



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

May 4

Study Session

In-Person Location:

1300 Quince Street SE, 4th Floor, Cascade Rooms
Olympia, WA 98504

Zoom Info:

<https://us02web.zoom.us/j/83166976332?from=addon>

Meeting ID: 831 6697 6332

One tap mobile: +12532158782,,83166976332# US (Tacoma)

12:00 p.m.

Lunch Available

12:30 p.m.

Welcome and Board Member Introductions

Jay Reich, Chair

12:35 p.m.

Baccalaureate Degree Quarterly Update and Statements of Need

Valerie Sundby, Director of Transfer

Scott Copeland, Associate Director, Campus Support

Tab 1
(Discuss)

1:15 p.m.

Strategic Plan Metrics

Summer Kenesson, Interim Director of Policy Research

Tab 2
(Discuss)

2:15 p.m.

Break

2:20 p.m.

Strategic Plan Update – Diversity, Equity, and Inclusion

Ha Nguyen, Director of Diversity, Equity, and Inclusion

Tab 3
(Discuss)

3:50 p.m.

Executive Director Search Update

Crystal Donner, Search Advisory Committee Chair

Julie Huss, Director of Human Resources

(Discuss)

4:10 p.m.

Implicit Bias Training

Ha Nguyen, Director of Diversity, Equity, and Inclusion

Tab 4
(Discuss)

5:10 p.m.

Adjournment

5:30 p.m.

Social Dinner

Location TBD

May 5

Regular Meeting

In-Person Location:

1300 Quince Street SE, 4th Floor, Cascade Rooms
Olympia, WA 98504

Zoom Info:

<https://us02web.zoom.us/j/87893468118?from=addon>

Meeting ID: 878 9346 8118

One tap mobile: +12532158782,,87893468118# US (Tacoma)

8:30 a.m.

Breakfast Available

9:00 a.m.

Welcome and Introductions

9:05 a.m.

Establish a Quorum and Adopt Meeting Agenda

Action

9:07 a.m.

Adoption of Consent Agenda

Tab 5
(Action)

- a. Bellevue College BAS in Business Management and Technology
Resolution 22-05-11
- b. Columbia Basin College BAS in Community Health
Resolution 22-05-12
- c. Green River College BS in Nursing
Resolution 22-05-13
- d. Lake Washington BAS in Applied and Human Resource Management
Resolution 22-05-14
- e. North Seattle College BAS in Computer Science
Resolution 22-05-15
- f. Spokane Falls BAS in Integrated Behavior Health
Resolution 22-05-16
- g. Shoreline Community College BAS in Dental Hygiene
Resolution 22-05-17
- h. Skagit Valley College BAS in Product Development
Resolution 22-05-18
- i. Whatcom Community College BAS in Social Work
Resolution 22-05-19
- j. Columbia Basin College Local Expenditure, Library Remodel
Resolution 22-05-20
- k. North Seattle College Local Expenditure, Library Renovation
Resolution 22-05-21
- l. Olympic College Local Expenditure Increase, Bremerton Shop Renovation
Resolution 22-05-22
- m. Pierce College, Property Line Adjustments
Resolution 22-05-23
- n. March 2022 State Board Meeting Minutes
- o. 2022-23 State Board meeting dates
Resolution 22-05-27

9:10 a.m.

Consideration of 2023-25 Capital Budget Request
Resolution 22-05-24
Wayne Doty, Capital Budget Director

Tab 6
(Action)

9:40 a.m.	Consideration of FY 2023 Operating Budget Allocation Resolution 22-05-25 <i>Cherie Berthon, Operating Budget Director</i>	Tab 7 (Action)
10:10 a.m.	Consideration of 2022-23 Tuition and Fee Schedule Resolution 22-05-26 <i>Cherie Berthon, Operating Budget Director</i>	Tab 8 (Action)
10:30 a.m.	2023-25 Operating Budget Development <i>Cherie Berthon, Operating Budget Director</i>	Tab 9 (Discuss)
11:00 a.m.	Break	
11:10 a.m.	Labor Report	
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.	Public Comment	
11:45 a.m.	Executive Director Report <i>Jan Yoshiwara, Executive Director</i>	
12:15 p.m.	Board Discussion <ul style="list-style-type: none"> • <i>Appointment of nominating committee for 2022-23 State Board chair and vice chair.</i> 	Discuss
12:30 p.m.	Adjourn – Next Meeting, June 29-30, 2022 ~ Pierce College Fort Steilacoom	

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

May 4, 2022

Tab 1

Bachelor Degree Quarterly Update and Statements of Need Presentation

Brief Description

The community and technical college system has been offering Bachelor of Applied Science degrees for more than fifteen years. Almost every college in the system offers at least one bachelor of applied science, with many colleges offering multiple bachelor degree pathways. This past year, the college system achieved another milestone in bachelor degree offerings—the ability for the State Board to authorize colleges to offer Bachelor of Science in Computer Science degrees (SSB 5401). While the vast majority of the bachelor degrees offered in the college 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. Community and technical colleges 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.

To date, the State Board has approved over 130 applied bachelor degree programs at 32 colleges, and one Bachelor of Science in Computer Science degree program at Bellevue College. Substitute Senate Bill 5401 authorizing all community and technical colleges to offer Bachelor of Science in Computer Science degrees passed and was signed into law in Spring 2021. In the 2020-21 academic year, there were 4,855 FTES in baccalaureate programs representing 4.7 percent of state support FTES in the college system. This represents a baccalaureate FTE increase of 9 percent over the previous year (See Appendix A for bachelor’s 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 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 baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor level degrees, 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 for bachelor level 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 for proposed Statements of Need

In August 2021, State Board members supported change in the approval process for bachelor degrees to reflect the expanded authority provided in SSB 5401. State Board staff will continue to work with colleges proposing bachelor degrees for consistency with approval criteria established by Board policy. Staff will provide quarterly updates to the Board 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 Statement of Need meets the board's criteria for bachelor of degree proposals, no board action is required on Statements of Need:

Background information and analysis

a.) AppConnect Northwest Consortium- Proposed Bachelor of Science in Computer Science

The AppConnect Northwest consortium is composed of seven colleges working collaboratively to propose a new Bachelor of Science Degree in Computer Science. Consortium colleges include Cascadia College, Centralia College, Edmonds College, Green River College, Lake Washington Institute of Technology, Renton Technical College, and Skagit Valley College. The colleges in the AppConnect Northwest consortium have a four-year history of collaborating on curriculum development and industry partnerships that has proven to create more opportunities for students. This consortium developed as part of a National Science Foundation grant to educate industry on the Bachelor of Applied Science degree in Software and Application Development. Through this collaboration, the seven colleges have found a variety of best practices that have helped the development of new degrees, strengthened faculty connections, and have gotten more access to industry.

In 2021 - fifteen years after the first BAS - the Washington State Legislature passed Senate Bill 5401, which allows community and technical colleges to award both a Bachelor of Science in Computer Science and Bachelor of Applied Science in Computing and Software Development. The faculty of the AppConnect Northwest consortium stated concerns about their current Bachelor of Applied Science in Software and Application Development degree becoming a second-rate option for students and employers. Faculty recognized that there would be crossover in curriculum and potential job opportunities; but it was also important to define the educational and career paths of each degree to verify that students choose the right path for them. With the history and experience already established in the AppConnect Northwest consortium, the idea came to explore this new opportunity to create a Bachelor of Science in Computer Science degree as a consortium. Creating this degree as a consortium would allow colleges to be supported in their missions, share faculty, have more resources and expertise to resolve issues, and provide opportunities to students. This consortium will also work to see how the existing Bachelor of Applied Science and the new Bachelor of Science in Computer Science programs can collaborate by creating crossover in curriculum and developing clear pathways for each degree to define the differences without creating a hierarchy between the degrees.

The proposed Bachelor of Science in Computer Science degree will have many key features that set it apart from existing degrees in the state:

- **Exceptional faculty** – Each participating institution has identified experienced computer science faculty to participate in the construction of this degree. Working in a consortium, faculty will have the opportunity to collaborate on projects, share resources and best practices, and resolve any program issues as they come up. Class sizes are small, giving students more interaction and support from faculty.
- **Flexible program design** – This Bachelor of Science in Computer Science will utilize multiple modalities to create learning opportunities that will be beneficial to a broad range of students.
- **Extensive Student Support Services** – As community and technical colleges, the participating colleges are experienced in serving non-traditional student populations. Each campus has programs and services that can offer financial, academic and personal support services. Several of the AppConnect NW colleges are currently supporting Bachelor of Applied Science in Software Development students with a robust mentorship program, Mentors in Tech. This program, established by Microsoft Teams founder Kevin Wang, serves to support students from non-traditional IT programs in successfully securing internships and jobs through guidance and interview preparation. The colleges plan to offer this same level of support to Bachelor of Science in Computer Science students.

The colleges represented in AppConnect Northwest have forged an innovative partnership to build a new degree program that meets the needs of students and employers alike. Their collaborative approach leverages resources from around the community and technical college system and will serve as a model for future program development.

Potential questions

- Does the college proposal for bachelor degree meet the vision, mission, and goals of their respective college?
- Does the proposed bachelor degree serve the current and future needs of the colleges' region and the state?
- Does the proposed bachelor degree support the State Board goals and policy focus?

Recommendation/preferred result

Staff will provide a brief overview of the bachelor's degree proposal. Board members will have an opportunity to discuss the bachelor degree proposal with college representatives in the context of meeting college and system goals.

Policy Manual Change Yes No

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Appendix A

Bachelor Degree Completion Status – as of Spring 2022 <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	Gradates 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 Spring 2022

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia	Edmonds	Everett	Grays	Green River	Highline	Lake	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Stagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley					
Business Management																																				
Accounting with International Accounting									✓							✓																				
Applied Accounting	✓																																			
Applied Management Human Resource														✓																						
Business Management	✓		✓	✓	✓	✓		✓				✓						✓	✓				✓		✓		✓				✓	✓				
Digital Marketing	✓																																			
Global Trade and Logistics													✓																							
Hospitality Management																								✓												
International Business																						✓														
Management and Entrepreneurship														✓																						
Marketing and Entrepreneurship												✓																	✓							
Operations Management		✓					✓																													
Organizational Management											✓				✓		✓																			
Project Management								✓																												
Residential and Commercial Property Management																	✓																			
Transportation, Logistics, Supply Chain														✓																						
Workforce and Trades Leadership																								✓												
STEM Fields																																				
Advanced Manufacturing and Materials Engineering									✓																											
Aeronautical Science												✓																								
Agricultural Systems																												✓							✓	
Engineering Technology		✓																			✓												✓			
Environmental Conservation																							✓													
Forest Resource Management											✓	✓																								
Molecular Biosciences	✓																																			
Product Development																							✓													
Sustainable Building Technology																								✓												
Sustainable Practices				✓																																
Health Care, Wellness, and Safety																																				

Bachelor Degree Offerings by Program / by College Spring 2022

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia	Edmonds	Everett	Grays	Green River	Highline	Lake	Lower	North	Olympic	Peninsula	Pierce	Renton	Seattle	Shoreline	Skagit	South	Spokane	Spokane	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 Spring 2022

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia	Edmonds	Everett	Grays	Green River	Highline	Lake	Lower	North	Olympic	Peninsula	Pierce	Renton	Seattle	Shoreline	Skagit	South	Spokane	Spokane	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 Spring 2022



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**State Board for Community and Technical Colleges
May 4-5 2022**

Statement of Need

**Bachelor of Science
Computer Science**

*APPCONNECT NORTHWEST CONSORTIUM:
CASCADIA COLLEGE, CENTRALIA COLLEGE, EDMONDS COLLEGE, GREEN RIVER
COLLEGE, LAKE WASHINGTON INSTITUTE OF TECHNOLOGY, RENTON TECHNICAL
COLLEGE, SKAGIT VALLEY COLLEGE*

TABLE OF CONTENTS

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Cover Page – Statement of Need

Program Information

Institution Name: Cascadia College, Centralia College, Edmonds College, Green River College, Lake Washington Institute of Technology, Renton Technical College, and Skagit Valley College

Degree Name: Bachelor of Science in Computer Science

CIP Code: 110701

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: Application Development AAS Centralia College

CIP Code: 110201

Year Began: 04/26/2018

Degree: Computer Science AAS- Renton Technical College

CIP Code: 110701

Year Began: 08/01/2019

Degree: Computing and Software Development AAS- Lake Washington Institute of Technology

CIP Code: 110201

Year Began: 09/26/2019

Proposed Start Implementation Date (i.e. Fall 2023):

Projected Enrollment (FTE) in Year One: 37 Students

Projected Enrollment (FTE) by Year Three: 100 Students

Funding Source: State FTE

Mode of Delivery

Multi Campus Delivery: Cascadia College, Centralia College, Edmonds College, Green River College, Lake Washington Institute of Technology, Renton Technical College, and Skagit Valley College

Distance Learning: Some lectures may be hybrid, online, or both.

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Statement of Need

Contact Information (Academic Department Representative)

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Chief Academic Officers signatures

The Statement of Need must be signed. To sign, double click on the signature line below.



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Chief Academic Officer, Lake Washington Institute of Technology

Date 02/04/2022



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Chief Academic Officer, Centralia College

Date 03/24/2022

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Chief Academic Officer, Renton Technical College

Date 3/24/2022

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Kimberly Chapman

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Chief Academic Officer, Edmonds College

Date 3/31/2022

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Kerry Lewell

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Chief Academic Officer, Cascadia College

Date 3/30/2022

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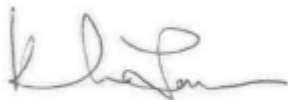


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Chief Academic Officer, Green River College

Date 3/25/2022

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Chief Academic Officer, Skagit College

Date 3/25/2022

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Criteria 1

Relationship to institutional role, mission, and program priorities.

The colleges in the AppConnect Northwest (AppConnect NW) consortium have a four-year history of collaborating on curriculum development and industry partnerships that has proven to create more opportunities for students. This consortium developed as part of a National Science Foundation grant to educate industry on the Bachelor of Applied Science (BAS) degree in Software and Application Development. Through this collaboration, the seven colleges have found a variety of best practices that have helped the development of new degrees, strengthened faculty connections, and have gotten more access to industry.

In 2021 - fifteen years after the first BAS - the Washington State Legislature passed Senate Bill 5401, which allows Community and Technical Colleges to award both a Bachelor of Science in Computer Science and BAS degree in Software and Application Development. The Faculty of the AppConnect NW consortium stated concerns about their current Bachelor of Applied Science (BAS) degree in Software and Application Development becoming a second rate option for students and employers. Faculty recognized that there would be crossover in curriculum and in potential job opportunities; but it was also important to define the educational and career paths of each degree to verify students choose the right path for them. With the history and experience already established in the AppConnect NW consortium, the idea came to explore what this new opportunity to create a Bachelor of Science in Computer Science as a consortium. Creating this degree as a consortium would allow colleges to be supported in their missions, share faculty, have more resources and expertise to resolve issues, and provide opportunities to students. This consortium will also work to see how the Bachelor of Applied Science degree in Software and Application Development and Bachelor of Science in Computer Science programs can collaborate by creating crossover in curriculum and developing clear pathways for each degree to define the differences without creating a hierarchy between the degrees.

The AppConnect NW consortium is also in process of applying to another National Science Foundation grant to continue to fund this collaborative effort. The focus of the new grant will be to continue efforts to connect students to industry, provide mentorship and internship opportunities to students, recruit and retain historically underrepresented students, and to create equitable curriculum for the Bachelor of Science in Computer Science degree. This will enable colleges to have the funds and capacity to create a Bachelor of Science in Computer Science degree that not only will provide education but also experiences, industry connections, and soft skills for students to successfully find employment.

Below you will find information on each college and why this degree is a good fit for them.

Cascadia College

Cascadia College, located in Bothell, opened in 2000 to serve the high growth areas of northeast King and southeast Snohomish counties. Located on the same campus as the University of Washington Bothell, the college serves an increasingly diverse mix of students that includes a significant population of Running Start students. The proposed Bachelor of Science in Computer Science degree will create a new pathway of interest that is in line with the needs of Cascadia's

student population.

The Cascadia College mission is that “We are the community’s college. We deliver accessible, equitable, and superior educational experiences to inspire every person to achieve their educational and career goals.” The Bachelor of Science in Computer Science degree ties into the mission by connecting students' desire for high demand, high wage educational pathways and the needs of the local employment base, a geographic region that is dominated by large and small tech companies. The proposed Bachelor of Science in Computer Science degree will also capitalize on Cascadia’s existing technology programs in web applications, web programming and mobile application development. This degree will serve a breadth of businesses across multiple sectors as the demand for computer science continues.

Centralia College

Centralia College, the oldest continuously operating community college in Washington State, is a two-year public college offering degrees and certificates in academic and professional/technical programs. Additionally, Centralia College offers basic skills and five Bachelor of Applied Science programs. Originally established in 1925 under the auspices of the University of Washington, the college services Lewis County and southern Thurston County, a rural community. The Bachelor of Science in Computer Science degree supports Centralia College’s role by aligning with efforts to raise the overall bachelor’s degree attainment rates in the region and provide a pathway for students who have earned an Associate of Applied Science (AAS) or the Computer Science DTA/MRP or related IT fields to expand their education in a field of study that is in high demand based on local economic data. Additionally, students would also benefit from enrolling in the Bachelor of Science in Computer Science degree in their first year in the four-year degree pathway, particularly students from the local K-12 districts of Centralia and Chehalis that emphasize STEM education and foster exemplary programs in those areas.

The Centralia College mission is “Centralia College is committed to student success, academic excellence, and supporting our community in an inclusive and equitable learning environment.” The Bachelor of Science in Computer Science degree supports the mission by promoting educational and career opportunities applicable to meet the needs of the rural communities Centralia College serves. Providing educational and career opportunities may positively influence the quality of life of Lewis County residents by removing barriers to education, increasing capacity for gainful employment and making sustainable livable wages, and enhancing the local economy with a skilled workforce.

The proposed Bachelor of Science in Computer Science degree will further Centralia College’s Board of Trustees goal to “develop an implementation plan for Guided Pathways that is tailored to Centralia College in order to increase completion rates and empower students to develop detailed education and career plans.” Centralia College has two Areas of Study (i.e. metamajors) that would incorporate the Bachelor of Science in Computer Science degree into their educational planning: (a) Science, Engineering, & Math and (b) Technology, Trades, & Manufacturing.

Edmonds College

Edmonds College is located in Lynnwood, Washington, serving approximately 17,000 students annually. Established in 1967, the college offers two applied baccalaureate degrees, 63 associate degrees, and 60 professional certificates. The college’s mission is simply “Teaching | Learning | Community.” Edmonds College strives to transform lives through exemplary, nationally recognized

educational and career pathways through academic excellence, student success, and community engagement. The opportunity to provide a Bachelor of Science in Computer Science degree would create a pathway for student success and meet community needs.

The Edmonds College 2021-2022 Comprehensive Plan focuses on six goals: Access, Success, Community Engagement, Capacity and Operational Excellence, Entrepreneurial Hub, and Anytime, Anywhere Education. Edmonds College has a long history of identifying academic needs within its community and addressing those needs through degrees and certificates that are closely aligned with career pathways. Focusing on increasing access in Science, Technology, Engineering, and Mathematics, Edmonds College strives to establish “baccalaureate pathways that meet our local community needs.” The college intends to continue its commitment to academic excellence and career readiness through this new Bachelor of Science in Computer Science program that meets the demands of employers and the student community.

Green River College

Green River College is an open-access, public college where students from all over the world come together to learn, grow and enrich their lives. Branch campuses, located in downtown Auburn, Kent and Enumclaw, bring the college’s unique educational experiences to local communities.

The mission of Green River is to welcome diverse local and global communities and the college is committed to meeting students where they are by providing inclusive, equitable access to innovative and comprehensive educational programs, and individualized support that empowers and prepares students to achieve their personal, educational, and career goals. The Bachelor of Science in Computer Science degree supports the mission by striving to be an equity-centered leader in higher education committed to being a destination of choice for post-secondary education.

The proposed Bachelor of Science in Computer Science degree will build upon Green River’s stated core values by providing a local institution that provides belonging, accessibility, growth and development for students of all people, reflecting the diversity of the communities that we serve.

Lake Washington Institute of Technology

Lake Washington Institute of Technology (LWTech) is the only public institute of technology in the state of Washington. Currently, LWTech offers 10 applied bachelor degrees, 35 associate degrees, and 86 professional certificates in 42 areas of study, including STEM-focused programs in Science, Technology, Engineering and Math. The proposed Computer Science Bachelor of Science degree supports this role by expanding upon the many programs offered by LWTech that directly benefit high-tech industries, both regionally and nationally.

The LWTech mission is, “To prepare students for today’s careers and tomorrow’s opportunities”. The Bachelor of Science in Computer Science degree supports this mission by preparing students for careers in the growing and evolving software industry. The need for computer science graduates is rapidly growing across a variety of businesses and industries. This is seen sharply in the Pacific Northwest where large employers like Amazon, Google and Facebook compete Bachelor of Science in Computer Science graduates. LWTech is well positioned to prepare students in this region for rewarding careers in technology.

Renton Technical College

Renton Technical College (RTC) is a nationally recognized college committed to helping its diverse student population succeed. The college's 66 percent completion rate is the highest in the state among community and technical colleges – and among the highest in the country.

RTC offers a breadth of short- and long-term career training programs, apprenticeships, college transfer options, and applied bachelor's degrees in information technology. Programs are grouped into seven Areas of Study: Advanced Manufacturing, Business Management, Culinary Arts, Health & Human Services, Information Technology, and Transportation Technology.

RTC's mission is to engage a diverse student population through educational opportunities for career readiness and advancement, serving the needs of individuals, the community, businesses, and industry. The Bachelor of Science in Computer Science degree supports this mission by expanding RTC's programmatic offerings in a high demand field that offers high wages and advancement. The Bachelor of Science in Computer Science degree will assist RTC in preparing the next generation of software developers, web designers, and database administrators.

Skagit Valley College

Skagit Valley College (SVC) is a comprehensive community college serving Skagit, Island, and San Juan Counties, as well as the northern portion of Snohomish County and southern portion of Whatcom County. SVC's service district covers a large geographical area, more than 2,000 square miles that is primarily rural and agricultural. In addition to remote islands, the district includes semi-urban populations in Mount Vernon and Oak Harbor and there are large numbers of place-bound students in the region. Skagit Valley College's mission is to cultivate student learning and achievement; contribute to the educational, personal, and economic success of students; and promote equitable and thriving communities. Consistent with this mission, one of SVC's key strategic enrollment priorities is to increase equitable pathways to high wage, high demand programs by increasing bachelor's degree offerings in the region.

