

STATE BOARD MEETING AGENDA

State Board Agency Office: 1500 Jefferson St SE, Olympia, WA 98501

Study Session: Wednesday, October 15, 2025 // 12:15 p.m. to 4:20 p.m. (3rd Floor, Room 3660)
Regular Business Meeting: Thursday, October 16, 2025 // 8:30 a.m. to 12:30 p.m. (Room 1213)

Board Members

Martin Valadez, Chair // Kady Titus, Vice Chair // Chelsea Mason-Placek // Mack Hogans // Ben Bagherpour // Jay Reich // Crystal Donner // Emily Yim // Bernal Baca

Nate Humphrey, Executive Director // Emily Gerding, Executive Assistant

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

Zoom link: <https://us02web.zoom.us/j/82938428242?pwd=e0BTat6uxKrNsorB7pcbactZoDOnSi.1>

October 15 Study Session

Time	Item	Activity/Location
12:15 p.m.	Welcome and Introductions Martin Valadez, Chair	
12:25 p.m.	Land and Labor Acknowledgement Jay Reich, Board Member	
12:30 p.m.	Presentation of Strategic Plan Monitoring Report, Goal 1: Increasing Access and Retention for Equitable Student Success Nate Humphrey, Executive Director Joyce Hammer, Deputy Executive Director, Education Ha Nguyen, Deputy Executive Director, Strategic Initiatives/Chief of Staff	Tab 1 (Discussion)
1:30 p.m.	Presentation of Executive Director Annual Priorities Nate Humphrey, Executive Director	Discussion
2:30 P.M.	Break	
2:45 p.m.	Legislative Session Update Nate Humphrey, Executive Director Arlen Harris, Legislative Director	Tab 2 (Discussion)
3:15 p.m.	Baccalaureate Degree Quarterly Update, Proposed Revision to the Baccalaureate Program Approval Process, and Statements of Need Presentation Nate Humphrey, Executive Director Joyce Hammer, Deputy Executive Director, Education Ken Hang, Policy Associate, Baccalaureate Programs	Tab 3 (Discussion)
5:30 p.m.	Dinner for State Board members, staff, and invited guests	Mercato Ristorante Olympia, WA

October 16 Regular Business Meeting

Time	Item	
8:30 a.m.	Welcome and Introductions Martin Valadez, Chair	
8:40 a.m.	Establish a Quorum and Adopt Meeting Agenda Martin Valadez, Chair	
8:42 a.m.	Approval of Consent Agenda	Tab 4 (Action)
	a. August 2025 Meeting Minutes b. 2026-2027 State Board Meeting dates Resolution 25-10-39 c. Bellevue College – local capital expenditure authority for Parking Garage repairs Resolution 25-10-40 d. Edmonds College – local capital expenditure authority increase for Rainier Place Acquisition Resolution 25-10-41 e. Lake Washington Institute of Technology – local capital expenditure authority for Solar Array Project Resolution 25-10-42 f. Proposed Revision to the Baccalaureate Program Approval Process Resolution 25-10-43 g. Edmonds College – Proposed Bachelor of Applied Science, Behavioral Health Support Specialist Resolution 25-10-44 h. Everett Community College – Proposed Bachelor of Science in Computer Science Resolution 25-10-45 i. Skagit Valley College - Proposed Bachelor of Science in Nursing (RN-BSN) Resolution 25-10-46 j. Lake Washington Institute of Technology – request to sell property at 6505 176th Ave NW, Redmond, Washington Resolution 25-10-47	[Tab 3]
8:45 a.m.	Public Comment	
9:00 a.m.	Capital Project Prioritization Study Recommendation Resolution 25-10-48 Nate Humphrey, Executive Director Darrell Jennings, Director, Capital Budget Eric Murray, President, Cascadia College Jacob Jackson, Vice President for Finance and Administration, Renton Technical College	Tab 5 (Action)
9:45 a.m.	Allocation Model Implementation Timeline Presentation Resolution 25-10-49 Nate Humphrey, Executive Director Stephanie Winner, Director, Operating Budget Ivan Harrell, President, Tacoma Community College Chad Hickox, President, Walla Walla Community College Carli Schiffner, President, Grays Harbor College	Tab 6 (Action)

Time	Item
10:05 a.m.	ACT Report Wendy Bohlke, ACT President
10:15 a.m.	WACTC Report Joyce Loveday, WACTC President
10:25 a.m.	System Unions Report Jacqui Cain, President, AFT Washington Suzanne Southerland, Coordinating Chair, WEA
10:35 a.m.	Financials Update Nate Humphrey Executive Director Choi Halladay, Deputy Executive Director, Business Operations
10:50 a.m.	Executive Director's Report Nate Humphrey, Executive Director
11:35 a.m.	Board Discussion and Chair's Report
	Adjournment Next meeting: December 10-11, 2025 (Virtual)

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

REGULAR ITEM

October 15, 2025

Tab 1

Strategic Plan, Goal 1: Progress Monitoring Report

Increase access and retention among populations who can benefit the most from college. This includes young adults, working adults, low-income people, people of color, immigrants and refugees, individuals with disabilities, LGBTQ+ identifying individuals, rural residents, and single parents. We must be intentional in eliminating inequities in college access and retention for students institutionally marginalized in higher education.

Brief Description

The monitoring report highlights progress toward Goal 1 of the State Board's strategic plan which focuses on advancing student success, equity, and access across Washington's community and technical college system. It encompasses initiatives that improve financial aid completion, expand dual credit opportunities, and strengthen career and technical education pathways. The goal also supports faculty development, inclusive teaching practices, and the integration of innovative tools like AI and Open Educational Resources. Additionally, it emphasizes addressing student basic needs and enhancing data systems to inform equity-driven strategies and institutional improvement. However, challenges such as delayed high school data, limited personnel equity metrics, and rising student housing and food insecurity have impacted progress and highlight areas for continued improvement. Next steps for accelerating student enrollment and retention include increasing the financial aid completion rates, scaling the system's Guided Pathways implementation efforts, investing further in AI, and ensuring systemwide accessibility supports.

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

The monitoring report on Goal 1 is directly linked to the State Board's Strategic Plan by increasing access and retention among populations who can benefit most from college, with a strong emphasis on eliminating institutional inequities in higher education. This goal is supported by five key objectives and twenty strategies that span efforts to enroll more diverse students, support faculty and staff diversity, implement equity-driven policies, expand online learning tools, and address students' basic needs such as housing, food, and mental health services.

The initiatives described under Goal 1—such as FAFSA/WASFA outreach, dual credit expansion, professional development for faculty and staff, and the Student Basic Needs Survey—are all examples of how SBCTC is operationalizing its strategic priorities. The strategic plan's vision is reflected throughout Goal 1's implementation, reinforcing SBCTC's commitment to transforming lives through inclusive and equitable education.

Background information and analysis

Goal 1 builds on years of strategic planning and legislative action, including the implementation of Guided Pathways, expansion of dual credit programs, and targeted financial aid outreach. The monitoring report process—now a regular feature of State Board meetings—has helped surface

challenges such as delayed high school data and limitations in equity metrics, while also showcasing promising practices like the ASAP advising model and AI-supported accessibility tools.

The report highlights substantial progress across multiple fronts. FAFSA/WASFA completion rates have improved due to targeted outreach and strategic partnerships, particularly in regions with historically low application rates. Dual credit programs like College in the High School and CTE Dual Credit have expanded significantly, with policy changes eliminating student fees and increasing participation among underserved students. Faculty and staff initiatives, such as the Faculty and Staff of Color Conference and ATL conferences, have supported professional development for all faculty and staff. Guided Pathways implementation has led to measurable gains in advising and retention, while innovations in AI, OER, and accessibility are helping bridge digital divides. Finally, data from the Student Basic Needs Survey and Affordable Housing Study have informed strategies to address food and housing insecurity, reinforcing the system's commitment to equity and inclusion for all students.

In addition, the strategic plan monitoring report includes several policy and legislative implications that shape both current implementation and future direction for Washington's community and technical college system. One of the most direct legislative links is Senate Bill 5194, which allocated funding for faculty positions with a focus on increasing faculty diversity. Additionally, House Bill 1273 extended the Career and Technical Education Dual Credit Pilot Program, enabling further expansion of student participation and credential attainment through targeted funding administered by SBCTC.

The report also highlights the importance of aligning system strategies with federal and state mandates, such as the U.S. Department of Justice's updated Title II ADA requirements, which now specify clear expectations for web accessibility. In response, SBCTC is evaluating tools like an AI-powered PDF remediation system and a new accessibility checker in Canvas to ensure compliance and scalability.

Lastly, the monitoring process itself is structured to support legislative engagement. This includes showcasing data on FAFSA completion, faculty diversity, and student basic needs—metrics that are often used to justify budget requests and policy proposals.

In summary, Goal 1 is not only operationalized through college strategies, but it is also deeply intertwined with legislative actions and policy frameworks that influence funding, compliance, and equitable outcomes across the system. It also strengthens the Board's ability to make data-informed policy and budget decisions that support equity and sustainability.

Recommendation/preferred result

The system has made significant progress through initiatives such as FAFSA/WASFA outreach, dual credit expansion, faculty and staff development, and the implementation of Guided Pathways and AI-supported teaching resources.

Despite these gains, challenges remain. Completion rates are still recovering from the pandemic-era decline, and issues such as delayed high school data, limited equity metrics, and persistent student basic needs insecurity continue to impact progress. The report recommends maintaining and increasing funding for essential student success components, including advising reform, accessibility infrastructure, and basic needs support. Strategic planning for legislative engagement and external partnerships will be critical to sustaining momentum and achieving long-term outcomes.

Policy Manual Change Yes ☐ No ☒

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STRATEGIC PLAN PROGRESS: GOAL 1

Increase access and retention among populations who can benefit the most from college. This includes young adults, working adults, low-income people, people of color, immigrants and refugees, individuals with disabilities, LGBTQ+ identifying individuals, rural residents, and single parents. We must be intentional in eliminating inequities in college access and retention for students institutionally marginalized in higher education.

Objectives

- **Objective 1.1:** 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.
- **Objective 1.2:** Recognizing that student success depends on the quality of college employees, support colleges in their efforts to attract and retain expert and diverse faculty and staff.
- **Objective 1.3:** Implement actions and policies that produce equitable outcomes.
- **Objective 1.4:** Use state-of-the-art online learning tools to enable students to better balance work, college, and life.
- **Objective 1.5:** Promote college actions to help meet students' basic needs, including housing, food, childcare, and mental health services.

Executive Summary

This monitoring report outlines the progress towards Goal 1 of the State Board's strategic plan aimed at ensuring equitable access and retention for Washington's community and technical college students. The aim of Goal 1 is to increase access and retention for populations who can benefit the most from college and to be intentional in eliminating inequities in college access and retention for students underserved¹ in higher education.

Substantial work was completed that addressed key challenges and priorities for improving student success and equity. FAFSA completion rates have risen due to targeted communication, strategic partnerships, and a deeper understanding of challenges faced by financial aid staff, resulting in notable gains among low-income students. Colleges have improved coordination across programs such as College in the High School, CTE Dual Credit, and Running Start, thereby expanding access to dual credit opportunities and translating into significant increases in participation while working to eliminate silos and enhancing student access despite ongoing funding challenges. A partnership with OSPI has developed tailored advising and pathway design for Native students.²

¹ "Institutionally marginalized" students are those who face persistent barriers to access, participation, or success because of institutional policies, settings, or practices. These students may be disadvantaged by factors such as socio-economic status, disability, first-generation status, language, access to prior education, or location.

² Governed by Title VI, Part A of the Elementary and Secondary Education Act and WAC 392-800-810.

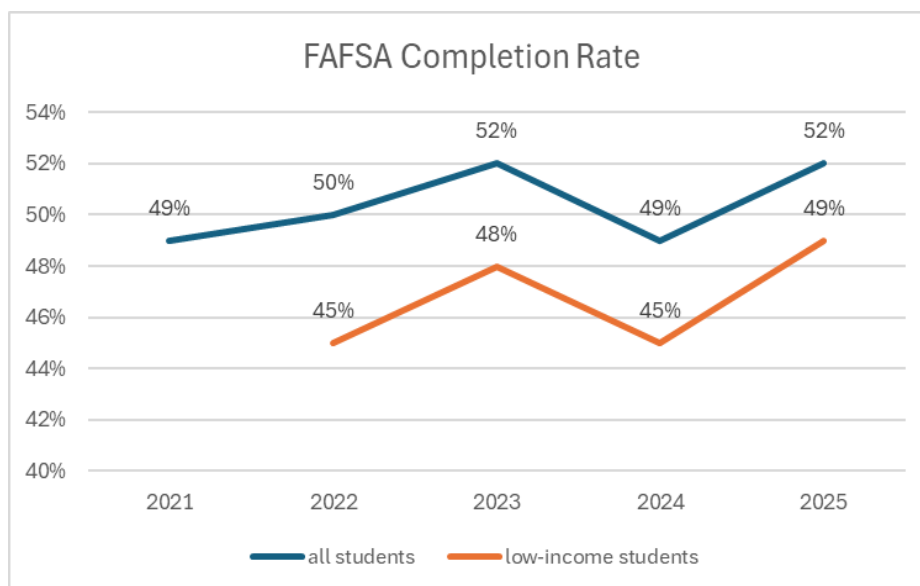
Innovations in AI, OER, and accessibility are being explored to expand access to all students. Finally, findings from the Student Basic Needs Survey and Affordable Student Housing Study have guided strategies to address housing and food insecurity.

Accomplishments and Outcomes

Objective 1.1

Aim Higher Training Steering Committee. This committee is made up of numerous agencies, including the Washington Student Achievement Council (WSAC) as part of [Aim Higher Washington](#) to address ways to improve the completion rates for the Free Application for the Federal Student Aid (FAFSA) and the Washington Application for State Financial Aid (WASFA) and increase students' interactions with the financial aid process. The committee meets quarterly to coordinate outreach, training events, and digital resources, including a [Financial Aid Toolkit](#), with K-12 schools and community organizations such as libraries and community-based non-profit organizations. With a more strategic and coordinated effort to provide FAFSA/WASFA information across the various constituency groups and educational sectors, the overall goal is to increase financial aid applications over current rates, which are among the lowest in the country.

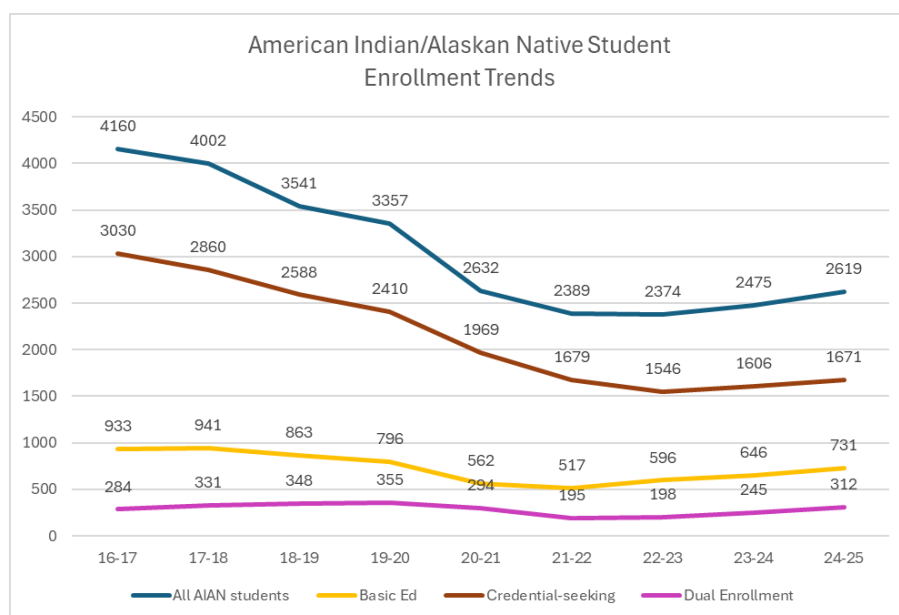
Financial Aid Outreach and Completion Pilot Program. The Washington State Legislature in 2022 launched the Financial Aid Outreach and Completion Pilot Program through 2SHB 1835 to boost financial aid awareness and application completion among students. Initially focusing on the two Education Service Districts (ESDs) with the lowest financial aid completion rates from 2019 to 2021 — ESD 114 (north Olympic Peninsula and Kitsap Peninsula) and 123 (southeast Washington) — the program expanded in 2022-2023 to include ESD 113 (Capital Region). The program employs various intervention strategies such as high-touch support, case management, and community and family engagement. Through 2SHB 1835, the program fosters collaboration between higher education institutions, K-12 partners, and community-based organizations aiming to close equity gaps and enhance access to postsecondary education for underserved students. The chart below illustrates how the strategies above have resulted in increases in financial aid application completion rates:



Native Student Pathways with the Office of the Superintendent of Public Instruction (OSPI): Native Students are defined as members of federally recognized Tribes. In 2024, the Tribal Government Affairs Department convened a working group composed of representatives from OSPI Office of Native Education, Environmental Literacy, and CTE along with SBCTC staff. Focused on the Tribal Stewards Program, a consortium of six colleges and five Tribes, the group mapped CTE Dual Credit, College in the High School and Running Start articulation agreements and CTE frameworks between participating colleges and Title VI and Tribal Compact Schools. The group also identified needs and opportunities to strengthen pathways for members of federally recognized Tribes to access community and technical colleges. The identified needs included: 1) adopting Maximum Representation, or the processes of including every student's tribal affiliation(s), race(s), and/or ethnicity(ies) throughout data collection, analysis, and reporting, to ensure we are accurately counting Native students in our SBCTC data systems and reflecting the unique political status of Tribal Nations. 2) Developing a government-to-government training model for College Administrators and Staff to support K-12 partnerships, and 3) Engaging faculty and K-12 teachers through professional development and curricular redesign that supports Native student success and persistence in K-12 to college pathway.

Government-to-Government: From 2023 to 2025, the Tribal Government Affairs Department convened a series of government-to-government summits with community and technical colleges to provide guidance on building and sustaining respectful relationships with local Tribes in Washington State and with local tribes that have traditional territories in the state. These summits emphasized the importance of Tribal sovereignty and offered colleges practical strategies for establishing formal government-to-government partnerships. Attendance at the summits grew significantly, from 42 participants at the first convening to more than 135 participants by 2025. A key outcome of the summits was the recognition of the need for stronger K-12 alignment and clearer degree pathways for Tribal students. As a direct result of this work, two colleges (Seattle Colleges and Spokane Colleges) created new Tribal Liaison positions to support relationship building and student success.

Native Student Data



The Career and Technical Education (CTE) Dual Credit Pilot Program. A proviso ([ESSB 5187](#)) was funded by the Washington State Legislature in June 2023 to increase career and technical education dual credit participation and credential attainment in professional-technical programs. The project leadership team – comprised of representatives from SBCTC, Office of the Superintendent of Public Instruction, Career Connect Northwest (CCNW) at Educational Services District (NWESD) 189, and partner colleges – made a strategic decision to focus first on building and strengthening system structures and capacity in CTE Dual Credit. The project goals include creating robust CTE Dual Credit pathways leading to postsecondary enrollment, establishing articulations within existing career pathways that lead to industry-recognized credentials and postsecondary attainment, implementing standardized tools and approaches for seamless regional and statewide articulations and policies, and integrating equity and student success throughout.

Under [HB 1273](#), passed during the 2025 legislative session, the Washington State Legislature funded an extension of the pilot for up to two years to increase student participation and credential attainment with funding administered by SBCTC. Three additional community and technical colleges were selected to participate with funding used for student cost subsidies, outreach, curriculum alignment, and necessary equipment and supplies.

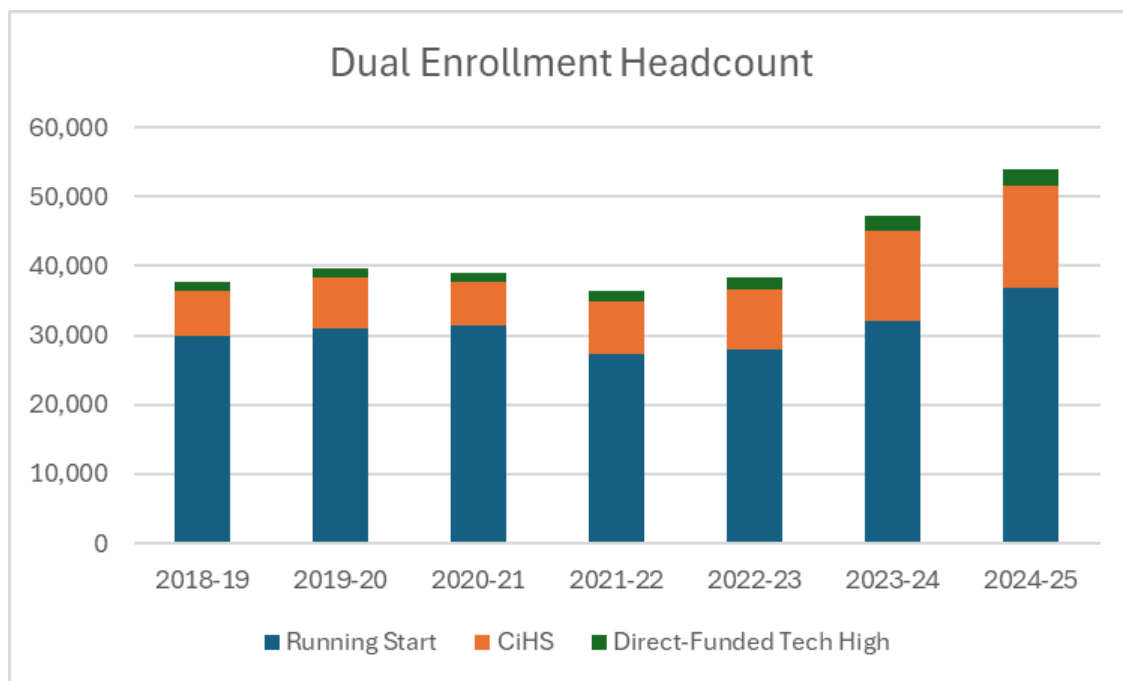
National Dual Credit Policy Cohort 2025-2027. SBCTC received a two-year grant by the [College in the High School Alliance](#) with support from ECMC Foundation, Joyce Foundation, and Strada Education Foundation to join the Next Phase of Dual Enrollment Policy Cohort, work with national experts develop action plans to enhance dual enrollment policies and increase access to college courses for students in high school. Part of this work includes efforts to remove financial barriers to student participation in all dual credit programs, specifically College in the High School (CiHS) dual credit programs. This work also includes improving data quality for CiHS and ensuring long-term stability and equitable expansion of CiHS given challenges with the existing funding structure enacted under [2SSB 5048](#) for community and technical colleges.

Eliminating College in the High School fees. House Bill [2SSB 5048](#) eliminated fees for all students participating in CiHS while still providing funds for college costs to deliver and expand course offerings. CiHS enrollment increased by 72% since implementing the law. Participation by historically underserved students of color (HU-SOC) more than doubled, improving access to affordable higher education for over 3,000 students and giving them a head start toward a degree.

Enrollment in all three dual enrollment programs has increased over pre-pandemic levels. From 2018-19 to 2024-25 school years:

- Running Start grew from 30,008 to 36,738 students.
- College in the High School (CiHS) grew from 6,446 to 14,806.
- Direct-funded technical high school dual enrollment grew from 1,223 to 2,476.

Students enrolled in dual-credit programs



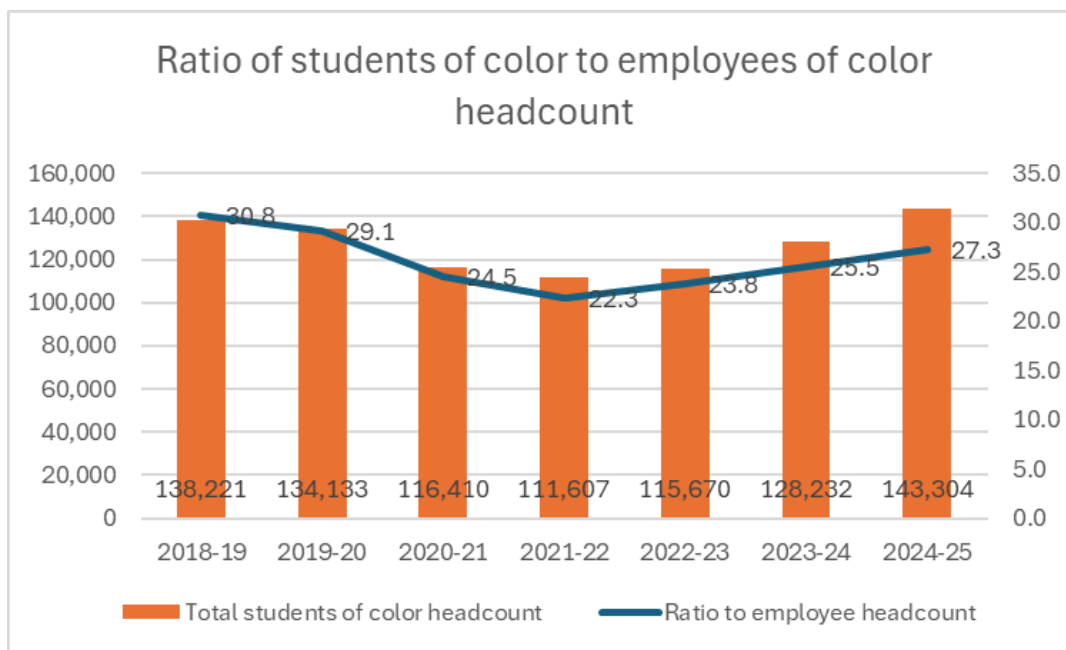
Objective 1.2

Supports and advocacy for the annual Faculty and Staff of Color Conference (FSOCC) and the Students of Color Conference (SOCC). SBCTC and WACTC commits \$25,000 annually to support FSOCC and SOCC in which all administrators, faculty, staff, and students in the CTC system may participate. Each conference welcomes approximately 250 to 450 attendees annually. FSOCC provides professional and career development for administrators, faculty, and staff to enhance institutional climate, access, and quality of higher education. SOCC offers strategies for students to become active proponents of their own education and to leverage opportunities for students to become agents of change.

