STATE BOARD MEETING AGENDA

Board members

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

Paul Francis, Executive Director // Julie Walter, Executive Assistant
Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

Zoom Meeting

Zoom link: https://us02web.zoom.us/j/87992633459

Join by phone: 253-215-8782

Meeting ID: 879 9263 3459

December 7   Regular Meeting

9:30 a.m.	**Welcome and Introductions** *Chelsea Mason-Placek, Chair*	
9:35 a.m.	**Land and Labor Acknowledgement** *Glenda Breiler, Director of Tribal Government Affairs*	
9:40 a.m.	**Establish a Quorum and Adopt Meeting Agenda** *Chelsea Mason-Placek, Chair*	(Action)
9:45 a.m.	**Adoption of Consent Agenda** 　a. Recognition of Chris Bailey, President, Lower Columbia College 　　**Resolution 23-12-44** 　b. State Board Meeting Dates 　　**Resolution 23-12-45**	Tab 1 (Action)
10:00 a.m.	**Public Comment**	
10:10 a.m.	**State Board Retreat – Revisiting Priority Issues** *Chelsea Mason-Placek, Chair*	Tab 2 (Discussion)
11:00 a.m.	**Emergency Funding for Bellingham Technical College Campus Center Building** Resolution 23-12-46 *Darrell Jennings, Capital Budget Director*	Tab 3 (Action)
11:20 a.m.	**Executive Session – To Discuss Matters with Legal Counsel (RCW 42.30.110(1)(i)**	
11:45	**Tribal Stewards Program** *Glenda Breiler, Director of Tribal Government Affairs*	Tab 4 (Discussion)

Noon	**Break**	
12:45 p.m.	**Bachelor of Applied Science Degrees — Emerging Topics, Issues and Trends** *Dr. Joyce Hammer, Deputy Executive Director of Education* *Dr. Valerie Sundby, Director, Transfer Education*	Tab 5 (Discussion)
1:15 p.m.	**Preview of 2024 Legislative Session and Priorities** *Arlen Harris, Legislative Director*	Tab 6 (Discussion)
1:30 p.m.	**Open Education Update** *Dr. Boyoung Chae, Open Education Policy Associate*	Tab 7 (Discussion)
1:45 p.m.	**Guided Pathways Update** *Monica Wilson, Director of Student Success Center*	Tab 8 (Discussion)
2:15 p.m.	**FAFSA Simplification** *Yokiko Hayashi-Saguil, Student Success Policy Associate*	Tab 9 (Discussion)
2:45 p.m.	**ctcLink Improvement Plan** *Choi Halladay, Deputy Executive Director of Business Operations* *Grant Rodeheaver, Deputy Executive Director of IT*	Tab 10 (Discussion)
3:30 p.m.	**Break**	
3:40 p.m.	**ACT Update** *Pat Shuman, ACT President*	(Discussion)
3:50 p.m.	**WACTC Update** *Tim Stokes, WACTC President*	(Discussion)
4:00 p.m.	**Labor Report**	(Discussion)
4:10 p.m.	**Executive Directors Report** *Paul Francis, Executive Director*	(Discussion)
4:30 p.m.	**Adjourn**	

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 23-12-44

A resolution congratulating Chris Bailey on his retirement after 12 years as president of Lower Columbia College.

WHEREAS, Chris Bailey is retiring after 34 years of service to community colleges in southwest Washington as an instructor, vice president, and president; and

WHEREAS, after starting his career as a civil attorney, candidate for state Legislature, then CEO of a sand and gravel construction company, Mr. Bailey discovered his love of education as a business law instructor at Centralia College's Morton campus, calling the career "the best gig in the world"; and

WHEREAS, recognizing his talents in employee relations and leadership development, then-Centralia College President Jim Walton hired Mr. Bailey as vice president of human resources and legal affairs, where he would learn lessons he would take with him to Lower Columbia College as its president; and

WHEREAS, the then-Lower Columbia College Board of Trustees chair Max Anderson was proud to announce at Mr. Bailey's hiring "I think we have really succeeded in finding an outstanding leader to lead our college"; and

WHEREAS, upon accepting the position as president of Lower Columbia College, Mr. Bailey accurately foresaw that "This could be how I end my career"; and

WHEREAS, among many accomplishments during his tenure as president, Mr. Bailey can proudly point to weathering the COVID-19 pandemic, founding the Lower Columbia Regional University Center, launching the college's first two Bachelor of Applied Science degrees, and growing the college foundation's Student Success Fund; and

WHEREAS, throughout his career, Mr. Bailey prioritized maintaining a positive attitude and empowering people around him, stating that "The best and most productive work environments occur when people are in an engaged, friendly, collaborative, and positive environment. And that's a collective thing";

THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges hereby thanks Chris Bailey for his years of service to thousands of students and the Centralia College and Lower Columbia College communities. The State Board offers its congratulations and best wishes.

APPROVED AND ADOPTED on 12/7/2023

Attest

_____   _____
Chelsea Mason-Placek, chair   Paul Francis, secretary

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 23-12-45

A resolution relating to the 2024 State Board meeting schedule.

WHEREAS the State Board adopts its meeting schedule for the 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 2024:

- January 31-February 1, 2024
- March 27-28, 2024
- May 8-9, 2024
- June 26-27, 2024
- August 28-29, 2024
- October 30-31, 2024
- December 4-5, 2024

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 12/7/2023

Attest

_____   _____
Chelsea Mason-Placek, chair   Paul Francis, secretary

TAB 2

REGULAR ITEM

December 7, 2023

Tab 2

State Board Retreat — Revisiting Priority Issues

Brief description
During this portion of the State Board meeting, Board members will review outcomes from the annual retreat held November 8-9 in Union, Washington and discuss the State Board's role in moving the system's strategic plan forward.

How does this item link to the State Board's Strategic Plan?
This item is relevant to the entire updated 2020-2030 strategic plan.

Background information
The State Board held its annual retreat on November 8-9 in Union, Washington. The retreat focused on implementing the updated 2020-2030 strategic plan, which the Board adopted in June 2023. With the assistance of a facilitator, retreat participants gathered in groups to discuss the strategic plan's three focus areas:

- Equitable student success.
- Agile, career-relevant learning.
- Institutional financial health.

Specifically, groups were asked to answer predefined questions for each of the three areas:

- What is currently working well within the system?
- What needs to be improved?
- Where and what is causing tension/misalignment within the system, and what plans and processes are needed to address those tensions?

Retreat participants
A wide array of system stakeholders participated in the November retreat, including State Board members, presidents, trustees, labor representatives, staff, and a facilitator.

State Board members included Chairwoman Chelsea Mason-Placek and Vice Chair Martin Valadez, along with Ben Bagherpour, Phyllis Gutiérrez Kenney, Mack Hogans, Jay Rich, Kady Titus and Fred Whang.

Presidents were represented by Tim Stokes, president of the Washington Association of Community and Technical Colleges (WACTC) and president of South Puget Sound Community College; and Amy Morrison, WACTC president-elect and president of the Lake Washington Institute of Technology.

Trustees were represented Pat Schuman, president of the Association of College Trustees (ACT) and a trustee at Tacoma Community College.

TAB 2

Labor representatives included Karen Strickland, president of the American Federation of Teachers (AFT) Washington; Sue Nightingale, higher education chair of the Washington Education Association (WEA); and Tracey Stanley, secretary of the Washington Federation of State Employees (WFSE) Council 28.

SBCTC Executive Director Paul Francis also participated in the retreat and was accompanied by several staff members representing various SBCTC divisions.

Group responses reveal key themes

Discussion groups' responses were wide-ranging and will be discussed further at the State Board meeting. However, several common themes emerged, as summarized below.

Financial hardships

Community and technical colleges deeply appreciate recent legislative investments in our system, especially the Legislature's decision in the 2023-25 biennial budget to fully fund salary increases. However, colleges remain under intense financial pressure due to pandemic-related enrollment losses and the expiration of federal Higher Education Emergency Relief Funds (HEERF). Additionally, our students require increasing levels of personal support, especially with issues related to mental health, food, and housing.

Some colleges must cobble together funding from various sources to simply maintain the status quo on their campuses, restricting their ability to grow, take risks, and innovate. Additionally, legislative funding is increasingly tied to budget provisos, which makes it difficult for college presidents and trustees to move money to where the needs and opportunities are greatest on their campuses. Just like court decisions and voter-approved actions limit the amount of discretionary funding available to the Legislature, so too do legislative budget provisos limit financial flexibility for colleges.

One suggestion was for the State Board to receive regular updates on the fiscal health and financial stability of colleges systemwide.

Staffing

College faculty and staff are dedicated professionals committed to teaching and serving students. However, colleges are facing a staffing crisis. Across all colleges, faculty and staff are feeling overworked, understaffed, and overwhelmed. And just like students, faculty and staff are struggling with mental health issues and financial insecurity. Colleges are also losing excellent employees and potential job applicants to better paying K-12 schools, universities, and private industry.

ctcLink

ctcLink is the systemwide software that all colleges use to manage student services, business operations, and human resource functions. Using PeopleSoft software, ctcLink has modernized the way students and staff enroll for classes, process payroll, conduct purchasing, share data, and perform other transactions and operations.

TAB 2

While the base functionality, features, and security of ctcLink are sound, college leadership — including labor representatives — have asked for additional training and improvements to common business processes to streamline and improve activities within ctcLink and to address changes in student and staff patterns and demographics.

On Nov. 29, SBCTC Executive Director Paul Francis announced that SBCTC will take a focused approach to make progress on a comprehensive set of improvements to ctcLink. The primary focus will be on aligning and unifying business processes throughout the system. The goal, when completed, is to have the broadest base of knowledge throughout the system so that the impact of staff turnover can be mitigated, and technical issues are supported in the best way possible. The State Board will have an opportunity to discuss this approach during the Dec. 7 meeting.

Basic needs and financial aid applications

Students' academic success and personal wellness depend on whether their basic needs are being met, including food and housing. Colleges are facing increased pressure to help students meet basic needs, either by providing campus-based resources or working with community partners. This is both an academic success issue and an equity issue as students of color disproportionately struggle with basic needs insecurity. At the same time, college budgets and staffing levels are stretched too thin to help the vast majority of students.

