STATE BOARD MEETING
Lake Washington Institute of Technology
3rd Floor • W305 A/B – Board Room

Study Session: Wednesday, October 25, 2017  Business Meeting: Thursday, October 26, 2017
9 a.m. to 5 p.m.  8:30 a.m. to 12 p.m.

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

October 25  Study session

9 a.m.  State Board Evaluation and Goal Setting (continued from retreat)  Discuss
State Board Members, Angela Powel, Executive Director

12:45 p.m.  Break

1 p.m.  Welcome and introductions
Larry Brown, chair

1:10 p.m.  Host college presentation  Discuss
Dr. Amy Goings, President

2:00 p.m.  State Board retirement plans update  Discuss  Tab 1
John Boesenberg

2:30 p.m.  Break

2:45 p.m.  Clark College applied baccalaureate in Human Services statement of need  Discuss  Tab 2
Joyce Hammer

3:10 p.m.  WACTC report  Discuss
David Beyer, WACTC president

3:25 p.m.  ACT report  Discuss
Bridget Piper, ACT president

3:40 p.m.  Seattle Central College capital development plan  Discuss
Wayne Doty

4:15 p.m.  2018 Legislative agenda priorities  Discuss  Tab 3
Arlen Harris

4:45 p.m.  Adjournment

5 p.m.  Reception with Lake Washington Institute of Technology
Location: Allied Health Building, First Floor

6 p.m.  Dinner
On your own

Washington State Board for Community and Technical Colleges
www.sbctc.edu | October 2017
October 26  Regular business meeting

8:30 a.m.  Breakfast

9 a.m.  Call to order and adoption of agenda  Action

9:05 a.m.  Approval of consent agenda  Action  Tab 4
   a.  SBCTC meeting minutes, September 13, 2017  Resolution 17-10-59
   b.  Olympic College, property acquisition, 1415 Lincoln Avenue  Resolution 17-10-60
   c.  Pierce College Fort Steilacoom, sewer pump replacement  Resolution 17-10-61
   d.  Seattle Central College, property exchange  Resolution 17-10-62
   e.  South Puget Sound Community College, local expenditure authority  Resolution 17-10-63
   f.  Yakima Valley College, local expenditure authority  Resolution 17-10-64
   g.  Yakima Valley College, property a  Resolution 17-10-65

9:10 a.m.  Applied Baccalaureate proposals  Action  Tab 5
Joyce Hammer
   a.  Green River College, Applied Management  Resolution 17-10-66
   b.  Skagit Valley College, Applied Management  Resolution 17-10-67
   c.  Walla Walla Community College, Applied Management and Entrepreneurship  Resolution 17-10-68
   d.  Walla Walla Community College, Sustainable Agriculture Systems  Resolution 17-10-69

10 a.m.  Consideration of 2018 legislative agenda priorities  Action  [Tab 3]
Arlen Harris  Resolution 17-10-69

10:10 a.m.  Break

10:15 a.m.  Advocacy Task Force Update  Discuss  Tab 6
Anne Fennessy and Laura McDowell

10:45 a.m.  ctcLink Update  Discuss
Mike Scroggins and Christy Campbell

11:15 a.m.  Executive directors report  Discuss
Jan Yoshiwara

11:45 a.m.  Chair report  Discuss
Larry Brown

11:55 a.m.  Open public comment  Discuss

12 p.m.  Adjournment

Next Meeting: December 6-7, 2017 ~ Grays Harbor College, Aberdeen

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.
State Board Retirement Plans Review

Brief description
With statutory authority, the State Board sponsors three retirement savings plans that have combined assets of over $2.77 billion and over 21,000 participants. Periodically, the State Board is briefed on their role as sponsor, the operation of the plans and the role of the Plan Administrator.

How does this link to the system direction, mission study and policy focus
The retirement plans sponsored by the State Board are an important part of the total compensation package offered to attract and retain faculty and exempt employees. They have been structured to help colleges recruit and retain a high quality workforce through offering a portable plan common in higher education with a very competitive contribution schedule. A competitive and compliant retirement savings program strengthens the system’s primary asset that helps move students towards success – employees.

Background information and analysis
State law provides the State Board with authority to sponsor retirement savings plans for employees of the community and technical college system. With that authority, the State Board sponsors a mandatory retirement plan for faculty, exempt administrators and exempt professional employees; a voluntary retirement savings plan that is open to all employees; and a Supplemental Retirement Plan intended to ensure participants receive at least a minimal benefit. To govern and operate these plans, the State Board has adopted and amended plan documents establishing the general policies governing each retirement plan, approved the available investment options, and contracted with TIAA for recordkeeping and benefit administration services.

The State Board Retirement Plan (SBRP) was initially offered in 1970 to faculty and employees exempt from the civil service system. The SBRP has been amended numerous times over its 47 year history, to address changing system needs and changes in state and federal regulations. Since 2006, the SBRP has been a 401(a) qualified defined contribution retirement plan. “Qualified” means that the IRS has reviewed the plan terms in advance and determined that contributions and earnings are tax deferred. “Defined” means that the contribution amounts are fixed, with benefits dependent upon accumulations at the time of retirement. The State Board requested and received Favorable Determination letters from the IRS in 1998, 2011 and 2017.

A “Plan Document” is the primary governing instrument of the SBRP. It incorporates and addresses a mixture of IRS regulations, state laws and State Board policies. The current Plan Document was reviewed and updated by the State Board in October 2015 and filed with the IRS in February 2016. Listed below are brief summaries of the major policy components set by the State Board:

- Eligibility is limited to system1 faculty and exempt administrative and professional employees assigned to work at least half-time for two consecutive quarters or six months. Employees

---

1 As an additional tool to recruit prospective employees from higher education, the Legislature authorized the Higher Education Coordinating Board (HECB) to offer a retirement savings plan in 2010. Rather than sponsor its own plan, the HECB requested the State Board to extend its plan to their eligible employees. The State Board agreed to the request and extended the SBRP to the HECB in October 2010. This arrangement continued when HECB changed to the Washington Student Achievement Council (WASAC).
meeting the eligibility criteria have the option to participate in the SBRP or establish membership in the Public Employee or Teachers retirement systems. Once SBRP participation begins, eligibility is maintained as long as the participant is continuously employed.

- Participant contributions are fixed and based upon age: 5 percent of salary through age 34; 7.5 percent of salary for participants age 35 through 49; and 10 percent of salary for those age 50 and older. These amounts are matched, dollar-for-dollar, by the employer. As allowed by IRS regulations, participants can roll over retirement savings from other employer plans into the SBRP.

- There are 39 investment options available to participants that address a variety of market sectors and investment styles. Allocation of contributions and accumulations to specific investments are self-directed by each participant. Participants who fail to choose are defaulted into the target date fund closest to their projected retirement date.

- Distribution of plan accumulations may occur at retirement, 90-days after separation, for limited hardship reasons, or through participation in the “phased retirement program.”

The SBRP has just over 18,230 participants, 9,900 active (contributing) participants and $2.36 billion in assets.

The State Board – Voluntary Investment Program (SBVIP) is a 403(b) public employer sponsored retirement savings program governed by a Plan Document adopted by the Board in October 2007. The plan is funded solely through employee pre-tax contributions. Participants of the SBVIP have access to the same investment options available to SBRP participants. A Roth feature was added in 2008. SBVIP participants make take hardship withdrawals or loans from their accounts. The SBVIP has approximately 4,853 participants and just under $401 million in assets.

Until recently, the State Board Supplemental Benefit Plan was a unique component of Washington State’s public higher education retirement plans, including the SBRP. Based upon IRS guidance, the State Board’s program was moved into its own, separate plan in October 2015 and received a Favorable Determination Letter from the IRS in June 2017. Unlike the SBRP, the Supplemental Benefit Plan is a defined benefit plan, meaning that the benefit amount, if any, is determined by formula and not by account accumulations. In creating this plan, the Legislature intended to provide a “safety net” for SBRP participants that guarantees at least a minimal benefit based on a calculation that includes years of service and highest average salary. In general, the State Board pays the difference between a participant’s retirement income goal (based on a calculation that considers years of service and highest average salary) and his or her assumed retirement income (as provided by TIAA actuaries). Participants do not make contributions to this plan.

There are about 215 retired participants or beneficiaries receiving approximately one million dollars annually in supplemental retirement benefits from the State Board. As noted above, participants do not make contributions to this plan, as the benefits paid to eligible retirees are paid out of the system operating budget. However, due to the growing fiscal liability for all the higher education retirement plans, the Legislature closed these “supplemental” plans to participants hired after June 30, 2011 and required institutions to begin pre-funding the benefits. Until a sufficient reserve is built, the higher education plan sponsors, including the State Board, will continue to pay these benefits out of operating funds. In June 2016, the Washington State Actuary’s Office projected the total community and technical college system liability for this benefit to approximate $118 million.
**Administration.** The Deputy Executive Director for Business Operations has been identified as the Plan Administrator for each of the plans sponsored by the State Board. The Plan Administrator is responsible for the day-to-day operation of each plan. This includes the authority to interpret and apply the provisions of the plans, contract with advisors, make technical corrections to Plan Documents and be the final arbiter of any disputes.

Providing a diversified, low-cost array of investment options is considered the best strategy for providing employees at all risk tolerance levels the ability to invest long-term and generate lifetime income. The investment menu adopted by the State Board in 2013 is applicable to retirement plan and voluntary investment plan participants. With assistance from the record keeper and an investment advisor, participation rates and performance for each investment option in the plan menu is reviewed twice each year. This data is also available and accessed by the Plan Administrator on-line. The last major change to the menu was made in June 2013, after ten months of study and communication with participants. Although the investment menu is currently being reviewed, it is anticipated that no changes will be recommended.

Local administration has been delegated to each employer participating in the plans (the 30 college districts, the State Board and Washington Student Achievement Council). Both the Plan Administrator and the record keeper have developed documents to support local administration of the plans and to provide information on plan features to participants. Participants receive quarterly statements from the record keeper and may access account information on-line at any time. The record keeper also provides investment advice and retirement planning information through the phone, on-line or through in-person group or individual counseling sessions. During calendar year 2016, TIAA delivered 317 days of on-campus counseling, reaching over 2,500 participants. We also partnered with TIAA to provide 6,700 participants with personal savings and income projections (replacement projections) through mailings.

**Potential questions**
- How has the State Board exercised its authority to sponsor retirement savings plans?
- What is the structure of the State Board sponsored plans and how do they operate?
- What authority has the State Board delegated for the administration of its retirement saving plans?
- Do the retirement savings plans offered by the State Board help system employers remain competitive and provide the opportunity for participants to be prepared for retirement?

**Recommendation/preferred result**
The Board will have a basic understanding of the structure and governance of the retirement plan it sponsors.

Policy Manual change: Yes ☐  No ☒

Prepared by: John Boesenberg, deputy executive director, business operations  
360-704-4303, jboesenberg@sbctc.edu
Applied baccalaureate statement of need

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

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

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

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

To date, the State Board has approved 86 applied baccalaureate/baccalaureate degree programs at 27 colleges with students currently enrolled in 82 programs at 26 colleges. Nine proposals are engaged in the approval process, and 11 colleges have expressed interest in 23 additional programs. (Attachment A: Applied baccalaureate degree programs) In 2016-2017, there were 3,024 students enrolled (176k FTE) in BAS programs representing approximate 1.3% of total enrollments in the college system.

**Background information and analysis**
Clark College - BAS in Human Services
Clark College proposes a Bachelor of Applied Science in Human Services beginning fall quarter 2018. This degree program satisfies the requests of social service providers as well as the current movement on the federal level to merge addictions treatment with mental health treatment under an umbrella of
behavioral health in order to embrace a more holistic and effective strategy in treating both disorders. Human services professionals possess a broader applied skill set that provides them the flexibility to fill various positions at a higher entry level in the behavioral health field. The proposed degree will utilize core competencies that include, but are not limited to, the following competency categories: assessing strengths and needs, planning services, providing services, linking to resources, advocating and individualizing care. The proposed degree would be Clark College’s third applied baccalaureate degree.

