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Legislative Council Study Committee on the Review of
Wisconsin Technical College System Funding and
Governance

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NCHEMS

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The Domain of Community and Technical College Services

| COMMUNITY AND TECHNICAL COLLEGE SERVICES | CLIENTS | | | |
|--|--|---|---------------|------------------|
| | In-School Youth (Secondary Education) | Recent High School Graduates | Adults | Employers |
| Remedial and Developmental Education | | | | |
| General Education | | | | |
| Transfer Preparation | | | | |
| Career Preparation | | | | |
| Customized Training, Rapid Response Workforce Development | | | | |
| Community Service (Non-Credit and Other Services to the Community) | | | | |
| Brokering and Serving as a Delivery Site for Other Providers | | | | |

Basic Questions States Face

- Capacity to Ensure the Availability of Full Range of Community and Technical College Services in Every Region of the State
- Capacity of Each College to be Responsive to the Needs of its Region
- Capacity of the System to Ensure Responsiveness to Statewide/System Priorities

Origins of Community and Technical Colleges

- Junior colleges, primarily through local initiative on the basis of school districts and the K-12 system with limited state oversight
- Colleges that developed through state law that established for community college development
- Colleges that evolved from postsecondary vocational/technical institutes
- Colleges that evolved from branch campuses linked to state universities

Patterns of State and System Governance

- System governing boards
 - Govern colleges within their jurisdiction
 - Appoint or to approve the appointment of college-level presidents

Patterns of Governance (Continued)

- Statewide coordinating boards
 - Strategically plan, allocate resources, hold colleges accountable for performance, and provide central services.
 - Do not appoint presidents or have authority related to appointment of college presidents
 - Each college functions as a separate entity under its own governing board.

Patterns of Governance (Continued)

- State regulatory agencies
 - Regulate locally governed community colleges
 - Have only limited system coordinating functions

Patterns of State and Local Funding

- Funding from combination of local tax resources and state appropriations. Local tax resources commonly come from:
 - Mill levies set by community college taxing districts or local governments
 - Contributions/assessments paid by local governments
- Funding from state appropriations without funding from local tax resources

State and Local Funding (Continued)

- In approximately 25 states community and technical colleges:
 - Receive a portion of their funding from local tax sources.
 - State appropriations and student tuition and fees are the other principal revenue sources.

State and Local Funding (Continued)

- In the other 25 states, community and technical colleges are funded primarily from state appropriations with limited, if any, funding from local tax sources

Relationship Between Funding and Governance

- Colleges that have significant levels of funding from local tax resources are:
 - Governed by local boards
 - Operate within the framework of overall statewide coordination or regulation.
 - State-level boards do not have governing authority

Relationship (Continued)

- Colleges that receive most of their funding from state appropriations are:
 - Governed by a system board
 - In some cases, the individual colleges have local advisory boards with authority delegated by the system board
- In Florida, Washington State, and West Virginia, the colleges have local boards with broad governing powers and function within overall statewide coordination

Trends in Community and Technical College Governance

- Consolidating two-year institutions under a single community and technical college board
- Consolidating oversight of locally governed community colleges and state technical institutions under a statewide university governing board.

Trends (Continued)

- Expanding the mission of an existing technical college system.
 - Indiana (2005), Maine (2003) and New Hampshire (1999) reconfigured technical college systems to ensure the full range of community college services (including transfer programs) available in every region of the state.

Future: More Emphasis on Effective Systems

- Independent Entities
- Working Together
- To Accomplish Common Objectives

Community College System (Continued)

- Operates Within the Framework of Overall Statewide System Goals/Coordination
- Component Entities Are Each (Locally/Regionally) Effective
- Their Collective Capacities Are Effectively Utilized to Achieve Identified (Statewide) Goals/Priorities

Community College System (Continued)

- The System Has a Clearly Established Set of Goals
- These Goals Be Expressed in Measurable Terms
 - Target Audiences (Units of Analysis)
 - Improvement in Achievement/Condition

Community College System (Continued)

- Each Community College Has Capacity to Serve Unique Needs of Its Region
 - The Different Needs of
 - Different Types of Clients

Community College System (Continued)

- System is Collectively Effective
- Uses of “Best Practice” Methodologies in Providing Services Common to Most/All Campuses
- Creates Unique Programmatic Capacity Where:
 - Local/Regional Needs Warrant It
 - There Will Be Ongoing Demand
- Ability to Share This Unique Capacity Outside an Institution’s “Responsibility” Area Where There Is:
 - Local/Regional Need
 - No Evidence of Ongoing Demand

Community College System (Continued)

- Creates Campuses with Different Strengths in Different Parts of the State
- Creates Environment in Which Institutions Collaborate to Deliver Services:
 - From Institutions with the Necessary Capacity
 - To Clients with Demonstrated Need