Community and Technical College Mission Study

Workforce & Economic Development Conference

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State Board for Community and Technical Colleges

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Agenda

- Community and technical college students and enrollments

- Role in bachelors degree attainment

- Mission Study Findings and Draft Recommendations

Community and Technical College Enrollment and Students

Diversity Characterizes Community and Technical College Students
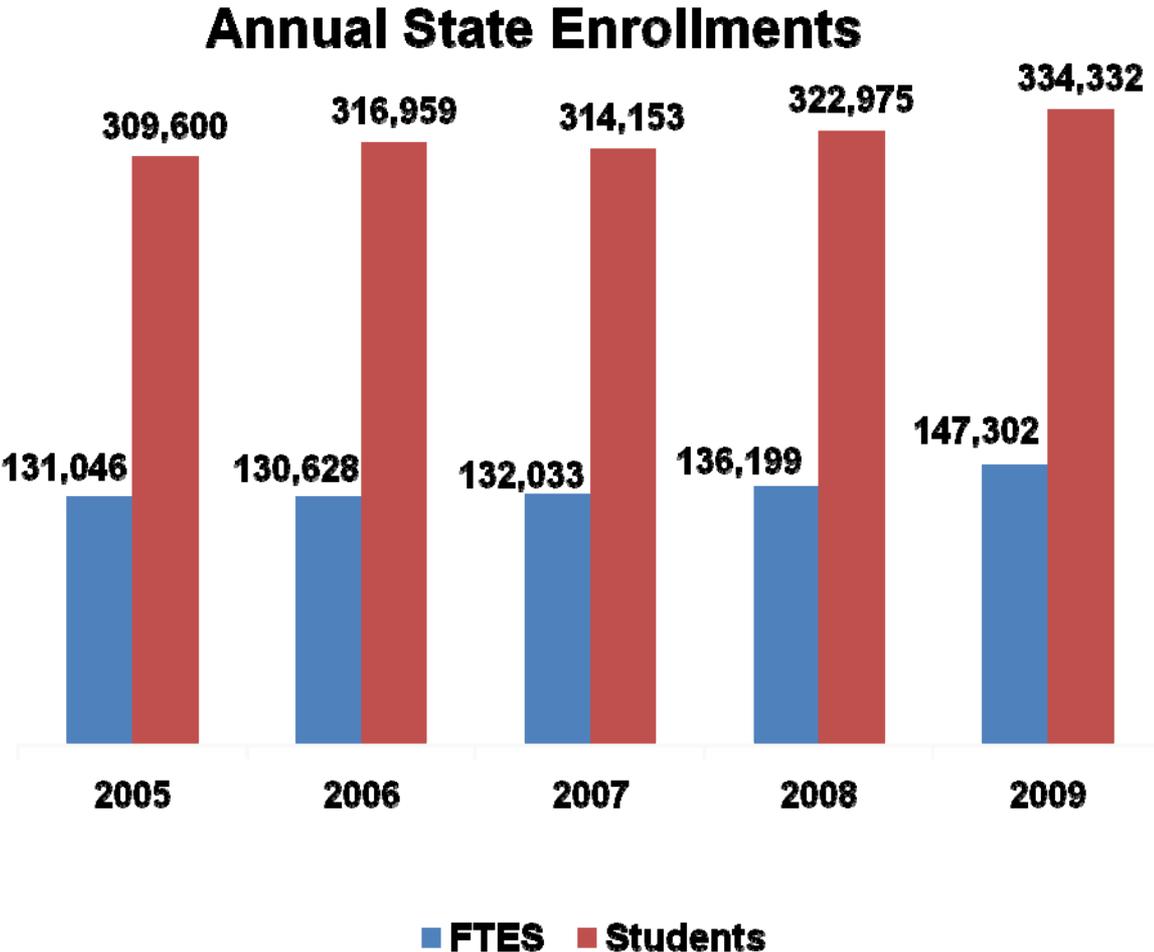## State Supported, Fall 2008

- Median age: 26
- 58% female
- 55% attending part-time (less than 12 credits)
- More race and ethnically diverse than Washington state - 35% students of color (state at 24% of color)
- 31% parents; 5% with disabilities,
- 51% working (full or part-time), 20% seeking work

2009 Enrollments Grew by 8.2% or 11,103 FTES

College system served 8,555 FTES more than the funded target

Factors:
- Largest high school graduating class in the state's history
- High unemployment, workers seeking skill upgrades

Annual State Enrollments

Year	FTES	Students
2005	131,046	309,600
2006	130,628	316,959
2007	132,033	314,153
2008	136,199	322,975
2009	147,302	334,332

■ FTES ■ Students

2009 Annual Enrollment Summary

- Serving **334,300 students** in state-supported courses, largest academic year and highest growth rate since the late 1970's, **8.2 percent – 11,103 FTEs**.

- Enrollments grew in **all mission areas**, above population growth for **high school graduates** and **working adults** and in face of worsening economy.

- Areas of largest growth include: **eLearning (+25%), Worker Retraining (+36%), workforce education, high demand, IBEST**.

