# STATE BOARD MEETING AGENDA

State Board for Community and Technical Colleges  
Fourth Floor, Cascade Conference Rooms  
1300 Quince Street SE, Olympia, WA 98504

Study Session: Wednesday, February 6 // 10 a.m. to 5 p.m.  
Business Meeting: Thursday, February 7 // 8:30 a.m. to 12:30 p.m.

Board members  
Anne Fennessy, chair // Wayne Martin, vice chair // Jay Reich // Carol Landa McVicker // Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner // Chelsea Mason

Jan Yoshiwara, executive director // Beth Gordon, executive assistant


<table>
<thead>
<tr>
<th>Feb. 6</th>
<th>Study Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Item</td>
</tr>
<tr>
<td>10 a.m.</td>
<td>Welcome and introductions</td>
</tr>
<tr>
<td></td>
<td>Anne Fennessy, chair</td>
</tr>
<tr>
<td>10:10 a.m.</td>
<td>State Board Priorities – Equity and Diversity</td>
</tr>
<tr>
<td></td>
<td>Jan Yoshiwara and Melia LaCour</td>
</tr>
<tr>
<td>2:45 p.m.</td>
<td>Break</td>
</tr>
<tr>
<td>3 p.m.</td>
<td>2019 Legislative Session and Intern Program Update</td>
</tr>
<tr>
<td></td>
<td>Arlen Harris</td>
</tr>
<tr>
<td>3:45 p.m.</td>
<td>Labor Report</td>
</tr>
<tr>
<td>3:55 p.m.</td>
<td>ACT Report</td>
</tr>
<tr>
<td></td>
<td>Jim Page, ACT President, Olympic College</td>
</tr>
<tr>
<td>4:10 p.m.</td>
<td>WACTC Report</td>
</tr>
<tr>
<td></td>
<td>Bob Knight, WACTC President, Clark College</td>
</tr>
<tr>
<td>4:25 p.m.</td>
<td>Executive Director Report</td>
</tr>
<tr>
<td></td>
<td>Jan Yoshiwara</td>
</tr>
<tr>
<td>5 p.m.</td>
<td>Adjournment</td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>State Board Dinner and Discussion</td>
</tr>
<tr>
<td></td>
<td>Jean-Pierre’s Three16, 316 Schmidt Place SW, Tumwater, 98501</td>
</tr>
</tbody>
</table>
**Feb. 7**  
**Regular Business Meeting**

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Activity</th>
<th>Tab</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 a.m.</td>
<td>Welcome and introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anne Fennessy, chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:40 a.m.</td>
<td>Adoption of meeting agenda</td>
<td>Action</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anne Fennessy, chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:45 a.m.</td>
<td>Approval of consent agenda</td>
<td>Action</td>
<td>Tab 3</td>
</tr>
<tr>
<td></td>
<td>a. South Puget Sound CC, increase for Lacey 3 renovations Resolution 19-02-01</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Property from Department of Natural Resources Resolution 19-02-02</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Centralia College, property acquisition, 209 S. Iron, 226 S. Rock Resolution 19-02-03</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Columbia Basin College, property acquisition, St. Andrews Loop Resolution 19-02-04</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. December 6, 2019, State Board Meeting Minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:50 a.m.</td>
<td>Salary Study Task Force – Update on regional pay</td>
<td>Discuss</td>
<td>Tab 4</td>
</tr>
<tr>
<td></td>
<td>John Boesenberg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Applied Baccalaureate Degree Approvals (Resolutions 19-02-07 to 19-02-10)</td>
<td>Action</td>
<td>Tab 5</td>
</tr>
<tr>
<td></td>
<td>Dr. Joyce Hammer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45 a.m.</td>
<td>Break</td>
<td>Discuss</td>
<td></td>
</tr>
<tr>
<td>10:55 a.m.</td>
<td>Open Public Comment</td>
<td>Discuss</td>
<td></td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Chair Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anne Fennessy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:20 a.m.</td>
<td>100th Baccalaureate Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:50 a.m.</td>
<td>State Board Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Adjournment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Next meeting: March 27-28, 2019, 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.
STUDY SESSION ITEM

February 6, 2019
Tab 1

State Board Priorities – Equity and Diversity

Brief Description

One of the Board’s six priorities is to eliminate equity gaps for students in the college system. This agenda item is proposed as the first of a three meeting series to develop an equity policy statement that reflects the values of State Board members on equity, diversity and inclusion.

Background information and analysis

Eliminating equity gaps is central to the Board’s priorities to increase access and enrollment and to improve completion rates for degree, certificate and diploma seeking students. Over the past two years, the Board has had several presentations related to enrollment patterns and student outcomes by race and income, and the diversity of faculty and staff in the college system.

The colleges have focused statewide effort on closing equity gaps in the recent period. Presidents have had multiple professional development sessions on equity practices and are piloting equity policy audits in admissions, financial aid and basic skills. Vice presidents of instruction are redesigning hiring processes to support cultural competency and diversity among new faculty hires. The growing group of college chief diversity and equity officers are included in system task forces, WACTC committees and college system work groups.

The Board concluded that their next step is developing an equity policy statement. A consultant, Melia LaCour, (Attachment B) has been retained to provide Board training on leading with racial equity and to facilitate Board discussion on an equity policy statement. Ms. LaCour was the executive director for equity in education at the Puget Sound Educational Service District for more than 15 years, where she worked with school boards and superintendents to promote equity in the policies and practices in their schools. She holds a master’s degree in social work from the University of Washington and previously worked as a child and family therapist.

Potential questions

- Will the proposed training and policy development approach achieve the Board’s goal to develop an equity policy statement?

Recommendation/preferred result

Melia LaCour will provide equity training for the Board and senior staff at the February 6, Board Study Session (Attachment A) as a means to create a common language and understanding of equity and diversity issues. Staff recommend a three meeting sequence starting with a session at the February meeting designed to create a common understanding of equity and diversity identifying Board member values for inclusion in a policy statement at the March Board meeting, and refining a written draft policy statement at the May Board meeting. Ms. LaCour will provide leadership and facilitation for these discussions.
The college presidents association (WACTC) is also focused this year on developing a common understanding of equity and diversity among the presidents through a “critical issues” committee chaired by Tom Keegan, president at Skagit Valley College. Staff recommend a joint effort between Board members and presidents on a common equity and diversity statement by including members of WACTC’s Critical Issues Committee in these Board discussions on equity.

Policy Manual Change Yes ☐ No ☒

Prepared by: Jan Yoshiwara, executive director
360-704-4355, jyoshiwara@sbctc.edu
Washington State Board for Community and Technical Colleges
Leading with Racial Equity Training Agenda
February 6, 2019

Objectives:
- To discuss the vision for the development of an equity policy statement.
- To examine the Board’s individual and collective why for leading with racial equity.
- To explore how our equity lens is shaped and influences decision-making.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td>Welcome, Introductions and Agreements for the Day</td>
<td>• Sets the tone for a collaborative work session by engaging participants in an introductory activity and setting agreements/norms for our conversations.</td>
</tr>
<tr>
<td>10:30</td>
<td>Setting the Stage</td>
<td>• Supports Board members to cultivate their own importance of the “why” in leading for racial equity.</td>
</tr>
<tr>
<td></td>
<td>• What is racial equity?</td>
<td>• Supports them to name their collective why and how it is connected to their Board Goals</td>
</tr>
<tr>
<td></td>
<td>• Exploring our individual and collective “why” lead for racial equity.</td>
<td></td>
</tr>
<tr>
<td>10:50</td>
<td>Exploring our Identities and Cultural Filters: Activity</td>
<td>• Prompts individuals to reflect on the way their identity has been shaped</td>
</tr>
<tr>
<td></td>
<td>• Identity Mapping</td>
<td>• Encourages the “personal work” necessary to commit to racial equity work;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Allows Board members to get to know each other on a deeper level</td>
</tr>
<tr>
<td>11:20</td>
<td>What is Implicit Bias?</td>
<td>• Educates about implicit bias and supports understanding of how such bias impacts decision-making as Board members.</td>
</tr>
<tr>
<td></td>
<td>• Video and Debrief</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Diversity Toss Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Making Connections to our work as Board Members</td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>12:15</td>
<td>Understanding Systemic Racism, Power and Privilege</td>
<td>• Educates on the history of racism – institutional and structural</td>
</tr>
<tr>
<td></td>
<td>• Definitions – three forms of racism</td>
<td>• Provides an opportunity for staff to identify examples of institutional and structural racism and the impact on the education system</td>
</tr>
<tr>
<td></td>
<td>• Video – Race the Power of an Illusion</td>
<td>• Helps individuals begin developing a racial equity lens</td>
</tr>
<tr>
<td></td>
<td>• Debrief</td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td>Making Connections to our work:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How do today’s lessons help inform our thinking about the equity policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>statement?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Next steps to prepare for March meeting</td>
<td></td>
</tr>
</tbody>
</table>
Melia LaCour, MSW

Becoming Justice, Executive Director

Melia LaCour is the Founder and Executive Director, of Becoming Justice, an organization committed to facilitating and igniting transformational leadership and systemic change to create racially liberated systems.

Ms. LaCour earned a B.A. in Psychology from Western Washington University and a Master’s Degree in Social Work from the University of Washington where her studies were focused on systemic change using an anti-oppression lens. Her early career began at Renton Youth and Family Services as a mental health therapist providing services to multicultural youth and families. In 2002, she began working at the Puget Sound Educational Service District where she was later appointed by the Superintendent to launch and lead an organization-wide change effort towards becoming an Anti-Racist Multicultural Organization.

Over the past 10 years, she has led the agency through this transformation which has resulted in the development of an agency-wide racial equity policy and a revised agency mission to “Eliminate the Opportunity Gap, Success for Each Child by Leading with Racial Equity.” Concurrently, she launched Equity in Education Services to provide support to regional districts focused on eliminating opportunity gaps for students of color. She served as the Executive Director of Equity in Education with a staff that provides expert consultation, professional development and systems change support to over 20 school districts, community colleges, charter schools, non-profits and other organizations across the state focused on eliminating racial inequities in education. Ms. LaCour is also writes for the South Seattle Emerald, an online news source, covering current issues and local leaders committed to creating racially just education systems.
Objectives:
• To discuss the vision for the development of an equity policy statement
• To examine the Board’s individual and collective why for leading with racial equity
• To explore how our equity lens is shaped and influences decision-making

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 Welcome, Introductions and Agreements for the Day</td>
<td>• Sets the tone for a collaborative work session by engaging participants in an introductory activity and setting agreements/norms for our conversations.</td>
</tr>
<tr>
<td>10:30 Setting the Stage</td>
<td>• Supports Board members to cultivate their own importance of the “why” in leading for racial equity. • Supports them to name their collective why and how it is connected to their Board Goals</td>
</tr>
<tr>
<td>• What is racial equity?</td>
<td></td>
</tr>
<tr>
<td>• Exploring our individual and collective “why” lead for racial equity.</td>
<td></td>
</tr>
<tr>
<td>10:50 Exploring our Identities and Cultural Filters: Activity</td>
<td>• Prompts individuals to reflect on the way their identity has been shaped • Encourages the “personal work” necessary to commit to racial equity work; • Allows Board members to get to know each other on a deeper level</td>
</tr>
<tr>
<td>• Identity Mapping</td>
<td></td>
</tr>
<tr>
<td>• Diversity Toss</td>
<td></td>
</tr>
<tr>
<td>11:20 What is Implicit Bias?</td>
<td>• Educates about implicit bias and supports understanding of how such bias impacts decision-making as Board members.</td>
</tr>
<tr>
<td>• Video and Debrief</td>
<td></td>
</tr>
<tr>
<td>• Making Connections to our work as Board Members</td>
<td></td>
</tr>
<tr>
<td>12:00 Lunch</td>
<td></td>
</tr>
<tr>
<td>12:30 Understanding Systemic Racism, Power and Privilege</td>
<td>• Educates on the history of racism – institutional and structural • Provides an opportunity for staff to identify examples of institutional and structural racism and the impact on the education system • Helps individuals begin developing a racial equity lens</td>
</tr>
<tr>
<td>• Definitions – three forms of racism</td>
<td></td>
</tr>
<tr>
<td>• Video – Race the Power of an Illusion</td>
<td></td>
</tr>
<tr>
<td>• Debrief</td>
<td></td>
</tr>
<tr>
<td>2:00 Making Connections to our work:</td>
<td></td>
</tr>
<tr>
<td>• How do today’s lessons help inform our thinking about the equity policy statement?</td>
<td></td>
</tr>
<tr>
<td>• Next steps to prepare for March meeting</td>
<td></td>
</tr>
<tr>
<td>2:40 Closing</td>
<td></td>
</tr>
<tr>
<td>• one word or phrase check out</td>
<td></td>
</tr>
<tr>
<td>2:45 End</td>
<td></td>
</tr>
</tbody>
</table>
STUDY SESSION ITEM

February 6, 2019
Tab 2

Legislative Update

Brief Description
The board will be updated on 2019 legislative priorities and emerging issues.

How does this item link to the State Board’s 2018-19 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. The 2019 Operating Budget request as well as two bill proposals for review, address access and student success.

- **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 2019 legislative session is the college system’s operating and capital budget requests.

**Operating Budget**

With a focus on competitive compensation for college faculty and staff, funding for Guided Pathways, and programming for high demand workforce needs, the operating budget request will provide much needed services to our students and enhance Washington’s community and technical college system’s ability to respond to ever growing and ever changing employer demands in their regions around the state.

**Capital Budget**

The Capital Budget request will provide 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 2019 request to the legislature would greatly reduce. Overall, the list will fund 37 major projects at 29 colleges and minor projects needed at all 34 colleges.
Policy Issues
Statutes are current at the time of this agenda writing on January 28.