SVC's Core Themes of Equity in Access, Equity in Achievement, and Equity in Community are assessed annually and reported to the Board of Trustees. The Core Theme of Equity in Access centers on providing educational programs and services to meet the needs of the local community. The Equity in Achievement Core Theme involves developing pathways for students to achieve their educational and career goals, including offering students the ability to transition from an associate degree to a bachelor degree and beyond. The addition of relevant educational programming in response to community- and industry-identified needs is in direct support of the Core Themes. A local Bachelor of Science in Computer Science degree fills a gap in the educational needs of the community and meets the affordability requirement for those seeking to attain a bachelor degree.

The college aims to have a bachelor degree that is affordable, accredited, and easily available to the populations we serve. Since no bachelor's level program in computer science is offered in the Skagit service district, the addition of this program increases access to place-bound working adults and directly addresses the strong regional interest in a diversified and growing economy.

Criteria 2

Support of the statewide strategic plans.

The State Board for Community and Technical Colleges' (SBCTC) 2010 Mission Study includes long-term needs analyses for priority areas: economic demand, student success, and innovation. The proposed Bachelor of Science in Computer Science will support each of the priority areas in the following ways:

Economic Demand

The proposed Bachelor of Science in Computer Science program will support state and local economies by narrowing the increasing supply/demand gap in the computer science field with a well-educated and skilled workforce.

Student Success

The proposed Bachelor of Science in Computer Science will increase educational attainment across the state; and the colleges in the consortium will serve students from feeder programs across Western Washington. The program will improve student success as it offers new opportunities for current and prospective students and incumbent workers in high-demand, high-wage computer science occupations. The consortium will provide wrap-around services and work collaboratively to implement best practices that promote student completion.

Innovation

The new Bachelor of Science in Computer Science program will use technology and collaboration in new ways to meet the demands of the economy by working closely with regional employers, professional organizations, and technology partners to develop innovative curriculum and relevant program outcomes.

Two of the focus areas identified in the Mission Study are the need to increase the education level of more people and to serve place-bound working adults. The Mission Study states that, "Washington also needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need" (pg. 4). Recognizing that many community college students are place-bound and balancing school, jobs, and families, SBCTC plans to address this through the production of more baccalaureate degrees. Offering the Computer Science degree at multiple community and technical colleges will open opportunities for place-bound students and will help increase degree attainment for many of the residents in Western Washington. The Action Plan of the Mission Study also identifies a goal to close the skills gap for high need industries including information technology. The proposed Bachelor of Science in Computer Science degree will contribute toward meeting these SBCTC goals. The Washington Governor's Office identifies Information and Communication Technology (ICT) as one of Washington's key industry sectors. In the state, there are more than 14,000 companies and over 313,000 technology workers and over 50,000 software engineers. According to Washington State Governor's Office, "ICT companies are engaged in nearly every product in the nation for total state-level payroll coming from the tech industry at 18.4 percent, and product and service line, from microcomputer business productivity tools and telecommunications to the mobile apps, big data and digital gaming." (WA Governor's Office, 2020).

The Washington State Achievement Council Strategic Action Plan 2019-21, states that two thirds of jobs in Washington will require an associate degree or higher, and the biggest gaps are in the STEM pipeline in computer science and information technology. The proposed program will also support the Washington State Achievement Council (WSAC) policies and goals for higher education. Specifically, the proposed Bachelor of Science in Computer Science will address the following points from the WSAC Action Plan:

Close Opportunity Gaps

State data has shown gaps in access and completion between students of color and white students and has created a need for more variety of college degree levels for first generation college students that are unable to geographically attend other institutions. As more local baccalaureate-level programs are available to students, it is more likely they will continue their education to the baccalaureate level. The colleges in this consortium are committed to closing the gap in educational outcomes for historically underrepresented populations, and the proposed Bachelor of Science in Computer Science program is another key component of that commitment.

Create Affordable, High Quality Pathways

The BS in Computer Science will be affordable to local students. Leveraging current facilities and technology, the students will not be burdened with extra fees or extra charges for this program. The total cost of the program to the student will be over 30% lower than four-year universities in the region, and significantly lower than at private institutions. Affordability of the Bachelor of Science in Computer Science degrees offered by this consortium is enhanced for students who may currently be living with family and will save the cost of relocating and paying higher living expenses to attend school.

Engaging Adult-Learners

It is recommended that programs use a cohort model with a limited requirement for students to be on campus to support working adults. Courses will be hybrid and supported with the most current technology including: mobile platforms for the Learning Management System, low-bandwidth multi-media streaming, Americans with Disabilities Act technology accommodations, multiple online resources, and a student friendly Learning Management System. Support will be available through faculty advisors and through peer-to-peer support networking within their cohort.

Criteria 3

Employer/community demand for graduates with baccalaureate level of education proposed in the program.

The App Connect NW consortium proposed Bachelor of Science in Computer Science degree will contribute to addressing the Software Developer employment and education gap in Washington State. The Bachelor of Science in Computer Science program will produce highly trained developers ready to assume application development responsibilities in their employment context. The consortium's research using data supplied by EMSI documented the top regional employers included Amazon, Microsoft, The Boeing Company, Google, T-Mobile and Facebook. Demand for software developers annually is forecasted in the tens of thousands for the region served by the consortium, whereas the statewide supply measured by recent bachelor's program graduates barely breaks a thousand in the Computer Science major and is below 3,000 combined for all Information Technology baccalaureate programs.

Using the required rubric supplied by SBCTC for this criterion, the college consortium offers the following evidence of employer demand using calculation method #1 for existing occupations.

The Bachelor of Science in Computer Science program will help to fill the Demand/Supply gap in the region served by the college consortium. Table 1, below, indicates the levels of employment and wages for the Software Developer occupation in Metropolitan Statistical Areas served by the consortium colleges compiled from Employment Security Department data.

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Table 1: Levels of employment and wages for Software Developers.

Area	Occupation title	SOC code	Estimated Employment	Average wage	25th percentile	Median	75th percentile	Wages
Seattle-Tacoma-Bellevue	Software Developer	15-1252	92,706	\$69.12	\$56.74	\$69.29	\$79.09	\$143,789
Mt Vernon-Anacortes	Software Developer	15-1252	191	\$61.82	\$44.69	\$57.18	\$74.35	\$128,587
Western WA NMA	Software Developer	15-1252	196	\$52.83	\$37.48	\$50.21	\$62.37	\$109,885

'''

Table 2: Employment demand for software developers.

County	Status	Avg Ann Salary	Avg Hourly Wage	Avg Annual Growth	Est Employment	Avg Ann Openings
Island/San Juan	In Demand	\$96,593	\$46.44	2.00%	815	298
King County	In Demand	\$130,297	\$62.64	3.90%	85,007	36,282
Lewis/Thurston	In Demand	\$95,102	\$45.72	1.20%	1,935	650
Pierce	In Demand	\$105,280	\$50.62	2.10%	1,073	393
Skagit	In Demand	\$96,593	\$46.44	2.00%	815	298
Snohomish	In Demand	\$120,480	\$57.92	0.80%	4,034	1,310
TOTAL					93,679	39,231

SOURCE: Washington State Employment Security Department

In sum, the college consortium estimates the regional job openings to be 39,231 annually.

To supplement these figures, the college consortium conducted an employer survey. Twenty employers have responded to our survey as of February 4, 2022. Respondents are employed by firms employing software developers including global organizations like Amazon and MoxieIT, and local companies like AIS Software and Minisoft, Inc. Overall, the respondents confirm the need for baccalaureate prepared software developers.

Highlights of the survey include –

- 89% anticipate a demand for Software Developers
- 89% expect their developers will work partially or fully remote
- 67% have trouble finding qualified candidates
- 100% believe the proposed Bachelor of Science in Computer Science program will improve applicant pools

Some of their comments include –

- *“We struggle to get good candidates with adequate programming skills.”*
- *“...it's difficult finding qualified, well educated, knowledgeable software developers that have a solid understanding of...programming and that have a B.S. in either Computer Science or Electrical Engineering.”*

- *“Too many of our potential applicants are taken by higher-paying jobs in the big-cities (Seattle, Portland, San Francisco, etc.). It’s challenging to find workers who will accept less pay but live in Bellingham where the lifestyle is more relaxed (and cheaper) than Seattle.”*

The last comment spotlights a strength of our community and technical college system where our students and graduates prefer to stay local. Obtaining a bachelor degree in Computer Science at their local college, where they can then move on to a position at a local employer, highlights the match between our proposal and employer needs.

Using data from the *National Center for Education Statistics (NCES)*, table 3, below, details the 2019-2020 supply of baccalaureate level graduates from higher education institutions statewide for the CIP codes corresponding (as listed on the *NCES SOC to CIP Crosswalk*) to the Software Developer SOC code. Computer Science graduates are listed specifically and all other Information Technology (CIP category 11) graduates are included as many of them may pursue employment as Software Developers.

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Table 3: 2019-2020 graduates from statewide institutions pursuing employment as Software Developers with a Computer Science degree and other IT degrees.

Institution	Computer Science Graduates	Other Degrees Conferred in IT Graduates
Bellevue College	40	47
Central WA University	44	109
Centralia College	0	0
Charter College	0	10
City University	0	7
Clark College	0	0
Columbia Basin College	0	35
DigiPen Institute of Tech	0	95
Eastern WA University	0	143
Gonzaga University	56	0
Green River College	0	115
Heritage University	2	0
Highline College	0	22
Lake WA Inst of Tech	0	16
North Seattle College	0	13
Northwest University	0	0
Olympic College	0	1
Pacific Lutheran University	0	24
Renton Tech College	0	23
St Martin's University	12	7
Seattle Central College	0	6
Seattle Pacific University	26	2
Seattle University	58	0
Spokane Falls College	0	12
The Evergreen State College	0	0
U of Puget Sound	33	0
U of WA Bothell	170	53
U of WA Seattle	368	375
U of WA Tacoma	165	100
Walla Walla University	8	1
WA State University	165	12
Western WA University	128	21
Whatcom College	0	12
Whitman College	0	19
Whitworth University	29	0
Yakima Valley College	0	8

The total annual output from the higher education system statewide measured by graduates of baccalaureate programs in Computer Science and other IT programs can be estimated at 1,304 and 1,288 respectively, and a total of 2,592. A comparison to the estimated annual job openings of 39,231 yields an estimated gap of at least -36,639.

In sum, there is a workforce need for more software developers in the region employing the college consortium graduates. The consortium graduates will not be in competition with similar graduates from other institutions as the employment gap is overwhelming. Washington State is in dire need of more Software Developers and increasing educational capacity in Computer Science is warranted.

Criteria 4

Baccalaureate program builds from existing professional and technical degree program offered by the institution.

The proposed Bachelor of Science in Computer Science degree will be structured as a 4-year program, with the flexibility for students to transfer into the program by building on the already existing foundation of Computer Science and Software Development programs at these institutions. Table 4, below, shows the Associate Degrees offered at each institution that will give students the educational foundation to meet the criteria and be successful in a Bachelor of Science in Computer Science degree.

Table 4: Enrollment history per college in Computer Science and Software Development programs.

School	Degree	Program Length	State Support Enrollment History- Head Count per Academic Year
Cascadia College	AAS-T Web Application and Web Application Programming	2 years	28 AY 21/22 36 AY 20/21 34 AY 19/20 46 AY 18/19 34 AY 17/18
	AST-Track 2	2 years	90 AY 21/22 132 AY 20/21 163 AY 19/20 177 AY 18/19 206 AY 17/18
	BAS - Mobile Application Development	2 years	15 AY 21/22 22 AY 20/21 6 AY 19/20

Centralia College	AA/DTA STEM focus	2 years	61 AY 21/22 54 AY 20/21 37 AY 19/20 37 AY 18/19 45 AY 17/18
	AAS Application Development	2 years	36 AY 21/22 13 AY 20/21 10 AY 19/20 12 AY 18/19 5 AY 17/18
Edmonds College	Computer Science AST-Track 2	2 Years	260 AY 21/22 376 AY 20/21 426 AY 19/20 516 AY 18/19 609 AY 17/18
	Computer Science DTA		308 AY 21/22 232 AY 20/21 180 AY 19/20 28 AY 18/19 8 AY 17/18
Green River College	Associate in Computer Science, ACS-DTA/MRP or Associate in Science Transfer Track 2-Engineering, Computer Science, Physics, Atmospheric Science, AST-2	2 years	72 AY 20/21 67 AY 19/20 73 AY 18/19 73 AY 17/18 58 AY 16/17 53 AY 15/16 51 AY 14/15
Lake Washington Institute of Technology	Computer Science DTA	2 years	122 AY 21/22
	Computing and Software Development AAS		164 AY 21/22 113 AY 20/21 111 AY 19/20 110 AY 18/19 111 AY 17/18
	Computing and Software Development BAS		54 AY 21/22 32 AY 20/21 25 AY 19/20 15 AY 18/19 5 AY 17/18

Renton Technical College	Computer Science AAS/AAS-T	2 years	135 AY 21/22 147 AY 20/21 168 AY 19/20 206 AY 18/19 187 AY 17/18
	BAS Application Development		39 AY 21/22 59 AY 20/21 58 AY 19/20 51 AY 18/19 54 AY 17/18
Skagit Valley College	Computer Science DTA/MRP	2 years	53 AY 21/22
	Computer Science AST-Track 2		15 AY 21/22
	Multimedia & Interactive Tech		102 AY 21/22
	Info Management & Data Science (Opened Fall '21)		15 21/22

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Criteria 5

Student demand for program within the region.

To assess student demand for the proposed Bachelor of Science in Computer Science degree program, the colleges of the AppConnect NW consortium surveyed students enrolled in beginning Computer Science coursework or on another pathway leading to a software development credential.

College Consortium Student Survey

There are 119 current students on a software development educational track who responded to the Bachelor of Science in Computer Science student survey. The overwhelming majority (87%) of respondents indicated they are highly likely or somewhat likely to enroll in the Bachelor of Science in Computer Science program when offered; 58% of respondents indicated their willingness to enroll in the program immediately when offered. Of those indicating plans to enroll, a majority of students preferred an online (64%) option. Hybrid, in-person, and evening options were the least desired.

Students were also asked to comment on the one or two most important factors that will influence enrollment in AppConnect NW consortium Bachelor of Science in Computer Science program versus other options. Representative student responses include:

"School is near me and also very affordable."

“The people ranging from professors and students are one of the most important factors. The second most important factor is the environment I get to be in.”

“It is better for commute [sic] and [I am] already familiar with campus and instructors.”

“The degree prepares me with the proper toolset to work in programming. The degree can be used in graduate programs later on.”

“This will be a proper pathway to complete a 4-year degree rather [than going] for a transfer degree. When we enroll ...we are [more] likely to complete it without any kind of break.”

“It would be easier for many students instead of spending ... two years for their associate’s degree, they could spend their time at a smaller college and complete [a] bachelor’s degree. It also helps many students with payment choices and the [number of] colleges to apply for, it saves time and money.”

The last two comments highlight the flaw nationally in the current transfer articulation system in higher education. The students are correct that they and their classmates are much more likely to complete their degrees without an artificial break and possible credit loss due to transferring institutions. The consortium’s proposed pathway to a Bachelor of Science in Computer Science degree is a foundational piece of their successful entry into a career as a Software Developer.

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Table 5: Projected enrollment numbers per college, based on survey results.

	2023/24	2024/25	2025/26	2026/27	2027/28
Freshmen	25	25	25	25	25
Sophomores	0	25	25	25	25
Juniors	12	25	25	25	25
Seniors	0	0	25	25	25
TOTAL	37	75	100	100	100

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In addition to serving their own students, the colleges of the App Connect NW consortium will welcome transfer students from other institutions. Articulation agreements will be developed to smooth the transition from other institutions to the Bachelor of Science in Computer Science program. Specifically, a pathway for graduates of the statewide CS DTA degree will be developed for students wishing to enter at the Junior year. In a demonstration of their commitment to this vital program, the colleges of the AppConnect NW consortium commit to supporting small initial cohort sizes as the program gets started.

Criteria 6

Efforts to maximize state resources to serve place-bound students.

Describe how the program will serve place-bound working adults

Community and technical college students generally face more barriers than traditional college students do. Financial constraints, work and family obligations can all work to restrict student mobility and prevent them from accessing the educational opportunities that currently exist. Traffic congestion in the Puget Sound region is one of the five worst in the nation and can make traveling

even short distances problematic. By taking a collaborative approach, the seven participating colleges submitting this proposal are working to make a Bachelor of Science in Computer Science available to place-bound working adults for whom this would otherwise be out of reach. Classes will be offered in a variety of modalities including virtual, on campus, and hybrid and will be supported with eLearning resources through CANVAS (the current learning management system). An online modality may also be utilized to provide additional options and flexibility for students. The goal is to establish options for working adults and students so that they may be able to complete the program while still fulfilling their current responsibilities (ex. working, taking care of family, etc.).

Similar programs in the regions/options for collaboration

There are many regional Bachelor of Science in Computer Science options available through public and independent institutions. The UW and WSU systems, The Evergreen State College, regional universities (CWU, EWU, WWU), private institutions including Seattle Pacific University, St. Martins University, and Seattle University as well as proprietary institutions like City U and Digipen all offer Computer Science degrees. Yet these institutions are not producing enough graduates to satisfy industry demand (WSAC 2020). Furthermore, the competition for seats at public institution programs is extremely tight with many qualified students being denied entry every year. Private and proprietary institutions have higher acceptance rates but the tuition cost is much higher. When one examines the number of existing programs available to students and then removes the higher cost private institutions or proprietary colleges, the list of options for students becomes dramatically smaller. Place bound working adults are looking for careers that earn a family wage and computer science is a high wage industry. This Bachelor of Science in Computer Science degree will provide an opportunity for the place bound, working adults in the Puget Sound Region communities to learn valuable skills that will result in high wage/family wage jobs.

The colleges working together on this proposal run up and down the I-5 corridor from Centralia to Skagit Valley. The existing regional programs related to this degree are primarily concentrated between Tacoma and Everett. The AppConnect NW consortium is open to partnerships or collaborations with other programs that will result in efficiencies for the system and better opportunities for students. As we build this pathway, continuing education beyond the bachelor's degree, leading to graduate opportunities, will need to be explored.

The consortium also intends to work closely with the Center of Excellence (COE) for Information & Computing Technology. The Center collaborates with community and technical colleges and industry on IT workforce trends, required skills, program alignment with industry demand, and building technical career pathways for students. The COE works to leverage tools, resources, and industry relationships throughout the state to create more efficiency in the community and technical college system. COE resources include: timely labor market data, professional development opportunities for IT and Computer Science faculty, partnership with the national IT Skill Standards project, and engagement with the Washington Technology Industry Association, Technology Alliance, Technology Alliance Group for Northwest Washington, and other regional technology industry associations. The COE can support Bachelor of Science in Computer Science program development by hosting shared curriculum resources, facilitating industry involvement in the classroom, and advocating for internship and career opportunities for Bachelor of Science in Computer Science students.

Unique Aspects of the Proposed Bachelor of Science in Computer Science Degree

The proposed Bachelor of Science in Computer Science degree will have many unique aspects that set it apart from existing Bachelor of Science in Computer Science degrees in the State:

Exceptional faculty – Each participating institution has identified experienced computer science faculty to participate in the construction of this degree. Working in a consortium style, faculty will have the opportunity to collaborate on projects, share resources and best practices, and resolve any program issues as they come up. Class sizes are small, therefore giving students more interaction and support from faculty.

Flexible program design – This Bachelor of Science in Computer Science will utilize multiple modalities to create learning opportunities that will be beneficial to a broad range of students.

Extensive Student Support Services – As community and technical colleges, the participating colleges are experienced in serving non-traditional student populations. Each campus has programs and services that can offer financial, academic and personal support services. Several of the AppConnect NW colleges are currently supporting Bachelor of Applied Science (BAS) degree in Software and Application Development students with a robust mentorship program, Mentors in Tech. This program, established by Microsoft Teals founder Kevin Wang, serves to support students from non-traditional IT programs in successfully securing internships and jobs through guidance and interview preparation. The colleges plan to offer this same level of support to Bachelor of Science in Computer Science students.

Criteria 7

Promoting equitable opportunities for students, including historically marginalized students.

Student recruitment and support implementation plan

This consortium will actively recruit traditionally underrepresented students, including students of color and low-income students, into a local baccalaureate-level program. The proposed Bachelor of Science in Computer Science degree builds on a foundation of demand for computer and information technology degrees. The consortium will leverage relationships with K-12 and STEM-focused education programs to recruit traditionally underrepresented students into their first year of the four-year pathway. The program design will be a key component in recruiting traditionally underrepresented students. They will have access to a local, affordable, high quality baccalaureate program at any of the colleges in the consortium. The program cost will be significantly less than a four-year university in the region. The program will use recommended cohort models to support working adults. Wrap around support services, including academic planning, student success skills development, navigation and advising, tutoring, and financial aid will increase persistence through the program.

The consortium is currently writing a proposal to the National Science Foundation to continue funding to support the collaborative work and student supports. This grant, that we are calling AppConnect 2.0, will support Bachelor of Science in Computer Science students with the following:

- Equitably designed curriculum designed in partnership with members from Washington state’s Commission of Diversity and Equity Officers
- A dedicated recruiter for historically underrepresented students
- Participation in Mentors in Tech
- Participation Code Day project-based learning

Table 6: College student demographic data (including students of color and low-income)

College	Students of Color	Low-Income Students
Cascadia College	38.4%	14.8%
Centralia College	34%	49%
Edmonds College	41%	19%
Green River College	82%	36%
Lake Washington Institute of Technology	31.1%	21.4%
Renton Technical College	56%	47%
Skagit Valley College	45%	52%

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Barriers and challenges for students of color and low-income students

Traditionally underrepresented students face many barriers to accessing a baccalaureate-level program. Many students are place-bound, have childcare and work obligations, may lack basic skills and an academic plan, and lack financial resources for a baccalaureate program. Financial concerns negatively influence retention of students, especially low-income students and financial constraints are often the biggest barriers to full-time enrollment. Moreover, students who attend college full-time and take higher credit loads are more likely to complete a degree. In contrast, part-time enrollment in college has a negative impact on degree completion. Balancing school with family responsibilities, childcare costs, and work schedules are cited as reasons for part-time enrollment and/or not completing a degree.

Students of color and low-income students have experienced significant and inequitable impacts of the COVID-19 pandemic. Many have been forced to choose between family responsibilities, work obligations, and school. This program meets the unique needs of this population by providing an affordable education that recognizes their commitments outside of school and will prepare them for meaningful, flexible, and rewarding careers in the knowledge economy.

Resources and supports for students of color and low-income students

The proposed Bachelor of Science in Computer Science will be affordable to local students. Students will have the opportunity to choose a program from the college in the region that is most accessible. Wrap around support services include new student orientation, new student advising, ongoing advising sessions (group and individual), faculty and staff referrals to campus resources, career planning resources, community referrals, mentoring and academic tutoring. The program is affordable and financial aid resources are available. The total cost of the program to the student will be over 30% lower than four-year universities in the region, and significantly lower than at private institutions.

