May 4

Study session agenda

1 p.m. Welcome and introductions
Shaunta Hyde, chair

1:05 p.m. Baccalaureate degree proposals
Joyce Hammer
- Lake Washington Institute of Technology, Digital Gaming and Interactive Media
- Lake Washington Institute of Technology, Dental Hygiene
- Lake Washington Institute of Technology, Nursing
- Edmonds Community College, Child, Youth and Family Studies
- Spokane Community College, Respiratory Care
- South Seattle College, Workforce and Trades Leadership

2:05 p.m. Washington Association of Career and Technical Education
Tim Knue

2:45 p.m. Break

2:55 p.m. Labor Presentation

3:15 p.m. ACT report
Jon Lane, ACT president-elect

3:25 p.m. WACTC report
Jim Richardson, WACTC president

3:35 p.m. 2017-19 Capital budget request
Wayne Doty

3:55 p.m. 2017 Initial operating budget and tuition allocation
Nick Lutes

4:10 p.m. 2017-19 biennial budget development
Nick Lutes

5:30 p.m. Adjournment

6:00 p.m. Dinner meeting
Il Granaio, 100 E Montgomery, Ste. 110, Mt. Vernon, WA 98273
May 5  Regular business meeting agenda

7:30 a.m.  Breakfast

8:00 a.m.  Call to order and adoption of agenda  Action
Shaunta Hyde, chair

8:05 a.m.  Approval of consent agenda  Action  Tab 4
a.  SBCTC meeting minutes, March 24, 2016
b.  2016-17 SBCTC meeting dates and locations
    Resolution 16-05-09
c.  Centralia College, property acquisitions, 114 S King and 123 S Washington
    Resolution 16-05-10
d.  Olympic College, local expenditure, construction of Shelton Weld Shop building
    Resolution 16-05-11
e.  Bellevue college, acquisition of city right of way
    Resolution 16-05-12
f.  Skagit Valley College ground lease to YMCA for development of a childcare and recreational facility on campus
    Resolution 16-05-25

8:10 a.m.  Host College Presentation  Discuss
Tom Keegan, President

9:00 a.m.  Public hearing: revisions to WAC 131-36-050, 055, 100 and 250 making rule amendments necessary to align with and meet recent statutory changes to institutional financial aid funds.  Action  Tab 5
Scott Copeland

9:20 a.m.  Final consideration baccalaureate degrees  Action  Tab 6
Joyce Hammer
a.  Bellevue College, Computer Science
    Resolution 16-05-14
b.  Bellingham Technical College, Engineering Technology
    Resolution 16-05-15
c.  Centralia College and Grays Harbor College (joint) – Teacher Education: Elementary Education and Special Education
    Resolution 16-05-16
d.  Clark College, Applied Management
    Resolution 16-05-17
e.  Columbia Basin College, Dental Hygiene
    Resolution 16-05-18
f.  Columbia Basin College, Information Technology
    Resolution 16-05-19
g.  Seattle Central College, Information Technology: Networking
    Resolution 16-05-20
h.  Wenatchee Valley College, Engineering Technology
    Resolution 16-05-21
10:20 a.m. Break

10:30 a.m. 2017-19 capital budget request Resolution 16-05-22
Wayne Doty

10:40 a.m. 2017 initial operating budget and tuition allocation Resolution 16-05-23
Resolution 16-05-24
Nick Lutes

10:55 a.m. ctcLink update – FirstLink and Wave 1
Mike Scroggins

11:15 a.m. Legislative update
Arlen Harris

11:30 a.m. Executive director report
Marty Brown

11:40 a.m. Chair report
Shaunta Hyde

11:50 a.m. Open public comment

12 p.m. Adjournment

Next meeting: June 22-23, 2016 ~ Wenatchee Valley College

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.
Baccalaureate degree proposals

Brief description

A conceptual discussion will occur among the State Board for Community and Technical Colleges along with the several community and technical colleges proposing to offer applied baccalaureate degrees.

The Statement of Need document addresses six areas:

- Relationship to institutional role, mission and program priorities
- Support of the statewide strategic plans
- 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 State Board goals and policy focus

The State Board goals are “designed to raise education attainment, open more doors to education—particularly for our fast-growing adult population—and build upon our tradition of excellence.” Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. The following three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Promoting student achievement and success** by increasing the number of applied baccalaureate degrees conferred
- **Increasing access to post-secondary education** by enrolling more underrepresented, first generation and adult students, active military, veterans and their dependents and develop means to attract former students needing credits for degrees, certificates, or credentials
- **Building on the system’s strength and successes** by ensuring balance among mission areas: basic skills, workforce, transfer and applied baccalaureate

To date, the State Board has approved a total 60 applied baccalaureate degree programs at 25 colleges with students currently enrolled in 46 programs at 20 colleges. Nineteen proposals are engaged in the approval process, and nine colleges have expressed interest in 15 additional programs. *(Attachment A: Applied baccalaureate degree programs)*

Background information and analysis

1a) Lakes Washington Institute of Technology – BAS in Digital Gaming and Interactive Media

Lake Washington Institute of Technology proposes a Bachelor of Applied Science degree in Digital Gaming and Interactive Media beginning fall quarter 2017. This degree will prepare students for employment in the digital gaming environment working as designers, animators and project managers. The proposed applied baccalaureate degree is built on the Associate in Applied Science-Transfer degree in Digital Gaming and Media. Graduates of this program demonstrate proficiency in 3D modeling, character
design, rigging, animation, game play and design, user interface, and software development for interactive media projects. This proposed degree would be Lake Washington Institute of Technology’s fifth applied baccalaureate degree.

### 1b) Lake Washington Institute of Technology – BAS in Dental Hygiene

Lake Washington Institute of Technology proposes a Bachelor of Applied Science Dental Hygiene degree beginning summer 2017. This degree will prepare students for employment as dental hygienists, a field that is evolving to where bachelor’s degrees are becoming the industry standard. Students will benefit from earning a higher credential recognizing the credits earned in their prerequisite courses and dental employers will benefit from a higher credentialed applicant with critical job skills. Currently, Lake Washington Institute of Technology dental hygiene students earn an Associate of Applied Science transfer (AAS-T) degree after four years of study and a minimum of 182 quarter credits based on curricular changes required to follow standards set by the Commission on Dental Accreditation (CODA) and the Washington State Dental Hygiene Practice Act (WSDHPA). The BAS in Dental Hygiene degree will provide students a four-year degree aligned with the credit load they now complete to receive their AAS-T degree, saving time and money. Additionally, graduates of this degree program will be prepared to complete all licensing exams, provide quality patient care, and engage in life-long learning and career development as a dental hygienist. This proposed degree would be Lake Washington Institute of Technology’s sixth applied baccalaureate degree.

### 1c) Lake Washington Institute of Technology – Bachelor of Science in Nursing

Lake Washington Institute of Technology proposes a Bachelor of Science Nursing (RN to BSN) degree beginning fall 2017 that will build off of its existing Associate Degree in Nursing (ADN). As the nursing field evolves, bachelor’s degrees are becoming the industry standard. Students will benefit from earning a higher credential recognizing the credits earned in their prerequisite courses. Nursing employers in the local community will benefit from a higher credentialed applicant with critical job skills for meeting industry expectations. Students enrolled in the program will (a) integrate liberal arts, nursing science, and related disciplines to promote well-being through a generalist practice; (b) demonstrate critical thinking attitudes, skills, and abilities in clinical decision making and evaluation of evidence-based nursing practice; (c) use interpersonal communication, collaboration, and organizational skills to work in partnerships with clients, families, communities, and the health care team to promote health; (d) integrate technology and information management with relationship-centered nursing care across the health continuum in a variety of health care settings; and (e) apply leadership principles and quality improvement techniques to influence health policy, regulations, and the provision of care to ensure quality and safety. If approved, this proposed degree would be Lake Washington Institute of Technology’s seventh applied baccalaureate degree.

### 1d) Edmonds Community College – BAS in Child, Youth, and Family Studies

Edmonds Community College proposes a Bachelor of Applied Science in Child, Youth, and Family Studies beginning spring 2017. This proposed degree will offer a pathway to students with two-year degrees in Early Childhood Education, Social and Human Services, or Addiction Studies, and graduates will have the advantage of an education that exposes them to the fundamentals of childhood and adolescent development, and also gives them the skills to work effectively with families. The degree focuses on a strength-based prevention model that supports children and families in a holistic way. Students enrolled in the program will utilize their knowledge to work in early learning programs such as preschools, childcare centers, Head Start, Early Childhood Education Assistance Program (ECEAP) and home-provider childcares. Students could also choose the Social and Human Services focus that serves as the foundation, knowledge, and skills for effective work with individuals and families experiencing a
variety of life issues and challenges including employment as case managers, addiction specialists, family support workers, and resource coordinators. This proposed degree would be Edmonds Community College’s first applied baccalaureate degree program.

1e) Spokane Community College – BAS in Respiratory Care
Spokane Community College is seeking approval to restructure its current Associate in Applied Science in Respiratory Care to a Bachelor of Applied Science in Respiratory Care beginning fall 2017. Transitioning to a bachelor’s program is essential as industry standards are changing. The American Association for Respiratory Care (AARC) and the Commission on Accreditation for Respiratory Care (CoARC) are moving toward requiring a baccalaureate degree as entry-level education into the field of respiratory care. Spokane Community College’s proposed degree will ensure the respiratory care program continues to meet industry standards and employer needs as well as that future respiratory care graduates stay competitive in the job market. Students enrolled in the program will obtain the needed skills in advanced clinical diagnostics, care plan development, protocol administration, disease management, patient education, and leadership. This proposed degree would be Spokane Community College’s first applied baccalaureate degree.

1f) South Seattle College – BAS in Workforce and Trades Leadership
South Seattle College proposes a Bachelor of Applied Science in Workforce and Trades Leadership beginning winter 2017 with the intent to equip qualified trades men and women and technologists with the knowledge and skills necessary to become effective team leaders, supervisors and managers. The proposed degree is the result of a multi-year initiative to coordinate the efforts of the public workforce system to support sustainable development in our most critical industries: clean energy, construction and advanced manufacturing and builds off the college’s Associate in Applied Science-Transfer (AAS-T) degrees in Multi-Occupational Trades and Welding Fabrication. Graduates of the Bachelors of Applied Science in Workforce and Trades Leadership will be prepared to (a) lead and oversee complex projects from conception to completion, (b) work effectively with advanced technology, monitor safety and regulatory guidelines, (c) exercise superior judgment in management disputes, negotiate agreements, contracts, and permits and (d) make expert assessments in the field. If approved, this degree would be South Seattle College’s fourth applied baccalaureate degree.

Potential questions
- Do the college proposals for applied baccalaureate degrees meet the vision, mission and goals of their respective colleges?
- Do the proposed applied baccalaureate degrees serve the current and future needs of the colleges’ regions and the state?
- Do the proposed applied baccalaureate degrees support the State Board for Community and Technical College goals and policy focus?

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: Joyce Hammer, director of transfer education 360-704-4338, jhammer@sbctc.edu
# Washington’s Community and Technical Colleges
## Applied baccalaureate degree programs

### May 2016

<table>
<thead>
<tr>
<th>College</th>
<th>BUSINESS/ MANAGEMENT</th>
<th>Status</th>
<th>Outcomes thru May 2016</th>
<th>Projected Cohort Size</th>
<th>Enrollments Fall 2015</th>
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<td>Operations Management</td>
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<td>25/57 FTE</td>
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<td>Centralia</td>
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<td>Began 2012</td>
<td>20 graduates</td>
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<td>Clark</td>
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<td>Clover Park</td>
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<td>Columbia Basin</td>
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<td>35 FTE</td>
<td>74 FTE</td>
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<td>Project Management</td>
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<td>Peninsula</td>
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<td>Seattle North</td>
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<td>Seattle South</td>
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<td>Yakima Valley</td>
<td>Applied Business Management</td>
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<th>ENVIRONMENT AND NATURAL RESOURCES</th>
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<td>Sustainable Practices (STEM)</td>
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<td>Seattle South</td>
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<td>Skagit Valley</td>
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<td>Health Promotion and Management</td>
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<td>Healthcare Management and Leadership</td>
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<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pierce</td>
<td>Teaching</td>
<td>Beginning winter 2017</td>
<td>15/48 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seattle North</td>
<td>Early Childhood Education</td>
<td>Beginning winter 2016</td>
<td>20/50 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seattle South</td>
<td>Professional Technical Teacher Education</td>
<td>Began fall 2012</td>
<td>4 graduates</td>
<td>12/20 FTE</td>
<td>19 FTE</td>
</tr>
<tr>
<td>College</td>
<td>OTHER</td>
<td>Status</td>
<td>Outcomes thru May 2016</td>
<td>Projected Cohort Size</td>
<td>Enrollments Fall 2015</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Interior Design</td>
<td>Began fall 2009</td>
<td>172 graduates</td>
<td>44/83 FTE</td>
<td>67 FTE</td>
</tr>
<tr>
<td>Centralia</td>
<td>Diesel Technology</td>
<td>Began fall 2014</td>
<td></td>
<td>24/53 FTE</td>
<td>17 FTE</td>
</tr>
<tr>
<td>Green River</td>
<td>Aeronautical Science</td>
<td>Began spring 2016</td>
<td>20/40 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Funeral Service Education</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>1,079 graduates</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applied Baccalaureate Degree Program
Lake Washington Institute of Technology
Statement of Need

Bachelor of Applied Science
Digital Gaming and Interactive Media

February 12, 2016
COVER SHEET
STATEMENT OF NEED

Program Information

Institution Name: Lake Washington Institute of Technology

Degree Name: BAS Digital Gaming and Interactive Media CIP Code: 10.0304

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: AAS-T Digital Gaming and Media CIP Code: 10.0304 Year Began: 2009

Degree: CIP Code: Year Began: 

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2017

Projected Enrollment (FTE) in Year One: 20 40 at Full Enrollment by Year: 2018

Funding Source: State FTE: ☒ Self-Support: ☐ Other: ☐

Mode of Delivery

Single Campus Delivery: Kirkland, WA (primarily evenings)

Distance Learning: Hybrid courses included in program

Statement of Need: Page Limit: 20 pages

Contact Information (Academic Department Representative)

Name: Phil Trumbo

Title: Faculty

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Fax:

Email: Phil.trumbo@wtech.edu

Chief Academic Officer Date

2/22/16
Introduction
Lake Washington Institute of Technology is centrally located in Washington State’s high-technology corridor in King County, near Seattle. A public technical college with its main campus in Kirkland, it serves a diverse student body from throughout the Puget Sound region and countries around the world. More than 4,200 students enrolled at the college in Fall Quarter, 2015. The Redmond Campus, in operation since 2005, is located six miles from the main campus. LWTech has served its community since 1949 and has been a member of the Washington State Community and Technical college system since 1991. The Northwest Commission on Colleges and Universities accredits the college at both the associate and baccalaureate degree level.

The college began as Lake Washington Vocational Technical Institute, part of the Lake Washington School District. From initial instruction in a sewing course, the college grew steadily to include vocational programs in trade and industry, adult education, and community services classes. The main campus opened in Kirkland in 1983. In 1991, legislation converted the five vocational-technical institutes in Washington State into technical colleges; making them members of the Washington State Community and Technical College system. The college’s scope and character changed significantly during these years, evolving from a vocational training school to an institute of technology with a comprehensive curriculum that includes professional-technical programs, as well as basic skills, academic and continuing education programs. On July 22, 2011, the college officially changed its name to Lake Washington Institute of Technology.

Growth in facilities matches growth in academic and professional-technical programs. New buildings in 1992 and 2002 increased the size of the Kirkland Campus to nearly 400,000 square feet. In 2005, the Redmond Campus opened providing the college with a second major facility. In 2011, completion of an 83,700 square foot Allied Health Building provided new facilities for programs in health care fields.

LWTech currently offers more than one hundred degree and certification options. In 2009, following state agency and NWCCU approval, the college opened an applied baccalaureate degree program in Applied Design. The college received a commendation after the Fall 2011 visit for “...establishing a rigorous and viable Bachelor of Technology degree program in Applied Design...” Two new baccalaureate degrees followed in Fall 2014. A fourth has been proposed.

Today, Lake Washington Institute of Technology proposes its seventh baccalaureate degree, the Bachelor of Applied Science degree in Digital Gaming and Interactive Media. This degree will prepare students for employment in the rich digital gaming environment surrounding LWTech working as designers, animators and project managers. Currently, there are only two bachelor-degree granting institutions in the state offering Game Design degrees, and they are private colleges with extremely high tuition. This lack of affordable access to an in-demand degree is putting associate-level game design graduates at a significant disadvantage.

Faculty have proposed the following outcomes for the BAS Digital Gaming and Interactive Media program. Students will:


Lake Washington Institute of Technology Statement of Need BAS Digital Gaming and Interactive Media
- Demonstrate proficiency in Character Design, Rigging and Animation – 2D & 3D
- Develop expertise in concepting, designing and building in-engine game play environments with interactive elements, with emphasis on technical proficiency in Workflow, Rendering Pipelines, Shaders and Effects.
- Learn Basic and Intermediate Scripting Programming using C# in the Unity Game Engine to create scripts that respond to player input, trigger game play events, control the behavior of objects and implement character Artificial Intelligence
- Learn project architecture, workflow, pipeline, working with data structures, porting to mobile platforms, inter-process communication techniques and graphics processing Units programming.
- Create game play and interactive experiences utilizing mobile, augmented and virtual reality technologies.
- Develop proficiency creating and integrating user interface (UI) and user experience (UX) into interactive projects. Adopt the science and foundations behind UX and solve business problems via design, including analysis of human behavior, and how users use UI, and think about user interface to solve problems and game play challenges.
- Create multi-disciplinary software development projects that mirror professional work flow, incorporating: Game design, conceptualization and creation of digital assets, software integration, and project management.
- Develop and present a professional-quality portfolio and demo games to obtain an entry-level position at a game development company, interactive media studio, or animation studio.

Statement of Need - Criteria #1

| 1. Relationship to institutional role, mission, and program priorities. | Describe how the proposed program reflects and support the role and mission of the institution and reflect program priorities. |

The mission of Lake Washington Institute of Technology is “To prepare students for today’s careers, and tomorrow’s opportunities.” LWTech’s role has always been as a workforce institution offering high demand educational programs critical to students preparing to enter or advance in an occupation. Four Core Themes are critical to accomplishing the college mission.

| Pathways | Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training. |
| Student Achievement | At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and to participate in the workforce. |
| External Engagement | Lake Washington Institute of Technology forms partnerships with governmental and community organizations, educational institutions,
business, and labor in order to effectively support the Institution’s mission.

| College Community | Lake Washington Institute of Technology provides a safe, supported and engaging learning environment for students and work environment for faculty and staff. |

LWTech’s 2013-2017 Strategic Plan includes development of baccalaureate degrees.

| Pathways Goal 1 | Strengthen pathways for students at every level from basic education to baccalaureates. |

Additionally, new programs and pathways are a priority in academic planning. LWTech’s program development priorities are to:
- develop and expand from the institution’s areas of strength;
- respond to changing labor market needs;
- facilitate student completion;
- share courses, facilities and equipment amongst programs;
- control costs for the student and the college.

The proposed BAS in Digital Game Design and Interactive Media reflects and supports LWTech’s role, mission, and priorities. The BAS program will provide a new pathway for students to expand their technical and design skills in order to position them to succeed in a competitive, high demand occupation. Careers in game design can provide the backbone for a prosperous household able to manage the high cost of living in the Puget Sound region.

**Statement of Need - Criteria #2**

| 2. Support of the statewide strategic plans. | Describe how the program will support SBCTC Mission goals outline in the Mission Study and WSAC policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education. |

The proposed BAS in Digital Game Design and Interactive Media degree program supports statewide strategic plans articulated in the SBCTC Mission Study and WSAC Strategic Master Plan for Higher Education.

The State Board for Community and Technical Colleges (SBCTC) published the Mission Study in May, 2010. Goals identified include:

| Goal #2 | Close the statewide skills gap for technically trained workers |
| Goal #4 | Contribute more to the production of baccalaureate degrees |

The BAS in Digital Game Design and Interactive Media program will contribute to the accomplishment of both of these goals. Game designers, and multimedia artists and animators specifically, is a high-demand field in King County, and the eastside in particular. The skills,
talent and knowledge in this complex industry require a bachelor’s degree to produce advanced, high quality games that cross international boundaries. This program will increase the pool of ready-to-work applicants possessing advanced technical and design skills. Similarly, it will yearly add to the total production of baccalaureate degree holders in Washington, helping the state achieve its target of 1,400 baccalaureate graduates needed by 2030 as identified in the Mission Study. Currently, only two private institutions offer a bachelor’s degree in game design in the state.

The Washington Student Achievement Council (WSAC) included the following goal in its Road Map 2013:

**Align postsecondary programs with employment opportunities.**

The BAS in Digital Game Design and Interactive Media will align with employment opportunities in terms of the credentials expected of job candidates. Employers of game design studios generally require, and usually prefer, candidates possess a baccalaureate degree. This is due to the high level of technical and design skills necessary to compete. LWTech has an effective associate’s degree program, but to align its efforts with industry and provide students with full access to game design employment opportunities, the college needs to expand the scope of its program. In the third and fourth year, students will gain more experience producing game demos and create professional-level portfolios. LWTech’s digital gaming advisory committee is made up of well-connected members of the digital gaming industry. It includes the executive director of the International Game Developers Association and member of the Washington Interactive Network, a local nonprofit that promotes the growth of the interactive media industry in the region. In addition, LWTech also employs several part-time faculty who work in the game design industry. The contributions of both groups keeps the curriculum aligned with industry needs, but only by adding the BAS in Digital Game Design and Interactive Media opportunity will output be fully aligned with industry standards.

**Statement of Need - Criteria #3**

<table>
<thead>
<tr>
<th>3. Employer/community demand for graduates with baccalaureate level of education proposed in the program.</th>
<th>• Employer demand must exceed regional supply of graduates with relevant degrees.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Demand must be based on data sources including but not limited to local employer survey, traditional labor market data, industry data, trade associated data, and other transactional data. Please provide evidence of the gap between the numbers of program graduates verses the number of job opening locally and regionally. Refer to attached supply/demand gap rubric for additional guidance.</td>
</tr>
</tbody>
</table>

Lake Washington Institute of Technology is located in the heart of a high-technology area, and game design specifically. A large number of world-class high technology companies have their headquarters within 10 miles of the campus, and others are located downtown Seattle just across the 520 bridge. The gaming industry has a national foothold in the Puget Sound, and the eastside of King County in particular. Renowned gaming companies include Microsoft, Nintendo, Valve,
Bungie Studios, Big Fish, and Electronic Arts/PopCap. This is in addition to a significant emerging local market of independent game studios. In December, the Seattle Times published an article citing the vast growth of independent game studios on the eastside and Seattle, which opens an entirely new employment opportunity for LWTech digital game design graduates ("Roaring good times for small video-game studios." Seattle Times. December 5, 2015).

The demand for game designers is growing steadily in Seattle/Eastside area. While the hub is here, companies are reaching out internationally in order to build teams with the necessary skills and talent. The high level of new-employee demand cannot currently be satisfied with the existing regional workforce and limited number of local college graduates. Firms are forced to hire from far away, despite a significant expense to the companies, both at hiring and relocation stages, and the challenges of working remotely. Hiring internationally is a common practice.

Thousands of Labor Certification Applications are filed by these companies and approved by the United States Department of Labor Employment & Training Administration every year. This demonstrates that there is a shortage of qualified U.S. workers willing or capable to do the jobs, and therefore foreign workers are required. While Lake Washington Institute of Technology will not be able to close the gap between the number of open positions and the number of available graduates, the BAS in Digital Game Design and Interactive Media program will help narrow it.

The majority of open game design development positions require a bachelor’s degree in a design or technical-related field of study, as well as game demo experience and professional-level portfolios. The level of complexity of game design at these companies requires highly-skilled workers, and there is an expectation they possess a bachelor’s degree. Thus, the current 2-year LWTech AAS-T Digital Game Design program is insufficient, and a 4-year program is a vital addition to college offerings.

LWTech’s degree positions students to succeed in both digital gaming and interactive media industries. Students would compete with their powerful combination of technical skills and knowledge, and professional-level portfolio. In addition, classes would be open to professionals currently working in the gaming industry who want to upgrade their skills.

Todd Hooper, current CEO of VREAL, a local virtual reality gaming company has significant hiring experience in the local gaming industry. He used to work as a vice president of one of the world’s leading game technology companies Unity Technologies and has owned his own game studio in Seattle. He has hired more than 50 people in the gaming industry in the past five years and reviewed resumes of hundreds more.

"There is ample demand for graduates in this field, and opportunities for those with a wide array of experience, including those new to the industry. Graduates with skills in environment modelling, character design, game design, scripting and user experience are sought after by employers. The large team size required by high production value games means that there are frequently junior roles for recent graduates looking to join their first commercial project, in addition to more experienced staff. Although experience is important, any graduate with great art, design or code will find many doors open to them. A graduate has a high chance of securing a job in this industry if they develop these skills through college."
Mark Terrano, chief creative officer and founder of Hidden Path Entertainment in Bellevue, supports the notion of a vast employment field for college graduates with professional-level portfolios.

“In the interactive entertainment industry people are judged largely on the strength of their portfolio more than any other factor – the best prepared students that can demonstrate relevant skills will get the entry level positions without much regard to the specific institution... Our state has a large number of interaction development studios (more than 300), both large and small employers, with the greatest concentration in the Seattle Area.”

Using Option #1 of the required rubric supplied by SBCTC for this criteria we offer the following evidence of employer demand.

<table>
<thead>
<tr>
<th>If local demand/supply information is available for the specified degree program and target occupation(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For demand:</strong> Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The WA State Employment Security Department lists **Multimedia Artists and Animators** (27-1014) as an “In Demand” occupation in King county. A report produced by the Economic Development Council of Seattle and King County, and the Washington Interactive Network confirms digital game designers and game artists are included in this category. The typical level of education is Bachelor’s degree.

<table>
<thead>
<tr>
<th>Multimedia Artists and Animators</th>
<th>King</th>
<th>Snohomish</th>
<th>What does a Multimedia Artist or Animator do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average annual wage (2015Q1):</td>
<td>$80,574</td>
<td>$57,960</td>
<td>Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials.</td>
</tr>
<tr>
<td>Average hourly wage (2015Q1):</td>
<td>$38.74</td>
<td>$27.87</td>
<td></td>
</tr>
<tr>
<td>Short-term trend:</td>
<td>Growth</td>
<td>Growth</td>
<td></td>
</tr>
<tr>
<td>Long-term trend:</td>
<td>Growth</td>
<td>Growth</td>
<td></td>
</tr>
<tr>
<td>Estimated employment (2013):</td>
<td>4,080</td>
<td>318</td>
<td></td>
</tr>
<tr>
<td>Average annual total openings (2013-2023):</td>
<td>274</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>
According to the Bureau of Labor Statistics, the relative and total concentration of multimedia artists and animators in the Seattle region ranks it higher than any other market in the country, despite the fact that that Los Angeles and New York have more of these skilled works in pure numbers.

Another look by the Employment Security Department showed a significantly greater demand for game developers. The 2015 Labor Market Supply/Demand Detailed Occupation Gap Analysis Seattle – King County estimates the gap for “Arts, Design, Entertainment, Sports, and Media” occupations to be 564 (November 2015). This additional report provides a secondary source of evidence of the significant need for skilled workers in the digital game industry. There are variety of job titles for these careers, starting out as animators, level designers, environmental artists, 3D modelers and assistant game designer. In addition, the Digital Game industry can be viewed as a practical application for people trained as visual designers, which also has vast employment opportunities. These reports confirm the occupation code is correct, and establishes it as an existing occupation.

**For supply gap:** Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).

There are currently no community or technical colleges offering bachelor’s degrees with the CIP code of 10.0304. The CTC system awarded 202 graduates last year at the two-year level; 66 percent of those were LWTech graduates.

Using data from the National Center for Education Statistics (NCES), the table below details the 2013-2014 supply of graduates from King and Snohomish county institutions for the CIP codes closest 10.0304.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Assoc.</th>
<th>Bach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Institute of Seattle*</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>DigiPen Institute of Technology**</td>
<td></td>
<td>102</td>
</tr>
<tr>
<td>Lake Washington Institute of Technology</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Olympic College</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>University of Washington, Bothell***</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>162</td>
</tr>
</tbody>
</table>

*Includes Computer Graphics (26) and Digital Design (8), which are not specifically game design.

**Includes Animation/Interactive Technology (33) as well as Computer Programming, which has a broader scope than game design but some overlap (65).

***This is the new UWB Interactive Media Design degree. The first cohort graduated in 2015 (26). See Criteria 6 for further information.
Based on the reports cited above, the gap in this industry ranges from a low of 274 and a high of 564. Currently, the state is producing 162 graduates, however many of those are not specifically trained as gaming artists. In addition, the lack of a digital gaming bachelor’s degree at any public college or university creates a significant gap in access due to the prohibitive cost of private institutions.

**Statement of Need - Criteria #4**

| 4. Applied baccalaureate program builds from existing professional and technical degree program offered by the institution. | Describe the existing professional and technical degree program that will be used as the foundation for applied baccalaureate program. Include how long the program has been in existence and the enrollment history of the program over the past five years. |

LWTech’s proposed BAS in Digital Game Design and Interactive Media program builds on the strength of its AAS-T in Digital Game Design and Media that started in 2009. In a time of declining enrollment at the College, Digital Gaming has showed steady success. With over 100 students in the program, there is a vibrant team of future game designers at varying levels of design and technical skill. The Digital Gaming program is closely connected to the College’s Multimedia and Design program, the Art program, and the I.T. Application Development program, which provides students with a solid foundation in digital design, design theory, and computer programming. The program builds on these pillars by adding character animation, storyboard development and game development in a collaborative team setting.

LWTech is currently in the approval process for a bachelor’s degree in Application Development/Software Development. The college also currently offers a bachelor’s degree in Applied Design. The combination of these degrees with a Digital Game and Interactive Media degree provides ample opportunity for interdisciplinary education that simulates a real-world environment of game designers, technical coders and user interface designers working together to create entire video games. This partnership already exists at the associate level, but a bachelor’s degree-level learning environment provides much greater chance for in-depth interdisciplinary engagement. The synergy from these three bachelor’s degrees provides endless opportunities. It is entirely conceivable that LWTech could produce the CTC system’s first students earning double majors preparing them for a highly competitive workplace. The college is putting a significant focus on these areas due to the local demand and the ability to create a center of excellence.

LWTech’s vibrant Game Design program is active in regional gaming events, demonstrating students’ work at PAX Prime in Seattle and the Seattle Retro Gaming Expo. Students created a game with the Oculus Rift – the industry standard in virtual reality equipment – which drew a long line of PAX participants’ clamoring to try it out. There was only one other Oculus Rift demonstration at PAX, positioning LWTech’s program on the cutting edge. A recent on-campus game expo coordinated by students drew industry experts from the region. The vice president of DigiPen reported the quality of student work to be on par with graduates from his institution. The difference, however, is DigiPen’s strict entrance requirements. As an open access institution,
LWTech is committed to providing an opportunity for students of all skills and abilities to achieve a career in the extremely competitive game design industry.

LWTech’s connection with industry provides some students with phenomenal internship and exposure opportunities, including a current Gaming student who is flown to Google Headquarters in California on a regular basis to “play” on the latest high-tech equipment.

**5 Year Enrollment (annualized FTES)**

<table>
<thead>
<tr>
<th></th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Design</td>
<td>34.42</td>
<td>38.00</td>
<td>28.67</td>
<td>37.59</td>
<td>40.47</td>
</tr>
</tbody>
</table>

**5 Year Enrollment (unduplicated headcount)**

<table>
<thead>
<tr>
<th></th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game Design</td>
<td>115</td>
<td>145</td>
<td>137</td>
<td>138</td>
<td>122</td>
</tr>
</tbody>
</table>

**Statement of Need - Criteria #5**

5. **Student demand for program within the region.** Evidence of student interest and demand from multiple sources, such as but not limited to: students graduating with technical associate degrees in the region, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor’s programs, and changes in industry standards. Include enrollment projections for each year over the next five years.

LWTech conducted a survey of students currently enrolled in Game Design courses and the results showed strong demand for the proposed BAS in Digital Game Design and Interactive Media program. Due to the high rate of students responding they were “Highly Likely” to enroll in BAS in Digital Game Design and Interactive Media program, the college anticipates the vast majority of enrollment could come from its existing programs, rounded out by transfer students from local community colleges and LWTech’s graphic design program. The results are summarized below and the full survey is included as Appendix A.

86 students surveyed. 25 responses. 29% return rate.

| Highly likely | 14 | 56% |
| Somewhat likely | 6 | 24% |
| Somewhat unlikely | 4 | 16% |
| Highly unlikely | 1 | 4% |

If the program requires an Associate’s degree or above to enter, when would you most likely enroll?

| Winter 2017 | 6 | 24% |
| Spring 2017 | 6 | 24% |
| Fall 2017 | 7 | 28% |
| Later than Fall 2017 | 3 | 12% |
Based on the strength of the survey results, projected enrollment numbers are as follows:

<table>
<thead>
<tr>
<th>FTES</th>
<th>2017/18</th>
<th>2018/19</th>
<th>2019/20</th>
<th>2020/21</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd year</td>
<td>20</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4th year</td>
<td>15</td>
<td>40</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>40</td>
<td>45</td>
<td>45</td>
</tr>
</tbody>
</table>

The LWTech students who expressed interest recognize the unique niche filled by a Digital Gaming and Interactive Media bachelor’s degree:

"It would be a great way to get more experience and be able to delve deeper into design and technical skills that are in high demand."

"A Game and Multimedia/interactive technologies-specific Bachelor’s degree program would be the difference between me staying on at LWTECH after my associates, or me transferring to UW (or similar)."

"The teachers here are all very qualified. They know the process of making games from beginning to end and allow us to practice and make our own assets. It’s a program that teaches the process and teaches it well, so the ability to have extended time with the teachers and community of dedicated students for a longer period of time allows us to get everything we’d need to a polished level that would help graduates get jobs."

"A Bachelor’s degree with this emphasis would fulfill a current void in our area/region that is only filled currently by educational institutions that are economically inaccessible to a large population of students. Because of this, I feel that implementing this program would be highly successful, and something that would reflect positively on the school."

In addition to currently enrolled students at LWTech, recent alumni, and graphic design graduates and interactive media graduates from other community and technical colleges, LWTech would welcome applicants from the private institutions that offer game design bachelor’s degrees at a much higher cost.

**Statement of Need - Criteria #6**

| 6. Efforts to maximize state resources to serve place-bound students. | • Describe how program will serve place-bound working adults.  
                                                                                          • Identify similar program offered by public or independent institutions in the region.  
                                                                                          • Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and/or community organizations considered in the development of the proposal and include a brief description of initial conversations. |
Serving place-bound working adults
Lake Washington Institute of Technology is fortunate to be surrounded by a bevy of gaming companies both large and small. Not only are these companies interested in hiring local college graduates, they are also interested in helping educate, grow and train them. A significant percentage of LWTech part-time instructors, and members of the advisory board, are current or past employees of local gaming companies, including Microsoft Games and Monolith Games (owned by Warner Bros. Interactive). Having offices close to the LWTech campus allows them to teach game-design courses at LWTech. Students get the benefit of being taught by world-class developers.

LWTech’s BAS in Digital Game Design and Interactive Media, as well as the current two-year Digital Gaming program, will provide plenty of opportunity to take evening classes, which not only allows participation of instructors from industry, but also helps low-income students to receive quality education while earning money at their current jobs during daytime hours.

Affordability
The cost of college is a very important consideration for LWTech students. LWTech will serve cost sensitive students, for whom tuition at the more expensive 4-year universities becomes a barrier to landing a high-paying job. Currently, no public institution in Washington state offers a game design degree, which is limiting access to a significant pipeline of potential students.

Collaboration with other colleges and industry
LWTech has strong connections with the nearby colleges teaching game design, as well as the vibrant gaming industry in the local region.

Comments from a recent letter of recommendation from Kate Edwards, Executive Director of the International Game Designers Association include:

"Being familiar with the LWTech BAS degree proposal, I fully believe that LWTech graduates with the BAS degree would be just as suited and prepared for employment in the game industry as any graduates from other educational institutions in the greater Seattle area. In fact, I view the addition of the LWTech BAS degree as a necessary additional component of the game industry ecosystem in the region; i.e., the more educational options that are made available to prospective game development professionals, the more diversity of channels and opportunities will exist for individuals to enter this growing field."

LWTech has a strong and growing relationship with DigiPen Institute of Technology located in Redmond. Currently, the two institutes are developing an articulation agreement to support the transfer of credits from LWTech. DigiPen hires current LWTech Game Design students to teach
in their youth summer gaming program. Both institutions view the industry demand as strong enough to support growth in both digital game programs. The primary difference that sets the two apart is financial. DigiPen tuition is approximately $20,000 a year. DigiPen often refers potential students to LWTech if they cannot afford the high tuition. Current conversation indicates the strong likelihood of DigiPen donating an entire digital acting lab, including the hardware and software, to LWTech. The motion capture equipment would be utilized by both LWTech and Digipen students, collaboratively and individually.

The University of Washington, Bothell started an Interactive Media Design program two years ago, and just graduated its first cohort. This program is in flux as it finds its niche in the university. The head of UWB’s Digital Futures Lab recently reported to LWTech’s lead Digital Gaming faculty that UWB will be moving its programmatic direction away from the gaming industry to a focus on more academic-related interactive media. UWB’s new direction leaves a gap in their curriculum, so the head of UWB’s lab (who used to be the head of the Halo gaming franchise), hires LWTech Digital Gaming students to design and create digital components to supplement the media created by UWB students.

The Art Institute of Seattle had zero graduates in its animation/interactive technology program last year.

Only five colleges in the area offer programs in interactive media areas. They are:

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Institute of Seattle</td>
<td>BA in Game Design</td>
</tr>
<tr>
<td>DigiPen Institute of Technology</td>
<td>BS in Computer Science and Game Design</td>
</tr>
<tr>
<td></td>
<td>BFA in Digital Art and Animation</td>
</tr>
<tr>
<td></td>
<td>BA in Game Design</td>
</tr>
<tr>
<td>Olympic College</td>
<td>Certificate in Digital Communications</td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>AAAS/AAS-T Visual Communications Technology: Game and Art Design</td>
</tr>
<tr>
<td>University of Washington, Bothell</td>
<td>Interactive Media Design</td>
</tr>
</tbody>
</table>

There is a strong possibility for collaboration with community colleges across the state, primarily articulation agreements for students transferring to LWTech’s bachelor’s degree. The most obvious transfer institutions are Shoreline Community College and Olympic College due to their programs within the same CIP code. The lead faculty in these programs at Olympic and Shoreline expressed great excitement over the transfer possibilities for their students. Related
programs – including graphic design and visual communications – could very likely produce viable transfer students, which would expand possibilities to at least eight additional two-year colleges across the state. LWTech also has a strong two-year multimedia design and production degree, which could help ensure strong enrollments in the bachelor’s program. A “bridge” program of one quarter could provide graphic design transfer students with the software and basic programming skills needed to succeed in the program. Additionally, our proposal was communicated to Maureen Majury at the Washington State Center of Excellence for Information and Computing Technology. She asked us to confirm the employment demand specifically at the bachelor’s degree level. We followed up on this advice, which is confirmed on page 7.

As noted in criteria #3, there is ample room in King County and Snohomish County for another program focused on game development, and room for growth for all existing programs. LWTech would willingly join any effort with neighboring institutions to increase the pipeline of prepared students to enter these baccalaureate options, and to increase support for the expansion of existing programs. LWTech would support joint marketing, internship coordination, or any other collaborative effort to help fill the skills gap. At a recent sub-committee meeting of the IPZ with the University of Washington, Bothell, DigiPen and LWTech, conversations were held about a collaborative marketing effort to promote gaming and coding educational opportunities in the region.

**Unique Program Aspects**

The very nature of offering a bachelor’s degree in gaming at a public institution will differentiate LWTech from the current landscape of digital game higher education. LWTech intends to continue its hallmark of the Gaming program of nurturing students’ inherent skills and adding advanced design and technical knowledge to students from all walks of life. The additional time spent in a bachelor’s degree will give students an opportunity bring their skills to an even higher level to help them succeed in a competitive industry.

The gaming industry is prominent in the Puget Sound, and on the eastside in particular, ranging from Microsoft’s Game Studios and ArenaNet to a multitude of small, independent studios. According to a study by the Economic Development Council of Seattle and King County and the Washington Interactive Network industry group, game developers, hardware makers and related companies employed 17,400 people in Washington state in 2013. Most of those employees are centered in the Puget Sound, and the eastside in particular. A bachelor’s degree is the industry standard for these employees.

Ten years ago, the City of Redmond was designated as an Interactive Media and Digital Arts Innovation Partnership Zone (IPZ) by the State Department of Commerce. The IPZ, of which LWTech is a member on the steering committee, provides a source for partnership and collaboration across education and the private sector to further the interactive media industry. The IPZ renewed its MOU with the State this year, which clearly describes LWTech’s role in partnership with the University of Washington, Bothell; DigiPen; Microsoft; the Economic Development Council of Seattle & King County; and the City of Redmond. Examples of LWTech’s commitment to the IPZ include: “Provide a stable source of a highly qualified workforce for the digital interactive technology field … specifically in game design. Partner with
software and game developers to ensure that relevant courses and programs continue to meet industry standards."

The college is privileged to have on its team tenure-track faculty member Phil Trumbo. He began as an industry advisor and has taught at LWTech in a full-time capacity since 2013; he recently accepted a tenure-track position. Phil’s vast industry success includes an Emmy Award, and renowned game design including Harry Potter, Shrek, Lord of the Rings and more. After more than 30 years in the industry, Phil has decided it is time to give back, and chose LWTech as the place to foster innovative game design in an open access institution. Along with Phil, a solid team of faculty with significant industry experience provide real-world instruction to students that prepares them for a competitive industry.

LW Tech Digital Gaming and Interactive Media two-year program is well positioned in the region with industry connections and high visibility. For the past three years, students and faculty designed and managed a high-tech, interactive booth at the PAX Prime, demonstrating student-designed games. The premier gaming event draws 10,000 attendees a year. LW Tech was only one of four higher education institutions present, and the only college from the state’s CTC system.

With the highly technical and artistic skills necessary to compete in the gaming industry, a four-year degree is necessary. LW Tech’s start as a premier two-year digital gaming program positions the College well to provide even more talented graduates at the four-year level. Students who chose an applied bachelor’s degrees in digital game design will benefit from an efficient path to the prosperity generated by the concentration of game studios on the eastside of the Puget Sound region.

**Conclusion**

Lake Washington Institute of Technology proposes to offer a BAS in Digital Game Design and Interactive Media. The bachelor’s degree builds on a stellar associate’s degree in game design with a strong regional reputation. This would establish the first Game Design bachelor’s degree at a public institution in the state. The only two existing bachelor-degree programs in the state are offered at private institutions with much higher tuition than the community and technical college’s bachelor’s tuition rate. LW Tech is geographically situated in the heart of the gaming industry, which is evident by the number of gaming companies – big and small – as well as the City of Redmond’s designation as an IPZ in interactive media. The strength of the existing associate’s degree, and its connection to these industry partners, is evidence that the program has significant viability. This reinforced by the Mayor of the City of Redmond, John Marchione:

"The City of Redmond is highly supportive of Lake Washington Institute of Technology and its Digital Gaming program. The college plays an integral role in the Interactive Media and Digital Arts Innovation Partnership Zone (IPZ), which helps assure a stable source of a highly qualified workforce in the digital interactive technology industry. These skills and the industry they support are critical to this region’s success. Further expansion of LW Tech with a bachelor’s degree in digital gaming is in perfect alignment with the mutual goals of the IPZ."

Lake Washington Institute of Technology Statement of Need BAS Digital Gaming and Interactive Media
# Exhibit A

### Lake Washington Institute of Technology
**BAS Digital Gaming & Interactive Media**

## 1 - How likely would you be to enroll in a new Bachelor's degree in DGIM at LWTech?

<table>
<thead>
<tr>
<th>Response Option</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly likely</td>
<td>1</td>
<td>14</td>
<td>56%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>2</td>
<td>6</td>
<td>24%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Somewhat unlikely</td>
<td>3</td>
<td>4</td>
<td>16%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Highly unlikely</td>
<td>4</td>
<td>1</td>
<td>4%</td>
<td>64%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Return Rate**
- 25/86 (29.07%)
- Mean: 1.68
- STD: 0.90

## 2 - If the program requires an Associate's degree or above to enter, when would you most likely enroll?

<table>
<thead>
<tr>
<th>Response Option</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2017</td>
<td>1</td>
<td>6</td>
<td>24%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>2</td>
<td>6</td>
<td>24%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>3</td>
<td>7</td>
<td>28%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Later than Fall 2017</td>
<td>4</td>
<td>3</td>
<td>12%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Not interested in enrolling</td>
<td>5</td>
<td>3</td>
<td>12%</td>
<td>64%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Return Rate**
- 25/86 (29.07%)
- Mean: 2.64
- STD: 1.32

## 3 - Would you prefer day or evening courses?

<table>
<thead>
<tr>
<th>Response Option</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>1</td>
<td>13</td>
<td>52%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Evening</td>
<td>2</td>
<td>11</td>
<td>44%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Not interested</td>
<td>3</td>
<td>1</td>
<td>4%</td>
<td>64%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Return Rate**
- 25/86 (29.07%)
- Mean: 1.52
- STD: 0.59

## 4 - Would you prefer courses to be face-to-face, fully online, or a combination of both?

<table>
<thead>
<tr>
<th>Response Option</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face</td>
<td>1</td>
<td>14</td>
<td>56%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Fully online</td>
<td>2</td>
<td>0</td>
<td>0%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Combination of both</td>
<td>3</td>
<td>10</td>
<td>42%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Not interested</td>
<td>4</td>
<td>1</td>
<td>4%</td>
<td>64%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Return Rate**
- 25/86 (29.07%)
- Mean: 1.92
- STD: 1.06

## 5 - If enrolled, would you attend full-time or part-time?

<table>
<thead>
<tr>
<th>Response Option</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>1</td>
<td>18</td>
<td>72%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Part time</td>
<td>2</td>
<td>6</td>
<td>24%</td>
<td>64%</td>
<td>2%</td>
</tr>
<tr>
<td>Not interested</td>
<td>3</td>
<td>1</td>
<td>4%</td>
<td>64%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Return Rate**
- 25/86 (29.07%)
- Mean: 1.32
- STD: 0.56
Applied Baccalaureate Degree Program
Lake Washington Institute of Technology
Statement of Need

Bachelor of Applied Science
Dental Hygiene

February 12, 2016
COVER SHEET
STATEMENT OF NEED

Program Information

Institution Name: Lake Washington Institute of Technology

Degree Name: BAS Dental Hygiene CIP Code: 51.0602

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: AAS-T Dental Hygiene CIP Code: 51.0602 Year Began: 1995

Degree: __________________________ CIP Code: _______ Year Began: _______

Proposed Start Implementation Date (i.e. Fall 2014): Summer 2017

Projected Enrollment (FTE) in Year One: 30 60 at Full Enrollment by Year: 2018

Funding Source State FTE: ☒ Self-Support: ☐ Other: ☒

Mode of Delivery

Single Campus Delivery: Kirkland, WA

Distance Learning: No

Statement of Need: Page Limit: 20 pages

Contact Information (Academic Department Representative)

Name: Monta Frost, RDH, M.Ed.

Title: Faculty and Program Coordinator

Address: 11605 132nd Ave NE Kirkland, WA 98034

Telephone: (425) 739-8100 x8404

Fax: (425) 739-8292

Email: monta.frost@lwtech.edu

[Signature]

Chief Academic Officer Date 2/12/16
Introduction
Lake Washington Institute of Technology is centrally located in Washington State’s high-technology corridor in King County, near Seattle. A public technical college with its main campus in Kirkland, it serves a diverse student body from throughout the Puget Sound region and countries around the world. More than 4,200 students enrolled at the college in Fall Quarter, 2015. The Redmond Campus, in operation since 2005, is located six miles from the main campus. LWTech has served its community since 1949 and has been a member of the Washington State Community and Technical college system since 1991. The Northwest Commission on Colleges and Universities accredits the college at both the associate and baccalaureate degree level.

The college began as Lake Washington Vocational Technical Institute, part of the Lake Washington School District. From initial instruction in a sewing course, the college grew steadily to include vocational programs in trade and industry, adult education, and community services classes. The main campus opened in Kirkland in 1983. In 1991, legislation converted the five vocational-technical institutes in Washington State into technical colleges; making them members of the Washington State Community and Technical College system. The college’s scope and character changed significantly during these years, evolving from a vocational training school to an institute of technology with a comprehensive curriculum that includes professional-technical programs, as well as basic skills, academic and continuing education programs. On July 22, 2011, the college officially changed its name to Lake Washington Institute of Technology.

Growth in facilities matches growth in academic and professional-technical programs. New buildings in 1992 and 2002 increased the size of the Kirkland Campus to nearly 400,000 square feet. In 2005, the Redmond Campus opened providing the college with a second major facility. In 2011, completion of an 83,700 square foot Allied Health Building provided new facilities for programs in health care fields.

LWTech currently offers more than one hundred degree and certification options. In 2009, following state agency and NWCCU approval, the college opened an applied baccalaureate degree program in Applied Design. The college received a commendation after the Fall 2011 visit for “...establishing a rigorous and viable Bachelor of Technology degree program in Applied Design...” Two new baccalaureate degrees followed in Fall 2014.

Today, Lake Washington Institute of Technology proposes its fifth baccalaureate degree, the Bachelor of Applied Science Dental Hygiene degree (BASDH). LWTech is the only college on the “Eastside” of Lake Washington offering a dental hygiene education. This degree will prepare students for employment as Dental Hygienists. As the Dental Hygiene field evolves, bachelor’s degrees are becoming the industry standard. Newly instituted baccalaureate degrees in dental hygiene have been established at Seattle Central College and Clark College. Other colleges in the WACTC system have begun implementing BASDH degrees including Pierce College, Yakima Valley Community College, and Columbia Basin College. Students will benefit from earning a higher credential recognizing the credits earned in their prerequisite courses and dental employers will benefit from a higher credentialed applicant with critical job skills. LWTech has an obligation to its students and the community to prepare the future workforce to meet industry expectations.
Health care is changing and this includes dental hygiene. With more responsibilities and procedures within the dental hygiene scope of practice, additional education is mandated. The American Dental Hygienists’ Association (ADHA) “declares its intent to establish the baccalaureate degree as the minimum entry level for dental hygiene for the future . . .” In 2013, the Washington State Dental Hygienists’ Association (WSDHA) enacted policy to support “efforts of all Washington State accredited dental hygiene programs to award graduates a Bachelor’s degree upon successful completion of the curriculum and related competencies” as the entry level into the profession.

A BASDH, provides expanded opportunities for the dental hygiene graduates of LWTech with less expense to the students. Graduates of the BASDH program will complete a total of approximately 192 credits but earn a BASDH instead of the current AAS-T. LWTech’s AAS-T limits graduates in career choices. The National Governors Association (NGA) paper, The Role Dental Hygienists in Providing Access to Oral Health Care from 2014, stated: “As states face more demand for oral health, they should examine the role that the dental hygienists can play in increasing access to care by allowing them to practice to the full extent of their education and training.” In the State of Washington, RCW 18.29.056 currently licenses “authorized dental hygiene operations and services without dental supervision under a lease agreement with a health care facility or senior center.”

LWTech proposes to develop the BASDH with plans to enroll students at the sophomore/junior level in summer of 2017. Currently, LWTech dental hygiene students earn an Associate of Applied Science transfer (AAS-T) degree after four years of study and a minimum of 182 quarter credits. At 190-192 credits, the BASDH degree will provide students a four-year degree aligned with the credit load they now complete to receive their AAS-T degree, saving time and money. LWTech will discontinue the AAS-T program shortly after starting the BAS program. Discussions have begun with Seattle Central College to provide our Associate’s degree graduates a pathway to their BAS in Allied Health Sciences.

LWTech’s proposed BASDH is a redesign of the current dental hygiene curriculum. Minimal additions and changes to the curriculum are required because dental hygiene education follows the standards set forth by the Commission on Dental Accreditation (CODA) and the Washington State Dental Hygiene Practice Act (WSDHPA). Over ten years ago, LWTech’s Dental Hygiene program aligned their pre-requisite and dental hygiene coursework to facilitate an easy transition into Eastern Washington University’s (EWU) degree completion program. Fortunately, entry-level course content is the same for all dental hygiene programs regardless of the institution, university or community college.

Faculty have proposed the following outcomes for the BASDH program:

- Graduates of the LWTech Dental Hygiene program will provide quality, evidence-based patient care demonstrating their ability to perform safe, effective, and ethical entry-level dental hygiene services.
- Graduates will apply the basic principles of evidence-based research and decision making in the delivery of dental hygiene care.
- Graduates of the LWTech Dental Hygiene program will be prepared to successfully complete all licensing exams required to practice in Washington State and obtain an entry-level position as a dental hygienist.
- Graduates of the LWTech Dental Hygiene program will be prepared to engage in life-long learning and career development as a dental hygienist.
- The LWTech Dental Hygiene program will provide students with a curriculum consistent with current CODA standards.
- LWTech Dental Hygiene program faculty will promote and model the importance of life-long learning and career development through the identification and completion of relevant professional development activities.

1. Relationship to institutional role, mission, and program priorities. Describe how the proposed program reflects and support the role and mission of the institution and reflect program priorities.

The mission of Lake Washington Institute of Technology is “To prepare students for today’s careers, and tomorrow’s opportunities.” LWTech’s role has always been as a workforce institution offering high demand educational programs critical to students preparing to enter or advance in an occupation. Four Core Themes are critical to accomplishing the college mission.

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and to participate in the workforce.</td>
</tr>
<tr>
<td>External Engagement</td>
<td>Lake Washington Institute of Technology forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to effectively support the Institution's mission.</td>
</tr>
<tr>
<td>College Community</td>
<td>Lake Washington Institute of Technology provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.</td>
</tr>
</tbody>
</table>

LWTech’s 2013-2017 Strategic Plan includes development of baccalaureate degrees.

<table>
<thead>
<tr>
<th>Pathways Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen Pathways for students at every level from basic education to baccalaureates.</td>
</tr>
</tbody>
</table>

Additionally, new programs and pathways are a priority in academic planning. LWTech’s program development priorities are to:
- develop and expand from the institution’s areas of strength;
- respond to changing labor market needs;
- facilitate student completion;
- share courses, facilities and equipment amongst programs;
- control costs for the student and the college.

The proposed BASDH at LWTech will not only continue to support the mission, it will further enhance the mission with the evolution of the profession of dental hygiene as students are educated and prepared to become integrated health care providers or pursue other pathways. A BASDH will keep our graduates competitive for jobs (the nearest dental hygiene programs have already converted to either a BASDH or BAS in Allied Health) in an expanding profession. (See Figure 1) The Washington State Dental Hygiene Association (WSDHA) brought forth legislation in 2016 to expand the dental hygienists’ role and a bachelor’s degree will prepare our graduates for these emerging roles.