State Board Request Legislation

- **SB 5669 and 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:** Referred to Senate Early Learning & K-12 Education

- **SB 5113 and HB 1714**, Concerning community and technical colleges awarding high school diplomas.
  - A community or technical college may issue a high school diploma or certificate at the time a student receives an Associate’s Degree if the student does not already have a high school diploma. This would apply to students age 16 and older.
  - **Status:** referred for hearing on January 24 in Senate Higher Education & Workforce Development

Other issues in the 2019 legislative session for discussion:

- **SB 5327 and HB 1336**, Expanding career connected learning opportunities.
  - Establishes coordinators to develop and expand opportunities for academic credit for career launch programs at institutions of higher education.
  - Creates a competitive grant program to support regional networks and program intermediaries in expanding career connected learning opportunities.
  - **Status:** Referred for hearing on January 22 in Senate Committee on Higher Education & Workforce Development and in the House Committee on College & Workforce Development. Scheduled for executive session on January 30 in House Committee on College & Workforce Development.

- **SB 5393 and HB 1340**, Establishing a statewide free college program by changing the state need grant to the Washington college promise scholarship.
  - **Status:** Referred for hearing on January 22 in Senate Committee on Higher Education & Workforce Development and in House Committee on College & Workforce Development. Scheduled for executive session on January 30 in the House Committee on College & Workforce Development.

- **HB 1300**, Creating the reinvesting in our college program.
  - Requires the Legislature to allocate state funds, in addition to maintenance level funds, to be distributed to the colleges for increasing compensation, increasing counselor positions, converting part-time faculty to full-time faculty, establishing diversity, equity, and inclusion offices, and other uses.
  - Appropriates $500 million in the 2019-21 biennium to the State Board for Community and Technical Colleges.
  - **Status:** Scheduled for public hearing on January 29 and executive session on January 30 in the House Committee on College & Workforce Development.

- **HB 1123**, College Promise
  - Providing “free” postsecondary education in Washington State.
  - **Status:** House Committee on College & Workforce Development
    - **Seattle Promise**
• **SB 5427 and HB 1164, Access and affordability for dual credit programs.**
  - Fees and Books for Running Start and College in the High School students paid for College Bound Scholars.
  - Fees and Books for Running Start and College in the High School students waived by the legislature – subject to appropriation.
  - **Status:** Referred to Senate Early Learning & K-12 Education/House Higher Education Committee.

• **HB 1572, Support for homeless students**
  - Similar to SB 6262 from 2018, this bill provides additional services for homeless students at colleges and universities.
  - **Status:** Referred to House Committee on College & Workforce Development.

• **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.
  - **Status:** House Committee on College & Workforce Development

Current 2019 legislative statistics:

- 131 Bills being tracked by our agency
- 24 Legislative one-on-one appointments completed
- 35 Days of visits to the hill committed to by colleges (Trustees and Presidents)
- 3 Hearings testified at by State Board Members
- January 29, ACT College Promise Coalition Day (State Board Members and Trustees on the hill.)

**Legislative Interns**

Two community and technical college students *(Attachment A)* have been selected to serve as Legislative Interns at the State Board office for the 2019 winter academic quarter. They have been working with our Legislative, Communications, and Student Services departments.

- Mustapha Samateh, Edmonds Community College
- Kristina Pogosian, Tacoma Community College

**Potential questions**

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

**Recommendation/preferred result**

The State Board is asked to provide feedback on current legislative advocacy efforts.

Policy Manual Change Yes ☐ No ☒

Prepared by: Arlen Harris, legislative director
360.704.4394, aharris@sbctc.edu
Mustapha Samateh, Edmonds College Community College, is a second year student at Edmonds Community College. Mustapha currently serves as the Executive Officer for Administrative Liaison in the Associated Students (Student Government). He is pursuing an Associate in Arts Degree and will be completing his degree in the spring of 2019. His plans include transferring to a 4-year university to complete his Bachelor’s degree in Political Science with an interest in Communications and International Relations. Originally, from Gambia (West Africa), he moved to the US almost two years ago. His passion for advocacy comes from volunteering for the United Nations International Children’s Fund (UNICEF) where he advocates for the rights of children and young people in Gambia.

He has worked extensively with the Washington Community and Technical College Student Association (WACTCSA) and the American Student Association of Community Colleges, which provided him with the opportunity to visit the Legislature in Olympia as a student delegate to advocate for bills such as the State Need Grant (SNG). In addition, he has represented students by traveling to Washington DC to meet with Senator Patty Murray, Senator Maria Cantwell, and Representative Rick Larsen to advocate for the Higher Education Reauthorization Act, Pell Grant Funding, and Student Loan Reform.

Kristina Pogosian, Tacoma Community College

Since coming to Tacoma Community College as a Running Start student two years ago, Kristina Pogosian has served as a club president, Student Ambassador, and is currently the ASTCC President. The daughter of immigrants and the oldest of four sisters, Kristina is an outgoing leader passionate about community, a quality that she demonstrates throughout the personal, professional, and academic areas of her life. Kristina’s work as a student leader includes co-facilitating the Identity, Culture, and Community cultural competency training, reporting to the Board of Trustees, serving on multiple committees, organizing campus events around civic engagement, and taking legislative action through the Washington State Community and Technical College Student Association (WACTCSA). In her free time, Kristina enjoys playing piano, running on trails, reading nonfiction, and serving as a leadership coach for kids.
CONSENT ITEM (RESOLUTION 19-02-01)

February 7, 2019
Tab 3a

South Puget Sound Community College — local capital expenditure authority increase for Lacey 3 renovations

Brief Description
South Puget Sound Community College is seeking approval to spend up to an additional $1,100,000 in local funds to complete Lacey 3 building renovations.

How does this item link to the State Board’s 2018-19 Priorities?
This project supports enrollments and completions by providing modern and relevant facilities.

Background information and analysis
South Puget Sound Community College received approval in resolution 17-09-55 to spend up to $3,600,000 in local funds to renovate the Lacey 3 building. Elevator refurbishment, unforeseen issues, and other changes in scope now require an additional $1,100,000 to complete the project.

The South Puget Sound Community College Board of Trustees approved this use of the $5.7 million in proceeds from the sale of property on Marvin Road on January 14, 2014.

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 19-02-01 giving South Puget Sound Community College authority to spend up to an additional $1,100,000 in local funds toward the Lacey 3 building renovation.

Policy Manual Change

Prepared by: Wayne Doty, capital budget director (360) 704-4382, wdoty@sbctc.edu
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-02-01

A resolution relating to South Puget Sound Community College’s request to use up to an additional $1,100,000 in local funds to complete Lacey 3 building renovations

WHEREAS, South Puget Sound Community College received approval to spend up to $3,600,000 in local funds through State Board resolution 17-09-55 for Lacey 3 building renovations; and

WHEREAS, Total project cost is now estimated to be $4,700,000; and

WHEREAS, South Puget Sound Community College’s Board of Trustees approved this use of the proceeds from the sale of property on Marvin Road on January 14, 2014.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes South Puget Sound Community College to spend up to an additional $1,100,000 in local funds to complete the Lacey 3 building renovations.

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 02/07/19

Attest

Jan Yoshiwara, secretary                     Anne Fennessy, chair
CONSENT ITEM (RESOLUTION 19-02-02)

February 7, 2019
Tab 3b

State Board accepts property from Department of Natural Resources

Brief Description
The Department of Natural Resources has been directed by the state legislature to transfer property currently leased from DNR by four colleges to the State Board.

How does this item link to the State Board’s 2018-19 Priorities?
This transfer is consistent with the Board’s goal to advocate for resources that support college enrollment.

Background information and analysis
Four community college campuses are in part, or totally, on state trust land managed by the Department of Natural Resources. These properties in the Charitable, Educational, Penal, and Reformatory Institutions (CEP&RI) trust are leased to the colleges such that the DNR must authorize all improvements, building permits, easement and the removal of trees. In the past, DNR has found certain college enterprise activities to be inconsistent with the lease of this land.

Grays Harbor College, Green River College, Highline College and South Seattle College have found it challenging to deal with the time necessary for DNR approval and the restrictions to their activities.

In the 2017, Senate Bill 5924, directed DNR to exchange the CEP&RI trust land for land of an equal value in the Community and Technical College Forest Reserve and then transfer the land to the State Board to be managed for educational purposes.

The DNR has surveyed the land and prepared quitclaim deeds to complete the transfer and now seeks the State Board’s acceptance of the land.

The deeds reserve the right to all oil, gas, coal, ore, mineral and fossil which may be in or upon the land and reserves the right to explore for the same. This reservation is required by State law (RCW 79.11.210) to be in every deed or contract for the disposition of State land.

The four colleges have reviewed the deeds and are requesting the State Board accept the land as proposed by DNR. The draft deeds are in attachment A and B.

Potential questions
Is this transfer consistent with the State Board’s goal of advocating for college resources?

Recommendation/preferred result
Staff recommends approval of Resolution 19-02-02 accepting the property and authorizing its Executive Director to complete the transaction.

Policy Manual Change Yes ☒ No ☐

Prepared by: Wayne Doty, capital budget director (360) 704-4382, wdoty@sbctc.edu
AFTER RECORDING RETURN TO:
Department of Natural Resources
Conservation, Recreation, and Transactions Division
ATTN: Land Transactions Program
PO Box 47014
Olympia, WA 98504-7014

QUITCLAIM DEED
Grays Harbor County

Grantor: State of Washington, acting by and through the Department of Natural Resources.

Grantee: Washington State Board for Community and Technical Colleges

Abbreviated
Legal Desc.: Portion of N2SE4 of Section 16, T17N, R9W, W.M. (see page 4)

Tax Parcel #: 317091614010

THE GRANTOR, STATE OF WASHINGTON, acting by and through the Department of Natural Resources, as mandated by Laws of 2017, 3d Spec. Sess., ch. 35, § 1, hereby conveys and quitclaims for educational purposes to WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES, GRANTEE, all interest in the real property situated in Grays Harbor County, Washington, and described in Exhibit A, attached hereto, which by this reference is made a part hereof.

The above-described lands are subject to that certain statutory reserved right as set forth in RCW 79.36.370 and to the following reservation:

The Grantor hereby expressly saves, excepts, and reserves out of the grant hereby made, unto itself and its successors and assigns forever, all oils, gases, coal, ores, minerals, and fossils of every name, kind, or description, and which may be in or upon said lands above described, or any part thereof, and the right to explore the same for such oils, gases, coal, ores, minerals, and
fossils; and it also hereby expressly saves and reserves out of the grant hereby made, unto itself and its successors and assigns forever, the right to enter by itself or its agents, attorneys, and servants upon said lands, or any part or parts thereof, at any and all times, for the purpose of opening, developing, and working mines thereon, and taking out and removing therefrom all such oils, gases, coal, ores, minerals, and fossils, and to that end it further expressly reserves out of the grant hereby made, unto itself, its successors and assigns, forever, the right by its or their agents, servants, and attorneys at any and all times to erect, construct, maintain, and use all such buildings, machinery, roads, and railroads, sink such shafts, remove such soil, and to remain on said lands or any part thereof for the business of mining and to occupy as much of said lands as may be necessary or convenient for the successful prosecution of such mining business, hereby expressly reserving to itself and its successors and assigns, as aforesaid, generally, all rights and powers in, to, and over said land, whether herein expressed or not, reasonably necessary or convenient to render beneficial and efficient the complete enjoyment of the property and the rights hereby expressly reserved.

No rights shall be exercised under the foregoing reservation, by the state or its successors or assigns, until provision has been made by the state or its successors or assigns, to pay to the owner of the land upon which the rights reserved herein to the state or its successors or assigns, are sought to be exercised, full payment for all damages sustained by said owner, by reason of entering upon said land: PROVIDED, That if said owner from any cause whatever refuses or neglects to settle said damages, then the state or its successors or assigns, or any applicant for a lease or contract from the state for the purpose of prospecting for or mining valuable minerals, or option contract, or lease, for mining coal, or lease for extracting petroleum or natural gas, shall have the right to institute such legal proceedings in the superior court of the county wherein the land is situate, as may be necessary to determine the damages which said owner of said land may suffer.

This Deed is executed and delivered pursuant to RCW 79.02.270 at the request of the Commissioner of Public Lands with the approval of the Board of Natural Resources, State of Washington.
WITNESS the Seal of the State of Washington, affixed this ____ day of
______________________, 20__.

__________________________
GOVERNOR

ATTEST: __________________
SECRETARY OF STATE

 Approved as to form this ____ day
of ________________________, 2018.

__________________________
Assistant Attorney General

State Deed No. 26906
State Record of Deeds, Volume 14, Page 118.
Transaction File No. 02-096465
EXHIBIT A TO QUITCLAIM DEED

Legal Description

The following describes the State land to be transferred to Washington State Board for Community and Technical Colleges:

Grays Harbor College parcel
A portion of the North half of the Southeast Quarter of Section 16, Township 17 North, Range 9 West, W.M., lying easterly of the easterly margin of State Route 105 also known as Boone Street and described in Washington State Department of Natural Resources easement number 50-CR713 more particularly described as follows:

Beginning at the northeast corner of said subdivision; thence along the north of said subdivision, N 88°43'20" W 1226.88 feet to said easterly margin, basis of bearing per Record of Survey filed under Volume 4, Page 11, records of Grays Harbor County, Washington, all bearings relative thereto; thence along said margin S 23°40'47" W 1427.88 feet to the south line of said subdivision; thence along said south line, S 88°45'06" E 1784.40 feet to the southeast corner of said subdivision; thence along the east line of said subdivision, N 00°41'53" E 1319.28 feet to the True Point of Beginning.