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STUDY SESSION

May 4, 2022

Tab 2

Strategic Plan Metrics

Brief Description

This session builds on the work of the August 2021 State Board Retreat and October 2021 State Board meeting to develop a calendar of metrics for the 2020-2030 Strategic Plan. These metrics include overarching metrics for the goals outlined in the Strategic Plan and adds key performance indicators for Strategies 1-3 and 5. This item also proposes a calendar for the publication of overarching metrics and key performance indicators.

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

In June 2020, the State Board adopted a ten-year strategic plan that focuses on three goals:

- Achieve educational equity for students historically underrepresented in higher education.
- Improve completion rates for all students across all types of programs.
- Increase enrollment and retention among populations who can benefit the most from college access.

The three goals are supported by five strategies, each with a set of sub-strategies. This item presents a proposed framework to quantify and communicate progress in the overarching strategic goals in alignment with ongoing “deep-dives” into each of Strategies 1-3 and 5.

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 including scheduling 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 the year.

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 which were provided to the Board at the August 2021 retreat, and a summary of key progress metrics was discussed with the Board at the December 2021 meeting. To provide the Board with clarity on the key progress metrics, a calendar of reporting high-level metric progress and a focused set of key progress metrics is proposed. This calendar will include ongoing high-level metrics, but will also prioritize a subset of key progress metrics reflecting the current environment. For this reason, this calendar can be reviewed annually and key progress metrics added, changed or discontinued to ensure an effective contribution to attaining strategic goals is maintained. This proposal also suggests the development of new public-facing reporting tools that clearly align to the strategic goals and strategies.

Defining Metrics

Strategic Plan metrics begin with looking back and establishing a 2018-2019 (pre-pandemic) baseline and then track towards 2030 targets according to forecast patterns. They are high-level overarching metrics that align to one or more Goals. These metrics are always disaggregated by race, but can also be disaggregated by categories defined in the goals, including young adults, working adults, low-income people, people of color, immigrants and single parents (and others as identified).

Strategic Plan metrics include:

- Enrollment by headcount and FTE
- Fall to fall retention (annual retention) rates.
- Quarter to quarter retention rates
- Completion rates

Strategic Plan metrics form the primary public-facing measure of progress toward Strategic Plan Goals within the 2020-2030 planning frame.

Key Performance Indicators

Measure progress toward attaining Strategic Plan goals through the five strategies outlined in the Strategic Plan. These metrics serve to identify areas of promising practice or areas of concern, and as such they need to be reported and reviewed in a timely manner, and they may change and evolve over time in response to environmental factors and to maintain progress toward the Strategic Goals.

Examples of Key Performance Indicators include:

- First time (new) student enrollments
- Momentum metrics – completion of key milestones, including identifying a program, college level English, college level math, first 15, 30, and 45 credits
- Progression metrics – transition rates across key transition points including BEdA/PreCollege to college level, dual credit to traditional enrollment, certificate to degree within professional-technical pathways, Degrees to community and technical college baccalaureates.
- Post completion outcomes including transfer success, employment rates, and median earnings.

Calendar of Reporting

Strategic Plan metrics

Quarterly metrics utilizing quarterly final data. These metrics are available approximately 3 weeks after the end of the quarter. All metrics include a disaggregation by race. Quarterly reports will be presented to the Board:

- Summer and fall quarter final metrics in February
- Winter quarter metrics in May
- Spring quarter metrics in August

These metrics include:

- Enrollments disaggregated by race for headcount, FTE, program type (e.g. transfer, prof-tech, basic education, baccalaureate) and highlighting specific program areas with significant or reversing growth or decline
- Quarter to quarter retention rates disaggregated by race and program type

Annual metrics. These metrics look retrospectively at prior year data and will be published in October

- Completion rates from prior year disaggregated by race and program type
- Yearly unduplicated headcount and FTE enrollments disaggregated by race and program type
- Post completion outcomes including transfer success, employment rate, and median earnings disaggregated by race and program

Focus metrics

These metrics represent progress supporting strategies. These metrics support Strategies One to Three and form the body of KPIs. These metrics do not replace additional data and evaluation collected and presented as part of the Board calendar of 'deep dives' for each strategy. The metrics described here are intended to provide a consistent framework that allows monitoring and evaluation over time.

Strategy 1: Implement actions, policies and investments that produce equitable outcomes.

All metrics will be disaggregated by race, and therefore will contribute to evaluation of progress under this strategy. The key performance indicators listed here address the priority to ‘eliminate barriers for students in key areas that can make or break their ability to enroll, and stay, in college,’ admissions and financial aid.

- Using newly available ctcLink data on yield rates to measure application to matriculation success and attrition for new students by race, first in the family to go to college, and economic disadvantage. Fall quarter data presented in October.
- Utilization of need-based financial aid including Washington College Grant, Pell grants and dual credit fee waivers by demographics and by new or continuing students. Quarterly for prior quarter in February (summer and fall quarters), May (winter quarter), and August (spring quarter and annual summary)
- Utilizing real time data now available from CTCLink, track the pattern of enrollment activity for new and returning students. That is, to develop norms for when we should expect to see students registering for their first quarter or for their next quarter, and increase patterns of early enrollment. This will become a key ‘live’ metric to identify enrollment concerns before a quarter starts, enabling colleges and the agency to be proactive in marketing, outreach, and advising, particularly with underserved groups. Quarterly in December (winter quarter), March (spring quarter), August (fall quarter)

Strategy 2: Implement research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.

- Momentum metrics (e.g. College Math Completion Year 1, College English Completion Year 1, First to Second Quarter Retention, Basic Education to College Transition, Dual Credit to College Transition) to identify promising practices for student success. Disaggregated by race. Quarterly for prior quarter in February (summer and fall), May (winter), and August (spring and annual)
- Increase the number of students who engage in work-based learning as part of their program. Quarterly for prior quarter in February (summer and fall), May (winter), and August (spring and annual)

Strategy 3: 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.

- New student enrollments disaggregated by race and program type. Quarterly for prior quarter in February (summer and fall), May (winter), and August (spring and annual)
- Basic education to college conversion and success of prior basic skills students in college-level programs. Quarterly for prior quarter in February (summer and fall), May (winter), and August (spring and annual).

- Associates degree conversion to baccalaureate enrollment. Annual data presented in August.
- Participation of underserved students in dual credit programs. Quarterly for prior quarter in February (summer and fall), May (winter), and August (spring and annual).

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

- Fiscal Health Measures compiled from system financial data at year end close. These measures include: Local Funds Operating Margin; Tuition Revenue per FTE; Operating Cash and Investments to Expenditures Ratio; Operating Revenue to Debt Ratio; Five-Year Net Change to Local Funds Cash and Investments; and Five-Year Change in Local Funds Operating Margin. (January)

Reporting calendar summary

Meeting	Type of metric	Strategic Goal(s) supported	Annual or quarterly data	Description of metric (each metric disaggregated by race)
August	Plan	1, 3	Quarterly for Spring and annual for prior year	Enrollments by headcount, FTE, program type
	Plan	1, 3	Quarterly for spring and annual for prior year	Retention rates
	KPI	1, 2, 3	Quarterly for spring and annual for prior year	Utilization of need-based aid
	KPI	1, 3	Quarterly for following fall	Registration patterns
	KPI	1, 2, 3	Quarterly for spring and annual for prior year	Momentum metrics
	KPI	1, 2	Quarterly for spring and annual for prior year	Students participating in work-based learning
	KPI	1, 3	Quarterly for spring and annual for prior year	New student enrollments
	KPI	1, 3	Quarterly for spring and annual for prior year	Basic Education to college conversion
	KPI	1, 2	Annual and predicted for following fall	Associate's to baccalaureate conversion
	KPI	1, 3	Quarterly for spring and annual for prior year	Participation of underserved students in dual credit programs
October	Plan	1, 2	Annual	Completion rates from prior year
	Plan	1, 3	Annual	Yearly unduplicated headcount and FTE enrollments
	Plan	1	Annual	Post completion outcomes including transfer success, employment rate, and median earnings
	KPI	1, 3	fall quarter	Application yield rates
December	KPI	1, 3	Quarterly for following winter	Registration patterns
February	Plan	1, 3	Quarterly for fall	Enrollments by headcount, FTE, program type

Meeting	Type of metric	Strategic Goal(s) supported	Annual or quarterly data	Description of metric (each metric disaggregated by race)
	Plan	1, 3	Quarterly for fall	Retention rates
	KPI	1, 2, 3	Quarterly for summer and fall	Utilization of need-based aid
	KPI	1, 2, 3	Quarterly for summer and fall	Momentum metrics
	KPI	1, 2	Quarterly for fall	Students participating in work-based learning
	KPI	1, 3	Quarterly for fall	New student enrollments
	KPI	1, 3	Quarterly for fall	Basic Education to college conversion
	KPI	1, 3	Quarterly for fall	Participation of underserved students in dual credit programs
January	Plan	1, 2, 3	Annual	Fiscal Health Measures
March	KPI	1, 3	Quarterly for following spring and summer	Registration patterns
May	Plan	1, 3	Quarterly for winter	Enrollments by headcount, FTE, program type
	Plan	1, 3	Quarterly for winter	Retention rates
	KPI	1, 2, 3	Quarterly for winter	Utilization of need-based aid
	KPI	1, 2, 3	Quarterly for winter	Momentum metrics
	KPI	1, 2	Quarterly for winter	Students participating in work-based learning
	KPI	1, 3	Quarterly for winter	New student enrollments
	KPI	1, 3	Quarterly for winter	Basic Education to college conversion
	KPI	1, 3	Quarterly for winter	Participation of underserved students in dual credit programs

Data Availability

The agency already collects a comprehensive set of student data from enrollment through completion outcomes. In addition, the agency routinely collects and utilizes other data sources, such as census data, National Student Clearing House data, and employment outcome data. Much of this data is already available in reports and dashboards that can inform and populate a wide range of metrics. The conversion of the remaining colleges to ctcLink in 2021-2022 also creates an opportunity to explore the potential of new metrics, such as yield rates, or 'real time' data. It is not the intention of this framework to create an additional reporting burden, but instead to align existing data collection clearly and effectively to Strategic Plan strategies thereby informing the agency and colleges of progress toward attainment of strategic goals and in addressing and reversing enrollment decline.

Publication Models

Essential to this framework is accessibility of the data, not just for agency staff and colleges, but also to wider stakeholders, including the legislature, potential students, other state agencies, transfer receiving institutions and employers. Although much of this data is already available in existing public reports and dashboards, some areas will require development of new data reporting and visualization tools.

Currently, there is very limited access to strategic plan accountability data for non-system stakeholders, and it can be difficult for college system personnel to find and extract specific data points from the existing tools. This framework creates an opportunity to redevelop public and system-only data tools in a structure that clearly aligns relevant data with the Strategic Plan goals and strategies.

Many models for this are available from other college and higher education systems. For example, the Texas Higher Education Accountability System publishes metrics by sector, and by each of the goals of the Texas 60x30TX plan:

THECB Accountability System (txhigheredaccountability.org)

The North Carolina University System has a similar model of publishing accountability metrics in clear alignment with Strategic Plan goals and strategies, including progress toward targets:

Strategic Plan - UNC System (northcarolina.edu)

In addition to the reporting calendar described here, this proposal suggests the development of a public-facing set of accountability dashboards that are each clearly aligned to overarching strategic plan goals, building on metrics established in Strategic Plan strategies. This data moves through this framework to support ongoing evaluation of quantifiable performance and meet the need for urgency of data and information to reverse enrolment decline by attracting, retaining, and progressing more students, especially those from underserved populations.

Potential questions

- Do the proposed actions align with the Board's evaluation discussion on its Strategic Plan?
- Does the proposed reporting calendar meet the Board's needs for actively monitoring progress toward Strategic Plan goals?
- Does the proposed publication model provide sufficient and appropriate accountability data and information for stakeholders and the public?

Recommendation/preferred result

Board members will have an opportunity to provide feedback on the framework for Strategic Plan evaluation and dissemination.

Policy Manual Change Yes No

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STRATEGIC PLAN METRICS

Choi Holliday, Summer Kenesson

May 4, 2022



STRATEGIC PLAN METRICS

Building on the work of the Board in fall 2022 to:

- Define and Refine Goal Attainment
- Connect Strategies to Goals
- Initiate ‘deep dive’ reporting for each strategy
- The next phase will:
 - Establish a set of interim metrics (Key Performance Indicators or KPIs) to measure progress in strategies
 - Implement a reporting calendar for overarching strategic plan metrics and current KPIs
 - Publish a set of publicly available dashboards for metrics aligned to each strategy



OVERARCHING STRATEGIC PLAN METRICS

- **Strategic Plan** metrics track towards 2030 targets. They are high-level overarching metrics that align to one or more Goals. These metrics are always disaggregated by race, but can also be disaggregated by categories defined in the goals, including young adults, working adults, low-income people, people of color, immigrants and single parents (and others as identified).
- Strategic Plan metrics include:
 - Enrollment by headcount and FTE
 - Fall to fall retention (annual retention) rates.
 - Quarter to quarter retention rates
 - Completion rates

Strategic Plan metrics form the primary public-facing measure of progress toward Strategic Plan Goals within the 2020-2030 planning frame.



KEY PERFORMANCE INDICATORS (KPIs)

- Key Performance Indicators (KPIs) measure progress toward attaining Strategic Plan goals through the five strategies outlined in the Strategic Plan.
- Examples of Key Performance Indicators include:
 - Momentum metrics – completion of key milestones, including identifying a program, college level English, college level math, first 15, 30 and 45 credits
 - Progression metrics – transition rates across key transition points including BEdA/Precollege to college level, dual credit to traditional enrollment, certificate to degree within professional-technical pathways, Degrees to CTC baccalaureates.
 - Post completion outcomes including transfer success, employment rates, and median earnings.

KPIs serve to identify areas of promising practice or areas of concern, and as such they need to be reported and reviewed in a timely manner, and they may change and evolve over time in response to environmental factors and to maintain progress toward the Strategic Goals.



CHARACTERISTICS OF METRICS

- Plan metrics and KPIs may be annual or quarterly, although KPIs typically are quarterly to measure ongoing activity
- With all colleges converted to CTCLink this year, new metrics and real-time data are available for the first time, not just historic data
- All metrics are consistently disaggregated by race; some metrics by other characteristics such as first time students and financially vulnerable students, or by college or program area
- Much of the data is already being collected, minimizing the reporting burden
- Does not replace the data and metrics presented in the calendar of Strategy ‘deep dives’

An annual calendar proposes a schedule for sharing data for metrics with the Board.

REPORTING CALENDAR

Meeting	Type of metric	Strategic Goal(s) supported	Annual or quarterly data	Description of metric (each metric disaggregated by race)
August	Plan	1, 3	Quarterly for Spring and annual for prior year	Enrollments by headcount, FTE, program type
	Plan	1, 3	Quarterly for spring and annual for prior year	Retention rates
	KPI	1, 2, 3	Quarterly for spring and annual for prior year	Utilization of need-based aid
	KPI	1, 3	Quarterly for following fall	Registration patterns
	KPI	1, 2, 3	Quarterly for spring and annual for prior year	Momentum metrics
	KPI	1, 2	Quarterly for spring and annual for prior year	Students participating in work-based learning
	KPI	1, 3	Quarterly for spring and annual for prior year	New student enrollments
	KPI	1, 3	Quarterly for spring and annual for prior year	BEa to college conversion
	KPI	1, 2	Annual and predicted for following fall	Associate's to baccalaureate conversion
	KPI	1, 3	Quarterly for spring and annual for prior year	Participation of underserved students in dual credit programs
October	Plan	1, 2	Annual	Completion rates from prior year
	Plan	1, 3	Annual	Yearly unduplicated headcount and FTE enrollments
	Plan	1	Annual	Post completion outcomes including transfer success, employment rate, and median earnings
	KPI	1, 3	fall quarter	Application yield rates
December	KPI	1, 3	Quarterly for following winter	Registration patterns

REPORTING CALENDAR

Meeting	Type of metric	Strategic Goal(s) supported	Annual or quarterly data	Description of metric (each metric disaggregated by race)
February	Plan	1, 3	Quarterly for fall	Enrollments by headcount, FTE, program type
	Plan	1, 3	Quarterly for fall	Retention rates
	KPI	1, 2, 3	Quarterly for summer and fall	Utilization of need-based aid
	KPI	1, 2, 3	Quarterly for summer and fall	Momentum metrics
	KPI	1, 2	Quarterly for fall	Students participating in work-based learning
	KPI	1, 3	Quarterly for fall	New student enrollments
	KPI	1, 3	Quarterly for fall	BEdA to college conversion
	KPI	1, 3	Quarterly for fall	Participation of underserved students in dual credit programs
March	KPI	1, 3	Quarterly for following spring and summer	Registration patterns
May	Plan	1, 3	Quarterly for winter	Enrollments by headcount, FTE, program type
	Plan	1, 3	Quarterly for winter	Retention rates
	KPI	1, 2, 3	Quarterly for winter	Utilization of need-based aid
	KPI	1, 2, 3	Quarterly for winter	Momentum metrics
	KPI	1, 2	Quarterly for winter	Students participating in work-based learning
	KPI	1, 3	Quarterly for winter	New student enrollments
	KPI	1, 3	Quarterly for winter	BEdA to college conversion
	KPI	1, 3	Quarterly for winter	Participation of underserved students in dual credit programs



PUBLICATION OF METRICS

- In addition to the reporting calendar described herein, this proposal suggests the development of a public-facing set of accountability dashboards that are each clearly aligned to overarching strategic goals, building on metrics established in Strategic Plan strategies.
- Example models include:

[THECB Accountability System \(txhigheredaccountability.org\)](http://txhigheredaccountability.org)

[Strategic Plan - UNC System \(northcarolina.edu\)](http://northcarolina.edu)

This framework creates an opportunity to redevelop public data tools in a structure that clearly aligns relevant data with the Strategic Plan Goals and Strategies.

QUESTIONS

- Do the proposed actions align with the Board's previous evaluation discussion on its Strategic Plan?
- Does the proposed reporting calendar meet the Board's needs for actively monitoring progress toward Strategic Plan goals?
- Does the proposed publication model provide sufficient and appropriate accountability data and information for stakeholders and the public?



THANK YOU!

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STUDY SESSION ITEM

May 4, 2022

Tab 3

Strategic Plan – Strategy #1: Implement actions, policies, and investments that produce equitable outcomes.

Brief Description

This presentation is an update of new and ongoing system efforts for accelerating the equity goals as outlined in the State Board’s Strategic Plan. The presentation will include a facilitated discussion with participants related to their roles for implementing these efforts.

This review will include representatives from the following system groups:

- Association of College Trustees diversity, equity, and inclusion committee
- Washington Association of Community and Technical Colleges equity committee
- Diversity and Equity Officers Commission
- Washington State Board for Community and Technical Colleges Equity, Diversity, and Inclusion office
- The State Boards Project Director of Tribal Relations and Curriculum Development
- Current students and recent graduates from community and technical colleges

The study session will include opportunities for deeper inquiry and considerations for effectively advancing a shared equity agenda across the state system.

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

In June 2020, the State Board adopted a 10-year 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.

Strategy #1 incorporates the following areas of focus in meeting these goals:

- Engage college system leaders in equity-based professional development, advocacy, and

actions across the community and technical college system

- Cultivate future, equity-minded leaders from faculty and staff at all levels, from frontline staff to aspiring mid-and senior-level college administrators
- Conduct policy audits to eliminate barriers for students in the key areas that can make or break their ability to enroll, and stay, in college
- Create an equity resource bank of best practices.

Background information and analysis

Closing racial equity gaps in access and completion at the 34 community and technical colleges of Washington State is a moral and economic imperative that is reflected explicitly in our system's vision, mission, and values. Our colleges play a critical role for developing a diverse workforce, enabling economic mobility, and closing equity gaps, and are essential to an equitable economic recovery. As the doorway to higher education for many first-generation, low-income, students of color, our system of colleges is well-situated to take action on strategies that will positively impact the success of our students of color and other systemically minoritized students.

The desire to address long-standing racial inequities has resulted in the emergence of a collective effort across several key leadership groups for developing and implementing equity-focused initiatives. These initiatives encourage the growth and retention of the college system's administrators, faculty, and staff of color, and assist in increasing the access and completion rates for our students of color and other minoritized groups.

With the equity-related legislative requirements and fiscal appropriations in the 2021 session, the community and technical college system continues to accelerate equity strategies focused on positively impacting the success of our students of color and other systemically minoritized students.

Actions

SBCTC committed to advancing statewide equity efforts through several significant actions this academic year. These efforts have contributed significantly to the momentum of equity work currently underway throughout the college system, including:

- establishment of an equity, diversity, and inclusion office.
- growth of the executive diversity and equity officer roles.
- creation of a tribal relations advisory board.
- standing equity committees within the presidents and trustees associations.
- leadership development and mentorship programming for faculty and staff of color.
- equity-minded legislative advocacy work; and more.

The following are highlights of these actions:

Action #1: Establish SBCTC's new Equity, Diversity, and Inclusion Office with a dedicated team that provides strategic vision, equity-centered leadership, legislative advocacy, policy interpretation, and implementation support in accelerating the equity efforts within the agency and across the college system.

The Equity, Diversity, and Inclusion Office was established in Fall 2020, fully staffed in 2021, and serves as the lead department for advancing a shared equity agenda for the college system. To do so, the team conducted system-wide information sessions in January and March (May information sessions have also been scheduled) to provide guidance, consultation, and implementation support for meeting the requirements from Senate Bills 5227 and 5194, namely for developing and implementing diversity, equity, and inclusion strategic plans; diversifying faculty; supporting students in navigating college; conducting campus climate assessments; and offering diversity, equity, and inclusion, and antiracism professional development. The director of equity, diversity, and inclusion continues to coordinate with the presidents and trustees' equity committees and the diversity and equity officers commission, supporting workplan implementation efforts that include strategies for building an antiracist higher education system that produces equitable outcomes.

The team also developed an agency equity plan focusing on four areas: human resources, professional development, cultural climate, and system alignment. The office continues to provide monthly professional development trainings for staff and is utilizing an equity, diversity, and inclusion framework to inform their equity strategies, including conducting an equity-informed climate assessment with staff in early May and launching an equity consult program to assist colleagues with integrating equity strategies in their work.

Action #2: Work with the Washington Association of Community and Technical College Presidents and Association of College Trustees equity committees to support various equity strategies for addressing long-standing racial inequities within the system.

Members of the presidents' equity committee continued to convene throughout the year to address the enduring equity gaps at Washington State's 34 community and technical colleges. The committee began a process for reviewing the college system's fiscal allocation model through a racial equity lens and coordinated system-wide workgroups made up of members of the financial aid council; the diversity, equity, and inclusion officers; the Washington Student Achievement Council; and state board staff for implementing the recommendations from a financial aid equity audit prioritizing equitable access to financial aid for students of color, and other systemically minoritized students. The group hosted a special gathering with guest legislators to discuss colleges' implementation of Senate Bills 5227 and 5194, and to consider opportunities for additional legislative support. The presidents' equity committee also worked with members of the diversity and equity officers commission to support a professional development training to their peers titled, "How to Build an Antiracist Organization" with a discussion for institutionalizing change and connecting equity and inclusion to campus culture.

