<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>1 p.m.</td>
<td>Welcome and introductions</td>
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<tr>
<td></td>
<td>Larry Brown, chair</td>
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<tr>
<td>1:10 p.m.</td>
<td>Host college presentation</td>
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<tr>
<td></td>
<td>Dr. James Minkler, President</td>
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<tr>
<td>2:00 p.m.</td>
<td>2019-21 Operating Budget Development Process</td>
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<td></td>
<td>Cherie Berthon</td>
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<tr>
<td>2:45 p.m.</td>
<td>Break</td>
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<tr>
<td>3 p.m.</td>
<td>2017-18 Priorities Updates</td>
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<tr>
<td></td>
<td>a. Strategic Enrollment Task Force, Jim Minkler and Joyce Hammer</td>
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<tr>
<td></td>
<td>(30 minutes)</td>
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<tr>
<td></td>
<td>b. Equity and Diversity, Jan Yoshiwara and Wayne Martin (30 minutes)</td>
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<td></td>
<td>c. Completions, Joe Holliday (30 minutes)</td>
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<tr>
<td></td>
<td>d. ctcLink Information Technology Investment Plan, Mike Scroggins,</td>
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<tr>
<td></td>
<td>John Boesenberg, and Christy Campbell (30 minutes)</td>
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<tr>
<td>5 p.m.</td>
<td>Adjournment</td>
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<tr>
<td>5 p.m.</td>
<td>Dinner with Grays Harbor College Presidents, Trustees, and Staff</td>
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<td>Location: Building 100, Fireside Room</td>
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December 7  Regular business meeting

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8 a.m.</td>
<td>Breakfast</td>
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<tr>
<td>9 a.m.</td>
<td>Call to order and adoption of agenda</td>
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<td>Action</td>
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</table>
9:05 a.m.  Approval of consent agenda  Action  Tab 3  
   a.  SBCTC meeting minutes, October 26, 2017  
   b.  Bellevue College, Local Expenditure Authority Increase, Gymnasium Renovation  
       Resolution 17-12-70  
   c.  Bellevue College, Local Expenditure Authority Increase, Student Housing Parking, Infrastructure, and Equipment  
       Resolution 17-12-71  

9:10 a.m.  Consideration of ctcLink investment plan  Action  [Tab 2d]  
Resolution 17-12-72  
Mike Scroggins, John Boesenberg, and Christy Campbell  

9:25 a.m.  Math Pathways to Completion Update  Discuss  Tab 5  
Bill Moore  

9:55 a.m.  2017-18 Priorities Updates  Discuss  Tab 4  
   •  Long-Term Strategic Advocacy Task Force, Anne Fennessy and Laura McDowell  

10:25 a.m.  Break  

10:35 a.m.  WACTC report  Discuss  
David Beyer, WACTC president  

10:45 a.m.  ACT report  Discuss  
Kim Tanaka, ACT Director  

10:55 a.m.  Labor report  Discuss  
Bernal Baca, AFT Washington  

11:05 a.m.  Executive directors report  Discuss  
Jan Yoshiwara  

11:25 a.m.  Chair report  Discuss  
Larry Brown  

11:45 a.m.  Open public comment  

11:50 a.m.  Executive Session  Discuss  
To evaluate the performance of a public employee.  

12:05 p.m.  Adjournment  
Next Meeting: February 7-8, 2018 ~ State Board Office, Olympia  

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

PLEASE NOTE: Times above are estimates only. The Board reserves the right to alter the order of the agenda. Reasonable accommodations will be made for persons with disabilities if requests are made at least seven days in advance. Efforts will be made to accommodate late requests. Please contact the Executive Director’s Office at (360) 704-4309.
2019-21 Operating budget development process

Brief description
The SBCTC develops a biennial operating budget request on behalf of the entire college system every two years. The next biennial budget will cover the time period of July 1, 2019, through June 30, 2021, and is referred to as the 2019-21 biennial budget. The SBCTC budget request must be submitted in September 2018. At this meeting, the State Board begins a 10-month process to develop its 2019-21 operating budget request. The first step is a presentation on the economic context in which the budget will be developed. The State Board will review and discuss a draft summary and timeline of the process. Stakeholders in attendance will have an opportunity to review and comment on the budget development process.

How does this link to the system direction, mission study and policy focus
The biennial budget request is a strong policy statement from the State Board in that it describes the funding needed to support the system’s goals and priorities. In September, the State Board reviewed and discussed its vision, goals and priorities which will guide the budget development discussions. Goals that were discussed included, Long Term Advocacy, Equity and Diversity, Completions, Enrollments, and ctcLink success.

Background information and analysis
The final enacted 2017-19 Biennial Operating Budget provided $1.493 billion in state funds for the community and technical college system. This includes $735 million for Fiscal Year (FY) 2018 and $758 million for FY 2019. The biennial appropriations are a six percent increase over 2015-17 levels. While the increasing appropriations are a positive outcome, funding is still below our peak levels in 2008 and 2009 when adjusted for inflation. If measured on a per-student basis, our current funding slightly exceeds 2008-09 levels due to the enrollment declines.

Washington’s economic growth and employment rate has been outpacing most other states in recent years. Our state had the nation’s highest percentage growth in Real Gross Domestic Product (the market value of good and services produced, adjusted for inflation) in 20161. The information services sector was the largest contributor to this growth. Similarly, employment rates in Washington continue to grow and at a rate significantly faster than the nation as a whole. The state’s prosperous economy presents both a challenge and an opportunity to our system. Historically, community and technical college students have struggled to afford the opportunity cost of leaving work, in full or part, to acquire a degree or credential. At the same time, employers have a tremendous need for skilled and educated workers, many at the mid-level where our colleges specialize.

In Olympia, the 2017 Legislature passed the largest biennial operating budget in history, appropriating $43.7 billion in state funds. This is up $ 5.5 billion or 14 percent from last biennium. Most of the increase was committed to K-12 funding and related to the McLearry case. However, on November 17, 2017 the State Supreme Court ruled that the Legislature still hasn’t completely met it obligations. It appears another one billion dollars will be required for teacher and administrator salaries in the 2018-19 school year in order to satisfy the Court.

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Looking forward to the 2019-21 budget outlook, biennial revenues and expenditures will need to grow to $49.8 billion to maintain the current commitments and legal obligations.

**Enrollment Environment**
System-wide enrollments of adult students continue to decline from levels experienced during the recession. This year, based on preliminary fall enrollments, the system is projected to end the year with 129,180 state supported full-time equivalent students (FTES) for adults and 22,165 FTES for Running Start for a total of 151,345 state supported FTES. This would represented a drop in state supported FTES for adults (down 1 percent from 130,790 FTES in 2016-17) and an increase in state supported FTES for Running Start (up 10 percent from 20,207 FTES in 2016-17) for a slight increase in total state supported FTES (up from 150,997 FTES in 2016-17).

Washington’s thriving economy continues to draw students back into the workforce. At the same time, community and technical college leaders are assessing other factors that appear to be influencing enrollment declines. On a national level, enrollments increased at both two-year and four-year institutions during the recession. According to the State Higher Education Executive Officers Association, this effect was much more pronounced at two-year institutions, which saw a 12 percent increase in FTES from 2009 to 2011, compared to just five percent at four-year institutions. However, from 2011 to 2016, two-year institutions have experienced a 15 percent drop in FTES, while four-year institutions have continued to increase an additional five percent.

The State Board and college system leaders have made reversing student enrollment declines one of their highest priorities. A task force was established in the fall of this year with the following objective: “Over a two-year period, the taskforce will identify state level and institutional strategies to employ to build a stronger enrollment foundation system-wide, and incorporate those strategies into a Strategic Enrollment Plan.” Taskforce leaders will provide the State Board with regular updates.

**2019-21 Budget Request Development Process**
The proposed process for developing the biennial budget request is outlined in Attachment A – 2019-21 Operating Budget Planning Process Summary and Timeline. As in the past, it will be an iterative process involving college presidents, trustees, students, faculty and employee representatives in conversations with the State Board, aimed at identifying key themes and system needs. The State Board will review and provide final approval of the SBCTC budget request at its September 2018 meeting.

**Potential questions**
- Does the process provide for the development of a strategic budget request that aligns with the goals and priorities of the system?
- Does the draft budget development process and timeline engage system stakeholders effectively?
- Does it allow for effective communication between the colleges and our various commissions?

**Recommendation/preferred result**
Staff will review budget context information and the 2019-21 Operating Budget Planning Process Summary and Timeline (Attachment A). State Board members are asked to provide feedback to staff on the timeline and processes proposed to engage the system in the development of the budget request.

