### February 5 Study Session Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 a.m.</td>
<td>Lunch Meeting with State Board Members and Executive Director</td>
<td>Tahoma Room, 3rd Floor</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>New Office Space Tour</td>
<td>1st Floor</td>
</tr>
<tr>
<td>1:00 p.m.</td>
<td>Call to Order and Welcome</td>
<td>Action</td>
</tr>
<tr>
<td>1:05 p.m.</td>
<td>2015-17 Operating Budget Development</td>
<td>Discuss Tab 1</td>
</tr>
<tr>
<td>2:35 p.m.</td>
<td>Allocation and Accountability Task Force Update</td>
<td>Discuss Tab 2</td>
</tr>
<tr>
<td>3:05 p.m.</td>
<td>Break</td>
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</tr>
<tr>
<td>3:20 p.m.</td>
<td>Applied Baccalaureate Degree Statements of Need</td>
<td>Discuss Tab 3</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>Nursing Transfer Agreement</td>
<td>Discuss Tab 4</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>Adjournment</td>
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</tr>
<tr>
<td>5:30 p.m.</td>
<td>Dinner Meeting with Guest Speaker Dr. Gene Sharratt, Executive Director</td>
<td>Rock Fish Grill, 700 4th Ave East, Olympia, WA 98506</td>
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### February 6 Regular Business Meeting Agenda

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Breakfast</td>
<td>Action</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Call to Order and Adoption of Agenda</td>
<td></td>
</tr>
<tr>
<td>8:35 a.m.</td>
<td>Approval of Consent Agenda</td>
<td>Action Tab 5</td>
</tr>
<tr>
<td></td>
<td>a. SBCTC Meeting Minutes, December 5, 2014</td>
<td></td>
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<tr>
<td></td>
<td>b. Centralia College: Local Expenditure Authority, 201 S. Ash Road</td>
<td></td>
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<td></td>
<td>Resolution 14-02-01</td>
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<td></td>
<td>c. South Puget Sound Community College: Surplus Property, Marvin Road</td>
<td></td>
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<tr>
<td></td>
<td>Resolution 14-02-02</td>
<td></td>
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<td></td>
<td>d. Green River Community College: Local Expenditure Authority, New Auburn Center</td>
<td></td>
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<tr>
<td></td>
<td>Resolution 14-02-03</td>
<td></td>
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</table>
8:40 a.m. Trustees’ Association Report
Dan Altmayer, TACTC President
Discuss

8:55 a.m. Presidents’ Association Report
Jill Wakefield, WACTC President
Discuss

9:10 a.m. Adult Basic Education State Plan
Jon Kerr
Discuss Tab 6

9:55 a.m. Final Consideration of Olympic College’s Bachelor of Applied Science in Computer Information Systems Resolution 14-02-04
Edward Esparza
Action Tab 7

10:10 a.m. Break

10:20 a.m. Final Consideration of Centralia College’s Bachelor of Applied Science in Diesel Technology Resolution 14-02-05
Edward Esparza
Action Tab 8

10:35 a.m. Final Consideration of Highline Community College’s Bachelor of Applied Science in Global Trade and Logistics Resolution 14-02-06
Edward Esparza
Action Tab 9

10:50 a.m. Final Consideration of Highline Community College’s Bachelor of Applied Science in Respiratory Care Resolution 14-02-07
Edward Esparza
Action Tab 10

11:05 a.m. Final Consideration of North Seattle Community College’s Bachelor of Applied Science Application Development Resolution 14-02-08
Edward Esparza
Action Tab 11

11:20 a.m. Legislative Update
Alison Grazzini-Smith
Discuss Tab 12

11:45 a.m. Executive Director Report
Marty Brown
Discuss

12:00 p.m. Adjournment

Next Meeting: March 26-27, State Board Office, Olympia

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

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

Indoor Air Quality Policy: To promote a fragrance-free environment, the State Board requests that meeting participants refrain from wearing perfume, cologne and other fragrances.
2015-17 Operating Budget Development

Brief Description
The SBCTC develops a biennial operating budget request on behalf of the entire system every two years. The 2015-17 biennium operating budget submittal is due to the Office of Financial Management (OFM) September 2014. At this meeting and in subsequent meetings through next September, the Board will develop its 2015-17 operating budget request. Future meetings will include roundtable discussions with presidents, local trustees, labor representatives, and student representatives. See Attachment A: SBCTC 2015-17 Operating Budget Development Timeline - Draft. At this meeting, the Board will receive a briefing to provide budget context and participate in a discussion with presidents, students, trustees, and labor representatives to identify potential budget themes and priorities for 2015-17.

How does this link to the System Direction, Mission Study, and Policy Focus
The biennial budget request is one of the primary instruments used by the Board to request state appropriations which support the Board’s priorities. As documentation of Board’s priorities, the System Direction and Mission Study serve to guide the development of the budget. See Attachment B: SBCTC 2013-15 Budget Request as an example of how the budget request is linked to the Board’s priorities.

Background Information and Analysis

Context for the 2015-17 Budget Development

Fiscal Environment
The SBCTC 2013-15 operating budget request submitted in Fall of 2012 totaled $198.5 million in new funding for the two year period on a base biennial budget of $1.15 billion. See Attachment B: SBCTC 2013-15 Budget Request. In the final budget, the Legislature increased state funding in the system by $89.7 million for the two year period, including $10.0 million for the Student Achievement Initiative and $37.0 million in Institutional Funding. And for the first time since the mid-1980s, no authority was provided to increase tuition, keeping 2014 tuition at $4,000 annually for a full time student. Finally, as an outcome of the November 2013 special session, $8.5 million in aerospace related investments was provided, to set the state funding base for the 2013-15 biennium at $1.24 billion.

The annual state funding level for the 2013-15 biennium, when combined with annual tuition revenues, brings system resources to within two percent of the ‘high water’ funding level the system experienced in 2009 before the onset of the Great Recession. The capacity to reach this level of funding has required students to assume a larger share of college funding. Two consecutive tuition increases of seven percent, followed by two 12 percent increases have increased the share of college funding supported by students from 23 percent to 35 percent. Conversely, state funding has declined from 77 percent of total funding to about 65 percent over the last ten years.

Our first glimpse of the state’s revenue forecast for next biennium will be February 20, 2014, at which point the problem statement for next biennium’s state budget will come into sharper focus.
**Enrollment Environment**

System-wide enrollments continue to ‘normalize’ downward from peak levels experienced during the recession. Final enrollments for FY 2013 were 3.8 percent lower than FY 2012, ending with 146,542 state supported FTEs. The improving economy continues to draw students back into the workforce and is evidenced by the 15.8 percent reduction in worker retraining FTEs the system experienced between 2012 and 2013. When compared to our peak level of enrollment, worker retraining enrollments are down 30 percent. The impact of lower enrollments on college budgets is magnified as the system becomes more reliant on tuition.

Recent discussions regarding population demographics over the next twenty years have revealed a different enrollment future for our system. Growth in the number of students we serve over the next twenty years is projected to be half the growth we experienced over the prior twenty years. Further, enrollment growth will primarily be from older and more ethnically diverse populations. In the near term, enrollment projections for next biennium are anticipated to remain relatively flat, with growth resulting from population increases offset by continued declines in the demand for worker retraining.

**2013-15 Budget Request Development Process**

The proposed process for developing the SBCTC 2015-17 biennial budget request is outlined in Attachment A. As in the past, it will be an iterative process involving college presidents, trustees, students, and labor representatives in conversations with the Board, aimed at identifying key themes and system needs. The Board will review and provide final approval of the SBCTC 2015-17 budget request at its September 2012 meeting.

**Potential Questions**

Questions that need to be answered

- What themes and principles should shape and guide the development of the system’s 2015-17 operating budget request?
- What processes and methods should be used to engage the system in the development of the 2015-17 operating budget request?

**Recommendation/Preferred Result**

Staff will review budget context information with the Board and through panel discussion with presidents, trustees, students, and labor representatives to identify potential themes and priorities for use in the development of the 2015-17 biennial budget. The Board will review the 2015-17 Operating Budget Development Timeline – DRAFT (Attachment A) and provide feedback to staff on the timeline and processes proposed to engage the system in the development of the budget request.

Policy Manual Change Yes ☐ No ☒

Prepared by: Nicholas Lutes, Operating Budget Director
360-704-1023, nlutes@sbctc.edu
2015-17 SBCTC Operating Budget Development Timeline

State Board Meeting February 5-6, 2014
- Initial discussion on 2015-17 operating budget development
- Staff presentation on recent budget history, outlook for 15-17 state budget
  - Roundtable discussion with presidents, trustees, labor, students and staff on potential budget themes and priorities.
- Outcome: Provide direction to staff on potential priorities and themes

Activities between February and March Board meetings:
- WACTC meetings
  - February 20- 21– Context; discuss system principles and further develop priorities and themes
- February 20th Revenue Forecast – first look at 2015-17
- 60-day legislative session adjourns March 13
  - Legislative 2014 supplemental budgets released (enacted)

Joint State Board / WACTC Meeting March 26-28, 2014
- State Board 26-27
  - Staff presentation on impacts of 2014 supplemental budget, updated context and outlook on 2015-17 state budget, outcomes resulting from prior discussions on principles and themes.
  - Study session discussion format: Small group and roundtable discussion with presidents, trustees, labor, students and staff.
    - Question: What are the policy items you believe translate the current principles and themes into potential budget requests?
  - Outcome: Direction to staff on potential budget request items to include in the 2015-17 biennial budget request

Activities between March and May Board meetings:
- WACTC Meetings
  - March 27-28
    - Updated budget context
    - Outcome of 2014 Legislative Session
  - April 24-25 -- WACTC Budget Academy
    - Prioritize themes and items from March State Board small group discussions

State Board Meeting May 7-8, 2014
- Presentation on Presidents’ Budget Academy discussion.
- Study session discussion format: Small group and roundtable discussion with presidents, trustees, labor, students and staff.
  - Question: What is the proper prioritization of the potential request items generated at the Board’s March meeting?
- Outcome: Prioritization of items to include in budget request, before approval in June

Activities between May and June Board meetings:
- May 29-30 WACTC Meets

State Board Meeting June 18-19, 2014
- Outcome: Direction to staff on list of items to include in request and direction to staff complete the request

System activities between June and September Board meetings:
- WACTC Retreat

State Board Meeting September 2014
- Outcome: Board finalizes and approves budget request, directs staff to submit to Governor

Prepared by SBCTC Operating Budget Office
State Board for Community and Technical Colleges
2013-15 Operating Budget Request – Policy Items and Descriptions

<table>
<thead>
<tr>
<th>Total Two Year Investment Request</th>
<th>$ 197,846,000</th>
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<tbody>
<tr>
<td>Meeting Washington's Education Needs</td>
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<tr>
<td>• Investing in Student Opportunity</td>
<td>$ 74,679,000</td>
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<tr>
<td>• Opportunity Grant</td>
<td>$ 10,167,000</td>
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<tr>
<td>Increasing Student Achievement</td>
<td>$ 26,900,000</td>
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<tr>
<td>• Student Achievement Initiative</td>
<td>$ 17,500,000</td>
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<tr>
<td>• Transition Part-time Faculty to Full-time</td>
<td>$ 9,400,000</td>
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<tr>
<td>Invest in Faculty and Staff</td>
<td>$ 80,100,000</td>
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<tr>
<td>• Faculty Increments</td>
<td>$ 10,200,000</td>
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<tr>
<td>• Faculty and Exempt Peer Adjustment</td>
<td>$ 37,800,000</td>
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<tr>
<td>• Align Exempt Staff salary increases with Faculty increases</td>
<td>$ 9,600,000</td>
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<tr>
<td>• Close salary gap between Part-time and Full-time</td>
<td>$ 22,500,000</td>
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<tr>
<td>Invest in Instructional Technology</td>
<td>$ 6,000,000</td>
</tr>
<tr>
<td>• Implementation of Statewide Educational Resources</td>
<td>$ 6,000,000</td>
</tr>
</tbody>
</table>

Note:
• Increases related to faculty and technical college classified cost of living, as required by I-732, will be included at the Maintenance Level with a biennial value of $37.2 million. This represents an increase of approximately 2.1% per fiscal year.
• Compensation changes for classified staff are being bargained centrally through the OFM's Labor Relations Office.
Allocation and Accountability Task Force Update

Brief Description
The Board will receive an update on the work of the Allocation and Accountability Task Force and will be asked to provide feedback.

How does this link to the System Direction, Mission Study, and Policy Focus
The Board’s 2013-14 policy focus includes the following: “Adopt an allocation model that increases student success, and ensures access to low income, basic skills, English language, and academic and job skills students.” The measure of success is to have an allocation model ready for implementation by the 2014-15 academic year.

Background Information and Analysis
The Task Force has agreed to a set of allocation system principles. An allocation system should:

1. Be stable, understandable, and predictable;
2. Treat all colleges consistently and impartially;
3. Do as little harm as possible to other colleges;
4. Allow for flexibility in local decisions about use of funding; and
5. Achieve an appropriate balance between access/enrollment and performance/student outcomes.

At its January meeting, the Task Force discussed the policy implications and the pros and cons of three primary allocation systems: Performance (Student Achievement Initiative [SAI]); Base Plus with enrollments as accountability; and Formula Driven (other than performance).

- **Performance Funding**

  The SAI focuses on student achievement by providing rewards for moving students along an educational pathway and for completions. SAI rewards efficiency (points per student), productivity (total points), and effectiveness (total completions), and is designed to provide all colleges a fair opportunity to receive performance funding. Criticisms of performance funding include: district funding is not stable from year-to-year; districts compete with one another for funding; and a district’s funding depends not only on its own students’ achievement, but also on the district’s achievement relative to other districts. The current SAI funding pool is less than one percent of our total state funding allocation.

- **Base Plus Funding**

  Most of the funding in our current allocation system is distributed on this methodology. Colleges receive their prior year base funding adjusted by incremental increases or decreases that reflect legislative changes to system funding. The focus is on access, enrollments, stability, local decision making, and independence of college budgets from the decisions of other colleges. This allocation methodology aligns with the way the Legislature provides funding. Criticisms of this funding methodology include: it is not focused enough on student outcomes; it does not recognize the varying costs/revenues of different mission areas and program types; and there are no adjustments to the distribution of state funding in the absence of new funding from the Legislature.
• Formula Funding (other than performance)

A formula-driven allocation system reallocates funding each year based on prior year(s) actual enrollments, typically providing more funding for certain types of enrollments than for others. Other factors in addition to enrollments can also be recognized. Generally, the focus is on access and enrollments, as well as cost-reimbursement. Additionally, formula funding can also be used to promote specific statewide policy goals. In our current system, variable Worker Retraining and Basic Skills Enhancement dollars are allocated by formulas. Criticisms of formula funding include: local decision making impacts funding for all districts; districts must compete with one another for funding; requires close monitoring of data used to drive out money; lack of stability and predictability in district budgets; and transparency and understanding of formulas can be an issue.

The Task Force also discussed increasing the amount of funding allocated based on performance. This discussion will continue in future Task Force meetings.

**Potential Questions**

- Are changes to the allocation system needed to better align it with the Board’s policy objectives?
- What portion of state funding should be allocated each year based on performance?

**Recommendation/Preferred Result**

State Board members will have an opportunity to provide input on the work of the Task Force.

Policy Manual Change Yes ☐ No ☒

Prepared by: Denise Graham, Deputy Executive Director, Finance  
(360) 704-4350, dgraham@sbctc.edu
Baccalaureate Degree Statements of Need

Brief Description
A conceptual discussion will occur between the State Board and colleges proposing to offer Bachelor of Applied Science (BAS) degree programs.

The Statement of Need addresses five areas:
- Relationship to institutional role, mission, and program priorities
- Employer/community demand for graduates with baccalaureate level of education proposed in the program
- Applied baccalaureate program builds from existing professional and technical degree program offered by the institution
- Student demand for program within service area
- Efforts to maximize state resources to serve place-bound students

How does this link to the System Direction, Mission Study, and Policy Focus
In the System Direction report, the State Board for Community and Technical Colleges states its vision as building strong communities, individuals and families and achieving greater global competitiveness and prosperity for Washington State and its economy by raising the knowledge and skills of its state residents.

Colleges who provide applied baccalaureate programs are focused on three core areas in developing their Statement of Needs: **Economic Demand, Student Success, and Innovation.** Colleges inherently meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest unmet need. Through this, colleges create greater access to higher education by enrolling underserved populations, and ensure community and technical colleges are affordable and accessible for students.

Applied baccalaureate degrees expand the pipeline from associate to bachelor’s degrees in critical areas in demand by employers and students. As part of the development of emerging programs, colleges with applied baccalaureate programs have addressed innovation by creating programs that are technology and globally focused.

Through the advocacy of WACTC, a task force was commissioned to address the guiding principles of future BAS programs and their development system wide. The BAS Task Force examined a funding structure to support student access and success and develop and sustain program operation and growth. Applied baccalaureate programs are an excellent representation of the diversity within program development and how each college responds to both community and student need.

To date, the Board has approved 23 BAS programs at 11 colleges, 19 proposals are engaged in the approval process, and colleges have expressed interest in 26 additional programs. (See Attachment A: Applied Baccalaureate Degree Programs)

Background Information and Analysis
3a) Columbia Basin College – BS Nursing
Columbia Basin College proposes to implement a Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) degree program beginning fall 2016. The degree will build on their two-year Associate of Applied Science Degree Nursing (ADN) program. The nursing prerequisites, ADN courses, and RN licensure will serve as the knowledge and skills foundation for students to complete upper division coursework. The BSN degree will help to meet current and future employment needs for the college’s service district of Benton and Franklin counties. A local employer survey of the bi-county district indicates the BSN is the preferred degree for employment. Highly qualified, experienced nursing faculty members will provide the foundation for a rigorous and quality Nursing program.

Columbia Basin College currently offers approved BAS programs in Applied Management, Project Management, and Cyber Security.

