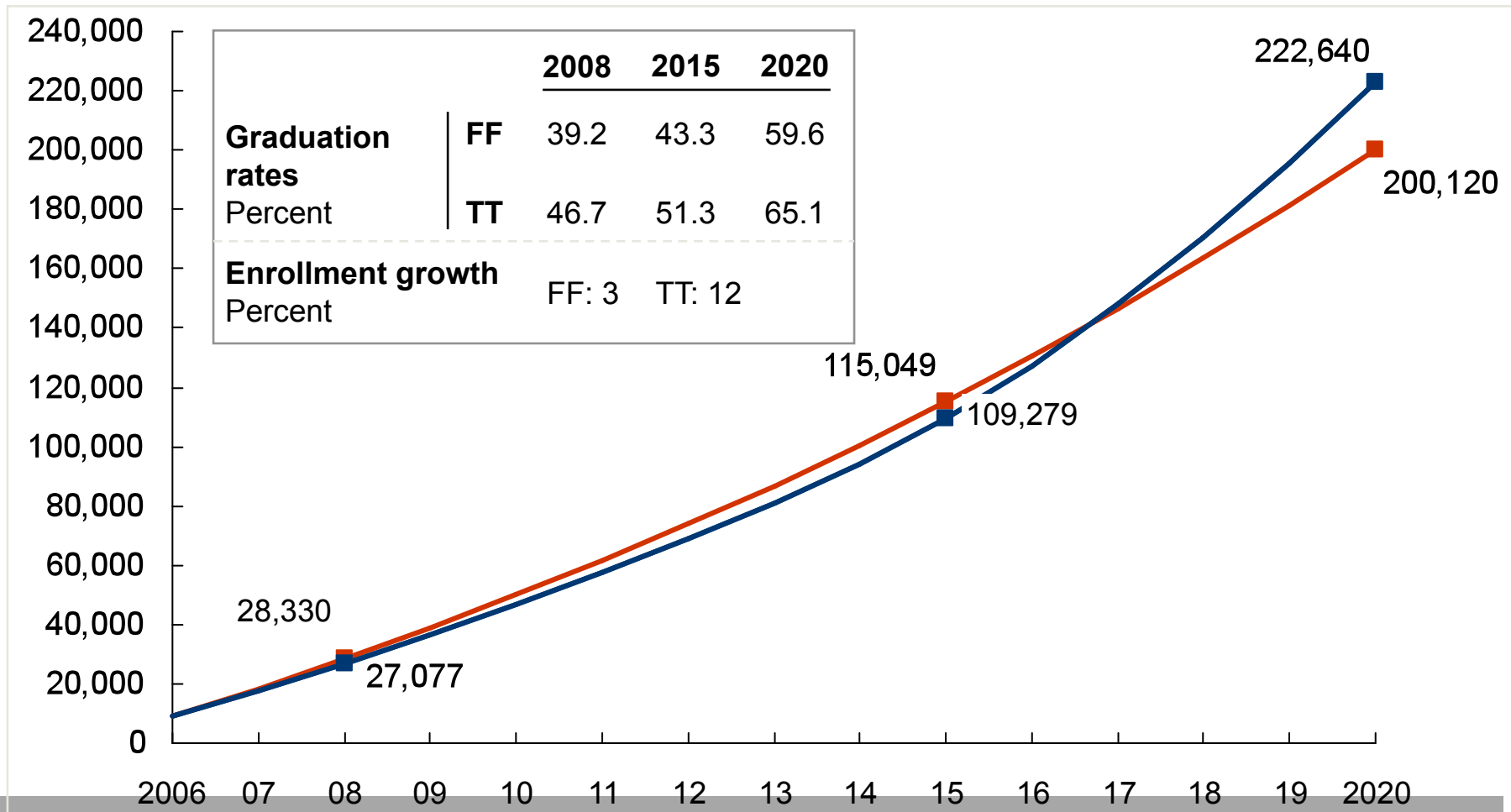


If it increases enrollment growth at historical rates and increases graduation rates aggressively, it will exceed this target

Share for nation to reach 51%

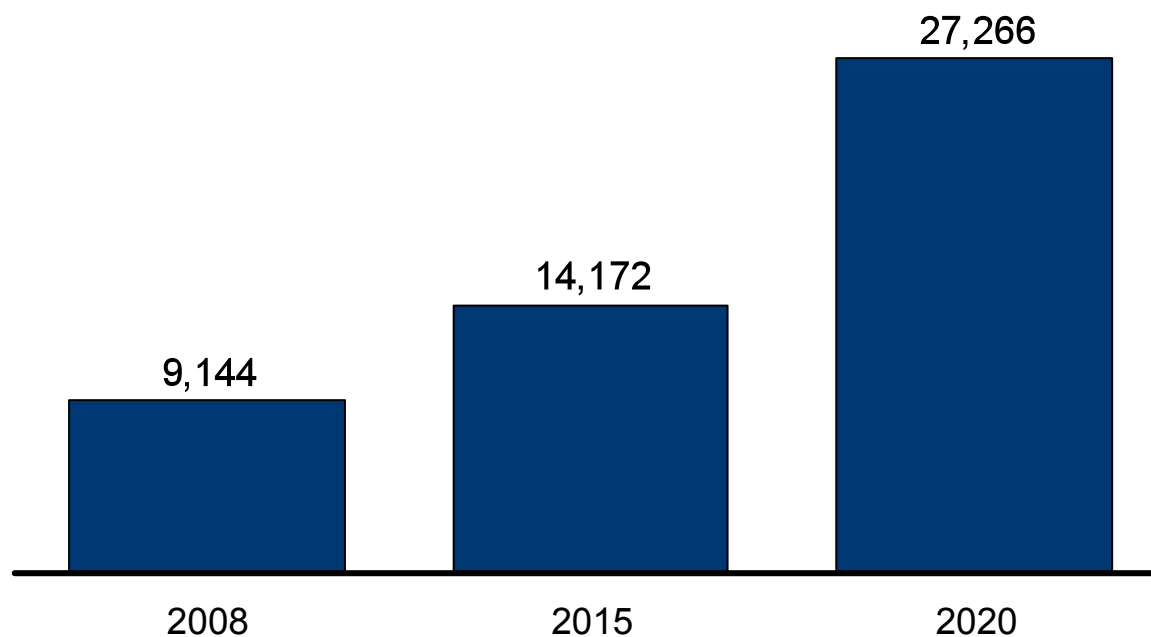
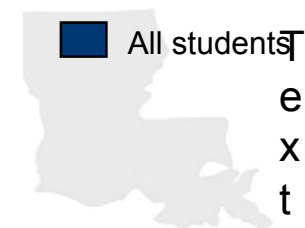
Equity, improved grad rates, enrollment growth

Number of degrees, cumulative



This will involve very significant increases in annual degree production

Number of degrees, annual



And meeting its Success targets will require best-performing increases in graduation rates across all subgroups

Six year graduation rates, percent



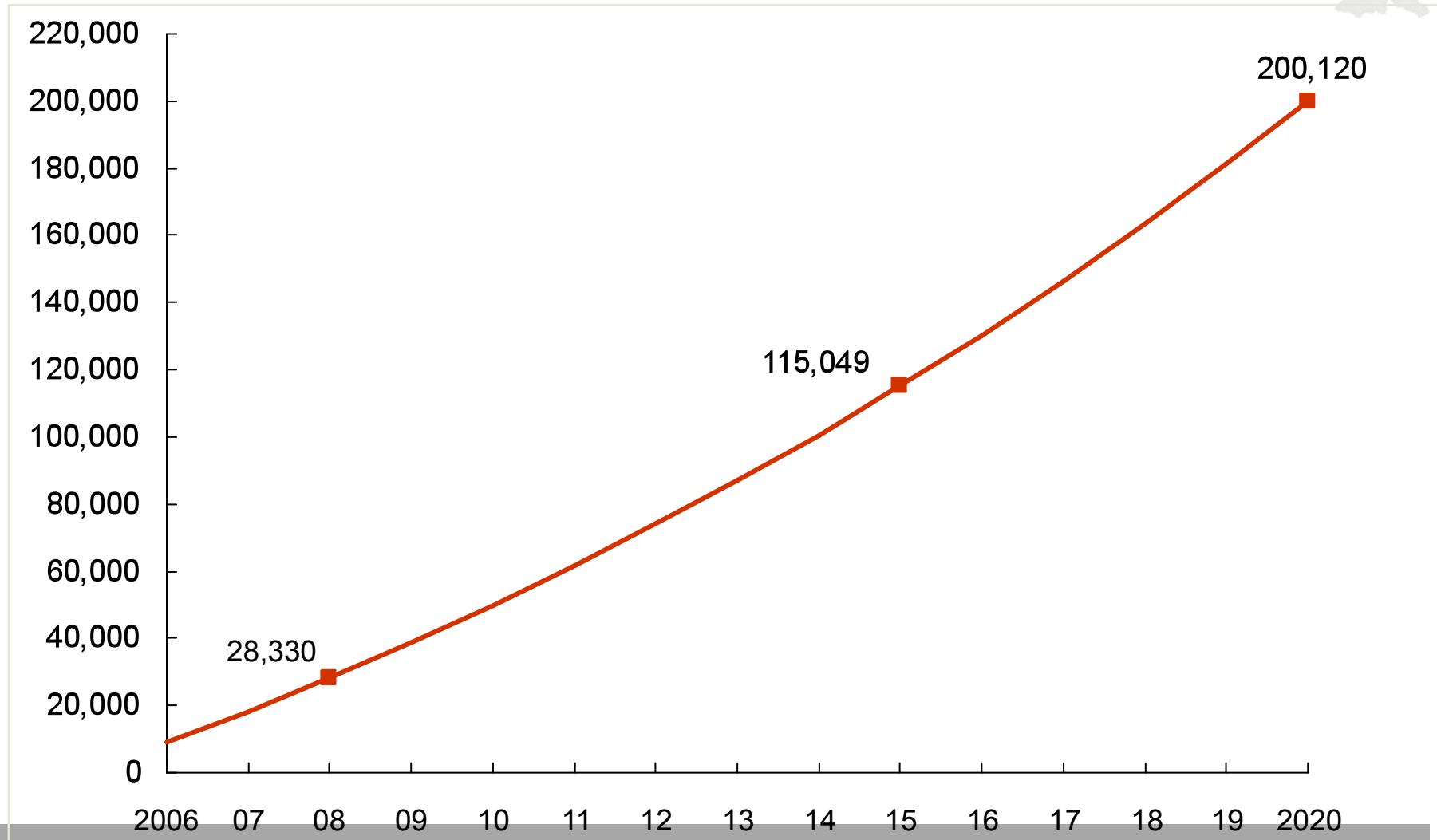
	First-Time Freshmen			Transfer/Transition		
	All	URM	Pell	All	URM	Pell
2008	39.2	30.8	31.1	46.7	37.5	50.7
2015	43.3	37.6	37.8	51.3	44.2	54.6
2020	59.6	55.3	55.5	65.1	60.0	65.1

