Monday, September 9 - Retreat

1:00 p.m.  Welcome and Introductions, Venera Room
Beth Willis, Chair

1:05 p.m.  Executive Session
To review the performance of a public employee.

3:30 p.m.  State Board Self-Assessment
- 2013-14 Work Plan and Monitoring
  - Board Self-Evaluation Surveys – Sharon Fairchild
  - System Survey Results, Board Operation
  - Retreat Overview
  - System Direction Overview (Tab B)

Facilitated by John Boesenberg

6:00 p.m.  Dinner Meeting State Board Members and Executive Director
Venera Room

Tuesday, September 10 – Retreat

8:30 a.m.  Breakfast and State Board Orientation
State Board Members and Executive Director
Miller Room

10:00 a.m.  Welcome and Introductions
Beth Willis, Chair
Miller Room

10:15 a.m.  System Direction
Executive Director and Cabinet

10:45 a.m.  ctcLink Discussion
Mike Scroggins

11:30 a.m.  Applied Baccalaureates
Jan Yoshiwara

12:30 p.m.  Lunch

1:30 p.m.  Student Achievement
David Prince

2:15 p.m.  Break

2:30 p.m.  Washington Student Achievement Council Ten-Year Roadmap
Gene Sharratt
4:00 p.m.  **Common Core**
   *Jan Yoshiwara*  
   Tab G

5:00 p.m.  **Adjournment**

5:30 p.m.  **Dinner Meeting for State Board Members and Retreat Participants**
   *Barich Room*

**Wednesday, September 11 – Business Meeting**

8:00 a.m.  **Breakfast**
   *Miller Room*

9:00 a.m.  **Welcome and Call to Order**
   *Beth Willis, Chair*

9:05 a.m.  **Adoption of Business Meeting Agenda**  
   Action  

9:10 a.m.  **Approval of Consent Agenda**  
   Tab 1
   a) State Board Meeting Minutes: June 20, 2013
   b) State Board Special Meeting Minutes: August 14, 2013
   c) South Puget Sound Community College, Local Expenditure Authority (LEA), Lacey Campus Development
   Resolution 13-09-43
   d) Whatcom Community College, LEA, Student Recreation Center
   Resolution 13-09-44
   e) Edmonds Community College, Surplus Real Property to City
   Resolution 13-09-45
   f) Bellevue College, LEA, Bookstore
   Resolution 13-09-46
   g) Bellevue College, LEA, IBIT
   Resolution 13-09-47

9:15 a.m.  **Chairs Report**
   *Beth Willis*
   • Trustees’ Association – Dan Altmayer
   • Presidents’ Association – Jill Wakefield

10:00 a.m.  **Adoption of State Board By-Laws**  
   Resolution 13-09-48
   *Wayne Martin, By-Law Task Force, Chair*

10:20 a.m.  **Public Hearing: Revisions to WAC 131-48-010 to 131-48-140 Governing the Certificate of Educational Competence**
   Resolution 13-09-49
   *Lou Sager*

10:40 a.m.  **Legislative and Communication Planning**
   *Alison Grazzini-Smith and Laura McDowell*

11:30 a.m.  **Adjournment**

8/26/13

*Retreat dress is casual, jeans are welcome.*

**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.
RETREAT AGENDA ITEM

September 10, 2013

Topic
System Direction

Description
The Board adopted the System Direction in 2006 with three major goals over a ten year period related to economic demand, student success and innovation. The System Direction (Attachment 1) has served as the framework for the Board’s work. The Board has accomplished implementation of the System Direction by:

- Commissioning system task forces (Technology, Student Achievement, Student Listening, Compensation, Mission Study, Student Voice, Efficiency Study);
- Crafting biennial and supplemental budget requests;
- Adopting legislative policy principles;
- Advocating for policy at the Higher Education Coordinating Board and Student Achievement Council, Workforce Training and Education Coordinating Board and Department of Social and Health Services;
- Organizing Board meeting agendas and retreat topics around system goals and Mission Study recommendations; and
- Approving major projects undertaken by the staff as they work to advance the System Direction.

In 2010 the Board adopted ten recommendations from the Mission Study, “to find more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education.” The Mission Study represents a 20-year action plan to achieve the System Direction goals. Included in the Mission Study are measures and benchmarks to track progress on the recommendations.

In 2011, the Board had a series of discussions about progress on each of the Mission Study recommendations and policy options to accelerate achievement of the Mission Study goals.

In 2012, the Board’s retreat focused on student success data and strategies, providing guidance for staff projects and priorities.

Discussion Questions

- What strategies and policy discussions can the Board be engaged in to make progress towards the System Direction goals?

- Given the list of accomplishments to date, are the next steps for the coming year appropriate and attainable?

- Is sufficient progress being made to accomplish the long term goals of the Mission Study recommendations?
Analysis

**Major steps over the next year.** Proposed activities for 2013-14 and accomplishments from 2006 to 2013 are organized by the three System Direction goals for Economic Demand, Student Success and Innovation. The activities are summarized in Attachment 1. New activities are proposed for each goal.

**Mission Study metrics.** The Mission Study recommendations included long term goals and metrics to measuring progress toward those goals. Through 2011, even with cuts in state funding, significant progress was made towards most of the midterm (2015) targets in the Mission Study. However, after 2011, increasingly the midterm targets are in jeopardy as the college system retrenches and the recovering economy draws students back to work. To accomplish the goals and reach the targets in the Mission Study will require policy action. A summary of metrics to date are provided in Attachment 2.

**Background Information**

Attachment 1 – System Direction Timeline  
Attachment 2 – Mission Study metrics

**Outcomes**

Board members will have an opportunity to interact with college system leaders and Board staff to discuss progress towards achieving the System Direction goals, identify challenge areas and provide direction to staff about priorities for 2013-14.

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### Accomplishments in the First Six Years (2006-2013)

**Economic Demand**
- College System Appropriations
- Reduced Provisos & Earmarks
- Capital Budget Growth
- Centers of Excellence
- Enrollment Growth
- Hospital Employee Education and Training
- Aerospace Apprenticeship Program
- Regional Aerospace Training Centers
- Expanded Aerospace training capacity

**Innovation**
- Mission Study
- System Technology Plan
- Common learning management system (Canvas)
- Western eTutoring Consortium
- CheckOutACollege.com
- Open Course Library
eLearning Growth
- Western Governors University Washington
- Compensation Study
- Equipment
- Facilities of the Future
- Center for Information Services
- System’s Administrative Computing Systems
  - Lift and Shift Project (HP 3000 Migrations)
  - Enterprise Resource Planning (ERP) Project Phase 1, Readiness Assessment
  - ctcLink ERP Project Phase 2, Implementation Planning, RFP release, and vendor eval
  - Funding for ctcLink
  - Oracle/Peoplesoft software selected and contract placed
  - Ciber, Inc implementation vendor selected and contract placed
  - Tacoma & Spokane selected for FirstLink
- Efficiency Study
- Executive Director Search and Transition

### Major Steps Over the Next Year (2013-2014)

**Economic Demand**
- Develop 2015-17 Capital Budget
- Develop 2015-17 Operating Budget
- Tuition Policy
- Maintain Enrollments
- Expand Aerospace Training Capacity
- Initiate Aerospace Pipeline Advisory Committee
- Expand utilization of HEET grants
- Centers of Excellence
- Partnerships with Business and Labor

**Innovation**
- Implement Mission Study Recommendations
- Implement System Technology Plan
  - Complete Canvas Implementation
  - Faculty and Staff Training on classroom technology tools and Open Course resources
  - Implement OPEN grant on open resources
  - Common library platform and materials
  - ADA compliant online courses and services
- Implement I-DEA grant, ESL on mobile devices
- Expand reach of CheckOutACollege.com
- ctcLink: Enterprise Resource Planning (ERP) Project
  - Business process alignment and foundation decisions
  - Software configuration and implementation
  - FirstLink Colleges “go live” into production
- Implement Communications Plan
- Consider WACTC recommendations on Funding Allocation Methodologies
<table>
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<tr>
<th>Principle</th>
<th>Question</th>
<th>Preferred Future</th>
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<td>The State Board sets policy direction in collaboration with the colleges, and the colleges are responsible for meeting the needs of their communities.</td>
<td>Are roles and responsibilities clearly defined and are the system's decision-making processes timely and effective in a rapidly changing environment?</td>
<td><strong>Economic Demand</strong>&lt;br&gt;We closed the skills gap and met the demands for a well-educated and skilled workforce</td>
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<td>Policy direction and investments are centered upon students’ needs, student diversity, new technologies, and enhancing students’ knowledge, skills and abilities.</td>
<td>How do we utilize funding allocations to meet our preferred future?</td>
<td><strong>Student Success</strong>&lt;br&gt;We increased average educational attainment levels across the state</td>
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<td>Talented faculty and staff representing the state’s diversity are essential to student success.</td>
<td>How will this system have to evolve to remain compelling and relevant to future students, faculty, and staff given our changing demographics?</td>
<td><strong>Innovation</strong>&lt;br&gt;We were innovative because we implemented our technology Plan and worked in collaboration with partners to meet the challenges that faced education in Washington</td>
</tr>
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<td>Public funding of CTCs is an essential priority in advancing the state’s prosperity and we will continue to leverage new and existing investments through partnerships, local organizations, and re prioritizing programs and services.</td>
<td>What will it take for this system to continue to make the case that we are an essential public investment?</td>
<td><strong>Accountable</strong>&lt;br&gt;We aligned our accountability system with the interests of the HECB, the Governor, and the legislature and improved our public perception and legislative support</td>
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Economic Demand

- **College System Appropriations and Overall Change:** From FY 2006, the college system’s annual appropriation grew from $576 million to a peak of $750 million in FY 2009 before budget cuts began, a 30% increase. The great recession started at the beginning of FY 2009, resulting in falling state revenues and budget deficits. Since then, state funding to the system was reduced each year. FY 2013 appropriations total $585 million (a reduction of 22% from the FY 2009 peak). As the state faced another deficit during the 2013 legislative session, the possibility of additional reductions to FY 2013 funding loomed. The system, along with the baccalaureate institutions, successfully advocated for no additional cuts to higher education. Over the course of the recession, the legislature reduced CTC state funding significantly less, and increased tuition less, than baccalaureate institutions, in recognition of the unique role our colleges play in providing non-traditional students a path to greater educational attainment and economic well-being. As the legislature wrote the 2013-15 biennial operating budget during the 2013 session, they were faced yet again with a significant budget shortfall, and cuts to our budget were a real possibility. Instead, the legislature increased state funding to the community and technical colleges and the other higher education institutions. State funding for FY 2014 is $638 million, an increase over FY 2013 of almost $54 million or 9 percent.

- **Reduction of Provisos & Earmarks:** In light of budget cuts, the Board sought greater flexibility for the colleges. Between the legislature and Board action, the system went from 38 provisos and earmarks in FY2009 to 22 in FY 2010 and 20 in the current fiscal year.

- **Capital Budget:** Even as state funding was reduced due to falling revenues and a lower debt limit, the colleges made significant progress toward the Board’s goal of building a 21st century learning infrastructure. Over 90% of student accessible facilities now have wireless coverage and over 60% of the facilities are in adequate or better condition. New state Capital funding for 2013-15 is $299.6M. This is down from $368.9M in 2011-13 and the all-time high of $524.6M in 2007-09.

- **Centers of Excellence:** An evaluation of the Centers was completed in Spring 2012 that included follow up on the status of recommendations made in 2010. The evaluation encourages continuation of onsite annual reviews for approximately 1/3 of centers and restructuring the performance award process allocated to the Centers.

- **Enrollments:**
  - **General:** The 2007-09 operating budget provided 5,825 new, well-funded enrollment slots, allowing colleges to expand offerings to meet the demands of the growing state population. The 2009-11 and 2011-13 budgets did not provide any funding for new general enrollments. Enrollments nonetheless exploded as the economy declined and unemployment grew. State supported enrollments grew from 131,000 in FY 2006 to 162,328 in FY 2011, a 24% increase. As continued budget reductions began to take their toll, colleges cut course and program offerings; as a result, enrollments fell to 146,500 in FY 2013.
  - **Worker Retraining:** The 2010 supplemental operating budget provided $17.6 million in one-time funding for 3,784 additional enrollment slots for unemployed workers. This was reduced to $4.5 million per year for 972 additional enrollment slots in the 2011-13 budget. Actual enrollment in this program grew from 6,764 in FY 2006 to 14,174 in FY 2011, an increase of 110%. As a result of the reduction in funding and improvements in the economy, enrollments fell to 9,388 in FY 2013.
- **ABE**: As general enrollment growth exploded over the last few years, basic skills enrollments declined from the peak of 23,885 in FY 2009 to 19,653 in FY 2012 for a decline of nearly 19% due to budget reductions and the increased disincentive for courses with substantial tuition waivers. In FY2013, ABE enrollments increased by 1% in spite of an overall enrollment decline of 2%.

- **Implemented Hospital Employee Education and Training (HEET) Program**: Legislature first funded this program in FY 2009 at $1.5 million per year. In 2012, $2.05 million was provided for partnerships to build innovative programs to enhance the accessibility of a college education for incumbent health care workers and to increase capacity in nursing and other high demand health care fields. Funding for this program continues at $2.04 million per year.

- **Aerospace Apprenticeship Program**: Funded at $2.7 million a year since FY 2009. This appropriation funds the Aerospace Joint Apprenticeship Committee for curriculum development, equipment and enrollments to expand capacity for aerospace apprenticeship programs across the state.

- **Regional Aerospace Training Centers**: Edmonds CC and Spokane CC have each established a regional training center – the Washington Aerospace Training and Resource Center and the Inland Northwest Aerospace Training Center – focused on employment skills for new aerospace workers. In 2012 each was provided $150,000 of federal Workforce Investment Act (WIA) funds for equipment through the Governor’s Investment in Aerospace. In 2013, $5 million was appropriated to build a new multi-institution aerospace training center in Renton.

- **Governor’s investment in Aerospace**: Governor’s Investment in Aerospace- $1.4 million dollars of WIA funds in 2011 administered through a competitive grant process to build curriculum and increase capacity ($1 million), purchase equipment at Renton Washington Aerospace Training and Research Center and Spokane Aerospace Technology center, and $100,000 to recruit students into the Washington Aerospace Scholars program. In 2013, $1.25 million was appropriated to expand short-term student loans for aerospace students at CTCs, and $200,000 to expand capacity at the Center of Excellence for aerospace and advanced manufacturing.

**Student Success**

- **Student Achievement Initiative**: The Student Achievement Initiative has been in place since 2007. Colleges have been awarded performance funds since 2009 using provisoed funds.
  - The Student Achievement Initiative has substantially influenced the national discussion and perspectives about community college performance measures and incentive funding.
  - Since the start of Student Achievement, college completions have increased 46%.
  - Between the 2006-07 baseline year and 2008-09 (the first performance year), colleges increased student achievement by 19% with gains in all categories with 4% more students. In 2009-10, points increased by 12% with 1% more students. In 2010-11 and 2011-12, budget cuts reduced the number of students enrolled and point gains slowed then declined.
  - The Community College Research Center (CCRC) completed its third and final evaluation of Student Achievement, funded by the Gates Foundation.
  - When the State Board adopted the Student Achievement Initiative in 2007 it called for a review after 5 years. WACTC formed a System Advisory Group to consider CCRC findings, college experiences and recommend revisions to the Board. The Board adopted revisions to the measures and the award methodology in December 2012.

- **Student Voice Task Force**: The 2010 task force recommended student internships for system task forces and student presentations at State Board meetings. An inventory of opportunities for student involvement in college and system level policy deliberations was created. Students have participated in policy
deliberations at Board meetings since Fall 2010, and in task forces on the Mission Study, Efficiency Study, and Running Start Funding. The system supported re-creation of a statewide community and technical college students association and provides a Student Legislative Academy and Student Voice Academy for student leadership development and venue for students to develop a legislative agenda. In 2011-2012, students participated in and provided presentations at multiple State Board meetings, including budget preparations for the 2013-2015 biennium budget request. In 2012-13, students made presentations at six out of seven regular Board meetings.

- **Student Listening Initiative**: A web-based student survey was conducted Fall 2007. Results of the survey were used to inform policy conversations around student success strategies, technology, and affordability.

- **I-BEST Expansion**: I-BEST has expanded to over 170 programs with 3,300 students served (1,750 FTES). Due to budget cuts, FTES declined by 7% in 2011-12 but rebounded in 2012-13. I-BEST expansion initiatives included the implementation of a comprehensive pathway that includes On-ramp to I-BEST, Professional Technical I-BEST, I-BEST for Developmental Education, and Academic I-BEST. Full pathways were implemented in 13 colleges.

- **Opportunity Grants Expansion**: Funding for the Opportunity Grant program totals $12.5 million. Every college now has a program of at least $250,000 per year serving at least 50 students per college. In 2012-13, 5,200 students were served, far exceeding the 3,000 student target.

- **Tuition**: Tuition increases were low in the 2005-07 biennium (at 5% a year) and the 2007-09 biennium (at 2% a year). With the decline in state revenues, the legislature authorized tuition increases of 12% for the 2011-12 and 2012-13 academic years to partially offset the effects of state funding reductions. For the 2013-14 academic year, the legislature froze tuition at prior year levels.

- **WorkFirst Redesign**: In 2011-12 due to budget reductions and SB 5921 participation suspension, the system’s WorkFirst contract was significantly reduced to $16.7 million with some funding ($2.5 million) added late in the year. The colleges served fewer students as expected, more effectively with gains in student achievement in 3 of areas including significant increases in I-BEST enrollments. In 2012-13, the system contract was $18.1 million plus $500,000 added late in the year, implemented with performance funding based on Student Achievement metrics. The college system exceeded all performance targets.

- **Basic Food Employment & Training (BFET) Expansion**: The number of participating colleges grew from a single pilot in 2005 to 27 colleges across the state in 2012-13. For 2012-13, SBCTC distributed $12.3 million (federal matching and 100% funds), plus local college match for a total program of $21.8 million. Over 14,600 students were enrolled in basic skills, job search, or vocational programs, compared to our contract target of 10,600.

- **Achieving the Dream Expansion**: In 2006, six community and technical colleges and SBCTC were funded by the College Spark Foundation through 2011 to participate in a national low income student retention initiative. In 2011, College Spark funded an additional 10 colleges to participate in Achieving the Dream over the next four years, using Student Achievement data as the basis for tracking student success. In 2012-2013 under the Achieving the Dream state work plan, regional workshops on creating a culture of evidence were held for non-Achieving the Dream Colleges, focused on lessons learned by the six senior Achieving the Dream colleges and a new data system that can be used by all system colleges to track student progress based upon the SAI momentum points and using student cohorts.

- **Transitions**:
  - **Running Start Counting, Fees, and Tuition**: Beginning in FY 2012, the Legislature limited state funding for Running Start students for the first time: the state pays for a combined total 1.2 FTE between the high school and the college, which results in some RS students having to choose between taking fewer credits and paying tuition. Beginning in the 2009-11 biennium, Running Start students started paying the same fees other students pay (excluding tuition), with a waiver
available for low income students. The 2011 legislature authorized the Board to charge RS students up to 10% tuition; the Board has declined to do so.

- **Technical College Mission:** In 2007 the Board approved a recommendation granting authority for technical colleges to offer transfer degrees. In 2009, SHB 1328, passed allowing public technical colleges to offer degrees that prepare students to transfer to certain bachelor degree programs.

- **Rethinking Pre-college Math Project:** The Gates Foundation provided funding for seven colleges to redesign their pre-college math courses over three years. Colleges completed the final year of their grants, developing a consensus model for transforming collegewide pre-college math programs, and testing an applied Algebra II course that meets new higher math requirements for high school diplomas. The College Spark Foundation funded five consortia of colleges and school districts to integrate student success attributes into their math courses and produce a guidebook of specific classroom approaches for math faculty.

- **Developmental Education I-BEST:** The Gates Foundation provided funding for colleges to implement developmental I-BEST programs. The colleges involved in the pilot project identified best-practices and helped craft the new Accelerated Model of pre-college which is commonly referred to as the “bucket model” for pre-college.

- **Reciprocity Agreement expanded:** Colleges expanded the agreement to include reciprocity among community and technical colleges related to college/pre-college placement, diversity requirements and credit for prior learning.

- **Transparency for Transfer Students:** Based upon legislation (HB 1795 and 1808) the college system, in collaboration with public and private universities, developed Washington 45—a list of courses that will transfer to all public universities and most private universities and fulfill general education requirements. CTCs and universities have also published Advanced Placement and International Baccalaureate test scores and their course equivalencies on the Washington Student Achievement Council (formerly HECB) web page.

- **Common State Early Childhood Education Certificate Pathways:** Colleges developed common courses and certificates in Early Childhood Education for implementation statewide in coordination with the Department of Early Learning’s professional development initiatives for child care providers and educators.

- **Applied Baccalaureate Degree Expansion:** Four original pilot colleges awarded bachelor’s degrees in Spring 2009. Three additional pilot colleges and one first round college approved for a second degree program, enrolled students in new applied baccalaureate degree programs in Fall 2009. HECB System Design included CTC applied baccalaureate degrees as a strategy to increase bachelor degree production. The 2010 Legislature removed pilot status from CTC applied baccalaureate degrees and broadened the Board’s authority to approve additional degrees. In Fall 2010, the Board adopted a new approval process coordinated with the HECB’s degree approval process. In 2012, the Board revised the approval process to reflect legislation giving the Board sole approval authority for CTC applied baccalaureate degrees. As of June 2013, the Board has approved 17 programs at ten colleges.

- **University Contracts:** In 2006, three colleges were funded by SBCTC for upper division FTES through university center partnerships, and control of the university center in Everett was moved to Everett Community College. In 2009, two additional colleges were funded for university center partnerships. In 2010 HECB System Design plan included university center partnerships as a strategy to increase baccalaureate degree production. In 2011, the Legislature moved control of the university center in Everett to Washington State University by 2014.
- **Transfer Student Study**: In 2010, an analysis was completed on why some transfer degree earners do not transfer, and strategies for colleges and universities were identified. In 2013 a comprehensive report on the role of transfer in bachelor’s degree attainment was completed.

- **Common Course Numbering**: By summer 2009 all colleges implemented common course designations and names for nearly 300 common courses. New common courses have been added each year since 2009.

- **Early Learning**: Parenting education association created statewide curriculum modules that will be used in on-line, on-ground, and hybrid formats beginning 2010-2011. Created state-wide articulation agreement with community-based organizations to accept STARS training and Child Development Associate credential for college credit.

- **Transparency of AP and IB Test Scores and Equivalencies**: Increased transparency of Advance Placement and International Baccalaureate test scores and equivalencies-are available on the Student Achievement Council (formerly HECB) web page.

- **Governance Institute for Student Success (GISS)**: State Board members and staff, trustees and presidents participated in two institutes hosted by TACTC and led by the Association for Community College Trustees and the Community College Leadership Program at the University of Texas, Austin, using student achievement data as the basis for analyzing student progression patterns.

- **Prior Learning Credit Study**: The college system worked with the HECB and public and private colleges and universities to develop recommendations for increasing college credit awards for work and military training and experience. System leaders are exploring competency-based learning as an effective way to both award prior-learning credit and move students more quickly to their educational goals.

- **Competency Based Education**: College faculty and staff participated in 8 workshops delivered by Western Governors University on competency based education, and WACTC developed a concept paper on approaches to implementing online competency based degrees with pooled enrollments in the college system.

- **Pre-College Acceleration Model**: Using results from I-BEST, Gates grant projects, Achieving the Dream colleges, college innovations and national research, an acceleration model was developed and disseminated. All colleges implemented the model in 2012-13.

### Innovation

- **Mission Study**: Task force recommendations were adopted by the Board, and a final report published and distributed. Implementation plan developed with WACTC. Board study sessions were held on each of the 10 recommendations at Board meetings in 2010-12.

- **CheckOutACollege.com**: CheckOutACollege.com remains a popular site for prospective students, high school counselors, career advisors, and families seeking information about Washington’s 34 community and technical colleges. The website drew 130,108 unique visitors between January and June of 2013, a jump from 45,161 during the same timeframe in 2012. More people visited the site because of outreach activities that marketed the site, and because college personnel were accessing the site regularly in an ambitious, system-wide project to update the list of programs offered at each college.

- **System Technology Plan**: Continued to implement priorities for technology functions, governance, eLearning and faculty and staff development. The 2009-11 operating budget provided $2.2 million in new funding to enhance online/hybrid learning and open educational resources. The suite of elearning tools now includes a common learning management system, a system for pooled enrollment across colleges, universal access to lecture capture and web conferencing, 24x7 reference librarians and online tutors, and a growing body of open course materials.
- **Selection of New Common Learning Management System (Canvas):** With participation from all public institutions of higher education in Washington, SBCTC ran an RFP process to choose a common learning management system. After a three-phase process that included feedback from over 1000 system faculty, the RFP committee chose Canvas. SBCTC signed a four-year contract with Canvas that began on July 1, 2012. Institutions are not required to use the contract; however, 33 community and technical colleges and five public universities have moved to Canvas and 1500 faculty have participated in SBCTC sponsored training.

