STATE BOARD MEETING
State Board Office: 1300 Quince Street SE, Olympia, WA 98504
4th Floor • Cascade Conference Rooms

Business Meeting
Thursday, March 23, 2017

Shaunta Hyde, chair ● Larry Brown, vice chair
Elizabeth Chen ● Anne Fennessy ● Wayne Martin ● Jay Reich
Carol Landa-McVicker ● Phyllis Gutierrez-Kenney ● Fred Whang
Marty Brown, executive director ● Beth Gordon, executive assistant

7:45 a.m. Breakfast

8:15 a.m. Call to order and adoption of agenda  Action
8:20 a.m. Approval of consent agenda  Action Tab 1

a. SBCTC meeting minutes, Jan. 19, 2017
   Resolution 17-03-15
b. Bellevue College, local expenditure, student housing
   Resolution 17-03-15
c. Clover Park Technical College, local expenditure, sprinkler system bldg. 5
   Resolution 17-03-16
d. Edmonds Community College, local expenditure, former Elks building remodel
   Resolution 17-03-17
e. Lower Columbia College, property acquisition, 1615 20th Avenue,
   Resolution 17-03-18
f. Olympic College, property acquisition, 1410 Ohio Avenue
   Resolution 17-03-19
g. Yakima Valley College, local expenditure authority, Grandview campus entry improvements
   Resolution 17-03-20
h. Yakima Valley College, local expenditure authority, property acquisition, 16th and Nob Hill retail plaza
   Resolution 17-03-21

8:25 a.m. ACT Report  Discuss
Jon Lane

8:35 a.m. WACTC Report  Discuss
Gary Oertli

8:45 a.m. Executive Director report  Discuss
Marty Brown

9 a.m. Legislative update  Discuss Tab 2
Arlen Harris
9:20 a.m. **Baccalaureate degree proposal – Columbia Basin College, Teacher Education**
Jan Yoshiwara

Discuss Tab 3

9:40 a.m. **Student achievement update**
Darby Kaikkonen

Discuss Tab 4

10 a.m. **ctcLink report**
Mike Scroggins

10:15 a.m. **Chair report**
Shaunta Hyde

- Appointment of nominating committee for 2017-18 officers (Action)
- Executive director search update (Discuss)

10:25 a.m. **Open public comment**

10:30 a.m. **Executive Session:** To evaluate the qualifications of an applicant for public employment. Pre-ordered box lunches will be provided.

Discuss

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

**Next Meeting:** May 10-11, Peninsula College, Port Angeles

12 p.m. **2017 All Washington Academic Team Ceremony**
South Puget Sound Community College, Student Union Building
2011 Mottman Road SW, Olympia, WA 98512

**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.
Shaunta Hyde, chair ● Larry Brown, vice chair
Anne Fennessy ● Wayne Martin ● Elizabeth Chen
Jay Reich ● Carol Landa-McVicker ● Phyllis Gutierrez-Kenney ● Fred Whang
Marty Brown, executive director ● Beth Gordon, executive assistant


State Board members present
Shaunta Hyde, Larry Brown, Elizabeth Chen, Anne Fennessy, Wayne Martin, Jay Reich, Carol Landa-McVicker, Phyllis Gutierrez-Kenney, and Fred Whang

Call to order and welcome
Chair Shaunta Hyde called the meeting to order at 8:30 a.m. welcomed those present, and asked for audience introductions.

Adoption of regular meeting agenda
Motion: Moved by Larry Brown and seconded by Jay Reich and unanimously approved by the Board that the State Board adopt its January 19, 2017, regular meeting agenda as presented.

Adoption of consent agenda (Resolution 17-01-01 through 17-01-06)
Motion: Moved by Jay Reich and seconded by Carol Landa McVicker and unanimously approved by the Board that the State Board adopt the consent agenda for its January 19, 2017, regular meeting as presented:

a. SBCTC meeting minutes, Nov. 17, 2016
b. Assessing the multiplier effect of Washington-focused post-secondary investments
   Resolution 17-01-01
c. Authorizing Indemnification to the Attorney General's Office
   Resolution 17-01-02
d. Centralia College – property acquisition, 810 Centralia College Blvd.
   Resolution 17-01-03
e. Clark College – local expenditure, STEM building
   Resolution 17-01-04
f. Lower Columbia College – reauthorization of financing authority, Main Building
   Resolution 17-01-05
g. Yakima Valley College – property acquisition, 1126 West Nob Hill Blvd
   Resolution 17-01-06
Capital projects scoring criteria (Resolution 17-01-07)

The State Board was asked to adopt selection criteria, identify colleges eligible to compete, and set a minimum score for major projects to be added to the pipeline of projects for the State Board’s 2019-21 biennial capital budget request. State Board members were also be briefed on the status of their 2017-19 request.

Motion: Moved by Larry Brown and seconded by Carol Landa McVicker and unanimously approved by the Board that the State Board adopt Resolution 17-01-07 adopting the capital projects selection criteria for the State Board’s 2019-21 biennial capital budget request.

Consideration of baccalaureate approvals (Resolutions 17-01-08 through 17-01-13)

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.

Motion: Moved by Elizabeth Chen and seconded by Larry Brown and unanimously approved by the Board that the State Board adopt Resolution 17-01-08 approving Highline College’s bachelor of applied science in teaching and early learning.

Motion: Moved by Phyllis Gutierrez Kenney and seconded by Larry Brown and unanimously approved by the Board that the State Board adopt Resolution 17-01-09 approving Lake Washington Institute of Technologies bachelor of science in nursing.

Motion: Moved by Fred Whang and seconded by Jay Reich and unanimously approved by the Board that the State Board adopt Resolution 17-01-10 approving Olympic College’s bachelor of applied science in digital film making.

Motion: Moved by Jay Reich and seconded by Larry Brown and unanimously approved by the Board that the State Board adopt Resolution 17-01-11 approving Renton Technical College’s bachelor of applied science in information technology-computer network architecture.

Motion: Moved by Carol Landa McVicker and seconded by Larry Brown unanimously approved by the Board that the State Board adopt Resolution 17-01-12 approving Spokane Falls Community College’s bachelor of applied science in cyber security.

Motion: Moved by Larry Brown and seconded by Carol Landa McVicker and unanimously approved by the Board that the State Board adopt Resolution 17-01-13 approving South Seattle College’s bachelor of applied science in workforce trades and leadership.
Student achievement initiative progress report

The Student Achievement Initiative (SAI) is the performance funding system for the community and technical colleges. It has been in place since 2006 and underwent a five-year review in 2012. The review was consistent with national experts’ recommendations for continuous evaluation of performance funding systems in order to ensure the overall goals and principles are being met. In 2016 the State Board and college presidents agreed to conduct another five-year review with the same goal. This is an update on the progress of that review which began in November and is scheduled to conclude with recommendations to WACTC at their summer retreat in July, and to the State Board in September.

Chair report

State Board Chair, Shaunta Hyde, along with Executive Director, Marty Brown, announced that Marty would be retiring in June of 2017. The Board thanked him for his service and noted that they would begin to develop a Executive Director search committee as soon as possible.

Public hearing: revisions to WAC 131-48 governing the general education development (GED) (Resolution 17-01-14)

RCW 28B.50.912 authorizes the State Board for Community and Technical Colleges to adopt rules governing the eligibility of persons sixteen years of age and older to take the general education development (GED®) test subject to the rules adopted by the State Board of Education. Staff proposes to amend WAC chapters 131-48-080, compliance with rules, 131-48-100, eligibility to take the high school equivalence certificate, and 131-48-110, eligibility for award of high school equivalency certificate to allow the state’s 1418 Open Door program be a GED® options program.

In accordance with the Open Public Meetings Act, the Board held a public hearing on the proposed resolution. No public comments were received on the proposal.

Motion: Moved by Larry Brown and seconded by Phyllis Gutierrez Kenney and unanimously approved by the Board that the State Board adopt Resolution 17-01-14 approving the recommended WAC revisions as presented.

ctcLink report

The board received a report on the progress of the FirstLink and Wave One colleges. Staff noted that the current focus is on remediation and a possible logical go live date for Wave One colleges is now October 2017.

Chair report

John Boesenberg gave an updated of the Executive Director Search process and requested approval of the process moving forward.

Motion: Moved by Larry Brown and seconded by Elizabeth Chen and unanimously approved by the Board that the State Board approve the Executive Director Search process as presented.

Marty Brown presented information on the Cradle Through College Coalition and recommended that the State Board sign on as members.

Motion: Moved by Jay Reich and seconded by Phyllis Gutierrez Kenney and unanimously approved by the Board that the State Board sign on as members of the Cradle Through College Coalition.
Open public comment

No public comment was taken.

Adjournment/next meeting

There being no further business, the State Board adjourned its regular meeting of January 19, 2017, at 12 p.m. The State Board will hold its next meeting on March 22-23, 2017 at the State Board office in Olympia.

Attest:

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Marty Brown, secretary        Shaunta Hyde, chair
Bellevue College – local expenditure authority for student housing

Brief description
Bellevue College is seeking approval to use local funds in an amount not to exceed $5,757,000 for the construction of student housing on campus. In resolution 15-06-29 the State Board added a request to finance up to $45,700,000 for this project to the State Board’s 2016 supplemental request.

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 on campus.

Background information and analysis
On April 18, 2016, ESSB 2380, Section 6002 (1) approved a certificate of participation up to $45,700,000 on behalf of Bellevue College to construct student housing. The certificate of participation was sold for the authorized amount on March 2, 2017.

