



STUDY SESSION AGENDA ITEM

TAB 1

December 1, 2010

Topic

Status Report and Panel Presentations on Mission Study Recommendation on Efficiencies

Description

In 2008, the Board commissioned a task force of Board members, trustees, presidents, faculty and staff to gain an understanding of where Washington's community and technical colleges are today and where they need to be in the future to meet the needs of Washington's residents. Using the SBCTC System Direction as the framework, the task force recommended ten strategies in a twenty year action plan. This agenda item updates the Board on the status of the recommendation on system efficiencies.

Key Question

- How are the Efficiency Study and the Enterprise Resource Planning (ERP) project promoting new ways of collaborating in the college system to focus system resources on teaching, learning and student success?

Analysis

Recommendation Ten of the Mission Study's twenty year plan calls for devoting a larger share of system resources to teaching and learning by making smarter use of technology and promoting efficiencies in college district governance. The recommendation calls for the college system to invest in shared technology to reduce costs and improve administrative efficiency, centralize commodity-based technical services and functions, outsource functions that can be provided at less cost and with better service, standardize technology infrastructure across colleges, and encourage and share local innovations. It also calls for an analysis of the benefits and limitations of college district boundaries, and the extent to which consolidations or shared services could improve service to students and communities.

Two major efforts are underway to make progress on this Mission Study recommendation. First, ESSB 6359 adopted by the 2010 Legislature and signed into law by the Governor, requires the State Board to study and identify potential administrative efficiencies and complementary programs and services, requirements that are consistent with the Board's Mission Study recommendation. This statute sets deadlines of December 2011 for identifying new efficiency measures planned by the college system, and December 2012 for any proposed district consolidations or boundary changes. The Board commissioned an Efficiency Study Steering Committee of Board members and staff, trustees, college presidents, faculty union representatives and students to lead this work. A preliminary report to be submitted to the Legislature in December 2010, is provided in Tab 5, and is an action item for the December 2, 2010 regular State Board meeting.

Second, the Board has endorsed planning a major effort to replace the legacy information technology system for the college system through a multi-phase project. The first phase, currently under way, is to move the existing legacy software to more modern, stable hardware, a project called Lift and Shift. The second phase is called the Enterprise Resource Planning (ERP) project and involves a system wide information technology needs and requirements assessment, technology migration plan and selection of a vendor solution to a new information technology system for student, personnel and finance data, reporting and transactions for all colleges and the State Board. The ERP principles adopted by WACTC and the State Board call for greater standardization of data and business practices among colleges and the State Board to reduce the cost of implementing and maintaining the new information system and to improve service to students state wide. The ERP will open up new opportunities for consolidation and collaboration among colleges and the Board. Board action is requested in Tab 7 to approve selection of a consultant to proceed with the needs and requirements assessment phase of the ERP project over the next four months.

Background Information

Tab 5 provides an overview of the Efficiency Study work plan, goals, principles and timeline. Tab 7 provides an overview of the Enterprise Resource Planning project work plan, goals, principles and timeline.

Outcomes

A panel of Board staff and college representatives will present perspectives on the Efficiency Study and the Enterprise Resource Planning project. Board members will have an opportunity to discuss progress, opportunities and challenges with both projects.

Prepared by: Jan Yoshiwara, 360 704-4353, jyoshiwara@sbctc.edu
Michael Scroggins, 360 704-4377, msscroggins@sbctc.edu



STUDY SESSION AGENDA ITEM

TAB 2

December 1, 2010

Topic

Student Legislative Academy Presentation of Legislative Agenda

Description

Since 2003 the Student Legislative Academy, organized by WACTC's Council of Unions and Student Programs (CUSP) and SBCTC staff, has developed a cadre of students who are prepared to speak to legislators and their communities about the interests and needs of community and technical college students. The academy helps students become more knowledgeable about the legislative process and the system's legislative budget request.

Key Questions

- What is the Student Legislative Academy and what do students learn there?
- What are the key issues that comprise the students' legislative agenda?

Analysis

As a result of the Student Legislative Academy:

Students will:

- Learn how the community and technical college system develops its legislative platform and how students contributed to the process.
- Learn to effectively communicate legislative priorities
- Gain a greater understanding of the legislative process and how to navigate resources
- Connect with student leaders from across the state to develop critical relationships on shared issues.
- Share best practices to inform fellow students about legislative issues.

The college system will:

- Develop a cadre of well-prepared students who are able to effectively talk with leaders, legislators and the community effectively about the needs of college students
- Build a community of civic-minded students who are knowledgeable about the legislative process and protocol

Student leaders from community and technical colleges met November 5-6, 2010 in Olympia for the annual Student Legislative Academy. At today's meeting Student representatives from the 2010 Student Legislative Academy will give a presentation and share their legislative agenda for the year.

Background Information

Attachment A – Community and Technical College Students 2010 Student Voice Academy White Paper.

Outcomes

Board members will have an opportunity to learn about students' experiences at the Student Voice Academy and discuss with students their 2010 legislative platform issues.

Prepared by: Kayeri Akweks, 360-704-4319, kakweks@sbctc.edu

**Community and Technical College Students
2010 Student Voice Academy
WHITE PAPER**

TUITION AND FINANCIAL AID REFORM

The Legislature and the Community and Technical College system must work toward a policy goal that will provide accountability, accessibility, and affordability while maintaining academic quality. This will be accomplished by increasing protected funding from all sources allocated to the Community and Technical College system, reforming the WAC 250-20-041(8) to eliminate the 25% “self-help” requirement, reducing the percentage and broadening the definition of “self help” to improve financial aid accessibility, and correlating tuition to economic indicators to ensure the predictability and stability of the cost of higher education.

STUDENT VOTING REPRESENTATION ON BOARD OF TRUSTEES

Students are the principal stakeholders in their institutions and call for an equal voice in the critical decisions governing their education. Students’ direct understanding of the impacts of college policy will ensure accurate and efficient decisions. Therefore, community and technical college students request voting representation on governing boards for community and technical colleges.

TRANSFERABILITY OF SPECIFIED DISTRIBUTION CREDITS

Community and Technical College students, regardless of their Direct Transfer Agreement completion status, are experiencing difficulties with transferability of credits that create fiscal inefficiencies. Students hold that the Legislature should ensure any college level course taken at any accredited state institution should be directly transferrable to any other Washington State institution into the originally specified distribution area.

TEXTBOOK ALTERNATIVES

On average, students spend approximately one fourth of higher education costs on textbooks. Alternative format options would significantly impact student accessibility and the affordability of textbooks. Additional benefits may include a significant reduction of environmental impacts and enhancement of student learning outcomes. Students request legislation that would encourage the development and implementation of alternative textbook formatting options.

INCENTIVES FOR SUSTAINABILITY

Students and citizens request increased support for environmental sustainability efforts and economic efficiencies. Higher priority or emphasis should be placed on creating, procuring, or promoting benefits such as tax incentives or earmarked funds. Providing such incentives for sustainable projects and practices will ensure that the “Evergreen State” remains a progressive leader.



**REGULAR MEETING OF THE STATE BOARD FOR
COMMUNITY AND TECHNICAL COLLEGES**

MEETING MINUTES

October 28, 2010

State Board Members

**Jim Bricker (Chair), Coupeville
Sharon Fairchild (Vice Chair), Spokane
Jim Garrison, Mt. Vernon
Shaunta Hyde, Lake Forest Park
Jeff Johnson, Olympia
Beth Willis, Lakewood
Erin Munding, Omak
Elizabeth Chen, Federal Way**

Statutory Authority: Laws of 1967, Chapter 28B.50 Revised Code of Washington

State of Washington
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
Olympia

ACTION INDEX
October 28, 2010

<u>Resolution Number</u>	<u>Description</u>	<u>Page in Minutes</u>
	Adoption of Consent Agenda:	2
----	- Approval of State Board Regular Meeting Minutes for September 15, 2010	
10-10-46	- Approval of Seattle Central CC City of Seattle Indemnification	
10-10-47	- Approval of Yakima Valley CC Property Acquisition	
10-10-48	- Approval of Olympic College Property Exchange	
10-10-49	- Approval of Edmonds CC Property Acquisition	
10-10-50	- Approval of Wenatchee Valley College Property Acquisition	
10-10-51	Approval of Revision to WAC 131.16 Extending SBCTC Retirement Plan to Eligible HECB Employees	2
10-10-52	Approval of 2010 Student Achievement Awards	3
10-10-53	Approval of Applied Baccalaureate Selection Process	3

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
Olympia**

**Regular Meeting Minutes
October 28, 2010
Everett Community College**

The State Board held a study session on October 28, 2010, from 2:00 p.m. to 5:15 p.m. at Everett Community College. The Board received a status report and heard a panel presentation on the Mission Study recommendation on Student Achievement; reviewed the allocation of Student Achievement Awards for 2010-11; and was briefed on publicly-funded retirement plans available in the community and technical college system. The Board also met in executive session from 5:20 p.m. to 5:50 p.m. to review the performance of a public employee. No action was taken at the study session or the executive session.

.....
State Board Members Present: Jim Bricker (Chair), Sharon Fairchild (Vice Chair), Elizabeth Chen, Jeff Johnson, Erin Munding,

State Board Members Absent: Shaunta Hyde, Jim Garrison, Beth Willis

CALL TO ORDER AND WELCOME

Chair Jim Bricker called the meeting to order at 8:30 a.m. and welcomed those present. He thanked Everett Community College President David Beyer for hosting the meeting. City of Everett Mayor Ray Stephanson officially welcomed the State Board and expressed his appreciation for their support of the college.

ADOPTION OF REGULAR MEETING AGENDA

MOTION: Moved by Sharon Fairchild and seconded by Erin Munding that the State Board adopt its October 28, 2010 regular meeting agenda.

MOTION CARRIED.

HOST COLLEGE PRESENTATION

President David Beyer welcomed members of the State Board and staff to Everett Community College. His presentation included a general overview of programs and enrollments, along with information about new initiatives in the areas of international education, east Snohomish county expansion, Everett CC's University Center, corporate training, capital projects, and the college's major gifts campaign. Everett CC ASB president Stephanie Kermgard and student senator and former ASB president Brent Thompson shared their personal stories and educational experiences and spoke about the positive impacts the college has had on their lives and the lives of their families.

EXECUTIVE DIRECTOR'S REPORT

Executive Director Charlie Earl reported on the following items:

- Joint Meeting with members of the State Board of Education and Higher Education Coordinating Board
- Centers of Excellence update
- Reimbursement for college boards of trustees
- Western Governors University

- Notes from Governor's Executive Cabinet
- University of Washington presidential search process
- Higher education and budgets
- White House summit on community colleges

ADOPTION OF CONSENT AGENDA (Resolutions 10-46-10 to 10-46-50)

MOTION: Moved by Sharon Fairchild and seconded by Erin Munding that the State Board adopt the consent agenda for its October 28, 2010 regular meeting as follows:

- a) Approval of September 15, 2010 State Board regular meeting minutes***
- b) Resolution 10-10-46 (ATTACHMENT #1): Seattle Central Indemnification***
- c) Resolution 10-10-47 (ATTACHMENT #2): Yakima Valley Property Acquisition***
- d) Resolution 10-10-48 (ATTACHMENT #3): Olympic College Property Exchange***
- e) Resolution 10-10-49 (ATTACHMENT #4): Edmonds CC Property Acquisition***
- f) Resolution 10-10-50 (ATTACHMENT #5): Wenatchee Valley Property Acquisition***

MOTION CARRIED.

PUBLIC HEARING AND PERMANENT RULE ADOPTION REVISING WAC 131.16 TO EXTEND SBCTC RETIREMENT PLAN TO ELIGIBLE HECB EMPLOYEES (RESOLUTION 10-10-51)

The Board held a public hearing to consider proposed amendments to the Washington Administrative Code that would extend the State Board Retirement Plan to eligible Higher Education Coordinating Board employees.

State Law provides the State Board with authority to sponsor annuity retirement savings plans. The 2010 Legislature passed provisions allowing the HECB to offer such plans. Offering a plan that is widely used by colleges and universities better equips the HECB to recruit candidates from higher education for professional and leadership positions. Given the expertise needed to sponsor a plan and the limited number of anticipated participants, HECB staff requested that the State Board extend its plan to their eligible employees. HECB Executive Director Don Bennett urged the Board's favorable consideration of their request.

John Boesenberg of the State Board office summarized the proposed changes to the plan having to do with eligibility, contributions, access to funds prior to and at retirement, supplemental benefits, and miscellaneous plan document changes.

MOTION: Moved by Erin Munding and seconded by Elizabeth Chen to amend Resolution 10-10-51 by adding the word "State" before the word "Board" in the second line of the fourth paragraph of the resolution to clarify that "Board" refers to the State Board for Community and Technical Colleges.

MOTION CARRIED.

MOTION: Moved by Sharon Fairchild and seconded by Jeff Johnson that the State Board adopt Resolution 10-10-51 (ATTACHMENT #6) as amended to approve revisions to WAC 131.16 extending the SBCTC retirement plan to eligible Higher Education Coordinating Board employees.

MOTION CARRIED.

APPROVAL OF 2010 STUDENT ACHIEVEMENT AWARDS (RESOLUTION 10-10-52)

Jan Yoshiwara of the State Board staff presented a recommendation to allocate Student Achievement Awards for 2010-11. The Board reviewed and discussed the proposed distribution of these awards at its study session the previous day. The Board established the Student Achievement Initiative to reward colleges for improvements in increasing student success and to shift a portion of funding from enrollments to performance. The Initiative is the first of its kind to measure and reward student progress at each of the key milestones essential to completing degrees and certificates. It improves public accountability and rewards colleges for increasing their students' achievement levels.

Discussion followed. Board member Jeff Johnson stated for the record his concerns regarding the need to identify which student achievement strategies or practices create positive change, the assumption that financial incentives motivate change, and the impact of bias built into the point system.

MOTION: Moved by Erin Munding and seconded by Sharon Fairchild that the State Board adopt Resolution 10-10-52 (ATTACHMENT #7) to approve the 2010 Student Achievement Awards.

MOTION CARRIED.

