

STATE BOARD MEETING AGENDA

Board members

Phyllis Gutiérrez Kenney, Chair // Crystal Donner, Vice Chair // Jay Reich // Carol Landa-McVicker
Ben Bagherpour // Fred Whang // Chelsea Mason-Placek // Martin Valadez // Mack Hogans

Paul Francis, Executive Director // Julie Walter, Executive Assistant

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

State Board for Community and Technical Colleges
1300 Quince St. SE
Olympia, WA 98504
Cascade Room

February 1

Study Session

1 p.m.	Welcome and Board Member Introductions <i>Phyllis Gutiérrez Kenney, Chair</i>	
1:10 p.m.	Land and Labor Acknowledgement <i>Mack Hogans, Board Member</i>	
1:15 p.m.	Board Discussion on 2023 Schedule and Action Plan/Agendas <i>Phyllis Gutiérrez Kenney, Chair</i>	Tab 1 (Discussion)
2:45 p.m.	Review of Governor Inslee's 2023-25 Budget Proposals <i>Cherie Berthon, Operating Budget Director</i> <i>Darrell Jennings, Capital Budget Director</i>	Tab 2 (Discussion)
3:30 p.m.	Representative Vandana Slatter	Tab 3 (Discussion)
3:45 p.m.	Break	
4 p.m.	FAFSA/WASFA Outreach and Completion Initiatives <i>Mike Meotti, Executive Director, Washington Student Achievement Council (WSAC)</i>	Tab 4 (Discussion)
5 p.m.	Adjourn	
5:30 p.m.	Social and Dinner for State Board Members and Invited Guests	Mercato Ristorante 111 Market St NE Olympia, WA

February 2

Regular Meeting

- 8 a.m. **Breakfast**
- 8:30 a.m. **Welcome and Introductions**
Phyllis Gutiérrez Kenney, Chair
- 8:35 a.m. **Establish a Quorum and Adopt Meeting Agenda** (Action)
Phyllis Gutiérrez Kenney, Chair
- 8:40 a.m. **Adoption of Consent Agenda** Tab 5
(Action)
- a. Lake Washington Institute of Technology: Bachelor of Applied Science in Applied Art – Illustration
Resolution 23-02-01
 - b. Seattle Central College: Bachelor of Applied Science in Teacher Education
Resolution 23-02-02
 - c. South Puget Sound Community College: lease and tenant improvements
Resolution 23-02-03
 - d. Central College: local capital expenditure increase
Resolution 23-02-04
 - e. December 8, 2022, State Board Meeting Minutes
- 8:50 a.m. **2023 Legislative Session Update** Tab 6
Arlen Harris, Legislative Director (Discussion)
Laura McDowell, Communications Director
- 9:20 a.m. **Long-term Advocacy Task Force Update** Tab 7
Chelsea Mason-Placek, Task Force Chair (Discussion)
- 9:30 a.m. **Bachelor Degree Quarterly Update & Statements of Need Presentation** Tab 8
Valerie Sundby, Director, Transfer Education (Discussion)
- a. Clark College: Bachelor of Science in Computer Science
 - b. Clover Park Technical College: Bachelor of Applied Science in Environmental Sciences
 - c. Olympic College: Bachelor of Applied Science in Behavioral Healthcare
 - d. Peninsula College: Bachelor of Applied Science in Behavioral Healthcare
 - e. Spokane Community College: Bachelor of Applied Science in DevOps Engineering
 - f. South Puget Sound Community College and Grays Harbor College: Bachelor of Science in Computer Science
 - g. Skagit Valley College: Bachelor of Applied Science in Early Childhood Education
- 10:30 a.m. **ACT Report**
Pat Shuman, ACT President
- 10:40 a.m. **WACTC Report**
Chris Bailey, WACTC President

February 2 Regular Meeting

- 10:50 a.m. Labor Report
- 11 a.m. Executive Director Report
Paul Francis, Executive Director
- 11:30 a.m. Public Comment
- 11:45 a.m. Board Discussion and Chair's Report (Discussion)
- 12:15 p.m. Adjourn – *Next Meeting, March 29-30, 2023, State Board Office*

Updated: 1/31/23

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.



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board

2020-2030

STRATEGIC PLAN



INTRODUCTION

Washington's community and technical colleges were designed around a remarkable idea: that education past high school should be available to everyone, regardless of their economic or academic backgrounds. Today, this vision is more important than ever. A high school diploma for most is no longer enough to earn a good living and lead a comfortable life. People need education past high school just to get started in a well-paying job, and continuous skill-building to keep up and get ahead. At the same time, employers need skilled workers to stay competitive and thrive. However, only 56 percent of adults in Washington have a certificate or degree past high school.¹

In 2013, the Washington Student Achievement Council issued a Roadmap Report to increase educational attainment in Washington.² In 2014, Gov. Inslee signed legislation endorsing the goals proposed in that report.³ The two educational attainment goals are:

- All adults ages 25-44 will have a high school diploma or equivalent, and
- 70 percent of adults ages 25-44 will have a postsecondary credential.

The call to increase educational attainment in Washington became more urgent in 2016, when the Washington Roundtable issued a report that found that most of the 740,000 job openings in the coming years will require education past high school. The Washington Roundtable set a goal that by 2030, 70 percent of Washington students will earn a postsecondary credential by the age of 26.⁴

Washington's community and technical colleges are central to meeting the state's education goals because we serve as a nexus between high school, higher education and the workforce.

Each year, about 363,000 students come to our colleges to find the educational path that's right for them — whether it's to train for a career, learn a skilled trade, earn an industry certificate or apprenticeship, or transfer to a university.⁵ We train healthcare workers, IT technicians, welders, construction workers, engineering technicians, nurses and educators. Thirty-nine percent of graduates from Washington's public universities start at a community or technical college.⁶

However, we have more work to do.

As Washington's largest system of public higher education, community and technical colleges need to improve completion rates so our students reach their personal goals and our state reaches its goals for a skilled and educated citizenry.





This strategic plan establishes three goals for our system:

1. Achieve educational equity for students historically underrepresented in higher education.
2. Improve completion rates for all students across all types of programs.
3. Increase enrollment and retention among populations who can benefit the most from college access.

Measurable outcomes will be reported every year to drive improvements throughout our college system.

This strategic plan emerged from a collaborative process that included students, presidents, trustees, educators and business leaders. We thank them for their vision.

State Board for Community and Technical Colleges

- Wayne Martin, chair, Kennewick
- Carol Landa-McVicker, vice chair, Spokane
- Ben Bagherpour, Vancouver
- Crystal Donner, Everett
- Anne Fennessy, Seattle
- Phyllis Gutierrez Kenney, Edmonds

- Chelsea Mason, Puyallup
- Jay Reich, Seattle
- Fred Whang, Tacoma

Executive Director

Jan Yoshiwara, executive director, State Board for Community and Technical Colleges

OUR VISION

This strategic plan aligns with a vision statement approved by the Washington State Board for Community and Technical Colleges in June 2019:

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

The vision statement reflects the diverse nature of our students, who represent all ages, backgrounds, incomes, races and ethnicities. They work, raise families, pay bills and care for their loved ones. In any given class, a student can be sitting side-by-side with a 16-year-old Running Start student, a worker who is training for a new career, and a 50-year-old veteran. How well we serve these students will shape the future of our state’s families, communities and businesses.

Our goal in this strategic plan is to improve completion rates across-the-board for all students, and to improve completion rates faster for students of color. This is both a moral and practical imperative. People who earn a college credential tend to earn higher incomes, participate more fully in their communities, and reap the benefits of a thriving economy. However, SBCTC research shows our colleges are producing white graduates at a higher rate than graduates of color.

Additionally, both the Washington Student Achievement Council and the Washington Roundtable warn that reaching state education goals will be impossible without closing equity gaps. As our state becomes more diverse, equity gaps will hold more people back and impede progress toward our state’s educational goals.

As the doorway to college first-generation college students and students of color — 47 percent of our students are students of color compared to 32 percent of the general population — community and technical colleges face an urgent need to close equity gaps.⁷





OUR GOALS

This strategic plan calls upon our community and technical college system to achieve three goals:

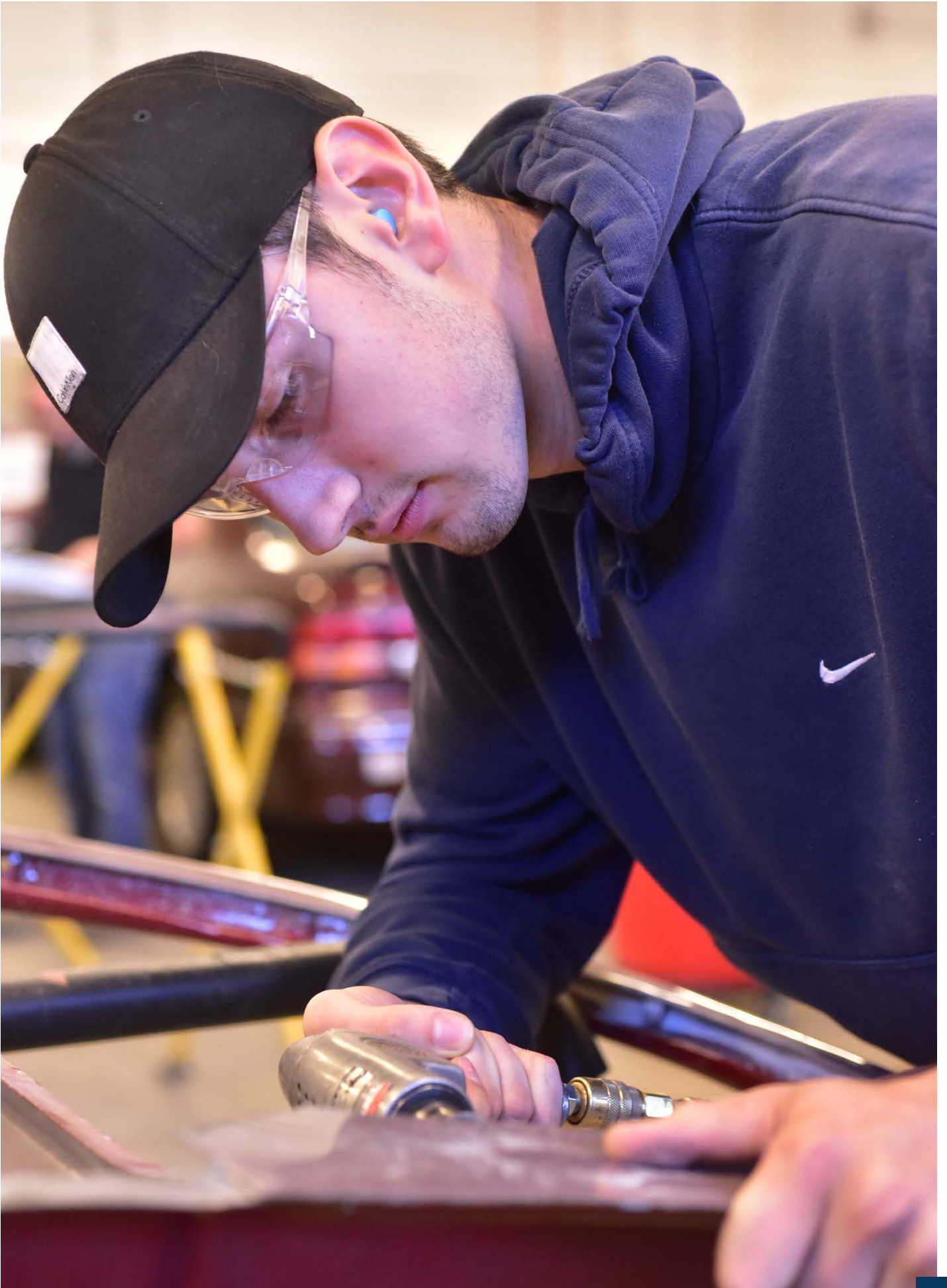
1. Achieve educational equity for students who are historically underrepresented in higher education.

- Eliminate inequities in college access, retention and completion for students historically underserved in higher education: Hispanic, American Indian/Alaska Native, Pacific Islander, Black/African American and Asian.
- Eliminate inequities in wages and university transfers. Our colleges offer a wide range of credentials. Generally, the longer the credential, the higher the wages upon graduation. We want to see students of color equally represented in degree programs that either result in sought-after skills and higher wages or successful transfer into a university.

2. Improve completion rates for all enrolled students across all types of programs and credentials — workforce degrees, transfer degrees, certificates and apprenticeships.

3. 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.





OUR STRATEGIES

The following strategies will advance the three goals previously outlined.

Strategy 1: Implement actions, policies and investments that produce equitable outcomes.

- Using the new vision statement, engage college system leaders in equity-based professional development, advocacy and actions across the college system.
- Develop a ladder of professional development opportunities that lead to leadership positions. Cultivate future, equity-minded leaders with faculty and staff at all levels, from frontline staff to aspiring mid- and senior-level college administrators.
- Conduct policy audits to eliminate barriers for students in the key areas that can make or break their ability to enroll, and stay, in college. Examples include admissions, financial aid, precollege education and basic skills instruction.
- Create an equity resource bank of best practices in the areas of student services, curricula, hiring and employment to share successful practices throughout the system.
- Implement accessible technology for students, faculty and staff.

Strategy 2: Implement research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.

Guided Pathways involves fundamentally redesigning the college experience for all students — from advising and support services to course sequencing and program maps. Advisers help students choose a path, stay on the path and get a degree or certificate. This work is especially important for students of color, low-income students, and those who are the first in their families to go to college. Guided Pathways is a way to make sure that students who enter our college system receive the proper supports that guide them, in a structured manner, through to completion.

- Develop new partnerships with industry associations and labor organizations to ensure pathways align to the skills required by employers, thus helping to close the skills gap.
- Ensure that every career pathway — health care, for example — reflects the full range of available credentials, including certificates, workforce degrees, university-transfer degrees, applied bachelor's degrees and apprenticeships. This enables students to see the broad horizon of professional opportunities in the field and how credentials align with certain careers.
- Embed equity strategies throughout the implementation of Guided Pathways.
- Expand technical assistance to colleges on Guided Pathways.
- Expand partnerships with private foundations and research organizations to scale Guided Pathways across all 34 colleges and evaluate outcomes.
- Identify accountability metrics for college implementation focused on increasing student completions across student demographics.

Career Launch is part of Governor Inslee’s Career Connect Washington Initiative. Career Launch programs prepare young adults for careers by combining paid, real-life job experience with classroom studies.

- Increase the number of students who engage in work-based learning as part of their college program.
- Expand technical assistance to colleges implementing Career Launch programs.
- Develop new partnerships with industry associations and labor organizations to expand Career Launch programs, especially in fields where employers are facing skill gaps.

Strategy 3: Enroll more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security.

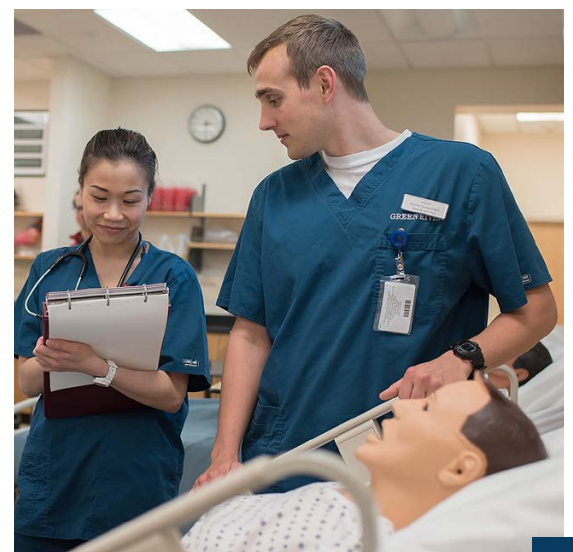
- Implement the college system’s strategic enrollment plan.
- Increase participation in dual-credit programs for all students but especially students of color, including technical education dual-credit programs.
- Help more low-income Washingtonians — those straight out of high school as well as low-wage working adults — complete financial aid applications for the new Washington College Grant.
- Transition more basic skills students into college-level programs, with full and strategic use of state and federal financial aid.

Strategy 4: Strengthen advocacy and community partnerships.

- Hold the 2019 vision statement at the core of the college system’s advocacy work.
- Continue to build upon, and implement, the system’s strategic advocacy and messaging plan.
- Continue to engage more people within our college system in advocacy and outreach efforts, including State Board members, trustees, presidents, faculty, and student leaders.
- Create wider partnerships and alliances with the organizations and people we serve: communities of color, business associations, labor organizations, K-12 schools, and universities. These connections will help ensure we respond to the emerging needs of our students and the employers who hire them.
- Build and strengthen relations with other government agencies, the Legislature, and the Governor’s Office.

Strategy 5: Improve the college system’s long-term financial sustainability and infrastructure.

- Build, remodel, and renovate facilities to support teaching and learning spaces that are high quality and technologically equipped.
- Identify funding strategies and potential fund sources to do bigger and better things for our students and the economy, including expanding programs and services and providing competitive compensation.
- Establish financial health and stability indicators and recommend professional development for new college leaders.



ACCOUNTABILITY

This strategic plan establishes aspirational goals, metrics and targets through the year 2030.

Metrics

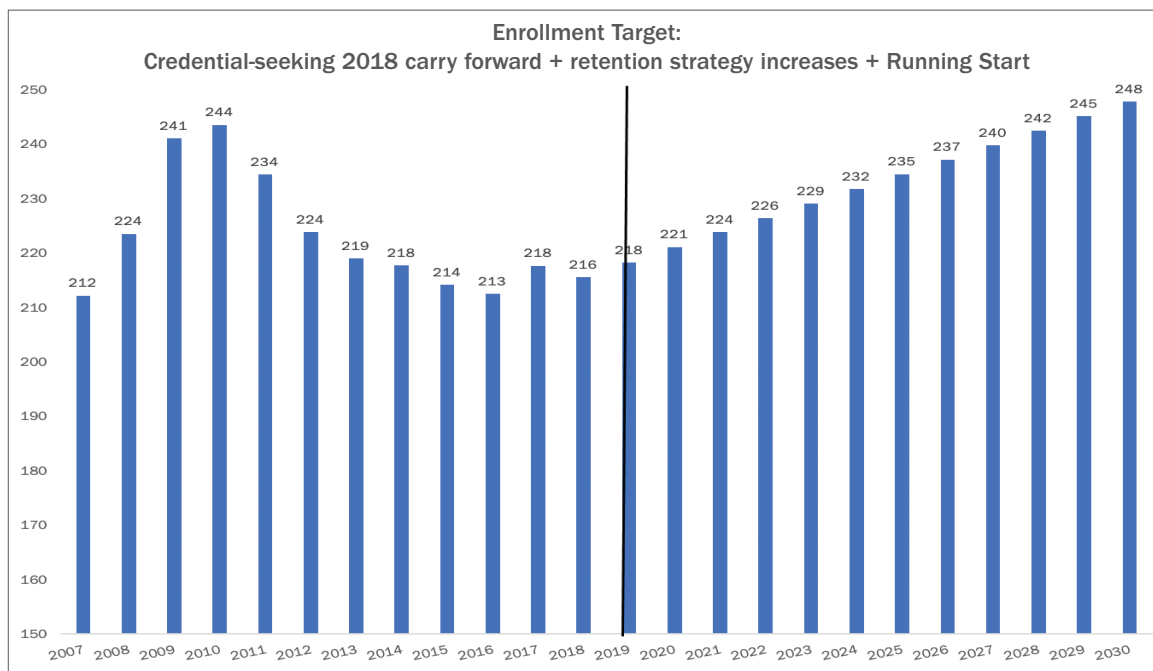
To track progress toward the college system’s goals of achieving equity, improving completion rates and increasing access, the State Board will regularly examine the following metrics.

- Access — the number of students enrolled in community and technical colleges.
- Intermediate outcomes — shorter-term metrics nationally known to propel students toward program completion:
 - Completion of college-level English and college-level math in the first year of college.
 - Retention rates from first to second term and first year to second year of enrollment.
- Completions of associate and applied bachelor’s degrees, certificates, apprenticeship and successful transfer to a university.
- All metrics are disaggregated by student demographics including race and income.

These metrics are based upon recommendations to the Workforce Education Investment Oversight Board for tracking the impact of new state investments in higher education. These metrics are also consistent with those used for the college system’s Guided Pathways data dashboard and in the college system’s performance funding system, the Student Achievement Initiative.

Goals and targets

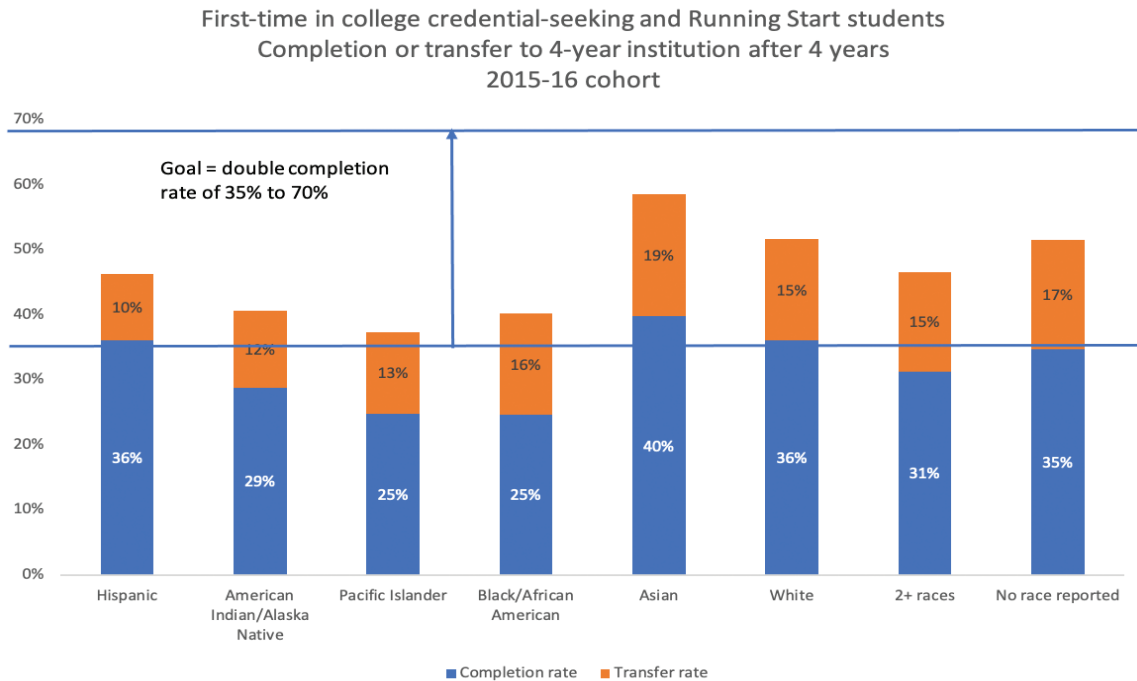
Increase access and retention among populations who can benefit the most from college access: young adults, working adults, low-income people, people of color, immigrants and single parents.



Enrollment projection/target: Credential-seeking headcount 2018 carry forward + Running Start linear forecast + retention (in thousands)

- Projections of credential-seeking students hold constant at 2018 enrollment levels, PLUS
- Simple linear forecast of 2012 to 2018 to estimate increases in Running Start, PLUS
- 500 more students per year from an assumed increased retention rate of 1% per year for new students from the previous year

Double completion rates and achieve educational equity for students who are historically underrepresented in higher education.



Source: Policy Research Common Reporting (FTEC dataset): first-time ever in college or new to institution, first-time Running Start

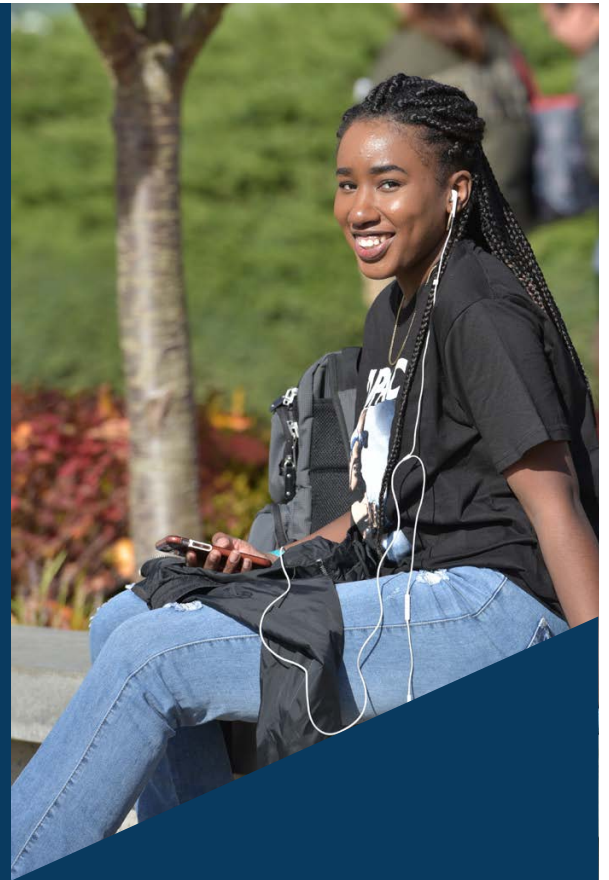
Factors considered in the goals and targets

The goals and targets expressed in this strategic plan consider the following factors:

- State and business community goals to close gaps between education attainment and the needs of the state's economy by 2030.
- The goals and targets are stretch goals, aspirational but achievable if the actions in this strategic plan are implemented.
- All students who contribute to achieving the state's educational attainment goals are included in the metrics.
- Annual targets are not straight-line projections to the 2030 goals but calculated to increase gains as the Guided Pathways and Career Launch efforts gather momentum.
- Completions are expected to rise faster than enrollments, consistent with the recommendations of the Strategic Enrollment Task Force.
- Enrollments must increase for all demographic groups, but completions must improve faster for underrepresented students of color to achieve the targets.

Endnotes

- 1 Washington Student Achievement Council dashboard: *Statewide Attainment Goals Set the Course*. Retrieved from wsac.wa.gov/roadmap/attainment. Data from 2017, the most recent year available at the time this publication went to press.
- 2 Washington Student Achievement Council. (2013). *The Roadmap: A Plan to Increase Educational Attainment in Washington*.
- 3 Washington State Legislature Engrossed Substitute House Bill 2626.
- 4 Washington Roundtable and The Boston Consulting Group. (2016). *Washington Kids 4 Washington Jobs*.
- 5 State Board for Community and Technical Colleges *Enrollment Data Dashboard, 2018-19 school year*.
- 6 State Board for Community and Technical Colleges (2018). *The Role of Transfer in the Attainment of Baccalaureate Degrees at Washington Public Bachelor's Degree Institutions — Class of 2016*.
- 7 State Board for Community and Technical Colleges *Enrollment Data Dashboard, 2018-19 school year and Office of Financial Management Estimates of April 1 Population by Age, Sex, Race and Hispanic Origin*.



**COMMUNITY AND
TECHNICAL COLLEGES**
Washington State Board

Washington State Board for Community
and Technical Colleges
1300 Quince Street SE • PO Box 42495
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Washington's community and technical colleges comply with all federal and state rules and regulations and do not discriminate on the basis of race, color, creed, religion, national origin, age, sex, sexual orientation, marital status, disability, or status as a veteran or Vietnam-era veteran.

Published April 2020

STUDY SESSION

February 1, 2023

Tab 2

Review of Governor Inslee's 2023-25 Budget Proposals

Brief Description

Governor Inslee's operating and capital budget proposals, released in December 2022, represent his vision and priorities for the coming biennium. In this study session, staff will review the key investments Governor Inslee made in higher education and how those align with the community and technical college system requests made last fall.

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

This review allows the State Board to examine how closely the Governor's budget proposals align with the system operating and capital budget requests. These common priorities become important talking points with the House and Senate as they develop their budget proposals in the coming weeks. Resources provided in the 2023-25 biennial budgets provide the means to make progress on the State Board's vision and strategic plan to achieve educational equity, improve completion rates, and increase access and retention.

Background information and analysis

The State Board approved the college system's operating and capital budget requests in August 2023. The Governor's budget proposals, released just before legislative session, are the second step in the biennial budget process. House and Senate fiscal committee chairs are expected to release their capital and operating budgets in late March. The 105-day legislative session is scheduled to end on April 23, 2023. Typically, the final legislative budgets are adopted in the last days of session. The Governor has 30 days to sign the budget bills and may include certain section vetoes.

Capital Budget

The State Board adopted its 2023-25 capital request as recommended by college presidents in resolutions 22-03-10 and 22-05-24. The request is for \$1,707,269,000 in new appropriation authority. It includes funding for 41 major projects at 26 colleges and \$193,848,000 for minor projects at 34 colleges. For the 2023-2025 biennium, the Legislature directed State Board to submit a prioritized list with minor projects prioritized above major projects, and with all the funding needed for design and construction included in a single biennium.

The Governor's proposed budget includes \$516,595,000 to fund the system's proposed list in priority order and provides an additional \$10,000,000 for Career Preparation and Launch Grants for equipment. The Governor's proposal also reverses a long-standing operating budget-swap that by proviso, authorized building fees in the capital budget to fund college operation and maintenance staff and work. Attachment A provides a side-by-side comparison of the system's request and the Governor's budget proposal.

The new appropriations in the Governor's proposal includes \$39,337,000 in cash from the Building Fee account and the balance in General Obligation bonds. Building Fee revenue is generated from a portion of the tuition and fees paid by community and technical college students. General Obligation bonds are sold by the Treasurer's Office, with the debt service funded by the State's operating budget.

The State's constitution limits the amount of annual debt service to 8.25% of the average previous six years of general fund revenue. On December 12, 2022, the Treasurer certified the constitutional debt capacity to be \$9,125,427,048. The Governor's state-wide capital proposal includes \$4,832,712,000 in bonds.

Operating Budget

As a refresher, the State Board's operating budget request for 2023-25 focused on four strategic priorities:

1. **Compensation Increases** (\$157 million)
To keep pace with industry and K-12, we requested that the Governor and Legislature increase salaries by 6.5% in FY 24 and 6.5% in FY 25. It is critical that these increases be supported with 100% state funding.
2. **Sustainable funding for high demand / high cost workforce programs** (\$77 million)
Many workforce programs require specialized equipment, costly consumables, and small class sizes. These funds would allow colleges to sustain these high cost programs and directly support employers in their district who are struggling to find workers.
3. **Expand EDI efforts focused on faculty, staff, and students** (\$26 million)
Senate bills 5194 and 5227 from 2021 provided legislative guidance for the ongoing equity, diversity and inclusion (EDI) efforts in our system. Colleges recently finalized their EDI strategic plans and submitted them to SBCTC. Additional resources were requested to implement those plans and effect meaningful change.
4. **Ensure access and learning in a high flex environment** (\$93 million)
This request would help upgrade aging equipment and infrastructure, ensure adequate staffing and training, and integrate cybersecurity throughout college technology platforms. Improvements to infrastructure, technology access, staff training, and support will help students successfully navigate academic, student support, and engagement in remote learning.

Governor Inslee's Biennial Operating Budget

The governor's proposed higher education investments prioritized workforce development, especially in the community and technical college system. His budget provided at least partial funding to three of the four college system requests.

Compensation

As detailed below, the Governor's budget provides a higher COLA for faculty and employees covered by I-732. This is due to the updated inflation forecast issued in November. In all other cases, the Governor's budget provides lower salary increases than SBCTC requested. Importantly, the Governor's budget does not provide full funding for any of the wage increases. His budget provides 83% of the funding for compensation increases.

2023-25 Operating Budget	SBCTC Request				Governor Inslee		
	FY 24	FY 25	Biennial Total		FY 24	FY 25	Biennial Total
I-732 COLA - <i>Varies based on timing of inflation rates.</i>	7.8%	3.9%	11.7%		8.9%	4.9%	13.8%
Wage Increase Requested	6.5%	6.5%	13%		0	0	0
WFSE & WPEA	Bargained by OFM				4%	3%	7%
Non-Represented / Exempt	6.5%	6.5%	13%		4%	3%	7%

Sustainable Support for Workforce Programs

Recognizing that workforce programs are increasingly difficult to maintain, Governor Inslee provided \$60 million (\$30M/year) for the system. These funds would ensure colleges can continue to sustain strong workforce programs to meet the needs of employers.

Expand Equity, Diversity, and Inclusion (EDI) Efforts

The Governor also recognizes the critical importance of EDI work in the community and technical colleges. His budget funds nearly half of the system request, providing \$12 million (\$6M/year).

Other Investments

- Expand nursing Enrollments (\$3.6 million biennial / FY 24 \$1.2 million and FY 25 \$2.4 million) – Funds to increase the current nursing student capacity by 100 each year (\$12,000 per enrollment).
- Continued work on climate solutions (\$4 million) – Funds are provided to continue the system’s work to infuse climate science and climate justice in curricula at all colleges.
- Law enforcement exploratory course – SBCTC will develop and implement an exploratory course for individuals interested in law enforcement and corrections careers but are not currently on a law enforcement track. The course will be available beginning in fall 2024 .
- Law Enforcement Workforce Workgroup - SBCTC will work with interested parties and other organizations and entities in law enforcement to assess their recruitment and retention challenges and develop recommendations to meet workforce needs.

Investments of Interest Outside the System

- The Washington Career and College Pathways Innovation Challenge program aims to leverage community expertise and encourage cross sector partnerships. An additional \$8 million is invested in this program through the Washington Student Achievement Council.
- The Office of Career Connect Washington is established at the Washington Student Achievement Council (\$5.7 million). New legislation would expand the size and composition of the council and provide funding to further develop additional Career Connect-endorsed programs across the state.

- The Department of Labor & Industries received \$4.5 million to continue the apprenticeship support services grant (E2SSB 5600).
- The Governor invested over \$40 million to bring all public four-year institutions' compensation fund split to 66% state and 34% tuition.

A detailed comparison of the Governor's operating budget to the SBCTC agency requests is attached in Attachment B.

Potential questions

- Are there policymakers in the Legislature we can partner with to advance our common priorities in the Governor's budgets?
- How are system stakeholders engaging with legislators on the college system's priorities?

Preferred result

No State Board action is needed at this time.

Policy Manual Change Yes No

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Side-by-side comparison of SBCTC capital request and Governor's New Law proposal

Priority	College	SBCTC Capital Request for 2023-25 New Appropriation			SBCTC Request	Governor's New Law Proposal	
		Number	Project	Funding Phase		Gov. Proposed	Gov/Req.
1	Statewide	40000871	Preventive Facility Maintenance and Building System Repairs	2003 operating fund swap	\$ 22,800,000	\$ -	0%
2	Statewide	40000630	2023-25 Minor Works - Preservation	Design & Construct	\$ 28,724,000	\$ 44,137,000	154%
3	Statewide	40000670	2023-25 Minor Repairs - Roof	Design & Construct	\$ 11,207,000	\$ 11,207,000	100%
4	Statewide	40000595	2023-25 Minor Repairs - Facility	Design & Construct	\$ 39,446,000	\$ 39,446,000	100%
5	Statewide	40000698	2023-25 Minor Repairs - Site	Design & Construct	\$ 6,171,000	\$ 6,171,000	100%
6	Statewide	40000721	2023-25 Minor Repairs - Infrastructure	Design & Construct	\$ 40,300,000	\$ 40,300,000	100%
7	Statewide	40000754	2023-25 Minor Works - Program	Design & Construct	\$ 68,000,000	\$ 68,000,000	100%
8	Lake Washington	40000102	Center for Design	Construct	\$ 38,949,000	\$ 38,949,000	100%
9	Bates	40000130	Fire Service Training Center	Construct	\$ 38,135,000	\$ 38,135,000	100%
10	Olympic	40000103	Innovation & Technology Learning Center	Construct	\$ 27,678,000	\$ 27,678,000	100%
11	Everett	40000190	Baker Hall Replacement	Design & Construct	\$ 37,904,000	\$ 37,904,000	100%
12	Tacoma	40000104	Center for Innovative Learning and Engagement	Construct	\$ 39,313,000	\$ 39,313,000	100%
13	Wenatchee	40000198	Center for Technical Education and Innovation	Construct	\$ 46,471,000	\$ 46,471,000	100%
14	Shoreline	40000214	STE(A)M Education Center	Construct	\$ 39,692,000	\$ 39,692,000	100%
15	Lower Columbia	40000106	Center for Vocational and Transitional Studies	Construct	\$ 39,522,000	\$ 39,522,000	100%
16	Columbia Basin	40000108	Performing Arts Building Replacement	Design & Construct	\$ 44,505,000		0%
17	Whatcom	40000137	Technology and Engineering Center	Design & Construct	\$ 39,981,000		0%
18	Cascadia	40000222	CCS Gateway building	Construct	\$ 38,136,000		0%
19	Edmonds	40000114	Triton Learning Commons	Construct	\$ 40,357,000		0%
20	Renton	40000204	Health Sciences Center	Construct	\$ 50,682,000		0%
21	Bellingham	40000256	Engineering Technology Center - Bldg J Replacement	Design & Construct	\$ 17,359,000		0%
22	Centralia	40000109	Teacher Education and Family Development Center	Construct	\$ 10,501,000		0%
23	Spokane	40000107	Apprenticeship Center	Construct	\$ 36,177,000		0%
24	Skagit	40000110	Library/Culinary Arts Building	Construct	\$ 30,603,000		0%
25	Highline	40000105	Welcome Center for Student Success	Design & Construct	\$ 44,401,000		0%
26	Clark	40000227	Hanna/Foster/Hawkins Complex Replacement	Design & Construct	\$ 29,507,000		0%
27	Peninsula	40000111	Advanced Technology Center	Design & Construct	\$ 22,522,000		0%
28	South Seattle	40000231	Rainier Hall Renovation	Design & Construct	\$ 47,916,000		0%
29	Seattle Central	40000294	Broadway Achievement Center	Design & Construct	\$ 31,995,000		0%
30	Yakima	40000506	Prior-Kendall Hall	Design & Construct	\$ 28,275,000		0%
31	Everett	40000522	Student & Family Resource Center	Design & Construct	\$ 18,867,000		0%
32	Tacoma	40000592	Student Support Center	Design & Construct	\$ 35,421,000		0%
33	Renton	40000585	Trades and Industries Building	Design & Construct	\$ 50,066,000		0%
34	Columbia Basin	40000581	Center for Applied Science and Agriculture	Design & Construct	\$ 49,840,000		0%
35	Clover Park	40000580	Center for Innovative Teaching and Community Connections	Design & Construct	\$ 46,703,000		0%
36	South Seattle	40000589	Georgetown Campus, Building B	Design & Construct	\$ 23,648,000		0%
37	Bates	40000536	Student Success Center	Design & Construct	\$ 29,929,000		0%
38	Wenatchee	40000593	Immersive Technology and Engineering Center	Design & Construct	\$ 18,790,000		0%
39	Seattle Central	40000586	Welcome Center & Edison Technical Modernization	Design & Construct	\$ 45,233,000		0%
40	Highline	40000582	Academic Pathways and Technology Center	Design & Construct	\$ 45,124,000		0%
41	Spokane Falls	40000591	Teaching & Learning Commons	Design & Construct	\$ 52,018,000		0%
42	Lower Columbia	40000584	Welcome Center	Design & Construct	\$ 33,229,000		0%
43	Shoreline	40000587	Comprehensive Student Services Center	Design & Construct	\$ 33,687,000		0%
44	Big Bend	40000538	Health Science and Performing Arts Center	Design & Construct	\$ 31,953,000		0%
45	Skagit	40000588	Industrial Technology & Public Safety Building	Design & Construct	\$ 49,918,000		0%
46	Spokane	40000590	Allied Health Building	Design & Construct	\$ 47,171,000		0%
47	Lake Washington	40000583	East Building Renovation and Expansion	Design & Construct	\$ 48,469,000		0%
48	Bellingham	40000537	Building A Renovation & Building Y Replacement	Design & Construct	\$ 9,974,000		0%
	SBCTC		2025-27 Career Preparation and Launch	Grant program	\$ -	\$ 10,000,000	
Total:					\$ 1,707,269,000	\$ 526,925,000	31%

**2023-25 Biennial Budget
Community & Technical College System**

Including State General Fund, Education Legacy Account and Workforce Education Investment Account

Dollars in Thousands

Budget Items	SBCTC Request			Governor's Budget		
	FY 2024	FY 2025	Biennial Total	FY 2024	FY 2025	Biennial Total
Total Carry Forward Level	1,036,659	1,042,392	2,079,051	1,036,659	1,042,392	2,079,051
Maintenance Level						
Adjust Funding SB 5764 Apprenticeships	623	737	1,360	623	737	1,360
Adjust Funding for SB 5194 Equity	4,725	4,525	9,250	4,725	4,525	9,250
Adjust Funding for SB 5227 DEI	2,415	1,806	4,221	2,415	1,806	4,221
2015 CAP Tuition Backfill Inflation Adjustment	502	360	862	2,329	2,710	5,039
Capital Project Operating Costs	938	3,380	4,318	938	3,380	4,318
CBPS - Clean Buildings Requirements	6,358	6,700	13,058	6,358	6,700	13,058
Continue Climate Solutions Work	1,982	1,982	3,964	1,982	1,982	3,964
Inflationary Increase for Centers of Excellence	631	631	1,262	631	631	1,262
Inflationary Increase for MESA	452	452	904	452	452	904
Transfer M&O Funding to Operating Budget	11,400	11,400	22,800	11,400	11,400	22,800
System Benefits Litigation (for legal costs)				2,068	2,068	4,136
Maintenance Level Subtotal	30,026	31,973	61,999	33,921	36,391	70,312
Compensation Items						
Initiative 732 COLA	43,172	63,903	107,075	37,174	59,463	96,637
Competitive Compensation Request	51,325	105,986	157,311			
WFSE & WPEA Collective Bargaining Agreement Funding				11,317	12,988	24,305
Yakima Valley College WPEA Agreement				377	454	831
Highline College WPEA Agreement				335	397	732
Non-Represented Wage Increase				9,957	17,740	27,697
Compensation Support (intended to reach 83% state funding)				10,967	12,083	23,050
Other benefits and central services				7,284	16,131	23,415
New Policy Items						
Advance DEI Initiatives	12,736	12,736	25,472	6,000	6,000	12,000
Enhance Hybrid-Flex Coursework	53,185	39,804	92,989			0
Support Workforce Programs	38,623	38,623	77,246	30,000	30,000	60,000
Expand Nursing Enrollments				1,200	2,400	3,600
Law Enforcement Career Exploration Course				180	300	480
Law Enforcement Workforce Workgroup				200	-	200
Policy Level Subtotal	199,041	261,052	460,093	114,991	157,956	272,947
Total Proposed 2023-25 Supplemental Budget	1,265,726	1,335,417	2,601,143	1,185,571	1,236,739	2,422,310
<i>Percent Change from Carry Forward Level</i>	<i>22%</i>	<i>28%</i>	<i>25%</i>	<i>14%</i>	<i>19%</i>	<i>17%</i>

Policy Level Item Details

COMPENSATION	Governor's budget indicates he intended to provide 83% state support for salary increases					
		FY 24	FY 25			Biennial Total
I-732 COLA (Percentage increase varies based on timing of inflation)	7.8%	3.9%	11.7%			
Wage Increase Requested	6.5%	6.5%	13.0%			
WFSE & WPEA	Bargained by OFM					
Non-Represented / Exempt	6.5%	6.5%	13.0%	8.9%	4.9%	13.8%
				4%	3%	7%
				4%	3%	7%

Advance DEI Initiatives 50% funded by Governor
 Support and expand EDI efforts focused on faculty, staff and students. ESSB 5194 and 5227 provided additional Legislative input on the ongoing EDI efforts at colleges. Colleges recently finalized their EDI strategic plans and additional resources will be needed to implement those plans to effect meaningful change.

Enhance Hybrid-Flex Coursework Not funded in Governor's budget
 Colleges provide students with flexible online and hybrid coursework options without infringing on student success and completion. Funds would help online students successfully navigate academic, student support, and engagement experiences. Students would have additional access to technology and remote advising, navigation, and support services. Faculty will have training opportunities to adapt curriculum to new technologies. Colleges will improve their technology infrastructure to improve bandwidth and a focus on cybersecurity to ensure safe and reliable technology access by students, faculty, and staff.

Support Workforce Programs 78% funded by Governor
 Colleges need sustainable funding for high demand / high cost workforce programs requiring specialized equipment, costly consumables, and small class sizes. In many cases, these programs are the only pipeline into a specialized workforce. These funds would allow colleges to directly support employers in their district who are struggling to find workers.

Expand Nursing Enrollments Governor Policy Item
 Governor proposes to add 100 nursing enrollment slots each year next biennium.

Law Enforcement Workforce Items Governor's Policy Item
 Governor proposes to fund an exploratory course for potential law enforcement students and a workgroup to address the shortage of law enforcement academy applicants.

REPRESENTATIVE VANDANA SLATTER



Dr. Vandana Slatter is a State Representative in the Washington State Legislature, representing the 48th Legislative District, which includes parts of Bellevue, Redmond, Kirkland and all of Clyde Hill, Medina, Yarrow Point and Hunts Point. She chairs the House Post Secondary Education & Workforce Committee and serves on the Environment & Energy, and the Appropriations Committees. She also is Co-chair of the Science, Technology and Innovation Caucus, and serves on the Future of Work Task Force, the Electric Airplane Working Group, and the Sustainable Aviation Biofuels Work Group.

Vandana served on the Bellevue City Council in 2016 and represented the Council on the Eastside Transportation Partnership; King County EMS Advisory Task Force; Cascade Water Alliance; Environmental Services Commission, and was Youth Link Board Liaison.

Her public service activities include advocacy for access to medicine, healthcare, and education. She currently serves on the UW Evans School Advisory Board. In 2007, Vandana was appointed by Governor Gregoire to a four-year term on the Washington State Board of Pharmacy. She has also served on the boards of NARAL Pro-Choice Washington, the Children's Institute for Learning Differences, the Overlake Hospital Foundation, and Farmer Frog.

Prior to being elected to the Bellevue City Council in 2015, Vandana worked for over 20 years as a clinical scientist in leading biotech/pharma companies Amgen, Genentech/Roche, UCB Pharma & Pharmacia/Pfizer. She also worked as a hospital pharmacist at Battle Creek Health Systems in Michigan.

Dr. Slatter received a Bachelor of Science in Pharmacy (BSc Pharm) from the University of British Columbia, Canada, a Doctor of Pharmacy (PharmD) from the University of Washington, and a Master of Public Administration (MPA) from the Evans School of Public Affairs at the University of Washington. She is a licensed pharmacist in the State of Washington. At UBC, she earned a varsity athletic letter in the sport of fencing, was captain of the UBC women's varsity fencing team and gold medalist at the BC Junior Women's foil championships.