Land Descriptions Reviewed By:
DNR, State Land Survey Unit
Justin Holt, PLS 41027
PO Box 47030
Olympia, WA 98504-7030
AFTER RECORDING RETURN TO:
Department of Natural Resources
Conservation, Recreation, and Transactions Division
ATTN: Land Transactions Program
PO Box 47014
Olympia, WA 98504-7014

QUITCLAIM DEED
King County

Grantor: State of Washington, acting by and through the Department of Natural Resources.

Grantee: Washington State Board for Community and Technical Colleges

Abbreviated Legal Desc.: Portions of W2NE, E2NW4, SW4NW4, of S16-T21N-R5E, W.M.; Parcel A as described in SWD, AFN 8509260829, records of King County, lying within portion of Collins Donation Claim No. 46, S29-T24N-R4E, W.M.; and SW4SE4, SE4SW4 of S16-T22N-R4E, W.M. (see page 4)

Tax Parcel #: 162105-9003, 162105-9006; 162204-9013, 162204-9016, 000180-0137

THE GRANTOR, STATE OF WASHINGTON, acting by and through the Department of Natural Resources, as mandated by Laws of 2017, 3d Spec. Sess., ch. 35, § 1, hereby conveys and quitclaims educational purposes to WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES, GRANTEE, all interest in the real property situated in King County, Washington, and described in Exhibit A, attached hereto, which by this reference is made a part hereof.

The above-described lands are subject to that certain statutory reserved right as set forth in RCW 79.36.370 and to the following reservation:

The Grantor hereby expressly saves, excepts, and reserves out of the grant hereby made, unto itself and its successors and assigns forever, all oils, gases, coal, ores, minerals, and fossils of every name, kind, or description, and which may be in or upon said lands above described, or
any part thereof, and the right to explore the same for such oils, gases, coal, ores, minerals, and fossils; and it also hereby expressly saves and reserves out of the grant hereby made, unto itself and its successors and assigns forever, the right to enter by itself or its agents, attorneys, and servants upon said lands, or any part or parts thereof, at any and all times, for the purpose of opening, developing, and working mines thereon, and taking out and removing therefrom all such oils, gases, coal, ores, minerals, and fossils, and to that end it further expressly reserves out of the grant hereby made, unto itself, its successors and assigns, forever, the right by its or their agents, servants, and attorneys at any and all times to erect, construct, maintain, and use all such buildings, machinery, roads, and railroads, sink such shafts, remove such soil, and to remain on said lands or any part thereof for the business of mining and to occupy as much of said lands as may be necessary or convenient for the successful prosecution of such mining business, hereby expressly reserving to itself and its successors and assigns, as aforesaid, generally, all rights and powers in, to, and over said land, whether herein expressed or not, reasonably necessary or convenient to render beneficial and efficient the complete enjoyment of the property and the rights hereby expressly reserved.

No rights shall be exercised under the foregoing reservation, by the state or its successors or assigns, until provision has been made by the state or its successors or assigns, to pay to the owner of the land upon which the rights reserved herein to the state or its successors or assigns, are sought to be exercised, full payment for all damages sustained by said owner, by reason of entering upon said land: PROVIDED, That if said owner from any cause whatever refuses or neglects to settle said damages, then the state or its successors or assigns, or any applicant for a lease or contract from the state for the purpose of prospecting for or mining valuable minerals, or option contract, or lease, for mining coal, or lease for extracting petroleum or natural gas, shall have the right to institute such legal proceedings in the superior court of the county wherein the land is situate, as may be necessary to determine the damages which said owner of said land may suffer.

This Deed is executed and delivered pursuant to RCW 79.02.270 at the request of the Commissioner of Public Lands with the approval of the Board of Natural Resources, State of Washington.
WITNESS the Seal of the State of Washington, affixed this ____ day of
____________________, 20__.

__________________________
GOVERNOR

ATTEST:

__________________________
SECRETARY OF STATE

Approved as to form this ____ day of ______________________, 2018.

__________________________
Assistant Attorney General

State Deed No. 26907
State Record of Deeds, Volume 14, Page 119.
Transaction File No. 02-096465
EXHIBIT A TO QUITCLAIM DEED

Legal Description

The following describes the State land to be transferred to Washington State Board for Community and Technical Colleges:

**Green River College parcel**

The East Half of the NW 1/4 section 16, T21N, R5E, W.M. together with the following described portion of the SW 1/4 NW 1/4 of said section: beginning at the Northeast corner of the SW 1/4 NW 1/4, thence N 88°36'27" W along the north line of said subdivision a distance of 650.00 feet; thence S 0°37'00" W parallel with the east line of said subdivision a distance of 360.00 feet; thence S 61°51'04" E 732.95 feet more or less to a point on the East line of said subdivision which is S 0°37'00" W 690.000 feet from the point of beginning; thence N 0°37'00" E 690.00 feet to the point of beginning.

Together with:

West half of the NE 1/4, section 16, Township 21 North, Range 5 East, W.M., King County Washington. Except that portion transferred to Washington Dept. Of Transportation in AF# 200501200002289, records of King County.

**South Seattle College parcel**

Parcel A as described in Statutory Warranty Deed Auditor’s File No. 8509260829 records of King County, Washington lying within a portion of Collins Donation Claim No. 46, Section 29, Township 24 North, Range 4 East, W.M., King County, Washington.

Excepting therefrom any portion lying within Washington Department of Transportation parcel described in Quit Claim Deed filed under Auditor’s file No. 20040614000922 records of King County, Washington.

**Highline College parcel**

The Southwest Quarter of the Southeast Quarter and the Southeast Quarter of the Southwest Quarter of Section 16, Township 22 North, Range 4 East, W.M., King County, Washington.

Land Descriptions Reviewed By:

DNR, State Land Survey Unit
Justin Holt, PLS 41027
PO Box 47030
Olympia, WA 98504-7030
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-02-02

A resolution relating to the transfer of property currently leased by Grays Harbor College, Green River College, Highline College and South Seattle College from the Department of Natural Resources.

WHEREAS, the state legislature directed the transfer of property currently leased by colleges from the Department of Natural Resources to the State Board in 2017 Senate Bill 5924; and

WHEREAS, the proposed deeds are acceptable to the affected colleges.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges accept the property and authorizes its Executive Director to complete the transaction.

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 02/07/19

Attest

Jan Yoshiwara, secretary

Anne Fennessy, chair
CONSENT ITEM (RESOLUTION 19-02-03)

February 7, 2019
Tab 3c

Centralia College — property acquisition, 209 South Iron and 226 South Rock in Centralia, Washington

Brief Description

Centralia College seeks to purchase the property located at 209 South Iron Street and 226 South Rock Street in Centralia, Washington for approximately $358,000 in total. The properties will be used to for parking in the short-term and outdoor activities for Health and Wellness programs in the long-range plans.

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

Centralia College has identified surrounding neighborhood properties in their 2017 master plan. Strategic property acquisition is an ongoing activity as parcels become available. The property on Iron consists of a 0.13 acre lot with a house built in 1910. The property on Iron consists of a 0.16 acre lot with a house also built in 1910.

If approved, the buildings will be razed and the property used for campus parking. Future plans include outdoor activities for the Health and Wellness programs. A map showing the properties relative to the existing campus and a list of recent acquisitions are in Attachment A.

The total cost to purchase is estimated to be $358,000. 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.

Centralia College’s vice-president of finance and administration, under delegated authority from the Centralia College Board of Trustees, approved this request on November 13, 2018. The college has delegated authority for the acquisition from the Department of Enterprise Services.

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 19-02-03 giving Centralia College authority to spend up to $358,000 in local funds toward the acquisition of 209 South Iron and 226 South Rock streets in Centralia, Washington.

Prepared by: Wayne Doty, capital budget director (360) 704-4382, wdoty@sbctc.edu
Proposed Acquisitions:

AG 209 South Iron St, Centralia
Parcel Number 000395000000

AH 226 South Rock St, Centralia
Parcel Number 000402000000
Recent Acquisitions:

A  Vacate sections of Ash and Walnut streets, and two mid block alleys surrounded by college owned properties. Resolution 14-09-52

B  816 Centralia College Blvd, Centralia Parcel Number 000844000000 Resolution 13-10-50

C  814 Centralia College Blvd, Centralia Parcel Number 000843000000 Resolution 13-02-02

D  812 Centralia College Blvd, Centralia Parcel Number 000842000000 Resolution 12-10-43

E  808 Centralia College Blvd, Centralia Parcel Number 000840000000 Resolution 13-02-02

F  402 S King St, Centralia Parcel Number 000628000000 Resolution 12-10-43

G  916 W Pear St, Centralia Parcel Number 000688003000 Resolution 14-10-62

H  405 S Iron Street, Centralia Parcel Number 000688003000 Resolution 14-12-74

I  115 S Washington Ave, Centralia Parcel Number 000134003000 Resolution 15-09-35

J  Off map, ~216 S Gold St, Centralia Parcel Number 003527000000 was exchanged for K Resolution 15-10-52

K  ~385 S Cedar St, Centralia Parcel Numbers 000799000000 & 000798002000 Resolution 15-10-52

L  709 Centralia College Blvd, Centralia Parcel Number 000133001000 Resolution 15-10-52

M  110 S King St, Centralia Parcel Number 000128000000 Resolution 15-10-52

N  717 Centralia College Blvd, Centralia Parcel Number 000131000000 Resolution 16-03-17

O  112 S King St, Centralia Parcel Number 000129000000 Resolution 15-10-52

P  114 S King St, Centralia Parcel Number 000130000000 Resolution 16-05-10

Q  123 S Washington St, Centralia Parcel Number 000134002000 Resolution 16-05-10

R  920 West Pear St, Centralia Parcel Number 000688002000 Resolution 16-11-15

S  918 West Walnut St, Centralia Parcel Number 000797000000 Resolution 16-11-15

T  0 West Walnut St, Centralia Parcel Number 000798003003 Resolution 16-11-15

U  810 Centralia College Blvd, Centralia Parcel Number 000841000000 Resolution 17-01-03

V  216 S Iron Street, Centralia Parcel Number 000206000000 Resolution 17-05-24

W  402 S Oak Street, Centralia Parcel Number 000459000000 Resolution 17-05-24

X  401 South Oak Street, Centralia Parcel Number 000496000000 Resolution 17-06-38

Y  405 South Oak Street, Centralia Parcel Number 000497000000 Resolution 17-06-38

Z  214 South Iron Street, Centralia Parcel Number 000202002000 Resolution 17-09-50

AA  207 South Silver Street, Centralia Parcel Number 000199000000 Resolution 18-02-05

AB  409 South Oak Street, Centralia Parcel Number 000498000000 Resolution 18-05-14

AC  211 South Silver St, Centralia Parcel Number 000202000000 Resolution 18-06-26

AD  311 West Walnut St, Centralia Parcel Number 000208001000 Resolution 18-06-27

AE  215 South Silver St, Centralia Parcel Number 000205000000 Resolution 18-12-50

AF  411 South King St, Centralia Parcel Number 000674000000 Resolution 18-12-50
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-02-03

A resolution relating to Centralia College’s request to use up to $358,000 in local funds to purchase the properties at 209 South Iron Street and 226 South Rock Street in Centralia, Washington

WHEREAS, the college has identified surrounding neighborhood properties in the campus 2017 master plan; and

WHEREAS, the purchase of the property will provide campus parking in the short-term and outdoor activities for Health and Wellness program in the long-range plans; 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 $358,000; and

WHEREAS, Centralia College’s vice-president of finance and administration, under delegated authority from the Centralia College Board of Trustees approved this request on November 13, 2018; and

WHEREAS, Centralia College has delegated authority for the acquisition from the Department of Enterprise Services and will obtain appropriate expenditure authority for future capital work.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to spend up to $358,000 in local funds for the purchase of the properties located at 209 South Iron Street and 226 South Rock Street in Centralia, 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 2/07/2019

Attest

____________________________________   ______________________________________
Jan Yoshiwara, secretary                Anne Fennessy, chair
CONSENT ITEM (RESOLUTION 19-02-04)

February 7, 2019
Tab 3d

Columbia Basin College — property acquisition, 2815 Saint Andrews Loop in Pasco, Washington

Brief Description
Columbia Basin College seeks to purchase the property located at 2815 Saint Andrews Loop in Pasco, Washington for approximately $2,000,000. The property will be used as support space for the Residence Life Program as well as future office surge space during campus renovations.

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
This property consists of a 0.61 acre lot with a 10,561 square foot office building built in 2002. The proposed property is near the main campus and abutting another campus-owned property. If approved, the building will be used as office space for the Residence Life Program and future surge space. Purchase price of the property is $1,800,000 and estimated closing costs are $200,000. 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. There is a map showing the property relative to the rest of the campus in attachment A.

The Columbia Basin College’s Board of Trustees approved this request on January 14, 2019. The college has delegated authority for the acquisition from the Department of Enterprise Services.

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 19-02-04 giving Columbia Basin College authority to spend up to $2,000,000 in local funds toward the acquisition of 2815 Saint Andrews Loop in Pasco, WA.

