Sample Models:

Systemic Programming / Regional Centers of Excellence

Prepared by
Office of the Chancellor

For
Chancellor's Executive Council
Maricopa Community Colleges

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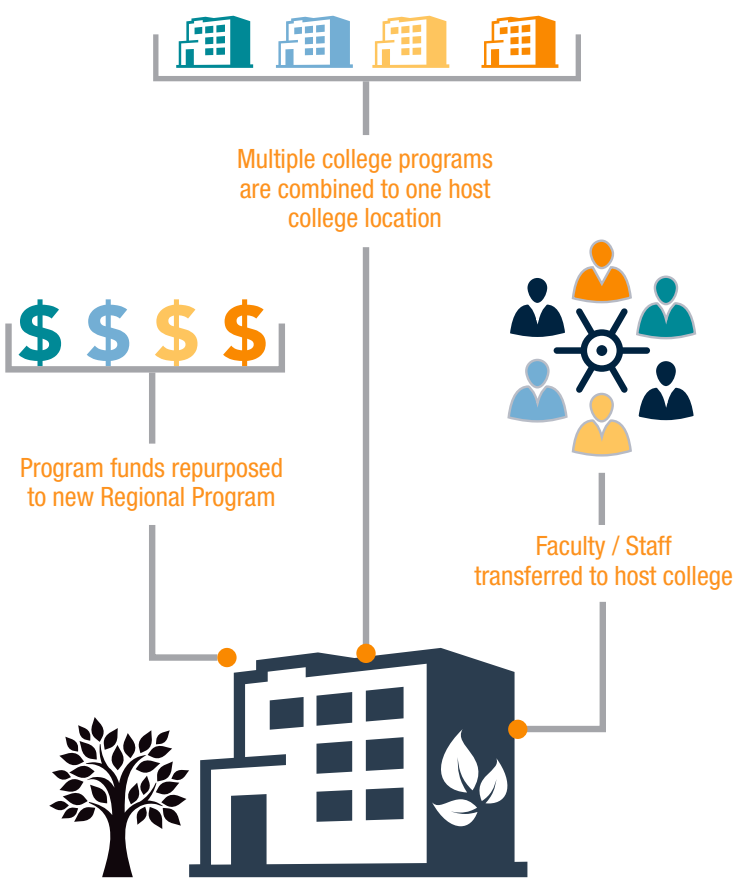
The following materials provide reference points for consideration as Maricopa explores regionalization.

Other models and hybrid models may exist as well. Any approach to regionalization of programs must be customized to address the objectives of a particular discipline or sector while maintaining student needs and outcomes as the ultimate critical success factors.

MARICOPA COMMUNITY COLLEGES®

1:1 Model

Program Area at One Site Administered by One College



KEY FEATURES:

- This model evidences a concentration or procurement of specialty expertise, equipment and/or facilities.
- Course offerings administered at host college.
- Potential candidates for the 1:1 Model are programs with the following characteristics: present higher than average per student costs; highly regulated field; work with limited demand; geographic or historical considerations; and identified private or public partner potential etc.
- Advantages arising from this "concentrated" program approach may include the formation of a close-knit community of learners and creating the greatest potential to distinguish program via a "unique factor" in the region and from external competitors.