APPROVAL OF APPLIED BACCALAUREATE SELECTION PROCESS AND CRITERIA (RESOLUTION 10-10-53)

Executive Director Charlie Earl introduced the topic and the emphasized the importance of early weigh-in by the Board. Jan Yoshiwara of the State Board staff summarized proposed modifications to the original pilot selection process and criteria used to approve applied baccalaureate degree programs. The 2005 Legislature authorized the State Board to select four colleges to pilot applied baccalaureate degree programs. In 2008, the Legislature expanded the pilot program to include three additional community and technical colleges. In 2009, the Legislature granted permission for the eighth applied baccalaureate program to be offered by a pilot college. And in 2010, the Legislature granted authority for the State Board to approve colleges for applied baccalaureate programs, removing the pilot status and limitation on the number of colleges that could offer applied baccalaureate programs. The State Board now seeks to modify the original pilot selection process and criteria in response to the 2010 legislation which gives broad authority for selection of applied baccalaureate degree programs.

Discussion followed regarding what selection process and criteria should be used to approve applied baccalaureate degrees in Washington State and what community and technical college system groups should be represented in the selection process.

MOTION: Moved by Erin Munding and seconded by Sharon Fairchild that the State Board adopt Resolution 10-10-53 (ATTACHMENT #8) to approve the Applied Baccalaureate selection process and criteria.

MOTION CARRIED.

2011 LEGISLATIVE SESSION OUTLOOK AND DRAFT POLICY PRINCIPLES

Chris Reykdal of the State Board staff reported that the 2011 Legislature will once again be faced with a budget deficit. The September 17 revenue forecast resulted in a \$520 million negative ending balance in the State General Fund for the current fiscal year and projected the total budget shortfall through the 2011-13 biennium to be \$4.5 billion. Discussion focused on the climate surrounding the upcoming 2011 legislative session, policy principles, and emerging issues that may require the attention of the Board before, during, and immediately following the session. The Board reviewed a set of draft policy principles that will help the system and staff to establish positions on bills during the 2011 legislative session. The principles are not intended to be positions on specific legislation, but rather a set of values that could be applied to any legislation related to a particular topic. The Board will be asked to formally adopt the system policy principles at its December 2010 meeting.

CHAIR'S REPORT

Chair Bricker presented his report:

- **Trustees' Association Report.** TACTC President Mauri Moore reported the highlights of the ACCT conference in Toronto and remarked that Washington State was at the center of every conversation about leadership and best practices. She invited Board members to attend the TACTC Winter Conference scheduled for January 3-24 in Olympia and noted that Dennis Jones, president of the National Center for Higher Education Management Systems, will be the keynote speaker. The Board was also encouraged to attend TACTC's Spring Conference on June 26-28 at Suncadia Lodge in Cle Elum where a Governance Institute for Student Success session will be held. TACTC will host a Leadership dinner meeting on November 17 for representatives of the State Board, presidents' association, and trustees' association.
- **Presidents' Association Report.** WACTC Liaison David Beyer reported on the October 7-8 presidents' meeting. Topics for discussion included tuition flexibility, supplemental retirement plan funding, creating additional capacity in the capital funding process for 2011-13, the budget and reduction allocation methodology, and legislative strategies.
- **Parking Lot Items.** An updated list of the State Board's Parking Lot items was presented for review and updates. No new items were added.

BOARD MEMBER NOTES

No reports.

ADJOURNMENT/NEXT MEETING

There being no further business, the State Board adjourned its regular meeting of October 28, 2010 at 12:00 p.m. The State Board will hold its next regular meeting on December 2-3, 2010 at Bates Technical College in Tacoma.

J.A. Bricker, Chair

ATTEST:

Charles N. Earl, Secretary

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 10-10-46

A resolution relating to an indemnification agreement with of the City of Seattle for Seattle Central Community College's sewer line installation.

WHEREAS, Seattle Central Community College is in process with their Maritime Construction Project; and

WHEREAS, the City of Seattle is requiring the indemnification as a condition before approval of installation is granted; and

WHEREAS, the City's standard sewer tap is not possible but an engineered solution has been developed; and

WHEREAS, the agreement has been reviewed and approved by the Assistant Attorney General.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges delegates authority to the executive director to indemnify the City of Seattle related to Seattle Central Community College's sewer line installation.

APPROVED AND ADOPTED on October 28, 2010.



J.A. Bricker, Chair

ATTEST:



Charles N. Earl, Secretary

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 10-10-47

A resolution relating to Yakima Valley Community College property acquisition.

WHEREAS Yakima Valley Community College has identified property within the master plan that is available for sale; and

WHEREAS the Yakima Valley Community College Board of Trustees on June 19, 2008, recommended the purchase; and

WHEREAS the college has a reserve balance of sufficient funds for this acquisition,

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorize Yakima Valley Community College to use up to \$1,000 in local funds to acquire property located adjacent to the Grandview campus.

APPROVED AND ADOPTED on October 28, 2010.



J.A. Bricker, Chair

ATTEST:



Charles N. Earl, Secretary

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

A resolution relating to Olympic College property exchange.

WHEREAS in June 2009, the State Board approved Resolution 09-06-07, granting Olympic College authority to acquire property contiguous with its Poulsbo campus; and

WHEREAS since the acquisition of the property, a proposal has been brought forward for an equal value land exchange; and

WHEREAS there would be no significant change in property value or property size with the proposed exchange, and it would provide better access to the college and facilitate future development; and

WHEREAS all parties involved in the exchange would benefit and are in favor of moving forward.


THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorize Olympic College to exchange property with the City of Poulsbo and Olhava Associates as illustrated in Attachment A.

APPROVED AND ADOPTED on October 28, 2010.



J.A. Bricker, Chair

ATTEST:



Charles N. Earl, Secretary

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 10-10-49

A resolution relating to Edmonds Community College property acquisition.

WHEREAS, in August 2010, the State Board approved Resolution 10-08-34, granting Edmonds Community College authority to acquire 3.65 acres of land, which include three buildings, from the City of Lynnwood; and

WHEREAS, The City of Lynnwood has now approached the college and would like to include the sale of 1.65 acres of campus property in the purchase negotiations for the sale of the 3.65 acres; and

WHEREAS, both the acquisition of the 3.65 acres of land and the sale of the 1.65 acres of land to the City of Lynnwood have long been part of the college's master plan; and

WHEREAS, both parties involved in the transaction would benefit and are in favor of moving forward; and

WHEREAS, the college has a reserve balance of sufficient local funds for the acquisition.


THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Edmonds Community College to include the sale of 1.65 acres of campus property in the purchase negotiations of the 3.65 acres with the City of Lynnwood and the use of local funds not to exceed \$3,500,000.

APPROVED AND ADOPTED on October 28, 2010.



J.A. Bricker, Chair

ATTEST:



Charles N. Earl, Secretary

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 10-10-50

A resolution relating to Wenatchee Valley College property acquisition.

WHEREAS, Wenatchee Valley College has identified property included in their master plan located adjacent to their existing campus that will complete the campus footprint within a land-locked residential district; and

WHEREAS, the Wenatchee Valley College Board of Trustees is expected to approve the acquisition at its November Board Meeting; and

WHEREAS, the college has a reserve balance of sufficient local funds for the acquisition.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Wenatchee Valley College to use up to \$600,000 in local funds to purchase 4.17 acres of land located at 1521 9th Street and 1605 9th street in Wenatchee, pending approval by The Wenatchee Valley College Board of Trustees.

APPROVED AND ADOPTED on October 28, 2010.



J.A. Bricker, Chair

ATTEST:



Charles N. Earl, Secretary

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

REVISED

RESOLUTION 10-10-51

A resolution relating to the adoption of proposed amendments to the Washington Administrative Codes (WAC) and Plan Document governing the State Board Retirement Plan.

WHEREAS, the Legislature has authorized the State Board to sponsor a retirement savings plan, adopt rules and extend such plan to employees as the State Board may designate; and

WHEREAS, the State Board has exercised this authority by establishing a Code Section 401(a) retirement saving plan and adopting governing rules and a Plan Document; and

WHEREAS, the 2010 Legislature provided authority to the Higher Education Coordinating Board to sponsor a retirement savings plan; and

WHEREAS, the Executive Director of the Higher Education Coordinating Board requested the State Board extend its retirement plan to eligible Higher Education Coordinating Board employees; and

WHEREAS, the State Board recognizes the efficiency and cost savings associated with extending its Retirement Plan to eligible Higher Education Coordinating Board employees; and

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges hereby adopts on a permanent basis the proposed amendments to Section 131-16 of the Washington Administrative Code as shown in Attachment A, which provide for participation by HECB employees and make other clarifying and policy changes, effective January 1, 2011.


BE IT FURTHER RESOLVED that the State Board hereby adopts a restated Retirement Plan Document, which is revised to reflect the changes made in Section 131-16 of the Washington Administrative Code and Internal Revenue Codes, effective January 1, 2011.

APPROVED AND ADOPTED on October 28, 2010.



J.A. Bricker, Chair

ATTEST:



Charles N. Earl, Secretary

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 10-10-52

A resolution relating to the Student Achievement Initiative Awards.

WHEREAS, the Board established the Student Achievement Initiative to reward colleges for improvements in increasing student success and to shift a portion of funding from enrollments to performance; and

WHEREAS, the Student Achievement Initiative measures colleges for the intermediate outcomes that students achieve, leading to and completing college certificates and degrees; and

WHEREAS, state funds for Student Achievement were given a proviso in the 2009-11 budget and Foundation grant funds were awarded to the State Board for Community and Technical Colleges for 2009-11; and

WHEREAS, all colleges accomplished net increases in Student Achievement between the 2008-09 and the 2009-10 performance year; and

WHEREAS, these funds are awarded to the colleges based on their own achievement gains; and

WHEREAS, these awards exceed the funds available;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the 2009-10 distribution of \$1,000,000 to support the Student Achievement Initiative with a remaining \$751,960 to be awarded in 2011; and

BE IT FURTHER RESOLVED that the rate for 2010-11 be set at \$85 per Achievement point; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments, as necessary, for actions taken by the Governor, computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, uniform accounting and reporting requirements, and unanticipated changes in state or federal funding.

APPROVED AND ADOPTED on October 28, 2010.



J.A. Bricker, Chair

ATTEST:



Charles N. Earl, Secretary

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

A resolution regarding the selection process and criteria that will be used to approve applied baccalaureate degree programs.

WHEREAS, the State Board approved objective criteria for the selection of applied baccalaureate degree pilot programs in 2006; and

WHEREAS, in 2010 the Legislature passed Substitute House Bill 2655, giving the State Board authority to approve community and technical college applied baccalaureate degree programs, thus removing the pilot status of the community and technical college applied baccalaureate programs; and

WHEREAS, the State Board seeks to modify the original pilot selection process and criteria in response to the 2010 legislation which gives broad authority for selection of applied baccalaureate degree programs;


THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the proposed process and selection criteria for approving Applied Baccalaureate Degree programs (see Attachments A, B and C).

APPROVED AND ADOPTED on October 28, 2010.



J.A. Bricker, Chair

ATTEST:



Charles N. Earl, Secretary



REGULAR MEETING AGENDA ITEM

TAB 3b

December 2, 2010

Consent Item Action (Resolution 10-12-54)

Topic

Clover Park Technical College: Local Capital Expenditure Authority

Description

Clover Park has an immediate need for additional science laboratory space and would like to remodel the former cafeteria kitchen in Building 15 to meet some of this demand. The laboratory has been designed to complement the Allied Health Care Facility in the 2011-13 Capital Budget Request. The college's Board of Trustees has delegated budget setting authority to the President who has requested we authorize the expenditure of \$667,000 of local funds for this project.

Major Considerations

- The college has sufficient local capital funds dedicated for this project.

Analysis

Expenditure of local funds on capital projects that exceed \$400,000 requires State Board authorization. The project is consistent with the State Board's previous actions to increase Clover Park's ability to offer Allied Health programs.

Recommendation

The staff recommends approval of Resolution 10-12-54, allowing Clover Park Technical College to expend up to \$667,000 in local capital funds to remodel existing space in Building 15 into a science laboratory.

Prepared by: Wayne Doty, 360-704-4382, wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 10-12-54

A resolution relating to Clover Park Technical College Capital Expenditure Authority.

WHEREAS, Clover Park Technical College has an immediate need for additional science laboratory space; and

WHEREAS, the college has underutilized space in Building 15 and sufficient local capital funds.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Clover Park Technical College to expend up to \$667,000 in local capital funds to remodel existing space in Building 15 into a science laboratory.

APPROVED AND ADOPTED on December 2, 2010.

J.A. Bricker, Chair

ATTEST:

Charles N. Earl, Secretary



REGULAR MEETING AGENDA ITEM

TAB 3c

December 2, 2010

Consent Item Action (Resolution 10-12-55)

Topic

Columbia Basin College: Capital Financing Authority

Description

Columbia Basin College has performed an investment-grade audit of the energy consuming system throughout their campus. The audit identified several improvements that will result in a return on investment in 23 years. The college was awarded a \$2,170,781 matching grant from the Department of Commerce for the improvements. The college plans to match the grant with a combination of rebates, local funding, and a locally supported financing contract through the Washington State Treasurer's Lease Purchase Program.

Major Considerations

- The college has sufficient local funds dedicated to service the debt and complete the match.
- Prior approval of the legislature is not required for financing energy conservation improvements to existing buildings.

Analysis

The debt service will be approximately \$149,000 per year for fifteen years. Expenditure of local funds on capital projects that exceed \$400,000 requires State Board authorization. Financing for capital expenditures requires State Board authorization. The proposed improvements have a guaranteed savings of \$916,426 over the financing term.

Recommendation

The staff recommends approval of Resolution 10-12-55, allowing Columbia Basin College to enter into a financing agreement for \$2,037,904, plus closing costs, at an approximate interest rate of 4.5% for a term of 15 years through the Washington State Treasurer Lease Purchase Program.

Prepared by: Wayne Doty, 360-704-4382, wdoty@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 10-12-55

A resolution relating to Columbia Basin College Capital Financing Authority.