Retreat participants also pointed out the need to convince and help more Washingtonians to complete the FAFSA (Free Application for Federal Student Aid), especially given our state's generous financial aid program.

Localized innovation

Community and technical colleges are responding to a shifting higher education landscape in which students demand more flexibility in what, where, and when they learn. Students also expect their college experience to have a direct impact on their career opportunities. Individual colleges are taking innovative steps to meet these needs, but they also have a desire to share information and scale innovation across the system.

Professional-technical training

Community and technical colleges train the students who form the backbone of Washington's workforce. Students and businesses alike count on community and technical colleges to prepare people for well-paying, in-demand jobs. However, professional-technical programs are very expensive to offer because of small class sizes, high-priced equipment and technology, and the rising cost of supplies. Colleges are sometimes unable to meet training demands because of these financial restraints.

Additionally, some retreat participants recommended our system forge deeper connections with business and industry to better align training to their needs.

Guided Pathways

All 34 community and technical colleges are implementing Guided Pathway reforms. Guided Pathways is a national reform movement that involves fundamentally redesigning course sequencing and advising, alongside shifts to pedagogy and classroom practices, so students are more likely to graduate with marketable credentials. Some retreat participants suggested that our system remain focused on the core elements of Guided Pathways (described in tab 8 of this board packet) and implement success software across the college system.

TAB 2

Candid system conversations

Several participants who attended the November retreat, including State Board members, said they appreciated having candid, forward-thinking conversations that included a wide variety of stakeholders.

Next steps

The December 7 meeting will provide an opportunity for State Board members to discuss how the Board can help address issues raised during the retreat and advance the implementation of the strategic plan.

Recommendation/preferred result

State Board members will have an opportunity to discuss State Board priorities and areas of focus.

Policy Manual Change Yes ☐ No ☒

Prepared by: Laura McDowell, SBCTC Communications Director, lmcdowell@sbctc.edu

TAB 3

REGULAR ITEM (RESOLUTION 23-12-46)

December 7, 2023

Tab 3

Emergency Funding for Bellingham Technical College Campus Center Building Structural and Seismic Repairs

Brief description

Bellingham Technical College is requesting $21,068,000 in new state funding and authority to spend up to $1,200,000 in local funds for emergency repairs to the Campus Center Building. The college would be reimbursed for up to $1,200,000 of its local fund expenditures from the state funding, if the Legislature provides the state funding as requested.

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

This project will support student success and retention through safe and modern facilities.

Background information

In fall of 2022, a Bellingham Technical College facilities team member was inspecting an issue in the Campus Center (UFI #A10177) and found sheared bolts and a separated truss in the building. The separated truss is over an approximately 80-foot span on the first floor of the building. A structural engineer recommended the building be closed until the failed truss was repaired. On September 23, 2022, the college and the Department of Enterprise Services declared an emergency (attachment A) to expedite the repair of the truss using the building's original design and construction team. The failed connection point was shored up and repaired in October 2022 and the building was reopened to students and employees.

Due to the nature of the failure, additional analysis and evaluations of all four major trusses were initiated to confirm building integrity. This review identified 22 additional repairs to the four primary trusses. The Department of Enterprise Services and the Attorney General's Office advised the college to shift the analysis and construction repair to an independent structural engineer, architect, and contractor, separate from the original construction team because of the complexity and discoveries in the structural assessment.

The continued analysis identified more points of repair to the building's structural integrity concluding the building structure was insufficient for the live load of the people and materials within. On July 5, 2023, the college and Department of Enterprise Services declared another emergency (attachment B) to expedite the analysis and repair using new and independent contractors.

Structural work to reinforce the existing structure to be able to support the live load weight of the building occurred throughout the summer and into early fall 2023. An additional 55 areas of concern were identified through the analysis. Based on the deficiencies identified in the load bearing structure, it was decided to begin a seismic evaluation in August 2023.

The engineer's report was provided to the college and Department of Enterprise Services on October 20, 2023. This report identifies significant deficiencies relative to standards and code compliance. Without substantial repairs, the building will remain unoccupied, noncompliant with the building code, and unsafe for students, employees, and the community.

TAB 3

The Campus Center building closure causes a major impact to campus operations. The building houses 20% of the campus classroom and instructional lab space, the library, study areas, student support services, offices, and the largest meeting space. All these building uses have been relocated into temporary, make-shift spaces throughout campus. Making repairs to reoccupy the building is the college's highest priority and is urgently needed.

The college was working diligently with DES and the contractors to make repairs under the current emergency declaration. Since the project has grown significantly beyond what was originally anticipated, DES has decided to end the repairs that can be performed under the emergency declaration and will require the remainder of repairs be bid through regular public work procurement methods as a General Contraction/Construction Manager (GCCM) project.

The remaining available options to repair the Campus Center Building are:

1. $22,678,000 to continue design into spring 2024 until the Legislature can appropriate construction funding.

2. $74,000,000 to demolish the building and replace it in-kind.

A summary breakdown of the cost to repair is found in attachment C.

Below is a chart of existing and proposed funding sources for the emergency repair.

Description	Project	Fund	EA	SB#	Funding
SBCTC emergency pool	40000630	057	D09	R551	$500,000
BTC 2023-25 unanticipated repair funds	40000630	057	D09	R204	$110,220
BTC Campus Center Structural & Seismic Repairs (State Board resolution 23-12-46)	N/A	147	N/A	TBD	$1,200,000
Minor program	40000754	057	D17	R496	$1,164,705
Minor facility repairs	40000595	060	D06	Multiple	$154,000
Minor site repairs	40000698	060	D12	R315	$70,000
Minor infrastructure	40000721	060	D14	Multiple	$1,231,000
Whatcom Learning Commons (project savings)	30000138	057	U11	N270	$5,301,000
New state appropriation	TBD	057	TBD	TBD	$14,147,000

Consistent with State Board policy 6.60.10, State Board staff have already allocated $500,000 from the system's emergency repair pool funding and the college has contributed a match of $113,560. The procedure for the State Board management of the emergency capital reserves says if the cost of an emergency repair exceeds $500,000, the State Board may elect to provide the allocation and seek additional funding from the legislature.

The State Board adopted its 2023-25 capital request in resolution 22-05-24. As it has for many years, this request prioritized emergency funding above all other capital needs. The State Board adopted its 2024 supplemental request in resolutions 23-08-35. The supplemental request was for projects to help colleges meet the intent of the new Clean Buildings Performance Standard and the next two major projects from the pipeline.

Consistent with past practices and the emergency funding State Board policy, the request for $21,068,000 would, upon State Board approval, be prioritized at the top of the system's 2024 supplemental request, as shown below.

TAB 3

2024 SBCTC Supplemental Capital Budget Request for New Appropriations and Financing Authorities

Priority	College	Project	Phase	Request	Cumulative
1	Bellingham TC	Campus Center Emergency Repairs	Design & Construct	$ 21,068,000	$ 21,068,000
2	Statewide	CBPS SBCTC Statewide Utility Submeters for Clean Buildings Act	Design & Construct	$ 8,540,000	$ 29,608,000
3	Statewide	HB 1390 - Decarbonization Planning	Planning	$ 724,000	$ 30,332,000
4	Statewide	CTC Energy Efficiency Program	Grant program	$ 2,000,000	$ 32,332,000
5	Lower Columbia	Center for Vocational and Transitional Studies	Construction	$ 43,704,000	$ 76,036,000
6	Columbia Basin	Performing Arts Building Replacement	Design & Construct	$ 47,876,000	$ 123,912,000

2024 SBCTC Supplemental Capital Budget Request for Alternative Financing Authority

College	Project	Authority
Renton	Building J Renovation	$ 2,000,000

Additionally, Bellingham Technical College needs $1,200,000 in local spending authority to fund the preconstruction work in advance of the construction appropriation by the Legislature to expedite the work as quickly as possible. If funded as requested, the college would be reimbursed for the $1,200,000 in local expenditures.

Bellingham Technical College's Board of Trustees has supported this project throughout and will be taking formal action on this request at its regularly scheduled December 14, 2023, meeting.

Recommendation/preferred result

Staff recommends approval of Resolution 23-12-46 giving Bellingham Technical College the authority to spend up to $1,200,000 in local funds related to structural and seismic repairs to the Campus Center building and directs State Board staff to update the 2024 supplemental capital budget request to include $21,068,000 in new funding for this project as its highest priority and to seek legislative permission to reimburse the college for up to $1,200,000 of its local expenditures related to the analysis, design, and repairs.

Policy Manual Change Yes ☐ No ☒

Prepared by: Darrell Jennings, capital budget director
                djennings@sbctc.edu

TAB 3

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 23-12-46

A resolution relating to Bellingham Technical College's request for $21,068,000 in new state funding and the authority to spend up to $1,200,000 in local funds for structural and seismic repairs to the Campus Center building. The college requests to be reimbursed for up to $1,200,000 of its local fund expenditures from the state funding, if the Legislature provides the state funding as requested.

WHEREAS, the Campus Center building is a primary hub for instruction, library, study space, and supporting educational services and its closure is a significant disruption to campus operations and learning; and

WHEREAS, Bellingham Technical College discovered a truss system failure in the Campus Center building that led to an emergency declaration by the college and Department of Enterprise Services and it was immediately repaired by the building's original contracting and engineering firm; and

WHEREAS, the college further investigated the structural integrity of the building, which led to the identification of additional repair needs in the building's truss system; and

WHEREAS, at the recommendation of the Department of Enterprise Services and the Attorney General's Office, the college assembled an independent structural engineer, architect, and contractor team for further analysis of the building and found additional deficiencies indicating the building's structure and foundation was insufficient for the live load of people and materials and a subsequent emergency declaration was made by the college and the Department of Enterprise Services; and

WHEREAS, Bellingham Technical College would like to proceed with the repairs and restore the use of the Campus Center building as quickly as possible; and

WHEREAS, the Department of Enterprise Services is the college system's public works authority and is ending repair work under the emergency declaration and recommending a publicly bid procurement for the remainder of the repairs; and

WHEREAS, the total cost of structural and seismic repairs is estimated to be $22,678,000; and

WHEREAS, State Board has allocated $500,000 from the emergency pool and policy 6.60.10 says it may elect to seek additional funding from the Legislature for emergencies that exceed $500,000; and

WHEREAS, Bellingham Technical College has identified $2,620,000 in minor works allocations and the State Board has identified $5,301,000 from the completed Whatcom Learning Commons project (UFI #A10177) that OFM and the Legislature can reallocate to this project leaving an unfunded need for $12,947,000 in new state appropriations; and

WHEREAS, Bellingham Technical College's Board of Trustee's has supported this project and will be taking formal action on this request at their regularly scheduled December 14, 2023, meeting; and

WHEREAS, the highest capital funding priority in the State Board's 2023-25 capital budget was for emergency work;

NOW THEREFORE BE IT RESOLVED, that the State Board for Community and Technical Colleges authorizes Bellingham Technical College to spend up to $1,200,000 in local funds related to the structural and seismic repairs of the Campus Center building; and

BE IT FURTHER RESOLVED, that the State Board staff will update the 2024 capital budget request to include $21,068,000 in new funding for this project as its highest priority and seek permission to reimburse the college for up to $1,200,000 of its local expenditures.

