

STATE BOARD MEETING AGENDA

Board members

Jay Reich, Chair // Phyllis Gutierrez Kenney, Vice Chair // Carol Landa McVicker // Ben Bagherpour
Fred Whang // Crystal Donner // Chelsea Mason // Martin Valadez // Mack Hogans

Jan Yoshiwara, Executive Director // Beth Gordon, Executive Assistant

Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

October 20 Study Session

- | | | |
|-----------|--------------------------------------------------------------------------------------------------------------------|-----------------------|
| 1:00 p.m. | Welcome
<i>Phyllis Gutierrez Kenney, Vice Chair</i> | |
| 1:05 p.m. | Baccalaureate Degree Quarterly Update
<i>Jamilyn Penn, Director, Transfer Education</i> | Tab 1
(Discussion) |
| 1:40 p.m. | Part-time faculty presentation | Tab 2
(Discussion) |
| 2:10 p.m. | Break | |
| 2:20 p.m. | Strategic Work Plan and Retreat Follow Up
<i>Jan Yoshiwara, Executive Director</i> | Tab 3
(Discussion) |
| 2:45 p.m. | Strategic Plan Implementation - Completions
<i>Carli Schiffner, Deputy Executive Director, Education</i> | Tab 4
(Discussion) |
| 5:00 p.m. | Adjourn | |

October 21 Regular Meeting

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|-----------|---------------------------------------------------------------------------------------------------------|--|
| 9:00 a.m. | Welcome and Introductions
<i>Phyllis Gutierrez Kenney, Vice Chair</i> | |
| 9:05 a.m. | Establish a quorum and adoption of meeting agenda
<i>Phyllis Gutierrez Kenney, Vice Chair</i> | |

9:07 a.m.	Approval of Consent Agenda a. Clark College - Proposed Bachelor of Applied Science in Teacher Education Preschool – Grade 3 Resolution 21-10-48 b. Highline College – Proposed Bachelor of Applied Science in Early Childhood Education Resolution 21-10-49 c. Pierce College - Proposed Bachelor of Applied Science in Construction Management Resolution 21-10-50 d. Yakima Valley College - Proposed Bachelor of Applied Science in Agricultural Sciences Resolution 21-10-51 e. Everett Community College local capital expenditure authority for Index lawn amphitheater and outdoor improvements Resolution 21-10-52 f. Spokane Community College local capital expenditure authority for Building 19 renovations Resolution 21-10-53 g. August 27, 2021, State Board meeting minutes	Tab 5 (Action)
9:10 a.m.	Capital Budget Planning <i>Wayne Doty, Capital Budget Director</i>	Tab 6 (Discussion)
10:10 a.m.	Whatcom Community College presentation on Cybersecurity <i>Kathi Hiyane Brown, President, Whatcom Community College</i>	Tab 7 (Discussion)
10:40 a.m.	Allocation Methodology for Faculty Conversions in E2SSB 5194 Resolution 21-10-54 <i>Cherie Berthon, Operating Budget Director</i>	Tab 9 (Action)
10:55 a.m.	Break	
11:00 a.m.	2022 Legislative Agenda and Priorities Preview <i>Arlen Harris, Legislative Director</i>	Tab 8 (Discussion)
11:20 a.m.	ACT Report <i>Doug Mah, President, ACT</i>	
11:30 a.m.	WACTC Report <i>Christine Johnson, Chancellor, Spokane Colleges</i>	
11:40 a.m.	Labor Report <i>Carla Naccarato-Sinclair, Washington Education Association</i>	
11:50 a.m.	Public Comment	
11:52 a.m.	Executive Director Report <i>Jan Yoshiwara, Executive Director</i>	
12:20 p.m.	Board Discussion	Discuss
12:30 p.m.	Adjourn – Next Meeting, December 1-2, 2021	

EXECUTIVE SESSION: Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session. **PLEASE NOTE:** Times above are estimates only. The Board reserves the right to alter the order of the agenda. Reasonable accommodations will be made for persons with disabilities if requests are made at least seven days in advance. Efforts will be made to accommodate late requests. Please contact the Executive Director's Office at 360-704-4309.

STUDY SESSION ITEM

October 20, 2021

Tab 1

Bachelor Degree Quarterly Update & Statements of Need Presentation

Brief Description

The community and technical college system has been offering bachelor of applied science degrees for over fifteen years. Almost every college in the system offers at least one bachelor of applied science, with many colleges offering multiple bachelor-level degree pathways. This past year, the college system achieved another milestone in bachelor-level degree offerings—the ability for the State Board to authorize colleges to offer Bachelor of Science in Computer Science degrees (SB 5401). While the vast majority of the bachelor-level degrees being offered in the state system are bachelor of applied science degrees, this additional authorization allows community and technical colleges to serve students, especially students of color, in new ways that set them on the course to additional high-pay, living wage career pathways.

To date, the State Board has approved over 130 applied bachelor degree programs at 32 colleges. In 2019-20, there were 4,455 FTES in baccalaureate programs representing 3.73 percent of state support FTES in the college system. This represents a baccalaureate FTE increase of 13 percent over the previous year (**Appendix A: Bachelor Degree Programs To Date**).

How does this item link to the State Board's Strategic Plan?

In June 2020, the State Board adopted its strategic plan, which focuses on three goals: achieve educational equity for students historically underrepresented in higher education, improve completion rates, and increase access and retention among populations who can benefit the most from college access. Colleges offering bachelor's degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through applied baccalaureate degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure college degrees are affordable and accessible for students. The three goals are addressed through the State Board approval process of bachelor degree programs:

- Achieve educational equity for students who are historically underrepresented in higher education by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security;
- Improve completion rates by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs;

- Increase access and retention among populations who can benefit the most by implementing actions, policies, and investments that produce equitable outcomes.

Introducing the Bachelor of Science in Computer Science

During the 2021 legislative session, Washington State legislators passed Substitute SB 5401, which permits community and technical colleges to offer Bachelor of Science in Computer Science degrees. Prior to this new legislation, Bellevue College was the only community or technical college authorized to offer a Bachelor of Science in Computer Science degree. Under this new legislation, students will have the opportunity to earn a Bachelor of Science degree at any community or technical college approved by the State Board. Per the legislation, community and technical colleges must apply to the State Board for Community and Technical Colleges to be approved to offer the Bachelor of Science in Computer Science and may submit applications starting December 1, 2021.

Bachelor of Science in Computer Science Steering Committee

State Board staff have been working closely with a Bachelor of Science in Computer Science Steering Committee to determine the best strategies to help colleges move towards implementation of SB5401. The committee started meeting in July 2021, and, as it relates to the Bachelor of Science in Computer Science, has addressed curriculum requirements, grant opportunities, mentorship opportunities for students, industry partnerships, regional, and state needs, and requirements for bachelor prepared computer science professionals. The committee is comprised of community and technical college vice presidents of instruction; degree-related deans of instruction and faculty; the director for the Center of Excellence for Information and Computing Technology (located at Bellevue College); the chair of the Baccalaureate Leadership Council; leaders from Washington Technology Industry Association and Mathematics Engineering Science Achievement; and State Board staff.

Bachelor of Science in Computer Science Interest Survey

In partnership with the steering committee, State Board staff distributed an electronic survey to the colleges. Nineteen colleges responded to the survey. Colleges that indicated an interest in offering the Bachelor of Science in Computer Science were compiled and put on the Notice of Degree Proposal list that was submitted to the Council of Presidents, the organization that represents four-year public colleges and universities. Consistent with the existing agreement on college and university notification of interest in new baccalaureate degree programs, the Council of Presidents distributes the list to all public community and technical colleges and public four-year colleges across the state.

Survey results indicated that a majority of responding college are more inclined to participate in a consortium model. That means that the colleges would like to apply to offer the Bachelor of Science in Computer Science with other colleges and, upon approval from the State Board, would implement the program collaboratively. Given the survey responses and feedback from the steering committee, State Board staff have concluded that colleges interested in offering the Bachelor of Science in Computer Science may submit either as independent colleges or as a consortium.

Colleges who seek individual approval to offer the Bachelor of Science in Computer Science degree will use the current application and process and can submit materials starting December 2021. State Board staff and the Bachelor of Science in Computer Science Steering Committee continue to map out the requirements for colleges that decide to participate in the consortium model. For these colleges, the application process will require greater collaboration and focus on how to approach curriculum development and delivery, faculty resources, shared enrollment, and shared funding.

Bachelor Degree Application Update

SB 5401 specifically indicates that colleges offering the Bachelor of Science in Computer Science should have a keen focus on establishing educational opportunities for all students, but especially for students of color and low-income students. Application questions for the Bachelor of Science in Computer Science will mirror questions for the Bachelor of Applied Science application. The application has recently been updated to include Criteria 7, an equity-focused course of action. Colleges will be asked to do the following:

Create an implementation plan to recruit and support students of color and low-income students into the proposed bachelor program. Within the implementation plan, provide data that reflects the college's student demographics and highlight demographics for students of color and low-income students. Identify barriers/challenges that students of color and low-income students may face at the college, and reflect upon how these barriers/challenges or others may impact students of color and low-income students interested in applying to the proposed bachelor program. In the implementation plan, describe resources, supports, or other processes to recruit and support students of color and low-income students.

The community and technical colleges in Washington State are excited about the opportunity for additional colleges to offer a Bachelor of Science in Computer Science. Offering the degree will align with the college system's Guided Pathways work and will further the State Board's vision of leading with racial equity.

Background information and analysis for proposed Statements of Need

At the August 2021 Board retreat, Board members agreed to a change in the approval process for bachelor degrees. Staff will continue to work with colleges proposing bachelor degrees for compliance with approval criteria established by Board policy. Staff will provide quarterly updates to the Board during Board meetings on college proposals that meet criteria for Statements of Need. Individual college presentations on Statements of Need will be scheduled if the college is offering its first bachelor degree or if the degree proposal is for a program not previously approved by the Board. Bachelor degree proposals that meet the Board's criteria for final approval will be recommended by staff for Board action and placed on the Consent Agenda. The following briefing implements the revised process requested by the Board.

According to Board policy, Statements of Need address six areas:

- Relationships to institutional role, mission, and program priorities;
- Support of the statewide strategic plans;
- Employer/community demand for graduates with baccalaureate level of education proposed in the program;
- Applied baccalaureate programs build from existing professional and technical degree program(s) offered by the institution;
- Student demand for program within the service area;
- Efforts to maximize state resources to serve place-bound students.

The following college proposals for Statements of Need meet the Board's criteria for bachelor of applied degree proposals, no Board action is required on Statements of Need:

a.) Bellevue College - Proposed Bachelor of Applied Science in Business Management and Technology

Bellevue College proposes a Bachelor of Applied Science in Business Management and Technology beginning Fall 2023. To meet the growing workforce's needs for more industry professionals with business management skills and technical skills, curriculum for the proposed degree integrates both skill sets. Students will study theory and practice strategies that will help to advance their analytical

and problem-solving acumen. They will also participate in team-based projects, where they will have extensive practice promoting marketing plans, determining management decisions, reviewing and interpreting legal documents, and demonstrating effective communication skills. The proposed Bachelor of Applied Science in Business Management and Technology degree will also offer an internship opportunity, where students will experience hands-on, industry-based learning. Graduates of the Bachelor of Science in Business Management and Technology will be prepared to work in diverse business management and technology careers to include leadership and change management, advanced project management, operations and supply chain management, quantitative analysis for business management, information systems management, networks and security management, and advanced business technology. This will be Bellevue College's thirteenth bachelor degree.

b.) Bellevue College - Proposed Bachelor of Applied Science in Cybersecurity

Bellevue College proposes a Bachelor of Applied Science in Cybersecurity beginning Fall 2022. Bellevue College's Bachelor of Applied Science in Information Systems and Technology degree currently has a concentration in Cybersecurity and in Systems Administration, along with concentrations in Business Intelligence and Application Development. The Bachelor of Applied Science in Information Systems and Technology started in Fall 2013. For those students seeking employment in the field of cybersecurity, the Information Systems and Technology degree title does not complement the concentration's core content. Bellevue College is proposing to separate out the Cybersecurity concentration, along with its core and general education courses currently listed in the Bachelor of Applied Science in IST/CSSA requirements, in order to create a new Bachelor of Applied Science degree in Cybersecurity. The Bachelor of Applied Science in Cybersecurity will continue to meet the expressed needs of community college students seeking access to a bachelor degree.

The proposed degree program will advance the life-long educational development of students by offering a seamless educational pathway that will also provide new career and career advancement opportunities to individuals with technical associate degrees in cybersecurity-related fields. The proposed Bachelor of Applied Science in Cybersecurity will offer a balance of theory and practice where students will apply what they learn in a project-based environment that emulates the workplace. This approach will help students' transition into employment and make graduates more efficient once in the organization. In addition to cybersecurity knowledge and skills, employers in the field seek cybersecurity professionals that can demonstrate strong "soft" or general employability skills. The proposed degree program will focus on these skills by integrating communication skills, team building skills, and project management skills into a contextualized cybersecurity curriculum.

The proposed degree program will offer the flexibility of modalities that meet the specific needs of students who cannot easily attend traditional classes. These modalities include low-residency courses through hybrid or online delivery, as well as evening courses and block scheduling. This will be Bellevue College's fourteenth bachelor degree.

c.) Columbia Basin College - Proposed Bachelor of Applied Science in Community Health

In response to industry demand and place-bound students requests, Columbia Basin College proposes the development of a Bachelor of Applied Science in Community Health beginning Fall 2022. The proposed degree program will provide a pathway for individuals currently holding an associate of applied science degree in healthcare or social work-related programs to earn an applied bachelor degree and to increase opportunities for career advancement in the healthcare industry. Community health workers are front-line public health workers that improve access and continuity of patients' health insurance coverage, enhance provider-patient communication, monitor patients' health status, and link patients to health and human services. In the proposed Bachelor of Applied Science in Community Health degree program, students will learn and demonstrate content knowledge of the

psychological, behavioral, biological, environmental and sociocultural factors in the health and human services field. Program curriculum has been designed to promote students' awareness and understanding of diverse socioeconomic, behavioral, biological, and historical factors that influence health and human services delivery. Graduates of the program will have the content knowledge, critical thinking, discovery, leadership, and communication skills to advance in the industry. This will be

Columbia Basin College's ninth applied bachelor degree.

d.) Lake Washington Institute of Technology - Proposed Bachelor of Applied Science in Applied Management – Human Resource

Lake Washington Institute of Technology proposes to offer a Proposed Bachelor of Applied Science in Applied Management - Human Resource beginning Fall 2022. The proposed degree is intended for students who want to pursue a career in Human Resource Management. The proposed program builds on the strength of the college's Human Resource Management Associate of Applied Science-Transfer degree. The associate degree was an expansion of the Human Resource Management Certificate of Completion, which started in 2009. Both the certificate of completion and the associate degree have been aligned with the Society for Human Resource Management and the Human Resource Certification Institute learning content. Students enrolled in the proposed program will acquire the knowledge and tools to sit for the Society for Human Resource Management and Human Resource Certification Institute certification exams which are highly sought-after credentials by industry. The proposed degree will also be designed to meet the needs of students who have already earned a bachelor's degree but are not eligible to sit for the Society for Human Resource Management and/or the Human Resource Certification Institute certification exams. Faculty will develop short, upper-level course certificates that will satisfy the certification requirements and meet employer and human resource profession needs. Lake Washington Institute of Technology will be the only college in the Pacific Northwest that offers a Bachelor of Applied Science in Human Resources degree aligned with Society for Human Resource Management or Human Resource Certification Institute standards. Graduates of the program will gain advanced leadership, technical, and professional-based knowledge to progress to higher wage roles in the Human Resource profession. Graduates will have the knowledge and skills needed to sit for the Society for Human Resource Management and the Human Resource Certification Institute certification exams. Graduates will also be prepared to pursue graduate education at the master's level at state or regional institutions. The proposed Bachelor of Applied Science in Human Resources will be Lake Washington Institute of Technology's thirteenth bachelor of applied science degree.

e.) Seattle Central College - Proposed Bachelor of Science in Nursing RN-to-BSN

Seattle Central College proposes a Bachelor of Science in Nursing, Registered Nurse-to-Bachelor of Science in Nursing (RN-to-BSN), beginning Fall 2023. The proposed degree program will build upon the current Associate Degree in Nursing Direct Transfer Agreement-Major Related Pathway which was developed, approved, and implemented in 2017. The proposed degree program would increase the number of bachelor-prepared nurses in the community, as well as offer currently employed associate degree nurses the opportunity to earn an advanced degree. Further, Seattle Central College seeks to increase the number of racially and culturally diverse nurses in the workforce and to train all nurses to address the healthcare demands of a multicultural and urban population by advancing the knowledge, skills, and professionalism of students enrolled in the program. The proposed degree program will provide a seamless transition for students who have completed the Associate Degree in Nursing and hold a Registered Nurse license. Seattle Central College intends to implement a program with a hybrid delivery model, including a clinical experience, where both full-time and part-time enrollment options are available. Graduates of the proposed degree program will have a deeper knowledge and advanced competencies in health policy, system improvement, research and evidence-based practices, teamwork and collaboration, and complex decision making and leadership. This will be Seattle Central College's eighth bachelor degree.

f.) Skagit Valley College - Proposed Bachelor of Science in Product Development

Skagit Valley College proposes a Bachelor of Applied Science in Product Development beginning Fall 2023. The proposed degree program is part of a multi-year project focusing on significant curricular and facilities redesign of the existing Skagit Valley College manufacturing, composites, and technical design offerings into one streamlined pathway that will include a one-year certificate, an associate degree, and a bachelor of applied science degree. This educational pathway will provide stacked certificate, associates, and bachelor degree options with intermittent "off-ramps" where student can enter the workforce with credentials and the relevant skills sets – while concurrently creating "on-ramps" – where students can return to school to continue educational pursuits. The Bachelor of Applied Science in Product Development pathway will integrate curriculum content from multiple disciplines within the

manufacturing sector, such as Non-Destructive Testing, Computer Aided Design, and Sustainability, to prepare future technicians for an array of career opportunities in the manufacturing field. Upper division core curriculum will be an extension of content offered in the associate degrees, which delivers technician education in an applied setting while also developing virtual and hybrid courses and labs. A highlight of the program is the functional Production Lab. Student technicians will research, design, construct, and test manufacturing products developed in the lab. The Production Lab reframes technician education by engaging students in a production environment that closely models the dynamics and workflow of a manufacturing setting. Graduates of the program will be prepared to work as leaders or managers in manufacturing and production environments. This will be Skagit Valley College's fourth applied bachelor degree.

Potential questions

- How will the authorization of Bachelor of Science in Computer Science degrees impact students' lives?
- Do the proposed bachelor degrees serve the current and future needs of the colleges' regions and the state?
- Do the proposed bachelor degrees support the State Board goals and policy focus?

Recommendation/preferred result

Board members will have an opportunity to review new bachelor's degree statements of need before the proposals move to the program proposal stage in degree development. Board members will have an opportunity to discuss the future direction of the new degree in Bachelor of Science in Computer Science approval process.

Policy Manual Change Yes No

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Appendix A

Bachelor Degree Completion Status – as of Fall 2021 <i>(All degrees listed are bachelor of applied science degrees except when noted for Bachelor of Science in Nursing, and Bachelor of Science in Computer Science)</i>					
Organized by College					
College	Program	Start Date	Graduates Through 2020-2021	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2020-2021*
Bellevue College	Applied Accounting	Fall 2015	88	14/52 FTE	72.0
	Business Management & Technology	Fall 2022	n/a	n/a	n/a
	Computer Science	Fall 2016	86	15/120 FTE	113.0
	Cybersecurity	Fall 2022	n/a	n/a	n/a
	Data Analytics	Fall 2014	85	16/64 FTE	73.2
	Digital Marketing	Fall 2017	51	15 FTE	104.2
	Healthcare Informatics	Fall 2017	69	xxx	32.4
	Health Promotion Management	Fall 2016	23	15/30 FTE	22.6
	Healthcare Management and Leadership	Fall 2016	101	34/60 FTE	49.0
	Information Systems Technology	Fall 2013	191	16/50 FTE	117.8
	Interior Design	Fall 2009	406	n/a	86.3
	Molecular Biosciences (STEM)	Fall 2014	26	20/40 FTE	32.2
	Nursing (RN-to-BSN)	Fall 2013	148	20/30 FTE	30.9
	Radiation and Imaging Sciences		12	n/a	25.4
Bellingham Technical College	Engineering Technology	Fall 2016	6	27/57 FTE	4.3
	Nursing (RN-to-BSN)	Fall 2021	n/a	30/30 FTE	0.0
	Operations Management	Fall 2016	28	25/57 FTE	39.6
Big Bend Community College	Applied Management	Fall 2021	n/a	n/a	n/a
Cascadia College	Information Technology: Application Development	Fall 2018	4	15/46 FTE	14.5
	Sustainable Practices	Fall 2014	54	14/45 FTE	19.1

Centralia College	Applied Management	Fall 2012	232	30/62 FTE	101.7
	Behavior Healthcare	Fall 2021	n/a	n/a	n/a
	Diesel Technology	Fall 2012	48	24/54 FTE	9.9
	Elementary Education and Special Education	Fall 2016	87	15/20 FTE	48.8
	Information Technology in Application Development	Fall 2016	30	20/57 FTE	13.2
Clark College	Applied Management	Fall 2016	79	33/99 FTE	57.3
	Cybersecurity	Fall 2019	n/a	15/45 FTE	32.4
	Dental Hygiene	Fall 2014	146	17/53 FTE	70.9
	Human Services	Fall 2012	4	20/50 FTE	27.0
	Teacher Education P-3	Fall 2022	n/a	n/a	n/a
Clover Park Technical College	Cybersecurity	Fall 2020	n/a	24 FTE	8.2
	Interior Design	Fall 2019	3	47/60 FTE	13.7
	Mechatronics Engineering Technology and Automation	Fall 2021	n/a	n/a	7.8
	Operations Management (formerly Manufacturing Operations)	Fall 2014	30	25/50 FTE	12.2
Columbia Basin College	Applied Management	Fall 2009	433	35 FTE	93.5
	Community Health	Fall 2022	n/a	n/a	n/a
	Cyber Security	Fall 2014	178	40 FTE	89.2
	Dental Hygiene	Fall 2016	45	20 FTE	57.2
	Health Physics	Fall 2020	n/a	20/40 FTE	5.6
	Information Technology	Fall 2017	8	15/30 FTE	20.6
	Project Management	Fall 2013	257	40 FTE	101.8
	Nursing (RN-to-BSN)	Fall 2015	59	20.0/69.3 FTE	56.0
	Teaching	Fall 2018	n/a	20/40 FTE	16.4
Edmonds College	Advanced Manufacturing and Materials Engineering	Fall 2021	n/a	20/49 FTE	0.0
	Child, Youth, and Family Studies	Spring 2017	43	30 FTE	21.8
	Information Technology: Application Development	Fall 2020	n/a	n/a	0.5
	Integrated Healthcare Management	Fall 2022	n/a	n/a	n/a
	Robotics and Artificial Intelligence	Fall 2021	n/a	22 /64 FTE	0.0

Everett Community College	Accounting	Fall 2022	n/a	n/a	n/a
Grays Harbor College	Education: Elementary and Special Education	Fall 2017	53	n/a	41.1
	Forest Resource Management	Fall 2017	16	n/a	10.1
	Organizational Management	Fall 2016	26	25 FTE	26.0
Green River College	Aeronautical Science	Fall 2015	67	25/50 FTE	59.9
	Applied Management	Fall 2018	62	24/48 FTE	82.0
	Early Childhood Education: Infant and Child Mental Health	Fall 2018	16	15/25 FTE	29.2
	Forest Resource Management	Fall 2015	43	4/8 FTE	20.7
	Information technology: Network Administration and Security	Fall 2014	291	12/48 FTE	180.3
	Information Technology: Software Development	Fall 2013	231	35/96 FTE	76.6
	Marketing and Entrepreneurship	Winter 2015	149	48/72 FTE	59.1
	Real time Court Reporting and Captioning	Fall 2018	2	15/50 FTE	3.5
Highline College	Behavioral Science-Youth Development	Fall 2013	58	15/32 FTE	40.0
	Cyber Security and Forensics	Fall 2013	86	10/15 FTE	102.5
	Early Childhood Education	Winter 2022	n/a	n/a	n/a
	Global Trade and Logistics	Fall 2014	40	10/15 FTE	37.9
	Integrated Design	Fall 2019	6	12/15 FTE	34.8
	Teaching and Early Learning	Fall 2017	59	15/75 FTE	69.6
	Respiratory Care	Fall 2014	25	10/15 FTE	34.8
Lake Washington Institute of Technology	Applied Management - Entrepreneurship	Fall 2020	n/a	15 FTE	8.7
	Applied Management Human Resource	Winter 2022	n/a	n/a	n/a
	Behavioral Health	Fall 2017	3	34.70/39.56 FTE	19.6
	Computing and Software Development	Fall 2017	41	n/a	45.3
	Dental Hygiene	Summer 2017	115	30/60 FTE	90.6
	Design	Fall 2009	179	*36 FTE	27.9

	Digital Gaming and Interactive Media	Fall 2009	40	n/a	42.1
	Early Childhood Education	Fall 2018	11	24 FTE	16.5
	Funeral Services Education	Fall 2017	n/a	15/50 FTE	3.0
	Nursing (RN-to-BSN)	Fall 2017	n/a	24/96 FTE	0.0
	Public Health	Fall 2014	75	20/35 FTE	42.4
	Physical Therapy Assistant	Fall 2020	n/a	14/40 FTE	n/a
	Transportation, Logistics, & Supply Chain Management (formerly Transportation and Logistics Management)	Fall 2014	63	25/50 FTE	36.6
Lower Columbia College	Teacher Education	Fall 2019	13	24/48 FTE	50.8
	Organizational Leadership and Technology Management	Fall 2021	n/a	n/a	n/a
Olympic College	Digital Filmmaking	Fall 2017	44	15/36 FTE	34.3
	Information Systems	Fall 2014	61	20/54 FTE	28.2
	Nursing (RN-to-BSN)	Fall 2007	277	*21 FTE	*10.0
	Organizational Leadership & Technical Management	Fall 2015	132	20 FTE	61.2
Peninsula College	Applied Management	Fall 2007	236	20/40 FTE	34.1
Pierce College	Applied Business Management	Fall 2019	5	20/30 FTE	27.0
	Construction Management	Fall 2022	n/a	n/a	n/a
	Dental Hygiene	Summer 2016	100	20/25 FTE	57.3
	Fire Science Leadership	Fall 2019	n/a	20 FTE	5.2
	Homeland Security-Emergency Management	Fall 2016	42	20/30 FTE	42.7
	Teaching	Winter 2017	102	15/48 FTE	71.4
Renton Technical College	Application Development	Fall 2019	71	n/a	41.2
	Information Technology: Computer Network Architecture	Winter 2018	18	5.4/29.7 FTE	38.7
	Manufacturing Engineering Technology	Fall 2022	n/a	n/a	n/a