Vandana, her husband Greg and their son have called Bellevue home since 2003.

REPRESENTATIVE ALEX YBARRA



Alex Ybarra is a State Representative in the Washington State Legislature, representing the 13th Legislative District, which includes parts of Grant, Kittitas, and Yakima counties.

Alex's legislative priorities include protecting taxpayers, amply funding schools, creating more family-wage jobs, finding solutions to water issues, and supporting agriculture. He is a powerful advocate for economic growth and wants to see more doors of opportunity opened to the residents of the communities he serves.

Alex is the ranking member of the House Postsecondary Education Workforce Committee, assistant ranking on the Environment & Energy Committee, and a member of the Innovation, Community Economic Development and Veterans Committee. Although deeply committed to civil debate and willing to work across the aisle, he remains true to his conservative roots.

Alex graduated from Central Washington University with a Bachelor of Science in Mathematics and also holds a Master of Business Administration from the University of Phoenix. He spent 14 years working for the Rocket Research Company as an engineer for military and aerospace products and 16 years working for Grant County Public Utility District in various leadership and analyst roles.

Alex has worked on several legislative task forces and state commissions, including his 2016 appointment by the governor to the state commission on Hispanic Affairs. Active in his community, Alex is the former director of the Quincy School Board and also served as the vice president of the Washington State School Directors Association.

Alex is a lifelong resident of Quincy. He has one grown daughter, Micaela.

FAFSA/WASFA OUTREACH AND COMPLETION INITIATIVE

Materials for the Washington Student Achievement Council's FAFSA/WASFA Outreach and Completion Initiative agenda item will be posted once available.

CONSENT ITEM (RESOLUTION 23-02-01)

February 2, 2023

Tab 5a

Lake Washington Institute of Technology - Proposed Bachelor of Applied Science in Applied Art - Illustration

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. In 2021, this process expanded to include an approval process for Bachelor of Science in Computer Science degrees. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

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

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults and ensure community and technical colleges are affordable and accessible for students. The three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Achieve educational equity for students who are historically underrepresented in higher education** by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries, and greater financial security.
- **Improve completion rates** by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.
- **Increase access and retention among populations who can benefit the most** by implementing actions, policies, and investments that produce equitable outcomes.

Background information and analysis

Lake Washington Institute of Technology's (LWTech) mission is to prepare students for today's careers and tomorrow's opportunities. The college's vision is to be the college of choice for workforce education. Lake Washington Institute of Technology offers robust training in Design, Graphic Design, User-Centered Design, Illustration, Game Design, and Interactive Media. The college works closely

with industry partners to provide opportunities for students to achieve professional certificates, two-year degrees, and bachelor's degrees in Design and Digital Gaming and Interactive Media. Through active dialogue with industry partners, the college learned that there is an increasing need for 2D and 3D illustrators. The skills and training required are unique and necessitate a new bachelor-level degree track in Illustration. Lake Washington Institute of Technology is a leader in responding to needs like this, developing programs that fulfill the college's mission to serve students and industry.

The Bachelor of Applied Science in Applied Art – Illustration will fill multiple gaps that exist in educational opportunities, career preparation, and industry partnership. Fine arts education is frequently inaccessible to students who wish to pursue education in the field. Programs are highly competitive with limited admission and are cost prohibitive for low- and middle-income students. This program is specifically designed for students who complete an applied associate degree in our college system with flexibility and affordability in mind. Currently, fine arts degrees offered not only in our state but also nationally and internationally do not fully prepare students for employment in the fast-growing tech sector and beyond. Opportunities for employment as Illustrators have evolved as the skills required and needs of industry shift with technological advancements and cultural aesthetic demands. Instead of having artists and graphic designers cobble together new skills as they are able and industry hire employees outside of Washington, this program responsively integrates fine arts and technology to build our local workforce.

Lake Washington Institute of Technology's Associate of Applied Science – Transfer degree in Illustration serves as the primary entry pathway into this proposed bachelor's program and has experienced rapid enrollment growth from nine students in the inaugural Fall 2020 quarter to 24 students in the Spring of 2022. Combined with the other entry pathways (Design AAS-T and Digital Gaming and Media) there is substantial student demand for this program.

The Statement of Need for Lake Washington Institute of Technology's Bachelor of Applied Science in Applied Art - Illustration was presented during the February 2022 State Board meeting. Since that time, the college's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including gathering industry input and finalizing curriculum. This program would be Lake Washington Institute of Technology's 15th bachelor's degree program.

Potential questions

- Do these degrees meet the criteria established by the State Board?
- Will the proposed program help to meet state and workforce needs?

Recommendation/preferred result

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

- Resolution 23-02-01 approving Lake Washington Institute of Technology's Bachelor of Applied Science in Applied Art – Illustration.

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 23-02-01

A resolution to approve Lake Washington Institute of Technology's application to offer a Bachelor of Applied Science in Applied Art - Illustration upon recommendation of the State Board for Community and Technical Colleges staff.

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

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

WHEREAS, the State Board for Community and Technical Colleges staff found that Lake Washington Institute of Technology's application provided evidence that met or exceeded all objective selection criteria and will expand bachelor degree capacity in the state;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Lake Washington Institute of Technology's Bachelor of Applied Science in Applied Art - Illustration;

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

APPROVED AND ADOPTED on February 2, 2023

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

CONSENT ITEM (RESOLUTION 23-02-02)

February 2, 2023

Tab 5b

Seattle Central College – Bachelor of Applied Science in Teacher Education

Brief Description

In September 2014, the State Board adopted a revised approval process, selection criteria, and application materials for community and technical colleges seeking to offer an applied baccalaureate program. In 2021, this process expanded to include an approval process for Bachelor of Science in Computer Science degrees. The final step in the approval process requires State Board action on the college's application to offer the proposed applied baccalaureate degree.

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

In June 2020, the State Board adopted its strategic plan which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest need. Through this, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults and ensure community and technical colleges are affordable and accessible for students. The three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Achieve educational equity for students who are historically underrepresented in higher education** by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries, and greater financial security.
- **Improve completion rates** by implementing research-based strategies that are proven to improve completion rates for all students. These strategies include Guided Pathways and Career Launch programs.
- **Increase access and retention among populations who can benefit the most** by implementing actions, policies, and investments that produce equitable outcomes.

Background information and analysis

Seattle Central College proposes to offer a Bachelor of Applied Science in Teacher Education (BAS-TE) beginning in Fall 2023. The proposed Bachelor of Applied Science in Teacher Education degree prepares graduates to be Elementary School Teachers and includes residency Teacher Certification with endorsements in English Language Learning or Special Education.

While new state legislation addressed the overall teacher shortage and added measures to assist in removing barriers that prevent teachers of color from entering the teaching profession, only 1% of elementary school teachers in King, Pierce and Snohomish Counties identify as Black/African American, while over 85% identify as white. Additionally, nearly 80% of elementary teachers in these counties are female. The proposed Bachelor of Applied Science in Teacher Education addresses both the need for skilled teachers in public schools and the importance of increasing the number of elementary school educators who identify as Black, Indigenous, and People of Color (BIPOC).

The Bachelor of Applied Science in Teacher Education provides a pathway for students who have earned a dual Associate in Arts/Associate in Applied Science-Transfer degrees in para- education or early childhood education. This dual degree aligns with their recently endorsed Career Launch program supported by the Seattle Public Schools.

The Statement of Need for Seattle Central College's Bachelor of Applied Science in Teacher Education was presented during the February 2022 State Board meeting. Since that time, the college's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including finalizing curriculum and working with the Professional Educator Standards Board (PESB). This will be Seattle Central College's eighth bachelor's degree.

Potential questions

- Do these degrees meet the criteria established by the State Board?
- Will the proposed program help to meet state and workforce needs?

Recommendation/preferred result

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

- Resolution 23-02-02 approving Seattle Central College – Bachelor of Applied Science in Teacher Education.

Policy Manual Change Yes No

Prepared by: Valerie Sundby, director of transfer
360-704-4338, vsundby@sbctc.edu

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 23-02-02

A resolution to approve Seattle Central College's application to offer a Bachelor of Applied Science in Teacher Education upon recommendation of the State Board for Community and Technical Colleges staff.

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

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

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

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Seattle Central College's Bachelor of Applied Science degree in Teacher Education;

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

APPROVED AND ADOPTED on February 2, 2023

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

CONSENT ITEM (RESOLUTION 23-02-03)

February 2, 2023

Tab 5c

South Puget Sound Community College: lease and tenant improvements of retail space near the college's Craft, Brewing, and Distilling campus

Brief Description

South Puget Sound Community College is seeking approval to lease a small retail space near the Craft, Brewing, and Distilling campus in Tumwater for students to learn about the management of product distribution, sales, marketing, and promotion for the craft, brewing, and distilling program. The college will make tenant improvements to the space to suit their needs.

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

This project supports enrollments and completions by providing expanded campus facilities, program offerings, and strengthens community partnerships.

Background information and analysis

South Puget Sound Community College (SPSCC) has identified a need for product retail and additional instructional activities related to craft, brewing, and distilling business management and product distribution. The current building in which the college operates does not have adequate space for this need. The current facility was sized and designed for production, quality assurance, and instructional classrooms. The college wishes to lease space for retail and instructional use. The college expects the Craft, Brewing, and Distilling program to be in full production in 2023, and this additional space is needed to support the program.

The college has identified approximately 850 square feet in the new Market facility under construction located adjacent to the college's Craft, Brewing, and Distilling facility in Tumwater, WA. The leased space will also include 120 square feet of shared common area leased pro rata to all tenants in the building.

The proximity of the facilities to one another is a benefit to the program and students. The location is accessible to current staff to oversee operations and for students to apply practical skills learned through the program. Having a retail space nearby saves an enormous amount of time in travel and costs, which will contribute to greater programmatic efficiencies and fewer disruptions that could occur related to the staffing of distanced facilities for associated operations.

The Office of Financial Management has authorized the college's lease request for up to five years, at an annual lease rate of approximately \$28,000. The college will use local reserve funds to pay for the lease until retail product sales generate sufficient revenue to cover the lease payment and support the program. The college will also need to expend approximately \$185,000 in one-time tenant improvement costs. The college has requested delegated authority from the Department of

Enterprise Services to negotiate the lease terms.

Community support has been positive for the Craft, Brewing, and Distilling program. SPSCC currently offers an Associate in Applied Science - Transfer degree (AAS-T) for Craft, Brewing, and Distilling and has received program approval from the State Board to offer the Bachelor's in Applied Science degree (BAS) in Craft Beverage Management and Quality Science. Pending approval from the Northwest Commission on College and Universities accreditation body, SPSCC would be the first college or university in the country to offer a degree program that includes all three crafts of brewing, distilling, and cider making. As the first degree of its kind, the BAS would prepare students to move into management in the craft beverage industry.

Approval of the lease requires State Board approval per State Board policy 6.50.30.

Potential questions

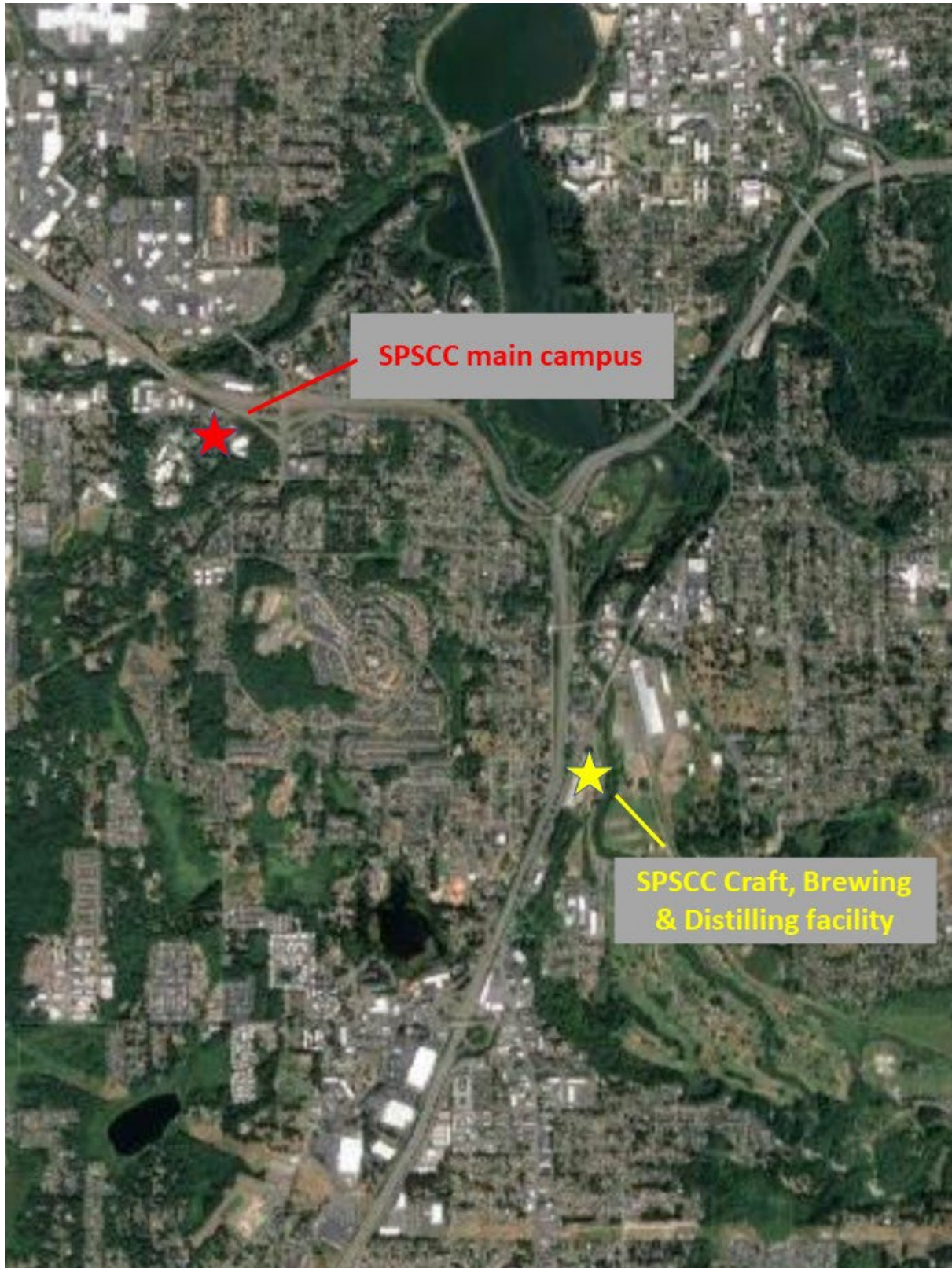
- Will the leased facility and program be consistent with the State Board's goal to advocate for resources that support college enrollment?

Recommendation/preferred result

Staff recommends approval of Resolution 23-02-03, authorizing South Puget Sound Community College to enter into a lease for retail space in the new Market building to support the Craft, Brewing, and Distilling program and spend up to \$185,000 in local funds for tenant improvements. The Washington state department of enterprise services real estate services will either delegate authority to the college or execute the lease on behalf of the college and State Board.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director
(360) 704-4382, djennings@sbctc.edu





STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 23-02-03

A resolution relating to a request from South Puget Sound Community College to lease retail space to support the college's Craft, Brewing, and Distilling program.

WHEREAS, South Puget Sound Community College offers the Craft, Brewing, and Distilling program at a facility in the City of Tumwater, Thurston County; and

WHEREAS, South Puget Sound Community College offers an Associate in Applied Science - Transfer degree for Craft, Brewing, and Distilling and has received program approval from the Washington State Board for Community and Technical Colleges to offer a Bachelor of Applied Science degree (BAS) in Craft Beverage Management and Quality Science; and

WHEREAS, the current facility lacks physical space to provide retail services where students can continue to learn and practice skills learned through the program; and

WHEREAS, the college has identified space to lease in a facility currently under construction that is in close proximity to the Craft, Brewing, and Distilling program and will allow the college to meet its vision and expand program instruction; and

WHEREAS, the cost to lease the retail space is approved at \$28,000 per year; and

WHEREAS, the college will need to expend approximately \$185,000 in one time tenant improvements to the facility; and

WHEREAS, the lease and tenant improvement costs will be paid for using local funding from the college.

WHEREAS, community support for the Craft, Brewing, and Distilling program has been positive; and

WHEREAS, State Board policy 6.50.30 requires State Board approval for agreements relating to acquiring property; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes South Puget Sound Community College to obtain delegated authority, or to work through the Washington State Department of Enterprise Services, to execute a lease for 850 square feet of retail space to support the Craft, Brewing, and Distilling program offered by the college and spend up to \$185,000 in local funds for tenant improvements; 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 February 2, 2023

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

CONSENT ITEM (RESOLUTION 23-02-04)

February 2, 2023

Tab 5d

Centralia College local capital expenditure increase for multi-purpose field complex

Brief Description

Centralia College is seeking authority to spend up to an additional \$4,380,631 in local funds to complete construction of the multi-purpose field complex.

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

This project will support student success and retention through increased student engagement.

Background information and analysis

Centralia College received authority to spend up to \$2,500,000 of local funds in State Board Resolution 21-05-15 to design and construct a multi-purpose athletic field. This facility provides on-campus opportunities for physical education classes, adult continuing education, intramural programs, and intercollegiate sports that will help balance the rigor of academic and workforce programs with the overall wellness of the student.

The project scope consists of fencing, field lighting, and synthetic turf surface. During the design process alternates were accepted for extended crushed rock surfacing beyond west baseball bullpen and batting cage as well as supplemental pad under the synthetic turf.

Current construction cost increases along with the included alternates result in a current total project cost of \$6,880,631. The college has identified sufficient funds from the Associated Students of Centralia College and local reserves for the additional \$4,380,631.

Additional student fees of \$2,924,631 was approved by student government on April 11, 2022 and local reserves of \$1,456,000 was approved by the Centralia College Board of Trustees on November 10, 2022 to complete the project funding.

Potential questions

- Is the construction of the multi-purpose field complex consistent with the State Board's goal to advocate for resources that support college enrollment?

Recommendation/preferred result

Staff recommends approval of Resolution 23-02-04, authorizing Centralia College the authority to spend up to an additional \$4,380,631 in local funds to complete construction of the multi-purpose field complex.

Policy Manual Change Yes No

Prepared by: Darrell Jennings, capital budget director
(360) 704-4382, djennings@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 23-02-04

A resolution relating to a request from Centralia College to spend an additional \$4,380,631 in local funds for the multi-purpose field complex

WHEREAS, Centralia College received local capital expenditure authority to spend up to \$2,500,000 in State Board Resolution 21-05-15 to design and construct the multi-purpose athletic field; and

WHEREAS, project scope consisted of fencing, field lighting, and synthetic turf surface; and

WHEREAS, during the design phase, alternates to extend crushed rock surfacing and supplemental pad under the synthetic turf were accepted; and

WHEREAS, due to current construction cost increases and the two alternates, the total project cost is estimated to be \$6,880,631 causing the need for an additional \$4,380,631 to complete the project; and

WHEREAS, the student government approved an additional \$2,924,631 toward the project on April 11, 2022; and

WHEREAS, the Centralia College Board of Trustees approved the remaining \$1,456,000 in local reserves on November 10, 2022; and

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Centralia College to spend up to an additional \$4,380,631 in student fees and local funds to complete construction of the multi-purpose field complex; 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 February 2, 2023

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

STATE BOARD MEETING MINUTES

Study Session: Wednesday, December 7, 2022 // 1 p.m. to 5:15 p.m.
Business Meeting: Thursday, December 8, 2022 // 9 a.m. to 12:30 p.m.

Bates Technical College – Central Campus: 2320 S. 19th St., Tacoma, WA 98405

Board members

Phyllis Gutiérrez Kenney, chair // Crystal Donner, vice chair // Jay Reich // Carol Landa-McVicker
Ben Bagherpour // Fred Whang // Chelsea Mason-Placek // Martin Valadez // Mack Hogans

Paul Francis, executive director // Julie Walter, executive assistant

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

Welcome

Chair Phyllis Gutiérrez Kenney called the meeting to order at 9 a.m. and welcomed those present.

Establish a Quorum and Adoption of Agenda

Chair Phyllis Gutiérrez Kenney noted that a quorum was present and requested a motion to adopt the agenda.

Motion: Moved by Jay Reich, seconded by Mack Hogans, and unanimously approved by the Board the adoption of the December 8, 2022, regular meeting agenda.

Approval of Consent Agenda

- a. Walla Walla Community College: local capital expenditure authority, demolition of China Pavilion building
Resolution 22-12-52
- b. Centralia College: property acquisition, 415 South King St.
Resolution 22-12-53
- c. ctcLink/Amazon Web Services: expenditure authority
Resolution 22-12-53
- d. October 20, 2022, State Board Meeting Minutes
- e. Recognizing Dr. Michele Johnson, Chancellor, Pierce College
Resolution 22-12-54
- f. Recognizing Dr. Jim Richardson, President, Wenatchee Valley College
Resolution 22-12-55

Motion: Moved by Jay Reich, seconded by Fred Whang, and unanimously approved by the Board the adoption of the December 8, 2022, consent agenda.

Running Start

The Washington state Legislature established Running Start in 1990 as a path for students to earn

dual high school and college credit, tuition free. The program began in the 1992-93 school year as a pilot program and now students can attend classes at all 34 community and technical colleges. Running Start students attending our community and technical colleges pass 90% of the courses in which they enroll in, have a 91% retention rate from fall to winter, and an 87% retention rate from fall to spring quarter. These numbers have remained consistent, with minimal deviation, over the past 12 years. Additionally, enrollments by students of color enrollment steadily increased from 23% to 41% from 2011 to 2022.

Jamie Traugott, director of dual credit and K-12 alignment:

- Provided a comparison of Running Start, College in the High School and CTE Dual Credit programs.
- Presented 2021-22 Running Start data.
- Described challenges facing the Running Start program.
- Outlined elements of the Office of Superintendent of Public Instruction's (OSPI) \$99 million decision package to eliminate all cost associated with dual credit programs for students in Washington.

Anne Molenda, Director of K-12 Partnerships and Outreach, South Puget Sound Community College, and Nicole Mathis, Career Center Specialist, Yelm High School, spoke about their partnership and steps they take to assist Running Start students.

Dr. Jack Kahn, President, Shoreline Community College, Dr. Phillip King, Vice President for Student Learning, Equity and Success, Shoreline Community College, and Dr. Guy Hamilton, Executive Dean of Workforce and STEM, Shoreline Community College, provided a presentation on their innovative biotechnology and biomanufacturing partnerships.

Student Association Legislative Priorities

The Council for Unions and Student Programs (CUSP) Legislative Committee leaders and the Washington Community and Technical College Student Association (WACTCSA) student leaders updated the State Board about student civic engagement.

Jacob Katz, Clover Park Technical College, Danya Vargas, Seattle Central College, Shah Asraff Khan and Amanda Knott, Green River College, and Erik Martin, Wenatchee Valley College, discussed WACTCSA's four priority areas for the 2023 legislative session and provide some background concerning the structure student leaders will be using to gather student voices for the sector.

2023 WACTCSA Legislative Agenda

- Textbook affordability
- Expanded mental health resources on campuses
- Increased financial assistance for community and technical college students
- Childcare assistance

Leadership Development Update

The system's Leadership Development Program has been rebranded as the Washington Equity in Leadership Systems (WELS) Institute. The purpose of this effort is to develop Washington educators ability to lead with racial equity in support of the Board's stated vision to advance racial, social, and

economic justice. Using tenets of adaptive leadership and technical competencies, the WELS Institute aims to develop the knowledge, skills, and abilities of its participants to remove barriers faced by workforce-ready students.

Rodric Smith, director of leadership development, provided a brief update on WELS Institute including steps taken to redesign the program.

2023 Legislative and Advocacy Update

The Board was updated on the 2023 legislative agenda and priorities, discussed election results, and received an advocacy update.

ACT Report

Pat Shuman, ACT president, presented on the topics:

- ACT Fall Conference: November 17-18, 2022, SeaTac, WA
- ACT Winter Conference and Transforming Lives Awards Dinner: January 23-24, 2023, Olympia, WA
- ACCT National Legislative Summit: February 5-8, 2023, Washington D.C.

WACTC Report

Dr. Lin Zhou, President, Bates Technical College, reported on the work being done to support new presidents.

Labor Report

- Sue Nightingale, Washington Education Association (WEA), provided a brief overview of WEA's legislative agenda and thanked the Board for including salary increases in its 2023-25 operating budget request.
- Karen Strickland, American Federation of Teachers (AFT), provided feedback on the Part-time Best Practices Report discussed at the October meeting.

Executive Director Report

Paul Francis, executive director, reported on the following:

- Reflections over the past four month
- Gates Foundation Grant
- Workforce Education Investment Accountability and Oversight Board (WEIAOB)
- Legislative Interns
 - Jacob Katz, Clover Park Technical College
 - Baydaa Alshatee, Everett Community College
 - Shannon Cosgrove, Columbia Basin College
- Executive Director approved local capital expenditure authorities
- State Board Office staffing updates

Public Comment

- Jacqui Cain, American Federation of Teachers, Pierce College
- Kate Modea, Washington Education Association

Board Discussion and Chair's Report

- The Board recognized Joe Holliday, student services director, and congratulated him on his retirement.
- Jay Reich, Martin Valadez and Carol Landa-McVicker reported on the October 2022 ACCT Conference in New York.
- Chair Phyllis Gutiérrez Kenney thanked the Board members for their time, State Board staff for their presentations, and Bates Technical College for hosting the meeting.

Adjournment/next meeting

There being no further business, the State Board adjourned its October 20, 2022, regular meeting at 12:30 p.m. The next meeting will be February 1-2, 2023, at the State Board Office.

Attest

Paul Francis, secretary

Phyllis Gutiérrez Kenney, chair

REGULAR ITEM

February 2, 2023

Tab 6

2023 Legislative Session Update

Brief Description

The board will hear updates on the current 2023 legislative session and system activity in Olympia.

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

Working with the Governor's Office and Legislature to change or enact laws to better support students advances two system goals:

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

Background information and analysis

The 105-day legislative session began on Jan. 9, 2023. Our college system's primary focus is to advance our operating and capital budget priorities, and to help craft and improve legislative proposals that would impact our students and colleges.

See Attachment A for more information about our system's operating budget request.

See Attachment B for our system's entire capital budget request.

Community and technical college system representatives — presidents, trustees, students, labor partners and staff — have been on the hill every day, testifying before committees and meeting with legislators and staff from the Governor's Office. SBCTC is pleased to have three exceptional legislative interns this year:

- Jacob Katz, Clover Park Technical College
- Baydaa Alshatee, Everett Community College
- Shannon Cosgrove, Columbia Basin College

Legislative sessions are always intense, but the pace is picking up in anticipation of the Feb. 17 deadline to pass bills out of policy committees and the Feb. 24 deadline to pass bills out of fiscal committees. SBCTC staff review bill introductions every day to watch for potential impacts to our college system. About 73 bills are on the system watch list, key among them:

- SB 5305/HB 1374: These bills would establish the office of Career Connect Washington embedded within the Washington Student Achievement Council.

- SB 5048: This bill would require colleges and universities to provide enrollment and registration in College in the High School courses at no cost to high school students, with funding provided by the Legislature. Legislative funding would be adjusted annually for inflation beginning in FY 2025 (July 1, 2024).
- HB 1003: This bill would require OSPI to administer a program to subsidize dual-credit program costs for students for low-income students. College in the high school fees would be reduced to \$42.50 and adjusted annually for inflation. The summer Running Start pilot project would become permanent.
- HB 1316: This bill contains similar language to HB 1003. The key difference is that it would also allow students participating in Running Start to be funded up to a combined maximum enrollment of 1.6 full-time equivalents (up from the current 1.2 FTE limit).
- HB 1024: This proposal would provide at least minimum wage to people who are incarcerated and participating in Department of Corrections work programs.

At the State Board meeting, SBCTC staff will update State Board members on the dynamics behind these proposals and the numerous ways our system is engaging with the Legislature this session.

Potential questions

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

Recommendation/preferred result

The State Board is asked to provide feedback on legislative issues.

Policy Manual Change Yes No

Prepared by: Arlen Harris, legislative director

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Laura McDowell, communications director

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WASHINGTON'S
**COMMUNITY AND
TECHNICAL COLLEGES**

2023-25 OPERATING BUDGET REQUEST

SEPTEMBER 9, 2022

The COVID-19 pandemic fundamentally changed higher education in Washington. Our 2023-25 operating budget request would turn the lessons learned during the pandemic into greater opportunities for social and economic mobility for the people, businesses, and communities of Washington.

Provide Fully Funded, Competitive Compensation (\$157 million)

Colleges are losing outstanding employees and job applicants to better paying K-12 schools, private employers, and other colleges and universities. Low pay has been an issue for a long time, but the consequences are more severe as we work to teach and serve students derailed during the pandemic. Faculty and staff are leaving to work in the very fields students hope to learn. A salary increase of 6.5% for each year of the biennium, for a total increase of 13%, would keep talent at our colleges. We are requesting that any and all increases be fully funded so colleges are not forced to cut instructional programs and student services to pay for the funding gap. The 13% increase would be in addition to routine state general wage increases.

Advance Equity, Diversity and Inclusion (\$26 million)

Students of color have been profoundly affected by racial injustice, institutional barriers and the COVID-19 pandemic. Our colleges' ongoing, mission-driven work to advance equity, diversity and inclusion was strengthened by the Legislature in 2021 with the passage of Senate Bills 5194 and 5227. Additional investments will support further implementation of college EDI plans, close equity gaps, and improve the employment, earnings and economic mobility of students of color. In doing so, colleges will help create a more equitable and prosperous Washington.

Support Workforce Development Programs (\$77 million)

Many industries in Washington — such as healthcare, advanced manufacturing, transportation, and aerospace — were struggling to find skilled employees even before the pandemic. COVID-19 made skill gaps worse. However, colleges are having difficulty maintaining workforce programs because of the high cost of small class sizes, specialized equipment, consumable materials, and inflation. In many cases, these programs are the only pipeline into specialized fields. Investments would help colleges sustain workforce programs and update equipment to ensure students learn in classrooms that mirror today's work environments.

Expand Learning Technology (\$93 million)

Remote options hastened by the pandemic are now the new normal. Students, especially working adults, value the flexibility of learning in classrooms, online, or in a mix of the two. Unlike one-time emergency funding during the pandemic, this investment would support lasting progress in the digital evolution of higher education. Colleges would expand hybrid and online options, upgrade audio and visual equipment, equip students with laptops and hotspots, and train faculty and staff to support student success. Investments would also support back-end IT operations and protect students and colleges from cybersecurity threats. Remote options would stretch beyond the classroom to include services such as advising and financial aid.

CONTACT INFORMATION

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2023-25 CAPITAL BUDGET REQUEST

SEPTEMBER 15, 2022

Capital Investments Serve Students and Communities

Washington's system of 34 community and technical colleges deeply appreciates the Governor's and Legislature's support over the past two sessions.

For the 2023-25 capital budget, our system requests \$1.7 billion in capital investments to maintain and modernize our aging campuses and ensure we provide effective teaching and learning environments for the next generation of students.

Minor Works

Only 68% of our system's 21 million square feet of facilities is in at least adequate condition. As facilities age, the costs to repair, maintain and preserve existing facilities grows.

With minor works funding, colleges undertake small but critical projects that preserve and keep campus spaces viable, relevant and useful. The projects prolong the life of buildings, preventing or delaying more costly renovation and replacement projects in the future.

Under our request, our state's 34 community and technical colleges will receive funding for high-priority facility repairs – such as roofs, walls, windows, mechanical systems and site repairs – and for infrastructure replacement projects.

All colleges will also receive funding to reconfigure existing space to meet post-pandemic education needs. For example, the funding will allow colleges to modify classroom space to facilitate hybrid teaching and learning, create active learning and multimedia rooms, expand shared areas, and repurpose open space.

Major Projects

Our capital budget request also includes funding for 41 major projects, which are ranked based on a rigorous assessment of the need for space, condition of existing facilities, systemwide policy objectives, and estimated costs.

The projects will support space for instruction, labs, student services, and vocational programs in high-demand fields like clean energy, automotive technology, advanced manufacturing and allied health. Nearly 1.4 million square feet of the college system's oldest and least functional teaching and learning space will be replaced or renovated.

As requested by the State Board and directed by the Legislature, we are requesting funds to both design and construct each project rather than making separate requests for each project phase over different state budget cycles.

Fully funding our capital request will benefit students at every college, create valuable public assets for local communities, and put people to work in well-paying jobs that support the local economy in every corner of the state.



CONTACT INFORMATION

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2023-25 SBCTC Capital Request for New Appropriations

Priority	College	Funding Phase	Project	2023-25 request	Cumulative total
1	Statewide	2003 operating fund swap	Preventive Facility Maintenance and Building System Repairs	\$ 22,800,000	\$ 22,800,000
2	Statewide	Design & Construct	2023-25 Minor Works - Preservation	\$ 28,724,000	\$ 51,524,000
3	Statewide	Design & Construct	2023-25 Minor Repairs - Roof	\$ 11,207,000	\$ 62,731,000
4	Statewide	Design & Construct	2023-25 Minor Repairs - Facility	\$ 39,446,000	\$ 102,177,000
5	Statewide	Design & Construct	2023-25 Minor Repairs - Site	\$ 6,171,000	\$ 108,348,000
6	Statewide	Design & Construct	2023-25 Minor Repairs - Infrastructure	\$ 40,300,000	\$ 148,648,000
7	Statewide	Design & Construct	2023-25 Minor Works - Program	\$ 68,000,000	\$ 216,648,000
8	Lake Washington	Construct	Center for Design	\$ 38,949,000	\$ 255,597,000
9	Bates	Construct	Fire Service Training Center	\$ 38,135,000	\$ 293,732,000
10	Olympic	Construct	Innovation & Technology Learning Center	\$ 27,678,000	\$ 321,410,000
11	Everett	Design & Construct	Baker Hall Replacement	\$ 37,904,000	\$ 359,314,000
12	Tacoma	Construct	Center for Innovative Learning and Engagement	\$ 35,514,000	\$ 394,828,000
13	Wenatchee	Construct	Center for Technical Education and Innovation	\$ 46,471,000	\$ 441,299,000
14	Shoreline	Construct	STE(A)M Education Center	\$ 39,692,000	\$ 480,991,000
15	Lower Columbia	Construct	Center for Vocational and Transitional Studies	\$ 39,522,000	\$ 520,513,000
16	Columbia Basin	Design & Construct	Performing Arts Building Replacement	\$ 44,505,000	\$ 565,018,000
17	Whatcom	Design & Construct	Technology and Engineering Center	\$ 39,981,000	\$ 604,999,000
18	Cascadia	Construct	CC5 Gateway building	\$ 38,136,000	\$ 643,135,000
19	Edmonds	Construct	Triton Learning Commons	\$ 40,357,000	\$ 683,492,000
20	Renton	Construct	Health Sciences Center	\$ 50,682,000	\$ 734,174,000
21	Bellingham	Design & Construct	Engineering Technology Center - Bldg J Replacement	\$ 17,359,000	\$ 751,533,000
22	Centralia	Construct	Teacher Education and Family Development Center	\$ 10,501,000	\$ 762,034,000
23	Spokane	Construct	Apprenticeship Center	\$ 36,177,000	\$ 798,211,000
24	Skagit	Construct	Library/Culinary Arts Building	\$ 30,603,000	\$ 828,814,000
25	Highline	Design & Construct	Welcome Center for Student Success	\$ 44,401,000	\$ 873,215,000
26	Clark	Design & Construct	Hanna/Foster/Hawkins Complex Replacement	\$ 29,507,000	\$ 902,722,000
27	Peninsula	Design & Construct	Advanced Technology Center	\$ 22,522,000	\$ 925,244,000
28	South Seattle	Design & Construct	Rainier Hall Renovation	\$ 47,916,000	\$ 973,160,000
29	Seattle Central	Design & Construct	Broadway Achievement Center	\$ 31,995,000	\$ 1,005,155,000
30	Yakima	Design & Construct	Prior-Kendall Hall	\$ 28,275,000	\$ 1,033,430,000
31	Everett	Design & Construct	Student & Family Resource Center	\$ 18,867,000	\$ 1,052,297,000
32	Tacoma	Design & Construct	Student Support Center	\$ 35,421,000	\$ 1,087,718,000
33	Renton	Design & Construct	Trades and Industries Building	\$ 50,066,000	\$ 1,137,784,000
34	Columbia Basin	Design & Construct	Center for Applied Science and Agriculture	\$ 49,840,000	\$ 1,187,624,000
35	Clover Park	Design & Construct	Center for Innovative Teaching and Community Connections	\$ 46,703,000	\$ 1,234,327,000
36	South Seattle	Design & Construct	Georgetown Campus, Building B	\$ 23,648,000	\$ 1,257,975,000
37	Bates	Design & Construct	Student Success Center	\$ 29,929,000	\$ 1,287,904,000
38	Wenatchee	Design & Construct	Immersive Technology and Engineering Center	\$ 18,790,000	\$ 1,306,694,000
39	Seattle Central	Design & Construct	Welcome Center & Edison Technical Modernization	\$ 45,233,000	\$ 1,351,927,000
40	Highline	Design & Construct	Academic Pathways and Technology Center	\$ 45,124,000	\$ 1,397,051,000
41	Spokane Falls	Design & Construct	Teaching & Learning Commons	\$ 52,018,000	\$ 1,449,069,000
42	Lower Columbia	Design & Construct	Welcome Center	\$ 33,229,000	\$ 1,482,298,000
43	Shoreline	Design & Construct	Comprehensive Student Services Center	\$ 33,687,000	\$ 1,515,985,000
44	Big Bend	Design & Construct	Health Science and Performing Arts Center	\$ 31,953,000	\$ 1,547,938,000
45	Skagit	Design & Construct	Industrial Technology & Public Safety Building	\$ 49,918,000	\$ 1,597,856,000
46	Spokane	Design & Construct	Allied Health Building	\$ 47,171,000	\$ 1,645,027,000
47	Lake Washington	Design & Construct	East Building Renovation and Expansion	\$ 48,469,000	\$ 1,693,496,000
48	Bellingham	Design & Construct	Building A Renovation & Building Y Replacement	\$ 9,974,000	\$ 1,703,470,000

REGULAR ITEM

February 2, 2023

Tab 7

Long-term Advocacy Task Force Update

Brief Description

The Board will hear an update on the Dec. 14, 2022 meeting of the Long-Term Advocacy and Communications Task Force from State Board member Chelsea Mason-Placek, who is now serving as task force chair.

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

This item is consistent with strategy four of the State Board's strategic plan: "Strengthen advocacy and community partnerships."

Background information and analysis

Established by the State Board in 2017, the Long-Term Strategic Advocacy and Communications Task Force works to strengthen and expand our system's advocacy network so more people and organizations actively promote funding for, and support of, community and technical college students and the colleges that serve them.

Through the task force, system stakeholders work to build long-term advocates within the Legislature, the Governor's Office, local organizations, business and labor organizations, community-based organizations and other influential groups. The task force meets four times a year, most recently on December 14, 2022. Agenda topics included:

- Election results and leadership positions
- Roundtable discussion: What have task force members heard? What advocacy steps are they taking?
- Defense talking points
- ACT advocacy update
- Expanding advocacy network to include more local organizations

Potential questions

- What steps should people take right now to advocate for our system?
- How are we building mutually beneficial relationships with other organizations to advance our legislative goals?

Recommendation/preferred result

The State Board is asked to provide feedback on legislative issues.

Policy Manual Change Yes No

Prepared by: Laura McDowell, communications director
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REGULAR ITEM

February 2, 2022

Tab 8

Bachelor Degree Quarterly Update & Statements of Need Presentation

Brief Description

The community and technical college system has been offering bachelor of applied science degrees for over fifteen years. Almost every college in the system offers at least one bachelor of applied science, with many colleges offering multiple bachelor-level degree pathways. This past year, the college system achieved another milestone in bachelor-level degree offerings—the ability for the State Board to authorize colleges to offer Bachelor of Science in Computer Science degrees (SSB 5401). While the vast majority of the bachelor-level degrees being offered in the state system are bachelor of applied science degrees, this additional authorization allows community and technical colleges to serve students, especially students of color, in new ways that set them on the course to additional high-pay living wage career pathways. The community and technical colleges in Washington State are excited about the opportunity for additional colleges to offer a Bachelor of Science in Computer Science. Offering the degree will align with the college system’s Guided Pathways work and will further the State Board’s vision of leading with racial equity.

To date, the State Board has approved over 140 applied bachelor degree programs at 33 colleges, including Bachelor of Science in Computer Science degree programs at nine colleges. In the 2021-22 academic year, there were 4,791 FTES in baccalaureate-level courses representing 4.8% of state support FTES in the college system. This represents a small baccalaureate FTE decrease over the previous year (-160 FTES). See Attachment A for Bachelor Degree Programs through summer 2022; updated graduation and annualized enrollment numbers are provided annually at the fall board meeting.

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

In June 2020, the State Board adopted its strategic plan, which focuses on three goals: achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and retention among populations who can benefit the most from college access. Colleges offering baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through bachelor level 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 three goals are addressed through the approval process for bachelor level degree programs:

- Achieve educational equity for students who are historically underrepresented in higher education by enrolling more diverse students of all ages and backgrounds in our colleges, increasing their access to higher levels of education, higher salaries and greater financial security;
- Improve completion rates by implementing research-based strategies that are proven to improve

completion rates for all students. These strategies include Guided Pathways and Career Launch programs;

- Increase access and retention among populations who can benefit the most by implementing actions, policies, and investments that produce equitable outcomes.

In August 2021, State Board members supported change in the approval process for bachelor degrees to reflect the expanded authority provided in SSB 5401. State Board staff will continue to work with colleges proposing bachelor degrees for compliance with approval criteria established by board policy. Staff will provide quarterly updates to the board during board meetings on college proposals that meet criteria for Statements of Need. Individual college presentations on Statements of Need will be scheduled if the college is offering its first bachelor degree or if the degree proposal is for a program not previously approved by the board. College representatives will be asked to attend the board meeting, even when a presentation is not required, to answer questions or provide additional information as requested by the board. Bachelor degree proposals that meet the board's criteria for final approval will be recommended by staff for board action and placed on the Consent Agenda. The following briefing implements the revised process requested by the Board.

According to board policy, Statements of Need address six areas:

- Relationships 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 the service area;
- Efforts to maximize state resources to serve place-bound students.

The following college Statements of Need meets the board's criteria for bachelor of degree proposals, no board action is required on Statements of Need.

Background information and analysis

a. Clark College – Bachelor of Science in Computer Science

To establish a pathway for enhanced student success and to address local employment needs, Clark College proposes to offer a Bachelor of Science in Computer Science degree program, in addition to its current Associate of Science – Track 2 - Computer Science Concentration Degree. This will provide a seamless path to students who are interested in a four-year Bachelor of Science in Computer Science degree from Clark College. This option affords several advantages to local students, employers, and the community.

The program structure will be in a 2+2 format. Students will complete their associate degree in the first two years and complete their Bachelor of Science in Computer Science in the second two years. The goal of this program is to provide a Bachelor of Science in Computer Science degree that meets industry needs while supporting low-income students, students of color, place-bound students, working and returning students, as well as first-generation students.

Locally, Bachelor of Science in Computer Science graduates fill only 4% of the annual job openings in this field, and annual job openings are projected to grow at the rate of 19% over the next decade. Employers large and small have confirmed the high demand for these skilled workers, and their current hiring practices show they are looking beyond local graduates to fill the remaining 96% of job listings for Bachelor of Science in Computer Science graduates. Clark College will address this need by leveraging existing resources and student supports to provide local students with a streamlined pathway to degree attainment and industry employment.

Offering a Bachelor of Science in Computer Science degree fully supports Clark College's primary mission of providing quality educational opportunities while reducing educational and employment barriers, especially for historically underrepresented students. Clark College already has the infrastructure in place to support Bachelor of Science in Computer Science students, such as Clark's Collaborate, Assess, Resource and Engage (CARE) program. Clark also serves as a local center for the national association of Mathematics, Engineering, and Science Achievement (MESA). In addition, Clark provides comprehensive financial aid programs, along with experienced faculty, advisors, student success coaches, and tutors. Thanks to these pre-existing resources, Clark College has the capability to deliver a Bachelor of Science in Computer Science at a substantially lower cost to the students and State, as compared to many other institutions. Maximizing established resources to the fullest is a win-win proposition for local students, employers, community, and Washington State taxpayers. This will be Clark College's sixth bachelor's degree.

b. Clover Park Technical College – Bachelor of Applied Science in Environmental Science

The role of a technical college is serving the community as an open admission educational resource that responds to needs of both students and businesses. Clover Park Technical College's proposed Bachelor of Applied Science in Environmental Sciences program will uniquely provide that service to their community. As the first comprehensive applied Environmental Sciences program in the state, this program will fulfill the needs of place-bound, working practitioner adults needing a four-year degree to progress in their field, as well as regional graduates of other natural resource/environmental science associate programs. The program's Advisory Committee, composed of representatives from local businesses reflecting the business needs of our role, is highly supportive of this proposed degree.

The Bachelor of Applied Science in Environmental Sciences supports Clover Park Technical College's mission of "Educating Tomorrow's Workforce" by producing graduates supporting a transition to an environmentally just and sustainable economy. Washington state is a leader in environmental protection and green jobs. As defined by the Bureau of Labor Statistics, a green job:

- produces goods or provides services that benefit the environment or conserve natural resources.
- OR
- where duties involve making their establishment's production processes more environmentally friendly or use fewer natural resources. (Measuring Green Jobs BLM)

In their Global Green Skills Report (2022), LinkedIn stated "We cannot wait any longer to address climate change. We have to green the economy and activate the jobs, companies and policies that will power it. By capitalizing on this unprecedented moment of change to redirect human talent to accelerate the green transition, we'll have a fighting chance of meeting the climate challenge. But achieving this requires moving toward an economy that transitions workers into jobs beyond those currently considered green." The Bachelor of Applied Science Environmental Science will help

provide workers with hands-on skills to address environmental problems and fill the jobs of the emerging green jobs economy.