- **Western eTutoring Consortium:** The Western eTutoring Consortium includes 46 institutions in six states. Member institutions contribute tutor hours so all students at each institution can access tutoring electronically. SBCTC manages the consortium and is the fiscal agent.

- **Open Course Library:** Funding from Gates Foundation and a 2009-11 appropriation enabled creation of an online library of courses, materials and textbooks for 81 most commonly enrolled courses. In 2010, 41 courses were designed with teams of faculty, librarians, instructional designers, institutional researchers, multicultural and universal design experts. In 2013 the next 40 courses were completed along with a new improved website. Faculty in Washington and around the world have begun adopting the Open Course Library resources, which have already saved students over $5 million in textbook costs. The Board adopted policy on open education resources. In 2011-2012, TACTC and WACTC funded a series of regional workshops for faculty to learn classroom technology tools and how to use the Open Course Library courses.

- **eLearning Growth:** eLearning enrollments grew slightly to 39,620 FTES, or 21% of all enrollments.

- **Western Governors University Washington:** Negotiated transfer agreements and tuition discounts for CTC students, faculty and staff transferring to WGU. Supported 2011 legislation creating WGU Washington, designating WGU as the state’s online university.

- **Compensation Study:** Completed comprehensive study of faculty and administrative salaries. Study results informed the development of the 2009-11 biennial budget request. The 2007-09 biennial budget included $73.9 million for compensation increases for faculty, classified and exempt staff. In addition to fully-funded cost of living adjustments, an additional 0.5 percent COLA for I-732 employees was provided. The SBCTC’s request for faculty increments was fully funded at $7.5 million, and its request for part-time faculty salary improvement was funded. This included funding for 20 part- to full-time faculty conversions, emphasizing increasing the number of full-time faculty in math, science, adult basic education, early childhood education, and English. The State Legislature has not appropriated funds for compensation increases for the following two biennia (2009-11 and 2011-13). The legislature reduced funding for salaries by 3% during the current biennium.

- **Equipment:** A one-time appropriation of $2 million was provided for instructional equipment in the 2007-09 operating budget. Another appropriation of $15 million for high demand program equipment was provided in the 2012 supplemental capital budget.

- **Facilities of the Future:** Working with Instruction, IT, Library, Facility and Business staff we developed capital selection criteria that reflect future learning environments and account for on-line learning. Colleges are rapidly progressing towards the Board’s goal of 100% wireless coverage, increasing from 40% coverage in 2008 to 91% in 2012.

- **Center for Information Services:** The State Board assumed responsibility for the Center for Information Services personnel, assets, and liabilities in 2009 following a recommendation from WACTC. Accounting and human services functions have been integrated and the transition of other business processes continues.
• **System’s Administrative Computing Systems:**
  - **Lift and Shift Project (HP 3000 Migration):** The Board approved the HP 3000 Replacement and Migration Project in June 2009 and work begun in September of that year. The goal of this project was to lift the outdated HP 3000 administrative computer systems and shift them to HP-UX servers as an intermediate phase providing business continuity until modern commercial systems could be implemented. The project was completed in May 2011.

• **Enterprise Resource Planning (ERP) Project:**
  - **Phase 1** was completed June 30, 2011. The purpose of the Readiness Assessment was to evaluate the level of preparedness for each college and the overall college system to carry out an ERP implementation. The Readiness Assessment addressed the following areas: Technical Readiness; Functional Readiness; Project Readiness; and Cultural Readiness. The results identified strengths that can be leveraged and weaknesses that need to be addressed as the project moves forward.
  - **Funding for ctcLink:** The legislature created a funding mechanism for the ctcLink by creating the Innovation Account in HB 1909 in the 2011 legislative session and authorizing the Board to deposit up to 3% of tuition funds into the account. In the 2012 legislative session, the legislature provided bonding authority of up to $50 million for the ctcLink, to be paid off with the funds in the Innovation Account.
  - **Phase 2** has been completed, including implementation planning, creation of the vendor selection team, RFP development and release, and vendor evaluation.
  - **Oracle/PeopleSoft’s** higher education ERP software was selected for the college’s student, finance, and HR payroll information systems. The Peoplesoft ERP suite of software is broadly used in higher education intuitions and is capable of meeting the college’s operational needs and the board’s strategic initiatives.
  - **Tacoma and Spokane** were selected as FirstLink colleges with the balance of the colleges to follow in annual waves with the final colleges going into production mid-2017.
  - **Implementation phase** began and work started with a combined project team of SBCTC staff and Ciber staff. The implementation phase will develop the software configuration that supports business process alignment, efficiencies, and workflow standards.

• **Efficiency Study:** Convened Steering Committee of Board members, trustees, presidents, faculty union and student representatives to recommend statewide efficiencies that benefit students and enable cost saving for colleges. Delivered progress report to Legislature in December 2010 on study design and current shared services and programs among colleges. Worked with WACTC to develop implementation plans for new system level efficiencies; and provided the Legislature with a progress report in December 2011. Engaged the Hill Group on phase 3 of the Efficiency Study, identified variables that contribute the most to student access, retention, and completion and mapped college business processes to identify functions for redesign in conjunction with ctcLink. The final report was approved by the Board in December 2012.

• **Executive Director Search:** Charlie Earl announced his retirement following the 2012 Legislative Session. The Board immediately engaged in a national recruitment and selection process that included the system’s major stake holders. Following system input, the Board interviewed three finalists and selected Marty Brown as Executive Director.
<table>
<thead>
<tr>
<th>Economic Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Capital Budget:</strong> In the 2014 supplemental capital budget request, we will update the 2013-15 requests for construction of Olympic College’s Instruction Center and design at Centralia Student Services. There is also an opportunity in this supplemental to seek permission for financing locally funded projects, to enter into long term leases, or obtain new emergency funding, although we have not identified a need for any of these yet. State board staff are over half way through the facility condition survey which will be used to identify and prioritize repair requests for 2015-17. Colleges are working on major project proposals for a competition in early 2014 to enter the Board’s pipeline in 2015-17. The scoring in this next competition favors taking care of what we have over adding square footage to a campus. The Board will adopt a 2015-17 Capital Budget request in the spring.</td>
</tr>
<tr>
<td>• <strong>Operating Budget:</strong> The 2014 legislative session will be a supplemental budget year with few additional resources available. We will continue to work with the Governor and the Legislature on the key role of the community and technical colleges in economic prosperity. The Board will work with the WACTC to develop the 2015-17 operating budget request, for consideration during the 2015 legislative session.</td>
</tr>
<tr>
<td>• <strong>Maintain Enrollments:</strong> The colleges were 5% overenrolled last year. While enrollments have declined in recent years due to state budget reductions, colleges are expected to remain overenrolled in 2013-14.</td>
</tr>
<tr>
<td>• <strong>Tuition Policy:</strong> The Board will adopt tuition levels for the 2014-15 academic year. The Legislature authorized the Board to set tuition levels for the 2014-15 academic year that are less than, equal to, or greater than current year tuition levels. If the Board chooses to increase tuition, however, a portion of the revenues from the increase must be used to provide financial aid for students.</td>
</tr>
<tr>
<td>• <strong>Expand Aerospace Training Capacity:</strong> Use earmarked state appropriations and federal grants to produce aerospace apprenticeships, short term training for entry level workers, and longer term training programs for mid-level technicians. Work with colleges, unions, employers and state government to grow capacity in aerospace training programs to support the labor force needs of the Boeing Company and other aerospace manufacturers.</td>
</tr>
<tr>
<td>• <strong>Support Aerospace Pipeline Committee:</strong> Continue to work with the Aerospace Pipeline Advisory Committee to provide direction for a skills gap analysis, establish goals for students served, completion and employment rates, coordinate industry advice, and recommend training programs for review.</td>
</tr>
<tr>
<td>• <strong>Expand Utilization of HEET Grants:</strong> Hospital Employee Education and Training (HEET) grants were established to develop or expand and evaluate innovative training programs for incumbent hospital workers that lead to careers in nursing or other high demand health care fields. Work with SEIU to expand grant participation to address emerging employment needs resulting from the Affordable Health Care Act.</td>
</tr>
<tr>
<td>• <strong>Centers of Excellence:</strong> Strengthen connections to state government, business and labor on statewide and regional economic development strategies.</td>
</tr>
<tr>
<td>• <strong>Strengthen Partnerships with Business and Labor:</strong> Continue to collaborate with the Association of Washington Business and other industry associations and the State Labor Council to increase the number of newly trained skilled workers in high demand occupations. Work with colleges and the apprenticeship training trusts to implement new apprenticeship contract guidelines.</td>
</tr>
</tbody>
</table>
Student Success

- **Implement the revised Student Achievement Initiative:** The Board approved revisions to the measures and award methodology in December 2012. Staff are working with colleges to understand and use the revised metrics that will be the basis for performance awards in October 2014. TACTC has asked SBCTC staff to support a workshop for trustees and presidents in October 2013 on using the revised student achievement metrics to track student progress and completion and identify focus areas for college strategies.

- **Transitions:**
  - **Competency-based Learning:** A concept paper for implementing competency based degrees in the college system has been discussed with the Board, system groups and some faculty leaders. A system work group will be reconvened with faculty representatives to develop and implementation plan and business model for online competency based degrees with pooled enrollments across colleges.
  - **Applied Baccalaureate Expansion:** College interest in offering applied baccalaureate degrees is increasing rapidly. The Board will discuss current policy, longer term goals, and the role of the community and technical college system in increasing bachelor degree access and attainment for Washington state residents.
  - **Core to College K-16 Alignment:** SBCTC is leading a cross-sector partnership in a 3-year private foundation funded project focused on ways Washington higher education institutions can make effective use of the Common Core State Standards and the Smarter Balanced assessment system.

- **High School Equivalency Exam:** Implement RFP and make recommendations for high school equivalency exam offered to adult students.

- **ABE State Plan:** Adopt new state plan and funding formula for adult education.

- **Expand Achieving the Dream:** The College Spark Foundation is funding 10 additional colleges over the next four years and two additional colleges self-funded to participate in the national Achieving the Dream Initiative, aimed at using data to identify barriers to completion for low-income students. Efforts will focus on supporting the data and policy needs of these 12 colleges and meeting College Spark’s expectation to use Student Achievement data for colleges’ diagnoses.

- **Expand I-BEST Across the Curriculum:** Expand the number of programs and students served through new I-BEST programs in vocational, pre-college and academic pathways.

- **Lead the National Expansion of I-BEST:** Continue to work with the Gates Foundation, Jobs for the Future and other organizations in the expansion of I-BEST in other community college states.

- **Expand Basic Food Employment and Training (BFET):** Washington has developed a national model for expanding training program capacity for low-income food stamp recipients. Contract discussions with DSHS will increase the size of existing programs to serve additional students, and expand the program to all colleges.

- **WorkFirst Redesign:** Revise the program in line with a 25% reduction in the college system’s contract with DSHS, reducing services to WorkFirst clients.

- **Policy research:** Conduct policy research on transfer students, the role of workforce certificates and college transitions for ABE and ESL students.
Innovation

- **Implement Mission Study Recommendations**: In December 2009 the Board adopted findings and recommendations developed by the Mission Study Taskforce about the future needs of the state’s residents and economy, and strategies the college system should undertake to meet those future needs. This year’s work will continue work with colleges to implement the recommendations.

- **Implement System Technology Plan**: Approved by the Board in 2008, the System Technology Plan deals with three major areas of technology deployment: student learning, student services, and administration. In all three areas, the Task Force found a need for greater uniformity across the 34 colleges in the system and with partners in the broader P-20 education system.
  - Increase faculty and staff professional development opportunities in quality content development, use of open resources, effective use of eLearning tools.
  - Complete implementation of Canvas, the new online course management system.
  - Implement OPEN grant with national presentations on how to find and use open resources.
  - Work with college library directors on common library platform and common/shared library materials.
  - Support system work group to develop guidelines for ADA compliant online courses and services.

- **Implement I-DEA grant**: Support college development and deployment of English as a Second Language classes via mobile devices.

- **Expand reach of CheckOutACollege**: The SBCTC Communications Office will continue to leverage partnerships to promote the CheckOutACollege.com website, including the Washington Council for High School-College Relations Fall Counselor workshops. Literature will be distributed to counselors, advisors, students and WorkSource Centers.

- **Implement a Multi-year Commercial Enterprise Resource Planning (ERP) Project, ctcLink**: The goal of this project is to identify and successfully implement modern solutions for the college’s student management system, financial management system and personnel/payroll system. Phases 1 and 2 of this project engaged a consultant to complete a readiness assessment, replaced HP 3000 hardware, engaged a consultant to develop a Business Process Plan, identified and documented ERP Requirements, solicited and selected ERP vendor(s) The next phase includes negotiation and placement of an ERP contract, meeting business process and reporting requirements, and beginning implementation with FirstLink colleges.

- **Implement Communications Plan**: In fall 2012, Douglas Gould & Associates researched key messages that resonate with Washington opinion leaders – engaged citizens likely to be involved in rotaries, chambers of commerce and government activities. These citizens are in the position to tout the benefits of the system and generate “word of mouth” support—one of the most effective forms of promotion. Doug Gould recommended a message shift from “creating opportunities” to a more urgent appeal of “building prosperity.” The Public Information Commission, comprised of college public information officers, produced a public relations plan that calls for college leaders to connect with local media, businesses, and civic organizations to promote the system’s “prosperity” message. The SBCTC Communications Department is exploring augmenting the plan with paid advertising and a more robust social media presence.

- **Allocation and Accountability Task Force**: WACTC will convene a task force to review current methods of allocating state operating dollars across the system and accountability measures for those funds. They will bring recommendations to the Board in the fall of 2014.
Critical Questions to be Addressed if we are to Achieve our Preferred Future

The Board will adhere to several principles as we undertake these goals. First, the State Board sets policy direction for the community and technical college system in collaboration with colleges and other system partners. It advocates for and allocates state resources to the colleges. The colleges are responsible for meeting the educational needs of their communities. The State Board will build upon existing strengths and successes of the college system.

Second, policy direction and investments are centered upon student needs, student diversity, the impact of new technologies, and enhancing students’ knowledge, skills and educational attainment. Specific measurements will be used to gauge success. Colleges will be rewarded for improved results for all three system direction goals.

Third, talented faculty and staff representing the state’s diversity are essential to student success. Investments in recruitment, professional development and compensation are required to attract and retain talented faculty and staff.

Finally, public funding for the state’s community and technical colleges is an essential priority investment in advancing the state’s prosperity. To meet the changing needs of our communities the college system will continue to leverage new and existing public and private investments through partnerships with local organization and reprioritization of programs and services.
Economic Demand

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

- Continually reassess the knowledge and skills needed for a thriving economy at local and state levels.
- Meet the needs of changing local economies by increasing the number of skilled employees in the areas of greatest unmet need.
- Support strategic industries by appropriately focusing program growth and development.
- Meet the unique needs of innovative, entrepreneurial people who are operating small businesses, working as creative, independent contractors in the knowledge-based society.
- Be responsive to the changing needs of the business community by offering high quality, relevant, flexible programs.

Student Success

Achieve increased educational attainment for all residents across the state.

- Enroll more underserved populations.
- Improve academic achievement for all students.
- Ensure community and technical college is affordable and accessible, especially for basic skills and part-time students, by developing bold, creative and innovative methods, including low tuition, need based tuition waivers and restructured financial aid.
- Provide smooth transitions from K12 to colleges and universities.
- Expand the pipeline to associate and bachelor’s degrees, particularly in math, science, engineering and health sciences.

Innovation

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

- Recognize and adapt to the changing nature of how people learn, access information, and communicate by making technological advancement part of the system’s strategic direction.
- Ensure state-of-the-art, lifelong education that is relevant, convenient, efficient, and ubiquitous.
- Produce better education that meets the needs of local communities by taking full advantage of cost effective partnerships and leveraging outside resources.
- Accomplishment of these goals rest upon the shoulders of our faculty and staff. They are essential to innovation in our colleges.

Accountable

We will align our accountability system with the interests of the HECB, Governor, and the legislature to ensure results, enhance our public perception and grow our legislative support.
Review of findings

• Ten areas of recommendation through 2030.
• Earlier system and gains were dampened as budget cuts took hold.
• A couple areas where analysis is incomplete or pending.
Goal 1 - Serve more students including groups underserved in the past

Mission study calls for aggressive growth in state funded enrollments to keep pace with population and the needs of the economy.

• During the recession, colleges were significantly over-enrolled with many students attending because of the economy and high unemployment.
• Early on even budget cuts did not curtail enrollments as we seemed well ahead of our 2015 mid-term target.
• In 2013 the system was still over-enrolled compared to our legislative enrollment target (138,000 FTEs). However, the 2015 midterm Mission Study target will be harder to reach as economic recovery has helped students go to work.
• Going forward, we cannot reach the 2030 Mission Study target with population growth only, it will require policy actions.
Goal 2 - Close statewide skills gap for technically trained workers

By 2030, colleges must prepare nearly 50% more students for work in order to meet the skills gap.

- Spurred by early on enrollment growth and strong retention during the recession, completions increased annually through 2011, seemingly putting us ahead of the 2015 Mission Study target.
- However, with the decline in Worker Retraining and job prep enrollments overall, filling the skills gap will be more challenging.
- WSAC, Workforce Board and SBCTC are currently updating gap study. Need for mid-level workers expected to be higher than forecast at time of Mission Study.
Goal 3 - Increase funding for adult basic skills programs

Colleges need to increase basic skills FTES 25% by 2030.

- The budget cuts trumped any efforts to create a funding plan for basic skills.
- Between 2008 and 2012 FTES steadily declined. They increased slightly in 2013, but are still lower than pre-recession levels.
- A long term funding plan for basic skills is still needed as Project I-DEA and more I-BEST pathways to college level will increase student demand.
### Goal 4 - Contribute more to the production of baccalaureate degrees

The number of students who transfer will need to increase by 25%. Applied Baccalaureates will need to grow fortyfold - to 1,400.

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfers to 4 Years</th>
<th>Applied Baccalaureate Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>17,931</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>18,946</td>
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</tr>
<tr>
<td>2012</td>
<td>19,358</td>
<td></td>
</tr>
<tr>
<td>2015</td>
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<td></td>
</tr>
<tr>
<td>2020</td>
<td>20,400</td>
<td></td>
</tr>
<tr>
<td>2025</td>
<td>21,200</td>
<td></td>
</tr>
<tr>
<td>2030</td>
<td>22,000</td>
<td></td>
</tr>
</tbody>
</table>

- Western Governors University was the most significant contributor to transfer growth in 2012.
- Applied Baccalaureate (BAS) degrees also increased substantially, although from a small base. Colleges and system are reviewing BAS goals now in order to increase programs.
Goal 5 - Work with P-20 partners to create seamless pathways for students

As part of having effective transitions, Running Start will increase by 35%.

- Ahead of 2015 mid-term target despite legislation that restricts the number of credits paid for by State, Running Start continues to be attractive to students and parents.
- However, two segments of high school students that have less participation in Running Start are low income and Hispanic students. Both of these groups are major components of growth in K-12 enrollments going forward.
Goal 6 - Using performance measures and funding as incentives to improve student retention and achievement

By 2030 Colleges will increase student achievement by 60%.

- Degrees, apprenticeships and certificates increased 67% from 2009 (Mission baseline) to 2013 prelim).
- Overall achievement increased 40%, slowed down of late by fewer new enrollments.
- State Board has approved changes to metrics and funding model pursuant to a system review and CCRC recommendations.
Goal 7 - Investing and sustaining faculty and staff excellence

Washington Community and Technical College faculty salaries lag by nearly 14%

- Both faculty and staff (not shown) salaries lagged peer salaries in other states by 14%.
- The data for this recommendation are based upon a 2007-08 independent study and were not updated during the economic downturn.
- WACTC has created a taskforce to study compensation in their 2013-14 work plan.
All of the colleges are dedicated to improving their facility conditions and are making steady progress by prioritizing their limited resources.

Wireless access was deployed quickly as it is an integral part of the learning environment.

Surveys are performed once every two years. Data are reported for the preceding academic year. The facility condition survey for 2013 was started in March and will be completed in December. The next wireless access survey is scheduled for the summer of 2014.

* Interpolated data.
Goal 9 - Promote adoption of web-based and mobile technology tools for eLearning and online student services

Every student will enroll in at least one eLearning class by 2030.

- Online/hybrid continue to be popular with students.
- Online/hybrid growth rate has slowed considerably and the 2015 mid-term target is in some jeopardy.
- The system-wide move to Canvas and innovations like Project I-DEA should reinvigorate their growth.
Goal 10 - Devote a larger share of system resources to teaching and learning by making smarter use of technology and promoting efficiencies in college governance

- The system ERP is proceeding.
- Governance was examined in the Efficiency Study where it was found that the system spends less overall than other states and expends a smaller share of its total expenditures on administration and a larger share for instruction and student support than other states.
- The study recommended looking to CTCLink (rather than governance) for further efficiencies.
RETREAT AGENDA ITEM
September 10, 2013

Topic
ctcLink Discussion

Description
Modernizing the college system’s core technology has been a vision of the Board since 2008. Initiatives of this scale are complex and difficult both from a technology aspect and a business process change aspect. At the Board’s retreat in 2010, it discussed enterprise goals for ctcLink. The Board will have a discussion on the progress toward those goals and other ideas that have potential to leverage ctcLink to best serve students and to support Board strategic priorities.

Board goals for ctcLink from 2010 retreat:

- Single Student Record
- Single Student ID Number
- Single Employee Record
- Single Employee ID Number
- Single Admissions Application
- Single Financial Aid Application
- Single Student Transcript
- Shared Degree Audit
- Master Course Catalog

Additional goals identified:

- Implement technical and operational standards
- Restrict software customizations

Discussion Questions

- How can the vision of ctcLink be sustained over time?
- How can ctcLink support the Board in asking the really big questions?

Analysis

The goals the Board identified for ctcLink have a direct improvement on services to students and employees. These goals also position the technology provided by ctcLink to deliver data that is high quality, high volume, and real time. This data will be consistent from college to college and the enterprise as a whole. This data will inform the Board in making fact-based decisions and becomes a catalyst for strategy evolution. ctcLink can potentially be the catalyst to help the Board to start knowing what it does not know.
Background Information

ctcLink Project Documents: http://ctclink.sbctc.edu

Outcomes

The Board will provide feedback to staff relative to the current status of the ctcLink project and progress toward the identified goals. The Board will have an opportunity to identify additional goals.

Prepared by: Mike Scroggins, mscroggins@sbctc.edu, (360) 704-4377
RETREAT AGENDA ITEM
September 9, 2013

Topic

Applied Baccalaureate Degrees

Description

Applied baccalaureate degrees build on the workforce mission and programmatic strengths of community and technical colleges to serve the needs of local and state employers. Applied baccalaureate degrees are defined in statute as degrees “specifically designed for individuals who hold an associate of applied science degree, or its equivalent, in order to maximize application of their technical course credits toward the baccalaureate degree,” and “are based on a curriculum that incorporates both theoretical and applied knowledge and skills in a specific technical field.”

The State Board for Community and Technical Colleges has statutory authority to approve applied baccalaureate degree programs offered by community and technical colleges. By Board policy, the Board discusses a Statement of Need with each proposing college, and acts on completed proposals at a subsequent Board meeting considering recommendations from a system review committee and Board staff.

Key Questions

- What are the results so far for colleges and students enrolling in and graduating from applied baccalaureate degree programs?
- What growth goals should the college system pursue?
- Should the Board consider revisions to the degree approval process or criteria to achieve those goals?
- Should the goals be reflected in the college system’s budget requests?

Analysis

The number of colleges offering applied baccalaureate degrees and the number of applied baccalaureate degree programs has increased rapidly in recent years. As of June 2013, the Board has approved 17 degree programs at ten community and technical colleges. Ten additional degree programs have completed the Statement of Need and had Board study session discussions, including proposals by two new colleges proposing to offer their first applied baccalaureate degrees. Colleges have expressed interest in 27 additional degree programs, including six new colleges interested in offering their first applied baccalaureate degrees.

At the February 2013 meeting, the Board revised the approval process to remove the Higher Education Coordinating Board from the approval process, consistent with legislative action, and affirmed the existing criteria for proposed degree programs. Board members asked for a chart identifying approved programs, proposed programs discussed by the Board, and proposed programs under development by colleges. An updated chart is provided in Attachment A.
Program outcomes. At the June meeting, Board members asked staff to provide an analysis of results from the system’s applied baccalaureate degree programs. This first outcomes evaluation is provided in Attachment B. The evaluation shows positive trends in enrollment growth and student diversity, and positive employment and earnings gains in spite of the recent economic recession. Following are key findings in the report.

