### June 20

#### Study Session Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter/Speaker</th>
<th>Action/Notes</th>
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</thead>
<tbody>
<tr>
<td>10:00 a.m.</td>
<td><strong>Call to Order and Welcome</strong></td>
<td>Sharon Fairchild, Chair</td>
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<tr>
<td>10:05 a.m.</td>
<td><strong>Mission Study Recommendation: Invest in sustaining faculty and staff excellence.</strong></td>
<td>John Boesenberg</td>
<td>Discuss Tab 1</td>
</tr>
<tr>
<td>10:45 a.m.</td>
<td><strong>Mission Study Recommendation: Work with our partners in the P-20 educational system to create seamless, easy-to-navigate pathways for all students.</strong></td>
<td>Bill Moore</td>
<td>Discuss Tab 2</td>
</tr>
<tr>
<td>11:25 a.m.</td>
<td><strong>Student Achievement Initiative Update</strong></td>
<td>Jan Yoshiwara and David Prince</td>
<td>Discuss Tab 3</td>
</tr>
<tr>
<td>11:55 a.m.</td>
<td><strong>Break/Lunch</strong></td>
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<tr>
<td>12:30 p.m.</td>
<td><strong>2013-15 Capital Budget Request</strong></td>
<td>Wayne Doty</td>
<td>Discuss [Tab 8]</td>
</tr>
<tr>
<td>12:50 p.m.</td>
<td><strong>2013-15 Operating Budget Development</strong></td>
<td>Charlie Earl and Nick Lutes</td>
<td>Discuss Tab 4</td>
</tr>
<tr>
<td>1:50 p.m.</td>
<td><strong>Bellevue and Seattle College Districts’ Legislative Reports on Applied Baccalaureate Degree Programs</strong></td>
<td>Kathy Goebel</td>
<td>Discuss Tab 5</td>
</tr>
<tr>
<td>2:35 p.m.</td>
<td><strong>Lake Washington Institute of Technology’s Baccalaureate Degree Program in Transportation and Logistics Management</strong></td>
<td>Kathy Goebel</td>
<td>Discuss Tab 6</td>
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<tr>
<td>2:50 p.m.</td>
<td><strong>Adjourn</strong></td>
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<tr>
<td>5:45 p.m.</td>
<td><strong>Dinner Meeting with State Board Members, Clover Park TC Trustees, staff and State Board Deputy Directors.</strong></td>
<td>Adriatic Grill - 4201 S. Steele Street, Tacoma</td>
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### June 21

#### Regular Business Meeting Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Presenter/Speaker</th>
<th>Action/Notes</th>
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<tr>
<td>7:30 a.m.</td>
<td><strong>Continental Breakfast</strong></td>
<td>Clover Park TC, Building 3, Rotunda</td>
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<tr>
<td>8:00 a.m.</td>
<td><strong>Call to Order and Adoption of Agenda</strong></td>
<td>Beth Willis, Vice Chair</td>
<td>Action</td>
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<tr>
<td>8:05 a.m.</td>
<td><strong>Host College Presentation: Clover Park Technical College</strong></td>
<td>John Walstrum, Clover Park Technical College President</td>
<td>Discuss</td>
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<tr>
<td>8:35 a.m.</td>
<td><strong>Executive Directors Report</strong></td>
<td>Charlie Earl</td>
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9:05 a.m. **Approval of Consent Agenda**

- SBCTC Meeting Minutes, May 9, 2012
- SBCTC Special Meeting Minutes, June 8, 2012
- South Seattle Community College Local Expenditure Authority, Instructional Wine Building Remodel
  Resolution 12-06-16
- Walla Walla Community College Local Expenditure Authority, Energy Park
  Resolution 12-06-17
- Bellevue College Local Expenditure Authority, Energy Improvement Project
  Resolution 12-06-18
- Seattle Central Community College Local Expenditure Authority, Broadway Phase II Renovation
  Resolution 12-06-19
- South Puget Sound Community College Property Acquisition Resolution 12-06-20
- 2012-13 Correctional Education Contract Resolution 12-06-21

9:10 a.m. **2013-15 Operating Budget Development**
Charlie Earl and Nick Lutes

9:25 a.m. **2013-15 Capital Budget Request Approval**
Resolution 12-06-22
Wayne Doty

9:35 a.m. **Learning Management System (LMS) Contracts**
Resolution 12-06-23
Connie Broughton

9:50 a.m. **Public Hearing/Permanent Rule Adoption: Parent Education Waiver Revisions – WAC 131-28-026**
Resolution 12-06-24
Kathy Goebel

10:35 a.m. **Break**

10:45 a.m. **2012-13 Federal Workforce Awards and Allocations**
Resolution 12-06-25
Dixie Simmons

11:00 a.m. **2012-13 Adult Basic Education Awards and Allocations**
Resolution 12-06-26
Jon Kerr

11:15 a.m. **GED Testing Fee Increase**
Resolution 12-06-27
Jon Kerr

11:45 a.m. **Executive Director Contract Extension**
Resolution 12-06-28
John Boesenberg
11:55 a.m. Chair’s Report
Beth Willis, Vice Chair

- Trustees’ Association Report
  Tom Malone, TACTC President
- Presidents’ Association Report
  Gerald Pumphrey, WACTC President
- Parking Lot
  Charlie Earl, SBCTC Executive Director
- Executive Director Recruitment Update
  Screening Committee Members
- Appointment of 2012-13 SBCTC Chair and Vice Chair Positions
  Jim Bricker, Nominating Committee Chair

Discuss

12:25 p.m. Adjournment
Next Meeting: September 10-12, 2012 ~ State Board Office, Olympia

EXECUTIVE SESSION: Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session.

PLEASE NOTE: Times above are estimates only. The Board reserves the right to alter the order of the agenda. Reasonable accommodations will be made for persons with disabilities if requests are made at least seven days in advance. Efforts will be made to accommodate late requests. Please contact the Executive Director’s Office at (360) 704-4309.

Sharon Fairchild, Chair ● Beth Willis, Vice Chair
Jim Bricker ● Erin Mundinger ● Shaunta Hyde
Elizabeth Chen ● Anne Fennessy ● Wayne Martin ● Larry Brown
Charles N. Earl, Executive Director ● Beth Gordon, Executive Assistant
(360) 704-4400 ● FAX (360) 704-4415 ● www.sbctc.edu ● 1300 Quince Street SE ● P.O. Box 42495 ● Olympia, WA 98504-2495
STUDY SESSION AGENDA ITEM
June 20, 2012

Topic
Mission Study Recommendation Number Seven: Invest in Sustaining Faculty and Staff Excellence.

Description
In 2008, the State Board commissioned a taskforce to gain an understanding of where Washington’s community and technical colleges are today and where they need to be in the future. Using the SBCTC System Direction as a framework, the Taskforce recommended ten strategies in a twenty year action plan. This agenda item builds on information shared with the Board during its 2011 retreat by focusing on plans that address system staffing and compensation needs.

Key Questions
- What are the components of Recommendation Seven?
- Has progress has been made?
- What plans are there for making progress?
- What are the challenges to making progress in the short run? In the long run?

Background Information
Teaching and Learning are “people-centric” functions, requiring highly qualified and dedicated faculty and staff. In adopting Recommendation Seven, the Mission Study Taskforce and State Board recognized the importance of faculty and staff to student success. Meeting student demand, expectations and learning styles will become ever more challenging as Washington’s population continues to grow and become more diverse – creating a premium on the attraction and retention of highly qualified employees.

Investing in faculty and staff ensures colleges are able to recruit and retain a highly qualified, diverse staff which, in turn, pays dividends in the form of student learning, retention and achievement. Recommendation Seven calls for investment in faculty and staff through:

- Increasing salaries;
- Converting part-time faculty positions to full-time;
- Offering professional development opportunities with particular focus on accelerating improvements in student learning, retention and integration of web based and mobile learning technologies;
- Diversity; and
- Succession planning.

Activities have been undertaken with the intent of making progress on this recommendation. Progress has been made, particularly in the areas of staff retention, diversity, and professional development opportunities. Efforts and the resulting progress in these areas were reported to the Board during its September 2011 retreat. While work continues in these areas, due to the economy and its impact on
state and college budgets, there has been little progress on the “big ticket” goals of improving salaries and converting part-time faculty positions to full-time. Due to the lack of significant progress on those big ticket goals, this discussion item focuses on plans to address these issues in the 2013 session of the Legislature.

Conversion of part-time to full-time faculty: Colleges have a unique set of faculty-mix influences that vary from district to district and from time to time. The following examples demonstrate different reasons for colleges’ employment of full- and part-time faculty:

- Rural and technical colleges typically employ more full-time faculty than their counterparts. Rural and technical colleges tend to have a higher percentage of vocational programs and many have cited difficulty in being able to hire qualified instructors on a part-time basis.
- To ensure a well-rounded curriculum, smaller colleges must offer and maintain classes with low student-faculty ratios. In other words, to offer a comprehensive program that provides students with the coursework necessary to complete their degrees and certificates, small colleges need to schedule and hold classes with a lower number of students enrolled to support the employment of a full-time instructor.
- Increasing student access to programs through the operation of extension sites or evening programs tends to decrease the percent of full-time faculty, as part-time faculty typically staff off-hours and satellite programs. Colleges with large extension sites or evening programs tend to have a higher percentage of part-time instructors.
- For reasons primarily related to funding and teaching location, basic skills and developmental education programs are often taught by part-time faculty. Colleges with larger developmental education programs tend to employ more part-time faculty.

Although the system has requested funds to hire more full-time faculty, the Legislature has typically not provided funding to address faculty mix. In Fiscal Year 2009, however, the Legislature provided $500,000 to fund 20 conversions, with emphasis on increasing the number of full-time faculty in math, science, adult basic education, early childhood education, and English. Several colleges added funds, resulting in a total of 24 conversions.

A recommendation from the Salary Taskforce resulted in a system 2009-11 budget request to fund three part- to full-time faculty conversions per college for a system total of 102. Although $5.1 million per year was requested, no funding was received.

The table below shows the ratio or “mix” of full-time to part-time faculty expressed as a percentage of classes taught.

<table>
<thead>
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<th>Percent of Classes Taught by Full- or Part-time Faculty</th>
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<tr>
<td><strong>Full Time Faculty</strong></td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>55.5%</td>
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<tr>
<td><strong>Part-time Faculty</strong></td>
</tr>
<tr>
<td>2006</td>
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<tr>
<td>----------</td>
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<tr>
<td>44.5%</td>
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As shown in the table, after increasing in previous years, the percentage of courses taught by part-time faculty flattened in 2009 before increasing again in 2010 and 2011. During past budget reductions, there is typically an initial decline followed by an increase in the number of sections taught by part-time faculty. This occurs because colleges have greater employment flexibility with part-time faculty and can react to budget cuts by consolidating/eliminating sections and hiring fewer part-time faculty. However, as the budget cuts continue over time, colleges cut programs with full-time faculty or choose not to fill vacated full-time faculty positions – providing for an increase in workload and/or numbers of part-time faculty. Due to heavy student demand, we saw only a flattening in part-time employment as the cuts were first enacted in 2008-09. For 2010 and 2011, however, the percent of classes taught by part-time instructors has grown approximately one percent each year.
Compensation: The community and technical college system employs three broad categories of employees: classified, faculty and professional/administrative or “exempt” employees.” In terms of compensation:

- Classified employee salaries are set through collective bargaining for represented employees or through the civil service system for non-represented employees. Amounts available for salary increases are established through collective bargaining and approved by the Legislature.
- Faculty salaries are set through collective bargaining. Amounts available for salary increases are determined by the Legislature.
- Exempt employee salaries are set by local college policy based on market influences and internal alignment. Salary increase amounts are determined by the Legislature but, since 2005, have been affected by classified employee collective bargaining.

Because salary increases are determined for classified employees through local or system-wide bargaining, the State Board does not directly participate in identifying and advocating for a classified employee salary increase amounts. However, because faculty and exempt employee salary increase amounts occur through Legislative action, the State Board includes those amounts in its budget proposal and actively advocates for their funding in the legislative process.

As a result of the Board’s adoption of the System Direction, a Compensation Taskforce was established in 2007 to study faculty and exempt employee salary issues and make recommendations for improvement. The Taskforce completed its work in the summer of 2008 with recommendations that formed the basis of policy and funding requests for the 2009-11 biennial budget request to the Governor and the Legislature. Attachment A summarizes the compensation related policy requests and goals recommended by the Taskforce for Legislative action in 2009.

This proposal was introduced just as the recession began affecting the state and national economy. Instead of funding salary increases, the Legislature reduced budgets and instituted a partial freeze on salaries. Instead of providing funds for salaries, the Legislature set aside I-732 COLA through fiscal year 2013, provided no funds for faculty increments and required system salary expenditures to be reduced by three percent for the 2011-13 biennium.

As a result, average salaries for faculty have stagnated.

Average salaries for exempt employees have essentially remained at 2009 levels, adjusted marginally on an individual basis for retention or for newly hired exempt employees whose initial salary at hire is affected by market conditions. Average salary declined for about 30 percent of exempt job titles during the 2011 fiscal year.
The State Board and system are in the process of developing the 2013-15 biennium budget proposal. Improving employee compensation has been identified has a high priority, as has improving student achievement through hiring more full-time faculty.

**Conversion of Part-time to full-time faculty:** A growing reliance on part-time faculty impacts student access to instructors outside of the classroom. Unlike full-time faculty, part-time instructors are not typically available outside of class to assist students through academic advising, tutorial assistance, and career planning. Time spent with students during “office hours” can be crucial to student achievement and retention. Recent studies, including our own Efficiency Study, have repeatedly shown that increased access to teachers increases student success.

Mix decisions should be driven by program needs that best serve students and enhance a local community’s access to higher education. While there is little agreement on what the “perfect” mix of full- and part-time faculty should be, there is a developing consensus that:

- Faculty-mix decisions should not be driven by budget cuts;
- The system has grown heavily reliant on part-time faculty and;
- More full-time faculty will improve system efficiency through improving student achievement and retention.

Based on average part- and full-time faculty salaries, it costs approximately $25,000 to convert one part-time FTEF to one full-time FTEF. For the 2013-15 budget proposal, staff is considering proposing the conversion of six faculty FTEF per college (204 for the system) so that the total teaching effort from full-time faculty increases 3 percent, from 52.5 percent to 55.6 percent.

A short-term solution will require targeted funds to address faculty mix, while a long-term solution will likely require well-funded general enrollments over a sustained period of time to allow colleges to grow out of their financial dependence on part-time faculty.

**Compensation:** Listed below are salary proposals emerging from our budget development process. The potential high cost of these proposals will likely result in a multi-year funding strategy. However, adoption of these proposals and funding requests should position the colleges to be competitive for the skilled workforce needed to improve student learning, achievement and success. The following types of salary improvements are being considered:

- **Faculty COLA** - The State law providing for community and technical college faculty to receive a cost-of-living adjustment based upon the King County Consumer Price Index is scheduled to be restored as State policy on July 1, 2013. If restored, the cost of providing this increase should be included in the system’s maintenance budget. At this time, the CPI percentage is projected to be less than one percent.

- **Faculty Competitiveness** – The Salary Taskforce determined that faculty salaries were 12.7 percent behind those paid to faculty working in competitor states, even after adjusting for cost-of-living differences. Staff has begun working with the Taskforce consultant to update this data for use in developing this proposal.

- **Faculty Increments** – Faculty earn increments through a locally negotiated formula, typically based upon some combination of professional development and retention. It’s anticipated that an amount will be requested that, when combined with Turnover Savings, is sufficient to fully pay increments. Legislation that would make payment of faculty increments state policy is likely to be proposed.
Part-time Faculty Equity – Part-time/adjunct faculty should be paid a rate equal to that paid full-time faculty having the same qualifications and experience for doing the equivalent instructional and non-instructional work. That is, similarly qualified instructors should be paid the same rate when performing the same work. At this time, part-time instructors are paid on average 62 percent of the average full time salary. Receipt of funding would continue progress on this goal.

Exempt Employee COLA – Aligning the rate of administrative/professional employee salary increases with the faculty rate, will avoid salary compression issues and a barrier to faculty considering moving into exempt management positions.

Exempt Employee Competitiveness - The Salary Taskforce determined that exempt employee salaries were 14.2 percent behind those paid administrative and professional employees working in competitor states, even after adjusting for cost-of-living differences. Staff has begun working with the Taskforce consultant to update this data for use in developing this proposal.

At this time in the development process, the staffing and compensation elements of the budget request “look and feel” like our traditional request – designed to assist colleges hire and retain a skilled workforce for the way teaching and learning are structured today. However, an employer’s staffing decisions and compensation package are intended to ensure it has the talent needed to meet mission today and into the future. Will colleges be competitively positioned for talent should the much discussed fundamental changes in teaching and learning cause higher education to rethink its business model and employee roles?

For at least the past decade, researchers and “think tank” prognosticators have predicted an impending transformational change for higher education. Causal factors typically cited include:

- Shifting demographics and new technologies. Students are coming from increasingly diverse backgrounds, having a widening variety of educational needs. New technologies provide access to education at any time and any place from a growing number of providers in forms that best meet an individuals’ need.
- Increased competition from domestic and global commercial and non-profit organizations.
- Increasing attention on learning outcomes and effectiveness indicators in search of what makes an effective school – potentially shifting focus from content delivery to student assessment and mentoring.
- Efficiency and effectiveness have moved to the forefront in education, resulting in numerous efforts to define “student achievement” and instructors’ contributions to it.
- Relationship changes between institutions and students, state governments and the federal government prompted by shifts in funding source and recognition of students as “consumers.”

A recent survey of instructors who teach online resulted in skills like course developer, facilitator/moderator and subject matter expert being rated as more important than instructor/lecturer. If instructors’ roles shift from owners of information to facilitators and guides to learning, how will other college systems and structures be affected to support this change (i.e., student support, business office, etc.)? This and great many other questions are being asked as traditional institutions vie to remain relevant. Some of the following questions related to staffing and compensation are just beginning to be explored:

- What skills will be needed by instructors and staff in this new reality?
- How will institution support services, including administration and management, be impacted by a new business model that focuses on outcomes rather than access?

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• How should institutions be staffed to efficiently and effectively meet diverse student needs and access in a highly competitive environment?
• Will compensation amounts be competitive to attract and retain the skill base needed to produce positive and measurable student outcomes?
• Will current compensation structures (i.e., salary grids that reward professional development and years of experience) sufficiently motivate employee behaviors to improve “student achievement”?
• How will the State Board’s role in developing funding proposals, advocating for funding and allocating funds be affected?

At this time there are more questions than answers . . . but there is likely to be changes in how institutions use compensation to recruit and retain, motivate, reward productivity, foster teaching and learning, recognize seniority and facilitate productivity throughout a career. Given the current budget development discussions, there appears to be strong belief that the college system is not competitively positioned at this time. Increased funding for salaries should better position the system to meet current needs and transition into the future - as teaching and learning are impacted by technology, changing state and population needs and we move closer to being “a truly student-centered system of personalized education.”

Background Information

Attachment A: 2007 – 2008 Salary Taskforce Recommended Policy Options

Outcomes

Board members will better understand employee compensation and faculty mix issues and have an opportunity to discuss possible proposals and challenges related to investing in faculty and staff excellence.

Prepared by: John Boesenberg, 360-704-4303, jboesenberg@sbctc.edu.
2007 – 2008 SALARY TASKFORCE RECOMMENDED POLICY OPTIONS

Consensus was reached on items related to the System’s 2009-11 operating budget request. The policies supporting the fund request are summarized immediately below.

Cost of Living Adjustments
Statute, based on a citizen initiative (I-732), provides COLAs to faculty and technical college classified staff based on the King County Consumer Price Index. Since 2005, general salary increases for exempt employees have been linked to the increases determined by civil service employee collective bargaining. This difference has created equity and salary compression/inversion issues within the CTC system. The Task Force recommends that exempt staff receive COLA adjustments on the same basis as faculty and technical college classified staff, with respect to the annual percentage increase and the timing of those increases. To do this on a permanent basis, a statutory change is required.

Adjust to Peer Average
In addition to COLAs provided under I-732, the Task Force is recommending that annual increases be provided to faculty and exempt staff to catch up to the average salaries in the seven Global Challenge States (GCS) identified in the Washington Learns Final Report.

The Task Force consultant identified four comparative groups (regional, national, GCS, and custom). For faculty and exempt employees, each group had a higher average salary, adjusted for regional cost differences, than Washington. Remaining consistent with recent policy directions established by the Governor and the Legislature, the GCS benchmark was selected as it represents the most comprehensive group of states against which Washington competes in the global economy. That is, Washington’s economic competitiveness can most appropriately be measured against the GCS.

Average faculty salaries are 12.7% behind the GCS average. Exempt staff salaries are 14.2% behind the GCS average. Recognizing the difficulty with bridging this gap in one biennium, the Task Force is recommending that a 2.12% annual premium be added to the I-732 COLA amount each of the next six years for faculty. Exempt employees should receive a 2.37% annual premium per year for six years. Regular analyses and surveys should be conducted to measure the progress being made and to make annual adjustments as necessary.

Faculty Increments
Faculty increments should be provided at no less than 0.8% of the full- and part-time faculty salary base. This is consistent with the System’s direction during the last three years. Developing faculty, attracting new faculty, and ensuring continuous learning on behalf of students, requires predictable and stable step increases. Increment funds should be provided in the maintenance level of the state budget.

Part-time Faculty Equity
Following more than ten years of targeted funds to bring part-time faculty salaries more in line with full-time salaries, progress has been made. However, funds provided from the legislature are consistently lower than amounts requested by the system and there is still progress to be made. The Taskforce is recommending a renewed commitment to this effort. $22.5 million continues the multi-year effort to ensure equal pay for equal work.
STUDY SESSION AGENDA ITEM

June 20, 2012

Topic

Mission Study Recommendation: Work with our partners in the P-20 educational system to create seamless, easy-to-navigate pathways for all students.

Description

This agenda item provides an update on recent system activities aimed at aligning the P-20 educational system in Washington to support all students in a successful transition from high school through higher education and reducing costs for both students and the taxpayer.

Key Questions

- How is the college system engaging with K-12 partners and the baccalaureate institutions to make progress towards the Mission Study Recommendation of creating seamless P-20 pathways for all students?
- What are the challenges to implementing and sustaining these partnerships?

Background Information

The 2004 Legislature, directed the State Board for Community and Technical Colleges, the Office of the Superintendent of Public Instruction, and the Higher Education Coordinating Board to convene a work group that would address the issue of remediation in higher education and identify key contributing factors. In that report (shared with the State Board in December 2004), a number of key factors were noted:

**Communication:** Students, parents, and many K-12 teachers and counselors often did not have sufficient and timely information regarding preparation requirements and what’s expected in order to succeed in college, especially community and technical colleges.

**Student Preparation and Planning:** Many students, particularly those who attend community and technical colleges, fail to plan for college during high school, and do not take college-track coursework. As a result, they often leave high school lacking the skills required for college-level work and are not prepared for the faster pace of college classes.

**Assessments:** The variety of placement tests used by higher education may be confusing. There was concern about format and goal differences between the WASL and placement tests used by higher education.

**Curriculum:** There was a lack of cross-sector understanding, and possibly a lack of alignment, between secondary and postsecondary expectations, especially in math courses.

**Professional Development for Teachers:** For math in particular, there is a need for more and better content-specific professional development on good standards-based curricula and teaching strategies. For reading and writing, there are significant workload issues for
teachers, raising questions about how much and what kind of writing is actually assigned in middle school and high school for the full range of students.

Since that time the State Board has led or been involved in a number of efforts designed to engage with K-12 around shared problems related to remediation, especially in the area of mathematics. Addressing these issues constructively in collaboration with K-12 partners plays a critical role in supporting our broader goals of reducing the achievement gap for students traditionally underserved and improving the equity of outcomes for all students.

**Teacher Preparation**

In an effort to strengthen teachers’ math and science skills before they become teachers, the two-year colleges have 1) funded a Center of Excellence in Education, and 2) strengthened the math requirements for transfer degrees in elementary and early childhood education programs.

**Transition Mathematics Project (TMP)**

TMP (2004-2009) was a collaborative statewide venture, jointly funded by the Legislature and the Bill and Melinda Gates Foundation, designed to improve college readiness in mathematics and foster successful student transitions from high school to college and the workforce. The project developed College Readiness Standards in mathematics and then supported 15 local and regional high school/college partnerships involved in implementing the standards. TMP combined a coordinated statewide effort with a diverse range of local/regional partnerships in order to build the capacity of the educational system to improve the math achievement of high school students as they make the transition to post-high school opportunities and increase the percentage of recent high school graduates in Washington prepared to do college-level work in math when they enter higher education. Among the specific products and resources developed through the project:

- College Readiness Math Standards
- Professional development resources and partnerships between K-12 and higher education faculty
- Web-based teacher support for assessment and placement (Washington Mathematics Assessment and Placement, WAMAP)
- College-readiness high-school senior-year courses
- Aligned math placement assessments

**Core to College Project (C2C)**

Washington is among 46 states, 2 territories and the District of Columbia committed to implementing the *Common Core of State Standards* (CCSS) in English Language Arts and Mathematics for grades K-12. Washington joined the initiative in 2009 and adopted the standards in July 2011. The CCSS will replace Washington’s 2008 mathematics standards and its 2005 reading and writing standards. Pending legislative action, the new standards will be measured through the state’s assessment system fully beginning in the 2014–15 school year.

The *Common Core State Standards* define the knowledge and skills students should have in English and Mathematics to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs. The standards are based on the best national and international standards, giving students a competitive advantage in the global economy. This state-led effort is coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers.

Two multi-state consortia have been funded to develop assessment systems for K-12 that would address the *Common Core State Standards*: the Partnership for Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium. Both
efforts will create state-of-the-art assessments to provide accurate information to teachers and others on the progress of all students, including those with disabilities, English Language Learners and low- and high-performing students.

In February 2012 Washington was one of ten states (Colorado, Florida, Hawaii, Indiana, Kentucky, Louisiana, Massachusetts, North Carolina, and Oregon are the others) awarded a three-year grant from the Rockefeller Philanthropy Advisors (with funding from the Lumina Foundation, the William and Flora Hewlett Foundation, and the Bill & Melinda Gates Foundation) as part of a project called Core to College: Preparing Students for College Readiness and Success.

The project aims to foster long-term collaborations between state higher education and K-12 entities that will improve student college readiness and increase rates of enrollment and graduation. In each state, broad partnerships will focus on using the Common Core State Standards and the assessments being developed to establish a statewide common definition of college readiness that would signal a student’s preparedness for credit-bearing college courses. In Washington the effort is coordinated by the State Board for Community and Technical Colleges (SBCTC), the Office of the Superintendent of Public Instruction, the Council of Presidents, and the Higher Education Coordinating Board, with SBCTC serving as the lead agency.

The overall goals of the Core to College project in Washington are to:
- Increase understanding and acceptance of CCSS across Washington higher education institutions, particularly in math and English departments.
- Develop statewide agreement on the use of the CCSS in defining Washington college-readiness standards and the role of the SMARTER Balanced assessment instrument in assessing that readiness.
- Explore use of CCSS in pre-college math programs in Washington higher education through pilot collaborative (high school and college) curricular projects.

These goals are being addressed through the following statewide activities, coordinated by agency staff from the state agencies involved in the project:
- Build faculty ownership and understanding of the CCSS as meaningful and useful college-readiness standards by a close review and comparison of the existing Washington college readiness standards in math and English Language Arts and their corresponding new CCSS standards.
- Examine items from Smarter Balanced with this group of teachers and faculty to assess its utility for higher education as an indicator of college-readiness and placement.
- Support local or regional college/school district partnerships to improve high school to college transitions by targeted use of the CCSS and/or the Smarter Balanced assessment, particularly around transcript-based placement and early placement assessment efforts.
- Support at least two local/regional partnerships to jointly develop math curricular resources—aligned to the CCSS—that can be used in both high school and college pre-college math courses.

The Core to College project provides an opportunity for the State Board to continue its leadership in collaborating with other partners in the educational system to reduce the remediation needs for students making the transition from high school to college and improving the chances of long-term success for all students in Washington. At the same time, given the variety and complexity of the factors contributing to the level of remediation needed by entering students across the system, ongoing challenges remain—communication and articulation issues within the higher education system, capacity issues for school districts and particularly teachers,
political uncertainties about the role of the assessment—and will require a sustained emphasis from the State Board and the other agencies involved on the importance of a collaborative partnership to address the problems and challenges over time.

**Policy Choices**

1. Pursue a research agenda, in partnership with the Washington Education Research and Data Center and other appropriate state agencies, that would diagnose systemic remediation problems more clearly and thoroughly by analyzing patterns of student secondary and postsecondary course-taking and achievement.

2. Promote P-20 alignment and a system-wide college readiness agenda through the State Board’s representation on the Washington Student Achievement Council.

**Outcomes**

Board members will have an opportunity to discuss progress and challenges related to system partnerships focused on improving student progress through P-20 pathways in Washington.

**Prepared by:** Bill Moore, 360-704-4346, bmoore@sbctc.edu.
Topic

Student Achievement Initiative Update

Description
When the State Board adopted the Student Achievement Initiative in 2006 it called for a review after five years. At the December 2011 Board meeting, the Board reviewed the draft work plan for a review being led by WACTC and tasked to a Student Achievement Advisory Group. The Board requested regular updates on the review.

The Advisory Group completed its review of the metrics. Proposed changes were discussed with the Board last month and will continue to be vetted with the college system through the summer.

In June the group is starting their review of the funding model. A national expert on accountability and performance funding, Peter Ewell of the National Center for Higher Education Management Systems joined their last meeting by telephone to provide a national perspective.

The Board will receive an update from the Student Achievement Advisory Group.

Key Questions

- What direction and input does the Board want to give to the Student Achievement Initiative Advisory Group regarding the funding model?

Analysis

The current funding model shifts some funding away from enrollments to progress and completion. Once awarded, funds stay in the college’s base with no requirements for how they can be used.

The model has not been broadly accepted as meeting initial funding principles because funding is too small; the source of funding is a proviso on the base allocation; rewards are influenced by college size; not all students are equal in the cost of moving colleges forward. Overall colleges need more predictability and transparency in the funding model.

In their review, the group is looking at different funding methodologies. The current model rewards colleges for improvement based upon point gain. The Board sets a specified value per point gained a year ahead for predictability. Different funding methodologies reward other aspects of performance.

Background Information

Attachment A: Funding methods matrix
Recommendation/Outcomes

The Board will discuss the different funding methodologies that the Advisory Group is considering and offer their views on ways to improve the funding model.

Prepared by: David Prince, 360-704-4347, dprince@sbctc.edu.
Different methods demonstrate different results.
Funding methods for three kinds of performance can that be applied to Student Achievement points.

<table>
<thead>
<tr>
<th>Method</th>
<th>Performance it shows</th>
<th>Attributes of the measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) <strong>Total Points</strong></td>
<td>Productivity</td>
<td>• Aligns with college size</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Relatively predictable from year to year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not related to any other measures - distinct in what it shows</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provides an absolute value</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Every college shares in productivity every year, but larger colleges earn more.</td>
</tr>
<tr>
<td>(2) <strong>Total Points per 100 Students</strong></td>
<td>Efficiency/Effectiveness</td>
<td>• College size is not a factor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provides a measure at which smaller colleges can excel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Related to points per 100 FTES, but easier to interpret with students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Every college shares in efficiency every year, but more efficient colleges earn more.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Who is counted can influence the ratio</td>
</tr>
<tr>
<td>(3) <strong>Total Points per 100 FTES</strong></td>
<td>Efficiency/Effectiveness</td>
<td>• Same attributes as (2), but potentially harder to relate to practices because it is not student based</td>
</tr>
<tr>
<td>(4) <strong>Change in Total Points (Current measure)</strong></td>
<td>Improvement</td>
<td>• Aligns with college size</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• As currently used is adjusted for enrollment decreases, but there have been unintended consequences in the adjustments. No adjustment for increases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provides an absolute value</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In years that colleges have no gains they will have zero rewards</td>
</tr>
<tr>
<td>(5) <strong>Change in Total Points per 100 Students</strong></td>
<td>Improvement</td>
<td>• Difficult to control because it is based on a ratio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Magnitude of change is small, making point value difficult to set</td>
</tr>
<tr>
<td>(6) <strong>Change in Total Points per 100 FTES</strong></td>
<td>Improvement</td>
<td>• Difficult to control because it is based on a ratio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Magnitude of change is small, making point value difficult to set</td>
</tr>
</tbody>
</table>

What principles should we consider with the methodologies?
Should colleges be rewarded solely for improvement?
Should all rewards be structured only so colleges compete against themselves?
Should all rewards be cumulative (added to the base once earned)?
Should we consider ways to hold harmless?
What other principles should we discuss?

**How to fund: Point share versus dollar value per point**

<table>
<thead>
<tr>
<th>Performance Rewarded Based on Point Share</th>
<th>Performance Rewarded Based upon Dollar per Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can easily be adjusted by allocation</td>
<td>May result some years in more points than dollars, some years less. Currently have a point banking policy, but no way to allocate dollars that stay in the pool</td>
</tr>
<tr>
<td>Is competitive</td>
<td>In theory is not competitive</td>
</tr>
<tr>
<td>Every college has a share</td>
<td>Should remain in colleges base to support promising practices</td>
</tr>
<tr>
<td>Should be competed every year</td>
<td></td>
</tr>
</tbody>
</table>
STUDY SESSION AGENDA ITEM
June 20, 2012

Topic
2013-15 Operating Budget Development

Description
The operating budget request for the community and technical colleges is due to the Governor in late September. At this meeting, the Board is asked to provide direction to staff to work over the summer on the details of the request for final adoption by the Board in the fall.

Key Questions

- What items should be included in the 2013-15 operating budget request?
- What are the key elements of a budget request that supports the system direction goals and the findings of the Mission Study?

Analysis

Over the last few meetings, the Board has met with college presidents, local trustees, labor, and students to discuss potential budget request items. At the May meeting, potential budget request items were prioritized through small group discussions. The primary themes that have emerged include meeting 21st century challenges by addressing access and affordability, investing in instructional technology, and investing in faculty and staff; promoting and energizing workforce and economic development; and increasing student achievement.

At this June meeting, staff will present a recommended budget request to the Board, primarily based on all the discussions to date. Representatives from the college presidents, local trustees, labor and students will provide comment and feedback on the recommendations. The Board is asked to clarify its intent and direct specific items to be included in the request. A short time is provided at the business meeting on June 21 for the Board to discuss and direct any additional proposals that it may want considered.

Background Information

Attachment A: Mission Study Twenty-Year Action Plan

Attachment B: Draft 2013-15 Biennial Budget Investment Recommendations

February 2012 Agenda Item:
http://sbctc.edu/general/admin/Complete_SB_Agenda_Feb_2012_000.pdf

March 2012 Agenda Item:
http://sbctc.edu/general/admin/March_2012_Complete_SB_Agenda.pdf
May 2012 Agenda Item:
http://sbctc.edu/general/documents/TAB_4_201315_Operating_Budget_Development_complete_52012.pdf

**Outcomes**

The Board will provide direction on specific items to include in the budget request.

**Prepared by:** Denise Graham, 360-704-4350, dgraham@sbctc.edu and Nick Lutes, 360-704-1023, nlutes@sbctc.edu.
Mission Study Twenty-Year Action Plan

1. Serve more people, including groups who have been underserved in the past.
2. Close the statewide skills gap for technically trained workers.
3. Increase funding for adult basic skills programs.
4. Contribute more to the production of baccalaureate degrees.
5. Work with our partners in the P-20 education system to create seamless, easy-to-navigate pathways for all students.
6. Use performance measures and funding as incentives to improve student retention and achievement.
7. Invest in sustaining faculty and staff excellence.
9. Promote the adoption of web-based and mobile technology tools for eLearning and online student services.
10. Devote a larger share of system resources to teaching and learning by making smarter use of technology and promoting efficiencies in college district governance.
State Board for Community and Technical Colleges

FINAL DRAFT 2013-15 Biennial Budget Investment Recommendations

Total Two Year Investment Request $270,867,000

<table>
<thead>
<tr>
<th><strong>Investing in Student Opportunity</strong></th>
<th>$160,167,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meeting Washington's Education Needs</td>
<td>$150,000,000</td>
</tr>
<tr>
<td>2. Opportunity Grant</td>
<td>$10,167,000</td>
</tr>
</tbody>
</table>

**Increasing Student Achievement** $27,700,000

3. Improving Student Outcomes $17,500,000
4. Transition Part-time Faculty to Full-time $10,200,000

**Invest in Instructional Technology** $6,000,000

5. Implementation of Statewide Educational Resources $6,000,000

**Invest in Faculty and Staff** $77,000,000

6. Faculty Increments $10,000,000
7. Faculty Peer Adjustment $30,000,000
8. Align Exempt Staff salary increases with Faculty increases $15,000,000
9. Close salary gap between Part-time and Full-time $22,000,000

**Note:** The list of options provided today represents *Policy Level* investments to be included in the Board’s 2013-15 Biennial Budget Request. These *Policy* items will be combined with adjustments to our budget that are required to meet current legal and program requirements. Examples of these types of adjustments include costs related to Initiative 732 (Cost of Living Increases for Faculty), as well as Facility Leases and Building Maintenance and Operations. The budget impact of these items will be determined over the summer and included in budget presented to the Board in September for final approval.
Investing in Student Opportunity

1. Meeting Washington’s Education Needs ........................................................................................................... $150,000,000

   The request seeks to expand the state supported enrollment levels from approximately 140,000 FTEs to 150,000 FTEs by 2015. The resources will be used to ensure that the new enrollment level can support the educational needs of Washington communities and will be directed towards mission areas with high student and employer demands. This investment level will allow colleges to fully fund high-cost programs, to meet the needs of Washington’s economic future. The final mix of programs and the level of per student investment will be determined as the outcomes of 2012 school year are analyzed. The proposal seeks to expand funded enrollment levels by 5,000 FTEs in FY 2014 and by an additional 5,000 in FY 2015.

2. Enhance and Expand the Opportunity Grant Program ............................................................................................ $10,167,000

   The request seeks to increase the investment in the Opportunity Grant program to expand the number of students served, from approximately 1,800 (estimated for FY 2013) to 2,700 by 2015. The current grant level is $6,900 per award and is adjusted annually to reflect changes in tuition. Because program funding has been fixed at $12.5 million per year, adjustments in award levels to keep pace with tuition have eroded the number of students benefitting from the grants.

Increasing Student Achievement

3. Improving Student Outcomes ................................................................................................................................. $17,500,000

   The request seeks to improve student achievement through a combination of operational investments and incentive based rewards, dedicated to steering college investments into strategies that improve student outcomes. A portion of this investment will be used to implement strategies that improve and accelerate the rate at which a student transitions from development education to college level course work. Additional investments will be made in wrap around services, such as academic and career advising, which research shows increase successful outcomes for students. Success will be measured by the Student Achievement Metrics which monitor the movement of CTC students through significant educational milestones; from progression through Adult Basic Education to the completion of degrees and certificates. The metrics will be used to distribute incentives based on the level of success students achieve at individual community and technical colleges.

4. Transition Part-time Faculty to Full-time ................................................................................................................ $10,200,000

   The request seeks funding to transition more than 150 part-time faculty members into full-time positions system-wide. Research has shown that full time faculty members make critical connections with students that improve student retention and completion.
Invest in Instructional Technology

5. Implementation of Statewide Educational Resources................................................................. $6,000,000

This request builds upon new e-Learning structures with the goal of propelling the college system forward in its use of web based, digital content. By 2014 the state’s 34 community and technical colleges and all 6 public baccalaureate institutions will be on new, single statewide Learning Management System that allows all students, faculty and staff access to this robust e-learning system. This investment provides the required ongoing training and support for integration of open learning resources into the educational experience.

Invest in Faculty and Staff

6. Faculty Increments.................................................................................................................................. $10,000,000
7. Faculty Peer Adjustment.......................................................................................................................... $30,000,000

The request seeks to adjust our faculty and staff salaries on par with our national peers. This will provide our colleges the leverage needed to recruit and maintain high quality faculty for our students.

8. Align Exempt Staff salary increases with Faculty increases................................................................. $15,000,000
9. Close salary gap between Part-time and Full-time................................................................................... $22,000,000
Bellevue and Seattle College Districts’ Legislative Reports on Applied Baccalaureate Degree Programs.

Bellevue and Seattle college leaders will discuss with the Board their plans to offer applied baccalaureate degree programs as authorized in the budget proviso passed by the 2011 Legislature. (Attachment A: Budget Proviso language).

Seattle and Bellevue college administrators have initiated the first steps of the BAS program approval process by submitting Statements of Need for five applied baccalaureate degree program proposals currently under development. College representatives will discuss these proposals with the Board.

Key Questions

- Are the implementation plans consistent with the intent of the 2011 legislative budget proviso?
- Do the implementation plans meet the role, mission and program priorities of each college district?
- Do the proposed applied baccalaureate degree programs serve the current and future needs of the colleges’ districts and state?
- Do the proposed applied baccalaureate degree programs support the HECB System Design Plan, SBCTC System Direction goals and Mission Study action plans for sustaining economic prosperity into the future?

Analysis

2011 Budget Proviso

The 2011 Legislature passed a budget proviso authorizing the Seattle and Bellevue college districts to offer applied baccalaureate degrees in fields specified in the legislation. The proviso added another step to the approval process for colleges proposing applied baccalaureate degree programs. Bellevue and the Seattle Community Colleges are required to provide the Legislature with implementation plans for offering applied baccalaureate degrees this June. The baccalaureate degree programs stipulated in the proviso include:
Seattle District programs:
- Business/International Business and Technology Management
- Interactive and Artistic Digital Media
- Sustainability
- Building Science Technology
- Allied and Global Health

Bellevue College programs:
- Information Technology
- Health Care Services and Management
- Biotechnology
- Pre-professional Preparation for Medical Fields

The proviso directed the college districts to develop a two-year plan for offering the new degrees. Funding for the new programs is to come from the redistribution of the districts’ current full-time enrollment funding. No additional state funding was appropriated for these programs. College leaders from both districts will share a summary of their Legislative reports with the Board. (The full reports can be found in Attachments B and C.) No decision is required by the Board.

Bellevue College submitted a proposal for a Bachelor of Applied Science in Healthcare Technology and Management program last fall. The program was approved by the State Board at the October 2011 meeting. The Higher Education Coordinating Board approved the program at their meeting the following month. The Healthcare Technology and Management program is scheduled to begin fall quarter 2012, fully implementing one of the programs listed in the proviso.

Current Program Proposals

As part of their planning and implementation efforts, Bellevue College and the Seattle Community College District have recently submitted Statements of Need to begin the State Board’s approval process for five of the programs identified in the proviso. (Attachments D – H) These documents are currently being reviewed by HECB and SBCTC staff. College representatives will discuss the proposed programs with the Board. College administrators will focus on how the programs support the colleges’ strategic goals and state/regional needs. College leaders will seek input from the Board on their Statements of Need and other appropriate elements related to their proposed applied baccalaureate degree concepts.

Bellevue College:
- Bachelor of Applied Science, Information Systems and Technology
- Bachelor of Science in Nursing
- Bachelor of Applied Science, Biological and Environmental Science

South Seattle Community College:
- Bachelor of Applied Science,Professional Technical Teacher Education

Seattle Central Community College:
- Bachelor of Applied Science, Allied Health
Approval Process Examination

On July 1, 2012, the Higher Education Coordinating Board will be incorporated into the Student Achievement Council. The HECB will no longer have program approval authority. This change in responsibilities provides the State Board with an opportunity to reexamine the applied baccalaureate program approval process. At the May meeting, the Board held a study session on the Mission Study Recommendation to contribute more to the production of baccalaureate degrees. It appears the number of applied baccalaureate program proposals are steadily growing. This fall, staff will begin discussions with the Board for structuring a vision and strategic plan for applied baccalaureate degree programs within our system as we move forward. A reevaluation of the approval process may be necessary to better align with this strategic plan.

Background Information

Attachment A: 2011 Budget Proviso Language
Attachment B: Bellevue College’s Applied Baccalaureate Degree Implementation Plan
Attachment C: Seattle College District’s Applied Baccalaureate Degree Implementation Plan
Attachment D: Bellevue College’s Statement of Need – Information Systems and Technology.
Attachment E: Bellevue College’s Statement of Need – Bachelor of Science in Nursing.
Attachment F: Bellevue College’s Statement of Need – Biological and Environmental Science.
Attachment G: South Seattle Community College’s Statement of Need – Professional Technical Teacher Education.
Attachment H: Seattle Central Community College’s Statement of Need – Allied Health.

2011 Budget Proviso, Section 605 (8) Line 18

HECB System Design Plan at


Applied baccalaureate degree approval process at
http://www.sbctc.ctc.edu/college/education/applied_baccalaureate_degree_process.pdf.

HECB Regional Needs Analysis Report at

2009 The role of Transfer in the Attainment of Bachelor Degrees at Washington’s Public Baccalaureate Institutions
Outcomes

Staff will provide an introduction and brief overview of the budget proviso. Board members will have an opportunity to discuss Seattle and Bellevue districts’ implementation plans and proposed baccalaureate programs with Jill Wakefield, Chancellor of Seattle Community Colleges, Laura Saunders, Interim President of Bellevue College, and their executive teams.

Prepared by: Kathy Goebel, 360-704-4359, kgoebel@sbctc.edu.
Baccalaureate Authorization
Budget Proviso 2011-12

Bellevue college is authorized to offer applied baccalaureate degrees in information technology, health care services and management, biotechnology, and preprofessional preparation for medical fields. These degrees shall be directed at high school graduates and transfer-oriented degree and professional and technical degree holders. In fiscal year 2012, Bellevue college will develop a two-year plan for offering these new degrees. The plan will assume funding for these new degrees shall come through redistribution of its current per full-time enrollment funding. The plan shall be delivered to the legislature by June 30, 2012.

The Seattle community college district is authorized to offer applied baccalaureate degree programs in business/international business and technology management, interactive and artistic digital media, sustainability, building science technology, and allied and global health. These degrees shall be directed at high school graduates and professional and technical degree holders. In fiscal year 2012, Seattle community colleges shall develop a two-year plan for offering these new degrees. The plan will assume that funding for these new degrees comes through redistribution of its current per full-time enrollment funding. The plan shall be delivered to the legislature by June 30, 2012.
Bellevue College Applied Baccalaureate Degree Implementation Plan

June 2012
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New Degree: Bachelor of Applied Science in Biological and Environmental Technology .................. 11
New Degree: Bachelor of Applied Science in Data Analytics .............................................................. 14

Conclusion ........................................................................................................................................... 15
Introduction

In the budget proviso for the 11-13 operating budget (2ESHB 1087.SL) the Legislature stated that:

(7) Bellevue college is authorized to offer applied baccalaureate degrees in information technology, health care services and management, biotechnology, and preprofessional preparation for medical fields. These degrees shall be directed at high school graduates and transfer-oriented degree and professional and technical degree holders. In fiscal year 2012, Bellevue College will develop a two-year plan for offering these new degrees. The plan will assume funding for these new degrees shall come through redistribution of its current per full-time enrollment funding. The plan shall be delivered to the legislature by June 30, 2012.

Per the legislative proviso, Bellevue College is planning to implement four new baccalaureate degrees during the next two years, and will also add a concentration to an existing degree. The degrees and concentration now in development are:

- **Concentration in Healthcare Management**, addition to existing Bachelor of Applied Science in Healthcare Technology and Management (health care services and management, per proviso)
- **Bachelor of Applied Science in Information Systems and Technology** (information technology, per proviso)
- **Bachelor of Science in Nursing (RN-B)** (preprofessional preparation for medical fields, per proviso)
- **Bachelor of Applied Science in Biological and Environmental Technology** (biotechnology, per proviso)
- **Bachelor of Applied Science in Data Analytics** (information technology, health care services and management, per proviso)

Strategic Plan

In developing applied baccalaureate degrees, Bellevue College is focused on local and regional employment needs, which align with the college’s strengths in healthcare, science, technology, engineering and mathematics (STEM). Bellevue College currently offers three applied
baccalaureate degrees: Radiation and Imaging Sciences, Interior Design, and Healthcare Technology and Management. The Radiation and Imaging Sciences and Interior Design programs have graduated students; Healthcare Technology and Management will admit its first students fall quarter, 2012. The four new applied baccalaureate degrees now under development will add to the range of degree offerings and build on existing programs to meet the needs of employers and students in the surrounding community.

<table>
<thead>
<tr>
<th>Degree Title</th>
<th>Degree Type</th>
<th>First Admission</th>
<th>First Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare Technology and Management</td>
<td>New concentration – existing BAS</td>
<td>Winter 2013</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Information and Systems Technology</td>
<td>BAS</td>
<td>Fall 2013</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>RN-Baccalaureate</td>
<td>BSN</td>
<td>Fall 2013</td>
<td>Spring 2014&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>Biological and Environmental Technology</td>
<td>BAS</td>
<td>Fall 2014</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Data Analytics</td>
<td>BAS</td>
<td>Fall 2014</td>
<td>Spring 2017</td>
</tr>
</tbody>
</table>

Regarding funding for the new baccalaureate degrees, please note that while the legislative proviso states that funding shall come through redistribution of full-time enrollment funding, Bellevue College plans to operate new baccalaureate degrees as self support. Currently, the Interior Design baccalaureate degree operates under a self-support model, and the recently approved Healthcare Technology and Management degree will do the same.

**External approval processes**

All applied baccalaureate degrees go through a two-stage approval process through the State Board for Community and Technical Colleges (SBCTC):

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<sup>1</sup> RN-B programs provide advanced standing for the professional credential, i.e., the RN license. Nurses with an RN and an associate degree in nursing (ADN) have typically completed at least 3 years of college-level work; therefore, the baccalaureate degree in nursing (BSN) can be earned in one year if a student attends full-time.
1) Statement of need, which outlines how the proposed program aligns with statewide strategic plans for higher education, the college’s mission and goals, industry demand, gaps in the supply of graduates, and student demand for the degree.

2) Full program proposal, which includes details on program rigor, curriculum, college resources, budget, external review, and plans for student support services and program assessment.

New applied baccalaureate degree programs must also be approved under the college’s institutional accreditation by Northwest Commission on Colleges and Universities (NWCCU). Bellevue College is on track with internal and external approval processes to implement degrees during the timeframes illustrated in Table I, above.

The college has submitted statements of need to SBCTC in three degree areas: Biological and Environmental Technology; Information and Systems Technology; and RN-B, which is a Bachelor of Science in Nursing degree for nurses with an RN credential and an associate degree in nursing. Adding a Healthcare Management concentration to the recently approved Healthcare Technology and Management degree does not require a statement of need to SBCTC, as the umbrella degree is already approved. BC will submit a statement of need for a fourth degree in Data Analytics to SBCTC for consideration at their fall meeting.

Degree / Concentration Details

New Management Concentration: within existing Bachelor of Applied Science in Healthcare Technology and Management

To fulfill its legislative mandate in the area of Healthcare Services and Management, Bellevue College plans to add a Healthcare Management Concentration to the recently approved Healthcare Technology and Management Degree (HCTM). Currently, this degree has one concentration, in Healthcare Information Technology (HIT). The HIT concentration prepares individuals to design and/or oversee information technology systems within healthcare environments. This HIT concentration requires strong IT preparation and skills and is technically
focused. Individuals may enter the existing concentration in HIT with either an Information Technology or a Healthcare-related associate degree.

The new Healthcare Management concentration (MGMT) focuses on management within the healthcare setting, and will teach leadership, business and administrative functions of healthcare, along with a basic understanding of health IT. Graduates from the management concentration will be prepared for a range of management positions within healthcare. Students will be able to enter the MGMT concentration with a two-year degree in either healthcare-related or business-related fields.

Jobs: Graduates from the new management concentration will be qualified as managers and administrators in hospitals, clinics and healthcare centers. Typical job titles include: Clinic Administrator or Manager; Practice Administrator or Manager; Program Manager; Unit Administrator or Manager.

Local and Regional Need: Medical and health services managers are “in demand” regionally in King, Pierce and Snohomish counties, as well as statewide. Hiring authorities at Swedish Health Services and Overlake Hospital noted a need for baccalaureate level managers and have two categories of current employees who would benefit from this proposed degree: first, employees who are rising, or have risen, to supervisory roles in units that do not require a baccalaureate degree for entry. For example, a supervisor in a catheterization laboratory may have moved into that role from a position as a technician, but have had no formal education as a manager. Second, medical professionals with two-year degrees may wish to move into management roles but need to complete a baccalaureate degree before being eligible for these positions. These professionals include respiratory therapists, surgical technicians, occupational therapy assistants, and physical therapist assistants. In addition to the need for advanced education for current healthcare employees, graduates of two-year technical degree programs in allied health or business may wish to transfer directly into the applied baccalaureate in healthcare management. Graduates will be prepared for management opportunities within hospitals, long-term care facilities, outpatient clinics, administrative services, and freestanding single-service centers such as dialysis clinics. One hiring authority noted that for these types of

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roles, a graduate of a four-year management degree who was familiar with healthcare would be a good candidate.

Start Date: Because Healthcare Management is a concentration under an existing approved degree the college is on a fast track and plans to enroll students in the new Management Concentration for winter quarter, 2013.

New Degree: Bachelor of Applied Science in Information Systems and Technology

Bellevue College plans to develop a bachelor of applied science degree in Information Systems and Technology (IST) to meet its legislative proviso for information technology. The entry-level credential for many information technology jobs is fast becoming a 4-year degree. The Bureau of Labor Statistics considers a bachelor’s degree as entry level education for the following IT occupations: computer programmer, computer systems analyst, database administrator, information security analyst, web developer, network architect, systems administrator and software developer.3

Bellevue’s IST applied baccalaureate degree differs from the undergraduate computer science degree offered at many colleges and universities in several substantial ways: 1) focus on project management and other business skills; 2) project-based learning; 3) internship or other similar experience; 4) concentrations in systems administration, security, business intelligence, or application development. While the degree will prepare specialists who can go directly into positions in systems administration or business intelligence, it will also graduate individuals with enough general experience and knowledge to serve as the one IT employee within a small business.

Jobs: Typical job titles for graduates of Bellevue College’s proposed IST degree include systems and network administrator, security specialist, application developer, and business and data

3 http://www.bls.gov/ooh/computer-and-information-technology/home.htm 04.05.12
Local and Regional Need: Information technology is an economic driver in Puget Sound, home to Adobe, Amazon, Expedia, Microsoft, T-Mobile, Google and numerous other technology centered or technology-driven companies, many of which have eastside headquarters in the Bellevue/Redmond/Sammamish corridor.

In order to assess in detail regional market need for IT professionals at the bachelor degree level, Bellevue College distributed an online employer survey. The survey received 109 unique responses and indicated a local and regional need for more bachelor level IT professionals.4

When asked if they had experienced problems finding IT professionals with the bachelor’s degree to fill their employment needs, 68% of question respondents stated that they had experienced problems “frequently” or “sometimes”, with 24% of question respondents choosing “frequently”.5 When asked why they experience difficulty hiring IT professionals, respondents stated the following reasons:

- High competition and a shortage of qualified candidates, especially in the Puget Sound area;
- Lack of candidates with the required skills or required specialization.

Eighty-five percent of respondents agreed with the statement “Currently the need for IT professionals is growing.”

After analyzing survey results, the college convened an employer focus group, with hiring authorities from Information Technology companies such as Microsoft, Google and Amazon, as well as smaller technology companies such as 3Tier and major employers of IT professionals such as mobile telecommunications companies and hospitals. The focus group participants identified strong industry trends that needed to be infused throughout the degree curriculum, including mobile and cloud computing.

The IST degree will be flexibly structured to make it available to students graduating from high school as well as to students with information technology-related (IT) associate degrees.

4 Full statement of need submitted to SBCTC, Appendix A, contains complete employer survey results.
5 Ibid.
Incumbent workers needing to add advanced skills will be able to choose from menu of certificates created from upper division courses within the degree.

**Start Date:** We are currently planning on enrolling the first students in the new Bachelor of Science in Information and Systems Technology degree for fall quarter, 2013.

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**New Degree: Bachelor of Science in Nursing: RN-Baccalaureate**

Bellevue College is planning to implement an **RN-Baccalaureate degree** to fulfill the legislative proviso in *preprofessional preparation in medical fields*. The degree will be designed for nurses who have previously earned the registered nurse (RN) credential and an associate’s degree in nursing (ADN).

**Jobs:** Graduates of the program will be eligible for management positions, the majority of which are open only to nurses with the BSN. The BSN also qualifies graduates for positions at magnet hospitals and as community health nurses. For nurses who wish to continue their education, a BSN provides the foundation for graduate school.

**Local and Regional Need:** Nursing is a healthcare field with strong local and regional need. Nurses are currently in demand in every county in Washington State,⁶ and projections for nursing indicate a growing need for RNs. The Washington Center for Nursing predicts that RN demand will outpace RN supply by 2017 or earlier. By 2031, supply is expected to be short of demand by as many as 21,000 RNs, even with an increase of RN graduates.⁷ External trends have led to an increasing need for nurses with not only an RN license, but also with a bachelor of science in nursing degree. Of particular note are the following drivers of increased demand:

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⁷ [http://www.wacenternursing.org/ 03.27.12](http://www.wacenternursing.org/ 03.27.12)
• Requests to Bellevue College from both Swedish and Overlake to implement an RN-Baccalaureate program.

• Many area hospitals have moved to “all RN” hiring, and many of these have specific plans to increase the percentage of RNs with the BSN.\(^8\)

• Magnet status achieved and sought by area hospitals. Two area hospitals have achieved “nurse magnet” status, which requires that all nurse leaders hold at least a baccalaureate degree in nursing.\(^9\)

• *The Future of Nursing: Leading Change, Advancing Health,* a 2010 Institute of Medicine (IOM) report, that recommended increasing the percentage of nurses with a BSN degree or above to 80% by 2020.\(^{10}\)

There are currently five approved RN-B programs at public colleges and universities in Washington: Olympic College, Seattle Pacific University, UW-Bothell and UW-Tacoma, and WSU. St. Martin’s University has requested applicant status from the Commission on Collegiate Nursing Education (CCNE) and plans to enroll students for fall semester 2012.

Given the projected nursing shortage, the move to magnet hospital status in Puget Sound, and the IOM report recommendations, colleges and universities will need to provide increased spots in initial licensure programs (ADN, BSN) and additional education opportunities for current nurses (RN-B, RN-MSN, LPN-BSN, etc.).

Bellevue College is well positioned to add an RN-B program to meet the current and future need for more baccalaureate-educated nurses. The college’s current nursing faculty are all qualified to teach at the baccalaureate level, and the college has strong relationships with area employers, ensuring adequate clinical placements for community health. Also, as a self-support program, the RN-B can quickly be adjusted based on fluctuating need.

**Start Date:** Bellevue College is planning to enroll the first students in the new RN-Baccalaureate

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\(^8\) Conversations with area hospitals, January / February 2012.


\(^{10}\) [http://www.rwjf.org/humancapital/product.jsp?id=72857](http://www.rwjf.org/humancapital/product.jsp?id=72857) 12.07.11
New Degree: Bachelor of Applied Science in Biological and Environmental Technology

Bellevue College is planning to implement a bachelor’s of applied science in Biological and Environmental Technology to fulfill its legislative proviso in the area of biotechnology. This unique applied degree will fill the need for baccalaureate degree graduates who have both understanding of business and project management and the applied science skills needed by local employers. Graduates will be prepared to work as entry-level bench scientists with strong technical skills, project management skills, and knowledge of the complex regulatory environment inherent to their fields. The degree differs from a typical academic science degree in several significant ways, including:

1. emphasis on project management for laboratory settings;
2. emphasis on economics and general business skills;
3. emphasis on the regulatory and legal environments within which biological and environmental sciences operate;
4. internship in applied science setting; and
5. preparation for immediate employment.

Students may enter the BAS in Biological and Environmental Technology from several feeder programs, available at BC and other system colleges. Bellevue College has outstanding science and healthcare programs that attract students seeking careers in nursing, radiation and imaging sciences, pharmacy, medicine, and veterinary science. These programs also attract career changers who seek living-wage jobs in STEM fields. Due to the limited spots available at the community colleges and universities that prepare students for allied health fields, as well as the limited spots available in graduate medical programs, a significant number of students find themselves with a large number of credits or a two-year degree, and few or no options for transfer. The BAS in Biological and Environmental Technology provides a STEM-related pathway
for students who have shown interest in these fields and earned credits or a degree that provides a strong foundation on which to build a career as a laboratory scientist.

Based on feedback from local employers and state employment projections, the degree will have two concentrations: one in Biological Science/Technology and the other in Environmental Science/Technology. Graduates of both concentrations will have knowledge and skills common to all bench scientists, as well as understanding of the complex regulatory environment surrounding the bio- and environmental sciences, and the business skills needed to manage complex projects.

**Jobs:** Graduates with a biological focus will be ready to work as entry-level scientists in biotechnological research, pharmaceutical development, and life sciences product development. Graduates of the environmental science track will be prepared to work as laboratory scientists in public and private research laboratories; as field and laboratory scientists for private environmental consulting companies; and as project management scientists in a range of settings. Typical job titles for graduates of both tracks include: Research Associate; Research Coordinator; Research Scientist Assistant; Research Technician; QA/QC Technician.

**Local and Regional Need:** Puget Sound is a center for environmental research and remediation, as well as for medicine, medical research, and biotechnology. Due to this concentration of environmental and bioscience employers, there is an above average need for baccalaureate level laboratory scientists, and this need is growing.¹¹ Local businesses and municipalities are investing heavily in a science-heavy economy. For example, on April 2, 2012, the city of Seattle introduced legislation to waive the business and operating tax on government research and development funding for life science companies and nonprofits,¹² noting that life sciences jobs have grown nearly 9 percent in the past several years. The need for entry-level scientists with applied skills, such as those who will graduate from the BAS in BET, is growing along with the need for the master’s and doctoral level scientists who lead research teams in these fields.


Major area employers of laboratory scientists in the bio- and environmental sciences include: Amgen, Dendreon, Fred Hutchinson Cancer Research Center, Golder and Associates, King County Environmental Research Labs, Novo Nordisk, Phillips, Seattle Children’s Hospital, and the University of Washington. Many smaller companies and jurisdictions in Puget Sound also employ laboratory scientists. In Eastern Washington, Pacific Northwest National Laboratory (PNNL) in Richland and WSU in Pullman are also large bioscience employers.

Bellevue College assessed area employer demand through multiple methods, including in-person interviews with hiring authorities, telephone interviews with hiring authorities, and a needs survey designed for the environmental science concentration, which received 53 unique responses from a range of public and private environmental science employers. An additional needs survey has been developed for bioscience and biotech employers, with assistance from the Washington Bioscience and Biotechnology Association (WBBA), a major professional society that is currently distributing the survey to their extensive employer contacts. The WBBA president and staff have stated that there is a need for baccalaureate level scientists across many bioscience sectors.13

The college also held two needs assessment meetings with the Stormwater Alliance, a regional public/private partnership focused on the educational needs for stormwater professionals, and the impending shortage of stormwater specialists, at every level of education, from entry-level to masters prepared. Bellevue College will continue to work with the Stormwater Alliance to identify water quality skillsets needed at the certificate, associate and baccalaureate levels and to incorporate these skillsets into the environmental sciences track.

**Start Date:** The college plans to enroll students in the new Bachelor of Applied Science in Biological and Environmental Technology for fall quarter, 2014.

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13 Meeting with WBBA 3.19.12, email communication
New Degree: Bachelor of Applied Science in Data Analytics

The Degree Concept: Over the past six months, in the process of developing degrees or concentrations in Biotechnology, Healthcare Management, Information Technology, and Preprofessional Preparation for Medical Fields, the college has become aware of the need for an additional baccalaureate degree in the emerging area of data analytics. This interdisciplinary baccalaureate degree spans all of the degree areas mandated by the legislature. Several external trends have emphasized the need for additional education in the area of analytics.

External Trends

Big Data: Big Data is an "explosive" trend, according to Cynthia Nustad, CIO of HMS, a firm that helps contain healthcare costs for Medicare and Medicaid programs.14

Advances in analytic technologies and business intelligence now make it possible for more people to work with massive amounts of data. These advanced analytics allow companies to pose more complicated questions and gather more useful information to help run their businesses.15

Infusion of analytics in a wide range of industry sectors: As large amounts of structured and unstructured data are being collected in all industry sectors, the emergence of easy-to-use yet sophisticated analytics tools and portals is increasing rapidly. Analytics applications are being developed and implemented in healthcare, business, finance and other industries to increase operational efficiency and support professionals and administrators in all levels of decision-making.

Because analytics crosses over many disciplines, including math and statistics, databases and business intelligence, and targeted sectors such as healthcare, business, and finance, the

14 5 business analytics tech trends and how to exploit them, IT World, March 26, 2012
http://www.itworld.com/software/261572/5-business-analytics-tech-trends-and-how-exploit-them?page=0,1
15 Ibid.
college will develop with an interdisciplinary workgroup this new degree concept and submit a statement of need to SBCTC for their first fall 2012 meeting.

**Start Date:** We project fall 2014 as the start date for a baccalaureate degree in Data Analytics.

**Conclusion**
Bellevue College is excited to contribute to the production of work-ready individuals through developing applied baccalaureate degrees in high-demand fields. We look forward to continuing to fulfill the legislative proviso, as well as our college mission, as we provide pathways for the bachelor’s degree through unique programs at our college.
June 5, 2012

Washington State Board for Community & Technical Colleges
1300 Quince Street SE, PO Box 42495
Olympia, WA 98504-2495

Dear members of the Board:

Enclosed please find a copy of a report to the Washington Legislature on plans for developing and implementing applied baccalaureate degree programs at the Seattle Community Colleges. The report was developed in compliance with the state budget bill for the 2011-13 biennium which required that the Seattle Community Colleges provide a plan for developing new applied baccalaureate programs in fields of study specified in the legislation. This report is provided to the Board for your information.

The Seattle Community Colleges comprise the largest district in Washington State, with more than 50,000 students every year at three comprehensive colleges (Seattle Central, North Seattle and South Seattle Community Colleges) a technical institute (Seattle Vocational Institute); and four specialized training centers. More than 1.5 million graduates work in the top companies in the Seattle area, and more of them transfer to four-year colleges and universities than from any other college district in the state. The district is nationally recognized for innovations in instruction, student services and programs. The District's reputation and position on the Pacific Rim makes it home to one of the largest community college international programs in the country.

The Seattle District has a strong foundation of offering Bachelors of Applied Science (BAS) degrees. The district was an early adopter of the applied baccalaureate program model in our state, and offers BAS degrees in Hospitality Management at South Seattle and Applied Behavioral Science at Seattle Central. In addition, North Seattle is now applying for candidacy status to become accredited at the baccalaureate level. The new degree offerings, described in the attached report, in Professional-Technical Teacher Education, Allied Health Sciences, Business/International Business and Technology Management, Sustainable Building Science Technology, and Digital Design will build on our successful experience offering baccalaureate-level degrees to better serve our students, employers, and community.