**Potential questions**

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

**Recommendation/preferred result**

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

Policy Manual change Yes ☒ No ☐

Prepared by: Joyce Hammer, director of transfer education
360-704-4338, jhammer@sbctc.edu
**Washington’s Community and Technical Colleges**  
**Applied baccalaureate degree programs**  
**May 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>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue</td>
<td>Applied Accounting</td>
<td>Began fall 2015</td>
<td></td>
<td>14/52 FTE</td>
<td>23</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Applied Business Management</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yakima Valley</td>
<td>Applied Business Management</td>
<td>Began 2014</td>
<td>23 graduates</td>
<td>28/60 FTE</td>
<td>63</td>
</tr>
<tr>
<td>Centralia</td>
<td>Applied Management</td>
<td>Began 2012</td>
<td>70 graduates</td>
<td>30/62 FTE</td>
<td>49</td>
</tr>
<tr>
<td>Clark</td>
<td>Applied Management</td>
<td>Began fall 2016</td>
<td></td>
<td>33/99 FTE</td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Applied Management</td>
<td>Began 2009</td>
<td>224 graduates</td>
<td>35 FTE</td>
<td>74</td>
</tr>
<tr>
<td>Green River</td>
<td>Applied Management</td>
<td>30-Day Review</td>
<td></td>
<td>24/48 FTE</td>
<td></td>
</tr>
<tr>
<td>Peninsula</td>
<td>Applied Management</td>
<td>Began 2007</td>
<td>143 graduates</td>
<td>20/40 FTE</td>
<td>51</td>
</tr>
<tr>
<td>Skagit Valley</td>
<td>Applied Management</td>
<td>30-Day Review</td>
<td></td>
<td>15/35 FTE</td>
<td></td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Applied Management</td>
<td>Began fall 2016</td>
<td></td>
<td>20 FTE</td>
<td>23</td>
</tr>
<tr>
<td>Walla Walla</td>
<td>Applied Management &amp; Entrepreneurship</td>
<td>30-Day Review</td>
<td></td>
<td>12/30 FTE</td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Digital Marketing</td>
<td>Beginning winter 2017</td>
<td></td>
<td>15 FTE</td>
<td></td>
</tr>
<tr>
<td>Clover Park</td>
<td>Facility Management</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highline</td>
<td>Global Trade and Logistics</td>
<td>Began 2014</td>
<td>1 graduate</td>
<td>10/15 FTE</td>
<td>15</td>
</tr>
<tr>
<td>Seattle South</td>
<td>Hospitality Management</td>
<td>Began 2007</td>
<td>169 graduates</td>
<td>20 FTE</td>
<td>51</td>
</tr>
<tr>
<td>Seattle North</td>
<td>International Business</td>
<td>Began 2013</td>
<td>21 graduates</td>
<td>50 FTE</td>
<td>40</td>
</tr>
<tr>
<td>College</td>
<td>Program</td>
<td>Began/began/expressed</td>
<td>Graduates</td>
<td>FTE</td>
<td>Cohort Size</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------------</td>
<td>------------------------</td>
<td>-----------</td>
<td>-----</td>
<td>-------------</td>
</tr>
<tr>
<td>Green River</td>
<td>Marketing and Entrepreneurship</td>
<td>Winter 2015</td>
<td>15</td>
<td>48/72</td>
<td>68</td>
</tr>
<tr>
<td>Bellingham</td>
<td>Operations Management</td>
<td>Fall 2016</td>
<td>25/57</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Clover Park</td>
<td>Operations Management (formerly Manufacturing Operations)</td>
<td>Began 2014</td>
<td>8</td>
<td>25/50</td>
<td>10</td>
</tr>
<tr>
<td>Olympic</td>
<td>Organizational Leadership &amp; Technical Management</td>
<td>Fall 2015</td>
<td>20</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Grays Harbor</td>
<td>Organizational Management</td>
<td>Fall 2016</td>
<td>25</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Project Management</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Project Management</td>
<td>2013</td>
<td>59</td>
<td>40</td>
<td>93</td>
</tr>
<tr>
<td>Bates</td>
<td>Public Safety Administration</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seattle North</td>
<td>Residential and Commercial Property Management</td>
<td>Beginning Fall 2017</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clover Park</td>
<td>Retail Management</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Transportation, Logistics, &amp; Supply Chain Management (formerly Transportation and Logistics Management)</td>
<td>2014</td>
<td>5</td>
<td>25/50</td>
<td>25</td>
</tr>
<tr>
<td>Seattle South</td>
<td>Workforce and Trades Leadership</td>
<td>Beginning Fall 2017</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>ENVIRONMENT, NATURAL RESOURCES, &amp; OTHER STEM</td>
<td>Status</td>
<td>Outcomes thru August 2016</td>
<td>Projected Cohort Size</td>
<td></td>
</tr>
<tr>
<td>Green River</td>
<td>Aeronautical Science</td>
<td>Spring 2016</td>
<td>20/40</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Centralia</td>
<td>Diesel Technology</td>
<td>Fall 2014</td>
<td>5</td>
<td>24/53</td>
<td>18</td>
</tr>
<tr>
<td>Bellingham</td>
<td>Engineering Technology</td>
<td>Fall 2016</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Engineering Technology</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wenatchee Valley</td>
<td>Engineering Technology</td>
<td>Fall 2016</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skagit Valley</td>
<td>Environmental Conservation</td>
<td>Fall 2014</td>
<td>5</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Green River and Grays Harbor (Joint)</td>
<td>Forest Resource Management</td>
<td>Winter 2016</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Molecular Biosciences (STEM)</td>
<td>Fall 2016</td>
<td>9/31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Nuclear Technology</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Program</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>Walla Walla</td>
<td>Sustainable Agriculture Systems</td>
<td>30-Day Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seattle South</td>
<td>Sustainable Building Science Technology</td>
<td>Began fall 2014</td>
<td>8 graduates</td>
<td>20 FTE</td>
<td>23</td>
</tr>
<tr>
<td>Cascadia</td>
<td>Sustainable Practices (STEM)</td>
<td>Began fall 2015</td>
<td></td>
<td>66 FTE</td>
<td>36</td>
</tr>
<tr>
<td>College</td>
<td>HEALTH CARE/WELLNESS</td>
<td>Status</td>
<td>Outcomes thru August 2016</td>
<td>Projected Cohort Size</td>
<td></td>
</tr>
<tr>
<td>Seattle Central</td>
<td>Allied Health Science</td>
<td>Began fall 2014</td>
<td>32 graduates</td>
<td>30/179 FTE</td>
<td>57</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Behavioral Healthcare</td>
<td>Board Review Sept. 2016</td>
<td></td>
<td>15 FTE</td>
<td></td>
</tr>
<tr>
<td>Highline</td>
<td>Behavioral Science - Youth Development</td>
<td>Began fall 2014</td>
<td></td>
<td>15 FTE</td>
<td>34</td>
</tr>
<tr>
<td>Seattle Central</td>
<td>Behavioral Sciences</td>
<td>Began fall 2009</td>
<td>128 graduates</td>
<td>20/40 FTE</td>
<td>38</td>
</tr>
<tr>
<td>Tacoma</td>
<td>Community Health</td>
<td>Board Review Sept. 2016</td>
<td></td>
<td>12 FTE</td>
<td></td>
</tr>
<tr>
<td>Clark</td>
<td>Dental Hygiene</td>
<td>Began summer 2015</td>
<td>24 graduates</td>
<td>17/53 FTE</td>
<td>61</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Dental Hygiene</td>
<td>Beginning fall 2017</td>
<td></td>
<td>18 FTE</td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Dental Hygiene</td>
<td>Beginning summer 2017</td>
<td></td>
<td>30/60 FTE</td>
<td></td>
</tr>
<tr>
<td>Pierce-Ft. Steilacoom</td>
<td>Dental Hygiene</td>
<td>Began fall 2016</td>
<td></td>
<td>20/40 FTE</td>
<td>39</td>
</tr>
<tr>
<td>Yakima Valley</td>
<td>Dental Hygiene</td>
<td>Began fall 2016</td>
<td>8 graduates</td>
<td>18/24 FTE</td>
<td>47</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Exercise Science</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Funeral Service Education</td>
<td>Board Review Sept. 2016</td>
<td></td>
<td>15 FTE</td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Health Care Administration</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tacoma</td>
<td>Health Information Management</td>
<td>Began fall 2016</td>
<td></td>
<td>15/30 FTE</td>
<td>3</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Health Promotion and Management</td>
<td>Began fall 2016</td>
<td></td>
<td>15/30 FTE</td>
<td>10</td>
</tr>
<tr>
<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>
<td>49</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Healthcare Management and Leadership</td>
<td>Began fall 2016</td>
<td></td>
<td>34/60 FTE</td>
<td>16</td>
</tr>
<tr>
<td>Pierce</td>
<td>Homeland Security-Emergency Management</td>
<td>Beginning winter 2017</td>
<td></td>
<td>20/30 FTE</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Program</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>Lake Washington</td>
<td>Nursing BSN</td>
<td>Beginning Fall 2017</td>
<td></td>
<td>24/96 FTE</td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Nursing LPN-BSN</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Nursing RN-B</td>
<td>Began 2012</td>
<td>40 graduates</td>
<td>20/30 FTE</td>
<td></td>
</tr>
<tr>
<td>Olympic</td>
<td>Nursing RN-B</td>
<td>Began fall 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seatale Central</td>
<td>Nursing RN-B</td>
<td>Began fall 2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Public Health Administration</td>
<td>Began fall 2014</td>
<td>16 graduates</td>
<td>35 FTE</td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Radiation and Imaging Sciences</td>
<td>Began 2007</td>
<td>99 graduates</td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>Highline</td>
<td>Respiratory Care</td>
<td>Began fall 2014</td>
<td>8 graduates</td>
<td>15 FTE</td>
<td></td>
</tr>
<tr>
<td>Spokane</td>
<td>Respiratory Care</td>
<td>Beginning fall 2017</td>
<td></td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>INFORMATION TECHNOLOGY</td>
<td>Status</td>
<td>Outcomes thru August 2016</td>
<td>Projected Cohort Size</td>
<td></td>
</tr>
<tr>
<td>Seattle North</td>
<td>Application Development</td>
<td>Began fall 2014</td>
<td>12 graduates</td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>Renton</td>
<td>Application Development (STEM)</td>
<td>Began winter 2015</td>
<td></td>
<td>20 FTE</td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Applied Design</td>
<td>Began 2009</td>
<td>104 graduates</td>
<td>22 FTE</td>
<td></td>
</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>College</td>
<td>Program</td>
<td>Beginning/Status</td>
<td>Outcomes</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>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>15 FTE</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Olympic</td>
<td>Information Systems (STEM)</td>
<td>Began fall 2014 7 graduates</td>
<td>20 FTE</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Information Systems and Technology</td>
<td>Began fall 2013 24 graduates</td>
<td>50 FTE</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Information Technology</td>
<td>Beginning fall 2017</td>
<td>20 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cascadia</td>
<td>Information Technology: Application Development</td>
<td>Board Review Sept. 2016</td>
<td>18 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centralia</td>
<td>Information Technology: Application Development</td>
<td>Began fall 2016</td>
<td>20 FTE</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Information Technology: Application Development-Software Development</td>
<td>Beginning winter 2017</td>
<td>25 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renton</td>
<td>Information Technology: Computer Network Architecture</td>
<td>Beginning Winter 2018</td>
<td>10 FTE</td>
<td></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 45 graduates</td>
<td>48 FTE</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>Seattle Central</td>
<td>Information Technology: Networking</td>
<td>Began fall 2016</td>
<td>20 FTE</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Whatcom</td>
<td>Information Technology: Networking</td>
<td>Beginning fall 2017</td>
<td>15 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yakima Valley</td>
<td>Information Technology: Networking</td>
<td>Began fall 2015</td>
<td>12 FTE</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Green River</td>
<td>Information Technology: Software Development (STEM)</td>
<td>Began fall 2014 14 graduates</td>
<td>48 FTE</td>
<td>57</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>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: Infant and Child Mental Health</td>
<td>30-Day Review</td>
<td>25/50 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Early Childhood Education with P3 Teacher Certification *</td>
<td>30-Day Review</td>
<td>24 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seattle North</td>
<td>Early Childhood Education</td>
<td>Began fall 2016</td>
<td>20/50 FTE</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Professional Technical Education and Instructional Design</td>
<td>Began fall 2012</td>
<td>13 graduates</td>
<td>12/20 FTE</td>
<td>23</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------</td>
<td>-----------------</td>
<td>--------------</td>
<td>-----------</td>
<td>----</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Teacher Education *</td>
<td>Board Review May 2017</td>
<td></td>
<td>20/50 FTE</td>
<td></td>
</tr>
<tr>
<td>Green River and Highline</td>
<td>Teacher Education</td>
<td>Intent expressed</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></td>
<td>15 FTE</td>
<td></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>
<tr>
<td>College</td>
<td>OTHER</td>
<td>Status</td>
<td>Outcomes thru August 2016</td>
<td>Projected Cohort Size</td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Criminal Justice</td>
<td>Intent expressed</td>
<td></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>
<td>63</td>
</tr>
<tr>
<td>Clover Park</td>
<td>Interior Design</td>
<td>Intent expressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green River</td>
<td>Realtime Reporting: Court Reporting and Captioning</td>
<td>30-Day Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1802 graduates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Includes teacher certification
Clark College
Baccalaureate of Applied Sciences in Human Services
Statement of Need