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

APPROVED AND ADOPTED on 12/7/2023

Attest

_____   _____
Chelsea Mason-Placek, chair   Paul Francis, secretary

Professional Technical

![Bellingham Technical College logo]

September 23, 2022

Tara Smith, Director
Department of Enterprise Services
PO Box 41401
Olympia, WA 98504-1401

RE: Emergency Public Works Contract Request - BTC Campus Center Truss Repair

Dear Ms. Smith,

We are requesting a Declaration of an Emergency for the repair of a truss assembly within Bellingham Technical College's (BTC) Campus Center building. This emergency meets the criteria identified in RCW 39.04.280, which is defined as an unforeseen circumstance beyond the control of the agency which is either a real, immediate threat to the proper performance of essential functions or will likely result in material loss or damage to property, bodily injury, or loss of life if immediate action is not taken.

In the process of maintenance work within BTC's Campus Center building, a questionable truss connection point above a hard ceiling was observed. Subsequent assessment and review by the building's original structural firm recommended the precautionary step of closing the building until the truss connection point is repaired. The repair will require removal of a section of hard ceiling; temporary shoring placement; re-bolting and welding of the suspect connection point; and then repair of the hard ceiling and other finishes in the building.

We are requesting approval for an Emergency Public Works Contract for immediate repairs to repair the truss connection and restore the building finishes. The estimated cost of the repair is $75,000 + tax.

If you have any questions, please contact David Jungkuntz, BTC Facilities Director, at djungkuntz@btc.edu or 360.752.8355.

Sincerely,

Kimberly Perry, Ed.D   9/23/2022
—2BED8742B5A941F...
Kimberly Perry, Ed.D,   Date
President

William J Frare   9-23-2022
William J. Frare, P.E., Assistant Director   Date   Recommend
Facility Professional Services

Tara C. Smith   9/23/2022
Tara Smith, Director   Date   Approved

TAB 3
Attachment B

**Bellingham
TECHNICAL
COLLEGE**

Office of the President
360.752.8333

July 5, 2023

Tara Smith, Director
Department of Enterprise Services
PO Box 41401
Olympia, WA 98504-1401

RE: Emergency Public Works Contract Request
        Bellingham Technical College (BTC) - Campus Center Truss Repairs 2023

Dear Ms. Smith,

We are requesting a Declaration of an Emergency for BTC's Campus Center Truss Repairs. This emergency meets the criteria identified in RCW 39.04.280, which is defined as an unforeseen circumstance beyond the control of the agency which is either a real, immediate threat to the proper performance of essential functions or will likely result in material loss or damage to property, bodily injury, or loss of life if immediate action is not taken.

In September 2022 a failed point on one truss in the Campus Center building was identified and the building evacuated. The failed connection point was shored up and repaired in October 2022 through Emergency Declaration and DES project number 2023-077. Due to the nature of the failure, additional analysis and evaluations of all (4) major trusses were initiated to confirm building integrity. Subsequent reports recommended additional repairs to each of the (4) primary trusses to improve structural integrity. Due to the nature of the recommendations, a third-party structural engineer was retained to verify the analysis and evaluation of the original truss point failure and the building's complex 3-story truss system utilizing the (4) primary trusses.

The ongoing investigation has identified more questionable load capacities at more connection points within the building's (4) primary trusses. In order to minimize the interruption to campus operations for students and staff as well as ensuring a safe restoration of structural capacities, an aggressive repair plan must be implemented by technical trades during a very tight window of time during the Summer Quarter (July & August) 2023.

We are requesting approval for an Emergency Public Works Contract for immediate repairs to all (4) primary trusses including finish repairs and operable door replacement. The original estimated cost of the repair was approximately $500,000, but may increase based on the pending 3rd party engineer's new assessment and recommendations.

If you have any questions, please contact David Jungkuntz, Facilities Director, at djungkuntz@btc.edu; 360.752.8355.

Sincerely,

James Lemerond, Ed.D.
President

7-5-2023

Date

William J. Frare

William J. Frare, P.E., Assistant Director
Facility Professional Services

7-6-2023

Date   Recommend

Tara C. Smith

Tara Smith, Director
Department of Enterprise Services

7-6-2023

Date   Approved

TAB 3
Attachment C

STATE OF WASHINGTON
AGENCY / INSTITUTION PROJECT COST SUMMARY
Updated May 2023

Agency	Bellingham Technical College
Project Name	Campus Center Building Emergency Repairs
OFM Project Number	40000916

Contact Information

Name	Darrell Jennings
Phone Number	(360) 704-4382
Email	djennings@sbctc.edu

Statistics

Gross Square Feet	68,093	MACC per Gross Square Foot	$167
Usable Square Feet	63,258	Escalated MACC per Gross Square Foot	$176
Alt Gross Unit of Measure			
Space Efficiency	92.9%	A/E Fee Class	B
Construction Type	College classroom faciliti	A/E Fee Percentage	10.69%
Remodel	Yes	Projected Life of Asset (Years)	40

Additional Project Details

Procurement Approach	GCCM	Art Requirement Applies	Yes
Inflation Rate	3.33%	Higher Ed Institution	Yes
Sales Tax Rate %	8.80%	Location Used for Tax Rate	Bellingham
Contingency Rate	5%		
Base Month (Estimate Date)	November-23	OFM UFI# (from FPMT, if available)	A10177
Project Administered By	DES		

Schedule

Predesign Start		Predesign End	
Design Start	March-23	Design End	June-24
Construction Start	July-24	Construction End	June-26
Construction Duration	24 Months		

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Project Cost Summary

Total Project	$21,637,814	Total Project Escalated	$22,678,096
		Rounded Escalated Total	$22,678,000

Amount funded in Prior Biennia	$0
Amount in current Biennium	**$22,678,000**
Next Biennium	$0
Out Years	$0

Acquisition

Acquisition Subtotal	$0	Acquisition Subtotal Escalated	$0

Consultant Services

Predesign Services	$15,030		
Design Phase Services	$1,249,317		
Extra Services	$712,505		
Other Services	$666,291		
Design Services Contingency	$132,157		
Consultant Services Subtotal	**$2,775,300**	**Consultant Services Subtotal Escalated**	**$2,817,778**

Construction

Maximum Allowable Construction Cost (MACC)	$11,348,438	Maximum Allowable Construction Cost (MACC) Escalated	$11,952,175
GCCM Risk Contingencies	$567,422		$597,609
GCCM Management	$2,282,039		$2,403,444
Owner Construction Contingency	$2,269,688		$2,390,435
Non-Taxable Items	$0		$0
Sales Tax	$1,449,148	Sales Tax Escalated	$1,526,242
Construction Subtotal	**$17,916,734**	**Construction Subtotal Escalated**	**$18,869,905**

Equipment

Equipment	$771,070		
Sales Tax	$67,854		
Non-Taxable Items	$0		
Equipment Subtotal	**$838,924**	**Equipment Subtotal Escalated**	**$883,556**

Artwork

Artwork Subtotal	$106,856	Artwork Subtotal Escalated	$106,856

Agency Project Administration

Agency Project Administration Subtotal	$0		
DES Additional Services Subtotal	$0		
Other Project Admin Costs	$0		
Project Administration Subtotal	**$0**	**Project Administration Subtotal Escalated**	**$0**

Other Costs

Other Costs Subtotal	$0	Other Costs Subtotal Escalated	$0

Project Cost Estimate

Total Project	**$21,637,814**	Total Project Escalated	**$22,678,096**
		Rounded Escalated Total	**$22,678,000**

TAB 4

REGULAR ITEM

December 7, 2023

Tab 4

Tribal Stewards Program

Brief description

The Tribal Stewards Project supports future Tribal leaders in climate solutions and environmental stewardship through partnerships with Washington's 34 community and technical colleges and 29 federally recognized Tribes.

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

Tribal Stewards is aligned to the State Board's strategic plan and the goals of the Washington Community and Technical Colleges American Indian Advisory Board. Specifically, the program aligns with the following strategies:

- **Strategy 1.2.4:** Provide training to help faculty use student-centered, culturally responsive and antiracist pedagogies. Additionally, ensure professional-technical faculty possess diversity, equity and inclusion competencies as required by the college system's updated edition of "Skill Standards for Professional-Technical College Instructors."

- **Strategy 1.3.4**: Engage college system leaders in government-to-government relationships with Washington's 29 federally recognized Tribes to provide professional training, curriculum development, faculty learning communities, and resources in support of students.

- **Strategy 2.1.1**: Support colleges in implementing the successful Guided Pathways framework to ensure students who enter our college system receive the proper supports that guide them, in a structured manner, through completion and into careers and universities. Develop effective partnerships with industry associations, labor organizations, and Tribal enterprises to ensure pathways align to the skills required by employers.

- **Strategy 3.1.8**: Through formal relationships with Washington's 29 federally recognized Tribes, collaboratively support Tribes' economic, environmental, workforce, and higher education needs to support fast-growing Tribal industries.

- **Strategy 3.3.3**: Expand knowledge of, and participation in, internships and other workplace-based learning opportunities offered by Washington's 29 federally recognized Tribes.

- **Strategy 4.4.4**: Create wider partnerships and alliances with the organizations and people we serve: communities of color, business associations, labor organizations, Tribal governments, nonprofit and community organizations, K-12 schools, and four-year colleges and universities. These connections will help ensure we respond to the emerging needs of our students and the employers who hire them.