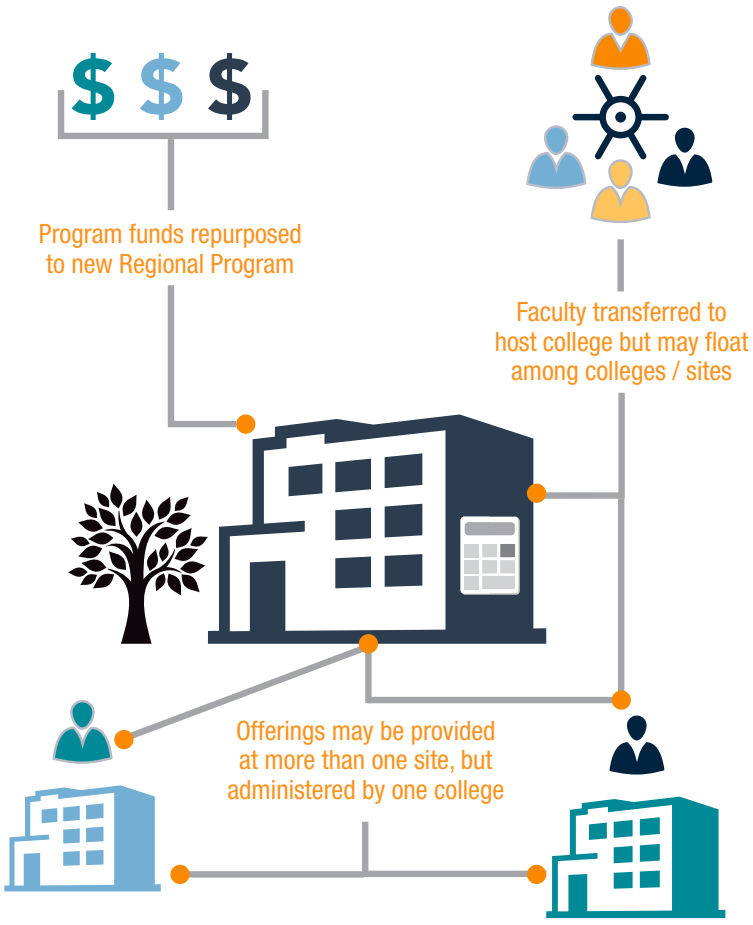
ILLUSTRATIVE EXAMPLE:

Green Technology RCE that houses degrees in Environmental Technology and Renewable Energy as well as certificates in Water Purification, Air Purification and Sewage Treatment. RCE is located in a certain part of the Valley due to proximity with Industry, permitting requirements for the handling of biodegradables, location of existing treatment facilities, land grant and other public incentives. Funds that would normally be apportioned among various sites to run the same program are instead repurposed for the construction of the state's only water desalination facility (a new point of pride driving enrollment to the program). Faculty teaching in these areas are located across the District and are transferred to the host college. A modest branding and marketing plan is funded and executed.

Waste Management invests $5M to establish or grow the RCE in exchange for naming rights, workforce pipeline internship program, and the use of research and training facilities.

MultiSite Model

Program Area in More than One Site Administered by One College



KEY FEATURES:

- The MultiSite Model features are similar to the above 1:1 model (uniform branding and concentration or procurement of specialty expertise, equipment and/or facilities is desirable) but program offerings may be provided at more than one site, facility or campus. This may be due to facilities requirements, access issues, demand or other considerations.
- The program offerings and sites are united by common branding and common administration.

ILLUSTRATIVE EXAMPLE:

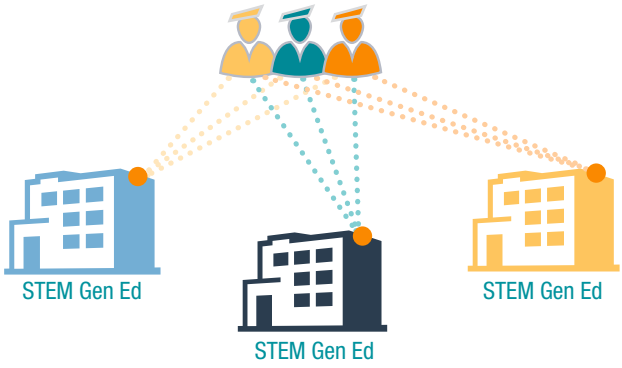
Facilities Development and Management RCE houses degree in Construction and certificates in Facilities Management, Facilities Planning, and Construction Finance. The RCE course offerings are highly specialized but require diverse "learning labs" that are located throughout the District. For example, the campuses have buildings and outdoor facility space presenting various opportunities for study and exploration that can be harnessed to provide experiential experiences for the students in the program. Use of the various sites requires scheduling coordination among sister colleges. Administration of the program by more than one college would be redundant and would not provide added value. Faculty teaching in these areas that are located across the District and are transferred as lines to the host college but may float to the sites of specific program offerings as mutually desirable. A modest branding and marketing plan is funded and executed. Identify opportunities for private sponsors and partners for skills mapping, apprenticeships, workforce training, etc.