The negotiated maximum price for construction is higher than originally estimated. The project is now expected to cost $51,457,000. The college’s president approved the use of $5,757,000 in local funds for this project on February 8, 2017, subject to State Board approval.

Potential questions
Is this project consistent with state board goals for increasing access to post-secondary education?

Recommendation/preferred result
Staff recommends approval of Resolution 17-03-15, giving Bellevue College authority to use an additional $5,757,000 in local funds toward the construction of their current student housing project.

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 an additional $5,757,000 in local funds for construction of student housing.

WHEREAS, Bellevue College has been authorized to finance up to $45,700,000 in ESSB 2380, Section 6002 (1) for the purpose of constructing student housing; and

WHEREAS, the final negotiated guaranteed maximum price was higher than expected resulting in a new project budget of $51,457,000; and

WHEREAS, Bellevue College’s president under delegated authority from the Bellevue College Board of Trustees approved this request to spend local funds up to $5,757,000 on February 8, 2017;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to an additional $5,757,000 in local funds for construction of student housing.

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


ATTEST:

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Marty Brown, secretary            Shaunta Hyde, chair
Clover Park Technical College – local expenditure authority for sprinkler system in Building 5

**Brief description**

Clover Park Technical College is seeking approval to use local funds, in an amount not to exceed $227,000, to supplement their state-funded facility repair project in Building 5.

**How does this link to the State board goals and policy focus**

This project promotes student achievement and success by providing safe educational spaces.

**Background information and analysis**

Clover Park Technical College is currently using state funds in the amount of $1,646,000 to move solar panels and perform building modifications to meet building code in Building 5.

The City of Lakewood is requiring additional fire sprinkler coverage that was not included in the original project estimate. The college’s president approved the use of local funds for this project on November 29, 2016, subject to State Board approval.

**Potential questions**

Is this project consistent with the State Board’s goal of promoting student achievement and success?

**Recommendation/preferred result**

Staff recommends approval of Resolution 17-03-16, giving Clover Park Technical College authority to spend up to $227,000 in local funds toward Building 5 repairs allowing the installation of fire sprinklers.

Policy manual change: Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Clover Park Technical College’s request to use up to $227,000 in local funds to supplement the state-funded facility repair project in Building 5

WHEREAS, Clover Park Technical College is currently repairing Building 5 to correct code violations as well as moving the solar panels; and

WHEREAS, The City of Lakewood has identified additional sprinkler system requirements that were not identified in the original project scope; and

WHEREAS, Clover Park Technical College’s president under delegated authority from the Clover Park Technical College Board of Trustees approved this request to spend local funds up to $227,000 on November 29, 2016;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Clover Park Technical College to spend up to $227,000 in local funds for completion of Building 5 renovations including the additional fire sprinkler coverage.

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.


ATTEST:

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Marty Brown, secretary

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Shaunta Hyde, chair
Edmonds Community College – local expenditure authority for former Elks building remodel

**Brief description**
Edmonds Community College is seeking approval to use local funds in the amount not to exceed $1,000,000 to remodel the recently purchased Elks building located at 6620 196th Street Southwest in Lynnwood, Washington.

**How does this link to the State board goals and policy focus**
This acquisition will increase access to post-secondary education by providing additional workforce development space.

**Background information and analysis**
Edmonds Community College was authorized to spend up to $2,000,000 for purchase of the Elks building at 6620 196th Street Southwest in Lynnwood, Washington. Resolution 14-06-39 authorized this purchase to satisfy a City of Lynnwood requirement for increased parking due to the new Science, Engineering and Technology building currently under construction.

The college’s most recent update to the Facilities Master Plan allows for campus parking layout improvements that eliminate the need to demolish the former Elks building.

The college’s workforce development program was one of the programs previously provided out of the Edmonds Conference Center which was sold under resolution 15-10-49 because the building required more work than was economically practical. The remodel proposed in this consent item will accommodate that program and allow for classrooms, offices, and other program space.

With delegated authority, the college’s Vice-President for Finance and Operations approved the use of local funds for this remodel project on December 16, 2016, subject to State Board approval.

**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 17-03-17, giving Edmonds Community College authority to spend up to $1,000,000 in local funds toward the renovation of the building located at 6620 196th Street Southwest in Lynnwood, Washington.

Policy manual change: Yes ☐ No ☑

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Edmonds Community College’s request to use up to $1,000,000 in local funds to renovate the former Elks building located at 6620 196th Street Southwest in Lynnwood, Washington.

WHEREAS, Edmonds Community College was authorized to spend up to $2,000,000 to purchase the above property for the purpose of parking in resolution 14-06-39.

WHEREAS, The City of Lynnwood required additional parking stalls due to the Science, Engineering and Technology building currently under construction; and

WHEREAS, Edmonds Community College has updated their Facilities Master Plan identifying parking layout improvements that eliminate the need to demolish the former Elks building.

WHEREAS, the Edmonds Community College Workforce Development program has been displaced by the sale of the Edmonds Conference Center and remodeling the former Elks building will accommodate this program by providing classrooms, offices, and other program space.

WHEREAS, Edmonds Community College’s Vice-President for Finance and Operations under delegated authority from the Edmonds Community College Board of Trustees approved this request to spend local funds up to $1,000,000 on December 16, 2016;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Edmonds Community College to spend up to $1,000,000 in local funds for renovation of the building located at 6620 196th Street Southwest in Lynnwood, Washington.

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


ATTEST:

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Marty Brown, secretary                Shaunta Hyde, chair
Lower Columbia College – property acquisition, 1615 20\textsuperscript{th} Avenue, Longview, Washington

**Brief description**

Lower Columbia College seeks to purchase a 17,999 square foot parcel with an 8,750 square foot apartment complex located at 1615 20\textsuperscript{th} Avenue, Longview, Washington to be used for student housing. The cost of acquisition is not to exceed $850,000.

**How does this link to the state board goals and policy focus**

This acquisition of student housing enhances student achievement and success by providing affordable and convenient housing near campus.

**Background information and analysis**

Lower Columbia College’s 2015 Facility Master Plan includes the acquisition of off-campus housing to serve international and athletic program students. This property also meets the criteria for future campus expansion. Please see the location relative to the campus in attachment A.

This 12-unit apartment complex is located adjacent to the Lower Columbia College campus and another 11-unit apartment complex already owned by the college. Appraisal analysis estimates net annual revenue for this building to be $60,000.

The purchase price and closing costs are not expected to exceed $850,000. Any repairs, maintenance, or renovations in the future will be paid by local college funds. Approval for future local capital expenditures will be requested as needed and be consistent with State Board guidelines.

The Lower Columbia College Board of Trustees approved the purchase of this property on March 15, 2017, subject to State Board approval.

**Potential questions**

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

**Recommendation/preferred result**

Staff recommends approval of Resolution 17-03-18, giving Lower Columbia College authority to purchase the property located at 1615 20\textsuperscript{th} Ave, Longview, Washington, to be used for student housing, for up to $850,000.

Policy manual change: Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Lower Columbia College’s request to purchase a 17,999 square foot parcel with an 8,750 square foot apartment complex located at 1615 20th Ave, Longview, Washington, to be used for student housing. The cost of this purchase is not to exceed $850,000.

WHEREAS, Lower Columbia College’s 2015 Facility Master Plan calls for acquisition of off-campus housing to support international and athletic students; and

WHEREAS, the property at 1615 20th Avenue is adjacent to the college campus as well as another apartment complex currently owned by the college; and

WHEREAS, the purchase price and closing costs are not expected to exceed $850,000; and

WHEREAS, Lower Columbia College’s Board of Trustees approved this request on March 17, 2017.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Lower Columbia College to use up to $850,000 in local funds to purchase an apartment building at 1615 20th Avenue in Longview, Washington.

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


ATTEST:

Marty Brown, secretary                                  Shaunta Hyde, chair
Lower Columbia College
Longview Campus

B  Recent Acquisition:
Resolution 13-10-51
1931 Olympia Way
Parcel Number 000701

A  Proposed Acquisition:
1615 20th Avenue
Parcel Number 00050
Olympic College – property acquisition, 1410 Ohio Avenue, Bremerton, Washington

Brief description
Olympic College seeks to purchase a 36,155 square foot parcel with a 16,976 square foot building located at 1410 Ohio Avenue in Bremerton, Washington to be used for campus parking and continuing education activities. Cost of acquisition not to exceed $1,200,000.

How does this link to the state board goals and policy focus
This acquisition will increase access to post-secondary education by providing additional education space and parking.

Background information and analysis
Olympic College has been strategically purchasing parcels adjacent to the campus grounds for additional parking spaces and future expansion. This property at 1410 Ohio Ave. is adjacent to the campus and current parking lots. See location relative to college master plan boundary in Attachment A. The building will be used for continuing education purposes in the short-term while Olympic College determines the best long-term use of the structure.

With assistance from the Department of Enterprise Services the college has determined the purchase price and closing costs should not exceed $1,200,000.

Future operating and maintenance of the existing building will be paid by local college funds. The college will obtain appropriate expenditure authority for future capital work. Eligibility for future state capital appropriations will be consistent with State Board guidelines.

So far, the Olympic College Board of Trustees has only authorized negotiation and research. The acquisition will require their approval before it is finalized.

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

Recommendation/preferred result
Staff recommends approval of Resolution 17-03-19, giving Olympic College authority to purchase the property located at 1410 Ohio Avenue in Bremerton, Washington, for up to $1,200,000 to be used for parking and continuing education activities.

