



STATE BOARD MEETING AGENDA

Business Meeting: Wednesday, May 6 // 1:00 to 5:00 p.m.

Join Meeting Via Computer or Smart Device:

<https://zoom.us/j/319094235?pwd=ZTh1Tjk3MUxyRHB5VUJCV3IIMS9NUT09>

Join by phone:

(253) 215-8782

Board members

Wayne Martin, chair // Carol Landa McVicker, vice chair // Anne Fennessy // Jay Reich

Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner // Chelsea Mason

Jan Yoshiwara, Executive Director // Beth Gordon, Executive Assistant

Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

May 6 Regular Meeting Agenda

Time	Item	Location
1:00 p.m.	Welcome and introductions Wayne Martin, Chair	
1:10 p.m.	Adoption of Meeting Agenda	<i>(Action)</i>
1:12 p.m.	Adoption of Consent Agenda <ol style="list-style-type: none"> a. 2020-21 State Board Meeting Dates Resolution 20-05-19 b. CARES Act withdraws Resolution 20-05-20 c. Centralia College property acquisition, 212 S. Iron Street Resolution 20-05-21 d. Spokane Falls Community College local capital expenditure for student union building renovation Resolution 20-05-22 e. Annexation of Walla Walla Community College property to the City of Walla Walla Resolution 20-05-23 f. March 23, 2020, Special State Board meeting minutes 	Tab 1 <i>(Action)</i>
1:15 p.m.	2020 Supplemental Operating Budget Vetoes and Legislative Budget Outlook Cherie Berthon, Operating Budget Director	Tab 2
1:45 p.m.	FY 2021 Allocation Projection Cherie Berthon, Operating Budget Director	Tab 3

2:15 p.m.	2020-21 Tuition Schedule Resolution 20-05-24 Cherie Berthon, Operating Budget Director	Tab 4 <i>(Action)</i>
2:30 p.m.	21-23 Operating Budget Development Cherie Berthon, Operating Budget Director	Tab 5
3:00 p.m.	Advocacy Planning Arlen Harris, Legislative Director Laura McDowell, Communications Director	Tab 6
3:30 p.m.	Break	
3:40 p.m.	Applied Baccalaureate Degree Statements of Need Jamilyn Penn, Director of Transfer Education	Tab 7
	<ul style="list-style-type: none"> a. Bellingham Technical College, Nursing (RS to BSN) <i>Walter Hudsick, Vice President of Academic Affairs & Student Learning</i> <i>Julie Samms, Dean of Nursing and Allied Health</i> b. Renton Technical College, Manufacturing Engineering Technology <i>Jacob Jackson, Executive Dean, Workforce, Trades & Economic Development</i> <i>Dr. Stephanie Delaney, Vice President of Instruction</i> <i>Melvin Hortman, Full-time Faculty, Engineering Design Technology</i> <i>Batholomew Kimani, Full-time Faculty, Precision Machining</i> 	
4:15 p.m.	Public Comment	
4:20 p.m.	Executive Director Report Jan Yoshiwara, Executive Director	
4:50 p.m.	Board Discussion <ul style="list-style-type: none"> • Executive Director Evaluation Process <i>Carol Landa McVicker and Phyllis Gutierrez Kenney</i> 	
5:00 p.m.	Adjourn: Next Meeting ~ June 24-25, 2020, State Board Office, Olympia	

EXECUTIVE SESSION: Under RCW 42.30.110, an Executive Session may be held. Action from the Executive Session may be taken, if necessary, as a result of items discussed in the Executive Session. **PLEASE NOTE:** Times above are estimates only. The Board reserves the right to alter the order of the agenda. Reasonable accommodations will be made for persons with disabilities if requests are made at least seven days in advance. Efforts will be made to accommodate late requests. Please contact the Executive Director's Office at 360-704-4309.

CONSENT ITEM (RESOLUTION 20-05-19)

May 6, 2020

Tab 1a

Approval of 2020-21 state board meeting dates

Brief Description

The State Board adopts a schedule of regular meetings each fiscal year for publication in the *Washington State Register*. Meetings are held approximately seven times per year on community and technical college campuses and at the State Board offices at intervals of six to eight weeks. Locations rotate among all 34 colleges, balancing visits on the east and west sides of the state. During legislative sessions, meetings are held in or near Olympia.

How does this item link to the State Board's Strategic Plan?

The two-day meetings include a study session on the first day designed to provide board members with an in-depth discussion about policy issues and a regular business meeting on the second day when action items are addressed. The proposed meeting schedule is designed to align properly with the Board's current Strategic Plan.

Background information and analysis

The following schedule of State Board meetings is proposed for 2020-21:

August 26-28, 2020, State Board Retreat
October 14-15, 2020
December 2-3, 2020
February 3-4, 2021
March 24-25, 2021
May 5-6, 2021
June 23-24, 2021

Potential questions

Are there any concerns with the proposed dates?

Recommendation/preferred result

It is recommended that the State Board adopt Resolution 20-05-19 approving its schedule of meeting dates and locations for 2020-21 for publication in the *Washington State Register*.

Policy Manual Change Yes No

Prepared by: Beth Gordon, executive assistant
(360) 704-4309, bgordon@sbctc.edu

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 20-05-19

A resolution relating to the 2020-21 State Board meeting schedule.

WHEREAS the State Board adopts its meeting schedule for the fiscal year for publication in the *Washington State Register*;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges has agreed upon the following meeting dates and locations for 2020-21:

August 26-28, 2020, State Board Retreat
October 14-15, 2020
December 2-3, 2020
February 3-4, 2021
March 24-25, 2021
May 5-6, 2021
June 23-24, 2021

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 schedule, as necessary, for actions taken by the governor, legislature, externally imposed restrictions or guidelines, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on 05/06/2020

Attest

Jan Yoshiwara, secretary

Wayne Martin, chair

CONSENT ITEM (RESOLUTION 20-05-20)

May 6, 2020

Tab 1b

CARES Act Impact on the Retirement Savings Programs Sponsored by the State Board

Brief Description

State law provides authority for public higher education institutions, including the State Board, to sponsor retirement savings programs. With this authority, the State Board sponsors a retirement plan and a voluntary retirement savings program. Both plans currently allow limited in-service (while employed) withdrawals. The Coronavirus Aid, Relief and Economic Security (CARES) Act, provides certain retirement plan participants the enhanced ability to withdraw funds through hardship withdrawals or loans.

How does this item link to the State Board's Strategic Plan?

The retirement plans sponsored by the State Board are an important part of the total compensation package offered to attract and retain faculty and exempt employees. They have been structured to help colleges recruit and retain a high-quality workforce through offering a retirement savings program that is common in higher education, portable and has a very competitive contribution schedule. A competitive and compliant retirement savings plan helps attract and retain the employees needed to help students succeed.

Background information and analysis

The State Board sponsors retirement savings plans for employees of the community and technical college system:

- The State Board Retirement Plan is an employer funded defined contribution retirement plan for faculty and exempt administrative/professional employees;
- The State Board Voluntary Retirement Investment Program is a voluntary retirement savings plan funded by employee contributions that is open to all employees; and,
- The State Board Supplemental Retirement Plan is a defined benefit plan funded by the State Board that is intended to ensure eligible participants receive at least a minimal benefit from a career in public service.

Day-to-day administration of the plans have been delegated to Teachers Insurance Annuity Association (TIAA) and a plan administrator. TIAA has been contracted to provide record keeping, investment management and benefit administration services. The Plan/Program Administrator for the State Board sponsored plans is the Deputy Executive Director for Business Operations. In addition to making day-to-day decisions related to plan operations the Plan/Program Administrator may make technical changes to Plan Documents to ensure the efficient and compliant operation of the plans.

The CARES Act, signed into law by the president on March 27, 2020, provides withdrawal and loan options for plan sponsors and participants to consider. Contingent on plan sponsor approval, the CARES Act makes it easier for plan participants affected by COVID-19 to tap retirement savings by:

- Taking hardship distributions of up to \$100,000 from their retirement accounts, without the 10 percent early withdrawal penalty and without having to pay taxes on the distributions all at once but rather over three years.
- Borrowing the lesser of \$100,000 or 100 percent of their vested balances from their accounts. This is twice as much as they could before the adoption of the CARES Act. These loans are only available through September 23, 2020.

As noted above, enhanced withdrawal options are contingent upon plan sponsors making them available to plan participants. Currently,

- The State Board Retirement Plan allows hardship distributions for unforeseen situations when other funds are not available. This in-service withdrawal option is limited to funds to avoid eviction, foreclosure, bankruptcy and to pay medical costs not covered by insurance. Once the employee and participating employer certifies that an employee is eligible for a hardship distribution, the withdrawal penalty and tax implications of the early withdrawal are addressed by TIAA. The State Board Retirement Plan does not allow for loans.
- The State Board Voluntary Retirement Saving Program provides for hardship distributions as listed above. However, it also allows other IRS authorized, non-emergency withdrawals — like paying for education or buying/repairing a primary residence. Loans are also allowed but limited to the lesser of \$50,000 or the participant's balance. Loan payments and tax implications are not addressed in the Plan, but are administered by TIAA consistent with federal regulation.

There's no easy answer to the question of whether a plan sponsor should implement the provisions of the CARE Act. Some participants may need cash for food, shelter and debts.¹ Alternatively, the State Board Retirement Plan is a publicly funded retirement plan intended to provide a retirement benefit. Early withdrawal of retirement savings can significantly impact a participant's retirement security.

An initial decision on application of the CARES Act provisions to the plans sponsored by the State Board was required by April 3, 2020. After consulting with the public university sponsors, the Plan Administrator decided to:

- Not extend the CARES Act provisions to the State Board Retirement Plan. As the primary, publicly funded retirement savings plan for faculty and exempt employees, the State Board Retirement Plan is intended to provide a *retirement benefit* for these public employees. Loosening restrictions at this time, amid a significant market decline, would make it virtually impossible for participants who withdraw funds to recover their losses. The impact on a participant's overall retirement security would be significant, given the compound interest lost and the time value of money.
- Allow the expanded loan capabilities within the voluntary, employee funded State Board Voluntary Investment Program. This decision was based upon the following:

¹ The SBRP is the only publicly funded Washington State plan to provide a hardship withdrawal capability, albeit limited to unforeseen situations

- It is a voluntary plan;
- It is not the primary retirement saving plan for employees;
- It is funded by employee contributions; and,
- It already includes policies that allow for loans and hardship withdrawals.

As noted, these initial decisions were made through review of current plan provisions, consulting with the public universities and TIAA representatives. Washington State's public universities have made the same choice – not to allow loans or hardship withdrawals from their primary retirement plans but to allow for expanded loans from their voluntary plans. TIAA representatives reported that most public colleges and universities supported by TIAA have also made the same choices. The Department of Retirement Systems has confirmed continuation of its existing policy not to allow for loans from the voluntary Deferred Comp Program or any of the other plans they sponsor.

State Board staff are working closely with our university colleagues to monitor the situation and to understand the implications of our individual and collective plan decisions. Should circumstances change, staff may revisit this issue with the State Board.

Potential Questions

- Should loans, consistent with the CARES Act provisions, be allowed from the State Board Retirement Plan?
- Should hardship distribution terms within the State Board Retirement Plan be changed to be consistent with the CARES Act provision?
- Should the decision made by the Plan Administrator related to the State Board Voluntary Investment Plan Program be confirmed or reversed?

Staff Recommendation/Preferred Result

The State Board members will develop a general understanding of the impact of the CARES Act on the retirement plans sponsored by the State Board.

Staff also recommends the State Board not expand the limited in-service withdrawal capability within the State Board Retirement Plan. If the State Board agrees, no actions or changes to plan documents are needed.

Staff recommends that the State Board approve the proposed changes in Resolution 20-05-20 to the State Board Voluntary Investment Program.

Policy Manual Change Yes No

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

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-05-20**

A resolution temporarily amending the terms of the State Board Voluntary Investment Program to increase loan amounts consistent with the CARES (Coronavirus Aid, Relief and Economic Security) Act.

WHEREAS, the Legislature has authorized the State Board to sponsor retirement savings plans, adopt governance provisions and extend such plans to employees as the State Board may designate; and,

WHEREAS, the State Board has exercised this authority by establishing a Code Section 401(a) retirement saving plan, a Code Section 403(b) voluntary retirement savings plan, adopting governing rules and Plan Documents and approving investment menu options; and,

WHEREAS, the president signed the CARES Act into law on March 27, 2020 which included provisions expanding withdrawal capabilities for certain retirement plan participants affected by COVID-19;

WHEREAS, the State Board Voluntary Investment Program includes provisions that allow for hardship withdrawals and loans.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges hereby increases the allowable limit for loans through September 23, 2020 to the limits provided within the CARES Act, the lesser of \$100,000 or 100 percent of vested balances from participant's State Board Voluntary Investment Program accounts.

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes the Plan Administrator to make any necessary changes to the State Board Voluntary Investment Program Plan Document that result from this action.

APPROVED AND ADOPTED on 05/06/2020

Attest

Jan Yoshiwara, secretary

Wayne Martin, chair

CONSENT ITEM (RESOLUTION 20-05-21)

May 6, 2020

Tab 1c

Centralia College — property acquisition, 212 South Iron in Centralia, Washington

Brief Description

Centralia College seeks to purchase the property located at 212 S Iron in Centralia, Washington for approximately \$110,000.

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

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 at 212 South Iron consists of a 624 square foot structure and 0.04-acre lot.

If approved, the property will be used for campus parking. Long-term plans include outdoor activities for the Health and Wellness program. 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 \$110,000. 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 April 14, 2020. The college has delegated authority for the acquisition from the Department of Enterprise Services.

Potential questions

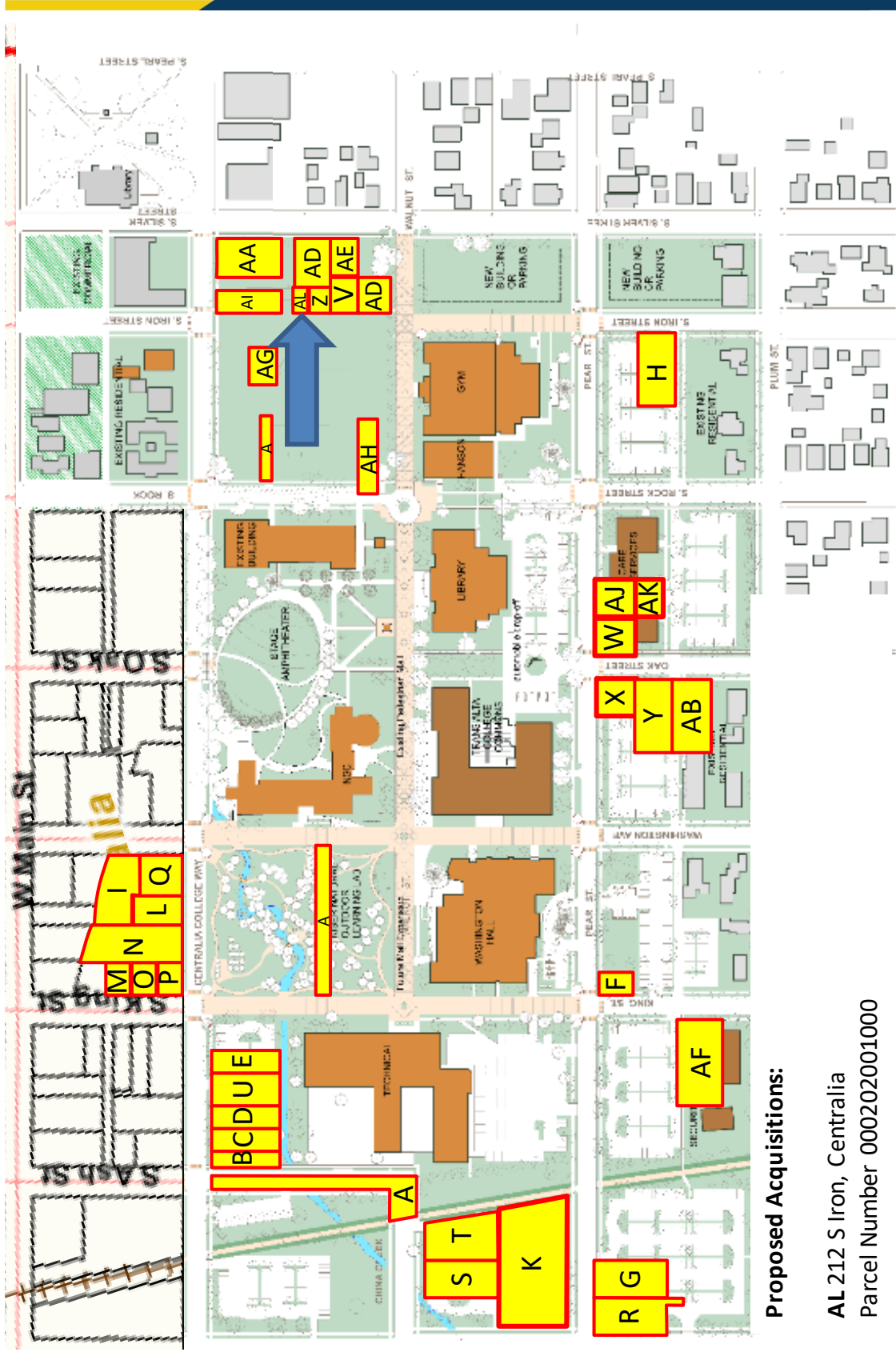
Is this project consistent with the State Board’s goal of increasing enrollment and completions?

Recommendation/preferred result

Staff recommends approval of Resolution 20-05-21 giving Centralia College authority to spend up to \$110,000 in local funds and acquire 212 South Iron in Centralia, Washington in the name of the State Board for Community and Technical Colleges.

Policy Manual Change Yes No

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



Site Plan
Scale 1" = 100'
N.C.T.A.