Programs are growing by meeting their local community needs:
- In 2013, colleges enrolled 729 students (475 FTES), compared to 141 students (77 FTES) in 2008, the first year that programs were offered.
- Student diversity in the applied baccalaureate programs has increased over time and the gender gap is decreasing. African American and Hispanic students represent an increasing share of enrollments. The applied management program at Columbia Basin College (a Hispanic serving institution) and the behavioral science program at Seattle Central Community College (majority students of color) have made substantial contributions to diversity among graduates. Peninsula’s applied management program increased from none to 11 percent Native American students last year.
- The percent of males has increased as applied baccalaureate programs have been added at technical colleges and the share of men has increased as older programs have grown.

First applied baccalaureate degree graduates have strong employment and earnings gains.
- The number of graduates has more than tripled from 52 in 2010 to 160 in 2012, due in part to high retention rates throughout the programs. Each year colleges retain or graduate an average of 86 percent of their fall enrollment by the end of the academic year. Centralia College had a 100 percent retention rate in their first year.
- The overall employment rate was 82 percent, including a 100 percent employment rate at Columbia Basin College.
- The typical student saw an earnings gain of $8,495, or 26 percent for graduates in 2010 and 2011, including a 48 percent gain for graduates of Bellevue’s interior design program.
- The median annualized earnings for all applied baccalaureate graduates is $32,253, with the highest earners coming from Bellevue’s radiology program at $85,936.
- These employment rates and earnings gains occurred in a recession economy.

Applied baccalaureate degree goals. The college system’s presidents (WACTC) had a two-hour presentation and discussion about the future of applied baccalaureate degrees at their summer retreat in 2012. As a result, the presidents formed a system work group supported by SBCTC staff to develop a position paper proposing system goals, policies, guiding principles for degree programs, funding levels, and models. The position paper was endorsed by WACTC at their summer retreat in July 2013 (Attachment C). Key recommendations include the following:
- A goal of contributing five percent of Washington’s bachelor degree graduates by 2018, compared to the current contribution at one percent. Achieving this goal would require the addition of five new applied baccalaureate degree programs or cohorts each year (compared to the current rate of three new programs) with a graduation rate of 60 percent within two years (compared to the current rate of 50 percent).
- An annual determination of high demand programs by the system’s Instruction Commission (vice presidents of instruction) including emerging occupations.
- Requiring coordination among applied baccalaureate programs serving similar industry clusters and increased student transferability among those programs.
- Considering new funding for applied baccalaureate degree programs through the college system’s operating budget request.
Funding. The 2013 Legislature appropriated $500,000 to develop at least two applied baccalaureate degree programs that align with high school STEM programs. In June, the Board delegated authority to the Executive Director to award funds to colleges using criteria consistent with SB 5624. As required, State Board staff worked with Office of Superintendent of Public Instruction staff to develop and execute a Request for Proposals (RF) from community and technical colleges interested in offering new STEM related applied baccalaureate degrees. Proposals were submitted by eight colleges in response to the RFP, and reviewed by a system committee of college, State Board, and Public Instruction staff. Based on recommendations from the review committee, the Executive Director approved awards to five community and technical colleges:

- Computer Information Systems, Olympic College, $200,000
- IT Secured Applications Development, Green River Community College, $80,877
- Molecular BioScience, Bellevue College, $58,297
- Sustainable Practices Technology, Cascadia Community College, $62,500
- IT Applications Development, Renton Technical College, $98,326

All five colleges have completed the Statement of Need and will be scheduled for study session discussions with the Board. Two of the five colleges, Cascadia and Renton, are proposing their first applied baccalaureate degrees.

Attachment A: Washington Community and Technical College Applied Baccalaureate Degree Programs
Attachment B: Research Report 13-6, Bachelor of Applied Sciences: Outcomes Evaluation
Attachment C: Applied Baccalaureate Degree Program WACTC Position Paper

Outcomes

Board members will have an opportunity to discuss the future direction for community and technical college applied baccalaureate degrees, including goals, program outcomes, and funding. Darby Kaikkonen, SBCTC Research Policy Associate; Edward Esparza, SBCTC Student Services Policy Associate; and Jack Bermingham, Highline Community College President and chair of WACTC’s applied baccalaureate degree work group will participate in the Board discussion.

Prepared by: Jan Yoshiwara, 360 704-4353, jyoshiwara@sbctc.edu
            Darby Kaikkonen, 360 704-1019, dkaikkonen@sbctc.edu
            Edward Esparza, 360 704-4319, eesparza@sbctc.edu
# Washington’s Community and Technical Colleges
## Applied Baccalaureate Degree Programs

September 2013

<table>
<thead>
<tr>
<th>College</th>
<th>Degree</th>
<th>Status</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue</td>
<td>Radiation and Imaging Sciences</td>
<td>Approved in 2007</td>
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</tr>
<tr>
<td>Olympic</td>
<td>Nursing</td>
<td>Approved in 2007</td>
<td></td>
</tr>
<tr>
<td>Peninsula</td>
<td>Applied Management</td>
<td>Approved in 2007</td>
<td></td>
</tr>
<tr>
<td>South Seattle</td>
<td>Hospitality Management</td>
<td>Approved in 2007</td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Interior Design</td>
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<tr>
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<td>Approved in 2009</td>
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</tr>
<tr>
<td>Bellevue</td>
<td>Information Systems and Information Technology</td>
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</tr>
<tr>
<td>Centralia</td>
<td>Applied Management</td>
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<tr>
<td>South Seattle</td>
<td>Professional Technical Teacher Education</td>
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<tr>
<td>Green River</td>
<td>Information Technology: Network Administration and Security</td>
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<td>International Business</td>
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<tr>
<td>Lake Washington</td>
<td>Transportation and Logistics Management</td>
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<td>Fall 2014</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Public Health Administration</td>
<td>Board review 5/13</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>College</td>
<td>Degree</td>
<td>Status</td>
<td>Target</td>
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<tr>
<td>South Seattle</td>
<td>Sustainable Building Science Technology</td>
<td>Board review 5/13</td>
<td>FALL 2014</td>
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<tr>
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<td>Fall 2015</td>
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<td>Fall 2015</td>
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<tr>
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<td>Respiratory Care</td>
<td>Board review 6/13</td>
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<td>Youth Development</td>
<td>Board review 6/13</td>
<td>Fall 2014</td>
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<td>Molecular BioScience</td>
<td>Board review 10/13</td>
<td>Fall 2014</td>
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<td>Cascadia</td>
<td>BAS: Technology in Sustainable Practices</td>
<td>Board review 10/13</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Green River</td>
<td>Information Technology: Secured App Development</td>
<td>Board review 10/13</td>
<td>Fall 2014</td>
</tr>
<tr>
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<td>Computer Information Systems</td>
<td>Board review 10/13</td>
<td>Fall 2014</td>
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<td>BAS: Applications Development</td>
<td>Board review 10/13</td>
<td>Fall 2014</td>
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<td>Fall 2014</td>
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<td>Homeland Security Emergency Management</td>
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<td>Molecular Bio Sciences</td>
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<td>Dental Hygiene</td>
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<td>Clark</td>
<td>Applied Management</td>
<td>Intent expressed</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Clover Park</td>
<td>Aerospace Engineering Technician or Advanced Materials</td>
<td>Intent expressed</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Nursing RN-B</td>
<td>Intent expressed</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Data Analytics</td>
<td>Intent expressed</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Green River</td>
<td>Marketing and Entrepreneurship</td>
<td>Intent expressed</td>
<td>Fall 2014</td>
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<td>Green River</td>
<td>Court Reporting and Captioning</td>
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<td>Fall 2014</td>
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<td>Forest Management</td>
<td>Intent expressed</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Highline</td>
<td>International Business: Supply Chain Management</td>
<td>Intent expressed</td>
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<tr>
<td>Lake Washington</td>
<td>Biomedical Engineering Technology (2+2 with EWU)</td>
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<td>Fall 2015</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Energy Systems Engineering Technology</td>
<td>Intent expressed</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Manufacturing Engineering Technology</td>
<td>Intent expressed</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>College</td>
<td>Degree</td>
<td>Status</td>
<td>Target</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------</td>
<td>--------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Olympic</td>
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<td>Fall 2015</td>
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<td>Olympic</td>
<td>Leadership and Supervision</td>
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<td>Renton</td>
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<tr>
<td>Renton</td>
<td>Applied Management</td>
<td>Intent expressed</td>
<td>Fall 2014</td>
</tr>
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<td>Digital Media</td>
<td>Intent expressed</td>
<td>TBD</td>
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<tr>
<td>North Seattle</td>
<td>Computer Programing</td>
<td>Intent expressed</td>
<td>Fall 2014</td>
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<td>Environmental Conservation</td>
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<td>Fall 2014</td>
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<tr>
<td>Spokane</td>
<td>Nursing RN-B</td>
<td>Intent expressed</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Wenatchee Valley</td>
<td>Nursing RN-B</td>
<td>Intent expressed</td>
<td>Fall 2014</td>
</tr>
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</table>
Bachelor of Applied Sciences: Outcomes Evaluation

August 2013

Introduction

Community and technical colleges (CTCs) play an important role in producing baccalaureate degree graduates in Washington State. Baccalaureate degrees that build upon the professional-technical associate degree provide expanded opportunities for both graduates and employers by providing the upper-division coursework in an applied field. Programs developed at the CTCs provide a clear pathway for students who may be place-bound or have difficulty finding a transfer opportunity for their applied baccalaureate degree. The programs also help to address the gap found by some employers of successfully recruiting qualified applicants who have the job-specific technical skills as well as the skills learned through a baccalaureate program.\(^1\) In addition to recruiting new personnel, BAS programs are beneficial to employees already working in a technical field who wish to be promoted to higher level management or specialized positions which may require a bachelor’s degree.

The Washington State Board for Community & Technical Colleges (SBCTC) advocated for CTC applied baccalaureate programs because it would help:

- Meet state goals for increasing the total number of baccalaureate degrees awarded by 2019 to 42,400 per year. The community and technical college system will need to increase the number of students who transfer to a baccalaureate program, which includes increasing the number of applied baccalaureate programs at the CTCs.
- Expand the workforce mission of CTCs to serve the needs of local and state employers.
- Increase educational pathways for professional-technical associate graduates who have been limited in their ability to apply credits toward a bachelor degree. The workforce student population is comprised of a large portion of people of color, older working adults, and people (primarily women) who are place-bound with family responsibilities.

Applied baccalaureate programs originated from the 2005 Legislature passing E2SHB 1794, giving the State Board authority to select pilot programs at designated CTCs. Subsequently, the 2010 legislature passed Substitute House Bill 2655 giving the SBCTC authority to approve CTC applied baccalaureate degree programs. This removed the pilot status of the CTC applied baccalaureate programs.

As of the conclusion of academic year 2012-13, seventeen programs in ten colleges have been approved for applied baccalaureate degrees, with students enrolled in ten programs in eight colleges (seven programs are in development). The following evaluation describes the outcomes

---

\(^1\) Workforce Training and Education Coordinating Board, Employer Survey 2004.
of students in the programs, such as enrollments and demographics over time, completions, and employment outcomes for students who have graduated and entered the workforce following their program. The ten programs described in this paper include:

- **Bellevue College** – Bachelor of Applied Science in Radiation and Imaging Sciences, 2007; Bachelor of Applied Arts in Interior Design, 2009; Bachelor of Applied Science in Health Care Technology and Management, 2011
- **Centralia College** – Bachelor of Applied Science in Applied Management, 2012
- **Columbia Basin College** – Bachelor of Applied Science in Applied Management, 2009
- **Lake Washington Institute of Technology** – Bachelor of Technology in Applied Design, 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

**Key Findings**

Key findings for enrollments and graduates through 2013 show programs are growing by reaching out to their local communities. Employment and earnings for first graduates demonstrate strong gains made even more significant by occurring in the midst of the recession.

**Programs are growing by meeting their local community needs:**

- In 2013, colleges enrolled 475 full-time equivalents (FTE), 729 headcount enrollments. This is an increase from 77 FTES, 141 students in 2008, the first year that programs were offered.
- The number of BAS programs has increased from four to ten in the past six years.
- Throughout the recession, more students attended full-time.
- Student diversity in the BAS programs has increased over time and the gender gap is decreasing. Both populations of students who identify as African American and Hispanic represent a larger share of the enrollment. The percent of males has also increased as more programs in technical fields have been added. Along with these shifts, the average age of BAS students has come down to 34 years old from 37 at the start of the programs. The majority begin their baccalaureate studies already having earned an associate’s degree from a WA CTC.
- Bellevue has been one of the most active colleges to offer programs within the CTC system, having placed an additional three programs under development, which should go online by fall 2014, bringing their total to eight programs.
- The management program at Columbia Basin College (CBC) has quadrupled since 2007 making it the largest BAS program. As a Hispanic serving institution, CBC has played an important role in increasing enrollments for this group. CBC has developed a model that centers on their initial BAS program in Applied Management. Through this, CBC has developed BAS programs in Cyber Security, Project Management, and soon Nursing.
- Lake Washington’s Applied Design program has over time increased enrollments substantially for male students and students who identify as Hispanic. Lake Washington currently has five new programs in the queue for enrollment starting fall 2014.
Peninsula’s Applied Management program (one of the first BAS programs), continues to grow at a significant rate. One of the ways it has grown is by increasing the percent of students identifying as Native American from zero percent in 2008 to 11 percent in 2013. The percent of males has also increased.

Seattle Central’s Behavioral Science program serves a majority of students of color; more than one-third identify as African American. Additionally, nearly 90 percent of Central’s students begin the program with an associate degree from a WA CTC. This suggests that the program provides a strong pathway to a baccalaureate degree for historically underserved students from the CTC system. The college has three more programs scheduled for implementation in fall 2014.

**First Graduates have strong employment and earnings gains**

- The number of graduates in BAS programs has more than tripled from 52 in 2010 to 160 in 2012, due in part to high retention rates throughout the programs. Each year colleges retain or graduate an average of 86 percent of their fall enrollment by the end of the academic year. Centralia College, which started its first program in Applied Management in 2012, had a 100 percent retention rate for the year.
- The overall employment rate for BAS graduates in 2010 and 2011, seven quarters after graduating, was 82 percent. Columbia Basin had a 100 percent employment rate. The median annualized earnings for all BAS graduates is $32,253, with the highest earners coming from Bellevue’s Radiology program ($85,936) and the lowest from Lake Washington’s Applied Design program ($25,631)
- Graduates who were employed at the time of graduation were also evaluated for increases in median earnings seven quarters following their last quarter enrolled. For the graduates who had both pre and post earnings (Interior Design, Applied Management, Hospitality Management, Management, and Radiology), the earnings gain was $8,495 (26 percent), including a 48 percent increase for Bellevue’s Interior Design program.
- These outcomes are made significantly more promising because the economy was in recession, hindering both employment and earnings.
Section One. Historical Enrollments and Demographics: All Programs

System Enrollments
The first applied baccalaureate programs (BAS) were introduced in 2007. Over the six years that the programs have been in place, FTES and headcount have increased substantially. Figure 1 below shows the headcount and FTE of all matriculated students in the system.

In comparing the patterns of headcount and FTE growth, the most significant growth of the BAS programs occurred between 2007 and 2010, after which growth has slowed. Figure 2 below shows the annual growth rates in both headcount and FTE between 2007 and 2013.

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2 “Matriculated” students are those who in a BAS program through meeting admission requirements and under the baccalaureate tuition schedule. Additional FTE are served to students not in a program, but who take upper division courses.
Of significant note is the growth in headcount is flat as of 2013, while FTES’ growth rate have begun to increase after three years of decline. This can be explained in part by a major shift in enrollment status since the inception of the BAS programs. The average number of quarters attended in a year by students has not changed significantly over this time; however, the distribution of part time to full time has changed. When the BAS programs first began enrolling students in 2007, two-thirds of the enrollments were of part-time status. In 2009-10 that number decreased to 50 percent, then decreased to 44 percent of enrollments by 2012-13. This shift is demonstrated below in Figure 3.

**Figure 3**

![Distribution of Full and Part Time Enrollments](image)

**System Demographics**
The next figures summarize the overall demographics of all BAS students in the years since the programs began.

**Figure 4**

![Race and Ethnicity: All Programs](image)
Diversity of students in BAS programs has increased. In 2007, students identifying as White made up 78 percent of all enrolled students, which has dropped to 67 percent as of 2013. The percent of participation for students identifying as African American and Hispanic has doubled between 2007 and 2013 for both groups, from 4% to 9% and 5% to 10%, respectively.

Figure 5

As noted in the introductory goals of BAS programs, one of the service populations of the programs is place bound females with family responsibilities. This is demonstrated by females making up more than three-fourths of the students in 2007. However, as new programs have come on board, particularly in the technical colleges, the diversity in gender has increased by the percent of female students served decreasing to two-thirds in 2013.

BAS students are typically older, although the average age dropped from 37 to 34 between 2007 and 2011. All students accepted into BAS programs are required to have at least an associate’s degree. The data on prior education of BAS students shows that the majority of BAS students come into the program with an associate degree from a WA CTC.

Figure 6

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3 Students are counted in up to two reported race/ethnicities for the entirety of the report.
Figure 7

Prior Education: All Programs

- Bachelor's degree or higher
- Associate from other institution
- Associate Degree from WA CTC

<table>
<thead>
<tr>
<th>Year</th>
<th>Bachelor's or higher</th>
<th>Associate from other institution</th>
<th>Associate Degree from WA CTC</th>
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</thead>
<tbody>
<tr>
<td>2008</td>
<td>7%</td>
<td>17%</td>
<td>53%</td>
</tr>
<tr>
<td>2009</td>
<td>6%</td>
<td>19%</td>
<td>58%</td>
</tr>
<tr>
<td>2010</td>
<td>11%</td>
<td>12%</td>
<td>53%</td>
</tr>
<tr>
<td>2011</td>
<td>10%</td>
<td>10%</td>
<td>55%</td>
</tr>
<tr>
<td>2012</td>
<td>9%</td>
<td>11%</td>
<td>55%</td>
</tr>
<tr>
<td>2013</td>
<td>8%</td>
<td>9%</td>
<td>65%</td>
</tr>
</tbody>
</table>
Section Two: Program Historical Enrollments and Demographics

The following section summarizes the enrollment and demographic trends for each of the eight programs who have had enrollments for a minimum of three years. Figures 8 and 9 begin with the headcount and FTES for all programs with enrollments up through 2012-13.

Figure 8

Bachelor of Applied Science: Historical FTES

Figure 9

Bachelor of Applied Science: Historical Headcount
Bellevue College: Bachelor of Applied Arts in Interior Design
Bellevue’s Bachelor of Applied Arts in Interior Design program began in 2010. Enrollments increased drastically in 2011, but began declining over the last two years. The program serves a relatively high percentage of students who identify as Asian, and a high percentage of females. Students are slightly younger than students in other BAS programs in the state, and also unlike other BAS programs, only about one-quarter come to the program with an associate degree from a WA CTC.

![Figure 10](image)

**Figure 11**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>19%</td>
<td>13%</td>
<td>16%</td>
<td>22%</td>
</tr>
<tr>
<td>African American</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3%</td>
<td>5%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>Other, multi-racial</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>76%</td>
<td>78%</td>
<td>73%</td>
<td>72%</td>
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<table>
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<th>Gender</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>91%</td>
<td>95%</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td>Male</td>
<td>9%</td>
<td>5%</td>
<td>6%</td>
<td>10%</td>
</tr>
</tbody>
</table>

| Average age                  | 34    | 32    | 31    | 32    |

<table>
<thead>
<tr>
<th>Prior education</th>
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</thead>
<tbody>
<tr>
<td>Associate Degree from WA CTC</td>
<td>28%</td>
<td>24%</td>
<td>21%</td>
<td>31%</td>
</tr>
<tr>
<td>Associate from other institution</td>
<td>8%</td>
<td>7%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Bachelor’s degree or higher</td>
<td>31%</td>
<td>24%</td>
<td>21%</td>
<td>23%</td>
</tr>
<tr>
<td>Other</td>
<td>33%</td>
<td>45%</td>
<td>50%</td>
<td>40%</td>
</tr>
</tbody>
</table>

| Total Headcount              | 64    | 136   | 135   | 106   |
Bellevue College: Bachelor of Applied Arts Radiology and Imaging Services

Bellevue’s Bachelor of Applied Arts in Radiology and Imaging Services program began in 2008. Enrollments increased drastically in 2010, but began declining in 2010-11. However, as enrollments have declined, the diversity in the program has increased, especially for students who identify as African American. The gender distribution of the students in the program has changed drastically since 2008, going from nearly three-fourths female to only about 40 percent of the enrollment in 2013. The average age of students has gone down from 37 in 2008 to 34 in 2013, and about half had an associate degree from a WA CTC.

Figure 12

Bellevue: Radiology: Headcount and FTE

Figure 13

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>4%</td>
<td>6%</td>
<td>16%</td>
<td>15%</td>
<td>22%</td>
<td>15%</td>
</tr>
<tr>
<td>African American</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7%</td>
<td>4%</td>
<td>6%</td>
<td>8%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Other, multi-racial</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>89%</td>
<td>88%</td>
<td>72%</td>
<td>70%</td>
<td>67%</td>
<td>74%</td>
</tr>
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<table>
<thead>
<tr>
<th>Gender</th>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>72%</td>
<td>70%</td>
<td>67%</td>
<td>63%</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>Male</td>
<td>28%</td>
<td>30%</td>
<td>33%</td>
<td>37%</td>
<td>41%</td>
<td>59%</td>
</tr>
</tbody>
</table>

| Average age             | 37   | 36   | 33   | 33   | 31   | 34   |

<table>
<thead>
<tr>
<th>Prior education</th>
<th></th>
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<td>Associate Degree from WA CTC</td>
<td>56%</td>
<td>59%</td>
<td>32%</td>
<td>35%</td>
<td>35%</td>
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<tr>
<td>Associate from other institution</td>
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<tr>
<td>Bachelor's degree or higher</td>
<td>2%</td>
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<td>10%</td>
<td>11%</td>
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<td>6%</td>
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<tr>
<td>Other</td>
<td>23%</td>
<td>7%</td>
<td>41%</td>
<td>36%</td>
<td>40%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>43</td>
<td>54</td>
<td>108</td>
<td>109</td>
<td>105</td>
<td>49</td>
</tr>
</tbody>
</table>
Columbia Basin College (CBC): Bachelor of Applied Science in Management

Columbia Basin’s Bachelor of Applied Science in Management program began in 2010. Enrollment in the program has quadrupled, making it the largest BAS program in the system as of 2013. As the program has grown, so has the percentage of students of color, most notably students who identify as Hispanic (14 percent in 2010 to 27 percent in 2013). The gender distribution of the students in the program has not changed significantly, and the average age of students has gone down slightly. In 2013 more than three-fourths of students in the program had come in with an associate degree from a WA CTC.

CBC has been able to leverage significant support with its business community, such as the Department of Energy (DOE). With a strong internal BAS infrastructure, CBC has remained consistent with program and enrollment growth.

![Figure 14](image)

![Figure 15](image)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>0%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>African American</td>
<td>0%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14%</td>
<td>20%</td>
<td>24%</td>
<td>27%</td>
</tr>
<tr>
<td>Other, multi-racial</td>
<td>0%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>86%</td>
<td>70%</td>
<td>67%</td>
<td>63%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>58%</td>
<td>52%</td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td>Male</td>
<td>42%</td>
<td>48%</td>
<td>50%</td>
<td>45%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average age</th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>36</td>
<td>36</td>
<td>34</td>
<td>34</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Prior education</th>
<th></th>
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<th></th>
</tr>
</thead>
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<tr>
<td>Associate Degree from WA CTC</td>
<td>72%</td>
<td>78%</td>
<td>77%</td>
<td>77%</td>
</tr>
<tr>
<td>Associate from other institution</td>
<td>12%</td>
<td>12%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>5%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>12%</td>
<td>8%</td>
<td>11%</td>
<td>16%</td>
</tr>
</tbody>
</table>

| Total Headcount             | 43   | 73   | 102  | 142  |
Lake Washington Institute of Technology: Bachelor of Technology in Applied Design
Lake Washington’s Bachelor of Technology in Applied Science in Management program began in 2010. Enrollment in the program doubled in 2011 and has remained steady. The race/ethnic makeup of students has changed. In 2013, students who identify as African American, Native American, and Hispanic comprised 17 percent of the students in the program, whereas there were none at the start. The largest change in student characteristics is the increase in the percentage of male students from 42 percent in 2010 to 65 percent in 2013. The program has also begun serving a larger percentage of students with an associate degree earned outside of the WA CTC system.