- **Strategy 4.4.5**: Build and strengthen relations with other state government agencies, the Legislature, Governor's Office, Tribes, and federally and locally elected officials.

TAB 4

Background information

SBCTC's Office of Tribal Government Affairs builds meaningful relationships between Washington's 34 community and technical colleges and 29 federally recognized Tribes and partners closely with the Washington Community and Technical Colleges American Indian Advisory Board. These relationships are focused on developing Tribal student pathways that lead to successful recruitment, retention and completion rates, and to raise opportunities for workforce development within Tribal economies.

The Tribal Stewards Program is a collaborative effort of three SBCTC teams, which work in partnership with participating Tribes and colleges: the Office of Tribal Government Affairs; the Climate Solutions Program; and the Office of Equity, Diversity, and Inclusion. The program leads with racial equity and supports future Tribal leaders in climate solutions and environmental stewardship.

Mission

The mission of the Tribal Sewards Program is to "Create a just pathway that reduces disparities in Tribal students thriving at our CTCs and in accessing Tribal knowledge systems and ways of learning and realizing Tribal community environmental and economic justice."

To achieve this, the Tribal Stewards Program relies on establishing Tribal navigators at participating colleges, formalizing Tribal relationships, and engaging faculty in natural resource programs in a faculty learning community to integrate Tribal knowledge systems. The goals are to:

1) Create opportunities for Tribal students to:

- Earn in-demand associate/bachelor's degrees related to natural resources that incorporate Indigenous and Tribal knowledge systems.

- Engage work-based learning, field classrooms, and field experience within traditional Tribal territory.

- Receive mentorship from Tribal employers and Tribal scholars.

- Experience educational equity and student support.

2) Formalize partnerships between colleges and Tribes to:

- Create ongoing consultation.

- Increase enrollment of Tribal students.

- Indigenize natural resources curriculum through integration of Tribal knowledge systems and Tribal scholars.

- Support faculty on best practices to engage with Tribes and instructionally support Tribal students through the integration of Tribal traditional ecological knowledge into curriculum.

TAB 4

Achievements in 2022-2023

In 2022-2023, the Tribal Stewards Program has achieved the following:

- Launched two pilot programs at Spokane Community College (SCC) and Grays Harbor College (GHC) and awarded funding from Perkins Special Projects to hire a Tribal navigator at each college.

- Led a retreat for Tribal scholars and college faculty and staff to co-design this program.

- Created a 25-episode video-based Tribal curriculum showcasing Tribal stewardship and climate solutions in action through interviews with Tribal scholars from the Makah, Quinault, Colville, and Spokane Tribes.

- SBCTC's Office of Diversity, Equity and Inclusion graciously funded the curation of a faculty learning community curriculum by Maya Esquivido, *Nor Rel Muck Wintu - Hupa* (MSW), SBCTC Tribal Government Affairs.

- Recruited eight faculty from Grays Harbor College and Spokane Community College to participate in the Tribal Stewards Faculty Learning Community.

Next steps for the Tribal Stewards Program

New Tribal navigators at Grays Harbor College and Spokane Community College started their positions December 1, 2023. Upcoming goals include:

- Identify pilot colleges to annually host the faculty learning community for the next five years.

- Seek to secure additional funding for continued Tribal curriculum development that showcases Tribal climate solutions and natural resource stewardship across the state.

- Seek funding and develop strategies to engage Tribal leaders and state Tribal liaisons and to hire new Tribal navigators to serve multiple colleges in a region.

Alignment with the State Board's Strategic Plan

The State Board's updated 2020-2030 strategic calls for strong, productive relationships between the community and technical college system and Washington's 29 federally recognized Tribes. The following sections describe how the Tribal Stewards Program supports key strategies in the plan.

Recommendation/preferred result

State Board members will have an opportunity to discuss the Tribal Stewards Program and how it supports Tribal students and environmental and economic justice for Tribal communities.

Policy Manual Change Yes ☐ No ☒

Prepared by:

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Maya Esquivido, Program Manager, Tribal Stewards Program, mesquivido@sbctc.eu

Glenda Breiler, Director of Tribal Government Affairs, gbreiler@sbctc.edu

TAB 5

REGULAR ITEM

December 7, 2023

Tab 5

Bachelor of Applied Science Degrees — Emerging Topics, Issues, and Trends

Brief description
Staff will provide a presentation on the current and emerging topics, issues, and trends with Washington's community and technical college bachelor's degrees.

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 ensuring community and technical colleges are affordable and accessible for students.

Community and technical college bachelor's degrees provide access for students who have been historically underserved in, 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 community and technical college system has been offering bachelor of applied science degrees for over 15 years. Almost every college in the system offers at least one bachelor of applied science, with many colleges offering multiple bachelor-level degree pathways. As the Washington community and technical college system continues to expand program offerings in this area, additional policies and procedures will need to be developed to assure program quality. Additionally, existing policies and practices will need to be revisited to adapt to the current program landscape.

This presentation will provide an update on current and emerging work related to community and technical college bachelor's degrees, including:

- An update on national and Washington statistics.
- Strategies for assuring program quality.
- Statewide, regional, and consortium work.
- Upcoming research and emerging topics.

TAB 5

Recommendation/preferred result

The State Board is asked to provide feedback on the information shared and any additional questions or ideas they have about the future development of baccalaureate degrees.

Policy Manual Change Yes ☐ No ☒

Prepared by: Dr. Valerie Sundby, Director of Transfer
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Dr. Joyce Hammer, Deputy Executive Director for Education
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BACHELOR OF APPLIED SCIENCE DEGREES

Emerging Topics, Issues, and Trends

Dr. Joyce Hammer, Deputy Executive Director of Education

Dr. Valerie Sundby, Director, Transfer Education

December 2023 SBCTC Board Meeting

HOW IT ALL STARTED

In 2005, HB 1794 made Washington one of the first states in the nation to offer community college bachelor's degrees.

18 years later, Washington's community and technical colleges offer 1/3 of all community college bachelor's degrees nationally.

H-1184.3

HOUSE BILL 1794

State of Washington   59th Legislature   2005 Regular Session

By Representatives Kenney, Cox, Sommers, Fromhold, Priest, Sells, Moeller, Hasegawa, Conway, Ormsby, McCoy, Roberts, Kessler, Darneille, O'Brien, Murray, Dickerson, Lantz, Williams, Chase, Hunter, Lovick, Dunshee, Kagi, Morrell, Haigh, McDermott, Wood and Hudgins

Read first time 02/07/2005. Referred to Committee on Higher Education.

1   AN ACT Relating to expanding access to baccalaureate degree
2 programs; amending RCW 28B.45.014, 28B.45.020, 28B.45.030, 28B.45.040,
3 28B.50.020, 28B.50.030, 28B.50.140, 28B.15.069, and 28B.76.230; adding
4 a new section to chapter 28B.50 RCW; creating new sections; and
5 providing an expiration date.

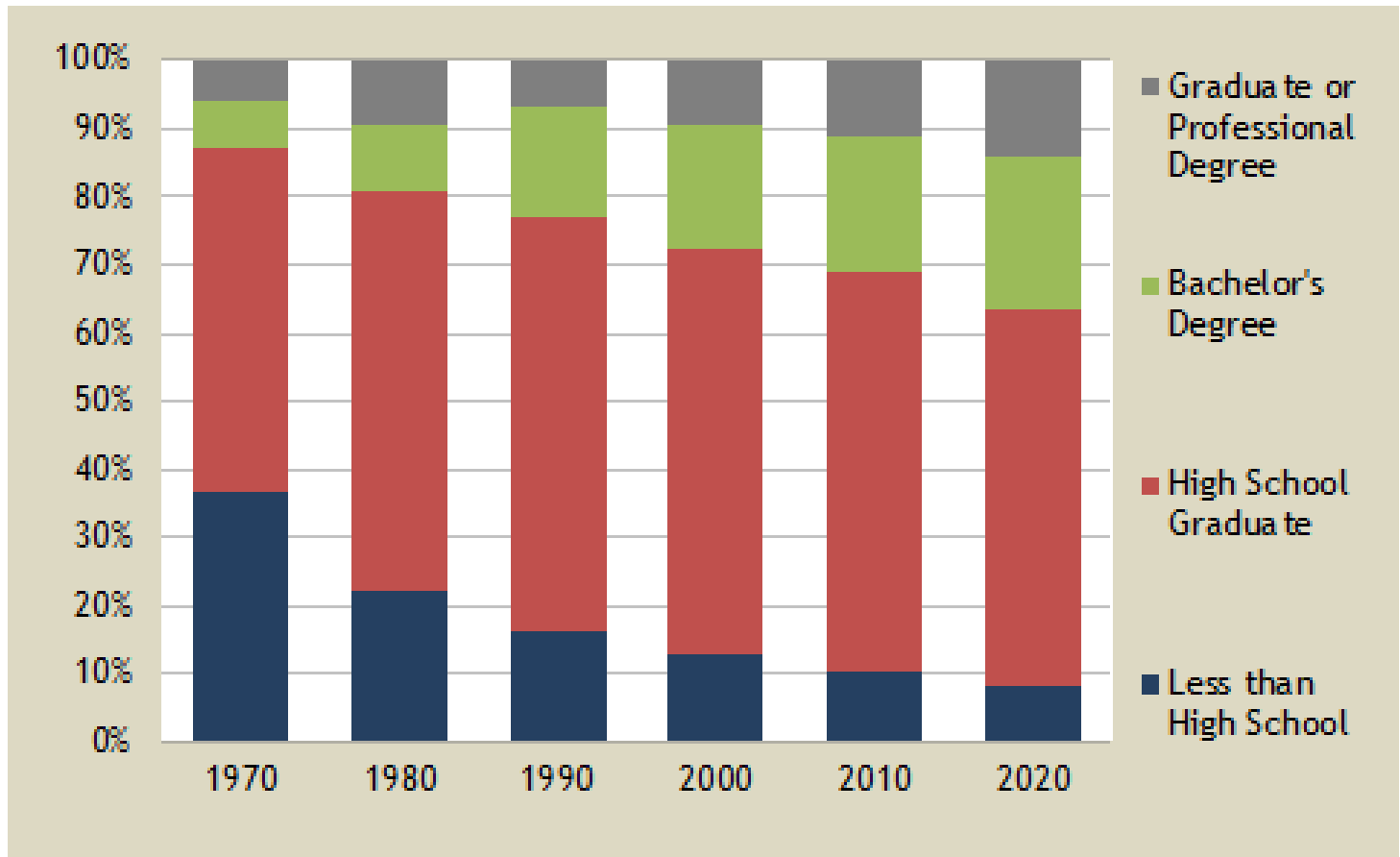6   BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