The Bachelor of Applied Science in Environmental Science will provide a high-quality, hands-on program. Clover Park Technical College's Environmental Science program employs highly skilled faculty and will utilize the unique 110-acre outdoor laboratory and the College's increased student support already in place for existing bachelor's students. The Bachelor of Applied Science in Environmental Science will take advantage of components and collaboration with the College's existing accredited BAS programs ensuring excellence from the start. This proposal builds on the College's existing high standards for increasing equity within workforce educational pathways. This will be Clover Park Technical College's fifth bachelor's degree.

c. Olympic College – Bachelor of Applied Science in Behavioral Health

The mission of Olympic College is “to enrich our diverse communities through quality education and support so that students can achieve their educational goals.” Olympic College's role has always been multifaceted: As a workforce institution offering high demand educational programs critical to students preparing to enter or advance in an occupation, as a transfer-preparing institution, preparing students to transfer to bachelor's programs at four-year colleges, and since 2007, offering rigorous baccalaureate degrees. The development of a Bachelor of Applied Science in Behavioral Health supports several of Olympic College's priorities:

- This degree illustrates a dedication to public service and higher education by responding to identified student and workplace demand.
- This degree demonstrates a commitment to lifelong learning by encouraging current and returning students to expand and enhance their educational capabilities.
- This degree supports the implementation of enrollment management and student achievement plans focusing on accessibility and student learning by developing a program that encourages economic stability, leverages prior student experience and expertise, and delivers program components in a format that accommodates busy schedules and varied learning styles.
- This degree strengthens relationships with local communities to understand educational needs and provide learning opportunities relevant to those needs by identifying local, regional and national workplace and educational trends and by developing sustainable programs that respond to a changing environment.

Olympic College's proposed Bachelor of Applied Science in Behavioral Health degree will help address the behavioral health workforce crisis in Washington State. In August and September 2022, Olympic College conducted a survey of local employers of behavioral healthcare professionals. The 14 survey responses showed strong preference for baccalaureate prepared job candidates, strong support for the proposed baccalaureate option at Olympic College, and a willingness to assist Olympic College with implementation and ongoing operations. As one respondent noted,

“Agencies are desperately seeking qualified and well-prepared staff members. The ability to offer a fair and competitive salary starts with education and builds with experience. We are also mindful that trends in reimbursement rates from insurance companies could drop if we do not have educated practitioners in the professional roles. This program would bring a positive value to future practitioners.”

Graduates of Olympic College's Bachelor of Applied Science in Behavioral Healthcare will be

prepared to work in a variety of in demand occupational areas, including substance abuse and behavioral disorder counselors, social and human services assistants, and community and social service specialists. Students will be well supported by Olympic College's existing student support systems that have already be adapted to serve bachelor's degree seeking students. This will be Olympic College's fifth bachelor's degree.

d. Peninsula College – Bachelor of Applied Science in Behavioral Health

Peninsula College is pleased to present this Statement of Need for a Bachelor of Applied Science (BAS) Degree in Behavioral Healthcare. Washington State Labor Market Supply/Demand data show jobs remain unfilled in Jefferson and Clallam counties, Peninsula College's service area.

Conversations with local authorities in the behavioral healthcare field indicate a high demand for employees holding bachelor's degrees. Many behavioral healthcare students in Peninsula College's service district are place-bound; traveling to another institution may take up to five hours each way and result in time away from jobs and families. A BAS degree in Behavioral Healthcare, offered locally at Peninsula College, will meet a need for the college's students and community and in serving low-income and students of color.

Peninsula College aims to have a Bachelor of Applied Science in Behavioral Healthcare degree that is affordable, and easily available for the community. This proposed degree fills a gap in the behavioral healthcare needs of the community and meets the affordability requirement for those seeking to attain this bachelor's degree. Since no BAS in behavioral healthcare is offered in Peninsula College's service district, the addition of this program increases access and opportunities for place-bound, working adults. In addition, this program meets the needs of Peninsula College associate degree graduates because it is non-duplicative and does not require students to transition to another institution outside the area.

The proposed BAS degree in Behavioral Healthcare will meet a need not only for students but also for the community and regional employers. This new program has grown naturally from the College's efforts to meet employer's and student' needs. This BAS degree will recruit new behavioral healthcare employees and attract them to the vital profession of behavioral healthcare for both Jefferson and Clallam counties, where employers have voiced a need for applicants with 4-year degree. Both current and former students also have repeatedly asked for an opportunity to continue their education in this area. The proposed BAS program will be designed to build on and inform students in Addiction Studies and Medical Assistant programs while preparing them to understand and demonstrate foundational critical thinking and leadership skills. Washington continues to experience a significant behavioral healthcare shortage, particularly evident in certain geographic regions. Peninsula College foresees a need that is only expanding, specifically in the college's service area, and is excited and eager to meet this challenge.

Peninsula's existing BAS degree in Applied Management is designed to meet the needs of working adults, as well as the local community, and Peninsula College is positioned to continue to provide exceptional education, resources, and services, particularly in a multiple modality environment. By adding a BAS degree in Behavioral Healthcare, the college can build on an existing successful program to deliver what students, community stakeholders and districts in the six tribal nations need. This will be Peninsula College's second bachelor's degree.

e. Spokane Community College – Bachelor of Applied Science in DevOps Engineering

Spokane Community College is proposing a new degree program in the high demand, innovative field of DevOps Engineering. This field combines software development with the networking operations needed to deploy and manage software. Software development and networking operations historically worked independently of one another, DevOps is the process of combining people, processes, and technologies to build higher quality software rapidly.

The DevOps model combines the developers (Dev) with the networking (Ops) team rather than working as separate entities. This combination helps these teams to act as a single entity that manages the entire application lifecycle. Labor market projections for DevOps are high wage and high demand in both the Community Colleges of Spokane 6-county service region and the states of Washington and Idaho. There are no other DevOps engineering offerings at regional higher education institutions.

Students completing the DevOps BAS degree will have completed courses that map to multiple computer industry certifications. The DevOps BAS aligns with current Spokane Community College associates degree offerings in software development computer networking, as well as a new associates degree under development in cloud computing.

The DevOps BAS program supports the Spokane Community College's mission and priorities of student success, operational excellence and employee success and excellence. Specifically, it provides an equitable pathway to high wage high demand employment opportunities. The Bachelor of Applied Science in DevOps Engineering will be very affordable to students. Leveraging current facilities and technology, the students will not be burdened with extra fees or extra charges for this program. The total cost of the program to the student is 15 percent up to 30 percent lower than a four-year university, and significantly lower than at private institutions.

The program will use an online model to support working and place bound adults. Courses will be supported with the most current technology including mobile platforms for the Learning Management System, low-bandwidth multi-media streaming, Americans with Disabilities Act technology accommodations, multiple online resources, and a student friendly Learning Management System. The college has developed bachelor's specific student supports and marketing strategies for its existing bachelor's program that this program will leverage and expand. This will be Spokane Community College's second bachelor's degree.

f. South Puget Sound Community College & Grays Harbor College - Bachelor of Science in Computer Science

South Puget Sound Community College and Grays Harbor College are collaborating to design and offer a Bachelor of Science degree in Computer Science to serve students from within the Pacific Mountain Workforce Development Region of Washington (specifically northern Lewis, Thurston, southern Mason, Pacific, and Grays Harbor Counties). It is the mission of both colleges to support student success and respond to the needs of the region and the communities served. Accordingly, the consortium is designing a Bachelor of Science degree that will provide access and equity to a diverse range of students so they can pursue a broad spectrum of job and career opportunities in the field of computer science and information technology. Though graduates will be able to work anywhere, the program is being designed specifically to meet high demand, high wage job and career opportunities in the region, including those with state and local government agencies, healthcare providers, information-computer-security service contractors, non-governmental

organizations, and employers such as architecture, environmental science, and engineering firms.

According to the Washington Employment Security Department, for the period of 2019 through 2024, graduates of a Bachelor of Science degree in Computer Science will find over 1,900 annual computer science and information technology job openings in the Pacific Mountain Workforce Development (Pacific Mountain) region. These jobs will provide annual wages of \$43,653/year to as much as \$131,819/year. A survey of potential students returned over 600 results and indicated a high level of student interest in the subject areas identified previously by industry partners key components of the program. These respondents also showed that a significant majority would be interested in this program offered locally. Currently, the only option for a student to earn a bachelor's degree in computer science in the South Puget Sound Community College and Grays Harbor College service areas is to transfer to either The Evergreen State College or Saint Martin's University. While these institutions are less than 10 miles from Olympia, they are over 50 miles from Aberdeen, and this significantly limits students' options in the coastal communities to advance their education let alone their career options and opportunities. As noted previously, despite bachelor of science-level computer science programs at Saint Martin's University and The Evergreen State College, there are more job openings annually in the region (1,900 to 2,300 annually depending on the period projected) than Bachelor of Science in Computer Science graduates (estimated at 50-60 graduates per year currently based on Education Research & Data Center analysis). Thus, there is sufficient regional employment demand, and limited competing degree program offerings, to justify the proposed collaboration to develop and launch a Bachelor of Science degree in Computer Science by Fall quarter 2024. Additionally, this program will be specifically designed to serve working adults with many courses offered asynchronously online, scheduled online sessions, or scheduled weekend Face-to-Face sessions.

This will be South Puget Sound Community College's second bachelor's degree program and Grays Harbor College's fourth bachelor's degree program.

g. Skagit Valley College - Bachelor of Applied Science in Early Childhood Education

Skagit Valley College (SVC) intends to develop a Bachelor of Applied Science in Early Childhood Education. This proposed program will include a Residency Teachers Certificate with endorsements in early childhood education (preschool-3rd grade), bilingual education, and English language learner. Parallel to the State Board for Community and Technical Colleges application process, Skagit Valley College will also be fulfilling all Washington State Professional Educator Standards Board (PESB) requirements for certification approval.

Currently, primary education is struggling to find qualified teachers. According to the PESB website, the Skagit Valley College service region currently has a shortage in elementary education teachers, including early childhood education. Currently, elementary education is the highest teacher need in Washington State. The proposed degree would provide a viable pathway to a bachelor's degree leading to a living wage and high demand career in the Skagit Valley College service district, which includes Skagit, San Juan, and Island counties.

Presently, 37 percent of the population in Washington State has a bachelor's degree or higher, however the numbers are less for the population in the Skagit Valley College service district. Only 27 percent of residents in Skagit County and 34 percent of those in Island County hold a bachelor's degree or higher (Employment Securities Department 2022). For those students that are place bound, there are few options, and SVC would like to expand equitable access to higher education in

order to improve living family wages. There are currently no universities in the college's service region and the nearest one is 45 minutes – and up to two hours away – depending on the county the student resides in. This proposed program would offer local access to a bachelor's degree and teacher certification.

The proposed Bachelor of Applied Science in Early Childhood Education will be a continuation of Skagit Valley College's well-established Early Childhood Education and Paraeducation programs. The proposed bachelor's degree will provide a seamless pathway for regional associate degree holders to continue their education locally and receive a valuable teaching credential. This will be Skagit Valley College's sixth bachelor's degree program.

Potential questions

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

Recommendation/preferred result

Staff will provide a brief overview of the bachelor degree statements of need. Board members will have an opportunity to discuss the statements with staff in the context of meeting college and system goals.

Policy Manual Change Yes No

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Bachelor Degree Completion Status – as of Summer 2022

(All degrees listed are bachelor of applied science degrees except when noted for Bachelor of Science in Nursing, and Bachelor of Science in Computer Science)

Organized by College

College	Program	Start Date	Gradates Through 2021-2022	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2021-2022
Bellevue College	Applied Accounting	Fall 2015	130	14/52 FTE	74.1
	Business Management & Technology	Winter 2023	n/a	17/44 FTE	n/a
	Computer Science	Fall 2016	128	15/120 FTE	125.1
	Cybersecurity	Fall 2022	n/a	24/48 FTE	n/a
	Data Analytics	Fall 2014	106	16/64 FTE	84.3
	Digital Marketing	Fall 2017	82	14/44 FTE	114.1
	Healthcare Informatics	Fall 2017	83	25/60 FTE	41.2
	Health Promotion Management	Fall 2016	31	15/30 FTE	19.2
	Healthcare Management and Leadership	Fall 2016	122	34/60 FTE	56.5
	Information Systems Technology	Fall 2013	261	16/50 FTE	143.8
	Interior Design	Fall 2009	447	44/83 FTE	71.5
	Molecular Biosciences (STEM)	Fall 2014	40	20/40 FTE	39.2
	Nursing (RN-to-BSN)	Fall 2013	178	20/30 FTE	34.6
Radiation and Imaging Sciences		28	20/40 FTE	18.1	
Bellingham Technical College	Engineering Technology	Fall 2016	6	27/57 FTE	6.5
	Nursing (RN-to-BSN)	Fall 2021	n/a	30/30 FTE	0.0
	Operations Management	Fall 2016	53	25/57 FTE	34.7
Big Bend Community College	Applied Management	Fall 2021	n/a	13/25 FTE	25.1
Cascadia College	Information Technology: Application Development	Fall 2018	14	15/46 FTE	18.1
	Sustainable Practices	Fall 2014	60	14/45 FTE	26.0

College	Program	Start Date	Gradates Through 2021-2022	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2021-2022
Centralia College	Applied Management	Fall 2012	273	30/62 FTE	75.3
	Behavior Healthcare	Fall 2021	n/a	15/26 FTE	18.8
	Diesel Technology	Fall 2012	50	24/54 FTE	5.9
	Elementary Education and Special Education	Fall 2016	105	15/20 FTE	44.6
	Information Technology in Application Development	Fall 2016	35	20/57 FTE	4.2
Clark College	Applied Management	Fall 2016	102	33/99 FTE	46.4
	Cybersecurity	Fall 2019	19	15/45 FTE	51.3
	Dental Hygiene	Fall 2014	168	17/53 FTE	60.1
	Human Services	Fall 2012	11	20/50 FTE	24.6
	Teacher Education P-3	Fall 2022	n/a	24/72 FTE	n/a
Clover Park Technical College	Cybersecurity	Fall 2020	3	24/85 FTE	12.2
	Interior Design	Fall 2019	6	47/60 FTE	10.1
	Mechatronics Engineering Technology and Automation	Fall 2021	5	22/48 FTE	13.1
	Operations Management (formerly Manufacturing Operations)	Fall 2014	35	25/50 FTE	19.9
Columbia Basin College	Applied Management	Fall 2009	470	35 FTE	85.0
	Community Health	Fall 2022	n/a	20/40 FTE	n/a
	Cyber Security	Fall 2014	204	40 FTE	93.4
	Dental Hygiene	Fall 2016	62	20 FTE	53.6
	Health Physics	Fall 2020	1	20/40 FTE	8.7
	Information Technology	Fall 2017	13	15/30 FTE	19.7
	Project Management	Fall 2013	288	40 FTE	85.6
	Nursing (RN-to-BSN)	Fall 2015	92	20.0/69.3 FTE	38.5
Teaching	Fall 2018	3	20/40 FTE	30.5	

College	Program	Start Date	Gradates Through 2021-2022	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2021-2022
Edmonds College	Advanced Manufacturing and Materials Engineering	Fall 2021	n/a	20/49 FTE	0.0
	Child, Youth, and Family Studies	Spring 2017	60	30 FTE	21.8
	Information Technology: Application Development	Fall 2020	n/a	25/60 FTE	0.3
	Integrated Healthcare Management	Fall 2022	n/a	15/60 FTE	n/a
	Robotics and Artificial Intelligence	Fall 2021	n/a	22 /64 FTE	0.0
Everett Community College	Accounting	Fall 2022	n/a	20/44 FTE	n/a
Grays Harbor College	Education: Elementary and Special Education	Fall 2017	68	15 FTE	36.4
	Forest Resource Management	Fall 2017	21	4/8 FTE	9.4
	Organizational Management	Fall 2016	33	25 FTE	16.4
Green River College	Aeronautical Science	Fall 2015	94	25/50 FTE	65.7
	Applied Management	Fall 2018	102	24/48 FTE	79.5
	Early Childhood Education: Infant and Child Mental Health	Fall 2018	23	15/25 FTE	20.6
	Forest Resource Management	Fall 2015	49	12/36 FTE	28.2
	Information technology: Network Administration and Security	Fall 2014	348	12/48 FTE	142.8
	Information Technology: Software Development	Fall 2013	269	35/96 FTE	68.0
	Marketing and Entrepreneurship	Winter 2015	175	48/72 FTE	41.3
	Nursing (LPN to BSN)	Fall 2022	n/a	16/32 FTE	n/a
	Real time CourtReporting and Captioning	Fall 2018	2	15/50 FTE	1.3

College	Program	Start Date	Graduates Through 2021-2022	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2021-2022
Highline College	Behavioral Science-Youth Development	Fall 2013	68	15/32 FTE	35.7
	Cyber Security and Forensics	Fall 2013	117	10/15 FTE	89.7
	Early Childhood Education	Winter 2022	n/a	15/75 FTE	n/a
	Global Trade and Logistics	Fall 2014	51	10/15 FTE	32.3
	Integrated Design	Fall 2019	18	12/15 FTE	33.1
	Teaching and Early Learning	Fall 2017	85	15/75 FTE	61.8
	Respiratory Care	Fall 2014	43	10/15 FTE	38.9
Lake Washington Institute of Technology	Applied Management - Entrepreneurship	Fall 2020	6	15/30 FTE	11.6
	Applied Management Human Resource	Fall 2022	n/a	15/50FTE	n/a
	Behavioral Health	Fall 2017	15	34.70/39.56 FTE	24.5
	Computing and Software Development	Fall 2017	61	25/50 FTE	44.5
	Dental Hygiene	Summer 2017	142	30/60 FTE	79.0
	Design	Fall 2009	193	36 FTE	23.1
	Digital Gaming and Interactive Media	Fall 2009	49	20/40 FTE	38.4
	Early Childhood Education	Fall 2018	13	20/40 FTE	12.1
	Funeral Services Education	Fall 2017	2	15/50 FTE	2.5
	Nursing (RN-to-BSN)	Fall 2017	n/a	24/96 FTE	0.0
	Public Health	Fall 2014	91	20/35 FTE	33.0
	Physical Therapy Assistant	Fall 2020	n/a	14/40 FTE	n/a
	Transportation, Logistics, & Supply Chain Management (formerly Transportation and Logistics Management)	Fall 2014	71	25/50 FTE	25.1

College	Program	Start Date	Graduates Through 2021-2022	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2021-2022
Lower Columbia College	Teacher Education	Fall 2019	17	24/48 FTE	49.5
	Organizational Leadership and Technology Management	Fall 2021	n/a	24/44 FTE	23.1
Olympic College	Digital Filmmaking	Fall 2017	56	15/36 FTE	30.1
	Information Systems	Fall 2014	74	20/54 FTE	30.2
	Nursing (RN-to-BSN)	Fall 2007	289	15/35 FTE	12.7
	Organizational Leadership & Technical Management	Fall 2015	169	17/47 FTE	57.1
Peninsula College	Applied Management	Fall 2007	252	20/40 FTE	35.1
Pierce College	Applied Business Management	Fall 2019	23	20/30 FTE	43.5
	Construction Management	Fall 2022	n/a	20/57 FTE	n/a
	Dental Hygiene	Summer 2016	130	20/25 FTE	57.6
	Fire Science Leadership	Fall 2019	2	20 FTE	4.7
	Homeland Security-Emergency Management	Fall 2016	47	20/30 FTE	32.4
	Teaching	Winter 2017	129	15/48 FTE	55.5
Renton Technical College	Application Development	Fall 2019	81	9/49 FTE	23.4
	Information Technology: Computer Network Architecture	Winter 2018	29	5.4/29.7 FTE	29.6
	Manufacturing Engineering Technology	Fall 2022	n/a	15/20 FTE	n/a

College	Program	Start Date	Gradates Through 2021-2022	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2021-2022
Seattle Central College	Allied Healthcare Services Management	Fall 2014	383	30/179 FTE	125.5
	Behavioral Sciences	Fall 2009	247	20/40 FTE	53.8
	Community Healthcare and Education	Winter 2018	n/a	n/a	n/a
	Dental Hygiene	Fall 2018	n/a	n/a	n/a
	Information Technology: Networking	Fall 2016	24	20 FTE	0.3
	Respiratory Care	Fall 2018	n/a	n/a	n/a
	Nursing RN-to-BSN	Fall 2022	n/a	18/60 FTE	0.0
North Seattle College	Accounting with International Accounting	Fall 2020	6	17/44 FTE	37.2
	Application Development	Fall 2014	150	25/60 FTE	62.9
	Computer Science	Fall 2022	n/a	27/81 FTE	n/a
	Early Childhood Education	Winter 2016	190	20/50 FTE	127.8
	International Business	Fall 2013	147	50 FTE	57.5
	Residential and Commercial Property Management	Fall 2017	19	20 FTE	16.0
South Seattle College	Hospitality Management	Fall 2007	279	20 FTE	29.5
	Professional Technical Education and Instructional Design	Fall 2013	73	21 FTE	1
	Sustainable Building Science Technology	Fall 2015	57	20 FTE	22.1
	Workforce and Trades Leadership	Fall 2017	n/a	20 FTE	0.0
Shoreline Community College	Dental Hygiene	Fall 2024	n/a	20/25 FTE	n/a

College	Program	Start Date	Gradates Through 2021-2022	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2021-2022
Skagit Valley College	Applications Development	Fall 2021	n/a	6/13 FTE	n/a
	Applied Management	Fall 2018	54	15/35 FTE	38.0
	Environmental Conservation	Fall 2014	47	13 FTE	7.6
	Product Development	Fall 2023	n/a	9/18 FTE	n/a
Spokane Community College	Respiratory Care	Fall 2017	29	20 FTE	48.0
Spokane Falls	Applied Management	Fall 2016	76	20 FTE	37.2
	Cyber Security	Fall 2017	34	14/33 FTE	18.7
Community College	Information Systems and Technology	Fall 2015	43	11/27.5 FTE	9.9
	Integrated Behavioral Health	Fall 2023	n/a	15/50 FTE	n/a
Tacoma Community College	Applied Management	Fall 2019	31	15/35 FTE	36.3
	Community Health	Fall 2018	8	25/166 FTE	41.0
	Health Information Management	Fall 2016	58	15/50 FTE	34.1
	IT Networking-Information Systems and Technology	Fall 2021	n/a	13/61 FTE	17.4
Walla Walla Community College	Agricultural Systems	Fall 2018	23	15/40 FTE	19.7
	Applied Management & Entrepreneurship	Fall 2018	15	12/30 FTE	98.6
Wenatchee Valley College	Data Analytics	Fall 2019	n/a	15/25 FTE	0.0
	Engineering Technology	Fall 2016	9	15/25 FTE	7.2
	Nursing (RN-to-BSN)	Fall 2015	84	25/38 FTE	19.9
	Teaching	Fall 2019	2	15/30 FTE	11.4
Whatcom Community College	Applied Business Management	Fall 2019	17	18/30 FTE	37.0
	Information Technology: Networking Cybersecurity	Fall 2017	52	24/128 FTE	31.4
	Social Work	Fall 2023	n/a	18/30 FTE	n/a

College	Program	Start Date	Gradates Through 2021-2022	Projected Cohort Size Yr1/Yr5	Annual STATE FTE 2021-2022
Yakima Valley College	Agricultural Sciences	Fall 2022	n/a	15/39 FTE	n/a
	Applied Business Management	Fall 2014	187	28/60 FTE	53.8
	Dental Hygiene	Fall 2016	149	18/24 FTE	49.3
	Information Technology: Networking	Fall 2015	47	12/20 FTE	25.9
	Teacher Education	Fall 2018	93	30/58 FTE	85.1

Bachelor Degree Offerings by Program / by College

Summer 2022

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley	
Business Management																																
Accounting with International Accounting										√						√																
Applied Accounting	√																															
Applied Management Human Resource														√																		
Business Management	√		√	√	√	√		√				√						√	√				√		√		√		√	√		
Digital Marketing	√																															
Global Trade and Logistics													√																			
Hospitality Management																								√								
International Business																					√											
Management and Entrepreneurship														√								√										
Marketing and Entrepreneurship												√																√				
Operations Management		√					√																									
Organizational Management											√				√		√															
Project Management								√																								
Residential and Commercial Property Management																√																
Transportation, Logistics, Supply Chain														√																		
Workforce and Trades Leadership																								√								
STEM Fields																																
Advanced Manufacturing and Materials Engineering									√																							
Aeronautical Science												√																				
Agricultural Systems																												√			√	
Engineering Technology		√																			√									√		
Environmental Conservation																							√									
Forest Resource Management											√	√																				
Molecular Biosciences	√																															
Product Development																							√									
Sustainable Building Technology																								√								
Sustainable Practices				√																												

Bachelor Degree Offerings by Program / by College

Summer 2022

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley						
Health Care, Wellness, and Safety																																					
Allied Health Science																						√															
Behavioral Healthcare					√									√								√					√										
Child, Youth, and Family Studies									√																												
Community Health								√																				√									
Dental Hygiene						√		√						√					√			√	√												√		
Fire Sciences Leadership																			√																		
Funeral Services														√																							
Health and Wellness	√																					√															
Health Information Management	√								√																			√									
Health Physics								√																													
Healthcare Management	√																																				
Homeland Security																			√																		
Human Services						√																															
Nursing	√	√						√				√		√			√					√											√				
Physical Therapy Assistant														√																							
Public Health Administration														√																							
Radiology and Imaging	√																																				
Respiratory Care													√									√				√											
Social Work																																				√	
Youth Development													√																								
Trades, Construction, Manufacturing																																					
Advanced Manufacturing and Materials									√																												
Construction Management																				√																	
Diesel Technology					√																																
Mechatronics and Automation							√																														

Bachelor Degree Offerings by Program / by College

Summer 2022

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley	
Information Technology																																
Application Development				√	√				√					√		√				√			√									
Computer Science	√															√																
Application Development				√	√				√					√		√				√			√									
Computer Science	√																															
Cybersecurity	√					√	√	√					√												√	√						
Data Analytics	√																												√			
Digital Film																	√															
Digital Gaming														√																		
Healthcare Informatics	√																															
Information Systems	√							√																	√		√					
Integrated Design													√	√																		
Network Administration												√									√									√	√	
Network Architecture																				√												
Robotics and Artificial Intelligence									√																							
Software Development												√		√																		
Education																																
Early Childhood												√	√	√		√																
Professional-Technical Education																								√								
Teacher Education					√	√		√		√		√	√	√					√										√	√		
Other																																
Court Reporting and Captioning												√																				
Interior Design	√						√																									

*Programs Approved Through Summer 2022



BACHELOR DEGREE PROGRAMS UPDATE

Valerie Sundby
Director, Transfer Education

February 2, 2023
Tab 8



PROGRAM STATISTICS

- After a slow down in program development during the pandemic, new program development is now increasing.
- 33 of our 34 colleges now offer at least one bachelor's degree. The final college has submitted a notice of intent to begin the process for their first degree.
- 4,791 FTES in baccalaureate-level courses during the 2021-22 academic year representing 4.8% of state support FTES.
 - There is a small decrease from the previous year (-106 FTE) but enrollments in BAS programs have been more consistent than in other areas.



PROGRAM TRENDS

- Preliminary analysis shows that Fall 2023 enrollments are 4% lower than Fall 2022 in bachelor's programs across the system.
- Program areas with notable decreases include:
 - Accounting
 - Biosciences
 - Human Services and Child and Family Services
 - Interior Design
- Program areas with notable increases include:
 - Environmental Conservation
 - Teacher Education
 - Engineering Technology and Mechatronics
 - Radiation Imaging

PROGRAM TRENDS

- Program Areas with Shifting Enrollments
 - Management
 - Decreases in operations, supply chain, and project management
 - Increases in general applied management
 - Technology
 - Decreases in application development and information systems
 - Increases in networking, data analytics, and Bachelor of Science in computer science
 - Health Services
 - Decreases in behavioral science, health physics, and community health
 - Increase in behavioral health



LOOKING AHEAD

- The new programs being proposed align with the identified growth areas in technology, behavioral health, education, and environmental science.
- Colleges are collaborating on how to share courses and curriculum to assure a variety of offerings for students and to be as efficient as possible.
- Colleges are revising curriculum in existing programs to remain current with evolving industry needs.
- These trends will be shared with the Baccalaureate Leadership Council and the Instruction Commission to inform additional program development.



PUBLICITY FOR OUR SYSTEM

- Washington continues serve as a model for how community and technical college bachelor's degrees create access for students and meet local workforce demands.
- Recent Media Coverage
 - [How WA Community Colleges Are Helping Solve the State's Teacher Shortage](#)
 - [Why WA Has Seen a Big Increase in These Community College Degrees](#)
 - [Less Traditional College Degrees Jump in WA During Pandemic](#)
- Community College Baccalaureate Association National Conference Presentations
 - Reflecting on the Past, Planning for the Future - Lessons Learned from 10 Years of BAS Degrees in Washington
 - Promising Practices for Developing Teacher Education Programs to Meet Your Community's Needs

STATEMENTS OF NEED



CLARK COLLEGE - PROPOSED BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- College Representatives
 - Jim Wilkins-Luton, Interim Vice President of Instruction
 - Izad Khormae, Faculty/Advisor/Chair, Computer Science and Engineering Department
- Located in Vancouver, WA Clark College serves students in Clark, Skamania, and Klickitat counties.
- Clark offers more than 100 degree and certificate options, including five current bachelor's degree programs.
- Their proposed degree expands opportunities for southwest Washington students to pursue computer science degrees without leaving the state.



CLARK COLLEGE - PROPOSED BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- Clark College's service area is underserved in the area of Computer Science, with an average of 53 local graduates filling 1507 annual job openings.
- Clark College has a long and successful history in offering Computer Science programs – they have offered a computer science pathway since the 1970's and have nearly 400 currently enrolled associates degree students who have expressed in interest in this new program.
- Clark College has solid experience in offering support services for historically underrepresented students and this program will be structured to meet the unique needs of those students as well as place-bound and working adults.



CLOVER PARK TECHNICAL COLLEGE – BACHELOR OF APPLIED SCIENCE IN ENVIRONMENTAL SCIENCES

- College Representatives
 - Kathryn Smith, Faculty, Environmental Sciences
- Located in Lakewood, WA Clover Park Technical College serves students in Pierce County.
- Clover Park Technical College offers 42 programs with more than 120 degree and certificate options, including four current bachelor's degree programs.
- Their proposed degree creates a pathway for students interested in environmental science, a job field that is predicted to see substantial growth in the next 10 years.



CLOVER PARK TECHNICAL COLLEGE – BACHELOR OF APPLIED SCIENCE IN ENVIRONMENTAL SCIENCES

- The priority of Clover Park Technical College’s Environmental Sciences and Technology program is to prepare students to enter the workforce as highly adaptive employees with the technical and life-long learning skills needed for an environmental career.
- The proposed bachelor’s program supports this priority. Graduates awarded the Bachelor of Applied Science in Environmental Sciences degree will be well prepared to thrive in tomorrow’s workforce.
- Program graduates, though still well qualified for technician positions, will have expanded options for scientist and supervisory level positions.
- The program will achieve this preparation by including higher-level skills and equipping graduates with advanced communication, quantitative, work-based learning, and reasoning skills.
- Graduates will be prepared to help Washington transition to a green economy.



OLYMPIC COLLEGE – BACHELOR OF APPLIED SCIENCE IN BEHAVIORAL HEALTH

- College Representatives
 - Mirelle Cohen, Interim Dean of Social Sciences and Humanities
 - Grace Jones, Human Services Program Faculty
- Located in Bremerton, WA Olympic College serves students in Kitsap and Mason counties.
- Olympic College offers more than 130 degree and certificate options, including four current bachelor's degree programs.
- Their proposed degree supports the rapidly growing demand for behavioral health professionals.



OLYMPIC COLLEGE – BACHELOR OF APPLIED SCIENCE IN BEHAVIORAL HEALTH

- The program was designed in close collaboration with key stakeholders including peer and close BA-granting institutions.
- Olympic College is a geographically isolated institution on the Kitsap Peninsular with a very robust associates degree in Adduction Studies, which will serve as the pipeline for future students interested in the program.
- There is a well documented shortage of bachelor level healthcare service providers in Olympic College's service area.
- All program faculty had extensive and clinical experience and will be offering only evidence-based and the most current pedagogical materials available.
- Olympic College has a proven track record of innovation being the first, and possibly only associates program to offer both Co-Occurring and Suicide Prevention. They will continue innovating by utilizing only data-driven and best practices in their curriculum and clinical rotations.



PENINSULA COLLEGE – BACHELOR OF APPLIED SCIENCE IN BEHAVIORAL HEALTH

- College Representatives
 - Steven Thomas, Vice President for Instruction
 - Tanya Knight, Associate Dean of Baccalaureate Programs
- Located in Port Angeles, WA Peninsula College serves students in Clallam and Jefferson counties.
- Peninsula College offers more than 125 degree and certificate options, including one current bachelor's degree programs.
- Their proposed degree supports the rapidly growing demand for behavioral health professionals, especially in rural areas.



PENINSULA COLLEGE – BACHELOR OF APPLIED SCIENCE IN BEHAVIORAL HEALTH

- Peninsula College’s service area has a high demand for employees holding bachelor’s degrees in behavioral health. Additionally, a new medical facility, the Jamestown Sklallam Healing Campus, is under construction and will create many new jobs in behavioral health.
- Peninsula College delivers complex and rigorous curriculum to place-bound, time-bound, and traditionally underrepresented individuals in the service district and beyond. This program will provide equitable access and the means to achieve employment and earnings milestones that can truly enrich lives and advance prospects.
- The proposed program is designed to build on the Addiction Studies program and Medical Assistant program, two of Olympic College’s largest associate’s degree programs.
- The program model is “grow our own” – training local residents who are more likely to remain in the area long term.



SPOKANE COMMUNITY COLLEGE – BACHELOR OF APPLIED SCIENCE IN DEVOPS ENGINEERING

- College Representatives
 - Jenni Martin, Vice President for Instruction
 - Jeff Brown, Dean of Business, Hospitality, and Information Technologies
 - Bret Dickey and Tami Absalonson, Faculty, Computer Information Systems
- Located in Spokane, WA Spokane Community College serves students in Ferry, Lincoln, Pend Oreille, Spokane, Stevens, and Whitman counties.
- Spokane Community College offers more than 90 areas of study, including one current bachelor's degree programs.
- Their proposed degree supports emerging industry demand and is structured to meet the needs of working adults.



SPOKANE COMMUNITY COLLEGE – BACHELOR OF APPLIED SCIENCE IN DEVOPS ENGINEERING

- This program is innovative – there are no other DevOps Engineering offerings at regional higher education institutions
- Program faculty have collaborated with industry to integrate technology and assure that the curriculum and program outcomes align with industry needs and leads to high wage jobs in high demand fields.
- Students will complete industry recognized credentials as part of their program of study including Amazon Web Certified professionals in multiple areas, Cisco Certified Network Associate, CompTIA Linux+, VMWare Certified Technology Associate and CompTIA Security+.
- The program aligns with 3 existing associates degrees and will share resources, including marketing, with Spokane Community College’s existing BAS degree.

SOUTH PUGET SOUND COMMUNITY COLLEGE AND GRAYS HARBOR COLLEGE – BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- College Representatives
 - Michelle Andreas, Vice President for Instruction, South Puget Sound Community College
 - Nicole Lacroix, Vice President for Instruction, Grays Harbor College
 - Jason Selwitz, Dean of Applied Technology, South Puget Sound Community College
- Located in Olympia and Aberdeen, WA South Puget Sound Community College and Grays Harbor College serve students in Thurston, Grays Harbor, and Pacific counties.
- South Puget Sound Community College offers more than 60 degree and certificate options, including one bachelor's degree program. Grays Harbor College offers more than 30 degree options, including three bachelor's programs.
- These colleges are partnering on this new degree program to leverage resources and serve students from the entire south sound area.

SOUTH PUGET SOUND COMMUNITY COLLEGE AND GRAYS HARBOR COLLEGE – BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- Students who complete an associate-level degree in Software Development, Cybersecurity & Network Administration, or Network Operations, will have up to 30 core professional-technical credits count towards entry into the program (in lieu of taking the full Calculus and Physics series).
- Based on extensive feedback from regional subject matter experts, the three focus areas of the program will be application development, system administration, and security.
- The colleges have robust community support and prospective student interest from the SPSCC and GHC service areas.
- In addition to workforce development, this program will also serve to catalyze rural economic development, entrepreneurship, and equity.
- The program will utilize open educational resources and schedule hybrid courses with virtual evening sessions and periodic Saturday in-person labs to meet the needs of working adults.



SKAGIT VALLEY COLLEGE – BACHELOR OF APPLIED SCIENCE IN TEACHER EDUCATION

- College Representatives
 - Kenneth Lawson, Vice President for Instruction
 - Lynnette Bennett, Dean for Instruction
 - Alexis Meyers, Early Childhood Education Department Chair
- Located in Mount Vernon, WA Skagit Valley College serves students in Skagit, Island, and San Juan counties.
- Skagit Valley College offers more than 100 degree and certificate options, including five current bachelor's degree programs.
- Their proposed degree is responsive to the shortage of elementary education teachers in the region.



SKAGIT VALLEY COLLEGE – BACHELOR OF APPLIED SCIENCE IN TEACHER EDUCATION

- Skagit Valley College is proposing teacher certification with dual endorsements in early childhood education and either bilingual education or English language learner.
- The program is designed for working adults with a part-time, hybrid schedule with courses on Saturdays.
- The proposed Bachelor of Applied Science in Early Childhood Education will be a continuation of Skagit Valley College’s well-established Early Childhood Education and Paraeducation programs and will provide a seamless pathway for regional associate degree holders to continue their education locally and receive a valuable teaching credential.



PROGRAM PROPOSALS

Lake Washington Institute of Technology

- Bachelor of Applied Science in Applied Art - Illustration
- Builds on LWTech's Associate of Applied Science – Transfer degree in Illustration and will fill multiple gaps that exist in educational opportunities, career preparation, and industry partnership related to the fine arts.
- This will be Lake Washington Institute of Technology's fifteenth bachelor degree program.

Seattle Central College

- Bachelor of Applied Science in Teacher Education
- Builds on SCC's Associate in Applied Science – Transfer degree in Education and intends to produce diverse, homegrown practitioners who are culturally responsive, employ antiracist, relationship-based, student-centered pedagogy, and engage in critical community discourse.
- This will be Seattle Central College's eighth bachelor degree program.



QUESTIONS

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STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

FEBRUARY 2, 2023

STATEMENT OF NEED BACHELOR OF SCIENCE (BS) IN COMPUTER SCIENCE

CLARK COLLEGE

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Cover Page — Statement of Need

Program Information

Institution Name: Clark College

Degree Name: Bachelor of Science in Computer Science

CIP Code: 11.07 “Computer Science”, “11.02 Computer Programming” and 14.0903 “Computer Software Engineering”

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

Degree: AST2 Computer Science

CIP Code: 11.0201 “Computer Programming”

Year Began: 1970s

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2024

Projected Enrollment (FTE) in Year One: 20 FTE

Projected Enrollment (FTE) by Year: **Fall 2025: 40 FTE, Fall 2026: 60 FTE, Fall 2027: 80 FTE**

Funding Source: State-Funded, Tuition and Fees

Mode of Delivery

Single Campus Delivery: Initially, this program will be offered on Clark College’s main campus, with a mix of in-person and hybrid modalities.

Distance Learning: The long-term goal is to have two parallel cohorts, one in-person program and one fully-remote program.

Statement of Need

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

Contact Information (Academic Department Representative)

Name: Izad Khormae

Title: Computer Science & Engineering Department Chair

Address: 1933 Fort Vancouver Way, Vancouver, WA 98663

Telephone: 360-992-2383

Email: ikhormae@clark.edu

Chief Academic Officer Signature

The Statement of Need must be signed. To sign, double click on the signature line below.

Paul Wickline

Vice President of Instruction

Clark College

X

Chief Academic Officer



11/7/2022

Introduction

To establish a pathway for enhanced student success and to address local employment needs, Clark College proposes to offer a Bachelor of Science in Computer Science degree program, in addition to its current Associate of Science – Track 2 - Computer Science Concentration Degree. This will provide a seamless path to students who are interested in a four-year Bachelor of Science in Computer Science degree from Clark College. This option affords several advantages to local students, employers, and the community.

The program structure will be in a 2+2 format. In other words, students will complete their associate degree in the first two years and complete their Bachelor of Science in Computer Science in the second two years. The goal of this program is to provide a Bachelor of Science in Computer Science degree that meets industry needs while supporting low-income students, students of color, place-bound students, working and returning students, as well as first-generation students.

Locally, Bachelor of Science in Computer Science graduates fill only 4% of the annual job openings in this field, and annual job openings are projected to grow at the rate of 19% over the next decade. Employers large and small have confirmed the high demand for these skilled workers, and their current hiring practices show they are looking beyond local graduates to fill the remaining 96% of job listings for Bachelor of Science in Computer Science graduates. Clark College will address this need by leveraging existing resources and student supports to provide local students with a streamlined pathway to degree attainment and industry employment.

A recent survey conducted of the students who are currently pursuing an Associate in Science – Track 2 (AST2) – Computer Science Concentration Degree at Clark College shows a high level of interest in completing their Bachelor of Science in Computer Science at Clark College. These results reveal that 93% of respondents are either interested and/or would consider extending their associate degree to a Bachelor of Science in Computer Science at Clark College. This enthusiastic response to the survey reveals that 398 current Associate in Science – Track 2 (AST2) – Computer Science Concentration Degree students would consider completing their Bachelor of Science in Computer Science at Clark College if it were available today.

In addition, offering a Bachelor of Science in Computer Science degree fully supports Clark College's primary mission of providing quality educational opportunities while reducing educational and employment barriers, especially for historically underrepresented students. Clark College already has the infrastructure in place to support Bachelor of Science in Computer Science students, such as Clark's Collaborate, Assess, Resource and Engage (CARE) program. Clark also serves as a local center for the national association of Mathematics, Engineering, and Science Achievement (MESA). In addition, Clark provides comprehensive financial aid programs, along with experienced faculty, advisors, student success coaches, and tutors. Thanks to these pre-existing resources, Clark College has the capability to deliver a Bachelor of Science in Computer Science at a substantially lower cost to the students and State, as compared to many other institutions. Maximizing established resources to the fullest is a win-win proposition for local students, employers, community, and Washington State taxpayers.

In summary, expanding Clark College's associate degree program to a four-year Bachelor of Science in Computer Science program represents a unique opportunity to take advantage of existing supports to meet the high demand for Bachelor of Science in Computer Science graduates. Clark

College students' documented enthusiasm for expanding to a Bachelor of Science program, combined with knowledgeable faculty, staff, and services already in place, underscore the College's ability to successfully provide a high-quality, cost-effective education. This program will benefit both local employers and students – particularly place-bound, working, and historically underrepresented students – while utilizing statewide academic resources to the fullest.

Criteria 1

Relationship to institutional role, mission, and program priorities.

The creation of a Bachelor of Science in Computer Science degree at Clark College aligns with the College's institutional priorities in service to the community. Clark is Southwest Washington's largest public institution of higher education, serving Clark, Skamania, and western Klickitat counties – an area referred to as the Local Service Area (LSA). Although Clark College serves three Southwest Washington LSA counties, the college is geographically located within the Portland-Vancouver metropolitan area, which includes Clark, Skamania, Klickitat, Multnomah, Clackamas, and Washington counties, and will be referred to as the Metropolitan Statistical Area (MSA).

This economic region features a wide range of businesses and industries with a concentration in eight key sectors: Apparel & Outdoor, Bioscience, Climate Tech, Computers & Electronics, Design & Media, Food & Beverage, Metals & Machinery, and Software. Designated the "Silicon Forest", the Computer & Electronics sector is the region's economic powerhouse and offers significant opportunities for expanded growth. This region is home to numerous large employers of Bachelor of Science in Computer Science graduates including Intel, Tektronix, SEH America, Hewlett Packard, Nike, ZoomInfo, Logitech, Analog Devices, WaferTech, Lam Research, US Bank, Polaris and Apple, in addition to a growing number of smaller startup companies.

Clark College is an open-enrollment community college, and as such, welcomes students of all ages and backgrounds in pursuit of a quality education to prepare for rewarding careers. Students have the option to earn high school diplomas, GEDs, certificates, degrees in career and technical programs, transfer degrees, and Bachelor of Applied Science degrees. The curricula are aligned with high schools, baccalaureate institutions, and industry to increase transferability of courses and further improve student success.

More specifically, Clark College's mission is "to guide individuals in achieving their educational and professional goals," as measured by attainment of student learning outcomes and post-college success. A key component of Clark's mission fulfillment is the reduction or elimination of barriers to success and disparities in educational outcomes. To achieve this goal, Clark College has demonstrated success in serving non-traditional and historically underrepresented student populations through community outreach programs, as well as support for its current students through one-on-one advising, success coaching, and additional support programs.

Currently, 429 part-time and full-time students are pursuing an Associate in Science – Track 2 (AST2) – Computer Science Concentration Degree at Clark. Upon completing this program of study, students have the option to either enter the workforce or transfer to another institution to complete a four-year Bachelor of Science in Computer Science degree. Establishing a Bachelor of Science in Computer Science degree program at Clark College would provide a seamless pathway for students to pursue additional educational and employment opportunities without having to transition to an outside institution.

There are several benefits to not changing schools halfway through a degree program:

- Students who have completed their two-year degree at Clark College are already familiar with institutional processes (registration, financial aid, etc.) and are able to access Clark's network of student supports.
- Clark College's Associate in Science – Track 2 (AST2) – Computer Science Concentration Degree currently offers after-hours, remote, and hybrid courses to support place-bound and working students. Bachelor of Science in Computer Science degree students would be able to take advantage of this same flexible scheduling.
- Career counseling and academic advising support can continue uninterrupted for students as they pursue their Bachelor of Science in Computer Science degree.
- Students will continue to benefit from existing working relationships developed with faculty, staff, and fellow students.

Expanding these offerings will be especially helpful for students who are historically underrepresented and for whom transitions to outside institutions may present major economic and geographic hurdles toward completing a four-year degree.

In summary, by offering a Bachelor of Science in Computer Science, Clark College can increase student success rates by providing consistent support for students and mitigating systemic impediments to completing their four-year degree. This degree program at Clark College will benefit all students interested in Computer Science, but especially those who are historically underrepresented. This effort fully aligns with existing program priorities of Clark's Associate in Science – Track 2 (AST2) – Computer Science Concentration Degree, the College's mission statement, and its role in supporting students throughout the service district.

Criteria 2

Support of the statewide strategic plans.

As stated in the Mission Study by the State Board for Community and Technical Colleges (SBCTC), its overarching goal is “to find more and better ways to reduce barriers and expand opportunities for more Washingtonians” who are seeking to complete the qualifications necessary to successfully compete in today’s job market. Computers already have become a part of nearly every human endeavor, and as the needs they address become more complex and widespread, the demand for workers with a Bachelor of Science in Computer Science will continue to grow. Thus, it is imperative to provide the additional capacity to assist students interested in completing their Bachelor of Science in Computer Science to address these needs.

