# STATE BOARD MEETING AGENDA

Pierce College Fort Steilacoom  
Performance Lounge  
9401 Farwest Drive SW  
Lakewood, WA 98498

**Study Session: Wednesday, Dec. 4 // 1:30 p.m. to 7 p.m.**  
**Business Meeting: Thursday, Dec. 5 // 8:30 a.m. to 1 p.m.**

**Board members**  
Wayne Martin, chair // Carol Landa McVicker, vice chair // Anne Fennessy // Jay Reich  
Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner // Chelsea Mason  
Jan Yoshiwara, executive director // Beth Gordon, executive assistant


<table>
<thead>
<tr>
<th>Dec. 4</th>
<th>Study Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Item</td>
<td></td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Welcome and introductions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wayne Martin, Chair</td>
<td></td>
</tr>
<tr>
<td>1:40 p.m.</td>
<td>2021-23 Operating Budget Development Process</td>
<td>Tab 1</td>
</tr>
<tr>
<td></td>
<td>Cherie Berthon</td>
<td></td>
</tr>
<tr>
<td>2:50 p.m.</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3:10 p.m.</td>
<td>Strategic Enrollment Plan and Enrollment Trends</td>
<td>Tab 2</td>
</tr>
<tr>
<td></td>
<td>Darby Kaikkonen and Carli Schiffner</td>
<td></td>
</tr>
<tr>
<td>4:10 p.m.</td>
<td>WACTC Report</td>
<td></td>
</tr>
<tr>
<td>4:20 p.m.</td>
<td>Host College Presentation</td>
<td></td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>Dinner and Continued Host College Presentation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dec. 5</th>
<th>Business Meeting</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Item</td>
<td></td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Welcome and introductions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wayne Martin, Chair</td>
<td></td>
</tr>
<tr>
<td>8:40 a.m.</td>
<td>Adoption of Meeting Agenda</td>
<td>(Action)</td>
</tr>
</tbody>
</table>
8:42 a.m. Adoption of Consent Agenda
   a. Peninsula College local expenditure, Allied Health and Early Childhood Development Center settlement Resolution 19-12-51
   b. South Seattle College, local expenditure and alternative financing in the 2020 supplemental budget, student wellness and fitness center Resolution 19-12-52
   c. Yakima Valley College, property acquisition, 809 South 16th Ave. Resolution 19-12-53
   d. October 10, 2019, State Board meeting minutes
   e. Amazon Web Services, Cloud Services Resolution 19-12-55

8:45 a.m. Washington Roundtable Presentation

9:45 a.m. Student Voice – Student Association Legislative Priorities Tab 4
   Joe Holliday

10:15 a.m. Consideration of 2020 Legislative Agenda and Priorities Tab 5
   Arlen Harris Resolution 19-12-54 (Action)

10:45 a.m. Labor Report

11:00 a.m. Association of College Trustees Report Tab 6
   Bob Ryan, Trustee President-Elect, Tacoma Community College

11:15 a.m. Open Public Comment

11:20 a.m. Executive Director Report Tab 7
   Jan Yoshiwara

12:00 p.m. Break

12:10 p.m. Chair Report and State Board Discussion

1:15 p.m. Adjourn
   February 5-6, 2020, State Board Office, Olympia

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

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

September 25, 2019

On June 27, 2019, the governor-appointed Washington State Board for Community and Technical Colleges unanimously approved the following vision statement:

"Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities."

The vision statement is meant to inspire us, to challenge us, and to capture the heart of our mission so well that we are restless to improve. It also answers a fundamental question: What do we hope to achieve for our students and the world they create?

Statement of Intent

From 2006 to 2019: An Evolving Vision

Our college system's last vision statement dates back to 2006, a time when our nation was on the brink of the Great Recession. The statement focused on raising the prosperity of individuals, communities and our economy. However, it was silent in recognizing that we can only achieve those goals by improving outcomes for our diverse student population.

This 2019 vision statement grew from months of data analysis and facilitated conversations among State Board members and with a system-wide Equity Vision Work Group. The work group was made up of representatives from the State Board, trustees, presidents, students, faculty and college diversity and equity officers. Also participating on the work group were State Board staff who serve on the agency's Diversity, Equity and Inclusion Committee.

This document records the thought process behind the wording of the 2019 vision statement so the intent remains clear as leaders change and colleges create local plans to support the state-wide vision.

Words Matter: A Phrase-by-Phrase Analysis of This Vision Statement

Leading with racial equity...

This vision statement immediately focuses on racial equity, which raises an important question: Why start with race? The answer: To provide an excellent education for all our students, we must remove the institutional barriers that weigh down students of color, who make up 45 percent of our student population.

SBCTC.edu  •  c: 360-704-4400  •  f: 360-704-4415  •  1300 Quince St SE  •  PO Box 42495  •  Olympia, WA 98504-2495
SBCTC research shows students of color are less likely to be retained through completion. This is not because of a lack of talent, ambition or work ethic on the part of students, but because of racist and discriminatory practices that have funneled away opportunity and income over generations.

Throughout our history, institutional racism blocked people of color from getting well-paying jobs, buying houses and pursuing education. Families of color have been less able to save, become economically stable, and accumulate wealth to pass onto future generations. Students of color are living with disadvantages that are deeply rooted in discriminatory practices, many intentional and others created through privilege or unconscious bias.

Any system produces what it is designed to produce. Our community and technical colleges are producing white graduates at a higher rate than graduates of color. The answer lies not in “fixing” students, but changing our institutions to better serve students of color.

While history may have created inequalities in systems long before we were born, we are all part of the system now and it’s our job to change it.

The destiny of our students is linked. The strategies that produce racial equity for students of color also work for other students, creating an invigorated campus community and better educational outcomes overall.

“Leading with race is very intentional in this statement. Other things will follow, but if we don’t start here, everything else will be watered down.”  — Work group member

“Many of us were raised not to see race, but when we do that, we actually do more harm to students of color.” — Work group member

...our colleges maximize student potential and transform lives...

“Potential” means several things: students’ earning potential, potential to participate in communities and our nation’s democracy, and potential to see their own vast capabilities. This phrase also recognizes that our colleges transform lives with students, family members, community members, and employers alike.

...within a culture of belonging...

Students thrive where they feel they belong. This section challenges colleges to create a culture where all students and educators feel welcomed, valued and acknowledged. Colleges should hire more employees of color so students see themselves reflected in those around them. Staff of all races should understand racial equity and translate it into effective practice.

“We need to change the culture of our organizations, so our responsibility is beyond shedding light on the students and instead look at their entire experience, like an ecosystem.” — Work group member

...that advances racial, social and economic justice in service to our diverse communities.

This final phrase answers one of the work group’s biggest questions: To what end are we helping students achieve their maximum potential? Certainly, it’s to elevate students, communities and our economy, but it’s also to turn all students into standard-bearers for racial, social and economic justice within their own diverse communities, leading the way for others.

“We aspire to create not just a skilled nurse, but a socially just and socially responsible nurse.” — Work group member
Community and Technical College System Vision and Strategic Priorities

D R A F T 3

Updated: September 25, 2019

Introduction

To be written

Problem Statement

Washington Student Achievement Council educational attainment goals:
- All adults in Washington, agenda 25-44, will have a high school diploma or equivalent.
- At least 70 percent of Washington adults, ages 25-44, will have a postsecondary credential.
- Goals adopted by State Legislature

Washington Roundtable education goal:
- 70 percent of Washington students will earn a post-secondary credential by age 26.

Educational attainment is Increasing but not fast enough

- Just over 90 percent of Washington’s population aged 25-44 holds a high school diploma or equivalent, a one percentage point increase over the baseline year of 2011.
- 52.5 percent of adults aged 25-44 have a postsecondary degree, certificate or apprenticeship credential, and a two percentage point increase over the baseline year of 2011.
- 40 percent of young adults have completed a college credential compared to 31 percent in 2006.