Policy manual change: Yes □ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Olympic College’s request to purchase real property at 1410 Ohio Avenue in Bremerton, Washington, to be used for parking and continuing education activities. The cost of the purchase is not to exceed $1,200,000.

WHEREAS, Olympic College has been purchasing parcels adjacent to the campus for parking, continuing education, and future expansion; and

WHEREAS, the property at 1410 Ohio Avenue is adjacent to the college campus and current parking lots; and

WHEREAS, the total acquisition cost is estimated to not exceed $1,200,000; and

WHEREAS, future operating and maintenance of the existing building will be paid by local college funds; the college will obtain appropriate expenditure authority for future capital work; eligibility for future state capital appropriations will be consistent with State Board guidelines; and

WHEREAS, Olympic College’s Board of Trustees has authorized negotiations with the property owner with assistance from Department of Enterprise Services.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Olympic College to purchase real property at 1410 Ohio Avenue in Bremerton, Washington, to be used for parking and continuing education activities; subject to approval of the college’s Board of Trustees.

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.


ATTEST:

Marty Brown, secretary

Shaunta Hyde, chair
Olympic College
Master Plan Area and Proposed Acquisition

Proposed Acquisition:
1410 Ohio Avenue in Bremerton
Parcel Number 3797-002-004-0003
Yakima Valley College – local expenditure authority for Grandview Campus Entry improvements

Brief description
Yakima Valley College is seeking approval to use local funds in the amount not to exceed $1,750,000 to create additional parking and add a campus entry with new monument signage at the Grandview site.

How does this link to the State board goals and policy focus
This project will increase access to post-secondary education by providing improved wayfinding and campus parking.

Background information and analysis
Yakima Valley College has operated a satellite campus in Grandview since fall 1990. Over the last two decades, Yakima Valley College has purchased many parcels to expand the Grandview campus. The most recent master plan identifies the creation of a campus entrance and approximately 150 parking spaces at the Grandview site. State Board resolution 12-10-43 authorized the acquisition of the underlying property.

Estimated total project cost is $1,750,000. The college has identified local funds to complete this project. The Yakima Valley Board of Trustees approved this expenditure request on March 9, 2017, subject to State Board approval.

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 17-03-20, giving Yakima Valley College authority to spend up to $1,750,000 in local funds toward the construction of approximately 150 parking stalls and the Grandview entrance signage.

Policy manual change: Yes ☑ No ☐

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Yakima Valley College’s request to use up to $1,750,000 in local funds to construct the Grandview campus entry signage and approximately 150 parking stalls.

WHEREAS, Yakima Valley College has operated the Grandview campus since 1990; and

WHEREAS, in resolution 12-10-43 the State Board authorized Yakima Valley College to purchase the underlying parcel of land in accordance with their master plan goals; and

WHEREAS, the college wants to provide approximately 150 additional parking spaces and create easy wayfinding by constructing a formal campus entry; and

WHEREAS, the total project cost is estimated to be $1,750,000; and

WHEREAS, Yakima Valley College’s Board of Trustees approved the expenditure of up to $1,750,000 in local funds for this project on March 9, 2017;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Yakima Valley College to spend up to $1,750,000 in local funds for construction of the Grandview campus entry and approximately 150 parking spaces.

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.


ATTEST:

Marty Brown, secretary

Shaunta Hyde, chair
Yakima Valley College – local expenditure authority for property acquisition of 16th & Nob Hill Retail Plaza

**Brief description**
Yakima Valley College is seeking approval to use local funds in the amount of $3,770,000 to purchase the property located at 1606, 1608, and 1704 West Nob Hill Boulevard (also known as 16th & Nob Hill Retail Plaza) in Yakima, Washington.

**How does this link to the State board goals and policy focus**
This acquisition will increase access to post-secondary education by providing additional instruction space.

**Background information and analysis**
Yakima Valley College is nestled in a residential area with limited expansion opportunities. The college master plan has identified the priority to acquire properties adjoining campus grounds for future expansion. The proposed acquisition includes three buildings suitable for renovation into instructional space. A map showing the property relative to the existing campus is in Attachment A.

The pending Purchase and Sale Agreement has a purchase price of $3,750,000 and estimated closing costs total $20,000. The college has identified local funds to complete this acquisition. Any operation, maintenance, repairs or renovations in the future will be paid by local college funds. The college will obtain appropriate expenditure authority for future capital work.

The Yakima Valley Board of Trustees approved this expenditure request on February 2, 2017 in motion 17-02-02, subject to State Board approval.

**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 17-03-21, giving Yakima Valley College authority to spend up to $3,770,000 in local funds toward the acquisition of 1606, 1608, and 1704 West Nob Hill Boulevard in Yakima, Washington.

Policy manual change: Yes ☒ No ☐

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Yakima Valley College’s request to use up to $3,770,000 in local funds to purchase the property at 1606, 1608, and 1704 West Nob Hill Boulevard located in Yakima, Washington

WHEREAS, Yakima Valley College is located in a predominantly residential area and has limited opportunity to purchase property adjacent to the campus grounds for expansion; and

WHEREAS, this property has three buildings that can be renovated to provide additional instruction space; and

WHEREAS, all future operation, maintenance, repairs or renovations will be paid by local funds; and

WHEREAS, the negotiated purchase price is $3,750,000 and estimated closing costs are $20,000; and

WHEREAS, Yakima Valley College’s Board of Trustees approved this request to spend local funds for this acquisition on February 2, 2017 with motion number 17-02-02;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Yakima Valley College to spend up to $3,770,000 in local funds for the purchase of 1606, 1608, and 1704 West Nob Hill Boulevard in Yakima, Washington.

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


ATTEST:

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Marty Brown, secretary

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Shaunta Hyde, chair
Tab 1h
Attachment A

Proposed Acquisition
1606, 1608, 1704 W Nob Hill
Parcel 18132641094

As of February 2017
Legislative update

Brief description
The State Board will be briefed on the status of the 2017 legislative session including priority legislation and progress toward reaching key priorities for the community and technical college (CTC) system.

How does this link to the State Board goals and policy focus
Creating a robust advocacy plan that identifies targeted, key messages throughout the legislative session and supports the 2017 SBCTC legislative agenda approved by the board in November 2016:

- **Corrections Education (SB 5069/ HB 1129):** Legislative policy request
  - National research shows that prison education reduces recidivism rates and frees public funds for other important priorities. A statutory change is needed to allow the use of existing state funds for academic degree programs within corrections institutions.
  - SB 5069 passed Senate Feb. 15 on a 46-0 vote.
  - SB 5069 referred to House Higher Education Committee for a hearing on March 13
  - HB 1129 passed House March 1 on a 77-21 vote
  - HB 1129 referred to Senate Law and Justice Committee

- **Bookstore Tax Issue (SB 5677/ HB 1913):** Legislative policy request
  - A number of colleges contract with for-profit vendors to operate bookstores. The Department of Revenue has issued decisions stating this arrangement would be subject to leasehold excise tax. A statutory change is necessary to clarify that contracts with vendors are for services, not for commercial enterprise.
  - HB 1913 passed House March 8 on a 86 – 11 vote

- **Customized Training Program (HB 1103/ SB 5381):**
  - The Customized Training Program is set to sunset on July 1, 2017. A request to the legislature is necessary to extend or lift the sunset.
  - Passed House Feb. 15 on a 97-0 vote.
  - Referred to Senate Higher Education Committee.

- **Sustainable Operating Budget ($200 million):**
  - The 2017-19 operating budget request is designed to produce the diverse talent pool needed to fill thousands of jobs and grow Washington State’s economy. New investments would increase completion and retention rates, producing over 15,000 additional degrees and certificates over the next two years. The revenue forecast came out on March 16.
  - The funding requests include:
    - Guided Pathways
    - MESA Expansion
    - I-BEST
    - Opportunity Grants
    - Investments in College Faculty and Staff
    - Campus Safety
  - SBCTC also supports the WSAC request for a fully funded State Need Grant

- **Capital Request ($338 million):**
Funding our complete capital budget request would ease a backlog of projects so more students could learn in modern, well-maintained buildings that meet their educational needs. Every college would receive funding to maintain, repair and make minor improvements to existing facilities.

**Background information and analysis**

To assist with meeting legislative goals adopted by the CTC system, a coordinated advocacy plan has been launched. In addition, there are multiple ways in which the CTC system is impacting legislative issues.

The legislative session began Monday, Jan. 9 and is expected to last 105 days with the possibility of a special session depending on budget discussions between the Governor, Senate and House. The CTC system is conducting legislative outreach on multiple levels and in a variety of ways. We have renewed interest in participation from presidents, trustees and board members which is appreciated.