If the UL system has no enrollment growth in the future, however, it will likely fall short of this target

Number of degrees, cumulative

— Share for nation to reach 51%

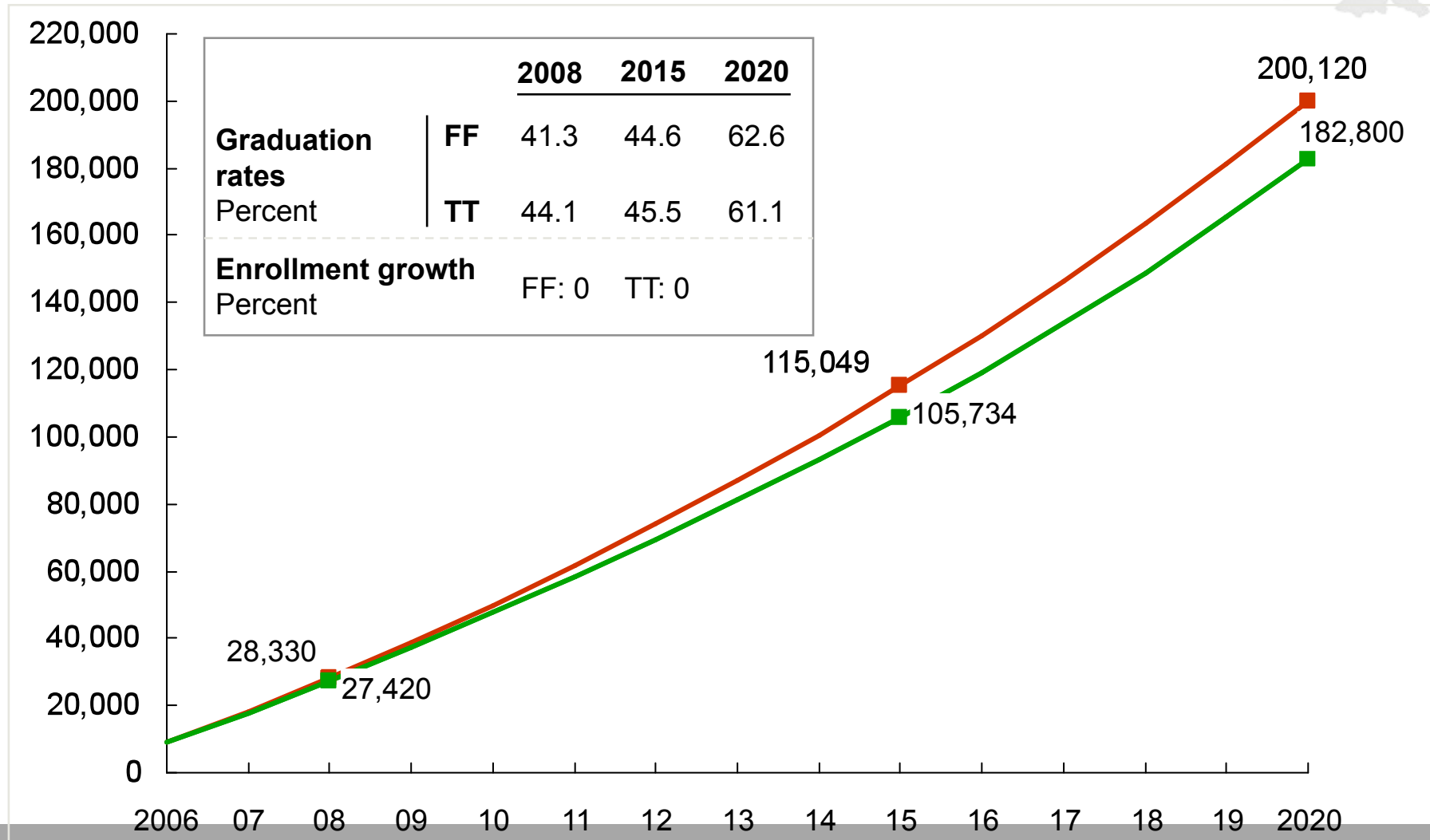
Text



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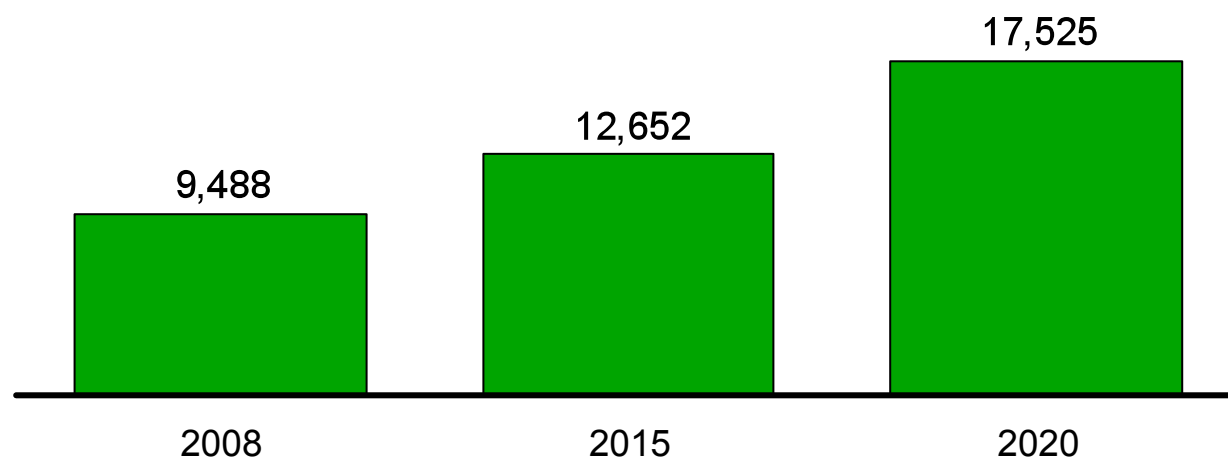
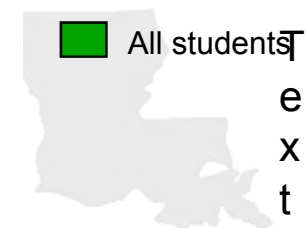
Number of degrees, cumulative

— Share for nation to reach 51%
— Equity, improved grad rates



Its annual degree production increase will be significant, but not quite as large

Number of degrees, annual



And its graduation rates will still have to increase at best-performing rates in order to meet its Success targets

Six year graduation rates, percent

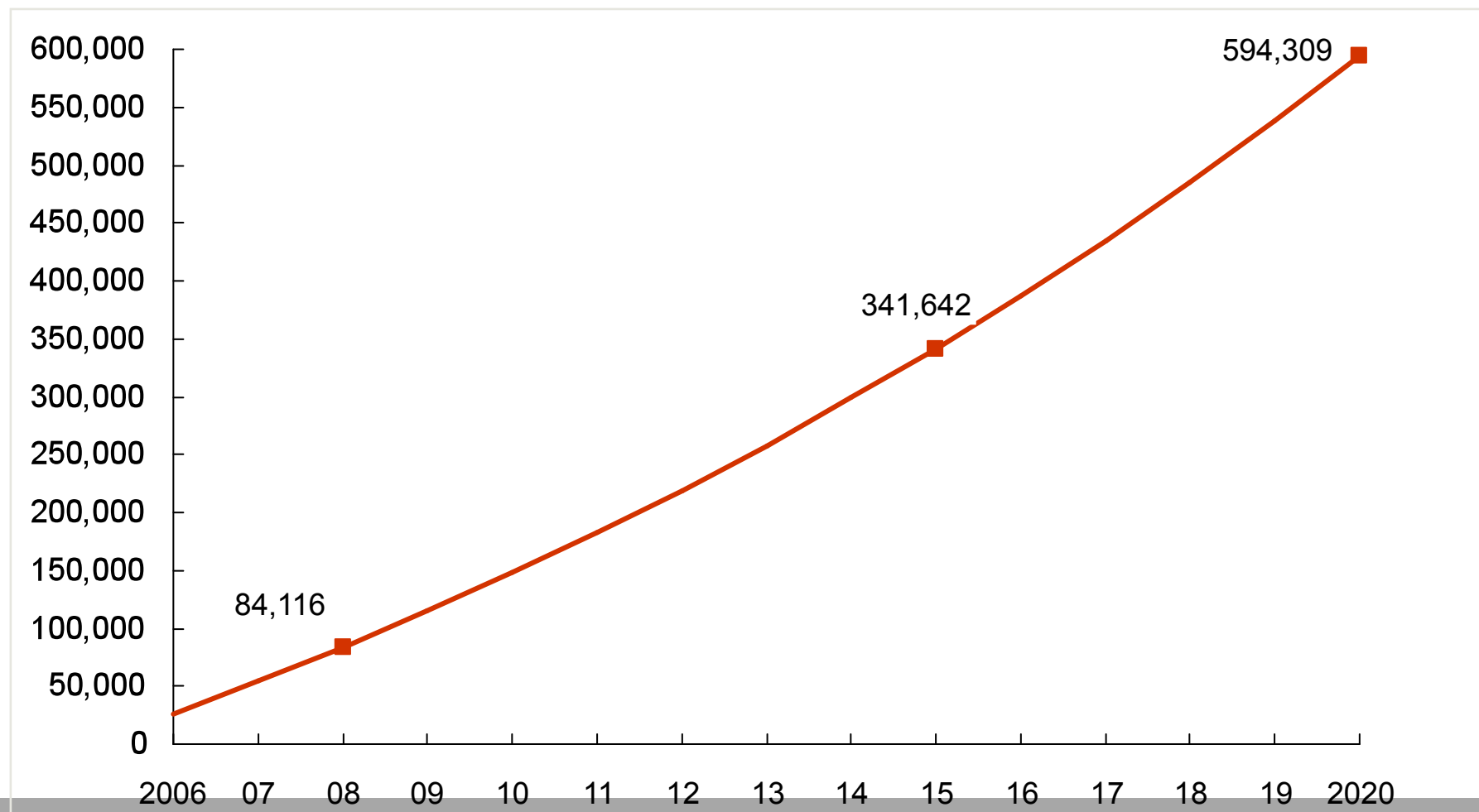


	First-Time Freshmen			Transfer/Transition		
	All	URM	Pell	All	URM	Pell
2008	41.3	32.4	32.7	44.1	35.5	48.1
2015	44.6	38.7	39.0	45.5	39.2	49.5
2020	62.6	58.1	58.3	61.1	56.3	61.1