Washington’s Community and Technical College Role

- To achieve the Washington Student Achievement Council goal, community and technical colleges would need to complete an additional 228,000 credential holders over 10 years.
- This is 60 percent of the overall Washington Student Achievement Council goal of 340,000 new credential holders based on the populations whose education attainment needs to increase and where they are likely to enroll. [https://www.sbcc.edu/colleges-staff/research/reports/socioeconomic-research.aspx](https://www.sbcc.edu/colleges-staff/research/reports/socioeconomic-research.aspx)
- Serving more people, increasing completions and eliminating equity gaps are all required to close gaps in the state’s skilled labor force and maximize career pathway opportunities for all Washingtonians. [https://www.sbcc.edu/resources/documents/colleges-staff/research/socioeconomic-research/wsac-goals-access-and-completion-research-brief.pdf](https://www.sbcc.edu/resources/documents/colleges-staff/research/socioeconomic-research/wsac-goals-access-and-completion-research-brief.pdf)
Community and Technical College System Vision Statement 2019

Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social and economic justice in service to our diverse communities.

Principle Goals to Raise Educational Attainment and Close Skills Gaps

Close equity gaps. Consistent with the values in the Board’s vision statement, we must eliminate inequities in transitions to college, retention, completion, wage and transfer outcomes for students historically underrepresented in higher education.

Improve completion rates for all students. The largest contribution to increasing educational attainment by community and technical colleges will come from improving completion rates for students we already enroll across all programs, associate degrees both transfer and workforce, certificates including apprenticeships, and transitions from basic skills to college level programs.

Increase enrollment. College enrollment can increase from populations with lower educational attainment rates, including young adults, low income adults, people of color, immigrants and single parents.

Key Strategies

1. Pursue actions, policies and investments through an equity lens.
   - Disseminate new system vision statement and discuss its implications with college system stakeholders.
   - Redesign and implement equity minded, college system-level leadership development programs for aspiring and senior college administrators and professional development for faculty, and staff to support retention and career advancement.
   - Institutionalize applying an equity lens across all strategies.

2. Fully implement Guided Pathways and other proven student success strategies across the college system.
   Guided pathways is a research-based framework to redesign college programs and services in order to put students on career and educational paths and support their retention through to completion. The System will need to scale up pathways from early adopters to all community and technical colleges.
   - Expand technical assistance to colleges on guided pathways implementation.
   - Embed equity throughout pathways implementation.
   - Expand partnerships with private foundations and research organizations to scale guided pathways and evaluate outcomes.
• Identify accountability metrics for college implementation focused on increasing student completions across student demographics.

3. Implement Strategic Enrollment Plan

• Expand dual credit across all high school demographic groups.

• Implement an outreach campaign for low income, young adults, underemployed and working adults, and people of color, in collaboration with the launch of the new Washington College Grant.

• Implement a simplified online admissions application.

• Seek federal approval to implement a standard process for Ability to Benefit, to increase participation in I-BEST programs and basic skills transitions to college level programs.

4. Implement Career Connect Washington

The state is implementing a new youth apprenticeship system designed to launch young adults into careers through a combination of work based learning and classroom instruction leading to college credentials. The college system received a small appropriation to begin implementing Career Launch programs.

• Develop Career Launch endorsement process

• Award grants to colleges for Career Launch program equipment and implementation.

• Develop partnerships with industry associations and labor organizations.

• Negotiate accountability metrics and targets.

5. Advocacy and community engagement

• Implement long-term strategic advocacy plan including outreach, branding and marketing.

• Build relationships with new legislators and legislative leaders.

• Increase external stakeholder engagement, partnerships, and alliances with communities of color, business associations, labor organizations, K-12 and higher education, and local community leaders.

• Increase student engagement in advocacy efforts.

Metrics

• Use metrics identified in the Strategic Enrollment Plan to track progress towards increasing enrollments, including demographic disaggregation to analyze equity gaps.
• Use measures for the Student Achievement Initiative to track progress towards increasing completion rates, including demographic disaggregation to evaluate progress on closing equity gaps.

• Negotiate measures for Career Connect Washington to include number of Career Launch programs, number of students served, and employment outcomes.

• Establish annual targets for the college system required to achieve the state’s educational attainment goals by 2030.
REGULAR MEETING

December 4, 2019

Tab 1

Operating Budget Planning

Brief Description
Not long after the new biennial operating budget is allocated to colleges, the system begins to discuss the next biennial budget request. At this meeting, State Board members will have a chance to discuss the budget development process and offer guidance to staff. Additionally, staff will preview the steps leading up to the Fiscal Year 2021 allocation to the colleges.

How does this item link to the State Board’s Priorities?
Legislative operating and capital appropriations to the State Board for Community and Technical Colleges are the foundation for the system’s operation. State resources provide the means to make progress on our goals to close equity gaps, improve completion rates, and increase enrollment.

Background information and analysis
Historically, the biennial operating budget development process begins in January, approximately nine months before proposals are due to the Governor and Legislature. During the last biennial budget development process, the State Board agreed to develop a budget plan for a longer period. This was particularly evident in the request for competitive compensation. The request for a 12.4% wage increase was spread over two biennia (approximately 3% each year). Additionally, the State Board and the system presidents were united in their decision to restrict the budget proposals to a few major requests. This supported clear, concise messaging to policy makers. As a refresher, below is a brief summary of the system request and the final Legislative outcome.

<table>
<thead>
<tr>
<th>Request</th>
<th>Ongoing Annual Amount</th>
<th>Received in Legislative Budget</th>
<th>Ongoing Annual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive Compensation</td>
<td>$46 M</td>
<td>Nurse Educator &amp; High Demand Faculty Salary Increases</td>
<td>$40 M</td>
</tr>
<tr>
<td>Guided Pathways &amp; Recruitment</td>
<td>$43 M</td>
<td>Guided Pathways</td>
<td>$30 M</td>
</tr>
<tr>
<td>High Demand Program Expansion</td>
<td>$25 M</td>
<td>Career Connect Enrollments</td>
<td>$2 M</td>
</tr>
</tbody>
</table>

As the system begins its 2021-23 biennial budget development process, it will be helpful to have some overarching principles defining scope. For example:

- Should the system prioritize requests that were not fully funded in the 2019-21 biennium?
- Should the process begin with a clear set of priorities based on the strategic plan?
- Does the system wish to continue to focus on a few major requests?

Board discussion of these and other questions will help staff support the budget development process over the next several months.
Operating Budget Development and State Allocation Schedule

Below is the anticipated schedule of State Board activities related to biennial operating budget development and preparation of next year’s allocation of state funds to the colleges.

<table>
<thead>
<tr>
<th>Month</th>
<th>2012-23 Operating Budget Development</th>
<th>FY 2021 Allocation Development Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>Discuss 2021-23 Operating Budget Development – Set direction for system process.</td>
<td>Best prediction of Governor’s budget.</td>
</tr>
<tr>
<td>January</td>
<td></td>
<td>No meeting – Email briefing on Governor’s 2020 Supplemental Budget.</td>
</tr>
<tr>
<td>February</td>
<td>1. Results from College Budget priority survey. 2. Stakeholders included for discussions of budget priorities.</td>
<td>Briefing on any supplemental budget news from Legislature.</td>
</tr>
<tr>
<td>March</td>
<td>1. In-depth review of existing State Board earmarks. 2. Review 2021 Supplemental budget.</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>No meeting.</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Update and discussion of system budget development process.</td>
<td>1. Review 2021 allocation of state funds, especially Guided Pathway and High-Demand faculty funding. 2. Adopt 2021-22 Tuition Rates.</td>
</tr>
<tr>
<td>June</td>
<td>Review Presidents’ budget priorities and recommendations. Vote on State Board primary policy requests.</td>
<td>Adopt 2021 allocation of state funds.</td>
</tr>
<tr>
<td>July-August</td>
<td>Review and approve final 2021-23 Biennial Budget Request.</td>
<td></td>
</tr>
</tbody>
</table>

Potential questions
Are there additional operating budget issues that the Board wishes to address this year?

Recommendation/preferred result
Robust discussion of system operating budget development process. No action needed.