**Figure 1 – Employment Opportunities**

As with all LWTech programs, the dental hygiene program is student centered. Student success and employability are LWTech’s priorities. The proposed change from an AAS-T to a BASDH is solely for the benefit of the students. It is the goal of the dental hygiene faculty to provide a broad educational experience. The proposed BASDH will prepare LWTech dental hygiene graduates for employment in private practice, education, research, public health, leadership, practice management, advocacy, and other related fields requiring a baccalaureate degree. BASDH
graduates should be prepared for entrance into graduate programs by providing the expanded content areas needed for success.

Developing a baccalaureate degree in dental hygiene fully embraces the mission of LWTech by awarding the degree that prepares the dental hygiene graduate for today’s careers, and tomorrow’s opportunities and to take their place in the future of dental hygiene—beyond merely clinical private practice. The BASDH program will provide a new pathway for students to a dental hygiene career, a well-paying, high demand occupation that can provide the backbone for a prosperous household able to manage the high cost of living in the Puget Sound region.

2. Support of the statewide strategic plans.

Describe how the program will support SBCTC Mission goals outline in the Mission Study and WSAC policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.

The proposed BAS Dental Hygiene degree program supports statewide strategic plans articulated in the SBCTC Mission Study and WSAC Strategic Master Plan for Higher Education.

The State Board for Community and Technical Colleges (SBCTC) published the Mission Study in May, 2010. Goals identified include:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2</td>
<td>Close the statewide skills gap for technically trained workers</td>
</tr>
<tr>
<td>#4</td>
<td>Contribute more to the production of baccalaureate degrees</td>
</tr>
</tbody>
</table>

The Washington Student Achievement Council (WSAC) included the following goal in its Road Map 2013:

Align postsecondary programs with employment opportunities.

The BASDH program supports the State Board for Community and Technical Colleges (SBCTC) Mission outlined in the Mission Study and Washington Student Achievement Council (Roadmap Report) policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education and committed to in the 2012 Strategic Master Plan Update. Both plans identify strategies to increase the number of baccalaureate educated adults as a means to strengthen the economy and improve student success. LWTech’s BASDH degree directly supports Goal 2 and 4 of the goals set by the SBCTC’s Mission Study Twenty-Year Action Plan (Identified State Goals).

LWTech’s BASDH program supports the goals outlined by the Strategic Master Plan (SMP) including economic demand, student success and innovation. According to the SMP, an important goal set by Washington State is to raise the number of “baccalaureates to 42,400 per year, an increase of 13,800 degrees annually”, by the year 2018. “This equals the 75th percentile of the Global Challenge State benchmarks (GCS).” A BASDH would support this goal by annually graduating approximately 30 dental hygienists. The BASDH will yearly add to the total production of baccalaureate degree holders in Washington, helping the state achieve its target of 1400 baccalaureate graduates needed by 2030 as identified in the Mission Study. The BASDH further
supports the SBCTC Mission Study as the state pursues the challenges of contributing more to the production of baccalaureate degrees and closing the statewide skills gap for technically trained workers. Many Northern and Western Puget Sound region students are unable to leave their jobs and families to attend a university that offers a Bachelor’s Degree in Dental Hygiene. Although there is opportunity through an online degree completion program through Eastern Washington University, this program demands an additional 40 semester credits after students have already completed 182 quarter credits earning their AAS-T at LWTech. By requiring an additional 40 semester credits from a university offering similar courses in dental hygiene as LWTech, students are forced to make a difficult decision as to whether they will earn a bachelor’s degree at significant additional expense or go to work. The BASDH at LWTech will eliminate this often difficult and costly choice. It will also increase the number of community and technical college programs that lead to applied baccalaureate degrees, thus further supporting the SBCTC Mission.

Included in Washington’s 10-year strategic plan for workforce development, is the objective to “improve student access and retention”. The BASDH supports the outcome to “increase non-traditional opportunities to obtain post-secondary certificates and degrees”. The Workforce Training and Education Coordinating Board expounds on the objective:

Expand methods of reducing the time to post-secondary credentials including competency-based learning programs and credit for prior learning. Make more “upside-down” degree programs available—programs that first provide vocational technical training so students who leave college after a year or two have marketable skills, followed by general education leading to a bachelor’s degree. Grow the number of Applied Bachelor’s Degree programs at community and technical colleges. Develop more “earn and learn” models, such as those that integrate apprenticeship training and college degrees and certificates.6

| 3. Employer/community demand for graduates with baccalaureate level of education proposed in the program. | • Employer demand must exceed regional supply of graduates with relevant degrees.  
• Demand must be based on data sources including but not limited to local employer survey, traditional labor market data, industry data, trade association data, and other transactional data. Please provide evidence of the gap between the numbers of program graduates versus the number of job opening locally and regionally. Refer to attached supply/demand gap rubric for additional guidance. |

Using the required rubric supplied by SBCTC for this criteria, we offer the following evidence of employer demand using calculation method #1 for existing occupations.

| If local demand/supply information is available for the specified degree program and target occupation(s). | For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages) |

Lake Washington Institute of Technology Statement of Need BAS Dental Hygiene Page 8
The WA State Employment Security Department lists **Dental Hygienists** (292021) as an “In Demand” occupation in King and Snohomish counties.

<table>
<thead>
<tr>
<th></th>
<th>King</th>
<th>Snohomish</th>
<th>What does a Dental Hygienist do?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average annual wage</strong>&lt;br&gt;(2015Q1):</td>
<td>$99,607</td>
<td>$90,397</td>
<td>Clean teeth and examine oral areas, head, and neck for signs of oral disease. May educate patients on oral hygiene, take and develop x-rays, or apply fluoride or sealants.</td>
</tr>
<tr>
<td><strong>Average hourly wage</strong>&lt;br&gt;(2015Q1):</td>
<td>$47.89</td>
<td>$43.46</td>
<td>In Washington, dental hygienists can place and carve amalgam and composite restorations, administer local anesthesia, place antimicrobials subgingivally as adjunctive treatment to nonsurgical periodontal therapy.</td>
</tr>
<tr>
<td><strong>Short-term trend:</strong></td>
<td>Growth</td>
<td>Growth</td>
<td></td>
</tr>
<tr>
<td><strong>Long-term trend:</strong></td>
<td>Growth</td>
<td>Growth</td>
<td></td>
</tr>
<tr>
<td><strong>Estimated employment</strong>&lt;br&gt;(2013):</td>
<td>2,156</td>
<td>619</td>
<td></td>
</tr>
<tr>
<td><strong>Average annual total openings</strong>&lt;br&gt;(2013-2023):</td>
<td>116</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td><strong>Average annual growth rate</strong>&lt;br&gt;(2013-2023):</td>
<td>2.2%</td>
<td>1.7%</td>
<td></td>
</tr>
</tbody>
</table>

Thus, the employer demand in LWTech’s service area is estimated to be 145 annually.

**Future Dental Hygiene Roles**

King and Snohomish counties show a high demand for dental hygienists. Although the current entry-level requirement is an Associate’s degree, this is strictly for private, clinical practice employment and does not reflect the changes occurring in dental hygiene practice and education nationwide. Additionally, any position beyond private or clinical practice normally requires a bachelor’s degree.

Registered dental hygienists with a BASDH can work in other settings, expanding employment opportunities and improving access to oral healthcare, in addition to private, clinical practice. Other employment locations include higher education (didactic and clinical education), research, public health, dental product sales and education, management and training as well as hospital and nursing home consultation. The BASDH at LWTech will strengthen state and local economies by meeting the demands for a well-educated and skilled workforce by accepting 30 students per year into the BASDH program (this will maintain the same level of access for students as currently provided by the AAS-T program). Additionally, students will be well prepared to further their education to earn a master’s or doctoral degree.

There’s an emerging, profession-wide need for baccalaureate dental hygienists. Like many other healthcare professions, dental hygiene has experienced a gradual, yet steady movement toward the bachelor’s degree as the desirable degree for entry-level professionals, as well as many leadership and advancement opportunities. With more responsibilities and procedures within the dental hygiene scope of practice, additional education is mandated. The American Dental Hygienists’ Association (ADHA) “declares its intent to establish the baccalaureate degree as the minimum entry level for dental hygiene for the future...” In 2013, the Washington State Dental Hygienists’ Association (WSDHA) enacted policy to support “efforts of all Washington State accredited dental...”
hygiene programs to award graduates a Bachelor's degree upon successful completion of the
curriculum and related competencies” as the entry level into the profession.2

Monica Hospenthal, RDH, MED, ADHA State Educators’ Network Liaison stated “With the
increased research requirements and clinical competencies outlined by CODA, we prefer associate
degree programs transition sooner rather than later. It’s most relevant for the State of Washington
because of the expanded scope of practice.”

LWTech conducted an employer survey in February/March, 2016 of local employers of Dental
Hygienists. The 27 survey responses show strong preference for baccalaureate prepared
hygienists, strong support for the BAS proposal, and willingness to assist LWTech with
implementation and on-going operations. Although only 15% of employers currently require a
baccalaureate degree for hygienists to work in their context, 100% prefer Dental Hygienists have
a baccalaureate degree. Further, 92% report having difficulty finding baccalaureate prepared
applicants. The complete results are in Appendix A.

In summary, the BASDH program reflects LWTech’s support of the dental hygiene program, the
future of the evolving dental hygiene workforce/profession, and its commitment to the students
and community.

For supply gap: Provide data on the number of programs and the number of annual program
graduates for all four-year colleges that supply your region. Is the number of current annual
graduates insufficient to meet current and projected demand? (The result of demand minus
supply).

Using data from the National Center for Education Statistics (NCES), the table below details the
2013-2014 supply of Associate’s and baccalaureate level graduates for CIP code 51.0602 from
institutions serving King and Snohomish counties.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Washington University*</td>
<td>67#</td>
</tr>
<tr>
<td>Lake Washington Institute of Technology</td>
<td>28</td>
</tr>
<tr>
<td>Pima Medical Institute, Seattle</td>
<td>15</td>
</tr>
<tr>
<td>Seattle Central College</td>
<td>16</td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>23</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>149</strong></td>
</tr>
</tbody>
</table>

*EWU offers a 100% online BSDH degree completion program
#Only a fraction of the 67 EWU graduates will fill dental hygiene positions in LWTech’s service
area

In summary, the total annual output from the higher education system in LWTech’s service area
for graduates with dental hygiene skills can be estimated at 149. The total includes the quantity
currently supplied by LWTech itself that will be replaced with baccalaureate prepared graduates.
If LWTech’s graduates and some of EWU graduates are back out of the total, the sum is less.
A comparison to the King and Snohomish Counties’ estimated annual job openings of 145 yields a
surplus of +4. The conclusions are LWTech’s BAS Dental Hygiene program is needed, can co-
exist with programs at other institutions, and has room to grow in the future.
4. Applied baccalaureate program builds from existing professional and technical degree program offered by the institution. Describe the existing professional and technical degree program that will be used as the foundation for applied baccalaureate program. Include how long the program has been in existence and the enrollment history of the program over the past five years.

LWTech’s proposed BAS Dental Hygiene program builds on the strength of its Dental Hygiene Associate’s degree program and Academic Core courses. Dental Hygiene began in 1995, and has had near full enrollment every year.

<table>
<thead>
<tr>
<th>5 Year Enrollment (annualized FTES)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2010/11</td>
</tr>
<tr>
<td>Dental Hygiene</td>
</tr>
</tbody>
</table>

**Program History and Results**

Lake Washington Institute of Technology’s dental hygiene program was established in 1995 as a response to a need for the oral health services registered dental hygienists (RDH) provide dental patients and their respective communities. The program has evolved over the years in order to benefit students, the community, dentistry, the college and meet the needs of the progressing roles of dental hygiene professionals. The dental hygiene program has maintained near full enrollment since its inception. The proposed BASDH program builds on the strength of its Associate’s degree Dental Hygiene program and Academic Core courses. Converting to a BASDH is the next step in keeping abreast of educational, career and community needs as indicated by the ADHA.  

LWTech’s dental hygiene program has maintained its accreditation status with the Commission on Dental Accreditation (CODA) and within an accredited college since inception (initial and conditional at inception). The original curriculum included coursework reflecting the expanded functions a dental hygienist could perform. The curriculum included the ability to remove deposits and stains from the surfaces of teeth, apply topical preventive or prophylactic agents, polish and smooth restorations, perform root planing and soft-tissue curettage, administer injections of local anesthetic, condense and carve amalgam restorations, place and finish composite restorations into a cavity prepared by the dentist, and adjust contacts and occlusion of all restorations. These are still part of the WA State Dental Hygiene Practice Act and our curriculum.

**Building on Existing Professional and Technical Degree Program Demand**

LWTech’s dental hygiene program has run continuously since admitting the first class in 1995. As stated above, the program is accredited by CODA and has maintained its accreditation status since founded. The dental hygiene program accepts 30 students each year. Applicants for the current program must complete a minimum of 62 credits of dental hygiene prerequisite college coursework prior to eligibility for acceptance into the program. If accepted, students must currently complete 120 credits of dental hygiene coursework. The total number of credits to earn an AAS-T in Dental Hygiene is in most instances a minimum of 182 quarter credits. Our vision
is to minimize any increase in credits while aligning the BASDH credit load with the "new domains as defined by the ADHA," which includes foundation knowledge, patient-centered care, management in health care systems, interpersonal communication and interprofessional collaboration; critical thinking; and professionalism.7

The current clinic layout and configuration has allowed LWTech to host the Western Regional Examining Board (WREB) and benefits the students since they do not need to travel to a different college to sit for WREB local anesthesia, restorative, and clinical exams. The table below shows the past five years of students admitted, graduate numbers, and finally, board results data. Since this is a professional course of study with high demands for entrance and success in the profession, LWTech uses a selection process ranking the students in several categories; namely, GPA in prerequisite dental hygiene coursework, critical reasoning ability, and previous dental experience and knowledge. Although the number of applications received can range from 80-100, only those students meeting the minimum criteria are entered into the applicant pool. In addition, each student must have a clear, criminal history.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ADMITTED</th>
<th>GRADUATES</th>
<th>BOARD RESULTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>30</td>
<td>28</td>
<td>100%</td>
</tr>
<tr>
<td>2014</td>
<td>30</td>
<td>28</td>
<td>100%</td>
</tr>
<tr>
<td>2013</td>
<td>30</td>
<td>30</td>
<td>100%</td>
</tr>
<tr>
<td>2012</td>
<td>30</td>
<td>28</td>
<td>100%</td>
</tr>
<tr>
<td>2011</td>
<td>30</td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Dental hygienists must successfully pass seven separate board exams to receive a license in WA state due to our expanded practice act.

Although this is only the past five years of data, it is representative of the outstanding success of the program since its inception.

In addition, we anticipate lengthening the dental hygiene curriculum to occur over eight quarters versus seven quarters. This will allow for a more efficient credit load balance and better support student learning. Since the required CODA curriculum for entry-level dental hygiene does not differ for an associate versus a baccalaureate degree, the course content is already commensurate with a baccalaureate degree. To ensure academic rigor, we will expand the research, leadership, and inter-professional educational components of our curriculum with the conversion to a BASDH.

5. Student demand for program within the region. Evidence of student interest and demand from multiple sources, such as but not limited to: students graduating with technical associate degrees in the region, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor's programs, and changes in
LWTech conducted a survey of students currently either enrolled in Dental Hygiene pre-requisite courses or our Dental Assisting program, and the results showed strong demand for the proposed BASD program. Due to the high rate of students responding they were “Highly Likely” to enroll in LWTech’s BASD program, the college anticipates the majority of enrollment could come from its existing student pathways. The results are summarized below and the full survey is included as Appendix A.

701 students surveyed. 70 responses. 10% return rate.

| How likely would you be to enroll in a new Bachelor’s degree program in Dental Hygiene at LWTech? |
|-----------------------------------------------------|---------------------------------|------------------|
| Highly likely                                      | 40                             | 57.1%            |
| Somewhat likely                                    | 11                             | 15.7%            |
| Somewhat unlikely                                  | 9                              | 12.9%            |
| Highly unlikely                                    | 10                             | 14.3%            |

If the program requires an Associate’s degree or above to enter, when would you most likely enroll?

| When would you most likely enroll? |
|------------------------------------|----------------------------------|------------------|
| Summer 2017                        | 22                               | 31.9%            |
| Fall 2017                          | 19                               | 27.5%            |
| Summer 2018                        | 4                                | 5.8%             |
| Fall 2018                          | 7                                | 10.1%            |
| Later than Fall 2018               | 5                                | 7.2%             |
| Not interested in enrolling        | 12                               | 17.4%            |

Based on the strength of the survey results, projected enrollment numbers are as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd year</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4th year</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

In addition to currently enrolled students at LWTech and recent alumni of its Allied Health programs, LWTech would welcome transfer students who are in some stage of completing their academic core requirements.

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

- Describe how program will serve place-bound working adults.
- Identify similar program offered by public or independent institutions in the region.
Serving place-bound working adults

There are many students in the Puget Sound Region who, for a variety of reasons, are unable to leave the area to obtain a baccalaureate degree. When authorized to offer a baccalaureate degree, the LWTeck dental hygiene program will allow place-bound students in the region to obtain their BASDH and save significant time and money in the process.

Currently, graduates seeking a baccalaureate degree can complete it through Eastern Washington University’s online degree or Oregon Institute of Technology. These programs require an additional 40 semester credits or 60-70 quarter credits respectively after completion of a rigorous dental hygiene curriculum. The program at EWU had been available to students at LWTeck, Clark College, Shoreline Community College, and Pierce College. All locations closed in 2013 with only the online option available today. In lieu of committing added time and money to earning an undergraduate degree, students can receive a baccalaureate degree at LWTeck should the BASDH be offered. This will allow students to enter their chosen field sooner, with less financial strain, and be prepared for additional employment opportunities.

LWTeck alumni have confirmed the most daunting barriers to completing a baccalaureate degree is the expense (43%) and the additional hours (21%) required to earn it. The third response was lack of interest in an on-line degree (14%). LWTeck alumni comments have included “it’s about time” when they learn LWTeck is proposing a BASDH as the terminal degree as well as “are you going to have a bachelor’s completion degree as well because I’ve been putting off my bachelor’s due to the expense.”

Open ended responses on the student survey to a question about the most important factors encouraging their enrollment in LWTeck’s BASDH program highlight a need for options for placebound, gridlocked students in this congested region. Traffic congestion was mentioned by numerous respondents as a factor significantly impacting time and stress. They would like a BASDH option that minimizes traffic frustrations and allows them to earn a degree near home and work. Students mentioned the lower cost at LWTeck, familiar environment, quality instructors, less transfer “hassle,” and confidence they could complete a program at LWTeck.
Community Support

For the last two years, the question of a bachelor’s completion articulation agreement with OIT or a BASDH offered through LWTeach has been on the agenda for the program advisory committee meetings. Advisory members were very receptive to the idea of a proposed BASDH as the terminal degree for the graduates of LWTeach; especially since current graduates are receiving only an associate’s degree with 182 credits. They believe the BASDH will better reflect the graduate’s rigorous curriculum at LWTeach.

LWTeach has an effective associate’s degree program but to align its efforts with industry and provide students full access to future dental hygiene employment opportunities, the college needs to expand the scope of its program. The associate’s degree program has an effective, engaged advisory committee with essential industry representatives. The program’s faculty continue to work in private practice during college breaks to remain abreast of industry standards. The contributions of both groups keep the curriculum aligned with industry needs but only by adding the BASDH opportunity will output be fully aligned with evolving industry standards.

Affordability

The cost of college is a very important consideration for LWTeach students. LWTeach will serve cost sensitive students, for whom tuition at the more expensive four-year universities becomes a barrier to landing a high-paying job. The BASDH tuition schedule increases the affordability of the degree compared to options at most local universities.

Collaboration with other colleges and industry

The other colleges in our service area that offer Dental Hygiene degrees are:

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Washington University*</td>
<td>Bachelor of Science in Dental Hygiene - Degree Completion</td>
</tr>
<tr>
<td>Pima Medical Institute, Seattle</td>
<td>Associate’s in Dental Hygiene</td>
</tr>
<tr>
<td>Seattle Central College</td>
<td>Bachelor of Applied Science – Allied Health Dental Hygiene</td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>Associate of Applied Arts &amp; Science Dental Hygiene</td>
</tr>
</tbody>
</table>

*EWU offers a 100% online degree completion program

Dental hygiene educators meet annually in the spring for the Northwest Dental Hygiene Educator’s Conference where the directors conduct a meeting to discuss all aspects of the dental hygiene programs in the state. Community and Technical College directors agree that conversion to the BASDH degree will benefit students, the community and the dental hygiene profession.

Ona Canfield, Dental Hygiene Director at Seattle Central College, expressed no concerns about our proposal. She committed to working with us to provide our Associate’s degree graduates a pathway to the BAS in Allied Health Sciences offered through Seattle Central College. Rosie Bellert, Director of Dental Hygiene at Shoreline Community College, has no concerns about our proposal. Anne O’Kelley Wetmore, Chair of the Dental Hygiene department at EWU, has no
objections to our proposal. LWTech plans to meet with EWU this Spring to create a pathway for our BASDH graduates to enter EWU’s Master of Dental Hygiene program.

Dan Ferguson, Director, at the Washington State Allied Health Center of Excellence visited LWTech on March 2, 2016. He toured our facility, met with students and discussed our future plans in Allied Health with administrators and program Directors. Mr. Ferguson supports our Statement of Need and has offered the Center’s support with the Program Proposal and later implementation of the program.

Differentiation

The dental hygiene program at LWTech is like no other in the State of Washington because the dental hygiene and dental assisting programs are so well integrated in the dental clinic and the delivery of patient care. The dental clinic offers full service dental care (i.e. dental cleanings, preventive procedures, crowns, bridges, partials, night/bite guards, root canals, etc.) at a huge savings to the community. These services allow the dental clinic to serve as a dental home to the segment of the population denied care at other dental facilities due to financial barriers. Graduates of LWTech’s dental programs leave with a good understanding of the “dental team” as well as each other’s scope of practice, helping to increase access to care in King and Snohomish counties.

The Santa Fe Group (an organization composed of internationally renowned scholars with a commitment to improve oral health) and the ADHA’s Institute for Oral Health (IOH) convened a symposium with a focus on “how to best prepare dental hygienists to serve the health and wellness needs of society by transforming the way dental hygiene graduates are prepared for the future.”

The Dental Hygiene program at LWTech is an invaluable resource to individuals in our community who cannot otherwise afford dental care. Future BASDH graduates will help to address the shortage of oral healthcare providers and the needs in the community by being workforce ready for all aspects of dental hygiene care and practice environments. Additionally, LWTech dental hygiene students currently participate in several community outreach events including the Seattle/King County Clinic four- day event, Veteran’s Stand Down, and educational outreach to at-risk populations. LWTech also partners with Odessa Brown Children’s Clinic and University of Washington’s Dental Education in Care of Persons with Disabilities (DECOD). Truly, the BASDH will be a valued resource for a community who already supports and values the care they receive from our students and graduates.

The floor plan in the LWTech dental clinic lends itself as an exceptional site for all three clinical WREB examinations. The dental hygiene graduates must complete and pass in order to obtain licensure. Our clinic is one of the only dental hygiene clinics in Western Washington capable of hosting all three WREB exams. Graduates from other dental hygiene programs use this WREB testing site because of the convenience and accessibility. Thus relieving additional stress of commuting to another examination site. Of the seven exams LWTech graduates must undertake, 100% of our graduates have passed their local anesthesia, restorative, and clinical exams conducted in their clinic consistently over the last 19 years. In part due to the WREB exams feeling “like home” for the students.
BASDH Leading to a Master’s Degree/Graduate Degree

We also have initial support from UW graduate program director who has stated LWTech’s graduates will be welcomed into their Master of Science program. Marilynn Rothen, RDH, MS (Director and Clinical Assistant Professor), on September 19, 2015, stated the University of Washington’s Master of Science in Oral Biology is a “natural progression for those dental hygienists wanting to teach the science based dental hygiene courses or those wanting to enter the research arena of dental hygiene.” Requirement for admission into the Master of Science in Oral Biology is a bachelor’s degree from a CODA accredited dental hygiene program or an associate’s degree in dental hygiene from an accredited program plus a bachelor’s degree. Alternative options for dental hygiene graduates from LWTech include any state college offering a master’s of interest provided all application criteria are met.

Conclusion

Lake Washington Institute of Technology proposes to offer the Bachelor of Applied Science in Dental Hygiene degree. The proposed program supports the Institute’s mission, goals, and strategic plan, as well as statewide education plans. The demand for dental hygienists in LWTech’s service area is strong, and the existing baccalaureate production is below the need as the profession moves toward an advanced degree as a requirement. The proposed BASDH program is built from LWTech’s strong base of its existing Dental Hygiene program and strong Academic Core curriculum. Current students are eager to enroll soon. The attributes of the proposed BASDH program serves the needs of local students better than alternatives, will not harm nearby similar dental hygiene programs, and has the support of the local community. LWTech is ready to provide this needed student pathway to produce more baccalaureate-prepared candidates for well-paying dental hygiene careers.
References


## How likely would you be to enroll in a new Bachelor’s degree in Dental Hygiene at LWTech?

<table>
<thead>
<tr>
<th>Project</th>
<th>Highly likely (1)</th>
<th>Somewhat likely (2)</th>
<th>Somewhat unlikely (3)</th>
<th>Highly unlikely (4)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS Dental Hygiene</td>
<td>29</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>53/438 (12.1%)</td>
<td>1.85</td>
<td>1.10</td>
</tr>
<tr>
<td>BAS Dental Hygiene - 2/4/16</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>5/210 (2.36%)</td>
<td>2.40</td>
<td>1.52</td>
</tr>
<tr>
<td>BAS Dental Hygiene Survey 1.25.2016</td>
<td>9</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>12/53 (22.84%)</td>
<td>1.58</td>
<td>1.06</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>11</td>
<td>9</td>
<td>10</td>
<td>70/701 (9.99%)</td>
<td>1.84</td>
<td>1.12</td>
</tr>
</tbody>
</table>

## When would you most likely enroll?

<table>
<thead>
<tr>
<th>Project</th>
<th>Summer 2017 (1)</th>
<th>Fall 2017 (2)</th>
<th>Summer 2018 (3)</th>
<th>Fall 2018 (4)</th>
<th>Beyond Fall 2018 (5)</th>
<th>Not Interested (6)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS Dental Hygiene</td>
<td>19</td>
<td>13</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>52/438 (11.87%)</td>
<td>2.73</td>
<td>1.87</td>
</tr>
<tr>
<td>BAS Dental Hygiene - 2/4/16</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5/210 (2.38%)</td>
<td>3.40</td>
<td>2.41</td>
</tr>
<tr>
<td>BAS Dental Hygiene Survey 1.25.2016</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>12/53 (22.64%)</td>
<td>3.17</td>
<td>1.80</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>19</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>12</td>
<td>69/701 (9.84%)</td>
<td>2.86</td>
<td>1.88</td>
</tr>
</tbody>
</table>
### BAS Dental Hygiene Employer Survey Results

#### Do you have a current or anticipated demand for Dental Hygienists?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS Dental Hygiene External Outreach</td>
<td>5</td>
<td>1</td>
<td>6/11 (54.55%)</td>
<td>1.17</td>
<td>0.41</td>
</tr>
<tr>
<td>BAS Dental Hygiene External Survey Open Link</td>
<td>17</td>
<td>4</td>
<td>21/21 (100%)</td>
<td>1.19</td>
<td>0.40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>5</td>
<td>27/32 (84.38%)</td>
<td>1.19</td>
<td>0.40</td>
</tr>
</tbody>
</table>

#### If there is demand for Dental Hygienists, how many positions do you currently have open?

<table>
<thead>
<tr>
<th>Project</th>
<th>1-5 (1)</th>
<th>6-10 (2)</th>
<th>11-25 (3)</th>
<th>25+ (4)</th>
<th>N/A (0)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS Dental Hygiene External Outreach</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6/11 (54.55%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>BAS Dental Hygiene External Survey Open Link</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>21/21 (100%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>27/32 (84.38%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

#### If there is demand for Dental Hygienists, how many positions do you anticipate having open in the next 3 years?

<table>
<thead>
<tr>
<th>Project</th>
<th>1-5 (1)</th>
<th>6-10 (2)</th>
<th>11-20 (3)</th>
<th>20+ (4)</th>
<th>N/A (0)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS Dental Hygiene External Outreach</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6/11 (54.55%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>BAS Dental Hygiene External Survey Open Link</td>
<td>21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21/21 (100%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>27/32 (84.38%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

#### Is a Bachelor’s degree required for a position as a Dental Hygienist in your organization?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS Dental Hygiene External Outreach</td>
<td>2</td>
<td>4</td>
<td>6/11 (54.55%)</td>
<td>1.67</td>
<td>0.52</td>
</tr>
<tr>
<td>BAS Dental Hygiene External Survey Open Link</td>
<td>2</td>
<td>19</td>
<td>21/21 (100%)</td>
<td>1.90</td>
<td>0.30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
<td>23</td>
<td>27/32 (84.38%)</td>
<td>1.85</td>
<td>0.36</td>
</tr>
</tbody>
</table>

#### If a Bachelor’s degree is not required for a position as a Dental Hygienist, is a Bachelor’s degree preferred?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS Dental Hygiene External Outreach</td>
<td>5</td>
<td>0</td>
<td>5/11 (45.45%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>BAS Dental Hygiene External Survey Open Link</td>
<td>20</td>
<td>0</td>
<td>20/21 (95.24%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
<td>0</td>
<td>25/32 (78.13%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

#### Do you have difficulty finding applicants who hold a Bachelor’s degree for Dental Hygienist positions?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS Dental Hygiene External Outreach</td>
<td>6</td>
<td>0</td>
<td>6/11 (54.55%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>BAS Dental Hygiene External Survey Open Link</td>
<td>18</td>
<td>2</td>
<td>20/21 (95.24%)</td>
<td>1.10</td>
<td>0.31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>2</td>
<td>26/32 (81.25%)</td>
<td>1.08</td>
<td>0.27</td>
</tr>
</tbody>
</table>
### Will LWTech’s proposed program increase your pool of qualified applicants for Dental Hygienist positions?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS Dental Hygiene External Outreach</td>
<td>6 (100%)</td>
<td>0 (0%)</td>
<td>6/11 (54.55%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>BAS Dental Hygiene External Survey Open Link</td>
<td>20 (100%)</td>
<td>0 (0%)</td>
<td>20/21 (95.24%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26 (100%)</td>
<td>0 (0%)</td>
<td>26/32 (81.25%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Are there employees at your company who may have an interest in teaching a class in the LWTech Dental Hygienist program?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS Dental Hygiene External Outreach</td>
<td>2 (40%)</td>
<td>3 (60%)</td>
<td>5/11 (45.45%)</td>
<td>1.60</td>
<td>0.55</td>
</tr>
<tr>
<td>BAS Dental Hygiene External Survey Open Link</td>
<td>5 (23.81%)</td>
<td>16 (76.19%)</td>
<td>21/21 (100%)</td>
<td>1.76</td>
<td>0.44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7 (26.32%)</td>
<td>19 (73.68%)</td>
<td>26/32 (81.25%)</td>
<td>1.73</td>
<td>0.45</td>
</tr>
</tbody>
</table>

### If the LWTech program is approved, would you or someone from your organization be willing to serve on a program Advisory Board? If yes, please provide an e-mail address.

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS Dental Hygiene External Outreach</td>
<td>2 (33.33%)</td>
<td>4 (66.67%)</td>
<td>6/11 (54.55%)</td>
<td>1.67</td>
<td>0.52</td>
</tr>
<tr>
<td>BAS Dental Hygiene External Survey Open Link</td>
<td>10 (50%)</td>
<td>10 (50%)</td>
<td>20/21 (95.24%)</td>
<td>1.50</td>
<td>0.51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12 (46.15%)</td>
<td>14 (53.85%)</td>
<td>26/32 (81.25%)</td>
<td>1.54</td>
<td>0.51</td>
</tr>
</tbody>
</table>
Applied Baccalaureate Degree Program
Lake Washington Institute of Technology
Statement of Need

Bachelor of Science
Nursing - RN to BSN

February 12, 2016
COVER SHEET
STATEMENT OF NEED

Program Information

Institution Name: Lake Washington Institute of Technology

Degree Name: BS Nursing RN to BSN

CIP Code: 51.3801

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: AAS-T Nursing

CIP Code: 51.3801

Year Began: 2005

Degree: __________________________

CIP Code: ____________

Year Began: ________

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2017

Projected Enrollment (FTE) in Year One: 24

96 at Full Enrollment by Year: 2020

Funding Source: State FTE: ☒ Self-Support: ☐ Other: ☒

Mode of Delivery

Single Campus Delivery: Kirkland, WA

Distance Learning: Some hybrid coursework, evening and weekend cohorts possible

Statement of Need: Page Limit: 20 pages

Contact Information (Academic Department Representative)

Name: Antwinett O. Lee, MSN-CNS, RN

Title: Director, Nursing Programs

Address: 11605 132nd Ave NE Kirkland, WA 98034

Telephone: (425) 739-8344

Fax:

Email: antwinett.lee@lwtech.edu

Chief Academic Officer Date 2/21/16
Introduction
Lake Washington Institute of Technology is centrally located in Washington State’s high-technology corridor in King County, near Seattle. A public technical college with its main campus in Kirkland, it serves a diverse student body from throughout the Puget Sound region and countries around the world. More than 4,200 students enrolled at the college in Fall Quarter, 2015. The Redmond Campus, in operation since 2005, is located six miles from the main campus. LWTech has served its community since 1949 and has been a member of the Washington State Community and Technical college system since 1991. The Northwest Commission on Colleges and Universities accredits the college at both the associate and baccalaureate degree level.

The college began as Lake Washington Vocational Technical Institute, part of the Lake Washington School District. From initial instruction in a sewing course, the college grew steadily to include vocational programs in trade and industry, adult education, and community services classes. The main campus opened in Kirkland in 1983. In 1991, legislation converted the five vocational-technical institutes in Washington State into technical colleges; making them members of the Washington State Community and Technical College system. The college’s scope and character changed significantly during these years, evolving from a vocational training school to an institute of technology with a comprehensive curriculum that includes professional-technical programs, as well as basic skills, academic and continuing education programs. On July 22, 2011, the college officially changed its name to Lake Washington Institute of Technology.

Growth in facilities matches growth in academic and professional-technical programs. New buildings in 1992 and 2002 increased the size of the Kirkland Campus to nearly 400,000 square feet. In 2005, the Redmond Campus opened providing the college with a second major facility. In 2011, completion of an 83,700 square foot Allied Health Building provided new facilities for programs in health care fields.

LWTech currently offers more than one hundred degree and certification options. In 2009, following state agency and NWCCU approval, the college opened an applied baccalaureate degree program in Applied Design. The college received a commendation after the Fall 2011 visit for “…establishing a rigorous and viable Bachelor of Technology degree program in Applied Design…” Two new baccalaureate degrees followed in Fall 2014.

Today, Lake Washington Institute of Technology proposes its sixth baccalaureate degree, the Bachelor of Science Nursing RN to BSN degree. This degree will prepare students for employment as Nurses. As the Nursing field evolves, bachelor’s degrees are soon to become the industry standard. Colleges in the WACTC system have begun implementing BSN degrees including Bellevue, Columbia Basin, Olympic, Seattle Central, and Wenatchee Valley. Students will benefit from earning a higher credential recognizing the credits earned in their prerequisite courses. Nursing employers will benefit from a higher credentialed applicant with critical job skills. LWTech has an obligation to its students and the community to prepare the future workforce to meet industry expectations.
Faculty have proposed the following student learning outcomes for the BSN program:

- Integrate knowledge from liberal arts, nursing science, and related disciplines to promote well-being through a generalist practice.
- Provide patient-centered care by applying the nursing process to maximize the health of clients.
- Demonstrate critical thinking attitudes, skills, and abilities in clinical decision making and evaluation of evidence-based nursing practice.
- Integrate technology and information management with relationship-centered nursing care across the health continuum in a variety of health care settings.
- Use interpersonal communication, collaboration, and organizational skills to work in partnerships with clients, families, communities, and the health care team to promote health.
- Apply leadership principles and quality improvement techniques to influence health policy, regulations, and the provision of care to ensure quality and safety.
- Demonstrate professional values through commitment to self-evaluation, lifelong learning, professionalism, service, respect for diversity, and social justice.

**Statement of Need - Criteria #1**

| 1. Relationship to institutional role, mission, and program priorities. | Describe how the proposed program reflects and support the role and mission of the institution and reflect program priorities. |

The mission of Lake Washington Institute of Technology is “To prepare students for today’s careers, and tomorrow’s opportunities.” LWTech’s role has always been as a workforce institution offering high demand educational programs critical to students preparing to enter or advance in an occupation. Four Core Themes are critical to accomplishing the college mission.

<table>
<thead>
<tr>
<th>Pathways</th>
<th>Lake Washington Institute of Technology is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>At Lake Washington Institute of Technology, students gain the skills and knowledge needed to achieve their educational goals and to participate in the workforce.</td>
</tr>
<tr>
<td>External Engagement</td>
<td>Lake Washington Institute of Technology forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to effectively support the Institution's mission.</td>
</tr>
<tr>
<td>College Community</td>
<td>Lake Washington Institute of Technology provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.</td>
</tr>
</tbody>
</table>
LWTech’s 2013-2017 Strategic Plan includes development of baccalaureate degrees.

| Pathways Goal 1 | Strengthen Pathways for students at every level from basic education to baccalaureates. |

Additionally, new programs and pathways are a priority in academic planning. LWTech’s program development priorities are to:
- develop and expand from the institution’s areas of strength;
- respond to changing labor market needs;
- facilitate student completion;
- share courses, facilities and equipment amongst programs;
- control costs for the student and the college.

The proposed BS Nursing RN to BSN degree program reflects and supports LWTech’s role, mission, and priorities. The BSN program will provide a new pathway for students to a Nursing career, a well-paying, high demand occupation that can provide the backbone for a prosperous household able to manage the high cost of living in the Puget Sound region.

**LWTech Nursing Program Mission**
Our program’s mission is to prepare students who are highly educated, technically advanced, competent and caring individuals to practice professional nursing in a variety of settings, and to participate in lifelong learning. The program graduates nurses ready for today’s market and is constantly improving for tomorrow’s opportunities.

In addition, the Nursing Program is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, inquiry, creative activities, community involvement through health initiatives, and life-long learning.

**LWTech Nursing Philosophy**
Guided by a multidisciplinary body of knowledge, as well as nursing theory, nursing is characterized by a commitment to the value of caring, to meeting the legal and ethical standards for the profession, and to life-long learning. Nurses practice holistically with clients and families who have a wide variety of cultural and ethnic backgrounds. Utilizing critical thinking within the nursing process, the nurse practices within the roles of caregiver, decision maker, user of information technology, communicator, teacher, manager of care, collaborator within the health care team, leader within the nursing team, and as members of the profession with the goal of promoting optimal functioning and health for individuals, families and communities.

**Statement of Need - Criteria #2**

| 2. Support of the statewide strategic plans. | Describe how the program will support SBCTC Mission goals outlined in the Mission Study and WSAC policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education. |
The proposed BS Nursing RN to BSN degree program supports statewide strategic plans articulated in the SBCTC Mission Study and WSAC Strategic Master Plan for Higher Education.

The State Board for Community and Technical Colleges (SBCTC) published the Mission Study in May, 2010. Goals identified include:

- **Goal #2** Close the statewide skills gap for technically trained workers
- **Goal #4** Contribute more to the production of baccalaureate degrees

The BSN program will contribute to the accomplishment of both of these goals. Nurses have traditionally been one of the highest paid occupations for a community or technical college graduate and their skills have consistently been in demand by employers in the healthcare field. The Nursing community is moving towards the expectation and eventual requirement that Nurses possess at least a bachelor’s degree. This program will increase the pool of baccalaureate prepared, ready-to-work applicants possessing Nursing skills. Similarly, it will yearly add to the total production of baccalaureate degree holders in Washington, helping the state achieve its target of 1400 baccalaureate graduates needed by 2030 as identified in the Mission Study.

The Washington Student Achievement Council (WSAC) included the following goal in its Road Map 2013:

- **Align postsecondary programs with employment opportunities.**

The BSN will align with employment opportunities in terms of the rising credentials expected of job candidates. Employers of nurses are increasing their preference for candidates who possess a baccalaureate degree. LWTech has an effective associate’s degree program, but to align its efforts with industry and provide students with full access to future nursing employment opportunities, the college needs to expand the scope of our program. The associate’s degree program has an effective, engaged advisory committee with essential industry representatives. LWTech also employs several part-time faculty who work as nurses. The contributions of both groups keeps the curriculum aligned with industry needs, but only by adding the BSN opportunity will output be fully aligned with evolving industry standards.

**Statement of Need - Criteria #3**

| 3. Employer/community demand for graduates with baccalaureate level of education proposed in the program. |  
|---|---|
| • Employer demand must exceed regional supply of graduates with relevant degrees. |  
| • Demand must be based on data sources including but not limited to local employer survey, traditional labor market data, industry data, trade associated data, and other transactional data. Please provide evidence of the gap between the numbers of program graduates versus the number of job opening locally and regionally. Refer to attached supply/demand gap rubric for additional guidance. |
The Nursing profession is moving towards the baccalaureate prepared RN as the standard. The National Academy of Sciences has set a goal of moving the national workforce from 50% baccalaureate degree prepared Nurses, to 80% by 2020. This goal was established in the Institute of Medicine publication *The Future of Nursing: Leading Change, Advancing Health* (2011) and reaffirmed in their forthcoming publication *Assessing Progress on the Institute of Medicine Report The Future of Nursing* (2015). The Washington Center for Nursing (WCN) has adopted the same goal for Washington State. It is included in the *Master Plan for Nursing Education in Washington State* (2008) and reaffirmed in the *MPNE Update* (2014). WCN’s latest promotional video aimed at encouraging Nurses to advance their education notes Nursing employers are increasingly expecting their Nurses to possess or complete a baccalaureate degree, even to the point some institutions sponsor workplace based higher education opportunities. [https://www.youtube.com/watch?v=Cl_J0YGdpFE](https://www.youtube.com/watch?v=Cl_J0YGdpFE). WCN actively works with the higher education system to expand educational opportunities including via the Academic Progress in Nursing (APIN) grant from the Robert Wood Johnson Foundation.

LWTech’s local employers are increasingly expecting to hire, develop, and promote baccalaureate prepared registered nurses. Representatives from our two closest and largest hospital employers responded to our inquiries about the need for baccalaureate prepared nurses with the following information:

_EvergreenHealth hires ADN RNs with the requirement that they obtain their BSNs within 5 years of their hire date._

_Jacqui Davis, BSN, RN, MA Clinical Nurse Educator, Education Dept_

_At Overlake [Medical Center] we encourage our ADN grads to pursue their BSN. We support [them] with a tuition reimbursement program as well as an hourly [wage] differential for BSN [graduates]_

_Jeanette Quaeck, MN, RN, Manager, Clinical Resources_

In a review of job vacancies for Registered Nurse (RN) positions at all major hospital employers in King and Snohomish counties, we found the majority stated a preference for the BSN degree as the education qualification. All of the largest hospital systems, plus county and federal employers, were among those who preferred the BSN. Two employers require ADN and Diploma-prepared nurses obtain their BSN within 5 or 7 years. The Veteran’s Administration (VA) publishes the salary grade guide which indicates BSN new hires receive a pay differential due to higher initial placement on the schedule. The data is summarized in the table below and the detail is included as an appendix.

<table>
<thead>
<tr>
<th>Employer</th>
<th>Required</th>
<th>Preferred</th>
<th>Neither</th>
<th>Must earn within</th>
<th>Pay Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI Franciscan Health</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evergreen Healthcare</td>
<td>x</td>
<td></td>
<td></td>
<td>5 yrs</td>
<td></td>
</tr>
<tr>
<td>Fairfax Hospital</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BSN degree requirements in RN job postings
March, 2016

Lake Washington Institute of Technology Statement of Need BS Nursing – RN to BSN  Page 7
<table>
<thead>
<tr>
<th>Group Health Cooperative</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthpoint</td>
<td>x</td>
</tr>
<tr>
<td>Kindred (Gentiva)</td>
<td>x</td>
</tr>
<tr>
<td>MultiCare Hospital System</td>
<td>x</td>
</tr>
<tr>
<td>Navos</td>
<td>x</td>
</tr>
<tr>
<td>Northwest Hospital</td>
<td>x</td>
</tr>
<tr>
<td>Northwest Kidney Centers</td>
<td>x</td>
</tr>
<tr>
<td>Overlake Medical Center</td>
<td>x</td>
</tr>
<tr>
<td>Pacific Medical Centers</td>
<td>x</td>
</tr>
<tr>
<td>Providence</td>
<td>x</td>
</tr>
<tr>
<td>Public Health System Seattle King County</td>
<td>x</td>
</tr>
<tr>
<td>Seattle Cancer Care Alliance</td>
<td>x</td>
</tr>
<tr>
<td>Seattle Childrens Hospital</td>
<td>x</td>
</tr>
<tr>
<td>Snoqualmie Valley Hospital</td>
<td>x</td>
</tr>
<tr>
<td>Sound Mental Health</td>
<td>x</td>
</tr>
<tr>
<td>Swedish Medical Center</td>
<td>x</td>
</tr>
<tr>
<td>UW Medicine</td>
<td>x</td>
</tr>
<tr>
<td>Veterans Administration Puget Sound</td>
<td>x</td>
</tr>
<tr>
<td>Virginia Mason Medical Center</td>
<td>x</td>
</tr>
</tbody>
</table>

LWTech conducted an employer survey in February/March, 2016 of local employers of registered nurses. The 20 survey responses show strong preference for baccalaureate prepared registered nurses, strong support for the BSN proposal, and willingness to assist LWTech with implementation and on-going operations. 47% of respondents said their employers currently require a baccalaureate degree for registered nurses to work in their context, 94% prefer registered nurses have a baccalaureate degree. Further, 68% report having difficulty finding baccalaureate prepared applicants. The complete results are included as an appendix.

In sum, the current 2-year LWTech AAS-T Nursing program is insufficient, and a 4-year program is a vital addition to LWTech.

Using the required rubric supplied by SBCTC for this criteria we offer the following evidence of employer demand using calculation method #1 for existing occupations.

| If local demand/supply information is available for the specified degree program and target occupation(s), |
| For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages) |

The WA State Employment Security Department lists Registered Nurses (291141) as an “In Demand” occupation in King and Snohomish counties.
<table>
<thead>
<tr>
<th></th>
<th>King</th>
<th>Snohomish</th>
<th>What does a Registered Nurse do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average annual wage</td>
<td>$86,032</td>
<td>$82,328</td>
<td><strong>Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required. Includes Clinical Nurse Specialists. Excludes “Nurse Anesthetists” (291151), “Nurse Midwives” (291161), and “Nurse Practitioners” (291171).</strong></td>
</tr>
<tr>
<td>(2015Q1):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average hourly wage</td>
<td>$41.36</td>
<td>$39.58</td>
<td></td>
</tr>
<tr>
<td>(2015Q1):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short-term trend:</td>
<td>Growth</td>
<td>Growth</td>
<td></td>
</tr>
<tr>
<td>Long-term trend:</td>
<td>Growth</td>
<td>Growth</td>
<td></td>
</tr>
<tr>
<td>Estimated employment</td>
<td>20,153</td>
<td>3,838</td>
<td></td>
</tr>
<tr>
<td>(2013):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average annual total</td>
<td>872</td>
<td>165</td>
<td></td>
</tr>
<tr>
<td>openings (2013-2023):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average annual growth</td>
<td>2.0%</td>
<td>1.9%</td>
<td></td>
</tr>
<tr>
<td>rate (2013-2023):</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thus, the employer demand in LWTech’s service area is estimated to be 1,037 annually.

**For supply gap:** Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).

Using data from the National Center for Education Statistics (NCES), the table below details the 2013-2014 supply of Associate’s and baccalaureate level graduates for CIP code 51.3801 from institutions serving King and Snohomish counties.

<table>
<thead>
<tr>
<th>College</th>
<th>Assoc.</th>
<th>Bach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue College*</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Everett Community College</td>
<td>123</td>
<td></td>
</tr>
<tr>
<td>Highline College</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Lake Washington Institute of Technology</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>North Seattle College</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Northwest University</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Renton Technical College</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Seattle Central College*</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Seattle Pacific University</td>
<td></td>
<td>66</td>
</tr>
<tr>
<td>Seattle University</td>
<td></td>
<td>163</td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>
South Seattle College                        23
University of Washington - Bothell          194
University of Washington - Seattle           142
TOTAL                                         599  606

*Colleges offering/starting RN to BSN programs

The total annual output from the higher education system in LWTech’s service area for graduates with nursing skills can be estimated at 1,205. The total includes the quantity currently supplied by LWTech itself that will be replaced with baccalaureate prepared graduates. If LWTech’s graduates are backed out of the total, the sum is 1,137. A comparison to the King and Snohomish Counties’ estimated annual job openings of 1,037 yields an estimated surplus of +100. However, Registered Nursing is a licensed profession that requires Nurses to pass a version of the NCLEX exam in order to practice. Additionally, many university graduates may not stay in the area to work. Consequently, the total output of qualified Nursing completers to fill Registered Nursing positions in King County is estimated to be less than 1,137. In sum, at current completion and pass rates, there is an unfulfilled workforce gap for Registered Nurses in King and Snohomish counties, and there is room for LWTech’s proposed RN to BSN program without harm to nearby programs.

Statement of Need - Criteria #4

4. Applied baccalaureate program builds from existing professional and technical degree program offered by the institution. Describe the existing professional and technical degree program that will be used as the foundation for applied baccalaureate program. Include how long the program has been in existence and the enrollment history of the program over the past five years.

LWTech’s proposed BS Nursing RN to BSN program builds on the strength of its Associate’s degree Nursing program and Academic Core courses. Nursing education began at LWTech in 1992, added an RN program in 2005, and has had near full enrollment every year.

The Registered Nurse Program was launched in 2005 and offers an Associate of Applied Science -Transfer (AAS-T) degree in Nursing. The program reflects a highly successful initiative that has received full support from LWTech leadership and community health care agencies/institutions. LWTech provided resources to recruit Faculty with Master’s degrees in Nursing, and marketed available state of the art classrooms, labs, and equipment, in this recruitment effort. Community partnerships were developed with local area hospitals to provide clinical support.

In June 2006, the LWTech Registered Nurse Program graduated its first class of 20 students. Attrition rates were 0.03%, and 100% of the reporting graduates passed NCLEX on their first attempt. Seven graduates transferred to University of Washington’s Baccalaureate Nursing Program in Bothell, and the majority of the students report that they are gainfully employed as RN’s. The college has been graduating nurses three times a year since 2006.
5 Year Enrollment (annualized FTES)

<table>
<thead>
<tr>
<th></th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>133.92</td>
<td>145.47</td>
<td>120.43</td>
<td>116.06</td>
<td>110.68</td>
</tr>
</tbody>
</table>

Statement of Need - Criteria #5

| 5. Student demand for program within the region. | Evidence of student interest and demand from multiple sources, such as but not limited to: students graduating with technical associate degrees in the region, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor’s programs, and changes in industry standards. Include enrollment projections for each year over the next five years. |

LWTech conducted a survey of students currently either enrolled in our Associate’s degree Nursing program, and the results showed strong demand for the proposed BSN program. Due to the high rate of students responding they were “Highly Likely” to enroll in LWTech’s BSN program, the college anticipates the majority of enrollment could come from its existing student pathways. The results are summarized below and the full survey is included as Appendix A.

157 students surveyed. 49 responses. 31% return rate.

<table>
<thead>
<tr>
<th>How likely would you be to enroll in a new Bachelor’s degree program in Nursing at LWTech?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly likely</td>
<td>37</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>8</td>
</tr>
<tr>
<td>Somewhat unlikely</td>
<td>4</td>
</tr>
<tr>
<td>Highly unlikely</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If the program requires an Associate’s degree and RN designation to enter, when would you most likely enroll?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>36</td>
</tr>
<tr>
<td>Winter 2018</td>
<td>6</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>2</td>
</tr>
<tr>
<td>Later than Fall 2018</td>
<td>0</td>
</tr>
<tr>
<td>Not interested in enrolling</td>
<td>4</td>
</tr>
</tbody>
</table>

Based on the strength of the survey results, projected enrollment numbers are as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTES</td>
<td>24</td>
<td>48</td>
<td>72</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>
In addition to currently enrolled students at LWTech pursuing Nursing prerequisites (200+) and recent alumni of its Nursing program (at least 60 per year), LWTech would welcome ADN-RN graduates from other institutions. Referring back to the chart of completers in Criteria #3, we estimate that annual pool to be 462.

**Statement of Need - Criteria #6**

| 6. Efforts to maximize state resources to serve place-bound students. | • Describe how program will serve place-bound working adults.  
• Identify similar program offered by public or independent institutions in the region.  
• Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and/or community organizations considered in the development of the proposal and include a brief description of initial conversations.  
• Describe collaboration with similar CTC BAS programs and related CTC Centers of Excellence.  
• Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion would be desirable or necessary. |

**Serving place-bound working adults**

Open ended responses on the student survey to a question about the most important factors encouraging their enrollment in LWtech’s BSN program highlight a need for options for placebound, gridlocked students in this traffic congested region. They would like a BSN option that minimizes traffic frustrations and allows them to earn a degree near home and work. Students mentioned the lower cost at LWTech, familiar environment, quality instructors, less transfer “hassle,” and confidence they could complete a program at LWTech.

To address some of these concerns, LWTech plans to offer as much as possible of our proposed BSN program in hybrid (part on-line/part in person) format, along with evening and weekend courses. LWTech may be able to run a student cohort in a Saturday format similar to what may be found in Master’s level Nursing programs aimed at fully employed professionals.

**Affordability**

The cost of college is a very important consideration for LWTech students. LWTech will serve cost sensitive students, for whom tuition at the more expensive 4-year universities becomes a barrier to landing a high-paying job. The BSN tuition schedule increases the affordability of the degree compared to options at most local universities.

**Collaboration with other colleges and industry**

The other colleges in our service area that offer Registered Nursing degrees are:
<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue College*</td>
<td>Bachelor of Science Nursing (RN to BSN)</td>
</tr>
<tr>
<td>Everett Community College</td>
<td>Associate of Applied Science – Transfer Nursing</td>
</tr>
<tr>
<td>Highline College</td>
<td>Associate of Applied Science Nursing</td>
</tr>
<tr>
<td>Lake Washington Institute of Technology</td>
<td>Associate of Applied Science – Transfer Nursing</td>
</tr>
<tr>
<td>North Seattle College</td>
<td>Associate of Applied Science – Transfer LPN to RN Ladder</td>
</tr>
<tr>
<td>Northwest University</td>
<td>Bachelor of Science Nursing</td>
</tr>
<tr>
<td>Renton Technical College</td>
<td>Associate of Applied Science – Transfer Nursing</td>
</tr>
<tr>
<td>Seattle Central College*</td>
<td>Associate of Applied Science – Transfer Nursing</td>
</tr>
<tr>
<td>Seattle Pacific University</td>
<td>Bachelor of Science Nursing</td>
</tr>
<tr>
<td>Seattle University</td>
<td>Bachelor of Science Nursing</td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>Associate of Applied Science – Transfer Nursing</td>
</tr>
<tr>
<td>South Seattle College</td>
<td>Associate of Applied Science – Transfer LPN to RN Ladder</td>
</tr>
<tr>
<td>University of Washington - Bothell</td>
<td>Bachelor of Science Nursing</td>
</tr>
<tr>
<td>University of Washington - Seattle</td>
<td>Bachelor of Science Nursing</td>
</tr>
</tbody>
</table>

*Colleges offering/starting RN to BSN programs

LWTech’s plans for an RN to BSN program have been communicated by the Nursing Director to the Council of Nursing Education in Washington State (CNEWS), King County Nurses Association (KCNA), Mary Mahoney Professional Nurses Organization (MMPNO), and Washington State Nurses Association (WSNA). Nursing Directors from neighboring colleges participate in these organizations. The Nursing Directors from Everett Community College, North Seattle College, Seattle Central College, Shoreline Community College, and South Seattle College responded to our request for comments regarding our plans to offer an RN to BSN program. All Directors have no concerns about our proposed program.