For the UNC system to do its share of bringing the nation to 51% college attainment, it must produce almost 600,000 degrees by 2020

Share for nation to achieve 51%

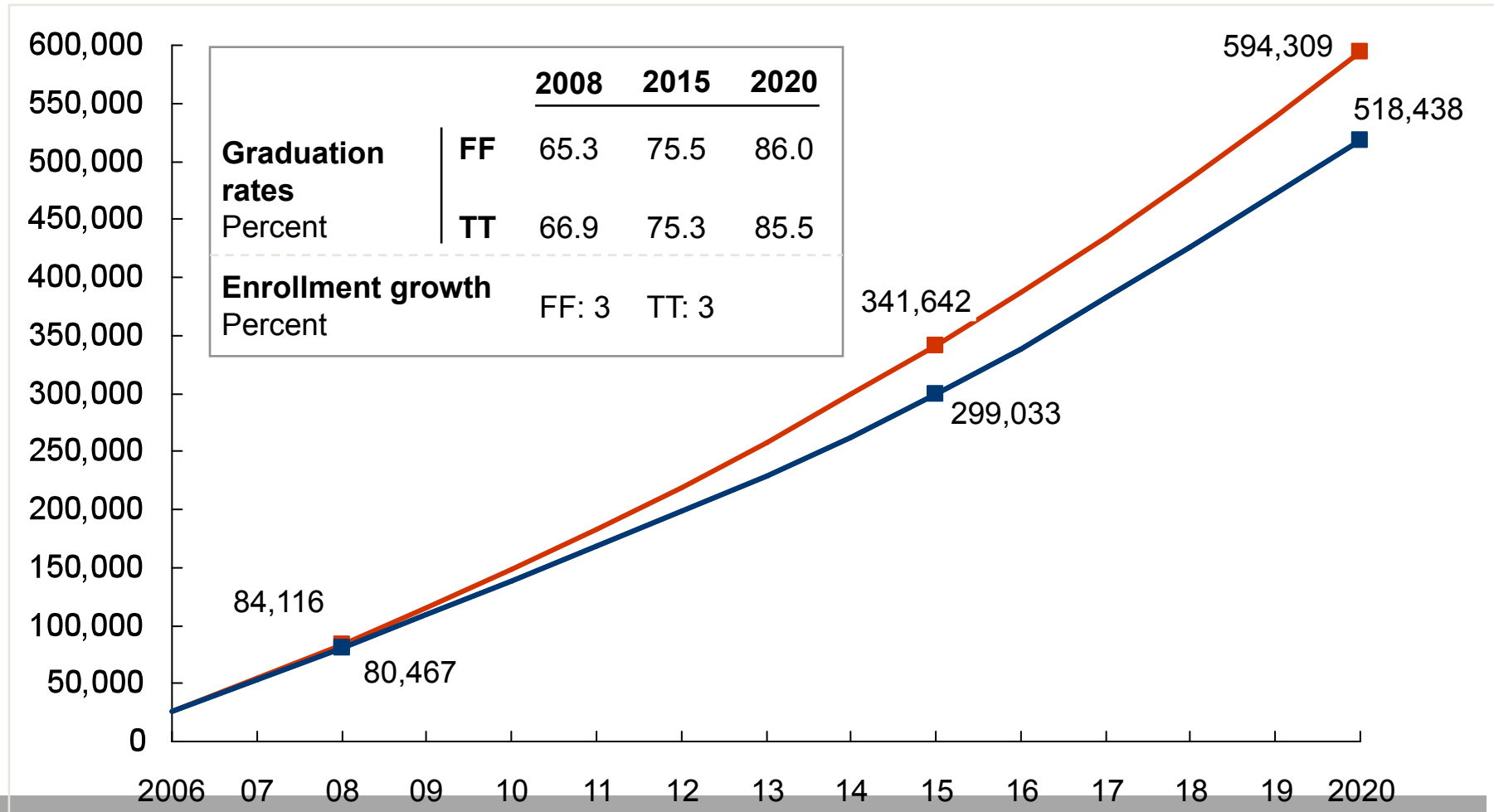
Number of degrees, cumulative



If it continues enrollment growth at historical rates and graduation rates increase aggressively, it will still fall short of this target

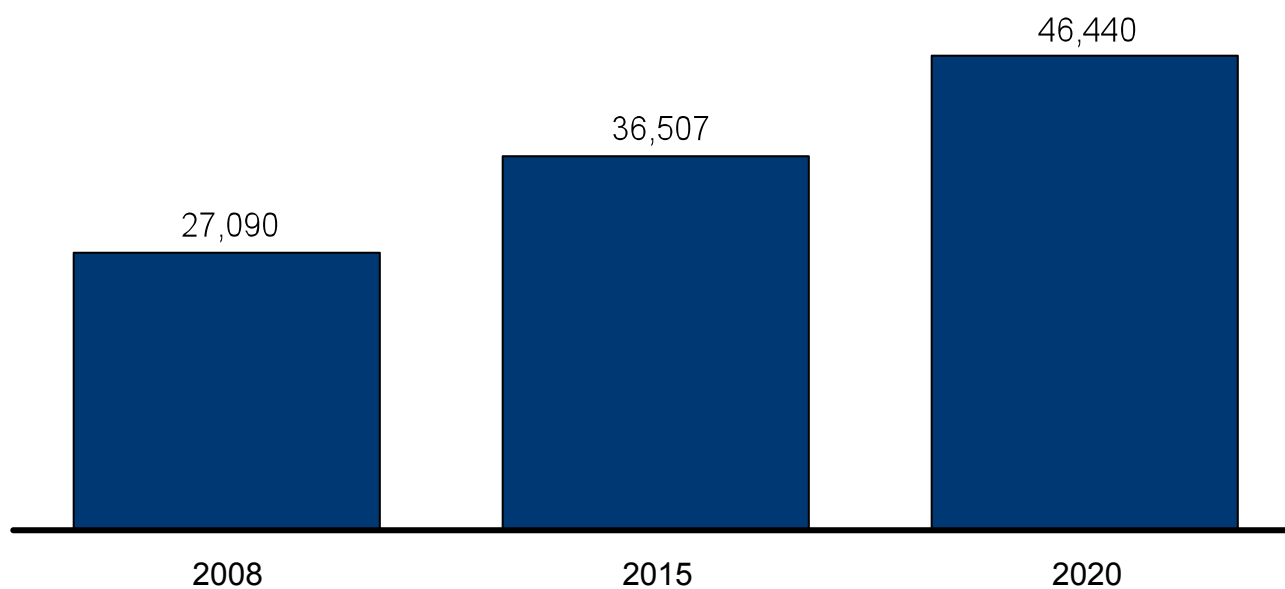
Number of degrees, cumulative

- Share for nation to achieve 51%
- Equity, improved grad rates, enrollment growth



Given these growth rates, the UNC system will have to graduate this many students each year

Number of degrees, annual



And meeting its Success targets will require best-performing increases in graduation rates across all subgroups



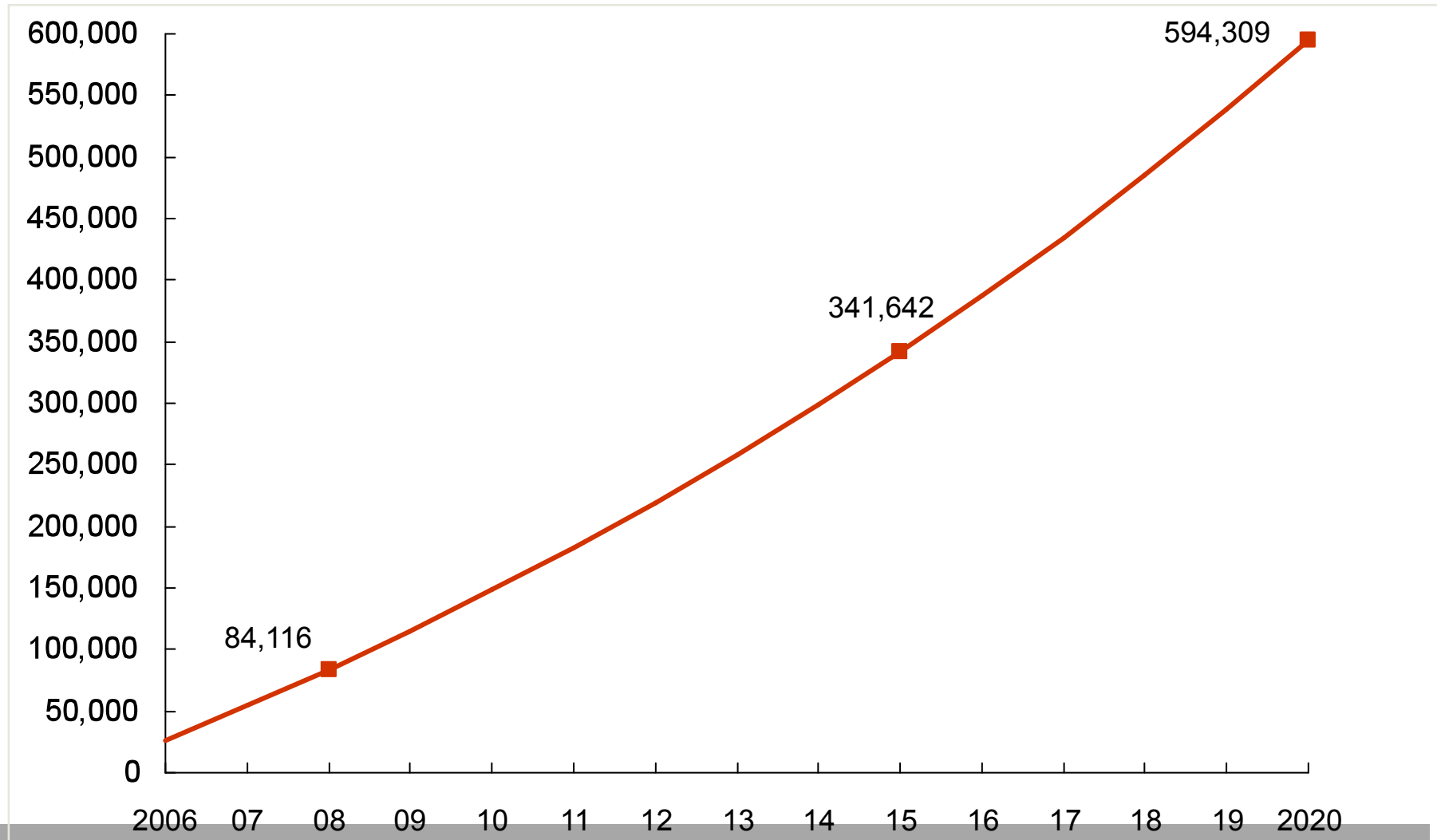
Six year graduation rates, percent

	First-Time Freshmen			Transfer/Transition		
	All	URM	Pell	All	URM	Pell
2008	65.3	53.5	53.5	66.9	57.1	66.4
2015	75.5	66.3	66.3	75.3	67.7	74.0
2020	86.0	80.3	80.3	85.5	80.8	84.7