Policy Manual Change Yes ☐ No ☒

Prepared by: Wayne Doty, capital budget director (360) 704-4382, wdoty@sbctc.edu
Proposed acquisition
2815 Saint Andrews Loop, Pasco WA
Parcel: 113300216

Columbia Basin College - Pasco Campus
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-02-04

A resolution relating to Columbia Basin College’s request to use up to $2,000,000 in local funds to purchase the property at 2815 Saint Andrews Loop in Pasco, Washington

WHEREAS, the purchase of the property at 2815 Saint Andrews Loop will provide support space for the Residence Life Program as well as future surge office space during campus renovations; 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 $2,000,000; and

WHEREAS, Columbia Basin College’s Board of Trustees approved this request on January 14, 2019; and

WHEREAS, Columbia Basin College has delegated authority for the acquisition from the Department of Enterprise Services and will obtain appropriate expenditure authority for future capital work.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Columbia Basin College to spend up to $2,000,000 in local funds for the purchase of the property located at 2815 Saint Andrews Loop in Pasco, 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 02/07/2019

Attest

____________________________________  ________________________________________
Jan Yoshiwara, secretary                          Anne Fennessy, chair
STATE BOARD MEETING MINUTES

South Puget Sound Community College, Lacey Campus
Business Meeting: Tuesday, October 16, 2018 // 8 a.m. to 2 p.m.

Board members
Jan Yoshiwara, executive director // Beth Gordon, executive assistant

Call to order and adoption of agenda
Chair Anne Fennessy called the meeting to order at 8:00 a.m., welcomed those present, and asked for audience introductions.

Motion: Moved by Jay Reich, seconded by Wayne Martin, and unanimously approved by the Board the adoption of its December 6, 2018, regular meeting agenda.

Approval of consent agenda (Resolutions 18-12-50 and 18-12-51)
  a. Centralia College, property acquisition, 215 S. Silver and 411 S. King
     Resolution 18-12-50
  b. Centralia College, local expenditure, early learning facility improvements
     Resolution 18-12-51
  c. October 16, 2018, Meeting Minutes

Motion: Moved by Larry Brown, seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption of its December 6, 2018, consent agenda.

Baccalaureate Degree Statements of Need
A conceptual discussion occurred between the Board and college staff proposing to offer applied baccalaureate degrees. The ten colleges presenting and their proposals are listed below.

  a. Edmonds Community College, Application Development
  b. Whatcom Community College, Applied Business Management
  c. Wenatchee Valley College, Data Analytics
  d. Tacoma Community College, IT Networking – Information Systems and Technology
  e. Pierce College, Fire Command and Administration
  f. Lake Washington Institute of Technology, Applied Management-Entrepreneurship
  g. Highline College, Integrated Design
  h. Clover Park Technical College, Cybersecurity
  i. Bellevue College, Robotics and Artificial Intelligence
  j. Clark College, Cybersecurity
**Host College Presentation**

Edmonds College President, Dr. Amit Singh, presented on the colleges mission, core themes, vision, and values. Students and faculty from various programs also presented and the Board went on a campus tour.

**2018 Salary Study Update**

A budget proviso was adopted by the Legislature in March 2018, a system steering committee was formed in April 2018, and a consultant was hired in May 2018. Faculty labor unions and the Office of Financial Management were consulted as the study progressed.

Consistent with the proviso, our goal for the study was to develop data supporting a competitive pay proposal that, if funded, would ensure that colleges have the talent needed to serve and improve outcomes for students and Washington’s economy. It was stated and understood, that regional pay may be an element that helps colleges in higher cost areas achieve this goal.

For faculty and exempt employees, the methodology developed in the 2008 salary study was used to collect data, identify peer states and make comparisons. Civil service classified employee salary data from the 2018 State Salary Survey, completed by the OFM, was reviewed and considered. National and in-state cost-of-living rates for 2018 were obtained from the Council for Community and Economic Research, the same organization that provides cost-of-living data to the U.S. Census Bureau. As noted above and required by the proviso, OFM was consulted on data resulting from a Memorandum of Understanding between the OFM and the Washington Federation of State Employees on regional pay.

During its August meeting, the State Board adopted a 2019-21 budget request that includes $68 million as a first step towards closing the 12.4 percent salary gap in relation to pay in peer states. This amount provides a three percent increase each year of the biennium, in addition to regular increases provided by the Legislature. A similar request is anticipated for the 2021-23 biennium. Information was also shared on the presidents’ plan to continue to explore the possibility of developing a regional pay proposal.

The possibility of distributing salary increase funds differentially by location represents a departure from historical practice and, therefore, was the focus of much discussion over several months. Various options were identified, analyzed and discussed. However, with a budget request submittal deadline in September, there was insufficient time to identify and address risks and implications of making such a change.

Last session, the Legislature allocated salary funds to K-12 school districts partially based upon the median housing values in each school district. In September, the Governor’s Office reached tentative collective bargaining agreements that provide an additional five percent pay increase for represented civil service employees working in King County. Those tentative agreements and five percent premium pay applies to community college classified employees working in King County (Green River, Highline, Seattle, Bellevue, Cascadia, and Shoreline). These circumstances have increased the pressure on the system to develop and propose a regional pay increase.

College presidents have established a system work group that includes six presidents and two each
instruction, business, and human resource vice-presidents. That group has been tasked with:

- Identifying data needed to decide on a regional pay recommendation;
- Identifying and providing analysis on the risks and implications of proposing and not proposing regional pay; and,
- Making a recommendation by the December 13-14, 2018, WACTC meeting for first review.

**Student Voice – Student Leadership and WACTSA**

Throughout the academic year, the Council of Unions and Student Programs (CUSP) leaders promote student development by: coordinating a Student Voice program in May, hosting Washington Community and Technical Colleges Student Association (WACTCSA) leadership meetings in September, and organizing the Student Legislative Academy in November and the Student Action Agenda in February.

The Student Legislative Academy brings student leaders from the community and technical colleges to Olympia where they build a statewide legislative strategy and platform for the upcoming legislative session. Students learn about legislative processes, speak with legislative leaders, and develop their action plan for addressing student concerns and priorities.

An advisory representative from CUSP and a student leader from WACTCSA will discussed their 2019 Legislative Agenda with the Board.

**Labor Report**

Labor representative Richard Burton reported on:

- Their proposed $500 million budget request.
- Technical College classified staff bargaining.

**Consideration of 2019 Legislative Agenda and Priorities (Resolution 18-12-52)**

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

**Operating Budget**

With a focus on competitive compensation for college faculty and staff, funding for Guided Pathways, and programming for high demand workforce needs, the operating budget request will provide much needed services to our students and enhance Washington’s community and technical college system’s ability to respond to ever growing and ever changing employer demands in their regions around the state.

**Capital Budget**

The Capital Budget request will provide 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 2019 request to the legislature would greatly reduce.
Overall, the list will fund 37 major projects at 29 colleges and minor projects needed at all 34 colleges.

Policy Issues
Proposed State Board Request Legislation

*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.

*Concerning community and technical colleges awarding high school diplomas.* A community or technical college may issue a high school diploma or certificate at the time a student receives an Associate’s Degree if the student does not already have a high school diploma. This would apply to students age 16 and older.

Other potential issues in the 2019 legislative session for discussion:

**Access and affordability for dual credit programs.**
- Fees and Books for Running Start and College in the High School students paid for College Bound Scholars.
- Fees and Books for Running Start and College in the High School students waived by the legislature – subject to appropriation.

**Support for homeless students**
Similar to SB 6262 from 2018, a bill will be introduced to provide some additional services for homeless students at colleges and universities.

**College Promise**
- Providing “free” postsecondary education in Washington State.
- Seattle Promise

**Online Educational Resources/Low Cost college materials**
Similar to HB 1375 from 2017, a bill will be introduced which would require 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.

**Motion:** Moved by Phyllis Gutierrez Kenney, seconded by Ben Bagherpour, and unanimously approved by the Board the adoption of its 2019 Legislative Agenda and Policy Requests.

**Consideration of Adoption: Seattle Vocational Institute Property Relinquishment (Resolution 18-12-48)**
The Seattle Vocational Institution is part of Seattle Central College. Leadership at the college and district seek approval to dispose of the 111,700 square foot building known as Seattle Vocational Institute (SVI). The Office of Financial Management has assigned this building the unique identification code of A05954.

This building has been used for short-term job training and workforce development opportunities. Student enrollments have declined over the last ten years and many instructional programs have been moved to more adequate facilities, leaving this building underutilized and costly to maintain.
During the 2018 Washington State Legislature, funding was provided to conduct an adaptive reuse study. This study identifies a remodel cost of $43 million and a replacement cost of $53 million. The cost of ongoing maintenance and repairs of this building exceeds its usefulness to Seattle Central College and to the district.

The adaptive reuse study proposes several potential solutions to the future use of this property. The preferred solution includes affordable housing and other community benefits. On October 18, 2018, the Seattle Colleges Board of Trustees asked the state board to request the legislature to transfer this property to another organization that can implement the preferred solution.

RCW 28B.050.090 (13) gives the State Board the following authority: “Notwithstanding any other law or statute regarding the sale of state property, sell or exchange and convey any or all interest in any community and technical college real and personal property, except such property as is received by a college district in accordance with RCW 28B.50.140 (8), when it determines that such property is surplus or that such a sale or exchange is in the best interests of the community and technical college system;”.

**Motion:** Moved by Phyllis Gutierrez Kenney, seconded by Jay Reich, and unanimously approved by the Board the adoption of resolution 18-12-48, giving Seattle College district the authority to relinquish ownership of the Seattle Vocational Institute building and work with the legislature to transfer it to an organization that can implement the preferred future use from the study.

**Consideration of Adoption: Everett Community College request to Finance Property Acquisition (Resolution 18-12-49)**

Everett Community College has identified mid-range and long-range goals in their Campus Master Plan to acquire property adjacent to the campus to support increased enrollments, to reduce pedestrian and vehicular congestion in the neighborhood on the west side of Broadway, and to support the construction of new facilities in on the east side of Broadway such as the new Learning Resource Center project 30000136 and the Baker Hall replacement project in the State Board’s 2019-21 capital request. The college board of trustees has selected the site for construction of the Learning Resource Center and the predesign is scheduled for submission to the Office of Financial Management in December 2018.

The total cost for property acquisitions is estimated to be $10,000,000. The college has identified local funds to complete this acquisition. Any operation, maintenance, repairs or renovations for future work beyond the scope of the Learning Resource Center will be paid from local college funds. The college will obtain appropriate expenditure authority for future capital work.

The Everett Community College Board of Trustees is requesting the State Board include a request for legislative authority to finance up to $10,000,000 for property acquisitions in its 2019-21 capital budget request.

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, the State Finance Committee will market and sell the bond.

**Motion:** Moved by Crystal Donner, seconded by Fred Whang, and unanimously approved by the Board the adoption of resolution 18-12-49, directing staff to include the request to finance up to $10,000,000 for property acquisitions backed by the college’s local funds in the State Board 2019-21, capital budget request.
Open Public Comment
There were no requests to make public comment.

Chair Report
Chair Fennessy reported on:

- Anticipation of State Board member Larry Brown’s upcoming election results.

Board Member Discussion
During their working lunch the Board members discussed further progress on their six priorities. They also discussed upcoming agenda items for the March, May and June meetings.

Adjournment/next meeting
There being no further business, the State Board adjourned its regular meeting of December 6, 2018, at 1:00 p.m. The State Board will hold its next meeting on February 6-7, 2019, at the State Board office in Olympia.

Jan Yoshiwara, secretary                        Anne Fennessy, chair
REGULAR ITEM (Resolution 19-02-06)

February 7, 2019
Tab 4

2018 State Board Salary Study — Update on Regional Pay and Possible Action

Brief Description
A 2018 budget proviso required the State Board to hire a consultant to study and provide analysis on the comparability of employee salaries. This includes whether employees working in high cost areas should receive additional pay (i.e., regional pay) and, if so, which market factors and methods should be used to determine amounts. The proviso required a preliminary report be delivered by the consultant to the State Board by August 15, 2018, and a final report by October 1, 2018.

Consistent with the proviso, data was developed and used to support a competitive pay budget proposal intended to be the first step in closing the salary gap for college system faculty and exempt employees. Regional pay may be an element that helps colleges in higher cost areas achieve this goal. Regional pay has been a focal point of college system discussion throughout the study timeframe because distributing salary increase funds by geographic location represents a significant departure from past practice.

During this meeting, the Board will receive an update on college system regional pay discussions and the presidents’ (WACTC) recommendation on the issue. Board members will discuss the possibility of amending the 2019-21 operating budget request to include regional pay and provide direction to staff. A possible result of this study session discussion may be the development of a State Board motion for consideration and action during the State Board’s regular meeting on February 7, 2019.

How does this item link to the State Board’s 2018-19 Priorities?
The college system’s budget request is a statement of system values, priorities and resource needs necessary to make progress on goals. The Board has identified college system priorities as Long-Term Advocacy, Equity/Diversity/Inclusion, Completions, Enrollments, Career Connections, and ctcLink success.

Having well qualified faculty and staff is key to improving student success and completions. The college system budget request includes maintenance and policy level requests for salary increase funding for employees. Regional pay may help college districts in high cost areas compete for talent.

Background information and analysis
Salary Study Results. Following the Legislature’s adoption in March 2018 of a budget proviso requiring the study, a system steering committee was formed and a consultant was hired. The proviso required a preliminary report be completed by August 1, and a final report be delivered by October 1, 2018. Given the limited time to complete the study, the methodology used in previous studies was used as a starting point, with additional elements added to meet the proviso’s requirement.

Consistent with the proviso, the goal for the study was to develop data that could be used to support a 2019-21 operating budget proposal. If funded, the budget request would ensure that colleges have the talent

---

1 Because classified employee salary increases are determined through collective bargaining, (state-wide for community colleges and locally for technical colleges), the State Board has historically not requested funds for classified employee salary increases.
needed to serve and improve outcomes for students and Washington’s economy. It was stated and understood, that regional pay may be an element that helps colleges in high cost areas achieve this goal.