Policy Manual Change Yes ☐ No ☒

Prepared by: Cherie Berthon, operating budget director, (360) 704-1023, cberthon@sbctc.edu
STUDY SESSION

December 4, 2019
Tab 2

Strategic Enrollment Plan and Enrollment Trends

Brief Description

This presentation begins with an analysis of enrollment trends over the past ten years, with a focus on key changes in the higher education landscape resulting from the Great Recession. The context of these impacts in Washington State is critical to understand in order to best implement the strategies outlined in the college system Strategic Enrollment Plan.

How does this item link to the State Board’s Priorities?

Enrollment is one of the top priorities adopted by the board.

Background information and analysis

The years surrounding the Great Recession saw unprecedented enrollment growth, especially in the two-year sector. In the years following the economic recovery, national enrollment levels have been in a steady decline and most so in the private for profit and two-year sectors as people have been able to go to work rather than college. Rising costs, changing demographics, and an expected decline in the traditional college-going aged population all suggest this post-recession time period represents a new normal of higher education enrollment.

Enrollment patterns in Washington state are similar to national patterns, with the largest decline over the past ten years in the two-year sector, steady growth overall in the public four-years, and declines in private four-year institutions. The pipeline of high school seniors has steadily grown in the past five years, but only for underrepresented groups. The number of white students, who traditionally have the highest college enrollment rates, have declined two percent. The percent of recent high school graduates who enroll in college has remained steady at about 60 percent the last several years, but there has been a marked increase in the share who enroll in a four-year public institution and decline in the share enrolling in community and technical colleges.

In Washington state this shift is likely due to the growing popularity of dual enrollment (specifically Running Start), which has nearly doubled in the past ten years. Combined with more participants, Running Start students are taking larger credit loads at the community and technical colleges and finishing their associate degree in greater numbers. This means a shift in the proportion of students who attend community and technical colleges under dual enrollment versus as a state-funded, tuition-bearing student. Asian, white, Hispanic, and students identifying as multi-racial have increased the most in dual enrollment, but historically underrepresented groups still lag behind in overall numbers. It is critical that any strategy concentrated on increasing dual enrollment focus.
intensively on underrepresented students, as population trends suggest their students are expected
to grow the most. Hispanic student enrollment in the community and technical college system has
increased over 50 percent in the past ten years, while white and American Indian student enrollment
has shown declines.

Another key pipeline of students for focus are basic skills students. The community and technical
colleges enrolled over 60,000 basic skills students in 2018-19, which is double the number of
Running Start students in a year. Federal funding policy for basic skills, which includes requirements
for preparation for college-level work, creates opportunities for a large number of college-ready
students to target for transition into college level programs. The colleges should step up efforts to
help students complete a high school credential and enroll directly into a college program through
Washington’s Integrated Basic Education and Skills Training programs as well as utilize available
options to help those without a high school diploma.

In the period before the recession, enrollment flourished with large numbers of credential-seeking
students as well as non-credential students attending part time and enjoying low tuition rates. The
recession drove up unemployment and subsequently college enrollment, but rising tuition costs in
conjunction with state budget cuts essentially eliminated the part-time student population. Post-
recession, younger students (traditional college-aged population) pursuing academic transfer
degrees continue to be a stable enrollment group, but as noted above, less students are enrolling in
the two-year sector directly out of high school. This reinforces the need to focus strategic enrollment
efforts on the growing populations of underrepresented students who are not currently participating
in college in large numbers.

Professional-technical credential-seeking student headcount has declined the past ten years along
with a lower unemployment rate, but not less than other enrollment areas. Students aged 35 and
older have declined nearly 30 percent since the enrollment peak. With a strong economy it is
significantly more challenging to recruit and retain older students who may also have a family to
support. For them to choose to enroll, something either has to happen (such as a job loss) or there
must be a significant benefit to them to offset the opportunity cost. A strategic enrollment strategy
focused on adult re-engagement is to target the population with “some college, no degree. The
efforts in this area should include a focus on the new Washington College Grant to ensure students
have the financial support they need to not only enroll, but complete a credential.

In fall 2017, the Washington Association of Community and Technical Colleges (WACTC) authorized
the formation of the WACTC Strategic Enrollment Task Force to build a stronger enrollment base for
community and technical colleges. Over a two-year period the Task Force worked to identify state-
level and institutional strategies that will improve access and retention system-wide and to
incorporate those strategies into a Strategic Enrollment Work Plan. This work plan consists of four
areas: K-12 alignment, adult reengagement, onboarding/entry, and retention/persistence. Each area
provides recommendations on next steps. Since the adoption of this work plan in 2019, WACTC’s
Education Services Committee has committed to prioritizing and addressing the plan’s
recommendations.

Attachment A: Research Report
Potential questions

Questions that need to be answered

- Are there key populations that need further study to best understand enrollment patterns?
- Do the key strategies in the Strategic Enrollment Plan align with where the system should be focused?

Recommendation/preferred result

Staff recommend they continue with regular updates throughout the coming year on progress toward enrollment recommendations from the Strategic Enrollment Plan. Board members will be asked to vote on the Strategic Enrollment Plan at a future meeting.

Policy Manual Change Yes ☐ No ☒

Prepared by: Darby Kaikkonen, policy research director

360-704-1019, dkaikkonen@sbctc.edu
ENROLLMENT TRENDS: PRE-RECESSION TO CURRENT DAY

The past ten years has been a period of significant transformation for higher education, with the Great Recession (recession) serving as a pivotal point of that change. On a national scale, enrollment in college peaked drastically the first year following the recession. But the years since, some sectors have shown such a consistent decline that the current characterization is that of an “enrollment crisis.” Parallel to the real estate market, the years before the recession reflected a seller’s market for institutions of higher education. There was high public confidence from consumers believing that, similar to buying a home, an education is something that would always increase in value and be worth the cost. This market confidence allowed the steady increases in tuition over the first part of the century, knowing students’ commitment to attending college and willingness to pay the cost. Even at the time of the recession, tuition levels rose substantially in response to state budget cuts, therefore putting a greater burden of the total cost of education on the backs of students.

Figure 1. Nationwide enrollment in postsecondary education by sector

But starting the few years after the recession enrollment peak, consistently declining enrollments suggests higher education is experiencing a “new normal” in the post-recession time period. A strong economy has turned the seller’s market for higher education in greater favor of the consumer, causing institutions to double down on their efforts to
convince prospective students that investing in higher education is worth the opportunity cost. As shown in Figure 1, for-profit private institutions have suffered the most from this new landscape, due in part to federal regulations that started in 2011 as a means of addressing the cost benefit from college. Small, private, not-for-profit four-year institutions have also suffered from enrollment declines and as a result increased their tuition discount rates as a strategy for recruiting a dwindling population of prospective students. However, financial experts warn about the delicate balance of enrollment size, high discount rate, and tuition budgeting as possible risk factors for overall institution health. This coupled with the anticipation of a projected decline in the traditional college-aged student population due to a declining birth rate (also related to the Great Recession) has contributed to some institutions having to close their doors.

The two-year sector of community and technical colleges experienced the largest enrollment peak in the year following the end of the recession, about 2009. A recent study by the National Student Clearinghouse showed community colleges as the type of institution where students with some prior college but no degree were most likely to re-enroll during this time. However, just as two-year colleges experienced the most significant increase in enrollment, this sector has also seen enrollment declines greater than the four-year institutions in the past 10 years (see Figure 1). The most significant factor commonly associated with enrollment declines in community colleges is a strong economy measured by low unemployment rates. Additionally, the community colleges are not immune to the same factors of changes in who is historically going to college, shrinking high school graduate populations, and costs. While tuition as a whole is lower than at the four-year and private institutions, it rose as state budgets were cut during the recession, increasing the likelihood even a two-year program could become cost prohibitive, especially for the most vulnerable populations.

Economic and demographic challenges aside, the multiple roles and missions that community and technical colleges provide serve as their greatest asset in the realm of strategic enrollment management. The institutions are open access, available in local communities, nimble, and career-focused which is crucial for the new way that students seem to be viewing the role of higher education. Students and families have limited time and resources to spend and are more than ever looking for the most efficient way to learn skills that will enable them to get started on a career upon graduation.