Seattle Central College	Allied Healthcare Services Management	Fall 2014	325	30/179 FTE	131.4
	Behavioral Sciences	Fall 2009	23	20/40 FTE	48.8
	Community Healthcare and Education	Winter 2018	n/a	n/a	n/a
	Dental Hygiene	Fall 2018	n/a	n/a	n/a
	Information Technology: Networking	Fall 2016	22	20 FTE	12.2
	Respiratory Care	Fall 2018	n/a	n/a	n/a
	Nursing RN-to-BSN	Fall 2022	n/a	18/60 FTE	0.0
North Seattle College	Accounting with International Accounting	Fall 2020	n/a	17/44 FTE	23.6
	Application Development	Fall 2014	62	n/a	83.1
	Early Childhood Education	Winter 2016	33	n/a	121.7
	International Business	Fall 2013	120	50 FTE	58.6
	Residential and Commercial Property Management	Fall 2017	5	20 FTE	24.8
South Seattle College	Hospitality Management	Fall 2007	262	20 FTE	46.6
	Professional Technical Education and Instructional Design	Fall 2013	70	21 FTE	7.0
	Sustainable Building Science Technology	Fall 2015	53	20 FTE	25.8
	Workforce and Trades Leadership	Fall 2017	n/a	20 FTE	0.0
Shoreline Community College	Dental Hygiene	Fall 2022	n/a	n/a	n/a
Skagit Valley College	Applications Development	Fall 2021	n/a	n/a	n/a
	Applied Management	Fall 2018	39	15/35 FTE	50.0
	Environmental Conservation	Fall 2014	45	*13 FTE	9.7
	Product Development	Winter 2022	n/a	n/a	n/a
Spokane Community College	Respiratory Care	Fall 2017	18	20 FTE	38.0
Spokane Falls	Applied Management	Fall 2016	55	20 FTE	44.4
	Cyber Security	Fall 2017	21	14/33 FTE	23.4

Community College	Information Systems and Technology	Fall 2015	37	11/27.5 FTE	15.9
Tacoma Community College	Applied Management	Fall 2019	16	15/35 FTE	46.5
	Community Health	Fall 2018	24	25/166 FTE	46.9
	Health Information Management	Fall 2016	45	n/a	39.6
	IT Networking-Information Systems and Technology	Fall 2021	n/a	13/61 FTE	4.5
Walla Walla Community College	Agricultural Systems	Fall 2018	18	15/40 FTE	24.2
	Applied Management & Entrepreneurship	Fall 2018	6	12/30 FTE	42.7
Wenatchee Valley College	Data Analytics	Fall 2019	n/a	15/25 FTE	0.0
	Engineering Technology	Fall 2016	6	15/25 FTE	9.3
	Nursing (RN-to-BSN)	Fall 2015	65	n/a	23.9
	Teaching	Fall 2019	n/a	15/30 FTE	3.0
Whatcom Community College	Applied Business Management	Fall 2019	n/a	18/30 FTE	22.2
	Information Technology: Networking Cybersecurity	Fall 2017	34	24/128 FTE	34.0
Yakima Valley College	Agricultural Sciences	Fall 2022	n/a	n/a	n/a
	Applied Business Management	Fall 2014	162	28/60 FTE	50.4
	Dental Hygiene	Fall 2016	131	18/24 FTE	51.0
	Information Technology: Networking	Fall 2015	40	12/20 FTE	26.1
	Teacher Education	Fall 2018	55	30/58 FTE	85.4
TOTAL					*4754.20

*figures are being verified

Bachelor Degree Offerings by Program / by College Fall 2021

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee	Whatcom	Yakima Valley
Allied Health Science																															
Behavioral Healthcare					✓									✓								✓									
Child, Youth, and Family Studies									✓																						
Community Health								✓																			✓				
Dental Hygiene						✓		✓						✓						✓		✓	✓								✓
Fire Sciences Leadership																				✓											
Funeral Services														✓																	
Health and Wellness	✓																					✓									
Health Information Management	✓								✓																			✓			
Health Physics								✓																							
Healthcare Management	✓																														
Homeland Security																				✓											
Human Services						✓																									
Nursing	✓	✓						✓						✓			✓					✓									✓
Physical Therapy Assistant														✓																	
Public Health Administration														✓																	
Radiology and Imaging	✓																														
Respiratory Care													✓									✓			✓						
Youth Development													✓									✓									
Trades, Construction, Manufacturing																															
Advanced Manufacturing and Materials									✓																						
Construction Management																				✓											
Diesel Technology					✓																										
Mechatronics and Automation						✓																									
Information Technology																															
Application Development				✓	✓				✓					✓		✓				✓			✓								
Computer Science	✓																														
Cybersecurity	✓					✓	✓	✓					✓												✓	✓					

Bachelor Degree Offerings by Program / by College Fall 2021

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee	Whatcom	Yakima Valley
Data Analytics	✓																														✓
Digital Film																	✓														
Digital Gaming														✓																	
Healthcare Informatics	✓																														
Information Systems	✓							✓																	✓		✓				
Integrated Design													✓	✓																	
Network Administration												✓									✓								✓	✓	
Network Architecture																				✓											
Robotics and Artificial Intelligence									✓																						
Software Development												✓		✓																	
Education																															
Early Childhood												✓	✓	✓		✓															
Professional-Technical Education																								✓							
Teacher Education					✓	✓		✓			✓		✓		✓				✓										✓		✓
Other																															
Court Reporting and Captioning												✓																			
Interior Design	✓																														

*Programs Approved Through Fall 2021



BACHELOR DEGREE PROGRAMS & PROCESS UPDATE

Jamilyn Penn, EdD
Director, Transfer Education

October 2021



SBCTC VISION

Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.

SBCTC GOALS

- Goal 1 - Achieve educational equity for students who are historically underrepresented in higher education
 - Eliminate inequities in college access, retention, and completion for students historically underserved in higher education (Hispanic, American Indian/Alaska Native, Pacific Islander, Black/African American, Asian)
 - Eliminate inequities in wages and university transfers
- Goal 2 - Improve completion rates for all enrolled students across all types of programs and credentials
- Goal 3 - Increase access and retention among populations who can benefit the most from college access (young adults, working adults, low-income people, people of color, immigrants, and single parents)



SBCTC EDUCATION DIVISION PRIORITIES

- Priority Area 1: Enrollment
 - Focus on recent graduates and returning adults
 - Expand direct admissions
 - Eliminate barriers with dual credit
- Priority Area 2: Guided Pathways
 - Implement measures that get at closing achievement gap for students of color (ex. Guided Pathways, Ability to Benefit, Launch Years Grant)
 - Expand Guided Pathway work and implement strategies/launch a 2-year learning agenda.
- Priority Area 3: Equity
 - Work collaboratively with Office of DEI for the State Board to further equity work
 - Expand accessibility awareness and policy development (internal and external)
 - Collaborate and support the work from implementation of SB 5227 and SB 5194

BUILDING ACCESSIBLE AND EQUITABLE EDUCATIONAL OPPORTUNITIES

- Guided Pathways
- Collaborative educational system
 - CTC sector partnerships
 - Secondary education partnerships (K-12)
 - Four-year college/university partnerships
- Focus on educating students for 21st Century opportunities and meeting the needs of industry partners

BACHELOR DEGREE PROGRAMS





LEGISLATION AND GROWTH OF PROGRAMS

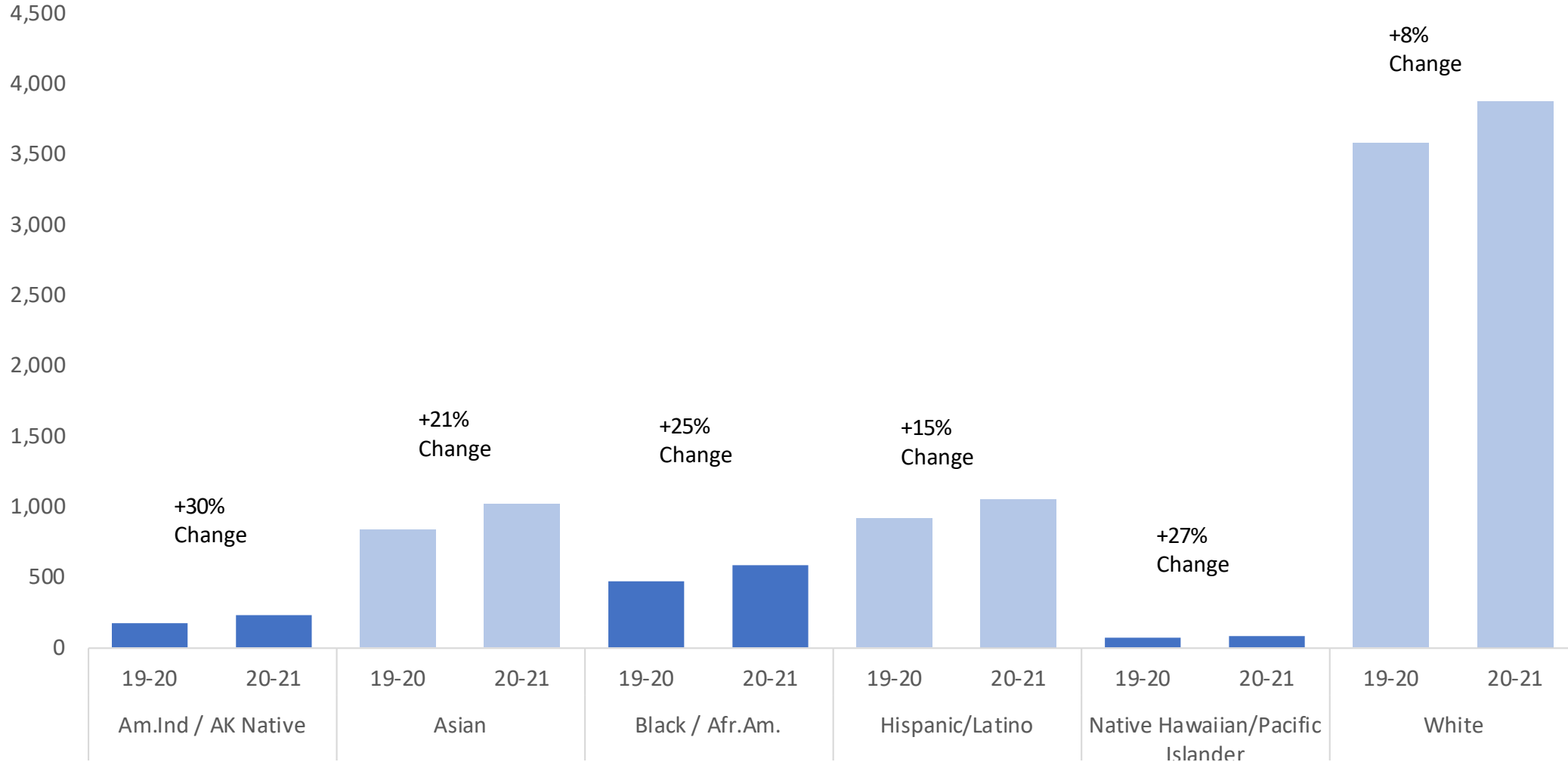
- HB 1744-(2005): The State Board was given authority to pilot programs at designated community and technical colleges to offer Bachelor of Applied Science (BAS) programs.
- SB 6355 (2009-2010): Legislation passed allowing for community and technical colleges to offer BAS degree programs. Changed status of BAS degrees from pilot programs to regular programs.
- RCW 28B.50.810 (2012): The State Board is authorized to approve all BAS degree programs offered in the system.
- SB 5928 (2016): Subject to approval by the State Board, Bellevue College was permitted to develop and confer the Bachelor of Science in Computer Science degree.
- SB 5401 (2021): Expanded opportunity for community and technical colleges in Washington to confer Bachelor of Science in Computer Science degrees, upon approval by the State Board.



SBCTC ENROLLMENT AND FTES - INCREASES

- Annualized CTC enrollment for academic year 2020-21 was 144,442 FTES, down 11 percent (-17,459 FTES) compared with academic year 2019-20.
- Compared with Spring quarter 2020, Spring 2021 enrollments were up for:
 - Apprenticeship: 3,015 FTES, up 35 percent (789 FTES)
 - Applied Baccalaureate: 4,341 FTES, up 13 percent, (368 FTES)
 - Basic Education for Adults: 10,325 FTES, up 7 percent (684 FTES)
 - Corrections Programs: 1,845 FTES, up 9 percent (147 FTES)
 - eLearning: 104,355 FTES, up 32 percent (25,191 FTES)
 - I-BEST: 2,696 FTES, up 23 percent (506 FTES)
 - Running Start: 23,155 FTES, up 0.1 percent (13 FTES)
 - Worker Retraining: 5,714 FTES, up 7 percent (358 FTES)

APPLIED BACHELOR FTES INCREASED 12 PERCENT (FROM 19-20 TO 20-21) TO NEARLY 5,000 WITH LARGEST GAINS FOR STUDENTS OF COLOR



WHY GROWTH HAS OCCURRED WITH BAS PROGRAMS

- Legislative support to develop bachelor degree programs at the community and technical colleges.
- 2+2 Model of degree implementation-Students are on a success high and motivated by accomplishment of earning a two-year degree. Students are familiar with the two-year education model and support systems, as such the four-year
- Guided Pathways-colleges are building more seamless pathways from associate degree to BAS degree and marketing/promoting BAS programs more than ever before.
- Increased collaboration between colleges offering BAS degrees-greater opportunities for peer-to-peer/college-to-college conversations and partnerships (ex. articulation agreements)
- Baccalaureate Leadership Council (BLC) and Articulation and Transfer Council (ATC)—BLC and ATC have participated in professional development focused on building equitable educational pathways for students. The professional development has helped the system’s educational leaders support and guide faculty towards building foundationally strong and equitable pathways for students that lead to bachelor degrees.
- Partnership with K-12 system and Council of Presidents (COP)-Ongoing-communication with four-year partners about bachelor-level and master-level program development across the state.

NEW RESOURCES FOR COLLEGES DEVELOPING BACHELOR DEGREE PROGRAMS

- Dashboards- review program growth and to help inform decisions about new program development.
- Updated bachelor degree application-including an equity-focused inquiry that will require colleges to create an implementation plan to recruit and support students of color and low-income students into bachelor degree programs (ex. data, barriers/challenges, resources, etc.).
- Updated templates, with examples, for colleges submitting applications to the State Board
- Job-related professional development to better serve students (ex. Articulation and Transfer Council's year-long focus on leading with racial equity; Baccalaureate Leadership Council's focus on general education requirements for bachelor programs and focus on building equitable pathway options for students)
- Updated policy language reflecting new legislation
 - Bachelor degree approval process
 - Second bachelor degree general education requirements
 - Upper-division certificates



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board

HB 5401 - BACHELOR OF SCIENCE IN COMPUTER SCIENCE



BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- HB 5401 makes it permissible for the SBCTC sector to offer a Bachelor of Science (BS) in Computer Science (CS) degree. SBCTC colleges may submit applications to develop the BS in CS as early as December 1, 2021.
- SBCTC staff works closely with the Bachelor of Science in Computer Science Steering Committee, which is comprised of key community and technical college education partners and industry partners.
- SBCTC staff is working to streamline the application process and to build capacity for future degree implementation. The committee is also working on the following:
 - Identifying competing computer science training programs and seeking to collaborate statewide efforts
 - Updating policy manual language to include BS in CS
 - Discussing curriculum development strategies (tapping into Bellevue College's resources/knowledge)
 - Considering program delivery, modality, and platform (i.e. CANVAS) to meet the needs of urban and rural colleges and communities
 - Determining ways to attract qualified faculty
 - Developing strategies to recruit and retain a diverse student population; marketing the degree
 - Identifying program-related tools and resources

COLLEGES INTERESTED IN OFFERING BACHELOR OF SCIENCE IN COMPUTER SCIENCE DEGREE

- Expecting continued growth with bachelor programs system-wide
- SBCTC surveyed thirty-three eligible colleges in July 2021
 - Twenty colleges responded
 - Seventeen colleges interested in offering Bachelor of Science in Computer Science degree
- Information posted to the Interinstitutional Committee for Academic Program Planning (ICAPP) grid
- Colleges may submit applications to offer the degree by December 1, 2021
- Earliest degree offering would be Fall 2022

BACHELOR OF SCIENCE IN COMPUTER SCIENCE STEERING COMMITTEE

- SBCTC staff
- Community and Technical College vice presidents of instruction and degree-related deans and faculty
- Center of Excellence Director for Information and Computing Technology
- Washington Technology Industry Association (WTIA) staff
- Mathematics, Engineering, Science Achievement (MESA) staff

STEERING COMMITTEE FOCUS

- Independent Application:
 - Complete updated application
 - stay in close communication with SBCTC staff
- Consortium Application:
 - Building partnerships (regional, urban/rural, etc.)
 - Identifying lead colleges
 - Program (ex. shared curriculum, educational resources)
 - Faculty
 - Enrollment
 - Financial
 - Coding

THE WAY FORWARD



QUESTIONS?

If you have additional questions, please contact:

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STUDY SESSION ITEM

October 20, 2021

Tab 2

American Federation of Teachers – Adjunct Faculty Issues

Brief Description

American Federation of Teachers Washington has requested time on the agenda to present adjunct faculty issues.

How does this item link to the State Board’s Strategic Plan?

Improving salaries and working conditions helps retain and attract the talent needed to improve outcomes for students, businesses and our state economy. This investment in resources provides a learning environment that meets the education needs of our students and provides a workforce that addresses employment trends in our business communities.

The increased focus on equity and inclusion helps diversify staff, leading to more success for students of color.

Background information and analysis

One area of work that continues at the college system level is the “Best Employment Practices for Part-time/Adjunct” per State Board approved and adopted Resolution 17-03-22. The intent of the resolution is to improve student outcomes through continued support of the best practice principles affecting the employment of part-time/adjunct faculty. Because colleges employ faculty and are represented by local faculty unions, continued progress on implementation of best practices primarily occurs through local collective bargaining.

AFT Washington is one of two faculty unions representing faculty at the colleges, and has been actively engaged in employment issues for part-time/adjunct faculty.

Potential questions

- What are the challenges for local adjunct/part-time faculty?
- What role can the State Board play through the adjunct/part-time faculty survey?

Recommendation/preferred result

Board members will have an opportunity to discuss issues with members of the American Federation of Teachers Washington.

Policy Manual Change Yes No

Prepared by: Julie Huss, Director, Human Resources
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STUDY SESSION ITEM

October 20, 2021

Tab 3

Community and Technical College System Vision and Strategic Plan

Brief Description

At the Board's retreat in August 2021, Board members reviewed progress after the first year implementation of the ten year Strategic Plan. This item is a discussion of proposed implementation steps on the Board's engagement with the Strategic Plan actions over this next year.

Background information and analysis

In June 2019, the State Board approved a new vision statement for the college system as recommended by a work group of diverse college system representatives, including Board members, trustees, presidents, chief diversity officers, faculty, students and State Board staff. At the retreat in August 2019, Board members along with leaders from state associations for trustees, presidents, faculty and staff unions and students, developed a framework for a college system strategic plan, as a means to make progress towards the new vision statement. The elements of that framework were reviewed with college trustees, presidents and chancellors and faculty union leaders at their meetings in Fall 2019. Their input was discussed with the Board in early Winter 2020 and integrated into the plan. The new ten year Strategic Plan was approved by the Board in March 2020.

Several means of Board engagement with key elements of the Strategic Plan were discussed at the Board's August retreat.

Schedule policy and implementation discussions on each key Strategy. The Board wishes to continue the practice of a focused study session discussion item on each of the five key strategies plus ctcLink at each Board meeting over this next year. The discussions will include a forward looking analysis of future trends. A review of key progress metrics will be included. The Board asked staff to engage college representatives and student voices in these discussions.

The following schedule is proposed:

- *Implement research-based strategies that are proven to improve completion rates for all students* – October 2021
- *Strengthen advocacy and community partnerships* – December 2021
- *Enroll more diverse students of all ages and backgrounds* – February 2022
- *Migrate all colleges to ctcLink* – March 2022
- *Implement actions, policies and investments that produce equitable outcomes* – May 2022
- *Improve the college system's long-term financial sustainability and infrastructure* – June 2022

Provide regular updates on implementation progress for each of the five Strategies. Staff will provide a short written progress report on the five strategies at each Board meeting. Discussion can occur during the executive director's report to the Board.

Strategic plan metrics. Staff are tracking both progress metrics to measure implementation of actions that implement the strategies, and longer term outcomes metrics that measure the cumulative effect of the actions and strategies towards achieving the three goals of the Strategic Plan: equity, access and completion. The high level Strategic Plan outcomes metrics (enrollment trends and completion rates disaggregated by race) will continue to be tracked and discussed at the Board's annual retreat. Each action in the implementation work plan has many proposed progress metrics provided to the Board at the August retreat. A summary of key progress metrics will be discussed with the Board at the next Board meeting in December.

Potential questions

- Do the proposed actions align with the Board's evaluation discussion on its Strategic Plan?

Recommendation/preferred result

Board members will have an opportunity to provide feedback on the plan for Board engagement on the Strategic Plan.

Policy Manual Change Yes No

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STUDY SESSION

October 20, 2021

Tab 4

Strategic Plan, Completions

Brief Description

This presentation provides an overview of completion data and strategies to improve completions while closing equity gaps at the 34 community and technical colleges of Washington State. A review of the completion data, disaggregated by degree/credential type, student demographics, and transfer rates will provide context for the presentation. Two completion strategies will be examined: Career Connect Washington's Career Launch program, and Guided Pathways. The Career Launch strategy will capture the collaboration with colleges and their respective business, industry, labor, higher education, and K-12 partners. The Guided Pathways presentation will include an overview of the trends to date, progress on early indicator measures, and priorities for the year ahead. These strategies provide evidence based strategies designed to increase student completions.

How does this item link to the State Board's Strategic Plan?

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. The three goals are supported by five strategies (and associated actions) to help the system achieve those goals. The second strategy focuses on completions: Implement research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.

Governor Inslee introduced Career Connect Washington in 2017 with the goal of connecting 100,000 Washington youth (ages 16-29) with career-connected learning opportunities that prepare students for high-demand, high wage jobs. The Career Connect Washington program consists of three entities: Career Explore, Career Prep, and Career Launch. Career Launch is designed to have students fully engage in a program of study that leads to a credential and provides for a paid work experience in the field.

A second strategy to increase student completion rates is implementation of Guided Pathways. Aligned with the new vision statement, and framed by the Vision, Mission, and Guiding Principles, Washington State Guided Pathways reform is a student-centered framework grounded in equity-minded practice designed to increase and diversify the students and communities accessing and earning high value credentials. The systemic approach focuses on the development of a transparent, clearly structured educational experience that effectively engages each student from aspiration to completion of high-quality postsecondary credentials resulting in family sustaining careers that meet the state's workforce demands.

Guided Pathways institutional and statewide implementation efforts launched with a cohort of 5 colleges in 2016, expanded to 12 in 2018, and is a college wide reform strategy by which colleges improve completion rates and close equity gaps. Guided Pathways metrics align with the strategic plan, and focus on key student momentum points, including attainment of college level math and English within the first year, retention from first to second term and fall to fall, and completion of a meaningful credential or transfer to a 4-year institution in a timely fashion. Focused on improvement of these intermediate progress metrics, the Guided Pathways framework connects a comprehensive suite of evidence based systemic reform strategies to address momentum losses and equity gaps in order to improve and diversify completions designed to meet the workforce and economic development needs of Washington State.

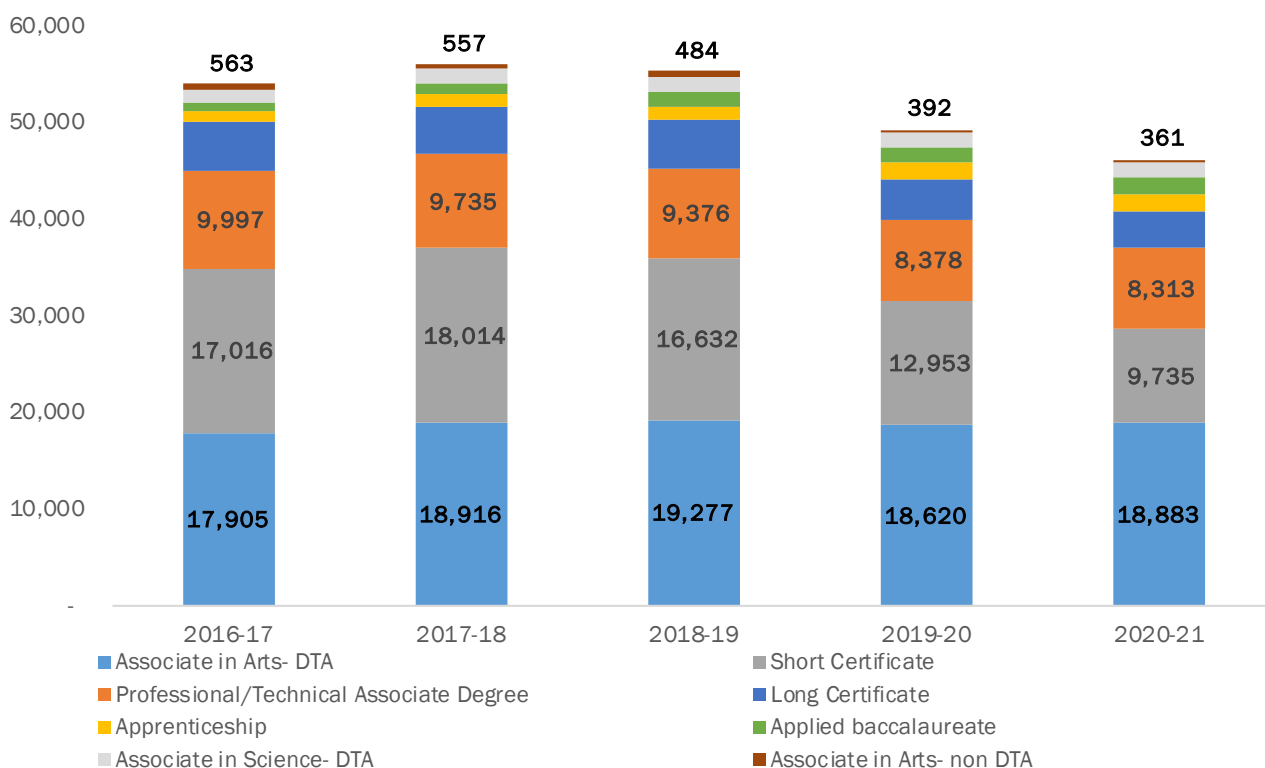
Background information and analysis

The intent of the State Board strategic plan is to improve completion rates across-the-board for all students, and to improve completion rates faster for students of color. We know from years of research that higher levels of educational attainment lead to a higher likelihood of transfer to baccalaureate programs and higher-wage jobs. Our goals to improve completion rates and eliminate equity gaps advance our vision of leading with racial equity to transform lives.