- **Testimony:** CTC representatives will present before legislative committees multiple times regarding issues such as the Governor’s and legislative budget proposals, an overview of the CTC system and legislative priorities as well as the WACTCSA legislative priorities.
- **Meetings:** In addition to members of the state board, the executive director and legislative director, college representatives and CTC students will be meeting with legislators to discuss the system’s legislative priorities and promoting the value of a college education as a critical step in strengthening the state’s economy and workforce.
- **Monitoring legislation:** SBCTC Government Relations and policy staff are monitoring a number of bills that, if passed, would impact our colleges and service delivery in a variety of ways.
- **System communication:** A number of efforts to communicate, at least weekly during session, are used by the SBCTC Government Relations and Communication teams:
  - Thursday Legislative Strategy meeting
    - State Board Staff
  - Friday Joint Legislative Committee call
    - Leadership from the State Board, WACTC, ACT, and key State Board Staff
  - Friday WACTC call
  - Friday WACTCSA Call (new 2017)
    - Led by student interns
  - Friday FACTC Call (new 2017)
    - Organized by SBCTC staff and legislative team
  - Tuesday lunch with representatives from WEA and AFT (new 2017)
  - Weekly Legislative News blog
    - Produced by SBCTC communication team
      - Student perspective by legislative interns (new 2017)
  - Social Media – Facebook, Twitter
- **System participation:** State Board Members, College Presidents, College Trustees, College Faculty, and Students have made several trips to Olympia outside of regular system meetings to advocate on behalf of the State Board legislative agenda
• 48 trips to Olympia
• Increased conversation with members of the legislature has not gone unnoticed

**Legislative Interns:** The legislative internship program has ended with the end of the winter academic quarter. Interns assisted in coordinating legislative visits. Interns participated in some meetings with legislators and testified in front of legislative committees with the student perspective on several bills and on behalf of the CTC Student Association.

**Legislative Open House**
On Feb. 28, the State Board for Community and Technical Colleges hosted a legislative open house from 4:30 p.m. to 7 p.m. The event was very entertaining and interesting. Colleges gathered to demonstrate some of the great programs they offer. Some programs represented sciences while others took the learning experience to a completely different level. Many legislators, State Board Member Elizabeth Chen, numerous trustees, and several presidents and staff came to see what the colleges had to showcase.

- Dental Laboratory Technology – **Bates Technical College**
- Auto Collision Repair Technology – **Bellingham Technical College**
- Aviation/Unmanned Aerial Systems – **Big Bend Community College**
- Augmented Reality Software – **Centralia College**
- Culinary Program – **Edmonds Community College**
- Carpentry Technology – **Grays Harbor College**
- Integrated Digital English Accelerated Curriculum – **Pierce College**
- Cardinal Craft Brewing – **Skagit Valley College**

Overall, the open house was very successful, spreading the word and showcasing the unique ways community and technical colleges serve their communities and the state.

**Potential questions**

- Does the State Board have feedback or questions about progress towards meeting system wide legislative goals?

**Recommendation/preferred result**
The State Board will provide feedback as to adequate information sharing and agenda support.

Policy Manual Change Yes ☐ No ☒

Prepared by: Arlen Harris, legislative director
360-704-4394, aharris@sbetc.edu
Baccalaureate degree proposal

Brief description
A conceptual discussion will occur among the State Board for Community and Technical Colleges and Columbia Basin College on their proposal to offer an applied baccalaureate degree in Teacher Education.

The Statement of Need document addresses six areas:

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

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

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

To date, the State Board has approved 81 applied baccalaureate/baccalaureate degree programs at 27 colleges with students currently enrolled in 62 programs at 24 colleges. Eleven proposals are engaged in the approval process, and seven colleges have expressed interest in 18 additional programs. (Attachment A: Applied baccalaureate degree programs)

Background information and analysis
Columbia Basin College – BAS in Teacher Education
Columbia Basin College proposes a Bachelor of Applied Science in Teacher Education beginning fall 2018 leading to Washington Residency Teacher Certification with an endorsement in elementary education (K-8) to prepare students for teaching positions in Benton and Franklin Counties. This degree
creates a pathway for para-educators, preschool teachers, and childcare providers to use their Associate of Applied Science degree in Early Childhood Education as a foundation for broader job opportunities and higher wages. By enhancing already strong institutional links with target districts (Richland, Kennewick, and Pasco) that are experiencing teacher shortages as the population increases, this program will assist in the development of teachers in high-need areas that are primarily from local diverse communities. This proposed degree would be Columbia Basin College’s seventh applied baccalaureate degree.

**Potential questions**

- Does the college proposal for an applied baccalaureate degree meet the vision, mission and goals of their respective colleges?
- Does the proposed applied baccalaureate degree serve the current and future needs of the colleges’ regions and the state?
- Does the proposed applied baccalaureate degree support the State Board for Community and Technical College goals and policy focus?

**Recommendation/preferred result**

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

Policy Manual change Yes ☒ No ☐
Prepared by: Joyce Hammer, director of transfer education
360-704-4338, jhammer@sbctc.edu
### Washington’s Community and Technical Colleges

**Applied baccalaureate degree programs**

March 2017

<table>
<thead>
<tr>
<th>College</th>
<th>BUSINESS/MANAGEMENT</th>
<th>Status</th>
<th>Outcomes thru September 2016</th>
<th>Projected Cohort Size</th>
<th>Fall 2016 FTE</th>
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<tbody>
<tr>
<td>Bellevue</td>
<td>Applied Accounting</td>
<td>Began fall 2015</td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Bellevue</td>
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<td>Intent expressed</td>
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<td>Yakima Valley</td>
<td>Applied Business Management</td>
<td>Began 2014</td>
<td>23 graduates</td>
<td>28/60 FTE</td>
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<td>Centralia</td>
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<td>30/62 FTE</td>
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<td>Clark</td>
<td>Applied Management</td>
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<td>49</td>
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<td>Columbia Basin</td>
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<td></td>
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<td>Operations Management (formerly Manufacturing Operations)</td>
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<td>8 graduates</td>
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<td>Applied Sustainable Agricultural Systems</td>
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<td>18</td>
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<tr>
<td>Bellingham</td>
<td>Engineering Technology</td>
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<td>Engineering Technology</td>
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<td>128</td>
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<td>Community Health</td>
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<td>12 FTE</td>
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<td>Clark</td>
<td>Dental Hygiene</td>
<td>Began summer 2015</td>
<td>24 graduates</td>
<td>17/53 FTE</td>
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<tr>
<td>Columbia Basin</td>
<td>Dental Hygiene</td>
<td>Beginning fall 2017</td>
<td></td>
<td>18 FTE</td>
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<tr>
<td>Lake Washington</td>
<td>Dental Hygiene</td>
<td>Beginning summer 2017</td>
<td></td>
<td>30/60 FTE</td>
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<tr>
<td>Pierce-Ft. Steilacoom</td>
<td>Dental Hygiene</td>
<td>Began fall 2016</td>
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<td>20/40 FTE</td>
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<td>18/24 FTE</td>
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<td>Health Care Administration</td>
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<td>Health Promotion and Management</td>
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<td>15/30 FTE</td>
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<td>Bellevue</td>
<td>Healthcare Infomatics (formerly Healthcare Technology and Management)</td>
<td>Began 2011</td>
<td>28 graduates</td>
<td>30/61 FTE</td>
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<td>Healthcare Management and Leadership</td>
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<td>34/60 FTE</td>
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<td>Pierce</td>
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<td>20/30 FTE</td>
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<td>Nursing BSN</td>
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<td>24/96 FTE</td>
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<td>Green River</td>
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<td>Nursing RN-B</td>
<td>Began 2012</td>
<td>40 graduates</td>
<td>20/30 FTE</td>
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<td>Columbia Basin</td>
<td>Nursing RN-B</td>
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<td>18/36 FTE</td>
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<td>Nursing RN-B</td>
<td>Beginning 2017</td>
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<td>25/38 FTE</td>
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<td>Spokane</td>
<td>Respiratory Care</td>
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<td>Seattle North</td>
<td>Application Development</td>
<td>Began fall 2014</td>
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<td>Lake Washington</td>
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<td>104 graduates</td>
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</tr>
<tr>
<td>Clover Park</td>
<td>Computer Integrated Manufacturing</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Computer Science (BS)</td>
<td>Began fall 2016</td>
<td></td>
<td>60 FTE</td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Cyber Security</td>
<td>Began winter 2013</td>
<td>22 graduates</td>
<td>40 FTE</td>
<td></td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Cyber Security</td>
<td>Beginning fall 2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highline</td>
<td>Cyber Security and Forensics</td>
<td>Began winter 2014</td>
<td>8 graduates</td>
<td>15 FTE</td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Data Analytics</td>
<td>Began fall 2014</td>
<td>4 graduates</td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>Olympic</td>
<td>Digital Filmmaking</td>
<td>Beginning fall 2017</td>
<td></td>
<td>15 FTE</td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Digital Gaming and Interactive Media</td>
<td>Beginning fall 2017</td>
<td></td>
<td>20/40 FTE</td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Digital Media Arts</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Information Systems &amp; Technology</td>
<td>Began winter 2016</td>
<td></td>
<td>15 FTE</td>
<td></td>
</tr>
<tr>
<td>Olympic</td>
<td>Information Systems (STEM)</td>
<td>Began fall 2014</td>
<td>7 graduates</td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Information Systems and Technology</td>
<td>Began fall 2013</td>
<td>24 graduates</td>
<td>50 FTE</td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Information Technology</td>
<td>Beginning fall 2017</td>
<td></td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>Cascadia</td>
<td>Information Technology: Application Development</td>
<td>Board Review Sept. 2016</td>
<td></td>
<td>18 FTE</td>
<td></td>
</tr>
<tr>
<td>Centralia</td>
<td>Information Technology: Application Development</td>
<td>Began fall 2016</td>
<td></td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Information Technology: Application Development-Software Development</td>
<td>Beginning winter 2017</td>
<td></td>
<td>25 FTE</td>
<td></td>
</tr>
<tr>
<td>Renton</td>
<td>Information Technology: Computer Network Architecture</td>
<td>Beginning Winter 2018</td>
<td></td>
<td>10 FTE</td>
<td></td>
</tr>
<tr>
<td>Centralia</td>
<td>Information Technology: IT Networking</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green River</td>
<td>Information Technology: Network Administration and Security</td>
<td>Began fall 2013</td>
<td>45 graduates</td>
<td>48 FTE</td>
<td></td>
</tr>
<tr>
<td>Seattle Central</td>
<td>Information Technology: Networking</td>
<td>Began fall 2016</td>
<td></td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>Whatcom</td>
<td>Information Technology: Networking</td>
<td>Beginning fall 2017</td>
<td></td>
<td>15 FTE</td>
<td></td>
</tr>
<tr>
<td>Yakima Valley</td>
<td>Information Technology: Networking</td>
<td>Began fall 2015</td>
<td></td>
<td>12 FTE</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>EDUCATION</td>
<td>Status</td>
<td>Outcomes thru August 2016</td>
<td>Projected Cohort Size</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------</td>
<td>---------------------------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>Edmonds</td>
<td>Child, Youth, and Family Studies</td>
<td>Beginning spring 2017</td>
<td></td>
<td>20-25 FTE</td>
<td></td>
</tr>
<tr>
<td>Green River</td>
<td>Early Childhood Education</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Early Childhood Education</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seattle North</td>
<td>Early Childhood Education</td>
<td>Began fall 2016</td>
<td></td>
<td>20/50 FTE</td>
<td>41</td>
</tr>
<tr>
<td>Seattle South</td>
<td>Professional Technical Education and Instruction Design</td>
<td>Began fall 2012</td>
<td>13 graduates</td>
<td>12/20 FTE</td>
<td>23</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Teacher Education</td>
<td>30-Day Review</td>
<td></td>
<td>20/50 FTE</td>
<td></td>
</tr>
<tr>
<td>Green River and</td>
<td>Teacher Education</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yakima Valley</td>
<td>Teacher Education</td>
<td>Board Review Sept. 2016</td>
<td></td>
<td>25 FTE</td>
<td></td>
</tr>
<tr>
<td>Centralia and Grays Harbor</td>
<td>Teacher Education: Elementary Education and Special Education</td>
<td>Beginning fall 2017</td>
<td>15 FTE</td>
<td>15 FTE</td>
<td>15 FTE</td>
</tr>
<tr>
<td>Pierce</td>
<td>Teaching</td>
<td>Beginning winter 2017</td>
<td></td>
<td>15/48 FTE</td>
<td></td>
</tr>
<tr>
<td>Highline</td>
<td>Teaching and Early Learning</td>
<td>Beginning fall 2017</td>
<td></td>
<td>15 FTE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th>OTHER</th>
<th>Status</th>
<th>Outcomes thru August 2016</th>
<th>Projected Cohort Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green River</td>
<td>Court Reporting and Captioning</td>
<td>Intent expressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Criminal Justice</td>
<td>Intent expressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Interior Design</td>
<td>Began fall 2009</td>
<td>216 graduates</td>
<td>44/83 FTE</td>
</tr>
<tr>
<td>Clover Park</td>
<td>Interior Design</td>
<td>Intent expressed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total            |                                                |                                  |                           | 1720 graduates         |
Applied Baccalaureate Degree Program