Centralia College
20 Year Master Plan (Approved October, 2010)

Proposed Acquisitions:

AL 212 S Iron, Centralia
Parcel Number 000202001000

Recent Acquisitions:

A Vacate sections of Ash and Walnut streets, and two mid block alleys surrounded by college owned properties. Resolution 14-09-52	M 110 S King St, Centralia Parcel Number 000128000000 Resolution 15-10-52	Z 214 South Iron Street, Centralia Parcel Number 000202002000 Resolution 17-09-50
B 816 Centralia College Blvd, Centralia Parcel Number 000844000000 Resolution 13-10-50	N 717 Centralia College Blvd, Centralia Parcel Number 000131000000 Resolution 16-03-17	AA 207 South Silver Street, Centralia Parcel Number 000199000000 Resolution 18-02-05
C 814 Centralia College Blvd, Centralia Parcel Number 000843000000 Resolution 13-02-02	O 112 S King St, Centralia Parcel Number 000129000000 Resolution 15-10-52	AB 409 South Oak Street, Centralia Parcel Number 000498000000 Resolution 18-05-14
D 812 Centralia College Blvd, Centralia Parcel Number 000842000000 Resolution 12-10-43	P 114 S King St, Centralia Parcel Number 000130000000 Resolution 16-05-10	AC 211 South Silver St, Centralia Parcel Number 000202000000 Resolution 18-06-26
E 808 Centralia College Blvd, Centralia Parcel Number 000840000000 Resolution 13-02-02	Q 123 S Washington St, Centralia Parcel Number 000134002000 Resolution 16-05-10	AD 311 West Walnut St, Centralia Parcel Number 000208001000 Resolution 18-06-27
F 402 S King St, Centralia Parcel Number 000628000000 Resolution 12-10-43	R 920 West Pear St, Centralia Parcel Number 000688002000 Resolution 16-11-15	AE 215 South Silver St, Centralia Parcel Number 000205000000 Resolution 18-12-50
G 916 W Pear St, Centralia Parcel Number 000688003000 Resolution 14-10-62	S 918 West Walnut St, Centralia Parcel Number 000797000000 Resolution 16-11-15	AF 411 South King St, Centralia Parcel Number 000674000000 Resolution 18-12-50
H 405 S Iron Street, Centralia Parcel Number 000688003000 Resolution 14-12-74	T 0 West Walnut St, Centralia Parcel Number 000798003003 Resolution 16-11-15	AG 209 South Iron St, Centralia Parcel Number 000395000000
I 115 S Washington Ave, Centralia Parcel Number 000134003000 Resolution 15-09-35	U 810 Centralia College Blvd, Centralia Parcel Number 000841000000 Resolution 17-01-03	AH 226 South Rock St, Centralia Parcel Number 000402000000
J Off map, ~216 S Gold St, Centralia Parcel Number 003527000000 was exchanged for K Resolution 15-10-52	V 216 S Iron Street, Centralia Parcel Number 000206000000 Resolution 17-05-24	AI 308 Centralia College Blvd, Centralia Parcel Number 000200001000
K ~385 S Cedar St, Centralia Parcel Numbers 000799000000 & 000798002000 Resolution 15-10-52	W 402 S Oak Street, Centralia Parcel Number 000459000000 Resolution 17-05-24	AJ 512 W Pear, Centralia Parcel Number 000458002000
L 709 Centralia College Blvd, Centralia Parcel Number 000133001000 Resolution 15-10-52	X 401 South Oak Street, Centralia Parcel Number 000496000000 Resolution 17-06-38	AK 0 W Pear, Centralia Parcel Number 000799001000
	Y 405 South Oak Street, Centralia Parcel Number 000497000000 Resolution 17-06-38	AL 212 S Iron St, Centralia Parcel Number 000202001000

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-05-21

A resolution relating to Centralia College's request to use up to \$110,000 in local funds to purchase the property at 212 South Iron 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 the Health and Wellness program in the long-term 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 \$110,000; 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 April 14, 2020; 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 \$100,000 in local funds to acquire the property located at 212 South Iron in Centralia, Washington in the name of the State Board for Community and Technical Colleges; and

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

APPROVED AND ADOPTED on 5/06/2020

Attest

Jan Yoshiwara, secretary

Wayne Martin, chair

CONSENT ITEM (RESOLUTION 20-05-22)

May 6, 2020

Tab 1d

Spokane Falls Community College — local capital expenditure authority for student union building renovation

Brief Description

Spokane Falls Community College is seeking approval to use up to \$215,000 of local funds to complete renovation of the student union building.

How does this item link to the State Board's Strategic Plan?

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

Background information and analysis

Spokane Falls Community College is currently using \$1,450,000 in Minor Works preservation funds to install updated fire suppression equipment as well as \$171,000 from the Unanticipated Repair Fund to complete other needed renovations to the student union building. The student lounge and cafeteria will also be modernized in this project.

The total project cost estimate is \$1,836,000. This request to use \$215,000 in local funds will provide necessary funding to complete the project as designed.

The college's chief financial officer, with delegated authority from the board of trustees approved this request on July 1, 2019.

Potential questions

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

Recommendation/preferred result

Staff recommends approval of Resolution 20-05-22 giving Spokane Falls Community College the authority to spend up to \$215,000 in local funds toward the student union building renovations.

Policy Manual Change Yes No

Prepared by: Wayne Doty, capital budget director

(360) 704-4382, wdoty@sbctc.edu

**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-05-22**

A resolution relating to Spokane Falls Community College's request to use up to \$215,000 in local funds to complete student union building renovations.

WHEREAS, Spokane Falls Community College currently has \$1,621,000 in Minor Works state funds for student union building renovations and fire suppression installation; and

WHEREAS, total project cost is currently estimated to be \$1,836,000; and

WHEREAS, this request to use \$215,000 in local funds will provide the funding needed to complete the project as designed; and

WHEREAS, the college's chief financial officer, with delegated authority from the board of trustees approved this request on July 1, 2019; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Spokane Falls Community College to spend up to \$215,000 in local funds to complete student union building renovations; and

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

APPROVED AND ADOPTED on 05/06/2020

Attest

Jan Yoshiwara, secretary

Wayne Martin, chair

CONSENT ITEM (RESOLUTION 20-05-23)

May 6, 2020

Tab 1d

Annexation of Walla Walla Community College property into the city of Walla Walla

Brief Description

Walla Walla Community College seeks State Board support to have 10.5 acres of college property annexed into the city of Walla Walla.

How does this item link to the State Board's Strategic Plan?

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

Background information and analysis

The State Board for Community and Technical Colleges owns all of the state's community and technical college property.

Almost all of the developed Walla Walla Community College property is within the city limits. In 2010 the college purchased 10.5 acres adjacent to the existing property for future development. The property is parcel 360714430006 in the county and the city-county line now divides the campus. Having all of the college property in the city will make future development easier.

Annexation into the City of Walla Walla is the last step of a lengthy land use process that started in November 2017 when an application was submitted to the Walla Walla County Community Development Department to amend the Walla Walla County Comprehensive Plan.

The college partnered with an adjacent land owner who would also like to have their property annexed into the city. This neighbor is paying all the costs for the annexation.

There is a vicinity map depicting the land referenced above in Attachment A.

As of January 2020, the college parcel became part of the Walla Walla Urban Growth Area with a zoning and land use designation of Public Reserve.

The annexation process included a first review and discussion by the WWCC Board of Trustees on February 12, 2020, followed by approval of the request at its March 25, 2020, meeting. With State Board approval, a petition drafted by the City of Walla Walla will be signed by the College and the State Board and then proceed through the City's processes and a final public hearing will be conducted by the City.

Potential questions

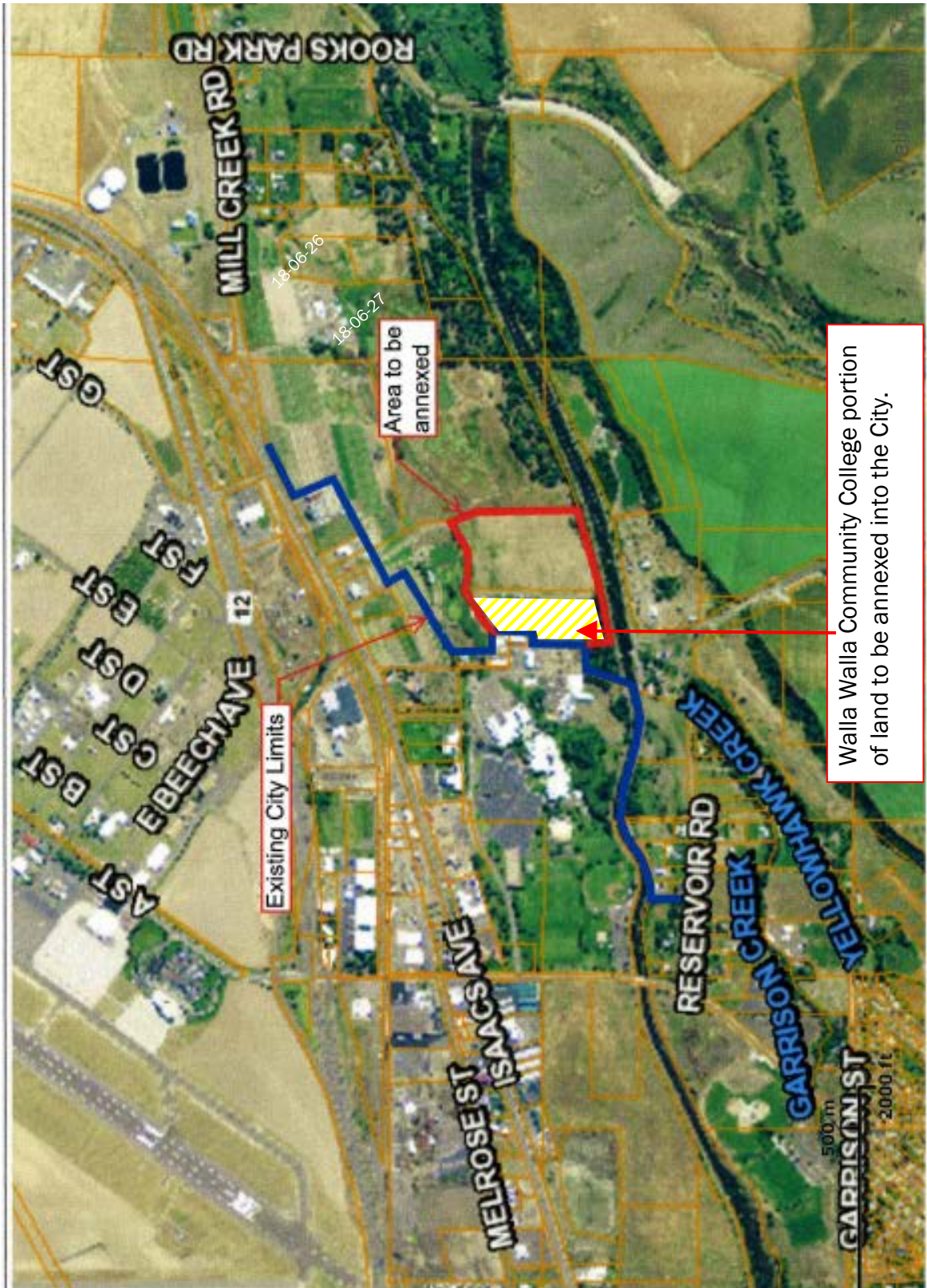
Is this project consistent with the State Board's goal of increasing enrollment and completions?

Recommendation/preferred result

Staff recommends approval of Resolution 20-05-23 supporting the annexation of 10.5 acres, parcel 360714430006, into the city of Walla Walla, Washington and execution of the necessary documents after they are reviewed and approved as to form by the Washington State Attorney General's Office.

Policy Manual Change Yes No

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



**STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 20-05-23**

A resolution relating to Walla Walla Community College's request for State Board support for the annexation of 10.5 acres at Walla Walla Community College into the city of Walla Walla, Washington.

WHEREAS, in 2010 10.5 acres in the county were acquired for future development; and

WHEREAS, having all the college property in the city will make future development easier; and

WHEREAS, all of the costs for the annexation are being paid by an adjacent land owner whose property will be included in the annexation; and

WHEREAS, Walla Walla Community College's Board of Trustees passed a motion in support of the annexation and requested State Board's approval on March 25, 2010; and

WHEREAS, the annexation documents will be reviewed and approved as to form by the Washington State Attorney General's Office prior to execution.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges supports the annexation of parcel 360714430006 into the city of Walla Walla, Washington; and

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

APPROVED AND ADOPTED on 5/06/2020

Attest

Jan Yoshiwara, secretary

Wayne Martin, chair

STATE BOARD SPECIAL MEETING MINUTES

State Board Office, Olympia

Business Meeting: Monday, March 23 // 1:00 to 5:00 p.m.

Board members

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

Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Call to order and adoption of special meeting agenda

Chair Wayne Martin called the meeting to order at 1:00 p.m., welcomed those present, and asked for audience introductions. A roll call was taken to confirm a quorum was present.

Motion: Moved by Jay Reich, seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption of its March 23, 2020, special meeting agenda as presented.

Approval of consent agenda (Resolutions 20-03-15 to 20-03-17)

Adoption of Consent Agenda

- a. Pierce College Fort Steilacoom, local expenditure increase, phase three, Cascade building
Resolution 20-03-15
- b. Skagit Valley College, ground lease extension
Resolution 20-03-16
- c. Clark College, property exchange, PacTrust
Resolution 20-03-17
- d. December 5, 2019, State Board meeting minutes

Motion: Moved by Fred Whang, seconded by Phyllis Gutierrez Kenney, and unanimously approved by the Board the adoption of its March 23, 2020, consent agenda.

21-23 Operating Budget Development

At the December meeting, the State Board had a robust discussion about the 2021-23 operating budget development process. In the past, stakeholder input has been solicited through a small group discussion and then summarized for all to hear. This year, the format was simpler and more direct. Rather than working in small groups, participating stakeholders had the opportunity to share their thoughts directly with the Board. The college budget priorities will be reported at the next State Board meeting, as will any recommendations from WACTC. The State Board is slated to adopt a set of policy proposals at its June meeting so that staff can develop decision packages over the summer.

2020 Capital Budget Update

RCW 28B.50.090 gives the State Board the power and duty to submit a single budget request for state capital funding for the State's 34 community and technical colleges. This law also gives the State Board the responsibility to disburse the funds received for the colleges. The State Board was provide an update on the 2019-21 state capital funds currently appropriated for the colleges, the 2020 supplemental capital budget request, and the development of the 2021-23 capital request. State board members will likely adopt the 2021-23 request in May or June 2020.

2020 Operating Supplemental Budget

The Legislature has concluded the 2020 Session and passed a Supplemental budget that makes minor changes to the community and technical college system's biennial budget. Staff reviewed with Board members these changes and discussed impacts on the coming fiscal year. The State Board is scheduled to review the full allocation for 2020-21 at its May meeting.

Legislative Session Wrap Up and Intern Report

Staff provided the State Board with an end of legislative session report and discussed progress toward meeting system wide legislative goals.

The legislative internship program resumed in 2020, with two students, Deanna George, Tacoma Community College, and Matthew Rounsley, Centralia College, joining the State Board team in January. The Legislative Interns and their staff lead, Katie Rose, participate in the legislative session wrap up to share highlights and learnings from the intern program. The State Board members thanked the interns for their participation and dedication during the legislative session.

Consideration of Strategic Plan

In June 2019, the State Board approved a new vision statement for the college system. At the Board's August 2019 retreat, Board members, along with leaders from the state associations for trustees, and, presidents, faculty and staff unions and students, developed a framework for a strategic plan to achieve the new vision statement. The Board reviewed feedback from college system stakeholders that was collected over the Fall quarter. The Board also discussed metrics by which to establish goals, targets and progress at its October 2019 and February 2020 meetings.

Motion: Moved by Jay Reich, seconded by Phyllis Gutierrez Kenney, and unanimously approved by a roll call vote of the Board the adoption of the Strategic Plan.

Open Public Comment

- Jaeney Hoene, AFT Washington
- Jacqueline Cain, Peirce College Adjunct Faculty Member

Executive Director Update

- Covid-19 system status

State Board Chair Update and Board Member Discussion

- Executive Director evaluation process

Adjournment/next meeting

There being no further business, the State Board adjourned its special meeting at 5:00 p.m.

Jan Yoshiwara, secretary

Wayne Martin, chair

REGULAR ITEM

May 6, 2020

Tab 2

2020 Supplemental Operating Budget & Legislative Budget Outlook

Brief Description

Since the last meeting of the State Board, Governor Inslee vetoed \$225 million from the Legislature's 2020 Supplemental budget primarily due to the emergence of the COVID19 pandemic. This meeting, the State Board will review and discuss the implications of these vetoes and the latest information on the budget outlook.

How does this item link to the State Board's Strategic Plan?

Legislative operating and capital appropriations to the State Board for Community and Technical Colleges are the foundation for the system's operation. State resources provide the means to make progress on our goals.

Background information and analysis

Most of the new expenditures in the Legislative 2020 Supplemental budget were vetoed to create a "cushion" for anticipated revenue decreases stemming from COVID-19 pandemic. For the community and technical college system, a few important investments remained:

1. The Job Skills Program will receive an additional \$2.4 million next fiscal year, on a one-time basis.
2. Requested funding to pay for Attorney General representation in the Wolf v. SBCTC case.
3. Flexibility to purchase nursing program equipment with unspent nurse educator salary funding.

Among the Governor's vetoes affecting our system were several provisos with new funding for focused initiatives.

1. The requirement for colleges to undertake a planning effort to improve the full-time to part-time faculty ratio and to expand opportunities for adjunct faculty (\$200,000).
2. New funds for the Spokane Falls Interpreter Training (\$100,000)
3. A study of firefighter training, apprenticeships, and the firefighter joint apprenticeship training committee (\$300,000).
4. Funding for a full-time employee at SBCTC and additional contract services to coordinate housing opportunities at Highline, Lake Washington, North Seattle, and Tacoma (\$500,000).



Our primary concern is the Governor's veto of a \$41 million transfer from the State-General Fund to the Workforce Education Investment Account (WEI) in FY 20. Without this transfer, the WEI Account is expected to fall \$39 million short of needed revenue. That assumption pre-dates the pandemic shut down. As a result, it is likely that OFM will direct agencies receiving funds from this account to reduce spending to ensure the account stays in balance. For the community and technical college system, this account supports Nurse Educator and High Demand salary increases, Foundational Support and Guided Pathways redesign. At the time of this writing, OFM has not provided any specific direction.

Legislative Budget Outlook

Perhaps more important than the enacted budget, is the budget outlook for the remainder of this biennium. Due to the rapidly changing and unpredictable economic situation, State leaders are anticipating significant budget cuts. In mid-April, David Schumacher, Director of the Office of Financial Management wrote to Jan Yoshiwara and all agency directors and higher education presidents asking them to begin thinking about budget savings, including hiring freezes and delaying implementation of programs.

While solid economic information is scarce at the time of writing, we know the number of unemployed Washingtonians has broken all former records and could reach one million by early May. On April 30, 2020, the Economic Revenue Forecast Council (ERFC) will provide a preliminary preview of the revenue impacts due to the COVID19 shut down. State Board staff will review the information provided by ERFC at the May 6 meeting.

Potential questions

- How do changes and uncertainties in the budget situation inform our Legislative outreach strategies going forward?
- How are colleges managing the uncertainty of the current budget outlook?

Next Steps

Due to the uncertainty about the FY 21 budget, the allocation to colleges is being held until the June meeting of the State Board.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, operating budget director

(360) 704-1023, cberthon@sbctc.edu

REGULAR ITEM

May 6, 2020

Tab 3

Fiscal Year 2021 Allocation Projection

Brief Description

Due to recent, dramatic changes in the budget and revenue outlook, the full FY 2021 allocation will not be adopted at this meeting as originally planned. Instead, State Board members will review the key elements of the FY 2021 allocation, including possible cut scenarios. We anticipate presenting the full allocation for adoption at the June meeting of the State Board.