The State Board tracks and evaluates credential completion and equity gaps in a few different ways. **“Total completions”** summarizes all of the credentials our students earn each year. This is a snapshot of the culmination of the pipeline of students prepared for work or to transfer on to a baccalaureate program and beyond. This view allows us to see total numbers but also get a sense of what kinds of credentials students are earning.

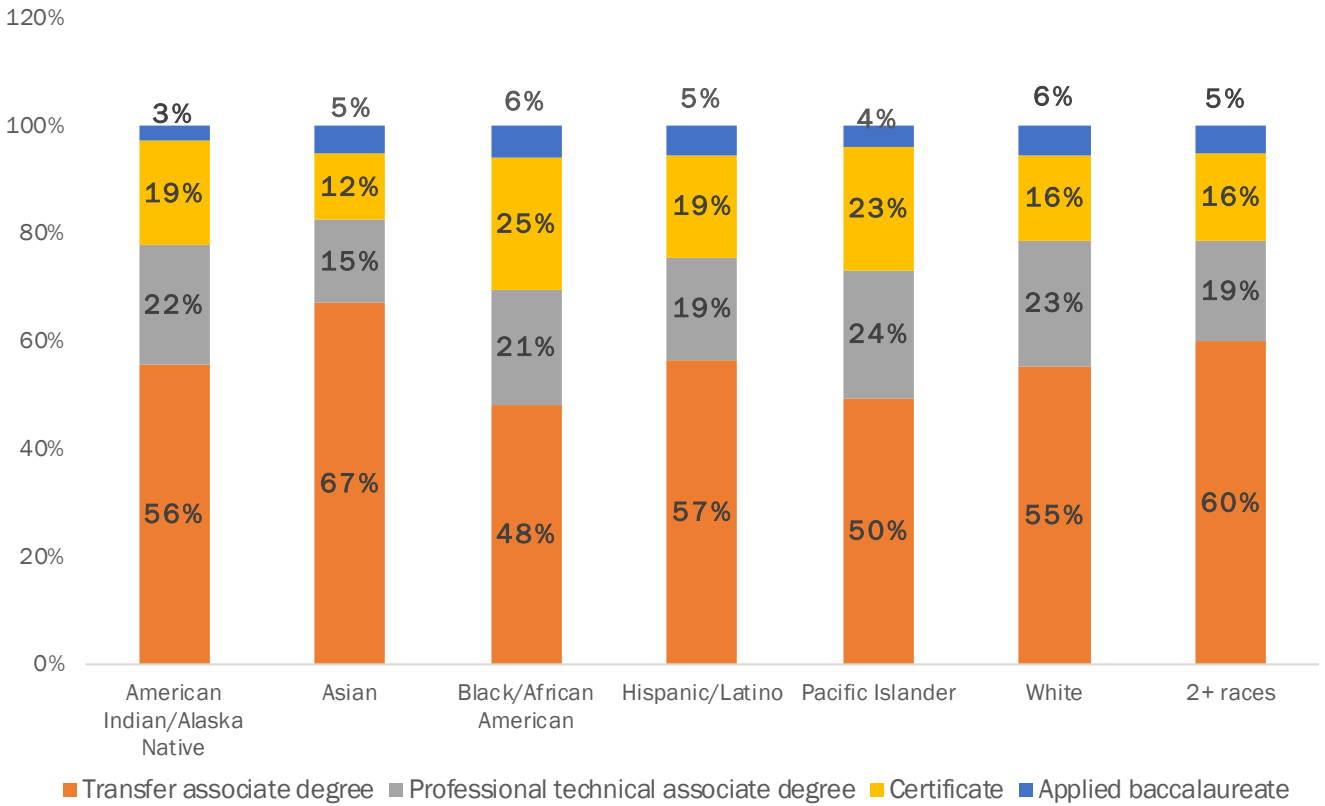
The start of the pandemic in spring of 2020 had a large impact on the number of students completing credentials in both 2019-20 and 2020-21. Total completions declined 11 percent from the prior year in 2020 and an additional six percent in 2021. The area with the largest decline is short certificates while applied baccalaureate degree completions increased the most. Associate in Arts- Direct Transfer Agreement degrees declined in 2020 but increased in 2021, due in part to the steady increase of Running Start students completing the Direct Transfer Agreement degrees at the same time as their high school diploma. As of 2020-21, 24 percent of Direct Transfer Agreement degrees were earned by Running Start students, up from 21 percent 2019-20.

FIG 1. Credentials by type over time



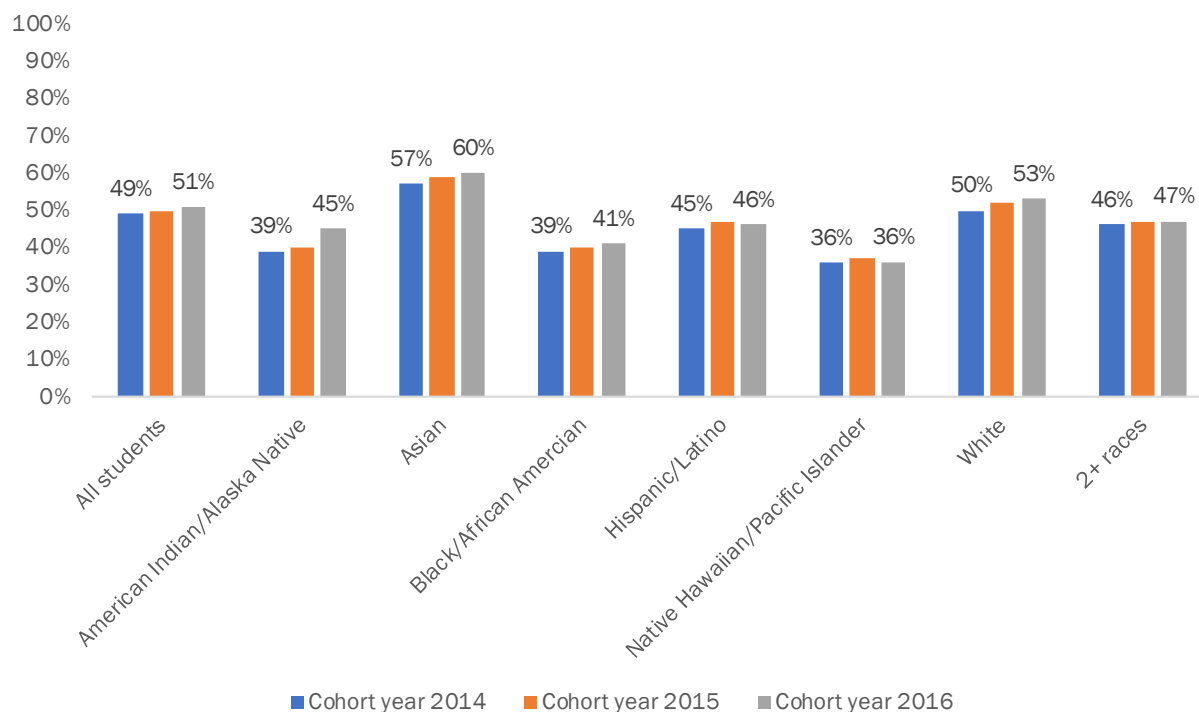
The State Board also assesses credentials broken down by race/ethnicity. Previous research tells us students of color are more likely to earn shorter term credentials as their highest credential, which carry a lower likelihood of supporting a career with a living wage or facilitating seamless transfer to baccalaureate programs. Figure 2 displays the proportion of the highest credential earned in 2020-21 by race/ethnic group. For all groups the largest proportion of credentials earned are transfer associate degrees. The next largest proportion varies between groups as to professional-technical degrees or certificates. Black/African American students show the highest proportion of total credentials for certificates as compared to other groups, and are the only group where the proportion for certificates is higher than for professional-technical associate degrees. However, Black/African American students have one of the highest proportionate shares of applied baccalaureate degrees (six percent), and this continues to grow each year.

FIG 2. Highest credential by race/ethnicity: 2020-21



Another way to track completions is using a **completion rate**, which requires selecting a cohort of students who began their educational journey at the same time and measuring how many students finish in a defined period of time. This is a way to measure effectiveness of systemic changes to educational experiences, such as implementation of guided pathways essential practices, to determine if more students are being successful. As part of accountability framework for the strategic plan, the community and technical college system tracks cohorts of ‘first-time in college’ and new Running Start students for completion of a college-level credential or transfer to a four-year institution within four years. Figure 3 displays this rate for the most recent three cohort years by race/ethnicity, with each group showing a slight increase each year.

FIG 3. Completion or Transfer Rate- 4 years after start



In addition to completion/transfer rate, the system also established a number of **intermediate progress metrics** to gauge progress on the way to completion. These metrics were drawn from past research within the Student Achievement Initiative framework and the Community College Research Center’s Guided Pathways evaluation for key performance indicators. This research has shown if these measures advance then completions are also likely to advance, and in particular for students of color if milestones are reached in a timely manner. The milestones of note include completion of college math and English in the first year. Over the past five years the college system has experienced a steady increase in both of these outcomes, especially college-level math attainment in the first year and in particular for students who identify as Black/African American and Hispanic/Latino (Figures 4 and 5).

FIG 4. Intermediate Progress Metrics: Math in the first year

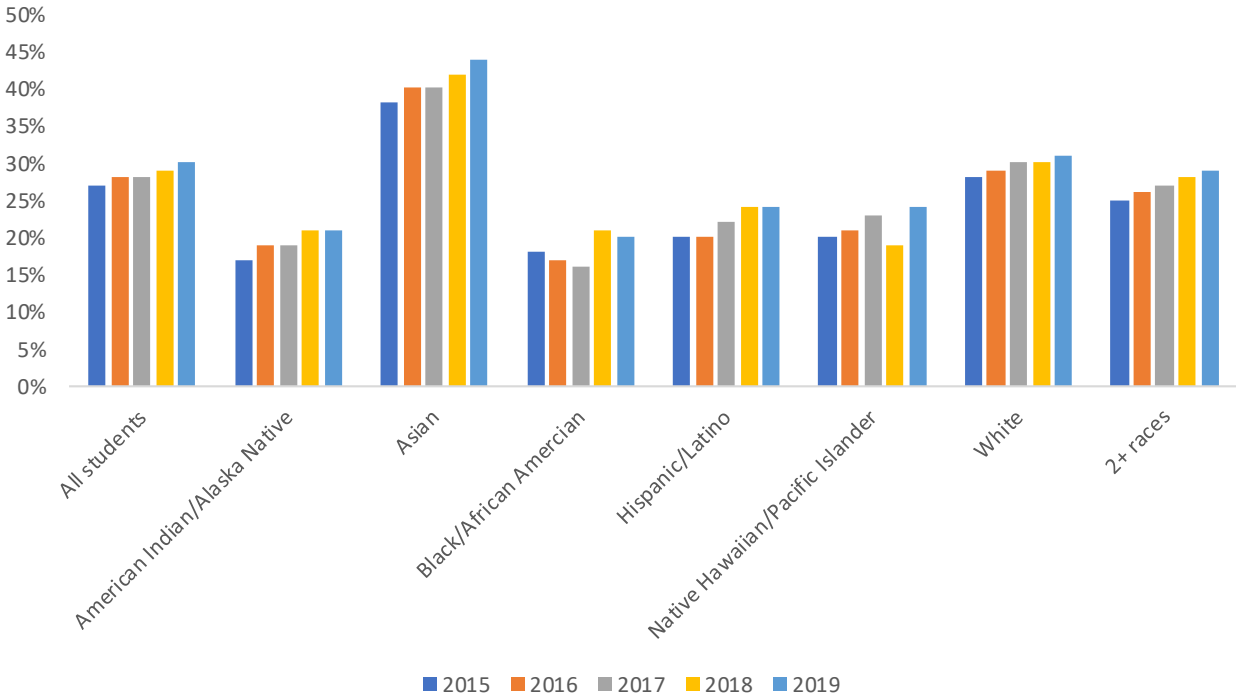
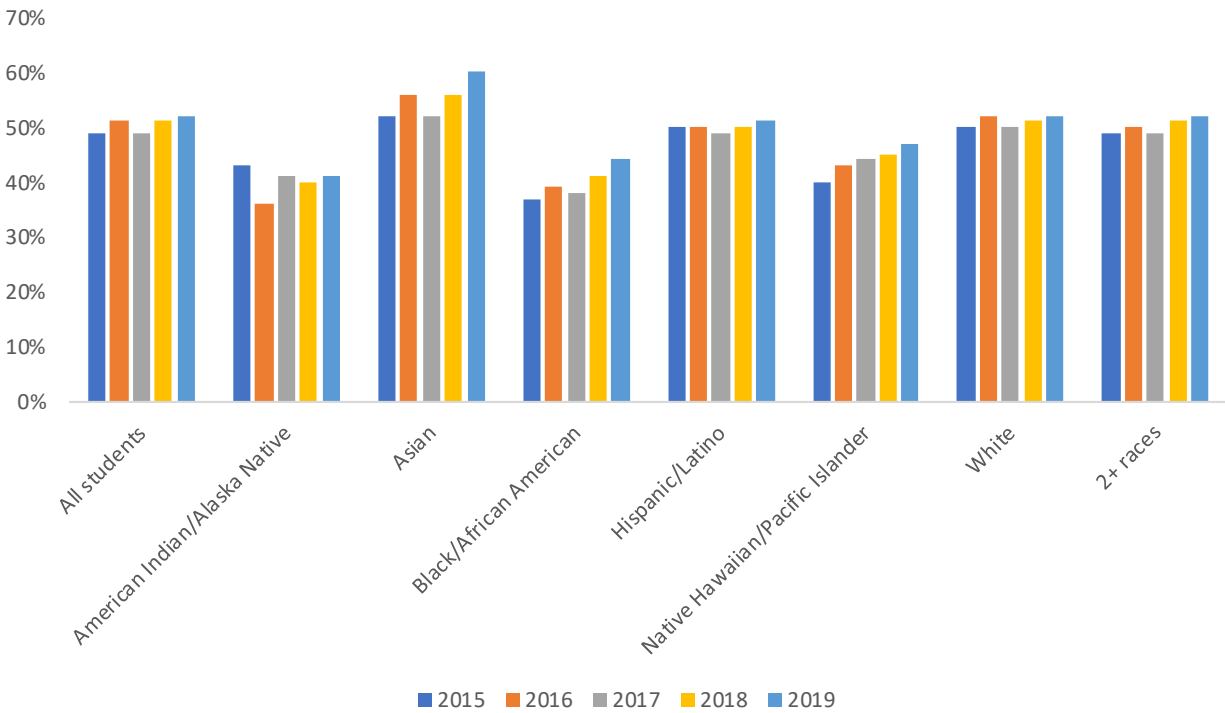


FIG 5. Intermediate Progress Metrics: English in the first year



The State Board has identified two key strategies to address increasing student completions: Career Connect Washington and Guided Pathways.

Career Connect Washington is a fairly new governor's initiative that got underway in 2018 that brings together K-12, community and technical colleges, traditional public and independent institutions and business/labor partners to provide career pathways for youth (16-29) that involves applied, "hands on" learning in a professional work environment. Career Launch is one of three components of the Career Connect Washington program network. Career Launch consists of endorsed programs that are offered at the secondary or post-secondary level that lead to a credential, includes a paid work experience, and is in a field of study that leads to a living wage career.

The State Board manages the endorsement process, bringing together stakeholders on a monthly basis for review and recommendation of programs requesting Career Launch endorsement. The endorsement process began in late Fall 2019 and to date more than 60 programs have been endorsed. Fifty-three of the endorsed programs, including three baccalaureate degree programs, have been endorsed from Bates, Bellevue, Big Bend, Cascadia, Centralia, Clark, Clover Park, Columbia Basin, Edmonds, Everett, Lake Washington, North Seattle, Renton, Shoreline, Skagit Valley, Spokane, Wenatchee Valley, and Whatcom. Clark leads with 12 endorsed programs, followed closely by Columbia Basin with eight.

The Career Launch Endorsement Review application process focuses on three areas: program, industry, and academic all with a special emphasis on resources, supports, or other processes to recruit and support students from underserved backgrounds (e.g. including students of color, students from low income families, English language learners, students with disabilities, foster students, students experiencing homelessness, students from single parent homes, and other populations that face barriers to employment); or create an implementation plan to do so.

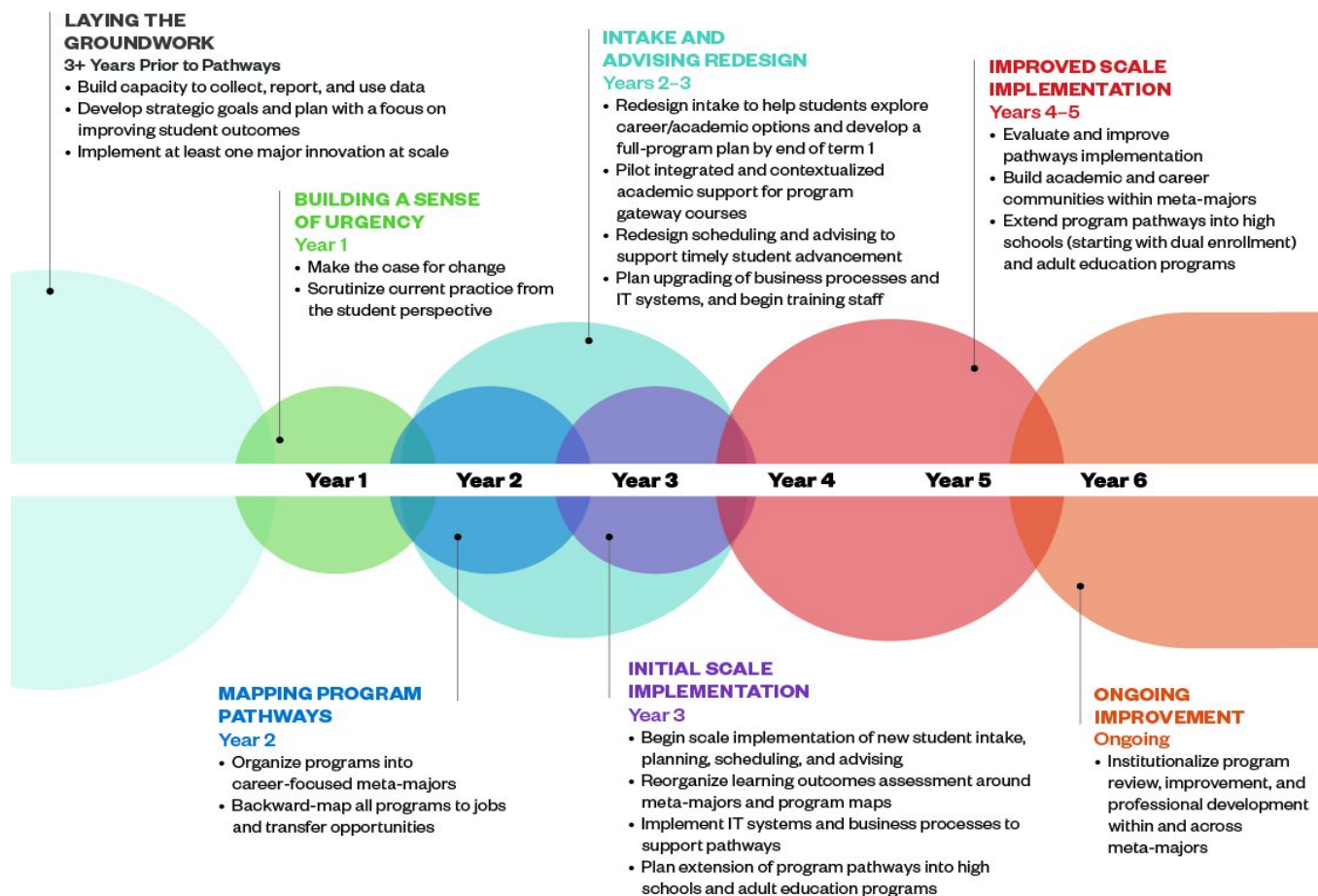
In addition to managing the Career Launch endorsement process, the State Board also administered two allocations this past year: one for growing Career Launch FTE (213 FTE have been awarded to colleges), and one for equipment to support Career Launch endorsed programs (\$5 million capital allocation—encumbered as of October 1, 2020).

Career Connect Washington shows promise as a strategy to increase student completions. It is still too early in the program's implementation to know the impact on completion rates.

The **Guided Pathways** work in Washington State Community and Technical College System started with foundations in data exploration, disaggregation, and analysis nearly a decade ago with nearly half of the colleges joining Achieving the Dream.

In 2015, three colleges jump-started their Guided Pathways efforts with the American Association of Community Colleges Pathways collaborative. Five colleges launched in 2016 with support from College Spark Washington, and five more were funded by College Spark as a second cohort in 2018. These thirteen colleges have emerged as Washington State's early adopter colleges, with early learnings being distributed across the college system. It is important to note, implementation of

Guided Pathways is a multi-year framework as demonstrated in the visual from the Community College Research Center below.



In April 2019, the Washington Legislature passed the Workforce Education Investment Act, HB 2158, which provided state funding to all 34 Washington community and technical colleges for the implementation of Guided Pathways. During the first year of the biennium (2019-2020), an initial \$2 million dollars was appropriated to the State Board. Funds were allocated at \$100,000 per college as planning grants for new colleges. An additional \$30.1 million dollars is provided specifically for Guided Pathways implementation at community and technical colleges for the 2020-2021 fiscal year.

In alignment with the SBCTC Strategic Plan, statewide Guided Pathways priorities were established in consultation with the Guided Pathways Advisory Council comprised of presidents, vice presidents, and State Board leaders. Those priorities include evidence based strategies designed to improve access to and completion of college level math and English first year completion rates while closing equity gaps, engaging leadership, and building equity competencies into implementation strategies.

Colleges are now connected in implementation clusters related to similar operational needs of the colleges. Those clusters include District Colleges, Mid-Sized Colleges, Rural colleges, Technical Colleges, and large Urban/ Suburban colleges. Colleges are supported with coaching teams and a robust learning agenda focused on advising redesign, program entry processes, acceleration of English and math pathways, transformative leadership, and basic education integration.

During this presentation, Columbia Basin College will highlight two of their Career Launch endorsed programs—agriculture production and nuclear technology. Board members will hear from students and faculty who have been a part the featured Career Launch programs and how investments in equipment has been integral for students to gain future-focused “hands on” experiences in preparation for the workforce.

Also during this study session, board members will hear from three Guided Pathways Student Fellows who will share their experiences in the Fellowship, focused on how building a sense of belonging across the student college experience impacts student engagement. Miguel Blancas, currently a student at Yakima Valley College, and Jalessa Johnson, currently a student at Seattle Central College, both participated in the second cohort (summer, 2021). Leah Jester participated in the first cohort (Spring, 2021), and is a student at Bellevue College.

Potential questions

- How can the SBCTC encourage more business partnerships with Career Launch endorsed programs?
- What does the data from the early indicators associated with Guided Pathways reveal about “moving the dial” on increased completions?
- What are the strategies colleges have engaged in that are showing promise in moving that dial?

Recommendation/preferred result

Engage in dialogue about current and potential strategies to get at achieving the goal of doubling completions by 2030.