The remainder of this report studies enrollment trends in the Washington Community and Technical College (CTC) system over the ten-year time period since the enrollment peak of 2009. The goal of the analyses is to provide a historical landscape to serve as context for the work ahead in alignment with the system’s Strategic Enrollment plan for 2019.

**Washington state postsecondary analysis**

The observed national enrollment patterns are similar in Washington state (see Figure 2). Four-year private institutions’ enrollment has steadily decreased, the two-year institutions sharply decreased, while the four-year public institutions have slowly increased in enrollment.
High school population

Also, in alignment with national trends, Washington state has experienced a decline in birth rate\textsuperscript{vii}. The school age population in the state is expected to grow slowly until 2025, due in part to the grandchildren of the baby boomer generation reaching school age. The past five years have shown net growth in the number of high school seniors, those students primed to enroll in postsecondary education following graduation. However, disaggregating by race and ethnicity shows significant variation with students from historically underserved populations demonstrating the most growth and white students in decline (see Table 1). This trend aligns with the state’s population forecast that notes the high impact of in-migration to the state on birth rates, particularly from Hispanic populations.\textsuperscript{ix} Understanding the demographic makeup of this crucial pipeline is vital for colleges to consider how they will best market to and serve growing populations of students who have not historically participated in higher education.

In the public sector, there has also been an observed change in where recent high school graduates are attending postsecondary education in the year following graduation. Figure 3 shows 52 percent of the 2005 graduating class enrolled in the two-year sector and 27 percent in the public, four-year. By the 2016 graduating class, 45 percent enrolled in the two-year and 32 percent in the four-year.
Table 1. Washington state 12th grade student headcount

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12th grade headcount</td>
<td>85,411</td>
<td>87,389</td>
<td>87,809</td>
<td>88,841</td>
<td>89,755</td>
<td>5%</td>
</tr>
<tr>
<td>American Indian/ Alaskan Native</td>
<td>1,362</td>
<td>1,362</td>
<td>1,308</td>
<td>1,253</td>
<td>1,234</td>
<td>-9%</td>
</tr>
<tr>
<td>Asian</td>
<td>6,556</td>
<td>6,579</td>
<td>6,450</td>
<td>6,887</td>
<td>7,148</td>
<td>9%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>4,217</td>
<td>4,322</td>
<td>4,338</td>
<td>4,444</td>
<td>4,430</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic/ Latino of any race(s)</td>
<td>15,510</td>
<td>16,734</td>
<td>17,358</td>
<td>17,818</td>
<td>19,152</td>
<td>23%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4,881</td>
<td>5,199</td>
<td>5,708</td>
<td>6,046</td>
<td>6,060</td>
<td>24%</td>
</tr>
<tr>
<td>Native Hawaiian/ Other Pacific Islander</td>
<td>780</td>
<td>802</td>
<td>843</td>
<td>959</td>
<td>993</td>
<td>27%</td>
</tr>
<tr>
<td>White</td>
<td>52,109</td>
<td>52,395</td>
<td>51,755</td>
<td>51,539</td>
<td>50,984</td>
<td>-2%</td>
</tr>
</tbody>
</table>

Figure 3. Washington state public sector enrollment: first year after high school graduation

Non-tuition enrollment populations

Dual enrollment
The rising participation in dual enrollment is another area where the two-year sector has experienced unprecedented enrollment growth, especially in Washington state (see Figure 4). The largest dual enrollment program in the state is Running Start, where 11th and 12th grade high school students take classes at the community and technical colleges to satisfy both a high school credit requirement and earn college credits. Running Start students do not pay full tuition but smaller fees, and those can be waived for low-income students. While enrollment in the program has increased for all race and ethnic groups, white students still comprise a greater percentage of Running Start (60 percent) as compared to the population of high school seniors (56 percent) (see Figure 5).
As the program has increased in popularity, students are progressively taking more credits and staying long enough to complete an associate degree before graduating from high school (see Figure 6). This pattern likely has an impact on the shift in recent high school graduates who are enrolling in a four-year institution as demonstrated in Figure 3. Specifically, 31 percent of students enrolled in Running Start in 2011 re-enrolled in a two-year institution within four years, compared to 28 percent in 2015. For the four-year sector, 25 percent of the 2011 group enrolled within four years and in 2015 it was 28 percent. These enrollment and completion patterns suggest that both the two and four-year sectors need to think differently about what the “traditional” college student looks like, specifically with respect to age and understanding the pipeline.

Figure 4. Running Start enrollment

![Running Start enrollment graph]

Figure 5. Running Start enrollment by race/ethnicity

![Running Start enrollment by race/ethnicity graph]
Basic education for adults (BEdA)
Washington community and technical college’s serve approximately 60,000 students each year in programs designed to help students increase their skills to prepare them for employment and, by federal definition, prepare for college-level work (see Figure 7). The population of BEdA students is a prime opportunity for enrollment growth, specifically through I-BEST programs. Colleges have increased enrollment in I-BEST, but it only comprises about 15 percent of all basic education FTE so there is much room for growth. The system continues to work on opportunities in this area, to include co-enrollment in I-BEST and high school completion programs so students can begin earning college level credits prior to completing a high school credential. To support this work, there are efforts underway for a greater use of the federal Ability to Benefit policy to help students without a high school diploma access financial aid for college-level work.

Figure 7. Basic education for adult enrollment
Tuition enrollment populations: academic transfer and professional-technical education

Demographics
Similar to the pattern observed for high school seniors, there are different growth rates for students of different race and ethnic backgrounds (see Figure 8). The number of white students enrolled in credential-seeking programs has dropped over time, 26 percent in 10 years and the American Indian/Alaska Native population has dropped 38 percent. The most growth is observed with students who identify as Hispanic at 51 percent. Figure 9 shows that females enroll at higher levels than males, but the gap has slowly narrowed over time with females showing an 11 percent decline as compared to a five percent decline for males.

In 2007-08 the highest enrolled age group was 20 and under. Currently, there are as many 20 and under students as those ages 25-34. Part of the observed decline in the youngest students (aged 20 and under) could be attributed to the growing number of former Running Start students enrolling in a four-year institution (see Figure 6). All age categories peaked in 2010-11 and have steadily declined since, with those 35 and older showing the sharpest decline (see Figure 10). There are significantly larger numbers of non-low-income students enrolled than low income. However, non-low-income is the group that dropped the most following the recession and have remained stable since 2013. Low-income student headcount has steadily declined since 2013 (Figure 11).

Figure 8. Credential-seeking student headcount by race/ethnicity (logarithmic scale)
Figure 9. Credential-seeking student headcount by gender

Figure 10. Credential-seeking student headcount by age group
Mission
As noted nationally, colleges who serve a large workforce and training population tend to observe enrollment declines in general juxtaposed to low unemployment rates. Washington state saw similar patterns in the past 10 ten years (see Figure 12; *unemployment rate from January of the given year). Enrollment in 2007-08 was high, coupled with low tuition and unemployment rate. The recession caused a significant spike in the unemployment rate and subsequently enrollment; however, rising tuition costs in conjunction with state budget cuts altered the kind of student who chose to enroll in the two-year colleges.

Figure 13 shows enrollments over time disaggregated by students enrolled for academic transfer degrees, professional-technical certificates and degrees, and “other.” The “other” category (which represents non-credential seeking or not reported) accounted for nearly half of the total pre-recession enrollments. This number has fallen to a historic low in 2018-19, while enrollments in the program areas have leveled off, even with rising tuition. Further, FTE has not changed as drastically over time, which is reflected in the greater credit loads students who are enrolled are taking. This suggests that the historic high number of enrollments pre-recession reflected a lot of part-time students who were not necessarily planning to earn a credential, and enjoyed a relatively low tuition level for their minimal number of classes. Given current costs of higher education, it is unlikely the system will again experience the level of enrollment that it had pre-recession, without those “casual attendee” students.
Figure 12. Washington state enrollment, tuition, and unemployment rate

Figure 13. Credential-seeking and “other” student headcount by mission area
The academic transfer mission is designed to prepare students to transfer to a bachelor’s degree program. Enrollment in this area (not including Running Start) grew steadily up to the enrollment peak, and has subsequently decreased each year. However, when enrollment in this mission area is juxtaposed to Running Start (see Figure 14), there is a net increase. The overall enrollment stability comes from primarily younger students who are college-bound and took full advantage of dual credit during the fiscally challenged years of 2009-11. Once tuition levels stabilized and even decreased is when there was a shift to slightly more students enrolling directly into four-year institutions after high school. However, it is encouraging that even with the substantial growth in Running Start each year, the last two years saw enrollment growth in the community and technical colleges for the youngest age group.