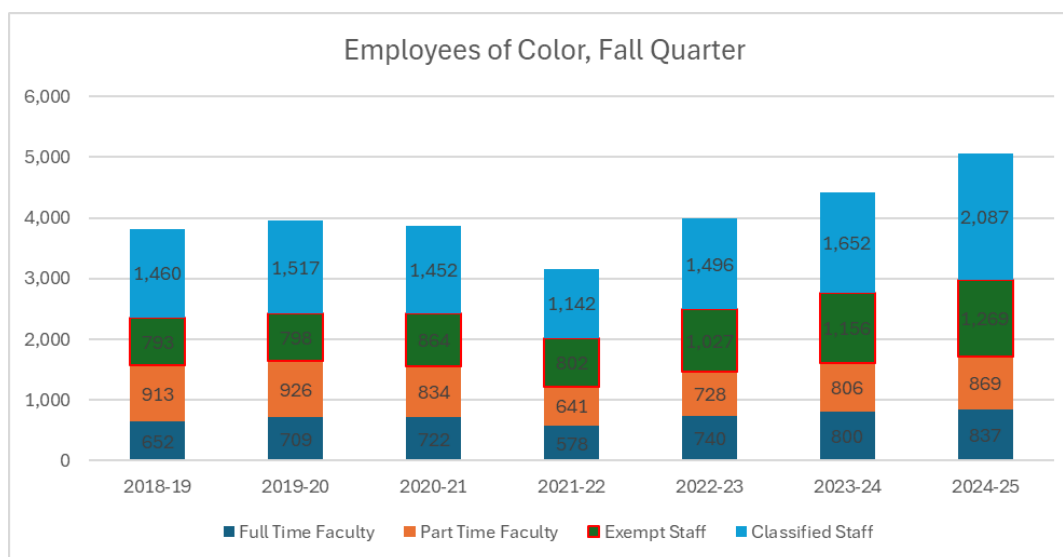
Assessment Teaching and Learning (ATL) conferences. These two-day events bring together approximately 250+ faculty members and teaching and learning professionals from community and technical colleges in Washington State to discuss topics in assessment, teaching, and learning. The conferences provide opportunities for participants to learn about the latest research and practices in teaching and learning, share best practices and strategies for using assessment data to inform instruction, create a collaborative space for participants to network and learn from each other, and promote a culture of continuous improvement in teaching and learning. The Faculty Learning Experience Badging program recognizes faculty who are committed to professional growth and can be awarded badges through Canvas Credentials, a badging system through a [Flex Canvas Site](#). Topics at the recent ATL conference included Artificial Intelligence's (AI) role in transforming teaching and learning with additional training provided within the rapidly evolving field of generative AI.

The ratio of faculty and staff of color to students of color decreased from 30.8 in 2018-19 to a low of 22.3 in 2021-22. The ratio since increased to 27.3 in 2024-25 but remains disproportionately lower than the number of students of color, This ratio is affected by the significant increase of total student of color headcount from 2021-2025, namely a 28.4% growth.

Ratio of students of color to employees of color



Faculty and Staff Diversity Data



Objective 1.3

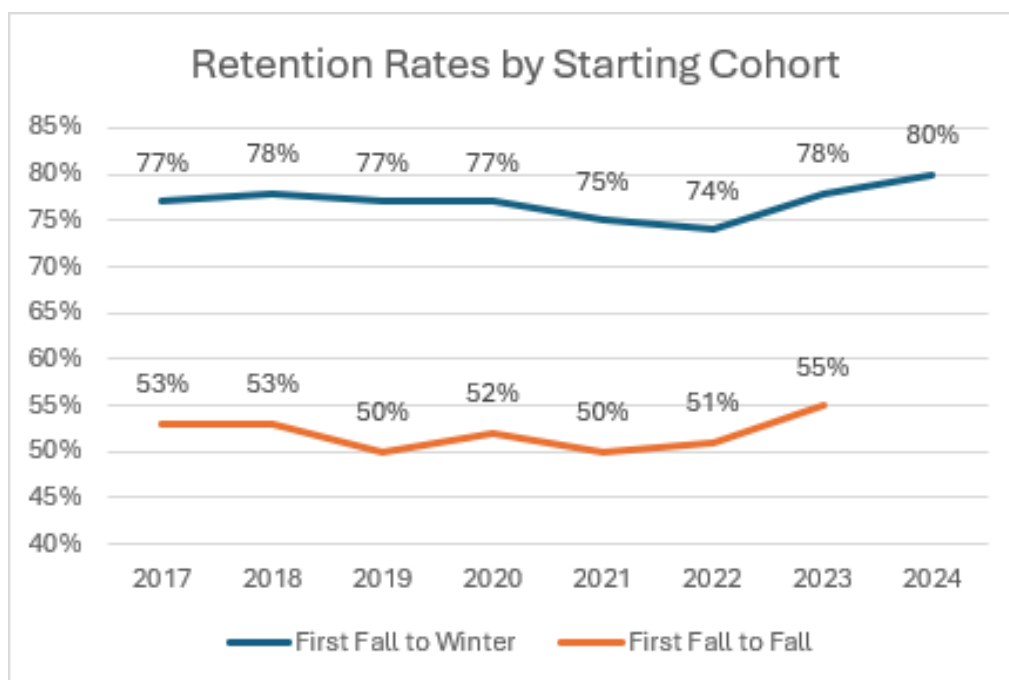
Guided Pathways Framework. Guided Pathways is a student-centered framework grounded in equity-minded practice designed to increase and diversify the students and communities accessing and earning high-value community and technical college credentials. The systemic institutional approach focuses on the construction of a transparent, structured educational experience that effectively engages each student from point of entry to attainment of high-quality postsecondary credentials and careers. To support equitable outcomes for students, the Student Success Center team has implemented the following trainings to support Guided Pathways strategies at the colleges:

- **Quarterly career and employment services leadership and staff:** Partnership with Student Services to host quarterly convenings for career and employment services leadership and staff to connect, network, and engage in professional development since the Career and Employment Services Council was sunset.
- **First-Year Experience Community of Practice:** A year-long project supporting colleges as they adopt or expand student success and advising platforms (e.g., ConexED) to strengthen Guided Pathways implementation. Participating colleges receive funding, coaching, and a collaborative Community of Practice focused on sustainable, equity-centered advising systems that guide students from entry to completion.
- **Placement reform:** A cohort of 6–9 colleges that share and learn from one another as they examine and revise placement practices. The goal is to ensure all eligible students enroll directly in college-level courses and to move toward consistent, transparent practices across colleges.
- **Advising Early Adopter Community of Practice:** A year-long project supporting colleges as they adopt or expand student success and advising platforms (e.g., ConexED) to strengthen Guided Pathways implementation. Participating colleges receive funding, coaching, and a collaborative Community of Practice focused on sustainable, equity-centered advising systems that guide students from entry to completion.
- **Advising Summer Institute:** Washington’s first statewide Advising Summit in summer 2026 will convene academic advisors, career counselors, navigators, success coaches, Guided Pathways leads, and frontline staff. This summit will center the critical roles these professionals play in student success and institutional transformation.
- **Assessment practices in student services:** Support for the Washington State Student Services Commission (WSSSC) in advancing assessment and accreditation priorities. The Policy Associate for Student Success and Pathway Navigation work with the WSSSC executive team to determine scope and next steps.

The trainings outlined above have supported an increase in adoption of critical Guided Pathways practices across the system. The following chart illustrates this growth:

Practice	2022	2024
Mandatory orientation	17	29
Mandatory First Quarter Advising	22	25
Educational Plan within first quarter	10	12
Mandatory first-year experience course	11	12
Early program related course taking	17	20
Mandatory ongoing advising	8	15
Caseload advising by field	22	25
Scheduling for on-time completion based on educational plans	1	5

While these strategies are in the early stages of adoption, impact is visible in key metrics for early advising. Retention rates for non-dual-enrolled credential-seeking students from first fall to winter quarter and first fall to second fall are above pre-pandemic levels, with gains from 77 percent to 80 percent and 53 percent to 55 percent respectively.



Additional advising models and approaches. This work included the [Accelerated Study of Associate Programs \(ASAP\)](#). In 2023, Washington state, via SBCTC and WSAC, was one of five states selected from a competitive RFP process to participate in the ASAP Learning Community, exploring the

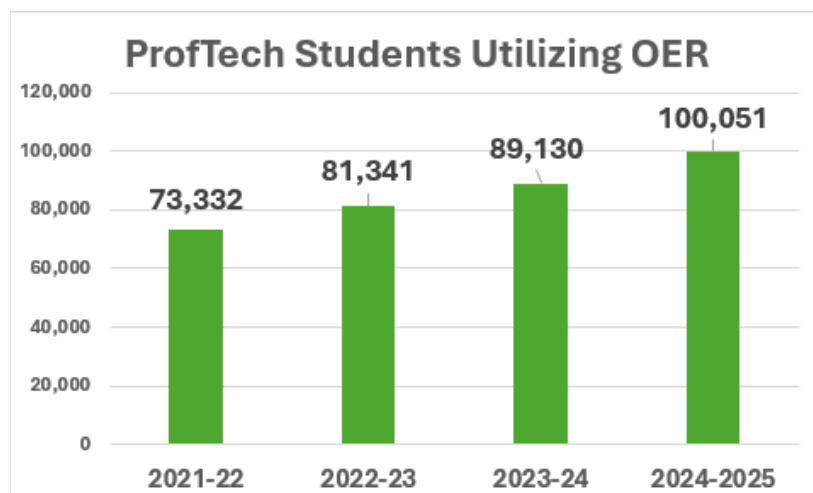
readiness and feasibility of bringing the ASAP model to two-year colleges in Washington. The ASAP model is a program for enrolled, full-time postsecondary students intended to accelerate their time to completion. It focuses on high-touch advisement and wraparound services to propel students toward graduation. SBCTC staff selected two colleges and one community college district to explore the feasibility of the ASAP model for wide-scale adoption in the state and found that though limited resources impacted the implementation, there were promising practices worthwhile to explore further. Securing additional funding opportunities and socializing the complementary nature of Guided Pathways and ASAP are also the focus moving forward.

Objective 1.4

Centralized Artificial Intelligence (AI)-supported teaching resources for faculty. The Student Success Center is focusing faculty professional development efforts on using AI to inform teaching and learning practices. Teaching AI literacy for instructors, using AI to support instructional planning and lesson design, and aligning AI tools with faculty vision for teaching. Sample AI assignments through an [AI Assignment Repository](#) allow faculty to find and share high-quality Open Educational Resources (OER) to enhance teaching and learning experiences.

Working with professional development groups. Our collaborative leadership and work with eLearning Council workgroups and the Faculty Developers Community of Practice actively support Objective 1.4. These groups identify effective technologies, share evidence-based practices, and provide faculty with professional learning opportunities that strengthen high-quality online teaching and learning across the system.

Open Educational Resources (OER) textbooks for professional-technical programs. Made possible through a \$1.8 million Fund for the Improvement of Postsecondary Education (FIPSE) grant from the US Department of Education and four years of collaboration with a dedicated team of faculty authors, peer reviewers, consultants, editors, and staff, this project marks an important step forward for open education in professional-technical programs. Six new OER textbooks were developed and are now available for use by all colleges. Each of the textbooks are openly licensed, meaning they are free for anyone to keep, share, and adapt. They can be read online, downloaded as PDFs, or integrated directly into Canvas. The chart below shows the increase in number of students in professional-technical classes that incorporate OER.



Addressing accessibility through professional development and remediation. The SBCTC continues to offer its Accessibility Micro Courses through Canvas, enabling learners to earn the Accessibility Proponent Badge upon successful completion of five courses. Beginning in the winter quarter, an additional module will be introduced, focusing on the creation of accessible fillable forms using Microsoft Word and Adobe Acrobat. In parallel, the agency's Americans with Disabilities Act (ADA) Project Title II team, in collaboration with the Information Technology Division, is exploring an AI-powered PDF remediation tool to provide a scalable accessibility solution for colleges.

These efforts are critical in helping our system meet the US Department of Justice's updated Title II requirements under the ADA, which now specify clear expectations for web accessibility. A summary of Web Accessibility and ADA Title II compliance in 2025 for the system includes all 34 colleges identifying Accessible IT coordinators with 375 individuals completing their [Accessibility Proponent badge](#) which means they passed 5 of 8 accessibility modules hosted by SBCTC. Engagement with these training modules have increased significantly in the last 6 months as colleges plan for compliance with the ADA Title II requirements. In addition, 4 training sessions on accessible math will be offered by SBCTC in October 2025 for STEM faculty. At this time, over 100 people have registered for each session.

Objective 1.5

Student Basic Needs Survey. Thirty-three colleges and the public 4-year universities participated in the 2024-25 iteration of a biennial statewide survey of student basic needs (one college administered a separate basic needs survey). This survey was administered by WSAC in a close partnership with Western Washington University and SBCTC. Colleges were provided with response data for their own students to help inform planning and enhancements to basic need resources and outreach to their students. Many are using the data to better understand food insecurity on their campuses and how to partner better with community partners. Some examples include:

- Skagit Valley College applied for and received a WSDA Resiliency Grant for \$100,000 that is going to support food access on campus. They also used their basic needs survey data to apply for the USDA TEFAP grant for food and meal plans on campus.
- Peninsula College is working on becoming an electronic benefits (EBT) retailer to support access to food on campus for students receiving SNAP benefits.
- Bates Technical College and Pierce Colleges have established good roots lockers that provide 24-hour food access to students, including fresh produce. Pierce just had their ribbon cutting on 9/22.
- Spokane Falls Community College has implemented a new effort called "who are our students". This event helps new hires at the college better understand the students they are working to serve and how they can access supports.
- Bellingham Technical College has a local produce recovery program with Harvest Season - Twin Sisters Markets and has helped with distributing 1,589 pounds of produce to students.

SBCTC will administer the survey to community and technical college students in future years, maintaining the biennial format (the next survey will be in 2026-27), and enabling a longitudinal

analysis of student basic needs and adequacy of and access to resources. The full report, including data from the public 4-year institutions, is [available from WSAC](#). The results of the 2024-25 survey will be developed into a dashboard for public use in spring 2026 and updated with data from future survey iterations.

Affordable Student Housing Study. The 2024 Washington State Legislative adopted a budget proviso to fund a study of low-income housing opportunities on community and technical college campuses. The study explored whether state investment in low-income student campus housing would help to address local community affordable housing shortages. SBCTC contracted with a research firm, ECONorthwest, to conduct this study. ECONorthwest and its subcontractors completed market analysis, exploratory site analysis, qualitative data collection, design modeling, and cost assessment. The final report was shared with the State Board during the June 11, 2025, study session and included the following key findings:

- Housing needs are widespread but vary in intensity and form.
- Local rental markets are a major barrier to stability.
- Some campuses may have viable land, but few are prepared to move forward.
- Providing affordable housing is not financially feasible without state support.

Next Steps and Recommendations

Objective 1.1

Outreach to high school students to increase FAFSA completion was impeded somewhat in 2024-25 due to the late release of high school student directory information from OSPI. The expectation is that the annual data release will occur much earlier in future years, and colleges are developing strategies to maximize the effectiveness of this valuable data.

Developing access to CTE dual credit will be a priority for 2025-26. As part of this work, we will continue to work with partner agencies to develop efficient tools for students to apply CTE classes for college credit and enhance advising related to CTE dual credit.

We are working with a committee of colleges to develop models to implement course sharing technology in ctcLink and inform course sharing pedagogy and practice. Developing course sharing strategies will generate more opportunities for students to access wider ranges of courses and programs and increase access to career and transfer pathways.

Objective 1.2

Develop equity metrics and indicators for tracking pathways to tenure and administrative positions, new hires, and new positions or changes in ratios of employee groups.

Select or develop user-friendly data tools that are accessible to departments and researchers as appropriate. Offer training for the proper use of data tools and for the analyses and application of the data they generate.

Apply a broadly inclusive equity lens to move beyond individual demographics and examine long-term institutional trends.

Employ longitudinal analysis to track individuals and positions over time to understand movement within the colleges and career trajectories of various employee groups.

Engage partners early in data collection strategies, data analysis methods, and research protocols. Include equity leaders, institutional research staff, human resources representatives, employee groups, and others in planning and feedback processes to ensure that tools and analyses meet stated goals.

Operationalize equity reviews as a routine element of personnel reviews, new position creation, and hiring and onboarding strategies.

Develop a professional development opportunity for new faculty to meet the evolving changes of teaching and learning in today's community and technical college classrooms, and in alignment with Guided Pathways efforts.

Objective 1.3

Maintaining the momentum of Guided Pathways as a foundation for student success will continue to be a priority. In addition to supporting the initiatives under Guided Pathways discussed above, the Student Success Center will continue to respond to needs identified by college support staff and instructional faculty.

We recommend further study into developing aspects of the [ASAP](#) program to support students to on-time completion. We will work to develop partnerships and funding opportunities that focus on research-proven strategies in advising, tutoring, and access.

Objective 1.4

Prioritizing innovative solutions to expand course sharing, the development of OER resources (particularly for professional-technical programs), and resourcing work to support faculty and staff in harnessing the potential of AI in student support and instruction solutions. These innovations harness technology to expand access to our most financially and geographically vulnerable students and increase accessibility to all services and instruction for students with disabilities.

Potential adoption and rollout of a new accessibility checker tool in Canvas, should it better meet the needs of faculty. Additionally, we must assess the technical support capacity required to host an AI-powered PDF remediation tool, if adopted, and evaluate the associated costs of implementing new tools that offer the potential to automate and scale accessibility efforts.

Objective 1.5

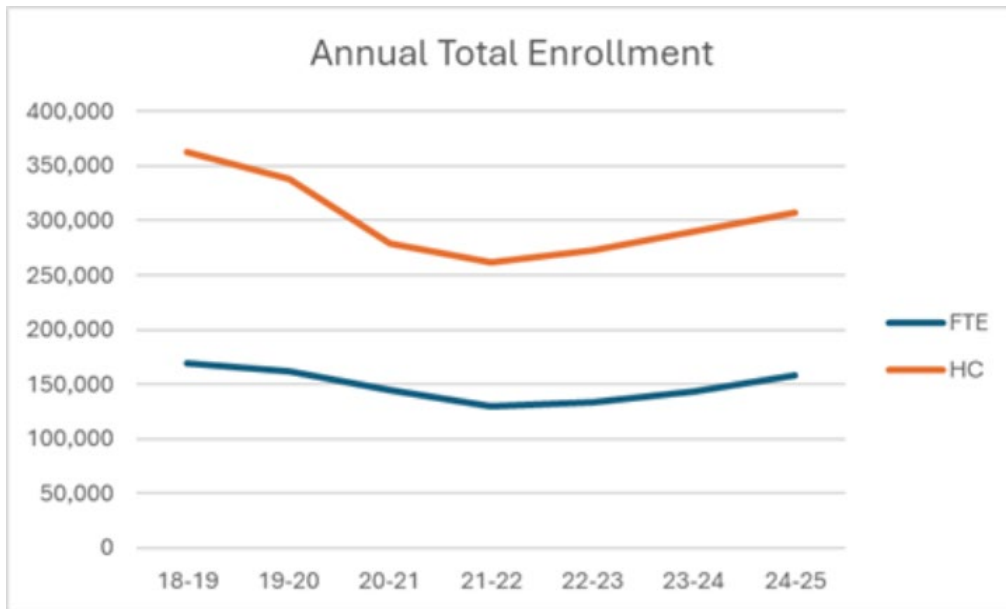
Colleges will be receiving their data from the 2024-25 Student Basic Needs Survey. We will work with colleges to help them analyze the needs reported by their own students and develop college, regional, and system level strategies to respond. We recommend prioritizing student basic needs response at the legislative level to ensure adequate resources exist at colleges to help students access critical and essential resources to be able to attend college.

Additional metrics

Enrollment by headcount, FTE, and program type

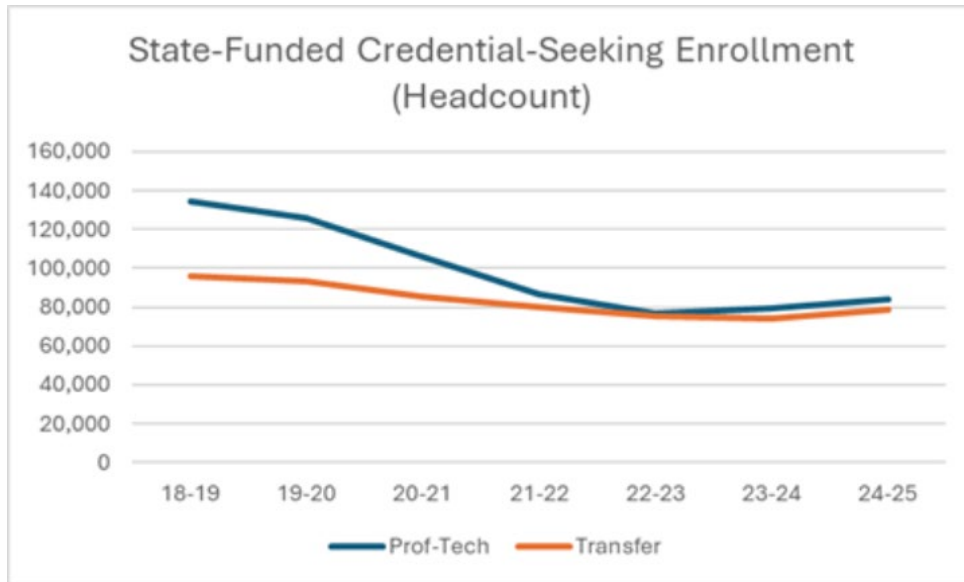
Last spring was our tenth consecutive quarter of year-on-year enrollment growth. Since our enrolment nadir in 2021-22, we regained 45% of the headcount and 70% of the FTE lost during that year.

The graph below shows systemwide annual total enrollment from the 2018-19 school year to the 2024-25 school year.



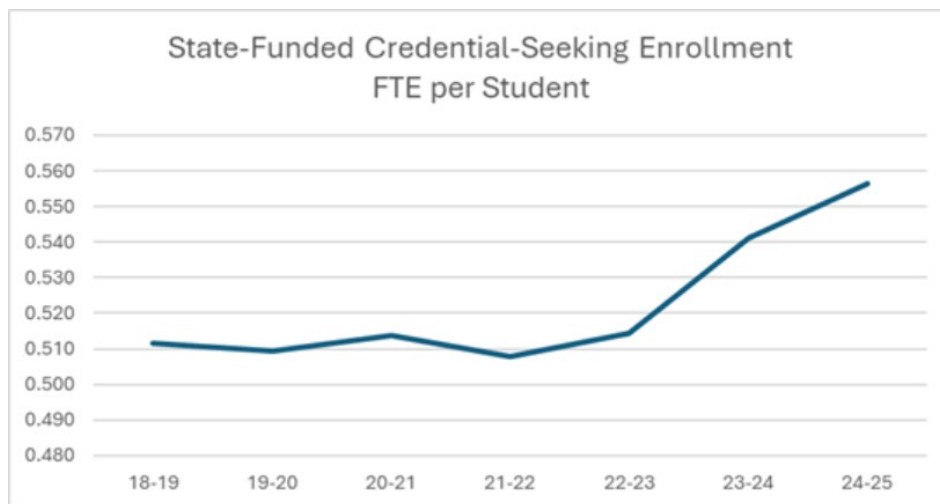
The chart shows a steady decline in enrollment headcount and full-time equivalent (FTE) from the 2018-19 school year. The decline hit its lowest point in the 2021-22 school year because of the Covid-19 pandemic and associated lockdowns. Enrollment since has steadily increased. Much of the enrollment recovery has been driven by increases in dual enrollment and recovery in basic skills. Credential-seeking, non-dual credit enrollment growth has been slower to recover, but last year made solid gains in both transfer and professional-technical pathways.

The chart below shows state-funded credential-seeking enrollment by headcount. Headcount is used here to show how community and technical colleges are contributing to the Washington state 70% credential attainment goal.



The chart shows a steady decrease in enrollment from the 2018-19 school year, with 2022-23 as the lowest year. Enrollment in subsequent years trended upward.

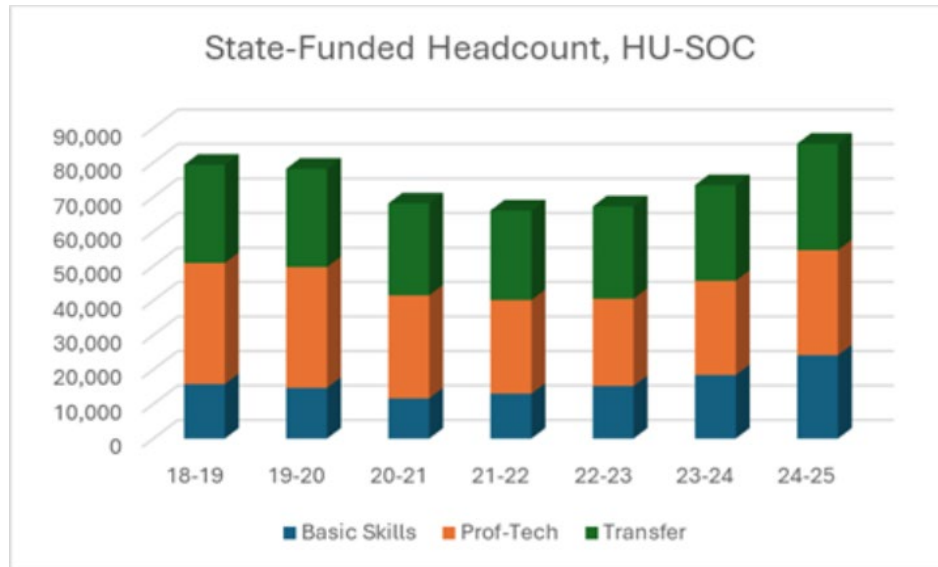
Also of note are significant jumps in FTE per student in the last two years, as students are returning for higher credit loads, which equate to faster completion. The chart below shows state-funded credential-seeking enrollment by FTE per student.