Clark College already has an established track record of students successfully completing an Associate in Science – Track 2 (AST2) – Computer Science Concentration Degree. A Bachelor of Science in Computer Science at Clark College would further develop this existing capacity, enabling students who are seeking a four-year degree to have the choice to remain at Clark College instead of having to re-apply to other institutions, a process that often involves complications of credit transfer, increased tuition costs, and relocation. Instead, Clark’s program will eliminate those barriers by affording a seamless pathway to a diverse student group. Another significant advantage for these students is that they are already established in our community and can more easily find job opportunities locally if they choose to remain in the community.

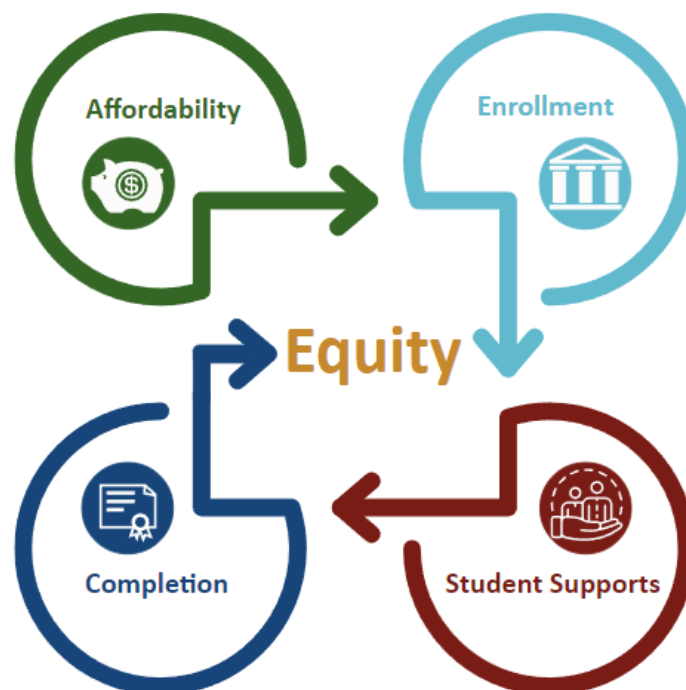


Figure 1. Washington Student Achievement Council's Strategic Framework

Furthermore, Clark's program will meet one of the four pillars of the Washington Student Achievement Council's Strategic Framework for Equity: Affordability. The cost of a Bachelor of Science in Computer Science degree at other nearby institutions is 1.5 to 7 times higher than the projected costs at Clark College for a Bachelor of Science in Computer Science (see Criteria 6).

Clark College's current Associate in Science – Track 2 (AST2) – Computer Science Concentration Degree program already operates in alignment with a second pillar of the Washington Student Achievement Council's Strategic Framework for Equity: Student Supports. For example, Clark College provides an educational plan for every student in the Associate in Science – Track 2 (AST2) – Computer Science Concentration Degree and provides dedicated faculty advisors who meet regularly with students to review their progress and address any obstacles to degree attainment. These relationships will extend to students in the Bachelor of Science in Computer Science program. Faculty advisors will be able to build on their rapport with students with whom they have already been working. Access to faculty advisors can be especially important for historically underrepresented students who may not have a network of friends and family with the knowledge and experience to help them navigate higher education processes. Therefore, full utilization of these resources will provide more equitable outcomes for Bachelor of Science in Computer Science students in pursuit of educational attainment and employment, ultimately in support of a third pillar of the Washington Student Achievement Council's Strategic Framework for Equity: Completion.

Criteria 3

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

The source of employer data presented in this section is derived from Lightcast Q3 2022 Data Set from Economic Modeling Specialist International (EMSI). EMSI provides employment data by CIP code and region. A Bachelor of Science in Computer Science prepares students for careers in the job areas of Computer Science (CIP Code 11.07), Computer Programming (CIP Code 11.02), and Computer Software Engineering (CIP 14.0903). The region is selected based on the three counties in the Clark College Local Service Area: Clark, Skamania, and Klickitat.

Using the above criteria, EMSI data indicates that the average pay for the specified careers is \$139,172. In 2022, there were a total of 15,285 jobs with a projected growth of 19% over the next decade. The annual number of job openings in this area is 1,507. Washington State University-Vancouver campus is the only institution in the Clark College Local Service Area with a Bachelor of Science in Computer Science and has graduated 53 students per year in the past three years. Based on this data, the Clark College Local Service Area has a gap of 1,454 unmet Bachelor of Science in Computer Science jobs per year. In other words, Bachelor of Science in Computer Science graduates in the Local Service Area only satisfy 4% of job openings per year.

When expanding the service region to include our six neighboring counties in Portland and Vancouver, the number of annual job openings increases to 13,560. The three higher education institutions in this expanded region include Portland State University, University of Portland, and Washington State University-Vancouver with an annual average of 273 Bachelor of Science in Computer Science graduates. The gap subsequently increases to 13,287 regionally unmet Bachelor of Science in Computer Science jobs per year.

In summary, there is a large gap between the number of Bachelor of Science in Computer Science graduates and the number of openings with employers in our Local Service Area and the expanded metropolitan areas. Expanding to include a Bachelor of Science in Computer Science program at Clark College will help improve this situation, but the need will continue to far exceed available graduates for the foreseeable future.

(Please refer to Appendix A for the Supply/Demand Gap Rubric.)

Criteria 4

Baccalaureate program builds from existing professional and technical degree program offered by the institution.

Clark College already offers an Associate in Science-Track 2 - Computer Science concentration degree, a program that has been in existence since the 1970s in one form or another. Currently, 429 full- and part-time students are enrolled in this program, each with an individualized education plan. A Bachelor of Science in Computer Science would be a highly desirable next step for these students. A student survey of these students in October of 2022 revealed that 398 students, or 93% of those taking the survey would consider completing their Bachelor of Science in Computer Science at Clark College if it was offered.

The following table contains the number of Clark College students who are currently pursuing computer science associate degree and have individualized education plan as well as historical data:

Academic Years	Number of Students
2022-2023	429
2021-2022	398
2020-2021	332
2019-2020	302
2018-2019	279
2017-2018	297

Table 1. Historical number of Clark College Computer Science Associate Students with individualized education plan.

Additionally, Clark College offers other associate degrees such as Computer Technology and Networking Technology. With additional coursework, students in these associate degree programs would also be potential candidates for the Bachelor of Science in Computer Science degree.

Clark College's plan is to develop the Bachelor of Science in Computer Science program at Clark College as a 2+2 program. Initially, the focus will be on students who have completed the associate with a Computer Science concentration in their first two years. These students would be able to finish their Bachelor of Science in Computer Science with an additional two years of full-time study. Future goals include offering transition courses for students who have completed other associate degrees to provide multiple pathways for attaining a Bachelor of Science in Computer Science at Clark.

Criteria 5

Student demand for program within the region.

Clark College has approximately 429 full- and part-time students pursuing an Associate in Science – Track 2 (AST2) – Computer Science Concentration Degree. These are the most likely students to be interested in completing their Bachelor of Science in Computer Science at Clark. While the population of potential students for a Bachelor of Science in Computer Science is likely larger, the survey focused on the core group of students already in the Associate in Science – Track 2 (AST2) – Computer Science Concentration Degree program. The survey was conducted in October 2022 and was completed by 141 respondents. Key takeaways from the survey include:

- 46% of respondents had graduated from high school in the last two years, which indicates that students are traditional high school completers moving on to college. The remaining 54% had not graduated yet or are returning/non-traditional students.
- 86% of students plan to continue beyond an associate degree and pursue a Bachelor of Science in Computer Science degree. The remaining 14% plan to seek employment after completing an associate degree.
- 48% of students responded with “Yes, I am interested in completing my Bachelor of Science in Computer Science at Clark College”. Another 45% of students responded that they would consider a Bachelor of Science in Computer Science at Clark College. Only 7% responded with “No, I will not be completing my Bachelor of Science in Computer Science at Clark College”.

Applying these percentages to all the students currently in Associate in Science – Track 2 (AST2) – Computer Science Concentration Degree: if Clark College was currently offering a Bachelor of Science in Computer Science, 205 of the students would apply to the program and another 193 students would consider applying. These numbers far exceed Clark College’s ability to meet these needs in the first three years of the program. The level of demand outstrips even the proposed additional enrollment capacity at Clark College.

The following enrollment projections do not include students in their first and second year (associates) program, which we expect to continue growing from the current enrollment of 429 students:

- 2024-2025 (20 students): Juniors only
- 2025-2026 (40 students): Juniors and Seniors
- 2026-2027 (60 students): Increase offerings and modalities for Junior-level courses
- 2027-2028 (80 students): Increase offerings and modalities for Senior-level courses
- 2028-2029 (88 students): Expected 10% growth

Criteria 6

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

Clark College degrees and programs are designed to accommodate students with life and work demands beyond classes. Currently, Computer Science courses are offered in both hybrid (in-person with online support) and fully remote (synchronous over Zoom) modalities. Courses for a Bachelor of Science in Computer Science will initially be offered in hybrid format, and as the number of students grows, the program will expand course offerings both in terms of time (day and evening) and in modality (hybrid and remote) to provide maximum flexibility for both place-bound and working adults.

Within Clark College's tri-county Local Service Area, Washington State University – Vancouver (WSUV) campus is the only institution offering a Bachelor of Science in Computer Science Degree. WSUV has graduated 53 Bachelor of Science in Computer Science graduates annually over the past three years. This leaves the Local Service Area with a deficit of 1,454 or 96% of annual job openings for Bachelor of Science in Computer Science that will go unfilled at the current graduation rate.

In an expanded service area that covers neighboring Oregon state counties (Portland Metro), there are two additional universities offering a Bachelor of Science in Computer Science: Portland State University (PSU) and the University of Portland (UP). These two institutions have a combined average of 220 Bachelor of Science in Computer Science graduates per year. However, Washington students pay out-of-state tuition rates at PSU, and UP is a private university, which increases tuition costs for students transferring to these institutions.

Below is a summary of costs for completing the third and fourth year of Bachelor of Science in Computer Science at nearby institutions (based on the 2022-2023 rates published by these respective institutions).

Institution	Total Third- and Fourth-Year Cost (15 credit each term)	Cost Ratio
Clark College Proposed Degree	\$2,438*6 quarters = \$14,628	1.00
Washington State University Vancouver-Campus	\$5,634*4 semesters = \$22,536	1.54
Portland State University out of state	\$9,300*6 quarters = \$55,800	3.81
University of Portland Private	\$25,676*4 semesters = \$102,704	7.02

Table 2. Cost of Upper Level (final two years) Bachelor of Science in Computer Science programs.

Clark College faculty and staff have met and discussed the prospect of a Bachelor of Science in Computer Science with four-year institutions (Washington State University), community colleges (North Seattle, AppConnect Northwest Consortium, Lower Columbia College, Bellevue College), Washington Computer Science Education (WACSE) Council, and local employers such as Hewlett-Packard, Intel, and Skyetel. The need for more Bachelor of Science in Computer Science graduates is clear and agreed upon by all stakeholders.

The Bachelor of Science in Computer Science will be built on top of the existing Associate in Science – Track 2 (AST2) – Computer Science Concentration Degree, which provides the core computer science learning for the first two years of a Bachelor of Science degree. The third and fourth years will focus on introducing students to specializations within the Computer Science field, while working closely with local employers to evaluate and modify specializations to meet the ever-changing needs of the industry.

By leveraging Clark College's experience in both supporting students with diverse backgrounds and working closely with local industry, Clark College is able to develop a Bachelor of Science in Computer Science tailored to the unique needs of students in the Local Service Area and to the changing needs of local employers.

Criteria 7

Promoting equitable opportunities for students, including historically marginalized students.

Clark College is one of the largest community colleges in the State of Washington, with 7,935 students enrolled in the 2021-2022 academic year. The following table contains the student demographics for the academic year 2021-2022.

Race	Number of Students	% of Total
American Indians and Alaska Natives	40	0.5%
Asian	459	5.8%
Black	162	2.0%
Hispanic	577	7.3%
Pacific Islander	63	0.8%
White	4953	62.4%
2+ Races	1069	13.5%
Not Reported	612	7.7%

Table 3. 2021-22 Student Demographics at Clark College.

(Source: <https://www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard.>)

The two greatest barriers for historically underrepresented students are:

- accessing available resources; and
- navigating higher education systems.

Although there are many reasons for these barriers, as noted above historically underrepresented students typically do not have access to a network of friends and family who might have experience with the higher education requirements and processes, they may encounter.

In order to improve students' awareness of available resources and opportunities, Clark College plans to expand outreach and target programs, emphasizing outreach to middle and high schools. Clark College Computer Science faculty have an established history of providing workshops, camps, and other hands-on activities to the local schools and the community as a way of introducing students to computer science education and career opportunities.

Clark College is also one of the Mathematics, Engineering, Science Achievement (MESA) centers in Washington State. MESA is a program designed to increase the number of historically underrepresented (African American, Native American, Latino/Hispanic, and Pacific Islander/Hawaiian) community college students who transfer to universities and earn STEM (science, technology, engineering, mathematics) Bachelor's degrees. Clark College plans to leverage its previous success in engaging and supporting historically underrepresented students for the benefit of Bachelor of Science in Computer Science students.

In addition to MESA, Clark College will work with community organizations who support historically underrepresented groups, such as the National Association for the Advancement of Colored People (NAACP)-Vancouver Branch and ASPIRA (a national Hispanic organization dedicated exclusively to developing the educational and leadership capacity of Hispanic youth), the American Indian Science

& Engineering Society, and the Society of Women Engineers (SWE).

Once students are aware of available resources and opportunities, the next step is to offer them support in their efforts to navigate the higher education system. One of the most effective ways to do this is having faculty advisors meet each student one-on-one early in the student’s planning process to develop an educational plan. Students continue to meet regularly with their faculty advisor throughout their time at Clark College, receiving advice, guidance, and support tailored to their specific goals. This arrangement has proven to be effective in improving success rates for all students and is especially crucial for students who lack access to these support systems. We plan to extend our current advising programs to encompass the needs for students wishing to complete their four-year Bachelor of Science in Computer Science at Clark College.

In addition, embedded within Clark College’s Strategic Plan is the objective to “facilitate student learning by providing conditions that improve educational outcomes and eliminate systemic disparities among all groups.” This objective guides the principles underlying Clark College’s decision-making, policies, and processes (see Figure 2).



Figure 2. Clark College’s Strategic Plan

In pursuit of this objective, Clark College’s CARE Team provides one-on-one support for students who have been identified by faculty as likely to benefit from support and/or resources to overcome challenges to their academic progress. Additionally, Clark College’s Office of Diversity, Equity, and Inclusion (ODEI) office supports the Clark College’s goal of fostering a social and equitable college community as outlined in Clark College’s Strategic Plan, and works to ensure that the college’s Social Equity Plan is implemented across the college.

Appendix A. Supply/Demand Gap Rubric

College Name: Clark College	
Program Name: Bachelor of Science in Computer Science	
Select one: Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>	
Local demand/supply information is available for the specified degree program and target occupation(s)	
Local Demand Data	<p>Bachelor of Science in Computer Science prepares students for jobs in Computer Science (CIP Code 11.07), Computer Programming (CIP Code 11.02) and Computer Software Engineering (CIP 14.0903). The employment data for Clark College's Service Area is from Lightcast Q3 2022 Data Set by Economic Modeling Specialist International (EMSI).</p> <p>EMSI data shows that the average pay for the specified careers in the local service area is \$139,172.</p> <p>In 2022, there were a total of 15,285 jobs with a projected growth of 2,904 (19%) over the next decade. The annual number of job openings in this area is 1,507.</p>
Local Supply Gap	<p>Washington State University-Vancouver campus is the only institution in the Clark College Local Service Area with a Bachelor of Science in Computer Science and has graduated 53 students per year in the past three years, representing 4% of annual job openings.</p>



**STATE BOARD FOR COMMUNITY
AND TECHNICAL COLLEGES
NOVEMBER 2022
STATEMENT OF NEED
BACHELOR OF APPLIED SCIENCE
ENVIRONMENTAL SCIENCES
*CLOVER PARK TECHNICAL COLLEGE***

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Cover Page — Statement of Need

Program Information

Institution Name: Clover Park Technical College

Degree Name: Bachelor of Applied Science – Environmental Sciences

CIP Code: 03:0104

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

Degree: Associates of Applied Science – T Environmental Sciences and Technology

CIP Code: 15.0507

Year Began: 1993

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2023

Projected Enrollment (FTE) in Year One: 10

Projected Enrollment (FTE) by Year: 12 by year 5

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery: Lakewood campus

Off-site: Potential internship/capstone

Distance Learning: Face to face, hybrid, and online

Statement of Need

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

Contact Information (Academic Department Representative)

Name: Dr. Thomas Broxson

Title: Vice President for Instruction

Address: 4500 Steilacoom Blvd SW, Lakewood, WA 98499

Telephone: (253) 589-5510

Email: thomas.broxson@cptc.edu

Chief Academic Officer signature

The Statement of Need must be signed. To sign, double click on the signature line below.

 Recoverable Signature

X Thomas Broxson

Chief Academic Officer

Signed by: cc9b5c15-799f-494e-88d1-6e47efd3ecc9

10/31/2022

Criteria 1

Relationship to institutional role, mission, and program priorities.

Institutional Role

The role of a technical college is serving the community as an open admission educational resource that responds to needs of both students and businesses. The BAS: Environmental Sciences program will uniquely provide that service to our community. As the first comprehensive applied Environmental Sciences program in the state, the BAS-ENV will fulfill the needs of place-bound, working practitioner adults needing a four-year degree to progress in their field, as well as regional graduates of other natural resource/environmental science associate programs. Our Advisory Committee, composed of representatives from local businesses reflecting the business needs of our role, is highly supportive of this proposed degree. Similarly, our AAS-T students have been asking for an in-house baccalaureate option to continue their studies.

Currently, our students only have our more general and management focused Operations Management program to continue to a bachelor's level degree unless they transfer. If students want more specific, environmental content, they have no affordable local options that would lead to bachelor's degree completion in two years. There are options outside of Pierce County including The Evergreen State College (30 miles away through a major traffic corridor) and at Skagit Valley College (100 miles away through a major metro area.) University of Washington (Tacoma), while closer, offers a BA in Environmental Studies and a BS in Environmental Science but our program graduates could not complete those degrees in two years. There are also private schools available, but the cost is prohibitive and specific undergraduate prerequisites can make completion difficult. A Clover Park Technical College (CPTC) BAS-ENV would be responsive to our students' needs and fulfill our institutional role.

Mission

The Bachelor of Applied Science – Environmental Sciences (BAS-ENV) supports CPTC's mission of "Educating Tomorrow's Workforce" by producing graduates supporting a transition to an environmentally just and sustainable economy. Washington state is a leader in environmental protection and green jobs. As defined by the Bureau of Labor Statistics, a green job:

- produces goods or provides services that benefit the environment or conserve natural resources. OR
- where duties involve making their establishment's production processes more environmentally friendly or use fewer natural resources. (*Measuring Green Jobs BLM*)

In their *Global Green Skills Report (2022)*, LinkedIn stated "We cannot wait any longer to address climate change. We have to green the economy and activate the jobs, companies and policies that will power it. By capitalizing on this unprecedented moment of change to

redirect human talent to accelerate the green transition, we'll have a fighting chance of meeting the climate challenge. But achieving this requires moving toward an economy that transitions workers into jobs beyond those currently considered green.”

The BAS-ENV will help provide workers with hands-on skills to address environmental problems and fill the jobs of the emerging green jobs economy.

Program Priorities

The CPTC Environmental Sciences and Technology program has one priority. Prepare students to enter the workforce as highly adaptive employees with the technical and life-long learning skills needed for an environmental career. The proposed program supports this priority. Graduates awarded the BAS-ENV degree will be well prepared to thrive in tomorrow's workforce.

BAS-ENV graduates, though still well qualified for technician positions, would have expanded options for scientist and supervisory level positions. This should move them up the pay scale initially and position them for future promotion without the need for additional training. The BAS-ENV program will achieve this preparation by including higher-level skills, equipping graduates with advanced communication, quantitative, work-based learning, and reasoning skills.

BAS-ENV will provide a high-quality, hands-on program vetted by our program advisory committee. CPTC's Environmental Science program employs highly skilled faculty and will utilize the unique 110-acre outdoor laboratory and the College's increased student support already in place for existing BAS students. The BAS-ENV will take advantage of components and collaboration with the College's existing accredited BAS programs ensuring excellence from the start. This proposal builds on CPTC's existing high standards for increasing equity within workforce educational pathways.

Criteria 2

Support of the statewide strategic plans.

Washington Student Achievement Council (WSAC) deems four areas essential to achieve the educational attainment goal of 70% of 25–44-year-olds in the state to have a post-secondary credential. Those areas are affordability, enrollment, completion, and student support (**Figure 1**).

The BAS-ENV program provides both the affordability and student support aspects. In the 2022-23 school year, a student enrolled in 12-credits of the proposed BAS-ENV would pay \$2,331 per quarter in tuition. Tuition at UW-Tacoma for a student enrolled in 12 credits is \$4,153 per quarter. Tuition at The Evergreen State College is more comparable at \$2,532 per quarter but also would include expenses related to a lengthy commute or moving out of the Pierce County area. Student support is provided through college traditional models of

services such as financial aid, counseling and advising, veterans services, and student life. In addition to these services, CPTC students have access to a BAS Specialist. This position serves students as they seek information in all BAS offerings, enter instructional programs, move towards completion, and explore career connected learning experiences. The position helps the individual student navigate to the correct support resources within student success and college systems. The specialist also expands BAS outreach efforts and supports faculty involvement with the relevant student support services.

The WSAC 2022 Strategic Action Plan (SAP) identifies gaps in affordability and student supports. The BAS-ENV helps to close those gaps. Affordability increases enrollment. Well-developed student supports leads to higher completion. Higher completion leads to a more equitable future for our program graduates and our community.

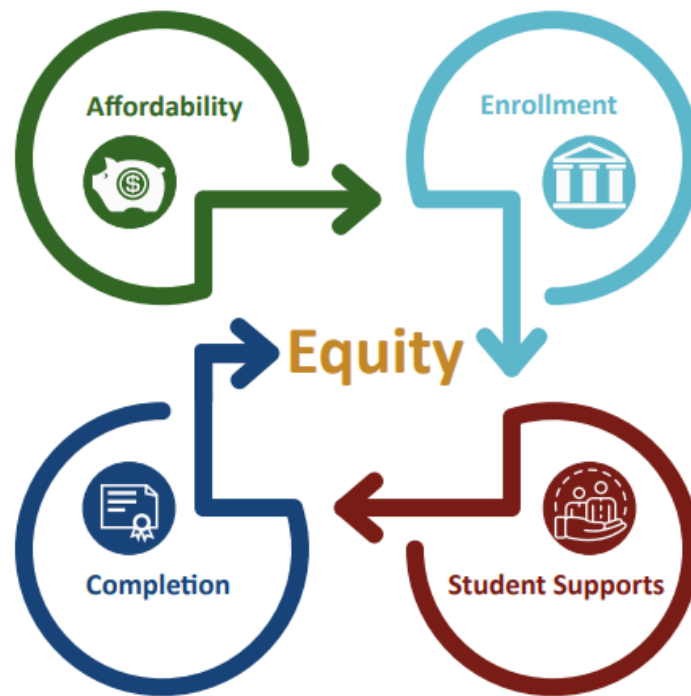


Figure 1. WSAC Strategic Cluster Areas

Environmental justice is also an important factor in developing this program. A “Key Takeaway” from the Strategic Action Plan is “Racial and ethnic disparities appear throughout educational pathways.” This is especially true for environmental sciences – identified as one of the least diverse fields in STEM. While people of color are underrepresented in the environmental workforce and degree programs, they are more likely to be vulnerable to environmental pollution and the detrimental impacts of climate change (Diverse, 2020). According to the 2020 US Census, Lakewood is a minority-majority community and is poorer than many other communities in the state. According to CPTC’s Institutional Research Data, from 2016-2021 CPTC was 56% non-white and 27%

economically disadvantaged. Developing a BAS-ENV program can help close the diversity gap found in the environmental sciences and provide living wage jobs to those living in the community (see Figure 3).

Criteria 3

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

Per CareerOne Stop, in Washington state, demand for Environmental Scientists and Specialists is projected to be 500 openings per year. Demand for Environmental Science and Protection Technicians is projected to be 240 openings per year. Net gain from 2020-2030 is projected at 812 and 270 respectively.

According to the National Center for Education Statistics College Navigator, in the 2020-21 school year, Washington state colleges and universities graduated 591 environmental science/studies majors in baccalaureate programs. That is a gap of 149 openings. The Evergreen State College is not included as they do not have declared records majors. The Washington Employment Securities Department also projects increased job openings from 2025-2030 (Figure 2).

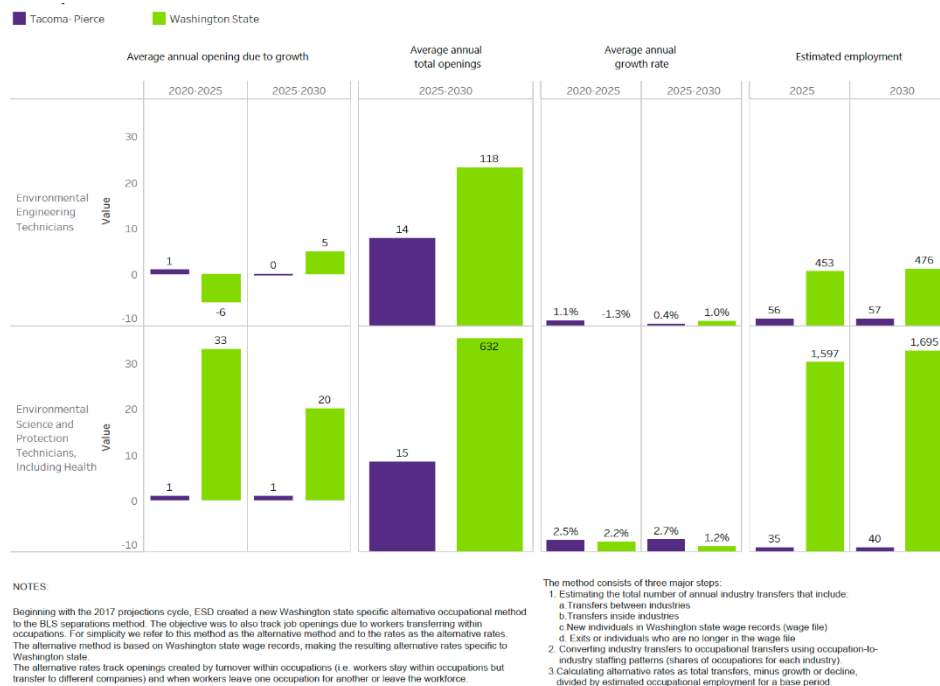


Figure 2: Environmental Technician Occupation Growth 2020-2030



Figure 3: Environmental Technician Occupation Wages

On October 19, 2022, program faculty performed a job search on the Employment Security website for the job titles “Environmental Scientist” and “Environmental Technician”. Faculty excluded engineer positions and the “Environmental Services Technician” in health care. In the Puget Sound region, 113 unique positions were posted in that 30-day period (Table 1).

Table 1: Unique jobs posted to Employment Security in the 30 days prior to October 19, 2022

City	Unique Postings
Bellevue	3
Bothell	2
Issaquah	2
JBLM	3
Lacey	33
Lakewood	1
Olympia	27
Puyallup	2
Seattle	26
Snohomish	1

Tacoma	11
Tumwater	2

In the 2020-21 school year, 591 students graduated with Environmental Science/Studies bachelor's degrees. Most graduates (410) came from two schools, Western Washington University and University of Washington (Seattle). Both schools present a distance barrier for our associate program graduates.

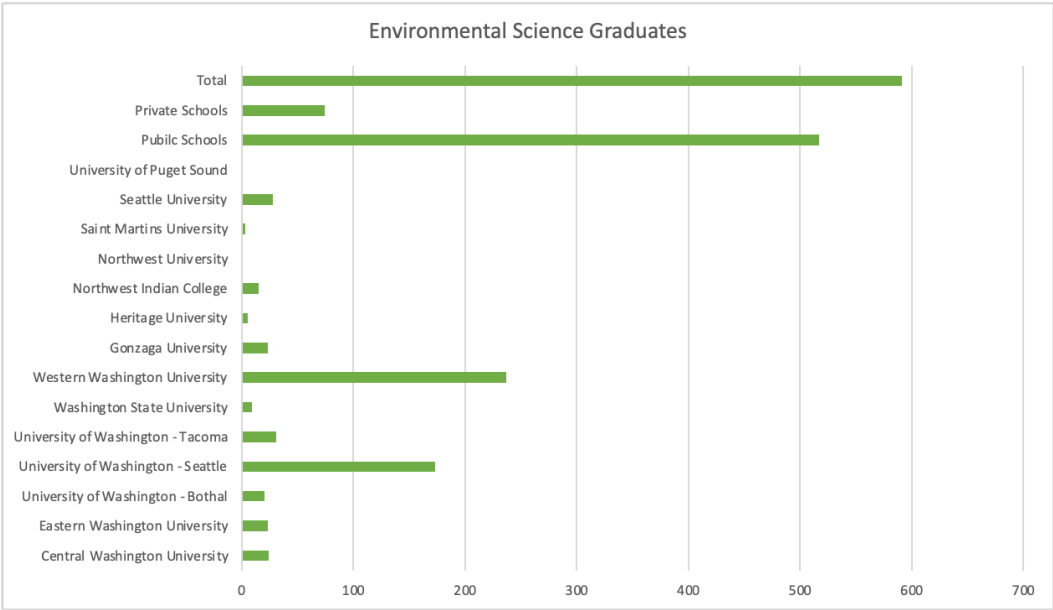


Figure 4: Environmental Science/Studies Bachelor's Graduates (source NCES 2020-21)

Additional evidence of the demand for a BAS-ENV program at CPTC came from the Sustainability Coordinator at JBLM, Catherine Hamilton-Wissmer (a member of our program advisory committee.) She stated that environmental services positions “are held by Government Civilians who work through contracted companies on a very specific job

description known as a 'task list'. There is no training period, no cross training, or deviation from your job responsibilities. There is no on-site management or professional development provided by the contracting companies. Requirements for these positions require a Bachelor's degree in environmental science or related field, or higher. This is a recent (2020) change due to new contracting requirements.” Previously, students graduating from our associate’s program were employed and lost their employment due to new degree credential requirements.

Criteria 4

Baccalaureate program builds from existing professional and technical degree program offered by the institution.

In 1993, CPTC started the Environmental Sciences and Technology associates degree program to retrain loggers and other timber workers affected by the inclusion of the Northern Spotted Owl on the federal Endangered Species List. The program covers a broad range of environmental technologies from habitat restoration and conservation to hazardous wastesite cleanup, and a variety of topics in-between.

Enrollment for the last five years has been challenging due to the accidental death of a long-term faculty member followed by the COVID-19 epidemic (**Figure 5**). All numbers below are FTE.

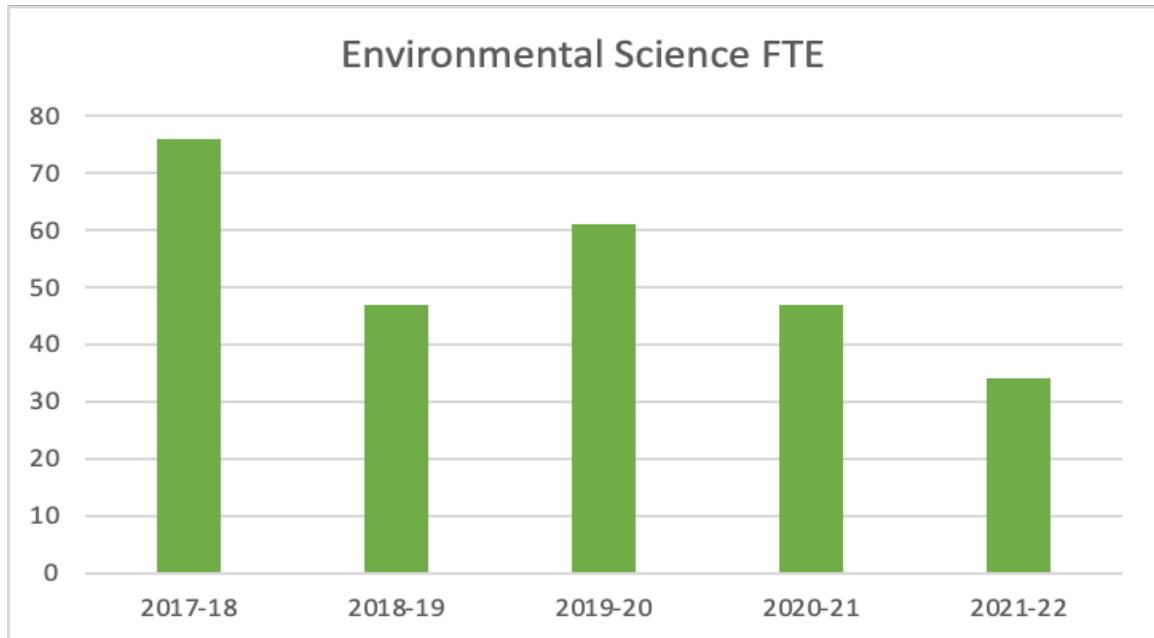


Figure 5: CPTC Environmental Sciences & Technology program FTE

The Environmental Sciences and Technology program students are getting younger (**Figure 6**). Where historically most program students were older students seeking retraining, we now have more students coming either directly or a few years outside of high school. These students may be more likely to continue to a BAS-ENV program.



Figure 6: Enrollment change by age from 2017-2022

CPTC partners with the City of Tacoma and Goodwill Industries in offering short-term environmental training under the Environmental Workforce Development and Job-Training grant offered by the U.S. Environmental Protection Agency (the Brownfields program.) This program provides grants and technical assistance to communities, states, tribes and others to assess, safely clean up, and sustainably reuse contaminated properties (brownfields website). The training is targeted to community members who live in environmentally degraded areas providing them with skills and job placement assistance that will eventually help them clean-up their physical environment. These students also feed into our associate’s degree program and may be an additional pipeline for the BAS-ENV.

Criteria 5

Student demand for program within the region.

We conducted a survey of current students and graduates (2010 and after) of CPTC’s Environmental Sciences & Technology program (AAT and AAS-T degrees). The survey was sent to 170 individuals, of which 45 responded (26.5% response rate). Of the respondents, 22% were current students and 78% were graduates. About half (19) of the program graduates indicated they are working in an environmental sciences field, with a variety of job titles (e.g., biological science technician, engineering designer, sustainability outreach coordinator, stream survey technician) and employers (e.g., National Park Service, Mason Public Utility District, Ageiss/JBLM, WDFW). Our students and graduates are satisfied with their experience in the program with 76% “Very satisfied” and 18% “Somewhat satisfied” for overall level of satisfaction (Figure 7) and 35 of 45 respondents giving a 8, 9, 10 out of 10 for likelihood of recommending the program (Figure 8).

Despite the broad satisfaction with our current associate degree programs, 42% expressed interest in pursuing additional educational opportunities. Individuals surveyed indicated strong interest in an Environmental Sciences BAS program at CPTC with 56% saying “yes”

and 23% saying “maybe” they would be interested in enrolling. Of those interested in enrolling, 49% were extremely likely, 16% very likely, and 12% moderately likely (**Figure 9**). Of our 18 current students, the 10 students that completed the survey indicated they were very likely or extremely likely to enroll in the BAS program. This interest is driven by the educational requirements of jobs in the field (61%) and familiarity with CPTC and the program instructors (25%).

8. Please rate your overall level of satisfaction with your experience in the Environmental Sciences & Technology program at CPTC.

[More Details](#) [Insights](#)

● Very satisfied	34
● Somewhat satisfied	8
● Neither satisfied nor dissatisfied	1
● Somewhat dissatisfied	1
● Very dissatisfied	1

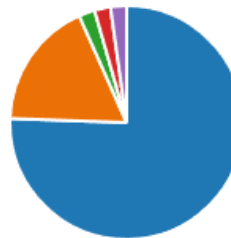


Figure 7. Satisfaction with Environmental Sciences & Technology program at CPTC

9. On a scale from 0 to 10, how likely are you to recommend the Environmental Sciences & Technology program at CPTC to a friend, family member, or colleague?

[More Details](#)

● 0- Extremely unlikely	1
● 1	0
● 2	1
● 3	1
● 4	1
● 5 - Neutral	3
● 6	0
● 7	3
● 8	9
● 9	6
● 10 - Extremely likely	20

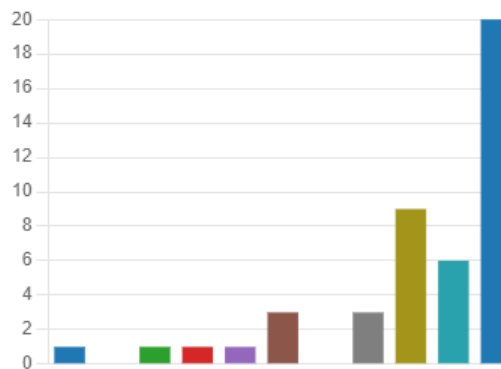


Figure 8. Likelihood to recommend Environmental Sciences & Technology at CPTC

11. If CPTC were to offer a bachelor of applied science (BAS) program in environmental sciences, how likely do you think you would be to enroll?

[More Details](#)

● Not at all likely	9
● Slightly likely	2
● Moderately likely	5
● Very likely	7
● Extremely likely	22



12. If CPTC were to offer a bachelor of applied science (BAS) program in environmental sciences, would you be interested in enrolling?

[More Details](#)

[Insights](#)

● Yes	25
● No	9
● Maybe	11



Figure 9. Interest and likelihood to enroll in a BAS program in Environmental Sciences at CPTC

Industry standards for environmental technician and other similar positions have changed. Students, instructors, and program advisory committee members have all noticed that many of these positions now require a bachelor's degree. For example, upon the change of contract with Agiess, a federal contractor at JBLM terminated employees who did not hold a bachelor's degree. Although graduates of our associate degree programs often have the required skills and meet all other job requirements, the educational requirements serve as a barrier to being qualified for more positions with a living wage. In the Fall of 2021, our program advisory committee unanimously voted in favor of pursuing the development of a BAS program.

Based on survey results from program graduates, current students, and other input received from industry professionals, we predict a five percent increase in our full-time equivalent enrollment over the next five years (**Table 2**).

Table 2: Projected FTE enrollment BAS-ENV 2023-2028

Academic Year	Full-Time Equivalent Enrollment Projection
2023-2024	10
2024-2025	10.5
2025-2026	11
2026-2027	11.5
2027-2028	12

Criteria 6

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

Place-bound working adults

The BAS in Environmental Science will allow Pierce County students to pursue a bachelor's degree without leaving the area. The most closely related BAS program in western Washington is Environmental Conservation at Skagit Valley College in Mt Vernon, 100 miles away.

The BAS-ENV will offer program content using online, hybrid, and in-person modalities meeting the needs of working students. Offering classes outside of traditional working hours is also a possibility to meet the needs of the working student.

Similar Programs

University of Washington – Tacoma (UW-T) offers a BA in Environmental Sustainability and BS in Environmental Science.

The Evergreen State College (TESC) has environmental programs available but no declared majors.

Pacific Lutheran University (PLU) has an Environmental Studies degree.

Collaboration Efforts

In 2010, CPTC entered into an Articulation agreement with UW-T for the Interdisciplinary Arts and Sciences Program Environmental Studies and Environmental Science degrees. CPTC students were able to transfer to UW-T two credits short of junior status. For the BA program, transferring students were able to complete in two years, while BS students needed three years to complete prerequisites for the science degree. In 2016, UW-T changed the BA program from Studies to Sustainability and set up focus pathways. This greatly complicated the articulation agreement as there was no longer a clear path to completion. The BS program was still a potential transfer option but the additional year plus of prerequisites is a

barrier. CPTC and UW-T revisited the articulation in 2017 and faculty met to discuss updating the agreement in early 2018. Both groups recognized the focus pillars as a barrier to transfer students completing. In October of 2019, CPTC program faculty were informed the articulation agreement was in the hands of the Vice Chancellor at UW-T and then heard nothing else.

The Evergreen State College accepts CPTC transfer students as juniors and those students can complete in two years. It is about thirty miles from Lakewood through a major transportation corridor. This can be a barrier to some students.

CPTC and PLU set up an articulation agreement in 2011. The cost of this private university is a barrier to completion. Also, transferring students are required to take lower division religious studies general education courses which would make it difficult for those transferring to complete the required number of upper division courses in two years.

The most closely related BAS program is at Skagit Valley College which is designed to meet the conservation and natural resource demands. The distance presents a barrier for our students. Also, the BAS-ENV will be broader in scope than the Skagit Valley program. CPTC's program has local demand for additional skills outside of conservation and natural resources. We have not actively collaborated with Skagit Valley but are open to doing so.

Unique aspects of the proposed program

There are no comprehensive Environmental Sciences BAS degrees in Washington state – the BAS-ENV program outcomes meet the needs of a broader workforce demand including Environmental Science Protection Technicians, Hazardous Materials supervisors, Laboratory Technicians, and Spill Responders. The applied, hands-on focus on environmental technical skills which will be prevalent in our program outcomes and distinguishes this program from other schools like UW-T or PLU with more theoretically based program outcomes.

Our program advisory board recommends expansion as many job postings require bachelor's degrees for technician level positions. Also, expansion would provide a local and more affordable option for a different student population and provide more targeted and hands-on development training than a regional university.

Criteria 7

Promoting equitable opportunities for students, including historically marginalized students.

CPTC is committed to a data-driven institutional planning process that is centered on student success for the diverse communities within its service district. This commitment is stated in the overall mission of the college, strategically carried out in educational activities, analyzed using disaggregated data and emphasized annually in the strategic planning process and assessment activities.

It should also be noted, the demographic trends in Pierce County, a substantial portion of the College's students are low-income students (defined as "economically disadvantaged")

which includes Pell eligible or benefits recipients) and students of color (44% and 50% respectively). CPTC students are 28 years old, on average, and more than half work while they attend; 30% have children and 8% of the student body are veterans, as CPTC is located next to the largest military installation on the west coast (JBLM). The College's students bring a diverse set of identities and challenges with them. The following table describes CPTC's student demographics from 2016-2021.

Table 3: CPTC student demographics according to CPTC Institutional Research Data

Demographics 2016-17 to 2020-21	% of All Students	Number of All Students
Black/African-American	12%	1,943
Hispanic/Latinx	15%	2,318
Asian	8%	1,225
Multi-racial	10%	1,563
White	44%	6,844
Economically disadvantaged	27%	4,310
Student-parents	28%	4,503

In Fall 2019, the CPTC Board of Trustees voted to add Equity as the College's fourth core theme in recognition of the responsibility the College has in promoting equitable outcomes for its students. In addition, the college identified Equity, Diversity, and Inclusion (EDI) as an institutional priority through policy and personnel.

CPTC has set the following strategic statements to move the needle on EDI recruitment and support of BIPOC and low-income students:

1. Establish a productive learning environment by identifying high impact practices that build relationships, embrace diversity, help students persist, and create an environment that supports learning.
2. Use active learning strategies that promote and leverage active learning as well as to plan and facilitate engaging discussions.
3. Promote higher order thinking strategies that deepen learning and help students take greater ownership of their studies.
4. Assess to inform instruction and promote learning methods of formative and summative assessment to promote learning and refine teaching.
5. Increase recruitment, retention, and promotion of BIPOC faculty and students.
6. Support faculty in the work of imbedding additional student supports such as tutoring, counseling, and student services within programs and classes to better

serve students by bringing these services to the classrooms, labs, and online courses they are taking.

7. Increase work-based learning opportunities across the colleges' programs by providing increased training and support for faculty.

With equity at the forefront of college efforts, new positions were created to impact this work: First, an Associate Vice President for EDI, responsible for conducting the college's EDI Institutional Climate Assessment, developing a Strategic Plan, and creating a culturally responsive training series; second, a Student Diversity Recruiter assisting in the development and implementation of student diversity outreach and recruitment efforts/events designed to create a diverse student population, with a specific focus on attracting traditionally underserved students; and third, a Student Diversity Programs Manager to oversee the MOSAIC (Student Access, Inclusion, and Community) Center for students and provide student programming. In addition to the EDI office, in 2019 a BAS student specialist position was created to conduct recruitment, provide hands on consulting for student applications and navigate career pathways our growing number of BAS offerings.

The CPTC's strategic equity goal aims to create an inclusive institutional culture and campus climate by valuing diversity and promoting equitable opportunities for all, with an emphasis on eliminating achievement disparities. This overarching principle of equity drives the motive for this BAS program proposal by providing our current Environmental Sciences and Technology associates degree students with an affordable option to expand their career opportunities and advancement.

Resources

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<https://wsac.wa.gov/sites/default/files/2022-08-31-0141-Strategic-Action-Plan.pdf>

ATTACHMENT A: Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

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

The application needs to show the information below for program approval:

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

College Name: Clover Park Technical College	
Program Name: Environmental Sciences	
Select one: Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>	
If local demand/supply information is available for the specified degree program and target occupation(s),**	
For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages)	Per CareerOne Stop, demand for Environmental Scientists and Specialists is projected to be 500 openings per year. Demand for the Environmental Science and Protection Technicians is projected to be 240 opening per year. Net gain from 2020-2030 is projected at 812 and 270 respectively.
For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).	Per NCES, in the 2020-21 school year, Washington state colleges and universities graduated 591 environmental science/studies majors in baccalaureate programs. That is a gap of 149 openings.
OR, if demand information is not available or it is a new/emerging/changing occupation, **	

For demand: Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u>	N/A
For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u>	N/A
OR, if based on a statutory or accreditation requirement, **	
Select one: Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/>	
For demand: Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor's degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor's or above in the field is needed.	N/A
For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. <u>Survey requirements are listed below.</u>	N/A
* Demand is defined by state law as “ <i>an occupation with a substantial number of current or projected employment opportunities.</i> ” **Applications may include information related to more than one option (i.e., labor market data to support the local demand for the occupation and a local employer survey to support that there is a gap in the number of qualified applicants available to fill jobs).	

Survey Requirements:

To verify/support supply demand your survey should include at least 25 individual employer responses. If there are not 25 employers in the area, you should cover the employers who comprise at least 75% of the identified employment base. Provide a copy of the survey with the aggregated results as an appendix. The survey must address the following general questions (you may edit the wording to suit your survey):

- (1) Do you have anticipated demand for application job title(s)? (If this is a new or emerging job title, include a brief description of specific job duties.)