If you have any questions regarding the attached report, please contact our BAS program lead, Malcolm Grothe at malcolm.grothe@seattlecolleges.edu.

Sincerely,

Jill A. Wakefield, Ed.D.
Chancellor
Report to the Legislature
Seattle Community Colleges
Plans for Applied Baccalaureate Degrees
June 2012

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Seattle Community Colleges

Plans for Baccalaureate Degrees

Introduction

This is a report based on Washington State Budget Bill 1087 for year 2011-2013.

“The Seattle community college district is authorized to offer applied baccalaureate degree programs in business/international business and technology management, interactive and artistic digital media, sustainability, building science technology, and allied and global health. These degrees shall be directed at high school graduates and professional and technical degree holders. In fiscal year 2012, Seattle Community Colleges shall develop a two-year plan for offering these new degrees. The plan will assume that funding for these new degrees comes through redistribution of its current per full-time enrollment funding. The plan shall be delivered to the legislature by June 30, 2012.”

In compliance with the above budget proviso, this two-year plan will describe the degrees planned offerings and schedule.

Degree titles and areas:

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<thead>
<tr>
<th>Title</th>
<th>Area</th>
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<td>Business/International Business and Technology Management</td>
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<td>Interactive and Artistic Digital Media</td>
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<tr>
<td>Sustainable Building Science Technology</td>
<td>Sustainability and Building Science Technology</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>Allied and Global Health</td>
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In addition to the above areas, an additional Bachelors of Applied Science Degree in Professional-Technical Teacher Education is in the final stages of approval and we have included it in the two-year plan for the Seattle Community Colleges.

The Seattle Community Colleges currently has authorization to confer two bachelors of applied science degrees, one at South Seattle in Hospitality Management and one at Seattle Central in Applied Behavioral Science. Both programs are exceeding expectations for enrollment, graduation and job placement. All of the three Seattle Community Colleges are separately accredited and currently South Seattle and Seattle Central are accredited at the Baccalaureate level. North Seattle is beginning the process to become accredited at the Baccalaureate level.

The target audience for our new Bachelors of Applied Science varies based on the degree and includes both high school graduates entering our two-year technical programs and current technical degree holders/employees who wish to further their education. Current plans are to fund these budget proviso programs through tuition and current FTES as well as grant and contracts when available.
The Seattle Community Colleges has three primary goals: Student Success, Partnerships and Innovation. The new innovative Bachelors of Applied Science degrees are part of the strategic direction of the District designed to help meet these goals:

**STUDENT SUCCESS — Increase student learning and achievement**

Provide a clear pathway for transfer of technical degree students:
- Significantly increase completion rates for students with two-year technical degrees
- Significantly increase transfer rates of students with two-year technical degrees

**PARTNERSHIPS — Build community, business & educational partnerships**

Extend the value of the colleges by adding baccalaureate level education targeted at up-scaling current workforce:
- Provide incumbent worker technical baccalaureate level education designed to:
  — Increase business productivity
  — Improve student/employee retention

**INNOVATION — Increase innovation and improve organizational effectiveness**

Develop a Baccalaureate system that facilitates degree development, degree operation and standardizes processes across the District.

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**Seattle Community Colleges**

**Two-Year Plan Overview**

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<tr>
<th>Program Title</th>
<th>District/ Campus Approval</th>
<th>Notice of Intent</th>
<th>30-Day Review</th>
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<td>Allied Health Sciences</td>
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<td>June 30, 2012</td>
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<td>TBD</td>
<td>TBD</td>
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(Note: Dates are all anticipated and are subject to change.)
APPLIED BACCALAUREATE DEGREE PLAN

Title: Professional-Technical Teacher Education “Teach Tech”

College: South Seattle Community College

Description: South Seattle Community College is developing an applied baccalaureate degree to educate post-secondary professional-technical teachers. This new Professional-Technical Teacher Education Degree would provide an educational pathway for students and workers seeking a career as a workforce educator in a community or technical college setting or business such as Boeing. Currently, this pathway does not exist and many workforce educators learn how to teach “on the job.” The program offers the dual benefit of building a new education pathway to an applied Bachelor’s degree and teaching credential, while simultaneously improving the quality and effectiveness of workforce education instruction across our state.

According to the American Association of Community Colleges, 39% of professional-technical faculty do not have a baccalaureate degree.\(^1\) A recent analysis of the Seattle Community Colleges faculty (Washington’s second largest post-secondary institution), revealed that over 40% of professional-technical faculty lacked a bachelor’s degree. Teach Tech will provide a pathway to help bridge this significant gap.

The curriculum was developed using the Professional-Technical Instructors Resource and Assessment Guide (skill standards) developed by the Washington State Board for Community and Technical Colleges and recently reviewed and updated by the Center of Excellence for Careers in Education. Dr. Stan Goto, Lead Faculty at Western Washington University’s Community College Teaching program, has conducted an assessment of the program. “The Teach Tech program at South Seattle is ambitious and well-conceived,” Dr. Goto’s report states. “In many ways, the program incorporates best practices found in university-based degree programs in professional-technical education. In some respects, Teach Tech exceeds programmatic norms in the field \(^2\).”

This program also has strong industry support. Boeing has contributed $25,000 for the program start up, and has a demand for 15 baccalaureate-level educated technical teachers per year over the next 10 years. The program also received significant support from the Aerospace Joint Apprenticeship Committee, is identified as a workforce action item in the Governor’s Washington Council on Aerospace, and has received $20,000 From the Department of Labor’s STEM pathways grant to develop on-line teacher training curriculum.

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\(^1\) American Association of Community Colleges, Occupational Faculty Degree Attainment [http://www.aacc.nche.edu/AboutCC/Trends/Pages/facultydegreeattainment.aspx](http://www.aacc.nche.edu/AboutCC/Trends/Pages/facultydegreeattainment.aspx)

\(^2\) Goto, S., (2012), Teach Tech: A Comparative Evaluation of the Proposed Baccalaureate Degree in Professional-Technical Teacher Education at South Seattle Community College, Western Washington University

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2010, Washington State Board for Community & Technical Colleges Mission Study:

Invest in sustaining faculty and staff excellence...

Growth in student demand, dramatic changes in technology, and increasing diversity of students’ cultural expectations and learning styles all combine to create new challenges for faculty. We will also create new strategies to attract and retain high quality faculty and staff that reflect the diversity of our students, and plan for succession for the large number of faculty and staff who will retire during the coming decade. The system will offer accessible, affordable, system wide professional development opportunities to support the work colleges are doing to accelerate improvements in student learning and retention and to meet the educational needs of traditionally underserved student groups. Professional development to expand the integration of web-based and mobile learning technologies will be essential to meet students’ growing demands for web-based learning and services. (pp.8) [http://www.sbctc.ctc.edu/docs/sbctc_mission_study-interactive-web.pdf](http://www.sbctc.ctc.edu/docs/sbctc_mission_study-interactive-web.pdf)
**Target Students:** The primary prerequisite for the program will be the combination of a two-year professional-technical degree and 2-5 years of work experience degree-related occupation.

**Feeder Programs:** Teach Tech is designed to build on all of Washington’s professional-technical two-year degree programs, including the Multi Occupational Trades. In the past five years, Washington’s Community and Technical Colleges have conferred over 37,000 technical two-year degrees.

**Job Demand:** The demand for Teach Tech is based on multiple sources, including federal occupational information, state labor market data, documented community and technical college employer demand and private industry support. Boeing has written a letter explaining the difficulty of finding Technical Teachers at the baccalaureate level, as well as the need to train incumbent employees to become technical teachers at the rate of 15 per year over the next 10 years.

In a survey of Washington State Community and Technical Colleges, over half of the colleges indicated a need for baccalaureate-level professional-technical teacher education, and 146 current faculty were identified as potential candidates. According to the Washington State Workforce explorer: Post-Secondary, Vocational Education Teachers are “in demand,” and have projected annual statewide openings of 192 per year through 2018. Recent updates (July 2011) to this data indicate actual demand at 124 annually from second quarter 2009 to second quarter 2011.

In addition to the employer demand, the student demand is significant. There is currently a waitlist of 139 students based on outreach to date. A request went out to the waitlist of prospective students (existing staff and faculty from across the 34 community and technical colleges), asking them to rate their degree of interest in the Teach Tech program. Seventy-five percent indicated they were “Very Interested” (105 out of 139 students).

**Status/Time-Line:** South Seattle Community College was one of the original four pilot colleges to offer a bachelors of applied science degree and has attained baccalaureate level accreditation from Northwest Commission on Colleges and Universities. The Teach Tech program has completed the Notice of Intent, passed the 30 day college review and will be submitting final proposal in June of 2012, with plans to begin offering classes in Winter 2013.

*(Note: the Teach Tech Degree is not part of the Budget Proviso, but is part of the Seattle Community Colleges Applied Baccalaureate Degree Plan and was added to this report as reference.)*
Title: Allied Health Sciences
College: Seattle Central Community College

Description: Seattle Central Community College Bachelor’s of Applied Science in Allied Health Sciences prepares students for careers as educators, administrators, research associates, advanced clinical practitioners, and supervisors in the allied health sciences. Additionally, it provides a streamlined pathway for graduates in applied health sciences at the certificate and associate degree levels to transition into higher education.

This proposal builds on the college’s experience offering applied baccalaureate degrees primarily designed to serve the workforce educational needs of the State. Allied health fields as a whole are among the fastest growing occupations in the state and in the region. At present, place-bound students have few opportunities to pursue a baccalaureate degree due to difficulty in transfer of credits or lack of opportunity. In Seattle-King County, the nearest four-year college or university offering a bachelor’s degree in dental hygiene is Eastern Washington University located some 300 miles away. Eastern is the only in-state college offering a dental hygiene degree-completion program.

For opticianry, surgical technology, and respiratory care therapy there are no four-year colleges or universities within the state that offer a baccalaureate degree. For respiratory care therapy graduates, the nearest baccalaureate programs are in Idaho, Oregon and Minnesota. For opticianry, there are no programs on the west coast. This places undue burden on place-bound students who find themselves at the entry level in allied health occupations that are in high demand and among the fastest growing occupations in the state. Lack of opportunity and devaluation of technical credits discourages students who would otherwise pursue their education. According to the Washington State Employment Security Department, all of the feeder occupational areas are identified as in high demand. Growth rates in Seattle-King County from 2008-2018 are projected to be: 18% for opticianry, 25% for dental hygiene, 33% for surgical technology, and 36% for respiratory care. In 2009, in Washington, 8,747 professionals practiced in the four allied health professions targeted by this proposal. In Seattle-King County, the total number was 3,051 and is projected to grow to 4,205 by 2019.

The BAS in Allied Health Sciences is expected to increase enrollment demand in the feeder associate degree programs, and support enrollment objectives to attract and retain students. The proposed degree program will draw students from allied health degree programs that have consistently demonstrated positive program outcomes and student achievement. The degree is cost-effective and highly sustainable.

The pathway formed by connecting certificate level health program completers at Seattle Vocational Institute to the new allied health AAS degree provides never before considered access to baccalaureate level education. In its inception, the program will target existing associate degree students. With annual enrollments of more than 50,000 students, the Seattle Community Colleges – comprised of North Seattle Community College, South Seattle Community College, Seattle Central Community College and the Seattle Vocational Institute is the second largest institution of higher education in the State of Washington. Articulation among allied health offerings at the partner colleges in the district will be extended to the BAS degree program in Allied Health Sciences, once approved. In addition to articulation with programs within the Seattle Community Colleges, the BAS degree program in Allied Health Sciences will articulate with related programs offered by other colleges in the region. Seattle Central is working with the University of Washington to ensure that program have opportunities to continue their education and earn master’s degrees. At a minimum, students will be on equal footing at the University of Washington for the Master’s in Public Health (MPH) program for those pursuing

APPLIED BACCALAUREATE DEGREE PLAN

Seattle Community Colleges: Applied Baccalaureate Degrees Plan (June 2012)
research and health services administration, and at the Evergreen State College (TESC) for those would like to become educators. These opportunities are in line with the goals of the College—to provide lifelong learning opportunities to the diverse population in the Puget Sound area.

**Target Students:** This program will target both incumbent employees and current students in two-year degree programs.

**Feeder Programs:**
- Everett Community College – Six Health Programs
- Edmonds Community College – Four Health Programs
- Highline Community College – Seven Health Programs
- Green River Community College – Five Health Programs
- Shoreline Community College – Five Health Programs
- North Seattle Community College – Three Health Programs
- South Seattle Community College – Four Health Programs
- Tacoma Community College – Three Health Programs
- Olympic Community College – Four Health Programs
- Pierce Community College – Three Health Programs
- Clover Park Community College – Twelve Health Programs
- Lake Washington Technical College – Three Health Programs
- Renton Technical College – Fifteen Health Programs

**Note:** (33 of the 34 Community Colleges have one or more Allied Health Sciences programs)

**Job Demand:** According to the Washington State Employment Security’s local area demand/decline occupations list, all of these occupational areas are identified as in high demand. This is not surprising as the allied health fields as a whole are expected to be among the fastest growing occupations in the state, and in the region. Specifically, growth rates in Seattle-King County from 2008-2018 are projected to be: 18% for opticianry, 25% for dental hygiene, 33% for surgical technology, and 36% for respiratory care. In 2009, in Washington, 8,747 professionals practiced in the four allied health professions targeted by this proposal. In Seattle-King County, the total number was 3,051 and is projected to grow to 4,205 by 2019.

Labor market data supports the claim that a Bachelor’s degree is beneficial to workers in these occupations. According to a US Department of Labor’s survey conducted by the Bureau of Labor Statistics, 18-24% of incumbent workers in these occupations have a Bachelor’s degree or higher. Local employers contacted by the College have confirmed demand for bachelor-prepared employees in these areas. In one example, a local hospital has suggested an initiative to limit employment of respiratory care therapists to only those who hold a baccalaureate degree. Growth and exposure acquired through a bachelor’s degree rather than through on-the-job training greatly benefits the healthcare industry because training periods are reduced and increasingly complex skills are taught to competency levels before professionals are hired to provide patient care.

**Other Allied Health:** Pharmacy technicians, medical assistants, dental assistants, massage therapist, nursing assistants and others who seek opportunities to complete an associate’s degree and a bachelor’s degree a pathway to higher education are secondary targets for this degree. The proposal does not provide estimates of the large numbers of Washington State workers represented by these fields. However, a small percentage of students seek advancement into teaching, research, and industrial positions requiring a bachelor’s degree. Pharmacy technicians held about 326,300 jobs in 2008 in the US, with 75% of jobs in a retail setting, 16% in hospitals, and the rest at alternative sites. Employment is expected to increase by 31% from 2008 to 2018. Massage therapists in Washington State require licensure after completing their formal education program and passing an examination. Massage therapists held about 122,400 jobs in 2008, with 57% self-employed. Of those who were self-employed, most owned their own businesses or worked as independent contractors. Employment of

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massage therapists is expected to increase by 19 percent from 2008 to 2018, faster than the average for all occupations.\(^4\) An allied health management track in the proposed bachelor’s program is designed for those who seek to enter supervisory roles. In addition, a global allied health track in the proposed bachelor’s program is designed for additional allied health students who seek to broaden their general background in research and teaching.

Combining this proposal with additional associate degree pathways for certificate students proposed by Seattle Central Community College, allied health workers who start in an entry level low wage occupation such as a medical assistant or dental assistant can, through education and applied work, become high wage earners.

**Status/Time-Line:** Seattle Central is one of three colleges that received approval in 2008 from the Washington State Board of Community and Technical Colleges (SBCTC) and the Higher Education Coordinating Board (HECB) to offer a community college BAS degree in Washington State. Seattle Central currently offers the Bachelor of Applied Science (BAS) in Applied Behavioral Health. The current proposal builds on the college’s experience in offering applied baccalaureate degrees primarily designed to serve the workforce educational needs of the State. Seattle Central submitted the Notice of Intent (Forms A & B) in June 2012, and will target Fall of 2013 to begin offering classes.

---

APPLIED BACCALAUREATE DEGREE PLAN
Title: Business/International Business and Technology Management
College: North Seattle Community College

Description: Seattle is famed as a Pacific Rim trading partner, and the greater Seattle area is the Pacific Northwest’s hub for international trade, logistics and transportation. The Port of Seattle is one of Washington’s most active maritime ports, and the area is host to three international airports: SeaTac, Boeing Field and Paine Field. Home to Boeing Commercial Airplanes and hundreds of small and large Boeing suppliers, Seattle is more closely associated with international air transportation than any other city in the world. The combined sea ports of Seattle and Tacoma are the third largest in the nation with 70% of container traffic leaving the Puget Sound area by rail. This new degree will provide place-bound workers a pathway to baccalaureate level education, and provide employers with experienced local employees without the cost of out-of-state or international recruiting. Employers will be able to promote from within their companies, reducing expensive training and recruiting. The place-bound Seattle population will greatly benefit from the many opportunities in Seattle and the region from the many baccalaureate required level jobs in the field.

Students who are interested in up-scaling their skills to become managers or technical experts in multinational businesses will have the opportunity to earn a baccalaureate degree while working. The program will include opportunities for credit for prior learning (work experience) and language acquisition. The rich diversity in the Seattle area will be a strength as many students will enter the program with international cultural competency from their experiences living outside the US. Students with this degree will be better prepared to compete in the global marketplace for Washington state jobs in areas such as transportation, logistics, consulting and international trade.

North Seattle Community College is part of the Seattle Community Colleges and in addition to connecting with North’s outstanding Business program will connect this program with a variety of programs offered at Seattle Central and South Seattle, including the Maritime Institute, Logistics, Business and Accounting programs offered at the other campuses.

Target Students: This program will target both incumbent employees and current students in two-year degree programs.

Feeder Programs:
Highline Community College—International Business and Trade AAS
North Seattle Community College—International Trade Certificate
Seattle Central Community College—Marine Engineering Technology Certificate
South Seattle Community College—Transportation and Logistics Certificate
Tacoma Community College—Global Transportation and Secure Logistics Certificate
Spokane Falls Community College—Transportation and Logistics Management Certificate
All Business Information Technology and Transfer Business Degrees (Nearly all Washington State Community and Technical colleges have one or more of these degrees)

Job Demand: The Business and International Trade BAS degree will help produce the necessary skilled workforce in demand by local employers. As documented through O*NET, Workforce Explorer, and directly from Employer Partners, these jobs are growing nationally and regionally, with significant needs for replacement workers expected over the next decade. In the Puget Sound region, job growth in port-related economic development activities is significant. In January 2012, the Port of Seattle Commission

adopted the *Century Agenda* Commission’s goal\(^6\) to add 100,000 new jobs to the region related to the port by growing seaport annual container volume, structuring relationships with Washington ports to optimize infrastructure investments, tripling both air and outbound cargo. *Pacific Maritime Online* noted that the Port of Seattle is already “on pace to easily shatter beginning-of-the-year predictions of cargo growth for the (current) year.”\(^7\)

BAS graduates may pursue occupations such as Logistics Managers (19% growth) who make an average of $38.87 per hour, Purchasing Managers (9% growth) with an average hourly wage of $46.70, Logisticians (28% growth) earning an average of $34.57 per hour, Purchasing Agents (9% growth) earning an average of $27.68 per hour, or Production, Planning and Expediting Clerks (3% growth) at an average hourly wage of $20.72.\(^8\)

The above occupation examples have varying levels of education requirements with some or most of the employers requiring a Baccalaureate level credential. For example, 92% of the Purchasing Manager positions require a Bachelors degree.\(^9\)

**Status/Time-Line:** North Seattle is in process of developing the Notice of Intent firming up Job Demand statistics and working with CEO’s of International Business organizations to develop program outcomes needed for tailored curriculum development. North is also in the process of applying for candidacy status to deliver baccalaureate degrees from the Northwest Commission on Colleges and Universities. North Seattle is planning to submit the Notice of Intent (Forms A & B) in late Summer of 2012, and once North has received candidacy status will target Fall of 2013 to begin offering classes.

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\(^6\) *Century Agenda*. [www.portseattle.org/about/commission/pages/Century-Agenda.aspx](http://www.portseattle.org/about/commission/pages/Century-Agenda.aspx)

\(^7\) *Century Agenda*. [www.portseattle.org/about/commission/pages/Century-Agenda.aspx](http://www.portseattle.org/about/commission/pages/Century-Agenda.aspx)

\(^8\) Washington State Employment Security Department, Workforce Explorer Database

\(^9\) Sources: O*Net, Regional Economic Data, Employer Partners, Industry Data on Occupations and Certification
APPLIED BACCALAUREATE DEGREE PLAN
Title: Sustainable Building Science Technology
College: South Seattle Community College

Description: A Building Sciences BAS degree program would address a critical gap in the current education system. Traditional engineering, construction and architectural studies focus on the design of new buildings, rather than their ongoing function. By understanding building function and project finance, buildings may be maintained in ways that make them more durable, healthier, more sustainable and more economical.

Our building stock has changed in recent decades so that the learning and analysis is now only gained by 100% field experience. For the most part, engineers, construction management and architecture degree candidates spend very little time learning about existing building sciences and the potential for improvements. The scope of building sciences would be all encompassing: traditional curricula such as structural, mechanical and electrical engineering for the physical world would be interwoven with forensics, operations and sustainability. Classroom learning would be a mix of scientific principles and practical investigation. As an addition to these curricula the financial and human elements of the built environment would be explored to round out the student's understanding and better prepare them for the "real world" of property management.

Several different specializations would be available covering: industrial facilities, healthcare, energy efficiency and resource management. There simply isn't a curriculum available in a 4-year degree that covers a topic such as this.

The need for a degree has risen dramatically in recent years for all occupations, including building operations, facility engineering and commissioning. These areas have always relied on field trained, nuts-and-bolts savvy individuals to be able to manage the functioning of the built-environment. As employers increase their expected level of qualifications, the gap between the traditional degreed professionals and the field-trained workers needs to be bridged with a degree that emphasizes the long term commitment of understanding our buildings and affecting positive changes in them. Several skill gaps analyses led by industry experts have confirmed this need.

South Seattle Community College is home to the largest apprenticeship training site the state in Washington. The Building Science degree was originally conceived in part to serve the highly-educated journey worker wishing to transition to less physically demanding careers (Multi Occupational Trades AAS, AAS-T). Throughout the years, short-term training certificates for Weatherization Technicians, Residential and Commercial Auditing have been developed in response to industry demand for high quality, hybrid online, and hands-on training.

Controls technicians (building automation) are in high demand and programs throughout our district prepare students with the necessary computer, electrical and electronic controls knowledge to fill these lucrative positions. North Seattle Community College has recently revamped their electronics offerings to include a two-year degree in Sustainable and Conventional Energy and Control Technology. Strong business and project management programs district-wide will be coupled with unique offerings necessary for the facilities manager such as Life-Cycle Asset Management.

Target Students: This program will target both incumbent employees and current students in two-year degree programs.
**Feeder Programs:**

Bellingham Technical College—Electrical Technology  
Big Bend—Industrial Electrical Technology  
Cascadia—Environmental Technologies and Sustainable Practices  
Centralia—Energy Technology Power Options, Multi-Occupational Trades  
Edmonds—Energy Management  
Grays Harbor—Energy Technology Power Operations  
Lake Washington Technical—Energy and Science Technology  
North Seattle—HVAC, Architectural & Drafting, Electronics  
Olympic College—National Sustainable Building Advisor (Energy Analyst Advisor)  
Peninsula College—Energy Technology Power Operations  
Seattle Central—National Sustainability Building Advisor, Carpentry  
Shoreline—Energy Technology  
Spokane Colleges—National Sustainability Building Advisor  
Wenatchee Valley College—Environmental Systems Energy Technology Power Operations  
Whatcom—Sustainable Building Advisor

**Job Demand:** The job demand for this new degree area is mainly for incumbent workers with experience, the degree will help them up-scale to higher paying jobs faster. David Allen from McKinstry, stated that the need and the demand exist, “McKinstry envisions a growing demand for 25 degreed workers with this type of education over the next 5 years.”

These jobs require 15 years of experience, OR a 4-year degree + 10 years of experience, OR Advanced degree + 5 years of experience.\(^\text{10}\)

<table>
<thead>
<tr>
<th>High-Skill Jobs</th>
<th>Median Hourly Wage</th>
<th>Projected WA Job Growth (2008-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architect:</td>
<td>$35.04</td>
<td>588 jobs, 12.3% growth</td>
</tr>
<tr>
<td>Sustainability Specialist/Officer</td>
<td>$31.86</td>
<td>5.6% growth</td>
</tr>
<tr>
<td>Energy Engineer</td>
<td>$40.53</td>
<td>162 jobs, 2.5% growth</td>
</tr>
<tr>
<td>Commissioning Project Manager</td>
<td>$38.46</td>
<td>12.3% growth</td>
</tr>
<tr>
<td>Energy Engineer</td>
<td>$40.53</td>
<td>162 jobs, 2.5% growth</td>
</tr>
</tbody>
</table>

These jobs require 2-10 years of experience, OR a two-year degree + 7 years of experience, OR 4-year degree + 5 years of experience:

<table>
<thead>
<tr>
<th>Middle-Skill Jobs</th>
<th>Median Hourly Wage</th>
<th>Projected WA Job Growth (2008-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Controls Technician</td>
<td>$27.92</td>
<td>21% growth</td>
</tr>
<tr>
<td>Energy Auditor</td>
<td>$31.86</td>
<td>6% growth</td>
</tr>
<tr>
<td>Building Analyst/Inspector</td>
<td>$30.05</td>
<td>266 jobs, 9.3% growth</td>
</tr>
<tr>
<td>Commissioning Technician</td>
<td>$25.96</td>
<td>8% growth</td>
</tr>
<tr>
<td>Building Performance/ Retrofitting Specialist</td>
<td>$31.86</td>
<td>6% growth</td>
</tr>
</tbody>
</table>

**Status/Time-Line:** South Seattle is in process of developing the Notice of Intent firming up job demand statistics and working with local and statewide energy and sustainability business organizations to develop program outcomes needed for tailored curriculum development. South is planning to submit the Notice of Intent (Forms A & B) in June 2012, the program proposal in Fall of 2012, and will target Fall of 2013 to begin offering classes.

\(^{10}\) Seattle-King County Workforce Development Council & SkillUp Washington, Energy Efficiency Careers/Commercial and Public Buildings (2010); (information from the US Department of Labor O*NET database and WA Workforce Explorer).
APPLIED BACCALAUREATE DEGREE PLAN

Title: Area: Interactive and Artistic Digital Media
College: TBD

Description: The initial analysis for the Seattle Colleges to offer a degree in Interactive and Artistic Digital Media was determined to have a very high start-up cost. We are continuing to investigate program development funding options, market analysis, and community and industry demand for the range of target occupations that fall within this field of study. The Seattle Colleges intend to complete the feasibility review for an Interactive and Artistic Digital Media applied baccalaureate program by June 2013.
Bachelor of Applied Science: Information Systems and Technology

April 2012

BELLEVUE COLLEGE
**Bellevue College statement of need: BAS in Information and Systems Technology**

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- Support of statewide strategic plans ........................................................................... 6
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Form A: Cover Sheet for New Degree Program Proposal

Program Information

Program Name: Information Systems and Technology  
Institution Name: Bellevue College  
Degree: BAS Information Systems and Technology  
Level: Bachelor  
Type: Science  
CIP Code: 11.0103  
Proposed Start Date: Fall 2013  
Projected Enrollment (FTE) in Year One: 15  
At Full Enrollment by Year: third year - 2015  
Funding Source: Self Support

Mode of Delivery

Single Campus Delivery: Bellevue College main campus, Bellevue WA  
Distance Learning: Some courses will be hybrid, synchronous distance, or online.

Contact Information (Academic Department Representative)

Name: Thomas Nielsen  
Title: Vice President of Instruction  
Address: 3000 Landerholm Circle SE, MSA202, Bellevue WA 98007-6484  
Telephone: (425) 564-2442  
Fax: (425) 564-6163  
Email: tom.nielsen@bellevuecollege.edu

Chief Academic Officer  
Date  

05/09/12
Introduction to the degree

Bellevue College proposes to develop a bachelor of applied science degree in Information Systems and Technology (IST) to meet the growing demand for appropriately qualified workers in this field. Graduates will work as systems and network administrators and security specialists, software and application developers, and business and data analysts. The degree will provide graduates a broad base of technical knowledge along with in-depth knowledge in specific career concentrations. The degree will be available to students graduating from high school, transfer students from Washington community and technical colleges who have information technology-related (IT) associate degrees, transfer students from other institutions of higher learning, and incumbent workers needing to add advanced skills.

Developing a degree in Information Systems and Technology is part of Bellevue College’s plan to meet its legislative proviso, which states: Bellevue College is authorized to offer applied baccalaureate degrees in information technology, health care services and management, biotechnology, and preprofessional preparation for medical fields.

The following proposal addresses how the new baccalaureate degree in Information Systems and Technology supports the college’s mission and goals; addresses the goals of the state’s master plan for education; demonstrates student and employer demand; outlines the skills gap, and offers general information on the new curriculum.

Relationship to institutional role, mission and program priorities

Bellevue College requires that every new program align to its mission, which states:

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence, that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region. (Approved by Board of Trustees, June 11, 2008.)

Developing baccalaureate degrees is a fully integrated component of Bellevue College’s strategic planning. “Applied Baccalaureate Development” is a president’s cabinet-level priority, with goals assessed annually. In addition to continuing education, certificates, professional/technical degrees and transfer degrees, baccalaureate degrees are a means
through which Bellevue College provides the level of education required by local employers and citizens.

In 2009, Bellevue College was granted accreditation by the Northwest Commission of Colleges and Universities (NWCCU) to offer baccalaureate degrees. The college currently offers three bachelor’s degrees: BAS in Radiation and Imaging Sciences, BAS in Healthcare Technology and Management, and BAA in Interior Design. Baccalaureate degrees play an important role in Bellevue College’s commitment to provide “high quality, flexible, accessible education programs…. and to strengthen “the economic…. life of its diverse community.” As the entry level criterion shifts from a 2-year to a 4-year degree in multiple fields, BC plans to develop additional bachelor’s degrees to meet demand for highly skilled employees, and to ensure that our area residents will have access to the education they need to succeed in their chosen fields. The college has begun this process by developing degrees in the four areas specifically authorized by the legislative proviso.

The bachelor of applied science degree in information systems and technology meets the expressed needs of area high school students, community college students seeking access to a bachelor’s degree, and many local and regional employers seeking bachelor’s level IST professionals. The program advances the life-long educational development of its students by offering an educational path that will also provide new career and career advancement opportunities to individuals with technical associate degrees in IT.

The degree is a direct outcome of community need for programs that strengthen the economic life of our community. BC began developing the bachelor of applied science degree in response to employer requests for a bachelor’s degree program that would produce graduates for a variety of information technology jobs. The program directly responds to the specific skills gaps in IT, which is experiencing growth in many categories, including systems administrators, application developers and systems analysts.\(^1\)

The new program also supports the college’s mission of providing high-quality, flexible educational programs and services that are academically, geographically, and financially accessible. Many courses will be offered in hybrid format and some courses will be available online, adding flexibility for students with busy schedules. Tuition set at the regional baccalaureate rate means this degree will be less expensive for students than

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most other local options are.

The BAS in Information Systems and Technology is a natural extension of the work already underway at the college in the Information Technology arenas, including the Institute for Business and Information Technology (IBIT) and the Center of Excellence for Information and Computing Technology. BC’s reputation for delivering high quality information technology programs and as a Center for Excellence in Information Technology, combined with federal grants from the Department of Labor and National Science Foundation, makes expanding into the baccalaureate level a logical step. This new bachelor’s degree builds on the college’s expertise and provides an outstanding educational choice in a rapidly growing, high demand field.

**Support of statewide strategic plans**

The BAS in Information and Systems Technology supports the goals outlined in the State Board for Community and Technical Colleges (SBCTC) Mission Study and the Higher Education Coordinating Board (HECB) Strategic Master Plan for Higher Education. Both plans identify strategies to increase the number of baccalaureate educated adults as a means to strengthen the economy and serve workforce needs for more highly educated “locally grown” workers that will:

- Strengthen state and local economies by meeting the demands for a well-educated and skilled workforce;
- Achieve increased educational attainment for all residents across the state;
- Use technology, collaboration and innovation to meet the demands of the economy and improve student success.

**Employer and community demand**

**Bellevue’s Unique Position**

Puget Sound is the most highly and densely populated area of Washington State, home to more than 50% of the state’s population and four cities of over 100,000 within a 30 mile radius: Bellevue (122,363), Everett (103,019), Seattle (608,660) and Tacoma (198,397).²

Information technology is an economic driver in Washington, with a particular concentration and impact in Puget Sound, home to Adobe, Amazon, Expedia, Microsoft, T-Mobile, and numerous other technology centered or technology-driven companies, many of which have eastside headquarters in the Bellevue/Redmond/Sammamish corridor.

Brookings Institute Fellow Christopher Leinberger recently noted that Bellevue has grown rapidly over the past ten years and is now a sister or “twin” city with Seattle, much like St. Paul and Minneapolis. Baccalaureate degrees that focus on skills needed by local employers help the city of Bellevue move toward its goal of “walkable urbanism”, in which local residents are able to get all the services they need within the city’s downtown core, using public transportation, biking, or walking. Education for baccalaureate-level jobs in Information Systems and Technology is a clear fit with city and regional planning and local employer need.

**Labor Market Data**

Bellevue College explored and assessed current and projected employer demand through analysis of employment and occupation data at the local, regional, state and national levels; advisory committee input; an extensive employer survey; queries to professional organizations within IT; social networking tools, and a focus group.

Like other job sectors, information technology suffered during the recent economic downturn. Currently, Washington state labor market data indicate that numerous job categories within Information Technology are in demand, i.e., growing at faster than average rates, including: network systems analysts, data communications analysts, and applications developers. National labor market data indicate similar trends. According to O-net, numerous Information Technology job categories have “bright outlooks,” meaning higher than average job growth. Those categories include systems and network administrators; systems and network analysts, network architects and database administrators, among others. Workforce Explorer shows above average growth in several IT occupations, as noted in Table I below, which shows IT occupation data specific to King County. Typically, Puget Sound’s need for computer professionals is higher than the state average, due to the local concentration of technology companies.

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4 [http://www.brookings.edu/topics/walkable-urbanism.aspx](http://www.brookings.edu/topics/walkable-urbanism.aspx) 04.10.12
6 [http://www.onetonline.org/find/bright?b=0&g=Go](http://www.onetonline.org/find/bright?b=0&g=Go) 04.04.12
7 [http://www.workforceexplorer.com/cgi/databrowsing/?PAGEID=164](http://www.workforceexplorer.com/cgi/databrowsing/?PAGEID=164) 04.05.12, occupation data last updated 10.09.11.
TABLE I: Demand Data for King County Information Technology Occupations

<table>
<thead>
<tr>
<th>Demand</th>
<th>SOC#</th>
<th>Occupation title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demand</td>
<td>151199</td>
<td>Computer Occupations, All Other</td>
</tr>
<tr>
<td>Demand</td>
<td>151131</td>
<td>Computer Programmers</td>
</tr>
<tr>
<td>Demand</td>
<td>151121</td>
<td>Computer Systems Analysts</td>
</tr>
<tr>
<td>Demand</td>
<td>151142</td>
<td>Network and Computer Systems Administrators</td>
</tr>
<tr>
<td>Demand</td>
<td>151132</td>
<td>Software Developers, Applications</td>
</tr>
<tr>
<td>Demand</td>
<td>151133</td>
<td>Software Developers, Systems Software</td>
</tr>
</tbody>
</table>

The entry-level credential for many information technology jobs is fast becoming a 4-year degree. The Bureau of Labor Statistics considers a bachelor’s degree as entry level education for the following IT occupations: computer programmer, computer systems analyst, database administrator, information security analyst, web developer, network architect, systems administrator and software developer. As entry-level educational requirements rise, more current students will need to continue through the bachelor’s level, and many current professionals will need additional training and education.

Employment search aggregator indeed.com shows hundreds of in-demand jobs that would be good fits for graduates of Bellevue’s BAS in IST. Table II, below, shows 5-year job trends based on proposed concentration areas in the degree. Table III shows jobs in several keyword search categories available during the second week in April, 2012. This typical week shows more than 600 jobs in just these categories – there are additional jobs well suited to IST graduates.

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9 [http://www.indeed.com](http://www.indeed.com) 05.03.12
TABLE II: Job Trends in IST Concentration Areas

<table>
<thead>
<tr>
<th>Job Trends from Indeed.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>application developer</td>
</tr>
<tr>
<td>system administrator</td>
</tr>
<tr>
<td>network administrator</td>
</tr>
<tr>
<td>information security</td>
</tr>
</tbody>
</table>

**Table III: Baccalaureate Level IST Jobs from [www.indeed.com](http://www.indeed.com)**

**April 12, 2012**

<table>
<thead>
<tr>
<th>Keywords</th>
<th>New fulltime jobs past 10 days</th>
<th>Sample titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Developer</td>
<td>309</td>
<td>C# Application Developer, Mobile Application Developer, Usability Research Application Developer</td>
</tr>
<tr>
<td>Business Intelligence</td>
<td>157</td>
<td>Business Intelligence Analyst, Business Intelligence Developer</td>
</tr>
<tr>
<td>Database Administrator</td>
<td>45</td>
<td>SQL Database Administrator, Enterprise Database Administrator</td>
</tr>
<tr>
<td>Systems Administrator</td>
<td>100</td>
<td>IT Systems Administrator, System/Network Administrator</td>
</tr>
<tr>
<td><strong>Total Jobs</strong></td>
<td><strong>611</strong></td>
<td></td>
</tr>
</tbody>
</table>
Washington State schools graduate approximately 250 baccalaureate degree computer science majors each year. In 2011, the Puget Sound area community and technical colleges awarded 333 IST-related associate degrees. Detailed information on graduates with IT technical degrees is in Table IV, below. The majority of these students do not have a clear pathway to a bachelor’s degree. If they were able to continue their education in a work-friendly program, Puget Sound would have an additional supply of baccalaureate-level information and systems technology professionals. Given the over 300 programming jobs posted within a two-week period in the Seattle area, there is clearly a significant gap between the number of baccalaureate-prepared individuals available to fill these jobs and the local need.

| TABLE IV: 2010-11 2-year degree graduates in IT: Puget Sound Community & Technical Colleges |
|----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| CIP | 110201 | 110901 | 111003 | 111004 | 111006 | 151202 |
| Degree Area | Computer Programming | Computer Systems Networking | Network & Systems Security | Web / Webmaster | Comp. Support Specialist | Comp. Systems Tech | All IT areas |
| Bates | 4 | 4 | 5 | 13 |
| Bellevue | 25 | 4 | 29 |
| Cascadia | 3 | 1 | 4 |
| Clover Park | 4 | 44 | 48 |
| Edmonds | 34 | 19 | 9 | 62 |
| Green River | 4 | 6 | 1 | 11 |
| Highline | 4 | 19 | 4 | 27 |
| Lake Washington | 2 | 39 | 41 |
| Pierce | 17 | 2 | 19 |
| Renton | 24 | 24 |
| Seattle Central | 4 | 2 | 1 | 7 |
| Seattle North | 13 | 13 |
| Seattle South | 8 | 1 | 1 | 10 |
| Shoreline | 1 | 1 |
| Tacoma | 24 | 24 |
| Total Graduates | 17 | 214 | 73 | 16 | 8 | 5 | 333 |

11 SBCTC data 04.23.12
In order to assess the local market for IT professionals at the bachelor degree level, Bellevue College distributed an online employer survey through professional organizations, social networking sites, industry contacts, and the Center of Excellence for Computing and Information Technology contact list. The survey received 109 unique responses and indicated a local and regional need for more bachelor level IT professionals.\textsuperscript{12}

When asked if they had experienced problems finding IT professionals with the bachelor’s degree to fill their employment needs, 68\% of question respondents stated that they had experienced problems “frequently” or “sometimes”, with 24\% of question respondents choosing “frequently”.\textsuperscript{13} When asked why they experience difficulty hiring IT professionals, respondents stated the following reasons:

- High competition and a shortage of qualified candidates, especially in the Puget Sound area;
- Lack of candidates with the required skills or required specialization.

Eighty-five percent of respondents agreed with the statement “Currently the need for IT professionals is growing.”

After analyzing survey results, the college convened an employer focus group, with hiring authorities from Information Technology companies such as Microsoft, Google and Amazon, as well as smaller technology companies such as 3Tier and major employers of IT professionals such as mobile telecommunications companies and hospitals. The focus group participants identified strong industry trends that needed to be infused throughout the degree curriculum, including mobile and cloud computing. Focus group participants also provided feedback on proposed general content areas, specific concentrations, and overall course sequencing within the degree. Several members of the focus group are interested in future participation in curriculum development; they will be consulted as the college moves into the next phase of developing detailed program and course outcomes.

Based on local, state and national employment projections, as well as Bellevue College’s recent employer survey and focus group, it is clear that the state needs to produce more baccalaureate graduates to meet the demand for systems, network and security administrators, software and application developers, and business and data analysts.

\textbf{Strong foundation built on existing IST programs}

The bachelor of applied science in information systems and technology will be built on the strong foundation created by Bellevue College’s IST programs and projects. The

\textsuperscript{12} See Appendix A for full employer survey results.
\textsuperscript{13} Ibid.
Bellevue College has been offering information technology programs and degrees since the 1970s. Parallel with the sweeping changes within the field of IT, programs have changed significantly over the past 30+ years. Currently, Bellevue College offers two information technology associate’s degree programs: **Information Systems** and **Network Services & Computing Systems**. Information Systems focuses on software development, databases and analytics while Network Services & Computing Systems focuses on hardware, operating systems, security and networking. Accompanying each degree program is an array of certificate programs designed to help students efficiently acquire the knowledge they need to be successful.

Bellevue College is launching a new applied bachelor’s degree in Healthcare Technology and Management, with a focus on Healthcare Information Technology, in fall 2012. Some of 300 and 400 level courses from this degree may be appropriate electives for students in the proposed Information Systems and Technology baccalaureate degree, which will not have a specific focus on healthcare.

Enrollment in Bellevue College’s credit bearing IT programs has increased over the past five years, and held steady over 2010-11, even as the local economy and the IT sector outlook has improved. Detailed enrollment in IT programs since 2006 is outlined in Table V, below.

<table>
<thead>
<tr>
<th></th>
<th>FTES</th>
<th>Enrollment</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>120.499</td>
<td>391</td>
<td>151</td>
</tr>
<tr>
<td>2007-08</td>
<td>178.499</td>
<td>554</td>
<td>201</td>
</tr>
<tr>
<td>2008-09</td>
<td>349.884</td>
<td>1103</td>
<td>350</td>
</tr>
<tr>
<td>2009-10</td>
<td>553.886</td>
<td>1740</td>
<td>448</td>
</tr>
<tr>
<td>2010-11</td>
<td>556.079</td>
<td>1732</td>
<td>493</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1758.847</strong></td>
<td><strong>5520</strong></td>
<td><strong>1643</strong></td>
</tr>
</tbody>
</table>

The new BAS in IST will include many new courses, as well as knowledge, skills, learning outcomes and some existing courses from the current associate’s degrees. The bulk of curriculum at the 300 and 400 level will be new; the majority of the courses at the 100 and 200 level will be drawn from existing curriculum. Students will continue to be able to complete the existing associate’s degrees, as well as the new option offered by the first two years of the BAS in IT.
Student demand

Bellevue College did an initial assessment of student demand through a survey of: 1) high school students within the college’s services district; 2) current Bellevue College students, and 3) students enrolled in professional and technical Information Technology programs at other system colleges. The student survey received 180 responses: 151 from college students at 10 system colleges, 22 from high school students at 6 high schools, and 7 from those who did not identify a school level. When asked if they would be interested in enrolling in a baccalaureate in information systems and technology, 65% (n=117) of respondents indicated “yes” and an additional 23% (n=41) indicated “maybe”, for a total of 88% of respondents with possible interest in the degree. The majority of the “yes” answers came from students at community colleges (105 of 117 “yes” responses). We consider this a very strong level of interest, particularly given that students at other system colleges were hearing about the degree for the first time through the survey instrument.

Respondents indicated that affordability and opportunities for career advancement were among their most important reasons for considering this degree. See Table VI, below, for details.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Total Responses</th>
<th>% of respondents</th>
<th>College</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very</td>
<td>114</td>
<td>70%</td>
<td>96</td>
<td>12</td>
</tr>
<tr>
<td>Somewhat</td>
<td>44</td>
<td>27%</td>
<td>41</td>
<td>2</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>2%</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Importance</th>
<th>Total Responses</th>
<th>% of respondents</th>
<th>College</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very</td>
<td>142</td>
<td>88%</td>
<td>125</td>
<td>11</td>
</tr>
<tr>
<td>Somewhat</td>
<td>19</td>
<td>12%</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Not at all</td>
<td>1</td>
<td>1%</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

When asked to provide information about benefits a bachelor’s degree in IST might provide them, in comparison with an associate’s degree, 122 students provided statements of benefit. Table VII, below, outlines the most common reasons students

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14 See Appendix B for full student survey results
15 Response totals vary by question: not all respondents answer all questions, so N does not always equal 180
16 198 students responded to this question.
gave to pursue the degree, as well as representative comments in each of the two areas brought up most frequently, career advancement and additional learning.

<table>
<thead>
<tr>
<th>Table VII: Student generated benefits of baccalaureate in IST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response content</td>
</tr>
<tr>
<td>Career Advancement</td>
</tr>
<tr>
<td>Additional Learning</td>
</tr>
<tr>
<td>Number(^{17})</td>
</tr>
<tr>
<td>Comments</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**IST degree addresses unmet student needs**

**Current community college students:** The technical-associate pathway into this degree will provide graduates with professional/technical associate degrees in information-technology related fields with expanded educational options. In Bellevue College’s physical catchment area alone, public community and technical colleges graduate more than 125 students with IT-related professional/technical degrees each year. There is a huge backlog of 2-year IT program graduates who would gain career mobility and advancement with the option of a baccalaureate degree tailored to both their previous education and their chosen career path. \(^{18}\)

Most students with professional-technical associate degrees in IT who are interested in a bachelor’s degree have only two university options in Washington state where they may transfer as juniors: Central Washington University’s applied bachelor’s degree and Western Governor’s University. Both of these degree programs are fully online. Online programs such as these are good options for placebound students who have the requisite technical skills, internal motivation and learning style to succeed in a fully online environment. For students who do not do well in a fully online environment, or for those who seek different career pathways in IT, these limited educational options prevent them from continuing on to a bachelor’s degree. Bellevue College’s new bachelor’s degree in IST will augment the knowledge students have gained through their associate degrees and will provide a solid foundation in general education and advanced

\(^{17}\) N is not unique: some students brought up both career advancement and additional knowledge in their statements.

skills targeted to the specific needs of the information technology workforce.

**High school students:** An additional group of students for whom the Information Systems and Technology degree would be an appropriate fit are high school students who have concentrated in a career and technical education area related to Information Technology. Bellevue College is a member of Tech Prep College Connections. In our consortium member school districts, there are more than 4500 high school juniors and seniors who have chosen to concentrate in a Career and Technical Education (CTE) area. Table VIII, below, illustrates the distribution of CTE concentrators in member school districts.19

<table>
<thead>
<tr>
<th>District</th>
<th>Number of CTE Concentrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue</td>
<td>1201</td>
</tr>
<tr>
<td>Edmonds</td>
<td>1095</td>
</tr>
<tr>
<td>Issaquah</td>
<td>567</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>232</td>
</tr>
<tr>
<td>Mercer Island</td>
<td>147</td>
</tr>
<tr>
<td>Northshore</td>
<td>529</td>
</tr>
<tr>
<td>Riverview</td>
<td>196</td>
</tr>
<tr>
<td>Shoreline</td>
<td>420</td>
</tr>
<tr>
<td>Snoqualmie Valley</td>
<td>217</td>
</tr>
<tr>
<td><strong>Total CTE Concentrators</strong></td>
<td><strong>4604</strong></td>
</tr>
</tbody>
</table>

Statewide, 11% of CTE concentrators are in Information Technology, which would indicate that over 450 high school students in feeder districts have identified a clear interest in IT as a career.20 Bellevue College will reach out to area high schools to insure that students are aware of a new baccalaureate option available locally.

The new bachelor’s degree program will increase the number of overall bachelor’s degree holders in the state who fill critical jobs by serving professional and technical associate degree holders who are otherwise limited in pursuing a bachelor’s degree. It will also provide opportunities to place-bound students and an affordable option for high school graduates interested in a career in information technology. We project that the program will be at full capacity within four years of the initial year of operation, and that the proposed BAS in IST will produce a minimum of 30 graduates each year to help meet projected high growth and high vacancy rates.

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19 Data from OSPI [http://reportcard.ospi.k12.wa.us/](http://reportcard.ospi.k12.wa.us/) 4.23.12
Maximizing state resources: IST degree adds new option

Area students seeking a baccalaureate degree in Information Technology have limited public options available. As noted, Central Washington University offers a management degree to graduates with technical associate degrees. This option is completely online and offers IT management, but not IT technical skills.21

The University of Washington offers degrees in Computer Science at the Seattle campus and at UW-B and UW-T. These degrees are an excellent fit for students interested in computer science, particularly those who want to do programming; however, they do not prepare students for all of the “in demand” jobs in IST, and the number of admissions slots available is extremely limited. They also do not provide a transfer pathway for students completing technical associate degrees.22

Eastern Washington University offers a bachelor of applied technology in information technology on campus at Bellevue College.23 This degree is a good fit for students who complete a technical associate’s degree in IT and are interested in the management of design and manufacturing; however, it does not meet the needs of students who want to focus on analytics, application development or systems administration.

Numerous private colleges and universities offer fully online degrees in a number of fields within IT, including degrees designed to prepare students for employment as systems administrators, software developers, and database specialists. For example, Walden, DeVry, Capella, Kaplan, City U and SPU and University of Phoenix all offer IT-related baccalaureate degrees to residents of Washington. However, tuition at these institutions tends to be significantly more expensive than that at public institutions: current tuition costs for each 300/400 level undergraduate credit hour in IT courses ranged from $280 to $597 24 as compared to $219 at Bellevue College. Even with grants and loans, students may be unable to afford either their initial education and/or student loan payments. Additionally, some students may need the face-to-face campus services provided at Bellevue College, and the opportunity to take some classes face-to-face if preferred.
The BAS in IST will provide a unique option to students: the opportunity to earn an affordable bachelor’s degree focused on the knowledge and technical skills that employers want.

**Opportunities for collaboration**

Bellevue College works closely with our CTC system partner colleges to provide smooth transitions for two-year technical degree graduates who wish to enter a baccalaureate program. For example, in development of the IST degree, we have had several discussions with Seattle Central Community College about elements of the IST degree and transitions for graduates of 2-year programs. During the next year, as we establish and finalize curriculum, we plan to develop articulation agreements with system colleges so that students graduating from IT programs who wish to go on to the baccalaureate will have a clear pathway into the IST degree.

Bellevue College has worked with University of Washington and other colleges and universities to ensure that students who complete the college’s existing applied baccalaureate degrees have options to continue to graduate school if they want to pursue further education. BC will work with area colleges to identify appropriate graduate programs and develop transfer agreements for students who complete the IST degree.

**Unique aspects of proposed program**

Bellevue College’s Bachelor of Applied Science in Information Systems and Technology will have several unique aspects, including:

**Applied learning** with current equipment and the most up-to-date software tools, mimicking the work environment. For example, students in a network systems administration course will work with hardware and software configurations similar to what they will see in the field.

**Concentrations** in: applications development; business intelligence, network and systems administration, and security.

**Current industry professionals teaching many courses.** Bellevue College’s location on the east side of Lake Washington means that it is in the heart of Puget Sound’s information technology development. Instructors come from Amazon, Microsoft, Puget Sound Energy, independent contractors, and other small and large technology and technology-heavy companies.

**Emphasis on problem-solving and critical thinking** will allow IT professionals to be
effective in the fast-paced ever-changing world of technology.

**Integration of core knowledge and skill sets throughout the program**, so that students do not learn skill sets in isolation. For example, database skills and application development skills are taught in the same interrelated way they will be utilized in the work environment.

**Team- and project-based learning**, which develops the integrated soft skills technical professionals need to succeed.

**Unique combination of broad and deep skillsets**: the BAS will graduate IT professionals who have a broad general understanding of technology, yet are deeply skilled and job ready within their specializations.

**Conclusion**

Bellevue College looks forward to speaking with SBCTC system trustees about our plans for an applied baccalaureate in Information Systems and Technology. We are excited about this opportunity to build on our strong information technology projects, partnerships with businesses, and associate degree programs. The BAS in Information Systems and Technology will provide a new option for high school graduates; meet transfer needs of community college students at BC and other systems colleges, and be tailored specifically to meet the unique employer needs of the Puget Sound region.
IST Employer Survey Detail Report

Survey Title: IT Employer Survey 2012

Survey Properties:

Total Respondents: 109
Launched Date: 02/29/2012
Closed Date: 03/27/2012

Responses By Question Analysis:

APPENDIX A - IT EMPLOYER SURVEY

1. When hiring an IT professional what level of education and/or experience do you look for? We primarily hire employees who hold (please select one):

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Bachelor and/or a Masters degree and above and little or no industry experience</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td>A Bachelor and/or a Masters degree with three or more years industry experience</td>
<td>37</td>
<td>42%</td>
</tr>
<tr>
<td>An Associate degree and little to no industry experience</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>An Associate degree with three or more years industry experience</td>
<td>15</td>
<td>17%</td>
</tr>
<tr>
<td>Three plus years industry experience and industry-accepted certifications</td>
<td>14</td>
<td>16%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>17</td>
<td>19%</td>
</tr>
</tbody>
</table>

Total Respondents 88 (skipped this question) 21

2. If you prefer to hire an IT professional with the bachelor's degree, as compared to one with a master's or associate's degree, please tell us why.

1. We mostly hire from within, folks working in the Costco business, and rarely do they have masters degrees. Associates degree is OK, but four year degree preferred.

2. No preference, though experience has shown the compensation expectations for Bachelors degree
holders is far more realistic.

3. N/A

4. We are normally looking for at least a Bachelor's degree. We don't disregard candidates who also have a masters, it is just not normally in our initial educational requirements.

Only if they have real world experience that maps to what I need. Degree is not as important as experience. I do higher people without experience, but usually they are college hires with BA / BS degrees.

We prefer bachelor's or masters. We will often hire bachelor's without any work experience but expect master degree holders to have some (two years or more typically) work experience as they come in at a higher level in our organization.

5. Associate degree candidates do not have enough educational background as we seek well rounded IT Professionals that have more than technical skills. We look for top talent that is serious about their education and career and that is more evident in bachelor degree or master degree candidates.

In my experience, a master's degree has not proven to imply the individual is any better suited to complete the tasks assigned. Additionally, individuals with only associates degrees often lack some of the required knowledge which is provided in the higher-level coursework.

Doesn't matter in the real world degrees just tell me the person is trainable and committed to following through

6. Nothing can take the place of experience

Many times we will see a masters in a specific discipline. If this is inline with our hiring needs, we will of course look to the masters...However, many times the costs associated with hiring a person with a masters is much bigger than a Bachelor's degree, and in this economy...you can imagine

The hire depends on the type of experience the individual has acquired and their fit to the organizational culture. The ability to work as a member of a SME team, communicate effectively and meet aggressive timelines are essential skills.

Mostly since there's likely going to be knowledge that they can pull out of what they learned (doesn't have to do with systems engineering) that they can use for the job - that, and if someone's got a bachelor's degree, it's likely they're pretty intelligent folks who can adapt quickly. With an associates, it's not clear whether they've actually went for the AS/AA in order to learn how to think, or if they've learned how to do that really narrow thing. With a masters, it's likely they might also fall into another trap - intelligence without producing something for someone.

7. Does not make any difference to me.

8. My employer is a VERY small company - ten staff - honestly, even the Bachelor's degree is often more than we need.

9. I prefer on the job experience.

A BA or BS is an indication of the depth of study and exposure to a greater range of ideas than found in an associate's program. A Masters in CompSci or a related "IT" field often indicates a greater degree of specialization than we require.

10. It shows they at least had the resolve to finish a 4 year degree and want to work.

The bachelor's degree indicates a more rounded education than an associate's degree. However, given the choice between hiring somebody with a master's degree and somebody with a bachelor's degree, I will take the person with the master's degree.

Since degrees are rarely tailored to IT professionals and the skills and knowledge they require, we don't usually look for a degree. The qualities we find most important are aptitude to learn quickly, adapt, and communicate/document well.

11. Having said that, anyone who has a masters degree but no experience likely isn't suited to IT because spending that long in school without any practical experience indicates that they are more interested in the theory than the practice of IT. Theory in a vacuum doesn't make very good IT professionals, and they often need to unlearn much of what they've been incorrectly taught.

12. Many of the employers I deal with require BS degrees or equivalent industry experience.

A bachelors degree shows you're able to take a 4 year task and stick with it to completion. Masters folks typically are highly specialized and not looking for IT work in my opinion. Associates degrees are akin to certificates, and the effort is much lower.

13. It shows they were able to finish something significant

For SAGE I level roles the master's degree nor experience is required. For SAGE II and III (and higher) we expect experience.
22. I think what you are really asking is "what type of position do I usually hire for" or "when hiring someone fresh out of school, what are my expectations". People coming out of school we expect at least some experience: either through practical labs, running campus computing services, or internships.

23. Greater ability to understand, learn and synthesize solutions.

24. As a consulting firm, we are competing with other companies when introducing an employee to a client. Clients usually expect a Bachelor's degree or higher so that is our preference. We will hire people without a Bachelor's degree but only if they have solid experience to make up for it.

25. Extended schooling usually means a desire to learn and accel in the industry

26. Associates holders tend to be pretty basic candidates. Masters' holders tend to be highly theoretical and not so much on the practical experience.

27. Depends on the kind of assignment. Mostly for Maintenance project and to start testing and low key developmental projects Bachelor's degree is an honored requirement

28. N/A

29. I feel a associates degree with experience is more valuable

30. The rigor of the bachelor's degree and courses completed.

31. Assurance of a particular set of basic information. However, owing to the complexity of our community environment, experience and industry certifications are at least as important.

32. Bachelors rograms give us a more well rounded employee, plus they have time in the extra two years to cover more aspects of IT. We encourage our employees with Associates degrees to pursue their bachelors.

33. NA

34. If the position relates to programming, usually the reason is that we can feel more comfortable with the candidate having a more rounded education with theory, writing, etc.

35. Hands on experience almost always trumps academics. With most of the first two years/associates degree being general studies they won't yet have the theory to build the experience on that come with a Bachelors degree

36. A Bachelors is usually my base minimum but I always value actual experience over academic achievement.

37. It's not a preference, but usually the person with the BA has some very practical experience and I'm looking for both technical knowledge and people skills.

38. IT is too broad for a single answer. For SW development, I prefer a bachelors degree. It shows that they can stick to something and finish it. Those without one tend to be undisciplined hacks. For QA people, degrees and certificates don't matter to me. Sysadmins are usually self taught without any degree.

39. Prefer master's first, then bachelor's. The depth of knowledge is incredibly important and there's just not enough time in 2 years to cover the material and experience gained from 4 or 6 years of education/training.

40. Proven ability to complete a complex and demanding task. Often for beginning programmers, without any actual work experience their ability to have completed all the requirements of a degree is useful evidence in seperating them from others with only a limited technical background. Similar to selecting an automotive engineer vs. a mechanic when looking for a designer.

41. In all honesty, at Costco we really don't look closely at degrees when hiring external candidates. We are looking at experience, for both business and technical.

42. As an IT Manager, I'd much prefer to hire an IT Professional with the necessary skills and knowledge regardless of educational background.

43. The time that we would hire a candidate with a Bachelor's degree over one with a master's degree is if they exhibit better work experience and skills.

44. A bachelor's degree demonstrates that the employee knows what career they want and have invested in their skills.

45. Open to all, more often hire with bachelor's degree, but that's more a function of who's available than a certain requirement.

46. We are research company with many technology applications. Our IT staff support and collaborate with our highly-skilled staff. IT is more than a cost center at our company, we are collaborators
expected to contribute to the efficient operations. A bachelor's degree provides the depth of knowledge and character that helps IT staff to fit into the company culture.

47. For some positions I do prefer a bachelor’s degree. I feel it is the entry to the professional level of IT.

48. Not enough candidates in the pool with Master’s degrees. Four year degree shows a well-rounded education including writing, reading skills.

49. Looking for a person that understands not just the technology but the value of the technology as applied to the business. A bachelor’s degree normally provides us with a person that offers a broader set of skill and reasoning. Master’s degree tends to be a higher level leader or manager and if we have a person that we groom we will sponsor their master program.

50. Completion of a bachelor’s degree serves as a signal of a candidate’s ability to pursue and complete an extended period of focused study of a field. In my experience, it also usually correlates with a higher level of skill in analysis and communication (particularly written) than I see in less-credentialed applicants.

51. Strong preference towards working experience.

52. We would prefer to hire someone with a Bachelors degree but industry certifications and experience are essential as part of that hiring process.

53. Experience is more important than upper level graduate degrees.

54. Bachelor's degree provides a broader education that helps employees execute their core competancy with greater efficiency and benefit.

55. It depends on the position and department they are being hired for.

56. I would expect a level of knowledge and understanding of general systems architecture, client/server architecture, networking protocols, and other computing fundamentals from a bachelor's recipient that I would not expect from other candidates.

3. Have you experienced problems finding IT Professionals with the bachelor's degree to fill your employment needs?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td>19</td>
<td>22%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>35</td>
<td>40%</td>
</tr>
<tr>
<td>Never</td>
<td>26</td>
<td>30%</td>
</tr>
<tr>
<td>If so, in what job titles?</td>
<td>16</td>
<td>18%</td>
</tr>
</tbody>
</table>

Total Respondents 87

4. If you answered "frequently" or "sometimes" to question 3, tell us why you think your organization experiences difficulty recruiting and hiring IT professionals with a Bachelor’s degree.

1. N/A

2. Speciality of skill areas.

3. Just not enough qualified candidates with desirable degree's

4. I specifically look for SDETs, and it's very hard to find good software developers that have a good mindset for software testing. And often, when I find a person with a good test mindset, they don't have the coding skills.

We want candidates for BI that have a strong technical acumen but can be functional BI professionals, eventually lead projects or become architects. We do not want people that only know how to code or understand syntax. Many of our BI positions do not require coding but instead a deep understanding of BI from a business perspective and strong analytical capabilities. We also need very senior level technical architects and often hire more junior resources we believe have the capability to grow into that.
IT technical people with Bachelor's degrees expect to be given areas of responsibility on systems because they have studied these systems in class. Because they do not have practical experience there is a large risk to companies that hire people right out of college that may make decisions impacting critical business operations without understanding the actual impact on the security, networks or data. This is not as much of an issue for software developers, programmers. Interpersonal communication skills are also a big problem in finding the right people.

Traditionally there have not been a large number of Bachelor programs geared toward skill sets such as business intelligence/database work. We've often settled for those with 2-year IT degrees or 4-year computer science degrees.

The competition in Washington is very high for technical people with good skills and experience. At my particular company, we look for intelligent folks who can get things done. We have a battery of interviews that tries to pull out both intelligence (how do you sort an array efficiently? How would you design an infrastructure that would handle this many requests? What bottlenecks are there?) and also whether they're inclined to act quickly and produce something (what examples of a SNAFU that happened, and how did you fix it? How did you apply X algorithm to a real world problem?)

Also, we look for clean code and simple abstractions, and whether the person has coded in a particular language for a long time. So, we typically ask for folks to code on the whiteboard - this often exposes whether the person has done a lot of programming or not (and sometimes, in CS programs, you *don't* do much programming. This matters a lot in systems engineering, too - you'll often be asked to automate lots of tasks, code up dashboards in Rails, or whatever else, and so you need to have your programming skills up to snuff.)

There is a major shortage of system admins now with several job opens a week on the lists I am on. It is hard because there is no training for system admins now. We all pretty much were trained in other areas and ended up in this career because we like to fix things, we like to figure out how things work, and we have fun with computers.

My organization is located in a very small, very rural area. The nearest four-year college from here is nearly fifty miles. (We do get a fair number of applicants with two-year degrees, but sadly the quality of these applicants makes me sometimes wonder about the quality of the education.)

The issue is not with finding candidates with a Bachelors degree--the issue is with the competence, skills, and experience of those candidates. The degree itself has almost no bearing on day-to-day job functions, and the skills and experience gained in the classroom and very minimal application.

Universities can't compete with private companies on salary/bonuses.

There is a shortage of experienced people. Unfortunately, systems administration is a craft profession - there are few programs in college that teach it. The UW has a certificate program in UNIX system administration, but it is dated (my son is taking it). Software engineer is also a specialty where experience counts.

We frequently have trouble finding IT professionals to fill our employment needs, but not due to a lack of Bachelor's degrees. Since IT degrees are few and far between and are not standardized, they're not very common. Degrees in other subject prove that the person had the perseverance to make it through some number of years dealing with difficult personalities but not necessarily have any background in much that's useful to their field.

I would love to see this change and have some standardized set of core competencies that every IT program standardized on so that I could have a baseline for the hiring process.

Candidates are frequently unsuitable. Good theoretical knowledge, but lack reasoning and practical skills. Important that IT staff can piece together symptoms to start to identify possible underlying causes.

I'd rate it:
Okay: Good theoretical knowledge of field.
Better: good reasoning skills, methodical, with an aptitude for tech
Best: Very good reasoning skills, tech knowledge to back it up and aptitude in the subject.

We have never looked for this requirement in my job field.

It's likely due to the high demand in the market in the Puget Sound area.

They don't apply

Schools either teach vendor-specific knowledge (certifications which encourage knowledge without understanding) or Computer Science / Software Engineering (which leaves out operational techniques and theory).

It is not the Bachelor's degree specifically but a lack of overall experience in BI and DW.
Usually due to the nature of our industry, it can have specific niches as to what background knowledge is required to perform daily tasks. Resolving chronic or routine trouble tickets and desktop support are no longer a means of ease. Our NEW generation of IT involves integrating mobility, active sync, WiFi, telecommuting, VoIP, FoIP, networking, security, IPSec, hosted solutions, data base management, SANS, hardware knowledge and a general need for constant communications.

Linux guys of all kinds are thin on the ground right now; we need more people with a good grounding in both theory and experience.

Bachelor in specific skillset are hard to come across

Our salary offered, or perhaps a scarcity of Bachelor level IT professionals?

 alot of associates degree applicants - not alot of bachelors degrees

Because the demand is great in the Northwest.

Until recently, there have not been many colleges in this area that have offered bachelors programs in IT. We now have UW Tacoma and the co-located programs at local CTCs.

Relatively low pay

As a non-profit our wages can not compete with private sector BA degree applicants.