HOW WASHINGTON COMPARES NATIONALLY

- Average wage for bachelor's degree holders
  - Nationally — $61,600
  - Washington CTC graduates — $62,000
- Fall to fall retention
  - Nationally — 75%
  - Washington CTC — 75%
- Six-year graduation rate
  - Nationally — 64%
  - Washington CTC — 70%
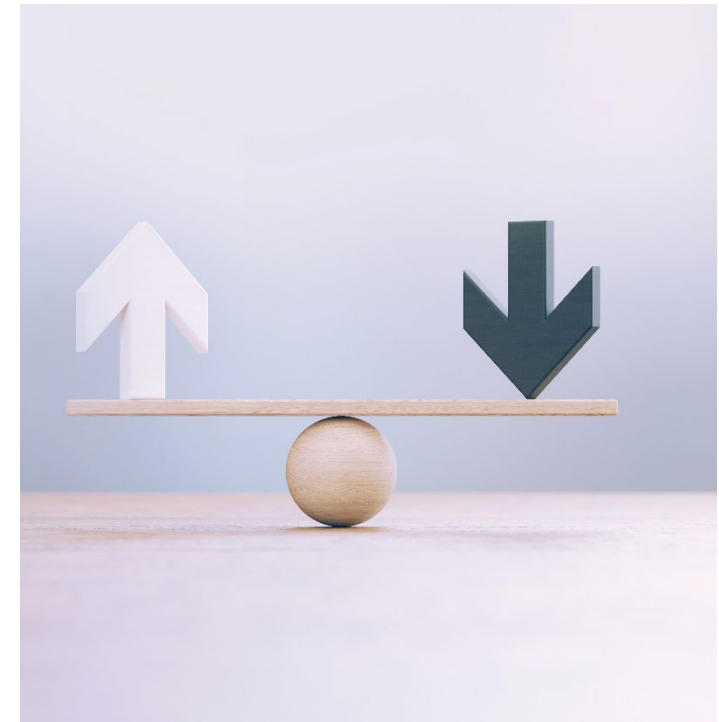
WASHINGTON BACHELOR'S DEGREE ATTAINMENT

Year	Bachelor's Degree or Higher
2020	36.7%
2010	31.0%
2000	27.7%
1990	22.9%
1980	19.0%
1970	12.7%

https://ofm.wa.gov/washington-data-research/statewide-data/washington-trends/social-economic-conditions/educational-attainment#:~:text=In%202020%2C%2091.7%25%20of%20Washington,degree%20between%202000%20and%202020.

4

FOCUS ON PROGRAM QUALITY

- Rigorous program approval process
- Northwest Commission on Colleges and Universities (NWCCU) review
- Community College Baccalaureate Association (CCBA) Quality Framework

INITIAL PROGRAM APPROVAL

- Statement of need
  - Focus on **workforce demand, student enrollment pipeline,** and **connection to college goals** and **strategic plan**

- Program proposal
  - Focus on program level quality and readiness
    - **Qualified faculty**
    - **Bachelor's degree outcomes**
    - Integration of program into **college assessment** and **review plan**

- New program approval process in development
  - **Criteria for relevance and usefulness**
  - **Focus on quality and plans for ongoing review and data-based evaluation**

NWCCU REVIEW

- First two bachelor's level programs are considered *major substantive change* and undergo a full panel review.

- Additional degrees are *minor substantive changes and subject to staff review.*

- Bachelor's level programs are expected to have rigorous evaluation plans and documentation of student learning outcomes.
  - o Programs and processes reviewed as part of each college's standard accreditation cycle.

CCBA QUALITY FRAMEWORK

- National project by the Community College Baccalaureate Association with funding from Ascendium Education Group in 2023.

- Comprehensive project includes a national workgroup, comprehensive literature review, and structured interviews that will result in:
  - A national perspective on and framework for assessing and assuring quality in community college bachelor's degree programs.
  - Essential components of successful community college bachelor's degree programs.

- Thought paper.

CCBA QUALITY FRAMEWORK

- High level of learning
- Equitable access and outcomes
- Affordability
- Flexibility
- Experiential learning
- Employer partnerships and collaborations
- Student services

- Regional significance and labor market alignment
- Evaluation: evidence-based programs and practices

STATEWIDE REGIONAL AND CONSORTIUM WORK

- Partnerships requiring course sharing and coordination
- Bachelor of Science in Computer Science
- Revision of objection process

COLLEGE PARTNERSHIPS

- Colleges are building partnerships and collaborations to help with challenges related to enrollment, industry involvement, and faculty hiring.

- Key elements of scaling and success:
  - Resources and support for cross-college faculty convening.
  - Commonly numbered courses .
  - Common course and program outcomes.
  - Effective course sharing software.
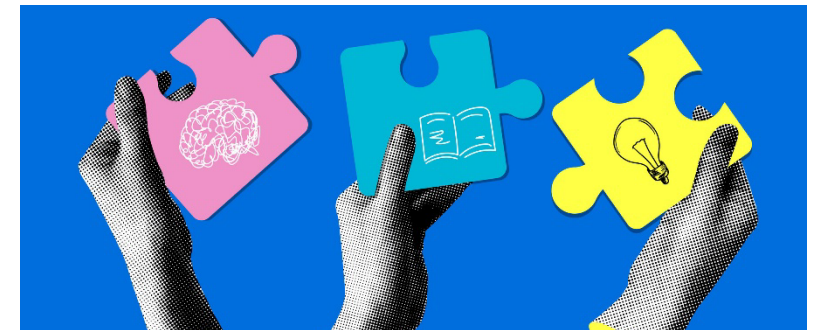
BACHELORS OF SCIENCE IN COMPUTER SCIENCE

- Building on the work of AppConnect to create a statewide "core" computer science curriculum.

- Any college will be able to adopt elements of the core and add local customization.

- SBCTC has hosted two industry convenings and one faculty working retreat.
  - Industry identified key knowledge, skills, and abilities graduates need.
  - Faculty created program outcomes and began mapping curriculum, topics, and course level outcomes.

- If funded, the supplemental legislative request will be instrumental in continuing this work and the rapid scaling of programs.
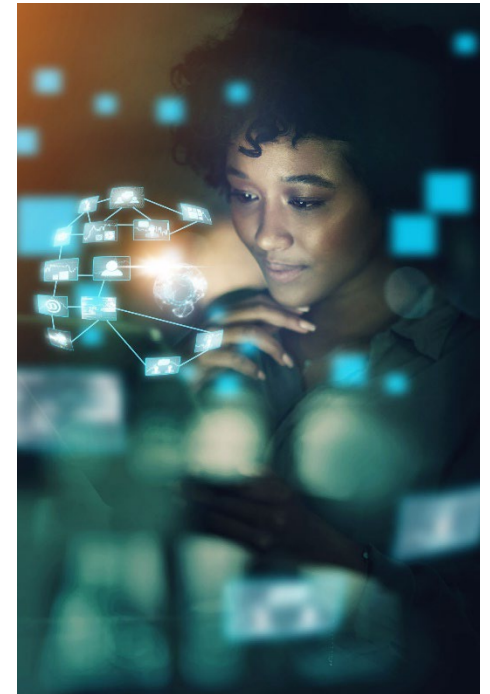
COLLEGE OBJECTION PROCESS

- Universities can object/raise concerns via the Interinstitutional Committee for Academic Program Planning (ICAPP) process.
  - CTCs work collaboratively with four-year partners to expand opportunities for students and minimize duplication.
- Colleges in our system use the existing process for workforce programs.
  - Imperfect because the approval process and timeline for BAS/BS programs is different than workforce AAS/AAS-T programs.
  - Instruction Commission is reviewing the current process and will make recommendations for next steps at its December meeting.
- The focus is always on meeting student and industry needs in the most efficient way possible.

UPCOMING RESEARCH PROJECTS

- Research partnerships are underway with Dr. Deb Bragg (Bragg and Associates), Dr. Elizabeth Meza (UW), and Dr. Ed Harri (NWCCU)

- Research focus areas:
  - Student outcomes.
  - Equity gaps in access, completion, and employment, and how these gaps compare to equity gaps in access and completion in associate degrees.
  - Economic impact of programs (especially in rural communities).
  - A deep dive into the demographics and student life experiences.
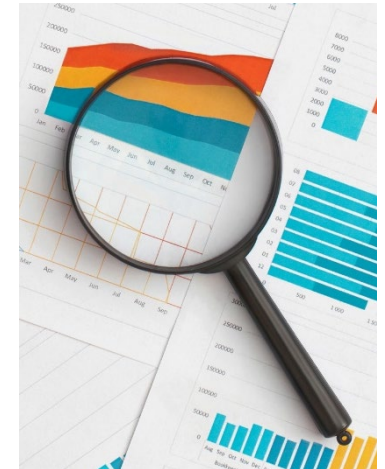
INCREASING BACHELOR'S DEGREE ATTAINMENT

- As our program offerings expand, how can we promote seamless movement toward bachelor's attainment?
    - There are an increasing number of careers fields where a bachelor's degree has become the default/primary credential for entry (dental hygiene, respiratory therapy)

- As BAS programs gain popularity, an increasing number of workforce students choose this path when they first enter college

- What options exist for:
    - More freshman-entry BAS programs?
    - Guaranteed acceptance programs?
    - Seamless four-year pathways to align with student goals and industry needs?

15

QUESTIONS?

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TAB 6

REGULAR ITEM

November 30, 2023

Tab 6

Preview of 2024 Legislative Session and Priorities

Brief description

The Board will review the system's 2024 budget priorities and hear a preview of possible issues that may arise during the 2024 legislative session.

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

The system operating and capital budget requests are vital to the success of students at all 34 Washington's community and technical colleges and align with the following items in the strategic plan:

- 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.