Figure 16

![Figure 16](image1.png)

**Lake Washington: Applied Design: Headcount and FTE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>2011</td>
<td>41</td>
<td>38</td>
</tr>
<tr>
<td>2012</td>
<td>41</td>
<td>36</td>
</tr>
<tr>
<td>2013</td>
<td>40</td>
<td>34</td>
</tr>
</tbody>
</table>

Figure 17

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>18%</td>
<td>19%</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>African American</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>0%</td>
<td>3%</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>Other, multi-racial</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>82%</td>
<td>76%</td>
<td>76%</td>
<td>78%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>58%</td>
<td>46%</td>
<td>34%</td>
<td>35%</td>
</tr>
<tr>
<td>Male</td>
<td>42%</td>
<td>54%</td>
<td>66%</td>
<td>65%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average age</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31</td>
<td>32</td>
<td>34</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior education</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree from WA CTC</td>
<td>88%</td>
<td>83%</td>
<td>71%</td>
<td>73%</td>
</tr>
<tr>
<td>Associate from other institution</td>
<td>4%</td>
<td>5%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>8%</td>
<td>5%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>7%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Total Headcount**

<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>26</td>
</tr>
<tr>
<td>2011</td>
<td>41</td>
</tr>
<tr>
<td>2012</td>
<td>41</td>
</tr>
<tr>
<td>2013</td>
<td>40</td>
</tr>
</tbody>
</table>
Olympic College: Bachelor of Science in Nursing

Olympic College’s Bachelor of Science in Nursing program was one of the first beginning in 2007-08. Enrollment in the program rose steadily until 2013, and then began declining. The student characteristics have fluctuated over time, but in general the student body is comprised of students who identify as White, and are predominantly female. Sixty-three (63) percent of students in 2013 had earned an associate degree from a WA CTC.

![Figure 18](image-url)

### Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>13%</td>
<td>5%</td>
<td>6%</td>
<td>0%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>African American</td>
<td>5%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5%</td>
<td>3%</td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Other, multi-racial</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>74%</td>
<td>78%</td>
<td>80%</td>
<td>88%</td>
<td>70%</td>
<td>68%</td>
</tr>
</tbody>
</table>

### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>88%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>14%</td>
</tr>
</tbody>
</table>

### Average age

| Average age | 38 | 39 | 38 | 37 | 36 | 34 |

### Prior education

<table>
<thead>
<tr>
<th>Prior education</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree from WA CTC</td>
<td>41%</td>
<td>45%</td>
<td>54%</td>
<td>61%</td>
<td>52%</td>
<td>63%</td>
</tr>
<tr>
<td>Associate from other institution</td>
<td>7%</td>
<td>15%</td>
<td>9%</td>
<td>11%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>12%</td>
<td>8%</td>
<td>7%</td>
<td>5%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>39%</td>
<td>33%</td>
<td>30%</td>
<td>23%</td>
<td>21%</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Total Headcount**

|            | 41  | 40  | 54  | 62  | 100 | 87  |
Peninsula College: Bachelor of Applied Science in Applied Management

Peninsula College’s Bachelor of Applied Science in Applied Management was one of the first programs beginning in 2007-08. After a slight dip in 2011, enrollment in the program has increased substantially. Diversity has increased over time, particularly for students who identify as Native American, increasing from zero percent at the start of the program to 11 percent in 2013. Peninsula’s program serves more than half of all students in BAS programs who identify as Native American, thus this growth accounts for much of the increase in diversity for this population for the system. The percent of male students has increased from 25 percent in 2008 to nearly 40 percent in 2013, and nearly three-fourths of students in the program had entered with an associate degree from a WA CTC.

**Figure 20**

![Peninsula: Applied Management: Headcount and FTE](image)

**Figure 21**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>2%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>African American</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Native American</td>
<td>0%</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Other, multi-racial</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>89%</td>
<td>83%</td>
<td>81%</td>
<td>85%</td>
<td>76%</td>
<td>75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>75%</td>
<td>69%</td>
<td>67%</td>
<td>51%</td>
<td>54%</td>
<td>61%</td>
</tr>
<tr>
<td>Male</td>
<td>25%</td>
<td>31%</td>
<td>33%</td>
<td>49%</td>
<td>46%</td>
<td>39%</td>
</tr>
</tbody>
</table>

| Average age                  | 40   | 35   | 38   | 36   | 35   | 34   |

<table>
<thead>
<tr>
<th>Prior education</th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree from WA CTC</td>
<td>78%</td>
<td>76%</td>
<td>67%</td>
<td>76%</td>
<td>75%</td>
<td>73%</td>
</tr>
<tr>
<td>Associate from other institution</td>
<td>13%</td>
<td>10%</td>
<td>15%</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
<td>14%</td>
<td>13%</td>
<td>12%</td>
<td>13%</td>
<td>15%</td>
</tr>
</tbody>
</table>

| Total Headcount              | 32   | 42   | 52   | 49   | 76   | 99   |
Seattle Central Community College: Bachelor of Applied Science in Behavioral Science
Seattle Central Community College’s Bachelor of Applied Science in Behavioral Science began in 2010. In the four years the program has been in place, enrollment has more than doubled. The college has developed innovative student support practices that encourage student participation and retention from under-represented populations in their BAS programs. The program is currently the only program in the system that serves a majority students of color, more than one-third being students who identify as African American. Additionally, nearly 90 percent of Central’s students begin the program with an associate degree from a WA CTC.

![Figure 22](image_url)

**Figure 22**

Seattle Central: Behavioral Science: Headcount and FTES

<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
<th>FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>2011</td>
<td>60</td>
<td>48</td>
</tr>
<tr>
<td>2012</td>
<td>75</td>
<td>46</td>
</tr>
<tr>
<td>2013</td>
<td>85</td>
<td>53</td>
</tr>
</tbody>
</table>

**Race/Ethnicity**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>8%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>African American</td>
<td>33%</td>
<td>35%</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td>Native American</td>
<td>6%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3%</td>
<td>5%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Other, multi-racial</td>
<td>6%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>44%</td>
<td>52%</td>
<td>41%</td>
<td>49%</td>
</tr>
</tbody>
</table>

**Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>91%</td>
<td>80%</td>
<td>80%</td>
<td>78%</td>
</tr>
<tr>
<td>Male</td>
<td>9%</td>
<td>20%</td>
<td>20%</td>
<td>22%</td>
</tr>
</tbody>
</table>

**Average age**

<table>
<thead>
<tr>
<th>Average age</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>41</td>
<td>40</td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

**Prior education**

<table>
<thead>
<tr>
<th>Prior education</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree from WA CTC</td>
<td>86%</td>
<td>87%</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>Associate from other institution</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Total Headcount**

<table>
<thead>
<tr>
<th>Total Headcount</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35</td>
<td>60</td>
<td>75</td>
<td>85</td>
</tr>
</tbody>
</table>
Seattle South Community College: Bachelor of Applied Science in Hospitality Management

Seattle South Community College’s Bachelor of Applied Science in Hospitality Management was one of the first programs that began in 2007-08. Enrollment in the program has stair-stepped up, with a large increase in 2012. The program currently serves more than one-fifth students who identify as Asian and 14 percent students who identify as African American. The percent of students who identify as Hispanic has decreased substantially over time, down to just one percent in 2013 from 15 percent at the start of the program. The percent of male students has increased from 28 percent in 2008 to 44 percent in 2013. Currently, less than half of students in the program had come in with an associate degree from a WA CTC. South Seattle has made a concerted effort to develop a student mentoring program as to support retention for its program participants.

![Figure 24](image)

**Figure 24**

**Figure 25**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>15%</td>
<td>15%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>21%</td>
</tr>
<tr>
<td>African American</td>
<td>15%</td>
<td>11%</td>
<td>8%</td>
<td>15%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Native American</td>
<td>5%</td>
<td>2%</td>
<td>6%</td>
<td>6%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15%</td>
<td>11%</td>
<td>4%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other, multi-racial</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>50%</td>
<td>62%</td>
<td>63%</td>
<td>56%</td>
<td>62%</td>
<td>61%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>72%</td>
<td>63%</td>
<td>63%</td>
<td>63%</td>
<td>58%</td>
<td>56%</td>
</tr>
<tr>
<td>Male</td>
<td>28%</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>42%</td>
<td>44%</td>
</tr>
</tbody>
</table>

| Average age               | 34   | 32   | 30   | 28   | 30   | 32   |

<table>
<thead>
<tr>
<th>Prior education</th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Associate Degree from WA CTC</td>
<td>36%</td>
<td>53%</td>
<td>65%</td>
<td>62%</td>
<td>59%</td>
<td>49%</td>
</tr>
<tr>
<td>Associate from other institution</td>
<td>16%</td>
<td>16%</td>
<td>8%</td>
<td>8%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>12%</td>
<td>12%</td>
<td>13%</td>
<td>14%</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>36%</td>
<td>19%</td>
<td>14%</td>
<td>17%</td>
<td>20%</td>
<td>29%</td>
</tr>
</tbody>
</table>

| Total headcount           | 25   | 57   | 63   | 65   | 88   | 85   |
Section Three: Retention and Graduations

With some programs beginning in 2007, colleges began graduating students with applied baccalaureate degrees in 2010 (Figure 26). The number of graduates each year continues to grow, due in part to high retention rates throughout the programs. As shown in Figure 27, each year colleges retain or graduate an average of 86% of their fall enrollment by the end of the academic year. Centralia College, who started their first program in Applied Management in 2012, had a 100 percent retention rate for the year.

Figure 26 Graduates by Program

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue</td>
<td>Applied Arts in Inter. Design</td>
<td>0</td>
<td>39</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Radiology and Imaging Sciences</td>
<td>12</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Management</td>
<td>0</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Applied Design</td>
<td>0</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Olympic</td>
<td>Nursing</td>
<td>6</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>Peninsula</td>
<td>Applied Management</td>
<td>14</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Seattle Central</td>
<td>Behavioral Science</td>
<td>0</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Seattle South</td>
<td>Hospitality Management</td>
<td>20</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>System Total</td>
<td></td>
<td>52</td>
<td>141</td>
<td>160</td>
</tr>
</tbody>
</table>

Figure 27

Annual Fall to Spring Retention or Graduation
Section Four: Employment and Earning of Applied Baccalaureate Degree Completers

Graduates from 2010 and 2011 were matched for employment rates as of seven quarters (two years) after completing their programs. The total employment rate for BAS graduates is 82%, with Columbia Basin having a 100 percent employment rate. The median annualized earnings for all BAS graduates is $32,253, with the highest earners coming from Bellevue’s Radiology program ($85,936) and the lowest from Lake Washington’s Applied Design program ($25,631).

Figure 28 Employment Rate and Earnings 7 Quarters after Graduation

<table>
<thead>
<tr>
<th>Graduate Program</th>
<th>Graduates</th>
<th>Number Employed within 2 Years</th>
<th>Percent Employed</th>
<th>Median Adjusted Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue- Interior Design</td>
<td>27</td>
<td>21</td>
<td>78%</td>
<td>$29,528</td>
</tr>
<tr>
<td>Bellevue- Radiology</td>
<td>21</td>
<td>17</td>
<td>81%</td>
<td>$85,936</td>
</tr>
<tr>
<td>Columbia Basin- Management</td>
<td>17</td>
<td>17</td>
<td>100%</td>
<td>$40,298</td>
</tr>
<tr>
<td>Lake Washington- Applied Design</td>
<td>13</td>
<td>11</td>
<td>85%</td>
<td>$25,631</td>
</tr>
<tr>
<td>Olympic- Nursing</td>
<td>13</td>
<td>10</td>
<td>77%</td>
<td>$49,857</td>
</tr>
<tr>
<td>Peninsula- Applied Management</td>
<td>22</td>
<td>21</td>
<td>95%</td>
<td>$27,420</td>
</tr>
<tr>
<td>Seattle Central- Behavioral Science</td>
<td>11</td>
<td>8</td>
<td>73%</td>
<td>*</td>
</tr>
<tr>
<td>Seattle South- Hospitality Mang.</td>
<td>39</td>
<td>28</td>
<td>72%</td>
<td>$27,431</td>
</tr>
<tr>
<td>Total</td>
<td>163</td>
<td>133</td>
<td>82%</td>
<td>$32,253</td>
</tr>
</tbody>
</table>

Average Annual Wages $39,951

*Redacted due to group size

Graduates who were employed at the time of graduation were also evaluated for increases in median earnings seven quarters following their last quarter enrolled. For the graduates who had both pre and post earnings (Interior Design, Applied Management, Hospitality Management, Management, and Radiology), the earnings gain was $8,495 (26 percent), including a 48 percent increase for Bellevue’s Interior Design program.

Figure 29 Earnings at Graduation and Two Years Following Graduation

<table>
<thead>
<tr>
<th>Graduate Program</th>
<th>Graduates</th>
<th>Median Annualized Earnings at Graduation</th>
<th>Median Annualized Earnings 7 Quarters after Graduation</th>
<th>Percent Increase in Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue- Interior Design</td>
<td>17</td>
<td>$15,319</td>
<td>$29,388</td>
<td>48%</td>
</tr>
<tr>
<td>Peninsula- Applied Management</td>
<td>12</td>
<td>$17,691</td>
<td>$30,594</td>
<td>42%</td>
</tr>
<tr>
<td>Seattle South- Hospitality Mang.</td>
<td>25</td>
<td>$17,563</td>
<td>$27,965</td>
<td>37%</td>
</tr>
<tr>
<td>Columbia Basin- Management</td>
<td>14</td>
<td>$31,630</td>
<td>$39,239</td>
<td>19%</td>
</tr>
<tr>
<td>Bellevue- Radiology</td>
<td>11</td>
<td>$67,042</td>
<td>$82,934</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>$23,753</td>
<td>$32,248</td>
<td>26%</td>
</tr>
</tbody>
</table>
Applied Baccalaureate Degree Program
WACTC Position Paper

Context

The presidents conducted a study session in July 2012 to discuss the role of community and technical colleges in baccalaureate production for Washington State. As a result of the study session, WACTC Executive Committee requested that the WACTC Education Committee form a system work group to write a position paper that addressed applied baccalaureate needs based upon workforce demand.

Purpose of the position paper

The purpose of the position paper is to provide system direction and guidance for applied baccalaureate degree programs in the state.

WACTC specifically asked the work group to respond to the following related to applied baccalaureate degree production as defined in statute.

- Recommend overarching goals of the CTC system in bachelor degree production.
- Develop guiding principles for determining degree programs amongst colleges including preparedness of the college, cost of implementation and infrastructure development, demand.
- Recommend governance and approval structure to be approved by the State Board.
- Determine funding model and funding levels to build and sustain programs.

The work group included representation from:
- Washington Association for Community and Technical Colleges
- Business Affairs Commission
- Instruction Commission
- Student Services Commission
- Articulation and Transfer Council

Guiding Principles

The following principles guided the review, analysis and recommendations made by the work group.

Applied baccalaureate degrees offered by Washington’s community and technical colleges will be delivered through a coordinated effort within the community and technical college system and will;

- Align with current and future state economic and workforce needs to fill skills gaps by providing programs that equip students with technical skills and credentials needed by industry and that lead to family wage jobs.
• Provide pathways to regional applied baccalaureate opportunities for individuals who hold professional and technical associate's degrees, who are place bound, and who have been historically underserved in higher education. This includes increasing incumbent worker and re-training opportunities for citizens.

• Expand applied baccalaureate opportunities when a public four-year institution does not offer the program in the region or does not have capacity to expand a program to meet industry demand in the region.

• Maintain or exceed high academic baccalaureate standards through qualified faculty and rigorous program content.

• Minimize unnecessary program duplication whenever possible by sharing resources and expertise, especially among similar programs offered by different colleges.

• Create opportunities to respond to changing needs.

• Establish funding structures that support student access and success and develop and sustain program operation and growth.

Workgroup Analysis

The work group acknowledges the new and emerging mission of community and technical college’s in offering applied baccalaureate degrees and the dynamic tension in doing so while maintaining historical core mission areas, working within shrinking financial resources, and meeting local demand while seeking a coordinated statewide effort to minimize program duplication.

The work group reviewed multiple models for projecting community and technical college baccalaureate production to determine a target system goal by 2018. This included a review of the 2008 Strategic Master Plan goals, current community and technical college baccalaureate production growth, historical and current numbers of professional and technical graduates entering baccalaureate programs, and the number of baccalaureate degree completers projected for public four-year colleges and universities by 2018. The committee decided that the best method to establish a target was to predict the number of public four-year college and university degree completers by 2018 and to recommend that community and technical college applied baccalaureate degrees contribute at least 5% of the total public baccalaureate degrees predicted for 2018.

The workgroup researched employment projections by occupation and education level, looking specifically at occupations requiring baccalaureate degrees as outlined in the 2010 Georgetown University study and the 2012 Employment Security Department LMEA publication. Both documents identified the following high demand occupations for Washington State and needing to be filled by bachelor degree graduates through 2018:

July 18, 2013
- Science, Technology, Engineering and Math
- Healthcare practitioners and support
- Management and professional office
- Education
- Food and personal services
- Community services and art

The WACTC Education Services Committee thoroughly reviewed the current program approval process and criteria used by the State Board for applied baccalaureate programs. The committee recommended removal of the philosophical conversation step and slight wording modifications to the criteria. The State Board members approved the wording changes but elected to continue the philosophical conversation step of the approval process.

The committee examined the appropriate governance and support structures needed to advocate for development, growth and sustainability of programs. The committee determined that the current system governance structure used to establish legislative priorities is the appropriate advocacy structure for applied baccalaureate programs. The committee also determined that the Centers of Excellence could play an important supportive role with applied baccalaureate degree programs that fit within the industry cluster COEs serve.

The committee also reviewed all policies associated with applied baccalaureate programs including tuition and international student enrollment policies.

The committee created a financial model that colleges can use as a guide when starting a new applied baccalaureate program. This model may also be used as a starting point to craft a financial request to the legislature (see attached model). This model is not intended to be used as a requirement in the approval process.

The committee spent time considering the parameters of the current statute that gives authority for community and technical colleges to offer applied baccalaureate degrees. The statute requires applied baccalaureate degrees to be built from professional and technical programs to primarily serve professional and technical graduates. Given WACTC’s directive to create a position paper within the scope of current statutory provisions, the group considered ways to expand applied baccalaureate degrees in emerging fields when a professional and technical program may not currently exist. It is worth noting that some college administrators are interested in exploring a statutory change that expands the authority of community and technical college to offer baccalaureate degrees.

**Recommendations**

1. The community and technical college system should begin enrolling students (average 22 students per year, per program) in five (5) new applied baccalaureate degree programs each year through 2018 with a graduation rate of 60% within two years to meet our desired goal of contributing 5% to public
baccalaureate degree production by 2018 (target is 1189 graduates by 2018). We are currently on pace to enroll students in three (3) new programs per year. We currently graduate approximately 50% of juniors in an applied baccalaureate degree program within two years.

2. Colleges should maintain flexibility to respond to regional high demand—high wage employment needs. In responding to regional needs, colleges may consider applied baccalaureate programs consistent with employment demand in statewide priority cluster areas as determined by the Instruction Commission or its designated council.

3. The Instruction Commission should review and update the priority occupational list each year to ensure the statewide employment demand list is consistent with current and future workforce needs.

4. Criteria should be added to the Statement of Need that includes a description of how the proposing college has coordinated with similar industry cluster BAS program staff to minimize unnecessary duplication and allow the greatest transferability for students among like programs.

5. The Centers of Excellence, representing the community and technical college system, should support BAS programs that align with their industry when identifying skill gaps, determining industry trends, and providing professional development for faculty.

6. Colleges are encouraged to not only build applied baccalaureate programs from existing professional and technical programs but also to build a professional and technical associate’s degree and applied baccalaureate degree pathway simultaneously in emerging occupational areas.

7. The Executive Director of SBCTC should align the International Student Enrollment Policy to be consistent with the system enrollment rules.

8. The expansion of applied baccalaureate degree programs should be considered when establishing system priorities and funding request to the legislature. New program funding is critical to meet the projected demand and fulfill the target graduation goal outlined in this document.

9. Presidents should advocate for applied baccalaureate funding through the WACTC priority budgeting process and program authority through the State Board program approval process.
**Updated June 3, 2013**

*This is intended to be a helpful guide to colleges offering applied baccalaureate degrees. Amounts will differ at each campus based upon program.*

### Costs per 25 FTES Cohort

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Level</th>
<th>Unit Cost (Salary / Benefits)</th>
<th>Extended Cost</th>
<th>Incremental increase</th>
<th>New level</th>
<th>Extended Cost</th>
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<tbody>
<tr>
<td>Faculty</td>
<td>1.00</td>
<td>90,000</td>
<td>90,000</td>
<td>1.00</td>
<td>2.00</td>
<td>180,000</td>
</tr>
<tr>
<td>Director</td>
<td>1.00</td>
<td>90,000</td>
<td>90,000</td>
<td>-</td>
<td>1.00</td>
<td>90,000</td>
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<tr>
<td>Support/Outreach</td>
<td>0.50</td>
<td>60,000</td>
<td>30,000</td>
<td>0.25</td>
<td>0.75</td>
<td>45,000</td>
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<tr>
<td>Library</td>
<td>0.20</td>
<td>60,000</td>
<td>12,000</td>
<td>0.20</td>
<td>0.40</td>
<td>24,000</td>
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<td>Tech Support</td>
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<td>60,000</td>
<td>15,000</td>
<td>0.10</td>
<td>0.35</td>
<td>21,000</td>
</tr>
<tr>
<td><strong>subtotal</strong></td>
<td></td>
<td></td>
<td>237,000</td>
<td></td>
<td></td>
<td>360,000</td>
</tr>
<tr>
<td><strong>Per FTE</strong></td>
<td></td>
<td></td>
<td>11,850</td>
<td></td>
<td></td>
<td>9,000</td>
</tr>
</tbody>
</table>

**On-going costs (varies program by program)**

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<table>
<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Development/Review</td>
<td>9,000</td>
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<td>18,000</td>
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<td></td>
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<tr>
<td>Program operating costs (varies)</td>
<td>9,000</td>
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<td></td>
<td>18,000</td>
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<td></td>
</tr>
<tr>
<td>Program materials/LMS support</td>
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<td></td>
<td></td>
<td>18,000</td>
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<tr>
<td>Library materials/databases</td>
<td>15,000</td>
<td></td>
<td></td>
<td>10,000</td>
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<tr>
<td><strong>Subtotal staffing and on-going</strong></td>
<td>279,000</td>
<td></td>
<td></td>
<td>424,000</td>
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</tr>
<tr>
<td><strong>Per FTE</strong></td>
<td></td>
<td></td>
<td>13,950</td>
<td></td>
<td></td>
<td>10,600</td>
</tr>
</tbody>
</table>

**Overhead costs @ 30%**

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</tr>
</thead>
<tbody>
<tr>
<td>Total all costs</td>
<td>362,700</td>
<td></td>
<td></td>
<td>551,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Per FTE</strong></td>
<td>18,135</td>
<td></td>
<td></td>
<td>13,780</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Less Average Net Tuition

<p>| | | | | | | |</p>
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</thead>
<tbody>
<tr>
<td>Required support level</td>
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<td></td>
<td></td>
<td>-7000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11,135</td>
<td></td>
<td></td>
<td>6,780</td>
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</tbody>
</table>
RETREAT AGENDA ITEM
September 9, 2013

Topic

Student Achievement Initiative

Description

Following a yearlong system review that was also informed by external evaluation, the State Board approved changes recommended by Washington Association of Community and Technical Colleges (WACTC) to both the Achievement points and the funding model.

The Trustees Association for Community and Technical College (TACTC) continues to focus statewide trustee development on student success policies and using data to track improvements and evaluate college strategies. TACTC has asked SBCTC staff to support a special workshop in conjunction with their annual fall meeting in October 2013. Trustees, presidents and SBCTC staff will make presentations focused on using Student Achievement data for measuring college performance. Colleges will have an opportunity to review their own data and compare themselves to the system as a whole.

Key Questions

- What are the State Board’s expectations for advancing the Student Achievement Initiative?
- Do the kinds of analytics to be presented at the fall workshop support Board expectations for using Student Achievement data to inform policy and practice?

Analysis

In 2011 and 2012, TACTC hosted two Governance Institute for Student Success (GISS) workshops led by staff from the American Association for Community College Trustees and the Community College Leadership Program, University of Texas, Austin. These workshops were well attended by college trustees, presidents and State Board members. TACTC has asked State Board staff to support a follow up workshop for trustees using analytics from the revised Student Achievement metrics approved by the Board in December 2012.