1+1 Model

Specialty Program Cluster, in One or More Sites, Shared by More than One College

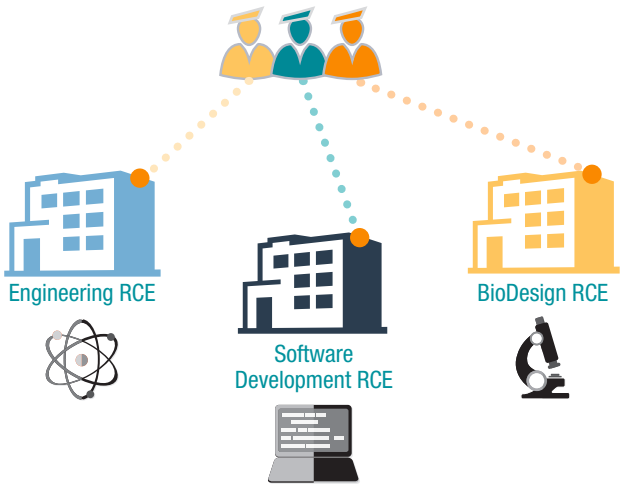
YEAR ONE

Students take STEM General Education courses anywhere program core classes are available.



YEAR TWO

The students attend the RCE of their choice.



ILLUSTRATIVE EXAMPLE:

Three RCE hosting various degree and certificates are housed in three different colleges: Engineering RCE, Software Development RCE, BioDesign RCE. They share a uniform STEM Gen Ed Core. During Year 1 of the degree, students take the Gen Ed curriculum anywhere the cluster of courses making up the STEM Core are offered. For Year 2, the students attend the specialty RCE of their choice. A modest branding and marketing plan is funded and executed. Identify opportunities for private sponsors and partners for skills mapping, apprenticeships, workforce training, etc.

KEY FEATURES:

- The 1+1 Model is suitable for programs that incorporate pre-requisite and sequential course offerings, those that utilize cohorts, or as a streamlining measure for a variety of programs sharing a foundational base core year.
- In the case of programs of study that can share a general education core, this model would allow students certain flexibility to change programs of study without losing ground in the first year core courses.
- This model presents opportunities to strategically leverage scale and scope across the District to build workforce pipeline in strategic fields that share common skill cores. In addition, colleges may share enrollment in the 1+1 Model.

Cap Model

Program Area at Multiple Sites Administered by A Predetermined Number of Colleges

KEY FEATURES:

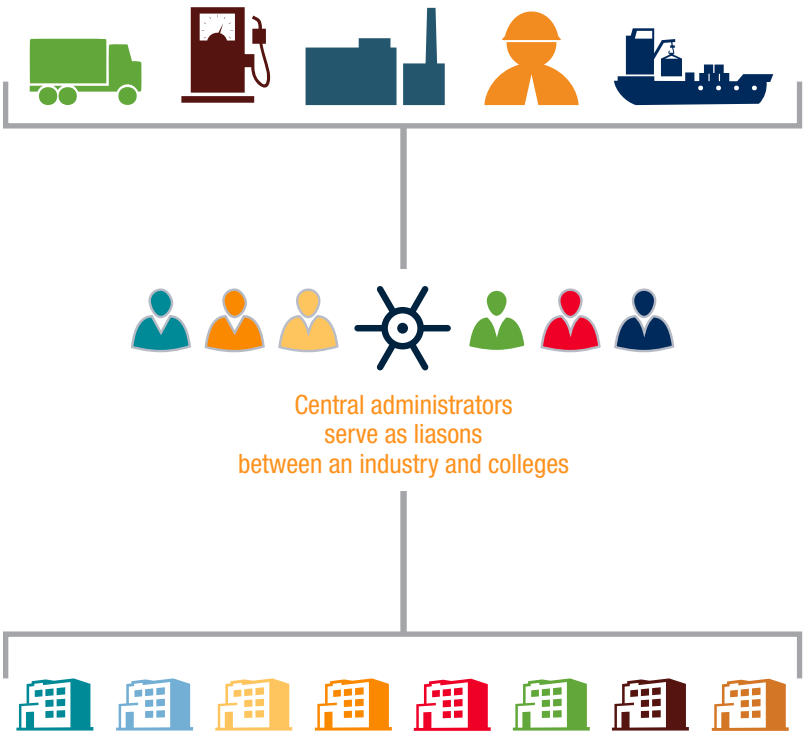
- The Cap Model is similar to the 1:1 Model (uniform branding and concentration or procurement of specialty expertise, equipment and/or facilities is desirable) except that questions of demand, capacity, and student access may necessitate offering the program at various sites.
- A technical skill-based program with high operation and equipment costs offered at multiple colleges may be a candidate for this model.
- For Cap Model program candidates, a study needs to be undertaken to determine the optimum number and level of sites/administration to gain efficiencies while maintaining scale, scope and meeting demand.

ILLUSTRATIVE EXAMPLE:

Consider a program like Marine Biology to prepare students for a career as a research assistant or technician in the aquatic field. The curriculum requires laboratory and field work necessitating expensive equipment costs such as for the college's own research vessel, large salt-water tanks stocked with marine organisms, and those connected with other requirements and certifications deemed necessary by the sanctioning body for scientific divers. After a study to determine the optimum number and level of sites/administration for a regional program, a modest branding and marketing plan is funded and executed. Identify opportunities for private sponsors and partners for skills mapping, apprenticeships, workforce training, etc.

Regional Liason Model

Central Administrative Liason Between Industry and Colleges



For each identified industry, a single director serves as the liaison between industry-specific partners and all Maricopa colleges.

KEY FEATURES:

- Minimal disruption of current programs, faculty, and students, but at additional cost for personnel. Additional costs may be offset over time as programs and funding are able to become more targeted and efficiencies are identified.
- Program offerings and sites are united by common branding identifiable to industries and to community members seeking to gain employment in those industries.
- A single point of contact for industries improves the ease with which they interact with Maricopa Community Colleges. A single point of contact for the colleges improves faculty access to up-to-date industry knowledge and opportunities.
- Limitations of this model include no master planning of courses and programs, and no centralized leadership. RCE representatives provide connections and observations only.

ILLUSTRATIVE EXAMPLE:

The Global Sports Development RCE, consisting of a director and a single supporting staff member, serves as the liaison for the Maricopa Community College District with all corporate entities in the global sports development industry. The director establishes and maintains strong working relationships with local and regional industry partners, coordinates advisory-board appointments, convenes meetings between occupational faculty and industry representative, and facilitates alignment between industry and all Maricopa Colleges. Maricopa as a whole becomes more competitive in the race for grants that require consortia. Existing instructional programs and faculty would remain in current locations and under current organizational structure. RCE could provide district-level input into future investment and program developments based on industry needs and location, as well as college capacity. A modest branding and marketing plan is funded and executed. Identify opportunities for private sponsors and partners for skills mapping, apprenticeships, workforce training, etc.

Regionalization of occupational programs across community college locations: Diverse models and best practices

Other academic institutions use regionalization on either a system- or state-wide level in order to more efficiently coordinate resources and to support economic and workforce development beyond the footprint of a single campus or college. "Regionalization" looks different in different places. This document provides three different actual regionalization models for consideration, as well as insights and lessons from faculty, administrators, and board members around the country who work with regionalized systems.