The chart shows an enrollment rate beginning in the 2018-19 school year holding steady at about 0.510, but increasing rapidly following the 2022-23 school year, ending just below 0.560.

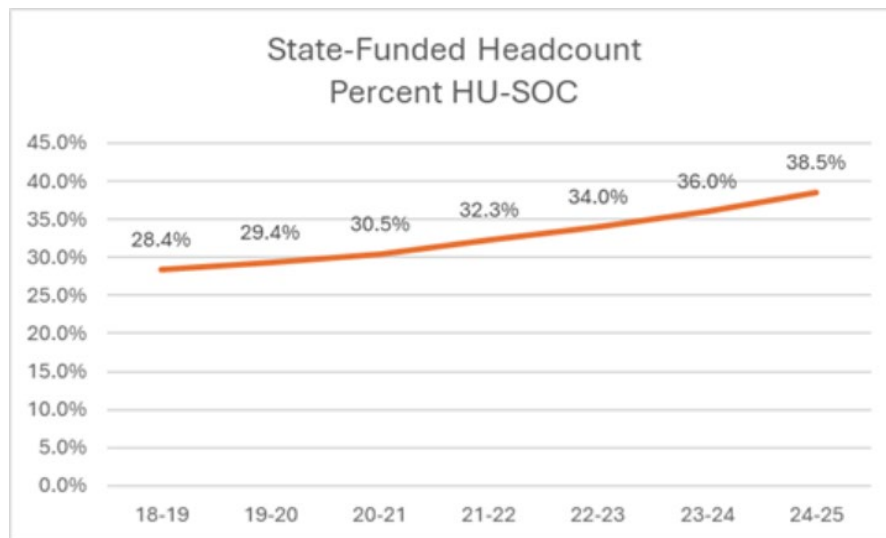
The next chart shows enrollment by historically underserved students of color (HU-SOC). Note that state-funded enrollment is used here to remove the effect of Running Start and College in the High School, which have eligibility requirements for participation that skew the data but reflect pre-enrollment equity factors unique to the K12 system.

The next chart shows the headcount of state-funded HU-SOC from 2018-19 to 2024-25 broken down by enrollment in basic skills, professional-technical, and transfer programs.



Overall state-funded headcount of HU-SOC in the 2024-25 school year exceeded pre-pandemic levels (2018-19) by 14.8%. That was led mainly by growth in Basic Education for Adults and transfer programs, while enrollment by HU-SOC in professional-technical programs remains below pre-pandemic levels. It is promising to see HU-SOC enrollment in transfer pathways increasing as that has historically lagged significantly behind HU-SOC enrollment in professional-technical programs. Professional-technical programs were also hit harder in the pandemic, but the pace of recovery in HU-SOC in these programs is strong (about 2,000 students from 2022-23 to 2023-24, and 3,000 students from 2023-24 to 2024-25).

The next chart shows the percentage of state-funded headcount of HU-SOC as steadily increasing from 28.4% in the 2018-19 school year to 38.5% in the 2024-25 school year.

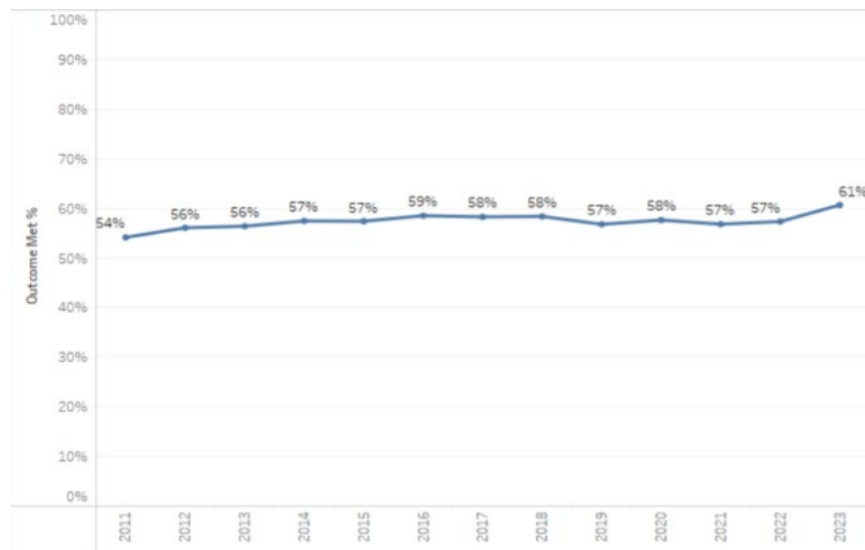


Even through the pandemic, we have seen the percentage of state-funded students who are HU-SOC steadily increase, even while overall enrollment levels fell. White student enrollment dropped

significantly during the pandemic at rates higher than HU-SOC enrollment. However, as we see enrollment recovering, the percentage of HU-SOC continues to grow, showing that community and technical colleges are an increasingly popular choice for new and returning students of color.

Fall-to-fall retention rate

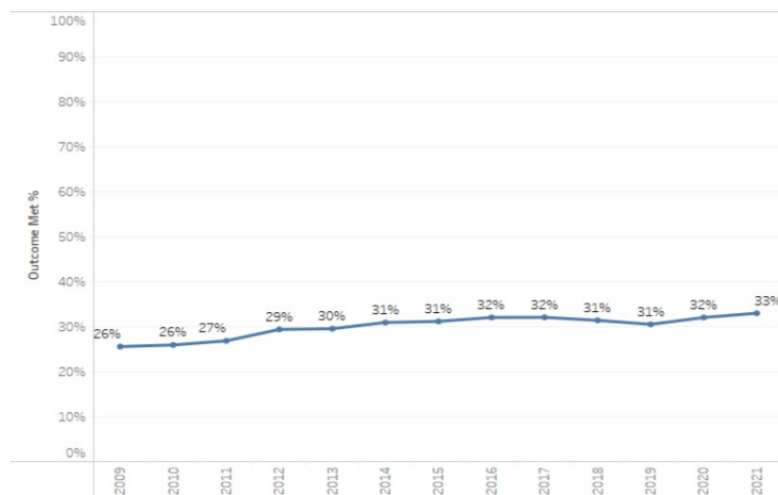
The chart below shows the fall-to-fall retention rate for credential-seeking students by year of starting cohort.



Since 2011, the fall-to-fall retention rate has held steady in the mid-50% range until its peak at 61% with the cohort of students starting in fall 2023.

Annual completion (graduation) rates

The chart below shows the **three-year completion rate** for credential-seeking students by year of starting cohort (for students starting in fall quarter to allow for more recent data).

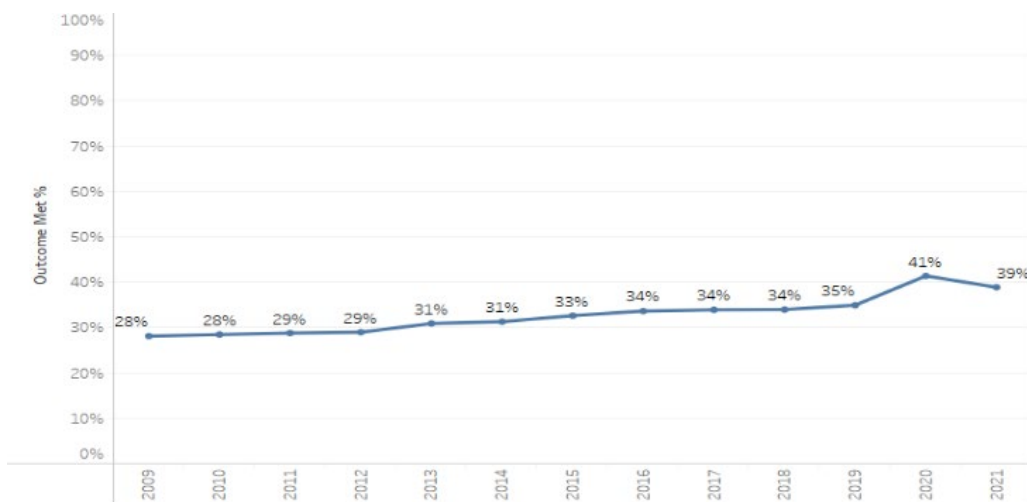


The chart shows annual completion rates increasing from 26% for the cohort of students starting in

2009 to 33% for students starting in 2021.

Annual transfer rates

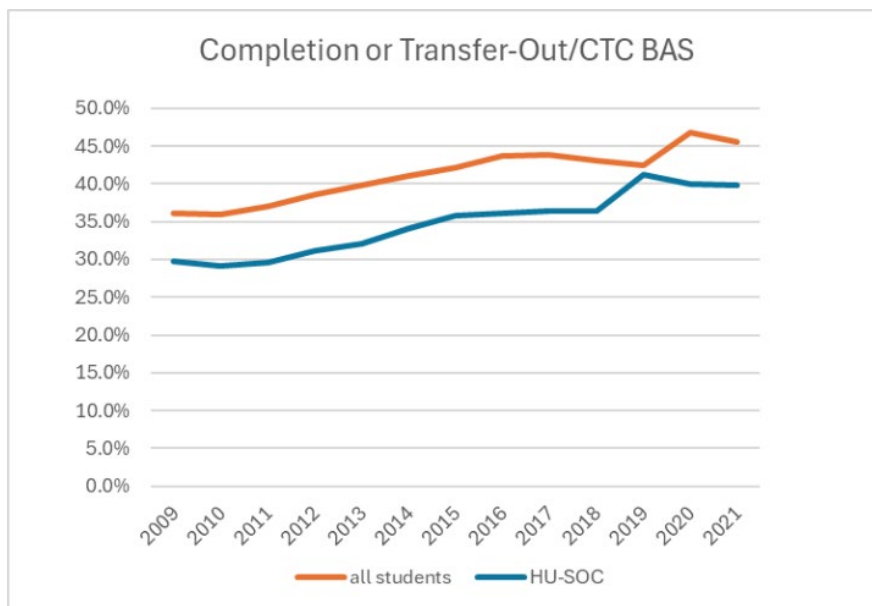
The chart below shows the rate of transferring to a 4-year institution **within three years**, whether or not a student completed a credential, by starting cohort year, and for students on a transfer pathway only.



The chart shows annual transfer rates starting at 28% for the cohort of students starting in 2009, increasing to 41% for students starting in 2020, and declining to 39% for students starting in 2021.

Annual completion plus transfer rates

The chart below shows the combined rate of completion, transfer out, or enrollment in a community or technical college baccalaureate program within three years of first enrollment for all students and for HU-SOC.



Rates for both all students and HU-SOC increased between 2009 and 2019 from about 35% and about 30% respectively but have leveled off between 2019 and 2021 at about 45% for all students and 40% for HU-SOC.

Number of CTC college students who identify with a food/housing need

The following data was collected as part of the WSAC Basic Needs Survey:

- 50.1% of respondents experience either food or housing insecurity, 27.2% reported experiencing both.
- 39.1% reported food insecurity.
- 37.6% reported experiencing housing insecurity.
- 13.1% reported having experienced homelessness.

The highest rates of food insecurity were reported by students reporting “other gender,” HU-SOC, and former foster youth. The highest rates of housing insecurity were reported by American Indians and Alaska Natives and Black/African American students, students with dependents, and former foster youth. Nearly 24% of former foster youth reported having experienced homelessness, substantially higher than any other group.

Progress toward statewide educational attainment goal

The state continues to fall short of meeting its goal of at least 70% of adults ages 25 to 44 who hold a postsecondary credential. Statewide postsecondary credential attainment rate is monitored and reported by [WSAC](#). The most recent data available is for 2023:

- All adults: 62.0%

By race/ethnicity:

- Asian 81.6%
- White 55.4%
- 2+ Races 54.1%
- Unreported/Unknown 47.1%
- Black 41.9%
- Hispanic 32.0%
- Native Hawaiian/Pacific Islander 28.9%
- American Indian/Alaskan Native 25.5%

FAFSA completion rates

FAFSA completion rate of 52% by graduating seniors is currently 3% ahead of last year's final completion rate.

By race/ethnicity:

- Asian 65%
- Black 62%
- 2+ Races 55%
- White 51%
- Hispanic 47%
- American Indian/Alaskan Native 40%
- Native Hawaiian/Pacific Islander 38%

Conclusion

The accomplishments and outcomes outlined in this report reflect a robust and multifaceted effort to improve student success, equity, and access across Washington's community and technical college system. Through initiatives such as the Aim Higher Training Steering Committee and the Financial Aid Outreach and Completion Pilot Program, colleges have collaborated to increase FAFSA/WASFA completion rates and financial aid awareness, particularly in underserved regions. Legislative support has enabled targeted interventions with the Guided Pathways framework and initiatives, expanded dual credit opportunities, and enhanced student engagement through programs like College in the High School and the Career and Technical Education Dual Credit Pilot. These efforts have already shown promising results, including significant enrollment growth and increased participation by historically underserved students of color.

In addition to academic access, the system has prioritized professional development, and student basic needs. Conferences like FSOCC and SOCC, along with the New Faculty Institute and ATL events, foster inclusive learning environments and support faculty growth. The integration of AI tools, development of Open Educational Resources, and critical accessibility initiatives demonstrate a commitment to innovation and compliance with evolving federal standards. Meanwhile, the Student Basic Needs Survey and Affordable Student Housing Study underscore the importance of addressing food and housing insecurity. Together, these initiatives form a comprehensive strategy to support students from entry to credential attainment, ensuring that Washington's colleges remain responsive, equitable, and forward-thinking.



STRATEGIC PLAN 2020-2030

Monitoring Report, Goal 1: Equitable Student Success

Ha Nguyen, Deputy Executive Director, Strategic Initiatives/Chief of Staff

Joyce Hammer, Deputy Executive Director, Education

MONITORING REPORT TIMELINE: 2025-2026



JUNE: GOAL 4

Institutional Financial Health

Secure resources and
support fiscal
sustainability



OCTOBER: GOAL 1

Equitable Student Success

Increase access and
retention



FEBRUARY: GOAL 2

Equitable Student Success

Improve completion
and transfer rates



APRIL: GOAL 3

Agile, Career-Relevant Learning

Provide flexible career-
training options

1 GOAL, 5 OBJECTIVES, 20 STRATEGIES

- **Objective 1.1:** 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.
- **Objective 1.2:** Recognizing that student success depends on the quality of college employees, support colleges in their efforts to attract and retain expert and diverse faculty and staff.
- **Objective 1.3:** Implement actions and policies that produce equitable outcomes.
- **Objective 1.4:** Use state-of-the-art online learning tools to enable students to better balance work, college, and life.
- **Objective 1.5:** Promote college actions to help meet students' basic needs, including housing, food, childcare, and mental health services.

OBJECTIVE 1.1

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.

- Aim Higher Training Steering Committee efforts towards increasing FAFSA completion rates
- HB 1835: Financial Aid Outreach and Completion Pilot
- Native student pathways efforts with OSPI
- CTE (Career and Technical Education) Dual Credit
- National Dual Credit Policy Cohort 2025-2027
- College in the High School funding
- Course sharing

FAFSA COMPLETION RATE

FAFSA completion rate of 52% by graduating seniors is currently 3% ahead of last year's final completion rate.

By race/ethnicity:

Asian 65%

Black 62%

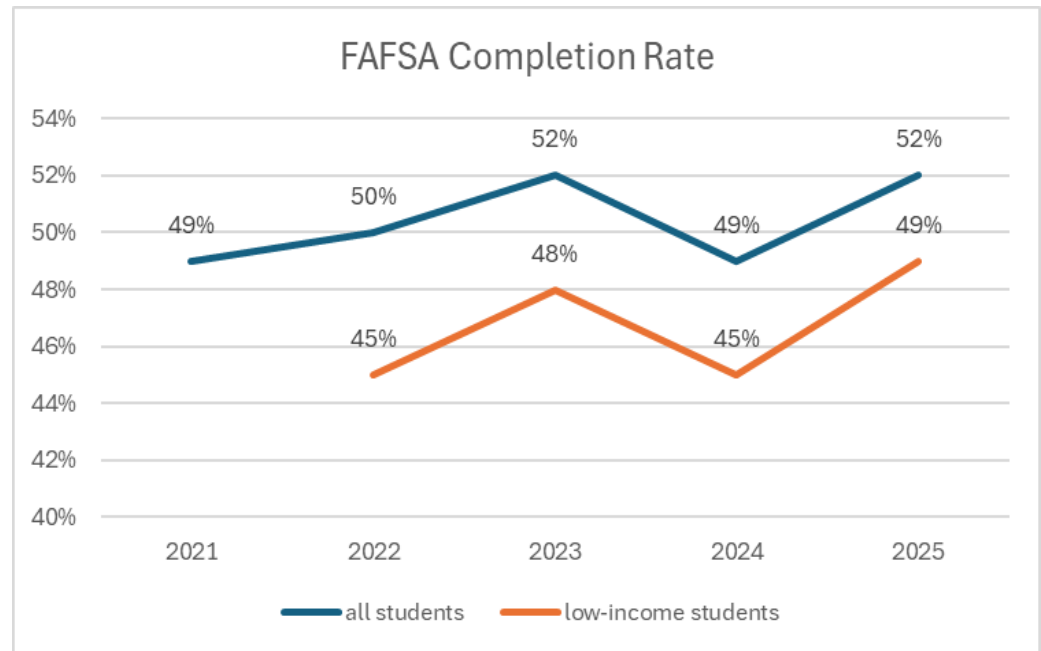
2+ Races 55%

White 51%

Hispanic 47%

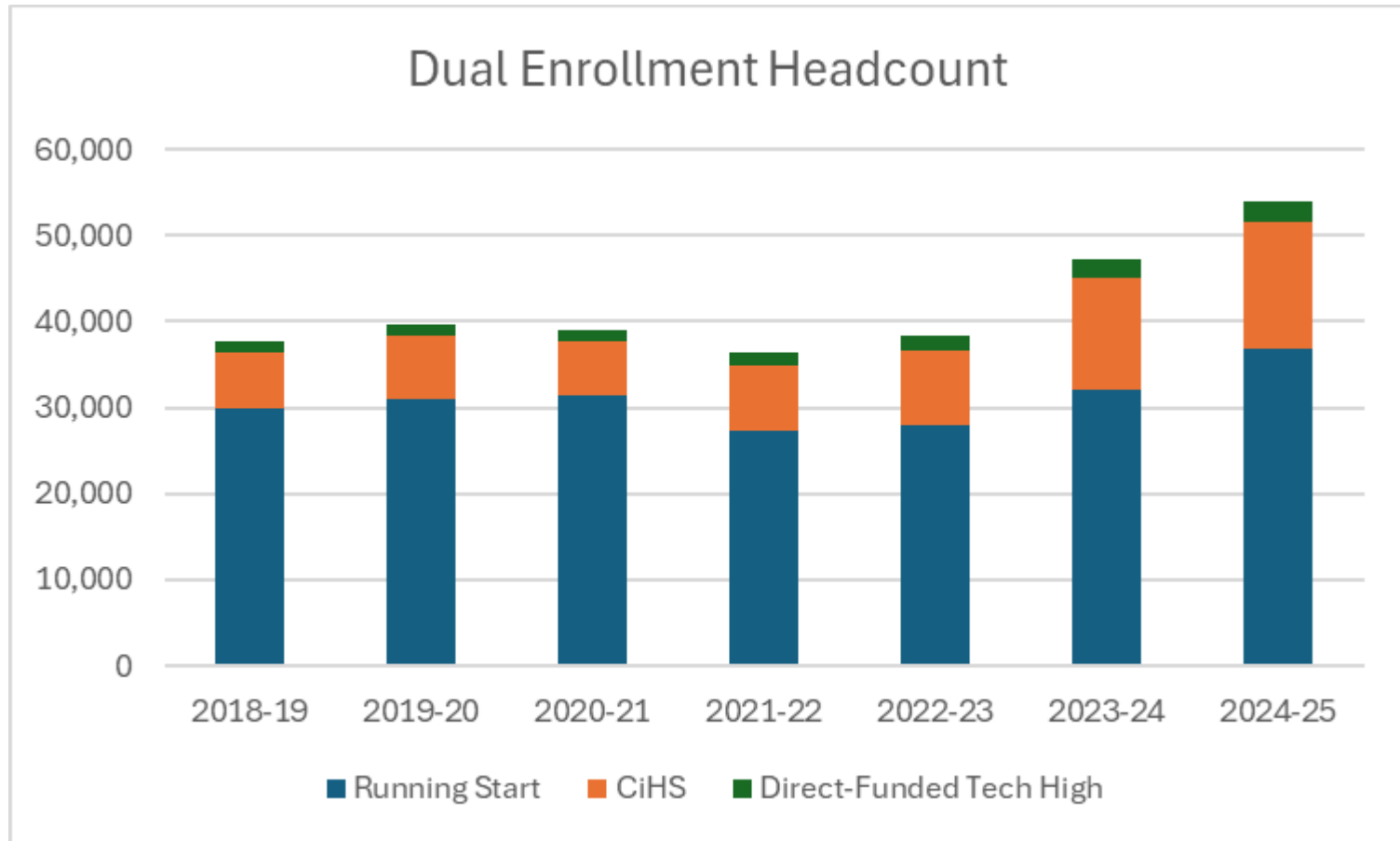
American Indian/Alaskan native
40%

Native Hawaiian/Pacific Islander
38%

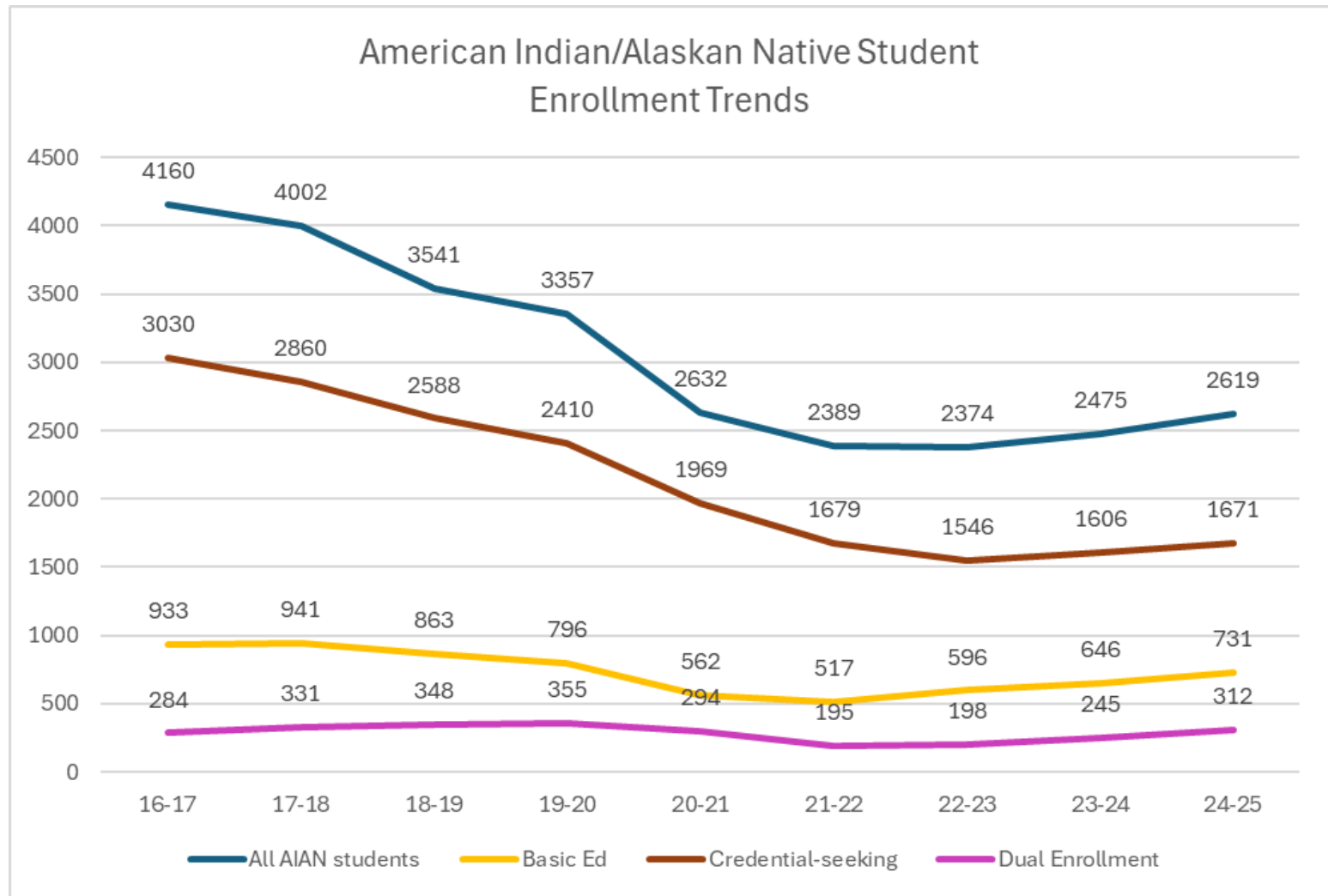


Source: [FAFSA Completion for High School Seniors | WSAC](#)