Dan Ferguson, Director, at the Washington State Allied Health Center of Excellence, visited LWTech on March 2, 2016. He toured our facility, met with students and discussed our future plans in Allied Health with administrators and program Directors. Mr. Ferguson supports our Statement of Need and has offered the Center’s support with the Program Proposal and later implementation of the program.

LWTech maintains strong ties to the local professional community through an industry-based Advisory Committee. The Nursing Advisory Committee provides educational, industry, graduate, faculty and student input. The program works closely with the Allied Health Division and the college leadership to insure communication is flowing both ways with active participation. The advisory committee provides consultation to the nursing director and has been instrumental in advising on best practices for the nursing program—curriculum, grading policies, and governance. For example, the advisory committee was instrumental in providing feedback on LWTech’s grading policy in the program. Based on feedback from the advisory committee, the grading policy was changed to support best practices in education, and to support better student outcomes. Members represent organizations such as University of Washington – Bothell, Evergreen Healthcare, Northwest University, Washington State Nurses Organization, and Overlake Hospital.
LWTech intends to approach University of Washington - Bothell to create an articulation agreement from its proposed BSN program to the M.N. Nursing program. David Allen, Professor and Dean of the School of Nursing and Health Studies UWB, serves on the LWTech Nursing Advisory Committee. Dean Allen provided these observations when asked for feedback about our proposal - The supply of 2 year nurses is flat and there is already sufficient capacity (e.g. RNB programs do not have long waiting/rejection lists). The supply of faculty is diminishing, not increasing. Many programs are already seeking extended “exceptions” to allow less qualified faculty (e.g., with BSN degrees) to teach. The additional pressures on community health placements will start to create the same resistance and complications that are now characteristic of inpatient clinical placements.

Vicky Hertig, Assoc. Dean, of Bellevue College’s RN to BSN program provided several observations when asked for feedback about our proposal. They can be summarized as implementing an RN to BSN program is a large workload. Sustainability may become an issue considering all the statewide options for RN to BSN. Availability of community/fieldwork sites may become an issue and may need to be coordinated among programs. Preparing faculty and administrators for the program is challenging and an area of focus for the Department of Health and accreditors. We should think about targeting prospective student populations, including our own graduates. Dean Hertig offered her assistance if needed as we move forward with our proposal.

**Differentiation**

One unique aspect of LWTech’s Nursing programs is the close communication between faculty and students. The Student Nurses Organization (SNO) provides a professional conduit to the program, the college, and the community. Additionally, the Student Quality Council, meets with the program director to determine cohort and program needs. They meet the last Tuesday of every month throughout the academic calendar year. This group was the impetus behind the grading scale changes, scheduling changes for theory class, and identification of areas of improvement for the program. Student representatives are elected by their cohort peers, and attend faculty meetings as needed. The groups mentioned above have minutes documenting activities, and nursing program groups are monitored in the Nursing Systematic Plan of Evaluation annually.

LWTech offers a Nursing Congress that was developed and implemented in fall 2012. There was previously no forum available for the nursing student body to meet as a whole. Nursing Congress provides professional speakers, program updates and direct communication with the Director, Faculty, and Student Nursing Organization.

The goals of the congress are to
- Increase communication among all the cohorts and Faculty,
- Impart a sense of nursing professionalism, and
- Ensure students and Faculty are given a consistent message.

The format is similar to a professional conference. The students register, the agenda includes a key note speaker, state of the program updates, and new program updates. The Student Nursing Organization presents its goals and accomplishments. The students are expected to be dressed in business casual and to participate when possible. It typically lasts four hours in the Fall and two
hours in Winter and Spring. The event was well received with positive feedback and will continue. It was amazing to see 144 nursing students attending a meeting together with Faculty.

The new Allied Health building has dedicated space for the Nursing program consisting of classrooms, nursing laboratories, and large simulation and debriefing rooms. The facilities simulate the environment of various health care settings from hospital critical care to physician’s office. The context allows students to learn in a setting very close to what they will encounter in their clinical assignments and future career.

Major hospitals in our service area are requiring all nurses with an Associate's Degree in Nursing (ADN) to obtain a Bachelor's Degree in Nursing within 5-7 years to remain employable in their hospitals. Currently institutions that offer an RN to BSN program do not have the capacity to admit all the nurses who desire to pursue a Bachelor's Degree in Nursing. For instance, our ADN program had over 70 applicants apply for admission for Spring quarter 2016, and we only had capacity to admit 24 students. This is not a unique issue that our college faces but one that both Bellevue and UW Bothell face too.

Most Nursing programs have wait lists and the need for more colleges to offer a RN to BSN exists due to the mandate by hospitals that ADN nurses pursue a Bachelor's degree in Nursing to remain relevant. By LWTech offering an RN to BSN program, we create a seamless bridge for current graduates from our ADN program to apply to our RN to BSN program. Upon successful completion of our ADN program, our ADN students are assured a slot in our program, whereas this is not the case for either Bellevue College or UW Bothell. Our students would be competing for a limited number of slots at both Bellevue College and the UW Bothell's RN to BSN programs. Currently, about one-eighth of LWTech ADN graduates pursue a RN to BSN at UW Bothell, and cost is an issue. Full-time tuition at LWTech is about two-thirds what it is for a Washington resident at UW Bothell.

Overall, both UW Bothell and Bellevue offer excellent RN to BSN programs but LWTech can offer the same program at a lower cost and ensure slots in our program upon successful completion of our ADN Program. Our program will increase the pipeline of baccalaureate prepared nurses.

**Conclusion**

Lake Washington Institute of Technology proposes to offer the Bachelor of Science Nursing RN to BSN degree. The proposed program supports the Institute’s mission, goals, and strategic plan, as well as statewide education plans. The demand for nurses in LWTech’s service area is strong, and the existing baccalaureate production is below the need as the profession moves toward an advanced degree as a requirement. The proposed BSN program is built from LWTech’s strong base of its existing Nursing program and strong Academic Core curriculum. Current students are eager to enroll soon. The attributes of the proposed BSN program serve the needs of local students better than alternatives, will not harm nearby similar Nursing programs, and has the support of local community. LWTech is ready to provide this needed student pathway to produce more baccalaureate-prepared candidates for well-paying nursing careers.
### 1 - How likely would you be to enroll in a new Bachelor's degree in Nursing at LWTech?

<table>
<thead>
<tr>
<th>Response Option</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly likely</td>
<td>(1)</td>
<td>37</td>
<td>75.51%</td>
<td></td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>(2)</td>
<td>8</td>
<td>16.33%</td>
<td></td>
</tr>
<tr>
<td>Somewhat unlikely</td>
<td>(3)</td>
<td>4</td>
<td>8.16%</td>
<td></td>
</tr>
<tr>
<td>Highly unlikely</td>
<td>(4)</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

**Return Rate**

49/157 (31.21%)

**Means**

1.33

### 2 - If the program requires an Associate's degree and RN designation to enter, when would you most likely enroll?

<table>
<thead>
<tr>
<th>Response Option</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>(1)</td>
<td>36</td>
<td>73.47%</td>
<td></td>
</tr>
<tr>
<td>Winter 2018</td>
<td>(2)</td>
<td>6</td>
<td>12.24%</td>
<td></td>
</tr>
<tr>
<td>Spring 2018</td>
<td>(3)</td>
<td>1</td>
<td>2.04%</td>
<td></td>
</tr>
<tr>
<td>Fall 2018</td>
<td>(4)</td>
<td>2</td>
<td>4.08%</td>
<td></td>
</tr>
<tr>
<td>Later than Fall 2018</td>
<td>(5)</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Not interested in enrolling</td>
<td>(6)</td>
<td>4</td>
<td>8.16%</td>
<td></td>
</tr>
</tbody>
</table>

**Return Rate**

49/157 (31.21%)

**Means**

1.69

### 3 - Would you prefer courses to be face-to-face, fully online, or a combination of both?

<table>
<thead>
<tr>
<th>Response Option</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face</td>
<td>(1)</td>
<td>5</td>
<td>10.42%</td>
<td></td>
</tr>
<tr>
<td>Fully online</td>
<td>(2)</td>
<td>12</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Combination of both</td>
<td>(3)</td>
<td>31</td>
<td>64.58%</td>
<td></td>
</tr>
<tr>
<td>Not interested</td>
<td>(4)</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

**Return Rate**

48/157 (30.57%)

**Means**

2.54

### 4 - Would you prefer the classes to be:

<table>
<thead>
<tr>
<th>Response Option</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days</td>
<td>(1)</td>
<td>26</td>
<td>56.52%</td>
<td></td>
</tr>
<tr>
<td>Evenings</td>
<td>(2)</td>
<td>15</td>
<td>32.61%</td>
<td></td>
</tr>
<tr>
<td>Weekends</td>
<td>(3)</td>
<td>5</td>
<td>10.87%</td>
<td></td>
</tr>
</tbody>
</table>

**Return Rate**

46/157 (20.3%)

**Means**

1.54
# BSN RN to BSN Results

## Do you have a current or anticipated demand for Registered Nurses?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN External Outreach</td>
<td>9 (90%)</td>
<td>1 (10%)</td>
<td>10/31 (32.26%)</td>
<td>1.10</td>
<td>0.32</td>
</tr>
<tr>
<td>BSN External Outreach Survey Open Link</td>
<td>10 (100%)</td>
<td>0 (0%)</td>
<td>10/10 (100%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19 (95%)</strong></td>
<td><strong>1 (5%)</strong></td>
<td><strong>20/41 (48.78%)</strong></td>
<td><strong>1.05</strong></td>
<td><strong>0.22</strong></td>
</tr>
</tbody>
</table>

## If there is demand for Registered Nurses, how many positions do you currently have open?

<table>
<thead>
<tr>
<th>Project</th>
<th>1-5 (1)</th>
<th>6-10 (2)</th>
<th>11-25 (3)</th>
<th>25+ (4)</th>
<th>N/A (0)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN External Outreach</td>
<td>3 (30%)</td>
<td>0 (0%)</td>
<td>3 (30%)</td>
<td>3 (30%)</td>
<td>1 (10%)</td>
<td>10/31 (32.26%)</td>
<td>2.67</td>
<td>1.32</td>
</tr>
<tr>
<td>BSN External Outreach Survey Open Link</td>
<td>4 (40%)</td>
<td>3 (30%)</td>
<td>2 (20%)</td>
<td>1 (10%)</td>
<td>0 (0%)</td>
<td>10/10 (100%)</td>
<td>2.00</td>
<td>1.05</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7 (35%)</strong></td>
<td><strong>3 (15%)</strong></td>
<td><strong>5 (25%)</strong></td>
<td><strong>4 (20%)</strong></td>
<td><strong>1 (5%)</strong></td>
<td><strong>20/41 (48.78%)</strong></td>
<td><strong>2.32</strong></td>
<td><strong>1.20</strong></td>
</tr>
</tbody>
</table>

## If there is demand for Registered Nurses, how many positions do you anticipate having open in the next 3 years?

<table>
<thead>
<tr>
<th>Project</th>
<th>1-10 (1)</th>
<th>11-25 (2)</th>
<th>26-50 (3)</th>
<th>50+ (4)</th>
<th>N/A (0)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN External Outreach</td>
<td>0 (0%)</td>
<td>3 (33.33%)</td>
<td>2 (22.22%)</td>
<td>2 (22.22%)</td>
<td>2 (22.22%)</td>
<td>9/31 (29.03%)</td>
<td>2.86</td>
<td>0.90</td>
</tr>
<tr>
<td>BSN External Outreach Survey Open Link</td>
<td>2 (20%)</td>
<td>1 (10%)</td>
<td>3 (30%)</td>
<td>3 (30%)</td>
<td>1 (10%)</td>
<td>10/10 (100%)</td>
<td>2.78</td>
<td>1.20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2 (10.53%)</strong></td>
<td><strong>4 (21.05%)</strong></td>
<td><strong>5 (26.32%)</strong></td>
<td><strong>5 (26.32%)</strong></td>
<td><strong>3 (15.79%)</strong></td>
<td><strong>19/41 (46.34%)</strong></td>
<td><strong>2.81</strong></td>
<td><strong>1.05</strong></td>
</tr>
</tbody>
</table>

## Is a Bachelor’s degree required for a position as a Registered Nurse in your organization?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN External Outreach</td>
<td>3 (37.5%)</td>
<td>5 (62.5%)</td>
<td>8/31 (25.61%)</td>
<td>1.63</td>
<td>0.52</td>
</tr>
<tr>
<td>BSN External Outreach Survey Open Link</td>
<td>5 (55.56%)</td>
<td>4 (44.44%)</td>
<td>9/10 (90%)</td>
<td>1.44</td>
<td>0.53</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8 (47.06%)</strong></td>
<td><strong>9 (52.94%)</strong></td>
<td><strong>17/41 (41.46%)</strong></td>
<td><strong>1.53</strong></td>
<td><strong>0.51</strong></td>
</tr>
</tbody>
</table>

## If a Bachelor’s degree is not required for a position as a Registered Nurse, is a Bachelor’s degree preferred?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN External Outreach</td>
<td>8 (88.89%)</td>
<td>1 (11.11%)</td>
<td>9/31 (29.03%)</td>
<td>1.11</td>
<td>0.33</td>
</tr>
<tr>
<td>BSN External Outreach Survey Open Link</td>
<td>8 (100%)</td>
<td>0 (0%)</td>
<td>8/10 (80%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16 (94.12%)</strong></td>
<td><strong>1 (5.88%)</strong></td>
<td><strong>17/41 (41.46%)</strong></td>
<td><strong>1.06</strong></td>
<td><strong>0.24</strong></td>
</tr>
</tbody>
</table>

## Do you have difficulty finding applicants who hold a Bachelor’s degree for Registered Nurse positions?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN External Outreach</td>
<td>5 (55.56%)</td>
<td>4 (44.44%)</td>
<td>9/31 (29.03%)</td>
<td>1.44</td>
<td>0.53</td>
</tr>
<tr>
<td>BSN External Outreach Survey Open Link</td>
<td>8 (80%)</td>
<td>2 (20%)</td>
<td>10/10 (100%)</td>
<td>1.20</td>
<td>0.42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13 (68.42%)</strong></td>
<td><strong>6 (31.58%)</strong></td>
<td><strong>19/41 (46.34%)</strong></td>
<td><strong>1.32</strong></td>
<td><strong>0.48</strong></td>
</tr>
</tbody>
</table>
### BSN RN to BSN Results

#### Will LWTech’s proposed program increase your pool of qualified applicants for Registered Nurse positions?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN External Outreach</td>
<td>6 (100%)</td>
<td>0 (0%)</td>
<td>6/31 (19.35%)</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>BSN External Outreach Survey Open Link</td>
<td>8 (80%)</td>
<td>2 (20%)</td>
<td>10/10 (100%)</td>
<td>1.20</td>
<td>0.42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14 (87.5%)</strong></td>
<td><strong>2 (12.5%)</strong></td>
<td><strong>16/41 (39.02%)</strong></td>
<td><strong>1.13</strong></td>
<td><strong>0.34</strong></td>
</tr>
</tbody>
</table>

#### Will (or does) your company/organization offer clinical placements for LWTech students?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN External Outreach</td>
<td>6 (75%)</td>
<td>2 (25%)</td>
<td>8/31 (25.81%)</td>
<td>1.25</td>
<td>0.46</td>
</tr>
<tr>
<td>BSN External Outreach Survey Open Link</td>
<td>7 (77.78%)</td>
<td>2 (22.22%)</td>
<td>9/10 (90%)</td>
<td>1.22</td>
<td>0.44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13 (76.47%)</strong></td>
<td><strong>4 (23.53%)</strong></td>
<td><strong>17/41 (41.46%)</strong></td>
<td><strong>1.24</strong></td>
<td><strong>0.44</strong></td>
</tr>
</tbody>
</table>

#### Are there employees at your company who may have an interest in teaching a class in the LWTech BSN program?

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN External Outreach</td>
<td>1 (20%)</td>
<td>4 (80%)</td>
<td>5/31 (16.13%)</td>
<td>1.80</td>
<td>0.45</td>
</tr>
<tr>
<td>BSN External Outreach Survey Open Link</td>
<td>5 (62.5%)</td>
<td>3 (37.5%)</td>
<td>8/10 (80%)</td>
<td>1.38</td>
<td>0.52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6 (46.15%)</strong></td>
<td><strong>7 (53.85%)</strong></td>
<td><strong>13/41 (31.71%)</strong></td>
<td><strong>1.54</strong></td>
<td><strong>0.52</strong></td>
</tr>
</tbody>
</table>

#### If the LWTech program is approved, would you or someone from your organization be willing to serve on a program Advisory Board? If yes, please provide an e-mail address.

<table>
<thead>
<tr>
<th>Project</th>
<th>Yes (1)</th>
<th>No (2)</th>
<th>Respondents/Enrollments</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN External Outreach</td>
<td>5 (62.5%)</td>
<td>3 (37.5%)</td>
<td>8/31 (25.81%)</td>
<td>1.38</td>
<td>0.52</td>
</tr>
<tr>
<td>BSN External Outreach Survey Open Link</td>
<td>4 (50%)</td>
<td>4 (50%)</td>
<td>8/10 (80%)</td>
<td>1.50</td>
<td>0.53</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9 (56.25%)</strong></td>
<td><strong>7 (43.75%)</strong></td>
<td><strong>16/41 (39.02%)</strong></td>
<td><strong>1.44</strong></td>
<td><strong>0.51</strong></td>
</tr>
</tbody>
</table>
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COVER SHEET
STATEMENT OF NEED

Program Information

Institution Name: Edmonds Community College
Degree Name: Early Childhood Education

<table>
<thead>
<tr>
<th>Degree Name</th>
<th>CIP Code</th>
<th>Year Began</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>13.1210</td>
<td></td>
</tr>
<tr>
<td>Human Services</td>
<td>51.1594</td>
<td></td>
</tr>
<tr>
<td>Family Support Studies</td>
<td>52.2310</td>
<td></td>
</tr>
<tr>
<td>Addiction Studies</td>
<td>15.1501</td>
<td></td>
</tr>
</tbody>
</table>

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

<table>
<thead>
<tr>
<th>Degree</th>
<th>CIP Code</th>
<th>Year Began</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Ed. AAS-T</td>
<td>13.1210</td>
<td>2008</td>
</tr>
<tr>
<td>Family Support Studies AAS-T</td>
<td>51.1594</td>
<td>2003</td>
</tr>
<tr>
<td>Human Services AAS-T</td>
<td>52.2310</td>
<td>2010</td>
</tr>
<tr>
<td>Addiction Studies AAS-T</td>
<td>15.1501</td>
<td>2010</td>
</tr>
</tbody>
</table>

Proposed Start Implementation Date (i.e. Fall 2014): Spring 2017
Projected Enrollment (FTE) in Year One: 20-25 at Full Enrollment by Year: F 2018
Funding Source: State FTE: ☒ Self-Support: ☐ Other: ☐

Mode of Delivery

Single Campus Delivery: Yes
Off-site: For Practicums and Internships only
Distance Learning: Some online and hybrid classes

Statement of Need: Please see criteria and standard sheet FORM B.
Page Limit: 20 pages

Contact Information (Academic Department Representative)

Name: Terry Cox
Title: Vice President of Workforce Development and Training
Address: 20000 68th Ave W, Lynnwood, WA 98036
Telephone: (425) 640-1489
Fax: (425) 640-1532
Email: Terry.cox@email.edcc.edu

Signature: [Signature]
Date: 02/10/2016

Charlie Crawford, Executive VPI – Chief Academic Officer
Edmonds Community College Statement of Need

Introduction

Edmonds Community College (EdCC) is located in Lynnwood, and serves about 20,000 students annually (roughly 5,000 full time equivalent students). This proposed degree will be the first baccalaureate degree offered by EdCC, and the decision to move forward with it was made after much discussion on campus. The faculty started having conversations about BAS degrees almost two years ago, and in fall quarter 2015 the conversation opened up to the rest of campus through campus forums and emails. The Board of Trustees heard a presentation about BAS degrees in general and the proposed degree in January, and formally voted on a resolution to approve the development of the degree in early March.

The degree that is proposed is a unique offering called Child, Youth, and Family Studies. This degree will offer a pathway to students with two year degrees in Early Childhood Education, Social and Human Services, or Addiction Studies, and graduates will have the advantage of an education that exposes them to the fundamentals of childhood and adolescent development, and also gives them the skills to work effectively with families. The degree focuses on a strength-based prevention model that supports children and families in a holistic way. The need for this integrated approach is demonstrated in Governor Inslee’s recent order creating a new state agency to deliver services to vulnerable children and families.

“Our children and families will greatly benefit from an agency dedicated to improving outcomes for our youngest Washingtonians… the Department of Early Learning has demonstrated how much alignment and focus on outcomes can dramatically improve both the quality of services and the efficiency of managing complex programs.” Representative Ruth Kagi (D-Seattle); chair of the House Early Learning and Human Services Committee (1)

Local employers are excited by the mix of skills and see great potential for these graduates to excel in the workplace. Advisory committee members are supportive as well. The number of reported openings that graduates of the Child, Youth and Family Studies would be competitive for in Snohomish County is huge, and expected to grow.

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

The proposed Bachelor of Applied Science (BAS) degree in Child, Youth and Family Studies brings together the strengths and unique qualities of the Early Childhood Education (ECE) and the Social and Human Services (SHS) Departments into an integrated program that deepens the intention and application of the mission of the College. The proposed BAS degree has strong support from department faculty, administrators, current and former students, program advisory committees and regional employers. This support stems from the alignment of the proposed BAS with the College’s mission and vision that positions students and community at the heart of all we do:

Mission: Edmonds Community College strengthens our diverse community by helping students access educational and career opportunities in a supportive environment that encourages success, innovation, service, and lifelong learning.

Vision: Transforming lives through exemplary, nationally-recognized educational and career pathways.

Adding a baccalaureate degree to the offerings at EdCC will help achieve our mission and vision. The extension of existing professional/technical pathways to allow graduates the ability to continue on in their chosen field with a new educational option drives institutional and program improvement by addressing
an unmet need in educational programming (Core Theme 2), helps students access career opportunities (Core Theme 3) and supports student success and lifelong learning (Core Theme 5). The new educational opportunity will open more career opportunities for students in the BAS pathway, strengthening our diverse community by offering baccalaureate degree in fields that are currently underserved in the North end of the Puget Sound region. Since the majority of EdCC’s students (current and historical) are categorized as “place-bound” with 80% residing within 8 miles of the campus, the proposed BAS will provide a much needed educational pathway that is accessible and supportive of lifelong learning.

This degree, which is described below, was chosen as the first for development for several reasons: the programs have strong industry ties in the community; the students are very eager, and had repeatedly asked the faculty and Dean for an EdCC baccalaureate; the strength of the departments, programs, and pathways that would act as feeders for the degree; and because of the strong positive employer feedback on the proposed degree idea that has already been gathered. The funds for development have been identified and a cadre of faculty has begun the work of defining the degree, in close collaboration with local and regional employers.

The BAS program will provide educational and career opportunities for Edmonds Community College graduates in Early Childhood Education and Social and Human Services. The proposed BAS program’s impact extends to the broader community, by increasing the level of preparation of graduates to educate young children and provide services for youth and families. This pathway to a BAS strengthens our diverse community through the development and learning encouraged for all children, youth, and families to positively carry out their lives in their own design. Student success will be supported in the BAS program for Child, Youth, and Family Studies as students are able to build upon their foundational skills and knowledge of their AAS-T degree to a more complex level of study that appropriately advances knowledge of the discipline with higher level of understanding of the interrelationship of larger systems and influences on all areas of human development. Professionals in the educational and social services are dedicated to equity and the capacity for human growth. They are invested in the lifelong learning of the children, youth, and families they guide and encourage. The proposed BAS will further enable professionals with an associate degree to model the lifelong learning they espouse.

Program priorities

Priorities of the existing associate degree programs
The program priority of the Early Childhood Education program centers on providing a professional education for our students who are aspiring to teach young children, or, are current educators of children in early learning programs in the community. Early learning programs include: preschools, childcare centers, Head Start, ECEAP, (Early Childhood Education Assistance Program), and home-provider childcare. The ECE certificates and degrees are built upon professional and research-based standards and practices in Early Childhood Education. The ECE program addresses the education of early childhood teachers in a developmental context, supported by effective teaching strategies and curriculum that encourage children’s growth and development. The determining factor in creating and sustaining quality programs for children and their families, is having professionally educated teachers. Recently, the educational requirement for many of these ECE teaching positions has increased to a baccalaureate degree.

The program priority for Social and Human Services program is to provide our students with the foundation, knowledge, and skills for effective work with individuals and families experiencing a variety of life issues and challenges. The SHS area has several pathways for students to specialize in areas of
particular interest to them. As case managers, addiction specialists, family support workers, and resource coordinators, our students are responsible for assisting consumers in reaching their service goals in a strength-based and respectful manner.

The program outcomes for the proposed BAS degree are as follows:

Students successfully completing the BAS in Child, Youth, and Family Studies will be able to:

- Utilize their strong knowledge base to support a systemic and developmental approach to improve the lives of children, youth, and families across the lifespan.
- Demonstrate the ability to synthesize multiple perspectives in the context of teaching, youth services, and family support.
- Apply principles of equity and inclusion through strengths-based strategies to build resiliency and opportunity for individuals and families to reach their goals.
- Articulate and demonstrate a professional identity utilizing evidence-based practices, standards, and ethical conduct in early childhood and social service careers.

As the degree is still under development, the program outcomes will be reviewed and updated as part of the overall Program Proposal.

BAS Criteria 2: Support of the statewide strategic plans

The BAS degree in Child, Youth and Family Studies at Edmonds Community College supports the identified goal of the State Board for Community and Technical Colleges (SBCTC) to raise educational attainment in the state. This is crucial in order to sustain economic growth and prepare for the challenges of the future. As described in the Mission Study (2), “Washington also needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need” (pg. 4). This goal is described further in the 20 year action plan, as the fourth strategy for change, with this statement: “We will also expand community and technical college programs that lead to applied baccalaureate degrees” (pg.7).

Another critical area of need as identified in the Mission Study is designing programs that match the needs of the students. “Many of today’s students struggle with barriers of time, distance, and competing work and family obligations. We need to find more ways to dismantle those barriers” (pg. 3). Students graduating with AAS-T degrees in early childhood education or human services often face these barriers when looking for a way to continue toward a baccalaureate. Students who may be already working in their field, caring for family members, and struggling with expenses find commuting to college challenging. Even programs that might be considered “regional” are impacted by gridlock and lack of public transportation. The BAS program at Edmonds Community College will meet the needs of students who live and work in Snohomish County, as well as surrounding areas.

The proposed BAS program was specifically developed to meet employer demand and changing industry standards, as addressed in the 2013 Washington Student Achievement Council (WSAC) Roadmap (3) to prepare for future challenges using the strategy to “respond to student, employer, and community needs” (pg. 28). The increasing priority for prevention of substance abuse (especially related to marijuana use in young people), as well as the new state suicide prevention plan referenced in Governor Jay Inslee’s 2016 Proclamation (4), will lead to a demand for youth and family workers at the bachelor’s level. The Washington State Suicide Prevention Plan 2015 (5) specifically lists as one of its goals “Social and emotional health education is integrated into early learning programs, community programs and K-12 schools” (pg. 37).
Beginning in 2008, the federal guidelines for Head Start (6) have required 50% of its lead classroom teachers to have a bachelor’s degree with ECE credits (section 648 A). This requirement will increase the need for the proposed BAS program. Another position at Head Start that requires a bachelor’s degree is titled family advocate, and graduates of the BAS program would be well-qualified to fill that role. Adding to the demand for BAS graduates from the proposed program, the state’s Early Childhood Education Assistance Program (ECEAP) is also increasing educational requirements and expanding to serve more children. At the State October meeting of the Early Childhood Teacher Preparation Council, (ECTPC), Nicole Rose, from the Washington State Department of Early Learning, indicated that by 2018-19, 70% of lead teachers in ECEAP will be required to have a bachelor’s degree in Early Childhood, growing to 100% by 2020-21. Joe Verano, Early Learning Division Manager of Snohomish County ECEAP, has noted that 30% of the lead teachers have bachelor’s degrees at this time. According to the ECEAP Expansion Plan (7), the number of children in ECEAP is also expected to nearly double by 2019, which will increase demand for lead teachers even further (pg. 4). As noted in the ECEAP Executive Summary, “A larger pool of qualified teachers, family support staff, and health staff will be needed to expand ECEAP” (pg. 5). The Department of Early Learning has an ongoing collaboration with ECE higher education programs, represented in the work of the ECTPC organization in Washington State, to meet the existing and growing needs of teachers and family advocates in early learning programs.

Given these changes in the field, our BAS degree clearly supports the industry need for continuing education as detailed in the WSAC Roadmap Update 2015(8):

“Adults are also working until an older age than in the past, with many in need of additional education and training to meet the demands of a changing economy. Knowledge and skill requirements continue to shift as workplaces become more complex, with new technologies, products, and services” (pg. 7).

According to the Mission Study, “we must innovate our way out of today’s crisis” (pg. 10). This proposed BAS degree, combining early childhood and social services and targeting professional-technical students who could not otherwise easily advance in their career, is one innovative way to support this goal.

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

Graduates of this proposed BAS program will be eligible for jobs in early childhood education and social and human services. An analysis of trends in the need for employees at the bachelor’s level in these areas revealed eight Standard Occupational Codes (SOC) related to the proposed BAS degree, all identified as growth (in demand) positions in the region (10). These SOCs include preschool teachers, education administrators, substance abuse and behavioral disorder counselors, and child, family and school social workers. The Preschool Teachers category listed an associate’s degree as the most common educational level of those working in the field, however, we know that the industry is increasing this requirement to the baccalaureate level. The other SOC titles indicated bachelor’s degree preparation as the most common education level for those working in the field.

The tables below summarize the number of regional and local jobs and projected openings available per year in these growth occupations. Table 2 also includes average annual wages for each SOC.
### TABLE 1: Employment Data for Demand Careers Related to Proposed BAS Degree
(King and Snohomish Counties)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Teachers</td>
<td>25-2011</td>
<td>4,308</td>
<td>237</td>
</tr>
<tr>
<td>Child, Family, and School Social Worker</td>
<td>21-1021</td>
<td>2,488</td>
<td>108</td>
</tr>
<tr>
<td>Recreation Workers</td>
<td>39-9032</td>
<td>2,907</td>
<td>78</td>
</tr>
<tr>
<td>Social and Community Service Managers</td>
<td>11-9151</td>
<td>1,384</td>
<td>66</td>
</tr>
<tr>
<td>Substance Abuse and Behavioral Disorder Counselors</td>
<td>21-1011</td>
<td>978</td>
<td>56</td>
</tr>
<tr>
<td>Mental Health and Substance Abuse Social Workers</td>
<td>21-1023</td>
<td>1,062</td>
<td>48</td>
</tr>
<tr>
<td>Community and Social Service Specialist, All Other</td>
<td>21-1099</td>
<td>679</td>
<td>31</td>
</tr>
<tr>
<td>Educational Administrators (Preschool/Child Care)</td>
<td>11-9031</td>
<td>655</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>14,461</strong></td>
<td><strong>660</strong></td>
</tr>
</tbody>
</table>


### TABLE 2: Projected Growth in Careers Requiring Bachelor’s Degree Related to Proposed BAS Degree
(King and Snohomish Counties)

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Avg. Annual Salary**</th>
<th>Total Average Annual Job Openings (2013-2018)*</th>
<th>Total Average Annual Job Openings (2018-2023)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Teachers</td>
<td>$30,470</td>
<td>228</td>
<td>236</td>
</tr>
<tr>
<td>Child, Family, and School Social Worker</td>
<td>$48,387</td>
<td>106</td>
<td>104</td>
</tr>
<tr>
<td>Recreation Workers</td>
<td>$29,664</td>
<td>86</td>
<td>81</td>
</tr>
<tr>
<td>Social and Community Service Managers</td>
<td>$71,647</td>
<td>68</td>
<td>69</td>
</tr>
<tr>
<td>Substance Abuse and Behavioral Disorder Counselors</td>
<td>$45,973</td>
<td>63</td>
<td>55</td>
</tr>
<tr>
<td>Mental Health and Substance Abuse Social Workers</td>
<td>$48,072</td>
<td>47</td>
<td>45</td>
</tr>
<tr>
<td>Community and Social Service Specialist, All Other</td>
<td>$47,596</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Educational Administrators (Preschool/Child Care)</td>
<td>$43,885</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>665</strong></td>
<td><strong>658</strong></td>
</tr>
</tbody>
</table>

Wages and wage growth
The wage information in Table 2 is just part of the story. As is common in the fields of education and social work, these average wages do not look particularly high – especially if you compare them to fields like advanced manufacturing and information technology. However, these average wages are significantly higher than a student without a bachelor’s degree can expect to earn in these fields.

A report created with Burning Glass’s Labor Insight tool highlights the wage differential in recent and current job openings in the targeted occupations supported by the proposed BAS in the regional labor market area (defined as Seattle/Bellevue/Everett). This data is articulated in Table 3.

### TABLE 3: Wage Progression

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Mean wages</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than Associate Degree</td>
<td>$42,162/year</td>
<td>-</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>$44,507/year</td>
<td>+ $2,345/year</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>$53,672</td>
<td>+ $9,165/year</td>
</tr>
</tbody>
</table>


The proposed BAS degree will create an important pathway for early education and social and human services professionals, supporting access to higher paying jobs that are considered in demand among local and regional employers.

Occupational projections
Another way to examine the employer demand for the career areas of early childhood education and social and human services is to look at the occupational projections in Washington State, according to data available from the Employment Security Department. According to the Employment Projection reports (9) the general industry of Education and Health Services in the state is projected to increase annually by 2.3% in the next 2 years, and to increase by 3.4% annually through 2018, and Snohomish County’s projections are similar at 2.4% and 3.4%, respectively (multiple pages).

The chart below gives specific growth rates that are projected for the careers related to the proposed BAS degree. All of the individual occupations below are listed as ‘in demand’ on the Snohomish County Demand/Decline list (10).

![Chart 1: Percent Increase in Estimated Employment (2013-2023)](chart1.png)
The chart shows that by 2026, the projected total size of the workforce in each occupational area listed will be between 16% and 35% larger than it is today. In addition to growth projections in the specified occupations as articulated above, changes in industry standards will further drive demand for the proposed BAS program and its graduates. As previously discussed, this increasing demand is expected in both Head Start and ECEAP programs and is not captured in this labor market data.

**Why an integrated degree is needed**

The Edmonds Community College ECE and SHS programs have consistently responded to changes in industry needs and standards to offer high quality and relevant curriculum. It has become apparent for both programs that students will benefit from pathways that lead from a professional-technical degree to an applied baccalaureate. Best practices in both early childhood education and social services indicate the need for cross-training in concepts related to families and systems, rather than working with them in isolation.

The objective of the new BAS program is to integrate cross-training concepts related to families and systems, broaden the focus to include additional skills and improve student understanding of their role as educators and advocates for the population they serve (children, youth and/or families). Graduates will have the educational background to function in multiple roles over their career, expanding their options for professional development and opportunities for growth. The fields of early childhood education and social and human services are both moving toward a more integrated approach between education and family support. The Child, Youth and Family Studies BAS Degree will fill an emerging workforce need for this skill set.

**The industry need for more bachelor’s prepared workers**

In ECE, increasing the number of teachers who complete one year certificates and two year degree has been ongoing work in the profession in Washington State for many years. As standards and expectations for teachers have increased, so have demands for bachelor’s degrees, as identified previously. Currently, bachelor’s degrees are required for 50% of Lead Teachers in Head Start. ECEAP will be requiring bachelor’s degrees for 70% of lead teachers beginning in 2018-19, with full compliance of 100% by 2020-2021. All early learning programs accredited by the National Association for the Education of Young Children, (NAEYC), currently require lead teachers to have bachelor’s degrees. Family Service Specialists are positions that require a bachelor’s in both Head Start and ECEAP.

SHS students graduating with an associate’s level degree qualify for positions such as Social and Human Service Assistant, Information and Referral Specialist, or Chemical Dependency Professional. In order to move up to jobs such as Community and Social Service Specialist or Social and Community Service Manager with a higher amount of responsibility or that require supervising others, they often need a bachelor’s degree. In some cases, although an agency may prefer a bachelor’s degree in those positions, they will hire someone with related work experience and an associate’s degree. However, they will usually offer a salary at the lower end of the pay scale. Attaining a bachelor’s degree will allow those individuals to move up on the wage scale. Since a BAS degree would articulate to a master’s program in counseling or social work, this also provides a career pathway for jobs requiring that level of education, such as Marriage and Family Therapist or Mental Health Counselor.

Employers of workers in the areas of early childhood education and social services would prefer candidates who possess specialized skills and work experience in the field. However, they must often settle for those with academic degrees (such as general bachelor’s degrees in psychology or human
development) and then provide skills training on the job. Students with AAS-T degrees who then complete the BAS program will have these specialized skills, and will have completed practicums and internships before entering the workforce.

Numerous job postings can be found for the careers covered by this BAS degree. A review of regional employment postings using the State of Washington’s WorkSource database found many job openings requiring a bachelor’s degree in this field currently. These individual job titles are more specific than the categories previously listed in Tables 1 and 2 by SOC. A selection of the job titles are listed below:

- Preschool Teacher
- Infant Lead Teacher
- Program Supervisor, Early Head Start Home Visitor Program
- Counselor, School Based
- Mobile Crisis Team Case Manager
- Behavioral Health Case Manager
- Guardianship Case Manager

Local employers - preliminary interviews

Four of the largest employers in the Snohomish County region in the areas of early childhood education and social services were interviewed regarding number of bachelor’s level positions in their respective agencies. The results are summarized in the chart below:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Type of Position</th>
<th>Number of Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snohomish County Head Start</td>
<td>lead teachers and family service workers</td>
<td>54</td>
</tr>
<tr>
<td>Snohomish County ECEAP</td>
<td>lead teachers and family support specialists</td>
<td>95</td>
</tr>
<tr>
<td>Volunteers of America</td>
<td>case managers and social service workers</td>
<td>160</td>
</tr>
<tr>
<td>Compass Health</td>
<td>case managers and mental health therapists</td>
<td>700</td>
</tr>
</tbody>
</table>

In conversations with these four employers, all showed great interest and enthusiasm for potential employees with an applied baccalaureate degree in this area. They were especially drawn to the overlapping skills students would gain from studying education and social services in an integrated format, which reflect current research on the need to focus on the whole person and family. We have existing relationships with these significant employers, as they already support our associate’s level students in practicums and employ ECE and SHS graduates.

Employer survey

The employer survey, online or by phone, was carried out in January and early February 2016. Eighteen employers in Early Childhood Education and Social and Human Services programs in the Edmonds Community College region completed the survey. These represent a sample of approximately 100 educational and social service programs with whom the ECE and SHS departments maintain a relationship that includes practicum placements for the EdCC students. The survey included questions related to employee positions requiring or preferring a bachelor’s degree, and the viability of the proposed...
BAS degree to fill those positions. The majority of employers had current positions available, and anticipated an increase of positions in the next three years. Most require a bachelor’s degree for current and new positions, the remaining identified a strong preference for the bachelor’s degree for employment.

The employers asserted a strong voice regarding the difficulty of finding qualified applicants with a bachelor’s degree for their positions, with enthusiastic endorsement of the creation of the BAS in Child, Youth and Family Studies. The employers in the preliminary interviews also indicated that they had 217 positions open right now that would be appropriate for students graduating from the proposed BAS program, and will need another 867 in the next three years – a startlingly large number of openings for Snohomish County. Chart 2 summarizes the results. A copy of the survey can be found in Appendix 1.

![Chart 2: Summary of Local Employer Survey Results (n = 18)]

The employers who responded to the survey are listed in the table below. Please also see Appendix 5 for more employer quotes from our conversations.

**TABLE 5: Employer Survey Respondents**

<table>
<thead>
<tr>
<th>Kids N’ Us (several sites responded)</th>
<th>Center for Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starbright Early Learning Center</td>
<td>Downtown Emergency Services Center</td>
</tr>
<tr>
<td>Children’s Learning Center (Everett)</td>
<td>Sea-Mar Community Health Centers</td>
</tr>
<tr>
<td>Lutheran Community Services NW</td>
<td>Housing Hope</td>
</tr>
<tr>
<td>Evergreen Recovery Services</td>
<td>Tomorrow’s Hope</td>
</tr>
<tr>
<td>Volunteers of America</td>
<td>Edmonds Community College Center for Families</td>
</tr>
<tr>
<td>NAVOS</td>
<td>Bothell Community Preschool</td>
</tr>
<tr>
<td>Trinity Lutheran Child Development Center</td>
<td>Compass Health</td>
</tr>
</tbody>
</table>
**Regional graduates from bachelor’s programs**
The numbers of graduates from existing bachelor’s programs in the greater region are given below. Due to the small number of programs that provide the type of cross-disciplinary skills we believe will be met by our BAS, we have included specific degrees from regional and/or online schools, in related fields.

**TABLE 6: Number of Graduates from Related Bachelor’s Degree Programs –estimated maximum**

<table>
<thead>
<tr>
<th>School</th>
<th>Degree</th>
<th>Graduates/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Washington</td>
<td>Public Administration/Social Services</td>
<td>40</td>
</tr>
<tr>
<td>University of Washington (Seattle campus)</td>
<td>Early Childhood and Family Studies</td>
<td>54*</td>
</tr>
<tr>
<td>University of Washington (online program)</td>
<td>Early Childhood and Family Studies</td>
<td>40</td>
</tr>
<tr>
<td>Western Washington University- Everett</td>
<td>Human Services</td>
<td>30</td>
</tr>
<tr>
<td>Washington State University (online program)</td>
<td>Human Development</td>
<td>51</td>
</tr>
<tr>
<td>Eastern Washington University (includes Cheney and Bellevue campuses and online program – could not disaggregate)</td>
<td>Children's Studies</td>
<td>64</td>
</tr>
<tr>
<td>Seattle Colleges-Central</td>
<td>Applied Behavioral Sciences</td>
<td>25</td>
</tr>
<tr>
<td>Seattle Colleges – North (first grads 2017)</td>
<td>Early Childhood Education</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>334</strong></td>
</tr>
</tbody>
</table>

*According to a staff member at UW, a majority of students completing this degree are focused on elementary education and pursuing a teaching certificate. The total graduates of the program were 120 last year; we included 45% in the table.

A maximum of 334 graduates are produced each year from these college programs. This is definitely an overstatement because it includes students who are pursuing teaching certificates (intending to teach in elementary education) and some grads from Eastern who are not even in the region. Again, since not all these programs prepare graduates for the integrated careers targeted by our BAS, not all job openings from Tables 1 and 2 would be suitable for the graduates of these other programs. For example, a degree in Public Administration/Social Services would not qualify for a career as a preschool teacher, and an Early Childhood Education degree would not work for a youth addiction case manager.

The new Seattle Colleges Early Childhood Education BAS will make some strides in addressing the Seattle-area workforce needs; however with traffic, work and family obligations, prospective EdCC BAS students have clearly stated that they cannot afford the time or cost to commute to Seattle to complete their upper-division coursework.

**Supply/demand gap analysis**
Based on the data presented, and employer feedback, demand clearly outstrips supply of available baccalaureate graduates. There are at least twice as many job openings across the region (estimated about 650 annual average openings from Table 2) than the maximum possible graduates from current programs (334 from Table 6). In addition to the data from our trusted employment security data sets, the information gathered from the surveyed and interviewed employers indicated an even larger gap in Snohomish County. The case for the Child, Youth and Family Studies BAS Degree program is clear.
proposed program is desperately needed here in the north end of Puget Sound to serve the Snohomish County workforce and employers.

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

**History of the programs**
The Early Childhood Education department and the Social and Human Services department have been established since the early 1970’s. Both are professional-technical programs in the Health and Human Services Division. Both programs have grown steadily over the last 45 years and are highly responsive to the changing professional needs in their disciplines.

The specific Associate of Applied Science-Transfer (AAS-T) degrees from EdCC that would directly articulate to the BAS degree are as follows:

- Early Childhood Education AAS-T
- Human Services AAS-T
- Family Support Studies AAS-T
- Addiction Studies AAS-T

In addition, the programs offer four Associate of Technical Arts (ATA) degrees, five certificates, six short certificates, and three certificates of completion (all are listed in Appendix 2).

The diversity of these options provides numerous career pathways for students, depending on the skills and strengths they bring, and will lead to enhanced employment opportunities and wage growth. The Early Childhood Education department began offering stackable certificates in 2012-13. These were developed in the State to support students in earning short certificates that recognize their academic progress, encouraging continuation in the Early Childhood program toward completion of a Certificate or Degree. The State commitment to a system-wide initiative to increase the level of quality for early learning programs through the education of teachers, also included a new State ECE Certificate, and fourteen common courses. The Early Childhood Department aligns all course and program outcomes with the professional standards of the National Association for the Education of Young Children, (NAEYC), and the Washington State Core Competencies for children’s successful growth and development.

The Social & Human Services program is accredited by NAADAC (National Association of Alcohol and Drug Addiction Counselors) and NASAC (National Addiction Studies Accreditation Commission), which indicates to potential students and employers the program’s compliance with state and national standards. In addition, the addiction studies curriculum is aligned with the requirements set by the Washington State Department of Health for Chemical Dependency Professionals. This ensures that students in the program are building the necessary skills and gaining the information needed to be successful in their chosen field.

The decision to create an interdisciplinary BAS Degree, with the integration of both departments, was based on the knowledge that professionals in both the field of early childhood and the field of youth and family services greatly benefit from learning of greater societal, cultural, and systems effect on human development. There is typically strong interest in other areas of education and human services that enlarge a student's understanding and practice in their day-to-day professional responsibilities. The BAS-level of coursework will encompass content that apply to both disciplines, as well as, specific coursework required for professional standards for each discipline. The strength of the interdisciplinary program is it significantly expands the student’s knowledge base and potential to pursue new level of responsibility and
leadership in work with children, youth, or families.

The ECE department and the SHS department are integrated by a strengths-based approach in the growth and development of children, youth and families. Children’s learning in all areas is built upon a strong emotional base in the family with further support in the community. Families’ life circumstances can be highly complex and challenging. The deeper the relationship of families with the community, the greater potential there is for resilience to withstand hardship and maintain strong families. This is at the center of practice as a teacher of young children, a family advocate, or a youth social service worker.

**Program descriptions and career opportunities**
The ECE department prepares students for careers in early childhood education. The positions include teachers of young children in preschools, childcare centers, home-based provider childcares, Head Start, and ECEAP (Early Childhood Education Assistance Program). Additional positions are family service providers, supervisors, directors, and other leadership roles.

The Social and Human Services department prepares students for a diverse set of helping professions, including working with youth, families, those with addictions or mental illness, and those impacted by domestic violence, homelessness, and other consequences of poverty. Students graduating from the Social and Human Services Department secure employment as addiction counselors, social services assistants, youth workers, and family support specialists.

The Early Childhood Department has consistently maintained professional standards and practices in strengthening quality early learning programs for young children and their families through the education of teachers. The Early Childhood Education department has continued to provide professional education opportunities for educators of young children in Snohomish County and surrounding communities with strong community partnerships. The department expanded in 1986, and since then continued to grow steadily until 2011, and after a drop in enrollment has stabilized at about 250 students per year. It has been a stable and reliable program for the education of early learning educators in the community. Students are able to pursue their career goals through departmental advising and course offerings that support highly individualized schedules and academic plans. Faculty encourage teachers of young children in a student-centered practice, this models a similar application for students in child-centered teaching in their present or future work. Such attention to the individualized learning process is a strength of the Early Childhood Education program.

The alignment of the state, regional and national focus on early childhood education, accompanying the steady awareness that quality early learning programs derive from professionally educated teachers, along with financial support, assure continued growth in enrollment in the Edmonds Community College Early Childhood Education program. Many early learning programs and educators in the community were supported by the Early Achievers Opportunity Grant. As this grant ended, the State continued funding in the Early Achievers Grant for educators in early learning programs to pursue a professional education toward a certificate or degree.

The Social and Human Services Program at Edmonds Community College is unique in its breadth of curriculum, and includes Addiction Studies, Family Support Studies, and general Social and Human Services degrees and certificates. This wide, overarching approach to the helping professions allows students to adapt to the trend toward integrated services, especially in the area of mental health and addictions. One example of this type of emerging career is in the area of Prevention, which is focused on behavioral health and wellness, especially as applied to children and youth.
Evidence of consistency of program
Early Childhood Education and Social and Human Services at Edmonds Community College are strong, established programs, with consistent enrollments over time. In particular, ECE has shown responsiveness to the expanding demand in the early childhood field to increase the professional education of teachers of young children. In this same time period, SHS merged with the Family Support Studies program to create a complete curriculum for helping individuals from prevention through treatment to ongoing support services. At a time of declining enrollments at community and technical colleges in general, the SHS and ECE programs have maintained good enrollments. The average unduplicated headcount in the ECE program for the last five years has been 169 students a quarter. For the SHS program, this average is 309 students, bringing the total between the two programs to 478. The student: faculty ratio for ECE plus SHS averaged around 22:1 each quarter during the same period.

<table>
<thead>
<tr>
<th>TABLE 7: Unduplicated Annual Head Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>ECE/. EDUC/ ECED</td>
</tr>
<tr>
<td>SHS/ACD/FSS</td>
</tr>
</tbody>
</table>

At about 90%, the Early Childhood Education Department has a very high student retention rate. Over the last two and a half years, program capacity has been over 80%. Course completion rates in SHS are high, ranging from the mid-80%, to 90% or higher. Degree and completion rates have also been growing steadily, with 103 students earning ECE certificates or degrees in the last two years and 151 students earning SHS or FSS certificates or degrees over the last 5 academic years.

Students identify the support and availability of faculty in encouraging their success. This is demonstrated in student feedback and class assessments carried out by instructors throughout a quarter, but also reflected in college-administered faculty and course evaluations. Learning communities are created within each ECE class, as well as throughout the program as a whole. The connection to EdCC continues beyond graduation, the majority of early learning programs throughout our greater community have well established children’s programs, where our graduates are teachers, supervisors and directors. The SHS department has a student club (Merchants of Hope) and website for students to network while at the college. Facebook pages have been established to help keep students connected to the program even after graduation. In both departments there is excellent retention of instructors, which helps maintain continuity and consistency for students.

The ECE department developed the AAS-T degree program in Early Childhood Education in 2008-2009; the SHS department created the SHS AAS-T degree program in 2010-11, the Family Support Studies (FSS) AAS-T in 2002-2003, and the Addiction Studies AAS-T in 2010-11. This was a response to a need for more early childhood educators, and human services and addiction workers, to have a path to a bachelor’s level degree. The intent has been to assist our students in pursuing further education while supporting them in the community workforce. However, the options for admission to bachelor’s degree programs related to their professions are limited. This BAS degree will give ECE and SHS students a more specifically tailored pathway to enhance their career as early childhood teachers, early learning supervisors and directors, prevention specialists, social service workers, juvenile program workers and chemical dependency professionals.
BAS Criteria 5: Student demand for program within the region

Creating access to a bachelor’s degree; overcoming barriers
The student demand in ECE and SHS for a bachelor’s program at Edmonds Community College has grown significantly over the last five years. The decision to pursue an AAS-T rather than an ATA to be better prepared to pursue a bachelor’s degree, has been the preferred choice for a majority of students in our programs. The challenge has been the limited options for a degree in either ECE or SHS where their workforce-based AAS-T can directly be transferred to without having to take a significant number of additional credits. The current ECE and SHS degrees would directly transfer into a BAS for Child, Youth and Family Studies.

The students in our ECE and SHS programs often are the first people in their families to go to college. They typically juggle work, home and school with limited emotional and financial resources. Many students begin our programs with little history of success in school, and with lack of confidence in their own abilities. Our programs create a very supportive learning community, with strong attention to individualized success. While the coursework and professions in ECE and SHS addresses a strengths-based approach for children, youth and families, our programs model a strengths-based approach for our students. Over the course of a student’s degree work, they develop confidence in themselves as a capable and intelligent person, and as a knowledgeable professional in their field. They are also ready to continue learning and applying their abilities through pursuing a bachelor’s degree and they seek to do that at Edmonds Community College, where they already know it is a good fit for them academically, and they also know it is a good fit for their lives.

Summary of surveys of current students and graduates
A survey was distributed to current and former students in the ECE and SHS departments to determine interest in a BAS program in Child, Youth and Family Studies at EdCC. Out of 176 total responses, 136 indicated interest in enrolling, with 39 of those stating readiness to begin in spring of 2017. Sixty-two of the other students would consider enrolling in the BAS program upon completion of their current degree (see complete data in Appendix 3). We consider this to be a representative sample of the departments, and expect the same general percentage of interest would be seen across all students.

Contact with other local colleges
EdCC staff and faculty have reached out to specifically to the five-star consortium community colleges and North Seattle College to confirm the intent to produce this degree. An email was sent to the Workforce Education Council listserv in February as well, so all colleges in the system have been informed of EdCC’s developing degree. Given that North Seattle College just started their ECE degree, and Central already has the Behavioral Science degree, we focused on reaching out to Snohomish County colleges to explore partnerships. None of the other community colleges in Snohomish County have Social and Human Services Programs.

Conversations have occurred with the department chairs of the Early Childhood Departments at four of our regional community and technical colleges: Everett Community College, Shoreline Community College, Skagit Community College, and Lake Washington Institute of Technology. Everett Community College
College is highly supportive of the BAS in Child, Youth, and Family Studies. They reported that students would welcome the accessibility within Snohomish County and the direct pathway to a bachelor's program and that EvCC ECE students, learning of the potential of the BAS at EdCC, already have identified the desire to enroll. Shoreline is very enthusiastic about the availability of the BAS at EdCC and the integration of ECE and SHS. ECE students at Shoreline want to pursue a bachelor's degree close to their community and many have professional interests in the interdisciplinary degree. Lake Washington, also, is supportive of the BAS at EdCC. While Lake Washington is planning to develop a BAS degree in P-3 Education, it was noted that some of its ECE students would prefer the professional path of the integrated BAS at EdCC. Skagit is planning to explore a BAS in ECE with a Bi-lingual and Bi-cultural specialization. Skagit is enthusiastic about the EdCC BAS, noting, however, that they believe their students prefer to stay close to their immediate community. Students with a particular interest in the integration of ECE and SHS, could take advantage of the EdCC BAS. The collaboration among the early childhood programs throughout the region, as well as, throughout the state, demonstrates the uniqueness of each campus with a common goal of the early childhood profession to increase opportunities for attaining further levels of education for teachers of young children.

Given the large number of students in the two Edmonds target programs, ECE and SHS, the numbers of local incumbent workers who will need to complete a bachelor’s degree in the next five years, and the amount of on-campus and community interest in the development of this degree, we believe that student demand will be very strong in the short term, and easily sustainable for the long term.