The professional-technical/workforce education mission is designed to prepare students to go directly into a job or career. This mission area tends to serve an older population, including students who have already earned a credential and are returning to college for retraining. While in general academic transfer programs makeup the majority of enrollments in the community and technical colleges, in 2009 enrollment in professional-technical programs was nearly the same as academic transfer. Figure 15 demonstrates how enrollment in these programs tend to have a negative correlational relationship with unemployment rate. Once the economy begins to recover, enrollment in these programs tends to decline as people go back to work, and especially for older students. Enrollment for professional-technical students 35 and older declined nearly 30 percent between the height of the enrollment boom and the most current year. Older students in both in academic transfer and professional-technical programs, tend to have lower retention rates during an academic year, which is another factor impacting overall enrollment.

Figure 14. Credential-seeking transfer student mission area and Running Start
Summary and key takeaways

The years surrounding the Great Recession saw unprecedented enrollment growth, none more so than in the two-year sector. However, in the years following the economic recovery, national enrollment levels have been in a steady decline and most so in the private, for-profit, and two-year sectors. Rising costs, changing demographics, and an expected decline in the traditional college-going aged population all suggest this post-recession time period represents a new normal of higher education enrollment.

Enrollment patterns in Washington state are similar to those nationwide, with the largest decline over the past ten years in the two-year sector, steady growth overall in the public four-year institutions, and declines in private four-year institutions. The pipeline of high school seniors has steadily grown in the past five years, but only for historically underrepresented groups. White students, who traditionally have been the largest group enrolled in college, have declined two percent. The percent of recent high school graduates who enroll in college has remained steady at about 60 percent the last several years, but there has been a marked increase in the share who enroll in a four-year public institution and decline in two-year enrollments.

Part of this shift is likely due to the growing popularity of dual enrollment (specifically Running Start), which has nearly doubled in the past ten years. Combined with increased enrollment, Running Start students are taking larger credit loads at the community and technical colleges and finishing the associate degree in greater numbers each year. This means a shift in the proportion of students who attend the community and technical college’s under dual enrollment versus as a state-funded, tuition-bearing student. Asian, white, Hispanic, and students identifying as multi-racial have increased the most in dual enrollment, but historically underrepresented groups still lag behind in overall numbers. It is critical that any strategy concentrated on increasing dual enrollment focus intensively on underrepresented students as population trends suggest this is the area of expected growth. Specifically, Hispanic student enrollment in the community and technical colleges has increased over 50 percent in the past ten years, while white and American Indian student enrollment has shown the greatest decline.
Another key pipeline of students for focus are Basic Education for Adult (BEdA) students. The community and technical college’s enrolled over 60,000 students BEdA in 2018-19, which is double the number of Running Start students in a year. Federal funding policy for BEdA, which includes requirements for preparation for college-level work, creates opportunities for a large number of college-ready students to target for enrollment. The colleges can further this work by expanding efforts to help students complete a high school credential and enroll directly into a college program through I-BEST programs as well as utilize Ability to Benefit to help those without a high school diploma.

In the period before the recession, enrollment flourished with large numbers of credential-seeking students as well as non-credential students attending part time and enjoying low tuition rates. The recession drove up unemployment and subsequently enrollment, but rising tuition costs in conjunction with state budget cuts essentially eliminated the part-time/casual enrollment population. Post-recession, younger students (traditional college-aged population) pursuing academic transfer degrees continue to be a stable enrollment group, but as noted above, fewer students are enrolling in the two-year sector directly out of high school. This reinforces the need to focus strategic enrollment efforts on the growing populations of underrepresented students who are not currently participating in college in large numbers.

Professional-technical credential-seeking student headcount has declined the past ten years along with a lower unemployment rate, but not as drastically as in other enrollment areas. Students aged 35 and older have declined nearly 30 percent since the enrollment peak. Older students tend to have lower retention rates than younger students, and the gap grew during the years following the enrollment boom. With a strong economy it is significantly more challenging to recruit and retain older students who may also have a family to support. For them to choose to enroll, something either has to happen (such as a job loss) or there must be a significant benefit to offset the opportunity cost. An increased focus on applied baccalaureate (AB) degrees offered at the Community and technical college’s is a possible strategy for not only new enrollments but re-engaging students with an existing credential to increase their educational attainment. AB programs are offered in the local community and provide expanded options for historically low-wage programs as well as those needing management skills built upon technical content.

Another strategic enrollment objective focused on adult re-engagement is to target the population with some college credits but no credential, with an emphasis on closing the equity gap. The strategies in this area focus on equity-minded efforts to reduce barriers and ensure greater access to education utilizing a variety of modalities. In addition to marketing strategies for underserved populations, a focus on the new Washington College Grant should be a priority strategy to ensure students have the financial support they need to not only enroll, but complete a credential.
https://studentaid.ed.gov/sa/about/data-center/school/ge
https://www.nacubo.org/Research/2019/NACUBO-Tuition-Discounting-Study/Tuition-Discounting-Study-Infographics
https://scholars.unh.edu/cgi/viewcontent.cgi?article=1230&context=carsey
https://nscresearchcenter.org/some-college-no-degree-2019/
Ibid
https://www.doleta.gov/wioa/
https://www.sbctc.edu/colleges-staff/programs-services/i-best/
https://www.sbctc.edu/colleges-staff/programs-services/student-services/ability-to-benefit.aspx
CONSENT ITEM (RESOLUTION 19-12-51)

December 5, 2019
Tab 3a

Peninsula College — local capital expenditure authority for Allied Health and Early Childhood Development Center settlement

Brief Description
Peninsula College is seeking approval to use up to $70,000 of local funds to complete the state-funded major project 30000126.

How does this item link to the State Board’s priorities?
This project supports enrollments and completions by providing modern campus facilities.

Background information and analysis
Peninsula College is in the final stages of completing the state-funded Allied Health and Early Childhood Development Center building. The floor heating system is not operating adequately due to a design error. The designer has agreed to fully compensate the college for the cost of correcting the deficiency. These proceeds will be used to pay the contractor for the corrective work.

The Peninsula College Interim Vice-President for Finance and Administration, under delegated authority of the Board of Trustees approved this request on October 29, 2019.

Potential questions
Is this project consistent with State Board’s goals of being responsive to the changing needs in the community and using resources efficiently?

Recommendation/preferred result
Staff recommends approval of Resolution 19-12-51 giving Peninsula College the authority to spend up to $70,000 in local funds to complete the Allied Health and Early Childhood Development Center building project 30000126.

Policy Manual Change  Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-12-51

A resolution relating to Peninsula Colleges’ request to use up to $70,000 in local funds to complete the Allied Health and Early Childhood Development Center building project 30000126

WHEREAS, Peninsula College is completing the state-funded Allied Health and Early Childhood Development Center building; and

WHEREAS, the floor heating system is not operating adequately due to a design error; and

WHEREAS, the designer has agreed to fully compensate the college for the cost of correcting the deficiency; and

WHEREAS, the college will use proceeds from the designer to pay the contractor for the corrective work; and

WHEREAS, The Peninsula College Interim Vice-President for Finance and Administration, under delegated authority of the Board of Trustees approved this request on October 29, 2019; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Peninsula College to spend up to $70,000 in local funds to complete construction of the Allied Health and Early Childhood Development Center building project 30000126.

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 12/5/2019

Attest

Jan Yoshiwara, secretary
Wayne Martin, chair
CONSENT ITEM (RESOLUTION 19-12-52)

December 5, 2019
Tab 3b

South Seattle College requests local expenditure authority and alternative financing in the 2020 supplemental budget to construct a student wellness and fitness center

Brief Description

South Seattle College is seeking approval to spend up to $11,618,000 to construct a student wellness and fitness center. State Board Resolution 16-06-29 approved up to $10,000,000 in alternative financing during the 2017-19 capital budget cycle. The project did not move forward during that time and expenditure authority has lapsed.