In general, I think there is high demand for individuals and we have trouble recruiting and attracting enough talent.

The inconsistency of competencies, teamwork experience varies for people with Bachelor's degree.

Competitive market, smaller talent pool

Not enough smart candidates.

The difficulty is not specifically related to having a Bachelor's degree or not having the degree. The difficulty is related to the fact that most candidates are unable to write quality software code the way we need. Our software engineering positions require highly intelligent individuals with the capacity for critical thinking and problem solving.

Pay mostly. The state of Washington pay and benefits don't compare to the private industry opportunities like Google, Amazon, etc.

The market is really hot right now so finding qualified people is really hard, so we tend to see less qualified people.

Competition and limited supply of top engineers creates significant difficulty in finding the right people.

Years of studying this have shown that WA state has a miserable track record producing IT 4-year graduates. As a software executive I have had to recruit from across the USA, Canada and Mexico to find qualified programmers. Even Microsoft primarily hires from the East coast.

On the whole, there are not Bachelor's degree programs for System or Network or Database Administration. I think having these in the mix would be helpful, but not strictly necessary. It is not clear to me that what needs to be learned to be a skilled System, Network or Database administrator needs to take the full 4 years of a degree program. Likewise I’d be concerned that a 4 year degree in any of the above would tend to miss the background (mostly Computer Science in nature) that I’d like to see in a candidate with a 4 year degree.

It is typically due to the market and that the majority of the individuals at teh level we are looking for are already employed.

Often graduate with basic programming skills but little knowledge of solving real world issues, especially dealing with Internet/networking technologies.

Some people decide to pursue this career path because of the salary and not natural interest.

Currently more demand than supply.

The Seattle area is a tough environment for hiring IT staff, esp[ecially for programmers, engineers, and systems administrators. Our trouble in hiring IT staff has more to do with the low single digit unemployment in our area, than the lack of a bachelor's degree.

Lack of credentialed individuals.

Salary is not commensurate with that they can make in large markets. We are a bit geographically isolated.

They can demand higher pay with other employers.
49. Not enough qualified candidates in the specialized fields

50. There appear to be insufficient numbers of IT professionals with Bachelor's degrees who have actual problem-solving skills, not just ability to apply "recipes", as well as strong communication skills.

51. This agency recruits for very specific knowledge bases. Must have DB2, oracle, AND SQL Server experience.

52. The combination of experience and credentials is essential to an organization which provides support services to a variety of organizations.

53. Either you get experience or education; it's rare to find both.

54. Many people who work in the IT field are self taught. They may not have a Bachelor's degree but they have the skills needed for the job.

Total Respondents 54

55. Industry projections tell us that IT is a high growth industry sector. Is this true?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently the need for IT professionals is growing.</td>
<td>71</td>
<td>85%</td>
</tr>
<tr>
<td>The need for IT professionals can be met by the current number of IT and Computer Science Bachelor-holding graduates.</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>The need for IT professionals is best met by on-the-job or short-term training of existing employees.</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Don't know.</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>3</td>
<td>4%</td>
</tr>
</tbody>
</table>

Total Respondents 84

56. Which of these IT concentrations would be in-demand within your organization?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Development (general, web and mobile applications)</td>
<td>62</td>
<td>58%</td>
</tr>
<tr>
<td>Business Intelligence/Data Management</td>
<td>51</td>
<td>48%</td>
</tr>
<tr>
<td>Information Security</td>
<td>47</td>
<td>44%</td>
</tr>
<tr>
<td>Systems and Network Administration</td>
<td>56</td>
<td>53%</td>
</tr>
</tbody>
</table>

Would your organization value concentration areas not listed above? If so, please list them.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would your organization value concentration areas not listed above? If so, please list them.</td>
<td>106</td>
<td>100%</td>
</tr>
</tbody>
</table>

Total Respondents 106

3
7. When hiring a baccalaureate-level IT professional, please rate the level of importance you assign to each of the listed skills.

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Critical</th>
<th>Nice to have</th>
<th>Irrelevant</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Architecture/Security</td>
<td>37.97% (30)</td>
<td>59.49% (47)</td>
<td>2.53% (2)</td>
<td>79</td>
</tr>
<tr>
<td>Application Development (general, mobile, web)</td>
<td>44.3% (35)</td>
<td>48.1% (38)</td>
<td>7.59% (6)</td>
<td>79</td>
</tr>
<tr>
<td>Business Intelligence (Data Warehousing, Reporting, Analytics, Integration, Data Mining)</td>
<td>27.27% (21)</td>
<td>61.04% (47)</td>
<td>11.69% (9)</td>
<td>77</td>
</tr>
<tr>
<td>Cloud Development/Deployment</td>
<td>26.92% (21)</td>
<td>57.69% (45)</td>
<td>15.38% (12)</td>
<td>78</td>
</tr>
<tr>
<td>Database Administration</td>
<td>39.47% (30)</td>
<td>56.58% (43)</td>
<td>3.95% (3)</td>
<td>76</td>
</tr>
<tr>
<td>Database Design/Programming</td>
<td>40.26% (31)</td>
<td>57.14% (44)</td>
<td>2.6% (2)</td>
<td>77</td>
</tr>
<tr>
<td>Project Management</td>
<td>32.05% (25)</td>
<td>58.97% (46)</td>
<td>8.97% (7)</td>
<td>78</td>
</tr>
<tr>
<td>Network/Systems Security</td>
<td>47.44% (37)</td>
<td>48.72% (38)</td>
<td>3.85% (3)</td>
<td>78</td>
</tr>
<tr>
<td>Virtualization</td>
<td>35.9% (28)</td>
<td>48.72% (38)</td>
<td>15.38% (12)</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total Respondents</strong></td>
<td></td>
<td></td>
<td></td>
<td>79</td>
</tr>
</tbody>
</table>

8. Are there additional important skills not listed in question 7? What are they?

1. Question 7 totally depends on the job we're looking to fill.
2. No, this is a pretty good list.
4. The Business Intelligence area is good but does not list functional skills such as defining requirements, what measures are important etc. This would be a great addition.
5. The soft skills of effective communication, team work, and organizational skills cannot be understated or an afterthought.
6. Cross platform familiarity -- how well does the candidate understand differences between Windows version and Linux distributions and are they able to successfully troubleshoot across services deployed over disparate platforms.
7. Automation in all forms. TCO analysis when specifying servers/network gear to buy. Distributed computing.
8. I filled out question #7 for a system admin. Items you left out are:
   - storage administration (NAS and SAN)
   - authentication/authorization (AD, Openldap, etc.)
   - operating system fundamentals (processes, files, algorithms oh my)
   - operating system comparisons (windows, linux, *unix, mac)
   - web management/content (apache, IIS, html)
   - configuration/change management
   - backups
   - documentation (wikis, etc.)
   - communications (email, irc, social media, im)

   While the above practical skills all are nice, I find that a solid understanding of the underlying theory is more valuable in an applicant. You can train the details (the differences between different databases or programming languages), but if you don't understand the fundamentals (data structures, basic programing control structures, basic SQL, whatever) IMO you're at a fundamental disadvantage.

9. The relative importance of each skill is directly related to the position--there is no way to meaningfully answer question 7 in the general case. For example, a "critical" skill in one position may be "irrelevant" in others.

10. Solaris System Administration
technical writing, networking and operating system fundamentals (not just security), performance
tuning (system, software, etc), troubleshooting. Finding people who are methodical at debugging a
problem and designing systems for edge cases is key.

Problem Solving / Troubleshooting

Networking - both application level (such as HTTP and DNS) as well as lower level (BGP, ARP)
Operational Excellence - Regardless of how well you have been taught if you don't know how to
handle an emergency...
Systems Knowledge - Understanding filesystems, memory management, process management, and
common systems management tools (grep/awk/sed)

Wireless, Sales experience.

Unix Systems Administration

Operational Science (like the book "The Visible Ops Handbook") and IT management theory (like the
book The Practice of System and Network Administration)
The critical/nice to have skills depend massively on the role they are being hired for. Having that list
without a role (developer, operations, architect etc) is kind of meaningless.
I think #7 is hard to answer because the skill depends on the role we're hiring for. We always want
BI and DW experience, but we only really require Project Management experience when hiring a
Project Manager :-). I think it would be helpful to separate out integration and DW from Reporting,
Analytics and Data Mining -- I tend to separate out back-end DW processes from front-end BI
because they are pretty different skillsets.
The new IT grad must also have a firm understanding of Telephony.
VoIP, FoIP and applications mobility is binding the industry. No longer is IT just computers and
firewalls. IT encompasses all forms of communications as well as hardware support.

Strong verbal and written communication skills. Microsoft office suite.

Ability to elicit functional requirements from end users, and support process redesign. Ability to
produce hard copy and online training resources. End user helpdesk support skills.

Linux server systems, many server based apps are running on this OS.

No

technical writing, mathematics, critical thinking

Solid computer science fundamentals: Networking, OS, concurrency, etc.

Data Structures/Algorithms

Data structures; Practical experience;

Data Modeling & Service Oriented Architecture

Network Design/Management

AIX, Power Systems (IBM), Java, Matrix Organizations

Release Management

Network engineers (nice to have) and systems administrators (nice to have).

Customer Service Management

Budgeting

Familiarity with Accounting principles

SOA and messaging programmers, architects. Data governance professionals

Globalization we are a multi national company that requires technology to cross borders and the
governance issues associated
eCommerce- Payment transaction/PCI

Excellent communication skills, particularly written

Diagnostic/debugging/problem-solving skills

Self-Motivated

Network Management, IT/Telecommunications Engineering
9. What is the size of your organization in terms of the number of employees?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>10-25</td>
<td>10</td>
<td>12%</td>
</tr>
<tr>
<td>26-50</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>50-99</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td>100-499</td>
<td>10</td>
<td>12%</td>
</tr>
<tr>
<td>500 or more</td>
<td>41</td>
<td>51%</td>
</tr>
</tbody>
</table>

Total Respondents 81

10. How many IT professionals does your organization currently employ?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>12</td>
<td>15%</td>
</tr>
<tr>
<td>10-25</td>
<td>24</td>
<td>30%</td>
</tr>
<tr>
<td>26-50</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>51-99</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>100 or more</td>
<td>32</td>
<td>40%</td>
</tr>
</tbody>
</table>

Total Respondents 81

11. How many IT professionals do you think your organization will have in 5 years?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>10-25</td>
<td>15</td>
<td>19%</td>
</tr>
<tr>
<td>26-50</td>
<td>14</td>
<td>18%</td>
</tr>
<tr>
<td>50-99</td>
<td>9</td>
<td>11%</td>
</tr>
<tr>
<td>100 or more</td>
<td>37</td>
<td>46%</td>
</tr>
</tbody>
</table>

Total Respondents 80

12. Please enter the primary product and/or service your organization provides.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application development</td>
<td>17</td>
<td>22%</td>
</tr>
<tr>
<td>Business Services</td>
<td>9</td>
<td>12%</td>
</tr>
<tr>
<td>Data management</td>
<td>2</td>
<td>3%</td>
</tr>
</tbody>
</table>
13. Where is your service area?

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastside (greater Bellevue, Kirkland, Redmond, Union/Novelty Hill, Snoqualmie Valley, Sammamish, Issaquah, Renton Highlands/Hobart)</td>
<td>33</td>
<td>35%</td>
</tr>
<tr>
<td>Greater Seattle area (including Everett to the north and Federal Way and Vashon Island to the south), outside the “Eastside”</td>
<td>27</td>
<td>28%</td>
</tr>
<tr>
<td>Puget Sound area outside the greater Seattle area</td>
<td>19</td>
<td>20%</td>
</tr>
<tr>
<td>Western Washington outside Puget Sound area</td>
<td>17</td>
<td>18%</td>
</tr>
<tr>
<td>Eastern Washington, east of the Cascade Mountains</td>
<td>12</td>
<td>13%</td>
</tr>
<tr>
<td>Out-of-state</td>
<td>26</td>
<td>27%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>95</td>
<td>100%</td>
</tr>
</tbody>
</table>

Total Respondents 95

(skipped this question) 14

14. Please provide any additional comments below.

1. I would love to be involved in helping develop this program, teach a class or help in any way. Please feel free to contact me. JoAnn Stacey.

2. I would recommend a Bachelors program to the student from the NCT program if the program credits were transferrable for credit, if the program focused heavily on security concerns, and if the program had a heavy concentration of online courses.

In general, we really need folks who are good at scripting/programming, good at diagnosing Linux systems, and have a general mindset of complete automation (because we work at a scale that is absolutely not tolerant of any manual processes - for example, my team does not (and cannot) rack servers, because we’re tied with supporting our immediate team, and we’re concerned with automating the rest of the deployment pipeline. Having a general sense of good infrastructure design is nice too - we want to make sure that things are highly available, performant, and can fail gracefully.

3. I am also the Secretary of LOPSA, a group dedicated to professionalizing (is that a word) the practice of system administration. We would really like to work with you to get this course off the ground as it would be one of 2 or 3 in the entire US. I personally could help out as I live in Issaquah and have taught at the college level (used to teach perl, c, and c++ at BCC in the day).

4. I’ve made IT hiring recommendations and decisions for over 20 years. I’d much rather hire a candidate with suitable experience, problem-solving skills, and attitude with a Bachelor’s degree in a
non-technical or non-IT field than rely on academic training. The vast majority of the most talented IT professionals I can recall do not have "IT" related Bachelor's degrees.

5. In terms of being able to work with a group of other professionals, support users, and be a professional success, a well-rounded background, including the ability to synthesize diverse concepts, is much more valuable than a technical degree. Specific technical knowledge goes out of date very quickly, and 'classroom concepts' will often have little workplace application, whereas the exploratory and integrative mindset encouraged by a traditional liberal arts BA give someone the ability to learn and apply technical skills as needed. There are lots of theoretical IT / Comp Sci programs. There are not a lot of practical ones. It's practical real-world skills that are desperately needed inside the Sysadmin world. Very often IT graduates are coming in to Junior roles (if they're lucky) and having to learn everything from scratch. The Sysadmin community really wants some kind of qualification that adds value to candidates. It's a highly skilled field, but you'll rarely find us with relevant degrees.

6. During interviews we quiz for domain specific knowledge (command line stuff, practical network bits etc), and also use various logic puzzles, both real-world stuff and theoretical. We're looking for how they approach solving them.

We will choose someone with a more logical approach (and tech aptitude) over someone with better knowledge as it's harder to teach the former in a working environment, and not everyone is good at it. Same goes for both programmers and sysadmin, though programmers we do expect to at least know the language (if not the web framework)!

7. Experience or training on sales process.

8. This survey has a number of misspellings in it.

9. none at this time

10. I think this is a very good idea.

Need folks who understand security and information sharing needs at the community/cross organizational level. Would be helpful if your questions addressed community rather than just 'enterprise' organizations.

11. Take advantage of the extensive IT industry in this area. Leverage their knowledge. Make sure your graduates are fluent in all the skills modern employers expect of their workers.

Don't let your students come out one dimensional in the Microsoft stack. They need core unix skills. They need to find their way around a Mac. IT infrastructure today is heterogenous and those that understand this are the most valuable.

The term IT professional is too broad. SW developers, QA testers, QA automation engineers (aka SDET's), and sysadmins are all IT professional. So answering some of the questions was hard. Having another SW Engineering school in the area would be good. UW is really hard to get into and UW-Bothell has a weird SW+business degree. So my son and several of his friends had to go up to WWU. EdCC has a great SW program, it is too bad the kids can't stay in town go get their BSCS degree.

12. Glad to help any way I can

I think it is long past time that this issue be considered. I'm not aware of other schools addressing this need and I'm glad Bellevue College is considering it.

I think that a 2 year degree would suffice. I think that how ever you choose to lay it out, it is important that these students get a proper theoretical background and not just "here's how you make a Cisco router do it's thing." I know that may seem incompatible with a 2 year degree.

13. Students should understand "big-O notation" and the implications of things scaling O^2 vs O^n. Students should understand how to normalize and SQL database AND WHY.

The technologies WILL change.. and fast. Even 2 years guarantees some significant changes while the student is in school, and schools have a hard time keeping up as it is. So to be relevant - teach a bit more theory, and use internships (I'd love some interns!) and practicums for getting hands-on experience with real-world technology.

An IT career provides excellent opportunities, especially for those who enjoy working in a constantly changing environment. In Washington, we are not doing a good of providing educational opportunities for students who might be interested in pursuing a career in information technology.

14. Will the degree be available as an entirely online degree.

If not then it makes sense but if it will be online then it seems WGU has that niche covered. Face to Face is valuable but if you want to attract students from our rural area in Eastern Washington there
has to be limited travel, partial online etc.

Skills needed change rapidly, so what's most important to us in selecting employees is finding people who are smart, learn things quickly, understand how to analyze and problem-solve, and communicate well (particularly in writing, and including with non-technical business staff).

You should consider breaking the survey out into specific areas...people rarely hire generalized IT specialists. Rather, we look for Business Intelligence professionals, or network security specialists, etc. The data you collect might be clearer to correlate to programs you offer.

Click! Network is a IT/telecommunications organization, and is part of Tacoma Power. Our focus is Power organization telecommunications needs, residential Internet and Cable Television services, and business Internet, data and last mile infrastructure connectivity.

Total Respondents: 21

(skipped this question)
APPENDIX B: IST BACCALAUREATE STUDENT SURVEY

IT Baccalaureate Student Survey: results tables

Respondents: 180 total responses

Q1: School Name
- 151 college students (Bellevue CC, Highline CC, Lake WA IT, Renton TC, Shoreline CC, Skagit Valley C, Tacoma TC, Centralia C, Edmonds CC, Pierce C)
- 22 high school students (Colfax HS, Foster HS, Juanita HS, Meadowdale HS, Nathan Hale HS, Skyview HS)
- 7 undeclared

Q2: If Bellevue College offered a bachelor’s degree program in Information Systems & Technology, would you consider participating?

<table>
<thead>
<tr>
<th></th>
<th>Total Responses</th>
<th>% of question respondents</th>
<th>College</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>117</td>
<td>65%</td>
<td>105</td>
<td>8</td>
</tr>
<tr>
<td>Maybe</td>
<td>41</td>
<td>23%</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>12%</td>
<td>14</td>
<td>7</td>
</tr>
</tbody>
</table>

Q3: Would you prefer to attend fulltime (approximately 15 credits per quarter, or 3 classes) or part-time (10 credits, or two or fewer classes per quarter).

<table>
<thead>
<tr>
<th></th>
<th>Total Responses</th>
<th>% of question respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>89</td>
<td>54%</td>
</tr>
<tr>
<td>Part-time</td>
<td>59</td>
<td>36%</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>17</td>
<td>10%</td>
</tr>
</tbody>
</table>

Q4: How many days per week could you come to Bellevue College for classes?

<table>
<thead>
<tr>
<th></th>
<th>Total Responses</th>
<th>% of question respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day/week</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>2 days/week</td>
<td>34</td>
<td>15%</td>
</tr>
<tr>
<td>3 days/week</td>
<td>51</td>
<td>23%</td>
</tr>
<tr>
<td>4 days/week</td>
<td>30</td>
<td>13%</td>
</tr>
<tr>
<td>5 days/week</td>
<td>56</td>
<td>25%</td>
</tr>
<tr>
<td>prefer online</td>
<td>43</td>
<td>19%</td>
</tr>
</tbody>
</table>
APPENDIX B: IST BACCALAUREATE STUDENT SURVEY

Q5: Please rate the following items as to how much they would influence your decision to enroll in an IST bachelor's degree program.

**Affordability**

<table>
<thead>
<tr>
<th>Importance</th>
<th>Total Responses</th>
<th>% of question respondents</th>
<th>College</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very</td>
<td>114</td>
<td>70%</td>
<td>96</td>
<td>12</td>
</tr>
<tr>
<td>Somewhat</td>
<td>44</td>
<td>27%</td>
<td>41</td>
<td>2</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>2%</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

**Career advancement**

<table>
<thead>
<tr>
<th>Importance</th>
<th>Total Responses</th>
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**Graduate school option post- bachelor's degree**

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**Increased job marketability**

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**Internships**

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</table>
Q6: Please, describe any benefits you think a bachelor’s degree in Information Systems and Technology would offer you, as compared to an associate degree in IST.

Q6: Please, describe any benefits you think a bachelor’s degree in Information Systems and Technology would offer you, as compared to an associate degree in IST.

➢ Community College Students

I am looking for advanced coursework to further my skills, not just another degree. I’ve got enough degrees already--what I need are the IT skills that industry leaders recognize they need. So many job listings say they want a BS in CS, but they truly want someone with skills they don’t have to train from day one. This degree program would give me both, making me more marketable.

Greater visibility in the job market. Several positions will not even let you apply for a job if you don’t check the box stating you have a 4 year degree. So many doors open once you have attained the 4 year degree status it seems.
APPENDIX B: IST BACCALAUREATE STUDENT SURVEY

Besides that I believe with the knowledge gained from the program as is I am gain just as much if not more knowledge/experience than those that have chosen to go the 4 year only route.

Employers give more credit to bachelors degree than associate degree and one will learn in depth in case of bachelors degree programs.

A better education

Jobs are looking for bachelors degrees for entry positions

Job advancement opportunities

It would allow me to find a job easier.

The benefit(s) that I think a bachelor's degree in Information Systems and Technology would offer me as compared to an associate degree in IST is added marketability to jobs that require a bachelor’s degree just to be considered for the position that is offered.

I would think that if there was a 4 year degree it would show better to future companies that would want to hire you, they would see a 4year degree.

More extensive learning and opportunity to implement classroom learning thru special projects, hopefully out in the local community, perhaps working for/with not-for-profit organizations.

This would be a great advantage for getting jobs over having just an associates degree. This would also offer a higher paying job.

A bachelor’s degree would lend more credibility and marketability to my resume. It would also be a desirable personal accomplishment - so, I would still be interested in this program even if it had nothing to do with my work.

I believe it would give me more credibility in the employer's eyes.

Many jobs require a BS/BA to get hired. I also feel that, though you get a good start with the associates degree, it doesn't quite go far enough to make a person employable. More knowledge and hands on work needs to be done.

Bachelor's degrees carry more weight on a resume than an associates.

I think a bachelor's degree in Information Systems would offer me the ability to gain advance knowledge of the technology that is used in society today.

Higher level of mathematics and a deeper understanding of systems

I already have an AA in Computer Technology, and getting a BSC in Technology at BC will help me further and complete my initial degree.

Naturally, further education will open more doors as well as make me a more valuable asset.

A bachelors degree is always more valuable than a AA.

Most employers prefer four year degrees.

Every job listing I see in the IT field mentions a BA or equivalent work experience. An AA is a great start but I feel a BA is really needed to advance in the technology fields.

Additional support for vendor specific hardware (Cisco, SonicWall, etc.)Program training to identify digital forensics methodologiesDiscovering ways intrusion can occur in a secure environment

I already have a bachelor's degree in computer science, so I'm not looking for this.

I am finishing Network and Convergence Program at Tacoma Community College. In the summer when I have my associates degree I plan on transferring to Central to earn my bachelors. If Bellevue College had a bachelors program I would love to go there instead. I think to stay competitive with everyone that is entering this field you have to have your bachelors degree.

More job possibilities. Have seen quite a few job adverts that ask for a bachelors degree,
A bachelor’s degree would enable me to apply for management positions with my current employer.

More information

Visibility

Sorry, I don’t really know.

much knowledge, more job opportunity

Most job listings I have found want bachelor's degree

Looks better on a resume

Career advancement perhaps

Well, I already have a BA and a MA, so I am not interested but if I were interested, I would hope that there would be a strong focus on business writing and English grammar skills as I believe this makes the program look bad and it is a common thing that I have seen in other BC students.

I feel like I would be more able to find a job in this tough economy with a Bachelor's degree.

Any advanced degree would indicate a specific dedication towards advancement in your field

As I am not going towards a bachelor’s degree in IT this question is not applicable to me.

Most of the internships I have seen are also looking for BA or BS. I have been unemployed for over two years now and I am change fields from Constraction management. I will need the Bachelors degree just to get in it looks like. I have a family that needs me working.

In the eyes of an employer a bachelor's Degree would be more beneficial than an associates degree.

it shows that you have taken your education to the next step.

I believe a bachelor's degree in Information Systems and Technology would offer me the ability to gain more knowledge in comparison with an associates degree. It would allow my to advance my career further.

I think that a bachelor's degree would offer benefits such as getting a well-rounded education and having more experience in that field.

It looks better on a resume and would bring more job offers and interviews.

Not sure really. I'm only interested in software development and I don't know how much the hardware classes would benefit in that.

I have worked as a freelancer for many years and I have often seen the requirement of a Bachelor's degree in job postings, for which my two previous Associates degrees don't measure up. For job security I would like to show I can achieve a Bachelor Degree.

A bachelor’s degree will make your resume more impressive because a BS has a higher rank and recognition over a associate’s degree

It would possibility offer me better job opportunities, as well as a better chance at getting some internships with places like Microsoft, and elsewhere.

I think it would be very beneficial if it focused on the emerging mobile technologies.

Today's job market is highly competitive. The more advanced one's education, the more doors that open for you, the higher the salary and benefits.

Better job marketing and better salary.

From my experience, most IT jobs (and especially the higher paying ones) are looking for a bachelor's degree at minimum. The associate degree certainly helps, but a bachelor's would be much nicer.
APPENDIX B: IST BACCALAUREATE STUDENT SURVEY

Most any advancement opportunities come to those with more than an Associates, at least these days. A more enriched education not only benefits my skills and adaptability in Information Technology, but increases my marketability as a prospective employee as well.

I believe a bachelor's degree in Information Systems and Technology would offer me a competitive edge in jobs. I also believe it is preferred by employers to be focused in a particular area of study.

I believe a bachelors degree is much more marketable as an accomplishment and commitment to potential employers

Don't know. Especially in the Puget Sound area, when the richest people don't necessarily have BA/BSc.

Most jobs are looking for a Bachelor degree, so I think it would help a lot.

So many more opportunities job and career wise if I were to have a 4yr degree. It seems more respected and wanted from the job listings I have seen. Also seems to becoming a necessity to stand out in this career field.

I feel that a 4 year degree would substantially improve my situation. I enjoy the classes and instruction I get from BC and I am very excited to know that I could continue learning there.

Most companies want a 4yr CS degree. I would be much more marketable with a 4 yr. degree as opposed to 2 yr AA.

More Pay, Better Job

More knowledge of course and it would look good on a resume.

The minimum requirement to apply for a job is a 4-year degree.

A bachelor's degree would help to expand my career opportunities in the work force. Many companies prefer and give priority to candidates who hold a bachelor's degree over an associate's degree. A bachelor's degree would also help me earn a larger income.

I'm unsure what an associate degree in IST offers, but I imagine a bachelor's would offer more in-depth understanding and broaden skills.

Focus on Software Development and Programming in terms of what the job market requires to be a software developer/engineer.

It will make me more valuable in certain areas in the job market.

I think having that program as an option would open more doors for potential career choices.

BCC is close to home. It would be perfect for me

A bachelor's degree offers substantial compounding of knowledge, skills and ability in the related field. This educational augmentation profoundly improves the student's job marketability, impact on contributing to their respective field and overall career performance advantages over students with two year degrees.

Career advancement opportunities

More career opportunities, higher salary.

More job opportunity

Experience, knowledge, and marketability in the job field.

Better jobs, due to higher pay and better credentials.

Better job placement, better salary
Most everyone in the IT industry is looking for people with a Bachelor's Degree. AA degrees are sometimes listed, but the majority of the time the steady, good paying jobs with good benefits have a Bachelor’s Degree as required for even considering you for employment.


Many IT jobs now require a Computer Science bachelor degree and the knowledge and theory that goes behind it, but not everybody want to be a programmer and unfortunately that is how the current CS degrees are structured. On the flip side, much of the associate degree is hands on application, but only addresses very little (if any) of the theoretical training needed for competing in this job market to handle such things as white board tests (IT development without using a computer), current best practices for coding/development (updated yearly with employers input, not just updating the software used), and remote team based IT development (instructors being able to break projects up and give students assignments of parts of a program to complete without creating group projects). If the quality of the program can compete with the level of instruction for Computer Science programs at the Universities, but cater it to the other fields of IT (Business Intelligence, Networking, Database), I’m all for it. Also, all students should be able to pass industry based exams upon completion (MCP, CISCO, etc) and if possible, make it a requirement for graduation. This will increase the reputation of the college tremendously.

For people that want to manage and communicate better with the rest of management at a company this would be great.

Most job announcements ask for Bachelor Degree. It’s a VISA to get through resume selection.

I feel that a bachelor's Degree in Information Technology would allow more job opportunities become available with having a Bachelor’s than an Associates Degree. Employer's would feel that candidates have more knowledge about the many components that Information Technology encompasses.

More jobs and better salaries, better chance to qualify to a wanted job opening.

I currently work in the healthcare field. This degree will help me advance in my career.

I believe the benefits in a bachelor's degree for me would allow me to gather enough schooling to get a self supporting career position and to continue furthering my education in a masters program.

I think a BA would benefit me more in the work field. As well as my knowledge.

I think it offers three things as benefits.1- potential career opportunities 2- High salary 3- highly advanced knowledge in information technology

It would increase job advancement opportunities

I believe with the ever changing world of IST most community colleges do not cover what is needed for an IST position and most IST jobs are hired from within the companies because someone with only and associates in IST would basically need to be trained from the ground up anyways.

It would develop additional skills and make me more marketable in the job market.

This is what employers are looking for!!! I think this would be a great benefit to the College and student. You would need better Teachers then you have now, that is for sure, your current teachers lack the skills to teach and don’t really have the students back.

Career advancement

A bachelor’s degree would make me entirely more marketable and would give BCC a lot of prestige

It would provide more knowledge in IT. Also I think quality/level of education would be higher.

It would make my presence in the job market more attractive.

Today’s employers are looking for candidates who possess a 4 year degree. This would make me that much more desireable amongs competing candidates.

It's a bachelors degree.
I am currently doing my AA in Information Systems at Bellevue College. I would be so happy if I can continue my baccalaureate degree there.

Bachelor’s degree in Information Systems and Technology would provide me the advantage in a better position and pay in the job field

➤ **High School Students**

Many businesses are looking for employees with a bachelor's degree besides the certifications.

As a female it is harder for me to find a technical job that someone who has gone to school for longer hasn't already taken. Most of the time a man would fill a position having to do with Tech. not because they are a man but because a lot of women don't go into this field. So i would love to get as much education and the largest degree I could to further my career in technology.

It would make getting a job in technology easier.

better job market. bigger income

I think that the bachelor’s degree in information systems and technology would offer me a chance to work at microsoft. Knowing how to use, make, or fix a technology using those skills will help me a lot with my knowledge on technology and information system.

It would give me knowledge towards the field of study and a chance towards a job since now is a difficult time to get a job

➤ **Undeclared**

I would like to understand the technology I use everyday. Also, I would like to be able to use these skills to make myself more marketable.

A bachelor’s degree says that you'll take it to the next level and keep working on it unlike a associate's degree. You can do it for two years but that's as low as a college degree you can get, unlike a bachelor’s it's a 4-year program instead of a 2-year program. A bachelor's says your willing to go the distance and improve.

THE benefit of a bachelors degree is hat you getting a wider scoop of the scoop of the course intent.Where associate its not a broad but more general area of the topics

More jobs are open to you

bachelor degree is must
Q7: Please indicate how interested you are in each of the following areas.

### Business Intelligence

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### Database Design and Administration

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### Mobile and Web Application Development

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### Summary of Interest in Areas of Concentration
Q8: Are there Information and Systems Technology areas that interest you that we didn’t list above? If so, please let us know what they are:

- Community College Students
  - .NET or C++ development would be my primary interest.
  - Plain old software development is not encompassed in one of the above topics. Mobile and Web Application development is the closest to it yet that is still different.
  - Windows Application Development
  - Online gaming platforms and technologies related to this area of the gaming market.
  - Requirements Engineering: the art of elicitation and management of customers needs/wants for a solution or condition state. The desired state may or may-not require an automated tool.
  - Healthcare Programming if that does not fit into one of the categories listed above.
  - Geographic Information Systems, Distributed Applications, 3D Graphics / OpenGL
  - Managing a team of IT personnel? But that would more apply to leadership and personal relations.
  - Health Informatics
  - Project Management for IT.

- Security.
  - Interpersonal Communications and Teamwork in IT (Soft skills, which seem to often be sorely lacking), AGILE development and Scrum technique.
  - Certification in Trouble shooting hardware and software. It would definitely help students become immediately employable to gain job experience while going through the program.

- Game design.
  - 3D Graphics Programming.
  - I already know about the graphic design but am not sure if a four year degree is possible with that.

- Straight up software development.
  - Computer Forensics
  - Medical IT
  - Technical Support
  - Sever Administration
  - Mobile and Web system's administration, not necessarily development
  - Algorithms, advanced programming, etc.
  - More recreational programming, like game design.

- Applications Developer, Artificial Intelligence

Software Development is crucial to integrating the core technologies involved in all aspects of what embodies an Information System. I would like to see the implementation of an system of software development class series that were more closely related to not only the fundamentals of programming but incorporated the fundamentals of computer science as well.

Penetration Testing (Ethical Hacking)
Programming
Healthcare related programming codes
Program language creation classes.
I am interested in all above areas, especially Network Administration that I am really want to be planning to pursue in my 4-year bachelor degree.

Programming

➢ High School Students
I would be interested in Database Design and administration because I like to be able to design a program

➢ Undeclared
I would like to know more about Business Intelligence and data mining. For example, how do the websites know to advertise directly to my interests in the side bars?

Database Design and security

Q9: If you indicated that you were not interested in a bachelor's degree program in Information and Systems Technology, please let us know the reasons:

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<tr>
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<th>Percent of question respondents</th>
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</tr>
<tr>
<td>Cost</td>
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</tr>
<tr>
<td>Satisfied with career path an associate’s degree will give me</td>
<td>12</td>
<td>20%</td>
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<tr>
<td>Time constraints</td>
<td>14</td>
<td>23%</td>
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Other reasons:

➢ Community College Students
already possess a BA and a MA and now completing professional certificate
I am interested in getting advanced certificates in security such as CEH
I am transferring to another college to complete my degree.
I really think that your current offering is somewhat lacking and afraid the bachelor's program would suffer too.
I would like a bachelors in Computer Science instead.
In College currently to obtain an Engineering Degree
need to get back to work
Not getting an IT degree.
Right now I am satisfied with the career path a Business Software Specialist Certificate will give me.
Transferring to WSU-V for Electrical Engineering

➢ High School Students
I do not want to go to a college such as this
APPENDIX B: IST BACCALAUREATE STUDENT SURVEY

i dont care
IT sucks.
not interested in field of technology

➢ Undeclared
Deciding not to go to College

Q10: If you indicated that you were not interested in a bachelor’s degree program in Information and Systems Technology, would you consider taking some upper division IST courses if the courses were relevant to your work? (i.e., project or systems management, systems or data analysis, etc.)

<table>
<thead>
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<th></th>
<th>Total Responses</th>
<th>Percent of question respondents</th>
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<td>No</td>
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Q11: If you are not interested in a bachelor’s degree in Information and Systems Technology but would be interested in pursuing an applied bachelor’s degree in another field, what area(s) would you consider pursuing?

➢ Community College Students

I would like to get a BA in criminal justice and law
I might be interested in pursuing a Bachelors degree in Business Technology Systems. Presently, I am interested in getting a certificate so that I can get back to work.
Already going to get a degree at WSU-V, will have my AS in Engineering this summer
chemical engineering
Networking or security.
I would rather have a degree in interpersonal skills, such as theology, counseling, or organizational development and leadership.
Bachelor of Applied Health and Science
Hospitality
I’m just sticking with my AA, and that’s all, because I am not fully dependant on this degree.
Bachelor of Applied Science in Healthcare Technology and Management
I would consider pursuing a computer science degree.
I am interested in the Information and systems technology.
Computer Science.
Network Administrator Network engineer

➢ High School Students
Pre Med
Engineering, Architecture, Design
Medical or Behavioral Sciences

- **Undeclared**

  Not sure. I already have a masters in business, so I would be taking these classes to give me a more well-rounded education and to make me more marketable.

  I would consider pursuing in the environmental science field because that's what i enjoy doing and learning about it wildlife and nature and how it works and how man changes it, etc.

**Q12: Please provide additional comments:**

- **Community College Students**

  I think this is a great idea as we need IT people and the younger generation coming up should have that opportunity to get a Bachelors in IT. They are our future!

  A degree in my opinion is great for future personal growth within an organization. However in order to be well placed in your field, you need the desired industry certifications to stand out above two thousand other applicants that have the same degree.

  I decide to pursue another major which is chemical engineering

  I feel that I am just scratching the surface of what I can do in software development, and am really looking forward to delving into IT further. I feel I can do some of that with the AA I'm getting, and probably get a job in the field, but I would dearly love to work as a SDE for a couple years and then return to BC to get this IT BS, if it will be offered by then.

  Bellevue College offering a bachelor's degree in IS seems like a natural progression in it's rapid evolution. Seeing as how powerful the IS department has become and how much it has matured over the past few years I believe moving towards offering a 4 year IS degree is the next logical step in the college's continued success/improvement.

  It is really appreciated that you consider providing Bachelor's degree in IT due to the ever increasing demand in the IT field.(Betelhem, beteysha@gmail.com)

  I'm excited for the possibilities the 4 year program will provide. Please give more options for in class learning instead of 100% online.

  Having this degree offered online would make it very appealing. I work full-time and will have to continue to work full-time to afford to go to college.

  I think it would be about time BC offers a 4 year degree in this field.

  Offer a focus on healthcare IT. I would like to have classes that prepare me for providing support for EMRs and the staff using the EMRs.

  I would love to continue my education at Bellevue College. They have a great program for AS degrees. If they offered BS/BA degrees in IT that would be great.

  A Bachelor's degree in Information Systems would be very appealing to me. I however wonder what value it might have when compared to a traditional Computer Science degree from a 4 year university.

  I am currently looking to transfer to a 4-year school for a degree in Computer Science or Information Systems. I'm looking for a program that is challenging, requires a high level of math, and teaches content that interests me (which I listed in another question).
APPENDIX B: IST BACCALAUREATE STUDENT SURVEY

The degree has to worthwhile, like UW can recognize ALL not some but ALL of my credits when I plan to go for Masters, than I think folks would back BC.

I would like to further my education toward both business and technology.

The current program at TCC is not transferable, but this would not stop me from applying to get a bachelor’s degree from a school in Western Washington.

I would like to transfer to Bellevue College to continue my education. So offering a bachelor’s degree would be the only reason for me to consider your college.

Thank you for giving me the opportunity to learn online. My instructors have always been very helpful! It is also good news that you are making plans to offer a baccalaureate degree.

Thank you

I have personally found the IT department at Bellevue College is a fantastic, well-rounded group. All the instructors in the itib program are top-notch.

I would be very interested in a program that was developed by IT companies. The course requirements would meet the expected knowledge base of an entry/intermediate level programming employee.

I am glad that you are thinking of moving forward and asking about this.

I think there needs to be a program that focuses on creating apps for the mobile market.

I was looking into Healthcare Informatics when I came to Bellevue College. It seems it has been restructured. I would hope that this is part of the program.

The survey should be a little more granular.

Sounds appealing, looking to hear more about this.

I hope you offer it soon.

I am currently in a workfirt program, how would that help with a 4 year degree? Is there any other options for tuition assistance or other ways of funding to continue after the 2nd year?

I'm very interested in a 4 yr. degree. I can't afford UW, or the commute. It's the closest 4 yr. university.

I believe a bachelor's degree in IT at Bellevue College would greatly benefit students and workers of the northwest area. It would be extremely helpful for full-time workers such as myself, if all or most of the classes for a bachelor's degree in IT were offered in online classroom form. Bellevue College already offers many classes online, and without these online options, I would not have been able to complete my associate's degree in Networking Services while working full-time.

Having a program that caters to what the job market demands. IT seems Software Developers is what the market wants most.

Internship should requirement for the Degree.

After attending full time primarily online to receive various DBA based certificates and soon to receive an Information Systems AA degree-DBA track (and possibly BI track as well) here at Bellevue College, I would most definitely be interested in the opportunity to receive a Bachelor's degree in IT here. All the IT subject areas listed in this survey are of interest to me. I am at the juncture of where I am deciding where to transfer, which will most likely be WSU for a Bachelor's in Management Information Systems by co-admission with Bellevue College. It would be so much easier to just continue on here at Bellevue College to complete my Bachelor's Degree in IT where I've been attending since Spring of 2010. I'd be thrilled to have such an opportunity and I wouldn't have to transition to another college and could continue to build networking opportunities for further schooling and career advancement. At the risk of making a bad joke that plagiarizes a well known company's motto: JUST DO IT!! :) If Bellevue College does this, I am DEFINITELY IN!
APPENDIX B: IST BACCALAUREATE STUDENT SURVEY

it is great school are starting to look forward. What do the employers want. How much is really going to apply? Would the instructs be from the real work world, could they pass a Comp TIA test for the industry?

Great idea!
This is a great idea, please make it so.
This is a very survey that offers chances to students showing their interests in areas they would or might pursue.
Thank you for asking.

I would have already applied for BCC program in January as I am pursuing a bach degree at another college now, and Bellevue is my hometown and I would have had greater support there.

You really need to take a look at your current program before moving on to a bachelor's degree program.

Open the program by Fall so I can keep going to BCC please!!!

This is a great opportunity.

I think that online that affordability is important issue, would financial aid available for bachelor degree. And I think online classes could attract more people, personally I would prefer online classes more if they would be available.

I hope this will happen soon. Thanks.

I would like to have Bachelors degree in IT.

➢ High School Students

I am excited that you are considering offering the program!!

I truly hope that this works out. There is a need for more people in this kind of feild. I think supplying people with a Degree of this altittude will incourage more men and women to continue on with presuing a career in Technology.

my teacher forced me to to take this survey

I know very little about computers right now, it would be great if the college offered an intro or basics class.

➢ Undeclared

We need more hands on classes than management classes

I took this survey to get an opinion on an idea of college and what they expect and what they provide to you. Also it was to satisfy my teacher
Statement of Need: Bachelor of Science in Nursing: RN-B Program

April 2012
Statement of Need RN-Baccalaureate: Table of Contents

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Form A: Cover Sheet for New Degree Program Proposal

Program Information

Program Name: RN-Baccalaureate - Bachelor of Science in Nursing  
Institution Name: Bellevue College  
Degree: BS Nursing  
Level: Bachelor  
Type: Science  
CIP Code: 51.3801  
Proposed Start Date: Fall 2013  
Projected Enrollment (FTE) in Year One: 15  
At Full Enrollment by Year: second year - 2014  
Funding Source: Self Support

Mode of Delivery

Single Campus Delivery: Bellevue College main campus, Bellevue WA  
Distance Learning: Some courses will be hybrid, synchronous distance, or online.

Contact Information (Academic Department Representative)

Name: Thomas Nielsen  
Title: Vice President of Instruction  
Address: 3000 Landerholm Circle SE, MSA202, Bellevue WA 98007-6484  
Telephone: (425) 564-2442  
Fax: (425) 564-6163  
Email: tom.nielsen@bellevuecollege.edu

5/09/12

Chief Academic Officer  
Date
Introduction to the degree

As part of its plan to fulfill the legislative proviso that states: *Bellevue College is authorized to offer baccalaureate degrees in.... healthcare services and management... and preprofessional preparation for medical fields,*” Bellevue College is planning to implement an RN-Baccalaureate degree, with projected admission of students in fall quarter 2013. In addition to its strong associate degree nursing program, Bellevue College will draw on its experience and expertise in Healthcare Information Technology, creating a unique BSN program that educates generalist nurses who also have strong skills in healthcare management and healthcare information technology.

The degree will be designed for nurses who have previously earned the registered nurse (RN) credential and an associate’s degree in nursing (ADN). In approximately one year of full-time study, admitted students would be able to earn a bachelor of science (BSN) in nursing.

Relationship to institutional role, mission and program priorities

Bellevue College requires that every new program align to its mission, which states:

> Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region. (Approved by Board of Trustees, June 11, 2008.)

Developing baccalaureate degrees is a fully integrated component of Bellevue College’s strategic planning. “Applied Baccalaureate Development” is a president’s cabinet-level priority, with goals assessed annually. In addition to continuing education, certificates, professional/technical degrees and transfer degrees, baccalaureate degrees are a means through which Bellevue College provides the level of education required by local employers and citizens.

In 2009, Bellevue College was granted accreditation by the Northwest Commission of Colleges and Universities (NWCCU) to offer baccalaureate degrees. The college currently offers three bachelor’s degrees: BAS in Radiation and Imaging Sciences, BAS in Healthcare Technology and Management, and BAA in Interior Design. Baccalaureate degrees play an important role in Bellevue College’s commitment to provide “high quality, flexible, accessible education programs “that strengthen the economic . . . life of its diverse community.” As the entry-level criterion increases from a 2-year to a 4-year
degree in multiple fields, BC plans to develop additional bachelor’s degrees to meet demand for highly skilled employees, and to ensure that our area residents will have access to the education they need to succeed in their chosen fields.

**Support of statewide strategic plans**

An RN-B program, which will award the bachelor of science in nursing degree (BSN), supports the goals outlined in the State Board for Community and Technical Colleges (SBCTC) Mission Study and the Higher Education Coordinating Board (HECB) Strategic Master Plan for Higher Education. Both plans identify strategies to increase the number of baccalaureate-educated adults as a means to strengthen the economy and serve workforce needs for more highly educated “locally grown” workers that will

- Strengthen state and local economies by meeting the demands for a well-educated and skilled workforce.
- Achieve increased educational attainment for all residents across the state.
- Use technology, collaboration and innovation to meet the demands of the economy and improve student success.

In addition to increasing the percentage of people with the baccalaureate degree, an RN-B program will meet the growing need for nurses with the bachelor’s degree, particularly in our Puget Sound service area, which has a high concentration of hospitals and other medical services, and where the BSN is an entry-level requirement for many nurse positions.

**Meet the demand for a skilled workforce**

External trends have led to an increasing need for nurses with not only an RN license, but also for nurses of diverse backgrounds and nurses with a baccalaureate degree. Of particular note are the following drivers of increased demand:

- Changes in federal healthcare legislation that will lead to greater access to, and increased demand for, healthcare by insured residents of Washington state, increasing the need for RNs.\(^1\)

- *The Future of Nursing: Leading Change, Advancing Health*, a 2010 Institute of Medicine (IOM) report, that recommended increasing the percentage of nurses with a BSN degree or above to 80% by 2020.\(^2\)

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\(^2\) [http://www.rwjf.org/humancapital/product.jsp?id=72857](http://www.rwjf.org/humancapital/product.jsp?id=72857)
• The IOM report stresses the need to increase diversity in the nursing profession. Community college student populations tend to be more diverse than those at 4-year universities in the same geographic areas.\(^3\) Washington State’s CTCs enroll more than 30% students of color.\(^4\) Recruiting CTC nursing graduates into an RN-B program could rapidly increase the diversity of the nursing workforce in WA State.

• Nurses at all levels of training are “in demand” in Washington State and nationally. Both short- and long-term employment projections suggest increased need for nurses, with over 2000 positions open annually in the state.\(^5\)

• Nurses, like the general population, are aging. The aging U.S. population will place increased demands on the healthcare system at the same time as aging nurses begin to retire.\(^6\)

• Qualified applicants are still turned away from nursing programs, primarily due to a shortage of instructors and clinical sites.\(^7\)

Bellevue College is well positioned to add a BSN program: current nursing faculty are all qualified to teach at the baccalaureate level, and the college has strong relationships with area employers, ensuring adequate clinical placements. Our partnership with community health agencies will allow us to increase the number of nurses with the BSN without further straining limited clinical placement sites.

**Employer and community demand**

During the recent economic downtown, hospitals and other healthcare facilities, like other Washington State businesses, laid off employees and/or decreased hires. Despite this downtown, nurses with the LPN and RN credentials are in demand in every county in Washington State.\(^8\) Additionally, longer-term projections for nursing indicate a growing need for RNs. Washington Center for Nursing’s “Washington State Registered Nurse Supply and Demand Projections 2011-2031” predicts that RN demand will outpace RN supply by 2017 or earlier. By 2031, supply is expected to be short of demand by as many as 21,000 RNs, even with an increase of RN graduates.\(^9\)


\(^4\) International enrollments excluded.

\(^5\) [www.workforceexplorer.com](http://www.workforceexplorer.com) 12.07.11, [www.bls.gov/oco](http://www.bls.gov/oco) 12.08.11


\(^9\) [http://www.wacenterfornursing.org/](http://www.wacenterfornursing.org/) 03.27.12
Puget Sound is a center for medicine, medical research, and biotechnology, and is home to more than a dozen major hospitals. Two area hospitals have achieved “nurse magnet” status, which requires that all nurse leaders hold at least a baccalaureate degree in nursing.\textsuperscript{10} Many area hospitals have moved to “all RN” hiring, and many of these have specific plans to increase the percentage of RNs with the BSN.\textsuperscript{11} On Bellevue College’s survey of student interest in an RN-B degree, numerous students commented that they wanted to pursue an RN-B in order to work at a local magnet hospital.

Bellevue College assessed area employer demand through multiple methods, including in-person interviews with hiring authorities, telephone interviews with hiring authorities, and a needs survey, which received 58 unique responses from hospitals, outpatient facilities, long-term care facilities, and public health organizations.\textsuperscript{12} Eighty-nine percent of respondents (N=48 of 54) stated that Bellevue College’s offering an RN-BSN program would benefit their organization. Multiple respondents referenced the IOM report recommending that 80% of nurses have a BSN by 2020, and included remarks related to decreased levels of error and increased critical thinking skills in nurses with the BSN compared to nurses with the ADN. Many respondents also noted the need for professional development for their existing staff, as well as hospital readiness for magnet status. The need to upgrade existing staff knowledge and skills is not reflected in the posted position openings for RNs with BSN. Therefore, the need for the BSN is even greater than indicated by the gap between graduates and positions.

Currently, two of Puget Sound’s hospitals have magnet status: Seattle Children’s Hospital and the University of Washington Medical Center. Magnet status is awarded by the American Nurses Credentialing Center (AANC) to hospitals that meet standards of staffing and care on multiple axes. Magnet status attracts both nurses and patients and is one way for a hospital to differentiate itself in a competitive environment. We expect additional hospitals to apply for magnet status. Together with changes in the federal healthcare law and the highly competitive nature of nursing in the King/Pierce/Snohomish county areas, we expect the need for RNs with the baccalaureate degree to continue to grow.\textsuperscript{13}

**Gap between number of graduates and available jobs**

On Bellevue College’s Employer survey, 72% of respondents (respondent N=57) indicated that they frequently (14%) or sometimes (58%) had trouble hiring baccalaureate level RNs to fill their hiring needs.\textsuperscript{14} The Washington Center for Nursing

\textsuperscript{10} [http://www.nursecredentialing.org/Magnet/ProgramOverview/New-Magnet-Model.aspx](http://www.nursecredentialing.org/Magnet/ProgramOverview/New-Magnet-Model.aspx) 03.26.12
\textsuperscript{11} Conversations with area hospitals, January / February 2012.
\textsuperscript{12} See appendix A for complete employer survey results
\textsuperscript{13} [http://www.wacenterfornursing.org/](http://www.wacenterfornursing.org/) 04.02.12
\textsuperscript{14} See appendix A for complete employer survey results
predicts that the number of RN graduates will keep pace with open positions until 2015, when the number of positions will begin to exceed the number of appropriately qualified nurses.\textsuperscript{15}

Even during this current period of time, when supply is projected to meet demand, the Puget Sound area has numerous open positions for RNs with the BSN. For example, on Monday, March 26, in a search on www.indeed.com for jobs with the key words “nurse” and “BSN” there were 122 posted positions within 25 miles of Seattle. In the week between March 26 and April 2, 2012, 378 new positions for RNs were posted, again in the area within 25 miles of Seattle. These are weekly new positions. Even if 378 new positions is a large week for new postings, if one used 10\% of those postings as a baseline, the number of positions available within 25 miles of Seattle during one year (37*52=1,560) is equivalent to the total number of new RNs graduated in Washington State each year.

**Built from existing professional and technical programs**

Bellevue College has a well-established and high quality associate degree nursing program (ADN). The nursing program was established in 1967 and has been in continuous operation for 45 years. It has been state approved and nationally accredited since its inception. Currently, the program has 7 fulltime and 13 adjunct nursing faculty. In 2009-2010, Bellevue College and multiple workforce and industry partners were awarded a Department of Labor (DOL) nursing and allied health program expansion grant, which allowed the college to expand nursing program admissions from 56 to 72 fulltime students per year. In addition to 72 fulltime students, the college also accepts 16 part-time students each year. Detailed enrollments are in Table I, below. TN note—perhaps say that beginning in fall 2012 the college will begin offering its newly-configured part-time nursing program to 16 students each year? I know that is longer, but it’s a nice milestone . . .

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Enrollments</th>
<th>FTES quarterly</th>
<th>FTES Annualized</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>567</td>
<td>227.135</td>
<td>75.712</td>
<td>102</td>
</tr>
<tr>
<td>2007-08</td>
<td>553</td>
<td>221.2</td>
<td>73.733</td>
<td>104</td>
</tr>
<tr>
<td>2008-09</td>
<td>561</td>
<td>225.07</td>
<td>75.023</td>
<td>106</td>
</tr>
<tr>
<td>2009-10</td>
<td>649</td>
<td>259.466</td>
<td>86.489</td>
<td>125</td>
</tr>
<tr>
<td>2010-11</td>
<td>754</td>
<td>301.734</td>
<td>100.578</td>
<td>151</td>
</tr>
<tr>
<td>Total</td>
<td>3084</td>
<td>1234.605</td>
<td>411.535</td>
<td>588</td>
</tr>
</tbody>
</table>

\textsuperscript{15} [http://www.wacenterfornursing.org/](http://www.wacenterfornursing.org/) 04.02.12
Students who complete BC’s Associate Degree Nursing program, and students who complete similar programs at area colleges, will be eligible to apply for the BC RN-B program. As noted in the following section on student demand, there is far greater demand for RN-B programs than there are slots available in these programs.

**Student demand**

Bellevue College assessed student demand through an online survey of current associate degree nursing students in system colleges. The survey received 230 responses from students at seven colleges. Ninety-five percent of respondents indicated that they would definitely (73%) or possibly (22%) be interested in enrolling in an RN-B program offered at Bellevue College. In response to “please describe any benefits a bachelor’s of science in nursing would offer you, as compared to an associate’s degree in nursing” respondents noted: opportunities to work at magnet hospitals; the Institute of Medicine (IOM) report; increased research skills; knowledge of community health; increased confidence; and desire to move into management. Of particular note was that thirty-two respondents (22% of 145 who left specific comments) noted a desire to continue to graduate school after earning the BSN.

Washington State’s community and technical colleges have 28 Associate Degree Nursing programs approved by the Washington State Department of Health. Eleven of these programs are in the Puget Sound area – King, Pierce and Snohomish counties – and many of these eleven are among the larger programs in the state. In 2009-2010, the most recent year for which data are available, Washington had 1,516 associate degree in nursing graduates and 1,692 first time NCLEX\(^\text{17}\) test takers. Statewide, there were 755 nurses enrolled in RN-B programs in 2009-2010, and 278 graduates. While the number of ADN graduates is not a precise indicator of the number of nurses who will want to enroll in RN-B programs, since not all graduates will seek the BSN, and students do not necessarily progress directly from the ADN to the RN-B, it is clear that Washington is producing annually 100% more ADN graduates than available spaces in RN-B programs.

In 2010-11, Washington State’s 34 community and technical colleges graduated 1690 associate-degree nurses ready to take the NCLEX. Of those graduates, 711 were from CTCs in the Puget Sound area. Table II, below, indicates details on the number of associate degree nursing graduates from each Puget Sound area college in 2011.

---

16 See appendix B for complete student survey results
17 The NCLEX is the licensing exam taken by candidates for the RN credential, and is one measure of new RN nurses in WA.
18 [http://www.doh.wa.gov/hsqa/Professions/Nursing/NursingPrograms.htm](http://www.doh.wa.gov/hsqa/Professions/Nursing/NursingPrograms.htm) February 2012, accessed 04.02.12
TABLE II: RN Nursing Graduates 2010-2011

<table>
<thead>
<tr>
<th>System Colleges</th>
<th>1690</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puget Sound Colleges</td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>41</td>
</tr>
<tr>
<td>Clover Park</td>
<td>24</td>
</tr>
<tr>
<td>Everett</td>
<td>84</td>
</tr>
<tr>
<td>Highline</td>
<td>72</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>82</td>
</tr>
<tr>
<td>Pierce</td>
<td>32</td>
</tr>
<tr>
<td>Renton</td>
<td>32</td>
</tr>
<tr>
<td>Seattle District</td>
<td>153</td>
</tr>
<tr>
<td>Shoreline</td>
<td>87</td>
</tr>
<tr>
<td>Tacoma</td>
<td>104</td>
</tr>
<tr>
<td>Puget Sound Total</td>
<td>711</td>
</tr>
</tbody>
</table>

In addition to the annual graduates from associate-degree nursing programs, there is a large backlog of nurses with the associate’s degree currently employed, with very limited RN-B capacity for these nurses to pursue further education. The RN-B program will be designed for working nurses, to help Washington state meet the IOM goal of 80% baccalaureate degree nurses by 2020.

As noted, given the high concentration of hospitals and other medical facilities in the Puget Sound area, the entry-level requirement for a BSN is becoming more and more prevalent in Bellevue College’s service area.

Efforts to maximize resources to serve placebound students

Similar programs in the area

Puget Sound is the most highly and densely populated area of Washington State, home to more than 50% of the state’s population and four cities of over 100,000 within a 30 mile radius: Bellevue (122,363), Everett (103,019), Seattle (608,660) and Tacoma (198,397). The existing RN-B programs (4 in Puget Sound area) do not have adequate slots to meet the student and employer demand for nurses with the baccalaureate degree.

Washington State has two public universities that offer RN-BSN programs: University of Washington at Tacoma and Bothell campuses, and WSU at main campus, three satellite

camps, and online. Three private universities offer RN-BSN programs: Seattle Pacific University, Seattle University, and Walla Walla University. Western Governors University (WGU) offers a fully online program to residents of Washington and other states. Currently, Olympic college, on the Olympic Peninsula, is the only community college to offer the RN-BSN. Of RN-B programs in King, Pierce and Snohomish counties, UW at Bothell and Tacoma is the online public option that offers some face-to-face instruction.

Online programs such as WGU’s are a good option for place-bound students who have the requisite technical skills, internal motivation and learning style to succeed in a fully online environment. For students who do not thrive in fully online environments, a group that includes many current RNs, the sole local public option for the RN-B is the University of Washington- Bothell.20 UW-B is planning to add an Eastside cohort group to its existing cohort of approximately 140 students admitted to the RN-B each year, which will increase, but not fully meet, the need for access to the RN-B. Even with this addition of slots, there will be fewer than 200 public college spots for between 300-500 graduates, plus previously graduated nurses with the associate degree who want to pursue the baccalaureate.

Options for collaboration

Bellevue College, Olympic College and the University of Washington (Bothell and Tacoma campuses) met in February 2012, to discuss the need for baccalaureate-prepared nurses and how our respective institutions could work together to meet the employer needs. A representative of the Washington Center for Nursing was also present at the meeting. Options discussed included UW-Bothell’s planned expansion into their Eastside Leadership Center in Bellevue, and Bellevue College’s desire to implement the RN-B, also in Bellevue.

Unique aspects of Bellevue College’s RN-B program

The RN-B program at Bellevue College will not only help meet the increased employer demand for nurses with the bachelor’s of science in nursing, but will also provide unique options for students to choose classes in Healthcare Information Technology (HIT) and/or Healthcare Management. The growing role of information technology in the healthcare setting requires additional knowledge and skills of all healthcare professionals, including nurses. In interviews with local employers, as well as in feedback on the college’s recent employer survey, healthcare information technology and human resource management/leadership were two areas rated strongly by more than 90% of respondents (Table III).21

---

20 Traffic in Puget Sound typically prevents working students from travelling from Bellevue to Tacoma for school.
21 See appendix A for full employer survey results
Table III: Employer rating of baccalaureate-level nursing skills

Q: When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Critical</th>
<th>Nice to have</th>
<th>Irrelevant</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Nursing Practices</td>
<td>29.9% (14)</td>
<td>69.2% (36)</td>
<td>3.8% (2)</td>
<td>52</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>86.5% (45)</td>
<td>11.5% (6)</td>
<td>1.9% (1)</td>
<td>52</td>
</tr>
<tr>
<td>Community/public health</td>
<td>9.8% (5)</td>
<td>58.8% (30)</td>
<td>31.3% (16)</td>
<td>51</td>
</tr>
<tr>
<td>Cultural competency</td>
<td>64.7% (33)</td>
<td>31.3% (16)</td>
<td>3.9% (2)</td>
<td>51</td>
</tr>
<tr>
<td>Healthcare finance</td>
<td>17.3 (9)</td>
<td>61.5% (32)</td>
<td>21.5% (11)</td>
<td>52</td>
</tr>
<tr>
<td>Healthcare information management/technologies</td>
<td>36.5 (19)</td>
<td>55.7 (29)</td>
<td>7.69 (4)</td>
<td>52</td>
</tr>
<tr>
<td>Healthcare policy and regulatory environment</td>
<td>33.3 (17)</td>
<td>62.7% (32)</td>
<td>3.9% (2)</td>
<td>51</td>
</tr>
<tr>
<td>Human resource leadership/management/supervision</td>
<td>34.6% (18)</td>
<td>59.6% (31)</td>
<td>5.7% (3)</td>
<td>52</td>
</tr>
<tr>
<td>Patient care management</td>
<td>77.6% (41)</td>
<td>20.7% (11)</td>
<td>1.8% (1)</td>
<td>53</td>
</tr>
<tr>
<td>Teamwork</td>
<td>88.4% (46)</td>
<td>7.6% (4)</td>
<td>3.85% (3)</td>
<td>52</td>
</tr>
<tr>
<td>Technical writing</td>
<td>32.6% (17)</td>
<td>42.3% (22)</td>
<td>25% (13)</td>
<td>52</td>
</tr>
<tr>
<td>Total respondents</td>
<td></td>
<td></td>
<td></td>
<td>52</td>
</tr>
</tbody>
</table>

Conclusion

Bellevue College looks forward to speaking with SBCTC system trustees about our plans for an RN-Baccalaureate program. We believe this program will be a key element in helping our region meet the Institute of Medicine goal to have 80% baccalaureate-level nurses by the year 2020. An eastside RN-B pathway housed on a community college campus will provide an accessible pathway for graduates of associate degree nursing programs at system colleges. It will also meet the expressed needs of our many local employers, as well as the current and future healthcare needs of Washington state.
RN-B Employer Survey 2012 - detailed report

Survey Title: RN-B Employer Survey 2012

Survey Properties:

Total Respondents: 58

Responses By Question Analysis:

APPENDIX A: RN-B Employer Survey

1. When hiring a nurse with the RN credential, what level of degree do you look for?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor degree and above exclusively</td>
<td>9</td>
<td>16%</td>
</tr>
<tr>
<td>Significantly more bachelor degree than associate degree graduates</td>
<td>29</td>
<td>50%</td>
</tr>
<tr>
<td>The same number of bachelor and associate degree graduates</td>
<td>15</td>
<td>26%</td>
</tr>
<tr>
<td>Mainly associate degree graduates</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>We rarely hire RNs</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>58</td>
<td>100%</td>
</tr>
</tbody>
</table>

Total Respondents: 58

2. If you prefer to hire RNs with the bachelor's degree over RNs with the associate's degree, please tell us why.

1. Better developed critical thinking and delegation skills.
2. Increased ability to coach for leadership roles within organization.
3. In support of the IOM report recommending that 80% of the RN workforce be comprised of BS nurses by 2020.

The reality is that over time, the nursing profession has evolved. Having entered the profession as an RN with an associate degree, it was easy to jump to the conclusion that I did not need additional technical education. What I have learned through both experience and continue dpursuit of
4. education, to include BSN and MSN is that there is always more to learn and the development and critical thinking required of higher levels of education, as well as subject matter and the need to refine
written and verbal communication during the education process has served me well in my career and made me a better nurse.

5. IOM

6. Increased knowledge base.

When choosing a candidate with I look at their clinical rotations and how many hours they actually spend in the clinical areas. The combination of a Bachelors and strong clinical experience helps make the transition to acute care easier.

7. Evidence-based care shows there are fewer errors with a BSN. The IOM report names a goal of 80% BSN by 2020.

8. They have a higher level of education and a long term commitment to the profession to continue to achieve higher academic levels. Because they have more depth of training for being a Registered Nurse. And they have more opportunities to participate in pediatric clinical rotations, as well as a senior capstone in a pediatric setting.

9. More focus on research, ethics, leadership and pediatric clinical rotations

10. Better critical thinking skills. Trend in country towards more BSN prepared nurses. Research showing better outcomes with BSN prepared nurses.

11. 4 yr education vs 2 year. More rounded overall in experience.

12. They are more well rounded in psych-social skills

13. magnet path

To be honest when we hire it is about the person more than the degree. Once hired we encourage and support an advanced degree and/or certifications.

14. Improved critical thinking skills, ambition for career advancement

15. Other than ADNs grandfathered in, BSN required for RN position by our institution

- Better chance of excellent critical thinking skills.
- Benefit for further RN certifications and degrees
- Ability to move the RN into management

16. Bachelor prepared RNs typically have better critical thinking skills, more well rounded approach to nursing care in general, and are better at communication with physicians

17. BSN is likely to become the standard

18. I prefer RN's with Critical Thinking and emotional intelligence the most.

19. It is the future of nursing. A BSN student has a wider perspective on the wholeness of the patient, rather than simply technical knowledge.

20. education and practical training

IOM report- provide career progression to meet BSN requirement

Continuing research supports increase quality of care with BSN at the bedside. How do we establish nursing as a profession if there are 2 levels of education?

21. Bachelor degree RN's tend to be more committed to the profession/career. My experience with associate degree graduates has been not bad but I always tend to think, because of attitude, they are in this for a good paying job only. The patient advocacy is lacking.

22. Its the future. IOM report on Nursing increasing BSN's. Magnate requirements. BSN prep gives the nurses a broader perspective, more systems thinking, care coordination.

23. See other statement above. I do not believe the degree is a deciding factor

24. BSN required for Public Health nurse positions. They have Community Health training.

Clinic RN's will soon need BSN to provide patient-centered home health model.

25. I feel it shows a dedication toward the learning process which is essential to a nurses practice.

26. Bachelor degree preparation facilitates critical thinking and leadership abilities

It seems that Bachelor Degree prepared nurses have more experience with research and evaluation of evidence based practice.
34. Their level of engagement in professional practice is higher and they have a broader knowledge of systems, quality, leadership, etc. Also, to meet the 2020 goal.

