Chair Notes
Chair Willis thanked Board member Sharon Fairchild for her dedicated years of services to the Board. Sharon thanked her fellow members and noted that she was honored and privileged to have served so long.

Adjournment/next meeting
There being no further business, the State Board adjourned its regular meeting of June 19, 2014, at 12:00 p.m. The State Board will hold next meeting September 8-10, 2014, at Alderbrook.

Attest:

Marty Brown, Secretary

Elizabeth Willis, Chair
State of Washington
State Board for Community and Technical Colleges
Resolution 14-09-49

A resolution relating to Edmonds Community College’s request to increase local expenditure authority from $3,200,000 up to $6,000,000 for improvements to their Gateway Hall.

WHEREAS, additional improvements are need for the building entrance, signage, drainage, and complete renovation of the building’s HVAC system;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Edmonds Community College to use up to $6,000,000 in local funds to make improvements to their Gateway Hall.

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizabeth Willis, Chair
State of Washington
State Board for Community and Technical Colleges
Resolution 14-09-50

A resolution relating to Columbia Basin College’s request to spend up to $5,700,000 in local funds to expand their Social Science Center.

WHEREAS, the September 2013 Washington State Population and Employment Data 2010-2030 report shows the Central and East Region (Columbia Basin College’s region) as the fastest growing region in the state, with an increase of 18 percent through 2030; out pacing the rest of the state by eight percent; and

WHEREAS, this project will add 21,500 square feet of instructional and office space to the College’s Pasco campus, allowing for the addition of 10 classrooms and 16 offices to accommodate the forecasted demand in the region; and

WHEREAS, by combining the design of this locally funded addition with the design of the legislatively approved Social Science Center, project 20082704, the state will realize $162,000 savings in the design fees relative to two stand-alone projects;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Columbia Basin College to spend up to $5,700,000 in local funds to expand their Social Science Center.

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizabeth Willis, Chair
State of Washington
State Board for Community and Technical Colleges
Resolution 14-09-51

A resolution relating to Columbia Basin College’s request to acquire a Certificate of Participation for $7,000,000 and spend up to another $10,000,000 in local funds to design and construct at $17,000,000 Health Science Center.

WHEREAS, the College’s Health Science Center Phase Two project will design and construct a 67,000 square foot building in Richland, Washington to accommodate the educational and training needs of the College, the bi-county area, and local industry leaders in the field of medicine, science, and emergency response; and

WHEREAS, the proposed project will strengthen ties with the regional healthcare industry and provide necessary experiential and instructional learning facilities for a growing regional healthcare industry, and the additional clinical sites will ensure that students have a greater number of local opportunities for clinical rotations and practicums; and

WHEREAS, the College has currently received a $3,000,000 cash pledge from Kadlec Medical Center to begin construction, as well as a commitment of $7,000,000 associated with a long-term (20 year) lease agreement;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Columbia Basin College to acquire a Certificate of Participation for $7,000,000 and spend up to another $10,000,000 in local funds to design and construct their Health Science Center.

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizabeth Willis, Chair
State of Washington
State Board for Community and Technical Colleges
Resolution 14-09-52

A resolution relating to Centralia College's request to use local funds to purchase 0.89 acres of two city streets and alleys bisecting College property, which will be used for student parking.

WHEREAS, the properties the college seeks to acquire are currently public streets and alleys bordered by College owned property; and

WHEREAS, the College master plan calls for the city streets to be vacated and converted to parking; and

WHEREAS, envisioned program improvements to the property would include modifying the surface for student parking to include ADA approved parking stalls that are not currently available on campus, which meet mandated requirements;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to use up to $50,000 in local funds to purchase 0.89 acres of two city streets and alleys bisecting College property, which will be used for student parking.

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizabeth Willis, Chair
State of Washington
State Board for Community and Technical Colleges
Resolution 14-09-53

A resolution relating to Yakima Valley Community College’s request to use local funds to purchase .13 acres at 808 South 15th Avenue, to be used as a pay-to-park parking lot.

WHEREAS, the property is identified in the College’s master plan as a future pay-to-park parking lot; and

WHEREAS, additional on-campus parking will alleviate parking congestion in surrounding neighborhoods and improve student access; and

WHEREAS, the acquisition cost of $132,000 will be paid using local funds, as approved by the College’s Board of Trustees; and

WHEREAS, the parking lot will be supported by revenue generated from parking fees;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Yakima Valley Community College to use up to $132,000 in local funds to purchase .13 acres at 808 South 15th Avenue, to be used as a pay-to-park parking lot.

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizabeth Willis, Chair
State of Washington
State Board for Community and Technical Colleges
Resolution 14-09-54

A resolution relating to Bellevue College’s request to spend up to $3,500,000 in local funds to upgrade their athletic fields and facilities.