WHEREAS, Columbia Basin College has identified capital improvements that will reduce energy consumption; and

WHEREAS, the college has obtained a matching grant from the Commerce Department for approximately one-half of these improvements; and

WHEREAS, the college has sufficient local funds to service the debt and complete the match.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Columbia Basin College to enter into a financing agreement for \$2,037,904, plus closing costs, at an approximate interest rate of 4.5% for a term of 15 years through the Washington State Treasurer Lease Purchase Program..

APPROVED AND ADOPTED on December 2, 2010.

J.A. Bricker, Chair

ATTEST:

Charles N. Earl, Secretary



REGULAR MEETING AGENDA ITEM

TAB 5

December 2, 2010

Discussion Action (Resolution 10-12-57)

Topic

2010 Community and Technical College Efficiency Study Preliminary Report to the Legislature

Description

The 2010 Washington State Legislature passed Engrossed Substitute Senate Bill 6359 to encourage further community and technical college efficiencies in order to enhance student access and success, strengthen academic programs, and develop and retain high quality faculty. The legislation named participant groups in this work: Washington State Board for Community and Technical Colleges, community and technical college boards of trustees, and stakeholders including faculty and staff representatives appointed by their respective unions.

Under the legislation, the State Board, in collaboration with the parties listed above, are to identify regional and statewide efficiency opportunities and create a detailed plan for implementing efficiencies that result in cost savings while maintaining or enhancing student access and achievement. Cost savings realized from efficiency actions will be retained by respective districts and used to enhance student access and success and recruitment and retention of high quality faculty.

In addition, the State Board, in collaboration with local boards of trustees, will establish criteria and processes for determining the feasibility of potential college district consolidation.

Within the context of this study, consideration will be given to:

- Economic feasibility and cost savings anticipated from proposed changes.
- Contribution to student access to academic programs and services.
- Contribution to vision, goals and strategic HECB Master Plan.

The State Board is responsible for submitting the following reports to appropriate legislative committees:

Preliminary report (Exhibit 1)	December 1, 2010
Implementation plan for new efficiencies	December 1, 2011
Potential district consolidations or boundary changes	December 1, 2012

Key Questions

- Does the preliminary report provide a comprehensive review of current state and college-to-college collaborations that result in efficiencies?
- Does the report provide a cohesive process for identifying and implementing new regional and state efficiencies?

Analysis

The Efficiency Study Preliminary Report is the first of three efficiency reports due to the legislature. The report contains a description of:

- Legislation that provides the direction and foundation for efficiency work.
- Processes used to increase productivity and acquire additional efficiencies in the community and technical college system.
- Current statewide efficiencies.
- Current regional efficiencies as a result of local sharing and partnerships.
- A plan for further work.

Through collaborations with the Washington Association of Community and Technical Colleges (WACTC) presidents, vice presidents, deans and directors, SBCTC identified 37 statewide strategies currently being used by community and technical colleges to increase student success and decrease costs. These strategies involve:

- Innovative educational delivery methods.
- Alliances to increase access to educational services anytime and anywhere.
- Processes that ensure high quality curriculum content and delivery.
- Centralized administrative and data systems for ease of data sharing, tracking and reporting.
- Use of human capital- talents and expertise of faculty, staff and administrators- to create innovative processes and structures that reduce costs to students and the state.

With the assistance of WACTC, SBCTC also identified 18 inter-college efficiencies currently being used to increase student achievement, share services and functions, and standardize processes and functions. One of the 18 inter-college efficiencies is shared educational programs and services. We identified 56 educational programs and services that are currently shared among colleges.

These current efficiencies provide a foundation of strengths and successful practices that the college system can build upon.

Background Information

Engrossed Substitute Senate Bill 6359 can be found at <http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Session%20Law%202010/6359-S.SL.pdf>

Outcomes

Staff and representatives from the Efficiency Study Steering Committee will provide an overview of the study work plan and the proposed Efficiency Study Preliminary Report to the Legislature.

State Board members will have an opportunity to discuss the work plan and report. Staff recommend adoption of Resolution 10-12-57 to approve the preliminary report.

Prepared by: Michelle Andreas, 360-704-4338, mandreas@sbctc.edu.

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 10-12-57

A resolution regarding approval of the Community and Technical College Efficiency Study Preliminary Report to the Legislature.

WHEREAS, the 2010 Washington State legislature passed Engrossed Substitute Senate Bill (ESSB) 6359 which requires community and technical colleges to encourage further efficiencies through partnerships, collaboration and shared services to enhance student access and success, strengthen academic programs, and to develop and retain high quality faculty; and

WHEREAS, ESSB 6359 requires collaboration in these efforts with the Washington State Board for Community and Technical Colleges, community and technical college boards of trustees, and stakeholders including faculty and staff representatives appointed by their respective unions; and

WHEREAS, parties named in the legislation provided input and feedback to the report; and

WHEREAS, ESSB requires a preliminary report due December 1, 2010 on efforts to encourage further efficiencies;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the Efficiency Study Preliminary Report to the Legislature (Exhibit 1).

APPROVED AND ADOPTED on December 2, 2010.

J.A. Bricker, Chair

ATTEST:

Charles N. Earl, Secretary

D R A F T

**Community and Technical College
Efficiency Study
Preliminary Report to the Legislature
For ESSB 6359**

December 2010

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EXECUTIVE SUMMARY

The 2010 Washington State Legislature passed Engrossed Substitute Senate Bill (ESSB) 6359 which seeks to encourage further efficiencies in the community and technical college system. The purpose of the Bill is to increase student access and success, strengthen instructional programs, and develop and retain high quality faculty through efficiencies acquired through shared services, increased program collaboration, and standardized and centralized administrative functions and systems. Efforts to further efficiencies includes collaboration among State Board for Community and Technical Colleges' (SBCTC) board members and staff, local college boards of trustees, college presidents, faculty and staff unions, and students. ESSB 6359 establishes a timeline for this work beginning in 2010 and concluding December 1, 2012.

Led by a statewide steering committee, seventeen colleges in four regions are voluntarily working with statewide system groups (instruction, student services, business affairs, public information, information technology) to identify, analyze, and implement new regional and state efficiencies to advance goals set forth by ESSB 6359.

This is the first of three reports due to the Legislature. This report focuses on the process and timeline to identify new regional and state efficiencies and an analysis of current efficiencies within the community and technical college system—efficiencies in place at the time of this writing. Future reports will describe new efficiencies implemented and planned and criteria for district consolidation and boundary changes.

Community and technical colleges engage in three categories of efficiencies that build on the strengths of locally operated colleges in a statewide system of colleges: college to local community partnerships; statewide system level efficiencies; and shared programs and services among groups of colleges. Due to the focus of ESSB 6359, this report describes efficiencies that exist only within the community and technical college system. It does not include the countless efficiencies and leveraged resources obtained through local college partnerships with business and industry, workforce development councils, community-based organizations, high schools, and universities.

The college system identified more than 50 types of current, regional and state efficiencies in areas of administrative services and systems, student access and success, academic programs, and retention and development of quality faculty and staff. These efficiencies serve as the foundation of successful, current practices that the college system will leverage and build upon over the next two years.

There are 25 efficiencies resulting from centralized and standardized administrative functions and services. These include:

- Administrative services like single, prioritized operating and capital budget requests for all 34 community and technical colleges; standardized policies such as a single tuition policy for all community colleges; common, centralized fiscal and student data and accountability reporting; centralized contract negotiations; centralized retirement plan administration; centralized audit reviews.
- Administrative systems such as a centralized public information website; standardized procurement processes; centralized data systems, consolidated processors and K-20 server administration; electronic financial aid distribution; a uniform facility maintenance system.
- College-created systems and shared services like a common SQL database; a security compliance protocol; a time and leave reporting application; online budgeting application; hardware collocation facility; collective bargaining; marketing; collaborative regional responses for dislocated and unemployed populations; and joint federal, state and private grant proposals.

There are 19 efficiencies used by the community and technical college system to increase student access and success benefitting both students and saving state dollars. These include:

- Dual credit programs that decrease time to completion such as early college entry (Running Start and Tech Prep); Integrated Basic Education and Skill Training (I-BEST);
- Coordinated curricula such as direct transfer degree agreements with public and private universities; and Major Related Programs of study in 14 specialized transfer areas.
- Standardized educational practices to increase student mobility among colleges which include common course numbering; regional placement test reciprocity; statewide adult education learning standards.
- Early warning for failing students like an academic early warning computer application and online advising data tools (advising portal and advisor dashboard);
- Utilizing technology for anytime and anywhere programs and services such as e-Learning and Washington OnLine; statewide instructional technology tools (ANGEL, Tegrity, Elluminate, ITV); e-tutoring; virtual library reference services; digital and shared library resource collections through partnerships, consortia and alliances.
- Shared educational programs including 32 shared high cost, high demand professional and technical programs. These programs involve a hybrid-model of e-Learning which allows one college to provide course content at a distance while local partner colleges provide the on-ground clinical, cooperative learning, and lab portion of the program. Additionally, there are 25 multi-college shared support services with shared staff, facilities, equipment, and curricula.

There are 7 efficiencies used across the state to strengthen academic programs. These efforts seek to improve program quality, relevance, and rigor. They include

- Information literacy across the curriculum including literacy tutorial modules.
- Standardized program approval to maximize program delivery to meet community and industry needs while minimizing program duplication.
- Standardized program improvement models such as Quality Matters (online course quality assurance model); program review; shared business and industry advisory committees; and Centers of Excellence that are guided by statewide industry leaders to ensure programs equip students with industry skills for the future.

Retaining and developing high quality faculty and staff involves ongoing professional development both locally, statewide and regionally. A great deal of professional development is accomplished through statewide conferences, workshops and on-line faculty learning communities. Regionally, colleges share professional development and staff and faculty expertise to ensure efficient and effective programs and services.

Work is underway with the steering committee and regional and college system work groups to identify, analyze, and implement new regional and state efficiencies to increase student access and success, strengthen instructional programs and services, and develop and retain high quality faculty and staff.

INTRODUCTION

Washington State has joined President Obama's goal to reassume our global leadership of a highly educated citizenry. To meet the national goal and increase Washington's global competitive advantage, Washington's higher education system will need to increase degree and certificate production 27 percent by 2018. Specifically, Washington State's higher education system will need to produce 9,400 more mid-level degrees and certificates and 13,800 more baccalaureate degrees annually (HECB 2007). Community and technical colleges contribute to these goals by

- Producing the largest numbers of mid-level certificates and degrees;
- Being a pipeline to baccalaureate degrees through transfer programs; and
- Producing applied baccalaureate degree graduates.

Washington State, like the rest of the nation, is experiencing severe economic hardship due to declining revenues, a struggling labor market, cautious consumers, and continued housing foreclosures (Governor Gregoire's Website). As a result of the State's economy, higher education has encountered substantial funding reductions.

Since 2008 community and technical colleges have received an overall funding reduction of 13% after tuition collection. This reduction includes the recent Governor's across-the-board cut for 2010-2011. More alarming is the erosion of state funding per student, a 12% decrease since 2008. The financial responsibility for a highly skilled and globally competitive workforce and a well educated citizenry is shifting from the state to the often low skilled, unemployed student. (SBCTC, 2010).

The economic downturn has driven a community and technical college enrollment surge from dislocated and unemployed workers retooling to gain new job skills and from families looking for lower cost options for pursuing a college education.

A substantial form of efficiency in the college system is record over enrollment. In spite of budget cuts, community and technical colleges enrolled 161,000 full time equivalent students last year, 21,500 FTES or 16% above the level funded by the state. Colleges have accomplished this level of over enrollment with longer hours of operation, more classes, larger classes and eLearning to leverage existing college facilities.

The challenges facing community and technical colleges are immense: maintaining access, improving student success, improving quality, and maintaining affordability to students – all while resources continue to decline. The only viable option to meet our educational goals under these conditions is to do business differently which equates to increasing productivity and becoming even more efficient in educating students (Jones 2010).

State Expectations of the Community and Technical College System

The challenges outlined by Jones (2010) were foreseen by legislators who designed Washington's community and technical college system. As stated in Revised Code of Washington (RCW) 28B.50.020, community and technical colleges were created to "provide for the dramatically increasing number of students requiring high standards of education either as a part of the continuing higher education program for occupational education and training, or for adult basic skills and literacy education, by creating a new, independent system of community and technical colleges which will:

- (1) Offer an open door to every citizen, regardless of his or her academic

background or experience, at a cost normally within his or her economic means;

(2) Ensure that each college district, in coordination with adjacent college districts, shall offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education, including basic skills and general, family, and workforce literacy programs and services;

(3) Provide for basic skills and literacy education, and occupational education and technical training in order to prepare students for careers in a competitive workforce;

(4) Provide or coordinate related and supplemental instruction for apprentices at community and technical colleges;

(5) Provide administration by state and local boards which will avoid unnecessary duplication of facilities, programs, student services, or administrative functions; and which will encourage efficiency in operation and creativity and imagination in education, training, and service to meet the needs of the community and students;

(6) Allow for the growth, improvement, flexibility and modification of the community colleges and their education, training, and service programs as future needs occur.”

Washington’s community and technical colleges have been sharing and partnering within regions and across the state to provide comprehensive services and quality education to communities since the creation of the college system.

2008 Mission Study

In September 2008, the State Board for Community and Technical Colleges commissioned a task force of Board members, trustees, presidents, faculty and SBCTC staff to gain a better understanding of where Washington’s community and technical college system is today and where it needs to be in the future. Using the Higher Education Coordinating Board’s Strategic Master Plan for Higher Education and the SBCTC’s own System Direction to inform its work, the task force focused on current and future needs in areas of:

- Economic Demand – Strengthening state and local economies by meeting the demands for a well-educated and skilled workforce.
- Student Success – Achieving increased educational attainment for all residents across the state.
- Innovation – Using technology, collaboration and innovation to meet the demands of the economy and improve student success.