Relevant to this discussion, the study results show that:

- Washington State’s community and technical college faculty and exempt staff are paid at least 12.4 percent less than two-year college faculty in peer states, on a cost-of-living adjusted weighted average.
- Washington State’s cost of living has increased significantly over peer states since the last study in 2014, primarily driven by housing costs in the Puget Sound area.
- Based upon a market basket approach, the cost-of-living within Washington State averages 124 percent of the national average: ranging from 94 percent (Yakima) to 151.7 percent (King County) of the national average. For illustrative purposes, this means that a $60,000 annual salary “spends like” $63,830 in Yakima County and like $39,552 in King County.
- When thinking about attracting and retaining employees, cost-of-living is one of a variety of factors that influences candidate and employee decisions. Other factors may include spousal/partner employment opportunities, quality of the K-12 school districts, proximity to health care, diversity, crime rate, etc.

The total cost of increasing faculty and exempt employee salaries by 12.4 percent is approximately $134 million.

Based on these findings, the State Board included a $68 million request in its 2019-21 operating budget proposal as the first step in a two biennia approach to closing the 12.4 percent competitive pay gap between Washington salaries and those paid in peer states. A similar amount is would be requested in the 2021-23 system operating budget request.

As noted earlier, the possibility of distributing salary increase funds differentially by location represents a departure from historical practice and, therefore, was the focus of much discussion. Although the data collected on the impact of cost-of-living on recruitment and retention was inconclusive, there is a clear difference on purchasing power. Various options were identified, analyzed and discussed. However, with a budget request submittal deadline in September, there was insufficient time to identify and address risks and implications of making such a change. Regional pay funding was not included in the operating budget proposal adopted by the State Board in August 2018. However, there was an understanding that discussions were continuing and may result in a recommendation to amend the request prior to the introduction of Legislative budget proposals.

**Governor Inslee’s Budget Proposal**, Two actions taken by the Governor’s Office after the State Board submitted its operating budget request have specific relevance to this discussion:

- In September 2018, the Governor’s labor relations office reached tentative agreement with unions representing state civil service employees in general government and at the community colleges. These agreements included a five percent premium pay for employees working in King County. Within the community and technical college system, those tentative agreements and premium pay applies to

---

2 A two biennia approach was preferred primarily for two reasons:

- To ensure the request was balanced with other system priorities addressing student success and workforce needs.
- To ensure colleges could afford their potential share of the costs. State operating budgets adopted since Fiscal Year 2015 have relied upon tuition revenues to pay for approximately 35 percent of the authorized salary increases. Tuition increases, limited by the College Affordability Act to approximately 2.2 percent per year, have not generated sufficient revenue to pay the portion of the salary increase cost attributed to them. This policy has resulted in a decreasing reliance on state general funds to pay for college operating costs and a growing reliance on unstable tuition collections.
community college classified employees working in King County (Green River, Highline, Seattle, Bellevue, Cascadia, and Shoreline).

- In December 2018, the Governor released his 2019-21 operating budget proposal. In addition to a three percent general wage increase for all state employees each year of the biennium, it included funding to extend the five percent premium pay increase to all state employees working in King County, including faculty, exempt and technical college classified employees.3

State Board Member Discussion on Regional Pay. Information was provided to State Board members as the study progressed. More detailed discussions on the study methodology, findings and action options occurred during the State Board’s August retreat and December 6, 2018 meeting.

During the December 2018 meeting, the State Board received an update on the system’s regional pay discussion (Attachment B) and participated in a presentation from the study consultant.

WACTC Discussion and Recommendation. During their October 2018 meeting, WACTC expanded membership of the study workgroup to include more presidents and more representatives from King County. The reconstituted workgroup included six presidents and two vice-presidents from the instruction, business, and human resource commissions; five of the 12 members were from King County districts. This group was tasked with:

- Identifying data needed to decide on a regional pay recommendation;
- Identifying and providing analysis on the risks and implications of proposing and not proposing regional pay; and,
- Making recommendations by the December 13-14, 2018, WACTC meeting.

As it considered increasing the system’s compensation request to include regional pay, the workgroup also reviewed and discussed the potential impact of the Legislature’s policy of only partially funding salary increases.

Relying on data collected through the study, the workgroup met three times to complete the assignment. Attachment C is an abbreviated listing of risks, benefits and implications related to regional pay. The workgroup stopped short of making an implementation recommendation to WACTC but, instead, recommended a methodology for use if WACTC were to recommend regional pay to the State Board. Specifically, they recommended that a regional pay option, if recommended by WACTC, should be the same as the Governor’s proposal — a five percent regional pay increase applied to employees working in King County. They also strongly recommended that all pay increases, including regional pay (if requested), be fully funded by the Legislature.

This information was reviewed and discussed by WACTC during the December 14th Business Meeting. Although originally scheduled for action during the WACTC January 23, 2019 meeting, the decision timeline was moved up so that clarity could be brought sooner to legislative messaging on salary increases.

WACTC met on January 7, 2019 to discuss the issue and consider possible motions. At this time, WACTC is recommending to the State Board that the 2019-21 operating budget request not be revised from the request submitted to the Governor in September 2018. WACTC is also recommending clarification and promotion of the need for full funding (100 percent state funded) of any compensation increase authorized by the Legislature. (The Governor’s 2019-21 operating budget attributes $42 million of the increased costs to tuition

---

3 Within his budget proposal, the Governor recognizes that tuition revenues have been insufficient to pay the costs of the authorized salary increases. Through his “Foundational Support” proposal, $19 million is provided to help pay for salary increase costs. This improves the salary increase funding ratio to approximately 79 percent of the salary increase costs being paid by the state general fund and 21 percent, paid from tuition collections.
collections but provides $19 million as backfill – leaving approximately $23 million for colleges to pay from tuition.)

**Potential questions**
- Should the State Board amend its budget request to formally ask that regional pay be included?

**Staff Recommendation**

In developing the system’s 2019-21 operating budget request, there was concerted effort to bring focus to the request through prioritizing and limiting the number of asks. Effort was also taken to develop proposals that met the needs of our students and colleges, but also resonated with, and could be supported by, our internal and external partners.

Fully funded salary increases are the college system’s top priority. Significant progress on this goal should be realized prior to providing additional increases to a subset of colleges. System employees work hard to support student success and deserve to be appropriately compensated. Repeated studies have shown that system faculty and exempt employees are not paid a competitive wage when compared to their peers in other states, opportunities in the private sector or (with the infusion of McCleary funds) when compared to K-12 teachers. This is as true in Moses Lake and Spokane, as it is in Bellevue, Bellingham or Vancouver.

Given this set of circumstances, providing larger increases for some at this time would be divisive. There is an agreement and strong support for competitive pay from our internal partners. There is not the same level of support for regional pay.

For the reasons listed above, Staff recommends that the State Board remain focused on its top priorities as submitted to the Governor and not amend its 2019-21 operating budget request.

**Possible Next Steps**

If the State Board agrees with the recommendations, no action is needed. If the State Board determines regional pay should be added to the system’s 2019-21 operating budget priorities, a motion will be developed and available for discussion and possible action during the regular meeting of the State Board on February 7, 2019.

Policy Manual Change Yes ☒ No ☐

Prepared by: John Boesenberg, deputy executive director, business operations

(360) 704-4303, jboesenberg@sbctc.edu
**Summary of State Board Salary Study**

This report is intended to provide Board Members summarized background and results information needed to review and act on the system’s 2019-21 operating budget request. A more complete Salary Study report will be provided during a future Board meeting.

A 2018 budget proviso required the State Board to hire a consultant to study and provide analysis on the comparability of system employee salaries. This includes whether college districts located in high cost areas should receive an additional pay (i.e., regional pay) and, if so, which market factors and methods should be used to determine amounts. The proviso required a preliminary report be delivered by the consultant to the State Board by August 15, 2018 and a final report by October 1, 2018.

Consistent with the proviso, our goal for the study was to develop data supporting a competitive pay proposal that, if funded, ensures colleges have the talent needed to serve and improve outcomes for students and Washington’s economy. Regional pay may be an element that helps colleges in higher cost areas achieve this goal. The budget proviso was adopted in March 2018, a system steering committee formed in April 2018, and a consultant hired in May 2018. Faculty labor unions and the Office of Financial Management (OFM) were consulted.

For faculty and exempt employees, the methodology developed in the 2008 salary study was used to collect data, identify peer states and make comparisons.\(^4\) Classified employee salary\(^5\) data from the 2018 State Salary Survey was reviewed and considered. National and in-state cost-of-living rates for 2018 were obtained from the Council for Community and Economic Research, the same organization that provides cost-of-living data to the U.S. Census Bureau. As noted above and required by the proviso, OFM was consulted on data resulting from a Memorandum of Understanding between the Office of Financial Management and Washington Federation of State Employees on regional pay.

Preliminary results show that:

- Washington State’s community and technical college faculty and exempt staff are paid at least 12.4 percent less than two-year college faculty in peer states, on a cost-of-living adjusted weighted average.
- For Washington State’s civil service employees, 40 percent of employees are 25 percent or more below the estimated market value for their position; 34 percent of employees are 10.125 percent below and 15 percent are 2.5 percent below.
- Washington State’s cost of living has increased significantly over peer states since the 2014 study, primarily driven by housing costs in the Puget Sound area.
- Using a market basket approach, the study consultant pulled cost-of-living data by county, weighted the data by population and aggregated the data into the state’s existing twelve Workforce Development Areas. Each college was placed in the area it primarily served. Based upon a cost-of-living state average of 1.00, the cost-of-living within Washington State ranges from 0.94 in Yakima to 1.517 in Seattle-King County. For illustrative purposes, this means that a $60,000 annual salary “spends like” $63,830 in Yakima County and like $39,552 in King County.

---

\(^4\) This same methodology was used to update data and support a budget request in 2014.
\(^5\) The State Board does not request operating funds for classified employee salary increases. Salaries for represented civil service classified employee are set through collective bargaining with the Governor’s Office. Historically, the State Board has supported the salary increase amounts resulting from that bargaining process as they work through the Governor’s Office and Legislature. Bargaining for successor agreements is occurring over this summer with a deadline of October 1, 2018.
As work on the study progressed, staff facilitated system discussions on developing a salary increase proposal that allowed colleges to compete for talent and met the budget proviso’s requirements. Consistent with the strategy to limit the number of budget proposals, the presidents quickly agreed to have a single recommendation on increasing salaries that potentially has two parts:

- A salary increase rate designed to ensure colleges can offer a competitive salary based upon a peer state comparison; and possibly,
- A request to address cost-of-living differences within Washington State.

The possibility of distributing salary increase funds differentially by location represents a departure from historical practice and, therefore, was the focus of much discussion over several months. The recent decision by the Legislature to allocate salary funds based upon regional housing values has been controversial within K-12. In response to the question, “Are we willing to request and allocate funds based on regional cost-of-living?” the following options emerged:

- Yes, the system should request funds for regional pay based upon one of the following methodologies:
  1. Provide regional pay by Workforce Development Area, as developed by the study consultant using a market-basket approach.
  2. Provide regional pay by using the factors applied by the Legislature to K-12 salary allocations. These are based on median housing values as compared to the state average and provided in increments of six percent up to 18 percent (i.e., zero, six, 12 and 18 percent).
  3. Reserve 10 percent of the system’s competitive salary increase to address cost-of-living in high cost areas of the state. Distribution of the regional pay amount is contingent on the system’s receipt of a competitive salary increase and could be distributed to each high cost district by its share of salary expenditures.
  4. Provide regional pay by use of a sliding percent based upon the cost-of-living rates developed by the consultant as compared against the state average. For example, highest cost districts would receive 10 percent more funds, medium cost districts would receive five percent and lower cost districts would receive three percent. College districts with cost-of-living rates at or below the state average would not receive additional funds.
  5. Request no funds but, if the Governor agrees with a proposed regional pay rate through negotiations with civil service unions, encourage extension of the agreed upon proposals to all employees working in those affected college districts.

- No, do not request funds for regional pay. The system’s competitive increase should be the only compensation request made in the 2019-21 biennium. If funded, the $68 million request will be a first step toward making employee salaries competitive, including those in high cost areas. However, if the Governor agrees to a regional pay approach, we would advocate that it be applied to all employees working in those affected college districts.

- Continue to study the issue. Distributing funds differentially by location represents a significant departure from practices/culture and requires more time than available — to continue to study, develop a system proposal, and understand impacts.

**Operating Budget Compensation Recommendation:** At the time of this writing, WACTC has not finalized their salary increase recommendation for the 2019-21 operating budget request and have not taken a position on the inclusion of regional pay. Although not finalized, there was consensus on pursuing a salary increase based on the gap between our faculty and exempt salaries and those of peer states and, depending on the amount, spreading the cost over multiple biennia.

Since WACTC last met, we received data from the consultant showing our salaries are 12.4 percent behind peer states on a cost-of-living adjusted, weighted average. The total cost of increasing faculty and exempt employee salaries by 12.4 percent is approximately $134 million. Consistent with discussions to date, this cost
could be spread over two biennia. As a placeholder at this time, staff has included the cost of the 2019-21 increase as $68 million. This amount represents an average increase of 3 percent each year of the biennia and, when combined with expected COLA amounts would increase salaries on average 5.5 percent each year. If WACTC recommends requesting regional pay, this amount would increase.

The study Steering Committee is scheduled to meet on August 14, 2018 to take up the issue and make a recommendation to WACTC. College presidents are set to meet via conference call to finalize their salary recommendations on August 16, 2018. Staff will provide updated materials to Board Members for their meeting on August 22, 2018.
REGULAR ITEM

December 6, 2018
Tab 5

2018 State Board Salary Study — Update

Brief Description
A 2018 budget proviso required the State Board to hire a consultant to study and provide analysis on the comparability of college system employee salaries. This includes whether college districts located in high cost areas should receive additional pay (i.e., regional pay) and, if so, which market factors and methods should be used to determine amounts. The proviso required a preliminary report be delivered by the consultant to the State Board by August 15, 2018, and a final report by October 1, 2018.