WHEREAS, the project will include the design and installation of the infrastructure needed to provide power to the fields and new field house, add lighting to the existing baseball field, renovate the existing multi-use athletic field to incorporate artificial turf and lighting, and construct a new field house to support the operations; and

WHEREAS, the project will improve student access and experience and provide operating efficiencies; and

WHEREAS, the College has funds available to cover the cost and the College’s president has approved the project;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to $3,500,000 in local funds to upgrade their athletic fields and facilities.

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizabeth Willis, Chair
State of Washington  
State Board for Community and Technical Colleges  
Resolution 14-09-55

A resolution relating to Clark College’s request to spend up to $1,700,000 in local funds to construct and equip their $38,558,000 STEM Building, project 20082705, and to receive surplused federal land.

WHEREAS, the project’s state funding was reduced by the Legislature and the College accordingly redesigned their project scope; and

WHEREAS, even after the significant redesign effort, the low bid was almost exactly the same as the original budget request and the most expensive part was the necessary cleanup of asbestos contamination; and

WHEREAS, the College raised $1,700,000 locally for construction and equipment and requests authority to use these local funds to move forward without further scope reductions; and

WHEREAS, the federal government approved the City’s offer of land to the College;

 THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Clark College to spend up to $1,700,000 in local funds to construct their STEM Building and authorizes the attached resolution to receive surplused federal land in support of the project.

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizbeth Willis, Chair
RESOLUTION

WHEREAS, certain real property formerly owned by the United States of America, located in the County of Clark, State of Washington, was declared surplus to the needs of the Federal government and transferred to the City of Vancouver by the Department of Interior’s Lands to Park program on July 14, 1975. The City of Vancouver no longer has a need for the property for park program purposes and wishes to retransfer the property to the State of Washington for educational purposes. The retransfer will be subject to assignment for disposal for educational purposes by the Secretary of Education, under the provisions of Section 203(k)(1)(a) of the Federal Property and Administrative Services Act of 1949 (63 Stat. 377) (Act), as amended, and rules and regulations promulgated pursuant thereto, more particularly described as follows:

211,266 square feet, or 4.85 acres, located on the west side of Ft. Vancouver Way, south of the intersection with Fourth Plain Boulevard, in the Central Park area of the City of Vancouver. There are currently no buildings on this property; there is a parking lot that was used to serve the former Clark County Public Health building, which was located on an adjacent. Along with the parking lot, the property includes grass and other vegetation.

WHEREAS, State Board for Community and Technical Colleges needs and can utilize said property for educational purposes in accordance with the requirements of said Act and the rules and regulations promulgated thereunder of which this Board is fully informed, including commitments regarding use and time within such use shall commence.

NOW, THEREFORE, BE IT RESOLVED, that State Board for Community and Technical Colleges, shall make application to the Secretary of Education for, and secure the transfer to it of, the above-mentioned property for said use upon and subject to such exceptions, reservations, terms, covenants, agreements, conditions and restrictions as the Secretary of Education, or his authorized representative may require in connection with the disposal of said property under said Act and rules and regulations issued thereto; and

BE IT FURTHER RESOLVED, that State Board for Community and Technical Colleges has legal authority and is willing and is in a position financially and otherwise to assume immediate care and maintenance of the property, and that Marty Brown, Executive Director, is hereby authorized, for and on behalf of the State Board for Community and Technical Colleges to do and perform any and all acts and things which may be necessary to carry out the foregoing resolution including the preparing, making and filing of plans, applications,
reports and other documents; the execution, acceptance, delivery and recordation of agreements, deeds and other instruments pertaining to the transfer of said property; and the payment of any and all sums necessary on account of the purchase price thereof including fees or costs incurred in connection with the transfer of said property for surveys, title searches, real estate appraisals, recordation of instruments or costs associated with escrow arrangements; together with any payments necessary by virtue of nonuse or deferral of use of the property. If the applicant is unable to place the property into use (or determines that a deferral of use should occur), IT IS UNDERSTOOD AND AGREED that State Board for Community and Technical Colleges will pay to the United States Department of Education for each month of nonuse beginning twelve (12) months after the date of the deed, or thirty-six (36) months where construction or major renovation is contemplated, the sum of 1/360th of the then current fair market value of the property for each month of nonuse.

If submission of the Application for Public Benefit Allowance Acquisition of Surplus Federal Real Property for Educational Purposes is approved, a copy of the application and standard deed conditions will be filed with the permanent minutes of the Board.

State of Washington, State Board for Community and Technical Colleges
1300 Quince Street SE
Olympia, WA 98504

I, Elizabeth Willis, hereby certify that I am the Chair, of the State Board for Community and Technical Colleges and that the foregoing resolution is a true and correct copy of the resolution adopted by the vote of a majority of the members of said State Board for Community and Technical Colleges present at a meeting of said Board on the 10 day of September, 2014, at which a quorum was present.