Using the new achievement points, performance in three key policy areas will be shown: (1) transitions from basic skills; (2) completion of college math for students beginning in pre-college; and (3) college completion. Trustees will see three years of data for each analytic with further disaggregation for race/ethnicity. Each college will see its data in comparison to the system. At the system level the data show a positive, improving trend in all three areas, but with substantial room for further gains.

SBCTC research staff worked with college researchers to produce the analyses. One expectation is that this work can continue so that colleges and the SBCTC can better understand and interpret performance gains to share and spread promising practices.
Background Information

Attachment A: PowerPoint – Measuring Up

Outcomes

The Board will have an opportunity to discuss expectations for and ways to support the Student Achievement Initiative.

Prepared by: David Prince, 360-704-4347, dprince@sbctc.edu
Measuring Up:
*Using Student Achievement Data to Measure College Performance*

*Analytics for State Board Retreat*
*Sept 2013*
• Trustees Association of Community and Technical Colleges (TACTC), Washington Association of Community and Technical Colleges (WACTC) and State Board for Community and Technical Colleges (SBCTC) staff will present the new Student Achievement measures recommended by WACTC and approved by SBCTC, with a focus on using the data to help evaluate and share student success strategies at the colleges.

• The session will provide an important opportunity to connect Student Achievement measures with college success policies.
• Annual Student Achievement Initiative performance data for three key policy areas addressed in the new Student Achievement measures for basic skills, college readiness in math, and completions will be presented.

• Analytics are applied to measure achievement in the most recent three academic years 2010, 2011, and 2012 (2013 data will not be available until after the workshop).

• Each college is compared to the system.
Basic Skills – Increase transition to college for current and former basic skills students

- **Why is this policy area important?** Basic skills students includes Adult Basic Education (ABE)/High School Equivalency (HSE) and English as a Second Language (ESL). These students need to move beyond basic skills in order to meet the overarching goal of increasing all Washingtonians’ post-secondary attainment. Student Achievement was revised to measure basic skills students who transition beyond basic skills.

- **Who is in the cohort?** All current and former basic skills students enrolled in a given year make up an annual cohort. Former is restricted to those enrolled the year before - to emphasize acceleration. Three annual cohorts are presented for this workshop.

- **How is transition measured?**

  \[
  \text{% of students who transition in a year} = \frac{\text{Basic skills cohort who increases achievement beyond basic skills in a year}}{\text{Basic skills cohort enrolled in a year}}
  \]
10% of current or former basic skills students move beyond basic skills in a year. Some ESL transitions are masked because as their English improves these students move to higher levels of ABE/HSE. However transition is the most challenging for this population.

ESL- English as A Second Language, ABE- Adult Basic Education, HSE- High School Equivalency
• **Why is this policy area important?** Current research shows that multiple pre-college levels and the ways we assess students for college readiness can create barriers for students. Student Achievement was revised to measure pre-college students only when they become college ready and complete their college level math.

• **Who is in the cohort?** All current and former pre-college math students enrolled in a given year make up an annual cohort. Former is restricted to those enrolled the year before - to emphasize acceleration. Three annual cohorts are presented.

• **How is math completion measured for this cohort?**

\[
\text{\% of pre-college math students in a year who complete college math = } \frac{\text{pre-college math student cohort who completes college math in a year}}{\text{All pre-college math students in the cohort enrolled in a year (who have not already completed college math)}}
\]
Marked improvement in accelerating pre-college math students to college math since 2009-10.
Colleges are using and adopting new processes for placement, competency-based transcription, and integrated instruction models. Still much room for further improvement.
All race/ethnic groups have improved since 2009-10. Students who identify as African American, Hispanic and Native American lag behind students who identify as Asian and White on this measure.
College Completion - Increase the number of graduates each year.

- **Why is this policy area important?** The colleges’ 3 year graduation/transfer rate is 47% for a new fall cohort. In addition, our system ranks near the upper third of states for the number of students we graduate each year as a percent of all new, continuing and returning students enrolled. Still, to significantly increase college completion, we will have to graduate more students every year.

- **Who is in the cohort?** The full cohort includes all students in the year who indicated their goal was to complete a certificate or degree, and all students who complete certificates and degrees are counted as a completer.

- **How is the completion measured?**

| Completers per total students enrolled = | Total completer cohort ÷ All students enrolled in the year with the goals of completing a certificate or degree |
Over the course of the Student Achievement Initiative, total completions increased 46%.
While our colleges rank near the upper third of college systems for graduates per student enrolled, more students must graduate every year to substantially raise state educational attainment.
Of the total number of new, continuing and returning academic students enrolled each year, 11% complete during the year. Many students persist, but make only incremental progress, stop out or attend part-time. A two year degree increases the odds of transfer and eventual BA attainment.
Of the total number of new, continuing and returning workforce students enrolled, 20% complete during the year. Inclusion of certificates raises the yield. However many students still leave early with no completion despite the labor market value that is attached to a credential.
Completers Per Student Enrolled (continued) –
All groups improving, but gaps exist

**Academic Transfer Degrees Awarded Per Students Enrolled**

**Workforce Certificates and Degrees Awarded Per Students Enrolled**
College trustees will review their college’s data with system comparisons in their college groups

### Reviewing College Data

- College trustees will review their data and how it compares to the system.
  - How is your college doing relative to the system?
  - Which areas have been policy priorities for your college?
  - What is your college’s policy goal for student success?
  - What data/information is most helpful to you for understanding and overseeing this policy area?
Next steps for the year

Use these analytics in a dashboard for colleges for these three key policy areas.

Expand the number of specific analytics, working with college researchers, by identifying other system and college student success polices and strategies that are key to achievement.
DR. GENE SHARRATT
BIOGRAPHICAL INFORMATION

Dr. Sharratt is currently the Executive Director for the Washington Student Achievement Council. Created by the Legislature in 2012, the Council is the lead state agency bringing together all sectors of the state’s education system to improve access, achievement and outcomes for all Washington citizens, from early learning through higher education. One of the Council’s primary duties is building a comprehensive 10-year Roadmap that will help guide education reform and innovation.

Before joining the Governor’s Cabinet, Dr. Sharratt spent ten years as a college professor and twenty-plus years as a K-12 classroom teacher, principal, assistant superintendent, school superintendent, and ESD superintendent in international and public schools. This experience was in Washington, Alaska and Norway.

Dr. Sharratt enjoys writing and has published numerous articles in professional journals and magazines. He is the past president of the Washington Educational Research Association and serves on the editorial board for Washington Kappan.

Education:

Ph.D. Washington State University
MA Pacific Lutheran University
BA Washington State University
AA Highline Community College

Some of Gene’s awards include:

- 2013 Lifetime Legacy Award, Washington Association of School Administrators
- Distinguished Alumni Award, College of Education, Pacific Lutheran University, September 2009
- National Educational Administrator of the Year Award May 1988. NAEOP, San Francisco, CA.
- Outstanding Teacher Award, June 1982. Pi Lamda Theta Educational Honorary Society, Washington State University, Pullman, WA.
Our mission is to **strengthen partnerships** in the pursuit of an **accessible and aligned educational system**, supportive of **lifelong learning** and responsive to **workforce demand**.
We can make no better investment in our future than education.
Council overview
Challenges
Roadmap Project
Moving forward
Discussion and recommendations
The Council
2012 House Bill (ESSHB) 2483

Five
Governor appointed citizen members

Four
Education sector members

WSAC Agency
Executive Director
Council Members
Governor Appointees

Jeff Charbonneau
2013 National Teacher of the Year Chemistry, Physics, Engineering

Maud Daudon, Chair
President & CEO of Seattle Metropolitan Chamber of Commerce

Karen Lee, Vice Chair
CEO of Pioneer Human Services, Western WA University Trustee

Dr. Susana Reyes
Assistant Superintendent, Mead School District

Rai Nauman Mumtaz
Premed Student, University of Washington Tacoma
Council Members
Education Sector Representatives

Marty Brown
Executive Director of SBCTC
Two year public colleges

Paul Francis
Executive Director of Council of Presidents
Four year public institutions

Ray Lawton, Secretary
Rumpeltes & Lawton, LLC
Independent Colleges of Washington

Scott Brittain
Assistant Superintendent, Ferndale School District
K-12 education system
Education • Opportunity • Results

WSAC Agency

Financial aid

GEAR UP

Institutional authorization

Advocacy

Policy & Research

GET
5 Challenge Areas

Readiness

Affordability

Capacity & Success

Technology

Accountable Investments
A Plan to Increase Educational Attainment in Washington
Roadmap Action Recommendations

11 Sept.
10, 2013
Washington Student Achievement Council

**Increased Attainment**

**Alignment**

**Readiness** • Affordability • Capacity & Success • Technology • Accountable Funding

**Time**

- **2013-15**
  - 0% tuition increase resident undergrads
  - $606 million investment in State Need Grant
  - $36 million for College Bound Scholarship program

- **2014-15**
  - Action Recommendations

- **2015-17**
  -

- **2016-17**
  -

- **2017-19**
  -

**Increased Attainment**
Roadmap Development Process

2012 Strategic Action Plan

Policy Planning Issues
- Early Learning
- Outreach and Support
- Alignment
- Remedial Education
- Affordability
- Increased Demand
- Skills and Knowledge
- Technology
- Funding

Critical Challenges
1. Readiness
2. Affordability
3. Capacity and Success
4. Technology
5. Stable and Accountable Funding

2013 10-Year Roadmap Development

Organizational Phase
- Specifying Scope and Schedule of the Issues Analyses
- Designating Council Member Leads and Council Staff Teams for the Issue areas
- Organizing External Workgroups

Policy Issue Analysis Phase
- Planning Issue Background Briefings
- Planning Issue Policy Options Briefings

Roadmap Actions Analysis Phase
- Issue Area Actions Specification of Actions Expected Outcome(s)
- Time Period of Action(s) & Outcomes Leading Indicators (Metrics)
- Relational Analysis of Issue Area Actions
- Outcome Based Integration of Issue Area Actions (Action Sets)

Roadmap Recommendations
- Prioritization of Action Sets (within and between)
- Legislative and Fiscal Analysis

2013 10-Year Roadmap

Fall 2012
- Fall 2012

Winter 2013
- Spring – Summer 2013

Spring – Summer 2013
- Fall 2013
Moving Forward

When the **legislature** is moved to act...

*Constituents demand access and affordability.*

When the **economy** offers a pathway...

*Improving economy supports increased investment.*

When **local interests** complement **state interests**...

*Higher education goals are in harmony with state goals.*

When the **vision** is compelling...

*Education is an investment in our future.*

When **social justice** dominates community discourse...

*All students have the right to a quality education.*
Roadmap Supports Working WA

Vision
A Working Washington built on education and innovation...where all Washingtonians thrive.

Mission
To build a thriving Washington by fostering the spirit of continuous improvement, enhancing the conditions for job creation, preparing students for the future and valuing our environment, our health and our people.

Foundational Commitments
- Create a responsive, innovative and data driven culture of continuous improvement.
- Recognize Washington's richly endowed natural resources, wonderfully diverse people, uniquely entrepreneurial drive and acknowledge our responsibility for stewardship to build upon this legacy.
- Operate state government with the expectation that success is dependent on the success of ALL.
- Create effective communication and transparency with the public regarding goals, measures and our progress in meeting and exceeding expectations.
- Deepen our focus, understanding and commitment to our citizens: Know Our Customers.

World Class Education
- Goal 1

Prosperous Economy
- Goal 2

Sustainable Energy and a Clean Environment
- Goal 3

Healthy and Safe Communities
- Goal 4

Efficient, Effective and Accountable Government
- Goal 5
**Topic**

Common Core State Standards (CCSS)

**Description**

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 and the Council of Chief State School Officers.

Washington is among 46 states, two territories and the District of Columbia committed to implementing the Common Core State Standards in English Language Arts and Mathematics for grades K-12. Washington joined the initiative in 2009.

State Superintendent of Public Instruction Randy Dorn formally adopted the K-12 Common Core State Standards (CCSS) for Mathematics and English as Washington’s academic learning standards on July 20, 2011. The CCSS replaced Washington’s 2008 mathematics standards and its 2005 reading and writing standards. To assess the new standards, Washington will be adopting the Smarter Balanced assessment system as part of one of two federally-funded multi-state consortia charged with developing assessments of the Common Core State Standards for grades 3-8 and high school. The assessments will be fully operational beginning in spring 2015.

**Discussion Questions**

- What are the Common Core State Standards, and how will they be assessed?
- How is Washington state implementing these new standards?
- What is the impact of implementing the Common Core State Standards on higher education in our state?
- How should Washington community and technical colleges be involved in the implementation process?

**Analysis**

Supporting the implementation of the Common Core State Standards in Washington will help address the Board’s System Direction goal of improving student success, particularly with respect to providing smooth transitions from high school to postsecondary education. The overall goal of the Common Core State Standards is to get students “college- and career-ready” by setting high, research-based expectations for all students. While K-12 and postsecondary systems will define exactly what that means for each state, students who meet these standards should be ready for first-year college courses and workplace training programs, preparing them for success in the 21st century global economy. Specifically, students will be ready for college-credit-bearing courses after high school graduation without the need for remediation.
**Common Core State Standards.** The Common Core mathematics standards emphasize focus, coherence and rigor, addressing a few key standards in some depth rather than the typical "mile wide, inch deep" approach of many current state standards in mathematics. The standards provide a coherent progression through the grades toward the goal of college- and career-readiness in mathematics, balancing procedural fluency, conceptual understanding, and the ability to apply mathematics to solve real-world problems.

The critical shifts in the Common Core English language arts standards, address the need for students to read and understand more varied and complex texts, building knowledge through literature and content-rich nonfiction, with an emphasis on increasing students’ ability to read carefully and craft arguments based on evidence, not just personal opinion.

**Eleventh grade assessment.** Two national consortia, with grant funding from the federal government, are developing assessment systems for the Common Core State Standards that will replace the current state testing in grades 3-8 and high school for federal accountability purposes. Students will take the Common Core high school assessment in 11th grade, not 12th, providing an opportunity for states to rethink the senior year of high school as a more active partnership between K-12 and higher education. Students assessed as “on-track” for being college-ready can be provided more opportunities for college-level work (Advanced Placement, Running Start, International Baccalaureate, College in the High School, and other dual enrollment programs), while students not yet college-ready will have options for “transition” courses to help them be college-ready by the end of the senior year.

**Core to College.** In October 2011, SBCTC received a three-year Core to College grant to develop higher education awareness of and involvement in the Common Core State Standards (CCSS) work in Washington. Led by the SBCTC, a K-16 partnership including the Office of State Superintendent of Public Instruction, the Washington Student Achievement Council, and the Council of Presidents are collaborating so that Washington higher education supports the statewide implementation of Common Core. The major project goals are to:

- Build faculty ownership and understanding of the CCSS as meaningful and useful college-readiness standards;
- Develop a statewide higher education 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;
- Promote the use of CCSS framework and Smarter Balanced assessment within higher education in ways that improve student transitions between high school and college.

The primary work of the project for 2013-14 is to develop, by fall 2014, specific higher education recommendations regarding the use of the Smarter Balanced 11th grade assessment as an indicator of college readiness in postsecondary placement in Washington. A cross-sector policy work group is being assembled to draft the recommendations this fall, get feedback from key system stakeholder groups during the winter quarter, and get final review and endorsements from these groups during spring 2014. The process will culminate with a statewide summit including college presidents, baccalaureate provosts, and local school superintendents to discuss current and planned local partnerships supporting the implementation of the higher education recommendations and the Common Core State Standards overall. A summary of the Smarter Balanced Assessment Consortium and goals for higher education is attached.

Attachment A: Summary of the Smarter Balanced Assessment Consortium and goals for higher education
Background Information

http://www.corestandards.org/
http://smarterbalanced.org/
http://www.k12.wa.us/corestandards/
http://wacore2college.wikispaces.com/Project+Overview

Outcomes

Several representatives from K-12 and higher education will join the Board retreat to interact with Board members on the state’s goals for implementing the Common Core State Standards and the roles that higher education can play in supporting successful implementation.

- Greta Bornemann, Director of Mathematics, Office of the Superintendent of Public Instruction, and member of the Core to College steering committee.
- Gene Sharratt, Executive Director, Washington Student Achievement Council
- Jill Wakefield, Chancellor, Seattle Community Colleges
- Susan Enfield, Superintendent, Federal Way School District

Prepared by: Bill Moore, 360-704-4346, bmoore@sbctc.edu
Smarter Balanced Assessment Consortium

- 26 states & territories (22 governing, 3 advisory, 1 affiliate)
- K-12 & Higher Education Leads in each state
Why is Higher Education Involved in Smarter Balanced?

• Common Core State Standards are anchored in expectations for college readiness.

• Higher education agreed when states applied for federal grant to participate in design of assessments with goal of recognizing 11th grade exam as evidence of college content-readiness.

• **Opportunity to improve college readiness, reduce remediation, and improve lower division courses, and boost completion.**
Common Core Standards Implementation: Important Roles for Higher Education

- Teacher and School Leader Preparation and Professional Development
- Clear Expectations (Assessments, Course Requirements)
- Aligned Curricula (adult, developmental, and general education)
- High School Interventions (early college, dual enrollment, etc.)
- New K-12 Curricular Materials
Smarter Balanced Goals for Higher Education

• Colleges and universities **recognize** the Smarter Balanced Grade 11 assessment as a valid measure of college content-readiness as defined by the Common Core State Standards.

• Colleges and universities **agree** on a common performance standard in English language arts/literacy and mathematics for college content-readiness.

• Colleges and universities **use** the Smarter Balanced assessment as evidence that students are ready for credit-bearing course work and can be exempted from developmental courses.
# Reaching the Goal: Expectations of Higher Education

<table>
<thead>
<tr>
<th>What is Expected</th>
<th>What is NOT Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participation in assessment design</td>
<td>• Use of Smarter Balanced assessment for admission</td>
</tr>
<tr>
<td>• Lead role in defining college readiness and standard-setting for 11th grade assessment</td>
<td>• Standardization of admission criteria or standards</td>
</tr>
<tr>
<td>• Agreement on performance standards for exemption from developmental courses in English and math</td>
<td>• Standardization of developmental or first-year curricula</td>
</tr>
<tr>
<td></td>
<td>• Complete reliance on the Smarter Balanced assessment for placement decisions (other data points and assessments may be used)</td>
</tr>
</tbody>
</table>
# Policy Framework for Grade 11 Assessment Results

| Level 1 | • Not Yet Content-Ready - Substantial Support Needed  
|         | • K-12 & higher education may offer interventions |
| Level 2 | • Not Yet Content-Ready – Support Needed  
|         | • Transition courses or other supports for Grade 12, retesting option for states |
| Level 3 | • Conditionally Content-Ready/Exempt from Developmental  
|         | • In each state, K-12 and higher ed must jointly develop Grade 12 requirements for students to earn exemption |
| Level 4 | • Content-Ready/Exempt from Developmental  
|         | • K-12 and higher education may jointly set Grade 12 requirements to retain exemption (optional for states) |

Note: Applies only to students who matriculate directly from high school to college.
Higher Education After Smarter Balanced: What’s Changed?

• Instead of multiple tests, with differing performance standards, all public schools in consortium states use the same test, content standards (Common Core) and performance standards.
• Grade 11 performance standards are pegged to college content-readiness, with standards for earlier grades mapped to Grade 11.
• In each state, K-12 and higher education set requirements for Grade 12 (may vary by institution type).
• Students, parents and teachers know where the academic “goal line” is and students can address deficiencies in high school.
• Working together, K-12 and higher education can develop appropriate grade 12 experiences for students at differing achievement levels.
• Colleges can target students for special programs based on Grade 8 scores (or earlier).
Higher Education After Smarter Balanced: What Hasn’t Changed?

• **High school exit**: Some states may use the Smarter Balanced assessment—with a lower performance standard—for high school exit, but no state currently plans to use the college content-readiness standard for this purpose.

• **Admission**: Colleges will continue to admit students according to their current standards and practices – the college content-readiness policy applies only to admitted students.

• **Placement**: While honoring the exemption from developmental education for students who have earned it, colleges may use tests (and/or other means) to determine appropriate course placement.

• **Dev ed reform**: Colleges can continue to place any student into credit-bearing courses. Grades-only placement policies are unaffected.

• **STEM**: Colleges will need to assess additional evidence for students seeking to enter more advanced mathematics courses.
SPECIAL MEETING OF THE STATE BOARD FOR
COMMUNITY AND TECHNICAL COLLEGES

MEETING MINUTES

July 12, 2013

State Board Members

Beth Willis (Chair), Lakewood
Shaunta Hyde (Vice Chair), Lake Forest Park
Sharon Fairchild, Spokane
Jim Bricker, Coupeville
Elizabeth Chen, Federal Way
Anne Fennessy, Seattle
Wayne Martin, Richland
Larry Brown, Auburn
Jay Reich, Seattle

Statutory Authority: Laws of 1967, Chapter 28B.50 Revised Code of Washington
State of Washington
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
Olympia

A C T I O N I N D E X
July 12, 2013

<table>
<thead>
<tr>
<th>Resolution Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>----</td>
<td>Adoption of Consent Agenda:</td>
<td>1</td>
</tr>
<tr>
<td>13-07-38</td>
<td>- Approval of State Board Regular Meeting Minutes for June 20, 2013</td>
<td>1</td>
</tr>
<tr>
<td>13-07-39</td>
<td>- Edmonds Community College Local Expenditure Authority, Energy Savings Project</td>
<td>1</td>
</tr>
<tr>
<td>13-07-40</td>
<td>- Bellevue College Local Expenditure Authority, Energy Savings Project</td>
<td>1</td>
</tr>
<tr>
<td>13-07-41</td>
<td>- Grays Harbor College Local Expenditure Authority, Design Services for Math and Science Building</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2013-14 Tuition Rates and 2013-15 Operating Budget Update</td>
<td>2</td>
</tr>
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</table>
CALL TO ORDER AND WELCOME

Chair Beth Willis called the State Board’s special business meeting to order at 10:00 a.m. and welcomed those present.

She requested a roll call be taken to establish a quorum.

ADOPTION OF SPECIAL MEETING AGENDA

MOTION: Moved by Shaunta Hyde and seconded by Larry Brown that the State Board adopt its July 12, 2013, special meeting agenda as presented.

MOTION CARRIED.

ADOPTION OF CONSENT AGENDA (Resolutions 13-07-38 through 13-07-40)

MOTION: Moved by Shaunta Hyde and seconded by Larry Brown that the State Board adopt the consent agenda for its July 13, 2013, special meeting as follows:

a) Approval of June 20, 2013, State Board regular meeting minutes
b) Resolution 13-07-38: Edmonds Community College Local Expenditure Authority, Energy Savings Project
c) Resolution 13-07-39: Bellevue College Local Expenditure Authority, Energy Savings Project
d) Resolution 13-07-40: Grays Harbor College Local Expenditure Authority, Design Service for Science and Math Building

MOTION CARRIED.

STATE BOARD BY-LAW REVIEW

Wayne Martin, State Board Member, presented the draft by-laws for review and asked for comment. Board member, Larry Brown, suggested an amendment to the last sentence of the second paragraph under officers so it would read, “Officers may be elected not more than twice in succession.” Board members will adopt final changes to their by-laws at the September 2013, retreat and regular meeting.
APPROVAL 2013-14 TUITION RATES AND 2013-15 OPERATING BUDGET UPDATE
(RESOLUTION 13-07-41)

Marty Brown, Denise Graham, and Nick Lutes of the State Board staff presented that the Legislature passed the 2013-15 biennial operating budget on June 28, 2013, and the Governor signed the bill into law on June 30, 2013. The Legislature establishes allowable tuition increases for the community and technical colleges in the appropriations act. The State Board has responsibility for adopting operating fees, building fees, and the maximum allowable student activity fees for the community colleges, as well as the tuition for upper division students enrolled in the system’s applied baccalaureate programs, within the authority provided in the appropriations act.

For the first time in recent memory, the State Board has not been given legislative authority to increase tuition for the coming fiscal year (2014). Instead, tuition must remain at FY 2013 levels for the next year.

The FY 2014 tuition freeze is required for both lower and upper division resident tuition schedules. The State Board has been given the discretion to increase tuition for the non-resident tuition fees by amounts judged “reasonable and necessary.” Non-resident tuition for Washington community and technical colleges is currently $9,235, ranked 19th nationally and 7 percent higher than the national average ($8,593). It is higher than Idaho ($7,151), Oregon ($8,848), Montana ($9,168), and California ($5,355).

Board members each individually noted that they were all in favor of supporting a zero increase in non-resident tuition.

Chair Beth Willis noted freezing tuition rates is a historic event and a great day for our students.