- (2) If there is demand, how many positions do you currently have open? How many do you anticipate having open in the next 3 years?
- (3) Is a bachelor's degree a requirement or preference for this position? Requirement: Y or N Preference: Y or N
- (4) Do you have difficulty finding Bachelor's degree level applicants for this position? (If yes- explain)
- (5) Will the proposed program assist you in finding qualified applicants to fill the position(s)?

ATTACHMENT B: Current Student and Graduate Survey – Summary of Results

n = 45 responses to survey

N = 170 individuals invited to survey

Response Rate = 26.5%

1. Are you a current student or a graduate of the CPTC Environmental Sciences & Technology program?

78% graduate

22% current student

2. If you are a graduate, when did you graduate?

Graduates were from 2006 to 2022.

3. If you are a graduate, are you working in the field of environmental sciences. Who is your employer? What is your job title?

19 of 35 graduates are working in the field of environmental sciences. Employers and job titles are diverse, which represents the broad scope of our environmental sciences program.

4. If you are a graduate, are you working on a Bachelor's degree? If so, where and is it within the field of environmental sciences?

4 of 35 program graduates have a bachelor's degree and only one is currently working on one.

5. In your last quarter as a student at CPTC, were you a full-time or part-time student?

91% full-time

9% part-time

6. What were your initial goal(s) for attending college? Please select all that apply

78% earn a certificate or degree

69% prepare for getting a job

62% prepare for a career change

58% transfer to a 4-year college/university

47% pursue personal interests

18% improve existing job skills

2% earn a high school diploma

2% other
0% learn English

7. Originally, what motivated you to enroll Environmental Sciences program at CPTC?
Please select all that apply.

84% specific program or major offered

44% location

29% other

20% CPTC's reputation

18% recommendation from a family member, friend, or teacher

18% tuition

7% flexibility with course schedule

7% availability of online courses

8. Please rate your overall level of satisfaction with your experience in the Environmental Sciences & Technology program at CPTC.

76% very satisfied

18% somewhat satisfied

2% neither satisfied nor dissatisfied

2% somewhat dissatisfied

2% very dissatisfied

9. On a scale from 0 to 10, how likely are you to recommend the Environmental Sciences & Technology program at CPTC to a friend, family member, or colleague?

0-Extremely unlikely = 2%

1 = 0%

2 = 2%

3 = 2%

4 = 2%

5-Neutral = 8%

6 = 0%

7 = 7%

8 = 20%

9 = 14%

10-Extremely likely = 45%

10. Do you have any plans to enroll at another college or university in the near future?

31% Yes

27% No

42% Unsure

11. If CPTC were to offer a bachelor of applied science (BAS) program in environmental sciences, how likely do you think you would be to enroll?

20% Not at all likely
4% slightly likely
11% moderately likely
16% very likely
49% extremely likely

12. If CPTC were to offer a bachelor of applied science (BAS) program in environmental sciences, would you be interested in enrolling?

56% Yes
20% No
24% Maybe

13. If CPTC were to offer a bachelor of applied science (BAS) program in environmental sciences, why would you be interested in enrolling?

61% I would meet the educational requirements of more jobs in the field if I had a bachelor's degree.
25% Familiarity with CPTC and its instructors
8% Other
3% I need a bachelor's degree to advance with my current employer.
3% CPTC's reputation

14. If you could add one class/topic to a bachelor of applied science program in environmental sciences, what topic would it be?

A variety of responses were provided. Select examples include:

- Botany
- Environmental law
- GIS
- Land management practices
- Wildlife conservation

15. Please provide any additional comments or suggestions that you think may be helpful as CPTC develops a bachelor of applied science program in environmental sciences.

A variety of responses were provided. Select examples include:

- Provide an online format with classroom twice a week for labs
- I would greatly enjoy having a BAS program at CPTC for Environmental Sciences, I would be able to attend CPTC instead of Evergreen or UW-T at a much closer location for a much lower tuition.
- Keep doing what yall did with us, and it'll be perfect
- Please maintain the emphasis on earning certifications, hands-on experience with a variety of equipment, and making students desirable candidates for environmental jobs.

16. What is your gender identity?

40% Man
36% Woman
9% Non-binary
9% Prefer not to respond
4% Transgender
2% Androgenous
0% Gender neutral
0% Other

17. Are you Hispanic or Latinx?

2% Yes
9% No
89% Prefer not to respond

18. What is your race/ethnicity? Please select all that apply.

76% Caucasian/White (Non-Hispanic)
16% Prefer not to respond
9% Black or African American
4% American Indian or Alaska Native
4% Asian
0% Native Hawaiian or other Pacific Islander



**STATE BOARD FOR COMMUNITY AND
TECHNICAL COLLEGES
AUGUST 16, 2022
STATEMENT OF NEED
APPLIED BACCALAUREATE DEGREE
PROGRAM
BACHELOR OF APPLIED SCIENCE
BEHAVIORAL HEALTHCARE
*OLYMPIC COLLEGE***

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Cover Page — Statement of Need

Program Information

Institution Name: Olympic College.

Degree Name: BAS Behavioral Healthcare

CIP Code: 51.1501

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

Degree: AAS Human Services

CIP Code: 51.1599

Year Began: 2022

Degree: ATA Human Services

CIP Code: 51.1501

Year Began: 2005

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2024

Projected Enrollment (FTE) in Year One: 15

Projected Enrollment (FTE) by Year: 50 by 2027

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery: Bremerton, WA

Off-site: Field Practicum required.

Distance Learning: Field Practicum required.

Statement of Need

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

Contact Information (Academic Department Representative)

Name: Martin Cockroft

Title: Vice President of Instruction

Address: 1600 Chester Ave, WA 98337

Telephone: (360) 475-7326

Email: mcockroft@olympic.edu

Chief Academic Officer signature

The Statement of Need must be signed. To sign, double click on the signature line below.

A handwritten signature in black ink that reads "Martin Cockroft". The signature is written in a cursive style with a large initial "M" and a long, sweeping underline.

X _____

Chief Academic Officer

12/6/2022

Criteria 1

Relationship to institutional role, mission, and program priorities.

The mission of Olympic College is “to enrich our diverse communities through quality education and support so that students can achieve their educational goals.” Olympic College’s role has always been multifaceted: As a workforce institution offering high demand educational programs critical to students preparing to enter or advance in an occupation, as a transfer-preparing institution, preparing students to transfer to BA programs at four-year colleges, and since 2007, offering rigorous baccalaureate BAS degrees. Four Core Themes are critical to accomplishing the college mission.

Pathways	Olympic College is accessible to the community by providing multiple entrance points and educational pathways. The college is a conduit for students to upgrade their skills, transition into new careers, or further their education and training.
Student Achievement	At Olympic College, students gain the skills and knowledge needed to achieve their educational goals and to participate in the workforce.
External Engagement	Olympic College forms partnerships with governmental and community organizations, educational institutions, business, and labor in order to effectively support the Institution's mission.
College Community	Olympic College provides a safe, supported and engaging learning environment for students and work environment for faculty and staff.

As well, Olympic Strategic Plans have included the development of baccalaureate degrees.

- Although OC offers several pathways to bachelor’s degrees, including direct transfer and university partnerships, the college has also endorsed the development of additional OC baccalaureate programs: Initiative #6 in the 2007/2010 Strategic Plan called for OC to ***increase the educational options available to our communities [by] actively pursuing opportunities to bring baccalaureate programs to our district.***
- In its May 2014 Goals Conference Action Plan, part of current, ongoing strategic planning, OC set a goal to ***provide and support quality comprehensive instructional programs that meet student/community needs and respond to changing conditions.*** This goal reaffirmed the continuing need for “increased access to baccalaureate opportunities.”

In prioritizing which bachelor’s degrees to pursue, OC takes into consideration several factors, including human, physical, and financial resources, the potential for economic development and job growth, long-term sustainability, accreditation requirements, and other factors identified through local, regional, state and national analysis.

The development and implementation of the BAS Behavioral Health (BASBH) program also supports the following priorities identified in OC value statements and initiatives:

Value Statements:

- This degree illustrates a ***dedication to public service and higher education*** by responding to identified student and workplace demand.
- This degree demonstrates a ***commitment to lifelong learning*** by encouraging current and returning students to expand and enhance their educational capabilities.

Strategic Initiatives:

- This degree supports the ***implementation of enrollment management and student achievement plans focusing on accessibility and student learning*** by developing a program that encourages economic

stability, leverages prior student experience and expertise, and delivers program components in a format that accommodates busy schedules and varied learning styles.

This degree *strengthens relationships with our communities to understand educational needs and provide learning opportunities relevant to those needs* by identifying local, regional and national workplace and educational trends and by developing sustainable programs that respond to a changing environment.

Additionally, new programs and pathways are a priority in academic planning. Olympic College's program development priorities are to:

- develop and expand from the institution's areas of strength;
- respond to changing labor market needs;
- facilitate student completion;
- share courses, facilities and equipment amongst programs;
- control costs for the student and the college.

This new programming has grown naturally from our efforts to meet employers' and students' needs. Employers consistently indicated a desire or demand for applicants with 4-year degrees. Our students asked repeatedly for options to improve their marketability by continuing their studies without disrupting their existing home and work lives.

Faculty as well as industry professionals who came to the classroom as guest speakers consistently reiterated the knowledge, skills, and values they expected employees to possess. The faculty and advisory board for Human Services at Olympic College investigated this year just what employers and national accrediting bodies expect in a qualified applicant. They expect a lot.

Basic competencies for entry-level social & human service professionals

Primary competencies

- English language fluency (read, write and speak)
- Basic computer & office equipment use: typing, Word, Excel, email, web-browsing, phone, fax, calculator, filing system
- Collaboration / teamwork / ability to work effectively with people from a variety of backgrounds
- Empathy / respect / non-judgmental acceptance / compassion / welcoming / interest in others
- Rapport-building skills / relationship development skills / client engagement skills
- Service documentation / record keeping / progress notes
- Ability to work independently
- Written and oral communication skills / listening skills
- Separation of self and client / professional boundaries
- Confidentiality of information / HIPAA
- Inclusion / appreciation for diversity / worth of all (all cultures, races, ethnicities, classes, genders, religions, abilities, ages, legal statuses, and sexual orientations)
- Range of human service delivery systems and organizations / local resources / how to locate resources / referral process
- Flexibility / ability to work under pressure / patience / creativity / problem-solving / initiative / creativity
- Interdisciplinary teamwork
- Punctuality / reliability / dependability / honesty / integrity
- Emotional stability / self-awareness / resiliency / self-care planning
- Acceptance of unusual or unpleasant behavior

Secondary competencies

Field experience

Case management process
Client assessment / intake interviewing / screening process / discharge process
Goal setting / service plans / treatment plan development
Homelessness / housing systems
Mental health service systems / crisis services / provider agencies
Spanish or other foreign language / multicultural experience / cultural identities
Mental illness: disorders, symptoms, behaviors, coping strategies, treatments, services
Substance use disorders: drugs of abuse, effects, methods of use, behaviors, treatments, services, harm reduction strategies
Washington driver's license / good driving record
Strengths-based approach / trauma-informed care
Social justice : Poverty / inequality/Discrimination / racism / sexism
Least restrictive / least intrusive options & client self-determination
Hope / belief in the possibility of change
Public entitlement programs / benefits & coordination of care
Crisis intervention / conflict resolution skills / de-escalation
Structure & dynamics of organizations/communities/groups
Family dynamics
Human development
Group facilitation & counseling skills
Person-first / client-centered care
Suicide / responding to suicidality
Motivational interviewing / individual counseling & harm reduction principles

Tertiary competencies

Disabilities: disorders, symptoms, functional limitations, treatments, services
Public transportation
Healthcare system
Population-specific issues & services: immigrants/refugees, veterans, seniors, children/youth, domestic violence
HIV/AIDS
CPR / first aid skills
Leadership / supervision skills
Housing first principles
History of human services
Public policy affecting human services
Social change and policy advocacy skills
Common psychiatric medications
Common medical concerns and the use of medication
Legal system
Activities of Daily Living
Use of the Diagnostic and Statistical Manual of Mental Disorders

Gaining these competencies requires a baccalaureate education. Two-year programs with sixty credits of core classes can only cover half of this content.

The proposed degree program reflects and supports Olympic College's role, mission, and priorities. The BASBH program will provide a new pathway for students to a behavioral healthcare career, a well-paying, high demand occupation that can provide the backbone for a prosperous household able to manage the high cost of living in the Puget Sound region. This program will allow us to provide our stakeholders with a range of study options, from certificate to baccalaureate degrees.

Criteria 2

Support of the statewide strategic plans.

The proposed BAS Behavioral Healthcare degree program supports statewide strategic plans articulated in the SBCTC *Mission Study* and WSAC *Strategic Master Plan for Higher Education*.

The State Board for Community and Technical Colleges (SBCTC) published the *Mission Study* in May 2010. Goals identified in this 20-year Action Plan include:

Goal #2	Close the statewide skills gap for technically trained workers
Goal #4	Contribute more to the production of baccalaureate degrees

The BAS Behavioral Healthcare program will contribute to the accomplishment of both of these goals. The broad mental health community is moving towards the expectation that practitioners possess at least a bachelor's degree as they move towards more integration with primary medical care. This program will increase the pool of baccalaureate prepared, ready-to-work applicants possessing behavioral healthcare skills. Similarly, it will yearly add to the total production of baccalaureate degree holders in Washington, helping the state achieve its target of 1400 baccalaureate graduates needed by 2030 as identified in the *Mission Study*.

The Washington Student Achievement Council (WSAC) included the following goal in its *Road Map 2013*:

Align postsecondary programs with employment opportunities.

The BAS Behavioral Healthcare will align with employment opportunities in terms of the rising credentials expected of job candidates. Employers of professionals are increasing their preference for candidates who possess a baccalaureate degree. Olympic College has an effective associate's degree program, but to align its efforts with industry and provide students with full access to future employment opportunities, the college needs to expand the scope of our program. The associate's degree program has an effective, engaged advisory committee with essential industry representatives. These stakeholders keep the curriculum aligned with industry needs, but only by adding the BAS Behavioral Healthcare opportunity will output be fully aligned with evolving industry standards.

Criteria 3

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

In 2016 Washington state took action to evaluate workforce needs in the behavioral healthcare disciplines. The Workforce Training and Education Coordinating Board (Workforce Board) and Health Workforce Council partnered to investigate the issue and measure the shortage in trained and licensed healthcare professionals. In the accompanying press release, Gov. Inslee stated,

“This evaluation will establish a baseline for behavioral health workforce shortages and provide a plan for improving how we coordinate the right services for patients. We need to better understand how and where our citizens are receiving services, identify providers meeting those needs and expand training opportunities. It is crucial for Washingtonians to get the ‘whole person’ health care services they need.”

This work tracking the needs in the behavioral health workforce has continued, and in 2021 a workgroup, The Behavioral Health Workforce Advisory Committee (BHWAC), was formalized by the Washington State Legislature. Their reports, and those of the Washington Health Workforce Sentinel Network (the Sentinel

Network), have consistently shown a need for an increase in the number and quality of trained candidates in behavioral health disciplines. Since the Sentinel Network started their employer/facility (sentinel) survey in 2016, substance use disorder professional (previously chemical dependency counselor) has consistently been ranked in the top two for positions with exceptionally long vacancies for Behavioral Health Facilities. In addition, for both the Olympic and the Cascade Pacific region, sentinels have reported long vacancies in their chemical dependency counselor positions 7 out of 12 times on their biannual surveys.

Olympic College’s proposed Bachelor of Applied Science–Behavioral Health degree will help address the behavioral health workforce crisis in Washington State.

In August and September 2022, Olympic College conducted a survey of local employers of behavioral healthcare professionals. The 14 survey responses showed strong preference for baccalaureate prepared job candidates, strong support for the proposed baccalaureate option at Olympic College, and a willingness to assist Olympic College with implementation and ongoing operations. As one respondent noted,

“Agencies are desperately seeking qualified and well-prepared staff members. The ability to offer a fair and competitive salary starts with education and builds with experience. We are also mindful that trends in reimbursement rates from insurance companies could drop if we do not have educated practitioners in the professional roles. This program would bring a positive value to future practitioners.”

In the Olympic College employer survey, 37% (6 respondents) of respondents said their employers currently require a baccalaureate degree to work in their setting/milieu and 87% (14 respondents) prefer applicants have a baccalaureate degree. Further, 87% report having difficulty finding baccalaureate prepared applicants. The complete results are included as an appendix.

By all accounts, the current 2-year Olympic College Associate in Technical Arts Human Services program is insufficient to meet the job opening numbers and credentialing upgrades the field requires, and a 4-year program is a vital addition to Olympic College and providers in its service area.

Using the required rubric supplied by SBCTC for these criteria, we offer the following evidence of employer demand for existing occupations.

On Indeed.com on November 4, 2022, there were 20 open behavioral health positions within 5 miles of Olympic College. Within 10 miles, there were 60 open positions (<https://www.indeed.com/jobs?q=Substance+Abuse&l=Kitsap+County%2C+WA&radius=10&vjk=290d4b95861a0b8c>). On September 30, 2022 WADAC (The professional organization representing addictions professionals in Washington State) held a Workforce Summit to strategize ways to increase hiring and retention of employees in the field (<https://www.naadac.org/waadac-workforce-summit>) in recognition of the critical shortage of such workers.

The proposed BAS BH program will prepare graduates to work in three occupational areas.

The WA State Employment Security Department lists Substance Abuse and Behavioral Disorder Counselors (211011) as an in “Demand” occupation in Kitsap and Mason counties.

<https://www.onetonline.org/link/summary/21-1011.00>; <https://esd.wa.gov/labormarketinfo/occupations>

	Kitsap	Mason	What does a Substance Abuse and Behavioral Disorder Counselor do?
Average annual wage (2022 Q3):	\$54,710	\$52,040	Counsel and advise individuals with alcohol, tobacco, drug, or other problems, such as gambling and eating disorders. May counsel individuals, families, or groups or engage in prevention programs. Excludes “Social Workers” (211021 through 211029), “Psychologists” (193031 through 193039), and “Mental Health Counselors” (211014) providing these services.
Average hourly wage (2022 Q3):	\$23.41	\$22.62	
Short-term trend:	Faster than average growth	Growth	
Long-term trend:	Faster than average growth (41,000 job openings statewide 2020-2030)	Growth	
Expected average annual growth rate (2020-2030):	20%	12%	

The WA State Employment Security Department lists Social and Human Service Assistants (211093) as an in “Demand” occupation in Kitsap and Mason counties.

	Kitsap	Mason	What does a Social and Human Service Assistant do?
Average annual wage (2022Q3):	\$38,120	\$35,929	Assist in providing client services in a wide variety of fields, such as psychology, rehabilitation, or social work, including support for families. May assist clients in identifying and obtaining available benefits and social and community services. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or dependent care. Excludes "Rehabilitation Counselors" (211015), "Psychiatric Technicians" (292053), "Personal Care Aides" (399021), and "Eligibility Interviewers, Government Programs" (434061).
Average hourly wage (2022Q3):	\$18.33	\$17.39	
Short-term trend:	Growth	Growth	
Long-term trend:	Growth 17% much faster than average	Growth 17% much faster than average	
Average annual total openings (2020-2030):	59,100 job openings statewide 2020-2030)	N/A	
Average annual growth rate (2020-2030):	14%	9%	

The WA State Employment Security Department lists Community and Social Service Specialists, All Other (211099) as an in “Demand” occupation in Kitsap and Mason counties.

	Kitsap	Mason	What does a Community and Social Service Specialist, All Other do?
Average annual wage (2022Q3):	\$47,397	\$44,448	All community and social service specialists not listed separately. Occupations with "All Other" in the title have a wide range of characteristics. Detailed descriptions of these occupations are not available.
Average hourly wage (2022 Q3):	\$22.88	\$20.47	
Short-term trend:	Faster than average growth	Faster than average growth	
Long-term trend:	Growth	Growth	
Estimated employment (2020):	95500 statewide	95000 statewide	
Average annual total openings (2020-2030):	11700* statewide	11700 statewide	
Average annual growth rate (2020-2030):	10-15%	10-15%	

According to Lightcast (occupation table, 10/27/22), the 2022 hires in these 3 occupations for Kitsap and Mason County alone is expected to be 297, with 13% growth overall between 2022 and 2032.

For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).

Using data from the *National Center for Education Statistics (NCES)*, the table below details the 2020-2021 supply of certificate, associate and baccalaureate level graduates for CIP codes 44.0000 (Human Services General), 51.1501 (Substance Abuse/Addiction Counseling), and 51.1599 (Mental and Social Health Services and Allied Professions, Other.) from institutions serving Kitsap and Mason counties.
<https://nces.ed.gov/collegenavigator/?s=WA&zc=98337&zcd=0&of=3&id=236188#programs>

	Cert.	Assoc.	Bach.
Olympic College	24	5	N/A
University Washington Tacoma			44
Tacoma Community College	44	27	
Edmonds College	8	19	
Lake Washington Institute of Technology	0	0	1
Seattle Central College	2	0	0
Highline College	0	6	0
TOTAL	78	57	45

The total annual output from the higher education system within 50 miles of Olympic College’s service area for graduates with behavioral healthcare skills can be estimated at 180 (including Olympic College graduates). A comparison to the Kitsap and Pierce Counties’ estimated annual job openings of 243 yields an estimated supply gap of -65.

We have reached out to Peninsula College who, we learned only recently, have also submitted a Statement of Need, and it is our understanding that they are intending to build a BAS Behavioral Healthcare at the same time we are building ours. We do not anticipate this causing any saturation or enrollment challenges as we plan on having a significant face-to-face requirement, so we expect to primarily attract local students. Additionally, Peninsula College is located eighty miles from the Bremerton campus so students living close to Port Angeles would like not be able to attend our program.

In sum, there is an unfilled workforce gap for behavioral healthcare professionals in Kitsap and Mason counties, and there is room for OC’s proposed program without harm to nearby programs. In fact, support from other educational/community partners has been key to the completion of this Statement of Need. Specifically, LW Tech leadership has been supportive of both this process and the work that OC is endeavoring to do.

Criteria 4

Baccalaureate program builds from existing professional and technical degree program offered by the institution.

Olympic College’s proposed BAS Behavioral Healthcare program (BASBH) builds on the strength of its Associate’s degree-level Associates of Technical Arts Human Services (HS) program and Transitional Studies and Academic Core courses. Olympic College is also a leader in I-BEST (Integrated Basic Education and Skills Training), offering every form of this innovative approach to education, as well as having one of the largest cohorts of students in the Worker Retraining programs in the state of Washington. Data from Spring 2020-Spring 2021 is shown below.

HEADCOUNT	
Top 4 Colleges	I-BEST
Olympic (5,429)	326
Everett (8,721)	199
Skagit Valley (4,305)	173
Bates (3,983)	171

HEADCOUNT	
Top 4 Colleges	Worker Retraining
Columbia Basin (6,272)	469
Olympic (5,429)	467
Green River (8,697)	395
Seattle North (5,741)	354

Olympic College’s Academic divisions which support certificate, Associates, and Baccalaureate degrees are well positioned to support the proposed new degree: BAS Behavioral Health. Olympic College offers a comprehensive set of college level courses which are accepted in transfer by major universities, and whenever possible include courses from the SBCTC common course numbering (CCN) list. Over 60% of full-time faculty in the Social Sciences and Math, Engineering and Social Sciences divisions have Doctoral or terminal Master’s degrees.

The Human Services program began in 2001 and offers an Associate of Technical Arts Degree, degree as well as Certificates of Proficiency and Completion. An Associates of Applied Science – Transfer will be introduced in Fall 2022 in anticipation of the approval of the new BAS HS degree. Program strengths include the faculty’s four decades of behavioral healthcare experience as case managers, counselors, supervisors, and program managers in public, private and U.S. military programs; strong connections with local behavioral healthcare and community service providers and the ability to introduce current practitioners into the classroom; and the personal attention paid to students and potential students, with individual advising and support.

Students experience a well-designed curriculum that includes development of strong introductory counseling skills; daily practice in collaborative work with a peer group that is diverse with respect to age, gender, health, sexual orientation, political beliefs, religion and personal experience with behavioral healthcare and social services; and faculty-guided placement in field practicums specific to each student’s career interests. These strengths have contributed to high rates of student retention and, most importantly, job offers to our students. Most recent graduates, in fact, have received offers for entry-level employment *prior* to graduation.

5 Year Enrollment (annualized FTES)

	2020/21	2019/20	2018/19	2017/18	2016/17
Human Services	73.66	50.82	59.09	56.85	54.18

Criteria 5

Student demand for program within the region.

Olympic College conducted a survey of students currently enrolled in our Human Services program, and the results showed strong demand for the proposed BAS BH program. The results are summarized below, and the full survey is included as Appendix B.

84 student surveys. 40 responses. 47% return rate.

How likely would you be to enroll in a new Bachelor’s degree program in Behavioral Healthcare at Olympic College?		
Very likely	23	57.50%
Likely	9	22.5%
Unlikely	3	7.5%
Very unlikely	5	12.5%

When would you most likely enroll?		
Fall 2024	25	69.44%
Winter 2025	2	5.56%
Beyond Winter 2025	9	25%

Based on the strength of the survey results, projected enrollment numbers are as follows:

	2024/25	2026/27	2028/29	2029/30	2031/32
FTES	20	25	30	30	30

In addition to currently enrolled students at Olympic College and recent alumni of its ATA in Substance Use Disorder program, Olympic College would welcome graduates from other institutions. Referring back to the chart of Associate’s degree completers in Criteria #3, we estimate that the annual pool of AAS completers who may desire further education to be approximately 29. This is because certificate completers must also have an Associates Degree, since licensure as a Substance Use Disorder Professional in Washington State requires an Associates Degree. So, the students who complete the Addiction Professional certification at Olympic College are either previous graduates of other OC programs returning to get a certificate in our program, or students with Associates or higher degrees from other programs.

Criteria 6

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

Serving place-bound working adults

Our proposed BASBH does strive to meet the needs of some place-bound working adults. Field practicum has become a signature pedagogy for the social service discipline, and will be integral to our degree program. It will provide significant work-based learning opportunities. To fit the schedules of students who work full-time, we are considering offering BASBH as an evening/weekend program with all assignment submission and testing completed online to reserve classroom time for skill-building and content delivery.

While most of our Human Services students have the physical ability to travel within the region for the sake of education, we have discovered that many of them are place-bound by the realities of the local geography. Students repeatedly report that gas prices, tolls, and the time spent commuting makes it unfeasible for them to travel to Tacoma or beyond for school. Few can afford an hour or more for dinner-time travel. Further, many students are intimidated by the prospect of attending a large university or unfamiliar college in order to further their education: “I’d be lost.” “I couldn’t handle a big school.” Rather they identify Olympic College as a safe and familiar environment, for two reasons: it is the first (and only) place they have achieved academic success, and the school’s size allows them to be known personally. “I would keep going [to school] if only I could do it here.” “I think it’s a great idea because Olympic College has shown me that the teachers really

care about your learning; it would be great to not have to leave Olympic College and just stay and get a further education.”

Affordability

The cost of college is a very important consideration for Olympic College students. Olympic College will serve cost-sensitive students, for whom tuition at the more expensive 4-year universities becomes a barrier to landing a high-paying job. The BASBH tuition schedule increases the affordability of the degree compared to options at most local universities.

Collaboration with other colleges and industry

The other colleges in our service area that offer degrees related to Behavioral Healthcare are:

College	Program
Tacoma Community College	Community Health
City University Seattle	Bachelor of Arts in Applied Psychology
Eastern Washington University	Bachelor of Science Behavioral Health
Lake Washington Institute of Technology	Associate of Applied Science Behavioral Health
Spokane Falls Community College	Bachelor of Applied Science Applied Behavioral Science
Seattle Central College	Bachelor of Applied Science Applied Behavioral Science
University of Washington-Tacoma	Bachelor of Science Social Welfare
Western Washington University	Bachelor of Arts Human Services

We have shared detailed descriptions of our goals and plans with each of these programs. Each was invited to meet for discussion about our plans. Lake Washington Institute of Technology replied via email that this “We will do everything we can to support you. We need more clinicians in this area, and we see the work needed to achieve this as a collaborative team effort,” Western Washington University joined us for an information session and expressed supportive for our application, University of Washington, Tacoma, Tacoma Community College, Seattle Central, Eastern Washington, and Spokane Falls sent supportive emails; and City University, Seattle had no response.

Olympic College maintains strong ties to the local professional community through an industry-based Advisory Committee. The Human Services Advisory Board provides educational, industry, graduate, and faculty input. The program works closely with leadership to ensure communication is flowing both ways with active participation. The advisory committee provides consultation to the Human Services faculty and has been instrumental in advising on best practices for the program. For example, they have provided valuable guidance on the curriculum by detailing the core competencies for entry-level employees in the profession and by problem-solving for our faculty to clarify the objectives and policies for field practicums. Members represent organizations such as YWCA, Kitsap Mental Health, Kitsap Community Resources, Kitsap Recovery Center, West Sound Treatment Centers, Coffee Oasis and Olalla Recovery Center. Together they represent a spectrum of local human service providers with regard to clientele, services, scope, and size.

Community mental health center administrators have been extremely supportive, recognizing this proposed BASBH program as focused explicitly on their needs. We already work directly with leaders of local Behavioral Healthcare Organizations (BHOs) in program planning and implementation. We have already solicited their input on key course content and student outcomes. We already have agreements to place students in these BHOs for field practicums. We will offer this program to their entry-level employees in need of career advancement. Their clinicians are regularly invited to campus as guest speakers, and we plan to do more of this. We anticipate strengthening these already close relationships with these key local employers.

Olympic College intends to approach key local graduate programs to create articulation agreements from the proposed BASBH program. One natural progression for graduates of the BAS Behavioral Healthcare is to the University of Washington's Masters of Social Work program. Establishment of this relationship is aided by lead Olympic College Human Services faculty member Mirelle Cohen's long history with this program as a transfer advisor for existing student looking to transfer there for their BA in Social Welfare program. Nationally-recognized Dean Edwina Uehara has already responded to initial inquiries warmly with encouragement. We will also reach out to the Masters in Counseling programs at Seattle University, City University, Antioch University, Bastyr University, Northwest University, Seattle Pacific University, and University of Puget Sound to ensure a breadth of options by which our graduates can continue on in their professional education.

Differentiation

Human services is a growing field. The US population has aged. The retirement of the baby boomers has created job vacancies which need to be filled. Meanwhile, increasing longevity has led to a growing population of seniors in need of supportive services. Our community will need trained professionals to meet those needs.

The Affordable Care Act expanded access to private insurance and Medicaid, which in turn greatly expanded access to community health services. Nearly all Americans now have some form of health coverage. This expanded pool of people seeking treatment has meant an increase in the demand for qualified employees.

Ten Year Plans to End Homelessness fell far short, despite significant effort and expense directed at the problem. It is good that we do know more today about how to support those experiencing homelessness because we have more homeless Americans today than we did a decade ago. Slowly our society is awakening to the reality that making a meaningful reduction in this social problem will require a massive, professional, coordinated, expensive investment. Seattle and Tacoma's mayors have declared a state of emergency. In February 2022 Port Orchard's Mayor expressed "dismay" over a homeless encampment in his jurisdiction,¹ and the 2020 Kitsap Point in Time Count showed a 15% increase in homelessness from the year previously.² We are building more homes, opening more shelters, sending out for outreach workers. Funding is flowing; more and more staff are needed to provide these services.

Leaders from Washington, D.C. to Washington State agree: it is hardly hyperbole to claim we have an opiate epidemic in the United States. The problem is worse in King, Pierce and Kitsap Counties than in smaller counties. Our men, women, and children are dying faster and more often from opiate overdoses. Addictions treatment jobs sit vacant already for a lack of qualified staff, and yet the need is constantly increasing. Local social service employers like Agape Unlimited and Kitsap Mental Health executives tell us directly that they want and need more staff qualified to provide behavioral health services, that they will hire them as soon as we can provide them.

Psychology is an ancient science, thousands of years old. In contrast, social work developed a century ago, and human services is only half that age. As a young profession, human services is still in its development. School programs have not yet required accreditation by the discipline, but the widening scope of the field and its ongoing professionalization are evident and need to be considered in the quality and levels of the programs we offer. Currently, human services is a generalist degree. Nevertheless, we can see the evolution of the discipline. Tasks which once fell to good-hearted community volunteers became the responsibilities of paid staff in recent decades. Employment standards have increased, as funders demanded that services come from safe, skilled, informed professionals. As the community volunteer gave way to the paid professional, so have the jobs filled by associates-educated professionals given way to jobs for baccalaureate-educated human service professionals.

¹ <https://www.kitsapdailynews.com/news/upset-by-inaction-putaansuu-threatens-to-take-kitsap-county-to-court/>

² <https://www.kitsapgov.com/hs/HOUSINGBLOCK/2020%20Kitsap%20County%20PIT%20Overview%20-%20Preliminary.pdf>

Entry-level associate-prepared jobs do remain. Our ATA-prepared graduates can work as social service assistants, case management aides, mental health techs, and shelter counselors, for example. They can be community health workers, administrative assistants, medical secretaries, police officers or correctional officers, too. Our current graduates are offered entry-level positions in human services. Our field, however, is changing.

An associate's degree in human services helps one qualify for entry-level positions at many behavioral health organizations as a case manager, treatment aid/tech, certified peer specialist or on-call (per diem) staff member. Overall, staff tend to remain in those positions for six to eighteen months and turnover can be high. Staff in those roles bring tremendous passion for justice and service, and operate with great skill, but have little to no opportunity for advancement. Many reluctantly leave these jobs to seek better paying work or to continue their education to access higher paying jobs.

A baccalaureate degree in human services opens the door to professional positions at many behavioral healthcare facilities within Kitsap and Mason counties. There are career-quality positions available for those with a bachelor's degree: Clinical Support Specialist, supervisors, managers, mental health case managers, clinical supervisor, and substance use disorder professionals to name a few. These staff earn living wages and will remain in their positions for two to eight years on average. Most grow into positions of greater responsibility, title, and salary at local human service providers. They do not lack for opportunities.

An ongoing challenge for many human services programs in Kitsap and Mason counties has been finding enough qualified applicants. Another of the challenges for behavioral healthcare providers is integration. Twentieth-century clinical and healthcare roles fractured. Primary care medicine, addictions treatment, mental health care, housing services, employment services and all other human services became separate, freestanding "silos" operating independently of one another.

Professionalization was thought to require specialization, separation. Patients and clients therefore needed to seek services from a variety of professional helpers, here and there. Unfortunately, the right hand never quite knew what the left hand was doing. Substance use disorder treatment providers were legally forbidden from sharing information (or a doorway) with mental health centers. Out-patient counselors had to terminate their relationships with patients who were getting in-patient care (but who would soon be returning to that same out-patient provider). We lacked awareness and coordination. Errors, oversights and competing efforts resulted. To correct these policy mistakes, twenty-first-century funders and governments have required service providers to integrate mental health, primary care, and substance use disorder services.

Years of effort led to this integration of addictions treatment and mental healthcare under the new umbrella term of behavioral healthcare. We recognize the significant interplay between thoughts, feelings and behaviors, between mental health and healthy relationships with drugs. Behavioral healthcare allows those treating depression and those treating alcoholism to work effectively together and provide those services through one agency, not two. Patients shall have one treatment plan, with shared goals and shared plans. To do so, treatment provider agencies are now not only encouraged but required to be simultaneously competent with regard to mental illnesses and addictions, and so are their staff.

The science behind this push is solid. The human organism is an integrated system. The brain is part of the body. Brain disorders affect the body, and diseases of the body affect our thoughts, our feelings, and our behaviors. Primary care medical providers and behavioral healthcare providers, made up of substance use and mental health practitioners, integrated their services in 2020.

For all these reasons, human service providers now expect job applicants to not only be caring people, but also to have the skills to connect with others and understand multiple cultures. They need providers to understand the natures of poverty, addiction, mental illnesses, and the healthcare system. We cannot expect community volunteers to understand basic neurobiology and federal regulations. It takes a four-year degree program to gain

the necessary skills and knowledge. Associates degrees in human services will provide access to entry-level aide or assistant positions, but professional jobs with career possibilities will need applicants with strong baccalaureate degrees.

There are many jobs for people with baccalaureate human services degrees. As a young profession we are still standardizing our language, so job titles are many:

Access Services Representative	Housing Case Manager	Rehabilitation Aide
Activities Coordinator	Housing Program Supervisor	Rehabilitation Counselor
Activities Specialist		Residential Advisor
Behavior Specialist	Housing Stability Specialist	Residential Case Manager
Camp Counselor		Residential Counselor
Care Coordinator	In Home Counselor	Residential Support Specialist
Care Manager	Intake/Assessment Coordinator	Residential Youth Counselor
Caregiver	Job Coach	Shelter Counselor
Caregiver specialist	Job Developer	Shelter Supervisor
Case manager	Mental Health Aide	Social & Community Services Manager
Case resource manager	Mental Health Clinician	Social Service Coordinator
Certified Peer Specialist	Mental Health Counselor	Social Services Assistant
Child Welfare Aide	Mental Health Program Generalist	
Clinical Support Specialist		Social Worker/Counselor
Corrections Officer	Outreach Case Manager	Substance Abuse & Behavioral Disorder Counselor
Crisis Intervention Specialist	Outreach Educator	
Direct Support Professional	Outreach Specialist	Supported Living Case Manager
Employment Specialist	Outreach Worker	Victim Advocate
Family Support Specialist	Patient Advocate	Youth Guidance Specialist
Family Support Worker	Peer Support Staff	Youth Worker
Geriatric Care Manager	Probation Officer	
Home Care Aide	Psychiatric Aide	
Home Care Worker	Psychiatric Technician	
Home Visitor	Recreation Leader	

The Bureau of Labor Statistics has predicted 11% job growth generally with the United States between 2013 and 2023. The human services portion of the job market is predicted to grow at 17% nationally and 21% within Washington state. Healthcare support positions are growing at 26-28% in our state. There will be good-paying jobs in social services. The median pay for community and social service occupations in 2020 was \$55,560.³ Social services do pay adequately on the whole. Job candidates with more than the minimum education are much more likely to be successful in obtaining work. Candidates with minimal education may still struggle to complete for jobs.

Remember what local social service employers told us? 83% reported that they would be very and extremely interested in hiring an applicant with a BA degree. Several told us they have trouble finding such applicants. “There is a need in our area for employees with the Bachelor’s Degree in Behavioral Health.” “I believe this would be a great step forward to enhance the Behavioral Health field. I would like to see our field be better prepared and respected. I strongly support this program going forward.” “There is a growing need for SUDPs with more extensive education. Behavioral health agencies need people in

³ https://www.bls.gov/oes/2020/may/oes_wa.htm#21-0000

leadership with SUD as their primary focus. These positions are often limited to people with at least a Bachelor's degree.”

For years, our students, and alumni have asked us to offer a BAS in Human Services. They discovered the difficulty competing for the jobs they want without a 4-year degree. “I think the BASBH would be a great opportunity to enter or continue work in the field. Especially as more and more jobs are requiring more education in order to move up within organizations.” “Would definitely attend the bachelor program at Olympic college, the professors are great, and you have the help you need to succeed!” “This is a great idea. There is a void in this area for mental health degree programs outside fully online learning. A Bachelor's program would increase professional expertise and prepare me for the evolving requirements. I would enroll today if it were available.” “I think this would be a great program to have in Kitsap County, I think that Kitsap County could use more options for mental health and substance abuse. A program like this could possibly help provide more education, which in turn could possibly provide more services.”

All levels of government now emphasize the integration of all forms of health and human services. This includes addressing chronic disease management within affordable and public housing, attending to “medical” and “mental health” conditions directly where we live, as well as in clinical settings and community service organizations. Increasingly, social service and behavioral healthcare employees will be expected to function within a “continuity of care system.” To provide such holistic care they must understand poverty, trauma, mental illness, addiction, healthcare, housing, financial entitlements, harm reduction, criminal behavior, *and* Motivational Interviewing, to name a few subjects. A Bachelor of Applied Science Behavioral Healthcare degree should do so better than any other current option.

Our proposed Baccalaureate of Applied Science will focus on Behavioral Healthcare. We hope to prepare adult learners specifically for careers in the integrated systems that attend to our community’s mental health, physical health, and use of alcohol and other drugs. We intend to help those interested in helping professions learn about poverty, mental illness, the treatment of mental illness, addictions, the treatment of addictions, healthcare systems, electronic health records, healthcare policy, ethics, and counseling skills. We intend to develop collaborative team members. We intend to work with the multitude of licensed behavioral healthcare organizations in Kitsap and Mason counties to provide the well-prepared staff they need to fill vacant jobs today and the many more jobs in the coming years.

Criteria 7

Promoting equitable opportunities for students, including historically marginalized students.

Olympic College is an open admission policy institution in accordance with state regulations.

Olympic College’s admission policies will apply to the BAS in Behavioral Healthcare program and will guide the program’s selection process. One goal of the selection process is that participants in the BAS in Behavioral Healthcare will mirror or exceed the diversity of students in other Olympic College programs. The navigator will create and implement a recruiting and outreach plan designed to attract a diverse applicant pool supported by the college’s Vice President of Education as well as the Vice President of Diversity, Equity, and Inclusion, with a particular goal of increasing racial diversity in the program.

The student population at Olympic College includes American Indian/Alaska Native: 5%, Asian: 13%, Black/African American: 6%, Hispanic/Latino: 12%, Pacific Islander: 3%, White: 79% [SBCTC Field Guide, 2022]. The Human Services program at Olympic College has traditionally served a very diverse

student population due to the fact that addiction does not discriminate and many of our students have been touched by addiction either directly or via family members or loved ones [Tableau Program of Study Profile, Human Services 2016].

Olympic College is focused on removing barriers and providing an inclusive learning environment based on a guided pathways framework. In addition to the recent implementation of the role of Vice President of Diversity, Equity, and Inclusion, the college has established an official equity statement that states:

- Prevent and remove barriers for groups of students with histories of exclusion, discrimination, and marginalization
- Achieve equal educational outcomes for historically marginalized groups relative to their peers
- Lead with racial equity to maximize student potential across all social identities, including race, ethnicity, socioeconomic status, sexual identity, gender identity, ability, age, national origin, citizenship, and religion
- Maintain a culture of belonging that advances racial, social and economic justice in service to our diverse communities focused on identifying systemic barriers for students and resources needed to serve underrepresented student populations.

The increased focus on diversity and inclusion will help the college ensure a lens of inclusion is used in making decisions, revising, and writing policies and practices, hiring, and resources for students and staff. The faculty developing curriculum for the BAS in Behavioral Healthcare program will include knowledge and application skills to prepare students to understand, empathize with, and assist clients of diverse ethnicities, cultures, and socioeconomic backgrounds. Part of the college's strategy to close educational attainment gaps is to add relevant pathways such as the BAS in Behavioral Healthcare. The BAS in Behavioral Healthcare will be monitored through our Institutional Research office that will disaggregate data to determine systemic barriers to access, retention, and completion of underserved student populations. Racial inequities will be of particular focus for the Diversity Advisory Committee and addressed by college leadership as they consider equity and opportunity gaps in all BAS programs. The BAS Program Navigator/Recruiter will:

- Recruit people of color from Olympic College's graduates. All eligible graduates will receive information about the program via email and direct mail correspondence
- Recruit students from local high schools by attending career fairs
- Create targeted marketing efforts to encourage persons of color to apply for the program
- Present information to businesses and professional organizations to recruit their employees from under-represented populations
- Hold orientations to share program information with perspective students and families, hold one-to-one sessions to address perspective students concerns regarding readiness, finances, and careers

<https://tableau.sbctc.edu/#/site/OC/views/FactsFigures/OCFactsFigures?:iid=1>

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

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

The application needs to show the information below for program approval:

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

College Name: Olympic College
Program Name: Bachelor of Applied Science Behavioral Healthcare
Select one: Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>
If local demand/supply information is available for the specified degree program and target occupation(s),**

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

<p>For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (<i>Provide absolute numbers, not just percentages</i>)</p>	<p>Job Titles:</p> <ul style="list-style-type: none"> • Substance Abuse, Behavioral Disorder and Mental Health Counselors in Kitsap and Mason Counties • Social and Human Service Assistants in Kitsap and Mason Counties • Community and Social Service Specialists in Kitsap and Mason Counties <p>State Data: Substance Abuse, Behavioral Disorder and Mental Health Counselors 21-1018 20% Growth projected from 2022-2032 # Average Monthly Posting/Hires from Nov. 2021-Nov. 2022</p> <ul style="list-style-type: none"> • 339 Average Monthly Postings/4,068 Annual Postings • 517 Average Monthly Hires/6,204 Annual Hires <p>2021 median wage</p> <ul style="list-style-type: none"> • \$23.73 Median Hourly Wage • \$49,358.00 Annual Salary <p>Regional Demand November 2021-2022 for Substance Abuse, Behavioral Dis21-1018: (Kitsap, Mason, Jefferson, Clallam Counties)</p> <table border="1" data-bbox="1003 984 1871 1408"> <thead> <tr> <th>City</th> <th>Unique Job Postings</th> </tr> </thead> <tbody> <tr> <td>Bremerton, WA</td> <td>53</td> </tr> <tr> <td>Shelton, WA</td> <td>45</td> </tr> <tr> <td>Silverdale, WA</td> <td>36</td> </tr> <tr> <td>Gig Harbor, WA</td> <td>18</td> </tr> <tr> <td>Poulsbo, WA</td> <td>8</td> </tr> <tr> <td>Forks</td> <td>7</td> </tr> <tr> <td>Port Orchard, WA</td> <td>6</td> </tr> <tr> <td>Sequim</td> <td>5</td> </tr> <tr> <td>Belfair, WA</td> <td>3</td> </tr> <tr> <td>Kingston, WA</td> <td>3</td> </tr> </tbody> </table>	City	Unique Job Postings	Bremerton, WA	53	Shelton, WA	45	Silverdale, WA	36	Gig Harbor, WA	18	Poulsbo, WA	8	Forks	7	Port Orchard, WA	6	Sequim	5	Belfair, WA	3	Kingston, WA	3
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Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

	Bainbridge Island, WA	2
	Suquamish and Port Gamble, WA	2
<p>Substance Abuse, Behavioral Disorder and Mental Health Counselors in Kitsap and Mason Counties:</p> <ul style="list-style-type: none"> • 11% increase in jobs from 2022-2032 • 40 average annual openings • \$48,692.80 median annual earnings for Kitsap • \$26.30 average hourly earnings for Kitsap • \$48,048.74 median annual earnings for Mason • \$25.45 average hourly earnings for Mason <p>Social and Human Service Assistants in Kitsap and Mason Counties:</p> <ul style="list-style-type: none"> • 12% increase in jobs from 2022-2032 • 37 average annual openings • \$38,504.12 median annual earnings • \$19.86 average hourly earnings <p>Community and Social Service Specialists in Kitsap and Mason Counties:</p> <ul style="list-style-type: none"> • 13% increase in jobs from 2022-2032 • 8 average annual openings • \$39,062.61 median annual earnings • \$18.78 average hourly earnings 		

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

<p>For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).</p>	<p>Lake Washington Institute of Technology is the only institution offering a bachelor’s degree in Substance Abuse/Addiction Counseling, 51.1501, across the following eight counties: Island, Jefferson, King, Kitsap, Mason, Pierce, Snohomish, and Thurston.</p> <p>Eastern Washington University offers a bachelor’s degree in Behavioral Aspects of Health, 51.2212.</p> <p>The information below includes Lightcast data for Completions by Award Level from across the state of Washington.</p> <p>Completions for 2021 for BAS Behavioral Healthcare, 51.1501 are: 1 Bachelor’s Degree</p> <table border="1" data-bbox="1005 673 1873 865"> <thead> <tr> <th>Program</th> <th>Bachelor’s Degree Completions</th> </tr> </thead> <tbody> <tr> <td>Lake Washington Tech (51.1501)</td> <td>1</td> </tr> <tr> <td>Eastern Washington University (51.2212)</td> <td>19</td> </tr> </tbody> </table> <p>State Demand: 6,204 State Supply: 20 GAP: 6,184</p> <p>Regional Demand: 188 Regional Supply: 0 GAP: 188</p>	Program	Bachelor’s Degree Completions	Lake Washington Tech (51.1501)	1	Eastern Washington University (51.2212)	19
Program	Bachelor’s Degree Completions						
Lake Washington Tech (51.1501)	1						
Eastern Washington University (51.2212)	19						
<p>OR, if demand information is not available or it is a new/emerging/changing occupation, **</p>							
<p>For demand: Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u></p>	<p>N/A</p>						

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

<p>For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u></p>	<p>N/A</p>
<p style="text-align: center;">OR, if based on a statutory or accreditation requirement, **</p>	
<p>Select one: Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/></p>	
<p>For demand: Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor’s degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor’s or above in the field is needed.</p>	<p>N/A</p>
<p>For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. <u>Survey requirements are listed below.</u></p>	<p>N/A</p>
<p>* Demand is defined by state law as “<i>an occupation with a <u>substantial</u> number of current or projected employment opportunities.</i>” **Applications may include information related to more than one option (i.e., labor market data to support the local demand for the occupation and a local employer survey to support that there is a gap in the number of qualified applicants available to fill jobs).</p>	



PENINSULA COLLEGE

**STATE BOARD FOR COMMUNITY
AND TECHNICAL COLLEGES
NOVEMBER 2022
STATEMENT OF NEED
BACHELOR OF APPLIED SCIENCE
DEGREE IN BEHAVIORAL
HEALTHCARE
PENINSULA COLLEGE**

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Cover Page — Statement of Need

Program Information

Institution Name: Peninsula College

Degree Name: Bachelor of Applied Science in Behavioral Healthcare

CIP Code: 51.1501

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

Degree: Addiction Studies AAS/AAS-T

CIP Code: 51.1501

Year Began: 1995

Degree: AAS Medical Assisting

CIP Code: 51.0801

Year Began: 2002, although a similar program (Health Care Assistant Program) began in 1996

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2023

Projected Enrollment (FTE) in Year One: 10

Projected Enrollment (FTE) by Year: 15 by 2024

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery: Peninsula College, 1502 East Lauridsen Blvd., Port Angeles, WA 98362

Off-site: Possibly via Zoom or similar at Forks and Port Townsend sites

Distance Learning: All courses will be delivered via Hyflex and/or via online modality option

Statement of Need

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

Contact Information (Academic Department Representative)

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Chief Academic Officer signature

The Statement of Need must be signed. To sign, double click on the signature line below.