35. Our RN staff who had AA degrees and went on to get a BSN are very articulate about how this further education advanced their practice, increased their skills in critical thinking and their ability to work within a larger system. Our staff report a significant difference in practice between baccalaureate prepared and AA prepared nurses.

36. They have a better foundation for nursing practice, with far greater potential for understanding and improving practice. They have a foundation in leadership and management, and have more potential for leadership of care teams and for management positions.

37. magnet

Total Respondents 37

3. Have you experienced problems finding RNs with the bachelor's of science in nursing to fill your employment needs?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td>8</td>
<td>14%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>33</td>
<td>58%</td>
</tr>
<tr>
<td>Never</td>
<td>16</td>
<td>28%</td>
</tr>
</tbody>
</table>

Total Respondents 57

4. Industry projections tell us that nursing is a high growth career area, and that the need for nurses with a baccalaureate degree is increasing. Is that your perception?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently the need for RNs with a BSN is growing</td>
<td>39</td>
<td>71%</td>
</tr>
<tr>
<td>The need for RNs with BSN can be met by current program graduates</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>Don't know</td>
<td>7</td>
<td>13%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>55</td>
<td>100%</td>
</tr>
</tbody>
</table>

Total Respondents 55

5. Would it benefit your organization to have a Bellevue location for current RNs to complete the BSN?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>89%</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>11%</td>
</tr>
</tbody>
</table>

Total Respondents 54

6. If you answered "yes" to the previous question, what would the benefits of a Bellevue College BSN program be?

Response Response
Total Percent
Expanded hiring pool 23 42% 
Money saved in not having to recruit from out-of-state 11 20% 
More educational opportunities means better skilled employees 36 65% 
Professional development for current employees 42 76% 
Other, please specify 55 100% 

**Total Respondents** 55

( skipped this question) 3

7. When hiring an RN with the BSN, please rate the level of importance you assign to each of the listed skills.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Critical</th>
<th>Nice to have</th>
<th>Irrelevant</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced nursing practices</td>
<td>26.92% (14)</td>
<td>69.23% (36)</td>
<td>3.85% (2)</td>
<td>52</td>
</tr>
<tr>
<td>Communication skills</td>
<td>86.54% (45)</td>
<td>11.54% (6)</td>
<td>1.92% (1)</td>
<td>52</td>
</tr>
<tr>
<td>Community/public health</td>
<td>9.8% (5)</td>
<td>58.82% (30)</td>
<td>31.37% (16)</td>
<td>51</td>
</tr>
<tr>
<td>Cultural competency</td>
<td>64.71% (33)</td>
<td>31.37% (16)</td>
<td>3.92% (2)</td>
<td>51</td>
</tr>
<tr>
<td>Healthcare finance</td>
<td>17.31% (9)</td>
<td>61.54% (32)</td>
<td>21.15% (11)</td>
<td>52</td>
</tr>
<tr>
<td>Healthcare information management/technologies</td>
<td>36.54% (19)</td>
<td>55.77% (29)</td>
<td>7.69% (4)</td>
<td>52</td>
</tr>
<tr>
<td>Healthcare policy and regulatory environment</td>
<td>33.33% (17)</td>
<td>62.75% (32)</td>
<td>3.92% (2)</td>
<td>51</td>
</tr>
<tr>
<td>Human resource leadership/management/supervision</td>
<td>34.62% (18)</td>
<td>59.62% (31)</td>
<td>5.77% (3)</td>
<td>52</td>
</tr>
<tr>
<td>Patient care management</td>
<td>77.36% (41)</td>
<td>20.75% (11)</td>
<td>1.89% (1)</td>
<td>53</td>
</tr>
<tr>
<td>Teamwork</td>
<td>88.46% (46)</td>
<td>7.69% (4)</td>
<td>3.85% (2)</td>
<td>52</td>
</tr>
<tr>
<td>Technical writing</td>
<td>32.69% (17)</td>
<td>42.31% (22)</td>
<td>25% (13)</td>
<td>52</td>
</tr>
</tbody>
</table>

Total Respondents 52

( skipped this question) 6

8. Are there additional important skills not listed in question 7? What are they?

1. Critical thinking, delegation and time management.
2. Concept of accountability and professionalism.
3. Realistic expectations related to FTE and Shift that they will work. Ability to critically think, focus on patient outcomes not just on tasks.
4. None
5. Critical thinking skills
6. Focus on culture of patient safety and error reduction strategies.
7. Teaching skills for patient education. You may have combined that in Communication Skills.
8. Conflict resolution skills
9. Pharmacology
10. Leadership skills
11. Nursing care is evidenced based understand evidence based nursing practice Delegation Critical thinking/reasoning
12. Advance practice skills are required for some hospital units, Critical Care, ED, L&D
Clinical Competence

12. Critical thinking skills are always a difficult skill to teach, and it's an area lacking with new grads. Need more education and awareness.

13. Evidenced based practice

14. Relationship based care

Flexibility, Adaptability, Able to Multi-task, Self motivated, Willing to support a teaching environment, Willing to take responsibility for seeking own growth opportunities, Willing to participate in unit activities that promote a healthy work environment as well as contribute to departmental growth.

15. Ability to have experience in the Operating Room (OR). The percentage of Nursing programs, regardless of degree, that have OR in their curriculum is astonishingly low. We need all facets of nursing taught in schools.

16. Critical thinking

17. Professional responsibility, Health Care Legislature and how health care is changing and the financial impacts on health care

Knowledge of anatomy and physiology

18. Understanding research and the important role it plays at the bedside

Critical Thinking

19. Understanding of data/metrics/quality processes

20. What is the size of your organization in terms of the number of employees?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>10-25</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>26-50</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>50-99</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>100-499</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>500 or more</td>
<td>46</td>
<td>88%</td>
</tr>
</tbody>
</table>

Total Respondents 52

10. How many RN positions does your organization have?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>10-25</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>26-50</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>51-99</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>100 or more</td>
<td>49</td>
<td>94%</td>
</tr>
</tbody>
</table>

Total Respondents 52

11. How many RN positions do you think your organization will have in 5 years?
12. Does your organization currently employ nurses who will need to earn the Bachelor’s of Science in nursing?

<table>
<thead>
<tr>
<th>How many RNs?</th>
<th>Response</th>
<th>Total</th>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>27</td>
<td></td>
<td>66%</td>
</tr>
<tr>
<td>How many LPNs?</td>
<td></td>
<td>21</td>
<td></td>
<td>51%</td>
</tr>
</tbody>
</table>

Total Respondents 30

13. Does your organization provide any of the following education support services to employees?

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Response</th>
<th>Total</th>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition reimbursement</td>
<td></td>
<td>38</td>
<td></td>
<td>81%</td>
</tr>
<tr>
<td>Flexible schedule / leave for class time</td>
<td></td>
<td>29</td>
<td></td>
<td>62%</td>
</tr>
<tr>
<td>Movement on pay scale</td>
<td></td>
<td>15</td>
<td></td>
<td>32%</td>
</tr>
<tr>
<td>None of the above</td>
<td></td>
<td>0</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Other education-related support, please specify</td>
<td></td>
<td>47</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Total Respondents 47

14. Please enter the primary category of your organization.

<table>
<thead>
<tr>
<th>Category</th>
<th>Response</th>
<th>Total</th>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital</td>
<td></td>
<td>38</td>
<td></td>
<td>84%</td>
</tr>
<tr>
<td>Hospital-affiliated outpatient facility</td>
<td></td>
<td>4</td>
<td></td>
<td>9%</td>
</tr>
<tr>
<td>Private outpatient facility</td>
<td></td>
<td>0</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Long-term care facility</td>
<td></td>
<td>1</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Private practice</td>
<td></td>
<td>0</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Public health clinic</td>
<td></td>
<td>1</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td></td>
<td>1</td>
<td></td>
<td>2%</td>
</tr>
</tbody>
</table>

Total Respondents 45

15. Where is your service area?
<table>
<thead>
<tr>
<th>Region</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastside (greater Bellevue, Kirkland, Redmond, Union/Novelty Hill, Snoqualmie Valley, Sammamish, Issaquah, Renton Highlands/Hobart)</td>
<td>18</td>
<td>38%</td>
</tr>
<tr>
<td>Greater Seattle area (including Everett to the north and Federal Way and Vashon Island to the south), outside the “Eastside”</td>
<td>27</td>
<td>57%</td>
</tr>
<tr>
<td>Puget Sound area outside the greater Seattle area</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Western Washington outside Puget Sound area</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Eastern Washington, east of the Cascade Mountains</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Out-of-state</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>47</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Total Respondents**: 47

(skiped this question) 11
RN-B Student Survey

Survey Title: RN-B Student Survey 2012

Survey Properties:

Total Respondents: 230

Responses By Question Analysis:

APPENDIX B - RNB Student Survey

1. What college are you attending?
   1. North Seattle Community College
   2. NSC
   3. North Seattle CC
   4. North Seattle Community College
   5. North Seattle Community College
   6. North Seattle Community College
   7. North Seattle Community College
   8. North Seattle Community College
   9. North Seattle Community College
   10. north seattle community college
   11. North Seattle Community College
   12. NSCC
   13. North Seattle Community College
   14. Bellevue College
   15. Bellevue College
   16. Bellevue College
   17. Bellevue College
17. Bellevue College
18. Bellevue College
20. Bellevue College
21. Bellevue College
22. Bellevue College
23. Bellevue College
24. Bellevue College
25. Bellevue College
26. Bellevue College
27. Bellevue College
28. Bellevue College
29. Bellevue College
30. BC
31. bellevue college
32. Bellevue College
33. Bellevue College
34. Bellevue College
35. Bellevuw
36. Bellevue College
37. Bellevue College
38. Bellevue College
39. Bellevue College
40. North Seattle Community College
41. Bellevue College
42. Bellevue College
43. bellevue college
44. Bellevue College
45. Bellevue College
46. Bellevue College
47. Bellevue College
48. Bellevue College
49. Bellevue College
50. Bellevue College
51. Bellevue
52. Bellevue College
53. BC
54. NSCC
55. Bellevue College
56. bellevue college
57. Bellevue College
58. Bellevue College
59. Bellevue College
60. Bellevue College
61. North Seattle Community College
62. Bellevue College
63. Bellevue College
64. Bellevue College
65. North Seattle Community College
66. Bellevue College
67. NSCC
68. Bellevue College
69. Bellevue College
70. Bellevue College
71. Bellevue college
72. Bellevue College
73. Bellevue College
74. Bellevue College
75. Bellevue College
76. Bellevue
77. Bellevue College
78. Bellevue
79. bellevue college
80. Shoreline Community College
81. shoreline community college
82. Shoreline
83. Shoreline Community College
84. Shoreline Community College
85. Bellevue College
86. Shoreline CC
87. Shoreline Community College
88. Shoreline community college
89. Shoreline Community
90. Shoreline Community College
91. Bellevue College
92. Bellevue College
93. shoreline
94. Shoreline CC
95. shoreline cc
96. Shoreline Community College
97. Bellevue College
98. shoreline community college
99. Shoreline CC
100. Shoreline Community College
101. Shoreline Community College
102. Shoreline Community College
103. Shoreline CC Nursing
104. Shoreline Community College
105. Shoreline Community College
106. Shoreline Community College
107. Shoreline Community College
108. Shoreline Community College
109. Shoreline CC
110. Shoreline Community College
111. Shoreline Community College
112. Shoreline Community College
113. Bellevue College
114. Bellevue College
115. shoreline community college
116. shoreline community college
117. Bellevue College
118. Bellevue College
119. Shoreline CC
120. Shoreline CC
121. Shoreline Community College
122. Bellevue College
123. Shoreline CC
124. Shoreline Community College
125. Bellevue College
126. Shoreline Community College
127. Bellevue College
128. Bellevue College
129. Shoreline CC
130. Shoreline Community College
131. Bellevue College
132. Shoreline Community College
133. Shoreline Community College
134. Shoreline Community College
135. Bellevue College
136. Shoreline Community College
137. shoreline community college
138. North Seattle CC
139. Bellevue College
140. Bellevue College
141. Shoreline CC
142. Shoreline Community College
143. Shoreline CC
144. bellevue college
145. Shoreline Community College
146. Shoreline Community College
147. Shoreline Community College
148. Shoreline Community College
149. Bellevue College
150. Bellevue College
151. Bellevue College
152. Bellevue College
153. Shoreline CC
154. Shoreline
155. Bellevue College
156. Shoreline cc
157. Shoreline Community College
158. Bellevue College
159. bellevue college
160. shoreline community college
161. Shoreline Community College
162. Shoreline Community College
163. Shoreline Community College
164. Bellevue College
165. Shoreline Community College
166. Bellevue College
167. Bellevue College
168. Peninsula College
169. Peninsula College
170. Peninsula College
171. peninsula college
172. UW
173. Peninsula College
174. Peninsula college
175. Grays Harbor College
176. Shoreline CC
177. Peninsula College
178. bellevue college
179. Peninsula College
180. Peninsula college
181. Peninsula College
182. Bellevue College
183. Bellevue College
184. Bellevue College
185. Peninsula Community College
186. Bellevue college
187. nscc
188. Grays Harbor College
189. Bellevue College
190. Bellevue College
191. wwcc clarkston
192. Walla Walla Community College
193. Walla Walla Community College
2. When do you plan to graduate with your associate's degree?

<table>
<thead>
<tr>
<th>Year</th>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>109</td>
<td>49%</td>
</tr>
<tr>
<td>2013</td>
<td>105</td>
<td>48%</td>
</tr>
<tr>
<td>2014</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>2015</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2016 or later</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
3. If Bellevue College offered an RN-B program, which is a pathway to the bachelor's of science in nursing degree for nurses with an RN credential and an associate's degree, would you consider participating?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>163</td>
<td>73%</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>5%</td>
</tr>
<tr>
<td>Maybe</td>
<td>48</td>
<td>22%</td>
</tr>
</tbody>
</table>

Total Respondents: 223

4. Would you prefer to attend fulltime (approximately 15 credits per quarter, or 3 classes) or part-time (10 credits, or two or fewer classes per quarter).

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>94</td>
<td>43%</td>
</tr>
<tr>
<td>Part-time</td>
<td>87</td>
<td>40%</td>
</tr>
<tr>
<td>I don't know</td>
<td>38</td>
<td>17%</td>
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</table>

Total Respondents: 219

5. How many days per week could you come to Bellevue College for classes?

<table>
<thead>
<tr>
<th>Days per week</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 days</td>
<td>29</td>
<td>13%</td>
</tr>
<tr>
<td>4 days</td>
<td>29</td>
<td>13%</td>
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<tr>
<td>3 days</td>
<td>78</td>
<td>35%</td>
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<tr>
<td>2 days</td>
<td>93</td>
<td>41%</td>
</tr>
<tr>
<td>1 day</td>
<td>64</td>
<td>28%</td>
</tr>
<tr>
<td>Online</td>
<td>59</td>
<td>26%</td>
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</table>

Total Respondents: 225

6. Please rate the following items as to how much they would influence your decision to enroll in an RN-B program.

<table>
<thead>
<tr>
<th>Item</th>
<th>Not at all important</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordability</td>
<td>3.27% (7)</td>
<td>23.36% (50)</td>
<td>73.36% (157)</td>
<td>214</td>
</tr>
<tr>
<td>Career advancement</td>
<td>0% (0)</td>
<td>16.51% (35)</td>
<td>83.49% (177)</td>
<td>212</td>
</tr>
<tr>
<td>Graduate school option post- bachelor's degree</td>
<td>8.45% (18)</td>
<td>45.07% (96)</td>
<td>46.48% (99)</td>
<td>213</td>
</tr>
</tbody>
</table>
7. Please describe any benefits a bachelor's of science in nursing would offer you, as compared to an associate degree in nursing.

1. Possible jobs at Magnet hospitals such as UW or Seattle Children's. I don't entirely see the benefit if I already have a bachelors degree in another field. I am hopeful to still acquire a job after graduating with an ADN, but I will know more once I'm out there in the job market.

2. Better career advancement and Post Bachelor options.

3. Many institutions do not routinely hire ADNs. A BS is need for most graduate programs.

4. Many positions are dependent on having a bachelor's degree in nursing. Having this additional degree would mean better career opportunities.

5. A bachelor's degree would bring an automatic $10,000/yr. increase in salary.

6. there are more opportunties for RNs with bachelor degrees, plus I don't have a previous BA or BS so I would feel like i accomplished more if I has a BSN.

7. More employment options, better candidate for competing in job market. The necessary step before a masters.

8. as a entrance to post graduate.

9. My answer stems from what I have been hearing--that having a BSN would give me more job options and I would be more likely to be hired over an RN with an ADN. I already hold a Bachelor's in Biology but I know this doesn't count in the nursing world. I would be fine just having my RN if I were able to get hired easily and have a fulfilling job that I enjoyed. But, it sounds as though employers are really keeping an eye out for the BSN graduates, which makes me want to be one of them.

10. It's just something that I am looking to have as part of my education. It will also allow me to hold other jobs later after I get an BSN and Masters

11. gateway to hospitals

12. Increased job prospects, increased pay, ability to move on to grad program.

13. It is harder for new graduate nurses to find jobs and RN-B would make me more marketable and hirable.

14. It would provide me with better marketability and more experience in nursing. It would also allow me to continue on to get a graduate degree in nursing.

15. I want to further my education and eventually persue a masters degree in nursing.

16. Nurses with BA's are increasingly in demand. As a student who would like as many options as possible when entering the work force, I feel a BA is essential.

17. ease of finding a job; job security; pathway to a masters or PhD

18. More opportunity for growth in the field of nursing.

19. bridge to masters program.

20. Management job options, better job security, and post-bachelor study options (MPH, ARNP, etc.)

21. higher status, increased salary

22. Current job listings reflect that employers prefer applicants to have a BSN as opposed to an ADN; additionally, in order to pursue management opportunities a BSN is required. Finally, should I choose
to go into teaching, a MN would be required, so for me a BSN is critical for advancement opportunity.

23. I need a BSN to go into a MSN program.

24. Increased job marketability especially in hospitals, and advancement in career to become a nurse practitioner in the future.

25. I plan on furthering my education past a BSN. If it was offered at Bellevue it would help me by reducing my commute. Since I am already attending the ADN program it would eliminate the distraction of learning a new school's campus and allow for a seamless transition into the BSN program.

26. More opportunities for management positions

27. Having a bachelor's of science in nursing would open up new opportunities in the job market. Most notably I would be able to apply for positions at magnet hospitals that already require the degree.

28. gateway into hospitals

29. Increased pay, increased graduate school opportunities.

30. Many of the hospitals in Seattle give preference to those students graduating from a 4 year degree program. I would be able to compete with them on a more level playing field if I was receiving a BSN. It would give me greater knowledge and opportunities in more areas of nursing in and outside of the hospital setting.

31. A lot of government funded hospitals(Harborview, VA) require a BSN and that's where I want to work!

32. I'd have a BSN which would allow me to advance into possibly getting a Mastery or Doctorate in Nursing.

33. The ability to enter higher nursing positions in the future.

34. Most hospitals nowadays prefer nurses to have their bachelor's degree. It is nice to have it to be on the safe side

35. It will give me greater room to expand my roles as a nurse, it will increase my credibility, and prepare me to possibly go even further into my nursing education. I would like to be able to work in magnet facilities like Children's and only with a bachelor's could this opportunity be available to me.

36. Ability to keep on studying to become an advance practice nurse. As well as better chance for employment in a competitive market.

37. not sure, honestly.

38. Better job perspectives

39. increased job marketability, career advancement, ladder to graduate program

40. Better job and career perspectives

41. Job security, pathway to a Master's in nursing, the prestige of a 4-yr degree, better understanding of research practices in nursing

42. Allows for easier initial job placement as an RN; some employers require a Bachelor degree for Charge Nurse position; Easier placement as an agency or travel nurse

43. Increased future job options. Sense of pride. Ability to move away from bedside nursing if desired.

44. More training for leadership positions in nursing as well as better job placement and preparation for grad school.

45. With a bachelor's I would have better marketability. And there are rumors that soon BSN will be a requirement.

46. Prefer the campus and location at bellevue

47. By 2020 all registered nurses must have a bachelor's of science in nursing. There is more job availability for nurses with a bachelor's degree. There are many more fields for nurses to work in when they have a bachelor's degree. Having a bachelor's degree provides the nurse with more education and clinical applications to broaden the nurse's knowledge base.
My understanding of the current RN job market is that a BSN is more valued by employers, and a BSN candidate will have a stronger chance of finding employment.

In order to be considered for a position a nurse, especially a new graduate, has to have a BSN or be in accredited BSN program. That's pretty much the reason for me advancing.

Many hospitals want applicants with a BSN; it is also important for advancement at work and school.

I am looking to add a bachelors degree in nursing to my bachelors degree in health administration that I already hold to open up more options in the career field.

Many institutions are now requiring or strongly preferring nurses with a bachelor's. This would increase my job marketability and position me for pursuing a masters degree.

I know that some hospitals such as Children's Hospital in Seattle prefers their nurses to have Bachelor's in Nursing. I also think it would be more convenient to stay in one program rather than have to transfer to another program to be able to get your RN-B.

It will allow me to be more marketable as WA has a goal to have 80% of practicing RN to have their BSN by 2020.

Additional employment opportunities and a higher rate of pay.

Broader job market/ opportunities for advancement

Job placement opportunities, increased education and knowledge base.

with more study about research, i will have more accurate and detail medical information with critical thinking, and provide more appropriate nursing care and information to patients.

Leadership and management potential, & other positions of increased responsibility, ex: CRNA path

Advancement

more book knowledge instead of hands on experience

More job opportunities

For one, it makes a difference in pay for some employers. Two, it seems that having a bachelor's is preferable in work settings. Generally, trying to afford to go to a university is hard for most.

More job opportunities, higher pay, further advancement.

More education=More job opportunities=Increased Pay

More job opportunities at the bigger hospitals. Wider knowledge of community health base practice.
81. It would allow me to go further in healthcare. I would like to enter a nursing management field.
82. More job opportunities and ability to apply for graduate programs
83. It would allow me to move upward in buy respective career field as well as apply to Nurse Anesthetist programs. NOTE: a Fast Track program would be very much helpful and appreciated
84. It will help me be able to get a nursing job that fits with my career path.
85. The only benefit I could see for me personally would be the increased knowledge regarding community health nursing, which would help me get a job through WIC (Women, Infants and Children). Otherwise, from what I hear, a BSN program doesn't make you a much more competitive applicant for jobs; it's the work experience that companies seem to be more interested in initially.
86. Job opportunities and higher salary.
87. Increased Job Marketability
88. Pay differences and more choices.

A BSN in nursing would allow me to obtain pay increases and promotions faster than with just an associate degree in nursing. It would also allow me to obtain management positions in the future, as well as give me the option of applying to graduate school.
89. More advanced level, broader knowledge base, more opportunities for employment and career advancement, better pay
90. I have a Bachelor's degree in an unrelated field, so am able to go on to graduate school if desired after completing my associate RN. I would only be interested in pursuing a RN-B if I could do it while working as an RN full time.
91. Job marketability and job security
92. I would be able to work as a public health nurse.
93. I would be able to work at Children's Hospital (only hire those with Bachelor's degrees)
94. Meet a future requirement of the government or a future job requirement
95. More competitive when looking for a job.
96. I would like to continue my education from the Associate level and be able to offer my patients that much more knowledge. There are more options with a bachelor's degree then without also.
97. advanced placement in the job market
98. My understanding is that it's a big factor in hiring for hospital jobs right now, and an even bigger factor if you even want to advance into management.
99. More job opportunities as an RN and a BSN in nursing will be required within the next couple of years to work as nurse.
100. B
101. This is the direction the Robert Wood Johnson Foundation states I need to head. I personally don't see the advantage of taking more schooling to learn that poor and marginalized people have worse health outcomes, but if it means I am employable, I will do it.
102. I intend to pursue a master's degree, so having my BSN would be helpful.
103. Perhaps more theoretical application to nursing care as opposed to practical application - though I consider both to be equally important and valuable to the field.
104. I want to work at Virginia Mason Medical Center and currently looking for a nurse tech position there has been difficult because VMMC prefers to hire BSN's over ADN's. So being in an ADN program makes me less marketable to VMMC.
105. I think a bachelor's of science in nursing would offer a lot to me in my professional career but when I choose to continue my education I am going to get my master's as I already have a bachelors degree in a different field. If I did not already have that degree I would be interested in going to a community college for my bachelor's of science in nursing. Not only would it give me better opportunities in the work force but the more knowledge the better off I am.
Advancement in field. Continuation of education without hassle of changing schools/programs.

Ability to attend graduate program

More career opportunities and increased job marketability.

More job opportunities, and a step toward a master's degree.

I have heard nurses with a BSN make more money and advance faster.

It would open up more job opportunities.

I already attend BC Nursing program. To be able to continue to a bachelor's program with a familiar faculty in a familiar setting would be very beneficial.

More experience and knowledge, better chance in the job field

opportunities for leadership or management positions,

I am required to get a BSN after graduating with an associate's degree by my work.

I'm guessing that having a RN-B would make me more hireable.

I feel that with the bachelor's in nursing I would not only feel more competent, but I would be more competent. I think it is very important to realize that nurses deal with many different patients, and often times, their lives depend on our actions, that is why we need to best educatin we can possibly get. In my opinion the bachelor's program at Bellevue College would be a great success. Students no longer would need to drive all the day north for the classes, but they would also be familiar with the staff and the campus itself. I am glad to hear that BC is looking into that option, as I myself know many people who would rather continue being students at BC, than transferring to Bothell. Overall, I believe, that bachelor's degree would offer me not only more knowledge, but it would also give the peace of mind, that I am doing what's best for my patients.

Many hospitals are preferring a BSN in hiring which influences my future education choices.

In the Seattle area, a lot of hospitals will only consider nurses with BSN's. Therefore to compete in this area, it is vital to go on to get your BSN.

A better career pathway.

Having my bachelors degree would help me to advance my career and be able to teach.

Having a bachelor's of science in nursing would offer me the opportunity to work in management positions as well as giving me more hiring opportunities.

It would improve my ability to find work in settings I wish to find work on, I would be able to advance my career within the hospital setting to some extent, and most importantly I would be able to further my education after obtaining a BSN.

I will need a BSN in order to continue on in the nursing profession to a CRNA

Improving hiring opportunities.

It will increase my chances of being hired as a nurse with a better pay rate/salary.

Hospitals prefer to higher BSN vs AN

Getting a job. As a new grad with an ADN I feel the BSN competition will win out.

Moving up the ladder towards ARNP

More knowledge potentially leads to safer patient care. Also, having a bachelor's degree will provide more job opportunities.

In looking for jobs a BSN is needed for most of them

A BSN is the trend in nursing education and will allow me a greater chance of employment following my ADN program.

Some hospitals in the area require or prefer that you have a BSN in lieu of the ADN, therefore, the BSN would allow for better job placement opportunities.
BSN would allow for better job placement opportunities.

134. Ability to be a house supervisor or work in management, increased job options - some hospitals are going towards only BSN's
135. career advancement
136. set me apart from adns
137. At some point in time I may choose to not work on the floor anymore and the possession of a BSN degree will afford me the option of being able to be an administrator.
138. Becoming well-rounded and growing professionally.
139. MORE MANAGEMENT OPPORTUNITIES IN THE FUTURE AND EVENTUALLY ALL HOSPITALS WILL REQUIRE A BSN.
140. I believe it is going to be a necessity in the future, so I expect to go on to attain it somewhere.
141. It makes a difference for the health care changes that will be happening in the next few years. Eg: healthcare more focused on LTC, home health, etc. BSN focuses on a different approach than acute care.
142. In order to be competitive in the state of Washington, we need to have a BSN
143. Having a bachelor’s of science probably makes you a more attractive candidate to employers, especially these days when the market is so hard for new grads.
144. Higher education. Greater respect with coworkers. Increased salary.
145. It would offer me not only the chance to have more lead roles in nursing, it would also offer more career advancement and better pay.

Total Respondents 145

8. To supplement your current skills and knowledge, please tell us how much you would value each of these areas as part of a bachelor’s degree in nursing.

<table>
<thead>
<tr>
<th>Area</th>
<th>Not at all valuable</th>
<th>Somewhat valuable</th>
<th>Quite valuable</th>
<th>Very valuable</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced nursing technologies and practices</td>
<td>1.46% (3)</td>
<td>8.25% (17)</td>
<td>35.44% (73)</td>
<td>54.85% (113)</td>
<td>206</td>
</tr>
<tr>
<td>Community/public health</td>
<td>1.46% (3)</td>
<td>25.24% (52)</td>
<td>39.81% (82)</td>
<td>33.5% (69)</td>
<td>206</td>
</tr>
<tr>
<td>Cultural and social issues in healthcare</td>
<td>2.93% (6)</td>
<td>32.2% (66)</td>
<td>37.07% (76)</td>
<td>27.8% (57)</td>
<td>205</td>
</tr>
<tr>
<td>Healthcare finance</td>
<td>6.47% (13)</td>
<td>32.84% (66)</td>
<td>42.79% (86)</td>
<td>17.91% (36)</td>
<td>201</td>
</tr>
<tr>
<td>Healthcare information management and technologies (Health IT)</td>
<td>8.29% (17)</td>
<td>31.71% (65)</td>
<td>35.61% (73)</td>
<td>24.39% (50)</td>
<td>205</td>
</tr>
<tr>
<td>Healthcare policy and regulatory environment</td>
<td>4.88% (10)</td>
<td>32.2% (66)</td>
<td>40.98% (84)</td>
<td>21.95% (45)</td>
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</tr>
<tr>
<td>Leadership/management in healthcare</td>
<td>1.47% (3)</td>
<td>16.18% (33)</td>
<td>37.75% (77)</td>
<td>44.61% (91)</td>
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</tr>
<tr>
<td>Patient care management</td>
<td>0.49% (1)</td>
<td>4.88% (10)</td>
<td>25.85% (53)</td>
<td>68.78% (141)</td>
<td>205</td>
</tr>
<tr>
<td>Teamwork and team communication skills</td>
<td>0.49% (1)</td>
<td>11.22% (23)</td>
<td>32.68% (67)</td>
<td>55.61% (114)</td>
<td>205</td>
</tr>
</tbody>
</table>

Total Respondents 206

(skipped this question)
9. If you indicated that you were not interested in a bachelor's degree program in nursing, please let us know your reasons.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Already have a bachelor's degree</td>
<td>22</td>
<td>10%</td>
</tr>
<tr>
<td>Cost</td>
<td>13</td>
<td>6%</td>
</tr>
<tr>
<td>Satisfied with career path an associate's degree will give me</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Time constraints</td>
<td>9</td>
<td>4%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>211</td>
<td>100%</td>
</tr>
</tbody>
</table>

Total Respondents 211

( skipped this question) 19

10. If you indicated that you were not interested in a bachelor's degree program in nursing, would you consider taking some upper division nursing courses if the courses were relevant to your work?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39</td>
<td>91%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>9%</td>
</tr>
</tbody>
</table>

Total Respondents 43

( skipped this question) 187

11. If you are not interested in a bachelor's degree in nursing but would be interested in pursuing an applied bachelor's degree in another field, what area(s) would you consider pursuing?

1. advanced technologies; patient management
2. not sure
3. I want a BSN.
4. Health education
5. medical examiner, mortician
6. Acute care of the elderly
7. n/a
8. I am not sure yet.
9. N/A
10. N/A
11. Biology, neurology, business
12. na

Total Respondents 12

( skipped this question) 218
12. Please provide any additional comments.

1. I think this is long overdue. BSN programs are so expensive and hard to get into it would be nice to have more options.

   This consideration of having a BSN program in my opinion is a very smart one! So many RN students tell me that they want to continue their education but they are going to wait until they find an RN job that offers assistance with their educational costs. Having a program like this will help many students achieve this possibility much sooner! I also believe that many other colleges will follow suit and this will lead to more educated nurses, better prepared for the changes in healthcare taking place.

2. I will probably seek nursing employment before I decide if I should get a Bachelors degree. I would be interested in getting one if I could work and go to school part time.

   I really like the way Bothell UW has there program set up, a bachelors can be earned in a year going one day a week. It would be nice to have other options especially with a different focus an location. UW is also very expensive.

3. I know that University of Washington used to offer only 3 quarters for BSN and somehow (I believe money motivated ) changed into 4 quarters. I want you, Bellevue college to offer only 3 quarters for BSN.

4. I am very excited about this possibility.

5. I would love it if Bellevue College had a RN baccalaureate program. The school is close to me so it cuts down on my transportation time and cost.

   This would be a very good idea for Bellevue College. Taking two years at Bellevue and transferring to another school for the RN-BSN is very inconvenient. I don't think you'd have any problem filling the seats. Similarly, I would discourage a two-program approach. Specifically, there should not be an ADN program and a BSN program with two separate application processes. It would be better to have one application process and a student can select ADN or BSN track. The curriculum for the first two years would be identical and ADN and BSN students would sit side-by-side in class. At the end of the two years, ADN students would depart, but the BSN students would stay on for a third year. On a space available basis, outside candidates for RN-BSN could be accepted to join the BSN students for the third year curriculum.

   The opportunity to get my RN-B at Bellevue College would be great! More affordable than UW, and more convenient.

6. Please start a BSN program!!!

   It would be very convenient if you Bellevue offered this program so I wouldn't have to go all the way to Bothell.

   Bellevue college is as excellent as any University in WA. The professors and the classes available are outstanding for only half of the tuition rates of other nearby colleges. The affordability and ease of admission of an RN-B program at Bellevue College will definitely help increase the number of nurses who will need to pursue their BSN by 2019.

   I think providing a 4 year BSN would be a natural fit for Bellevue's nursing program. I am surprised they don't already have it. I know it will be difficult finding the properly educated staff (i.e. PhD's) but I know it would be a successful program. Good luck.

    The price of the RN-B would have to be substantially lower than the UW Bothell degree to be competitive. Without an established reputation of graduates applicants will be taking a risk on choice to the UW pedigree. Personally I also plan to pursue the MN through UW Bothell and the costs for the RN-B wuld need to be reasonable enough for me to consider both. I may go RN-Mn direct. But if the courses were all online and BC honored the Nutrition, Organic chem and Healthcare Spanish (and 3 quarters Spanish already taken at BEL and perhaps some of my other BS courses as elective credits toward the BSN units) I would definately go ahead with it at Bellevue.

7. Please get a BSN program at BC!!

   Time is a factor. After the pre-reqs at Bellevue and then the 2 years of nursing program most of us will HAVE to work at that point. So a full time program would limit the number of students who could take it even if they want a bsn in nursing from Bellevue.

8. an RN-B program would provide a continuity from an associate to RN-B without transferring to

another school.

18. PLEASE get the RN-B program at bellevue!!! :)

19. Offering a RNB program at BC would be in the best interest for BC and the nurses going through Bellevue’s nursing program.

I live in Seattle, so an Eastside learning location is not a great choice for me. However if *high-quality* online learning tools and clustered on-campus days were employed, that would help mitigate a time-consuming commute. Price of the program would also play an important factor -- if BCC can offer a BSN for less than UW, that would be a very competitive option.

20. A Bachelor degree in Nursing at BC would be an option I would strongly consider.

21. As a full time working nurse with a family it would be very important to have a mostly on-line class with flexible clinical hours.

I tailored my pre-requisites to get into the Bellevue College nursing program. If there were a bridge program for a BSN at Bellevue College, I would like it to be automatic entry if I receive my ADN there. For me that would mean not requiring two years or foreign language or other humanities credits since I didn't take those as part of my pre-requisites and don't have any carry over credits from high school or previous college.

22. This would be great alternative to UW-Bothel's program!

23. none

24. I already have a BS degree and would primarily be interested in BSN for specific nursing-related topics and because a BSN will be the requirement in years to come. My hope is that for those with a bachelor's already, it would not take a year of full-time studies to obtain the BSN. The amount of time it would take and the cost are the major drawbacks to me.

I would be interested in a program which offered RNs with a Non-nursing Bachelor Degree an option to achieve a Bachelor's Degree in Nursing as well as other certifications for various nursing specialties. I would also be interested in a Master's Degree, but understand this high level degree is not offered by community colleges.

25. I think it is valuable to have varied opportunities for ADN nurses to advance to BSN, and a good thing for Bellevue College to pursue. Personally, the school is too far from my home (north Seattle) to consider attending. But I hope their program is successful.

26. Offer an Fast track program with a shorter completion time. Also night classes so students can work during the course

27. I would really appreciate the opportunity to attend a BSN program at Bellevue College. I know that UW Bothell offers a BSN program but I would rather attend a BC BSN program. I am very satisfied with the Associates program at BC and all of the other courses I have taken from BC. I have also attended UW Seattle and find my experience at BC to be far better.

28. Please open a BSN program

29. I think right now it would be more beneficial to open up additional spots in your current nursing program. There are SO many people with excellent grades and qualifications who are dying to get into a nursing program and can't. I think expanding your current ADN program would make BCC the most money, and would benefit the healthcare community the most too.

30. I think it is a needed program since UW Bothell seems to be the main one in the area. There needs to be additional options to meet the rising demand.

I completed all of my prerequisites at Bellevue College but they weren't completed in time to apply for your nursing program. I am very happy with Shoreline's nursing program though. However, I would be very interested in getting more information about getting my bachelor's RN at Bellevue College and look forward to receiving more information.

Jacqui Branham
jbranham@go.shoreline.edu

31. I would definitely enroll in a BSN program at Bellevue college!

32. There are not enough BSN programs in WA state to fit WA's goal of having 80% of nurses with a BSN. The better accessibility and lower competition to getting into a program would be a valuable asset to this state and this region. How many hundred's of new RN graduate each year with an ADN and how
36. This state and this region; how many hundreds of new RN graduate each year with an ADN and how much real space is there for an ADN to get a BSN after graduation. I think all colleges with ADN programs should add an optional BSN component so once we graduate and start working as RN's we can also return to school sooner for a BSN.

37. If you offer an RN-B program before fall 2013, I will attend.

38. See previous comment.

39. I think the region would benefit from having another BSN program.

40. I think students wont even think twice about continuing to Bachelor's program. If we start the program expecting to get a bachelor's in the end, it'll become the new standard in Bellevue college.

41. Bellevue College has been a great schooling experience and being able to stay within the same district would be convenient and more affordable.

42. More RN to BSN programs are vital because the one the most know about is the UW Bothell program which is quite expensive for most to afford, therefore I know that if Bellevue started a RN to BSN program there would be a very high enrollment rate.

43. I like the idea of a program in which I can get my BSN while working full time.

44. A working RN to BSN with a lot of online classes would be great.

45. Please start this program asap!

46. I have fully intended to get my bachelor's degree mostly because I want to make more money.

47. An accelerated program for those who already have a bachelor degree in another field would be very valuable.

48. I would be interested in all online classes. I dont think any more clinicals are really necessary.

49. I am scheduled to graduate in 6 months with an RN certificate. When I first began school, I would have been thrilled with a program such as you have described. It would be great for the future classes of nurses.

50. As I already have a bachelor's degree in another field, my choice of where I would attend would depend on how my credits transferred, since I don't want to take unnecessary general education classes that I've already taken.

51. In our ADN program we are being told that the state of WA wants 80% of RN's to be BSN's by 2018...so if you are offering a BSN program it is incredibly valuable. If you offer an online program fully accredited in the state of WA. it would be valuable to me.

52. I already have a Bachelor's and actually a masters in subjects other than Nursing - this of course is a career change for me, as it is for many of my colleagues. I intend to get some practical experience under my belt, and then decide from there what path I want to take. I will be interested to see if employers take into consideration my extensive non-health-care related education. From what I understand the technical aspects of nursing offered by community colleges are equal to those provided by BSN programs and that the difference lies in the inclusion of additional theory courses. It would be great if community colleges begin offering BSN programs, for those students who don't already have bachelor's degrees. It is so much more affordable than UW or other private local colleges.

53. I wish Bellevue College would have offered this program earlier. Glad they are looking into it now!

54. I think it is important to offer more options for RN-BSN programs, online programs are great, I have a BA from WSU-online, but nursing is different, you get more out of your learning experience with part online part not, I hope you get this program up and running, it is worth it for ALL the RNs out there in WA.

Total Respondents 54

176
Statement of Need
Bachelor of Applied Science in Biological and Environmental Technology

May 2012
Bachelor of Applied Science in Biological and Environmental Technology

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Form A: Cover Sheet for New Degree Program Proposal

Program Information

Program Name: Biological and Environmental Technology  
Institution Name: Bellevue College  
Degree: BAS Biological and Environmental Technology  
Level: Bachelor  
Type: Science  
CIP Code: 26.0101  
Proposed Start Date: Fall 2014  
Projected Enrollment (FTE) in Year One: 15  
At Full Enrollment by Year: third year - 2016  
Funding Source: Self Support

Mode of Delivery

Single Campus Delivery: Bellevue College main campus, Bellevue WA  
Distance Learning: Some courses will be hybrid, synchronous distance, or online.

Contact Information (Academic Department Representative)

Name: Thomas Nielsen  
Title: Vice President of Instruction  
Address: 3000 Landerholm Circle SE, MSA202, Bellevue WA 98007-6484  
Telephone: (425) 564-2442  
Fax: (425) 564-6163  
Email: tom.nielsen@bellevuecollege.edu

_________________________  05-31-12  
Chief Academic Officer  
Date
Introduction to degree

Bellevue College is planning to implement a bachelor’s of applied science (BAS) in Biological and Environmental Technology (BET). This unique degree will fill the need for baccalaureate degree graduates who have both understanding of business and project management and the applied laboratory science skills needed by local employers. Graduates will be prepared to work as entry-level bench scientists with strong technical skills, project management skills, and knowledge of the complex regulatory environment inherent to their fields. The degree differs from the degree an undergraduate science major would earn in several significant ways, including:

1. focus on project management for laboratory settings;
2. focus on economics and general business skills;
3. focus on the regulatory and legal environments within which biological and environmental sciences operate;
4. project-based learning using current workplace technologies and processes;
5. internship in applied science setting; and
6. preparation for immediate employment.

The BAS in Biological and Environmental Technology is part of Bellevue College’s plan to fulfill the 2011 legislative proviso that states: Bellevue College is authorized to offer applied baccalaureate degrees in information technology, healthcare services and management, biotechnology, and preprofessional preparation for medical fields.

Students may enter the BAS in Biological and Environmental Technology from several feeder programs, available at BC and other system colleges. Bellevue College has outstanding science and healthcare programs that attract students seeking careers in nursing, radiation and imaging sciences, pharmacy, medicine, veterinary science, etc. These programs also attract career changers who seek living-wage jobs in STEM fields. Due to the limited spots available at the community colleges and universities that prepare students for allied health fields, as well as the limited spots available in graduate medical programs, a significant number of students find themselves with a large number of science-related credits or a two-year degree, and few or no options for transfer. The BAS in Biological and Environmental Technology provides a STEM-related pathway for students who have shown interest in these fields and earned credits or a degree that provides a strong foundation on which to build a career as a laboratory scientist.

Based on feedback from local employers and state employment projections, the degree will have two concentrations: one in Biological Science/Technology and the other in Environmental Science/Technology. Graduates of both concentrations will have knowledge and skills common to all bench scientists, as well as understanding of the
complex regulatory environment surrounding the bio- and environmental sciences, and the business skills needed to manage a project.

Graduates’ specialization in either biological or environmental science will prepare them for different settings. Graduates with a biological focus will be ready to work as entry-level laboratory scientists in biotechnological research with employers such as the Fred Hutchinson Cancer Research Center; in pharmaceutical development with companies such as Amgen; and in life sciences product development with companies such as Phillips. Graduates of the environmental science track will be prepared to work as field and laboratory scientists for private environmental consulting companies such as Golder and Associates; and as project management scientists in a range of settings.

In developing the degree, Bellevue College will draw on its strong science and allied health faculty, outstanding life and physical science departments, and unique Science, Technology, Engineering and Math (STEM) programs. One of BC’s flagship programs is the Community College Genomics Research Initiative (COMGEN), through which students do original primary research on genome sequencing, analyze results and present at professional conferences. Some science courses in the BAS degree will be built on this applied model in which students do research, analyze the data produced, and learn the skills they need to communicate about the findings.

Another unique program is the STEM to Stern cohort, which provides college success services to underrepresented students enrolled in STEM pathways. The BAS in BET will provide a four-year option for students who begin their college careers in the STEM cohort. Through expanding college success services through all four years of the degree, BC expects to contribute not only more STEM graduates, but also a more diverse group of graduates ready for employment.

Offering two tracks within the degree will create efficiencies in courses taken by students in both environmental and bioscience tracks, thus ensuring that the college continues to make the best possible use of limited resources. Much of the general science preparation is the same in the two tracks; curriculum that will differ for the tracks will include legal courses, which will focus on laws and regulation specific to each concentration, project-based courses, which will have projects drawn from different employment arenas, and advanced courses unique to each concentration.

We are projecting admission of students for fall quarter, 2014.

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1 [http://scidiv.bellevuecollege.edu/comgen/cgprojects.html](http://scidiv.bellevuecollege.edu/comgen/cgprojects.html) 4.26.12
Relationship to institutional role, mission and program priorities

Bellevue College requires that every new program align to its mission, which states:

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence, that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region. (Approved by Board of Trustees, June 11, 2008.)

Developing baccalaureate degrees is a fully integrated component of Bellevue College’s strategic planning. “Applied Baccalaureate Development” is a president’s cabinet-level priority, with goals assessed annually. In addition to continuing education, certificates, professional/technical degrees and transfer degrees, baccalaureate degrees are a means through which Bellevue College provides the level of education required by local employers and citizens. The BAS in BET will provide a new option for placebound students who cannot afford private school tuition, need a career-focused degree, and have an interest in science. These students are typically from underrepresented groups and are disproportionately women and minorities, both of which are underrepresented in STEM fields in particular.

In 2009, Bellevue College was granted accreditation by the Northwest Commission of Colleges and Universities (NWCCU) to offer baccalaureate degrees. The college currently offers three bachelor’s degrees: BAS in Radiation and Imaging Sciences, BAS in Healthcare Technology and Management, and BAA in Interior Design. Baccalaureate degrees play an important role in Bellevue College’s commitment to provide “high quality, flexible, accessible education programs....” And to strengthen “the economic.... life of its diverse community.” As the entry level criterion increases from a 2-year to a 4-year degree in multiple fields, BC plans to develop additional bachelor’s degrees to meet demand for highly skilled employees, and to ensure that our area residents will have access to the education they need to succeed in their chosen fields.

Support of the statewide strategic plans

A Bachelor’s of Applied Science in Biological and Environmental Technology supports the goals outlined in the State Board for Community and Technical Colleges (SBCTC) Mission Study and the Higher Education Coordinating Board (HECB) Strategic Master
Plan for Higher Education. Both plans identify strategies to increase the number of baccalaureate educated adults as a means to strengthen the economy and serve workforce needs for more highly educated “locally grown” workers that will:

- Strengthen state and local economies by meeting the demands for a well-educated and skilled workforce;
- Achieve increased educational attainment for all residents across the state, including placebound students who are disproportionately underrepresented groups such as minorities and women;
- Use technology, collaboration and innovation to meet the demands of the economy and improve student success.

In addition to increasing the percentage of people with the baccalaureate degree, which will decrease the need to import employees, the BAS in Biological and Environmental Technology (BAS in BET) will meet local and regional needs for baccalaureate-level laboratory scientists specializing in the environmental and bioscience areas.

**Meet the demand for a skilled workforce**

**Employer and community demand**

Puget Sound is a center for environmental research and remediation, as well as for medicine, medical research, and biotechnology. Due to this concentration of environmental and bioscience employers, there is an above average need for baccalaureate level laboratory scientists, and this need is growing. On the biotechnology/bioscience continuum, biotechnology companies in our area focus primarily on research, rather than on production, which is based on the east coast. Thus, the requirement for a four-year degree as an entry credential into the field is typical in Washington.

Local businesses and municipalities are investing heavily in a science-based future. For example, on April 2, 2012, the city of Seattle introduced legislation to waive the business and operating tax on government research and development funding for life science companies and nonprofits, noting that life sciences jobs have grown nearly 9 percent in the past several years. The need for entry-level scientists with applied skills, such as those who will graduate from the BAS in BET, is growing along with the need for the master’s and doctoral level scientists who lead research teams in these fields.

Major area employers of laboratory scientists in the bio- and environmental sciences include: Amgen, Dendreon, Fred Hutchinson Cancer Research Center, Golder and

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Associates, King County Environmental Research Labs, Novo Nordisk, Phillips, Seattle Children’s Hospital, and the University of Washington. Many smaller companies and jurisdictions in Puget Sound also employ laboratory scientists. In Eastern Washington, Pacific Northwest National Laboratory (PNNL) in Richland and WSU in Pullman are also large bioscience employers.

Bellevue College assessed area employer demand through multiple methods, including in-person interviews with hiring authorities, telephone interviews with hiring authorities, and a needs survey designed for the environmental science concentration, which received 53 unique responses from a range of public and private environmental science employers. An additional needs survey has been developed for bioscience and biotech employers, with assistance from the Washington Bioscience and Biotechnology Association (WBBA), a major professional society that is currently distributing the survey to their extensive employer contacts. The WBBA president and staff have stated that there is a need for baccalaureate level scientists across many bioscience sectors.4

The college also held two needs assessment meetings with the Stormwater Alliance, a regional public/private partnership focused on the educational needs for stormwater professionals, and the impending shortage of stormwater specialists, at every level of education, from entry-level to masters prepared. According to the Stormwater Alliance:

a generation of stormwater professionals is poised to retire in the next 10 years. Numerous policies at the federal, tribal, state and local level indicate an increasing need for qualified workers in the fields of stormwater, waste water and surface water management.5

We will be working over the next several months with the Stormwater Alliance to identify water quality skillsets needed at the certificate, associate and baccalaureate levels and to incorporate these skillsets into the environmental sciences track.

The college first established, through employer interviews and the employer survey, that there is a demand for laboratory scientists at the baccalaureate level. When employers were asked what level of education and/or experience they look for when hiring an Environmental Scientist, 57% of the survey question respondents said that they hire exclusively Bachelor degree or above graduates, and 23% hire significantly more bachelor than associate degree graduates. Only 4% required a master’s or higher degree.6 Both public and private employers mentioned that they appreciate the flexibility inherent in hiring a new scientist with a bachelor’s degree. Employers noted that a master’s degree may be too specialized for the flexibility they expect from their employees, and that a baccalaureate-level employee is more affordable for the

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4 Meeting with WBBA 3.19.12, email communication
5 Stormwater Alliance Fact Sheet, January 2012.
6 See Appendix A for full employer survey results
employer. All employers surveyed also noted that Project Management skills are critical for scientists, and that one of the pathways to advancement is management.

During the recent economic downturn, research laboratories and environmental consulting companies, like other Washington State businesses, laid off employees and/or decreased hires. However, this trend is not forecast to continue; longer-term projections (through 2020) indicate that bioscience and life science careers will be growing in the Puget Sound region and statewide. Table I below shows projected demand (through 2020) for bioscience and life science careers with baccalaureate level entry jobs.

<table>
<thead>
<tr>
<th>SOC#</th>
<th>Occupation title</th>
<th>Workforce development area</th>
</tr>
</thead>
<tbody>
<tr>
<td>194021</td>
<td>Biological Technicians</td>
<td>Statewide</td>
</tr>
<tr>
<td>194021</td>
<td>Biological Technicians</td>
<td>Snohomish WDA: Snohomish County</td>
</tr>
<tr>
<td>194021</td>
<td>Biological Technicians</td>
<td>Seattle King WDA: King County</td>
</tr>
<tr>
<td>194031</td>
<td>Chemical Technicians</td>
<td>Statewide</td>
</tr>
<tr>
<td>194031</td>
<td>Chemical Technicians</td>
<td>Seattle King WDA: King County</td>
</tr>
<tr>
<td>194091</td>
<td>Environmental Science and Protection Technicians, Including Health</td>
<td>Seattle King WDA: King County</td>
</tr>
<tr>
<td>192041</td>
<td>Environmental Scientists and Specialists, Including Health</td>
<td>Statewide</td>
</tr>
<tr>
<td>192041</td>
<td>Environmental Scientists and Specialists, Including Health</td>
<td>Seattle King WDA: King County</td>
</tr>
<tr>
<td>194099</td>
<td>Life, Physical, and Social Science Technicians, All Other</td>
<td>Seattle King WDA: King County</td>
</tr>
</tbody>
</table>

Gap between number of graduates and available jobs

On Bellevue College’s environmental science employer survey, one employer stated:

> The majority of our jobs are entitled Environmental Lab Scientist I, II and III. We normally can find some candidates at the ELS I level, but it is more difficult to find qualified candidates at the ELS II and III levels. It seems as though many

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7 Employer interview notes: King County 2.1.12, private contractor 2.1.12; see appendix A for full employer survey results.
8 Ibid.
candidates with more advanced degrees sometimes are better candidates for academic settings, *rather than having applied skills such as we would need.* [italics added]

Other employers noted that the recent downtown in the economy had provided them with more job applicants than they had previously experienced; however, even within this downturn, employers on both the survey and in interviews noted that it was difficult to find laboratory scientists with understanding of policy, applied skills, and knowledge of water quality issues. 10

An advanced search on indeed.com on April 23, 2012, produced over 100 baccalaureate-level laboratory science jobs, posted within the previous two weeks, for which graduates of the BET degree would be eligible to apply. 11 Table II below shows search terms used. On April 26, a repeat search indicated that 30 new jobs had been added to the total in these categories – an average of 10 jobs per day.

<table>
<thead>
<tr>
<th>TABLE II: Local Baccalaureate Level Laboratory Science Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Search Terms</strong></td>
</tr>
<tr>
<td>Environmental &amp; Scientist, bachelor</td>
</tr>
<tr>
<td>Research &amp; Scientist, bachelor, &amp; non clinical</td>
</tr>
<tr>
<td>Scientist &amp; I, exclude computer</td>
</tr>
<tr>
<td>Laboratory &amp; Scientist</td>
</tr>
<tr>
<td><strong>Total Jobs</strong></td>
</tr>
</tbody>
</table>

The Washington Biotechnology and Biomedical Association’s Career Center regularly posts baccalaureate level jobs in the biosciences. A recent listing of newly-posted local jobs that would be appropriate for BET graduates included: Research Technician II at Fred Hutchison Cancer Research Center; Research Technician II at Benaroya Research Institute; Q-A/Q-C Technician at the Allen Institute for Brain Research; and CMC Materials Manager at Oncothyreon. 12

10 See Appendix A for full employer survey results
Built from existing programs

Bellevue College is well positioned to create a four-year applied degree in the laboratory sciences. The BAS in Biological and Environmental Technology degree will be built on a broad foundation in multiple areas. Bellevue College is known for its strong physical and biological science programs, strong allied health programs, and undergraduate opportunities in life science research, exemplified by ComGen. The college has invested in cutting edge laboratory equipment that allows students to do complex lab work, such as genome sequencing. The BAS in BET degree will draw students from several existing pathways:

1) students who have completed pre-requisites for nursing and allied health programs but have not gained admission to the those programs;
2) students who have completed a two-year degree in health sciences and determined that patient care is not the best fit for them;
3) students completing an AS-T or DTA who wish to attend medical school, veterinary school, or pharmacy school. Due to the shortage of spots, a large number of students will not gain access to these programs; however, they have shown an interest in and aptitude for the sciences and are good candidates for the BAS in BET.
4) Career changers who have business and management skills and like hands-on science.

Implementation of a BAS in BET will provide an upper division pathway for the many students who do not currently have many transfer options, i.e., those students whose allied health degrees and/or credits do not readily transfer. For example, in 2012, 613 students completed pre-requisites for admission to nursing and allied health programs at BC; 140 gained admission, leaving 473 students with at least a full year of college-level prerequisites and few options other than waiting a year to apply again. This scenario plays out at all colleges with allied health programs. As an example, Tacoma Community College has stated that it would like to refer students who apply to healthcare programs to the proposed BAS in BET to provide an option for the many qualified applicants who will not gain immediate admission to a healthcare pathway.

In order to assess enrollment over the past five years, the college decided to track students who took science-intensive courses similar to those BAS in BET students will take.

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13 Health Science, Education and Wellness Institute application data.
**TABLE III: Students taking majors series science courses at BC**

<table>
<thead>
<tr>
<th></th>
<th>FTES</th>
<th>ENROLLMENTS</th>
<th>HEADCOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>733</td>
<td>1860</td>
<td>723</td>
</tr>
<tr>
<td>2007-08</td>
<td>778</td>
<td>1945</td>
<td>791</td>
</tr>
<tr>
<td>2008-09</td>
<td>914</td>
<td>2322</td>
<td>966</td>
</tr>
<tr>
<td>2009-10</td>
<td>1052</td>
<td>2670</td>
<td>1057</td>
</tr>
<tr>
<td>2010-11</td>
<td>1089</td>
<td>2803</td>
<td>1076</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>4566</strong></td>
<td><strong>11600</strong></td>
<td><strong>4613</strong></td>
</tr>
</tbody>
</table>

Students counted in this chart expressed a clear interest in science through taking at least the second course in a biology or chemistry majors series, or advanced environmental science courses with pre-requisites. To date, these students have not had the option of a science-intensive baccalaureate degree at Bellevue College. A subset of these students are interested in such an option, as will be indicated by analysis of students survey results in the next section. Also, as noted above, in 2012, 485 students who had taken extensive science courses were denied admission to professional/technical degrees in health sciences, due to shortage of space. The BAS in BET will provide an exciting option for a subset of these students to pursue their interests and career goals.

**Student demand**

Bellevue College assessed student demand for the BAS in Biological and Environmental Technology degree through an online survey of area high school students and students currently enrolled in science classes at WA CTC system colleges. The survey received 160 unique responses, and 64% of respondents indicated that they would definitely (24%) or possibly (40%) be interested in enrolling in a BAS in BET program offered at Bellevue College.

Assessing interest in this baccalaureate degree differs from assessing interest in a baccalaureate degree built from a single professional technical program. Students may enter the BAS in BET degree from multiple pathways. For example, students who applied to and did not gain admission to allied health programs were not reached by this initial survey; the college does, whoever, plan to survey these individuals and send BAS in BET program information to those applicants.

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14 FTES, Enrollments and Headcounts by year in Biology, Chemistry, or Environmental Science classes. Students who took at least the second course in a three-course series for science majors are counted. Courses used are: BIOL& 262, BIOL& 263, CHEM& 162, CHEM& 262, CHEM& 163, CHEM& 263, ENVS 280, 281, 282 or 283.
Some of the students taking advanced science classes already have a career pathway in mind, while others may be deciding on a direction. A range of student certainty about next steps is evident in the survey responses. For example, in the responses to a question asking those who indicated they might be interested in the degree to elaborate on other options they are considering, thirteen of forty-five students indicated they were interested in healthcare careers (nursing, medicine, dentistry, pharmacy), and twenty-two of forty-five indicated that they were considering other four-year schools. These students indicated that they might consider an applied baccalaureate degree at Bellevue College, should it become available to them.

The survey is the first time that any of the respondents have heard that BC is considering a baccalaureate degree in Biological and Environmental Technology. Given that students have seen only a brief one-paragraph introduction to the proposed degree, we consider having 24% definitely interested in the degree, and an additional 40% possibly interested, as strong positive feedback. We plan to survey students again during the next stage of program development, at which point they will be able to see the core classes that make up each concentration within the degree.

Washington State’s community and technical colleges have multiple degrees and programs that would allow students to transfer to Bellevue College and complete the BAS in Biological and Environmental Technology. Shoreline’s Biotechnology Laboratory Specialist and Bates Technical College’s Biomedical Laboratory Technician programs provide many of the pre-requisite courses, as does Clover Park’s Environmental Sciences and Technologies program. We met with Clover Park Technical College representative in a joint meeting with the Stormwater Alliance. During the next phase of development, we will work closely with Bates, Clover Park, Shoreline and other colleges to create articulations for students. As previously noted, there are also many students in all system colleges who take allied-health pre-requisites but who do not gain timely access to allied-health programs. There are also students with allied-health degrees who decide that patient care is not the best fit. A subset of students from all of these pathways may be interested in the BET applied baccalaureate degree.

In addition to students in biotechnology, environmental technology and healthcare pathways, there are also students in the statewide AS-T degree, Track 1 and Track 2 MRP option for chemical and bio-engineering. Between 2008 and 2011, in zip codes from which students at BC typically enroll, over 800 students graduated from system colleges with the associate of science transfer degree. With transfer slots in majors programs limited at large public universities, Bellevue’s BAS in BET degree will provide an option for students interested in these pathways to pursue their education locally, as well as to gain applied skills that employers request.

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15 See Appendix B for student survey results to date
16 SBCTC data pull request 04.23.12
Efforts to maximize state resources to serve placebound students

Similar programs in the area
Puget Sound is the most highly and densely populated area of Washington State, home to more than 50% of the state’s population and four cities of over 100,000 within a 30 mile radius: Bellevue (122,363), Everett (103,019), Seattle (608,660) and Tacoma (198,397).17

While students can major in science at several colleges and universities in the Puget Sound area, there is no applied degree that prepares graduates with a strong science background, advanced technology skills, and background in the legal and regulatory environments in which bioscience and environmental science are embedded. One local employer noted that given a choice between a student prepared through the proposed BET pathway and a student with a typical Bachelor of Science in biology or chemistry, the employer would prefer to hire the BAS in BET graduate, due to the applied nature of the degree.18

As previously noted, no existing program in Washington state contains the combination of applied science, project management, and regulatory knowledge unique to the BAS in BET. Although no existing degree contains all of the key elements of the proposed degree, some programs contain portions. For example, at Washington State University, students can major in Agricultural Biotechnology, which focuses on plants. At Western Washington University, students at Huxley College can major in Environmental Science. While some of Huxley’s classes are similar to those within the Environmental Science concentration of the BET, Bellevue College’s proposed degree brings in applied business skills, such as project management, in addition to scientific knowledge, and thus prepares students for immediate employment.

Options for collaboration
All of the community colleges in Puget Sound offer allied health programs, which are unable to admit all of the qualified students who apply annually. All of these colleges have students who would be good candidates for the BAS in BET. Tacoma Community College has stated its intention to refer its healthcare applicants who are not admitted to the BAS in BET. Nine community colleges in the Puget Sound Region offer the Associate of Science-Transfer degree,19 which is one pathway into the Biological and Environmental Technology degree. In addition, Bates Technical College and Shoreline

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17 http://2010.census.gov/2010census/data/
18 Employer telephone interview, 2.1.12
19 Bellevue, Cascadia, Edmonds, Everett, Green River, Highline, Pierce, Shoreline, South Puget Sound and Tacoma.
Community College have biotechnology lab specialist 2-year degree programs, and Clover Park Technical College has an environmental science and technology degree. BC will work closely with Bates, Clover Park and Shoreline to ensure students who wish to transfer to BC and complete the four-year degree have necessary pre-requisites in place. We have had one meeting with Clover Park and the Stormwater alliance to discuss and begin to coordinate education for stormwater professionals. Both the CPTC environmental science program and BC’s proposed BAS in BET degree will provide elements of the needed education to prepare skilled employees for the projected need. BC has also had initial conversations with Cascadia Community College regarding its Environmental Technologies and Sustainable Practices program, and how that program could provide a pathway into the degree.

As part of our development process, Bellevue College has worked with University of Washington and other colleges and universities to ensure that students who complete an applied baccalaureate have options to continue to graduate school if they want to pursue further education. BC will work with area colleges to identify appropriate graduate programs and develop transfer agreements for students who complete the Biological and Environmental Technology degree.

Unique aspects of BAS in Biological and Environmental Technology

As previously noted, the BAS in BET differs significantly from traditional academic science degrees. For example, a Bachelor of Science in Chemistry includes completion of general education requirements, a series of courses in Mathematics, Physics, General Chemistry, Organic Chemistry, Physical Chemistry, Inorganic Chemistry, and a certain number of laboratory courses and science electives (i.e. University of Washington’s requirements): [http://depts.washington.edu/chem/undergrad/documents/bsnon-acscertifiedchecklist2010.pdf](http://depts.washington.edu/chem/undergrad/documents/bsnon-acscertifiedchecklist2010.pdf).

Similarly, a Bachelor of Science in Environmental Studies includes courses in Mathematics, Physics, Chemistry, Biology, Environmental Science, Geography, Geology and Environmental Policy, with a requirement for a certain number of laboratory/field work courses (i.e. requirements at University of Kansas: [http://www2.ku.edu/~distinction/cgi-bin/degree-requirements68](http://www2.ku.edu/~distinction/cgi-bin/degree-requirements68))

The course work in the BAS in Biological and Environmental Technology is quite different from the course work in the degrees described above, as the main goal of the BAS in BET is that graduates will be prepared for employment and workplace success.

Courses in the BAS in BET that would not be found in a typical 4-year science degree include:
TABLE IV: Career-focused courses in BAS in BET

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Business</td>
<td>5</td>
</tr>
<tr>
<td>Project Management</td>
<td>5</td>
</tr>
<tr>
<td>Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>Special Topics Seminar (patent law, environmental regulation, quality assurance, etc.)</td>
<td>3</td>
</tr>
<tr>
<td>Presentation Design and Delivery</td>
<td>5</td>
</tr>
<tr>
<td>Internship</td>
<td>varies</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total credits</strong></td>
<td><strong>30 - 40</strong></td>
</tr>
</tbody>
</table>

Unique aspects of the course work of the BAS in BET include:

- Choice of concentrations in biotech/bioscience or environmental science, with the elective courses from either track;
- Science courses emphasize hands-on learning with access to top of the line scientific equipment, so that graduates of the program have excellent laboratory/field work skills;
- Business and Project Management courses are tailored to the two program concentrations;
- Economics courses help students go beyond the bench work to understand the economic implications of purchasing decisions, funding, etc.;
- Technical Writing and Communication courses prepare the students to present their ideas clearly to different audiences and in a variety of formats;
- Courses in Bioethics and Regulatory practices provide a solid understanding of the complex legal and regulatory environments in which bioscience and environmental sciences operate;
- Students complete at least one internship in their field of concentration, where they will be evaluated on the basis of their knowledge, performance and communication skills.

Conclusion

Bellevue College looks forward to speaking with SBCTC system trustees about our plans for the unique Bachelor of Applied Science in Biological and Environmental Technology. This degree will offer an exciting new option to students interested in careers in the environmental and bioscience fields. We are very pleased to assist in meeting the growing regional employer need for laboratory scientists through providing this efficiently structured new degree.
Environmental Science Employer Survey NO IDs

Survey Title: Environmental Scientist Employer Survey 2012

Survey Properties:

Total Respondents: 53

Responses By Question Analysis:

1. 1) When hiring an Environmental Scientist what level of education do you look for? We primarily hire employees who hold (please select one):

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's degree and above exclusively.</td>
<td>30</td>
<td>57%</td>
</tr>
<tr>
<td>Significantly more bachelor than associate degree graduates.</td>
<td>12</td>
<td>23%</td>
</tr>
<tr>
<td>About the same number of bachelor and associate degree graduates.</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Mainly associate degree graduates.</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Master's degree and above exclusively.</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>53</td>
<td>100%</td>
</tr>
</tbody>
</table>

Total Respondents 53

2. If you prefer to hire bachelor's degree graduates, as compared to those with a master's or associate's degree, please tell us why.