The overarching goal of this Mission Study was to find more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education. As a result of SBCTC System Direction and Mission Study, community and technical colleges are involved in four

major statewide initiatives that will change the way education is conceived of and delivered:

- Advancement of the **Student Achievement Initiative**--a performance funding system for community and technical colleges. Its purposes are to improve public accountability by more accurately describing what students achieve from enrolling in our colleges each year, and to provide incentives through financial rewards to colleges for increasing the levels of achievement attained by their students.
- Development of an **Enterprise Resource Planning (ERP)** system-- to manage all information and business functions of a college from shared system data stores. ERP systems are typically commercial software packages that promote seamless integration of all the information flowing through a college. Our system of 34 colleges has shared back-end administrative systems for over 30 years. The software and functionality it offers is dated and limits our collective ability to support the information needs of our students, faculty, staff and administration. A new information system provides opportunities for streamline policies and practices across colleges, creating efficiencies for students as well as college operations.
- Creation and implementation of an **Open Source Library**-- to design 81 high enrollment, gatekeeper and pre-college courses for face-to-face, hybrid and/or online delivery, to improve course completion rates, lower textbook costs for students, provide new resources for faculty to use in their courses, and for our college system to fully engage the global open educational resource discussions.
- **Transformation of Pre-College Education**-- to improve student transition from pre-college courses to college level courses by moving them further and faster in their academic progression to the “Tipping Point” and beyond. This includes new assessment and placement policies and tools, new pedagogy, and revised curriculum.

The success of the community and technical college system results from a balance between local governance and authority and state system governance and authority. A balanced system allows for centralization and standardization when efficiencies can be acquired and services enhanced while it promotes local authority and flexibility to meet unique needs of communities. While ESSB 6359 encourages efficiencies within the community and technical college system, colleges also partner and leverage resources with local business and industry, local governments, workforce development councils, literacy organizations, chambers of commerce, public housing authorities, community-based organizations, local high schools, and universities to further economic development, increase student access and success, strengthen instructional and student services programs, and professionally develop and retain quality staff and faculty.

Preliminary Report Elements

This report is the first of three efficiency reports due to the legislature. The report outlines inter-system collaboration and partnerships to reach efficiencies—efforts that have been in place for a period of time. The report does not reflect local partnerships with community and workforce organizations, business and industry, and other education sectors, nor does it include detailed descriptions of regional and state efforts “in the works” and not yet completed. This report contains a description of

- Legislation that provides the direction and foundation for efficiency study.
- Processes to identify and implement new regional and state efficiencies in the community and technical college system.

- Current statewide efficiencies.
- A plan for further work.

Note: Efficiencies marked with an asterisk “*” are those supported by the Washington State Legislature.

LEGISLATIVE BACKGROUND

The 2010 Washington State Legislature passed ESSB 6359 to “encourage further efficiencies that will provide cost savings to be used to enhance student access and success, strengthen academic programs, and to develop and retain high quality faculty through cost-effective partnerships and coordination between institutions including shared services and increased complementary programming, as well as structural administrative efficiencies.” The legislation named participant groups for this work: Washington State Board for Community and Technical Colleges, community and technical college boards of trustees, and stakeholders including faculty and staff representatives appointed by their respective unions.

Under the legislation, the State Board, in collaboration with colleges, will identify regional and statewide efficiency opportunities and create a detailed plan for implementing efficiencies that result in cost savings while maintaining or enhancing student access and achievement. Cost savings realized from efficiency actions will be retained by respective districts and used to enhance student access and success and recruitment and retention of high quality faculty.

In addition, the State Board, in collaboration with local boards of trustees, will establish criteria and processes for determining the feasibility of potential college district consolidation and boundary changes.

Within the context of this initiative, consideration will be given to

- Economic feasibility and cost savings anticipated from proposed changes.
- Contribution to student access to academic programs and services.
- Contribution to vision, goals priorities and strategic HECB Master Plan.

The State Board is responsible for submitting the following reports to appropriate legislative committees

Preliminary report	December 1, 2010
Detailed efficiency implementation plan	December 1, 2011
Potential district consolidations or boundary changes	December 1, 2012

MEETING GOALS OF COMMUNITY AND TECHNICAL COLLEGE EFFICIENCY STATUTE

State Steering Committee

In July 2010 the State Board for Community and Technical Colleges established a steering committee of State Board members, trustees, college presidents, faculty union representatives, and students to lead the efficiency study and create an implementation plan (see Attachment A for list of steering

committee members). In Fall 2010 the steering committee established guiding principles, decision criteria and efficiency outcomes to assist in their decision-making and actions for increased productivity and efficiency resulting from sharing and partnerships among community and technical colleges.

- Guiding principles (Attachment B)
- Decision-making criteria (Attachment C)
- Efficiency outcomes (Attachment D)

Volunteer Regions

Seventeen colleges in four regions have volunteered to work with the steering committee to identify, evaluate, and pilot efficiency practices. The practices will stay within the region and when possible, be implemented statewide. These regions are building upon a history of previous collaboration work among the colleges. The volunteer regions are:

Northwest

- Bellingham Technical College
- Whatcom Community College

Five Star Consortium

- Cascadia Community College
- Edmonds Community College
- Everett Community College
- Lake Washington Technical College
- Shoreline Community College

Pierce County

- Bates Technical College
- Clover Park Technical College
- Pierce College Ft. Steilacoom
- Pierce College Puyallup
- Tacoma Community College

Southwest Puget Sound

- Centralia College
- Grays Harbor College
- South Puget Sound College
- Olympic College
- Peninsula College

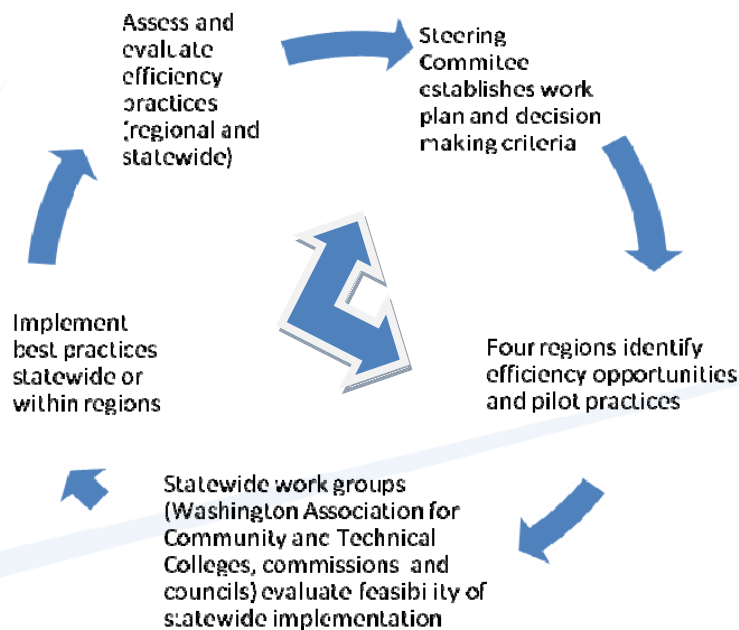
Each region has a college president and a local trustee who participate on the steering committee. Each region engages stakeholder groups identified in the legislation as partners in regional efficiency efforts.

Identifying New Statewide Efficiencies

Determining and disseminating efficiencies involves a feedback loop between the steering committee, volunteer region work groups, and system colleague work groups (vice presidents, deans and directors). Minimum decision guidelines, criteria, and implementation processes are established by the steering committee. Regional and system colleague work groups will use steering committee guidelines, criteria and processes as a foundation for identifying, analyzing, evaluating and piloting new

efficiency practices with an eye toward statewide implementation. Regional and system colleague work group outcomes and lessons learned will provide feedback to the steering committee to refine guidelines, criteria and implementation plans. Efficiency areas deemed appropriate for statewide implementation will be brought to the steering committee with a plan of action for statewide adoption. After implementation, each new regional and statewide efficiency practice will be assessed and evaluated, using data, for impact. The process is depicted in Figure 1.

Figure 1.



**Washington Association of Community and Technical Colleges (WACTC) is comprised of all presidents and chancellors in the community and technical college system. Their commissions (vice presidents) and councils (deans and directors) work on their behalf to advance statewide initiatives and practices.*

CURRENT EFFICIENCIES

ESSB 6359 identified three expected outcomes for community and technical colleges' efficiencies: (1) increase student access and success; (2) strengthen academic (adult basic education, transfer, and professional and technical) programs; and (3) develop and retain high quality faculty. The Washington Association of Community and Technical Colleges (WACTC) comprised of presidents and chancellors from all 30 college districts oversees a network of commissions (vice presidents) and councils (deans and directors) that meet, at least quarterly, to

- Provide advice and feedback to the State Board for Community and Technical Colleges on state policies
- Coordinate and implement state initiatives
- Share best practices
- Collaborate on special projects

The State Board and WACTC work together to create and implement statewide policy, innovations and efficiencies within the college system.

To form a baseline of sharing and partnering and to provide a framework to recognize new efficiencies as they emerge over the course of the timeline required by the Legislature under this Bill, the college system identified more than 50 types of efficiencies across the state resulting from centralized or standardized administrative functions, shared services, and complementary programming.

Centralized and Standardized Administrative Efficiencies

25 centralized and standardized administrative efficiencies are currently implemented at community and technical colleges in areas of administrative services, administrative systems, and college-created administrative systems and processes.

1. **Administrative services.** SBCTC provides certain system level administrative services for all 34 community and technical colleges. Centralized services allow local college funds to be directed toward college operation; most significantly instruction and direct services to students, that otherwise would have been needed for administrative services.

- A statewide coordinated community and technical college operating budget request
The community and technical colleges provide one system budget request to the legislature. This reduces the cost associated with individual college budget requests and provides savings to the Office of Fiscal Management which only deals with one system budget.

A single operating budget request for 30 college districts.

- A statewide coordinated capital budget request to the legislature
Colleges submit capital proposals to a community and technical college system committee for review and prioritization. Based upon standardized criteria, capital proposals are prioritized and submitted to the legislature as one system request. This process reduces multiple requests to the legislature and provides a prioritized list of system needs.

A single prioritized capital project list for 30 college districts.

- *Standardized tuition policy
SBCTC establishes tuition for all community and technical colleges. This minimizes competition between colleges and reduces the need for students to “shop” for the best education price.

Uniform tuition price for 30 college districts.

- Centralized federal and state reporting structures
SBCTC creates reports on behalf of the community and technical college system. This reduces costs associated with each college generating data and reports. Reports include but are not limited to Department of Information Services Annual Report, enrollment reports, Academic Year Reports, demographic studies (Student of Color), system accountability reports, and various research reports on issues such as Student Achievement, Pre-College Education, and Integrated Basic Education and Skills Training (I-BEST).

Reports take approximately 120-160 staff hours to complete thus saving the system approximately 3600-4800 staff hours annually for 30 college districts per report.

- Centralized contract negotiation and administration of educational services for special populations.
SBCTC provides oversight and system-level contract negotiation with other state agencies. The two major contracts are with Department of Social and Health Services (DSHS) WorkFirst and Department of Corrections (DOC) Inmate education programs. This single point of contact reduces costs associated with individual college negotiation and contract administration.

The DSHS WorkFirst contract totals \$22,656,000 and serves 13,600 low income students. The inmate education contract totals \$16,878,744 and serves 11,113 inmates at correctional facilities across the state.

- *Centralized contract negotiation with vendors
SBCTC provides statewide negotiation and contract administration with information technology vendors in areas that include but are not limited to computer software licenses, hardware, telecom, and internet services. This single point of contact reduces costs associated with individual college negotiation and contract administration.

Savings – Cost savings is approximately \$750,000 per year for centralized contract negotiations.

- Centralized retirement plan administration.
One person at SBCTC administers retirement plans. This reduces the cost of individual colleges providing their own retirement plan administration.

1 plan for 30 college districts.

- Centralized audit reviews
The State Board provides audit reviews for all community and technical colleges to ensure federal and state financial and program compliance. This function reduces costs associated with each college hiring an independent audit reviewer.

Each audit review takes approximately 50 hours to complete and would cost individual colleges approximately \$150.00 per hour to hire a CPA firm to conduct an independent review.

2. **Administrative systems.** Our system of 34 colleges has shared back-end administrative systems for over 30 years. The software and functionality it offers is dated and limits our collective ability to support the current and future information needs of our students, faculty, staff and administration. The administrative efficiencies listed in this document demonstrate the systems' ability to maximize its antiquated HP3000 system. There is virtually no more capacity to increase system-wide administrative services, functions, and systems without new technology.

SBCTC, on behalf of the colleges, provides statewide administrative services which allows local college funds to be directed toward educational programs and direct student services—funds

that may have otherwise been used to pay for the following essential operating services, functions and systems.

- Centralized data systems

Use of centralized data systems ensures accurate and complete college data and provides opportunity for comparative data analysis. State data systems include but are not limited to: Washington Adult Basic Education Reporting System (WABERS); Student Achievement Tracking System; Online Grant Management System (OGMS); Online Budget Management System (OBIS); and GED data systems.

The savings is approximately \$100,000 for start-up costs per college and approximately \$50,000 per year, per college to maintain the system.

- Standardized process for procurement approval from Department of Information Services (DIS).

SBCTC created a standardized process for colleges requesting procurement approval from DIS. This streamlined process reduces workload for colleges and DIS.

1 process followed by 30 college districts.

- Consolidated processors

The community and technical college system has consolidated all processors supporting administrative systems such as student data, financial information, payroll, personnel, end-user reporting financial aid, degree audit, WAOL, and web admissions. This reduces reliance on hardened data center services at SBCTC and colleges.

The magnitude of savings is approximately \$7-10 million dollars per college if each were to create their own administrative systems.

- Centralized K-20 server administration

SBCTC provides oversight and administration for the K-20 server system which provides an infrastructure for connectivity among educational sectors. This single administrative function reduces costs associated with each college hosting the server.

- Centralized website

SBCTC provides a single point of information for the public and students representing all 34 community and technical colleges that reduces the need for duplicated material on individual college websites. System information available on the SBCTC website includes system job recruitment, connections to each college website, and career and educational program information such as www.checkoutacollege.com.

- Electronic financial aid distribution into student accounts

By using this electronic tool, student financial aid checks are deposited directly into student banking accounts. Individual colleges no longer require paper checks to be mailed to students. This reduces costs associated with paper check disbursement to individual students.

Cost savings for all colleges participating in electronic funds distribution is \$669,000 per year.