Policy manual change Yes ☐ No ☒
Prepared by: Cherie Berthon, director, operating budget
360-704-1023, cberthon@sbctc.edu
# 2019-21 Operating Budget Planning Process Summary and Timeline

<table>
<thead>
<tr>
<th>Meetings</th>
<th>2017</th>
<th>2018</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>State Board</td>
<td>Budget Overview</td>
<td>Context and Budget Process</td>
<td>Review outcomes from Budget Academies. Refine theme and priorities</td>
</tr>
<tr>
<td></td>
<td>Context and Budget Process</td>
<td>Review outcomes from Budget Academies. Refine theme and priorities</td>
<td>Review college survey results and process outcomes.</td>
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<tr>
<td></td>
<td>Review outcomes from Budget Academies. Refine theme and priorities</td>
<td>Consider Presidents’ recommendations. Finalize budget request priorities.</td>
<td>Approve final Biennial Budget Proposal</td>
</tr>
<tr>
<td>WACTC</td>
<td>Initial process discussion</td>
<td>Context and Budget Process</td>
<td>Collaborate with capital budget on maint. And operations request</td>
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<tr>
<td></td>
<td>Context and Budget Process</td>
<td>Context and Budget Process</td>
<td>Update on Progress</td>
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<tr>
<td></td>
<td>Review results of Budget Academies and discuss progress on survey of colleges</td>
<td>Review survey results and process outcomes.</td>
<td>Budget Academy and college survey results. Draft recommendations to State Board</td>
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<tr>
<td></td>
<td>Review WACTC’s recommendations to State Board</td>
<td>Review WACTC’s recommendations to State Board</td>
<td>Finalize recommendations to State Board</td>
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<tr>
<td>Commissions and Councils (Business Officers, Instruction Council, Student Svcs., Human Resources, Research, etc.)</td>
<td>Initial process discussion</td>
<td>Initial process discussion</td>
<td>Review WACTC’s recommendations to State Board</td>
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<tr>
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<td>Context and Budget Process</td>
<td>Context and Budget Process</td>
<td>Review WACTC’s recommendations to State Board</td>
</tr>
<tr>
<td>Trustees (ACT)</td>
<td>Budget Overview</td>
<td>Briefing on Context and Process</td>
<td>Briefing on survey results and progress</td>
</tr>
<tr>
<td></td>
<td>Briefing on Context and Process</td>
<td>Review outcomes and college survey results.</td>
<td>Review and comment on Presidents’ recommendations to State Board</td>
</tr>
<tr>
<td>Stakeholders including Faculty and Employee Reps, Students, etc. participating in State Board meetings</td>
<td>Context and Budget Process</td>
<td>Participate in Budget Academy</td>
<td>Review and comment on final Biennial Budget Proposal</td>
</tr>
<tr>
<td></td>
<td>Context and Budget Process</td>
<td>Budget Academy</td>
<td>Review and comment on final Biennial Budget Proposal</td>
</tr>
<tr>
<td>Other Dates of Interest</td>
<td>Legislative Session begins Jan. 8th</td>
<td>AACC/ACCT Conference in Washington, DC</td>
<td>Staff develop Biennial Budget decision packages</td>
</tr>
<tr>
<td></td>
<td>Legislative Session ends March 8th</td>
<td>Legislative Session ends March 8th</td>
<td>Staff finalize decision packages</td>
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<td>Budget proposal due to OFM &amp; Legislature</td>
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**Budget Academy:** Small group discussions with stakeholders on budget priorities

**College Survey:** Will support colleges having conversations about their priorities and how they relate to state funding requests. Survey will be distributed in late January and is due March 30th.
2019-21 Operating Budget Development Process

Narrative Description

December 2017 through February 2018
- Assess context in which budget will be developed
- Review economic environment
- Budget Outlook – trends, state revenue, and expenditures
- Enrollment trends
- Confirm process for budget development

February – March
- Hold budget academies
- Survey colleges for their priorities
- Revisit system goals and principles
- Begin prioritizing needs

April – May
- Develop budget rationale and themes – Example:
  Build on State’s goal of 70 percent of Washingtonians with a college credential.
  1. Who do we have? Who is completing? Who is not?
  2. Who doesn’t get to us, but should? What does it take to serve them effectively? Describe the 40 percent of high school grads that don’t go to college and why they aren’t coming to our colleges.
- Winnow potential requests down to three to six main policy initiatives

June
- Further define theme and rationale for potential budget proposals
- Presidents present recommendations to State Board in June

July - August
- State Board staff develop budget proposals
- System leaders provide guidance and feedback

September 2018
- State Board reviews and approves final budget proposal
- Budget proposal sent to the Office of Financial Management and the Legislature
2017-18 priorities update: strategic enrollment taskforce

**Brief description**
The Washington Association of Community and Technical Colleges (WACTC) has authorized a Strategic Enrollment Taskforce to be formed to build a stronger enrollment base for community and technical colleges. Over a two-year period, the WACTC Strategic Enrollment Taskforce will identify state level and institutional strategies that will improve access and retention system-wide and incorporate those strategies into an adopted Strategic Enrollment Workplan. Roles for the State Board, WACTC and its commissions/councils, Chief Diversity and Equity Officers (CDEO), students, faculty representatives, and additional college personnel will be identified with the WACTC Educational Services committee providing oversight and determining any final recommendations. Strategic partners, including but not limited to K-12, community organizations, and workforce will be identified and engaged in the work.

**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.” The Strategic Enrollment Taskforce will focus on ways to increase enrollment through outreach, onboarding, retention, and completion best practices leading to improved educational skills and credentials for students, particularly underrepresented populations entering the workforce. The following three goals are addressed through the implementation of the Strategic Enrollment Taskforce:

- **Promoting student achievement and success** by increasing access to wrap-around student services to raise post-secondary attainment for underrepresented, adults, veterans, and first generation students.

- **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 to complete degrees, certificates, or credentials.

- **Building on the system’s strength and successes** by increasing communication and partnerships within the system including faculty, students, staff, business, labor, K-12, four-year institutions, and other stakeholders.

**Background information and analysis**
Washington state has set a goal through the Washington Student Achievement Council (WSAC) Road Map to achieve a 70 percent postsecondary attainment rate for adults.\(^1\) To meet this goal requires 380,000 new credential holders by 2023.\(^2\) The key strategies to accomplish this goal include closing the achievement gap for underrepresented students and postsecondary recruitment, retention, and completion, while addressing affordability issues.

Washington’s community and technical college system is well-positioned to play a major role in meeting this goal but has similar challenges compared to institutions across the nation with respect to retention and completion. Enrollment in the colleges has declined 21 percent in the past 15 years while tuition has doubled. Interestingly, full-time equivalent enrollments (FTES) have increased approximately seven percent in the same time period. This suggests a change in the population of adults...
who are coming to college now than at a time when enrollment was significantly higher. The number of high school graduates is flat and more of the recent graduates (traditional-aged students) are attending four-year institutions\(^3\). The trends are clear that in order to meet the state’s goals, it will require recruiting and engaging students who have not historically participated in higher education. The college system is dedicated to addressing the challenges ahead in order to meet the state goals. Current conditions suggest this is a prime time to engage in a thoughtful strategic enrollment management plan.

See **Attachment A: Guiding Principles**

**Potential questions**

- How can our community and technical college system increase the number of students pursuing and completing a postsecondary credential by leveraging evidence-based strategies around outreach, onboarding, retention, and completion?
- Integral to the work of the taskforce, how can underserved student populations be better served and equity gaps closed for all students around enrollment and completion?
- In what ways will the Strategic Enrollment Taskforce strengthen partnerships with K-12, universities, and employers and what role will these partnerships play in increasing college enrollment?
- Do the taskforce workplan and guiding principles accurately reflect the State Board goals?

**Recommendation/preferred result**

State Board staff and the Strategic Enrollment Taskforce co-chair will provide an update of the WACTC Strategic Enrollment Taskforce, draft workplan, and taskforce overview including guiding principles. Periodic updates will be provided to the State Board on the taskforce’s progress over the 2017-2018 academic year and additionally during the second year as workplan recommendations are implemented.

Policy Manual Change Yes ☐  No ☒

Prepared by: Joyce Hammer, director of transfer education  
360-704-4338, jhammer@sbctc.edu

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3 Education Research and Data Center High school feedback reports [http://www.erdadata.wa.gov/hsfb.aspx](http://www.erdadata.wa.gov/hsfb.aspx)
WACTC Strategic Enrollment Taskforce

Problem Statement:

We are not sufficiently meeting the state’s need for a skilled labor force, nor are we on track to produce the number of credentials called for in the Washington Roadmap for higher education attainment. Enrollment in our community and technical colleges has been declining for several years. Comparisons with previous economic cycles shows that an improving economy only partially accounts for present enrollment losses.