1. NA

   We feel that the bachelor's degree provides candidates with sufficient scientific background that they can then build upon to learn the specific field and in-lab instrumentation and techniques we utilize. Those with master's degrees are certainly welcome, as well, but we don't feel a master's is a prerequisite to entry level hiring, and more of our hiring is entry level since we end up providing quite a bit of training in the specific methods we utilize. It is possible we would hire someone with an associate's degree, but would be expecting that candidate to also have 2 years or more of applied field or in-lab experience.

2. Additional course work and typically better with written communications.

   When we seek BS hires, it is because we seek the best combination of experience and cost (consultants have to price out our field jobs so using BS employees is abit more economonical than MS employees, though we use BOTH.)
We like to have our field practitioners gradually take on more of a report writing and data analysis role and eventually progressing to a project management role. Those with just an associate's degree are less likely to be effective writers and capable of taking on more responsible roles.

Public agencies cannot meet private sector compensation for advanced degrees in this field. We look at both pertinent education and pertinent experience in our applicants. We usually hire applicants with at least a four-year college degree in the pertinent discipline we are looking for. We usually hire applicants with some experience in the type of work we are doing. Primarily based on the salary requirements for master's degreed individuals. Associate degrees often do not involve enough training to satisfy the job needs. A bachelor's degree is a minimum prerequisite. A master’s degree can substitute for a certain amount of employment experience.

We look at both pertinent education and pertinent experience in our applicants. We usually hire applicants with at least a four-year college degree in the pertinent discipline we are looking for. We usually hire applicants with some experience in the type of work we are doing. Primarily based on the salary requirements for master's degreed individuals. Associate degrees often do not involve enough training to satisfy the job needs. A bachelor's degree is a minimum prerequisite. A master’s degree can substitute for a certain amount of employment experience.

Work experience preferred over a master's degree.

municipality - regulation focused activities vs. research focused

I prefer to hire Master's degree and above, but not exclusively.

While I would prefer someone with a master's degree, I don't think it's necessary. A properly trained person with a bachelor's degree would have most of the knowledge needed especially for entry level positions. I would prefer a bachelor's over an associate degree because I think the bachelor's degree would have more theory and critical thought skills needed for an environmental scientist who would may need to make decisions in the field based on changing circumstances.

Most positions are engineering positions at this time.

This shows dedication to completing a goal and is typically required in government. The bachelor degree provides the employer with a reasonable assumption that the candidate has a higher level of educational experiences than others. It is the more informed basis that we choose to draw from.

Usually provides for an ample amount of education without too much specialization in any particular environmental discipline. A bs degree seems to cover more of the skill set needed than an associate degree. More individual training is required when an associate degree candidate is hired. Those individuals with a masters degree are usually more qualified for the work required than our entry level environmenta scientist position need. However for a more senior scientist position, a master degree is preferred. So the answer depends on the level of the position - technician position an aa degree is probably ok; for an entry scientist a bs degree is ok ; for a senior position a masters is preferred.

They typically have a more varied curriculum and are more rounded in their knowledge. They have also had more classes, although the classes are more typically taught by academics in the 4-year college and practitioners in the 2-year.

It is not necessarily a preference but our City has the luxury of having many environmental scientists coming out from WWU.

For an entry level position, we feel that on the job training is essential. There are many opportunities that do not require advanced degrees. In addition, the salary level is lower for a bachelor's degree than a master's degree.

We have about 10 Natural Resource Specialist positions and typically hire at an entry-level position. Applicants with BS degrees are well-rounded and eager to start their careers. Generally will have additional course work in related areas that provide good context for the work being performed and how fits in. Also provide for additional flexibility for utilizing those skills in the work place. Will consider applicants with an associates provided have relevant years of job experience. Those with masters typically are looking for more complex and higher level work assignments.

Minimum qualifications for our planner positions (with a background in environmental science) start at bachelor's degrees. This is not a hard and fast rule and depends on the individuals qualifications and experience. Interns are not expected to have as high a level of education.

Job descriptions and the work required of environmental scientists working for Snohomish County in the field of surface and stormwater quality requires skill sets and job duties outside the scope of associates degrees. Bachelor's is sufficient to meet requirements.
29. Generally I find that candidates with more education are better at written communications, have a
greater knowledge of the principles of environmental management, chemistry and biology. Most of
our positions are entry level or maybe just a bit above so we don’t get that many candidates with
masters degrees.

30. Writing skills and willingness to write reports.
I often prefer to hire those with Master’s degrees when they are available. I find that candidates that
have completed research and written a thesis have a higher level of skills. Bachelor’s programs that
emphasize a senior thesis can help students develop these skills. I would encourage you to add this
kind of experience to your program.
We also hire Master’s degrees, that is just icing on the cake, but they are not required for our
positions.

31. We would consider an associate’s degree for an internship - someone that is working toward their
bachelor’s degree.
We hire almost exclusively engineers and hard science graduates from high tier colleges. The level of
responsibility assigned to our environmental people is very high and we look for people who have
both a good knowledge set, proven ability to master complex systems and growth potential as
leaders as well as technical competence. Currently, we generally have paid internships prior to hiring
to "test drive" candidates; especially new grads.

32. Again, I don’t do the hiring, but I think government hiring for environmental science is usually at
bachelor’s degree and higher, with required level depending on position specifics.

33. Have you experienced problems finding bachelor’s level Environmental Scientists to fill your employment needs?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>22</td>
<td>47%</td>
</tr>
<tr>
<td>Never</td>
<td>24</td>
<td>51%</td>
</tr>
<tr>
<td>If so, in what job titles?</td>
<td>9</td>
<td>19%</td>
</tr>
</tbody>
</table>

Total Respondents 47

34. If you answered "frequently" or "sometimes" to question 3, tell us why you think your organization experiences
difficulty recruiting and hiring Environmental Scientists with a Bachelor’s degree.

1. I do not have enough personal recent experience with this recruiting to provide a useful answer.
2. Depending upon what is happening with the private lab sector, there can be many candidates
   seeking work, or very few. We also have difficulty finding candidates with certain instrumentation
   experience, such as ICP/MS, GC/MS, LC/MS, which are heavily utilized in our field.
Right now it is an employer-driven market so finding qualified people is not an issue. When the labor
market is tighter, we can sometimes have difficulty but typically because of job demands (field work)
and travel demands (can sometimes be significant field work involved).

Much of the work requires practical field experience in all working conditions. Field response,
investigation, sampling; a broad cadre of practical knowledge in the areas of regulatory compliance,
physical science/laboratory and sampling, analysis and review, and report/presentation skills are a
tough combination to find

5. We have not had difficulty recruiting employees with pertinent education and experience. We usually
get applicants who exceed the BA/BS requirement, e.g., PhDs and Masters.

6. It's a niche field and we have to compete with the Seattle/Tacoma market which can be challenging.

7. We haven't had many openings lately, but in the past when the economy was better and working for
a state agency, it was hard to find folks who wanted to work for the salaries we were offering.
Still a high demand for environmental professionals, despite the poor economy. Many cities and
8. Counties are hiring stormwater professionals at the same time they are laying off other workers; including police officers. This has a lot to do with Clean Water Act requirements.

I answered sometimes meaning in the past when the economy was good, government had difficulty recruiting BS candidates. Now we are receiving PHDs applying for environmental technician positions since the economy is awful.

10. We have a specific subject matter that we look for and not many colleges provide extended classes in that subject.

11. I wouldn't characterize it as difficulty, 'sometimes' was just a better choice than 'never' because on infrequent occasions the applications just don't come in.

12. Most probably already employed or not enough with the education and background

13. Lack of basic math skills.

14. Unfortunately, my organization has not been hiring for the past few years due to economic conditions.

15. Many local governments simply can not hire during times of economic downturn.

16. Often times our job titles are not in line with the primary duties of the position.

18. Generally, when I can recruit extensively, I can find qualified candidates. Lately, I have been restricted to hiring off our layoff register and that severely limits the number of qualified candidates.

19. Unless it's an entry level position, it's more about finding applicants with previous work experience in this field.

20. Most bachelors level applicants have competency in one area - such as civil engineering. The areas we have problems in are finding people able to cover several technical area and work in developing strategic policy. This is a mix of engineering/science, business, legal knowledge, and negotiating skill that is very hard to find. These people work with senior government officials on issues affecting long term viability of company and need to understand how the government system operates. These people are very rare as only the largest companies can afford to develop them. We have had poor results attempting to bring government employees into the business system; they last a year or so and then go back to government.

Total Respondents 20

(skipped this question)

5. Industry projections tell us that Environmental Science is a high growth industry sector. Is this your perception?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently the need for Environmental Scientists at the bachelor's level is growing.</td>
<td>14</td>
<td>29%</td>
</tr>
<tr>
<td>The need for Environmental Scientists at the bachelor's level can be met by the current number of graduates.</td>
<td>12</td>
<td>25%</td>
</tr>
<tr>
<td>The need for Environmental Scientists at the bachelor's level is best met by on-the-job or short-term training of existing employees.</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Don't know.</td>
<td>15</td>
<td>31%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Total Respondents 48

(skipped this question)
6. Would a four-year applied baccalaureate program in Environmental Science benefit your organization?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>89%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>11%</td>
</tr>
</tbody>
</table>

Total Respondents: 45

( skipped this question )

7. If you answered "yes" to the previous question, what do you believe those benefits would be?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interns for our company</td>
<td>23</td>
<td>48%</td>
</tr>
<tr>
<td>More educational opportunities in state means better skilled employees</td>
<td>29</td>
<td>60%</td>
</tr>
<tr>
<td>Money saved in not having to recruit candidates from other states</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Money saved in not having to train new recruits in Environmental Science</td>
<td>16</td>
<td>33%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Total Respondents: 48

( skipped this question )

8. When your organization is hiring an Environmental Scientist, how important are the following knowledge and skills?

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
<th>Critical</th>
<th>Nice to have</th>
<th>Irrelevant</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to analyze data</td>
<td>86.67% (39)</td>
<td>13.33% (6)</td>
<td>0% (0)</td>
<td>45</td>
</tr>
<tr>
<td>Biology, General</td>
<td>38.64% (17)</td>
<td>61.36% (27)</td>
<td>0% (0)</td>
<td>44</td>
</tr>
<tr>
<td>Microbiology</td>
<td>9.09% (4)</td>
<td>65.91% (29)</td>
<td>25% (11)</td>
<td>44</td>
</tr>
<tr>
<td>Chemistry, General</td>
<td>51.16% (22)</td>
<td>48.84% (21)</td>
<td>0% (0)</td>
<td>43</td>
</tr>
<tr>
<td>Chemistry, Modern Analytical</td>
<td>13.64% (6)</td>
<td>86.36% (38)</td>
<td>0% (0)</td>
<td>44</td>
</tr>
<tr>
<td>Chemistry, Organic</td>
<td>20.45% (9)</td>
<td>65.91% (29)</td>
<td>13.64% (6)</td>
<td>44</td>
</tr>
<tr>
<td>Communication</td>
<td>91.11% (41)</td>
<td>8.89% (4)</td>
<td>0% (0)</td>
<td>45</td>
</tr>
<tr>
<td>Computer skills - working knowledge of databases, spreadsheets, word processing</td>
<td>93.33% (42)</td>
<td>6.67% (3)</td>
<td>0% (0)</td>
<td>45</td>
</tr>
<tr>
<td>Field Sampling</td>
<td>45.45% (20)</td>
<td>54.55% (24)</td>
<td>0% (0)</td>
<td>44</td>
</tr>
<tr>
<td>GIS - working knowledge</td>
<td>39.53% (17)</td>
<td>55.81% (24)</td>
<td>4.65% (2)</td>
<td>43</td>
</tr>
<tr>
<td>Lab processes and procedures</td>
<td>15.91% (7)</td>
<td>79.55% (35)</td>
<td>4.55% (2)</td>
<td>44</td>
</tr>
<tr>
<td>Organizational Development and Behavior</td>
<td>18.18% (8)</td>
<td>65.91% (29)</td>
<td>15.91% (7)</td>
<td>44</td>
</tr>
<tr>
<td>Project Management</td>
<td>26.67% (12)</td>
<td>66.67% (30)</td>
<td>6.67% (3)</td>
<td>45</td>
</tr>
<tr>
<td>Statistics</td>
<td>36.36% (16)</td>
<td>63.64% (28)</td>
<td>0% (0)</td>
<td>44</td>
</tr>
<tr>
<td>Teamwork</td>
<td>88.64% (39)</td>
<td>11.36% (5)</td>
<td>0% (0)</td>
<td>44</td>
</tr>
<tr>
<td>Technical writing</td>
<td>77.78% (35)</td>
<td>22.22% (10)</td>
<td>0% (0)</td>
<td>45</td>
</tr>
<tr>
<td>Understanding of scientific</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Are there additional important skills not listed in question 8? What are they?

1. Math, and a general appreciation for Engineering project development

Because we employ microbiologists, aquatic toxicologists, chemists in trace organics, trace metals and
and conventional, and field scientists, I have marked background in all these fields as critical.

However, we don’t expect a candidate to have experience in ALL these fields - it just depends on
which specialty we are currently hiring. All positions are called ELS’. Training in Quality Control and
Quality Assurance are also important, SOP writing, and some familiarity with EPA methods and
environmental water quality regulations and criteria is also helpful.

2. No

A candidate with course work in groundwater hydrology and contaminant fate and transport is a
huge plus for us.

An understanding of surface water regulations (NPDES, CWA), hydraulics, Physical systems (tanks,
vaults, pipes), LID, map and design reading and interpretation, some understanding of wetlands,
streams, ecosystems,

6. I think you covered most knowledge and skills we look at when we are hiring.

7. Policy and regulatory knowledge

Additional forms of communication: Attention to detail, good listener, and good verbal
communicator/speaker. Also, it is beneficial for the graduate to understand general marketing.


Familiarity with environmental laws and regulatory framework (state and federal) relating to
hazardous waste, soil waste, stormwater, potable water, and sanitary sewer.

11. Writing is critical.

positive work ethic

some sociology training..... understanding people and people as customers

13. Diplomacy and negotiation skills.


15. An understanding of Environmental regulatory processes.

Public Administration, business management, environmental regulation (Clean Water Act,
NEPA/SEPA, Endangered Species)

17. Customer service

18. Ability to work alone, and solve problems in the field.

Wetland Delineation/Wetland Rating Training; plant identification/botanical skills; familiar with
environmental regulatory issues at local, state, federal level.

20. Math skills

hydrology

21. Ability to present data graphically and explain to general public

Source tracking and investigation skills

Stream survey techniques

We have many types of positions and often the skillset is dependent on the projects to which
someone will be assigneed. So Field Sampling may be critical in one position and not in the other.

We tend to hire more ‘ologists, than other types of Scientists, but it all depends.

While Technical writing is important - communications skills are even more important. This includes
good writing skills (composition, spelling and more. It is the ability to take a technical or complex
issue and explain it to non-environmental personnel that is most needed. The environmental person
most often ultimately reports to executives who need to understand the impacts and options
associated with the environmental field. Unfortunately, most do not understand this field and many
consider it a side show with little value to the Company's operations. It is this bridge of knowledge, understanding and importance that the really successful environmental scientist/engineer will be able to bridge.

**Total Respondents** 24

### 10. What is the size of your organization in terms of the number of employees?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>10-25</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>26-50</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>50-99</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td>100-499</td>
<td>17</td>
<td>38%</td>
</tr>
<tr>
<td>500 or more</td>
<td>19</td>
<td>42%</td>
</tr>
</tbody>
</table>

**Total Respondents** 45

*(skipped this question)* 8

### 11. How many Environmental Scientists does your organization currently employ?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>19</td>
<td>41%</td>
</tr>
<tr>
<td>10-25</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>26-50</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>51-99</td>
<td>8</td>
<td>17%</td>
</tr>
<tr>
<td>100 or more</td>
<td>7</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Total Respondents** 46

*(skipped this question)* 7

### 12. How many Environmental Scientists do you think your organization will have in 5 years?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>12</td>
<td>27%</td>
</tr>
<tr>
<td>10-25</td>
<td>13</td>
<td>29%</td>
</tr>
<tr>
<td>26-50</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>50-99</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td>100 or more</td>
<td>8</td>
<td>18%</td>
</tr>
</tbody>
</table>

**Total Respondents** 45

*(skipped this question)* 8

### 13. Please enter the primary category for your organization.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (K-12)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Education (University/College)</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Environmental Consulting Firm | 12 | 27%
Government - Federal | 0 | 0%
Government - state or local | 30 | 67%
Healthcare | 0 | 0%
Laboratory - privately owned | 0 | 0%
Laboratory - publicly owned | 1 | 2%
Recruiter | 0 | 0%
Other, please specify | 2 | 4%

Total Respondents | 45
(skipped this question) | 8

14. Where is your service area?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastside (greater Bellevue, Kirkland, Redmond, Union/Novelty Hill, Snoqualmie Valley, Sammamish, Issaquah, Renton Highlands/Hobart)</td>
<td>11</td>
<td>24%</td>
</tr>
<tr>
<td>Greater Seattle area (including Everett to the north and Federal Way and Vashon Island to the south), outside the “Eastside”</td>
<td>20</td>
<td>43%</td>
</tr>
<tr>
<td>Puget Sound area outside the greater Seattle area</td>
<td>18</td>
<td>39%</td>
</tr>
<tr>
<td>Western Washington outside Puget Sound area</td>
<td>13</td>
<td>28%</td>
</tr>
<tr>
<td>Eastern Washington, east of the Cascade Mountains</td>
<td>11</td>
<td>24%</td>
</tr>
<tr>
<td>Out-of-state</td>
<td>6</td>
<td>13%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>46</td>
<td>100%</td>
</tr>
</tbody>
</table>

Total Respondents | 46
(skipped this question) | 7

15. Please provide any additional comments below.

1. I tend to hire more geologists and environmental engineers then I do environmental science graduates because the environmental science degrees tend to take on more of a high altitude, global environmental perspective than a more applied geology or engineering degree (i.e., our company’s mission is not to save the world but to focus on cleanup of individual sites). Be sure to take a look at WWU’s environmental science program offered through the Huxley College of the Environment.

2. I am very interested in pursuing advancement of technical programs in surface water.

3. Something you might consider - there are mid-career professionals who might greatly benefit from taking some of the classes you would offer in your new four-year program. Professional could take classes they did not take when previously in school, e.g., statistics. Professionals could also take classes that would keep them current with the latest science and methodologies.

4. Given the ever expanding NDPES permit requirements for municipalities in Washington State, I recommend emphasis in stormwater issues/study areas.

5. Will consider program support after a conceptual draft of the program is available.

6. There will be an increasing need for stormwater techs who can do field investigative work, inspection, compliance, and sampling and monitoring. There is also need for training programs for maintenance people who can install LID features correctly, and maintain them.

"Environmental Scientist" positions can include biologist, geographer, environmental planner, landscape architect, and fishery biologists due to the wide range of tasks that come with
7. Environmental science. It is not always science but policy and regulations that play a bigger role. Project management skills that integrate environmental science/planning into overall project management is a good skill to develop.

8. I think an understanding and education in the appropriate codes and laws is also necessary i.e. WAC's, CWA, ESA, some understanding of local codes and review processes would be valuable. Environmental scientists will soon need to be skilled in much more than the technical issues we commonly encounter. The public policy and regulatory fields are growing in importance and impact as non-environmental policy makers impose further restrictions and requirements in effort to improve public health and natural environment. The next generation will need to understand how to direct these efforts into responsible policies and actions that are both effective and affordable in the broadest sense.

Total Respondents 9

(skipped this question) 44
BET Student Survey Detail Report May 2012

Survey Title: Biotech/Envirotech Student Survey April 2012

Survey Properties:

Total Respondents: 160
Launched Date: 04/05/2012

Responses By Question Analysis:

1. Which of these subjects interest you? Check all that apply.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>101</td>
<td>63%</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>49</td>
<td>31%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>79</td>
<td>49%</td>
</tr>
<tr>
<td>Environmental science</td>
<td>37</td>
<td>23%</td>
</tr>
<tr>
<td>General science</td>
<td>49</td>
<td>31%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50</td>
<td>31%</td>
</tr>
<tr>
<td>None of the above</td>
<td>12</td>
<td>8%</td>
</tr>
</tbody>
</table>

Total Respondents 160

2. Are you currently a student in high school or at a community college?

<table>
<thead>
<tr>
<th>Status</th>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school student</td>
<td>8</td>
<td>6%</td>
</tr>
<tr>
<td>Community college student</td>
<td>124</td>
<td>87%</td>
</tr>
<tr>
<td>Both high school and college student through Running Start</td>
<td>11</td>
<td>8%</td>
</tr>
</tbody>
</table>

Total Respondents 143

3. What is the name of your school?

1. Bellevue College
39. Skyline High School
40. Bellevue College
41. Bellevue College
42. North Seattle Community College
43. Bellevue College
44. Bellevue College
45. Lake Washington High School
46. Bellevue College
47. South Puget Sound Community College
48. Bellevue College
49. Bellevue College
50. South Puget Sound Community College
51. Bellevue College
52. Bellevue College
53. Bellevue College
54. Issaquah High School and Bellevue College
55. South Puget Sound Community College
56. Bellevue College
57. Bellevue College
58. Clover Park Technical College
59. Bellevue College
60. Bellevue College
61. Bellevue College
62. Newport High School
63. Mount Si High School
64. South Puget Sound Community College
65. Bellevue College
66. Mercer Island High School
67. Clark College
68. Bellevue College
69. South Puget Sound Community College
70. Bellevue College
71. Bellevue College
72. South Puget Sound Community College
73. South Puget Sound Community College
74. Bellevue College
75. Bellevue College
Bellevue College
lake washington high school
Bellevue College
Bellevue College
Bellevue College
Bellevue College
Bellevue College
Bellevue College
Bellevue College
Bellevue College
dellevue college
Bellevue college
Bellevue College
Bellevue College
Bellevue College
Bellevue College
South Puget Sound Community College
north seattle community college
Bellevue College
Bellevue College
Bellevue College
Bellevue College
Bellevue College
Bellevue College
Bellevue College and University of Washington
Bellevue College
Bellevue Community College
Bellevue COLlege
North Seattle Community College & South Seattle Community College
Bellevue College
Bellevue College
Bellevue College
Bellevue College
Bellevue College
Bellevue College
Issaquah High School
Bellevue College
BC
Bellevue College
Bellevue college
4. What class are you taking this survey in? Or, if you are taking the survey outside of class, what class does the instructor who gave you the survey link teach?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school science class</td>
<td>8</td>
<td>6%</td>
</tr>
<tr>
<td>College anatomy and physiology class</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>College biology class</td>
<td>40</td>
<td>28%</td>
</tr>
<tr>
<td>College chemistry class</td>
<td>82</td>
<td>58%</td>
</tr>
<tr>
<td>College environmental science class</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>8</td>
<td>6%</td>
</tr>
</tbody>
</table>

Total Respondents 142
5. If Bellevue College offered a bachelor’s degree with bioscience/biotechnology and environmental science tracks, would you consider participating? If your answer is "no", go to question 10.

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>24%</td>
</tr>
<tr>
<td>Maybe</td>
<td>57</td>
<td>40%</td>
</tr>
<tr>
<td>No</td>
<td>52</td>
<td>36%</td>
</tr>
</tbody>
</table>

Total Respondents 144

6. If your answer to question 4 was "yes" or "maybe", which track interests you more?

<table>
<thead>
<tr>
<th>Response</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioscience/biotechnology</td>
<td>54</td>
<td>55%</td>
</tr>
<tr>
<td>Environmental science</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>Both interest me about equally</td>
<td>31</td>
<td>32%</td>
</tr>
</tbody>
</table>

Total Respondents 98

7. If your answer to question 4 was "maybe", please tell us what other options you are considering, such as other four-year schools, unsure if you will go to college, etc.

1. I am considering transferring to other 4-year colleges as well at this time.
2. Other four-year schools
3. I am also considering going to culinary school, but I am largely undecided because there are many fields that interest me.
4. Four-year university
5. Chemical Engineering-Biochemical focus- Washington State University and University of Washington
6. Chemical Engineering - Michigan Technological University
7. Biomedical Engineering - California Polytechnic University (San Luis Obispo)
8. Nursing/health care
9. Nursing
10. Four year schools
11. Still unsure
12. Already have a college degree, but would think it would benefit Bellevue College to offer such programs
13. UW
14. Biochemistry, material science with considering nanotechnology field
15. I would preferably like to go into nursing school.
16. Four-year school or longer
17. Working on different major, would really only be interested if the courses overlapped what I am already taking.
18. Well I would rather go for BSN for four years.

16. other four-year schools
Botany/Horticulture!

I want to major in pre-dentistry

considering Pacific Lutheran University because of location near home.

other four year schools

Pharmacist at 4 year university

I am interested in development, but am currently on the path of getting through Clark College and either 1) completing my bachelors in chemistry and transferring to a pharmacy school or 2) transferring to a pharmacy school that completes both my bachelors and my degree in pharmacy. I am interested in pharmacy, but I am very interested in pharmaceutical development.

nutrition

New York University, University of Washington to pursue endocrinology.

Evergreen State College

nursing program for BSN at UW

I originally wanted to study Eco-friendly architecture so I’ve always been curious about learning about the environment.

I’m interested in Foreign Language studies and traveling. It would be nice if Bellevue College offered more overseas studies that didn’t merely focus on Art.

 UW through transfer

I am currently an Online student only and live out of the state. If there is a way to take all or most classes online I would be very interested.

Bachelors of Nursing

Currently I’m applying to Nursing school. But if I don’t get into the program, I would have considered other degrees related to the medical field.

I am considering going into the Medical Industry for Nursing or even beyond into medical school and gain residency in Anesthesiology.

UW environmental health program.

I am unsure that a four year degree from bellevue would be as beneficial to me as one from a major university. in essence, the college is still community.

BS in General Biology, BS in Chemistry, BS in Biochemistry

Nursing program at Bellevue College

I am also considering a degree in Bioengineering.

I already have a BA, and I’m planning to apply to vet school. I would like to see a 4-year degree at BC because a) it would give me the opportunity to take more high-level classes and b) would make my time at BC more competitive with those for other applicants coming from 4-year colleges around the country.

transferring after my associates degree to another college such as the university of washington to complete my bachelors in biology

Bachelors in Biology

University of Washington.

I would just have to look at the opportunities for people of that major. I haven’t really researched it much and don’t know much about it but if there was a bachelors in this at bellevue I would do alot more research into it. I would definitely be interested.

Unclear about career / job opportunities in the molecular biology or biotech fields -- from what I understand jobs as a "lab rat" (lab techs) are very poorly compensated and that to get anywhere in the research field you need a PhD from top-tier institution like UW. By comparison, a nursing degree from BC is going offer much better pay and upward mobility (e.g., progression into PA or nurse practitioner specialization, etc.)

Total Respondents  45
8. Please rate the following items as to how much they would influence your decision to enroll in this degree program.

<table>
<thead>
<tr>
<th>Item</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not important</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordability</td>
<td>72.82% (75)</td>
<td>27.18% (28)</td>
<td>0% (0)</td>
<td>103</td>
</tr>
<tr>
<td>Graduate school option after bachelor's degree</td>
<td>56.86% (58)</td>
<td>38.24% (39)</td>
<td>4.9% (5)</td>
<td>102</td>
</tr>
<tr>
<td>Increased employment opportunities</td>
<td>78.43% (80)</td>
<td>18.63% (19)</td>
<td>2.94% (3)</td>
<td>102</td>
</tr>
<tr>
<td>Interest in bioscience/biotechnology</td>
<td>55.45% (56)</td>
<td>36.63% (37)</td>
<td>7.92% (8)</td>
<td>101</td>
</tr>
<tr>
<td>Interest in environmental science</td>
<td>31.68% (32)</td>
<td>43.56% (44)</td>
<td>24.75% (25)</td>
<td>101</td>
</tr>
<tr>
<td>Some classes offered hybrid or online</td>
<td>30.3% (30)</td>
<td>34.34% (34)</td>
<td>35.35% (35)</td>
<td>99</td>
</tr>
</tbody>
</table>

Total Respondents 103

9. Please describe any benefits a bachelor's of applied science in either bioscience/biotechnology or environmental science would offer you.

1. Help me to get a good job that I would enjoy, and hopefully use to make advancements.
2. It would set me up for future studies.
3. The ability to compete equally in this field with my peers.
4. Opportunity to advance to a graduate degree.
5. More employment opportunity
6. It is another option. I like science and I have not figured out exactly which field I prefer.
7. A career field I would be interested in.
8. To educate the public about the importance of these knowledges.
9. It would help me advance further in the pursuit of the things I love.
10. I have no idea much of a bachelor's degree, but what I know is that everything is really important to people who want to have one.
11. Advancement in career.
12. Probably the biggest benefit would be bang for the buck - the ability to be employable at a relatively inexpensive education cost.
13. N/A
14. I would love to enrich myself by learning about these topics.
15. Great employment opportunites. Change to help the world!
16. It would help me get into dental school.
17. More to put on a resume to feel competitive with others.
18. It would prepare me to go on in the medical field.
19. Ability to get a master's degree.

A bachelor's in applied science would offer me more career opportunities, but I am still interested in pharmacy just because the health care industry is booming right now and still should be after I graduate.
none. i'm not going into that study in college

would help me with pre med

Further in my career field, be further accepted.

It would allow me to do different things with my career and hopefully help me find a niche along the way that can lead to a good job.

None that I can think of. I am hoping Bellevue will offer a Bachelors of Nursing program SOON.

An education with an emphasis on LAB experience seems like a competitive edge.

A bachelor's in general would be a great benefit to me in knowing that they are sometimes hard to come by. But a bachelor's of applied science in either bioscience/biotechnology would benefit me in that it is somewhat related to my field of study.

I already have my degree

This would offer me an opportunity to continue my education toward medical school or graduate school.

The benefit of Bellevue College being a place where one can get a bachelor's of applied science in either bioscience/biotechnology would be nice because it would give me another option of a school where I can get my bachelor's versus an associates. I feel that Bellevue College places a high focus on science-related courses and it gives me as a student more options as an area of specializing in. A lot of science classes tend to overlap with each other so it helps career-wise to have the flexibility to maneuver through different majors without getting too off course.

A better perspective of science outside the class room or lab will benefit not only students that are pursuing a medical degree but also a career in the scientific field.

I currently work and have interest in food safety, veterinary science and biology. A bachelor's degree would greatly increase my income potential and career opportunities.

I wouldn't have to leave Bellevue to get my bachelor's degree, and I could save money getting a bachelor's degree at BC.

I would hope that it would be easy to enter a graduate program and maybe be involved in some undergraduate research here at Bellevue.

This would help many students who are pursuing a career in the science field by providing opportunity of taking these courses with out having to go to a four year college.

More option for school. I can finish in one place without worrying about transfer.

Biotechnology is a topic which interests me and it would be nice to have the program available at Bellevue College if I were to decide to go along a path other than nursing.

Provides a more focused degree on what a student may want out of a degree rather than a general education by taking biology, chemistry, organic chemistry and physics.

It would provide experience working in the lab.

See previous -- more high-level biology courses in the curriculum for me to take.

Leads into medical school

I am interested in applying to medical school so need a bachelor's degree in biological sciences.

I believe it would help me to make better informed decisions on medications for patients after completing nursing

A wide range of job opportunities in a growing field.

It's a field that I have interest in and want to pursue a degree that pertains to biology.

broader range of employment positions

I can't think of any as it's not clear whether a B.S. in bioscience from BC will get me placed into a position with Amgen, Dendreon, Seattle Genetics. A UW degree will probably be more of a "sure thing" in this respect.

Total Respondents 47
10. If you are not interested in this bachelor’s degree but would be interested in an applied bachelor’s degree in another field, what area(s) would you consider pursuing?

1. Nursing/ health care
2. Nursing.
3. psychology or communication
4. Education
5. medical science
6. Fine Arts (including a broad field of game design, animation, visual effects, and traditional art).
7. Nursing, for sure.
8. Business management
9. i am interested in this bachelor degree but i am interested for nanotechnology fild too.
10. communication
11. I am interested in not only these areas, but Lab Technichian bachlor’s degree.
12. nursing
13. undecided bs in laboratory science sounds interesting though
14. i would be interested in an applied bachelor's degree in Psychology
15. Nursing
16. Medical Field
17. bachelor’s degree in engineering
18. n.a
19. N/a
20. Botany/Horticulture
21. i think a nursing bachelors degree would be awesome at bellevue college.
22. Electrical Engineering, Physics, Mathematics
23. I would consider getting a bachelors degree in Education.
24. I will continue my education at the University of Washington.
25. Nursing/science
26. Computer engineer
27. Comp Sci
28. nutrition nursing
29. Agroecology
30. Nursing
31. Nursing
32. Foreign Languages/Translation studies, Teaching English or other subjects in a foreign country
33. chemistry
34. Nursing
35. My fields of interest are engineering and computer studies.
36. Forensics
37. Bachelor of Nursing
38. Nursing
39. Health Sciences
I would be extremely interested in an Applied Bachelor's degree in Nursing. A BSN would be a lot better than just a RN degree.
40. Nursing
41. I would consider pursuing a bachelor's in Biology.
42. more specific bachelor's might be better, but you should really look at expanding the nursing program, there are so many students that want to do nursing without going to major university.
43. Dental
44. English and Education.
45. Applied mathematics would also be a nice field, though I am not sure there is enough demand for it.
46. Environmental Sciences
47. not sure yet
48. I am currently working on getting into the ultrasound program and there is already a program and bachelor's program for it:)
49. Bachelors in Biology.
50. chemistry
51. Nursing
52. Elementary Education
53. BS in biochemistry, biochemical eng. or chemical engineering (b/c this is what the local employers like Amgen & Dendreon are listing as preferred qualifications for a researcher).
54. Total Respondents 54
(skipped this question) 106

11. Please provide any additional comments.

1. Any bachelor's degree offered at the school makes the school more appealing and helpful for many students
2. This degree will attract students who have the passion for the scientific subjects such as chemistry and biology.
3. I think biotech/envirotech degrees are great, especially if the institution can provide hands on experience. I did a BS in biology at UW and started Shoreline CC biotechnology one year program to help with more hands on training for career placement. I decided I didn't want to leave in Seattle anymore and unfortunately these type of degrees are only good in big cities in the current economy. I couldn't find a job outside of the research lab biotech world. Any jobs with hospitals/people needs the Med Tech certificate and that is a hard program to find because there are not very many of them in Washington.
4. this is very good that you want to add more options for students in B.C. specially for bachelor degree. this is a great opportunity for students that have more option for selecting.
5. To offer more bachelor's degree in Science field at BCC.
6. I love chemistry much more than other subjects.
7. Thank you for considering this course.
8. Bachelor's Degree in Bioscience/Biotechnology at a community college is a good way to start towards an exciting career.
9. It sounds like a great plan for a program - good luck.
Offering these Bachelor Programs is a good plan especially for those who are interested in those fields of science. I think the programs would be great, they just don't suit my needs.

The more bachelor degrees offered, the better for the school and the students as a whole. I would support any initiative to provide more 4 year programs at Bellevue College.

If there are some other options with Bachelor's degree that would be better.

Please consider a Bachelor of Nursing

Education is very important. I don't know if many people fully understand that seeing as money is spent elsewhere in our country.

I work in Bothell so transportation is not issue, however having evening classes is very important to minimize the impact on my work schedule.

This Baccalaureate program sound great! I hope that it works out.

Would be awesome to get this degree at Bellevue College!

If you are going forward with this BS program, please be prepared to explain in detail to prospective students what the proposed career path would look like.

Last quarter, I was searching for the bachelor's degree whether I can take it at BC, so I will look forward to the program.

Total Respondents 21
Applied Baccalaureate Degree Program

Statement of Need

Forms A and B
Program Information

Program Name: Professional Technical Teacher Education “Teach Tech”

Institution Name: South Seattle Community College

Degree: BAS Education (e.g. B.S. Chemistry) Level: Bachelor Type: Applied Science CIP Code: 13.1319 (e.g. Bachelor) (e.g. Science)

Proposed Start Date: __Winter 2012________________________

Projected Enrollment (FTE) in Year One: ___12__ (2011-2012)_____ At Full Enrollment by Year: ___20___ (2012-2013) (# FTE)

Funding Source: State FTE _20__ Self Support ___Other ____________

Mode of Delivery

Single Campus Delivery _____ South Seattle Main and Georgetown Campus (enter locations)

Off-site ________________________________ (enter locations)

Distance Learning ________________ Hybrid: Face-to-Face and Online ____________________________ (enter formats)

Statement of Need

• Employer demand
• Student demand
• Options for place-bound students

Please see criteria and standard sheet FORM B

Contact Information (Academic Department Representative)

Name: Malcolm Grothe, PhD
Title: Executive Dean
Address: 6000 16th Ave SW
Telephone: 206-934-6808
Fax: 206-934-5156
Email: Malcolm.grothe@sseattlecolleges.edu
### APPLIED BACHELOR DEGREE
STATEMENT OF NEED CRITERIA

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relationship to institutional role, mission, and program priorities.</td>
<td>Describe how the proposed program reflects and supports the role and mission of the institution, and reflects program priorities.</td>
</tr>
<tr>
<td>2. Support of the statewide strategic plans.</td>
<td>Describe how the program will support SBCTC Mission goals outlined in the Mission Study and HECB policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.</td>
</tr>
</tbody>
</table>
| 3. Employer/community demand for graduates with baccalaureate level of education proposed in the program. | - Employer demand must exceed regional supply of graduates with relevant degrees.  
- Demand must be based on data sources including but not limited to local employer survey, traditional labor market data, industry data, trade association data, and other transactional data. Please provide evidence of the gap between the number of program graduates versus the number of job openings locally and regionally. |
| 4. Applied baccalaureate program builds from existing professional and technical degree program offered by the institution. | Describe the existing professional and technical degree program that will be used as the foundation for the applied baccalaureate program.  
- How long has the program been in existence?  
- What has been the enrollment history of the program over the past five years? |
| 5. Student demand for program within service area. | Evidence of student interest and demand from multiple sources, such as but not limited to: Students graduating with technical associate degrees in catchment-area, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor’s programs, and changes in industry standards. |
| 6. Efforts to maximize state resources to serve place-bound students. | - Identify similar programs offered by public or independent institutions in the region.  
- Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and/or community organizations considered in the development of the proposal.  
- Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion of an existing program would be desirable or necessary. |
Statement of Need
Bachelors of Applied Science in Professional Technical Teacher Education
“Teach Tech”

INTRODUCTION
The Bachelors of Applied Science in Professional Technical Teacher Education, Teach Tech, will help meet the statewide goals of; (1) increasing the number of baccalaureate degrees awarded by 2018, (2) expanding the workforce mission to serve local and statewide employers, (3) providing a professional development opportunity for existing professional-technical instructors, and (4) building educational pathways for professional and technical associate degree graduates and other professional and technical workers interested in a career as a workforce education instructor. This Statement of Need will identify unique aspects of the Teach Tech program and demonstrate the student demand and industry support received.

The Professional-Technical Teacher Education Degree would provide an educational pathway for students and workers seeking a career as a workforce educator in a community or technical college setting. Currently, this pathway does not exist and many community college workforce educators learn how to teach “on the job.” The program offers the dual benefit of building a new education pathway to an applied Bachelor’s degree and teaching credential, while simultaneously improving the quality and effectiveness of workforce education instruction across our state.

Teach Tech would provide an in-depth understanding of the community college student, as community colleges enroll individuals diverse in age, learning styles, prior education, race, ethnicity, language fluency, special needs, sexual orientation, religion, and socioeconomic status. The Teach Tech program includes an emphasis on basic theory of teaching and learning contextualized around the complexities of the adult learner, the role of community colleges in society, and issues of equity. Professional technical instructors will learn how to shift their focus from teaching purely for content mastery to student-centered learning.

This program is designed to meet the needs of working adults who are interested in attaining a baccalaureate degree in Professional Technical Teacher Education and will allow students to earn credit for prior learning through the portfolio assessment process. Graduates will receive a Washington State Professional Technical Teacher Certification. In addition to 25 letters of support received (see Appendix A), Teach Tech has been identified by the Governor’s Washington Council on Aerospace as a strategy to improve Washington’s competitiveness in the field.
Criterion 1 - Relationship to institutional role, mission, and program priorities

Mission, Values, Strategic Objectives: Community colleges have multiple missions that include high school completion/GED, adult basic skills/ESL, college transfer/BAS, workforce education, and continuing education. These missions overlap, but each serves a distinct and differentiated student population holding different educational goals and objectives. At the Seattle Colleges, workforce education students make up 37% of the 52,000 students served each year, but 47% of the students at South Seattle Community College. Looking just at the degree and certificate-focused enrollments in transfer and workforce education, 62% of these enrollments (FTE) at South Seattle were workforce education in 2009-10, the fourth highest percentage among Washington community colleges and the highest percentage in Western Washington.¹

The vision statement of the 2010-2015 District-Wide Strategic Plan of the Seattle Colleges states that the colleges “will be learning centered in providing high-quality and innovative education, and in preparing our students for success and lifelong learning.” The District’s core values statement identifies teaching and learning (including imaginative, visionary, expert instruction and the use of innovative instructional technology), students, diversity, and partnerships. The plan identifies three key goals: increasing student learning and achievement, building community, business and educational partnerships, and increasing innovation and organizational effectiveness. Some key strategic objectives under these goals related directly to improving the effectiveness of workforce education instruction, include:

- Increase the number of students completing degrees and certificates;
- Increase professional-technical program graduates to meet local industry workforce needs; and
- Increase innovative instructional options for students.

South Seattle Community College’s core themes—student achievement, teaching and learning, college culture and climate, and community engagement and partnerships—echo the key goals outlined in the District-Wide Strategic Plan. The college’s mission statement calls out:

The college commits to meeting the diverse needs of students by providing:

- Applied baccalaureate, associate degree, college transfer, technical and professional, and pre-college programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor and industry.
- Student-centered and community centered programs and services which value diversity, support learning, and promote student success.
- Lifelong learning opportunities for the cultural, social, professional and personal development of the members of our communities.

The college’s focus on providing high-quality instruction to a diverse community of learners is also called out in its just-released, year-one self-evaluation report (part of the accreditation

¹ Based on SBCTC 2009-10 Academic Year Enrollment Report data, see http://sbctc.edu/college/d_acad.aspx, pg 9.
review process). Specifically, under the core theme of college culture and climate, SSCC has identified the following objectives:

- Hire and retain a diverse and culturally competent workforce; and
- Provide opportunities for employees to learn, engage, and contribute to the campus community.

The proposed Teach Tech BAS degree, which emphasizes cultural sensitivity and competence in the classroom and provides faculty with an opportunity for professional advancement, would directly support these key objectives, which the college has challenged itself to advance. It also supports the advancement of student learning and student success, by providing instructors with the knowledge, skills, and abilities they need to develop effective lesson plans, assessments, teaching strategies and learning resources.

**Criterion 2 – Support of the Statewide Strategic Plans**

The SBCTC has identified its strategic directions for the next 10 years. The first goal identified by the Board is to “strengthen state and local economies by meeting the demands for a well-educated and skilled workforce.” Workforce education is the primary way that community and technical colleges achieve this goal. It makes sense that in order to create a well-educated and skilled workforce, we need well-educated and skilled workforce education instructors. It also makes sense that these instructors achieve a level of education at least as high (if not higher) as the post-secondary degree that the students in their classrooms are seeking. Currently, this is not the case in many workforce education classrooms in our state, and the Teach Tech BAS program will help to change that.

At the end of the list of ten year goals, the SBCTC states that the “accomplishment of these goals rests upon the shoulders of our faculty and staff. They are essential to innovation in our colleges.” The Teach Tech program will provide the knowledge and skills that workforce education instructors will need to innovate in their classrooms and support student learning. The Strategic Directions document goes on to call for “investments in…professional development…to attract and retain talented faculty and staff.”

Similar to the SBCTC directions, the HECB’s 2008 Strategic Master Plan for Higher Education calls for expansion of programs and degrees in high demand fields. As shown below, workforce education instructors are and will remain in high demand, their jobs typically require a Bachelor’s degrees or higher, and the supply of these instructors is limited and below the level of demand. Research shows that instructors who understand the teaching and learning process and know how to develop and deliver instruction produce more and better learning outcomes. Thus, the Teach Tech BAS program is a “two-for” meeting the high demand for skilled instructors, but also helping us increase the supply of skilled workers in other high demand occupations—the focus of most CTC workforce programs. Investing in instructor professional development will help us meet the goal of increasing the supply of workers trained in high demand occupations.

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3 See [http://www.sbctc.edu/docs/sbctc_system_direction_final.pdf](http://www.sbctc.edu/docs/sbctc_system_direction_final.pdf).
4 Certification of Postsecondary Career and Technical Instructors: Issues for Debate, Bazile, S., Walter, R., 2009)
The Master Plan calls for the expansion of baccalaureate degree production by 13,800 degrees by 2018, and the Teach Tech BAS program will help make that possible in a cost effective manner that reaches place-bound students. In all these ways, the proposal is consistent with the goals and objectives of the statewide plans for higher education.

### Criterion 3 - Employer/community demand for graduates with baccalaureate level of education proposed in the program.

*Employer demand must exceed regional supply of graduates with relevant degrees.*

**LOCAL EMPLOYER DEMAND:** *Community and Technical Colleges are the primary, first tier employers for Teach Tech graduates* (according to the US Bureau of Labor Statistics 86% of postsecondary vocational instructors are employed at community colleges, technical and trade schools, or colleges and universities), with a second tier comprised of private, industry and government training providers. We analyzed labor market data using this universe of employers and found that in Washington State, there are projected to be 192 openings per year through 2018. In addition, July 2011 actual data shows current growth from second quarter 2009 to second quarter 2011 at 124 jobs per year demonstrating the continued substantial demand for post-secondary vocational teachers during the height of the economic downturn. This data is supported by a review of the Washington State Board for Community and Technical Colleges website for faculty job postings. A review of the website on August 4, 2011 indicated over 70 job openings for professional technical faculty, approximately half are full time positions.

A review of these 70 job openings across the Washington State Community and Technical Colleges revealed that many of the technical faculty positions required a bachelor’s degree at minimum, such as positions at Lake Washington Technical College and Whatcom Community College. In some cases it was a preferred qualification, such as at Everett Community College (Aviation Maintenance) and South Seattle Community College (Welding) and in some cases a master’s degree was required, such as Tacoma Community Colleges (Interactive Media).

A recent survey of all 34 community and technical colleges in Washington State revealed overwhelming support and demand for the Teach Tech BAS Degree program. More than half of the system responded to a survey that asked leaders from the Instruction Commission to answer the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your opinion (i.e. when making hiring decisions), would having a BAS in Professional Technical Teacher Education add value to a professional/technical faculty candidate's application?</td>
<td>95.8%</td>
<td>4.2%</td>
</tr>
<tr>
<td>Does your college provide salary incentives or other incentives for professional/technical faculty to obtain a bachelor degree?</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Approximately how many professional/technical faculty and staff currently working at your college do you think would have interest in enrolling in an online-hybrid BAS Professional Technical Teacher Education program at South Seattle CC?</td>
<td>Total of 146 faculty indicated interest</td>
<td></td>
</tr>
</tbody>
</table>

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5 Washington State Employment Security Department, 2011

*Teach Tech Statement of Need (A & B), April 2012*
Do you think having professional/technical faculty with a BAS degree in Professional Technical Teacher Education would enhance student success on your campus?

| 96% | 4% |

Below are just a few of the comments from college leaders that accompanied the survey:

- **BTC offers an AAS-T in Professional Technical Education for our faculty who do not have a degree. Your BAS option would be perfect for program graduates to transfer to.**
- **I like the idea as it could enhance the teaching of faculty who are excellent content experts. I think it might help with the ongoing divide that exists between transfer and prof/tech faculty**
- **The BAS would help further develop the critical thinking skills of faculty in a way that could only help benefit student success. In addition, they could identify with the students' efforts to obtain their educational credential. Finally, the more they know about "teaching" the more effective they will be and the more successful their students will be.**

Colleges across the state are committed to high quality instruction despite the fact that only a third of respondents have a formal promotional advantage for those who have a bachelor’s degree. Nearly 100% of those surveyed said that a BAS in Professional Technical Teacher Education would add value to a candidate’s application and would increase student success.

**NATIONAL PERSPECTIVE:** As noted above, the snapshot of Washington’s job openings and varying education requirements is consistent with the U.S. Department of Labor statement that “training requirements for postsecondary career and technical education teachers vary by State and subject”. However, using the national dashboard for hiring expectations, we find that, in general, **career and technical education teachers need a bachelor’s or graduate degree**, plus at least 3 years of work experience in their field” (2009 DOL Occupational Outlook Handbook).

Nationally, employment forecasts for postsecondary professional technical (vocational education) faculty show growth at a faster rate than the average of all other occupations (U.S. Department of Labor, 2010). Citations below from both the National Directors of Career and Technical Education, and Journal of Industrial Teacher Education demonstrate the importance of, and nationwide shortage for, highly educated postsecondary professional technical faculty.

“The 2008-2009 Occupational Outlook Handbook from the Bureau of Labor Statistics projected that the fastest growing careers would be in career and technical education (CTE) fields such as healthcare and trade and industrial (T & I) occupations. However, in order to cultivate a workforce to fill these jobs, students will require training from quality secondary and postsecondary CTE teachers – resources that are lacking across the nation due to a teacher shortage.” (Teacher Shortage Undermines CTE, (2009, Conneely, N., and Uy, E., www.careertech.org).

The brief **Certification of Postsecondary career and Technical instructors: Issues for Debate** (Bazile, S., and Walter, R., 2009) states that, “...knowledge of subject matter does not mean that one will be an effective teacher. There must be safeguards in place to ensure that these teachers have been well trained in pedagogy”.

*Teach Tech Statement of Need (A & B), April 2012*
NATIONAL CERTIFICATION MOVEMENT: Concerned by the fact that federal and state agencies have not developed a national quality standard for Career and Technical Education at the secondary and post-secondary level, the Association for Skilled and Technical Sciences (ASTS) initiated a nationwide project to develop such standards. ASTS (www.acteonline.org), a relatively new organization working in cooperation with the College of Education at the University of Missouri-St. Louis, has developed a three-tier certification process for professional technical faculty; (1) Master Certified and Technical Educator (CCTE): faculty must have a master’s degree from a regionally accredited institution, pedagogy certification, AAS degree in a technical field and document several other activities. (2) Associate level (CCTE): educators must attain a baccalaureate degree and AAS degree in the technical field they will be teaching, appropriate pedagogical levels and other activates such as professional development, commitment and teaching experience. (3) Initial (CCTE): faculty must have an AAS degree and a small list of additional activities. Currently, without Teach Tech, an estimated 40% of Washington’s professional technical faculty would only be candidates for initial ASTS certification, because they lack a Bachelor’s degree or higher.

DEGREE GAP: Washington State Community Colleges, the U.S. Department of Labor, and Association of Skilled and Technical Sciences all indicate that a baccalaureate degree is the preferred level of educational credential for professional technical faculty, but the discrepancy between what is desired and what is available is demonstrated by the degree gap among technical faculty and all other faculty.

According to the American Association of Community Colleges, only 3% of all full-time community college faculty do not have a bachelor’s degree, yet 39% of professional technical faculty do not have a baccalaureate degree (see Figure A). A review of the Seattle Community College District faculty, Washington’s second largest post-secondary institution, reveals data indicating a similar problem, with over 40% of professional technical faculty lacking a bachelor’s degree. This statistic clearly demonstrates a significant disparity in baccalaureate degree attainment between professional technical faculty and all other community college faculty. Teach Tech will provide a pathway to help bridge this significant gap. For existing and incoming faculty, we believe one of the primary reasons for the disparity is that many in the apprenticeship and heavy technical disciplines do not have access to a baccalaureate pathway.
SUPPORT FROM INDUSTRY & CAREER PATH FOR INCUMBENT WORKERS: The Teach Tech program has garnered wide support from the employer community beyond the community and technical college system (see Figure F, pg. 16). Although the primary target employers are community and technical colleges, some companies and organizations such as Microsoft, Snap-on Tools, Boeing, Seattle-King County Workforce Development Council, the Aerospace Futures Alliance, Aerospace Joint Apprenticeship Committee, Pioneer Human Services and Highline Public Schools have expressed interest in Teach Tech as a possible career path in education for existing employees from industry.

Demand must be based on data sources including but not limited to local employer survey, traditional labor market and industry data, trade association data, and other transactional data.

The demand for Teach Tech is based on multiple sources, including federal occupational information, state labor market data, documented community and technical college employer demand and private industry support. In addition, the Teach Tech program provides a strategy for increasing Washington’s competiveness in the Aerospace sector (See Appendix B, Washington Council on Aerospace). Below summarizes the data and the sources used to demonstrate demand:

<table>
<thead>
<tr>
<th>Source</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boeing</td>
<td>Letter from Boeing explaining the difficulty of finding Technical Teachers at the Baccalaureate level, and indicates demand to educate incumbent employees to become technical teachers at the rate of 15 per year over the next 10 years.</td>
</tr>
<tr>
<td>Community and Technical College Employer Survey</td>
<td>Over half of Washington community and technical colleges indicated a need for Teach Tech, with 146 current faculty identified as candidates</td>
</tr>
<tr>
<td>Washington State Workforce Explorer</td>
<td>Post-Secondary, Vocational Education Teachers are “in demand,” and have projected annual state wide openings of 192 per year through 2018. Recent updates (July 2011) to this data indicate actual demand at 124 annually from second quarter 2009 to second quarter 2011</td>
</tr>
<tr>
<td>Washington State Board for Community and Technical Colleges</td>
<td>As of August 4, 2011, over 70 current job openings are posted for professional technical faculty</td>
</tr>
<tr>
<td>WorkSource Database</td>
<td>In Central Puget Sound alone, 147 Trainer and Instructor jobs are listed most of which are private employers.</td>
</tr>
<tr>
<td>2008-2009 Department of Labor Occupational Outlook Handbook</td>
<td>“Opportunities will also be excellent for postsecondary vocational teachers due to increased emphasis on postsecondary career and technical education. Job growth, combined with a large number of expected retirements”</td>
</tr>
</tbody>
</table>

Figure B

In addition to the above evidence of relevance to today’s employment market, the Washington Council on Aerospace, established per Executive Order 09-04, was tasked with finding ways to:

- Improve coordination, responsiveness, and integration of the State’s aerospace training, education, research, and development programs to meet industry needs
- Enhance the State’s economic climate for the industry
- Provide a forum for industry, labor and government to collaborate to ensure the needs of this vital industry are met in a timely and effective manner
• Ensure that Washington remains the best place in the world to design and manufacture aircrafts and grow jobs in the aerospace industry

Teach Tech is one of the strategies identified as an action item for 2011 (see Appendix B).

Criterion 4 - Applied baccalaureate program builds from existing professional and technical degree program offered by the institution.

Describe the existing professional and technical degree program that will be used as the foundation for the applied baccalaureate program

PROFESSIONAL TECHNICAL PROGRAM AS FOUNDATION: South Seattle Community College is the right institution to advance the instructional competencies of the state’s technical faculty. The Teach Tech BAS degree program flows logically from SSCC’s institutional competencies and program priorities that have built the foundation for the applied baccalaureate degree. The college has a long history of providing workforce programs, currently offering 16 technical degree programs and a wide range of short-term programs leading to a certificate. As seen below, in just one academic year, SSCC produced over 1,200 technical education graduates.

![South Seattle Community College Workforce Completions](image)

**Figure C**

Twelve of SSCC’s 16 programs offer AAS-T degrees which will provide immediate transferability into the BAS program. Teach Tech is not only designed to build on all of SSCC’s technical education programs, but all of Washington’s professional technical 2-year degree programs. The primary prerequisite for the program will be the combination of a 2-year professional technical associate degree and 2-5 years of work experience in a field related to the technical degree earned. The major areas in need of vocational training are identical to the areas where students will matriculate from. These major areas include:

- Agriculture, Conservation & Renewable Resources
- Healthcare Professions
- Hospitality, Foods and Recreation
- Industrial, Construction and Manufacturing
- Engineering
- Industrial, Construction and Manufacturing
- Information Technology
- Mechanics
- Media, Communication and Design
- Protective Services
- Transportation and Material Moving
**SSCC’S SPECIFIC EXPERTISE:** For several years SSCC has been hosting professional-technical educator summer boot camps with the support and direction of the Center of Excellence for Careers in Education and Green River Community College. These **week-long** boot camps are intensive, hands-on courses often led by SSCC faculty and target new or current workforce education faculty who have limited or no teaching experience. The boot camps introduce some of the same topics described above that will be covered by the BAS degree.

From 1973 through 2005, SSCC offered the Occupational Teacher Education certificate and degree program which has recently evolved into the Career and Technical Teacher Education Certification program. The program takes technically trained workers from business and industry and trains them to become certified CTE instructors in public and private K-12 schools. The courses in the program have defined learning outcomes based on state standards and aligned with core competencies for CTE instruction.

The overlap between this CTE instructor certification curriculum and the Teach Tech BAS degree is considerable. The two programs both target skilled professionals and technicians who seek a career change into instruction and/or wish to achieve an education credential. They both focus on technical skills instruction and cover similar topics such as legal issues, teaching strategies, classroom management, and student assessment. Teach Tech builds from the CTE instructor certification by providing an advance educational credential.

Finally, the hard work of defining the knowledge, skills and abilities of a successful workforce education instructor in Washington was developed a decade ago, and are described extensively in the *Professional-Technical Instructors Resource and Assessment Guide* (skill standards). These standards were developed through extensive DACUM work involving a wide range of subject matter experts. The skill standards identify the following major learning outcomes:

- Design and deliver a learner-centered instructional activity;
- Design and describe a learner-centered course;
- Evaluate learning environments and methods;
- Design, evaluate, revise, and deliver learner-centered instruction, using a variety of media, resources, and industry and other standards;
- Provide students appropriate academic/professional advising, assistance, and referrals;
- Evaluate learning systems and programs;
- Design and manage a support and development proposal and implementation plan for an instructional program or system.

The skill standards work connects the dots between these critical learning outcomes and key activities that a workforce education instructor performs on a daily basis. They provide the core foundation for the Teach Tech BAS curriculum. The CTC system has adopted the skills standards and the certification process which requires faculty to develop a self-assessment identifying teaching strengths and weaknesses and to create a professional development plan.

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FILLS A GAP IN THE CONTINUUM: The Teach Tech program will fill an existing professional development gap in the career pathway for workforce education instructors between the numerous certification and Post baccalaureate or graduate level programs in adult education, college instruction, and technical training. As such, it will provide an essential addition to faculty professional development resources for the Washington CTC system, and beyond.

### Workforce Education Professional Development Continuum

<table>
<thead>
<tr>
<th>Summer Educ. Boot Camp</th>
<th>Technical Teacher Certification</th>
<th>Teach Tech BAS Degree</th>
<th>Post-Baccalaureate Certificates</th>
<th>Masters in Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>South</td>
<td>South</td>
<td>South</td>
<td>Seattle U WWU CWU</td>
<td>SU UW WWU CWU Etc.</td>
</tr>
<tr>
<td>Other CTC’s Universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADMISSIONS: AAS-T degrees require academic general education coursework needed for admission to the BAS program which includes college-level algebra, English composition, general psychology and 10 college-level elective credits. Students who have earned an AAS or similar degree that does not include 25 college-level general education credits will need to complete those courses prior to being fully admitted into the program.

The following table demonstrates the admissions criteria for students planning to matriculate with a 2-year technical degree.
Full Admission | Provisional Admission | Probationary Admission
--- | --- | ---
Students will be fully admitted to the program when all admission requirements have been completed and accepted by the BAS Admissions Committee. Admission requirements include the completion of a 2-year technical degree, college-level algebra, English composition, general psychology, and 10 college-level elective credits in addition students will need to demonstrate 2-5 years of work experience in a field related to their technical degree. | Students who are within 25 quarter credits of completing the Full Admission requirements may be admitted provisionally into the program on a space available basis. Students provisionally admitted to the program must demonstrate satisfactory progress toward meeting the Full Admission requirements in order to remain active. | Students with a cumulative G.P.A. below 2.5 may be admitted on a probationary basis. Students must maintain a quarterly cumulative G.P.A. of 2.5 or higher for the first 30 quarter credits and then petition to the BAS Admissions Committee for Full or Provisional Admission.

Figure D

Priority admission will be given to students with a Washington State AAS-T degree. Students with a Washington AA or AS - Transfer degree in a relevant field of study may also be admitted into the program on a space available basis. Students entering under these degrees will still need to complete all of the upper-division courses and will be required to work with program faculty to develop appropriate substitutions for the lower-division general education courses.

How long has the program been in existence?

The current system of 34 community and technical colleges are governed by Washington's Community and Technical College Act of 1991 which provides for a state system of community and technical colleges (Washington State Board for Community and Technical Colleges website). Specifically, South Seattle Community College has been offering technical degrees for more than 40 years.

At SSCC, the Occupational Teacher Education Degree was in existence for 32 years and the CTE certification has been offered for 6 years. The College has assumed responsibility to host and run the Professional-Technical Educator Boot Camp for the last four years.

What has been the enrollment history of the program over the past five years?

The Occupational Teacher Education Degree at SSCC historically produced 14 FTE’s, serving an average of 20 students per year, and now the CTE certification program is serving close to 400 students per year. From a broader perspective, the following table demonstrates the graduation rate for professional technical programs that would be available to matriculate into the Teach Tech program:
System-wide Professional Technical Graduation Rates

<table>
<thead>
<tr>
<th>College-Level Workforce Degrees</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>5 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Associate Degrees</td>
<td>7,376</td>
<td>7,253</td>
<td>7,328</td>
<td>7,430</td>
<td>8,065</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

*Figure E, Source: Student Achievement Initiative Community and Technical Colleges Academic Years 2006-07 to 2009-10*

The above table indicates over 37,000 graduates from 05-06 to 09-10 with Applied Associate Degrees. The 9.3% increase in degree attainment over this 5-year span is an indicator of increased demand for highly qualified instructors to teach these programs.

South Seattle Community College has the knowledge and skills necessary to help students transition to a bachelor’s program. In South’s current Bachelor of Applied Science in Hospitality Management program, we have students who earned their 2-year technical degree over 20 years ago returning to attain a bachelor’s degree that was previously not accessible. The primary administrator for Teach Tech will be Dr. Malcolm Grothe, Executive Dean at South Seattle Community College. Dr. Grothe currently teaches Adult Learning Theory for Seattle University.

**Criterion 5 - Student demand for program within service area.**

*Evidence of student interest and demand from multiple sources, such as but not limited to: Students graduating with technical associate degrees in catchment-area, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor’s programs, and changes in industry standards.*

**CURRENT STUDENT DEMAND:** The Teach Tech program has identified significant student demand by surveying staff and faculty at the community and technical colleges as well as business and industry partners in the community. There is currently a waitlist of 139 students based on outreach to date. A request went out to the waitlist of prospective students (existing staff and faculty from across the 34 community and technical colleges), asking them to rate their degree of interest in the Teach Tech program. Seventy five percent indicated they were “Very Interested” (105 out of 139 students). Teach Tech’s estimated graduation rate of 20 per year would only fill 7% of the estimated demand leaving 93% of the need unmet.

Based on actual students indicating interest, forecasts from administrators and letters from college presidents, we estimate an average of 8 potential students from each college in Washington. Teach Tech will be capable of graduating approximately 20 students per year, thus it would take the program a total of 9 years to meet the initial student demand. As indicated above, with no advertisement we currently have a waiting list of 139 students who are interested and are waiting for the program to begin. In addition to the obvious opportunity for current faculty to further their education, other factors are motivating participants to begin the program:

- Professional satisfaction and increased confidence as a better-equipped instructor
• Potential access to higher pay for instructors holding a bachelor’s degree
• Increased attractiveness to colleges hiring new faculty
• Possession of the prerequisites for entering a master’s degree program in Adult Education

**WIDESPREAD SUPPORT:** Letters of support for the program came from industry employers and from other community and technical colleges within the State. Business and Industry partners were asked to identify incumbent employees who are seriously interested in attaining the Teach Tech Bachelors of Applied Science degree. A comprehensive survey was developed for respondents and administered in a face to face interview process (see appendix C). The responses to the survey, as documented in the letters of support, indicate that current demand is approximately 80 prospective students who are ready to begin the program. Nineteen employers also indicated they would be willing to help recruit new students. Figure B summarizes the specific areas where employers were willing to contribute support. We learned from our interviews that most organizations, colleges and employers, felt that Teach Tech was a perfect solution for the professional development of technical instructors.

**Figure F: Student Demand/Support – College and Industry**

<table>
<thead>
<tr>
<th>Business &amp; Community Partners</th>
<th>Support Willing to Provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Futures Alliance</td>
<td>Recruitment, Annual Scholarship</td>
</tr>
<tr>
<td>National Resource Center for</td>
<td>Recruitment</td>
</tr>
<tr>
<td>Materials Technology Education</td>
<td></td>
</tr>
<tr>
<td>Snap-on Industrial</td>
<td>Recruitment, 3-5 prospective students Annual Scholarship</td>
</tr>
<tr>
<td>Aerospace Joint Apprenticeship Committee</td>
<td>Recruitment, Annual Scholarship</td>
</tr>
<tr>
<td>Seattle King County Workforce Development Council</td>
<td>Recruitment</td>
</tr>
<tr>
<td>Boeing</td>
<td>$25,000 start-up funding, and 15 professional Technical Teachers needed per year over the next 10 years</td>
</tr>
<tr>
<td>Highline Public Schools</td>
<td>Recruitment, 25 prospective students Professional Dev. funds</td>
</tr>
<tr>
<td>WA State Center of Excellence</td>
<td>Recruitment, Skills Standards Updates</td>
</tr>
<tr>
<td>for Careers in Education</td>
<td></td>
</tr>
<tr>
<td>Center of Excellence for</td>
<td>Recruitment</td>
</tr>
<tr>
<td>Aerospace and Advanced</td>
<td></td>
</tr>
<tr>
<td>Manufacturing</td>
<td></td>
</tr>
</tbody>
</table>

In summary, significant demand has been documented three ways demonstrating very real student demand:

• Letters of support signed by industry, community partners and college presidents – 80 students indicated
• Individual student inquiries – 139
• Statewide Instructional Council Survey – 146 faculty estimated
Criterion 6 - Efforts to maximize state resources to serve place-bound students.

Identify similar programs offered by public or independent institutions in the region.