- Statewide preventative facility maintenance system
Community and technical colleges use a standardized software product (Megamation's DirectLine System) to automatically generate maintenance work orders and manage other work orders associated with college buildings. This automated system increases routine maintenance and makes work order processes more efficient to lower costs associated with ongoing building maintenance.
- Team Foundation Server
This server functions as a centralized platform for system-wide collaboration for researchers, IT directors, and IT developers.

This project would not have been possible without the expertise and collaboration of all 34 colleges.

3. **College-created administrative systems and services.** Often a single college or a collection of colleges creates a system or process and shares it with other colleges to increase efficiency and effectiveness, reduce duplication, and free-up local funding for instruction and direct services to students.

- Common SQL database shared by 16 colleges.
A common SQL database was spearheaded by Big Bend Community College, Clark College, and Spokane District to increase research and reporting capacity. This shared database reduces costs associated with each college implementing a unique research and reporting database.

This project would not have been possible without shared expertise and collaboration of the four colleges. Cost of creating the database is \$10,800 (120 hours at \$30/hr) shared by 16 colleges equates to an overall savings of \$172,800.

- Security compliance protocol
Community Colleges of Spokane developed a new protocol and template that easily identifies security areas to be addressed by colleges to meet compliance standards. The protocol and template is used by 4 other colleges to meet Department of Information Systems (DIS) security standards compliance methodology. This shared protocol reduces costs associated with each college developing their own security compliance protocol.

The cost of developing the protocol and template was approximately \$16,000 and is shared with other colleges at no cost.

- Time and leave reporting application
Bellevue College developed an automated time and leave reporting tool for staff and student employees which replaced a cumbersome and error prone manual reporting structure. This application has been adopted by 11 colleges and reduces costs associated with each college creating its own application.

The cost of developing the application tool was \$92,000. This tool is shared with other colleges at no cost.

- Online budget monitoring application
Green River Community College developed and shared an online budget monitoring application that enables daily budget tracking and flexible report formatting. Eight colleges have adopted the application. The application reduces costs associated with each college developing their own budget monitoring application.

The cost of developing the application was approximately \$35,000. This tool is shared with other colleges at no cost.

- Hardware collocation facility
Big Bend Community College hosts a secondary backup and disaster recovery and business continuity system for 7 other colleges. This system reduces costs associated with each college hosting their own recovery system. It further reduces costs associated with loss of data.

Annual cost savings for the 7 colleges is approximately \$28,000.

- Collective bargaining
23 colleges bargain two classified contracts. This system-wide collective bargaining process and agreement avoids duplication of time, effort and costs associated with individual contract bargaining.

2 system contracts for 23 colleges.

- Marketing and regional fairs
Colleges within geographic regions share time and people to staff information booths at job fairs, county fairs, and educational fairs. Colleges within regions also share marketing materials such as brochures, websites, video production, and advertisements in local papers. These efforts reduce costs associated with an individual college paying for recruitment, marketing and publication services.

- Regional responses to adult workers and employers
Colleges within local Workforce Development Council areas plan, coordinate, and deliver educational services through “rapid response teams” to assist dislocated and unemployed workers. These coordinated services leverage institutional resources eliminate unnecessary duplication, and provide continuity of services to students.

- Collaborative grant writing, administration and implementation
Colleges within a region or with similar programs collaborate on writing, administering and implementing grants to serve a wide audience of potential students. These efforts maximize institutional resources and expertise, reduce competitiveness, and increase services to students. Colleges that have collaborated in grants include
 - Southwest region (Centralia College, South Puget Sound CC, Centralia College)
 - Grays Harbor College, and Peninsula College);
 - Five Star Consortium (Edmonds CC, Cascadia CC, and Everett CC),
 - Northwest region (Bellingham Technical College, Skagit Valley College, and Whatcom Community College)

Increasing Student Access and Success

A substantial improvement in efficiency is improving effectiveness. In 2006, the State Board for Community and Technical Colleges adopted the Student Achievement Initiative: a statewide accountability and performance funding system that shifts funding incentives from enrollments (inputs) to student success (outcomes) by rewarding colleges for student progress and completions. Student Achievement is nationally recognized and focuses on student accomplishments in four categories:

- Building towards college-level skills (basic skills gains, passing precollege writing or math).
- First year retention (earning 15 then 30 college level credits).
- Completing college-level math (passing math courses required for either technical or academic associate degrees).
- Completions (degrees, certificates, apprenticeship training).

These intermediate measures indicate a student's meaningful momentum towards degree and certificate completion --no matter where they start.

Local and state efficiencies are realized when colleges increase student access (enrollment), raise student attainment through achievement points, and improve completion and graduation rates with equal or reduced funding. Efficiencies have been realized since Student Achievement was adopted.

**The community and technical college system increased student achievement 33% in 2009-2010 over the 2006-2007 base year. The 33% achievement gain is compared to 5% enrollment increase in the same period of time.*

In addition to Student Achievement, the college system identified 19 efficiencies that support increased student access and success. State and regional efforts that contribute to increased student access and success include programs that decrease time to completion, standardized educational practices, early warning advising tools, access to programs anytime and anywhere, and shared instructional programs, curriculum, services, faculty, staff, facilities and equipment.

1. Decreased time to certificate/degree completion. Increased access, retention, and completion require partnerships among all education sectors: secondary education, community and technical colleges, and public and private universities.

- *Running Start

Thirty-four community and technical colleges offer Running Start: a dual credit program that allows qualified 11th and 12th grade high school students to earn college credit while they finish high school. Running Start students earn college credits at no cost while they are still in high school thus requiring fewer credits to finish their college degree.

Running Start Enrollments have increased by 21% (10,283 FTES to 12,459 FTES) from 2005-2010.

- *Tech Prep

All 34 community and technical colleges are members of a regional Tech Prep Consortium. Tech Prep is a collaborative effort to strengthen career and technical programs and articulation agreements between community and technical colleges and local high schools. Colleges within the consortium share best practices, agree on protocol, and determine regional articulation agreements.

Tech Prep enrollments have increase 98% (17,627 to 35,060 unduplicated head count) from 2005-2010.

- *I-BEST teaching and learning model

This nationally recognized learning model is used to transition adult basic education students further and faster toward the Tipping Point (45 credits and a marketable credential) and beyond by integrating basic education in the context of professional and technical course curriculum. This model increases successful transition of students from basic education to college level courses.

I-BEST enrollments have skyrocketed by 150% (691 FTES to 1730 FTES) from 2006-2010. Over 140 I-BEST programs exist at Washington's 34 community and technical colleges.

- *Direct Transfer Agreements

Community and technical colleges have three direct transfer degrees with all public and most private universities in Washington State: The Associate Degree, Associate in Science- Transfer track 1 and Associate in Science-Transfer track 2. These degrees fulfill general education requirements that allow students to enter universities with junior standing. The Associate degree is the general transfer degree. The Associate in Science –Transfer degrees (track 1 and 2) are for community and technical college students seeking to major in engineering and sciences. These statewide agreements ease student transfer, reduce lost credits and reduce the need for individual agreements between universities and community and technical colleges.

Transfer enrollments have increased by 23% (68,411 FTES to 84,319 FTES) from 2005-2010.

- Major Related Programs

Major Related Programs help transfer students better prepare for the junior year upon transfer. 14 Major Related Program (MRP) pathways follow one of the three statewide transfer agreements. "Major Related" includes early selection of academic interests for competitive selection at four-year colleges and universities. These statewide programs provide ease of student transfer and reduce the need for individual agreements between universities and community and technical colleges.

1400 students successfully graduated in a Major Related Programs in 2010.

2. **Standardized educational practices to improve student mobility.** It is common for higher education students to swirl by attending multiple institutions to acquire courses needed to complete a certificate or degree. During high enrollment periods, swirling increases as students desperately look for open courses and programs to meet their goals. Standardized educational practices, program sharing among colleges, and credit mobility systems ease student's ability to attend multiple community and technical colleges. The following initiatives aid in students' ability to successfully swirl, continue their progress, and minimize time-to-degree within the community and technical college system.

- Common course numbering

Community and technical colleges have adopted single course numbers and title for common courses such as introductory courses, courses in a sequence, and professional

and technical courses. Common course numbering simplifies student transfer between and among community and technical colleges. This increases student flexibility to enroll in courses at multiple colleges and reduces inadvertent duplication of courses towards degree completion.

Currently there are 324 courses that are commonly numbered and titled. Common courses are identified and added annually.

- Regional placement test reciprocity
Colleges within a geographic region have agreed to accept placement test scores from one another. This reduces costs to students who are taking courses from multiple colleges. It also reduces test administration for colleges.
- Statewide adult basic education and ESL learning standards
Learning standards developed and used by all 34 colleges ensure that learning objectives at each defined level address the same skills and content and are assessed using a common assessment instrument. This allows students to move among colleges and eases the transition to I-BEST and other credit-bearing classes at the same time as it reduces costs at individual colleges associated with established learning standards and criteria for assessing learning mastery.

Basic skills enrollments have increased by 17% (23,220 FTES to 27,158 FTES) from 2005-2010. Basic skills Student Achievement (educational knowledge gains by CASAS testing) grew by 14% for the 2009-2010 cohort.

3. **Early warning advising tools.** Early warning technology can be used to identify struggling students before it is too late. If a student is missing class or having weak classroom performance, interventions can be put in place to assist students in reaching their goals. Advising technology tools have been developed by one college and shared with others to assist in early detection of students in need.

- Academic early warning computer application
Walla Walla Community College created and shared a computer application that allows faculty and academic advisors to flag student files that indicate a student experiencing difficulty early in each quarter. Once identified, students are provided support services. Used by eight different colleges, this application reduces institutional costs associated with the creation of individual early warning tools and assists in student retention and success.

The estimated cost of creating the early warning application is approximately \$3,600 and is used by 8 colleges with a cost savings of \$28,800.

- Online advising data tools
Walla Walla Community College developed an advisor data portal and Tacoma Community College developed an online advisor dashboard. Both tools have been adopted by colleges (the Tacoma Community College Dashboard will go statewide in 2011) to strengthen advising and aid in students retention.

The advisor portal cost approximately \$7,000 to create and the online advisor dashboard cost approximately \$56,000 to create. Individual colleges would have to spend \$63,000 to acquire these tools.

- 4. Providing access to programs and services anytime and anywhere.** Laptop computers, wireless access to the internet, smart phones, I-Pods, I-Pads, and whatever comes next allow education to move into the “virtual world.” beyond bricks and mortar classrooms to instructional and service delivery anytime and anywhere. Community and technical colleges are able to offer anytime and anywhere instruction and services because they pool enrollments, leverage time and faculty expertise, and form alliances to facilitate resource sharing.

- *Washington Online (WAOL) and e-Learning

E-Learning programs allow students to access courses anytime and anywhere, from any college. Through WAOL and college-sponsored e-Learning courses, the college system is able to offer, and students are able to access courses, specifically hard-to-fill and unique courses, anytime and anywhere because course enrollments are “pooled” within the system. WAOL further reduces costs by centrally purchasing and supporting standard Learning Management Systems, Lecture Capture, Online Collaboration Software, 24/7 help desk support and faculty professional development.

e-Learning enrollments have grown dramatically with a 127% (13,622 FTES to 30,911 FTES) increase from 2005-2010. Enrollments in e-Learning are now equal to approximately 5 colleges.

- *Statewide technology tools for instructional delivery and convening meetings

Technology tools for instruction and meetings include but are not limited to Interactive Television (ITV), Elluminate, ANGEL, and Tegrity. These tools, purchased by SBCTC on behalf of all community and technical colleges, save the state over \$6 million dollars every year. These tools reduce student travel to classes and increases course access anytime and anywhere. Tools are also used by administration, faculty, and staff to hold meetings which reduces travel costs.

The cost for learning management systems such as ANGEL is approximately \$400,000 for license and hosting for 20 colleges. The cost of a 24/7 help desk support service is approximately \$100,000 for 34 colleges. The cost of a cloud-based lecture capture service like Tegrity is approximately \$400,000 for 34 colleges. The cost of a live web conferencing/webinar service is approximately \$185,000 for 34 colleges.

- *e-Tutoring consortium

This multi-state tutoring service provides 24/7 academic support and assistance for students. This minimizes costs associated with each college creating its own 24/7 tutoring program.

SBCTC pays \$80,000 for 24/7 e-tutoring services for 34 community and technical colleges. This service would not be available without the collaboration of all colleges.

- *Virtual Library Reference

This global reference library support system offers students 24/7 access to online library services reducing costs associated with individual colleges creating their own 24/7 library support program.

SBCTC pays \$18,000 per year for virtual library services for 34 community and technical colleges. This service would not be affordable without system collaboration.

- Digital Collection Management Software
Centralia College, Highline Community College and Green River Community College share digital library collection management software that makes a college's digital collection available to all subscribers anywhere, anytime.

- Library ORCA Consortium
ORCA provides colleges with necessary technology and associated infrastructure. Technology includes hardware, software, application management, and technical support.

Without the ORCA consortium, many colleges could not afford the much needed technology and associated infrastructure needed for access to academic resources.

- Library Alliance
Washington's community and technical colleges participate in the Orbis Cascade Alliance: a consortium of 36 academic libraries in Oregon and Washington. The Alliance provides the popular Summit Union Catalog that allows students, faculty, and staff to easily search and request library materials owned by member libraries. The Alliance also provides courier services, cooperative purchasing for databases, and digital materials, and is home to the Northwest Digital Archives.

This program is not possible without the collaboration of all colleges within the Alliance.

- Partnership with the Washington State Library
The Washington State Library supports community and technical colleges by offering
 - Professional development for library faculty
 - Funding for community and technical college information literacy projects
 - Statewide catalog
 - Statewide purchases of databases
 - Consultation services

5. **Increasing access and success through shared education programs.** Colleges within regions and across the state share professional and technical program instruction, curriculum, facilities, staff, and services to increase educational access and reduce institutional costs. Specifically, colleges share 32 instructional programs through hybrid models of instruction where course content is delivered by one institution to multiple colleges. Each partnership college is responsible to provide local clinical, lab, and cooperative work experiences for students (see Attachment E for a list of colleges and shared instructional programs). Colleges also share curriculum, staff, services, and facilities to support an additional 25 programs (see Attachment F for list and description of shared staff, services, and facilities). These shared staff, services and facilities decrease institutional start-up and ongoing costs of delivering high cost programs and services.