A handwritten signature in black ink that reads "Steven L. Thomas". The signature is written in a cursive style with a long, sweeping underline.

Steven L. Thomas

Chief Academic Officer/Vice President of Instruction

11/3/2022

Introduction

Peninsula College is pleased to present this Statement of Need for a Bachelor of Applied Science (BAS) Degree in Behavioral Healthcare. Washington State Labor Market Supply/Demand data show jobs remain unfilled in Jefferson and Clallam counties, Peninsula College's service area. Conversations with local authorities in the behavioral healthcare field indicate a high demand for employees holding bachelor's degrees. Many prospective BAS behavioral healthcare students in Peninsula College's service district are place-bound; traveling to another institution may take up to five hours each way and result in time away from jobs and families. A BAS degree in Behavioral Healthcare, offered locally at Peninsula College, will meet a need for the college's students and community and in serving low-income and students of color.

Peninsula College is more affordable than other institutions offering online degrees and can provide a variety of on-campus and virtual educational and local support services that enhance students' learning and success. Due to the college's large and unique geographic and demographic composition, Peninsula College has become skilled at providing flexible and supportive online, hybrid, Hyflex, and face-to-face course offerings and services to meet the needs of the communities served. Peninsula College has the experience, expertise, and infrastructure established to offer creative, innovative, and robust modalities to support students. Peninsula College delivers complex and rigorous curriculum to place-bound, time-bound, and traditionally underrepresented individuals in the service district and beyond. To meet the equity needs of diverse student populations, the college believes offering additional baccalaureate degrees, in combination with accessible modalities, will help bridge the gap between underserved and historically underrepresented students by providing equitable access and the means to achieve employment and earnings milestones that can truly enrich lives and advance prospects, including broadening opportunities for transfer into graduate programs. Additionally, Peninsula College has established relationships with local behavioral health clinics and centers, and is well positioned to assist students with internships, job placement, and additional support throughout their transition to local employment in behavioral healthcare.

Peninsula College aims to have a BAS Behavioral Healthcare degree that is affordable, and easily available for the community. This proposed degree fills a gap in the behavioral healthcare needs of the community and meets the affordability requirement for those seeking to attain this bachelor's degree. Since no BAS in behavioral healthcare is offered in our service district, the addition of this program increases access and opportunities for place-bound, working adults. In addition, this program meets the needs of Peninsula College associate degree graduates because it is non-duplicative and does not require students to transition to another institution outside the area. The proposed BAS in Behavioral Healthcare program is designed to build on and inform students in the Addiction Studies program and Medical Assistant program and other students with an interest in behavioral healthcare at Peninsula College.

Criteria 1

Relationship to institutional role, mission, and program priorities.

Peninsula College serves Clallam and Jefferson counties, with a service district covering a large geographical area more than 3,000 square miles that is primarily rural and semi-urban. There are large numbers of place-bound students living in this region.

The college's mission is to educate diverse populations of learners through community-engaged programs and services that advance student equity and success. Peninsula College is a destination of cultural and environmental diversity where the teaching and learning process is at the center of our mission, and academic excellence transforms students' lives and strengthens communities. Peninsula College accomplishes this vision by advancing student success, achieving academic excellence, fostering equity and inclusion, and strengthening communities.

Increasing the number of Bachelor of Applied Science (BAS) degrees offered locally is consistent with Peninsula College's mission, vision, and key strategic enrollment priorities. Increased opportunities for local bachelor's degree completion will create equitable pathways to high demand employment opportunities and increased family wages. Equity in access focuses on providing educational programs and services to meet the needs of the local communities, including developing pathways for students to achieve their educational and career goals, and offering students the ability to transition from an associate degree to a bachelor's degree without leaving the area. Equity in achievement is provided to serve large numbers of place-bound students living in this service district.

A local BAS degree in Behavioral Healthcare fills a gap in our local communities and meets the affordability requirement. The BAS in Behavioral Healthcare would be non-duplicative and would enable students to remain in their communities instead of transitioning to a distant institution. The program would meet the needs of Peninsula College's associate-degree holders who want to continue their education without the financial and time constraints of traveling nearly a hundred miles to the nearest four-year college or university.

This BAS degree in Behavioral Healthcare directly addresses the strong regional need in a diversified and place-bound location with difficult access to the I-5 corridor and universities. Peninsula College can provide an economical hybrid experience for our rural, low-income, and historically underserved students that results in a behavioral healthcare degree, while filling a need on the Olympic Peninsula.

Program Description

Peninsula College is pleased to propose a Bachelor of Applied Science (BAS) degree in Behavioral Healthcare. Peninsula College is a regionally—and nationally—accredited college with a group of faculty and staff who serve students and their families with outstanding dedication and demonstrated expertise. In addition to a BAS degree in Applied Management, Peninsula College also offers associate transfer degrees, professional technical degree programs and training, basic education for adult learners, and a variety of other unique learning opportunities.

The proposed BAS degree in Behavioral Healthcare will meet a need not only for students but also for the community and regional employers. This new program has grown naturally from our

efforts to meet employer's and student' needs. This BAS degree will recruit new behavioral healthcare employees and attract them to the vital profession of behavioral healthcare for both Jefferson and Clallam counties, where employers have voiced a need for applicants with 4-year degree. Our current and former students also have repeatedly asked for an opportunity to continue their education in this area. The proposed BAS program will be designed to build on and inform students in Addiction Studies and Medical Assistant programs while preparing them to understand and demonstrate foundational critical thinking and leadership skills. Washington continues to experience a significant behavioral healthcare shortage, particularly evident in certain geographic regions. Peninsula College foresees a need that is only expanding, specifically in the college's service area, and is excited and eager to meet this challenge.

Furthermore, Peninsula College's unique geographic and demographic composition means online education is something that the college already does exceedingly well. With a current infrastructure already established, Peninsula College has experience and expertise offering courses in creative, innovative, and robust modalities, and can deliver complex and rigorous curriculum to place-bound, timebound, and traditionally underrepresented individuals in the college's service district and beyond. Offering additional baccalaureate degrees, in combination with accessible modalities, will work towards bridging the gap and supporting underserved and historically underrepresented students. Peninsula College will provide equitable access and the means to achieve employment and earnings milestones that can truly enrich lives and advance prospects, including broadening opportunities for transfer into graduate programs.

Peninsula's existing BAS degree in Applied Management is designed to meet the needs of working adults, and Peninsula College is positioned to continue to provide exceptional education, resources, and services, particularly in a multiple modality environment. By adding a BAS degree in Behavioral Healthcare, the college can deliver what students, community stakeholders and districts in the six tribal nations need.

Proposed Program Outcomes

Industry professionals consistently reiterate the knowledge, skills and values they expect employees to possess. Students who successfully complete this program will demonstrate the following skills and abilities:

- Awareness of the needs, roles, and strengths of the professionals within integrated healthcare and human services teams;
- Demonstrate the ability to identify an appropriate tool for addressing a psychological / mental health issue.
- Knowledge of the structures, functions and organizations which comprise the local healthcare system, with a particular focus on behavioral healthcare organizations.
- Understanding of the practical application of treatment principles to a variety of individual concerns;
- Maintain quality care coordination skills;
- The ability to complete holistic biopsychosocial assessments and develop client-centered, person-first plans;
- Abiding hope in recovery for each and every person.

The proposed Behavioral Healthcare degree program reflects and supports Peninsula College's role, mission and priorities. The BAS Behavioral Healthcare program will provide a continued pathway for students to achieve a career in behavioral healthcare and earn a family-wage income in a high-demand occupation. This BAS in Behavioral Healthcare will also provide our community stakeholders with 4-year graduates who have earned a range of certificates to baccalaureate degrees in specific areas of need.

Criteria 2

Support of the statewide strategic plans.

By developing the Bachelor of Applied Science (BAS) degree in Behavioral Healthcare, Peninsula College continues to support the statewide strategic plan and mission goals. Washington Student Achievement Council (WSAC) has four strategic framework clusters: Affordability, Enrollment, Completion and Student Supports, and Commitment to the Equity Lens. These align SBCTC's mission. The following describes how Peninsula College's BAS in Behavioral Healthcare degree supports the SBCTC Mission Study. [1] [2]

Affordability

SBCTC Mission Goals: Higher education should be affordable for all Washington residents (p.5). Most cited student barrier to enrolling in education beyond high school. Many students must support, or contribute to the support, of their household (p.5). [2]

Peninsula College response: Getting a BAS degree from Peninsula College will allow students, including Indigenous students to stay in their homes and communities, removing the expense of relocating or traveling several hours for classes. The HyFlex mode of instruction is less expensive than out-of-state online institutions.

For the current workforce living within Peninsula College's educational service district, it will open an opportunity to further their education and obtain a baccalaureate degree without jeopardizing current employment and dislocating their families.

Enrollment

SBCTC Mission Goals: Washington's effort to increase enrollment should be particularly focused on supporting students of color, especially Black, Indigenous and Latino students, who have been historically and institutionally marginalized from accessing higher education (p.8). Washington must increase postsecondary enrollment for both traditional K-12 students as well as working-age adults. [2]

Peninsula College response: Peninsula College is the first community college in the nation to create a longhouse. ʔaʔkʷustəŋáwtxʷ House of Learning, Peninsula College's Longhouse was co-created by the six tribes the college serves: the Hoh, Makah, Quileute, Port Gamble S'Klallam, Jamestown S'Klallam, and Lower Elwha Klallam tribes and several course curriculum has been infused with equity-inspired programming. Peninsula College Faculty and community stakeholders, including tribal representatives, will be involved in creating curriculum for this BAS Behavioral Healthcare pathway/program map. The Since Time Immemorial (STI)

Curriculum is an important guide for this college and will be included also.

Student Support and Completion

SBCTC Mission Goals: More than 60 percent of WA college students face housing or food insecurity. Fewer than one in five undergraduates working towards a degree in Washington (19.3%) are traditional students attending college directly out of high school (p.6). Large numbers of students are working adults, many with children. Higher education should guide and support student academic pathways through postsecondary education into the workforce. Washington's effort to increase completion rates should be particularly focused on supporting students of color, especially Black, Indigenous, and Latino students, who have been historically and institutionally marginalized from accessing higher education (p.12).

Students can receive academic credit for prior learning that took place in the military, formal and informal education, and/or industry training (p.3). [2]

Peninsula College response: The new BAS degree in Behavioral Healthcare program will also add to the number of adults in Washington who have a postsecondary credential contributing to the WSAC goal of at least 70 percent of Washington adults, ages 25- 44, having a postsecondary credential. Local services, including Hyflex modality, will allow working adults to stay in their existing communities and receive an education. This is especially true for place-bound indigenous populations. Community Juvenile Services, Treatment Centers, Counseling Services, Recovery Services, and Healing Clinics support the plan to increase employees in the Behavioral Healthcare field. BAS Behavioral Healthcare students may also receive credit for prior learning.

Equity

SBCTC Mission Goals: Prioritizing racial equity and removing barriers to ensure racial equity in our state. This requires that our higher education system reflects the diversity of our population (p.14) [2]

Peninsula College response: Peninsula College service district includes populations that are often place-bound due to family obligations. The BAS degree in Behavioral Healthcare provides an additional opportunity for place-bound community members to continue their education past a certificate or AAS degree and complete a baccalaureate degree. This degree will help meet local employment needs, increase the diversity of the employee population and remove barriers to ensure racial equity.

In summary, Peninsula College recognizes the need for the BAS degree in Behavioral Healthcare and will collaborate with and support local clinics, treatment, recovery, and counseling services, by preparing highly trained professionals to meet employment needs. The proposed BAS in Behavioral Healthcare supports the State Board for Community and Technical Colleges (SBCTC) mission goals outlined in the Mission Study policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education. One of the key takeaways in the 2021 Strategic Action Plan was that Education and training beyond high school is essential. [2]

Criteria 3

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

Peninsula College is approximately 100 miles west of Seattle, with an expensive ferry ride to the closest face-to-face university. Peninsula College's educational service district covers over 3,000 miles of rural and diverse communities, serving Jefferson and Clallam counties and 6 tribal communities. There are more than 100,000 people in the Peninsula College Service District. Some areas are 40% historically underrepresented people of color. Local areas report that over 13% of their students are living at poverty level, however it is likely that figure is underreported, suggested by Port Angeles School district data that 26.5% of students are eligible to participate in the federal free and reduced-price meal program. [10]

Seven years ago, in June 2016, Washington Governor Jay Inslee announced action to address challenges in the behavioral healthcare workforce. Referencing the behavioral health workforce shortages, he said, "We need to . . . expand training opportunities" [7]. The Peninsula College BAS Behavioral Healthcare degree program will contribute to reducing the continued crisis in Washington State. Clallam and Jefferson Counties, which are in the Peninsula College service area, still show IN DEMAND for several of the Behavioral Healthcare occupations, according to the Washington Occupational Employment & Wages 2022 release. These specific occupations include Healthcare, Child, Family social workers, Community and Social Service Specialist, First-Line supervisors of Protective service workers, Rehabilitation Counselors, Substance Abuse, Behavioral Disorder Specialist and more. These occupations all require a bachelor's degree that Peninsula College's BAS in Behavioral Healthcare would provide. [9]

Wendy Sisk, the CEO of Peninsula Behavioral Health, said "The challenge for us is that we recruit a lot out of the area, but they are not able to find housing, or they stay for only a short time to gain experience, and then they leave. We need to grow our own locally. Last year we lost 5 staff to four-year universities who are now hiring our people out of the area" [4] This phenomenon is substantiated by Jeremy Kirkland, a social worker at the Department of Social and Health Services, stated that "it seems like we are continually training employees from out of the area and then they leave. We are finding that urban students do not want to live in rural areas" [6].

With the new Jamestown Sklallam Healing Campus which includes the Medication Assisted Treatment facility which includes counseling services, dozens of higher paying jobs will be needed in our area, jobs that our Behavioral Healthcare students could secure [4]. The Jamestown Tribe newsletter stated, "With 17,000 patients at the JFHC, providers are aware that there is a percentage who are opioid addicts, and of those, some require daily services to stay on the right track". [11] This will also require more behavioral healthcare workers.

Sisk, stated, "We are absolutely supportive of this new bachelor's degree in Behavioral Healthcare and look forward to partnering with Peninsula College". We have set up paid internships, typically above minimum wage. We consider longer internships an investment. [4]

Dr. Paul Cunningham, CMO Jamestown Family Health Center, explained that besides counselors, those that have chemical dependency credential – a double credential, is super sought after for the Jamestown Healing Clinic. Local individuals can get an education locally and be on

a pathway. “We are biased toward the population that already resides in the community”. [5]

Rachel Hardies, owner of New Growth, private counseling service, said that there is a demand for local behavioral healthcare professionals in Clallam and Jefferson counties especially in the area of counseling, and specifically, there is definitely a need in our community for substance abuse and behavioral disorder counselors. We also need case management employees who could do home visits. Also, there is a need in Family Preservation Services (FPS), with a parenting and child focus. These all require a bachelor's degree. “In fact, if someone were to have a bachelor's degree in social work, they would have more opportunities than if they had a bachelor's degree in psychology”. [12]

Criteria 4

Baccalaureate program builds from existing professional and technical degree program offered by the institution.

Peninsula College’s proposed BAS Behavioral Healthcare program builds on the strength of Addiction Studies, Medical Assistant program, and Basic Education Academic Core courses. Students who have earned an associate degree in any subject area that is a transfer degree or an applied science degree will be eligible to apply to the Bachelor of Applied Science in Behavioral Healthcare program. Among the students who will be recruited for the BAS degree in Behavioral Healthcare program are current or former students enrolled in the Addiction Studies program or the Medical Assistant program at Peninsula College. Students completing the Addiction Studies and Medical Assistant programs can expect to graduate with the following learning outcomes:

The Addiction Studies and the Medical Assistant programs are feeder programs to the BAS degree in Behavioral Healthcare. The Addiction Studies program has been supplying graduates for 27 years, and the Medical Assistant program supplying graduates for 20 years. Both programs are popular programs and have full cohorts of students each year.

Criteria 5

Student demand for program within the region.

An email was sent to current Addiction Studies students asking how beneficial is the opportunity to obtain a 4-year bachelor's degree in behavioral healthcare here at Peninsula College? And why do they feel that way? Below please find some of their feedback:

- It would be amazing. Considering how prominent the affects of the addiction studies are on our community, it would only make sense for there to be the the next step be at the same college.
- Very beneficial.
- It's an opportunity that many students won't have upon graduation. Many of us don't plan to attend a university far away, but if is there was one offered at PC campus, I think that many of us would obtain our bachelor's degree.

- I am currently enrolled in the addiction studies program at Peninsula and may be interested in a Behavioral Science degree in a field relating to mental health counseling. I plan on obtaining a Masters in mental health.
- I would love it, in part because not all of my credits will transfer to a university. Plus, it's basically in my backyard and PC is great. Only problem is it has to happen next year, or I will have to look elsewhere. I've waited too long to start my career and I'm kind of in a hurry.
- I would strongly support this. Thank you so much for advocating for it.
- That would be very beneficial, and I would do it, I already have a bunch of psych classes- which I could transfer over- like social psychology 350, and behavior healthcare is part of psychology ("The Cuckoo's Nest"). I am still planning on getting my psych degree, after PC. I already have all of my classes for my AA, or I am a math class short of having an associate in science, and I have a minor in theatre. I would take those classes, for that bachelor's degree in behavior healthcare - from PC.
- I think that a bachelor's degree in behavioral healthcare would be an excellent addition to the available programs. A lot of places are looking to hire professionals with bachelor's degrees instead of AA degrees. Especially when they are looking to hire supervisors. I would be one of the first ones to sign up for this degree course if it became available.
- I think this would be a great opportunity for many people in the counseling and addiction field. At the community College level more bachelor's degrees are needed and would add great value to the education of people in our community. I myself would do this program today if it was available. I've been searching for a bachelor's program and would rather learn locally rather than have to participate in programs elsewhere.
- The opportunity to obtain a Bachelor of Applied Science degree in Behavioral Healthcare at Peninsula College would be greatly beneficial for me. One of the many reasons being that I have just obtained my AA in addiction studies there, I am already familiar with the campus, some of the professors, the process. Another reason is that Peninsula College is my local college, any chance to stay local, and therefore remain close to home is of high value to me. I am currently looking into other colleges that I can obtain this degree and am having a hard time as many require a hybrid model and relocating is just not an option for me at this time. The thought of being entirely online for it is not that appealing either. Whereas with our campus I know where to seek help and guidance, so even if the class itself is online I know I can come in person and get that face-to-face help should I need it.
- I greatly hope that this opportunity is considered favorably, as I know of many other than myself that this would benefit.
- Extremely beneficial due to it focusing around the area of study and our current careers please let me know more so I might have a chance to pursue this
- Yes, I am very interested. Especially if the classes can be online or at night.
- I would take it. I was going to do the business admin bachelors, but behavioral healthcare would be a better fit for my career path. Thank you!
- I am planning on doing a bachelors program after completing my AA here at PC. I looked into the current program offered by PC but felt that it didn't offer me what I was really looking for as far as my future career goals. I would like to be a mental health counselor or possibly work in social services in the future so a bachelor's in behavioral healthcare would be a great option for me. If PC offered this option, I would absolutely

apply for the program. I love PC and want to stay if I can. It seems challenging to find a similar program at a different college that offers classes completely online (which is what I would need since I'm not planning on moving away from port Angeles). I hope that you are able to make this work and offer this program! I'm looking forward to hearing more about it. Thank you!

Table 1: This table illustrates enrollment projections for the next five years. Projected enrollment includes both part-time and full-time students.

Academic Year	Projected BAS Behavioral Healthcare Enrollment
2023	10
2024	15
2025	20
2027	25

Criteria 6

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

Peninsula College is a public, comprehensive community college. The College service district encompasses both Clallam and Jefferson counties on the Olympic Peninsula. The region is home to six Native American tribal nations, which are dispersed across the North Olympic Peninsula. The main campus is located in Port Angeles and occupies 75 acres in the foothills of the Olympic Mountains. Extension sites are located in Forks, 57 miles west of Port Angeles, and in Port Townsend, 46 miles to the east. Peninsula College is the only resident institution of higher education in the North Olympic Peninsula. The Bachelor of Applied Science (BAS) degree in Behavioral Healthcare will serve place-bound working adults by providing a Hyflex option where students can earn stackable certificates and bachelor's degrees without traveling up to 100 miles from home which will minimize the expense and time away from their communities.

Wendy Sisk, the CEO of Peninsula Behavioral Health, said that some of her employees have had to go to the University of Washington in the evenings and weekends. Besides a big time commitment, the students come out with a big education debt. Since the bachelor's degree in Behavioral Healthcare through Peninsula College would be more affordable, and less time required in travel, Sisk, thinks that many more students and current employees will take the risk to further their education. "It will cost less and they will have support for continued growth". [4]

Peninsula College can work with behavioral health clinics and centers to provide practical internships across Clallam and Jefferson county. Sisk is currently doing some significant investment work with Washington Behavioral Health Council to entice people in this community

to get into this field and to stay in this field. She is working on some pathways for more sustainable wages. The employee wages can conceivably go up by \$10.00 an hour if they have a bachelor's degree. This is a potential to make a good family-wage living and receive great benefits while staying right here in our community. With the 15 clinics and behavioral health centers in this area, there is a lot of opportunity in this community to move into higher positions. A bachelor's degree in Behavioral Healthcare is a real attainable goal that will make a real impact, a real difference, to this community". [4]

Kirkland, from DSHS, suggests that there is a definite lack of education for those service providers that teach parenting classes and other evidence-based classes, especially in the west end of the county in Forks. If we could have a program where our local students could see this career path as an option, we could provide more employees that would not be temporary, They could have those jobs. The tribe, has their own child welfare system and a lot of training is required in order to meet the state standards. This is a challenge for tribal populations, as it is hard for them to leave the community, which is exactly what they would have to do to get a BA degree. This opportunity would absolutely provide an open door for them. [6] Our bachelor programs could be filled with local candidates who are living in and have connections to the community.

There are similar programs are offered by Western Governors University and Grand Canyon University but are exclusively online and cannot provide the internships and hands-on experience that can be offered locally. Often other universities will not accept previous credits from AAS degrees, requiring students to have another year of classes before they qualify for the bachelor's program.

Collaboration with local community has been a key element in the development of this degree proposal. Peninsula College's current BAS in Applied Management collaborates with Olympic College on a regular basis to honor cross credit courses. A Peninsula College's BAS degree in Behavioral Healthcare will also honor other credits awarded by other institutions to help students expedite degree completion. Peninsula College is initiating a process to apply prior learning credit for students with work-life experience. The associate dean for the BAS programs at Peninsula College also holds the position of Chair for the Washington State Baccalaureate Leadership Council (BLC).

In conversations with community stakeholders a consistent sentiment was expressed, we want to grow our own. They expressed that it is a challenge to recruit because we are so remote, and our community is rural with indigenous populations and areas where you employees need to know a little bit of everything. This is a niche that needs to be filled.

Peninsula College can fill this niche by offering a BAS degree in Behavioral Healthcare. In addition to being local, Peninsula College is developing a culturally responsive curriculum that will prepare healthcare professionals specifically working with historically underrepresented populations. As we involve our community partners and respond to the need to 'grow our own'- we can be responsive to the diverse and rural population.

The Peninsula College Bachelor of Applied Science (BAS) degree in Behavioral Healthcare would empower local communities to 'grow our own'. Olympic College in Bremerton also has submitted a proposal for a BAS in Behavioral Health and there may be times that our Peninsula

College students may be able to collaborate for specific classes offered at Olympic College. Although, Olympic College is the closest brick-and-mortar college that will be offering this certified teaching program it is still over a two-hour drive from the Peninsula College campus and a three-hour drive from some area school districts. According to Mapquest, a bus ride to Olympic College could take over seven hours. Resulting in a real need for our students to have this BAS Behavioral Healthcare program offered locally at Peninsula College.

Criteria 7

Promoting equitable opportunities for students, including historically marginalized students.

Providing bachelor's degrees for behavioral healthcare students will give clinics and healthcare centers the opportunity to hire community members that will increase the probability that the employee demographic will match the client demographic. Wendy Sisk, the CEO of Peninsula Behavioral Health, stated that behavioral healthcare positions typically have historically appealed to women, about 70% of the workforce is female. However, Sisk said now employees are coming into the field from all walks of life. They have a more diverse workforce than ever before. "We have employed an African American who is here on a Visa from Nigeria, Native members, transgender, and LGBTQ. We attract a real diverse work force because we serve a diverse community. We need to reflect our population." [4]

Current behavioral healthcare employees, and high school students interested in this career, could stay in their communities while completing a bachelor's degree in behavioral healthcare. Expensive online courses are often not an option for rural and Indigenous students. The majority of low-income and students of color face this challenge of living in a remote area, some living up to five hours away from the next closest college. Many homes on tribal land are income adjusted, so leaving home is unrealistic due to the lack of affordable housing in outside areas, which creates a tremendous barrier for some who might otherwise pursue a bachelor's degree in behavioral healthcare. Another barrier for rural and indigenous students is the lack of dependable internet connection. Peninsula College provides support hubs for easier access and connectivity for these students.

Peninsula College is focused on diminishing or removing the barriers of navigating through the enrollment process, including more robust support for students navigating enrollment and advising. Across the Peninsula College campus, staff and faculty are inspired by the college's strategic goal of improving diversity, equity, and inclusion.

Peninsula College's implementation plan to recruit and support students of color and low-income students includes the plan to "grow our own". Another goal of starting a BAS degree in Behavioral Healthcare is to provide high school students in the college's service district a path to partner with community resources and encouraging initial enrollment into any Peninsula College AA or AAS degree program.

Peninsula College will promote a learning community through the cohort model for students

pursuing the BAS degree in Behavioral Healthcare. Offering this cohort would provide the opportunity to place local people, including tribal members in their community, allowing for the flexibility to serve where the need arises within the individual needs of the community. There is potential for an Indigenous focus for tribal communities and surrounding areas as Peninsula College focuses on building relationships and community.

Another plan to recruit and support students of color and low-income students is to offer additional, practical-use stackable certificates in addition to the BAS degree in Behavioral Healthcare and adding the Since Time Immemorial (STI) curriculum into our program of study. Peninsula College faculty are working with four Curriculum Planners who are Native/Indigenous and local to create a curriculum for this IIS Pathway. The co-teaching model is important to the IIS courses, including KLA (Klallam Language) courses where instructional assistants who are Certified Klallam Language Teachers and are also tribal members/tribal citizens work with an instructor of record (in this case, a linguist, Professor Tim Montler) to offer the courses.

Also, Peninsula College currently has programs to earn credit for life experiences thus further providing support and encouraging recruitment. Another resource is community partners in businesses, tribal nations, and service organizations that will provide scholarships.

Peninsula College can support students' current way of life. Moving away to go to college requires tribal people to give up many aspects of their culture. Peninsula College supports Indigenous students by offering programs at our *ʔaʔkʷustəŋáwtxʷ* House of Learning, Peninsula College Longhouse, including cultural gatherings, student club meetings, and community activities. Peninsula College currently hosts a Native Graduation Celebration each year and a Faculty Learning Community for Engaging Native Perspectives and First Nation's Club.

Peninsula College also offers relief to low-income students with a food pantry, robust support in navigating financial aid opportunities, scholarships, and emergency funding available for those students experiencing financial hardships. These and other resources and support will help recruit, support, and provide equitable opportunities for students of color and low-income students.

Conclusion

Peninsula College's proposed Bachelor of Applied Science (BAS) degree in Behavioral Healthcare is the next step for many of the Addiction Studies and Medical Assistant students who are earning their AA or AAS degree. Peninsula College can provide an opportunity to complete a bachelor's degree while promoting lifelong learning. This program will provide a more affordable education and give local families options for sustainable wages and family wage jobs.

This Statement of Need will go to the State Board February 2023 board meeting. The pre-proposal will be submitted February 10 to be on the docket for the May 2023 board meeting with an anticipated approval. This timeline will allow Peninsula College several months to market the new Bachelor of Applied Science in Behavioral Healthcare degree for the first cohort to start Fall quarter 2023.

This BAS degree in Behavioral Healthcare at Peninsula College will empower local

communities, including tribal partners, to hire local candidates in community clinics and behavioral healthcare centers. Peninsula College can offer an educational experience that is needed by the diverse students who live locally and remove barriers for further education through direct pathways that lead into the BAS program after completion of an associate degree. An associate degree in any subject area that is a transfer degree or an applied science degree from Peninsula College and other regionally accredited institutions will be eligible to apply.

References

- [1] [Strategic Action Plan | WSAC \(wa.gov\)](#)
- [2] [SBCTC Strategic Plan Goals and Strategies | SBCTC](#)
- [4] Conversation with Wendy Sisk, LMHC, CEO Peninsula Behavioral Health, October 24, 2022.
- [5] Conversation with Dr. Paul Cunningham, CMO Jamestown Family Health Center, October 25, 2022.
- [6] Conversation with Jeremy Kirkland, MSW, Department of Social and Health Services, October 27, 2022.
- [7] [Inslee takes action to address challenges in behavioral health care workforce | Governor Jay Inslee \(wa.gov\)](#).
- [8] [ESDWAGOV - Labor area summaries](#)
- [9] [ESDWAGOV - Occupations in Demand list](#)
- [10] [Port Angeles School District - U.S. News Education \(usnews.com\)](#).
- [11] [\(Tribal-Newsletter-January-2020.pdf \(jamestowntribe.org\)\)](#)
- [12] Conversation with Rachel Hardies, LMHC owner/employer New Growth counseling services.

APPENDIX A: Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

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

The application needs to show the information below for program approval:

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

College Name: Peninsula College
Program Name: Bachelor of Applied Science Behavioral Healthcare
Select one: Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>
If local demand/supply information is available for the specified degree program and target occupation(s),**

For demand:
Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages)

Job titles:

- Social and Community Service Managers
- Counselors, All Other
- Child, Family, and School Social Workers
- Mental Health and Substance Abuse Social Workers
- Community Health Workers
- Community and Social Services Specialist
- Social Workers, All Other

Figure 1: The table below from [ESDWAGOV - Labor area summaries](https://esd.wa.gov/labormarketinfo/supply-demand-report) shows detailed gap analysis for Behavioral Healthcare job postings. <https://esd.wa.gov/labormarketinfo/supply-demand-report>

DETAILED GAP ANALYSIS

Occupation	Long Term Growth Rate	Annual Average Total Openings	Demand Status	Average Annual Wage	Education Required
Social and Community Service Managers	231	91	IN DEMAND	71,229.26	Bachelor's Degree
Counselors, All Other	1158	384	IN DEMAND	54,215.38	Bachelor's Degree
Child, Family & School Social Workers	382	98	IN DEMAND	60,998.72	Bachelor's Degree
Mental Health & Substance Abuse Social Worker	61	17	IN DEMAND	NA	Bachelor's Degree
Community Health Workers	109	40	IN DEMAND	NA	Bachelor's Degree
Community and Social Service Specialist	53	17	IN DEMAND	48,466.14	Bachelor's Degree

	Social Workers, All Other	66	14	IN DEMAND	NA	Bachelor's Degree
For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).	There is not a four-year college that offers a Behavioral Healthcare degree offered in our service area.					
OR, if demand information is not available or it is a new/emerging/changing occupation, **						

<p>For demand: Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u></p>	<p>N/A</p>
<p>For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u></p>	<p>N/A</p>
<p align="center">OR, if based on a statutory or accreditation requirement, **</p>	
<p>Select one: Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/></p>	

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

<p>For supply gap: Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap or that employers anticipate a gap in the number of qualified applicants that will be available to fill jobs with the new requirements. <u>Survey requirements are listed below.</u></p>	<p>N/A</p>
<p>* Demand is defined by state law as <i>“an occupation with a <u>substantial</u> number of current or projected employment opportunities.”</i></p> <p>**Applications may include information related to more than one option (i.e., labor market data to support the local demand for the occupation and a local employer survey to support that there is a gap in the number of qualified applicants available to fill jobs).</p>	

Survey Requirements: N/A

To verify/support supply demand your survey should include at least 25 individual employer responses. If there are not 25 employers in the area, you should cover the employers who comprise at least 75% of the identified employment base. Provide a copy of the survey with the aggregated results as an appendix. The survey must address the following general questions (you may edit the wording to suit your survey):

- (1) **Do you have anticipated demand for application job title(s)? (If this is a new or emerging job title, include a brief description of specific job duties.)**
- (2) **If there is demand, how many positions do you currently have open? How many do you anticipate having open in the next 3 years?**
- (3) **Is a bachelor’s degree a requirement or preference for this position?
Requirement: Y or N Preference: Y or N**

- (4) Do you have difficulty finding Bachelor's degree level applicants for this position? (If yes- explain)**
- (5) Will the proposed program assist you in finding qualified applicants to fill the position(s)?**



Community Colleges of Spokane
Spokane Community College

**STATE BOARD FOR COMMUNITY
AND TECHNICAL COLLEGES
FEBRUARY 2023
STATEMENT OF NEED
BACHELOR OF APPLIED SCIENCE
DEVOPS ENGINEERING
*SPOKANE COMMUNITY COLLEGE***

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Cover Page — Statement of Need

Program Information

Institution Name: Spokane Community College

Degree Name: BAS DevOps Engineering

CIP Code: 11.0899

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

Degree: AAS Computer Network Design and Administration

CIP Code: 11.1002

Year Began: 2007

Degree: AAS Software Development

CIP Code: 11.0801

Year Began: 2007

Degree: AAS Cloud Computing

CIP Code: 11.0902

Year Began: 2023

Proposed Start Implementation Date: Fall 2024

Projected Enrollment (FTE) in Year One: 20

Projected Enrollment (FTE) by Year Two: 28

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery: Spokane Community College, main campus

Distance Learning: Offered as 100% online program

Contact Information (Academic Department Representative)

Name: Jeff Brown

Title: Dean of Business, Hospitality, and Information Technology

Address: 1810 N Greene Street, Spokane, WA, 99217

Telephone: 509-533-7373

Email: Jeff.Brown@scc.spokane.edu

Name: Jenni Martin

Title: Vice President of Instruction

Address: 1810 N Greene Street, Spokane, WA, 99217

Telephone: 509-533-7075

Email: Jenni.Martin@scc.spokane.edu

Chief Academic Officer signature

The Statement of Need must be signed. To sign, double click on the signature line below.

A handwritten signature in blue ink that reads "Jenni Martin". The signature is written in a cursive style.

9/14/2022

INTRODUCTION

What is DevOps?

DevOps bonds Software development with the Networking operations needed to deploy and manage software. Software development and Networking operations historically worked independently of one another, DevOps is the process of combining people, processes, and technologies to build higher quality software rapidly.

The DevOps model combines the developers (Dev) with the networking (Ops) team rather than working as separate entities. This combination helps these teams to act as a single entity that manages the entire application lifecycle.

Cloud platforms provide ideal environments for DevOps deployment.

Spokane Community College is proposing to offer a Bachelor of Applied Science degree in DevOps Engineering.

What does Development in DevOps Mean?

The major objective of a development team is to convert ideas into a product that solves end-user's problems. Responsibilities of the development team include requirements gathering, design, development, testing, product backlog refinement, and ensuring continuous delivery.

What does Ops in DevOps Mean?

The major objective of the operations team is to deploy the product and manage it throughout the product's life. Responsibilities of the operations team include renting out/managing server space, configuration of server and storage, managing outages, managing backups and security, deployment, and maintenance.

Spokane Community College DevOps skill sets

Software Development – Software development skills including developing code in at least one high-level programming language.

Computer Network Design and Administration – Computer Network design skills including building highly automated infrastructures; and administering operating systems.

Cloud Computing – Design, deploy, and evaluate applications on cloud platforms including managing, and operating workloads.

DevOps Engineering - Implement and manage continuous delivery and lifecycle systems and methodologies

Summary points

- Labor market projections for DevOps are high wage and high demand in both the Community Colleges of Spokane 6-county service region and the states of Washington and Idaho.
- There are no other DevOps engineering offerings at regional higher education institutions.
- The DevOps BAS aligns with current Spokane Community College AAS offerings. Two current degrees (Software Development AAS and Computer Network Design and Administration AAS) will be entry points to the DevOps BAS. One new SCC AAS degree (Cloud Computing AAS) will be an additional entry point.
- Students completing the DevOps BAS degree will have completed courses that map to multiple computer industry certifications.

Criteria 1

Relationship to institutional role, mission, and program priorities.

Spokane Community College (SCC) mission, values, and priorities are listed in the most recent strategic plan:

Mission: To provide all students an excellent education which transforms their lives and expands their opportunities.

Vision Statement: Providing the best community college experience in the northwest

Values: Students First / Equity / Access / Excellence / Integrity / Leadership / Responsive / Stewardship

Priority Statements:

Student Success: Expanding the recruitment, enrollment, retention & academic achievement of a changing student population through consistently high-quality academic programming and innovative student support models that best serve the needs of tomorrow's regional workforce.

Operational Excellence: Ensuring the continuous improvement of our financial sustainability through on-going academic and student service innovation, consistent data-informed decision-making and the constant pursuit of organizational efficiencies that make us quick to respond to student needs and external opportunities.

Employee Success & Excellence: Advancing the engagement and change management capacity of a high-quality faculty and staff through purposeful recruitment, development & retention, consistent standards of performance and accountability, and the relevant, timely and transparent internal communication needed to best serve our students.

The DevOps BAS program supports the SCC mission and priorities of student success, operational excellence and employee success and excellence. Specifically, it provides an equitable pathway to high wage high demand employment opportunities. Additionally, this will be SCC's second BAS degree (the other BAS degree is in Respiratory Care) so the two BAS programs will compliment each other and share marketing and support resources.

Criteria 2

Support of the statewide strategic plans.

The State Board for Community and Technical Colleges' (SBCTC) 2010 Mission Study includes long-term needs analyses for priority areas: economic demand, student success, and innovation.

Spokane Community College's proposed Bachelor of Applied Science in DevOps Engineering program will support each of the priority areas in the following ways:

Economic Demand: The proposed Bachelor of Applied Science in DevOps engineering program will support state and local economies by closing the supply/demand gap with a well-educated and skilled workforce.

Student Success: The proposed Bachelor of Applied Science in DevOps Engineering program will increase educational attainment across the Community Colleges of Spokane six county service region which includes Lincoln, Whitman, Stevens, Spokane, Ferry, and Pend Oreille counties and the program will be offered in a fully online option. It will attract students from feeder program across the state, contributing to increased educational attainment at the state level. The program will improve student success as it offers new opportunities for current and prospective students and incumbent workers in high-demand, high-wage occupations.

Innovation: The proposed Bachelor of Applied Science in DevOps Engineering program will use technology and collaboration in new ways to meet the demands of the economy by working with regional employers and advisory committee members to develop curriculum and program outcomes.

Two of the focus areas identified in the Mission Study are the need to increase the education level of more people and to serve place-bound working adults. The Mission Study states that, “Washington also needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need” (pg. 4). Recognizing that many community college students are place-bound and balancing school, jobs, and families, SBCTC plans to address this through the production of more baccalaureate degrees. In the Community Colleges of Spokane six-county service area, there are no other colleges or universities offering bachelor’s degrees in DevOps Engineering to place-bound students.

The Washington Student Achievement Council (WSAC) Strategic Action Plan 2019-21, states that two thirds of jobs in Washington will require an associate’s or higher and the biggest gaps are in the STEM pipeline such as engineering and advanced manufacturing-related programming. Spokane Community College’s proposed degree program will also support Washington Student Achievement Council’s policies and goals for higher education. Specifically, the proposed Bachelor of Applied Science in DevOps Engineering will address the following specific points from the Washington Student Achievement Council Action Plan:

Close Opportunity Gaps: Spokane Community College’s equity, diversity, and inclusion (EDI) strategic plan is articulated in criteria 7 and will build and sustain an equitable, diverse, and inclusive (EDI) culture and opportunities at Spokane Community College and close identified equity gaps. As more local Bachelor of Applied Science programs are available to historically underrepresented populations, it is more likely they will continue their education to the baccalaureate level. Spokane Community College continues to be committed to closing the gap in educational outcomes for systemically marginalized students, and this Bachelor of Applied Science program is another key component of that commitment. Along with the traditional development of the Bachelor of Applied Science curriculum, Spokane Community College will leverage its existing work around inclusive pedagogy to inform program outcomes and curricular design to model instructional strategies intended to serve a diverse student population.

Create Affordable, High-Quality Pathways: The Bachelor of Applied Science in DevOps Engineering will be very affordable to students. Leveraging current facilities and technology, the students will not be burdened with extra fees or extra charges for this program. The total cost of the program to the student is 15 percent up to 30 percent lower than a four-year university, and significantly lower than at private institutions.

Engaging Adult-Learners: The program will use an online model to support working and place bound adults. Courses will be supported with the most current technology including mobile platforms for the Learning Management System, low-bandwidth multi-media streaming, Americans with Disabilities Act technology accommodations, multiple online resources, and a student friendly Learning Management System. Support will be available through faculty advisors.

Criteria 3

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

Demand for bachelor's degree graduates

Source: Labor Insight (Burning Glass Technologies)

Occupational Analysis – DevOps Engineer for Washington State

- Job Postings last 12 months: 1,814 (high demand)
- Projected Growth 10 years: +44.3%
- Time to Fill: 44 days
- Median Salary \$115,515
- Education Level: 95.6% require bachelor's degree
- Top Employers: Amazon, Fisher Investments, Palantir Technologies, Inc., DIRECT TV Incorporated, First American Corporation, Fisher Investments Incorporated, 2nd Watch, Microsoft Corporation, Sogeti USA, Costco

Occupational Analysis – DevOps Engineer for Spokane Community College 6 County Service Region (Lincoln, Whitman, Stevens, Spokane, Ferry, Pend Oreille)

- Job Postings last 12 months: 35 (average demand)
- Projected Growth 10 years: +44.3%
- Time to Fill: 41 days
- Median Salary \$106,428

- Education Level: 94.1% require bachelor's degree
- Top Employers: Comcast, 2nd Watch, FIS, General Dynamics, Washington Trust Bank, Dish Network, Fidelity Brokerage Services

Supply gap:

There are no other DevOps engineering offerings at regional higher education institutions.

- There are no other Community or Technical colleges in Washington State that offer a 4-year DevOps or Cloud degree.
- Washington State University – None, only a generalized degree in Computer Science and one in Computer Engineering.
- Eastern Washington University – None, there are two degrees that have several courses that offer content like Spokane Community College 2-year degree courses but no course offering in DevOps or Cloud.
- North Idaho College – None, there are two degrees that have several courses that offer content like Spokane Community College 2-year degree courses but no course offering in DevOps or Cloud.
- Gonzaga University – None, only generalized degrees in Computer Science, Computer Engineering and Data Science.
- Whitworth University – None, only a generalized degree in Computer Science with an emphasis on Business, International Project Management and Network Systems.