How does this item link to the State Board's Strategic Plan?

Legislative operating and capital appropriations to the State Board for Community and Technical Colleges are the foundation for the system's operation. State resources provide the means to make progress on our goals.

Background information and analysis

Due to recent communications from State budget writers, the level of state appropriations for next fiscal year are in question. As noted in Item 2, the state revenue projections are dropping dramatically and budget reductions are expected to take place in the next several weeks. Unfortunately, there are no specifics about the level of reduction at this time.

In an allocation projection shared with colleges, State Board staff provided multiple scenarios to help budget planning for next year. The first scenario displays the currently-budgeted state appropriations. This no-cut scenario is ideal, but very unlikely. The remaining scenarios showed four possible cut levels:

1. No new programmatic spending for next fiscal year, a \$54 million or 6% reduction.
2. No new programmatic spending and no wage increases, a \$74 million or 8% reduction.
3. Across-the-board cuts of 10% to the remaining state appropriation, an \$84 million or 9% reduction.
4. All cuts combined would be a \$157 million or a 17% reduction.

About the model itself, there are no significant changes to the methodology or calculations next year. Most colleges continue to be below their enrollment target. A notable exception is Green River College, which exceeded its enrollment target by 88 student FTE. Priority Weighted enrollments are approximately 11% of system enrollments and receive 5% of the available funding. In accordance with State Board policy, 5% of the state appropriation is dedicated to performance funding, the Student Achievement Initiative.

As with the last few years, most of the funding will be allocated through the model and approximately one-third of the funding is held in Legislative provisos and State Board earmarks.



These percentages will change depending on the cut scenario applied. Appendix A provides more detail and will be reviewed during the meeting.

Potential questions

- How are colleges and the State Board planning for next year's budget?
- How does the economic recession influence State Board budget priorities?

Next Steps

Due to the uncertainty about the FY 21 budget, the allocation to colleges is being held until the June meeting of the State Board.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, operating budget director

(360) 704-1023, cberthon@sbctc.edu

SBCTC - 2021 Allocation Model Projection

Total Budgeted State Appropriation FY 2021	\$920,683,896	Percent of Total	Reduction Scenarios		
			<i>No New Program Spending</i>	<i>3% Wage Reduction</i>	<i>Plus 10% Cut to Remaining Funds</i>
	<i>Full Funding</i>				
Legislative Provisos	154,417,200	17%	100,270,000	154,417,200	90,243,000
State Board Earmarks	162,218,732	18%	162,218,732	142,661,732	128,395,559
State Board Operations	16,593,800	2%	16,593,800	16,593,800	14,934,420
Central Services and System Reserves	19,741,000	2%	19,741,000	19,741,000	17,766,900
Sub Total	352,970,732	38%	298,823,532	333,413,732	251,339,879
					-
Allocation Model					-
Total Minimum Operating Allocation	\$85,500,000	9%	\$85,500,000	\$85,500,000	76,950,000
Total Performance Funding	\$45,487,845	5%	\$45,487,845	\$45,487,845	40,939,060
Total for District Enrollment Allocation Base	\$393,018,580	43%	\$393,018,580	\$393,018,580	353,716,722
Additional Funding for Priority Enrollments	\$43,706,739	5%	\$43,706,739	\$43,706,739	39,336,065
Total Funding in Allocation Model	\$567,713,164	62%	\$567,713,164	\$567,713,164	\$510,941,848
Grand Total	\$920,683,896	100%	866,536,696	901,126,896	762,281,726
Savings			(54,147,200)	(19,557,000)	(158,402,170)
Percent Reduction			-6%	-2%	-17%

REGULAR MEETING (RESOLUTION 20-05-34)

May 6, 2020

Tab 4

2020-21 tuition and fees schedule

Brief Description

The State Board has responsibility for adopting tuition and fees (operating fees, building fees and the maximum allowable student activity fees) for the community and technical colleges, as well as the tuition for upper division courses in the system's applied baccalaureate programs. The Legislative tuition policy stems from the College Affordability Program of 2015, which allows for resident tuition to increase by an inflation factor of 2.5 percent in 2020-21.

How does this item link to the State Board's Strategic Plan?

Maintaining affordable tuition and fee rates is key to student access. Tuition is also an important component of quality instruction as the state budget relies increasingly on tuition revenue to support a share of salaries, benefits and other costs.

Background information and analysis

Historically, tuition rates have varied dramatically from year to year. Approximately ten years ago, tuition rates were increasing dramatically. In academic years 2011-12 and 2012-13 tuition increased by double digits (13 percent each year). Then, in response, tuition in all public institutions of higher education was held flat by the Legislature for the next two years. Under the 2015 College Affordability Program, tuition was reduced by five percent in the community and technical colleges in 2015-16. In 2016-17 lower-division tuition was held flat. Consistent with tuition policy at public regional universities, upper division tuition was decreased by an additional 15 percent.

Under the College Affordability Program, since 2017-18 tuition increases have been tied to a fourteen-year inflationary formula based on median family wage increases and has increased at approximately 2 percent each year. Students and their families have benefited from the consistent and predictable tuition increases brought about by the College Affordability Program. For 2020-21, the inflationary increase in tuition is 2.5 percent. For a full-time student taking 15 credits per quarter, this would equate to a \$103 increase for the year.

At this time, Presidents and State Board staff recommend the State Board continue the policy of increasing resident tuition by the amount the Legislature allows –2.5 percent. This increase is consistent with the enacted state budget, which assumes \$17 million in new expenditures from tuition next year. While the State Board is rightfully cautious about any increases in tuition, this

modest, predictable increase is less than the three percent increase in general operating expenses budgeted by the Legislature next year. That is, the Legislature attributed increased operating budget costs to the revenue generated by this increase.

State Board staff also recommends non-resident tuition be increased by the same dollar amount as resident tuition. This allows colleges to remain competitive with other western states. Finally, as a routine matter, each year the State Board re-authorizes the deposit of 3% of operating fees into the Innovation Account for the ctcLink project.

Potential questions

How is the Legislature's tuition policy reflected in the state budget next fiscal year?

How would colleges be impacted if a tuition increase was not authorized?

Recommendation/preferred result

Adopt Resolution 20-05 24, establishing the 2020-21 tuition schedules for resident and non-resident, upper and lower division students.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, operating budget director

(360) 704-1023, cberthon@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 20-05-24

A resolution relating to 2020-21 Tuition and Fees.

WHEREAS, RCW 28B.15.067 grants the State Board authority to set tuition and fees for non-resident students to the State Board for Community and Technical Colleges; and

WHEREAS, in 2020, the Legislature authorized resident undergraduate tuition increases in 2020-21 up to 2.5 percent consistent with the *College Affordability Program*, passed in 2015.

WHEREAS, the State Board has the authority to adopt resident tuition up to the amount set by the Legislature through the *College Affordability Program*.

WHEREAS, for the 2019-20 academic year, the State Board increased resident, lower- and upper-division (applied baccalaureate degree programs) tuition by 2.4 percent, and;

WHEREAS, 2020-21 building fee rates for lower- and upper-division tuition are required to be increased by the Seattle CPI inflation factor;

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges:

- Adopts the community college lower division course tuition and fee schedule and rates for 2020-21 as set forth in **Attachment A – FY 2020-21 Lower Division Tuition Schedule**;
- Adopts the community college upper division course tuition and fee schedule and rates for 2020-21 as set forth in **Attachment A – FY 2020-21 Upper Division Tuition Schedule**;
- Requires the deposit of three percent of operating fee revenues into the Community and Technical College Innovation Fund.

APPROVED AND ADOPTED on May 6, 2020

Attest

Jan Yoshiwara, secretary

Wayne Martin, chair

**WASHINGTON STATE COMMUNITY COLLEGE DRAFT TUITION AND FEE RATES
2020-21**

		<u>Lower Division</u>		<u>Upper Division</u>	
		<u>RESIDENTS</u>	<u>NONRESIDENTS</u>	<u>RESIDENTS</u>	<u>NONRESIDENTS</u>
		<i>Assumes 15 Credits per Quarter</i>		<i>Assumes 15 Credits per Quarter</i>	
ANNUAL	Operating Fee	\$3,350.70	\$8,346.30	\$5,901.30	\$17,446.20
	Building Fee	\$429.75	\$890.55	\$429.75	\$890.55
	Maximum S & A Fee	<u>\$449.85</u>	<u>\$449.85</u>	<u>\$449.85</u>	<u>\$449.85</u>
	Tuition and Fees	\$4,230.30	\$9,686.70	\$6,780.90	\$18,786.60
QUARTERLY	Operating Fee	\$1,116.90	\$2,782.10	\$1,967.10	\$5,815.40
	Building Fee	\$143.25	\$296.85	\$143.25	\$296.85
	Maximum S & A Fee	<u>\$149.95</u>	<u>\$149.95</u>	<u>\$149.95</u>	<u>\$149.95</u>
	Tuition and Fees	\$1,410.10	\$3,228.90	\$2,260.30	\$6,262.20
PER CREDIT	<i>1-10 Credits</i>		<i>1-10 Credits</i>		
	Operating Fee	\$89.24	\$252.52	\$196.71	\$581.54
	Building Fee	\$12.18	\$27.14	\$12.18	\$27.14
	Maximum S & A Fee	<u>\$11.62</u>	<u>\$11.62</u>	<u>\$11.62</u>	<u>\$11.62</u>
Tuition and Fees	\$113.04	\$291.28	\$220.51	\$620.30	
PER CREDIT	<i>Average Incremental Increase for Each Credit between 11 and 18</i>		<i>Average Incremental Increase for Each Credit between 11 and 18</i>		
	Operating Fee	\$44.90	\$51.38	\$0.00	\$0.00
	Building Fee	\$4.29	\$5.09	\$4.29	\$5.09
	Maximum S & A Fee	<u>\$6.75</u>	<u>\$6.75</u>	<u>\$6.75</u>	<u>\$6.75</u>
Tuition and Fees	\$55.94	\$63.22	\$11.04	\$11.84	
EXCESS CREDIT SURCHARGE	<i>19+ Credits</i>		<i>19+ Credits</i>		
Operating Fee Only	\$101.42	\$279.66	\$208.89	\$608.68	

* Presented to the State Board May 6, 2020. This tuition schedule reflects a 2.5% tuition increase for resident students based on the OFM memo dated 4/8/20.

REGULAR ITEM

May 6, 2020

Tab 5

2021-23 Operating Budget Development

Brief Description

The State Board is continuing to guide system efforts toward a 2021-23 budget proposal to the Governor and Legislature. During previous meetings, information was shared with the State Board on the process, budget outlook and stakeholder priorities.

During this meeting, it is intended that the State Board members will briefly review the information received from stakeholders and discuss the impact of the of the sudden recession to our budget planning efforts.

How does this item link to the State Board's Strategic Plan?

Legislative operating and capital appropriations to the State Board for Community and Technical Colleges are the foundation for the system's operation. State resources provide the means to make progress on our goals.

Background information and analysis

At the March State Board meeting, faculty, students and other system leaders shared their perspectives on how to strengthen the system even amidst the fallout of the COVID19 pandemic. Below is a summary of what we heard from stakeholders. This will provide important context to a discussion on next steps.

Student input:

We need to continue advocacy efforts to improve everyone's appreciation of the community and technical colleges and to increase enrollment. More resources are needed to improve faculty and students' capacity and skills with online learning. Students need the colleges to expand the availability of low- and no-cost course materials. We will be more effective and credible when we consistently include the student voice in our advocacy efforts. Every college should have a Legislative intern to spread the positive experience of our SBCTC interns across the state.

Washington Education Association input:

Our colleges are still underfunded when compared to other education sectors. We need to continue messaging our unique, important role to the Legislature. Our system has shown its strength and dedication to excellence during this crisis. To strengthen the system, we need to focus on these areas: expanding high demand career opportunities, overall compensation, adjunct faculty equity, and increasing the number of counselors. Collaboration between faculty and college leadership has shown to improve our success dramatically, so let's keep working together.

American Federation of Teachers - Washington input:

Faculty salaries and working conditions are central to our state educational goals. COVID19 is aggravating the economic disparities that have been in place for years and it points to the need for long-term sustainability. Adjunct faculty are worried about the security of their jobs and their health benefits. They are concerned about having the necessary resources as they shift to online instruction. The situation for students is often more insecure and stressful. We need to go forward to seek policy and budget investments that deal with the systemic inequalities in our colleges. We should counter the austerity mindset with a positive vision of maintaining strong institutions to serve our state.

Presidents and Trustee input:

We need to develop an adequate technology infrastructure for instruction and student services. Both hardware and software are needed, along with professional development for faculty and students. We need an all-out effort to expand workforce development programs to serve the retooling needs of the state. With the current challenges, we need innovation funding to incentivize creative ways of getting business done.

Colleges' biggest need is compensation funding for non-nurse and non-high demand faculty. Many mid-level manager are also in need of raises. Improving resources for campus safety is a high priority. It is crucial that we protect the recent investment and stabilize funding from the Legislature to ensure our institutions are stable and sustainable.

Planning for Next Biennium

Based upon the information collected from stakeholder, there are overlapping areas of shared interest. However, since that information was collected, the ground has shifted under the community and technical college system. Uncertainty, in terms of budget and daily operations appears to be the new normal. As discussed in a previous item, state agencies and institutions have been cautioned to expect significant budget reductions in the current and next biennia. College have shifted to teaching most, if not all, of their courses remotely and it is not clear when classes can resume meeting on campus.

Potential questions

- What are the critical priorities to keep in mind as the system plans for next biennium?
- How do we promote the needs of our students amidst a statewide fiscal crisis?
- Do past experiences shed light on the best means of weathering the coming recession?
- Does the 2021-23 budget proposal give us an opportunity to approach the Governor and Legislature with our solutions to the economic downturn?
- How should the system position itself going into the next Legislative session(s)?

Next Steps

The State Board will review a set of potential budget proposals for 2021-23 at its June meeting.

Policy Manual Change Yes No

Prepared by: Cherie Berthon, operating budget director
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REGULAR ITEM

May 6, 2020

Tab 6

Advocacy Planning

Brief Description

The COVID-19 crisis has upended the lives and incomes of Washingtonians across our state. People are losing jobs that may or may not come back, and our economy will likely undergo a recession and structural changes that require new skills for new industries.

This briefing will provide information how our community and technical colleges have responded to the COVID-19 crisis so far. Discussion will also focus on how we can partner with Governor Inslee, lawmakers, civic organizations, business and labor leaders, and K-12 schools and universities to prepare Washingtonians for jobs in fields that are urgently needed for our state's economic recovery.

How does this item link to the State Board's Strategic Plan?

This item is consistent with the State Board's goal to improve completion rates for all enrolled students across all types of programs and credentials – workforce degrees, transfer degrees, certificates and apprenticeships. It is also consistent with the goal to increase access and retention among populations who can benefit the most from college access. This includes young adults, working adults, low-income people, people of color, immigrants and single parents.

Background information and analysis

On March 13, Gov. Inslee required colleges and universities to move all classes online to help slow the spread of COVID-19. Professional-technical students could come to campus only to access labs and equipment needed for their studies, with social distancing and cleaning protocols observed. On March 23, Governor Inslee ordered further restrictions as part of his *Stay Home, Stay Healthy* order. Governors across the nation rolled out similar restrictions.

Community and technical colleges quickly pivoted to move studies and services online to keep students on-track toward graduation. They provided students with emergency funds and distributed technology for remote learning, and reached out to their K-12 and university partners to smooth students' educational paths moving forward.

Colleges have also donated – and in one case, manufactured – personal protective equipment for local health facilities.

The governor's *Stay Home, Stay Healthy* order remains in effect through May 4. The governor has indicated that he will slowly ease restrictions after that date, depending on scientific data.

As businesses close, people lose jobs and tax revenues decrease, Washington state is facing a deep recession that may last years. David Schumacher, director of the state's Office of Financial Management, made this prediction in an April 26 article by The Associated Press: "While it is not possible to project the full impact of the coronavirus response on our economy, we know the fiscal fallout from the economic downturn will be significant."

Community and technical colleges are key to our state's economic recovery. Our colleges are already training the nurses, allied health workers, commercial drivers, logistics experts and other skilled professionals who are at the frontlines of the COVID-19 response. As our economy undergoes structural transformation, our colleges are uniquely positioned to provide the short- and long-term training programs people and businesses need to get back on their feet.

It is in our colleges' DNA to be innovative, affordable and accessible to everyone in local communities. This is the time to build capacity at our colleges. This recession is happening quickly and students need us when they need us. We've helped our state weather recessions in the past and we can do it again with strong partnership with the Governor's Office, Legislature, civic organizations, business and labor organizations and our K-12 and university partners.

Potential questions

- How did colleges respond to the state's needs during the last recession?
- What will colleges and students need moving forward?
- How can we collaborate with other sectors to help Washington's economic recovery?
- What role do you see the Washington College Grant playing in our state's economic recovery?

Recommendation/preferred result

Board members will have the opportunity to discuss, and provide recommendations for, our system's role in helping Washington state respond and emerge from the COVID-19 crisis.

Policy Manual Change Yes No

Prepared by:

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Laura McDowell, communications director
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REGULAR ITEM

May 6, 2020

Tab 7

Applied Baccalaureate Statements of Need

Brief Description

A conceptual discussion will occur among the State Board along with community and technical colleges proposing to offer applied baccalaureate degrees.

The Statement of Need document addresses six areas:

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

How does this item link to the State Board's Strategic Plan?

The State Board's 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 demand. Through applied baccalaureate degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. The following three goals are addressed through the approval process of applied baccalaureate degree programs:

- Promoting student achievement and success by increasing the number of applied baccalaureate degrees conferred;
- Increasing access to post-secondary education by enrolling more underrepresented, first generation and adult students, active military, veterans and their dependents, and develop means to attract former students needing credits for degrees, certificates, or credentials;

- Building on the system's strength and successes by ensuring balance among mission areas: basic skills, workforce, transfer and applied baccalaureate.

To date, the State Board has approved over 100 applied baccalaureate/baccalaureate degree programs at 29 colleges. In 2018-2019, there were 3,759 students (FTES) enrolled in BAS programs representing 3.07 percent of state support FTES in the college system. This represented a baccalaureate FTE increase of 20 percent over the previous year.

Background information and analysis

7a) Bellingham Technical College – BAS in Nursing (RN to BSN)

Bellingham Technical College proposes the development of a Bachelor of Science in Nursing (RN-BSN) beginning Fall 2021. This proposed degree would be Bellingham Technical College's third applied baccalaureate degree. With this proposed degree pathway, the college recognizes the health care industry's dire need for soundly educated and highly skilled nurses. The college recognized that a Registered Nurse, or RN, can practice in Washington State with either a two- or four-year degree. However, Bellingham Technical College aligns with state and national research and initiatives that support strong increases in the number of BSN-prepared RNs. The college understands that today's nurses not only need to be technically competent, but need to have expertise in systems thinking, be able to work effectively with broad-based health teams, and understand the full scope of care management. Graduates of the program will have these skills and will be prepared to support regional, state, and national high-demand healthcare industries.