Background information and analysis

The primary focus entering the 2024 legislative session is to gain legislative support for a sustainable supplemental operating budget request for the college system and the capital budget request.

- Our 2024 operating budget request (appendix A) will help Washingtonians in local communities find well-paying careers in computer science while creating a diverse and talented workforce for our state's high-tech industries. Our college system proposes to create at least 15 more Bachelor of Science in Computer Science programs as authorized by the Legislature in 2021 (SB 5401).

- The 2024 supplemental capital request (appendix B*) was designed to begin the important work of equipping our community and technical college infrastructure with needed monitoring to meet state energy performance standards and reduce greenhouse gas emissions. It also asks the Legislature to support major construction projects at Lower Columbia College and Columbia Basin College.

* Appendix B shows our college system's current 2024 supplemental capital budget request. SBCTC will update this request if the Board approves emergency funding for Bellingham Technical College as described in tab 3 of this agenda packet.

TAB 6

2024 session preview

Legislative sessions are fast moving, dynamic, and often unpredictable. However, SBCTC anticipates that, in addition to approving supplemental budgets, legislators will turn their attention to the following issues during the 2024 session:

- Mental health support for students.

- Support for student basic needs: addressing food and housing insecurity,

- Financial aid: Washington College Grant expansion.

- Dual credit: Running Start and College in the High School.

Recommendation/preferred result

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

Policy Manual Change Yes ☐ No ☒

Prepared by: Arlen Harris, legislative director
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TAB 6
Attachment A

WASHINGTON'S
COMMUNITY AND TECHNICAL COLLEGES

2024 SUPPLEMENTAL OPERATING BUDGET REQUEST

DECEMBER 3, 2023

Washington's 34 community and technical colleges train people across our state for well-paying careers while providing businesses with the talent they need to thrive. Our college system's 2024 supplemental budget request focuses on a critical workforce need: preparing more Washington residents to fill jobs in the fast-growing computer science field while building a diverse, high-tech workforce.

Strengthening the Computer Science Workforce ($9 million)

Our college system proposes to create at least 15 more Bachelor of Science in Computer Science programs as authorized by the Legislature in 2021 (SB 5401). With sufficient funding, these programs would help our state meet existing and emerging needs in the tech industry while expanding access to well-paying computer science careers for diverse community and technical college students.

High tech, low capacity

The demand for high-tech workers in Washington is high. Our state ranks first in the nation for the concentration of tech workers relative to the overall employment base: Nearly one in 10 workers (9.4%) in Washington is employed in the tech industry. High tech careers pay well: The median annual salary for people employed in tech occupations in Washington is $130,000.[1]

Despite this good news, local employers looking for tech talent continue to encounter a skills shortage. Colleges and universities do not have the capacity to educate enough students to keep up with employer demand. Additionally, access to high-paying jobs is not equitably distributed; Black, Hispanic, and women workers are under-represented in the high tech industry.' According to a 2023 report by CompTIA, in Washington:

- Black or African American employees make up 5% of workers in all jobs but 3% in tech jobs.
- Hispanic or Latino employees make up 12% of workers in all jobs but 5% in tech jobs.
- Women make up 48% of workers in all jobs but 25% in tech jobs.[2]

Expanding access to computer science bachelor's degrees will help fill skill gaps for Washington employers and provide community and technical college students —half of whom are students of color — access to these in-demand degrees right within their local communities.

Sources: 1) CompTIA. (2023). State of the Tech Workforce. Downers Grove, IL: CompTIA; 2) Ibid

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

CONTACT INFORMATION

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TAB 6
Attachment B

WASHINGTON'S
COMMUNITY AND TECHNICAL COLLEGES

This request will change if the State Board approves emergency funding for Bellingham Technical College as described in Tab 3

2024 SUPPLEMENTAL CAPITAL BUDGET REQUEST

SEPTEMBER 8, 2023

Investing in College Campuses and Climate Recovery

Our community and technical college system's $103 million supplemental request targets reducing greenhouse gas emissions and funding two priority capital projects.

Energy-performance standards

According to the Washington State Department of Commerce, buildings are the most rapidly growing source of greenhouse gas emissions in Washington state. The building sector is the state's second largest carbon polluter behind transportation, and accounts for 27% of statewide emissions. Investing in building energy efficiency is the most cost-effective way to significantly reduce building sector emissions.[1]

With full funding of this request, our colleges would:

- Install energy submeters in individual buildings to ensure compliance with energy performance standards established under the 2019 Clean Buildings Act (HB 1257) and then expanded in 2022 (SB 5722). Fast action is required to meet the first mandatory compliance date of June 1, 2026.

- Develop decarbonization plans for campuses with centralized heating and cooling plants. Decarbonization plans for campuses with centralized energy systems serving at least five buildings and more than 100,000 square feet of building space

are required under HB 1390, which sets a due date of June 30, 2024 for planning to begin, and June 30, 2025 for them to be submitted to the Department of Commerce for review and approval.

- Tune up and optimize inefficient building systems through a "retro-commissioning" grant program. The grant program would be created through this request and administered by the State Board for Community and Technical Colleges.

These investments would equip colleges to meet state energy performance standards for buildings, reduce greenhouse gas emissions, improve operational efficiencies, and avoid significant penalties, thereby preserving funding for instruction and student services.

Priority design and construction projects

Our college system's 2024 budget request also seeks funding for two major capital projects not funded in the biennial budget: the Center for Vocational and Transitional Studies at Lower Columbia College in Longview, and the Performing Arts Building replacement at Columbia Basin College in Pasco. Funding these two requests would serve students at the two colleges while reducing a backlog of capital projects needed across Washington's 34 community and technical colleges.

Source: 1. Department of Commerce website Sept. 2, 2023: https://www.commerce.wa.gov/growing-the-economy/energy/buildings/clean-buildings-standards/

2024 SBCTC Supplemental Capital Budget Request for New Appropriations and Financing Authorities

Priority	College	Number	Project	Phase	Request	Cumulative
1	Statewide	40000878	CBPS SBCTC Statewide Utility Submeters for Clean Buildings Act	Design & Construct	$8,544,000	$8,544,000
2	Statewide	40000914	HB 1390 - Decarbonization Planning	Planning	$724,000	$9,268,000
3	Statewide	40000880	CTC Energy Efficiency Program	Grant program	$2,000,000	$11,268,000
4	Lower Columbia	40000106	Center for Vocational and Transitional Studies	Construction	$43,704,000	$54,972,000
5	Columbia Basin	40000108	Performing Arts Building Replacement	Design & Construct	$47,876,000	$102,848,000

2024 SBCTC Supplemental Capital Budget Request for Alternative Financing Authority

College	Number	Project	Authority
Renton	40000881	Building J Renovation	$2,000,000

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

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Except where otherwise noted

CONTACT INFORMATION

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TAB 7

REGULAR ITEM

December 7, 2023

Tab 7

Open Education Update

Brief description

SBCTC's Washington Open ProfTech project has been awarded grant funding under the FY 2023 Open Textbook Pilot Program by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. This is the second round of federal grants and will be used to create seven more open textbooks for professional-technical programs.

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

This project directly supports SBCTC's strategic plan.

Equitable student success: This project supports educational equity by offering free, high-quality textbooks, addressing the disproportionate impact of textbook costs on marginalized students. Such costs influence crucial academic decisions, affecting course selection and retention rates. SBCTC estimates that about 40,000 economically disadvantaged students are enrolled in professional-technical programs across Washington's 34 community and technical colleges.

Improve completion rates: The Washington Open ProfTech project has high potential to improve student completion rates. The 2018 WA Student Survey on Textbook Affordability, with over 10,000 student respondents, highlights a critical issue: 44% often forego required materials due to cost. This affects their academic choices, leading to reduced class enrollment (37%), dropping classes (19%), or avoiding certain courses (38%). Open textbooks can alleviate these issues, allowing students to access essential materials from day one and take more credits, enhancing their academic success.

Background information

SBCTC's Washington Open ProfTech project has been awarded grant funding under the FY 2023 Open Textbook Pilot Program by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. The project has received an additional grant of $2.1 million. Combined with the $1.8 million received in 2021, this results in a total grant amount of $3.9 million.

Open textbooks are copyright-cleared textbooks that are freely available to the public. Washington Senator Patty Murray, chair of the Senate Appropriations Subcommittee on Labor, Health, and Human Services, Education, and Related Agencies, championed securing the federal investment for this grant program.

Project progress

- WA Open ProfTech Phase 1: Six open textbooks including introduction to Healthcare, Introduction to Machining, Introduction to Welding, Introduction to Early Childhood Education, and Instruction to Criminal Justice, and Introduction to Hospitality will be released in August 2025.

TAB 7

- WA Open ProfTech Phase 2: Seven open textbooks tentatively including Introduction to Information Technology, Introduction to Forensic Science, Introduction to Computer Aided Design, Health, Safety and Nutrition, Introduction to CNC Machining, Introduction to Culinary Math, and Introduction to Periodontics will be released in December 2026.

Project organization

The project team consists of three main units: leadership, faculty cohort, and support.

- The leadership team is responsible for monitoring and executing the project and is comprised of a project director, project manager, and project assistant.

- The support team ensures that the book content is instructionally effective, accessible, equitable, and free of copyright infringement. This team includes the instructional design team, the OER and copyright clearance team, and the accessibility team.

- The faculty cohort is tasked with authoring textbooks. Each textbook has a faculty cohort whose members collaborate to complete the book content.

The textbook content will undergo vetting and consultation with workforce partners, including the Washington State Labor Council, AFL-CIO; the Washington Workforce Training and Education Coordinating Board; and the Association of Washington Business.

Recommendation/preferred result

State Board members will have the opportunity to discuss how the Washington Open ProfTech project will impact community and technical colleges as well as their students.

Policy Manual Change Yes ☐ No ☒

Prepared by: Boyoung Chae, Open Education Policy Associate, bchae@sbctc.edu

OPEN EDUCATION UPDATE

Federal Grant For Open Textbooks for Professional-Technical Programs

Dr. Boyoung Chae, Policy Associate of Open Education

December 2023 SBCTC Board Meeting

WHAT ARE OPEN EDUCATIONAL RESOURCES?