3b) Grays Harbor College – BAS Applied Management
Grays Harbor College proposes to develop a Bachelor of Applied Science in Applied Management. This degree has been developed after extensive communication with community stakeholders who have identified specific areas of need within the community. It presents a community/industry-driven curriculum encompassing management, business and administrative operations, fiscal management, community development, as well as staff supervision. Graduates will possess a core of technical skills, expertise in the operations of profit or non-profit, and a proactive understanding of managerial principles.

This program is the first BAS proposal for Grays Harbor College.

Potential Questions
- Do the college proposals for a Bachelor of Applied Science meet the vision, mission, and goals of their respective colleges?
- Do the proposed Bachelor of Applied Science degree programs serve the current and future needs of the colleges’ regions and the state?
- Do the proposed Bachelor of Applied Science degree programs support the State Board for Community and Technical College System Direction goals and Mission Study action plans for sustaining economic prosperity into the future?

Recommendation/Preferred Result
Staff will provide a brief overview of applied baccalaureate degree proposals. Board members will have an opportunity to discuss the applied baccalaureate proposals with college representatives in the context of meeting college and system goals.

Policy Manual Change Yes ☐ No ☒

Prepared by: Edward Esparza, Policy Associate, Student Services
360-704-4319, eesparza@sbctc.edu
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<th>College</th>
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<tbody>
<tr>
<td>Bellevue</td>
<td>Radiation and Imaging Sciences</td>
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<tr>
<td>Olympic</td>
<td>Nursing</td>
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<tr>
<td>Peninsula</td>
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<td>Application Development</td>
<td>Peer review 12/13</td>
<td>Fall 2014</td>
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<td>Olympic</td>
<td>Computer Information Systems (STEM Funding)</td>
<td>Peer review 12/13</td>
<td>Fall 2014</td>
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<td>Bellevue</td>
<td>Molecular Sciences (STEM Funding)</td>
<td>Board review 10/13</td>
<td>Fall 2014</td>
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<td>Cascadia</td>
<td>Technology in Sustainable Practices (STEM Funding)</td>
<td>Board review 10/13</td>
<td>Fall 2014</td>
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<td>Clark</td>
<td>Dental Hygiene</td>
<td>Board review 12/13</td>
<td>Fall 2015</td>
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<td>Manufacturing Operations</td>
<td>Board Review 3/13</td>
<td>Fall 2014</td>
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<td>Green River</td>
<td>Information Technology: Secured Applications Development (STEM Funding)</td>
<td>Board review 10/13</td>
<td>Fall 2014</td>
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<td>Green River</td>
<td>Marketing and Entrepreneurship</td>
<td>Board review 12/13</td>
<td>Winter 2015</td>
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<td>Youth Development</td>
<td>Board review 6/13</td>
<td>Fall 2014</td>
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<td>Renton</td>
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<td>Board review 5/13</td>
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<td>Fall 2014</td>
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<tr>
<td>Wenatchee Valley</td>
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<td>Board review 12/13</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Yakima Valley</td>
<td>Applied Business Management</td>
<td>Board review 12/13</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Nursing RN-B</td>
<td>In 30-day review</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Grays Harbor</td>
<td>Applied Management</td>
<td>In 30-day review</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Bates</td>
<td>Biomedical Technology</td>
<td>Intent expressed</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Bates</td>
<td>Public Safety Administration</td>
<td>Intent expressed</td>
<td>Fall 2014</td>
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<td>Bellevue</td>
<td>Applied Accounting</td>
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<td>Fall 2015</td>
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<td>Bellevue</td>
<td>Integrated Resource Management</td>
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<td>Centralia</td>
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<td>Intent expressed</td>
<td>Fall 2014</td>
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<td>Clark</td>
<td>Behavioral Science</td>
<td>Intent expressed</td>
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<td>Clark</td>
<td>Management</td>
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<td>Fall 2014</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>Clover Park</td>
<td>Aerospace Engineering Technician OR Advanced Materials/Non-Destructive Testing</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>Court Reporting and Captioning</td>
<td>Intent expressed</td>
<td>Fall 2015</td>
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<td>Green River</td>
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<td>Fall 2015</td>
</tr>
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<td>Lake Washington</td>
<td>Biomedical Engineering Technology (2+2 with EWU)</td>
<td>Intent expressed</td>
<td>Fall 2016</td>
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<tr>
<td>Lake Washington</td>
<td>Energy Systems Engineering Technology</td>
<td>Intent expressed</td>
<td>Fall 2016</td>
</tr>
<tr>
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<td>Leadership and Supervision</td>
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<td>Fall 2014</td>
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<tr>
<td>Renton</td>
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<td>Applied Management</td>
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<td>Fall 2014</td>
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<td>Spokane</td>
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<td>Fall 2014</td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Business Management</td>
<td>Intent expressed</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>E-Learning and Instructional Design</td>
<td>Intent expressed</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Graphic and Integrated Designs</td>
<td>Intent expressed</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Information Technology</td>
<td>Intent expressed</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Interior Design</td>
<td>Intent expressed</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>

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Applied Baccalaureate Degree Program

Statement of Need
Forms A and B

Columbia Basin College
Bachelor of Nursing Degree

December 18, 2013
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Form A

COVER SHEET
STATEMENT OF NEED

Program Information

Program Name: Bachelor of Science Nursing RN-B Program

Institution Name: Columbia Basin College

Degree: B.S. Nursing  (e.g. B.S. Chemistry)  Level: Bachelor  (e.g. Bachelor)  Type: Science  (e.g. Science)  CIP Code: 51.1601

Proposed Start Date: Fall 2016

Projected Enrollment (FTE) in Year One: 25  At Full Enrollment by Year: Fall 2017  (# FTE)

Funding Source: State FTE  X  Self Support ___  Other ______

Mode of Delivery

Single Campus Delivery: Columbia Basin College  -  Richland Campus

Off-site: Clinical

Distance Learning: All courses will be web supported, most courses will be hybrid, and online courses will be available.

Statement of Need

• Relationship to institutional mission
• Employer demand
• Student demand
• Options for place-bound students

Please see criteria and standard sheet FORM B

Contact Information (Academic Department Representative)

Name: Frank Powers
Title: Executive Dean for Career & Technical Education
Address: 2600 N. 20th Ave., Pasco, WA 99301  MS-CCTE
Telephone: (509) 544-4914
Email: fpowers@columbiabasin.edu

______________________  ____________________
Chief Academic Officer  Date
Bachelor of Science in Nursing

STATEMENT OF NEED CRITERIA

Columbia Basin College (CBC) proposes to implement a Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) degree program beginning Fall 2016. The degree will build on CBC’s two-year Associate of Applied Science Degree Nursing (ADN) program. The nursing prerequisites, ADN courses, and RN licensure will serve as the knowledge and skills foundation for students to complete upper division coursework.

The BSN degree will help to meet current and future employment needs for CBC’s service district of Benton and Franklin counties. A local employer survey of the bi-county district indicates the BSN is the preferred degree for employment. Highly qualified, experienced nursing faculty members will provide the foundation for a rigorous and quality Nursing Program. All faculty members hold advanced degrees and have expertise in their areas of practice providing an exceptional learning experience for the student. CBC is proud of its reputation for quality nursing education.

Criteria 1: Relationship to institutional role, mission, and program priorities.

Institution Program Priorities and Program Selection

Mission:

CBC exists in an environment of diversity, fairness, equity and sustainability to ensure that the people of Benton and Franklin counties have access to educational programs providing sufficient knowledge for higher educational achievement, meaningful employment, basic skills development, cultural enrichment, and physical and emotional well-being.
Matching Program Development with District Characteristics and Needs

CBC’s mission regarding baccalaureate programs is to provide professional and technical students with bachelor degree programs which strategically meet Benton and Franklin counties economic and workforce development needs. CBC’s priority is to build on current AAS programs so local employees can return to CBC for advanced degrees. In line with our mission, CBC is requesting a RN to BSN (RN-B) program to support the employment needs of our bi-county service district. The Tri-Cities – Pasco, Kennewick, and Richland, is a leading economic growth area in Washington State.\(^1\) The healthcare sector is no exception. The Seattle Times, August 28, 2011 states: “Increasing demand for medical care is inspiring health-care businesses, nonprofits and hospitals to build new facilities and expand existing buildings in an area officials say has become a medical hub.”

Columbia Basin College provides access to rural, first generation, non-traditional and second career students who typically stay and work in the community. Students who graduate from the CBC Nursing program consistently pass the National Council Licensure Examination (NCLEX) and have a 94-96% job placement rate within six months of graduation. CBC nurses are regarded highly in the healthcare community. The development of an RN-B program is the next step, building on an already established nursing career ladder at CBC.

Criteria 2: Support of the statewide strategic plans.

The Columbia Basin College RN to BSN degree program will support the SBCTC’s goals. Table 1 identifies how, in key areas, CBC’s RN-B degree program is aligned with the SBCTC

Table 1: *RN to BSN Degree Program Response to SBCTC Mission Study*

<table>
<thead>
<tr>
<th>Challenges Selected from the Ten Challenges in the 2008/2010 SBCTC Mission Study</th>
<th>CBC BAS-P Response to Key Areas of the Ten Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Challenge #1.</strong> Serve more people, including groups who have been underserved in the past.</td>
<td>“Franklin County is the first county in the region to have a majority of Hispanics in its population” (Franklin County Profile, May 2012). In 2010, the Franklin county Hispanic or Latino population was 51.2% of the population compared with 11.2% in the state (Franklin County Profile, May 2012). 76% of CBC’s Hispanic students (as opposed to 28% of CBC’s white students) are first generation students. Historically, first generation students are an underserved population.</td>
</tr>
<tr>
<td><strong>Challenge #2.</strong> Close the statewide skills gap for technically trained workers.</td>
<td>The RN-B pathway allows RNs with the ADN degree an opportunity to complete a BSN which is the preferred degree for many hospitals in our community.</td>
</tr>
<tr>
<td><strong>Challenge #4.</strong> Contribute to the production of more baccalaureate degrees.</td>
<td>The RN-B pathway provides an additional opportunity for place-bound citizens and practicing nurses in the community to complete a Baccalaureate degree and meet local employment demands.</td>
</tr>
<tr>
<td><strong>Challenge #7.</strong> Invest in sustaining faculty and staff excellence.</td>
<td>CBC values professional development and faculty excellence. CBC is committed to providing continued support and funding to help faculty maintain licensure, certifications, and advance their education.</td>
</tr>
</tbody>
</table>

CBC will continue to invest in hardware and software to provide up-to-date technologies for teaching and learning in today’s classrooms. Courses will be supported with cutting edge technology including: high fidelity simulation, multi-media, on-line resources and a student friendly Learning Management System (LMS). Distance technologies will be supported by the campus e-learning team.

The proposed CBC RN-B program will address major themes in the HECB strategic Master Plan such as: economic growth and pathways to career opportunities. The RN-B program will collaborate with and support healthcare organizations within the region, offering highly trained nurses to meet employment needs. The RN-B program is the next step on the nursing career ladder continuum providing CBC graduates and local practicing nurses an alternative for completing a BSN degree. A BSN degree opens up opportunities for nurses to pursue advanced graduate degrees and promotes the ideal of life-long learning.

Criteria 3: Employer/community demand for graduates with baccalaureate level of education proposed in the program.

As stated above, the Tri-City area is one of the fastest growing regions in Washington State and is home to three regional hospitals: Kadlec Regional Medical Center, Kennewick General Hospital now Trios Health, and Lourdes Medical Center (a critical access facility). These facilities continue to grow and expand with the needs of the community. Kadlec Regional Medical Center, in Richland, opened a stand-alone emergency department in Kennewick, May 2013. This is the only one of its kind in Eastern Washington. Trios Health will be opening a new
74 bed facility in May 2014. A new mental health crisis triage facility is planned to open in Richland next year. ² With this kind of growth in the Benton-Franklin County region, demand for healthcare jobs continues to increase. This coincides with the research by the Washington Center Nursing (WCN) which states:

“... vacancy rates are increasing now due to nurses’ retirements; an aging population is requiring more care; and approximately 300,000 more people will be eligible in 2014 for healthcare insurance under the Patient Protection Affordable Care Act.” ³

The IOM Report, The Future of Nursing: Leading Change, Advancing Health (2010), released the recommendation to increase the percentage of Registered Nurses who hold a baccalaureate degree or higher to 80% by 2020. The WCN has made it a goal to collaborate with nursing schools to expand BSN capacity⁴. Currently, only 50% of RN’s across the country and 43% of RN’s in the Benton-Franklin county region meet this goal.⁵ According to statistics published by the Nursing Care Quality Assurance Commission (NCQAC), the aggregate admission rate of qualified applicants to all BSN programs is 60.4% in Washington State indicating a clear need for additional programs to move qualified applicants to their desired degree.⁶

Many hiring officials at local healthcare facilities agree it is beneficial for RNs to have a BSN degree. Twenty facilities in the Benton/Franklin, Walla Walla, and Yakima areas were

² Tri-City Herald, 11.13.13
⁵ https://west.economicmodeling.com/analyst/?t=NPpD#h=pWTM&module=economy&page=occupation_report
surveyed. When hiring a nurse with the RN credential 44% indicated they look for
baccalaureate prepared nurses more than associate degree nurses and 39% have found it
difficult to find RN’s with the BSN. When asked to comment on the preference for BSN over
ADN, it was noted that the majority favored the BSN nurses ability to move into leadership
positions. Similar to national opinions, 79% of respondents also reiterated the perception that
the need for nurses with a BSN is increasing. The majority, 89%, of those surveyed believed it
would benefit their organization if CBC offered a RN-B program. (See Appendix B attached)
CBC has a long history of partnering with local healthcare facilities and because of these
established relationships; the partners welcome the addition of BSN training at CBC.

According to the Washington State Employment Security Department website the
occupation of Registered Nurse is considered an in-demand occupation in the Tri-City area and
statewide.⁷ Research was conducted using the Economic Modeling Systems Inc.’s (EMSI)
database. The information helps support the proposal to add an RN-B program at CBC. Local
open positions for RNs have increased by 46 between 2012 and 2013.⁸ This number is
expected to rise with the opening of additional facilities. A national concern in nursing is the
aging and retiring workforce and how it will be filled. Approximately 51% of the region’s
current workforce are RNs in the 45-64 year old age group.⁹ The vacancies left by the retirees

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12.2.13

⁸ https://west.economicmodeling.com/analyst/?t=MDz5#h=mRPg&module=home&page=dashboard&login=1
12.2.13

⁹ https://west.economicmodeling.com/analyst/?t=NPpD#h=pWTM&module=economy&page=occupation_report
will leave a large gap to be filled in addition to positions for new RNs created by an expanding infrastructure.

In addition to registered nurses, nurse practitioners are considered an in demand occupation in the region. Nurse practitioners are required to have a master’s degree. An RN-B program at CBC will allow local students to continue on their career path to nurse practitioner.

Criteria 4: Applied baccalaureate program builds from existing professional and technical degree program offered by the institution.

The Columbia Basin College Nursing Program is located in Richland, Washington and has served Benton and Franklin counties for over 60 years. A Practical Nurse program began at the college in the early 1950’s. The Associate Degree program started over 50 years ago in response to the communities need for Registered Nurses. The program has continued to have strong community support since its inception.

CBC offers an Accreditation Commission for Education in Nursing (ACEN) accredited program. Two major entry points are offered. The first entry point is for individuals with no experience in nursing. A new class is admitted each fall quarter. The second entry point is for Licensed Practical Nurses (LPN) who may enter (on a space available basis) into the Advanced Placement program without having to repeat course material they have already mastered. A Columbia Basin College Nursing certificate or degree signifies that the holders of the LPN certificate or ADN degree have been educated to competently practice nursing procedures in

most settings and are able to apply for the NCLEX exam for the LPN or RN. The education of a
nursing student requires assimilation of knowledge, acquisition of skills, and development of
clinical judgment through patient care experiences in preparation for safe, entry-level nursing
practice. Nursing emphasizes collaboration among allied health care professionals and the
patient.

The Columbia Basin College Nursing Program has consistently graduated 50-60
Associate Degree Nurses into the community for many years. The total enrollment in the
program is approximately 100 students. The retention rate has been high as is the overall
program completion rate due to the programs readmission policy.

Table 2: ADN Enrollment 2009-2014

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>114</td>
<td>98</td>
<td>104</td>
<td>104</td>
<td>100</td>
</tr>
<tr>
<td>FTE’s</td>
<td>114</td>
<td>98</td>
<td>104</td>
<td>104</td>
<td>100</td>
</tr>
<tr>
<td>Graduates</td>
<td>50</td>
<td>50</td>
<td>46</td>
<td>50</td>
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</tr>
</tbody>
</table>

Leadership and Faculty Members

The Executive Director of Nursing is tenured and has been a part of the Columbia Basin
Nursing program for 27 years. She has been the director for ten years. She has a Master’s
Degree in Nursing and completed an ARNP program in Acute Care.

There are six full-time faculty members and two adjunct faculty members. Four faculty
members have Masters Degrees and have been with the college seven years or longer. Two
newly hired faculty members are both currently enrolled in a Master’s program in nursing. One adjunct faculty member recently graduated from a Nurse Practitioner program and practices in the community as well as teaches for CBC. One full-time faculty member is working on her Doctorate and will complete the program in summer 2015. She has taught in the Nursing Program for 17 years, has completed an ARNP program, and is being mentored into the director position. The Nursing Program has a full-time program coordinator who works with a Health Science Program Supervisor to assure support to the Director, the program, and the students.

The RN-B program will be housed at the CBC Health Sciences Center (HSC) in Richland, Washington along with all other healthcare related programs. The HSC provides an environment equipped with state-of-the-art instructional and simulation equipment. There is adequate classroom, laboratory, simulation, and office space for the Nursing Program and the addition of an RN-B program.

Criteria 5: Student demand for program within the region.

Current students understand a BSN degree will be expected for RNs in the future. Many new students entering regional programs plan to continue their education after they receive the ADN degree.