How does this item link to the State Board’s 2018-19 priorities?

This project supports increasing enrollments and completions by providing expanded campus facilities.

Background information and analysis

South Seattle College is proposing to use student-voted fees and user fees to pay for the development and operation of a student wellness and fitness center on their main campus in west Seattle. The college will borrow approximately $9,818,000 using a Certificate of Participation from the Washington State Treasurer’s lease/purchase program for state agencies. The remaining $1,800,000 in cash will come from the accrued balance of the student-voted fees.

The facility will be approximately 18,750 square feet. The college has set aside sufficient reserves to cover lower-than-expected enrollment or higher-than-expected interest rates.

Per chapter 39.94 of the Revised Code of Washington, all capital financing requires approval from the Legislature and the State Finance Committee. Once legislative approval is granted in the capital budget and the project is bid, the State Finance Committee will market and sell the bond.

The college will use the Department of Enterprise Services’ public work process and project management services for this project.

The student body adopted and dedicated fees to support the financing in 2015 and the United Student Body Executive Committee voted in April 2019 to continue with the project. The South Seattle College Board of Trustees approved up to $10,000,000 in alternative financing in May 2016. The college president, under delegated authority of the South Seattle College Board of Trustees, approved the use of $1,800,000 in local cash in October 2019.

Potential questions

Is this project consistent with the State Board’s goal of supporting enrollment?
Recommendation/preferred result

Staff recommends approval of Resolution 19-12-52, directing staff to include the request to finance up to $9,818,000 in the State Board 2020 Supplemental budget and approving the expense of $1,800,000 in local cash for South Seattle College’s student wellness and fitness center project.

Policy Manual Change Yes ☑ No ☐

Prepared by: Wayne Doty, capital budget director

(360) 704-4382, wdoty@sbctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-12-52

A resolution relating to South Seattle College’s request to spend up to $11,618,000 to construct a student wellness and fitness center.

WHEREAS, the college is proposing to use student-voted fees and use fees to construct a 18,750 square foot fitness center; and

WHEREAS, the student body adopted and dedicated fees to support the financing; and

WHEREAS, the college proposes to borrow $9,818,000 using a Certificate of Deposit from the Washington State Treasurer and spend $1,800,000 in local cash; and

WHEREAS, the total estimated cost for the project is now $11,618,000; and

WHEREAS, South Seattle College’s Board of Trustees approved up to $10,000,000 in alternative financing in May 2016. Additionally, the college president, under delegated authority of the South Seattle College Board of Trustees, approved the use of $1,800,000 in local cash in October 2019.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the addition of a $9,818,000 Certificate of Participation to its 2020 supplemental capital budget request for South Seattle College and up to $1,800,000 in local cash to construct its student wellness and fitness 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 12/5/2019

Attest

____________________________________
Jan Yoshiwara, secretary

____________________________________
Wayne Martin, chair
CONSENT ITEM (RESOLUTION 19-12-53)

December 5, 2019

Yakima Valley College — property acquisition 809 South 16th Avenue in Yakima, Washington

Brief Description

Yakima Valley College seeks to purchase the property located at 809 South 16th Avenue in Yakima, Washington for approximately $202,000. The property will be used for campus parking.

How does this item link to the State Board’s 2018-19 priorities?

This project supports enrollments and completions by providing expanded campus facilities.

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 5,625 square foot lot with a two-family residence building. 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 total cost to purchase is estimated to be $202,000. 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.

Yakima Valley College’s Board of Trustees approved future acquisitions of properties within the master plan boundaries in June 2004. The college has delegated authority for the acquisition from the Department of Enterprise Services. The college will follow state rules for demolition of the building.

Potential questions

Is this project consistent with the State Board’s goal of increasing enrollment and completions?

Recommendation/preferred result

Staff recommends approval of Resolution 19-12-53 giving Yakima Valley College authority to spend up to $202,000 in local funds toward the acquisition of 809 South 16th Avenue in Yakima, Washington.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director
(360) 704-4382, wdoty@sbctc.edu
Proposed Acquisition
809 S 16th Avenue
Parcel 18132522454

As of November 2019
A resolution relating to Yakima Valley College’s request to use up to $202,000 in local funds to purchase the property at 809 South 16th Avenue 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 total estimated cost to purchase the property is $202,000; and

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

WHEREAS, Yakima Valley College has delegated authority for the acquisition from the Department of Enterprise Services; will follow state rules for demolition of the building; and will obtain appropriate expenditure authority for future capital work.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Yakima Valley College to spend up to $202,000 in local funds for the purchase of the property located at 809 South 16th Avenue in Yakima, Washington; and

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 12/5/2019

Attest

____________________________________  ______________________________________
Jan Yoshiwara, secretary                Wayne Martin, chair
STATE BOARD MEETING MINUTES

Centralia College
Business Meeting: Thursday, October 10 // 8:30 a.m. to 1 p.m.

Board members
Wayne Martin, chair // Carol Landa McVicker, vice chair // Anne Fennessy
Jay Reich // Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour
Crystal Donner // Chelsea Mason
Jan Yoshiwara, executive director // Beth Gordon, executive assistant


Call to order and adoption of agenda
Chair Wayne Martin called the meeting to order at 8:30 a.m., welcomed those present, and asked for audience introductions.

Motion: Moved by Phyllis Gutierrez Kenney, seconded by Ben Bagherpour, and unanimously approved by the Board the adoption of its October 10, 2019, regular meeting agenda as presented.

Approval of consent agenda (Resolutions 19-10-41 to 19-10-48 and 19-10-50)

(Task 3) Retirement Plan Document Updates

Resolution 19-10-41
a. Attorney General Funding for the 2019-21 Biennium
Resolution 19-10-48
b. Peninsula College property disposal
Resolution 19-10-42
c. Pierce College Fort Steilacoom, local expenditure, Cascade Bldg.
Resolution 19-10-43
d. Skagit Valley College, property acquisition and local expenditure authority, Head Start expansion
Resolution 19-10-44
e. Yakima Valley College, property acquisition, Queen Anne Ave.
Resolution 19-10-45
f. Skagit Valley College, local expenditure, childcare center
Resolution 19-10-46
g. High School Equivalency Certificate Vendor Approval
Resolution 19-10-47
h. Approval of August 2019 State Board meeting minutes
i. Local Government Investment Pool Authorizations
Resolution 19-10-50

Motion: Moved by Fred Whang, seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption of its October 10, 2019, consent agenda.
Approval of Tacoma Community College’s BAS in IT Networking: Systems and Technology Degree Program (Resolution 19-10-49)

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 this college’s initial presentation in October 2018.

Tacoma Community College is proposing a Bachelor of Applied Science Degree in IT Networking: Information Systems and Technology beginning fall 2020. This new offering will create a pathway for graduates from Tacoma’s Networking and Cyber Security Associate of Applied Science degree. The program will focus on security, networking, and databases with emphasis on highly desirable industry certifications, in ethical behavior, diversity and equity, and highly sought soft skills that will make graduates more marketable in their respective sectors of the industry. This applied baccalaureate degree aspires to increase access and mitigate or remove the significant barriers faced by current graduates of applied associate degree programs when trying to pursue further education. The BAS degree opportunity will fill the large supply gap that Pierce County currently faces in IT networking jobs. This proposed degree would be Tacoma Community College’s fourth applied baccalaureate degree.

Motion: Moved by Chelsea Mason, seconded by Phyllis Gutierrez Kenney, and unanimously approved by the Board the adoption of Resolution 19-10-49, authorizing Tacoma Community College’s BAS in IT Networking: Systems and Technology Degree Program.

2020 Legislative Update and Draft Bill Language Preview

The board was updated on 2019 legislative priorities and emerging issues.

The primary focus entering the 2019 legislative session is the college system’s operating and capital budget requests.