**Cost savings for program start-up range from approximately \$30,000 with ongoing costs of approximately \$150,000 annually for an instructional based program with little or no equipment such as criminal justice to approximately \$600,000 start-up costs with ongoing costs of approximately \$400,000 for a specialized equipment intensive program like trades and healthcare.*

**Colleges across the state share program curriculum, services to students, staff, and facilities to increase student educational access and reduce institutional costs. Each curriculum shared can save a college approximately \$3,000 per course. Each shared staff can save a college approximately \$75,000 per staff person. Facility and equipment sharing can save a colleges from purchasing their own.*

Strengthening Academic Programs

Maintaining high quality, relevant and rigorous education programs at community and technical colleges is central to the mission to serve local communities. Academic curriculum is continually changing to meet local business and industry standards and practices and to fulfill requirements of universities. Seven efficiencies were identified that strengthen academic programs.

- 1. Information literacy across the curriculum.** One of the most essential skills in a 21st Century knowledge-based economy is information literacy: the ability to access, evaluate, organize, and use information to achieve outcomes. Colleges share expertise, funding, and tools to advance information literacy across the curriculum.
 - The Library Services and Technology Act grant
This grant provided funding for a statewide effort to integrate information literacy content and assess information literacy learning outcomes across academic disciplines. This statewide coordinated grant enables all colleges to participate in advancing information literacy without competition for funds or duplication of services.

1 grant for 30 college districts to increase quality learning in the classroom.
 - Information literacy tutorial modules
Clark College, in collaboration with other community and technical colleges, has developed a collection of online tutorial modules to help students learn about information literacy. The modules are used by the other community and technical colleges in the system.

The tutorial modules cost approximately \$57,000 and were shared with all community and technical colleges in the system.
- 2. *Program approval.** SBCTC operates a centralized program approval process for applied baccalaureate degrees, transfer degrees, and professional and technical certificates and degrees. Approval is based upon specific criteria such as employment demand, student demand, and regional and system need. The approval process minimizes program duplication and provides opportunity to strategically situate programs in high need areas of the state.

Currently there are 244 professional and technical programs, 3 direct transfer agreements, and 14 Major Related Programs approved and offered at community and technical colleges

across the state.

3. **Standardized program improvement models.** In addition to local institution and program accreditation requirements and processes, colleges participate in processes and practices proven to increase quality, relevance, and rigor in education programs.

- *Quality Matters (QM)

QM is a faculty-centered, peer review process designed to certify the quality of online courses. QM provides quality assurances in the instructional design of online courses to increase quality student learning experience and course completion. This program harnesses faculty talent and reduces costs associated with individual quality systems at colleges.

SBCTC pays \$85,000 per year to provide in-depth certification training for faculty. This faculty development opportunity would not be available without system coordination and collaboration.

- Program review

Lead by SBCTC, colleges share faculty and administrative expertise to review professional and technical programs. The program review is initiated by a college seeking an outside program evaluation. SBCTC convenes a review group of faculty and administrators with specific program expertise to review program enrollments, funding, curriculum, and delivery modes to determine program strengths and challenges. The review group provides feedback and recommendations to the college. This statewide effort saves colleges the cost of hiring consultants to perform a program review.

Each program review involves approximately 7 faculty and administrators conducting a thorough review consisting of 16 hours of work, equating to a savings of approximately \$5,600 per review.

- Shared advisory committees

Colleges within a region share advisory committee members with one another to ensure consistency of curriculum, industry standards, and a workforce that meets business and industry needs. The following colleges share advisory committees.

- Bellingham Technical College, Whatcom Community College, and Skagit Valley College
- Highline Community College and Green River Community College

- *Centers of Excellence

Eleven community and technical colleges house a Center of Excellence that supports a driver industry in Washington State. The Centers, guided by industry representatives, lead statewide education, curriculum, and training efforts to build a competitive workforce. Centers of Excellence efforts maximize system capacity and minimize duplication. Centers build regional and state partnerships that leverage expertise, services, and funding. Centers of Excellence are

- Center for Information Technology – Bellevue College
- Center of Excellence for Process Technology – Bellingham Technical College
- Center of Excellence for Energy Production and Distribution Technology – Centralia College

- Materials and Process Development Center of Excellence – Everett Community College and Edmonds Community College (host)
- Center of Excellence for Careers in Education – Green River Community College
- Center of Excellence in International Trade, Transportation, and Logistics – Highline Community College
- Center of Excellence in Homeland Security – Pierce College Fort Steilacoom
- Construction Center of Excellence – Renton Technical College
- Northwest Center of Excellence for Marine Manufacturing and Technology – Skagit Valley College
- Agriculture Center of Excellence – Walla Walla Community College
- Allied Health Center of Excellence – Yakima Valley Community College

High quality faculty and staff

Responsive, relevant, rigorous, student centered education could not exist without quality staff and faculty. Job relevant, future directed, and challenging professional development opportunities are provided to retain and continually develop quality faculty and staff.

1. **Coordinated statewide faculty and administrative training.** SBCTC staff and Centers of Excellence sponsor and facilitate statewide professional development for faculty and staff in topics such as “How to integrate employability skills into curriculum;” “How to mine, analyze and use data for student improvement;” “Best practices in student transitions and success;” “Boot camp for new faculty;” “How to teach online;” and content specific information related to changes in the industry. These statewide trainings and faculty learning communities harness the collective talents and expertise of faculty and staff at Washington State colleges, reducing the need to hire consultants and minimizing duplication of professional development and training at each individual college.
2. **College-to-college professional development.** Sharing professional development and expertise, colleges reduce costs associated with hiring experts and consultants. Shared professional development includes but are not limited to
 - HP3000 Administrative Training Modules developed by Community Colleges of Spokane and used by other 33 colleges.
 - Skagit Valley College, Bellingham Technical College and Whatcom Community College share e-Learning, veterans benefits services, and disability support services professional development activities.
 - South Puget Sound Community College and Olympic College share expertise regarding Information Technology functions and processes.
 - South Puget Sound Community College, Grays Harbor College and Centralia College share a staff leadership program.
 - Clover Park Technical College, Spokane Community College, Bellevue College, Highline Community College, South Puget Sound Community College, Green River Community College, North Seattle Community College, Seattle Central Community College, Olympic College, Renton Technical College share professional development and training materials related to implementation of universal design.
 - Clover Park Technical College, Pierce College District, Tacoma Community College, and Bates Technical College share supervisor training.
 - Pierce College District, Bates Technical College, Clover Park Technical College and Tacoma Community College share expertise and professional development in developing social networking and media advertising.

- Shoreline Community College and Edmonds Community College share training and support for an information technology tool called TOPS Pro.

WORK PLAN

The following information outlines the work plan for identifying and implementing new state and regional efficiencies.

Steering Committee Responsibilities

The steering committee, with State Board members, trustees, presidents, faculty union representatives, and students will:

- Develop study design and timeline.
- Identify guiding principles, criteria and metrics for evaluating cost savings, student access and achievement.
- Identify opportunities for new regional and state efficiencies.
- Provide venue for sharing strategies among regions.
- Examine practices in other states.
- Identify implications for systemic approaches.
- Identify criteria for district consolidations and boundary changes.
- Review reports to legislature.

Regional Responsibilities

Each region will convene stakeholders that include but are not limited to trustees, presidents, and faculty and staff union representatives to explore opportunities for regional efficiencies. Some regional efficiency may be appropriate for statewide implementation. Regions will:

- Use guiding principles and criteria as framework for regional analyses.
- Identify level of financial and staff support for these regional analyses.
- Implement and pilot efficiencies.
- Share lessons learned and best practices.

System Colleague Work Group Responsibilities

Based upon regional and out-of-state efficiency findings, system colleague work groups will:

- Analyze systems, functions and services for statewide efficiency implementation.
- Identify necessary steps toward full efficiency implementation.
- Work collaboratively to effectively implement new efficiencies.

Timeline

By December 2010

- Convene steering committee.
- Identify guiding principles, criteria and metrics for evaluating cost savings, student access and achievement.
- Identify regions for analyses.
- Inventory current state level efficiencies.
- Inventory current practices among local colleges.

By December 2011

- Identify new state and regional level strategies and create implementation plans for further system efficiencies.
- Develop models for state and local sharing.

By December 2012

- Identify criteria for district consolidations and boundary changes.
- Recommend changes, if any, in district boundaries.

SUMMMARY

Community and technical colleges have collaborated and partnered since the creation of the system. Local governance and authority allows necessary flexibility to offer educational services uniquely tailored to a community. State governance and authority provides critical structures, services, and systems to harness collective human talent, encourage collaboration, and leverage resources to enhance performance of all 34 community and technical colleges.

More than 50 efficiencies currently support increased student access and success, program improvement, and professional development and retention of quality faculty and staff. The system is identifying and analyzing new regional and state efficiencies to serve local communities. However, the system capacity to fully adopt state and regional efficiencies is hampered by antiquated and overused technologies.

REFERENCES

Gov. Gregoire's Web Page, recovered October 19, 2010, Variable in our Fiscal Crisis found at <http://www.governor.wa.gov/priorities/budget/fiscalcrisis.asp>.

Jones, D.P. (2010, September). *Increasing Education Attainment: Goals, Metrics, and Strategic Finance*. Presentation made to the Washington State Board for Community and Technical Colleges, Olympia, WA. National Center for Higher Education Management Systems.

Washington Higher Education Coordinating Board (2007, December). *Moving the Blue Arrow: Pathways to Educational Opportunity*. 2008 Strategic Master Plan for Higher Education in Washington.

Washington State Board for Community and Technical Colleges Operating Budget Office. June 2010. State Budget Reductions and Tuition Increases at Washington Public Higher Education Institutions.

College-to-College Program Sharing

Colleges across the state share professional and technical programs to increase student educational access and reduce institutional costs. These shared programs decrease institutional start-up and ongoing costs of delivering high cost programs while increasing student access to programs that otherwise could not be offered in some communities across the state.

As stated in number 41, Cost savings for program start-up range from approximately \$30,000 with ongoing costs of approximately \$150,000 annually for an instructional based program with little or no equipment such as criminal justice to approximately \$600,000 start-up costs with ongoing costs of approximately \$400,000 for a specialized equipment intensive program like trades and healthcare.

Colleges sharing	Programs being shared
1. Bellevue College and Columbia Basin College	Nuclear Medicine Program
2. Bellingham Technical College, Skagit Valley College, and Whatcom Community College	Programs for incumbent hospital workers—Instruction and faculty.
3. Bellingham Technical College and Yakima Valley College	Radiology Program
4. Centralia College and Clark College	Criminal Justice Program
5. Centralia College, Wenatchee Valley College, Peninsula College, Grays Harbor College	Energy Technology Program
6. Clark College and Lower Columbia College	Radiology Program
7. Columbia Basin College and Walla Walla Community College	Precision Machining Program
8. Columbia Basin College and Walla Walla Community College	Paramedic Program
9. Columbian Basin College and Walla Walla Community College	Autobody Program
10. Edmonds Community College, Everett Community College, Cascadia Community College, and Shoreline Community College	Health care programs
11. Grays Harbor College and Centralia College	Energy Technology Program
12. Grays Harbor College and Centralia College	Forestry Technology Program
13. Green River Community College, Highline Community College, and Renton Technical College	Integrated Basic Education and Skills Training (I-BEST)

14. Highline Community College and Tacoma Community College	Polysomnography Program
15. Highline Community College, Renton Technical College, and Tacoma Community College	Nursing transition program for international students with previous healthcare experience.
16. Peninsula College and Olympic College	Physical Therapist Assistant Program
17. Pierce College and Bates Technical College	Fire Command and Administration Program
18. Pierce College and Edmonds Community College	Occupational Safety and Health Program
19. Pierce College and Peninsula College	Dental Hygiene Program
20. Spokane Community College, Tacoma Community College, and Clover Park Technical College	Cardiovascular Technology Program
21. Tacoma Community College and Bates Technical College	LPN to RN bridge program.
22. Walla Walla Community College and South Puget Sound Community College	Turfgrass Management Program
23. Wenatchee Valley College and Big Bend Community College	Electronics Program
24. Wenatchee Valley College and Big Bend Community College	Radiology Technology Program
25. Wenatchee Valley College and Big Bend Community College	Agriculture Program
26. Wenatchee Valley College and Yakima Valley Community College	Agriculture and Viticulture programs
27. Wenatchee Valley College and Yakima Valley Community College	Tree Fruit Program
28. Wenatchee Valley College, Columbia Basin College, Big Bend Community College, Walla Walla Community College and Spokane District	Medical Lab Technician Program
29. Whatcom Community College and Pierce College	Physical Therapist Assistant Program
30. Whatcom Community College, Bellingham Technical College, and Skagit Valley College	Study Abroad Programs
31. Yakima Valley Community College and Wenatchee Valley College	Viticulture Program
32. Yakima Valley Community College, Columbia Basin College, Wenatchee Valley College, and Big Bend Community College	Study Abroad Programs

College-to-College Curriculum, Services, Staff and Facilities Sharing

Colleges across the state share program curriculum services, staff, and facilities to increase student educational access and reduce institutional costs. Each curriculum shared can save a college approximately \$3,000 per course. Each shared staff can save a college approximately \$75,000 per staff person. Facility and equipment sharing can save a college ???