Students currently enrolled at CBC, Yakima Valley Community College, Walla Walla Community College, and Big Bend Community College were surveyed regarding their interest in entering a RN-B program if offered at CBC. A total of 115 nursing students in the region (64 of which were CBC graduates) replied. The majority, 90%, indicated they would consider participating in a RN-B program at CBC. Eighty five percent indicated that career advancement
was the main reason to pursue the BSN degree. Students commented many times that having a BSN would allow for growth in their field and added versatility in their future.

“Very proud to be a CBC grad and would really like to continue my education with CBC. I trust the education I am receiving at CBC. I would not have the same confidence if I were to go to another institution.”

(See Appendix C)

A large pool of students in the district are employed Associate Degree RNs who want to go back to school to earn their BSN. A survey to explore interest in attending an RN-B program at CBC was sent to working RNs at regional healthcare facilities. (See Appendix D) Of the 151 RNs who responded to the survey, 61% of them have an ADN degree from CBC. The majority of the respondents, 93%, work in a regional hospital.

Because of the recommendations from the 2010 IOM Report, many nurses recognize they will need a BSN in the future and identified career advancement would be the reason to participate in a RN-B program. Seventy-eight percent indicated they would consider participating in the proposed RN-B program at CBC and 80% indicated it would be a benefit to have a program at CBC for current RNs to complete a BSN. The majority of responses were positive for opening a program at CBC. For example:

“I am so pleased with my nursing education at CBC and feel that the education and clinical experiences I have received through the nursing program is as strong as any of the four year institutions in the state. If a BSN program were offered through CBC, it would be the program I would choose over any of the others. A BSN program would also offer a smoother transition for new nurses from ADN to BSN, with no or little gap in moving ADN nurses to BSN. I am truly excited by the prospect of CBC’s expansion!”

“Please open up BSN program. It would benefit the community, RNs, and local nursing facilities.”
Enrollment Projections

CBC is confident enrollment will be sustainable for the proposed RN-B program. Table 3 shows the enrollment projections for the first five years of the program. Starting with the 2016-17 academic year the numbers account for first and second year students.

Table 3: RN-B Enrollment Projections

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Students</td>
<td>15</td>
<td>26</td>
<td>32</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Part-Time Students</td>
<td>10</td>
<td>24</td>
<td>23</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>FTE’s</td>
<td>20</td>
<td>38</td>
<td>43</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>RNB graduates</td>
<td>0</td>
<td>25</td>
<td>25</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Criteria 6: Efforts to maximize state resources to serve place-bound students.

In the Tri-Cities area, there is one college (Charter College) and one university (Washington State University-Tri Cities) in close proximity to Columbia Basin College. Washington State University-Tri-Cities offers a four year generic BSN degree program, an RN to BSN Degree, Masters in Nursing, and Doctoral degrees. Students from CBC can articulate into the WSU RN-B pathway but seats are limited and the needs in the community are increasing.

A proposal to have WSU partner with CBC during the construction of the Health Sciences Center in 2003 was extensively investigated with the hope of creating a collaborative
learning environment by sharing resources and having students seamlessly articulate from ADN program to the RN-B program. This proposal was withdrawn when WSU chose not to participate at that time. The proposed BSN degree from CBC should articulate with the Masters of Nursing and Doctoral degrees at WSU-Tri-Cities. Charter College does not offer a Nursing program. The CBC Nursing program has established articulation agreements with two RN-B programs offered completely online: Western Governor’s University and the University of Wisconsin at Green Bay.

At this time, Walla Walla Community College (approx. 45 miles from CBC) and Yakima Valley Community College (approx. 55 miles from CBC), both have ADN programs and do not plan to offer a BSN program. See appendix A letters of support from Rhonda Taylor, Nursing Program Coordinator at Yakima Valley Community College, and Kathleen Adamski, Dean of Health Science Education and Director of Nursing at Walla Walla Community College. The ADN degrees from these colleges as well as others in the state will articulate with the proposed CBC RN-B Program.

In addition to South Eastern Washington community colleges, CBC often has students who apply from Umatilla County, a neighboring county in Northeastern Oregon. Blue Mountain Community College (BMCC) in Pendleton, Oregon (approx. 65 miles from CBC) has an ADN program which provides access to rural students. Students in this county would also have the ability to articulate into the proposed CBC RN-B program.

A regional RN-B program is necessary to serve place bound students and prepare them to fill the demand for RNs with BSN degrees now and into the future. The proposed CBC RN-B program will be offered in a hybrid format with online and on-campus courses. On-campus
courses will be scheduled nights or weekends. Several CBC graduates from the ADN program stated they would prefer some face-to-face classes. Walla Walla CC, Yakima Valley CC, and BBCC state they may have graduates willing to commute to CBC if classes are scheduled only one or two nights a week.

**Conclusion**

Columbia Basin College has been successful delivering bachelor degree programs and healthcare programs. Using our experience in both we believe we can build a successful RN-B program to accommodate students in the South Eastern region of the state. The program will produce BSN prepared students who will be available to fill nursing positions throughout the region.
Statement of Need
For the Bachelor of Applied Science in Applied Management

Forms A and B

Submitted January 2, 2014

By

Grays Harbor College
Aberdeen WA 98520
COVER SHEET

STATEMENT OF NEED

Program Information

Program Name: Applied Management

Institution Name: Grays Harbor College

Degree: BAS Applied Management

Level: Bachelor Type: applied science CIP Code: 52.0201

Proposed Start Date: Fall Quarter, 2014

Projected Enrollment (FTE) in Year One: 30 At Full Enrollment by Year: 55 total by 2015 (# FTE)(# FTE)

Funding Source: State FTE X Self Support Other

Mode of Delivery

Single Campus Delivery: Main Campus of Grays Harbor College (enter locations)

Off-site: (enter locations)

Distance Learning Various Networked and Web-based formats (enter formats)

Statement of Need

• Relationship to institutional mission
• Employer demand
• Student demand
• Options for place-bound students

Please see criteria and standard sheet FORM B

Contact Information (Academic Department Representative)

Name: Laurie Kaye Clary
Title: Vice President of Instruction
Address: 1620 Edward P. Smith Dr. Aberdeen WA 98520
Telephone: 360-538-4010
Fax: 360-538-4299
Email: lclary@ghc.edu

Chief Academic Officer Date
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Form B: Applied Bachelor Degree Statement of Need Criteria

Introduction:

Grays Harbor and Pacific counties, like many small rural communities, have a broad spectrum of employers. A community once based on natural resources has now moved into a varied base of employers. We have many strong, yet smaller employers, [a deep water port (see notes below 1), remaining wood products, and bio-based products]. One of our largest employer groups is the system of nonprofits that support the community. When we queried our community employers we found we need a degree based in organizational needs over that of a specialty. This proposed bachelors of applied science in Applied Management (AM) has been developed after extensive communication with our community stakeholders who have identified specific areas of need within the community.

The Twin Harbor communities need a more broadly educated, technologically savvy, and economically strategic workforce to take on key roles in management, in both non-profit and profit based organizations. In order to support the growth of the community we are focusing beyond management of the status quo, and stepping into organizational development. We have untapped employment areas such as our port to grow and develop. This degree presents a community/industry-driven curriculum encompassing management, business and administrative operations, fiscal management, community development, as well as staff supervision. Graduates will possess a core of technical skills, expertise in the operations of profit or non-profit, and a proactive understanding of managerial principles. Our students will develop a higher-order thinking skills allowing them to analysis, synthesis, and evaluate situations within the work place. Students will gain practical experience through internships in collaboration with The Centers of Excellence in Global Trade & Supply Chain Management or through additional Centers of Excellence. They will leave ready to fill a frequently-cited skills gap in the Grays Harbor and Pacific counties, and assume key leadership roles within the community. Grays Harbor and Pacific County communities are ripe for development, with both human and physical resources, yet a limited number of individuals are educated to the level required to further develop these community resources.

1. The Port of Grays Harbor is poised for growth. In the past 5 years there has been over 220 million dollars of private investment, and there is another 150 million scheduled. Port revenues have more than doubled, “cargo volume and employment have tripled.” Currently, 17% of the jobs in Grays Harbor County are tied to the Port. The Army Corps of Engineers dubbed us as the fastest growing port West of the Mississippi last year.
1). Relationship to institutional role, mission, and program priorities
In 1930, Grays Harbor College (GHC) opened and responded to the educational needs of the Grays Harbor and Pacific counties. The College is accredited by the Northwest Commission on Colleges and Universities and is directed by GHC Board of trustees. The Board has developed and adopted the College’s Vision and Mission statements, which read as follows:

VISION STATEMENT - Grays Harbor College is a catalyst for positive change.

MISSION STATEMENT - Grays Harbor College provides meaningful education and cultural enrichment through academic transfer, workforce preparation, and service to community.

The BAS at GHC addresses academic transfer, workforce preparation and provides service to the community as outlined in the mission statement. By demonstrating to transfer students a complete path from basic education all the way through a baccalaureate degree at GHC, a four year degree becomes a real option. The BAS provides our place-bound students an education beyond the associates’ level which is tailored to their community. The BAS would also be the next educational stepping stone for many of our workforce preparation students who wished to go on.

The GHC BAS AM is derived from the demands of the community, to serve the educational needs of the community. The proposed BAS is a very important step in the development of the College and its ability to serve our community to a greater extent. This degree will meet the specific “diverse needs of our communities,” which have been identified through a local survey. The BAS with its focus on Applied Management is not intended to just manage current operations as much as it is intended to grow the economic well-being of Grays Harbor and Pacific counties, as well as the state as a whole.

The BAS program developed at GHC clearly falls within the vision and mission statements of the College, and is a clear missing link in the local education system.

2) Support of statewide strategic plans
It is Washington State’s goal to increase the number of baccalaureate degrees awarded to 42,400 per year by 2019. This 40% increase comes at a time when there is a “mismatch between degree production…and the needs of employers,” and this separation is more pronounced at the baccalaureate level according to ‘The Regional Needs Analysis Report 2011’.

The situation has become severe enough that many Washington state employers are practicing “in-migration,” importing college educated workers to meet their demands.

References:
In reviewing the documents written to meet this 2019 goal (2008 Strategic Plan, Implementing the 2008 Strategic Plan, SBCTC Systems Directions 2012 Strategic plan update, The 2012 Strategic, Action Plan for Educational Attainment) the message is clear: the Washington State higher education system must increase capacity, redesign the delivery system, and maintain a commitment to underserved and low-income students. According to the Strategic Plan Implementation text “employer demand expected for 2018 is to be so much higher than current degree production that it warrants Immediate Steps to increase” (emphasis theirs). The BAS AM at GHC increases capacity of the overall system, is a different delivery system built to meet the needs of local students (as well as employers), and maintains the commitment to low-income and underserved students; by serving them where they are. The Strategic Implementation Plan states one of the “key new principles” is expand on demand. We can show you the demand in Grays Harbor and Pacific counties.

The “Systems Direction,” written by the SBCTC, has three areas to direct growth for the next decade, and they are Economic Demand, Student Success and Innovation. The GHC BAS AM is aligned with all three areas. Economic demand, economic growth of the state is predicated on having a high level of education and training. The BAS at GHC would help fulfill this educational need on a local level. The third principle of System Direction is innovation stating “recognize and adapt to the changing nature of how people learn, how they access information” and “produce better education that meets the needs of local communities.” The BAS program is designed to leverage technology and face-to-face instruction in an innovative way, to support student success. A potential 6-credit module allows adult students to focus on 1 or 2 classes a quarter while integrating college into their busy life. Additionally, by breaking the program into 6 credit components students may be eligible for the additional financial aid which comes to half-time students. The BAS at GHC is also to looking beyond current management and is focusing on innovating and developing the futures to promote innovation for both Grays Harbor and Pacific counties.

On a related note, In a March 2013 report, The Washington Economic Development Commission (WEDC), (an independent, non-partisan commission charged by the Legislature with the mission of creating a comprehensive statewide strategy to guide investments in economic development) stated the their number one driver is talent of economic development. Their first recommendation in their report is expanding the capacity of community and technical colleges and four-year universities. The WEDC’s suggestion for Washington State is to attain a rate of at least 60 percent (degrees and credentials) of the working-age population by the year 2025.

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

Grays Harbor and Pacific counties are poised for growth. In an EMSI forecast this region will see job growth of new and replacement positions requiring a baccalaureate education of 28,401 between 2010 and 2020. The fastest growing industry sector in the South Sound and Coaster (SSC) region is the professional and business services area at 26%. The second fastest growing occupation cluster in the region is management, business, and financial at 14%. It is these openings which create the regional need for this applied degree which students can mold to fit local niche employment markets.

In order to determine local employer demand for graduates with a 4-year level of education, we asked them what they needed. We found we need a degree that was applicable to a number of employers throughout the for-profit and non-profit sectors. This proposed applied baccalaureate program Applied Management (AM) has been developed after extensive communications with our community stakeholders who have identified specific areas of need within the community.

In the spring of 2013, Grays Harbor College surveyed employers within Grays Harbor/Pacific counties and received 92 responses. The survey data showed employers found it “often difficult to find qualified applicants” with a baccalaureate degree in the following three areas:

**Manager** - General Manager, Executive Director, Project Manager

**Operational** – Human Resources Specialist, Loan Officer, Cost Estimator

**Community** - Social Services Counselor, Police/Corrections Officer

Positions in these three general employment areas made up 65% of the total job titles identified in a survey of our local employers. Positions within these three areas are in the top third of “most difficult to hire” according to January 2013, job vacancy and hiring report put out by Washington State Employment Security Department. The other positions reported in our survey by employers as hard to hire are in far more specialized and beyond the scope of a single BAS degree at GHC, and include positions such as: special education, accountant, engineer and harbormaster.

To better understand our employers needs we turned to the Standard Occupational Classification (SOC) system, which allowed us to compare our survey data with more standard data sets. We first looked to the SOC heading of Management Occupations

(SOC 11). There are a number of general headings employer requested positions fall under, including: Top Executive (general manager, executive director); Sales Related (sales, marketing, account executive); Organizational Support (human resources, purchasing and administration); and other management (construction, gaming, food services, education etc.). The positions requested by our local employers were spread throughout these four areas of management with top level manager seeing the greatest number of requests at 41%. Management within the other three headings was pretty evenly distributed. This information shows us that local employers are having difficulty finding managers across the board, in both for-profit and non-profit positions.

The second area our employers showed a difficulty in hiring qualified applicants was in the Business Financial and Operations Occupations (SOC 13), which is generally made up of roles directed by management. These positions include human resources specialists, purchasing staff, claims adjusters, cost estimators, and accounting staff. All requiring a baccalaureate or more and could be served by this degree. (Many of the employees within the Grays Harbor and Pacific area have completed our AAS degrees in related areas, and would like to step into management roles, if they only had the required 4 year degree).

The final realm our employers showed interest in is the combined area of Community and Social Service Occupations (SOC 21) and the related area of Protective Service (SOC 33). We believe a Bachelor in Applied Sciences in Management, with a concentration in the non-profit area would fit the needs of the Grays Harbor and Pacific county communities.

When we take the job titles (and related SOC numbers) identified by our surveyed employers and explore the local labor market the vast number of these jobs are stable or in growth trends in the short term, and nearly all of them are considered to have long term growth trends. By simply tallying the yearly job openings under the SOC numbers we see 530 regionally, and 324 jobs openings annually in the Grays Harbor, Pacific, and Thurston counties.14

The data in Table 1 show the job positions identified by the employers in participating the GHC survey, with a bachelor’s degree required (or preferred) supported by ESD, and grouped by the Pac Mountain Workers Development Area. The graph shows trends, growth rates, and annual openings.

<table>
<thead>
<tr>
<th>Table 1 - Growth in Pac Mountain Workers Development Area (Regional)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Managers (and all others)</strong></td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>Operations</strong></td>
</tr>
<tr>
<td><strong>Community Services</strong></td>
</tr>
<tr>
<td><strong>Total Openings Annually</strong></td>
</tr>
</tbody>
</table>
Projected Job Growth in Grays Harbor, Pacific and Thurston Counties

Annual projected job growth in those employer identified positions we are tracking for Grays Harbor and Pacific counties total 64 openings a year. Table 2 shows job growth within Grays Harbor and Pacific Counties as well as the, largest out-of-county employment area – Thurston County. U.S. Census data from 2010 shows that, 18% of the employed residents of Grays Harbor County commute to another county for work (a total of 4,927). 15 Although commuting costs of time and money inhibits student participation in baccalaureate programs, commuting for a high wage positions is far more acceptable. The positions we have outlined in Table 2 had an average hourly wage of $34.90 for degreed positions. This is nearly double the combined Grays Harbor and Pacific county average median hourly wage of $18.36 (and far above the Washington state average of $22.54 as reported by BLS). In our survey of past students 60% said they would do one of the following to work in their field: commute 100 miles a day, or commute however far it took, or event relocate to work in their field. The Grays Harbor community does not want to lose these graduates, yet this data shows how far they would go to work in their field.

<table>
<thead>
<tr>
<th>Table 2 – Projected Job Growth in Specific Counties</th>
<th>∆ indicates change</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Manager (all others)</td>
<td>11-10xx</td>
</tr>
<tr>
<td>Operational</td>
<td>51-10xx</td>
</tr>
<tr>
<td>Community</td>
<td>21-10xx</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
</tr>
</tbody>
</table>

High wage and high demand - Another way to look at similar and even more supportive data is through the Identification of High Demand Occupations Paying Self-Sufficiency Wages (The Self-Sufficiency Standard measures what it costs to meet one’s most basic needs, without public or private subsidies)16:

The HECB analyzed EMSI, Inc. employment forecast data and combined them with information about self-sufficiency wages for the region. The objective was to identify specific occupations that 1) require a postsecondary credential or apprenticeship, 2) are forecast to have a large number of job openings over the next 10 years, and 3) offer median wages that are at least higher than the county/area with the lowest self-sufficiency wage in the region for each of three common family types. These criteria zero in on the occupations that are the first place to look for program expansion and economic development opportunities.17

The South Sound to Coast (SSC) region is made up of Grays Harbor, Pacific, Thurston and Lewis counties. As a whole the SSC region will be home to five percent of all Washington job openings requiring postsecondary education between 2010 and 2020. This is the same as the region’s five percent share of Washington’s college-level jobs in 2009, so the region’s overall share of postsecondary employment is forecast to remain constant. In looking at the top 50 high demand and high wage positions in the SSC region, we see 8 of the top 50 are in positions supported by GHC BAS AM. Furthermore all of these positions pay a sufficiency wage in all there areas observed.