The Teach Tech program is a unique baccalaureate degree designed to meet the needs of postsecondary, industry specific, education in the State of Washington. Currently the only similar program offered in Washington State is through Southern Illinois University at McChord Air Force Base which primarily targets military personnel who are not included in State workforce data. No other bachelor level program exists in the State of Washington that targets professional technical instructors in heavy duty industry such as Diesel Maintenance, Aviation Maintenance, Welding, and Automotive Technology. Other programs that have some similar content include Western Washington University’s post-baccalaureate level certificate in “Community and Technical College Teaching,” and Central Washington University’s 2-week, non-credit certificate in “Community College Teaching.” As a result, Teach Tech would be the only degree of its kind in the State of Washington.

Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion of an existing program would be desirable or necessary.

UNIQUE FEATURES: The Teach Tech program has many attractive and unique features. In addition to being the first degree of its kind in the U.S., Teach Tech is designed to meet the needs of busy working adults through strategies that reduce time to completion as well as reaching students where they live and work. Another niche that Teach Tech fills is the alternative career pathway for so many workers on the shop floor across our workforce, a pathway in teaching that many may have never considered before.

The primary strategy that will reduce students’ time to completion of the Teach Tech BAS degree is a robust Prior Learning Assessment (PLA) process. We anticipate many students to be current staff and faculty who have been working in professional technical education or industry and bring substantial prior knowledge to the classroom. Teach Tech will include a portfolio course where students have the opportunity to document and synthesize areas of prior learning and experience, culminating in a credit evaluation process. Many interested students listed the opportunity for PLA as a desirable component. Below are just a few of the comments we received:

- “I have 24 years of experience as a software developer and earned by ATA in CIS/Web Development as a Presidents Scholar. I have been teaching as an Adjunct Professor for 3.5 years and would like very much to earn my bachelors.”
- “I have been a Medical Assistant for 31 years; I graduated from a vocational college. I have an AA in Math and Science and ATA in Engineering. I am an instructor in the Allied Health Department as well as the department chair.”
- “I completed the carpentry apprenticeship program in the early 80’s. I taught for the
apprenticeship program for 5 years and have been in the Training Coordinator for the past 4 years. I have a current 5 year Professional Technical Certificate from Bates. I have also taken a few additional classes toward my 2 year degree.”

- “I would like to grandfather as much of my job experience and knowledge as possible. I have been teaching web development and design for 11 years and am the TLC coordinator. I am one class shy of my OTE certification and completed a Web degree in the late 90’s.”

Another time reduction strategy is the integration of math, English, and workplace success skills with system-wide intended outcomes that include increased community and technical college completion rates and increased use of technology-driven curriculum. The content integration strategy may allow students to earn credits for more than one course while only spending the “seat” time for one course.

Teach Tech students will be busy working professionals from across Washington State, and possibly outside the state. This degree will be offered in a hybrid format with a significant portion of coursework delivered online while also maintaining a face-to-face component. The intent will be for students to meet live once a month for one day with the remaining course work completed on-line. A secondary advantage of Teach Tech students completing much of their program virtually will be the increase of hybrid and on-line learning models state wide as faculty will be applying learned technology to their own classrooms and programs.

Another important feature of Teach Tech is curriculum alignment to Washington’s Skill Standards for Professional-Technical College Instructors and Customized Trainers. The first edition of these standards, published in 2000, included broad critical work functions (e.g. “manage learning environments,” “develop outcomes, assessments, and curricula”) and associated performance indicators. South Seattle Community College has aligned the Teach Tech program and its associated course objectives with these Skill Standards. The content and delivery of Teach Tech coursework will also be guided by the criteria outlined in the NSF-funded Teaching by Choice: Cultivating Exemplary Community College STEM Faculty (Patton, 2006), where the curriculum will:

- Provide detailed exploration of the mission and goals of a community college
- Provide opportunities to enhance their teaching skills
- Use electronic technologies to make professional development programs accessible to those unable to attend campus programs
- Take advantage of web-based discussion boards

Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and/or community organizations in the development of the proposal.

South Seattle Community College has engaged a wide range of baccalaureate institutions, business and organizations in the development of this proposal. SSCC is working with Dr. Bob Hughes of Seattle University; the Center for Occupational Research and Development (CORD), and the Washington State Center of Excellence for Careers in Education at Green River Community College to inform, align and validate the curriculum as well as lay the foundation for potential articulation opportunities. As previously mentioned, business and industry partners
were engaged through more than twenty in-person structured interviews about this BAS degree.

As an indication of further statewide collaboration, Dr. Stan Goto, Lead Faculty at Western Washington University’s Community College Teaching program, has agreed to be one of two outside program evaluators called for in the next phase of the Washington State Applied Baccalaureate Degree approval process. Dr. Goto represents Western Washington University in a state wide team of educators lead by the Washington State Board for Community and Technical Colleges to collaborate and coordinate the programs designed for the education and training of community college teachers. Other organizations participating in this group include Central Washington University, Southern Illinois University, Seattle University, University of Washington, Lake Washington Technical College, Grays Harbor College, and South Seattle Community College. Teach Tech was presented to this group and received wide acceptance.

Conclusion
The Federal government indicates educational attainment for a postsecondary vocational instructor is typically at the baccalaureate degree level or higher. Documented student demand identifies at least 139 incumbent potential students, the Washington State Board for Community and Technical Colleges’ faculty job posting web site with over 70 openings for professional technical faculty, and the unduplicated Workforce Explorer forecast of 192 opening per year indicates a significant gap between available programs and employer/student demand.

Boeing, one of Washington’s largest employers has provided funding to begin the program and documented internal demand of 15 baccalaureate level educated technical teachers per year over the next 10 years.

Teach Tech is designed to build on all of Washington’s professional technical 2-year degree programs. The primary prerequisite for the program will be the combination of a 2-year professional technical degree and 2-5 years of work experience in a field related to the technical degree earned. In the past five years, Washington’s Community and Technical Colleges have conferred over 37,000 technical 2-year degrees, with a five year increase of 9.3%.

The data provided in this proposal demonstrates the high demand for a baccalaureate degree program in Professional Technical Teacher Education. Washington State must be willing to meet the needs of our ever-changing workforce in order to remain competitive in today’s economy. The Teach Tech program will allow graduates to implore their knowledge of emerging technological trends to create well-educated and innovative workers.
Applied Baccalaureate Degree Program

Statement of Need

Forms A and B
Program Information

Program Name: Bachelor of Applied Science in Allied Health

Institution Name: Seattle Central Community College

Degree: BAS Allied Health  Level: Bachelor  Type: Allied Health  CIP Code: 51.0801
  (e.g. B.S. Chemistry)  (e.g. Bachelor)  (e.g. Science)

Proposed Start Date: Fall 2013

Projected Enrollment (FTE) in Year One 2013-14: 40 Students (#40 FTE); At Full Enrollment by Year: 2016-18 (#70 FTE)

Funding Source: State FTE X  Self Support ____  Other ________________

Mode of Delivery

Single Campus Delivery Seattle Central Community College
  (enter locations)

Off-site __________________________________________
  (enter locations)

Distance Learning: Angel Learning
  (enter formats)

Statement of Need

- Relationship to institutional mission
- Employer demand
- Student demand
- Options for place-bound students

Please see criteria and standard sheet FORM B

Contact Information (Academic Department Representative)

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________________________
Chief Academic Officer  __________________
Date
APPLIED BACHELOR DEGREE
STATEMENT OF NEED CRITERIA

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Standard</th>
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<tbody>
<tr>
<td>1. Relationship to institutional role, mission, and program priorities.</td>
<td>Describe how the proposed program reflects and supports the role and mission of the institution, and reflects program priorities.</td>
</tr>
<tr>
<td>2. Support of the statewide strategic plans.</td>
<td>Describe how the program will support SBCTC Mission goals outlined in the Mission Study and HECB policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.</td>
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</table>
Bachelor of Applied Science in Allied Health Sciences
Proposal Summary
Seattle Central Community College, Division of Allied Health

Introduction:
Seattle Central Community College seeks approval to offer a Bachelor’s of Applied Science in Allied Health Sciences beginning in the fall of 2013. This program would enroll 40 FTE students during the 2013-2014 academic year, growing to 70 FTE by 2016-17. It prepares students for careers as educators, administrators, research associates, advanced clinical practitioners, and supervisors in the allied health sciences. Additionally, it provides a streamlined pathway for graduates in applied health sciences at the certificate and associate degree levels to transition into higher education.

Purpose of the Program:
Because medical needs are increasing dramatically, the allied health professions are expanding in scope and type to provide Americans with high quality health care. Allied health care occupations which are largely taught in certificate and associate degree programs lack pathways for students and incumbent health workers to complete baccalaureate degrees. Yet, as these occupations expand, there are increasing demands for greater than entry level personnel who need advanced clinical skills, communications and managerial abilities, research knowledge, advanced theory, and teacher training to fill positions in industry, business, health care practice and community colleges.

The proposed BAS degree program addresses these urgent needs in allied health:

• The lack of educational pathways to professional bachelor’s degrees for current AAS graduates in allied health sciences, and for students in related allied health certificate degree programs and ancillary fields

• The need for an affordable applied health science BAS degree option for diverse place-bound students in the Seattle-King County metropolitan area

• The gap between high demand employment requiring specialized training in allied health sciences and the current supply of bachelor’s degree graduates who possess those knowledge and skill sets

• The need for educational opportunity that responds to changing professional licensure requirements in specific occupational categories in allied health

Establishing a four-year degree in the Applied Health Sciences will provide a cadre of trained specialists to meet the extensive and diverse treatment needs of clients in the Puget Sound area, the state’s most populated region. Seattle Central, in partnership with the feeder schools like Shoreline Community College, Highline Community College, Renton Technical College, Lake Washington Technical College, South Seattle and North Seattle Community Colleges is centrally located and uniquely qualified to develop this BAS degree pathway for allied health professionals.
FORM B:

1. Relationship to institutional role, mission, and program priorities.

Mission Statement: Seattle Central Community College promotes educational excellence in a multicultural urban environment. We provide opportunities for academic achievement, workplace preparation, and service to the community.

Vision: Turn Seattle Central into a world class college and a global leader in preparing students to contribute locally, nationally and internationally.

The BAS degree in Allied Health Sciences supports the mission and vision of the college by:

- Advancing the recognized excellence of the Associate of Applied Science degrees to a model BAS in Allied Health Sciences degree
- Serving diverse populations by creating a bachelor’s-level professional degree for underserved place-bound urban students
- Responding to employer demand for bachelor’s degree graduates in a range of specializations within the allied health fields
- Serving workforce preparation needs by providing skilled upper division internships and field placement students for local agencies and industries
- Contributing to the quality of community services by raising the professional training standards of entry level BAS professionals

The proposed degree program builds on the strength of long-established associate degree programs in allied health with proven demand. The BAS in Allied Health is expected to increase enrollment demand in the feeder associate degree programs, which supports enrollment objectives to attract and retain students. The proposed degree program will draw students from allied health degree programs that have consistently demonstrated positive program outcomes and student achievement.

Seattle Central currently has eight allied health programs offering students a range of studies from certificates to associate’s degrees. These include four programs leading directly to the associate’s degree, certification and licensure. These four programs are the primary target feeder programs for the proposed baccalaureate degree. They are: dental hygiene, opticianry, respiratory care therapy, and surgical technology. In addition to these associate degree programs, Seattle Central offers vocational certificates for the EFDA (Expanded Function Dental Auxiliary), a new occupation which was created by state legislature in 2008, and the NAC (Certified Nursing Assistant). Seattle Vocational Institute, under the leadership of Seattle Central Community College, offers vocational training certificate programs in medical assisting and dental assisting. The vocational certificate programs at both Seattle Central and at Seattle Vocational Institute are linked to a bridge associate degree program in allied health scheduled to begin at Seattle Central in fall 2012 as approved by the State Board for Community and Technical Colleges in March of 2012. That linkage creates a pathway for allied health workers to move from a vocational certificate program to an allied health associate’s degree. The associate’s degree in allied health is a feeder into the proposed applied baccalaureate degree program. Strong linkages like these
allow allied health students and incumbent workers a bridge to higher education which is currently missing from the educational system in the State of Washington.

2. Support of Statewide Strategic Plans.

Designed to build upon an Associate of Applied Science degree, Seattle Central’s proposed BAS in the Allied Health Sciences supports the policies and goals for higher education as articulated in the Higher Education Coordinating Board’s (HECB) 2008 Strategic Master Plan for Higher Education in Washington. In particular the proposed program directly addresses Goal 1 and its intent to “create a high quality education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees, certificates and apprenticeships.”

The applied baccalaureate degree program in Allied Health attracts students who are currently enrolled in relevant associate degree programs and seek career advancements in health occupations. The applied degree program is designed for students who may also ultimately seek to pursue postgraduate degrees that draw upon their applied educational skills and work experience. These postgraduate degrees may be specific to their field, such as a master’s degree in Respiratory Care Therapy, or more generalized such as a master’s degree in Public Health, in management or in education.

Goal 2 intends to “create a higher education system that drives greater economic prosperity, innovation and opportunity”. By design, applied baccalaureate degree programs address high demand occupational fields where a demonstrated shortage of degrees is evident. Consistent with this direction, the proposed degree in allied health sciences meets a documented economic and social need. In order to maintain a national leadership position, the Higher Education Coordinating Board goal for 2018 calls for raising the number of mid-level degrees and certificates to 36,200 annually, an increase of 9,400 degrees annually. In addition the Board calls for increasing baccalaureate degree production to 42,400 per year to meet demand resulting from population pressure and aging of the workforce population.

The baccalaureate degree in allied health completes a plan that offers a seamless educational pathway for these specific groups of allied health students:

(1) students such as respiratory care students whose associate degree programs already possess a large number of higher level courses that, with restructuring, are better offered within the requirements for a bachelor’s degree,
(2) students such as dental hygiene students whose scope of practice is changing as state laws and licensing requirements are altered, or new allied health professions such as the advanced dental hygiene therapist are being enacted,
(3) students who successfully complete between 25 and 65 credits of college course pre-requisites for targeted health careers such as nursing, but fail to get accepted into those programs and drop out due to lack of alternatives, and

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(4) students who have successfully completed certificates, or vocational training in allied health occupations in terminal programs.

The 2008 Strategic Master Plan for Higher Education of the state emphasize goals to make college more affordable and accessible, to raise educational attainment, and to create a college-going culture in Washington. Washington currently ranks 40th nationally in the percentage of low-income students participating in postsecondary education. Seattle Central Community College, with its high level of student diversity and support for low-income students, is well positioned to bridge these vocational and technical students into baccalaureate studies. Creating pathways and bridges from entry level vocational health programs to associate and baccalaureate degrees allows non-traditional students to move step-by-step toward advanced achievement. Students at Seattle Central’s Seattle Vocational Institute who start in vocational programs overwhelmingly represent minority and low-income groups. Within 10 years, low income students will represent 33 percent of the high school graduating class.

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

Employer and Community Demand:

The proposed Bachelor of Applied Science in Allied Health Sciences will increase the number of qualified graduates and fuel the limited supply of allied health workers in Washington State. In A Skilled and Educated Workforce, the most recent release to the Washington State legislature a significant gap between the number of skilled and educated workers graduated from state universities and the demand for such workers is noted. A key chart from the report summarizes the gap by education level as projected from 2014 to 2019 indicating that the demand for 36,000 bachelor’s degree graduates will experience about a 10,000 baccalaureate degree shortage. Within the health professions, the demand-supply gap is one of the most critical in the State lacking 369 mid-level degrees and 397 baccalaureate degrees each year in health related occupations to meet the projected demand. In Western Washington, where the greatest density of the population lives, the Workforce Development Council of Seattle reports similar high levels of demand in health occupations consistent with the current and prior editions of A Skilled and Educated Workforce in the Seattle-King County area. According to the Washington State Employment Security’s local area demand/decline occupations list, each of the four specialty programs are occupational areas identified as “high demand” within the State and local area. Demand-supply information showed a 2010 gap of 48 dispensing opticians, 33 dental hygienists, and 14 respiratory therapists. Specific growth rates in Seattle-King County for each of the 4 main feeder programs from 2008-2018 are projected to be:

- Opticianry: 18%
- Dental hygiene: 25.1%
- Surgical technology: 33.3%
- Respiratory care: 36.1%

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In 2009, in Washington, 8,747 professionals practiced in the four allied health professions mentioned above. In Seattle-King County, the total number was 3,051 and that number is projected to grow to 4,205 by 2019.

Washington State Department of Labor data indicates 175 annual openings in Seattle-King County in the four specialty areas.

The need for respiratory therapists will grow much faster than average, from 564 in King County in 2009 to 716 by 2019, a growth rate of 29%. Respiratory care is in high demand within the State of Washington, exacerbated by the health care personnel shortage in the State.  At the state level, an estimated 2,150 respiratory therapists are needed by 2018, an increase of 33% over 2008. Regular licensure is based on graduation from an accredited program, examination, and certification. The profession also awards the Registered Respiratory Therapist (RRT) to those who have graduated from advanced programs and who pass additional examinations. Supervisory positions and intensive-care specialties require the RRT and a bachelor’s degree. Among the minority of programs in the nation that do award the bachelor’s degree, most of these programs are at 4-year colleges. There is no analysis that shows that 4-year colleges are willing to engage the transition and education of the workforce from the community colleges. Within the State of Washington, there is no 4 year college that offers a respiratory therapy baccalaureate degree; the closest degree completion is from the University of Missouri and the closest on-campus degree is in Boise, Idaho.

Surgical technologists receive their training in formal programs offered by community and junior colleges, vocational schools, universities, hospitals, and the military. In 2008, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) recognized more than 450 accredited training programs lasting from 9 to 24 months and lead to a certificate, diploma, or associate’s degree. Estimated employment in Washington State in 2009 was 1,675, and in Seattle-King County, 564 in 2009. The number is projected to increase to 716 by 2019, a growth rate of 26%, much faster than average. As the volume of surgeries increases, employment of surgical technologists is expected to grow 25 percent between 2008 and 2018, much faster than the average for all occupations. The number of surgical procedures is expected to continue to rise as the population grows older and as technology advances, such as fiber optics and laser technology, have permitted new surgical procedures. About 71 percent of jobs for surgical technologists are in hospitals, mainly in operating and delivery rooms. Other jobs are in outpatient surgery and in outpatient care centers, including ambulatory surgical centers. Hospitals will continue to be the primary employer of surgical technologists, but because of better paying

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opportunities, much faster employment growth is expected in private offices and in outpatient care centers, and ambulatory surgical centers.

According to the Bureau of Labor Statistics Occupational Outlook Handbook for 2010-2011, employers increasingly prefer dispensing opticians to complete certification or graduate from an accredited 2-year associate’s degree program in opticianry. As the scope of practice expands in Washington State, the need for trained opticians at the bachelor’s level increases. In addition, as opticians operate and develop private businesses, additional education in business, accounting, and management are desired.

Dental Hygiene is among the fastest growing occupations in Western Washington. To meet this demand, two new dental hygiene programs have opened within the past five years.

For dental hygienists, there is only one program, Eastern Washington University, which awards 36 bachelor’s degrees each year. Higher level positions in dental public health, research, industry and dental hygiene education require a bachelor’s or a higher degree. Eastern Washington University studied the shortage of dental hygienists with degrees in higher education in their proposal to offer the Master of Science Degree in Dental Hygiene in 2009. They documented the expected retirements of professors of dental hygiene from among the baby boom generation resulting in an severe shortage of instructors to teach dental hygiene in the State in the next 10 years. Similar projections exist in the other allied health sciences fields where instructor and teaching positions in certificate and associate degree programs in respiratory care, surgical technology and opticianry will experience shortages that undermine quality and program continuity. The impacts of teacher shortages in Washington State is expected to be more severe than national trends due to Washington State’s traditional reliance on immigration of degrees in higher education from out-of-state. As allied health sciences teachers retire, competition becomes national and Washington state shortages become more acute.

Pharmacy technicians, medical assistants, dental assistants, message therapist, nursing assistants and others who seek opportunities to complete an associate’s degree and a bachelor’s degree a pathway to higher education are secondary feeders for this degree. Those seeking advancement into teaching, research, and industrial positions require a bachelor’s degree. Employment for all groups is expected to increase significantly in the future. A generalist allied health track in the proposed bachelor’s program is designed for allied health students like these who seek to broaden their general background in research and teaching.

According to a US Department of Labor survey conducted by the Bureau of Labor Statistics, 18-24% of incumbent workers in the four primary feeder occupations obtain a bachelor’s degree. Among the Seattle-King County populations the projected number of workers needing a bachelor’s degree among the 175 annual openings is 40. Despite this, at the present time in the State of Washington, there is no opportunity to obtain a bachelor’s degree within the State in three of the four allied health fields. The addition of another baccalaureate degree within the College provides a clear educational strategy to build capacity in meeting advanced workforce needs. Together the programs will grow in a coordinated model designed to offer a broader spectrum of baccalaureate courses and strengthen the College’s lifelong learning opportunities to the diverse population in the Puget Sound area, increase the number of qualified graduates, and fuel the limited supply of allied health workers.
4. Applied baccalaureate program builds from existing professional and technical degree programs offered by the institution.

The existing professional and technical degree programs serve as foundations for the Applied Baccalaureate Program. The proposed program is built upon four degree specialties in allied health: dental hygiene, respiratory care therapy, surgical technology and opticianry.

Table 1. Seattle Central Program Completions by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>Dental Hygiene</td>
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<td>18</td>
<td>17</td>
<td>19</td>
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<td>Respiratory Care</td>
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<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Opticianry</td>
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<td>Surgical Technology</td>
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<td>58</td>
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<td>69</td>
</tr>
</tbody>
</table>

Dental Hygiene

National standards in dental hygiene currently present the minimal educational requirement of two academic years following high school graduation. Because Washington State law defines dental hygiene practice at a higher skill level requiring independent decision-making and judgment, the minimal CODA educational standard is only a starting point for curriculum development. There is no dental hygiene program in Washington State that can be completed in two years. An advanced practitioner role, wide scope of practice, and additional restorative skill requirements make Washington State one of the national dental hygiene practice leaders in the US. Despite this, only a small numbers of students directly enroll in a bachelor’s degree programs after completing the associate’s degree.6

A bachelor's (or higher) degree are required for positions in industry, research, teaching, and professional practice in home healthcare, nursing homes, public school health programs and public health. In 1986, the American Dental Hygienists’ Association (ADHA) declared its intent to establish the baccalaureate degree as the minimum entry level for dental hygiene practice.7 According to the 2007 ADHA survey, dental hygiene college directors overwhelmingly supported this position.8 Although more than one-third of dental hygienists have a bachelor’s degree level of education (35.6%), the vast majority of dental hygienists remain associate-degree educated. Despite this, the overwhelming majority of dental hygienists, 70%, indicated their support for the initiative to move entry-level

education for the profession to the bachelor’s degree level.\textsuperscript{9} About 35.3% anticipate additional education in the future. Among the reasons for individual dental hygienists to seek a degree are increased wages and increased options for employment.

In 2010, Eastern Washington University began a Master’s degree program in dental hygiene, which in addition to a Master’s Degree in Oral Biology offered at the University of Washington, are the only graduate degree programs designed for dental hygienists.

**Respiratory Therapy**

A recent survey of 435 directors of accredited respiratory therapy educational programs in the United States was conducted in 2011 by the American Association for Respiratory Care (AARC). The AARC concluded that associate’s degree educational programs require additional credit hours in order to teach all the competencies needed in 2015 and beyond.\textsuperscript{10} This survey was conducted as a follow-up to a 2007 AARC task force which identified likely new roles and responsibilities of respiratory therapists in the year 2015 and beyond.\textsuperscript{11} Transition plans were developed within the context of a national framework, and the proposed baccalaureate program at Seattle Central incorporates these plans within the advanced coursework offered in its applied baccalaureate program. Additional emphasis will be placed on care planning, professional collaboration, regulatory requirements, financial reimbursement and collaborative decision-making. The AARC recognized that nationally, 87% of the existing programs are associate degree

**Opticianry and Dispensing Optician**

The program in opticianry and dispensing optician at Seattle Central Community College is the only Associate’s Degree program in the State of Washington, the only program in the NW region of the United States (Alaska, Montana, Idaho, Wyoming, and Oregon), and the only program on the West Coast of the US. A survey of opticianry students at Seattle Central demonstrated that as a group, the most important emphasis in additional training needed at the bachelor’s level was in the business courses.

**Surgical Technologist**

The program at Seattle Central Community College is more than 30 years old and prepares students for an associate’s degree. Students take courses in anatomy, physiology, microbiology, pharmacology, professional ethics, medical terminology, care and safety of patients during surgery, sterile techniques, and surgical procedures. Technologists obtain professional certification from the National Board of Surgical Technology and Surgical Assisting by graduating from a CAAHEP-accredited program and passing a national certification examination. In order to maintain certification, certified surgical

\textsuperscript{9} "Survey of Dental Hygienists in the United States: An Executive Summary." ADHA. 2007.


technologists must earn 60 hours of approved continuing education over a 4-year period or retake and pass the certifying exam at the end of the 4-year period.

5. Student demand for program within service area.

Student Demand:

During the 2011-2012 academic year, the Seattle College District conducted a series of forums, polls, surveys and focus groups to investigate the level of interest in pursuing a baccalaureate degree in allied health sciences. The majority of respondents (N=142) had already completed more than the 90 credits of college courses, all were studying for an Associate’s Degree, all were studying or working in an allied health occupation, and most were in the 18-35 year old age group. Eighty-four percent did not already possess a baccalaureate degree.

Respondents reported they were overwhelmingly interested in a bachelor’s degree program in the allied health sciences at Seattle Central Community College, with 63% reporting they were “very interested” in obtaining this applied baccalaureate degree. The primary motivation for obtaining a bachelor’s degree reported by those surveyed was the additional opportunity for advancement in their field (44%). Students recognized that for most allied health fields, rapidly evolving changes in health care require advanced degrees for future employment. About one-fifth of the respondents pointed to the goal of qualifying for a Master’s degree or additional higher education as the primary reason they would enroll in the program. For almost 17% of the students, the ability to earn higher wages was the primary reason and most significant motivator to enroll in the program. However, respondents as a whole noted that baccalaureate degree holders earn higher incomes than do associate degree workers in the allied health sciences. Focus groups reported that for many of them personal motivation to achieve a Bachelor’s degree is more grounded in the pride of career advancement than in salary gains per se. However, they expected that along with career advancement higher salaries will result in addition to advanced clinical and supervisory challenges and more interesting occupational responsibilities. A small number hoped the baccalaureate degree would allow them to help make a career change and to satisfy personal interests in gaining more education. The latter reflect the needs of workers who already possess a bachelor’s degree.

In an environment of increasing costs of tuition and lack of funding for higher education, a surprising majority (74%) of those polled indicated they would enroll in an applied bachelor’s program as soon as it becomes available at the College or within 1-2 years. These data challenge the notion that workforce students are satisfied with associate degrees and certificate programs. Traditionally considered as “terminal occupations”, these responses indicate that students in the allied health occupations are ready to continue their education to advance in their occupations when programs are offered locally that are tailored to their educational needs.

Asked what areas of additional study the respondent would be most interested in emphasizing in a bachelor’s program, the vast majority of allied health respondents reported that they hoped to achieve advanced clinical skills and expanded professional duties in their specialty as a result of pursuing baccalaureate studies. Expanded professional duties usually mean jobs that require more supervisory responsibilities or higher level of clinical practice. Over a fifth of those polled wanted preparation
specific to becoming an educator. Post-secondary and community college instructors in the allied health sciences require experience and a minimal educational level of a Bachelor’s degree. About 20% hoped to pursue jobs in public health and global health, positions that also typically require bachelor’s degree for entry level positions. About 13% were interested in positions related to research in the health sciences, positions that demand higher education. The smallest number wanted to emphasize sales and marketing management aspects of health care. These represent students whose primary interest was in business opportunities in health care services.

The survey results are surprising because they represent a much higher percent of student interest than initially anticipated. Given survey and polling results obtained by the College, a conservative estimate of 40 FTE during the start-up year is expected to be generated by the proposed program. As the college develops transfer opportunities for students from surrounding community and technical colleges in the area, the number of FTE is expected to increase significantly by 2016 to approximately 70 FTE. Table 2 provides the number of allied health associate degrees granted by community and technical colleges within commuting distance of the college. Approximately 25% of graduates are estimated to become interested in applying for the program once it becomes known.

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

One of the primary student outcomes expected with the proposed degree is to establish career ladders for underserved place bound students in Seattle Central’s highly diverse catchment-area, and the surrounding metropolitan area that lead to higher level positions in high-demand, high wage healthcare occupations. In addition the proposed baccalaureate provides career development pathways for incumbent allied health workers seeking career advancement through increased skill development and educational attainment. Finally, through partnerships with industry, students are provided with internships that enhance applied skills development and provide job exploration opportunities. As the economic returns to the health professions at the associate’s level have increased, so have the professional opportunities for people holding bachelor’s or higher degrees. Higher level positions in the health care industry require advanced clinical skills, critical thinking, and performance levels associated with evidence-based practice, research and health promotion. The proposed degree program fills the needs of place-bound allied health students in an effective, efficient package capable of systematic implementation at costs that are largely achievable within a timely start.
<table>
<thead>
<tr>
<th>College</th>
<th>Distance</th>
<th>Associate Programs</th>
<th>Number of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everett Community College</td>
<td>(30 miles)</td>
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<td>15</td>
</tr>
<tr>
<td>Highline Community college</td>
<td>(18 miles)</td>
<td>Medical Assistant</td>
<td>7</td>
</tr>
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<td></td>
<td></td>
<td>Respiratory Care</td>
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</tr>
<tr>
<td>Lake Washington Technical College</td>
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<td>Dental Assisting</td>
<td>20</td>
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<tr>
<td></td>
<td></td>
<td>Dental Hygiene</td>
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<td>Massage Therapist</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Assistant</td>
<td>14</td>
</tr>
<tr>
<td>North Seattle Community College</td>
<td>(4 miles)</td>
<td>Medical Assistant</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pharmacy Assistant</td>
<td>2</td>
</tr>
<tr>
<td>Pima Medical Institute Renton</td>
<td>(5 miles)</td>
<td>Respiratory Care</td>
<td>19</td>
</tr>
<tr>
<td>Renton Technical Institute</td>
<td>(17 miles)</td>
<td>Dental Assistant</td>
<td>7</td>
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<td></td>
<td></td>
<td>Massage Therapist</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Assistant</td>
<td>8</td>
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<tr>
<td></td>
<td></td>
<td>Optometric Technician</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pharmacy Assistant</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>Surgical Technology</td>
<td>10</td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>(12 miles)</td>
<td>Dental Hygienist</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Aide</td>
<td>8</td>
</tr>
<tr>
<td>Total number of Allied Health Associate’s Degrees</td>
<td></td>
<td></td>
<td>211</td>
</tr>
</tbody>
</table>
STUDY SESSION AGENDA ITEM
June 20, 2012

Topic
Lake Washington Institute of Technology’s Bachelor of Applied Science in Transportation and Logistics Management Program Proposal.

Description
In November 2010, the State Board for Community and Technical Colleges and the Higher Education Coordinating Board (HECB) approved a process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program.

An initial step of the approval process requires the colleges to schedule a study session with the State Board. The study session is intended to be a conceptual discussion regarding the relationship of the proposed applied baccalaureate degree to the mission, vision and goals of the college and the two-year college system.

Key Questions
- Does Lake Washington’s Statement of Need for a Bachelor of Applied Science degree in Transportation and Logistics Management program meet the role, mission and program priorities of the college?
- Does the proposed applied bachelor’s degree program serve the current and future needs of the college’s district and the state?

Analysis

Statement of Need
To initiate approval of a proposed applied baccalaureate degree program, a college submits a Statement of Need. This document is jointly reviewed by HECB and SBCTC staff to ensure all criteria has been met. After the review, a notice of intent to offer the program is sent out to universities and community and technical colleges for comment. A discussion between the Board and college administrators is scheduled to provide information about the proposed program. College officials discuss how the BAS program aligns with the college’s mission and strategic goals and how the program meets student, employer and community needs. College administrators seek feedback from the Board on their Statement of Need and other appropriate elements related to their proposed applied baccalaureate degree concept.

Program Proposal Application
The college has one year to submit its formal program application. Representatives from other community and technical colleges offering applied baccalaureate programs, the public university system, Higher Education Coordinating Board, and Workforce Training and Education
Coordinating Board serve on a review committee which submits a recommendation to the State Board.

Lake Washington Proposal

Lake Washington Institute of Technology is proposing an applied baccalaureate degree program in Transportation and Logistics Management. The program will prepare students for careers involved in planning, management, and movement of people, materials, and products by road, air, rail and water. The curriculum will be coordinated with industry-recognized skill certifications helping to ensure the baccalaureate degree program is relevant and students are well-prepared for employment. It will provide an important educational and career pathway for students who traditionally have few baccalaureate options after they have completed their professional/technical degree. Currently, Lake Washington offers seven two-year degree programs that will serve as the foundation for students enrolling in the new baccalaureate program. Students in these programs learn highly technical skills in their lower-division courses. The Transportation Logistics and Management program will build on their core knowledge with both focused general education and advanced industry-specific courses that will help students succeed in their chosen career.

Background Information

Attachment A: Lake Washington’s Statement of Need – Transportation and Logistics Management.

Attachment B: Current Applied Baccalaureate Programs Offered by CTCs


Outcomes

Staff will provide an introduction and brief overview of the applied baccalaureate degree approval process. SBCTC Board members and college administrators will have an opportunity to discuss Lake Washington’s applied baccalaureate proposal in the context of meeting college and system goals.

Prepared by: Kathy Goebel, 360-704-4359, kgoebel@sbctc.edu
April 12, 2012

Ms. Kathy Goebel  
Associate Director, Education Services  
Washington State Board for  
Community and Technical Colleges  
PO Box 42495  
Olympia, WA 98504-2495

Dear Ms. Goebel:

Attached is the proposal for Lake Washington Institute of Technology's second baccalaureate degree, the Bachelor of Technology in Transportation and Logistics Management, or BTLM.

I am very pleased to be submitting this very important proposal on behalf of LWIT. We believe this program of studies will help to solve critical skills shortages in Washington's workforce, as well as create opportunities for students from LWIT and other community and technical colleges in the region.

This degree will utilize the technical knowledge from a number of AAS degrees connected to either business or transportation-related trades as a foundation, and then will build up a repertoire of management skills that will qualify students for entry-level managerial or supervisory positions in the trade, transportation, and logistics industries. It will also give basic business management tools to students who wish to become independent small business owners.

In June 2011, we graduated our first cohort from the Bachelor of Technology in Applied Design (BTAD) program. In February 2012, we received accreditation at the baccalaureate level from the Northwest Commission on Colleges and Universities. We will continue to judiciously and strategically plan for additional applied bachelor's degrees to ensure further meaningful contributions to the workforce and economy of Washington.

Sincerely,

[Signature]

Dr. David Woodall  
President

Attachment
Form A

COVER SHEET
STATEMENT OF NEED

Program Information

Program Name: Transportation and Logistics Management
Institution Name: Lake Washington Institute of Technology
Degree: Bachelor of Technology  Level: Bachelor  Type: Applied  CIP Code: 52.0203
Proposed Start Date: Autumn 2013
Projected Enrollment (FTE) in Year One: 25 FTE  At Full Enrollment by Year Two: 50 FTE
Funding Source: State FTE XX  Self Support XX  Other _____________

Mode of Delivery

Single Campus Delivery: Lake Washington Institute of Technology Kirkland Main Campus
Off-site N/A
Distance Learning On-Line/Hybrid

Contact Information (Academic Department Representative)

Name: Greg Shelton
Title: Project Developer, Transportation and Logistics Studies
Address: 11605 132nd Ave NE, Kirkland, WA 98034-8506
Telephone: 425 739 8284
Fax: 425 739 8301
Email: Greg.Shelton@lwtech.edu

Dennis Long, Interim Vice President of Instruction
Chief Academic Officer
Date 4/17/12
Introduction

Why Create a Bachelor of Technology in Transportation and Logistics Management?

The State of Washington is the most trade-dependent in the nation. As many as one in three jobs is tied to the movement, sale, marketing, manufacturing, modification, or sourcing of goods or inputs to manufacturing processes. This involvement with trade includes informational processes for tracking and security monitoring, as well as the financial channels that accompany international trade. Washington’s economy relies on a workforce with up-to-date skills and information necessary to maintain the efficient flow of goods, revenue, and information. The next generation of logistics workers will need to perform tasks and interact with technology far beyond the level their predecessors needed to launch their careers. As the economy expands, more workers with relevant, up-to-date skills and knowledge will be needed, as well as competent managers to oversee them.

The increasingly technical field of transportation and logistics management is integral to every phase of resource extraction, manufacturing and production, distribution, consumption, and disposal/recycling. Successful management of any transportation or logistics operation requires skills and knowledge beyond those learned in a typical business bachelor’s degree. Knowledge of an ever-changing repertoire of specialized technology and associated terminology, volatile industry trends, fuel and commodity prices, environmental, security, safety, and other regulations, all exhibit the need for specialized education and training.

According to a well-respected industry publication:

As logistics, supply chain and transportation management grow in importance, jobs in the field will continue to be in demand. Yet some industry analysts say the sector is experiencing a shortage of qualified professionals.

Other regions are investing heavily towards building their transportation and logistics educational infrastructure and workforce, as exemplified by this very recent development:

The state of Illinois and the City Colleges of Chicago are investing more than $42 million to build a center to train students for jobs in transportation logistics. It’s a growing field and particularly important regionally because Chicago is a major national hub for freight carried by rail, road and air. Gov. Pat Quinn and Mayor Rahm Emanuel announced the investment Tuesday. They say the new Transportation, Distribution and Logistics Center at Olive-Harvey College on Chicago’s South Side will prepare students for higher paying jobs in the sector. Quinn and Emanuel say they hope the center and its graduates will encourage the industry to expand operations and create jobs locally.

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The Bachelor of Technology in Transportation and Logistics Management degree (BTLM) planned by Lake Washington Institute of Technology (LWIT) will enable LWIT graduates to step into management roles in transportation and logistics-related industries throughout the state. The specialized education and training offered through this new degree will directly benefit Washington state.

The list of jobs BTLM recipients can pursue is long: commercial fleet managers, automotive repair business managers, auto dealership parts department managers, warranty services managers, warehouse or general inventory managers, procurement specialists, transportation route/rate analysts, transportation services sales supervisors, emergency relief logisticians, transportation security managers, reverse logisticians, or manufacturing and production supervisors, facility maintenance managers, supervisors/managers of industrial equipment mechanics, management of the public transportation infrastructure, and other jobs in federal, state, and local transportation agencies. According to the Council of Supply Chain Management Professionals (CSCMP):

There is no standard career path in this field...a broad base of business skills, knowledge of supply chain processes and relevant internship experience will give (students) ample opportunity to begin careers with a manufacturer, retailer, carrier, third-party logistics firm, or other organization. (Graduates) will likely begin as a management trainee, analyst, or front-line supervisor.4

Lake Washington Institute of Technology (LWIT) is well poised to offer this degree, which will build on the technical skills of its transportation, electronics technology, and business support associate degrees, as well as its recent accreditation as a baccalaureate degree-granting institution by the Northwest Commission on Colleges and Universities (NWCCU)5.

Addressing the needs and desires of holders of terminal associate degrees from LWIT and other associate degree-granting institutions who want or need to obtain a baccalaureate degree, this new program will offer students an efficient baccalaureate pathway without having to start a completely new program, thereby forfeiting the dozens of hours of academic credit already earned in their non-transferable associate degrees. Such "two-plus-two" degrees are becoming increasingly commonplace as an innovative means of increasing the efficiency of the state education system and generating qualified graduates for the state workforce.

During the course of their BTLM experience, students will learn about international trade trends, transportation modes and intermodal connections, physical facilities and electronic infrastructure that support the movement of goods and associated information, and national and international regulatory regimes for transactions, transportation, safety, and security. They will also be introduced to management and business skills such as accounting, employee relations, business law, technical writing and communication, procurement and production planning, micro and macroeconomics, and

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4 From "Supply Chain Education: Ask the Professors", Inbound Logistics, February 2012
5 http://www.lwtech.edu/campus_news_and_events/current_news/accreditation_22712.html
marketing. From a socio-economic perspective, cultural and economic impact of globalization will be covered, as will sustainability, environmental compliance, and workplace psychology.

Regional professionals are well in accord with this proposal. According to one:

“As an experienced executive in the international trade and transportation sectors, and as a current faculty member and doctoral student in supply chain and logistics management, I am seeing first-hand the importance of having qualified people work in these professions. With only a few sporadic classes taught at some of the community colleges in Washington State, there is now a great need for a more comprehensive and coherent academic program in trade and transportation management. These are crucial sectors for the Pacific Northwest, and it is important for employers to have access to students with specializations in these particular fields. A program like this will develop into a great hub for the industry, the students and researchers in the area.” – Andreas Udbye, Consultant; Former Director, World Trade Center, Tacoma

The vacated positions created by the growing number of baby boomers reaching retirement age will provide a substantial opportunity for those with the proper skills to move into management positions within the transportation and logistics field. These retirements will coincide with economic growth, which will put two-tiered pressure on business and industry to fill middle management and skilled labor slots. This degree will streamline graduates’ path to entry-level management positions by pre-loading them with information and skills normally acquired through months to years of on-the-job training. Once fully operational, the program expects to produce at least 25 graduates annually to help meet the demand.

The U.S. Department of Education has chosen to include Transportation, Distribution, and Logistics (TDL) as one of the high-growth, economically critical Career Clusters. This attention from the federal government underscores the relevance and importance of what LWIT seeks to accomplish with this new degree. Education within the TDL Career Cluster exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail and water. It also includes related professional and technical support services such as infrastructure planning and management, logistics services, and the maintenance of mobile equipment and facilities.

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6 The full commentaries of these professionals are provided in the Appendix.
7 http://www.careervision.org/Resources/CareerClusters.htm#16
Industry leaders have indicated that there will be ample opportunity for graduates from the proposed program to pursue many of the jobs described by the Department of Education:

"I applaud your efforts to address the need of developing qualified employees and future leaders to this transportation region. Pacific Alaska Freightways has certainly struggled to find qualified individuals and if LWIT can become a source to fill our needs in our daily operations as well as a source to identify potential Management Trainee candidates then we'll certainly be interested in supporting your efforts. Since this port region supports a variety of segments within our industry, a well-crafted curriculum could have mass appeal." — Ken Michalek, Director of Revenue and Process Management, Pacific Alaska Freightways

"In my 20 years of managing seaport operations, the technical capabilities required for success grew exponentially, and continue to grow today. As you know, a business can have no greater asset than skilled and engaged people, and we struggled to strike a balance in our hiring decisions between experience and technical skills, which often seemed mutually exclusive. The degree program that you have constructed seemingly addresses both of those needs." — Tim Farrell, President, Turning Point Asset Management, LLC; Former CEO, Port of Tacoma

It should be noted that in addition to the Transportation, Distribution & Logistics cluster jobs, students in this program will also gain skills applicable to many of the jobs described in the Department of Education’s Manufacturing, Marketing, Sales & Service, and Business, Management & Administration clusters, as public and private organizations involved in transportation, distribution, and logistics all include elements of these clusters. As one transportation sales executive stated:

"I commend you for this undertaking. A graduate who has completed the curriculum you’ve shared would be a marketable individual in a number of sectors within Transportation and Supply Chain. I cannot tell you how often I am solicited by customers - manufacturers, retailers and distributors - looking for people with a background similar to what your proposed program would provide. Our Company would have an interest in such graduates as well." — Ross Cook, Executive Vice President, Sales, Gordon Trucking, Inc.
Relationship to Institutional Role, Mission, and Program Priorities

The new BTLM bachelor’s degree supports the LWIT Mission and Core Themes in several ways. The stated mission of Lake Washington Institute of Technology is:  

"To prepare students for today’s careers and tomorrow’s opportunities", which comes through the application of the following core themes:

Pathways
Lake Washington Institute of Technology serves as a college that is accessible to the community by providing multiple entrance points and educational pathways. The College is a conduit for students to upgrade their skills, transition into a new career, or further their education and training. Pathways include basic skills transition, high school programs, certificates of proficiency and completion, apprenticeships, associates degrees, professional and technical direct transfer agreements, applied baccalaureate degrees, and continuing education.

The BTLM will provide a new educational pathway for terminal associate degree students to gain greater skills and allow them to change or enhance their careers. By maintaining a robust industry relationship through its internship programs and practitioner lecturers, LWIT will ensure that the path to relevant careers remains open, and that students are well advised about forthcoming opportunities.

Student Achievement
The College enables students to gain the skills and knowledge needed to achieve their goals and participate as citizens in the global workforce.

The BTLM will allow terminal associate degree students to achieve skills and knowledge through a bachelor’s degree pathway that was previously unavailable to them. The international aspects of the well rounded, yet focused, curriculum will give them global awareness and training which can be directly applied to their local careers. In today’s global economy, nearly every company engages directly or indirectly in some type of international commerce – sourcing of raw materials, outsourcing for production, import or export of finished goods or components, transportation or financial services, etc.

External Engagement
Lake Washington Institute of Technology maintains strong ties with business, labor, educational organizations, and the community at-large in order to form and nurture partnerships to support the College’s mission. College connections at the local, state, national and international levels support responsive educational programs and services, institutional and student funding, and opportunities for student and staff learning.

http://www.lwtech.edu/about_lwit/lwits_story/mission_and_core_themes.html
The BTLM degree will engage a great number of companies, organizations, unions and other educational institutions. Companies will be involved through membership on the BTLM Advisory Board, providing input on the curriculum, offering internships for the students, and employing graduates. Professional organizations already offer scholarships, networking and mentoring opportunities, as well as ongoing educational and informational lectures and conferences, that will be available to the students. Labor organizations will also be well represented on the Advisory Board to provide their advice and guidance on workforce-related issues and opportunities. The majority of the specialized instruction for this proposed degree will come from industry practitioners, who will offer up-to-date information on industry issues, trends, and state-of-the-art and technology.

**College Community**

*The Lake Washington Institute of Technology community models personal and social responsibility through good stewardship of human, financial, and natural resources. It promotes environmental, cultural, and social awareness and recognizes and responds to the diversity of students and staff. The College supports services and educational opportunities that provide professional development and lifelong learning for students and staff.*

The curriculum will address the movement of resources, finished goods, finances, and information, which is part of an interconnected global network. This network has an enormous impact on all aspects of the environment – the physical, cultural, economic, and intellectual. The curriculum will underscore the importance and relevance of the impact of global issues on the environment, social issues and an increasingly smaller yet more diverse world. As the LWIT website proclaims, “All programs at LWIT provide students with workplace skills that include communication, critical thinking, global and cultural awareness, teamwork, and technical and information literacy. Each program will include coursework used to assess student performance in these global outcomes.” The BTLM program and its curriculum will be in compliance with this policy.

**Support of the Statewide Strategic Plans**

The proposed BTLM substantiates the State Board of Community and Technical Colleges (SBCTC) and Higher Education Coordinating Board (HECB) strategic plans in a number of ways. The HECB Strategic Master Plan for Higher Education Update 2012 and the 2008 Washington SBCTC Mission Study have identified similar priorities:

One of the goals of the HECB is to “(i)ncrease capacity for higher education to serve more students, expand enrollment capacity utilizing existing higher education facilities and online options, and grow capacity in high employer demand programs of study. This is congruent with SBCTC’s assertion that “(o)ur state’s most urgent need is to educate more people to higher levels of skill and knowledge.”

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To this end, the BTLM degree proposes to add at least fifty slots to the higher education inventory by the second year of its operation, with cohorts of at least twenty-five students per year. Instruction will take place at Lake Washington Institute of Technology and online. As the degree matures, LWIT envisions increased participation through online courses, which could increase beyond fifty the number of students served.

Regarding the HECB call to maintain commitment to access for low-income students, LWIT has an excellent student financial aid department that aggressively promotes the interests of its students, particularly those in need of tuition assistance. Additionally LWIT intends to include $20,000 of tuition assistance for low-income students in its budget for the BTLM degree.

The HECB calls for institutions to “(b)uild on efforts to increase transitions and completion” and to (a)ccommodate transfer students so those who are part way to degrees can complete.” In this vein, the SBCTC also seeks to create “Student Success- achieving increased educational attainment for all residents across the state.”

By offering an avenue to a bachelor’s degree for students who have enrolled in or completed terminal associate degrees and helping them gain additional skills relevant to their field, LWIT will certainly increase the number of people who transition to a higher-level degree. Transfer students will be welcomed, accommodated, and assisted in reaching their educational goals. Once the distance-learning component of the BTLM has been launched, transfer will be easier for students beyond the immediate proximity to LWIT.

Innovation, technology, and collaboration are important facets of educational improvement underscored by the SBCTC. Innovation and economic growth are also mentioned by the HECB as a means of raising the educational bar in Washington. The BTLM will definitely employ state-of-the-art teaching technology and widespread collaboration to innovatively expand education and subsequently, the workforce, in a field critical to the economic and commercial vitality of the state.
Employer/Community Demand for Graduates with Baccalaureate Level of Education Proposed in the Program

Very recent studies of the regional economy help to corroborate demand for the proposed program.

The most striking evidence of this demand comes from the August 2011 Seattle-King County Talent Pipeline Study, conducted by the Workforce Development Council of Seattle-King County, which encompasses Health Care, Manufacturing, and Transportation and Logistics - the latter two of which are relevant to this proposal.

Regarding job demand, the study states that the local manufacturing sector will create more than 18,200 job openings from 2014 to 2019, 4,000 of which will be new jobs added during the five-year period. The balance is due to retirements and separations.

Twenty manufacturing occupations account for two thirds of all these openings, and many of these fall into the realm of the proposed BTLM degree, including several from the top five: shipping, receiving and traffic, team assemblers (from a supervisory perspective), purchasing agents, and logisticians.

The study points out that two challenges may arise in filling these job openings – how to attract new candidates and how to address the loss of experience needed for on-the-job training and mentorship. A third challenge comes from increased emphasis by employers on industry-recognized skill certifications. The new degree can help to address these challenges by actively recruiting new students into the program and vigorously marketing the careers available to students and thereby helping to raise awareness of the field and career opportunities. Once graduates are working in the field, their successes, spread by social media and word-of-mouth, will further underscore opportunities. Furthermore, because the curriculum will be coordinated with the 'industry-recognized skill certifications' students can be certain that their baccalaureate training will be relevant and that they will be well-prepared. An aggressive internship/externship program embedded within the BTLM curriculum will be a bridge between highly experienced workers who are approaching retirement and BTLM students who will need the hands-on experience and mentorship to acquire those skills.

The Pipeline Study, which includes relevant manufacturing occupations by educational requirements 2014-2019, shows shortages that can be addressed by the proposed BTLM (and potential degree subcomponents), namely logisticians (avg. 94 annual unfilled openings), purchasing agents (avg.

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10Seattle-King County Talent Pipeline Study http://www.seakingwdc.org/pdf/other-reports/TalentPipeline-web.pdf
102 annual unfilled openings), and various logistics-related clerks (avg. 57 annual unfilled openings)\textsuperscript{11}.

A sample of the “spot” market of relevant jobs on Indeed.com showed that on April 26, 2011, there were well over 2,000 job openings in Washington State for the broad spectrum of logistics, supply chain, purchasing and transportation management positions\textsuperscript{12}.

The U. S. Department of Labor, Employment and Training Administration\textsuperscript{13} shows that one-third of logisticians aged 25-44 have attained a bachelor’s degree. It also shows healthy demand for technicians coming from feeder programs. By gaining the skills and knowledge of the Lake Washington BTLM, technicians would be prepared to step into these supervisory and management positions.

Table 1 further illustrates the demand for jobs related to transportation and logistics management. All of the jobs identified are either directly related to or support the transportation and logistics industries. Given that the projected initial enrollment for the proposed degree is 25 students per cohort, job demand would grossly outstrip the supply of graduates.

\textbf{Table 1: Sample of Relevant Annual Job Demand (King County Positions)*}

<table>
<thead>
<tr>
<th>Cargo and Freight Agents</th>
<th>58</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Line Supervisors/Managers of Mechanics, Installation and Repairs</td>
<td>100</td>
</tr>
<tr>
<td>First-Line Supervisors/Managers of Transportation</td>
<td>64</td>
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<tr>
<td>General and Operations Managers</td>
<td>492</td>
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<tr>
<td>Industrial Production Managers</td>
<td>43</td>
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<tr>
<td>Logisticians</td>
<td>123</td>
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<tr>
<td>Management Analysts</td>
<td>423</td>
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<tr>
<td>Purchasing Agents</td>
<td>142</td>
</tr>
<tr>
<td>Purchasing Managers</td>
<td>44</td>
</tr>
<tr>
<td>Sales Representatives, Services, All Other</td>
<td>333</td>
</tr>
<tr>
<td>Sales Managers</td>
<td>189</td>
</tr>
</tbody>
</table>

*(avg. jobs per year 2009-2019)


\textsuperscript{11} Seattle-King County Talent Pipeline Study. Exhibit 13 p.31. Some of these jobs do not REQUIRE a Baccalaureate, but marketability of candidates can be enhanced by the Degree, or application of lower-level component courses.

\textsuperscript{12} As listed on Indeed.com, a website that consolidates job openings from other job websites as well as from some private company websites.

\textsuperscript{13} CareerOneStop/U. S. Department of Labor, Employment and Training Administration [http://www.careerinonnet.org](http://www.careerinonnet.org)
Long-term economic analyses also confirm demand for graduates from the proposed program.

The Puget Sound Forecasting Model predicts that future employment growth in absolute terms will be substantial. Between 2004 and 2040, the Puget Sound region is expected to create 1,132,200 new wage and salary jobs, bringing total wage and salary employment to about 2.8 million in 2040; Puget Sound employment is expected to continue to grow faster than national employment over the 36-year forecast period.

Most of the new jobs will be found in the service-producing sector of the economy. According to one regional economist, “Whereas the goods-producing industries (resources, construction, and manufacturing) will add only 117,000 jobs between 2004 and 2040, the employment count in the service-producing industries (transportation and utilities, trade, financial activities, services, and government) will increase by 1,015,100”\(^{14}\). It is important to note that transportation and trade are part of this enormous job growth.

A separate economic analysis shows similar trends. Washington State is projected to add 278,700 nonfarm jobs between 2008 and 2018, with an average annual growth rate of 0.9 percent. By 2018, significant increases in employment are expected in education and health services, and professional and business services. From 2008 to 2018, occupations requiring the most education and the least education are projected to grow faster than the state average of 0.9 percent. Over the projection period, occupations requiring a bachelor’s degree or higher are expected to grow by more than 90,000 jobs (Italics added)\(^{15}\). This substantial growth projection gives added impetus to create this applied baccalaureate.

“\textit{In an international trade-dependent state like ours, even to maintain the status quo of trade requires educational programs that support the development of competencies that practitioners of international trade need. Such a program is the Technical Bachelor’s degree program with a focus on transportation/logistics. Moreover, our need to create new jobs in international trade is a priority at this time in our recessed economy, and such a program will assist business by providing students with the tools to enhance our international business environment.”} – Bob Ness, President, Ness Consulting

\(^{14}\) Puget Sound Regional Council/Dick Conway & Associates \url{http://psrc.org/assets/1934/Regional_Forecast_PSEF2006.pdf}

\(^{15}\) Washington State Employment Security Dept.
Applied Baccalaureate Program Builds from Existing Professional and Technical Degree Program Offered by the Institution

At present, there are seven programs at LWIT that will serve as the foundation for students coming into the BTLM program: Electronics Technology; Business DTA/MRP; Business Administration Support; Diesel & Heavy Equipment; Auto Repair; Auto Collision Repair; and Motorcycle, Marine & Power Equipment. Program launch dates are provided in Table Two. Program descriptions from the LWIT website are provided below.\textsuperscript{16} Students in these programs learn highly technical, critical skills for 21\textsuperscript{st} century industries. The upper-level BTLM curriculum will build on their core knowledge with both focused general education and advanced industry-specific courses that will help them succeed in their chosen careers.

The **Business DTA/MRP** Associate of Applied Science degree is a pathway for students planning to prepare for various business majors at universities in Washington. This agreement meets all the requirements of Washington’s Direct Transfer Agreement. This agreement is between the baccalaureate institutions offering a bachelor of science or bachelor of arts in business administration including accounting, management, and management information systems. Baccalaureate institutions that are party to this agreement are: CWU, EWU, UW (all campuses), WSU (all campuses), Gonzaga, Heritage, PLU, SMU, SPU, SU, and WWU.

The **Business Administration Support** AAS degree prepares students to meet the growing need for trained business support professionals. The primary goal of the degree is to prepare students to use various software applications in the work environment as a support tool to enhance day-to-day business operations.

The **Electronics Technology** AAS degree prepares students to utilize the skills learned in this program to enter into either the electronics manufacturing industry as engineering technicians, electronics specialists, inspectors, managers, and testers, or into any of the high-tech industry maintaining multi-million dollar machines and devices utilized in almost all high-tech fields today. The Electronics Technology AAS degree exposes students to a basic core of skills through advanced electronics principles and applications. By focusing on the idea that a career in high-tech involves constant and continuing education, the student learns the importance of life-long learning. Through this, the program prepares its graduates for entry-level positions in the rapidly growing high-tech industries of the 21\textsuperscript{st} century.

The **Diesel & Heavy Equipment Technician** AAS degree educates and mentors students in the latest technology, equipment, ideals, and fuel systems that power the diesel and heavy equipment industry today and in the future both close to home and at locations worldwide. It prepares students for lifelong learning and skill development, helps students realize their

\textsuperscript{16} http://www.IWtech.edu/academics/programs_of_study/programs_by_areas_of_study.html
potential to be successful at their careers and improves the community, economy and environment. Diesel & Heavy Equipment Technician AAS degree students learn how to diagnose problems and perform repairs on various vehicle components including engines, fuel, cooling, electrical, electronic, hydraulic, brake, suspension, undercarriage, power-shift and drive-train systems in the trucking and heavy equipment industry. Students will spend their first term training in a transportation core curriculum. The laboratory area simulates an industry environment. Students who have met the course objectives may be placed in a cooperative work experience to further develop their skills on the job.

The Auto Repair Technician AAS degree prepares students for employment in automotive dealership service centers, independent repair shops, and specialty or customized shops. Today's automobile is designed and engineered at a higher level of technology than ever before. This produces a high demand for trained repair technicians who can meet the increased technical challenges and demonstrate advanced knowledge—particularly in the electrical and electronics areas. As a well-trained technician with current skills, you can expect rapid employment and a steady rising income. In addition, this program includes preparation for the ASE (Automotive Service Excellence) certification.

The Auto Collision Repair Technician AAS degree prepares students with entry-level skills to compete in the auto collision repair industry and provides an option for specializing in restoration or custom painting. This program consists of six quarters of collision auto body repair and auto paint training. Students will spend their first quarter in a transportation core curriculum. Students have the option of specializing in restoration, or custom painting. The laboratory area is designed to simulate an actual industry repair environment and includes a state-of-the-art painting booth with the latest in high-tech equipment.

Motorcycle, Marine, & Power Equipment Service Technician AAS candidates gain a broad range of high-demand technical skills while working on models of equipment serviced in the power equipment, marine and motorcycle industries. They learn to maintain, troubleshoot and repair power equipment from marine engines to motorcycles. Students have the option to specialize in one or more areas after completing basic instruction.

The Bachelor of Technology in Transportation and Logistics Management provides an important career pathway for professional/technical graduates with diverse needs. These factors include:

- Individual ambition and goals – some holders of associate degrees eventually seek more applicable skills or higher degrees to enhance their job performance and careers.
- Escalation of responsibilities – nearly every technical position eventually requires the employee to assume increased responsibilities, including scheduling, inventory, supervision, management liaison, marketing, etc.
- Need for continuing education – this is especially relevant for certain state and federal jobs that require higher-level degrees and ongoing training for advancement.
federal fleet manager, for example, cannot get promoted without a relevant bachelor's degree.

- Transferable skills/industry knowledge – using a diesel mechanic as an example – information on engine performance parameters, longevity, maintenance scheduling, etc., gained through experience and training in the shop can readily be applied towards or enhance positions such as fleet management, parts/equipment procurement, route scheduling, or sales/marketing. Much of this is dependent on the individual’s entrepreneurial skills, a topic to be addressed during the student’s coursework.

A similar scenario could be envisioned for the recipient of Auto Repair or Auto Collision Repair AAS – having gained experience working in a shop, formulating ideas, the individual could choose to return for the baccalaureate to gain the management, finance, accounting, and marketing skills to successfully establish an independent business.

Electronics Technology AAS recipients would be able to apply their relevant skills towards the electronic/technical side of the industry- security software and hardware for warehousing, container terminals and other port applications, intermodal transfer facilities; or within tracking and tracing/sorting-repair or development of bar-code equipment or radio frequency identification (RFID) transceivers, A good working knowledge of the industry would help to focus and adapt student skills accordingly.

The Business-related AAS degrees would be particularly adaptable to the proposed BTLM. Business concepts could be refined to be applied to the financial, investment, procurement, capital development, contractual, and many other business facets of the transportation and logistics industries.

Table Two shows the years the seven foundation programs were established. Most of them have a long history of successful operation.

<table>
<thead>
<tr>
<th>Table Two: BTLM Foundation Programs at LWIT</th>
<th>Year Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Collision Repair</td>
<td>1975</td>
</tr>
<tr>
<td>Auto Repair</td>
<td>1975</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>1976</td>
</tr>
<tr>
<td>Motorcycle, Marine &amp; Power Equipment</td>
<td>1981</td>
</tr>
<tr>
<td>Diesel &amp; Heavy Equipment</td>
<td>1983</td>
</tr>
<tr>
<td>Business Administration Support AAS</td>
<td>2008</td>
</tr>
<tr>
<td>Business DTA/MRP</td>
<td>2011</td>
</tr>
</tbody>
</table>
Enrollment History

Enrollment in the feeder programs at LWIT are shown in Table Three. With the exception of Business DTA/MRP, which was launched in 2011, all programs show steady or increasing enrollment.

Table Three: BTLM Foundation Programs Enrollment History

<table>
<thead>
<tr>
<th>Academic Year:</th>
<th>Fall Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>06-07</td>
</tr>
<tr>
<td>Auto Collision Repair (47.0603)</td>
<td>34</td>
</tr>
<tr>
<td>Auto Repair (47.0604)</td>
<td>124</td>
</tr>
<tr>
<td>Motorcycle, Marine &amp; Power Equipment (47.0611)</td>
<td>34</td>
</tr>
<tr>
<td>Diesel &amp; Heavy Equipment (47.0605)</td>
<td>56</td>
</tr>
<tr>
<td>Electronics Technology (15.0303)</td>
<td>31</td>
</tr>
<tr>
<td>Business Administration Support AAS (11.0601)</td>
<td>32</td>
</tr>
<tr>
<td>Business DTA/MRP (52.0101) (new program)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: SBCTC Data warehouse Student Table (programs defined by PROGRAM CODE)

Table Four shows the total AAS degrees and certificates from the BTLM feeder programs at LWIT. The table reveals a substantial difference between the number of students enrolled in the programs (provided in Table Three) and the number of students who complete a degree or certificate. This is due, at least in part, to the fact that graduates have no opportunity for entry into a four-year degree program, so there is little benefit to obtaining the associate degree. Instead, many students obtain specialty certificates that help them either find jobs or gain career advancement. Some who obtain neither a degree nor a certificate simply find jobs once they have gained a sufficient skill set. The new BTLM degree is expected improve the low number of associate degree graduates, since students will have a clear educational pathway to a bachelor’s degree.
Table Four: BTLM Foundation Programs Completion History

<table>
<thead>
<tr>
<th>Programs</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AAS</td>
<td>Certs</td>
<td>AAS</td>
<td>Certs</td>
<td>AAS</td>
</tr>
<tr>
<td>Auto Collision Repair (47.0603)</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Auto Repair (47.0604)</td>
<td>17</td>
<td>4</td>
<td>17</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Motorcycle, Marine &amp; Power Equipment (47.0611)</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Diesel &amp; Heavy Equipment (47.0605)</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Electronics Technology (15.0303)</td>
<td>10</td>
<td>12</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Business Administration Support AAS (11.0601)</td>
<td>2</td>
<td>NA</td>
<td>4</td>
<td>NA</td>
<td>6</td>
</tr>
<tr>
<td>Business DTA/MRP (52.0101) (new degree)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

*Source: SBCTC Data warehouse*

**Student Demand for Program within Service Area**

The LWIT programs as outlined in the previous section will generate a significant number of students seeking a Bachelor of Technology in Transportation and Logistics Management (BTLM).

Lake Washington transportation program students were recently surveyed regarding their interest in pursuing a Bachelor’s Degree in Transportation and Logistics Management. Results showed that of 156 respondents, 38 percent would be interested in pursuing a bachelor’s degree; 33 percent responded “unsure”; while 28 percent said they were not interested at this time. Aggregated, this survey shows 59 students with definite interest – more than twice the 25 students projected for the initial cohort, and more than the 50 students that constitute full capacity.

Tables Five and Six illustrate the pool of potential BTLM students from institutions within approximately twenty-five miles of LWIT. If the results of the LWIT transportation program survey were to be very conservatively applied (10 percent versus 38 percent) to this pool of graduates, an additional 217 potential students are added from the 2011 local graduating classes.

While most of the institutions listed in Tables Five and Six are within potential commuting distance from LWIT, the proposed BTLM will be offered at least partially on-line, which will make it more attractive and available to students regardless of where they live. Although there are many other associate degree programs whose graduates could benefit from the BTLM program’s planned distance learning component, projections have been confined to programs within the immediate region for purposes of planning.
### Table Five: Parallel Feeder Programs at Nearby Two-Year Institutions

<table>
<thead>
<tr>
<th>College</th>
<th>Graduates</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edmonds Community College</td>
<td>604</td>
<td></td>
</tr>
<tr>
<td>Green River Community College</td>
<td>271</td>
<td></td>
</tr>
<tr>
<td>Renton Technical College</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>175</td>
<td></td>
</tr>
<tr>
<td>South Seattle Community College</td>
<td>292</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1395</strong></td>
<td></td>
</tr>
<tr>
<td>Assumption of 10% positive survey response</td>
<td>139</td>
<td></td>
</tr>
</tbody>
</table>

*Source: SBCTC*

### Table Six: Parallel Feeder Programs at Nearby Two-Year Institutions

<table>
<thead>
<tr>
<th>College</th>
<th>Graduates</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue College</td>
<td>139</td>
<td></td>
</tr>
<tr>
<td>Edmonds Community College</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>Everett Community College</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td>Green River Community College</td>
<td>158</td>
<td></td>
</tr>
<tr>
<td>Highline Community College</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>North Seattle Community College</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Renton Technical College</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Seattle Central Community College</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Seattle Vocational Institute</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>South Seattle Community College</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>784</strong></td>
<td></td>
</tr>
<tr>
<td>Potential interest based on a 10% positive survey response</td>
<td>78</td>
<td></td>
</tr>
</tbody>
</table>

*Source: SBCTC*
Efforts to Maximize State Resources to Serve Place-Bound Students

Though several institutions offer degrees in topics related to logistics, trade, and transportation, no institution in the state is offering a baccalaureate degree in this field comparable to the BTLM.