[Signature]
Elizabeth Willis, Chair

(Please note: The official certifying and attesting to the action taken by the governing board in this resolution must NOT be the same individual designated and authorized to represent the applicant organization in the body of the resolution.)
State of Washington
State Board for Community and Technical Colleges
Resolution 14-09-56

A resolution relating to Wenatchee Valley College’s request to use local funds for the acquisition of .29 acres at 412 North Elliott Avenue in Wenatchee, Washington and .09 acres at 24 Birch Street North in Omak, Washington.

WHEREAS, the College needs more off-street parking at their main campus; and

WHEREAS, the purchase of the property at 412 North Elliott Avenue provides housing for an on-call advisor to be close-by for students living in the main campus residence hall and the house currently used for this purpose can then be demolished and the space used for needed parking; and

WHEREAS, the College’s Omak campus needs flexible modular classroom space and is located in a residential neighborhood, so any expansion depends on acquiring properties as they become available; and

WHEREAS, the College has sufficient local funds to cover both acquisitions;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Wenatchee Valley College to use up to $290,000 in local funds for the acquisition of 412 North Elliott Avenue in Wenatchee, Washington and the acquisition of 24 Birch Street North in Omak, Washington.

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizabeth Willis, Chair
State of Washington
State Board for Community and Technical Colleges
Resolution 14-09-57

A resolution relating to Lower Columbia College’s request for a $3,000,000 Certification of Participation to renovate the Myklebust Gymnasium and add a Fitness Center.

WHEREAS, the Associated Students of Lower Columbia College passed a student initiative to assess all students a fee to finance a remodel of the gymnasium to meet the various needs of the students and instructional programs; and

WHEREAS, the Lower Columbia College service district (Cowlitz and Wahkiakum Counties) consistently ranks at the bottom statewide in terms of health indicators and this project will allow the College to respond to the current needs of its community; and

WHEREAS, the project was submitted and approved as a matching project for the 2011-13 biennium and construction began in October 2013, with a projected completion date of January 2015;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges adds a $3,000,000 Certificate of Participation to the 2015-17 capital budget request for Lower Columbia College to supplement the renovation of Myklebust Gymnasium and add a Fitness Center.

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizabeth Willis, Chair
State of Washington
State Board for Community and Technical Colleges
Resolution 14-09-58

A resolution relating to Clark College’s request for an $8,500,000 Certification of Participation to renovate the Culinary Arts Facility.

WHEREAS, the College’s facility is in dire need of updating, being currently substandard in plumbing, electrical, and space allocation; and

WHEREAS, a facilities renovation will significantly increase the curricular scope of the programs, as well as the variety and quality of food service and responds to workforce needs, expands access, and enhances college systems; and

WHEREAS, the College has spent $40,000 on a feasibility plan and has a plan for development of the space; and

WHEREAS, the College has identified the local resources necessary to support the debt service;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the addition of an $8,500,000 Certification of Participation to the 2015-17 Capital Request for Clark College to renovate the Culinary Arts Facility.

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizabeth Willis, Chair
State of Washington
State Board for Community and Technical Colleges
Resolution 14-09-59

A resolution relating to updating the Applied Baccalaureate Degree program approval process.

WHEREAS, the State Board for Community and Technical Colleges and the Higher Education Coordinating Board approved a selection process used for applied baccalaureate degrees in 2010; approved initial revisions to the approval process in February 2013; and

WHEREAS, the State Board for Community and Technical Colleges wishes to maintain a rigorous yet efficient, streamlined process for approving Applied Baccalaureate Degrees that adheres to detailed core criteria; and

WHEREAS, the State Board for Community and Technical Colleges requires the process for approving Applied Baccalaureate Degrees to include a strong focus on a statement of need for proposed programs.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the revised Applied Baccalaureate Degree Program Approval Process (Attachment A).

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizabeth Willis, Chair
Applied Baccalaureate Degree
Program Approval Process
Revised September 2014

As part of the 2010 System Design Plan legislation (SSB 6355), the status of applied baccalaureate
degrees offered by Washington’s community and technical colleges were changed from pilot to
regular status. The State Board for Community and Technical Colleges (SBCTC) approves all proposals
for applied baccalaureate degrees submitted by the community and technical colleges. These
programs are intended to accomplish the following:

1. Serve professional and technical degree-holding students who have limited access to bachelor
degree programs after completing their associate of applied science degree or its equivalent.

2. Provide opportunities for working adults who are place-bound to a specific geographic region
and want to earn a baccalaureate degree.

3. Fill skills and credentials gaps and needs in specific occupations, particularly specific
professional and technical fields requiring applied knowledge and skills.

In July 2012, SBCTC retained sole approval authority for applied baccalaureates degrees. The
following describes the process for community and technical colleges seeking to acquire state approval
to offer applied bachelor’s degree programs. The SBCTC may make future revisions to the selection
process and criteria as needed.