While none may be a perfect fit Maricopa's specific context or values, these models provide examples of how regionalization of workforce education can and does work for our colleagues at peer institutions around the country. "Regionalization" looks different in different places, and context is key.

The information that follows was gathered from academic journals, institutional web sites, and institutional documentation, as well as through telephone interviews with representatives of institutions who have regionalized occupational program offerings.

Model One

Houston Community College System

Program Area in More than One Site Administered by One College

BACKGROUND:

The Houston Community College System (HCC) consists of six colleges accredited as one body through the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). In the spring of 2015 at the direction of the Board of Trustees, the Chancellor regionalized HCC's occupational programs into twelve "Centers of Excellence." Colleges were asked to submit proposals regarding what occupational programs they wished to house. Each college ended up with two Centers of Excellence.

REGIONALIZED PROGRAMS:

Business, Construction, Consumer Arts & Sciences, Digital & Information Technology, Engineering, Global Energy & Process Technology, Health Sciences, Logistics, Manufacturing, Materials Science, Media Arts & Technology, Public Safety & Automotive Technology.

ACADEMIC STRUCTURE:

The Centers of Excellence are academic units. The Directors are the heads of the academic programs housed within their centers, overseeing faculty and academic programs, as well as industry partnerships.

CURRICULUM / SCHEDULING:

Introductory courses in regionalized programs may be offered at any HCC location where there is demand. All course scheduling and faculty teaching assignments for occupational courses are done centrally by the Center of Excellence that owns the prefix/degree program. Advanced, capstone, and any courses requiring specialized equipment are offered only at the site housing the Center of Excellence.

ORGANIZATIONAL STRUCTURE:

Each Center of Excellence Director reports to the President of his/her college, with a dotted line report to the Associate Vice Chancellor for Technical Education.

WEBSITE:

http://www.hccs.edu/centers-of-excellence/

CONTACTS:

Zachary Hodges, President, Northwest College; Butch Herod, Vice Chancellor, Innovation, Planning and Institutional Analytics; David White, President Academic Senate

Model Two

Washington State Board for Community and Technical Colleges

Central Administrative Liaison Between Industry and Colleges

BACKGROUND:

The "Centers of Excellence" were created by the state legislature. Funding for the centers, including salaries for directors (and staff) and travel, comes from the state board, up to $200,000 per year. Some Centers, such as aerospace, have worked with industry to secure grants and therefore have correspondingly larger budgets. In the Washington State model, academic programs are not "regionalized" so much as they are coordinated. Multiple colleges may have similar degree/certificate programs. The Centers of Excellence serve as industry liaisons and coordinators to ensure statewide workforce development needs are met.

REGIONALIZED PROGRAMS:

Agriculture; Allied Health; Aerospace & Advanced Manufacturing; Clean Energy; Construction; Education; Homeland Security; Information & Computing Technology; International Trade; Transportation, & Logistics; Marine Manufacturing & Technology.

ACADEMIC STRUCTURE:

Each Center of Excellence is hosted by a specific community or technical college in Washington. Host colleges are selected through a competitive bidding process. However, Centers of Excellence are not part of the academic structure at those colleges. Center of Excellence Directors will, when asked, provide recommendations for a college's occupational program

CURRICULUM / SCHEDULING:

Centers of Excellence have no authority over program development, curriculum, or scheduling; these tasks are done by the appropriate academic units at individual colleges. Center of Excellence Directors bring industry and educational players together with the goal of improving workforce development in the state of Washington. Specifically, their roles include ensuring college curricula match industry needs; that colleges are producing the number of graduates to fill job openings; and that the number, quality, type, and location of occupational degree and certificate programs align with workforce development projections for the state.

ORGANIZATIONAL STRUCTURE:

Specific colleges host the centers, yet the centers serve as industry liaisons for all community and technical colleges in the state. Each Center of Excellence Director reports to an administrator (e.g. president, dean, vice president of academic affairs) of his/her college, with a dotted line report to the Director of Workforce Education at the Washington State Board of Community & Technical Colleges. There is no single job description for Center of Excellence Directors; reporting lines and specific duties vary by center.