Goals for the Task Force:

Over a 2-year period, the Task Force will identify state level and institutional strategies to employ to build a stronger enrollment foundation system-wide, and incorporate those strategies into a Strategic Enrollment Plan. Roles for the State Board, WACTC and its Commissions/Councils, and institutions will be clearly delineated. Strategic partners will be identified and engaged in the work.

Participants:

WACTC, WACTC Commissions, and other key system groups, specifically: Instruction, Student Services, Chief Diversity and Equity (CDEO) Officers, Research and Planning, Public Information, Business Affairs, and Information Technology

SBCTC Education Division staff, including (but not limited to) Transfer Education, Student Services, Policy Research; SBCTC staff in Communications, Finance, IT; students, and faculty.

Guiding Principles:

- Equity – increasing enrollment and completion of students from underserved populations – is integral to the work of the Taskforce.
- We need to increase the number of students pursuing and completing a postsecondary credential, while minimizing competition between colleges in our system.
- Outreach, onboarding, retention and completion are key elements.
- Our work will strengthen partnerships with K12, universities, employers, and community organizations.
- The Plan will include system level and college level strategies, and will have clear prioritization.

Updated November 27, 2017
2017-18 priorities updates: equity and diversity

**Brief description**

SBCTC and the college system have increasingly focused on equity and diversity efforts over the past three years. The college system serves a more diverse student body every year and efforts to close completion gaps are showing gains due to college and college system efforts. The following is a discussion of current efforts supported by the State Board as background to a discussion of further options.

**How does this link to the State Board goals**

The State Board endorsed equity and diversity as one of the system’s strategic priorities at their September 2017 meeting and requested updates at each Board meeting on those strategic priorities. Eliminating equity gaps is essential to making progress on the system’s goals to increase enrollments and improve completion rates, and the Board has elevated equity and diversity as a challenge on the same level as enrollment and completion.

**Background information and analysis**

SBCTC has been providing staff and financial support for equity and diversity efforts in the system for many years, with an increased level of activity over the past three years.

**Data and analysis.** SBCTC research publishes data for the college system on students and staffing by race by college. Students of color are routinely part of analysis on college system program reports such as applied baccalaureate degrees, worker retraining, transfer students and workforce education outcomes. Two years ago, SBCTC’s research team worked with the state Commission on Asian Pacific American Affairs to disaggregate Asians to show outcomes for Pacific Islander students separately from East Asian students, revealing that Pacific Islander students have one of the largest equity gaps among underrepresented student groups served by the college system. SBCTC’s research team is providing data support to the enrollment task force and to colleges for the guided pathways completion effort.

**Diversity statements by the college system.** Over the past two years, our communications team drafted policy statements for the presidents and the Board in support of religious diversity (2015), diversity and equity (2016), and Deferred Action for Childhood Arrivals (DACA, 2017).

**Diversify faculty hiring.** In 2015, the Instruction Commission created a standing committee on equity and inclusion and charged the group with identifying effective practices and creating tools for colleges to use in their hiring processes. SBCTC staff provide data and staff support for this group and have set up an online repository for their work.

**Faculty of color mentoring.** Last year, a group of college administrators and faculty created a system wide effort to support new faculty of color hired by the colleges to successful achieve tenure. SBCTC provided $10,000 seed money to support costs for their speakers and quarterly workshops and administrative support with registration and site logistics. More than 70 faculty of color participated as mentors and mentees. The pilot was successful and the project is continuing this year with a second cohort of 70 faculty of color funded by colleges through registration fees.
Administrators of color mentoring. A group of college administrators of color are developing quarterly workshops for administrators of color new to their roles. SBCTC has committed $10,000 seed money to this group to pilot their project in 2018.

Chief Diversity and Equity Officers. There is an emerging group of administrators hired by presidents and chancellors to lead diversity and equity efforts at the colleges as their primary job. There are currently 11 colleges with chief diversity officers. SBCTC has provided staff support to this group, attending their meetings and identifying opportunities for their representatives to participate in system task forces and work groups.

Faculty and Staff of Color conference. This statewide conference is an annual professional development opportunity open to college and university faculty, staff and administrators. SBCTC staff were among the core organizers of this conference more than 20 years ago, and continue to participate on the planning committee. SBCTC initially provided seed money, and continues to support the conference by handling registrations, speaker and site contracts and managing the conference’s self-support budget. Over 400 people typically attend this conference each year.

Multicultural Student Services Directors Council. This Council is part of the WACTC structure, reporting to the Student Services Commission (college vice presidents of student services). SBCTC provides staff support to this Council and their activities with students of color leadership development, college staff training on access and financial aid for undocumented students, and bias response training for colleges.

Students of Color conference. The college multicultural student services directors organize an annual students of color leadership conference attended about 900 students representing every college in the system. Workshops are led by current and former students as well as college staff. SBCTC underwrites the conference at $10,000, participates on the planning committee and provides logistics support with registrations, conference related contracts, and helps manage the conference budget.

Options for further efforts
SBCTC provides significant support for statewide diversity and equity efforts. There is discussion among the college staff and administrators most closely involved in these efforts about creating an umbrella organization to better leverage these efforts. One administrator is using his doctoral dissertation to interview participants and develop recommendations about how to structure these efforts in the college system by summer 2018. This work could assist the Board with confirming current roles and identifying new roles for SBCTC.

The group of chief diversity and equity officers are not officially part of the Washington Association for Community and Technical Colleges (WACTC) structure, but they are the logical leadership group for policy advice on college system diversity and equity strategies. SBCTC staff has been attending their meetings for the past two years to provide information about system initiatives, get advice about diversity efforts, and recommend participation in system groups. Different SBCTC staff participate in the multiple efforts listed above. The agency could identify a lead staff person to convene periodic staff meetings to collaborate across these efforts.
Economy and diversity strategic plan. An overall strategic plan could be useful to gain consensus on a set of strategies that build on current efforts. The dissertation described above will provide useful input.

**Potential questions**

Questions that need to be answered

- How has SBCTC supported college system level diversity and equity efforts?
- What additional strategies should the Board consider?

**Recommendation/preferred result**

Board members will have an opportunity to review current SBCTC roles in statewide diversity and equity efforts and discuss additional roles.

Policy Manual Change ✗ No ☐

Prepared by: Jan Yoshiwara, executive director
360 704-4355, jyoshiwara@sbctc.edu
2017-18 priorities updates: completions

Brief Description
Increasing student completions of certificates and degrees while closing completion equity gaps is a long-term objective. An increasing number of our colleges are adopting the Guided Pathways approach to accomplish this priority. An update on key system strategies to support guided pathways will be provided.

How does this link to the State Board goals and policy focus
The State Board goals are designed to increase completions and close equity gaps. Six pilot colleges are addressing both of these goals with funding from College Spark Washington and the national American Association of Community Colleges Pathways Institute to fully implement Guided Pathways: Everett, Peninsula, Pierce, Skagit Valley, South Puget Sound, and South Seattle. Another five pilot colleges will be selected by College Spark based on a recently completed Request for Application process, and Clark College is a new addition to the American Association of Community Colleges Pathways project. Based on the Request for Application process, it is clear that a majority of our colleges are either planning or implementing Guided Pathways.

Background information and analysis
Guided Pathways is a research-based approach that simplifies choices for students. Courses are grouped to form clear paths through college and into careers, whether students enter those careers directly after graduation or transfer to a university for more study in their chosen fields. Students receive intensive, targeted advising to choose their paths, stay on those paths, learn what they need to know, and graduate. To make these fundamental shifts and increase the number of students successfully completing their degree paths, guided pathways reforms will entail major changes in college practices and culture. Colleges will need to redesign their academic programs and student supports at a scale for all degree-seeking students, rather than increasing programmatic interventions for discrete populations.

The State Board has set up an infrastructure and strategic framework for moving the guided pathways approach forward in the system. The agency intentionally sought out and received grant resources to support these strategic efforts. Funding partners include College Spark Washington, Jobs for the Future, The Bill and Melinda Gates Foundation, the University of Texas, Austin, Dana Center for Math Pathways, and new state legislative funding.

One of the strategies is to offer professional development events to help colleges deepen their knowledge and understanding of the guided pathways approach and how they might implement them at their colleges. These events have included general guided pathways workshops, organized around the four design principles of pathways – clarifying the path, getting students on path, keeping students on the path, and ensuring students are learning. There are also more targeted workshops on Math Pathways, Technology for Guided Pathways, as well as guided pathways sessions specifically for faculty at the Assessment Teaching and Learning Conference.