Statement of Need

Columbia Basin College
Bachelor of Applied Science
Teacher Education

October 23, 2016
Program Information

Institution Name: Columbia Basin College

Degree Name: BAS Teacher Education

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

AAS Early Childhood Education  
CIP Code: 13.1210  
Year Began: 1975

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2018

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

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

Mode of Delivery

Single Campus Delivery: Combination of on campus and hybrid courses

Statement of Need: Page Limit: 20 pages

Contact Information (Academic Department Representative)

Name: Daphne Larios

Title: Dean Transitional Studies

Address: 2600 N. 20th Ave., Pasco, WA 99301

Telephone: 509-542-4562

Email: dlarios@columbiabasin.edu

Chief Academic Officer  
Vice President for Instruction  
Virginia M. Tomlinson, Ph.D.
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APPLIED BACHELOR DEGREE STATEMENT OF NEED

Introduction

Tri-Cities is the third largest metropolitan area in Washington and still growing. While population growth is occurring throughout the Mid-Columbia region, nowhere is the growth more apparent than in schools of the Tri-Cities. The three largest school districts in the region, Richland, Kennewick, and Pasco, are scrambling to build schools and find teachers. Examples of growth include:

“Pasco ranks No. 10 for population growth in Washington.” July 2, 2016 Tri-City Herald

Richland school district is petitioning for changes to State Growth Management Act so they can keep up with the need to build new schools. Forecasts are predicting increases of 400-500 students each year. September 28, 2016 KONA Radio

The growth in the region along with the state-wide teacher shortage has created a need for more teacher education options in the Mid-Columbia. Columbia Basin College serves Benton and Franklin counties, home of the Tri-Cities. CBC proposes a new option for teacher education with the creation of the Bachelor of Applied Science in Teacher Education (BASTE). The new program will build on the current Associate of Applied Science in Early Childhood Education.

CBC has the capacity to deliver a bachelor degree in teacher education using existing facilities. Current faculty are qualified to deliver upper division courses needed for the BASTE degree. CBC currently offers five BAS degrees and will begin offering the BSN in Spring 2017. CBC is prepared to add this program in Teacher Education.

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

Mission

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

A major part of CBC’s mission is to provide access to educational opportunities in our service district which allow our population to gain meaningful employment. One of CBC’s priorities is to build on current AAS programs which allows local employees the opportunity to return to

2 http://www.rsd.edu/media/316/kona928.mp3
CBC for advanced degrees and/or increased skills. The bachelor degree programs are created strategically to meet Benton and Franklin counties’ economic and workforce development needs. The Tri-Cities – Pasco, Kennewick, and Richland, is a leading economic growth area in Washington State.\(^4\) Because of the growth in the area and increased population, the need for qualified K-8 teachers is critical.

Based on the recommendations of the Early Childhood Education Advisory Board and input from local school districts, CBC has chosen to create the BAS Degree in Teacher Education. This degree will provide the knowledge and experience necessary to prepare students for teaching jobs in Benton and Franklin Counties.

Columbia Basin College provides access to education for a diverse population of students. Rural, first generation, non-traditional and second-career students who typically stay and work in the Tri-Cities and their communities attend CBC. Students who graduate from the Early Childhood Education (ECED) Program are consistently hired by childcare facilities in the area. Table 1 shows the number of ECED AAS graduates that transferred into teacher education programs at universities in recent years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.0101</td>
<td>19</td>
<td>19</td>
<td>25</td>
<td>17</td>
<td>15</td>
<td></td>
<td></td>
<td>95</td>
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<tr>
<td>13.1001</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>13.1200</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>9</td>
<td>17</td>
<td>38</td>
</tr>
<tr>
<td>13.1300</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>33</strong></td>
<td><strong>41</strong></td>
<td><strong>25</strong></td>
<td><strong>25</strong></td>
<td><strong>15</strong></td>
<td><strong>27</strong></td>
<td><strong>193</strong></td>
</tr>
</tbody>
</table>

CIP Code Categories:
- 13.0101 Education, General
- 13.1001 Special Education and Teaching
- 13.1200 Teacher Education and Professional Development, Specific Levels and Methods
- 13.1300 Teacher Education and Professional Development, Specific Subject Areas

Most school district employees working as aides and paraeducators have an AAS degree, which is not a transfer degree. Because of their experience working with children in the schools, they understand what it takes to be a teacher and are ready to take on the challenge. The BASTE will give them a path to a bachelor’s degree which accepts their ECED AAS credits toward degree requirements, rather than attend a transfer institution where their credits may be accepted as elective credit.

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The BASTE will prepare college students to become Washington State certified teachers in K-8 classrooms. The degree emphasizes early developmental processes and principles that apply to children starting at birth. Successful completion of the program leads to a recommendation from CBC to receive a Washington State Teacher Certification as well an endorsement in elementary education (K-8).

**BAS Degree in Teacher Education Student Outcomes**

1. Communicate and collaborate effectively with children, parents/guardians, peers, administrators and the community.
2. Recognize individual differences and learning styles and modify activities to meet the learner’s needs.
3. Design, facilitate, and evaluate age and developmentally appropriate learning exercises for students in K-8.
4. Use assessment data to profile student learning and communicate information about student progress and achievement.
5. Analyze the relationship between instruction and student learning in order to improve teaching practice.
6. Foster positive, inclusive, learning settings in cognitive, behavioral, language, physical, and social domains.
7. Integrate and model the use of technology in the classroom.

**Criteria 2: Support of the statewide strategic plans.**

By developing the BAS in Teacher Education, CBC continues to support the statewide strategic plan and mission goals. The following table describes how additional BAS degrees support specific challenges as described in the SBCTC Mission Study.

**Table 2: BASTE Degree Program Response to SBCTC Mission Study**

<table>
<thead>
<tr>
<th>Challenges Selected from the Ten Challenges in the 2008/2010 SBCTC Mission Study</th>
<th>CBC BAS-TE Response to Key Areas of the Ten Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge #1. Serve more people, including groups who have been underserved in the past.</td>
<td>CBC has been recognized as a Hispanic-serving institution, or HSI, since 2012. To qualify as an HSI the college must have at least 25 percent Hispanic student population. “Franklin County is the first county in the region to have a majority of Hispanics in its population.” (Franklin County Profile, May 2012). In 2010, the Franklin county Hispanic population was 51.2% of the population compared with 11.2% in the state (Franklin County Profile, May 2012). 76% of CBC’s Hispanic students (as opposed to 28% of CBC’s Caucasian students) are first generation students. Historically, first generation students are an underserved...</td>
</tr>
</tbody>
</table>
The population also tends to be place bound due to family obligations. The more local BAS programs that are available to these students the more likely they will be to continue their education past a certificate or an AAS degree.