Step 1: Institutions notify SBCTC and higher education partners of their intent to offer an
applied bachelor degree program by placing the program title and anticipated date of
enrollment on the higher education Inter-institutional Committee on Academic
Program Planning (ICAPP) Grid.

The grid is used to informally notify higher education partners (colleges, universities, the
Washington Student Achievement Council, and the State Board for Community
and Technical Colleges) of a college’s intent to offer a program. This informal notice allows
concerns to be addressed between colleges prior to the official notice to higher education
partners.

- Institutions simply send an email to the SBCTC staff responsible for reviewing applied
  baccalaureate degree program proposals. The body of the email must include the
  working title of the degree program and the anticipated enrollment date.

- SBCTC staff will place the program information on the ICAPP grid for notice to the
  higher education community.
SBCTC staff members will provide quarterly updates to State Board members regarding potential upcoming applied baccalaureate programs being considered by colleges.

Step 2: Institutions submit a Statement of Need to SBCTC staff and a brief analysis of the College's content area strength and capacity for the applied bachelor degree.

(In addition, SBCTC staff will forward the Statement of Need to SBCTC board members and schedule a “conceptual discussion” between board members and the lead administrator of the proposed applied baccalaureate degree program. The conceptual discussion will focus on the role of the applied baccalaureate program related to the mission, vision and goals of the college and the system.)

Institutions can download the cover sheet and document entitled “Statement of Need Criteria” (Forms A and B) from the SBCTC website. Institutions must complete all elements of Forms A and B and then submit the completed forms to SBCTC staff within the specified period of time.

- The Statement of Need will be reviewed by SBCTC staff to ensure that all criteria have been met. SBCTC staff will forward feedback regarding the strengths of the plan and areas needing improvement to the college with the goal of strengthening the proposal to ensure required criteria are met. The college may submit revised documents as many times as appropriate.

- Once criteria are met, staff from the SBCTC will send out a notice to universities and community and technical colleges officially informing them of the proposed program. Questions or concerns about the proposal must be submitted to the SBCTC within 30 days. Concerns will be (sent) forwarded to the submitting college.

Step 3: SBCTC staff forward the Statement of Need to SBCTC board members and schedule a “conceptual discussion” between board members and the lead administrator of the proposed applied baccalaureate degree program.

- The conceptual discussion will focus on the unmet need for the program in the region.

- The Statement of Need will also address the relationship of the proposal to the institutional role, mission, and program priorities; employer and community unmet need; evidence of the baccalaureate degree building on an existing professional and technical degree program; student demand for the program; and efforts to maximize state resources for place-bound students through collaboration with similar CTC associate degree and applied bachelor’s degree programs and the CTC Centers of Excellence.
Tab 6
Resolution 14-09-59
Attachment A

((Step 3))

Step 4: Institutions submit program approval application to the SBCTC. ((Institutions can download the) The cover sheet and ((document entitled)) “New Degree Program Proposal” ((Forms C and D)) document can be downloaded from the SBCTC website. ((Institutions must complete all required elements of Forms C and D and submit the completed documents to SBCTC staff within a specified period of time.))

➢ A committee of higher education representatives will review the application. The committee will be comprised of community and technical college vice presidents of instruction, student services, and finance/business ((to community or technical college presidents)), and others as appropriate. ((A representative from the proposing college will be encouraged to attend the review committee meeting to respond to questions and concerns.)) The committee will make recommendations to the SBCTC staff.

➢ A peer review is not required for colleges that are already accredited as bachelor degree granting institutions through the Northwest Commission on Colleges and Universities (NWCCU). SBCTC staff will continue to review all college Applied Baccalaureate proposals and make recommendations to the SBCTC.

➢ The New Degree Program Proposal should clearly address concerns raised by the State Board during the Statement of Need phase of the process.

➢ In addition to demonstrating sustainability, rigor, and appropriate student support services, the New Degree Program Proposal should reflect collaboration with CTC's and neighboring baccalaureate institutions when applicable and foster pathway options among the various institutions.

((Step 4c))

Step 5: The State Board for Community and Technical College board members ((will)) officially vote on the program proposal. A college representative will participate in the Board meeting and provide oral support for the proposal and respond to Board member questions.
State of Washington
State Board for Community and Technical Colleges
Resolution 14-09-60

A resolution to approve changes to the method of assessing tuition and fee charges established in WAC 131-28-025.

WHEREAS, the State Board adopts the tuition and fee schedule for the college system each year; and

WHEREAS, WAC 131-28-025 requires that tuition charges be based on the number of credits taken; and

WHEREAS, the State Board seeks to encourage and support the competency-based degree initiatives undertaken by the community and technical colleges, where tuition rates are based on the length of the academic term rather than the number of credits taken;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves changes to WAC 131-28-025 allowing tuition charges for competency-based degree programs to be based on the tuition and fee rates charged for a 15 credit load for one quarter, prorated for the length of the competency-based degree program term.