DUAL ENROLLMENT



NATIVE STUDENTS

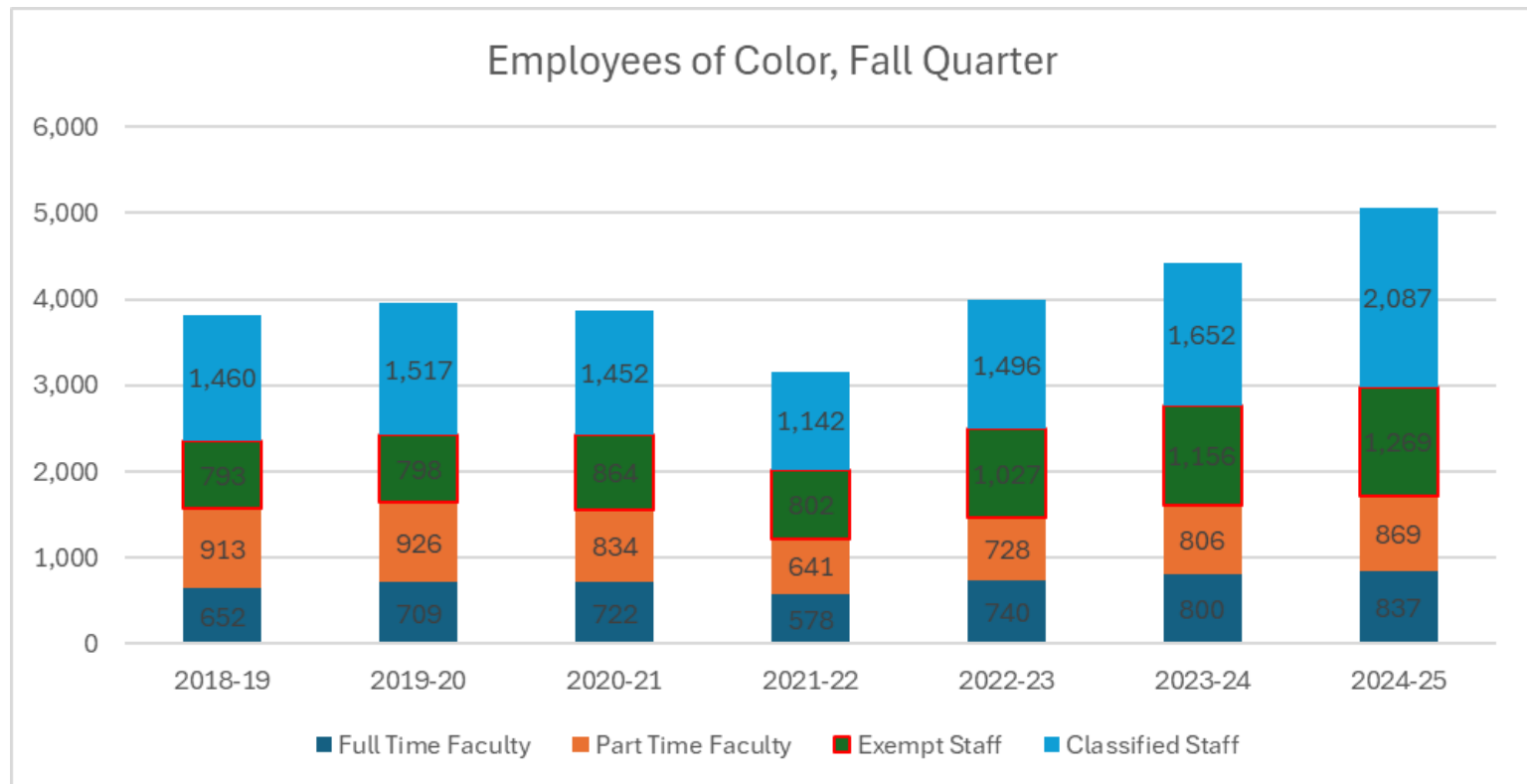


OBJECTIVE 1.2

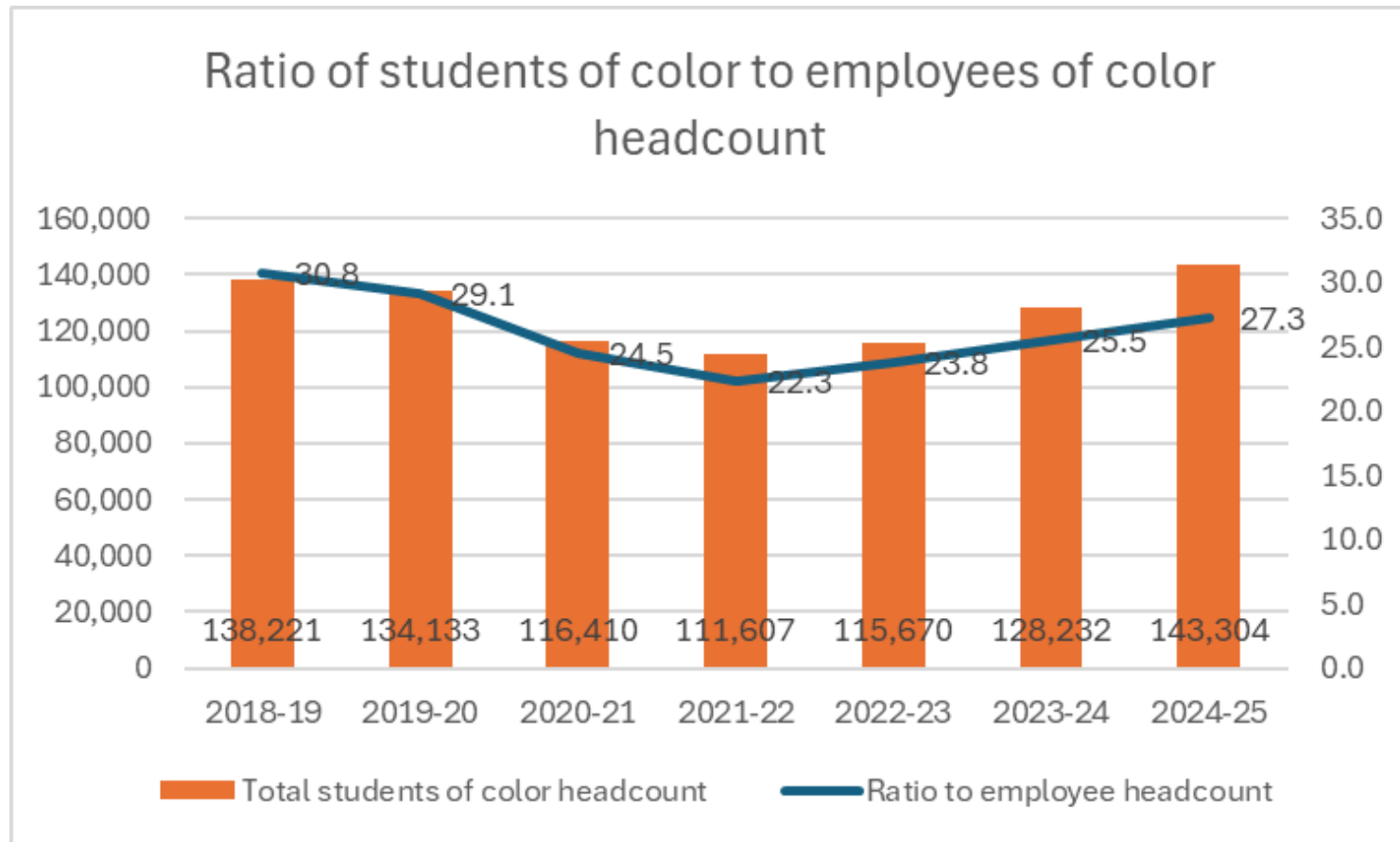
Recognizing that student success depends on the quality of college employees, support colleges in their efforts to attract and retain expert and diverse faculty and staff.

- Supports and advocacy for Faculty and Staff of Color/Students of Color annual conferences
- Assessment Teaching and Learning (ATL) Conferences
- New Faculty Institute 2026

FACULTY AND STAFF DIVERSITY DATA



RATIO OF STUDENTS OF COLOR TO EMPLOYEES OF COLOR



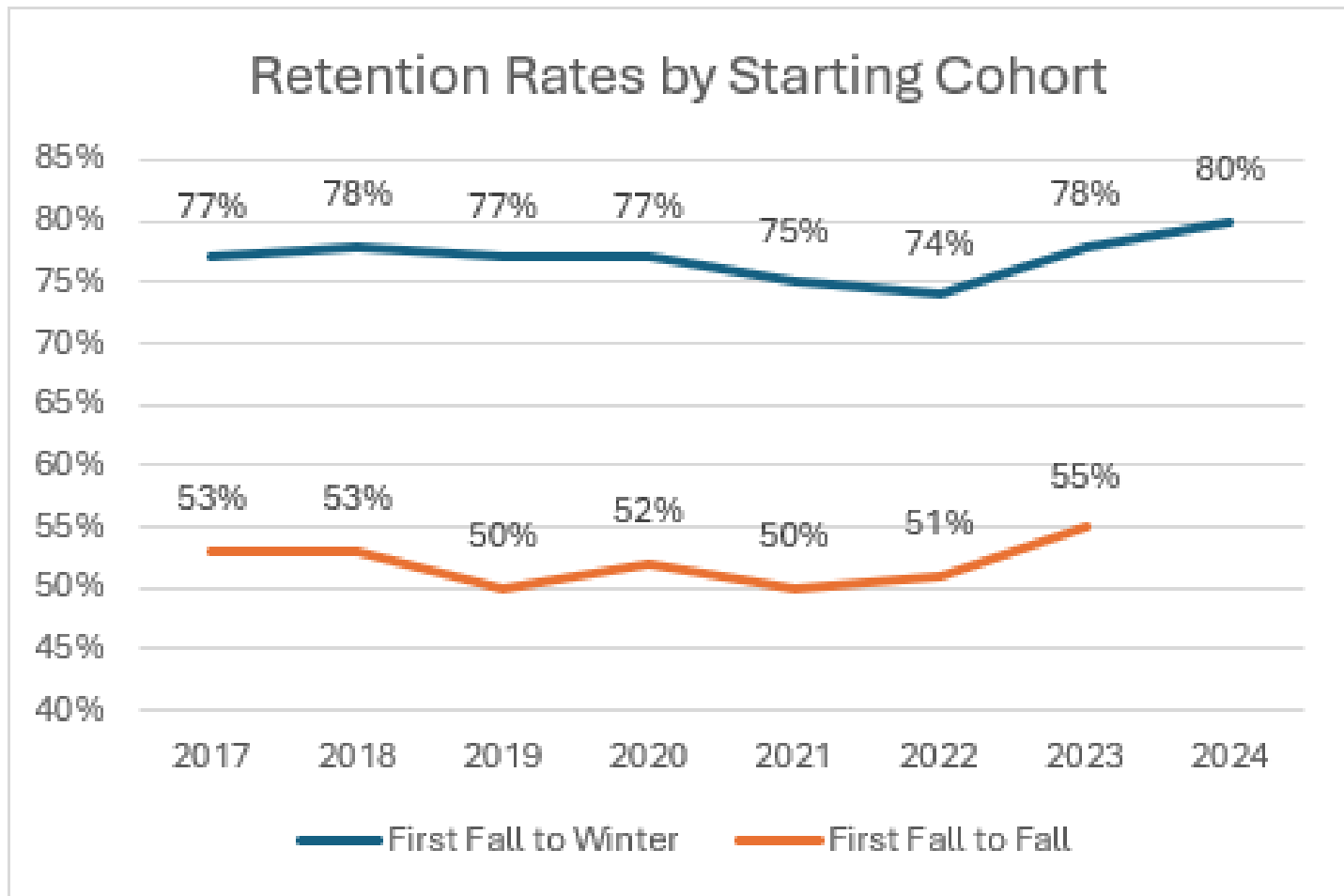
OBJECTIVE 1.3

Implement actions and policies that produce equitable outcomes.

Guided Pathways implementation – guidance for advising and career counseling supports

- Quarterly Career and Employment Services leadership and staff
- First Year Experience Community of Practice
- Placement reform
- Advising Early Adopter Community of Practice
- Advising Summer Institute
- Assessment Practices in Student Services
- Additional Advising models/approaches- Accelerated Study of Associate Programs (ASAP)

RETENTION RATES BY COHORT

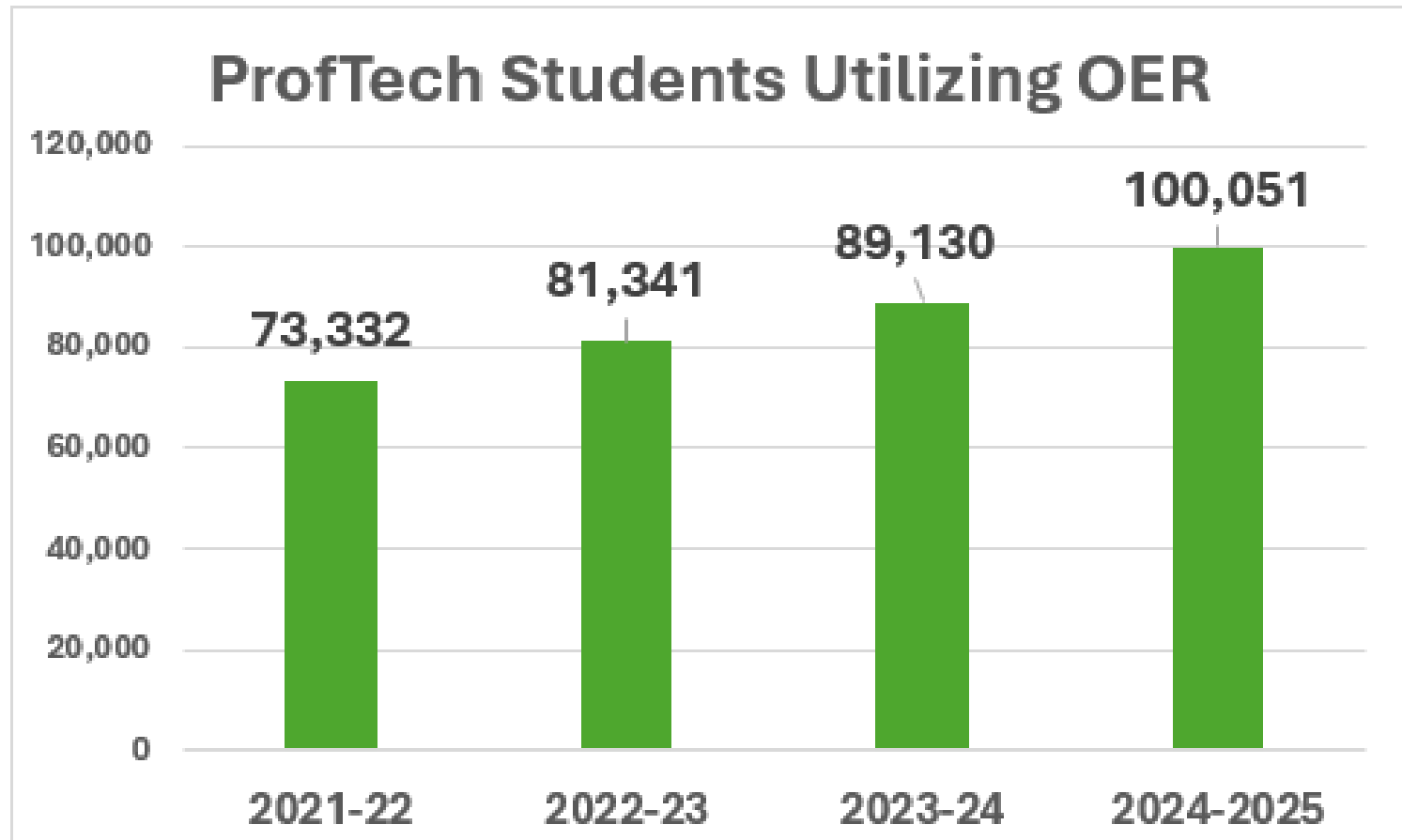


OBJECTIVE 1.4

Use state-of-the-art online learning tools to enable students to better balance work, college, and life.

- Centralized AI-supported training resources for faculty.
- Cross college communities of practices focused on online pedagogy and equity.
- Accessibility Training and Support
- Digital Literacy (Adult Basic Education)
- Open Educational Resources (OER) textbooks for professional-technical programs

OER TEXTBOOKS, PROF-TECH PROGRAMS



OBJECTIVE 1.5

Promote college actions to help meet students' basic needs, including housing, food, childcare, and mental health services.

- Comprehensive Student Basic Needs survey every two years
- Data dashboard of system-level results from biannual student basic needs survey.
- Affordable Student Housing Study

DATA ON BASIC NEEDS

Findings from 24-25 WSAC Survey of Basic Needs (CTC respondents):

- **50.1% of respondents experience either food or housing insecurity, 27.2% reported experiencing both.**
- **39.1% reported food insecurity.** The highest rates of food insecurity were reported by students reporting 'other gender', HU-SOC, and former foster youth.
- **37.6% reported experiencing housing insecurity.** The highest rates of housing insecurity were reported by AIAN and Black/African-American students, students with dependents, and former foster youth.
- **13.1% reported having experienced homelessness.** 23.7% of former foster youth reported having experienced homelessness, substantially higher than any other group.

[2025.BasicNeedsReport.pdf](#)

THANK YOU & QUESTIONS



REGULAR ITEM

October 15, 2025

Tab 2

2026 Legislative Session Preview

Brief Description

The board will learn about legislative priority development for the 2025-2027 biennium.

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

The system operating and capital budget requests are essential in providing for student success at all 34 of Washington's community and technical colleges:

- **Goal 3, Agile, Career Relevant Learning:** Provide flexible career-training options that are responsive to the needs of businesses and industries, offer Washingtonians access to well-paying jobs and career mobility, and lead to a more resilient and diverse workforce.
- **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.
- **Vision Statement:** Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities.

Background information and analysis

2026 Legislative Session

The 2026 legislative session is set to begin on January 12. It is a planned 60-day supplemental session aimed at making necessary adjustments to the state operating, capital, and transportation budgets.

According to the September 2025 state revenue forecast the legislature will face a 4-year projected shortfall of approximately \$900 million. During the 2025 session, the legislature took measures to increase revenue and cut agency budgets while addressing a multibillion-dollar deficit. The impact to the college system was an operational cut and a walk back in full funding of COLAs for faculty and staff. This has left many college administrations to make difficult decisions when it comes to college operations and program offerings.

System operating budget priorities

The primary focus entering the 2026 legislative session is to return to full funding of staff and faculty compensation.

We're grateful to the Legislature for providing much-needed general wage increases in FY 2026 and FY 2027 for our classified and non-represented staff. However, with only partial funding of the general wage increase in the enacted budget, colleges must backfill the unfunded portion of these increases with tuition and local funds. With about 80% of college operating budgets tied to personnel costs, colleges are severely constrained in where they can find funds for the mandated increases. To relieve that pressure, we urge the Legislature to return to providing 100% funding for compensation in the 2026 operating budget.

I-732 COLA correction

Under RCW 28B.50.465 and RCW 28B.50.468, and reaffirmed by SB 5790 (2025), the state is required to fully fund COLAs for academic employees and classified employees at technical colleges under I-732. Instead, the 2025-27 enacted budget provided only partial state support and shifted the remainder to local tuition operating fees. This created an unfunded mandate. Therefore, we respectfully ask that the Legislature correct this technical error in the budget.

Utility Rate Adjustments

Utility costs include expenditures to heat, cool, and light college facilities as well as for water, sewer, storm water, surface water, wastewater management, and garbage collection. These services are essential for operating and maintaining college facilities in good working condition. Utility costs are largely outside of institutional control and represent unavoidable expenses imposed by utilities and local jurisdictions. Over the last several years, rates for electricity, water/sewer, and garbage have consistently increased.

As a result, utility expenditures across the community and technical college system have grown substantially. Continuing to absorb these increases without additional state support reduces funding available for instruction and student services. This request ensures that utility cost increases are funded, preserving institutional capacity to serve students and communities.

System capital budget priorities (the “list”)

The community and technical college system has a \$1.2 billion backlog in capital investments to maintain and modernize our aging campuses.

Priority	College	Number	Project	Funding phase	Appropriation request
1	Cascadia	40000222	CC5 Gateway building	Construction	\$42,112,000
2	Edmonds	40000114	Triton Learning Commons	Construction	\$44,819,000
3	Seattle Central	40001348	EcoDistrict Decarbonization	Design & Construction	\$22,409,000
4	North Seattle	40001347	District Energy Decarbonization Phase 1	Design & Construction	\$7,877,000
5	Clark	40001349	District Energy Decarbonization Phase 1	Design & Construction	\$21,307,000
6	Systemwide	40001338	CTC Building Tune-up Program	Grant Program	\$2,000,000
7	Edmonds	40001342	District Energy Decarbonization Electrical Supply Study	Design & Construction	\$639,000
8	Highline	40001345	District Energy Decarbonization Phase 1	Design & Construction	\$1,020,000
9	Tacoma	40001344	District Energy Decarbonization Electrical Supply Study	Design & Construction	\$717,000
10	Cascadia	40001346	Cascadia/UW Bothell District Energy Decarbonization Phase 1	Design & Construction	\$302,000

Priority	College	Number	Project	Funding phase	Appropriation request
11	Systemwide	40001339	CTC Building HVAC Control-to-Schedule Upgrades	Grant Program	\$2,000,000
12	Systemwide	40001340	CTC HCFC-22 Refrigerant System Replacement	Grant Program	\$4,000,000
					\$149,202,000

Certificate of Participation/Alternative Financing Requests

College	Number	Project	Funding phase	Alternative financing authority request
Lower Columbia	40001341	David Story Field Improvements	Design & Construction	\$3,000,000
Spokane	40001343	Main Building East Wing Renovation	Design & Construction	\$15,000,000

Policy Proposals

Concerning Community and Technical College Nursing Programs

- A college or university that has nationally recognized accreditation from a Nursing Accreditation Commission shall not have to write a separate self-study aligning their policies and procedures to WABONs WACs. The National Self Study will suffice for accreditation and WABON requirements.
- If a college or university has findings, recommendations, or a corrective action plan requirement from a national they shall report that to WABON as well as provide their report bringing them into compliance with national standards.
- Any program that has an NCLEX pass rate of 80% or more including the second attempt within 90 days will not be required to meet additional requirements above and beyond the National Standards. If a program falls below the 80% success rate on NCLEX WABON should act as a technical assistance support for the Corrective Action Plan and align their standards with the national accreditation standards and not have requirements above and beyond the national standards.
- All publicly funded college and university with approved and accredited Nursing Programs will have an expedited approve on their NPAP to provide a BSN.
- The requirements for 2:1 clinical simulation shall not require that every nurse educator be certified in clinical simulation. That requirement should be only the Simulation Director and the lead Nurse Educator have that certification. Requiring Professional Development for Nurse Educators is allowed as long as it is not overly burdensome or costly to the Program.

Concerning adding workforce certificate programs and continuing education to eligibility for the Washington College Grant

- Many colleges offer workforce certificate programs that are fewer than 10 weeks or may require taking just one or two classes in an academic quarter. Currently, students enrolled in

those programs are ineligible for the grant. This proposal would open the grant to those pathways for students.

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
aharris@sbctc.edu

STUDY SESSION

October 15, 2025

Tab 3

Baccalaureate Degrees Quarterly Update & Statements of Need Presentation

Brief Description

The community and technical college system has been offering bachelor of applied science degrees for twenty years. Every college in the system offers at least one bachelor's degree program, with many colleges offering multiple baccalaureate degree pathways. In 2021, the college system achieved another milestone in bachelor's 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 from low-income backgrounds and students of color, in new ways that set them on the course to additional high-pay living wage career pathways. Bachelor's degree programs 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 170 applied baccalaureate degree programs at 34 colleges, including Bachelor of Science in Computer Science degree programs at 14 colleges. In the 2024-25 academic year, there were 5,340 FTES in baccalaureate-level courses representing 4.9 percent of state support FTES in the college system. This represents a small baccalaureate FTE increase over the previous year (+500 FTES).

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

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. 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 historically underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. Community and technical college bachelor's degree programs also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

In August 2021, state board members supported a change in the approval process for bachelor's degrees to reflect the expanded authority provided in SSB 5401. State board staff will continue to work with colleges proposing bachelor's 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's 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's 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 statement of need meets the board's criteria for bachelor's degree program proposals, no board action is required on Statements of Need:

a. Tacoma Community College – Bachelor of Science in Computer Science

The proposed Bachelor of Science in Computer Science (BSCS) at Tacoma Community College was developed to help alleviate an ongoing shortage of computing and information technology professionals in Washington by serving place-bound students in their Tacoma-Pierce County service area. The Washington State Higher Education and Labor Market Report projected 15,307 computing/IT-related openings each year between 2023 and 2033, while the state's colleges and universities produce only 3,296 bachelor's and graduate completions in these fields annually (Washington Student Achievement Council, State Board for Community and Technical College, & Association for Washington Business, 2023). The data for Tacoma-Pierce County from the Employment Security Department's (2024) Occupations in Demand list indicates the occupation of *software developers, computer systems analysts, network and computer system administrators, and computer occupations, all other* accounts for 1,534 total job openings every year within the Tacoma-Pierce Workforce Development Area.

Several employers interviewed by Tacoma Community College (including regional organizations such as InfoBlox, the City of Tacoma, Datafresh, Namatad, Smartek21, and the Tacoma Economic Development Board) expressed concern about the rapidly evolving nature of the tech industry and the increasing expectations for entry-level roles. They stressed the need for graduates who are not only technically proficient but also adaptable, able to specialize in high-demand areas, and capable of demonstrating real-world impact through portfolios or internships.