In order for the UNC system to meet this target, it must be even more aggressive with its enrollment growth

Share for nation to achieve 51%

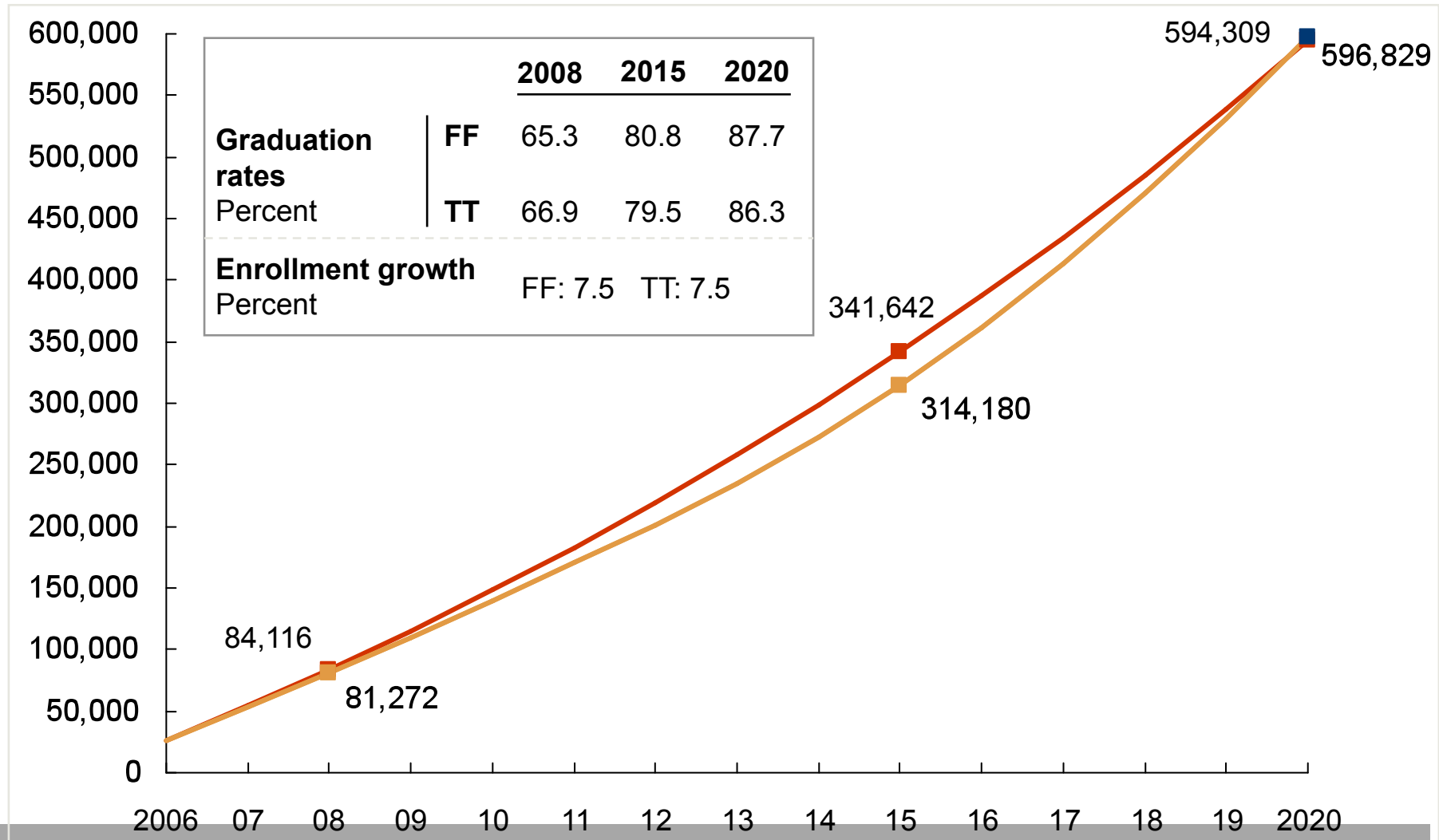
Number of degrees, cumulative



In order for the UNC system to meet this target, it must be even more aggressive with its enrollment growth

Number of degrees, cumulative

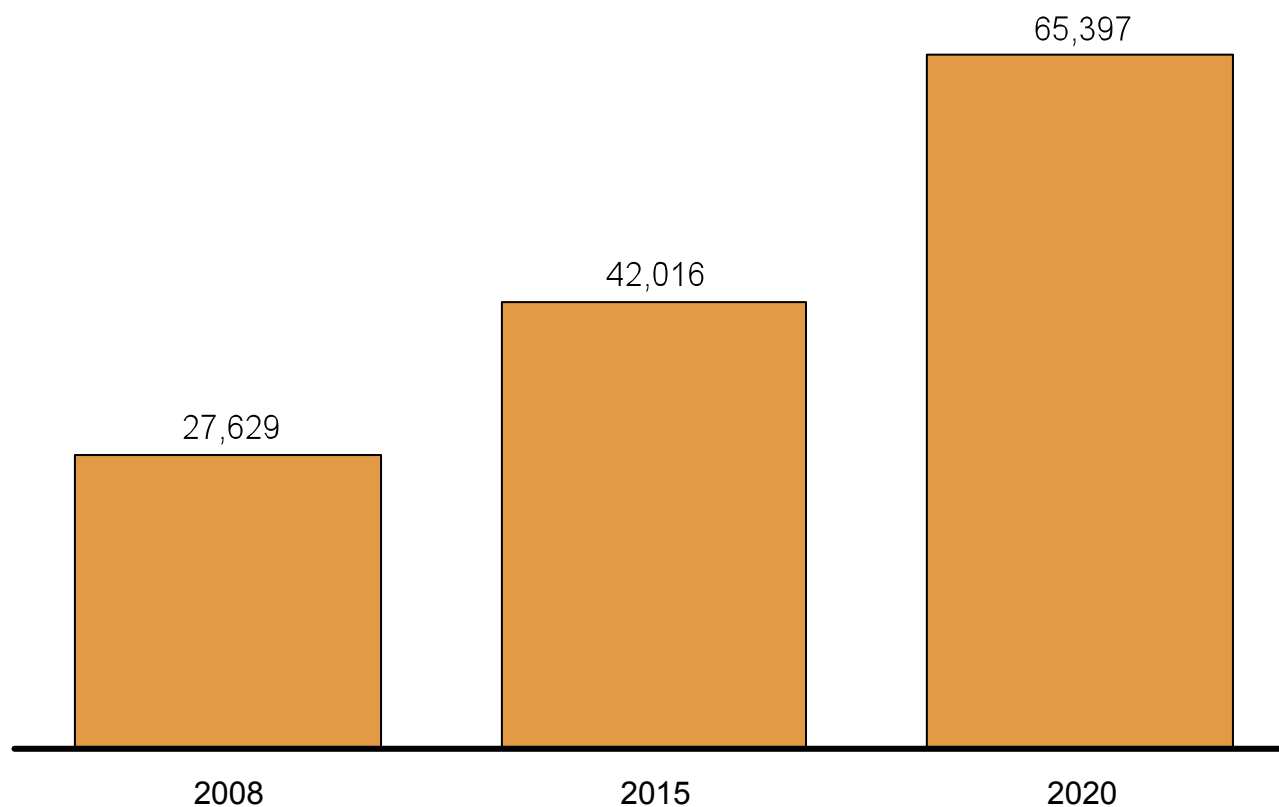
— Share for nation to achieve 51%
— Aggressive growth



And its annual degree production will increase very significantly



Number of degrees, annual



And its graduation rates will still have to increase at best-performing rates in order to meet its Success targets

Six year graduation rates, percent



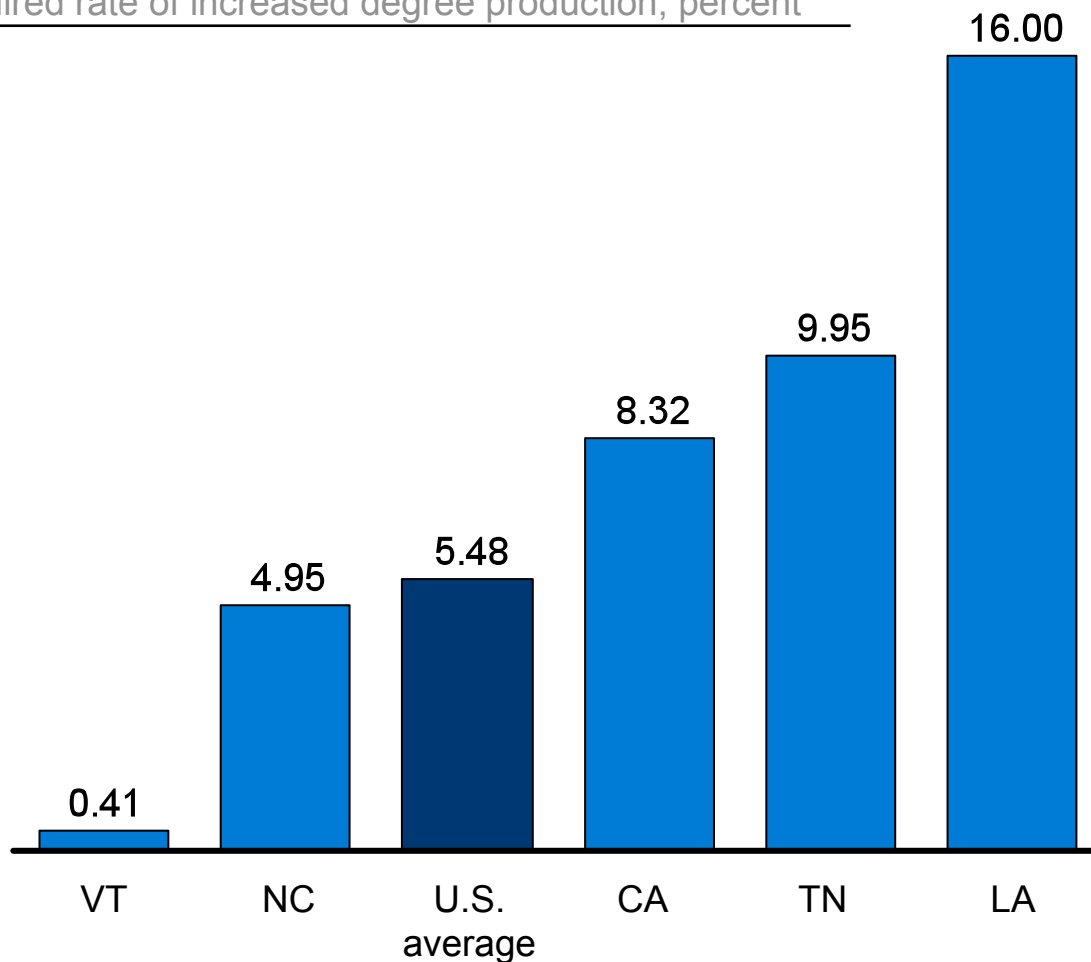
	First-Time Freshmen			Transfer/Transition		
	All	URM	Pell	All	URM	Pell
2008	65.3	54.5	53.5	66.9	58.2	67.7
2015	80.8	71.0	66.3	79.5	71.5	78.2
2020	87.7	81.9	80.3	86.3	81.5	85.5