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizabeth Willis, Chair
AMENDATORY SECTION (Amending WSR 01-22-010, filed 10/26/01, effective 11/26/01)

WAC 131-28-025 Method of assessing tuition and fee charges. Tuition and fees charged to students shall conform to chapter 28B.15 RCW, the legislative budget and policies of the state board and the following:

(1) For credit- and credit equivalent-based programs, tuition, and fees charged to students:

(a) Shall be based upon the number of credits assigned to such courses as listed in the official and current catalog of the college, or for courses not given such credit designations, the number of credit equivalents as computed by the method for deriving such equivalents established by the state board.

((2+)) (b) Shall be assessed on a per-credit basis at uniform rates for resident and for nonresident students, respectively. Partial credits shall be assessed on a proportionate basis. The respective maximums charged to any resident or nonresident student shall not exceed the amount allowed by law.

((3+)) (c) Shall be assessed for part-time students, for each credit of registration or its equivalent.

((4+)) (d) Shall include an additional operating fee for each credit in excess of eighteen at the tuition fee rate charged to part-time students.

((5) Shall conform with chapter 28B.15 RCW, the legislative budget and policies of the state board.)

(2) For competency-based degree programs, tuition and fees charged to students:

(a) Shall be based on the tuition and fee rates charged for a fifteen-credit load for one quarter, prorated for the length of the competency-based degree program term.

(b) For the purposes of the proration required under (a) of this subsection, a quarter shall be considered to be three months long.
Washington Community and Technical Colleges

Competency-Based Degrees

Work Group Recommendations

Endorsed by WACTC, March 2014

National Trends

- Strong enrollment response to new providers on online competency-based degrees offered by public and private non-profit colleges and universities.
- Recent U.S. Department of Education “Dear Colleague” letter requesting the use of federal financial aid for competency-based courses to further the desire to award aid based on content learned rather than time served.
- The US is falling behind other countries in college degree attainment among young adults. State and national policy makers believe our economic vitality and global competitiveness is tied to the strengths of a well-educated, knowledgeable, and skilled citizenry.
- Being middle-class in the U.S. requires increased educational attainment and degree completion among adults, including working adults. We cannot achieve our degree completion goals simply by focusing on recent high school graduates; we must also engage working adults whose time and place constraints are served best by eLearning.
- The expansion of eLearning nationally creates a competitive risk to our current market of 120,000 eLearning students, or 32,000 FTES, which constitute 20 percent of enrollments in our colleges.

College System Assets

Washington’s college system has a number of strengths that will support implementation of competency-based courses and degrees across the state.

1. Washington’s 34 community and technical colleges share a common information technology infrastructure for student demographic data; transcripts and financial aid; course data; subject disciplines and enrollments; personnel data and employment categories; and financial expenditures and revenues.

2. The college system has statewide transfer agreements with public and private non-profit colleges and universities, including major-specific transfer agreements in business, STEM, health care, and technology. The colleges share common course numbers for 350 of the most common courses offered by the colleges.
3. The colleges share common eLearning tools, including a learning management system, eTutoring and lecture capture systems, as well as dedicated reference librarians.

4. The college system has a well-established infrastructure for sharing courses across colleges. Washington OnLine (WAOL) is a 15-year consortium that allows multiple colleges to pool enrollments in online classes, share funding for online faculty, and facilitate online professional development for faculty and staff.

5. The college system recently completed the Open Course Library, with open source syllabi, instructional materials, and very low cost online textbooks or course packs for 81 of the most commonly enrolled courses in the college system.

Conceptual Framework

Washington’s community and technical college system wants to test the concept of competency-based degrees.

System-wide “proof of concept” effort:

- All colleges will have the opportunity to participate in offering competency-based courses and degrees to their students through a consortium of member colleges.

Phased approach to implementation:

- **Phase 1** – Four colleges with Gates grant support pilot competency based IT certificates starting Fall 2013 or Winter 2014. Learnings will be used to implement competency based degrees in Phases 2 and 3.

- **Phase 2** – One college takes a leadership role in creating an “institute” to conduct a pilot, developing and testing competency based courses for an associate degree. The lead college serves as the administrative and fiscal agent for Phase 2. Phase 2 colleges participate in decisions on administrative processes. The lead college will consider all interested college faculty for participation in curriculum and assessment development.

