



STATE BOARD RETREAT AGENDA ITEM

September 24, 2009

TAB D

Topic

Mission Study Draft Findings and Recommendations

Description

The Mission Study Task Force has developed recommendations on strategies for the college system based on an understanding of the future needs of the state's residents and strategic challenges facing the college system. Once adopted by the Board, these recommendations will set the direction for a series of action steps by the college system to implement those strategies.

Key Questions

- Are the draft recommendations consistent with task force findings?
- How can the recommendations inform the Higher Education Coordinating Board's System Design work?

Analysis

In 2006, the State Board adopted a System Direction with three long term 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.

Over the past 10 months, the Mission Study Task Force has studied demographic projections, future enrollment demands and college participation rates, educational attainment needs of the state's residents and economy, millennial students and the impact of technology on student learning, education delivery and college operations, governance models, administrative expenditure patterns, and student commute patterns relative to college locations.

Attachment 1 summarizes the work of the Task Force through findings, and provides a series of draft recommendations for moving the college system towards the System Direction goals. These recommendations represent the best thinking of the task force to date, and they are a draft for review and discussion by the State Board and the college system.

Attachment 2 is the executive summary of a research report, *The College of 2020: Students*, by the Chronicle of Higher Education's Research Services. The article provides a concise

summary of the challenges facing higher education based on the needs and interests of future students, and echo many of the conclusions reached by the Task Force.

Attachment 3 is a power point presentation by Dennis Jones, president of the National Center for Higher Education Management Systems, a national think tank whose mission is to improve strategic decision making in higher education for states and institutions. The presentation discusses President Obama's American Graduation Initiative and recommends strategies for states to increase degree completion with limited new resources.

Attachment 4 is the Timeline for Developing Recommendations.

Background Information

September Board agenda item on the Mission Study:

http://www.sbctc.edu/docs/board/agendas/2008/sept08/tab_4_ctc_mission_study_complete.pdf

October Board agenda item on the Mission Study:

http://www.sbctc.edu/docs/board/agendas/2008/oct08/tab_1_mission_study.pdf

December Board agenda item on the Mission Study

http://www.sbctc.edu/docs/board/agendas/2008/dec08/tab_3_mission_study.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

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

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

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

Outcomes

College system representatives from the state trustees association, presidents association and faculty unions will participate in discussions with the Board on the Mission Study draft findings and recommendations. Board members will have an opportunity to hear their perspectives and provide direction to staff on modifications to the task force's recommendations. Staff will integrate the Board's feedback into a new draft, and that draft will be circulated and discussed in the college system during October and November. The Mission Study Task Force will meet in November to consider the feedback from the college system and develop a final recommendation to the State Board for consideration at the Board's December 2-3 meeting. A timeline that outlines this review process is included in Attachment 4.

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Mission Study Task Force
Summary of Findings, Conclusions and Recommendations

DRAFT

September 16, 2009

Introduction

Washington's community and technical colleges are facing both exciting and challenging times. As more and more Washingtonians make the smart choice to turn to education during this period of economic instability, enrollments have reached record highs, and colleges are experiencing the deepest budget cuts in the history of the system.

While this dilemma poses a serious challenge for higher education, it also brings clarity and urgency to our need for a comprehensive and in-depth look at our community and technical college system—to determine our strengths, opportunities for improvement and what we must begin to do now to meet the needs of future college students.

It's what the State Board for Community and Technical Colleges set out to do with this study.

In September 2008, the State Board commissioned a task force of Board members, trustees, presidents, faculty and SBCTC staff to design this study and gain a better understanding of where we are and where we need to be.

Using the SBCTC's System Direction and its Ten Year Goals as a foundation, the task force focused on current successes and future needs in the areas of:

- Economic Demand – Strengthening state and local economies by meeting the demands for a well educated and skilled workforce.
- Student Success – Achieving increased educational attainment for all residents across the state.
- Innovation – Using technology, collaboration and innovation to meet the demands of the economy and improve student success.

In addition to our System Direction goals, the Higher Education Coordinating Board's Strategic Master Plan for Higher Education, and more recently, President Obama's American Graduation Initiative provided additional direction, with one overarching outcome: continue to find ways to reduce barriers and expand opportunities so that more Washingtonians can reach higher levels of education.

The purpose of the Mission Study is to:

- Understand how well the community and technical college system is serving the people of Washington State in all three mission areas: academic transfer, workforce education and basic skills;
- Understand future needs and strategic challenges based on demographic, economic, financial and cultural trends over the next 20 years;

- Identify emerging, effective means of delivering education to adults from our own experiences and from the successes of others; and
- Make policy recommendations to the State Board about the future size and shape of the college system, including recommendations about future investment of resources.