Roi, Marcia
8/31/2017
COVER SHEET
STATEMENT OF NEED

Program Information

Institution Name: Clark College
Degree Name: BAS in Human Services
CIP Code: 44.0000

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:
Degree: Addiction Counselor AAS
CIP Code: 51.1501
Year Began: 1974

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2018
Projected Enrollment (FTE) in Year One: 20
at Full Enrollment by Year: 4
Funding Source: State FTE: ☒ Self-Support: ☐ Other: ☐

Mode of Delivery

Single Campus Delivery: Evening face to face major-area classes
Off-site: 
Distance Learning: Online general education courses

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

Contact Information (Academic Department Representative)

Name: Marcia Roi
Title: Professor, Addiction Counselor Education Program Head
Address: 1933 Fort Vancouver Way
Telephone: (360) 992-2171
Fax: (360) 992-2881
Email: mroi@clark.edu

Tim Cook 8/23/17
Chief Academic Officer Date
Applied Bachelor Degree Statement of Need Criteria

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

Standard: Describe how the proposed program reflects and supports the role and mission of the institution, and reflects program priorities

Overview of the institution

Clark College was established in 1933 in Vancouver, Washington in service district 14 which serves Clark, Skamania, and western Klickitat counties; the total population in the service district is 748,031. The College had a fall 2016 enrollment of 7,981 FTE with a headcount of 11,329 students. Clark College has 3 campuses, with the main campus situated on 78 acres and supporting 683,900 sq. feet of building space. Opened in 2009, Columbia Tech Center is a one building campus located 10 miles east of main campus with a capacity of 69,984 sq. ft. The Clark College center at WSUV which opened in 2006 is also a one-building campus co-located on the Washington State University campus on Vancouver’s North side with a building capacity of 63,334 sq. ft. The STEM building opened on the main campus in fall of 2016 and comprises 70,000 sq. feet of building space. The Clark College faculty is comprised of 559 faculty members, 169 of which are tenure and tenure- track faculty, and 41 faculty members hold doctorates. The college has 83 vocational and technical programs, and an international student body representing 19 countries. In 2016-17, 57% of students enrolled indicated intent to transfer to a 4-year institution.

Clark College awards five Associates degrees: the Associate in Arts degree, the Associate in Science degree, the Associate in Fine Arts degree, the Associate in Applied Science degree, and the Associate in Applied Technology degree. The college also currently offers two Applied Baccalaureate degrees: one in Dental Hygiene, implemented in the fall of 2015, and one in Applied Management, which saw its first cohort in winter 2017.

The proposed program satisfies the requests of social service providers as well as the current movement on the federal level to merge Addictions treatment with Mental Health treatment under an umbrella of Behavioral Health in order to embrace a more holistic and effective strategy in treating both disorders. Human Services professionals are in demand for precisely this reason; they possess a broader applied skill set. This educational background provides them the flexibility to fill various positions at a higher entry level in the Behavioral Health field. Conversely, the addiction counseling supervisors request that the addictions clinicians possess proficiency in the broader mental health field in addition to the addictions coursework. In order to fulfill the holistic philosophy, more education addressing a broader scope of behaviors is required, hence the move to implement the Baccalaureate of Applied Sciences in Human Services (BASHS) degree.

The following demonstrates the congruency of this proposal with Clark College’s mission as well as Clark’s five-year College Strategic Plan. The BASHS degree proposal directly reflects the philosophy, mission and objectives of Clark College to provide Southwest Washingtonians local opportunities for a quality, affordable education.
Clark College’s mission statement reads:

“Clark College, in service to the community, guides individuals to achieve their educational and professional goals.”

The Clark College BASHS degree accomplishes Clark College’s mission by creating an opportunity for place-bound students to earn an affordable baccalaureate degree in our community. The BASHS creates pathways which do not now exist for students who wish to earn a bachelor’s degree and attain state credentialing in the addictions field as a Chemical Dependency Professional. The Clark College BASHS also provides Southwest Washington with more skilled social service professionals educated at a higher level, with lower cost, and fewer barriers in the attainment of their professional goals. Providing more social service and addictions professionals educated at a higher level increases the ability of the college to serve the community in effectively addressing mental health, addiction, and social services problems in Southwest Washington.

The Clark College Core themes and compatibility with the BASHS

*Economic vitality*

*Facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college and community.*

Baccalaureate prepared students command a higher salary in the social services field and are more likely to move up the career ladder to supervisory levels more rapidly than their counterparts at the Associate’s level.

The BASHS improves the economic well-being of the college by creating direct educational pathways that allow the institution to increase current retention rates, as well as recruit place bound students into this program, as there is no local equivalent degree program for the cost.

Service providers are able to meet community needs by delivering a broader range of services with clinicians who are trained in the upcoming Affordable Care Act holistic philosophy of Behavioral Health.

As an alternative to some of the articulation agreements currently in place with colleges in other communities, or across state lines, the BASHS keeps students in the area and enables them to meet their educational goals at a more reasonable cost. The BASHS increases the community economic well-being by both retaining the talents of those students who seek to attain higher levels of education in the workplace and also by keeping their tuition dollars in the community to support the local economy. The alternative is the current situation of students enrolling and commuting to other institutions in other communities, or across the state line. The community economic well-being is improved by keeping both the local talent and funding in the community.

The existing ACED program is a competency-based curriculum. This is essential in order for the program to meet the Department of Health criteria for credentialing. Offering a
A competency-based program has been successful in creating realistic student expectations as well as assisting instructors in documenting assessments and outcomes. The BASHS degree will utilize the Alaskan Core Competencies for Direct Care Workers in Health and Human Services. These competencies were chosen due to their clear behavioral guidelines and relevance to the goals and objectives of this degree program. Each learning outcome has three components; (1) the broad competency categories, (2) the individual competencies and (3) behavioral descriptors. Listed below are the competency categories which are the learning outcomes for the degree program.

The ten categories are:

1. Working with Others
2. Assessing Strengths and Needs
3. Planning Services
4. Providing services
5. Linking to resources
6. Advocating
7. Individualizing Care
8. Documenting
9. Behaving Professionally and Ethically
10. Developing Professionally

Criteria 2. Support of the statewide strategic plans.

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

The overarching SBCTC goal is to:

Find more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education

Reducing barriers
The Clark College BASHS satisfies this SBCTC mission goal quite well. The availability of the Clark College BAS in Human Services in Southwestern Washington is a direct expansion of educational opportunities for Washington residents to continue their education in terms of cost by creating a lower cost alternative.

Creating Pathways and opportunities
The BASHS provides a clear pathway to higher educational attainment where none now exists. For students who wish to enter the addictions counseling field at the bachelor’s level there exist considerable barriers in terms of cost and bureaucracy.

Many prospective students who come to the Addictions Counseling Education Department expect to fulfill their career goals of both a bachelor’s degree and entry into the Addictions field educationally qualified to earn state CDP certification. They are disappointed to learn that the degrees Clark College offers are essentially structured to either fulfill only one or the
other of these goals. Students then engage in various strategies to overcome these current barriers, often resulting in a higher student loan debt burden than necessary.

The AAS in Addictions Counseling is not covered by the state Direct Transfer Agreement (DTA), and the AA does not educationally qualify students to sit for the Chemical Dependency Professional (CDP) exam, since the AA does not contain the required minimum 45 quarter credits in ACED. Students utilize the following strategies in order to fulfill the desired educational and professional goal of entering the field at the bachelor’s level with the educational requirements to sit for the CDP exam. The options for these students are summarized in Table 1 below.

Table 1. Clark College ACED student strategies for overcoming educational barriers

<table>
<thead>
<tr>
<th>AAS degree</th>
<th>AA degree</th>
<th>Certificate of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy:</strong> Enroll in AAS and then transfer to AA before matriculation.</td>
<td><strong>Strategy:</strong> Transfer to WSUV in Psychology department’s CDP track and enroll in 2 more classes which will count toward CDP exam. Then transfer back to Clark for Certificate of Proficiency</td>
<td><strong>Strategy:</strong> Complete Bachelor’s and then re-enroll back to Clark as certificate student</td>
</tr>
<tr>
<td><strong>Barrier:</strong> Financial aid appeals</td>
<td><strong>Barrier:</strong> Multiple financial aid appeals at each juncture, and multiple transfers.</td>
<td><strong>Barrier:</strong> Time Cost Financial aid appeals</td>
</tr>
<tr>
<td>Cost and time.</td>
<td>Depending on the program in which the student transfers, ACED credits may not transfer. Excess credits taken to fulfill both CDP requirements as well as the BA requirements</td>
<td></td>
</tr>
<tr>
<td>Student has equivalent credits to BA with only Associate’s degree.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategy:</strong> Enroll in Concordia University in Portland, Oregon “upside down program” or Evergreen College in Tacoma</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Barrier:</strong> Cost; $425/credit Or commute</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All of these scenarios culminate in additional financial aid debt, as well as bureaucratic barriers at each juncture for the student, in addition to possible commute or relocation in pursuit of their professional credentials and an educational level desirable to employers. There is no clear pathway for a student whose educational and professional goal is to become a baccalaureate level-CDP.
The Clark College BASHS will remedy this situation and allow students to pursue a more cost-effective baccalaureate while acquiring the necessary courses to qualify for the CDP exam, or pursue a broader goal of Human Services and thus create a smoother, timelier career pathway.

**SBCTC Mission statement goal- Expanding opportunities:**

Table 2. Clark College ACED BASHS Students Opportunity Expansion

<table>
<thead>
<tr>
<th>AAS</th>
<th>AA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy:</strong> Transfer AAS into BASHS</td>
<td><strong>Strategy:</strong> Transfer AA into BASHS</td>
</tr>
<tr>
<td><strong>Opportunity:</strong> Attain a more affordable baccalaureate degree in 4 years and begin work in the field of addictions at the baccalaureate level sooner</td>
<td><strong>Opportunity:</strong> Attain a more affordable baccalaureate degree in 4 years and begin work in the Human Services field sooner</td>
</tr>
<tr>
<td><strong>Opportunity:</strong> Avoid out of state transfer, relocation, financial aid issues, financial aid cutoff, and multiple institutional transfers.</td>
<td><strong>Opportunity:</strong> Avoid out of state transfer, relocation, financial aid issues, financial aid cutoff, and multiple institutional transfers.</td>
</tr>
<tr>
<td><strong>Opportunity:</strong> Ability to incorporate all of the ACED credits into the BASHS degree.</td>
<td><strong>Opportunity:</strong> More opportunity to utilize hands-on skills in an applied setting in the social services field.</td>
</tr>
<tr>
<td><strong>Opportunity:</strong> Greater employability and career advancement in an in-demand growing field with a baccalaureate degree</td>
<td><strong>Opportunity:</strong> Greater employability and career advancement in an in-demand growing field with a baccalaureate degree</td>
</tr>
<tr>
<td><strong>Opportunity:</strong> Establish a pathway to transfer to graduate school program with BASHS degree after 4 years</td>
<td><strong>Opportunity:</strong> Ability to transfer to graduate school with BASHS after 4 years with hands-on experience</td>
</tr>
<tr>
<td><strong>Opportunity:</strong> Fulfillment of educational and professional goals without relocating or commuting to another community.</td>
<td><strong>Opportunity:</strong> Fulfillment of educational and professional goals without relocating or commuting to another community.</td>
</tr>
<tr>
<td><strong>Opportunity:</strong> Evening and weekend classes allow place bound students to fulfill work and family obligations while obtaining BASHS degree</td>
<td><strong>Opportunity:</strong> Evening and weekend classes allow place bound students to fulfill work and family obligations while obtaining BASHS degree</td>
</tr>
</tbody>
</table>

The Clark College BASHS in Human Services allows students to apply all of their coursework to a higher level of education and fulfills the SBCTC mission goal of reducing barriers and creating an opportunity for students in Southwestern Washington.