- **Phase 3** – Competency based courses and degrees may be expanded and implemented statewide by additional interested colleges through pooled enrollments or by offering courses with their own faculty. Participating colleges will adopt the competency based degree and have needed student and business services in place.
Students:

- Eligible students must demonstrate readiness to succeed in college level, online courses.
  - College ready
  - Complete an orientation course prior to starting the program
  - Successfully completed a college level online class, or an assessment demonstrating competency in online learning (such as Smarter Measure)

- The degree program will be structured to allow multiple start dates within a term and student progress towards course competencies throughout all four quarters of the academic year, so that students can complete associate degrees in 18 months or less.
  - Students will enroll in 6 month terms with monthly start dates in the first three months of each term
  - ctcLink can accommodate programs with multiple terms offered by colleges

- Programs will be financial aid eligible consistent with Federal and State financial aid regulations.
  - All courses will be credit based
  - Learning analytics imbedded in Canvas, the colleges’ learning management system, can be used to provide evidence of weekly participation required for federal financial aid
  - Students cannot blend programs with standard (quarter based) and non-standard (6 month) terms for financial aid eligibility
  - Financial aid recipients may be able to complete courses simultaneously rather than sequentially, will be determined for Phase 3

Curriculum:

- All the competency-based courses will be online, asynchronous, and available through pooled enrollments.
  - All colleges are using Canvas as their learning management system
  - Use WAOL infrastructure for pooled enrollments

- The most promising degree to start with is the business transfer associate degree, the highest enrolled transfer degree that can be offered by all 34 community and technical colleges.
  - 18 highest enrolled business transfer degree courses are identified, consistent with requirements of the statewide business Direct Transfer Agreement (DTA) degree
  - These courses will not be redesigned for 6 month terms, but continue at their current credits offered under the quarter system. Course redesign will focus on removing time as a factor in progressing through the content and assessments as well as identifying assessment rubrics for the course competencies
  - Member colleges will adopt the entire competency based degree rather than course by course adoptions
- Students will advance through the competencies and courses at their own pace.
  - Students will negotiate the number of courses and credits enrolled with a navigator prior to the start of each term
  - Course assessment rubrics will include pretests to inform course loads for the student
  - Students who complete all courses prior to the end of the term will have access to materials for subsequent courses prior to enrolling in the next term.

- Courses will use open source materials, including online and campus learning resources.
  - Open course library materials can contribute to some courses
  - Curricula will adhere to Quality Matters Standards
  - Courses will adhere to all best practices in accessibility for students with disabilities

- Faculty will identify the course and program competencies, select learning resources, and design the assessment rubrics with the support of staff expertise in library resources, instructional design, and psychometrics. Faculty will teach the courses and faculty will evaluate student work against competencies using the assessment rubrics.

- Students will demonstrate at least 80% mastery of course competencies, and receive grades of A, B or incomplete.
  - Incomplete grades for students who don’t achieve competencies and finish a course by the end of term will be consistent with existing college grading policies.

**Finance:**

- The cost to students will be consistent with quarterly tuition and fee rates charged to state-supported students
  - Students will pay the equivalent of two quarters full time state supported tuition and fees at the beginning of each 6 month term
  - Costs for books and materials are in addition to tuition and fees

- Phase 2 colleges will assume the design costs of the initial degree program and courses as well as the operating costs for piloting the program
  - Explore grant or one-time funding for start up costs such as curriculum and assessment design
  - Curricula, learning resources and assessment rubrics will be “open” and sharable by other colleges and their faculty
  - Costs for initial design of 18 asynchronous online courses and assessments for a business transfer degree and first year start up costs are estimated at $1.4 million. Budget includes faculty, student support and financial aid staff, IT infrastructure, and administration/marketing.

- Business model for consortium in Phase 3
System level staff for some functions will be considered to create cost efficiencies among consortium members.

Colleges will subcontract with the lead college for shared instruction and services.

Specific costs will be identified for Phase 3 colleges participating in pooled enrollments, pooled services or shared curricula based on actual costs in Phase 2.

- Member colleges will enroll and transcript students in the competency-based degree programs and be able to report enrollments for state support.
  - State supported students will pay the equivalent of standard tuition and fees for full-time students with revenues deposited consistent with regular state tuition and fees.
  - Two cost models will be developed in Phase 2, one for state supported enrollments and one for self-supported enrollments.
State of Washington
State Board for Community and Technical Colleges
Resolution 14-09-61

A resolution relating to the 2015-17 biennial operating budget development.

WHEREAS, RCW 28B.50.090 authorizes the State Board authority to prepare a single budget request for the support of the state system of community and technical colleges; and

WHEREAS, the State Board has determined that meeting the State's educational goals and workforce needs as population growth slows and demographics shift will require an intense focus on increasing student retention, achievement, and completions; and

WHEREAS, the State Board has determined that the policy investments listed on Attachment D will result in increased student retention, achievement, and completions;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the Director to submit to the Governor a 2015-17 Operating Budget request for an estimated $182.4 million for policy level items as identified in Attachment D.

BE IT FURTHER RESOLVED that the Director shall make any necessary adjustments to the policy level request and system maintenance level request (as identified in Attachment D), as necessary to meet changing conditions, or make technical adjustments, consistent with the Board’s direction.