The trustees' equity committee continues to convene monthly to address their belief that "leadership is essential to accelerating progress" and their acknowledgement that "racial disparities in student

achievement jeopardize the mission of the state's college system." The standing equity committee accomplished a scope of work including establishing a trustees of color affinity group, conducting an equity survey, amending the trustee onboarding process to include an equity section, creating a presidential search equity checklist, and participating in the presidents' equity committee gathering with state legislators. They are also planning the ACT Spring conference with an intentional focus on equity with a slate of presenters, including Dr. Erin Jones and the college system's diversity, equity, and inclusion officers.

Action #3: Center the expertise and intellect of the diversity and equity commission (DEOC) and lend ongoing support and guidance for their leadership in implementing equity-minded actions towards building antiracist organizations.

The strong emergence of executive-level equity officers across many of our colleges helped to establish the diversity and equity officers commission, a formal statewide collective that meets regularly throughout the year and reports directly to the Washington Association of Community and Technical Colleges presidents' group. The commission works to advance racial equity and establishes goals to address power, privilege, and oppression across the community and technical college system. Notable actions from the commission include the development of a toolkit, establishing workgroups for implementing Senate Bills 5227 and 5194, and conducting equity-minded professional development trainings for presidents and trustees.

The 2- and 4-year diversity and equity officer's collaborative continues to convene quarterly to share updates and promising practices for scaling equity initiatives on their respective campuses and considering areas of alignment and further collaboration.

Action #4: Coordinate efforts with SBCTC's Director of Tribal Relations and Curriculum Development in supporting the emergence of a scope of work that prioritizes meaningful tribal relationships, uplifting Indigenous knowledges, and decolonizing the academy.

Led by the State Board's Director of Tribal Relations, the Equity, Diversity, and Inclusion Office collaborates to support the formation of a WA State Community and Technical College and Tribal Advisory Board to strengthen relationships between tribal communities and the community and technical college system in Washington state. The advisory board will consist of tribal, community and technical college, and community representatives including tribal elders and linguists. The work of forming the advisory board includes identification and recruitment of members, writing bylaws, defining roles and responsibilities, and development of a strategic plan for the ongoing work of the board. The strategic plan will include college system-wide professional development and training, tribal consultation, expanded American Indian/Indigenous Studies programs, expanded career and technical education and workforce programs focused on the needs of tribes, and improved student services.

Action #5: Continue providing support for the Faculty of Color Cross-Institutional Mentoring and Administrators of Color Leadership programs, and the Faculty and Staff of Color Conference to support professional development opportunities for faculty and staff of color.

These critical leadership and professional development initiatives have supported hundreds of employees of color in reaching tenure and advancing professionally in their careers by creating a community of learners, facilitating professional development, establishing one-on-one and group mentoring, and providing leadership guidance. As a key retention strategy, these programs have also served to establish rich communities and networks of colleagues of color across the college system.

Potential questions

- As an update of equity efforts has been provided, what gaps remain in further meeting the needs of our administrators, faculty, staff, and students of color?
- What are the next steps for the efforts across the system? The agency?
- Are there impending legislative impacts that will affect the continuation of this work?

Recommendation/preferred result

Staff will provide a brief overview of system equity efforts. Board members will have the opportunity to discuss and engage with college system leaders for deeper inquiry and considerations for how to support the equity initiatives.

Policy Manual Change Yes No

Prepared by: Ha Nguyen, Equity, Diversity and Inclusion Director
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SBCTC AGENCY EQUITY PLAN 2022-2024

SBCTC's Agency Equity Plan was set in motion in January 2022 and includes offering equity learning opportunities throughout the year, conducting a full-scale climate assessment, establishing support for professional development of employees, and introducing a racial equity review tool.

Priority #1: Every Hire Matters (Human Resources)

Goal: Examine the employee lifecycle (recruiting, interviewing, selection, onboarding, retention, exit) and employ strategies to address racial diversity within the agency.

Task 1: Examine hiring data related to this area.

Task 2: Introduce required implicit bias CANVAS training for interview committees.

Task 3: Review employee professional development plan/annual evaluation to include EDI components/training.

Priority #2: Interaction & Engagement (Cultural Climate Assessment)

Goal: Research and analyze the cultural climate of the agency.

Task 1: Explore, select, and implement a climate assessment tool.

Task 2: Use survey results to inform professional development and agency equity plan.

Priority #3: Lifelong Learning (Professional Development)

Goal: Establish professional development series to address gaps in knowledge and experience of issues related to equity and inclusion. Partner and support college system practitioners to provide training or consultancy for the agency. Focus on skill building and professional challenges of staff. Equity in policy throughout agency.

Task 1: Propose an agency-adopted equity rubric/equitable decision-making tool to be used by all departments to conduct audits for access, policies, and practices. Provide training on the rubric/tool.

Task 2: Create an equity training series for all agency staff (quarterly and monthly); ensure that all staff attend at least three per year. Track participation/engagement levels.

Task 3: Provide equity consultations and support for SBCTC equity initiatives, plans, etc.

Task 4: Sponsor individuals to attend Social Justice Leadership Institute (SJLI), Administrators of Color (AOC) mentoring, Faculty and Staff of Color conference (FSOCC), Northwest Regional Equity conference (NWREC).

Priority #4: Working Together (System Alignment)

Goal: Support the integration of the SBCTC mission and values within the broader agency. Align efforts with equity-minded developments across the state system.

Task 1: Consider establishing a system-wide DEI group (students, staff, faculty, administrators of color, leads from mentoring programs, Higher Education Diversity, Equity, and Inclusion (HE DEI) collaborative group); create a common space for leaders and practitioners to consider collaboration and partnership.

Task 2: Maintain external web pages (include resource banks, resources, guidance, etc.).

Task 3: Collaborate across SBCTC divisional areas to advance equity initiatives (i.e. Tribal Relations, Student Success, Student Services, BEdA, etc.)

Tribal Relations, Curriculum Development, and American Indian Indigenous Studies Advisory Board

Background:

Community and technical college enrollment and completion rates by students from Tribal communities were low prior to the global health crisis of COVID 19, but the pandemic has exacerbated these rates. The disproportionality of American Indigenous/Alaska Native student recruitment, retention, and completion rates can be addressed through building collaborative partnerships and consultation between local Tribes and community and technical colleges. (RCW 43.376 Government to Government with Indian Tribes). The SBCTC is attempting to address these disparities by developing a robust outreach initiative, trainings for colleges, and curriculum review to incorporate indigenous knowledge systems.

A handful of our community and technical colleges are working with local Tribes to build trust and relationships from which to build authentic, respectful change and open pathways of opportunities. Albeit successful in small pockets, this Tribal engagement needs statewide coordination and training, so colleges are appropriately prepared to begin this work with sovereign nations. Community and technical colleges across have mobilized and are requesting technical assistance to engage regional/local Tribes.

Timeline and Activities to Date:

November 2021: Director Tribal Relations & Curriculum Development hired (Lynn Palmanteer-Holder, member of the Confederated Tribes of the Colville and a long-serving university educator, tribal leader, and administrator).

January 2022: Statewide Tribal consultation survey administered to each SBCTC college to create an inventory of current tribal/college projects, partnerships, and curricular offerings.

February / March 2022: Washington State Community and Technical Colleges American Indian Indigenous Studies Advisory Board Kickoff: Established the Washington State Community and Technical Colleges American Indian Indigenous Studies Advisory Board. This advisory board is comprised of representatives from College and Tribal communities¹. Over the next 18 months, the advisory board will develop a statewide strategic plan to build government-to-government relationships between the college system and 29 federally recognized tribes. This strategic plan will aim to reduce American Indian/Alaska Native education and employment disparities; raise institutional awareness of tribe historical burdens; raise the consciousness to address contemporary barriers by making space for Indigenous knowledge and curriculum, and increase opportunities for Indigenous scholars, professional teachers, and administrators.

March 2022: College Spark Washington awards the SBCTC an Education Equity Fund grant of \$180,000 to do this work.

April/May 2022: Washington State Indian Education Association and UW Indigenous Pedagogy Summit held for Community and Technical Colleges.

May 2022: Washington State Community and Technical Colleges American Indian Indigenous Studies Advisory Board two-day Retreat at Green River College in collaboration with Muckleshoot Tribe.

¹ Partnering Divisions/Commissions/Councils and Tribal Leader and Education Boards:

- WACTC
- Instruction Commission
- Equity, Diversity, and Inclusion Office
- Research and Planning Commission
- Diversity and Equity Officers Commission
- Washington Student Services Commission
- Library Leadership Council
- Workforce Education Council
- Tribal Leaders Congress on Education
- Washington State Indian Education Association
- UW Center for American Indian Indigenous Studies
- Washington State Native Education Advisory Committee
- Office of Superintendent of Public Instruction



STRATEGIC PLAN: STRATEGY #1

Actions for Building an Antiracist Higher Education System

Ha T. Nguyen | Director for Equity, Diversity, & Inclusion

May 4, 2022



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board



LAND AND LABOR ACKNOWLEDGEMENT

BUILDING AN ANTIRACIST HIGHER EDUCATION SYSTEM:

Goal: Working together to advance a shared equity agenda with actions that achieve the State Boards three (3) overarching goals:

- 1) Achieve educational equity for students historically underrepresented in higher education;
- 2) Improve completion rates for all students across all types of programs;
- 3) Increase enrollment and retention among populations who can benefit the most from college access.

STRATEGY #1

Implement actions, policies, and investments that produce equitable outcomes.

- Using the new vision statement, **engage college system leaders** in equity-based professional development, advocacy and actions across the college system.
- **Develop a ladder of professional development opportunities** that lead to leadership positions. **Cultivate future, equity-minded leaders** with faculty and staff at all levels, from frontline staff to aspiring mid-and senior-level college administrators.
- **Conduct policy audits to eliminate barriers for students** in the key areas that can make or break their ability to enroll, and stay, in college. Examples included admissions, financial aid, precollege education and basic skills instruction.
- **Create an equity resource bank of best practices** in the areas of student services, curricula, hiring, and employment to **share successful practices** throughout the system.



INTRODUCTION OF PRESENTERS & GUESTS

SBCTC Staff:

Summer Kenesson, Lynn Palmanteer-Holder, Melissa Williams

Nancy Cruz, Student, Yakima Valley College

Sunshine Cheng, Student, Shoreline Community College

Evans Kaame, Student, Clark College

Xochilt Lopez, Graduate, Yakima Valley College

Dr. Consuelo Grier, Vice President for Diversity, Bellevue College

Dr. John Mosby, President, Highline College

Dr. Julie White, President, Pierce College – Fort Steilacoom

Doug Mah, Trustee, South Puget Sound Community College



STUDENT DIVERSITY DATA

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian/Alaska Native	6,221	6,193	6,185	6,359	5,317	5,215
Asian	31,126	31,443	30,877	30,209	25,309	23,962
Black/African American	15,246	15,440	15,638	16,319	14,400	14,531
Hispanic/Latino	30,608	31,259	32,318	34,171	29,035	29,384
Pacific Islander	2,759	2,862	3,002	3,072	2,879	2,844
White	121,861	119,624	117,113	115,292	100,254	93,654
Total headcount	227,514	227,023	225,125	221,672	178,875	167,885



FULL-TIME FACULTY DIVERSITY DATA

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Percent (%) Change: Fall 2016 – Fall 2021
American Indian / Alaska Native	56	57	52	58	54	58	3.57%
Asian	259	268	282	294	301	317	22.39%
Black / African American	122	131	135	142	141	161	31.97%
Hispanic / Latino	154	172	175	183	196	196	27.27%
Pacific Islander	9	11	12	14	15	26	188.89%
White	3,145	3,152	3,177	3,127	3,064	2,977	-5.34%
Total Headcount	3,724	3,749	3,796	3,789	3,735	3,675	-1.32%



EXEMPT FACULTY DIVERSITY DATA CONT....

	2016-2017	2017-18	2018-19	2019-20	2020-21	2021-22	Percent (%) Change: Fall 2016 – Fall 2021
American Indian / Alaska Native	39	44	44	48	55	74	89.74%
Asian	262	267	279	258	270	348	32.82%
Black / African American	185	198	214	218	240	263	42.16%
Hispanic / Latino	185	208	235	252	285	322	74.05%
Pacific Islander	18	16	21	28	34	45	150.00%
White	2,318	2,388	2,411	2,413	2,420	2,487	7.29%
Total Headcount	3,088	3,102	3,185	3,187	3,265	3,432	11.14%



CLASSIFIED FACULTY DIVERSITY DATA

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Percent (%) Change: Fall 2016 – Fall 2021
American Indian / Alaska Native	94	101	84	86	95	112	19.15%
Asian	488	504	530	532	521	540	10.66%
Black / African American	314	331	347	363	329	318	1.27%
Hispanic / Latino	380	426	452	498	490	534	40.53%
Pacific Islander	54	58	59	60	59	69	27.78%
White	3,469	3,765	3,778	3,786	3,541	3,482	0.37%
Total Headcount	5,063	5,123	5,211	5,272	4,940	4,968	-1.88%



SENATE BILLS 5227 & 5194

Campus Climate
Assessments

Listening &
Feedback
Sessions

Professional
Development
Training

DEI Definitions

Peer Mentoring
Strategies

Faculty Diversity
Program

FT Tenured
Faculty Positions

Culturally
Appropriate
Student Outreach
Program

DEI Strategic
Plans



COLLEGE HIGHLIGHTS

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SBCTC 2022-2024 EQUITY PLAN IN ALIGNMENT WITH COLLEGE SYSTEM EFFORTS | 4 PRIORITIES

Priority 1: Every Hire Matters (Human Resources)

review hiring data; implicit bias training for interview committee members; EDI training for new hires; EDI component in professional development plan/annual review

Priority 2: Interaction & Engagement (Cultural Climate Assessment)

climate assessment tool; use survey results to inform professional development and agency equity plan

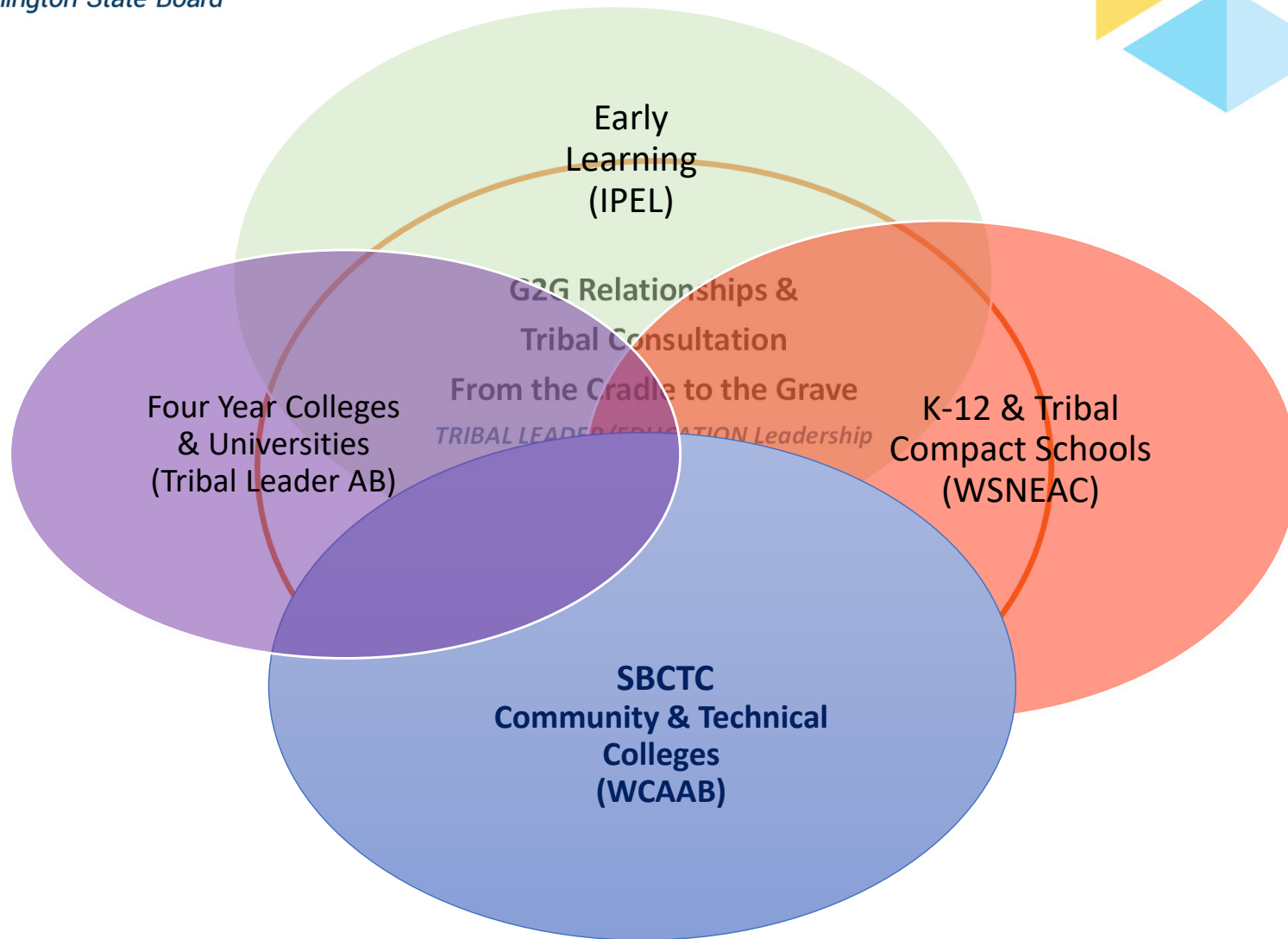
Priority 3: Lifelong Learning (Professional Development)

equity training series for all agency staff; sponsor individuals to attend external professional development opportunities; equity rubric/equitable decision-making tool; offer opportunities for dialogue on topics; agency department consultation with EDI team

Priority 4: Working Together (System Alignment)

system-wide EDI group; maintain external-facing web pages including resource banks; host open Zoom rooms to support colleges with equity plans/initiatives; integrate tribal consultation and government-to government relations

Imagine, 2025 WA State Board of Community and Technical Colleges intersects Tribal G2G Relationships through DEI Policies across WA Public Education institutions. *Imagine*, WA CTCs embrace traditional territories alongside WA's 29 Federally Recognized Tribes in efforts to eliminate AI/AN education & employment disparities, and advance racial, social and economic justice in all communities.



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.



Diversity, equity, and inclusion practices have demonstrated educational benefits for students and support positive institutional culture. Working to incorporate equity and inclusion as core tenets of an institution's mission and strategy requires strong leadership from administrators focused on advocacy and long-term impacts. (Grier, 2021)



Equity agendas are a blueprint for remediating inequitable conditions on college and university campuses. Leadership, leadership tactics, and leadership enactment are core to understanding how equity-driven agendas reach the point of institutionalization. (Grier, 2021)

INSTITUTIONALIZING CHANGE: CONNECTING EQUITY AND INCLUSION TO CAMPUS CULTURE AND CLIMATE



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board



PRESIDENTS' PERSPECTIVE

A TRUSTEE PERSPECTIVE: 1

We believe that leadership is essential to accelerating progress

Progress can only happen if there is a deep appreciation across trustees, presidents, faculty, and staff for changes taking place in each of our communities, and an urgency around creating an intentional culture of antiracism as demonstrated through policies and practices.

- DEI Charter



ANOTHER TRUSTEE PERSPECTIVE: 2

We recognize that trustees play a significant role, however, are not consistently equipped for success

Trustees play a vital role in leading with racial equity, however today they operate within a legacy framework of System-wide and local culture, policies, and practices that have not been consistently designed with an equity lens. Efforts to address this are taking place at different rates, often independently, at each of our colleges.

- DEI Charter

THE STUDENT EXPERIENCE

Student advocacy and leadership

- Implementation of SB 5194
 - Intensive information-gathering on campuses, discerning where the gaps remain and how to bridge
- Equity plans
 - Assisted with campus interviews to get a sense of student experiences at the college to help inform equity plans.
- Free Community College:
 - Coordinated support for HB 1840 in the last legislative session
- Financial Aid outreach efforts
 - Led a campaign to broadly communicate information on financial aid and applying for aid, using trusted messenger model of reaching into communities of color



REFLECT & RESPOND: GUEST PANEL DISCUSSION

- Are we making a difference? How do we know?
- How can we work better as a collective? Where are the gap areas?
- How can we work together to change the culture of within our institutions?
- What is our role in the community?
- How might we be inadvertently creating harm in our communities?
- Are we overestimating our ability to create change in a short period of time?



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STUDY SESSION ITEM

May 4, 2022

Tab 4

Understanding Implicit Bias

Brief Description

The implicit bias training will provide information and facilitate a discussion with participants related to their roles in hiring the State Board's next Executive Director.

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

Strategy #1 incorporates the following area of focus in meeting this goal:

- Cultivate future, equity-minded leaders from faculty and staff at all levels, from frontline staff to aspiring mid-and senior-level college administrators.

Background information and analysis

On June 27, 2019, the governor-appointed Washington State Board for Community and Technical Colleges unanimously approved the following vision statement:

“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 vision statement is meant to inspire us, to challenge us, and to capture the heart of our mission so well that we are restless to improve. It also answers a fundamental question: What do we hope to achieve for our students and the world they create?

We cannot achieve our vision without a fundamental shift in our policies, procedures, and practices. This is recognized as the first strategy in the system strategic plan: Implement actions, policies and investments that produce equitable outcomes.

This training on implicit bias (sometimes also referred to as unconscious bias) is a step in this direction, an equity-based professional development opportunity designed to sharpen our awareness of bias in the hiring process, and thus challenge the bias to produce a more equitable pipeline to employment for the agency.

Being aware of one's biases is vital to personal wellbeing and professional success. It is important to understand bias because it affects our behaviors and can lead to negative consequences, such as discrimination. Implicit bias can have a powerful influence on policies and environments such as working and learning environments, and it can reinforce the inequitable experiences and outcomes that people from historically marginalized or underserved groups often experience. To create fairer and more just workplaces, schools, and other environments, we must learn how and why our brains

make associations and assumptions about others and learn how to mindfully counteract harmful biases.

The four areas of focus are:

- **Bias**—defining bias and an overview of the brain science behind it.
- **Types of bias in job interviewing**—differentiating between different types of biases with examples of how it can surface in the job interview process.
- **Intersection of bias and racism**—reflecting on how our lived experiences shape our beliefs, attitudes, and assumptions about others and ourselves and how this connects to how racism and other forms of systemic oppression operate in our institutions.
- **Mitigating bias**—Eight actions to reduce bias.

Potential questions

- Can participants draw connections between implicit bias and structural racism?
- Can participants identify strategies to interrupt bias in the interviewing process?