Table 3 – High Wage High Demand in the South Sound to Coast region data

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>SOC</th>
<th>2010 Jobs</th>
<th>2020 Jobs</th>
<th>Change %</th>
<th>Job Open</th>
<th>% new and rep.</th>
<th>Current Median hourly wage</th>
<th>BLS ED level</th>
<th>Meets self-sufficiency wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Chief executives and sole proprietors</td>
<td>11-1011</td>
<td>1,260</td>
<td>1,530</td>
<td>21</td>
<td>624</td>
<td>50%</td>
<td>$16.98</td>
<td>Degree plus work experience</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Management analysts</td>
<td>13-1111</td>
<td>1,170</td>
<td>1,474</td>
<td>26</td>
<td>505</td>
<td>43%</td>
<td>$19.11</td>
<td>Degree plus work experience</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>General and operations managers</td>
<td>11-1021</td>
<td>1,462</td>
<td>1,471</td>
<td>1%</td>
<td>476</td>
<td>33%</td>
<td>$39.97</td>
<td>Degree plus work experience</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Human resources, training, and labor relations specialists all other</td>
<td>13-1079</td>
<td>847</td>
<td>982</td>
<td>16</td>
<td>365</td>
<td>43%</td>
<td>$25.23</td>
<td>Bachelor's degree</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Financial managers</td>
<td>11-3031</td>
<td>966</td>
<td>1,073</td>
<td>11</td>
<td>281</td>
<td>29%</td>
<td>$34.51</td>
<td>Degree plus work experience</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Business operation specialists, all other</td>
<td>13-1199</td>
<td>869</td>
<td>904</td>
<td>4%</td>
<td>237</td>
<td>27%</td>
<td>$27.35</td>
<td>Bachelor's degree</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Police and sheriff's patrol officers</td>
<td>33-3051</td>
<td>610</td>
<td>589</td>
<td>-3</td>
<td>171</td>
<td>28%</td>
<td>$29.66</td>
<td>Long-term on-the-job training</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Social and community service managers</td>
<td>11-9151</td>
<td>473</td>
<td>526</td>
<td>11</td>
<td>162</td>
<td>34%</td>
<td>$30.37</td>
<td>Bachelor's degree</td>
<td></td>
</tr>
</tbody>
</table>

Areas total for 10 year 2,821

Local employers support education. Through the GHC employer survey we found 65% of the employers that responded would provide tuition assistance if the classes were job related (and for some, on a conditional basis).

A Varied Employment Base - We have shown there are a large number of well-paying positions from a broad base of employers, yet there remains a question, can you really educate police, social workers, and business leaders through the same curriculum? Yes, in an Applied Baccalaureate Program this is possible. The goal of a BAS program is to “provide students with higher-order thinking skills,” 18 such as analysis, evaluation, and creation. 19

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18. Townsend quoted in What is an Applied Baccalaureate (AB) Degree?, Office of Community College Research and Leadership, http://occrf.illinois.edu/applied_baccalaureate/what_is_an_ab/ [accessed 12/30/2013]
Each one of the positions mentioned gained preparation at a technical level either through a college setting or through organizational training. For each of these positions there is a corresponding step in professional development from front line staff to a supervisory/leadership role. Their technical training has provided them with knowledge of a subject, understanding and context related to their profession, as well as the capacity to apply their learning, yet leadership requires more. To make the jump into a leadership role our students need a stronger skill set, including higher-order thinking. Leadership roles require the ability to analyze situations, synthesize this information, then evaluate and generate a plan; these are the skills sets we intend to develop.

Each of these three fields could benefit from an understanding of organizational development and how to apply it in their workplace. Having a number of different professions present in a single educational program will promote critical thinking. Students will look at the applicability of management and organizational development theories in the varied professional settings present amongst their peers. The application of theory to a number of situations will push students’ skills in analysis, as aspects of critical thinking. At the same time, these students will be able to put theory into practice through local case studies and internships. Students will integrate both a theoretical and practical understanding of the material. Add to this the student’s option of alternate/supplemental coursework through partnership with Centers of Excellence, and a partner college’s Natural Resources program and our students will be able to adjust their studies to the specific strains of our varied employment base.

**Employer demand exceeds regional supply of graduates with relevant degrees.**

We have identified a large number of openings in the local community and we have discussed the educational options available in the region, the public and private colleges in Olympia, (*as well as an unknown number of online programs).*

The public college focuses on the liberal arts and does not offer a similar degree, and the private college in Lacey had 74 students graduate with a business degree last year. The employer demand does in fact exceed the regional supply of graduates.

<table>
<thead>
<tr>
<th>Table 4 – Current Annual Demand Exceeds Relevant Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regional Graduates with Relevant Degree</strong></td>
</tr>
<tr>
<td>74*</td>
</tr>
</tbody>
</table>

Evidence of the gap between number of graduates versus the number of job opening locally and regionally.

<table>
<thead>
<tr>
<th>Table 5 – Annual Demand Gap Continues to Exceed Graduates After BAS is Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduates BAS AM</strong></td>
</tr>
<tr>
<td>24* (Year 3)</td>
</tr>
</tbody>
</table>

*Based on an 80% retention rate

20. Saint Martin’s University, Correspondence, 10/16/2013
4) **Applied Baccalaureate program builds from existing professional and technical degree programs offered by the institution**

GHC maintains a vital, evolving technical education program closely synched with needs of the local workforce. Several of the college’s most popular programs will serve as the direct entry points to the applied baccalaureate, while others take on a secondary feeder role. GHC’s direct entry programs are: Business Management, Business Technology, Accounting, Human Services, and Criminal Justice. Each of these programs are “hands on” where our students put theory into practice every day. The BAS will maintain this applied learning structure while providing students with new critical thinking skills. Our secondary feeder programs would include other workforce programs, as well as our AA-DTA and AB-DTA. Enrollment in the direct entry programs has been strong since their inception and continues today. (See Table 6.)

<table>
<thead>
<tr>
<th>Table 6 – GHC Direct Entry and Secondary Feeder Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Education Program</td>
</tr>
<tr>
<td>Direct Entry</td>
</tr>
<tr>
<td>AAS - Business Management, Est. 1984-1985</td>
</tr>
<tr>
<td>AAS - Business Technology, Est. 1984-1985</td>
</tr>
<tr>
<td>AAS - Accounting, Est. 1984-1985</td>
</tr>
<tr>
<td>AAS - Criminal Justice, Est. 1993-1994</td>
</tr>
<tr>
<td>Direct</td>
</tr>
<tr>
<td>Secondary</td>
</tr>
<tr>
<td>Other Workforce</td>
</tr>
<tr>
<td>AA-DTA</td>
</tr>
<tr>
<td>AB-DTA</td>
</tr>
<tr>
<td>Yearly Totals</td>
</tr>
</tbody>
</table>

We believe the BAS from GHC would be a strong draw for the extended area. We believe this Applied Management program would attraction a number of graduates from South Puget Sound Community College as well as Olympic - Shelton.
Table 7 – Regional Feeder School Degree Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SPSCC – Olympia</td>
<td>Direct Entry Business Administration</td>
<td>13</td>
<td>10</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
<td>11</td>
<td>7</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Office Administration</td>
<td>11</td>
<td>6</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Fire</td>
<td>11</td>
<td>12</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Other workforce – secondary</td>
<td>190</td>
<td>176</td>
<td>227</td>
<td>269</td>
</tr>
<tr>
<td></td>
<td>AA DTA</td>
<td>402</td>
<td>470</td>
<td>646</td>
<td>621</td>
</tr>
<tr>
<td>Olympic – Shelton</td>
<td>Direct Entry (combined)</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Business Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Workforce – secondary</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>AA DTA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPSCC &amp; OCC-Shelton</td>
<td>Direct and Secondary</td>
<td>643</td>
<td>690</td>
<td>980</td>
<td>1008</td>
</tr>
<tr>
<td>GHC</td>
<td>Direct and Secondary</td>
<td>235</td>
<td>239</td>
<td>225</td>
<td>245</td>
</tr>
<tr>
<td>TOTAL</td>
<td>The BAS in AM needs 30 per year</td>
<td>878</td>
<td>929</td>
<td>1205</td>
<td>1253</td>
</tr>
</tbody>
</table>

5) Student Demand for the Program within the Service Area

Demand for a BAS at GHC can be looked at in two ways, student demand as well as needs of the community. The SSC region has "insufficient capacity" to meet existing demands for bachelor's degrees. Grays Harbor County has two baccalaureate college options its students can access. One is an expensive private college and the other is "in many ways a specialty institution, offering a unique instructional model for inter-disciplinary liberal arts." Both campuses are located an hour or more away and neither meet the needs of our community. Neither institution is well suited to transferring in our AAS degrees. One school simply will not take them, and the other has limited the number of programs that will transfer to it. The only other option is online, which is not always the best option for students.

The demographics of our services area include a number of pockets of underrepresented students. Students of color make up 27% of GHC’s population, and we serve communities with more than 86% Native populations and others with more than a 16% population of Hispanic students.

Several of these areas are an hour or more from the college. Many of the students who live in these communities do not want to relocate due to a number of family responsibilities or concerns with the potential loss of cultural identity.

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22. ibid
25. Washington Center for Improving and Quality of Undergraduate Education, Learning Communities and Student Affairs: Partnering for Powerful Learning, 2007
Additionally, Grays Harbor currently has the highest unemployment rate in the state, and according to Washington State Achievement Counsel research shows 86% of our students falling in the two lowest quintiles of income. It is these populations of place-bound students, “which “constituted overwhelmingly of women with heavy family and work obligations and limited resources” who feel the greatest effect of the financial cost of commuting as well as the 
affordability of time. 27

Affordability is not just in fiscal costs involved college they also include the affordability of time. GHC already has 36% of students who commute an hour or more to come to college to add another hour to go to the 4-year institutions in Olympia simply costs too much time. The lost time has costs of its own, in lost wages and the high cost of child care. It is these obstacles that get in the way of our students, and this is demonstrated in the data.

Demand in the community is in excess of opportunity to enroll. Grays Harbor and Pacific counties have a large and educationally underserved population of non-traditional, place bound students. The number of these students is in excess of the opportunity to enroll in a baccalaureate opportunity, and has been documented in the Regional Needs Report of 2011. One aspect the needs report looks at is collegiate participation rates by location. GHC has a very strong community college participation rate at 5.39%, yet still has one of the lowest 4-year degree level participation rates in the state at 1.33%. The Regional Needs report goes on to state “the very low 4-year participation rates suggest that students in Grays Harbor, Pacific, and Lewis counties may be place-bound and underserved.” The key to success for these place-bound students is access as well as affordability.28

The 2011 Regional Needs Analysis Report states “Students tend to re-enroll in colleges and universities that are nearby…they also may be more likely to seek employment locally after college.”29 The SSC region needs to give our best and brightest opportunity to grow this community into the future. We have the students; we just do not have the baccalaureate opportunity. Evidence of student demand - In August of 2013, GHC sent survey contact cards to 7,320 past students who live within a 60 mile circumference of the college requesting they complete out BAS survey. The responses from this surveyed group identified the two most requested baccalaureate degree areas desired by past students were in business management and social work/community services. 30 These two areas fit well within the proposed applied degree where students focus their studies into individual sectors as it relates to management. The overwhelming response from this group was excitement regarding the idea of a 4 year degree at GHC. If we were able to bring in only 2% of these students we could fill our class for the next 5 years. When asked if GHC offered a BAS that met the students’ needs, how likely would you be to enroll? The survey indicated 56.5% (130 people) would enroll within 12 months, 22.6% (52) said they would enroll within the next 12 to 24 months.

29. Ibid.
### Table 8 - Likelihood to Enroll (Combined Past and Present Surveyed Students)

<table>
<thead>
<tr>
<th>Time period</th>
<th>Percentage</th>
<th>Count n=230</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll within the next 12 months</td>
<td>56.5%</td>
<td>130</td>
</tr>
<tr>
<td>1 to 2 years</td>
<td>22.6%</td>
<td>52</td>
</tr>
<tr>
<td>2 to 3 years</td>
<td>4.3%</td>
<td>10</td>
</tr>
<tr>
<td>3 to 4 years</td>
<td>3.0%</td>
<td>7</td>
</tr>
<tr>
<td>Have a degree or not interested</td>
<td>13.5%</td>
<td>31</td>
</tr>
</tbody>
</table>

Desired format varied somewhat, when looking at survey results from past students as opposed to current students.

### Table 9 – Learning Format (Rating Average with 1 Best and 4 Least Preferred)

<table>
<thead>
<tr>
<th></th>
<th>Current GHC Students n=149</th>
<th>Past GHC Students n=60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days</td>
<td>1.31</td>
<td>2.18</td>
</tr>
<tr>
<td>Evenings</td>
<td>2.48</td>
<td>1.97</td>
</tr>
<tr>
<td>Weekends</td>
<td>3.06</td>
<td>2.70</td>
</tr>
<tr>
<td>Face-to-face</td>
<td>1.33</td>
<td>1.68</td>
</tr>
<tr>
<td>Hybrid</td>
<td>1.88</td>
<td>1.73</td>
</tr>
<tr>
<td>Exclusively online</td>
<td>2.35</td>
<td>2.26</td>
</tr>
</tbody>
</table>

Changes in industry standards and opportunities for advancement – In a community where the employment base is changing, employment standards are changing as well. Many of the students from GHC complete their technical training and go to work in the community in entry level positions, yet are not able to advance due to the requirement of a baccalaureate education. The BAS in Applied Management focus would provide the educational background for past GHC graduates to advance in their careers. The BAS could well meet the needs of our graduates to accomplish their next promotion. (See Table 10 below) The advantage of this applied degree over a general degree in business administration is the ability for students to mold their degree to the workplace where they are currently employed. In traditional BA programs students learn theory and once they graduate they go off to the workplace to begin to integrate their education into their work.

### Table 10 - Education Supports Advancement

<table>
<thead>
<tr>
<th>Entry Level</th>
<th>1st Promotion</th>
<th>2nd Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>No 4-year degree required</td>
<td>4-year degree preferred</td>
<td>4-year degree required</td>
</tr>
<tr>
<td>Teller</td>
<td>Lending Officer</td>
<td>Branch Manager</td>
</tr>
<tr>
<td>Human Resources Assistant</td>
<td>Human Resource Specialist</td>
<td>Human Resources Manger</td>
</tr>
<tr>
<td>Social Service Assistant</td>
<td>Social Services Specialist</td>
<td>Social Services Manager</td>
</tr>
<tr>
<td>Corrections Officer</td>
<td>Community Corrections Officer</td>
<td>Field Administrator</td>
</tr>
</tbody>
</table>
Our BAS students will be able to tailor their studies from the very start and apply what they are learning to their work while working with faculty to contextualize and deepen their learning.\textsuperscript{31} Graduates from the BAS program will hit the ground running with an understanding of local dynamics and an enhanced skill set, making them more competitive candidates for local employment.

The local demand for positions with greater educational credentials in Grays Harbor and Pacific counties include job title of Community Corrections Officer (a credentialing requiring advancement for corrections officers), or Case Manager (a credential advancement for human service assistants). The baccalaureates option at GHC would allow them to advance in their fields, so local employers could hire locally, instead of recruiting outside the community.

High wage and high demand positions. - In addition to the other aspects of student demand we have already addressed, students with the BAS credential would be able to access high wage and high demand positions throughout the SSC region. We have identified 245 number of potential BAS applicants locally for the 2011-2012 year (refer to Table 6), and another 338 from our feeder school, totaling 583 potential students regionally (refer to Table 7). We project the enrollment of the GHC BAS AM program to be as follows.

<table>
<thead>
<tr>
<th>Table 11 – BAS at GHC AM Projected Enrollment (based on 80% retention)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS AM</td>
</tr>
<tr>
<td>Full-time</td>
</tr>
<tr>
<td>Half-time</td>
</tr>
<tr>
<td>FTE</td>
</tr>
</tbody>
</table>

6) Efforts to Maximize State Resources to Serve Place-Bound Students

Serving place-bound students
The GHC BAS AM serves place-bound students in their community, with a degree based on community needs. The BAS at GHC will also address some of the specific needs of the underrepresented place-bound students within our community. This degree is a natural expansion of a preexisting college system, which will require little investment and yield a more educated population.

Similar programs
There are four baccalaureate degree directions for the students of Grays Harbor and Pacific counties. The first two are located in Olympia, an hour away from Grays Harbor (and more from Pacific County). The two options in Olympia include a public inter-disciplinary liberal arts school, and the other is far less affordable private religious institution. The third option is the BAS program at Centralia College. A great program, yet it is more than an hour away, whichever way you drive. This is an additional struggle for our place-bound students who are already stretched with their struggle with time and transportation.

\textsuperscript{31} Townsend quoted in What is an Applied Baccalaureate (AB) Degree?, Office of Community College Research and Leadership, \texttt{http://occril.illinois.edu/applied_baccalaureate/what_is_an_ab/} [accessed 12/30/2013]
The last option available to students in the Grays Harbor and Pacific counties are online routes. There are both public and private online options available. Nonetheless, these programs simply do not offer the same kind of contact with faculty and peers, or the ability to tailor to their studies to the local community as in location based classes.

