



STUDY SESSION AGENDA ITEM

October 29, 2009

TAB 2

Topic

Mission Study Task Force Recommendations

Description

At the September Board retreat, Board members and trustee, president and faculty union representatives discussed the draft findings and recommendations from the Mission Study Task Force. After the Board meeting, staff revised the draft recommendations based on feedback from the discussions and direction from the Board. The revised draft is now being discussed by system groups during October and November.

Key Questions

- Are the revised draft recommendations consistent with the intent of the Board?
- Do the recommendations build on the State Board's three primary goals?

Analysis

Two key content issues emerged from the Board retreat discussions. First, faculty union representatives asserted that investment in the human resources of the college system meant adequate salaries in addition to professional development. The recommendation related to professional development has been expanded to include reaffirmation of the Board's commitment to the Compensation Study Task Force recommendations on cost of living adjustments, peer average salaries, faculty increments, part-time faculty salaries, and part-time faculty conversions.

The second content revision is a new recommendation that affirms the Board's commitment to pursuing additional state resources to serve more students and increase student completions, in addition to pursuing the efficiency and productivity strategies contained in the draft recommendations.

After the Board retreat, staff concluded that the length of the draft document and amount of information it contained made it difficult to focus discussion on the key recommendations. In addition, distributing the recommendations among the three System Direction goals (economic demand, student success and innovation) appeared to confuse rather than clarify the connection of the Mission Study to the System Direction. For the purposes of review at system meetings, the revised draft recommendations were consolidated into one document (Attachment A), with the findings as background information in a separate document (Attachment B). The documents will be recombined along with the introduction for the Board's consideration at the December meeting.

Staff are working with colleague groups in the college system to review, discuss and provide feedback on the draft recommendations. The review process is underway and will continue through mid November. To date, discussions have occurred with trustees, presidents, faculty, business officers, multi-cultural student services directors, and eLearning directors. On

November 17, the Mission Study Task Force will meet to consider all the feedback and decide how to respond with revisions to the recommendations. The schedule for system review is provided in Attachment C.

Background Information

Attachment A: Draft Recommendations
Attachment B: Summary of Findings
Attachment C: Timeline

September 2009 Board agenda item on the Mission Study
http://www.sbctc.ctc.edu/general/admin/Tab_D_attach1-2-4_Mission_Study_draft_recs_Sept09_000.pdf

June Board agenda item on the Mission Study
http://www.sbctc.ctc.edu/docs/board/agendas/2009/10-11june2009/2009_june_meeting_agenda-complete.pdf

May Board agenda item on the Mission Study
http://www.sbctc.edu/docs/board/agendas/2009/6-7may2009/tab_9_Mission_Study_May_09.pdf

April Board agenda item on the Mission Study
http://www.sbctc.edu/docs/board/agendas/2009/1-2apr2009/tab_5_mission_study_update-complete.pdf

February Board agenda item on the Mission Study
http://www.sbctc.ctc.edu/docs/board/agendas/2009/4-5feb2009/tab_4_mission_study_update_feb_2009.pdf

December Board agenda item on the Mission Study
http://www.sbctc.edu/docs/board/agendas/2008/dec08/tab_3_mission_study.pdf

October Board agenda item on the Mission Study:
http://www.sbctc.edu/docs/board/agendas/2008/oct08/tab_1_mission_study.pdf

September 2008 Board agenda item on the Mission Study:
http://www.sbctc.edu/docs/board/agendas/2008/sept08/tab_4_ctc_mission_study_complete.pdf

Outcomes

Board members will have an opportunity to discuss the revised Mission Study recommendations and give further direction to staff.

Prepared by: Jan Yoshiwara, 360 704-4353, jyoshiwara@sbctc.edu

Community and Technical Colleges Mission Study

**Draft Recommendations to Achieve the Goals
of the Community and Technical Colleges System Direction**

September 30, 2009

System Direction Goals:

Economic Demand: Strengthen state and local economies by meeting the demands for a well educated and skilled workforce.

Student Success: Achieve increased educational attainment for all residents across the state.

Innovation: Use technology, collaboration and innovation to meet the demands of the economy and improve student success.

Draft Recommendations:

To meet the future needs of the state's economy and its residents, over the next 20 years, the community and technical college system will:

Serve more people, including populations with low college attainment rates. To increase educational attainment across the state's population, community and technical college must raise overall participation rates above current levels. The college system will grow capacity to maintain access as the population grows, and prioritize expanded access for underserved populations. Creation of an innovation fund should be considered to provide additional resources for colleges to test new locations and try new access strategies for low income young adults, Hispanics, and underserved areas of the state.

Close the statewide skills gap for technically trained workers. As the major provider of new technically trained workers for the state's labor force, the college system will have to expand capacity in workforce training programs, especially in high demand fields, to close the skills gap between the need for technically trained workers and the supply of new technical workers. Incentives to expand high demand and integrated basic skills and workforce education programs such as I-BEST through targeted funds should be continued.