LWIT has a number of transfer agreements in place with various independent institutions, aimed at providing 4-year completion degrees for LWIT students. For the purpose of this document, only the relevant ones will be presented, i.e. those offering bachelor’s degrees in business or management. It should be noted that, although LWIT students can take advantage of these degrees, most will lose nearly thirty credits upon transfer (ninety credits is the maximum any of them allow to be transferred), and may need to take up to an additional twenty to thirty credits of general education credits beyond the upper-division courses. Also, these general business degrees are not comparable to the BTLM in that they lack focus on transportation and logistics.

Among the independent educational institutions with which LWIT has established transfer agreements, DeVry offers a Bachelor of Business Administration with emphasis on Operations Management at its Federal Way and Bellevue campuses. The University of Phoenix offers a Bachelor of Science in Management for which a maximum of seventy-two LWIT credits can be applied (it also requires the transferee be twenty-one years old). University of Phoenix in Lynnwood also offers a Bachelor of Business that specializes in Transportation, Storage, and Distribution Management, however no transfer agreement is in place for this. Strayer offers a general Bachelor of Business either on-line or at its East Coast campuses, for which all LWIT credits count, but does not have the BTLM focus. City University (nonprofit) will apply 90 credits from LWIT alumni towards its Bachelor of Science in Business Administration, which has no transportation or logistics focus.

As for public institutions offering similar programs, Western Washington University offers a Bachelor’s in Manufacturing & Supply Chain Management through its College of Business and Economics; and Central Washington University offers a specialization in Supply Chain Management for their business students (or a post-Bachelor’s certificate), both of these programs are part of traditional bachelor’s programs in Business, for students enrolled in those institutions. Students with terminal associate degrees from LWIT or other two-year schools cannot take advantage of them.

Collaboration with other public baccalaureate institutions, businesses, and community organizations

LWIT has worked closely with the Center of Excellence for International Trade, Transportation and Logistics at Highline Community College, South Seattle Community College, and Tacoma Community College. These institutions have helped facilitate LWIT’s industry focus group, provided data and other resources, and serve on the Transportation and Logistics program advisory committee.

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17Tacoma Community College, Highline Community College, Pierce College, Central Washington University, et al.
South Seattle Community College has been a partner in the proposed baccalaureate program’s curriculum development, which will include the six transportation, logistics, and supply chain core courses that were developed for SSCC’s certificate program before it was discontinued due to state budget cuts. Lake Washington Institute of Technology has been granted the use of these courses for further development into part of the upper-level core curriculum.

A core advisory committee has been formed, comprised of relevant industry personnel, advisors of Lake Washington Institute of Technology’s “feeder” programs, and staff from programs housed within other institutions mentioned above. General meetings will be held quarterly, with subgroup meetings held as necessary. This committee is being expanded to include more industry and labor participation, which is expected to generate internships, and, potentially, funding sources. This committee will foster a high degree of connectivity and collaboration to ensure the curriculum and focus remain useful and relevant to both employers and the institutions from which enrollees will be drawn. Additionally, LWIT is connected to a number of labor unions, professional organizations, and associations comprised of potential employers and practitioners:

- International Longshore and Warehouse Union
- Transportation Club of Seattle
- Women’s Transportation Seminar
- Council of Supply Chain Management Professionals
- The International Air Cargo Association
- Society of Professional Engineering Employees in Aerospace
- Intermodal Association of North America
- Institute for Supply Management
- Washington Council on International Trade
- Propeller Club (an association of parties involved in the maritime trades)
- International Brotherhood of Teamsters

**Unique aspects of the proposed program that differentiate it from similar programs**

This entire program as proposed is unique. It serves a student demographic who cannot get access to non-applied, non-technical bachelor’s degree programs. It will operate in close coordination with firms and institutions best suited to advise the program on industry’s needs, and to offer internships and employment to the program’s students. There are currently no programs in the entire region that focus on transportation and logistics management from an applied, workforce-building perspective.

Moreover, projections for the future job market and growth within this particular economic sector, especially for this region, indicate that the program will be proactively providing the necessary additional workforce to ensure continued growth while contributing to the overall economic well-being of the region and state.

Leaders in education have called for “more support for quality career and technical education programs” to help with “reshaping our notion of what constitutes a ‘good education’ into a broader,
more inclusive ‘educational menu’ that will yield multiple pathways to viable, living-wage jobs instead of a one-size-fits-all approach that too often doesn’t fit”. By including the necessary “real world context” and industry involvement, LWIT can offer a program that will be highly valuable to students, the economy, and society in general.18

The new degree will also provide an important educational and career pathway for students who traditionally have few baccalaureate options after they have completed their professional-technical degree. Frequently, these graduates are tied to jobs and families that limit their ability to leave their community for more education. As earlier noted, if they do decide to leave their community for more education, they lose many of the credits they have already completed or they have to take additional courses beyond the require degree, which adds time and expense to completing their education.

Many professional-technical graduates believe that their associate degree will be sufficient for their career plans, but after a few years in the field, they decide that they want or need more education to advance or change direction in their field. These graduates are comfortable with LWIT where they have been successful and know what to expect; a traditional four-year college can be intimidating, so many people decide not to challenge those perceived barriers and don’t follow their dreams. LWIT provides these students a way to achieve their goals in a familiar and nurturing environment. The classes are small; the students sitting next to them have similar associate degrees, and the excellent student support services provided by the college help them to succeed.

LWIT is well qualified to offer the BTLM. The Institute has had experience with successfully launching an applied bachelor’s degree. It has a strong distance-learning program to ensure accessibility to students beyond the local area. Most importantly, the faculty and administration are dedicated to creating additional educational gateways to technical and community college students and graduates and to providing the kind of support students need to be successful in their chosen pathways.

18 Success isn’t a one-track deal. Symonds, W. and C. Zehnder, August 27, 2011
http://www.heraldnet.com/article/20110827/OPINION/708289943/1122/SPORTS
Appendix- Selected Industry Comments on the proposed Baccalaureate Degree

In an international-trade dependent state like ours, even to maintain the status quo of trade requires educational programs that support the development of competencies that practitioners of international trade need. Such a program is the Technical Bachelor’s degree program with a focus on transportation/logistics.

Moreover, our need to create new jobs in international trade is a priority at this time in our recessed economy, and such a program will assist business by providing students with the tools to enhance our international business environment.

Bob Ness
Former President of the Board,
Leadership Tomorrow, and International Consultant

*************************************************

I am delighted to see the new curriculum for the degree program at LWIT.

In my 20 years managing seaport operations, the technical capabilities required for success grew exponentially, and continue to grow today. As you know, a business can have no greater asset than skilled and engaged people, and we struggled to strike a balance in our hiring decisions between experience and technical skills, which often seemed mutually exclusive. The degree program that you have constructed seemingly addresses both of those needs.

The only suggestion that I would make to improve the program would be to leave room for seminars on emerging issues. Things are changing fast and will continue to do so, and so there needs to be the flexibility to adjust on the fly to a new technology or initiative in trade, transportation, and logistics.

Thanks for the opportunity to provide input on the program, and I wish you the best of luck in rolling it out!

Timothy J. Farrell
President
Turning Point Asset Management, LLC
Former CEO, Port of Tacoma

*************************************************

As an experienced executive in the international trade and transportation sectors, and as a current faculty member and doctoral student in supply chain and logistics management, I am seeing first-hand the importance of having qualified people work in these professions. With only a few sporadic classes taught at some of the community colleges in Washington State, there is now a great need for a more comprehensive and coherent academic program in trade and transportation management. These are crucial sectors for the Pacific Northwest, and it is important for employers to have access to students with specializations in these particular fields. A program like this will develop into a great hub for the industry, the students and researchers in the area.

Best regards,
Andreas Udbye, Consultant
Former Director, World Trade Center, Tacoma

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19More than thirty industry professionals have replied to date, all affirming the need for the proposed program.
I am currently the Director of Production Integration and Logistics for Boeing on the 787 Program. The "Logistics" part of my job includes responsibility for DreamLifter Operations for the Program, which you may be aware of. We air ship the major airplane sections on four 747 Large Cargo Freighter (DreamLifter) aircraft from plants in Japan, Italy, Charleston, and Wichita to Everett. I asked my team to provide their thoughts and input (below), and I am forwarding the 'raw' input from them, recognizing that some of their ideas are already captured in your proposed curriculum or contained in pre-requisite or AAS curricula. Good luck.

"The list includes some basic computer and accounting classes, so I am not sure if there are other pre-requisite classes. I would suggest some more foundational math and statistics classes. The core and focus classes seem to cover a good spectrum of topics, but some items like risk management or inventory planning probably deserve to be promoted to classes in order to cover the subjects more thoroughly.

"I would add an "Organizational Behavior" class to the curriculum so the students would have a general understanding of the different dynamics within an organization and how to navigate those dynamics to achieve positive results. I would also add a "Contract Management" class."

"Below is my input as to what courses I believe would be of value to our team and or the program:

"Outsize Cargo Shipping (Air, Land, Sea), Transportation Trade Studies (Cost Elements, Technical Elements, Business Case Analysis), Setting up Greenfield Sites (Transportation Studies, Locations, Strategic Thinking related to selecting a site), Highway Standards, Rail Standards, Air Standards for conventional, oversize and outsize cargo, Packaging, Cargo Control for all modes (Flammability, customs (bonded areas), Principles of Transportation Tooling, Rate Studies/Scheduling, Transportation Product Development (Enhanced or new modes, new scheduling tools, new systems), Transportation Intern Program"

Kind regards,

Brian Akers
Director
787 Supplier Management
Production Integration and Logistics

I applaud your efforts to address the need of developing qualified employees and future leaders to this transportation region. Pacific Alaska Freighways is certainly struggled to find qualified individuals and if LWIT can become a source to fill our needs in our daily operations as well as a source to identify potential Management Trainees candidates then will certainly be interested in supporting your efforts. Since this port region support a variety of segments within our industry, a well-crafted curriculum could have mass appeal.

Attached is a newsletter from the Port of Tacoma that highlights our particular market of Alaska and the comments from the Governor of Alaska concerning his optimism of the role the NW Ports will have on his impact industries. My 26 years of experience in the transportation industry and my view points as VP, Director, Corporate Trainer, Break-bulk manager, Dispatcher and Front-Line Supervisor, I see the benefits of a comprehensive development program.

We sincerely hope the legislative leaders recognize this as opportunity to develop talent within the state and not have to import from other talent markets.

If I can assist you in your efforts to expand your curriculum with industry specific subjects and materials, please feel free to contact me.

Ken Michalek
Director of Revenue and Process Management
Pacific Alaska Freighways
I commend you for this undertaking. A graduate who has completed the curriculum you've shared would be a marketable individual in a number of sectors within Transportation and Supply Chain.

I cannot tell you how often I am solicited by customers - both manufacturers, retailers and distributors, looking for people with a background similar to what your proposed program would provide. And, our Company would have an interest in such graduates as well.

Two areas I believe warrant greater focus include the quality process - six sigma et al, and advanced development of metrics, dashboards, their applications and management. Both disciplines are growing in our daily experience with customers and we see no end in sight.

I wish you the best of luck, and if I'm able to, I'll be glad to help you when I can.

Ross Cook
Executive Vice President, Sales
Gordon Trucking, Inc.

I can only speak for myself, and this looks like a great opportunity.

I only have a couple of suggestions. In this time of transformative change due to changes in the world and national economies, I'd suggest offer a course that prepares students for this changing and challenging environment.

First, in addition to the course Principles of Management. This course is a study of basic management principles as applied to the functions of planning, organizing, directing, controlling, and coordinating with effective communication in business enterprise, I suggest you add another on Leadership Skills for Transformational Change. Leadership is a very different skill than the traditional management and critical into the future—even for technical staff. Students need to know how to manage, but more importantly leadership is needed to succeed.

The other course: Total Quality Management This course is designed to equip students with the managerial concepts and quantitative tools used in effective and efficient management of quality in the manufacturing and service organizations. The focus of this course is on problem solving, including problem definition, evaluation of alternatives, implementation and control of total quality standards. Students will examine concepts including customers' satisfaction, quality process orientation, empowerment, team building, and continuous improvement. TQM has been updated and now encompasses the concept of LEAN. LEAN goes further and focuses on meeting customer needs, while cutting time and costs.

Here is some information on LEAN in government that might be useful and there are other sources specifically targeted toward private sector industry:

LEAN Government Center
QPIC, LLC LEAN Government Center is the premier resource center for LEAN Government and a globally based consulting organization that focuses on LEAN, Six Sigma, Change Management (ACE), Business Metrics (MWM – Measure What Matters), Supply Chain Management, and Executive Coaching. Our client base has spanned LEAN Government, Manufacturing, Healthcare, and non-profit organizations for over 25 years. We are one of the foremost groups consulting on LEAN Government. Our approach is unique in that we start with the top management team and ensure the necessary cultural changes are instituted for LEAN Government to be successful and sustainable.
http://www.leanovcenter.com/index.htm

I wish you much success in your new position and in this new degree program.

Kathy Lindquist, Research Manager
WSDOT Office of Research and Library Services

I wish you the best of luck, and if I'm able to, I'll be glad to help you when I can.

Ross Cook
Executive Vice President, Sales
Gordon Trucking, Inc.

I can only speak for myself, and this looks like a great opportunity.

I only have a couple of suggestions. In this time of transformative change due to changes in the world and national economies, I'd suggest offer a course that prepares students for this changing and challenging environment.

First, in addition to the course Principles of Management. This course is a study of basic management principles as applied to the functions of planning, organizing, directing, controlling, and coordinating with effective communication in business enterprise, I suggest you add another on Leadership Skills for Transformational Change. Leadership is a very different skill than the traditional management and critical into the future—even for technical staff. Students need to know how to manage, but more importantly leadership is needed to succeed.

The other course: Total Quality Management This course is designed to equip students with the managerial concepts and quantitative tools used in effective and efficient management of quality in the manufacturing and service organizations. The focus of this course is on problem solving, including problem definition, evaluation of alternatives, implementation and control of total quality standards. Students will examine concepts including customers' satisfaction, quality process orientation, empowerment, team building, and continuous improvement. TQM has been updated and now encompasses the concept of LEAN. LEAN goes further and focuses on meeting customer needs, while cutting time and costs.

Here is some information on LEAN in government that might be useful and there are other sources specifically targeted toward private sector industry:

LEAN Government Center
QPIC, LLC LEAN Government Center is the premier resource center for LEAN Government and a globally based consulting organization that focuses on LEAN, Six Sigma, Change Management (ACE), Business Metrics (MWM – Measure What Matters), Supply Chain Management, and Executive Coaching. Our client base has spanned LEAN Government, Manufacturing, Healthcare, and non-profit organizations for over 25 years. We are one of the foremost groups consulting on LEAN Government. Our approach is unique in that we start with the top management team and ensure the necessary cultural changes are instituted for LEAN Government to be successful and sustainable.
http://www.leanovcenter.com/index.htm

I wish you much success in your new position and in this new degree program.

Kathy Lindquist, Research Manager
WSDOT Office of Research and Library Services

************
I'm very impressed with your efforts to establish a Technical Bachelor's Degree in trade, transportation and logistics management here in the Seattle region. The logistics industry is a very important industrial cluster in the Pacific Northwest (see for example the cluster analysis work done by PSRC), and an industry that supports other vital regional clusters from aerospace to global health to agricultural production.

Your program will increase employment opportunity in these important industries. The logistics industry is known as one that produces well-paying “family wage” jobs, and yet for the most part requires no post-secondary education to enter a career track, making it particularly attractive for workers who may have been displaced from other contracting industries with similar entry-level skill areas, for example manufacturing. However, easy entry into an industry does not guarantee a successful rise into positions of sales, planning, operations, or management, key to both employee and employer. Your program supplies that missing link, allowing employees to invest in their future and achieve success in this industry.

I wish you all the best in your efforts and am supportive of your good work.

Tom Green, C.M.
Sr. Manager, Air Cargo Operations & Development
Seattle-Tacoma International Airport

I am pleased to support your initiative to introduce a degree program with a transportation/logistics focus.

I was responsible for such a specialisation in the degrees offered by the business school at UBC. Those programs have been highly successful and vital to providing a wide range of students with knowledge of supply chain management (SCM). The role of SCM in business has increased the demand for our courses.

Good luck with your initiative.

Trevor Heaver
Professor Emeritus
Sauder School of Business
University of British Columbia
Current Applied Baccalaureate Programs Offered by CTCs

Washington’s community and technical colleges currently offer nine (9) Bachelor of Applied Science or Arts programs at seven different institutions:

- Bellevue College – Bachelor of Applied Science in Radiation and Imaging Sciences, 2007; Bachelor of Applied Arts in Interior Design, 2009; and Bachelor of Applied Science in Healthcare Information and Technology, 2011.
- Columbia Basin College – Bachelor of Applied Management, 2009
- Olympic College – Bachelor of Science Nursing, 2007
- Peninsula College – Bachelor of Applied Science in Applied Management, 2007
- Seattle Central Community College – Bachelor of Applied Behavioral Science, 2009
- South Seattle Community College – Bachelor of Applied Science in Hospitality Management, 2007

- Centralia College – Bachelor of Applied Management, 2011
  The college will begin enrolling students in the program beginning Fall 2012

<table>
<thead>
<tr>
<th>College</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
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<td>Lake Washington</td>
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<td><strong>143</strong></td>
<td><strong>245</strong></td>
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Source: 2010-11 Academic Year Report
REGULAR MEETING OF THE STATE BOARD FOR
COMMUNITY AND TECHNICAL COLLEGES

MEETING MINUTES

May 10, 2012

State Board Members

Sharon Fairchild (Chair), Spokane
Beth Willis (Vice Chair), Lakewood
Jim Bricker, Coupeville
Erin Mundinger, Omak
Shaunta Hyde, Lake Forest Park
Elizabeth Chen, Federal Way
Anne Fennessy, Seattle
Wayne Martin, Richland
Larry Brown, Auburn

Statutory Authority: Laws of 1967, Chapter 28B.50 Revised Code of Washington
<table>
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<tr>
<th>Resolution Number</th>
<th>Description</th>
<th>Page in Minutes</th>
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<tr>
<td>12-05-09</td>
<td>Approval of 2012-13 State Board Meeting Schedule</td>
<td>2</td>
</tr>
<tr>
<td>12-05-10</td>
<td>Approval of Olympic College Property Acquisition, Broadway Avenue</td>
<td>2</td>
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<tr>
<td>12-05-11</td>
<td>Approval of Bates Technical College Local Expenditure Authority, Downtown</td>
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<td></td>
<td>Main Building Restoration</td>
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<td>12-05-12</td>
<td>Approval of Clover Park Technical College Local Expenditure Authority,</td>
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<td>Learning Resource Center Renovation</td>
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<td>12-05-13</td>
<td>Approval of 2012 Supplemental Capital Budget Allocations</td>
<td>3</td>
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<td>12-05-14</td>
<td>Approval of 2013 Operating Budget Allocations and Enrollment Rules</td>
<td>3</td>
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<tr>
<td>12-05-15</td>
<td>Approval of 2013 Tuition Rates</td>
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Adoption of Consent Agenda:
- Approval of State Board Regular Meeting Minutes for March 29, 2012
- Approval of State Board Special Meeting Minutes for April 17, 2012
The State Board held a study session on May 9, from noon to 5:15 p.m. at Big Bend Community College. The Board heard presentations on Mission Study Recommendations: close statewide skills gap for technical trained workers, contribute more to the production of baccalaureate degrees and build a 21st century learning infrastructure. The Board also participated in discussions about the 2012 supplemental capital budget allocations, 2013-15 budget development, and the 2013 budget allocations, enrollment rules, and tuition approval. The Board also met in executive session from 12:05 to 12:55 p.m. to discuss the Executive Director's 2011 annual performance evaluation.

State Board Members Present: Sharon Fairchild (Chair), Erin Mundinger, Elizabeth Chen, Wayne Martin, Larry Brown, Jim Bricker, Shaunta Hyde

State Board Members Absent: Anne Fennessy, Beth Willis (Vice Chair)

CALL TO ORDER AND WELCOME

Chair Sharon Fairchild called the meeting to order at 8:00 a.m., welcomed those present and asked for self-introductions.

ADOPTION OF REGULAR MEETING AGENDA

MOTION: Moved by Jim Bricker and seconded by Larry Brown that the State Board adopt its May 10, 2012 regular meeting agenda.

MOTION CARRIED.

HOST COLLEGE PRESENTATION

Bill Bonaudi, President Big Bend Community College (BBCC) welcomed the State Board and staff to the BBCC campus. He gave an overview of the college’s history and the large area it serves. Bill introduced staff presenters: Clyde Rasmussen, Dean of Professional Technical Education; Gail Hamburg, Vice President, Instruction/Student Services; Terry Kinzel, Director of Title V; Bob Mohrbacher, Vice President, Administrative Services, and Sandy Cheek, Director of Basic Skills and Japanese Agricultural Training Program.

Staff briefly described the unique programs and opportunities that add special value to the area including: Pre-Employment Training (PET), Aircraft Rescue Fire Fighting, Fairchild Air Force partnerships, Title V Grants to increase access and performance for Hispanic Students, BBCC STEM Center, I-BEST Commercial Driving Program, and the Japanese Agricultural Training Program (JATP).
EXECUTIVE DIRECTOR’S REPORT

In the Executive Director’s absence, Deputy Executive Directors Jan Yoshiwara, Deb Merle, Mike Scroggins, and Denise Graham reported on the following topics:

- GED Fee Increase
- Accountability and Allocation Task Force
- Legislative Wrap Up
- ctcLink Update
- 2013-15 Operating Budget Development
- Lee Lambert, President, Shoreline Community College, election to the American Association of Community College (AACC) Board

ADOPTION OF CONSENT AGENDA (RESOLUTIONS 12-05-9 through 12-05-12)

MOTION: Moved by Jim Bricker and seconded by Larry Brown that the State Board adopt the consent agenda for its May 10, 2012 regular meeting as presented.

Erin Mundinger requested that consent agenda item 3a (March 29, 2012 State Board regular meeting minutes) be removed from the consent agenda for a separate vote, to more accurately reflect the purpose for development of the Accountability and Allocation Task Force.

MOTION TO AMEND: Moved by Jim Bricker and seconded by Larry Brown to amend the main motion by removing the approval of March 29, 2012 State Board regular meeting minutes from the consent agenda for a separate vote.

MOTION CARRIED.

MOTION: Moved by Jim Bricker and seconded by Larry Brown that the State Board adopt its May 10, 2012 consent agenda as amended:

b) Approval of April 17, 2012 State Board Special meeting minutes
c) Resolution 12-05-09 (ATTACHMENT #1): Approval of 2012-13 State Board Meeting Schedule
d) Resolution 12-05-10 (ATTACHMENT #2): Approval of Olympic College Local Expenditure Authority for Broadway Street
e) Resolution 12-05-11 (ATTACHMENT #3): Approval of Bates Technical College Local Expenditure Authority for 3rd Floor Remodel
f) Resolution 12-05-12 (ATTACHMENT #4): Approval of Clover Park Technical College Local Expenditure Authority for Library Renovation

MOTION CARRIED as amended.

APPROVAL OF MARCH 29, 2012 STATE BOARD REGULAR MEETING MINUTES

MOTION: Moved by Erin Mundinger and seconded by Larry Brown to amend the March 29, 2012 State Board regular meeting minutes as follows on page 3:

Strike: Erin Mundinger recommended that the Board create a task force to continue in the 2012-15 Operating Budget Development discussion.
Replace: Erin Mundinger recommended that the Board create a task force to review and make recommendations on methods for allocating money to the colleges.

MOTION CARRIED.

2012 SUPPLEMENTAL CAPITAL BUDGET ALLOCATIONS (RESOLUTION 12-05-13)

Wayne Doty, State Board staff, presented a recommendation to approve the 2012 supplemental capital budget allocations. The capital budget includes funding for major projects and equipment and authorizes alternatively financed projects. The Board reviewed and discussed the recommendation at its study session the previous day.

The Legislature passed two bills for the 2012 capital budget on April 11, 2012 and the Governor signed them into law on April 23, 2012. The supplemental budget provides the community and technical college system with $135,255,000 in new appropriations and financing authority for capital projects in our system’s priority order. It also provides appropriations and authority for projects totaling another $72,100,000. The budget will significantly improve our ability to address existing capital needs at the community and technical colleges.

MOTION: Moved by Erin Mundinger and seconded by Jim Bricker that the State Board adopt Resolution 12-05-13 (ATTACHMENT #5) to approve the 2012 Supplemental Capital Budget Allocations.

MOTION CARRIED.

2013 OPERATING BUDGET ALLOCATIONS, ENROLLMENT RULES, AND TUITION RATES APPROVAL (RESOLUTION 12-05-14 and RESOLUTION 12-05-15)

Denise Graham and Nick Lutes, State Board staff, reported the Legislature passed the 2012 supplemental operating budget on April 11, 2012 and the Governor signed the bill into law on May 2, 2012. Denise presented a recommendation to approve the allocations for FY 2013 operating budget appropriations to the college districts and the State Board office and enrollment rules for the 2012-13 academic year. The Board reviewed and discussed the proposal at its study session the previous day.

Denise summarized proposed budget changes, earmarks and provisos, recommended allocations for the current fiscal year and future allocations, and enrollment rules.

MOTION: Moved by Erin Mundinger and seconded by Larry Brown that the State Board adopt Resolution 12-05-14 (ATTACHMENT #6) to approve the fiscal year 2013 operating budget allocations and enrollment rules.

MOTION CARRIED.

Denise and Nick also presented a recommendation to approve the tuition rates for academic year 2012-13. The State Board adopts tuition rates for the community colleges consistent with the provisions in the operating budget bill and other statues. The Board reviewed and discussed the recommendation at its study session the previous day.
The 2011-13 biennial operating budget bill authorizes the Board to increase each fiscal year resident tuition fees by up to 12 percent, increases nonresident tuition fees by “amounts judged reasonable and necessary by the Board”, and increase resident tuition for upper division courses by up to 12 percent.

**MOTION:** Moved by Jim Bricker and seconded by Erin Mundinger that the State Board adopt Resolution 12-05-15 (ATTACHMENT #7) to approve the 2013 Tuition Rates.

**MOTION CARRIED.**

**PARENTING EDUCATION WAIVER WAC CHANGE**

Kathy Goebel, State Board staff, reported that currently, parenting education students who are simultaneously participating in cooperative preschool programs are provided a mandatory 85 percent tuition waiver established in WAC 131-28-026 (4) (b). She also gave an overview of parenting education enrollment trends and student demographics.

Scott Morgan, Interim President of Spokane Community College, and Laura Saunders, Interim President of Bellevue College described WACTC’s proposal to change the waiver from a mandatory to a local college option and to expand the permissive waiver definition to include all delivery modes for parenting education classes to better meet community needs.

Barbara Yasui, Parent Education Director, Shoreline Community College; Barbara Smith, Parent Education Director, Skagit Valley College; and Melinda Brennan, Parent Education Director, Walla Walla Community College, described potential impact to parenting programs if the proposed changes are approved.

In accordance with the Open Public Meetings Act, a public hearing on the proposed changes to the parenting education waiver is scheduled for June 21, 2012 at Clover Park Technical College.

**STUDENT ACHIEVEMENT INITIATIVE UPDATE**

Jan Yoshiwara and David Prince, State Board staff, presented an update on the Student Achievement Initiative (SAI) Advisory Group’s work. They reviewed the current SAI framework and proposed changes.

Much of the original SAI framework is unchanged; however, two sets of changes are proposed. The first change reflects current innovations underway in re-designing pre-college courses. The proposed change in this area shifts away from counting the number of levels advanced to measuring after the highest level of pre-college math or English is passed.

The second set of changes is focused on paying more attention to student progression and retention. These changes include points for students earning 45 degree credits, measuring basic skills students beyond basic skills, and measuring students who return and continue to earn points.

David introduced members of the Advisory Group: John Walstrum, President, Clover Park Technical College; Teresa Holland, Vice President, Administrative Services, Yakima Valley Community College; Terri McKenzie, Vice President for Student and Instructional Services, Spokane Community College; and Ty Jones, Director of Institutional Research, Columbia Basin College. The panel described the college perspective of what effects the proposed changes will have.
CHAIR’S REPORT

Chair Fairchild presented her report:

- **Trustees’ Association Report.** TACTC President Tom Malone reported on: Tuition Rates, Student Achievement Initiative, and the June 24-26, 2012 Spring Convention which will include another GISS Training.

- **Presidents’ Association Report.** WACTC President Gerald Pumphrey reported on: Tuition Rates, Transformation Fund, State Board Executive Director Search, Gubernatorial Candidate Rob McKenna’s meeting with WACTC and Jill Wakefield’s appointment as 2012-13 President-elect.

- **Parking Lot Items.** A list of the State Board’s “Parking Lot” items was presented for review and updates.

- **Executive Director Recruitment Update.** Chair Sharon Fairchild outlined the process the State Board will use to conduct the Executive Director search.

- **Appointment of Nominating Committee for 2012-13 SBCTC Chair and Vice Chair Positions.** Chair Fairchild appointed Jim Bricker to chair the Nominating Committee. Erin Mundinger and Larry Brown agreed to serve as members of the committee. Election of State Board officers will be held at the June meeting.

- **Efficiency Study Report Update.** Erin Mundinger reported the Hill Group has hit the ground running and presented the March and April Engagement Status Reports. The Board will receive a presentation from the Hill Group at a special meeting June 8, 2012.

ADJOURNMENT/NEXT MEETING

There being no further business, the State Board adjourned its regular meeting of May 10, 2012 at 12:15 p.m. The State Board will hold its next regular business meeting June 20-21, 2012 at Clover Park Technical College.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 12-05-09

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

THEREFORE BE IT RESOLVED that the State Board has agreed upon the following meeting dates and locations for 2012-13:

September 10-12, 2012 (retreat)       State Board Office, Olympia
October 24-25, 2012                     Grays Harbor College
December 5-6, 2012                     Pierce College Fort Steilacoom
February 6-7, 2013                     State Board Office, Olympia
March 27-28, 2013                      State Board Office, Olympia
May 8-9, 2013                          Green River Community College
June 19-20, 2013                       Spokane Falls Community College

APPROVED AND ADOPTED on May 10, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 12-05-10

A resolution relating to Olympic College's authority to exchange property with the City of Bremerton.

WHEREAS Olympic College has as part of their master plan the acquisition of the section of Broadway Avenue running through campus, from 13th Street to 16th Street; and

WHEREAS the City of Bremerton has agreed to vacate the property and let Olympic College take over ownership in exchange for dedication of property along Warren Avenue and 13th Street; and

WHEREAS any expenditures above the dedicated property value that arise will be paid out of mitigation costs covered in the state appropriation for the construction of the college's Humanities Building Replacement Project (20061204).

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges gives Olympic College authority to exchange the section of Broadway Avenue running through campus, from 13th Street to 16th Street, when it is vacated by the city, for property along Warren Avenue and 13th Street, as shown on Attachment A.

APPROVED AND ADOPTED May 10, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 12-05-11

A resolution relating to Bates Technical College's local expenditure authority for the Downtown Main Building Restoration.

WHEREAS, the third floor and room M218 on the second floor of Bates Technical College's Downtown Campus Main Building were built using hazardous materials which are now breaking down and becoming a safety concern for faculty and students; and

WHEREAS, programs have been temporarily relocated and abatement activities have begun to eliminate risk of hazardous materials exposure to building occupants. The requested project is required to complete restoration of the spaces, restoring them to usable educational spaces for instructional program activities; and

WHEREAS, the total cost of the restoration is $1,411,000 and the difference will be paid from existing state appropriations and a new equipment COP.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Bates Technical College local expenditure authority, not to exceed $190,000, for the Downtown Main Building Restoration.

APPROVED AND ADOPTED on May 10, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
A resolution relating to Clover Park Technical College's local expenditure authority for their Learning Resource Center Renovation.

WHEREAS, Clover Park Technical College's 35+ year old library is in need of renovation, as part of their Learning Resource Center; and

WHEREAS, the renovation cost is not expected to exceed $1,900,000. Approximately $1,000,000 will come from the previously approved sale of land to the Clover Park School District and another $700,000-$900,000 will come from college reserves.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Clover Park Technical College local expenditure authority, not to exceed $1,900,000 for the Learning Resource Center Renovation.

APPROVED AND ADOPTED on May 10, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 12-05-13

A resolution relating to the 2012 supplemental to the 2011-13 capital budget.

WHEREAS, a supplemental to the 2011-13 capital budget has been passed by the Legislature modifying the biennial capital program for Community and Technical Colleges; and

WHEREAS, the 2012 supplemental capital budget includes funding for major projects and equipment and authorizes alternatively financed projects.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges distribute a total of $81,066,000 in new appropriations, $69,189,000 in new authorities for major projects and equipment, and reduces existing appropriations by $752,000 as presented in Attachment A; and

BE IT RESOLVED, that the State Board for Community and Technical Colleges allocate $57,100,000 in new Certificates of Participation and pursue a long term lease as described in Attachment B; and

BE IT RESOLVED, that the State Board for Community and Technical Colleges allocate $15,000,000 for Equipment as described in Attachment C and the Executive Director will adjust the allocations in response to actual costs in a manner that is equitable to the colleges; and

BE IT RESOLVED, that the Executive Director is authorized to make adjustments as may be necessary in response to actions taken by the Governor, for computational errors, data corrections, externally-imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, and uniform accounting and reporting requirements.

APPROVED AND ADOPTED on May 10, 2012.

[Signature]
Sharon Fairchild, Chair

ATTEST:

[Signature]
Charles N. Earl, Secretary
SBCTC Capital Requests for New Appropriated Funds in 2012 Supplemental

Request is based on May 28, 2010, June 30, 2010 and January 7, 2011 WACTC Recommendations and SBCTC Resolutions 10-06-29, 10-08-33, 11-1-8 and 11-09-50. Projects funded in the 2011-13 biennial budget have been removed from the list.

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<th>Priority</th>
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Notes: 
A) Construction occurs in order of system priority. 
B) Predesigns and designs needed for 2013-15 construction are added to the list assuming about $291M in state capital appropriations in 2013-15. 
C) Construction Administration costs are included in the period when construction is funded including the CA shifts in 2009-11 Enacted 2010 Supplemental Budget. 
I) Based on SB 5127 and SB 6074. The projects at Lower Columbia and Skagit are COPS backed by Building Fee. The State Board is to manage the Equipment Pool that includes $16,630,000 of items but is only funded with $15,000,000. The list is here - http://leap.leg.wa.gov/leap/Budget/Detail/2012/hclEAPDoc2012-340308.pdf
## SBCTC Capital Requests for Alternately Financed Projects to be paid from non-appropriated funds in 2012

List is based on SBCTC Resolutions 11-09-50 and 11-12-64.

<table>
<thead>
<tr>
<th>Request</th>
<th>College</th>
<th>Number</th>
<th>SBCTC #</th>
<th>Reference</th>
<th>Project</th>
<th>Request 16Feb12</th>
<th>New Law 23Apr12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorize</td>
<td>SBCTC</td>
<td>30000719</td>
<td>SSHB1909</td>
<td></td>
<td>Administrative System Replacement Project</td>
<td>50,000,000</td>
<td>50,000,000</td>
</tr>
<tr>
<td>Authorize</td>
<td>Everett</td>
<td>30000718</td>
<td>K359</td>
<td>ESHB 1497</td>
<td>Renovate Corporate and Continuing Education Building</td>
<td>4,000,000</td>
<td>4,000,000</td>
</tr>
<tr>
<td>Authorize</td>
<td>Community Colleges of Spokane</td>
<td>30000720</td>
<td>ESHB 1497 Sec. 6007</td>
<td></td>
<td>Spokane Aerospace Long Term Lease at Geiger Field</td>
<td>Note 1</td>
<td>Included</td>
</tr>
<tr>
<td>Authorize</td>
<td>Community Colleges of Spokane</td>
<td>Note 2</td>
<td>K360</td>
<td></td>
<td>Institute of Extended Learning addition at SCC</td>
<td>3,100,000</td>
<td>3,100,000</td>
</tr>
<tr>
<td>Authorize</td>
<td>Cascadia</td>
<td>Note 2</td>
<td></td>
<td></td>
<td>UWB/Cascadia Student Union Building</td>
<td>5,900,000</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:

1) The lease will be paid in advance from the exchange of the Geiger Field property and lease-hold improvements at Felts.
2) These projects were added on December 1, 2011 in Resolution 11-12-64.
3) ctcLink project total is $100,000,000. The portion financed was revised down to $50,000,000 on February 16, 2012 as supported by the offices of the Chief Information Officer and the State Treasurer.
4) Cascadia withdrew request.
## High Demand Fields of Study Equipment List

**State Board for Community and Technical Colleges**

**LEAP Capital Document No. 2012-34**

Project 92000011 funded in SB 5127 and SB 6074 with 057 and 060, respectively.

<table>
<thead>
<tr>
<th>College</th>
<th>Expected Cost</th>
<th>Initial Allocation Amounts by Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Amount</td>
</tr>
<tr>
<td></td>
<td></td>
<td>057</td>
</tr>
<tr>
<td>Bates Technical College</td>
<td>689,000</td>
<td>509,602</td>
</tr>
<tr>
<td>Bellevue College</td>
<td>994,000</td>
<td>735,189</td>
</tr>
<tr>
<td>Bellingham Technical College</td>
<td>1,087,000</td>
<td>803,976</td>
</tr>
<tr>
<td>Big Bend Community College</td>
<td>258,000</td>
<td>190,824</td>
</tr>
<tr>
<td>Centralia College</td>
<td>173,000</td>
<td>127,956</td>
</tr>
<tr>
<td>Clark College</td>
<td>834,000</td>
<td>616,852</td>
</tr>
<tr>
<td>Clover Park Technical College</td>
<td>1,009,000</td>
<td>746,283</td>
</tr>
<tr>
<td>Columbia Basin College</td>
<td>310,000</td>
<td>229,283</td>
</tr>
<tr>
<td>Edmonds Community College</td>
<td>397,000</td>
<td>293,632</td>
</tr>
<tr>
<td>Everett Community College</td>
<td>763,000</td>
<td>564,335</td>
</tr>
<tr>
<td>Grays Harbor College</td>
<td>272,000</td>
<td>201,179</td>
</tr>
<tr>
<td>Green River Community College</td>
<td>1,045,000</td>
<td>772,909</td>
</tr>
<tr>
<td>Highline Community College</td>
<td>204,000</td>
<td>150,884</td>
</tr>
<tr>
<td>Lake Washington Institute of Technology</td>
<td>443,000</td>
<td>327,655</td>
</tr>
<tr>
<td>Lower Columbia College</td>
<td>544,000</td>
<td>402,358</td>
</tr>
<tr>
<td>North Seattle Community College</td>
<td>235,000</td>
<td>173,813</td>
</tr>
<tr>
<td>Olympic College</td>
<td>624,000</td>
<td>461,527</td>
</tr>
<tr>
<td>Peninsula College</td>
<td>131,000</td>
<td>96,890</td>
</tr>
<tr>
<td>Pierce College Ft. Steilacoom</td>
<td>625,000</td>
<td>462,268</td>
</tr>
<tr>
<td>Pierce College Puyallup</td>
<td>167,000</td>
<td>123,517</td>
</tr>
<tr>
<td>Renton Technical College</td>
<td>255,000</td>
<td>188,605</td>
</tr>
<tr>
<td>Seattle Central Community College</td>
<td>742,000</td>
<td>548,804</td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>729,000</td>
<td>539,189</td>
</tr>
<tr>
<td>Skagit Valley College</td>
<td>172,000</td>
<td>127,216</td>
</tr>
<tr>
<td>South Puget Sound Community College</td>
<td>367,000</td>
<td>271,441</td>
</tr>
<tr>
<td>South Seattle Community College</td>
<td>393,000</td>
<td>290,674</td>
</tr>
<tr>
<td>Spokane Community College</td>
<td>320,000</td>
<td>236,680</td>
</tr>
<tr>
<td>Spokane Falls Community College</td>
<td>111,000</td>
<td>82,098</td>
</tr>
<tr>
<td>Tacoma Community College</td>
<td>576,000</td>
<td>426,025</td>
</tr>
<tr>
<td>Walla Walla Community College</td>
<td>391,000</td>
<td>289,193</td>
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<tr>
<td>Wenatchee Valley College</td>
<td>922,000</td>
<td>681,938</td>
</tr>
<tr>
<td>Whatcom Community College</td>
<td>418,000</td>
<td>309,165</td>
</tr>
<tr>
<td>Yakima Valley Community College</td>
<td>430,000</td>
<td>318,040</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>16,630,000</strong></td>
<td><strong>12,300,000</strong></td>
</tr>
</tbody>
</table>

**Note:** Allocations will be adjusted to actual costs up to a system total of $15M. If actual costs exceed $15M, then allocations will be adjusted so that each college pays the same percentage of local funding above the funding provided, or in another equitable manner as determined by the SBCTC Executive Director.
A resolution relating to the 2011-13 operating budget.

WHEREAS the 2012 supplemental operating budget has been passed by the Legislature appropriating funds for the Community and Technical Colleges for the 2011-13 biennium; and

WHEREAS the State Board has the authority to award and allocate appropriated state general funds, Education Legacy Trust Account funds, and Community/Technical College Capital Projects Account funds; and

WHEREAS the funds appropriated to the State Board for Community and Technical Colleges in the 2012 supplemental appropriations act for fiscal year 2013 includes General Fund-State of $516,861,000, Education Legacy Trust Account of $47,553,000, and Community/Technical College Capital Projects Account of $8,774,000 as displayed on the Attachment A – 2011-13 Biennium Source of Funds;

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

1. Approves the FY 2013 initial allocation of operating funds totaling $573,188,000 as displayed on Attachment C – FY 2013 Initial Allocation;

2. Authorizes the Executive Director to allocate an additional $40,229,244 throughout the year for items found in Section 4 of Attachment D – FY 2013 Use of Funds Statement;

3. Authorizes the Executive Director to make adjustments as necessary in a future allocation to implement the proviso in the 2012 supplemental budget to increase STEM enrollments;

4. earmarks the following funds and requires they be spent only for these purposes: Aerospace Apprenticeships, Aerospace Training, Applied Baccalaureates, Basic Skills Enhancements, Centers of Excellence, Disability Accommodations, Employment Resource Center, Gateway Center, Hospital Employee Education and Training, Labor Education and Research Center, Opportunity Grants, Students of Color, Technology Transformation, University Center of North Puget Sound, University Contracts, Worker Retraining Program, Workforce Development Projects, and Workplace-Based Instructional Programs.

5. Approves the FY 2013 Enrollment Allocations as displayed in Attachment E – FY 2013 Enrollment Allocations.


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, uniform accounting and reporting requirements, and unanticipated changes in funding.

APPROVED AND ADOPTED May 10, 2012.

[Signature]
Sharon Fairchild, Chair

ATTEST:

[Signature]
Charles N. Earl, Secretary
## I. 2011-13 Appropriations

### General Fund-State, 001-1

<table>
<thead>
<tr>
<th>Section</th>
<th>2011-12</th>
<th>2012-13</th>
<th>BIENNIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds not Provisoed</td>
<td>496,655,000</td>
<td>476,793,000</td>
<td>973,448,000</td>
</tr>
<tr>
<td>Customized Training Program</td>
<td>200,000</td>
<td>1,851,000</td>
<td>2,051,000</td>
</tr>
<tr>
<td>Jefferson Education Center</td>
<td>0</td>
<td>100,000</td>
<td>100,000</td>
</tr>
<tr>
<td>Job Skills Program</td>
<td>2,725,000</td>
<td>2,725,000</td>
<td>5,450,000</td>
</tr>
<tr>
<td>STEM Enrollments Expansion</td>
<td>0</td>
<td>2,000,000</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Worker Retraining</td>
<td>33,261,000</td>
<td>33,261,000</td>
<td>66,522,000</td>
</tr>
<tr>
<td>Workforce Training/Aerospace</td>
<td>0</td>
<td>131,000</td>
<td>131,000</td>
</tr>
<tr>
<td><strong>Total General Fund-State</strong></td>
<td>532,841,000</td>
<td>516,361,000</td>
<td>1,049,702,000</td>
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</table>

### Education Legacy Trust Account, 08A-1

<table>
<thead>
<tr>
<th>Section</th>
<th>2011-12</th>
<th>2012-13</th>
<th>BIENNIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds not Provisoed</td>
<td>46,109,552</td>
<td>44,146,448</td>
<td>90,256,000</td>
</tr>
<tr>
<td>Student Achievement Initiative</td>
<td>1,593,448</td>
<td>3,406,552</td>
<td>5,000,000</td>
</tr>
<tr>
<td><strong>Total Education Legacy Trust Account</strong></td>
<td>47,703,000</td>
<td>47,553,000</td>
<td>95,256,000</td>
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</tbody>
</table>

### CTC Capital Projects Account, 060-1

<table>
<thead>
<tr>
<th>Section</th>
<th>2011-12</th>
<th>2012-13</th>
<th>BIENNIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alt. Finance Project Debt Service</td>
<td>4,019,000</td>
<td>8,774,000</td>
<td>12,793,000</td>
</tr>
</tbody>
</table>

**TOTAL 2011-13 AVAILABLE FOR ALLOCATION**

<table>
<thead>
<tr>
<th>Section</th>
<th>2011-12</th>
<th>2012-13</th>
<th>BIENNIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>584,563,000</td>
<td>573,188,000</td>
<td>1,157,751,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Column</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(24)</td>
<td>Subtotal FY 2013 Initial Allocations</td>
<td>Column 24 represents the subtotal of FY 2013 initial allocations as a result of adjustments made to FY 2012 Allocation #6. These changes include: adjusting for one-time and variable allocations, annualizing M&amp;O, lease increases, and pass-through adjustments to the base (pension rate changes, PEBB rate reduction, etc.).</td>
</tr>
<tr>
<td>(25)</td>
<td>New Facilities M&amp;O</td>
<td>New construction is funded at $5.38 per square foot. Remodeled square footage is unfunded in the 2011-13 biennial budget. Allocations will be made based on the actual substantial completion date and funding will be added to base budgets.</td>
</tr>
<tr>
<td>(26)</td>
<td>Alt. Finance Project Debt Svc.</td>
<td>Debt service funding is allocated based on the average debt service payment over the life of the loan, prorated to state appropriations provided for this purpose.</td>
</tr>
<tr>
<td>(27)</td>
<td>Student Achievement Initiative Pool</td>
<td>Community and technical college base budgets are reduced by approximately $1.5 million. Reductions have been allocated to colleges based on each institution's proportionate share of state appropriations. Excluded from the basis for the cut are the following provided and earmarked funds: Basic Skills Enhancement, Job Skills Program, Opportunity Grants Program, Worker Retraining. This is a permanent adjustment to base budgets. Funds will be allocated in Fall 2012 based on net gain in student achievement points earned in the 2011-12 academic year compared to 2010-11. This is a permanent reduction to base budgets.</td>
</tr>
<tr>
<td>(28)</td>
<td>Customized Training Program</td>
<td>A proviso in the 2012 Supplemental Budget requires $1.8 million of existing resources to be used for the customized training program. The reduction from base budgets is taken in step #4.</td>
</tr>
<tr>
<td>(29)</td>
<td>Jefferson Education Center</td>
<td>The Jefferson Education Center currently receives funding from the soon to be defunct HECB, via Peninsula College. Through a proviso in the 2012 Supplemental Budget, the Legislature is requiring that $100,000 of community and technical college base funding be used to fund the JEC; funding will no longer come from the HECB. The $100,000 comes from system base budgets and is included in Step 33 - FY 13 Permanent Budget Reduction.</td>
</tr>
<tr>
<td>(30)</td>
<td>Workforce Training/Aerospace</td>
<td>Funding is provided for the implementation of ZSH 2156. The legislation requires the State Board, in cooperation with other aerospace and advance materials manufacture training providers, to coordinate statewide aerospace training efforts.</td>
</tr>
<tr>
<td>(31)</td>
<td>Reserves</td>
<td>Reserve balances are adjusted to align with state appropriations.</td>
</tr>
<tr>
<td>(32)</td>
<td>FY 13 Permanent Budget Reduction</td>
<td>The FY 13 permanent budget reduction includes $3.5 million for efficiency savings passed in the 2011-13 biennial budget and $100,000 to fund the Jefferson Education Center. Reductions have been allocated to colleges, SBCTC, and future allocations based on each institution's proportionate share of state appropriations. Excluded from the basis for the cut are the following provided and earmarked funds: Basic Skills Enhancement, Job Skills Program, Opportunity Grants Program, Worker Retraining, and System-wide Investments (e.g. eLearning contracts, transformation funds, revolving funds, reserves).</td>
</tr>
<tr>
<td>(33)</td>
<td>General One-Time Reduction</td>
<td>The FY 13 general one-time reduction includes $4,254 million for year one and an additional $4,724 million for year two passed in the 2011-13 biennial budget. The FY 12 reduction was put back to base budgets in Step 1 and the FY 2013 amount of $8,958 million is allocated to colleges and SBCTC admin based on each institution's proportionate share of state appropriations. Excluded from the basis for the cut are SBCTC program funds, future allocations, and the following provided and earmarked funds: Basic Skills Enhancement, Job Skills Program, Opportunity Grants Program, Worker Retraining, and System-wide Investments (e.g. eLearning contracts, transformation funds, revolving funds, reserves).</td>
</tr>
<tr>
<td>(34)</td>
<td>One-Time Reduction for Customized Training Program</td>
<td>The 2012 Supplemental Budget requires CTCs to divert $1.851 million from current appropriations to fund the Customized Training Program. This reduction has been allocated to colleges only based on each institution's proportionate share of state appropriations. Excluded from the basis for the cut are SBCTC admin, SBCTC program, future allocations, and the following provided and earmarked funds: Basic Skills Enhancement, Job Skills Program, Opportunity Grants Program, Worker Retraining, and System-wide Investments (e.g. eLearning contracts, transformation funds, revolving funds, reserves). This is a one-time reduction.</td>
</tr>
<tr>
<td>(35)</td>
<td>Temporary 3% Salary Reduction</td>
<td>Funding for institutions of higher education is reduced to reflect a 3 percent cost savings in employee salaries beginning FY 2012, excluding employees earning less than $2,500 per month and student employees. Funding for the FY 2012 reduction was restored in Step 1 and the FY 2013 reduction is distributed here based on FY 2011 salaries. The reduction is temporary through the 2011-13 biennium only.</td>
</tr>
<tr>
<td>(36)</td>
<td>Total FY 2013 Initial Allocation</td>
<td>The totals of columns 24 through 35.</td>
</tr>
</tbody>
</table>
## DISTRICT ALLOCATIONS

Unrestricted Base | 498,125,372

### Earmarks and Provisos in Base:

<table>
<thead>
<tr>
<th>Earmark</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Apprenticeships</td>
<td>323,828</td>
</tr>
<tr>
<td>Alt. Finance Project Debt Svc.</td>
<td>4,018,000</td>
</tr>
<tr>
<td>Applied Baccalaureates</td>
<td>1,610,721</td>
</tr>
<tr>
<td>BS in Nursing/UCNPS</td>
<td>1,783,754</td>
</tr>
<tr>
<td>Centers of Excellence</td>
<td>1,200,000</td>
</tr>
<tr>
<td>Disability Accommodations</td>
<td>1,752,910</td>
</tr>
<tr>
<td>Employment Resource Center</td>
<td>1,147,639</td>
</tr>
<tr>
<td>Gateway Center</td>
<td>68,483</td>
</tr>
<tr>
<td>Jefferson Education Center</td>
<td>100,000</td>
</tr>
<tr>
<td>Labor Education &amp; Research Center</td>
<td>164,000</td>
</tr>
<tr>
<td>Opportunity Grants</td>
<td>11,624,000</td>
</tr>
<tr>
<td>Students of Color</td>
<td>1,018,662</td>
</tr>
<tr>
<td>University Contracts</td>
<td>949,175</td>
</tr>
<tr>
<td>Worker Retraining Base</td>
<td>24,369,135</td>
</tr>
<tr>
<td>Workforce Training/Aerospace</td>
<td>131,000</td>
</tr>
<tr>
<td>Workplace-Based Instructional Programs</td>
<td>45,655</td>
</tr>
</tbody>
</table>

### Adjustments to Base:

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities M&amp;O Carryforward</td>
<td>208,518</td>
</tr>
<tr>
<td>Leases and Assessments</td>
<td>6,000</td>
</tr>
<tr>
<td>PERS/TRS Pension Rate Changes</td>
<td>1,378,225</td>
</tr>
<tr>
<td>Suspend PERS/TRS Plan 1 COLA</td>
<td>1,093,315</td>
</tr>
<tr>
<td>PEBB Funding Rate Reduction</td>
<td>7,855,773</td>
</tr>
<tr>
<td>Student Achievement Initiative Pool</td>
<td>1,496,552</td>
</tr>
<tr>
<td>Workers Compensation</td>
<td>341,700</td>
</tr>
<tr>
<td>FY 13 Permanent Budget Reduction</td>
<td>3,455,448</td>
</tr>
</tbody>
</table>

### One-Time Allocations:

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General One-Time Reduction</td>
<td>8,729,374</td>
</tr>
<tr>
<td>One-Time Reduction for CTP</td>
<td>1,851,000</td>
</tr>
<tr>
<td>Temporary 3% Salary Reduction</td>
<td>14,799,460</td>
</tr>
</tbody>
</table>

**TOTAL DISTRICT ALLOCATIONS** | **510,402,455**

## SBCTC ADMIN

Unrestricted Base | 14,053,154

### Earmarks and Provisos Included in Base:

<table>
<thead>
<tr>
<th>Earmark</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Apprenticeships</td>
<td>5,894</td>
</tr>
<tr>
<td>Hospital Employee Education &amp; Training</td>
<td>43,074</td>
</tr>
<tr>
<td>Job Skills Program</td>
<td>55,000</td>
</tr>
<tr>
<td>Opportunity Grants</td>
<td>118,300</td>
</tr>
<tr>
<td>Technology Transformation</td>
<td>1,009,271</td>
</tr>
</tbody>
</table>

Prepared by the SBCTC Operating Budget Office

4/27/12
### Worker Retraining Base

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERS/TRS Pension Rate Changes</td>
<td>19,775</td>
</tr>
<tr>
<td>Suspend PERS/TRS Plan 1 COLA</td>
<td>(15,685)</td>
</tr>
<tr>
<td>PEBB Funding Rate Reduction</td>
<td>(92,227)</td>
</tr>
<tr>
<td>Workers Compensation</td>
<td>(2,300)</td>
</tr>
<tr>
<td>FY 13 Permanent Budget Reduction</td>
<td>(90,499)</td>
</tr>
</tbody>
</table>

### One-Time Allocations:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General One-Time Reduction</td>
<td>(228,626)</td>
</tr>
<tr>
<td>Temporary 3% Salary Reduction</td>
<td>(215,540)</td>
</tr>
</tbody>
</table>

**TOTAL SBCTC ADMIN**  
15,057,821

3. **SBCTC - PROGRAM**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Enrollments</td>
<td>153,771</td>
</tr>
<tr>
<td>Customized Training Program</td>
<td>1,851,000</td>
</tr>
<tr>
<td>DOC Compensation</td>
<td>597,309</td>
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<tr>
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<td>Worker Retraining Base (PCS)</td>
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**TOTAL SBCTC PROGRAM**  
7,498,480

4. **FUTURE ALLOCATIONS**

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**Future Allocations Subtotal**  
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**Reserves Subtotal**  
6,987,192

**TOTAL FUTURE ALLOCATIONS AND RESERVES**  
40,229,244

**Total Use of Funds FY 2013**  
573,188,000
## Washington State Community and Technical Colleges

### Enrollment Allocations - Base

#### FY 2013 Base Enrollments

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<th>Districts</th>
<th>General &amp; High Demand</th>
<th>Worker Retr (Base)</th>
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</table>

| District Total      | 130,937               | 5,285              | 55                       | 280                   | 310                | 165                  | 137,032    |
| SBCTC Program       | 34                    | 400                | -                        | -                     | -                  | -                    | 424        |
| Allocated Total     | 130,971               | 5,685              | 55                       | 280                   | 310                | 165                  | 137,466    |

### System Total

| Aerospace Apprenticeship | 75 |
| Hospital Empl Educ & Trng | - |
| Worker Retraining Original Var | - |
| Worker Retraining New Var | - |

| System Total          | 130,971 | 5,685 | 130 | 280 | 310 | 165 | 137,541 |

Prepared by the SBCTC Operating Budget Office 5/2/2012
## Washington State Community and Technical Colleges
### Enrollment Allocations - Growth & Variable

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<th>Districts</th>
<th>FY 2013 Growth and Variable Enrollments</th>
<th>FY 2013 FTE Allocations</th>
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<td>Hospital Empl Educ &amp; Trng</td>
<td>Worker Retrng Orig. Variable</td>
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<tr>
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<td>Walla Walla</td>
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<tr>
<td>Whatcom</td>
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<td>SBCTC Program</td>
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<td>System Total</td>
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</table>

Prepared by the SBCTC Operating Budget Office
2012-13 Enrollment Rules

Purpose The Enrollment Rules are established as a method to ensure legislative targets are met and resources are deployed systematically within the CTC system.

- The rules are set by which colleges will:
  - Be eligible for additional general purpose enrollments (provided through the budget)
  - Be subject to budget rebasing when enrollment targets are not met
  - Be allowed to count excess enrollments in periods of over-enrollment
- The rules provide parameters and definitions for the specific types of FTEs to be included or excluded in monitoring of state and other enrollments.

Parameters and Definitions for enrollment types

Running Start students are not included in the monitoring of allocated state enrollments.

International Contract students cannot be counted toward the allocated state enrolment.

State Enrollment Rules

The following rules apply to State enrollments allocated by the State Board:

1. A college district will be eligible to receive general growth enrollments if the district’s prior two year average actual enrollment was at least 100 percent of its prior two year average allocated enrollment.

2. A district will be in enrollment recovery status if its prior two year average enrollment is less than 96 percent of its prior two year average allocated enrollment.

3. If, in the enrollment recovery year, a district’s actual enrollments are less than 96 percent of its allocated enrollments, in the subsequent year the district’s allocated enrollments and associated funding will be reduced by the difference between the recovery year’s actual enrollment and 96 percent of the recovery year’s allocated enrollments.

4. Actual enrollments above 100 percent of a district’s current year allocated enrollment will be counted as excess enrollments.

Worker Retraining Enrollment

In addition to the rules above, the following rule applies to worker retraining enrollment allocations:

College districts that fail to meet 100 percent of their worker retraining enrollment allocation for two consecutive years will have their worker retraining enrollment allocation and associated funding in the subsequent year reduced by 75 percent of the difference between the allocated and actual enrollment in the second year.

Earmarked Enrollments

The funding for the following types of enrollments has been earmarked by the State Board and must be spent on these programs:
- Aerospace Apprenticeships
- Health Employee Education and Training
- University Center of North Puget Sound
- University Contracts
- Applied Baccalaureate Programs

Actual enrollments in earmarked programs will be tracked against allocated enrollments and will be reviewed quarterly. Districts are expected to enroll at allocated enrollment levels. Colleges under-enrolled in an earmarked program may be subject to a reduction in earmarked enrollments and associated funding.

Other Monitored Enrollments

Districts are expected to maintain strong commitment to the following types of enrollments:

- Adult Basic Education
- Apprenticeships
- I-BEST
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 12-05-15

A resolution relating to 2012-13 Tuition and Fees.

WHEREAS, the Legislature's biennial budget provides that resident lower division student tuition and fees may be increased by a maximum of an average of 12 percent per year by the State Board for Community and Technical Colleges; and

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

WHEREAS, the Legislature has enacted RCW 28B.15.069 establishing that tuition and fees for upper division courses not exceed rates at the regional universities; and

WHEREAS, the State Board for Community and Technical colleges adopted a tuition and fee policy for students enrolled in applied baccalaureate degree programs; and

WHEREAS, the Legislature has limited increases in technical college tuition and S&A fees to the same increases as community college operating fees;

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

- Adopts the community college lower division course tuition and fee schedule and rates for 2012-13 as set forth in Attachment H;
- Limits the maximum increase in technical college tuition and S&A fees to 12 percent for the 2012-13 school year as set forth in Attachment H;
- Adopts the community college upper division course tuition and fee schedule and rates for 2012-13 as set forth in Attachment H;
- Requires the deposit of 3% of operating fee revenues into the Community and Technical College Innovation Fund.

APPROVED AND ADOPTED on May 10, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
# Washington Community College Tuition and Fee Rates

## 2011-12

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<th>Nonresidents</th>
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Average Incremental Increase for Each Credit between 11 and 18

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## 2012-13

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Average Incremental Increase for Each Credit between 11 and 18

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## Ungraded Courses - Per Credit Fees - Operating Fees deposited to Fund 149

### 2011-12

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<tr>
<td>ABE, ESL, GED</td>
<td>Colleges may waive the $25 charge for students who are unable to pay</td>
<td>$25 per student per quarter</td>
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### 2012-13

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<td>Colleges may waive the $25 charge for students who are unable to pay</td>
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<td>Other ungraded courses</td>
<td>College Option</td>
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## Other Waivers

- **Athletic waiver**: Maximum for 11-12 is $295/quarter. Maximum for 12-13 is $333/quarter.
- **Other statutory waivers**: College Option

---

Technical colleges may increase the 2012-13 operating fee rates by no more than the percentage increase authorized for community colleges by the State Board, or fully adopt the tuition fee charge schedule adopted by the State Board for community colleges, as provided by 2Eshb 1087, Section 604(4).

Trustees of the technical colleges are authorized in 2Eshb 1087, Section 604(5), to increase building fees by an amount judged reasonable in order to progress toward parity with the building fees charged students attending the community college, for academic years 2011-2012 and 2012-2013. The technical colleges can reach parity with the community college building fee schedule in four years by charging $6.54 per credit for the first ten credits, $3.91 per credit for eleven through eighteen credits and no additional building fee for credits over eighteen for the 2012-13 academic year. Colleges are authorized to charge tuition to Running Start students when the student's choice of credit load exceeds the level that will be reimbursed by the school district.
## Washington Community Colleges

### FY2012-13 Tuition Schedule

**(per quarter)**

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<th># of Credits</th>
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<th>Building Fees</th>
<th>Maximum S&amp;A Fees</th>
<th>Max S&amp;A Fees</th>
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**Washington State Community Colleges**

FY2012-13 Tuition Schedule for Upper Division Courses in Applied Baccalaureate Degree Programs

12 percent across the board increases in the operating fee for resident students and operating fee held constant for nonresident students.

(Per Quarter)

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<th>FY2012-13 Nonresident</th>
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SPECIAL MEETING OF THE STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

MEETING MINUTES

June 8, 2012

State Board Members
Sharon Fairchild (Chair), Spokane
Beth Willis (Vice Chair), Lakewood
Jim Bricker, Coupeville
Erin Mundinger, Omak
Shaunta Hyde, Lake Forest Park
Elizabeth Chen, Federal Way
Anne Fennessy, Seattle
Wayne Martin, Richland
Larry Brown, Auburn

Statutory Authority: Laws of 1967, Chapter 28B.50 Revised Code of Washington
<table>
<thead>
<tr>
<th>Resolution Number</th>
<th>Description</th>
<th>Page in Minutes</th>
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<tbody>
<tr>
<td>---</td>
<td>Adoption of Special Meeting Agenda</td>
<td>1</td>
</tr>
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</table>
State Board Members Present: Sharon Fairchild, Jim Bricker, Erin Mundinger, Anne Fennessy, Wayne Martin, Elizabeth Chen

State Board Members Absent: Beth Willis, Larry Brown, Shaunta Hyde

CALL TO ORDER

Chair Sharon Fairchild called the State Board’s special business meeting to order at 9:05 a.m. and welcomed those present.

ADOPTION OF SPECIAL MEETING AGENDA

MOTION: Moved by Erin Mundinger and seconded by Jim Bricker that the State Board adopt its June 8, 2012 special meeting agenda as presented.

MOTION CARRIED.

HILL GROUP EFFICIENCY STUDY REPORT

Erin Mundinger, Chair of the Efficiency Study Steering Committee presented that in the sprint and summer of 2011, the Efficiency Study Steering Committee discussed and then recommended hiring an outside consultant to assist with the final phase of the Efficiency Study (ESSB 6359) with an analysis of college expenditures, potential governance changes and recommendations. A request for proposals (RFP) was issued in November and the Hill Group consulting firm was hired in February. She then introduced the Hill Group consultants, Scott Rogerson, John Talcott and Chris Brussalis. The consultants provided an update on the methodology, metrics and model the Hill Group has developed to complete the analysis and provide recommendations to the Efficiency Study Steering Committee.

ADJOURNMENT

There being no further business, the State Board adjourned its special meeting of June 8, 2012 at 12:00 p.m.

______________________________
Sharon Fairchild, Chair

ATTEST:

______________________________
Charles N. Earl, Secretary
REGULAR MEETING AGENDA ITEM
June 21, 2012

Consent Item  ☒ Action (Resolution 12-06-16)

Topic

South Seattle Community College – Local Expenditure Authority (Instructional Wine Building Remodel)

Description

South Seattle Community College is seeking approval to use an additional $250,000 in local funds for their Instructional Wine Building Remodel project. The project total is approximately $2,144,000. The State Board previously approved the use of $400,000 for this project. The College’s Board of Trustees approved the revised scope and budget for this project on May 17, 2012. Local expenditures for capital projects require State Board authorization.

Major Considerations

- The College has sufficient local funds dedicated for this project.
- The College’s Board of Trustees approved the project.

Analysis

South Seattle Community College is requesting to use an additional $250,000 in local funds to supplement existing state and local capital funds to complete the renovation of their old machine shop for the Northwest Wine Academy. When the College originally programmed the space for the Northwest Wine Academy, the need was minimal; they simply needed more room. As the program grew, the need for more space grew. At the same time, the building codes that applied to the space and compliance costs have significantly changed. The program needs a new HVAC system, electrical system improvements, seismic upgrades, and other repairs. This work will also free up other instructional and student support space on campus.

Background Information


Resolution 11-10-55 for South Seattle Community College – Local Expenditure Authority (Instructional Wine Building Remodel) [Tab5d - http://www.sbctc.ctc.edu/general/admin/Complete_Agenda_October_2011.pdf]

Recommendation

Staff recommends approval of Resolution 12-06-16, allowing South Seattle Community College local expenditure authority to use up to $650,000 for their Instructional Wine Building Remodel.

Prepared by: Wayne Doty, 360-704-4382, wdoty@sbctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 12-06-16

A resolution relating to South Seattle Community College’s local expenditure authority for their Instructional Wine Building Remodel.