In response to these needs, Tacoma Community College intends to design its BSCS program to directly address the gaps identified by employers. The program will emphasize: (a) hands-on, practical learning: integrating real-world projects, internships, and opportunities for students to

experience the full software development lifecycle, (b) modern technical skills: ensuring students gain proficiency with current programming languages, cloud technologies, and emerging fields such as artificial intelligence (AI) and machine learning, and (c) professional and soft skill development: embedding communication, teamwork, business context, and professional conduct throughout the curriculum. This aligns with recent research published by staff members from Google and Education Development Center (Kam et al., 2025) that presented an occupational profile of an AI-Enhanced Software Developer (Software Engineer) that “works with, collaborates with, and orchestrates AI systems to accelerate and more effectively gather information gather information; plan and track work; develop, test, and commit high quality code; experiment with approaches; monitor the release of the code; and manage data.” The research indicates that deep knowledge of computer science fundamentals is essential as the role of software developer continues to evolve where AI is a co-pilot and the human is still the pilot and is required to have both the technical knowledge and the adjacent professional (soft) skills to communicate, collaborate, problem solve, and learn in a business team and client/user-focused environment.

Tacoma Community College conducted both a quantitative and qualitative analysis of student demand for a BSCS program, which indicated sustained growth in their Associate in Computer Science Direct Transfer Agreement/Major Ready Program (DTA/MRP) program, which prepares students for university transfer and will also prepare students for admissions into their own proposed BSCS program. Students who were surveyed indicated affordability and a supportive, familiar learning environment as the primary reasons to stay at Tacoma Community College to earn a BSCS degree.

Recommendation/preferred result

Staff will provide a brief overview of the bachelor’s 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 ☒

Prepared by: Kendrick Hang, Policy Associate for Baccalaureate Programs

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CONSENT ITEM (RESOLUTION 25-10-43)

October 16, 2025

Tab 3

Proposed Revision to the Baccalaureate Program Approval Process

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, with a focus on colleges demonstrating capacity to build and sustain a program. In 2021, this process expanded to include an approval process for Bachelor of Science in Computer Science degrees. As of October 2025, the state board had approved over 170 bachelor's degree programs, located among all 34 community and technical colleges. With the milestone of all community and technical colleges in the system successfully demonstrating that they have the capacity to offer bachelor's degree programs, work commenced at the agency and in councils at the request of the state board to propose a revision to the approval process to (1) shift the focus from demonstrating a college's capacity to a focus on program quality and (2) streamline the process with the lessons learned through both research and experience over the past 10 years of using the existing (2014) process and offering baccalaureate programs to students.

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

In June 2023, the state board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. 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's 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. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's-level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

The state board is authorized to select and approve community and technical colleges to offer applied baccalaureate programs and bachelor of science in computer science programs through the Revised Code of Washington, RCW 28B.50.810 and RCW 28B.50.825, respectively, using objective criteria including, but not limited to (1) the college demonstrates the capacity to make a long-term commitment of resources to build and sustain a high quality program, (2) the college has or can readily engage faculty appropriately qualified to develop and deliver a high quality curriculum at the

baccalaureate level, (3) the college can demonstrate demand for the proposed program from a sufficient number of students within its service area to make the program cost-effective and feasible to operate, (4) the college can demonstrate that employers demand the level of technical training proposed within the program, making it cost-effective for students to seek the degree, and (5) 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 or if there is a shortage of programs demanded by industry and workforce.

The existing baccalaureate program approval process was originally developed and approved with the Higher Education Coordinating Board in 2010. The state board approved initial revisions to the process in February 2013, approved updates to the applied baccalaureate degree program approval process in September 2014, and extended the applied baccalaureate degree program approval process to include bachelor of science in computer science programs starting in 2021.

The September 2014 baccalaureate degree program approval process, approved and adopted via Resolution 14-09-59, included a strong focus on a statement of need for proposed programs and colleges demonstrating their capacity to build and sustain baccalaureate programs. Ten years later in October 2024, all 34 community and technical colleges had been approved by the state board to offer one or more bachelor's degree programs, with 169 approved programs in total across the system. At the state board's October 2024 study session, during the quarterly baccalaureate programs update, there was discussion among board members around evolving and streamlining the baccalaureate program approval process, shifting the focus from demonstrating capacity toward a focus on baccalaureate program quality.

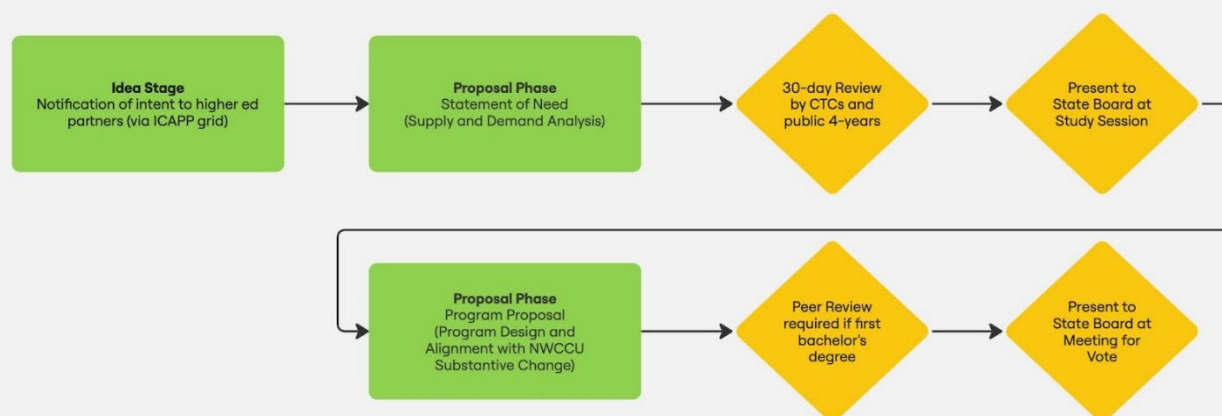
Research (Pawlicki et al., 2023) published by the Community College Baccalaureate Association (an affiliated council of the American Association of Community Colleges) identified nine elements of quality for community college baccalaureate programs, including: (1) high level of learning, (2) equitable access and outcomes, (3) affordability, (4) flexibility, (5) experiential learning, (6) employer/industry partnerships and collaboration, (7) student services, (8) regional significance and labor market alignment, and (8) evaluation: evidence-based programs and practices. This research served as guidance as the proposed revised baccalaureate program approval process was developed in the Baccalaureate Leadership Council (BLC), which reports to the Instruction Commission (IC), a commission of the Washington Association of Community and Technical Colleges (WACTC).

The proposed revisions to the baccalaureate program approval process were developed to meet the objective criteria stated in RCW 28B.50.810 and RCW 28B.50.825 and aligns with the Washington State Council of Presidents (COP), Interinstitutional Committee for Academic Program Planning (ICAPP) process. The ICAPP process that became effective on January 1, 2021 was adopted by the COP Interinstitutional Committee of Academic Officers and SBCTC Instruction Commission in December 2020. The purpose of ICAPP is to provide a forum for collegial discussion of degree development in Washington with the goal of increasing communication and awareness to ensure Washington's public colleges and universities meet both student and economic demands and minimize the potential duplication of state resources.

The diagram below provides a summary comparison of the existing (2014) and proposed (2025)

baccalaureate program approval processes, while details are provided in Attachment A.

Current Baccalaureate Program Approval Process (State Board Resolution 14-09-49, 09/10/2014)



Proposed Revision of Baccalaureate Program Approval Process (2025)



In the existing (2014) process, a proposed program from a college is presented to state board members twice at two separate meetings (study sessions): once to present the Statement of Need and once to present the Program Proposal. In the proposed (2025) process, the Program Proposal is intended to both demonstrate the need and document the program design and is presented to state board members once, after reviews have been completed by state board staff and peers in higher education. A summary of the changes in the required documentation for a baccalaureate program proposal is provided in Attachment B.

The proposed revisions to baccalaureate program approval process (detailed in Attachments A and B) were originally developed by in Baccalaureate Leadership Council's (BLC) Policy Workgroup and were presented to the members of the BLC in Winter 2025. BLC members brought the proposed process revisions to their campuses for review and voted in Spring 2025 to recommend the revised process to Instruction Commission (IC). The members of the Instruction Commission reviewed the recommendation from BLC and voted to approve the revised baccalaureate program approval process in Spring 2025.

Recommendation/preferred result

Staff recommends state board action on the following:

- Resolution 25-10-43 updating the baccalaureate degree program approval process

Policy Manual Change Yes ☒ No ☐

Prepared by: Kendrick Hang, Policy Associate for Baccalaureate Programs

360-704-3917, khang@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-10-43

A resolution to update the baccalaureate degree program approval process, to include applied baccalaureate degree programs and bachelor of science in computer science programs, to supersede Resolution 14-09-59.

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 baccalaureate degree programs offered by community and technical colleges; and Substitute Senate Bill 5401, passed by the 2021 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve bachelor of science degree programs in computer science offered by community and technical colleges; and

WHEREAS, the State Board for Community and Technical Colleges approved an applied baccalaureate program approval process with the Higher Education Coordinating Board in 2010; approved initial revisions to the process in February 2013; updated the applied baccalaureate degree program approval process in September 2014; extended the applied baccalaureate degree program approval process to include bachelor of science in computer science programs starting in 2021; and

WHEREAS, the State Board for Community and Technical Colleges wishes to maintain an efficient, streamlined process for approving baccalaureate degree programs with objective criteria that includes a strong focus on the elements of high-quality community and technical college baccalaureate programs.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the revised baccalaureate degree program approval process (Attachment A);

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

APPROVED AND ADOPTED on October 16, 2025.

Attest

Nate Humphrey, secretary

Martin Valadez, chair



BACCALAUREATE PROGRAM APPROVAL PROCESS

The State Board for Community and Technical Colleges (SBCTC) is authorized to select and approve community and technical colleges to offer baccalaureate (bachelor's degree) programs, specifically applied baccalaureate programs (as defined in RCW 28B.50.030 and often referred to as bachelor of applied science and bachelor of science in nursing programs) and bachelor of science in computer science programs through the Revised Code of Washington, RCW 28B.50.810 and RCW 28B.50.825, respectively, using objective criteria.

The baccalaureate program approval process was originally developed and approved with the Higher Education Coordinating Board in 2010. The State Board approved initial revisions to the process in February 2013, approved updates to the applied baccalaureate degree program approval process in September 2014, and extended the applied baccalaureate degree program approval process to include bachelor of science in computer science programs starting in 2021.

The following describes the 2025 update to the process for community and technical colleges seeking to acquire state board approval to offer bachelor's degree programs. The SBCTC may make future revisions to the selection process and criteria as needed.

Step 1: Idea Stage

Institutions notify SBCTC and higher education partners of their intent to offer a bachelor's degree program by placing the program title and anticipated date of enrollment on the higher education Inter-Institutional Committee on Academic Program Planning (ICAPP) grid. The grid is used to informally notify higher education partners (colleges, universities, the Washington Student Achievement Council, and the State Board for Community and Technical Colleges) of a college's intent to offer a program. This informal notice allows concerns to be addressed between colleges prior to the official notice to higher education partners.

- Institutions send a notification letter to the SBCTC staff responsible for reviewing new baccalaureate degree program proposals via email at degreeprocess@sbctc.edu. The notification letter must include: (1) the proposed program title, (2) the proposed program CIP code, (3) a 1-2 page overview of the proposed program, (4) a planned/target implementation date, and (5) a summary of communication/collaboration with community and technical colleges and public four-year universities that have similar programs.
- SBCTC staff will place the program information on the ICAPP grid for notice to the higher education community.
- SBCTC staff members will provide quarterly updates to State Board members regarding potential upcoming baccalaureate programs being considered by colleges.

Step 2: Degree Proposal Stage

Institutions submit a baccalaureate program proposal to SBCTC staff. Guidance on the required format of the submission will be provided on the state board's website.

The program proposal should include:

- **Supply and Demand Analysis / Feasibility Study.** The feasibility study should include workforce development needs, regional and statewide industry demand, and enrollment projections. The study should highlight how the program will address the needs of diverse student populations and support equitable access to high quality education. Any existing associate degree programs upon which the proposed program will be built upon and/or enroll students from should be identified.
- **Curriculum and Program Design.** The program description should be an overview that includes when and where the program will be offered, the modality, credit hours, and anticipated enrollment. The curriculum design should include learning outcomes, course sequencing, general education requirements, and alignment with relevant industry standards. It should describe how the program will prepare students for the workforce and/or further academic opportunities and assess/highlight clinical/work-based learning, experiential learning, and/or high impact practices in the program design. For programs requiring clinical/work-based learning, evidence of communication, coordination, and collaboration with other colleges and universities with programs requiring similar clinical/work-based learning for their students.
- **Workforce Alignment and Stakeholder Engagement.** The proposal should demonstrate alignment with regional and statewide economic priorities. This should include evidence of engagement with industry partners, community stakeholders, and advisory organizations to ensure relevance and support for the program.
- **Attestations.** The submitting college should attest that (1) it has developed a financial plan and committed financial resources to sustain the program, (2) it has committed to providing adequate library information resources and information literacy learning strategies, and (3) it has identified the qualified faculty needed to develop curriculum and deliver instruction. The state board reserves the right to request additional evidence to support the attestations.

After a program proposal is submitted by a college, SBCTC staff will conduct an analysis of the content, areas of strength, areas needing improvement, and capacity for the bachelor's degree. Subject matter experts from the higher education community (e.g. from instruction, student services, finance/business) and/or industry may be consulted by SBCTC staff to assist in the review. The college may be asked to provide clarifications or revisions to strengthen the proposal and to ensure required criteria are met.

Once all required criteria are met, staff from the SBCTC will send out a notice to universities and community and technical colleges officially informing them of the proposed program. Questions or concerns about the proposal must be submitted to the SBCTC within 30 days. Concerns will be forwarded to the submitting college.

Step 3: Waiting for Approval Stage

The State Board for Community and Technical College board members officially vote on the program proposal. Upon request, a representative from the college will participate in the State Board meeting and provide oral support for the proposal and respond to State Board members' questions. The college must await final approval of the proposed program by the State Board prior to program implementation.



SUMMARY OF CHANGES FOR BACCALAUREATE PROGRAM PROPOSAL DOCUMENTATION

In the current (2014) baccalaureate program approval process, three documents are required: (1) a notification of intent, (2) a statement of need, and (3) a program proposal. In the proposed (2025) revisions to the baccalaureate program approval process there would be two documents: (1) a notification of intent and (2) a program proposal.

A summary of the current and proposed documentation requirements is provided below.

Current (2014) Documentation Requirements	Proposed (2025) Documentation Requirements
Notification of Intent Program title Implementation date (planned/target) 1-2 page overview	Notification of Intent Program title Program CIP code Implementation date (planned/target) 1-2 page overview Evidence of collaboration with community and technical colleges and public four-year universities that have similar programs
Statement of Need Relationship to institutional role, mission program priorities Support of the statewide strategic plans Employer/community demand for graduates with baccalaureate level of education proposed in the program Baccalaureate program builds from existing professional-technical degree program offered by the institution Student demand for program in region Efforts to maximize state resources to serve place-bound students Promoting equitable opportunities for students, including historically marginalized students	(No separate Statement of Need required.)

Program Proposal Curriculum demonstrates baccalaureate level rigor Qualified faculty Selective admissions process, if used for the program, consistent with an open-door institution Appropriate student services plan Commitment to build and sustain a high-quality program (budget) Program specific accreditation Pathway options beyond baccalaureate degree External expert evaluation of the program	Program Proposal Supply and Demand / Feasibility Analysis* • Feasibility study that includes workforce development needs, regional and statewide industry demand, and enrollment projections • Highlight how the program will address the needs of diverse student populations and support equitable access to quality education. • Identification of associate degree programs upon which the proposed baccalaureate program will be built upon and/or enroll students from. Curriculum and Program Design • Curriculum outline, learning outcomes, course sequencing, alignment with industry standards • General education requirements • Describe how the program will prepare for the workforce and/or further academic opportunities. • Assess/highlight clinical/work-based learning, experiential learning, and/or other high impact practices in the program design • For programs requiring clinical/work-based learning, evidence of communication, coordination, and collaboration with other colleges and universities with programs requiring similar clinical/work-based learning for their students. Workforce Alignment and Stakeholder Engagement • Demonstrate alignment with regional and statewide economic priorities • Include evidence of engagement with industry partners, community stakeholders, graduate programs, and advisory organizations to ensure relevance and support for the program.
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	Attestations • College has developed a financial plan and committed financial resources to sustaining the program. • College has committed to provide adequate library information resources and information literacy learning strategies per the Library Services Rubric for Baccalaureate Programs (LLC, 2018, library-rubric-for-bas-degrees.pdf) • College has identified the qualified faculty needed to develop curriculum and deliver instruction.
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*When a new baccalaureate program is being proposed with the intention of converting an already existing program option or subplan into a new primary program, a new feasibility study is not required.



BACCALAUREATE DEGREE QUARTERLY UPDATE

Kendrick Hang
Policy Associate, Baccalaureate Programs

October 15, 2025

BACHELOR'S DEGREE LEGISLATION

- HB 1744 (2005): The State Board was given authority to pilot programs at designated community and technical colleges to offer Bachelor of Applied Science (BAS) programs.
- SB 6355 (2009-2010): Legislation passed allowing for community and technical colleges to offer BAS degree programs. Changed status of BAS degrees from pilot programs to regular programs.
- SB 2483 (2012): The State Board is authorized to approve all BAS degree programs offered in the system.
- SB 5928 (2016): Subject to approval by the State Board, Bellevue College was permitted to develop and confer the Bachelor of Science in Computer Science degree.
- SB 5401 (2021): Expanded opportunity for community and technical colleges in Washington to confer Bachelor of Science in Computer Science degrees, upon approval by the State Board.

HIGHLIGHTS

- The State Board has approved over 170 bachelor's degree programs.
 - Located at all 34 community and technical colleges.
 - Includes seven approved Bachelor of Science in Nursing (BSN) and 14 approved Bachelor of Science in Computer Science (BSCS) programs.
- There were 5,340 FTES in baccalaureate-level courses in 2024-2025.
 - Represents 4.9% of state support FTES in the college system.
 - +500 FTES increase over the 2023-2023 academic year.

STATEMENTS OF NEED



STATEMENT OF NEED: TACOMA COMMUNITY COLLEGE BACHELOR OF SCIENCE IN COMPUTER SCIENCE

- Builds upon existing associate degree program in Computer Science.
- Responds to a high demand for computing professionals in Tacoma–Pierce County and in the greater Puget Sound region.
- Faculty from Tacoma Community College participated in the systemwide BSCS convening in Spring 2025 to coordinate efforts with community and technical colleges currently offering or launching BSCS programs this Fall.

PROGRAM PROPOSALS

- Edmonds College
 - Bachelor of Applied Science (BAS), Behavioral Health Support Specialist
 - This will be Edmonds's seventh bachelor's degree program and the eighth BAS Behavioral Health program in our system
- Everett Community College
 - Bachelor of Science in Computer Science (BSCS)
 - This will be Everett's second bachelor's degree program and the 14th BSCS program in our system

PROGRAM PROPOSALS

- Skagit Valley College
 - Bachelor of Science in Nursing (RN to BSN)
 - This will be Skagit Valley's seventh bachelor's degree program and the eighth BSN program in our system



PROGRAM APPROVAL PROCESS: BACKGROUND

- Baccalaureate program approval process (as designed) is closely aligned with the *substantive change* process from our regional accrediting agency, the Northwest Commission for Colleges and Universities (NWCCU)
- All 34 community and technical colleges now have a bachelor's degree program and have gone through the substantive change process with NWCCU

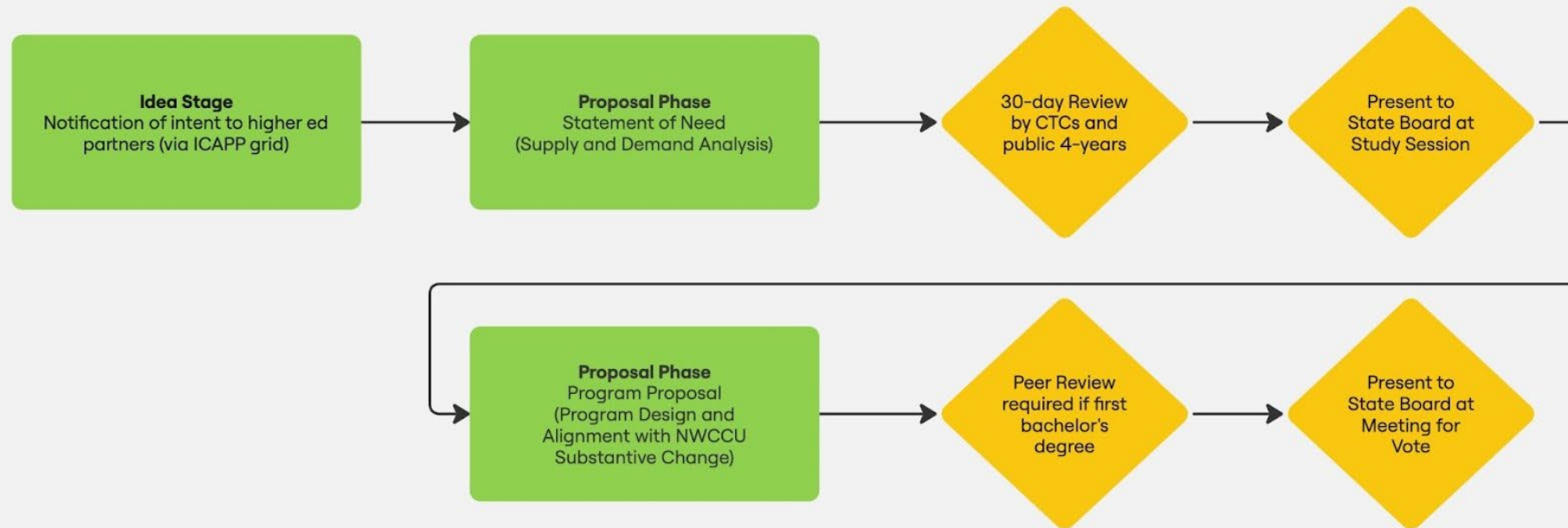


PROGRAM APPROVAL PROCESS: EVOLUTION

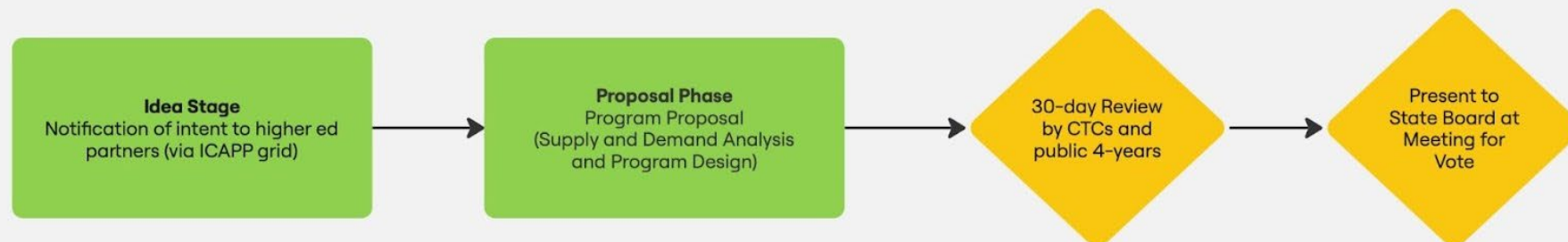
- Program approval process (2014) focuses on demonstrating that colleges have capacity to offer a baccalaureate program, along with demonstrating demand
- Consider shifting the focus (2025) to:
 - Program quality
 - Ensuring equitable student success
 - Student experience and student outcomes
 - Workforce supply and demand analysis
- Could this process take place in fewer steps?

PROGRAM APPROVAL PROCESS: EVOLUTION

Current Baccalaureate Program Approval Process (State Board Resolution 14-09-49, 09/10/2014)



Proposed Revision of Baccalaureate Program Approval Process (2025)



PROGRAM APPROVAL PROCESS: EVOLUTION

BLC Process Workgroup

- Conducted an analysis and proposed a recommendation for a revised/streamlined process in Fall 2024.

Baccalaureate Leadership Council (BLC)

- Members reviewed the proposed process revisions in Winter 2025, brought to campuses for review, and voted in Spring 2025 to recommend to IC.

Instruction Commission (IC)

- Members reviewed the recommendation from BLC and voted to approve the revised baccalaureate program approval process in Spring 2025.

PROGRAM APPROVAL PROCESS: EVOLUTION

- Compliance with:
 - RCW 28B.50.810 Applied baccalaureate degree programs
 - RCW 28B.50.825 Bachelor of science degree in computer science
- Alignment with:
 - Washington State Council of Presidents, Interinstitutional Committee for Academic Program Planning (ICAPP) process
 - SBCTC Professional-Technical Programs approval process
- Guidance from:
 - Pawlicki, C., Kersenbrock, A., & Garcia-Beaulieu, C. (2023). *Elements of Quality for Community College Bachelor's Degree Programs: Thought Paper*. Community College Baccalaureate Association.

ELEMENTS OF QUALITY FOR COMMUNITY COLLEGE BACCALAUREATE PROGRAMS, PAWLICKI ET AL. (2023)

High Level of
Learning

Equitable Access
and Outcomes

Affordability

Flexibility

Experiential
Learning

Employer
Partnerships and
Collaboration

Student Services

Regional
Significance and
Labor Market
Alignment

Evaluation:
Evidence-Based
Programs and
Practices

QUESTIONS?