EdCC has also spoken to the programs at University of Washington, Central Washington University’s branch campus at Edmonds, and Western Washington University. The University of Washington expressed an interest in graduates of the BAS degree having a pathway to the Master’s in Social Work. CWU also asked about possible articulations into their Family Studies Master’s program. Western’s Woodring College of Education has several Master’s Programs which may be of interest to the graduates of the BAS program, and contact has been initiated with the WWU Masters in Rehabilitation program. These conversations were very preliminary in nature given that the curriculum is not yet developed. Outreach to Eastern Washington University has not yet led to a conversation, but that is being pursued as well.

**Barriers for ECE and SHS graduates**

The students in the Early Childhood Education and Social and Human Services programs are completing professional-technical degrees that provide a strong education in knowledge, skills and practice for application to the professional workplace. The students, while attending their specific program, or upon graduation, are actively recruited as employees due to their quality of experience and learning in their ECE or SHS programs. Current and former students live and work in our community, and seek to be contributors to the education and services that benefit the children, youth and families with whom they work. As teachers, prevention specialists and social service workers, they become quite confident in their work, and seek the further education of a bachelor’s degree related to their profession. This is not only due to requirements, but also due to being in a profound place of knowing that they are capable, that they want to be challenged, and that further knowledge will only benefit the people they serve.

In our region, the bachelor’s degree programs available to our ECE and SHS students do not provide the education that the students seek, that which directly builds upon the professional-technical degrees that they have completed at EdCC. The barriers to our students are summarized in the following table.
As seen in Table 8, most of the programs offering bachelor’s level degrees in human services or early childhood education require standard transfer degrees, and are unable to accept ATA or AAS-T degrees without students completing additional distribution credits before applying. These programs include degrees offered at the University of Washington, Western Washington University (both campuses), Washington State University, and Eastern Washington University (Cheney campus and online). Since the workplace professional-technical degree that supports their career cannot be transferred, these programs are not good options.

Washington State University has a Human Development BA degree that is online. Eastern Washington University and the University of Washington also have fully-online degrees in areas related to early childhood education. Even if these programs accepted the ATA or AAS-T, in general, the ECE and SHS graduates are not seeking a fully online program in the human relations-oriented professions. To date, we know of no EdCC graduates who have entered these programs.

Existing programs that do accept AAS-T degrees, specifically those at Seattle Central and North Seattle College, present their own challenges for our students as well, due to distance from home or work. Since
the majority of the current bachelor’s level degree programs do not match our students’ needs, the demand for this type of degree clearly exceeds the supply.

Projected enrollment levels for EdCC child, youth and family studies degree

Current interest from students in both ECE and SHS programs, as well as graduates, would support the first year, and successive years, of the BAS degree. The combined unduplicated headcount quarterly of students in ECE and SHS is 473. In addition, there is strong interest from former graduates, and from others currently employed in ECE and SHS careers. The projected enrollment for the first 5 years of the proposed BAS degree is detailed below:

TABLE 9: Projected Enrollments by Academic Year

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>30</td>
<td>50</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>(Spring start)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The program is expected to graduate between 25 and 30 students per year. If enough students are interested in pursuing the pathway to expand the program, EdCC is open to expanding and the labor market could easily absorb two cohorts, or up to 60 graduates per year.

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

How the program will serve place-bound working adults

The BAS in Child, Youth and Family Studies, as a place-bound and community-based program, will provide the optimum pathway for ECE and SHS students to pursue a higher degree. Throughout many years of advising the ECE and SHS students regarding transfer options, they have asked repeatedly if there could be a BAS program in their professional area at EdCC. Students identify that having a seamless program that maintains their home and work life and fully utilizes the degrees they have achieved, builds a clear pathway for success. Courses will be grounded, hybrid and online and offered at times that students have identified are most attractive to them. Students show high interest in the possibility of a BAS at EdCC in Child, Youth and Family with consideration for accessibility.

As noted, there are colleges outside our region which, in any case, would not take our students without additional credits (see Table 8). Programs that would require relocation (such as WWU’s Bellingham campus and EWU’s Cheney campus) are not possible for the majority of our professional-technical students, who need to continue working in the field while pursuing their bachelor’s degree.

Although some programs that will take professional-technical degrees are located in King County, they are still prohibitive due to being out of the region where students live and work. North Seattle’s new BAS in ECE is held in the central area of Seattle. Seattle Central College has a BAS in Behavioral Sciences. Both sites are not readily accessible for EdCC ECE and SHS students to attend, based on the home and work schedules. The Eastern Washington University branch program in Children’s Studies at Bellevue Community College also presents transportation challenges for those that live and work in Snohomish County.

The greater Seattle area has the fourth worst commute times in the country (11). According to a recent report from the Department of Transportation called the Corridor Capacity Report (13), the Everett to Seattle commute of 24 miles takes on average 51 minutes. The trip from Lynnwood to Bellevue, which is just 16 miles takes an average of 47 minutes. The “reliable commute time” is even higher (85 minutes and
73 minutes, respectively), as is time if taking public transit (12). This greatly impacts students attempting to fit classes into work and family schedules.

Part of the challenge for students in the ECE field is the low wage for entry-level workers. Students working in ECE jobs likely have fewer resources to use for attending classes than other working students. The cost of a commute and parking fees, as well as the loss of time spent commuting just add more barriers to grads who need to increase their education level to see wage progression.

Identify similar programs offered by institutions in the region
A comparison of similar programs to the proposed BAS in Child, Youth and Family Studies at EdCC is summarized on the table below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Annual Cost</th>
<th>Focus of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>EdCC (proposed)</td>
<td>Child, Youth &amp; Family Studies</td>
<td>$8,000</td>
<td>ECE &amp; SHS</td>
</tr>
<tr>
<td>Seattle Colleges-North</td>
<td>Early Childhood Education</td>
<td>$8,000</td>
<td>ECE</td>
</tr>
<tr>
<td>EWU-Bellevue</td>
<td>Children’s Studies</td>
<td>$8,000</td>
<td>ECE</td>
</tr>
<tr>
<td>EWU-online</td>
<td>Children’s Studies</td>
<td>$12,510</td>
<td>ECE</td>
</tr>
<tr>
<td>UW-Seattle</td>
<td>Child &amp; Family Studies</td>
<td>$12,383</td>
<td>ECE</td>
</tr>
<tr>
<td>Seattle Colleges-Central</td>
<td>Applied Behavioral Sciences</td>
<td>$8,000</td>
<td>SHS</td>
</tr>
<tr>
<td>WSU-online</td>
<td>Human Development</td>
<td>$11,396</td>
<td>ECE, FSS, and Gerontology</td>
</tr>
</tbody>
</table>

*This cost comparison does not include planned tuition reductions for next year for public baccalaureates. The cost difference is expected to narrow between the regional colleges and BAS programs after this fiscal year.

Although several programs, such as the new North Seattle College BAS in ECE, are of similar cost, they focus on either ECE or SHS exclusively. Our program will be an integrated program of Early Childhood and Social and Human Services, which is not currently available elsewhere. The Washington State University Human Development online BA degree allows for a number of focus areas, including early childhood, family support, and gerontology. The integration of the ECE and SHS departments for the EdCC BAS degree distinguishes itself from the BA at WSU in being a workforce pathway for professional support of children, youth and families.

Collaborations with other institutions, businesses, organizations in development of the proposals
Both the Early Childhood Education and the Social and Human Services departments have developed and nurtured partnerships that have contributed to steady enrollment growth, informed curriculum content, responded to changing professional standards, and strengthened community systems. As reported earlier, administrators and faculty have engaged other community colleges in the region in conversations about the proposed degree. Conversations have included Central Washington University and University of Washington as well, and none have expressed concerns.

Practicum experiences
Students apply their learning from coursework in teaching practicums in many varied early learning
programs throughout Snohomish County and North King County. Sites include childcare programs and
preschools, Head Start, ECEAP, infant and toddler programs, home-based providers, campus childcare,
parent-child cooperative preschools, and before and after-school care. Students have three practicums for
the ECE degree, totaling 450 hours of classroom experience. They carry out teaching experiences that
involve observations, curriculum planning, reflections, and self-assessment, with feedback and support of
field supervisors and the college instructors.

In the last three years alone, SHS students have performed contractual practicum experiences in over sixty
community service organizations as part of their degree requirements. Partner organizations include sites
in Skagit, Snohomish, King, Pierce, and Kitsap counties, and represent a wide range of charitable and
government services. Site visits, student feedback, and employer participation all guide the department’s
efforts to produce graduates who reflect current professional standards.

Community partnerships
The SHS and ECE departments both have Advisory Boards that represent social service and early
learning programs in the community. Members provide input and support that validate the consistency
and quality of best practices in the profession that guide instruction in the SHS and ECE departments.
The Advisory Boards serve to offer valuable perspectives to guide the EdCC responsiveness to new and
growing community needs for children, families and the professionals who support them.

The SHS department participates in collaborative partnerships with a number of community agencies,
including the North Sound 2-1-1 network and Verdant Health (Hospital District #1). Students from
classes in the department work with 2-1-1 staff to update information for their emergency referral
network. Faculty take part in the Verdant Health Community Connectors, a broad coalition of primary
care, human services, schools, government agencies, and policy groups. In addition, the SHS department
is a member of WACASE (Washington State Consortium of Addiction Studies Educators) which meets
regularly to facilitate conversation and collaboration among professionals about the teaching of chemical
dependency and addiction studies at community colleges and other institutions of higher education in the
state.

The Early Childhood Education department has collaborated with the State Board of Community and
Technical Colleges, the Department of Early Learning, and ECE programs throughout Washington
community and technical colleges. Participation in major initiatives, development of common courses,
and new stackable and full certificates, have all greatly benefitted student educational access and success.
The most significant has been the Early Achievers Opportunity Grant that was a core component of the
Race to the Top Grant in Early Childhood in the State over the last five years. The goal was to increase
quality in early learning children’s programs through furthering the professional education of educators of
young children in community and technical colleges with ECE department advising, and funding of
tuition and textbooks. The new Early Achievers Grant in the State through the Early Start Act has
maintained the same criteria and support as the Early Achievers Opportunity Grant. The commitment of
the State to early childhood education strengthens the pathway toward ECE certificates and degrees, and
the potential toward raising the educational attainment of early learning educators to the bachelor’s level.

Both departments are participants in the development of a Community Multi-Service Center, to be
operated by Volunteers of America, and located in Lynnwood within blocks of EdCC. The project is
currently in the building design stage, and will house multiple services staffed by early childhood and
human services professionals. It will reflect a service integration model, which is exactly the intent of the
applied baccalaureate degree being proposed.

**Differentiation and uniqueness from other BAS programs**
The BAS in Child, Youth and Family Studies is an interdisciplinary degree that integrates both ECE and SHS departments, based on the knowledge that professionals in both the field of early childhood and the field of youth and family services greatly benefit from understanding how societal, cultural, and other systems affect human development. The BAS level of coursework encompasses content that applies to both disciplines, as well as specific coursework required for professional standards for each discipline. The strength of the interdisciplinary program is it significantly expands the student’s knowledge base and potential to pursue new levels of responsibility and leadership in work with children, youth, or families.

This is a new and unique program. Although other BAS programs exist in the state for Early Childhood and Human Services separately, this would be the first to connect child, youth and family work into an integrated degree. This BAS degree also supports identified growth positions throughout our region, based on the data in Table 1 and 2.

This BAS has been enthusiastically supported by the ECE and SHS students who welcome the academic content and accessibility of the program at EdCC in furthering their professional education and career goals to a higher level.
Works Cited

1. La Corte, Rachel “Inslee wants a new state agency with focus on children, families” Seattle Times, 2/19/16 and “Inslee announces transformative changes to children’s services”, 2/18/16 http://www.governor.wa.gov/news-media/inslee-announces-transformative-changes-children%E2%80%99s-services


## EARLY CHILDHOOD EDUCATION

### Social and Human Services

#### Family Support Studies

**Employer Survey for the BAS in Child, Youth and Family Studies**

Edmonds Community College is considering developing a new Bachelor of Applied Science (BAS) degree in Child, Youth and Family Studies. You are receiving this e-mail survey because you are an employer in the community who currently hires, or potentially would hire, Edmonds Community College students and graduates in Early Childhood Education or Social and Human Services. This BAS degree is designed to build upon an AAS-T degree in Early Childhood Education, Human Services, Addiction Studies, or Family Support Studies. Those completing ATA degrees could qualify for admission by taking distribution credits before applying. The BAS in Child, Youth and Family Studies potentially would be able to begin Spring quarter 2017. The program would have face-to-face, hybrid, and online classes at Edmonds Community College. Courses would be scheduled weekdays, evenings, and Saturdays to support students' schedules.

The BAS degree is in response to the growing demand for bachelor's degrees in the early childhood education field for teachers, supervisors, directors and parent support positions. The BAS in Child, Youth and Family Studies would provide higher level courses related to early childhood education within an integrated program that includes courses that address larger systems and influences in all areas of human development.

There is also a documented need for bachelor's degrees for positions in social and human services. This program's interdisciplinary model will be designed to supplement prior studies aimed at supporting individuals and families facing a variety of needs. The coursework will be especially suited for those seeking to enter careers in demand, such as, child, family and school social workers, as well as those working with youth in the area of prevention.

The completed BAS degree also would provide the ability to apply to a related master's degree program furthering the educational levels possible for both professional areas in Early Childhood Education and Social and Human Services.

Thank you for your input. We are excited about the potential of this new BAS in Child, Youth and Family!

**Karen Townsend**  
Social and Human Services  
Department Head and Instructor  
425-640-1595  
karen.townsend@email.edcc.edu

**Connie Schatz**  
Early Childhood Education  
Department Head and Instructor  
425-640-1612  
cschatz@email.edcc.edu
1. In the early childhood field, do you have anticipated demand for positions for teachers, supervisors, directors, or parent support positions?

☐ Yes
☐ No
☐ Not an early childhood education field

2. In the social and human services field, do you have anticipated demand for positions for community and social service workers, or prevention specialists, especially those serving children, youth or families?

☐ Yes
☐ No
☐ Not a social and human services field

3. If there is demand, how many positions do you currently have open?

☐

4. How many do you anticipate in the next three years?

☐

5. Is a bachelor's degree a requirement or a preference for this position?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Preference</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

6. Do you have difficulty finding Bachelor's degree level applicants for positions in Early Childhood Education or Social and Human Services as described above?

☐

7. If yes, please explain

☐
8. Will the proposed BAS degree in Child, Youth and Family Studies assist you in finding qualified applicants to fill the position or positions?
   ☐ Yes
   ☐ No
   ☐ Unsure

9. Please indicate if you are interested in serving on the Advisory Board for the BAS in Child, Youth and Family
   ☐ Yes
   ☐ Not at this time
   ☐ No

10. Please indicate if you would like to serve on our Curriculum Review Committee.
    ☐ Yes
    ☐ Not at this time
    ☐ No

11. Please provide contact information
    Name
    Company
    Email Address

If you would like more information about the Child, Youth and Family BAS as it develops, please contact us!

Karee Townsend - 425-840-1595 OR Connie Schatz - 425-540-1612
APPENDIX 2

ATA Degrees and Certificates in ECE, SHS & FSS at Edmonds Community College

- Early Childhood Education ATA
- Human Services ATA
- Addiction Studies ATA
- Activities Director ATA

- Early Childhood Education Intermediate Certificate
- Early Childhood Education State Certificate
- Addiction Studies Certificate
- Senior Services and Activities Certificate
- Family Support Certificate

- State Short Early Childhood Education Initial Certificate
- State Short Early Childhood Education General Certificate
- State Short Early Childhood Education Specialization in Family Child Care
- State Short Early Childhood Education Specialization in Infants and Toddlers
- State Short Early Childhood Education Specialization in Administration of Early Learning
- State Short Early Childhood Education Specialization in School Age Care

- Certificate of Completion in Infant and Toddler Education
- Certificate of Completion for Human Services in Prevention
- Certificate of Completion for Family Support Studies Parent Mentors
APPENDIX 3 – Student Survey Results

BAS Student Survey Summary
February 5, 2016

176 Survey Responses

Q1  Are you interested in enrolling in a Bachelor of Applied Science degree program in Child, Youth and Family Studies at Edmonds Community College?  (Check One)

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes Spr 17</td>
<td>39</td>
</tr>
<tr>
<td>Yes Finish Degree</td>
<td>62</td>
</tr>
<tr>
<td>Sometime Future</td>
<td>35</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
</tr>
</tbody>
</table>

Q2  What is your availability for attending college classes?  (Check all that apply)

<table>
<thead>
<tr>
<th>Availability</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>95</td>
</tr>
<tr>
<td>Afternoon</td>
<td>93</td>
</tr>
<tr>
<td>Weekday</td>
<td>124</td>
</tr>
<tr>
<td>Eve</td>
<td>81</td>
</tr>
<tr>
<td>Weekend</td>
<td></td>
</tr>
<tr>
<td>I Don't Know</td>
<td>5</td>
</tr>
</tbody>
</table>

Q3  Do you believe that additional training and education, specifically an applied bachelor's degree, would benefit you either through promotion or increased earnings?  (Check one)

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>153</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>I Don't Know</td>
<td>16</td>
</tr>
</tbody>
</table>
Q4 Please identify which program you are currently enrolled in or have graduated from.

- ECE: 52
- SHS: 90
- FSS: 12
- Other: 24

Q5 If you answered "No" to question 1 above, what are the main reasons? (Check all that apply, do not answer this question if you did not answer "No" to question 1)

- No Time: 5
- No Money: 7
- No Increase Wage: 7
- Other: 26
Edmonds Community College

Student Interest Survey for the BAS in Child, Youth and Family Studies

Edmonds Community College is considering developing a new Bachelor of Applied Science (BAS) Degree in Child, Youth and Family Studies. You are receiving this email survey because you are a current Edmonds Community College student in Early Childhood Education or Social and Human Services, or a graduate of either program. This BAS degree is designed to build upon an AAS-T degree in Early Childhood Education, Human Services, Addiction Studies, or Family Support Studies. Those completing ATA degrees could qualify for admission by taking distribution credits before applying. The BAS in Child, Youth and Family Studies potentially would be able to begin Spring quarter 2017. The program would have face-to-face, hybrid, and online classes at Edmonds Community College. Courses would be scheduled weekdays, evenings, and Saturdays to support students’ schedules.

There is a growing demand for bachelor’s degrees in the early childhood education field for teachers, supervisors, directors, and parent support positions. The BAS in Child, Youth and Family Studies would provide higher level courses related to early childhood education within an integrated program that includes courses that address larger systems and influences in all areas of human development.

There is also a documented need for bachelor's degrees for positions in social and human services. This program's interdisciplinary model will be designed to supplement prior studies aimed at supporting individuals and families facing a variety of needs. The coursework will be especially suited for those seeking to enter careers in demand such as child, family and school social workers as well as those working with youth in the area of prevention.

Full-time tuition, with fees and books is estimated to be approximately $8,000 per year. The program could be completed in two years with full-time attendance or over a longer time if part-time. Financial aid would be available for those who qualify. The completed BAS degree would provide the ability to apply to a related master's degree program.

Thank you for your input. We are excited about the potential of this new degree program.

Please respond to the 6 questions below.
1. Are you interested in enrolling in a Bachelor of Applied Science degree program in Early Childhood Education (Check One)?
   - Yes, In Spring 2017
   - Yes, After I finish with my AA, ATA or AAST Degree
   - Sometime in the future
   - No

2. What is your availability for attending college classes? (Check all that apply)
   - Morning
   - Afternoon
   - Weekday evening
   - Weekend days

3. Do you believe that additional training and education, specifically an applied bachelor’s degree, would benefit you either through promotion or increased earnings (check one)?
   - Yes
   - No
   - I don't know

4. Please identify which program you are currently enrolled in or have graduated from.
   - ECE
   - SHS
   - FSS
   - Other

5. If you answered "No" to question 1 above, what are the main reasons (check all that apply, do not answer this question if you did not answer "No" to question 1)?
   - No time to attend additional classes
   - Lack of affordability/insufficient financial resources
   - Wage increases don't justify time/expense of attending classes (cost-benefit calculation)
   - Other life priorities

6. If you would like more information about the Child, Youth and family BAS degree as it develops, please provide your name and e-mail address (optional). If you prefer, please contact a member of our team.

   Karen Townsend 425.640.1595 OR Connie Schatz 425.640.1612

   Name
   Email Address
APPENDIX 5 – More Employer quotes

“We are very excited to hear that Edmonds Community College is developing a new BAS program in Child, Youth, and Family studies. Starbright is a big proponent of more options for early learning caregivers who seek professional development through higher education. Many of our teachers are balancing working full-time with completing AA/ATA and DTA programs focusing on ECE, public health, social work, and human development. Some have already completed two-year programs. Yet, when these teachers look to transfer to four-year schools, their options are extremely limited. The Bachelor degree programs currently available to them often require relocation or long commutes, restrict their academic plans to cohorts, or don’t recognize the extensive coursework they have already taken, in many cases. Edmonds’ new BAS degree – a flexible, inclusive, interdisciplinary four-year program that is both relevant to their work and nearby – is sure to inspire a lot of enthusiasm and fill a needed niche in this area.”

Emilia Borgatta Smith
Assistant Director
Starbright Early Learning Center

"The proposed applied baccalaureate degree at Edmonds CC will offer an affordable option for two year human services and early childhood education graduates, and will meet educational requirements for many of our key jobs, particularly those involving work with family systems."

Brian Rice
Human Resources Generalist
Volunteers of America Western Washington

"As an Early Childhood employer, I value the prospect of providing a local opportunity for a BAS degree in Child, Youth, and Family Studies for my teachers, as well as, myself. This program will support a holistic education which will enhance the lives and healthy development of children and their families."

Daljit Grewal
Owner/Director
Children’s Learning Center
STATEMENT ON NEED
BACHELOR OF APPLIED SCIENCE
IN RESPIRATORY CARE

Revised 3/11/2016
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Cover Sheet
STATEMENT OF NEED

Program Information

Institution Name: Spokane Community College

Degree Name: Bachelor of Applied Science in Respiratory Care  CIP Code: 51.0812

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: Associate in Applied Science in Respiratory Care  CIP Code: 51.0812  Year Began: 1965

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2017

Projected Enrollment (FTE) in Year One: 20  at Full Enrollment by Year: 2020

Funding Source: State FTE: ☒  Self-Support: ☐  Other: ☐

Mode of Delivery

Single Campus Delivery: Spokane Community College, Spokane WA

Off-site:

Distance Learning:

Statement of Need: Please see criteria and standard sheet FORM B.
Page Limit: 20 pages

Contact Information (Academic Department Representative)

Name: Gary White, M.Ed., RRT, RPFT, FAARC

Title: Program Director

Address: 1810 N. Greene Street, Spokane WA 99217

Telephone: 509-533-7310

Fax:

Email: Gary.White@scc.spokane.edu

Chief Academic Officer

Date
Introduction

Spokane Community College is seeking approval to restructure its current Associate in Applied Science in Respiratory Care to a Bachelor of Applied Science in Respiratory Care. Transitioning to a bachelor’s program is essential as industry standards are changing. The American Association for Respiratory Care (AARC) and the Commission on Accreditation for Respiratory Care (CoARC) are moving toward requiring a baccalaureate degree as entry-level education into the field of respiratory care. SCC’s proposed degree will ensure the respiratory care program continue to meet industry standards and employer needs as well as that future SCC respiratory care graduates stay competitive in the job market.

In 2007, the AARC established a taskforce to identify the roles and responsibilities of future respiratory care practitioners (RCPs) for 2015 and beyond. The taskforce reported the following emerging issues and trends impacting education in respiratory care:

- Chronic Obstructive Pulmonary Disease is currently the third largest leading cause of death in the United States and growing.
- Health care is undergoing rapid change with increased competition and shortage for advanced skilled health care workers.
- Future respiratory care practitioners will need to master diagnostics, disease management, evidence based medicine, patient assessment, leadership, emergency and critical care patient management and therapeutics.
- The minimum education for entry into the profession of Respiratory Care will be a baccalaureate or graduate level by 2020.

According to the Respiratory Care Society of Washington (RCSW), the profession has grown in scope and technical complexity over the last 20 years. In a 2012 position statement, RCSW emphasizes that “the current education structure for RCPs in Washington State does not adequately prepare practitioners.” Two-year programs are not able to adequately prepare graduates with needed skills in advanced clinical diagnostics, care plan development, protocol administration, disease management, patient education, and leadership. In the position statement, RCSW advocates for the development of baccalaureate degree options in Washington to meet the advancing needs of patients, current practitioners, and employers.

In 2015, AARC released a position statement on Respiratory Therapist Education advocating that “all newly accredited respiratory care educational programs must award, as a minimum, the bachelor’s degree in respiratory care (or equivalent degree title)” to meet “the continually expanding knowledge base of today’s respiratory care field requires a more highly educated professional than ever before.”

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this emerging shift in skills, many AAS programs have add additional courses and pre-requisites over the years, which has made most two-year respiratory care programs into three-year programs.

In January 2016, CoARC released a statement acknowledging that respiratory therapists with baccalaureate and graduate education “are needed in larger number to serve as educators, researchers, managers, clinical specialists, and other roles throughout the healthcare delivery system.” To support the increasing extent and complexity of the skills required of graduates of Respiratory Care programs and the associated movement of the profession toward baccalaureate and graduate degrees, the CoARC Board of Commissioners, in collaboration with the AARC, is proposing the following change to Standard 1.01 in the Accreditation Standards for Entry into Respiratory Care Professional Practice, to be effective January 1, 2018:

An Except as provided in the following sentence, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency that is recognized by the U.S. Department of Education (USDE) and must be authorized under applicable law or other acceptable authority to award graduates of the program a an associate or higher baccalaureate or graduate degree upon at the completion of the program. For programs that were accredited prior to January 1, 2018, an educational sponsor must be a post-secondary academic institution accredited by a regional or national accrediting agency that is recognized by the USDE and that is authorized under applicable law or other acceptable authority to award graduates of the program an associate or equivalent degree upon completion of the program.

States like Ohio and California are in the process of considering revising their Respiratory Care Licensure Practice Act to require a bachelor’s degree for licensure. The Respiratory Care Society of Washington (RCSW) is considering a similar revision to its Respiratory Care Practitioners Act (RCW 18.89). Soon, the National Board for Respiratory Care (NBRC) will follow by requiring a bachelor’s degree to sit the board exams for registry.

SCC’s proposed degree has been developed in response to AARC, RCSW, and CoARCs call for RCPs with baccalaureate and graduate education to meet the increasing scope and complexity of skills with emphasis on evidence-based medicine, respiratory disease management, and advanced patient assessment required of today’s practitioners. The proposed degree will also meet the growing need for RCPs with a bachelor’s degree in Eastern Washington and Northern Idaho. The College is anticipating the new program would begin Fall 2017.

Program Objectives
The program will prepare graduates to create advanced treatment plans, provide critical care patient management, and demonstrate skill in communication, critical thinking, and leadership. Upon completion of the program, successful graduates will be able to:

http://www.coarc.com/
• Work independently and collaboratively demonstrating a respect for others and a sense of community responsibility.
• Demonstrate collaboration and effective communication among all health care team members in the delivery of respiratory care in all patient settings.
• Demonstrate the ability to critically analyze information and research and apply it in the health care setting.
• Demonstrate cultural awareness and demonstrate appropriate modifications to health care plans to accommodate cultural differences.
• Develop and implement appropriate treatment plans in all healthcare settings where respiratory care is delivered.
• Demonstrate the ability to apply advanced respiratory care competencies in all health care settings.

SCC’s program is accredited by the Commission on Accreditation for Respiratory Care (CoARC). The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Respiratory Care Accreditation can be contacted at 817-283-2835 or at 1248 Harwood Road, Bedford, TX 76021-4244. The Commission’s web address is: http://www.coarc.com/.

Criteria 1: Relationship to Institutional Role, Mission and Program Priorities

The proposed bachelor’s degree in respiratory care reflects and supports the College’s mission and Workforce Development core themes.

“Spokane Community College offers educational opportunities in college readiness, workforce training, and university transfer that meets the needs of the diverse communities we serve. We are committed to student success through active learning, dynamic relationships, and supportive environments.”

Workforce Development

SCC’s professional technical certificate and degree programs are industry standard, preparing students for entry level positions in their discipline.

As part of the Community College of Spokane (CCS) District 17, the proposed bachelor’s degree also reflects and supports the mission of the district.

“To develop human potential through quality, relevant and affordable learning opportunities that result in improved social and economic well-being for students and for the state.”

The Community Colleges of Spokane district serves a vast rural region that spread across of 12,300 square miles with a total population of 547,861. The service area includes some of the most impoverished counties in the state. According to the American Community Survey, the percentage of people below the poverty level is much higher in SCC’s service area than the 13.4 average percent in Washington State. For

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6 U.S. Census Bureau, 2009-2013 5-Year American Community Survey
example, in Whitman County 32.6 percent of people are below poverty level, in Pend Oreille and Ferry counties 20 percent, respectively, and in Spokane County 15.4 percent. In Spokane County, only 28.4 percent of the population over the age of 25 has attained a bachelor’s degree, lower than the state average at 31.9 percent. In Ferry, Pend Oreille, and Stevens counties, the percentage is considerably lower at 16.1 percent, 17.8 percent, and 18.6 percent, respectively.

As the largest workforce training provider in the region, SCC plays a vital role in providing educational opportunities that meet the economic and workforce development needs of the region. The proposed degree will provide place-bound students with an opportunity to earn a bachelor’s degree in respiratory care without having to leave the region to achieve their goal. The proposed bachelor’s degree in respiratory care also reflects the College’s commitment to providing multiple pathways that currently do not exist for students to achieve their academic and career goals.

**College Priorities**
The College has identified several priorities for the next three years. One of those priorities is to Improve Efforts to Provide the Credentials That Industry Identifies as Needed for Employment. More and more health care fields are transitioning to requiring a baccalaureate degree as entry-level education to into the profession and job market. As a vital provider of Allied Health programs, SCC must focus on developing educational opportunities that make students competitive in the job market and that meet the economic and workforce development needs of the region. The proposed bachelor’s degree in respiratory care directly supports this effort and helps SCC continue its tradition as a leader in providing Allied Health programs in Eastern Washington and Northern Idaho.

**Program Priorities**
The Respiratory Care program primary focus is student success and strives to prepare graduates that meet the needs and demands of employers. As such, the program has two goals:

- To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning domains of respiratory care practice as performed by registered respiratory care practitioners (RCPs).
- To prepare leaders for the field of respiratory care who demonstrate acquisition of skills in one or more of the following: management, education, research, or advanced clinical practice.

The Respiratory Care program at Spokane Community College is highly regarded and considered as a program of quality by local and regional employers. To maintain its quality and to adequately prepare graduates with needed skills in advanced clinical diagnostics, care plan development, protocol administration, disease management, patient education, and leadership, the program must revise its curriculum from a two-year program to a baccalaureate program.

**Criteria 2: Support of Statewide Strategic Plans**

SCC’s proposed bachelor’s degree in respiratory care directly supports the mission, goals, and strategies outlined in the State Board for Community and Technical Colleges (SBCTC) 2010 Mission Study and
Washington Student Achievement Council (WSAC) 2013 Roadmap. Both plans identify increasing the number of baccalaureate degrees as a strategy to strengthen the state’s economy.

The 2010 Mission Study emphasizes that “Washington also needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need.” SCC’s proposed bachelor’s degree will directly address two of the strategies identified in the study:

- Close the statewide skills gap for technically trained workers
- Contribute more to the production of baccalaureate degrees

The 2013 Roadmap emphasized that “the educational attainment of Washingtonians must increase – not only for the benefit of the individual but for the well-being of the state as a whole.” SCC’s proposed bachelor’s degree will support several of the strategies and steps outlined in the plan:

- Make college affordable
- Align postsecondary programs with employment opportunities
- Respond to student, employer, and community needs

SCC’s proposed bachelor’s degree will meet the workforce’s demand for well-educated and highly skilled respiratory care practitioners (RCPs) and help increase the educational attainment in the region. In addition, the proposed degree will reduce barriers and expand educational opportunities for students in Eastern Washington and Northern Idaho.

Criteria 3: Employer and Community Demand

The health care system is changing dramatically and is driven by the need to improve health care while decreasing costs and improving quality. As a result, respiratory care practitioners (RCPs) have become more involved in public health, outpatient care, private practice, palliative care, home care and as case managers for asthma, COPD and cystic fibrosis clinics. Today’s RCPs require knowledge with increased emphasis on evidence-based medicine, respiratory disease management, and advanced patient assessment. Two-year degree programs are not able to adequately meet the growing educational demands sought by employers.

In the 2015 position statement\(^7\) on Respiratory Therapist Education, the AARC Board of Directors state that “the continually expanding knowledge base of today’s respiratory care field requires a more highly educated professional than ever before...clearly mandating that respiratory therapists achieve formal academic preparation commensurate with an advanced practice role.”

In a recent article\(^8\), the AARC President stated that “Respiratory therapists today need more clinical time in order to fully learn the advanced technologies we work with today, not less. A bachelor’s degree entry


\(^8\) AARC Calls For A Shift To RT Bachelor’s Degree Programs. (2016) AARC Times Magazine
allows new therapists to have not only extra didactic time, but even more clinical time in order to hone their skills as a student to be better prepared for what will be demanded of them in the field.

Furthermore, recent changes in health care laws have impacted the field of respiratory care increasing the demand for RCPs:

- Clinical Laboratory Improvement Act (CLIA) requires RCPs to have a bachelor’s degree to supervise an arterial blood gas (ABG) laboratory.
- 2015 Medicare Access and CHIP Reauthorization Act stipulates that respiratory care services in clinical settings will only be covered if provided by a RCP holding a bachelor’s degree or higher.
- 2015 Medicare Telehealth Parity Act (MTPA) is expanding to cover respiratory care. To effectively use telemedicine, RCPs need the necessary training and experience to make the most of this emerging technology which is not currently within the associate degree for RCPs.
- Future delivery of respiratory care services in the home or private practice physician offices will require a bachelor’s degree.

In 2015, the National Board for Respiratory Care (NBRC) changed its testing for entry-level certification (CRT) to better measure essential knowledge, skills, and abilities required of today’s entry-level RCPs. This means many AAS programs need to revise their curriculum to meet the new Therapist Multiple Choice (TMC) Detailed Content Outline.

**Labor Market**

According to the Bureau of Labor Statistics (BLS), employment of RCPs is projected to grow by 12 percent nationwide from 2014 to 2024, faster than the average (7%) for all occupations. In Washington State, the employment of RCPs is projected to grow by 21 percent from 2012 to 2022. Aging population and increased access to health insurance due to the Affordable Care Act is a major reason for employment growth, especially in rural areas of the state and low-income urban areas. The Centers for Disease Control and Prevention reports there are more than 15 million adults in the United States living with chronic obstructive pulmonary disease, the name for conditions that limit air flow and cause breathing trouble. By 2020, all baby boomers will be 55 or older and will be more susceptible to an increased incidence of respiratory conditions such as emphysema, chronic bronchitis, and pneumonia. Growth in demand also will result from the expanding role of respiratory therapists in case management, disease prevention, emergency care, and the early detection of pulmonary disorders.

The report *A Skilled and Educated Workforce 2013 Update* prepared jointly by the Washington Student Achievement Council, the State Board for Community and Technical Colleges, and the Workforce Training and Education Coordinating Board states:

- “At the mid-education level, despite improved degree production in some key health fields, demand significantly exceeds supply in several occupations, including emergency medical technicians and paramedics, respiratory therapists, and opticians (dispensing)” (p. 4).

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According to the Spokane Area Workforce Development Council (SAWDC), the healthcare sector is one of the fastest growing industry in Spokane County. Over 5,272 health related jobs have been added over the last five years and the sector is forecasted to have a steady continued job growth. Spokane is the regional hub for health care in Eastern Washington and Northern Idaho and “accounting for 48,730 jobs—or roughly 20% of total jobs in the area.”

The Washington State Employment Security Department (ESD) estimates that employment of RCPs in Eastern Washington will grow by 2 percent from 2013 to 2018, with an average of 12 jobs openings annually. It is important to note that all available data on employment grow for RCPs are based on an associate level degree and are, therefore, not reflect the changes occurring in the field of respiratory care nationwide as previously explained in this statement. The 2015 median annual wage for RCPs in this region is $64,625 in Spokane County and $65,181 in the rural areas of Eastern Washington.

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Spokane</td>
<td>224</td>
<td>243</td>
<td>1.64%</td>
<td>4</td>
<td>7</td>
<td>$64,625</td>
</tr>
<tr>
<td>Eastern Washington</td>
<td>60</td>
<td>67</td>
<td>2.23%</td>
<td>1</td>
<td>2</td>
<td>$65,181</td>
</tr>
<tr>
<td>Benton-Franklin</td>
<td>47</td>
<td>61</td>
<td>5.35%</td>
<td>3</td>
<td>3</td>
<td>$65,181</td>
</tr>
<tr>
<td>Total</td>
<td>331</td>
<td>371</td>
<td>2.16%</td>
<td>8</td>
<td>12</td>
<td>$65,181</td>
</tr>
</tbody>
</table>

Source: Washington State Employment Security Department, Long-Term Employment Projections

### Employer Survey

In 2015, SCC administered a survey to employers at regional medical centers and acute care hospitals to gauge their need for RPCs with a bachelor’s degree. The College received 32 responses from individual employers with facilities located in Eastern Washington and Northern Idaho. Overall, the results from the survey indicate a strong need for the program among employers in the College’s service region.

Eight-six percent of the respondents indicated that they require an associate degree when hiring a respiratory care practitioner, but of those, 68 percent would prefer to hire a practitioner with a bachelor’s degree. This was expected, especially among smaller employers (10 or less), as the current level of education for entry into the job market is an associate degree. The College expects this will change in the next five years as employers adjust to changes in health care laws and when CoARC’s revised Standard on entry-level education takes effect.

This was evident when employers were asked if they anticipated the demand for respiratory care practitioners with a bachelor’s degree to increase in the next three years. Sixty percent of the respondents

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10 2015 Spokane Area Healthcare Workforce Roadmap, Spokane Area Workforce Development Council
12 https://fortress.wa.gov/esd/employmentdata/reports-publications/industry-reports/employment-projections
said “yes” and 34 percent said “maybe.” Of the employers who hire a larger number of respiratory care practitioners (11 or more), 77 percent responded “yes.”

Although 86 percent of the respondents indicated they only require an associate when hiring RCPs, 50 percent indicated a current demand for RCPs with bachelor’s degree. And, 41 percent indicated that they “frequently” experienced difficulty finding bachelor’s degree level applicants to fill vacancies. Another 31 percent indicated that they occasionally experienced difficulty finding bachelor’s degree level applicants to fill their vacancies.

Thirty-eight percent of the respondents indicated they had current vacancies for RCPs, totaling 25 vacancies. For example, Sacred Heart Medical Center (SHMC) has had an unfilled position for six months due to difficulties finding bachelor’s level applicants.

When asked to what extent they would support SCC offering a Bachelor’s of Applied Science in Respiratory Care, 85 percent of the respondents indicated they were “extremely supportive” or “very supportive,” and
91 percent of the respondents indicated that it would assist them in finding qualified respiratory care practitioners if SCC offered a bachelor’s degree.

Supply/Demand Gap
In the state of Washington, five institutions offer a respiratory care program. Four of the five institutions are located on the west side of the state. Two of those institutions (Highline College and Seattle Central College) have already restructured their two-year program to offer a Bachelor of Applied Science in Respiratory Care. **Spokane Community College is the only institution east of the Cascades** that offer a program in respiratory care and graduates on average 16 students annually. Of these graduates, about 20 percent leave with the intention of seeking employment outside the SCC’s service region.

Based on the average total number annual job openings reported by ESD, the supply/demand gap for RCPs in Spokane and Eastern Washington would be an excess of 1.

<table>
<thead>
<tr>
<th>Avg Annual Job Openings 2013-2018(^1)</th>
<th>2016 SCC Program Completers(^2)</th>
<th>Average # of Completers Who Stay in Region (80%)</th>
<th>Gap Between Openings and Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respiratory Therapists</td>
<td>12</td>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>

\(^1\) Washington State Employment Security Department, Long-Term Employment Projections\(^{13}\)

\(^2\) IPEDS, Completions 2014-2015

At a glance, the supply/demand gap indicates an excess of RCPs in this region. However, it does not reflect the true demand for RCPs in Spokane and Eastern Washington. For example, the **2016 Labor Market Supply/Demand Report Detailed Occupation Gap Analysis**\(^{14}\) compiled by ESD reports there was a shortages of RCPs in January 2016 (-10 in Spokane, -1 in Eastern Washington, and -5 in Benton-Franklin). The results from the employer survey conducted in September 2015 indicated there were a total of 25 vacancies in the region. A cursory search on the internet on March 3, 2016 for RCP jobs (Respiratory

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\(^{13}\) https://fortress.wa.gov/esd/employmentdata/reports-publications/industry-reports/employment-projections

\(^{14}\) https://fortress.wa.gov/esd/employmentdata/reports-publications/regional-reports/labor-market-supply-demand-reports
Therapist, Sleep Technologist, PFT Technologist) using http://www.indeed.com indicated there were 16 full-time job openings in the region. These openings include acute care facilities (hospitals), long-term care facilities, long-term acute care centers, rehabilitation, home care and travelling agency recruiters. The program’s advisory committee has indicated an additional 14 full-time openings are expected before December 2016 due to retirements (8 at SHMC, 3 at Deaconess, and 3 at Holy Family).

Criteria 4: Builds on Existing Professional Technical Degree Program

The proposed BAS degree will be built on the existing Associate of Applied Science (AAS) in Respiratory Care. The program was started in 1965 in collaboration with the Deaconess Hospital as a one-year program. In 1968, the curriculum was revised to a two-year program to comply with the Joint Review Committee for Respiratory Therapy Education (JRCRTE) accreditation standards and was moved to Spokane Community College. The program has maintained its accreditation status with JRCRTE since it was founded.

Spokane’s AAS program has maintained a steady enrollment over the last five years. The program currently accepts 20 students each fall quarter which is determined by the number of clinical sites available in the local service area.

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<tbody>
<tr>
<td>Full-Time Equivalent (FTE)</td>
<td>27.4</td>
<td>34.3</td>
<td>29.6</td>
<td>41.2</td>
<td>40.0</td>
</tr>
<tr>
<td>Number of New Students Entering Each Fall</td>
<td>22</td>
<td>21</td>
<td>22</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Total Enrollment (Headcount)</td>
<td>44</td>
<td>50</td>
<td>52</td>
<td>40</td>
<td>39</td>
</tr>
</tbody>
</table>

Students are required to complete 40 credits of prerequisites before getting accepted to the program which include 25 credits of science (biology, anatomy and physiology, and chemistry) and 15 credits of related instruction (math, English, and communication). Once accepted, students must complete 99 credits of core respiratory care instruction. Subsequently, the current AAS degree requires students to complete a total of 139 credits over three years.

Transitioning the AAS degree to a BAS degree would only require students to take an additional 47 credits focusing on needed skills in advanced clinical diagnostics, care plan development, protocol administration, disease management, patient education, and leadership. If the proposed BAS degree is approved, the College will no longer offer the AAS degree as AARC and CoARC are moving toward requiring a bachelor’s degree as entry-level education to practice. At its July 2015 Board meeting, AARC set a goal that 80% of all current RCPs should have earned or be actively pursuing a bachelor’s degree by 2020. Eventually, the NBRC will require a bachelor’s degree for graduates to sit for the national board exams for registry. SCC graduates need a bachelor’s degree to remain competitive in the workforce.
The program has an established track record for producing successful associate degree graduates and respiratory therapists. The 2014 CoARC Annual Report of Current Status Outcomes for nationally accredited respiratory care programs indicates that between January 1, 2011 and December 31, 2014, 43 students graduated from Spokane’s respiratory care program. Students who successfully complete the program qualify to take the national credentialing exam through the National Board for Respiratory Care, Inc. (NBRC) which include entry-level CRT (Certified Respiratory Therapist) and advanced-level RRT (Registered Respiratory Therapist). The table below illustrates that Spokane has the highest job placement rate, CRT success rate and the second highest RRT success rate of the five institutions offering a respiratory care program in Washington State.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Graduates</th>
<th>CRT Success Rate</th>
<th>RRT Success Rate</th>
<th>Job Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spokane Community College (AAS)</td>
<td>43</td>
<td>100.0%</td>
<td>88.4%</td>
<td>95.3%</td>
</tr>
<tr>
<td>Highline College (BAS)</td>
<td>55</td>
<td>98.2%</td>
<td>87.3%</td>
<td>89.1%</td>
</tr>
<tr>
<td>Seattle Central College (BAS)</td>
<td>55</td>
<td>92.2%</td>
<td>74.5%</td>
<td>82.4%</td>
</tr>
<tr>
<td>Tacoma Community College (AAS)</td>
<td>51</td>
<td>92.2%</td>
<td>94.1%</td>
<td>82.4%</td>
</tr>
<tr>
<td>Pima Medical Center (AAS)</td>
<td>100</td>
<td>94.0%</td>
<td>69.0%</td>
<td>86.0%</td>
</tr>
</tbody>
</table>


The curriculum for the proposed BAS degree in respiratory care was developed based on NBRC’s new Therapist Multiple Choice (TMC) Detailed Content Outline. The TMC outline was developed as a result of a job analysis performed by NBRC in 2012 when it surveyed hospitals nationwide and reflects current clinical practice.

- The first year will mirror the current year of prerequisites for the AAS degree program with foundation courses in humanities, science and math to adequately prepare students for the rigorous academic content of the professional program.

- The second year will begin the professional portion of the degree with foundation courses in patient assessment, cardiopulmonary anatomy and physiology, medical gas administration, humidity and aerosol therapy, hyperinflation and bronchial hygiene.

- The third year will include basic instruction in life support management, lung volume and diffusion determination, home care and rehabilitation and the essentials of interpreting respiratory care research as well as extensive clinical rotations to solidify the concepts learned in the didactic portion of the curriculum.

- The fourth year will include advanced instruction in management of patients on advanced life support measures, pediatric, neonatal and gerontology patient management, pulmonary diagnostics and disease management.

The College has also begun initial planning for a bridge program that would allow existing RCPs to upgrade their associate degree to a bachelor’s degree. The results from the 2015 employer survey indicated that
88 percent of the respondents want a bridge program for their staff to meet AARC’s goal that 80% of all current RCPs should have earned or be actively pursuing a bachelor’s degree by 2020.

**Criteria 5: Student Demand**

To ascertain student demand and interest for a bachelor’s degree in respiratory care, SCC surveyed current students in the AAS program as well as past graduates. A total of 57 students responded, where 26 were current students and 31 were past graduates. When asked what their level interest would be if Spokane offered a Bachelor of Applied Science in Respiratory Care, 74 percent of the respondents indicated they would be “extremely interested” or “very interested.”

When asked how likely they would be to pursue a Bachelor of Applied Science in Respiratory Care at SCC, 78 percent of the respondents indicated “likely” or “very likely.” Of the current students, all indicated they would “very likely” pursue a bachelor’s degree at SCC.
When asked what factors would influence their decision to enroll in SCC’s in a bachelor’s degree in respiratory care at SCC, the respondents indicated increased job marketability (75%), increased salary (70%), and affordability (70%) as having the highest influence.

Given the demonstrated demand, it is anticipated that enrollment in this program will begin at 20 students in year one and rapidly increase to full enrollment by year four. The projected enrollment for the proposed BAS program is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>First-Year Students</th>
<th>Second-Year Students</th>
<th>Second-Year Students</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>20</td>
<td>20</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>
Criteria 6: Maximizing Resources to Serve Place-bound Students

The proposed degree will provide place-bound students in Eastern Washington and Northern Idaho with an opportunity to earn a bachelor’s degree in respiratory care without having to leave the region to achieve their goal. Currently, students have limited options as there are no baccalaureate institutions in this region that offer such a degree. Students must either enroll in an online program or relocate to the west side of the state or out-of-state. The nearest public four-year institutions are Boise State University or Oregon Institute of Technology. The proposed degree will provide these students the same opportunities as those who are able to relocate to attend school.

The College has consulted with the Allied Health Center of Excellence (CoE) in the development of its bachelor’s degree in respiratory care. The Allied Health CoE’s contacts with industry and research of demand data support the College’s intent to offer this degree and is in alignment with industry need. Expanding to a BAS degree offering, the program will be able to address the increasing need to provide courses and relevant curriculum in inter-professional communication and practice collaboration, team based care, population and public health and expanding care delivery models. Additionally, this keeps the community college system current with responding to and meeting national trends and expectations for baccalaureate prepared care clinicians.

The College has initiated discussions with all institutions, both two-year and four-year, offering a bachelor’s degree in respiratory care in the Western states regarding SCC’s plan to offer a bachelor’s degree. There are a total of eight institutions.

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
<th>Degree Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highline College</td>
<td>Washington</td>
<td>AAS in Respiratory Care, BAS in Respiratory Care</td>
</tr>
<tr>
<td>Seattle Central CC</td>
<td>Washington</td>
<td>BAS in Allied Health, Respiratory Care Track, AAS–T in Allied Health, Respiratory Care</td>
</tr>
<tr>
<td>Boise State University</td>
<td>Idaho</td>
<td>BS in Respiratory Care, RRT to B.S. Completion Program</td>
</tr>
<tr>
<td>Oregon Institute of Technology</td>
<td>Oregon</td>
<td>BS in Respiratory Care, RRT to B.S. Completion Program</td>
</tr>
<tr>
<td>Weber State University</td>
<td>Utah</td>
<td>AAS in Respiratory Care, BS in Respiratory Care</td>
</tr>
<tr>
<td>University of Mary</td>
<td>North Dakota</td>
<td>BS in Respiratory Care, MS in Respiratory Therapy</td>
</tr>
<tr>
<td>North Dakota State University</td>
<td>North Dakota</td>
<td>BS in Respiratory Care</td>
</tr>
<tr>
<td>Loma Linda University</td>
<td>California</td>
<td>BS in Respiratory Care, RRT to B.S. Completion Program, MS in Respiratory Care</td>
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</table>
All the institutions that were contacted and responded were in favor of Spokane offering a bachelor’s degree in respiratory care. Weber State University commended the College for forward thinking and efforts to advance the profession. They raised concerns about the Bureau of Labor Statistics projection that there will be a decline of 90,000 physicians by 2020 and that the Affordable Care Act will add 53,000,000 new patients to Medicare. Respiratory Therapists will be needed to fill the void and take on consultation responsibilities in COPD, asthma, and obstructive sleep apnea. The Oregon Institute of Technology fully supports the development of BAS in respiratory care as additional education is needed to meet the increasing need for practitioners with a baccalaureate degree.

The College intends to approach University of Mary and Loma Linda University about the possibility of creating an articulation agreement that would allow SCC BAS graduates to transfer to their graduate programs in respiratory care/therapy. Both universities require a bachelor’s degree from a regionally accredited program for admission as well as a minimum GPA in prerequisite courses and a RRT credential from the NBRC. Loma Linda University will accept up to 105 transfer credits from a two-year community college and up to 50 transfer credits from a respiratory care program.

Summary and Conclusion

As the field of respiratory care is moving toward requiring a bachelor’s degree as entry-level education into the profession, Spokane Community College is in a strategic position to address the educational challenges outlined by the American Association for Respiratory Care (AARC) and the Commission on Accreditation for Respiratory Care (CoARC).

Spokane Community College has the support of its program faculty, college and district administrators, the CCS Board of Trustees, employers, and students to develop a BAS degree in respiratory care. The College has a solid educational plan to continue on to the next steps in the process and looks forward to the endorsement of the State Board for Community and Technical Colleges.
Appendix A: Letter of Support

Providence Holy Family Hospital
5633 North Lidgerwood Street
Spokane, WA 99208
509.482.0111
www.holy-family.org

Rebecca Rhodes, PhD
Vice President of Instruction
Spokane Community College
1810 N Greene Street MS 2150
Spokane, WA 99217 – 5399

Dear Dr. Rhodes,

I am writing you to inform you of an important decision that was made by the Respiratory Care Advisory Committee on May 12, 2015. A motion was made by Scott Louis and seconded by Brenda Hansen to request that the program faculty develop a baccalaureate in applied science (BAS) degree in Respiratory Care. The motion was passed unanimously with little discussion.

The Respiratory Care Advisory Committee believes that this is an important step necessary to maintain Spokane Community College’s Respiratory Care program. Nationally, the respiratory care profession is moving toward baccalaureate entry. A BAS offering will assure the maintenance of the program’s success and quality.

The Advisory Committee is seeking your assistance and support in this endeavor.

Regards,

Mary Kay Clark, RRT
Manager – Respiratory Care and Sleep
Providence Holy Family Hospital
1. Please indicate what type facility your organization represents?

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<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
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<tbody>
<tr>
<td>1</td>
<td>Medical center</td>
<td>9</td>
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</tr>
<tr>
<td>2</td>
<td>Acute care hospital (including long-term)</td>
<td>12</td>
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<tr>
<td>3</td>
<td>Hospital-affiliated outpatient facility</td>
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<tr>
<td>4</td>
<td>Long-term care facility</td>
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<td>Home care company</td>
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<td>6</td>
<td>Other</td>
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2. Please indicate what geographic areas your organization primarily serve?

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<tbody>
<tr>
<td>1</td>
<td>Primarily Klickitat, Yakima and Kittitas counties</td>
<td>3</td>
<td>9%</td>
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<tr>
<td>2</td>
<td>Primarily Chelan, Okanogan and Douglas counties</td>
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<tr>
<td>3</td>
<td>Primarily Grant and Benton counties</td>
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<td>6%</td>
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<tr>
<td>4</td>
<td>Primarily Lincoln, Ferry, Stevens, Pend Oreille, and Spokane</td>
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<td>38%</td>
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<tr>
<td>5</td>
<td>Primarily Adams, Whitman, Franklin, Columbia, Garfield, Asotin, and Walla Walla counties</td>
<td>5</td>
<td>16%</td>
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<tr>
<td>6</td>
<td>Other (please specify)</td>
<td>11</td>
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Other (please specify)

Montana, Idaho, Oregon, Eastern WA, Canada, Alaska
Benton
Nez Perce, Whitman, Latah
Walla Walla
All of north Idaho, Eastern Washington, Western Montana, Tri-Cities along with some more remote areas
Washington, Alaska, Montana, Idaho
Washington, Idaho, Oregon and Montana
All of eastern Wa and Idaho
Idaho from Lewiston to Canadian border
Idaho State from Lewiston north to Canadian border
Latah county, Idaho
3. How many respiratory care practitioners currently work in your organization (include full-time and part-time positions)?

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<th>#</th>
<th>Answer</th>
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<td>1</td>
<td>Less than 5</td>
<td>9</td>
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<td>2</td>
<td>5 to 10</td>
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<td>51 or more</td>
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4. When hiring a respiratory care practitioner for your organization, what level of education is required or preferred?

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<th>Question</th>
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<th>Preferred</th>
<th>Total Responses</th>
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<td>31</td>
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<td>2</td>
<td>Bachelor's degree</td>
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<td>21</td>
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<td>3</td>
<td>Master's degree</td>
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5. Do you anticipate the demand for respiratory care practitioners with a baccalaureate degree will increase in the next three years?

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<td>Yes</td>
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<td>Maybe</td>
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<td>No</td>
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6. Do you have a demand for respiratory care practitioners with a bachelor's degree?