The State Board is partnering with the Community College Research Center of Teachers College at Columbia University to offer the Guided Pathways Essential Practices: Scale of Adoption Assessment, a tool designed to help colleges assess how far along they are in adopting guided pathways at scale.
Administering this tool will help colleges understand their progress in scaling each of four design principles, plan their next steps, identify technical assistance and supports needed to accelerate guided pathways implementation, and provide information to focus system efforts on redesign areas needing the most support. The State Board is partnering with Jobs for the Future and other national and regional partners to deliver these supports. The Scale of Adoption Assessment will be administered system-wide in early 2018. It consists of an initial institutional self-assessment of readiness in each design principle, followed by interviews conducted by Community College Research Center, a revised self-assessment at the college level, and a synthesis of system-wide results produced by Community College Research Center. The results of the assessment process will be the focus of a Student Success Institute planned for May 2018.

A change leadership infrastructure has been developed that includes establishing a diverse group of college system leaders, called change facilitators, who are trained in change leadership and facilitation concepts and skills. During state guided pathways convenings, the change facilitators support college team discussions during team planning sessions, utilizing the change approaches needed to implement guided pathways, and importantly, that colleges keep equity goals at the forefront of their planning efforts. Change facilitators will also participate in the above-mentioned Scale of Adoption Assessment, working in conjunction with Community College Research Center staff. In addition, the State Board has enlisted a cadre of coaches and critical friend evaluators to help colleges with their implementation efforts, by analyzing current work, helping identify areas where colleges may be ‘stuck,’ and offering guidance and advice on the practical steps, as well as the deep change work that needs to be done, to fully scale guided pathways so that we can improve completion outcomes for all students.

In addition to coaches and critical friend evaluators, the State Board for Community and Technical Colleges has a Guided Pathways Advisory Committee composed of college presidents and representatives from among our chief equity and diversity officers, instructional vice presidents, student services vice presidents, and research and planning administrators. The advisory committee meets twice a year and provides critical guidance, advising staff on strategies to implement guided pathways across our college system.

**Potential questions**

- How will Guided Pathways support the Board’s goals for increasing completions and closing equity gaps?
- What are the challenges and opportunities for redesigning colleges using the Guided Pathways approach?
- How will the Community College Research Center Scale of Adoption Assessment be used to move Guided Pathways work forward?

**Recommendation/preferred result**

The Board will receive an update on the guided pathways approach and the strategies the State Board has developed and deployed to accelerate guided pathways within the state system.

**Policy Manual Change**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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Prepared by: Joe Holliday, director of student services and interim director, student success center 360-704-4334, jholliday@sbtc.edu
ctcLink information technology investment plan

**Brief description**
The Washington State Office of the Chief Information Officer (OCIO) and the Technology Services Board (TSB) have statutory authority for approval and oversight of all major state agency IT projects and investments. The IT Investment Plan is used by the Chief Information Officer and the Technology Services Board to evaluate the readiness, risk, financials, and governance associated with projects and investments and to monitor ongoing progress throughout the project phases. The original IT Investment Plan was submitted and approved in 2010 prior to beginning work. Because of lessons learned during the pilot phase and new policies, the SBCTC, working with the stakeholders and the Chief Information Officer, has developed a new plan for submittal and approval. [See Attachment A: New ctcLink Investment Plan-DRAFT]

**How does this link to the State Board goals and policy focus**
Washington state needs more people with higher levels of education and our system of 34 community and technical colleges (CTCs) is at the center of this challenge. Realizing modern technology is critical to meeting the challenge, the CTCs adopted a Strategic Technology Plan in November 2008 with one, overarching goal: **mobilize technology to increase student success**.

Unlike a typical capital investment in a new building that serves a specific geography in the state, ctcLink is an investment for all Washingtonians regardless of location, social status, economic condition, and background. ctcLink provides equal access to services for students to learn, faculty to teach, and staff to manage the college.

**Background information and analysis**
The business problems the ctcLink Project is intended to solve still persist and have become more urgent with the almost three year delay. The current legacy software systems were deemed to be at risk of failure according to a 2007 external consultancy analysis. The original ctcLink project plan had the last colleges transitioning off the legacy software system by 2017—10 years from the 2007 study. However, 10 years later only three colleges out of 34 are not at risk from the legacy software systems.

SBCTC assumed responsibility for the college system’s core administrative computing and software system in 2008. In 2012 the college system went through a competitive procurement process and selected Oracle/PeopleSoft as replacement software for the legacy systems. The three pilot colleges were scheduled to “go-live” in August 2014. Following several comprehensive readiness reviews, the “go-live” was delayed until August 2015. Due to continued issues post “go-live,” the decision was made to delay further college implementations until all issues were understood and resolved. By mid-2016 Gartner Consulting was engaged to perform a formal audit on the project that resulted in the Chief Information Officer requiring a new IT Investment Plan and a current Readiness Assessment. The Readiness Assessment was completed by Moran Technology Services and recommends “the ctcLink Project is ready to proceed to the next phase...” [Attachment B: ctcLink Project Readiness Assessment October 2017] The Investment Plan is going through the approval process and includes a strengthened governance structure, a new deployment schedule, a staffing plan, an emphasis on organizational change...
management, an updated training approach and a budget that supports all aspects of the Investment Plan [See Attachment C: Investment Plan Overview.]

Once approved by the Chief Information Officer, the IT Investment Plan will mark the beginning of the next phase of college implementations.

**Potential questions**
- Are roles clearly defined for colleges, State Board and Chief Information Officer?
- What costs are included in the Investment Plan and how will they be addressed?
- What are options to deal with unanticipated costs associated with moving the project forward?

**Recommendation/preferred result**

Board members will approve Resolution 17-12-72, authorizing the executive director to submit the new ctcLink Investment Plan to the Office of the Chief Information Officer and the Technology Services Board.

Policy Manual Change Yes ☐ No ☒

Prepared by: Michael Scroggins, deputy executive director, information technology 360-704-4377, mscroggins@sbec.edu
State of Washington
State Board for Community and Technical Colleges
Resolution 17-12-72

A resolution relating to the College Administrative Computer Applications ctcLink Information Technology Investment Plan.

WHEREAS, Washington’s 34 community and technical colleges have shared common administrative computer applications that provide a wide range of administrative functionality to the colleges; and

WHEREAS, the administrative computer applications that have served the community and technical colleges well for decades are past the end of useful life; and

WHEREAS, a need exists to replace the current administrative computer applications environment; and

WHEREAS, under state statute there exists a requirement prior to the continuation of the College Administrative Computer Applications ctcLink Project to develop an Information Technology Investment Plan.

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges authorizes the Executive Director to submit to the Office of Chief Information Officer and the Technology Services Board the College Administrative Computer Applications ctcLink Investment Plan on behalf of the community and technical college system.

APPROVED AND ADOPTED on December 7, 2017

ATTEST:

Jan Yoshiwara, secretary

Larry Brown, chair
ctcLink Project Readiness Assessment

October 2017

Presented to:

Washington State Board for Community and Technical Colleges

By:

MORAN TECHNOLOGY CONSULTING
1215 Hamilton Lane, Suite 200
Naperville, IL 60540
www.MoranTechnology.com
Voice & Fax: 877-212-6379
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Cover Letter

MTC has been hired by the Washington State Board for Community and Technical Colleges to conduct a Readiness Assessment for the ctcLink project. The ctcLink project will provide the foundation for the next generation of services to students, faculty, and staff in an environment that enables them to self-manage their data and experiences. It will leverage and enhance the inherent efficiencies of the 34 college system through the implementation of a single, centrally provided system of online student and administrative functions.

This report is intended to provide an independent readiness assessment per the Policy Standard 132.20 - Minimum Project Quality Assurance Activities - Readiness Assessment of the Office of the Chief Information Officer, Washington State.

This report is based on in-person interviews with key project personnel and our review of documentation provided by the project team.

If you have any questions about the content of this report, please feel free to contact me at the email address or phone number provided below.

Sincerely,

Charles R. Moran
Sr. Partner and CEO
Moran Technology Consulting, Inc.
Charlie.Moran@MoranTechnology.com
(877) 212-6379
Executive Summary

As noted in previous Quality Assurance reports provided by Moran Technology Consulting, the ctcLink Project has been saddled with many issues since its inception. These issues have included ineffective project management, lack of proper governance, inadequate staffing by both SBCTC and the original implementation partner (Ciber, Inc.), incomplete project plans, and lack of common business processes being implemented across the FirstLink Colleges (FLC).

MTC has reviewed the updated project documentation and conducted interviews with project personnel and SBCTC leadership in order to evaluate the twelve areas identified per the Policy Standard 132.20 - Minimum Project Quality Assurance Activities - Readiness Assessment of the Office of the Chief Information Officer, Washington State.

Our overall assessment is that the project is moving towards being ready to proceed to the next phase. Conducting a readiness assessment at this stage of the project is complicated as there are many parts in motion that are intertwined in their dependence on each other. For example, increased staffing requires budget approval which requires approval by the OCIO which requires a completed Readiness Assessment.