<table>
<thead>
<tr>
<th>Challenge #4. Contribute to the production of more baccalaureate degrees.</th>
<th>The BAS Degree in Teacher Education provides an additional opportunity for place-bound citizens and currently employed school district personnel to complete a baccalaureate degree and meet local employment demands.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge #8. Build a 21st century learning infrastructure.</td>
<td>Courses will be supported with the most current technology including: multi-media, on-line resources and a student friendly Learning Management System (LMS). Distance technologies will be supported by the campus e-learning team.</td>
</tr>
</tbody>
</table>

The new BAS in Teacher Education program will also add to the number of adults in Washington who have a postsecondary credential. Increasing this number directly contributes to the Washington Student Achievement Council goal of at least 70% of Washington adults, ages 25-44, having a postsecondary credential by the year 2023.5

In summary, Columbia Basin College recognizes the need for the BASTE degree to meet school district needs in our region along with the statewide teacher shortage. The BASTE faculty will collaborate with and support school districts within the region by preparing highly trained professionals to meet employment needs. The BASTE program is the next step on the Teacher Education career pathway providing CBC graduates and local school district employees an alternative for completing a bachelor’s degree and promoting the ideal of lifelong learning.

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

The Tri-Cities – Pasco, Kennewick, and Richland, is a leading economic growth area in Washington State.6

“The comparatively robust economy we continue to enjoy would be the envy of many a community across this nation. And it’s expected to get

---


even better. Business leaders see job growth ahead in the categories of tourism, health care, retail, manufacturing and agriculture.”

From 2010 - 2014, West Richland and Pasco grew 11 percent, Richland grew 9 percent and Kennewick, 4 percent. All of this growth has created a demand for more schools and teachers.

<table>
<thead>
<tr>
<th>School Districts in CBC Service Area:</th>
<th># of students as of May 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finley School District</td>
<td>921</td>
</tr>
<tr>
<td>Kennewick School District</td>
<td>17,858</td>
</tr>
<tr>
<td>Kiona-Benton School District</td>
<td>1,467</td>
</tr>
<tr>
<td>North Franklin School District</td>
<td>2,096</td>
</tr>
<tr>
<td>Pasco School District</td>
<td>17,409</td>
</tr>
<tr>
<td>Richland School District</td>
<td>13,324</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53,075</strong></td>
</tr>
</tbody>
</table>

According to the U.S. Bureau of Labor Statistics, elementary and middle school teacher positions will see a 6% growth nationwide (table 3). These occupations are listed as in demand occupations throughout Washington including Benton and Franklin counties.

| Table 3 Benton Franklin Counties WDA Occupational Outlook |
|----------------------------------------------------------|-----------------------------------------------------------|
| Elementary school teacher not special education          | Avg Annual Openings 2014-2024  Long Term Trend          |
|                                                         | 128                             | 6% Growth            |
| Middle school teacher not special education              | 52                              | 6% Growth            |
| Total Average Opening 2014-24                           | 180                             |

The school districts are in desperate need of teachers. The three largest school districts, Richland, Pasco and Kennewick, have all held job fairs in October to hire teachers the following fall. Districts recruit new teachers and current students who will graduate by the next school year. In some instances, school districts have hired students before they have completed their

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student teaching requirement. Some districts have gone as far as offering hiring bonuses. District representatives regularly attend job fairs outside the area to attract new teachers. However, this approach has not been fruitful. Because of the nationwide teacher shortage, potential hires can find jobs in their own areas and do not need to relocate. In the last few years, emergency hiring has been required to fill teaching positions in this region. These emergency hires only have a bachelor’s degree without any teaching experience, and many lack basic teaching credentials. This situation is distressing for district HR departments.\textsuperscript{12}

CBC contacted the local school districts to inquire of the number of teachers hired recently. Two of the largest districts, Kennewick and Richland, responded (D. Larios, personal communication, October 10, 2016).

<table>
<thead>
<tr>
<th>Richland School District Teachers Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
</tr>
<tr>
<td>K-5</td>
</tr>
<tr>
<td>6-8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kennewick School District Teachers Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
</tr>
<tr>
<td>K-5</td>
</tr>
<tr>
<td>6-8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pasco School District Teachers Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
</tr>
<tr>
<td>K-12</td>
</tr>
</tbody>
</table>

Doug Christensen, the Assistant Superintendent of Human Resources at Kennewick School District, added to his response "Anything you can do to train more teachers would be great!" (D. Larios, personal communication, October 10, 2016).

Contributing to the teacher shortage is the lack of interest in pursuing teaching as a career. Teacher advocates say stagnant pay and challenging working conditions have driven veteran teachers to retire and students to choose other careers.\textsuperscript{13} CBC’s marketing efforts will focus on the availability and affordability of degrees in education and the extra benefits of pursing education as a profession. Loan forgiveness programs are in place to reward and encourage individuals to enter and stay in the teaching profession. Students could be eligible for loan forgiveness of amounts up to $17,500.\textsuperscript{14} Teachers can choose to pursue a Master’s degree in Education or National Board Certification which will qualify them for additional pay. After having taught, teachers can also apply to participate in mentoring programs for new incoming teachers in local districts. Other aspects of teaching will be highlighted to increase interest in the profession, including the school schedule and the fulfilling nature of preparing the next

\textsuperscript{12} \url{http://www.tri-cityherald.com/news/local/education/article39656778.html}

\textsuperscript{13} \url{http://www.tri-cityherald.com/news/local/education/article39656778.html}

\textsuperscript{14} \url{https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher}
generation of citizens. CBC is committed to marketing not only the teacher education degree, but also to marketing the additional benefits of teaching as a rewarding profession.

**Supply/Demand Gap Analysis**

Within the region, Washington State University-TriCities and Heritage University offer teacher education bachelor’s degree programs with an average combined total of 50 graduates per year. As shown in Table 4, even with the addition of the CBC program, the supply gap will remain sizable.

<table>
<thead>
<tr>
<th>Table 4: Supply Gap Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>2016</td>
</tr>
<tr>
<td>2017</td>
</tr>
<tr>
<td>2018</td>
</tr>
<tr>
<td>2019</td>
</tr>
<tr>
<td>2020</td>
</tr>
<tr>
<td>2021</td>
</tr>
<tr>
<td>2022</td>
</tr>
</tbody>
</table>

*First CBC graduates introduced into supply.

According to Economic Modeling Specialists Inc. (EMSI), the predicted growth of teaching jobs in the region will be 1.7% per year. Given the predicted growth of the region, the demand for teachers in Benton Franklin counties, and the educational expectations for employment in this field, the BASTE degree is an excellent option for local students and residents.

In addition, the graduates from the BASTE program will contribute to closing the need gap for teachers in Washington. The Washington Office of the Superintendent of Public Instruction surveyed principals of Washington Elementary schools. The results show the critical need for more teachers in the state.

“According to a survey of principals conducted in November 2015, 45% of them were not able to employ all of their needed classroom teachers with fully certified teachers who met the job qualifications. More than 80% were required to employ individuals as classroom teachers with emergency certificates or as long-term substitutes. Ninety-three percent indicated that they were “struggling” or in a “crisis” mode in finding qualified candidates.”\(^{16}\)

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\(^{15}\) Demand increase based on SOC 25-2021 Elementary School Teacher not Special Education EMSI data for Benton and Franklin counties [https://w.economicmodeling.com/analyst/?t=261GV#h=6gJvt&page=occupation_report](https://w.economicmodeling.com/analyst/?t=261GV#h=6gJvt&page=occupation_report)

\(^{16}\) [http://www.k12.wa.us/LegisGov/TeacherShortage.aspx](http://www.k12.wa.us/LegisGov/TeacherShortage.aspx)
Criteria 4: Applied baccalaureate program builds from existing professional and technical degree program offered by the institution.

The proposed BAS Degree in Teacher Education will build on the established Early Childhood Education AAS degree. Early Childhood Education (ECED) is designed to prepare students for employment in a variety of early childhood settings. Course content focuses on the educational and developmental needs of children from birth to age eight. The ECED program combines theory and practical experience with emphasis placed on active student involvement. Coursework includes participation, observation, and practical experience. Students may enroll in the ECED program at the beginning of any quarter on either a full or part-time basis. Most courses are offered in the evenings or on Saturdays to accommodate the varied schedules of working students.

CBC has had an active ECED program since 1975. The program has one full-time instructor who is endorsed to teach K-8. She also serves as the faculty advisor. In addition, the program has a full-time program coordinator. CBC utilizes community professionals to teach specialized courses. For example: a nurse teaches the health, safety, and nutrition course, and a librarian teaches the children’s literature course.

The CBC Early Childhood Education program also has strong ties to the community. Many child care centers request that CBC students complete required practicums at their facilities. The advisory committee is comprised of ECED professionals from large private preschools, home childcare centers, head start, and the local educational service district.