Because of the unique context of each state, the required rate of increased degree production to reach 51% college attainment is different for each

Each state's required rate is affected by:

- Current college attainment of the state
- Projected adult population of the state in 2020
- Assumptions about future migration patterns of the state

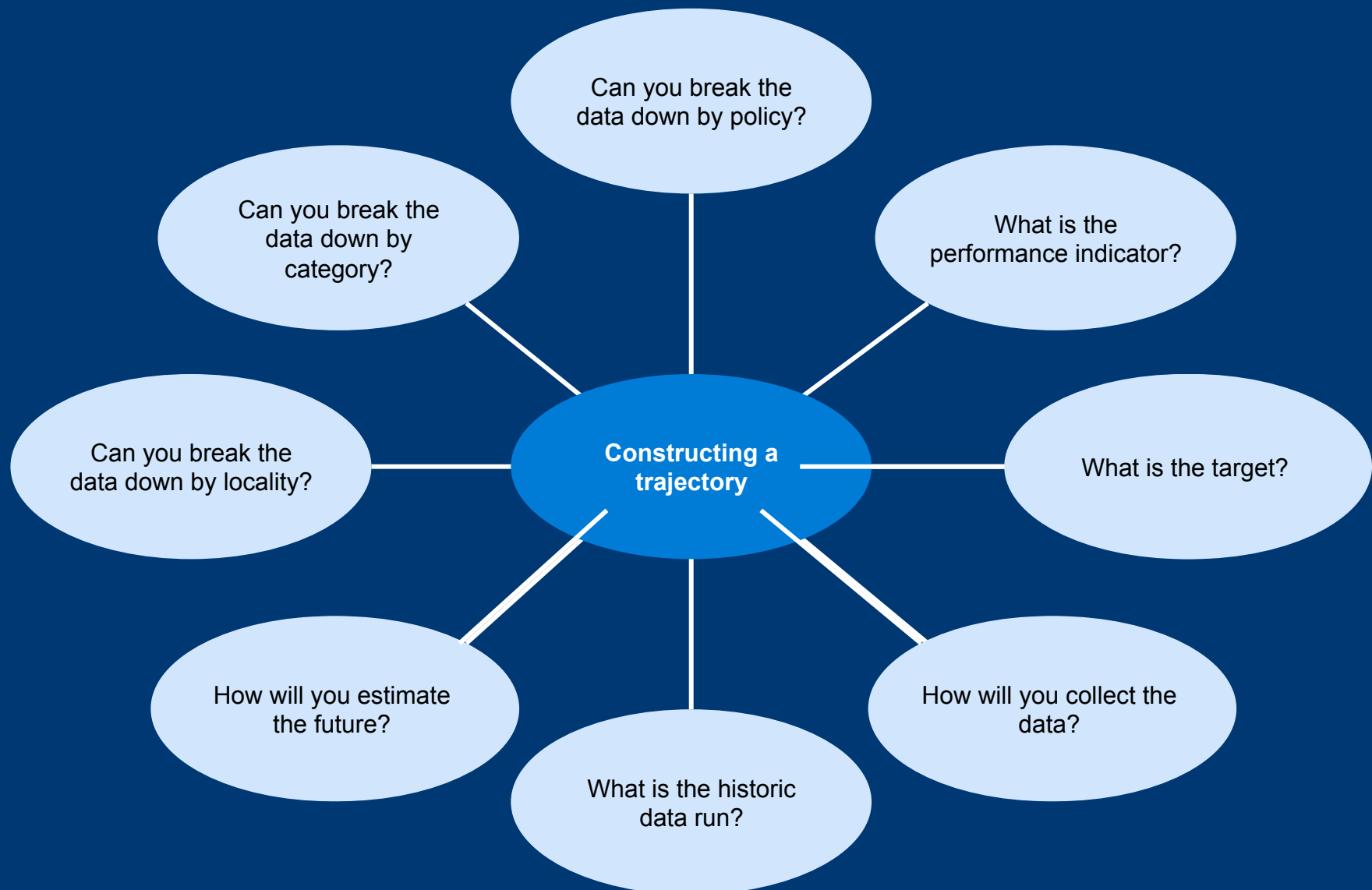
Required rate of increased degree production, percent