MOTION: Moved by Shaunta Hyde and seconded by Wayne Martin that the State Board adopt Revised Resolution 13-07-41 approving the lower division course tuition and fee schedule and rates, holding technical college tuition and student and activity fees, and adopting community college upper division course and tuition fee and schedule rates.

MOTION CARRIED.

EXECUTIVE DIRECTOR’S NOTES

Executive Director Marty Brown described the timeline and some potential methods for allocating the $18.5 million new “institutional funding” provided by the Legislature for fiscal year 2014. He noted the Presidents will be discussing it at their retreat in July and that the Board will receive more information and detail about possible allocation methods and how they affect the colleges and the system as they are developed. The goal is to have options for the Board to discuss and act upon at the September retreat and regular meeting.

ADJOURNMENT/NEXT MEETING

There being no further business, the State Board adjourned its special meeting of July 12, 2013, at 10:30 a.m.

______________________________
Elizabeth Willis, Chair

ATTEST:

______________________________
Marty Brown, Secretary
SPECIAL MEETING OF THE STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

MEETING MINUTES

August 14, 2013

State Board Members

Beth Willis (Chair), Lakewood
Shaunta Hyde (Vice Chair), Lake Forest Park
Sharon Fairchild, Spokane
Jim Bricker, Coupeville
Elizabeth Chen, Federal Way
Anne Fennessy, Seattle
Wayne Martin, Richland
Larry Brown, Auburn
Jay Reich, Seattle

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<tr>
<td>Adoption of Special Meeting Agenda</td>
<td>1</td>
<td></td>
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<tr>
<td>13-08-42</td>
<td>Approval of Final Action for Initial FY 2014 Allocation – Institutional Funding</td>
<td>2</td>
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</tbody>
</table>
CALL TO ORDER

Chair Beth Willis called the State Board’s special business meeting to order at 10:00 a.m. and welcomed those present.

A roll call vote was taken to establish a quorum.

ADOPTION OF SPECIAL MEETING AGENDA

MOTION: Moved by Shaunta Hyde and seconded by Jim Bricker that the State Board adopt its August 14, 2013 special meeting agenda as presented.

MOTION CARRIED.

APPROVAL OF FINAL ACTION FOR INITIAL FY 2014 ALLOCATION – INSTITUTIONAL FUNDING (RESOLUTION 13-08-42)

Denise Graham of the State Board staff presented that 2013-15 final budget passed by the Legislature contained a new, additional appropriation of $18.5 million to be used for Institutional Funding. No restrictions were placed on the appropriation and there are no new enrollments associated to the funding. At the June 20, 2013 meeting, the Board adopted the allocations enacted by the 2013-15 budget and requested that any allocation methodologies for unanticipated budget changes be brought to the Board for final approval.

Nick Lutes of the State Board staff presented that members of the presidents’ Operating Budget Committee settled upon an allocation methodology that is based on share of permanent reductions taken since 2011. The recommendation includes an option for college districts to “opt out” of receiving their allocation share by agreeing to a reduction in their state enrollment target equity in value to the additional state funding they would have received. Any enrollment target FTEs forgone by colleges choosing to exercise this option will be pooled and redistributed to eligible college districts based on projected demographic needs.
MOTION: Moved by Elizabeth Chen and seconded by Shaunta Hyde that the State Board adopt Revised Resolution 13-08-42 approving the allocation of $18.5 million appropriated for Institutional Funding and authorizing the Executive Director to approve request submitted by college districts that want to reduce their enrollment target in lieu of their share and reallocate any returned funding and associated target FTE enrollments to eligible college districts.

MOTION CARRIED.

EXECUTIVE DIRECTOR’S REPORT

- Whatcom Community College/Bellingham Technical College Transfer Degree
- Pacific Tower (Pac Med) Negotiations and Seattle Community Colleges
- South Puget Sound Community College Nursing Certification Issues
- Role of Board members at the Association of Community College Trustees Conference

ADJOURNMENT

There being no further business, the State Board adjourned its special meeting of August 14, 2013 at 11:05 a.m.

Beth Willis, Chair

ATTEST:

Marty Brown, Secretary
REGULAR MEETING AGENDA ITEM
September 12, 2013

Consent Item  Action (Resolution 13-09-43)

Topic
South Puget Sound Community College – Local Expenditure Authority for Lacey Campus Development

Description
South Puget Sound Community College is seeking approval to use up to $5,000,000 in local funds toward the development of their Lacey campus. The $10,000,000 project will include $5,000,000 in legislatively approved and locally supported financing. Expenditure of local funds for a capital purpose requires State Board authorization.

Major Considerations
- The college’s board of trustees will consider the approval of this expenditure at their October 8, 2013 meeting.
- The project is consistent with the State Board’s direction to meet the changing needs of the local economy by increasing the number of skilled employees in the area.

Analysis
South Puget Sound Community College has acquired property in downtown Lacey to replace the existing leased space at the Hawks Prairie Center and to expand academic program offerings in northeast Thurston County. The property is eight acres and includes five buildings totaling 97,600 square feet. The property has 225 parking spaces and is immediately across from a major Intercity Transit Station. The main building on this property is 48,000 square feet. The building is in fair condition. This project will allow the college to renovate and repurpose the building for academic programs.

In the 2013-15 Capital Budget the Legislature authorized financing of $5,000,000 for this project. The project is expected to cost $10,000,000. The entire project is being paid for with non-appropriated and non-allotted, or local, college funds.

The college will identify the improvements necessary to meet their programming needs, develop performance specifications, and other documents necessary to complete the construction using a single firm responsible for design and construction. The college will use a design-build delivery method to expedite the completion of the project and limit the college’s financial risks. The design-build contractor will be competitively selected in accordance with the state’s alternative public work delivery laws.

For expediency, the college has requested State Board approval contingent upon their local board of trustee’s approval.
Background Information

The original acquisition of the property was authorized by State Board resolution 12-06-20 behind Tab 7g:
http://www.sbctc.edu/general/admin/June_2012-Regular_Signed_Resolutions.pdf

The State Board’s 2013-15 Capital Budget Request including $5,000,000 of alternative financing for this project in Attachment E of resolution 12-06-22:
http://www.sbctc.ctc.edu/general/admin/June_2012-Regular_Signed_Resolutions.pdf

The financing was authorized in Section 7014(1.b) of the 2013-15 Capital Budget bill ESSB 5035: http://apps.leg.wa.gov/documents/billdocs/2013-14/Pdf/Bills/Session%20Laws/Senate/5035-S.SL.pdf

Recommendation

Staff recommends approval of Resolution 13-09-43, authorizing South Puget Sound Community College local expenditure authority, not to exceed $5,000,000, for the Lacey Campus Development, contingent upon the approval of their board of trustees.

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

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 13-09-43

A resolution relating to South Puget Sound Community College’s local expenditure authority.

WHEREAS, South Puget Sound Community College is seeking approval to use local funds up to $5,000,000 to develop the Lacey campus; and

WHEREAS, the project will cost $10,000,000 including the legislatively authorized $5,000,000 in local supported financing; and

WHEREAS, the project will provide the college with the ability to meet the needs of the local economy by increasing the number of skilled employees in the area; and

WHEREAS, the college’s board of trustees will consider approving the expenditure on October 8th, 2013;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes South Puget Sound Community College local expenditure authority, not to exceed $5,000,000, for development of the Lacey campus, contingent upon approval of their board of trustees.

APPROVED AND ADOPTED on September 12, 2013.

______________________________  ______________________________
Elizabeth                       Willis, Chair

ATTEST:

______________________________
Marty Brown, Secretary
REGULAR MEETING AGENDA ITEM  

Consent Item  Action (Resolution 13-09-44)  

September 12, 2013  

Whatcom Community College – Local Expenditure Authority for Student Recreation Center  

Description  

Whatcom Community College is seeking approval to use an additional $1,076,000 in local funds for their Student Recreation Center project. The project is expected to cost $13,076,000 including $11,000,000 in legislatively approved and locally supported financing and $1,000,000 in local funds previously approved by the State Board. Expenditure of local funds for a capital purpose requires State Board authorization.  

Major Considerations  

- The Associated Students of Whatcom Community College and the college’s board of trustees have both approved this expenditure.  
- The project will increase student retention, progression, and completion through increased student engagement.  

Analysis  

This project will provide on-campus space for health and physical education as well as athletics and recreational activities by renovating 6,800 square feet and constructing 20,700 square feet of new space.  

The Associated Students of Whatcom Community College (ASWCC) have contributed to the design and funding of the Student Recreation Center. The facility will increase space for students to engage with each other. The facility will also support student-funded athletic programs and student-sponsored clubs and organization. The current facility does not meet their growing needs for this type of space.  

In the 2013-15 Capital Budget the Legislature authorized financing of $11,000,000 for this project plus $1,000,000 in local cash. The project is expected to cost $13,076,000. The entire project is being paid for with non-appropriated and non-allotted, or local, college funds.  

The additional $1,076,000 in expenditure authority is necessary to meet the ASWCC’s goals for this project and they have voted to pay for this through student fees.
Background Information

The State Board’s 2013-15 Capital Budget Request included $1,000,000 in local cash and $11,000,000 of alternative financing for this project in Attachment E of resolution 12-06-22: http://www.sbctc.ctc.edu/general/admin/June_2012.Regular_Signed.Resolutions.pdf

The financing was authorized in Section 7014(1.e) of the 2013-15 Capital Budget bill ESSB 5035: http://apps.leg.wa.gov/documents/bilddocs/2013-14/Pdf/Bills/Session%20Laws/Senate/5035-S.SL.pdf

Recommendation

Staff recommends approval of Resolution 13-09-44, authorizing Whatcom Community College an additional $1,076,000 in local capital expenditure authority, for their Student Recreation Center.

Prepared by: Wayne Doty, 360-704-4382, wdoty@sbctc.edu
A resolution relating to Whatcom Community College’s local expenditure authority.

WHEREAS, Whatcom Community College is seeking approval for an additional $1,076,000 for the Student Recreation Center; and

WHEREAS, the Associated Students of Whatcom Community College and the college’s board of trustees have both approved this expenditure; and

WHEREAS, the project will cost $13,076,000 including the legislatively authorized $11,000,000 in local supported financing and $1,000,000 in local cash; and

WHEREAS, the project will provide on-campus space for health and physical education as well as athletics and recreational activities; and

WHEREAS, the project will increase student retention, progression, and completion through increased student engagement;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Whatcom Community College $1,076,000 in additional local expenditure authority for their Student Recreation Center.

APPROVED AND ADOPTED on September 12, 2013.

_________________________     _______________________
Elizabeth Willis, Chair

ATTEST:

_________________________
Marty Brown, Secretary
REGULAR MEETING AGENDA ITEM
September 12, 2013
Consent Item  Action (Resolution 13-09-45)

Topic
Edmonds Community College – Surplus Real Property to City

Description
Edmonds Community College has been working with the City of Lynnwood to improve access to the campus. The city has offered to connect the college’s 204th Street entrance via the 204th Street to Highway 99 at no cost to the college in exchange for the property necessary to create a roundabout at the intersection of 204th Street, 68th Avenue West, and the campus’ 204th Street entrance. The property has been valued at $150,600. The State Board holds title to the state-owned real property of the community and technical colleges. Surplusing the property requires State Board approval.

Major Considerations
- The benefit of improved vehicle access to the college outweighs any future need for the property.
- The college’s Board of Trustees has recommended disposal of the property for this purpose.

Analysis
RCW 28B.50.090(12) charges the State Board with the responsibility of ensuring that any surplus, sale, or exchange of real property is in the best interest of the community and technical college system. The State Board’s policy 6.40.40 requires that local boards of trustees forward a recommendation to the State Board and that the sale be managed through the Department of Enterprise Services.

The city offered to purchase the college property necessary for the roundabout but by doing so the college would have been included in a Local Improvement District (LID) for all of the improvements along 204th Street between the college and Highway 99. The college’s share of the LID was estimated to be $500,000, which would exceed the value of the land.

The surplus land includes 3,541 square feet of parcels 27042000200101 and 27042000200100 at the northwest corner of 204th Street and 68th Avenue West plus 3,021 square feet of parcel 27042000300400 along the south side of 204th Street southwest and 68th Avenue West, in Snohomish County. The project also will need temporary easement for construction adjacent to these properties.

The college’s trustees have delegated to the college president to negotiate this exchange on their behalf. The college is working with the Real Estate Division of the Department of Enterprise Services to complete the transaction in accordance with state laws.
Background Information

Attachment A: Map of the college and access improvement in this project

Attachment B: City of Lynnwood’s offer to purchase the property dated August 20, 2013 (This letter includes legal descriptions and maps of the property to be surplused.)

Recommendation

Staff recommends approval of Resolution 13-09-45, authorizing Edmonds Community College to complete the negotiations to surplus the property; and authorizing the State Board’s Executive Director to execute the documents necessary to surplus the real property to the city.

Prepared by: Wayne Doty, 360-704-4382, wdoty@sbctc.edu
A resolution relating to Edmond Community College real property.

WHEREAS, Edmonds Community College is seeking approval to surplus land to the City of Lynnwood; and

WHEREAS, the benefit of improved vehicle access to the college outweighs any future need for the property; and

WHEREAS, the college’s Board of Trustees has recommended disposal of the property for this purpose; and

WHEREAS, the college is working with the Department of Enterprise Service for the transaction; and

WHEREAS, the project will improve vehicle access to the campus;

THEREFORE BE IT RESOLVED that the State Board authorizes Edmonds Community College to complete negotiations with the City of Lynnwood to surplus the real property described in Attachment B to the City;

BE IT FURTHER RESOLVED that the State Board delegates authority to execute the documents necessary for the transaction to their Executive Director.

APPROVED AND ADOPTED on September 12, 2013.

Elizabeth Willis, Chair

ATTEST:

Marty Brown, Secretary
Edmonds Community College Access Improvements

Edmonds Community College

New Roundabout

To Be Connected

204th Street SW

68th Avenue W

Highway 99

Edmonds Community College Access Improvements

TAB 1e
Attachment A
August 20, 2013

The State of Washington
c/o State Board for Community College Education
Mr. Kevin McKay
20000 68th Ave W
Lynnwood, WA 98036

Subject: City of Lynwood – 204th Street SW Extension and Improvements
Parcel Nos. 270420-002-001-00 and 270420-002-001-01
Right of Way No. 2153-01 AND 2153-02

Dear Mr. Kevin McKay:

The City of Lynwood ("City") plans to proceed with the above-titled public project. As a part of the project, we need to purchase your property and/or property rights identified on the “Right of Way Plan” by the “parcel number” listed above. The bearer of this letter is the City of Lynnwood’s right of way agent in completing this transaction.

Your property has been examined by qualified appraisers and appraisal reviewers who have carefully considered all the elements which contribute to the market value of your property. By law, they must disregard any general increase or decrease in value caused by the project itself. Based upon the market value estimated for your property, the City’s offer is $150,600.00. The offer is broken down as follows:

- 6,562 s.f. of acquisition @ $19.00 per SF = $124,900.00
- Temporary Construction Easement 9,835 SF @ $19.00 per SF at 10% per year return for ½ year = $9,400.00
- Improvements – landscaping, pavement, curbs = $16,300.00

**TOTAL PURCHASE OFFER:**
$150,600.00

You may wish to employ professional services to evaluate the City’s offer. If you do so, we suggest that you employ well-qualified evaluators so that the resulting evaluation report will be useful to you in deciding whether to accept the City’s offer. The City will reimburse up to $750.00 of your evaluation costs upon submission of the bills or paid receipts.

If you have personal property presently located on the property being acquired by the City that needs to be moved, the City will reimburse you for the cost of moving it under the Relocation Assistance program.

Payment for your property and/or property rights will be made available to you after acceptance of the City’s offer. The date on which payment is made available to you is called the "payment date." On that date, the City becomes the owner of the property and/or property rights purchased and responsible for its control and management.
If you decide to reject the City’s offer, the City has the option to use the right of eminent domain to acquire your property for public use. In conformity with the Washington State constitution and laws, the City Attorney will file a condemnation suit to obtain a “Court Order of Public Use and Necessity”, and a trial will be arranged to determine the just compensation to be paid for the property.

The Internal Revenue Service (IRS) requires that we obtain your correct taxpayer identification number (TIN) or social security number (SSN) to report income paid to you as a result of this real estate transaction. You will be required to complete the attached W-9 form and provide it to the undersigned upon acceptance of the City’s offer.

We have attempted by this letter to provide a concise statement of our offer and summary of your rights. We hope the information will assist you in reaching a decision. Please feel free to direct any questions you may have to the undersigned. May we please have your early reply as to acceptance or rejection of this offer?

Thank you.

Sincerely,

[Signature]

By: Linda McFarlane
Right of Way Agent for City of Lynnwood
Cell phone: 206.854.1008
Email: laneassoc@comcast.net

Receipt of this letter is hereby acknowledged. I understand that this acknowledgment does not signify my acceptance or rejection of this offer.

________________________________________________________
Signature                                      Date
EXHIBIT A

STATE OF WA. SBCCE

TAX PARCEL NUMBERS 27042000200101, 27042000200100

PROJECT PARCEL NUMBER 2153-01

PARCEL DESCRIPTION

That portion of the west half of Section 20, Township 27 North, Range 4 East, W.M.,
records of Snohomish County, Washington, described as follows:
The southeast quarter of the northwest quarter of the northwest quarter of said Section 20;
Except the south 30 feet thereof;
Together with the northeast quarter of the southwest quarter of the northwest quarter of said
Section 20;
Except a 30 foot strip of land along the northerly boundary;
Also together with the east half of the southeast quarter of the southwest quarter of the northwest
quarter of said Section 20;
Except a 30 foot strip of land along the southerly boundary;
and also together with the south half of the southeast quarter of the northwest quarter of said
Section 20;
Except the county road, also known as 68th Avenue W, along the easterly boundary;
and except any portion lying with the following described property:
Beginning at the center of said Section 20; thence South 00°04'00" West along the east line of said
southwest quarter, 352.42 feet; thence North 88°02'02" West 30.02 feet to the true point of
beginning; thence continuing North 88°02'02" West 659.98 feet; thence North 28°43'15" West 49.09
feet; thence North 00°04'00" East parallel with the said east line, 205.64 feet to the point of
curvature of a non-tangent curve to the right whose radial center bears South 40°19'02" East 280.00
feet; thence along said curve to the right through a delta of 18°34'06", an arc distance of 90.74 feet;
thence North 68°15'04" East 110.00 feet to the point of a curvature of a curve to the right whose
radial center bears South 21°44'56" East 175.00 feet; thence along said curve to the right through a
delta of 53°00'00", an arc distance of 161.68 feet to the point of reverse curvature of a curve to the
left whose radial center bears North 31°15'04" East 160.00 feet;
thence along said curve to the left through a delta of 30°00'00", an arc distance of 83.78 feet; thence
South 88°44'56" East 244.16 feet to the point of curvature of a curve to the right whose radial center
bears South 01°15'04" West 25.00 feet; thence along said curve to the right through a delta of
88°48'56" an arc distance of 38.75 feet; thence South 00°04'00" West 292.20 feet to the true point of
beginning.
Except any portion lying within 68th Avenue W.
RIGHT-OF-WAY DESCRIPTION

That portion of the above described parcel lying southerly and easterly of the following described line:
Beginning on the south line of the above described parcel at a point which bears North 88°18'12" West 80.06 feet from the southeast corner thereof; thence North 0°12'47" West 25.32 feet; thence North 74°49'40" East 51.74 feet; thence North 39°37'41" East 39.09 feet; thence North 0°22'43" West 30.06 feet; thence South 88°59'44" East 5.00 feet more or less to the westerly margin of 68th Ave. W. and the end of this described line;
Containing 3,541 square feet;
Situate in Snohomish County, Washington.
EXHIBIT A
STATE OF WA. SBCCE
TAX PARCEL NUMBER 27042000300400
PROJECT PARCEL NUMBER 2153-02

PARCEL DESCRIPTION
That portion of the west half of Section 20, Township 27 North, Range 4 East, W.M., in Snohomish County, Washington described as follows:
Commencing at the northwest corner of the southwest quarter of said Section 20; thence North 89°54'22" East along the north line of said southwest quarter 986.93 feet to the true point of beginning; thence South 1°03'54" East parallel with the west line of said southwest quarter 351.83 feet; thence North 89°54'22" East parallel with the north line of said southwest quarter a distance of 1726.98 feet to the east line of said southwest quarter; thence North 1°57'51" West along said east line 351.96 feet to the northeast corner of said southwest quarter; thence South 89°54'22" West along the north line of said southwest quarter to the true point of beginning;
Except the following described property:
Beginning at the center of said Section 20; thence South 00°04'00" West along the east line of the southwest quarter 352.42 feet; thence North 88°02'02" West 30.02 feet to the true point of beginning; thence continuing North 88°02'02" West 659.98 feet; thence North 28°43'15" West 49.09 feet; thence North 00°04'00" East parallel with said east line 205.64 feet to the point of curvature of a non-tangent curve to the right which radius center bears South 40°19'02" East 280 feet; thence along said curve to the right thru a delta of 18°34'06" an arc distance of 90.74 feet; thence North 68°15'04" East 110 feet to the point of curvature of a curve to the right which radial center bears South 21°44'56" East 175 feet; thence along said curve to the right a delta of 53°00'00" an arc distance of 161.88 feet to the point of reverse curvature of a curve to the left which radial center bears North 31°15'04" East 160 feet; thence along said curve to the left thru a delta of 30°00'00" an arc distance of 83.78 feet; thence South 88°44'56" East 244.16 feet to the point of curvature of a curve to the right which radial center bears South 01°15'04" West 25 feet; thence along said curve to the right thru a delta of 88°48'56" an arc distance of 38.75 feet; thence South 00°04'00" West 292.20 feet to the true point of beginning;
Situate in Snohomish County, Washington.

RIGHT-OF-WAY DESCRIPTION
That portion of the above described parcel lying easterly of the following described line:
Beginning on the north line of the above described parcel at a point which bears North 88°18'12" West 80.06 feet from the northeast corner thereof; thence South 0°12'47" West 34.69 feet; thence South 62°26'36" East 4.47 feet more or less to the south line of said parcel and the end of this described line; Containing 3,021 square feet.
Situate in Snohomish County, Washington.
REGULAR MEETING AGENDA ITEM

September 12, 2013

Consent Item  Action (Resolution 13-09-46)

Topic

Bellevue College – Local Expenditure Authority for Bookstore Remodel

Description

Bellevue College is seeking approval to use an additional $740,000 in local funds for their Bookstore Remodel project. The Bookstore Remodel will cost $4,740,000 including $4,000,000 in local capital expenditures previously approved by the State Board. Expenditure of local funds for a capital purpose requires State Board authorization.

Major Considerations

- The college’s president has approved this expenditure under authority delegated by the college’s board of trustees.
- The project will improve the college’s operating efficiency and ability to meet student needs.

Analysis

Local expenditure of $3,500,000 for the original phase of this project including the acquisition of new warehouse space near the campus was approved by the State Board in 2009. Additional $500,000 in local expenditure was approved in 2011.

The additional expenditure authority of $740,000 for this project will allow the college to incorporate improvements for Testing, ADA, and Student Services offices into the Bookstore Remodel project.

Background Information

State Board resolution 10-09-38 included $3,500,000 for the Bookstore Remodel and $1,500,000 for the Institute of Business Information Technology:
http://www.sbctc.edu/general/admin/Signed_Resolutions_Sep_2010.pdf

State Board resolution 11-12-66:
http://www.sbctc.edu/general/admin/November_December_2011_resolutions.pdf

Recommendation

Staff recommends approval of Resolution 13-09-46, authorizing Bellevue College an additional $740,000 in local capital expenditure authority, for their Bookstore Remodel.

Prepared by: Wayne Doty, 360-704-4382, wdoty@sbctc.edu
A resolution relating to Bellevue College’s local expenditure authority.

WHEREAS, Bellevue College is seeking approval for an additional $740,000 in local capital expenditure authority for the Bookstore Remodel; and

WHEREAS, the college’s president under delegation from the college’s board of trustees has approved this expenditure; and

WHEREAS, the project will cost $4,740,000 including the previously authorized expenditure of $4,000,000 in local funds; and

WHEREAS, the additional expenditure will be used to incorporate improvements for Testing, ADA, and Student Services offices into the project; and

WHEREAS, the will improve the college’s operating efficiency and their ability to meet student needs;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Bellevue College $740,000 in additional local expenditure authority for their Bookstore Remodel.

APPROVED AND ADOPTED on September 12, 2013.