WHEREAS, South Seattle Community College is requesting use an additional $250,000 in local funds to supplement existing state and local capital funds to complete the renovation of their old machine shop for the Northwest Wine Academy; and

WHEREAS, the project will replace the HVAC system, bring the electrical system to code, make significant seismic upgrades, and other repairs in order to reoccupy the space for instructional purposes; and

WHEREAS, the College has sufficient local funds dedicated for this project and their Board of Trustees approved this revision to the project;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges increases South Seattle Community College local expenditure authority up to $650,000 for the Instructional Wine Building Remodel project.

APPROVED AND ADOPTED on June 21, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
REGULAR MEETING AGENDA ITEM
June 21, 2012

Consent Item  Action (Resolution 12-06-17)

Topic

Walla Walla Community College – Local Expenditure Authority (Energy Park Development)

Description

Walla Walla Community College is seeking approval to use up to $3,670,000 in local funds, received from the Jobs Now Act, for the Energy Park Development. The College’s Board of Trustees approved the project on May 16, 2012. Expenditures of local funds on Capital projects require State Board authorization.

Major Considerations

- The College was awarded $3,670,000 from the Jobs Now Act for this project.
- The College's Board of Trustees approved the project.

Analysis

The Walla Walla Innovation Partnership Zone (IPZ) was awarded $3,670,000 from the Jobs Now Act to address a shortage of energy technicians who are responsible for maintaining wind turbines in the region. The state’s only approved Wind Energy Training Program is located at Walla Walla Community College. The College intends to expand the Energy Systems Program focusing on wind by increasing capacity from 50 to over 100 FTE students. Funds will be utilized to purchase a commercial scale wind turbine to be located in the IPZ, medium and small scale wind turbines, small scale hydro turbines, CNG and electric vehicle charging stations, and a solar PV system. These alternative energy sources will be located throughout the IPZ, but are components of an Energy Park being headquartered at the Water and Environmental Center located on campus. These renewable energy technology investments are for training, demonstration, and energy generation purposes. The College has sufficient local funds dedicated for this project and their Board of Trustees approved the project at their May 16th meeting.

Background Information

Commerce Announcement of Award:

Recommendation

Staff recommends approval of Resolution 12-06-17, allowing Walla Walla Community College local expenditure authority to use up to $3,670,000 for the Energy Park Development.

Prepared by: Wayne Doty, 360-704-4382, wdoty@sbctc.edu
A resolution relating to Walla Walla Community College’s local expenditure authority for their Energy Park Development.

WHEREAS, Walla Walla Community College is requesting use of $3,670,000 in local award funds for their Energy Park Development; and

WHEREAS, the Walla Walla Innovation Partnership Zone (IPZ) was awarded $3,670,000 from the Jobs Now Act to address a shortage of energy technicians who are responsible for maintaining wind turbines in the region; and

WHEREAS, funds will be utilized to purchase a commercial scale wind turbine to be located in the IPZ, medium and small scale wind turbines, small scale hydro turbines, CNG and electric vehicle charging stations, and a solar PV system; and

WHEREAS, the College has sufficient local funds dedicated for this project and their Board of Trustees approved the project at their May 16th meeting;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Walla Walla Community College local expenditure authority, not to exceed $3,670,000 for the Energy Park Development.

APPROVED AND ADOPTED on June 21, 2012.

__________________________
Sharon Fairchild, Chair

ATTEST:

__________________________
Charles N. Earl, Secretary
REGULAR MEETING AGENDA ITEM
June 21, 2012

Consent Item  Action (Resolution 12-06-18)

Topic

Bellevue College – Local Expenditure Authority (Energy Improvement Project)

Description

Bellevue College is seeking approval to use up to $1,750,000 in local funds for their Energy Improvement Project. The College’s Board of Trustees has approved the project. Expenditure of local funds on capital projects requires State Board authorization.

Major Considerations

- The College has sufficient local funds dedicated for this project.
- The College’s Board of Trustees approved the project.

Analysis

As a result of a recently completed energy audit Bellevue College is proposing to engage Ameresco Quantum, a state authorized ESCO company, to implement campus-wide energy retrofits. This project will dramatically reduce energy consumption and drive significant cost savings. The work is scheduled to begin July 2012 and be completed by June 30, 2013. Work will focus on lighting, plumbing, and HVAC control measures.

The project will require an initial investment of $1,750,000 in local funds. This amount is expected to be offset by roughly $300,000 in immediate utility rebates and annual utility savings of $192,000 will translate into a payback period of 8.2 years. The project has been approved by the Bellevue College Board of Trustees and the College has sufficient local funds for this project.

Recommendation

Staff recommends approval of Resolution 12-06-18, allowing Bellevue College local expenditure authority to use up to $1,750,000 for their Energy Improvement Project.

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

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 12-06-18

A resolution relating to Bellevue College’s local expenditure authority for their Energy Improvement Project.

WHEREAS, Bellevue College is requesting use of $1,750,000 in local funds for their Energy Improvement Project; and

WHEREAS, because of a recently completed energy audit, Bellevue College is proposing to engage Ameresco Quantum, a state authorized ESCO company, to implement campus-wide energy retrofits, which will dramatically reduce energy consumption and drive significant cost savings; and

WHEREAS, the project will require an initial investment of $1,750,000 in local funds, but this amount is expected to be offset by roughly $300,000 in immediate utility rebates and annual utility savings of $192,000 that will translate into a payback period of 8.2 years; and

WHEREAS, the College has sufficient local funds dedicated for this project and their Board of Trustees has approved the project;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Bellevue College local expenditure authority, not to exceed $1,750,000, for their Energy Improvement Project.

APPROVED AND ADOPTED on June 21, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
REGULAR MEETING AGENDA ITEM
June 21, 2012

Consent Item  Action (Resolution 12-06-19)

Topic
Seattle Central Community College – Local Expenditure Authority (Broadway Phase II Renovation)

Description
Seattle Central Community College is seeking approval to use up to $1,200,000 in local funds for the Broadway Phase II Renovation. Expenditure of local funds on Capital projects require State Board authorization.

Major Considerations
- The College has sufficient funds dedicated for this project.

Analysis
Seattle Central Community College is seeking approval to use up to $1,200,000 in local funds to renovate approximately 10,000 gsf to house the International Education Programs. This area was formerly used as a childcare classroom and kitchen. The renovation will serve the IEP’s administration, faculty, finance, marketing, advisory, and admission functions and offices. The renovated facilities will serve approximately 45 full-time and 37 part-time faculty and staff with office, conference, support, workroom, and storage spaces.

The total project is estimated at $1,200,000. The funds will come entirely from the local International Education Program’s net revenue.

Recommendation
Staff recommends approval of Resolution 12-06-19, allowing Seattle Central Community College local expenditure authority to use up to $1,200,000 for the Broadway Phase II Renovation.

Prepared by: Wayne Doty, 360-704-4382, wdoty@sbctc.edu
A resolution relating to Seattle Central Community College’s local expenditure authority for the Broadway Phase II Renovation.

WHEREAS, Seattle Central Community College is requesting use of $1,200,000 in local for the Broadway Phase II Renovation; and

WHEREAS, the project will renovate approximately 10,000 gsf to house the International Education Programs; and

WHEREAS, the renovated area will serve the IEP’s administration, faculty, finance, marketing, advisory, and admission functions & offices; and the renovated facilities will serve approximately 45 full-time and 37 part-time faculty and staff with office, conference, support, workroom, and storage spaces; and

WHEREAS, the funds will come entirely from the local International Education Program’s net revenue;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Seattle Central Community College local expenditure authority, not to exceed $1,200,000, for the Broadway Phase II Renovation.

APPROVED AND ADOPTED on June 21, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
REGULAR MEETING AGENDA ITEM
June 21, 2012

Consent Item  ☒ Action (Resolution 12-06-20)

Topic
South Puget Sound Community College Property Acquisition (4224 6th Avenue)

Description
South Puget Sound Community College is requesting authority to acquire eight acres of property at 4224 6th Avenue in Lacey, Washington. The acquisition is a part of the College’s master plan and was approved by the College’s Board of Trustees on June 8, 2012.

Major Considerations
- The proposed acquisition is within the College’s master plan.
- The College’s Board of Trustees has approved the property purchase.

Analysis
The South Puget Sound Community College master plan identifies the need for additional space based on the projected population growth in Thurston County, one of the fastest growing populations in the state. The Mottman Campus is at classroom capacity and is over capacity for parking. Over the past two years, College staff has assessed and developed a plan to purchase property that included existing buildings in order to serve students within the district and to relieve the stress of capacity issues at the Mottman campus.

The HECB has approved the college master plan, which calls for the development of a second campus in the Lacey area. The College’s Board of Trustees passed resolutions approving the purchase of the property.

The College has estimated the facility may need up to $5,000,000 of renovations to accommodate the programs that will move to this location. The College has requested a locally funded $5,000,000 Certificate of Participation (COP) be included in the State Board’s 2013-15 Capital Budget Request for this purpose. If the College chooses to fund the renovations without the COP, then they will submit a subsequent request to the State Board.

South Puget Sound is requesting authority to acquire the eight acres of property located at 4224 6th Avenue in Lacey, Washington, at an estimated total principal cost of $4,300,000. See map on Attachment A. As intended by the College, this property will house all of the functions currently housed in leased space at the Hawks Prairie Center, including the contract training programs, credit programs, and community education.

Background Information
Attachment A: Map
Tab 8 - 2013-15 Capital Budget Request
**Recommendation**

Staff recommends approval of Resolution 12-06-20, giving South Puget Sound Community College authority to acquire the property located at 4224 6th Avenue in Lacey, Washington.

**Prepared by:** Wayne Doty, 360-704-4382, wdoty@sbctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 12-06-20

A resolution relating to South Puget Sound Community College’s authority to acquire the property located at 4224 6th Avenue in Lacey, Washington.

WHEREAS, South Puget Sound is requesting authority to acquire the eight acres of property located at 4224 6th Avenue in Lacey, Washington, at an estimated total principal cost of $4,300,000; and

WHEREAS, the South Puget Sound Community College master plan identifies the need for additional space based on the projected population growth in Thurston County and the fact that the Mottman Campus is already at classroom capacity and is over capacity for parking; and

WHEREAS, the HECB has approved the college master plan, which calls for the development of a second campus in the Lacey area and the College’s Board of Trustees passed resolutions approving the purchase of property; and

WHEREAS, this property will house all of the functions currently housed in leased space at the Hawks Prairie Center, including the contract training programs, credit programs, and community education;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges gives South Puget Sound Community College authority to purchase the property located at 4224 6th Avenue in Lacey, Washington.

APPROVED AND ADOPTED June 21, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
South Puget Sound Community College
2011 Mottman Road Southwest, Olympia

Proposed Acquisition
4224 6th Avenue Southeast, Lacey

Existing Lease
1401 Marvin Road Northeast, Lacey
REGULAR MEETING AGENDA ITEM
June 21, 2012

Consent Item    Action (Resolution 12-06-21)

Topic

2012-13 Correctional Education Contract

Description

Eight community colleges have contracts with the State Board to provide Basic Skills (ABE, ESL & GED), Stress & Anger Management, and Workforce Training certificate programs such as welding, automotive service, and I-BEST Material Composites at the state’s twelve adult correctional facilities. As the umbrella partners over the local educational providers, the State Board and the Department of Corrections (DOC) develop an annual contract that identifies the key features of educational services to be provided, sets outcome metrics, and develops appropriate statewide policy and procedural guidelines.

Colleges that provide contracted educational services at the correctional facilities are:

- Centralia College
- Peninsula College
- Clark College
- Community Colleges of Spokane
- Edmonds Community College
- Tacoma Community College
- Grays Harbor College
- Walla Walla Community College

Major Considerations

- The Interagency Agreement between the State Board and the Department of Corrections remains essentially unchanged for FY13.

Analysis

The Correctional Education Contract supports the goals of the System Direction in the following ways:

- Economic Demand: Strengthen state and local economies by meeting the demands for a well educated and skilled workforce.
  - Incarcerated students earn GEDs and vocational certificates, education and skills which enable them to secure jobs upon release, remain in the community, and contribute to its economic and social fabric.
- Student Success: Achieve increased educational attainment for all residents across the state, particularly underserved populations.
  - Incarcerated students, an underserved population, achieve GEDs and vocational credentials through traditional and I-BEST modes of instruction.
- Innovation: Use technology, collaboration and innovation to meet the demands of the economy and improve student success. Provide better education that meets the needs of local communities by taking full advantage of cost effective partnerships and leveraging outside resources.
The partnership between SBCTC and DOC leverages resources and meets mission goals of both agencies: to advance the skills and education of an underserved SBCTC constituency: incarcerated individuals, and provide evidence-based programming to support DOC’s goal of discouraging recidivism.

Financial implications:

The college system will receive $15,430,969 to produce 3,724 FTES (based upon FY12 contract amount) in the mission areas of basic skills, vocational training, and offender change during the 2012-13 contract period. Prison population movements and new DOC policies have impacted the distribution of effort within the 2012-13 correctional education contract. The Department of Corrections determines the programs and FTES for each correctional facility.

I-BEST program pilot will expand in the 2012-13 program year to include Coyote Ridge Corrections Center in addition to the two pilots continuing at Clallam Bay Corrections Center and Airway Heights Corrections Center.

Recommendation

Staff recommends approval of Resolution 12-06-21, approving the 2012-13 agreement with the Department of Corrections for the delivery of adult correctional education services.

Prepared by: Jacquie Armstrong, 360-704-4358, jarmstrong@sbctc.edu
Jon Kerr, 360-704-4326, jkerr@sbctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 12-06-21

A resolution awarding $15,430,969 of state funds to the community colleges for delivery of correctional education.

WHEREAS, the State Board is entering into a contract with the Department of Corrections for the community and technical college system to provide education and training to eligible offenders incarcerated in state correctional institutions;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges delegates authority to the Executive Director to sign a contract with the Department of Corrections that totals $15,430,969; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to award state correctional education funds to the individual college districts consistent with Board policy and state law; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to modify the contract with the Department of Corrections as necessary and make adjustments to the proposed awards if the anticipated program funding changes due to state or federal action; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to make adjustments, as necessary, to computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, and uniform account and reporting requirements; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority for final grant spending authority to designated providers in a manner consistent with this resolution.

APPROVED AND ADOPTED on June 21, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
REGULAR MEETING AGENDA ITEM
June 21, 2012

Discussion ☐  Action (Resolution 12-06-22)

Topic
2013-15 Capital Budget Request

Description
State Board staff have worked with college districts, the presidents, and system task forces to develop the community and technical colleges’ 2013-15 capital budget request and 2013-23 ten-year plan. The culmination of that work is presented for final review and approval.

Key Questions

- Does the capital budget request as presented conform to the Board’s priorities?
- Does the Board wish to make any changes, modifications, or additions to this request?

Analysis
The system’s proposed 2013-15 capital budget request totals $383 million compared to the actual 2011-13, 2009-11, and 2007-09 levels of $370 million, $283 million, and $525 million, respectively. A comparison of the 2013-15 request to previous budgets is attached (see Attachment A). This request balances preservation and program-related issues; addresses stewardship of current space; modernizes and reprograms space to meet changing needs of students and their education programs; and expands capacity to meet increasing enrollments. It reflects the system’s most pressing capital needs. Attachment B provides definitions of the various request categories as well as capital funding sources.

Fiscal Environment
Most capital projects are funded from General Obligation (GO) bonds. Competition for GO bond funds among both K-12 and higher education is expected to be high due to limited resources and demand from other areas of government. GO bond funds are restrained by statutory and constitutional debt limits, which are a function of state revenues. The state’s General Fund revenues for 2013-15 are currently forecast to be $32.3 billion, or about the same as they were in 2001-03.

Capital Need and Sizing the 2013-15 Budget
While the budget represents the most pressing capital needs of the colleges, many immediate needs remain unaddressed. The total documented need for the community and technical colleges is approximately $600 million per biennium for the next four biennia expressed in current dollars.

The size of the capital budget request was viewed in terms of both potential funding available and the most likely (target) funding level. Based on projected revenues and historical
distribution of those revenues, we have targeted $324 million in new appropriations for the SBCTC’s high-priority projects; including emergencies, repairs, minor improvements, major replacement, renovations, and growth projects. To fund the total request the SBCTC would need capital funding as follows:

- GO Bonds       $323 million
- Dedicated construction funds from SBCTC building fees $  60 million
  **Total** $383 million

The order of priority follows the same priority as the last two biennia, which continues to emphasize stewardship and backlog reduction (see Attachment C). To avoid spreading the projects out over so many biennia we are requesting the projects to be completed in two biennia, Predesign and Design in one and then Construction in the next. Projects are listed in the order of funding necessary to construct the projects in priority order.

**Alternatively Financed Projects**

In addition to direct appropriation requests, colleges are required to seek legislative approval for projects they want to finance using local funds. These financial contracts are funded from local revenues, dedicated student fees, and enterprise funds. Alternatively financed projects may include Certificates of Participation, lease/development requests, or a lease that exceeds ten years. See Attachment D for a list of new alternatively financed projects requested for the 2013-15 biennium.

**Next Steps**

The Office of Financial Management just released the 2013-15 Capital Budget Instructions and set up the Capital Budget System (CBS) to have 2013-15 projects entered into it. State Board staff entered the projects into CBS but colleges have not had an opportunity to review the results. State Board staff will also work with colleges to validate the CBS results, estimate reappropriation amounts, and identify any reauthorizations needed for previously approved alternatively financed projects. The capital budget request is due to OFM in September 2012.

**Background Information**

- Attachment A – Capital Budget Funding History
- Attachment B – Capital Budget Elements
- Attachment C – 2013-15 Capital Budget Request by Type and Phase
- Attachment D – 2013-15 Capital Budget Request
- Attachment E – 2013-15 Alternatively Financed Projects
- May 9, 2012 Mission Study Recommendation: Build a 21st Century Learning Infrastructure

**Recommendation**

The State Board staff recommends adoption of Resolution 12-06-22 approving the 2013-15 capital budget request.

**Prepared by:** Wayne Doty, 360-704-4382, wdoty@sbctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 12-06-22

A resolution relating to the 2013-15 capital budget request.

WHEREAS, this budget request represents the most pressing immediate needs of the colleges in priority order;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the submittal to the Office of Financial Management and the Legislature of the 2013-15 biennial capital appropriations request for the community and technical college system as shown in Attachment D; together with five alternatively financed projects shown in Attachment E.

PROVIDED that the estimated costs therein may vary in the final submittal.

APPROVED AND ADOPTED on June 21, 2012.

______________________________
Sharon Fairchild, Chair

ATTEST:

______________________________
Charles N. Earl, Secretary
### State Board for Community and Technical Colleges

#### 2013-15 Capital Budget Request Summary Comparison

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**SBCTC: Capital Budget Office**
Description of 2013-15 Capital Budget Elements

Repairs – This category includes roof replacements, facility repairs for major systems (electrical, HVAC, plumbing, siding, etc.) and site repairs. The 2013-15 request includes funding for all of the repairs identified in the 2011 Facility Condition Survey.

Minor Improvements – Minor improvement funds are used by colleges to upgrade instructional and support space. Minor improvement projects are small renovations that provide program and technology improvements so programs remain relevant to students.

Local Matching Funds – The community and technical colleges established this category in the 2001-03 biennium. The intent was to match state bond funding dollar for dollar with non-state resources. This concept is to help colleges with seed money for capital campaigns on small but key projects on campus. There are no new matching fund projects in the 2013-15 request. We are revising selection criteria to allow matching funds to be used on any major project for 2015-17.

Renovation Projects – Renovation projects extend the useful life of an existing building at least twenty years.

Replacement Projects – When a building is in such a state that renovation is not practical, the building becomes a candidate for replacement. A replacement building is similar in size to the one it replaces.

New Area Projects – These projects provide new space to meet growing enrollment as projected in the SBCTC Strategic Plan for 2014. These projects are based on both historical and projected enrollment increases.

Infrastructure – In the past this category has been used for emergent needs to replace failing primary power, fire protection loops, domestic water, failing sanitary sewer lines, etc. There are no new infrastructure projects in the 2013-15 request. These types of projects are included in the 2013-15 Repair category.

Funding Elements

General Obligation Bonds – Bonds sold by the Treasurer to fund projects appropriated in the capital budget. The State’s capacity for new bonds is limited so that the debt service remains a small percentage of general fund revenues. Debt service is paid directly from the General Fund.

Certificates of Participation – These are bonds sold by the State Treasurer on behalf of a college for an authorized alternatively financed project. Debt service for these bonds is either paid by the college from their local funds or from the system’s Capital Projects Account.

Community/Technical College Capital Projects Account – The funds in this account are from the Building Fee paid by students. The Building Fee is approximately ten percent of tuition. This is an allotted and appropriated account managed by the State Treasurer.
## SBCTC Capital Requests for 2013-15 by Type and Phase

<table>
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<th>Order</th>
<th>Rank</th>
<th>Type</th>
<th>Category</th>
<th>College</th>
<th>Project</th>
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<td>Preservation</td>
<td>Statewide</td>
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<td>Project</td>
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<td>-</td>
<td>46,543,000</td>
<td>46,543,000</td>
<td>172,193,000</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Construction</td>
<td>Seattle Central Seattle Maritime Academy</td>
<td>-</td>
<td>-</td>
<td>18,521,000</td>
<td>18,521,000</td>
<td>190,714,000</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Construction</td>
<td>Yakima Valley Palmer Martin Building</td>
<td>-</td>
<td>-</td>
<td>22,160,000</td>
<td>22,160,000</td>
<td>212,874,000</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Construction</td>
<td>Green River Trades and Industry Building</td>
<td>-</td>
<td>-</td>
<td>30,255,000</td>
<td>30,255,000</td>
<td>243,129,000</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Design</td>
<td>Replacement</td>
<td>Centralia Student Services</td>
<td>206,500</td>
<td>2,752,500</td>
<td>1,438,000</td>
<td>-</td>
<td>4,397,000</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Construction</td>
<td>Growth</td>
<td>Bates Mohler Communications Technology Center</td>
<td>-</td>
<td>-</td>
<td>25,364,000</td>
<td>25,364,000</td>
<td>272,890,000</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Design</td>
<td>Growth</td>
<td>Columbia Basin Social Science Center</td>
<td>114,333</td>
<td>-</td>
<td>1,135,667</td>
<td>-</td>
<td>1,250,000</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Design</td>
<td>Replacement</td>
<td>Peninsula Allied Health and Early Childhood Dev Center</td>
<td>285,066</td>
<td>-</td>
<td>1,903,934</td>
<td>-</td>
<td>2,189,000</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Design</td>
<td>Replacement</td>
<td>South Seattle Cascade Court</td>
<td>36,229</td>
<td>-</td>
<td>2,400,771</td>
<td>-</td>
<td>2,437,000</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Construction</td>
<td>Replacement</td>
<td>Clark Health and Advanced Technologies Building</td>
<td>-</td>
<td>-</td>
<td>38,487,000</td>
<td>38,487,000</td>
<td>317,253,000</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Construction</td>
<td>Renovation</td>
<td>Renton Automotive Complex Renovation</td>
<td>358,972</td>
<td>-</td>
<td>1,551,028</td>
<td>-</td>
<td>1,910,000</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Design</td>
<td>Growth</td>
<td>Edmonds Science Engineering Technology Bldg</td>
<td>365,592</td>
<td>5,200,000</td>
<td>2,725,408</td>
<td>-</td>
<td>8,291,000</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Design</td>
<td>Growth</td>
<td>Whatcom Learning Commons</td>
<td>110,973</td>
<td>125,000</td>
<td>1,891,027</td>
<td>-</td>
<td>2,127,000</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>Major</td>
<td>Project</td>
<td>Construction</td>
<td>Replacement</td>
<td>Olympic College Instruction Center</td>
<td>-</td>
<td>-</td>
<td>53,053,000</td>
<td>53,053,000</td>
<td>382,634,000</td>
</tr>
</tbody>
</table>

The following projects have been postponed:

<table>
<thead>
<tr>
<th>Order</th>
<th>Rank</th>
<th>Type</th>
<th>Design (2)</th>
<th>Replacement</th>
<th>Spokane Falls Photography and Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td></td>
<td>Major</td>
<td></td>
<td>Replacement</td>
<td>Clover Park Hospitality Institute</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Major</td>
<td></td>
<td>Replacement</td>
<td>Bates West Wing Renovation</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>Major</td>
<td></td>
<td>Replacement</td>
<td>Olympic Shop Building Renovation</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Major</td>
<td></td>
<td>Growth</td>
<td>Clark North County Satellite</td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>Major</td>
<td></td>
<td>Growth</td>
<td>Everett Learning Resource Center</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>Major</td>
<td></td>
<td>Replacement</td>
<td>Grays Harbor Student Services and Instructional Building</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>Major</td>
<td></td>
<td>Replacement</td>
<td>South Seattle Automotive Technology Building</td>
</tr>
</tbody>
</table>

Notes:

A  Construction occurs in order of the March 2010 WACTC Reprioritized Pipeline.

B  Predesigns and designs needed for 2015-17 construction are added to the list 2015-17.

C  Construction Administration costs are included in the period when construction is funded.

D  Minor Work and Repair budgets are 10% higher than in 2011-13.

E  Projects for colleges with second designs are postponed to create capacity in 2015-17.
SBCTC Capital Requests for New Appropriated Funds in 2013-15


<table>
<thead>
<tr>
<th>Priority</th>
<th>Type</th>
<th>College</th>
<th>Number</th>
<th>Project</th>
<th>New Approp.</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minor Preservation</td>
<td>Statewide</td>
<td></td>
<td>Emergency Repairs and Improvements</td>
<td>16,000,000</td>
<td>16,000,000</td>
</tr>
<tr>
<td>2</td>
<td>Minor Repairs</td>
<td>Statewide</td>
<td></td>
<td>Repairs</td>
<td>32,500,000</td>
<td>48,500,000</td>
</tr>
<tr>
<td>3</td>
<td>Minor Program</td>
<td>Statewide</td>
<td></td>
<td>Minor Program Improvements</td>
<td>22,000,000</td>
<td>70,500,000</td>
</tr>
<tr>
<td>4</td>
<td>Minor Preservation</td>
<td>Statewide</td>
<td></td>
<td>Preventive Facility Maintenance and Building System Repairs</td>
<td>22,800,000</td>
<td>93,300,000</td>
</tr>
<tr>
<td>5</td>
<td>Construction</td>
<td>Bellevue</td>
<td>20082702</td>
<td>Health Science Building</td>
<td>32,350,000</td>
<td>125,650,000</td>
</tr>
<tr>
<td>6</td>
<td>Construction</td>
<td>Grays Harbor</td>
<td>20081226</td>
<td>Science and Math Building</td>
<td>46,543,000</td>
<td>172,193,000</td>
</tr>
<tr>
<td>7</td>
<td>Construction</td>
<td>Seattle Central</td>
<td>30000120</td>
<td>Seattle Maritime Academy</td>
<td>18,521,000</td>
<td>190,714,000</td>
</tr>
<tr>
<td>8</td>
<td>Construction</td>
<td>Yakima Valley</td>
<td>30000121</td>
<td>Palmer Martin Building</td>
<td>22,160,000</td>
<td>212,874,000</td>
</tr>
<tr>
<td>9</td>
<td>Construction</td>
<td>Green River</td>
<td>20081222</td>
<td>Trades and Industry Building</td>
<td>30,255,000</td>
<td>243,129,000</td>
</tr>
<tr>
<td>10</td>
<td>Design</td>
<td>Centralia</td>
<td>300000123</td>
<td>Student Services</td>
<td>4,397,000</td>
<td>247,526,000</td>
</tr>
<tr>
<td>11</td>
<td>Construction</td>
<td>Bates</td>
<td>20082703</td>
<td>Mohler Communications Technology Center</td>
<td>25,364,000</td>
<td>272,890,000</td>
</tr>
<tr>
<td>12</td>
<td>Design</td>
<td>Columbia Basin</td>
<td>20082704</td>
<td>Social Science Center</td>
<td>1,250,000</td>
<td>274,140,000</td>
</tr>
<tr>
<td>13</td>
<td>Design</td>
<td>Peninsula</td>
<td>30000126</td>
<td>Allied Health and Early Childhood Dev Center</td>
<td>2,189,000</td>
<td>276,329,000</td>
</tr>
<tr>
<td>14</td>
<td>Design</td>
<td>South Seattle</td>
<td>30000128</td>
<td>Cascade Court</td>
<td>2,437,000</td>
<td>278,766,000</td>
</tr>
<tr>
<td>15</td>
<td>Construction</td>
<td>Clark</td>
<td>20082705</td>
<td>Health and Advanced Technologies Building</td>
<td>38,487,000</td>
<td>317,253,000</td>
</tr>
<tr>
<td>16</td>
<td>Design</td>
<td>Renton</td>
<td>30000134</td>
<td>Automotive Complex Renovation</td>
<td>1,910,000</td>
<td>319,163,000</td>
</tr>
<tr>
<td>17</td>
<td>Design</td>
<td>Edmonds</td>
<td>30000137</td>
<td>Science Engineering Technology Bldg</td>
<td>8,291,000</td>
<td>327,454,000</td>
</tr>
<tr>
<td>18</td>
<td>Design</td>
<td>Whatcom</td>
<td>30000138</td>
<td>Learning Commons</td>
<td>2,127,000</td>
<td>329,581,000</td>
</tr>
<tr>
<td>19</td>
<td>Construction</td>
<td>Olympic</td>
<td>30000122</td>
<td>College Instruction Center</td>
<td>53,053,000</td>
<td>382,634,000</td>
</tr>
</tbody>
</table>

Notes:
A Construction occurs in order of system priority.
B Predesigns and designs needed for 2015-17 construction are added to the list assuming 2015-17 funding is $345,000, or 6% higher than 2013-15
**SBCTC Capital Requests for COPs to be paid from non-appropriated funds in 2013-15**


<table>
<thead>
<tr>
<th>Request</th>
<th>College</th>
<th>Number</th>
<th>Project</th>
<th>State</th>
<th>Local</th>
<th>SBCTC Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change</td>
<td>Peninsula</td>
<td>30000501</td>
<td>Forks Satellite Site</td>
<td>-</td>
<td>-</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Authorize</td>
<td>South Puget Soi</td>
<td>TBD</td>
<td>Replacement of the Hawks Prairie Center</td>
<td>-</td>
<td>5,000,000</td>
<td>5,000,000</td>
</tr>
<tr>
<td>Authorize</td>
<td>Green River</td>
<td>TBD</td>
<td>Student Life Replacement Project</td>
<td>-</td>
<td>13,362,449</td>
<td>15,000,000</td>
</tr>
<tr>
<td>Authorize</td>
<td>Whatcom</td>
<td>TBD</td>
<td>Health Professions Building</td>
<td>-</td>
<td>871,000</td>
<td>6,451,000</td>
</tr>
<tr>
<td>Authorize</td>
<td>Whatcom</td>
<td>TBD</td>
<td>Student Recreation Center</td>
<td>-</td>
<td>1,006,000</td>
<td>10,969,708</td>
</tr>
</tbody>
</table>

**Notes:**
Centralia Community College will need a $5M COP for construction of the Student Services Building project 30000123 in 2015-17.
REGULAR MEETING AGENDA ITEM
June 21, 2012

☐ Discussion  ☒ Action (Resolution 12-06-23)

Topic

Learning Management System (LMS) Contracts

Description

Strategy I of the SBCTC Strategic Technology Plan calls for a single, system-wide suite of online teaching and learning tools that are available to all students for anytime, anywhere learning. Each college has a learning management system (LMS) that anchors that suite of elearning tools; 27 colleges and WashingtonOnline use an LMS called ANGEL. In 2009, ANGEL was purchased by its competitor, Blackboard, and Blackboard stated that they will stop supporting ANGEL in 2014, requiring all colleges using ANGEL to move to another LMS. System colleges asked SBCTC to continue the contract with Blackboard/ANGEL to give the college system two years to transition from ANGEL to the new LMS.

SBCTC has renewed the contract with Blackboard for ANGEL through June 2014. In September 2011, a system-wide group with broad representation from commissions and councils and representatives from all public four-year institutions conducted a formal request for proposal (RFP) process to find a replacement for ANGEL. The winner of that formal RFP process was Instructure, offering their learning management system, Canvas.


Major Considerations

- The learning management system (LMS) is the core technology to support the suite of teaching and learning tools as recommended by the SBCTC Strategic Technology Plan.
- Instructure (Canvas) was the clear choice of a formal RFP process that included feedback from almost a thousand faculty and staff, as well as participation by all six of the public four-year institutions in Washington.
- SBCTC pays for ANGEL on a per-active-user basis; however, as the LMS becomes a core technology that should be available to all college staff, faculty and students, the per-active-user cost model is no longer favorable.
- The FTE-based cost of this contract with Instructure/Canvas costs less than the per-active-user model would cost and also provides access to all faculty, staff and students.
- A phased transition from ANGEL to Canvas will provide continuity of service for faculty and students.
- Colleges who use the SBCTC contract will continue to pay a share of the costs for the learning management system they use.
Analysis

Instructure/Canvas was chosen to replace ANGEL through active involvement by the system and by the public four-year institutions. During the RFP process the committee received direct input from over 800 faculty, including 100 who completed a pre-defined and detailed rubric on each of the three top vendors. According to testers, these are Canvas’s strengths:

- Easy to use
- Designed for students by students
- Superior mobile and social networking technology
- Native to the cloud and Web 2.0 world

SBCTC eLearning will integrate Canvas with the student management system and with other system-supported elearning tools (Tegrity, Bb Collaborate, and library systems), so users will be able to access all centrally supported elearning tools with one log-in process. Each institution will have its own Canvas installation that is hosted in the cloud, so each institution will be able to manage their own users, classrooms and branding. Since Canvas is hosted in the cloud, hosting capacity will always meet or exceed user demand.

Currently, 22 colleges use WAOL ANGEL as their primary learning management system with over 55,000 active users each quarter at a cost of $591,000 for the year ending June 2012. The annual cost to support Blackboard/ANGEL will not exceed $500,000 for the year 2012-13, and will decline further in 2013-14 as colleges move users from ANGEL to Canvas.

SBCTC pays Blackboard for ANGEL based on an audit of active users each quarter, which proved to be a beneficial cost model for colleges as they grew the use of the LMS. Now colleges are moving to use the LMS as a core technology and want all faculty, staff and students to have access to the LMS, so a contract based on total FTE is expected to be more favorable. When all users have access to the LMS, classroom materials can be available to students and classroom activity can continue no matter where students are and no matter when the faculty and students choose to work online. The online classroom can be used not only by students who are working at a distance, but also by students in face-to-face classes and by students and faculty during emergency closures, like those we saw last January.

Negotiations between SBCTC and the companies are not yet completed for final costs and volumes over the transition period, thus the request to delegate authority to the Executive Director to finalize the contracts. SBCTC eLearning has designated local funds to provide for continuity of service during this transition, and colleges will continue to pay for their users/FTE. The contract with Instructure/Canvas will not require us to pay for the colleges that do not choose to use Canvas.

This resolution asks for authority, first, to pay for Blackboard for the 2012-13 year, and second, to negotiate and enter into a contract with Instructure/Canvas, paying a one-time implementation fee and the cost for the colleges that agree to move to Canvas during 2012-14.

| 2012-2013 Blackboard/ANGEL Active User Cost | $ 500,000 annual |
| Instructure/Canvas one-time implementation fee | $ 25,000 one-time |
| 2012-2013 Instructure/Canvas cost for 22 colleges (at 30% discount) | Not to exceed $ 900,000 annual |
| **Total cost 2012-2013** | **$1,425,000** |
**Recommendation**

Staff recommends approval of Resolution 12-06-23 delegating authority to the Executive Director to contract with Blackboard and Instructure for learning management systems.

**Prepared by:** Connie Broughton, cbroughton@sbctc.edu 360-704-4334.
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 12-06-23

A resolution delegating authority to the Executive Director to contract with Blackboard and Instructure for learning management systems.

WHEREAS, the State Board desires to continue a contract with Blackboard for ANGEL Learning management system and to contract with Instructure for Canvas to support online courses and mobile technology for system colleges; and

WHEREAS, proposals have been received enabling an approximate two year transition period from one vendor to another; and

WHEREAS, negotiations are not yet completed;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges delegates authority to the Executive Director to pay Blackboard up to $500,000 and to execute a contract with Instructure not to exceed $900,000 annually; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director the authority to award local funds consistent with Board policy and state law; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to make adjustments to contracts and payments for either Blackboard or Instructure due to changes in college participation; and

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Executive Director to make adjustments, as necessary, for computational errors, data corrections, externally imposed restrictions or guidelines, legislative appropriation provisos, restrictions, guidelines, and uniform accounting and reporting requirements.

APPROVED AND ADOPTED on June 21, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
REGULAR MEETING AGENDA ITEM  
June 21, 2012  

☐ Discussion  ✙ Action (Resolution 12-06-24)

Topic
Public Hearing Concerning Permanent Rule Adoption: Parenting Education Waiver Revisions - WAC 131-28-026

Description
Parenting Education is a valued program in the two-year college system and is offered as part of many colleges' mission to serve their communities. The issue before the Board is how parenting education programs should be financed and if the State Board or each college should decide the mix between state funds and student tuition to help ensure the financial stability of these programs.

Currently, a mandatory 85 percent tuition waiver is provided to all parenting education students who are simultaneously participating in cooperative preschool programs. The tuition waiver is established and described in Washington Administrative Code (WAC) 131-28-026. Parenting education is one of only three ungraded waiver courses where the waiver rate is set by the State Board, rather than the colleges. Following a public hearing, the Board will consider adopting changes to the WAC as proposed by the college presidents (Attachment A: WAC 131-28-026 Proposed Language).

Key Questions
- Will a change from a mandatory waiver to a locally-controlled, permissive waiver provide colleges with more financial options to better support parenting education programs?
- How will a shift in the responsibility for setting waiver rates affect students?
- Should the WAC be changed to include all parenting education students, rather than just those participating in cooperative preschools?

Analysis
Fiscal Impacts of the Waiver

Students enrolled in parenting education courses delivered at a cooperative preschool receive an 85 percent waiver on tuition and fees. Approximately ninety-five percent of all cooperative preschool parenting education students take 1-3 credits per quarter. These students are charged $14.46 per credit this academic year. Students who don’t receive the waiver pay $96.39 per credit. Approximately $3 million per year is waived for parenting education.

If participating in a cooperative preschool program, students pay a separate fee to enroll their children in the preschool. These fees typically range from $300 to $750 per quarter. The fee
covers the preschool lab instructor salaries, facility rental, and insurance. Parents are also required to support the overall operation of the preschool by providing in-kind services such as assisting teachers as classroom aides, cleaning the facility, arranging and supervising field trips, organizing fundraising events, and purchasing supplies and materials for the preschool. The cooperative preschool serves as an educational setting where students can practice parenting skills with children under the direct supervision and support of a college instructor.

**WAC Change Procedure**

The Washington State Office of the Code Reviser requires all state agencies to file documentation pertaining to proposed changes to a Washington Administrative Code (WAC) providing the public with the opportunity to review and comment on the proposed changes. A public hearing is also required prior to approval of changes to a WAC. Upon approval by the Board, the new WAC becomes effective thirty-one days after the State Board's official action and the filing of appropriate documentation.

**Background Information**

Attachment A: WAC131-28-026 Proposed Language

Attachment B: WACTC Parenting Education Proposal

Attachment C: Organization of Parenting Education Programs (OPEP) - Statement on Proposal to Change Parenting Education Tuition Waiver

Tab 8, May 2012 State Board Meeting Agenda – Presents parenting education students enrollment and demographic data.
http://www.sbctc.ctc.edu/general/documents/May_2012_Complete_SB_Agenda.pdf

**Recommendation/Outcomes**

Staff recommends Board adoption of Resolution 12-06-24 approving changes to WAC 131-28-026.

**Prepared by:** Kathy Goebel, 360-704-4359, kgoebel@sbctc.edu
AMENDATORY SECTION (Amending WSR 05-14-070, filed 6/30/05, effective 7/31/05)

WAC 131-28-026 Tuition charges for certain ungraded courses. (1) The state board shall designate ungraded courses. These courses may be offered at tuition rates that differ from the standard rates set by WAC 131-28-025. Ungraded shall mean courses not categorized by level of instruction and may be assigned degree credit or letter grades.

(2) Ungraded courses shall meet the following qualifications:

(a) The course has a specialized purpose in that it is intended to meet the unique educational needs of a specific category or group of students.

(b) The course is offered for the purpose of providing the individual student with a discrete skill or basic body of knowledge that is intended to enhance potential for initial or continued employment, parenting skills or retirement.

(c) The course cannot be administered as a contract course pursuant to WAC 131-28-027, 131-32-010, or 131-32-020.

(d) The course is not one specifically or primarily intended to satisfy requirements for receiving a high school diploma.

(3) Colleges may establish the amount of waiver for the following ungraded courses:

(a) Farm management and small business management;

(b) Emergency medical technician and paramedic continuing education;

(c) Retirement;

(d) Industrial first aid offered to satisfy WISHA and approved by the department of labor and industries;

(e) Journeyperson training in cooperation with joint apprenticeship and training committees;

(f) Parenting education including, but not limited to, cooperative preschool programs.

(4) The waiver amounts for the following ungraded courses shall conform with the following schedule:

(a) Adult basic education, English as a second language, GED preparation: An amount to be established by the state board.

(b) Parent education involving a cooperative preschool program: Eighty-five percent reduction from the standard per credit tuition and services activities fee charge.

(e)) Courses offered for the purpose of satisfying related or supplemental educational requirements for apprentices registered with the Washington state apprenticeship council or
federal Bureau of Apprenticeship and Training: A college shall waive one-half of the standard per credit tuition and services and activities fee. The college may convert the credit hour charge to a rounded amount per clock hour. Colleges may deduct the tuition owed from training contracts with apprentice organizations.

(5) Students taking both regular and ungraded courses will be charged separately for the courses.

(6) Application of this section shall be subject to administrative procedures established by the state director with respect to maximum credit values of such ungraded courses, curriculum, or any unique circumstances related to enrollment in such courses.

(7) Ungraded course fees received pursuant to this section shall be accounted for and deposited in local community college operating fee accounts established in RCW 28B.15.031.

(8) Ungraded course fees may be paid by the sponsoring entity rather than an individual student.
DATE: December 28, 2011
REVISED February 12, 2012

TO: Washington Association for Community and Technical Colleges

FROM: Ed Brewster, Chair WACTC Operating Budget Committee

RE: Parenting Education Proposal

On December 21, 2011 a group of presidents and designees met via telephone to discuss options to continue parenting education programs during this time of extreme fiscal constraints. Participating on the telephone were representatives from:

- Bates Technical College
- Bellevue College
- Bellingham Technical College
- Centralia College
- Clark College
- Grays Harbor College (acting as discussion facilitator)
- Olympic College
- Seattle Central Community College
- North Seattle Community College
- Shoreline Community College
- South Puget Sound Community College
- Spokane District
- Walla Walla Community College
- Whatcom Community College
- SBCTC staff members

Current Program Status
Parenting education programs served approximately 1,580 FTES and 11,000 students in 2010-2011.

Parenting Education students are provided a mandatory waiver established in WAC 131-28-026(4) (b), which states:

(4) The waiver amounts for the following ungraded courses shall conform with the following schedule:

(b) Parent education involving a cooperative preschool program: Eighty-five percent reduction from the standard per credit tuition and services activities fee charge.

In addition to the reduced tuition paid to the college, parents participating in cooperative preschools pay a separate fee to the preschool ranging from between $300-$450 for two-day/week classes to $500-$725 for four-day classes/week each quarter. They are
also required to support the overall operation of the preschool by providing in-kind services such as assisting teachers as classroom aides, cleaning the facility, arranging field trips, organizing fundraising events, and purchasing supplies and materials.

Parenting Education is one of only three ungraded waiver courses where the State Board, rather than the colleges, set the waiver rate. Typically students take two to five credits of parenting education each quarter and are not enrolled in other college courses. As a result, the community and technical college system waives approximately $3 million per year for parenting education.

**Discussion**
College representatives stated their support for parenting education in their communities. However, representatives expressed four major concerns related to parenting education programs:

1. Institutional cost of the program. Under the mandatory waiver, the reduced college tuition revenue may constrain colleges as they try to make budget decisions that best serve their communities and the needs of their students;

2. Parenting education cooperative pre-school program enrollments do not represent the demographics of communities. Because of the hands-on nature of the cooperative pre-schools, parenting education programs disproportionately serve parents who do not work or have flexible work schedules -- middle class, European American women and their families;

3. Limits on institutional flexibility. The mandatory waiver limits local ability to balance shrinking resources to meet student and community needs;

4. Colleges may wish to expand tuition waiver opportunities for parenting classes outside the traditional cooperative pre-school model currently required in the WAC.

**Proposal**
The group stated an interest in developing a proposal to change the waiver from mandatory to a local college option and to expand the permissive waiver definition to include all delivery modes for parenting education classes to better meet community needs. This proposal would require a change to the Washington Administrative Code.
Organization of Parenting Education Programs (OPEP)
Statement on Proposal to Change Parenting Education Tuition Waiver

The Organization of Parenting Education Programs (OPEP) submits the following statement in regard to the possible revision of WAC 131-28-026 (4) (b) (Parenting Education and Mandatory Waivers).

**Background on Parenting Education Programs**

- Approximately 11,000 students (1,580 FTEs) enroll each year in CTC Parenting Education Programs.
- Parenting Education Programs provide parents and caregivers with necessary skills and knowledge to help children thrive at home and in school.
- Parenting Education Programs teach parents to build stronger and healthier families as they guide their children. Research clearly demonstrates that when children develop abilities to plan, make decisions, use self-control and think creatively, they are more likely to succeed in school and to form healthy relationships.
- Parenting Education Programs teach adults essential skills for balancing work and careers with family responsibilities. Communication, problem-solving, time management, the ability to work cooperatively with diverse people and to organize activities are all skills that are valuable both in the home and in the workplace.
- Parenting Education Programs provide training in leadership skills through participation on preschool boards and committees. These leadership skills are then utilized in local communities and schools after parents complete Parenting Education Programs.
- Parenting Education Programs strengthen communities within the college and beyond through development of partnerships across the community and a presence within the community.

**OPEP Concerns about Change in Tuition Waiver to Local Control**

While OPEP understands the college presidents’ rationale for requesting a change from a mandatory to a permissive tuition waiver for Parenting Education classes, OPEP asks that the State Board consider the possible ramifications of this change, as well as other factors:

1. Access to high quality Parenting Education Programs will be reduced statewide if local tuition waivers are reduced. For 2012-13, tuition (at the current 85% waiver) is projected to go up by 12%, from $14/credit to $16/credit. If local colleges reduce the waiver to 80%, tuition would increase to $21/credit (a further increase of 31%). If local colleges reduce the waiver to 75%, tuition would increase to $27/credit (a further increase of 69%). Increases
of this magnitude will result in reduced enrollment in Parenting Education programs.

2. If local tuition costs are set at variable rates, it may become more difficult for Parenting Education Programs to compete in their local markets. This, in turn, may result in fewer students being served by Parenting Education Programs.

3. Efficiencies have been gained at many colleges over the past three years to reduce institutional costs of programs, such as reducing the number of sections offered. Class sections have enrolled more students, ensuring that classes are utilized at full capacity. This has resulted in significant savings in local college budgets. The goal of Parenting Education Programs across the state is to contain costs and to reallocate resources to help more students participate in Parenting Education classes.

4. While parents enrolled in Parenting Education courses pay reduced college tuition, they pay registration and lab fees directly to the cooperative preschool, relieving the college from the responsibility of bearing the expense of the student lab (preschool classroom). These fees cover the cost of lab instructor salaries (in most cases), rent, insurance, supplies and equipment.

5. High quality short term Parenting Education certificates, with measurable learning outcomes, are being created by many colleges. These certificates demonstrate that our students are gaining valuable knowledge and skills that not only make them better parents, but transfer to the workplace and community.

**OPEP Support for Expansion of Waiver**

OPEP supports the presidents’ recommendation that the tuition waiver be expanded beyond traditional parent cooperative preschools. This will allow programs to serve a wider student demographic and to continue to enroll students from underserved populations (e.g. low-income families, families of color, and families whose native language is not English).

Many colleges already exercise the option to apply the waiver to other kinds of parenting education classes. However, reducing the tuition waiver at the same time as expanding options for the waiver will make it financially challenging for low-income families to enroll in our programs.

Parenting Education classes represent an increasingly diverse population of students in local communities. One college reports that more than 1/3 of Parenting Education students are receiving scholarship dollars to participate in classes. A survey is currently being implemented
to gather exact numbers. It is unlikely that these low-income parents will be able to afford a tuition increase.

**OPEP Recommendations**

- We recommend that the State Board consider the Parenting Education tuition waiver along with all other waivers, rather than as a separate issue. The State Board has been directed by the Legislature to do a study of all tuition waivers by December 1, 2012. We believe that it makes sense to include the Parenting Education waiver in this study.

- We recommend that if the decision is made to change the tuition waiver for Parenting Education classes from a mandatory to a local college option, this change not be made until the 2013-14 academic year. Families have already begun enrolling for Fall 2012 preschool classes, and registration for 2012-13 will be completed by many preschools this spring. Families have already budgeted for a 12% increase in tuition; to increase tuition further after they have already registered will create an unexpected financial burden for them.

OPEP is well aware of the budget constraints that our colleges are facing, and we are fully committed to working with our presidents to address these issues. We are convinced that by continuing to serve our parents and families, we are supporting our colleges’ missions as well.
A resolution to approve changes to the mandatory parenting education waiver established in WAC 131-28-026.

WHEREAS, WAC 131-28-026 recognizes the State Board for Community and Technical Colleges as the state’s authority to designate ungraded courses and these courses may be offered at different tuition rates than the standard rates set by WAC 131-28-025; and

WHEREAS, WAC 131-28-026 authorizes the State Board for Community and Technical Colleges to set waiver rates for ungraded courses; and

WHEREAS, WAC 131-28-026 also authorizes the State Board for Community and Technical Colleges to allow each community and technical college to establish the waiver amount for specific ungraded courses;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves changes to WAC 131-28-026 allowing the community and technical colleges to establish the amount of waiver for Parenting Education including, but not limited to, cooperative preschool programs.

APPROVED AND ADOPTED on June 21, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
REGULAR MEETING AGENDA ITEM
June 21, 2012

☐ Discussion  ☑ Action (Resolution 12-06-25)

Topic

2012-13 Federal Workforce Education Awards
- WorkFirst
- Basic Food Employment and Training (BFET)
- Carl D. Perkins

Description

Colleges fund workforce education programs in multiple ways, including the use of general enrollment funding and state/federal targeted funding. The state targeted funding for fiscal year 2012-13 is presented to the Board for approval as part of the agenda item on 2011-13 Operating Budget Allocations. What follows is proposed targeted federal funding for approval.

The State Board for Community and Technical Colleges (SBCTC) awards federal workforce training funds to the community and technical colleges to support programs operated for entry level training, skills upgrade, or retraining for the state's workforce.

Key Questions

- How will the proposed awards to the workforce programs align with the System Direction?
- What are the future actions?

Analysis

The federal workforce education programs continue to align with the System Direction by successfully implementing its goals specific to student success. Each program provides for residents across the state to achieve increased educational attainment. Specific programs also address the System Direction's strategic objectives as described below:

**WorkFirst – $18,558,000**

Action authorizes 2012-13 WorkFirst awards to 33 community and technical colleges, four community-based organizations, and two private career schools to provide education and training to students receiving WorkFirst (TANF) assistance.

Washington State began WorkFirst, the state's Temporary Assistance for Needy Families (TANF) program, in August 1997. The WorkFirst program was developed in response to the 1996 federal Temporary Assistance to Needy Families (TANF) welfare reform legislation. Now in its 14th year of operation, the program is managed through a subcabinet of six state agencies: Department of Social & Health Services (DSHS)—Chair, Office of Financial
Management (OFM), Department of Social and Health Services, Employment Security Department, State Board for Community and Technical Colleges (SBCTC), Department of Commerce, and Department of Early Learning (added in 2006).

Funding for the WorkFirst program is provided through state funds and the TANF block grant. With oversight provided by OFM, DSHS contracts with the State Board for the community and technical colleges to provide services to prepare WorkFirst (TANF) parents for work and job placement. The SBCTC subsequently awards block grants totaling nearly $18 million to 33 community and technical colleges plus community-based organizations and private career schools to deliver education and job skills training services.

SBCTC staff will be working with colleges, community-based organizations, and private WorkFirst providers to align their 2013 grant deliverables with the core concepts of the WorkFirst redesign, focus diminished resources on providing evidenced based strategies to support student success, and to address the significant number of programmatic and legislative changes.

Pursuant to the Governor’s direction, future allocation may be impacted by the adoption of performance based funding and competitive contracting.

**Basic Food Employment and Training (BFET) – $8,269,366**
Action authorizes 2012-13 funding to be awarded to colleges with approved BFET applications. These colleges assist Basic Food recipients to gain the skills necessary for higher wages, better jobs, and further advancement.

The Basic Food Employment and Training Program is a continued expansion of a pilot which began in October, 2005, through coordination with the Department of Social and Health Services. The program’s intent is to expand access to training opportunities for Basic Food recipients to assist in developing skilled workers to help meet the demands of future economic trends and support the attainment of a livable wage.

The Basic Food Employment and Training resources available to the 27 participating colleges help support employment and training services for Basic Food eligible, low-income, individuals. Fifty percent of any allowable expense incurred by a college contractor will be reimbursed by the Food and Nutrition Service within the U.S. Department of Agriculture.

Each August Washington State submits a plan to the regional Department of Agriculture, Food and Nutrition Services encompassing all Basic Food Employment & Training services. The plan, developed in partnership with the Department of Social & Health Services, has endorsed expanding the program to include eight additional college providers for FFY 2013. The identified colleges participate in an annual grant application process. Budget amounts are developed by anticipated local capacity and the availability of non-federal eligible resources.

Funds will provide resources to pay tuition, books, fees, and support services necessary for participation in an education and training program.

**Carl D. Perkins – $10,907,503**
Action authorizes FY2013 Carl D. Perkins awards to all 34 community and technical colleges to improve vocational education programs.
The federal Carl Perkins program provides for professional-technical training programs targeted to underserved populations. This funding aligns with all three major priorities of the Board as outlined in the System Direction. Specifically “strengthening state and local economies by meeting the demands for a well-educated and skilled workforce,” “achieving increased educational attainment for all residents across the state,” and “using technology, collaboration and innovation to meet the demands of the economy and improving student success.”

Perkins, last authorized in 2006, is scheduled for congressional reauthorization by July 1, 2012. The U.S. Department of Education has unveiled their blueprint “Investing in America’s Future: Transforming Career and Technical Education”, as a plan for the reauthorization of the Carl D. Perkins Career and Technical Education Act. Programs of Study or “career pathways” continue to be the emphasis going forward.

Department of Education Blueprint Summary:
http://www2.ed.gov/about/offices/list/ovae/pi/cte/transforming-career-technical-education-summary.pdf

The Carl D. Perkins Act sets aside one percent ($103,145) of the State Leadership funds to serve individuals in state institutions, such as state correctional institutions or institutions that serve individuals with disabilities. These funds will be used to change the mode of instruction of two vocational programs in correctional facilities from a traditional instruction mode to an I-BEST mode, which moves people further, faster, sooner.

**Recommendation**

Staff recommends approval of Resolution 12-06-25, awarding federal Workforce Education targeted funds to the community and technical colleges for fiscal year 2013 as described in Attachment A.

**Prepared by:** Dixie Simmons, (360) 704-4333, dsimmons@sbctc.edu.
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 12-06-25

A resolution allocating and awarding $37,734,869 of federal workforce training funds to the community and technical colleges (no state funds on Attachment A).

WHEREAS, the State Board has the authority to allocate and award federal job training funds; and

WHEREAS, the individual community and technical colleges have fulfilled the application requirements set forth for the WorkFirst, Basic Food Employment and Training, Carl D. Perkins; and

WHEREAS, each WorkFirst, Basic Food Employment and Training, Carl D. Perkins application has gone through state level review process and been recommended by their respective advisory committee to the State Board for Community and Technical Colleges for funding;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges awards a total of $37,734,869 for FY2013, as detailed in Attachment A, consisting of:
1. $18,558,000 for WorkFirst
2. $8,269,366 for Basic Food Employment & Training
3. $10,907,503 for Carl D. Perkins

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

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director the authority to spend carryover funds, and grants final spending authority to the colleges consistent with the state plan for Carl Perkins and the terms of this resolution.

APPROVED AND ADOPTED on June 21, 2012.

Sharon Fairchild, Chair

ATTEST:

Charles N. Earl, Secretary
## STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

**Workforce Education -- FY 13 Grants & Allocations**

### PERKINS ACT OF 2006

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**Total** | **$10,907,503** | **$18,558,000** | **$8,269,366** | **$37,734,869**

**Notes:** The amount available on the SBCTC line will be used for programs, special projects, and administration. Funds will be awarded based upon RFPs, applications, etc.
REGULAR MEETING AGENDA ITEM
June 21, 2012

☐ Discussion ☒ Action (Resolution 12-06-26)

Topic

2012-13 Adult Basic Education Awards and Allocations

Description

The recommended funding package for Adult Basic Education (ABE) is built on a multi-year application, a three-year cycle of monitoring visits, and an annual application for funding. All thirty-four community and technical colleges and ten community-based organizations (CBOs) have identified higher outcome targets and provided a plan for innovation and improvement that reflects their own data and validated research. Their approved plans address the four principles of the system's Strategic Direction and meet the requirements of federal authorizing legislation and State Board policy. Providers evidence this rigor despite a third year of decreases in funding support deeper than those experienced in other mission areas.

Key Questions

- How will proposed awards and allocations continue to strengthen the alignment of adult basic education policies, programs, and initiatives with the State Board’s System Direction and Mission Study?
- How will proposed awards and allocations maintain accountability and leverage innovation in the face of the continuing constraints of limited funding and the financial disincentive to serve adult basic education students?

Analysis

The work of ABE providers reflects the four key principles of the Strategic Direction. Next year, adult basic education programs will:

1. Strengthen linkages between adult basic education and the workforce/economy.
2. Deepen accountability for continued access and increased outcomes at the same time that many providers limit services.
3. Focus the skills of faculty and staff on research and evidence-based practices.
4. Incent innovation, especially in the areas of acceleration, integrated instruction and transition from adult basic education to credit-bearing classes.

ABE programs will continue to leverage efficiency and innovation in order to meet these goals.

The priority focus for all ABE providers in the coming year will be accelerating progress to transition and increasing the numbers of students who successfully transition at three key points. Programs will move more students further and faster from the three lower levels of ABE...
and ESL into the three higher levels of ABE and ESL and from basic skills into college-level courses. Their success will build on the lessons they have learned from their leadership in I-BEST (Integrated Basic Education and Skills Training) programs. Students at all levels will develop and use technology, beginning with word processing and simple research activities and include on-line instruction built on the Canvas platform. Instruction will also be highly contextualized with the knowledge and skills needed for college transition and the workplace. In order to ensure consistent and high quality contextualization, the Council for Basic Skills is creating content standards college and career success at each basic skills level. Finally, ABE instruction will be accelerated as students are grouped across levels and instruction is created so that students can demonstrate skills along the learning continuum, bridging across a strictly sequential model.

The clearest evidence of this forward momentum is the increased number of colleges that have created comprehensive I-BEST pathways for adult basic education students. A comprehensive I-BEST pathway includes:

- **On Ramps to I-BEST Pilots.** Six colleges funded through a grant from the Gates Foundation and thirteen colleges supported by smaller innovation grants using federal ABE dollars are piloting strategies to prepare students at federal levels 1, 2, and 3 to participate in credit-bearing I-BEST programs in time frames of two to four quarters.
- **Professional/Technical I-BEST.** Every college has at least one of the 170 “traditional” I-BEST programs that integrate ABE and professional/technical instruction and result in recognized certificates that lead to employment and/or progress along a defined educational and career pathway.
- **Developmental Education I-BEST Pilots.** Twelve colleges are completing the second year of a two-year, Gates-funded pilot project that uses I-BEST strategies to move students further and faster through pre-college hurdles in math and English in the context of successful professional/technical programs.
- **Academic I-BEST** employs the same strategies as the traditional Professional/Technical I-BEST and applies them to a two-year degree pathway, ensuring accelerated progress through higher levels of ABE and success in English and math at the same time that students earn credits in classes like history, philosophy, speech, etc. that meet graduation requirements. There are currently seven programs approved at six colleges.

All of these efforts include a skilled and dedicated adult basic education instructor paired with an equally skilled and dedicated instructor who, in most of the models, comes from the credit side of the campus. These efforts are also evidence of the continuing use of innovation to accelerate instruction despite decreases in funding.

**Background Information**

Information provided to the Board in June of 2007 established the relationship between the multi-year funding proposal, the ABE state plan, and the SBCTC Strategic Direction. This information can be accessed under Tab 3 at [http://www.sbctc.ctc.edu/docs/board/agendas/2007/june2021_07/sbctc meeting agenda_jun07_revised_complete.pdf](http://www.sbctc.ctc.edu/docs/board/agendas/2007/june2021_07/sbctc meeting agenda_jun07_revised_complete.pdf).

Information supporting funding for FY 2008-09 is available under Tab 4 at: [http://www.sbctc.ctc.edu/docs/board/agendas/2008/june08/2008 june meeting agenda complete.pdf](http://www.sbctc.ctc.edu/docs/board/agendas/2008/june08/2008 june meeting agenda complete.pdf).
For 2009-10, the information is available under Tab 7 at:
http://www.sbctc.ctc.edu/docs/board/agendas/

For 2010-2011, the information is available under Tab 5 at:
http://www.sbctc.ctc.edu/general/admin/June_2010_Complete_Agenda.pdf

For 2011-2012, the information is available under Tab10 at:
http://www.sbctc.ctc.edu/general/admin/June_2011_Resolutions.pdf

Attachment A: Fiscal Year 2012-13 Draft Grant Awards

**Recommendation/Outcomes**

Staff recommends approval of Resolution 12-06-26, awarding targeted funds to Adult Basic Education providers for fiscal year 2012-13 as described in Attachment A.

**Prepared by:** Jon Kerr, 360-704-4326, jkerr@sbctc.edu
Kathy Cooper, 360-704-4322, kcooper@sbctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 12-06-26

A resolution awarding $9,574,316 of federal adult and family literacy funds.

WHEREAS, the State Board has the authority to award federal adult and family literacy funds; and

WHEREAS, the requirements set forth in the request for proposals align with the State Board’s System Direction and the Board-approved plan for adult basic education; and

WHEREAS, individual applicants have fulfilled the requirements set forth in the request for application; and

WHEREAS, each application has gone through a state level review process and has been recommended to the State Board for funding;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges awards a total of $9,574,316 of federal and state funds as outlined in Attachment A; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to make adjustments to the proposed awards if the anticipated program funding changes due to state or federal action; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges grants the Executive Director authority to spend carryover funds and grant final spending authority to designated providers in a manner consistent with the State Plan for Adult Literacy, the terms of the Requests for Proposals, and this resolution.

APPROVED AND ADOPTED on June 21, 2012.

______________________________
Sharon Fairchild, Chair

ATTEST:

______________________________
Charles N. Earl, Secretary
## STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
### Office of Adult Basic Education - FY 13 Draft Grant Awards

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1 These funds will be held at SBCTC and will be used for programs, leadership and administration. Funds will be awarded based upon RFP, application, special projects and contracts.
REGULAR MEETING AGENDA ITEM
June 21, 2012

☐ Discussion  ☒ Action (Resolution 12-06-27)

Topic
General Education Development (GED) Testing Fee Increase

Description
In order to transition to the mandated computer-based General Education Development (GED) tests and meet increased costs of tests, facilitation, and infrastructure a GED fee increase from $75 to $150 is needed.

Major Considerations
- There will be added cost to students and funding agencies.
- Additional funds will be needed for infrastructure to prepare for computer-based testing.
- There will be an increased cost to testing centers from $30 to $80 for purchase of tests.
- It takes time to purchase additional materials and equipment, train examiners, and get approval from the testing service.

Analysis
As discussed at the May meeting, there are 55 GED test centers in our state with most of them affiliated with a community or technical college. As the State Administrator for GED testing, the State Board oversees testing and is responsible for setting fees. The current fee is $75 for a full battery of tests. This fee was raised from $50 to $75 by the State Board in 2004.

Students currently pay $75 for a complete battery of tests. The majority of testing center expenses is for staffing to administer the GED tests and testing materials. Testing center staff schedule testing, maintain records, and provide current and duplicate score reports.

The 2014 series of GED tests will be delivered in a computer-based format. In order to be approved to administer the new series in January 2014, testing centers must transition to a computer-based version of the current tests prior to the release of the new 2014 tests. This requires testing centers to have computers that are compatible with the computer-based tests, approved desks and/or dividers, an electronic signature pad, and digital cameras. In addition, the cost to administer the computer-based version of the GED test battery is $80. The increase in fees is to maintain service.

The GED Advisory Group, which includes GED examiners, representatives from other councils and commissions, and SBCTC staff, met to discuss the proposed GED testing fee. The group recommends increasing the set fee for the complete battery of tests to $150 to meet increased costs. The group also recommends that testing centers be allowed to offer scholarships/waivers for all or part of the $150 fee for students unable to pay for the increased cost. Colleges will also continue current measures to aid students who cannot pay for the GED.
These include foundation scholarships, partial and full waivers, funding from workforce partners, etc. The group recommends the fee be re-evaluated in 2014 to determine if the amount is still adequate or if impending changes require an increase.

**Recommendation**

Staff recommends approval of Resolution 12-06-27, authorizing a set fee of $150 for a complete battery of GED tests effective October 1, 2012. This includes authorizing colleges and testing centers to offer scholarships and waivers for all or part of the fee and delegating future increase decisions to the Executive Director.

**Prepared by:** Lou Sager, 360-704-4321, lsager@sbctc.edu.
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 12-06-27

A resolution relating to a proposed fee increase for General Educational Development (GED) Testing.

WHEREAS, the State Board for Community and Technical Colleges is responsible to the GED Testing Service (GEDTS) for the administration of all GED testing in Washington State; and

WHEREAS, the GED testing centers are being mandated to pay more for the purchase of the tests; and

WHEREAS, testing centers are required to convert to the computer-based version of the GED test and mandated to have computers that are compatible, approved desks and/or dividers, an electronic signature pad, and a digital camera as well as dedicated staff;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the set fee of $150 to go into effect October 1, 2012; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges authorizes colleges and testing centers to offer scholarships and waivers for all or part of the testing fees; and

BE IT FURTHER RESOLVED that the State Board for Community and Technical Colleges delegates to the Executive Director future decisions regarding GED testing fee increases.

APPROVED AND ADOPTED on June 21, 2012.

_____________________
Sharon Fairchild, Chair

ATTEST:

_____________________
Charles N. Earl, Secretary