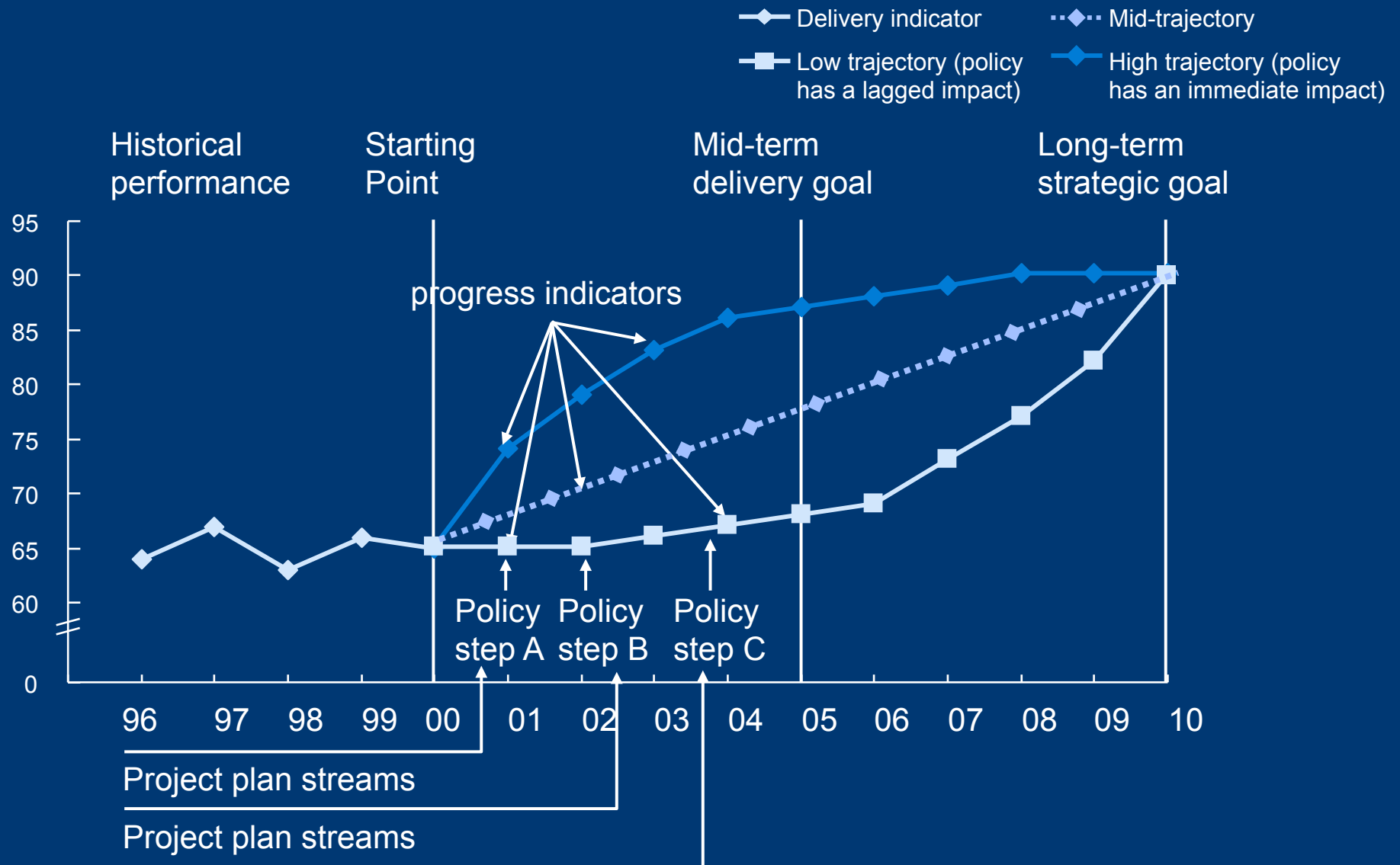


Trajectories

CONSTRUCTING A TRAJECTORY



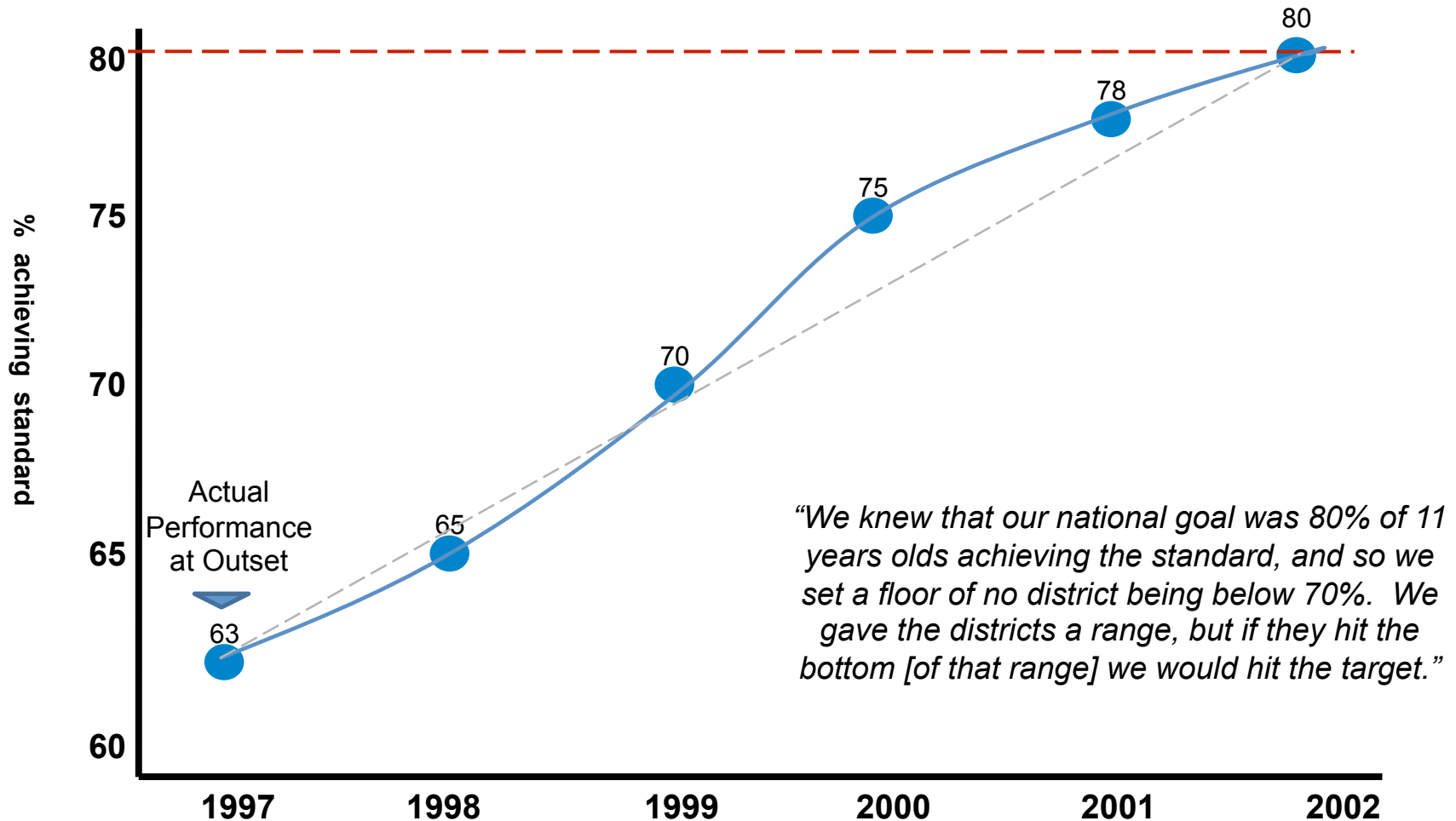
POLICY DELIVERY – TRAJECTORIES



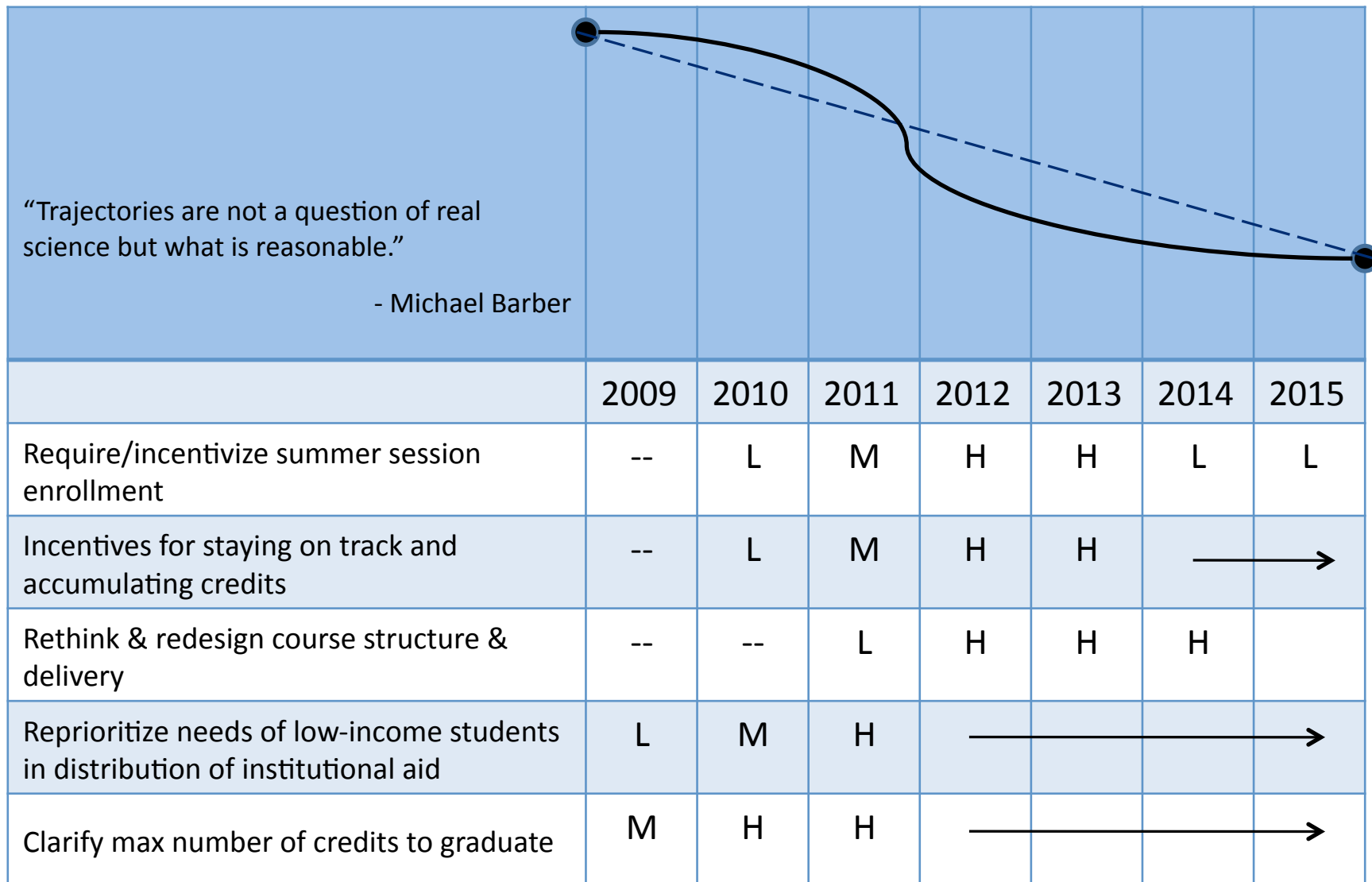
THE NATIONAL LITERACY STRATEGY 1997–2002

	1997	1998	1999	2000	2001	2002
Increased focus and priority	NA	+1	+2	+1	0	0
Improved test preparation	NA	+1	+1	0	0	0
Improved materials	NA	0	+1	+1	0	0
School improvement strategy	NA	0	+1	+1	+2	+1
Improved quality of teaching	NA	0	0	+2	+1	+1
Total	63	65	70	75	78	80

An example of the UK literacy strategy that shows expected impact each year and the resulting trajectory



An example trajectory for success using the interventions below



Three different ways of moving from system to campus goals

Top down...

- All campuses expected to achieve the same increase
- All campuses expected to make increases – size of increase based on current performance

Bottom up...

- Campuses set their own targets, process of aggregation, with potential for follow-up

Principled negotiation...

- Negotiated targets for each campus according to current performance, context, shared data and evidence, and reasonable expectations about improvement

The Louisiana Board of Regents approached setting a goal for additional state graduates from a top down perspective.

- An overall goal of additional degrees was selected for the state
- In order to determine it was feasible, the Board calculated reasonable:
 - shares per the four state systems
 - shares per each public campus in state

Questions

- Will the systems align and embrace around this goal?
- Will the campuses align and embrace around this goal?
- How will progress be monitored going forward?

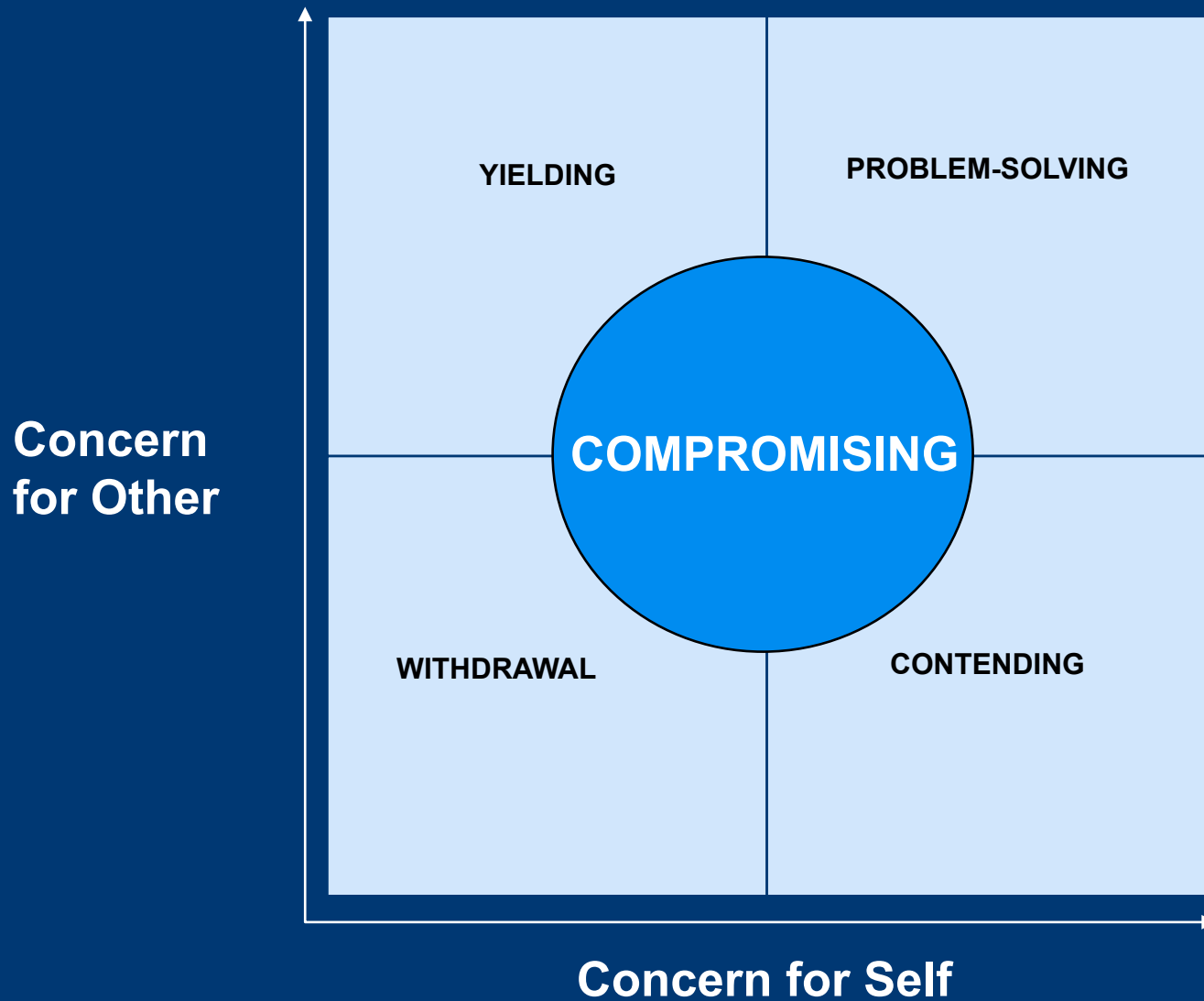
In contrast, North Carolina used an “bottom up” approach to set retention and graduation goals for each campus.