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

APPROVED AND ADOPTED on September 10, 2014.

ATTEST:

Marty Brown, Secretary

Elizabeth Willis, Chair
2015-17 Budget Request Abstract - June 2014

Last year, the Washington Student Achievement Council examined and provided recommendations on long term post-secondary education goals for the State of Washington (Washington Student Achievement Council, 2013). The goals are straightforward: By 2023 all adults in Washington between the ages of 25 and 44 will have a high school diploma or equivalent and at least 70 percent of the same age group will have a post-secondary credential (p. 35).

The Washington Legislature affirmed these goals in 2014 with the passage of ESSB 2626. By placing the goals in statute, the Legislature has created a formal degree/credential milestone for higher education.

A comparison of current educational attainment to the goal of 70 percent of adults having a post-secondary credential reveals that only 49 percent of Washington residents have a post-secondary certificate, credential, or degree (p. 2). Current annual degree and credentialing output across all of higher education needs to increase by over 40 percent to reach the state’s education goals by 2023. As our system is responsible for approximately 50 percent of current degree and credentialing output statewide, our share of the additional degree/credential output required to meet the long term goal is over 11,000 credentialled students annually.

Ongoing analysis of Washington’s job market and the supply of potential employees, as conducted in the joint report A Skilled and Educated Workforce (Daryl Monear, Bloomer, Wilson, et al., October 2013), supports the need to generate a workforce with the proper levels of post-secondary education. The most recent update of the joint report explains that the most sought after credentials by Washington employers are vocational certificates and associates degrees (Daryl Monear, Bloomer, Wilson, et al., p. 6). Analyses of high demand occupations requiring mid-level knowledge and skills indicate that current annual certificate/degree production will need to increase by 55 percent between 2016 and 2020 to meet employer demand. This projected increased need for educated employees and the newly established goal of 70 percent of the 25-44 year old population educated at or beyond a two-year post-secondary credential supports the rationale for increasing output efforts in our higher education system.

Any push to increase the rate of educational attainment in our state is going to face a demographic challenge. Between 1991 and 2001, the number of 15 to 19 year olds grew by 45 percent. The growth in this traditional college-age group spurred the enrollment growth the higher education system experienced over the same time period. Over the next twenty years, the state’s projected growth in the 15 to 19 year old demographic will be much slower, at just eight percent.

This change in state demographics creates a scenario of slow overall enrollment growth for the community and technical college system over the next twenty years. Over time, the average age for our students will increase. Further, the growth that is anticipated over the next twenty years

1 SBCTC Staff calculation, based on current OFM population projections and WaSAC degree/credential output levels.
2 Occupations in Manufacturing, Production; Protective Services; Selected Health Occupations in Shortage; Science Technology. Daryl Monear, Ph.D.; Bloomer, Tina; Wilson, Ph.D., Bryan; et al., October 2013. p. 17.
3 Mid-level workforce supply includes two-year degree graduates, as well as completers of long-term certificates and apprenticeships from T&Cs and Private Career Schools, and students who have attempted at least 45 credit hours with a 2.0 GPA at a public four-year college but did not complete. (p. 16)
is projected to occur in our most ethnically diverse communities. To successfully complete a degree or credential, an older student with a diverse ethnic heritage must overcome many complex circumstances. Issues related to familial status, transportation and geographic limitations, flexibility to accommodate employment, as well as cultural barriers contribute to overall lower retention and completion rates for these students.

In conclusion, to reach the education attainment goals set by the Legislature, we cannot rely, as we have in the past, on younger populations to gradually become educated and replace aging non-educated populations, thereby increasing the rate of educational attainment. The growth in the number of young people is not sufficient to reach statewide goals. The pathway to reaching statewide education goals within the projected student population environment is to increase our system’s student retention and completion rates. The methods for increasing retention and completions among existing students can vary, but ultimately they reduce down to a simple concept: SUPPORT.

Supporting Washington’s…

...Economic future, by supporting Washington’s... 
...Educational Goals, by supporting Washington’s... 
...Educational achievement, by supporting Washington’s... 
...Traditionally under-served populations enrolled in CTC’s, by supporting... 
...Existing and emerging services that promote student progression and completion.