WEBSITE:

http://www.sbctc.ctc.edu/college/_e-wkforcecentersofexcellence.aspx

CONTACTS:

Meg Ryan, Director, Center of Excellence for Global Trade and Supply Chain Management; Nancy Dick, Director, Workforce Education, State Board of Community and Technical Colleges

Model Three

City Colleges of Chicago

Program Area at One Site Administered by One College

BACKGROUND:

Each of the seven City Colleges of Chicago is separately accredited by the Higher Learning Commission of the North Central Association. Backed by Chicago Mayor Rahm Emanuel, the City Colleges of Chicago Chancellor and Chair of the Board of Trustees launched its College to Careers (C2C) initiative in 2011. Each college is headquarters to a specific College to Careers focus area. In order to offset potential transportation challenges posed by the physical regionalization of programs, City Colleges of Chicago offers shuttle services to supplement public transit. College to Careers has led to investment in new facilities for the colleges. In January of 2016 Malcolm X College will open a whole new $251 million campus complete with a virtual hospital. Designed with healthcare industry partners to simulate a healthcare work environment, this new learning environment will support students' seamless transition into the careers of their choice. Olive-Harvey College is expanding with a new $41 million Transportation, Distribution, and Logistics Center to better prepare students for the increasing number of jobs in commercial driving, forklift operation, and supply chain management.

REGIONALIZED PROGRAMS:

Advanced Manufacturing; Business & Professional Services; Construction Technology; Culinary & Hospitality; Education; Healthcare; Information Technology; Transportation, Distribution, & Logistics

ACADEMIC STRUCTURE:

Each college has a Dean of College to Careers who oversees the programs, administrators, and faculty in the College to Career subjects at that college.

CURRICULUM / SCHEDULING:

When there is demand, or less need for specialized equipment, degrees are offered at more than one college. Examples include accounting and child development: pre-school education. Others, such as the automotive technology and the basic nursing assistant certificate are, over time being moved to the colleges that now have that College to Career focus. Thus, colleges are also adding new programs in line with their focus areas.

ORGANIZATIONAL STRUCTURE:

Each college's Dean of College to Careers reports to his/her college's vice president of academic affairs.

WEBSITES:

History

http://www.ccc.edu/menu/Pages/About-City-Colleges.aspx;

College to Careers

http://www.ccc.edu/menu/Pages/college-to-careers.aspx

CONTACTS:

Rasmus Lynnerup, Executive Vice Chancellor & Chief Strategy Officer

INITIAL RESOURCE LIST – OTHER MODELS OF REGIONALIZATION:

St. Louis Community College: http://www.stlcc.edu/Programs/Career_and_Technical_Education/Centers_of_Excellence.html
Minnesota State Colleges & Universities: http://www.mnscu.edu/business/excellence/index.html
Miami-Dade College: http://www.mdc.edu/main/about/campuses

Best Practices

Educators learn from and build upon the experiences of those who have gone before. Direction on enacting a complex organizational change such as regionalization is available, as Maricopa is not the first to consider this strategy. Some best practices are shared below, illustrated with quotes from interviews with faculty, administrators, and board members from colleges who have adopted regionalization. Participants shared best practices for implementation of regionalization, benefits derived from regionalization, as well as cautions for moving forward.

COORDINATION:

Regionalization of occupational programs provides opportunities for working together that can improve student learning, enhance connections with industry, reduce duplication across a system, while still leaving room for flexibility in course/program offerings.