Open Educational Resources (OER) are free educational materials that are either in the public domain or released under an open license. This licensing allows for no-cost access, reuse, repurposing, adaptation, and redistribution by others, free from copyright restrictions.
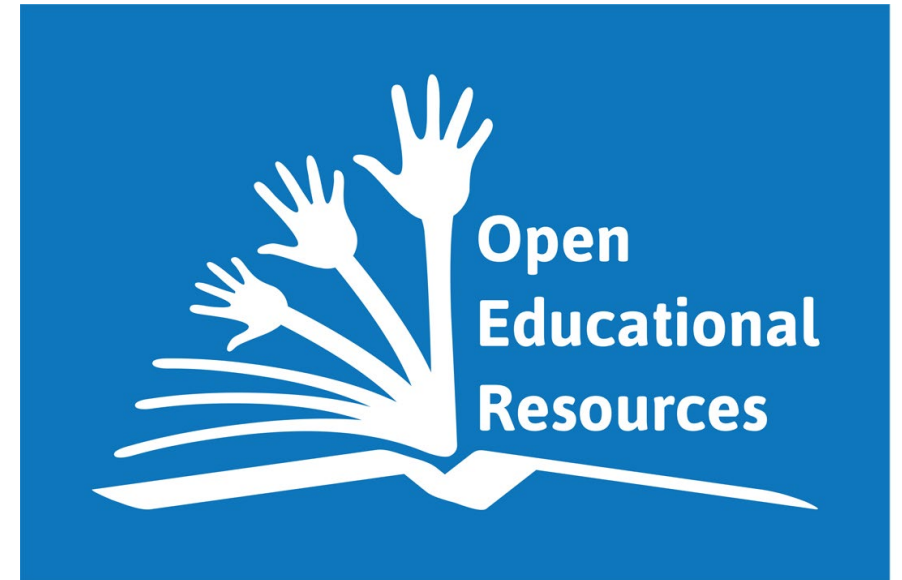
FUNDING HISTORY

- SBCTC's *Washington Open ProfTech* project was awarded a $2.1 million grant by the U.S. Department of Education in 2023 as part of the Open Textbook Pilot program.

- This complements the $1.8 million received in 2021 from the same program, totaling $3.9 million in grants.

- The Washington Senator Patty Murray, chair of the Senate Appropriations Subcommittee championed securing the federal investment for this grant program.

PROJECT GOALS & OBJECTIVES

Eliminate textbook costs for high-enrollment courses in select high demand ProfTech programs at Washington's community and technical colleges.

- Create a set of open textbooks and ancillary materials.

- Develop a suite of professional development services.
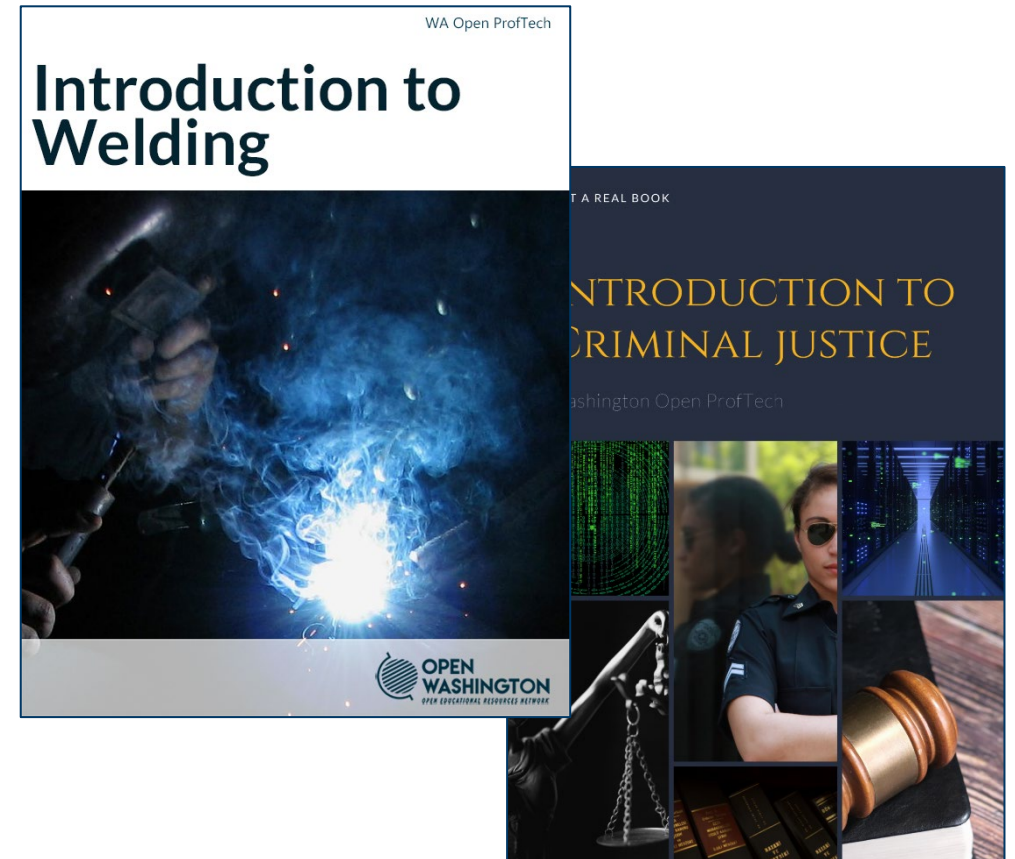
TEXTBOOK TITLES

Phase 1 (awarded in 2021)

- Introduction to Healthcare
- Introduction to Machining
- Introduction to Welding
- Introduction to Early Childhood Education
- Introduction to Criminal Justice
- Introduction to Hospitality

Phase 2* (awarded in 2023)

- Introduction to Information Technology
- Introduction to Forensic Science
- Introduction to Computer Aided Design
- Health, Safety and Nutrition
- Introduction to CNC Machining
- Introduction to Culinary Art
- Introduction to Periodontics

*Phase 2 textbook titles are tentative, subject to change.

WHAT'S UNIQUE

- **Focuses on gateway courses:** All textbooks selected for the project are designed to support key introductory courses

- **Interoperability:** All textbooks can be exported to various file formats, enabling easy transformation and adaptation.

- **Customizability:** All textbooks offer unrestricted customization and cloning, either in whole or in part.

- **Equipped with processional development:** A suite of professional development services will be provided to build capacity.

PROJECT WORKFLOW AND ORGANIZATION
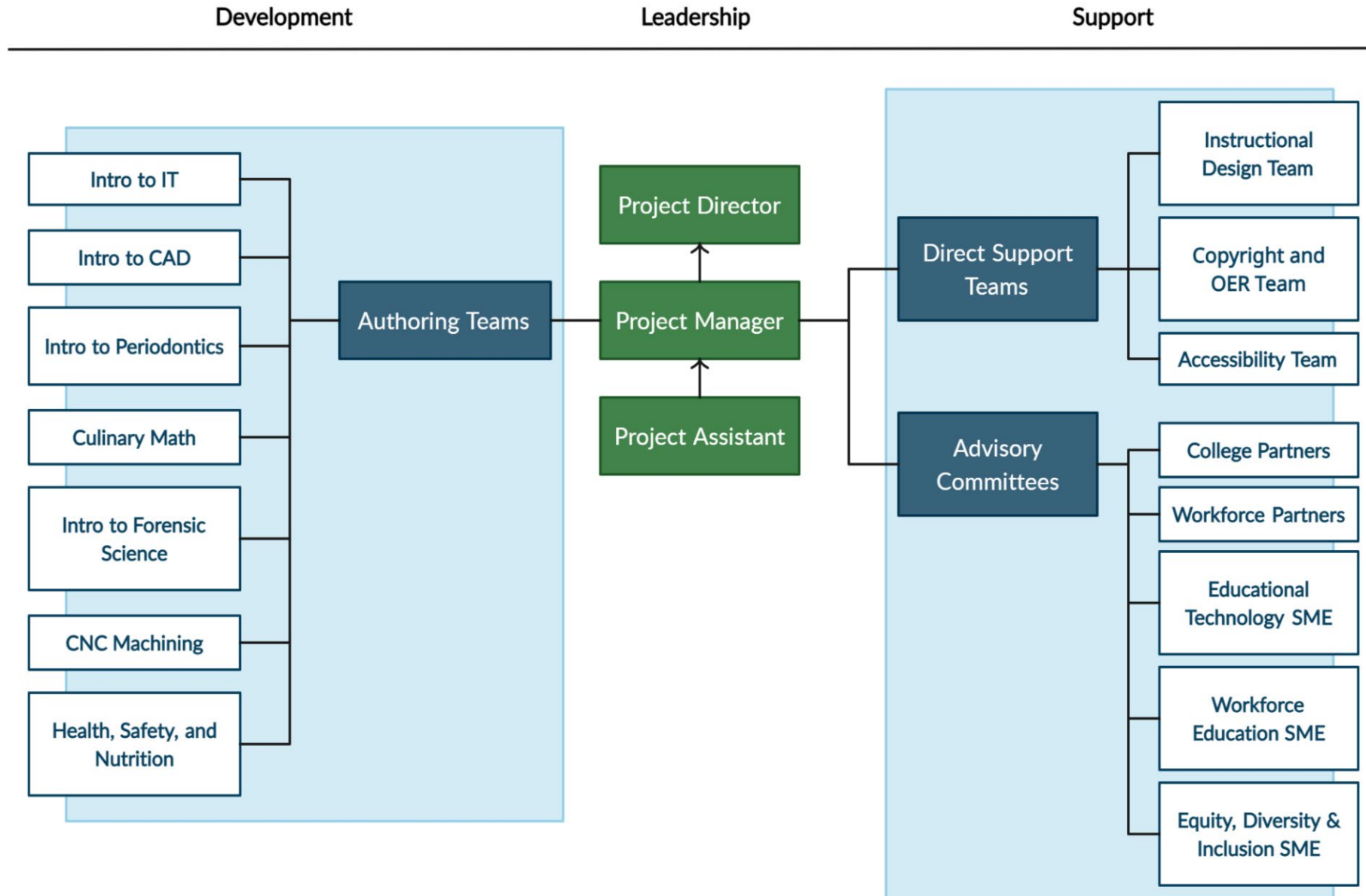
OUR COMMITMENT

- **Accessibility**: All Open ProfTech textbooks, along with their web view versions, will adhere to accessible web design best practices to meet WCAG 2.1 at Level AA standards.