ECED Program Goals
Upon completion of the early childhood education program, successful students demonstrate both practical skills and foundational knowledge of best practices in early care and education in order to:

- Understand and apply the principles of child development and learning for children birth to age eight
- Create a nurturing child-centered environment that considers the needs of the whole child
- Design curriculum and assessments that are developmentally appropriate and responsive to the diverse needs of children
- Practice current first-aid, health, and safety techniques
- Demonstrate the ability to select guidance strategies tailored to the unique needs of each child
- Utilize core knowledge of the early childhood field to demonstrate intentional decision-making about policies and practices for children
- Engage with children, families, colleagues, community, and society ethically and professionally
- Enter the workforce prepared to deliver quality services to young children and their families in a variety of settings
By building the BASTE program on the foundation of the ECED AAS, the degree program will attract students who are already interested in teaching and have knowledge of early childhood development. Specifically, these students will have basic knowledge of curriculum development, language and literary development, exceptional child strategies, child development, child family community relationships, and classroom management. These topics provide the foundation for the outcomes of the BASTE degree. There is a natural fit between the students’ prior learning and the expected outcomes of the baccalaureate degree.

Washington State Department of Early Learning regulates the laws for early childhood education and requires stackable certificates which can lead to an ECED AAS degree. These certificates are offered within the CBC ECED degree program. Each certificate is aligned with the early childhood education degree and provides a clear pathway for students. Students have the option to focus on a specific subject within ECE such as family childcare, school age care, and early learning facility administration. Unique to CBC’s program is the multicultural education course which focuses on diversity in the classroom. This subject is important for graduates because of the demographics of Benton/Franklin Counties. The general education requirements are comprised of transfer level courses so the students can easily utilize their general education courses in a baccalaureate program.

The instructor for the Early Childhood Education department is a member of the National Association for the Education of Young Children (NAEYC) and the Washington Association for the Education of Young Children (WAEYC). The full-time ECED instructor attends the NAEYC and WAEYC conferences to keep up-to-date with changes in the industry.

The CBC Early Childhood Education program has a history of offering quality instruction taught by highly skilled instructors. The importance of degree completion is stressed to all students, and students are supported throughout the program to enable them to complete degrees. Graduates of the program quickly find jobs and some start their own home childcare business. This support and encouragement will continue as the standard for the BASTE degree.

**Criteria 5: Student demand for program within the region.**

To determine student interest in a BAS Degree in Teacher Education, a survey was administered to CBC Early Childhood Education students. Seventy-four students completed the survey. Particularly enlightening questions and responses are provided below:

1. Do you intend to obtain a 4-year degree from any college?

   39 (58%) students responded yes.

2. When asked to rate the influence items would have on their decision to enroll in the BAS Degree program in Teacher Education, the top answers were:

   - **Job Marketability**  74%
   - **Career Advancement**  81%
3. Please respond to the items below regarding your opinions about the Bachelor of Applied Science degree in Teacher Education.

44% (31) students replied: I would like to enroll in the Teacher Education Bachelor's degree program.

4. How likely is it you would pursue a Bachelor of Applied Science Degree in Teacher Education at CBC?

67% (49) responded that they would definitely or probably pursue a Bachelor of Applied Science Degree in Teacher Education at CBC.

Of these, 45 students requested more information regarding the degree.

Enrollment Projections

Graduates of the Early Childhood Education AAS degree will be eligible to apply for the BASTE degree. A large number of qualified students will serve as the pipeline for the BAS Degree in Teacher Education program. Students who have completed certificates in ECED could return to CBC, finish the AAS ECED, and then transition into the BASTE program.

Table 5 provides an overview of the AAS Early Childhood Education completions for the past six years.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>ECE Certificate Completions</th>
<th>ECE AAS Degree Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>2011-12</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>2012-13</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>2013-14</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>2014-15</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>2015-16</td>
<td>91</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>65</td>
</tr>
</tbody>
</table>

The 2010-2016 data reveal 65 students, graduates from the CBC Early Childhood Education program, will be eligible to proceed directly into the BASTE program. Additionally, 136 students have completed ECED certificate programs. These students could finish their AAS in ECED and then enter the BASTE program.

Individuals currently employed as paraeducators in the local school districts are also potential students. Most paraeducators have an AAS in Paraeducation or Early Childhood Development.
Because an AAS in Paraeducation is a terminal degree and not transferable, the only option for paraeducators to pursue teaching is to complete a four-year program. The BASTE will provide a new pathway for these individuals and an attractive option because the program will be designed for working adults.

<table>
<thead>
<tr>
<th>School Districts in CBC Service Area:</th>
<th># of Paraeducators as of October 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finley School District</td>
<td>17</td>
</tr>
<tr>
<td>Kennewick School District</td>
<td>268</td>
</tr>
<tr>
<td>Kiona-Benton School District</td>
<td>22</td>
</tr>
<tr>
<td>North Franklin School District</td>
<td>13</td>
</tr>
<tr>
<td>Pasco School District</td>
<td>271</td>
</tr>
<tr>
<td>Richland School District</td>
<td>241</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>832</strong></td>
</tr>
</tbody>
</table>

The ECED office gets many inquiries regarding a teacher education pathway. Interested students are referred to teacher education programs at other colleges or universities and informed that all programs do not accept ECED credits toward degree requirements in transfer.

Based on the number of ECED graduates and underserved populations, Table 6 lists the BASTE enrollment projections for the first five years of the program.

<table>
<thead>
<tr>
<th>Table 6: BASTE Enrollment Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Students</td>
</tr>
<tr>
<td>Part-Time Students</td>
</tr>
<tr>
<td>FTE’s</td>
</tr>
<tr>
<td>BASTE Graduates</td>
</tr>
</tbody>
</table>

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

**Place-Bound Students**

Working adults in the region will benefit from a local BASTE degree because they will be able to continue working while going to school. The ECED program has always offered evening courses
because most of the students are working in childcare during the day. As with other BAS
degrees at CBC, the courses in the BASTE degree program will be scheduled for the working
student. A combination of on-ground and hybrid classes, meeting one night a week and
utilizing the course management system, will be offered. Hybrid courses allow students to
receive face-to-face guidance from the instructor and network with other students as well as
use technology to minimize travel to campus. Current BAS students in other CBC BAS programs
respond favorably to the hybrid schedule.

Regional Teacher Education Programs
CBC leadership have met with WSUTC and Heritage University leadership and discussed this
proposed BAS in Teacher Education. Both institutions have expressed concerns with CBC
offering this applied baccalaureate degree and the potential impact on their own teacher
education programs. WSUTC recently received a grant to develop a new bachelor’s pathway
for paraeducators with transferable associate’s degrees. WSUTC, however, does not currently
accept in transfer any Early Childhood Education courses to satisfy degree requirements in their
Education program. As described earlier, the proposed BASTE is built on our AAS in Early
Childhood Education, which is not a transferable degree. The path proposed by this BASTE
provides a unique path for graduates of the ECED program and fills a gap in education options
for our service area.

CBC continues to have conversations with WSUTC about the unique nature of the BAS degree.
The BAS degree is built upon a degree (AAS) that is not recognized by the university as
preparation for upper-division status. CTCs are authorized to provide the BAS pathway which
recognizes the foundational knowledge and experience gained through completion of the AAS
degree.

Heritage University currently accepts credits from our Early Childhood Education program. The
proposed BASTE degree, preparing students for certification in k-8, is an option provided by
Heritage. Heritage also offers certification in secondary and early childhood education. One
strength of the Heritage program is its focus on second language instruction. CBC will continue
to refer students to Heritage for whom second language instruction is a priority.

CBC will continue to refer students to WSUTC who have earned a transferable degree from CBC.
Students with the AAS from CBC and who wish to pursue secondary certification or earn a
second language focus will be referred to Heritage University.

All three institutions, WSUTC, Heritage and CBC, have a common goal to prepare qualified
teachers and to meet the documented need for teachers in Benton and Franklin
counties. Even with the addition of this BAS, maximum enrollment in teacher education
programs at all three institutions will not meet the need for teachers in Benton and Franklin
counties. Currently, approximately 30 students graduate from the WSU program each year,
and approximately 20 students graduate from the Heritage program. The new CBC BASTE
program plans to graduate 50 students annually. Again, the total number of graduates of all
three programs will still be insufficient to meet current and projected demand for teachers in
this region.

CBC Early Childhood Education AAS graduates will be able to continue on to the BASTE without
taking additional courses. Graduates from nearby Walla Walla Community College (approx. 45
miles), Big Bend Community College (approx. 78 miles), and Yakima Valley Community College (approx. 88 miles) will also be able to transfer directly into the BASTE program after receiving an AAS in ECED at their colleges.

CBC’s Early Childhood Education Department collaborates with the CTC Center of Excellence for Careers in Education by attending Center sponsored events and using Center provided instructional resources. The department personnel are also active on the Early Childhood Teacher Preparation Council.

Contact has been made with the informal statewide BAS in Teacher Education group. This group is available to all colleges interested in starting a BAS in Teacher Education. The purpose of the group is to share curriculum and best practices so there is consistency throughout the state BASTE programs.

CBC personnel attended a new program approval orientation meeting presented by the Public Education Standards Board (PESB) on October 6, 2016. CBC will work closely with the PESB to complete the PESB program approval process to become an approved teacher education program in Washington.