7b) Renton Technical College – BAS in Manufacturing Engineering Technology (BASMET)

Renton Technical College proposes the development of a Bachelor of Applied Science degree in Manufacturing Engineering Technology (BASMET) beginning in Fall 2022. This proposed degree would be Renton Technical College's third applied baccalaureate degree. With this particular degree, the college recognizes that the manufacturing industry is a high demand sector with rapidly evolving disciplines. For example, manufacturing engineering represents a subset of industrial engineering. Industrial engineers need a bachelor's degree, typically in industrial engineering. However, many industrial engineers have degrees in mechanical engineering, electrical engineering, manufacturing engineering, industrial engineering technology, or general engineering. Some industrial engineers, called manufacturing engineers, focus entirely on the automated aspects of manufacturing processes. Manufacturing engineers design manufacturing systems to optimize the use of computer networks, robots, and materials. This will be the only broad-based Bachelor of Applied Science degree in Manufacturing Engineering Technologies in Washington State. Graduates will have advanced technical foundations, quantitative reasoning skills, extensive teamwork/collaboration experience, and direct job-related training.

Potential questions

- Does the college proposal for applied baccalaureate degree meet the vision, mission and goals of their respective college?
- Does the proposed applied baccalaureate degree serve the current and future needs of the colleges' region and the state?
- Does the proposed applied baccalaureate degree support the State Board goals and policy focus?

Recommendation/preferred result

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

Policy Manual Change Yes No

Prepared by: Jamilyn Penn, director, transfer education
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Bachelor of Science in Nursing (RN-BSN)

Statement of Need

**COVER SHEET
STATEMENT OF NEED**

Program Information

Institution Name: Bellingham Technical College

Degree Name: Bachelor of Science in Nursing (RN-BSN) CIP Code: 51.3801

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

Degree: Associate Degree in Nursing
DTA/MRP CIP Code: 51.3801 Year Began: 2015

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2021

Projected Enrollment (FTE) in Year
One: 30 at Full Enrollment by Year: 2023

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

Mode of Delivery

Single Campus Delivery: Yes - Bellingham Technical College, Bellingham, WA

Off-site: No

Distance Learning: Yes. Primarily on-line, with some face-to-face components

Contact Information (Academic Department Representative)

Name: Julie Samms MN, RN


Title: Dean of Nursing and Allied Health

Address: 3028 Lindbergh Avenue

Telephone: 360-752-8339

Fax: 360-752-7139

Email: jsamms@btc.edu



Chief Academic Officer

12/09/2019

Date

INTRODUCTION

Bellingham Technical College (BTC) proposes development of a hybrid Bachelor of Science in Nursing (RN-BSN) degree. This program will serve at least 30 students per year and fill a gap in RN-BSN opportunities in the state's northwest region. BTC's program will be primarily on-line, with some flexible, face-to-face components – and thus easily accessible on the part of incumbent workers, student parents, and other adult students with a variety of responsibilities. Western Washington University, also located in Bellingham, offers an RN-BSN program. However, regional student demand for RN-BSN education exceeds the number of available program seats. The University of Washington-Bothell and Bellevue Community College also offer RN-BSN programs, and those institutions are 60 miles and 90 miles south of Bellingham, respectively. Western Governors University, based in Salt Lake City, also offers an on-line RN-BSN degree program in Washington State.

As recent studies show, two-thirds of online students live within 50 miles of the college where they study. Only 15% now study 100 miles or more from where they live. The number of students taking locally-offered online or primarily online programs is substantially higher than five years ago and reflects not only the growing number of colleges offering these programs, but also a preference on the part of students. One factor behind this choice of local programs is noted in the report: “Local schools have greater visibility among employers and others in the community, which is valuable to students.”¹ BTC's long-standing nursing programs are high-profile within the community, and have long-established connections with healthcare employers. Additionally, the majority of the college's students are low-income and first-generation. Those students who have previously attended BTC nursing programs, including Nursing Assistant, Practical Nursing and Registered Nursing, generally have a high level of familiarity and comfort with BTC and its programs, which will form another incentive for graduates to enroll in a BTC RN-BSN program.

Regionally, BTC, Skagit Valley College, and Whatcom Community College all have two-year Registered Nursing programs that prepare students for employment and RN-BSN educational pathways. By the end of the next academic year, it is anticipated that BTC, Whatcom Community College, and Skagit Valley College will annually train and prepare close to two hundred nursing graduates to obtain their Registered Nurse licenses. Once employed, however, these RNs will have limited opportunities to obtain those RN-BSN degrees which will help meet strong regional employer demand and allow these workers the opportunity to advance in their careers. This lack of access to advancing nursing degrees is widespread: nationwide, over 75,000 qualified applicants were turned away from nursing bachelor and graduate programs in the 2018-19 academic year.² These numbers do not include working RNs who self-select out of trying for educational program opportunities based on their personal and work obligations. The region's lack of access to further educational opportunities for RNs is creating the potential for a nursing workforce crisis in Northwest Puget Sound: industry partners from Whatcom, Skagit, Island, and Snohomish counties agree that an RN-BSN program at BTC will complement existing regional training efforts and address a pressing need for BSN-prepared RNs.

¹ Learning House: A Wiley Brand. Online College Students 2019: Comprehensive Data on Demands and Preferences. Research Report: June 4, 2019.^[1]_{SEP}

² American Association of Colleges of Nursing (April 2019). *Nursing Shortage Fact Sheet*. Available at: <https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Shortage>

The proposed RN-BSN program will be designed not only to help BTC's nursing students transition seamlessly into further education, but will also function as the final component of a nursing pathway that provides critical training access to incumbent workers. All BTC training programs listed below offer hybrid, evening options and form a pathway that opens up opportunities for advancement on the part of the regional nursing and allied health workforce:

- a) Nursing Assistant (CNA)
- b) Practical Nursing (PN)
- c) Licensed Practical Nursing to Registered Nursing (LPN-RN) option

North Puget Sound boasts a high density of nursing and allied health employers demanding highly qualified nurses who can engage in strategic, critical thinking as well as possessing enhanced care skills. BTC's program will provide opportunities for current program students, graduates of other two-year nursing programs, and incumbent workers in the field to earn baccalaureate-level nursing credentials, which will increase advancement opportunities, address a critical demand among employers, and help to answer a strong community need for more baccalaureate education options for nurses. BTC's nursing program is nationally accredited through the Accreditation Commission for Education in Nursing (ACEN). The program has a 98% placement rate for program graduates and had a first-time NCLEX pass rate of 95% in the 2018-2019 academic year.

Given the long-established and up-to-date nursing curriculum, lab, and facilities infrastructure at BTC, the college is well prepared to offer an RN-BSN program. BTC works closely with regional colleges, hospitals and healthcare facilities through the Northwest Nursing Clinical Placement Consortium to coordinate student clinical placements for its two-year nursing programs. Because clinical requirements for RN-BSN students are different from and lighter than those required for a PN or RN program student, this requirement should not pose an undue additional strain on regional clinical capacity. BTC will work closely with Western Washington University (WWU), the Consortium and BTC Nursing Advisory Committee members to ensure that RN-BSN students have adequate access to clinical placements.

The college has been successful in attracting highly qualified nursing faculty from across the nation to teach in its existing programs. BTC anticipates that it will be able to successfully recruit faculty with PhDs in nursing, due in part to additional funds for Washington State nursing faculty salaries and benefits legislated for this purpose. The college has also dedicated resources for scaled-up recruitment efforts in anticipation of its proposed RN-BSN program offering. BTC is fully committed to developing this program and will provide substantial support to ensure its success.

CRITERIA 1: RELATIONSHIP TO INSTITUTIONAL ROLE, MISSION, AND PROGRAM PRIORITIES

Bellingham Technical College is a two-year technical college located in Northwest Washington State. The college's service district is comprised of 2,107 square miles with an estimated population of over 225,000 in 2018. The I-5 corridor runs through Whatcom County. Much of the county's population is clustered along this pipeline, and in rural areas located to the north and east in the foothills of the North Cascade Mountain range. BTC has been serving its region with workforce education degrees and certificates for over 60 years, providing professional technical

programs and courses, adult basic education, English Language Acquisition (ELA) programs, academic courses, community education, and direct transfer degree opportunities. BTC offers Bachelor of Applied Science (BAS) degrees in Operations Management and Engineering Technology. Approval of BTC's proposal to develop a Bachelor of Science in Nursing (RN-BSN) will support the college's mission to transform the educational experiences and workforce achievement levels of its regional citizens.

BTC's institutional effectiveness cycle, which includes planning, implementation, data collection and analysis, assessment of results, and reporting, will be used to ensure that the proposed RN-BSN program will be supported and implemented effectively. BTC's 2018-23 Strategic Plan has been collaboratively designed by the campus community, and is used to guide the college's work as it strives to accomplish its objectives and fulfill its mission.

VISION Bellingham Technical College will be a recognized leader in providing innovative and effective technical education, maximizing student potential and supporting the regional economy through development of a competitive workforce.

MISSION Bellingham Technical College provides student-centered, high-quality professional technical education for today's needs and tomorrow's opportunities.

THEMES & GOALS

Teaching & Learning

- Support student learning through quality instruction
- Build clear and effective pathways for students
- Identify and address barriers to student learning
- Establish systems and support for employee success and professional development

Student Career Preparation & Achievement

- Support students in identifying and achieving their educational and career goals
- Maintain and develop partnerships designed to help students succeed
- Strengthen student workplace readiness and job placement services

Innovation & Responsiveness

- Prioritize continuous improvement through evaluation of current practices and alignment of resources
- Keep pace with industry and workforce needs and emerging trends

Campus Community & Culture

- Cultivate an environment that contributes to employee engagement and satisfaction
- Strengthen college commitment to diversity, equity, and inclusiveness
- Unify the campus community through collaboration and open communication
- Maintain a welcoming, safe, and accessible environment

Institutional themes and goals have been developed with appropriate indicators to reflect how well BTC fulfills its mission, directs the allocation of resources, and structures evaluation of success.

Theme One: Teaching and Learning

Teaching and learning are at the heart of the college's mission. BTC's educational programs and courses must be of high quality in order for the college to fulfill its mission and vision. The new RN-BSN program will support this goal by building on successful internal and external best practices and models for instructional practices. BTC faculty have implemented several teaching and learning improvements over the past five years in the nursing program, including: 1) implementing a comprehensive shift to concept-based curriculum, which has helped BTC nursing students strengthen their critical thinking skills; 2) integrating online resources and platforms into every nursing course to help set the stage for a shift to hybrid instruction; and 3) working with industry employers and other institutions to create a Designated Educational Unit (DEU) model at clinical sites, allowing qualified staff nurses to directly train and mentor students. The college will build on these and other improvements and initiatives with workforce partners, faculty and staff to ensure the development of strong curriculum, learning outcomes, assessments, and robust online learning supports for RN-BSN students.

Theme Two: Student Career Preparation and Achievement

BTC is committed to facilitating student success, increasing educational options and improving access to educational pathways for all students. The new RN-BSN program will help BTC meet this goal by providing a new opportunity in the region for its current nursing program students to continue their education. Many BTC students are low-income and/or first-generation, and are often place-bound. With its flexible online and evening delivery model, this RN-BSN program will be designed to ensure easy access for current or former BTC nursing students, as well as incumbent workers. The college has created intensive advising and tutoring resources for its nursing students through a dedicated Nursing Navigator position that provides wraparound, high-touch support for both pre-program and current program students, and specialized nurse tutor positions. BTC will build on this support model for its RN-BSN students. The program will align with the college's goal of providing training programs that maintain high levels of practical and specific technical and professional information and training. BTC's RN-BSN faculty and staff will work with local employers and the Nursing Commission to ensure that program students are well prepared to achieve their career goals. The program's accessible structure (with flexible online and face-to-face scheduling) will contribute to enhancing the diversity of the region's nursing workforce.

Theme Three: Innovation and Responsiveness

College efforts are directed toward maintaining innovation and responsiveness in all areas of instruction, student services, and administrative services. Meeting the workforce education demands of local and regional business, industry, and agency partners is an integral component of BTC's mission. The proposed RN-BSN program will respond to workforce needs by offering opportunities for current students to seamlessly complete a baccalaureate degree on the BTC campus and offering incumbent workers an easily accessible opportunity to enhance their qualifications. BTC will employ innovative practices in its RN-BSN program, such as moving away from traditional, content-saturated curriculum to a concept-based approach designed to help students increase holistic health assessment skills and critical thinking levels. RN-BSN curriculum will include a strong focus on current topics in behavioral health, leadership and emotional resilience in the workplace. The college will infuse technology in all modes of instructional delivery, including use of resources such as Assessment Technologies Institute

(ATI) to provide online simulations, modules and assessments. This new degree will help the college develop new and enhanced relationships with educational, business and industry partners through program development and improvement processes, and increase the college's positive reputation for workforce education.

Theme Four: Campus Community and Culture

Developing and maintaining a welcoming campus environment that prioritizes equity, diversity and safety is an institutional goal. BTC's nursing program has long been committed to this goal, focusing on increasing the diversity of its student body and the regional nursing workforce as well as making curricular changes (including shifting to a concept-based curriculum model and integrating barrier-free testing accommodations for English Language Learners into program practice) that result in a more equitable learning environment. The nursing program at BTC has a dedicated Nursing Navigator to help nursing students mitigate barriers to their success.

BTC remains one of only a few colleges in the state to use a non-competitive admissions process (i.e., first-come, first-served for qualified applicants) for all nursing program pathways. BTC requires prerequisite course completions and minimum course grades along with health-based work experience for its applicants. As long as those requirements are met, any applicant has a chance to attend BTC's nursing programs. Most other schools use a competitive entry model where points are assigned for high overall GPA levels and prior degrees. BTC's admissions practice opens the door for students who may have entered their educational pathway academically under-prepared or whose personal situations may have prevented them from achieving 'perfect' GPAs. BTC's admission process eliminates barriers for applicants, which helps recruitment of a more diverse nursing student applicant pool. This includes incumbent healthcare workers and many members of the region's most vulnerable populations, such as low-income parents and the working poor. BTC's entry policies will help create a more diverse pool of current and former graduates to feed into the proposed RN-BSN program. To help further diversify nursing student cohorts, BTC has created a part-time, evening pathway to enable incumbent healthcare workers to work towards RN licensure, starting with Nursing Assistant and continuing with a part-time, transferrable Practical Nursing option that will enable incumbent healthcare workers to progress towards PN (and then RN) licensure. Incumbent workers and other students advancing along BTC's part-time pathway can complete their PN degree before continuing into part-time, LPN - RN training. The landmark Future of Nursing report from the Institute of Medicine in 2011 noted that increasing diversity in the nursing workforce should be a primary goal of the industry, and that one of the most effective ways to achieve this goal is encouraging student diversity in nursing education pipelines.³ The proposed RN-BSN program will form the final step in a program pathway intended to help bring much-needed diversification into the regional nursing workforce and support BTC's fourth institutional theme.

³ IOM (2010). *The Future of Nursing: Focus on Education*. Available at: <https://www.academicprogression.org/about/future-of-nursing>

CRITERIA 2: SUPPORT OF THE STATEWIDE STRATEGIC PLAN

Leaders in the nursing field nationwide have called for more nurses to have access to baccalaureate-level and advanced nursing degrees. At the same time, prospective nursing students are being turned away from educational programs due to limited seats. In Washington State, current and projected nursing workforce shortages have led to statewide efforts to increase access to nursing education opportunities, with special focus on promotion and creation of those opportunities that lead to BSN-prepared RNs. The formation of such organizations such as *Action Now!* (a statewide coalition of the Washington Center for Nursing, The Council on Nursing Education in Washington State, the Nursing Care Quality Assurance Commission), and the Washington Center for Nursing's Academic Progression in Nursing (APIN) grant project are focused on strengthening Washington State's nursing education system to help meet the consistently increasing demand for highly qualified nurses. In addition, the Washington State legislature passed House Bill 2158 in 2019, which will help augment nursing faculty salaries. Through this bill, all colleges in the Washington State Community and Technical College system received funding to increase nurse educator salaries and to help meet the consistently increasing demand for highly qualified nurses.

As emphasized in the State Board for Community and Technical College 2010 Mission Study, "Washington...needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need." This study included long-term needs analyses for the following priority areas:

- Economic Demand:* Strengthening state and local economies by meeting the demands for a well-educated and skilled workforce.
- Student Success:* Achieving increased educational attainment for all residents across the state.
- Innovation:* Using technology, collaboration and innovation to meet the demands of the economy and improve student success.

Raising the educational attainment level of Washington State residents is a primary goal for state leaders. One of the two goals established through the 2013 Roadmap report from the Washington Student Achievement Council is to substantially increase the percentage of Washington State adults who have postsecondary credentials. The report also emphasizes the necessity of implementing programs that are designed to meet student, employer and community needs. The Council's 2014 Strategic Action Plan notes that geographic location can impact access to postsecondary opportunities, particularly for rural community members.

BTC's program will support SBCTC mission goals as well as Washington State Achievement Council policies and goals for higher education. The RN-BSN program will open up additional, accessible opportunities for baccalaureate education for BTC students and graduates from other nursing programs. The largely online and flexible nature of this hybrid program will support access for working adults. BTC program faculty and curriculum design consultants will work together over the next year or more to create a hybrid program that: 1) assesses student progress based on mastery of skill and knowledge competencies, 2) uses online simulation platforms to practice advanced nursing competencies and engage with health management scenarios, and 3)

aligns with ACEN competencies and accreditation standards. The college will use synchronous and asynchronous activities and instruction to conduct both formative and cumulative assessments of student learning. While the majority of instruction will be delivered online through BTC's Learning Management System (Canvas), students will also need to complete clinical competencies at community partner locations.

Development of the program will support business and industry needs and contribute to the economic health of the region and state by providing a pool of BSN-prepared RNs for hospitals, clinics, long-term care facilities, and other employers. The program will facilitate innovation and economic growth by attracting healthcare businesses to consider starting up or relocating here. All of these development activities support the areas of focus identified above.

CRITERIA 3: EMPLOYER/COMMUNITY DEMAND FOR GRADUATES

While an RN can practice in Washington State with either a two- or four-year degree, national and state research and initiatives support strong increases in the number of BSN-prepared RNs. A 2010 Institute of Medicine (IOM) report set a new national standard with a recommendation that 80% of nurses be bachelor-prepared RNs by 2020.⁴ This recommendation took into account the realities of this rapidly changing field – today's nurses need to be not only technically competent, but have expertise in systems thinking, be able to work effectively with broad-based health teams, and understand the full scope of care management.