Relevant computer industry certifications:

Students completing the DevOps Bachelor of Applied Science degree will have completed courses that map to some or all the following computer industry certifications which are commonly requested skills:

- AWS (Amazon Web Services) Certified:
 - DevOps Engineer Professional
 - Solution Architect Professional
 - Solution Architect Associate
 - SysOps Administrator Associate
 - Cloud Practitioner
- Cisco CCNA (Cisco Certified Network Associate)
- CompTIA Linux+ and/or LPIC-1 Linux Certification

- VMWare Certified Technical Associate VCTA-DCV
- CompTIA Security+

As shown above, there are a significant number of job postings in both Washington State and SCC's six-county service region. No other regional higher education institutions are offering programs to meet demand. The SCC DevOps Engineering BAS program will fill this demand gap and provide opportunity for graduates to obtain high paying jobs.

Criteria 4

Baccalaureate program builds from existing professional and technical degree program offered by the institution.

Two current Spokane Community College AAS programs (Software Development AAS, Computer Network Design and Administration AAS) and one new AAS program (Cloud Computing AAS) will be used as the foundation for the DevOps Engineering Bachelor of Applied Science degree program. The Software Development AAS and Computer Network Design and Administration programs were both established in 2007 and have solid enrollment histories as shown by the below tables.

Spokane Community College 5-year enrollment history – All CIS programs

	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Annualized FTEs	155.6	169.9	172.5	183.2	176.0
Enrollment Headcount	1490	1599	1702	1833	1727

Computer Networking Design and Administration AAS enrollment history (program started 2007)

	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Annualized FTEs	50.6	62.4	60.4	47.8	43.9
Enrollment Headcount	485	588	569	452	423

Software Development AAS enrollment history (program started 2007)

	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Annualized FTEs	41.4	42.5	52.9	82.5	81.7
Enrollment Headcount	397	405	513	809	783

The cloud computing AAS program is being developed during the 2022/2023 academic year and will enroll its first cohort of students Fall 2023. Projected enrollment is shown below:

Cloud Computing AAS projected enrollment (anticipated program start 2023)

	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028
Annualized FTEs	10	20	30	40	50
Enrollment Headcount	100	200	300	400	500

The three technical AAS degree programs will provide a basis for DevOps Engineering BAS graduates to complete the program with all the required DevOps skill sets:

- **Software Development** – Software development skills including developing code in at least one high-level programming language.
- **Computer Network Design and Administration** – Computer Network design skills including building highly automated infrastructures; and administering operating systems.
- **Cloud Computing** – Design, deploy, and evaluate applications on cloud platforms including managing, and operating workloads.
- **DevOps Engineering** - Implement and manage continuous delivery and lifecycle systems and methodologies

Criteria 5

Student demand for program within the region.

Since the BAS in DevOps Engineering degree will be offered in a 100% online format, we will be able to accept students who have completed a technical AAS degree from any higher education institution.

Source: Labor Insight (Burning Glass Technologies)

In 2020, there were a total of 1,062 associate's degrees in computer information sciences and

support services conferred at 36 Washington community and technical colleges.

In 2020 in Spokane county there were a total of 57 associate's degrees in computer information sciences and support services conferred at 2 community colleges (Spokane Community College and Spokane Falls Community College)

Any of these associate degree graduates have the educational foundation to be successful in the BAS DevOps Engineering program.

Informal surveys of current Spokane Community College Software Development AAS and Computer Networking Design and Administration students show a high level of interest in the Bachelor of Applied Science in DevOps Engineering program.

DevOps BAS Annual Enrollment Projections

Year	2024-25	2025-26	2026-27	2027-28	2028-29
Cohort Size	20	30	45	50	55

Criteria 6

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

Spokane Community College plans to offer the Bachelor of Science in DevOps Engineering degree in a 100% online format which will make it completely accessible to place-bound students.

There are currently no other Community or Technical Colleges in Washington State that offer a 4-year DevOps or Cloud degree.

There are no other higher education institutions in the Spokane Community College service region that offer a 4-year DevOps or Cloud degree:

- Washington State University does not offer a DevOps degree. They have one generalized degree in Computer Science and one in Computer Engineering.
- Eastern Washington University does not offer a DevOps degree. They have several courses that offer content like the SCC Software Development AAS but no course offerings in DevOps or Cloud Computing.
- North Idaho College does not offer a DevOps degree. They have two degrees that have several courses that offer content like the SCC Software Development AAS but no course offerings in DevOps or Cloud Computing.
- Gonzaga University does not offer a DevOps degree. They have generalized degrees in Computer Science, Computer Engineering, and Data Science.
- Whitworth University does not offer a DevOps degree. They have a generalized degree in

Computer Science with emphasis on Business, International Project Management, and Network Systems.

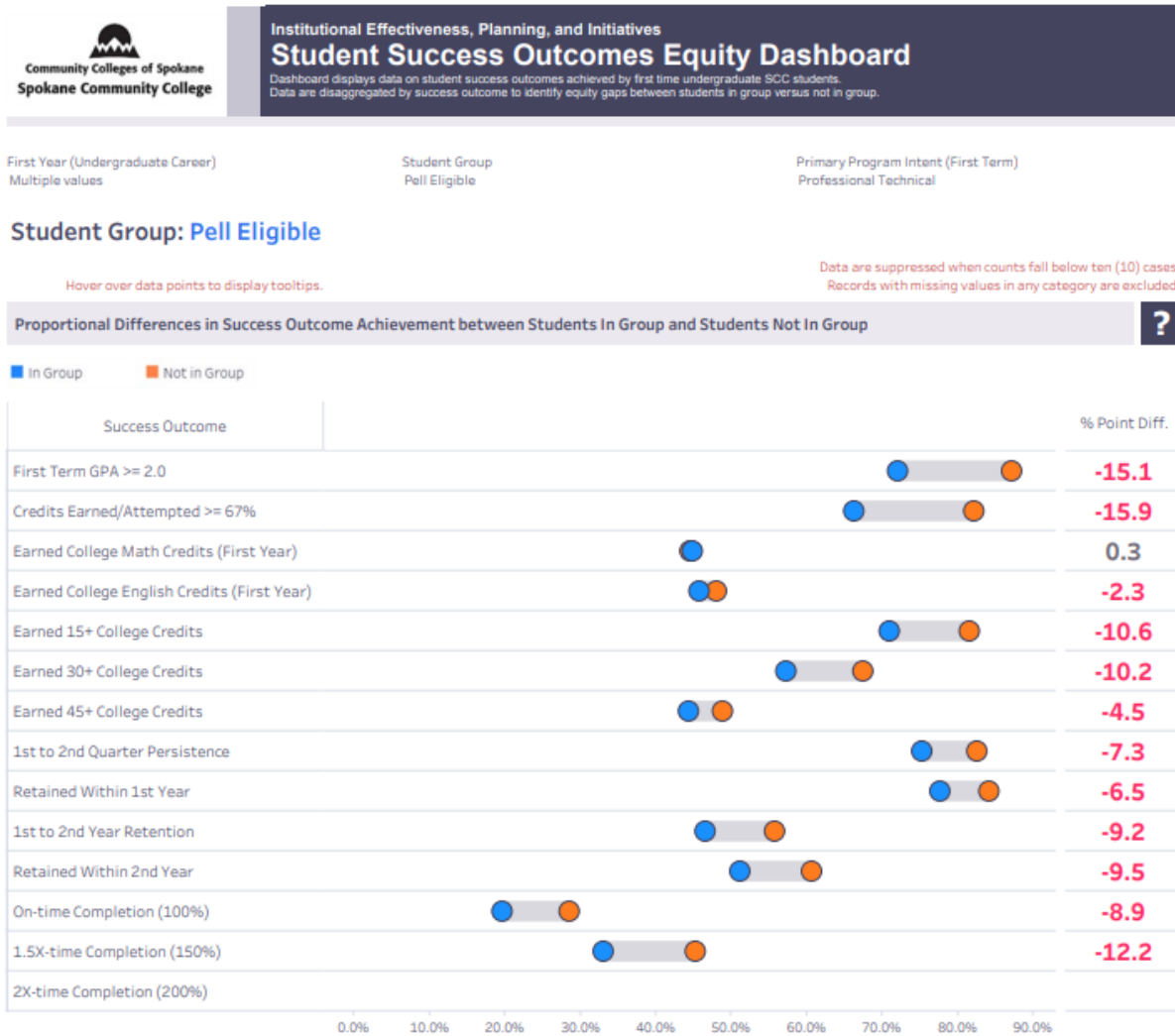
- Spokane Falls Community College does not offer a DevOps degree. They have associate degrees in computer science and information technology and a Bachelor of Applied Science degree in Cybersecurity.

This will be a program that is completely differentiated from offerings at other regional higher education institutions. SCC has experience in supporting student success in 100% online programs. The Software Development AAS program converted to 100% online during Spring 2020. Since then, faculty have developed and refined skill sets in delivering content via recorded videos, meeting with students via Zoom and other online tools, and grading giving feedback on online assignments and assessments. Student services including registration, financial aid, counseling, tutoring, disability services, advising, library, and IT support are all available online.

Criteria 7

Promoting equitable opportunities for students, including historically marginalized students.

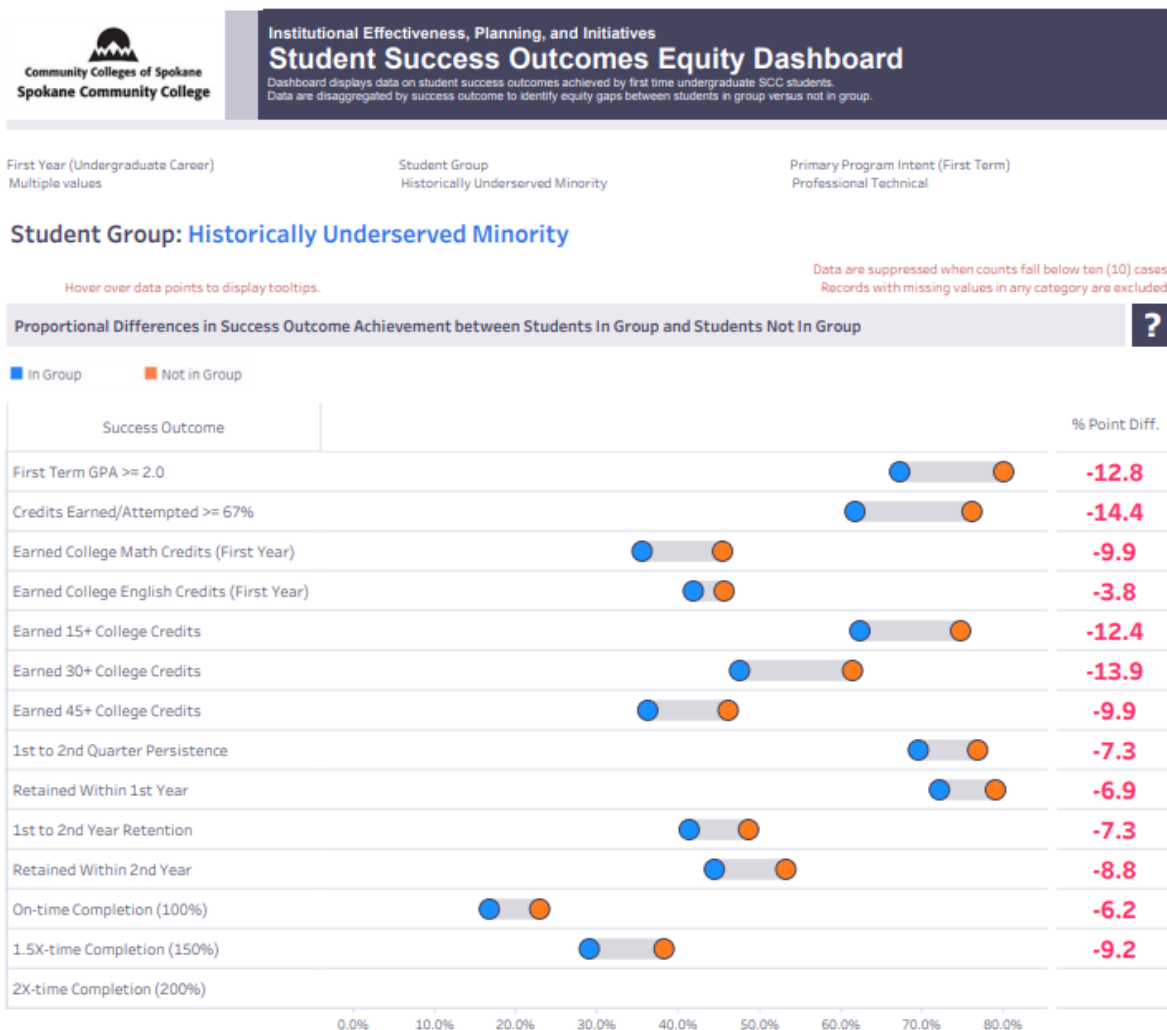
Equity gaps for low income (Pell Eligible) students are shown in the following graphic:



Based on the data in the above student success outcomes graphic, the largest equity gaps for Pell eligible students are:

- First term GPA >2.0
- Credits earned/attempted >67%
- 1.5X time to completion

Equity gaps for historically underserved minority students are shown in the following graphic:



Based on the data in the above student success outcomes graphic, the largest equity gaps for Historically Underserved Minority students are:

- First term GPA >2.0
- Credits earned/attempted >67%
- Earned 15+ college credits
- Earned 30+ college credits
- 1.5X time to completion

In conjunction with the Spokane Community College equity, diversity, and inclusion (EDI) strategic plan, the DevOps Engineering BAS program will engage in the following strategic priorities, goals, objectives, and actions:

1. Build and sustain an equitable, diverse, and inclusive (EDI) culture at Spokane Community College
 - a. Improve transparency and accessibility throughout the student onboarding process
 - i. Transparency In Learning and Teaching documents and student processes (Align with Guided Pathway's 'Get on the Path')
 1. Create supporting documents that further explain the FAFSA/WASFA process for students
 2. Creating guides for the SCC student application
 - ii. Create instructional videos of the onboarding process with diverse perspectives
 1. Intake (Admissions, Orientation, Registration, Financial aid, Counseling)
 2. Placement (Testing)
 3. Structured Exploratory Experiences (GUID 102, BT 152, HED 103, APLED 102)
 - b. Increase available resources to students and awareness of these resources (Interactive Map and website)
 - i. Accessible all-gender restrooms
 1. Ensure that there is at least one all-gender restroom in each building
 2. Include locations on website and maps
 - ii. Publish list of multilingual employees across the institution
 1. Put list on the SCC EDI website (Intranet)
 - iii. List of employees' culture and intersectionality for representation and support
 1. Create a list of "friendly" contacts based on components of culture
 - iv. Interactive directional kiosks around campus
 1. Obtain and install touch screen kiosks (building 15 and building 1)
 - v. Updated SCC website with all EDI efforts
 1. Create a page on the SCC website
 - vi. Include satellite campuses
 1. Create maps with resources for satellite campuses and add that to the SCC website
 - c. Enhance SCC's welcoming and inclusive environment and continue building a sense of community

- i. Include signage in various languages
 - 1. Obtain stakeholder's input on sign location and languages
 - ii. Renaming a building in the local indigenous language (i.e., Salish)
 - 1. Include stakeholder's input on building name and location
 - iii. Culturally diverse visual elements
 - 1. Incorporate culturally diverse artwork around the institution and reevaluate as the strategic plan is updated
 - 2. Improve school marketing images to be more inclusive and representative of our student population
 - iv. Option of using pronouns in various modalities
 - 1. Ctclick, Canvas
 - 2. Student ID cards, Employee Name Tags
 - v. Supporting clubs that welcome systemically marginalized students
 - 1. Included on the SCC website
 - 2. Marketing in the onboarding process
 - 3. Bigfoot forward
 - 4. Welcome week
 - 5. Bigfoot app
 - 6. Fund a position through Student Government for a multicultural position advertising/supporting cultural clubs
 - vi. Peer mentorship for students
 - 1. Fully funded peer mentoring program, including scholarships for student participants, led by the Dean for Student Success
- d. Getting feedback from faculty/staff/students
 - i. Campus Climate Assessment every other year starting 2022
 - 1. Institutional Research conducts a climate assessment for students, staff/faculty in 2022, 2024, 2026
 - ii. Listening and feedback sessions every other year starting in 2023 (consistent with SB 5227)
 - 1. Institutional Research and DEGA partner to conduct listening and feedback session in 2023, 2025, 2027
 - iii. External audit of EDI practices every five years
 - 1. Find an external organization and complete an evaluation of SCC racial equity practices
 - iv. Student feedback of strategic plan
 - 1. Send the strategic plan to Associated Student Government (ASG), Student Groups, and work-study students
 - 2. Host a student town hall with student government to solicit feedback
- e. Institutional EDI assessment and performance evaluation at all levels
 - i. Incorporate EDI as a standard of evaluation for all SCC employees
 - 1. Evaluate each summer with all stakeholders about modifying evaluations to include EDI
- f. Combat the culture of fear across campus that employees and students have concerning campus climate, especially inclusion.
 - i. Ombudsperson available to students, faculty, and staff which includes non-retribution and follow through.
 - 1. Hire or establish an Ombudsperson (mediator) or establish an equivalent office, which is neutral and unbiased

2. Create EDI training programs for faculty, staff, and students
 - a. Increase the amount, variety, and frequency of EDI training events
 - i. SCC Quarterly EDI Events
 1. Dedicate one day per quarter to an Equity Development Day with a focus on racial equity.
 2. Include student groups & organizations
 - ii. Increase our participation in regional conferences and join communities of practice and/or associations.
 1. Faculty and Staff of Color Conference
 2. National Association of Diversity Officers in High Education (NADOHE)
 - iii. Administer Intercultural Development Inventory (IDI) across the institution
 1. Develop a five-year plan where all departments will have completed a group and personal IDI debrief
 2. Increase the number of qualified administrators at SCC to administer the IDI
 - b. Collaborate with CCS Human Resources (HR), SCC Teaching and Learning Center, and Safe Campus Advocates to build and expand a comprehensive list of HR approved trainings that qualify as EDI and antiracist trainings
 - i. Collaborate with CCS Human Resources to survey the number of training courses offered on EDI and antiracist training
 - ii. Update current EDI and antiracist training to be included as part of the approved HR training
 - c. Mandatory EDI HR training for all employees every other year
 - i. Post on SCC EDI website the approved training offered
 - ii. Human Resources to track EDI training
 - d. Develop program aimed at retaining and supporting faculty and staff of color
 - i. Develop mentoring relationships for educators of color
 1. Sponsored affinity luncheons for specific faculty/staff, to be considered part of their work schedule
 2. Support for tenure and tenure track faculty to participate in state-wide mentoring and affinity groups
 - ii. Offer training and education to tenure review committees and Board of Trustees on bias in instructional evaluations
3. Continue closing equity gaps for systemically marginalized students in all Student Achievement Initiative (SAI)- related metrics.
 - a. Increase number of systemically marginalized students across all programs at SCC
 - i. Build and support a culturally appropriate outreach program
 1. Health Sciences
 2. Education (Academy for Rising Educators)
 3. Hire an outreach specialist dedicated to connecting with community organizations and help students through the enrollment process
 4. Incorporate Student Groups
 5. Multi-lingual admissions and registration forms, placement testing, and CASAS testing (Innovation fund)
 - b. Improve retention of systemically marginalized students
 - i. Identify equity gaps in SCC courses, specifically predictive courses and toxic course combinations

1. Institutional Research disaggregates student success in these courses
- ii. Peer mentorship for students
 1. Fully funded peer mentoring program including scholarships for student participants led by the Dean for Student Success (Innovation fund)
- iii. Connect students with community-based organizations
 1. Build a community pipeline to culturally based organizations
- c. Align instructional culture with principles and practices of equitable teaching and learning (GP)
 - i. In support of SCC's institutional intercultural literacy, students will develop an intersectional understanding of modern social realities, which will help enable effective participation and communication in cross-cultural professional, academic, and social settings.
 1. Create equity-minded course content and curriculum to support intercultural literacy
 2. Continue to offer education on ways to interrupt bias within course outcomes and instruction

Summary points

- Labor market projections for DevOps are high wage and high demand in both the Community Colleges of Spokane 6-county service region and the states of Washington and Idaho.
- There are no other DevOps engineering offerings at regional higher education institutions.
- The DevOps BAS aligns with current Spokane Community College AAS offerings. Two current degrees (Software Development AAS and Computer Network Design and Administration AAS) will be entry points to the DevOps BAS. One new SCC AAS degree (Cloud Computing AAS) will be an additional entry point.
- Students completing the DevOps BAS degree will have completed courses that map to multiple computer industry certifications.
- Graduates of the DevOps Engineering BAS program will fill a local labor demand by getting high paying jobs.

Appendix A

Supply/Demand Gap Rubric

College Name: Spokane Community College	
Program Name: Bachelor of Applied Science DevOps Engineering	
Select one: Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>	
If local demand/supply information is available for the specified degree program and target occupation(s),**	
<p>For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. <i>(Provide absolute numbers, not just percentages)</i></p>	<p>For the four-state region that includes Washington, Idaho, Montana, and Oregon there was an average demand of 2,064 job postings in the last 12 months with median salary of \$112,107 and a projected growth of 45.4% over the next 10 years.</p> <p>Targeted occupations include DevOps engineers and related occupations including build/release engineer, performance engineer, and various developer positions.</p>
<p>For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).</p>	<p>There are currently no colleges in our region that offer a DevOps Engineering degree.</p>



STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

NOVEMBER 2022

STATEMENT OF NEED

**BACHELOR OF SCIENCE
COMPUTER SCIENCE**

**CONSORTIUM:
SOUTH PUGET SOUND COMMUNITY COLLEGE
AND GRAYS HARBOR COLLEGE**

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Cover Page — Statement of Need

Program Information

Institution Name: South Puget Sound Community College and Grays Harbor College

Degree Name: Bachelor of Science (BS) in Computer Science (CS)

CIP Code: 11.0701 Computer Science

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

Degree: Associate of Science-Transfer, Track 2

CIP Code: 11.0701 Computer Science

Year Began: Adopted prior to 2019

Degree: Associate in Computer Science DTA/MRP (Associate of Arts)

CIP Code: 11.0701 Computer Science

Year Began: Adopted by South Puget Sound Community College and started Fall 2021

Degree: *in-development* Associate of Science in CS (specific to South Puget Sound Community College and Grays Harbor College)

CIP Code: 11.0701 Computer Science

Year to Begin: By Fall 2024.

Proposed Start Implementation Date: Fall 2024

Projected Enrollment (FTE) in Year One: 25

Projected Enrollment (FTE) by Year: Up to 25-30 additional by Y2 or Y3.

Mode of Delivery

Multiple Campus Delivery: Hybrid program with online and hybrid courses offered from SPSCC's Olympia location as well as Grays Harbor College from Aberdeen.

Off-site: N/A

Distance Learning: Lectures may be hybrid/virtual, online, or both.

Statement of Need

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

Contact Information (Academic Department Representative)

Name: Michelle Andreas

Title: Vice President for Instruction, South Puget Sound Community College

Address: 2011 Mottman Road SW, Olympia, WA 98501

Telephone: 360-596-5208

Email: mandreas@spscc.edu

Chief Academic Officer Signature

The Statement of Need must be signed. To sign, double click on the signature line below.

X 

Chief Academic Officer

10/25/2022

Name: Nicole Lacroix

Title: Vice President of Instruction, Grays Harbor College

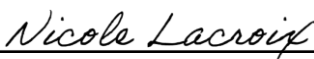
Address: 1620 Edward P. Smith Drive, Aberdeen, WA 98520

Telephone: 360-538-4010

Email: nicole.lacroix@ghc.edu

Chief Academic Officer Signature

The Statement of Need must be signed. To sign, double click on the signature line below.

X 

Chief Academic Officer

10/25/2022

Criteria 1

Relationship to institutional role, mission, and program priorities.

South Puget Sound Community College and Grays Harbor College are collaborating to design and offer a Bachelor of Science degree in Computer Science to serve students from within the Pacific Mountain Workforce Development Region of Washington (specifically northern Lewis, Thurston, southern Mason, Pacific, and Grays Harbor Counties). It is the mission of both colleges to support student success and respond to the needs of the region and the communities served. Accordingly, the consortium is designing a Bachelor of Science degree that will provide access and equity to a diverse range of students so they can pursue a broad spectrum of job and career opportunities in the field of computer science and information technology. Though graduates will be able to work anywhere, the program is being designed specifically to meet high demand, high wage job and career opportunities in the region, including those with state and local government agencies, healthcare providers, information-computer-security service contractors, non-governmental organizations, and employers such as architecture, environmental science, and engineering firms.

The [Guided Pathways](#) approach, developed by the Community College Research Center at the Teachers College of Columbia University, was chosen by the faculty, staff, and administrations of this consortium as the framework to inform their strategic planning and operations. The Guided Pathways framework is leveraged to center all college planning and initiatives on student success using data informed decision-making. Student success is at the core of each institutions' mission and vision and is spotlighted by tracking, reflecting on, and continuously trying to improve the following rates: Fall to Fall retention, course success (i.e., passing with a 70 percent or higher), and credential completion – for full-time and part-time students, including people from historically marginalized backgrounds and those receiving federal financial aid. To streamline decision-making for students and their families, the colleges orient their teaching and learning on career interest pathways rather than a single, narrow credential. For example, the pathway at South Puget Sound Community College for Information Technology includes both transfer and professional-technical degree-related computer science, computer information systems, and cybersecurity-related degree programs. Similarly, Grays Harbor College maintains a pathway for American Indian and Indigenous students desiring to transfer to a Washington university to earn a Bachelor of Arts degree. Within each pathway, pathway “maps” are presented as straightforward sequences of course requirements and recommendations for each credential. Pathway maps communicate to each student the preferred suite of courses that they should complete to prepare for their occupation/career of choice. Through repeated consultations with subject matter experts and employers in each service area, the courses indicated on each pathway map provide students high value opportunities to learn the essential knowledge and skills needed to secure relevant employment and/or advanced education.

Once Washington Senate Bill 5401 was signed into law and enacted in the Summer 2021, the consortium partners decided to collaborate to leverage the Senate Bill 5401 opportunities to meet the needs of students and employers in their adjacent service areas, specifically by closing the gap between regional job demand and local educational capacity. According to the Washington Employment Security Department, the Pacific Mountain Workforce Development region will experience an average of 2,300 job openings annually in computer science/information technology related occupations from 2023 through 2028, far outstripping the estimated 50-60 Bachelor of Science in Computer Science graduates from nearby programs at Saint Martin's University and The Evergreen State College (Education Research & Data Center analysis). The scale of that gap

underscores the urgency of this consortium's commitment to develop and launch of a Bachelor of Science in Computer Science degree by Fall quarter 2024.

Criteria 2

Support of the statewide strategic plans.

According to Washington Senate Bill 5401, "The legislature finds it essential that Washington students, especially low-income students and students of color, have the necessary credentials to secure the high-demand jobs of the future." Washington is fortunate to be home to a large, and growing, technology sector. The technology sector in Washington currently has more than 24,000 job openings, most of which require a four-year bachelor of science degree in computer science." Instead of relying on importing employees from other states and nations to compete for these job openings, the supporters of the legislation envisioned a future where a larger percentage of Washington (WA) residents could become trained and qualified for high-wage, high-demand computer science and information technology jobs and careers.

Clearly, the state's existing higher education capacity is insufficient to meet that goal. In recent years, of the roughly 7,500 first-year applicants to the University of Washington's Paul G. Allen School of Computer Science and Engineering, only seven percent were granted direct admission (Geek Wire, June 2022). By allowing all community and technical colleges to pursue development of Bachelor of Science in Computer Science degree programs, Washington now has a mandate to build greater access and equity to these programs for low-income residents and historically marginalized people. Amongst higher education institutions, Washington community and technical colleges cost-effectively serve a significant percentage of local, diverse populations with financial need and barriers to mobility. The annual tuition and fees associated with the proposed computer science degree program are projected to be far more affordable than private and public computer science programs offered at traditional four-year colleges and universities.

This consortium's proposed Bachelor of Science degree program will support fulfillment of the Washington State Board for Community and Technical College's [2008 Mission Study 20-Year Action Plan](#) and the goals stated in the [WA Student Achievement Council's 2022 Strategic Action Plan](#). By offering courses designed for online, virtual, and hybrid teaching and learning modalities, this consortium will increase the number of underserved Washington residents who are able to avail themselves of training leading to industry recognized credentials to advance their career in computer science and information technology. The proposed program will allow the colleges to collaborate to maximize the efficient use of resources and personnel while reducing students' transportation time, costs, greenhouse gas emissions, and lodging expenses. Furthermore, this consortium's proposed computer science program will integrate opportunities for students to gain proficiency with the [21st century professional skills](#) that employers demand, including: effective communication, information literacy, analytical reasoning, multicultural awareness, and social responsibility.

The Guided Pathways framework indicates that each credential a college offers should be clearly tied to an occupation (or series of occupations) as well as related career and/or advanced education opportunities that can be clearly articulated and explained to students. The proposed Bachelor of Science in Computer Science degree will focus on occupations related to, and at the nexus of, System Administration, Security, and Application Development. The consortium has established

relationships with a number of qualified subject matter experts who can serve as guest speakers, mentors, internship hosts, and future employers. Consistent connection to industry leaders and work-based learning should provide this consortium’s computer science students significant motivation to persevere through their program of study to degree completion so they can continue on to an advanced education program and/or embark on a fulfilling career. Within the region, career opportunities exist and are growing with state and local government agencies, healthcare providers, information-computer-security service contractors, non-governmental organizations, and employers such as architecture, environmental science, and engineering firms. The proposed program will help connect employers with soon-to-be graduates, thus providing students the momentum to help Washington achieve its aspirational goal of having 70 percent of the state’s 25 to 44 year-old adults earn a postsecondary credential (Washington Student Achievement Council’s 2022 Strategic Action Plan).

Criteria 3

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

According to the Washington Employment Security Department, for the period of 2019 through 2024, graduates of a Bachelor of Science degree in Computer Science will find over 1,900 annual computer science and information technology job openings in the Pacific Mountain Workforce Development (Pacific Mountain) region. These jobs will provide annual wages of \$43,653/year to as much as \$131,819/year (see Table 1).

Table 1: 2019-2024 Pacific Mountain computer science-related annual job openings.

Occupational title	Typical Credential Needed for Entry	SOC code	Annual Total Openings 2019-24	Regional Wage
Computer Systems Analysts	Bachelor's degree	15-1211	682	\$109,651
Network and Computer Systems Administrators	Bachelor's degree	15-1244	442	\$96,641
Computer Network Architects	Bachelor's degree	15-1241	240	\$131,819
Computer Occupations, All Other	Bachelor's degree	15-1299	210	\$91,318
Operations Research Analysts	Bachelor's degree	15-2031	190	\$95,893
Information Security Analysts	Bachelor's degree	15-1212	146	\$109,523
Computer Programmers	Bachelor's degree	15-1251	28	\$43,653

To better understand what these occupations and their job tasks will entail for Bachelor of Science in Computer Science graduates in the region, in Summer 2022, South Puget Sound Community College and Grays Harbor College coordinated to modify an existing survey tool presented through the Center of Excellence for Information & Computing Technology. The partners adapted the survey to focus on the eight job classifications that Washington's Office of Financial Management uses for computer science and information technology-related employment across all state government agencies: Application Development, Business Analysis, Customer Support, Data Management, Network and Telecommunications, Quality Assurance, Security, and System Administration. Thirty-one subject matter experts completed the survey across the combined service areas, representing local government agencies, healthcare providers, information-computer-security service contractors, non-governmental organizations, and representatives from architecture, environmental science, and engineering firms. For each of the eight job classifications, respondents were asked to vote to what extent each job task (up to as many as 16 per job classification) was "important" to them as professionals and in their organization's operations. Based on the average score for all job tasks per classification, the job classifications themselves were ranked from most important to least. Using this methodology, the top job classifications came into focus as well as the priority tasks for each job.

From this survey and analysis, the three "most important" job classifications that emerged were: System Administration, Security, and Application Development. Through review of standard occupation codes for computer science and information technology-related occupations within the [O*NET OnLine](#) website (Bureau of Labor Statistics supported), the following occupations are closely related to one or more of the three "most important" Office of Financial Management job classifications and all identify a Bachelor of Science degree as the preferred credential for entry-level employment: Network and Computer Systems Administrators (15-1244), Computer Systems Analysts (15-1211), Information Security Analysts (15-1212), Computer Network Architects (15-1241), Computer Programmers (15-1251), Software Developers (15-1252), and Software Quality Assurance Analysts and Testers (15-1253). At the conclusion of this exercise, the consortium partners found alignment between:

- The top computer science/information technology occupations for the Pacific Mountain region (as listed by the Employment Security Department) AND
- The "most important" Office of Financial Management job classifications and priority tasks (as indicated by the subject matter experts surveyed).

In addition to this analysis, in Summer 2022, the consortium partners held two hybrid in-person/virtual forums with over 40 subject matter experts across the region (preceded by one-on-one interviews during Spring 2022). The majority of the experts offered to develop internships for the consortium's Bachelor of Science in Computer Science students, share job postings regularly, serve or continue to serve on associated advisory committees, present guest lectures, participate in follow-up curriculum development forums, and/or help work directly with faculty to develop specific 300- and 400-level course activities across System Administration, Security, and Application Development.

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Criteria 4

Baccalaureate program builds from existing professional and technical degree and transfer programs offered by the institutions.

South Puget Sound Community College and Grays Harbor College both maintain, and are developing, associate-level and applied baccalaureate degrees with which the proposed Bachelor of Science in Computer Science degree program will build.

Associate in Science-Transfer, Track 2: Until Fall 2021, this was the main pathway South Puget Sound Community College students who intended to complete a bachelor of science degree used to pursue a career in computer science/information technology. Students historically have been advised to transfer to a four-year degree granting college or university to earn their Bachelor of Science in Computer Science degree. The Engineering Physics course series is required, and students are advised to complete two object-oriented programming computer science transfer courses. This is the main pathway Grays Harbor College students use to pursue their Bachelor of Science in Computer Science degree aspirations. Here is the data available related to South Puget Sound Community College's Object-Oriented Programming I and II courses:

1. 2017-2018: 50 students completed the courses with a C or higher; 38 degree completions
2. 2018-2019: 101 students completed the courses with a C or higher; 38 degree completions
3. 2019-2020: 133 students completed the courses with a C or higher; 39 degree completions
4. 2020-2021: 179 students completed the courses with a C or higher; 40 degree completions
5. 2021-2022: 144 students completed the courses with a C or higher; 4 degree completions by Fall 2021 (full year's data not available yet)

Associate in Computer Science Direct Transfer Agreement/Major Related Program (adopted by South Puget Sound Community College): By Fall 2021, this degree was adopted and offered as an additional pathway for students pursuing a computer science/information technology career who stated the intent to transfer. In contrast to the previous pathway which requires two Chemistry courses and Statistics, the computer science direct transfer agreement includes four Calculus courses and a number of prescribed Social Science and Humanities courses (along with one required Natural Science with Lab course). The Engineering Physics course series is required, and students are advised to complete two Object-Oriented Programming computer science transfer courses. See prior pathway for five-year enrollment data.

Associate of Science in Computer Science (in-development by consortium): This is a new associate-level degree that the consortium proposes to offer by Fall quarter 2024. This new degree will be created specifically to attract and graduate students who have strong analytic skills necessary for these jobs but who may be deterred by other programs that emphasize lengthy science and math sequences. Unlike the two previous pathways, the Engineering Physics course series will not be required. Calculus I may be required (or a new logic/critical thinking course will be developed). Instead of requiring the Physics and Calculus series, completion of six (6) five-credit courses from one of three Associate of Applied Science degrees will be required to meet the Electives requirement. This requirement will serve as the on-ramp for Associate of Applied Science degree students (in Network Operations, Cybersecurity and Network Administration, or Software Development) who want to complete the Bachelor of Science degree in Computer Science to open up a wider slate of job/career openings and lifetime earnings. See Table 2.

Associate of Applied Science in Cybersecurity and Network Administration: This program began as Computer Network Administration about 20 years ago at South Puget Sound Community College. At present, the college is working to secure National Security Agency designation for the program as a recognized Center of Academic Excellence for Cyber Defense. In addition, the building the program is housed in will be remodeled during the 2023-2025 biennium. Here is the available full-time enrollment and completion data:

1. 2017-2018: 80 FTE; 29 degree completions
2. 2018-2019: 76 FTE; 23 degree completions
3. 2019-2020: 86 FTE; 20 degree completions
4. 2020-2021: 103 FTE; 17 degree completions
5. 2021-2022: 88 FTE; 7 degree completions by Fall 2021 (full year's data not available yet)

Associate of Applied Science in Software Development: This program began as Office Technology and Administration about 20 years ago at South Puget Sound Community College. The faculty, including two new professors (one with a doctorate and one working on a doctorate), will lead the development of the upper division computer science courses to be determined by this consortium. This program shares the same building as the previous pathway (will be remodeled in the near future). Here is the available full-time enrollment and completion data:

1. 2017-2018: 76 FTE; 15 degree completions
2. 2018-2019: 52 FTE; 21 degree completions
3. 2019-2020: 59 FTE; 23 degree completions
4. 2020-2021: 42 FTE; 17 degree completions
5. 2021-2022: 41 FTE; N/A degree completions

Associate of Applied Science in Network Operations: A program in-development between Grays Harbor College and Clover Park Technical College. A set of six (6) five-credit courses will be identified as one of three options to satisfy the Electives requirement for this consortium's in-development Associate of Science in Computer Science degree – to provide an on-ramp to the proposed Bachelor of Science in Computer Science degree.

Bachelor of Applied Science in Organizational Management: There are several general education, project management, and leadership courses included in the Bachelor of Applied Science in Organizational Management at Grays Harbor College that could be incorporated into the consortium's computer science curriculum. Here is the available full-time enrollment and completion data:

1. 2017-2018: 10 FTE; 10 degree completions
2. 2018-2019: 16 FTE; N/A degree completions (postponed Fall 2017 cohort)
3. 2019-2020: 28 FTE; 8 degree completions
4. 2020-2021: 26 FTE; 10 degree completions
5. 2021-2022: 15 FTE; 8 degree completions

Bachelor of Applied Science in Craft Brewing Management and Quality Assurance: Set to launch Fall quarter 2023 at South Puget Sound Community College (just approved in October 2022). There are several upper division general education courses in the pathway that may be used by this consortium's proposed degree.

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Table 2: Proposed Lower and Upper Division Courses, Bachelor of Science in Computer Science.

Division	AS-T Option II	Associate in Computer Science (Direct Transfer Agreement)	AS in CS <i>In-development by Consortium</i>
Lower-Division courses (min. of 90 credits)	General Education (90): CCS101 Pathways to Success ENGL&101 Composition I Humanities (or Social Science/Diversity) Humanities Social Science Electives (up to 7cr)	General Education (93-103): CCS101 Pathways to Success ENGL&101 Composition I PHIL&120 Symbolic Logic ENGL&235 Technical Writing SOC&101 Into to Sociology Humanities (Art/Music/Phil) Humanities/Diversity (CMST) Social Science (Economics) Social Science (BUS/HIST/PSYC)	General Education (93): CCS101 Pathways to Success ENGL&101 Composition I ENGL&235 Technical Writing PHIL&120 Symbolic Logic Humanities/Diversity (CMST) Social Science (Recommended Micro-Economics)
	CHEM&139 Gen. Chem Prep CHEM&161 Gen. Chem w/ Lab I	Natural Science w/ Lab	Natural Science w/ Lab
	MATH&141 Pre-Calculus I MATH&142 Pre-Calculus II MATH&151 Calculus I MATH&152 Calculus II MATH&146 Intro to Statistics (or MATH&153 Calculus III)	MATH&141 Pre-Calculus I MATH&142 Pre-Calculus II MATH&151 Calculus I MATH&152 Calculus II MATH&153 Calculus III MATH&254 Calculus IV	MATH&141 Pre-Calculus I MATH&142 Pre-Calculus II TBD: MATH&151 Calculus I (or new logic/critical thinking course for BS in CS majors) MATH&146 Intro to Statistics
	PHYS&221 Engr..Physics I PHYS&222 Engr. Physics II PHYS&223 Engr. Physics III	PHYS&221 Engr..Physics I PHYS&222 Engr. Physics II PHYS&223 Engr. Physics III	Required Electives (30) Students will be able to select a prescribed set of 6 courses from <u>one</u> of three prof-tech degree options: Network Operations, Cybersecurity & Network Administration, or Software Development.
	Recommended Electives (10) CS142 Object-Oriented Prog.I CS143 Object-Oriented Prog.II	Area of Study Courses (10) CS142 Object-Oriented Prog.I CS143 Object-Oriented Prog.II	Area of Study Courses (10) CS142 Object-Oriented Prog.I CS143 Object-Oriented Prog.II
BS Upper-Division courses (90 Credits)	<p style="text-align: center;">General Education (20): <i>MATH course such as Linear Algebra Additional Diversity, Social Science, Communications, or Business courses</i></p> <p style="text-align: center;">Upper Division Computer Science degree courses (70 = 14 courses @ 5cr each): <i>Core Courses (50), including NEW CS 300-level bridge/foundations course(s) Upper Division Electives (20)</i></p>		
Total Credits	Min. 180		

Criteria 5

Student demand for program within the region.

Evidence of Student Interest.

Based on data collected through surveys, social media, enrollment history, and K-12 development plans, the consortium's proposal aligns precisely with student interests, present and future. A Summer 2022 survey reached over 600 people including students who took professional-technical and science-related courses over the past five years at South Puget Sound Community College and Grays Harbor College. Former students, current students, high school students, and community members responded to the survey through social media or an online link. The survey was strategically designed to align with the subject matter expert survey (presented in Criteria 3) by asking participants to select their areas of interest from a list of the same eight Office of Financial Management job classifications. Participants were also asked questions on class modality, time, and location preferences. See Table 3.

From the 612 survey respondents, here is a summary of what the consortium learned:

- The top three student “areas of interest” corresponded with the same three job classifications ranked as most important by the subject matter experts: System Administration, Security, and Application Development.
- Eighty percent of the respondents are not currently employed in a computer science/information technology occupation.
- Nearly seventy-five percent are considering future employment in this field.
- Over eighty-nine percent indicated that they believe additional education (specifically a computer science bachelor of science degree) would benefit them either through success in career searches, promotion, or increased earnings.
- Seventy-one percent of respondents indicated interest in enrolling in a Bachelor of Science in Computer Science degree program.
- Of those who expressed interest to enroll in a Bachelor of Science in Computer Science degree program, nearly eighty-one percent would consider attending this consortium's proposed degree program as an alternative to a four-year university.
- While thirty percent of those surveyed stated their highest education level attained was a high school diploma or equivalent, twenty-eight percent indicated theirs was an associate degree.
- Less than thirty percent of those surveyed earned a bachelor's degree or higher.
- The majority of the respondents indicated hybrid or online as their preferred modality of instruction with availability mostly in the evenings and on weekends.

These survey results are reinforced by an analysis of current enrollment trends.

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Table 3: Participants by affiliation with the consortium colleges.

Survey Participants	Response rates	Number of Responses (610 total)
Current SPSCC student	27.21%	166
Graduate of SPSCC	15.08%	92
Interested community member	14.43%	88
Graduate of GHC	10.66%	65
Former SPSCC Student	9.34%	57
Potential new student	9.34%	57
Current GHC student	7.05%	43
Former GHC Student	6.89%	42

Associate of Science-Transfer Degree Completions.

Student interest in a Bachelor of Science degree in Computer Science is also demonstrated through the number of students graduating with an Associate of Science-Transfer, Track 2 degree and the enrollment in computer science courses. During 2018-2019, 2019-2020, and 2020-2021, over 200 students graduated with a science transfer degree between the two colleges ([SBCTC Credentials Awarded](#)). The Associate of Science-Transfer, Track 2 is intended to prepare students to transfer to a university with junior standing once the majority of the prerequisites for selected science, mathematics, engineering, and computer science courses are completed. Enrollments in computer science courses over the past three years at the institutions reached close to 500 students. South Puget Sound Community College offers multiple sections of Object-Oriented Programming courses each quarter. Grays Harbor College successfully offered the first Fundamentals of Computer Programming course in Spring quarter 2022 with several requests from students and advisors to offer more computer science courses.

Associate in Applied Science Enrollment and Completion.

Student access and interest in computer science and technology is demonstrated by the success of South Puget Sound Community College's Associate in Applied Science programs. South Puget Sound Community College has two professional technical programs in Computer Information Systems. The [Perkins V Dashboard](#) for South Puget Sound Community College demonstrates in the last year of reported data (2019/2020) that the Computer Information Systems programs exceeded the state target for underrepresented enrollments.

Demand in excess of opportunity to enroll in bachelor programs.

Currently, the only option for a student to earn a bachelor's degree in computer science in the South Puget Sound Community College and Grays Harbor College service areas is to transfer to either The Evergreen State College or Saint Martin's University. While these institutions are less than 10 miles

from Olympia, they are over 50 miles from Aberdeen, and this significantly limits students' options in the coastal communities to advance their education let alone their career options and opportunities. As noted previously, despite bachelor of science-level computer science programs at Saint Martin's University and The Evergreen State College, there are more job openings annually in the region (1,900 to 2,300 annually depending on the period projected) than Bachelor of Science in Computer Science graduates (estimated at 50-60 graduates per year currently based on Education Research & Data Center analysis). Thus, there is sufficient regional employment demand, and limited competing degree program offerings, to justify the proposed collaboration to develop and launch a Bachelor of Science degree in Computer Science by Fall quarter 2024.

Expanding access to computer science curriculum and co-curricular activities in regional high schools.

To supplement the student enrollment and survey data, the colleges also considered future trends and increasing demand in the region's K-12 schools to include or improve Computer Science curricula. Future student interest will be generated by the Statewide Office of the Superintendent of Public Instruction initiatives to increase computer science education in K-12 schools. The state legislature provided \$1 million to improve, increase, and implement computer science education in primary and secondary education. The state allocations can also be used to allow districts, schools, and non-profits to train teachers and provide and upgrade technology. This funding expands computer science access to groups of students who historically were underrepresented in computer science training and careers. Two school districts in the Grays Harbor region received funding including Hoquiam and North Beach school districts. North Beach will be participating in a computer science planning process to expand opportunities for the district. The Hoquiam School District has been working in parallel on a multi-year plan to create a comprehensive K-12 computer science curriculum aligned with in-demand software programming skills. Grays Harbor College's eSports program also supports student interest and college opportunities through a [21-22 computer science grant](#).