*In addition, this proposal also directly meets some of the challenges outlined in the SBCTC’s 2010 Mission study:*
• **Washington also needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need.**

The Clark College BASHS directly meets this challenge by preparing students to enter the field at the baccalaureate level and also creating the academic rigor to satisfy graduate school admission standards. Clark College is committed to meeting this challenge by supplying the necessary resources to ensure successful implementation and maintenance of the BASHS degree program. The BASHS is projected to produce more affordable baccalaureate degrees annually in Southwestern Washington.

• **Serve more people, including groups who have been underserved in the past.**

This degree provides the opportunity for place bound, adult students to advance their education without disruption to their work and personal lives. Southwest Washington is an educationally underserved population. The BASHS will allow community college students to stay within the community and attain a baccalaureate in a high demand profession, giving them greater opportunity for upward mobility. Many adult degree programs are a cohort-models, easier for traditional age students to access. Adult students are described in the literature as “stop outs” vs. drop outs, and many return after stopping out a term or two. Cohort models do not support this pattern. The BASHS is an evening, non-cohort model, designed to meet the educational needs of this population.

This proposed degree also aligns nicely with one of the main goals of the 2012 Strategic Master Plan Update of WASAC which states: “The plan estimated that by 2018, the state’s higher education institutions would need in increase degree production as follows: [to increase] bachelor’s degrees 28,600 to 39,000 annually.”

This degree proposal also utilizes two of the common objectives of the plan, namely:

“Expanding system capacity to educate growing numbers of students and increase educational attainment.” And,

“Maintaining and expanding affordable access to public education.”

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

• **Standard: Employer demand must exceed regional supply of graduates with relevant degrees**

Affordable Care Act/ Early Adopter impact
Clark and Skamania counties elected to become Early Adopters of the Affordable Care Act (ACA). Thus on April 1, 2016, the counties merged into a Regional Health Network (RHN) with full implementation of the ACA, four years ahead of the rest of Washington State. The Early Adopter designation consists of federally contracted services, obligations and provisions, with full Medicaid expansion funding already provided until 2020. Thus, any federal alteration
of the ACA will have little impact on the RHN, as it is a federally contracted agreement. In addition, 10% of any profits realized from this model will come back to the RHN as a provision of Early Adopter.

The treatment model dictated by the ACA is one of integrated care, utilizing a Behavioral Health philosophy vs. addictions treatment and mental health treatment separately. The response to the Early Adopter model on the part of the service providers has been one of rapid expansion of services, both geographically as well as expansion of the continuum of care in the past 2 years, both in the public and private sector. As depicted below, private national franchises are also establishing treatment facilities in the region.

### Table 3. Early Adopter impact in Southwest Washington

<table>
<thead>
<tr>
<th>Provider</th>
<th>Treatment expansion</th>
<th>Implementation date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daybreak Youth treatment services</strong></td>
<td>16 beds for adolescent males increasing to 58 beds male/female adolescents residential treatment</td>
<td>June 2017</td>
</tr>
<tr>
<td><strong>Columbia River Mental Health North Star methadone clinic</strong></td>
<td>100 additional state-supported methadone treatment slots</td>
<td>2016</td>
</tr>
<tr>
<td><strong>Columbia River Mental Health</strong></td>
<td>Youth outpatient treatment established</td>
<td>January 2016</td>
</tr>
<tr>
<td><strong>Columbia River Mental Health</strong></td>
<td>Added two new satellite offices in Hazel Dell and Battleground</td>
<td>2015</td>
</tr>
<tr>
<td><strong>Recovery Village (Advanced Recovery Systems, Florida)</strong></td>
<td>Established a 64-bed, adult male/female residential treatment</td>
<td>April 2016</td>
</tr>
<tr>
<td><strong>Lifeline Connections</strong></td>
<td>Opened outpatient services in Aberdeen, Raymond, Skamania county</td>
<td>2016</td>
</tr>
<tr>
<td><strong>Lifeline Connections</strong></td>
<td>Added two new satellite offices in Orchards and Washougal</td>
<td>2015</td>
</tr>
<tr>
<td><strong>Cowlitz Tribal Treatment</strong></td>
<td>Expanding youth outpatient treatment services</td>
<td>2016</td>
</tr>
<tr>
<td><strong>Clark County Harm Reduction Center (syringe exchange)</strong></td>
<td>Expanding services to include treatment onsite</td>
<td>2017</td>
</tr>
<tr>
<td><strong>Springstone - (Louisville, Kentucky)</strong></td>
<td>Building a 72-bed psychiatric hospital in Vancouver. Twenty four beds designated for inpatient chemical dependency. Projected opening January 2018. (Eventually to house 95 beds.)</td>
<td>2018</td>
</tr>
<tr>
<td><strong>Foundation Recovery Network (Tennessee)</strong></td>
<td>Purchased Bonneville resort, opening up 200 bed residential rehabilitation center</td>
<td>2017</td>
</tr>
</tbody>
</table>
The consequence of the Early Adopter model of the Affordable Care Act in this region has greatly increased the demand for many more skilled, educated, direct care service professionals in the addictions field as well as mental health. The ACA’s utilization of a Behavioral Health model requires personnel with education designed to create a much more holistic practitioner, congruent with this emerging trend in healthcare. In sum, a projected 305 new residential treatment beds for addiction and mental health care will be in place in the region by 2018. Outpatient services are also expanding to meet current needs. Thus the more general and holistic Human Services degree curriculum can be utilized by graduates to fill openings in either mental health, addictions, or any of the numerous ancillary human services issues (e.g. housing, health care, employment, aftercare groups, children and family services, domestic violence) which support recovery for individuals from either diagnosis. In short, this degree serves to create highly sought after practitioners who will have the well-rounded skills which will serve the new framework for healthcare nationwide. Because the Clark County area is four years ahead of the rest of Washington State, this is an opportunity to supply practitioners as examples for the rest of the state as this new healthcare model advances.

The labor market data depicted in Table 3 depicts a strong growth rate for this field. However it is important to note that the regional Early Adopter effect, which has further amplified the need for counselors, is not reflected in the below labor market statistics.

**Standard:** Demand must be based on local employer survey, Labor market data, industry data, trade association data, and other transactional data.

As depicted in Table 4 & 5 below, this is an in-demand field with 92 average projected annual job openings for Substance Abuse and Behavioral Disorder Counselors and 238 openings for Social and Human Service Assistants. At this time employers report a shortage of CDPs in the area, particularly at the bachelor’s level.

Table 6 depicts the relevant program completions in the region. Although graduates from all of these programs typically meet minimum qualifications for employment in the field, it is important to note that employers strongly prefer applicants with a bachelor’s degree or higher. That point notwithstanding, associate degree completions are included in the supply data to provide a conservative estimate of the supply gap. These data clearly indicate that the labor market demand for professionals in these two occupations significantly exceeds the supply in the region (330 total projected annual openings compared to 104 relevant completions).

**Table 4. Substance Abuse and Behavioral Disorder Counselors (SOC 21-1011)**

<table>
<thead>
<tr>
<th>indicator</th>
<th>Region</th>
<th>WA state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ave. annual job openings, 2014-2024</td>
<td>92</td>
<td>1,296</td>
</tr>
<tr>
<td>Ave. annual growth rate, 2014-2024</td>
<td>1.7%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Ave. hourly wage</td>
<td>22.13</td>
<td>18.98</td>
</tr>
</tbody>
</table>

Table 5. Social and Human Service Assistant (SOC 21-1093)

<table>
<thead>
<tr>
<th>indicator</th>
<th>Region</th>
<th>WA state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ave. annual job openings, 2014-2024</td>
<td>238</td>
<td>2,806</td>
</tr>
<tr>
<td>Ave. annual growth rate, 2014-2024</td>
<td>1.8%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Ave. hourly wage</td>
<td>15.14</td>
<td>18.38</td>
</tr>
</tbody>
</table>


Table 6. Relevant program completions in region (CIP 51.1501, 44.0000)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Award level</th>
<th>Completions (2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Phoenix—Human Services</td>
<td>Bachelors</td>
<td>23</td>
</tr>
<tr>
<td>Concordia University—Human Services</td>
<td>Masters</td>
<td>21</td>
</tr>
<tr>
<td>Mt. Hood Community College—Mental Health, Social Service and Addiction Counseling</td>
<td>Associates</td>
<td>22</td>
</tr>
<tr>
<td>Portland Community College—Addiction Counseling</td>
<td>Associates</td>
<td>18</td>
</tr>
<tr>
<td>Clackamas Community College—Human Services</td>
<td>Associates</td>
<td>17</td>
</tr>
<tr>
<td>Lower Columbia College—Addiction Counseling</td>
<td>Associates</td>
<td>3</td>
</tr>
</tbody>
</table>

One other factor that could increase the supply of professionals in these two occupations and reduce the supply gap calculated above is program completions in related areas such as mental health counseling and social work. However, as shown in Table 7, significant supply gaps exist in our region for those professions as well. Thus there is not an excess supply of graduates from these related programs to fill the labor market demand for the occupations included in this proposal.

Table 7. Supply gap for related programs and occupations in region

<table>
<thead>
<tr>
<th>Occupation (SOC and CIP codes)</th>
<th>Annual job openings</th>
<th>Relevant completions (2016)</th>
<th>Annual supply gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers (SOC 21-1020, CIP 44.0701)</td>
<td>468</td>
<td>378</td>
<td>90</td>
</tr>
<tr>
<td>Mental health counselors (SOC 21-1014, CIP 51.1508)</td>
<td>272</td>
<td>75</td>
<td>198</td>
</tr>
<tr>
<td>Rehabilitation counselors (SOC 21-1015, CIP 51.2310)</td>
<td>142</td>
<td>0</td>
<td>142</td>
</tr>
</tbody>
</table>

For additional data on supply gap see appendix I

Local demand

In addition to traditional labor market indicators, local social service agencies emphasize that there is a significant need for professionals trained to the bachelor’s level. In response to the shortage of baccalaureate level trained counselors, local treatment service providers are now offering tuition assistance to their addictions counselors in order to encourage them to continue their education. Currently, three local employers offer tuition reimbursement for addictions counseling trainees and certified counselors to further their education toward the baccalaureate. Columbia River Mental Health, Lifeline Connections, and Daybreak Youth Treatment Services all offer significant educational stipends. Both Lifeline Connections and Daybreak Youth Treatment Services administrators state that they hire Associate degree graduates for counseling positions with the expectation that they will attain their baccalaureates during their tenure with the agency. Daybreak publishes this expectation in the job descriptions for these positions.

In a survey of regional addiction treatment and social service providers conducted in April 2017, 15 employers were surveyed. These 15 employers compromise approximately 90% of the addictions/mental health employers in the Clark County area. It is common for students to gain employment in Portland, however for purposes of this degree program, only Washington employers were surveyed. Three of these employers, Daybreak Youth Services, Lifeline Connections and Columbia River Mental Health provide the largest share of services in the Clark county area. Daybreak has a 58-bed residential unit for adolescents, in addition to outpatient services, Columbia River services an average of 3,000 individuals per month on an outpatient basis for both mental health and addictions, and Lifeline Connections operates a 60-bed residential unit in addition to outpatient services both within and outside the service area. Sixty percent agreed with the statement “A Bachelor’s of Applied Science (BAS) Degree in Human Services would assist our organization in finding qualified applicants to fill the position(s).” Additional responses demonstrating the need for this degree were as follows:

1. How many mental health counselors and addictions counselor positions, if any, do you anticipate having open in the next 3 years?
   
   Response: A total of 145 projected openings in the area were identified.

2. Is a bachelor’s degree a preference for a mental health counselor and addictions counselor position in your organization?
   
   Response: Yes 93%

3. Do you have difficulty finding Bachelor’s degree level applicants for this position?
   
   Response: Yes 71%

Other comments from local employers in response to the proposed degree program are:
“Our local community and WA state as a whole are seeing our demand/need for SUD [Substance Abuse disorder] and MH treatment expand and provider organizations continue to have challenges recruiting qualified applicants who are well prepared to serve the men and women coming to us for care.”