Policy Manual Change Yes No

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SBCTC Strategic Plan Strategy #2: Completions

Scott Copeland, Associate Director, Campus Relations & Policy

Darby Kaikkonen, Director of Policy Research

Carli Schiffner, Executive Director of Education

Kristi Wellington-Baker, Director of Student Success Center

October 20, 2021

Agenda

- Introductions & Framing the Conversation
- SBCTC Strategic Plan, Strategy #2
- Review Completions Data
- Strategies for Increasing Completions
 - Career Connect Washington
 - Guided Pathways
- The Year Ahead

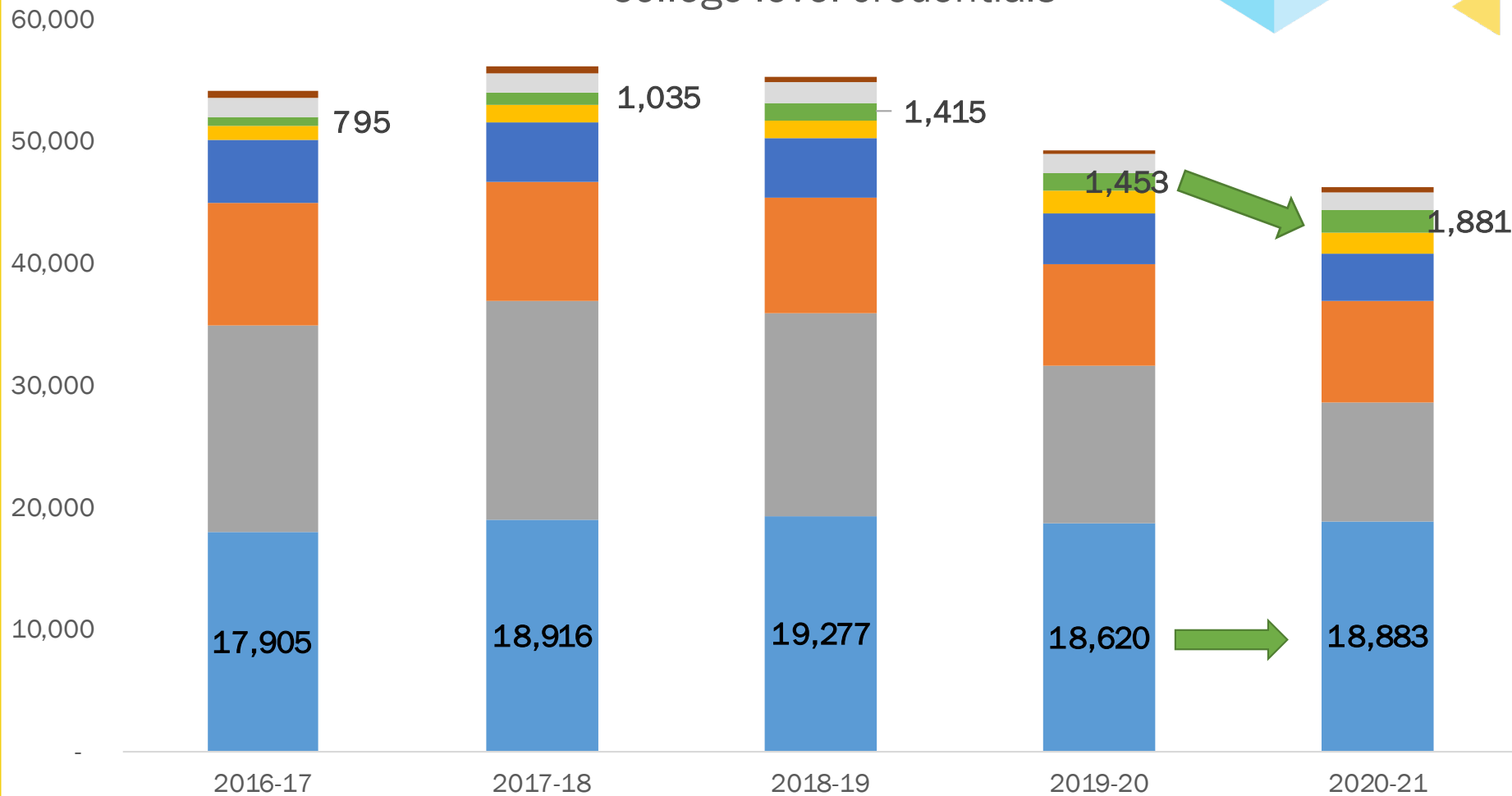
Strategic Plan Strategies

- Implement actions, policies and investments that produce equitable outcomes.
- **Implement research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.**
- Enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries, and greater financial security.
- Strengthen advocacy and community partnerships.
- Improve the college system's long-term financial sustainability and infrastructure.

Completions Summary

- College-level completions over time:
 - Beginning in spring of 2020 there has been a steady decline in the total number of college-level completions as the pandemic continues. The area with the largest decline is professional-technical certificates.
 - While total completions declined there has been a continued increase in applied baccalaureate degrees conferred and in academic transfer degrees due in large part to Running Start. As of 2021, 24% of DTA degrees were earned by Running Start students, up from 21% in 2019-20.
- In 2020-21, the most common highest credential earned was the Associate in Arts-DTA degree for all race/ethnicity groups. As in prior years, Black/African American students continue to show the highest proportion of credentials for certificates which is also higher than professional-technical degrees. However these students have one of the highest proportion of applied baccalaureate degrees.
- Completion/Transfer rate: the percentage of a starting cohort of students who complete or transfer within four years. This rate has grown slightly for all race/ethnic groups.
- Intermediate metrics: college-level math and English attainment one year after start. The system has shown significant increases in this metric in math, and in particular for students of color.

College-level credentials

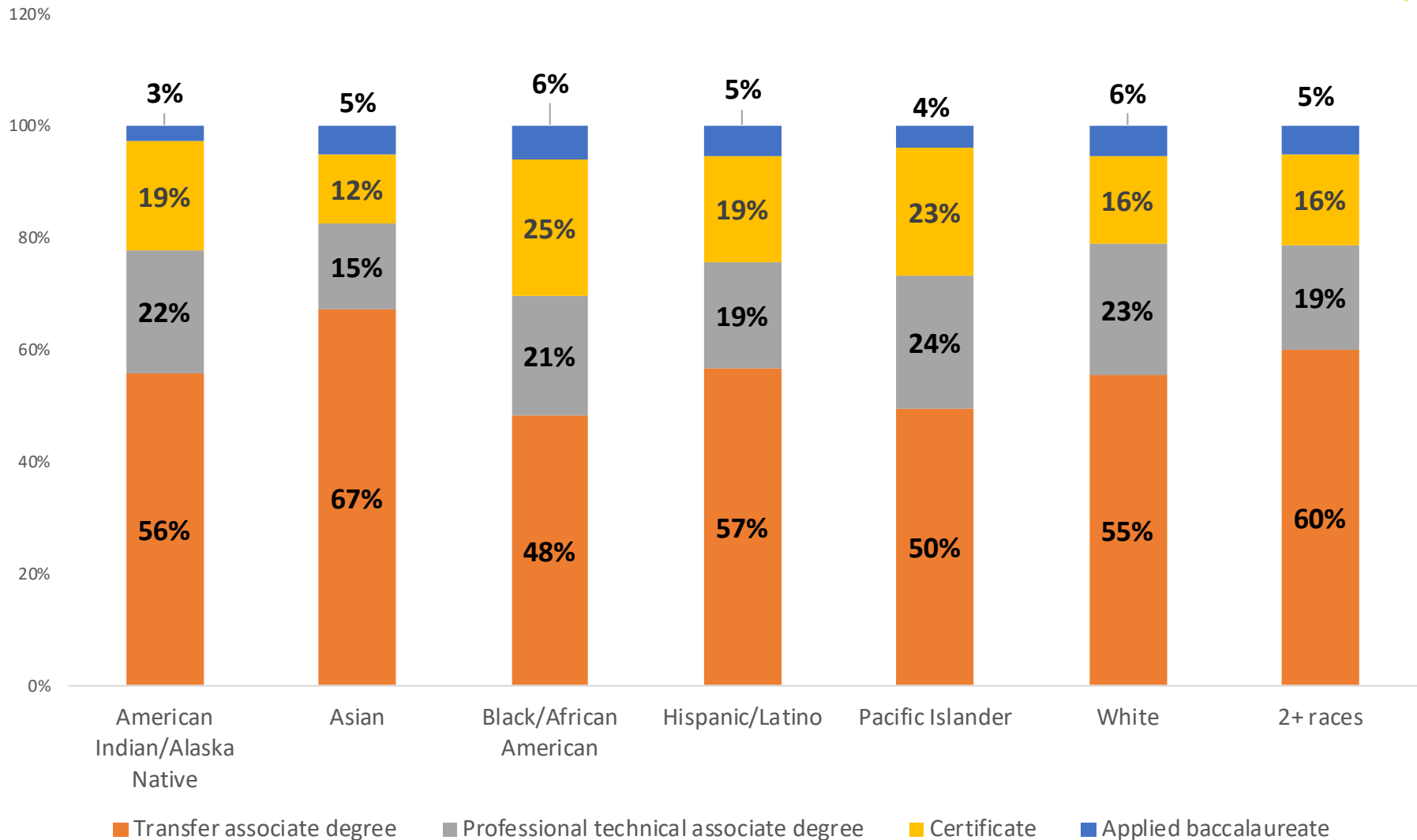


- Associate in Arts- DTA
- Long Certificate
- Associate in Science- DTA

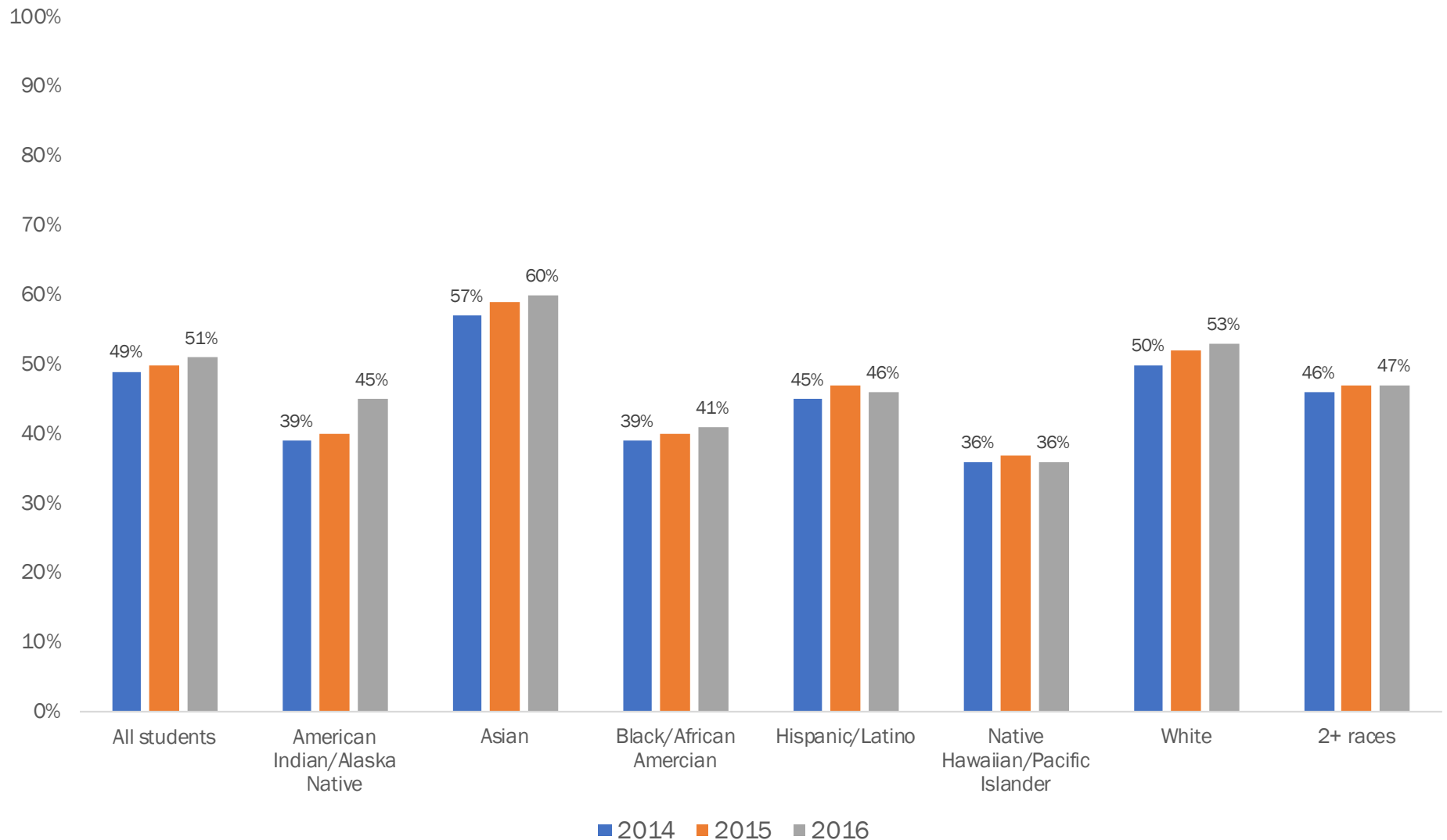
- Short Certificate
- Apprenticeship
- Associate in Arts- non DTA

- Professional/Technical Associate Degree
- Applied baccalaureate

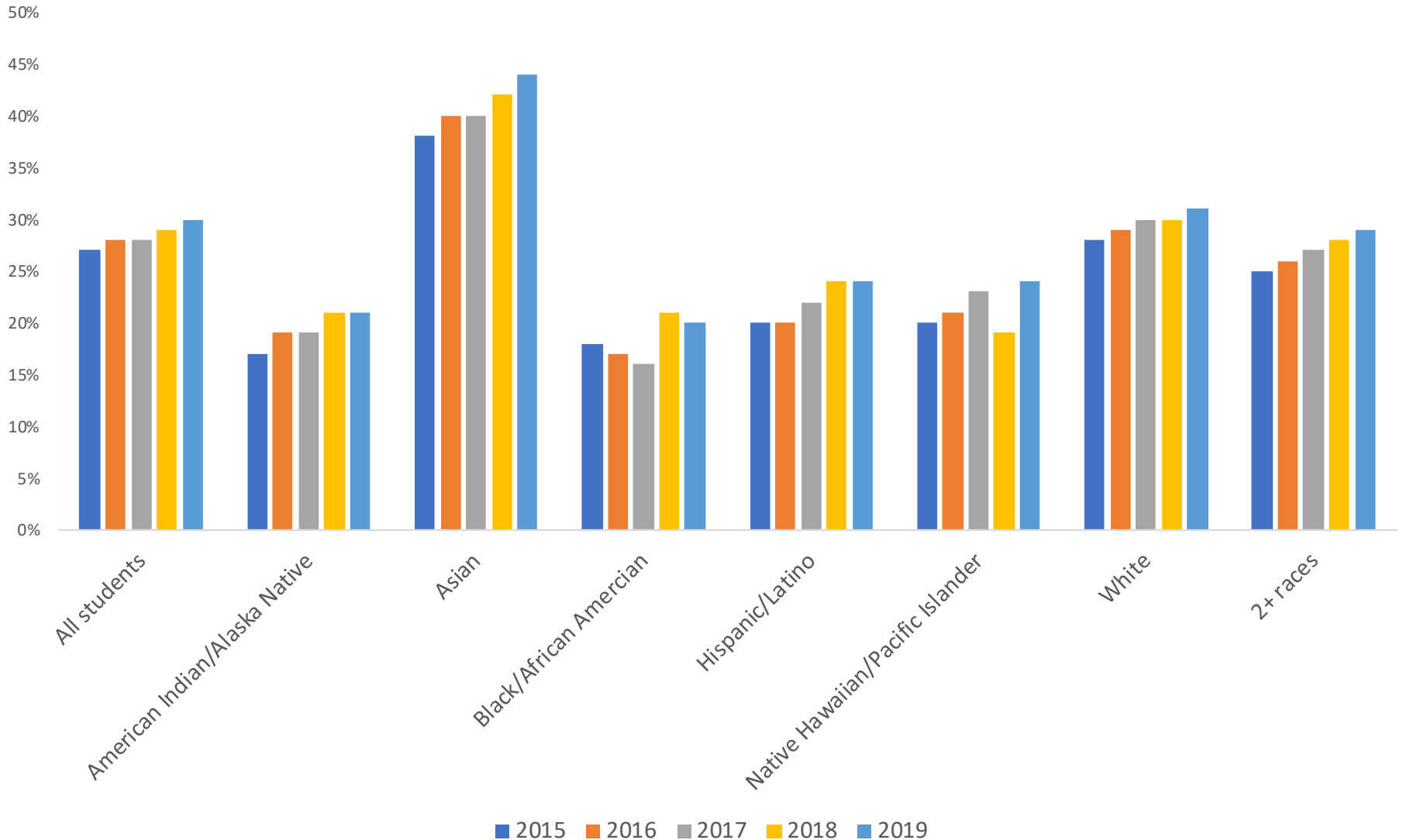
Highest credential by race/ethnicity: 2020-21



Completion or Transfer Rate: 4 years after start



Math attainment in the first year



English attainment in the first year

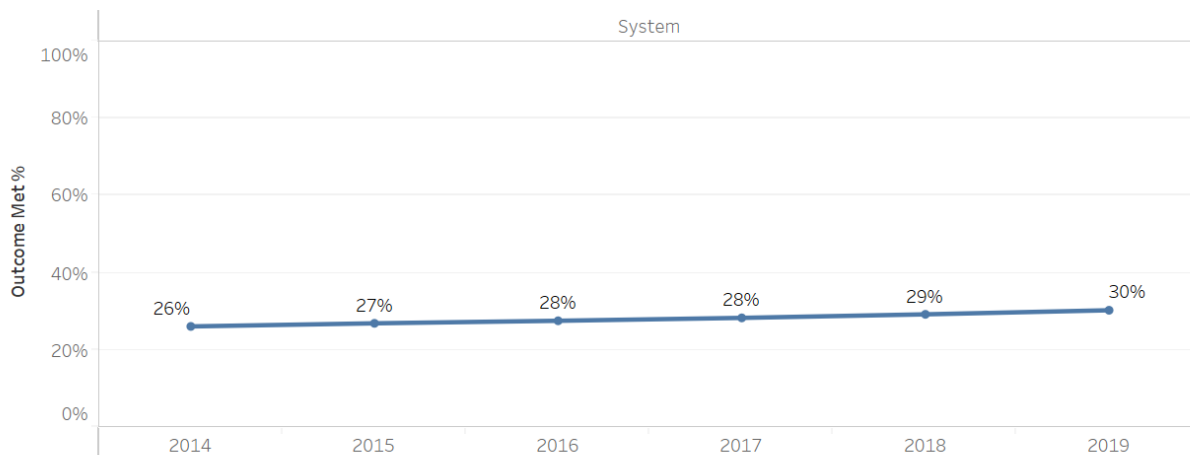


Strategic Plan Dashboard

College Level Math Attainment - 1st Year

Cohort: *All Students*

Level: *System*



Cohort

All Students

Reporting Year

Multiple values

Disaggregation

Race/Ethnicity (Alone)

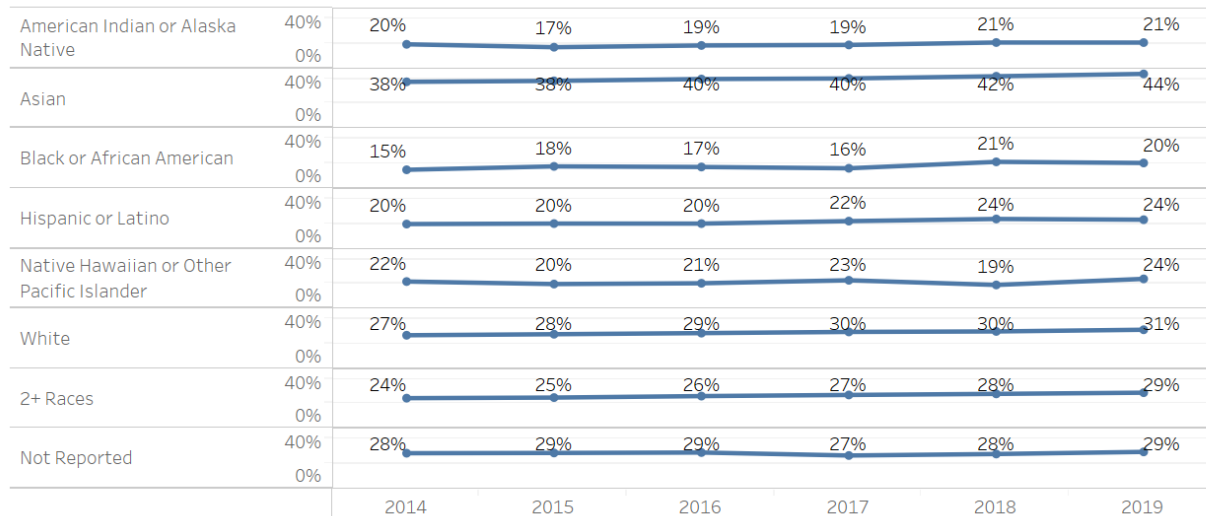
Low-Income

Gender

Reporting Level

System

Disaggregation: *Race/Ethnicity (Alone)*



SBCTC Strategic Plan
Accountability Dashboard:
<https://www.sbctc.edu/abou/agency/initiatives-projects/strategic-plan/strategic-plan-accountability.aspx>

- Math Year 1
- English Year 1
- 1st to 2nd term retention
- Year to Year retention
- Completion or Transfer Year 4

Strategies to Achieve Completion

- Career Connect Washington
- Guided Pathways

Career Connect Washington

- SBCTC and the endorsement process (60+ programs to date)
 - Application Process
 - Program Types: CTC, High School, Public & Independent Baccalaureates, consortia
 - Examples
- Growth FTE: \$1.7 million for endorsed programs
- Equipment: \$5 million allocated

Career Launch Highlight: Columbia Basin College

Career Launch endorsed programs:

- **Agriculture**

- Management-Agriculture, Bachelor of Applied Science
- Agriculture Production, Associate in Applied Science

Industry Partners: Simplot, RDO Equipment Co., ConAgra Foods, Inc.

- **Information Technology**

- With AWS-Educate, Cloud Computing
- Cyber Security, Associate in Applied Science

Industry Partners: WaTech, King County Department of IT, U.S. Department of Energy



Career Launch Highlight: Columbia Basin College

Career Launch endorsed programs continued:

- With Pasco School District

- Cyber Security, Associate in Applied Science
- Information Technology, Associate in Applied Science

Industry Partners: Pacific Northwest National Laboratory (PNNL), Hanford Mission Integration Solution (HMIS), and LIGO Hanford

- STEM

- Nuclear Technology-Instrumentation and Control Technician, Associate in Applied Science
- Nuclear Technology-Non-Licensed Nuclear Operator, Associate in Applied Science
- Nuclear Technology-Radiation Protection Technician, Associate in Applied Science

Industry Partners: Energy Northwest, Pacific Northwest National Laboratory



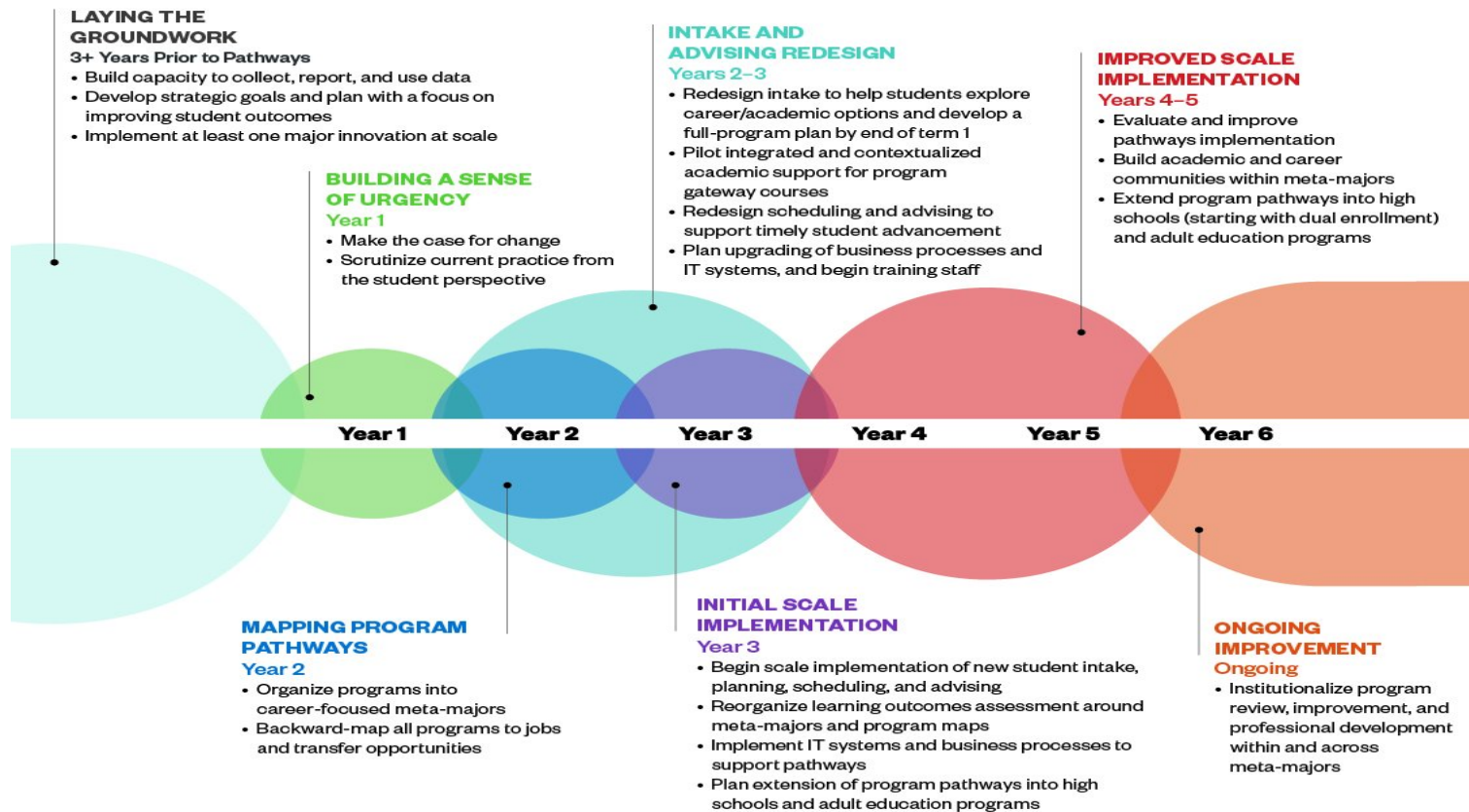
**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board

Career Launch Highlight: Columbia Basin College

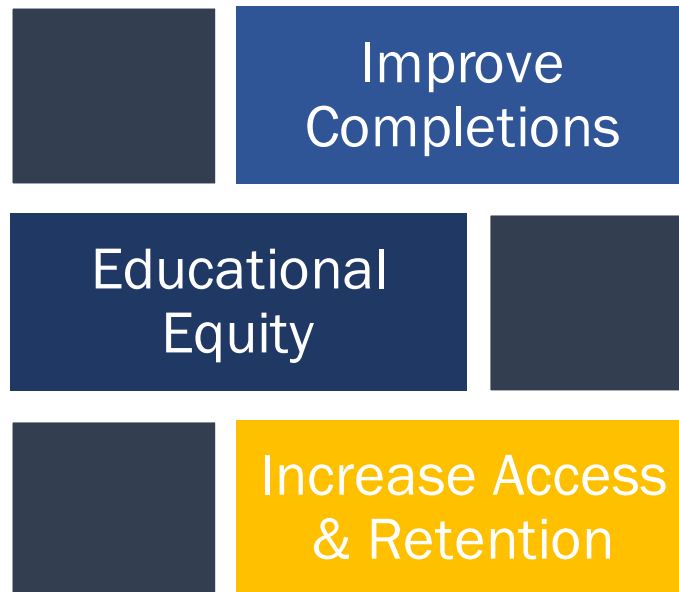
- Geovanni Farias, Student
- Dr. Sandya Kesoju, Director for Agriculture Education, Research and Development
- Dr. Michael Lee, Vice President for Instruction
- Jesus Mota, Dean for Career and Technical Education
- Rod Taylor, Dean for Math, Science and Engineering
- Polet Torres, Student
- Kellie Wendling, Student
- Dr. Rebekah Woods, President