Consistent with the proviso, data was developed supporting a competitive pay budget proposal intended to be the first step in closing the salary gap for college system faculty and exempt employees. Regional pay may be an element that helps colleges in higher cost areas achieve this goal. At this time, college system discussions continue on a possible regional pay methodology and 2019-21 budget request with the goal of possibly bringing a proposal for Board consideration and action during its February 2019 meeting.

During this meeting, the Board will review the study results with the study consultant and be briefed on current activity related to a possible regional pay proposal.

How does this item link to the State Board’s 2018-19 Priorities?
The college system’s budget request is a statement of system values, priorities and resource needs necessary to make progress on goals. The Board has identified college system priorities as Long-Term Advocacy, Equity/Diversity/Inclusion, Completions, Enrollments, Career Connections, and ctcLink success.

Having well qualified faculty and staff is key to improving student success. The college system budget request includes maintenance level requests for general salary increases for all employees and, in the policy level, $68 million designed to close pay gaps for faculty and exempt employees. If requested, regional pay may help college districts in high cost areas compete for talent. If funded, these requests will ensure colleges have the talent needed to serve and improve outcomes for students and Washington’s economy.

Background information and analysis
Overview. College system employees are state employees. Their salaries and salary increases are governed by myriad laws, regulations, policies and/or agreements that vary based upon employee category. At a highly summarized level, there are four different employee categories within the community and technical college system:

- Faculty include full- and part-time teachers, counselors and librarians. Faculty at all 34 colleges are represented. Salaries are set through local collective bargaining. Under state law, faculty receive a cost of living adjustment (COLA) based upon the King County consumer price index (CPI). Until June 2018, salary increases were limited by state law to only those increases authorized by the Legislature in the Appropriations Act. Effective June 2018, trustees were given the authority to collectively bargain increases beyond those specifically authorized by the Legislature.
• Civil Service Classified employees. These employees provide a wide variety of support work at the community colleges. Within the community colleges, most of these employees are represented, although most colleges have some classified employees that are not represented. Since 2005, salaries and salary increases are primarily set through statewide coalition collective bargaining with the two unions representing community college classified employees. Through bargaining, the parties have agreed to continue use of the civil service classification and compensation plans managed by the Office of Financial Management (OFM). Under state law, the parties bargain every two years (aligned with the biennial budget process) with the economic terms of tentative agreements submitted to the Governor's Office by October 1, and approved or rejected by the Legislature. Salary increases for non-represented civil service classified staff are proposed by the Governor and acted upon by the Legislature.

• Technical College Classified employees. These employees provide a wide variety of support work at the technical colleges. Most of these employees are represented. In 1991, as the vocational schools were moved into the newly formed community and technical college system, these classified employees maintained the collective bargaining rights they had as part of the K-12 system. The technical colleges have two to three different unions representing their classified employees. Each technical college has negotiated a classification compensation plan for employees within each bargaining unit. Relevant to this presentation, they maintained the right to bargain salary and salary increase rates. Under state law, technical college classified employees receive a COLA based upon the King County CPI.

• Exempt employees. In general, these employees are exempt from the civil service system. Most are also exempt from union representation, although professional/technical and entry level exempt employees were provided the right to organize and be represented in 2007. This category includes administrators, deans, directors, assistant/associate deans/directors, advisors and higher-level IT, HR and public information professionals. Salaries for non-represented exempt employees are set through local college decision making. Salary increases for non-represented exempt employees are limited by state law to only those increases authorized by the Legislature in the Appropriations Act. Salaries and salary increase amounts for represented exempt employees are set through collective bargaining.

Although authorized to exceed salary increase amounts established by the Legislature for represented exempt, technical college classified and faculty employees, access to sustainable funding limit districts ability to do so.

**Salary Study.** A budget proviso was adopted by the Legislature in March 2018, a system steering committee was formed in April 2018, and a consultant was hired in May 2018. Faculty labor unions and the Office of Financial Management were consulted as the study progressed.

Consistent with the proviso, our goal for the study was to develop data supporting a competitive pay proposal that, if funded, would ensure that colleges have the talent needed to serve and improve outcomes for students and Washington’s economy. It was stated and understood, that regional pay may be an element that helps colleges in higher cost areas achieve this goal.

---

6 Highline and Yakima colleges have opted to bargain locally, outside of the coalition. Historically, they have agreed to provide the same salary increase as negotiated by the coalition bargainers.

7 In general, there is an interest to maintain a single classification and compensation plan for all state civil service employees that results in alignment of pay rates for represented and non-represented civil service employees.
For faculty and exempt employees, the methodology developed in the 2008 salary study was used to collect data, identify peer states and make comparisons. Civil service classified employee salary data from the 2018 State Salary Survey, completed by the OFM, was reviewed and considered. National and in-state cost-of-living rates for 2018 were obtained from the Council for Community and Economic Research, the same organization that provides cost-of-living data to the U.S. Census Bureau. As noted above and required by the proviso, OFM was consulted on data resulting from a Memorandum of Understanding between the OFM and the Washington Federation of State Employees on regional pay.

Results show that:

- Washington State’s community and technical college faculty and exempt staff are paid at least 12.4 percent less than two-year college faculty in peer states, on a cost-of-living adjusted weighted average.
- For Washington State’s civil service employees, 40 percent of employees are 25 percent or more below the estimated market value for their position; 34 percent of employees are 10.125 percent below and 15 percent are 2.5 percent below. (Each technical college negotiates its own classification and compensation plan, making comparison difficult. However, on average technical colleges spend slightly less per staff FTE than community colleges.)
- Washington State’s cost of living has increased significantly over peer states since the 2014 study, primarily driven by housing costs in the Puget Sound area.
- Using a market basket approach, the study consultant pulled cost-of-living data by county, weighted the data by population and aggregated the data into the state’s existing twelve Workforce Development Areas. Each college was placed in the area it primarily serves. Based upon a cost-of-living national average of 1.00, the cost-of-living for Washington equaled 123.5, or 23.5 percent higher than the national average. Within Washington State the cost-of-living ranges from 0.94 in Yakima to 1.517 in Seattle-King County. For illustrative purposes, this means that a $60,000 annual salary “spends like” $63,830 in Yakima County and like $39,552 in King County.

During its August meeting, the State Board adopted a 2019-21 budget request that includes $68 million as a first step towards closing the 12.4 percent salary gap in relation to pay in peer states. This amount provides a three percent increase each year of the biennium, in addition to regular increases provided by the Legislature. A similar request is anticipated for the 2021-23 biennium. Information was also shared on the presidents’ plan to continue to explore the possibility of developing a regional pay proposal.

The possibility of distributing salary increase funds differentially by location represents a departure from historical practice and, therefore, was the focus of much discussion over several months. Various options were identified, analyzed and discussed. However, with a budget request submittal deadline in September, there was insufficient time to identify and address risks and implications of making such a change.

Last session, the Legislature allocated salary funds to K-12 school districts partially based upon the median housing values in each school district. In September, the Governor’s Office reached tentative collective bargaining agreements that provide an additional five percent pay increase for represented civil service employees working in King County. Those tentative agreements and five percent premium pay applies to community college classified employees working in King County (Green River, Highline, Seattle, Bellevue, etc.).

---

8 This same methodology was used to update data and support a budget request in 2014.
9 The State Board has not request operating funds for classified employee salary increases. Salaries for represented civil service classified employee are set through collective bargaining with the Governor’s Office. Salaries for technical college classified employees are set through local collective bargaining and a cost of living increase, mandated by state law. The COLA increase amounts are included in our maintenance level budget request. Although increases are set through disparate processes, we have historically supported consistent increases for all classified employees.
Cascadia, and Shoreline). These circumstances have increased the pressure on the system to develop and propose a regional pay increase.

College presidents have established a system work group that includes six presidents and two each instruction, business, and human resource vice-presidents. That group has been tasked with:

- Identifying data needed to decide on a regional pay recommendation;
- Identifying and providing analysis on the risks and implications of proposing and not proposing regional pay; and,
- Making a recommendation by the December 13-14, 2018, WACTC meeting for first review.

College presidents plan on acting on the workgroup's recommendation during their January 22-23, 2019, meeting. The State Board is scheduled to receive an update during its February 6-7, 2019, meeting and, potentially, will be asked to act on a WACTC regional pay recommendation. This schedule provides time for staff and the college system to work with the Legislature to potentially incorporate a regional pay request into their budget proposals.

**Potential questions**

- How are pay increases determined for system employees?
- What has been the state board role in system employee pay increases?
- What should be the basis for determination of a regional pay amount?
- What additional information or data is needed to act on a regional pay increase?

**Recommendation/preferred result**

The salary study consultant will provide members of the State Board a summary of the data and analysis that formed the basis of the system competitive pay increase request. Information will also be shared on regional pay, in preparation for a potential action item during its February 6-7, 2019, meeting. The State Board will provide feedback and direction to staff on these efforts.

Policy Manual Change Yes ☒ No ☐

Prepared by: John Boesenberg, deputy executive director, business operations

(360) 704-4303, jboesenberg@sbctc.edu
Potential Risks, Benefits and Implications — Draft

1. Risks, Benefits and Implications of Providing a Regional Pay Adjustment
   a) Potential impact on the system 2019-21 budget request, including impact on compensation ask.
      i) Legislators may choose to fund regional pay instead of the competitive pay.
      ii) It may displace other non-salary related, student support asks.
      iii) A regional pay request may affect our ability to jointly advocate with faculty labor groups for the system’s 2019-21 operating budget request, as they are neutral or opposed to regional pay.
   b) Impact of current state policy to fund 65 percent of the cost of salary increase, with 35 percent coming from tuition revenue.
      i) As implemented, this state policy acts like a budget cut to districts. Tuition increases, as set through the College Affordability Act, are increasing at a slower rate than traditional COLAs. Depending on the regional pay amount and the amount provided for the competitive increase, colleges may have to close programs and lay off staff to pay their 35 percent share.
   c) Impact on neighboring colleges and colleges across the state. Impacts may vary depending upon the base salary offered, the amount of any regional pay adjustment and the number of districts receiving any adjustment.
      i) A nominal five percent increase provided to a single area (i.e., King County) may not incentivize movement by full time employees from neighboring areas. It may cause movement of part-time faculty.
      ii) A larger increase may incentivize movement between districts receiving/not receiving the adjustment.
      iii) Due to local bargaining, average full-time faculty salaries already differ (Over a 30 percent, range). Depending on the base salary offered, a district receiving the regional pay adjustment may be more attractive to instructors, especially those working in high demand/difficult to fill disciplines.
      iv) Pay disparity will grow between colleges for full- and part-time faculty.
      v) Providing a regional pay adjustment to more areas increases the number of “neighboring” colleges.
   d) Impact on Allocation Model. The size and scope of the impact on the model would depend upon the amount and policy surrounding the method of allocating the regional pay adjustment.
      i) A regional pay adjustment would likely be initially allocated to eligible colleges consistent with the current salary allocation methodology. However, unlike the current methodology, the salary increase funds may stay outside of the model permanently, as they would by allocated based on geographic location. Permanently allocating funds outside of the model undermines the model.
      ii) Permanently allocating funds for a specific purpose (i.e., regional pay) limits college flexibility in spending those funds.
      iii) Within the model, the regional pay could be added to the MOA amount. This amount remains fixed.
   e) Impact on local bargaining.
      i) Represented employees would expect to see the percent amount reflected in their gross pay, even if the regional pay adjustment is not fully funded.
      ii) Colleges and unions would bargain the distribution of this amount, which could result in differential distribution of funds.
      iii) Colleges could choose to use the regional pay funding to address other pay issues.
      iv) When comparing pay rates, neighboring colleges may be under greater pressure to match pay rates or pay increase rates, even when they did not receive regional pay funding.
f) Impact on Equity
   i) Providing a regional pay adjustment for high cost areas will increase the competitiveness for
talent that better matches student population.
   ii) Rural colleges use the high cost of living in other areas of the state as a recruiting tool to help
them hire faculty and staff of color. Providing a regional pay adjustment for high cost areas will
diminish the effectiveness of that recruitment and retention strategy.

2. Risks/Implications of not providing a regional pay adjustment
   a) Potential impact on the system 2019-21 budget request, including impact on compensation ask.
      i) Colleges in high cost areas may continue to pursue regional pay funding, creating division and
diminishing the effectiveness of system advocacy efforts.
      ii) The Legislature will adopt a regional pay model with limited/no input from the system.
   b) Ability to compete for talent.
      i) Although current recruitment and retention data is inclusive, college districts in high cost areas
may increasingly be at a disadvantage in recruiting, hiring and retaining talent due to the cost of
living in their area. This will be especially true for high demand disciplines.
      ii) K-12 salary increases occurring through the McCleary decision have already affected and will
continue to affect CTCs ability to recruit and retain talent.
      iii) Left unaddressed, the disparity in purchasing power will continue to grow for high cost areas.
   c) Regional Pay will continue to be a divisive issue within the system.
      i) Colleges in high cost areas have expressed frustration with the system position on regional pay.
Unless addressed in some fashion, this issue may continue to come up, continue to be divisive.
      ii) Regional pay may add to pay disparity concerns between districts, creating division within a
district and between districts.
   d) Impact on local bargaining.
      i) Colleges will be pressured to provide regional pay for their faculty and represented exempt
employees based on the amount negotiated for civil service employees, although funding was not
received.
      ii) Civil Service employee unions support regional pay in King County and supports its expansion to
other areas.
   e) Morale/equity issues.
      i) Employees working for colleges in high cost areas would continue to have lower purchasing power
than peers in lower cost areas, particularly for employees of color who have a higher
concentration in King County.
      ii) Civil service classified employees will receive an increase that other employees are not receiving,
potentially causing morale, equity and salary compression issues. This will increase pressure on
campuses to pay increases that are not funded.
REGULAR ITEM (RESOLUTIONS 19-02-07 – 19-02-10)

February 7, 2019
Tab 5

Applied 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.