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<tr>
<td>1</td>
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<td>2</td>
<td>No</td>
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<td>50%</td>
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7. Have you experienced difficulties finding bachelor's degree level applicants to fill your employment vacancies?

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<td>1</td>
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<td>Occasionally</td>
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<td>Not at all</td>
<td>9</td>
<td>28%</td>
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<td>Total</td>
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</table>
8. How many vacancies for a respiratory care practitioner do you currently have open?

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<th>Text Response</th>
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9. How many vacancies for a respiratory care practitioner do you anticipate having open in the next five years?

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<td></td>
<td></td>
</tr>
</tbody>
</table>

10. If all things were equal, would a candidate seeking employment with you have an advantage if they had a bachelor’s degree over an associate’s degree?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>25</td>
<td>86%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>29</td>
<td>100%</td>
</tr>
</tbody>
</table>
11. Spokane Community College is considering offering a Bachelor of Applied Science in Respiratory Care. To what extent would you support this effort?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extremely supportive</td>
<td>14</td>
<td>44%</td>
</tr>
<tr>
<td>2</td>
<td>Very supportive</td>
<td>13</td>
<td>41%</td>
</tr>
<tr>
<td>3</td>
<td>Supportive</td>
<td>5</td>
<td>16%</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat supportive</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>Not supportive</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>

12. If Spokane Community College offered a Bachelor of Applied Science in Respiratory Care, would that assist you in finding qualified respiratory care practitioners to fill vacancies?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>20</td>
<td>91%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

13. Do you see a need for a pathway for your organization’s existing respiratory care practitioners to upgrade their associate’s degrees to bachelor’s degrees?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>21</td>
<td>88%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>24</td>
<td>100%</td>
</tr>
</tbody>
</table>
14. If you have any comments about the Bachelor of Applied Science in Respiratory Care currently being explored by Spokane Community College, please enter them below.

**Text Response**

The pathway being on-line??? preferred

If there was an online option for already working Therapists, I could see a lot of people doing this. Also having a way to transition the applied credits most therapists have without having to take a bunch of general ed classes would help tremendously.

Need to know number of credits needed for Bachelors degree, need to know if prior credits apply. How much "on campus" time if any would be required. Please send info when available. Thank you.

I think it is a great idea!! I think there needs to be a program available for staff who are working in the field to obtain their BS. A combination of in class and on-line is ideal.

**DISTANCE LEARNING WOULD BE GREAT**

I strongly support the movement of the SCC program to a BA in Respiratory Care program. I would also like to see an online option for the existing respiratory care practitioners to earn their BA while also working in their field.

Will this program be available online? That is the only way my folks could do this program.

Totally agree with the higher education and degrees. At this time, I hire people who have the knowledge, but also the experience & confidence to do their job. It is not always the person with the highest degree.

I THINK IT IS A GREAT IDEA. CURRENTLY WE DO NOT REQUIRE A BACHELOR DEGREE. I BELIEVE THIS WILL CHANGE IN THE FUTURE.

As with the nursing field, a higher degree gives the holder a bigger advantage of employment in the larger medical centers throughout the nation. Smaller hospitals are not effected nearly as much and the registered therapists all work in the same critical areas whether with an associate or bachelors degree at this time.

I believe having the opportunity for having a Bachelor of Applied Science in Respiratory Care is valuable and would likely assist with the ability in the future for Respiratory Care Practitioners to practice without a Medical Director over them.

I support SCC moving forward with offering this to students.

There needs to be a way for existing practitioners with AAS to complete the Bachelor's Program without having to take all the general electives. I have looked into Bachelors in RT from other institutions and have no pursued them because all the general credits i would need to take. If the AAS was enough to enter the program, that might help widen the candidate pool.

A bachelors program would provide more time for more in-depth training and field internships in different specialty areas.

**AT THIS TIME IN HOME CARE, IT IS NOT REQUIRED. DEPENDING ON WHAT COURSE HOME CARE TAKES, I CAN SEE THE ADVANTAGE IN HAVING MORE BACHELOR DEGREE IF WE ARE GIVEN THE OPPORTUNITY TO USE OUR SKILLS MORE IN HOME CARE EVENTUALLY.**

I was looking at this years ago and the closest program available was central US. It would have been valuable to have this option available. At present, our companies and others I have worked for look for RTs with Bachelors in order to be a candidate for future promotions.

A conference I went to in New York predicts that higher education for RTs is the only way we will be employable in the future.
### Appendix C: Student Survey Results

**Spokane Community College**  
**2015 Respiratory Care Student Survey**

1. Please indicate if you are a....

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Current student in the SCC Respiratory Care</td>
<td>26</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Graduate from the SCC Respiratory Care program</td>
<td>31</td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>57</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. What is your level of interest in pursuing a bachelor's degree in respiratory care?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not at all interested</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>2</td>
<td>Slightly interested</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>3</td>
<td>Moderately interested</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>Very interested</td>
<td>19</td>
<td>33%</td>
</tr>
<tr>
<td>5</td>
<td>Extremely interested</td>
<td>25</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>57</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. Spokane Community College (SCC) is considering offering a Bachelor of Applied Science in Respiratory Care (BASRT). What would be your level of interest in this program?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not interested</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat interested</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>Interested</td>
<td>7</td>
<td>12%</td>
</tr>
<tr>
<td>4</td>
<td>Very interested</td>
<td>22</td>
<td>39%</td>
</tr>
<tr>
<td>5</td>
<td>Extremely interested</td>
<td>20</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>57</td>
<td>100%</td>
</tr>
</tbody>
</table>

4. How likely is it you would pursue a bachelor's degree in respiratory care at SCC?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very unlikely</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>Unlikely</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>4</td>
<td>Likely</td>
<td>18</td>
<td>32%</td>
</tr>
<tr>
<td>5</td>
<td>Very likely</td>
<td>26</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>57</td>
<td>100%</td>
</tr>
</tbody>
</table>
5. Please rate the following items as to how much they would influence your decision to enroll in an bachelor's degree in respiratory care at SCC.

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very much</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Career advancement</td>
<td>2</td>
<td>17</td>
<td>38</td>
<td>57</td>
<td>2.63</td>
</tr>
<tr>
<td>2</td>
<td>Increased job marketability</td>
<td>2</td>
<td>12</td>
<td>43</td>
<td>57</td>
<td>2.72</td>
</tr>
<tr>
<td>3</td>
<td>Increased salary</td>
<td>3</td>
<td>14</td>
<td>39</td>
<td>56</td>
<td>2.64</td>
</tr>
<tr>
<td>4</td>
<td>Meet educational goals</td>
<td>5</td>
<td>14</td>
<td>38</td>
<td>57</td>
<td>2.58</td>
</tr>
<tr>
<td>5</td>
<td>Preparation for graduate school</td>
<td>13</td>
<td>23</td>
<td>21</td>
<td>57</td>
<td>2.14</td>
</tr>
<tr>
<td>6</td>
<td>Program's reputation</td>
<td>5</td>
<td>17</td>
<td>35</td>
<td>57</td>
<td>2.53</td>
</tr>
<tr>
<td>7</td>
<td>Tuition costs</td>
<td>5</td>
<td>13</td>
<td>39</td>
<td>57</td>
<td>2.60</td>
</tr>
<tr>
<td>8</td>
<td>Affordability</td>
<td>5</td>
<td>12</td>
<td>40</td>
<td>57</td>
<td>2.61</td>
</tr>
<tr>
<td>9</td>
<td>Class schedule</td>
<td>5</td>
<td>16</td>
<td>36</td>
<td>57</td>
<td>2.54</td>
</tr>
<tr>
<td>10</td>
<td>Support from employer</td>
<td>9</td>
<td>12</td>
<td>36</td>
<td>57</td>
<td>2.47</td>
</tr>
</tbody>
</table>

6. Would you prefer to attend full-time (15 credits, or 3 classes per quarter) or part-time (10 credits, or two or fewer classes per quarter)?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Part-time</td>
<td>37</td>
<td>65%</td>
</tr>
<tr>
<td>2</td>
<td>Full-time</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>3</td>
<td>Not sure</td>
<td>10</td>
<td>18%</td>
</tr>
<tr>
<td>4</td>
<td>Not interested</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>57</td>
<td>100%</td>
</tr>
</tbody>
</table>

7. Which instruction mode would you prefer in completing a bachelor's degree program like the one proposed by SCC?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On-Campus, face-to face</td>
<td>5</td>
<td>9%</td>
</tr>
<tr>
<td>2</td>
<td>Hybrid, part face-to-face and part online</td>
<td>30</td>
<td>53%</td>
</tr>
<tr>
<td>3</td>
<td>Online only</td>
<td>18</td>
<td>32%</td>
</tr>
<tr>
<td>4</td>
<td>Not interested</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>57</td>
<td>100%</td>
</tr>
</tbody>
</table>
8. If you have any comments about Spokane Community College offering a Bachelor of Applied Science in Respiratory Care currently, please enter them below.

**Text Response**

Bachelor in respiratory is a waste of time and money. Just like nursing having 2 and 4 yr degrees it has zero advantage to have the bachelors degree. And what more is there to learn for 2 more years. About respiratory. Running a neb doesn't take 4 yrs of education.

Offering a Bachelor of Applied Science in Respiratory Care at the community college would not only be convienient, but it would help those who are not financially wealthy be able to pursue a higher education without having to pay outrageous out of state university tuitions costs.

I believe that this needs to take place in order to continue offering the respiratory care program. I would also be very interested in getting my bachelor's degree in Respiratory Care through an on-ground program.

It is needed.

I think an online only course would be ideal for the bachelor's program. This way respiratory therapists would be able to continue working their jobs and earn a bachelor's degree.

Spokane has always been a city of growth. I know this program would be a great asset to the community in regards to an enhanced medical practice throughout our hospitals.

This is a great opportunity for all Respiratory therapist, current students and future students!

Great idea and well needed!

None at this time.

I have already completed the degree completion program through Boise State University. I answered the questions as if I had not yet completed Boise State's program.

It needs to happen. This profession, with the amount of responsibility and knowledge required, should have the extra time to learn. With as much as a RT has to know, the credential should include a bachelor degree.

I will already have graduated the program but am very interested in continuing my education for a B.S. in R.T. I feel that in comming students would benefit greatly by going thru a bs program and that current R.T's would benefit by having a program where they could continue their education locally. Thanks and I look forward to the new program n.w.

Would be of benefit to a largely populated area such as the community of Spokane

I'm thrilled that SCC will offer BA degree in Respiratory Care Program. I hope this will happen soon.

I think it should be a four year program. The content is so much for just two years. Plus that training and education would make up RTs that much more efficient and competent.

As a graduate from the Respiratory care program from SCC and as a current practicing RRT I think that offering a BASRT is beneficial to the Respiratory care field and even a greater benefit to SCC as it would be a community college that offers a higher degree. My interest in attending such a program is of no value to me however, due to the nature of such program and its ability to meet my current needs of continuing to work full time to provide for my family. If there was an option to pursue an online BASRT I would consider it more. As of now I would need to acquire such a degree from a university that offers the degree online.

I already have my bachelors degree in respiratory care through BSU, if I did not then I would have answered differently and I think it would be a good option. For those who do not already have their BS degree this would be an affordable option that would probably be utilized by many practicing therapists.
Applied Baccalaureate Degree Program
Statement of Need

South Seattle College
Bachelor of Applied Science
Workforce and Trades Leadership

March 30, 2016
Resubmission
Program Information

Institution Name:  South Seattle College

Degree Name:  Bachelor of Applied Science Workforce and Trades Leadership  
CIP Code:  52.0205

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

<table>
<thead>
<tr>
<th>Degree</th>
<th>CIP Code</th>
<th>Year Began</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Occupational Trades AAS-T</td>
<td>980001</td>
<td>1997</td>
</tr>
<tr>
<td>Welding Fabrication AAS-T</td>
<td>480508</td>
<td>1968</td>
</tr>
</tbody>
</table>

Proposed Start Implementation Date (i.e. Fall 2014):  Winter 2017

Projected Enrollment (FTE) in Year One:  20  
at Full Enrollment by Year:  4

Funding Source:  State FTE: ☒  
Self-Support: ☐  
Other: ☐

Mode of Delivery

Single Campus Delivery:  Yes

Off-site:  No

Distance Learning:  Canvas/Hybrid

Statement of Need:  Please see criteria and standard sheet FORM B.

Contact Information (Academic Department Representative)

Name:  Dr. Holly Moore

Title:  Executive Dean, Georgetown campus

Address:  6737 Corson Avenue S. Seattle, WA 98108

Telephone:  (206) 934-6867

Fax:  (206) 934-7949

Email:  Holly.moore@seattlecolleges.edu

Peter Lortz  2/12/16
Chief Academic Officer  Date

Bachelors of Applied Science in Workforce and Trades Leadership Statement of Need (A & B) February 2016
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Statement of Need

Bachelors of Applied Science in Workforce and Trades Leadership

Introduction
The Workforce and Trades Leadership Bachelor of Applied Science equips qualified trades men and women and technologists with the knowledge and skills necessary to become effective team leaders, supervisors and managers. The degree builds on knowledge from industry and focuses on the development of critical thinking, inquiry and analysis, written and oral communication, information literacy, employee rights, teamwork and problem solving, ethical reasoning and action, civic knowledge and engagement, and intercultural knowledge and competence. This degree program targets journey workers who have completed an apprenticeship program of three years or more, incumbent workers, and current students in certificate and two-year degree programs. Graduates of the Bachelors of Applied Science in Workforce and Trades Leadership will be prepared to lead and oversee complex projects from conception to completion, work effectively with advanced technology, monitor safety and regulatory guidelines, exercise superior judgment in management disputes, negotiate agreements, contracts, and permits, and make expert assessments in the field.

The Workforce and Trades Leadership BAS will help meet the statewide goals of increasing the number of baccalaureate degrees awarded by 2023 expanding the workforce mission to serve local and statewide employers, providing a professional development opportunity for apprentice and journey-level tradespeople, and building educational pathways for professional and technical associate degree graduates and other professional and technical workers interested in leadership.

As proposed, this degree will address a critical need for leaders with the expertise and knowledge to operate in increasingly technical operations and sophisticated systems. Studies show employers are spending months training or retraining workers to function effectively in an organizational leadership capacity¹. That expressed need is made more urgent by looming retirements across the trades. Individuals who choose to pursue a degree in the field of Workforce and Trades Leadership will gain essential and specialized skills to advance their careers, provide leadership and value to their employers, and create greater opportunities for financial stability.

Since the fall of 2014, South Seattle College enlisted over 70 industry leaders in the process of preparing this proposal. Ongoing feedback involved a variety of formats, from individual interviews and focus sessions to DACUMs and advisory meetings. Responses to the proposed program have been overwhelmingly positive.

Interviewees in industry describe a fragmented landscape of training options with few clear maps that show how and when programs can help employees make the leap into supervision, management, and leadership. As one project engineer at a large construction firm stated, “If I was a general foreman, and I wanted to go to the management side, this proposed BAS would be a very good base. I wish it existed when I was trying to move up the ladder. It would have saved me time and money.” The majority of employers also expressed concern about the lack of critical thinking, forecasting, and problem solving among potential leaders. They urged the College to offer more robust supervisory and leadership education to shore up the ranks of middle management. In the Construction sector alone, more than 20 advisory members consistently cited the need for people who can manage workplace technologies, understand sustainability, and follow economic trends. They want thinkers who can see how those forces shape the work environment.

In advisory meetings, interviews, and DACUMs, employers, unions, and trade representatives all endorsed South Seattle’s Georgetown campus’ on-ramp programs. The most successful programs are built with industry input and tailored to working adults’ needs. The Sustainable Building Science Technology BAS serves as a compelling example. When interviewed, potential students echoed the response from industry: they know that they are most successful when they can combine on-the-job learning with a dynamic classroom experience.

Given the lack of investment in post-employment training, representatives of the trades realize the need for more intentional, structural, and robust recruiting and education to move workers into mid-level supervision. Now they want to seize the opportunity to grow new leadership. In the words of one of Washington State’s Center of Excellence Directors, “It’s like there’s no second string anymore. When companies go out to bid on a project, they realize how thin they are. I’ve had owners tell me that they have some fear about landing new projects because they are afraid they won’t have the right people in place. I hear increasing desperation regarding the workforce.” Additionally, interviews and forums revealed a clear need to separate introductory supervisory trainings from leadership offerings. As one workforce expert cautioned, “Please, no more random acts of training.” Potential students called for courses and experiences that are quality, in-depth, and connected. The Workforce and Trades Leadership BAS degree is poised to deliver just that.

This proposal is founded on South Seattle College’s long-standing industry relationships, and well-established expertise in a vast array of apprenticeships and workforce development programs. In dozens of meetings and collaborations, especially over the last 18 months, the College partnered with industry and apprenticeship programs to identify approaches and solutions for growing a competitive workforce. Creating pathways for employees to make the leap into middle management is one step in that direction. This proposal is the result of a multi-year effort to coordinate the efforts of the public workforce system to support sustainable development in our most critical industries: Clean Energy, Construction and Advanced Manufacturing. A recent Department of Labor grant, Washington Integrated Sector Employment
(WISE), stitches together these industries through the direction of Centers of Excellence to bring forward degrees like this one. As an employment specialist at Boeing said, “It’s a huge system that we’re trying to change. What we’re doing now, it’s a small dent. We are trying to put the pieces together, but it’s fragmented. It’s my strong advice that we all look at what we are offering at each level, sub-collegiate to and through collegiate. That would be a huge gift to the industry if the colleges could make that clear.”

In regional forums, employers, students, and Centers of Excellence Directors all predict a growing demand for highly-trained individuals with a solid footing in leadership and the ability to communicate clearly in a diverse environment. An existing Canadian program, the Bachelor of Technology, Trades and Technology Leadership at Thompson River University, has seen great success providing access to higher education for people in the trades. Preliminary analysis shows that graduates are experiencing predicted career advancement and increased leadership opportunities. And interest across Canada in Thompson River’s offerings is impressive, with more than one thousand students enrolled in their online leadership degree.

A recent study by Robert Lerman of the Urban Institute showed that employers and students want to see clear, prescribed, and supported apprenticeship pathways created in partnership with employer and union sponsors. In terms of completion, employer-backed students have much higher rates of success.2 Directors of apprenticeships in the Seattle area noted that same lack of sponsored educational pathways in Construction and Manufacturing that lead to a BAS. Among the multiple pathways envisioned to access this new BAS, two are available to apprentices: Multi-occupational Trades AAS and Multi-occupational AAS-T degrees. South has offered these degrees since 1996, graduating over 400 students to date. As the construction sector booms and the manufacturing sector expands, the field of apprenticeship grows apace. South serves over 2,700 apprentices quarterly and anticipates significant increases in enrollment in both apprenticeship and AAS-T seekers. To that end, South is preparing to offer general education requirements in a way that fits the needs of apprentices: online and hybrid courses that are geared towards working adults. 2017 will see the roll-out of these new general education offerings, and the expectation among administrators and apprenticeship coordinators is for growth. General education classes that were once only offered on weekdays will now be offered hybrid and fully online, catering to the needs of working adults.

While the Workforce and Trades Leadership BAS degree will serve students from across the Seattle Colleges District and the greater Puget Sound region, South is uniquely poised to lead this effort. South hosts the largest apprenticeship training commitment in the state, with strong representation from the building and advanced manufacturing trades. In response to industry demand for high quality, hybrid online, and hands-on training, South developed short-term training certificates for a wide variety of building and advanced manufacturing occupations.

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2 http://www2.ed.gov/PDFDocs/college-completion/03-expanding-apprenticeship.pdf
This degree was conceived in part to serve journey-level workers wishing to transition to less physically demanding careers. It will target those workers who have completed an apprenticeship program, incumbent workers, and current students in two-year degree programs. Students from more than 110 two-year programs at colleges in the state will have access to this degree, including:

- Automotive
- Welding Fabrication
- Diesel and Heavy Equipment Technology
- Engineering Technology
- Landscape Horticulture
- Aeronautical Technology

Many current programs at Renton Technical College, Spokane, Cascadia, Shoreline, Bates and Edmonds Community Colleges are poised to transition students into the Workforce and Trades Leadership BAS. South has also prepared industry-specific AA degrees in partnership with large, local apprenticeship. Earlier this week the Aerospace Joint Apprenticeship Committee’s AAS-T for aerospace machinist earned approval. The Construction Industry Training Council of Washington, a partner of South in apprenticeship, continues to build AAS degrees into their apprenticeship programs, including heavy equipment, HVAC, plumbing, carpentry, and electrical. As South’s partners grow their offerings in AA degrees, the Workforce and Trades Leadership degree will act as the next step for journey workers and trades professionals.

Traditional engineering, construction, manufacturing, and industrial studies focus on the design or work of the trade, rather than their ongoing function. New graduates will be able to pair an understanding of complex systems and logistics with the ability to communicate clearly in diverse environments. These leaders will be able to shape the work environment in more durable, sustainable and economical ways.

Criterion 1 - Relationship to institutional role, mission, and program priorities

Institutional Mission, Values and Strategic Direction

In Washington state, workforce education students make up 47% of the 138,279 state-supported students served in 2014-2015. Degree seeking and certificate-focused enrollments in transfer and workforce education made up 69.9% of state-supported enrollments at South, the sixth highest percentage among Washington community and technical colleges.3

As a comprehensive college, South offers multiple educational pathways including 25 career-focused professional technical programs and 26 apprenticeship programs with 63 crafts represented. More than 2,500 apprentices call South home. South hosts the greatest number of apprenticeship programs of any college in the state. This unique relationship with apprenticeship

and the related industry and business partners led to the development of the Workforce and Trades Leadership Bachelors of Applied Science degree.

The 2010-2017 District-Wide Strategic Plan for Seattle College District identifies teaching and learning, students, diversity, and partnerships as priorities. The plan also identifies three key goals: increasing student learning and achievement, building community, business and educational partnerships and increasing innovation and organizational effectiveness. Specific strategic objectives focus on the effectiveness of workforce education instruction. The District seeks to increase:

- The number of students completing degrees and certificates
- Professional-technical program graduates who meet local industry workforce needs
- The number of B.A.S. degrees offered through the college
- Innovative instructional options for students

To achieve our mission, South’s four core themes complement the District-Wide Strategic Plan. The College commits to meeting the diverse needs of students by providing:

- Applied baccalaureate, associate degree, college transfer, and certificate, technical and professional, and pre-college programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor and industry.
- Student-centered and community centered programs and services which value diversity, support learning, and promote student success.
- Lifelong learning opportunities for the cultural, social, professional and personal development of the members of our communities.

Demand from the apprenticeship community and its industry base drove the development of the proposed BAS program. As conceived, it directly supports both South’s and the District’s mission and strategic goals. The college is committed to being an active partner within its community and finding innovative ways to provide beneficial lifelong learning opportunities for its students.

South coordinated parallel discussions with external partners focused on strategy. For the past decade, staff at South have worked with apprenticeship partners to determine how the college can support the needs of the apprenticeship community. It was through those discussions that the college and the apprenticeship community began to envision a future where apprentices could continue their education to achieve a BAS.

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4 [http://www.seattlecolleges.edu/district/district/goals.aspx](http://www.seattlecolleges.edu/district/district/goals.aspx)

Bachelors of Applied Science in Workforce and Trades Leadership Statement of Need (A & B) February 2016
Criterion 2 - Support of the statewide strategic plans

Statewide Mission, Goals and Strategic Direction
Washington State’s economy is directly tied to the ability of industry and business to be able to identify and employ individuals who are able to support business needs. As documented in “A Skilled and Educated Workforce 2013 Update,” there is a continuing skills gap for specific job roles. A Washington Roundtable report warns that if the gap is not addressed employers may decide to relocate out of state to find qualified employees. This exodus would have a dramatic effect not only on employment opportunities for those living in the State of Washington but also on the state’s economy. The Washington State Achievement Council (WSAC) and the State Board for Community and Technical Colleges (SBCTC) have put goals in place to address this concern. SBCTC aims to close the statewide skills gap for technically trained workers and contribute more to the production of baccalaureate degrees. The WSAC 10-year Roadmap Report calls for alignment of postsecondary programs with employment opportunities and encourages adults to earn a postsecondary credential, especially those with some postsecondary credits but no credential. This 2015 Roadmap Update is the first progress report on Washington State’s legislatively adopted educational attainment goals, that by 2023, at least 70 percent of Washington adults, ages 25–44, will have a postsecondary credential.

These goals, strategies and actions are directly supported by the Workforce and Trades Leadership BAS. Creating a non-terminal supervisory BAS degree for apprentices is an innovative approach to closing an existing workforce skills gap and long overdue for the apprenticeship community. This solution will provide a pathway for adults to continue their education and improve their career opportunities and wage levels.

A wide body of research and industry reports demonstrate that the manufacturing and construction industry in the U.S. will experience massive departures of highly-skilled workers responsible for complex jobs and the management and supervision of those roles over the next five to 10 years due primarily to retirement. This BAS will engage existing skilled workers in creating the next generation of supervisors and leaders. These leaders will possess those skills identified by industry as necessary to compete in today’s market. As currently conceived, it supports the SBCTC student success goal of expanding the pipeline to bachelor’s degrees, particularly in the areas of math, science, and engineering. It will also help meet the SBCTC goal of providing a well-educated and skilled workforce. In designing this program, South is responding to the changing needs of the business and labor communities by offering high quality, relevant, flexible programs supporting Washington state adults.

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

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6 See Associated General Contract Workers Shortage Survey.
Employer Demand

Leaders from South Seattle College sought to privilege existing relationships in building this proposed program. As detailed in the Appendix, work-to-date is predicated on partnership with insights gleaned from four separate feedback sessions:

- In September of 2015, South Seattle College conducted a modified DACUM with 10 industry representatives from manufacturing, construction, apprenticeship, and labor organizations. The group agreed that an applied degree could open new opportunities in leadership for experienced tradespeople. (See Appendix.)
- In December of 2015, South Seattle College led a focus group with 12 leaders in Manufacturing to gather feedback, identify trends, and address skill gaps. Most employers anticipate future growth in the near term and asked for solutions to help upskill more workers.
- As a partner with the WISE grant, South Seattle College participated in January of 2016 with 30 other leaders in apprenticeship programs to assess future forecasts and gauge needs. The general consensus pointed to an urgent need for post-apprentice programs.
- In January and February of 2016, South Seattle College interviewed 22 industry representatives and potential student to gauge interest and elicit feedback on key program elements. The majority of leaders and students endorsed the proposed program. (See Appendix.)

No degree currently provides a pathway for apprentices to transition into a BAS focused on leadership and supervision in the trades. The only degree available to the apprenticeship community is the Multi-Occupational Trades AAS or AAS-T degree which prolongs the stereotype that applied, competency-based learning environments do not enjoy the same standing as classroom learning environment counterparts. Copious leadership, management, and/or supervisory degrees exist in a variety of forms, but they do not offer what is needed for journey-level workers. This BAS is unique from other leadership programs in two distinct ways. First, the program allows apprentices to transition directly from their apprenticeship program, acknowledging and accepting the learning that they did while in their apprenticeship. Second, the program provides classes that complement the specific needs of people transitioning to a leadership role in a trades-related environment.

By 2020, an estimated 35 percent of job openings will require at least a bachelor’s degree and 30 percent will require some college or an associate’s degree. That national research resonates with state and local concerns. In numerous forums, letters, of support and, interviews, South Seattle College has consistently received advice from business, industry, and associations all calling for an educational degree program to prepare journey-level and incumbent workers to meet workforce and organizational leadership demands. In the construction industry alone, annual projected growth for middle management positions is on a steady incline. Industry experts advocate for the

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development of a degree that builds a workforce with both technical expertise and business management expertise.  

Peer institutions echo these findings. There is only one analogous model in higher education. At Thompson River University (TRU) in Kamloops, British Columbia, leaders worked with industry to develop a highly successful Bachelor of Technology, Trades, and Technology Leadership degree. The Academic Director shared lessons learned, “This is the first and only program in Canada to allow degree access for tradespeople. It was put in place ten years ago with an engaged advisory committee after a survey of the field. The need was clear for the trades: few businesses had robust middle management.”  

He went on to explain, “Employers want to see a prescribed pathway, and so do students. Going in, we thought this degree might help with perceptions about the trades. It has. We now rely on employers to sponsor students and create their own pipeline of promotion.”  

Labor market data shows a clear need for people who can transition from their trade to a supervisory or managerial role. In addition, many supervisory positions require experience in addition to some level of education. While construction managers and supervisors are in most demand, growth rates are trending upwards for first-line supervisors in all industries. Neither proprietary nor training programs nor higher education has launched a system-wide solution to adequately meet demand. State-wide data from Washington State’s Employment Security Department and graduation numbers from individual colleges underscore that point:

<table>
<thead>
<tr>
<th>Job Classifications</th>
<th>Average Annual Growth Rate (2013 – 2023)</th>
<th>Average annual wage (2015 Q1)</th>
<th>Average annual total King County openings (2013-2023)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Managers (SOC 11-9021)</td>
<td>2.6%</td>
<td>$104,528</td>
<td>286</td>
</tr>
<tr>
<td>Industrial Production Managers (SOC 11-3051)</td>
<td>.6%</td>
<td>$115,526</td>
<td>25</td>
</tr>
<tr>
<td>Supervisors of Construction and Extraction Workers (SOC 47-1010)</td>
<td>3.1%</td>
<td>$89,891</td>
<td>240</td>
</tr>
<tr>
<td>First-Line Supervisors of Mechanics, Installers, and Repairers (SOC 49-1011)</td>
<td>1.3%</td>
<td>$72,263</td>
<td>130</td>
</tr>
<tr>
<td>First-Line Supervisors of Production and Operating Workers (SOC 51-1011)</td>
<td>.8%</td>
<td>$73,125.20</td>
<td>94</td>
</tr>
</tbody>
</table>

Findings were confirmed in a DACUM conducted September 30th, 2015 with 10 representatives from manufacturing, trade organizations, apprenticeships, and city officials.
With over 800 openings, on average, each of the next 10 years and with fewer than 100 local graduates, the gap between supply and demand is great and expected to grow. Local degree programs are not meeting the needs of employers and the workforce.

In the construction industry alone, Washington State's Employment Security Department predicts 286 openings annually for Construction Managers and 240 openings for First-Line Supervisors of Construction Trades and Extraction Workers. In 2015, local bachelors programs produced less than a quarter of needed completions, causing the industry to look outside the state for qualified supervisors and managers. In King County alone, the need for Construction Managers will far exceed the current supply.

In 2013, King County and the Puget Sound Regional Council gathered data from across King, Pierce, and Snohomish counties in order to quantify the supply of ready graduates. They found, in 2013, 282 completions of a degree or certificate in construction management, and 148 completions of a degree or certificate in first-line supervision of construction trades and extraction workers. Considering the average openings in coming years, casting the net across multiple counties will still not meet workplace demand.

In interviews and forums, a similar need was found across a variety of sectors, and from employers to students to Centers of Excellence:

<table>
<thead>
<tr>
<th>College Program</th>
<th>Annual Graduates for 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction Management BS at University of Washington</td>
<td>52 graduates</td>
</tr>
<tr>
<td>Manufacturing Technologies BAS at Clover Park Technical College</td>
<td>14 enrollees</td>
</tr>
<tr>
<td>Clover Park Technical College Manufacturing Operations BAS</td>
<td>12 enrollees</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Themes</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of employer demand</td>
<td></td>
</tr>
</tbody>
</table>

**ANALYSIS OF INDIVIDUAL INTERVIEWS**
- Fragmented landscape of training options with few clear maps that show how and when programs can help employees make the leap into management
- Increased urgency on offering more robust, quality management and leadership skills to shore up the ranks of middle management
- General concern about lack of critical thinking, field forecasting, communication, and problem solving among potential leaders
- Clear need to separate introductory supervisory and management trainings from more intentional and intensive leadership offerings
- Consensus on strong track record at Georgetown and general respect for on-ramp programs built with industry input and success of sustainable building courses
- Growing concern about maintaining quality and growing industry without a competitive workforce
- Realization that trades have to do more to recruit new talent, especially given years of stagnation and lack of investment and involvement in high schools
- Difficulty finding Bachelor's-level applicants for these positions

<table>
<thead>
<tr>
<th>Themes</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of understanding of how one phase leads to the next and how increased education leads to wage progression and promotion</td>
<td>25 of 25 interviewees</td>
</tr>
<tr>
<td>Evidence that tradespeople want access to four-year degrees</td>
<td>24 of 25 interviewees</td>
</tr>
<tr>
<td>Desire a Bachelor’s degree completer over other degrees</td>
<td>23 of 25 interviewees</td>
</tr>
</tbody>
</table>

84% supportive

<table>
<thead>
<tr>
<th>Themes</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiastic endorsement from former and potential students and advocates who see evidence in the workplace of promotion preference to four-year degree holders</td>
<td>20 of 25 interviewees</td>
</tr>
<tr>
<td>Strong desire for more intensive, targeted and quality educational offerings to boost leadership potential</td>
<td>18 of 25 interviewees</td>
</tr>
<tr>
<td>Need for colleges to play supportive and engaged role in career advancement as many employers have abdicated responsibility and lack long-term commitment to employees</td>
<td>17 of 25 interviewees</td>
</tr>
</tbody>
</table>

21 of 25 interviewees

96% supportive
- Anxiety about the huge gap between seasoned workers and incoming talent and consensus that the college can and should help bridge that gap through new degree options
- Concern about the lack of diversity in the trades and strong feelings that advancement is a complex issue and promotion can depend on individual opinions and preferences rather than system-wide plans with hope that the college can advance a regional equity agendas

Targeted to place-bound working adults

### Themes

- Some best practices in place with recommendations to expand offerings. Industry knows that modularized and compressed formats with hybrid options work for their employees
- Consistent advice for the college to use industry mentors as key informants and active players in oversight of new degree program with preference for weekend scheduling and evening formats
- Endorsement of Georgetown as a supportive place with a solid reputation and strong track record for offering relevant programs structured for place-bound, working adults

### Analysis

- 20 of 25 interviewees
- 75% supportive
- 19 of 25 interviewees
- 20 of 25 interviewees
- 24 of 25 interviewees
- 84% supportive

### Collaboration with Centers of Excellence

#### Themes

- Clear direction from Centers of Excellence to build on mapping work of existing training options and state-wide initiatives with a particular focus on Construction
- Opportunity for the college and ability to continue to partner through the WISE grant and leverage R&D funds strategically to expand degree offerings
- Multiple offers from experts and three COEs to use resources, tools, and experience to help conceptualize and implement new BAS degree

#### Analysis

- 15 of 25 interviewees
- 15 of 25 interviewees
- 15 of 25 interviewees
- 60% supportive

### Up-credentialing/Degree Gap

According to research conducted by Burning Glass Technology, 68% of current jobs in production supervision as well as transportation, storage, and distribution managers require a Bachelor's degree. This credential inflation in the trades signals the increase of more advanced technology and the need for more sophisticated analysis in the field. Positions for first-line supervisors of production, laborers, and transportation positions are trending in this direction, too, requiring new hires to hold higher academic credentials than existing workers. Given these new demands, the current talent pipeline is unlikely to meet the demand.
According to CEO Matt Sigelman of Burning Glass, “the construction supervisor with a bachelor's degree is becoming increasingly common in today's workforce”9 This expectation did not previously exist. Up-credentialing is a new way for employers to identify the best candidates for supervisory positions. Sigelman continues, “Employers put a good deal of premium on college grads and in fact, a lot of jobs simply aren't going to be open to people who don’t have a college degree. In some roles, employers prefer bachelor’s credentials even when that makes the position harder to fill. For example, Construction Supervisor positions that require a B.A. take 61 days to fill on average, compared to 28 days for postings that don’t require a bachelor’s degree.10”

While many experienced, incumbent employees may have acquired the skills, knowledge and abilities to manage projects and people, most companies now require a degree for entry into leadership positions. Employer interviews describe a hiring landscape where AA degrees are often necessary but not sufficient for helping experienced workers break into leadership positions at any level. Increasingly, employers have added requirements for jobs that have historically not required them. In the current market, those leaders with no degree who leave their positions are less likely to satisfy the minimum requirements of an employment application into a similar type of job. This program will allow apprentices to get credit for their apprenticeship and continue on directly into a BAS program, helping them obtain the education required to be promoted into leadership positions.

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

South has led professional technical education for more than 40 years. The College has a well-established track record of working with 26 apprenticeship programs representing 63 trades on and off the Georgetown campus. These apprenticeships represent both the foundation for this degree and the pipeline to this degree. All 26 of these programs will provide immediate transferability into the BAS program. Industry experts concur, “That’s what South is all about, blending education with industry. South did it in Sustainable Building. There’s your proof point.” Further, the college has a long history of providing workforce programs, currently offering 25 career-focused professional and technical programs and a wide range of short-term programs leading to a certificate.11

### Apprenticeship programs feeding into, and benefiting from, the Workforce and Trades Leadership Bachelor of Science Degree

<table>
<thead>
<tr>
<th>Apprenticeship Program</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Machinist (Aircraft Oriented) (AJAC)</td>
<td>Boilermakers</td>
</tr>
<tr>
<td>Tool and Die Makers (AJAC)</td>
<td>Precision Metal Fabricators (AJAC)</td>
</tr>
<tr>
<td>Industrial Maintenance Technicians (AJAC)</td>
<td>Aircraft Mechanic Airframe (AJAC)</td>
</tr>
<tr>
<td>Cement Masons and Plasterers</td>
<td>Industrial Electronic Maintenance Technician</td>
</tr>
<tr>
<td>Blue Streak Mechanic (Boeing)</td>
<td>Composite Manufacturing Technician (Boeing)</td>
</tr>
<tr>
<td>Maintenance Machinist (Boeing)</td>
<td>Machinist (Boeing)</td>
</tr>
</tbody>
</table>

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Apprentices will be required to earn their Multi-Occupational Trades degree by taking additional classes in addition to their apprenticeship program before they can enter this BAS program. South currently has over 400 recipients of this degree out of the over 500 that have been awarded state wide.

To earn a multi-occupational-trades degree, candidates must:

- Complete an apprenticeship program of at least 6,000 hours
- Complete at least 450 hours of related supplemental instruction (RSI)
- Complete the following General Education Requirements
  - ENG 101 (English Composition)
  - BUS 235 (Oral Communication in Business) or CMST 220 (Public Speaking)
  - MAT 107 (Math in Society)
  - PSYC 100 (General Psychology) or SOC 101 (Introduction to Sociology)

All incoming students will complete or have completed AAS-T degree requirements. As apprentices graduate and become journey-level workers, they enter careers that are physically demanding. After many years, journey workers begin to look for career advancement to positions that are less physical. Those who have earned their Multi-Occupational Trades degree are candidates for this BAS degree. Across the state in 2013, 118 students graduated from these programs all of whom would be likely candidates for the program. Over the past five years, the number of graduates averages 66 per year. The year-by-year breakdown of Multi-Occupational Trades degrees awarded across the state:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>CIP</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>98.0001</td>
<td>108</td>
</tr>
<tr>
<td>2011-12</td>
<td>98.0001</td>
<td>84</td>
</tr>
<tr>
<td>2012-13</td>
<td>98.0001</td>
<td>118</td>
</tr>
<tr>
<td>2013-14</td>
<td>98.0001</td>
<td>14</td>
</tr>
<tr>
<td>2014-15</td>
<td>98.0001</td>
<td>6</td>
</tr>
</tbody>
</table>
Additionally, students earning a degree from 7 of the professional technical programs offered at South are excellent candidates for enrolling in this BAS degree including:

- Automotive
- Welding Fabrication
- Diesel and Heavy Equipment Technology
- Engineering Technology (including Engineering Graphics & Design Technology)
- Landscape Horticulture
- Aeronautical Technology (including Aviation Maintenance Technology and Aerospace Composites Technology)

In addition, there are clear ties to certificates developed at Renton Technical College and Spokane Community College.

As a national collegiate leader, the College pledges to work with all programs recognized by the Washington State Apprenticeship and Training Council to formulate graduate transition plans so apprentices will be able to enroll in this BAS program. As a member of the Registered Apprenticeship-College Consortium (RACC), a national network of postsecondary institutions, employers, unions and associations, South has joined a consortium working to create opportunities for apprentice graduates who may want to further enhance their skills by completing a Bachelor’s Degree. Administered by the U.S. Departments of Labor and Education, the consortium is creating a national network of colleges and Registered Apprenticeship sponsors allowing apprentice graduates to accelerate completion of their postsecondary degrees at member colleges. The RACC’s goals include recognition, transferability, and portability of degrees and journey cards across states, allowing this BAS program to tap into a national network of apprenticeships and journey workers. And because of RACC requirements for apprenticeship colleges, students could work towards an AAS and a BAS concurrently.

At the state level, the program will also serve Washington’s professional technical 2-year degree programs and has potential to accept graduates from multiple degree paths within the Washington State Community and Technical College system. Dozens of two-year professional technical degree programs from around the state are potential feeder programs. The primary prerequisite for the program will be the combination of a 2-year professional technical associate degree and 2-5 years of work experience in a field related to the technical degree earned. The major areas in need of supervisory training are identical to the areas where students will matriculate from. These areas include:

- Agriculture
- Construction
- Engineering
- Mechanics
- Aviation
- Welding and Fabrication
- Maritime
- Service Technicians
- Manufacturing
- Transportation
<table>
<thead>
<tr>
<th>DEGREE TITLE</th>
<th>GRAD YRQ</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS HORTIC STUDIES TRACK C</td>
<td>2013-2014</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td>1</td>
</tr>
<tr>
<td>AAS HORTICULTURAL STUDIES</td>
<td>2010-2011</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>1</td>
</tr>
<tr>
<td>AAS MULTI-OCCUPATIONAL TRADES</td>
<td>2010-2011</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td>1</td>
</tr>
<tr>
<td>AAS/AERONAUTICAL TECHNOLOGY</td>
<td>2010-2011</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td>9</td>
</tr>
<tr>
<td>AAS/AERONAUTICAL TECH-TRANSFER</td>
<td>2011-2012</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td>17</td>
</tr>
<tr>
<td>AAS/AUTO COLLISION TECHNOLOGY</td>
<td>2010-2011</td>
<td>1</td>
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<tr>
<td></td>
<td>2014-2015</td>
<td>1</td>
</tr>
<tr>
<td>AAS/AUTOMOTIVE TECHNOLOGY</td>
<td>2010-2011</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td>1</td>
</tr>
<tr>
<td>AAS/DIESEL &amp; HEAVY EQUIP TECH</td>
<td>2010-2011</td>
<td>6</td>
</tr>
<tr>
<td>AAS/ENGINEERING TECHNOLOGY</td>
<td>2010-2011</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td>2</td>
</tr>
<tr>
<td>AAS/LANDSCAPE DES/CONST BASICS</td>
<td>2010-2011</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2012-2013</td>
<td>1</td>
</tr>
<tr>
<td>AAS/LANDSCAPE DESIGN/BUILD</td>
<td>2010-2011</td>
<td>2</td>
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</tbody>
</table>
South is responding to calls from industry and apprenticeship training directors to build the Workforce and Trades Leadership BAS as a means of bridging the educational gap for experienced workers wishing to pursue advanced degrees.

Criterion 5 - Student demand for program within the region

Administrators at South Seattle College assembled a list of over 50 recent graduates who expressed interest in this proposed program. (See Appendix.) Of the six selected for in-depth interviews, all echoed major themes:

- Limited job mobility due to degree inflation where most supervisory jobs require a baccalaureate degree
- Lack of existing options for working adults to pursue a four-year degree in a format that works with their schedule and builds on their work experience
- Diminished options in the workplace itself to pursue further training and leadership tracks

South is committed to building programs for working adults at various points in their development. The targeted student population for this program includes incumbent employees, current students in two-year degree programs and journey-level trades people. In recent interviews with former students, JATC training directors, employers and industry professionals, the College identified graduates of South’s apprenticeship programs as likely students for this proposed program. Administrators plan to start with an initial cohort of 20 juniors in the first year. As those juniors become seniors, South’s goal is to add a second year of juniors, one year behind. This enrollment pattern of serving 40 students in the program annually follows that of existing BAS programs and meets the college’s expectations for the next five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrolled students</td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

As a matter of practice, the College and partners conduct focus groups with graduates and use student feedback for continuous improvement. Students reported confusion around promotion possibilities. Many felt that advancement was dependent on a four-year
degree. All expressed a desire for more intensive, targeted and quality educational offerings. Graduates of South’s short-term training programs in manufacturing concur, “Job seekers are all seeing degree inflation. That’s what I face when interviewing. Just a regular, straight up machining job, most places are looking for a BA.”

Based on that feedback and in partnership with industry and extensive student input, South Seattle College developed the following pillars for the program:

- The BAS will be directed by industry with an industry advisory as sounding boards as work is on-going as reviewers of capstone projects, as co-presenters to the advisory board, and as sources of actual jobs that are in the pathway. The advisory board would also acts as mentors for students in the program.
- The program will use a 60|60|60 model, with 60 hours of general education, 60 credits of professional-technical coursework, and 60 credits of upper division course work. Students would be able to simultaneously complete their AA degree, developing individual education plans to complete. They would also be able to access South’s robust Prior Learning Assessment framework, as well as being able to count on-the-job training and related supplemental instruction towards their degree goals.
- The availability of online learning will make this degree more accessible to the working professional. A hybrid program that infuses face-to-face and online learning will be the predominant mode of instruction: On-campus components could take the form of either four Saturdays a quarter or two weekends a quarter. As South begins this program, we intend to study the feasibility of a fully online cohort.

This degree will help level the playing field for seasoned workers. In addition, it will provide increased opportunities for workers to compete. As one former student, now an Inventory Controller at a transportation and logistics company, said, “I noticed that people who had technical skills didn’t get laid off. I realized that I had no specialization, so I was always going to be vulnerable. Not having the four-year degree, I’m going to get stuck in lower-level management. A four-year degree would give me more backing. I’d be able to negotiate better and compete better. I’m totally into the degree you plan to offer.”

The college plays a supportive and engaged role in a student’s career advancement, whereas common perception among interviewees was that many employers have abdicated responsibility in that area. A current staffer at a labor advocacy center echoes this sentiment, “I started in the trades at 18. I became an apprentice. I needed more critical thinking skills. My employers touched on those but it was never enough. As a woman, I needed more back up and more background. That’s what a degree can do, make you stand taller.”

Students seek options that will fit with their schedules. The College consistently offers hybrid models of online and face-to-face intensives on the weekends to accommodate working adults. “I know that I learn better hands on, but I don’t have enough time to do everything hands on. With work and three kids, I have time for two to three hours of school work every night, if I’m lucky.” Given the profile of today’s adult learners, the
College focuses on applied and competency-based learning. As stated above, these elements will be the hallmarks of this new BAS degree.

Many workers have a wealth of experience at handling day-to-day management issues and are ready for a bigger challenge. Research and employer feedback shows that this transition from individual contributor to supervisor and leader is a challenge for all. This new program is predicated on exploring and mastering skills that will efficiently move the student to the next level of competence and meet local demand. One General Manager of a small manufacturing business shared, “The pass-down strategy stopped in the late 1990s. So we’ve got almost two decades of nothing in the middle. We got so focused on cutting costs that we forgot about recruiting and training. It is lopsided now in terms of leadership. We can’t find that middle group fast enough.”

Criterion 6 - Efforts to maximize state resources to serve place-bound students

South is known across the state as an institution that accelerates learning and adapts to workforce needs by offering hybrid online courses coupled with extensive lab and field training with both evening and weekend class offerings. As stated previously, South’s hybrid model for BAS programs has seen great success: students spend one weekend a month on campus, engaging with the instructor and fellow students, hearing from guest speakers, and networking and connecting with industry. The remaining hours are spent online, students working asynchronously to fit their schedule.

The College has earned a stellar reputation as a valued peer and partner in ambitious regional, state-wide, and national initiatives. Currently, South participates in a consortium of colleges and Centers of Excellence expanding options in the Construction and Manufacturing sectors. After 18 months of collaboration on the Washington Integrated Sector Employment (WISE) grant, the group has advanced a strategic plan for increasing access to degree pathways and living-wage employment. South also leads a recently-awarded, multi-million federal grant focused on expanding apprenticeships into these sectors for under-represented populations. Both initiatives have expanded regional collaboration and leveraged resources for systems-level change.

Currently, the only other opportunities for workers in apprenticeship or trades degrees to obtain an advanced degree are through the South Professional Technical Teacher Education and the Sustainable Building Science Technology degree programs. The former focuses on developing the next professional trades instructors, while the latter provides building trades professionals with industry certifications and essential training to master commercial energy auditing and reporting needed to manage high performance facilities and buildings. While these complement this new program, they fall short of the need to provide formal middle management and leadership development.

Though no similar programs currently exist, the University of Washington’s Construction Management BS is somewhat analogous. Students report that the traditional higher education format does not meet the needs of working adults and does not provide extensive field experience demanded by industry. They find the tuition and costs
prohibitive. The narrow focus on Construction limits tradespeople to a single industry. In Washington State, there are three Construction Management BS degrees, none of which directly overlap with the Workforce and Trades Leadership BAS:

- Construction Management BS at Central Washington University in Ellensburg, WA
- Construction Management BS at University of Washington in Seattle, WA
- Construction Management BS at Washington State University in Pullman, WA

These degrees are not seen as competition as they are not a pathway for apprentices. Existing supervision and management courses in continuing education departments do not offer the comprehensive skill training that employers and journey-level workers need. There is very little competition for this degree offering.

Employers know that modularized and compressed formats with hybrid options work for their employees. South Seattle College has a solid reputation for offering programs structured to meet their needs. One General Contractor noted, “If Georgetown models this program after the one in Sustainable Building, that would help working adults. To do something like this, in the middle of a career, that takes a commitment. It’s tough. So the colleges should build something around the average schedule.”

In addition, bringing in industry mentors and focusing on peer learning with students working in companies from across the industry spectrum opens up a world of possibility. Apprenticeship directors agree, “Education helps make the transition for many, especially when programs make it a point to focus on peer learning. Learning happens when you get motivated employees from small, medium and large companies working across the silos of industry. That intermingling is key to growth. It helps unseasoned employees expand their idea of the possible.”

The Construction Center of Excellence (CCE), based out of Renton Technical College, is a key partner in the push to develop this new BAS program. The CCE has provided significant support and direction to build on the mapping of existing training options, with a particular focus on construction trades leadership. The CCE is also a key partner with South through the WISE grant, leveraging funds strategically. The Director of the Construction Center of Excellence indicated the next step in development needed for the industry. “This degree can build on the new certificate developed at Renton Technical College. That program should articulate. Spokane and Walla Walla Community College reviewed the certificate in detail. So there are strong foundations and good thinking about what a BAS in the trades should look like.”

South will continue to collaborate with partner colleges, industry experts, and Centers of Excellence to utilize resources, tools, and experience to build the new Workforce and Trades Leadership BAS degree. As the College continues to work on and apply for grants, the new degree can act as a beacon, a goal, both an end point and a starting point for tradespeople.

South Seattle College chose to involve industry and business in formal and intentional ways as co-creators of this degree. Over 70 leaders have been consulted in public forums.
and individual interviews. The response has been overwhelmingly positive. We pledge that these conversations will continue. Colleagues at Renton Tech and Spokane Community College are partners in building this next piece of the pipeline, offering lessons learned through their new certificate programs. This work is also done in concert with the Construction Center of Excellence to ensure a coherent pipeline of options in the state. Other Centers of Excellence expressed interest in surveying journey-level workers to assess their readiness to move into management and the sometimes dramatic shifts in attitude and skills needed to launch into leadership. Most recently, City University joined the conversation to discuss connections with their graduate programs in their School of Applied Leadership.

Conclusion

South Seattle College has a successful history of offering technical associate degrees, apprenticeship instruction and incumbent worker training. With the development of the Workforce and Trades Leadership BAS degree, South is expanding the possible educational attainment levels for trades professionals now blocked from advancement due to the lack of a four-year degree. By providing access, the college meets state goals for closing the statewide skills gap for technically trained leaders, contributes to the production of baccalaureate degrees, aligns postsecondary programs with employment opportunities, and encourages adults to earn a postsecondary credential. This collaborative effort with South’s college community, apprenticeships, industry partners, and the Centers of Excellence is set up for success. Employers, apprenticeship partners, and students are asking the college to meet workforce needs for a supervisory bachelor’s degree program. With little competition in the region and a growing demand, this BAS program can fill the skill and educational gap by providing access to career development and degree attainment.

South is ready to expand its baccalaureate degree offerings by adding the Workforce and Trades Leadership BAS and creating the next group of leaders in the trades.
Appendix A

Interview Protocol

Approach:

Interviews used an open inquiry method to encourage exploratory conversations and engage subjects in the prospect of creating a new degree.

Conversation starters:

We want to focus on training elements that will help current entry-level employees move up the ladder, both in terms of hard skills and leadership capacity. We really want to hear about your experience. What, specifically, do you need to pull bring workers into leadership positions.

- Is there something particular your current employees need to make that next step?
- When you think about your employees in front-line management who have been in their jobs at least three years, what do they need to move forward?

Many businesses are facing a silver tsunami and now facing deficits in next-generation leaders. We know that smart businesses all have a succession plan. Even the most forward thinking seem to be struggling.

- Have you seen people make that transition? Were they special? What got them there?
- What demand do you see for this position? Is it hard to find qualified individuals to fill this position?
- What are the qualities, skills, attributes of successful leaders?
- How could further formal education instill some of those values and ideals into future leaders?
- What are the deficiencies you see in prospective leaders among current employees?
Would a degree like this help you find the people you need to keep your business growing?

Thank you for your time. We will aggregate our results to shape curriculum and make a case to the state board for this new degree.

