

System Design Review: What Have We Learned So Far?

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Central Questions to Guide the System Design Study

1. Is our mix of 2-year and 4-year, public and private sectors—and institutions and branches within sectors—the right one for Washington?
2. How and where do we expand baccalaureate education?
3. How and where do we expand graduate education?
4. Are the sectors functioning optimally together?
 - a) Are we using collaborative arrangements within and across sectors well?
 - b) Is the current role of the branch campuses the right role to accomplish our system design goals/recommendations?
 - c) Are we using our independent and private institutions as well as we could?
 - d) Are centers located where we need them?
5. What alternative delivery options are viable for Washington?

What Regions Are Under-Served?

- Of 18-44 year olds with less than a bachelor's degree, the 4-year undergraduate participation rates are highest rates in King County (8.3%) and the Spokane & Northeast region (7.1%). The lowest rates are in the Southwest region (3.8%) and Pierce County (4.5%), compared to the 6.0% state average.
- Of public 2-year participation rates, the highest rate is in King County (14.4%). The lowest rates are in the Central & Southeast (7.7%) and Southwest regions (8.8%), compared to the 11.2% state average.
- King is the only county in which the 4-year and 2-year participation rates are above the statewide average.

What Students Are Under-Served?

- Participation rates for Hispanic students are the lowest among all racial/ethnic groups at both CTCs (6.2%) and 4-year institutions (2.6%) and much lower than the statewide averages (11.6% for CTCs and 6.9% for the 4-years).
- Rates for African-American (4.3%) & American Indian/Alaskan Native (4.2%) students are low at 4-year institutions, compared to the statewide average of 6.9%.

- Graduate and professional participation rates are similar for all racial/ethnic groups, suggesting that individuals with a bachelor's degree from different racial/ethnic backgrounds are equally likely to go on to graduate or professional education.

What do we know about the system *now* that will help us develop recommendations for System Design?

- Washington's two research universities award more than 35 percent of all bachelor's degrees.
- Statewide, over a third of new enrollments each year at the four-year institutions are students who transfer from a community or technical college.
- Growth rate in baccalaureate degree production is occurring most rapidly at the centers and branches.
- The primary function of the branch campuses is to expand regional access to baccalaureate and graduate levels of education.
- Regional comprehensive universities:
 - tend to serve primarily regional populations;
 - provide programs through the master's degree;
 - focus on applied and professional areas;
 - serve transfer students;
 - provide programs coordinated with the areas' community and technical colleges.

How is baccalaureate degree education delivered?

- The public universities and colleges award the majority of bachelor's degrees in Washington.
- Private colleges and universities (the 10 ICWs plus the other private institutions) award 27 percent of the bachelor's degrees in Washington (26% in STEM and 28% in Health).
- Centers and teaching sites have grown rapidly and awarded more than 1,300 bachelor's degrees in 2005-2006, up from less than 800 in 2001.
- Community and technical colleges serve a substantial number of freshmen and sophomores who continue to upper-division work. Two of every five bachelor's graduates transfer from a community college in Washington.
- Community and technical colleges provide Applied Bachelor's degrees at seven institutions. In 2009, the first four pilot programs awarded 57 bachelor's degrees. About 100 B.A.S. students at the CTCs are expected to graduate in 2010.

How is graduate education delivered?

Master's level education:

- is delivered at **all public 4-years**, including branches and centers;
- relies heavily upon **independent institutions** (47%);
- relies more on the **public sector in STEM fields** (91% public);
- relies on **both** public and private in health fields (72% public);
- depends also upon regional comprehensives and TESC, which contribute 43% of Masters in Social/Behavioral Sciences and 35% of Masters in Education (23% of all masters).

Professional level education (primarily Law and Medicine/Health) relies:

- heavily on the private sector (48%);
- more on the public institutions in Medicine/Health (84% public);
- heavily upon the private universities (75%) in the field of Law, which accounts for half of the professional degrees.

Doctoral level education is almost exclusively provided by public universities.

How Much Do We Need to Grow?

To reach *Master Plan* degree goals by 2030, Washington higher education will need to go beyond increases in degree production that can be gained by population growth alone.

- At the bachelor's level: **11,400 degrees** will be needed by 2030 (3,500 degrees likely to be gained from population growth + an additional 7,900 from policy add-ons)
- At the graduate level: **9,300 graduate degrees** (1,500 degrees likely from population growth + an additional 7,800 needed)
- For community and technical colleges: **10,300 certificates and degrees** (5,100 likely from population growth + an additional 5,200 needed)

Where Will We Find the Students?

- An 8 percent increase in high school students who go to college would add **4,700** postsecondary FTE.
- A 2 percent increase in adults 18-44 with a high school degree or less who go to college would add **17,400** postsecondary students.
- A 2 percent increase in adults with some college but no degree who continue their education would add almost **8,000** postsecondary FTE.