A Comprehensive Approach to Transforming Vocational Education

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Overview

- Context
- Board initiative
- Administrative response
- Results
- Considerations

Metropolitan Community College

- 30 years old, comprehensive mission
- Multi-campus, four county area
- 11-member locally elected Board
- 25,000 credit and 18,000 non-credit
- 660 full-time employees

Context

- 1990 Info. Tech. vision
- 1991-2000 41% enrollment growth
- Top 10 nationally in IT awards
- '98-'00 2% growth (-19% w/o IT)
- Significant academic administrative turnover

Consequences

- Community concern for the trades
- Perceived loss of mission balance
- Lightening rod for change
- Political platform for candidates
- Common focus for Board members
- Initiated key questions

Board Leadership

- Employers outreach?
- Student recruitment in high schools?
- Faculty training?
- Program review?
- Advisory committees?
- Internships?

Employer - Outreach

- Projects Coord. for Career Education
- Visibility cold calling
- Fence mending in local trades
- Connect with school districts
- Apprentice-Related Tech. Degree

Student Recruitment

- Atypical recruitment strategies
- Vocational Student Recruiter
- Technical Academy

Technical Academy

- Metro courses on Metro campuses for vocational programs that high schools can't offer
- Pools HS juniors and seniors from multiple districts in college classes
- Attend afternoon classes two days and internships three days each week

Technical Academy

- October 2000 "Super" meeting
- 13 school districts interested
- Fall 2001 45 students, 8 HS, 7 programs
- Fall 2002 60 students, 9 HS, 9 programs
- Fall 2003 105 students, 11 HS, 11 programs

Faculty Training

- Training for younger students
- Return-to-industry internships
- College visits (best practices)
- Sabbaticals

Program Review

- 7 Year state requirement alternating 3 and 4 year cycle
- 43 pages full of yes/no questions
- Why not every year?
- Complete redesign for annual review
- 6 pages, reflective questions

Program Review

- Integrates outcomes assessment
- Faculty/admin. peer feedback
- Dashboard indicators
- Focused review process

Advisory Committees

- Define role and purpose
- Rotate membership to 3-year terms
- Minimum agenda format
- Shift focus on gathering input and feedback versus *dog-and-pony shows*

Internships

- Hired Co-operative Education Coord.
- Faculty advisory group
- Refine support systems
 - Orientation
 - Better objectives
 - Better evaluation
 - Increased opportunities

Results First Three Years

- Automotive
 - * 36% growth, NATEF, AYES
- Auto Body
 - * 176% growth, waitlists
- Architectural Drafting
 - * -11% decline, equipment plan, local seminars, curriculum review

Results

- AC/Heating/Refrigeration
 *35% growth, relationships
- Construction Technology
 - *-8% decline after excessive growth, new faculty, equipment, and curriculum
- Drafting for Manufacturing
 - *-6% decline, focused review, retool

Results (continued)

- Industrial/Commercial Trades
 - *-42% decline due to corrections contract, new curriculum options
- Printing & Publishing
 *25% increase, focused review decisions
- Welding
 - *7% increase, focused review open/entry, lab overhaul, AWS testing site

Results (continued)

- Utility Line Technician
 *9% increase, waitlists, partnerships
- 18% overall college growth
- Distributed growth
 -56/65 programs experienced growth
- Faculty engagement in collaborative budgeting process

Board Role in Change

- Aware of issues-common focus
- Asked tough questions
- Clarified the problem without offering solutions
- Gave staff freedom to create results
- Maintained accountability

Considerations

- What are the key issues facing your college?
- How can board members engage in a common purpose to help your institution stretch?
- How can board members challenge staff and support them in creating results?

Questions