Recommendation/preferred result

Board members will have the opportunity to discuss and engage in deeper inquiry for mitigating the negative impacts of implicit bias as they consider their role in hiring the State Board's new Executive Director.

Policy Manual Change Yes No

Prepared by: Melissa Williams, Policy Associate, Equity, Diversity, and Inclusion
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UNDERSTANDING IMPLICIT BIAS

SBCTC's Office of Equity, Diversity, and Inclusion

Melissa Williams & Ha Nguyen

May 4, 2022



AGENDA

- Purpose
- Overview of bias and types of bias
- How implicit bias interacts with racism in all its forms
- Implicit Association Test (IAT)
- How to mitigate bias
- Wrap-up



PURPOSE OF THIS LEARNING

- Understand the meaning of implicit bias and types of bias
- Draw connections between implicit bias and structural racism
- Identify strategies to interrupt bias in the interviewing process

BIAS

A bias is a tendency, inclination, or prejudice toward or against something or someone. Some biases are positive and helpful, but biases about people are often based on stereotypes rather than actual knowledge of an individual or circumstance.

Whether positive or negative, such cognitive shortcuts can result in prejudgments that lead to rash decisions or discriminatory practices.

TYPES OF BIAS IN JOB INTERVIEWING

Cognitive Bias Type	Bias Description
Stereotyping Bias	Forming an opinion of someone based on gender, religion, race, appearance, or any other type of characteristic.
First Impression Bias	Making judgements about an interviewee based on their first impression being positive or negative.
"Similar to Me" Effect	Thinking highly of someone who has a similar mind set or personality to the interviewer.
Negative Emphasis Bias	When the interviewer receives a small amount of negative information and uses it to base their entire hiring decision off of it. We tend to weigh negative information heavier than positive information.
Halo and Horn Effect	The Halo Effect is when the interviewer lets one positive fact about the candidate overshadow everything else they say or do. The Horn Effect is the opposite and allows a weak fact to influence everything else.
Cultural Noise	The interviewer's ability to distinguish between a candidate's socially acceptable answer rather than revealing their true opinion.
Contrast Effect	When a stronger candidate interviews after a weaker candidate, they may appear more qualified than they are because of the contrast between the two.

INTERSECTION OF BIAS AND RACISM

- The conscious vs. unconscious mind
- “Implicit bias is the process of associating stereotypes or attitudes towards categories of people without conscious awareness.”
- Unconscious biases plays out in real life—whom we hire for a job, how we discipline students, the quality of medical care we provide, whom we police.
- Our brains create shortcuts based on how we’ve been primed to make associations.

IMPLICIT ASSOCIATION TEST (IAT)

- What is an IAT? (example: Harvard Implicit Association Test)
 - <https://youtu.be/E0Pbf3Ponew> (1:34 minutes)
- Experiences taking the IAT
- How can it be useful?

MITIGATING BIAS

- Making progress on equity requires us to both mitigate our own biases and change structures.
- Addressing your bias is an evolving lifelong commitment—you can't eliminate it because it's a part of your brain's natural functioning.
- What are some strategies you can use in your personal and professional life to address bias?
stereotype replacement, counter-stereotypic imaging, practice individuation, practice perspective taking, inter-group work, improve decision-making, check your messaging, play games



SEARCH ADVISORY COMMITTEE ROLE

- As a member of the search advisory committee, what can you do to mitigate your own personal and professional biases in this process?
- How might you interrupt any biases you might observe from others during the search process?

CONSENT ITEM (RESOLUTION 22-05-11)

May 5, 2022

Tab 5a

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

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

Bellevue College proposes a Bachelor of Applied Science degree in Business Management and Technology beginning Winter 2023. The proposed Bachelor of Applied Science degree in Business Management and Technology builds on Bellevue College's existing Associate of Applied Science – Transfer degrees in Business Management and Information Systems. The proposed program is designed to address a long-standing request from students, employers, the citizen Program Advisory Board, and the public for a for a four-year degree in business management and technology. The program and proposal were developed based on current business, industry, and community trends. The proposed degree is a response to the demand, compiled over many years

via student surveys, employer surveys, and advisory board input. Demand for the proposed degree has increased over the years; and no currently existing bachelor's degree, locally or regionally, is meeting this need or demand with the combination of business, management, and technology. Graduates will use the degree to join growing industries in responsible positions, or to apply new learning and trends in established industries and economic sectors.

The degree represents an opportunity for Bellevue College to further its mission of providing high-quality, flexible educational programs and services that are academically, geographically, and financially accessible. It provides a guided pathway from several existing associate degree programs at Bellevue College and other similar institutions. Students who start their studies in specialized technology areas, and students who start their studies in more traditional business areas, now have a pathway that allows them to round out and synthesize their learning and skill set by melding learning in business, management, and technology. The proposed degree equips students to be more than just a technologist or just a businessperson as the degree includes significant learning in current and evolving technologies and in established and evolving theories and practices in the dynamic business and management areas.

Bellevue College presented the Bachelor of Applied Science in Business Management and Technology Statement of Need during the October 2021 State Board meeting. Since that time, Bellevue College's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including gathering input from program stakeholders to finalize curriculum and program outcomes. This will be Bellevue College's fourteenth Bachelor of Applied Science degree in addition to their Bachelor of Science in Computer Science degree.

Potential questions

- Do these degrees 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 22-05-11 approving Bellevue College - Proposed Bachelor of Applied Science in Business Management and Technology

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-05-11

A resolution to approve Bellevue College's application to offer a Bachelor of Applied Science in Business Management and Technology 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 Bellevue 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 Bellevue College's Bachelor of Applied Science degree in Business Management and Technology;

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 May 5, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-05-12)

May 5, 2022

Tab 5b

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

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

Columbia Basin College proposes a Bachelor of Applied Science degree in Community Health beginning Fall 2022. The proposed Bachelor of Applied Science degree in Community Health builds on a wide variety of Columbia Basin College's existing Associate of Applied Science degrees including Fire Science, Medical Assistant, Medical Records & Healthcare Information, Medical Simulation Technology, Nursing, Paramedicine, Radiologic Technology, and Surgical Technology. The goals of this proposed degree are to produce more qualified community health workers in Benton and Franklin counties and to provide a pathway to career advancement for graduates who hold associate degrees healthcare or social work-related programs.

Community health workers are frontline public health workers who are trusted members of and/or have an unusually close understanding of the community served. Community health workers have gained the attention of policy makers and healthcare providers because of their unique competence in not only understanding community needs but also gaining trust in ways that the traditional healthcare workforce may not. These attributes enable community health workers to address the social determinants of health where the healthcare system may fall short due to lack of time, skills, cultural affinity, and community linkages.

Many students at Columbia Basin College desire to earn a bachelor's degree in a healthcare program, as they see the higher degree as a means to higher earning potential in the industry. Currently at Columbia Basin College there is not an available pathway that leads students to higher-level degree, because AAS degrees are not transferable to traditional 4-year institutions. Additionally, except Bachelor of Science in Nursing and Bachelor of Applied Sciences in Dental Hygiene, there is no program within 100-mile radius that provides baccalaureate pathways to graduates with an AAS degree in a healthcare-related program. The proposed Bachelor of Applied Science in Community Health will be developed on the foundation of advocacy for a quality employment pool in the Columbia Basin College serving area and will provide local educational and professional enrichment opportunities to current and future community health and healthcare workers.

Columbia Basin College presented the Bachelor of Applied Science in Community Health Statement of Need during the October 2021 State Board meeting. Since that time, Columbia Basin College's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including gathering input from program stakeholders to finalize curriculum and program outcomes. This will be Columbia Basin College's ninth Bachelor of Applied Science degree.

Potential questions

- Do these degrees 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 22-05-12 approving Columbia Basin College - Proposed Bachelor of Applied Science in Community Health

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-05-12

A resolution to approve Columbia Basin College's application to offer a Bachelor of Applied Science in Community Health 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 Columbia Basin 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 Columbia Basin College's Bachelor of Applied Science degree in Community Health;

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 May 5, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-05-13)

May 5, 2022

Tab 5c

Green River College - Proposed Bachelor of Science in Nursing

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

Green River College proposes a Bachelor of Science degree in Nursing beginning Fall 2022. The proposed Bachelor of Science degree in Nursing builds on a Green River College's existing Practical Nursing program. The primary purpose of Green River College's Nursing department is to provide quality education for students and foster an environment that promotes collegial dialogue, develops ethical behavior, and values professional development. The Nursing department strives to be ranked among the very best of nursing programs by meeting the needs of employers and allowing graduates to meaningfully contribute to the healthcare of a diverse community. To prepare students to face today's inclusive approach to health care delivery, the curriculum of this proposed program is

founded on the integration of the social determinants of health, health equity and addressing health disparity while recognizing the unique needs of the diverse population the program serves.

Green River College is proposing to expand its nursing offerings to include a ladder option from a two year Associate Practical Nursing program (PN) to a Bachelor of Science in Nursing (BSN). Currently, licensed practical nurses (LPNs) have limited opportunities for academic progression. The proposed program will provide opportunities for LPNs who wish to continue with their nursing education and achieve their goal of becoming a registered nurse (RN). By adding a Bachelor of Science in Nursing option, the college will meet the changing healthcare needs of the South King and Pierce Counties.

Green River College presented the Bachelor of Science in Nursing Statement of Need during the February 2022 State Board meeting. Since that time, Green River College's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration. Most significantly is the revision of their existing practical nursing curriculum that serves as the foundation for their proposed Bachelor of Science in Nursing degree to align it with the newly adopted statewide LPN to BSN pathway. This will be Green River College's ninth bachelor's degree.

Potential questions

- Do these degrees 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 22-05-13 approving Green River College - Proposed Bachelor of Science in Nursing

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-05-13

A resolution to approve Green River College's application to offer a Bachelor of Science in Nursing 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 Green River 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 Green River College's Bachelor of Science degree in Nursing;

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 May 5, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-05-14)

May 5, 2022

Tab 5d

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

Lake Washington Institution of Technology proposes a Bachelor of Applied Science degree in Applied Management – Human Resource Management beginning Fall 2022. The proposed Bachelor of Applied Science degree in Applied Management – Human Resource Management builds on Lake Washington Institute of Technology's existing Human Resources Management Associate of Applied Science – Transfer degree and Human Resource Management Certificate of Completion. The proposed program is designed as a degree pathway for students who want to pursue a career in Human Resource Management. 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 (SHRM) and the Human Resource Certification Institute (HRCI) certification exams. Graduates will also be prepared to pursue graduate education at the master's level at state or regional institutions.

The Bachelor of Applied Science in Applied Management – Human Resource Management degree is designed to meet the needs of students who have earned an associate degree and want to continue to earn a Bachelor of Applied Science (BAS) degree. The 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 professional certification exams. Faculty will develop short upper-level course certificates that will satisfy the certification requirements and meet employer and human resource profession needs. The Human Resource courses will also meet the needs of certified Human Resource professionals who need 60 hours of continuing education every three years as well as specialty requirements in ethics, global, and strategic human resource. The program courses will consist of preapproved recertification credits for both Human Resource professional certification bodies, HRCI and SHRM.

Human Resource professionals play a significant role in diversity and social justice. Individuals who develop and work with diversity and social justice initiatives are often in the Human Resource department. Lake Washington Institute of Technology has integrated multiple courses on diversity and social justice into this proposed program. These courses equip students with the background and knowledge to successfully lead initiatives in the workplace.

Lake Washington Institution of Technology presented the Bachelor of Applied Science in Applied Management – Human Resource Management Statement of Need during the October 2021 State Board meeting. Since that time, Lake Washington Institute of Technology's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including gathering input from program stakeholders to finalize curriculum and program outcomes. This will be Lake Washington Institute of Technology's thirteenth Bachelor of Applied Science degree.

Potential questions

- Do these degrees 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 22-05-14 approving Lake Washington Institute of Technology - Proposed Bachelor of Applied Science in Applied Management – Human Resource Management

Policy Manual Change Yes No

Prepared by: Valerie Sunby, director of transfer
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-05-14

A resolution to Lake Washington Institute of Technology's application to offer a Bachelor of Applied Science in Applied Management – Human Resource 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 Lake Washington Institute of Technology'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 Lake Washington Institute of Technology's Bachelor of Applied Science degree in Applied Management – Human Resource 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 May 5, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-05-15)

May 5, 2022

Tab 5e

North Seattle College - Proposed Bachelor of Science in Computer Science

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. In 2021, this process expanded to include an approval process for bachelor of science in computer science degrees. 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

North Seattle College proposes a Bachelor of Science degree in Computer Science beginning Fall 2022. The proposed Bachelor of Science degree in Computer Science builds on North Seattle College's existing Associate in Computer Science Direct Transfer Agreement/Major Related Program. North Seattle College, in partnership with Seattle Central College and South Seattle College, proposes to develop a Bachelor of Science degree in Computer Science to support businesses, public agencies, and non-profit organizations in all sectors of the economy in the central Puget Sound area. This would be the second information sciences baccalaureate degree for North Seattle

College and would address the area's long-standing unmet demand for computer science professionals. It would help diversify the field that is dominated by white and Asian males and reduce the need for importing talent from outside the state to meet demand. The Seattle metropolitan area has the sixth highest concentration of information technology jobs in the nation.

The Washington State Legislature passed SSB 5401 in 2021 authorizing community and technical colleges to offer Bachelor of Science in Computer Science degree programs. In the legislation's findings, the Legislature noted that Washington "imported four times as many computer science graduates than it produced in state." They noted that there were 24,000 job openings in the technology sector in the state, and only 1,883 computer science degree completions (in 2018-19), and very few of those degrees were awarded to African American, Hispanic, and Native American students. The legislative findings concluded by noting, "the legislature finds that we need to expand access to the high-demand field of computer science, especially to students of color."

North Seattle College proposes a Bachelor of Science degree in Computer Science that brings together theory and practice and prepares graduates to work effectively in positions that require computer science skills. The Seattle economy is dominated by information technology companies that are headquartered here like Amazon, Microsoft, and T-Mobile, and supports advanced manufacturing companies like Boeing. The proposed program will be designed to build upon the existing computer science academic transfer pathways at the Seattle Colleges, providing students with a lower-cost option for completing a computer science baccalaureate degree.

North Seattle College presented the Bachelor of Science in Computer Science Statement of Need during the February 2022 State Board meeting. Since that time, North Seattle College's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including working with colleges statewide to develop guiding principles for the development of this degree, and gathering input from program stakeholders to finalize curriculum and program outcomes. This will be North Seattle College's sixth bachelor's degree.

Potential questions

- Do these degrees 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 22-05-15 approving North Seattle College - Proposed Bachelor of Science in Computer Science

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-05-15

A resolution to approve North Seattle College's application to offer a Bachelor of Science in Computer Science upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Substitute Senate Bill 5401, passed by the 2021 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve bachelor of science in computer science 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 bachelor of science in computer science degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that North Seattle 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 North Seattle College's Bachelor of Science degree in Computer Science;

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 May 5, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-05-16)

May 5, 2022

Tab 5f

Spokane Falls Community College - Proposed Bachelor of Applied Science in Integrated Behavioral Health

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

Spokane Falls Community College proposes a Bachelor of Applied Science degree in Integrated Behavioral Health beginning Fall 2023. The proposed Bachelor of Applied Science degree in Integrated Behavioral Health builds on a two of Spokane Falls Community College's existing Associate of Applied Science degrees including Addiction Studies and Integrated Community Services. Students from allied disciplines such as psychology, sociology, education, or early childhood education may also be interested in pursuing this degree.

The Bachelor of Applied Science in Integrated Behavioral Health would be a non-cohort entry degree

program using the hybrid modality that offers Human Services and other graduates the opportunity to enhance their career options in the high demand field of behavioral health. With the State of Washington's embrace of Medicaid transformation and the Washington State Department of Health's sunrise review, stakeholders have identified a need for a bachelor's level credential that includes skills required in the treatment of substance use and mental health disorders. These same stakeholders have also identified a bachelor's level credential as a potential career ladder for healthcare and behavioral health professionals.

Additionally, this program is designed to increase representation of Black, Indigenous, People of Color, and lesbian, gay, bisexual, transgender, queer, intersexual, asexual, and two-spirited persons in clinical positions. Spokane Falls Community College's proposed program offers a low barrier path to higher education, and a Bachelor of Applied Science in Integrated Behavioral Health could help to increase diversity in the workforce and serve diverse populations by offering a more affordable route to the bachelor's degree. The students can also stay at Spokane Falls Community College for the entire four years of their education, continuing their pre-established relationships with faculty and staff and utilizing the resources that they are familiar with

Spokane Falls Community College presented the Bachelor of Applied Science in Community Health Statement of Need during the February 2022 State Board meeting. Since that time, Spokane Falls Community College's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including gathering input from program stakeholders to finalize curriculum and program outcomes. This will be Spokane Falls Community College's fourth Bachelor of Applied Science degree.

Potential questions

- Do these degrees 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 22-05-16 approving Spokane Falls Community College - Proposed Bachelor of Applied Science in Integrated Behavioral Health

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-05-16

A resolution to approve Spokane Falls Community College's application to offer a Bachelor of Applied Science in Integrated Behavioral Health 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 Spokane Falls Community 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 Spokane Falls Community College's Bachelor of Applied Science degree in Integrated Behavioral Health;

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 May 5, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-05-17)

May 5, 2022

Tab 5g

Shoreline Community College - Proposed Bachelor of Applied Science in Dental Hygiene

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

Shoreline Community College proposes a Bachelor of Applied Science degree in Dental Hygiene beginning Fall 2024. The proposed Bachelor of Applied Science degree in Dental Hygiene builds on Shoreline Community College's existing Associate of Applied Arts and Science degree in Dental Hygiene. This proposed degree addresses the long-standing issue of aligning the 4-year credit course load with a 4-year degree. Currently students graduate with an Associate Applied Arts and Sciences in Dental Hygiene (AAAS DH) after four or more years of study at a minimum of 187 credits. Graduates of proposed Bachelor of Applied Science in Dental Hygiene program will complete a total of approximately 192 credits, an increase of only 5 credits from the current associates degree.

Shoreline Community College and the University of Washington School of Dentistry (UWSOD) have entered into a mutual agreement that has transitioned the Shoreline Dental Hygiene Program to UWSOD facilities. The UWSOD provides clinical and laboratory facilities, arranges for necessary classrooms and supports faculty and students while on the UWSOD campus. This partnership is unique in the nation's dental educational system. It will provide students enrolled in the BASDH program opportunities that would not have been possible while housed at the Shoreline Community College campus.

The transformation of the curriculum to baccalaureate level helps to meet the professional standards of both the didactic and clinical components of the curriculum as established by the program's professional accrediting agency, the Commission on Dental Education (CODA). It also meets the professions' expectations for the education of future dental hygienists. The proposed BASDH degree is expected to better position graduates who are interested in careers in academics, research, public health, policy, business and more. The University of Washington School of Dentistry offers Master's (MS) and doctoral (PhD) programs, dental hygiene graduates who have a BASDH degree and who are interested in advanced degrees, would have an opportunity to apply to these programs without first having to complete a bachelor's degree at another institution.

Shoreline Community College presented the Bachelor of Applied Science in Dental Hygiene Statement of Need during the May 2021 State Board meeting. Since that time, Shoreline Community College's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including gathering input from program stakeholders to finalize curriculum and program outcomes. They have also responded to feedback from other dental hygiene programs around the state and adjusted their curriculum to align their total number of credits. This will be Shoreline College's first Bachelor of Applied Science degree.

Potential questions

- Do these degrees 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 22-05-17 approving Shoreline Community College - Proposed Bachelor of Applied Science in Dental Hygiene

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-05-17

A resolution to approve Shoreline Community College's application to offer a Bachelor of Applied Science in Dental Hygiene 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 Shoreline Community 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 Shoreline Community College's Bachelor of Applied Science degree in Dental Hygiene;

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 May 5, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-05-18)

May 5, 2022

Tab 5h

Skagit Valley College - Proposed Bachelor of Applied Science in Product Development

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

Skagit Valley College proposes a Bachelor of Applied Science degree in Product Development beginning Fall 2023. The proposed Bachelor of Applied Science degree in Product Development builds on a wide variety of Skagit Valley College's existing Associate of Applied Science and Associate of Applied Science – Transfer degrees including Manufacturing Technology, Engineering Technology, Operations Management, Welding Technology, Automotive Technology, and Business Management. Graduates of the proposed program will be trained to work as leaders or managers in manufacturing and production environments.

The proposed Bachelor of Applied Science degree in Product Development 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's degree and a bachelor's of applied science. This educational pathway will provide stacked certificate, associates, and bachelor's degree options with intermittent "off-ramps" where student can enter the workforce with their credential and the relevant skills sets while concurrently creating "on-ramps" where students can return to school to continue their education.

Skagit Valley College's proposed Bachelors of Applied Science in Product Development will combine theoretical knowledge, analytical problem solving, and practical hands-on skills in a working production lab to prepare product design and development professionals for the challenges of leading projects, people, and innovation. The program is supported by significant industry demand as well as by regional employers. The program was designed with extensive input from the Advisory Committee, additional industry representatives, Skagit Valley College faculty and staff, and well as external subject-matter experts. Consistent with the college's mission, this degree path is a commitment to provide high-wage, high-demand programming to Skagit Valley College students that will lead to educational, personal, and economic success in the advanced manufacturing and engineering industry.

Skagit College presented the Bachelor of Applied Science in Product Development Statement of Need during the October 2021 State Board meeting. Since that time, Skagit Valley College's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including gathering input from program stakeholders to finalize curriculum and program outcomes. This will be Skagit Valley College's fourth Bachelor of Applied Science degree.

Potential questions

- Do these degrees 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 22-05-18 approving Skagit Valley College - Proposed Bachelor of Applied Science in Product Development

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-05-18

A resolution to approve Skagit Valley College's application to offer a Bachelor of Applied Science in Product Development 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 Skagit 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 Skagit Valley College's Bachelor of Applied Science degree in Product Development;

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 May 5, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-05-19)

May 5, 2022

Tab 5i

Whatcom Community College - Proposed Bachelor of Applied Science in Social Work

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

Whatcom Community College proposes a Bachelor of Applied Science degree in Social Work beginning Fall 2023. The proposed Bachelor of Applied Science degree in Social Work builds on Whatcom Community College's existing Substance Use Disorder Professional Associate of Applied Science degree. Bachelor's level social and community service positions are in high demand across the state and show a significant supply gap. This Bachelor of Applied Science degree will provide a unique focus not found at nearby Western Washington University or other regional two-year colleges. The proposed degree's focus is on social work, versus the theoretical focus of Western Washington

University's Human Services degree.

The program's hybrid curriculum accommodates place-bound students and others in Northwest Washington who have limited options to further their education in the field of social work. The degree fills a workforce need identified through Whatcom County Health Department's COVID-19 Community Impact Assessment, which found labor shortages in mental health and crisis intervention sectors were significant issues before, during, and after the pandemic. Filling the behavioral health labor shortage has been recently prioritized in Whatcom County by the Port of Bellingham's economic development division.