_________________________  ______________________________
Elizabeth                Willis, Chair

ATTEST:

_________________________
Marty Brown, Secretary
REGULAR MEETING AGENDA ITEM
September 12, 2013

Consent Item  Action (Resolution 13-09-47)

Topic

Bellevue College – Local Expenditure Authority for Institute of Business Information Technology

Description

Bellevue College is seeking approval to use an additional $270,000 in local funds for their Institute of Business Information Technology project. The project includes adding on about 1,500 square feet to the A building and remodeling office and classroom space. The project will cost $1,770,000 including $1,500,000 in local capital expenditures previously approved by the State Board. Expenditure of local funds for a capital purpose requires State Board authorization.

Major Considerations

- The college’s president has approved this expenditure under authority delegated by the college’s board of trustees.
- The project supports consolidation of business programs in accordance with the college’s master plan.

Analysis

Local expenditure of $1,500,000 for this project was approved by the State Board in 2009.

The additional expenditure authority of $270,000 for this project will complete the project to improve business program office and classroom space.

Background Information

State Board resolution 10-09-38 included $3,500,000 for the Bookstore Remodel and $1,500,000 for the Institute of Business Information Technology:
http://www.sbctc.edu/general/admin/Signed_Resolutions_Sep_2010.pdf

Recommendation

Staff recommends approval of Resolution 13-09-47, authorizing Bellevue College an additional $270,000 in local capital expenditure authority, for their Institute of Business Information Technology.

Prepared by:  Wayne Doty, 360-704-4382, wdoty@sbctc.edu
A resolution relating to Bellevue College’s local expenditure authority.

WHEREAS, Bellevue College is seeking approval for an additional $270,000 in local capital expenditure authority for the Institute of Business Information Technology; and

WHEREAS, the college’s president under delegation from the college’s board of trustees has approved this expenditure; and

WHEREAS, the project will cost $1,770,000 including the previously authorized expenditure of $1,500,000 in local funds; and

WHEREAS, the additional expenditure will complete the project to improve business program office and classroom space;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Bellevue College $270,000 in additional local expenditure authority for their Institute of Business Information Technology.

APPROVED AND ADOPTED on September 12, 2013.

Elizabeth Willis, Chair

ATTEST:

Marty Brown, Secretary
REGULAR MEETING AGENDA ITEM
September 11, 2013

☐ Discussion  ☒ Action (Resolution 13-09-48)

Topic
Approval of State Board Bylaws Revisions

Description
At the June State Board meeting, Board members appointed a committee to review and suggest changes to their bylaws related to the election of officers and the Board’s Executive Committee. At the Board’s request, the bylaw committee drafted language (Attachment A) to amend the bylaws.

Key Questions
- Does the draft amended bylaw language accurately reflect the requests of the Board?

Changes
The amendments:
- Provided that a nominating committee for the next chair and vice-chair will be established at the March meeting
- Limit officers’ to two successive terms
- Clarify that officers terms begin after the June meeting
- Establish an executive committee
- Clarify language concerning meeting locations
- Make technical change to the attendance policy

Background Information
Attachment A – State Board Bylaws

Recommendation/Outcomes
It is recommended that the State Board amend its current bylaws as outlined in Tab 2, Attachment A, by adopting Resolution 13-09-48.

Prepared by: Wayne Martin, State Board Member
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 13-09-48

A resolution relating to the amendment of the State Board bylaws.

WHEREAS, the State Board wishes to define the roll of a nominating committee to submit from among its members a chair and vice chair for nomination at its annual meeting, and;

WHEREAS, at its annual June meeting the Board shall elect a chair and vice-chair who, following the June meeting, shall serve for one year until successors are elected, and;

WHEREAS, officers may be elected not more than twice in succession, and;

WHEREAS, the chair, vice chair, and the immediate past chair shall serve as an “Executive Committee” to assist the director with planning Board agendas and activities between Board meetings;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the amendments to its bylaws as outlined in Attachment A to this resolution.

APPROVED AND ADOPTED on September 11, 2013

Elizabeth Willis, Chair

ATTEST:

Marty Brown, Secretary
BYLAWS OF THE
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

Name
The name of this organization shall be the State Board for Community and Technical Colleges.

Legal Basis
The legal basis for education in the community and technical college system is vested in the will of the people as expressed in the constitution of the State and the statutes pertaining to community and technical college education.

Authority
The State Board for Community and Technical Colleges shall act as the agent of the State in exercising general supervision and control over the state system of community and technical colleges. It shall be responsible for carrying out the responsibilities and duties imposed upon it within the confines of the authority, power, and discretion granted to it by law (see RCW 28B.50).

The Board shall appoint and fix the salary of a director who, under its supervision, shall administer the provisions of law and the rules and regulations established thereunder (see RCW 28B.50.060).

The Board shall authorize such special or standing committees as are deemed necessary. Special committees shall report recommendations to the Board for appropriate action. A special committee shall serve at the discretion of the Board.

Membership
Nine members shall be appointed by the Governor, by and with the advice and consent of the Senate (see RCW 28B.50.050).

All members shall be citizens and residents of the state.

The term of office of members of the State Board for Community and Technical Colleges shall be four years and members shall continue to serve until the appointment and qualification of their respective successors. Each appointee to the Board shall have full authority to act following appointment, pending the confirmation or rejection by the Senate.

Whenever there shall be a vacancy, the Governor shall fill such vacancy by appointment and the person appointed shall remain in the office only for the remainder of the unexpired term.
Members may be removed by the Governor for inefficiency, neglect of duty, or malfeasance in office.

**Officers**

At its annual March meeting the Board shall appoint a nominating committee to submit from among its members a chair and vice chair for nomination at its annual June meeting.

At its annual June meeting the Board shall elect from among its members a chair and a vice-chair who, following the June meeting, shall serve for one year until successors are elected (see RCW 28B.50.070). Officers may be elected not more than twice in succession.

The chair shall preside at all meetings of the Board, shall sign all legal and official documents recording actions of the Board, and together with the director, execute contracts entered into by the Board. While presiding, the chair shall have full right of discussion and vote.

In the absence of the chair, the duties of the chair will be assumed by the vice chair who shall act as chair pro tempore. The vice chair may serve as the successor to the chair.

The chair, vice chair, and the immediate past chair shall serve as an “Executive Committee” to assist the director with planning Board agendas and activities between Board meetings. No formal actions shall be taken by the Executive Committee on behalf of the Board.

The director shall be the executive officer and secretary of the Board and shall attend all meetings of the Board but shall not be entitled to vote in its proceedings. The director shall keep records of proceedings of all meetings, be responsible for the distribution of minutes of the meetings and other official actions of the Board. The director shall also post all legal notices and perform such other duties as are prescribed by the Board and by law (see RCW 28B.50.060).

**Meetings**

Regular meetings, of which there shall be a minimum of one per quarter, shall be held at the Board's established offices in Olympia or wherever the convenience of the public or of the members community and technical colleges may be promoted, or delay or expense may be prevented. The annual meeting of the Board shall be held in the month of June (see RCW 28B.50.070).

Five members shall constitute a quorum, and no meeting shall be held with less than quorum present. The concurrence of at least five members is necessary to authorize any official board action. All members present at a public meeting must either cast a vote or indicate a desire to abstain from voting upon any question or motion properly before the Board and no member shall vote by proxy, or by secret ballot, except in the case of elections for chair.

No member of the Board shall have power to independently act in behalf of or bind the Board except the chair when directed and authorized by the Board to execute contracts entered into by the Board (RCW 28B.50.060).
All press releases and answers to official and public requests regarding Board activities shall be provided by or in conjunction with the State Board office.

Members of the State Board for Community and Technical Colleges shall receive compensation not to exceed $50 and per diem in the sum provided by law for each day attending meetings of the Board and also for each day spent fulfilling duties as a Board Member. Members shall also receive mileage and other travel reimbursed as authorized under Office of Financial Management travel regulations (RCW 28B.50.050).

All State Board meetings will be held in compliance with the Open Public Meetings Act and the Administrative Procedures Act.

**Agenda**

An agenda for each regular meeting shall be prepared by the director and mailed to Board members no later than four days prior to the meeting. The agenda shall be amended at the time of the meeting upon the request of either the chair or director.

**Minutes**

Minutes of the proceedings of the Board of the previous meeting shall be prepared by the Secretary and mailed to the members with the next meeting’s agenda.

A copy of all motions shall be recorded in full in the minutes. The names of those who make and second motions, and those who vote aye, nay or abstain shall be recorded. The official minutes shall be bound and kept in the office of the director.

**Parliamentary Authority**

The rules contained in Robert’s Rules of Order, Revised, shall govern the Board in all cases to which they are applicable, and in which they are not inconsistent with the bylaws of this Board or the laws of the state.

**Amendments**

These bylaws may be amended by a majority of the entire Board provided the amendment was submitted at the previous meeting.

**Fiscal Year of the State Board**

The fiscal year of the State Board for Community and Technical Colleges shall conform to the fiscal year of the State of Washington and shall be from July 1 - June 30, inclusive.

**Member Attendance Policy**

Each member of the Board is expected to attend regular meetings of the Board and to be an active member of at least one committee established by the Board.
In the event a member is unable to attend a Board or committee meeting, the State Board office should be notified as soon as possible.

Each new member of the State Board shall, upon appointment, be furnished with a copy of this policy.

In March of each year, a report of the attendance record shall be sent to the Governor.

REGULAR MEETING AGENDA ITEM

September 12, 2013

☐ Discussion  ☑ Action (Resolution 13-09-49)

Topic

Permanent rule adoption amending all relevant Washington statutes to replace the term general education development (GED®) with high school equivalency.

Description

On June 20, 2013, the Board adopted emergency rules to amend Chapter 131-48 WAC, which govern the administration of the testing for and issuance of the High School Equivalency Certificate. Staff proposes to permanently amend this chapter to change the terminology and remove GED® specific language.

Key Question

- Does the amendment to Chapter 131-48 WAC accurately reflect the agency authority and provide flexibility to consider other high school equivalency tests?

Analysis

The legislature passed Substitute House Bill 1686 this year to remove the term GED® from our statutes, which will allow consideration of alternative high school equivalency tests. Staff propose conducting a Request for Information and a Request for Proposals this fall and winter to identify high school equivalency test options. The consideration of these tests would include a cost analysis for both the test takers and test centers in our state. Staff plan to make a recommendation to the Board in March 2014.

Background Information

Attachment A: WAC131-48-010 through WAC 131-48-140 Proposed Language

Recommendation/Outcomes

Staff recommends that the Board permanently amend WAC 131-48 by adopting Resolution 13-09-49, changing the term general educational development to high school equivalency and to remove GED® specific language.

Prepared by: Lou Sager, 360-704-4321, lsager@sbctc.edu
A resolution permanently amending all relevant Washington statutes to replace the term *general education development (GED®)* with *high school equivalency*

**WHEREAS,** RCW 28B.50.912 authorizes the state board to adopt rules governing the eligibility of persons sixteen years of age and older to take the general education development (GED®) test subject to the rules adopted by the state board of education; and

**WHEREAS,** SHB 1686 changed the term general educational development to high school equivalency;

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges permanently amend chapter 131-48 WAC to change the term general educational development to high school equivalency and remove GED® specific language.

**APPROVED AND ADOPTED** on September 12, 2013.

________________________________________
Elizabeth Willis, Chair

**ATTEST:**

________________________________________
Marty Brown, Secretary
Chapter 131-48 WAC

<table>
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<tr>
<th>Certificate of Educational Competence, High School Equivalency Certificate</th>
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Last Update: 9/18/07/WAC

<table>
<thead>
<tr>
<th>Code</th>
<th>Section</th>
<th>Description</th>
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<tbody>
<tr>
<td>31-48-010</td>
<td>Authority.</td>
<td>The authority for this chapter is RCW 28B.50.912 which authorizes the state board for community and technical colleges to adopt rules governing the eligibility of persons sixteen years of age or older to take the general educational development (GED) high school equivalency test subject to rules.</td>
</tr>
<tr>
<td>31-48-020</td>
<td>Purpose.</td>
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<tr>
<td>31-48-030</td>
<td>Certificate of educational competence, High school equivalency certificate</td>
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<td>31-48-040</td>
<td>General educational development High school equivalency test–Definition.</td>
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<td>31-48-050</td>
<td>Minimum proficiency level–Definition.</td>
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<td>31-48-060</td>
<td>Official GED high school equivalency testing center–Definition.</td>
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<td>31-48-070</td>
<td>Restrictions on use of general educational development tests.</td>
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<td>31-48-080</td>
<td>Compliance with rules.</td>
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<td>31-48-090</td>
<td>Annual contracts.</td>
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<tr>
<td>31-48-100</td>
<td>Eligibility to take the GED high school equivalency test.</td>
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<td>31-48-110</td>
<td>Eligibility for award of certificate of educational competence high school equivalency certificate.</td>
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<tr>
<td>31-48-120</td>
<td>Identification necessary to take the GED high school equivalency test.</td>
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<tr>
<td>31-48-130</td>
<td>Application form for certificate of educational competence.</td>
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<tr>
<td>31-48-140</td>
<td>Effect of certificate of educational competence high school equivalency certificate.</td>
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</table>
adopted by the state board of education.


WAC 131-48-020 Purpose. The purpose of this chapter is to set forth policies and procedures governing the administration of the GED high school equivalency test and the issuance of certificates of educational competence high school equivalency certificates for persons who have not graduated from high school and are not enrolled in a regular or alternative high school program.

[Statutory Authority: RCW 28B.50.915. 93-22-006, § 131-48-020, filed 10/21/93, effective 11/21/93.]

WAC 131-48-030 Certificate of educational competence. High school equivalency certificate As used in this chapter, the term "certificate of educational competence high school equivalency certificate" means a certificate issued jointly by the state board for community and technical colleges and the superintendent of public instruction which indicates that the holder thereof has attained standard scores at or above the minimum proficiency level prescribed
by the state board for community and technical colleges on the general educational development (GED) high school equivalency test, which is a measure of high school equivalency in the areas of writing skills, social studies, science, reading skills, and mathematics.

[Statutory Authority: RCW 28B.50.915. 93-22-006, § 131-48-030, filed 10/21/93, effective 11/21/93.]

WAC 131-48-040 General educational development high school equivalency test—Definition. As used in this chapter, the term "general educational development high school equivalency test" means the most recent general educational development high school equivalency test as determined by the authorizing agency.


WAC 131-48-050 Minimum proficiency level—Definition.
Minimum proficiency level in Washington state is that set by GED Testing Service, part of the American Council on Education the state board for community and technical colleges.
WAC 131-48-060  Official GED high school equivalency testing center--Definition. As used in this chapter, the term "official GED high school equivalency testing center" means public or private agencies which have agreed to comply with the provisions of this chapter and with policies and regulations of the GED Testing Service test publisher, and which have been designated by the state board for community and technical colleges, administrator of the GED high school equivalency testing program to administer the general educational development test high school equivalency test. Additional official GED high school equivalency testing centers and local GED examiners shall be approved by the state administrator of the GED high school equivalency testing program at the state board for community and technical colleges when the following have been documented:

(1) Need for a new testing site in a specific region or location;
(2) Need for new or replacement examiner at a testing center;
(3) Commitment of the governing board or, if none, the chief official of the proposed new testing center to meet all testing center requirements described in the GED Examiner's Manual published by GED Testing Service of the American Council on Education by the test.
publisher; and

(4) Availability of testing center personnel who meet the qualifications specified in the GED Examiner’s Manual published by the GED Testing Service by the test publisher as determined by the authorizing agency.


WAC 131-48-070  Restrictions on use of general educational development tests.  GED tests are designed and validated to enable persons who did not graduate from high school to earn a GED credential.  Permission to use the GED tests or test results for other purposes must be obtained from the Commission on Educational Credit or GED Testing Service staff.  Misuses of the tests include, but are not limited to using a GED test:

(1) For the purposes of grade placement or promotion;
(2) As measures of student progress in instructional programs;
(3) As means of awarding academic credit (e.g., Carnegie units);
(4) As means for awarding alternative credentials to currently enrolled high school students; or
(5) As means of awarding high school diplomas or credentials.
WAC 131-48-080 Compliance with rules. Testing centers shall comply with the requirements of the testing program, and administer GED high school equivalency tests only to those who have reached the age of nineteen unless an applicant who is sixteen, seventeen, or eighteen years of age has been adjudged by a school district official in accordance with rules of the state board of education to have a substantial and warranted reason for leaving the regular high school program.

[Statutory Authority: RCW 28B.50.915. 93-22-006, § 131-48-080, filed 10/21/93, effective 11/21/93.]

WAC 131-48-090 Annual contracts. The annual contract between official testing centers, SBCTC and the GED Testing Service shall provide assurances that all state and national requirements shall be met. Failure to meet any requirement may result in cancellation of the approval and authorization of a public or private agency to act as an official GED testing center.

[Statutory Authority: RCW 28B.50.915. 93-22-006, § 131-48-090, filed 10/21/93, effective 11/21/93.]

Eligibility to take the GED high school equivalency test. The following individuals shall be eligible to take the general educational development high school equivalency test in official GED high school equivalency testing centers, provided that they are not enrolled in public, private, or home-based instruction of high school or a high school completion program at the time the test is administered:

1. Any person age nineteen or over who has not graduated from a public or private high school.

2. Any person between the ages of sixteen and nineteen who has not graduated from a public or private high school and who has been adjudged by a school district in accordance with rules of the state board of education to have a substantial and warranted reason for leaving the regular high school education program.

3. Any student age sixteen or over who has completed an education center individual student program in accordance with the provisions of chapter 392-185 WAC.

4. Any person between the ages of sixteen and nineteen who has not graduated from a public or private high school, and who has completed a program of home-based instruction in compliance with RCW 28A.225.010(4) as certified by the written and notarized statement of the parent(s) or legal guardian(s) who provided the home-based instruction.

5. Any person who is an active member of the military, national
guard, or reserves and has not received a high school diploma.

(6) Adjudicated youth under the director of prisons, jails, detention centers, parole and probation offices, and other corrections facilities while enrolled in school if so ordered by a court or officer of the court.


WAC 131-48-110  Eligibility for award of certificate of educational competence high school equivalency certificate. The certificate of educational competence high school equivalency certificate shall be awarded jointly by the state board for community and technical colleges and the superintendent of public instruction to persons who achieve the minimum proficiency level on the general educational development high school equivalency test and who meet the following:

(1) Are residents of Washington state; and
(2) Are nineteen years of age or older on the date of issuance; or
(3) Have been adjudged by a district as possessing a substantial and warranted reason for leaving the regular high school education program.
(4) Have completed a program of home-based instruction in compliance with RCW 28A.225.010(4) and chapter 28A.220 RCW.

(5) Are active members of the military, national guard, or reserves.

(6) Are adjudicated youth under the director of prisons, jails, detention centers, parole and probation offices, and other corrections facilities and so ordered by a court or officer of the court.

[Statutory Authority:  RCW 28B.50.915. 93-22-006, § 131-48-110, filed 10/21/93, effective 11/21/93.]

WAC 131-48-120 Identification necessary to take the GED high school equivalency test. All persons taking the GED high school equivalency test must provide picture identification utilizing one of the following:

(1) State-issued driver's license or a state-issued identification card with a photograph.

(2) United States passport.

(3) Certificate of United States citizenship.

(4) Certificate of naturalization.

(5) Unexpired foreign passport.

(6) Alien registration card with photograph.

(7) Armed forces identification card.

(8) Other forms of comparable identification which the GED
examiner judges to be credible including, but not limited to, one or more of the following:

(a) Other forms of picture identification;

(b) Birth certificates in combination with other sources that confirm identity; and

(c) Confirmation of identity by a law enforcement, social service, or penal agency.

[Statutory Authority: RCW 28B.50.915. 93-22-006, § 131-48-120, filed 10/21/93, effective 11/21/93.]
WAC 131-48-140  Effect of certificate of educational competence high school equivalency certificate. The award by the state board for community and technical colleges and superintendent of public instruction of a certificate of educational competence high school equivalency certificate shall not preclude such persons from returning to high school to obtain a regular high school diploma if changes in the person's personal situation allow completion of a regular high school education program. However, the GED certificate or test scores may not be used as a means of awarding academic credit (e.g., Carnegie units) or as part or all of the requirements for completing the regular high school diploma.

Receipt of a certificate of educational competence high school equivalency certificate also shall not preclude such persons from enrolling in an adult high school completion program at one of the state's community or technical colleges. However, the GED certificate or test scores may not be used as a means of awarding academic credit or as part or all of the requirements for completing the adult high school completion program and receiving the adult high school diploma.

[Statutory Authority:  RCW 28B.50.915.  93-22-006, § 131-48-140, filed 10/21/93, effective 11/21/93.]
REGULAR MEETING AGENDA ITEM

September 12, 2013

☐ Discussion  ☐ Action

Topic

Legislative and Communications Planning

Description

With the successful 2013 legislative session complete, the work of community and technical colleges is far from over. Taking a system-wide approach, long-term legislative goals and strategies have been identified for future success. Goals include building relationships with key legislators and stakeholders with ongoing support from the CTC system to increase awareness and understanding of community and technical colleges.

Concurrently, communications efforts are underway to support legislative goals, foster support from opinion leaders, and augment college enrollment efforts. The communications office is embarking on new projects to increase awareness of, and support for, our system.

Discussion questions

- What does the Board want to accomplish?
- What is the best way to measure and show results?
- How are these efforts connected to the system?

Analysis

Legislative
To assist in planning for long-term legislative success, an analysis of past community technical college legislative activities, current efforts, and an overview of future plans has been provided behind the one-pager tab. The 2013-15 Legislative Outreach Plan (Attachment A) details strategies to achieve legislative goals, communicating progress system-wide, creating effective messages/materials and ways to measure performance of legislative initiatives.

Communications
Also behind the one-pager tab is the communications one-pager summarizes past and current communication efforts, and outlines steps for the future. Details are spelled out in the 2013-2015 Communications Plan (Attachment B). The plan analyzes messaging concepts, identifies ideas to advance and avoid, and spells out strategies to gain support from opinion leaders and the Legislature. The plan connects closely to legislative outreach goals. Also included are strategies to boost college enrollment efforts.
Background Information

Attachment A: Legislative Outreach Plan
Attachment B: Communications Plan
One-Pagers Tab: Government Relations One-Pager
Communications One-Pager

Recommendation/Outcomes

The Board will discuss future efforts for system-wide Legislative and Communications activities. Staff is seeking Board input on strategic planning, future initiatives, and successful methods to achieve desired goals for the community and technical college system.

Prepared by:  Alison Grazzini Smith, 360-704-4394, agsmith@sbctc.edu
Laura McDowell, 360-704-4310, lmcdowell@sbctc.edu
The community and technical college (CTC) system participates in outreach activities across the state on an ongoing basis. The 2013-15 Legislative Outreach Plan is designed to meet strategic legislative goals for the overall system by building relationships with key legislators and stakeholder groups, planning for future sessions and potential legislation, and using effective system-wide messaging in cooperation with Communications.

**SBCTC vision**
*Build strong communities, individuals, and families, and achieve greater global competitiveness and prosperity for the state and its economy by raising the knowledge and skills of the state’s residents (SBCTC System Direction, 2006).*

**SBCTC mission**
*Our state’s most urgent need is to educate more people to higher levels of skills and knowledge. This is the only way we can hope to sustain a prosperous economy that will provide opportunities for all of us, and our children (SBCTC Mission Study, 2010).*

**Role**
Government Relations drives legislative outreach efforts with state legislators, the Governor’s office, state agencies, higher education stakeholders, and others that play a role in advancing and supporting community and technical college priorities.

Legislative outreach efforts are supported by the overall CTC system to ensure content and timing of information, data, and messages delivered are accurate and consistent.

**Legislative outreach goals**

**Goal 1:** Create and nurture relationships with *legislators* to increase awareness and understanding of community and technical college programs and services.

**Goal 2:** Build a network of support with *stakeholders* to help promote educational opportunities at community and technical colleges and leverage partnerships to strengthen student success.

**Goal 3:** Engage the *CTC system* in legislative outreach activities to provide real-world examples of how community and technical colleges are critical to higher education and the state’s economy.

**Audience**
Key stakeholders are the target audience for legislative outreach activities with support from the CTC system. Communication and partnership within the CTC system will allow for messages to reach mass audiences, greater promotion of a two-year college education, and increased ability to strategically deploy system resources.
Key stakeholders
- State legislature, staff
- Governor, staff
- Higher education community
- State agencies, organizations
- Business
- Labor
- WA congressional delegation

CTC system
- State Board members
- Presidents
- Trustees
- Faculty, staff
- Students
- SBCTC staff

System issues/priorities
CTC system issues are prioritized and communicated during two strategic times throughout the year: legislative session and interim.

Session
During the legislative session, outreach is organized around session deadlines as the system advances priorities outlined in the:
- Legislative agenda
- Operating budget request
- Capital budget request

Interim
During the interim, priorities communicated to key external stakeholders are more generalized prior to the creation of a system-approved legislative agenda.