- **AMONG FACULTY:** "They are actually talking to the other faculty at the other colleges. He was rather elated because they were sharing conversations about what they were doing across the district."
- **AMONG INDUSTRY AND FACULTY:** "They talked about what their responsibilities were, and… (the folks from industry) hone in on refining that and we get faculty and program managers in to make sure those skills are embedded in the curriculum. It's our way of ensuring, if there is a skills gap, that our curriculum is up to speed."
- **AMONG COLLEGES/CAMPUSES:** "The idea being: centralize the students, centralize the resources, and, to a point, centralize the faculty, but… if you have the ability to keep it somewhat spread out… and there is enough demand for it, then you still have that flexibility (to offer classes at various locations)."
- **OF THE PROJECT:** "Give yourself an adequate time table to do this… you have to plan this well out in advance."

ORGANIZATIONAL EFFICIENCY:

Regionalization facilitates partnerships and improves academic services – fewer cancelled classes, so students can be assured they can move through their degree programs in a timely manner, in a single location.

- **ENROLLMENT MANAGEMENT:** "(Before the change) you had colleges almost literally down the street in their locations from each other running the same courses and at that time you'd end up with 6 in one and 7 in the other and you'd cancel both of them. That makes zero sense."
- **CTE/INDUSTRY ALIGNMENT:** "Many times one of the colleges will need an advisory committee member. I usually recommend someone because I know who is in their area and their field, etc. that's always really, really helpful."
- **FACULTY/INDUSTRY CONNECTIONS:** "It allowed us to move those faculty… to put them closer to their industry partners. And for workforce that is absolutely critical."

RESOURCES:

Equipment, support, and budgets go farther when centralized, and there is focus on one or two areas of excellence. Industry partners are interested in collaborating on grant proposals with workforce education programs they know provide top quality education and offer a one-stop shop.

- **BETTER USE OF INSTRUCTIONAL EQUIPMENT AND SPACE:** "If you centralize, then it's certainly one of the benefits of the model. It allows you to centralize on equipment and resources and that's certainly a more efficient way of doing things than we have to have a welding lab here and a welding lab there."
- **INVESTMENT IN INSTRUCTION:** "Due to savings from the reorganization, all faculty members received a 6% raise."
- **INVESTMENT IN OCCUPATIONAL PROGRAMS:** "…Because it is focusing attention – and ultimately resources – on the centers, there has been very positive response from the faculty."
- **ADDRESSING INEQUITIES:** "In the old college structure (there were) six silos, and there was, to be honest, a wide sense that in some places (certain programs) were getting short shrift."
- **COLLABORATION ON GRANTS:** "We do go after grants… three centers – aerospace, clean energy, and construction – because of the nature of those sectors, went for a federal grant and have 10 million dollars."

Best Practices continued

CAUTIONS:

Change is tricky to navigate. Working together, being inclusive, and keeping the big picture in mind help the process go more smoothly. One size does not fit all; simply replicating another college's model is not advised. Learn from others, and then adapt.

- **ENSURE PROPER PLANNING:** "It takes a lot of foresight and planning. You can't just slap this stuff together and expect it all to come together, especially if you've got programs already in operation."
- **COLLABORATION IS CRUCIAL:** "Bringing people together, allowing them to bond, the Center of Excellence directors and deans, allowing them to come together and collaborate and then decide because then their input was useful in the development of the centers."
- **INNOVATE AND COLLABORATE TO STRENGTHEN THE WHOLE:** "(The colleges) partner in a new way and we can all win. I would look strong and hard for win-win situations; it's going to take a really good conversation around that to get there."
- **LOOK AT ALL ANGLES, INCLUDE EVERYONE IN THE PROCESS:** "For the love of Mike, don't forget the staff."
- **KNOW YOUR CONTEXT:** "You've got to create an environment where this can be customized with the colleges and the system."

ACCESS:

Access to education is a core community college tenet. Regionalization need not hinder access if institutions work with public transport authorities and consider shuttle bus options. City Colleges of Chicago, Queens College, and Asnuntuck Community College in Connecticut all supplement public transit with a shuttle bus system. Moreover, the shuttle bus system at the College of Staten Island, part of The City University of New York system, led to increased enrollment and increased diversity. While overall enrollment rose 15%, enrollment of black students rose 49% and enrollment of Latino students rose 43% (Kolondor, 2015)

Moreover, access can be coupled with success when students can rely on the classes they need being held each term at a consistent campus location.