In addition to providing a pathway for career advancement in substance abuse, mental health, and residential treatment facilities, upon programmatic accreditation by the Council on Social Work Education, graduates of the program would be eligible to apply for entrance to Master of Social Work in advanced standing programs. These accelerated programs would allow graduates to pursue careers in clinical behavioral health in an accelerated, affordable, and accessible pathway.

Whatcom Community College presented the Bachelor of Applied Science in Social Work Statement of Need during the February 2022 State Board meeting. Since that time Whatcom Community College's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including gathering input from program stakeholders to finalize curriculum and program outcomes. This will be Whatcom Community College's third Bachelor of Applied Science degree.

Potential questions

- Do these degrees 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 22-05-19 approving Whatcom Community College - Proposed Bachelor of Applied Science in Social Work

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-05-19

A resolution to approve Whatcom Community College's application to offer a Bachelor of Applied Science in Social Work 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 Whatcom Community 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 Whatcom Community College's Bachelor of Applied Science degree in Social Work;

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 May 5, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-05-20)

May 5, 2022

Tab 5j

Columbia Basin College — local capital expenditure authority for Library Remodel

Brief Description

Columbia Basin College is seeking authority to spend up to \$1,990,000 in local funds for library renovations.

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

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

Background information and analysis

Columbia Basin College currently has \$1,103,000 funded for minor program improvement projects, in OFM project number 92000035, which they will use to remodel the Library. The project consists of reconfiguring circulation areas, the IT Helpdesk, study areas, and relocation of a classroom.

Total desired renovation is estimated to be \$3,093,000 as designed.

Columbia Basin College’s Board of Trustees approved this local capital expenditure request on April 11, 2022.

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 22-05-20 giving Columbia Basin College the authority to spend up to \$1,990,000 in local funds to complete Library renovations.

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 22-05-20

A resolution relating to Columbia Basin College's request to spend up to \$1,990,000 in local funds for Library renovations.

WHEREAS, Columbia Basin College currently has \$1,103,000 funded for minor program improvement projects, in OFM project number 92000035, which they will use to remodel the Library; and

WHEREAS, total project cost as designed is \$3,093,000; and

WHEREAS, the college requests authority to spend up to \$1,990,000 in local funds to complete the project as planned; and

WHEREAS, Columbia Basin College's Board of Trustees approved this request on April 11, 2022.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Columbia Basin College to spend up to \$1,990,000 in local funds to complete Library renovations; 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 05/05/2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-05-21)

May 5, 2022

Tab 5k

North Seattle College – local capital expenditure authority for Library Building Renovation

Brief Description

Seattle College district is seeking authority to spend up to \$1,900,000 in local funds for additional scope in its Library Building Renovation project on the North Seattle College campus.

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

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

Background information and analysis

The North Seattle College received \$33,967,000 in state capital appropriations for its Library Renovation Project 30001451.

The project bids were opened on August 17, 2021, and the contract was awarded to the lowest responsible bidder on September 1, 2021. The contractor was given a notice to proceed on November 1, 2021.

The bid included four alternates that had been identified in the project’s 2016 predesign as a way to address unknown market conditions and get as much as possible into the project with the available funding.

The base bid exceeded the engineer’s estimate, and the college chose to only include one of the four alternates in order to maintain about a 10 percent contingency for construction. The project had about \$2.3 million in contingency remaining after the initial contract award.

On March 21, 2022, the district approved \$1,900,000 from its reserves so the work that was in the other alternates could be added back into the project by change order. The project total budget will be \$35,867,000 with the local funds.

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 22-05-21 giving North Seattle College the authority to spend up to \$1,900,000 in local funds for its Library Building Renovation project 30001451.

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 22-05-21

A resolution relating to Seattle College district's request to spend up to \$1,900,000 in local funds for additional scope in its Library Building Renovation project on the North Seattle College campus.

WHEREAS, North Seattle College currently has \$33,967,000 in state capital appropriations for its Library Renovation Project 30001451; and

WHEREAS, the project included four alternates when it was bid on August 17, 2021; and

WHEREAS, the college chose to only include one of the four alternates to maintain about \$2.3 million in contingency after the bid; and

WHEREAS, on March 21, 2022, the district approved the use of \$1,900,000 from its reserves so the work that was in the other alternates could be added back into the project by change order; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes North Seattle College to spend up to \$1,900,000 in local funds bringing the total budget for its Library Building Renovation project 30001451 to \$35,867,000; 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 05/05/2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-05-22)

May 5, 2022

Tab 5I

Olympic College — increase of local capital expenditure authority for Bremerton Shop building renovation

Brief Description

Olympic College seeks approval to spend up to an additional \$1,147,574 in local funds to complete renovations of the Bremerton welding shop building.

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

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

Background information and analysis

Olympic College currently has state funds of \$8,605,000 for project 30000986 to renovate the Bremerton shop building. The college also received local capital expenditure authority of \$1,860,000 for this project in State Board Resolution 19-08-40.

Due to construction cost increases and two alternates to complete landscaping for the entry courtyard and east parking, the total project cost as currently designed is estimated to be \$11,612,574. This results in the need for an additional \$1,147,574 in local funds.

Olympic College's Board of Trustees approved this request on November 16, 2021.

Potential questions

Is this project consistent with the State Board's goal of being responsive to the changing needs in the community and using resources efficiently?

Recommendation/preferred result

Staff recommends approval of Resolution 22-05-22 giving Olympic College the authority to spend up to an additional \$1,147,574 in local funds to complete renovation of the Bremerton shop building project 30000986.

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 22-05-22

A resolution relating to Olympic College's request to spend up to an additional \$1,147,574 in local funds to complete renovation of the Bremerton shop building.

WHEREAS, Olympic College currently has \$8,605,000 in state funding and \$1,860,000 in local funding approved in State Board Resolution 19-08-40 for project 30000986 to renovate the Bremerton shop building; and

WHEREAS, due to increased construction costs and two alternates to provide landscaping for the courtyard entry and east parking, the current estimated project cost is \$11,612,574; and

WHEREAS, an additional \$1,147,574 in local funds is needed to complete the project as designed; and

WHEREAS, Olympic College's Board of Trustees, approved this request on November 16, 2021; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Olympic College to spend up to an additional \$1,147,574 in local funds to complete renovation of the Bremerton shop building project 30000986; 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 5/5/2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

CONSENT ITEM (RESOLUTION 22-05-23)

May 5, 2022

Tab 5m

Pierce College – property line adjustments

Brief Description

The Pierce College district is seeking approval to adjust the property lines at the Fort Steilacoom campus.

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

The adjustments will reduce liabilities and free up financial resources to better serve students.

Background information and analysis

To support updates of the Western State Hospital and City of Lakewood’s master plans related to Fort Steilacoom Park, in 2018 Substitute Senate Bill 6090, the Department of Social and Health Services was directed to transfer property leased by Pierce College Fort Steilacoom to the college. The transfer was completed in January 2022 using existing boundary lines.

The legislature’s intent was to also adjust the boundary to give the City of Lakewood ownership of Waughop Lake and the associated liabilities. Consistent with State Board policy, the college is working with the Department of Enterprise Service to complete the adjustment.

The current and proposed boundaries from the City’s request to the legislature are in attachment A. The Pierce College Board of Trustees approved the property line adjustments in its 2022-37 resolution on April 13, 2022.

Potential questions

Is this project consistent with the State Board’s goal Improve the college system’s long-term financial sustainability and infrastructure?

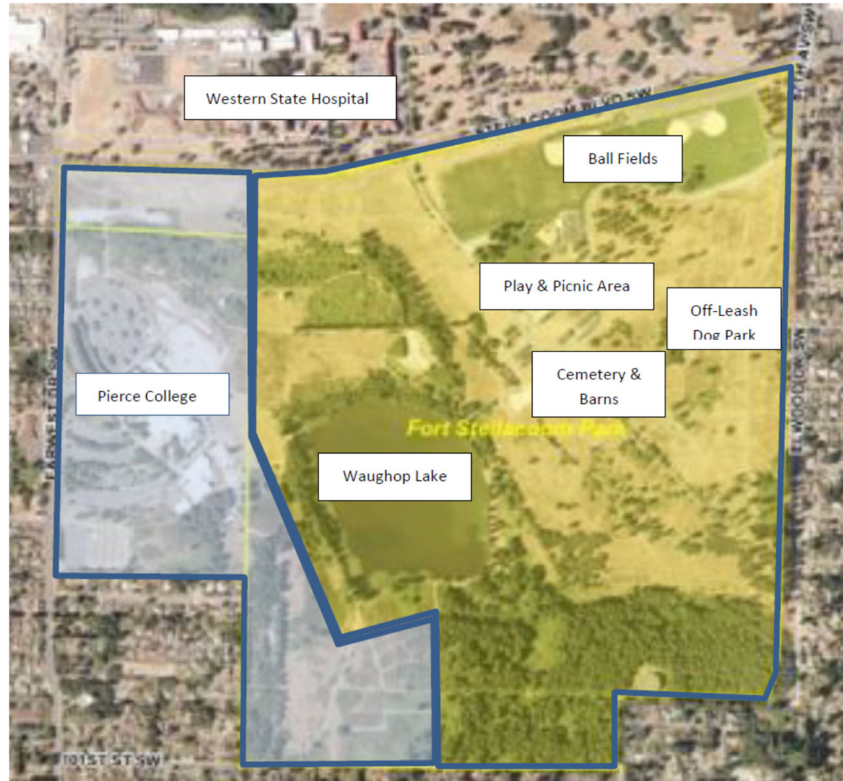
Recommendation/preferred result

Staff recommends approval of Resolution 22-05-23 authorizing the property line adjustments approved by the legislature in 2018 SSB 6090.

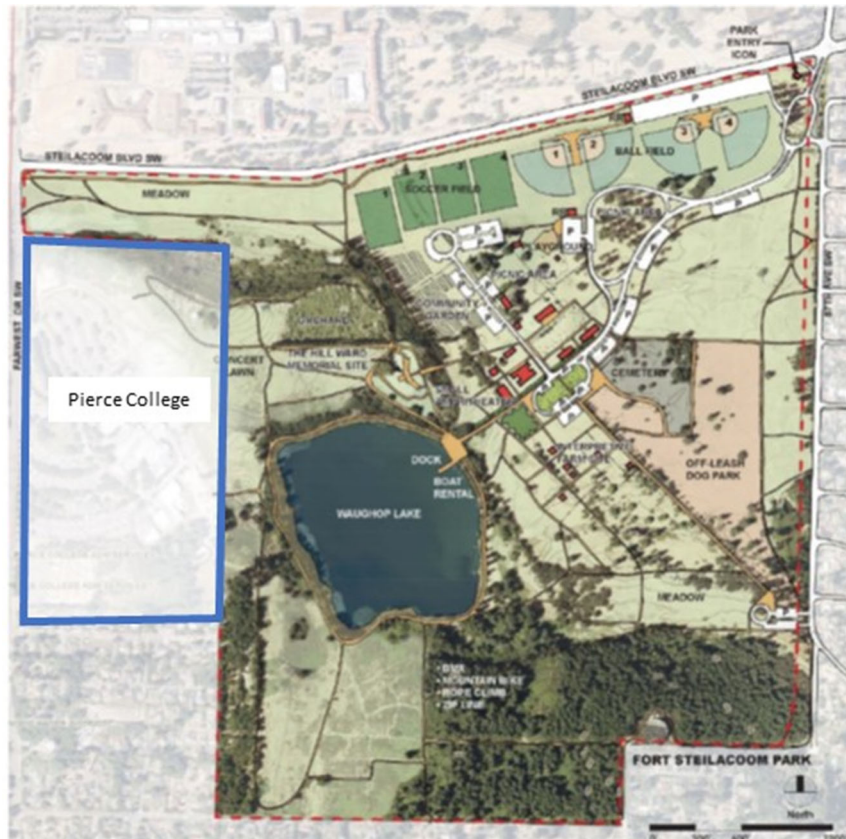
Policy Manual Change Yes No

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

Current property lines:



Proposed property lines:



STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 22-05-23

A resolution relating to Pierce College's request to adjust the property lines at the Fort Steilacoom campus.

WHEREAS, to support updates of the Western State Hospital and City of Lakewood's master plans related to Fort Steilacoom Park, in 2018 Substitute Senate Bill 6090, the Department of Social and Health Services was directed to transfer property leased by Pierce College Fort Steilacoom to the college' and

WHEREAS, the transfer was completed in January 2021 using existing boundary lines; and

WHEREAS, the legislature's intent was to also adjust the boundary to give the City of Lakewood ownership of Waughop Lake and the associated liabilities; and

WHEREAS, the college is working with the Department of Enterprise Service to complete the adjustment; and

WHEREAS, the Pierce College Board of Trustees approved the property line adjustments in its 2022-37 resolution on April 13, 2022.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the property line adjustments illustrated in attachment A; 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 05/05/2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair



STATE BOARD MEETING MINUTES

Thursday, March 31, 2022

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 a.m., welcomed those present, and requested a motion to adopt the agenda.

Motion: Moved by Phyllis Gutierrez Kenney, seconded by Carol Landa McVicker, and unanimously approved by the Board the agenda for the March 31, 2022, State Board meeting.

Approval of Consent Agenda

- a. Clark College property exchange
Resolution 22-03-06
- b. Bellevue College increase of local expenditure authority
Resolution 22-03-07
- c. Pierce College Puyallup local expenditure authority
Resolution 22-03-08
- d. Spokane Community College increase of local expenditure authority
Resolution 22-03-09
- e. February 2022 State Board Meeting Minutes
- f. Ratification of Joint Resolution with WACTC for Davie Stolier

Motion: Moved by Phyllis Gutierrez Kenney seconded by Ben Bagherpour and unanimously approved by the Board the adoption of the March 31, 2022, consent agenda.

2022 Supplemental Capital Budget Update

The 2022 capital request was submitted to the Office of Financial Management and the legislature in September 2021. Funding for Emergency Asbestos Mitigation of the Olympic South building on the Pierce Fort Steilacoom campus was added to the request in State Board resolution 21-12-57 on December 1, 2021.

The Governor's proposed 2022 supplemental budget was released on December 16, 2021, and it included full funding for the top two system priorities; Emergency Asbestos Mitigation at Pierce College Fort Steilacoom, and a list of Minor Infrastructure Replacement projects at thirty-one community and technical colleges.

As of March 4, 2021, both the Senate and House proposals fund the Emergency Asbestos Mitigation at Pierce College Fort Steilacoom and provide partial funding for the Minor Infrastructure Replacement project list. The funding level for the Minor Infrastructure Replacement project list is \$4,903,000 in the Senate and \$13,796,000 in the House proposals.

The Senate proposal includes a \$40 million inflation and contingency pool at the OFM and accepts the State Board's preferred structure for its 2023-25 capital request. The Senate proposal has been passed to the House. The House proposal has been passed out of the House Capital committee.

The legislature is working toward a compromise of the two proposals. This legislative session is scheduled to end on March 10, 2022. A comparison of the legislative budget to the State Board's request will be available prior to the March 30-31, 2021, State Board meeting.

Consistent with legislative intent, once the new funding is allotted to us by the OFM, the funding provided for the prioritized list of infrastructure assets needing replacement can be allocated to the highest priority projects as submitted to the legislature. The list is in Attachment A.

Funding for the Emergency Asbestos Mitigation of Olympic South building on the Pierce Fort Steilacoom campus can be allocated to Pierce College District.

Please see attached resolution 22-03-10 directing staff to allocate the funding provided in the enacted 2022 supplemental capital budget.

Motion: Moved by Ben Bagherpour seconded by Crystal Donner and unanimously approved by the Board the adoption of Resolution 22-03-10 approving the 2022 Supplemental Capital Budget.

2022 Supplemental Operating Budget

This Legislative session, the supplemental operating budget process was unusual in its scope and size. With significant revenue increases over the last year, the Governor and Legislature increased the overall state operating budget by \$5 billion to reach a total of \$64 billion. Public higher education as a sector increased by \$336 million, including \$150 million for a new, low-interest student loan program.

The State Board for Community and Technical College system effectively advocated for its needs this session. Every operating budget request of the system was funded by the Legislature. Additional policy investments were also made, such as equipment and enrollments to expand the number of nursing graduates. As a result, the system operating budget appropriation next fiscal year will be \$82 million higher and exceed \$1 billion for the first time.

Legislative Session Wrap-Up

The 2022 60-day legislative session adjourned Sine Die on March 10. The primary focus of the college system entering the 2022 legislative session was a sustainable operating budget, continued capital budget investments, and legislation supporting Basic Education for Adults.

As COVID-19 continues to be part of our lives and 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 train students of all ages and backgrounds for real-time job opportunities and upskill workers for businesses as they rebound from the recession. The legislature agreed with this sentiment and made important investments in the college system to help the state recover.

ACT Report

Doug Mah, ACT President presented on the success of recent Trustee Tuesday's talk on budgets. He also discussed the April Trustee Tuesday special session on presidential searches and the May spring conference.

Labor Report

Karen Strickland, AFT presented on the focuses of next legislative session and compensation.

WACTC Report

Chris Bailey, WACTC President Elected discussed the successful legislative session and gave an update for upcoming WACTC meetings and their committee progress reports.

Public Comment

Jacquie Cain, Vice President of Contingent Faculty, AFT Washington

Board Discussion

- Board chair, Jay Reich, noted that he appointed Ben Bagherpour to chair the 2022-23 Nominating Committee for the State Board Chair and Vice Chair. Joining Ben on the committee will be Phyllis Gutierrez Kenney and Chelsea Mason.

Adjournment/next meeting

There being no further business, the State Board adjourned its March 31, 2022, regular meeting at 11:07 a.m. The next meeting is scheduled for May 4-5, 2022.

Jan Yoshiwara, Secretary

Jay Reich, Chair

CONSENT ITEM (RESOLUTION 22-05-27)

May 5, 2022

Tab 5o

Approval of 2022-23 state board meeting dates

Brief Description

The State Board adopts a schedule of regular meetings each fiscal year for publication in the *Washington State Register*. Meetings are held approximately seven times per year on community and technical college campuses and at the State Board offices at intervals of six to eight weeks. Locations rotate among all 34 colleges, balancing visits on the east and west sides of the state. During legislative sessions, meetings are held in or near Olympia.

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

The two-day meetings include a study session on the first day designed to provide board members with an in-depth discussion about policy issues and a regular business meeting on the second day when action items are addressed. The proposed meeting schedule is designed to align properly with the Board's current Strategic Plan.

Background information and analysis

The following schedule of State Board meetings is proposed for 2022-23:

August 2022
October 19-20, 2022
December 7-8, 2022
February 1-2, 2023
March 29-30, 2023
May 10-11, 2023
June 28-29, 2023

Potential questions

Are there any concerns with the proposed dates?

Recommendation/preferred result

It is recommended that the State Board adopt Resolution 22-05-27 approving its schedule of meeting dates and locations for 2022-23 for publication in the *Washington State Register*.

Policy Manual Change Yes No

Prepared by: Beth Gordon, executive assistant
(360) 704-4309, bgordon@sbctc.edu

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 20-05-27

A resolution relating to the 2022-23 State Board meeting schedule.

WHEREAS the State Board adopts its meeting schedule for the fiscal year for publication in the *Washington State Register*;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges has agreed upon the following meeting dates and locations for 2022-23:

August TBD
October 19-20, 2022
December 7-8, 2022
February 1-2, 2023
March 29-30, 2023
May 10-11, 2023
June 28-29, 2023

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 schedule, as necessary, for actions taken by the governor, legislature, externally imposed restrictions or guidelines, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 05/05/2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

REGULAR (RESOLUTION 22-05-24)

May 5, 2022

Tab 6

SBCTC 2023-25 capital budget request

Brief Description

State Board staff have worked with college district trustees, presidents and vice-presidents to develop a recommendation for the community and technical college system's 2023-25 capital budget request. The culmination of that work is presented here for the State Board's review and approval.

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

The facilities built and maintained using funds from the capital budget support the State Board's goals by increasing access to post-secondary education, promoting student achievement and success within a framework of diversity, equity and inclusion.

Background information and analysis

The legislative capital budget includes biennial appropriations for minor and major projects and authorities for alternative financing of capital projects. Once appropriated, funding is allotted by the State Board from the Office of Financial Management (OFM) based on progress and then allocated to the colleges. Colleges work with the Department of Enterprise Services for management of the public work.

Minor Projects

Minor projects are list-based appropriations, where the individual projects are similar and each cost between \$25,000 and \$2,000,000. The legislature intends minor projects to be completed within two years of them being funded. Once funding is appropriated, the State Board has some flexibility to add scope to the lists within the amount of the appropriation for the list and can move funding between projects on the individual lists.

In recent biennia the State Board request has included the following minor work lists:

- Facility maintenance and operation funding
- Emergency capital funding
- Minor repairs (roof, facility and site)
- Minor infrastructure replacement
- Minor program improvements

In resolution 21-06-35, the State Board adopted a plan to increase the minor work funding targets by 10 percent over the 2021-23 targets for the 2023-25 request.

The system has approximately \$83 million in Infrastructure that is beyond its expected life. These assets have been prioritized for replacement within the \$37,400,000 funding target based on its remaining useful life, program areas served, and the college's share of traditionally underserved students of color.

Colleges identify minor program improvement projects for the list that fit within their share of the system's targeted funding level. Individual college's shares of the target have been based on a formula that includes the college's share of the system facility square footage, square footage more than 25 years old, and the system's student full-time equivalent enrollment. A 10 percent increase in the system's minor improvement target would be \$39,055,00.

Most colleges have an immediate need to reconfigure existing facilities to better accommodate the increase in on-line services and provide more inclusive student spaces. These types of needs are well suited for the minor improvement list but colleges are challenged to make effective changes within the average \$1.1 million in funding they would receive using the current target and distribution method.

Major Projects

Projects costing \$5 million or more, are funded individually in the capital budget and have additional oversight.

State Board staff worked with the commissions and councils of the Washington Association of Community and Technical Colleges (WACTC) to develop criteria, consistent with State Board policies and goals, for the selection of new major projects for the 2023-25 request. The State Board adopted WACTC recommended criteria and rules in June 2021.

All thirty-four colleges were eligible to submit a proposal. Twenty proposals were submitted. Scoring was completed on March 3, 2022, and 18 of the proposals scored at least 70 out of 100 possible points.

Major projects typically take more than four years to complete and, in the past the funding has been appropriated in two phases; a design-phase, and then a construction-phase. Due to unpredictable funding levels, some projects have had a gap of one, or more, biennia between design and construction-phase funding.

There was a proviso in the 2021-23 capital budget for the State Board to review different structures for its 2023-25 capital request and report to the legislature. The preferred structure in the report was to continue prioritizing minor projects over major projects and to request all the funding necessary to complete major projects all at once; instead of funding projects in phases. The legislature directed the State Board to use this new structure for its 2023-25 request in Section 7012 of Substitute Senate Bill 5651. For transition to the new structure, the bill also says to give priority to projects that previously received design-phase funding over new major project requests.