Capital Budget

The Capital Budget request provides students with high-quality classroom and lab space and places for educational support so they can achieve their goals. Our college system faces a backlog of needed projects which funding of the 2020 request to the legislature would greatly reduce. Overall, the list will fund 25 major projects including 6 construction projects.

Policy Issues

State Board Request Legislation

- **HB 1715, Removing school districts’ ability to withhold grades and transcripts of students.**
  - If a student owes a fine or fee to a school district and the payment of that fine prevents a college from receiving that student’s grades or transcripts, that fine or fee will not be required to be paid.
  - **Status:** Passed House in 2019. The bill advanced through the process to the Senate floor but ran out of time on the Senate Floor Calendar. The bill is currently in the House Rules Committee ready for action when the legislature resumes in January.

- **Customized Training Program Tax Credit,**
  - In 2017 the state board requested to lift the sunset on the successful Customized Training Program.
    - The Washington Customized Training Program (CTP) provides interest-free training loan assistance to businesses that provide employment opportunities
in the state. The State Board for Community and Technical Colleges (SBCTC) pays the up-front costs for customized training. After the training is complete, the business repays costs to SBCTC interest-free.

- The first payment is equal to 25 percent of the full cost of the program and is due upon training completion.
- The remaining 75 percent is spread over the next 18 months.
- As each payment is made, the business may take a state B&O tax credit equal to 50 percent of the payment. Thus, the total tax credit will be equal to 50 percent of the full cost of the training.
  - The B&O Tax credit is due to sunset in 2021. We would like the state board to ask the legislature to lift this sunset and make permanent the tax credit.
  - This proposal is supported by AWB

Other issues in the 2020 legislative session for discussion:

- **HB 1702, Online Educational Resources/Low Cost college materials**
  - Similar to HB 1375 from 2017, this bill requires community and technical college courses with low cost materials to be highlighted in a college online course catalog. Low cost is defined as less than $50.
  - **Status**: Passed House. Referred for public hearing in the Senate Committee on Higher Education & Workforce Development. Hearing on 3/14

**Legislative Interns**
The legislative internship program will resume in 2020. A call for applicants has been sent to student leaders around the state. The hiring process will include interviews in November with an intern hired in December. The Legislative Interns will participate in board meetings during legislative session to share highlights and learnings from their internship.

**Open Public Comment**
- Karen Strickland, AFT Washington, commented on the draft bill language that was previewed to the Board.

**Executive Director Update**
- State Board Office and Clark College go Live on ctcLink
- Workforce Education Investment Fund
- FASFA Workgroup
- Washington State Opportunity Scholarship Breakfast

**State Board Chair Update and Board Member Discussion**
- Chair Wayne Martin discussed his attendance at the presidents meeting.
- The Board received a re-cap of the Executive Director evaluation completed at their August retreat.
- Board members suggested future agenda items.
Executive Session
In accordance with RCW 42.30.110(1i), the Board convene in Executive Session for the purpose of discussing potential litigation. No action was taken during the executive session.

Adjournment/next meeting
There being no further business, the State Board adjourned its regular meeting of October 10, 2019, at 1:00 p.m. The State Board will hold its next meeting on December 4-5, 2019 at Pierce College Fort Steilacoom.

Jan Yoshiwara, secretary
Wayne Martin, chair
CONSENT ITEM (RESOLUTION 19-12-55)

December 5, 2019
Tab 3e

ctcLink/Amazon Web Services - Cloud Services expenditure authority

Brief Description
State Board Staff is seeking approval to spend up to $1,200,000 for Amazon Web Services for FY20. Amazon Web Services is the cloud computing platform supporting ctcLink (PeopleSoft) Services.

How does this item link to the State Board’s priorities?
These services are critical to ongoing ctcLink operational and project server platforms.

Background information and analysis
State Board Staff migrated the ctcLink Managed Services Environment from CenturyLink to Amazon Web Services in June of 2018. The budgeted estimate for FY ’19 was $1,030,000 and resulted in a projected savings approx. $800,000 in FY19 (over CenturyLink Services).

The increase in utilization of ctcLink in both production and project test environments has increased our utilization of Amazon Web Services. The estimated costs for these services in FY20 are now $1,200,000.

Costs may increase again slightly in FY21 as more colleges are moved to production (ctcLink) and project environments continue the onboarding/testing efforts. ctcLink project environment/utilization will stabilize in FY21 and decrease by the end of FY22. Total hosting costs are expected to remain below the previous CenturyLink contracted costs.

Potential questions
What are the benefits of utilizing Cloud Services?

Recommendation/preferred result
Staff recommends approval of Resolution 19-12-55.
Policy Manual Change Yes ☐ No ☒

Prepared by: Grant Rodeheaver, deputy executive director of information technology
(360) 704-3939, grodeheaver@sbctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-12-55

A resolution relating to State Board Staff’s request to spend up to $1,200,000 for Amazon Web Services in support of ctcLink operational and project services.

WHEREAS, cloud computing services are a critical component of a robust and cost-effective infrastructure in support of the State Board’s centralized service provisioning to colleges.

WHEREAS, the ctcLink managed services environment was migrated from CenturyLink to Amazon Web Services in June of 2018.

WHEREAS, The Executive Director has delegated signature authority of, up to, $500,000 for IT purchases.

THEREFORE BE IT RESOLVED that, the State Board for Community and Technical Colleges authorizes the expenditure of, up to, $1,200,000 (in FY20) for Amazon Web Services in support of the State Board’s provisioning of centralized services to colleges.

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 12/5/2019

Attest

____________________________________  ______________________________________
Jan Yoshiwara, secretary                Wayne Martin, chair
**REGULAR ITEM**

December 5, 2019

Tab 4

**Student Voice – Student leadership and Washington Community and Technical Colleges Student Association**

**Brief Description**

Throughout the academic year, the Council of Unions and Student Programs administrators promote student development by coordinating year-round student leadership programs. Starting in May, students participate in Student Voice where students from the Washington Community and Technical Colleges Student Association gather.

Student Voice brings student leaders together to build a statewide legislative strategy and platform for the upcoming legislative session. Students prepare and develop their legislative action plan for addressing student concerns and priorities.

In September, student leaders come together for a statewide Student Leadership Conference that focuses on student activism. Students also learn about legislative processes, and further prepare to speak with legislative leaders. This past September, for example, more than 500 students representing 30 community and technical colleges gathered to plan for civic engagement, voter registration, and the federal census.

This work is followed by the Student Action Agenda in January where students meet their legislative representatives at the start of the legislative session.

An advisory representative from the Council of Unions and Student Programs and two student leaders from the Student Association will discuss their 2020 Legislative Agenda with the Board at the December 2019 State Board meeting.

**How does this item link to the State Board’s Priorities?**

The Council of Unions and Student Programs provides guidance to student activity directors at colleges, which complements instructional programs and strengthens students’ educational experiences through cultural, intellectual, athletic, recreational, social, community services, and leadership activities. The knowledge gained from activities such as Student Voice informs and educates students about their greater role and responsibility to serve their communities, through advocacy, equity, diversity, inclusion, and student engagement.

**Background information and analysis**

In 2004 the Student Legislative Academy was created to help students advocate for community and technical college issues. The Council of Unions and Student Programs and State Board staff work together to develop leadership activities for student leaders. Student leadership provides opportunity for students to:
• Build legislative communication skills
• Understand the advocacy process
• Contextualize student involvement in the legislative process
• Prepare for the community and technical college advocacy day
• Prepare for the legislative session
• Learn how the community and technical college system develops legislative platforms and how student voices contribute to that process
• Learn to effectively communicate legislative priorities

Attachment A: Washington State Community Technical Colleges Student Association 2020 Action Agenda
Attachment B: Student panel biographies

Potential questions

• How do student issues and concerns impact policies within Washington State community and technical colleges?
• Are student issues aligned with the legislative direction of the State Board for Community and Technical Colleges?

Recommendation/preferred result

Staff will provide a brief overview of the Student Legislative Academy. Board members will have an opportunity to discuss the Student Legislative Action Agenda with student representatives in the context of meeting college and system goals.