Kendrick Hang

Policy Associate for Baccalaureate Programs

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STATE BOARD MEETING MINUTES

Martin Valadez, Chair // Kady Titus, Vice Chair // Chelsea Mason-Placek // Mack Hogans // Ben Bagherpour // Jay Reich // Crystal Donner // Emily Yim // Bernal Baca

Nate Humphrey, Executive Director // Marianna Watson, Executive Assistant

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

Regular Business Meeting: Wednesday, August 20, 2025 // 1 p.m. to 4:55 p.m.

Board Retreat: Thursday, August 21, 2025 // 8:30 a.m. to 3:30 p.m.

The Heathman Lodge: 7801 NE Greenwood Dr, Vancouver, WA 98662 (General Howard Ballroom)
Hybrid option via Zoom

State Board Members Present: Martin Valadez, Chelsea Mason-Placek, Jay Reich, Ben Bagherpour, Crystal Donner, Kady Titus, Emily Yim (August 21)

State Board Members Absent: Bernal Baca, Mack Hogans, Emily Yim (August 20)

Regular business meeting

The State Board held a regular business meeting on August 20, 2025, from 1 p.m. to 4:55 p.m. The board was presented with consent agenda items that included local expenditure authority requests, a language update to the agency's retirement plan, and a request to formally commend the life and service of Earl Hale, former SBCTC executive director, in the wake of his passing. The board also heard the final presentation on the allocational model recommendations, and held a discussion about the agency's monitoring report. Reports were provided by the ACT and WACTC presidents, along with representatives from system unions. The meeting concluded with a report from the executive director.

Welcome and board member introductions

Vice Chair Kady Titus called the meeting to order at 1 p.m., welcomed those present, and asked the board members to introduce themselves.

Land and labor acknowledgement

Board Member Chelsea Mason-Placek read the Land and Labor Acknowledgement.

Approval of consent agenda

Vice Chair Titus requested a vote to approve the consent agenda as is.

- SBCTC Board Meeting Minutes – June 2025
- Background on Retirement Savings Plans Sponsored by the State Board and Plan Language Updates for Compliance with SECURE Act 2.0

Resolution 25-08-30

- Tacoma Community College – local capital expenditure authority for B2 Auditorium

improvements

Resolution 25-08-31

- Bellevue College – local capital expenditure authority for Building B elevator refurbishment

Resolution 25-08-32

- Bellevue College – local capital expenditure authority for Building D HVAC replacement and roofing repairs

Resolution 25-08-33

- Bellevue College – local capital expenditure authority for D Building Roofing

Resolution 25-08-34

- Commendation of Earl Hale’s life and career in service to the community and technical colleges system

Resolution 25-08-35

Motion: Moved by Vice Chair Titus, seconded by Board Member Mason-Placek, and unanimously approved by the Board, the adoption of the August 20, 2025 consent agenda.

Public comments

There were no public comments.

Final Presentation of Allocation Model Recommendations

Stephanie Winner, operating budget director, introduced herself along with her co-presenters: Ivan Harrell, president of Tacoma Community College; Chad Hickox, president of Walla Walla Community College; and Carli Schiffner, president of Grays Harbor College. Their presentation centered around the final recommendations for the allocation model, which were approved by college presidents and chancellors at the WACTC retreat in July. Dr. Harrell explained the process and principles guiding the model's revision, noting that the redistribution of existing funds would impact some institutions more than others. The presentation included a timeline of the work done over the past year and a half, highlighting key steps and feedback received along the way.

Dr. Harrell went on to review and discuss a new funding allocation model for colleges. He presented the recommendations for increasing the minimum operating allocation from \$2.85 million to \$3.7 million per college, eliminating enrollment targets, and updating the skills gap list to better reflect current workforce needs. He also discussed several changes, including keeping certain earmarked funds and adjusting the implementation timeline to a six-year phased approach starting in 2026. The presentation highlighted that this model is aligned with State Board strategic goals, particularly increasing access and retention among marginalized populations, and supporting financial sustainability of colleges. Regular review cycles were established for various components of the model to ensure ongoing adaptation to changes and emerging needs.

The conversation then shifted to overall implementation of the allocation model. Dr. Harrell shared that much discussion regarding implementation took place during the July WACTC retreat. The Board took a moment to commend the allocation model committee for their work achieved during the last two years.

The Board voiced concerns about the implementation portion of the allocation model

recommendations, such as the implementation date not being initiated until July 20, 2026, and the overall implementation process spanning the course of approximately seven years. Board Member Jay Reich stated that by the time a measurable amount of the allocation model is implemented, it would be too late. He also said a four-year implementation would be more reasonable and fairly allocated. All three presidents responded that the slower roll-out is a more equitable approach for the colleges, particularly for the institutions experiencing greater disenfranchisement. Board member Reich asked if there was a different way to implement the allocation model faster that still addresses these inequities.

Choi Halladay, deputy executive director for business operations, joined the conversation to explain that there are some colleges in the CTC system that would feel great financial constraints were the allocation model implementation to be sped up beyond the six years presented to the board. He also emphasized that there isn't one perfect solution to executing this model. However, he stated that a compromise might be reached by continuing the six-year implementation plan with a linear change model as opposed to a ramp-up model.

Board Member Ben Bagherpour thanked the committee for their work, noting that it is difficult to find a plan that appeases all parties. He also agreed with Board Member Reich's earlier comments that a 7-year rollout is too long of a timeline and asked the committee if they have a contingency plan to address unanticipated events that may come up over the next seven years, such as another pandemic. Dr. Harrell responded that the committee would not reconvene to strategize a change to the implementation process were something like that to happen. He stated that whatever has been decided about the implementation process, such as the timeframe and any percentages, will not change.

Board Member Bagherpour commented on the forecast for the CHIPS (Creating Helpful Incentives to Produce Semiconductors) and Science Act and expressed hope that the committee would explore ways to bring additional technology-based jobs to Washington.

Board Member Chelsea Mason-Placek then pointed out that the resolution for the allocational model recommendations does not actually address the implementation phase and asked Mr. Halladay to clarify his point on a linear change model versus a ramp-up model. He went on to explain that the college presidents and chancellors strongly favored the 6-year implementation of the allocation model.

After continued discussion of the six-year rollout, the Board agreed to approve the allocation model recommendations resolution except for the portion about implementation. That will be tabled for further discussion at the next meeting in October, allowing time for presidents to consider a fixed-rate approach and for staff to mediate a potential compromise.

Motion: Moved by Vice Chair Titus, seconded by Board Member Mason-Placek, unanimously approved by the board, the amended resolution for the allocation model recommendations.

Discussion of SBCTC's monitoring report

Choi Halladay, deputy executive director for business operations, presented an in-depth analysis of fiscal health measures for community colleges, highlighting examples of healthy, average, and struggling institutions. While the names and identifying qualities for each example were removed, the

presentation showcased real financial outlooks for four different colleges within the CTC system. The key indicators of financial health for each of these examples included operating funds cash and investments/reserves per operating expenditures, operating revenue to debt amounts, local funds operating margins, and tuition per FTE rates. Mr. Halladay also discussed the importance of reserves and tuition per FTE, noting that some colleges struggle due to high debt, low revenue, or excessive non-tuition paying students.

Upon hearing these different examples, Chair Valadez asked if the Board has best practices or recommended ranges in place for these financial ratios. Mr. Halladay responded that while general guidelines exist, they can vary by college due to factors like infrastructure needs. Board Member Reich then asked when, during an institution's financial struggles, their struggles are brought to the board and the state legislature. He commented on the role of the Board, noting that although the Board is not responsible for individual colleges, the colleges are part of the system which the Board must support and guide.

The discussion continued over the need for a formal protocol to monitor and address the fiscal health of the colleges within the system. Mr. Halladay explained the current process of producing annual financial reports for each college and highlighted the challenges in communicating these reports to the appropriate stakeholders. The Board discussed the importance of establishing clear metrics and thresholds to identify early when colleges are struggling and determine appropriate actions. They also considered the role of local boards of trustees in overseeing college finances, and the need for better coordination between different levels of governance. The conversation ended with a call for further discussion on developing a comprehensive system for monitoring and addressing fiscal health across the college system.

WACTC report

Joyce Loveday, president of Clover Park Technical College and newly elected president for WACTC, introduced herself, along with Bob Mohrbacher, president of Centralia College, and WACTC president-elect. Dr. Loveday then took a moment to welcome Mr. Humphrey to the agency and thanked him for coming aboard.

She reported to the board on the July WACTC retreat, where the allocation model was reviewed and approved, with appreciation for the work of multiple committees and staff to make things possible.

ACT report

Wendy Bohlke, ACT president, gave an update on various ACT board activities, including the ACT director's retreat which took place earlier in the month, and the ACT Fall Conference that is happening in November. Nick Brown and Denny Heck will attend that event. She congratulated Amy Morrison, president of Lake Washington Institute of Technology and former WACTC president, for her CEO award from ACT.

System unions report

Jacqui Cain, new president of AFT Washington, told the Board she is excited about her new role and is looking forward to working more closely with them. She then highlighted ongoing issues with high demand pay distribution among colleges and announced a new task force to study job security for contingent faculty.

Suzanne Southerland is the new coordinating chair for WEA, after Sue Nightingale resigned to take a dean position at Bellevue College. She provided similar sentiments of being excited about the role and looking forward to working with the board.

Executive director's report

Nate Humphrey, executive director, mentioned to the board that he has been in his role now for 20 days and expressed excitement at being back at the agency. He then asked for a moment of reflection to remember the life and legacy of former SBCTC executive director Earl Hale, in the wake of his passing last month. He went on to thank Ms. Winner and Drs. Harrell, Hickox, and Schiffner for the tremendous amount of work put into the allocation model committee, along with agency staff for their continued communication with the colleges throughout the process.

Mr. Humphrey highlighted the importance of listening in his new role and spending time with the agency's students, colleges, and strategic partners. He is focused on bolstering those relationships throughout the fall and improving metrics for overall student success. He thanked everyone for his support during his first three weeks on the job and is looking forward to continuing the work.

Board discussion and chair's report

Chair Valadez discussed attending the ACCT new board member conference in Pittsburgh, PA, earlier in the month. While he himself is not a new board member, he stated that he still found a lot of value in attending. He highlighted the importance of financial training for the Board to be able to more easily identify financial health within a college, better understand all financial documents presented to the group, and ask better questions during finance-related presentations.

Chair Valadez also discussed the upcoming ACCT Leadership Congress in New Orleans, LA, which he will attend this October and is looking forward to it.

Adjournment

Vice Chair Titus adjourned the meeting at 3:52 p.m.

Board Retreat

The State Board held its annual retreat on August 21, 2025, from 8:30 a.m. to 3:30 p.m. Members were given a presentation on board meeting policies and the Open Public Meetings Act by Aileen Miller, senior counsel with Washington's Office of the Attorney General. There was also a presentation by Mary Spilde, president emerita at Lane Community College, on board governance, board-executive director relationships, inter-board communications, and best practices for upcoming meetings.

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-10-39)

October 16, 2025

Tab 4

Approval of 2026-2027 State Board Meeting Dates

Brief Description

The State Board adopts a schedule of regular meetings each year for publication in the Washington State Register. Meetings are held six to seven times per year on community and technical college campuses and at the State Board offices at intervals of six to eight weeks. Locations rotate among all 34 colleges, balancing visits on the east and west sides of the state. During legislative sessions, meetings are held in or near Olympia. This resolution aims to secure the next two years of meetings to assist in maximizing attendance and aid in future planning.

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

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

Background information and analysis

The following schedule of State Board meetings is proposed for the 2026-2027 biennium:

Recommendation/preferred result

It is recommended that the State Board adopt Resolution 25-10-39 approving its schedule of meeting dates for 2026 and 2027 for publication in the *Washington State Register*.

Policy Manual Change Yes ☐ No ☒

Prepared by: Marianna Watson, executive assistant
mwatson@sbctc.edu, 360-704-4309

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-10-39

A resolution relating to the 2026-2027 biennium State Board meeting schedule.

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

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges has agreed upon the following meeting dates for the 2026-2027 biennium:

2026:

- February 18-19, 2026, State Board Office
- April 8-9, 2026, TBD
- June 10-11, 2026, TBD
- August 26-27, 2026 (Retreat), TBD
- October 7-8, 2026, TBD
- December 9-10, 2026, virtual

2027:

- February 3-4, 2027, State Board Office
- April 7-8, 2027, TBD
- June 9-10, 2027, TBD
- August 18-19, 2027 (Retreat), TBD
- October 6-7, 2027 (TBD)
- December 8-9, 2027, virtual

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges authorizes

the executive director to make adjustments to this action, including any necessary changes to the State Board's schedule, as necessary, for actions taken by the governor, Legislature, externally imposed restrictions or guidelines, and unanticipated changes in state or federal law.

APPROVED AND ADOPTED on October 16, 2025.

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-10-40)

October 16, 2025

Tab 4

Bellevue College – local capital expenditure authority for Parking Garage repairs

Brief Description

Bellevue College seeks approval to spend up to \$2,500,000 in local parking revenue funds to complete repairs to the campus parking garage. This project will ensure the continued reliability and functionality of the facility, supporting campus operations and access.

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

This project supports student success by providing modern and relevant facilities and increasing access and retention to populations who can benefit most from college.

Background information and analysis

Bellevue College has identified the need to repair the campus parking garage to ensure it remains safe, reliable, and operational. The garage is a critical facility that supports daily campus access for students, faculty, staff, and visitors. Repairs will address aging infrastructure and help prevent future disruptions.

The college president approved the use of \$2,500,000 in local parking revenue funds for this project on September 4, 2025.

Recommendation/preferred result

Staff recommends approval of Resolution 25-10-40 granting Bellevue College the authority to spend up to \$2,500,000 in local parking revenue funds for repairs to the campus parking garage.

Policy Manual Change Yes ☐ No ☒

Prepared by: Darrell Jennings

360-704-4382, djennings@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-10-40

A resolution relating to repairs to the campus parking garage at Bellevue College, authorizing the college to spend up to \$2,500,000 in local parking revenue funds to complete the project.

WHEREAS, pursuant to RCW 28B.50 and State Board policy, 6.20 the State Board must approve any expenditure of capital funds, any expenditure of local funds for a capital purpose, and each capital improvement project affecting educational facilities; and

WHEREAS, Bellevue College has identified the need to complete repairs to the campus parking garage to ensure continued reliability and functionality; and

WHEREAS, this project supports operational continuity and access, aligning with the college's mission to provide state-of-the-art, lifelong education that is relevant, convenient, and efficient; and

WHEREAS, Bellevue college president authorized up to \$2,500,000 in local parking revenue funds to fund the project on September 4, 2025;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to \$2,500,000 in local parking revenue funds for repairs to the campus parking garage.

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 (10/16/2025)

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-10-41)

October 16, 2025

Tab 4

Edmonds College – local capital expenditure authority increase for Rainier Place Acquisition

Brief Description

Edmonds College seeks approval to increase local expenditure authority for the acquisition of Rainer Place to up to \$13,000,000. This project will ensure accessible and affordable housing for students attending the college.

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

This project supports student success by providing modern and relevant facilities and increasing access and retention to populations who can benefit most from college and improves the fiscal health of the college.

Background information and analysis

On June 27, 2024, the State Board approved Resolution 24-06-31, authorizing Edmonds College to finance up to \$9,000,000 for the acquisition of Rainier Place, a 180-bed residence hall located at 19920 68th Avenue West in Lynnwood. The Legislature confirmed this financing authority in the 2025–27 capital budget.

The resolution, however, did not include approval for the additional local funding the college anticipated needing to complete the purchase. To cover the full acquisition cost, Edmonds College is requesting authority to use up to \$4,000,000 from its local reserves. The college president approved the expenditure of these local funds for the project using authority delegated by the Local Board of Trustees.

Recommendation/preferred result

Staff recommends approval of Resolution 25-10-41 granting Edmonds College an increase in authority to spend up to an additional \$4,000,000 in local funds to acquire the Rainier Place student housing facility.

Policy Manual Change Yes ☐ No ☒

Prepared by: Darrell Jennings

360-704-4382, djennings@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-10-41

A resolution relating to the increase in local expenditure authority for Edmonds College, authorizing the college to increase the budget by \$4,000,000 in local funds to complete the project acquisition.

WHEREAS, pursuant to RCW 28B.50 and State Board policy, 6.20 the State Board must approve any expenditure of capital funds, any expenditure of local funds for a capital purpose, and each capital improvement project affecting educational facilities; and

WHEREAS, accessible and affordable student housing is critical to student access, retention, and success; and

WHEREAS, Edmonds College has identified a need to acquire Rainier Place, a 180-bed student housing facility located at 19920 68th Ave W, Lynnwood, WA 98036; and

WHEREAS, the State Board previously approved financing authority of \$9,000,000 in June 2024 (Resolution 24-06-31); and

WHEREAS, the Legislature authorized financing for the acquisition in the 2025-27 capital budget; and

WHEREAS, Edmonds College president authorized an increase up to \$4,000,000 in local to fund the project on September 22, 2025;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the increase for Edmonds College to spend up to an additional \$4,000,000 in local funds to acquire the Rainier Place student housing facility.

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 (10/16/2025)

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-10-42)

October 16, 2025

Tab 4

Lake Washington Institute of Technology – local capital expenditure authority for Solar Array Project

Brief Description

Lake Washington Institute of Technology seeks approval to spend up to \$2,200,000 to implement a Solar Array Project on campus. This project will reduce non-renewable energy use by installing up to 130-kilowatt of photovoltaic (PV) solar systems, creating one of the largest public solar arrays in Washington. Funding includes \$1,100,000 from a U.S. Department of Energy grant and \$1,100,000 from college in-kind expenditures.

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

This project supports student success by providing modern and relevant facilities and increasing access and retention to populations who can benefit most from college.

Background information and analysis

Lake Washington Institute of Technology has identified the opportunity to significantly reduce its reliance on non-renewable energy sources through the installation of solar PV systems. The Solar Array Project is designed to offset campus electrical loads with solar-generated electricity, contributing to environmental goals and energy cost reductions.

The total project cost is \$2,200,000, funded equally by a \$1,100,000 grant from the U.S. Department of Energy and \$1,100,000 from college in-kind expenditures. The college Vice President of Administrative Services approved the use of these funds for the project on September 26, 2025.

Recommendation/preferred result

Staff recommends approval of Resolution 25-10-42 granting Lake Washington Institute of Technology the authority to spend up to \$2,200,000 for the Solar Array Project.

Policy Manual Change Yes ☐ No ☒

Prepared by: Darrell Jennings

360-704-4382, djennings@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-10-42

A resolution relating to the Solar Array Project at Lake Washington Institute of Technology, authorizing the college to spend up to \$2,200,000 to complete the project.

WHEREAS, pursuant to RCW 28B.50 and State Board policy, 6.20 the State Board must approve any expenditure of capital funds, any expenditure of local funds for a capital purpose, and each capital improvement project affecting educational facilities; and

WHEREAS, Lake Washington Institute of Technology has identified an opportunity to implement a Solar Array Project to reduce non-renewable energy use and offset campus electrical loads with solar PV-produced electricity; and

WHEREAS, this project supports sustainability, operational efficiency, and aligns with the college's mission to provide innovative and environmentally responsible education and infrastructure; and

WHEREAS, Lake Washington Institute of Technology vice president of administrative services authorized the use of \$2,200,000—including \$1,100,000 from a U.S. Department of Energy grant and \$1,100,000 from college in-kind expenditures—to fund the project on September 26, 2025;

THEREFORE, BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Lake Washington Institute of Technology to spend up to \$2,200,000 on the Solar Array Project.

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 (10/16/2025)

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-10-44)

October 16, 2025

Tab 4

Edmonds College - Proposed Bachelor of Applied Science, Behavioral Health Support Specialist

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. The final step in the approval process requires State Board action on the college's application to offer the proposed bachelor's degree.

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

In June 2023, the state board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. 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. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's-level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

Responding to consistently high workforce shortages identified in reports by the Behavioral Health Workforce Advisory Committee (BHWAC) and the Washington Health Workforce Sentinel Network, with substance abuse disorder professionals ranking among the hardest-to-fill positions, the 2023 Washington State Legislature passed Substitute Senate Bill (SSB) 5189, establishing Behavioral Health Support Specialist (BHSS) as a profession while the University of Washington developed a competency framework and clinical training program for the BHSS role.

This program will prepare graduates for careers in mental health and wellness, focusing on practical skills. Students will learn about population health, community wellness, and trauma-informed care. The program also develops case management and care coordination skills and addresses health equity and social justice. Students will study mental health disorders, evidence-based interventions, and counseling skills. Additional coursework includes behavioral health assessment, screening, referral, goal-setting, telehealth, documentation, laws, and ethics. Students will also complete two

supervised clinical practicum experiences, totaling 150 hours. Graduates will be eligible to apply for Behavioral Health Support Specialist certification through the Washington State Department of Health.

The curriculum and program design leverages evidence-based practices. The curriculum design process involved using the Rigor/Relevance Framework from the International Center for Leadership in Education to examine curriculum and assessment on two dimensions of higher standards and student achievement, with the goal of verifying the upper division (300- and 400-level) courses provide a high level of learning that requires more complex thinking, flexibility in application, and increasing depth of knowledge, all of which builds upon students' prior learning as associate degree graduates from Social and Human Services programs who completed lower division (100- and 200-level courses).

With the BHSS profession being relatively new and Edmonds College seeking to ensure their curriculum is aligned with the BHSS profession, the program has proposed an enhanced review process to inspect and adapt their program design and course designs annually for the first three years of their BAS BHSS program. To inform their decision making, the program team plans to collect input from current students, graduates (in year 3, after the first BAS BHSS class has graduated), and employers while also analyzing data around enrollment trends, completion rates, and employment/placement rates. Additional insight will be sought quarterly from Edmonds College's Social and Human Services Advisory Committee (originally established to serve their long-standing professional-technical programs but extended to serve their baccalaureate program) as well as the state's Allied Health Center of Excellence to help guide alignment with industry practice and needs.

The Statement of Need for the Bachelor of Applied Science, Behavioral Health Support Specialist was presented by Edmonds College at the April 2025 board meeting, which indicated both the industry need and community's need for credentialed and licensed behavioral health support professionals as well as the need to serve students, especially place-bound students, in Snohomish County. This program would mark Edmonds College's seventh bachelor's degree program and Edmonds College would be the ninth college in our system to offer a bachelor's degree in behavioral health.

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 25-10-44 approving Edmonds College's Bachelor of Applied Science, Behavioral Health Support Specialist

Policy Manual Change Yes ☐ No ☒

Prepared by: Kendrick Hang, Policy Associate for Baccalaureate Programs

360-704-3917, khang@sbctc.edu

STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 25-10-44

A resolution to approve Edmonds College's application to offer a Bachelor of Applied Science, Behavioral Health Support Specialist 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 baccalaureate degree programs offered by community and technical colleges; and

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

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

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Edmonds College's Bachelor of Applied Science, Behavioral Health Support Specialist;

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

APPROVED AND ADOPTED on October 16, 2025

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-10-45)

October 16, 2025

Tab 4

Everett Community College - Proposed Bachelor of Science in Computer Science

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, the State Board's authority was expanded to include Bachelor of Science degree programs in computer science. The final step in the approval process requires State Board action on the college's application to offer the proposed bachelor's degree.

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

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. 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. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's-level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

Everett Community College's goal is to expand access to Computer Science (CS) degree programs for diverse students, support them comprehensively, and prepare them for a rapidly changing job market in the technology field. Everett Community College proposes to offer a Bachelor of Science in Computer Science (BSCS) degree that is explicitly designed around student support. In response to well-documented barriers in Science, Engineering, Technology, and Mathematics (STEM) education (McGee, 2020; Sims, 2018; Sims et al., 2020), the proposed bachelor's degree program will innovate in how CS is taught by embedding inclusive pedagogical strategies, holistic wraparound services, and multiple entry and exit points across the curriculum. The focus of this proposed program aligns with the legislative intent of Substitute Senate Bill (SSB) 5401 from the 2021 Washington State Legislature.

The curriculum design integrates interdisciplinary learning across STEM, CS, and Information

Technology fields, with a focus on hands-on experiences, including project-based and community-centered work. Topics in the courses include (a) techniques, skills, and tools necessary emerging practices related to artificial intelligence, (b) principles and practices of security and privacy in computing, and (c) local and global impacts of computing solutions on individuals, organizations, and society, including the ethical use of AI. The program design emphasizes belonging and accessibility in computing and encourages students to examine cultural dimensions of technology.

Innovative course design will ensure that a high level of learning in math is preserved while also being made more accessible, as informed by recent and relevant research. A study by Brodley, Quam, & Weiss (2024) concluded that calculus should not be required as a prerequisite to introductory computer science courses as it functions as an “institutional barrier which impacts students’ discovery, retention, and persistence in computing.” Instead, essential calculus concepts are presented in context in upper division courses (such as Machine Learning) after students have completed and succeeded in the introductory and lower division computer science courses. Students who wish to pursue specialized engineering tracks and/or graduate studies can still complete a full calculus course sequence as one path (but not the only path) to fulfill program requirements.

Through a collaboration involving a preliminary alignment of courses, Everett Community College obtained a letter of support from the University of Washington Bothell’s School of STEM stating that students graduating from Everett’s BSCS program (and opted to take Calculus 1 and 2 as part of the program) will meet the academic prerequisites for their Master of Science in Computer Science and Software Engineering program. In addition, the program design sought to align with industry input, consulting with an advisory board consisting of employers and industry representatives.

While the proposed BSCS program plans to admit students who have completed an associate degree along with prerequisite courses that prepare students for the program without any additional admissions requirements (such as an essay), it also affords an opportunity for students who may have substantial industry experience and/or related military service to satisfy coursework and/or entry requirements through the college’s Academic Credit for Prior Learning (ACPL) process.