Change funding for adult basic education programs. To increase the labor force contribution of adults with basics skills and English language proficiency needs, the college system will address funding limitations for Adult Basic Education programs.

Strengthen our role in baccalaureate degrees. The college system should work with universities and the Higher Education Coordinating Board to maintain access for transfer eligible students in baccalaureate degree programs, including main campuses and branch campuses of universities, to expand university center partnerships on community and technical college campuses, and to grow capacity for applied baccalaureate degree programs for technical associate degree graduates.

Design more seamless transitions from high schools to colleges to universities. Promote college and faculty work towards easily transferable curricula and transparent pathways, among community and technical colleges, between K12 and colleges, and between colleges and universities.

Increase student achievement. Reward colleges for increasing student performance. Consolidate and focus state level accountability measures on intermediate student outcomes and program completions. Increase college funding to reward improvements in Student Achievement. Use Achievement Points to identify and share effective practices for increasing student success, especially moving more pre-college students into college level programs and improving student retention.

Accelerate adoption of web and mobile technologies for eLearning and online student services. Provide system wide eLearning tools and support services so that all colleges have the capacity to offer eLearning and online student services to their students, through system level purchases of software licenses, and centralized, outsourced hosting and help desk services. Develop strategies to ensure that all students, especially low income students, have access to technology supported courses and services, and to ensure that all college facilities support wireless technology.

Provide opportunities for all colleges to participate in redesigning instruction for open courseware and open textbooks, and create an online repository for digital content that can be shared by all colleges and all faculty.

Deploy an increasing share of system resources towards student success. Use shared technology to reduce costs and improve the efficiency of administrative functions. Centralize back office functions, and outsource functions that can be provided at less cost with better service. Standardize technology infrastructure to allow for innovation and transfer of innovation among colleges.

Do not create new college districts, but serve emerging needs for new locations through existing college districts. Establish criteria for new locations, including: evidence of underserved populations and growth trends within average travel time for most students, integration of eLearning as well as classroom based opportunities, collaboration with neighboring colleges, evidence of student demand based on enrollments in leased facilities.

Create incentives for colleges to share courses, programs and services.

Work with the college system to examine the purposes of district boundaries and consider eliminating college district boundaries.

Invest in college faculty and staff. Offer accessible, affordable professional development opportunities focused on effective strategies to increase student achievement, especially for underserved populations and on using emerging web and mobile technologies to strengthen teaching and learning. Continue to pursue the system's Compensation Study Task Force recommendations on cost of living adjustments, peer average salaries, faculty increments, part-time faculty salaries, and part-time faculty conversions.

Continue to pursue greater state investments in community and technical college programs and services. As demand for college access, certificates and degrees grows, the community and

technical college system will work to redeploy existing resources towards teaching, learning and student success, through administrative efficiencies, system level technology solutions, and increased student productivity. These measures alone, however, will not meet our state's and citizens' needs for greater enrollment capacity to serve more students with relevant, quality programs. The college system will aggressively advocate for additional resources to produce more skilled workers for the state's economy and more transfer students to build baccalaureate degree attainment.

Community and Technical Colleges Mission Study

Summary of Findings

September 30, 2009

Keeping pace with population growth. Most enrollment demand now to 2030 will be driven by statewide population growth and changes in the state's economy, with more than 28,000 additional students requiring space at the colleges just to maintain current levels of access. Given the demographic shifts, future enrollments will grow fastest for students of color, older students, those who will want workforce training and basic skills, and those who attend part time at times and locations that fit into their busy work and family lives.

Addressing underserved populations. To raise educational attainment in Washington state, enrollment rates must increase for low income young adults, the rapidly growing Hispanic population, underserved regions (especially in central and southwest Washington) and among people with adult basic education and English as a Second Language needs. Each of these groups currently enrolls in college at a lower rate than other adults. Challenges in participation for these populations include commute access to college programs and technology access to eLearning and online student services. Challenges in capacity for programs needed by these populations include funding levels that limit growth in basic skills and workforce education programs.

Closing the skills gap. Washington will continue shifting to a knowledge-based economy, requiring more skilled workers with post-secondary education and training. The Workforce Training and Education Coordinating Board has identified a skills gap between the number of technically trained workers needed by employers and the number of technically trained students produced by post secondary education. The college system's critical role in regional and state economic development and filling the existing skills gap will require 6,000 or 29% more technical associate degrees, one-year certificates and apprenticeship graduates from community and technical colleges in 2030 than today.

Multiple community and technical college roles increase baccalaureate attainment. To implement the state's Strategic Master Plan for Higher Education adopted by the state Legislature, the Higher Education Coordinating Board is identifying strategies to increase the number of college degrees produced in the state, from associate to bachelors and graduate degrees. As university capacity for baccalaureate graduates grows, community and technical college enrollments must increase to maintain the current contribution of four in ten baccalaureate graduates completing substantial coursework at our colleges before transferring.