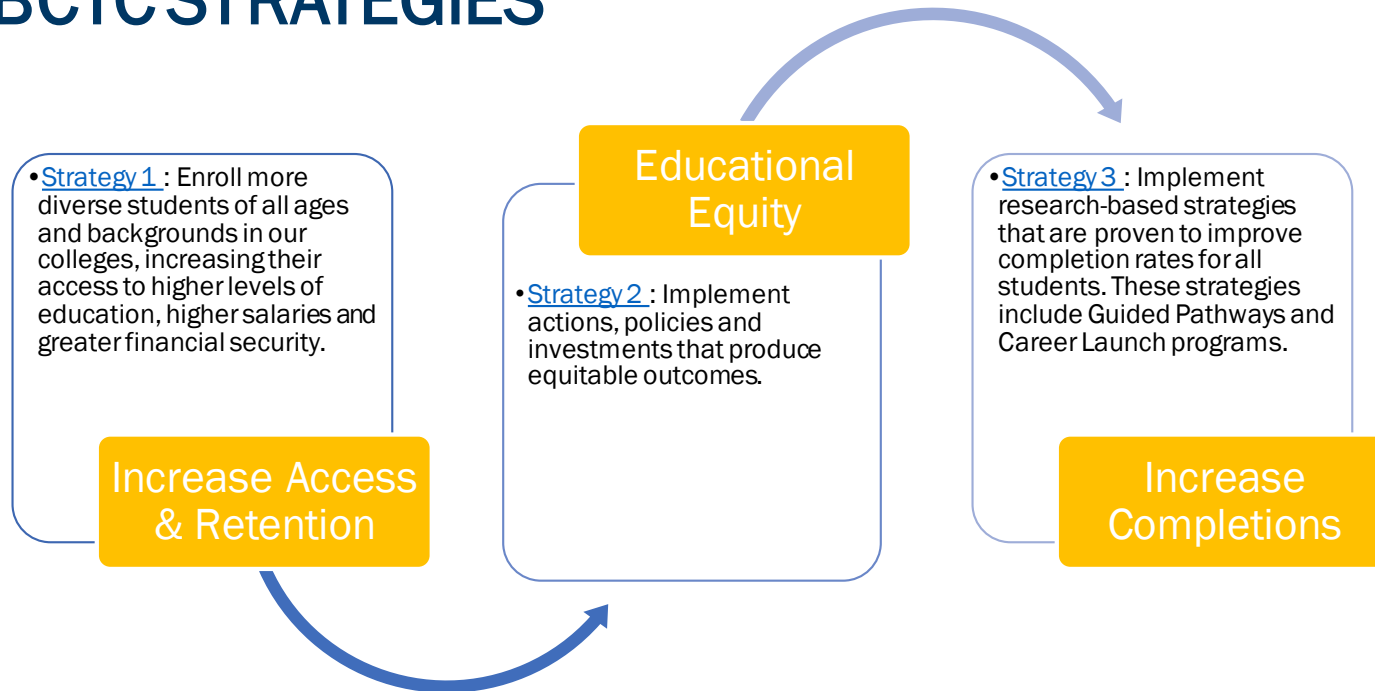
Guided Pathways Model



WASHINGTON STATE COMMUNITY & TECHNICAL COLLEGES PRIORITIES



SBCTC STRATEGIES



Strategy 4: Strengthen advocacy and community partnerships.

Strategy 5: Improve the college system's long-term financial sustainability and infrastructure.

Guided Pathways 2019-21 Priorities

Math | Equity | English

EARLY RESULTS - 2020

- **MATH** completion in Year One
 - Renton Technical College
 - Latinx students > 9.1% improvement
 - Skagit Valley College
 - Multi-racial students > 14.2% improvement
 - Tacoma Community College
 - Asian students > 14.9% improvement
 - Black students > 10.7% improvement
- **ENGLISH** completion in Year One
 - Clover Park Technical College
 - Multi-racial students > 7.1% improvement
 - Lower Columbia College
 - Multi-racial students > 7.3% improvement
 - Pierce College
 - Native Hawaiian or Other Pacific Islander students > 9.6% improvement
 - South Puget Sound College
 - Black students > 6.5% improvement

GUIDED PATHWAYS 2021-22 ALIGNED PRIORITIES

• STRATEGY 1

- **Interdisciplinary Team Engagement** > Deliver high quality Intake & Advising Professional Development

• STRATEGY 2

- **Student Engagement** > Integrate student voices into examining transparency & effectiveness of entry processes in the student journey

• STRATEGY 3

- **Faculty Engagement** > Support vertical alignment of learning outcomes from course > program > pathway

Increase Access & Retention

Educational Equity

• STRATEGY 1

- **Student Engagement** > Engage diverse students in GP IDEAL Fellowship including seminars and project based learning experiences examining college policies and processes

• STRATEGY 2

- **Faculty Engagement** > Continue to build transformative classroom & assessment culture through iterative anti-racist assessment praxis professional development

• STRATEGY 3

- **Data Analysis** > Collaborate with Research & Planning Commission and SBCTC Policy Research team – Build operational data collection models in key areas

• STRATEGY 4

- **Alumni Engagement** > Build Student-Alumni Career Network to improve transitions in transfer & labor market entry

• STRATEGY 1

- **Faculty Engagement** > Expand and evolve Co-Requisite Mathematics Community of Practice

• STRATEGY 2

- **Faculty Engagement** > Expand and evolve English 101 Assessment redesign professional development

• STRATEGY 3

- **Cross-departmental Engagement** > Engage Industry leaders and alumni in career network design efforts related to improved equitable completions

20

Improve Completions

College Guided Pathways Implementation Clusters

District Colleges	Mid-Sized Colleges	Rural Colleges	Technical Colleges	Urban/ Suburban Colleges
<ul style="list-style-type: none"> • Pierce <ul style="list-style-type: none"> • Ft Steilacoom • Puyallup • Seattle <ul style="list-style-type: none"> • Central • North • South • Spokane <ul style="list-style-type: none"> • Spokane • Spokane Falls 	<ul style="list-style-type: none"> • Olympic • Shoreline • South Puget Sound • Whatcom • Yakima • Cascadia • Skagit Valley • Tacoma 	<ul style="list-style-type: none"> • Big Bend • Centralia • Columbia Basin • Grays Harbor • Lower Columbia • Peninsula • Walla Walla • Wenatchee Valley 	<ul style="list-style-type: none"> • Bates • Bellingham • Clover Park • Lake Washington • Renton 	<ul style="list-style-type: none"> • Bellevue • Clark • Edmonds • Everett • Green River • Highline



2021-22 COLLEGE GP IMPLEMENTATION SUPPORT

Learning Agenda

2021

Aug 16-20 Ethnographies of Work Institute
 Sept 8-9 Fall Faculty Institute
 Sept 13-15 Placement Webinar series
 Oct 13 Co-requisite Math LC*
 Nov 8-10 Guided Pathways Fall SSI

2022

Jan 19 Co-requisite Math convening
 Jan 27-28 GP Cohort Retreat*
 April 13 Guided Pathways Spring SSI
 April 20 Co-Requisite Math convening

Learning Communities

- ENGLISH 101 ARC
- ANTI-RACIST WRITING ECOLOGIES ASSESSMENT PROJECT
- CO-REQUISITE MATH
- PLACEMENT PRACTICES

Technical Assistance

- ALUMNI NETWORK
- GUIDED PATHWAYS IDEAL STUDENT FELLOWSHIP
- DATA COLLECTION MODEL DEVELOPMENT
- COACHING TEAMS

*Select cohort of colleges or participants

The Year Ahead

- Career Launch Programming and Funding
- Building out Guided Pathways & the Learning Agenda

QUESTIONS

- Carli Schiffner, Deputy Director of Education
- Darby Kaikkonen, Director of Policy Research
- Kristi Wellington Baker, Director of Student Success Center
- Scott Copeland, Associate Director Campus Support

CONSENT ITEM (RESOLUTION 21-10-48)

October 21, 2021

Tab 5a

Clark College - Proposed Bachelor of Applied Science in Teacher Education Preschool – Grade 3

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

How does this item link to the State Board's Strategic Plan?

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults and ensure community and technical colleges are affordable and accessible for students. The three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Achieve educational equity for students who are historically underrepresented in higher education** by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.
- **Improve completion rates** by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.
- **Increase access and retention among populations who can benefit the most** by implementing actions, policies, and investments that produce equitable outcomes.

Background information and analysis

Clark College proposes the development of a Bachelor of Applied Science in Teacher Education Preschool - Grade 3 degree with an endorsement in early childhood education beginning in Fall 2021. For individuals currently holding an associate degree in Early Childhood Education (ECE), the degree will provide an educational pathway to earn an applied baccalaureate degree in teacher certification. Students in the program will earn credentials that qualify them for advancement to

higher-wage managerial positions in Head Start, Early Head Start, and early learning careers. Graduates of the program will have the skills and knowledge to apply evidence-based and developmentally appropriate-instructional strategies. Graduates will also be able to implement equity-focused pedagogy, create strategies for implementing cultural competence in classroom instruction, and build partnerships with key stakeholders to support children’s learning and development. This will be Clark College’s fifth applied baccalaureate degree.

Clark College previously presented a Statement of Need for a Bachelor of Applied Science in Teaching – Preschool through Grade 3 (BAS TE) at the October 2020 State Board meeting. Since that presentation, college faculty has focused on securing relationships with local school districts, participating in collaborative community meetings that support the goals of the proposed program (i.e., Diversification of the work force through ESD 112), and attending meetings with the Professional Educator Advisory Board (PEAB). Additionally, Clark College worked with the college’s human resources department to recruit and hire a tenure-track faculty member to write curriculum for the proposed degree program. A total of 18 courses that reflect the vision and values of the proposed program and that align with the Mission and Vision of Clark College are included in the proposed degree. Faculty mapped the courses to align with the proposed program’s outcomes and with industry outcomes and standards, including the Professional Educator Standards Board (PESB) and the Interstate Teacher Assessment and Support Consortium (InTASC). Lastly, faculty have present the proposed Bachelor of Science in Teaching – Preschool through Grade 3 to the Clark College Board of Trustees, Instructional Planning Team, and Curriculum Committee.

Potential questions

Does this degree meet the criteria established by the State Board?

Recommendation/preferred result

These proposals meet criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 20-10-48 approving Clark College - Proposed Bachelor of Applied Science in Teacher Education Preschool - Grade 3.

Policy Manual Change Yes No

Prepared by: Jamilyn Penn, director, transfer education
360-704-4338, jpenn@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-10-48

A resolution to approve Clark College's application to offer a Bachelor of Applied Science in Teacher Education Preschool - Grade 3 upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature's requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Clark College's application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Clark College's Bachelor of Applied Science degree in Teacher Education Preschool - Grade 3;

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on October 21, 2021

Attest

Jan Yoshiwara, Secretary

Phyllis Gutierrez Kenney, Vice Chair

CONSENT ITEM (RESOLUTION 21-10-49)

October 21, 2021

Tab 5b

Highline College – Proposed Bachelor of Applied Science in Early Childhood Education

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

How does this item link to the State Board's Strategic Plan?

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults and ensure community and technical colleges are affordable and accessible for students. The three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Achieve educational equity for students who are historically underrepresented in higher education** by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.
- **Improve completion rates** by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.
- **Increase access and retention among populations who can benefit the most** by implementing actions, policies, and investments that produce equitable outcomes.

Background information and analysis

Highline College proposes a Bachelor of Applied Science in Early Childhood Education with a start date of Fall 2022. In 2017, Highline College launched the Bachelor of Applied Science in Teaching and Early Learning degree, which was comprised of two distinct tracks, an Elementary Education

track and an Early Learning track. The Early Learning track was designed to meet the needs of practitioners working with or intending to work in educational settings with children ages birth to eight (8) years old. Individuals working in early learning settings are not required to have a teaching certification, while individuals working in elementary education settings are required to have a teacher certification. Highline College has proposed removing the Early Learning track from the Bachelor of Applied Science in Teaching and Early Learning degree, which leaves the Elementary Education track intact. Separating the two degrees will eliminate advising confusion, coding challenges, and address program accreditation recommendations. The Teaching and Early Learning degree will remain to prepare students for elementary education certification, while the proposed Early Childhood Education degree will prepare students to be preschool teachers or managers of early learning centers. This will be Highline College's eighth Bachelor of Applied Science degree.

Potential questions

Does this degree meet the criteria established by the State Board?

Recommendation/preferred result

These proposals meet criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 20-10-49 approving Highline College - Proposed Bachelor of Applied Science in Early Childhood Education.

Policy Manual Change Yes No

Prepared by: Jamilyn Penn, director, transfer education
360-704-4338, jpenn@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 21-10-49

A resolution to approve Highline College's application to offer a Bachelor of Applied Science in Early Childhood Education upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature's requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Highline College's application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Highline College's Bachelor of Applied Science degree in Early Childhood Education.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law..

APPROVED AND ADOPTED on October 21, 2021

Attest

Jan Yoshiwara, Secretary

Phyllis Gutierrez Kenney, Vice Chair

CONSENT ITEM (RESOLUTION 21-10-50)

October 21, 2021

Tab 5c

Pierce College - Proposed Bachelor of Applied Science in Construction Management

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

How does this item link to the State Board's Strategic Plan?

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults and ensure community and technical colleges are affordable and accessible for students. The three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Achieve educational equity for students who are historically underrepresented in higher education** by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.
- **Improve completion rates** by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.
- **Increase access and retention among populations who can benefit the most** by implementing actions, policies, and investments that produce equitable outcomes.

Background information and analysis

Pierce College proposes the development of a Bachelor of Applied Science in Construction Management degree beginning in Fall 2021. Multiple professional technical degree programs exist at Pierce College that will support the Bachelor of Applied Science in Construction Management

degree including project management, accounting, and business management. The Associate of Applied Science in Construction Management degree program at Pierce College forms the foundation that provides students with entry-level knowledge and skills that are critical to success in the construction industry. Students in the proposed Bachelor of Applied Science in Construction Management degree program will participate in active engagement simulations where they will work in collaborative teams led by construction industry professionals and program instructors. Students will be able to apply critical thinking, problem solving, analytical, and leadership skills to resolve issues directly related to the construction industry. Graduates of the program will have the theoretical, methodological, and technical competencies required to pursue management-level careers in the construction industry. This will be Pierce College's sixth applied bachelor degree.

Pierce College last presented the proposed Bachelor of Science in Construction Management to the State Board in Winter 2020. Since that time, the dean and program faculty have been developing the course content and student outcomes for the 300 and 400 level courses. On April 12, 2021, course titles and descriptions for the proposed program were approved by the Pierce College Learning Council with the understanding that the complete course outlines with content and student learning outcomes would follow in Fall 2021. Prior to bringing the curriculum to Learning Council, the course information will be appropriately modified and approved at the Construction Management Advisory Committee meeting scheduled for October 22, 2021. As student learning outcomes are developed, the information will be mapped to the Rigor-Relevance Model to ensure that the outcomes are consistent with 300 and 400-level rigor. Outcomes will also be compared to similar courses offered at the University of Washington and Central Washington University. Pierce College is using a curriculum development model designed by the Construction Management Program at Colorado State University. That model incorporates the American Council for Construction Education (ACCE) standards and criteria. Pierce College will also include those ACCE standards and criteria in the curriculum development process for the Bachelor of Applied Science in Construction Management degree.

Potential questions

Does this degree meet the criteria established by the State Board?

Recommendation/preferred result

These proposals meet criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 20-10-50 approving Pierce College - Proposed Bachelor of Applied Science in Construction Management

Policy Manual Change Yes No

Prepared by: Jamilyn Penn, director, transfer education
360-704-4338, jpenn@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 21-10-50

A resolution to approve Pierce College's application to offer a Bachelor of Applied Science in Construction Management upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature's requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Pierce College's application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Pierce College's Bachelor of Applied Science degree in Construction Management;

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on October 21, 2021

Attest

Jan Yoshiwara, Secretary

Phyllis Gutierrez Kenney, Vice Chair

CONSENT ITEM (RESOLUTION 21-10-51)

October 21, 2021

Tab 5d

Yakima Valley College - Proposed Bachelor of Applied Science in Agricultural Sciences

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

How does this item link to the State Board's Strategic Plan?

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults and ensure community and technical colleges are affordable and accessible for students. The three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Achieve educational equity for students who are historically underrepresented in higher education** by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.
- **Improve completion rates** by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.
- **Increase access and retention among populations who can benefit the most** by implementing actions, policies, and investments that produce equitable outcomes.

Background information and analysis

Yakima Valley College (YVC) proposes a Bachelor of Applied Science in Agricultural Sciences degree beginning Fall 2022. The proposed Bachelor of Applied Science in Agricultural Sciences degree is in direct response to regional need for well-trained, baccalaureate-prepared graduates for current and

prospective agriculture managerial roles. Yakima Valley College currently offers Associate of Applied Science degrees in Agribusiness, Food Technology, Winery Technology, and Vineyard Technology. Graduates of these associate degree programs, and individuals currently employed in the agricultural industry who have an associate degree, will be encouraged to enroll in the proposed Bachelor of Applied Science in Agricultural Sciences degree program. Students in the proposed program will be exposed to a broad range of topics including agricultural technology, management principles, and research methods. Students will also learn other science-related topics, including biological principles of farming and ecosystem protection. Graduates of the proposed Bachelor of Applied Science in Agricultural Sciences will be prepared for careers as general agriculture managers, production managers, wine makers, cellar managers, and agricultural extension officers.

Yakima Valley College presented the Bachelor of Applied Science in Agricultural Sciences Statement of Need during the May 2021 State Board meeting. Since that time, Yakima Valley College's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration. The Agriculture Department reviewed the proposed degree program with industry stakeholders, which included Yakima Valley College's Agriculture Advisory Committee and industry contacts. Based on the variety of input from conversations about developing a curriculum through the Developing a Curriculum (DACUM) process, the faculty developed course descriptions and outcomes for eleven new courses. In addition, the Agriculture Department worked across both departments and divisions to obtain buy-in to utilize courses offered in the Bachelor of Applied Science in Business Management program and Arts & Sciences program. Also, in conjunction with administration, department faculty crafted language for the Bachelor of Applied Science in Agricultural Sciences proposal. This will be Yakima Valley College's fifth Bachelor of Applied Science degree.

Potential questions

Does this degree meet the criteria established by the State Board?

Recommendation/preferred result

These proposals meet criteria established by statute and Board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 20-10-51 approving Yakima Valley College - Proposed Bachelor of Applied Science in Agricultural Science

Policy Manual Change Yes No

Prepared by: Jamilyn Penn, director, transfer education
360-704-4338, jpenn@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-10-51

A resolution to approve Yakima Valley College's application to offer a Bachelor of Applied Science in Agricultural Sciences upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all applied bachelor degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature's requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Yakima Valley College's application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Yakima Valley College's Bachelor of Applied Science degree in Agricultural Sciences;

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on October 21, 2021

Attest

Jan Yoshiwara, Secretary

Phyllis Gutierrez Kenney, Vice Chair

CONSENT ITEM (RESOLUTION 21-10-52)

October 21, 2021

Tab 5e

Everett Community College local capital expenditure authority for Index lawn amphitheater and outdoor improvements

Brief Description

Everett Community College is seeking authority to spend up to \$1,250,000 in local funds to create an outdoor flexible space on the Index lawn.

How does this item link to the State Board's Strategic Plan?

This project will support student success and retention by providing safe and modern facilities.

Background information and analysis

The Everett Community College student government has voted to use their Student Campus Enhancement Fee to create an amphitheater and greenhouse to be shared among the Trojan Activities Board, campus clubs, theater, and sustainability programs.

The Associated Student Body executive committee approved up to \$1,250,000 for this project on August 16, 2021.

Potential questions

Is this project consistent with the State Board's goal of increasing enrollment and completions?

Recommendation/preferred result

Staff recommends approval of Resolution 21-10-52 giving Everett Community College the authority to spend up to \$1,250,000 in local funds for creation of outdoor flexible spaces on the Index Lawn.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-10-52

A resolution relating to Everett Community College's request to spend up to \$1,250,000 in local funds to create flexible outdoor spaces on the Index Lawn.

WHEREAS, Everett Community College's student government has voted to use Student Campus Enhancement Fee funds to create an amphitheater and greenhouse on the Index Lawn; and

WHEREAS, these improvements will serve the Trojan Activities Board, campus clubs, theater, and sustainability programs; and

WHEREAS, the Associated Student Body executive committee approved up to \$1,250,000 for this project on August 16, 2021; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Everett Community College to spend up to \$1,250,000 in local funds to create outdoor flexible spaces on the Index Lawn; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 10/21/2021

Attest

Jan Yoshiwara, Secretary

Phyllis Gutierrez Kenney, Vice Chair

CONSENT ITEM (RESOLUTION 21-10-53)

October 21, 2021

Tab 5f

Spokane Community College local capital expenditure authority for Building 19 renovations

Brief Description

Spokane Community College is seeking authority to spend up to \$450,000 in local funds to remodel building 19 for the Heavy Equipment program.

How does this item link to the State Board's Strategic Plan?

This project will support student success and retention by providing safe and modern facilities.

Background information and analysis

Spokane Community College is currently using \$1,437,000 in state funds to renovate Building 19. The space formerly used by the Facilities and Maintenance staff is being remodeled to house the Heavy Equipment program.

Due to COVID impacts and construction cost increases, the total project cost is estimated to be \$1,887,000. The college is seeking authority to spend \$450,000 in local funds to complete the project as planned.

Spokane Community College's chief financial officer, under delegated authority by the Board of Trustees approved this request on September 29, 2021.

Potential questions

Is this project consistent with the State Board's goal of increasing enrollment and completions?

Recommendation/preferred result

Staff recommends approval of Resolution 21-10-53 giving Spokane Community College the authority to spend up to \$450,000 in local funds to renovate Building 19.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director
wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-10-53

A resolution relating to Spokane Community College's request to spend up to \$450,000 in local funds to remodel Building 19.

WHEREAS, Spokane Community College is currently using \$1,437,000 in state funds to renovate Building 19 from Facilities and Maintenance use to Heavy Equipment program use; and

WHEREAS, due to COVID impacts and construction cost increases, the total estimated project cost is \$1,887,000; and

WHEREAS, the college requests authority to spend up to \$450,000 in local funds to complete the project as planned; and

WHEREAS, Spokane Community College's chief financial officer, under delegated authority of the Spokane Community College's Board of Trustees approved this request on September 29, 2021.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Spokane Community College to spend up to \$450,000 in local funds to renovate Building 19; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 10/21/2021

Attest

Jan Yoshiwara, Secretary

Phyllis Gutierrez Kenney, Vice Chair



STATE BOARD MEETING MINUTES

Friday, August 27, 2021

Board members

Jay Reich, chair // Phyllis Gutierrez Kenney, vice chair // Carol Land McVicker // Fred Whang
 Ben Bagherpour // Crystal Donner // Chelsea Mason // Martin Valadez // Mack Hogans
 Jan Yoshiwara, Executive Director // Beth Gordon, Executive Assistant
 Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Call to order and adoption of agenda

Chair Jay Reich called the meeting to order at 9:30 a.m., welcomed those present, and requested a motion to adopt the agenda.

Motion: Moved by Carol Landa McVicker, seconded by Ben Bagherpour, and unanimously approved by the Board the adoption of the August 27, 2021, meeting agenda as presented.

Approval of Consent Agenda

- a. Bellevue local capital expenditure authority for heating, ventilation, and air conditioning replacement
Resolution 21-08-41
- b. Bellevue local capital expenditure authority increase for parking lot and road repairs
Resolution 21-08-42
- c. Bellevue local capital expenditure authority for main switchboard and transformer replacement
Resolution 21-08-43
- d. Skagit Valley College property acquisition of parcel P26239 located at 320 Pacific Place in Mount Vernon, Washington
Resolution 21-08-44
- e. Yakima Valley College property acquisition of 803 South 13th Avenue in Yakima, Washington
Resolution 21-08-45
- f. Panopto Contract Renewal
Resolution 21-09-46
- g. June 24, 2021, State Board Meeting Minutes

Motion: Moved by Crystal Donner seconded by Chelsea Mason and unanimously approved by the Board the adoption of the August 27, 2021, consent agenda.

Consideration of Supplemental Operating Budget Request

The 2021-23 biennial operating budget for the community and technical colleges, enacted in April 2021, is \$1.9 billion, a 4.3 percent increase over the prior biennium. Washington State's revenue collections have rebounded from the pandemic-induced recession and have come in above forecasted levels in the spring and summer of 2021. The Washington State Economic Revenue Forecast Council credits much of this economic growth to personal income growth from the Covid-19 federal relief program.

This positive revenue outlook has created optimism for additional Legislative investments in areas of critical importance to the state. Various stakeholders within our system have collaborated to develop the supplemental budget proposals.

Motion: Moved by Chelsea Mason and seconded by Ben Bagherpour and unanimously approved by the Board the adoption of amended Resolution 21-08-47, approving the supplemental operating budget request amended to include climate solutions curriculum.

Board Discussion

- The Board discussed and agreed to continue meeting via zoom through the end of the year 2021 due to the surge in the new covid delta variant.
- Board members also discussed and agreed to streamline the Baccalaureate Degree approval process beginning in October 2021. Staff will continue to work with colleges proposing bachelor degrees for compliance with approval criteria established by Board policy. Staff will provide quarterly updates to the Board during Board meetings on college proposals that meet criteria for Statements of Need. Individual college presentations on Statements of Need will be scheduled if the college is offering its first bachelor degree or if the degree proposal is for a program not previously approved by the Board. Bachelor degree proposals that meet the Board's criteria for final approval will be recommended by staff for Board action and placed on the Consent Agenda

Adjournment/next meeting

There being no further business, the State Board adjourned its August 27, 2021, regular meeting at 11:30 a.m. The next meeting is scheduled for October 20-21, 2021.