A variety of research studies verify the importance of increasing the number of BSN-prepared RNs working in hospital units. Evidence shows that these increases lead to improvements in patient outcomes, including decreased mortality rates.⁵ In order to achieve these goals of high-quality care, however, we need to increase access to advanced education for students, nurses, and other healthcare workers in the nursing career pipeline. The IOM released a follow-up report in 2015, outlining ways the nation could achieve its recommended goal of 80% BSN-prepared RNs. Among the IOM's top recommendations was to transform nursing education, by, among other things, "expanding educational opportunities, including efforts to (1) support academic pathways toward the baccalaureate degree."⁶ In response to IOM recommendations, Washington State nursing coalitions and grant-funded initiatives such as *Action Now!* and APIN have implemented educational campaigns to encourage nurses to obtain BSNs and are piloting programs with four- and two-year colleges to increase opportunities for nurses to obtain BSNs.

Other national trends are increasing pressure on regional hospitals to hire BSN-prepared RNs. Hospitals that want to achieve Magnet status (an indicator of excellence in nursing) through the American Nurses Credentialing Center must have a staff of at least 80% BSN-prepared RNs, and 100% BSN-prepared Nursing Managers. PeaceHealth St Joseph Medical Center, Whatcom County's biggest employer, is currently pursuing Magnet status, with plans to submit an

⁴ IOM (2010). *The Future of Nursing: Focus on Education*. Available at: <https://www.academicprogression.org/about/future-of-nursing>

⁵ University of West Florida (August 2014). *Patient Outcomes Improve with BSN Nurses*. Available at: <https://getonline.uwf.edu/articles/nursing/patient-outcomes-improves-bsn.aspx>

⁶ IOM (2015). *Assessing Progress on the IOM Report: The Future of Nursing*. Available at: <http://www.nationalacademies.org/hmd/Reports/2015/Assessing-Progress-on-the-IOM-Report-The-Future-of-Nursing.aspx>

application in 2020 for designation in 2021. Other industry employers, such as the Whatcom County Health Department, are already hiring only BSN-prepared RNs.

Across the nation, nursing consistently places at or near the top of occupations that are anticipated to have strong growth – the Bureau of Labor Statistics reports that the RN workforce is expected to grow to 3.4 million in 2028, representing a growth rate of 12% over a 10-year period.⁷ The need for nurses is anticipated to be particularly strong in Washington State, due in part to state demographics: in June 2018, the Forecasting & Research Division Office of Financial Management estimated not only a sharp rise in the State’s 65+ population by 2040, but significant increases on the part of the state’s elderly (85+) population.⁸ In BTC’s service region, older adult and elderly population increases are anticipated to outpace statewide averages.⁹ In October 2019, Registered Nurse was listed among the top five occupations in demand in North Puget Sound.¹⁰

The healthcare industry has a strong impact on the regional economy. Nursing careers are one of the most viable routes to stable, high-wage occupations in the target region; hospitals and medical groups rank as top private sector employers in the region. The Northwest Workforce Council has identified health and allied services within the northwest region as one of the three top key industry sectors, providing wages averaging approximately \$6,000 higher than average regional wages. The region hosts over 800 healthcare employers, including hospitals and a wide range of outpatient, nursing and residential care facilities. These facilities employ over 16,000 workers in the area and are projected to continue providing strong workforce demand.¹¹

BTC emailed surveys to a wide-range of regional healthcare employers (109), and received 22 responses. Among these responses were all members of BTC’s Nursing Advisory Committee. One of the responders to the survey was PeaceHealth St. Joseph Medical Center, which provides 86% of healthcare employment in Whatcom County and is the top employer in the area. Results of this survey show that 77% of local employers currently have a high to moderate demand for BSN-prepared nurses, and 86% anticipate that demand for BSN-prepared nurses over the next three years will be the same or higher than it is currently. Eighty (80) percent of employers reported that they have difficulty finding BSN-prepared applicants, and 69% require or prefer BSN-prepared nurse applicants. Table 3.1 illustrates the current and future need for BSN prepared nurses as indicated by the employer survey.

⁷ US Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook: Registered Nurses*. Available at: <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>.

⁸ State of Washington *Forecast of the State Population*. Forecasting & Research Division Office of Financial Management. June 2018: Available at: https://ofm.wa.gov/sites/default/files/public/dataresearch/pop/stfc/stfc2017/stfc_2017.pdf

⁹ Northwest Workforce Council. *Regional Workforce Plan: 2016-2020*. Available at: http://nwboard.org/goals/documents/NWC_Regional_Workforce_Plan_2016.2020wSig.pdf

¹⁰ Employment Security Department (August 2019). *Employer Demand Reports*. Available at: <https://esd.wa.gov/labormarketinfo/employer-demand>

¹¹ Northwest Workforce Council. *Regional Workforce Plan: 2016-2020*. Available at: http://nwboard.org/goals/documents/NWC_Regional_Workforce_Plan_2016.2020wSig.pdf

Table 3.1: Employer Survey

Item	High/Moderate			Total Responses	Percentage
What is your current demand for BSNs in nursing positions?	17			22	77%
What is your anticipated demand for BSNs in nursing positions?	19			22	86%
Item	1-10	10-20	>20	Total Responses	Percentage
How many nursing positions do you currently have open?	15	0	2	21	81%
How many nursing positions do you anticipate having open in the next 3 years?	13	1	3	22	74%
Item	Requirement/Preference			Total Responses	Percentage
Are nursing position applicants expected to have a BSN?	15			22	68%
Item	Very Much/Somewhat			Total Responses	Percentage
To what extent do you have difficulty finding bachelor’s level applicants?	17			21	81%
To what extent would the proposed program assist you in finding qualified applicants?	20			21	95%

Local employers indicated in their survey responses that they struggle to find BSN-prepared RNs – and that as requirements for healthcare agencies increase and the nursing workforce continues to age, the search for BSN-prepared nurses is becoming more and more competitive. Advisory Committee employer representatives noted that university BSN nursing programs in general are too few and too difficult to get into. As a result, they are seeing more nursing candidates taking advantage of the lower costs of two-year nursing degrees, and planning to advance their education later.

A Nurse Manager at PeaceHealth St. Joseph’s Medical Center commented that the hospital was highly supportive of BTC’s application, in part because:

The Professional Development Council is reporting out the third quarter BSN rates within the Medical Center today and we are disappointed to see that, as we onboard new nurses into our Nurse Residency Program, we are seeing our BSN rates stall. This reflects the need to have BSN-prepared nurses within the community, as many of our newly onboarded nurses do come from within our own county. PeaceHealth is committed to providing excellent care and there is so much research that supports a connection between BSN-prepared nurses and improved patient outcomes.

In-person and email feedback from employers verify that not only regional hospitals but also other healthcare facilities, including long-term care facilities, need nurses with advanced degrees. One long-term care employer noted that changes within the healthcare industry have resulted in placement of patients with more critical healthcare needs into non-hospital facilities. This change has increased the need for nurses with advanced training:

Registered Nurses with BSN level of education would provide care and oversight that is necessary for these patients. Registered Nurses with ADN level of education would have the opportunity to advance their education to meet the growing needs of our patients as well as meet their own personal goals. As the Director of Nursing at a skilled nursing facility, as well as an ADN Registered Nurse with a strong desire to further my education, I strongly support the need for this program for not only my patients but also for our community.

In the Nursing Advisory Committee meeting, employers also noted that they would prefer RN-BSN employees who have a connection to the local area. Competition for nurses with advanced degrees is so intense within the healthcare industry that regional long-term care or home health care employers often lose their most qualified workers to hospitals across the state. This competition for workers has increased their interest in helping BTC create a local RN-BSN training pathway for current workers and new graduates.

It is clear from national, statewide and regional industry data and feedback that there is unmet demand for RNs with baccalaureate-level training, which will persist and increase into the future. North Puget Sound boasts a robust and strengthening health sector, which will increase the need for BSN-prepared RNs. BTC’s RN-BSN program will produce well trained graduates to meet the growing demands of the healthcare industry for qualified nursing personnel, both in the region and across the state.

Table 3.2: Target Occupations

Occupation	SOC Code	Required Degree
Registered Nurse	29-1141.00	Bachelor’s or Associate’s

The Employment Security Department of Washington State classifies this target occupation as currently ‘in demand’ both statewide and in the Northwest Washington region:

Table 3.3: Occupation Demand

Occupation	State	Region
Registered Nurse	In-demand	In-demand

Current labor market data indicates significant job numbers and strong projected growth both regionally and statewide for the target occupation:

Table 3.4: Occupation Jobs and Growth (2017-27)

Occupation	State		Region	
	Annual # Jobs	Annual % Growth	Annual # Jobs	Annual % Growth
Registered Nurse	57,712	2.1	3,117	2

Washington State is projected to have a shortage of 7,000 Registered Nurses by 2025, and the state is ranked near the bottom in the nation in the list of states anticipated to have sufficient availability of nurses to meet projected healthcare needs.¹² In 2017-18, only 43 RN-BSN degrees were awarded statewide from Washington State’s community and technical college system. Annually, approximately 10 former BTC students enter WWU’s RN-BSN program. It is apparent from the table below that production of BSN-prepared RNs will fall far short of demand if alternative pathways to BSN credentials are not developed across the state.

Table 3.5: Annual Programs, Completers, Job Openings

Area	# Programs	# Annual Program Completers	# Annual Job Openings
State	16	800*	19,122
Regional**	3***	206*	1,022

**Estimated from the National Center for Education Statistics, College Navigator*

***The Northwest Workforce Development Area (WDA) includes Island, San Juan and Whatcom counties*

****includes WWU, Bellevue, UW-Bothell programs*

CRITERIA 4: APPLIED BACCALAUREATE PROGRAM BUILDS FROM EXISTING PROFESSIONAL TECHNICAL DEGREES OFFERED BY THE INSTITUTION

BTC has a strong history of providing nursing certificates and degrees: its nursing department has been in existence since 1953, well before the college joined the statewide community and technical college system. In 2013, student demand for more advanced nursing degrees and shortage of clinical space for the college’s Practical Nursing and Registered Nursing programs became critical at the same time that employer demand for BSN-prepared nurses began to grow more rapidly. Work also began on a common statewide plan to support academic progression to the BSN degree. In response to these factors, the college began development of a DTA/MRP in 2013, and discontinued its long-standing Practical Nursing certificate program in 2014.

The college continued to respond to student and industry demand by substantially revising its nursing program curriculum and structure and becoming an early adopter of the streamlined, articulated Associate Degree in Nursing Direct Transfer Agreement/Major Ready Pathway (DTA/MRP) in 2015. As part of the creation of the new DTA/MRP degree, BTC nursing program administrators, faculty and staff engaged in clinical curriculum redesign work with

¹² U.S. Health Resources and Services Administration (December 2014). The Future of the Nursing Workforce: National- and State-Level Projections, 2012-2025. Available at: <https://bhwhrsa.gov/sites/default/files/bhw/nchwa/projections/nursingprojections.pdf>

industry and educational partners, shifted to concept-based curriculum, and infused simulation technology into nursing curriculum and clinical experiences.

Since 2006, the college had been graduating students from the program with an Associate in Applied Science-Transfer (AAS-T) degree in Nursing. The nursing program has been in the process of transitioning students from the AAS-T to the DTA/MRP degree since the 2015 adoption of the DTA/MRP. Currently, the nursing program at BTC has one degree program with two options: 1) the two-year DTA/MRP, which enrolls students on a full-time basis only; and 2) the LPN-RN, which allows for advanced placement of Licensed Practical Nurses (LPNs) into the DTA/MRP program. These LPN-RN students complete the same curriculum and graduate ready to sit for their National Council Licensure Examination – Registered Nurse (NCLEX-RN). BTC’s nursing program is one of the first programs to advance-place LPN students into the DTA/MRP.

BTC’s plan is to phase out its Associate in Arts and Science Transfer (AAS-T) degree and graduate all of its nursing students (both 2-year DTA/MRP and 1-year LPN-RN students) with a DTA/MRP degree.

Table 4.1: Program History, Capacity, and Unduplicated Enrollment 2015-2020

Program	CIP	Years Active	Program Capacity	Unduplicated Enrollment				
				15-16	16-17	17-18	18-19	19-20*
Nursing Assistant	51.3902	1992-present	80	60	79	70	69	70
Practical Nursing**	51.3901	Sched for Spring 2020	20					20
Nursing AAS-T***	51.3801	2006-present	120-140****	118	101	22	2	4
Nursing DTA		2015-present		0	9	93	112	126
AAS-T & DTA/MRP Average Annual Enrollment 2015-2019							114	
DTA/MRP Projected Annual Enrollment 2019 & Beyond							130	

*Projected. Based on average retention rates.

**Updated PN certificate program: BTC had an active PN program from 1953 to 2014, and is reinstating the program based on industry demand.

***BTC’s AAS-T program began in 2006, but was transitioned into a Nursing DTA/MRP degree in 2015. The transition is ongoing and the last students receiving the AAS-T will graduate in 2020.

****Program capacity increased from 120 to 140 in Spring 2019.

Nursing feeder programs such as Nursing Assistant show steady enrollments over a substantial time period, as does the Nursing DTA/MRP. The LPN-RN option is currently full.

CRITERIA 5: STUDENT DEMAND FOR PROGRAM WITHIN THE REGION

Students entering the RN-BSN at BTC will be required to have completed a two-year nursing program and be licensed as a Registered Nurse. BTC’s Nursing DTA/MRP program began in

2015-16 and graduated its first cohorts in 2017-18. By Spring 2020, BTC will have completed its transition from its Nursing AAS-T degree to the DTA/MRP, and all of BTC's two-year nursing students will graduate with a DTA/MRP degree.

Table 5.1: Annual/Historical Program Completions

Nursing Program	Completions (2014-15)	Completions* (2015-16)	Completions* (2016-17)	Completions* (2017-18)	Completions (2018-19)
Nursing AAS-T	65	73	50	22	2
Nursing DTA/MRP	0	0	9	31	54
Total Graduates	65	73	59	53	56
Completion %	93%	91%	98%	88%	93%

* Please note that BTC's AAS-T program began in 2006, but transitioned into a Nursing DTA/MRP degree in 2015.

Projected completion numbers for BTC nursing pathway programs are strong:

Table 5.2: Projected Annual Program Completions

Nursing Program	Projected Completions (2019-20, 2020-21)
Nursing DTA/MRP	72
Practical Nursing certificate	19
Total	91

There are more than 90 graduates of BTC's Nursing DTA/MRP program alone who are *currently* eligible to enroll in the proposed RN-BSN program. By the end of 2020-2021, it is estimated that the nursing program at BTC will be graduating approximately 100 students annually who will be eligible to continue into the RN-BSN program. Regional colleges such as Whatcom Community College and Skagit Valley College will also be graduating an additional approximately 100 students annually. It is expected that students from other programs in the state will also seek out and enroll in this program.

1. Survey of students within region.

In a Fall 2019 survey of 127 students in BTC's nursing program, 99% indicated interest in earning a bachelor's degree, 98% indicated they would consider earning a bachelor's degree at BTC, and **98% indicated they would consider earning a bachelor's degree in nursing at BTC.**

Table 5.3: Student Interest Survey

Item	Yes/Maybe	Responses	%
Are you interested in earning a bachelor's degree after completing your associate's degree?	126	127	99%
Would you consider earning a bachelor's degree at BTC, if the college offered bachelor's degree programs?	125	127	98%
Would you consider earning a bachelor's degree in Nursing at BTC?	124	127	98%

2. Demand in excess of opportunity to enroll in similar bachelor's programs.

In total, three bachelor's programs similar to the proposed RN-BSN program are currently serving the Northwest Workforce Development Area (WDA) (Island, San Juan, and Whatcom counties), through Western Washington University, University of Washington Bothell, and Bellevue College; yet the number of students who can be served by these programs does not meet the level of regional student or employer need. Figures in Table 3.5 indicate that regional programs can supply only 20% of the skilled nursing graduates needed to fill open positions in the region.

Many students in BTC's RN-BSN degree will be former BTC graduates and incumbent workers. The program will be attractive to working RNs, since the new program will be designed for easy access by the working adult, with most coursework occurring online, and some face-to-face coursework and work experiences scheduled in the evenings and/or weekends for schedule flexibility.

As discussed in Criteria 3, baccalaureate-prepared RNs are in high-demand, both regionally and statewide. With over 1,000 annual regional job openings estimated for BSN-prepared RNs, and strong healthcare industry need for nurses who have hands-on, applied preventative care skills and experience, BTC will be able to place its RN-BSN graduates. This program will address unmet regional demand for accessible, affordable, high quality baccalaureate-level Registered Nursing education, as well as contribute to satisfying statewide demand for qualified healthcare personnel.

3. Changes in industry standards.

Healthcare and research professionals note that Washington State's population is living longer, developing more chronic health conditions, and increasingly relying on in-home care. Healthcare reforms are focused on providing increased service levels for medically underserved and uninsured populations and providing care coordination models that emphasize preventative, proactive, consistent communication systems with patients on the part of assigned registered nurses. Federal and State healthcare reform efforts have led to a renewed, required emphasis on primary, preventative and affordable care for all members of our population. These factors, along with significant changes in healthcare technology systems and increased credentialing, licensure and knowledge expectations, are changing the nursing field. Increased RN involvement (in both the coordination and delivery of care), is critical for the implementation of healthcare system reforms. Industry representatives emphasize the growing role and responsibilities of RNs. These nurses are now expected to provide support for patient wellness and prevention for a wide variety of patients, including those with dementia and Traumatic Brain Injury (TBI is common in veterans). Additionally, employers emphasize that RNs need to possess strong interpersonal and communications skills, be well trained in current technology systems, and demonstrate project management skills.

In a Fall 2019 BTC Nursing Advisory Committee meeting, employees verified that they face a "forever" shortage of RNs to work in skilled nursing care in community settings. The need for nurses with advanced degrees to work in a wide variety of hospitals, clinics, home care agencies and long-term care facilities is based on changes in industry standards. One long-term care facility employer noted that "[C]are in skilled nursing facilities has changed dramatically over the years. The patients have become more acute and complex - similar to those patients that used to remain

hospitalized.” Recent changes in Medicaid reimbursement requirements through the Patient–Driven Payment Model is also adding to the complexities of the nursing care role in in-home care organizations and long-term skilled nursing facilities by increasing emphasis on individualized, patient-centered care that includes a focus on patient education and readmission prevention. Employers noted that they are asking their RNs to begin taking on non-traditional roles throughout their organizations, such as in admissions, to respond to the need for patient case management services that begin with initial assessment.

Northwest Washington is already designated as a Primary Care Health Professional Shortage Area. Demand for bachelor-prepared RNs in Northwest Washington mirrors statewide demand, but is anticipated to rise even more rapidly, given a high percentage of regional residents who are 65 or older, and increasing rates of retirement on the part of current RNs; approximately one-third of the target region’s RNs are over 55. BTC’s RN-BSN faculty and staff will work closely with industry to ensure that the curriculum is effective in meeting workforce needs, including capstone projects that will require industry-based experiences. All of these program elements will combine to produce graduates who are well prepared to enter the workforce and address a critical need both regionally and statewide.

4. Enrollment projections for next five years.

Projected enrollment numbers, while significant in terms of predicted regional impact, remain conservative. These projections represent minimum baselines, and it is anticipated that enrollment in the RN-BSN program will exceed projections.