Community and technical colleges graduated 7,300 technical degree students last year. Few technical degree graduates transfer to universities to earn bachelor's degrees (13% compared to 71% of transfer associate degree graduates) and represent an under tapped pipeline for greater baccalaureate degree attainment.

Baccalaureate degree programs are available on 24 out of 34 community and technical college campuses. College and university partnerships have successfully implemented co-located university centers and applied baccalaureate degrees as newer, efficient strategies to expand

baccalaureate access to place-bound, working adults with technical associate degrees and transfer associate degrees.

Accessible locations increase participation. College facilities attract college attendance. The vast majority of students live within a 20 minute drive from the campus where they enroll, including the students taking only online courses. Low income students live even closer, within the equivalent of a 10 minute drive for most students.

Increasing student achievement. Colleges are closing the skills gap and contributing to baccalaureate attainment by improving student progress. Since implementation of the Student Achievement initiative, the college system has seen year to year growth in the number and proportion of students making achievement gains and completing certificates and degrees.

Teaching and learning innovations. Washington's community and technical colleges are using new approaches to teaching and learning to improve student achievement. System level initiatives include integrated basic skills and workforce training (I-BEST), learning communities, classroom assessment, and substantial expansion of online courses, programs and teaching and learning tools. This culture of innovation can be utilized to identify, test and adopt effective new strategies developed by private and public colleges inside and outside the college system.

eLearning is the fastest growing mode of instruction in the college system. eLearning enrollments grew 27% last year to 26,607 FTES serving 131,000 students. Colleges currently offer more than 17,500 online and hybrid courses, with more than one-third of our faculty teaching online.

Web and mobile technologies. To meet student expectations the means of delivering education will rely on web and mobile technology, including students who do their learning on campuses. Even if current eLearning growth rates slow down, by 2020 all students will be taking courses that are supported by digital technologies, and all students will be interacting with college student services online.

Faculty development. 21st Century education is increasingly focused on information assessment, critical thinking and problem-solving as well as knowledge acquisition. The skills needed by faculty will include greater knowledge integration across disciplines and data sources. Faculty are assuming a larger role as learning organizers and guides, providing perspective and context, finding the best content, and sweeping away misconceptions and faulty conclusions.

Digital, online content is expanding exponentially, enabling faculty to borrow, remix and share curricula, and students to access free textbooks and learning resources from around the world. Significant increases in professional development will be required to take advantage of the technology changes and to meet changing student expectations.

Limited resources. Resources are declining as demand for community and technical college education is growing, and even optimistic state revenue projections show continuing challenges over the next several budget cycles as demands for services increase. For the college system, recovery from recent budget cuts will take many biennia to rebuild. As a result, the college system will focus scarce resources on teaching and learning and student success, finding administrative efficiencies and making productivity gains to devote a greater share of college resources to students' education.

College system efficiencies. Washington's community and technical colleges **spend less on administration** than either local public universities or community colleges in other states. Multi-college and multi-campus districts spend even less for administrative functions per student among college districts because larger districts spread costs over a larger base of students.

Administrative efficiencies through technology. Centralized administrative technology creates efficiencies in service delivery and reduces college cost. Functions such as email, servers, help desk, identity management, network hardware applications and data base administration can be commonly managed and deployed across colleges more effectively at less cost.

Governance. Multi-campus district residents in local communities benefit from a single voice representing the colleges to local business and civic leaders. Students in those communities benefit from seamless curricula across multiple campuses and common college policies and practices. New sites are currently proposed and managed by existing college districts but must compete within the college district for resources to establish new locations and extend programs to new communities.

Mission Study Task Force

Timeline for Developing Recommendations

July 16	Task force meeting: discuss recommendations
July 22-26	WACTC meeting: discuss draft recommendations
August 20	Task force meeting: final draft recommendations
<i>September 23-25</i>	<i>State Board retreat: discuss draft recommendations</i>
Sept-Nov	WACTC, TACTC, Commissions: discuss draft recommendations
Sept 30-Oct 1	TACTC conference
October	DRAFT Washington and WEA Association for Higher Education meeting
Oct 1-2	WACTC meeting
Oct 8-9	Business Affairs Commission meeting
Oct 21	Public Information Commission meeting
Oct 22-23	Faculty Association (FACTC) meeting
Oct 22-23	Student Services Commission meeting
<i>Oct 29-30</i>	<i>State Board meeting</i>
Nov 2-3	Human Resource Management Commission meeting
Nov 5-6	WACTC meeting
Nov 5-6	Information Technology Commission meeting
November 17	Task force meeting: discuss feedback, develop final recommendations
<i>December 2-3</i>	<i>State Board meeting: adopt final recommendations</i>