**Collaboration**
As far back at 1996, Grays Harbor College (GHC) has worked to collaborate with other educational entities to offer 4-year degree options to the Harbor. Some of these efforts have been more effective for our students than others. Washington State University (WSU) opened a location on GHC’s campus and offered a limited number of programs. One of the most successful programs was a cohort based elementary education program. In 2009 this program was closed due to budget cuts and WSU. Over the last three years, City University has worked to build a cohort for an elementary education program at GHC. For the past 15 years, The Evergreen State College has offered an evening and weekend program at GHC. This ongoing program has helped many community members earn their baccalaureate degree. Evergreen has its focus in the liberal arts and does not serve the number of workforce programs the BAS at GHC would be able to. In 2005, GHC began a partnership with The Evergreen State College in the Reservation Based Community Determined program, which is taught on a number of reservations. This is another great collaboration, yet does not meet the needs of all of our students. GHC continues to collaborate with other institutions to serve the needs of the community, yet nothing has been as affective a degree built for the community, by the community.

**Our next step in our collaboration** will be with The Center of Excellence Global Trade & Supply Chain Management (CEGT). 32 One of the industries with the greatest amount of growth potential in our area is the harbor. We will work to integrate them into classes we offer, as speakers, and we will work with them to develop internships. CEGT in conjunction with Highline Community College offers a number of trade related logistics classes. It is our plan to potentially utilize their certificates as an option for our students. This type of collaboration could work well with other colleges, which we would like to further develop. We are currently exploring a partnership with another college which would allow our students to broaden their studies with a focus in natural resources.

**Unique features**
The BAS in Applied Management has been based on the unique needs of the employers within this community, as well as the students who would attend. Local employers have guided the college in the development of this degree. Our students will work in conjunction with local employers through internships, case studies, and employment to integrate Applied Management into the varied local settings. As opposed to a general business administration student, our students will be applying their knowledge directly to the dynamics within our community.

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32. Meg Ryan, Discussions with the Director of The Center of Excellence Global Trade & Supply Chain Management.
Research has shown that adults learn better with education that is applicable to them now, as opposed to younger students who tend to bank knowledge for future use.\(^{33}\) The BAS at GHC has specific features designed for the needs of our place-bound students. The concept of the *affordability of time*, was a prime consideration in the thinking behind the program.

The degree will be offered using hybrid instruction to give students a “classroom” and academic community, as well as a balance in the time required from these students’ busy lives. Many of our students have less formal education and could use additional support; this will be addressed through specific student services, as well as the development of a supportive *Learning Community*.\(^{34}\) The degree could be designed in 6-credit modules in order for the student to take 1 or 2 classes at a time to help in balancing life and school. The other advantage of the 6-credit module is it allows students who need to attend at a half time basis do so, with financial aid.

**Conclusion:**
Grays Harbor College has been the educational leader in our community for 83 years. We have demonstrated the Bachelors of Applied Science in Management with a focus on organization development fits well within the Vision and Mission of the college. The BAS AM helps the State fulfill its goal of rapid growth in baccalaureate degree production. There is a documented need by employers for this degree in the community, and high wage high demand positions available for BAS graduates in our area. Grays Harbor College students past and present have stated they want and even need this opportunity. To utilize existing resources and an untapped pool of students in the SSC region would truly maximize the states resources for serving place bound students and support the development of Grays Harbor and Pacific counties.

---

34. Washington Center for Improving and Quality of Undergraduate Education, *Learning Communities and Student Affairs: Partnering for Powerful Learning*. 2007
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Washington Center for Improving and Quality of Undergraduate Education, Learning Communities and Student Affairs: Partnering for Powerful Learning, 2007


Nursing Transfer Agreement

Brief Description
A work group of nurse educators and administrators from the community and technical college system, and public and private colleges and universities developed a statewide transfer agreement and common educational pathway for associate degree nursing graduates to complete bachelors of science degrees in nursing. This statewide agreement was recently endorsed by chief academic officers at both two-year and four-year institutions, breaking new ground in nursing education for collaboration across higher education sectors and creating a national model.

How does this link to the System Direction, Mission Study, and Policy Focus
This statewide transfer agreement aligns with the Board’s System Direction goals for meeting the demands for a well educated and skilled workforce, and the Mission Study goals to close the statewide skills gap for technically trained workers, and to contribute more to the production of baccalaureate degrees, as well as the Board’s Policy Focus on increasing partnerships to strengthen our missions.

Background Information and Analysis
Health care employers have articulated a statewide shortage of registered nurses, including nurses with bachelor’s degrees. Nurses with associate degrees represent a substantial pool of skilled health care professionals who could help meet employers’ needs for baccalaureate prepared nurses through an efficient transfer pathway that builds upon the college credits earned through associate degree nursing programs.

The goal of this effort has been to create a seamless, efficient academic progression for nurses to help meet employer demand for baccalaureate prepared nurses. This transfer agreement provides a pathway for associate degree nurses to complete a bachelor’s degree in nursing without significantly exceeding the number of overall credits normally required to earn a baccalaureate degree. Implementing this agreement means adjustments for some community and technical college nursing programs and modifications in transferable credit policies for some universities. Collaboration among college and university nursing educators through the statewide Council on Nursing Education in Washington State was essential to create this agreement. A visual describing the RN to BSN Major Related Program (Direct Transfer Agreement) is provided in Attachment A).

Potential Questions
- Why was development of this transfer agreement undertaken? What problem needed to be solved?
- Who was involved and what was the process for developing and approving the agreement?
- What does the new transfer agreement accomplish?
- What are the implications for students and for college and university nursing programs?

Recommendation/Preferred Result
A panel of community college and university representatives will brief the Board about the nursing transfer agreement and provide an opportunity for Board members to interact with some of the higher education leaders responsible for crafting this important pathway.
Policy Manual Change Yes ☐ No ☒

Prepared by: Jan Yoshiwara, Deputy Executive Director for Education Services
360 704-4353, jyoshiwara@sbctc.edu
RN to BSN Major Related Program (DTA)

Step 1

<table>
<thead>
<tr>
<th>60 academic core credits</th>
<th>+</th>
<th>75 Nursing Core Credits</th>
<th>=</th>
<th>135 CTC Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>15 integrated academic-transferable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 elective-transferable from Nursing Core</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

45 Nursing core-not transferred

Step 2

Associate Degree in Nursing + National exam passed

(90 academic/elective transfer credits)

Step 3

45 credits granted for national exam + 45 upper division nursing credits = 90 Credits

Bachelor of Science Degree in Nursing
## RN to BSN courses

### Community and technical college courses

<table>
<thead>
<tr>
<th>DTA area</th>
<th>Community and technical college courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>English composition</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Selected Communication course from DTA list</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>*Cultural communication in Nursing-integrated</td>
<td>*3</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>Intro to Psychology or selected social science course taken from the DTA list</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Lifespan Psychology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>*Mental health issues in Nursing -integrated</td>
<td>*5</td>
</tr>
<tr>
<td><strong>Quantitative Skills</strong></td>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td><strong>Natural Science</strong></td>
<td>General Biology or Cell Biology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Intro to Chemistry</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Anatomy and Physiology I and II</td>
<td>10</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Selected Humanities courses from DTA list</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>*Ethics in Nursing -integrated</td>
<td>*2</td>
</tr>
<tr>
<td></td>
<td>*History/trends and legal issues in nursing-integrated</td>
<td>*5</td>
</tr>
<tr>
<td><strong>Elective-restrictive area</strong></td>
<td>Taken from Nursing Core</td>
<td>15</td>
</tr>
</tbody>
</table>

**90 total credits**

### Upper division courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper division GUR/Elective credits</td>
<td>10</td>
</tr>
<tr>
<td>Upper division Nursing courses</td>
<td>35</td>
</tr>
</tbody>
</table>

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

MEETING MINUTES

December 5, 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
<table>
<thead>
<tr>
<th>Resolution Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>----</td>
<td>Adoption of Consent Agenda:</td>
</tr>
<tr>
<td>13-12-57</td>
<td>- Approval of State Board Regular Meeting Minutes for October 24, 2013</td>
</tr>
<tr>
<td>13-12-58</td>
<td>- Edmonds Community College: Local Expenditure Authority, Gateway Hall Remodel</td>
</tr>
<tr>
<td>13-12-59</td>
<td>- Peninsula College: Forks Satellite Site Disposal</td>
</tr>
<tr>
<td></td>
<td>- Skagit Valley College: Local Expenditure Authority, Day Care Center</td>
</tr>
<tr>
<td>13-12-60</td>
<td>General Support of the Labor Center at South Seattle Community College</td>
</tr>
<tr>
<td>13-12-61</td>
<td>Approval of the 2014 Legislative Agenda</td>
</tr>
<tr>
<td>13-12-62</td>
<td>Delegation of Authority for Scheduling and Management Software Contract</td>
</tr>
<tr>
<td>13-12-63</td>
<td>Delegation of Authority for Lease</td>
</tr>
<tr>
<td>13-12-64</td>
<td>Approval of Bellevue College’s Bachelor of Applied Science in Data Analytics</td>
</tr>
<tr>
<td>13-12-65</td>
<td>Approval of Highline Community College’s Bachelor of Applied Science in Cyber Security and Forensics</td>
</tr>
<tr>
<td>13-12-66</td>
<td>Approval of Lake Washington Institute of Technology’s Bachelor of Applied Science in Public Health</td>
</tr>
<tr>
<td>13-12-67</td>
<td>Approval of Seattle Central Community College’s Bachelor of Applied Science in Allied Health</td>
</tr>
<tr>
<td>13-12-68</td>
<td>Approval of the Adult Basic Education State Plan: Innovating College and Career Pathways</td>
</tr>
</tbody>
</table>
The State Board held a study session on December 4, 2013, from 1:00 p.m. to 5:15 p.m. The Board heard presentations on subjects including: 1) Student Voice, Student Legislative Academy, 2) Impact of Demographic and Employment Demands on CTC Mission, 3) Allocation and Accountability Task Force, 4) Tenure Panel, and 5) Applied Baccalaureate Degree Statements of Need. No action was taken at the study session.

State Board Members Present: Beth Willis, Shaunta Hyde, Sharon Fairchild, Jim Bricker, Elizabeth Chen, Larry Brown, Wayne Martin, Anne Fennessy, Jay Reich

CALL TO ORDER AND WELCOME

Chair Beth Willis called the meeting to order at 9:15 a.m., welcomed those present, and asked for audience introductions.

ADOPTION OF REGULAR MEETING AGENDA

MOTION: Moved by Jay Reich and seconded by Elizabeth Chen that the State Board adopt its December 5, 2013, regular meeting agenda as presented.

PIERCE COLLEGE PUYALLUP HOST COLLEGE PRESENTATION

President Marty Cavalluzzi presented a brief overview of Pierce College District and described how the two campuses function as a truly integrated district focused on student and employee success. He went into more details of Pierce College Puyallup and its own distinct culture of energy, compassion, and true commitment to student success. He provided a short video tour of PCP, giving the Board a chance to hear from students, faculty, Achieving the Dream coaches, and the Student Leadership Team.

The Board also heard from Ashly Poltar, Student Government Vice President, and her student experience at Pierce College Puyallup.

ADOPTION OF CONSENT AGENDA (Resolutions 13-12-57 through 13-12-59)

MOTION: Moved by Shaunta Hyde and seconded by Jim Bricker that the State Board adopt the consent agenda for its December 5, 2013, regular meeting as follows:

a) Approval of October 24, 2013, State Board regular meeting minutes
b) Resolution 13-12-57: Edmonds Community College: Local Expenditure Authority, Gateway Hall Remodel
c) Resolution 13-12-58: Peninsula College: Forks Satellite Site Disposal
d) Resolution 13-12-59: Skagit Valley College: Local Expenditure Authority, Day Care Center

MOTION CARRIED.
TRUSTEES’ ASSOCIATION REPORT

Dan Altmayer, TACTC President, reported on the topics of: TACTC’s Legislative Action Committee Retreat, TACTC Winter Conference, Transforming Lives Dinner, and the ACCT Conference.

PRESIDENTS ASSOCIATION REPORT

Michele Johnson, WACTC Liaison, reported on the topics of: November’s Presidents Academy where WACTC honored Don Burnell for his 28 years of dedicated service as AWB President, ctcLink, work of the Salary Task Force, and Competency-based Degrees.

GENERAL SUPPORT OF THE LABOR CENTER AT SOUTH SEATTLE COMMUNITY COLLEGE (RESOLUTION 13-12-60)

Board Member Larry Brown presented that in July 1987 the legislature established the Washington State Labor Education and Research Center with a mandate to provide access for union members in Washington to education and research opportunities at the post-secondary level.

The mission of the Center is to deliver high-quality education, research, and training programs for the working women and men of Washington State. While this remains essential work, the Center today seeks to develop new learning and research opportunities in community and technical colleges for all workers and students.

Governor Gregoire’s 2013-15 budget proposal and the House Appropriations Committee both restored full funding to the Center. In addition, $50,000 per year was provided to support the Center’s labor archive, which has been funded entirely through donations from unions.

The Center’s Advisory Committee, comprised of members of the legislature, education, labor, and the private sector, is seeking funds from the legislature to continue and expand the activities of the Center.

MOTION: Moved by Jay Reich and seconded by Larry Brown that the State Board adopt Resolution 13-12-60 supporting the Washington Labor Education and Research Center and its Advisory Committee in its efforts to maintain and increase funding for labor education and research programs throughout the community and technical college system.

MOTION CARRIED.

LEGISLATIVE REPORT AND APPROVAL OF THE 2014 LEGISLATIVE AGENDA (RESOLUTION 13-12-61)

Alison Grazzini Smith of the State Board staff reported on recent federal and state legislative outreach efforts, November legislative committee days, and preparations for the 2014 legislative session.
She also presented the 2014 Legislative Agenda that represents the system’s budgetary and policy priorities for the upcoming session:

- Increase high-demand enrollments in science, technology, engineering, and math (STEM) programs: $5 million
- Provide additional funding for the Student Achievement Initiative: $4.75 million
- Maintain the MESA Community College Program at six CTC pilot sites: $.41 million
- Fund faculty increments: $3.4 million
- Provide equity for faculty and staff if a one percent salary increase is granted: $7.4 million
- Support system-wide capital projects: $56.215 million
- Support expanding corrections education under House Bill 1429

**MOTION:** Moved by Shaunta Hyde and seconded by Wayne Martin that the State Board adopt Resolution 13-12-61 approving the 2014 Legislative Agenda as presented in Attachment A.

**MOTION CARRIED.**

**CONTRACT FOR SCHEDULING AND MANAGEMENT SOFTWARE (RESOLUTION 13-12-62)**

Wayne Doty of the State Board staff presented on behalf of Mike Scroggins that the PeopleSoft functionality provided by ctcLink for basic classroom scheduling is not robust enough to meet college requirements. The State Board released a competitive request for proposal for a college room/event scheduling software system and, following state procurement rules and guidelines, CollegeNet was selected as the successful vendor. CollegeNet proposed a one-time implementation and licensing fee of $744,000 and an on-going maintenance fee starting the second year of $160,000 for the college system.

The CollegeNet system will be used by all colleges and aligns with the strategic direction for efficient use of facilities and capital resources and leveraging the collective buying power of the college system.

**MOTION:** Moved by Jay Reich and seconded by Larry Brown that the State Board adopt Resolution 13-12-62 delegating authority to the Executive Director to enter into contract with CollegeNet for a college room/event scheduling software system.

**MOTION CARRIED.**

**DELEGATION OF AUTHORITY FOR LEASE (RESOLUTION 13-12-63)**

Wayne Doty of the State Board staff reported the State Board needs additional space in the Olympia area to accommodate the strategic re-structuring of the Information and Technology Division as discussed at the February 2013 Board Meeting.

The Employment Security Department (ESD) has vacated their leased space on the first floor of the same building the State Board leases at 1300 Quince Street SE in Olympia. By subleasing approximately one-half of the first floor, the State Board can meet these space needs. The ESD has
agreed to sublease their space for 26 months, at the same cost per square foot that they are paying, for a total cost of approximately $286,000.

*MOTION: Moved by Sharon Fairchild and seconded by Jay Reich that the State Board adopt Resolution 13-12-63 authorizing the Executive Director to execute a 26 month sublease for approximately one-half of the first floor at 1300 Quince Street SE in Olympia, Washington.*

*MOTION CARRIED.*

**APPROVAL OF BELLEVUE COLLEGE’S BACHELOR OF APPLIED SCIENCE IN DATA ANALYTICS (RESOLUTION 13-12-64)**

Edward Esparza of the State Board staff presented that Bellevue College completed an initial step in the approval process when college administrators met with State Board members in March 2013 to discuss how the proposed Bachelor of Applied Science Degree in Data Analytics aligns with the college’s strategic goals and helps meet regional/statewide needs.

Bellevue College proposes a Bachelor of Applied Science in Data Analytics, a rapidly emerging discipline of analyzing and interpreting the large datasets now available to businesses, nonprofit organizations, and sustainable resource developers. The degree will prepare graduates to work as data analysts, data technicians and, in some circumstances, data managers within a wide range of organizations and industries.

This degree will be Bellevue College’s sixth applied baccalaureate degree including Radiation and Imaging Sciences, Interior Design, Health Care Technology and Management, Information Systems and Technology, and Nursing.

*MOTION: Moved by Elizabeth Chen and seconded by Wayne Martin that the State Board adopt Resolution 13-12-64 approving Bellevue College’s Bachelor of Applied Science in Data Analytics.*

*MOTION CARRIED.*

**APPROVAL OF HIGHLINE COMMUNITY COLLEGE’S BACHELOR OF APPLIED SCIENCE IN CYBER SECURITY AND FORENSICS (RESOLUTION 13-12-65)**

Edward Esparza of the State Board staff presented that Highline College completed an initial step in the approval process when college administrators met with State Board members in May 2013 to discuss how the proposed Bachelor of Applied Science Degree in Cyber Security and Forensics aligns with the college’s strategic goals and helps meet regional/statewide needs.