2013 interim topics:
- Employee compensation
- Economic development
- Performance-based funding
- Affordability
- Operating budget funds
- Capital projects

Resources
In partnership with Communications, Government Relations will ensure the CTC system has materials necessary to conduct effective legislative outreach.
General outreach materials

- Talking points
- One-pagers
- System priorities
- Relevant legislative facts
- Other materials as necessary

Pre-legislative session information/materials

To ensure the CTC system is prepared for each legislative session, Government Relations will provide system-wide support to ensure success. For example,

- Legislative training: testimony preparation, monitoring legislation, message delivery, and contacting legislators.
- Updated legislative information (e.g. new legislators, staff)
- Final legislative agenda
- Session talking points
- Other materials as necessary

2013 pre-legislative session preparations:

- Facilitate a WACTC president’s academy in collaboration with Communications to provide legislative and media training (December 2013).
- Create thank you notes and an overview of session priorities from the CTC system to key legislators, stakeholders (January 2014).
- CTC promotional project: in partnership with Communications, create a postcard demonstrating the value of a CTC education to be distributed throughout session to key legislators, stakeholders (January 2014).
- Update Government Relations website with relevant information and resources to improve accessibility (January 2014).
- Review SBCTC bill tracking system and make necessary improvements; communicate changes to staff. (January 2014).

Legislative session information/materials

During the legislative session, Government Relations will continually update and provide a variety of materials to inform system-wide decisions and promote consistent messaging. For example,

- Bill Watch List
- Weekly Hearing Schedule
- Positions on legislative proposals (in collaboration with the CTC system)
- Ongoing bill tracking for potential impacts
- Testimony preparation (e.g. PowerPoint presentations, written testimony, etc.)
- Other materials as necessary

Measuring success

To evaluate success and ensure legislative outreach goals are reached, both quantitative and qualitative performance measures will be used and communicated system-wide.
Quantitative measures
- Number of visits with targeted legislators, staff
- Number of visits with targeted stakeholders
- Number of favorable bills passed
- Number of unfavorable bills that did not pass
- Other measures as necessary

Qualitative measures
- Satisfaction of State Board members
- Satisfaction of presidents, trustees, and overall system
- Satisfaction of SBCTC staff
- Other measures as necessary

Communicating progress
Regular updates will be provided to the CTC system regarding legislative outreach goals and priorities, the development of the legislative agenda, and improvements made to the internal legislative process. Communication mechanisms include:
- State Board meetings
- WACTC meetings (via the Legislative and Public Information Committee)
- Email notifications to State Board members, presidents, trustees, and staff
- Weekly meetings during session: Joint Legislative Conference Call, WACTC Legislative Conference Call, and Legislative Strategy meetings
- Annual End of Session Report
- Surveys: CTC system feedback to continually improve the internal legislative process
- Social media: Legislative News blog, Twitter

Strategies to reach goals

Goal 1: Create and nurture relationships with legislators to increase awareness and understanding of community and technical college programs and services.

Strategies:
- Conduct targeted legislative outreach with key legislators through meetings, tours, and other activities.
- Ensure key legislative staff is included in legislative outreach efforts.
- Respond to legislative-related requests timely and accurately (e.g. constituents and other issues).
- Participate in regular higher education meetings with legislators, stakeholders.
- Facilitate a yearly legislative reception with support from the CTC system.
- In cooperation with Communications, create and distribute effective outreach materials that describe CTC initiatives, programs, and services.
- Understand community and technical college dynamics – positives, challenges – and tailor messages accordingly.
Planned activities for 2013 interim:
- Visit key legislators to provide updates on CTC activities, initiatives, and goals.
- Connect legislators with local college events, activities.
- Participate in interim higher education and other committee work sessions.
- Attend all higher education meetings.
- Continue to identify opportunities to advocate for and elevate the CTC system.

Goal 2: Build a network of support with stakeholders to help promote educational opportunities at community and technical colleges and leverage partnerships to strengthen student success.

Strategies:
- Cultivate relationships with key stakeholders through meetings and other activities to educate about CTC programs, identify partnerships, and leverage support.
- Identify ways to improve relationships and increase CTC system visibility.
- Influence stakeholders to help promote CTC issues, priorities.

Planned activities for 2013 interim:
- Schedule meetings with key stakeholders.
- Include stakeholders in college tours and other CTC-specific events.
- Keep stakeholders apprised of CTC initiatives and legislative priorities via regular communication throughout the year.

Goal 3: Engage the CTC system in legislative outreach activities to provide real-world examples of how community and technical colleges are critical to higher education and the state’s economy.

Strategies:
- Build and maintain connections with CTC system partners and identify opportunities for collaboration.
- Coordinate with State Board members, presidents, faculty, staff, and students to share information and leverage local resources when applicable.
- Identify ways to connect legislators with local colleges and the overall system.
- Elevate students by regularly participating in student-led events (e.g. Student Legislative and Voice Academies), connecting students with legislators, and identifying other opportunities for engagement.
- Collect legislative outreach information from the CTC system and strategize on how best to deploy legislative resources year-round.

Planned activities for 2013 interim:
- Identify opportunities for the CTC system to participate in committee work sessions and other legislative presentations to elevate CTC initiatives, priorities, and needs.
- Regular communication with presidents and public information officers regarding legislative outreach (e.g. legislative visits, events, etc.).
- Schedule college tours/visits with key legislators, staff, and stakeholders.
## Timeline

### 2013 CTC Activities: potential outreach opportunities

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Stakeholders</th>
<th>Status</th>
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<tr>
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<tr>
<td>September 16</td>
<td>Joint Higher Ed Committee meeting (Olympia); Higher Ed 24 Corners meeting (Olympia). Meet with key legislators, stakeholders</td>
<td>House &amp; Senate Higher Ed Committee members; key stakeholders.</td>
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<td>September 18-20</td>
<td>Joint Higher Ed Committee College Roadshow: Walla Walla Columbia Basin Yakima Valley</td>
<td>House &amp; Senate Higher Ed Committee members; key stakeholders; college, SBCTC staff.</td>
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<td>October 2-4</td>
<td>ACCT Leadership Congress (Seattle): Identify opportunities for legislators to attend and/or participate; possibly schedule meetings with area legislators.</td>
<td>TBD</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Participants, Meetings</td>
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<tr>
<td>October 11</td>
<td>Higher Ed 24 Corners meeting (Bellingham): Meet with key legislators, stakeholders</td>
<td>House &amp; Senate Higher Ed Committee members; key stakeholders.</td>
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<td>November 21-22</td>
<td>Committee Days (Olympia): Schedule meetings with key legislators</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Key Legislators</td>
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| December 4-5 | State Board meeting (Pierce Puyallup): Schedule meetings with key legislators | LD 2: Sen. Randi Becker  
Rep. J.T. Wilcox  
LD 25: Sen. Bruce Dammeier  
Rep. Hans Zeiger  
Rep. Dawn Morrell  
LD 27: Sen. Jeannie Darneille  
Rep. Laurie Jinkins  
Rep. Jake Fey  
LD 28: Sen. Steve O’Ban  
Rep. Dick Muri  
Rep. Tami Green |
| December 19-20 | WACTC meeting (Bellevue): Schedule meetings with key legislators | LD 45: Sen. Andy Hill  
Rep. Larry Springer  
Rep. Roger Goodman  
LD 48: Sen. Rodney Tom  
Rep. Cyrus Habib  
Rep. Ross Hunter |
| December-January (pre-session) | Schedule meetings with key legislators, key staff (re: legislative agenda) | TBD |
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   - Create supporting materials to deploy system message .........8
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SBCTC Communications Plan, 2013-2015

Background and Context

Introduction

The SBCTC communications plan advances the community and technical college system mission by fostering support from opinion leaders and legislators, and by augmenting college enrollment efforts.

SBCTC System Vision and Mission

Vision:

“Build strong communities, individuals and families, and achieve greater global competitiveness and prosperity for the state and its economy by raising the knowledge and skills of the state’s residents.” (SBCTC System Direction, 2006)

Mission:

“Our state’s most urgent need is to educate more people to higher levels of skills and knowledge. This is the only way we can hope to sustain a prosperous economy that will provide opportunities for all of us, and our children.” (SBCTC Mission Study, 2010)

Communication Goals

Goal 1: Opinion leaders and legislators support the system’s policy and budget priorities so students receive the education and training they need to build better lives and a more prosperous Washington.

Goal 2: College enrollment efforts are buoyed by system-wide marketing and outreach efforts, producing more Washingtonians with college degrees and certificates.

Role

SBCTC Communications helps protect, enhance, and project the image of Washington’s community and technical college system through strategic communications with stakeholders and the media, and in cooperation with college public information officers.
### Communications SWOT Analysis

<table>
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<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
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<tbody>
<tr>
<td>Geographically distributed across Washington with all legislative districts served</td>
<td>Public misconceptions:</td>
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<tr>
<td>Strong local community and business connections</td>
<td>• Open enrollment = no standards or less academically-capable students</td>
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<tr>
<td>Public understanding that community and technical colleges (CTCs) offer “real world” education</td>
<td>• Classes perceived as easier than four-year institutions</td>
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<td>High tuition rates are driving more people who would normally be bound for four-year institutions to CTCs; dilutes the stigma of a “junior” college</td>
<td>Many don’t comprehend the unique role in workforce training</td>
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<tr>
<td>Commitment by all colleges to approach policymakers as a uniform system and to share common messages</td>
<td>“Individual” perspective – i.e., people understand how CTCs benefit students, but not the entire state through a prosperous economy</td>
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<tr>
<td>High-quality, nationally recognized programs backed by solid research</td>
<td>Multitude of programs and degrees – ABE, workforce training, transfer, certificates, AA degrees – is complex to explain</td>
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<table>
<thead>
<tr>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
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<tbody>
<tr>
<td>Frequent, newsworthy success stories can be leveraged for broader messaging about the value of CTCs</td>
<td>Communication challenges:</td>
</tr>
<tr>
<td>Colleges have close ties with local media and “opinion leaders”</td>
<td>• Competition from for-profit colleges who have greater advertising budgets, but less student success</td>
</tr>
<tr>
<td>Business and community partners can spread the word</td>
<td>• Perception by some that CTCs aren’t part of “higher education”</td>
</tr>
<tr>
<td>CTCs continue to use consistent messaging grounded in research; research department has evidence to support messaging</td>
<td>• As economy recovers, national spotlight on CTCs may dim; enrollments are dipping</td>
</tr>
<tr>
<td>SBCTC attracts grants that are announced nationally by large contributors (Lumina or Gates Foundation, for example)</td>
<td>• Frequent misunderstanding about CTC “graduation rates”</td>
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<tr>
<td>SBCTC never “stagnant” – always launching innovations</td>
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<tr>
<td>Local media have close connections with their hometown colleges</td>
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<tr>
<td>National spotlight on CTCs</td>
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Audiences and Messaging

Primary Audiences

- Community “opinion leaders” and economic stakeholders – those involved in business and civic organizations (Chambers of Commerce, Rotaries etc.) These engaged citizens are in the position to tout the benefits of the system and generate “word of mouth” support -- one of the most effective forms of promotion -- within their communities and to their elected officials.
- Legislators (This plan supports a separate legislative outreach plan.)
- Higher education stakeholders
- Citizens/taxpayers
- Reporters, editors, and editorial boards
- Current and prospective students

Ideas to Avoid and Advance

Themes to avoid and advanced based on 2012 research conducted by Douglas Gould & Company (Appendices A & B):

<table>
<thead>
<tr>
<th>Avoid</th>
<th>Advance</th>
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</thead>
<tbody>
<tr>
<td>CTCs are struggling (whining – poor us)</td>
<td>Value of CTCs to entire society</td>
</tr>
<tr>
<td>Focus on student benefits (smaller class sizes, convenient location)</td>
<td>Focus on collective benefits to support public investment</td>
</tr>
<tr>
<td>“Us” vs. “them” language (these certain people need CTCs)</td>
<td>“All of us” language that reminds people of shared stakes – i.e., “we all win”</td>
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<tr>
<td>Highlighting education for segments – low income, race and ethnicity, remedial</td>
<td>Reminding CTCs serve all Washingtonians, for every community</td>
</tr>
<tr>
<td>General importance, i.e., higher education leads to progress</td>
<td>“Proven” solution, i.e., CTCs turn the economy around/build the economy by...</td>
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<tr>
<td>Abstract</td>
<td>Tangible</td>
</tr>
<tr>
<td>General education or higher education focus</td>
<td>CTCs’ important niche in higher education</td>
</tr>
</tbody>
</table>
Messaging Concepts

The following messages are based on 2012 research conducted by Douglas Gould & Company (Appendices A&B).

Core message

Community and technical colleges are a proven solution/path to prosperity; they make education and good jobs more accessible, leading to a stronger, more prosperous Washington.

Sub-messages to Support Concept

- Community and technical colleges are a proven solution for our economy.

- We can ensure our long-term prosperity by investing in community and technical colleges that give everyone an opportunity for a college education and a better job.

- Community and technical colleges in partnership with local businesses and emerging industries will train the workforce to turn our economy around (or, as the economy recovers, “to build our economy.”)

System Tagline

Community and technical colleges: better jobs, brighter futures, a stronger Washington
SBCTC Communications Plan, 2013-2015

Strategies for Goal 1

Goal 1: Opinion leaders and legislators support the system’s policy and budget priorities so students receive the education and training they need to build better lives and a more prosperous Washington.

Strategy 1.1: Develop consistent messages -- delivered in “one clear voice” -- that resonate with opinion leaders

Activities:

- Update this SBCTC Communications Plan
  - Timeline: Yearly, in August
  - Evaluation measures: Update of plan

- Distill Doug Gould’s broad “creating prosperity” theme into a resonant, overarching statement about our system; explore use of professional public relations firm since this is the “brand narrative” for our system and the stakes are high. Create sub-message points that make compelling arguments from various perspectives – i.e., a social services argument, a business perspective, an overall economic perspective etc…
  - Timeline: December 2013
  - Evaluation measures: Feedback from system and the “echoing” of key messages by the media, stakeholders and opinion leaders

- Create system tagline to replace the outdated “Creating Opportunities” phrase. Redesign “starburst” brand with the recommended new tagline: ”Better jobs, brighter futures, a stronger Washington.”
  - Timeline: January 2014
  - Evaluation measures: Design appeal, consistency with SBCTC brand, consistency of use

- Produce a video for the website home page, explaining the importance of our system to all Washingtonians. This will serve two purposes: deliver our message to visitors, and steep our own system in key phrasing.
  - Timeline: Begin June 2014, complete June 2015 (with redesigned web)
  - Evaluation measures: Number of video hits
Strategies for Goal 1...continued

Continued -- Develop consistent messages -- delivered in “one clear voice” -- that resonate with opinion leaders

- Continue to update the “PIC” toolbox; include more examples of opinion editorials.
  - Timeline: Ongoing
  - Evaluation measures: Frequency of use, ability of PIOs to find what they need easily, as measured by feedback at PIC meetings

Strategy 1.2: Create supporting materials to deploy our system message

Activities:

- With Government Relations, produce outreach materials supporting legislative requests, to include one-pagers, talking points, Legislative News blog, and assistance with testimony as requested.
  - Timeline: Ongoing as needed
  - Evaluation measures: Facts and messages reiterated by others (stakeholders, media, legislators etc…), feedback from system

- With Government Relations, produce a “Dear Friend” letter to key stakeholders asking for support of our system. Colleges will personalize and send the letters. This creates both a “call to action” and an opportunity to inform the community about the good work underway at CTCs.
  - Timeline: Every December
  - Evaluation measures: number of letters mailed by colleges

- Create infographic depicting CTCs’ value to higher education and the workforce.
  - Timeline: January 2014
  - Evaluation measures: System feedback and use, re-linked in others’ websites
Strategies for Goal 1

Continued -- Create supporting materials to deploy our message

- With Government Relations, create a new promotional postcard with an overarching message about our system, supported by facts and student stories. This postcard will accompany the usual one-page fact sheets and provide the overall story and framing for our system.
  - Timeline: January 2014
  - Evaluation measures: System use, inventory, feedback

- Produce annual “Field Guide to Washington’s Community and Technical Colleges.”
  - Timeline: Every November
  - Evaluation measures: System use, inventory, feedback

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Strategy 1.3: Support Public Information Commission (PIC) statewide public relations campaign

Background: The PIC public relations campaign is a statewide effort by college public information officers to generate positive “buzz” among opinion leaders about our system. The plan focuses on building college partnerships with businesses and civic organizations to form connections, convey key messages, and keep an “ear to the rail” about public perceptions. The Public Information Commission is a subgroup of the Washington Association of Community and Technical Colleges (WACTC) – an association of college presidents.

Activities:
- Create eye-catching PowerPoint presentation about the CTC system, with blank slides for colleges to personalize.
  - Timeline: February 2014
  - Evaluation measures: Consistency of use by system; feedback from audiences
SBCTC Communications Plan, 2013-2015

Strategies for Goal 1

Continued -- Support Public Information Commission (PIC) statewide public relations campaign

- In conjunction with the SBCTC Education Services Division, work with the Association of Washington Business to produce videos depicting the role CTCs play in workforce development and a vibrant economy.
  - Timeline: June 2014
  - Evaluation measures: Consistency of use by system; web analytics

- Support future initiatives launched by the eight PIC public relations campaign subcommittees: messaging; relationships; social media; presentation/video; infographics; media relations; special events; and research.
  - Timeline: Pending PIC progress on this plan
  - Evaluation measures: To be determined as details emerge

Strategy 1.4: Improve internal infrastructure for communication

Activities:

- Update media lists and create new contact lists for blogs/special interests (the AWB, for example).
  - Timeline: February 2014
  - Evaluation measures: Feedback/interest from recipients, fewer “bounce backs”

- Create a SBCTC “style guide” based on Associated Press guidelines.
  - Timeline: July 2014
  - Evaluation measures: Products produced by all SBCTC divisions have a consistent, accurate style
Strategies for Goal 1

Strategy 1.5: Promote system through traditional and social media

Activities:

- Submit news releases, op eds, and “pitch” story ideas (including stories tied to national grants); respond to media inquiries.
  - Timeline:
    - Ongoing and as considered “newsworthy”
    - April: Community College Awareness Month pitch
    - August: op ed related to beginning of school year
    - September: Literacy month
    - November before long session (budget): organize editorial board tours
  - Evaluation measures: Whether the news releases/stories were picked up by the media or tailored and sent out by individual colleges

- Continue “NewsLinks,” a compilation of news stories about, and of interest to, our system.
  - Timeline: Emailed twice per week, depending on staff workload
  - Evaluation measures: Feedback and use from system

- Maintain a consistent presence on social media to include Twitter and possibly Facebook (contingent upon staff resources and web redesign).
  - Timeline: As considered timely and engaging
  - Evaluation measures: Web analytics

- Provide media training for presidents.
  - Timeline: December 2013 WACTC academy
  - Evaluation measures: Feedback from presidents

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SBCTC Communications Plan, 2013-2015

Strategies for Goal 2

College enrollment efforts are buoyed by system-wide marketing and outreach efforts, producing more Washingtonians with college degrees and certificates.

**Strategy 2.1: Create a compelling web presence**

**Activities:**

- Redesign and merge the SBCTC and Check Out a College websites to:
  - Boost enrollment.
  - Equip colleges with the information they need to provide an outstanding experience for students.
  - Encourage employers to tap our system for talent.
  - Convey a message that our system is a valuable public investment.

The combined site will support a robust social media campaign to include videos and podcasts. A detailed work plan is underway for this effort.

- Timeline: Now through June 2015
- Evaluation measures: Web analytics

**Strategy 2.2: Leverage the experience of college public information officers**

**Activities:**

- Survey PIOs for their advertising expertise and recommendations
  - Timeline: August 2013 for final synopsis
  - Evaluation measures: Participation in the survey; interest in, and use of, the outcome

- Produce a guide for organizing Public Information Commission meetings
  - Timeline: March 2014

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Strategies for Goal 2

Strategy 2.3: Research and develop strategy for social media advertising

Activities:
- Research and develop strategy for social media advertising that contains a broad system message and links to redesigned website (see page 10). May involve use of professional ad-placement firm.
  - Timeline: Research and strategy finished by July 2014
  - Evaluation measures: Web analytics

Strategy 2.4: Elevate visibility of CTCs with high school counselors

Activities:
- Coordinate college and agency participation in fall high-school counselor workshops.
  - Timeline: Every September
  - Evaluation measures: Participation by colleges, feedback from counselors and participants

- Continue to produce “Check Out a College” brochure, which explains the wide range of opportunities at CTCs and lists college workforce programs.
  - Timeline: Every other year; next update due June 2015
  - Evaluation measures: Use by colleges and counselors, inventory turnover

End
Appendix A

Doug Gould Messaging Project

**Background**

- In 2004, Douglas Gould and Company conducted research and produced a strategic memo on messaging for Washington’s community and technical college system.
- The project was funded by the Ford Foundation’s Bridges to Opportunity Initiative – a national effort – with additional funding from TACTC.
- The goal was to create system-wide messages that would resonate with policymakers and the public, as opposed to the patchwork of individual marketing messages conducted by each college.
- It involved regional focus groups comprised of what was then called the “thinking, talking public” – those most likely to influence public policy. A random survey was also conducted.
- The 2004 effort resulted in the “Creating Opportunities” brand and key messages to be woven into talking points, testimony, and “one-pagers.” Examples:
  - Everyone deserves an opportunity for higher education and community colleges are there to provide that opportunity.
  - These unique centers of opportunity are the key to training American workers, helping people update their career skills and launching them toward a four-year degree.
- In 2012, the State Board for Community and Technical Colleges brought Doug Gould back to Washington to find out whether the 2004 messages should be updated given the dramatic changes in the economy.

**2012 Project**

- Doug Gould and Company followed up on the 2004 research with:
  - A 500-person online survey matched demographically to the state’s population.
- Deliverables were:
  - A comprehensive research report with the analysis of the data.
  - A strategic memo and message platform based on the data.
  - Two presentations: to SBCTC staff and TACTC Board of Directors on November 7, and to WACTC & PIOs on November 8, 2012.
Shift in Themes

Doug Gould recommended our CTC system pivot from using the opportunity frame (described on the front page) to a more urgent appeal that is about investing in long-term prosperity and economic success, i.e., community and technical colleges = shared prosperity.

Key themes: proven, prosperity, partnership

- Our community and technical colleges are a proven solution for our economy.
- We can ensure our long-term prosperity by investing in community and technical colleges that give everyone an opportunity to get a college education, land a good job, and contribute to our shared economy.
- Community and technical colleges in partnership with local businesses and emerging industries will train the workforce to turn our economy around.

Updated 8.9.2013
Proposed Messages: Proven, Prosperity and Partnership.

Proven
Our community and technical colleges are a proven solution for our economy.

- In 2010, 116,000 laid-off workers turned to the community and technical colleges for retraining.

- Within a few months of completing their programs, 77% had jobs and nearly half were receiving higher wages than they had before.

- A year later, 94% were still employed and strengthening Washington’s economy.

Prosperity
We can ensure our long-term prosperity by investing in community and technical colleges that give everyone an opportunity for a college education and a better job.

- By the end of this decade, two-thirds of all new jobs will require at least one year of college; community and technical colleges provide the degrees and certificates that allow people to take those positions.

- Community and technical colleges train people for jobs in healthcare, aerospace, manufacturing, computer technology, criminal justice and skilled trades and they flexibly adapt to meet new needs.

- Community and technical colleges offer people an opportunity to improve their quality of life at any stage, even while working at a full time job.

Partnership
Community and technical colleges in partnership with local businesses and emerging industries will train the workforce to turn our economy around.

- If you are a community leader, become a partner by speaking out for greater investments in community and technical colleges to ensure our prosperity.

- If you are an employer, partner with us in our local community to provide people the technical training to match skilled jobs you seek to fill.

- Email or write your legislators and ask them to partner with community and technical colleges to make sure job training meets local workforce and economic needs.
### SBCTC Communications Plan, 2013-2015

#### Timeline

#### 2013

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<tr>
<th>Month</th>
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<td>PIO survey p. 12</td>
<td>&quot;Dear Friend&quot; letter p. 8</td>
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<td>Field Guide p. 9</td>
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<td>PIO survey p. 12</td>
<td>Media training p. 11</td>
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**Ongoing:** PIC toolbox, support materials, media & social, NewsLinks, web redesign

#### 2014

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<td>PowerPoint p. 9</td>
<td>CTC awareness month p. 11</td>
<td>Style guide complete p. 10</td>
<td>Social media cost estimates and strategy complete p. 13</td>
<td>Op ed related to school year p. 11</td>
<td>Fall counselor workshops p. 13</td>
<td>Organize ed board tours p. 11</td>
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**Ongoing:** PIC toolbox, support materials, media & social, NewsLinks, web redesign, messaging

#### 2015

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