This study provides a long-term outlook at how community and technical college education will need to change and grow to meet the needs and expectations of future learners.

And, while the study reveals that challenges and changes lie ahead, the fact that Washington's community and technical college system is among the best in the nation—serving nearly half a million students annually and recognized nationally for innovative programs and approaches to learning—makes it clear that we already have what it takes to change, grow and reshape community and technical college education for the future.

Some examples of efficient and highly effective initiatives in our community and technical college system include:

- Student Achievement Initiative – The first of its kind to measure progress at each of the key milestones along a student's educational path. This model has received national attention as a proven performance-measurement system that rewards colleges for moving more students further and faster toward their educational goals.
- Technology – Washington's community and technical colleges have put a high priority on technology, providing flexibility through online learning, better access through nationally recognized pooled enrollment systems, reducing the cost of textbooks with open educational resources and implementing a system-wide Strategic Technology Plan that will guide all 34 colleges in one single-minded goal: to mobilize technology to increase student success. The SBCTC was one of the early members of the Community College Consortium for Open Educational Resources and is currently redesigning 80 of its highest-enrolled courses using open textbooks and open educational resources.
- Bachelor's degree capacity – Not only have our colleges developed eight new applied baccalaureate degrees to meet the growing demand for more technical skills in the workplace, but our articulation agreements with four-year colleges and universities provide additional pathways to success, making a bachelor's degree possible for students who are place-bound and want to save money by starting at a community or technical college. Since Fall 2007, 483 students have participated in the new applied baccalaureate programs' coursework, and each year, 13,000 students transfer from one of our community or technical colleges to an in-state four-year college or university.
- I-BEST program – Pairs workforce training with basic skills education for integrated instruction and support services. I-BEST has gained national attention as a proven success for moving students further and faster along their educational and career path, ensuring that students not only complete their college program, but are also competitive in the workforce from the moment they graduate. I-BEST is now being modeled across the country and has even caught the attention of the Obama Administration as a model that has a record of success in boosting enrollment and graduation rates.
- Opportunity Grants – Awards grants to low income students to complete high demand training programs. Last year, more than 5,300 students received grants and special

support services to succeed in occupational programs aligned with the needs of the state's economy.

Clearly, our community and technical college system is innovative and effective and—most importantly—has the experience and expertise to move forward with the bold steps laid out in this study. While we have excelled in many ways, this study reveals that there is much more we will need to do to remain competitive and relevant for learners of the future.

Findings and Recommendations

The following is a summary of conclusions from a series of analyses undertaken by the Task Force, and recommendations to meet the challenges ahead and achieve the System Direction goal of raising educational attainment for the state's residents.

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

- **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.

Recommendation: 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.

Recommendation: 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.

Recommendation: 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.

Recommendation: 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.

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

- **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.

Recommendation: 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.

Recommendation: Take advantage of the new administrative technology system to provide student-centered services that improve access and retention, such as a single enrollment process, a common student relationship management system, and common student policies among colleges.

Recommendation: 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.

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

- **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.

Recommendation: 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.

Recommendation: Invest in college faculty and staff by offering 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.

Recommendation: Deploy more 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.



THE COLLEGE OF 2020: STUDENTS

EXECUTIVE SUMMARY

This is the first Chronicle Research Services report in a three-part series on what higher education will look like in the year 2020. It is based on reviews of research and data on trends in higher education, interviews with experts who are shaping the future of colleges, and the results of a poll of members of a Chronicle Research Services panel of admissions officials.

To buy the full, data-rich 50-page report, see the links at the end of this Executive Summary. Later reports in this series will look at college technology and facilities in 2020, and the faculty of the future.

What is college? And why should I go? Those may be the defining questions for colleges over the next decade. More than an expression of teenage angst, they reflect a fundamental transformation in the way students see higher education, and how they want to go about getting it.

The traditional model of college is changing, as demonstrated by the proliferation of colleges (particularly for-profit institutions), hybrid class schedules with night and weekend meetings, and, most significantly, online learning. The idyll of four years away from home—spent living and learning and growing into adulthood—will continue to wane. It will still have a place in higher education, but it will be a smaller piece of the overall picture.

Students' convenience is the future. More students will attend classes online, study part time, take courses from multiple universities, and jump in and out of colleges. Students will demand more options for taking courses to make it easier for them to do what they want when they want to do it. And they will make those demands for economic reasons, too. The full-time residential model of higher education is getting too expensive for a larger share of the American population. More and more students are looking for lower-cost alternatives to attending college. Three-year degree programs, which some colleges are now launching, will almost assuredly proliferate. The trend toward low-cost options also will open doors for more inexpensive online options.