Request

On April 28, 2022, for the 2023-25 capital budget request, WACTC recommended to the State Board;

- Increase the system's minor program improvement target to \$68,000,000 and request \$2,000,000 for each college for this purpose; and
- add all the projects that scored 70, or more, points in the major project selection for 2023-

25 to the pipeline below the existing projects in the pipeline; and

- keep all projects in the pipeline until funded; and
- request funding for major projects in the order they were added to pipeline; and
- have State Board staff work with the colleges to update all project cost estimates for changes in inflation, A/E Fee rates, laws, requirements, and sales tax rates; and
- use the structure required in Section 7012 of SSB 5561 as illustrated in the table on the back of its resolution, as shown in Attachment A.

The OFM budget instructions will establish escalation rates and design fee schedules for development of the 2023-25 capital requests. These instructions are expected to be released mid-June. Some sales tax rates may also change. With this information, the project costs shown on WACTC's recommended request in Attachment A will be updated with the latest escalation, design fee schedules, new laws imposed by local authorities having jurisdiction, and sales tax rates.

Fiscal Environment

Most of Washington State's capital projects are funded from General Obligation (GO) bonds. In the past, the requests for GO bond funds have far exceeded the amount available. The debt service for GO bonds is paid from state revenues and the capacity for new bonds is restrained by statutory and constitutional debt limits relative to state revenue.

The state's constitutional debt limit was amended by the voters in 2012. This amendment reduces the debt limit in steps down to 8.00 percent of the average of the prior six years' general state revenues in 2034. The debt limit was 8.25 percent for the 2017-19 biennium and will remain at this level through June 30, 2034.

As of December 3, 2021, the state's capacity for new GO bonds was \$9.47 billion, up from \$8.09 billion the year before. The legislature then appropriated \$107.3 million during the 2022 session leaving an unused capacity of approximately \$9.36 billion.

The community and technical colleges also collect building fees as part of student tuition. The building fee revenue is deposited with the Washington State Treasurer and requires appropriation by the Legislature.

Prior to fiscal year 2016 the building fee was kept at about 10 percent of tuition. RCW 28B.15.069 was amended by the 2015 Legislature to require that the dollar value of the building fee not go below the level in the 2014-15 academic year, adjusted for inflation.

The Building Fee revenue projection was updated for the 2021-23 budget request to account for the unexpected drop in revenue due to the COVID-19 restrictions on college operations. The revenue is currently on track with this projection for the biennium. The revenue projection will be updated again for the 2023-25 capital budget request before it is submitted to OFM.

Consistent with the legislative intent for minor work to be completed within two-years, the State Board's capital request for 2023-25 will include re-appropriations needed for minor infrastructure replacement projects funded in the 2022 supplemental budget.

The 2023-25 capital request will include the latest estimate of the Building Fee revenue, less the \$22.2 million dedicated for long-term debt service in the operating budget and a small reserve, plus bonds as needed to fully fund the request.

Results

After adding the 18 new major projects from the 2023-25 selection to the pipeline, the projects in the request will:

- Provide system funding for emergency repairs and hazardous material mitigation
- Provide funding for unanticipated repairs at every college
- Repair the highest priority facility, site and roof deficiencies at every college
- Replace the highest priority infrastructure that is beyond its expected life
- Make programmatic improvements in existing facilities at every college
- Replace 1,211,574 square feet in 112 buildings with an average age of 57 years that need improvement with 31 new buildings
- Renovate 158,759 square feet in 5 buildings that need improvement
- Construct 669,977 net new square feet

And, at almost every campus, workstation utilization will increase and there will be more space dedicated for student engagement and wrap around services.

Next steps

The final budget request level will be updated to be consistent with OFM's 2023-25 capital budget instructions related to escalation, contingencies and design fees. State Board staff will work with the colleges to validate the final results based on OFM instructions, estimated re-appropriation amounts and the latest sales tax rates, and will identify any reauthorizations needed for previously approved alternatively financed projects. The 2023-25 capital budget request will be due to OFM around the beginning of September 2022.

Potential questions

- Is the proposed request consistent with the State Board's capital priorities for the 2023-25 biennium?
- Does the State Board want any additions, deletions or modifications to the proposed request?

Recommendation

Staff recommends approval of Resolution 22-05-24, directing staff to complete the 2023-25 capital as described above and submit it to OFM for consideration by the governor and the Legislature.

Policy Manual Change Yes No

Prepared by: Wayne Doty, Capital Budget Director, (360) 704-4382, wdoty@sbctc.edu

2023-25 Request		with max allowable minor program project funding to each college		major project cost increase assumption of 5% per year to be verified prior to submittal				
Added	Score	Construction Order	College	Number	Project	Funding For	Amount	Cumulative
			Statewide	TBD	Preventive Facility Maintenance and Building System Repairs	Fund Swap	\$ 22,800,000	\$ 22,800,000
			Statewide	TBD	2023-25 Minor Works - Preservation	Complete	\$ 28,724,000	\$ 51,524,000
			Statewide	TBD	2023-25 Minor Repairs - Roof	Complete	\$ 13,044,000	\$ 64,568,000
			Statewide	TBD	2023-25 Minor Repairs - Facility	Complete	\$ 35,713,000	\$ 100,281,000
			Statewide	TBD	2023-25 Minor Repairs - Site	Complete	\$ 3,479,000	\$ 103,760,000
			Statewide	TBD	2023-25 Minor Repairs - Infrastructure	Complete	\$ 37,400,000	\$ 141,160,000
			Statewide	TBD	2023-25 Minor Works - Program	Complete	\$ 68,000,000	\$ 209,160,000
2019-21	88.720	1	Lake Washington	40000102	Center for Design	Construction	\$ 35,401,000	\$ 244,561,000
2019-21	87.950	2	Bates	40000130	Fire Service Training Center	Construction	\$ 34,191,000	\$ 278,752,000
2019-21	87.260	3	Olympic	40000103	Innovation & Technology Learning Center	Construction	\$ 24,591,000	\$ 303,343,000
2019-21	86.970	4	Everett	40000190	Baker Hall Replacement	Design & Construction	\$ 33,840,000	\$ 337,183,000
2019-21	86.120	5	Tacoma	40000104	Center for Innovative Learning and Engagement	Construction	\$ 33,263,000	\$ 370,446,000
2019-21	84.610	6	Wenatchee	40000198	Center for Technical Education and Innovation	Construction	\$ 45,713,000	\$ 416,159,000
2019-21	83.660	7	Shoreline	40000214	STE(A)M Education Center	Construction	\$ 35,157,000	\$ 451,316,000
2019-21	82.800	8	Lower Columbia	40000106	Center for Vocational and Transitional Studies	Construction	\$ 34,986,000	\$ 486,302,000
2019-21	82.080	9	Columbia Basin	40000108	Performing Arts Building Replacement	Design & Construction	\$ 40,578,000	\$ 526,880,000
2019-21	82.020	10	Whatcom	40000137	Technology and Engineering Center	Design & Construction	\$ 34,629,000	\$ 561,509,000
2019-21	81.900	11	Cascadia	40000222	CCS Gateway building	Construction	\$ 37,132,000	\$ 598,641,000
2019-21	81.510	12	Edmonds	40000114	Triton Learning Commons	Construction	\$ 38,180,000	\$ 636,821,000
2019-21	80.640	13	Renton	40000204	Health Sciences Center	Construction	\$ 48,331,000	\$ 685,152,000
2019-21	80.300	14	Bellingham	40000256	Engineering Technology Center - Bldg J Replacement	Design & Construction	\$ 15,261,000	\$ 700,413,000
2019-21	79.760	15	Centralia	40000109	Teacher Education and Family Development Center	Construction	\$ 9,666,000	\$ 710,079,000
2019-21	78.701	16	Spokane	40000107	Apprenticeship Center	Construction	\$ 33,741,000	\$ 743,820,000
2019-21	77.450	17	Skagit	40000110	Library/Culinary Arts Building	Construction	\$ 25,033,000	\$ 768,853,000
2019-21	76.500	18	Highline	40000105	Welcome Center for Student Success	Design & Construction	\$ 38,466,000	\$ 807,319,000
2019-21	75.420	19	Clark	40000227	Hanna/Foster/Hawkins Complex Replacement	Design & Construction	\$ 26,829,000	\$ 834,148,000
2019-21	73.310	20	Peninsula	40000111	Advanced Technology Center	Design & Construction	\$ 20,675,000	\$ 854,823,000
2019-21	73.130	21	South Seattle	40000231	Rainier Hall Renovation	Design & Construction	\$ 44,487,000	\$ 899,310,000
2019-21	71.200	22	Seattle Central	40000294	Broadway Achievement Center	Design & Construction	\$ 27,119,000	\$ 926,429,000
2021-23	78.021	23	Yakima	40000506	Prior-Kendall Hall	Design & Construction	\$ 26,022,000	\$ 952,451,000
2023-25	88.064	24	Everett	TBD	Student & Family Resource Center	Design & Construction	\$ 17,137,000	\$ 969,588,000
2023-25	83.165	25	Tacoma	TBD	Student Support Center	Design & Construction	\$ 31,693,000	\$ 1,001,281,000
2023-25	82.218	26	Renton	TBD	Trades and Industries Building	Design & Construction	\$ 45,068,000	\$ 1,046,349,000
2023-25	82.011	27	Columbia Basin	TBD	Center for Applied Science and Agriculture	Design & Construction	\$ 44,416,000	\$ 1,090,765,000
2023-25	81.674	28	Clover Park	TBD	Center for Innovative Teaching and Community Connections	Design & Construction	\$ 41,731,000	\$ 1,132,496,000
2023-25	80.838	29	South Seattle	TBD	Georgetown Campus, Building B	Design & Construction	\$ 21,245,000	\$ 1,153,741,000
2023-25	79.449	30	Bates	TBD	Student Success Center	Design & Construction	\$ 26,932,000	\$ 1,180,673,000
2023-25	79.314	31	Wenatchee	TBD	Immersive Technology and Engineering Center	Design & Construction	\$ 16,797,000	\$ 1,197,470,000
2023-25	78.954	32	Seattle Central	TBD	Welcome Center & Edison Technical Modernization	Design & Construction	\$ 40,964,000	\$ 1,238,434,000
2023-25	78.886	33	Highline	TBD	Academic Pathways and Technology Center	Design & Construction	\$ 40,341,000	\$ 1,278,775,000
2023-25	78.633	34	Spokane Falls	TBD	Teaching & Learning Commons	Design & Construction	\$ 46,541,000	\$ 1,325,316,000
2023-25	78.139	35	Lower Columbia	TBD	Welcome Center	Design & Construction	\$ 29,741,000	\$ 1,355,057,000
2023-25	77.068	36	Shoreline	TBD	Comprehensive Student Services Center	Design & Construction	\$ 30,585,000	\$ 1,385,642,000
2023-25	75.268	37	Big Bend	TBD	Health Science and Performing Arts Center	Design & Construction	\$ 28,635,000	\$ 1,414,277,000
2023-25	73.370	38	Skagit	TBD	Industrial Technology & Public Safety Building	Design & Construction	\$ 44,946,000	\$ 1,459,223,000
2023-25	70.684	39	Spokane	TBD	Allied Health Building	Design & Construction	\$ 42,227,000	\$ 1,501,450,000
2023-25	70.187	40	Lake Washington	TBD	East Building Renovation and Expansion	Design & Construction	\$ 44,920,000	\$ 1,546,370,000
2023-25	70.185	41	Bellingham	TBD	Building A Renovation & Building Y Replacement	Design & Construction	\$ 9,153,000	\$ 1,555,523,000

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 20-06-24

A resolution relating to the 2023-25 capital budget request.

WHEREAS, the request for new state appropriations shown in Attachment A is consistent with the State Board's capital goals and has the most pressing immediate needs of the colleges in priority order for funding in the 2023-25 biennium; and

WHEREAS, some currently appropriated funds and authorities will need to be re-appropriated or reauthorized in 2023-25 to complete existing projects consistent with legislative intent; and

WHEREAS, the Office of Financial Management is expected to issue budget instructions to establish the allowable escalation and design fee rates for development of the 2023-25 capital requests in June 2022;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the final preparation and submittal to the Office of Financial Management and the Legislature of the 2023-25 biennial capital appropriations request for the community and technical college system, as shown in Attachment A; and

THEREFORE BE IT RESOLVED, that State Board staff will work with the colleges to update all project cost estimates for changes in inflation, design fee rates, laws, requirements, and sales tax rates; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the 2023-25 biennial capital request to include re-appropriations or reauthorizations needed for any major project and any minor infrastructure replacement project funded in the 2022 supplemental budget;

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustment 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 May 5, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

REGULAR ITEM (RESOLUTION 22-05-25)

May 4, 2022

Tab 7

2022 Supplemental Operating Budget Allocation

Brief Description

During this item, the State Board will review the details of the 2022 supplemental operating budget allocations to college districts; including the allocation model, state board earmarks, provisos and distribution of newly funded Legislative investments.

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

Legislative operating and capital appropriations to the State Board for Community and Technical Colleges are the foundation for the college system's operation. State resources provide the means to make progress on our goals.

Background information and analysis

Background on State Board Allocations to Districts

RCW 28B.50.090 authorizes the State Board to receive state funds for the college system and to establish guidelines for the disbursement of funds to college districts. Each year the State Board adopts an annual allocation to the districts before July 1, the start of the fiscal year. This year the Legislature passed a supplemental budget that makes modifications to funding for this biennium.

For Fiscal Year 2023, most funds are distributed according to the allocation model that has been in place for over five years. The key elements and funding drivers of the model include:

1. Five percent for performance funding, measured by the Student Achievement Initiative
2. Priority enrollments, including four categories of student FTE receive an additional .3 weight for funding purposes. The four categories include students enrolled in: Basic Education for Adults, Science, Technology, Engineering or Math (STEM) courses, upper-division applied baccalaureate courses, and courses addressing the mid-level "skills gap" as identified by the Workforce Training and Education Coordinating Board.
3. A minimum operating allocation to each college of \$2.85 million.
4. Base enrollment targets - Calculated by district based on a three-year rolling average of actual enrollments.

As detailed in attachment A, funds held outside the allocation model are referred to as being in "Safe Harbor:" Those include:

- Legislative Provisos – Language in the budget bill that places conditions and limitations on the use of appropriations.

- Earmarks of the State Board – Funds identified by the State Board for specific purposes.
 - Annual budget increases for compensation and facilities are held in Safe Harbor for four years. After four years, the first year of increases is distributed through the allocation model and another year of increases enters Safe Harbor.
 - Program- or population-specific funds identified by the State Board, such as Opportunity Grant funding.

Allocation Summary and Discussion

In Fiscal Year (FY) 2023, the total state operating budget appropriation to the college system will be \$1.056 billion. This is \$115 million higher than in FY 2022, a 12% increase. Most of the increase stems from funding of the State Board’s budget request and new Legislative policy initiatives. Appendix A provides a description of each of the components of the allocation and highlights decision points associated with new funding items.

During its meeting, the State Board will review and discuss all the aspects of the allocation model, the Legislative provisos and special earmarks that make up the annual allocation to colleges.

The 2022 Supplemental Operating Budget also made small appropriation adjustments to the current fiscal year. Appendix B provides a description of those items and how they would be allocated. This minor allocation adjustment would be distributed as soon as the State Board adopts this allocation.

Enrollment Allocation

Until 2017, the state operating budget (Omnibus Appropriations Act) included an enrollment target for the community and technical college system of 139,927 students. State Board staff recommend the college system continue to maintain this enrollment target for the coming year. The target helps ensure that resources are deployed where most needed by specifying the conditions under which a district is eligible to receive additional enrollments. As articulated in Appendix C, these rules also specifying the conditions under which a district’s future allocated enrollments and associated funding could be adjusted.

Potential questions

- Do the new investments from the Legislature require any future review or analysis by the State Board?
- Does the FY 2023 allocation reflect the Board’s priorities?

Staff Recommendation

Staff recommends adoption of the FY 2022 Operating Budget and enrollment allocations as outlined in Appendix A, B and C.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, operating budget director, (360) 704-1023, cberthon@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 22-05-25

A resolution relating to the 2022 enacted supplemental operating budget and the fiscal year 2022 supplemental and fiscal year 2023 allocations.

WHEREAS, the State Board for Community and Technical Colleges submitted a 2022 supplemental operating budget request to make significant improvements in the funding provided for fiscal year 2023; and

WHEREAS, the 2022 legislature passed a 2022 supplemental operating budget with funding for fiscal year 2023 outlined in Appendix A and minor adjustments to fiscal year 2022 outlined in Appendix B; and

WHEREAS, the State Board for Community and Technical Colleges has maintained enrollment rules associated with the allocation of state funds as outlined in Appendix C; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the allocation of supplemental funds for fiscal year 2022 and the allocation of annual funding and enrollments for fiscal year 2023; 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 May 4, 2022

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

FY 2023 Operating Budget Allocation Review

Allocation Model Components <i>Dollar amounts in millions</i>	FY 2022	FY 2023
Minimum Operating Allocation	\$96.9	\$96.9
<p>The model assumes every college requires a minimum amount for campus operations. Each college receives \$2.85 million annually. These funds are intended to support facility operations and maintenance. A small portion of this funding (\$11.4 million) comes from the capital budget due to a 2003 fund swap where the Legislature replaced state operating funds for maintenance and operating with capital projects account funding. The remaining \$85.5 million comes from the operating budget.</p>		
Performance Funding Student Achievement Initiative (SAI)	\$46.4	\$52.2
<p>Five percent of the total state appropriation is committed to performance funding in the allocation model. Included in this amount is \$5.25 million provided annually through a proviso for performance funding in the enacted budget. This allocation is based upon points and performance outcomes in academic year 2020-21.</p>		
District Enrollment Allocation Base	\$405.7	\$418.2
<p>Provides base funding in accordance with each district’s annual enrollment target. The State Board has retained the college system enrollment target of 139,927, which was included in state operating budgets until 2017. District targets are a share of the college system target based on a rolling three-year average of their enrollments. However in recent years colleges have struggled to meet their targets due to declining enrollment levels. In FY 2023 none of the colleges will exceed their target. In FY 2023, each FTE has a value of \$3,192. That is \$94 higher per FTE than in FY 2022.</p>		
Priority Weighted Enrollments	\$44.6	\$46.0
<p>Under the allocation model, four enrollment categories receive an additional weight of 0.3 (a value of \$958) per student FTE. As indicated below, the skills gap and adult basic education categories make up the bulk of these enrollments. Over the last few years we have seen steady growth in the number of upper-division Applied Baccalaureate enrollments of 1-2% growth each year. The largest percentage increase was in the area of skills gap which grew from 42% to 46%. Adult Basic Education declined by 2%. The total number of weighted FTE is 14,396, just 11 FTE lower than in FY 2022.</p> <ol style="list-style-type: none"> 1. Skills Gap – 46% 2. Adult Basic Education – 32% 3. STEM – 19% 4. Upper-level Applied Baccalaureate – 8% 		
TOTAL IN ALLOCATION MODEL	\$582	\$602

Safe Harbor Components

In simple terms, “safe harbor” means funds set aside from the allocation model for specific purposes. There are three categories of funding within safe harbor. Each is described below and the corresponding allocation components follow the description.

Compensation, maintenance and operations (M&O), and leases earmarks – Compensation funding includes: wage increases, health benefit rate changes, paid family leave and pension rate change. Annual compensation funds have been distributed based on each district's share of salary expenditures in the prior fiscal year. Based on the policy adopted in 2017, annual allocations for employee compensation, building M&O and lease increases are held in safe harbor for four years. In the fifth year, the annual allocations that have been held in safe harbor for four years will be added to the enrollment base funding in the allocation model. For example, a wage increase for FY 2019 is held in safe harbor from FY 2019 to FY 2022. In FY 2023, \$19 million in compensation, M&O and leases placed in safe harbor in FY 2019 will be rolled back into the allocation model.

FY 23 Compensation, M&O and Leases Earmarks (held in safe harbor four years)	
I-732 Cost of Living Adjustment	\$18.3 million
I-732: The budget provides authority for an I-732 COLA at the consumer price index rate of 4.743%, this is 3% higher than the rate in FY 2022. I-732 funding is provided to faculty at all colleges and classified employees at the technical colleges.	
General Wage Increase	\$ 7.3 million
General Salary Increases: The Legislature provided a 3.25% salary increase for non-represented, exempt employees.	
WPEA and WFSE Represented Classified	\$10.7 million
Represented classified employees will receive a 3.25% wage increase on July 1, 2022 and employees making less than \$99,000 annually will receive a \$2,000 one-time bonus.	
Employee Health Insurance Contributions	\$25.3 million
The Public Employee Benefit Board (PEBB) rate will increase to \$1,130 per employee, per month in FY 2023, a \$194 increase from the current year.	
Pension	\$132,000
There is a minor adjustment in retirement rates for eligible Public Employees' and Teachers' Retirement System Plan 1 retirees.	
Maintenance & Operations	\$272,000
These funds are provided for maintaining newly completed buildings expected to open in FY 2023 at Pierce, Wenatchee Valley, Seattle and Bates.	

State Board Earmarks – Funds in this category often began as legislative provisos, but are now included in the State Board’s base funding from the State. These funds are usually dedicated for specific purposes or programs identified as a high priority of the State Board, such as aerospace enrollments, centers of excellence, and opportunity grants. Generally, they are distributed based on State Board policy and under the guidance of the Executive Director with methods unique to the purpose or program.

State Board Earmarks			
Ongoing programs			
	FY 2022	FY 2023	Change
Adult Basic Education Enrollments & Program	550,547	550,547	0
Aerospace Apprenticeships	2,720,407	2,720,407	0
Aerospace Enrollments (1000 FTES)	8,000,000	8,000,000	0
Centers of Excellence	2,041,570	2,041,570	0
Corrections Education Contract	597,310	597,310	0
Disability Accommodations	1,740,808	1,740,808	0
Hospital Employee Education & Training	2,039,306	2,039,306	0
Goldstar Families – HB 2009	381,000	381,000	0
Opportunity Grants	12,500,000	12,500,000	0
Students of Color	1,011,628	1,011,628	0
Workforce Development Projects	1,569,945	1,569,945	0
Total	33,152,521	33,152,521	0

Earmarks to specific colleges			
	FY 2022	FY 2023	Change
Alternate Finance Project Debt Service (Bellingham, Clover Park, Green River, L. Columbia, Skagit V)	10,869,000	10,400,000	-469,000
Labor Education and Research Center (So. Seattle)	162,868	162,868	0
Maritime Industries (Seattle)	255,000	255,000	0
Employment Resource Center (Edmonds)	1,139,716	1,139,716	0
University Contracts (Clark, Edmonds, Olympic, Pierce)	942,621	942,621	0
Total	13,577,205	12,900,205	-469,000

Legislative Provisos – Legislative provisos are usually provided on an ongoing or one-time basis for specific programs or projects of interest to state policy makers. The 2022 Supplemental enacted operating budget bill includes over 35 provisos with funding dedicated to specific uses. These funds are restricted to those uses as described by the legislature. Examples include, worker retraining, guided pathways, and MESA.