Policy Manual Change Yes ☐ No ☒

Prepared by: Joe Holliday, student services director
   360-704-4334, jholliday@sbctc.edu
Washington Community and Technical College Student Association

2020 Legislative Session Agenda

The following issues were developed during the 2019 Legislative Voice Academy by WACTCSA. This agenda represents the issues Washington State Community and Technical College students have identified as their highest priorities for advocacy during the upcoming year.

2020 LEGISLATIVE AGENDA WORK SESSION

Open Educational Resources and Training Incentives for Educators
The legislature should establish greater incentives and funding to facilitate OER development—an effective and proven program for student learning. CTC students are continually concerned about prohibitive costs of educational resources and faculty’s missed opportunities in using such resources. CTC students want equitable access to affordable content to support their education; when not available, students seek other alternatives or do not purchase books. We appreciate former legislative action in support of OERs but more is needed, specifically to create grant funding opportunities for faculty professional development in using OER's in the classroom.

SYSTEM ISSUES:

EBT Card Use on Campus - Completing the Department for Social and Health Services Waiver
Students struggling with food insecurity, should be able to purchase food using Electronic Benefits Transfer (EBT) cards on school campuses. In the 2019 session HB 1893 was passed but now needs the Department of Social and Health Services and the State Board for Community and Technical Colleges to work together and submit and receive a waiver allowing SNAP benefits on college campuses. By encouraging DSHS to seek a waiver for Washington State Institutions of Higher Education to be recognized as EBT approved vendors, the State Legislature can send a consistent message that education is a path forward to self-sufficiency.

On Campus Mental Health and Wellness Services
Our students need more mental health services that can support them while attending college. 52 percent of student clients that sought help at a college counseling center, if the college had one, had severe psychological problems. Most mental health issues present themselves between the ages of 18-24; the median age of CTC students is 26. Hopelessness and difficulty in functioning due to severe depression were other issues reported by students, in counseling centers. WACTCSA requests the creation of funding for mental health treatment so colleges can do more to serve students with mental health needs. We support legislation that directs the State Board for Community and Technical College to designate permanent funding to develop and sustain on-campus counseling to assist all students.

International Student Tuition
Community colleges maintain a diverse student body and international students are part of that mix. As international representatives they bring a wealth of intellectual and experiential knowledge to college classes. The exchange between international and domestic students, facilitated by an instructor, creates invigorating learning environments. A threat to this learning environment is the high and unsustainable cost of international student tuition. The extreme cost of international student tuition must be addressed by the State Board. In order to continue the international knowledge exchange and international student's investment in the State's economy, examine the tuition schedule to limit international students' disenfranchisement of college engagement.

Footnotes:
1 American Psychological Association 2014 National Survey of College Counseling Centers.
2 State Board for Community and Technical College 2019 Field Guide from 2017 enrollment data
3 American College Health Association survey indicating 52.7 percent of students feeling hopeless, and 39.1 percent of feeling depressed where they could not function.
Lindsey Hanna  
Bellingham Technical College  

Lindsey Hanna has a deep passion for advocacy work and bringing forth the voice of students. She always knew advocacy work was a passion of hers, but never quite knew how to use it until now. Before attending Bellingham Technical College, she worked for a local company and rose through the ranks to achieve manager status. After four years she lost her job and had to figure out what was next. She was 22, jobless, no degree and money was running out. In the summer of 2017 she decided something needed to change and continuing her education seemed to be the best choice. Through the last two years in her technical education, she achieved Dean’s list 6 quarters in a row, worked as a Peer Mentor that supported first-generation college students, and currently holds a seat on the Associated Students of Bellingham Technical College executive team as the Director of Communications. One highlight from her executive position thus far has been the ability to work on the 2020 WACTCSA Legislative Action Agenda and see Bellingham Technical College’s presented platform make it on the list. Lindsey is pursuing a degree in the medial field with the ultimate goal of becoming a social worker where she can continue her advocacy work.  

Sheila Walton, M.A.  
Lake Washington Institute of Technology  

Sheila Walton has been working in the student services field for 20 years within the Washington State community and technical college system. She currently works at Lake Washington Institute of Technology where she supervises Campus Life Activities, the Resources for Inclusion, Support, and Equity Center, and advises the Associated Student Government. She is currently studying higher education leadership in the Seattle University doctoral program. In her spare time, she enjoys homework, being creative, road trips, and spending time with her family.
REGULAR ITEM

December 5, 2019

Tab 5

2020 Legislative Agenda and Priorities

Brief Description

The board will be briefed on the upcoming 2020 legislative session.

How does this item link to the State Board’s priorities?

Identifying possible changes to state law that result in improved service delivery to students supports four system goals:

- **Enrollment, Completion and Equity:** When legislative goals are met, community and technical colleges have the resources to maintain open doors and promote student success to completion.
- **Advocacy:** To accomplish the college system legislative goals, State Board members, staff, and system leaders are engaged with the legislature and policy makers to support colleges in promoting student success.

Background information and analysis

The primary focus entering the 2020 legislative session is the college system’s capital budget request and a request for two pieces of legislation.

**Capital Budget**

The Capital Budget request provides students with high-quality classroom and lab space and places for educational support so they can achieve their education and career goals. Our college system faces a backlog of needed projects which funding of the 2020 request to the legislature would greatly reduce. If fully funded, the list will fund 25 major projects including six construction projects.

**Policy Issues**

State Board Request Legislation

- **HB 1715,** *Removing school districts’ ability to withhold grades and transcripts of students.*
  - If a student owes a fine or fee to a school district and the payment of that fine prevents a college from receiving that student’s grades or transcripts, that fine or fee will not be required to be paid.
  - **Status:** Passed House in 2019. The bill advanced through the process to the Senate floor but ran out of time on the Senate Floor Calendar. The bill is currently in the House Rules Committee ready for action when the legislature resumes in January.

- **Customized Training Program Tax Credit**
  - In 2017 the State Board requested to lift the sunset on the successful Customized Training Program.
The Washington Customized Training Program provides interest-free training loan assistance to businesses that provide employment opportunities in the state. The State Board for Community and Technical Colleges provides grants for customized training. After the training is complete, the business repays costs to the State Board interest-free.

- The first payment is equal to 25 percent of the full cost of the program and is due upon training completion.
- The remaining 75 percent is spread over the next 18 months.
- As each payment is made, the business may take a state B&O tax credit equal to 50 percent of the payment. Thus, the total tax credit will be equal to 50 percent of the full cost of the training.
  - The B&O Tax credit is due to sunset in 2021. Staff recommend asking the legislature to extend the tax credit until 2026 and to continue monitoring the Customized Training Program on a regular basis.
  - This proposal is supported by the Association of Washington Businesses

- **HB 1702, Online Educational Resources/Low Cost college materials**
  - Similar to HB 1375 from 2017, this bill requires community and technical college courses with low cost materials to be highlighted in a college on-line course catalog. Low cost is defined as less than $50.

Other issues in the 2020 legislative session for discussion:
- Financial Aid Application completion initiatives
- Colleges withholding grades and transcripts

**Legislative Interns**
The legislative internship program will resume in 2020, with students joining the State Board team in January. The Legislative Interns will participate in board meetings during legislative session to share highlights and learnings from their internship.

**Potential questions**
- Is proposed legislation consistent with the policy goals of the State Board?

**Recommendation/preferred result**
The State Board is asked to adopt resolution 19-12-54, approving the 2020 legislative agenda.

Policy Manual Change Yes □ No ☒

Prepared by: Arlen Harris, legislative director
360.704.4394, aharris@sbctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-12-54

A resolution relating to the 2020 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 capital budget and policy priorities for the upcoming 60-day legislative session that support the system’s mission of providing students access to a high-quality postsecondary education; and

WHEREAS, the 2020 legislative agenda includes prioritized state funding for much needed investment in capital projects; and

WHEREAS, the 2020 legislative agenda supports policy legislation to support access to education, and policy legislation to continue support for the Customized Training Program;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approve the 2020 legislative agenda.

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

APPROVED AND ADOPTED on December 5, 2020.

Attest

____________________________________    ______________________________________
Jan Yoshiwara, secretary                  Wayne Martin, chair