Jan Yoshiwara, Secretary

Phyllis Gutierrez Kenney, Vice Chair

STUDY SESSION

October 21, 2021

Tab 6

Capital Budget Update

Brief Description

This item includes:

- An update on the 2022 supplemental capital request authorized in resolution 21-06-35
- Current facility conditions and utilization
- A discussion on the possible post-pandemic need for college facilities
- How new college facility needs are to be identified for the Board's 2023-25 capital request
- A draft report on alternative methods of prioritizing and presenting the 2023-25 capital budget request for the community and technical colleges

How does this item link to the State Board's Strategic Plan?

The built environment supports enrollment, equity, diversity, and completions.

Background information and analysis

2022 supplemental capital request

In resolution 21-06-05 the State Board directed staff to update and advance the projects that were not funded in the Board's 2021-23 capital budget request to the 2022 supplemental.

The project schedules and budgets were updated with approximately one year of inflation and the cost of new requirements imposed on the construction projects by authorities having jurisdiction. The request included:

- A group of minor projects to replacing infrastructure that was beyond its expected useful life
- Three major projects that had previously been funded for design and need construction funding
- Four major projects in the pipeline that need design funding, and
- Six major projects that need both design and construction funding in order to efficiently use the design-build delivery method

In the 2021-23 request these projects needed \$281,169,000. After adjusting for the delay and new requirements they will need \$292,376,000 in the 2022 supplemental budget. The delay added \$11,207,000, or 4 percent to the total cost. A one-page summary of the request is in **attachment A**.

Current facility conditions and utilization

For over 100 years, Washington state's community and technical college facilities have evolved with the colleges. Today, the colleges have facilities with a large range of ages, conditions and designs.

There are about 21 million square feet of buildings, almost 6 million square feet are over fifty years old, and 186 thousand square feet are over 100 years old. The oldest building at Cascadia College was built 21 years ago, while part of Seattle Central College is 115 years old. Centralia, Grays Harbor, Olympic, and Yakima Valley also have buildings that are over 100 years old.

While older building age is not strongly correlated with unsatisfactory conditions, on average, buildings are no longer in adequate condition after 38 years and needs significant renovation or to be replaced after 59 years.

The State Board's goal is to have all college facilities in at least adequate condition by the year 2030. So far, all of the facilities at only two colleges meet this goal while 19 colleges have some facilities that need to be replaced because of their conditions. Overall, one-third of the system's facility areas do not meet the goal.

The State Board has adopted targets for college utilization of their laboratories and classrooms.

The term "classroom" includes not only general-purpose classrooms, but also lecture halls, recitation rooms, seminar rooms, and other rooms used for scheduled non-laboratory instruction. A classroom may contain various types of instructional aids or equipment as long as these do not tie the room to instruction in a specific subject or discipline. A "laboratory," or "lab," is a facility characterized by special-purpose equipment or a specific room configuration, which ties instructional or research activities to a particular discipline or a closely related group of disciplines.¹ Labs are used for both academic and vocational programs.

A "right sized" campus will use each of its lab workstations for 16 hours and each classroom workstation for 22 hours in a 45-hour week. These are the same rates the Office of Financial Management uses for evaluating the need for new space at the State's four-year universities and colleges.

Prior to the pandemic, some colleges were using their labs and classrooms more than the target amounts and were eligible to request additional area in the system's competitive selection process for major projects. Of the 25 colleges that submitted major project proposals for the 2019-21 selection, four colleges were using their classroom workstations more than 22 hours per week and fifteen were using their lab workstations more than 16 hours per week.

Post-pandemic facility needs

Since the pandemic and related changes are on-going, we do not yet have a high level of confidence in what future needs will be. But, based on what has happened in previous pandemics and the past two years, we have some ideas about how the future will be different than today.

Similar to past pandemics, the current one has already impacted health systems, the economy,

¹ The facility coding manual is available here – https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/capital-budget/fae_facility_coding_manual_000.pdf

socioeconomic class structures and race relations, communities, and everyday family life.

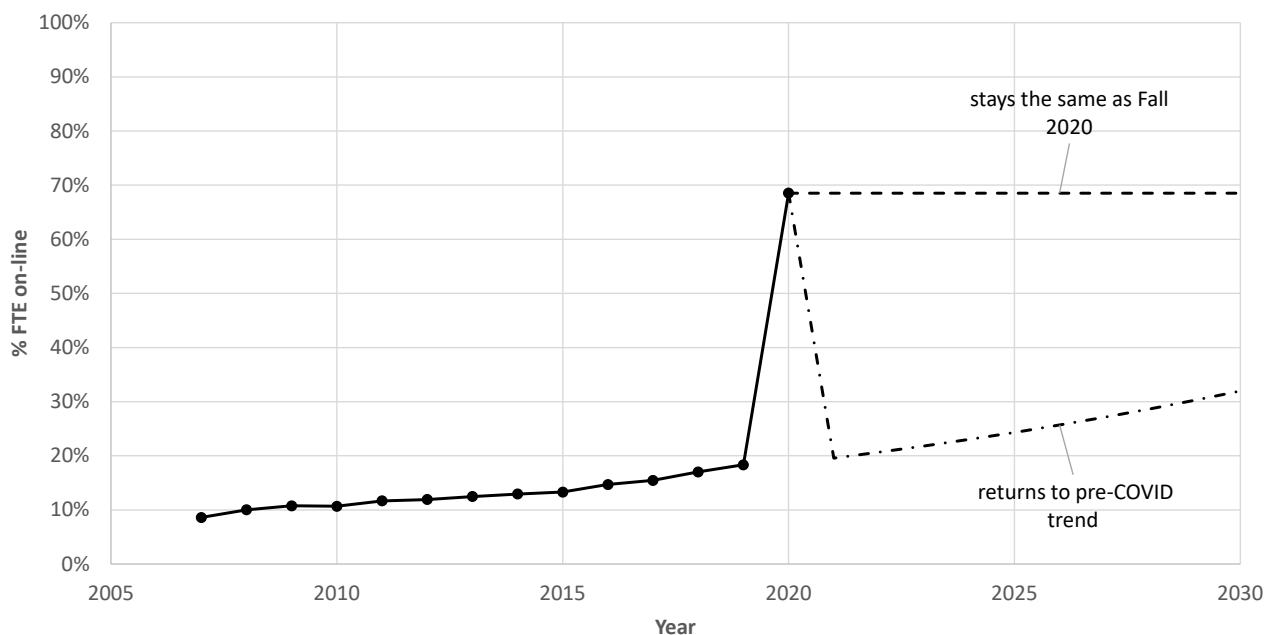
A recent Pew Research survey ² of experts found in addition to the obvious shift to “tele-everything,” life in the year 2025 will likely have worse economic inequality. These experts felt this could lead to less rational deliberation and evidence-based policymaking.

The survey did find some hope for positive change. There are likely to be reforms to improve racial justice and social equity. Many families and workers may have a better quality of life with more flexible-workplace arrangements. And, some technology may improve health care and education.

It is likely the demand for and adoption of on-line learning will accelerate, we may see a shift from more traditional academic to workforce training, and the demographics of the students may change.

The shift to on-line learning has been very dramatic due to the requirement for everyone to socially distance themselves to reduce the spread of the disease. For example, in the Fall of 2019, 19 percent of all instruction was on-line and had increased an average of 0.8 percent per year over the last ten years. In contrast, 74% of all instruction was on-line In the Fall of 2020.

System Fall Enrollment



² <https://www.pewresearch.org/internet/2021/02/18/experts-say-the-new-normal-in-2025-will-be-far-more-tech-driven-presenting-more-big-challenges/>

The percent on-line varies significantly by student type:

Student Interest	Fall 2019		Fall 2020	
	FTE	Online	FTE	Online
Academic	67,113	23%	61,051	87%
Vocational	64,173	19%	53,545	62%
Running Start	24,122	22%	25,502	89%
Basic Skills	15,854	0%	11,242	78%
Bachelor	3,997	31%	3,682	100%
All	156,019	19%	133,494	74%

And, the percent on-line also varies significantly by college. Here are a few examples:

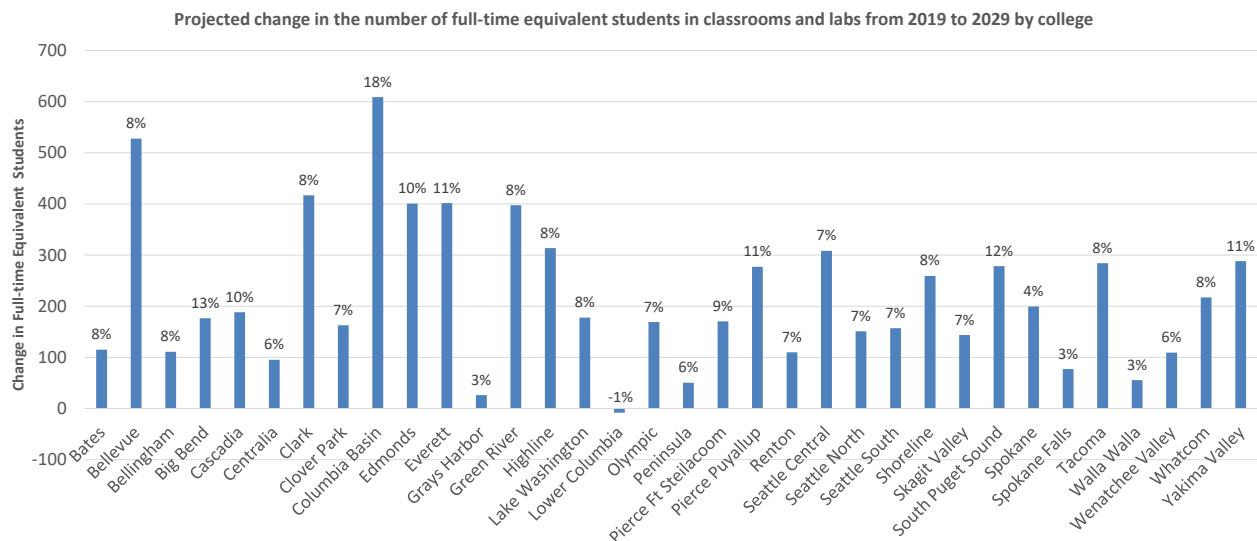
College	Fall 2019		Fall 2020	
	FTE	Online	FTE	Online
Bellevue	10,831	23%	10,401	98%
Spokane	8,199	18%	6,462	53%
Spokane Falls	4,323	29%	3,555	72%
Bates	3,380	12%	2,190	22%
Clover Park	3,493	10%	2,915	29%
Grays Harbor	1,900	23%	1,537	73%

While it is impossible to know what share of instruction will be online in the future, it is likely to be between the pre-pandemic trend and the current level. It should then continue to converge on the optimum level for the students at each college.

For many years, the State Board has been projecting college enrollment as part of its long-term capital planning. The projections are based on a college's current participation rates of the population by age and location applied to the 10-year United States census population projections. The projections have been found to be within a few percent of the actual enrollments and suitable for capital planning.³

The projected change in the number of students that will be in classrooms and labs varies by college:

³ SBCTC 2019-29 Enrollment Projection for Capital Planning is available here – <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/capital-budget/2023-25-capital-workshop/2019-2029-capital-enrollment-projection.pdf>



The ages of each college’s students are also different. For example, in 2019, 58% of the students at Cascadia College were 15 to 19 years old while only 15% of the students at Renton Technical College were in this range.

Since the State Board enrollment projection does not account for short-term changes like unemployment rates or changes in participation rates and we know the pandemic impacts will be different at each college, colleges proposing projects for the 2023-25 selection that will increase the facility area on a campus are to consider several local factors, including the potential shift in modality, wider or more variable student catchments, migration beyond what was in the census projection, implementation of the Washington College Grant, changes in Running Start, and the impact of Baccalaureate degrees.

The college system will review all the proposals and provide a summary of how colleges expect to utilize their classroom and lab spaces for development of future capital budget requests. See WACTC charge number 6 in attachment B for details.

A shift from traditional academic programs to vocational programs will certainly increase the use and demand for labs. The need may be mitigated by an offsetting reduction in classroom space to the extent the classrooms can be converted to labs.

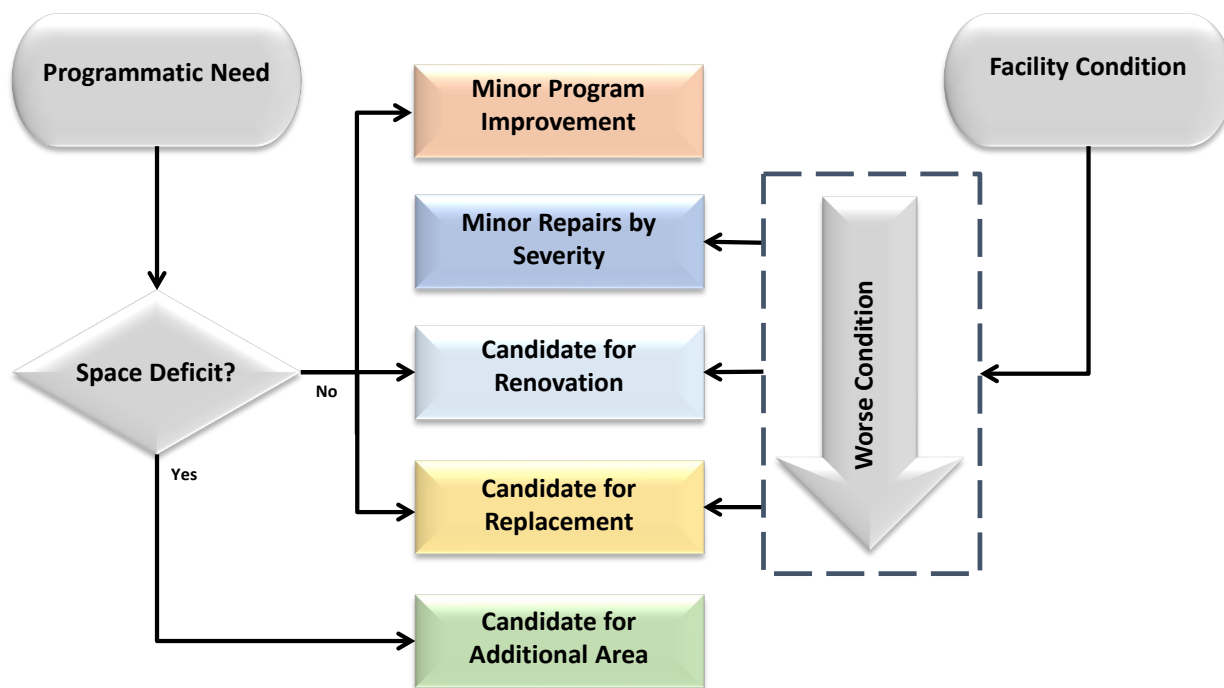
The average college in the system currently gets about \$1M every two years to make minor program improvements. Over the past 10 years, colleges have used about \$23M of the \$151M in total minor program funding to create and improve lab spaces. This is almost three times as much as they spent on improving classroom spaces.

Major capital projects are also used to convert existing space or add new space to a campus.

How new college facility needs are to be identified for the Board’s 2023-25 capital request

The State Board adopted criteria to select new major projects for the 2023-25 capital request in resolution 21-06-35. The major project criteria work together with several minor project lists to address capital needs with the smallest cost and fastest solution. Here is a graphic that illustrates the capital budget development process:

Prioritization of facility needs



This illustrates that when looking for a solution to a facility condition problem we start with a minor repair and as conditions gets worse, we look at renovating or replacing the facility.

To address a programmatic need, we first ask if additional space is needed. If not, we look to solve the problem using a minor improvement project and then escalate the solution to renovation or replacement of the facility based on its condition. If additional space is needed, as demonstrated through projected high lab and workstation utilization, the campus becomes a candidate for additional area.

The major project selection criteria have relevant elements for scoring every need:

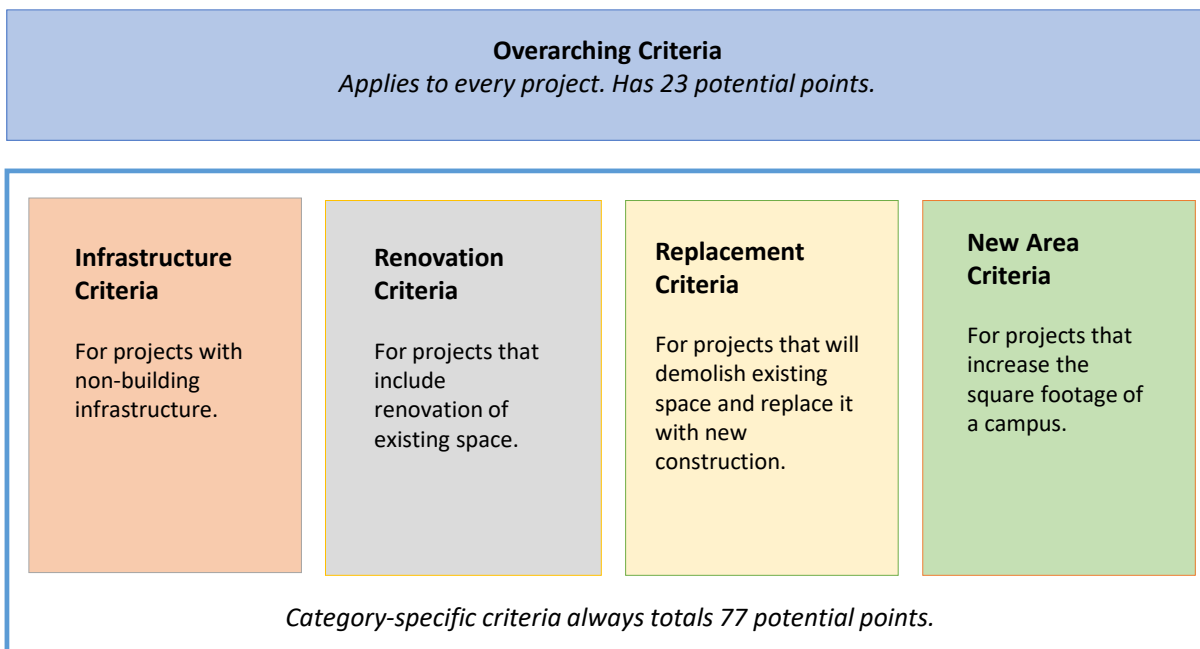
- Proposals with non-building Infrastructure ⁴ are scored based on the portion of the campus served; the reasonableness of cost; risk mitigation of its failure; and average life of the new or replaced infrastructure.
- Proposals with renovation area are scored based on the age and condition of the building; the reasonableness of cost; the program related improvements; significant health, safety and code issues addressed; the extension of the building's life; fitness for use; and the extent it will address the college's opportunity gaps.

⁴ **Qualifying Infrastructure:** Electrical, potable water, non-potable water, steam, sewer, natural gas, storm water, fire protection, emergency access roads, and communication work more than five feet outside of a building's foundation, unless it is connecting to a building with no other work in the project in which case the infrastructure may terminate inside the building. **Non-qualifying Infrastructure:** Landscaping that is not disturbed by qualifying infrastructure work, roads (except emergency access), driveways, parking lots and walkways.

- Proposals with replacement area, that is new buildings to replace buildings with a similar area, are scored based on the age and condition of the building; the reasonableness of cost; the program related improvements; significant health, safety and code issues addressed; the extension of the building’s life; fitness for use; and the extent it will address the college’s opportunity gaps
- Proposals with renovation area are scored very similar to replacement area except the points start dropping off after the condition is such that it makes more sense to replace than renovate the building.
- Proposals that will result in additional facility area on a campus are scored based on the utilization of of space; program related improvements; comprehensive planning; and the reasonableness of cost.

The criteria are designed such that a proposal can have any combination of these elements and always have 100 potential points.

Every major project is scored on a 100 point scale



The major projects in the 2022 supplemental request will demolish 17 buildings with 290,434 square feet of area and replace them with new facilities, renovate 41,174 square feet, and construct 256,006 square feet of new area.

All colleges are eligible to submit a proposal for the 2023-25 selection of new major projects. Currently, 23 of the 34 colleges are working on proposals, four have decided to not submit a proposal, and seven are undecided or have not reported. Of those colleges working on a proposal, only four have reported they plan on requesting any new area. Proposals that score at least 70 points will be added to the system’s pipeline of projects for funding in the future.

The major project selection criteria appear to be working as intended. It allows colleges to evaluate their needs relative to established metrics and determine if a major project is the right solution and how likely it is to get into the system's pipeline before they spend the time and effort to complete a proposal.

Prioritization and structure of the 2023-25 capital request

In section 7038 of the 2021-23 capital budget bill SHB 1080, the legislature directed the State Board to look at alternative methods of prioritizing and presenting its capital request for the 2023-25 biennium.

Consistent with the budget proviso, this report will take into consideration:

- A. The need to balance long term community and technical college system planning and growth management priorities;
- B. the need to balance major capital project requests for design and construction funding, given the fiscal impact of funded design projects on the state's capital budget; and
- C. the need to balance state funding between design and construction to meet the community and technical colleges' priorities.

The State Board staff have worked with the community and technical colleges to evaluate four alternatives, including the two provided in the budget proviso, its current method, and another method that addresses the short comings of the others:

1. Separately ranking the following types of requests for project funding: Requests for major projects' construction phase, including those projects for which design and construction funding are requested together to facilitate alternative public works contracting procedures pursuant to chapter 39.10 RCW; requests solely for the design phase of major projects; and requests for minor works funding.
2. Requiring that the number of major project funding requests that are solely for the design phase may not exceed the number of major projects funding requests that include funding for the construction phase.
3. A single prioritized request with minor projects above major projects and design-phase funding for major projects woven into the construction-phase funding such that the same level of system funding in the subsequent biennium can fund the construction-phase.
4. A single prioritized request with minor projects above major projects with all of the funding needed for design and construction included in a single biennium.

The draft report explores the following aspects of the request:

- The State Board goal established in 2008 to have all facilities to be in adequate, or better, condition by the year 2030
- The State Board updated its strategic plan in 2020 to realize its vision
- The Office of Financial Management's estimated value of the work needed to preserve the state's investments in the community and technical college system
- The need for minor projects and their prioritization above major projects for state funding
- The system designing buildings to be flexible and adaptable to meet future needs

- Historical state funding for the college system's capital needs and the resultant facility conditions
- The guiding principles for the 2023-25 request proposed by WACTC:
 - Maintain the integrity of our prioritization and request process
 - Continue to use minor projects to maintain the condition of existing facilities
 - Continue to fund construction of major projects in pipeline order
 - Continue to use the most beneficial delivery method for each project
 - Minimize or eliminate any delays due to funding once a project is started
 - Obtain funding for as many of the needs as possible in priority order each biennium
- The priorities and structure of recent capital requests
- The benefits of the proposed alternatives

The draft report concludes with a recommendation to continue submitting a single prioritized request with minor projects above major projects and to request funding for major projects all at once, both design and construction-phase funding, to allow more efficient delivery of the projects with fewer unknowns.

A copy of the current draft is in attachment C.

The Office of Financial Management has requested to review a draft of the report in November. The report is due to the legislature by December 15, 2021.

Potential questions

Are the guiding principles and preferred prioritization process described in the draft report consistent with State Board goals?

Recommendation/preferred result

Based on feedback from the State Board and continued staff work with the system, the report will be finalized for consideration at its December 1-2, 2021 meeting.

Policy Manual Change Yes No

Prepared by: Wayne Doty, Capital Budget Director

(360) 704-4382, wdoty@sbctc.edu

Capital Investments Elevate Students, the Economy

Community and technical colleges are known for their personal touch – for providing the one-on-one connections students need to make it through college and enter careers. This personal approach is especially important for historically underrepresented students and first-generation students, many of whom face obstacles and challenges that can put their success at risk. Nearly half of Washington’s community and technical college students are students of color, and 32% of our students are from racial and ethnic backgrounds that have been historically underrepresented in higher education.¹

When asked how they prefer to learn, a majority of students surveyed in spring 2021 said they prefer all, or mostly, personal instruction. Black students represented the highest percentage of students preferring 100% in person instruction.²

During the 2021-22 academic year, many classes will remain online for fall quarter, with more opening to in-person instruction as the year moves forward. Our students need space for classes and services, and for hands-on job-training programs, such as cybersecurity, radiology, welding, construction, clean energy and auto technology. Local communities and employers count on our graduates to build vibrant communities and businesses.

Our \$293 million request list will fund minor projects at every college and advance 13 major projects. Projects are ranked based on a rigorous assessment of the need for space, condition of existing facilities, systemwide policy objectives and estimated costs.

With full funding of our 2022 supplemental budget request, our system will be able to renovate or replace aging buildings into adaptable spaces where students can learn, grow and help build a strong and equitable economy.

Priority	College	Funding Phase	Project	Amount	Cumulative
1	Statewide	Design & Build	Minor Works – Infrastructure	\$27,083,000	\$27,083,000
2	Highline	Design	Welcome Center for Student Success	\$3,235,000	\$30,318,000
3	Lake Washington	Build	Center for Design	\$33,715,000	\$64,033,000
4	Bates	Build	Fire Service Training Center	\$32,563,000	\$96,596,000
5	South Seattle	Design	Rainier Hall Renovation	\$3,645,000	\$100,241,000
6	Olympic	Build	Innovation and Technology Learning Center	\$23,420,000	\$123,661,000
7	Everett	Design & Build	Baker Hall Replacement	\$32,229,000	\$155,890,000
8	Columbia Basin	Design & Build	Performing Arts Building Replacement	\$38,646,000	\$194,536,000
9	Whatcom	Design & Build	Technology and Engineering Center	\$32,980,000	\$227,516,000
10	Bellingham	Design & Build	Engineering Technology Center - Bldg. J Replacement	\$14,534,000	\$242,050,000
11	Clark	Design & Build	Hanna Foster Hawkins Complex Replacement	\$25,551,000	\$267,601,000
12	Peninsula	Design & Build	Advanced Technology Center	\$19,690,000	\$287,291,000
13	Seattle Central	Design	Broadway Achievement Center	\$3,060,000	\$290,351,000
14	Yakima	Design	Prior-Kendall Hall Replacement	\$2,025,000	\$292,376,000

Sources: 1) SBCTC public enrollment dashboard 2020-21 school year; 2) spring 2021 survey by Interact Communications

WACTC Capital charges to commissions and councils related to capital for AY2021-22
Draft updated at July 22, 2021 committee meeting.