Highline Community College proposes a Bachelor of Applied Science in Cyber Security and Forensics. Responding to the critical gap between the number of professionals and the number of graduates produced from the education system, the degree in Cyber Security and Forensics will help fill the enormous demand for this skilled workforce. The degree will provide advanced topics and
training and broader and deeper content that will allow students to meet the demand for more advanced skills in this profession. The diverse nature of Highline’s student population provides an excellent opportunity to immerse under-represented populations in this STEM-based program.

This degree is Highline Community College’s first applied baccalaureate program.

*MOTION: Moved by Elizabeth Chen and seconded by Larry Brown that the State Board adopt Resolution 13-12-65 approving Highline Community College’s Bachelor of Applied Science in Cyber Security and Forensics.*

*MOTION CARRIED.*

APPROVAL OF LAKE WASHINGTON INSTITUTE OF TECHNOLOGY’S BACHELOR OF APPLIED SCIENCE IN PUBLIC HEALTH (RESOLUTION 13-12-66)

Edward Esparza of the State Board staff presented that Lake Washington Institute of Technology completed an initial step in the approval process when college administrators met with State Board members in May 2013 to discuss how the proposed Bachelor of Applied Science Degree in Public Health aligns with the college’s strategic goals and helps meet regional/statewide needs.

Lake Washington Institute of Technology proposes a Bachelor of Applied Science in Public Health. The purpose of this degree is to provide advancement in student pathways, student achievement, and external engagement within the college community. The degree will address significant employer need within the public health profession. The Washington State Employment Security Department labor statistics predict that health and social assistance employment will represent 12.5 percent of estimated employment in 2020. Lake Washington Institute of Technology supports the need for more public health workers, as well as the need for skilled employees with the implementation of this degree to meet regional and statewide employment projections.

This degree is Lake Washington Institute of Technology’s third applied baccalaureate program, including Applied Design and Transportation and Logistics Management.

*MOTION: Moved by Sharon Fairchild and seconded by Wayne Martin that the State Board adopt Resolution 13-12-66 approving Lake Washington Institute of Technology’s Bachelor of Applied Science in Public Health.*

*MOTION CARRIED.*

APPROVAL OF SEATTLE CENTRAL COMMUNITY COLLEGE’S BACHELOR OF APPLIED SCIENCE IN ALLIED HEALTH (RESOLUTION 13-12-67)

Edward Esparza of the State Board staff presented that Seattle Central Community College completed an initial step in the approval process when college administrators met with State Board members in June 2012 to discuss how the proposed Bachelor of Applied Science Degree Allied Health aligns with the college’s strategic goals and helps meet regional/statewide needs.
Seattle Central Community College seeks approval to offer a Bachelor’s of Applied Science in Allied Health. The program will prepare students for careers as educators, administrators, research associates, advanced clinical practitioners, and supervisors in allied health sciences. Additionally, it provides a streamlined pathway for graduates in applied health sciences at the certificate and associate degree levels to transition into higher education. Because medical needs are increasing dramatically, the allied health professions are expanding in scope and type to provide Americans with high quality health care. Allied health care occupations, which are largely taught in certificate and associate degree programs, lack pathways for students and incumbent health workers to complete baccalaureate degrees.

This degree is Seattle Central Community College’s second applied baccalaureate degree, including their BAS in Behavioral Sciences.

**MOTION: Moved by Sharon Fairchild and seconded by Shaunta Hyde that the State Board adopt Resolution 13-12-67 approving Seattle Central Community College’s Bachelor of Applied Science in Allied Health.**

**MOTION CARRIED.**

**APPROVAL OF THE ADULT BASIC EDUCATION STATE PLAN: INNOVATING COLLEGE AND CAREER PATHWAYS (RESOLUTION 13-12-68)**

Jon Kerr of the State Board staff presented that at the October 2013 Board meeting, Adult Basic Education leaders introduced the draft State Plan for Adult Basic Education. The document, created under the leadership of the state’s Adult Education Advisory Council, lays out a blueprint for the next five years that will better serve the needs of Washington’s emerging workforce and employers. The plan builds on a decade of innovation that includes the complete I-BEST pathway, the competency-based High School 21+, and other research-based and data-driven practices that move more adults more quickly through basic education to certificates and degrees that result in family-wage jobs.

Based on the feedback and recommendations of the Board, Jon presented the revised plan for its adoption in order to submit the plan for formal approval by the Office of Vocational and Adult Education, U.S. Department of Education.

**MOTION: Moved by Jim Bricker and seconded by Shaunta Hyde that the State Board adopt Resolution 13-12-68 approving for submission to the Office of Vocational and Adult Education the 2014-19 State Plan for Adult Education: Innovating College and Career Pathways.**

**MOTION CARRIED.**
CHAIR’S REPORT

Chair Willis presented her report:

- **Executive Director Report.** Marty Brown reported on the Washington Student Achievement Councils 10-year Roadmap: A Plan to Increase Education Attainment in Washington, and presented the Combined System Direction, Mission Study and Policy Focus.

- **Parking Lot Items.** A list of State Board’s “Parking Lot” items was presented for review and updates.

ADJOURNMENT/NEXT MEETING

There being no further business, the State Board adjourned its regular meeting of December 5, 2013, at 12:45 p.m. The State Board will hold next meeting February 5-6, 2014, at the Olympia State Board Office.

______________________________
Elizabeth Willis, Chair

ATTEST:

______________________________
Marty Brown, Secretary
Centralia College Property Acquisition, 201 South Ash Road

**Brief Description**
Centralia College seeks to purchase .36 acres at 201 South Ash Road and 0 South Cedar Street in Centralia, Washington, to help address their need for parking.

**How does this link to the System Direction, Mission Study, and Policy Focus**
This acquisition and subsequent parking provided will improve student access to education.

**Background Information and Analysis**
The college has critical parking and circulation needs. In both the short and long-term time frame, the purchase of this property will enable the college to incorporate this site into its overall master plan and prepare for the next major building on the adjacent block. Additional parking for the college campus will help alleviate student parking in surrounding residential areas. The City of Centralia has required the college to address their parking shortage before they will issue a building permit for the Centralia College Student Services Building project 30000123.

These two parcels have common ownership. The cost for both is $153,000 and the college has sufficient local funds to cover the cost.

The college will work with the Department of Enterprise Services to complete the transaction in accordance with State laws. A map of the proposed and recent acquisitions is attached.

**Potential Questions**
- Is the acquisition consistent with the State Board’s goal of finding more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education?

**Recommendation/Preferred Result**
Staff recommends approval of Resolution 14-02-01, giving Centralia College authority to use local funds for the acquisition of .36 acres at 201 South Ash Road and 0 South Cedar Street in Centralia, Washington, to become part of a larger parking area.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbcctc.edu
A resolution relating to Centralia College’s request to purchase .36 acres at 201 South Ash Road and 0 South Cedar Street in Centralia, Washington, to provide additional student parking.

WHEREAS, Centralia College has requested authority to acquire the .36 acres at 201 South Ash Road and 0 South Cedar Street in Centralia, Washington, for an estimated total cost of $153,000, for which the college has sufficient local funds; and

WHEREAS, the addition of new parking to the college campus will help alleviate student parking in surrounding residential areas and the City of Centralia will not issue a building permit for the Student Services Building project 30000123 without addressing the college’s parking shortage; and

WHEREAS, the purchase of this property enables the college to move forward with its overall master plan;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to use up to $153,000 in local funds for the purchase of .36 acres at 201 South Ash Road and 0 South Cedar Street in Centralia, 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 February 6, 2014.

ATTEST:

_______________________________               _______________________________
Marty Brown, Secretary                              Elizabeth Willis, Chair
Recent and Proposed Acquisitions for Centralia College

Recent Acquisitions:

A  816 Centralia College Blvd, Centralia
   Parcel Number 000844000000
   Resolution 13-10-50

B  814 Centralia College Blvd, Centralia
   Parcel Number 000843000000
   Resolution 13-02-02

C  812 Centralia College Blvd, Centralia
   Parcel Number 000842000000
   Resolution 12-10-43

D  808 Centralia College Blvd, Centralia
   Parcel Number 000840000000
   Resolution 13-02-02

E  402 S King St, Centralia
   Parcel Number 000628000000
   Resolution 12-10-43
South Puget Sound Community College Surplus Property on Marvin Road

Brief Description
South Puget Sound Community College seeks to surplus 54.50 acres of land in Lacey, Washington.

How does this link to the System Direction, Mission Study, and Policy Focus
This project will help the college respond to the changing needs of the business community by offering high quality, relevant, flexible programs at a convenient location. It will also help the college develop partnerships with a four-year university to better serve students.

Background Information and Analysis
The college’s master plan identifies the need to better serve the residents of Lacey and Yelm using a satellite campus within the college’s service district. To temporarily meet this need, the college has been leasing 21,211 rentable square feet at 1401 Marvin Road since 1995. In 2006, 54.50 acres on Marvin Road was acquired for future construction. Land adjacent to this property on Marvin Road has been developed for industrial warehousing and retail sales. In 2012, the State Board authorized the acquisition of property at 4224 6th Avenue in resolution 12-06-20. The existing buildings on the 6th Avenue property can be renovated much less expensively than new construction on Marvin Road. This property is also within walking distance of Saint Martin’s University.

The Marvin Road property was purchased for $6,141,024 with a $4,700,000 appropriation and local funds. The property is now estimated to be worth between $6,650,000 and $7,350,000. The proceeds from the sale of the property would be applied toward the renovation of the 6th Avenue property.

The college will work with the Department of Enterprise Services to complete the transaction in accordance with State laws. A map of the surplus land is attached.

Potential Questions
- Is surplusing the Marvin Road property and using the proceeds to renovate property on 6th Avenue consistent with the State Board’s goal of finding more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education?

Recommendation/Preferred Result
Staff recommends approval of Resolution 14-02-02, giving South Puget Sound Community College authority to surplus approximately 54.50 acres of land on Marvin Road in Lacey, Washington and to apply the proceeds toward the renovation of property at 4224 6th Avenue in Lacey.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbctc.edu
A resolution relating to South Puget Sound Community College’s request to surplus approximately 54.50 acres of land on Marvin Road in Lacey, Washington and to apply the proceeds toward the renovation of property at 4224 6th Avenue in Lacey.

WHEREAS, South Puget Sound Community College requests to surplus 54.50 acres of land in Lacey, Washington; and

WHEREAS, the need to serve the residents of Lacey and Yelm can be better met by renovating facilities at 4224 6th Avenue in Lacey;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes South Puget Sound Community College to surplus the 54.50 acres of land on Marvin Road in Lacey, Washington and to apply the proceeds toward the renovation of property at 4224 6th Avenue in Lacey.

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 February 6, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
South Puget Sound Community College Surplus Land

Surplus land on Marvin Road acquired in 2006

Existing leased space in Hawks Prairie

Lacey campus on 6th Ave SE acquired in 2013

South Puget Sound Community College Main Campus
Green River Community College’s New Auburn Center

Brief Description
Green River Community College seeks authority to design a new Auburn Center to be located in downtown Auburn, Washington.

How does this link to the System Direction, Mission Study, and Policy Focus
This project will help the college meet the needs of changing local economies by increasing the number of skilled employees in the areas of greatest unmet need. The college is also being responsive to the changing needs of the business community by offering high quality, relevant, and flexible programs.

Background Information and Analysis
The project includes acquisition of approximately 3.7 acres of vacant land located near the Auburn airport and Regional Hospital, and the construction of an approximately 36,000 square foot facility on the acquired land. This new facility will allow the college to move aviation programs off-campus, expand nursing, and relocate the existing Auburn Center that operates out of rented space at the train station.

Classroom and office space vacated on campus in the Technology Center will be repurposed for the Information Technology Bachelor of Applied Science (IT BAS) degree in Network Administration and Security that was approved last May and the IT BAS in Secure Application Development which received state funding for development in the 2013 regular legislative session.

The entire project is expected to cost $15,500,000. The design will use cash from local funds and a locally supported COP will be requested for the 2015-17 biennium to acquire the land and construct the facility. This resolution authorizes expenditure for the consultant services for design, appraisal of the vacant land, cost estimating, permitting, and bidding. The college has committed sufficient local funds for the work covered in this resolution. The college has also dedicated sufficient local funds for debt service on the acquisition and construction phase of this project using a COP that will be requested for the 2015-17 biennium. See Attachment A for a map of existing and proposed Auburn Center locations.

Potential Questions
- Is the acquisition consistent with the State Board’s goal of finding more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education?

Recommendation/Preferred Result
Staff recommends approval of Resolution 14-02-03, giving Green River Community College authority to use local funds for the design of a new Auburn Center located on approximately 3.7 acres in downtown Auburn, Washington.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbctc.edu
A resolution relating to Green River Community College’s request to use local funds for consultant services on a new Auburn Center in downtown Auburn, Washington.

WHEREAS, Green River Community College has requested authority to acquire approximately 3.7 acres in downtown Auburn, Washington and construct a 36,000 GSF facility for an estimated total cost of $15,500,000; and

WHEREAS, the college currently has sufficient local funds for consultant services including the design, appraisal of the vacant land, development of a detailed cost estimate, obtaining permits, and bidding the construction work and the college has also dedicated sufficient local funds for debt service on the acquisition and construction using a COP that will be requested for the 2015-17 biennium; and

WHEREAS, the facility built on this property will move aviation off-campus, expand nursing, and relocate the Auburn Center from rental space at the train station and the vacated aviation classroom and office spaces in the Technology Center will provide space for Bachelor of Applied Science degree programs in Information Technology;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Green River Community College to use up to $1,000,000 in local funds for consultant services for this project in downtown Auburn, 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 February 6, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Existing and Proposed Locations for Green River Community College Auburn Center

- Proposed location for owned Auburn Center
- Existing leased space for Auburn Center
- Green River Community College Main Campus

1 mile
Washington’s New Adult Basic Education State Plan: Implementation of Strategies to Improve Adult Literacy

Brief Description
At the December 4, 2013 meeting, the State Board adopted the Washington State Adult Education 5-year Plan – 2014-2019: Pathways to College and Careers for Washington’s Emerging Workforce and requested a study session to detail implementation of the plan. The new direction for adult education outlined in the state plan strategically provides guidance for all providers of adult basic education to develop clear college and career readiness pathways strategically targeted to accelerate completion of high school credentials and postsecondary certificates and degrees with the goal of getting all students to the tipping point and beyond. Participating colleges will share their processes and progress in putting the state plan into practice.

How does this link to the System Design, Mission Study, and Policy Focus
The new state plan aligns with the priorities of SBCTC’s System Direction, Mission Study and Policy Focus Dashboard, Governor Inslee’s Results Washington, and the US Department of Education Office of Vocational and Adult Education’s Time for the U.S. To Reskill: Developing a National Action to Improve the Foundation Skills of U.S. Adults. The plan’s intent is to provide every student with 21st Century skills to succeed in school, job, career, and their communities. It was written in accordance with the requirements of Title II of the Workforce Investment Act and the U.S. Department of Vocational and Adult Education and aligns with the Workforce Training and Education Coordinating Board’s High Skills, High Wages plan.

Colleges will detail their progress in implementing the six overarching goals key to the success of learners over the next five years and show how they will promote innovation to meet the new vision and reach the plan’s goals, listed below:

- Implement and scale comprehensive, innovative college and career pathways that accelerate student completion and foster economic growth.
- Guide and support transformational instructional practices that accelerate student attainment of certificates, the Tipping Point, and AA/BA degrees leading to family sustaining employment.
- Contextualize adult education courses to support transition to high school completion and equivalency certification, postsecondary education, and employment.
- Strengthen and maintain a culture of rigorous instruction and evidence of increased performance.
- Create and maintain strategic alliances to leverage local resources and increase navigational support to students.
- Foster student self-efficacy.

Background Information and Analysis
The plan builds on a decade of innovation that includes the complete I-BEST pathway, High School 21+, and other research-based and data-driven practices that move more adults more quickly through basic education to certificates and degrees that will result in family-wage jobs. Its implementation over the next five years is timed precisely to address the Office of Vocational and Adult Education’s Time for the U.S. To Reskill: Developing a National Action to Improve the Foundation Skills of U.S.
Adults initiative (Attachment A), which was developed in response to the October 8, 2013 Organisation for Economic Co-operation and Development (OECD) release of the results of the Survey of Adult Skills. This is an international survey which is part of the Program for International Assessment of Adult Competencies (PIAAC). This direct assessment was conducted in 23 countries with nationally representative samples of adults ages 16 through 65. A key finding of the survey was that the United States ranks below the international average in all subject areas. The new state plan outlines the strategies needed to address our state’s deficits in providing meaningful education to this historically underserved segment of our population.

However, the current funding structure for Adult Basic Education (ABE) programs has built-in disincentives that discourage colleges from expanding innovative basic skills programs to meet even the current needs of Washington’s workforce for both job-specific and literacy skills. As tuition becomes a bigger and bigger part of how colleges are funding programs---waiver programs have a financial disincentive. Board policy set tuition for basic skills students at $25 due to low income levels for the students and lack of access to financial aid. It is essential that we continue to seek policy options for funding basic skills that will ensure implementation of the new state plan and that our underprepared adults will develop the skills needed to access higher education and contribute to a viable State workforce.

Potential Questions

- How is the college and career pathway plan being implemented on college campuses?
- How successful are these implementation strategies and practices in accelerating student progression, transition, and completion?
- How is the SBCTC Office of Adult Education and Literacy supporting the implementation of the state plan across the system?

Recommendation/Preferred Result

In order to fully implement this plan, the Board will find a way to neutralize the financial disincentive to basic skills programs and design a solution that will enable programs to meet the expanding basic skills needs in their communities and successfully scale innovation to meet the requirements of the Washington State Adult Education 5-year Plan – 2014-2019: Pathways to College and Careers for Washington’s Emerging Workforce.