With all of those dependencies aside, MTC is of the opinion that the ctcLink Project is ready to proceed to the next phase and can be successful if the following activities continue as discussed with our review team:

1. The revised budget is approved
2. Skilled resources are added to the project per the revised staffing plan
3. The common business process efforts continue to yield positive results
4. Effective governance continues to be refined and followed
5. Colleges are be fully engaged in their OCM activities prior to Go-live
6. FLC college leadership commits resources to the upgrade of their systems
7. Updated project plans are followed and monitored

Throughout this assessment, we have tried to identify the individual risks in not approving the revised budget and what that means to the project success. Simply put, if the budget is not approved or cut significantly, then the staffing model is cut which puts the success of the project in jeopardy.

However, if the plans discussed during our assessment interviews are followed, then we believe that the project is ready to proceed and can do so successfully.
Readiness Assessment Findings

Per the Policy Standard 132.20 - Minimum Project Quality Assurance Activities - Readiness Assessment of the Office of the Chief Information Officer, Washington State, there are twelve areas that must be evaluated.

The following table summarizes the assessment of each of the critical areas included in the policy standard.

<table>
<thead>
<tr>
<th>OCIO Criteria</th>
<th>QA Evaluation/Findings</th>
<th>Critical Issues Identified</th>
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</thead>
</table>
| 1. The clarity and agreement about the business value to be achieved and whether measures have been identified. | The business value for the overall ctcLink project has not changed. If anything, the critical basis for the project has increased since the legacy systems continue to age and the ability to provide adequate support for these systems continues to lessen over time, creating an even higher justification of the original purpose of the project.  
   The next phase of the ctcLink project has been clearly defined as the following:  
   1) upgrading the PeopleSoft products to maintain currency;  
   2) updating the First Link Colleges to the latest version and training staff; and  
   3) installing the upgraded PeopleSoft ERP in a new college that will be selected through Governance. | No critical issues identified regarding this criterion.                                                                                                                         |
| 2. The project objectives to be achieved at completion.                       | The project phase objectives:  
   1) implements the latest version of PeopleSoft ERP for the remaining college deployments;  
   2) enables FLC colleges to become current with the common system standardizations; and  
   3) determines effectiveness of re-planned deployment approach by successful implementation with another WACTC college. | No critical issues identified regarding this criterion.                                                                                                                         |
| 3. The overall agency readiness for the project and for the expected organizational model once the project is completed. | SBCTC is now overall ready to move forward with the next phase of the project.  
   SBCTC has:  
   1) new experienced Project Management Leadership for the ctcLink project;  
   2) completed a majority of critical/urgent/high priority Remediation items to date and has achievable plans in place to complete the remainder before the next phase begins;  
   3) WACTC colleges actively reviewing and deciding on common business processes. | No critical issues identified regarding this criterion.  
   MTC’s biggest concern is being able to fund the next and remaining phases at the same time the ctcLink Project and ERP Support Teams need expansion. |
<table>
<thead>
<tr>
<th></th>
<th>The sufficiency of the project planning activities to date.</th>
<th>SBCTC has been working with WACTC college PMs and internal staff to re-plan the ctcLink project based on lessons learned with the FLC implementation. The integrated Project plan for this next phase has been co-developed with PMs from the WACTC colleges and the SBCTC PMO. MTC believes that, if the plan is enacted as it has been developed to date, the project can be successful in its next phase and beyond.</th>
<th>No critical issues identified regarding this criterion. MTC believes that SBCTC Project Management needs to build into the schedule sufficient “contingency” given resource issues in the past as well as factoring buffer time before committing to target completion dates. A major concern is the re-implementation of the FLC colleges given prior issues with their commitment of resources to effectively implement the PeopleSoft ERP at their campuses.</th>
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<tbody>
<tr>
<td>5</td>
<td>Project sponsorship and planned governance entities and processes.</td>
<td>WACTC and SBCTC have developed a new Governance framework intended to actively provide guidance and decision making. Framework is being currently implemented. New SBCTC Executive Director becoming familiar with the ctcLink Sponsorship role. Historically, the governance of the ctcLink project has been an issue. MTC feels that the new Governance framework that has been established with the support of the College Presidents can and should turn what has been a weakness into a strength for the project.</td>
<td>No critical issues identified regarding this criterion.</td>
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<tr>
<td>6</td>
<td>The overall sufficiency and commitment of planned project resources, both for the project team and for critical stakeholders and subject matter experts, over the life of the project.</td>
<td>The Project Director and PMO team have identified staffing requirements for the next phase of the project. The staffing requirement is factored into the integrated plan for this phase. MTC believes the revised staffing plan will bring the ctcLink project staffing to a level that is required in order to be successful; however, it is dependent on funding and recruitment of additional experienced staff. Without funding or the ability to recruit the appropriate staff, the plan will not be successful. As the QA team has reported for a significant period of time, the project to-date has been</td>
<td>No critical issues identified regarding this criterion; however, at this time, the revised investment plan and funding for project resources is subject to multiple approvals.</td>
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<tr>
<td>Table 7: The stakeholder engagement and communication strategy, including both internal and external stakeholders as appropriate.</td>
<td>SBCTC has developed a new Communications strategy that it intends to use for ctcLink including this phase of the project. The new Governance framework includes involvement of vested sub-groups, commissions, and WACTC presidents in reviewing status, improving business process standardization, and deciding on critical project issues. Preliminary information provided to MTC indicates that these strategies are heading in the appropriate direction.</td>
<td>No critical issues identified regarding this criterion. The planned strategy should improve communications. Its effectiveness will depend on how well it is implemented by SBCTC.</td>
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<tr>
<td>Table 8: Planned project methodologies and practice standards.</td>
<td>The Project Director is now implementing new project methodologies and practice standards for use with this phase of the ctcLink overall project. The SBCTC PMO now utilizes a sub-group of the WACTC College PMs to assist in the development of project plans and processes. MTC finds that these changes made by the Project Director will improve the project’s chance of success, if followed.</td>
<td>No critical issues identified regarding this criterion. The new project organization has added professional, experienced project managers, which was recommended by the QA team. However, there is ongoing concern over funding these positions going forward.</td>
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<tr>
<td>Table 9: Acquisition planning efforts.</td>
<td>SBCTC intends to utilize supplemental staffing contracts to fill critical skilled position (voids), as necessary, until full-time personnel are hired and effective. This approach is widely used across the industry in similar projects and MTC believes is necessary to fill critical needs on an interim basis. SBCTC is very experienced using the supplemental staffing contracts and process to add critical skill personnel.</td>
<td>No critical issues identified regarding this criterion.</td>
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<tr>
<td>Table 10: Vendor management planning.</td>
<td>SBCTC has contracted with CenturyLink to provide hosting services for the ctcLink. In the past, many of the problems with the hosted environment were not with Ciber Managed Services, but with CenturyLink. It is investigating moving the technical environment to the Cloud at this time. SBCTC is also in process of procuring supplemental staffing services for PeopleSoft consultants from multiple vendors.</td>
<td>MTC has concerns as to the long-term viability of continuing hosting with CenturyLink and supports the process of looking at other vendors to determine if there are better options available in the marketplace. The faster a transition to another hosting vendor goes, the better it will be for ctcLink.</td>
<td></td>
</tr>
<tr>
<td>Table 11: The sufficiency of Organizational Change</td>
<td>SBCTC has developed a new OCM strategy as part of the re-planning effort. The new OCM strategy and the accompanying communication strategy should improve communications. Its effectiveness will depend on how well it is implemented by SBCTC.</td>
<td>The scope of the OCM is compounded by the...</td>
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<tr>
<td>Management activities planned over the life of the project, including an initial assessment of the readiness of the organization for the culture change.</td>
<td>plan takes into consideration the lessons learned with the FLC college implementations and the 2+ years of supporting FLC. The new OCM model and strategy gives significantly more OCM responsibilities to the colleges before and after the Go-live.</td>
<td>requirement to implement all 3 PeopleSoft pillars and associated interfaces during Go-live. This involves over 240+ business processes which change with the new software. Staff training and knowledge transfer are critical, as well as the competency of the college administrative staffs to implement these business processes. As evidenced by the difficulties of OCM during the FLC implementation, colleges need to be fully engaged in their OCM activities prior to Go-live. The ERP is a living system and colleges need to be ready to continue supporting their business operations after Go-live.</td>
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<tr>
<td>12 Recommended future stages/ gates for the project.</td>
<td>The next gate for the ctcLink project is the first deployment group consisting of 6 or fewer colleges. The success of any future stages of the project is predicated on a successful implementation of the next stage.</td>
<td>No critical issues identified regarding this criterion.</td>
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</table>
## Risk Assessment Findings

The following table summarizes the risks associated above with an assessment of the project’s mitigation plans.