Colleges Sharing Curriculum, Staff, Services and Facilities	Program
33. Bates Technical College, Clover Park Technical College, Tacoma Community College; and Pierce District	Adult basic education courses, programs, and facilities (ABE and ESL) with associated student support services.
34. Bellevue College and 33 colleges	Health Information Technology - Curriculum.
35. Bellevue College and Everett Community College	Share cost of curriculum development for shared continuing education courses.
36. Bellingham Technical College and Whatcom Community College	WorkFirst Program services – outreach, program offerings, instruction, and faculty.
37. Bellingham Technical College and Everett Community College	Radiology Technology facility rental.
38. Big Bend Community College and Wenatchee Valley College	Traveling equipment for Maintenance Mechanics and Refrigeration program.
39. Clover Park Technical College and Pierce College District	WorkFirst Coordination and services.
40. Edmonds Community College and Lake Washington Technical College	Nursing Director and program coordination.
41. Everett Community College, Edmonds Community College, Cascadia Community College, Shoreline Community College, and Bellingham Technical College	Healthcare pathway program expansion.
42. Everett Community College, Clover Park Technical College, Spokane Community College, Big Bend Community College, and South Seattle Community College	Aerospace Manufacturing – Curriculum.
43. Grays Harbor College, South Puget Sound College, Centralia College, Bellingham Technical College, Peninsula College, and Olympic College	Pipeline to manufacturing programs – Curriculum and best practices.
44. Grays Harbor College, South Puget Sound Community College, and Centralia College	Satsop Training Facility
45. Green River Community College and Highline Community College	Co-enrollment in Continuing Education and Contract Training Classes – Instruction and

	faculty.
46. Green River Community College, Renton Technical College, and Bellevue College	Share delivery of Job Skills Programs to employers – Courseware, curriculum.
47. Lower Columbia College and 33 other colleges	Retail Management Certificate Program – Curriculum.
48. Lower Columbia College and all 33 community and technical colleges	Nursing curriculum for Rural Online Nursing Education (RONE)
49. Lower Columbia College and Yakima Valley Community College	Warehouse Clerk Program – Curriculum.
50. Pierce College Fort Steilacoom and Tacoma Community College	Low enrolled but essential courses for engineering students.
51. Pierce College Puyallup, Bates Technical College, Clover Park Technical College, Tacoma Community College, and South Puget Sound Community College	Clinical site coordination for allied health programs.
52. 12 Puget Sound Colleges	Skill-Up Washington programs and services for working adults.
53. Renton Technical College and Edmonds Community College	Share an industrial lab.
54. Seattle District, Green River Community College and Renton Technical College	Worker Retraining intake processes and services.
55. Skagit Valley College, Whatcom Community College, and Bellingham Technical College	Clinical Nursing program coordination.
56. Walla Walla Community College and Yakima Valley Community College	Medical Assisting Program – Curriculum.
57. Whatcom Community College, Skagit Valley College, and Bellingham Technical College	Clinical site coordination for allied health programs.



REGULAR MEETING AGENDA ITEM

TAB 6

December 2, 2010

Discussion Action (Resolution 10-12-58)

Topic

2011 Legislative Session Outlook and Legislative Policy Principles

Description

The 2011 Legislative session is set to begin on January 10th, 2011. With a projected operating budget deficit approaching \$5 billion, the budget will dominate the session once again. The community and technical college system has already submitted an operating and capital budget request for the 2011-13 biennium. The first indication the system will have about the fate of its budget requests, budget reductions, and major policy changes will come from the Governor's Office when she submits her budget proposals to the Legislature. The Governor's budget proposals are expected to be released in the second or third week of December.

Beyond the significant budget challenges, the Legislature will continue to develop statutory changes to nearly every aspect of state government. To best respond to possible changes aimed at the community and technical college system, the Board annually adopts a set of policy statements that help the system connect policy issues that emerge during the legislative session to basic statements of principle. These principles provide a common message that is linked to the Board's System Direction Goals. Attachment A is a draft set of policy principles the Board is being asked to adopt during the regular business meeting.

Key Questions

- Do the policy principles represent the values of the Board and the system as a whole?
- How will the Board and the system interact during the session to respond to the unique nature of proposed legislation above and beyond the guidance provided in the policy principles?

Analysis

Policy Principles

Attachment A is a set of draft policy principles that will help the system and staff to establish positions on bills during the 2011 legislative session. The principles are not intended to be positions on specific legislation, but rather a set of values that could be applied to any legislation related to a particular topic.

Interacting During Session

Once the legislative session begins the Board and the system utilize several communication channels to shape responses to policy interests of the Legislature. During session there will be two regular State Board meetings, three WACTC meetings, a major conference of the Trustees Association, and weekly phone calls with members of the Board, TACTC, and WACTC. Staff and the Board also interact weekly with representatives from WEA and AFT-Washington on critical pieces of legislation. Finally, the staff has become accustomed to scheduling ad hoc

calls with system leaders on critical issues when the regular meeting cycle does not permit a timely response to legislators.

State Board staff also produces a weekly calendar of hearings and works with system leaders to schedule and prepare testimony. As a feedback loop, State Board staff uses system meetings to report progress and they produce a weekly publication called LegNews to summarize the week's legislative activities on the hill.

Background Information

Attachment A: Draft 2011 Policy Principles

September Retreat Agenda Item:

http://www.sbctc.ctc.edu/general/admin/Tab_B_COMPLETE_Budget_Leg_Strategy.pdf

October Board Agenda Item:

<http://www.sbctc.ctc.edu/general/admin/CompleteAgendaPacketOctober2010.pdf>

Outcomes

Board members will have an opportunity to discuss the climate surrounding the upcoming 2011 Legislative Session and are asked to adopt the 2011 Policy Principles in Resolution 10-12-58.

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STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 10-12-58

A resolution relating to the 2011 Legislative Policy Principles.

WHEREAS, the State Board for Community and Technical Colleges adopted the System Direction in September 2006 and has submitted operating and capital budget requests for 2011-13 that reflect the system's highest priorities; and

WHEREAS, the 2011-13 operating and capital budget requests remain the system's highest priorities; and

WHEREAS, the Board has also identified a series of policy issues that may generate legislative interest that would affect the community and technical colleges; and

WHEREAS, the Board would like to express a set of policy principles related to the identified issues:

THEREFORE BE IT RESOLVED that the State Board adopt Resolution 10-12-58, approving the 2011 Legislative Policy Principles contained in Attachment A.

APPROVED AND ADOPTED on December 2, 2010.

J.A. Bricker, Chair

ATTEST:

Charles N. Earl, Secretary

State Board for Community and Technical Colleges 2011 Legislative Policy Principles

Throughout the legislative session, ideas and issues often arise that are not initiated by the community and technical college system but, if enacted, would have an effect on the system. While we cannot predict all the issues, we should be prepared to react to issues using a set of core principles and values.

What follows are a series of significant topics and corresponding guiding principles to provide the Board, staff, and college officials with a clear understanding of the community and technical college system's key interests. These principles will serve as a framework for evaluating legislative requests, budget recommendations, and ideas of interest to the community and technical college system.

The principles expressed here are grounded in the ten-year goals established by the State Board in the 2006 System Direction:

Economic Demand – Strengthen state and local economies by meeting the demands for a well educated and skilled workforce.

Student Success – Achieve increased educational attainment for all residents across the state.

Innovation – Use technology, collaboration and innovation to meet the demands of the economy and improve student success.

The budget-related principles take into account the reality of our current fiscal situation: large budget cuts and record enrollments. While our system is committed to serving students, the student experience is under great stress as they face class wait-lists, fewer support services, shrinking financial aid packages and overall reductions in student support resources. To sustain the current level of effort, colleges must be protected from additional budget reductions in the short term and will require additional investments when state resources allow.

Economic Demand – Strengthen state and local economies by meeting the demands for a well educated and skilled workforce

Budget Reductions

- **Critical Investment** – The community and technical college system is a critical investment for the long- and short-term economic health of the state and should be protected from additional budget cuts.
- **Keep College Affordable** – Too often during economic downturns, the legislature cuts colleges' budgets and partially backfills the cuts with large tuition increases. This leaves the colleges with inadequate funding and places a substantial burden on students and parents at a most difficult time.

- **System Efficiencies** – Efficiencies should be determined by the system, under the leadership of the State Board. Any efficiency savings achieved should be returned back to the system to enhance student access and success.
- **Reduce Regulations** – With budget cuts should come an easing of regulations, restrictions, and processes that force additional administrative costs when colleges are trying to focus resources on the classroom.

Student Enrollments

- **Targeted Populations** – Funding for new enrollments should include consideration of the economic needs of the state, as well as population increases:
 - The fiscal health of our private and public sectors will require us to achieve greater success with traditionally low-skilled populations such as Adult Basic Education (ABE) and English as a Second Language (ESL) learners.
 - 25-35 year olds will be the fastest growing segment of our adult population over the next ten years and there needs to be a special focus on their success.
 - Many high-demand fields as reported by our state’s employers are high-cost and will require resources above the average funding rate for existing college enrollments.
 - Tuition waivers used to promote student access for targeted populations of students come at a serious cost. Colleges need to be compensated for the lost revenue.
- **High School Completion Programs** – Community and technical colleges should continue to play a role in high school completion and GED preparation for those who leave the K-12 system without a high school diploma.
 - **Flexibility** – Colleges should retain local flexibility in their program offerings for high school completion and/or GED pathways.
 - **Preventive Role** – Through partnerships, the CTCs can play a significant role in creating success for students before they become high school dropouts.
 - **Adequate Funding** – Colleges will need adequate resources to provide high school completion pathways.
 - **Alignment of Pathways** – High school completion or GED pathways should position the learner to seamlessly enter college.
- **Dual Enrollment Programs** – Washington taxpayers and families save millions of dollars by taking advantage of programs that offer high school credit and college credit simultaneously. These programs should be expanded to increase the efficiency of our education system.
 - **Variety of Pathways** – Students learn at different paces and in different ways. A variety of dual enrollment options should be available such as Running Start, College in the High School, Tech Prep, and more.
 - **Efficiency** – Dual enrollment programs reduce time to completion and they save tuition payers and tax payers money. These programs should be promoted and funded as part of a larger strategy to achieve more degrees and certificates.
 - **Adequate Funding** – Dual enrollment programs are a tremendous benefit to students, parents and tax payers and should be encouraged, but only with adequate resources for the colleges and their K-12 partners.
 - **Enrollment Counting** – In meeting enrollment targets, colleges should be allowed to count all or a portion of the student FTES not covered by current reimbursement rates.

- **Baccalaureate Production** – The CTCs play a critical role in the preparation of baccalaureate degree students:
 - Growth in baccalaureate production should recognize the large contribution made by the CTCs both as contributors to upper-division university enrollments and as institutions that offer baccalaureate degrees directly to their students.
 - Increasing baccalaureate degree participation should first consider solutions that utilize existing higher education infrastructure such as university centers on CTC campuses.

Student Success – Achieve increased educational attainment for all residents across the state.

Tuition

- **Public Good** – Tuition policies should be developed under the context that higher education is a public good and a private benefit. Our society has a vested interest in keeping higher education affordable.
- **Predictability** – Students, parents, and college administrators need a tuition model that is predictable and stable.
- **Sector Differences** – Different tuition policies (and subsequent state support) need to reflect the diverse student populations that are served by each higher education sector.
- **Affordability** – Even when tuition is matched with financial aid, the “sticker” price, whether real or perceived, discourages many populations from beginning their pursuit of higher education.
- **Linked to Aid** – Tuition increases should be matched with appropriate financial aid, including innovative ways to respond to part-time students and other non-traditional students.

Financial Aid

- **Need Based** – Financial aid programs should be focused first on assisting financially needy students.
- **Adequacy** – Financial aid packages should be adequate and responsive to the particular needs presented by diverse populations of learners.
- **Underserved** – Changes in financial aid policies should target low income students, first generation learners, and also strive for substantial simplification for all students.
- **Working Adults** – Financial aid systems should be structurally modified to address the real financial barriers experienced by low-income working adults.
- **Fairness** – Financial aid policies linked to tuition should provide proportional amounts of aid based on credit loads and be available for all programs of study.
- **High Tuition/High Aid** – High tuition/high aid models proposed by some universities should ensure that state financial aid programs are not diminished for community and technical college students.
- **Leveraging** – Changes in state financial aid programs should retain an emphasis on leveraging federal, local, and private resources.
- **Comprehensive Support** – Financial aid is a subset of comprehensive support and should be paired with adequate funding for counseling, advising, and other student success activities.

Innovation – Use technology, collaboration and innovation to meet the demands of the economy and improve student success.

Technology and eLearning

- **Modes of Delivery** – The immense power of technology should be considered in delivering the benefits of higher education to broad segments of our population.
- **Up-Front Investments** – Using technology to provide learning opportunities for faculty, students and staff will require support in the form of equipment, bandwidth, technical support, training and professional development. Long-term benefits require up-front costs.
- **Systems Infrastructure** – Increasing accountability and effectiveness stems in large part from robust and relevant data systems that need to be supported at the statewide and local level.
- **Shared Resources** – Where possible, the legislature should develop policy solutions that create equal opportunities for all students through cost-effective technology and shared digital content resources.

Enabling Innovation

- **Professional Development** – Faculty and staff need opportunities to learn, explore, and take risks with new technologies, delivery styles, and content.
- **Collaboration Time** – Innovation takes root when faculty and staff have the opportunity to disseminate their knowledge, skills, and abilities with their colleagues.
- **Incentive Systems** – Compensatory rewards, such as faculty salary increments need to be adequately funded to hasten the pace of innovation and teaching reform.

Compensation and Staffing

- **Adequacy** – Faculty and staff should be compensated adequately and within the context of a competitive environment. The burden for adequate compensation should fall to the State Legislature which sets the college system’s enrollment targets and overall funding per student.
- **Quality** – Compensation systems should contribute to the recruitment and retention of the most qualified and talented employees.
- **Collective Bargaining** – Collective bargaining changes aimed at faculty should respect the whole of collective bargaining – labor and management’s key issues. These include salaries, workload, and job security.
- **Data Driven** – Long-term changes to compensation practices should be based on comparative information and other measurable data.
- **Flexibility** – Compensation practices should ensure appropriate flexibility so colleges can make staffing adjustments necessary to meet the changing demands of their local communities.

Accountability

- **Responsibility** – The SBCTC is responsible for ensuring statewide accountability for the community and technical college system in response to policy initiatives of the Governor and legislature.
- **Student Achievement Data** – The SBCTC will measure results using data that focuses on student access, retention, and success.
- **Reporting Requirements** – There are too many redundant reporting requirements for higher education. The Legislature should focus on measures of student progress and achievement.
- **Sector Differences** – Higher education sectors serve substantially different student populations. Accountability measures should recognize the diversity of missions and student populations.