“Because we are a true co-occurring program (as evidenced by our most recent DDCAT score of co-occurring capable/enhanced) we are requiring the bachelors degree as a minimum for all addiction focused clinicians (mental health therapists require a masters degree). We have found that the education obtained with a bachelor degree (especially in the area of written and verbal communication, as well as clinical judgement) combined with the high quality education received in the Addictions Program at Clark College is vital to the necessary skills of our clinicians”

“Although Clark College has had a longstanding reputation for developing skilled associate level clinicians, I fully support it being moved into the future with a bachelor’s program. As an employer of substance use professionals, there is a need to have these professionals gain advanced skills in many areas such as mental health conditions, co-occurring disorders and other comorbidity concerns as well as advanced case management. With the drive for integrated care, substance use professionals need to have a broad range of skills fully developed to be marketable and employable. Payers/insurance companies have begun restricting service levels based on education and pay better rates for higher level degrees. It is a benefit to the agency/employers to hire professionals with a higher education for increased reimbursement rates.”

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

- *Standard: Describe the existing professional and technical degree program that will be used as the foundation for the applied baccalaureate program.*

The Baccalaureate of Applied Sciences will build upon the existing Addiction Counselor Education Department program. The ACED program curriculum is approved by the Department of Health as meeting the educational requirements for the Chemical Dependency Professional (CDP) exam in Washington State. Additionally, the program is nationally accredited by the National Addiction Studies Accreditation Commission (NASAC). The program is also a member of the Washington Consortium of Addiction Studies Educators (WACASE) and the National Association of Alcohol and Drug Addiction Counselors (NAADAC). The current ACED program offers two degrees and one certificate.

The Applied Associates of Sciences degree is certified by the Washington State Department of Health as meeting the educational criteria to qualify students for the Chemical Dependency Professional (CDP) certification exam. As required in WAC 246-811-030. DOH Certified programs are competency-based, requiring a minimum of 45 quarter credits covering the 23 Center for Substance Abuse Treatment (CSAT) competencies contained in *Technical Assistance Publication No. 21.*
The ACED program also offers a Certificate of Proficiency for students who hold an Associate’s degree or higher. This certificate is also intended to satisfy the educational requirements for the CDP exam. Since the degreed student will have previously satisfied the required general education requirement through attainment of their degree, the Certificate of Proficiency is comprised of the same ACED core required for the CDP exam minus the field placement component. Thus, both the degree as well as the Certificate of proficiency will satisfy DOH educational requirements for the CDP exam.

The ACED Associate of Arts transfer degree meets the criteria for the WA State DTA (Direct Transfer Agreement). This degree is structured for students who desire to enter a Social Services field in such areas as Criminal Justice, Social Work or Psychology. This degree provides students with a basic educational foundation in the addictions field to augment their major but does not qualify them to sit for the Washington State CDP exam. The AA degree has 18 ACED credits which comprise the major.

How long has the program been in existence?
The current Addiction Counselor Education Department (ACED) has been in its present structure since 2000. Prior to that year, the program was entitled Chemical Dependence Counselor Program, (CDEP) a course-based program of about 60 students, which had been in existence at Clark College since 1974, originally entitled Alcoholism Counselor Aid. The ACED is administratively located in the Social Sciences and Fine Arts unit under Instruction.

Program advising
One adjunct faculty member also functions as the program academic advisor. The faculty member advises students one day per week, or .20 FTE. The department has employed program faculty advisors and conducted in-house developmental academic advising since 2000 as a retention strategy.

Administrative program support
Administrative support for the ACED is provided through the Social Sciences and Fine Arts Unit with one unit secretary senior and one unit administrative assistant.

Program faculty
The current ACED program faculty is comprised of one tenured faculty member as department chair and four adjunct faculty members. A breakdown of education and experience of program faculty is listed below.

Table 7. Current ACED program faculty and credentials

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Position</th>
<th>Advanced Degrees</th>
<th>Industry Credentials</th>
<th>Teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marcia Roi</td>
<td>Department chair/ Advisor</td>
<td>Ph.D., Adult Education</td>
<td>National Certified Alcohol Counselor II; Certified Alcohol and Drug Counselor II</td>
<td>28 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.S., Community Counseling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Donald Wissusik  
Adjunct faculty  
M.S., Vocational Rehabilitation; Counseling  
M.A. Counseling  
WA CDP; Licensed Marriage and Family Therapist; Licensed Professional Counselor  
18 years

James Jensen  
Adjunct faculty  
M.A., Counseling Psychology  
Masters Addiction Counselor  
8 years

Catherine Kroll  
Adjunct Faculty  
M.S., Public Health, Epidemiology  
National Certified Public Health  
7 years

Christina Gjsvold  
Adjunct Faculty  
M.S.W.  
WA CDP  
1 year

**Course scheduling**

The ACED program is structured to address the needs of non-traditional age students. Nationally, the average age of a substance abuse counselor is 45. Adult education strategies for retention are therefore utilized to meet the needs of ACED students. All ACED courses are scheduled evenings and weekends. ACED courses are classroom-based, held once weekly. All ACED courses are 3 credits. The courses scheduling is based on a 2-year completion rate for full-time students, however many of the ACED students are part-time, non-traditional students.

- **Standard:** What has been the enrollment history of the program over the last five years?

Table 8 depicts the enrollment of the ACED program:

**Table 8. ACED student enrollment; 2009-2016**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students (unduplicated headcount)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>270</td>
</tr>
<tr>
<td>2010-2011</td>
<td>236</td>
</tr>
<tr>
<td>2011-2012</td>
<td>269</td>
</tr>
<tr>
<td>2012-2013</td>
<td>232</td>
</tr>
<tr>
<td>2013-2014</td>
<td>226</td>
</tr>
<tr>
<td>2014-2015</td>
<td>218</td>
</tr>
<tr>
<td>2015-2016</td>
<td>169</td>
</tr>
</tbody>
</table>

The declining enrollment in the program has mirrored the declining enrollment in the institution. During the same period Clark College’s enrollment has declined from a head count of 13,858 in 2013 to 11,329 in 2016. Enrollment in the ACED program is now leveling off.

**Advisory committee**

The ACED program enjoys the support of an active advisory committee of involved service providers in the area representing a wide representation of employers as well as employees in the area. The ACED advisory committee represents non-profit, county, tribal and for-profit agencies. The advisory committee provides necessary provider input and guides the program curriculum to meet local needs. The advisory committee meets each term.
Criteria 5. Student demand for program within the region

- Standard: Evidence of student interest and demand from multiple sources, such as but not limited to: Students graduating with technical associate degrees in the region, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor’s programs, and changes in industry standards.

Evidence of student interest
During spring term 2017, 567 Clark College students enrolled in Psychology and Sociology classes were surveyed at Clark College. Results were as follows:

- 38% of the respondents identified themselves as place bound students
- 52% responded they were considering a career in Human Services
- 97% do not possess a bachelor’s degree
- 80% stated either yes or maybe to planning on attending graduate school for a master’s degree
- 57% of students responded either yes or maybe they would be interested in pursuing the BASHS at Clark College

Among 102 currently enrolled ACED students surveyed:
- 72% identified themselves as place bound students
- 65% respond yes that they are planning to attend graduate school to attain a master’s degree
- 81% responded that they would be interested in pursuing the BASHS degree at Clark College.

Portland Community College also has a large addictions counseling education program which conforms to Oregon credentialing standards. The lead faculty member of that program has expressed enthusiasm and support for this program, as a way for his vocational students to utilize their vocational credits in the attainment of baccalaureate degrees.

Changes in industry standards
One of the most compelling influences as to the necessity of this proposal emanates from the industry itself. Nationally, in the addictions field overall, educational levels for credentialing clinicians have been increasing in response to the demand for higher levels of education among employers. The National Association for Alcoholism and Drug Abuse Counselors (NAADAC) now requires a bachelor’s for their NCAC Level II certification. Regionally, Oregon’s 3-tiered system of credentialing also requires a baccalaureate for the CADC level II certification. Washington has a one-tier system; however, the creation of a tiered system is undergoing discussion in response to health care reform. Again, the impact of the ACA within the region has resulted in employers encouraging or requiring their associate’s level employees to pursue the bachelor’s degree to gain a broader skill set in the field. Employers are now offering tuition assistance for this continuing education. Thus, many students are entering this institution with the intention to at least acquire a bachelor’s if not a master’s degree.

Enrollment projections
Based on above indicators of student interest and ACED program enrollment, a conservative five-year enrollment projection for the BAS program is provided below. Given the paucity of relevant training providers in the region, it is expected that the program will draw students from institutions throughout the Portland/Vancouver metropolitan area.

Table 9. Five year BASHS enrollment projection

<table>
<thead>
<tr>
<th>Year</th>
<th>annual FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>20</td>
</tr>
<tr>
<td>2019-2020</td>
<td>30</td>
</tr>
<tr>
<td>2020-2021</td>
<td>40</td>
</tr>
<tr>
<td>2021-2022</td>
<td>50</td>
</tr>
<tr>
<td>2022-2023</td>
<td>50</td>
</tr>
</tbody>
</table>

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

- **Standard: Describe how the program will serve place-bound working adults.**

As mentioned previously in this proposal, in order for students to satisfy the educational criteria for eligibility to sit for the CDP exam in Washington, as well as enter the addiction field at the baccalaureate level, they are required to transfer multiple times. Piecing together the credits for certification and matriculation at the baccalaureate level often results in additional delay and expense for the student.

The proposed BASHS program will augment the current two-year degrees and certificates. This will result in:

- The development of a seamless pathway for students from the associate’s level to the bachelor’s level.
- Lower costs for students in the attainment of the baccalaureate degree
- Shorter matriculation time to the bachelor’s level and CDP licensure
- The ability for the student to utilize their vocational credits in the attainment of the baccalaureate.
- Elimination of many bureaucratic barriers and financial aid appeals
- Elimination of transfer to multiple institutions and the resulting disruption of personal and career life.
- Accurate program data for outcome assessment, retention and recruitment purposes.

**Standard: Identify similar programs offered by public or independent institutions in the region**

As depicted previously, the University of Phoenix is the only identified institution which offers a program similar in philosophy or scope of this proposal. The degree program they offer is an online program. Local employers have expressed a strong preference for in classroom-based instruction.
At this time there are no other institutions in the region that offer a similar baccalaureate degree designed for practitioners in the Human Services field.

- **Standard:** Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and/or community organizations considered in the development of the proposal.

**Addiction Counseling Education Department advisory committee**

Twelve service providers comprise the advisory board for the program. The ACED advisory committee is active and supportive of the proposal, as well as providing input into the development since the beginning stages. The ACED advisory committee has viewed the proposal and voiced support for it in their vote to move it forward. As stated previously, the local service providers are supportive of the BASHS.

Advisory Committee member agencies are listed below:

- Columbia Treatment Services
- Columbia River Mental Health
- Cowlitz Tribal Treatment Services
- Daybreak Youth Treatment Services
- Recovery Village
- Clark County Harm Reduction Center
- Helping Professionals Wellness Center
- Lifeline Connections
- Western Psychological Counseling Services
- Salvation Army residential treatment
- Volunteers of America

**Lake Washington Institute of Technology**

Collaboration and sharing of data are currently occurring with LWIT in the development of their Bachelor of Science in Behavioral Healthcare. Collaboration is occurring on developing their addictions track and on the Clark College end, the Human Services component. Each proposal appears to be a somewhat mirror image of the other, and so the collaboration has been valuable for each proposal.

**Portland State University**

The Masters of Social Work program is partnering with the Clark faculty to assist in developing coursework relevant to the graduate level in order to insure students have a pathway to the master’s level as well.

**Washington State University**

The ACED program has an existing articulation agreement with the Psychology department at Washington State University Vancouver. Both the Sociology department and the Psychology department have offered an addiction treatment minor since 2005. The Psychology department offers two tracks; one leading toward CDP certification which requires the students transferring
back to Clark College after graduation from WSUV for the remainder of the required courses. The other track is not intended for certification. The Sociology department also does not offer courses which are intended to comply with the CDP exam certification.

**Eastern Washington University**

Eastern Washington University has a tenant BSW and MSW cohort program operating on Clark college campus since 2006. The Human Services program will be a feeder program to the current MSW program as is the ACED AA into the BSW program now. The ACED AAS does not transfer into the BSW program as it is not covered by the DTA. ACED students can generally acquire the Clark ACED AA transfer to EWU and upon completion of their BSW, then transfer back to Clark for the ACED certificate of proficiency classes to qualify for the CDP exam.

**Concordia University**

Clark College also has an articulation agreement with Concordia University in the Psychology department. The ACED AAS is accepted in an “upside down” articulation agreement in which all of the ACED credits are accepted in the Psychology department as partial fulfillment for the psychology degree. Concordia University is a private college in Portland, Oregon. While this agreement allows students to utilize their vocational credits toward a baccalaureate degree, many students find the cost of a Concordia baccalaureate prohibitive at $425/credit.