These changes, and the pressure they will put on colleges to adapt, is coming at a particularly acute time. While many jobs still do not require a college degree, nor will they in the future, most higher-paying, career-oriented jobs increasingly require a college degree as a means of entry or advancement. In other words, the product colleges are offering is in greater demand than ever. But impatience over how slowly colleges are changing is perhaps higher than

ever, too. That is reflected in significantly higher enrollment levels at community colleges and for-profit colleges.

What Will Have to Happen to Make Changes Possible?

Colleges that have resisted putting some of their courses online will almost certainly have to expand their online programs quickly. Many colleges are learning from the for-profit college industry that they must start courses and certificate programs at multiple times throughout the year.

The conversion to more convenience for students will multiply over the next decade. To some degree, those situations are already happening, and they will be amplified as time goes on:

- Students will increasingly expect access to classes from cellular phones and other portable computing devices.
- They may sign up to take a course in person, and then opt to monitor class meetings online and attend whenever they want.
- Classroom discussions, office hours with a professor, lectures, study groups, and papers will all be online.

Colleges will need to offer those options in addition to face-to-face instruction. At the same time that many students are demanding more online options, some also want to learn the old-fashioned way—in classrooms. Some students recognize that they need the discipline of going to classes at set places and times, or they will never get around to studying. Some students may need more time to finish their degrees. Some colleges might accept that many high-school graduates are simply not ready for college and add a “new” first year that would be entirely remedial. Then students would be ready to start work toward a bachelor’s degree.

Colleges must be ready to offer all those options. The challenge will be to provide them simultaneously and be flexible enough to change the methods as the market changes. Faculty members must be flexible, too. The Internet has made most information available to everyone, and faculty members must take that into consideration when teaching. There is very little that students cannot find on their own if they are inspired to do so. And many of them will be surfing the Net in class. The faculty member, therefore, may become less an oracle and more an organizer and guide, someone who adds perspective and context, finds the best articles and research, and sweeps away misconceptions and bad information.

Colleges are under immense pressure to change quickly because of intensified scrutiny of the cost of college. In addition, the pressure to adapt to instant access to information, and to ways to provide it, is being built right now by tomorrow’s college students.

More than two-thirds of school districts in 2007-8 had at least one student who was taking an online course, according to a recent report by the Sloan Consortium, a nonprofit organization that promotes online learning. What will those students expect from colleges when they get there? Certainly they will want something innovative—more innovative than what colleges are offering now.

Colleges are only slowly waking up to the need for substantial change. Admissions officers who are members of a Chronicle Research panel expect significant changes over the next decade in the makeup of their student bodies. Of the 121 institutions that responded to a survey, two-thirds said that almost all of their students were full time and ages 18 to 25. Those characteristics will change. Only about half the institutions believe that in 2020 their enrollments will be primarily made up of traditional-age, full-time students. By 2020, almost a third of respondents said, students will be taking up to 60 percent of their courses entirely online. Now almost no students at those colleges take courses only online.

Who Will the Students Be?

It should come as no surprise that student bodies will increasingly be made up of members of minority groups. **At some point, probably just after 2020, minority students will outnumber whites on college campuses for the first time.** The average age of students will keep trending higher as expectations shift in favor of people going back to college again and again to get additional credentials to advance their careers or change to new ones.

The colleges that are doing the best right now at capturing that demographic are community colleges and for-profit institutions. Both sectors will continue to grow at a fast pace. The executive director of the Career College Association, Harris N. Miller, believes for-profit colleges will be educating 15 percent of all college students by 2020, compared with the 7 percent that they educate now.

The most elite colleges will always have their constituencies and a ready supply of students looking for a traditional college education. Many flagship state institutions also have a similar built-in advantage: For students who cannot get into elite institutions or cannot afford them, the large, nearby public university will be their ideal. But the total group that attends those types of institutions makes up far less than half of college goers, and it is shrinking.

Community colleges and for-profit institutions should continue to thrive because of their reputations for convenience. The rest of colleges—regional public universities, small liberal-arts colleges, and private universities without national followings—can expect to compete for students based on price, convenience, and the perceived strengths of the institutions. They will need to constantly ask themselves “What is college?” and be constantly rethinking the answer if they want students to attend.

Chronicle subscribers may order a copy of the full 50-page report, THE COLLEGE OF 2020: STUDENTS, including 25 tables, at the special reduced price of \$75. To order, go to:
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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	AFT 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>