The Statement of Need for the Bachelor of Science in Computer Science was presented by Everett Community College at the February 2024 board meeting. If approved, this program will be Everett Community College’s second bachelor’s degree offering and Everett Community College will be the 15th college in our system to offer a BS Computer Science program.

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 25-10-45 approving Everett Community College’s Bachelor of Science in Computer Science

Policy Manual Change Yes ☐ No ☒

Prepared by: Kendrick Hang, Policy Associate for Baccalaureate Programs

360-704-3917, khang@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-10-45

A resolution to approve Everett Community College's application to offer a Bachelor of Science in Computer Science upon recommendation of the State Board for Community and Technical College staff.

WHEREAS, Substitute Senate Bill 5401, passed by the 2021 Washington State Legislature, authorizes the State Board for Community and Technical Colleges to approve bachelor of science degree programs in computer science offered by community and technical colleges; and

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

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

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Everett Community College's Bachelor of Science in Computer Science;

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

APPROVED AND ADOPTED on October 16, 2025

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-10-46)

October 16, 2025

Tab 4

Skagit Valley College - Proposed Bachelor of Science in Nursing (RN-BSN)

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. The final step in the approval process requires State Board action on the college's application to offer the proposed bachelor's degree.

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

In June 2023, the State Board adopted an updated strategic plan, which focuses on four goals: increase access and retention among populations who can benefit the most from college; improve completion and transfer rates for students across all program types; provide flexible career-training options that are responsive to the needs of businesses and industries; and secure resources and develop systemwide strategies to support colleges' financial sustainability and resiliency. 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. Community and technical college bachelor's degree programs provide access for students who have been historically underserved by and had limited access to bachelor's-level education. They also meet the local workforce needs and allow students to remain in their home communities.

Background information and analysis

Skagit Valley College's RN-BSN Program mission is to promote excellence in nursing education, increase nursing responsiveness to the health and healthcare needs of the community, share and promote best practices in nursing, and develop successful graduates who are practice ready and are engaged in lifelong learning to transform nursing. The goal during development is to provide a consistent experience with other Washington BSN programs with aligned coursework to maximize opportunities for curriculum and course sharing.

The proposed BSN program curriculum was developed to meet requirements specified by the Accreditation Commission for Education in Nursing (ACEN) and Washington Administrative Code (WAC) for BSN prepared nurses. Prior to implementation of the program, Skagit Valley College will seek program approval from the Washington Board of Nursing (WABON). WABON is aware and supportive of this program development.

Students will have two options for BSN program entry: (1) as a Registered Nurse (RN) or (2) through concurrent enrollment as an ADN Nursing student in their third quarter or beyond in their program.

The application process to the program has been developed to reduce barriers to admission by not requiring selective testing, but rather assessing applicants based on a clear and transparent rubric with criteria that evaluates applicants' resume, GPA, goal statement and accounts for students who are bilingual or multilingual, who are military veterans, and/or are first generation college students.

The clinical preceptorship (program capstone) provides RN-BSN students with a guided opportunity to apply baccalaureate-level competencies in a real-world healthcare setting. Under the mentorship of an experienced nurse preceptor, students will integrate leadership, evidence-based practice, and patient-centered care into their clinical decision-making. Emphasis is placed on professional growth, interprofessional collaboration, and the transition into broader nursing roles within diverse healthcare environments.

The RN-BSN program will be offered to students at Skagit Valley College's Mount Vernon and Whidbey Island campuses and has hybrid-flexible, online, and in-person components to provide flexibility while also providing access to the college's simulation and skills labs, with the college recently receiving an allocation to support mobile simulation services to students residing on the western slope. Graduates of the RN-BSN program at Skagit Valley College have pathway options beyond the baccalaureate degree, with opportunities in state (either in person or online) to pursue a Master of Science in Nursing (MSN), Master of Nursing (MN), or Doctor of Nursing Practice (DNP).

The Statement of Need for the Bachelor of Science in Nursing was presented by Skagit Valley College at the February 2025 board meeting, which indicated that the program proposal was developed with local employers and partner organizations to serve students and meet workforce needs in Skagit, San Juan, and Island counties. This program would mark Skagit Valley College's seventh bachelor's degree offering and Skagit Valley College would be the eighth college in our system to offer a BSN program.

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 25-10-46 approving Skagit Valley College's Bachelor of Science in Nursing

Policy Manual Change Yes ☒ No ☐

Prepared by: Kendrick Hang, Policy Associate for Baccalaureate Programs

360-704-3917, khang@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-10-46

A resolution to approve Skagit Valley College's application to offer a Bachelor of Science in Nursing upon recommendation of State Board for Community and Technical College 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 baccalaureate degree programs offered by community and technical colleges; and

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

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

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the recommendation to authorize Skagit Valley College's Bachelor of Science in Nursing;

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

APPROVED AND ADOPTED on October 16, 2025

Attest

Nate Humphrey, secretary

Martin Valadez, chair

CONSENT ITEM (RESOLUTION 25-10-47)

October 16, 2025

Tab 4

Lake Washington Institute of Technology request to sell property at 6505 176th Ave NE, Redmond, Washington

Brief Description

Lake Washington Institute of Technology seeks approval to sell the property, building, and structures thereon, located at 6505 176th Ave NE in Redmond (Redmond Campus).

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

The sale of the Redmond Campus will provide resources to enhance student experiences at Lake Washington Institute of Technology's main campus, complete construction of the new Early Learning Center, and establish a fund to support future capital projects and repairs. This action directly aligns with the State Board's strategic plan by expanding access and equity, advancing student success through modern and relevant facilities, supporting workforce readiness, and ensuring the responsible stewardship of public resources.

Background information and analysis

Lake Washington Institute of Technology was deeded the Redmond Campus by the U.S. Army in 1976 (attachment A). The site comprises approximately 3.25 acres and includes a 20,491-square-foot facility (UFI #A01108). The Redmond campus is located about 15 minutes from Lake Washington Institute of Technology's main campus in Kirkland (attachment B).

In 2005, Lake Washington Institute of Technology launched academic programming at the Redmond Campus, initially envisioning the site as a hub for continuing education and contract training. Despite multiple strategic pivots, including the addition of general education offerings, the full relocation of the Accounting AAS program, and expanded BEdA/ELL and Parenting Education courses, the campus has faced ongoing challenges in attracting stable enrollment and generating sufficient tuition revenue to sustain its operations.

The facility's design, which prioritized a large auditorium over flexible classroom space, further limited its adaptability to evolving academic needs. In addition, the anticipated Phase II expansion, intended to transform the site into a viable branch campus, was never approved for state capital funding, leaving the campus undersized and underutilized.

By spring 2017, the college ceased instructional programming at Redmond. In 2019, it began leasing the facility to the City of Redmond for use as a community center. This decision aligned with broader institutional efforts to creatively manage resources amid ongoing state budget reductions. The college has decided not to allocate additional resources toward developing the Redmond Campus as a secondary location.

Given its limited instructional viability, lack of strategic growth potential, and the absence of a long-term reinvestment plan, selling the Redmond campus represents a fiscally responsible and mission aligned course of action. This move would allow Lake Washington Institute of Technology to redirect resources toward core operations and future ready initiatives that better serve its students and community. Under the current lease agreement, the City of Redmond holds the first right of refusal should Lake Washington Institute of Technology decide to sell.

Governance of real property disposal within the community and technical college system is shared between the State Board and individual college boards of trustees, ensuring alignment with the needs of both the local college and the two-year college system. On October 9, 2025, the Lake Washington Institute of Technology Board of Trustees determined that it is in the college's best interest to dispose of the Redmond Campus and recommended the sale. The State Board has broad authority to convey property if it is determined to be surplus, or if the State Board finds that a sale or exchange is in the best interest of the system.

State Board Policy 6.50.40.C states that proceeds from the sale or exchange of real property typically remain with the local college and may be used or committed for college purposes. Proceeds from this sale are expected to fund the remaining costs of the new Early Learning Center, as well as address deferred maintenance and capital improvement needs at the Kirkland main campus—investments in safety, security, beautification, sustainability, and modernization of facilities to better support student success.

The college is coordinating with the Department of Enterprise Services Real Estate Services on the transfer documentation.

Recommendation/preferred result

Staff recommends approval of Resolution 25-10-47 granting Lake Washington Institute of Technology the authority in the sale of 3.25-acres of property, the Redmond Campus, to the City of Redmond. Pursuant to State Board policy 6.50.40.C, the proceeds from the sale may remain with the college.

Policy Manual Change Yes ☐ No ☒

Prepared by: Darrell Jennings

360-704-4382, djennings@sbctc.edu

STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-10-47

A resolution relating to Lake Washington Institute of Technology's request to sell the property, building, and structures thereon, located at 6505 176th Ave NE in Redmond (Redmond Campus).

WHEREAS, Lake Washington Institute of Technology was deeded property by the U.S. Army in 1976, consisting of approximately 3.25 acres and a 20,491-square-foot facility (UFI # A01108); and

WHEREAS, Lake Washington Institute of Technology began academic programming at the Redmond Campus in 2005, offering general education courses, business programs, and core classes to allow students to complete requirements locally; and

WHEREAS, instructional programming at the Redmond Campus ceased in spring 2017, and since 2019 the facility has been leased to the City of Redmond for use as a community center; and

WHEREAS, Lake Washington Institute of Technology has determined that it does not intend to grow or reinvest in the Redmond Campus as a secondary location, and that disposal of the Redmond Campus is in the best interest of the college; and

WHEREAS, under the terms of the current lease, the City of Redmond holds the first right of refusal should Lake Washington Institute of Technology decide to sell; and

WHEREAS, governance of real property disposal within the community and technical college system is shared between the State Board for Community and Technical Colleges and individual college boards of trustees, ensuring alignment with both the local college and statewide system needs; and

WHEREAS, the Lake Washington Institute of Technology Board of Trustees approved the sale of the Redmond Campus on October 9, 2025; and

WHEREAS, State Board policy 6.50.40.C provides that proceeds from the sale or exchange of real property typically remain with the local college for use or commitment toward college purposes; and

WHEREAS, proceeds from the sale are expected to fund the remaining costs of Lake Washington Institute of Technology's new Early Learning Center and address deferred maintenance, capital improvements, and modernization of facilities at the Kirkland main campus, including investments in safety, security, beautification, and sustainability to support student success;

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes the sale of the property located at 6505 176th Avenue NE, Redmond, Washington, with proceeds to remain with Lake Washington Institute of Technology for the purposes described above;

BE IT FURTHER RESOLVED, that the State Board for Community and Technical Colleges delegates to the Executive Director the authority to execute all documents necessary to complete the sale and transfer of the property in accordance with applicable policies, procedures, and law.

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 (10/16/2025)

Attest

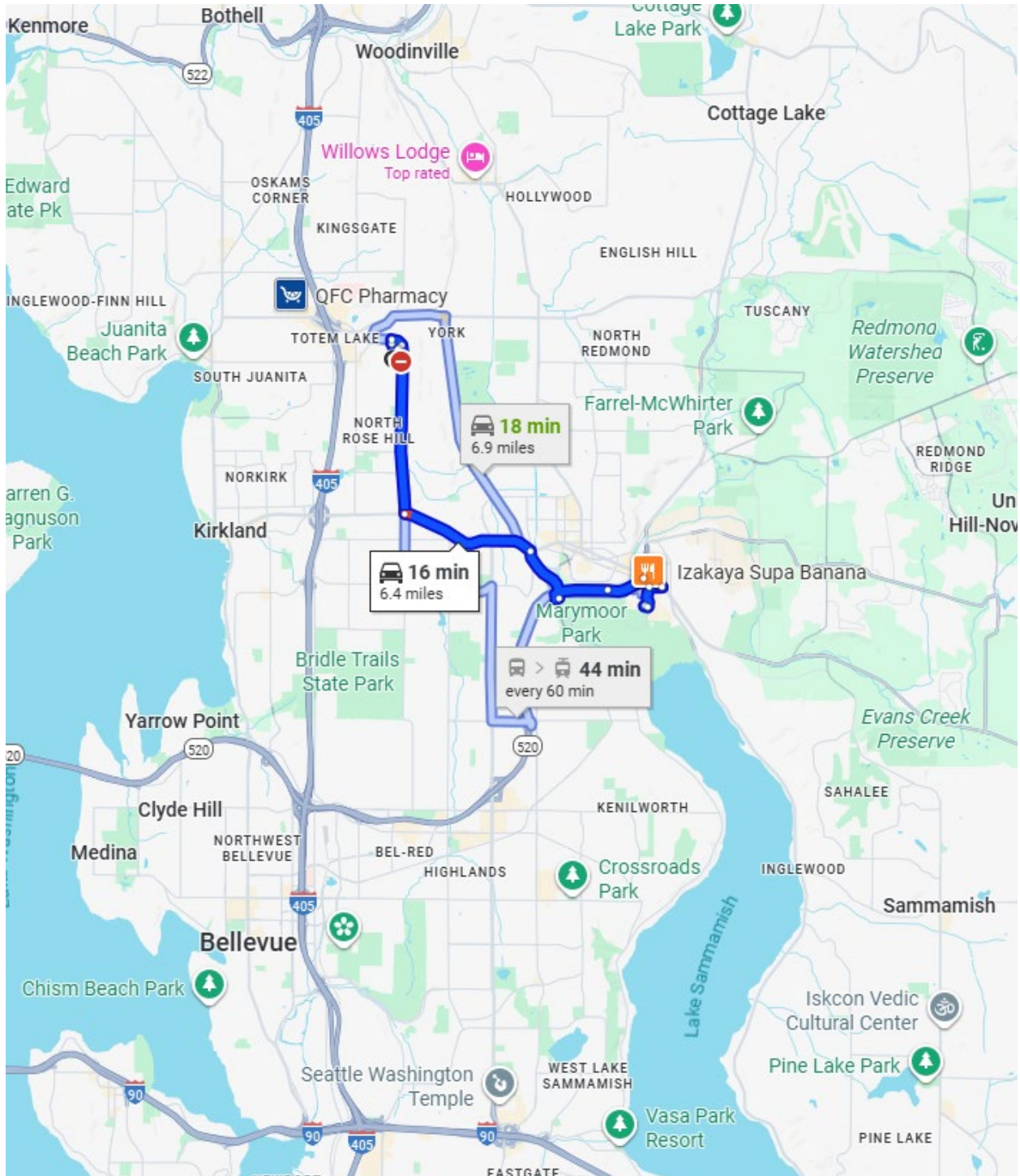
Nate Humphrey, secretary

Martin Valadez, chair

Attachment A



Attachment B



REGULAR (RESOLUTION 25-10-48)

October 16, 2025

Tab 5

Capital Project Prioritization Study Recommendation

Brief Description

State Board staff have worked with college district presidents and vice-presidents through a two-year planning process to develop a framework to permit colleges with projects already included in the major capital pipeline to rescope them to intermediate major capital projects. The goal is to encourage colleges to scale back large, high-cost projects in favor of smaller requests. This shift is intended to streamline the capital pipeline, accelerate the distribution of limited funds, and ensure colleges can reinvest in their facilities to address their most urgent needs sooner than the current pipeline will allow.

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

The facilities built and maintained using funds from the capital budget support the State Board's goals by increasing access to post-secondary education, promoting student achievement and success within a framework of diversity, equity and inclusion.

Background information and analysis

The State Board is responsible for developing a single, prioritized capital request on behalf of the community and technical college system. This process is developed in collaboration with the college system.

Prior to the 2019–21 capital request, to align with anticipated state appropriations, the State Board and system intentionally kept requests modest. This approach helped ensure that projects were typically funded shortly after submission.

By the 2019–21 request, colleges expressed concern that funding was not keeping pace with systemwide needs. That biennium, the State Board developed a request designed to better reflect actual capital demand. As such, any qualifying project that met the minimum scoring threshold was added to the list. A similar approach was taken in 2021–23, when colleges without a project already in the pipeline were invited to submit new proposals. Those that met the threshold were added, expanding the pipeline to more than 40 projects.

The policy established in developing the longer pipeline was that once a college's project is added to the list, it remains there until it receives funding. This policy is intended to give colleges predictability about when to expect major project funding.

There are currently 32 major projects in the pipeline—31 that have gone through the prioritization process, and one added by the State Board due to an urgent need and elevated risk. Of these, seven have been funded through design and still await construction funding. Those are the highest priority

projects in the pipeline.

Given past funding trends, current economic conditions, budget development practices, and projected cost escalation, it could take 15–20 years, or more, to fund all remaining projects. Due to the number of projects already in the pipeline, the State Board has paused soliciting new major projects—except for urgent needs that cannot be deferred, since the 2023–25 request.

Meanwhile, institutional needs continue to change and grow. As such, some projects in the pipeline may no longer represent their college’s highest priority. To address this, State Board staff collaborated over the past two years with college presidents and their commissions to develop recommendations aimed at shortening project timelines and aligning funding more closely with current needs.

The study committee included representatives from Washington Association of Community and Technical Colleges (WACTC), Business Affairs, Diversity and Equity Officers, Instruction, and Student Services commissions. The recommendations were grounded in these core principles:

- Maintain system credibility with the Legislature and Governor’s Office
- Be transparent and fair to all colleges
- Support priorities in the State Board’s strategic plan
- Provide flexibility for colleges to address emergent needs and system priorities

The committee’s recommendation is to create a mid-sized project category capped at \$15 million and an incentive for colleges to convert existing major projects currently in the pipeline to this new “intermediate” designation. This change allows the project to move up the priority list, in exchange for removing their existing capital project from the pipeline. At their June 2025 meeting, the presidents unanimously approved the framework developed by the study committee.

The framework, procedures, and evaluation criteria for converting major projects to intermediate projects, beginning with the 2027–29 request, are included in Attachment A.

Recommendation/preferred result

Staff recommends approval of Resolution 25-10-49, authorizing implementation of the framework for converting major capital projects in the pipeline to intermediate projects, beginning with the 2027–29 capital request. This includes applying the approved procedures and evaluation criteria, supporting colleges that opt to convert existing projects, and incorporating the revised project mix into the system’s prioritized capital request, described in Attachment A.

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 25-10-48

A resolution relating to incentivizing community and technical colleges to convert major capital projects in the current capital project pipeline to intermediate capital projects for inclusion in the State Board for Community and Technical Colleges' 2027–29 capital budget request.

WHEREAS, the State Board for Community and Technical Colleges is responsible for submitting a single, prioritized capital budget request on behalf of the community and technical college system; and

WHEREAS, it is the current policy that once a project enters the major capital project pipeline, it remains until funded; and

WHEREAS, based on historical funding levels, projected cost escalation, and current budget practices, it is estimated that funding all major projects currently in the pipeline could take 15 to 20 years or more; and

WHEREAS, institutional needs and priorities continue to evolve, and some projects in the pipeline may no longer represent the highest priorities for their colleges; and

WHEREAS, the State Board has engaged college presidents and representatives from WACTC and commissions, including Business Affairs, Student Services, Instruction, and Diversity, Equity and Inclusion, in studying options to reduce project timelines and better align capital funding with current institutional needs; and

WHEREAS, this study recommended the creation of an intermediate capital project category, capped at \$15 million, to incentivize colleges to convert existing major projects in the pipeline and allow them to move up in the system's priority order; and

WHEREAS, the Washington Association of Community and Technical College Presidents unanimously endorsed the proposed framework at their June 2025 meeting;

NOW THEREFORE BE IT RESOLVED, that the State

Board for Community and Technical Colleges hereby approves the framework for converting existing major capital projects in the pipeline to intermediate capital projects beginning with the 2027–29 capital budget request; and

BE IT FURTHER RESOLVED that State Board staff are authorized to implement the approved framework, procedures, and evaluation criteria, and to support colleges that elect to convert projects in preparing the system’s prioritized capital request, 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 (October 16, 2025)

Attest

Nate Humphrey, secretary

Martin Valadez, chair



INTERMEDIATE CAPITAL PROJECTS

FOR THE 2025-27 BIENNIUM BUDGET REQUEST

SBCTC Capital Budget

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2027-29 Capital Budget Request

Introduction

The State Board is charged with preparing a single, prioritized request of capital projects on behalf of the community and technical college system. Beginning with the 2027-29 capital request, the State Board recognizes three categories of capital projects for its budget request.

- **Minor** works projects valued at less than \$4M. Minor works projects are generally identified and developed through the biennial Facility Condition Survey, the system 2019 Infrastructure Survey, and college identified programmatic needs.
- **Intermediate** capital projects valued at less than \$15 million in state appropriated funding.
- **(Large) major** capital projects valued at more than \$15 million in state appropriated funding.

These instructions and guidelines have been developed to assist colleges preparing Intermediate project proposals for the 2027-29 capital request.

Consistent with Office of Financial Management (OFM) requirements, projects are further identified as either preservation or program projects in the budget submittal.

- **Preservation** projects maintain, preserve, and extend the life of existing state facilities and assets and do not significantly change the facility and building footprint to address current or anticipated program changes. Examples include renovating building systems, upgrading utility systems, and making other significant repairs.
- **Program** projects primarily achieve a programmatic goal, such as changing or improving an existing space to meet program requirements or creating a new facility or asset through construction or purchase. This category includes projects ranging from building new facilities to significant renovation of existing facilities. Programmatic projects may also improve conditions or accommodate changes in services or clientele.

Intermediate capital projects

Following a two-year planning process, the State Board approved a framework to permit colleges with projects already included in the major capital pipeline to rescope them to intermediate major capital projects. The goal is to encourage colleges to scale back large, high-cost projects in favor of smaller requests. This shift is intended to streamline the capital pipeline, accelerate the distribution of limited funds, and ensure colleges can reinvest in their facilities to address their most urgent needs more quickly than the current pipeline will allow.

Project scope and recommended priorities

When defining the scope of Intermediate projects, colleges should assess potential risks and shape their proposals to minimize or mitigate high-level risks in the following areas:

- Deferred maintenance and remaining asset life. Prioritize repairs and renewals that address building deficiencies, extend facility usefulness, reduce future costs, and maintain reliability.
- Space utilization and campus right-sizing. Renovate, consolidate, or remove underutilized facilities before pursuing new construction.
- Health, safety, and compliance. Ensure facilities meet seismic, life-safety, accessibility, and energy standards to protect students, staff, and visitors.
- Student success and learning environments. Modernize classrooms, labs, and student spaces to reflect current pedagogy, workforce demands, and technology integration.
- Sustainability and efficiency. Invest in energy-efficient systems and sustainable practices to reduce operating costs and greenhouse gas emissions.

Colleges should only consider new space (growth) when all other options are exhausted, as it adds continued operating costs and long-term future capital liabilities for the college and community and technical college system.

Evaluating Intermediate projects

Both subjective (team scored) and objective (staff scored) measures are included as evaluation criteria to determine if the project meets thresholds for inclusion. Priority is based on the college's current position in the CTC capital budget pipeline. An evaluation panel will apply the criteria and score subjective criteria and State Board will provide scores for objective evaluation measures based upon information provided in the submitted materials. Each college should make a strong case for how the proposed project is in the best interest of the college and system. The project proposal must specifically address the evaluation criteria. Proposals should clearly describe the facility need or problem addressed by the project and a thoughtful analysis of the proposed option to meet the need or solve the problem.

For 2027-29 the evaluation committee will be comprised of the members of the task force who worked to develop the Intermediate project process.

Converting major projects to Intermediate projects for the 2027-29 capital request

Colleges with projects in the current capital pipeline will have the opportunity, in priority order, to convert an existing major project into a new Intermediate project, advancing the new project at the same relative priority as the major project being replaced. Alternatively, a college may choose to keep its existing project in the pipeline in its current position.

After all eligible colleges with projects in the capital pipeline have had the opportunity, in priority order, to convert a major project to an Intermediate project, additional colleges will be

invited to submit Intermediate projects in the order identified in [Appendix D](#) until the biennial target is met. The State Board will begin with a target of four Intermediate projects in the 2027–29 biennium and increase the target by one project in each subsequent biennium. In each biennium, the solicitation will continue from where the previous biennium left off, ensuring all colleges have an opportunity over time. Colleges that convert a major project to an Intermediate project will have priority over colleges without projects in the pipeline.

Beginning with the 2027–29 biennium, the State Board’s capital request will be organized into the following categories and priority, with projects within each category prioritized by rank:

- Capital administration, planning, and system emergency funding,
- Minor capital projects,
- Major projects in the pipeline which have already received design funding from the Legislature¹,
- Intermediate projects, and
- Major projects from the pipeline.

In subsequent biennia the State Board will prepare a single prioritized budget request with capital administration and minor projects receiving the highest priority, followed by intermediate projects, and then major projects from the pipeline.

Cost estimates

Colleges should include cost estimates that are professionally prepared and based on preliminary design. The estimate should be developed to Unifomat 2, Level II detail, breaking out major building systems and site infrastructure (e.g., substructure, shell, interiors, services, equipment, site work, and utilities). While full design is not expected at this stage, colleges should provide enough scope definition to allow a cost consultant, architect, or engineer to prepare a defensible estimate that includes quantities, unit costs, allowances, and assumptions.

Colleges may include budget line items for student engagement and coordination in the predesign portion of the project budget. The target cost used for evaluating reasonableness will be increased by the same amount. For 2027–29 Intermediate projects, the recommended allowances are \$22,500 for student engagement and \$22,500 for staff/consultant coordination.

Space utilization

Utilization measures how intensively instructional facilities (classrooms, laboratories, and other teaching spaces) are used and allows comparisons across colleges and locations. It can reveal

¹ Through the Skagit Valley College Library and Culinary Arts building project.

how efficiently space is being used, guide improvements, inform management decisions about class scheduling, or identify when renovations are needed.

Capacity utilization measures how fully a space is used relative to its design, with State targets of 22 hours per week for classrooms and 16 hours per week for laboratories. This methodology is based on the [1994 Higher Education Coordinating Board Standards for Classroom and Laboratory Facility Utilization](#).