- New President refocused system on access, retention, graduation
- System level accountability measures set
- System prepared and shared data with campuses
- Campuses submitted plans with proposed retention and graduation rates
- Independent review of plans by Noel-Levitz
- System and campus met to discuss and agree on a goal

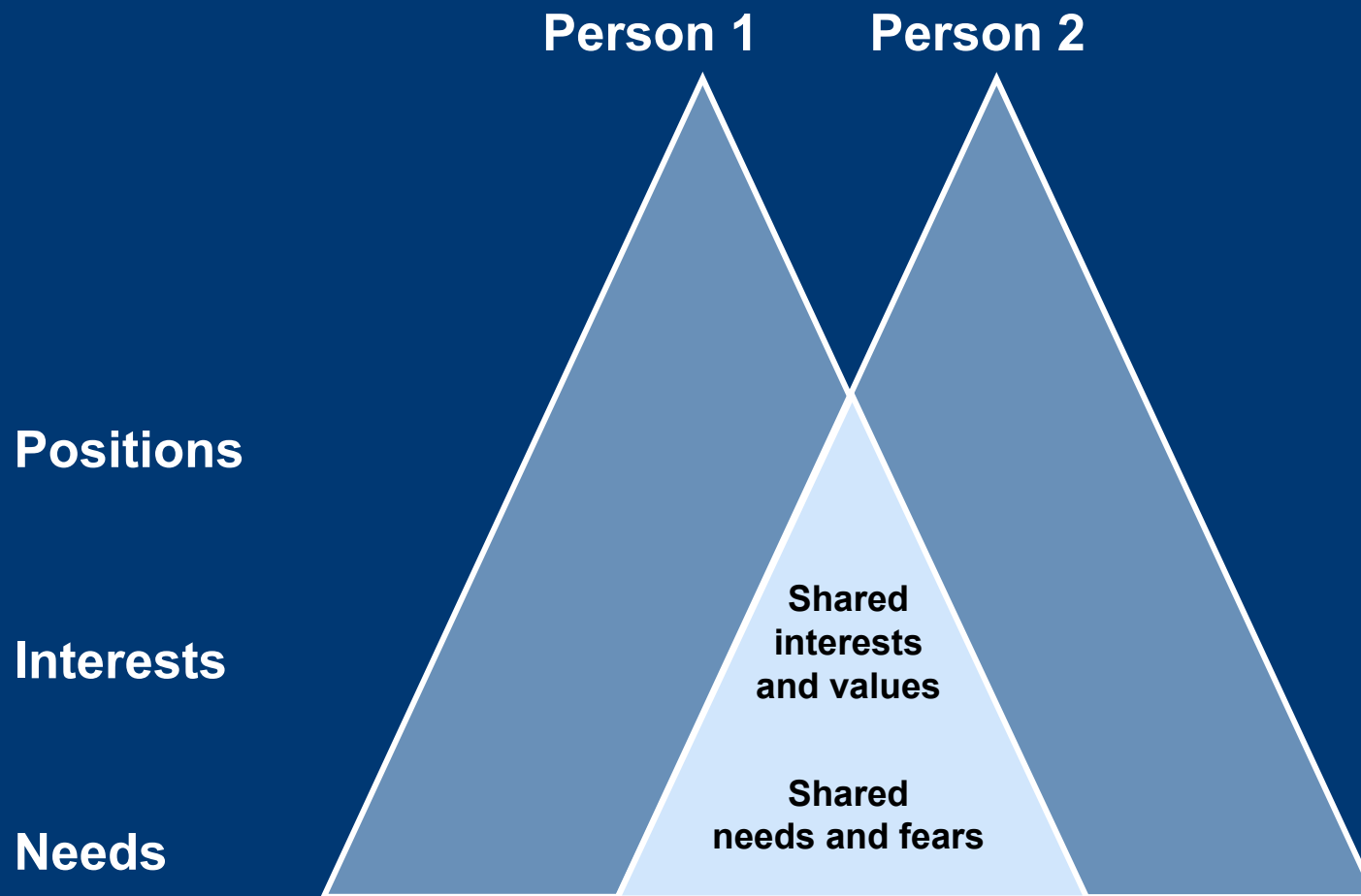
Questions

- Do the campus goals add to meet system needs?
- Do the campus goals add together to meet state needs?
- How will progress be monitored going forward?

FIVE APPROACHES TO DEALING WITH CONFLICT



POSITIONS, INTERESTS AND NEEDS



GETTING TO YES

- Separate the *People* from the *Problem*
- Focus on *Interests* not *Positions*
- Invent *Options* for *Mutual Gain*
- Use *Objective Criteria*

Fisher & Ury 1991



GETTING PAST NO

- Don't react...
GO TO THE BALCONY
- Disarm them...
STEP TO THEIR SIDE
- Make it easy to say yes...
BUILD THEM A GOLDEN BRIDGE
- Make it hard to say no...
BRING THEM TO THEIR SENSES,
NOT THEIR KNEES

William Ury 1991



Exercise: Negotiating Campus Goals

Ambitious System head has determined that the system must increase their overall six-year grad rate by 12% from its current 36 percent to 48 percent system-wide by 2015. The expectation is also that each campus, in consultation with the system, will set a similar goal for itself.

In response to the request, the Campus President has proposed to increase their overall six year graduation rate by 4% to 46% for all first-time students, full & part-time, at entry.

Questions for Discussion:

1. You think that a 4% increase does not sound like a sufficiently ambitious six-year graduation rate for all students, for Regional Campus, in 2015? What number would you agree to?
2. What “killer” questions or arguments would you make in negotiating with Regional Campus?
3. What are two principles that should govern the exchange between the system and the campus?
4. Is there any additional information or additional data you need to conduct an effective negotiation?

Q1. CAMPUS GOAL?	Q2. KEY QUESTIONS AND ARGUMENTS?	Q3. PRINCIPLES THAT GOVERN THE EXCHANGE?	Q4. ADDITIONAL INFORMATION YOU NEED?
6 to 8% increase	•What is a 1% increase? Translate to numbers. •You have a good track record – why not continue?	• Your actions will have consequences • Shared commitment to closing access and success gap • Ability and capacity to grow based on position within system	– Other campus goals – % of non traditional students
+ 8%	•Why is your trajectory going to tank? You have increased grad rate by 10% in previous years. Why only 4% now? •Retention rates and efforts?	• Focus on the achievement of URM and male population • Focus on undergraduate education and align resources accordingly	– Retention trend data – Strategies used to achieve prior increases in grad rates
+ 10 % by 2015	• Your campus has achieved an increase of 10% in your grad rate. What is so different now that you can't achieve this goal?	• “Our state’s success is based on your success”	– Knowing where other campuses are performing to compare – Gathering more info on how FTE / student related expenditures is determined, why is it only \$4,000?
Open with 12%; floor of 8%	•Aren't all studies important? •You can get there by focusing on subgroups!	• Acknowledge past success • Acknowledge resource constraints	– Break down #'s year by year for URM & Pell – Research adult information – Share best practices
12%	• How can your leadership get you more resources? • You've already made the 10% jump – working on URM will get you there	• Moral imperative as a system → state need • Regional University – Community regional support increases with success	– Need competitive data on other system institutions – Enrollment & grad rate by URM, Pell, etc. – Disaggregated data for “Regional U”

Who should make up your delivery team?

Who do you need?

- Clear delivery leader who has access to the CEO and top team, and not in line management chain with those delivering key priorities
- Capacity to analyse data
- Capacity to identify problems and carry out problem solving activity

What skills will be needed?

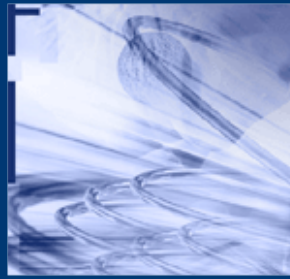
- Problem solving
- Data analysis
- Relationship management
- Feedback and coaching

What will they do?

- Provide challenge and support through key processes
- Internalize and communicate the moral purpose
- Drive delivery and tackle problems
- Be action focussed

The approach of the delivery team

Ambition Focus Urgency Clarity Irreversibility				
The team will			The team will NOT	
Keep the CEO well informed			Be just another committee or task force	
Be plain speaking			Be burdensome and bureaucratic	
Learn from and spread best practice			Distract people from their key tasks	
Build capacity			Take the credit for delivery that belongs to others	
Simplify things			Get in the way of delivery	
Focus on action			Micro-manage	
Ask the important questions			Offer opinion without advice	
Make heroes of people who deliver				



The Story of Delivery under Blair

Sir Michael Barber



FOUR THEMES

The challenge of delivery

The Delivery Unit at work

Assessing delivery

The lessons of delivery



THE DELIVERY UNIT'S APPROACH: 1

- **Targets**, which set measurable goals
- **Plans**, which are used to manage delivery and set out the key **milestones and trajectories**
- **Monthly reports** on key themes
- **Stocktakes**, which the Prime Minister holds every 2/3 months
- **Priority reviews**, to check the reality of delivery at the frontline
- **Problem-solving/Corrective action**, where necessary
- **Delivery reports**, summarising the government's progress on delivery every six months



BLAIR'S INVOLVEMENT: A DECISIVE FACTOR

- Agreeing the Delivery Unit agenda at the outset and reviewing it annually
- Chairing quarterly 1-hour meetings with each of 4 ministers
- Reading 2 or 3 brief weekly notes and commenting
- Reviewing half-yearly Delivery Reports on the whole programme
- Monthly one-to-one meeting with head of Delivery Unit and involving him in the top team
- Active, visible support for the Delivery Unit and its agenda