- **FACILITATE STUDENT DEGREE SELECTION:** "Many colleges have some sort of course or certificate or degree that has something to do with international business or supply chain management. We usually produce a directory of those so somebody could look at all the different programs."
- **RELIABLE COURSE OFFERINGS:** "I could take one or two welding classes over here, and then this semester, that class is only offered across town. Or, I don't know what branch it's going to be offered at. That's bad for the students."
- **CONSIDER TRANSPORTATION SOLUTIONS:** "Are they willing to drive across town? The jury's still out on that. But from an economy of scale standpoint, it (regionalization) is still a better approach than offering a little bit everywhere."
- **INCLUDE STUDENTS IN THE PROCESS:** "If we'd just asked the students first... it's a factor you weigh into the decision."

STUDENT EXPERIENCE:

Students benefit when institutions work together, creating a system-wide plan for workforce education. Better facilities, improved relationships with local industries, and stronger connections between themselves, their instructors, and their future employers are just a few of the payoffs. Moreover, research suggests that a community of supportive faculty and peers who share the same interests and occupational goals is instrumental in helping students persist to degree completion (Morrison Goings, 2013).

- **BETTER INSTRUCTIONAL RESOURCES:** "…If they don't see state of the art equipment— students know what they are looking for. If they don't feel like their needs are being served – well, we have many competitors in the region, and it is easy for them to simply go someplace else."
- **CAREER READINESS AND EMPLOYMENT:** "We are honing in on those industries that are in highest demand and promoting them and developing them so that we do have skilled students going out."

Best Practices continued

- **IMPROVED WORKFORCE INTERMEDIATION:** "If there are any internships or jobs, we usually post those and send them out and disseminate all of those. In terms of connecting…One of the biggest challenges is that link between the supply of students to industry and then getting them connected to industry."
- **DRIVING ENROLLMENT:** "The overarching goal is to really, truly create centers that will attract people to them because of the quality and the services that they provide. They will be natural magnets for students in the whole region who want to go to a quality program."

COMMUNICATION:

Before, during, and after regionalizing programs, keeping all stakeholders included and informed is crucial. People need to be asked to participate and then made aware of the benefits of change.

- **WITHIN THE DISTRICT:** "You'll need to work hard at communicating an understanding of what the centers – who they are and what they do, just internally within your system. I think that will be a challenge because it will be misunderstood, mainly because they are unfamiliar with it until they interact with someone or participate in something."
- **WITH FACULTY:** "You have to get the information to the faculty early and you have to make sure it's accurate." "Include them as often as possible and as publicly as possible… and pay attention to them."
- **WITH INDUSTRY:** "I spend a lot of time with chambers of commerce and economic development councils, going in, listening to what companies are in need of. In terms of training, and if it's within a certain area, I then alert the local community college."
- **WITH STUDENTS:** "(You've) got to push what are the advantages to my students, because they are the ones who make our paychecks possible."
- **WITH THE ENTIRE INSTITUTIONAL COMMUNITY:** "It's not just about administrators, it's not just about faculty, it's not just about students, you have to take into account the support staff."

REFERENCES:

Kolondor, M. (2015). How a College of Staten Island shuttle bus increased diversity. Politico New York. Retrived from: http://www.capitalnewyork.com/article/city-hall/2015/11/8581711/how-college-staten-island-shuttle-bus-increased-diversity

Morrison Goings, A. M. (2013). Experiences of community college vocational students who were required to begin their studies by taking remedial courses and successfully attained their associate's degrees: A phenomenological study (Order No. 3604629). Available from ProQuest Global. (1476439711). Retrieved from http://login.ezproxy1.lib.asu.edu/login?url=http://search.proquest.com/docview/1476439711?accountid=4485