<table>
<thead>
<tr>
<th>OCIO Criteria</th>
<th>Risks and Mitigation Strategies</th>
<th>QA Evaluation/Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The overall agency readiness for the project and for the expected organizational model once the project is completed.</td>
<td>MTC’s biggest concern is being able to fund the next and remaining phases at the same time the ctcLink Project and ERP Support Teams need expansion.</td>
</tr>
<tr>
<td>4</td>
<td>The sufficiency of the project planning activities to date.</td>
<td>MTC believes that SBCTC Project Management needs to build into the schedule sufficient “contingency” given resource issues in the past as well as factoring buffer time before committing to target completion dates.</td>
</tr>
<tr>
<td>4</td>
<td>The sufficiency of the project planning activities to date.</td>
<td>A major risk involves updating the FLC colleges within the scope of this phase. FLC college participation in key aspects of the implementation and post support has been problematic since the beginning of the project. The renewed commitment of FLC college resources is critical for data validation, business process testing, and especially for knowledge transfer/training. MTC is very concerned that the FLC leadership at CCS will not give priority to this effort to implement the latest PeopleSoft ERP, including common business standardization.</td>
</tr>
<tr>
<td></td>
<td>The overall sufficiency and commitment of planned project resources, both for the project team and for critical stakeholders and subject matter experts, over the life of the project.</td>
<td>The Project Director and PMO team have identified staffing requirements for this phase of the project. The staffing requirement is factored into the integrated plan for this phase. As the QA team has reported for a significant period of time, the project to-date has been under-staffed. Without well-trained additional staff, the project will continue to struggle to attain success. At this time, the revised investment plan and funding for project resources is subject to multiple approvals. Without those approvals, the successful completion of the project is at risk.</td>
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<tr>
<td>7</td>
<td>The stakeholder engagement and communication strategy, including both internal and external stakeholders as appropriate.</td>
<td>The planned stakeholder engagement and communication strategies should be improved with the anticipated project restart. However, their effectiveness will depend on how well they are implemented by SBCTC.</td>
</tr>
<tr>
<td>8</td>
<td>Planned project methodologies and practice standards.</td>
<td>The new project organization has added professional, experienced project managers, which was recommended by the QA team. However, there is ongoing concern over funding these positions going forward.</td>
</tr>
<tr>
<td>8</td>
<td>Planned project methodologies and practice standards.</td>
<td>The Project Organization for this phase involves matrix management of SBCTC resources by the Project Director. Many of these critical resources report organizationally to the functional managers. This reporting relationship can be very challenging at times.</td>
</tr>
<tr>
<td>10</td>
<td>Vendor management planning.</td>
<td>SBCTC has contracted with CenturyLink to provide hosting services for the ctcLink. In the</td>
</tr>
</tbody>
</table>
past, many of the problems with the hosted environment were not with Ciber Managed Services, but with CenturyLink.
The Project Schedule for the phase has direct dependency on CenturyLink readiness of the new PeopleSoft applications environment as a prerequisite.
MTC has concerns as to the long-term viability of continuing hosting with CenturyLink.

| Past, many of the problems with the hosted environment were not with Ciber Managed Services, but with CenturyLink. The Project Schedule for the phase has direct dependency on CenturyLink readiness of the new PeopleSoft applications environment as a prerequisite. MTC has concerns as to the long-term viability of continuing hosting with CenturyLink. | to determine if there are better options available in the marketplace in order to mitigate this risk. Additionally, SBCTC needs assurance from CenturyLink that they will have their work in readying the technical components completed in time to start the next phase, otherwise there will be a delayed start for some key tasks. ctcLink Project Management will need to actively monitor CenturyLink’s progress on tasks and raise issues quickly when identifying progress slippage. |
PROJECT BACKGROUND

The State Board for Community and Technical Colleges (SBCTC) supports core administrative computer/software systems for all 34 community and technical colleges. A decade ago, the current legacy systems were deemed to be at risk according to an external IT infrastructure/applications study. Following a readiness assessment performed by a leading technology firm, the community and technical college system embarked on an enterprise resource planning (ERP) project to replace the 35-year-old legacy systems.

Following two years of extensive planning, the ctcLink project kicked off in 2013, three pilot colleges were deployed into the ctcLink/PeopleSoft environment in 2015 and an external Independent Verification and Validation (IV&V) was performed in 2016. Based on the IV&V findings, further deployments were put on hold while the project entered a Pilot Remediation phase in December 2016. That phase is slated for completion at the end of this year. Washington State’s Office of the Chief Information Officer (OCIO) has required a new project Investment Plan and Budget before additional colleges are deployed.

NEW INVESTMENT PLAN ACTIVITIES

A new project director was hired to manage the re-planning and execution of the ctcLink project. While the project team focused on Pilot Remediation efforts, the ctcLink Project Management Office and college project and organizational change managers (PM/OCM) collaborated on the re-planning activities. As part of re-planning, college PM/OCM staff partnered with the ctcLink PMO to develop a new governance framework, including separate charters for each level of governance. They also collaborated on an integrated work plan that outlines SBCTC project and college-level activities, durations, dependencies and the staffing-level required to execute the plan. The plan includes strict readiness checkpoints throughout. In addition, they collaborated on a comprehensive organizational change management strategy; a new training approach; updated communications plan and a new online collaboration tool.

WHAT’S IN THE NEW PLAN?

Based on lessons learned from the pilot implementation and remediation process, as well as the Gartner findings, the Moran recommendations and the OCIO requirements, the new Investment Plan addresses and includes:

- A schedule that takes into account the time and resources needed at the project and college level for important activities such as business process redesign, OCM, training and readiness assessment, as well as time built in for the required major Oracle PeopleSoft upgrade.
- A strong governance framework with certified charters that outline membership, responsibility and decision-making authority
- A staffing plan that supports the work plan, as well as a new project methodology
- A comprehensive OCM approach, which was co-developed by college and SBCTC OCM staff
- A Readiness Assessment performed by Moran, and current project risks as identified by ctcLink project management

BUDGET TO SUPPORT NEW INVESTMENT PLAN

A key component of the new Investment Plan is a budget that supports it. In the 2010 plan, the ctcLink project was estimated at $100 million. Due to factors outlined above and in the Investment Plan, the cost to complete the project has increased. The new plan includes a staffing structure that has been validated against the project work plan to ensure the staffing roles and number of resources moving forward are adequate to successfully carry out the detailed plan. Sufficient staffing support has also been cited as a key to success by Gartner and Moran in previous and recent reports. In addition to staffing, the new budget includes:

- Re-work of Ciber-delivered custom modules such as the Online Admissions Application, Continuing Education registration tool (called “OSECE”), the design of security and the chart of accounts, as well as the implementation of core requirements not yet delivered such as a budgeting tool (Hyperion), business intelligence (known as “OBIA”), and inventory scanning software.
- Resources to replace the project team support previously provided by Ciber
- 10 percent contingency for remaining work through the life of the project

To fund ctcLink, all colleges set aside three percent of their operating fee portion of tuition revenues into a system-wide “Innovation Account.” The Legislature authorized the account in 2011 to provide an ongoing, stable source of funding for the system’s technology projects. In addition, the SBCTC received authority during the 2012 Legislative session to sell up to $50 million in Certificates of Participation for financing over the life of the project, to be repaid from the Innovation Account.
State Board members present
Larry Brown, Elizabeth Chen, Fred Whang, Wayne Martin, Jay Reich, Carol Landa-McVicker, and Phyllis Gutierrez-Kenney

Call to order and welcome
Chair Larry Brown called the meeting to order at 9:00 a.m. welcomed those present, and asked for audience introductions.

Adoption of regular meeting agenda
Motion: Moved by Wayne Martin and seconded by Phyllis Gutierrez Kenney and unanimously approved by the Board that the State Board adopt its October 26, 2017, regular meeting agenda with modifications.

Adoption of consent agenda (Resolution 17-09-49 through 17-09-56)
Motion: Moved by Carol Landa McVicker and seconded by Jay Reich, and unanimously approved by the Board that the State Board adopt the consent agenda for its October 26, 2017, regular meeting.

- SBCTC meeting minutes, September 13, 2017
- Olympic College, property acquisition, 1415 Lincoln Avenue
  Resolution 17-10-59
- Pierce College Fort Steilacoom, sewer pump replacement
  Resolution 17-10-60
- Seattle Central College, property exchange
  Resolution 17-10-61
- South Puget Sound Community College, local expenditure authority
  Resolution 17-10-62
- Yakima Valley College, local expenditure authority
  Resolution 17-10-63
- Yakima Valley College, property a
  Resolution 17-10-64
Advocacy Task Force Update

At its September retreat, the State Board approved the Long-Term Strategic Advocacy Task Force work plan and hosted small group discussions about advocacy goals and resources. This agenda item will provide an update on the many insightful ideas that grew from those discussions, and from the first meeting of the task force on Oct. 11.