- In response to the economy, **people are looking to the colleges to increase their skills**, and **colleges are responding** with flexibility and innovation to serve them.
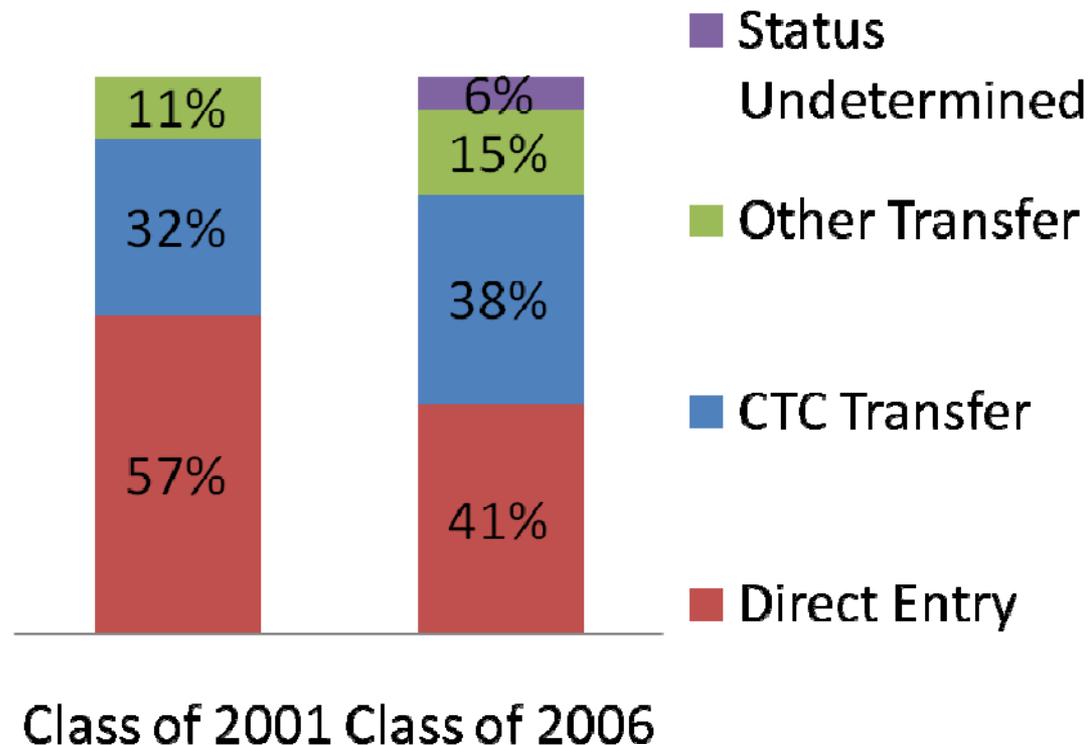
CTC Role in Baccalaureate Attainment

Most Graduates Transferred

- 19,270 graduates
- Most bachelor's graduates transfer*
- 2 out of 5 are CTC transfers
- Growth at Centers and Branches

Bachelor's Graduates

Legend:
- Status Undetermined
- Other Transfer
- CTC Transfer
- Direct Entry

Class of 2001: Other Transfer 11%, CTC Transfer 32%, Direct Entry 57%

Class of 2006: Status Undetermined 6%, Other Transfer 15%, CTC Transfer 38%, Direct Entry 41%

Class of 2001   Class of 2006

* Minimum of 40 credits, those taking fewer credits are called direct entry

Applied Bachelor's Degrees

- **Policy issue:** CTC workforce education and basic skills are entry points for most lower income students. Need bachelor's pathways for technical degree graduates.

- **Goal:** technical degree pathways available in all regions of the state

- **Need for 2,800 applied bachelor's degrees** by 2020 to increase opportunities from 13% to 30% of technical degree graduates.
    – Universities
    – University Centers
    – Community and technical colleges

Community and Technical College Applied Bachelor's Degrees

- 7 pilot colleges, 8 degree programs authorized
- 57 CTC bachelor's graduates in 2009 from 4 pilots that started in Fall 2007
- Older, female, working adults
- CTC role is currently small - 85% of technical associate transfers attending universities, 15% attending community and technical colleges

Community and Technical College Mission Study

Findings

- Majority of growth will be population driven, more students of color, and older students who want workforce education, attend part-time, at locations close to home and work

- Increase participation by low income young adults, Hispanics, adults without college credits, Central and SW Washington

- Close skills gap for technical workers, maintain contribution to bachelor's degrees

Findings

- By 2020, all students will be taking courses supported by digital technologies, all students will be using student services online

- College facilities attract college attendance. Most students live 20 minutes from campus including online students, 10 minutes by car for low income students

- Reductions in state resources will persist

Findings

- Centralized administrative technology creates efficiencies

- Washington's community and technical colleges spend less on administration per student than universities, or national peers

- Multi college districts spend less on administration per student, offer consistent policies to students, and provide single voice in local community.

Draft Recommendations

- Grow capacity to keep up with population growth

- Create innovation fund for underserved regions and populations

- Continue to focus on high demand programs and IBEST through targeted enrollments

- Expand applied bachelor's degrees to all regions through university partnerships, Centers, and CTC BAS degrees

- Serve emerging needs for new locations with existing college districts

Draft Recommendations

- Accelerate adoption of digital technologies through system level purchases of eLearning tools and online student services

  Pursue open courses, open textbooks

- Centralize administrative functions through technology to create efficiencies and improve service

- Create incentives for collaboration among neighboring colleges

Draft Recommendations

- Focus on completion by increasing performance based funding for Student Achievement

- Build statewide faculty and staff development focused on technology, student success and underserved populations

- Consider new innovative practices in program delivery and student success