- 1) Business Affairs Commission should assist in the State Board's development of the **report to the legislature** called for in Section 7038 of SHB 1080. Explore the benefits and drawbacks to alternative methods for prioritizing and presenting the system's 2023-25 capital budget request relative to the following guiding principles for the request:
 - a. Maintain the integrity of our prioritization and request process
 - b. Continue to use minor projects to maintain the condition of existing facilities and infrastructure
 - c. Continue to fund construction of major projects in pipeline order
 - d. Continue to use the most beneficial delivery method for each project
 - e. Minimize or eliminate any delays due to funding once a project is started
 - f. Obtain funding for as many of the needs in priority order each biennium

The report should consider the alternatives described in SHB 1080, what has been done in the past, and other alternatives that may benefit the system. BAC should provide progress updates and final recommendations for the report prior to December 2021 WACTC capital meeting. BAC should participate in work sessions regarding the report as needed during the 2022 legislative session.

- 2) Representatives from WACTC and the following commissions:
 - a. *Business Affairs*
 - b. *Instruction*
 - c. *Student Services, and*
 - d. *Diversity and Equity Officers,*

along with representatives from State Board staff, should **score the 2023-25 major capital project proposals**. The State Board's capital budget director will provide administrative support and the trustees will provide oversight of the scoring. The scorers and observers shall be organized into groups such that no one scores, or oversees the scoring of, a proposal from their current college or one they have ever worked for. And, each proposal will be scored by more than one group to verify there are no significant differences in the scoring of the groups. A proposal's final score will be the average of the individual scores it receives. Members of the scoring task force will be determined after the proposals are submitted in December 2022. Scoring is to be done by the end of February 2022.

- 3) The Operations and Facilities Council should continue its research and sharing of ideas for **college facilities to support occupant health**. The research should include, but not be limited to, air quality, lighting, noise and temperature. The OFC should compile the best practices, provide guidance on the capital and operational costs, and present them to the BAC and WACTC Capital committees by December 2021 for college's consideration when developing their minor program improvement project requests for the 2023-25 capital budget.
- 4) The 2021-23 capital budget request for the community and technical colleges included \$34M for replacement of infrastructure that was beyond its expected useful life. Only \$8M of the infrastructure replacement projects were funded in the budget. The 2023-25 request is to include \$37M for minor infrastructure replacement projects. The Business Affairs Commission and its Operations and Facilities Council should work with State Board staff to **review the data and methodology used to identify the infrastructure for replacement**. The

review should include regular updates to OFC, BAC and WACTC. The review shall conclude with recommendations for improvements to the methodology for identifying projects for inclusion in the 2023-25 request by April 2022.

- 5) College proposals for the 2023-25 major capital project selection will include descriptions of how the spaces in the proposal will improve student diversity, equity and inclusion as well as close opportunity gaps. A task force with representatives from the following WACTC commissions:
 - a. *Business Affairs*
 - b. *Instruction*
 - c. *Student Services, and*
 - d. *Diversity and Equity Officers,*along with representatives from State Board staff, should **review the proposals and recommend best practices for using the built environment to promote diversity, equity and inclusion and how spaces can help close opportunity gaps.** The task force should convene after the major projects are scored in March or April 2022. The task force should provide regular progress reports to the WACTC Capital committee with a final report for use in development of future capital budget requests by February 2023.
- 6) Each college proposals for the 2023-25 major capital project selection will include classroom and lab utilization data from the Fall of 2019. Proposals for net new area will also include enrollment and utilization projections for Fall 2029. A task force with representatives from the *Business Affairs* and *Instruction* commissions, along with representatives from State Board staff, should **review all the proposals and provide a summary of how colleges expect to utilize their classroom and lab spaces in the future.** The task force should convene after the major projects are scored in March or April 2022. The task force should provide regular progress reports to the WACTC Capital committee with a final report for use in development of future capital budget requests by February 2023.
- 7) *Business Affairs* should create a task force including *Business Affairs, Student Services, Instruction, and Diversity and Equity Officers* commission representatives to **review major project scoring criteria and results from the 2023-25 selection for systemic biases.** The WACTC Capital committee encourages representatives from the last review to consider participating in this task force to provide continuity of their work. The task force should convene after the major projects are scored in March or April 2022. Provide progress reports and final recommendations for changes to major project selection criteria based on these reviews prior to February 2023 WACTC capital meeting. Participate in the WACTC work session for development of the 2025-27 capital budget in June 2023.

Draft response to SHB 1080 Sec 7038 – September 30, 2021

Introduction

In section 7038 of the 2021-23 capital budget bill SHB 1080, the legislature directed the State Board for Community and Technical Colleges (SBCTC) to look at alternative methods of prioritizing and presenting its capital request for the 2023-25 biennium. The proviso is in Appendix A.

Consistent with the budget proviso, this report takes into consideration:

- A. The need to balance long term community and technical college system planning and growth management priorities;
- B. the need to balance major capital project requests for design and construction funding, given the fiscal impact of funded design projects on the state's capital budget; and
- C. the need to balance state funding between design and construction to meet the community and technical colleges' priorities.

The SBCTC staff have worked with the community and technical colleges to evaluate four alternatives, including the two provided in the budget proviso, its current method, and another method that addresses the limitations of the others:

1. Separately ranking the following types of requests for project funding: Requests for major projects' construction phase, including those projects for which design and construction funding are requested together to facilitate alternative public works contracting procedures pursuant to chapter 39.10 RCW; requests solely for the design phase of major projects; and requests for minor works funding.
2. Requiring that the number of major project funding requests that are solely for the design phase may not exceed the number of major projects funding requests that include funding for the construction phase.
3. A single prioritized request with minor projects above major projects and design-phase funding for major projects woven into the construction-phase funding such that the same level of system funding in the subsequent biennium can fund the construction-phase.
4. A single prioritized request with minor projects above major projects with all of the funding needed for design and construction included in a single biennium.

The Washington Association of Community and Technical Colleges (WACTC) is the organization of community and technical college presidents. The WACTC develops policy recommendations to the SBCTC and to the system in conjunction with its commissions and their councils. The WACTC charge to its Business Affairs Commission and timeline for system engagement on this report is in Appendices C and D.

Long term planning

Washington's legislature created the community and technical college system to serve three missions. The 34 colleges provide adult basic education, workforce training, and transfer education. Programs and services are tailored to meet the needs of their local communities and businesses within an equity and inclusion focused framework.

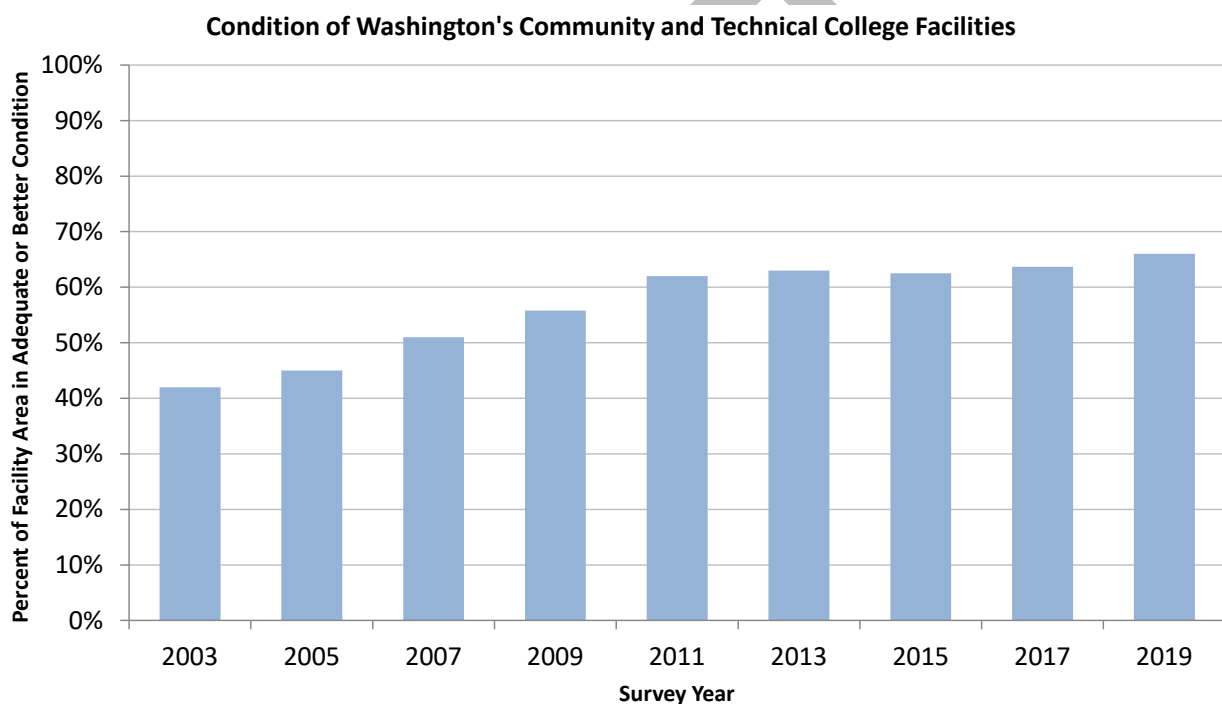
Draft response to SHB 1080 Sec 7038 – September 30, 2021

State supported facilities are necessary for colleges to deliver on their mission by providing sufficient capacity and relevant spaces for student learning and engagement. Sufficient, safe, and well maintained spaces also lead to an improved perception and experience students have on campus.

The SBCTC’s vision for Washington’s community and technical colleges is:

“Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.”

The SBCTC also adopted a goal in 2008 to have all facilities to be in adequate, or better, condition by the year 2030. While significant improvements were made in the early 2000s, 34% of the facilities are still in less than adequate condition.

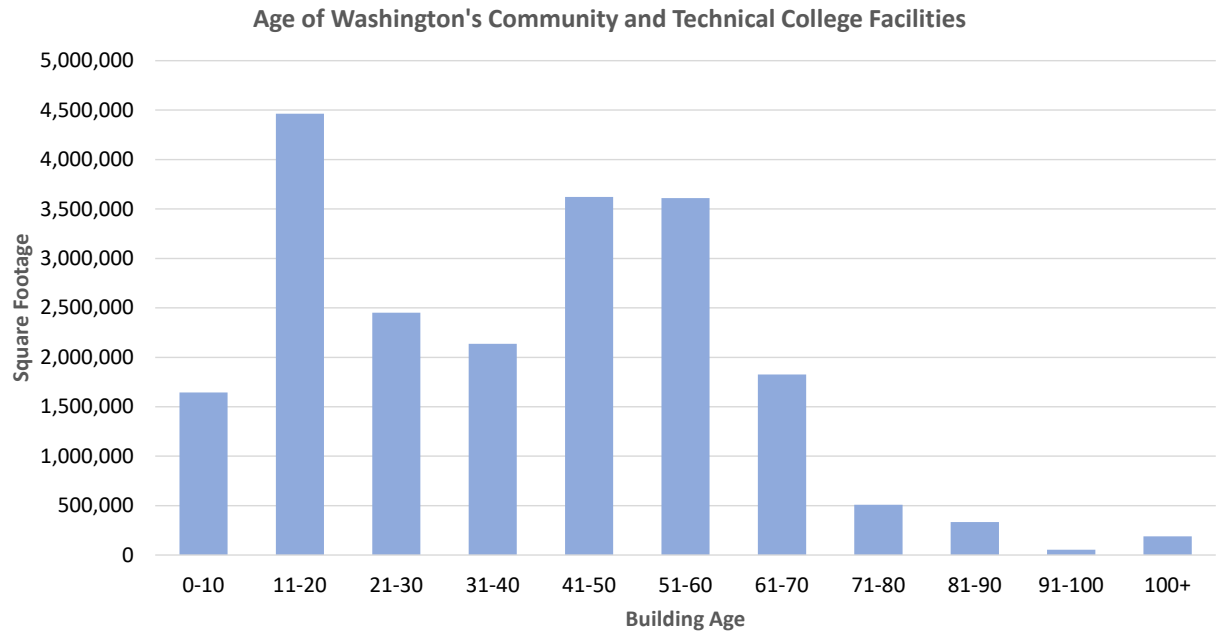


In 2020, the SBCTC updated its strategic plan to realize its vision.

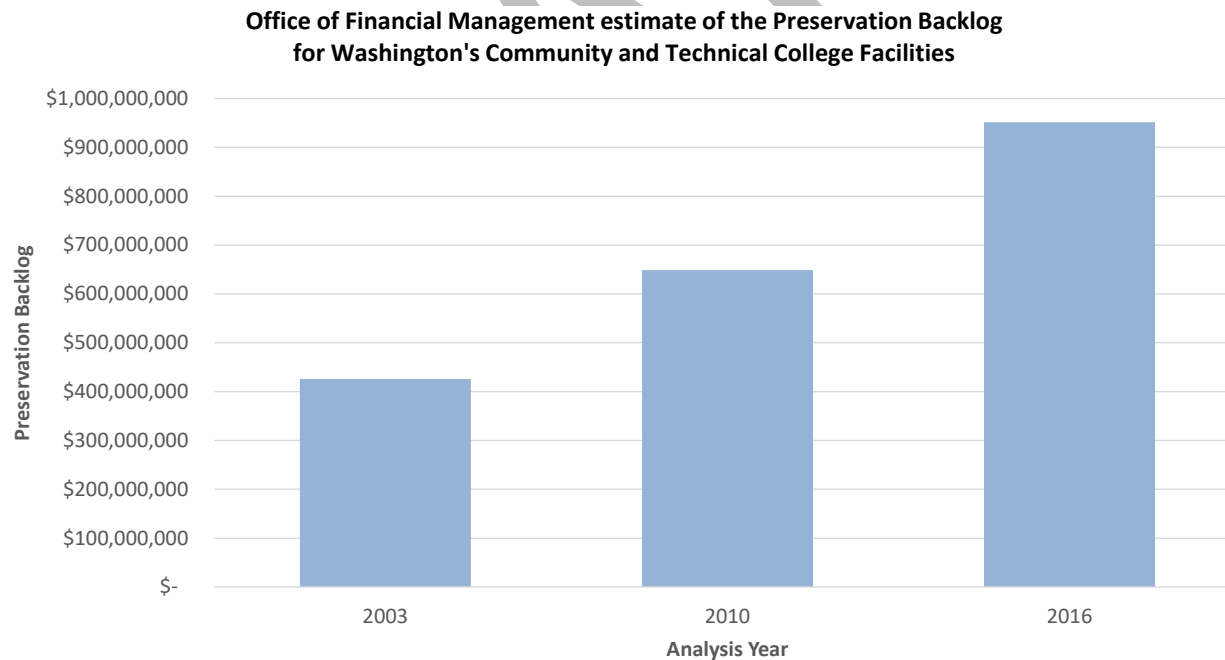
One of the strategies is to improve the college system’s infrastructure. This strategy includes building, remodeling, and renovating facilities to support teaching and learning spaces that are high quality and technologically equipped.

Most infrastructure components have an expected useful life of less than 50 years and most of the system’s infrastructure was installed when the buildings were first built. The system has about 6.5 million square feet that are more than 50 years old.

Draft response to SHB 1080 Sec 7038 – September 30, 2021



The Office of Financial Management has estimated the value of the work needed to preserve the state's investments in the community and technical college facilities to be about \$1 billion in 2016.

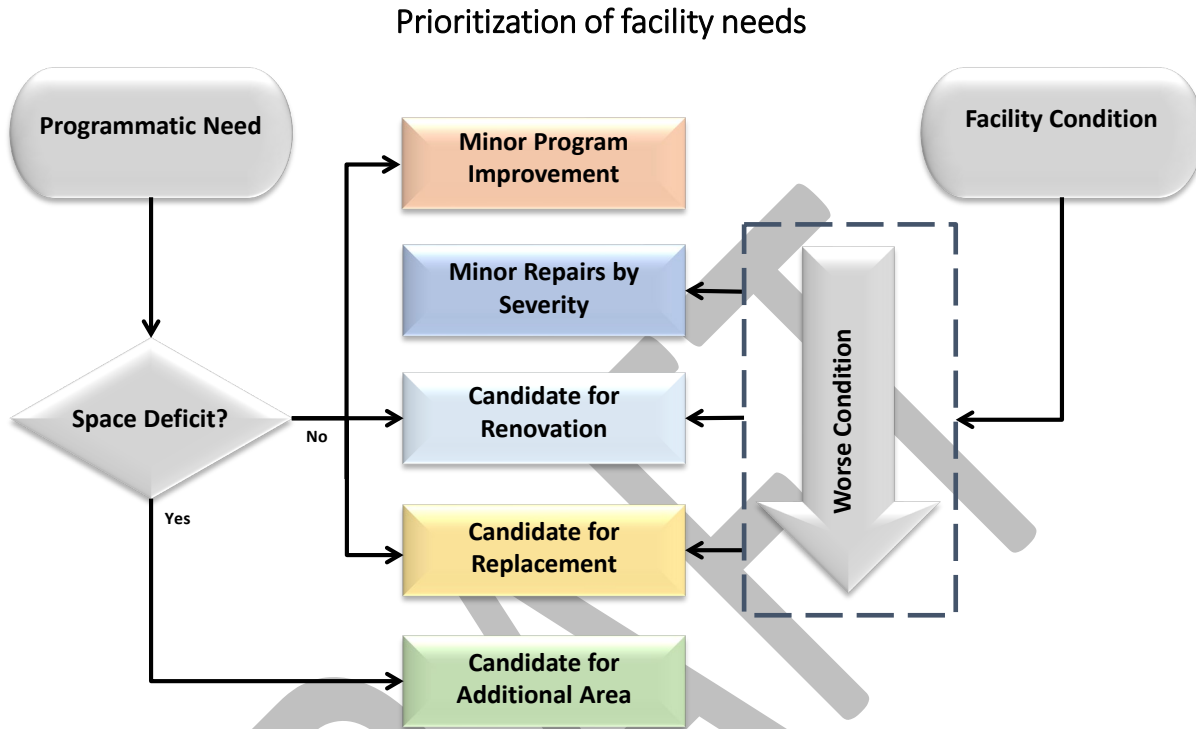


From twenty-years of experience evaluating facility conditions relative to the funding provided, the SBCTC has found that minor capital projects can maintain the condition of college facilities but major projects are needed to make significant improvement in the conditions and usefulness.

It has also found the minor project funding level needed to maintain facility conditions increases about 5% per year.

Draft response to SHB 1080 Sec 7038 – September 30, 2021

The system has prioritized minor projects over major projects in its capital requests to address the facility, infrastructure and programmatic needs.

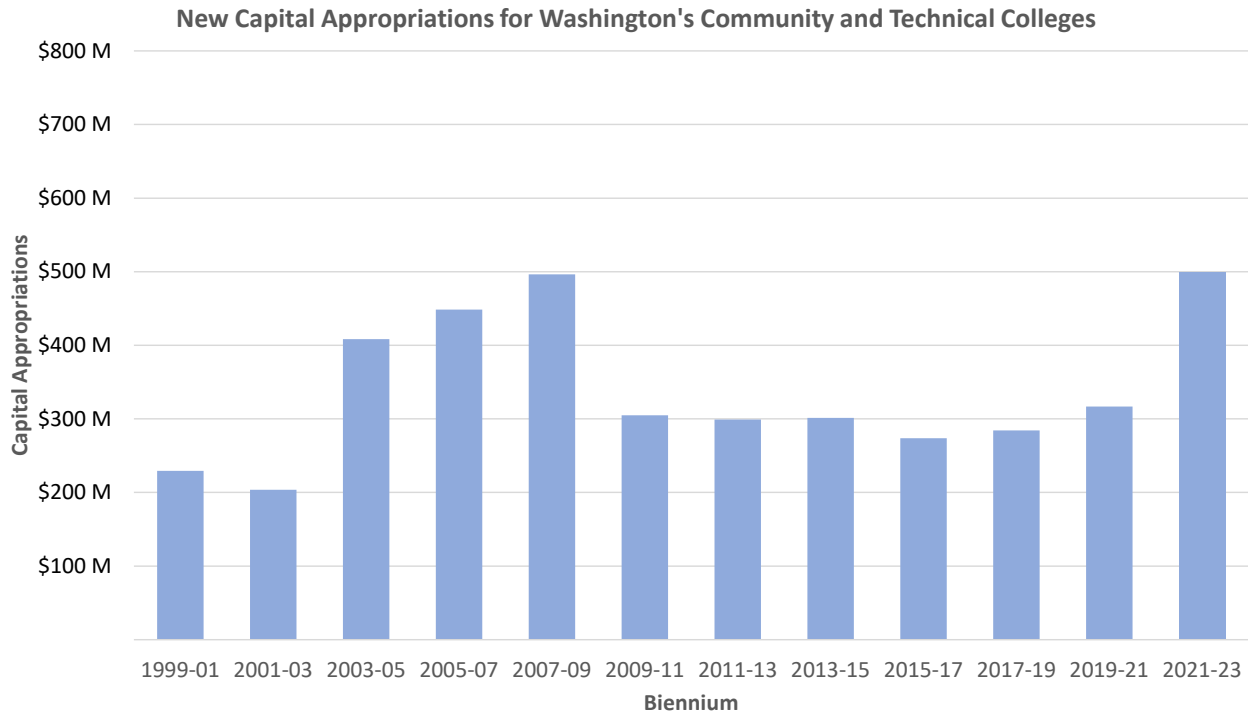


Major projects have typically taken five to ten years to be completed after entering the pipeline.

Because facilities have an expected useful life of 35 to 50 years and program needs often change much faster, the system designs buildings to be flexible and adaptable to meet future needs.

State funding for the system’s capital needs over the last 12 years has been about half the previous funding peak. The 2021-23 funding level is essential the same as the 2007-09 with much less buying power as costs grew around 4% per year.

Draft response to SHB 1080 Sec 7038 – September 30, 2021



Due to the system’s rigorous vetting and prioritization of needs, there has been a strong correlation between the average facility conditions and the overall system funding level.

Moving forward, the system prefers to use a request structure and prioritization similar to what it has had in the past. The college presidents and chancellors have provided the following guiding principles for the 2023-25 request:

- Maintain the integrity of our prioritization and request process
- Continue to use minor projects to maintain the condition of existing facilities
- Continue to fund construction of major projects in pipeline order
- Continue to use the most beneficial delivery method for each project
- Minimize or eliminate any delays due to funding once a project is started
- Obtain funding for as many of the needs in priority order each biennium

The SBCTC agrees with these guiding principles and the prioritization processes it has developed with the system.

Priorities and structure of recent capital requests

Current law and policies require the SBCTC to submit a single prioritized capital request for the State’s community and technical colleges. See existing constraints in Appendix B.

In 2003, the legislature chose to fund part of the college maintenance and operating costs from lottery revenue in the capital budget. The funding source was changed to the Building Fee collected from community and technical college students as part of tuition in 2009. Since this funding is used to pay for routine facility maintenance and utility costs it has been the system’s top priority in its capital requests.

Draft response to SHB 1080 Sec 7038 – September 30, 2021

Every other year, the SBCTC evaluates the conditions of all the college facilities. Deficiencies are identified and ranked across the system for funding consideration. Budget requests include minor project funding for repairs and minor program improvements at every college. To take care of the current facilities the minor project funding has been prioritized above major project funding.

Major projects are proposed by the colleges. The proposals can include any combination of renovation, replacement and net new space as well as major infrastructure work outside of the facilities.

The proposals are selected and prioritized for construction using comprehensive criteria developed and implemented collaboratively between the SBCTC and the colleges. When projects meet the criteria, they are added to a pipeline of major projects for the State's biennial budget cycle.

In the past, the legislature has funded major projects in phases. Consistent with legislative expectations, the SBCTC has requested funding for the design-phase of the projects in the pipeline and then requested construction-phase funding the following biennium.

In its 2021-23 request, the SBCTC requested full funding for projects that had already determined design-build was the best delivery method for the project. Consistent with system priorities, the funding for these projects was requested in construction order. These projects were prioritized in the request below the funding level provided by the legislature.

To construct projects in the order they were added to the pipeline with separate design and construction-phase funding, the design-phase requests have been woven in among the construction-phase requests such that the same level of funding that designs the project can fund its construction the next biennium.

The process of weaving in design-phase requests is based on many assumptions that do not always come to be. For example, if a design-phase request is above a construction-phase request but only half the construction-phase request is funded in the budget, the funding necessary to construct the design-phase request in the subsequent biennium will be higher than the funding level that designed it by the amount of the second-half of the construction-phase request that was partially funded. Pausing major projects and adding new categories of minor projects has also led to less than perfect results.

Despite its imperfect nature, the process of weaving in design-phase requests has minimized gaps between design and construction-phase funding. And, the system has constructed the projects in the pipeline in priority order.

The structure of the system requests has also created some tension in the legislature. For example, if a design has been previously funded, there is an interest in funding the construction so as to get the maximum value of the prior investment.

There is a matrix of the alternatives considered, how they support the objectives and align with current constraints in Appendix E. A brief description of each follows:

1) Separate ranked lists for minors, major design-phase, and major construction-phase requests

Draft response to SHB 1080 Sec 7038 – September 30, 2021

A separate ranked list for minor projects would greatly increase the possibility of some minor projects not being funded. As discussed previously, the minor projects are necessary to operate and maintain existing facilities, and as such they are a higher priority than funding for any major projects.

There is no goal to design projects other than to have the design done right before the construction is likely to be funded.

Creating separate prioritized lists of major project design and construction-phase requests is likely to create gaps between design and construction-phase funding and does not support constructing projects in the system's priority order.

2) Limit the number of major design-phase requests to the number of construction-phase requests

The approach of limiting the number of design-phase requests to the number of construction-phase requests would limit the size of future requests by the number of previously funded designs.