At the Oct. 11 meeting, Chairwoman Anne Fennessy shared the State Board’s expectation that the task force supply, for the Board’s consideration, a recommended long-term advocacy plan that is “workable, practical and aspirational.”

The task force had a robust conversation about defining the goal of an advocacy plan. In short, it came down to a question of whether the goal is internally-focused (secure more funding or our system) or externally focused (educate more residents, help people build better lives, create a more talented workforce). The general consensus was that both are correct: Our system needs more funding to accomplish the life-changing work that we do.

State Board staff, with leadership from chairwoman Fennessy, will prepare a draft statement for further review. Upon agreement by the task force, this statement will help define a scope of work for a consultant to guide the system through the planning process. The consultant will work with the system to hone in on a final, strategically crafted goal.

ctcLink Update – Mike Scroggins and Christy Campbell

Jan kicked off the discussion with an update of her onboarding process on the project. We are making progress getting the project on track, but the public perception is not on track with the progress that we’ve made. She is also meeting individually with the Legislators on the TSB board.

Christy gave an updated report on project remediation.

Executive Director Report

State Board Executive Director, Jan Yoshiwara, gave her report:

- Summary of Approved Local Capital Projects Over $1 million
- Guided Pathways Research Proposal with CCRC
- ACCT Letter of Appreciation for Joyce Hammer

Applied Baccalaureate Proposals (Resolutions 17-10-65 to 17-10-68)

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. The Board heard these colleges’ initial presentations in September 2016.

- Green River College, Applied Management

  Resolution 17-10-65

  Motion: Moved by Phyllis Gutierrez Kenney, seconded by Carol Landa McVicker, and unanimously approved by the State Board the Green River College Baccalaureate Degree in Applied Management.

- Skagit Valley College, Applied Management

  Resolution 17-10-66

  Motion: Moved by Jay Reich, seconded by Elizabeth Chen, and unanimously approved by the State Board the Skagit Valley College Baccalaureate Degree in Applied Management.
Consideration of 2018 Legislative Agenda Priorities (Resolution 17-10-69)

Primary focus entering the 2018 legislative session will be on the need for a capital budget and support for the system’s supplemental operating budget request. In addition to these funding requests, the following issues may result in agency request legislation.

Basic Education for Adults caseload forecast – tentative request
Modifying request legislation from 2016, the State Board 2018 agency request seeks caseload forecast status for Basic Education for Adults programs. The goal is to identify the number of state residents ages 25 – 44 who do not have a high school diploma or credential, and the number of students expected to enroll in basic education for adult courses at community and technical colleges. The information gained would provide valuable data to support future budget requests needed to support basic education for adults in the future and inform the legislature of the need for these programs.

Stakeholders: State Board for Community and Technical Colleges (SBCTC), Caseload Forecast Council
Status: SBCTC staff is engaging in stakeholder work.

“Free” college – discussion
During the 2016 and 2017 legislative sessions bills were introduced to deliver a “Washington Promise” of two years of free community college education for state residents. The Governor’s Office has pulled together a workgroup to develop a “Free College” program, patterned after similar programs in New York, Oregon, Rhode Island, etc. Discussion is focused on two years of “free” tuition for low and middle income families. The group has met once and at this time The Washington Student Achievement Council, Council of Presidents, Office of Financial Management, the Governor’s Office, and SBCTC staff are participating, with a plan to have a recommendation to the Governor by the end of September.

Stakeholders: SBCTC, Office of the Governor, Office of the Superintendent of Public Instruction, Council of Presidents, and Public and Private four-year Universities
Status: Legislative inquiries have come to SBCTC staff.

Motion: Moved by Wayne Martin, seconded by Jay Reich, and unanimously approved by the Board the adoption of the 2018 Legislative Agenda Priorities.

Chair Report
State Board Chair, Larry Brown gave his report. He thanked the State Board members for their hard work on developing the 2017-18 goals and priorities. He noted that he looked forward to hearing frequent staff briefings on the progress of the goals.
Adjournment/next meeting
There being no further business, the State Board adjourned its regular meeting of October 26, 2017, at 12:00 p.m. The State Board will hold its next meeting on December 6-7, 2017, at Grays Harbor College.

Attest:

_________________________  _______________________
Jan Yoshiwara, secretary    Larry Brown, chair
Bellevue College – local expenditure authority increase for gymnasium renovation

Brief description
Bellevue College is seeking approval to use local funds up to $2,683,000 for gymnasium renovations. This project is included in the Minor Works Program portion of the 2018 supplemental capital budget request. The project has increased in scope since the budget was requested to include Americans with Disabilities Act and building systems upgrades.

How does this link to the state board goals and policy focus
This project promotes student achievement and success with updated facilities.

Background information and analysis
G Building renovation of the gymnasium is included in the 2018 supplemental capital budget request. That request includes $1,142,000 in state funds combined with $2,317,000 in local funds making a total project cost of $3,459,000. Additional scope has since been identified to include restroom ADA and code compliance, HVAC, fire alarm, and electrical improvements. The total estimated cost of the project is now $5,000,000.

The college wants to proceed with this project using local capital funds now, with the intent to request reimbursement for the state funded portion (if allowed) when the capital budget is approved. The current request is to spend $2,683,000 consisting of $1,142,000 that would later be reimbursed with the Minor Works Program funding and $1,541,000 of local funds due to additional construction costs. The remaining $2,317,000 in local capital expenditures was approved by the State Board in resolution 16-05-22 on May 5, 2016.

Bellevue College’s board of trustees approved this local capital expenditure request on October 25, 2017.

Potential questions
Is this project consistent with the State Board’s goal of increasing access to post-secondary education?

Recommendation/preferred result
Staff recommends approval of Resolution 17-12-70, giving Bellevue College authority to spend up to an additional $2,683,000 in local funds to renovate the gymnasium.

Policy manual change: Yes ☒ No ☐

Prepared by: Wayne Doty, capital budget director (360) 704-4382, wdoty@sbctc.edu
A resolution relating to Bellevue College’s request to use up to $2,683,000 in local funds to renovate the G Building gymnasium.

WHEREAS, this gymnasium renovation project is included in the Minor Works Program portion of the 2018 supplemental capital budget request with an estimated total cost of $3,459,000; and

WHEREAS, the college has identified an additional scope of work to include restroom ADA and code compliance, HVAC, fire alarm, and electrical improvements bringing the revised estimated total cost to $5,000,000; and

WHEREAS, the college wants to proceed with this project using local capital funds with the intent of requesting reimbursement of $1,142,000 when the Minor Works Program funding is approved and $2,317,000 in local capital funds not previously approved in resolution 16-05-22; and

WHEREAS, Bellevue College’s Board of Trustees approved this local capital expenditure request increase on October 25, 2017;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to an additional $2,683,000 in local funds to complete the gymnasium renovation.

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 December 7, 2017.

ATTEST:

Jan Yoshiwara, secretary                           Larry Brown, chair
Bellevue College – local expenditure authority increase for student housing parking, infrastructure, and equipment

**Brief description**
Bellevue College is seeking approval to use local funds up to $600,000 to construct additional parking, and install infrastructure and equipment for a café in the student housing facility. State Board resolution 17-03-15 approved local capital expenditures not to exceed $51,457,000 for the construction of student housing.

**How does this link to the State board goals and policy focus**
This project promotes student achievement and success by providing affordable and convenient housing and services on campus.

**Background information and analysis**
This request includes $350,000 for 38 additional parking stalls for the student housing project. It also includes $250,000 for infrastructure and kitchen equipment that had been previously deducted from the scope in order to fit within the budget and funding identified at the time.

Bellevue College’s Board of Trustees approved this local capital expenditure request increase on October 25, 2017.

**Potential questions**
Is this project is consistent with the State Board’s goal of increasing access to post-secondary education?

**Recommendation/preferred result**
Staff recommends approval of Resolution 17-12-71, giving Bellevue College authority to spend up to an additional $600,000 in local funds to construct parking, and install infrastructure and equipment for the student housing project.

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 17-12-71

A resolution relating to Bellevue College’s request to use up to an additional $600,000 in local funds to construct parking, infrastructure and purchase equipment for the student housing project.

WHEREAS, State Board resolution 17-03-15 approved local capital expenditures not to exceed $51,457,000 for the student housing construction project; and

WHEREAS, the college wants to construct 38 additional parking spaces, install infrastructure and purchase equipment for a café in the facility; and

WHEREAS, Bellevue College’s Board of Trustees approved this local capital expenditure request increase on October 25, 2017;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to an additional $600,000 in local funds to construct parking, infrastructure and purchase equipment for the student housing project.