Policy Manual Change Yes ☒ No ☐

Prepared by: Jon M. Kerr, Director, Adult Basic Education
360-704-4326, jkerr@sbct.edu
Time for the U.S. To Reskill: Developing a National Action Plan to Improve the Foundation Skills of U.S. Adults

CONSULTATION PAPER
U.S. Department of Education
Office of Vocational and Adult Education
December 2013
Introduction

On October 8, 2013, the Organisation for Economic Co-operation and Development (OECD) released the results of the Survey of Adult Skills, an international survey that is part of the Program for International Assessment of Adult Competencies (PIAAC). This direct assessment was conducted in 23 countries with nationally representative samples of adults ages 16 through 65. The Survey of Adult Skills is a household survey to assess the cognitive and workplace skills needed for success in the 21st-century global economy. The results are designed to help public, private, educational, and philanthropic sectors work with a shared language and set of benchmarks to enhance cooperation around the development and implementation of economic, education, and social policies that strengthen adult skills. The Survey is intended to be administered every 10 years, making this a baseline report to set benchmarks against which countries and sectors can measure their improvement efforts.

In an effort to examine the economic and social case for reskilling adults in the United States, the OECD, at the request of the U.S. Department of Education, analyzed the findings using U.S. data from the Survey and prepared a report entitled *Time for the U.S. to Reskill? What the Survey of Adult Skills Says*.

The report found that while other countries have been showing improvements in equipping its adult populations with the skills needed to be productive in their society, the United States has remained relatively unchanged in the decade since the last report, thus falling further behind their international counterparts. The findings, in particular, shine a spotlight on a part of our population that has historically been overlooked and underserved: the large number of adults with low basic skills. U.S. data also indicate that our education system is not doing enough to help adults compete in the global market place. Adults who have trouble reading, doing math, solving problems, and using technology will find the doors of the 21st century workforce closed to them. As a nation, we need to be more strategic and systematic in our effort to reach these adults.

On November 20, 2013 the U.S. Department of Education Office of Vocational and Adult Education (OVAE) launched a national engagement effort to explore ways to increase our capacity to improve the foundation skills of adults in the United States. The purpose of this consultation document is to provide background on the issue and seek input from a diverse group of stakeholders who have an interest and a significant role to play in addressing the skill levels of adults. The perspectives, commitment, and collective effort of stakeholders are necessary to transform our country’s infrastructure for adult learning and expand its reach and impact so we can improve the foundation skills of adults.

The paper proposes key questions and prompts that can be used to guide discussions at OVAE’s engagement events. Engagement events will be held between November 2013 and January 2014, culminating in a National Action Plan to improve the foundation skills of U.S. adults, which will be released in the spring of 2014.

Background and Definitions

Ensuring robust economic growth, a thriving middle class, and broadly-shared prosperity will require a significant expansion of the skills and knowledge of adults in the United States over the next few decades. However, even as millions more adults seek the postsecondary education and training necessary to secure
good jobs that pay family sustaining wages, employers continue to report difficulty in finding the skilled workforce they need. In a time of intense global economic competition and increasing income inequality at home, the United States must find innovative and cost-effective ways to help adults gain the education and credentials they need to participate fully in our economy and society.

It is vitally important to engage more adults in postsecondary education or advanced training. However, many lack the basic foundation skills necessary to be able to do so. Access to high quality adult education is both an economic necessity and moral imperative to help adults transition from basic to more advanced skills, and ultimately reach the top rungs of postsecondary training and credentials, and fulfilling careers.

The U.S. Department of Education’s Adult Education and Family Literacy Act program, enacted as Title II of the Workforce Investment Act of 1998, is the primary federal program that provides basic skills and English literacy instruction for out-of-school youth and adults. The program seeks to assist students in acquiring the skills and knowledge necessary to become productive workers, parents, and citizens.

The program, a successful federal, state, and local partnership, serves approximately 1.8 million individuals who are high school dropouts, limited English proficient, or lack the foundational skills to function effectively in society. The investments at the state and local levels, in addition to federal funds, have allowed the adult education program to reach a much larger number of participants than federal funds would have the capacity to accomplish. Therefore, the federal government alone cannot address the skills gap among the nation’s adults, instead this needs to be a shared responsibility between adult learners and various other stakeholders at the federal, state, and local levels.

What are foundation skills?

Foundation skills are defined as a combination of literacy, numeracy and English language (i.e., listening, reading, writing, speaking in English, digital literacy and the use of mathematical ideas); and employability skills required for participation in modern workplaces and contemporary life.

What is adult literacy?

Literacy is defined as “an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.”¹

What is numeracy?

Numeracy is the ability to access, use, interpret, and communicate mathematical information and ideas; and to engage in and manage mathematical demands of a range of situations in adult life.²

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The Survey of Adult Skills

In the United States, 5,000 individuals were surveyed to create a nationally representative dataset. An additional 5,000 people will be surveyed in the United States for a supplement that will be added to the dataset in 2015. The supplemental groups include unemployed adults (ages 16–65), young adults (ages 16–34), older adults (ages 66–74), and incarcerated adults (ages 16–74).

The Survey of Adult Skills draws from a rich background questionnaire to measure relationships among respondents’ educational background, parental educational attainment, work history and skills, occupational attainment, use of information and communications technology, and cognitive skills. It measures these relationships in the domains of literacy, numeracy, and problem solving in technology-rich environments.

The direct measure of cognitive and workplace skills in this study creates a much more nuanced perspective on skills than the more commonly reported measure of educational attainment. For example, the attainment category of “some college,” which appears on many surveys of adult skills, says very little about the knowledge, skills, and abilities of an individual, and is rarely accompanied by information on the courses taken, training completed, and skills gained. Having more information about skills, including where they are learned and how they are used, as this survey provides, will inform educators, workforce development stakeholders, human resource personnel, employers, and policymakers about the mechanisms that are effective in increasing the skill and talent inventory in regions, sectors, and across the country.

Key Findings

General patterns of performance in the U.S. data include:

- Below international average in all subject areas
- Ranked better in literacy than in numeracy or problem solving in technology-rich environments
- Higher percentage at low proficiency levels than international average
- Percentages of top performers similar to or slightly lower than international average, depending on the subject
- Performance gap between young and older population smaller than the average gap internationally

The item framework used in the Survey of Adult Skills, which is a part of the PIAAC, is aligned to previous international literacy assessments, allowing trend analysis for the past 20 years. The average U.S. literacy score for adults on the PIAAC is not significantly lower than it was in 2003–08 as reported on the International Adult Literacy Survey (IALS), but is lower than the average score was in 1994–98 as reported on the Adult Literacy and Lifeskills Survey (ALL). The average U.S. numeracy score on the PIAAC is lower than it was in 2003–08 as reported in the IALS.

Implications

These Survey findings show that the United States has significant basic skill weaknesses within the adult working-age population in comparison to other industrialized countries. This skill profile has negative implications for the growth and strength of the U.S. economy and middle class. Although two-thirds of the low-skilled respondents in the U.S. sample are employed, they are not employed in jobs with high wages. The findings show that work tasks influence skills. Adults who report frequently using literacy, numeracy, and problem-solving skills in their daily work routines have greater proficiencies in those skills. The reverse is also shown in the data: workers in low-skilled jobs may have fewer opportunities to use and enhance their skills.

Weak skills have implications for civic life as well, as has been demonstrated in previous surveys of adult literacy. Adults with weak skills are less likely to vote or volunteer in their communities, and more likely to suffer poor health. In fact, adults with low skills are four times more likely to report “fair” or “poor” health than those with strong skills. This relationship is twice as strong as the international average.

Moreover, a concerning trend emerges in this dataset. Unlike most other countries surveyed, in the United States, younger cohorts’ skills are not surpassing the older cohorts’ skills. This has serious implications for the future of our workforce and underscores the need for continuing education and training.

OECD Policy Recommendations

OVAE requested OECD to prepare the report, Time for the U.S. to Reskill? What the Survey of Adult Skills Says. This report analyzes data from the Survey and details the status of American adult competencies within our economic, demographic, and social structures and makes policy recommendations to boost adult skill levels. The report offers seven broad policy recommendations for the United States to consider.

Recommendation 1: The first is to “take concerted action to improve basic skills and tackle inequities affecting sub-populations with weak skills.” This recommendation addresses the fact that there are significant weaknesses in the skills of the U.S. population, particularly among identified subgroups, where the long-term consequences of the achievement gap can be seen in the adult population. For example, Hispanics and blacks are three-to-four times more likely to have low literacy skills than whites. While the achievement gap in K–12 schooling has been closing steadily, it is not erased and the adult population’s skill profiles still bear the signs of early inequities. The OECD calls on the United States to coordinate and align federal, state, private and philanthropic efforts to improve workforce development efforts and maximize the effectiveness with which efforts reach the scale and efficacy required to make real and lasting changes to the current skills profile.

Recommendation 2: The second recommendation, to “strengthen initial schooling for all...” also derives from the long-term effects of poor K–12 schooling, which remain a drag on adults’ skill proficiencies. Current education reforms, such as attention to early learning, dropout prevention, and adoption of more rigorous standards, should be strengthened, accelerated, and evaluated for their continued effectiveness in preparing students with strong skills. The OECD points to the experiences of other countries, such as Korea and Finland, that leveraged early PISA findings (an international skills survey conducted among 15-year-olds) as a wake-up call to marshal education reforms that have yielded lasting improvements. The reforms
undertaken and the measures of their success are described in a previous OECD report, *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States*.

**Recommendation 3:** “Ensure effective and accessible education opportunities for young adults” is the third recommendation. It echoes President Obama’s call for more Americans to complete at least one year of postsecondary education and training in order to succeed in the 21st century global economy. It also reflects the efforts that are underway to reform high schools by making career and technical pathways available to more students. The OECD recognizes that although the pipeline to education exists, many low-skilled and low-income youth and adults are not able to complete their degrees or training programs. Reforms to college access, cost, and developmental education are urgently needed.

**Recommendation 4:** “Link efforts to improve basic skills to employability.” This fourth recommendation draws on previous OECD work in career and technical education, recognizing that the integration of basic skills and occupational training can be a powerful accelerator for disengaged or low-skilled youth and adults. The integrated model opens what OECD calls a “virtuous cycle” of synergistic learning and motivation. This recommendation requires cooperation with employers and industry groups to embed work experiences of all kinds into education pathways and to keep job-specific skills updated in the curriculum.

**Recommendation 5:** “Adapt to diversity,” the fifth recommendation, notes that within the U.S. adult profile is a range of distinct sub-populations with a variety of needs, including young immigrants with language barriers, disconnected youths, adults with learning disabilities, and dislocated workers facing digital literacy challenges. Accordingly, the adult low-skilled population is not homogenous. The OECD recommends developing a range of interventions specifically targeted to the needs and strengths of the various learners and their capacities to engage in education and training.

**Recommendation 6:** The sixth recommendation, to “build awareness of the implications of weak basic skills among adults, their links with other social factors...” refers to those social factors linked to skills as revealed in this survey. These include positive civic behaviors such as voting and volunteering, as well as improving health status and prevention behaviors. In the United States, the correlation between poor health status and low literacy, numeracy, and problem-solving skills is twice as strong as the international average. In fact, U.S. adults with low skills are four times more likely to report only “fair” or “poor” health. This combination presents great challenges to both the individual and the health providers to communicate and address the prevention, management, and treatment of disease and unhealthy behaviors.

**Recommendation 7:** The final recommendation, to “support action with evidence,” recognizes that the U.S. capacity for research and evaluation is unsurpassed and calls on the research community to pay more attention to the education and training of low-skilled youths and adults to identify a repertoire of effective, replicable, and scalable practices.

**Need for Action**

Improving the skill levels of youth and adult populations matter to our global competitiveness and our ability to grow the U.S. economy. We also know that the true engine of American’s economic growth is a rising and thriving middle class. To ensure that every U.S. adult has the opportunity to find a good job that
pays family sustaining wages, the United States needs to find ways to invest in its current and future workers.

As the findings suggest, the skills issue has significant impacts on the life chances of individuals and their families, as lower skills are linked to poorer economic and social outcomes such as employment prospects and earnings outcomes, as well as poorer health and lower civic engagement. Individuals who lack foundational skills find themselves on the margins of society with limited access to services and are often left behind. In addition to the considerable impact on individuals, their families and their community, the skills gap also has far reaching consequences and implications for society as a whole and the country’s competitiveness in the global market place. Therefore, it is essential for the United States to prioritize its investments in the skills development of U.S. adults, whether through quality formal education or lifelong learning and training opportunities, and skills development must be relevant and linked to the needs of the local economy.

In order to build a sustainable economy and grow the middle class, a national action plan must focus on the following guiding principles as a foundation for reform:

- A national action plan must be based on a model of **shared responsibility** across, federal, state and local governments; business, labor and industry; education and workforce agencies; community based organizations; and the philanthropic community to address the need to significantly impact the availability of learning opportunities for low-skilled adults;
- A national action plan must seek to increase **equity, learner access, and learner success**;
- A national action plan must seek to increase **quality of instruction**;
- A national action plan designed to dramatically improve the skills of U.S. adults should be **data-driven and evidence-based**; and
- A national action plan must instill a commitment to **new innovations, ideas and interventions** to make a meaningful impact and support new solutions that can be brought to scale.
Framework for a National Action Plan

Build awareness that foundational skills development affects all other areas of life. Strong skills are not only education and employment issues, but are vital to the American way of life. A democratic society rests upon the social inclusion and contribution of citizens. Every American needs to assume shared responsibility for voting, public services, the rule of law, and public health and safety campaigns. Positive health and well-being are strongly linked to literacy and numeracy skills. The OECD Survey of Adult Skills’ results reinforce our knowledge that parental education and proficiency with English are strongly linked to children’s academic performance.

- How can we strengthen the connection between foundation skills and other areas of life?
- What emerging technology solutions would help build awareness amongst adults with low skills?
- What types of partnerships are needed to build this type of awareness?

Strengthen the link with the economy (foundation skills & employment). Putting the tens of thousands of adults with low skills on the path to credentials that will qualify them for jobs earning middle-class wages requires a strong partnership with business, labor and industry. Career pathway models provide contextualized learning to specific industry sectors and make stronger linkages between basic and occupational skills training, while connecting individuals to comprehensive support services.

- How can employers and labor be more involved in making strategic connections between work and adult foundation skills training? How can we increase foundation skill development on the job, or at the workplace?
- How can we help adults build both foundation and occupation skills in high-demand career fields, including in the STEM (science, technology, engineering, and math) fields, to pursue specific occupations and credentials more rapidly?

Expand opportunities for adults to improve foundational skills. Based on results of the Survey of Adult Skills, it is clear that the United States needs a better strategy to provide opportunities for adults to improve foundation skills through a shared responsibility model. Stronger partnerships with business, industry, and labor, and also with state and local governments, foundations, and others concerned with the health, well-being, and democracy of America are important to increase access to learning opportunities.

- How can we expand the availability of learning options for adults?
- How can federal resources for adult learning be used to leverage other federal, state, and local resources, as well as private-sector resources?
- What emerging technology solutions can help us further personalize and accelerate adult learning?

Close the achievement gap. The achievement gap, so well-documented in K-12 educational research over the past 50 years, has dire consequences for the U.S. adult population. Although encouraging progress has been made to narrow the K-12 achievement gap on some measures and milestones, the cumulative effect of years of disparities result in huge skill inequalities in the adult population, particularly by race and
ethnicity, even when educational attainment is similar. Other minority groups disproportionately showing low skills in the Survey of Adult Skills’ results are adults with learning disabilities and immigrants.

- How can we focus resources on specific groups of U.S. adults that have low skills?
- How can we provide intervention strategies that will be successful in re-engaging specific minority populations in educational opportunities?
- How can we build stronger partnerships with groups already working in underserved, minority communities?

Scale what works. Considering the diverse makeup of those at the lowest skill levels, the United States needs to evaluate and identify interventions for their effectiveness in assisting diverse groups of individuals who have low skills, such as disconnected and older youth, displaced workers, immigrants, and those who have been out of school for many years. More research and data are also needed on return-on-investment models that identify the benefits of skills acquisition for economic and individual well-being that take into account the quest for increasing equity.

- What type of state, local, and federal systems need to be put in place to effectively scale interventions that have proven return on investment?
- How can innovation be incentivized to iteratively develop and evaluate models of interventions?
- What are the promising practices and emerging technologies we should consider scaling up?

Improve the quality of teaching and instruction. The demands for learning have changed through the decades. Adults need “just in time skills,” and they need to master them as efficiently as possible. Teachers of adults with low skills need not only the knowledge and skills necessary to facilitate 21st century learning, but also the tools, support, and professional working conditions to enable a world-class adult education workforce.

- How do we recruit, train, retain and compensate effective teachers and leaders who can assist with providing high-quality instruction?
- How do we ensure the placement of college and career readiness standards at the center of all instruction and assessment in adult education programs across the country?
- What role can institutions of higher education play?
- How can we leverage the power of technology to improve teaching, learning, and assessment?
Links to Additional Information

Visit the U.S. Department of Education’s website http://www.timetoreskill.org for information related to the engagement process for developing a national action plan to improve the foundational skills of U.S. adults.


Visit the NCES website at http://nces.ed.gov/surveys/piaac/ for data files and analysis tools, reports, and more information from a U.S. perspective. To host a presentation on PIAAC results (web-based or in person), please contact piaac@air.org.

Visit the PIAAC Gateway website at http://piaacgateway.com to access PIAAC resources and information across multiple sites, including findings, press releases, media coverage, publications, audio and video resources, and the latest PIAAC updates. Watch for the release of the Education and Skills Online (February 2014), an interactive online tool that will allow users to produce individualized reports.

To view the presentation by Andreas Schleicher, Deputy Director for Education and Skills and Special Advisor on Education Policy to the OECD Secretary-General, which summarizes the PIAAC findings, see http://www.slideshare.net/OECDEDU/time-for-the-us-to-reskill-what-the-survey-of-adult-skills-says.

Visit the NCES YouTube page at http://www.youtube.com/watch?v=UgRwgFD-Ynk to view the NCES Executive Summary video on the PIAAC study.