Time utilization measures the proportion of scheduled instructional hours a space is actively used and is being added to Intermediate project evaluations, with targets of 60% for classrooms and 50% for laboratories.

Note that the methodology in [Appendix C](#) applies only to Intermediate project proposals and may not suit other reporting purposes.

Schedule for submitting Intermediate project proposals for the 2027-29 biennium

2025		
October 2-3		Review by WACTC.
October 9-10		Review by Business Affairs Commission (BAC).
October 15-16		State Board approval of process and evaluation criteria.
November 20		Joint WACTC-BAC academy to announce Intermediate project selection process, proposal requirements, and evaluation criteria.
December 15		Decision for colleges to remove projects from pipeline and opt-into Intermediate process.
2026		
Jan – April		Colleges prepare project submittal; State Board technical assistance.
April 15		Submission of Intermediate project proposals to SBCTC.
May		Review and evaluation by Major Project Prioritization (PRR) Task Force.
June		SBCTC approves project list for 2027-29 budget request.
September		Capital request due to OFM.
2027		
January – April		Legislative session.
May		Governor signs/enacts budget.
July 1		Funding available for projects approved by Legislature.

Proposal Packet and Submittal Guidelines

Intermediate project submittal requirements

- Proposals are due to SBCTC by **5 pm, Wednesday, April 15, 2026**.
- Submit proposals in editable electronic formats (PDF, Excel, Word, etc.) to capitalbudget@sbctc.edu. The project narrative and cost estimate should not be scanned (raster) documents, nor should they have a security feature that makes it difficult to copy information from them.
- Packet format:
 - 8 ½ x 11-inch pages, with one-inch margins
 - Regular typeface, such as Arial or Times New Roman, 12-point size
 - **Do not exceed 6 pages** of responses to the Intermediate project evaluation criteria. Page limit excludes proposal checklist, cover page, table of contents, and required and optional appendices.
- Include applicable hyper-links to support claims and data in the proposal.
- SBCTC may forward copies of the project request reports to OFM, WA Student Achievement Council (WSAC) and legislative staff upon completion of the selection process.

Proposal packet contents

Intermediate project proposal packets must include the following:

- Project proposal checklist (see [appendix A](#))
- Project narrative
 - Written responses to each of the Intermediate project evaluation criteria (6-page maximum, single-sided)
- Required attachments
 - Project information template
 - Cost estimate
 - C-100 budget form (in Excel format)
 - 25Live space utilization worksheet and backup for Fall 2025 (Excel)
 - Documentation of [Executive Order 21-02](#) compliance
 - DAHP EZ form submittal and DAHP response
 - Tribal consultation correspondence
 - Expected use of bond/COP proceeds form
 - Local Board of Trustees resolution authorizing any local funding needed for the project.
- Recommended attachments
 - Maps, plans, diagrams and sketches.

Project narrative

The following criteria form the basis for the project narrative. For each criterion, provide clear, concise, and evidence-based responses. Describe the proposed project by addressing all items listed below. Your response should provide reviewers with sufficient detail to evaluate the project and will serve as the primary basis for project evaluation. Limit the project narrative to no more than six pages. Clearly identify each criterion section.

1. **Problem statement/project need.** Describe the need for the project. Explain the factors driving it, identify risks, and why it is a priority for the college. Examples of need may include facility age, condition, or deficiencies; health, safety, code, or accessibility issues; programmatic needs related to functionality, curriculum, or pedagogical changes; accreditation requirements; and alignment with workforce and community demand.
2. **Project scope.** Describe the proposed scope of work for the project. Explain the specific improvements, renovations, new construction, or system upgrades included in the project, and identify the facilities, infrastructure, or program areas that will be affected.
3. **Addressing the need.** Describe the expected outcomes and how this project will address the college's facility preservation or programmatic stated needs.

For preservation elements/projects: Explain how the project corrects specific building deficiencies (e.g., roof replacement, seismic upgrades, or HVAC modernization) and extend the useful life of the facility or campus infrastructure. Describe how these improvements reduce deferred maintenance; improve life-safety, seismic, and occupant health conditions; enhance reliability and energy efficiency; or replace failing end-of-life utilities to prevent service disruptions and protect critical campus operations.

For program elements/projects: Explain how the project addresses programmatic needs by improving or creating facilities that support instruction, workforce training, or student services (e.g., modernizing science labs, creating a student services hub, or expanding healthcare training space). Describe how these improvements enhance student learning and success, align with workforce or community needs, increase enrollment capacity or utilization, and provide flexible, technology-enabled spaces that adapt to future program demand.

4. **Institutional alignment.** Describe how this project relates to the college:
 - a. Campus facility master plan,
 - b. College strategic plan,
 - c. Academic or instructional plan, and/or
 - d. Institutional plan for serving all students inclusively.
5. **State priorities.** Describe how the proposed project supports state priorities related to:
 - a. Reducing energy use intensity,
 - b. Reducing greenhouse gas emissions, and
 - c. Maximizing space efficiency and utilization.

Intermediate project evaluation

Criteria and scoring summary:

Team-scored criteria	Evaluator score	Multiplier	Max points	% total
1. Problem statement/project need	5	4	20	20%
2. Project scope	5	3	15	15%
3. Addressing the need	5	3	15	15%
4. Institutional alignment	8	2	16	16%
5. State priorities	5	2	10	10%
	28	Subtotal:	76	76%
Staff-scored criteria				
6. Reasonableness of cost	10	1	10	10%
7. Effective space utilization	14	1	14	14%
	24	Subtotal:	24	24%
		Total points:	100	

Team-scored criteria

Criteria and scoring measure	Maximum score
1. Problem statement/project need	20 points
Is there a strong case that supports the need for a capital project? Consider clear, compelling, and well-supported evidence of need; includes multiple sources of data or documentation (e.g., facility assessments, enrollment trends, safety reports, accreditation findings, and workforce demand); demonstrates strong alignment with college/system priorities.	Evaluator score: 0-5 Multiplier: 4
2. Project scope	15 points
Is there sufficient detail for reviewers to fully understand what work will be accomplished? Is the scope described with clarity and specificity; all major components, systems, and affected facilities/program areas are identified?	Evaluator score: 0-5 Multiplier: 3
3. Addressing the need	15 points
To what extent does the project scope directly and comprehensively satisfy the college's stated preservation or programmatic needs?	Evaluator score: 0-5 Multiplier: 3

Continued on next page.

4. Institutional alignment	16 points
Project is referenced and directly supports institutional priorities: a) Facility master plan. b) College strategic plan. c) Academic or instructional plan. d) Institutional plan for serving all students inclusively.	2 points per plan Multiplier: 2
5. State priorities	10 points
How well does the project addresses state priorities. a) Maximizing space efficiency and utilization. b) Reducing energy use intensity. c) Reducing greenhouse gas emissions.	Evaluator score: 0-5 Multiplier: 2
Possible team-scored points:	76

Staff-scored criteria

Criteria and scoring measure	Scoring range
6. Reasonableness of cost	10 points
<u>Facility projects:</u> • Total project cost is less than or equal to the expected cost per square foot for the facility type, escalated to the construction mid-point. • Project cost is between 100% and 111% of expected cost. • Project cost is between 111% and 137% of expected cost. • Project cost is more than 137% of expected cost.	10 8 2 0
<u>Infrastructure projects:</u> • Project costs are based on a comprehensive engineering study and detailed cost estimate by applicable specialty professionals. • Project costs are based on a site survey and detailed cost estimate by an experienced project manager. • Project costs are based on opinion letter or cost estimates lacking detail	10 5 0

Continued on next page.

7. Effective space utilization (Fall 2025)	14 points
<u>Classroom and lab utilization:</u> • If lab utilization is at least 15 but less than 17 and class utilization is at least 21 but less than 23 • If either lab utilization is more than 17 or class utilization is more than 23. • If lab utilization is at least 12 but less than 15 and class utilization is at least 19 but less than 21 • If either lab utilization is less than 12 or class utilization is less than 19. <u>Time utilization:</u> • If time utilization is at least 60% for classrooms and at least 50% for labs.	8 4 2 0 6
Possible staff-scored points:	24
Total possible points:	100

Appendix

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Appendix A – Checklist for Intermediate project proposal

College	Campus location
Project title	UFI(s)
Primary contact for proposal:	Email

Proposal Content

- ☐ Project proposal checklist (this form).
- ☐ Project narrative (6-page limit).
- ☐ Appendices: templates, forms, exhibits, and supporting documentation for evaluation.

Minimum project requirements (eligibility)

- ☐ The facility is state-owned, or a condominium interest is held (state capital funds cannot be spent on leased space).
- ☐ Project does not include improvements to temporary or portable facilities.
- ☐ Project is a standalone phase and not dependent on another project or phase to be complete.
- ☐ Project is not an exclusive enterprise function such as bookstore, dormitory or contract food service.
- ☐ Project is not a gymnasium, recreational, or athletic facility.
- ☐ If project includes renovation or replacement, then affected buildings have been owned by the college for 20-years at the time of the request.
- ☐ Project meets LEED Silver Standard requirements.
- ☐ College has set greenhouse gas emissions reduction goals consistent with RCW 70A.45 in either policy or an action plan.
- ☐ State funding request is \$15 million or less.

Required appendices

- ☐ Project information template.
- ☐ Cost estimate:
 - C-100 budget form (in Excel format).
 - Uniformat II, Level 2 cost estimate, representing the total anticipated cost of the project.
- ☐ 25Live space utilization for Fall 2025 classrooms and labs (Excel).
- ☐ Documentation of [Executive Order 21-02](#) compliance:
 - EZ form submittal and DAHP response.
 - Tribal consultation correspondence.
- ☐ Local Board of Trustees resolution authorizing any local funding needed for the project.

- ☐ Links to referenced studies and technical reports.
- ☐ Relevant maps, plans, diagrams and sketches.

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Appendix B – Reasonableness of cost

Expected project costs in 2025 dollars

The following cost data is based on information from the 2019 OFM Higher Education Facility Study that included project data from 36 community and technical college projects. The best fit Maximum Allowable Construction Cost (MACC) for these projects was escalated to July 1, 2021, using the S&P Global Market Intelligence (May 2025 edition). This index is used because it is the state's standard source for projecting construction inflation and was used in the 2019 study.

Facility Type (use code)	Expected MACC / GSF July 2021
Classrooms (100s)	\$357
Science labs (200s except 250)	\$381
Administration (300s)	\$354
Library (400s)	\$343
Day care (640)	\$288
Assembly (600s except 640)	\$456
Support (700s)	\$360

Adjusting expected costs to construction mid-point

The following table of cost multipliers is based on the May 2025 S&P Global Market Intelligence. It is intended to adjust the expected costs as of July 1, 2021, to the anticipated mid-construction date for comparison with project estimates.

Mid-construction Date	Expected Cost Multiplier	Mid-construction Date	Expected Cost Multiplier
7/1/2021*	1.0000	8/15/2029	1.4011
8/15/2027	1.3185	11/15/2029	1.4122
11/15/2027	1.3286	2/14/2030	1.4165
2/14/2028	1.3400	5/16/2030	1.4283
5/16/2028	1.3497	8/15/2030	1.4397
8/15/2028	1.3594	11/15/2030	1.4514
11/15/2028	1.3692	2/14/2031	1.4633
2/14/2029	1.3790	5/16/2031	1.4763
5/16/2029	1.3901	8/15/2031	1.4881

Sample of expected facility cost ranges calculation

Construction Mid-point: 2/15/2028
 Expected Cost Multiplier: 1.3400 Appendix B
 Project GSF: 65,000 Base Amount

Facility Type	Expected Cost / GSF in 2021\$	Expected Cost / GSF (Mid-const)	GSF by Type	Expected Cost	Scoring ranges
Classrooms (100s)	\$357	\$478	39,000	\$18,642,000	
Science labs (200s except 250)	\$381	\$511	-	\$-	
Administration (300s)	\$354	\$474	13,000	\$ 6,162,000	
Library (400s)	\$343	\$460	-	\$-	
Day care (640)	\$288	\$386	13,000	\$ 5,018,000	
Assembly (600s except 640)	\$456	\$611	-	\$-	
Support (700s)	\$360	\$482	-	\$-	
			65,000	\$29,822,000	100%
				\$33,102,420	111%
				\$40,856,000	137%

*Formula: Expected Cost / GSF = Expected Cost / GSF in 2021\$ * Expected Cost Multiplier GSF by Type = ASF by Type / Sum(All ASF) * GSF*

For determining Reasonableness of Cost points, the Project Cost minus the infrastructure budget is compared to the Expected Cost. When submitting a proposal that includes infrastructure, please provide a separate C100 for the infrastructure work so those costs can be clearly identified.

Reasonableness of cost for infrastructure

When preparing infrastructure cost estimates, clearly define the scope of work, including the utility system, type of work, and site constraints. Base estimates on recent bids, peer projects, or recognized cost guides, adjusting for inflation and complexity. Consult engineers or utility providers for specialized systems or preliminary estimates. Be sure to include all cost elements—construction, restoration, soft costs, contingency, and escalation—and document all assumptions, unit costs, data sources, and uncertainties to ensure the estimate is transparent and defensible.

Infrastructure cost estimates are evaluated by how well they are supported and documented. The strongest estimates clearly define scope, use recent benchmarks, include all cost elements, and fully document assumptions, making them highly reliable. Adequate estimates may rely on older or generalized data, omit some costs, or provide limited documentation, making them less

reliable for decision-making. Weak estimates lack supporting data, exclude major costs, or are vague in scope, while poor estimates are unsupported, inconsistent with benchmarks, or incomplete and therefore unusable.

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Appendix C – Space utilization guidance for Intermediate project proposals

Space utilization is a key factor in evaluating intermediate project proposals. It measures how effectively classrooms, labs, and other instructional spaces are used, combining two metrics:

- Capacity utilization (seat use), and
- Time utilization (class duration).

All utilization data must be drawn from 25Live. Standardizing using 25Live ensures consistency across colleges. Included both state and Running Start enrollments when determining student contact hours.

Definitions

- **Capacity Utilization:** Efficiency of available space, calculated as total contact hours divided by total room capacity (seats).
- **Time Utilization:** Whether classrooms and labs are scheduled during the 45-hour instructional week (credit and non-credit). Time utilization does not consider the number of students present, only whether the space is scheduled.

Together, these measures provide a view of how efficiently instructional space is used.

Data Collection

- **45-hour Data Capture Window:** All colleges must report using a standard Monday–Friday, 8:00 am–5:00 pm schedule. In addition to the required M-F, 8:00 am–5:00 pm reporting period, colleges may define an alternate 45-hour period that better reflects peak instructional activity.
- **Contact Hours:** Total scheduled instruction hours for state and Running Start enrollments in classrooms, labs, and other instructional spaces, collected during the first full week following the 10th instructional day of the preceding fall quarter. A contact hour is one hour of direct instructional engagement between faculty and students, which may occur through various modalities (e.g., classroom, online, hybrid, or field-based).
- **Room Capacity:** The maximum capacity of the space for instruction reported by the college. The room capacity should be based on the physical limitations of the space or available workstations and the method of instruction.

Examples of Capacity Calculations:

- Classroom using FEPPG: $940 \text{ sq. ft.} \div 26 \text{ sq. ft./student} = 36 \text{ students}$.
- Classroom limited by policy: 28 seats available, but policy caps class size at 25 → capacity = 25.

- Hands-on automotive lab: 2 students/car × 10 cars = 20 students.
- Specialized machining lab: 16 computer workstations + 6 CNC machines (2 students per machine) → limiting factor is machines → capacity = 12 students.

Calculation Methodology

Capacity utilization rates are calculated by dividing total weekly contact hours by total room capacity across the 45-hour instructional week. Colleges must report aggregate utilization for all classrooms (FAE codes 110, 120, 130) and non-dedicated labs (FAE codes 210, 260) on a campus—not for each individual rooms.

All classrooms and labs available for scheduling must be included in the report. Rooms may only be excluded if offline for remodel, renovation, or otherwise unavailable. If any workstations, lab equipment, or spaces are excluded, colleges must provide an explanation and describe plans to improve utilization efficiency.

Capacity Utilization Formula: $\text{Contact hours} \div \text{number of seats (hours per seat per week)}$.

Examples:

- Classrooms: $16,590 \text{ contact hours} \div 860 \text{ seats} = 19.3 \text{ hours per seat per week}$.
- Labs: $4,590 \text{ contact hours} \div 435 \text{ seats} = 10.6 \text{ hours per seat per week}$.

Time utilization measures how frequently classrooms or labs are scheduled during the 45-hour week. It is calculated as the total hours a room is scheduled for instruction (credit or non-credit) divided by 45 hours.

Time Utilization Formula: $\text{Time Utilization (\%)} = (\text{Hours Scheduled} \div 45) \times 100$

Special Considerations

Colleges with 4- or 5-Day Weeks

- Colleges offering M–F classes align with the standard window, and utilization metrics accurately reflect activity.
- Colleges offering M–Th classes may appear to have lower time utilization since Friday is unscheduled. These colleges should define an alternate 45-hour period (e.g., M–Th 8:00–5:00) to reflect actual peak scheduling.

Technical Colleges and Non-Traditional Schedules

- Technical colleges often schedule instruction during evenings, weekends, or other non-traditional times. These hours may not be captured in the standard M–F 8:00–5:00 window, making facilities appear underutilized.
- Capacity utilization still reflects seat use, but small cohorts or equipment-limited labs may lower the apparent rate.

- To ensure fairness, technical colleges are encouraged to define an alternate 45-hour period aligned with peak instructional schedules, including evenings or weekends, so both capacity and time utilization reflect actual use.

References

- [FAE Facility Coding Manual](#): Classrooms 110, 120, 130; non-dedicated labs 210, 260.
- FEPG: [Facility Evaluation and Planning Guide](#) for room capacity standards.
- Contact Hours: Defined in Appendix B, Chapter 4, State Board Policy Manual.
- 10th Instructional Day: Enrollment census date ([State Board Policy 5.40.00](#)).
- Instructional Days: Defined in [State Board Policy 5.40.50](#).

Appendix D – Order for colleges without projects in the pipeline

Colleges without projects in the major capital project pipeline, in order of last construction funding received for a major capital project (as of 7/1/2025).

1. South Puget Sound
2. Green River
3. South Seattle
4. North Seattle
5. Walla Walla
6. Pierce Puyallup
7. Pierce Fort Steilacoom
8. Bellevue
9. Olympic
10. Whatcom

The following list represents colleges with major projects remaining in the capital project pipeline as of 7/1/2025:

College	Project	Funding Phase
Grays Harbor	Lake Swano Dam	Construct
Cascadia	CC5 Gateway Building	Construct
Edmonds	Triton Learning Commons	Construct
Renton	Health Sciences Center	Construct
Bellingham	Engineering Technology Center - Bldg. J Replacement	Design & Construct
Centralia	Teacher Education and Family Development Center	Construct
Spokane	Apprenticeship Center	Construct
Skagit	Library/Culinary Arts Building	Construct
Highline	Welcome Center for Student Success	Design & Construct
Clark	Hanna/Foster/Hawkins Complex Replacement	Design & Construct
Peninsula	Advanced Technology Center	Design & Construct
South Seattle	Rainier Hall Renovation	Design & Construct
Yakima	Prior-Kendall Hall	Design & Construct
Everett	Student & Family Resource Center	Design & Construct
Tacoma	Student Support Center	Design & Construct
Renton	Trades and Industries Building	Design & Construct
Columbia Basin	Center for Applied Science and Agriculture	Design & Construct

Clover Park	Center for Innovative Teaching and Community Connections	Design & Construct
South Seattle	Georgetown Campus, Building B	Design & Construct
Bates	Student Success Center	Design & Construct
Wenatchee	Immersive Technology and Engineering Center	Design & Construct
Seattle Central	Welcome Center & Edison Technical Modernization	Design & Construct
Highline	Academic Pathways and Technology Center	Design & Construct
Spokane Falls	Teaching & Learning Commons	Design & Construct
Lower Columbia	Welcome Center	Design & Construct
Shoreline	Comprehensive Student Services Center	Design & Construct
Big Bend	Health Science and Performing Arts Center	Design & Construct
Skagit	Industrial Technology & Public Safety Building	Design & Construct
Spokane	Allied Health Building	Design & Construct
Lake Washington	East Building Renovation and Expansion	Design & Construct
Bellingham	Building A Renovation & Building Y Replacement	Design & Construct
Seattle Central	Broadway Achievement Center	Design & Construct



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Washington State Board for Community and Technical Colleges

REGULAR (RESOLUTION 25-10-49)

October 16, 2025

Tab 6

Allocation Model Implementation Timeline

Brief Description

During this session, the State Board will hear the revised recommendation for implementing the new allocation model used to distribute general operating funds across Washington's community and technical college districts.

Changes to the allocation model were approved by the State Board in August 2025 (Resolution 25-08-36).

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

The equity-driven design of the allocation model links directly and substantively to all four of the State Board's strategic goals:

Increase Access & Retention Among Marginalized Populations – A higher minimum operating allocation per college provides greater financial stability to smaller, often rural colleges, which are essential access points for underserved populations; more funding for Basic Education for Adults enrollments which serves a large proportion of immigrants, refugees, working adults, and single parents; continued emphasis on performance funding momentum points for students of color, low-income students, and students in basic skills programs.

Improve Completion & Transfer – Performance-based funding is tied to academic momentum, equitable outcomes, and an updated enrollment funding model that more accurately reflects modern student attendance patterns, such as part-time and non-traditional students.

Provide Flexible Workforce-Aligned Training – Skills Gap funding ensures colleges can respond to dynamic workforce demands, including regional needs.

Support Financial Sustainability – A higher minimum operating allocation, continuation of 4-year safe harbor provisions for compensation increase funding and benefit cost adjustments, and a phased implementation to provide stability, predictability, and time for colleges to adjust.

Background information and analysis

Following a systemwide review beginning in 2021 and guided by equity-focused principles, the Allocation Model Review Committee developed recommendations approved by the State Board in Resolution 25-08-36.

Allocation model as approved by the State Board in Resolution 25-08-36

Core Allocation Model Components

- **MOA:** Increase the fixed funding amount to \$3.7 million per college.
- **District Enrollment Allocation Base (DEAB):** Eliminate outdated enrollment targets and utilize a 4-year rolling average based on actual FTE and headcount, excluding international, corporate, and continuing education enrollments.

- **Performance Funding (Student Achievement Initiative-SAI):** Maintain the current 5% allocation of state operating appropriations and preserve the academic momentum metrics.
- **Priority Enrollments:** Dedicate 5% of state operating appropriations to Priority Enrollments, divided between Basic Education for Adults and Skills Gap Programs. Update the Skills Gap list using the Employment Security Department's supply/demand data to identify current high-need occupations and long-term projection data to capture forecasted growth in job openings, separated by Workforce Development Areas.

Earmarks and Safe Harbor Provisions

- Maintain specific-purpose funding for high-priority programs that support students throughout the system including Aerospace Enrollments, Centers of Excellence, Disability Accommodations, Gold Star Families Book Stipends, Labor Education & Resource Center, Opportunity Grants, Outreach & Completion Initiative Specialists, Student Emergency Assistance Grants, Students of Color, Worker Retraining, and Workforce Development Grants.
- Integrate into the allocation model earmarked funds that are underutilized or for institution-specific programs including Aerospace Apprenticeships, Employment Resource Center, Hospital Employee Education & Training, Maritime Industries, and University Contracts.
- Reclassify ABE Enrollments, Federal Basic Education State Match, and DOC Compensation Correction as State Board allocation but maintain the specific-purpose designation.
- Transition of King County regional pay into 4-year safe harbor.
- Preservation of safe harbor protections for compensation, M&O, and lease costs

Proposed Implementation of the Allocation Model

Presidents and chancellors recommend implementing the allocation model changes approved in Resolution 25-08-36 beginning July 1, 2026 (FY 2027) with a six-year phase-in. Each year, 16.67% of the initial gain or loss will be realized until full implementation in FY 2032.

Changes to the allocation model will result in a redistribution of funds within the community and technical colleges system. This phased approach provides stability and predictability, giving institutions time to adapt budgets and programs while aligning resources more equitably across the system and sustaining focus on student success.

Recommendation/preferred result

Staff recommend passage of Resolution 25-10-49.

Policy Manual Change Yes ☐ No ☒

Prepared by: Stephanie Winner, operating budget director

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STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

RESOLUTION 25-10-49

A resolution relating to implementation of changes to the allocation model used to distribute state appropriations across Washington's community and technical college districts.

WHEREAS, the State Board for Community and Technical Colleges holds statutory authority, as provided in RCW 28B.50.090, to establish guidelines for the disbursement of state appropriations to the college districts; and

WHEREAS, the State Board approved revisions to the allocation model in Resolution 25-08-36 to promote greater equity, transparency, and alignment with student and workforce needs; and

WHEREAS, implementation of the revised allocation model will result in a redistribution of existing state operating funds across the community and technical college system, with some institutions realizing gains and others losses; and

WHEREAS, presidents and chancellors have recommended that the State Board adopt a six-year phased implementation beginning July 1, 2026 (FY 2027), shifting 16.67% of each college's initial gain or loss annually until full implementation in FY 2032; and

WHEREAS, a phased implementation provides stability and predictability, protects students from disruption, supports institutional resiliency, and directly advances all four of the State Board's strategic goals: increasing access and retention for marginalized populations, improving completion and transfer rates, expanding workforce-aligned training, and strengthening the financial sustainability of colleges.

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges approves the six-year phased implementation of the revised allocation model beginning July 1, 2026 (FY 2027), with institutions realizing 16.67% of their gain or loss each year through FY 2032.

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

APPROVED AND ADOPTED on October 16, 2025

Attest

Nate Humphrey, secretary

Martin Valadez, chair