Table 5.4: Projected Program Enrollment

Project Year	Projected Capacity	Projected Enrollment
2021-22	30	30
2022-23	30	30
2023-24	30	30
2024-25	30	30
2025-26	30	30

Employers need bachelor-prepared Registered Nurses who are skilled in systems thinking and collaborative work with health teams. BTC will work with industry and educational partners to create this needed RN-BSN program and help ensure that workforce needs are met.

CRITERIA 6: EFFORTS TO MAXIMIZE STATE RESOURCES TO SERVE PLACE-BOUND STUDENTS

As demonstrated in Criteria 3, the regional need for graduates from BSN programs is high. Bachelors-prepared Registered Nurses with extensive technical skill sets and advanced critical thinking abilities are needed to support the area’s high-demand healthcare industries. Employers, however, are struggling to find qualified RNs for open positions. The region’s workforce issue is reflected both statewide and nationally. A substantial gap exists between the statewide production of BSNs and employer need, partly caused by an aging workforce and retirement of nursing personnel across all industries. This gap, coupled with projected increases in state and national workforce demand for bachelors-prepared RNs, make it essential to create effective pipelines for baccalaureate-prepared Registered Nursing students in northwest

Washington State. Most graduates from BTC’s RN-BSN program will have connections to the local community and will be strong potential candidates for the area’s nursing positions. The majority of BTC students are from Whatcom County, which is currently the ninth largest county (out of 39 counties) in Washington State.

While unemployment rates are low in the region, hourly and annual wages in the county remain lower than the state average.¹³ In 2017, per capita personal income in the county was \$29,186 – 17% lower than the state’s per capita income (\$34,869).¹⁴ In 2017, 13% of the county population was below the official US poverty line. This was higher than both the state poverty rate of 11% and national average of 12.3%.¹⁵ In the more remote areas of the county, over 50% of K-12 students qualify for free or reduced lunch.¹⁶ Information from the US Census Bureau shows that more than 50% of adult Whatcom County residents have not attained a two-year Associate’s degree or higher.¹⁷

As an open-access technical college providing primarily professional technical certificates and degrees that prepare students for careers in high-demand, high-wage occupations, BTC is a critical resource and accessible pathway for regional citizens. BTC attracts large numbers of low-income, first-generation students. In Fall 2019, the majority of BTC’s degree/certificate-seeking student population were low-income or first-generation.

Table 5.5 Percentages of BTC Low-income and First-generation students

BTC Student Enrollment Totals: Fall 2019	# of Students	% of Students
Total BTC Enrollment	2,060	n/a
Low-income	1,090	53%
First-generation	1,207	59%

The proposed RN-BSN degree at BTC will allow BTC’s diverse student population the ability to seamlessly continue into the baccalaureate level and beyond in a college environment that they are familiar with and in which they have already demonstrated success.

The average age of BTC students is 31. Many of these non-traditionally aged students are long-term area residents with family and work obligations and are reluctant to relocate out of the region. Students who complete two-year workforce degrees at the college, however, often have limited local options to continue on for baccalaureate completion. Both current students and incumbent workers will gain access to a flexible RN-BSN program that will allow them to study, work, and fulfill family responsibilities while simultaneously advancing their careers. And while this proposed RN-BSN program will create a seamless pathway for current nursing

¹³ Vance-Sherman, Anneliese (2017). *Whatcom County Profile*. Washington State Employment Security Department. Retrieved from: <https://esd.wa.gov/labormarketinfo/county-profiles/whatcom>.

¹⁴ US Census Bureau (2018). *State & County Quick Facts*. Retrieved from: <https://www.census.gov/quickfacts/whatcomcountywashington>

¹⁵ Ibid

¹⁶ Office of Superintendent of Public Instruction (2017-18). *Washington State Report Card*. Retrieved from: <http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&yrs=2017-18&year=2017-18>

¹⁷ U.S. Census Bureau (2016). *Educational Attainment: 2013-2017 American Community Survey 5-Year Estimates*. Retrieved from: <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

students and diverse, place-bound area residents who hold Registered Nursing degrees from BTC, it is also anticipated that the college's program will attract and serve students from outside North Puget Sound who may travel or relocate to the region, further enhancing state workforce capacity in this critical area.

BTC will work closely with state educational partners, workforce organizations and industry groups to maintain collaborations where possible and foster conversations with employers through conferences, meetings, focus groups, advisory committee meetings, and skill panels. Program staff and faculty will be actively strengthening and refining connections as they develop clinical experiences and placements, perform task analyses, and form advisory groups to help shape a two-year RN-BSN curriculum for continuing students and incumbent workers. Employers and representative groups will continue to meet with program personnel and other partners to discuss ways to upgrade new and incumbent workers' skill sets and increase the pool of individuals starting a pathway into nursing careers. All partners recognize that keeping this industry healthy with a skilled, advanced nursing workforce is vital for Washington's North Puget Sound region and the state.

Note: BTC's Dean of Nursing and Allied Health has discussed BTC's proposed development of the RN-BSN program in group and individual meetings with educational partners from Western Washington University in Fall 2019, including WWU's RN-BSN program advisory committee meeting on November 13th. Discussions included Dr. Horacio Walker, Dean of Woodring College of Education, Dr. John Korsmo, Chair of Health and Community Studies at Woodring College of Education, and Dr. Bill Lonneman, Interim RN-BSN Program Director. In a follow-up conversation with Dr. John Korsmo in December, he reiterated WWU's support of expanding RN-BSN options in the region and interest in collaborating with BTC. At regional meetings with the Northwest Nursing Clinical Placement Consortium, BTC's Dean of Nursing and Allied Health discussed proposed development of a BTC RN-BSN program with Grace Kolodychuk, Nursing Director at Whatcom Community College; Shelley Price, Associate Dean of Nursing from Skagit Valley College; Jada Ginnett from Skagit Regional Health; Bill Lonneman; and Jenn Moyes from PeaceHealth St. Joseph Medical Center. Whatcom Community College, Western Washington University, and Skagit Valley College are anticipated to offer no opposition to BTC's proposal. BTC's nursing administrator has also discussed plans for a RN-BSN with nursing coalition representatives statewide as well as with regional partners during Washington Center for Nursing (WCN), Council on Nursing Education in Washington State (CNEWS) meetings, and in its role as co-lead of the statewide Academic Progression Workgroup (part of the APIN initiative), focusing on LPN-BSN progression. BTC will continue to work collaboratively with educational and workforce partners to help ensure that its program will complement regional and statewide training efforts and serve students and industry in the best manner possible.



RENTON
TECHNICAL
COLLEGE

Statement of Need for Applied Baccalaureate Degree Program: BAS Manufacturing Engineering Technology (BASMET)

February 7th, 2020

By Renton Technical College | 3000 NE 4th Street Renton, WA 98056 | rtc.edu

COVER SHEET
STATEMENT OF NEED

Program Information

Institution Name: Renton Technical College

Degree Name: Manufacturing Engineering Technology CIP Code: 14.3601

Degree: Mechanical Engineering Technology
AAS CIP Code: 15.1301 Year Began: 2019

Degree: Machining Technologies AAS CIP Code: 48.0510 Year Began: 2019

Degree: Mechatronics AAS CIP Code: 47.0303 Year Began: 2017

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2022

Projected Enrollment (FTE) in Year One: 13 at Full Enrollment by Year: 2024

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

Mode of Delivery

Single Campus Delivery: Renton Technical College, Main Campus

Off-site: _____

Distance Learning: Some courses offered will either be fully online or hybrid

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

Contact Information (Academic Department Representative)

Name: Jacob Jackson

Title: Executive Dean, Workforce, Trades, and Economic Development

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Email: jacob.jackson@rtc.edu

Chief Academic Officer

Date

APPLIED BACHELOR'S DEGREE STATEMENT OF NEED CRITERIA

CRITERIA	STANDARD
1. Relationship to institutional role, mission, and program priorities.	Describe how the proposed program reflects and support the role and mission of the institution and reflect program priorities.
2. Support of the statewide strategic plans.	Describe how the program will support SBCTC Mission goals outline in the Mission Study and WSAC policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.
3. Employer/community demand for graduates with baccalaureate level of education proposed in the program.	<ul style="list-style-type: none"> •Employer demand must exceed regional supply of graduates with relevant degrees. •Demand must be based on data sources including but not limited to local employer survey, traditional labor market data, industry data, trade associated data, and other transactional data. Please provide evidence of the gap between the numbers of program graduates verses the number of jobs opening locally and regionally. Refer to attached supply/demand gap rubric for additional guidance.
4. Applied baccalaureate program builds from existing professional and technical degree program offered by the institution.	Describe the existing professional and technical degree program that will be used as the foundation for applied baccalaureate program. Include how long the program has been in existence and the enrollment history of the program over the past five years.
5. Student demand for program within the region.	Evidence of student interest and demand from multiple sources, such as but not limited to: students graduating with technical associate degrees in the region, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor's programs, and changes in industry standards. Include enrollment projections for each year over the next five years.
6. Efforts to maximize state resources to serve place-bound students.	<ul style="list-style-type: none"> •Describe how program will serve place-bound working adults. •Identify similar program offered by public or independent institutions in the region. •Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and /or community organizations considered in the development of the proposal and include a brief description of initial conversations. •Describe collaboration with similar CTC BAS programs and related CTC Centers of Excellence. •Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion would be desirable or necessary.

Contents

Program Description	5
Program Outcomes	5
Timeline:	6
Criterion 1:	6
College Profile:	6
Criterion 2:	8
SBCTC Mission Study Goals:.....	9
WSAC Strategic Action Plan:	9
Create Affordable, High-Quality Pathways.....	10
Close Opportunity Gaps.....	10
Support Regional Leaders	10
Reconnect Adult Learners.....	10
Criterion 3:	11
For Demand	11
For Supply	12
Criterion 4:	13
Criterion 5:	15
RTC Graduate Pool.....	15
Projected Enrollments	17
Criteria 6:	18
Similar Programs.....	19
Collaboration with Other Colleges and Industries.....	19
Unique Aspects of the Program.....	20
Conclusion.....	20

Program Description

The Advanced Manufacturing area of study at Renton Technical College (RTC) proposes the development of a Bachelor of Applied Science degree in Manufacturing Engineering Technology (BASMET), a high-demand and rapidly evolving discipline in manufacturing industry sectors. This science, technology, engineering and mathematics (STEM) discipline consistently has shown high demand for qualified workers. The proposed program is a 111-credit degree designed to satisfy the educational goals of a wide range of students holding associate degrees from regionally accredited institutions. Though this is a high credit amount for a BAS, students will be coming in with 10-15 credits from their associate degree that satisfy some of the requirements. Therefore, entry into the program will look a little different for each student.

The creation of a BAS in Manufacturing Engineering Technologies (BASMET) will enable RTC to meet the growing demand for trained professionals in manufacturing engineering, increase career pathways for existing students in trades and technical programs and expand program partnerships with school districts, technical and community colleges, and manufacturing industries within its service area. The BAS degree will also provide seamless transitions from existing STEM related programs into our proposed BAS program by providing graduates with deep, relevant, and transferable technical foundations in manufacturing technologies.

In addition to strong technical foundations, graduates will have received instruction in general education topics in natural and social sciences, communications, humanities, and quantitative reasoning. They will have also gained extensive experience working in teams, making presentations, and training on the job. The BASMET program will prepare graduates to work as manufacturing engineering technologists and manufacturing engineers in a wide range of advanced manufacturing organizations and industries. The program will be flexible enough to allow students to work and to attend school, if they want or need to. Specifically, students will be able to go to class in the evening, full time or part time, through traditional, online, and hybrid course delivery.

Program Outcomes

RTC did good work to establish outcomes that have been aligned with ABET accreditation standards for engineering technology:

- Use mathematics, science, engineering, technology, technical skills, and technical literature to solve manufacturing process problems.
- Design, modify, and troubleshoot manufacturing process solutions.
- Create and revise technical and non-technical communications for process design, development and maintenance.
- Communicate technical and business knowledge in oral and written form to technical and non-technical audiences.
- Conduct and analyze standard tests, measurements, and experiments to improve manufacturing processes.
- Work collaboratively and equitably as a member and leader of a diverse technical team.

Timeline:

RTC will be prepared to enroll junior level students beginning in **Fall 2022**.

Criterion 1:

Relationship to institutional role, mission, and program priorities.	Describe how the proposed program reflects and support the role and mission of the institution and reflects program priorities.
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College Profile:

RTC is one of 34 colleges in the State of Washington operated by the State Board for Community and Technical Colleges (SBCTC). RTC’s student population is racially and culturally diverse. Of those who reported race, 18% are African/Black/African American, 25% Asian/Pacific Islander, 18% Hispanic/Latino, 2.5% Native American, 39% White and 6% multiracial/other. Many students who identified as White are immigrants from Eastern Europe and are non-native English speakers. The median age is 29 years with 36.1% of students between the ages of 35-54. 58% of students are female and 42% are male. 31% of RTC students are working adults, and 8% are immigrants.

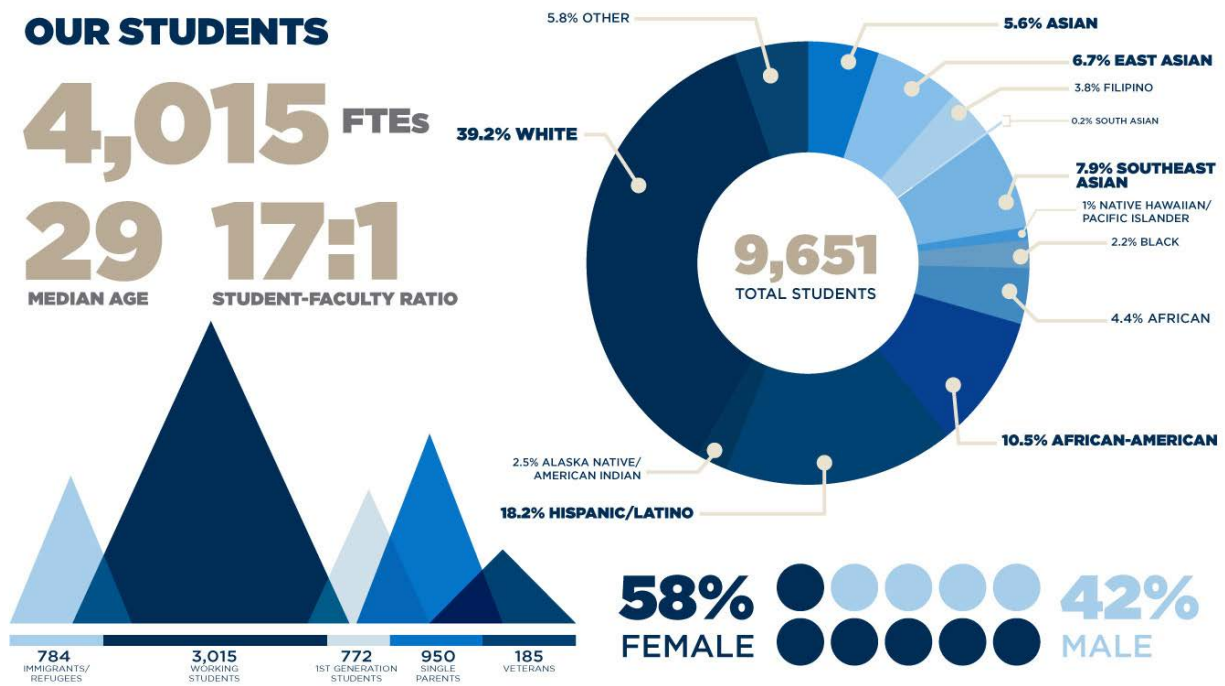


Figure 1: Fast Facts - RTC (Image Source: <https://www.rtc.edu/fast-facts>)

Our service area encompasses Central, Southeast Seattle and South King County. The mission at RTC is to prepare a diverse student population for work, fulfilling the employment needs of individuals, business and industry. A dedicated and talented team of 93 full-time and 145 part-time faculty help students train for immediate employment, as well as provide a foundation for higher learning and career advancement on the job. Of greater significance to the RTC community are the approximately

400 industry leaders who serve on over 40 program advisory committees to recommend instructors; assess the adequacy of curriculum, educational materials, and equipment; assist in placement; evaluate programs; and specify training needs. RTC offers 90 certificates, 53 associate degrees, 29 apprenticeships and two Bachelor of Applied Science degrees in Application Development and Computer Network Architecture.

STEM occupations have been a focus for RTC and the Advanced Manufacturing department. We currently offer Associate of Applied Science (AAS) degrees in Engineering Design Technology (EDT), Geospatial Science/Land Surveying, Precision Machining Technologies (PMT), and Mechatronics. Long recognized as a leader in apprenticeship training, RTC also houses the Washington State Construction Center of Excellence, which has responded to industry changes by adopting a focus on sustainable green buildings. Programs are continually improved based on emerging disciplinary knowledge, student needs, and regional workforce needs.

From its roots as a World War II training facility, and through decades of partnerships with leading employers and labor unions, RTC's core mission has been to serve individuals and industries through high-quality professional/technical programs that constantly evolve to meet the changing employment needs of the community. Current programs reflect the range of demand from industries in the Puget Sound region: RTC prepares students for occupations in Allied Health, Information Technology, Construction, Manufacturing, Engineering Design, Product Service, Culinary Arts, Business and Education. RTC provides training, retraining and upgrading for persons seeking marketable job skills or upgrading current skills. Mathematical, scientific, communication and human relation skills are integrated into practical instruction.

With retention and completion rates among the highest in the nation, RTC was named a top 10 finalist for the 2015 Aspen Prize for Community College Excellence and top 150 again in 2020. It was the first technical college in Washington to achieve "Leader College" status from the Achieving the Dream (ATD) initiative and voted number one college for adult learners by the New York Post.

In August 2011, the RTC Board of Trustees approved four core themes for the college that represent the fundamental aspects of the college mission: Student Success, Workforce Education, Basic Skills Education, and Institutional Sustainability; these are still in effect today. The BAS degree program in Manufacturing Engineering Technology supports these themes as it expands the college's capacity to support student diversity, helps to close representation and equity gaps in high wage careers, and addresses an apparent supply gap in industry demand. The alignment between the Workforce Education Core Theme objectives can be seen in the following table below.

Table 1: RTC Core Themes and Objectives¹

Core Theme	Objectives	BASMET Alignment
<u>Student Success</u>	Provide student access that reflects the diverse demographic makeup of its community.	The program articulates with partner high schools and AAS programs in the region, has very open prerequisite requirements and provides a four-year degree pathway to a higher wage, higher demand career.
	Achieve equity through high success and completion rates.	Curriculum is scaffolded with heavy focus on math, science, and engineering scaffolding.
<u>Workforce Education</u>	Achieve high rates of employment placement in training-specific industries for workforce completers.	The program supports success for diverse learners through Reading Apprenticeship, Universal Design for Learning, project-based learning and industry partnerships.
	Deliver instruction in a variety of suitable formats that expand opportunities for student learning.	Accessibility and engagement are increased through hybrid, online, and evening delivery.
<u>Institutional Sustainability</u>	Cultivate, manage and prioritize its financial resources to advance the mission of the college.	BAS programs at RTC historically bring in most of the local revenue even though they are only 2% of program offerings.