For questions you may have on the engagement process for the national action plan, please email: OVAE@ed.gov.
Final Consideration of Olympic College's Bachelor of Applied Science in Information Systems

Brief Description
In February 2013, the State Board for Community and Technical Colleges adopted the revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program.

Olympic College completed an initial step in the approval process when college administrators met with State Board members on October 23, 2013 to discuss how the proposed Bachelor of Applied Science Degree in Information Systems aligns with the college’s strategic goals and meets regional/statewide needs.

The final step in the approval process requires State Board action on the college’s application to offer the proposed applied baccalaureate degree.

How does this link to the System Direction, Mission Study, and Policy Focus
In the System Direction report, the State Board for Community and Technical Colleges states its vision as building strong communities, individuals and families and achieve greater global competitiveness and prosperity for Washington State and its economy by raising the knowledge and skills of its state residents.

Colleges who provide applied baccalaureate programs are focused within three core areas in developing their Statement of Needs: Economic Demand, Student Success, and Innovation. Colleges meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest unmet need. Through this, colleges create greater access to higher education by enrolling underserved populations, and ensure community and technical colleges are affordable and accessible for students.

Applied baccalaureate degrees expand the pipeline from associate to bachelor’s degrees in critical areas in demand by employers and students.

Background Information and Analysis
Olympic College proposes a Bachelor of Applied Science degree in Computer Information Systems. This is one of five STEM degree proposals selected to receive development funding provided by the passage of 2SSB 5624 last year. The proposed degree responds to proven industry demand for bachelor’s level information technology professionals. This degree will draw from the expertise of the college’s business and technology faculty as well as Olympic College’s experience successfully delivering a bachelor’s degree in Nursing. Industry partners have committed to ensuring the program’s success by working closely with faculty on curriculum, standards and work-based learning internships. Both business and technology faculty and K-12 teachers will have critical opportunities for networking and professional development. The K-12 consortium that Olympic College will be working with includes Bremerton, North Kitsap, and South Kitsap school districts.
Potential Questions

- Does Olympic College’s Bachelor of Applied Science Degree in Information Systems meet criteria established by the State Board for Community and Technical Colleges?

Recommendation/Preferred Result

The proposal meets criteria established by statute and Board policy based on staff review and evaluation by a system review group. Staff recommends State Board action on Resolution 14-02-04, approving Olympic College’s application for a Bachelor of Applied Science in Information Systems degree program.

Policy Manual Change Yes ☐ No ☒

Prepared by: Edward Esparza, Policy Associate, Student Services
360-704-4319, eesparza@sbctc.edu
A resolution to approve Olympic College’s application to offer a Bachelor of Applied Science in Information Systems upon recommendation of the Community and Technical College Applied Bachelor’s Degree Review Committee.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all Applied Bachelor’s degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of Community and Technical College Applied Bachelor’s degrees; and

WHEREAS, the Community and Technical College Applied Bachelor’s Degree Review Committee found that Olympic College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation of the Review Committee to authorize Olympic College’s Bachelor of Applied Science Degree in Information Systems.

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 February 6, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Final Consideration of Centralia College’s Bachelor of Applied Science in Diesel Technology

Brief Description
In February 2013, the State Board for Community and Technical Colleges adopted the revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program.

Centralia College completed an initial step in the approval process when college administrators met with State Board members on December 4, 2013 to discuss how the proposed Bachelor of Applied Science Degree in Diesel Technology aligns with the college’s strategic goals and meets regional/statewide needs.

The final step in the approval process requires State Board action on the college’s application to offer the proposed applied baccalaureate degree.

How does this link to the System Direction, Mission Study, and Policy Focus
In the System Direction report, the State Board for Community and Technical Colleges states its vision as building strong communities, individuals and families and achieve greater global competitiveness and prosperity for Washington State and its economy by raising the knowledge and skills of its state residents.

Colleges who provide applied baccalaureate programs are focused within three core areas in developing their Statement of Needs: Economic Demand, Student Success, and Innovation. Colleges meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest unmet need. Through this, colleges create greater access to higher education by enrolling underserved populations, and ensure community and technical colleges are affordable and accessible for students.

Applied baccalaureate degrees expand the pipeline from associate to bachelor’s degrees in critical areas in demand by employers and students.

Background Information and Analysis
Centralia College proposes a Bachelor of Applied Science degree in Diesel Technology. The mission of the Centralia College is to provide accessible, high-quality educational programs that lead to intellectual growth and meaningful employment. This degree will provide graduates important education in advanced diesel technologies in preparation for management positions within the transportation industry. The percent of the Lewis County population over age 25 holding baccalaureate degrees was 16 percent in 2011. In comparison, King County, which has the lowest unemployment rate at 5.6 percent, also has the highest attainment of baccalaureate degrees at 45.7 percent. Lewis County is in need of local options for baccalaureate degrees and a very telling consequence of the relatively low educational attainment in Lewis County is that the per capita income as a percentage of the same metric for the entire state has dropped significantly.
**Potential Questions**

- Does Centralia College’s Bachelor of Applied Science Degree in Diesel Technology meet criteria established by the State Board for Community and Technical Colleges?

**Recommendation/Preferred Result**

The proposal meets criteria established by statute and Board policy based on staff review and evaluation by a system review group. Staff recommends State Board action on Resolution 14-02-05, approving Centralia College’s application for a Bachelor of Applied Science in Diesel Technology degree program.

Policy Manual Change Yes ☒ No ☐

Prepared by: Edward Esparza, Policy Associate, Student Services
360-704-4319, eesparza@sbctc.edu
A resolution to approve Centralia College’s application to offer a Bachelor of Applied Science in Diesel Technology upon recommendation of the Community and Technical College Applied Bachelor’s Degree Review Committee.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all Applied Bachelor’s degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of Community and Technical College Applied Bachelor’s degrees; and

WHEREAS, the Community and Technical College Applied Bachelor’s Degree Review Committee found that Centralia College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation of the Review Committee to authorize Centralia College’s Bachelor of Applied Science Degree in Diesel Technology.

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

APPROVED AND ADOPTED on February 6, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Final Consideration of Highline Community College’s Bachelor of Applied Science in Global Trade and Logistics

Brief Description
In February 2013, the State Board for Community and Technical Colleges adopted the revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program.

Highline Community College completed an initial step in the approval process when college administrators met with State Board members on December 4, 2013 to discuss how the proposed Bachelor of Applied Science Degree in Global Trade and Logistics aligns with the college’s strategic goals and meets regional/statewide needs.

The final step in the approval process requires State Board action on the college’s application to offer the proposed applied baccalaureate degree.

How does this link to the System Direction, Mission Study, and Policy Focus
In the System Direction report, the State Board for Community and Technical Colleges states its vision as building strong communities, individuals and families and achieve greater global competitiveness and prosperity for Washington State and its economy by raising the knowledge and skills of its state residents.

Colleges who provide applied baccalaureate programs are focused within three core areas in developing their Statement of Needs: Economic Demand, Student Success, and Innovation. Colleges meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest unmet need. Through this, colleges create greater access to higher education by enrolling underserved populations, and ensure community and technical colleges are affordable and accessible for students.

Applied baccalaureate degrees expand the pipeline from associate to bachelor’s degrees in critical areas in demand by employers and students.

Background Information and Analysis
Highline Community College proposes a Bachelor of Applied Science degree in Global Trade and Logistics. In today’s global economy, major companies across a wide spectrum of industries recognize that effective supply chain management is a key factor in their international success. Washington’s companies have supply chains that are truly global in nature.

Nearly every type of company and organization is involved in purchasing goods, controlling inventory, building products, moving freight, and/or managing relationships. These include transport companies, manufacturing and production companies, retailers and distributors, consulting firms, third-party logistics firms, universities and educational institutions, as well as government agencies and non-profits.
Potential Questions

- Does Highline Community College’s Bachelor of Applied Science Degree in Global Trade and Logistics meet criteria established by the State Board for Community and Technical Colleges?

Recommendation/Preferred Result

The proposal meets criteria established by statute and Board policy based on staff review and evaluation by a system review group. Staff recommends State Board action on Resolution 14-02-06, approving Highline Community College’s application for a Bachelor of Applied Science in Global Trade and Logistics degree program.

Policy Manual Change Yes ☐ No ☒

Prepared by: Edward Esparza, Policy Associate, Student Services
360-704-4319, eesparza@sbctc.edu
A resolution to approve Highline Community College’s application to offer a Bachelor of Applied Science in Global Trade and Logistics upon recommendation of the Community and Technical College Applied Bachelor’s Degree Review Committee.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all Applied Bachelor’s degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of Community and Technical College Applied Bachelor’s degrees; and

WHEREAS, the Community and Technical College Applied Bachelor’s Degree Review Committee found that Highline Community College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation of the Review Committee to authorize Highline Community College’s Bachelor of Applied Science Degree in Global Trade and Logistics.

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 February 6, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Final Consideration of Highline Community College’s Bachelor of Applied Science in Respiratory Care

Brief Description
In February 2013, the State Board for Community and Technical Colleges adopted the revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program.

Highline Community College completed an initial step in the approval process when college administrators met with State Board members on June 19, 2013 to discuss how the proposed Bachelor of Applied Science Degree in Respiratory Care aligns with the college’s strategic goals and meets regional/statewide needs.

The final step in the approval process requires State Board action on the college’s application to offer the proposed applied baccalaureate degree.

How does this link to the System Direction, Mission Study, and Policy Focus
In the System Direction report, the State Board for Community and Technical Colleges states its vision as building strong communities, individuals and families and achieve greater global competitiveness and prosperity for Washington State and its economy by raising the knowledge and skills of its state residents.

Colleges who provide applied baccalaureate programs are focused within three core areas in developing their Statement of Needs: Economic Demand, Student Success, and Innovation. Colleges meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest unmet need. Through this, colleges create greater access to higher education by enrolling underserved populations, and ensure community and technical colleges are affordable and accessible for students.

Applied baccalaureate degrees expand the pipeline from associate to bachelor’s degrees in critical areas in demand by employers and students.

Background Information and Analysis
Highline Community College proposes to develop a Bachelor of Applied Science in Respiratory Care. The purpose of this degree is to address the enormous growth in scope and complexity in this field over the past 20 years. As the profession has matured, associate degree programs have not been able to adequately address the need for graduates with high level leadership training, research skills, advanced clinical diagnostic abilities, and competence in care plan development, protocol administration, disease management and patient education.

With an emerging, profession-wide need for a baccalaureate option in the respiratory care field, respiratory care has seen a gradual, yet consistent movement toward the bachelor’s degree as a desirable credential. Already, many leadership and advancement opportunities call for it. While the professional community has yet to reach full consensus on the matter, Highline’s proposal reflects the college’s interest in keeping ahead of that trend.
Potential Questions

- Does Highline Community College’s Bachelor of Applied Science Degree in Respiratory Care meet criteria established by the State Board for Community and Technical Colleges?

Recommendation/Preferred Result

The proposal meets criteria established by statute and Board policy based on staff review and evaluation by a system review group. Staff recommends State Board action on Resolution 14-02-07, approving Highline Community College’s application for a Bachelor of Applied Science in Respiratory Care degree program.

Policy Manual Change Yes ☐ No ☒

Prepared by: Edward Esparza, Policy Associate, Student Services  
360-704-4319, eesparza@sbctc.edu
State of Washington  
State Board for Community and Technical Colleges  
Resolution 14-02-07

A resolution to approve Highline Community College’s application to offer a Bachelor of Applied Science in Respiratory Care upon recommendation of the Community and Technical College Applied Bachelor’s Degree Review Committee.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all Applied Bachelor’s degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of Community and Technical College Applied Bachelor’s degrees; and

WHEREAS, the Community and Technical College Applied Bachelor’s Degree Review Committee found that Highline Community College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation of the Review Committee to authorize Highline Community College’s Bachelor of Applied Science Degree in Respiratory Care.

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 February 6, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Final Consideration of North Seattle Community College's Bachelor of Applied Science in Application Development

Brief Description
In February 2013, the State Board for Community and Technical Colleges adopted the revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program.

North Seattle Community College completed an initial step in the approval process when college administrators met with State Board members on December 4, 2013 to discuss how the proposed Bachelor of Applied Science Degree in Application Development aligns with the college’s strategic goals and meets regional/statewide needs.

The final step in the approval process requires State Board action on the college’s application to offer the proposed applied baccalaureate degree.

How does this link to the System Direction, Mission Study, and Policy Focus
In the System Direction report, the State Board for Community and Technical Colleges states its vision as building strong communities, individuals and families and achieve greater global competitiveness and prosperity for Washington State and its economy by raising the knowledge and skills of its state residents.

Colleges who provide applied baccalaureate programs are focused within three core areas in developing their Statement of Needs: Economic Demand, Student Success, and Innovation. Colleges meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest unmet need. Through this, colleges create greater access to higher education by enrolling underserved populations, and ensure community and technical colleges are affordable and accessible for students.

Applied baccalaureate degrees expand the pipeline from associate to bachelor’s degrees in critical areas in demand by employers and students.

Background Information and Analysis
North Seattle Community College is proposing to be the lead institution for the Seattle District in offering a Bachelor of Applied Science (BAS) degree in Application Development. If approved this will be the second BAS degree that North Seattle is offering.

North Seattle is working with the Computer Science Department at Seattle University and Eastern Washington University’s Computer Science Department to ensure that they are proposing a viable degree with sufficient curricular rigor and student support mechanisms. In addition, North Seattle Community College will be working with eight high schools in the Seattle Public School District to ensure a career path with clear articulation from high school through the Associate of Applied Science Degree and on to the BAS degree.
Potential Questions

- Does North Seattle Community College’s Bachelor of Applied Science Degree in Application Development meet criteria established by the State Board for Community and Technical Colleges?

Recommendation/Preferred Result

The proposal meets criteria established by statute and Board policy based on staff review and evaluation by a system review group. Staff recommends State Board action on Resolution 14-02-08, approving North Seattle Community College’s application for a Bachelor of Applied Science in Application Development degree program.

Policy Manual Change Yes ☐ No ☒

Prepared by: Edward Esparza, Policy Associate, Student Services
360-704-4319, eesparza@sbctc.edu
A resolution to approve North Seattle Community College’s application to offer a Bachelor of Applied Science in Application Development upon recommendation of the Community and Technical College Applied Bachelor’s Degree Review Committee.

WHEREAS, Engrossed Second Substitute House Bill 2483, passed by the 2012 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve all Applied Bachelor’s degree programs offered by community and technical colleges; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of Community and Technical College Applied Bachelor’s degrees; and

WHEREAS, the Community and Technical College Applied Bachelor’s Degree Review Committee found that North Seattle Community College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation of the Review Committee to authorize North Seattle Community College’s Bachelor of Applied Science Degree in Application Development.

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

APPROVED AND ADOPTED on February 6, 2014.

ATTEST:

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Marty Brown, Secretary                              Elizabeth Willis, Chair
Legislative Report

Brief Description
The Board will be briefed on recent state legislative outreach including meetings with legislators, staff, and stakeholders to gather support for the community and technical colleges’ (CTCs) 2014 session priorities.

How does this link to the System Design, Mission Study, and Policy Focus
Building a successful state and federal legislative strategy, as detailed in the 2013-15 Legislative Outreach Plan, supports critical system goals in the following ways:

- The 2014 legislative agenda reflects the system’s intention to increase student success, align in-demand curricula with employer needs and create a skilled, competitive workforce.
- Advocacy priorities are based upon collective college needs that reflect emerging demands of local communities across the state.
- Priorities also reflect an emphasis placed on maintaining high-quality faculty and staff that play a crucial role in overall student success and completion.
- Legislative outreach strategies to achieve priorities include communicating with key stakeholders both internally and externally, to increase community and technical colleges’ visibility.
- Outreach materials being produced continue to reflect our system’s best practices that resonate with elected officials and stakeholders on a national level.

Background Information and Analysis

Session Issues
Board members will be briefed on a variety of issues that are emerging during the legislative session. In conjunction with the Bill Watch List, Board members will have an opportunity to hear the system’s perspective on legislation concerning dual credit programs, financial aid, tuition, veterans, faculty compensation, and others. Staff will bring real-time information on bills to the Board during their meeting.

Student Rally
The annual Student Rally is scheduled for Friday, Feb. 7, 2014 in the Capitol Rotunda. Key legislators will speak about the future of higher education and how CTC student advocacy efforts can be most effective. In addition, CTC system representatives will also speak about the importance of student engagement in the legislative process and our system’s long-term goal of improving student success.

Last year, approximately 400 CTC students participated in this event and SBCTC expects similar attendance this year.

Legislative Open House
The annual CTC Legislative Open House is scheduled for Feb. 20, 2014 in the Columbia Room of the Legislative Building. SBCTC has broadened the event focus this year to include basic skills, transfer, and applied baccalaureate opportunities at CTCs across the state. College programs chosen to be featured include:

- Diagnostic Ultrasound – Bellevue College
- NASA Rocket Project – Clark College
- Aviation Technology – Green River Community College
Digital Gaming & Media (I-BEST and Project IDEA) – Lake Washington Institute of Technology
Nanotechnology – North Seattle Community College
Wine Technology (Bachelor of Applied Science) – South Seattle Community College
Orthotic-Prosthetic Technician – Spokane Falls Community College
Cybersecurity (transfer program) – Whatcom Community College

In addition, student-produced wine will be provided by Walla Walla Community College as well as confections by a variety of other CTCs.

**Potential Questions**

- Does the Board have input on proposed legislation?
- Are there additional suggestions from Board members to ensure a successful legislative session?

**Recommendation/Preferred Result**

Next steps include ongoing communication about legislative activity during session, strategizing about possible advocacy opportunities, and monitoring legislative action.

Policy Manual Change Yes ☐ No ☒

Prepared by: Alison Grazzini Smith, SBCTC Legislative Director
360-704-4394; agsmith@sbctc.edu