Legislative Provisos	\$231 million		
<i>New provisos in italics, listed at the end</i>	FY 2022	FY 2023	Change
Allied Health Programs (Peninsula and Seattle)	775,000	775,000	0
Aerospace Center of Excellence (Everett)	100,000	100,000	0
Aerospace & Advanced Mfg. COE (in Vancouver)	150,000	150,000	0
Behavioral Health Credentials (Highline)	150,000	150,000	0
Career Connect Washington Enrollments	3,000,000	3,000,000	0
College Affordability Program	20,759,000	21,920,000	1,161,000
Compensation/Foundational Support	15,220,000	15,220,000	0
Curriculum Review	750,000	750,000	0
Diversity in Higher Education (5227)	2,048,000	1,119,000	-929,000
Equity and Access in Higher Education (5194)	7,349,000	8,499,000	1,150,000

Fabrication Wing Training Program (Edmonds)	1,500,000	1,500,000	0
Federal Way Ed Initiative (Highline)	500,000	500,000	0
Guided Pathways	37,500,000	41,932,000	4,432,000
Labor Center (So. Seattle)	338,000	338,000	0
High Demand Enrollments	1,000,000	1,000,000	0
High Demand Faculty Salaries	20,000,000	20,000,000	0
I-BEST	750,000	750,000	0
Homeless Students	348,000	3,448,000	3,100,000
Job Skills Program	7,725,000	7,725,000	0
MESA Community College Programs	1,610,000	1,610,000	0
Nurse Educator Salary Increase	20,400,000	20,400,000	0
Opportunity Center (North Seattle)	216,000	216,000	0
Student Emergency Assistance Grants – HB1893	4,000,000	4,000,000	0
Wildfire Prevention Program (Wenatchee)	157,000	157,000	0
Worker Retraining (proviso and earmark combined)	39,759,000	39,759,000	0
<i>Various Bills (5764, 1751, 2019, 1835, 1044)</i>	882,000	2,128,000	1,246,000
<i>Additional Compensation Support</i>		4,146,000	4,146,000
<i>Refugee Education</i>		1,728,000	1,728,000
<i>Simulation Lab Equipment</i>		8,000,000	8,000,000
<i>200 Nursing Enrollment</i>		2,160,000	2,160,000
<i>2 Nursing Equipment Mobile Simulation Vans</i>		1,600,000	1,600,000
<i>500 Cybersecurity Enrollments</i>		7,018,000	7,018,000
<i>Center of Excellence for Cybersecurity</i>		205,000	205,000
<i>Healthcare Workforce Opportunity Grant</i>		8,000,000	8,000,000
<i>Climate Solutions Integration</i>		1,500,000	1,500,000
<i>Commercial Driver’s License Training</i>		2,500,000	2,500,000
Total	186,986,000	234,003,000	47,017,000

Other Funding Outside the Allocation Model

State Board Operations, IT Services, and System Reserves	\$42.6 million
<p>The State Board base allocation for agency operations, including IT support, has a FY 2023 budget of \$17.7 million. That is a 4% percent increase over last year.</p> <p>System reserves include:</p> <ul style="list-style-type: none"> \$ 12.0 million for central service charges (5% decrease) \$ 3.9 million for the self-insurance premium (1% decrease) \$ 2.5 million for supplemental pension plan payments (unchanged) \$ 3.0 million in system reserves for unanticipated expenses (unchanged) <u>\$ 3.5 million for AG costs due to benefits litigation (new proviso)</u> \$24.9 million to be held in reserve July 1, 2022 	

Innovation Account Funding — Three Percent of Tuition Dedicated to the Innovation Account
<p>For the last several years, three percent of tuition collections have been deposited in the innovation account for ctclink project operation costs. The approved technology budget assumes that percentage will continue in FY 2022.</p>

Allocation Decision Points for New or Increased Funding

As is typical with program-specific provisos, most will be distributed through application processes managed by appropriate State Board policy staff. Due to the large number of potential applications, State Board staff are adopting simplified processes where prudent.

FY 2023		
New Budget Items	Amount	Staff & WACTC Recommendations for Allocation
Guided Pathways	\$41.9 million	Continue to provide \$100,000 to each to the 34 colleges as base funding. Distribute the additional \$4.146 million with the same methodology used to distribute these funds last year: 50% Student FTE with Running Start and 50% Student Headcount without Running Start, using 3-year averages.
Additional Compensation Support	\$4.1 million	The goal of these funds is to fill gaps in tuition revenue to ensure each district receives 85% funding for all FY 2023 wage increases. Therefore, it is recommended these funds be distributed based on each district’s share of the FY 23 wage increases.

Refugee Education	\$1.7 million	Colleges with eligible students in ABE or I-BEST programs will respond to a Request for Proposals (RFP) from State Board policy staff. Funds for new refugees' enrollment will begin as early as Fall 2023.
Simulation Lab Equipment	\$8 million	Colleges with nursing programs will have the opportunity to express interest and identify their needs for additional equipment. State Board policy staff will prorate funds based on colleges' needs,
Nursing Enrollments	\$2.16 million	Colleges that would like to expand nursing enrollments will respond to an RFP from State Board policy staff. Expansion may begin as soon as Fall 2023, but the system has up to three years to reach the goal of 200 additional enrollments.
Two Mobile Simulation Lab Vans	\$1.6 million	It is recommended the State Board Director should be authorized to allocate funding in accordance with Legislative intent. This item stems from Legislative discussions with a workgroup of nursing deans from the public and private higher education institutions, both 2-year and 4-year. State Board staff are consulting with the workgroup to develop an appropriate allocation process.
Cybersecurity Enrollments	\$7 million	Colleges that would like to expand cybersecurity enrollments will respond to an RFP from State Board policy staff. The expansion of 500 enrollments may begin as soon as Fall 2023, but funds may also be used to build capacity at colleges to reach the enrollment goal by 2024-25.
Center of Excellence for Cybersecurity	\$205,000	Based on their national leadership in cybersecurity, staff recommend that Whatcom College be awarded the funds to establish a Center of Excellence for Cybersecurity.
Healthcare Workforce Opportunity Grant	\$8 million	All colleges currently participate in the Opportunity Grant program. This expansion of funding will nearly double the available funds to serve students interested in pursuing a high-wage career. It is recommended the State Board Director should be authorized to allocate funding once policy staff have established the best method for distributing funds to colleges.
Climate Solutions Integration	\$1.5 million	It is recommended the State Board Director should be authorized to allocate in accordance with the original SBCTC budget request. A systemwide workgroup on Climate Science, in place since 2020, will oversee the pilot and distribution of funds to faculty/colleges in collaboration with State Board staff.
Commercial Driver's License Training	\$2.5 million	Interested colleges will submit an RFP in a competitive grant process open to our colleges and private career schools.

Bill-related provisos		It is recommended the State Board Director allocate funding according to the terms of each bill.
2SHB 1835	\$1.5M	Outreach and Completion in Postsecondary Enrollment
ESSB 5764	\$331,000	Apprenticeships & Higher Education
SHB 2019	\$ 36,000	Careers in Retail
2SHB 1751	\$170,000	Hazing Prevention
2SHB 1044	\$ 91,000	Prison to Postsecondary Pathways

Small provisos

Dental	75,000
Student HC Access	80,000
RTC Pilot	248,000

2022 Supplemental Operating Budget

Adjustments to the current year	FY 2022
College Affordability Program	\$669,000
<p>This small inflationary adjustment will be distributed to colleges in the same manner as recent years, proportionate to their enrollment.</p>	
Renton Technical College Pilot	\$ 30,000
<p>These funds were provided to allow RTC to launch a pilot to expand dual credit enrollment opportunities for BEdA students.</p>	
Attorney General Costs for Benefit Litigation	\$2,000,000
<p>These funds are provided for defense in current litigation related to employee benefits.</p>	
Lease Adjustment	\$82,000
<p>Funds will be allocated to the State Board for lease increases in the current year.</p>	
Central Services Revolving Fund Adjustment	-\$446,000
<p>Funds will be allocated to the State Board to pay central services charges for the community and technical college system.</p>	
Total	\$2,335,000

Enrollment Type	Description														
District Enrollment Allocation Base	<p>Districts receive annual enrollment targets that determine their share of the base enrollment funding. Targets have been set based on an average of districts' actual enrollment in last three full academic years. The method for setting annual district enrollment targets follow these calculation rules, passed by WACTC (the association of college presidents) June 2, 2017.</p> <ol style="list-style-type: none"> 1. Districts over target will not have their target increased higher than their 3-year average actuals, and districts under target will not have their target decreased lower than their 3-year average actuals. 2. Districts over target will not lose enrollment FTE and districts under target will not gain enrollment FTE. 3. If ALL districts are under target or over target, there will be no FTE redistributed. Targets will remain flat. 4. If some districts are over target and some are under target, the formula will only redistribute as many enrollments as are needed to reach the system target of 130,980. <p>Specific calculations for each district are reported quarterly in the Enrollment and Allocation Monitoring Reports published by the SBCTC Research Division.</p>														
Priority/Weighted Enrollments	<p>Four categories of student enrollments receive an additional 30% weight for funding purposes. Those include:</p> <ol style="list-style-type: none"> 1. Basic Education for Adults 2. STEM courses 3. Upper-division applied baccalaureate courses 4. Mid-level “skills gap” courses as identified by the Workforce Training and Education Coordinating Board. 														
Safe Harbor: Proviso and Earmarked Enrollments	<p>Due to Legislative provisos or State Board earmarks, some enrollments are distributed outside the allocation model. SBCTC staff in the Educational Services Division oversee the distribution and proper utilization of these enrollments.</p> <table border="0" data-bbox="462 1501 1166 1753"> <thead> <tr> <th style="text-align: left;"><u>Program</u></th> <th style="text-align: right;"><u>Target</u></th> </tr> </thead> <tbody> <tr> <td>Aerospace Apprenticeships</td> <td style="text-align: right;">130</td> </tr> <tr> <td>Aerospace High Demand Enrollments</td> <td style="text-align: right;">1,000</td> </tr> <tr> <td>Hospital Employee Education and Training</td> <td style="text-align: right;">50</td> </tr> <tr> <td>University Contracts</td> <td style="text-align: right;">165</td> </tr> <tr> <td>Worker Retraining</td> <td style="text-align: right;"><u>7,605</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">8,950</td> </tr> </tbody> </table> <p>Additional information on these program enrollments is available from the Workforce Education Division.</p>	<u>Program</u>	<u>Target</u>	Aerospace Apprenticeships	130	Aerospace High Demand Enrollments	1,000	Hospital Employee Education and Training	50	University Contracts	165	Worker Retraining	<u>7,605</u>	Total	8,950
<u>Program</u>	<u>Target</u>														
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University Contracts	165														
Worker Retraining	<u>7,605</u>														
Total	8,950														

REGULAR MEETING (RESOLUTION 22-05-26)

May 5, 2022

Tab 8

2022-23 Tuition and Fees Schedule

Brief Description

The State Board has responsibility for adopting tuition and fees (operating fees, building fees and the maximum allowable student activity fees) for the community and technical colleges, as well as the tuition for upper division courses in the system's applied baccalaureate programs. The Legislative tuition policy stems from the College Affordability Program of 2015, which allows for resident tuition to increase by an inflation factor linked to median wages in Washington.

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

Maintaining affordable tuition and fee rates is key to student access. Tuition is also an important component of quality instruction as the state budget relies increasingly on tuition revenue to support a share of salaries, benefits and other costs.

Background information and analysis

Since 2017-18, tuition policy has been tied to an inflationary formula based on median family wage increases and has increased by approximately 2.0 to 2.8 percent each year. Students and their families have benefited from the consistent and predictable tuition increases brought about by this policy.

In recent years, the Office of Financial Management has released an official memorandum with the allowable resident rate increase, usually in early April during a Supplemental budget year. At the time of this writing, OFM has not released the rate for 2022-23. This is likely due to a recent methodology change by the Bureau of Labor Statistics (who is referenced in statute as the source for the median hourly wage data). Based on staff analysis, it appears the allowable resident tuition rate increase will be 2.4 percent for 2022-23. Confirmation or an updated percentage will be provided at the State Board meeting. For illustrative purposes, a full-time, resident, lower division student taking 15 credits per quarter, would pay an additional \$114.60 per year if the rate increase is 2.4 percent. Assuming the rate is available by May 5, 2022, a detailed tuition schedule and year-to-year comparison will be provided to the Board at its meeting.

Presidents and State Board staff recommend the State Board continue the policy of increasing resident and non-resident tuition by the amount the Legislature allows. This increase is consistent with the enacted state budget, which assumes \$25 million in new expenditures from tuition next year. While the State Board is rightly cautious about any increases in tuition, this modest, predictable increase is less than the three percent increase in general operating expenses budgeted by the Legislature next year.

Potential questions

- How is the Legislature's tuition policy reflected in the state budget next fiscal year?
- How would colleges be impacted if a tuition increase was not authorized?

Recommendation/preferred result

Adopt Resolution 22-05 26, establishing the 2022-23 tuition schedules for resident and non-resident, upper and lower division students.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, operating budget director, (360) 704-1023, cberthon@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 22-05-26

A resolution relating to 2020-21 Tuition and Fees.

WHEREAS, RCW 28B.15.067 grants the State Board authority to set tuition and fees for non-resident students to the State Board for Community and Technical Colleges; and

WHEREAS, in 2022, the Legislature authorized resident undergraduate tuition increases in 2022-23 up to ___ percent consistent with the formula in the *College Affordability Program*, passed in 2015.

WHEREAS, the State Board has the authority to adopt resident tuition up to the amount set by the Legislature through the *College Affordability Program*.

WHEREAS, for the 2021-22 academic year, the State Board increased resident, lower- and upper-division (applied baccalaureate degree programs) tuition by 2.8 percent, and;

WHEREAS, 2022-23 building fee rates for lower- and upper-division tuition are required to be increased by the Seattle CPI inflation factor;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges:

- Adopts the community college lower division course tuition and fee schedule and rates for 2022-23 as set forth in **Attachment A – FY 2022-23 Lower Division Tuition Schedule**;
- Adopts the community college upper division course tuition and fee schedule and rates for 2022-23 as set forth in **Attachment A – FY 2022-23 Upper Division Tuition Schedule**;
- Requires the deposit of three percent of operating fee revenues into the Community and Technical College Innovation Fund.

APPROVED AND ADOPTED on May 6, 2022.

Attest

Jan Yoshiwara, secretary

Jay Reich, chair

REGULAR ITEM

May 5, 2022

Tab 9

2023-25 Operating Budget Development Process

Brief Description

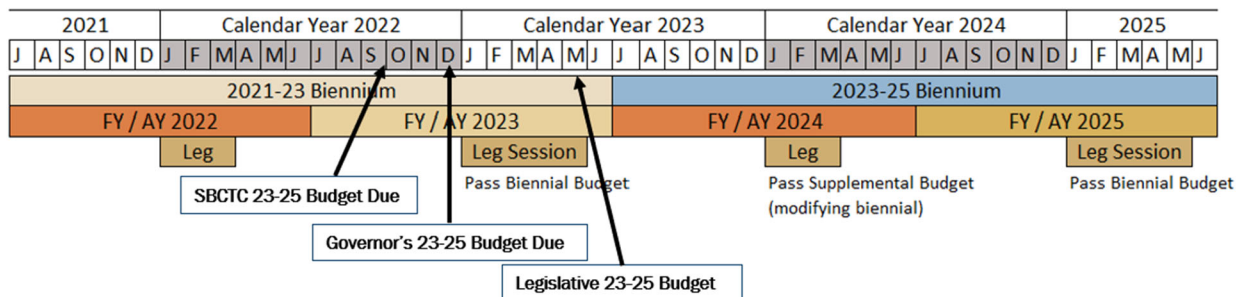
The 2023-25 operating budget planning process is fully underway across the system. At this meeting, the State Board will be briefed on the results of a college survey identifying their budget priorities and hear from a variety of stakeholders about system budgetary needs.

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

Legislative operating and capital appropriations are the foundation for the college system’s operation. State resources provide the means to make progress on the State Board’s vision and strategic plan to achieve educational equity, improve completion rates, and increase access and retention.

Background information and analysis

In years when the Legislature meets for a short session, our college system begins its budget process for the following biennium. The graphic below displays the biennial timeline and key points in the budget process.



The 2022 Legislative session was unusual from a budget perspective. The number and magnitude of new policy investments was more akin to those seen in a biennial budget. Therefore, the budget planning process for 2023-25 begins at the same time colleges are beginning to implement a robust set of initiatives. The pandemic is no longer the primary focus, but critical needs remain and have motivated most of the new supplemental investments.

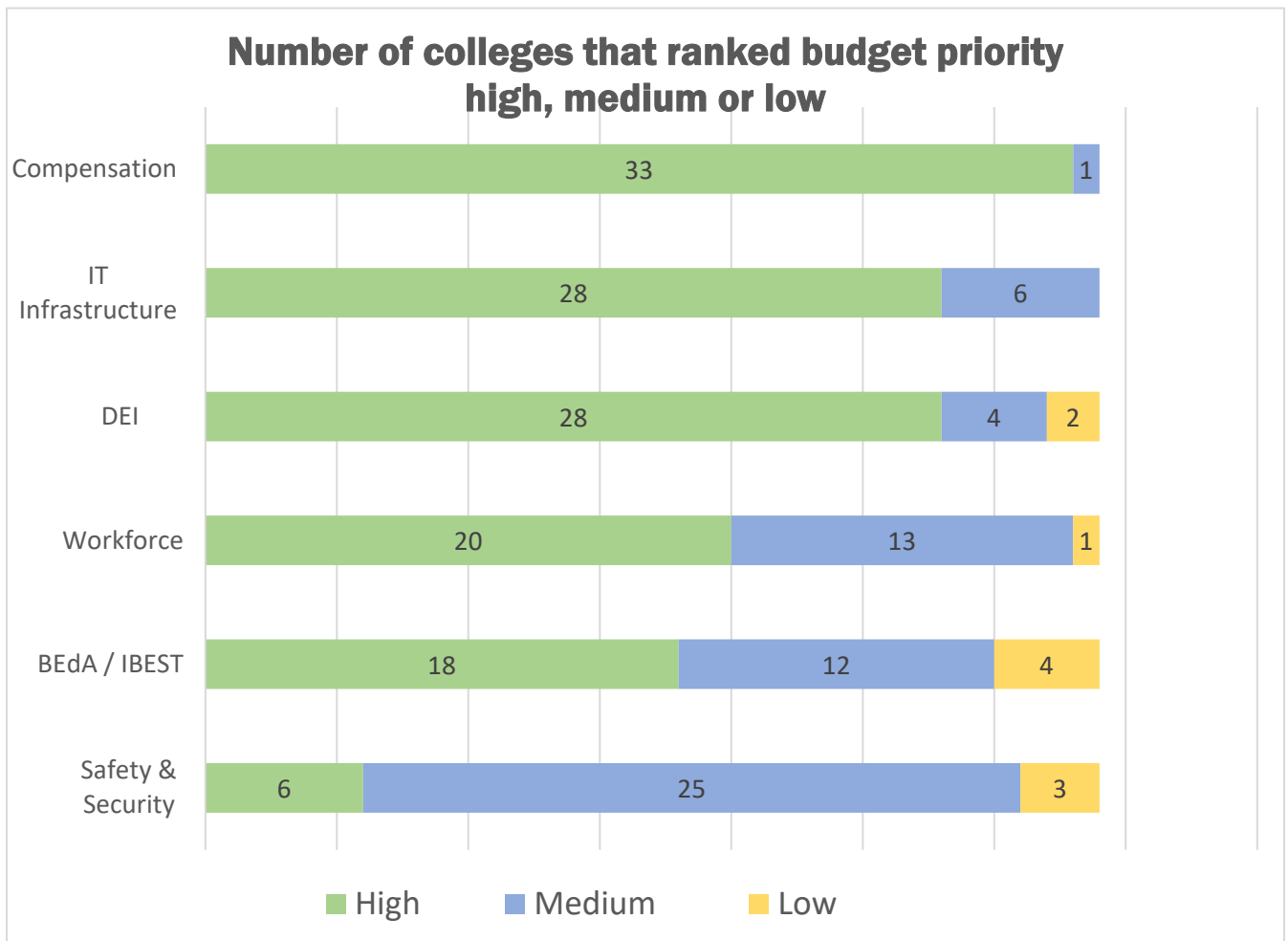
Budget Priorities Survey Results

This spring, the colleges have been developing their budgets for next year and considering their longer-term financial needs. To support biennial budget development, each college’s leadership responded to a survey about their budget priorities for next biennium.

The survey asked colleges to rate six areas as either high, medium, or low priority. The six areas included:

1. Providing adequate and competitive faculty and staff compensation (including 100 percent state funding).
2. Prevent, quickly respond to, and effectively recover from, crises and natural disasters in order to provide a safe environment for everyone on campus.
3. Improve the IT infrastructure and security to ensure colleges are keeping pace with technological advances and are operating with adequate cyber protections.
4. Adequately support work to advance racial, social, and economic justice in service to our diverse communities.
5. Increase the number of people in Basic Education for Adults and I-BEST (programs that combine basic skills, English language, academics, and job skills training) and those students' transition to college-level courses
6. Expand workforce education programs to meet skills gaps and to increase awards in high-demand professional-technical programs.

The responses from colleges were fairly consistent. As displayed below, compensation was rated high by nearly every college. Improved IT infrastructure and security, along with support for work to advance racial, social, and economic justice (DEI) were tied as the second highest priority.



In part two, colleges were told to assume compensation was the first priority. They were then asked to express their remaining top three priorities with a weighting of up to 30 points, total. This allowed colleges to show relative importance of one priority over another.

These results were quite definitive as well. Diversity, equity, and inclusion received the highest number of points, with IT infrastructure coming in as a close second. As in part one, support for workforce programs is the next highest priority. Many colleges clarified that this budget need is less about expanding enrollments and more about having the financial resources to keep pace with industry advances.

Budget Priority	Total Points
DEI / Advance racial, social and economic justice	228
IT Infrastructure	221
Support for High Cost/ Workforce Programs	164
Compensation	81
Basic Ed for Adults & IBEST	60
Enrollment Strategies	32
Guided Pathways	23

Stakeholder Input

A president from WACTC will participate in the State Board meeting to better articulate the colleges' budget priorities and the key takeaways from their recent discussion of these results. Other stakeholders including students, faculty, labor, and trustees, will have time to participate and offer feedback on their budget priorities.

Potential questions

- How do the colleges' budget priorities connect to the State Board's Strategic Plan?
- Does the State Board have questions or guidance for college system stakeholders as they continue refining the system budget requests?

Preferred result

This item should stimulate a robust discussion of the college system operating budget development process. No State Board action is needed at this time.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, Operating Budget Director, (360) 704-1023, cberthon@sbctc.edu