**Lower Columbia College**

Lower Columbia College in Longview has a smaller chemical dependency program located in the health sciences unit of the college. Lower Columbia College is an hour away outside of the Clark College service area. Lower Columbia students face the same barriers as Clark students in their attempts to satisfy the state exam criteria and the achievement of a bachelor’s degree.

- **Standard:** Describe unique aspects of the proposed program that differentiate it from similar programs and or describe why expansion of an existing program would be desirable or necessary.

The proposed BASHS in Human Services contains several unique aspects:

1. **Program offerings are tailored for working adults with core classes offered exclusively nights and weekends**

   Upper division courses in the BASHS program will be offered exclusively in the evening and on weekends. This is a strategy which has worked very well for the existing ACED program over the last 17 years and continues to prove effective for working adults. Utilizing existing college resources in the evenings also increases the efficiency of facilities usage.

2. **Curriculum delivery system is classroom-based to accommodate adult learners**

   The philosophy of the proposed program is to increase the ability of students to work both interpersonally as well as increase effectiveness on an intrapersonal level. Student feedback in the ACED program has overwhelmingly favored classroom instruction to facilitate these goals effectively for adult learners. Employer preference for classroom-based instruction is also noted.
among advisory committee members as it suits the subject matter more readily. Thus the core BASHS classes will also be classroom-based.

3. The program will include developmental, departmental evening advising for all students.

As a highly successful retention strategy, the BASHS program will employ a dedicated faculty advisor from within the department. Students, especially first-generation students profit from consistency in their advising. A faculty advisor is also indispensable in providing students with career-specific guidance and credentialing information.

Initial conversations have begun with Portland State’s MSW program coordinator. The results have produced suggestions from PSU for curricula which might increase the chances for BASHS graduates in attaining successful candidacy to their program.

Summary

This proposal supports and advances the mission of Clark College quite well. The BASHS proposal also reflects and fulfills the mission of the SBCTC as well as the WSAC goals in providing opportunities for more Washingtonians for more education to a higher level. Clark College has a robust and rigorous, nationally accredited ACED program, well-respected in the area, which the proposed BASHS will utilize as a foundation. The proposal demonstrates the coordination with existing institutions to eliminate possibility of duplication of state efforts. The changes in the industry now demonstrate a greater need for more individuals to enter the fields with higher levels of education, as well as a more diverse regimen of coursework. In order to meet the emerging trend from the federal level to address Behavioral Health philosophy, more education with a broader perspective is required for students to operate effectively in the social services field.
Appendix I - Supply/Demand Gap Rubric

The goal of this rubric is to help you build a program that will meet the needs of your community. We have given you options about the information you can use to support the need for your new program. Also, the guidelines for estimating the supply/demand gap are similar to the ones we use for other program applications. We hope this makes the rubric more familiar to you. If not, contact Joyce Hammer at jhammer@sbctc.edu for further information.

The application needs to show the information below for program approval:
- employers demand* the level of technical training proposed within the program, making it cost-effective for students to seek the degree;
- lead to high wage-earning jobs; and
- the proposed program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area.

<table>
<thead>
<tr>
<th>College Name: Clark College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Name: Baccalaureate of Applied Sciences in Human Services</td>
</tr>
</tbody>
</table>

Select one: Existing Occupation ☒ or Emerging Occupation ☐

If local demand/supply information is available for the specified degree program and target occupation(s),**

<table>
<thead>
<tr>
<th>For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages)</th>
<th>Average annual job openings in region, 2014-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Substance Abuse and Behavioral Disorder Counselors (SOC 21-1011): 92</td>
</tr>
<tr>
<td></td>
<td>Social and Human Service Assistant (SOC 21-1093): 238</td>
</tr>
<tr>
<td></td>
<td>Total annual job openings: 330</td>
</tr>
<tr>
<td></td>
<td>University of Phoenix—Human Services (Bachelors): 23</td>
</tr>
<tr>
<td></td>
<td>Concordia University—Human Services (Masters): 21</td>
</tr>
<tr>
<td></td>
<td>Mt. Hood Community College—Mental Health, Social Service and Addiction Counseling (Associates): 22</td>
</tr>
<tr>
<td></td>
<td>Portland Community College—Addiction Counseling (Associates): 18</td>
</tr>
<tr>
<td></td>
<td>Clackamas Community College—Human Services (Associates): 17</td>
</tr>
<tr>
<td></td>
<td>Lower Columbia College—Addiction Counseling (Associates): 3</td>
</tr>
<tr>
<td></td>
<td>Total completions: 104</td>
</tr>
<tr>
<td></td>
<td>Estimated regional supply gap for the occupations above: 330 - 104 = 226 per year</td>
</tr>
<tr>
<td>(Source: Economic Modeling Specialists International, 2017.3)</td>
<td>OR, if demand information is not available or it is a new/emerging/changing occupation, **</td>
</tr>
</tbody>
</table>

OR, if demand information is not available or it is a new/emerging/changing occupation, **
**For demand:** Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. **Survey requirements are listed below.**

**For supply gap:** Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. **Survey requirements are listed below.**

**OR, if based on a statutory or accreditation requirement, **

**Select one:** Statutory Requirement ☐ or Accreditation Requirement ☐

**For demand:** Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor’s degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor’s or above in the field is needed.

**For supply gap:** Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. **Survey requirements are listed below.**

* Demand is defined by state law as “**an occupation with a substantial number of current or projected employment opportunities.**”

**Applications may include information related to more than one option (i.e., labor market data to support the local demand for the occupation and a local employer survey to support that there is a gap in the number of qualified applicants available to fill jobs).
2018 legislative agenda priorities

Brief description
The State Board will be briefed on potential 2018 legislative priorities.

How does this link to the State Board goals and policy focus
Identifying possible changes to state law that results in improved service delivery to students supports critical system goals as outlined in the State Board Goals and Policy Focus in two major categories:

- **Promoting student achievement and success:**
  - Stakeholder participation in board meetings and the development of: a) **legislative agenda** and budget proposals; b) communication plans; and c) decisions on policy initiatives impacting colleges.

- **Increasing access to post-secondary education:**
  - **Advocate for adequate state funding** and minimize tuition increases for students.

Background information and analysis

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

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

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

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

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

- Does the board have feedback about agency request legislation?
- Are there suggestions from Board members about the 2018 legislative agenda and/or other legislative priorities for the system?

Recommendation/preferred result

The board will provide feedback regarding potential agency request legislation and relevant next steps for Government Relations.

Policy Manual Change: Yes ☐ No ☒

Prepared by: Arlen Harris, legislative director
360-704-4394, aharris@sbetc.edu
A resolution relating to the 2018 community and technical college system legislative agenda.

WHEREAS, Washington’s community and technical colleges serve the majority of higher education students in the state, aligning curricula with employer needs, providing lower-cost transfer opportunities and contributing to economic growth statewide; and

WHEREAS, the community and technical college system has identified budgetary and policy priorities for the upcoming regular legislative session that support the system’s mission of providing students access to a high-quality postsecondary education; and

WHEREAS, the 2018 legislative agenda includes prioritized state funding for faculty and staff compensation and increments, capital projects, capital funding, basic education for adults, improving student success, and Opportunity Grants.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approved the 2018 legislative agenda as presented in Attachment A.

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

APPROVED AND ADOPTED on October 26, 2017.

ATTEST:

Jan Yoshiwara, secretary

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

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

Adoption of regular meeting agenda
Motion: Moved by Jay Reich and seconded by Carol Landa-McVicker and unanimously approved by the Board that the State Board adopt its September 17, 2017, regular meeting agenda as presented.

Adoption of consent agenda (Resolution 17-09-49 through 17-09-56)
Motion: Moved by Phyllis Gutierrez Kenney and seconded by Elizabeth Chen, and unanimously approved by the Board that the State Board adopt the consent agenda for its September 13, 2017, regular meeting.
   a. State Board Meeting Minutes: June 29, 2017
   b. 2017-18 Resources to Initiate Successful Employment awards
      Resolution 17-09-49
   c. Centralia College, property acquisition, 214 South Iron Street
      Resolution 17-09-50
   d. Columbia Basin College, property acquisition, 2901 North 20th Avenue
      Resolution 17-09-51
   e. Columbia Basin College, Health Science Center phase two increase
      Resolution 17-09-52
   f. Olympic College, remove Barner structure
      Resolution 17-09-53
   g. South Puget Sound Community College, Building 28 Transition Studies renovation increase
      Resolution 17-09-54
   h. South Puget Sound Community College, Lacey 3 building renovation
      Resolution 17-09-55
   i. Tacoma Community College, parking lot improvements
      Resolution 17-09-56
ctcLink Update – Mike Scroggins and Christy Campbell

Jan kicked off the discussion with an update of her onboarding process on the project. She visiting both Tacoma and Spokane and she also met with the OCIO’s office. We are making progress getting the project on track, but the public perception is not on track with the progress that we’ve made. She is also meeting individually with the Legislators on the TSB board.

Christy reported that as of Tuesday, September 12, the project was 90 percent complete with remediation. There are some discussions or dependencies before they will consider signing off. There are medium and low items that they will want to know a plan to complete those items. Tacoma is hoping to close out 15-16 by September. Spokane is focused on closing books for 15-16. The top two GL resources are co-located in Spokane. The team is currently producing a formal sign-off document. Re-planning to meet the project objectives.

A few board members expressed interest in attending future high level meetings with college folks. Mike and Christy agreed to keep the Board up to date with meeting.

Student Achievement Initiative Review: Final Report and Recommendations (Resolution 17-09-57)

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 update describes the culmination of the Student Achievement Initiative advisory committee’s work and recommendations for consideration by the State Board at this time.

Motion: Moved by Anne Fennessy, seconded by Phyllis Gutierrez Kenney, and unanimously approved by the State Board the Final Student Achievement metrics and funding components as recommended by the Student Achievement Advisory committee and as approved by WACTC.

Final 2017-19 Operating Budget Review

At the time the State Board met on June 27-28, 2017, an operating budget had not passed out of the Legislature. During that meeting, staff presented information on the House and Senate budget proposals. In anticipation of legislative action, staff asked the State Board to adopt an initial fiscal year (FY) 2018 operating budget allocation based on maintenance-level funding (the same in both the House and Senate budgets) and also asked that the State Board delegate authority to the executive director to update and distribute the allocation once a final budget was enacted. An operating budget passed out of the Legislature on June 30, 2017, and was signed by the Governor on that same day. Staff gave the Board a brief review of the enacted 2017-19 Operating Budget and the resulting allocation.

Consideration of the 2018 Supplemental Operating Budget (Resolution 17-09-58)

In even-numbered years, the Legislature adopts a supplemental Operating Budget to address significant emergent issues, corrections and adjustments to the biennial operating budget. The items described below and listed in the proposed Resolution 17-09-58 have been discussed with the college presidents and represent staff recommendations for the 2018 Supplemental Operating Budget Request.

- $3.5 million to Invest in Teaching and Learning – This funding will be used by districts to address critical faculty staffing issues that impact student outcomes. Depending upon local priorities, the funding would be used to provide increments that encourage professional development and faculty retention and/or improve student support and access to teachers by hiring more full-time faculty and lessening reliance on part-time instructors.
- $10 million for Adjustment to Compensation Funding – This funding will be used to make up the shortfall between the amount provided to pay for employee salary increases and the tuition increase.
- $230,000 to Allow Opportunity Grant and other SBCTC Financial Aid Programs to Keep Pace with Tuition Increases – This funding will be used to maintain participation rates and award amounts within the Opportunity Grant and other State Board financial aid programs.
- $2.2 million for Student Success/Guided Pathways – Improving student achievement and success is the system’s highest priority. Guided pathways is a proven model that substantially increases college completion rates by streamlining curriculums, providing additional student guidance and giving students a clear a road map for their college career.
- Move Maintenance and Operations Funding Authorization from Capital Budget to Operating Budget – This policy change would move the authority to access funds in the Capital Contraction Account from the capital to the operating budget, allowing colleges to maintain safe learning and working environments.

Motion: Moved by Wayne Martin, seconded by Fred Carol Landa McVicker, and unanimously approved by the Board that they adopt the 2018 Supplemental Operating Budget Request.

Capital Budget Update
In May 2016, the State Board adopted their 2017-19 capital budget request and 2017-27 ten-year plan in Resolution 16-05-22. Additional details and authorizations to finance using non-appropriated funds were added in resolutions 16-09-41, 16-09-45, 16-09-53, and 17-01-05.