To date, the State Board has approved 98 applied baccalaureate/baccalaureate degree programs at 29 colleges with students currently enrolled in 92 programs at 28 colleges. Thirteen proposals are engaged in the approval process, and 13 colleges have expressed interest in 18 additional programs. In 2017-2018, there were 3,142 students (FTEs) enrolled in BAS programs representing approximate 1.80% of FTEs in the college system.

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

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.

(See Attachment A: Applied baccalaureate degree programs)

Background information and analysis

5a) Clark College – BAS in Cybersecurity

Clark College proposes the development of a Bachelor of Applied Science degree in Cybersecurity beginning fall 2019 to meet the high demand in the local area for qualified information technology workers with
bachelor’s degrees. Graduates of this degree program may work as network and computer systems administrators, network data communication analysts, information security analysts, or computer support specialists. The proposed BAS degree will provide graduates with a deep technical foundation in both cybersecurity and network management topics, such as virtualization, cloud computing, mobile device management, storage area networks, information assurance, forensics, threat analysis, and vulnerability assessment. In addition to a strong technical foundation, graduates will have gained extensive experience working in teams, making presentations, and documenting the configuration of servers and networking equipment. This proposed degree would be Clark College’s fourth applied baccalaureate degree.

5b) Clover Park Technical College – BAS in Interior Design

Clover Park Technical College proposes a Bachelor of Applied Science in Interior Design beginning fall quarter 2019. The applied baccalaureate degree will serve Clover Park’s place-bound, working adults needing a four-year degree to progress in their field. Increasingly, employers in industry are expecting tomorrow’s workforce to begin entry-level positions with a bachelor’s degree specifically in interior design, particularly larger architecture/design firms and those focusing on commercial design. Hospitality, residential, kitchen and bath, and sustainable design are just a few of the many paths an interior designer may pursue. The proposed degree would be Clover Park Technical College’s second applied baccalaureate degree.

5c) Highline College – BAS in Integrated Design

Highline College proposes a Bachelor of Applied Science degree in Integrated Design beginning fall 2019. The Integrated Design applied baccalaureate degree will combine different design approaches, practices and techniques while using creative and cutting-edge technology and prepare students for jobs that incorporate creativity and technology. The degree is built off of applied science degrees in drafting design, interior design, multimedia design, visual communications, web design, mobile technology expert, and online marketing and social media expert. The proposed BAS in Integrated Design will prepare students to work in a wide range of design firms and innovative businesses while supporting a workforce that reflects the ethnic diversity of South King County. This proposed degree would be Highline College’s sixth applied baccalaureate degree.

5d) Pierce College – BAS in Applied Business Management

Pierce College is proposing a Bachelor of Applied Science Applied Business Management degree beginning fall 2019. The degree would provide an affordable, work-compatible, mostly online baccalaureate option for place-bound working adults who have an associate degree in professional-technical areas such as applied business. The applied baccalaureate degree is also designed for diverse student populations who have not historically benefitted from or had ready access to traditional bachelor pathways particularly working professionals, adults with young children, and others in need of the flexibility not readily offered by traditional classroom formats. Local trends in Pierce County show that business-related positions requiring a bachelor’s degree are in demand particularly those in marketing, sales, human resources, and project management. This proposed degree would be Pierce College’s fourth 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 19-02-07 approving Clark College’s Bachelor of Applied Science in Cybersecurity

• Resolution 19-02-08 approving Clover Park Technical College’s Bachelor of Applied Science in Interior Design

• Resolution 19-02-09 approving Highline College’s Bachelor of Applied Science in Integrated Design

• Resolution 19-02-10 approving Pierce College’s Bachelor of Applied Business Management

Policy Manual change Yes ☐ No ☒

Prepared by: Joyce Hammer, transfer education director

360-704-4338, jhammer@sbctc.edu
## Applied Baccalaureate Degree Status - February 2019