The College is committed to going even deeper to ensure academic achievement and career success in the global economy. The BAS in Manufacturing Engineering Technologies (BASMET) is the right next step for the College and the students we serve. Many Advanced Manufacturing AAS and AAS-T graduates have few options for continuing education up to a bachelor's degree. With the creation of a BAS in Manufacturing Engineering Technologies (BASMET), it will be one of the only options for pursuing a career in manufacturing engineering in a region experiencing rapid growth in advanced manufacturing industries.

Criterion 2:

Support of the statewide strategic plans.	Describe how the program will support SBCTC Mission goals outline in the Mission Study and WSAC policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.
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¹ Renton Technical College. (2020, February 1). Core Themes, Objectives, and KPIs. Retrieved from <https://www.rtc.edu/core-themes-objectives-KPIs>

The proposed BAS degree in Manufacturing Engineering Technology (BASMET) is fully aligned with and advances the Washington SBCTC Mission Study goals and the Washington Student Achievement Council (WSAC) Call to Action for higher education.

SBCTC Mission Study Goals:

The SBCTC emphasizes that “our overarching goal is to educate more people to higher levels of skill and knowledge.” The twenty-year Action Plan includes a call to “close the statewide skills gap for technically trained workers; contribute more to the production of baccalaureate degrees; promote the adoption of web-based and mobile technology tools for eLearning and online student services.” Additionally, the SBCTC Strategic Technology Plan urges a focus on adults who are already in the workforce, including immigrant and mid-career students seeking new skills, while addressing the needs of place-bound students and those uncomfortable in traditional classrooms.²

The proposed BASMET program is designed for working adults who want to study engineering. Enrolled students can study in an evening program that can be pursued part time or full-time using hybrid and online courses. Currently, most adult learners with an interest in engineering programs must enroll in programs offered at the University of Washington, at private Universities, or at university campuses in Bellingham, Pullman, or Ellensburg. Many of these programs are a great distance (more than 100 miles away) from the more place-bound students that we serve. The proposed program will address the needs of our place-bound students by giving them a closer, more cost-effective option to enroll in engineering program and high wage manufacturing careers that have far more growth opportunity than the current associate and certificate options in the region. The proposed program will address the needs of our place-bound students by giving them a closer, more cost-effective option to enroll in an engineering program and enter into high wage manufacturing careers that have far more growth opportunity than the current associate and certificate options offered in the region.

WSAC Strategic Action Plan:

The 2019-2021 Strategic Action Plan identifies four critical challenge areas:

“Create Affordable, High-Quality Pathways that provide multiple routes to completion of certificates and degrees, including apprenticeships and other career-connected learning opportunities.

Close Opportunity Gaps by confronting barriers for underserved students and providing support for underrepresented students throughout their academic careers.

Support Regional Leaders by addressing regional workforce shortages and by engaging and supporting regional efforts, responsive to regional needs and competitive advantages, to accelerate educational attainment.

Reconnect Adult Learners through recruitment and support efforts to encourage the completion of degrees and credentials for students who have earned some academic credit.”³

² Washington State Board of Community and Technical Colleges. (2018, September 11). Mission Study. Retrieved from <https://www.sbctc.edu/about/agency/initiatives-projects/mission-study.aspx>.

³ Washington Student Achievement Council. (2014). Strategic Action Plan. Retrieved from <https://wsac.wa.gov/strategic-action-plan>

Create Affordable, High-Quality Pathways

The Manufacturing Engineering Technology BAS program will help create more affordable, high-quality pathways by offering adult learners a low-cost, heavily scaffolded, true engineering program. One of the key features of this BAS is that it will be designed to accept students with a wide range of technical associate degrees and students who graduated with traditional academic DTAs. Academic and technical bridge options will open enrollment to apprentices, machinists, welders, drafters, and even artists and general education associate degree holders.

Close Opportunity Gaps

RTC has one of the most diverse student populations in the CTC system. By giving these diverse students access to a high wage career such as manufacturing engineering, the program will help to eliminate one of the biggest representation gaps in the economy.

Support Regional Leaders

As will be discussed in the next section, manufacturing engineering is heavily in demand but with little supply from the state. By adding this new BAS program, it will represent the only manufacturing engineering technology program available in the state. It will also become only the second manufacturing engineering program available and the sixth similarly related engineering program in the state.

Reconnect Adult Learners

Because the academic requirements for the BASMET, particularly admissions standards, will be so open and flexible, having the option may encourage disconnected adult learners to reattempt an academic degree to get access to a high wage career. The RTC proposed BAS degree in Manufacturing Engineering Technologies (BASMET) responds to the “call to action” expressed in both strategic plans. The design includes online components and will provide future workers with a higher level of skill and knowledge than can currently be obtained even through an AAS in a manufacturing field. In this program, RTC will build capacity in STEM fields, work collaboratively with high schools to support college readiness, and establish career pathways in high demand occupations. eLearning formats will support place-bound and working students.

Because the academic requirements for the BASMET, particularly admissions standards, will be so open and flexible, having the option may encourage disconnected adult learners to reattempt an academic degree to get access to a high wage career.

The RTC proposed BAS degree in Manufacturing Engineering Technologies (BASMET) responds to the “call to action” expressed in both strategic plans. The design includes online components and will provide future workers with a higher level of skill and knowledge than can currently be obtained even through an AAS in a manufacturing field. In this program, RTC will build capacity in STEM fields, work collaboratively with high schools to support college readiness, and establish career pathways in high demand occupations. eLearning formats will support place-bound and working students. This BAS in Manufacturing Engineering Technologies (BASMET) will increase the number of baccalaureate graduates and serve workforce needs. It does this by using personalized learning formats (project-based learning, cohort classes, intrusive advising model, evening, online, and hybrid delivery, etc.) that have a track record of success breaking down barriers of geographic isolation, cost, and special learning needs.

Graduates will be able to use their advanced skills and knowledge to provide vital technology services for our region’s businesses, governmental agencies, and non-profit organizations, strengthening our state and local economy, all of which will help to position Washington State for preeminence in the global economy.

Criterion 3:

Employer/community demand for graduates with baccalaureate level of education proposed in the program.	Employer demand must exceed regional supply of graduates with relevant degrees. Demand must be based on data sources including but not limited to local employer survey, traditional labor market data, industry data, trade associated data, and other transactional data. Please provide evidence of the gap between the numbers of program graduates verses the number of jobs opening locally and regionally. Refer to attached supply/demand gap rubric for additional guidance.
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For Demand

In the advanced manufacturing sector, there are two primary engineering occupational categories. For this proposal, the category analyzed and assembled was Industrial Engineering (SOC# 172112) because there is no dedicated SOC# for Manufacturing Engineering. According to the Bureau of Labor Statistics (BLS), manufacturing engineering represents a subset of industrial engineering. Industrial engineers need a bachelor’s degree, typically in industrial engineering. However, many industrial engineers have degrees in mechanical engineering, electrical engineering, manufacturing engineering, industrial engineering technology, or general engineering. Some industrial engineers, called *Manufacturing Engineers*, focus entirely on the automated aspects of manufacturing processes. They design manufacturing systems to optimize the use of computer networks, robots, and materials. The May 2018 Occupational Employment Statistics for SOC# 17-2112 reported 279,550 employed industrial engineers, with 209,514 worked in a manufacturing sector⁴. This means that **approximately 75%** of industrial engineers are working in manufacturing engineering positions. In the 2019 occupational employment and wage estimates published by the Washington State Employment Security Department, there were 6,743 industrial engineers employed, with a \$52.33 average hourly wage and \$108,843 annual wage⁵.

Table 2: Manufacturing Engineering Technologies Occupational Demand 2013-2025⁴

Job Outlook	SOC#	Occupation Title (education Requirements)
6,740	17-2112	Industrial Engineers (Bachelor of Science degree)

Most of these industrial engineers (5,403 or 80% of the statewide total) were projected to work in the Seattle-Tacoma-Bellevue metroplex, earning a slightly higher average hourly wage of \$54.59 and annual wage of \$113,547⁴.

⁴ U.S. Bureau of Labor Statistics. (2019, March 29). 17-2112 Industrial Engineers. Retrieved from [https://www.bls.gov/oes/current/oes172112.htm#\(1\)](https://www.bls.gov/oes/current/oes172112.htm#(1))

⁵ Employment Security Department Washington State. (2019, August 28). Learn About an Occupation: Industrial Engineers. Retrieved from <https://esd.wa.gov/labormarketinfo/learn-about-an-occupation#/details>.

If we use the 75% ratio for industrial engineers working in manufacturing, this means that 3,782 of regional are in manufacturing engineering. In the State of Washington, industrial engineering has a 10% projected growth rate with 590 annual openings⁶. Again, if 75% of these are in manufacturing, this means over 440 new jobs suitable for someone with a BAS in Manufacturing Engineering Technology, and most of them will be in the Seattle area, within 30 miles of Renton Technical College (see Table 3).

Table 3: Ten Year Job Growth Projections in Industrial Engineering⁶

Region	2016 Jobs	2026 Jobs	Percent Change
Washington	7,720	8,460	10%
Nation	284,600	308,400	8%

On 12/31/2019, a search of “manufacturing engineer” on indeed.com resulted in 1,108 jobs within 25 miles of Seattle, WA, 97% were full-time employment. 87% paid an estimated \$65,000 or more, with 72% at \$80,000 or more⁷. Approximately 96% list a bachelor’s degree in Manufacturing Engineering or Engineering as a requirement. A search on glassdoor.com found 1340 manufacturing engineer postings in February 2019 within 25 miles of Seattle⁸. Please see Table 4.

Table 4: Job Search of Manufacturing Engineer

Job Search Engine	Job openings for Manufacturing Engineers 2020
Indeed	1108 ⁷
Glassdoor	1340 ⁸

For Supply

Manual searches among all 34 Washington State community colleges offering AAS degrees in advanced manufacturing were conducted to identify AAS degree and certificate programs that will serve as feeder programs toward a BAS in Manufacturing Engineering. Among the search results, only two institutions - Wenatchee Community College and Bellingham Technical College - offer BAS degrees in Engineering Technologies for these AAS students graduating from the AAS degree programs. Edmonds Community College has just been approved to offer a BAS in Advanced Manufacturing and Materials Engineering Technology starting fall 2021. Western Washington University offers a BS in Manufacturing Engineering.; Clover Park Technical College offers a BAS in Operations Management. No two-year college in Washington State offers a broad-based BAS in Manufacturing Engineering Technologies.

⁶ CareerOnestop. (2017, March 21). Industrial Engineers. Retrieved from <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Industrial%20Engineers&onetcode=17211200&location=Washington>.

⁷ Indeed. (2019, December 31). Manufacturing Engineering Job Search Results. Retrieved from <https://www.indeed.com/jobs?q=manufacturing+engineer&l=Seattle%2C+WA>.

⁸ Glassdoor. (2020, February 1). Manufacturing Engineering Job Search Results. Retrieved from

Table 5: King County Annual Supply/Demand of AA and BS Degrees in Industrial/Manufacturing Engineering¹⁰

Degree Title	Bachelor's Degrees Supply	Bachelor's Demand	Net Supply Gap
Industrial Engineering	12	73	- 61
Mechanical Engineering	60	110	-50
Net Projected Supply Shortage			-111

Note: Clover Park is launching a Mechatronics Engineering BAS that will address this demand as well⁹.

The Workforce Development Council of Seattle King County indicates that there is a growing demand for qualified Manufacturing Engineers and Manufacturing Engineering Technologists in our area but very little supply in like programs. Only 12 bachelor's level graduates are projected annually for 2020-2025. However, a surplus of associate degree holders (160) is projected¹⁰. When compared with Washington State's annual projected job growth in these advanced manufacturing occupations of 590⁶, there is an obvious gap. Statistically, mechanical engineering is transferable to manufacturing engineering. However, there is a projected shortage of approximately 50 graduates in that field as well and therefore they cannot help filling the need for manufacturing engineers in the area. This also means that there are many associate degree holders that could easily fill the gap by getting a BAS in Manufacturing Engineering Technology.

Even when considering that firms may hire those with more general engineering technology degrees such as the new BAS degrees in Engineering Technologies and Operations Management at Clover Park Technical College and Bellingham Technical College, the Council quantifies the needs gap specific to King County as 111, meaning that, even with optimistic completion projections of the new BAS degrees that other colleges are starting, there will still be a significant supply gap in the area.

Local post-secondary institutions lack the capacity to train individuals for 590 estimated new manufacturing engineering positions in the next six years. Without an increase in training options in the area, local employers will need to import approximately 83% of future employees from outside the county and approximately 94% from outside the state, or even the nation, to fill these jobs.

Criterion 4:

Applied baccalaureate program builds from existing professional and technical degree program offered by the institution.	Describe the existing professional and technical degree program that will be used as the foundation for applied baccalaureate program. Include how long the program has been in existence and the enrollment history of the program over the past five years.
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⁹ Clover Park Technical College. (2019). *Statement of Need for Bachelor of Applied Science: Mechatronics Engineering Technology and Automation*. Retrieved from <https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/applied-baccalaureate/bas-meta-statement-need-cptc.pdf>

¹⁰ The Workforce Development Counsel of Seattle King County. (2020 January 1). King County Talent Pipeline. Retrieved from <http://www.seakingwdc.org/talent-pipeline-app>.

The BAS degree in Manufacturing Engineering Technology will be developed to take associate graduates from any program but target several in particular: apprenticeships, Engineering Design Technologies, Precision Machining Technologies, Welding, Mechatronics, and Aerospace. The first four programs on the list have been available for decades; the last two are newer, established two to three years ago. RTC also would like to create a Manufacturing Engineering Technology AAS to provide a clear first entry point for new students. Many positions related to their fields require some college but not a bachelor's degree. As noted previously, the main occupation titles in manufacturing engineering require a bachelor's degree so most graduates must go back to school to advance their careers and attain wage progressions.

Table 6 below highlights the diverse student body of RTC's current advanced manufacturing programs. This, along with successful transition rates of AAS students to the BAS program will help promote diversity and representation in engineering fields, hence closing opportunity gaps for underserved students to higher wage careers. Because a primary focus of the SBCTC and RTC mission goals is to close equity gaps for underserved student populations, the proposed BAS is in direct alignment with SBCTC and RTC goals.

Table 6: The Enrollment in Feeder Programs, 2015-2020¹¹

Enrollment	Snapshot	Students of Color %
Engineering Design Technology	168	47.2%
Precision Machining	120	54.7%
Welding	187	36.6%
Mechatronics	163	58.0%
Aerospace Programs	133	57.4%
Apprenticeship Programs	3798	8.9% with 75.5% Unknown
Totals	4569	15.4% with 63.8% Unknown

Three of the feeder programs (Precision Machining, Mechatronics and Engineering Design Technologies) contain faculty that are highly qualified with years of engineering and teaching experience to teach within the BAS program. All three also have Master's in engineering disciplines related to manufacturing (two mechanical engineering and one materials science). This will create continuity between feeder programs and the proposed BAS. They have set up areas of specialization in manufacturing. The program budgets include funding for industry training which is used to stay up to date with current developments in the field.

Engineering Design Technologies (EDT), Mechatronics, and Precision Machining Technologies (PMT) programs are based on a 4-quarter academic year with entry points in fall, winter and spring. The programs operate on cohort models where students continue their studies together until completion such that there are three cohorts in session at any given point throughout a given year.

¹¹ RTC Internal Dashboard; see Appendix.

EDT, Mechatronics and PMT students begin with introductory courses in manufacturing design, theory, and maintenance and progress through the curriculum sequence to intermediate levels of knowledge and skills in machine design, production planning and preventative maintenance. Students learn to design, produce, and maintain electromechanical systems, engaging in high-level problem solving in manufacturing by the end of their associate degree. The professional and technical programs at RTC have a rich history of success with student engagement.

Criterion 5:

Student demand for program within the region.	Evidence of student interest and demand from multiple sources, such as but not limited to: students graduating with technical associate degrees in the region, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor’s programs, and changes in industry standards. Include enrollment projections for each year over the next five years.
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RTC Graduate Pool

Table 6 above highlights that there are over 4000 associate graduates from RTC alone who could transfer into the proposed BAS in Manufacturing Engineering Technology. Several of these individuals are at a point in their careers where a bachelor’s degree would enhance their career development. This new BAS would provide a follow-on opportunity to acquire high-level knowledge and skills and/or update previously acquired skills to advance on their career path and receive higher wages.

If just 13% this figure enrolled every year, all projected annual job openings (590) would get filled and just 0.3% (15) would fill the proposed BAS annually. The Seattle-King County Talent Pipeline suggests that there is only one new graduate in Industrial/Manufacturing Engineering per year (plus eleven from unemployment) meaning that approximately 3 graduates are qualified for an entry-level manufacturing engineering position annually. The proposed BAS degree in Manufacturing Engineering Technologies (BASMET) would help address the gap and provide the more specialized advanced manufacturing knowledge that employers need.

RTC has many current and former students to draw on in order to build and maintain this program. In a recent survey of current engineering design and machining students from RTC, of the 21 respondents, 17 stated they would be interested in seeing a BAS in Manufacturing Engineering Technology. The summary of results in Table 7 indicates that an overwhelming majority of students (81%) surveyed would consider the program to propel their career.

Table 7: Survey of Current Engineering Design and Machining Students interested in proposed BASMET¹²

Would be Interested in a BASMET	In Engineering Design	In Machining
81%	89%	75%

As the advanced manufacturing field continues to evolve rapidly, EDT program alumni have often spoken with faculty about their desire to take their skills to the next level in order to advance their career and have been interested in pursuing a bachelor’s degree.

¹² Informal Survey of current students through faculty.

Additionally, there is a GED and high school student population that will be served by the creation of the BASMET degree. There are over 9,000 College and Career Pathways students at RTC, half of which are high level ESL and HS+/GED students ready to transition to a degree option.¹³

Most area high school students do not enroll in the AAS programs because they are terminal degrees. Through faculty and counselor visits to local high schools, RTC has learned that the students worry about the transferability of an AAS degree from RTC, so they attend other programs that often cost more and do not always lead to their desired career goals. Upon approval of this proposed BAS degree in Manufacturing Engineering Technology, RTC intends to help these students transition seamlessly via articulation agreements with a shortened time to graduation and at a lower cost.

¹³RTC Internal Dashboards; see Appendix.

Projected Enrollments

Various factors forecast initial high enrollments in the proposed BASMET program:

- It will run in the evening part time, utilizing hybrid and online teaching.
- With new program revisions, enrollments in RTC's advanced manufacturing feeder programs has been high:
 - Aerospace – 94%
 - Engineering Design – 95%
 - Mechatronics – 365%
 - Precision Machining – 109%
 - Welding – 134%

Using the enrollment average of the above feeder programs (156%) and considering that half of those who expressed interest in the BASMET would enroll (~40%), 14 are projected to enroll the first year.