The State Board adopted Resolution 17-06-45 during its June meeting. This resolution directed staff to add projects from the biennial capital budget request, which were not funded or authorized, with new requests for local financing in the 2018 supplemental capital request. At the time of adoption, the Legislature was in its third special session and it was unknown if a capital budget would be adopted.

As of this writing, the Legislature has passed a re-appropriations-only capital budget. Although members of the Legislature are discussing possible solutions to their impasse, it is unclear whether or not a capital budget with new appropriations will be enacted before the next scheduled session in January 2018.

Staff has worked with colleges to update all 2017-19 requests to reflect a delay in their funding. Requests for the 2018 supplemental budget are due to the Office of Financial Management by October 9, 2017. These updates assume the authorities will be provided in May 2018.

Maintenance and operations fund swap
In 2003 the legislature moved a portion of the funding provided by the state for maintenance and operation of existing facilities from our system’s base operating budget to its capital budget. This move also changed the funding source from the general fund to the system’s building fee account. Similar fund swaps were made in the budgets for all of the state’s higher education institutions to free up general fund revenue for other purposes.

The maintenance and operation of existing facilities continues to be the highest priority in the capital budget. Both the State Board’s 2018 capital and operating requests ask for the funding to be moved back to the operating budget, preferably with funding from the general fund to free up the building fee to be used for capital purposes as originally intended. The State Board has made similar requests in the past but there may be new interest in this due to the unprecedented lack of new appropriations for capital and how this impacted ongoing operation of the facilities.

Impact of no new capital appropriations
Colleges are faced with a decision to either lay off or find other sources for the salaries of maintenance and operations staff who have been funded in the capital budget since 2003. These unexpected expenses reduce the funding available for other programs and services at the college.

Capital projects are made up of a series of sequential steps. In addition to the reduced buying power as time passes, a
delay in starting designs can trigger new code and local requirements. A delay between design and construction can trigger redesigning to meet new requirements. Even a short delay can have significant cost impact when projects are weather dependent or need to be done during breaks in the academic schedule to minimize disruptions.

Some colleges are moving forward with urgent work that was expected to have been funded in the capital budget. These colleges hope to get reimbursed when a budget is enacted. Since project management services are typically funded directly to the Department of Enterprise Services in the capital budget, the colleges have this additional expense. The colleges also need State Board approval for some of the local capital expenditures. The State Board has delegated the authority to approve local capital expenditures for project up to $1 million to its executive director. Larger projects are typically on the State Board’s agenda for consent.

**2018 supplemental capital request**

Requests were adjusted for changes in sales tax rates and delays. The funding for minor projects that could not be completed this biennium has been postponed until next biennium. These revisions result in a net decrease in the overall request amount. The same level of bond funding as in the “compromise” budget (that funded through Clark’s project) could fund the 2018 request through North Seattle’s project.

**2018 Legislative priorities preview**

Entering the 2018 legislative session, the following issues may result in agency request legislation. Including the need for a capital budget, and support for a supplemental operating budget request that focuses on funding not received during the 2017 legislative sessions.

**Basic Education for Adults caseload forecast – tentative request**

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

**“Free” college**

During the 2016 and 2017 legislative sessions bills were introduced to deliver a “Washington Promise” of two years of free community college education for state residents.

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

**Adjournment/next meeting**

There being no further business, the State Board adjourned its regular meeting of September 13, 2017 at 11:30 a.m. The State Board will hold its next meeting on October 25-26, 2017.

Attest:

Jan Yoshiwara, secretary
Larry Brown, chair
Olympic College – property acquisition of 1415 Lincoln Avenue in Bremerton, Washington

**Brief description**
Olympic College seeks to purchase the property located at 1415 Lincoln Avenue in Bremerton, Washington with local funds not to exceed $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 campus parking.

**Background information and analysis**
Olympic College has been strategically purchasing parcels adjacent to the campus grounds for additional parking and future expansion. The property at 1415 Lincoln Avenue is adjacent to the campus and current parking lots. The 4,356 square foot parcel includes a small residence constructed in 1935 that will be demolished. See location relative to college master plan boundary in Attachment A.

With assistance from the Department of Enterprise Services, a fair market analysis is underway. Current Kitsap County assessed value is $121,700. Olympic College’s Board of Trustees gave informal approval to pursue negotiations on August 15, 2017. Final approval by the college’s board of trustees is required before entering a purchase agreement. State Board approval is subject to Olympic College’s Board of Trustees approval.

Future operating and maintenance costs of this property will be paid with 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.

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

**Recommendation/preferred result**
Staff recommends approval of Resolution 17-10-59, giving Olympic College authority to spend up to $200,000 in local funds toward the acquisition of 1415 Lincoln Avenue in Bremerton, Washington.

Policy manual change: Yes ☒ No ☐

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
Olympic College
Master Plan Area and Proposed Acquisition

Proposed Acquisition:
1415 Lincoln Avenue in Bremerton
Parcel Number 3797-002-002-0005
A resolution relating to Olympic College’s request to use up to $200,000 in local funds to purchase the property at 1415 Lincoln Avenue in Bremerton, Washington

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

WHEREAS, this property is adjacent to the college campus and current parking lots; and

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

WHEREAS, the estimated assessed value is $121,700 and fair market value analysis is underway; and

WHEREAS, Olympic College’s Board of Trustees gave informal approval to pursue negotiations on August 15, 2017 and require formal approval before entering a purchase agreement. State Board approval is subject to the college board of trustee’s approval;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Olympic College to spend up to $200,000 in local funds for the purchase of 1415 Lincoln Avenue in Bremerton, Washington subject to approval by the college 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.

APPROVED AND ADOPTED on October 26, 2017.

ATTEST:

Jan Yoshiwara, secretary

Larry Brown, chair
Pierce College Fort Steilacoom – sewer pump station replacement

**Brief description**
Pierce College Fort Steilacoom is seeking approval to use up to $1,500,000 in local funds to replace the existing sewer pump station. If approved, the college board of trustees will approve the expenses as they occur, up to the $1,500,000 limit requested.

**How does this link to the State board goals and policy focus**
These improvements will build on the system’s strength and successes by providing adequate and healthy infrastructure to the campus.

**Background information and analysis**
Pierce College Fort Steilacoom experienced a sewer pump station failure in February 2017. The college was able to use emergency and hazardous material abatement funding for prior work to address immediate issues. It is relying on these temporary measures while the college designs and constructs a replacement for the failing 1970s era pump station.

This replacement project brings the sewer pump station into compliance with current code, meets current capacity standards, and will help reduce the likelihood of another system failure. When a 2017-19 capital budget is adopted, the college intends to reimburse itself for two-thirds of the cost (if allowed by the Legislature).

The Pierce College District Board of Trustees approved an initial expenditure of up to $250,000 on September 13, 2017. The district board is expected to approve additional expenditures on an “as needed” basis. If authorized by the State Board, staff will allocate the funding as it is approved by the district board up to the cumulative $1,500,000 limit in this request.

**Potential questions**
Is this project consistent with the State Board’s goal of building on system strengths and successes?

**Recommendation/preferred result**
Staff recommends approval of Resolution 17-10-60, giving Pierce College Fort Steilacoom authority to spend up to $1,500,000 in local funds for the replacement of the sewer pump station as the expenditures are approved by the college’s board of trustees.

Policy manual change: Yes ☒ No ☐

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
A resolution relating to Pierce College Fort Steilacoom’s request to use up to $1,500,000 in local funds to replace the existing sewer pump station

WHEREAS, Pierce College Forth Steilacoom experienced a sewer pump station failure in February 2017; and

WHEREAS, hazardous material abatement and emergency funding were allocated in biennium 2015-17 to begin repairs and the project is still underway; and

WHEREAS, this replacement will bring the sewer pump station into compliance with current code and meet current capacity standards; and

WHEREAS, Pierce College District Board of Trustees approved up to $250,000 in local capital expenditure request for this project on September 13, 2017 and subsequent expenditures will be approved as needed;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Pierce College Fort Steilacoom to spend up to $1,500,000 in local funds for the replacement of the obsolete sewer pump station to the extent the expenditures are approved by the Pierce College District 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.

APPROVED AND ADOPTED on October 26, 2017.

ATTEST:

Jan Yoshiwara, secretary                                      Larry Brown, chair
Seattle Central College – property exchange

Brief description
Seattle Central College is seeking approval to exchange the parcel known as Atlas Building/Broadway Café site for a vacant and paved property at 1821 Broadway, Seattle, Washington owned by Sound Transit. This exchange is for the purpose of building an instructional building and welcome center in the future.

How does this link to the State board goals and policy focus
This acquisition will increase access to post-secondary education by providing convenient campus access from Sound Transit’s light rail station.

Background information and analysis
Seattle Central College intends to exchange the Atlas Building/Broadway Café for the 1821 Broadway property and realize a net gain of approximately $2,000,000. The new parcel is part of the campus master plan and will provide light rail and pedestrian commuters safe and easy access to the North Plaza.

Future property improvements will be paid from local capital funds. Future operating and maintenance costs of this property 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.

The college is working with representatives from Department of Enterprise Services for this exchange.

The Seattle District Board of Trustees approved this property exchange October 12, 2017.

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

Recommendation/preferred result
Staff recommends approval of Resolution 17-10-61, giving Seattle Central College authority to exchange the Atlas Building/Broadway Café property parcels 6003000510 and 6003000505 for 1821 Broadway parcels 60003001320 and 6003001315 in Seattle, Washington.

Policy manual change: Yes ☒ No ☐

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
Proposed Acquisition Parcels 60003001320 and 6003001315

Proposed Surplus Parcels 6003000510 and 6003000505
A resolution relating to Seattle Central College’s request to exchange the Atlas Building/Broadway Café property parcels 6003000510 and 6003000505 for the paved, vacant lot at 1821 Broadway parcels 60003001320 and 6003001315 in Seattle, Washington

WHEREAS, the parcel at 1821 Broadway is within the campus master plan and will provide safe and convenient access to campus for light rail and pedestrian commuters; and

WHEREAS, the exchange will result in estimated net proceeds of $2,000,000 to be used on future improvement plans for the parcel; and

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

WHEREAS, Department of Enterprise Services is assisting in this property exchange; and

WHEREAS, Seattle District’s Board of Trustees approved this property exchange on October 12, 2017;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Seattle Central College to exchange the property known as Atlas Building/Broadway Café for the property at 1821 Broadway in Seattle, Washington

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

APPROVED AND ADOPTED on October 26, 2017.

ATTEST:

Jan Yoshiwara, secretary

Larry Brown, chair
South Puget Sound Community College, Local Expenditure Authority with Certificate of Participation for Property Acquisition

**Brief Description**
South Puget Sound is seeking approval to finance $7,000,000 for the acquisition of additional property near one of the existing campuses in Olympia or Lacey, Washington using a Certificate of Participation (COP).

**How does this link to the System Direction, Mission Study, and Policy Focus**
This project will increase access to post-secondary education.

**Background Information and Analysis**
The college is seeing growth in many programs including Business, Information Technology, Science, and Allied Health fields as well as Corporate and Continuing Education. There are multiple properties for sale near the campus on Mottman road in Olympia and the campus on 6th Avenue SE in Lacey.

The college’s facility master plan includes the acquisition of additional parcels adjacent to the existing campuses to increase program offerings, visibility, flexibility, and parking. The college may relocate some existing programs from the main campus to the Lacey campus as needed to create community partnerships, to utilize local athletic and recreational opportunities in support of campus fitness programs, and to continue to expand and offer training programs to veterans and others.

The South Puget Sound Community College Board of Trustees approved the financing and local capital expenditure of $7,000,000 for this acquisition on October 10, 2017. The financing may include renovation of the property acquired.

Future operating and maintenance costs of this property will be paid from 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.

All capital financing requires legislative approval. The next opportunity to request legislative approval is the in 2018 supplemental capital budget. If this resolution is approved, the State Board’s supplemental capital budget request submitted to the Office of Financial Management on October 4, 2017, will be amended to include this project.

**Potential Questions**
Is this project consistent with the State Board’s direction to increase access to post-secondary education?

**Recommendation/Preferred Result**
Staff recommends approval of Resolution 17-10-62, adding a $7,000,000 COP to the State Board capital request for the 2018 supplemental capital budget for South Puget Sound Community College to acquire and renovate property near their Olympia or Lacey campuses.