- Would you be willing to refer interested employees so that we can hear their perspective?
- If you see value in this approach, would you be willing to write a letter of support?
- Once our application is approved by the state, we plan to offer classes, beginning next winter. Would you be interested in serving on an advisory committee?
<table>
<thead>
<tr>
<th>SECTOR</th>
<th>INTERVIEW TARGETS AND THEMES</th>
<th>RESULTS</th>
</tr>
</thead>
</table>
| Apprenticeship | Interviewed three apprenticeship coordinators  
- Dave Perrin, Construction Industry Training Council  
- Paul Miller, District Lodge 160, International Association of Machinists and Aerospace Workers  
- Jim Charest, Western Washington Masonry Trades Apprenticeship & Training  
Themes: definite need and urgency for more skilled workers moving into management position with both optimism and some ambivalence about the role of higher education in filling that gap | Anticipate demand.  
BA a preference with contractors.  
CITC sees dozens of these positions opening at contractors state-wide. |
| Construction | Interviewed an emerging leader at a large company, a seasoned leader at a small company, and a state leader in the industry  
- Shana Peschek, Construction Center of Excellence  
- Laura Soma, Senior Project Engineer, GLY  
- Alexandra Steele, Prestige Residential  
- Rich Gaspar, Owner, Gaspar’s Construction  
Themes: clear need for a program to help the industry diversity and fill gap of more skilled supervisors and middle managers; BAS needs to build on existing foundational and certificate programs | Highest anticipated demand by sector.  
BA a preference.  
Difficulty in finding.  
Program will help because it is based on previous experience in the trades, unlike other BA degrees. |
<p>| Manufacturing | Interviewed general manager of a small family-run company, a plant manager at a multi-plant manufacturer, and an employee development specialist at a large corporation. | Some demand. BA a preference. Difficulty in moving people up within industry. |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Key Informants and Thought Leaders</th>
<th>Themes</th>
<th>Potential Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Harford, General Manager, JA Jack and Sons, Industrial and Agricultural Limestone</td>
<td>Adam Bursell, Employee Development Specialist, Boeing</td>
<td>Themes: some healthy skepticism about the need for proposed BAS, more focused on partnering with high schools and colleges to attract students to the trades and recruit for entry-level positions</td>
<td>Paul Lee, Pioneer Industries; Shaban Mukhtarov; David Hairy; Breanna Van</td>
</tr>
<tr>
<td>Unions</td>
<td>Anita Scheer, Coordinator, Washington State Labor Education and Research Center; Darby Frye, Labor Educator, Washington State Labor Education and Research Center</td>
<td>Two representatives</td>
<td>Some demand among union leadership. See union partners graying out.</td>
</tr>
<tr>
<td>City Government</td>
<td>Matt Houghton, Workforce Development Advisor, Office of Economic Development, City of Seattle; Nancy Yamamoto, Workforce Development Manager, Office of Economic Development, City of Seattle; Dave Trovato, Workforce Development and Training Manager, City of Seattle</td>
<td>Interviewed City of Seattle’s key workforce staffs</td>
<td>Some demand within City itself (maintenance supervisor). Degree would help.</td>
</tr>
<tr>
<td>Key Informants</td>
<td>Annie Laurie Armstrong, Business Government and Community Connections; Linda Rider, Senior Training Jobs Project Manager, Seattle Jobs Initiative; Bryan Daly, Academic Director, referred by Lindsay Langill, Dean of the School of Trades and Technology, Thompson Rivers University</td>
<td>Interviewed local and national experts as well as Dean of ground-breaking program in Canada</td>
<td>Recognized demand for TRU program with exceptional placement outcomes.</td>
</tr>
<tr>
<td>Potential Students</td>
<td>Paul Lee, Pioneer Industries; Shaban Mukhtarov; David Hairy; Breanna Van</td>
<td>Targeted 8 from apprenticeship programs and Industrial Manufacturing Academy; 3 interviews pending</td>
<td>Desire for degree. See possibilities within their own workplaces.</td>
</tr>
<tr>
<td>Themes: strong support from students from IMA program and current job-seekers who report that a BA is baseline for entry-level machining positions</td>
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<td><strong>Trades Leadership Forum 9/30/15 – Mix of industry representation</strong></td>
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<td>Shana Peschek, Construction Center of Excellence</td>
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<td>Kimberly Washburn, Snoqualmie Valley Hospital</td>
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<td>Robert Blakely, CBRE</td>
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<td>Jeff Lindgren, J.A. Jack &amp; Sons</td>
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<td>Joan Weiss, Worker Center AFL-CIO</td>
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<td>Joe K. Hannan, Cement Masons Training Trust</td>
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<td>Jon Bersche, Seattle City, Purchasing &amp; Contracting</td>
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<tr>
<td>John Boyle, Wa State Labor Education &amp; Research Center</td>
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<tr>
<td>Morgan Stone, ANEW</td>
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<tr>
<td>Themes: An applied BAS like this degree could serve people in other trades and industries beyond construction.</td>
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<tr>
<td>Having an applied degree program like this that has strong industry &amp; labor backing and roots is new and could open new opportunities for many.</td>
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<tr>
<td>Such an applied degree is likely to offer more opportunity than some masters programs that lack the work experience component.</td>
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<tr>
<td>The leaders who teach in the Applied program have a key role.</td>
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<tr>
<td>Soft skills development is very important and without which a person's career advancement may be very limited.</td>
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<tr>
<td>In many industries there is much talk of the 'silver tsunami, the wave of people who are approaching retirement age. Many job openings in the next three years will occur as people retire. Others from a vibrant economy.</td>
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<tr>
<td>It is noted that the retirement wave crosses all job levels so not every retirement opens a high level management position. That said, the combination of a healthy economy that creates new jobs and a big retirement trend augurs well for people with this applied baccalaureate degree.</td>
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<tr>
<td>Saw value across sectors, from healthcare to real estate to construction to manufacturing. Demand anticipated broadly in short and medium term. Bachelors is a preference, not requirement. This program will assist in finding qualified applicants.</td>
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</table>
Focus Questions:
“What are the typical leadership responsibilities that characterize middle management positions within the construction industry?”
and
"Would an Applied Baccalaureate degree in Trades Leadership open up opportunities beyond middle management?"

Welcome and introductions
Holly Moore, Executive Dean, Georgetown campus
Shana Peschek, Director, Construction Center of Excellence

Workshop introduction
Dave Cunningham, Facilitator

Introduction to the Project
Jason Petrait, Director of Special Projects, Georgetown campus

Workshop and discussion on the work responsibilities of leaders in trades
Dave Cunningham

Final Wrap-up and next steps
Jason Petrait

Participants:
1. Shana Peschek, Construction Center of Excellence
2. Kimberly Washburn, Snoqualmie Valley Hospital
3. Robert Blakely, CBRE
4. Jeff Lindgren, J.A. Jack & Sons
5. Joan Weiss, Worker Center AFL-CIO
6. Joe K. Hannan, Cements Masons Training
The forum began with a presentation of the degree concept currently being explored by the college.

**The Pillars of the intended Degree**

- Four Year Apprenticeship + 3-5 courses (one per year): First Component (AAS-T MOT)
- Directed by industry - Industry advisory, sounding board as working is going on, working with the students (capstone work, presentations to the advisory board, actual jobs that are in the pathway. General technical overview and advisory activities.)
- Advisory board also acts as mentors for students in the program
- Applied Current BAS Program Model – Final 2 Years after completion of the apprenticeship
- A minimum of two to five years industry work experience post apprenticeship will be required to enter the last two years of the BAS.
- The final two years will involved 90 credits, 22 of which will come from prior learning and work experience. This honors the core of industrial experience and work force training.
- The availability of online learning will make this degree more accessible to the working professional. A Hybrid-type program that infuses face to face and online learning will be the predominant mode of instruction in the final two years. 80% instruction will be online and 20% face to face. This could take the form of either four Saturdays a quarter or two weekends a quarter. Details on schedules still to be determined.

**The labor market indicators**

1. Thomas River University in British Columbia has a degree pathway similar to the above. Although we will not be copying their program but creating a degree that fits what is needed in this area.

2. Apprenticeship programs are more fully supported in Canada than in the United States.

3. At any stage in the process we will be asking and seeking confirmation on where the jobs are, what the wages and salaries are and what the level of demand is over time.

4. The relationship of this degree to other degrees that could be earned at the University level will be worked out and pathways clearly communicated. The college will explore how to link this degree with some of the non-traditional pathways to a Masters degree that are offered through regional universities. The intent in building such pathways will be to broaden the access for advanced level training.

5. We often see a company Indirectly hire someone as a technician or laborer. If they don’t fail miserably at being a technician, they are usually promoted to crew chief or foreman. If they don't fail miserably, they get promoted again. This applied degree may help prepare people for leadership faster and help others avoid failure early in their career.
6. Technical skills can be fairly easily learned on the job but the leadership skills are not. They often don't surface until a person has mastered the practical skills of a trade.

7. Having an accelerated pathway to leadership positions is welcomed for such people.

8. Some jobs are run very well, some - not so well. What is needed in construction leadership positions is the capacity to work smart, be pro-active in work planning, in estimating and budgeting, scheduling and ensuring safety considerations always prevail. When this happens, work is done on time, within budget and everyone goes home happy and safe.

The intended target population:
1. People working in the industry
2. Late 20’s, early 30’s and older with families. Older workers do not have the same physical attributes as when they first started in the trades so it makes sense to move into work that is less physically demanding.
3. Instructors for the apprenticeship classes
4. People with a Trades background, the particular trade is not really important.

Potential Employment:
1. Project Management positions
2. Senior Superintendent
3. Site forman
4. Supervisory positions of various kinds
5. In smaller companies where people are often promoted from within – the need is often for a person with a strong mechanical aptitude, experience and leadership potential
6. A big demand for supervisors who have experience doing the job but also have the mentality to manage the work and teams.
7. It was noted that for most leadership positions within unions that a Bachelor level degree is not usually looked for. Direct trade experience has more value for these leadership positions.

Final Comments:
1. An applied BAS like this degree could serve people in other trades and industries beyond construction.
2. Having an applied degree program like this that has strong industry & labor backing and roots is new and could open new opportunities for many.
3. Such an applied degree is likely to offer more opportunity than some masters programs that lack the work experience component.
4. The leaders who teach in the Applied program have a key role.
5. Soft skills development is very important and without which a person's career advancement may be very limited.
6. In many industries there is much talk of the 'silver tsunami, the wave of people who are approaching retirement age. Many job openings in the next three years will occur as people retire. Others from a vibrant economy.

7. It is noted that the retirement wave crosses all job levels so not every retirement opens a high level management position. That said, the combination of a healthy economy that creates new jobs and a big retirement trend augurs well for people with this applied baccalaureate degree.

8. Information from this meeting will be shared with others in education and the industry.

9. It is likely we will conduct further inquiries like this in the near future.

The group next reviewed and edited an earlier undertaking to map the profile of leadership responsibilities in the trades, the required knowledge base and the required core skills. The following charts summarize the recommended changes from the group.
## Edits and Additions to the Required Knowledge Base

<table>
<thead>
<tr>
<th>Major Functions</th>
<th>Edits</th>
<th>Additions</th>
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</thead>
<tbody>
<tr>
<td>Risk Management</td>
<td>A9 Focus on Soft Skills</td>
<td>A 14 Root Cause Analysis</td>
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<td></td>
<td></td>
<td>B 14 Mentor new hires</td>
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<td></td>
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<td>B14 Provide helpful feedback and support to performance</td>
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<td></td>
<td>B16 Manage the 'onboarding process,'</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td></td>
<td>B 14 Mentor new hires</td>
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<tr>
<td></td>
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<td>B15 Provide helpful feedback and support to performance</td>
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<tr>
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<td>B16 Manage the 'onboarding process,'</td>
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<td>Contract Management &amp;</td>
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<td>C8 very important</td>
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<td>Compliance</td>
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<td>C9 Change Order Management</td>
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<td>D1 and D3 Ensure 'Buy-in' on Safety</td>
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<td></td>
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<td>D9 Conduct a Job hazard Analysis</td>
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<td>D10 Maintain currency on safety regs &amp; other changes</td>
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<tr>
<td>Safety Management</td>
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<td>D1 and D3 Ensure 'Buy-in' on Safety</td>
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<tr>
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<td>D9 Conduct a Job hazard Analysis</td>
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<td>D10 Maintain currency on safety regs &amp; other changes</td>
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<tr>
<td>Job Site Cost Control</td>
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<td>F7 Forecast jobs to manage constraints</td>
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<td>F7 Forecast jobs to manage constraints</td>
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<tr>
<td>Scheduling</td>
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<td>F7 Forecast jobs to manage constraints</td>
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<td>External Relations</td>
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<td>Personal Leadership</td>
<td>Includes B2, B4, B5, B8 and B9 (emphasis on soft skill related tasks)</td>
<td>Add others on soft skills</td>
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<tr>
<td>Major Categories</td>
<td>Edits</td>
<td>Additions</td>
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<td>----------------------------------</td>
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<td><strong>Risk Management</strong></td>
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<td>A</td>
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<tr>
<td>B <strong>The legal Business Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Accident Prevention Program</strong></td>
<td>C6</td>
<td>Eliminate the hazard</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>C7 Address Public Safety Issues on site</td>
</tr>
<tr>
<td><strong>Construction Industry Processes</strong></td>
<td>D</td>
<td>none</td>
</tr>
<tr>
<td><strong>Contracting Processes</strong></td>
<td></td>
<td>E7 Punch List &amp; Project Close Out</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F <strong>Standard HR Practices</strong></td>
<td>F2</td>
<td>Add end user</td>
</tr>
<tr>
<td><strong>Principles of Sustainability</strong></td>
<td>G2</td>
<td>G3 Train others on Sustainability</td>
</tr>
<tr>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Human Factors &amp; Leadership</strong></td>
<td></td>
<td>To be developed</td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Edits and Additions to the Core skills**

<table>
<thead>
<tr>
<th>Major Categories</th>
<th>Edits</th>
<th>Additions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Construction IT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>A2</td>
<td>Add S/W and H/W</td>
</tr>
<tr>
<td><strong>Construction Industry Soft Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>B6 Ability to form effective teams</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td></td>
<td>C10 Negotiation skills</td>
</tr>
<tr>
<td>C</td>
<td>None</td>
<td>C11 Target and develop potential leaders</td>
</tr>
<tr>
<td><strong>Technical</strong></td>
<td></td>
<td>C12 Demonstrate cultural competency</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budget Management</strong></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Leadership Functions</td>
<td>Typical Leadership Responsibilities</td>
<td></td>
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<tr>
<td>----------------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Risk Management</strong></td>
<td><strong>Tan - Very common and also most challenging:</strong></td>
<td></td>
</tr>
<tr>
<td>A1 Use all communication modes well (electronic &amp; F2F)</td>
<td>A3 Keep abreast of industry technology &amp; trends</td>
<td></td>
</tr>
<tr>
<td>A2 Communicate effectively with all levels of employees</td>
<td>A4 Solve problems consistently (technical, personnel, fiscal, scheduling etc.)</td>
<td></td>
</tr>
<tr>
<td>A7 Identify liabilities associated with projects</td>
<td>A8 Practice standard industry professional ethics</td>
<td></td>
</tr>
<tr>
<td>A9 Negotiate a lot (change orders and some)</td>
<td>A11 Keep abreast of the broad intent of the task</td>
<td></td>
</tr>
<tr>
<td>A12 Manage change</td>
<td>A13 Resolve conflicts (job related)</td>
<td></td>
</tr>
<tr>
<td><strong>Human Resource Management</strong></td>
<td><strong>Purple - most challenging:</strong></td>
<td></td>
</tr>
<tr>
<td>B1 Resolve internal personnel conflicts</td>
<td>B3 Follow all S.O.P.s when accidents occur</td>
<td></td>
</tr>
<tr>
<td>B2 Foster a welcoming &amp; inclusive working environment</td>
<td>B4 Manage personnel - especially hiring</td>
<td></td>
</tr>
<tr>
<td>B5 Schedule personnel</td>
<td>B6 Respond appropriately to all communications</td>
<td></td>
</tr>
<tr>
<td>B7 Comply with all project related OSHA/WISHA regs</td>
<td>B8 Manage project team members and hold accountable for company drug policy on-site, Title VI, Affirmative Action &amp; EEO Regulations</td>
<td></td>
</tr>
<tr>
<td>B9 Ensure compliance with all Labor contracts</td>
<td>B10 Ensure that all safety regulations &amp; codes are complied with 100%</td>
<td></td>
</tr>
<tr>
<td>B11 Ensure compliance with all Labor contracts</td>
<td>B12 Manage change</td>
<td></td>
</tr>
<tr>
<td>B12 Manage change</td>
<td>B13 Implement the sustainability &amp; Environmental plan on the job site</td>
<td></td>
</tr>
<tr>
<td><strong>Contract Management &amp; Compliance</strong></td>
<td><strong>Green - most common tasks:</strong></td>
<td></td>
</tr>
<tr>
<td>C1 Update and maintain project documentation</td>
<td>C2 Ensure all quality, metrics &amp; codes are met</td>
<td></td>
</tr>
<tr>
<td>C3 Participate in the Bid Process &amp; conduct after-action reviews</td>
<td>C4 Maintain &amp; educate partners on scope of the work</td>
<td></td>
</tr>
<tr>
<td>C5 Follow blue-prints &amp; all specifications</td>
<td>C6 Comply with all applicable government regulations</td>
<td></td>
</tr>
<tr>
<td>C7 Comply with all trade agreements</td>
<td>C8 Act on all safety violations immediately</td>
<td></td>
</tr>
<tr>
<td><strong>Safety Management</strong></td>
<td><strong>D - Common:</strong></td>
<td></td>
</tr>
<tr>
<td>D1 Educate others and enforce job-site safety</td>
<td>D2 Conduct safety inspections &amp; lead wkdly meetings</td>
<td></td>
</tr>
<tr>
<td>D3 Establish accountability for safety efforts</td>
<td>D4 Comply with all related OSHA/WISHA regs</td>
<td></td>
</tr>
<tr>
<td>D5 Keep all staff certifications up to date</td>
<td>D6 Use standard industry software to manage all project-related costs</td>
<td></td>
</tr>
<tr>
<td>D7 Conduct an accident investigation</td>
<td>D8 Act on all safety violations immediately</td>
<td></td>
</tr>
<tr>
<td><strong>Job Site Cost Control</strong></td>
<td><strong>E - Rare:</strong></td>
<td></td>
</tr>
<tr>
<td>E1 Control project cost (labor, materials, equipment)</td>
<td>E2 Reduce waste &amp; manage resources efficiently</td>
<td></td>
</tr>
<tr>
<td>E3 Manage all logistics of material requisition</td>
<td>E4 Analyze &amp; interpret project budgets</td>
<td></td>
</tr>
<tr>
<td>E5 Use standard industry software to manage all project-related costs</td>
<td>E6 T.S and address all scheduling delays</td>
<td></td>
</tr>
<tr>
<td><strong>Scheduling</strong></td>
<td><strong>F - Rare:</strong></td>
<td></td>
</tr>
<tr>
<td>F1 Schedule with standard industry software</td>
<td>F2 Monitor timeline for optimal performance</td>
<td></td>
</tr>
<tr>
<td>F3 Document daily activities</td>
<td>F4 Track and document project schedule</td>
<td></td>
</tr>
<tr>
<td>F5 Document phases of the project</td>
<td>F6 T.S and address all scheduling delays</td>
<td></td>
</tr>
<tr>
<td><strong>External Relations</strong></td>
<td><strong>G - Rare:</strong></td>
<td></td>
</tr>
<tr>
<td>G1 Resolve disputes around change orders</td>
<td>G2 Communicate with customers &amp; other relevant partners</td>
<td></td>
</tr>
<tr>
<td>G3 Manage all partner relationships</td>
<td>G4 Plan and prepare schedule meetings</td>
<td></td>
</tr>
<tr>
<td>G5 Collaborate with contractors on design and suppliers with delivery schedules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Foundational Knowledge Base</td>
<td>(Purple shading denotes most important elements)</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Risk Management</strong></td>
<td><strong>The Legal Business Environment</strong></td>
<td><strong>The Accident Prevention Program</strong></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>The basic principles of Risk Management in the construction industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local &amp; contract Labor options &amp; requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive knowledge of applicable Labor law</td>
<td>OSHA/WISHA regs</td>
<td>Accident procedures &amp; investigations</td>
</tr>
<tr>
<td>C1</td>
<td>D1</td>
<td>D2</td>
</tr>
<tr>
<td>Employer Safety S.O.P.s</td>
<td>Meeting preparations &amp; scheduling times</td>
<td>Advanced knowledge of the construction process</td>
</tr>
<tr>
<td>C2</td>
<td>D3</td>
<td>D4</td>
</tr>
<tr>
<td>Industry safety certifications i.e., First Aid/CPR etc</td>
<td>The order delivery process</td>
<td>The ‘after-action’ review processes</td>
</tr>
<tr>
<td>C3</td>
<td>D5</td>
<td>D4</td>
</tr>
<tr>
<td>The principles of human motivation in the workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimating and budgets</td>
<td><strong>Standard professional ethics</strong></td>
<td><strong>Engineering Controls</strong></td>
</tr>
<tr>
<td>A2</td>
<td>B3</td>
<td>C6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site specific safety requirements</td>
<td>MSDS</td>
<td>The standard metrics for quality measurement</td>
</tr>
<tr>
<td>C5</td>
<td>C4</td>
<td>D5</td>
</tr>
<tr>
<td>Engineering Controls</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Core Skills or Competencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Industry Soft Skills (A)</td>
<td>The Construction Industry Soft Skills (B)</td>
<td>Communications (C)</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Ability to use and adapt a wide range of E-communication tools</td>
<td>Ability to organize work, space equipment &amp; materials consistently</td>
<td>Effective interpersonal communications (verbal, email etc)</td>
</tr>
<tr>
<td>A1</td>
<td>B1</td>
<td>C1</td>
</tr>
<tr>
<td>The ability to use and adapt a wide range of E-communication tools</td>
<td>Resolve safety issues quickly and completely</td>
<td>Clearly communicate to others: The scope of a project, the after-action reviews, the regulations, the sustainability plan</td>
</tr>
<tr>
<td>A2</td>
<td>B2</td>
<td>C2</td>
</tr>
<tr>
<td>Effectively use industry software to update &amp; maintain project documentation</td>
<td>Time management</td>
<td>Ability to determine if the phases of a project are on track for completion as planned</td>
</tr>
<tr>
<td>A2</td>
<td>B3</td>
<td>C3</td>
</tr>
<tr>
<td>Ability to work within constraints &amp; meet deadlines</td>
<td>Ability to work well with others</td>
<td>Ability to prepare an agenda and conduct a successful meeting</td>
</tr>
<tr>
<td>A2</td>
<td>B4</td>
<td>C4</td>
</tr>
<tr>
<td>Ability to work well with others</td>
<td>The ability to document the chronology of activities &amp; the needs of personnel</td>
<td>Ability to implement Engineering controls</td>
</tr>
<tr>
<td>A2</td>
<td>B5</td>
<td>C5</td>
</tr>
<tr>
<td>Solve typical on-site problems</td>
<td>Ability to facilitate a meeting</td>
<td>Ability to apply math functions in developing and completing a project</td>
</tr>
<tr>
<td>A2</td>
<td>B6</td>
<td>C6</td>
</tr>
<tr>
<td>Ability to track and monitor the details</td>
<td>Ability to implement new policies and procedures</td>
<td>Ability to manage people, resolve conflicts and build effective working relationships</td>
</tr>
<tr>
<td>A2</td>
<td>B7</td>
<td>C7</td>
</tr>
<tr>
<td>Ability to manage people, resolve conflicts and build effective working relationships</td>
<td>Ability to track and monitor the details</td>
<td>Ability to apply math functions in developing and completing a project</td>
</tr>
<tr>
<td>A2</td>
<td>B8</td>
<td>C8</td>
</tr>
</tbody>
</table>

Manufacturing Academy,
Employer Feedback Session
SUMMARY REPORT
**1. Employers were asked: How’s business?**

The general consensus is that the business climate is good and most of the employers anticipate future growth in the near business and the need to hire more workers.

*Comments*

- We depend on the federal funding for many of our projects so we are glad the government is passed its budget this fall.
- We face competition from European technology.
- We are having a hard time developing local talent.
- We are focused on launching new products.
- The exchange rate impacts our business a great deal. A strong dollar means it makes it harder for foreign companies to buy our product.
- We depend a lot on the energy market and so with a depressed energy market, firms are not spending money on new equipment.
- We see a big divide in experience level within our company. We have seasoned, experienced workers who are close to retirement and there is a big gap between them and the new employees who are younger and less experienced.
- We are seeing a big demand for more trained machinists. Some companies have invested in new machining equipment even though they don’t have the workers to work on them yet.
- A big issue for us was moving out the Seattle city limits to Snohomish County. We had a lot of employees who didn’t want to move North; some people chose to leave the company. The good news for us was we found cheaper space and we are able to expand if we need to which was hard to do in Seattle.
- We are seeing a lot of “re-shoring” of work. Work that once was going overseas to countries with cheaper wages is now coming back to the US.
- We are seeing an increase need for Just-In-Time manufacturing.
- An issue for us is attrition – more employees are starting to retire and more are on the way.
2. Where do you find employees?

Employers rated Craig’s List as one of their top resources to find employees along with incentivizing current employees to refer qualified candidates. Employers also recruit from other local training programs.

Comments
- Craig’s list was highly rated among all the employers.
- We post jobs on our website. We are moving to make our job postings easy to read on mobile devices.
- Training Program such as Bates Technical College, Clover Park Technical College, WATR,
- We offer incentives to our employees to refer candidates.
- Several employers mentioned they did not find the “state system” helpful. Craig’s list was much better.
- Word of mouth.
- We offer signing bonuses and retention bonuses to new employees – that attracts some candidates.
- High School internships
- Seattle Youth Employment Program – employers don’t have to pay the wage
- We highlight an employee’s total compensation so job candidates can see the whole package around health care, time off, etc.
- We are seeing more employees who want vacation time – so if someone is experienced and has earned 3-4 weeks off at their previous employer, we will consider giving them the same amount of vacation vs a bonus
- Note-the WDC announced the up-coming launch of KC data that will allow employers to see where workers are coming from into various jobs in the region
- Two employers said they approached RTC for graduates but never got a call back.
- Several employers said the state system and ESD, was not helpful to them.

3. Employers were asked about the competencies included in the curriculum as well as what was missing.

Employers said their top five competencies included in the curriculum are:
- 1-Teambuilding (2 others mentioned it was their top)
- 2-Social Skills – customer service, work/life balance, coming to work on time)
- 3-Quality control – making sure you check your work and the work gets done right the first time
- 4-Knowledge of materials and tools
- 5-Safety

Other competencies that were important to employers are:
• Rigging/Material handling
• Time management (knowing when to stop socializing on the job)
• Blueprint reading
• Completing an internship – having recent work experience

**Competencies that were NOT included in the curriculum that employers would like to see are:**

• Reading comprehension; ability to read and understand work instructions and writing;
• Basic knowledge of computers; able to apply online (employers were mixed on this topic – some reported their employees had good computer skills and others said many job candidates did not know how to turn a computer on
• Internal Company Training – all 8 employers have their own internal training to help employees move up; some offer benefits to pay for school
• What employers would like to see more of:
  • Electrical – the curriculum looks like on electrical

**Employers were asked to speak about the skills lacking in the job candidates and entry-level workers:**

• Interview skills – job candidates don’t dress appropriately; they use slang language when speaking vs speaking in a more business-like or professional manner; they can’t answer behavioral based questions or explain gaps in their work history.
• Many employees are not resourceful. They don’t work through problems – their first inclination is to find someone else to tell them what to do vs figuring out the problem themselves.
• We’d like to see more stable work histories. Less than 2 years is a problem. There are ways to sell it if you have been in school or maybe needed to take a detour to work in another industry (for example, food service). There needs to be a good explanation for gaps in your work history. I have a hard time referring someone on to a hiring manager when I see less than 1 year of work experience with multiple employers.
• Criminal backgrounds – employers said they would consider hiring someone with a criminal background if they understood the circumstances around the offense. Some employers said there were some offenses that were not negotiable and candidates would not be considered for jobs with their firm.

**4. Future career advancement training: What competencies would employers like to see in a following on course:**

• Manual machining
• Electrical
• G D and T
• Lean manufacturing
• Quality Assurance
• Problem solving and troubleshooting – how can you offer practical experience in the class room to get at this issue?
- Maintenance technicians
- More advance computer skills – blueprint configurations; Excel spreadsheets
- 3 big areas are: machining, welding and maintenance on electrical
- When we consider moving an employee up on the career ladder and paying for further training – we look at their attendance, and work ethic over the course of approximately one year
- Blueprint reading

The goal of this rubric is to help you build a program that will meet the needs of your community. We have given you options about the information you can use to support the need for your new program. Also, the guidelines for estimating the supply/demand gap are similar to the ones we use for other program applications. We hope this makes the rubric more familiar to you. If not, contact Joyce Hammer at jhammer@sbctc.edu for further information.

The application needs to show the information below for program approval:
- employers demand* the level of technical training proposed within the program, making it cost-effective for students to seek the degree;
- lead to high wage-earning jobs; and
- the proposed program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area.

College Name: South Seattle College
<table>
<thead>
<tr>
<th>Program Name: Workforce and Trades Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select one:</strong> Existing Occupation ☒ or Emerging Occupation ☐</td>
</tr>
</tbody>
</table>

If local demand/supply information is available for the specified degree program and target occupation(s), **

**For demand:** Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (*Provide absolute numbers, not just percentages*)

See pages 11-12

**For supply gap:** Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).

See page 12

**OR, if demand information is not available or it is a new/emerging/changing occupation, **

**For demand:** Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. *Survey requirements are listed below.*

See pages 13-14

**For supply gap:** Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. *Survey requirements are listed below.*

See pages 13-14

**OR, if based on a statutory or accreditation requirement, **

**Select one:** Statutory Requirement ☐ or Accreditation Requirement ☐
**For demand:** Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor’s degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor’s or above in the field is needed.

**For supply gap:** Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. Survey requirements are listed below.

* Demand is defined by state law as “an occupation with a substantial number of current or projected employment opportunities.”

**Applications may include information related to more than one option (i.e., labor market data to support the local demand for the occupation and a local employer survey to support that there is a gap in the number of qualified applicants available to fill jobs).**

**Survey Requirements:**

To verify/support supply demand your survey should include at least 25 individual employer responses. If there are not 25 employers in the area, you should cover the employers who comprise at least 75% of the identified employment base. Provide a copy of the survey with the aggregated results as an appendix. The **survey must address** the following general questions (you may edit the wording to suit your survey):

1. Do you have anticipated demand for application job title(s)? (If this is a new or emerging job title, include a brief description of specific job duties.)
2. If there is demand, how many positions do you currently have open? How many do you anticipate having open in the next 3 years?
3. Is a bachelor’s degree a requirement or preference for this position? Requirement: Y or N Preference: Y or N
4. Do you have difficulty finding Bachelor’s degree level applicants for this position? (If yes- explain)
5. Will the proposed program assist you in finding qualified applicants to fill the position(s)?
Programs of study

- A program of study is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the high school and college.

- Each of the community and technical colleges is required to have at least one program of study, as defined in the Carl D. Perkins Act of 2006. All colleges exceed the minimum requirement and have multiple programs with pathways from high school Career and Technical Education (CTE) programs in their districts.

Partnership examples

**Peninsula College** developed programs of study with 6 high schools, including North Olympic Peninsula Skills Center and Quileute Tribal School. Programs include Welding Technology, Business, Marketing, and Composites Technology.

**Spokane District** has 41 articulations between its two campuses and 18 high schools for 25 programs that include Early Childhood Education, Physical Therapy Assistant, Computer Aided Drafting, and Welding and Fabrication.

**South Puget Sound Community College** developed 65 articulations with 16 high schools in 13 workforce programs, including Horticulture Technology, Culinary Arts, Computer Programming, and Fire and Emergency Services Technology.

**Clark College’s** Healthcare Core is a competency-based Allied Health program of study. Using a unique articulation process, a core curriculum has been identified, incorporating seven courses. High school students can earn up to 19 credits from Clark College, and can transition into one of 16 different certificate or degree programs. Two of the A.A.S. degrees ladder into Bachelor’s degrees.

**South Seattle College** has an articulation agreement with Rainier Beach High School for the Industrial Manufacturing Program that allows high school students to earn dual credit. The college has several articulation agreements with the Puget Sound Skills Center: Culinary Arts, Business Digital Technology, and Industrial Manufacturing. The college runs an apprenticeship trades program and the Industrial Manufacturing program as summer institutes for Puget Sound Skills Center students. Students with a hospitality focus in their high school program may be accepted into South’s Hospitality BAS program upon completion of required classes.

The Southeast Area Technical Skills Center is located on the campus of **Walla Walla Community College**. Professional-technical dual credit articulations include courses in health science careers, digital media technology, manufacturing and welding, and sustainable energy technology.

**Skagit Valley College’s** Tech Prep Consortium serves school districts in Skagit, Island and San Juan Counties. The NCTA skills center is located on the college’s Mount Vernon campus, and several of the programs are co-enrolled with college students. The NCTA and SVC also share a branch campus in Anacortes offering Marine Manufacturing, Aerospace and Composites. The partnership includes collaboration between NCTA and SVC faculty, opportunities for high school students to visit college program classrooms, and shared advisory boards.
Funding
In fiscal 2015-16, SBCTC awarded $10.1 million in Perkins funding to colleges for the purposes of improving career and technical education outcomes by integrating academic and technical education, addressing the needs of special populations, linking secondary and post-secondary education, expanding the use of technology, and providing professional development for instructors, counselors, and administrators.

Articulation of CTE credit
In 2014-15, tech prep credits statewide generated college credits equivalent to 3,210 annualized FTE.
2017-19 Operating budget development

Brief description
The State Board develops a biennial operating budget request on behalf of the entire community and technical college system every two years. The 2017-19 biennium operating budget submittal is due to the Office of Financial Management in September 2016. At its February 2016 meeting, the State Board kicked off the 2017-19 operating budget development process by engaging in a discussion with presidents, students, trustees and labor representatives to identify the definition of “budget success” when participants visualized the contents of the final 2017-19 operating budget. During its next discussion, the State Board broke into small groups to identify potential pathways we would be able to utilize to increase our presence in revenue policy discussion. (See Attachment A – 2017-19 Budget Development – Summary of Discussions to Date.) Today’s budget development exercise will include small group discussions with presidents, local trustees, labor representatives and student representatives to prioritize a set of potential budget requests. (See Supplemental Attachment B – SBCTC 2017-19 Basket of potential budget investments.)

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 State Board to request state appropriations which support the State Board’s priorities. The SBCTC System Direction and Mission Study guide the development of the budget, in line with the State Board’s priorities.

Background information and analysis
At their April 28, 2016 budget academy, presidents developed a selection of potential budget requests that focus on operationalizing programs to meet budget goals discussed to date. The list contains an identification of the “illness” the system is addressing, the metric(s) used to identify the “illness”, and the “cure” proposed to fix the situation. In addition, the items listed identify the relative size of the potential investment and whether they require a multi-biennial budget strategy. At this meeting, State Board members and invited guests will break into small groups to establish a priority ranking of the listed items. The rankings will be used to develop the final list of 2017-19 budget requests, which will be prepared for final State Board approval in September 2016.

Potential questions
- Are the State Board priorities for the community and technical college system reflected in the prioritization of potential budget requests reviewed and discussed?

Recommendation/preferred result
The State Board will review Attachment A – 2017-19 Budget Development – Summary of Discussions to Date. Staff will engage with the State Board through group discussion with presidents, trustees, students and labor representatives to prioritize the list of potential investments for use in establishing a preliminary list of 2015-17 budget requests. The State Board will provide feedback to staff on processes and future direction of the development process.

Policy manual change: Yes ☐ No ☒

Prepared by: Nick Lutes, director, operating budget
360-704-1023, nlutes@sbctc.edu
At the March 2016 State Board meeting, the discussion regarding the 2015-17 budget development focused on the debate concerning new revenue. As with the February discussions, the Board included participants from employee labor groups, students, presidents and trustees from around the state. The Board and participants were divided into three groups and asked to answer one question:

“Does the Board need to establish a stronger policy voice for use in statewide revenue budget deliberations?”

Depending on their answer, groups were asked to provide rationale why not or to brainstorm and provide any possible ideas to support the effort of a stronger voice.

Each of the three groups responded with, “YES, the State Board needs to establish a stronger policy voice in the revenue arena!” The ideas about policy and how best to position the system so as to amplify our influence can be placed in three basic categories:

1. Identify sources (existing or new) of state level revenue and create hard links to system funding
2. Pursue non-traditional methods for obtaining operating funds and create hard links to system funding
3. Elevate urgency to “Emergency” and reconfigure how our mission is defined within education as a whole

State level revenue ideas were expressed by all three groups and were the most represented ideas. Creating statutory links to existing sources of revenue, such as the cannabis taxes, were discussed and seen as necessary, but challenging ways to secure dedicated funding. The challenge comes in the constituent budget expenses that are currently supported by the existing revenue. The idea of the State Board proposing and advocating for new sources of revenue were well represented. Discussed by all three groups, new sources were often thought of in the context of a state-wide initiative, or other action, that would explicitly link the new revenue sources to CTC educational efforts. The development of a state-wide income tax was mentioned as revenue construct that could generate the request investment levels to meet system needs. Additionally, the idea of a Skills Levy to be assessed on businesses whose industries require a highly skilled and knowledgeable workforce.

Non-traditional methods for securing operating funds were introduced and reviewed by all three groups. The most actively discussed was the need to link our colleges to their local constituents and governmental units. Creating the necessary structures that enable local governments to generate revenue through property tax levies for use in improving educational efforts at their local college was seen as a potential opportunity. Another option is to expand the use of local sales tax authority, similar to the local use for mental health, to provide resources for local colleges. The solicitation and creation of a state-wide endowment was discussed as a way to generate a massive infusion of resources into the system. Similarly, the idea of conducting state-wide fundraising efforts that would be used to create and sustain an endowment of a statewide foundation was discussed.

Finally, the urge to elevate urgency to “Emergency” was apparent in the discussions of all the groups. The statewide budget arena is most commonly prioritized by the emergent conditions of the time. Currently the state faces tremendous emergencies in the funding of Basic Education, as well as potentially devastating budget situations in social and health services surrounding mental health. The approach is to elevate the issues of the CTC system to that of an emergency. Promoting or engaging in a legal battle similar to McCleary, with the goal of more clearly defining the place of CTCs in the state’s educational requirements, were provided. Many ideas focused on using the existing “emergency” that exists with the re-examination of education caused by McCleary to better cement our system into the educational continuum. Redefining the definition of Basic Education to recognize kindergarten through the 14th year was promoted. Another idea discussed by the groups, which is a smaller subset of this strategy, was to move system efforts in basic education and college-level remediation under the umbrella of basic education. These efforts are by-products of K-12 inefficiency caused by years of funding struggles, yet drain resources from the funding provided for the higher education mission.
In February 2016, the State Board for Community and Technical Colleges kicked-off the 2017-19 biennial budget development process with a contextual overview of the system and the project budget environment and a broad discussion focused on how participants viewed “budget success”.

The overview briefly reviewed historical trends for system budget and cost drivers, as well as provided highlights on the most recent economic and revenue forecasts from state forecasters.

Following the discussion of budget context, the State Board engaged various stakeholders in a “visioning” exercise. Like professionals in many fields, who dedicate time mentally envisioning precisely how they will execute their craft, community and technical college system stakeholders were asked to discuss what the vision of a “successful budget outcome for the community and technical colleges” was from their perspective.

**Students** began the visioning and identified success as investments in the system that focused on:

- Improving the achievement gap
- Improving equity, access, and inclusion
- Improving success rates on the path from basic education to post-secondary degree or credential
- Expanding workforce programs
- Streamlining the transfer education process
- Expanding opportunity for applied baccalaureate programs
- Expanding/publicizing the Running Start program

The investments would be focused on wrap-around services that provide personal and human elements to the education experience and that reduce student stress and improve completion rates. Focus should be given to traditionally under-represented populations to improve completion rates, however all students were included in the need for wrap-around services to improve retention and ultimately degree/credential completion.

For representatives of labor, future budget success included the identification of a “best practice” rate of state support in higher education. Investments would be in services known to improve student outcomes across multiple measures. It would include investments that improve the ratio of full-time, tenured faculty to total faculty used by the CTC system.

The **trustee participant** identified success as investments that improve our attractiveness to those who are moving toward and enrolling in private-for-profit educational organizations.

To conclude the discussion, the **presidents** identified success as investments which:

- Identify solutions for annual inflation and increasing costs to provide same level of service
- Focus on improving participation rates for under-represented populations in higher education
- Improve full-time faculty ratios
- Improve system competitiveness in faculty and staff salaries

The investments would need to reflect an incremental step toward a higher per student funding level goal, which is focused on providing services to students that are proactive and don’t wait for students to present, because they probably don’t know they need the help until it is too late.

The **State Board** identified success as a two year request that is clearly stated as a down payment on a long-range budget plan. The plan would include a strategy (developed with employer community input) on how to fund our system goals. Success would involve a policy statement on taxes related to higher education and investments would maintain the CTC system as a door used by the majority of our residents to achieve a post-secondary degree or credential.
Visioning Discussion with Washington Association of Community and Technical Colleges (WACTC) – February 2016

At their February meeting, presidents engaged in a discussion framed by the same leading question examined during the State Board Meeting. Overall, there was agreement that planning should result in an multi-year budget horizon that informs the coming 2017-19 biennial development process. Substantively, the discussion revolved around:

- **What is our preferred future?**
  - Our budget request should show the initial investments required to reach desired education goals and to close state skills gaps.
    - Increasing investments in the base that lead to direct improvements in educational milestones.
      - Increased retention
      - Increased completion
      - Reduce the achievement gap
  - A status quo investment outcome is not acceptable.
    - The system needs to examine any and all potential sources of revenue.
      - What are the options?
    - The short-armed budget investments that put pressure on local funds are not sustainable.
      - Local funds are becoming more reliable than state funds.
      - Improving cost point for students without proper replacement/backfill of lost revenue is, from a college perspective, a budget cut wrapped in a good policy…but still a budget cut.
    - Need to increase funding in the base appropriation per enrollment, which will allow for increases in wrap-around services, which improve student outcomes.
      - Can we define an ideal investment level?
  
- **Improving the resonance of our message.**
  - How do we get our message to rise above the rest of the state-wide budget noise and move decision makers into upgrading our priority in state planning?
  - Our system provides the majority of publicly funded higher education and certainly will be required to close societal education gaps.
    - Even as this is acknowledged by decision makers, we fail to inspire investments in our value proposition.
    - This is attributed to many things:
      - We succeed when budget failure is everywhere – we do more with less, and the Legislature takes this for granted.
      - Bias toward four-year institutional mission.
      - Is CRISIS the only way to demonstrate the funding struggle?
State Board members present
Shaunta Hyde, Elizabeth Chen, Jim Bricker, Larry Brown, Wayne Martin, Jay Reich, Carol Landa-McVicker and Phyllis Gutierrez-Kenney

State Board members absent
Anne Fennessy

Call to order and welcome
Chair Shaunta Hyde called the meeting to order at 8:00 a.m., welcomed those present, and asked for audience introductions.

Adoption of regular meeting agenda
Motion: Moved by Phyllis Gutierrez-Kenney and seconded by Carol Landa-McVicker that the State Board adopt its March 24, 2016, regular meeting agenda as presented.

Adoption of consent agenda (Resolution 16-03-06 and 16-03-07)
Motion: Moved by Elizabeth Chen and seconded by Jim Bricker that the State Board adopt the consent agenda for its March 24, 2016, regular meeting as presented:
   a. SBCTC meeting minutes, Feb 4., 2016
   b. Olympic College property acquisition, 1720 Warren Avenue and 914 17th Street Resolution 16-03-06
   c. Centralia College property acquisition, 717 Centralia College Boulevard Resolution 16-03-07
Capital budget status update

Wayne Doty provided an update on the 2016 supplemental capital budget. The supplemental request was submitted to the Office of Financial Management in October of 2015 for consideration in the governor’s capital proposal and the subsequent legislative session. The Board will be briefed on a final budget in May or June.

In February 2015, the State Board adopted criteria for the selection of new major projects for the 2017-19 capital budget requests. Since then, system groups and staff have been preparing to present a budget recommendation based on these criteria to the State Board at their May 2016 meeting. Representatives from the major project proposals scoring task force presented the scoring results and answered questions from the Board.

Michelle Johnson spoke to concerns with scoring and how to score actual growth versus projected growth.

Math strategic plan update: math pathways to completion

In May 2015, the Board approved a strategic plan for math acceleration and success in the community and technical college system. The plan builds on the college and system level work done to date, provides recommendations for supporting the work at scale across the system, and identifies metrics to measuring and evaluating progress. In late summer 2015, Washington was invited to submit a proposal to be part of Mathematics Pathways to Completion, a project of the Dana Center at the University of Texas; in late fall we were notified that we were selected as one of the five states to be involved in the work. The Board was provided an update on the Mathematics Pathways to Completion project and its connection to the system math strategic plan.

The goal is to dramatically improve the success of students in developmental and gateway mathematics courses by implementing math pathways at scale within the state. Over the three-year project, the Dana Center will help Washington make that vision a reality.

Enrollment counting workgroup update

A college system work group has been reviewing current Board policies related to enrollment counting and reporting, and has developed recommendations to WACTC for revisions to existing policies. The work group’s goals are to update the policies to reflect changes in state law and instructional practices, and to support consistent enrollment counting among colleges by clarifying existing policy. The Board was provided an update on the work group’s recommendations as it concludes its work. The work group will bring final recommendations to the State Board in May or June 2016.

Consideration of accessible technology policy (Resolutions 16-03-08)

This policy is intended to support the community and technical colleges in Washington State in their obligation to provide equal, effective and meaningful access to education technology for individuals with disabilities.

Support for making technology accessible is not only a disability issue, as important as that is, but a benefit to all users in our system. Implementation of this policy and the professional development opportunities and guidelines for technology purchasing and deployment to be developed in this process will result in increased understanding and usability across the college system.

Policy implementation will be provided by a group created for this purpose, the Committee for Accessible Technology Oversight (CATO). CATO will have representation from many system councils.

Motion: Moved by Wayne Martin and seconded by Larry Brown that the State Board adopt Resolution 16-03-08 approving the accessible technology policy.
 Legislative update
Arlen Harris, legislative director, briefed the Board on the status of the 2016 regular legislative session and special session. He also discussed a robust advocacy and outreach plan involving the Board members and system partners in the interim.

cctcLink update
Deputy Executive Director of Information Technology, Mike Scroggins, and his staff gave an update on the ctcLink project. They discussed the general ledger process and status and reviewed the dashboard. Going forward the Board will continue to receive FirstLink college updates and Wave One college preparation updates.

Executive director report
- Summary of approved local capital projects over $1 million
- Parking lot
- Emergency management preparedness survey results
- Fall 2015 enrollment summary

Chair report
- Appointment of nominating committee for 2016-17 State Board chair and vice chair
  - State Board Chair, Shaunta Hyde, appointed Wayne Martin to chair the nominating committee. Carol Landa McVicker and Phyllis Gutierrez-Kenney agreed to serve as members of the committee. Election of the State Board officers will be held per the State Board by-laws at the June meeting.

Open public comment
- Karen Strickland, American Federation of Teachers — Performance funding, asking the Board to take a closer look at research behind this type of funding.
- Carla Naccarato-Sinclair, Washington Education Association — Funding, continuation of monitoring allocations by region, full-time faculty vs. part-time faculty discussion and funding, performance funding can harm students education because the focus is on outcome, we need to take into consideration all of the types of students we have in our system.

Adjournment/next meeting
There being no further business, the State Board adjourned its regular meeting of March 24, 2016 at 11:15 a.m. The State Board will hold its next meeting May 4-5, 2016 at Skagit Valley College.

Attest:

Shaunta Hyde
chair

Marty Brown
secretary
Approval of 2016-17 state board meeting dates and locations

Brief description
The State Board adopts a schedule of regular meetings each fiscal year for publication in the *Washington State Register*. Meetings are held approximately seven times per year on community and technical college campuses and at the State Board offices at intervals of six to eight weeks. Locations rotate among all 34 colleges, balancing visits on the east and west sides of the state. During legislative sessions, meetings are held in or near Olympia. The State Board holds its annual retreat in September.

How does this link to the System Direction, Mission Study and Policy Focus
The two-day meetings include a study session on the first day designed to provide board members with an in-depth discussion about policy issues and a regular business meeting on the second day when action items are addressed. The proposed meeting schedule is designed to align properly with the Board’s policy and budget decision-making process.

Background information and analysis
The following schedule of State Board regular meetings is proposed for 2016-17:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 26-28, 2016 (retreat)</td>
<td>TBD</td>
</tr>
<tr>
<td>November 16-17, 2016</td>
<td>SeaTac – in conjunction with Association of College Trustees</td>
</tr>
<tr>
<td>January 18-19, 2017</td>
<td>State Board Office, Olympia</td>
</tr>
<tr>
<td>March 22-23, 2017</td>
<td>State Board Office, Olympia</td>
</tr>
<tr>
<td>May 10-11, 2017</td>
<td>Peninsula College, Port Angeles</td>
</tr>
<tr>
<td>June 28-29, 2017</td>
<td>Yakima Valley Community College, Yakima</td>
</tr>
</tbody>
</table>

Recommendation/preferred result
It is recommended that the State Board adopt Resolution 16-05-09 approving its schedule of meeting dates and locations for 2016-17 for publication in the *Washington State Register*.

Policy Manual change Yes ☐ No ☒

Prepared by: Beth Gordon, executive assistant, 360-704-4309, bgordon@sbctc.edu
A resolution relating to the 2016-17 State Board meeting schedule.

WHEREAS the State Board adopts its meeting schedule for the fiscal year for publication in the Washington State Register;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges has agreed upon the following meeting dates and locations for 2016-17:

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Details</th>
</tr>
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<tbody>
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<td></td>
</tr>
</tbody>
</table>

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 May 5, 2016.

ATTEST:

_______________________________  ________________________________
Marty Brown, secretary          Shaunta Hyde, chair
Consent Item (Resolution 16-05-10)
May 5, 2016

Centralia College, Property Acquisitions, 114 S King and 123 S Washington, Centralia Washington

**Brief Description**
Centralia College seeks to purchase two properties which total approximately .23 acres at 114 S King and 123 S Washington in Centralia, Washington, to be used for parking. This is part of the parking mitigation for the new Student Services project 30000123 and approximately $415,000 of the appropriated funds for this project will be used for the acquisition.

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

**Background Information and Analysis**
The City of Centralia has required the college to add parking to mitigate the parking spots lost due to placement of the new Student Service building and address the existing parking shortage. The increased parking capacity is expected to alleviate congestion in residential areas.

The property on S King currently has a 1,378 square foot home on it that was built in 1920. The property on S Washington currently has a 1,892 square foot home on it that was built in 1903. The college will demolish both homes and use the land for parking. See attached map for property locations relative to Centralia College campus.

The estimated total cost of $415,000 will be paid from the funds appropriated for the project.

**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 16-05-10, giving Centralia College authority to purchase a combine total of approximately .23 acres at 114 S King and 123 S Washington in Centralia, Washington, for up to $415,000 to be used for parking.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, Capital Budget Director
360-704-4382, wdoty@sbctc.edu
State of Washington  
State Board for Community and Technical Colleges  
Resolution 16-05-10  

A resolution relating to Centralia College’s request to purchase a combined total of approximately .23 acres at 114 S King and 123 S Washington in Centralia, Washington, to be used for parking.

WHEREAS, the College has critical parking needs which acquisition of this property helps to address; and

WHEREAS, the purchase of the property will enable the College to incorporate this site into its overall master plan and alleviate congestion in residential areas with the increased parking capacity; and

WHEREAS, appropriations for the new Student Service building 30000123 includes funding to mitigate parking impacts of the project;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to purchase a combined total of approximately .23 acres at 114 S King and 123 S Washington in Centralia, Washington, to be used for parking.

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

APPROVED AND ADOPTED on May 5, 2016.

ATTEST:

_______________________________  ________________________________  
Marty Brown, Secretary  Shaunta Hyde, Chair
Olympic College – Local capital expenditure authority for construction of Shelton Weld Shop Building

Brief description
Olympic College is seeking approval to use up to $1,300,000 in local funds to construct a building on their Shelton campus for their welding program. The College received the necessary funds from the Bremer Trust on April 7, 2016 and the local board approved the expenditure for this project on March 15, 2016.

How does this link to the System Direction, Mission Study, and Policy Focus
This project is consistent with the State Board’s goal to promote student achievement and success by closing skill gaps within the workforce to ensure workforce training capacity is sufficient for demand and increase awards in high-demand professional-technical programs.

Background information and analysis
The college currently leases about 2,600 square feet of space for their welding program at Bronze Works in Shelton. This lease will end after the 2016 summer quarter.

The college has investigate options to obtain new space for the welding program and concluded constructing a facility on their Shelton campus is the preferred solution.

The college will construct approximately 3,000 square feet of shop space to meet the current and expected growth of the program.

The college will use project management from the Engineering and Architectural Services of the Department of Enterprise Service for execution of the public work in this project.

The college received $1.3 million from the Bremer Trust for this project and the local board of trustees has approved the expenditure for this project.

Potential questions
Is this project consistent with the State Board’s direction to produce better education that meets the needs of local communities by taking full advantage of cost effective partnerships and leveraging outside resources?

Recommendation/preferred result
Staff recommends approval of Resolution 16-05-11, giving Olympic College authority to use up to $1,300,000 in local funds for construction of a 3,000 square foot shop for their welding program in Shelton.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
360-704-4382, wdoty@sbctc.edu
A resolution relating to Olympic College’s request to use up to $1,300,000 in local funds for construction of a 3,000 square foot shop for their welding program on their Shelton campus.

WHEREAS, this project will replace approximately 2,600 square feet of space currently leased for the program in Shelton; and

WHEREAS, the college has received $1,300,000 from the Bremer Trust for the project and the local board of trustees have approved the expenditure for construction of this project; and

WHEREAS, the college will use project management from the Engineering and Architectural Services of the Department of Enterprise Service for execution of the public work in this project;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes Olympic College to use up to $1,300,000 in local funds for construction of a shop building on their Shelton campus.

APPROVED AND ADOPTED on May 5, 2016.

ATTEST:

__________________________________
Marty Brown, secretary

__________________________________
Shaunta Hyde, chair
Previously approved but not acquired acquisitions A through F

Previously completed acquisitions 1 through 18

Proposed acquisition "G"

Perimeter of Sunset Ranch Subdivision
Bellevue College acquisition of city right of way

Brief description
Bellevue College seeks authority to acquire a right of way in the Sunset Ranch subdivision adjacent to the campus where the college has been acquiring properties to be used for student housing.

How does this link to the system direction, mission study and policy focus
This acquisition and future use will improve student access to education.

Background information and analysis
The proposed acquisition is in a subdivision in which the college already owns all of the surrounding land. Over the years, the college has acquired these properties as part of their master plan for facility expansion, which is now defined as student housing. See a map of existing and potential acquisition in Attachment A.

The college is requesting the right of way be given by the city at no cost. If a local capital expenditure is needed the college will request that authority in the future.

Consistent with State Board policy, the college is working with the Department of Enterprise Services to acquire the property in the name of the State Board.

The college received authority from the legislature to finance development of student housing in the 2016 supplemental budget as project 30001287.

Under delegated authorities from the Bellevue College Board of Trustees, the Bellevue College president approved the acquisition of the right of way in April of 2016.

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 16-05-12, giving Bellevue College authority to acquire the city right of way, at no cost, in the Sunset Ranch subdivision in Bellevue, Washington, to be used for student housing.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
360-704-4382, wdoty@sbctc.edu
State of Washington  
State Board for Community and Technical Colleges  
Resolution 16-05-12

A resolution relating to Bellevue College’s request to acquire a right of way in the Sunset Ranch subdivision adjacent to the campus where the college has been acquiring properties to be used for student housing.

WHEREAS, the college is requesting the City of Bellevue transfer the right of way at no cost; and

WHEREAS, the college already owns the property surrounding the right of way and this is part of the college’s master plan; and

WHEREAS, the college will ultimately use the property for development of student housing;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College authority to acquire the right of way in the Sunset Ranch subdivision in the name of the State Board, at no cost, to be used for development of student housing.

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 May 5, 2016.

ATTEST:

_________________________________    ___________________________________________
Marty Brown, secretary                     Shaunta Hyde, chair
Skagit Valley ground lease to YMCA for development of a childcare and recreational facility on campus

**Brief description**
Skagit Valley College seeks authority to lease approximately 138,500 square feet of property on their Mount Vernon campus to The Skagit Valley Family YMCA for their development of a childcare and recreational facility.

**How does this link to the system direction, mission study and policy focus**
This lease will improve student access to education.

**Background information and analysis**
The proposed lease and related agreements are being negotiated between the college, the City of Mount Vernon, and the YMCA. The college’s assistant attorney general is developing the lease and the college board of trustees will approve the lease prior to execution.

