

TREND IMPLICATIONS ON COMMUNITY AND TECHNICAL COLLEGES February 2009

On February 19, 2009, the Instruction Commission (IC) members discussed trends facing community and technical colleges in the next 20 years. In responding to the trends, IC members believe community and technical colleges will need to:

Strengthen existing best practices

- Universal design
- Competency-based learning and assessment
- I-BEST
- Shared learning outcomes—across disciplines
- Modular learning packages
- Strengthen linkages and partnerships among P-20 as boundaries between K-12 and CTCs disappear
- Increase use of cohort models and learning communities
- Focus on assessing learning outcomes and student competencies

Change teaching and learning strategies

- Accommodate learning everywhere and anywhere
- Create systems that help students develop lifelong learning portfolios
- Create experiential learning opportunities
- Accept credit for prior learning and educational experiences gained from other countries
- Create media rich learning with many options for faculty and students
- Customize learning to fit needs of individual students
- Integrate employability or soft skills in all curricula
- Increase bilingualism
- Increase emphasis on educational pathways while understanding that certificates and degrees may become antiquated

Transform institutional structures and the architecture of education to support new learning models

- Determine criteria for measuring workload and what constitutes a work day that supports changes in learning environments and delivery systems
- Modify traditional quarter systems (10 week and 15 credits) to a system where learning is truly open ended and can begin and end anytime
- Focus on learning outcomes not seat time
- Build an infrastructure that supports media rich, anytime, anywhere learning
- Rely on less bricks and mortar
- Provide benefit packages to faculty members across institutions
- Offer college credentials (certificate or degrees) regionally versus by institution—Therefore, course and program scheduling will occur regionally
- Revise current funding formulas to meet changing architecture of education
- Provide differential tuition—and in turn, students who receive free or reduced tuition will participate in some level of community service

- Change the state tax system
- Merge Washington community and technical colleges with university system
- Equalize funding levels for universities and CTCs
- Consider a K-11 system with CTCs taking the 12th year to build to the tipping point (the 12th year is free to all)

Modify role of faculty members

- Develop and hire faculty members who are less involved in “fact delivery” or “content delivery” and more skilled at facilitating the learning process—libraries become the hub for information literacy and fact/content
- As a new generation moves into the workplace—a generation that does not value a college degree but rather has acquired strong skill sets -CTCs will need to change degree qualifications for faculty members
- Invest in faculty development so that faculty remain current and skilled at changing learning environments
- Faculty will be focused on outcomes
- Faculty will be more interdisciplinary in their orientation
- Faculty will view themselves as part of a regional learning community—rather than associating with one institution