College Boundaries and Districts

- **Student Access/ Student Success** – Governance changes should enhance student access and success at the lowest cost possible for students in the communities where they live and work.
- **Community Focus** – Restructuring college service areas or the concentration of colleges in a region should ensure that citizens and businesses in the community will be better served.
- **Financial Benefits vs. Risks** – Short- and long-term administrative savings should be weighed against potential costs related to labor contracts, capital budget needs, failure to meet administrative reporting mandates; or loss of local community financial support.



REGULAR MEETING AGENDA ITEM **(December 2, 2010)**

TAB 7

Discussion **Action (Resolution 10-12-59)**

Topic

Contract for Enterprise Resource Planning Readiness Assessment

Description

The Washington State Community and Technical College Enterprise Resource Planning (ERP) Project will be one of the largest higher education ERP implementations ever undertaken. With this project the community and technical college system intends to replace a wide variety of systems and unify workflow processes across 34 colleges. The ERP will provide improved student services, comprehensive financial aid services, a unified view of human resources, integrated financial management and controls, and robust reporting and research capabilities.

The first step in planning for an ERP is a needs and requirements assessment usually called a Readiness Assessment. A competitive procurement process was initiated following state guidelines and a vendor evaluation and selection team was convened comprised of SBCTC and college staff. The vendor evaluation and selection team chose Gartner, Inc. as the most qualified vendor to conduct an ERP Readiness Assessment. Gartner has a proven track record with over 20 years of relevant experience helping universities and colleges with core systems replacement initiatives. A contract must be entered into with Gartner before work can begin.

Key Questions

- How can the planning work of the Mission Study and the ERP be integrated?
- How can the ERP support the State Board's Strategic Direction?

Analysis

- Over the next 12 months the Mission Study recommendations and ERP planning will identify workflow integration opportunities and administrative efficiencies.
- The first step in ERP planning is the Readiness Assessment which will address the systems Technical, Functional, Project, and Cultural Readiness as well as Resource and Effort Awareness.
- This assessment will include an executive steering representative of the system, and students, faculty and staff participating on focus groups, interviews, and on-line surveys with participants comprised of students, faculty, and staff.
- Another outcome of the Readiness Assessment is a Project Charter that addresses project scope, schedule and budget, benefits to be achieved, resource commitments required from

all stakeholders, key project assumptions, key project risks along with mitigation and contingency strategies, and project governance.

- The total contract amount with Gartner for the overall Readiness Assessment is \$396,000.
- Two million dollars in state funding for detailed ERP planning and vendor selection has been requested as part of the 2011-2013 Biennial Budget Request.

Background Information

The current CTC administrative systems are COBOL and use database reporting tools from the early 1980s. These systems are customized around current business practices and were developed in-house. Best practices were not considered in the original design of these systems. The current system will be sustainable for several years due to the Lift and Shift Project however the COBOL still poses a substantial barrier to adapting to the needs of colleges and students and is a hindrance to implementing efficiencies recommended by the Mission Study. These systems will lack flexibility until replaced by new commercial ERP software. Students depend on these systems information and services, colleges use these systems to administer student records, process financial transactions, award financial aid, and pay faculty and staff. The COBOL technology is costly and inefficient.

At the September 14, 2010 State Board meeting staff provided information about the CTC Enterprise Resource Planning (ERP) Project, the estimated timeline and the planning steps needed to select a commercial system. The board directed staff to proceed with identifying a consultant to perform an ERP Readiness Assessment to produce an implementation blueprint that includes a budget, staffing plan, detailed timeline, risk assessment, training plan, communication plan, and project governance structure.

Attachment A: Enterprise Resource Planning (ERP) Project Principles

Recommendation/Outcomes

The Board will have an opportunity to discuss the ERP Readiness Assessment and the overall ERP project. Staff recommends adoption of Resolution 10-12-59 delegating authority to the Executive Director to enter into a contract with Gartner, Inc to conduct an ERP readiness assessment.

Prepared by: Michael Scroggins, 360 704-4377, mscroggins@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 10-12-59

A resolution relating to the Enterprise Resource Planning Readiness Assessment Project Contract.

WHEREAS, Washington's 34 Community and Technical Colleges have shared common administrative computer applications that provide a wide range of administrative functionality to the colleges; and

WHEREAS, the administrative computer applications that have served the community and technical colleges well for decades are past the end of useful life; and

WHEREAS, a need exists to replace the current administrative computer applications environment; and

WHEREAS, through a competitive process, Gartner, Inc. was declared the best qualified vendor to perform an ERP Readiness Assessment;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges delegates to the Executive Director the authority to enter into a contract with the consulting firm, Gartner, Inc, to conduct a ERP Readiness Assessment for the Washington State community and technical college system.

APPROVED AND ADOPTED on December 2, 2010.

J. A. Bricker, Chair

ATTEST:

Charles N. Earl, Secretary

Washington State Community and Technical College System Enterprise Resource Planning (ERP) Project Principles

1. **PRINCIPLE:** This is an educational service and business process reform project, supported by information technology. This project will provide the technological infrastructure upon which educational tools and services of tomorrow will be built.
 - a. **Outcome:** The new ERP will be the foundation for providing 21st century services to students, faculty and staff. Students and the public expect an environment that enables them to self-manage their data and experiences.

2. **PRINCIPLE:** ERP customization at the system and campus level must be minimized and will be considered only as mandated by statutory requirement or a business case that benefits the system as a whole.
 - a. **Outcome:** Effectively manage the cost during the initial acquisition and implementation phase of the project.
 - b. **Outcome:** Manage cost, complexity, and compatibility of the product over time as new software versions are released by the vendor.
 - c. **Outcome:** Minimize “scope creep,” which is the main cause of ERP projects going over budget and over schedule.

3. **PRINCIPLE:** Systems that replicate information and processes of the ERP should be eliminated. The creation of new systems and updating of formerly existing systems are outside the scope of this project.
 - a. **Outcome:** Greater efficiency will be realized by not duplicating, re-creating, or having to maintain functions that already exist in the ERP system.
 - b. **Outcome:** In order to keep the project resources and expertise focused on the core ERP and successful implementation attention will be paid to the work at hand.

4. **PRINCIPLE:** All options that can reduce overall one-time and recurring costs for the ERP system must be considered.
 - a. **Outcome:** Objectively evaluate and consider cost saving measures even if it requires individuals, departments, colleges, or the system to change business practices.
 - b. **Outcome:** Improved business practices, improved student services and outcomes, and lower cost will result from successful ERP implementation.

5. **PRINCIPLE:** Colleges and the SBCTC will commit the necessary human resources to architect, implement and test the system in a timely and efficient manner, with the understanding that it will require the dedication of many of their best “key” staff members.
 - a. **Outcome:** The commitment of qualified, knowledgeable, and dedicated staff will ensure knowledge about college, system, and state business is conveyed to assist the project team.

6. **PRINCIPLE:** Our project leaders, steering committee members, executive sponsors, and other participants in the ERP project will be chosen wisely and will be empowered to make necessary decisions.
 - a. **Outcome:** System leadership will work to ensure all interested parties understand the basis on which decisions are made.
 - b. **Outcome:** Timely decisions will be made within the values set by the System Strategic Technology Plan and the Steering Committee in order to ensure the project stays on time and within budget.

7. **PRINCIPLE:** Consistent data structures are required.
 - a. **Outcome:** Access to information between campuses, the SBCTC, and the state will be governed by security policies, operational procedures, and operational policies.
 - b. **Outcome:** Consistent data structures will not be limited by the architectural design ERP system.

8. **PRINCIPLE:** Processes and procedures may not need to be identical on each campus; however, processes and procedures must be sufficiently similar to remain within the common academic and business services framework of the Community and Technical College System.
 - a. **Outcome:** The ERP will provide some level of configuration flexibility (such as local branding).
 - b. **Outcome:** Data elements, screens, scripts, etc. will generally have the same meaning, look, and feel across the college system.

9. **PRINCIPLE:** ERP system implementation will require employees to acquire new software tools and business skills, making it possible for them to work at a different and possibly higher skill level.
 - a. **Outcome:** A well-executed ERP training program for employees who will use the new technologies, processes, and the need for the ERP innovations.

10. **PRINCIPLE:** Communications and awareness will be geared toward a broad range of constituents.
 - a. **Outcome:** Information about the project will be prepared and delivered on a frequent basis, along with relevant measures of progress.
 - b. **Outcome:** Leadership will require and present a formal and visible communication plan that includes both progress reporting and feedback loops.



REGULAR MEETING AGENDA ITEM
(December 2, 2010)

TAB 8

Discussion Action

Topic

Budget Status

Description

Staff will provide an update on the state’s budget and revenue picture and outline additional system budget decisions needed over the next few months.

Key Questions

- What are the latest updates to the state’s projected deficits for the current fiscal year and next biennium?
- What are the next steps and decision points in the budget process?
- Does the Board wish to provide direction to staff on developing options for funding the proposed new core administrative computer applications (Enterprise Resource Planning, or ERP) system?
- Does the Board wish to provide direction to staff on developing options for potential tuition increases next biennium?
- Does the Board wish to provide direction to staff on analyzing options for Running Start?

Analysis

State Revenue and Budget

The State’s revenue projections took an unexpectedly large decline in the Economic and Revenue Council’s November 18th update, both for the current year and for next biennium. While state revenues are up compared to last year, the rate of increase has not been as steep as previously forecasted. As stated in the Economic and Revenue Forecast Council’s November Revenue Review executive summary, “The immense damage from the Great Recession continues to linger, although that recession is now officially over.” (<http://www.ercf.wa.gov/forecast/documents/rev20101118color.pdf>)

2009-11 Biennium: The Legislature adjourned last spring with a \$453 million projected ending balance for the current biennium. The June and September revenue forecast updates decreased revenue projections for this biennium by \$973 million, resulting in a \$520 million negative ending balance in the current year. The November forecast lowered this year’s forecast by another \$385 million. (This includes the impact of Initiative 1107, adopted by voters in the November election, which decreased current year revenues by \$63.5 million by repealing the soda, bottled water, and candy taxes passed by the 2010 Legislature.)

In response to the September revenue forecast, the Governor ordered across-the-board spending reductions totaling \$520 million, or 6.3%, to bring the ending balance up to \$0 as required by law. The community and technical college system’s share was a \$40 million current

year reduction. The November revenue update puts the State General Fund in a \$385 million, or 4.6%, deficit. The Governor issued a statement following the forecast saying it is not feasible to do another round of across-the-board cuts. Instead, she is working with legislative leaders to craft a solution as quickly as possible. As of November 21, 2010, it is not yet clear whether the Governor will call a special session to deal with the latest shortfall.

2011-13 Biennium: Revenue projections for next biennium have also declined throughout the last six months, with a corresponding increase in the projected 2011-13 budget shortfall. After the \$809 million drop in the November forecast (including a loss of \$218 million from Initiative 1107), the current projected deficit for next biennium is about \$5.7 billion. This includes almost \$1 billion that must be solved in the current year as well as about \$1.8 billion in expenditure increases currently required by statute (such as I-732 salary increases and I-728 class size reductions). Adjusting for these factors still leaves a shortfall of almost \$3 billion for the Governor and the Legislature to solve. Total projected revenues for next biennium are \$32.6 billion, with roughly half of that constitutionally protected from budget cuts.

On the capital budget side, the current biennium's general obligation bond debt limit of \$1.7 billion is expected to be less than \$1 billion next biennium as a result of changes in the revenue forecast.

SBCTC Budget Submittals

The State Board has submitted the following budget documents to the Governor and the Legislature:

- 2011 Supplemental Operating Budget Request (Attachment A, 2011 Supplemental Budget Request)
- 2011-13 Biennium Operating Budget Request (Attachment B, 2011-13 Budget Submittal Letter and Attachment C, 2011-13 Budget Request Brief Descriptions)
- 2011-13 Biennium Capital Budget Request (Attachment D)
- Impact of 2011 6.3% Across-the-Board Reductions (Attachment E)
- Impact of 2011-13 biennium 10% Across-the-Board Reductions (Attachment F)

Next Steps in the State Budget Process

- December: The Governor will propose a 2011 supplemental budget that makes agency-by-agency adjustments to the across-the-board cuts, and will release her 2011-13 operating and capital budget proposals.
- January: The Legislature will adopt a 2011 supplemental budget. Actual budget reductions for FY 2011 will not be known until the 2011 supplemental budget is adopted.
- April 2011: The Legislature adopts the 2011-13 biennium capital and operating budgets.

System Budget-Related Issues

The Board and system partners will need to address several key budget-related issues in the coming months.

ERP Funding: The Board's 2011-13 operating budget request includes \$2 million to support a substantial planning effort to lay the foundation for replacing the system's current core administrative computer applications with an Enterprise Resource Planning (ERP) system. Cost estimates for the new system will be developed through the planning process but are expected to be substantial. Options for funding include requesting funding from the Legislature, assessing the colleges, and implementing a new statewide technology fee.

Tuition Increases: Community and technical college tuition rates have increased by seven percent each year for the past two years (Attachment G, Tuition Rate History). Our tuition rates continue to be just under the national average for community colleges (Attachment H, National Rankings Community College Tuition). The Board will be asked to develop a position on tuition increases for next biennium over the next few meetings.

Running Start Tuition: There has been growing interest among legislators and some of our colleges in charging Running Start students at least some portion of regular tuition.

Background Information

Attachment A – SBCTC 2011 Supplemental Budget Request

Attachment B – 2011-13 Budget Submittal Letter

Attachment C – 2011-13 SBCTC Operating Budget Request Brief Descriptions

Attachment D – SBCTC 2011-13 Capital Budget Request

Attachment E – CTC FY 2011 6.3 Percent Across-the-Board Reductions

Attachment F – CTC System 10 Percent 2011-13 Biennium Reduction

Attachment G – Tuition Rate History

Attachment H – National Rankings Community College Tuition

2011-13 Operating Budget Request: http://www.sbctc.edu/college/f_operatingbudget.aspx

2011-13 Capital Budget Request: [http://www.sbctc.edu/college/ f-bgtdevelopment2011-13.aspx](http://www.sbctc.edu/college/f-bgtdevelopment2011-13.aspx)

Outcomes

The Board will be briefed on the latest updates to the state's projected deficits for the current fiscal year and next biennium and will have an opportunity to discuss the next steps and decision points in the budget process.

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