FOUR LEVELS OF INTENSITY: MANAGING AND ANTICIPATING DELIVERY PROBLEMS

Level 4

CRISIS MANAGEMENT

- Substantial, regular PM time required
- All key government players involved

Level 3

SIGNIFICANT PROBLEM WITH POLITICAL SALIENT COMPLICATIONS

- Monthly PM attention
- Departmental minister leadership
- Problem-solving team

Level 2

SIGNIFICANT PROBLEM WITHOUT OBVIOUS SOLUTION

- Official-level problem solving to urgent time table
- PMDU as partner

Level 1

OFF-TRACK

- “Timely nudge” from delivery unit

THE ASSESSMENT FRAMEWORK ENABLES THE LIKELIHOOD OF DELIVERY TO BE PREDICTED

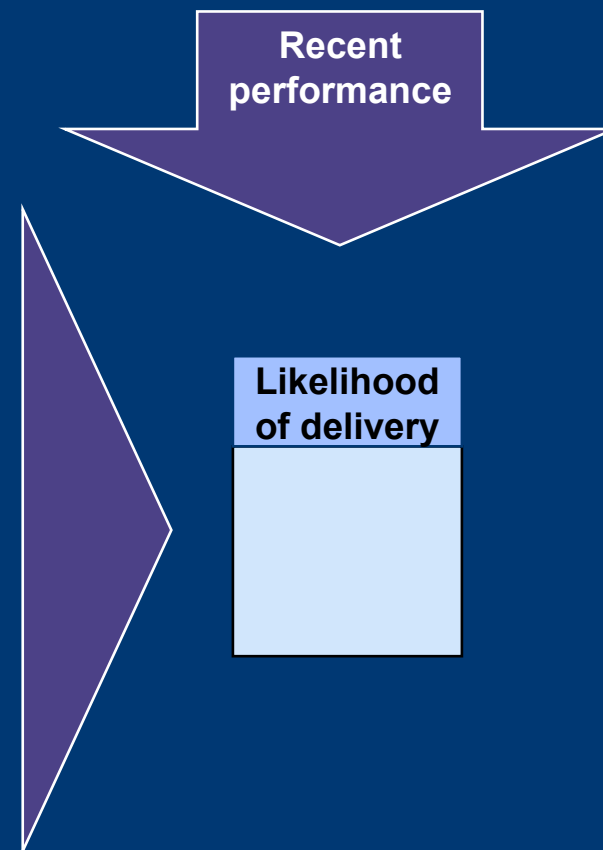
Likelihood of delivery

Department

PSA Target

Judgement	Rating	Rationale summary
Degree of challenge		
Quality of planning, implementation and performance management		
Capacity to drive progress		
Stage of delivery		

Red	Highly problematic - requires urgent and decisive action
Amber/Red	Problematic - requires substantial attention, some aspects need urgent action
Amber/Green	Mixed - aspect(s) require substantial attention, some good
Green	Good - requires refinement and systematic implementation



ASSESSMENT FRAMEWORK: EXAMPLE

Evidence for assessment

Version 0.3

Jul-04

Department

Area

Level

PSA level / PSA sub-target level / 2005 Delivery Goal

Dept A

PSA 4

PSA level

Judgement	Overall rating	Rationale summary
Degree of challenge	VH	The target is a complex one. This is due primarily to the agreement on a 5-point plan (to Clarify the Target, Improve Incentives, Refocus Support from Agency , provide tools to improve and strengthen Leadership & Performance) which is now being actively and effectively implemented. Recent progress in two other areas further supports this reassessment. The xxxxx paper for launch in May will put the weight of the colleges behind the change in attitudes and new ways of working required in order to deliver the target. The publication of the xxxx review also sets a clear direction. Together they effect a step change in ability to overcome the key blockages impeding target delivery.
Quality of planning, implementation, and performance management	AR	There is now a single plan based on the core 5-point plan agreed with PMDU, a single agenda and a very solid infrastructure to the programme which ensures control of all contributing teams and strategies. Effective governance and rigorous measuring and monitoring of deliverables and performance are fully established alongside a comprehensive and well directed programme of intervention in challenged areas. The management of risks and interdependencies is now well underway. Existing plans just need refinement and systematic implementation. Performance management is already proving effective and will be deployed increasingly as the target date approaches.
Capacity to drive progress	AG	A very effective leadership team have ensured that the right people, action plans, knowledge and performance management are all in place for continuing progress on the 5-point plan to be assured. Further capacity to drive is anticipated from the recruitment of an implementation manager and being able to firm up the long term contribution and commitment of key resources. Phased incentives and the star ratings plus clear focus on this have provided the necessary levers and put capacity to deliver on a firm footing.
Stage of delivery	2	The stage is borderline 2/3. Programme and project management and data collection and monitoring are all fully established and there is full confidence that all of the necessary strategies are now in place as a result of agreement on the 5-point plan. Stakeholder communication is good and pressure and support are being successfully combined to drive implementation forwards.

Recent performance

Performance has lifted from 91.1% for the month of January 2004 to 94.3% for the month of April 2004

Likelihood of delivery

AG

Red

Highly problematic - requires urgent and decisive action

Amber/Red

Problematic - requires substantial attention, some aspects need urgent action

Amber/Green

Mixed - aspect(s) require substantial attention, some good

Green

Good - requires refinement and systematic implementation

N

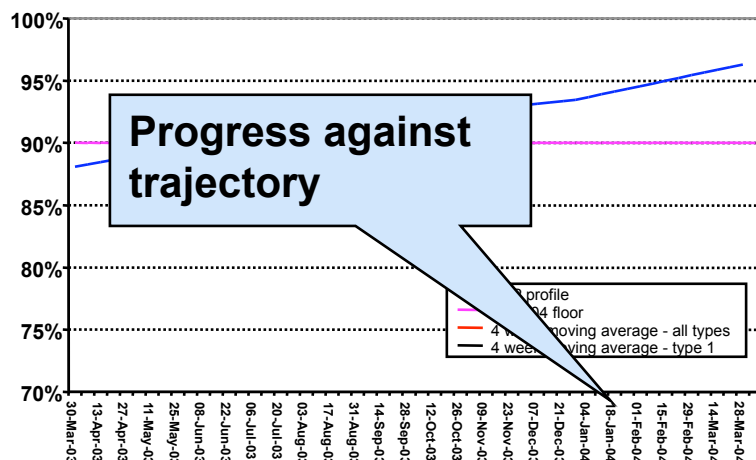
Not enough evidence

Additional Comments

We need to achieve 95% in June for the overall rating not to move to amber/red

IT ALSO EXPLAINS THESE JUDGEMENTS AND SETS OUT AGREED ACTIONS FOR THE NEXT 6 MONTHS

4 HOUR TOTAL TIME IN A&E, ENGLAND TOTAL



Performance has sustained at 90% since July but is now static and increasingly off-trajectory

- Performance of 'type X' has been stable since July 2003, but is now static and increasingly off-trajectory.
- National aggregated performance has been stable since July 2003, but is now static and increasingly off-trajectory.
- Method for dealing with 'type X' is now clear, public consultation completed, and final decision now made.
- Evaluation of new initiative for improving processes in every Department currently underway.

An analysis of progress

What will success look like in 6 months?

- Average performance at 95% and rising
- No department below 85%, no more than 10% of departments below 90%
- Incentive system operational and early results evaluated
- Clear arrangements established for maintaining performance
- Continued monitoring of late breaches
- Res

Clear measurable statement of "what success looks like" by December 2004

Action required

• Urgent

- communicate the 90% target line
- agree performance targets for 2003/04 and 2004/05 respectively; agree any other incentives needed in the course of 2004; and communicate these to the front line
- plan and start roll out of effective management intervention system
- performance management of departments against their

What PMDU will do to help

The steps necessary to achieve that success

- continue reporting at the PMDU level for performers.
- these actions at an early stage.
- a PM stocktake on 15 January. We will agree further actions, including a risk analysis, at that stage.

THE DELIVERY REPORT SUMMARISES PROGRESS IN EACH DEPARTMENT

The Delivery Report: Dept A PMDU Assessment

July 2004

The Prime Minister's
**DELIVERY
UNIT**

Final

Summary at PSA level

Copy :

Code	PSA Target	Assessment Criteria				Overall Judgement
		Degree of challenge	Quality of planning, implementation and performance management	Capacity to drive progress	Stage of Delivery	Likelihood of Delivery
		V High - High - Medium - Low	Red - Amber/Red - Amber/Green - Green	Red - Amber/Red - Amber/Green - Green	1-Policy development 2-Implementation 3-Embedding change 4-Irreversible progress	Red - Amber/Red - Amber/Green - Green
		VH - H - M - L	R - AR - AG - G	R - AR - AG - G	1 - 2 - 3 - 4	R - AR - AG - G
	PSA 1	VH	AG	AR	3	R
	PSA 2	H	AG	AR	3	R
	PSA 3	VH	R	R	2	R
	PSA 4	VH	AG	AR	2	AR
	PSA 5	VH	G	AG	2	AG

Rank
(out of 21
PSAs)

20

= 18

21

= 14

5

THE DELIVERY REPORT: LEAGUE TABLE – JULY 2004

[illegible]

PROGRESS ON THE PRIME MINISTER'S PRIORITIES CAN BE SUMMARISED IN A LEAGUE TABLE

Dept July 2004		Assessment Criteria				Overall Judgement	Rank (out of 21)
		Degree of challenge	Quality of planning, implementation and performance management	Capacity to drive progress	Stage of Delivery	Likelihood of Delivery	
A	PSA 1	L	G	G	3	G	= 1
B	PSA 2	L	G	AG	2	G	= 1
C	PSA 3	H	AG	AG	3	G	3
D	PSA 4	H	G	AG	3	AG	4
A	PSA 5	VH	G	AG	2	AG	5
B	PSA 6	H	AG	AG	3	AG	6
C	PSA 7	H	AG	AG	2	AG	= 7
D	PSA 8	H	AG	AG	3	AG	= 7
A	PSA 9	H	AG	AG	2	AG	= 7
B	PSA 10	VH	AG	AG	2	AG	= 10
C	PSA 11	VH	AG	AG	2	AG	= 10
D	PSA 12	H	AR	AG	3	AG	12
A	PSA 13	VH	AR	AG	2	AR	13
B	PSA 14	VH	AG	AR	2	AR	= 14
C	PSA 15	VH	AG	AR	2	AR	= 14
D	PSA 16	VH	AR	AR	2	AR	= 16
A	PSA 17	VH	AR	AR	2	AR	= 16
B	PSA 18	H	AG	AR	3	R	= 18
C	PSA 19	H	AG	AR	2	R	= 18
D	PSA 20	VH	AG	AR	3	R	20
A	PSA 21	VH	R	R	2	R	21

How would you adapt these routines for your systems?

DELIVERY REPORTS

- Establish meeting calendar early
- Determine what data & information to give to board
- Initiatives/actions described

MONTHLY NOTES

- Ongoing monitoring of academic performance of students
- Negotiate and benchmark
- Semester summary
- Progress indicators (with different reporting indicators)

STOCKTAKES

- Annual dashboard/ performance review
- Board Committee meets with presidents to review dashboard indicators annually
- Color code matrix of institutional progress for board