**Conclusion**

CBC’s service district of Benton and Franklin counties has a documented need for elementary and middle school teachers. CBC’s diverse population consists of students who typically stay and work in the community after graduation. Graduates from the BASTE program will likely know the children, know their culture and have strong community connections. These potential graduates live in the community and will stay in the schools, once hired. They will be committed to being excellent teachers who will work to ensure strong academic achievement for children in this region. Columbia Basin College is prepared and experienced in offering Bachelor of Applied Science degrees. The addition of a BAS Degree in Teacher Education will allow students to reach another level of education in this field of study. Successful graduates will be qualified to fill current and future teaching positions in the Benton/Franklin county region.
**Appendix A**

**BAS Teacher Education Student Survey**

1. Do you intend to obtain a 2-year Associate's Degree?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>83.8%</td>
<td>57</td>
</tr>
<tr>
<td>No</td>
<td>16.2%</td>
<td>11</td>
</tr>
</tbody>
</table>

answered question 68  
skipped question 5

2. Do you intend to obtain a 4-year Bachelor's Degree?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58.2%</td>
<td>39</td>
</tr>
<tr>
<td>No</td>
<td>41.8%</td>
<td>28</td>
</tr>
</tbody>
</table>

answered question 67  
skipped question 6

3. Please respond to the items below regarding your opinions about the Bachelor of Applied Science degree in Teacher Education.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like more information about this degree program.</td>
<td>65.7%</td>
<td>46</td>
</tr>
<tr>
<td>I would like to enroll in the Teacher Education Bachelor’s degree program.</td>
<td>44.3%</td>
<td>31</td>
</tr>
<tr>
<td>This program would help me meet my educational needs.</td>
<td>31.4%</td>
<td>22</td>
</tr>
<tr>
<td>If I had this degree, I would likely receive a higher salary.</td>
<td>42.9%</td>
<td>30</td>
</tr>
<tr>
<td>If I had this degree, I would have a greater chance for promotion or career advancement.</td>
<td>40.0%</td>
<td>28</td>
</tr>
</tbody>
</table>

answered question 70  
skipped question 3

4. How likely is it you would pursue a Bachelor's degree in Teacher Education at CBC? Circle your answer.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Response Percent</td>
<td>Response Count</td>
</tr>
<tr>
<td>--------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Definitely</td>
<td>41.1%</td>
<td>30</td>
</tr>
<tr>
<td>Probably</td>
<td>26.0%</td>
<td>19</td>
</tr>
<tr>
<td>Might</td>
<td>23.3%</td>
<td>17</td>
</tr>
<tr>
<td>Not interested</td>
<td>9.6%</td>
<td>7</td>
</tr>
</tbody>
</table>

answered question: 73
skipped question: 0

5. Would you prefer to attend full-time or part-time?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>45.6%</td>
<td>31</td>
</tr>
<tr>
<td>Part-time</td>
<td>54.4%</td>
<td>37</td>
</tr>
</tbody>
</table>

answered question: 68
skipped question: 5

6. If you were to start a bachelor's degree in teacher education at CBC, in which academic year (fall through spring) would you probably start?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>56.5%</td>
<td>39</td>
</tr>
<tr>
<td>2019-2020</td>
<td>14.5%</td>
<td>10</td>
</tr>
<tr>
<td>2020-2021</td>
<td>2.9%</td>
<td>2</td>
</tr>
<tr>
<td>Later Date</td>
<td>5.8%</td>
<td>4</td>
</tr>
<tr>
<td>Don't know/not sure</td>
<td>20.3%</td>
<td>14</td>
</tr>
</tbody>
</table>

answered question: 69
skipped question: 4

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Very Important</th>
<th>Somewhat Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordability</td>
<td>56</td>
<td>10</td>
</tr>
<tr>
<td>Career Advancement</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>Graduate School Options</td>
<td>44</td>
<td>17</td>
</tr>
<tr>
<td>Increased Job Marketability</td>
<td>56</td>
<td>11</td>
</tr>
<tr>
<td>Internships</td>
<td>35</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Not at all Interested</th>
<th>Slightly Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face classes only</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Distance learning classes only</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>Hybrid class on a day schedule</td>
<td>27</td>
<td>7</td>
</tr>
<tr>
<td>Hybrid class on an evening schedule</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>Hybrid class on a weekend</td>
<td>27</td>
<td>5</td>
</tr>
</tbody>
</table>

9. Would you like us to send additional information to you about the BAS in Teacher Education Program at CBC? If so, please provide contact information (name, address, email address, phone number).

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>45</td>
</tr>
<tr>
<td>skipped question</td>
<td>28</td>
</tr>
<tr>
<td>skipped question</td>
<td>45</td>
</tr>
</tbody>
</table>
Student Achievement Initiative Review Progress Report

Brief description
The Student Achievement Initiative (SAI) is the performance funding system for the community and technical colleges. It has been in place since 2006 and underwent a five-year review in 2012. The review was consistent with national experts’ recommendations for continuous evaluation of performance funding systems in order to ensure the overall goals and principles are being met. In 2016 the state board and college presidents agreed to conduct another five-year review with the same goal. This is the second of a series of board updates on the progress of that review.

How does this link to the State Board goals and policy focus
The Student Achievement Initiative is the guiding framework for the boards’ goals around student success. SAI emphasizes student momentum for college success by both building college readiness (such as basic skills gains and completion of developmental education) and earning college credits, including college math. In this way, SAI captures critical educational gains made by all students, from those who come in the least prepared to those who are college ready. This progressive continuum of points recognizes the system’s strategic goal of increased educational attainment for all residents by not placing all of the emphasis on completions, but also supporting the key milestones that students make along the way to completion.

Background information and analysis
A system advisory committee tasked with this review is comprised of three representatives each from WACTC educational services and operating budget committees; the instruction, student services, research and planning, and business affairs commissions; and state board staff. The review is separated into two phases with an evaluation of the achievement points first and the funding metric second. Throughout the course of three meetings, the advisory committee drafted recommendations for revisions to the metrics. The draft recommendations were shared for review and feedback with WACTC and the commissions for business affairs, student services, instruction, research and planning as well as the council for basic skills and the workforce education council. The concepts that undergirded this work are a focus on the milestones that most closely align to completions and closing the achievement gap for historically underrepresented students. This guiding framework is reflected within the overall principles and principles for measurement as noted below. The recommendations for revisions to the metrics that were adopted by the advisory committee on March 6, 2017 are listed below in item III.

I. Overall Principles for Accountability and Performance Funding:
   • The initiative supports improved educational attainment for students, specifically degree and certificate completion.
   • The initiative allows colleges flexibility and supports innovation to improve student achievement according to their local needs.
   • The initiative accounts for opportunity gaps for underrepresented students and provides incentive for colleges to focus on closing the achievement gap.
II. Principles for Measurement:
   • Performance measures recognize students in all mission areas and reflect the needs of the diverse communities served by colleges.
   • Performance measures must measure incremental gains in students’ educational progress irrespective of mission area.
   • Measures are simple, understandable and reliable points in students’ educational progress.
   • Measures focus on student achievement improvements that can be influenced by colleges.

III. Recommendations for new and revised achievement metrics:
1. **Equity:** data clearly shows a gap in completion for historically underrepresented groups. A key element of a strong performance-based funding system is a deliberate focus on these groups. This is important to ensure institutions have the resources they need to serve hard-to-serve students to help close the achievement gap.
   **Recommendation:** Award one extra point at the time of completion for low-income, academically disadvantaged (basic skills), and historically underrepresented students of color.

2. **Basic skills:** revise basic skills points to reflect a greater emphasis on completion of critical milestone achievement and transition to college level work in this mission area.
   **Recommendation:** Award a single point for a federal level gain and completion of high school diploma or GED. Add a point for basic skills students when they complete six college level credits in alignment with ability to benefit. Continue to award an extra point for every achievement point earned beyond basic skills (federal level gain).

3. **Precollege math and English:** shift the incentive from completion of the precollege sequence to completion of the associated college gatekeeper courses of math and English. Investigate the impact of a time factor.
   **Recommendation:** Students beginning in precollege math and English receive points after completing associated college level course within a year. Add a new college point in English/Communication that can be earned by all students.

The second phase of the review began March 6, 2017 with a discussion about the funding principles and problem statements about the funding metrics.

**Principles for Awards:**

1. Student achievement is a factor in allocating funds to colleges.
2. Colleges are rewarded for efficiency and productivity in student achievement.
3. Funding is structured so that colleges compete against themselves for continuous improvement rather than competing with each other.
4. New funds provide the greatest incentive. If base funds are used, the method used to create the performance fund aligns with the award method.
5. Colleges have a fair opportunity to earn performance awards regardless of student demographics, program mix or college characteristics.
6. Performance funding rewards student success and becomes a resource for adopting and expanding practices leading to further success. The amount of performance funding is balanced between providing significant incentive without undermining the college’s ability to impact student success.

Problem statement questions:

1. Should all students count in SAI, or should it be limited to state funded only?
2. Is efficiency, represented by points per student (headcount), an appropriate element of the SAI funding model?
3. Is the amount of funding dedicated to completions significant enough? What is the impact to colleges with large populations of underrepresented students when completion value is increased?
4. Is the overall amount of funding dedicated to SAI significant enough?

The next advisory committee meeting will be held April 10, 2017 where the committee will discuss possible changes to the SAI funding principles and metrics.

Potential questions

- Do the advisory committee recommendations for new and revised metrics align with the Board’s goals for the Student Achievement Initiative?
- Are there any issues or concerns regarding the Student Achievement Initiative funding metrics that have not been addressed so far in this review that the Board would like to see studied?

Recommendation/preferred result

The goal is that the Board provide input for the review to ensure policy priorities are reflected in the revision of the performance funding system.

Policy Manual Change Yes ☐ No ☒

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