Enrollment Projections.

Approximately fifty-two percent of the 612 people surveyed conveyed interest to enroll in a Bachelor of Science degree in Computer Science in 2023 or "in 2024, when the South Puget Sound Community College and Grays Harbor College program launches." Once approved, South Puget Sound Community College and Grays Harbor College can begin recruiting and developing students through their Guided Pathways framework for the Bachelor of Science degree in Computer Science. In advance of Fall quarter 2024 when the program is proposed to launch, students can plan accordingly and start completion of their 100- and 200-level course requirements. As indicated in the table below, the program will enroll at least twenty students in the first year with projected growth through the first three years. See Table 4.

Table 4: Proposed Bachelor of Science degree Computer Science projected enrollments.

	2024-25	2025-26	2026-27	2027-28	2028-29
Headcount	25	50	60	60	60

Criteria 6

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

Describe how program will service place-bound working adults.

Serving place-bound working adults is one of the unique features of this degree. In general, the program will be considered a hybrid model with many courses offered asynchronously online, scheduled online sessions, or scheduled weekend Face-to-Face sessions. Classes that meet during the weekend will alternate between South Puget Sound Community College and Grays Harbor College, even possibly to intermediate locations. The proximity between the colleges allows instructors to simulate real-world collaboration and project-based learning at a distance, while still close enough for students to physically engage monthly or quarterly. Transportation arrangements will be taken into consideration to remove possible financial and transportation barriers.

Both colleges already serve place-bound students by providing a variety of delivery modes for general education courses. All online instruction will follow Universal Design for Learning best practices and courses will be reviewed through Quality Matters and the State Board for Community and Technical College's [Instructional Strategies and Tools](#).

Childcare assistance programs as well as Worker Retraining funding and Opportunity Grants to decrease financial barriers for place-bound working adults are available at South Puget Sound Community College and Grays Harbor College.

Identify similar program offered by public or independent institutions in the region.

Saint Martin's University's "computer science program prepares students with the education and training needed for careers in such high-demand fields as software development, web and mobile technology, and security and database management. Set in the midst of a rich liberal arts curriculum, the program is designed to meet the needs of industry and future advances in technologies."

- Type of Instruction: In Person
- Degree: Bachelor of Science
- 2022-2023 Tuition // Projected Cost: \$20,830 // \$56,366

The Evergreen State College computer science programs support "dynamic skills in coding, cyber security, robotics, and more." Career paths related to computer science include: artificial intelligence, cybersecurity, robotic, parallel programming, data science, software development, software engineering.

- Type of Instruction: Hybrid, Remote, In Person
- Degree: Bachelor of Science
- 2022-2023 Tuition: \$8,528

While these programs exist in the region, they serve a limited number of students. There are far more regional annual job openings than graduates. Most courses offered at these two institutions use the traditional in-person modality for teaching and learning, and thus are not feasible options for most working adult students or students commuting from outside the institutions' immediate vicinity in Thurston County.

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.

The foundation of the South Puget Sound Community College and Grays Harbor College computer science program was developed through collaboration of businesses and community organizations. In June 2022, South Puget Sound Community College hosted a gathering of computer science subject matter experts from Olympia and surrounding areas. Grays Harbor College then hosted a meeting in August. The purpose was to cultivate four-year partners who will be willing to guide faculty training and curriculum development and introduce the overall concept of designing an inclusive computer science program to industry partners. The goal was to help identify the necessary knowledge, skills, and abilities of the program, and to discuss future hiring projections for computer science graduates in the Pacific Mountain Workforce Development region. The framework for the meetings was the 2020 study, [Paradigms for Global Computing Education](#). Participants ranged from small business owners, independent contractors, public utilities directors, IT directors from area hospitals and colleges, publicly traded business cybersecurity leaders, and government representatives. A survey was then distributed to the regional professionals to identify priority knowledge, skills, and abilities that align with Office of Financial Management job classifications for computer science and information technology. The methodology described in Criteria 3 was established to help set the direction of the proposed Bachelor of Science degree in Computer Science and narrow the focus of the program. This is how the three areas of focus, System Administration, Security, and Application Development first emerged.

Additional areas of importance identified during the meetings as necessary skills for student success included: portfolios, internships, writing and presentations, focus on 2-3 programming languages, industry certifications, cloud computing, network infrastructure, and cybersecurity. The top learning outcomes included collaboration and teamwork, creation of readable and maintainable computer code, and continuous integration/continuous delivery using Microsoft Azure or similar Dev Ops cloud-computing and data management platforms.

A computer science professional and alum from a local institution's computer science program also contributed valuable insights, including "Offer courses in both Amazon Web Services and Microsoft's Azure cloud that lead to cloud certifications as part of the degree." Other suggestions included, offering courses in or certifications for: VMware, Dockers, Kubernetes, software defined networking, HashiCorp Terraform, CompTIA Cybersecurity Analyst, etc.

Future forums with businesses and community organization representatives will be held in Winter 2023, to present and seek feedback on the Statement of Need, and in Spring 2023, to present and seek feedback on the consortium's draft proposal to the State Board for Community and Technical Colleges. These forums will also include representatives from K-12 education and regional tribal leaders as well as computer science representatives from Saint Martin's University and The Evergreen State College.

Describe collaboration with similar community and technical colleges (CTC) baccalaureate programs and related community and technical colleges Centers of Excellence.

South Puget Sound Community College and Grays Harbor College are members of the collaboration facilitated by the State Board for Community and Technical Colleges to develop guiding principles for bachelor of science in computer science development. Thus, there is now a network of colleges sharing information and providing guidance beyond this proposed partnership.

Grays Harbor College offers a bachelor of applied science degree in Organizational Management. There are possibilities for faculty in the program to collaborate in the development of the computer science program, and as mentioned in Criteria 4, for the proposed degree to share already established 300- and 400-level general education courses or courses on project management, leadership, or entrepreneurship.

This consortium will continue to work with the Center of Excellence for Information & Computing Technology to identify, pursue, and secure funding opportunities, guest speakers, internships, and job postings.

Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion would be desirable or necessary.

A unique aspect of the proposed program is that it will serve both urban and rural communities and capitalize on the proximity of the colleges to simulate real-world, team-based projects where teams communicate and collaborate across the globe. The curriculum will include elements of project/business management, entrepreneur mindset, and leadership training. Based on the results from the subject matter expert survey, there is a common thread identified between application development, systems administration, and security. Furthermore, the marketplace demands that the consortium design the proposed curriculum with opportunities to discuss and explore

entrepreneurship throughout the upper division courses, so students are prepared to pursue creative and innovative solutions to future challenges and provide leadership.

The program will rely heavily on industry experts and business leaders for their valued involvement in developing the program and courses to ensure that graduates are well prepared. Active advisory boards from across the Pacific Mountain Workforce Development region will help guide the development of the program, introduce industry developments, provide internship placements, and engage students in project development.

Expansion of the Bachelor of Science in Computer Science to South Puget Sound Community College and Grays Harbor College is not only desirable but necessary to close the financial and educational equity gap of the rural and coastal communities in Washington. Between the major Washington universities and other community college consortiums, all investment in technology advancement and potential for community economic growth and personal upward mobility is further removed from the regions most in need of this opportunity.

Strategic planning for program development should rely on a regional labor market analysis that shows a demand for jobs. An equitable analysis also considers where high wage jobs are missing. South Puget Sound Community College and Grays Harbor College reviewed data through the Employment Security Department, Bureau of Labor Statistics, and Pacific Mountain Workforce Development. The June 2022 Employment Security Department top 25 job posting for Thurston County included three areas for computer science with a total of over 220 openings in computer science related jobs. However, the Grays Harbor County report for June 2022 did not include any job openings related to computer science. In fact, the total jobs posted, of the top 25 job postings, in Grays Harbor were less than the total for the three computer science categories in Thurston County. Grays Harbor County and Pacific County are in desperate need of educational opportunities that train people for high wage technology jobs so employers will want to relocate to coastal communities. Building this consortium's proposed program will foster regional economic development and close social equity gaps in the rural and coastal communities.

The future of computer science in rural areas is remote or independent work and computer science jobs in non-tech industries. A report conducted by the [Center for Rural Innovation](#) published in May 2022, "Rural America's Tech Employment Landscape," identified demand for tech jobs in rural areas in non-tech industries like hospitals, school systems, county offices, and utilities (the exact group of participants at the Grays Harbor subject matter meeting in Summer 2022). From the Center for Rural Innovation report, "75% of those 'missing tech jobs' include software developers, computer systems analysis, and cybersecurity and computer systems engineers."

Criteria 7

Promoting equitable opportunities for students, including historically marginalized students.

Student Recruitment and Support Implementation Plan.

The recruiting and implementation plan to support students of color and students Pell-eligible/low-income will start as soon as the program is officially approved. The intentional design of the program will have multiple entry pathways and since the targeted launch date is Fall 2024, there could potentially be over a year to introduce the program, develop guided pathways, and support academic success in prerequisite courses. Both colleges are working to eliminate equity gaps that create barriers to success.

Creating opportunities for underrepresented students to enroll in and succeed in tech-related programs must be intentionally implemented. Common barriers to attending college that students of color and low-income students face include financial obstacles and lack of information. Designing culturally appropriate student outreach programs for and with communities of color, students with disabilities, and low-income communities will work to invite and engage students into the technology conversation. Students will have access to local, affordable, and accessible technology programs at both the associate and baccalaureate level. Academic mentoring, advising, and tutoring will be available to support student success. Financial aid, Worker Retraining, and scholarships will increase persistence through the program. Additional resources and connections through the AnitaB.org Tech Journey Fund, for example, will provide additional support to “struggling yet striving female computing students.”

Another barrier is either access to college or access to resources. The program will be designed to serve rural, low-income communities and working parents through online and remote access. The curriculum will represent diverse voices and explore applications for computer science in communities and professions typically considered non-tech or rural to support high wage job options for place-bound students.

Not fitting in or finding a sense of belonging is a barrier for all students. Developing a sense of belonging is particularly challenging for women and students of color in technology programs. The E-sports programs at Grays Harbor College and South Puget Sound Community College have been successful at creating an inclusive environment while engaging students in technology. Other clubs and support networks will be implemented to foster a sense of belonging. The proposed computer science program will incorporate collaborative and project-based learning that support community development, a sense of achievement, and belonging.

The 2018 study, [*Toward Greater Representation of Equity in Tech: Solutions for Women of Color from Underrepresented Groups*](#), identifies how women of color in underrepresented groups feel about pursuing careers in technology and computer science and offers actionable recommendations. The identified barriers are similar to those faced by community and technical college students. The recommended remedies are relevant to guide any future plans to recruit and support students and set them up for academic and professional success and include:

- Women of color from underrepresented groups seek a greater sense of connection and community to combat feelings of isolation, to develop a support network, and to feel like part of a larger community. *Actionable Recommendation:* Create networking opportunities.
- Women of color from underrepresented groups look for opportunity and indicate a need for professional development, education and training, leadership development, job preparation and negotiations, presentation skills, confidence building, and overcoming imposter syndrome. *Actionable Recommendation:* Encourage and support professional development.

- Women of color from underrepresented groups desire mentors, guidance, and sponsorship to help them navigate a career in tech. *Actionable Recommendation:* Establish formal mentorship and sponsorship models.
- Women of color from underrepresented groups often find that financial limitations become a barrier to advancement. *Actionable Recommendation:* Provide financial support.

Conclusion

South Puget Sound Community College and Grays Harbor College are collaborating to design and offer the proposed Bachelor of Science degree in Computer Science focused on System Administration, Security, and Application Development. The consortium will serve students from within the Pacific Mountain Workforce Development Region of Washington (specifically northern Lewis, Thurston, southern Mason, Pacific, and Grays Harbor Counties). It is the mission of both colleges to support student success and respond to the needs of the region and the communities served. The consortium's design framework will provide access and equity to a diverse range of students so they can pursue a broad spectrum of job and career opportunities in the field of computer science and information technology. High demand, high wage job and career opportunities in the region exist with state and local government agencies, healthcare providers, information-computer-security service contractors, non-governmental organizations, and employers such as architecture, environmental science, and engineering firms. The proposed program, if approved, will lead to workforce development, feed economic development, and help historically marginalized communities develop a renewed sense of belonging and empowerment within the Pacific Mountain region.

WA SBCTC Supply/Demand Rubric for proposed new BAS/BS programs	
College Name: South Puget Sound Community College and Grays Harbor College consortium	
Program Name: BS in Computer Science (proposed for fall 2024 launch)	
Select one: Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>	
If local demand/supply information is available for the specified degree program and target occupation(s),**	
For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. <i>(Provide absolute numbers, not just percentages)</i>	See next page for Table 1.
For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).	See next page for more information.

[See next page. This space left blank intentionally.]

DEMAND:

According to the Washington Employment Security Department, for the period of 2019 through 2024, graduates of a Bachelor of Science degree in Computer Science will find over 1,900 annual computer science and information technology job openings in the Pacific Mountain Workforce Development (Pacific Mountain) region. These jobs will provide annual wages of \$43,653/year to as much as \$131,819/year (see Table 1).

Table 1: 2019-2024 Pacific Mountain computer science-related annual job openings.

Occupational title	Typical Credential Needed for Entry	SOC code	Annual Total Openings 2019-24	Regional Wage
Computer Systems Analysts	Bachelor's degree	15-1211	682	\$109,651
Network and Computer Systems Administrators	Bachelor's degree	15-1244	442	\$96,641
Computer Network Architects	Bachelor's degree	15-1241	240	\$131,819
Computer Occupations, All Other	Bachelor's degree	15-1299	210	\$91,318
Operations Research Analysts	Bachelor's degree	15-2031	190	\$95,893
Information Security Analysts	Bachelor's degree	15-1212	146	\$109,523
Computer Programmers	Bachelor's degree	15-1251	28	\$43,653

SUPPLY:

Saint Martin's University's "computer science program prepares students with the education and training needed for careers in such high-demand fields as software development, web and mobile technology, and security and database management. Set in the midst of a rich liberal arts curriculum, the program is designed to meet the needs of industry and future advances in technologies."

- Type of Instruction: In Person
- Degree: Bachelor of Science
- 2022-2023 Tuition // Projected Cost: \$20,830 // \$56,366

The Evergreen State College computer science programs support "dynamic skills in coding, cyber security, robotics, and more." Career paths related to computer science include: artificial intelligence, cybersecurity, robotic, parallel programming, data science, software development, software engineering.

- Type of Instruction: Hybrid, Remote, In Person
- Degree: Bachelor of Science
- 2022-2023 Tuition: \$8,528

While these programs exist in the region, they serve a limited number of students***. There are far more regional annual job openings (i.e., at least 1,900/year in the PacMtn Region according to the ESD) than graduates (estimated at less than 100 per year between TESC and Saint Martin's

combined).*** Most courses offered at these two institutions use the traditional in-person modality for teaching and learning, and thus are not feasible options for most working adult students or students commuting from outside the institutions' immediate vicinity in Thurston County.

*****NOTE:** According to the WA Education and Research Data Center, Computer Science at The Evergreen State College (TESC) is a "Physical Science." Thus, Computer Science graduates compose some portion of the 179 annual 2018-2019 TESC graduates. According to the TESC webpage for Computer Science, there are roughly 75 students in their program. According to the WA Education and Research Data Center, of TESC FTEs in 2018-2019, 31 percent completed a degree. Using this same rate, of the 75 students in TESC's Computer Science program, roughly 23 graduate per year.

Sources:

<https://www.evergreen.edu/studies/computer-science>

<https://www.evergreen.edu/catalog/offering/computer-science-foundations-18651>

<https://erdc.wa.gov/>



**STATE BOARD FOR COMMUNITY
AND TECHNICAL COLLEGES
FEBRUARY 2023
STATEMENT OF NEED
BACHELOR OF APPLIED SCIENCE
EARLY CHILDHOOD EDUCATION
*SKAGIT VALLEY COLLEGE***

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Cover Page — Statement of Need

Program Information

Institution Name: Skagit Valley College

Degree Name: Early Childhood Education

CIP Code: 13.1201

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

Degree: Early Childhood Education AAS

CIP Code: 13.1210

Year Began: 1991

Degree: Early Childhood Education Associate in Education (AA)

CIP Code: 13.1210

Year Began: 2016

Degree: Education Paraprofessional Associate in Education (AA)

CIP Code: 13.1210

Year Began: 2020

Proposed Start Implementation Date (i.e. Fall 2014): Fall 2023

Projected Enrollment (FTE) in Year One: 20

Projected Enrollment (FTE) by Year: 40

Funding Source: State FTE

Mode of Delivery

Single Campus Delivery: Skagit Valley College, Mount Vernon Campus & Whidbey Island Campus

Off-site: Practicums at P-3 schools

Distance Learning: [Click or tap here to enter text.](#)

Statement of Need

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

Contact Information (Academic Department Representative)

Name: Alexis Meyers

Title: Department Chair and Faculty- Early Childhood Education

Address: 2405 E. College Way, Mount Vernon, WA 98273

Telephone: 360-416-7787

Email: alexis.meyers@skagit.edu

Name: Lynnette Bennett, Ed.D.

Title: Dean for Instruction

Address: 2405 E. College Way, Mount Vernon, WA 98273

Telephone: 360-416-7869

Email: lynnette.bennett@skagit.edu

Chief Academic Officer signature

The Statement of Need must be signed. To sign, double click on the signature line below.

X 

Chief Academic Officer

10/28/2022

Introduction

Skagit Valley College (SVC) intends to develop a Bachelor of Applied Science in Early Childhood Education. This proposed program will include a Residency Teachers Certificate with endorsements in early childhood education (preschool-3rd grade), bilingual education, and English language learner. Parallel to the State Board for Community and Technical Colleges application process, Skagit Valley College will also be fulfilling all Washington State Professional Educator Standards Board requirements for certification approval.

Currently, primary education is struggling to find qualified teachers. According to the PESB website, the Skagit Valley College service region currently has a shortage in elementary education teachers, including early childhood education. Currently, elementary education is the highest teacher need in Washington State. The proposed degree would provide a viable pathway to a bachelor's degree leading to a living wage and high demand career in the Skagit Valley College service district, which includes Skagit, San Juan, and Island counties.

Presently, 37 percent of the population in Washington State has a bachelor's degree or higher, however the numbers are less for the population in the Skagit Valley College service district. Only 27 percent of residents in Skagit County and 34 percent of those in Island County hold a bachelor's degree or higher (ESD, 2022). For those students that are place bound, there are few options, and SVC would like to expand equitable access to higher education in order to improve living family wages. There are currently no universities in the college's service region and the nearest one is 45 minutes – and up to two hours away – depending on the county the student resides in. This proposed program would offer local access to a bachelor's degree and teacher certification.

The proposed Bachelor of Applied Science in Early Childhood Education will be a continuation of Skagit Valley College's well-established Early Childhood Education and Paraeducation programs. The proposed bachelor's degree will provide a seamless pathway for regional associate degree holders to continue their education locally and receive a valuable teaching credential.

Criteria 1

Relationship to institutional role, mission, and program priorities.

Skagit Valley College's mission is to cultivate student learning and achievement; contribute to the educational, personal, and economic success of students; and promote equitable and thriving communities. Consistent with this mission, one of Skagit Valley College's key strategic enrollment priorities is to increase equitable pathways to high wage, high demand offerings by increasing applied baccalaureate offerings in the region. Skagit Valley College's Core Themes of Equity in Access, Equity in Achievement, and Equity in Community are assessed annually and reported to the Board of Trustees. The Core Theme of Equity in Access centers on providing educational programs and services to meet the needs of the local community. The Equity in Achievement Core Theme involves developing pathways for students to achieve their educational and career goals, including offering students the ability to transition from an associate degree to a bachelor's degree and beyond. The addition of relevant educational programming in response to community- and industry-identified needs is in direct support of the Core Themes.

Skagit Valley College serves Skagit County, Island County, and San Juan County, as well as the northern portion of Snohomish County and southern portion of Whatcom County. Skagit Valley College's service district covers a large geographical area, more than 2,000 square miles that is primarily rural and agricultural. In addition to remote islands, the district includes semi-urban populations in Mount Vernon and Oak Harbor. There are large numbers of place-bound students living in this region. A local Bachelor of Applied Science in Early Childhood Education fills a gap in the educational needs of the community and meets the affordability requirement for those seeking to attain a bachelor's degree. Skagit Valley College aims to have a bachelor's degree that is affordable, accredited, and easily available to the populations served. Currently, there are several public universities and community colleges in the Seattle-region and eastern Washington that offer Early Childhood Education degrees, however none are in the Skagit Valley College three county service region, and many are not affordable to Skagit, Island, and San Juan County students. The nearest program is at Western Washington University which is at least forty five minutes and up to two hours away for prospective students in the service region. Additionally, the programs and Western Washington University do not articulate with Skagit students that have an applied associate degree, meaning students have to take an additional one to two years of classes before entering junior level coursework. The addition of this proposed program increases access to place-bound working adults with applied associate's degrees.

The bachelor's in early childhood education would be non-duplicative and would not require students to take an additional 1-2 years of transfer coursework, or transition to another institution outside the area, thus meeting the needs of Skagit Valley College's associate in applied science degree holders who want to obtain a teaching credential. With the teacher shortage in Washington, Skagit Valley College has an opportunity to develop this program to increase bachelors prepared, certified teachers, in high demand endorsement areas.

Criteria 2

Support of the statewide strategic plans.

The State Board for Community and Technical Colleges' (SBCTC) 2010 Mission Study includes long-term needs analyses for priority areas: economic demand, student success, and innovation. Skagit Valley College's proposed Bachelor of Applied Science in Early Childhood Education will support each of the priority areas in the following ways:

Economic Demand: The Early Childhood Education program will support state and local economies by closing the supply/demand gap with a well-educated and skilled K-12 workforce.

Student Success: The Early Childhood Education program will increase educational attainment across Skagit, Island, and San Juan counties; and the Early Childhood Education program will attract students from feeder program across the region, contributing to increased educational attainment at the state level. The program will improve student success as it offers new opportunities for current and prospective students and incumbent workers in high-demand education occupations.

Innovation: The new Early Childhood Education program will use inclusive pedagogy and emerging best practices in teacher education in collaboration with regional employers and professional organizations to develop curriculum and program outcomes.

Two of the focus areas identified in the Mission Study are the need to increase the education level of more people and to serve place-bound working adults. The Mission Study states that, "Washington also needs more people with baccalaureate and graduate degrees. Community and technical colleges must expand their contribution to help meet this need" (pg. 4). Recognizing that many community college students are place-bound and balancing school, jobs, and families, SBCTC plans to address this through the production of more baccalaureate degrees. In the Skagit Valley College three-county service area, there are no other colleges or universities offering an Early Childhood Education degree. Offering an Early Childhood Education bachelor's degree at Skagit Valley College will open opportunities for place-bound students and will help increase the continuation of degree attainment for many of the residents in the northwest region. The Action Plan of the Mission Study also identifies a goal to close the gap for high need industries including education. The Early Childhood Education degree will contribute toward meeting these SBCTC goals.

The Washington Student Achievement Council (WSAC) Strategic Action Plan 2021 states that education is facing serious recruitment and retention challenges. There is a pressing need to address the teacher shortage by building a strong pipeline of teachers and noted that each segment of the educational system can address this need (WSAC, 2021). Skagit Valley College's proposed program can help to diversify the teacher workforce and expand teacher-training institutions (WSAC, 2021).

Skagit Valley College's proposed degree program will also support WSAC's policies and goals for higher education. Specifically, the proposed Early Childhood Education program will address the following specific points from the WSAC Action Plan:

Close Opportunity Gaps: Skagit Valley College's core themes include Equity in Access, Equity in Achievement, and Equity in Community. Annually, the college studies the themes and

results from these studies are analyzed and reported to the college community. That data is disaggregated by race, and plans are developed to address any equity gaps that are identified. Skagit Valley College data has shown that the gap between Latinx students and white students is narrowing. The increasing Latinx population in Skagit County has created a need for more variety of college degree levels for first generation college students that are unable to geographically attend other institutions. Additionally, the college's current education associate programs have a higher percentage of students of color than the overall college population. As more local baccalaureate-level programs are available to these students, it is more likely they will continue their education to the baccalaureate level. Skagit Valley College continues to be committed to closing the gap in educational outcomes for historically underrepresented populations, and the proposed Early Childhood Education program is another key component of that commitment. Along with the traditional development of the Early Childhood Education curriculum, Skagit Valley College will leverage its existing work around inclusive pedagogy to inform program outcomes and curricular design to model instructional strategies intended to serve a diverse student population.

Create Affordable, High-Quality Pathways: The Early Childhood Education program will be very affordable to students. Leveraging current faculty expertise with excellent student teaching site partners, the program will be high quality. The total cost of the program to the student will be 37% lower than a four-year university in the region, and significantly lower than at private institutions, additionally the streamlined pathway will also save students time and money.

Engaging Adult-Learners: Program delivery will accommodate working adults through hybrid, evening, and potentially weekend course options. Students will enter the program and work through all classes and projects with a dedicated cohort. The cohort model is a proven retention strategy as student create natural support networks. Support will be available through faculty advisors and through peer-to-peer cohort-based networking.

Criteria 3

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

Both employer and community demand for qualified workers with bachelor's degrees exceed the current supply of graduates with relevant degrees in the region. Nearly three-quarters of residents in the Skagit Valley College district lack a bachelor's degree. The educational attainment level in the Skagit Valley College service district is lower than the State. The current lack of higher education attainment in Skagit, Island, and San Juan counties affects employers and the quality of life for community residents. It is projected that from 2022-2027 in Washington State, over 30% of jobs in the education sector will require a bachelor's degree or higher, and projections show that the demand outpaces the supply. (A Skilled and Educated Workforce: 2020).

According to Washington's A Skilled and Educated Workforce: 2019-20 report there is a demand for skilled and certified teachers at the baccalaureate level, particularly at the elementary and middle school level. Additionally, demand is higher in low income and rural school districts such as Skagit Valley College's rural three-county service area. (A Skilled and Educated Workforce: 2020). This program will provide training for local students to access a high-demand career in the service district, which includes Skagit, San Juan, and Island counties. Currently, 37 percent of the population in

Washington State has a bachelor’s degree or higher, however the numbers are less for the population in the service district, only 27 percent of residents in Skagit County and 34 percent of those in Island County hold a bachelor’s degree or higher (ESD, 2022). For those students that are place-bound, there are few options, and Skagit Valley College would like to expand equitable access to higher education in order to improve living family wages. There are currently no Universities in the service region and the nearest one is 45 minutes to two hours away depending on where the student resides within the region. This program would offer local access to a bachelor’s degree in Early Childhood Education.

Table 1: Population with a Bachelor’s Degree in Skagit Valley College District Compared to State

	Island	San Juan	Skagit	District Total	WA State
Total Population	85,530	17,340	130,450	233,320	7,656,200
Percent of Population- Bachelor's degree or higher	34%	48%	26.%	30.5%	37%
<i>Source: Employment Security Department 2020-21 Data</i>					

Demand

According to the Professional Educator Standards Board 2021 Educator Shortage Report, the largest teacher shortage in Washington State continues to be in elementary education including early childhood education (PESB, 2021). Additionally, rural districts, such as the Skagit Valley College service area, are less likely to have teacher preparation programs to meet the market demand (PESB, 2021).

Nationally employment of kindergarten and elementary school teachers is projected to grow 4% and preschool and childcare directors is projected to grow 8% from 2021 to 2031 (BLS, 2022). A 2022 EMSI report shows 9,533 unique job postings for elementary and early childhood educators in Washington State. Teachers are considered in demand and having a bachelor's degree increases students’ earning potential by 56% over an associate degree (A Skilled and Educated Workforce: 2020). According to Washington Employment Security, elementary teachers earn an average annual wage of \$84,380 in the Mount Vernon area (ESD, 2022).

In the five counties in the Northwest Washington region, preschool, kindergarten, and elementary teachers are in demand (ESD, 2022). Education is the top employer in Island County, number three in Skagit County, and number five in San Juan County (ESD, 2022). A 2022 regional employer survey conducted by Skagit Valley College showed that 85% of local childcare facilities, preschools, and elementary schools have demand for certified teachers. They estimated there are currently over 100 unfilled positions and anticipated three times as many to be needed over the next five years. Of those employers, 92% said a regional teacher certification such as the one proposed would directly benefit them in finding qualified teachers.

A local Early Childhood Education degree fills a gap in the educational needs of the community, meets the affordability requirement for those seeking to attain a bachelor’s degree, and develops a local trained workforce for elementary education.

Table 2: Washington State Demand for Relevant Occupations

Occupation	SOC Code	Demand	Required Education	Est. employment 2019	Avg. annual openings	Annual Wage
Elementary School Teachers	25-2021	In demand	Bachelors	36,623	7,573	\$75,910
Kindergarten Teachers	25-2012	In demand	Bachelors	6,244	1,287	\$70,543
Preschool & Childcare Administrators	11-9031	In demand	Bachelors	1,871	673	\$56,756

Data Source: Employment Security Department 2022

Supply

There are 12 baccalaureate-level Early Childhood Education programs that graduated a total of 402 students, leaving significant room for growth of new programs (EMSI, 2022). Most programs are in the King County region or in eastern Washington, and the closest program is Western Washington University (30-60 minutes away). Even when expanding the supply to include Elementary Education degrees, the state only produced 602 graduates in 2020, bringing the total supply to 1,004 annually (EMSI, 2022).

Table 3: Washington State Supply for Early Childhood Education

Early Childhood Education Bachelor Degree Programs	2021 Completions
North Seattle College	65
Pierce College District	33
Yakima Valley College	33
Eastern Washington University	23
Centralia College	22
Highline College	22
Central Washington University	17
Western Washington University	17
Grays Harbor College	15
Green River College	13
Lower Columbia College	13
Lake Washington Institute of Technology	11
Heritage University	2
Total	402

Data Source: Lightcast Program Development Report 2022

Gap

The number of graduates and residents with the requisite education level is insufficient to meet the current and projected demand. Annual openings for in-demand occupations requiring a bachelor's degree far exceed the number of projected program graduates (refer to Table 3).

Table 4: Washington State Demand/Supply/Gap

State Demand: Average annual total openings	9,533
State Supply: Annual total Early Childhood Ed degree completions	402
State Supply: Annual total Elementary Ed degree completions	602
Gap	8,529
See Appendix A for SBCTC Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges	

Criteria 4

Baccalaureate program builds from existing professional and technical degree program offered by the institution.

All degree and certificate programs at Skagit Valley College are clustered into nine Areas of Study (meta majors): Basic Education for Adults, Arts & Communication, Business, Education, Food & Beverage Management, Health Sciences, Industrial Technology & Transportation, Public Service & Social Science, and Science, Technology, Engineering & Math (STEM). The new Early Childhood Education degree will be housed in the Education Area of Study. Skagit Valley College also has comprehensive Planning Guides that include career and transfer information for each Area of Study and for each degree. The Early Childhood Education degree will be in those Planning Guides and as part of the degree and career pathways presented in the required First Quarter Experience course.

The proposed bachelor's degree provides a seamless pathway for Skagit Valley College's Early Childhood Education, and Paraeducation programs which include stackable state certificates. The bachelor's degree will build on the strong foundation of child development, family systems, and equity and inclusion knowledge developed through the existing associate degrees. Using the same model as the associate degrees, field work experiences will be embedded into baccalaureate-level coursework so that students can apply what they are learning. During year three of the program, students will learn instructional methods appropriate for preschool-3rd grade classrooms. Year four will include a student teaching experience where students can practice those instructional methods under the guidance of a certificated teacher. The following table shows the long-established education programs as well as the average annual headcount and gross AFTE from 2015-2020.

Table 5: 5-Year Enrollment History

Skagit Valley College Program	Plan Code	Years Running	Ave Annual Headcount (past 5 years)	Ave Annual Gross FTE (past 5 years)
Early Childhood Education AAS	ECEECAPT	31	53	64
Early Childhood A.Ed.	ECEEHAPT	6	74	127
Education Paraprofessional A.Ed.	ECEEPAPT	2	10	13
<i>Education Paraprofessional AAS (inactive)</i>	<i>EPC: 839</i>	<i>2003-19</i>	<i>5</i>	<i>5</i>
<i>Early Childhood Education AAS-T (inactive)</i>	<i>EPC: 402T</i>	<i>2006-19</i>	<i>16</i>	<i>18</i>

From an administrative perspective, Skagit Valley College’s success developing and offering applied baccalaureate degrees in Environmental Conservation and in Applied Management as well as a successful Associates in Early Childhood Education will create a framework that can be adapted to the needs of the proposed bachelors program. Changes have taken place college-wide to advance efforts to become a baccalaureate degree granting institution. These changes include additional program management, library, financial aid, enrollment, and advising services. Skagit Valley College has also created a common framework for all bachelor’s degrees to include standard practices and structures. As mentioned above, Skagit Valley College will lean on the existing curricular infrastructure to inform the development of the Early Childhood Education program and utilize the robust advisory committees that have contributed to the success of the Associates in Early Childhood Education program.

Criteria 5

Student demand for program within the region.

Nearly all students, 99 percent, remain in state immediately after leaving Skagit Valley College, and most stay within the five-county region (EMSI Washington College Survey, 2016). According to the 2022 Field Guide, 65 percent of students provide care for dependents. In a Skagit Valley College Community College Survey of Student Engagement (CCSSE, 2017) nearly 70 percent of students live near campus. Additionally, 54 percent work at least 10 hours or more while attending college. Skagit Valley College students are place-bound, working adults who need local and flexible program to accommodate the demands of their time while achieving their educational goals. In general, 67 percent of Skagit Valley College students indicate a bachelor’s degree as their primary goal. Students are also interested in a baccalaureate level program at Skagit Valley College.

With an annual average of over 170 students in Skagit Valley College’s in education degrees, there is a healthy pipeline to an Early Childhood Education bachelor's degree. In a 2022 survey given to current students and recent graduates of the education associates Degree at Skagit Valley College, 96% of students intend to obtain a bachelor’s degree, 81 percent intend to obtain a teaching certificate, and 96% of students reported that they would be interested in a bachelor's level teacher certification program if Skagit Valley College offered one. Additionally, Skagit Valley College will reach out to other Washington community and technical colleges for potential direct-articulation opportunities from their early childhood education programs.

Table 6: Annual Enrollment Projections

Year	2023-24	2024-25	2025-26	2026-27	2027-28
Headcount	15	32	40	44	48

Criteria 6

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

Serving Local Students

Skagit Valley College intends to build a Bachelor of Applied Science in Early Childhood Education program that is accessible to students in the region, and beyond. This means offering a high-quality

program to place-bound students, ensuring that curriculum is inclusive of the diverse population and meeting diverse certified teaching demands of the many educational employers in the district and in neighboring counties. All of this would be part of a seamless educational pathway for Skagit Valley College's and other professional-technical associate degree completers.

Many prospective students in the region that are interested in advancing beyond an associate in education are working in the field in preschools or as paraeducators during the day and are bound to the local area. The proposed program will be taught with a flexible and innovative approach to accommodate working educators, including hybrid classes and evening classes. Students working in preschool through 3rd grade settings may use their workplace as a field work placement site, making our program accessible to the current early childhood education field.

Offering the proposed Early Childhood Education program in this manner is a natural extension of the college's mission to serve students throughout the large and geographically diverse district. The flexibility of the instructional model will also provide access to a baccalaureate education to potential students currently in the workforce or those with family obligations that make enrollment in programs that require full-time residency difficult, if not impossible.

Regional Collaboration

Regionally, Skagit Valley College has communicated with local school districts and Western Washington University regarding an intent to begin the bachelor's level Early Childhood Education with teacher certification. Skagit Valley College's education program currently participates in a consortium with Western Washington University and local high school partners on the Maestros Para el Pueblo program. Maestros Para el Pueblo supports Latinx students become certified teachers and role models in the community. This program increases bilingual and bicultural certified teacher candidates for the Mount Vernon and Burlington-Edison school district. The proposed applied baccalaureate will complement this program and leverage relationships rather than compete for students.

Skagit Valley College will reach out to community and technical colleges in Washington that do not have bachelor's pathways with the intention to develop articulation agreements to support student transitions to Skagit's proposed bachelor's degree. Potential colleges include Whatcom Community College, Everett Community College, Edmonds College, Bellevue College, Clover Park Technical College, and Renton Technical College,

Unique Program Aspects

As stated above, Skagit Valley College's student population reflects the community served. Skagit Valley College's Latinx population, particularly in the education program, is significant, and serving this community is a top strategic priority of the College. This engagement with the Latinx community has prompted institution-wide changes that promote inclusivity. Specifically, faculty have engaged in a curricular and instructional practice review through an inclusive pedagogy learning community. Faculty leaders from Skagit Valley College have presented this work throughout the state and nation, and it is reshaping the culture and practices of Skagit Valley College. This includes reflection and discussion on bias, inclusion, supportive expectations, scaffolding content, backwards design, and outcomes assessment. Faculty leaders from Skagit Valley College have presented this work throughout the state and nation, and it is reshaping the culture and practices of Skagit Valley College. Practices of inclusivity will purposefully inform each step of Early Childhood Education program development. In this fundamental sense, the Early Childhood Education program will not

only differ from existing programs in the region, but from those across the state because of the instructional design and prioritization of inclusive approaches to teaching. Skagit Valley College looks forward to the challenging work of critically assessing traditional instructional strategies to attain equitable outcomes. Training students within this framework not only creates a learning environment that promotes a diverse student body, it builds an infrastructure for traditionally marginalized students to succeed and contribute to the education of others.

Criteria 7

Promoting equitable opportunities for students, including historically marginalized students.

Skagit Valley College is committed to being an antiracist institution and closing equity gaps in all measures of access, achievement, and community. This is demonstrated through the extensive Guided Pathways work beginning in 2014, the hiring of a Cabinet-level diversity, equity, and inclusion officer, and through the development of the Center for Inclusive Excellence. These investments, among many other institutional conversations, training, and policy changes show the intention to promote equitable opportunities for all student, especially students of color and low-income students. The proposed Early Childhood Education program will build on a strong foundation of student support services available at Skagit Valley College.

College Demographics

The College district serves a growing population, including a young Latinx population experiencing significant growth. Recognizing the increasing diversity in the student body, and even more so the growing Latinx population in the feeder schools, Latinx community engagement continues to be a top strategic priority. Additionally, there are three tribal governments in the district: Swinomish, Samish, and Upper Skagit. In 2020-21, the College served over 7,000 students who generated 3,518 full-time equivalent students (FTES). Forty-one percent (41%) were enrolled in university transfer programs of study, 47% reported working toward Professional/Technical degrees or certificates, and 8% were taking basic skills courses. The remaining students (4%) were enrolled at the College in a non-degree seeking capacity. Part-time students (enrolled in less than 12 credits) were 48% of the students enrolled in Fall 2020, and 56% of the student body was female. The average age of students was 23. Of the students enrolled in 2020-21, 57 were international students and 778 were enrolled as Running Start students. The majority of the students, 73%, were white, 25% were Hispanic, and 8% identify themselves as Asian/Pacific Islander. Black/African American students accounted for 3% of enrollments and 3% of the students were Native American.

Table 7: SVC Student Demographics

Skagit Valley College Program	Students of Color	Low- Income Students
Skagit Valley College	43.4%	51.8%
Education Program Cluster	57.9%	57.5%

Student Barriers

Students of color and low-income students are underrepresented in baccalaureate level programs. Challenges and barriers to success for Skagit Valley College students, particularly students of color and low-income students, are similar to other open-access institutions across the state. There is

often a gap between previous educational experiences of community college students and the expectations that they find in college. For instance, high school was free and mandatory while college requires ongoing financial commitments and voluntary attendance. College requires new skills, including study skills, technology skills, financial management skills, and navigating a new educational environment. Students are constantly faced with choices and may be asked to make personal, family, or work sacrifices in order to attend college. Ongoing personal and financial issues often distract from learning. Unclear or nonexistent academic and career plans undermine students' confidence to persist in and complete college. Students lack support networks, and students and their families may not share the values associated with higher education making it difficult to trust that the investment of time and money is worthwhile and that they are capable of completing college. Students who begin in pre-college or developmental courses are discouraged because it will take longer to complete a two-year degree, let alone a bachelor's degree, due to additional required courses.

As stated above, there is a teacher shortage, however this is particularly true for educators of color to reflect our diverse students in K-12. Currently in Washington State, 49% are people of color, while only 13% of teachers identify as people of color (PESB, 2021). The current demographics of students in SVC's Education program is much more diverse than the typical student population with 57.9 percent students of color, and 57.5 percent low income. Increasing access for the current SVC pipeline of students to a local and affordable bachelors' program will support the increase of qualified certified teachers in the region.

Recruitment Plan

Skagit Valley College currently has a standard and comprehensive recruitment plan for all bachelors-level programs. This includes information sessions, social media presence, collaborations with marketing and outreach, and bilingual program cards and staff. Given the diverse pipeline of students in existing SVC associate's programs, significant recruiting will occur within the 100 and 200 level courses. The proposed Early Childhood Education degree shows a strong demand for teachers from both regional employers and students. The college also will leverage relationships with K-12, workforce funding programs, and local employers to continue to recruit traditionally underrepresented students into the pathway. The cohort, hybrid model will be a key component in recruiting traditionally underrepresented students. The location and cost will also be marketing tools, as Skagit will have a local, high quality baccalaureate program whose cost will be significantly less than four-year universities in the state. While the program will be selective entry, the admissions committee will be required to complete implicit bias training, and the application itself will consider multiple measures beyond GPA including work experience, multilingualism, and potentially Veteran's status.

Student Support & Resources

The program design will use a cohort model to support working adults, which is a research-based best practice for completion. Students will also receive wrap around support services include new student orientation, new student advising, ongoing advising sessions (group and individual), faculty and staff referrals to campus resources, career planning resources, community referrals, training and support for use of technology, and academic tutoring. The program is affordable and financial aid resources are available. The total cost of the program to the student will be over 30% lower than four-year universities in the region, and significantly lower than at private institutions. Additionally, there is a Retention specialist that tracks student progress and responds to Early Alert

Recommendations. Specialized wraparound support for traditionally marginalized students:

- Financial Support- Beyond a strong Financial Aid department, SVC also has a robust workforce grants program which includes access to TANF, Worker Retraining, Workfirst, and other funds like BFET for tuition, training assistance, and resources.
- English Language learners- Bilingual/ Spanish speaking enrollment services, navigators, financial aid staff, and faculty are available to work with students.
- Accessibility Resources- a dedicated counselor and a support staff work to provide accommodations so students can participate fully.

Support for students specific to the Early Childhood Education program include:

- Dedicated cohorts to improve peer networking and support
- Utilizing a faculty-advising model to develop appropriate academic and career plans
- Select courses taught in both English and Spanish

Skagit Valley College has also implemented structural changes such as a focus on data and faculty professional development. Program-level and course-level completion data, disaggregated by gender and ethnicity, is reviewed annually and compared to the system average to make decisions and develop new initiatives. Additionally, all new faculty go through a year-long Inclusive pedagogy faculty learning community to learn about implicit bias, privilege, antiracism, backwards planning and design, among other topics that have been shown to improve equity and inclusion in and out of the classroom.

Conclusion

The proposed Bachelor of Applied Science in Early Childhood Education closely aligns with Washington State industry needs, SBCTC's goals, and the Skagit Valley College mission. It also meets strategic planning goals, student interests and industry demand. This applied bachelor's degree will build off of a solid foundation of early childhood education principles, inclusive teaching practices, and leadership skills. The program will promote excellence in early childhood education, increase the number of certificated teachers in the region, share and promote best practices in teaching, and develop successful graduates who are practice ready and are engaged in lifelong learning to transform early childhood education. This program will provide access to training for regional place-bound students to engage in a high-demand career in the service district as well as neighboring urban centers. A local Early Childhood Education program at a regional community college would provide more equitable access and a more cost-efficient option for students seeking a career in teaching.

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Attachment 1- Supply/Demand Gap Rubric

College Name: Skagit Valley College		
Program Name: Teaching Certification		
Select one: Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>		
If local demand/supply information is available for the specified degree program and target occupation(s),**		
For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. <i>(Provide absolute numbers, not just percentages)</i>	Occupation	Avg. annual openings
	Elementary School Teachers	7,573
	Kindergarten Teachers	1,287
	Preschool & Childcare Administrators	673
	Total	9,533
For supply gap: Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).	Early Childhood Education Bachelor Degree Programs	2021 Completions
	North Seattle College	65
	Pierce College District	33
	Yakima Valley College	33
	Eastern Washington University	23
	Centralia College	22
	Highline College	22
	Central Washington University	17
	Western Washington University	17
	Grays Harbor College	15
	Green River College	13
	Lower Columbia College	13
	Lake Washington Institute of Technology	11
	Heritage University	2
Total	402	

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

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

Attachment 2- Surveys

Employer Survey

33 Responses

- What is your position?
 - 21% Preschool Representative
 - 6% Childcare Representative
 - 33% District-level representative
 - 6% Human Resources
 - 30% Elementary Principal
 - Other (please specify)

- Do you have anticipated demand for certified teachers in early childhood and/or elementary education?
 - 85% Yes
 - 15% No

- How many certified teachers in early childhood and/or elementary education positions do you currently have open?
 - Total 110

- How many certified teachers in early childhood and/or elementary education positions do you anticipate having open in the next 5 years?
 - Total 302

- Is a bachelor's degree a requirement or preference for this position?
 - 70% Requirement
 - 30% Preference

- Will the proposed bachelor's degree with teacher certification assist you in finding qualified applicants?
 - 92% Yes
 - 8% No

- Which endorsement is most desirable when considering candidates?
 - 44% Early Childhood Education (Preschool-3rd)
 - 56% Elementary Education (K-8)

- If we looked at additional endorsements, which do you need the most?
 - 52% Early Childhood Special Education
 - 28% Bilingual Education
 - 20% English language learner

Student Survey

70 Responses

- Which SVC program did you enroll in?
 - 73% Early Childhood Education
 - 13% Paraeducator

- 5% Associate in Education
 - 5% Certificate Program
- Do you intend to pursue a Bachelor's degree?
 - 96% Yes
 - 4% No
- Do you intend to pursue a teacher certification?
 - 81% Yes
 - 19% No
- Which statement best describes you?
 - 9% I plan to get my associates degree in Early Childhood Education and work (no plans for a teacher certification in the near future)
 - 60% I plan to get my associates degree in Early Childhood Education then enroll in a bachelors program
 - 31% I plan to complete a transfer degree and enter straight into a university program
- If Skagit Valley College offered an applied bachelor's degree with a teacher certification and endorsement in Early Childhood Education, would you consider applying?
 - 96% Yes
 - 4% No