Policy Manual Change Yes ☐ No ☒
Prepared by: Wayne Doty, capital budget director
State of Washington
State Board for Community and Technical Colleges
Resolution 17-10-62

A resolution relating to South Puget Sound Community College’s request to finance up to $7,000,000 to acquire additional property near one of the existing campuses in Olympia or Lacey Washington using a Certificate of Participation.

WHEREAS, the college has committed sufficient local funding for the acquisition and future maintenance and operation of the property; and

WHEREAS, the proposed acquisition is consistent with long-range planning for campus development and supports current strategic goals; and

WHEREAS, the financing may include renovation of the property to make it useful to the college; and

WHEREAS, the South Puget Sound Community College Board of Trustees approved the financing for the project on October 10, 2017;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges adds a request for a $7,000,000 Certificate of Participation to their 2018 supplemental capital budget request.

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

APPROVED AND ADOPTED on October 26, 2017.

ATTEST:

_______________________________  _________________________________
Jan Yoshiwara, Secretary        Larry Brown, Chair
Yakima Valley College – local expenditure authority to renovate space into the Engineering and Physics Center

**Brief description**
Yakima Valley College is seeking approval to use up to $2,073,000 in local funds to complete the renovation and conversion of the Facility Operations building into the Engineering and Physics Center.

**How does this link to the State board goals and policy focus**
These improvements will promote student achievement and success with current and relevant educational opportunities.

**Background information and analysis**
Yakima Valley College has the opportunity for a matching fund capital project that includes a federal grant of $1,200,000 to create an Engineering and Physics program space. Total project cost is estimated to be $2,073,000.

The purpose of this renovation project is to increase enrollment, retention, completion, and transfer in STEM programs.

Yakima Valley College’s Board of Trustees approved this local capital expenditure request on September 14, 2017.

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

**Recommendation/preferred result**
Staff recommends approval of Resolution 17-10-63, giving Yakima Valley College authority to spend up to $2,073,000 in local funds to renovate the Facility Operations building into the Engineering and Physics Center.

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 $2,073,000 in local funds to renovate the Facility Operations building into the Engineering and Physics Center.

WHEREAS, Yakima Valley College requested this matching-fund program renovation project in the 2017-19 capital request;

WHEREAS, the goal of this project for the Engineering and Physics Center is to increase enrollment, retention, completion, and transfer in STEM programs; and

WHEREAS, a federal grant of $1,200,000 is available for this project making the net cost to the college approximately $873,000; and

WHEREAS, Yakima Valley College’s Board of Trustees approved this local capital expenditure request on September 14, 2017; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Yakima Valley College to spend up to $2,073,000 in local funds for renovation of the Facility Operations building into the Engineering and Physics Center.

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

APPROVED AND ADOPTED on October 26, 2017.

ATTEST:

Jan Yoshiwara, secretary

Larry Brown, chair
Yakima Valley College – property acquisition of 803 South 14th Avenue in Yakima, Washington

Brief description
Yakima Valley College seeks to purchase the property located at 803 South 14th Avenue in Yakima, Washington, for approximately $135,000. This property will be used for campus parking.

How does this link to the State board goals and policy focus
This acquisition will increase access to post-secondary education.

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. This property consists of a 944 square foot home and 0.13 acre lot. The college already owns the lots surrounding this property. If approved, the building will be demolished and a pay-to-park lot will be constructed. 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 $127,000 and estimated closing costs total $8,000. The college has identified local funds to complete this acquisition. Any operation, maintenance, repairs or renovations in the future will be paid from local college funds. The college will obtain appropriate expenditure authority for future capital work.

The Yakima Valley Board of Trustees approved future acquisitions of properties within the Master Plan boundaries in June 2004.

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 17-10-64, giving Yakima Valley College authority to spend up to $135,000 in local funds toward the acquisition of 803 South 14th Avenue in Yakima, Washington.

Policy manual change: Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
Proposed Acquisition
803 S 14th Avenue
Parcel 18132522474

As of October 2017
A resolution relating to Yakima Valley College’s request to use up to $135,000 in local funds to purchase the property at 803 South 14th Avenue 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 is within the campus master plan boundaries and will provide additional parking; and

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

WHEREAS, the negotiated purchase price is $127,000 and estimated closing costs are $8,000; and

WHEREAS, Yakima Valley College’s Board of Trustees approved future acquisitions of properties within the Master Plan boundaries in June 2004;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Yakima Valley College to spend up to $135,000 in local funds for the purchase of 803 South 14th Avenue 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.

APPROVED AND ADOPTED on October 26, 2017.

ATTEST:

Jan Yoshiwara, secretary

Larry Brown, chair
Consideration of baccalaureate degree proposals

Brief description
In September 2014, the State Board for Community and Technical Colleges adopted a revised approval process, selection criteria and application materials for community and technical colleges seeking to offer an applied baccalaureate program. The final step in the approval process requires State Board action on the college’s application to offer the proposed applied baccalaureate degree. The Board heard these colleges’ initial presentations in September 2016.

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

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

Background information and analysis

6a) Green River College – BAS in Applied Management
Green River College proposes a Bachelor of Applied Science degree in Applied Management beginning fall quarter 2018. This degree will provide a viable pathway for students from a variety of degree programs at Green River College and surrounding institutions and prepare students for occupations as management analysts, marketing managers, human resource specialist, sales managers, market research analysts, and marketing specialists. The degree will focus on key learning outcomes including skills in strategic planning, marketing research, business analysis, organizational development and leadership, project management, sales and negotiation and marketing management. The proposed degree would be Green River College’s sixth applied baccalaureate degree.

6b) Skagit Valley College- BAS in Applied Management
Skagit Valley College proposes a Bachelor of Applied Science degree in Applied Management beginning fall quarter 2018 which will fill a gap in the educational needs of the community and meeting the affordability requirement for those students, particularly place-bound working adults, seeking a bachelor’s degree. The degree, building off of the college’s associate degree in business management technology and office administration and accounting technologies, would prepare graduates for predominant industry clusters in the local area including advanced manufacturing, agriculture, maritime technologies, natural resources, healthcare, clean technologies, recreation, food and beverage services, tourism, the arts, and defense-related industries. The proposed degree would be Skagit Valley College’s second applied baccalaureate degree.
6c) Walla Walla Community College – BAS in Applied Management and Entrepreneurship
Walla Walla Community College is seeking to strengthen its professional technical programs through the addition of an applied baccalaureate degree in Applied Management and Entrepreneurship beginning fall quarter 2018. This proposed degree will provide face-to-face baccalaureate education not available to place-bound students in rural eastern Washington at an affordable rate allowing employees to upskill across regional occupational clusters. The applied baccalaureate degree will build off of existing associate degrees in business management and business administration by providing a baccalaureate pathway for supporting workforce programs including financial administrative assistant, medical administrative assistant, administrative office professional, accounting, and wine Business. The proposed degree would be Walla Walla Community College’s first applied baccalaureate degree.

6d) Walla Walla Community College – BAS in Sustainable Agriculture Systems
Walla Walla Community College proposes a Bachelor of Applied Science degree in Sustainable Agriculture Systems. The proposed degree would build off of the college’s many associate degrees in the field of agriculture including plant and soil science, animal science, agriculture-business, and irrigation technology. The degree would also support educational attainment for place-bound working adults and prepare students to apply key concepts in human ecology and natural resource management to sustainable agricultural systems, regionally, nationally and globally. The proposed degree would be Walla Walla Community College’s first applied baccalaureate degree.

Potential questions
• Do these degrees meet criteria established by the State Board for Community and Technical Colleges?

Recommendation/preferred result
These proposals meet criteria established by statute and board policy based on staff review and feedback from peer reviewers from the community and technical college system. Staff recommends State Board action on the following:

• Resolution 17-10-65 approving Green River College’s Bachelor of Applied Science in Applied Management
• Resolution 17-10-66 approving Skagit Valley College’s Bachelor of Applied Science in Applied Management
• Resolution 17-10-67 approving Walla Walla Community College’s Bachelor of Applied Science in Applied Management and Entrepreneurship
• Resolution 17-10-68 approving Walla Walla Community College’s Bachelor of Applied Science Sustainable Agriculture Systems

Policy Manual change Yes ☒ No ☐
Prepared by: Joyce Hammer, transfer education director
360-704-4338, jhammer@sbctc.edu
A resolution to approve Green River College’s application to offer a Bachelor of Applied Science in Applied Management degree upon recommendation of the State Board for Community and Technical Colleges staff.

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

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor’s degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Green River College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation to authorize Green River College’s Bachelor of Applied Science in Applied Management.

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


ATTEST:

Jan Yoshiwara, secretary  Larry Brown, chair
A resolution to approve Skagit Valley College’s application to offer a Bachelor of Applied Science in Applied Management degree upon recommendation of the State Board for Community and Technical Colleges staff.

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

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor’s degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Skagit Valley College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation to authorize Skagit Valley College’s Bachelor of Applied Science in Applied Management.

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


ATTEST:

Jan Yoshiwara, secretary

Larry Brown, chair
State of Washington
State Board for Community and Technical Colleges
Resolution 17-10-67

A resolution to approve Walla Walla Community College’s application to offer a Bachelor of Applied Science in Applied Management and Entrepreneurship degree upon recommendation of the State Board for Community and Technical Colleges staff.

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

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor’s degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Walla Walla Community College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation to authorize Walla Walla Community College’s Bachelor of Applied Science in Applied Management and Entrepreneurship.

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:

Jan Yoshiwara, secretary

Larry Brown, chair
A resolution to approve Walla Walla Community College’s application to offer a Bachelor of Applied Science in Sustainable Agriculture Systems degree upon recommendation of the State Board for Community and Technical Colleges staff.

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

WHEREAS, consistent with the Washington State Legislature’s requirement, the State Board developed objective criteria for the approval of community and technical college applied bachelor’s degrees; and

WHEREAS, the State Board for Community and Technical Colleges staff found that Walla Walla Community College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges approves the recommendation to authorize Walla Walla Community College’s Bachelor of Applied Science in Sustainable Agriculture Systems.

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


ATTEST:

Jan Yoshiwara, secretary

Larry Brown, chair
Long-Term Strategic Advocacy Task Force

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

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

Background information and analysis

Summary of State Board retreat discussions
At the State Board retreat, participants were asked to break into small groups to discuss the following questions.

- What should the task force’s end goal be?
- What do you think our system needs to do to reach that goal?
- Looking ahead, what obstacles and opportunities do you see for our college system?
- What can your group contribute or what is the role of your group to the collaborative advocacy effort?
- How can we better integrate our efforts? (State Board, presidents, trustees, students, faculty)
- What other coalitions or groups should we reach out to?

Common themes emerged from the retreat discussions.

- We need a clearly identified, shared goal. One discussion group offered this example: “The goal should be sustainable funding and policy support generated by circles of influence formed at the ground level (local, organic).”
- Students are vital to this effort.
- This needs to be a system-wide effort, with shared ownership. To accomplish this, we need to look at all stakeholder priorities and coordinate so that we are internally aligned.
- Bringing students and other partners – internal and external -- to meetings with legislators is necessary and powerful.
- We need a unified message.
- We need to “turn allies into accomplices” who take action on our behalf.
Summary of Oct. 11 Long-Term Strategic Advocacy Task Force meeting

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

Task force members reviewed the feedback from the State Board retreat discussions, and identified similar needs. They also shared advice based on their experiences with other advocacy efforts:

- This is a multi-year process; patience and persistence is key.
- Communications with legislators need to be short, straightforward and to the point. They want to hear what’s happening in their own districts: “This is what we’ve done…this is what we’re doing…this is what we need.”
- Data and joint studies are crucial in changing minds and advancing legislative goals.
- It’s important to select the right people to deliver the messages. Legislators are more persuaded by people who share their philosophies, interests and goals. And, it’s important to send different groups at different times.
- We need an overarching message about our system, with sub-messages aimed at different audiences (business, labor, civic groups etc.)
- In building partnerships, we need to find common, “lunchbox” issues to which we can all agree.
- We need to settle some of our own differences in-house as part of this effort.
- We need advocates who not only speak well of our system, but who take action on our behalf.
- This effort must extend well beyond the task force itself.

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

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

Potential questions

- What were the State Board’s observations from the September retreat discussions?
- Given the content of this write-up, what items or thoughts particularly resonate with the Board?
- What does the Board feel the end goal of this advocacy effort should be? What would success look like?

Recommendation/preferred result

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

Policy Manual Change Yes ☐ No ☒

Prepared by: Laura McDowell, communications director
360-704-4310. lmcdowell@sbctc.edu