The property is located in the south east corner of the campus and has two buildings on it. See campus map in attachment A. The programs in these buildings will be relocated so the buildings can be demolished to make way for the new development.

The development is consistent with the college’s master plan. And, the development will be undertaken consistent with public work and prevailing wage laws.

The lease will be for up to 50 years and in lieu of rent: (1) College students and employees will have priority access to child care services with guaranteed 40 seat minimum; (2) the College will have access to YMCA facilities for instructional purposes, (3) College students and employees will receive discounted memberships; and, (4) up to 100 students will receive scholarships to cover costs.

**Potential questions**
Is the ground lease 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 16-05-25, giving its’ Executive Director authority to execute the negotiated ground lease for Skagit Valley College after approval by the college’s assistant attorney general and local board of trustees, to The Skagit Valley Family YMCA for their development of a childcare and recreational facility.

Policy Manual Change Yes ☒ No ☐

Prepared by: Wayne Doty, capital budget director
360-704-4382, wdoty@sbctc.edu
State of Washington
State Board for Community and Technical Colleges
Resolution 16-05-25

A resolution relating to Skagit Valley College request to lease approximately 138,500 square feet of property on their Mount Vernon campus to The Skagit Valley Family YMCA for their development of a childcare and recreational facility.

WHEREAS, the college is requesting the State Board enter into a ground lease on their behalf for up to 50 years with the YMCA for the YMCA to develop a childcare and recreational facility on their Mount Vernon campus; and

WHEREAS, in lieu of rent from the YMCA, college students and staff will have priority access to, or discounts for, the child care facility and the college can use the space for instructional purposes when not otherwise scheduled; and

WHEREAS, the development is consistent with the college’s master plan And, the development will be undertaken consistent with public work and prevailing wage laws; and

WHEREAS, the college’s assistant attorney general and board of trustees will approve the terms of the ground lease and related documents prior to approval of the ground lease by the State Board;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes its’ Executive Director to execute the lease of undeveloped land on the Skagit Valley College Mount Vernon campus to The Skagit Valley YMCA for their development of a childcare and recreational facility.

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

APPROVED AND ADOPTED on May 5, 2016.

ATTEST:

_______________________________  ______________________________
Marty Brown, Secretary          Shaunta Hyde, Chair
Public hearing: revision to WAC 131-36-050, -055, -100 and -250 making rule amendments necessary to align with and meet recent statutory changes to institutional financial aid funds

Brief description
The rule amendment is necessary to align with and meet recent statutory changes. The Board will hold a public hearing on proposed changes to the Washington Administrative Code (WAC) rules governing the institutional financial aid fund. (See Attachment A for proposed rule change.) After the public hearing, the Board will be asked to adopt the proposed rule changes allowing institutional financial aid to be used for dual credit students and certain students eligible for resident tuition.

How does this link to the State Board goals and policy focus
Policy focus: State Board goals are “designed to raise education attainment, open more doors to education—particularly for our fast-growing adult population—and build upon our tradition of excellence.” Colleges will have the ability to increase student financial aid eligibility to create greater access to higher education by enrolling additional underserved populations, and dual credit students to ensure community and technical colleges are affordable and accessible for all students.

The following State Board goal is addressed: Increasing access to post-secondary education by enrolling more underrepresented, first generation and adult students, active military, veterans and their dependents and develop means to attract former students needing credits for degrees, certificates, or credentials

Background information and analysis
Each community and technical college shall deposit a minimum of three and one-half percent of revenues collected from tuition and services and activities fees into the institutional financial aid fund. Moneys in this fund shall be used for student financial aid:

- Long-term loans
- Short-term loans
- Locally administered need-based grants, tuition scholarships and institutional employment programs for needy, resident students

The fund eligibility requirements will be expanded to include needy dual credit enrolled students for tuition, fees, course materials, and transportation and to all students eligible for resident tuition rates under the residency for tuition purposes statute.

The State Board is responsible for adopting the colleges’ institutional financial aid fund rules. Current administrative rule (WAC 131-28-025) adopted by the Board is now not current with recent legislative action. This WAC needs to be amended so that students enrolled in dual credit programs and certain students eligible for resident tuition rates can be funded by institutional financial aid. Under the proposed rule, amendments are established to expand additional eligible student criteria for aid eligibility purposes.
The Washington State Office of the Code Reviser requires all state agencies to file documentation pertaining to proposed changes to a WAC providing the public the opportunity to review and comment on the proposed changes. A public hearing also is required prior to approval of changes to a WAC. If approved by the Board, the new WAC becomes effective 31 days after the Board’s official action and the filing of appropriate documentation.

Potential questions
- Are DREAMERS eligible for these institutional funds?

Recommendation/preferred result
These proposed rules amendments meet criteria established by board policy based on staff review and meet and align with statutory changed as passed by the legislature. Staff recommends State Board action on the following:

- Resolution 16-05-13 approving changes to WAC 131-36-050, -055, -100, and -250.

Policy Manual change Yes ☒ No ☐
Prepared by: Scott Copeland, student services policy associate
360-704-4397, scopeland@sbetc.edu
A resolution to approve changes to the eligibility criteria as established in WAC 131-36-050, 055, 100 and 250.

WHEREAS, the State Board adopts rules changes as necessary; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of community and technical college institutional financial aid fund amendments; and

WHEREAS, the State Board for Community and Technical Colleges seeks to encourage and support the access to underserved students in the community and technical colleges,

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves changes to WAC 131-36-050, 055, 100 and 250 allowing additional student eligibility to access the institutional financial aid fund.

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 May 5, 2016.

ATTEST:

Marty Brown, secretary

Shaunta Hyde, Chair
WAC 131-36-050 Definitions. For the purposes of chapter 131-36 WAC, the following definitions shall apply:

(1) "Fund" shall mean the institutional financial aid fund established by RCW 28B.15.820.

(2) "Current federal methodology" shall mean the method of determining financial need as prescribed by the United States Department of Education.

(3) "NELA"The loan guarantor shall mean Northwestern Education Loan Association the Washington student loan guaranty association or its successor agency, a private student loan guaranteeing association authorized to guarantee educational loans in Washington granted pursuant to 20 U.S. Code Section 1071.

(4) "Operational" shall mean that the institution has been approved as a lender and is eligible to provide loans guaranteed by the Washington student loan guaranty association successor agency.NELA.

(5) "Needy student" is defined in RCW 28B.92.030(3).

(6) "Other institutional financial aid" shall be defined as locally administered, need-based institutional employment, tuition and fee scholarships, or grants.
WAC 131-36-055 Use of fund. Moneys in this fund shall be used for student financial aid:

(1) Long-term loans;

(2) Short-term loans; or

(3) Locally administered need-based grants, tuition scholarships and institutional employment programs for needy, resident students, or a financial aid program for high school students enrolled in dual credit program to cover expenses including but not limited to tuition, fees, course materials, and transportation. The moneys in this fund shall not be used for college operating expenses.

WAC 131-36-100 Eligibility. (1) Long-term loans and other institutional financial aid to needy students shall be made only to students who qualify as residents for tuition purposes under RCW 28B.15.012 (2) (a) through (2) (e) and 28B.15.013 or to align with federal guidelines and are enrolled for at least three credit hours of instruction or the equivalent.

(2) Priorities for use of other institutional financial aid shall be given to:

(a) Needy students who have accumulated excessive educational loan burdens;

(b) Needy single parents for educational expenses, including child care and transportation; and

(c) Other eligible needy students.

(d) Needy dual credit enrolled students for tuition, fees, course materials, and transportation.

(3) Short-term loans may be made to any student enrolled in the institution.

(4) For long-term and short-term loans, institutions must have ample evidence that students have the capability of repaying the loan within the time frame specified by the institution.
(5) No individual shall be eligible for long-term loans, short-term loans or other institutional financial aid for needy students if currently in default or delinquent in the payment on any educational loan or who owes a repayment on any federal or state grant.


WAC 131-36-250 Initiating, servicing, and collecting loans. (1) Community colleges shall utilize the loan collecting and servicing agency designated by the state director for community and technical colleges and the loan guarantor. NELA.

(2) The state director of community and technical colleges shall determine and designate on behalf of the state board an appropriate entity to conduct servicing and collection activities with regard to loans made from the fund.

(3) The state director of community and technical colleges shall, when (s)he determines that it is in the best interest of the college system, determine and designate on behalf of the state board an appro-
appropriate entity to perform loan initiation activities and transaction reporting regarding loans made from the fund.

(4) Subsequent to granting loans from the fund each college shall cooperate with the loan guarantorNELA and the servicing and collection agency through informing students of their rights and responsibilities regarding such loans; timely provision of student status verification information and information pertaining to determinations of default, forbearance, and deferment of loans; consolidation of loans; and records maintenance.

Regular Item (Resolutions 16-05-14 to 16-05-21)

May 5, 2016

Tab 6

**Final consideration of applied baccalaureate degrees**

**Brief description**
In September 2014, the State Board for Community and Technical Colleges adopted a revised approval process, selection criteria and application materials for community and technical colleges seeking to offer an applied baccalaureate program. 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 State Board goals and policy focus**
State Board goals are “designed to raise education attainment, open more doors to education—particularly for our fast-growing adult population—and build upon our tradition of excellence.” Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. The following three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Promoting student achievement and success** by increasing the number of applied baccalaureate degrees conferred
- **Increasing access to post-secondary education** by enrolling more underrepresented, first generation and adult students, active military, veterans and their dependents and develop means to attract former students needing credits for degrees, certificates, or credentials
- **Building on the system’s strength and successes**: by ensuring balance among mission areas: basic skills, workforce, transfer and applied baccalaureate

**Background information and analysis**

**6a) Bellevue College – BS in Computer Science**
Bellevue College proposes a new Bachelor of Science Computer Science degree. Seeking accreditation from the Accreditation Board for Engineering and Technology, this proposed degree program will prepare graduates to apply mathematical foundations, algorithmic principles, and computer science theory in the designing of computer-based systems. Accordingly, graduates will be trained to work in a wide range of computer development, engineering, or information technology positions in private, government and non-profit organizations. The Washington state legislature appropriated funding for and authorized Bellevue College to develop and offer the Bachelor of Science Computer Science degree by fall 2016 pending State Board approval. Bellevue College is also authorized to direct the degree toward high school graduates who may enroll directly as freshmen, transfer-oriented degree seekers, and professional and technical degree holders without being required to complete a two-year associate degree. Bellevue currently offers ten approved applied baccalaureate degree programs.

**6b) Bellingham Technical College – BAS in Engineering Technology**
Bellingham Technical College proposes a Bachelor of Applied Science (BAS) degree in Engineering Technology beginning in fall 2016. While other regional four-year educational institutions offer engineering degrees, Bellingham Technical College’s BAS in Engineering Technology will be the only program in the state’s western region. This program will combine theoretical content with a heavy emphasis on practical application, providing current students and engineering technicians with the opportunity to complete baccalaureate degrees and advance their careers. The BAS in Engineering Technology will build on Associate in Applied Science-Transfer degrees including Civil Engineering Technology, Mechanical Engineering Technology and Electronics Engineering Technology. Economic
rebound and rapid growth statewide in aerospace and manufacturing fields are driving a sharp increase in demand for qualified engineering technologists and an increase in retirement rates among senior engineers further supports an unmet need for bachelor-level graduates.

6c) Centralia College and Grays Harbor College (joint) – BAS in Teacher Education: Elementary Education and Special Education
Centralia College and Grays Harbor College propose a joint Bachelor of Applied Science in Teacher Education with endorsements in Elementary Education and Special Education beginning fall 2016. The degree will build off Paraprofessional (Centralia), Early Childhood Education (Centralia), and Education (Centralia, Grays Harbor) associate degrees. The joint degree will provide a pathway for place-bound students to pursue teaching certification in the high-demand field of special education and also allow for additional credentialing opportunities for existing certified teachers. This degree will enable current paraprofessionals to advance within their school districts and credentialing standards were developed in collaboration with the Professional Educator Standards Board (PESB). Centralia College currently offers three and Grays Harbor currently offers two applied baccalaureate degree programs.

6d) Clark College – BAS in Applied Management
Clark College proposes a Bachelor of Applied Science in Applied Management degree to build on its two-year professional and technical education degree. Demand for students graduating with the BAS in Applied Management targets occupations in a broad spectrum of industries, with titles such as human resource manager, construction manager, and administrative manager. Growth in top management fields, according to percentage change and with positive annual average increase in job openings, demonstrates the demand for a Bachelor of Applied Science in Applied Management in professional and technical fields in the southwest region of Washington and the Portland/Vancouver metropolitan area. The program will be offered as a hybrid model with a mixture of online and face-to-face courses. Clark College currently offers one applied baccalaureate degree program.

6e) Columbia Basin College – BAS in Dental Hygiene
Columbia Basin College proposes to restructure the current Associate of Applied Science Degree Dental Hygiene degree to create a Bachelor of Applied Science in Dental Hygiene degree to begin fall 2017. Reasons for this change include (a) changing national accreditation standards for dental hygiene programs; (b) additional employment opportunities for graduates that require a bachelor-level degree; and (c) a call to address unmet needs for dental and oral health care in the Benton and Franklin county region. The American Dental Hygienists’ Association has proposed the baccalaureate degree as the entry-level education for dental hygiene. The Washington State Dental Hygienists’ Association also supports the revision of the AAS degree in dental hygiene to an applied baccalaureate degree in the community college setting which will allow graduates to utilize the full extent of their training and understanding of oral health, disease and its impact on the systemic health of individuals. Columbia Basin College currently offers four approved applied baccalaureate degree programs.

6f) Columbia Basin College – BAS in Information Technology
Columbia Basin College proposes a Bachelor of Applied Science in Information Technology degree beginning fall 2016. This new degree will be offered as part of the comprehensive computer science programs of the Lockheed Martin Department of Information Science and Technology at Columbia Basin College. The degree will build on the college’s computer science certificates and associate degrees already offered, serving as the knowledge and skills foundation, and providing a pathway for students to be prepared to complete junior and senior level coursework in the field of information technology. The proposed applied baccalaureate degree is designed to help meet current and future
employment needs within Columbia Basin College’s service district of Benton and Franklin counties. Program outcomes include (a) protecting an organization’s critical information systems by integrating best practices in security, risk management, and business continuity; (b) designing, developing and implementing database solutions; (c) utilizing software tools and technologies to solve problems; and (d) formulating, updating, and communicating short- and long-term organizational strategies and policies. Columbia Basin College currently offers four approved applied baccalaureate degree programs.

6g) Seattle Central College – BAS in Information Technology: Networking
Seattle Central College seeks approval to develop a Bachelor of Applied Science Degree in Information Technology: Networking (BAS-ITN) beginning in fall 2016. The proposed BAS-ITN degree will help address market demand for high-level, high-demand occupations such as computer network architect, information security analyst, computer and network administrator, and system analyst. In particular, the degree will help meet the growing demand for employees with advanced certifications or skills such as Cisco Certified Network Professionals, industry certifications in Microsoft SQL and SharePoint, supplemental skills in Perl, fluency in advanced programming languages and mobile application security. The proposed applied baccalaureate degree will build upon Seattle Central’s current associate in applied science-transfer degrees including but not limited to application support, network design and administration, and programming. Seattle Central College currently offers three applied baccalaureate degree programs.

6h) Wenatchee Valley College - BAS in Engineering Technology
Wenatchee Valley College proposes a Bachelor of Applied Science in Engineering Technology degree beginning fall 2016 that builds off existing technical associate degrees in aerospace electronics, electronics, machining, and environmental systems and refrigeration technology. The proposed degree will focus on electronics and mechatronics, an emerging field comprised of multiple facets of engineering including mechanical, electrical, telecommunications, control, and computer engineering. The development of the BAS in Engineering Technology grew out of the district’s demand for a “hands on” educated workforce in industrial technology and engineering technology and will especially appeal to the place-bound and diverse populations in North Central Washington. Wenatchee Valley College currently offers a Bachelor of Science Nursing degree.

Potential questions
- Do these degrees meet criteria established by the State Board for Community and Technical Colleges?

Recommendation/preferred result
These proposals meet criteria established by statute and board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

- Resolution 16-05-14 approving Bellevue College’s Bachelor of Science in Computer Science
- Resolution 16-05-15 approving Bellingham Technical College’s Bachelor of Applied Science in Engineering Technology
- Resolution 16-05-16 approving Centralia College and Grays Harbor College’s joint Bachelor of Applied Science in Teacher Education: Elementary Education and Special Education
- Resolution 16-05-17 approving Clark College’s Bachelor of Applied Science in Applied Management
• Resolution 16-05-18 approving Columbia Basin College’s Bachelor of Applied Science in Dental Hygiene
• Resolution 16-05-19 approving Columbia Basin College’s Bachelor of Applied Science in Information Technology
• Resolution 16-05-20 approving Seattle Central College’s Bachelor of Applied Science in Information Technology: Networking
• Resolution 16-05-21 approving Wenatchee Valley College’s Bachelor of Applied Science in Engineering Technology

Policy Manual change Yes ☐ No ☒
Prepared by: Joyce Hammer, transfer education director
            360-704-4338, jhammer@sbctc.edu
A resolution to approve Bellevue College’s application to offer a Bachelor of Science in Computer Science degree upon recommendation of the State Board for Community and Technical Colleges staff.

WHEREAS, Substitute Senate Bill 5928, passed by the 2016 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to authorize Bellevue College to offer a Bachelor of Science in Computer Science; and

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of Bellevue College’s Bachelor of Science in Computer Science; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Bellevue 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 to authorize Bellevue College’s Bachelor of Science in Computer Science.

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 May 5, 2016.

ATTEST:

_______________________________  ________________________________
Marty Brown, secretary               Shaunta Hyde, Chair
State of Washington  
State Board for Community and Technical Colleges  
Resolution 16-05-15

A resolution to approve Bellingham Technical College’s application to offer a Bachelor of Applied Science in Engineering Technology degree upon recommendation of the State Board for Community and Technical Colleges staff.

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 State Board for Community and Technical Colleges staff found that Bellingham Technical 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 to authorize Bellingham Technical College to offer a Bachelor of Applied Science in Engineering Technology degree.

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 May 5, 2016.

ATTEST:

_______________________________  ________________________________  
Marty Brown, secretary                     Shaunta Hyde, chair
A resolution to approve Centralia College and Grays Harbor College’s joint application to offer a Bachelor of Applied Science in Teacher Education: Elementary Education and Special Education degree upon recommendation of the State Board for Community and Technical Colleges staff.

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 State Board for Community and Technical Colleges staff found Centralia College and Grays Harbor College’s joint 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 to authorize Centralia College and Grays Harbor College’s Bachelor of Applied Science in Teacher Education: Elementary Education and Special Education.

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 May 5, 2016.

ATTEST:

_______________________________  ________________________________
Marty Brown, secretary          Shaunta Hyde, chair
A resolution to approve Clark College’s application to offer a Bachelor of Applied Sciences in Applied Management degree upon recommendation of the State Board for Community and Technical Colleges staff.

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 State Board for Community and Technical Colleges staff found that Clark 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 to authorize Clark College’s Bachelor of Applied Science in Applied Management

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 May 5, 2016.

ATTEST:

______________________________ ________________________________
Marty Brown, secretary Shaunta Hyde, chair
A resolution to approve Columbia Basin College’s application to offer a Bachelor of Applied Sciences in Dental Hygiene degree upon recommendation of the State Board for Community and Technical Colleges staff.

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 State Board for Community and Technical Colleges staff found that Columbia Basin 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 to authorize Columbia Basin College’s Bachelor of Applied Science in Dental Hygiene.

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 May 5, 2016.

ATTEST:

______________________________  ________________________________
Marty Brown, secretary         Shaunta Hyde, chair
State of Washington  
State Board for Community and Technical Colleges  
Resolution 16-05-19

A resolution to approve Columbia Basin College’s application to offer a Bachelor of Applied Sciences in Information Technology degree upon recommendation of the State Board for Community and Technical Colleges staff.

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 State Board for Community and Technical Colleges staff found that Columbia Basin 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 to authorize Columbia Basin College’s Bachelor of Applied Science in Information 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 May 5, 2016.

ATTEST:

_______________________________
Marty Brown, secretary

_______________________________
Shaunta Hyde, chair
A resolution to approve Seattle Central College’s application to offer a Bachelor of Applied Sciences in Information Technology: Networking degree upon recommendation of the State Board for Community and Technical Colleges staff.

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 State Board for Community and Technical Colleges staff found that Seattle Central 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 to authorize Seattle Central College’s Bachelor of Applied Science in Information Technology: Networking.

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 May 5, 2016.

ATTEST:

Marty Brown, secretary

Shaunta Hyde, chair
A resolution to approve Wenatchee Valley College’s application to offer a Bachelor of Applied Sciences in Engineering Technology degree upon recommendation of the State Board for Community and Technical Colleges staff.

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 State Board for Community and Technical Colleges staff found that Wenatchee Valley 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 to authorize Wenatchee Valley College’s Bachelor of Applied Science in Engineering 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 May 5, 2016.

ATTEST:

_________________________________  ________________________________
Marty Brown, secretary                 Shaunta Hyde, chair
SBCTC 2017-19 capital budget request

**Brief description**
State Board staff has worked with college district trustees, presidents and vice-presidents to develop a recommendation for the community and technical college system’s 2017-19 capital budget request and 2017-27 ten-year plan. The culmination of that work is presented here for the State Board’s review and approval.

**How does this link to the System Direction, Mission Study, and Policy Focus**
The facilities built and maintained using funds from the capital budget support the State Board’s goals by increasing access to post-secondary education, promoting student achievement and success and building on the system’s strengths and successes.

**Background information and analysis**
In May 2014, the State Board adopted their 2015-17 capital budget request and 2015-25 ten-year plan. The plan anticipated adding back the four postponed projects from 2008, which are often referred to as the “2nd Designs”, plus three new projects in 2017-19.

System groups worked together to develop criteria, consistent with State Board policies and goals, for the selection of new major projects for the 2017-19 request. The State Board adopted Washington Association of Community and Technical Colleges (WACTC) recommended criteria in February 2015. Nine colleges competed for a new major project and their proposals were scored relative to the criteria. The scoring results were released on February 19, 2016.

Since then, WACTC has developed a recommendation to advance all unfinished projects currently in the pipeline and to add the top three proposals to the system’s pipeline of projects. This puts the design-phase requests into the 2017-19 capital request, so that a similar level of funding in the subsequent biennium will complete construction of the projects where possible, as shown in Attachment A.

WACTC’s recommended budget request will need approximately $338 million in new appropriations for 2017-19.

The Office of Financial Management (OFM) budget instructions establish escalation rates and design fee schedules for development of the 2017-19 capital requests. These instructions are expected to be released on June 10, 2016. Some sales tax rates may also change. The project costs shown on WACTC’s recommended request and related pipeline in Attachment B will be updated prior to submittal to OFM with the latest escalation, design fee schedules, and sales tax rates.

**Fiscal environment**
Most of Washington state’s capital projects are funded from General Obligation (GO) bonds. The competition for GO bond funds is high, as evidenced by agencies requesting about 2.7 times the state’s bond capacity for the 2015-17 biennium. The debt service for GO bonds is paid from state revenues and
the capacity for new bonds is restrained by statutory and constitutional debt limits relative to state revenue.

The state’s constitutional debt limit was amended by the voters in 2012. This amendment reduces the debt limit in steps down to 8.00 percent of the average of the prior six years’ general state revenues in 2034. The debt limit was 8.50 percent for the 2015-17 biennium and will be 8.25 percent for the 2017-19 biennium.

The state revenue forecast for the 2017-19 biennium is now $40.125 billion; eight percent higher than in 2015-17.¹ Future borrowing costs are unknown, but likely to be more than the state’s current interest rate of 3.63 percent.

These factors create a capacity for new GO bonds in 2017-19 of approximately $2.70 billion with current interest rates, or $2.56 billion if interest rates increase one-half percent. This result is plus or minus three percent compared to the state capacity of $2.63 billion in 2015-17.

The community and technical colleges also collect building fees as part of student tuition. The building fee revenue is deposited with the Washington State Treasurer and requires appropriation by the Legislature. Prior to fiscal year 2016 the building fee was kept at about 10 percent of tuition. RCW 28B.15.069 was amended by the 2015 Legislature to require that the dollar value of the building fee not go below the level in the 2014-15 academic year, adjusted for inflation.

Building fee revenue is expected to be $97.9 million in 2017-19, up five percent from the revenue in 2015-17. Based on this, there will be $80 million available from building fees for the 2017-19 capital request, after deducting the $17.5 million dedicated for long-term debt service in the operating budget and a small reserve.

**Capital need and sizing the 2017-19 budget**

The size of the capital budget request was viewed in terms of the potential funding available, previous decisions and the principle of minimizing the potential for gaps in funding between the design and construction of individual projects.

The recommended 2017-19 request could be funded with new appropriations as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GO bonds (10% of state’s anticipated capacity)</td>
<td>$258 million</td>
</tr>
<tr>
<td>Building Fee account</td>
<td>$ 80 million</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$338 million</strong></td>
</tr>
</tbody>
</table>

The 13 designs in the proposed budget and planned 10 percent increases for minor work will require about $518 million in the 2019-21 biennium. This level of funding will require about 20 percent of the state’s bond capacity in 2019-21. While this is within historical funding levels, it is significantly higher than recent funding levels.

¹ Washington State Economic and Revenue Forecast February 17, 2016
The system’s share of the state bond capacity in 2015-17 is one third of the peak in 2003-05. Below is a comparison of the state’s uses of GO bonds by sector over the past several biennia.

While the recommended budget represents the most pressing capital needs of the colleges, many needs remain unaddressed. For example, the recommended budget for minor repairs is about $39.3 million, ten percent higher than it was in 2015-17, but it would take more than $88 million to correct every deficiency identified in the 2015 Facility Condition Survey.

**Alternatively financed projects**

In addition to direct appropriation requests, colleges are required to seek legislative approval for capital projects they want to finance using local funds. These financial contracts are funded from local revenues, dedicated student fees and enterprise funds. Alternative financing may include Certificates of Participation, lease/development requests or a lease that exceeds ten years. A couple colleges have expressed interest in pursuing alternatively financed projects, but have not provided any details yet. The State Board may consider adding these to the request in June 2016 if they are ready for the 2017-19 biennium.

**Next steps**

The final budget request level will depend on OFM’s 2017-19 capital budget instructions related to escalation, contingencies and design fees. State Board staff will work with the colleges to validate the final results based on OFM instructions, estimate reappropriation amounts and latest sales tax rates, and will identify any reauthorizations needed for previously approved alternatively financed projects. The 2017-19 capital budget request is due to OFM in September 2016.

**Potential questions**

- Is the request consistent with the State Board’s capital priorities for the 2017-19 biennium?
- Does the State Board want any additions, deletions or modifications to the proposed request?

**Recommendation/preferred result**

Staff recommends approval of Resolution 16-05-xx, authorizing staff to complete the 2017-19 capital request as described above and summarized on Attachment A and submit it to OFM for consideration.
by the governor and the Legislature. Staff further recommends the executive director be given authority to make adjustments to the request to meet changing conditions or make technical adjustments consistent with the State Board’s direction.

Policy Manual Change: Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
360-704-4382, wdoty@sbctc.edu
A resolution relating to the 2017-19 capital budget.

WHEREAS, the request shown in Attachment A follows the capital priorities set by the State Board for the 2017-19 biennium; and

WHEREAS, the projects in Attachment A represent the most pressing immediate needs of the colleges in priority order;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the final preparation and submittal to the Office of Financial Management and the Legislature of the 2017-19 biennial capital appropriations request for the community and technical college system, as shown in Attachment A;

BE IT FURTHER RESOLVED that the Executive Director shall make any necessary adjustments to the request, as necessary to meet changing conditions or make technical adjustments consistent with the State Board’s direction.

APPROVED AND ADOPTED on May 5, 2016.

ATTEST:

Marty Brown, secretary

Shaunta Hyde, chair
### WACTC Recommendation March 25, 2016

#### 2017-19 SBCTC Capital Request for New Appropriations

Design-phase requests are sequenced among construction-phase requests so that the same level of funding in the subsequent biennia can construct the project.

<table>
<thead>
<tr>
<th>Order</th>
<th>College</th>
<th>Phase</th>
<th>Project</th>
<th>Amount</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Statewide</td>
<td></td>
<td>O&amp;M Fund Swap</td>
<td>$22,800,000</td>
<td>$22,800,000</td>
</tr>
<tr>
<td>1</td>
<td>Statewide</td>
<td></td>
<td>Emergency Repairs and Improvements</td>
<td>$44,096,000</td>
<td>$44,096,000</td>
</tr>
<tr>
<td>2</td>
<td>Statewide</td>
<td></td>
<td>Minor Repairs</td>
<td>$83,421,000</td>
<td>$83,421,000</td>
</tr>
<tr>
<td>3</td>
<td>Statewide</td>
<td></td>
<td>Minor Program Improvements</td>
<td>$110,041,000</td>
<td>$110,041,000</td>
</tr>
<tr>
<td>4</td>
<td>Edmonds</td>
<td>Construct</td>
<td>Science Engineering Technology Bldg</td>
<td>$145,167,000</td>
<td>$145,167,000</td>
</tr>
<tr>
<td>5</td>
<td>Wenatchee</td>
<td>Design</td>
<td>Wells Hall Replacement</td>
<td>$147,583,000</td>
<td>$147,583,000</td>
</tr>
<tr>
<td>6</td>
<td>Whatcom</td>
<td>Construct</td>
<td>Learning Commons</td>
<td>$178,915,000</td>
<td>$178,915,000</td>
</tr>
<tr>
<td>7</td>
<td>Olympic</td>
<td>Design</td>
<td>Shop Building Renovation</td>
<td>$179,738,000</td>
<td>$179,738,000</td>
</tr>
<tr>
<td>8</td>
<td>Pierce Fort Steilacoom</td>
<td>Design</td>
<td>Cascade Building Renovation - Phase 3</td>
<td>$182,678,000</td>
<td>$182,678,000</td>
</tr>
<tr>
<td>9</td>
<td>Big Bend</td>
<td>Construct</td>
<td>Professional-Technical Education Center</td>
<td>$213,076,000</td>
<td>$213,076,000</td>
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<tr>
<td>10</td>
<td>South Seattle</td>
<td>Design</td>
<td>Automotive Technology</td>
<td>$214,950,000</td>
<td>$214,950,000</td>
</tr>
<tr>
<td>11</td>
<td>Spokane</td>
<td>Construct</td>
<td>Main Building South Wing Renovation</td>
<td>$239,826,000</td>
<td>$239,826,000</td>
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<tr>
<td>12</td>
<td>Highline</td>
<td>Construct</td>
<td>Health and Life Sciences</td>
<td>$263,508,000</td>
<td>$263,508,000</td>
</tr>
<tr>
<td>13</td>
<td>Bates</td>
<td>Design</td>
<td>Medical Mile Health Science Center</td>
<td>$266,406,000</td>
<td>$266,406,000</td>
</tr>
<tr>
<td>14</td>
<td>Clover Park</td>
<td>Construct</td>
<td>Center for Advanced Manufacturing Technologies</td>
<td>$299,789,000</td>
<td>$299,789,000</td>
</tr>
<tr>
<td>15</td>
<td>Shoreline</td>
<td>Design</td>
<td>Allied Health, Science &amp; Manufacturing</td>
<td>$302,849,000</td>
<td>$302,849,000</td>
</tr>
<tr>
<td>16</td>
<td>Spokane Falls</td>
<td>Design</td>
<td>Photography and Fine Arts</td>
<td>$304,456,000</td>
<td>$304,456,000</td>
</tr>
<tr>
<td>17</td>
<td>Clark</td>
<td>Design</td>
<td>North Clark County</td>
<td>$308,831,000</td>
<td>$308,831,000</td>
</tr>
<tr>
<td>18</td>
<td>Everett</td>
<td>Design</td>
<td>Learning Resource Center</td>
<td>$312,532,000</td>
<td>$312,532,000</td>
</tr>
<tr>
<td>19</td>
<td>Grays Harbor</td>
<td>Design</td>
<td>Student Services and Instructional Building</td>
<td>$316,402,000</td>
<td>$316,402,000</td>
</tr>
<tr>
<td>20</td>
<td>North Seattle</td>
<td>Design</td>
<td>Library Building Renovation</td>
<td>$319,569,911</td>
<td>$319,569,911</td>
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<tr>
<td>21</td>
<td>Walla Walla</td>
<td>Design</td>
<td>Science and Technology Building Replacement</td>
<td>$321,728,959</td>
<td>$321,728,959</td>
</tr>
<tr>
<td>22</td>
<td>Cascadia</td>
<td>Design</td>
<td>Center for Science and Technology</td>
<td>$325,009,260</td>
<td>$325,009,260</td>
</tr>
</tbody>
</table>

The cost of projects will be updated prior to submittal to OFM with the latest escalation, A/E fee schedules and sales tax rates.
TAB 7
Attachment B

2015-17 As Funded
Construction
Order

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41

Type
O&M Fund Swap
Minor Works - Preservation
Repairs
Minor Works - Program
Major Project - Construction
Major Project - Construction
Major Project - Construction
Major Project - Construction
Major Project - Construction
Major Project - Construction
Major Project - Construction
Major Project - Construction
Major Project - Design 15-17
Major Project - Design 15-17
Major Project - Design 15-17
Major Project - Design 15-17
Major Project - Design 15-17
Major Project - Design 15-17
Major Project - Design 15-17
Major Project - Design 15-17
Major Project - Design 15-17
Major Project - Design 15-17
Remaining 2nd Design
Remaining 2nd Design
Remaining 2nd Design
Remaining 2nd Design
Major Project - Design 17-19
Major Project - Design 17-19
Major Project - Design 17-19
Major Project - Design 19-21
Major Project - Design 19-21
Major Project - Design 19-21
Major Project - Design 21-23
Major Project - Design 21-23
Major Project - Design 21-23
Major Project - Design 21-23
Major Project - Design 21-23
Major Project - Design 21-23
Major Project - Design 21-23
Major Project - Design 23-25
Major Project - Design 23-25
Major Project - Design 23-25
Major Project - Design 23-25
Major Project - Design 23-25
Major Project - Design 23-25

College
Project
Statewide
O&M Fund Swap
Statewide
Emergency Repairs and Improvements
Statewide
Minor Repairs
Statewide
Minor Program Improvements
Olympic
College Instruction Center
Centralia
Student Services
Columbia Basin
Social Science Center
Peninsula
Allied Health and Early Childhood Dev Center
South Seattle
Cascade Court
Renton
Automotive Complex Renovation
Edmonds
Science Engineering Technology Bldg
Whatcom
Learning Commons
Big Bend
Professional-Technical Education Center
Spokane
Main Building South Wing Renovation
Highline
Health and Life Sciences
Clover Park
Center for Advanced Manufacturing Technologies
Wenatchee
Wells Hall Replacement
Olympic
Shop Building Renovation
Pierce Fort Steilacoom
Cascade Building Renovation - Phase 3
South Seattle
Automotive Technology
Bates
Medical Mile Health Science Center
Shoreline
Allied Health, Science and Manufacturing
Spokane Falls
Photography and Fine Arts
Clark
North Clark County
Everett
Learning Resource Center
Grays Harbor
Student Services and Instructional Building
North Seattle
Library Building Renovation
Walla Walla
Science and Technology Building Replacement
Cascadia
Center for Science and Technology
TBD
TBD in 2017-19
TBD
TBD in 2017-19
TBD
TBD in 2017-19
TBD
TBD in 2019-21
TBD
TBD in 2019-21
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TBD in 2019-21
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TBD in 2019-21
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TBD in 2021-23
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TBD in 2021-23
TBD
TBD in 2021-23
TBD
TBD in 2021-23
TBD
TBD in 2021-23
TBD
TBD in 2021-23

Total:
New
$22,800,000
$19,360,000
$36,096,000
$24,200,000
$46,516,000
$32,089,000
$14,505,000
$23,790,000
$28,231,000
$15,250,000
$0
$0
$2,040,000
$2,823,000
$2,932,000
$3,144,000
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$273,776,000
Biennium
$22,800,000
$42,160,000
$78,256,000
$102,456,000
$148,972,000
$181,061,000
$195,566,000
$219,356,000
$247,587,000
$262,837,000
$262,837,000
$262,837,000
$264,877,000
$267,700,000
$270,632,000
$273,776,000
$273,776,000
$273,776,000
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$273,776,000

2017-19
Total:
New
$22,800,000
$21,296,000
$39,325,000
$26,620,000
$0
$0
$0
$0
$0
$0
$35,126,000
$31,332,000
$30,398,000
$24,876,000
$23,682,000
$33,383,000
$2,416,000
$823,000
$2,940,000
$1,874,000
$2,898,000
$3,060,000
$1,607,000
$4,375,000
$3,701,000
$3,870,000
$3,167,911
$2,159,047
$3,280,302
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

$325,009,260
Biennium
$22,800,000
$44,096,000
$83,421,000
$110,041,000
$110,041,000
$110,041,000
$110,041,000
$110,041,000
$110,041,000
$110,041,000
$145,167,000
$176,499,000
$206,897,000
$231,773,000
$255,455,000
$288,838,000
$291,254,000
$292,077,000
$295,017,000
$296,891,000
$299,789,000
$302,849,000
$304,456,000
$308,831,000
$312,532,000
$316,402,000
$319,569,911
$321,728,959
$325,009,260
$325,009,260
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$325,009,260
$325,009,260

Add 3 designs for 2019-21

The cost of projects will be updated prior to submittal to OFM with the latest escalation, A/E fee schedules and sales tax rates.
The costs of future projects are estimated to equal the average costs in the previous request escalated at 10 percent per biennia to account for inflation and code
changes.

2019-21
Total:
New
$22,800,000
$23,426,000
$43,258,000
$29,282,000
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$28,350,000
$6,720,000
$28,402,000
$20,206,000
$35,019,990
$33,782,000
$30,146,000
$46,578,000
$43,290,000
$44,919,000
$27,895,625
$7,482,203
$37,337,739
$3,061,000
$3,061,000
$3,061,000
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0
$0

$518,077,557
Biennium
$22,800,000
$46,226,000
$89,484,000
$118,766,000
$118,766,000
$118,766,000
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$511,955,557
$515,016,557
$518,077,557
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$518,077,557
$518,077,557
$518,077,557

Add 7 designs for 2021-23

2021-23
Total:
New
$22,800,000
$25,769,000
$47,584,000
$32,210,000
$0
$0
$0
$0
$0
$0
$0
$0
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$3,367,000
$3,367,000
$3,367,000
$3,367,000
$3,367,000
$0
$0
$0
$0
$0
$0

$250,965,000
Biennium
$22,800,000
$48,569,000
$96,153,000
$128,363,000
$128,363,000
$128,363,000
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$194,385,000
$227,396,000
$230,763,000
$234,130,000
$237,497,000
$240,864,000
$244,231,000
$247,598,000
$250,965,000
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$250,965,000
$250,965,000
$250,965,000
$250,965,000
$250,965,000

Add 6 designs for 2023-25

2023-25
Total:
New
$22,800,000
$28,346,000
$52,342,000
$35,431,000
$0
$0
$0
$0
$0
$0
$0
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$0
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$36,312,000
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$36,312,000
$3,704,000
$3,704,000
$3,704,000
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$3,704,000
$3,704,000

$415,327,000
Biennium
$22,800,000
$51,146,000
$103,488,000
$138,919,000
$138,919,000
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$138,919,000
$175,231,000
$211,543,000
$247,855,000
$284,167,000
$320,479,000
$356,791,000
$393,103,000
$396,807,000
$400,511,000
$404,215,000
$407,919,000
$411,623,000
$415,327,000

2025-27
Total:
New
$22,800,000
$31,181,000
$57,576,000
$38,974,000
$0
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$39,943,000
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$39,943,000

$402,411,000
Biennium
$22,800,000
$53,981,000
$111,557,000
$150,531,000
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$230,417,000
$270,360,000
$310,303,000
$350,246,000
$390,189,000


2017 Operating allocation approval

Brief description
On March 29, 2016, the Legislature passed the 2016 Supplemental Appropriations Act (2ESSB 2376) which was signed by the governor on April 18. The enacted supplemental budget makes modest adjustments to the operational capacity of the system, despite a seemingly large increase in state funding. At this meeting the State Board will consider adoption of the initial operating budget allocations to colleges for fiscal year 2017 and will approve tuition and fee schedules for the coming academic year.

How does this link to the System Direction, Mission Study and Policy Focus
The process for determining the annual allocation of the state appropriation is an opportunity for the State Board to ensure that the goals and principles stated in the System Direction and Mission Study are reflected in college allocations.

Background information and analysis
Beyond the changes contained in the underlying fiscal year 2017, the 2016 supplemental budget provides modest increases for policy level investments in the community and technical college system. Overall, the 2016 supplemental budget increases state appropriations by 3.1 percent. Most of the changes in the state appropriations are provided for use towards the system’s share of the payment for settlement of the Moore v. HCA lawsuit. This settlement will also require a one-time payment of $13.4 million from colleges’ local funds. When the $19.3 million in state funding for Moore is removed from agency budget outcomes, the 2016 supplemental budget increases will equal $2.5 million, or 0.4 percent, in new annual state funding. When combined with the changes already included in the underlying 2015-17 initial budget, annual expenditures for fiscal year 2017 will increase by $42.1 million from fiscal year 2016 ($22.8 million without the Moore v. HCA settlement appropriation).

2017 Allocations

Methodologies
The fiscal year 2017 state allocation to districts represents the culmination of three years’ worth of system effort to shift methodologies used to allocate state resources. The new model allocates resources based on six components:

1. **Performance** (as measured in the Student Achievement Initiative [SAI])
2. **Base enrollments** (measured and adjusted annually using three year averages)
3. **Priority enrollments** (identified as share of target enrollments and provided increased funding)
4. **Minimum operating allocation** (a single allocation value provided to each college in a district)
5. **Safe Harbor allocations** (provisos, earmarks and other items using unique allocation methods)
6. **State agency expenses** (State Board office, state services paid on behalf of the system, etc.)

Because the methodology internally redistributes system state appropriations, the system-wide impact of the shift to the new model nets to zero. Changing to the new model does move allocation between districts. The impact of the shift of methods will be calculated in fiscal year 2017, which represents the “rebase year”. The rebase is equal to the difference between the outcome of a district’s allocation using
old methodologies and the outcome using the new model. This requires creating two full allocations for fiscal year 2017.

Multiple, discreet changes are included in the fiscal year 2017 budget. The methodologies used for the distribution of various fiscal year 2017 budget changes are contained in Attachment A – FY 2017 Budget Allocation and Tuition Schedule Methodologies. Major policy allocations in fiscal year 2017 include: funding for the scheduled 1.8 percent employee COLA; increased funding for the Refabrication Wing Training Program at the WATR Center; and backfill from state funds to recognize the 2017 upper division tuition reduction. The 2016 supplemental budget provided additional resources in fiscal year 2017 for the system’s six MESA pilot projects, worker re-training efforts in Whatcom County, and the development of a wildfire prevention program. Each method used to add each incremental change to allocations developed using the old allocation model is identified in Attachment A.

The new model, as stated above, distributes based on six components. The new model is responsible for the distribution of all state appropriations after deducting portions of the appropriation dedicated to components five and six:

5. Safe Harbor allocations (See Attachment B – 2017 Safe Harbor Policy & List of Programs)
   Safe Harbor is used to identify appropriations that have specific requirements set by the Legislature (i.e., appropriations with legislative provisos) or by the State Board. The value of an earmark or proviso to a district can change from year to year. The criteria used for determining when a specific appropriation is to be provided safe harbor is determined by the intent of the appropriations and the requirements of the system. There are three distinct types of safe harbor: two that identify differing types of legislative investments and one that allows college specific investments, addressing increases to base costs (e.g., additional maintenance and operating funding for new facilities), to be used by the identified college for four years prior to distribution by the model.

   There is still an outstanding question to be reviewed by the presidents to determine their recommendation. The question concerns whether new appropriations provided to fund changes in compensation (e.g., COLAs) should be distributed using the new model or using old methods based on expenditures data. The recommendation from business officers in the system is to use the new model as the distribution method for funding provided to increase base compensation costs. The placement and distribution method used for these appropriations has an impact on the outcome of district allocations. See Attachment B – 2017 Safe Harbor Policy & List of Programs for additional information concerning definitions and the list of activities recommended for Safe Harbor in fiscal year 2017.

6. State agency expenses
   a. State Board administrative functions
   b. Centrally administered programs (e.g., Job Skills)
   c. Reserves held to pay for system-wide efforts (e.g., Attorney General, State Auditors, etc.)

Resources dedicated to State Agency Expenses equal 5.2 percent ($37.2 million). When removed from the total, $580.7 million remains to be distributed in the four remaining categories. The categories are briefly described below with the level of funding being distributed within each category.
1. **Performance - $36.0 million**: Performance funding policy is changing in fiscal year 2017 with implementation of the new allocation model. The allocation presented for approval operationalizes the policy to distribute five percent of annual appropriations based on performance. In total, $35.985 million of the district allocations will be based on performance, of which $5.25 million is the current legislative investment level. This represents a shift from the prior method that annually re-distributed $4.7 million of the existing proviso funds, representing approximately 0.8 percent of allocated resources. Performance is identified though three measures of a district’s student point accumulation in the SAI: share of total points (less completion points); total completion points; and, share of points per student. The distribution for fiscal year 2017 uses the student points earned during fiscal year 2015. The concept of increasing the share beyond five percent has been examined and discussed for much of the 2016 learning year. The recommended allocation level of five percent is included at this time to allow for a more thorough examination of the fiscal distribution method used within SAI.

2. **District Enrollment Allocation Base (DEAB) - $420.0 million**: Districts will receive funding for a set target of base enrollments. The level of target enrollments is established annually in a comparison of a district’s target and actual enrollments using a three year average (see **Attachment C – 2017 Enrollment Rules – Establishing the DEAB [pg. 2]**). One of the major changes to the allocation method is that districts that are under-enrolled using the three year average will see their 2017 target reduced from 2016 levels (see **Attachment G – New Model Appendices - A - Establishing FY 2017 District Enrollment Allocation Base**). The DEAB is funded at a rate of $3,091 per enrollment.

3. **Priority enrollments - $27.8 million**: In addition to the base funding provided, 35.4 percent of targeted enrollments have been identified as eligible to receive additional weighting in the new model. The definition of priority has received additional scrutiny during the 2016 learning year. The lack of regional specific data to balance the statewide perspective of workforce program needs has been reviewed; no compromise approach, however, has been discovered. The new model maintains the recommended priority categories discussed thus far (see **Attachment C – 2017 Enrollment Rules – Priority Enrollments [pg. 3]**, for definitions).

   a. **Basic Education for Adults**
   b. **Science, Technology, Engineering and Math**
   c. **Degrees and Certificates leading to credentials in professions identified with a gap in the 2014 Joint Skills Gap Report**
      i. In fiscal year 2019, the 2013 Report will be replaced by the 2016 Report, as the report of record. (See **Attachment C – 2017 Enrollment Rules – Enrollment Rules Appendix A** for a discussion of skills gap report timing).

   The new method operationalizes a weighting policy that provides priority enrollments a 30 percent greater per student funding than non-weighted students. In all, 46,323 (35 percent) of the system’s 130,977 target enrollments will receive the additional $927 in annual per student funding.

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1 Future allocations will include a one year lag in the Student Achievement Initiative data. For example in fiscal year 2018, the system allocations will be based on 2016 SAI point totals.
4. **Minimum Operating Allocation (MOA) - $96.9 million**: The Minimum Operating Allocation (MOA) is a flat allocation value of $2,850,000 provided to each college in a district.\(^2\) The MOA is a variable used in the model to shift per student funding to recognize different economies of scale required by small schools to provide this minimum operating level. The economies of scale are the continuation of a “small school adjustment” that has been part of district allocations for decades. The MOA will be funded using three sources of funding. The first is $11.4 million building fee funds appropriated annually in the capital appropriations to fund operating costs related to building maintenance. This funding, plus $3.6 million in education construction account funding (provided to fund operating costs related to building maintenance), fund $15 million of the $96.9 million MOA. The remaining $81.9 million will be funded using traditional state operating appropriations.

The outcome of district share in each of the categories above is displayed with greater detail in **Attachment D -- FY 2017 Initial Allocation**.

The impact of implementing the new model in fiscal year 2017 and the impacts of rebasing have generated an increased level of anticipation for this year’s allocation. The distribution of impacts of rebasing based on modeling has been consistently discussed over the last three years. Even with updates in how resources are “considered” for allocation by the model and changes in data used to inform the distribution (e.g., actuals used to identify priority and set enrollment targets), the impact of rebasing on 2017 allocations is projected to impact districts in similar proportions to those outcomes examined in 2015. As seen in Table 1, the top five total REBASE impacts in 2017, either positive or negative, remain essentially the same districts identified in 2015.

**Table 1**

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<th>PERCENT CHANGE</th>
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<td>3</td>
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<tr>
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<td>819,689</td>
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<td>372,870</td>
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<td>60,790</td>
<td>14,468</td>
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\(^2\) Three districts have multiple colleges: Seattle (3), Pierce (2), and Spokane (2).
The full impact of the district allocation rebase will be blended into the new model allocation outcomes, as a post-model adjustment, over four years starting with fiscal year 2017. Full implementation of the new model will occur in fiscal year 2020.

Safe Harbor – future allocations
As described above, even with the new allocation method, some portions of the system’s appropriations have well-established constituencies and allocation methods that require additional information often not available at the time of the initial allocation. The following program allocations will be distributed throughout the coming fiscal year:

- **Aerospace Apprenticeships** – $2,236,247 will be allocated in consultation with the Aerospace Apprenticeship Committee. College apprenticeship program development and anticipated capacity will be considered in allocation decisions.
- **Facilities Maintenance and Operations** – $522,000 will be allocated throughout the year based on actual substantial completion dates of new buildings.
- **Opportunity Grants** – $107,700 will be allocated mid-year to meet excess demand.
- **Workforce Development Projects** – $1,569,545 will be allocated throughout the year for targeted workforce development initiatives.

2017 Enrollment Rules
A major element of the new allocation model is the annual redistribution of target enrollments based on the relationship between actual and target enrollments, using a three year average. Enrollment rules are established to provide guidelines for how elements of enrollment are used within the model (see Attachment C – FY 2017 State Enrollment Rules).

The draft enrollment rules provide descriptions of:
- Types of enrollments to be allocated.
- Methods for establishing district share of the District Enrollment Allocation Base.
- Enrollments that will be identified as priority and eligible for additional per student funding (weighting).
- Allocation methods for enrollments held in Safe Harbor.

2017 Tuition
(See Attachment A – FY 2017 Budget Allocation and Tuition Schedule Decision Points and Attachment F – 2017 Community and Technical College Tuition and Fee Rates - Summary.)

The State Board establishes the annual tuition rates for state supported students in two-year and four-year degree programs. Composed of three fees (operating, building, and services & activity fees) tuition for the 2016-17 academic year is due to change because of statutory requirements. The building fee portion of the tuition schedules is required to be at a level no less than the 2015 building fee plus inflation as established by the Bureau of Labor Statistics’ CP-I index for the Seattle/Tacoma/Bremerton area. The index has increased 3.3 percent since February 2014. When applied to the 2015 building fee, the statutorily required building rate is $10.93. The 2016 building fee of $10.77 is increased by 1.5 percent in the recommended tuition schedules. The building fee increase will be applied to the lower- and upper-division tuition schedules for residents and non-residents. This is the only required change to
the resident, lower division tuition schedule. In fiscal year 2017 annual tuition fee rates for lower division, full-time resident tuition will be $3,852 (equivalent to 45 credit hours annually).

Similarly structured, but more substantial in impact, is the statutorily required reduction to the operating fee portion of the system’s upper division tuition schedule. This reduction is linked to the tuition reduction backfill appropriations included in the 2015-17 appropriation. Used for applied baccalaureate programs, the 2017 upper-division rate is required to be 20 percent lower than the 2015 rate. The rate was reduced by five percent in 2016. The incremental decrease required in fiscal year 2017 to meet the 20 percent requirement is 15.7 percent. When combined with the changes in building fee, the fiscal year 2017 annual tuition fee rates for upper division, full-time resident tuition will be $6,178 (equivalent to 45 credit hours annually) down from $7,182 in fiscal year 2015.

Innovation account funding

Enacted in the 2011 legislative session, the State Board is authorized to dedicate up to three percent of operating fee revenues (a portion of tuition) to the community and technical college Innovation Account. The system is currently engaged in the replacement of its legacy computer systems with a new enterprise reporting program named ctcLink. The SBCTC uses revenues generated by the Innovation Account set-aside to pay for project-related costs and debt service. To provide sufficient revenue for the Innovation Account to cover 2017 expenditure projections related to ctcLink, three percent of operating fee collections is recommended to continue to be dedicated to the account.

Potential questions

- Do the proposed fiscal year 2017 initial allocation methodologies, including use of Safe Harbor, align with the SBCTC System Direction and Mission Study recommendations?
- Are the proposed recommendations for the fiscal year 2017 enrollment rules consistent with the State Board’s goals of maintaining access and student success?

Recommendation/preferred result

The State Board is asked to approve the 2017 Initial Allocation and relevant policy statements to college districts, and to delegate authority to the Executive Director to approve future allocations as described in Resolution 16-05-23.

The State Board is asked to approve Resolution 16-05-24 establishing the 2017 Community College Tuition Fee Rates.

Policy manual change: Yes ☐ No ☒

Prepared by: Nick Lutes, operating budget director
(360) 704-1023, nlutes@sbctc.edu
A resolution relating to the 2015-17 operating budget.

WHEREAS the 2016 supplemental operating budget has been passed by the Legislature, updating the level of appropriations provided to the community and technical colleges for the 2015-17 biennium; and

WHEREAS the State Board has the authority to award and allocate appropriated state general funds, Education Legacy Trust Account funds, the Education Construction Account, and Community/Technical College Capital Projects Account funds; and

WHEREAS the $739,024,000 in funds appropriated to the State Board for Community and Technical Colleges in the 2016 supplemental capital and operating appropriations act for fiscal year 2017 include: General Fund-State of $666,835,000, Education Legacy Trust Account of $48,460,000, Education Construction Account of $3,555,000, and Community/Technical College Capital Projects Account of $20,174,000; and

WHEREAS the State Board and the community and technical college system have cooperatively developed and will implement a new allocation methodology, with the resultant rebasing impact implemented over four years;

NOW THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges:

1. Approves the fiscal year 2017 initial allocation of operating funds totaling $739,024,000 as displayed on Attachment D – FY 2017 Initial Allocation, including:
   a. The impact of rebasing caused by the shift to the new allocation method as displayed in Attachment D – FY 2017 Initial Allocation.
   b. The four year phase in of the rebasing impact, beginning in fiscal year 2017 as displayed in Attachment D – FY 2017 Initial Allocation.

2. Authorizes the Executive Director to allocate an additional $XXXXXXXX throughout the year for items found in Section 4 of Attachment E – FY 2017 Use of Funds;

3. Approves the proviso plus two years or ongoing Safe Harbor for funding the following activities and requires they be spent only for these purposes: Alcoa Worker Retraining program, Allied Health Programs in the Seattle District, Aerospace Apprenticeships, Alternatively Financed Projects – Debt Service, Centers of Excellence, College Affordability Program funding (tuition reduction backfill), Disability Accommodations, Employment Resource Center, Fabrication Wing Training, Gateway Center, High Demand Aerospace Enrollments, Hospital Employee Education and Training, Job Skills, Labor Education and Research Center, MESA Community College Program, Opportunity Grants, Students of Color, University Contracts, Wildfire Prevention Program, Worker Retraining Program, and Workforce Development Projects;

4. Approves the four years of Safe Harbor for funding the following activities: maintenance and operating funding provided for new facilities in 2016 and 2017; funding provided for increased costs related to leases and local assessments in 2016 and 2017;...(xxxcomp?)