<table>
<thead>
<tr>
<th>College</th>
<th>BUSINESS/MANAGEMENT</th>
<th>Status</th>
<th>Outcomes thru September 2018</th>
<th>Projected Cohort Size</th>
<th>Annual FTE 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue</td>
<td>Applied Accounting</td>
<td>Began fall 2015</td>
<td>17 graduates</td>
<td>14/52 FTE</td>
<td>52.6</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Applied Business Management</td>
<td>Intent expressed</td>
<td>n/a</td>
<td>14/52 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Digital Marketing</td>
<td>Began 2017</td>
<td>n/a</td>
<td>15 FTE</td>
<td>21.4</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Project Management</td>
<td>Intent expressed</td>
<td>n/a</td>
<td>15 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Bellingham</td>
<td>Operations Management</td>
<td>Began fall 2016</td>
<td>n/a</td>
<td>25/57 FTE</td>
<td>11.8</td>
</tr>
<tr>
<td>Centralia</td>
<td>Applied Management</td>
<td>Began 2012</td>
<td>96 graduates</td>
<td>30/62 FTE</td>
<td>62.8</td>
</tr>
<tr>
<td>Clark</td>
<td>Applied Management</td>
<td>Began fall 2016</td>
<td>n/a</td>
<td>33/99 FTE</td>
<td>41.2</td>
</tr>
<tr>
<td>Clover Park</td>
<td>Facility Management</td>
<td>Intent expressed</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Clover Park</td>
<td>Operations Management (formerly Manufacturing Operations)</td>
<td>Began 2014</td>
<td>15 graduates</td>
<td>25/50 FTE</td>
<td>23.3</td>
</tr>
<tr>
<td>Clover Park</td>
<td>Retail Management</td>
<td>Intent expressed</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Applied Management</td>
<td>Began 2009</td>
<td>295 graduates</td>
<td>35 FTE</td>
<td>87.2</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Project Management</td>
<td>Began 2013</td>
<td>142 graduates</td>
<td>40 FTE</td>
<td>104.7</td>
</tr>
<tr>
<td>Everett, Big Bend, Clover Park, South Seattle, Spokane</td>
<td>Aviation Maintenance Management</td>
<td>Intent expressed</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Grays Harbor</td>
<td>Organizational Management</td>
<td>Began fall 2016</td>
<td>10 graduates</td>
<td>25 FTE</td>
<td>13.1</td>
</tr>
<tr>
<td>Green River</td>
<td>Applied Management</td>
<td>Beginning fall 2018</td>
<td>n/a</td>
<td>24/48 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Green River</td>
<td>Marketing and Entrepreneurship</td>
<td>Began winter 2015</td>
<td>52 graduates</td>
<td>48/72 FTE</td>
<td>82.5</td>
</tr>
<tr>
<td>Highline</td>
<td>Global Trade and Logistics</td>
<td>Began 2014</td>
<td>9 graduates</td>
<td>10/15 FTE</td>
<td>40</td>
</tr>
<tr>
<td>College</td>
<td>Program</td>
<td>Status</td>
<td>Outcomes thru September 2018</td>
<td>Projected Cohort Size</td>
<td>Annual FTE</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------</td>
<td>-------------------------</td>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Molecular Biosciences (STEM)</td>
<td>Began fall 2016</td>
<td>3 graduates</td>
<td>9/31 FTE</td>
<td>11.2</td>
</tr>
<tr>
<td>Bellingham</td>
<td>Engineering Technology</td>
<td>Began fall 2016</td>
<td>n/a</td>
<td>15 FTE</td>
<td>0</td>
</tr>
<tr>
<td>Cascadia</td>
<td>Sustainable Practices (STEM)</td>
<td>Began fall 2015</td>
<td>24 graduates</td>
<td>66 FTE</td>
<td>26.3</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Applied Business – Human Resources</td>
<td>Intent expressed</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Transportation, Logistics, &amp; Supply Chain Management (formerly Transportation and Logistics Management)</td>
<td>Began 2014</td>
<td>22 graduates</td>
<td>25/50 FTE</td>
<td>32.6</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Applied Management – Entrepreneurship</td>
<td>Board review October 2018</td>
<td>n/a</td>
<td>15 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Olympic</td>
<td>Organizational Leadership &amp; Technical Management</td>
<td>Began fall 2015</td>
<td>44 graduates</td>
<td>20 FTE</td>
<td>43.8</td>
</tr>
<tr>
<td>Peninsula</td>
<td>Applied Management</td>
<td>Began 2007</td>
<td>183 graduates</td>
<td>20/40 FTE</td>
<td>48.8</td>
</tr>
<tr>
<td>Pierce College</td>
<td>Applied Business Management</td>
<td>Board review May 2018</td>
<td>n/a</td>
<td>20/30 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Seattle North</td>
<td>International Business</td>
<td>Began 2013</td>
<td>54 graduates</td>
<td>50 FTE</td>
<td>52.5</td>
</tr>
<tr>
<td>Seattle North</td>
<td>Residential and Commercial Property Management</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>20 FTE</td>
<td>0</td>
</tr>
<tr>
<td>Seattle South</td>
<td>Hospitality Management</td>
<td>Began 2007</td>
<td>213 graduates</td>
<td>20 FTE</td>
<td>40.5</td>
</tr>
<tr>
<td>Seattle South</td>
<td>Workforce and Trades Leadership</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>20 FTE</td>
<td>0</td>
</tr>
<tr>
<td>Skagit Valley</td>
<td>Applied Management</td>
<td>Beginning fall 2018</td>
<td>n/a</td>
<td>15/35 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Applied Management</td>
<td>Began fall 2016</td>
<td>6 graduates</td>
<td>20 FTE</td>
<td>38.2</td>
</tr>
<tr>
<td>Tacoma</td>
<td>Applied Management</td>
<td>Beginning fall 2019</td>
<td>n/a</td>
<td>15/35 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Walla Walla</td>
<td>Applied Management &amp; Entrepreneurship</td>
<td>Beginning fall 2018</td>
<td>n/a</td>
<td>12/30 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Whatcom</td>
<td>Applied Business Management</td>
<td>Board review October 2018</td>
<td>n/a</td>
<td>18/30 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Yakima Valley</td>
<td>Applied Business Management</td>
<td>Began 2014</td>
<td>78 graduates</td>
<td>28/60 FTE</td>
<td>59.3</td>
</tr>
<tr>
<td>College</td>
<td>ENVIRONMENT, NATURAL RESOURCES, &amp; OTHER STEM</td>
<td>Status</td>
<td>Outcomes thru September 2018</td>
<td>Projected Cohort Size</td>
<td>Annual FTE</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Molecular Biosciences (STEM)</td>
<td>Began fall 2016</td>
<td>3 graduates</td>
<td>9/31 FTE</td>
<td>11.2</td>
</tr>
<tr>
<td>Bellingham</td>
<td>Engineering Technology</td>
<td>Began fall 2016</td>
<td>n/a</td>
<td>15 FTE</td>
<td>0</td>
</tr>
<tr>
<td>Cascadia</td>
<td>Sustainable Practices (STEM)</td>
<td>Began fall 2015</td>
<td>24 graduates</td>
<td>66 FTE</td>
<td>26.3</td>
</tr>
<tr>
<td>College</td>
<td>HEALTH CARE/WELLNESS/SAFETY</td>
<td>Status</td>
<td>Outcomes thru September 2018</td>
<td>Projected Cohort Size</td>
<td>Annual FTE</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------</td>
<td>--------------------</td>
<td>------------------------------</td>
<td>-----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Bates</td>
<td>Fire Safety Administration</td>
<td>Intent expressed</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Health Promotion and Management</td>
<td>Began fall 2016</td>
<td>15/30 FTE</td>
<td>16.8</td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Healthcare Management and Leadership</td>
<td>Began fall 2016</td>
<td>29 graduates</td>
<td>34/60 FTE</td>
<td>46.9</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Nursing RN-B</td>
<td>Began 2012</td>
<td>57 graduates</td>
<td>20/30 FTE</td>
<td>20.9</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Radiation and Imaging Sciences</td>
<td>Began 2007</td>
<td>119 graduates</td>
<td>20 FTE</td>
<td>22.9</td>
</tr>
<tr>
<td>Clark</td>
<td>Dental Hygiene</td>
<td>Began summer 2015</td>
<td>73 graduates</td>
<td>17/53 FTE</td>
<td>64.6</td>
</tr>
<tr>
<td>Clark</td>
<td>Human Services</td>
<td>Beginning fall 2018</td>
<td>n/a</td>
<td>20/50 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Criminal Justice</td>
<td>Intent expressed</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Dental Hygiene</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>18 FTE</td>
<td>13.9</td>
</tr>
<tr>
<td>College</td>
<td>Program</td>
<td>Start Date</td>
<td>Graduates</td>
<td>FTE</td>
<td>GPA</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------</td>
<td>------------------</td>
<td>---------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Health Care Administration</td>
<td>Intent expressed</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Nursing RN-B</td>
<td>Began fall 2016</td>
<td>7 graduates</td>
<td>18/36 FTE</td>
<td>18.3</td>
</tr>
<tr>
<td>Edmonds</td>
<td>Child, Youth, and Family Studies</td>
<td>Began spring 2017</td>
<td>n/a</td>
<td>20-25 FTE</td>
<td>13.9</td>
</tr>
<tr>
<td>Green River</td>
<td>Nursing LPN-BSN</td>
<td>Intent expressed</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Highline</td>
<td>Behavioral Science - Youth Development</td>
<td>Began fall 2014</td>
<td>23 graduates</td>
<td>15 FTE</td>
<td>45.1</td>
</tr>
<tr>
<td>Highline</td>
<td>Respiratory Care</td>
<td>Began fall 2014</td>
<td>13 graduates</td>
<td>15 FTE</td>
<td>7.2</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Behavioral Healthcare</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>15 FTE</td>
<td>0</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Dental Hygiene</td>
<td>Began summer 2017</td>
<td>n/a</td>
<td>30/60 FTE</td>
<td>89.5</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Funeral Science Education</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>15 FTE</td>
<td>0</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Nursing BSN</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>24/96 FTE</td>
<td>0?</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Public Health Administration</td>
<td>Began fall 2014</td>
<td>36 graduates</td>
<td>35 FTE</td>
<td>21.3</td>
</tr>
<tr>
<td>Olympic</td>
<td>Nursing RN-B</td>
<td>Began fall 2007</td>
<td>229 graduates</td>
<td>70 FTE</td>
<td>24.5</td>
</tr>
<tr>
<td>Pierce</td>
<td>Homeland Security-Emergency Management</td>
<td>Began winter 2017</td>
<td>1 graduate</td>
<td>20/30 FTE</td>
<td>22.7</td>
</tr>
<tr>
<td>Pierce</td>
<td>Fire Command Administration</td>
<td>Board review October 2018</td>
<td>n/a</td>
<td>12/25 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Pierce-Ft. Steilacoom</td>
<td>Dental Hygiene</td>
<td>Began fall 2016</td>
<td>23 graduates</td>
<td>20/40 FTE</td>
<td>52</td>
</tr>
<tr>
<td>Seattle Central</td>
<td>Allied Health Science</td>
<td>Began fall 2014</td>
<td>123 graduates</td>
<td>30/179 FTE</td>
<td>129</td>
</tr>
<tr>
<td>Seattle Central</td>
<td>Behavioral Sciences</td>
<td>Began fall 2009</td>
<td>160 graduates</td>
<td>20/40 FTE</td>
<td>56.6</td>
</tr>
<tr>
<td>Seattle Central</td>
<td>Nursing RN-B</td>
<td>Beginning fall 2020</td>
<td>n/a</td>
<td>18/60 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Shoreline</td>
<td>Dental Hygiene</td>
<td>Intent expressed</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Spokane</td>
<td>Respiratory Care</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>20 FTE</td>
<td>21.5</td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Fitness and Lifestyle Management</td>
<td>Intent expressed</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Tacoma</td>
<td>Community Health</td>
<td>Began spring 2018</td>
<td>n/a</td>
<td>12 FTE</td>
<td>1.1</td>
</tr>
<tr>
<td>College</td>
<td>Program</td>
<td>Began</td>
<td>Graduates/Status</td>
<td>Outcomes thru September 2018</td>
<td>Projected Cohort Size</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------</td>
<td>----------------</td>
<td>----------------------------</td>
<td>-------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Tacoma</td>
<td>Health Information Management</td>
<td>Began fall 2016</td>
<td>2 graduates</td>
<td></td>
<td>15/30 FTE</td>
</tr>
<tr>
<td>Wenatchee Valley</td>
<td>Nursing RN-B</td>
<td>Began 2017</td>
<td>n/a</td>
<td></td>
<td>25/38 FTE</td>
</tr>
<tr>
<td>Yakima Valley</td>
<td>Dental Hygiene</td>
<td>Began fall 2016</td>
<td>60 graduates</td>
<td></td>
<td>18/24 FTE</td>
</tr>
<tr>
<td>College</td>
<td>INFORMATION TECHNOLOGY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Computer Science (BS)</td>
<td>Began winter 2017</td>
<td>n/a</td>
<td></td>
<td>60 FTE</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Data Analytics</td>
<td>Began fall 2014</td>
<td>33 graduates</td>
<td></td>
<td>20 FTE</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Digital Media Arts</td>
<td>Intent expressed</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bellevue</td>
<td>Healthcare Informatics (formerly Healthcare Technology and Management)</td>
<td>Began 2011</td>
<td>50 graduates</td>
<td></td>
<td>30/61 FTE</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Information Systems and Technology</td>
<td>Began fall 2013</td>
<td>74 graduates</td>
<td></td>
<td>50 FTE</td>
</tr>
<tr>
<td>Bellevue</td>
<td>Robots and Artificial Intelligence</td>
<td>Board review October 2018</td>
<td>n/a</td>
<td></td>
<td>8/20 FTE</td>
</tr>
<tr>
<td>Cascadia</td>
<td>Information Technology: Application Development</td>
<td>Beginning fall 2018</td>
<td>n/a</td>
<td></td>
<td>18 FTE</td>
</tr>
<tr>
<td>Centralia</td>
<td>Information Technology: Application Development</td>
<td>Began fall 2016</td>
<td>n/a</td>
<td></td>
<td>20 FTE</td>
</tr>
<tr>
<td>Centralia</td>
<td>Information Technology: IT Networking</td>
<td>Intent expressed</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clark College</td>
<td>Cybersecurity</td>
<td>Board review October 2018</td>
<td>n/a</td>
<td></td>
<td>20 FTE</td>
</tr>
<tr>
<td>Clover Park</td>
<td>Computer Integrated Manufacturing</td>
<td>Intent expressed</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clover Park</td>
<td>Cybersecurity</td>
<td>Board review October 2018</td>
<td>n/a</td>
<td></td>
<td>20 FTE</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Cyber Security</td>
<td>Began winter 2013</td>
<td>75 graduates</td>
<td></td>
<td>40 FTE</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Information Technology</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td></td>
<td>20 FTE</td>
</tr>
<tr>
<td>Edmonds</td>
<td>Information Technology: Application Development</td>
<td>Board review October 2018</td>
<td>n/a</td>
<td></td>
<td>25 FTE</td>
</tr>
<tr>
<td>College</td>
<td>Program Name</td>
<td>Began</td>
<td>Graduates</td>
<td>FTE</td>
<td>Outcomes</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-----------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Green River</td>
<td>Information Technology: Network Administration and Security</td>
<td>Began fall 2013</td>
<td>101 graduates</td>
<td>48 FTE</td>
<td>149.1</td>
</tr>
<tr>
<td>Green River</td>
<td>Information Technology: Software Development (STEM)</td>
<td>Began fall 2014</td>
<td>62 graduates</td>
<td>48 FTE</td>
<td>93.4</td>
</tr>
<tr>
<td>Highline</td>
<td>Cyber Security and Forensics</td>
<td>Began winter 2014</td>
<td>32 graduates</td>
<td>15 FTE</td>
<td>78.3</td>
</tr>
<tr>
<td>Highline</td>
<td>Integrated Design</td>
<td>Board review October 2018</td>
<td>n/a</td>
<td>12 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Design (name change)</td>
<td>Began 2009</td>
<td>137 graduates</td>
<td>22 FTE</td>
<td>33.6</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Digital Gaming and Interactive Media</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>20/40 FTE</td>
<td>12.7</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Information Technology: Application Development-Software Development</td>
<td>Began winter 2017</td>
<td>n/a</td>
<td>25 FTE</td>
<td>8.2</td>
</tr>
<tr>
<td>Olympic</td>
<td>Digital Filmmaking</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>15 FTE</td>
<td>15.6</td>
</tr>
<tr>
<td>Olympic</td>
<td>Information Systems (STEM)</td>
<td>Began fall 2014</td>
<td>33 graduates</td>
<td>20 FTE</td>
<td>25.8</td>
</tr>
<tr>
<td>Renton</td>
<td>Application Development (STEM)</td>
<td>Began winter 2015</td>
<td>15 graduates</td>
<td>20 FTE</td>
<td>42.8</td>
</tr>
<tr>
<td>Renton</td>
<td>Information Technology: Computer Network Architecture</td>
<td>Began winter 2018</td>
<td>n/a</td>
<td>10 FTE</td>
<td>3.8</td>
</tr>
<tr>
<td>Seattle Central</td>
<td>Information Technology: Networking</td>
<td>Began fall 2016</td>
<td>4 graduates</td>
<td>20 FTE</td>
<td>12.6</td>
</tr>
<tr>
<td>Seattle North</td>
<td>Application Development</td>
<td>Began fall 2014</td>
<td>55 graduates</td>
<td>20 FTE</td>
<td>76.2</td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Cyber Security</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>15/35 FTE</td>
<td>8.9</td>
</tr>
<tr>
<td>Spokane Falls</td>
<td>Information Systems &amp; Technology</td>
<td>Began winter 2016</td>
<td>11 graduates</td>
<td>15 FTE</td>
<td>15.5</td>
</tr>
<tr>
<td>Tacoma</td>
<td>Information Technology: Information Systems and Technology</td>
<td>Board review October 2018</td>
<td>n/a</td>
<td>20 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Wenatchee Valley</td>
<td>Data Analytics</td>
<td>Board review October 2018</td>
<td>n/a</td>
<td>15 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Whatcom</td>
<td>Information Technology: Networking</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>15 FTE</td>
<td>14.1</td>
</tr>
<tr>
<td>Yakima Valley</td>
<td>Information Technology: Networking</td>
<td>Began fall 2015</td>
<td>10 graduates</td>
<td>12 FTE</td>
<td>25.5</td>
</tr>
<tr>
<td>College</td>
<td>EDUCATION</td>
<td>Status</td>
<td>Outcomes thru September 2018</td>
<td>Projected Cohort Size</td>
<td>Annual FTE 2017-18</td>
</tr>
<tr>
<td>College</td>
<td>Program</td>
<td>Began/Status</td>
<td>Projected Cohort Size</td>
<td>Annual FTE</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Centralia and Grays Harbor</td>
<td>Teacher Education: Elementary Education and Special Education *</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>15 FTE</td>
<td>49.4/31.8</td>
</tr>
<tr>
<td>Clark</td>
<td>Early Childhood Education</td>
<td>Board Review February 2018</td>
<td>n/a</td>
<td>20 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Columbia Basin</td>
<td>Teacher Education *</td>
<td>Beginning fall 2019</td>
<td>n/a</td>
<td>20/50 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Green River</td>
<td>Early Childhood Education: Infant and Child Mental Health</td>
<td>Beginning fall 2018</td>
<td>n/a</td>
<td>25/50 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Highline</td>
<td>Teaching and Early Learning *</td>
<td>Began fall 2017</td>
<td>n/a</td>
<td>15 FTE</td>
<td>25.6</td>
</tr>
<tr>
<td>Lower Columbia</td>
<td>Teacher Education*</td>
<td>Beginning fall 2019</td>
<td>n/a</td>
<td>24/48 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Pierce</td>
<td>Teaching *</td>
<td>Began winter 2017</td>
<td>7 graduates</td>
<td>15/48 FTE</td>
<td>46.6</td>
</tr>
<tr>
<td>Seattle North</td>
<td>Early Childhood Education</td>
<td>Began fall 2016</td>
<td>23 graduates</td>
<td>20/50 FTE</td>
<td>65.2</td>
</tr>
<tr>
<td>Seattle South</td>
<td>Professional Technical Education and Instructional Design</td>
<td>Began fall 2012</td>
<td>38 graduates</td>
<td>12/20 FTE</td>
<td>9</td>
</tr>
<tr>
<td>Wenatchee Valley</td>
<td>Teaching*</td>
<td>Beginning fall 2019</td>
<td>n/a</td>
<td>15 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Yakima Valley</td>
<td>Teacher Education *</td>
<td>Beginning fall 2018</td>
<td>n/a</td>
<td>25 FTE</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*Includes teacher certification

<table>
<thead>
<tr>
<th>College</th>
<th>OTHER</th>
<th>Status</th>
<th>Outcomes thru September 2018</th>
<th>Projected Cohort Size</th>
<th>Annual FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue</td>
<td>Interior Design</td>
<td>Began fall 2009</td>
<td>284 graduates</td>
<td>44/83 FTE</td>
<td>66</td>
</tr>
<tr>
<td>Clover Park</td>
<td>Interior Design</td>
<td>Board Review February 2018</td>
<td>n/a</td>
<td>12 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Green River</td>
<td>Realtime Reporting: Court Reporting and Captioning</td>
<td>Beginning fall 2019</td>
<td>n/a</td>
<td>25/50 FTE</td>
<td>n/a</td>
</tr>
<tr>
<td>Lake Washington</td>
<td>Applied Art: Illustration</td>
<td>Intent expressed</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>3333 graduates</td>
<td>3142 FTEs</td>
<td></td>
</tr>
</tbody>
</table>
A resolution to approve Clark College’s application to offer a Bachelor of Applied Science in Cybersecurity degree upon recommendation of the State Board for Community and Technical Colleges staff.

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

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

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

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

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 February 7, 2019.

Attest

____________________________________  ______________________________________
Jan Yoshiwara, secretary                      Anne Fennessy, chair
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-02-08

A resolution to approve Clover Park Technical Colleges’ application to offer a Bachelor of Applied Science in Interior Design 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 Clover Park Technical College’s application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Clover Park Technical College’s Bachelor of Applied Science in Interior Design

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 February 7, 2019.

Attest

____________________________________  ______________________________________
Jan Yoshiwara, secretary               Anne Fennessy, chair
A resolution to approve Highline College’s application to offer a Bachelor of Applied Science in Integrated Design 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 Highline 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 Highline College’s Bachelor of Applied Science in Integrated Design.

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 February 7, 2019.

Attest

Jan Yoshiwara, secretary  Anne Fennessy, chair
STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 19-02-10

A resolution to approve Pierce College’s application to offer a Bachelor of Applied Science in Applied Business 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 Pierce 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 Pierce College’s Bachelor of Applied Science in Applied Business Management.

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

APPROVED AND ADOPTED on February 7, 2019.

Attest

____________________________________
Jan Yoshiwara, secretary

____________________________________
Anne Fennessy, chair