To project the next five years for the proposed BASMET, the last four years in the primary RTC feeder programs were considered.

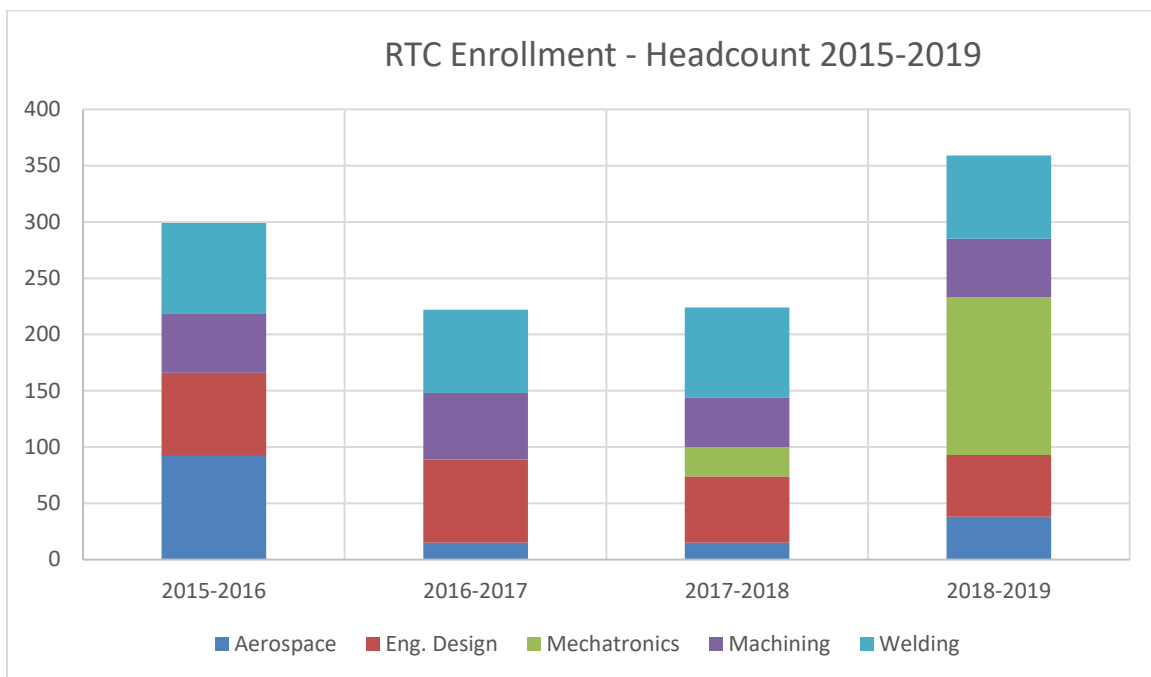


Figure 2: RTC Enrollments (headcount) for past 4 years. Note that Mechatronics began in 2017.¹⁴

Seeing the massive increase in headcount enrollment of the Mechatronics program after it was created suggests that enrollments for the proposed BASMET will likely do the same. Also seeing that enrollment in the programs has consistently stayed above 200 headcount shows sustainable and consistent

¹⁴ RTC Internal Dashboards; see appendix.

enrollment. With these being the feeder programs into the proposed BASMET, we can expect enrollments to be similar for the first five years of the program.

Table 8: Enrollment projections for BASMET

Year 1	Year 2	Year 3	Year 4	Year 5
15	30	45	45	60

Criteria 6:

Efforts to maximize state resources to serve place-bound students.	<ul style="list-style-type: none"> • Describe how program will serve place-bound working adults. • Identify similar program offered by public or independent institutions in the region. • Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and /or community organizations considered in the development of the proposal and include a brief description of initial conversations. • Describe collaboration with similar CTC BAS programs and related CTC Centers of Excellence. • Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion would be desirable or necessary.
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Manufacturing Engineering occupations offer high-paying salaries, with the average salaries of these occupations ranging between \$57,000 to \$93,000¹⁵ with a \$76,094 Median from Glassdoor, \$106,980 Median from the Bureau of Labor Statistics¹⁶, and \$104,240 from CareerOneStop¹⁷, well in excess of median household income in RTC’s service area cities of Auburn (\$68,947), Kent (\$68,880), Renton (\$74,756), Seattle (\$43,237) and Tukwila (\$43,331)¹⁸.

From an equity perspective, providing exposure to high-demand-high-wage careers is of great interest to BASMET program faculty and designers because most of the target students are primarily low-income, place-bound, people of color who need degree options that are not only affordable, close to

¹⁵ Glassdoor. (2020, February 4). Manufacturing Engineer Wage Estimates. Retrieved from https://www.glassdoor.com/Salaries/seattle-manufacturing-engineer-salary-SRCH_IL.0.7_IM781_KO8.30.htm

¹⁶ U.S. Bureau of Labor Statistics. (2019, March 29). 17-2112 Industrial Engineers. Retrieved from [https://www.bls.gov/oes/current/oes172112.htm#\(1\)](https://www.bls.gov/oes/current/oes172112.htm#(1))

¹⁷ CareerOnestop. (2017, March 21). Industrial Engineers. Retrieved from <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Industrial%20Engineers&onetcode=17211200&location=Washington>.

¹⁸ U.S. Census Bureau (2020). Selected Economic Characteristics: 2014-2018 American Community Survey 5-year Estimates. Retrieved from <https://www.census.gov/quickfacts/fact/table/kentcitywashington,auburncitywashington,rentoncitywashington/NC110218>

home, and flexible in delivery, but provide inclusive access to regional employers seeking diverse personnel for their workforce needs.

Obstacles such as the availability and convenience of childcare and transportation to campus can be barriers to entry as well as to completion of educational programs that can help move students along guided pathways to livable wages. RTC seeks to create a BAS degree in Manufacturing Engineering Technology that would meet industry needs and provide students with flexible, low-cost training that will prepare them to secure these positions and earn a family-sustaining wage.

From the sampling above, it is important to note that not only will our AAS graduates be able to complete a BAS in only two more years, but also our partner high school students will have completed some of the AAS coursework while in school, via dual-credit agreements, thus further shortening their time to completion.

This would be the only program of its kind in the Seattle-Tacoma Area. The only other similar program in the state is housed at Western Washington University.

Similar Programs

Presently, there are no BAS degrees for Manufacturing Engineering Technologies offered at any CTC or university system in the greater Seattle area. There is a Bachelor of Science (BS) in Manufacturing Engineering program offered at Western Washington University¹⁹ but the campus is over 80 miles north of Seattle. Wenatchee Valley College offers a BAS in Engineering Technology²⁰ but it is over 147 miles to the east of Seattle. Clover Park Technical College offers a BAS in Operations Management²¹ but is over 38 miles to the south of Seattle. Bellingham Technical College offer BAS programs in Engineering Technology. Oregon Technical Institute offers a Manufacturing Engineering Bachelors and master's degree, but the program is designed specifically for Boeing Seattle employees. Edmonds Community College will start its BAS in Advanced Manufacturing and Materials Engineering Technology in fall 2021, but their BAS program in 'advanced manufacturing' is broad. Further, Materials Engineering Technology is not the same as Manufacturing Engineering Technology. What these examples demonstrate is that there are no BAS programs specific to Manufacturing Engineering Technologies within a 50-mile radius of Renton Technical College.

Collaboration with Other Colleges and Industries

Oregon Technical Institute's (OIT) director of engineering programs has been a big part of the development of the proposed BASMET. RTC's program will not compete with OIT's program or any of the like-programs described above due to its unique target market of underserved students and target job demand of Manufacturing Engineering specific to the area.

¹⁹Western Washington University. (2020). *BS Program Description*. Retrieved from: <https://cse.wvu.edu/engineering-design/manufacturing-engineering>.

²⁰ Wenatchee Valley College. *BAS Program Description*. Retrieved from <https://www.wvc.edu/academics/bachelor-degrees/engineering-tech/index.html>.

²¹ Clover Park Technical College. *BAS Program Description*. Retrieved from <http://www.cptc.edu/programs/basopm>

So far, some of the biggest manufacturing industries of the Seattle-Tacoma area have been contacted about the proposed BAS in Manufacturing Engineering Technology. Four Boeing manufacturing engineers have already stated their support of the development of the program, and companies in the Kent corridor i.e. companies such as Blue Origin, Aero Plastics, and Exotic Metals²². From just the 10 companies surveyed (with more on the way), there were 48 manufacturing engineer positions and about 180 manufacturing related positions open at those companies²³.

Aside from the individual support from manufacturing companies in the area, the advisory committees already at RTC have been sought out and those on the Engineering Design and Machining program advisory committees have provided unanimous support.

Unique Aspects of the Program

As was stated previously, there are increasing demands for Manufacturing Engineering occupations and not enough graduates from alike programs in the state. The other BAS programs of the CTC system are only vaguely related to manufacturing engineering and still aren't meeting the demand that exists in industry. This would be the only BAS in Manufacturing Engineering Technology, and one of two Manufacturing Engineering programs in the entire state. It would also be one of six engineering related BAS programs where the others focus on Operations Management and very generalized engineering. This program will have several flexible admissions requirements. For example, the program's required 20 credits of prerequisites is the lowest of any BAS program offered in the state. Prerequisites for the BASMET program include: 5 credits from any English 101, 5 credits from any Humanities, 5 credits from any Social Sciences, and 5 quantitative math. This approach allows students with a range of backgrounds to apply. Additionally, math prerequisites are limited and pose less of a barrier, which often discourages students from enrolling in highly technical degree programs. Finally, the BASMET program is offered in the evenings and weekends, with both full and part time attendance options.

Conclusion

Through student and employer surveys, conversations with industry, and analysis of regional data, RTC has identified a regional shortage of trained professionals in the high-demand fields of manufacturing engineering. Many of the high-paying occupations in Manufacturing Engineering Technologies require a bachelor's degree. Without an increase in training options in the area, local employers will continue to import almost a quarter of future employees from outside the county -or outside the state and even the nation. Through enhanced partnership with industry, RTC will deeply engage employers to build a BAS degree that will directly meet their need for bachelor's level training in Manufacturing Engineering Technologies occupations. Regional manufacturing-related programs can become feeder programs that will help RTC benefit from the experiences of others to design an even stronger program over time. It will also engage with local groups to get advice on increasing diversity in advanced manufacturing related programs to increase the enrollment of underserved populations, women and veterans in the Manufacturing Engineering Technologies program, a necessary first step toward diversifying the regional advanced manufacturing workforce. The BAS in Manufacturing Engineering Technologies (BASMET) is the right next step for RTC and its mission to prepare a diverse student population for work, fulfilling the employment needs of individuals, business and industry.

²² Support documented in Statements of Endorsement and Industry Survey responses in the Appendix.

²³ Renton Technical College. (2020). BAS MET Employer Survey. See Appendix.

Appendix A: BAS MET Employer Survey

[Link to BAS MET Employer Survey](#)

Appendix B: Statements of Industry Endorsement

[Link to Statement of Endorsement from Boeing MBD Supervisor](#)

[Link to Statement of Endorsement from Boeing Manufacturing Engineer and Supervisor](#)

[Link to Statement of Endorsement from Ingersoll Rand Supervisor](#)

Appendix C: RTC Student Enrollment Internal Dashboards

Enrollment Headcount

Year: All

Quarter: All

Institute: All

Program: Aerospace Programs

Intent: Apprenticeship & Occupational Preparatory (Degree Seeking)

Selected Filter: All Students

	2015-16	2016-17	2017-18	2018-19	Grand Total
All Students	92	15	15	38	133
Grand Total	92	15	15	38	133

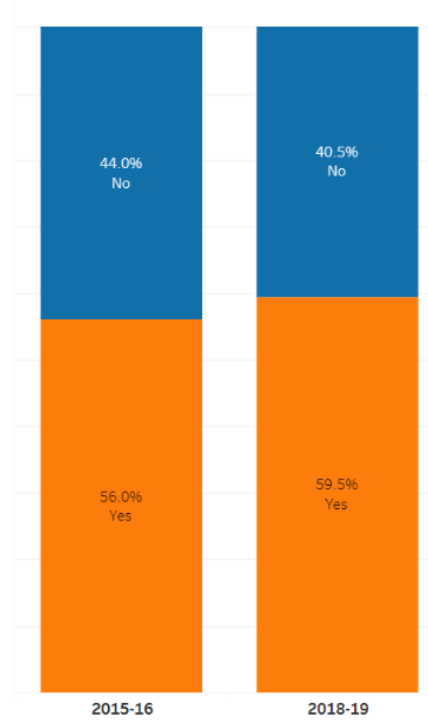


To request a feature for this dashboard, or to ask a question, click on the question mark icon to the left.

Enrollment Headcount

Year: All
 Quarter: All
 Institute: All
 Program: Aerospace Programs
 Intent: Apprenticeship & Occupational Preparatory (Degree Seeking)
 Selected Filter: Student of Color

	2015-16	2018-19	Grand Total
No	40	15	54
Yes	51	22	73
Grand Total	91	37	127

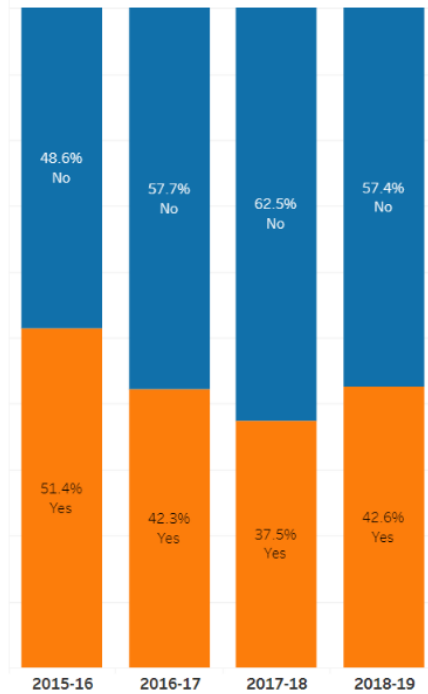


To request a feature for this dashboard, or to ask a question, click on the question mark icon to the left.

Enrollment Headcount

Year: All
 Quarter: All
 Institute: All
 Program: Engineering Design Technology
 Intent: Apprenticeship & Occupational Preparatory (Degree Seeking)
 Selected Filter: Student of Color

	2015-16	2016-17	2017-18	2018-19	Grand Total
No	35	41	35	31	86
Yes	37	30	21	23	77
Grand Total	72	71	56	54	163

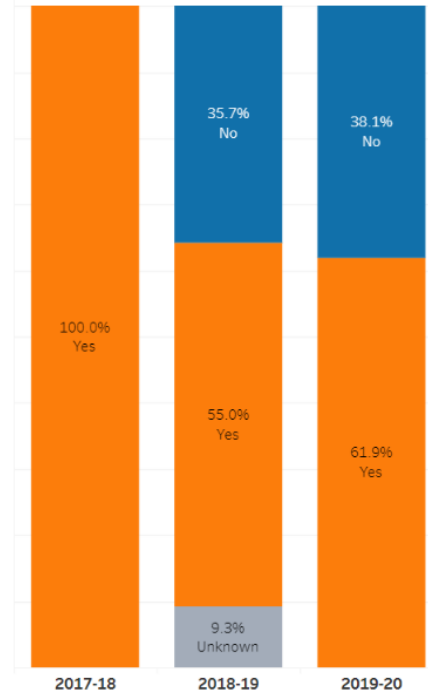


To request a feature for this dashboard, or to ask a question, click on the question mark icon to the left.

Enrollment Headcount

Year: All
 Quarter: All
 Institute: All
 Program: Mechatronics
 Intent: Apprenticeship & Occupational Preparatory (Degree Seeking)
 Selected Filter: Student of Color

	2017-18	2018-19	2019-20	Grand Total
No		50	24	53
Unknown		13		13
Yes	16	77	39	91
Grand Total	16	140	63	157

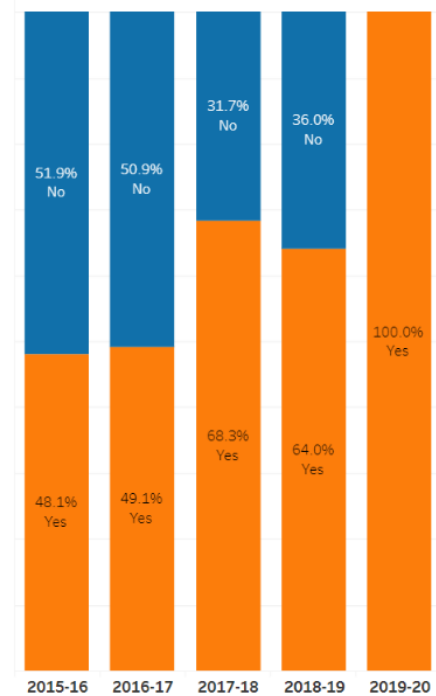


To request a feature for this dashboard, or to ask a question, click on the question mark icon to the left.

Enrollment Headcount

Year: All
 Quarter: All
 Institute: All
 Program: Precision Machining Technologies
 Intent: Apprenticeship & Occupational Preparatory (Degree Seeking)
 Selected Filter: Student of Color

	2015-16	2016-17	2017-18	2018-19	2019-20	Grand Total
No	27	29	13	18		53
Yes	25	28	28	32	17	64
Grand Total	52	57	41	50	17	117



To request a feature for this dashboard, or to ask a question, click on the question mark icon to the left.

Enrollment Headcount

Year: All

Quarter: All

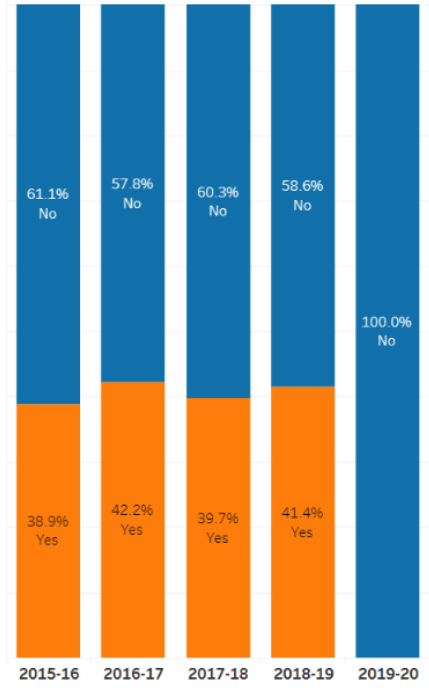
Institute: All

Program: Welding

Intent: Apprenticeship & Occupational Preparatory (Degree Seeking)

Selected Filter: Student of Color

	2015-16	2016-17	2017-18	2018-19	2019-20	Grand Total
No	44	37	44	41	21	111
Yes	28	27	29	29		64
Grand Total	72	64	73	70	21	175



To request a feature for this dashboard, or to ask a question, click on the question mark icon to the left.