5. Approves the fiscal year 2017 Enrollment Allocations as displayed in Attachment D – FY 2017 State Enrollment Initial Allocation (Column I.5, page 4);

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

APPROVED AND ADOPTED May 5, 2016.

ATTEST:

Marty Brown, secretary  Shaunta Hyde, chair
A resolution relating to 2016-17 Tuition and Fees.

WHEREAS, RCW 28B.15.067 grants the State Board authority to set tuition and fees for non-resident students to the State Board for Community and Technical Colleges; and

WHEREAS, in 2015, the legislature passed ESSB 5954, the College Affordability Program, which established new tuition setting requirements for the operating fee and building fee portions of system tuition; and

WHEREAS, for the 2016 academic year, the State Board lowered resident, lower- and upper-division (applied baccalaureate degree programs) tuition by 5 percent, and;

WHEREAS, 2017 operating fee rates for upper-division tuition are required to be reduced by an additional 15.7 percent, and;

WHEREAS, 2017 building fee rates for lower- and upper-division tuition are required to be increase by an additional 1.5 percent;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges:

- Adopts the community college lower division course tuition and fee schedule and rates for 2016-17 as set forth in Attachment F – FY 2016-17 Lower Division Tuition Schedule;
- Adopts the community college upper division course tuition and fee schedule and rates for 2016-17 as set forth in Attachment F – FY 2016-17 Upper Division Tuition Schedule;
- Requires the deposit of three percent of operating fee revenues into the Community and Technical College Innovation Fund.

APPROVED AND ADOPTED on May 5, 2016.

ATTEST:

Marty Brown, secretary

Shaunta Hyde, chair
FY 2017 DRAFT Budget Allocation and Tuition Decision Points

### Operating Budget Allocation Methodologies

<table>
<thead>
<tr>
<th>Operating Budget Allocation Methodologies</th>
<th>$ Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below are individual, incremental budget adjustments occurring between fiscal years 2016 and 2017. Because each item will be calculated in two models, the budget item descriptions reflect distribution methods to be used for calculations in both model environments. These methods are being reviewed by the system business officers and presidents through their professional associations. Each item displays pertinent information regarding the policy, allocation impact, the methods employed in old and new models, and any changes being considered in the 2016 supplemental budget process.</td>
<td>$36.0 million</td>
</tr>
</tbody>
</table>

- **Performance Funding - Student Achievement Initiative**
  - The underlying 2015-17 biennial budget contains a proviso for $5.25 million in annual appropriations to fund the Student Achievement Initiative (SAI). This will be combined with $29.3 million from the system’s base appropriation to make a performance funding pool of $35.5 million, equal to five percent of the system’s total state appropriation.
  - **Old model distribution**: The variable portion of the proviso ($4.7 million) will be removed from FY 2016 base and re-distributed.
  - **New model distribution**: Allocate an amount equal to five percent of system appropriations ($36.0 million) through a performance funding pool.
  - **Both the old method and new model**: Distribute performance funding to colleges based on their share of SAI points in three categories: Total SAI Points (less completion points) generated (45%); Total Completions Points generated (10%); and SAI Points per Student (45%).

- **Tuition Reduction Backfill**
  - The College Affordability Act established that the 2017 operating fee for the system’s’ applied baccalaureate programs (upper division schedule) must be 20 percent lower than the 2015 level. The first step in the policy occurred in 2016 with a five percent reduction in 2016 tuition. The second step will occur in 2017, with a 16 percent decrease in the upper division operating fee. In the enacted biennial budget, the system has been appropriated $355,000 in state funds to offset lost tuition revenue caused by the operating fee decrease. The final 2016 supplemental budget provides an additional $479,000 in state appropriations to recognize larger than budgeted impacts for the tuition reduction.
  - **Old model distribution**: The appropriation is provisoed and the final value will be allocated based on district share of enrollments in upper division courses in the 2015 academic year.
  - **New model distribution**: The final appropriation value will be in Safe Harbor; backfill will be allocated based on district share of enrollments in upper division courses in the 2015 academic year.

- **Employee Cost of Living Adjustments**
  - $14.063 million
The 2015-17 biennial budget provides authority for a 1.8 percent cost of living adjustment for system faculty, classified and exempt employees. The underlying budget also contains $8.94 million in state funding to backfill the impact of salary increases on tuition expenditures.

Recommendation:

- **Old model distribution**: Distribute COLA funding based on employee groups funded. Use the district share of FY 2015 faculty, classified and exempt employee salary expenditures (as appropriate) to allocate appropriated COLA funding.

- **ALTERNATIVE ONE - New model distribution**: **PROPOSED**: Place allocated Health Contribution Funding in Safe Harbor for four years; allocate $14.063 million in funding based on FY 2015 as above in Old Model.

- **ALTERNATIVE TWO – New model distribution**: **PROPOSED**: Increase the amount of system appropriations distributed by the model by $14.1 million.

**Employee Health Insurance Contributions** $4.756 million

The 2017 monthly contribution rate for employee health benefits is schedule to increase by $48 per employee. The underlying budget also contains $667,000 to backfill the impact of the 2015-17 this compensation policy on tuition revenue.

Recommendation:

- **Old model distribution**: Distribute health contribution funding based on district share of state and tuition health benefit expenditures.

- **ALTERNATE ONE - New model distribution**: **PROPOSED**: Place allocated Health Contribution Funding in Safe Harbor for four years; allocate $5.372 million in funding based on FY 2015 district share of state and tuition health benefit expenditures.

- **ALTERNATE TWO – New model distribution**: **PROPOSED** Increase the amount of system appropriations distributed by the model by $4.8 million.

**Employee Pension Contributions** $17,000

The funding level for FY 2017 employee pension contributions rate is $17,000 greater than FY 2016. The allocation of the increase will be distributed based on district share of pension expenditures in FY 2015.

Recommendation:

- **Old model distribution**: Distribute pension funding based on district share of state and tuition pension expenditures.

- **ALTERNATE ONE – New model distribution**: **PROPOSED**: Place allocated Pension Contribution Funding in Safe Harbor for four years; allocate $17,000 million in funding based on FY 2015 district share of state and tuition pension expenditures.

- **ALTERNATE TWO – New model distribution**: **PROPOSED** Increase the amount of system appropriations distributed by the model by $17,000.
Support Services - MESA Funding | $410,000
---
The underlying 2017 appropriations contain $410,000 for six MESA program pilot projects and program oversight. The supplemental budget increased funding for the pilot projects by $450,000. The new appropriations have been added to the existing proviso; pilot sites will receive a total of $125,000 annually. Additionally, is now available $110,000 to support program research and oversight.

Recommendation:
- **Old model distribution**: Allocate $125,000 to each district pilot site; Allocate $110,000 to SBCTC program for research and oversight.
- **New model distribution**: Place MESA funding in Safe Harbor ongoing; Allocate $125,000 to each district pilot site; Allocate $110,000 to SBCTC program for research and oversight.

Alternative Capital Financing – Debt Service payments | $8.774 million
---
The underlying 2017 appropriations contain $8.8 million from the system building fee revenue to pay for facilities financed using Certificates of Participation (COPs). The allocations to the districts are reset each fiscal year to reflect the scheduled debt service payment for their facility.

Recommendation:
- **Old model distribution**: Remove 2016 allocation and re-allocate to four existing districts based on anticipated 2017 debt service payment.
- **New model distribution**: Place Alternative Capital Financing funding in Safe Harbor ongoing; Remove 2016 allocation and re-allocate to four existing districts based on anticipated 2017 debt service payment.

Specific 2016 Supplemental Legislative Investments | $1.657 million
---
The 2016 supplemental budget contains two specific investments to support targeted policies. Each item is governed by an appropriations act proviso. The first is $157,000 for a *Wildfire Prevention Program* at the Wenatchee Valley College. The second is $1,500,000 to be allocated to Bellingham Technical College to administer an on-site worker training and skill enhancement training for employees of trade-impacted industrial facilities pursuant to trade adjustment assistance decision 64764.

Recommendation:
- **Old model distribution**: Allocate each enacted, specific appropriation as directed by the legislative proviso. Place in earmarks/proviso list for 2017.
- **New model distribution**: Place the specific new funding in Safe Harbor ongoing; allocate each enacted, specific appropriation as directed by the legislative proviso.
The 2015-17 biennial budget includes appropriations in FY 2017 for Maintenance and Operation costs, to reflect the schedule completions of college capital projects. Further, additional appropriations are provided in FY 2017 for changes in campus leases and various local assessments. The allocation adjustments are based on information reported by districts during the summer of 2014.

Recommendation:

- **Old model distribution**: M&O – Allocate to Future Allocations; allocate to colleges when new facilities receive “occupancy permits.” Leases and Assessments based on the leases and assessment survey completed by districts in the summer of 2014.
- **New model distribution**: Place M&O, Leases, and Assessment in Safe Harbor; M&O – Allocate to Future Allocations; allocate to colleges when new facilities receive “occupancy permits.” Leases and Assessments based on the leases and assessment survey completed by districts in the summer of 2014.

---

The basis for distribution of this earmarked allocation requires refreshing to reflect 2015 head count data in district share of students of color.

Recommendation:

- **Old model distribution**: Maintain earmark status and update distribution based on two year average district share of student of color enrollment (head count).
- **New model distribution**: Place Students of Color in Safe Harbor ongoing; update distribution, in future allocation changes, based on 2015/2016, two-year average district share of student of color enrollment (head count).

---

The basis for distribution of this earmarked allocation requires refreshing to reflect 2015 head count data in district share of students of color.

Recommendation:

- **Old model distribution**: Maintain earmark status and update distribution based on two year average district share of students with disabilities enrollment (head count).
- **New model distribution**: Place Disability Accommodations earmark in Safe Harbor ongoing; update distribution in future allocation changes, based on 2015/2016, based on two year average district share of students with disabilities enrollment (head count).
Basic Skills Enhancement

$3.469 million (old) / $0 (new)

The basis for distribution of this earmarked allocation is changing during the transition year. The process of fiscal enhancement for Basic Education for Adult enrollments will be done with Priority Weighting in the new model. Beginning in 2017, a portion of each district’s enrollment allocation target (DEAB) will be provided with 30 percent more funding than non-priority enrollments. This additional ‘weighting’ in per student funding replaces the need for a separate earmark dedicated to the mission.

Recommendation:
- **Old model distribution**: Maintain earmark status and distribution based on the most recent four quarter average Basic Education for Adult enrollments (summer through spring of academic year 2014-15).
- **New model distribution**: Remove earmark and include $3,469,574 for distribution by the model.

Bates Rebase Phase Two

$ net zero

FY 2017 represents year two of a four year rebasing of the Bates Technical College enrollment target and state allocation. In FY 2017 the Bates district enrollment allocation target will decrease by 231 FTE, equaling a loss in allocation of approximately $672,000. The same amount of FTE will be redistributed back to eligible districts.

Recommendation:
- **Old model distribution**: Shift 231 enrollment allocation base from Bates Technical College target to district targets who overenrolled in FY 2015. Take $2,910 per FTE shifted from Bates and distribute to districts receiving the rebase.
- **New model distribution**: Set the Bates district enrollment allocation base at level 227 FTE lower than the 2016 level. The model will shift resources accordingly to three year over-enrollment comparisons.

Supplemental Retiree Payments

$355,000

The 2016 estimated supplemental retiree payments will exceed the allocated budget of $645,000 by approximately $85,000 (for a total expenditure of $730,000). In 2017, expenditures for this retirement program are anticipated to increase between 25 to 30%. This projected growth necessitates an additional assessment of $355,000 to set-aside sufficient resources to pay for FY 2017 obligations.

Recommendation:
- **Old model distribution**: Maintain earmark status; assess and add to 2016 allocation level $355,000 from district and state board allocations. Assessment will be based on share of state and tuition expenditures for Higher Ed Retirement Program contributions in FY 2015.
- **New model distribution**: Place Supplemental Retiree Payments earmark in Safe Harbor ongoing; assess from district and board allocations and add to 2016 allocation level $355,000 from district and state board allocations. Assessment will be based on share of state and tuition expenditures for Higher Ed Retirement Program contributions in FY 2015.
## Tuition

### Tuition – Resident Undergraduate (Upper and Lower)

In 2017, the lower division tuition schedule will receive a statutorily required inflationary increase to the building fee. Along with the building fee increase, the upper division tuition schedule will receive a statutorily required tuition *decrease* to the operating fee; the 2017 fee must be 20 percent lower than 2015 levels. This is equal to a 16 percent reduction from 2016 levels. See Attachment F – 2017 Draft Lower and Upper Division Tuition Summaries.

**Recommendation:**

- Increase upper and lower division 2016 building fee rates by 1.5 percent; Decrease the 2016 resident, upper-division by 16 percent.

### Tuition – Non-Resident Undergraduate

The SBCTC has statutory authority to adjust certain statewide fees, including non-resident undergraduate tuition.

- **Lower-division** - increase the building fee as per statute and maintain the operating fee and services and activities fee at 2016 levels.
- **Upper-division** – decrease the operating fee by the same per credit hour incremental dollar decrease experienced in the upper division, resident tuition schedule.

**Recommendation:**

- Implement underlying, statutorily required building fee adjustments for FY 2017; adjust non-resident, upper division operating fee by same per credit hour increment change occurring in resident, upper division.

### Innovation Account Funding – Percent of Tuition Dedicated to Innovation Account

**Recommendation:**

- Maintain the current rate of three percent.
### Non-Allocation Model Budget Reduction

<table>
<thead>
<tr>
<th>Moore v. HCA Settlement</th>
<th>$19.3 million state and $13.4 million local</th>
</tr>
</thead>
<tbody>
<tr>
<td>The final 2016 Supplemental budget contains an $80 million settlement for a health insurance eligibility lawsuit, Moore v. HCA. In the suit, plaintiffs argued state part-time employees were improperly denied employer sponsored health insurance. A special account is created to pay settlement costs and is funded through a transfer of settlement liability share from funds identified in defendant agency expenditures between 2002 and 2015. The state portion of the impact earmarked for the CTC system, $19.3 million, has been appropriated for transfer into the settlement account. The remaining liability for the system of $13.4 million, based on local funds, is to be provided to the treasurer for deposit into settlement account. The distribution of this liability to colleges will use a yet to be determined method that attempts to align the basis for distribution with the policy being addressed (e.g., part-time employee usage).</td>
<td></td>
</tr>
</tbody>
</table>

**Recommendation:**

- **Old and new method distribution:** Allocate state funding to *Future Allocations Reserves*, for payment/deposit the Special Personnel Litigation Account; Distribute 75 percent of local funding share of one-time, local liability to districts based on share of liability *(as identified by OFM)*, with the remaining 25 percent distributed based on district share of salaries paid to part-time classified and other hourly temporary between 2003 and 2015, from state and local funds.
Safe Harbor (SH) – this term will be used to refer to programs that receive allocations outside of the methods developed for the new model. There are two categories for identifying these programs. The first are those identified by proviso in the enacted biennial appropriations act. The other designation is by use of policy earmark to note the program’s priority within the state appropriation. These items are allocated based on the methods unique to the policy requirements of the program. Three categories of Safe Harbor are recommended:

1. **Safe Harbor (Type below = SH)** – Specific, system-wide investments that receive heightened attention and require *intent* specific allocations. When provisoed, the appropriations will remain in SH for the length of the proviso plus two additional fiscal years.

2. **Safe Harbor Ongoing (Type below = SH_O)** – Program specific, district specific investments with heightened attention due to stakeholder perceptions of intent. These are generally smaller appropriation amounts that are not provisoed in the appropriations act. Their allocation is held in Safe Harbor without a specific ending date (i.e., ongoing).

3. **Safe Harbor Four (Type below = SH_4)** – Appropriations that are provided for specific activities, such as Maintenance and Operations for new facilities. These appropriations will be provided to districts based on methods determined outside of the new allocation method for four years. After the fourth year, the amount of the item will be distributed with the new allocation method.

Current programs designated as ‘earmarked’ receive four years of SH beginning in 2017. The list will be reviewed annually. The following is a draft list of allocations recommended for SH for fiscal year 2017.

<table>
<thead>
<tr>
<th>Safe Harbor - Earmarks ($$$)</th>
<th>FY 2017 Change from 2016</th>
<th>Enrollments?</th>
<th>Type &amp; end of SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Apprenticeships</td>
<td>119,434,248</td>
<td>65,903,104</td>
<td>SH_O</td>
</tr>
<tr>
<td>Aerospace Enrollments (1000 FTEs)</td>
<td>2,720,407</td>
<td>8,000,000</td>
<td>SH - 2020</td>
</tr>
<tr>
<td>~Alternate Finance Project Debt Service</td>
<td>8,774,000</td>
<td>8,774,000</td>
<td>SH_O</td>
</tr>
<tr>
<td>Basic Skills Enhancement*</td>
<td>0</td>
<td>-3,072,797</td>
<td>NA</td>
</tr>
<tr>
<td>State Match – Federal Basic Ed Grant</td>
<td>396,777</td>
<td>0</td>
<td>SH_O</td>
</tr>
<tr>
<td>Centers of Excellence</td>
<td>2,041,570</td>
<td>0</td>
<td>SH_O</td>
</tr>
<tr>
<td>Climate Assessment Survey</td>
<td>0</td>
<td>-20,000</td>
<td>NA</td>
</tr>
<tr>
<td><strong>COLAs and other Salary 2016</strong></td>
<td>17,730,738</td>
<td>17,730,738</td>
<td>SH_4 - 2020</td>
</tr>
<tr>
<td><strong>COLAs and other Salary 2017</strong></td>
<td>14,504,965</td>
<td>14,504,965</td>
<td>SH_4 - 2021</td>
</tr>
<tr>
<td>Disability Accommodations</td>
<td>1,740,808</td>
<td>0</td>
<td>SH_O</td>
</tr>
<tr>
<td>Employment Resource Center</td>
<td>1,139,716</td>
<td>0</td>
<td>SH_O</td>
</tr>
<tr>
<td><strong>Health and Pensions 2016</strong></td>
<td>29,691,687</td>
<td>29,691,687</td>
<td>SH_4 - 2020</td>
</tr>
<tr>
<td><strong>Health and Pensions 2017</strong></td>
<td>4,714,511</td>
<td>4,714,511</td>
<td>SH_4 - 2021</td>
</tr>
<tr>
<td>Hospital Employee Education &amp; Training</td>
<td>2,039,906</td>
<td>0</td>
<td>SH_O</td>
</tr>
<tr>
<td>Labor Education &amp; Research Center</td>
<td>162,868</td>
<td>0</td>
<td>SH_O</td>
</tr>
<tr>
<td>Maritime Industries</td>
<td>255,000</td>
<td>0</td>
<td>SH_O</td>
</tr>
<tr>
<td>Leases and Assessments 2016</td>
<td>761,000</td>
<td>761,000</td>
<td>SH_4 - 2020</td>
</tr>
<tr>
<td>Leases and Assessments 2017</td>
<td>108,000</td>
<td>108,000</td>
<td>SH_4 - 2021</td>
</tr>
<tr>
<td>Maintenance &amp; Operations 2016</td>
<td>1,130,000</td>
<td>1,130,000</td>
<td>SH_4 - 2020</td>
</tr>
<tr>
<td>Maintenance &amp; Operations 2017</td>
<td>522,000</td>
<td>522,000</td>
<td>SH_4 - 2021</td>
</tr>
<tr>
<td>Opportunity Grants</td>
<td>12,500,000</td>
<td>0</td>
<td>SH_O</td>
</tr>
<tr>
<td>Students of Color</td>
<td>1,011,628</td>
<td>0</td>
<td>SH_O</td>
</tr>
<tr>
<td>Supplemental Retirement Payments</td>
<td>1,000,000</td>
<td>355,000</td>
<td>SH_O</td>
</tr>
<tr>
<td>University Contracts</td>
<td>942,622</td>
<td>0</td>
<td>SH_O</td>
</tr>
<tr>
<td>Worker Retraining – General Appropriations</td>
<td>6,498,100</td>
<td>0</td>
<td>SH_O</td>
</tr>
<tr>
<td>Workforce Development Projects</td>
<td>1,569,945</td>
<td>0</td>
<td>SH_O</td>
</tr>
</tbody>
</table>

DRAFT
### 2017 Safe Harbor – Policy & List of Programs

<table>
<thead>
<tr>
<th>Program Description</th>
<th>FY 2017</th>
<th>Change from 2016</th>
<th>Enrollments?</th>
<th>Last Year of SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Harbor - Proviso ($$)</td>
<td>58,484,000</td>
<td>-1,889,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcoa Training Program (new)</td>
<td>2,250,000</td>
<td>0</td>
<td>SH_O</td>
<td></td>
</tr>
<tr>
<td>Allied Health Programs</td>
<td>425,000</td>
<td>0</td>
<td>SH_O</td>
<td></td>
</tr>
<tr>
<td>Bellevue 4-Year Degree Program (BS Comp Sci)</td>
<td>0</td>
<td>-750,000</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>COE for Aerospace</td>
<td>100,000</td>
<td>0</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>College Affordability Program (Tuition reduction)</td>
<td>17,956,000</td>
<td>448,000</td>
<td>SH – 2019</td>
<td></td>
</tr>
<tr>
<td>Fabrication Wing Training Program</td>
<td>1,500,000</td>
<td>420,000</td>
<td>SH_O</td>
<td></td>
</tr>
<tr>
<td>Feasibility Study</td>
<td>150,000</td>
<td>0</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Job Skills Program</td>
<td>2,725,000</td>
<td>0</td>
<td>SH – end of proviso +2</td>
<td></td>
</tr>
<tr>
<td>MESA Community College Programs - MCCP</td>
<td>860,000</td>
<td>450,000</td>
<td>SH_O</td>
<td></td>
</tr>
<tr>
<td>Student Achievement Initiative (SAI) *</td>
<td>0</td>
<td>-5,250,000</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Wildfire Prevention Program (new)</td>
<td>157,000</td>
<td>157,000</td>
<td>SH_O</td>
<td></td>
</tr>
<tr>
<td>Worker Retraining – Base</td>
<td>20,824,817</td>
<td>0</td>
<td>Yes</td>
<td>SH – end of proviso +2</td>
</tr>
<tr>
<td>Worker Retraining – Variable</td>
<td>12,436,183</td>
<td>0</td>
<td>Yes</td>
<td>SH – end of proviso +2</td>
</tr>
</tbody>
</table>

*The need for this earmark has been eliminated in the new model by placing Basic Education enrollments in priority status.

\*SAI Funding is provisoed in the enacted appropriations act, however it will be counted toward the share of total state appropriations dedicated to performance funding in the new allocation model. It is not considered in Safe Harbor status.
Purpose: The Enrollment Rules are established as a method to ensure legislative enrollment targets are met and that state appropriations are deployed strategically within the CTC system.

- The rules will identify the types of enrollments to be distributed during the coming fiscal year.
- The rules list methods used to determine district share of the District Enrollment Allocation Base (DEAB) target, to be used in the allocation model to be implemented in FY 2017 (New Model), including which colleges:
  - Will receive reductions in their DEAB target
    - And the size of the DEAB reduction
  - Are eligible for increases to their DEAB target
    - And the size of the DEAB increase
  - Are allowed to count excess enrollments in periods of over-enrollment
- The rules will identify methods to be used to identify Priority Enrollments for weighting in the New Model.
- The rules identify state enrollment counting limits. This includes limitations on counting non-resident, international students toward state enrollment target attainment.
- The rules will establish methods for allocating program enrollments that are held in Safe Harbor (SH), as a proviso or earmark, including:
  - Under what conditions a district will experience increases or decreases in the program
  - How often adjustments to program targets will occur.

Enrollments to be allocated – 2017

The system total enrollment target is based on the state legislative target (established in the biennial appropriations act). It also includes enrollment targets established beyond legislative requirements. The overall system target is currently set at 140,031.

Enrollments in Safe Harbor

Within the overall system target are enrollments considered in Safe Harbor status. This status is determined either by legislative proviso or system earmark. Safe Harbor is provided for the two years beyond the expiration of a legislative proviso or for four years total if identified as an earmark. The current list of Safe Harbor enrollments includes:

<table>
<thead>
<tr>
<th>Program</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Apprenticeships</td>
<td>130</td>
</tr>
<tr>
<td>Aerospace High Demand Enrollments</td>
<td>1,069</td>
</tr>
<tr>
<td>Hospital Employee Education and Training</td>
<td>50</td>
</tr>
<tr>
<td>University Contracts</td>
<td>165</td>
</tr>
<tr>
<td>Worker Retraining^</td>
<td>7,606</td>
</tr>
<tr>
<td>Total</td>
<td>9,020</td>
</tr>
</tbody>
</table>

^ Program governed by legislative proviso
Enrollments in the **District Enrollment Allocation Base (DEAB)**

The portion of the overall system target outside of safe harbor is referred to as the District Enrollment Allocation Base (DEAB). For FY 2017 the system-wide DEAB target is 130,977. The districts share of DEAB will determine the allocation of state appropriations for weighted and unweighted enrollments.

**Establishing the DEAB**

The DEAB for each district will be set using the following method.

A. The DEAB target will use a comparison of the district’s three year average DEAB target to the district’s actual DEAB enrollments.
   1. Data used will be last three full academic years available for analysis (e.g., FY 2017 will use 2013, 2014 and 2015).

B. When comparing the three year averages, districts are grouped into two categories.
   1. When the three year average actual enrollment is below the three year average target enrollment, the district is under-enrolled for purposes of allocation development
      a. The difference between three year target enrollments and three year actual enrollments is calculated for all under-enrolled schools
         i. The amount calculated is subtracted from the district’s current DEAB target
            a. This becomes the district’s new DEAB target
         ii. DEAB target enrollments removed are pooled for redistribution
   2. When the three year average actual enrollment is above the three year average target enrollment, the district is considered over-enrolled for allocation purposes
      a. The difference between three year target enrollments and three year actual enrollments is calculated for all over-enrolled schools
         i. The amount calculated for each over-enrolled district is converted to a “percentage share” of total district over-enrollments calculated.
         ii. Districts receive a share of DEAB target enrollments pooled for redistribution in B.1.a.ii (above)
         iii. The value of the redistribution enrollment share is added to the over-enrolled districts DEAB target.
            a. This becomes the district’s new DEAB target

C. The district base enrollment value set in rule three above is added to any enrollments allocated and governed by proviso or earmark.
   1. This enrollment total is the new target used to determine annual enrollment target attainment.
      i. Serves as the base from which districts with annual over-enrollment will calculate excess tuition.
Priority Enrollments – 2017

For FY 2017, enrollments identified as priority will receive additional funding in the new allocation model. These enrollments will receive a per student funding rate 30 percent greater than unweighted enrollments. The number of weighted enrollments funded each fiscal year will be a function of the district DEAB (determined above in B.1.a.i.a & B.2.a.iii.a) multiplied by the percentage of actual state enrollments in the priority identified categories, from the most recently completed academic year (e.g., when building FY 2017, use FY 2015).

For allocation year 2017, the priority funding will be based on actual enrollments accumulated during FY 2015. The following categories are identified as priority:

1. Basic Education for Adults
2. Applied Baccalaureate programs (upper division sections only)
3. Enrollments in Science, Technology, Engineering and Math [STEM] courses, as identified by a System workgroup and finalized by each individual college’s Vice President of Instruction. For STEM degree seeking students, with the following course identification requirements:
   a. Is a common course numbered STEM courses as reported to ERDC
   b. Non-common course numbered classes where districts can show:
      i. At least 50% of enrollments in the course are students:
         1. On a STEM baccalaureate pathway, as identified by program Associate Science Track (AST) 1-2.
         2. In an AST based major related program
         3. In a locally articulated STEM pathway degree (but not as a AS-T based pre-teacher)
      ii. At least 50% of recent graduates in the AST or locally articulated STEM pathway degree took the class at some point during their enrollment.
      iii. At least 50% of the students enrolled in the class were also enrolled in at least two other CCN courses on the identified STEM listing.
      iv. Non-common course numbered classes will only be used in determining share during allocation years 2017 and 2018.
4. Enrollments in workforce programs linked to degrees, long certificates and apprenticeships which contribute more educated and skilled workers to professions where employer demand at the mid-level is not being met, as identified in the “A Skilled and Educated Workforce: 2013”. This report will be used to focus on projected workforce skills gaps through FY 2018.
   a. In FY 2019 the model will identify priority enrollments (actual enrollments during FY 2017) using the outcomes of the “A Skilled and Educated Workforce: 2017” [link to be provided]
      i. See Enrollment Rules Appendix A: Timeline for application of “Skills Gap Report”

Allowable Enrollments for counting toward attainment of enrollment target – 2017

Non-Resident International Students

Beginning in 2017, districts may not count non-resident international students as state enrollments except as allowed SBCTC Policy Chapter 5.110. Any international students counted as state-funded in excess of the number allowed by policy will not be recognized for purposes of calculating target attainment or allocating state funding.
Safe Harbor Enrollment Rules – 2017

The following programs contain enrollments that are governed by proviso (italicized) or are earmarked as a policy priority by the system. Each of the programs is placed in Safe Harbor status (as defined in the 2017 Safe Harbor – Policy & List of Program) and is allocated based on a method unique to the program.

Aerospace Apprenticeships – A portion (55 of 130) of this enrollment allocation is allocated to each district and left unchanged from year to year (referred to as base earmark). The remaining enrollments are allocated annually and use a process that involves recommendations and collaboration with AJAC regarding current market capacity and apprenticeship locations.

Aerospace High Demand Enrollments – The program is currently distributed based on the RFPs submitted in FY 2014. Districts are currently in the third year of implementation, and have been held harmless from re-distribution based on program performance compared to actual enrollments. Allocations for FY 2018 are scheduled for an adjustment based on a review of target to enrollment performance. Allocations will be re-distributed based on a competitive RFP process to solicit new program distribution.

Hospital Employee Education and Training – The program is distributed on an annual basis through a competitive RFP process. Funds are awarded with the expectation of project completion by the end of the fiscal year.

University Contracts – The university contract enrollments have been distributed based on bids submitted by five community colleges and their four-year partners in 2005. A redistribution of ten enrollments occurred in 2015, to the four remaining participant colleges.

Worker Retraining - College districts that fail to meet 100 percent of their Worker Retraining enrollment allocation for two consecutive years will have their Worker Retraining enrollment allocation and associated funding in the subsequent year reduced by 75 percent of the difference between the allocated and actual enrollment in the second year.
Appendix A: Timeline for application of “Skills Gap Report”

The use of the skills gap report to identify priority workforce enrollments will roll forward with new slowly overlapping older reports. The overlap between the use of the most ‘current’ report and providing the districts updated information about the ‘new’ report (for future planning) is shown by fiscal year columns with blue high-lighting. This allows colleges a two year window to prepare programming changes within their district. This rolling implementation will continue moving forward. The timeline below identifies the fiscal years in which future reports are anticipated and when they will influence the allocation. The timeline arrows with indicates the fiscal year in which actual enrollments will be used to identify priority enrollment levels for the allocation year identified by the column. For the coming allocation year, the report issued in will be used to identify actual enrollments in priority courses in for allocation . The next report, expected for publication (via website) in early fiscal year 2017, can be used now by colleges to begin planning for the types of priority enrollments they believe are important to their community, in anticipation of the report being used to identify actual enrollments in priority courses in fiscal year 2017, for use in developing the allocation for fiscal year 2019.

Skills Gap Report

<table>
<thead>
<tr>
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## Washington State Community and Technical College Tuition and Fee Rates

### Lower Division Tuition

#### 2015-16

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<th>NONRESIDENTS</th>
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<th>NONRESIDENTS</th>
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<td>$385.80</td>
<td>$799.35</td>
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<td>$409.65</td>
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<td>$3,851.70</td>
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- **Quarterly Operating Fee**: $1,018.75
- **Building Fee**: $126.70
- **Maximum S & A Fee**: $136.55
- **Tuition and Fees**: $1,282.00

<table>
<thead>
<tr>
<th>Per Credit</th>
<th>1-10 Credits</th>
<th>19+ Credits</th>
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<tr>
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<tr>
<td>Tuition and Fees</td>
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<td>$279.26</td>
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</table>

- **Average Incremental Increase for Each Credit between 11 and 18**:
  - **PER CREDIT**: $40.95
  - **Building Fee**: $3.80
  - **Maximum S & A Fee**: $6.15
  - **Tuition and Fees**: $50.90

#### Excess Credit Surcharge

- **Operating Fee Only**: $92.17

#### Ungraded Courses - Per Credit Fees - Operating Fees Deposited to Fund 149

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<tr>
<th>2015-16</th>
<th>2016-17</th>
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<tr>
<td>Apprenticeship</td>
<td>50% waiver</td>
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<tr>
<td>(Clock hour equivalent)</td>
<td>$3.36</td>
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<td>ABE, ESL, GED</td>
<td>$25 per student per quarter</td>
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#### Compentency Based Programs

- **Method for establishing tuition governed by WAC 131-28-025, subsection (2), amened by State Board Resolution 14-09-60 (Sept. 10, 2014)**

#### Other Waivers

- **Athletic Waiver**: Waives operating fee only
  - **Maximum**: $320.50 per quarter

**Colleges are authorized to charge tuition to Running Start students when the student’s choice of credit load exceeds the level that will be reimbursed by the school district.**
### Washington State Community and Technical Colleges
#### Lower Division
#### FY 2016-17 Tuition Schedule
(per quarter)

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2016-17
## Washington State Community and Technical College Tuition and Fee Rates

### Upper Division Tuition

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<tr>
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#### 2016-17

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<tr>
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#### PER CREDIT

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#### Average Incremental Increase for Each Credit between 11 and 18 - Same as four year schedules

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#### EXCESS CREDIT SURCHARGE

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<tr>
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<tr>
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<td>Operating Fee</td>
<td>Building Fee</td>
<td>Maximum S&amp;A Fee</td>
<td>Tuition and Fees</td>
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</table>
### Appendix A – Establishing 2017 District Enrollment Allocation Base

#### Allocation Model Target Method:
Lesser of 3 year average actual or 3 year average target.

<table>
<thead>
<tr>
<th>Years in Calculations</th>
<th>(A.) 3 year avg actual state FTEs</th>
<th>(B.) 3 year avg state FTE Target</th>
<th>(C.) 3 Year Average underenrollments</th>
<th>(D.) 3 year average overenrollments</th>
<th>(E.) Share of overenrollments</th>
<th>(F.) Distribute 3 year underenrollments to overenrolled colleges based on share of overenrollments</th>
<th>(G.) Adjusted 3 year Target (B + C + F)</th>
<th>(H.) District Enrollment Allocation Base (DEAB)</th>
<th>(I.) % share of Column G applied to 2017 total DEAB</th>
<th>(J.) FY 2016 Allocation Target</th>
<th>(K.) Difference between DEAB and current target</th>
</tr>
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<tr>
<td>Bates* NA</td>
<td>4,252</td>
<td>(231.00)</td>
<td>-</td>
<td>0%</td>
<td>-</td>
<td>4,021</td>
<td>4,021</td>
<td>4,252</td>
<td>(231)</td>
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<td></td>
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<td>Bellevue</td>
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<td>-</td>
<td>1,230.00</td>
<td>18%</td>
<td>407.70</td>
<td>7,463</td>
<td>7,473</td>
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<td>1,742</td>
<td>-</td>
<td>115.00</td>
<td>2%</td>
<td>38.10</td>
<td>1,780</td>
<td>1,783</td>
<td>1,753</td>
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<tr>
<td>Big Bend</td>
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<td>1,618</td>
<td>-</td>
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<td>0%</td>
<td>7.60</td>
<td>1,626</td>
<td>1,628</td>
<td>1,619</td>
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<td>1,595</td>
<td>1,597</td>
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<td>0%</td>
<td>2,079</td>
<td>2,082</td>
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<tr>
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<td>6,737</td>
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<td>-</td>
<td>16%</td>
<td>357.30</td>
<td>7,094</td>
<td>7,105</td>
<td>6,752</td>
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<td>3,991</td>
<td>(36.00)</td>
<td>-</td>
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<td>3,965</td>
<td>3,961</td>
<td>3,992</td>
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<td>4,634</td>
<td>4,641</td>
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<td>0%</td>
<td>1.00</td>
<td>4,819</td>
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<td>-</td>
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<td>4%</td>
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<td>-</td>
<td>1,452</td>
<td>1,454</td>
<td>1,552</td>
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<td>-</td>
<td>5,050</td>
<td>5,057</td>
<td>5,211</td>
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<td>2,810</td>
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<td>1,556</td>
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<td>-</td>
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<td>3,524</td>
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<td>3,685</td>
<td>3,701</td>
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<td><strong>130,977</strong></td>
<td><strong>130,977</strong></td>
<td><strong>130,977</strong></td>
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*Bates TC is in a four year controlled reduction in enrollment allocation regardless of performance against target Target.

### System Wide DEAB

- 130,977
### Appendix B: System-wide Impacts of Weighting

**$ to be distributed/DEAB FTE**

| Preweight - Dollar per student amount available | $3,419.00 |

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<th>Weight Group</th>
<th>Amount of Allocation to be Distributed to DEAB</th>
<th>$447,788,741</th>
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<table>
<thead>
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<th><strong>Weight Group</strong></th>
<th><strong>Share of Total weighted FTE</strong></th>
<th><strong>Postweight $ per FTE</strong></th>
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<td>2</td>
<td>24.6%</td>
<td>$3,091.00</td>
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<tr>
<td>3</td>
<td>1.5%</td>
<td>$3,091.00</td>
</tr>
<tr>
<td>4</td>
<td>56.9%</td>
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<table>
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<tr>
<th>Range between hi and low (&amp; % diff)</th>
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<td>Value of weight as % of unweighted</td>
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</table>

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<tr>
<td>Resources for Weighted FTEs</td>
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<tr>
<td>Postweight $/FTE</td>
</tr>
<tr>
<td>Change in $/FTE from preweight value</td>
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<tr>
<td>Total Additional amount to Weight</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2 Priority</strong></th>
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</thead>
<tbody>
<tr>
<td>Total targeted FTES</td>
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<tr>
<td>Resources for Weighted FTEs</td>
</tr>
<tr>
<td>Postweight $/FTE</td>
</tr>
<tr>
<td>Change in $/FTE from preweight value</td>
</tr>
<tr>
<td>Total Additional amount to Weight</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3 International</strong></th>
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</thead>
<tbody>
<tr>
<td>Total targeted FTES</td>
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<tr>
<td>Resources for International</td>
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<tr>
<td>Postweight $/FTE</td>
</tr>
<tr>
<td>Change in $/FTE from preweight value</td>
</tr>
<tr>
<td>Total Reduced amount to International</td>
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</table>

<table>
<thead>
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<th><strong>4 Un-weighted</strong></th>
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</thead>
<tbody>
<tr>
<td>Total targeted FTES</td>
</tr>
<tr>
<td>Resources for Unweighted FTEs</td>
</tr>
<tr>
<td>Postweight $/FTE</td>
</tr>
<tr>
<td>Change in $/FTE from preweight value</td>
</tr>
<tr>
<td>Total Reduced amount to Unweighted</td>
</tr>
</tbody>
</table>

447,788,741

Total FTE | 130,977 |
Weighted  | 46,323  |
Legislative update

Brief description
The State Board will be briefed on the outcomes of the 2016 legislative session and interim legislative plans leading up to the 2016 November general election and the 2017 legislative session.

How does this link to the State Board goals and policy focus
Creating an advocacy plan that works with system partners and key legislators in messaging community and technical college (CTC) policy and budget concerns.

Background information and analysis
The 2016 Legislative session came to close on March 29, 20 days into a special session. Attachment A is the 2016 Legislative Session Report which summarizes the final supplemental operating and capital budgets, 2016 legislation and system involvement during session.

To assist with meeting legislative goals of the CTC system, a coordinated interim advocacy plan needs to be acted upon. There are multiple ways in which the CTC system can impact legislative issues.

- **Meetings:** In addition to the executive director and legislative director, college representatives including members of the State Board, college presidents and trustees as well as faculty and students should take opportunities to meet with legislators in a variety of formats.
  - Town Hall meetings
    - When legislators host town hall meetings, regardless of subject, system representatives should attend.
  - Rotary/Kiwanis/other business and philanthropic organizations
    - CTC system representatives should be part of their community organizations and "chat up" CTC’s at those meetings.
  - Campus invitations
    - Presidents and trustees should be inviting legislators to their campuses for interim visits including graduations, tours, and other special events like concerts.
      - If possible State Board members should find chances to visit campuses during those legislative visits too.
  - One on one meetings
    - Meet for coffee or make an appointment to meet at a district office.
  - Just opting for one of these options is not enough.
    - Do all of the above to talk about CTC’s impact.
    - Also, say hello at the grocery store or a restaurant/coffee shop or community event.

- **Leverage partner relationships**
  - Business Partners
    - Engaging with Washington Roundtable, AWB and local Chamber of Commerce
      - Washington businesses benefit from an educated and prepared workforce.
      - Can business leaders whose companies benefit from the success of the CTC mission, help advocate at the legislature?
Education partners
  - League of Education Voters
    - Vision for public education that guarantees every Washington student has
      the opportunity for a high-quality education from early learning to career.
  - CTC faculty representatives
    - In 2016 the State Board sent a message to the Legislature that faculty and
      staff are the backbone to college and career success for students.
    - Faculty and their representatives can continue to help message the
      importance of the CTC system to legislators.

Potential questions
- Does the State Board have feedback or questions about progress towards meeting system wide legislative goals?

Recommendation/preferred result
The State Board will discuss the coordinated interim advocacy plan and provide feedback to staff.

Policy Manual Change Yes ☐ No ☒

Prepared by: Arlen Harris, legislative director
360-704-4394, aharris@sbetc.edu
2016 LEGISLATIVE SESSION REPORT

Detailed summary of legislative impacts to Washington’s community and technical college system
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This report, which includes active links to legislation and other information, is available electronically at the SBCTC Legislative Outreach web page: http://j.mp/1TviHXp.

If you have questions regarding the content of this report, please contact Arlen Harris, SBCTC legislative director, at 360-704-4394 or aharris@sbctc.edu, or Julie Walter, SBCTC legislative coordinator, at 360-704-4313 or jwalter@sbctc.edu.
A Letter from the Executive Director

April 2016

The 2016 Legislature adjournd March 29, 20 days into a special session in which legislators agreed upon supplemental capital, operating and transportation budgets. Top on their agenda were addressing the catastrophic 2015 wildfires, assisting the state’s mental health hospitals and homeless populations, and finding a sustainable K-12 education funding solution.

Topping the priority list for the community and technical college system were funding backfills following historic tuition cuts and much-needed salary increases. Colleges were well-represented throughout session. State Board staff joined college presidents, trustees, administrators, faculty, staff and students for daily work with legislators. This included one-on-one meetings, committee testimony and stakeholder collaboration. Others helped by sending letters and speaking with their legislators by phone. Students from around the state gathered January 26 for a dynamic and passionate rally in the Legislative Building’s rotunda stressing the critical role of community and technical colleges in higher education and the state’s economy.

Because of the hard work of our system’s partners during this short session, I’m proud of the budget and policy accomplishments we helped advance. These include:

- Partial backfill of requested funds to cover tuition reduction.
- State investment in existing MESA Community College programs which help under-represented students pursue STEM degrees.
- Authorization for Bellevue College to offer Bachelor of Science degrees in computer science.
- An operating budget proviso to authorize the offering of associate degrees in our corrections system for the remainder of the biennium.

As we look forward to the 2017 session and a new budget cycle, the college system needs to continue to work together to accomplish shared goals. We can expect K-12 funding to remain a priority. To that end, legislators this session created the Education Funding Task Force. The task force will conduct a formal review of education funding needs. It will report its findings to the Legislature in January 2017.

Thank you to those who contributed and advocated on behalf of Washington’s community and technical colleges. We are especially appreciative of the legislators who support our colleges and students. I look forward to working with all of our partners over the interim and during the 2017 session as, together, we champion our system of community and technical colleges.

Sincerely,

Marty Brown
Executive Director
Budget Summaries

Supplemental Capital Budget

The 2016 supplemental capital budget, ESHB 2380, was signed by the Governor on April 18, 2016.

The budget does not fund new design or construction of major projects in the community and technical college system. It does, however, include authority to finance locally funded projects at Bellevue College, Spokane Falls Community College, Wenatchee Valley College and Pierce College Fort Steilacoom.

The budget also transfers land currently leased from the Department of Natural Resources at Grays Harbor College, Green River College, Highline College and South Seattle College-Georgetown campus to those colleges. Under the legislation’s terms, the land must continue to be used for an educational purpose.

Supplemental Operating Budget

The final 2016 operating budget, 2ESHB 2376, was signed by the Governor on April 18, 2016. After accounting for one-time impacts from the 2014 state Supreme Court decision Moore vs. HCA and the maintenance and operation shift to the Education Construction Account, the supplemental operating budget includes a $2.51 million increase for the fiscal year ending on June 30 and a $3.22 million increase for the 2017 fiscal year which begins on July 1.

The budget specifically affects the state’s community and technical colleges by:

- **Increasing funding for existing MESA pilot projects ($450,000 in FY 2017):** Additional funding to bring pilot allocations to $125,000 annually and program oversight/research to $110,000 annually.
- **Increasing tuition reduction backfill ($386,000 in FY 2016, $93,000 in FY 2017):** Acknowledges errors in applied baccalaureate program’s enrollment base used to calculate tuition reduction impact.
- **Settling the Moore v. HCA class action suit by providing:** $19 million in general fund state for FY 2017 but local fund liability remains at $13.4 million.
- **Funding for Alcoa worker retraining ($750,000 in FY 2016, $1.5 million in FY 2017):** Funding for retraining of aluminum smelter workers at Alcoa Intalco impacted by foreign trade through Bellingham Technical College.
- **Funding wildfire prevention program ($157,000 in FY 2017):** Funding to start a Wildfire prevention program at Wenatchee Valley College.
- **Health benefit contribution rate change ($616,000 in FY 2017):** The change in appropriations will reduce the amount of the 2017 scheduled increase in contribution rates. The new 2017 rate is increasing to $888 per employee per month (from the 2016 rate of $840.)
• Shift of M&O costs from State to Education Construction Account (fund 253) (-$3.6 million in FY 2016 and 2017, with +$3.6 million in Education Construction Account funding): Similar to previous Maintenance and Operation fund shifts to the building fee account, this move is a zero-sum to the system. It will require a transfer of expenditures for this activity from state fund sources to the Education Construction Account. This is stated in supporting documents as a one-time shift.

• Changes in pass-through charges: Changes in state funding are appropriated, however total increases in anticipated service charges include increases assumed to be paid by local funds. With the exception of worker’s compensation (which is allocated to districts), all charges for central services provided to community and technical colleges are paid by the SBCTC exclusively using state appropriations allocated for those purposes. Past increases in central service charges that identify impacts to local funds have been paid using state resources.
  o Worker’s compensation changes ($545,000 additional state for $839,000 in increased charges for FY 2017): Reflects increases in rates.
  o Self-insurance rate changes ($27,000 less state for a $41,000 overall reduction in FYs 2016 and 2017): Updated actuarial analysis based on refreshed actuals changed rates.
  o OFM budget/accounting/forecast ($712,000 additional state for $1,096,000 in anticipated new annual charges): OFM will now be charging agencies for the services provided by statewide budgeting, accounting and forecasting divisions. The charges are scheduled to begin in FY 2016. (The governor vetoed this policy in the OFM budget. Because there remains an appropriation to the agency, OFM will need to recover some of this state funding to balance their budget needs. The impact of the policy will be removed from our appropriation during the 2017 supplemental).
  o All other changes: $143,000 additional state for $220,000 in additional annual charges in FY 2016. $36,000 in state for $54,000 in additional annual charges in FY 2017. Reflect rate changes for Audit, Attorney General, DES Central Services and payment for the Time, Leave and Attendance System development costs.

• Department of Corrections (DOC) contract increases for COLAs ($1.25 million total for both fiscal years): Funding is included to recognize the impact of 2016 and 2017 COLAs on education contracts between DOC and SBCTC.

• Allows the system to provide post-secondary education through the existing Department of Corrections contract for the remainder of this biennium.
2016 Legislation

SBCTC staff monitored approximately 122 pieces of legislation during the 2016 session. Staff work included analyzing bills, providing testimony in legislative committees, and collaborating with legislative staff on possible amendments on behalf of the community and technical college system.

Appendix 1 lists key bills passed that include new legislative requirements for the community and technical system. This information will also serve as a resource in tracking the internal bill implementation process throughout the year.

Appendix 2 lists key bills that did not pass.
System Involvement

Community and technical college system representatives are key to a successful session. System representatives and SBCTC staff testified 42 times before House and Senate committees:

- 34 times on bills
- 9 times at work sessions
- 24 times in the House
- 18 times in the Senate
- 35 college system representatives
- 14 SBCTC staff members

Below is a list of presidents, trustees, system advocates and SBCTC staff who testified on behalf of our system during the 2016 legislative session.

Presidents

- Ed Brewster, Grays Harbor College
- Warren Brown, North Seattle College
- Marty Cavalluzzi, Pierce College Puyallup
- Rich Cummins, Columbia Basin College
- Jean Hernandez, Edmonds Community College
- Lonnie Howard, Clover Park Technical College
- Cheryl Roberts, Shoreline Community College
- Luke Robins, Peninsula College
- Dave Rule, Bellevue College
- Denise Yochum, Pierce College Fort Steilacoom

Trustees

- Stu Halsan, Centralia College
- Steve Miller, Bellevue College

Students

- Camille Clements, Pierce College Puyallup
- Monica Elenes, South Seattle College
- Jezabel Garcia, Seattle Central College
- Faline Jett, North Seattle College
- Dawud Malik, former corrections education student
- Edward Parnel, former corrections education student
Faculty, Staff, Administrators and Associates

- Luis Alcazar, Columbia Basin College
- Frank Ashby, South Seattle College
- Jo Ann Baria, Pierce College
- Suzie Benson, Wenatchee Valley College
- Christina DuWors, Pierce College
- Doug Emory, Lake Washington Institute of Technology
- Nate Langstraat, Whatcom Community College
- Karen Lee, Lake Washington Institute of Technology
- John Martens, Centralia College
- Marty Mattes, Bates Technical College
- Larry McGee, Centralia College (retired)
- Sally Murrow, South Puget Sound Community College
- Ed Parks, South Seattle College
- Bob Pasquariello, Olympic College
- Elizabeth Pluhta, South Seattle College
- Kim Thompson, Shoreline Community College
- Barron Willis, MESA board of directors

SBCTC Staff

- Marty Brown, SBCTC executive director
- John Boesenberg, human resources deputy executive director
- Scott Copeland, student services policy associate
- Nancy Dick, workforce education director
- Kathy Goebel, economic development policy associate
- Arlen Harris, legislative director
- Joe Holliday, student services director
- Jon Kerr, Basic Education for Adults director
- Nick Lutes, operating budget director
- Katherine Mahoney, workforce education program administrator
- Bill Moore, K-12 partnership director
- Anna Nikolaeva, workforce education program administrator
- Brian Walsh, corrections education policy associate
- Jan Yoshiwara, educational services deputy executive director
## Appendix 1: 2016 Key Bills That Passed

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<tr>
<th>Bill (Prime sponsor)</th>
<th>Description</th>
<th>SBCTC Staff Lead</th>
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<tr>
<td><strong>SSB 5928</strong> (Dammeier)</td>
<td>Subject to SBCTC approval, authorizes Bellevue College to offer a bachelor of science degree in computer science.</td>
<td>Joyce Hammer</td>
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<td>Position: support</td>
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<td><strong>SSB 6354</strong> (Liias)</td>
<td>Requires four-year institutions to work with SBCTC to develop plans for facilitating the reverse transfer of academic credits from four-year institutions to community and technical colleges. The plans must be adopted by Dec. 31, 2017 and include policy allowing eligible students the opportunity to transfer credits back to a community or technical college, to use towards a two-year degree and procedure for notifying eligible students in the program. Defines eligible students as transfer students who enroll as degree-seeking students at a four-year institution after completing at least 60 quarter credits at a community or technical college, but before attaining an associate degree.</td>
<td>Joyce Hammer</td>
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<td>Position: support with concerns</td>
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<td><strong>SSB 6466</strong> (Habib)</td>
<td>Requires the Council of Presidents (COP) to convene a workgroup to develop a plan for removing obstacles for higher education students with disabilities. Plan must standardize medical documentation requirements, intake and review procedures, and develop best practices for institutions to provide outreach to and help prepare students for transmitting accommodations information and documentation to their next institution. COP must provide plan to the Legislature by Dec. 31, 2016. (Requires on SBCTC representative to serve on the workgroup.)</td>
<td>Scott Copeland</td>
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<td>Position: support with concerns</td>
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# Appendix 2: Key Bills that Did Not Pass

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<tr>
<th>Bill (Prime sponsor)</th>
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| **ESHB 1875**
(Walsh) | Concerning the definition of work activity for the purposes of the WorkFirst program. | Erin Frasier |
| **SHB 2329/SSB 6161**
(Haler/Bailey) | Requires the Caseload Forecast Council to forecast the number of 25-44 year olds in the state that do not have a high school diploma, high school equivalency, or credential and forecast the number of students expected to enroll in basic education courses at community and technical colleges. | Jon Kerr |
| **HB 2593**
(Kilduff) | Making community and technical colleges more affordable by eliminating the application fee for low-income students and reviewing placement testing fees. | Scott Copeland |
| **SHB 2615**
(Pollet) | Sets two legislative goals regarding community and technical college faculty staffing: 1) Increase full-time faculty positions by adding 200 new full-time tenure track positions in each of the next three biennia. 2) Ensure part-time and non-tenured faculty receives priority consideration for continuing employment and tenure track positions. | John Boesenberg |
| **HB 2619/SB 6260**
(Haler/Hewitt) | Allows community and technical colleges to provide associate and bachelor’s degrees in corrections institutions to inmates who meet criteria established by the Department of Corrections (DOC). DOC could consider giving priority to inmates who are within five years or less of release, do not already have a postsecondary degree, and have a reentry plan that includes participation in a postsecondary education program. | Brian Walsh |
| **2SHB 2769**
(Senn) | Allows SBCTC to select up to five community or technical colleges to develop and offer programs of study leading to bachelor degrees in high-demand fields of study. | Joyce Hammer |
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<tr>
<td><strong>SHB 2820/SB 6481</strong> (Pollet/Jayapal)</td>
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<td>Position: support with concerns</td>
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<td>Establishing the Washington Promise Program, to help make the first two years of college affordable and accessible to the state’s citizens by offering a tuition waiver for eligible students enrolled in associate degree or certificate programs offered by the state’s community and technical colleges.</td>
<td>Nick Lutes</td>
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<td><strong>2SHB 2955</strong> (Hansen)</td>
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<td>Position: support with concerns</td>
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<td>Creating the Washington free to finish college program to encourage state residents who attended a postsecondary education degree or certificate program, but were unable to graduate and are no longer enrolled in a postsecondary education degree or certificate program, to return to an institution of higher education to complete their program of study.</td>
<td>Nick Lutes</td>
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