This would also restrict future legislatures from providing a higher level of funding for its community and technical colleges and not help the system get through its pipeline of major projects.

3) Prioritization and structure of recent requests

The priorities and structure of recent capital requests is described above.

4) Request all the funding needed for each major project in priority order below the minor projects

This could provide minor and major project funding consistent with the system's priorities and give each legislature more flexibility in deciding the level of funding for the system without the potential for losing the value of prior investments.

The structure of the request would not require any assumptions about future funding. This approach would eliminate the possibility of gaps in project funding and maintain flexibility to use any delivery method. It would also allow shorter project schedules which would lower project costs.

This approach would tie up some State bond capacity a year or two sooner than the multi-phase funding approach currently used. But this would be traded-off against getting the benefit of the individual project sooner and at a lower cost to the State.

Recommendation

The SBCTC recommends that the legislature fund major projects all at once, both design and construction-phase funding, to allow more efficient delivery of the projects with fewer unknowns.

The SBCTC will continue to demonstrate progress and compliance with legislative intent and executive orders as it allots project funding from the Office of Financial Management. See current requirements for major project allotments in Appendix F.

Appendix A – SHB 1080 Section 7038

The SBCTC for community and technical colleges shall report to the fiscal committees of the legislature by December 15, 2021, on alternative methods of prioritizing and presenting the list of requested capital projects for community and technical colleges in the 2023-2025 fiscal biennium.

This report shall take into consideration:

- a) The need to balance long term community and technical college system planning and growth management priorities;
- b) the need to balance major capital project requests for design and construction funding, given the fiscal impact of funded design projects on the state's capital budget; and
- c) the need to balance state funding between design and construction to meet the community and technical colleges' priorities.

The alternative methods included in the report may include, but are not limited to, the following concepts:

- 1) Separately ranking the following types of requests for project funding:
 - a. Requests for major projects' construction phase, including those projects for which design and construction funding are requested together to facilitate alternative public works contracting procedures pursuant to chapter 39.10 RCW;
 - b. requests solely for the design phase of major projects; and
 - c. requests for minor works funding; and
- 2) Requiring that the number of major project funding requests that are solely for the design phase may not exceed the number of major projects funding requests that include funding for the construction phase.

Appendix B – Existing Constraints

- 1) Prepare a **single budget**... and submit this budget to the Governor...
RCW 28B.50.090(1) <https://app.leg.wa.gov/RCW/default.aspx?cite=28B.50.090>
- 2) Capital budget outlines for the two-year institutions shall be submitted to the office of financial management by August 15th of each even-numbered year, and shall include the **prioritized ranking** of the capital projects being requested, a description of each capital project, and the amount and fund source being requested.
RCW 28B.77.070(2)(a) <https://apps.leg.wa.gov/RCW/default.aspx?cite=28B.77.070>
- 3) Additionally, the two-year institutions shall include the SBCTC of Community and Technical Colleges' **prioritized ranking** of the capital projects.
OFM Capital Budget Instructions section 2.3
<https://ofm.wa.gov/sites/default/files/public/budget/instructions/capital/2021-23/2021-31CapitalBudInst.pdf>
- 4) Agencies must **prioritize each capital project** in the 10-year capital plan by need and contribution to the goals, objectives, strategies and activities in the agency's strategic plan.
OFM Capital Budget Instructions section 3.1
<https://ofm.wa.gov/sites/default/files/public/budget/instructions/capital/2021-23/2021-31CapitalBudInst.pdf>

Appendix C – WACTC Charge

Business Affairs Commission should assist in the SBCTC's development of the report to the legislature called for in Section 7038 of SHB 1080. Explore the benefits and drawbacks to alternative methods for prioritizing and presenting the system's 2023-25 capital budget request relative to the following guiding principles for the request:

- a) Guiding principles for the 2023-25 community and technical college capital request
- b) Maintain the integrity of our prioritization and request process
- c) Continue to use minor projects to maintain the condition of existing facilities and
- d) infrastructure
- e) Continue to fund construction of major projects in pipeline order
- f) Continue to use the most beneficial delivery method for each project
- g) Minimize or eliminate any delays due to funding once a project is started
- h) Obtain funding for as many of the needs in priority order each biennium

The report should consider the alternatives described in SHB 1080, what has been done in the past, and other alternatives that may benefit the system. BAC should provide progress updates and final recommendations for the report prior to December 2021 WACTC capital meeting. BAC should participate in work sessions regarding the report as needed during the 2022 legislative session.

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Appendix D – Timeline

April 23, 2021		proviso introduced (Sec. 7048 of SHB 1080)
May 18, 2021		Governor signed SHB 1080
June 07, 2021		WACTC principles for comparing alternatives
June 08, 2021		SB staff discuss expectations with OFM and leg staff
July 22, 2021		WACTC charges to commissions
September 01, 2021		BAC and SB task force - evaluate alternatives
September 07, 2021		SB staff strategy discussion
September 30, 2021		BAC and SB task force - review first draft
October 07, 2021		Joint WACTC Capital and Legislative committee review draft report and strategy discussion
October 15, 2021	*	outreach to key legislators
October 20, 2021		SBCTC discuss report alternatives
October 27, 2021	*	BAC and SB task force
November 15, 2021		OFM requested draft
December 01, 2021		SBCTC adopt report
December 02, 2021	*	WACTC recommend final report to SB
December 15, 2021		due to legislative fiscal committees
January 24, 2022	*	presentation to House Capital committee
January 27, 2022	*	presentation to Senate Ways & Means
March 11, 2022	*	end of 2022 session
September 15, 2022	*	2023-25 capital budget request due to OFM

* tentative dates

Appendix E – Evaluation Matrix

Methods	Ranking of Considerations			Total	Method is consistent with existing law or policy? Constraint			
	A	B	C		1	2	3	4
1 separately ranking construction, design and minor funding requests	-1	1	-1	-1	Yes	No	No	No
2 limiting design-phase requests to the number of construction-phase requests	-1	1	-1	-1	Yes	Yes	Yes	Yes
3 ranking minors above majors and the next phase needed for majors such that they are constructed in priority order (current method)	1	-1	1	1	Yes	Yes	Yes	Yes
4 ranking minors above majors and the requesting all the funding needed for major projects in priority order	1	1	1	3	Yes	Yes	Yes	Yes

Ranking

- 1: detracts from objective
- 0: no impact on objective
- 1: supports objective

Considerations

- A The need to balance long term community and technical college system planning and
- B The need to balance major capital project requests for design and construction funding,
- C The need to balance state funding between design and construction to meet the

Constraints

1 Prepare a single budget... and submit this budget to the Governor...	RCW 28B.50.090(1)	https://app.leg.wa.gov/RCW/default.aspx?cite=28B.50.090
2 Capital budget outlines for the two-year institutions shall be submitted to the office of financial management by August 15th of each even-numbered year, and shall include the prioritized ranking of the capital projects being requested, a description of each capital project, and the amount and fund source being requested.	RCW 28B.77.070(2)(a)	https://apps.leg.wa.gov/RCW/default.aspx?cite=28B.77.070
3 Additionally, the two-year institutions shall include the State Board of Community and Technical Colleges' prioritized ranking of the capital projects.	OFM Capital Budget Instructions section 2.3	https://ofm.wa.gov/sites/default/files/public/budget/instructions/capital/2021-23/2021-31CapitalBudInst.pdf
4 Agencies must prioritize each capital project in the 10-year capital plan by need and contribution to the goals, objectives, strategies and activities in the agency's strategic plan.	OFM Capital Budget Instructions section 3.1	https://ofm.wa.gov/sites/default/files/public/budget/instructions/capital/2021-23/2021-31CapitalBudInst.pdf

Appendix F – SBCTC’s 2021-23 Major Project Allocation Notes

General

Funding for Major Projects is usually appropriated over two biennia. The design phase funding usually includes everything necessary to get the project ready to bid; short of building permits, printing bid documents and advertising for the bid. The law allows 10% of the Artwork set-aside to be spent during design. The construction phase funding is for the balance of the project costs including the remaining design consultant costs.

For example, construction phase funding usually includes the portion of A/E Basic Services for bidding and Construction Administration, or 31% of the Basic Service fees, as well as the Other Services for Construction Administration.

To assure compliance with the legislative intent, State laws, and OFM policies, the appropriations for major projects are allotted based on progress:

Project Cost Element (C-100 tab)	Requirement for Allotment
Consultant services for Predesign (B.1) Artwork (E) College Project Management (F)	None
Acquisition (A)	Purchase and sale agreement
Basic and Extra Services prior to bid and portion of Design Contingency (B.2, 3 and 5) Other Costs (G)	Approval of Predesign
Basic and Extra Service for bid and construction administration (B.4) Remaining Design Contingency (B.5) Construction Contracts w/ Sales Tax and Construction Contingency (C)	Bid results and supporting documents (<i>see details below</i>)
Equipment w/ Sales Tax (D)	Item descriptions and costs

The supporting documents needed for construction allotments vary by public work delivery method:

Design-Bid-Build	General Contractor / Construction Manager	Design-Build
Bid Tab with engineer's estimate and justification for selected alternates	Negotiated Total Cost and justification for selected alternates	Guaranteed Maximum Price and justification for selected alternates
Recast budget to demonstrate how construction cost fits within project budget	Recast budget to demonstrate how construction cost fits within project budget	Recast budget to demonstrate how design and construction costs fit within project budget
Value Engineering report	Value Engineering report	Value Engineering report (<i>may be submitted later or omitted with OFM's permission</i>)
Constructability Review	Constructability Review (<i>may be omitted with OFM's permission</i>)	Constructability Review (<i>may be submitted later or omitted with OFM's permission</i>)

Appendix F – SBCTC’s 2021-23 Major Project Allocation Notes

LEED checklist	LEED checklist	LEED checklist <i>(may be submitted later with OFM’s permission)</i>
OFM Life Cycle Cost Tool	OFM Life Cycle Cost Tool	OFM Life Cycle Cost Tool <i>(may be submitted later with OFM’s permission)</i>
Most recent correspondence with DAHP and local tribes to demonstrate compliance with Executive Order 21-02		

Design Phase appropriations

Predesign

The method of project delivery is usually established during the predesign process. Options include Design-Bid-Build, Design-Build, and GC/CM. The project budget must fit within approved funding level regardless of the delivery method used.

As soon as the capital budget is approved in the new biennium, SBCTC will request Predesign funds based on the C-100 budget corresponding to the approved capital budget request. Additionally, the college can request 10% of the Artwork and 69% of Project Management budget amounts for use during predesign.

The outcome of this funding is to provide a completed predesign report to SBCTC for review and submission to OFM for approval. The submitted predesign must meet OFM’s Predesign Checklist in effect at the time the funds are requested. The predesign manual for projects with design funding first appropriated in the 2021-23 budget is the June 2020 version here - <https://ofm.wa.gov/budget/budget-instructions/capital-budget-instructions>

Life Cycle Cost Tool

Instructions and current forms for OFM’s life cycle cost tool are available here - <https://ofm.wa.gov/budget/budget-instructions/budget-forms>

This model is to be initially submitted with the predesign and then updated with more detail before bid and again, after occupancy.

Remaining Design Funds

Once OFM has approved the predesign and issued an approval letter, SBCTC will request the remaining design phase allotment from OFM. The college may use these funds only after OFM has released them. Unspent major project appropriations are eligible to be re-appropriated if the project has made satisfactory progress.

Construction Phase appropriations

Construction

Construction phase funding for the remaining Consultant Costs, Other Costs, and Project Management can be allotted from OFM and allocated to the college as soon as we have a budget showing how the project can be completed within the available funding. The remaining Construction phase funding can be allocated as progress is made and additional information is provided. Please see the table of supporting documents needed for construction allotments above.

Appendix F – SBCTC’s 2021-23 Major Project Allocation Notes

Furniture, Fixtures, and Equipment

A separate request for furniture, fixtures, and equipment is required during the construction phase. It is preferred to submit one complete list, but if there are items with long lead-time or acquisition needs to be phased, partial requests may be submitted.

The FF&E list needs to be itemized with manufacturer, part number, cost, and if possible, a website link to the product description. A tool to help you gather this information is here - [FF&E Template](#). You may also submit vendor proposals that list the items, costs, and total bid price. Not all equipment is eligible for capital funding. Guidelines can be found in Chapter 4 of the current capital budget request instructions at the link above. Colleges submit the draft equipment list to SBCTC for review. The SBCTC will help the college refine the list to be consistent with OFM requirements. The SBCTC will then submit the equipment list to OFM for approval. Once approved by OFM, the funds are available to the college for expenditures.

DRAFT

REGULAR ITEM

October 21, 2021

Tab 7

Cybersecurity

Brief Description

There is a severe shortage of cybersecurity professionals, putting digital privacy and infrastructure at risk. Future workforce needs are further impacted by variables such as anticipated industry growth, emerging technologies, and personnel retirements. Demand for emerging technology skills and experiences continue to grow as employers across industries pursue digital transformation strategies. Over the past five years, job posting volume surged 190 percent, as employers sought skills and expanded roles in areas such as emerging infrastructure, emerging hardware, artificial intelligence, data, and next-generation cybersecurity.

The shortage of cybersecurity workers exists across the nation, but it is even more pronounced in Washington State. According to CyberSeek.org, a project supported by the National Initiative for Cybersecurity Education with a goal of helping close the cybersecurity skills gap, Washington State this year has 24,190 individuals employed in the cybersecurity workforce, but there are nearly 10,000 cybersecurity job openings. The supply of workers in Washington is classified as “very low” with a supply/demand ratio of 2.4, compared to 2.1 nationally (see attachment A).

Washington community and technical colleges are well positioned to reduce this cybersecurity workforce shortage through the cybersecurity associate and bachelor degrees offered in the college system, and through the national leadership offered by the National Cybersecurity Training & Education (NCyTE) Center at Whatcom Community College. This capacity building of cybersecurity programs is one focus of the State Board’s supplemental budget request in the 2022 legislative session.

How does this item link to the State Board’s Strategic Plan?

In June 2020, the State Board adopted its strategic plan focused on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. The three goals are supported by five strategies and associated actions to help the college system achieve those goals. The third strategy focuses on enrollment: Enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security. The expansion of cybersecurity pathways will encourage greater student enrollment in these programs by providing equitable access for students throughout the state.

Background information and analysis

While Washington State is experiencing a shortage of cybersecurity-trained professionals to fill available jobs, the gap exists not because of a lack of interest among prospective employees but because of a shortage of education and training opportunities. Colleges and universities do not have the capacity to teach enough people to keep up with employer demand. In the last year, Washington State saw increases in the number of people employed in the technology industry and in its economic impact to the state. According to the CompTIA-Cyberstates 2021 research report, Washington State gained 5,222 technology jobs between 2019 and 2020, third in the nation behind Texas and California (see attachment B). The report also ranks Washington State as first in the country for technology's economic impact as a percent of the state's economy at 23 percent of our state's gross domestic product, a \$121.1 billion industry.

To respond to the growing demand for cybersecurity workers, Washington State's community and technical college system is proposing to expand cybersecurity program offerings by an additional 500 full-time equivalent student enrollments. These graduates will contribute to filling cybersecurity specialist positions beginning as early as 2023.

Washington State's community and technical colleges are an important part of the solution to cybersecurity workforce shortages. Our colleges offer certificates, associate, and applied bachelor's degrees leading directly to entry-level jobs in cybersecurity, as well as transfer pathways to programs at universities. In 2019-20, the college system enrolled more than 2,600 students in 30 cybersecurity programs across the state. Of those, 1,900 enrollments were in associate-level programs, and 623 in applied bachelor's degree programs.

We know current capacity is not enough to meet the demands of employers in a broad range of industry sectors across the state. Throughout the recession caused by the COVID-19 pandemic, industry demand fueled an enrollment increase of 15 percent in cybersecurity programs. This increase came despite an enrollment decline in professional-technical programs statewide. In addition to the known program capacity shortages, nearly all colleges report having waiting lists for their cybersecurity programs.

Community and technical colleges are on the cutting edge of cybersecurity education. One leading example of this cybersecurity prowess is Whatcom Community College's cybersecurity program. In late August, Whatcom Community College's president, Dr. Kathi Hiyane-Brown, represented all community and technical colleges in the country at a White House Summit on National Cybersecurity (see attachment C). Whatcom Community College was recognized because of its leadership in co-founding the National Cybersecurity Training & Education (NCyTE) Center. The Center advances cybersecurity education in the United States by investing in technological innovation, resources, professional development, and tools to support faculty, colleges and universities, and the workforce pipeline of tomorrow (see Attachment D).

Dr. Hiyane-Brown and her staff will make a presentation at the Board meeting on the national role of their cybersecurity center.ⁱ

Potential questions

- What other ways can programs like WCC's Cybersecurity program engage with local businesses to create pathways for our graduates?
- How are college cybersecurity programs encouraging students of color to enroll in their programs?

Recommendation/preferred result

Engage in discussion with Dr. Kathi Hiyane-Brown about Whatcom Community College's center for cybersecurity and how to grow capacity for cybersecurity education programs throughout the state.

Policy Manual Change Yes No

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Kathi Hiyane-Brown, President, Whatcom Community College
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Corrinne Sande, PI for the NSF, ATE grant award

<https://www.ncyte.net/about-us/about>

REGULAR ITEM

October 21, 2021

Tab 8

Legislative update

Brief Description

The board will be updated on the 2022 legislative agenda and priorities in preparation for Board action at the December Board meeting.

How does this item link to the State Board's Strategic Plan?

Identifying possible changes to state law that result in improved service delivery to students supports four system goals:

- **Enrollment, Completion and Equity:** When legislative goals are met, community and technical colleges have the resources to maintain open doors and promote student success to completion.
- **Advocacy:** To accomplish the college system legislative goals, State Board members, staff, and system leaders are engaged with the legislature and policy makers to support colleges in promoting student success.

Background information and analysis

The primary focus entering the 2022 legislative session is a sustainable operating budget for the college system, the capital budget request, and legislation supporting Basic Education for Adults.

As COVID-19 continues to widen economic and racial divides, our community and technical colleges are uniquely positioned to build a healthy and inclusive economy—to pull people and businesses through this crisis stronger than they were before. We educate students of all ages and backgrounds for real-time job opportunities and upskill workers for businesses as they rebound from the pandemic. Our 2022 supplemental operating budget request will help Washingtonians in local communities recover and thrive, especially those most affected by the pandemic.

Investing in capital projects at community and technical colleges stimulates local economies across Washington. The projects will create healthy and safe facilities where people of ages and backgrounds can learn skills for a changing job market. The 2022 supplemental capital request asks the legislature to fund the remainder of the SBCTC capital project list from the 2021 biennial request.

For the sixth year the State Board office will have two legislative interns. Working with student services staff on college campuses, outreach is underway to recruit community and technical college students interested in this unique opportunity. Students will contribute to the college system's legislative efforts by tracking legislation, testifying on bills, and informing fellow students across the state throughout the legislative session.

The 60-day legislative session will begin on Monday, January 10.

Policy Issues

State Board request legislation:

In 2016 and again in 2017 the community and technical colleges system requested legislation to require the Caseload Forecast Council to forecast the number of state residents, ages 25 to 44, who do not have a high school diploma or credential, and the number of students expected to enroll in basic education for adult courses at community and technical colleges. The bills had initial hearings but did not move through the fiscal committees in either legislative chamber.

The pandemic has exposed a need now, more than ever, to serve those Washingtonians who lack basic skills and credentials. Current estimates show over 600,000 adults in our state lack a High School diploma or equivalent. Our request to the legislature for 2022 is to reconsider this legislation and include adults 18-44 in the caseload forecast.

Other issues in the 2021 legislative session for discussion:

- Budget priorities
 - Operating Budget – Five decision packages submitted to the Office of Financial Management
 - Increase cybersecurity education
 - Financial aid outreach
 - Expand services for homeless students
 - Integrate climate solutions into curriculum and practice
 - Refugee education
 - Capital Budget
 - \$292,376,000 supplemental capital request
- Apprenticeship reform
 - State Board staff has been engaged with legislators and other stakeholders to discuss ways to expand apprenticeship pathways for Washington’s workforce needs
- Dual Credit
 - State Board staff has been engaged with legislators and other stakeholders to discuss improving access to College in the High school and Running Start

Potential questions

- Does the State Board have feedback or questions about legislative issues and progress towards meeting college system legislative goals?

Recommendation/preferred result

The State Board is asked to provide feedback on legislative issues in preparation for action on the Board’s legislative agenda in December.

Policy Manual Change Yes No

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REGULAR ITEM (RESOLUTION 21-10-54)

October 21, 2021
Tab 9

Allocation Methodology for Faculty Conversions in E2SSB 5194

Brief Description

Last session the Legislature passed E2SSB 5194, a complex bill related to diversity, equity and inclusion efforts. Section 5 of the bill provided for 200 additional full-time faculty, to be accomplished by converting part-time positions to full-time positions. The \$5.4 million in new funds begin next fiscal year on July 1, 2022. In order to begin the planning process for these new positions, the details of the allocation must be available to colleges as soon as possible.

How does this item link to the State Board's Strategic Plan?

Student outcomes and success, especially for first-generation, underserved students may be significantly improved by increasing the number of full-time faculty at our colleges. These positions will be included in each district's diversity, equity and inclusion strategic plan.

Background information and analysis

Business officers and presidents have considered several allocation methods for the \$5.4 million and 200 faculty conversions beginning next fiscal year. Typically, the system uses metrics that reflect Legislative intent and consider the difference in district size. In these deliberations, faculty size, the share of part-time faculty and the share of historically underrepresented students of color were explored. Both business officers and presidents strongly supported a hybrid approach blending faculty size and share of historically underrepresented students of color. This approach was selected to honor the intent of the E2SSB 5194 –to diversify college faculty in order to improve outcomes for historically underrepresented students of color. The 200 conversions were funded by the Legislature at \$27,000 each. This allocation method distributes the 200 conversions in whole numbers and increments of \$27,000 to maintain consistent expectations and funding levels at each district. Details by colleges are displayed on the following page, followed by the relevant bill language.

In summary, college system presidents, business officers and State Board staff recommend that \$5.4 million for 200 faculty conversions be distributed based on two metrics – 50% based on share of faculty FTE and 50% based on share of historically underrepresented students of color (state-funded).

Potential questions

- How is the diversity equity and inclusion planning process at colleges being impacted by E2SSB 5194?
- How is the current environment influencing these faculty conversions?

Recommendation/preferred result

Staff recommends passage of Resolution 21-10-54.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, operating budget director
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Recommendation to the State Board		
50% HUSOC		
50% Faculty FTE		
3-year average (2017-18 to 2019-20)		
State Funded	200	Funded at
	Conversions	\$27K each
Colleges		
Bates	4	108,000
Bellevue	12	324,000
Bellingham	2	54,000
Big Bend	3	81,000
Cascadia	3	81,000
Centralia	3	81,000
Clark	9	243,000
Clover Park	6	162,000
Columbia Basin	9	243,000
Edmonds	7	189,000
Everett	8	216,000
Grays Harbor	2	54,000
Green River	9	243,000
Highline	11	297,000
Lake Washington	4	108,000
Lower Columbia	3	81,000
Olympic	7	189,000
Peninsula	2	54,000
Pierce	10	270,000
Renton	5	135,000
Seattle Central	9	243,000
Seattle North	5	135,000
Seattle South	5	135,000
Shoreline	7	189,000
Skagit Valley	6	162,000
South Puget Sound	5	135,000
Spokane	9	243,000
Spokane Falls	5	135,000
Tacoma	7	189,000
Walla Walla	4	108,000
Wenatchee Valley	5	135,000
Whatcom	4	108,000
Yakima Valley	10	270,000
	200	5,400,000

31 NEW SECTION. **Sec. 5. TENURE-TRACK FACULTY.** (1) The legislature
32 recognizes that student outcomes and success, especially for first
33 generation, underserved students, may be significantly improved by
34 increasing the number of full-time faculty at community and technical
35 colleges.

36 (a) The legislature's goal is that community and technical
37 colleges increase the numbers of full-time tenured positions by
38 adding 200 new full-time tenure-track positions in the 2021-2023
39 fiscal biennium.

p. 5

E2SSB 5194.SL

1 (b) This goal is best accomplished through converting part-time
2 faculty positions to full-time tenure-track positions and by hiring
3 new full-time faculty through processes identified in each college's
4 diversity, equity, and inclusion of all races strategic plan
5 described in section 3 of this act. If specific funding for the
6 purpose of conversion assignments proposed in this section is not
7 provided in the omnibus appropriations act, the conversion
8 assignments proposed must be delayed until such time as specific
9 funding is provided.

10 (c) The college board must collect data and assess the impact of
11 the 200 additional full-time tenure-track faculty on student
12 completion rates. The college board must convene representatives of
13 faculty, staff, and administration to report on outcomes as a result
14 of increasing full-time tenure-track faculty. In consultation with
15 representatives of faculty, staff, and administration, the college
16 board must make recommendations about future steps to increase full-
17 time tenure-track faculty that incorporate faculty diversity and
18 historically underserved communities. The college board must report
19 the results of its assessment, along with next step recommendations,
20 to the legislature by December 15, 2023. The college board shall
21 conspicuously post on its website and include in the report
22 definitions for key terms including: Diversity, equity, inclusion,
23 culturally competent, culturally appropriate, historically
24 marginalized communities, communities of color, low-income
25 communities, and community organizations.

26 (2) This section expires July 1, 2024.

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 21-10-54

A resolution relating to the allocation of 200 faculty conversions provided for in section five of E2SSB 5194:

WHEREAS, the enacted E2SSB 5194 provided for 200 faculty conversion across the system, and;

WHEREAS, those conversions are funded beginning in Fiscal Year 23 at \$27,000 each, for a total of \$5.4 million in new funding.

WHEREAS, those conversions are to be part of each district's diversity, equity and inclusion strategic plan, and;

WHEREAS, the community and technical college system has an ongoing mission to respond to student and community needs, and;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the Director to allocate funds to districts as outlined in Appendix A.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments to this action, including any necessary changes to the State Board's Policy Manual, as necessary, for actions taken by the Governor, Legislature, data corrections, externally imposed restrictions or guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on October 21, 2021

Attest

Jan Yoshiwara, Secretary

Phyllis Gutierrez Kenney, Vice Chair