Just as the education and skill level goals of Washington are multi-biennial projections, the fiscal level of support required to climb this ladder will require a multi-biennial perspective. After multiple meetings to develop themes and investment strategies, the following policy requests are recommended for inclusion in the 2015-17 State Board for Community and Technical Colleges’ budget request.
Inflation Adjusted CTC State and Tuition Funding: FY 2009, 2013-15 and 2015-17 Biennia
(base year = 2017)

Percentage of FY 2009 High Water Spending Power of $1,125,000

88.4% 87.3% 87.2% 85.7%

<table>
<thead>
<tr>
<th>Year</th>
<th>State Total</th>
<th>Tuition Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2009</td>
<td>$1,125,000</td>
<td>$851,851</td>
</tr>
<tr>
<td>FY 2014</td>
<td>$994,582</td>
<td>$652,004</td>
</tr>
<tr>
<td>FY 2015</td>
<td>$941,598</td>
<td>$646,256</td>
</tr>
<tr>
<td>FY 2016</td>
<td>$981,568</td>
<td>$650,934</td>
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<tr>
<td>FY 2017</td>
<td>$964,227</td>
<td>$639,440</td>
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</tbody>
</table>

Dollars in Thousands
## 2015-17 Biennial Budget Request Comprehensive Summary - Maintenance Level and 15% Exercise

### Maintenance Level (ML)

<table>
<thead>
<tr>
<th>Budget Level</th>
<th>Brief Description</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>2015-17 Biennial Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-732 Cost of Living Adjustment</strong></td>
<td>Required COLA for Tech College classified and system faculty = 2.2% Yr1 and 2.1% Yr2</td>
<td>$18,840,000</td>
<td>$36,254,000</td>
<td>$55,251,000</td>
</tr>
<tr>
<td><strong>System Operating Inflation</strong></td>
<td>Approximate cost for annual Inflation on campuses at 2.0% per year</td>
<td>9,200,000</td>
<td>18,200,000</td>
<td>27,400,000</td>
</tr>
<tr>
<td><strong>Maintenance &amp; Operations</strong></td>
<td>M&amp;O for move new facilities coming online per Capital plan plus requested COP authority</td>
<td>7,475,000</td>
<td>14,950,000</td>
<td>22,425,000</td>
</tr>
<tr>
<td><strong>Leases and Assessments</strong></td>
<td>Scheduled increases in lease and local assessment costs (e.g., fire district assessment)</td>
<td>472,000</td>
<td>1,404,000</td>
<td>1,876,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,693,000</td>
<td>1,700,000</td>
<td>3,590,000</td>
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</tbody>
</table>

### Policy Request (PL)

<table>
<thead>
<tr>
<th>Policy Request (PL)</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>2015-17 Biennial Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Education for Adults</strong></td>
<td>Fund actual ABE/ESL enrollments; increase available funding per student with an annual 15% increase to ABE funding (with goal of moving to K12 Basic Ed Rate), and, assume growth in enrollments by 2,000 full-time equivalent (FTE) over two years.</td>
<td>$11,169,000</td>
<td>$24,480,000</td>
</tr>
<tr>
<td><strong>Expand Student Achievement</strong></td>
<td>Performance funding for districts would move to 5.0% of Appropriated Funding.</td>
<td>28,823,000</td>
<td>28,823,000</td>
</tr>
<tr>
<td><strong>Increase System Employee's Compensation</strong></td>
<td>Non-1-732 staff at 1-732 annual rates ($19.2m) (see Attachment D) and 0.8% of salary base for state share of Faculty increments ($9.9m)</td>
<td>9,768,000</td>
<td>19,388,000</td>
</tr>
<tr>
<td><strong>Increase Academic, Completion, and Career Counseling Efforts</strong></td>
<td>Increase student support focusing on strategies that improve spring to fall retention for first year students. Strategies include mandatory orientations and career assessments with quick, thorough follow-up. The retention rate improvement goal for first year students would be 4.5% by end of 2017 (current = 64.5%).</td>
<td>9,251,000</td>
<td>9,251,000</td>
</tr>
<tr>
<td><strong>Dedicate funding for 1-BEST</strong></td>
<td>Dedicated funding for 1,250 enrollments at $6,000 per FTE.</td>
<td>7,500,000</td>
<td>7,500,000</td>
</tr>
<tr>
<td><strong>Expand and Increase Opportunity Grant</strong></td>
<td>Increase the workforce support program by 600 students and increase grant by 25%. The retention rate for students receiving an Opportunity Grant was 84% in 2013.</td>
<td>5,702,000</td>
<td>5,703,000</td>
</tr>
<tr>
<td><strong>Improve Success in Math</strong></td>
<td>Request 1: Support colleges implementing the 1-BEST model with research-based principles for pre-college math, with the assistance of the Dana Center at the University of Texas, and; 2) Support the expansion of the MESA program into 14 new districts.</td>
<td>5,032,000</td>
<td>5,032,000</td>
</tr>
<tr>
<td><strong>Workforce Program Demand and Improvement</strong></td>
<td>Establish a pool of funding to respond to future workforce program needs that exceed current offerings or standards. Funding is for one-time costs associated to a new workforce program or updating existing programs to updated standards.</td>
<td>2,500,000</td>
<td>2,500,000</td>
</tr>
</tbody>
</table>

*Prepared by SBCTC Operating Budget Office*