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

APPROVED AND ADOPTED on December 7, 2017.

ATTEST:

Jan Yoshiwara, secretary

Larry Brown, chair
Long-Term Strategic Advocacy Task Force

Brief description
In October, the State Board discussed ideas on long-term strategic advocacy that grew from the September retreat and from the first task force meeting. This agenda item will provide an update on progress over the past month, especially with regard to the task force’s problem statement and for consultant support.

How does this link to the System Direction, Mission Study and Policy Focus?
This item is consistent with the State Board’s goal to “Build on the system’s strength and successes by increasing communication and partnerships within our system, including faculty, students and staff, and with business, labor, K-12, 4-year institutions and other stakeholders.”

Background information and analysis
The Long-Term Strategic Advocacy Task Force met for the first time on Oct. 11. Chairwoman Anne Fennessy shared the State Board’s expectation that the task force supply, for the Board’s consideration, a recommended long-term advocacy and communications plan that is “workable, practical and aspirational.”

Since that meeting, the task force has:
• Finalized a Request for Proposal for a consultant to guide the task force through the process of developing a recommended plan.
• Finalized a problem statement that will help guide the selected consultant’s work. This statement will be shared at the meeting.

Summary of consultant deliverables
The goal of the long-term strategic advocacy and communication plan is to build momentum, respect, and funding for students and their colleges in order to change people’s lives and meet state higher education goals.

Working with the Long-Term Strategic Advocacy Task Force, the chosen consultant will provide:
• A recommended advocacy and communication plan for State Board consideration.
• A research-based messaging component of the plan.

Both components involve reaching out to our college system and to current and potential advocacy partners and others who can influence the system’s objectives.

The recommended plan will include, but is not limited to:
• Background and problem analysis
• Vision statement
• Overall goal
• Objectives
• SWOT (strengths, weaknesses, opportunities, threats) analysis
• Strategic approach
• Target audiences
• A messaging architecture
• Activities/actions/tactics
The task force identified a list of questions to address in creating the recommended plan, as shown in Attachment A.

The messaging component of the plan will include:

- An aspirational “master message” that frames the issue of community and technical college education as a social good and a critical element of preparing residents for careers and civic responsibility. This message should be rooted in the shared values that appeal to Washingtonians across the spectrum – whether they are influencers or grass-roots people, liberal or conservative.
- Sub-messages that are geared toward the various perspectives targeted in the advocacy plan (for example, a business perspective, a labor perspective, a civic perspective).

Potential questions

- Does Attachment A capture the questions that should be addressed in developing a recommended long-term strategic advocacy and communications plan?
- What qualities or background would you like to see in the chosen consultant?

Recommendation/preferred result

Board members will have the opportunity to discuss, and provide recommendations, for continued work on long-term strategic advocacy for our system.

Policy Manual Change Yes ☐ No ☒

Prepared by: Laura McDowell, communications director
360-704-4310, lmcdowell@sbctc.edu
Strategic Questions for Developing a Recommended Long-Term Strategic Advocacy and Communications Plan

The Long-Term Strategic Advocacy Task Force identified several questions to address when developing a recommended plan for State Board consideration.

- What must change for our system to be perceived as an essential piece of the solution to challenges facing the people of Washington state?
- What is the vision for this plan?
- What is our goal for this plan?
- What are our objectives – the policy, budgetary or political changes we’d like to achieve?
- What are our strengths, opportunities, weaknesses and threats? (SWOT)
- Who are the decision-makers and influencers? What are their interests, and what is the nexus with ours?
- Who are currently – and who should be – our advocacy partners? How do we build those partnerships?
- How do we prioritize our efforts and resources between convincing opinion leaders/influencers and galvanizing ordinary students/citizens?
- What actions/tactics should we take to join forces with advocacy partners and bring new constituents to the table?
- How do we sequence these tactical steps and over what time period?
- What messages will be most powerful? (see below)
- How do we maintain focus and momentum over the years?
- How can we tell if it’s working? How do we measure success?
- What other questions would you seek to answer as part of this project to heighten the effectiveness of the advocacy and communication plans?
Our communities are changing rapidly and for people to succeed in life -- they need higher education. A high school diploma is simply not enough for someone to land a well-paying job and live a good life. A new generation of jobs – fueled by technological and scientific advances and a global economy – demand specialized skills beyond high school. Even traditional jobs are requiring higher levels of math, analysis, problem solving and technology. Current employees need to refresh and update skills as much as college students need to learn them.

These are the reasons Washingtonians – at all ages and stages – rely on our open-door colleges to gain the skills they need, when they need them, and at an affordable level for all. This is especially true for first-generation students and students of color. However, the state’s commitment to community and technical colleges has languished at a time when our residents need more education to be successful at work and in life.

The state has not kept its bargain with the people of Washington to provide open access for all those hoping to gain certificates or degrees. The current funding levels for community and technical colleges and their students are unsustainable. Small funding adjustments will not move Washington where it needs to go. With demand for postsecondary education rising and our colleges under-funded, we need to increase investment in, and awareness of, community and technical colleges.
Math pathways to completion update

Brief description
Since early 2016 Washington has been part of the Mathematics Pathways to Completion project led by the Charles A. Dana Center at the University of Texas. Math Pathways has been an opportunity to implement key elements of the Board’s strategic plan for math acceleration and success in the community and technical college system. The work has built on and extended existing college and system level efforts addressing student achievement in math, and is now moving into a new phase of local college implementation. This update will provide a brief status report on current project accomplishments and goals for the 2017-18 academic year.

How does this link to the State Board goals and policy focus
Improvements in pre-college education, especially in mathematics, are critical to addressing the Board’s goal of promoting student achievement and success. Math achievement is strongly correlated with students completing degrees/certificates of value and is also a significant factor in addressing equity issues for traditionally-underserved students.

Background information and analysis
There is a growing consensus nationally and in Washington that students need different mathematical knowledge and skills depending on their specific programs of study. College algebra and traditional developmental math sequences were designed in the 1950’s to prepare students for calculus but the majority of students are in majors that do not require calculus. In recent years professional associations of mathematicians have made the case that student failure in math can be attributed, at least in part, to misalignment of developmental and college-level course content with students’ intended academic and career goals. These associations argue that higher education institutions should be offering multiple pathways with relevant and challenging math content aligned to specific fields of study.

Over the last few years, a variety of campus-level innovations have emerged across the country and in Washington. As of 2016-17, 58 percent of the 34 community and technical colleges in the system offer all five of the major Direct Transfer Agreement (DTA) math pathways—Precalculus (STEM path), Mathematics for Elementary Education, Business Precalculus/Finite Mathematics, Statistics, and Math in Society—and all of them offer at least three of the pathway options. In that same research (Averbeck and Burn, 2017), 27 Washington community and technical colleges had pre-college math pathways that differed (to varying degrees) based on the student’s college-level math course.

At the same time, according to recent State Board for Community and Technical College research, 72 percent of community and technical college students in college-level math courses require developmental math courses, and pass rates in college-level math courses are lower for students who initially required a developmental course (66 percent) compared to students who arrived college-ready in math (76 percent). Achievement is also lower for students from traditionally underserved groups. Moreover, too many students avoid or delay completing the mathematics required for their program of study. Completing college-level math within a year of enrolling in college is a strong predictor of successful completion of a degree or certificate. In addition, poor math achievement among students
who transfer can affect in negative ways students’ selection of major at their baccalaureate institutions as well as overall student success.

To help address these challenges in Washington, the Math Pathways project to date has focused on
1) identifying college pathways models across the system and offering examples of advising support for students in terms of understanding these pathways;
2) convening faculty work groups to define more clearly the existing math pathways as defined by the Direct Transfer Agreement, starting with statistics and math for elementary education; and
3) compiling and analyzing statewide data on math transfer requirements and the applicability of math courses at baccalaureate institutions.

The next phase of the project involves supporting the full implementation of math pathways at colleges across the state, beginning with October 2017 workshops led by Dana Center staff and attended by teams from 22 community and technical colleges and two baccalaureate institutions. Ten institutions (eight community and technical colleges and the two baccalaureates) have signed on as “early implementer” institutions and have committed to specific goals related to implementing math pathways and evaluating their progress, with technical assistance and monitoring support from the Dana Center and the Math Pathways project.

**Potential questions**
- How does the Math Pathways to Completion project support and connect to the guided pathways initiative?
- How can the Board support the work of the Math Pathways to Completion project in implementing math pathways locally at colleges across the state?

**Recommendation/preferred result**
Board members will get an update on the Math Pathways to Completion project and have an opportunity to provide direction to staff on next steps for the implementation of the project.

Policy Manual Change Yes ☐ No ☒

Prepared by: Bill Moore, director, K-12 partnerships
360-704-4346, bmoore@sbctc.edu