- **Diversity & inclusion**: All Open ProfTech textbooks will be free from bias and demeaning attitudes. All faculty authors will undergo training to avoid common language biases and use terminology that is respectful to all individuals.

- **Openness**: All Open ProfTech textbooks will be released under a Creative Commons Attribution 4.0 License, ensuring worldwide, royalty-free, and perpetual use, aligning with SBCTC's open licensing policy.

PROJECT TIMELINE

	2022	2023	2024	2025	2026

Phase 1 →

Phase 2 →

PROJECT TIMELINE

Project Milestones	Start	End	2024	2025	2026
− **Preparation**	01/01/24	05/01/24	Preparation		
Seven textbook cohorts formed	01/01/24	04/01/24	Seven textbook cohorts formed		
Support teams formed	01/01/24	04/01/24	Support teams formed		
All faculty authors trained & oriented	04/02/24	05/01/24	All faculty authors trained & oriented		
Project manual fully developed	01/01/24	02/09/24	Project manual fully developed		
Cohort management platform built	01/01/24	01/31/24	Cohort management platform built		
A cloud storage set up for each cohort	01/01/24	01/31/24	A cloud storage set up for each cohort		
− **Development**	05/01/24	09/03/26		Development	
Textbook goals, TOC completed	05/01/24	05/31/24	Textbook goals, TOC completed		
Textbook chapters completed 50%	06/03/24	10/16/24	Textbook chapters completed 50%		
Textbook chapters completed 100%	11/20/24	04/18/25		Textbook chapters completed 100%	
Ancillary materials completed 100%	11/20/24	04/18/25		Ancillary materials completed 100%	
Textbook: final revision made	05/22/25	08/22/25		Textbook: final revision made	
Ancillary materials: final revision made	05/22/25	08/22/25		Ancillary materials: final revision made	
How to Teach guide completed	05/01/25	09/01/25		How to Teach guide completed	
PD webinar series completed	03/30/26	06/30/26			PD webinar series completed
Repository of case studies completed	06/23/26	09/03/26			Repository of case studies completed
− **Dissemination**	08/25/25	12/01/26			Dissemination
All books moved to Pressbooks	08/25/25	09/23/25		All books moved to Pressbooks	
All ancillary materials moved to Canvas	08/25/25	09/23/25		All ancillary materials moved to Canvas	
All deliverables hosted on Open ProfTech site	09/24/25	10/23/25		All deliverables hosted on Open ProfTech site	
System announcement made	10/01/26	12/01/26			System announcement made
Project outcome presented at the conferences	10/01/26	12/01/26			Project outcome presented at the conferences
PD webinar series provided	09/15/26	12/01/26			PD webinar series provided
How to Teach guide updated	09/15/26	12/01/26			How to Teach guide updated
− **Evaluation**	10/17/24	09/03/26			Evaluation
Quality Assurance 1 (Cohort + Advisory)	10/17/24	11/19/24	Quality Assurance 1 (Cohort + Advisory)		
Quality Assurance 2 (EPR + Advisory)	04/21/25	05/21/25		Quality Assurance 2 (EPR + Advisory)	
Campus pilot (Winter quarter) conducted	01/02/26	03/20/26			Campus pilot (Winter quarter) conducted
Campus pilot (Spring quarter) conducted	04/01/26	06/22/26			Campus pilot (Spring quarter) conducted
Evaluation report completed	06/23/26	09/03/26			Evaluation report completed

QUESTIONS?

Dr. Boyoung Chae
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TAB 8

REGULAR ITEM

December 7, 2023

Tab 8

Guided Pathways Update

Brief description

Staff will provide an update on our college system's progress in implementing Guided Pathways.

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

This item is consistent with two focus areas in the State Board's updated 2020-2030 strategic plan:

- Equitable student success.
- Agile, career-relevant learning.

Background information and analysis

Guided Pathways provides a framework for a national reform movement that involves fundamentally redesigning course sequencing and advising, alongside shifts to pedagogy and classroom practices, so students are more likely to graduate with marketable credentials. Washington state has been a national leader in using the Guided Pathways framework as a vehicle to innovate and advance racial and social equity.

Unlike piecemeal programs aimed for specific segments of the student population, Guided Pathways redesigns the broad student experience for all students, especially those who are traditionally underserved. This is especially important for community and technical colleges, which have a majority of students who are first in their families to go to college, are lower income, and who enter college with a wide range of academic skills and educational backgrounds.

Colleges implementing the Guided Pathways framework group courses together to form clear paths through college and into careers, whether students enter those careers directly after graduation or transfer to a university for more study in their chosen field. Intensive advising helps ensure students choose a path, stay on the path, learn relevant skills, and graduate.

Guided pathways implementation

Washington's community and technical colleges have been implementing practices across the Guided Pathways framework since 2015 with funding and technical assistance from the American Association of Community Colleges. In 2016, College Spark Washington provided additional implementation funding for two cohorts of five colleges, resulting in over a third of the community and technical college system becoming early adopters of the framework. The state Legislature provided additional funds for planning grants and full implementation of the framework beginning in 2019. In 2023, the system was awarded $40.4 million to continue implementation efforts.

TAB 8

Legislative requirements

The Workforce Education and Investment Act defines Guided Pathways implementation as including:

A. Comprehensive mapping of student educational pathways with student end goals in mind.

B. Dedicated advising and career counseling to help students make informed program choices and develop completion plans.

C. A student success support infrastructure effective in closing equity gaps among historically underserved student populations and improving completion rates, to include:

   a. Equity competent academic advising services.
   b. Equity competent career development programming.
   c. Clear information regarding financial aid and financial literacy.

D. Inclusive curriculum and teaching practices.

College implementation activities

Colleges across the state have engaged in a wide variety of Guided Pathways activities including:

- Hiring advisors, counselors, coaches, educational planners, and retention/completion managers.

- Creating "welcome centers" that feature newly designed intake processes and orientations for new students.

- Providing professional development for student support services staff to ensure they have the knowledge and resources needed to implement high-impact practices.

- Investing in faculty engagement, with colleges providing release time for faculty to collaborate on the development of alternative placement practices, co-requisite courses, and exploratory experiences for students. Faculty have also revised and aligned college, pathway, and course outcomes.

- Developing courses and opportunities that allow students to explore programs and careers within and across pathways.

- Using technology and data analytics to monitor student progress, refine pathways, evaluate the use of resources, and enhance the overall data literacy of the colleges.

Implementation data

Colleges gauge their progress in implementing Guided Pathways both by reviewing early momentum metrics and the scale at which the colleges are implementing high impact practices. Early momentum metrics consist of student data that considers the completion of math and English within the first year of enrollment, quarter to quarter retention, annual retention, and completion within three years. Scale of adoption considers how many students are impacted by specific practices and interventions where scaling a practice indicates that at least 80% of students are being impacted by the practice.

In 2022, 28 colleges across the system completed a scale-of-adoption survey in collaboration with the Community College Research Center out of Columbia University. The key takeaway was that the shifts in early momentum metrics are seen when all pillars or practices are implemented at scale. The following chart provides an update on systemwide progress for each pillar or practice.

TAB 8

Pillar or Practice	Status
Pathway Design and Mapping	90% of colleges have scaled meta-majors wherein programs of study are organized by interest area, but only half track information for individual students by meta-major. Just over half of the colleges have scaled program maps for CTE and/or transfer, with CTE more common than transfer. Almost 75% of community and technical colleges report scaling math pathways on some level.
Pathway Entry	More than 60% of colleges have scaled the practice of advising students to take at least one program-specific course in their first term. The majority of colleges have scaled entry advisement with exposure to program-specific courses
Pathway Navigation	About 75% of colleges have scaled case load advising, which assigns an advisor to each student based on interest area or meta-major.
Teaching and Learning	65% of colleges offer at least one corequisite math course. 75% of those offering corequisite courses also provide a prerequisite alternative for students. The entire college system has engaged in widespread reforms to precollege education to move students quickly and successfully into college-level, credit-bearing classes. These include using a variety of ways to gauge whether students are ready for college-level courses. For example, colleges may refer to traditional placement tests, high school transcripts, transcripts from other colleges, and/or the student's performance in a college-level class. Many colleges also use "directed self-placement" — a process that guides students to choose the level of courses they feel best align with their abilities. Educational equity is at the heart of all these reform efforts.

Early outcomes

Guided Pathways reforms can take several years to implement at scale because they require a complete redesign of programs, services and advising. Gathering longitudinal data of student completions and employment after graduation follows. SBCTC has been working closely with the Washington State Institute for Public Policy to produce an initial evaluation of early momentum metrics due to the Legislature in March 2024.

Recommendation/preferred result

State Board members will have an opportunity to discuss Guided Pathways implementation across the community and technical college system.

Policy Manual Change Yes ☐ No ☒

Prepared by: Monica Willson, Student Success Center Director, mwilson@sbctc.edu

TAB 9

REGULAR ITEM

December 7, 2023

Tab 9

FAFSA Simplification

Brief description

The State Board will hear a presentation on changes to the Free Application for Federal Student Aid (FAFSA) which will take effect by Dec. 31, 2023. The changes were designed to make it easier for students to apply for financial aid by significantly reducing the number of questions on the FAFSA. The law also includes important changes in the formula that determines the amount of financial aid for which students may be eligible.

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

This item is consistent with the "equitable student success" focus area of the State Board's updated 2020-2030 strategic plan.

Background information

In December 2023, the FAFSA financial aid form will undergo the most significant overhaul in 40 years. The form will be simplified as required by the federal "FAFSA Simplification Act," a sweeping redesign of the processes and systems used to award financial aid. The FAFSA Simplification Act passed Congress on Dec. 27, 2020 as part of the Consolidated Appropriations Act, 2021.

The simplified FAFSA is designed to be much easier for students to complete.

- The FAFSA will be shorter, with fewer questions, and it will no longer include questions about Selective Service registration and drug convictions. The FAFSA will include new questions about applicants' sex, race, and ethnicity, which have no effect on federal student aid eligibility.

- Tax data will be automatically populated by the Internal Revenue Service.

Additional changes will include:

- **FSA ID** (username and password) — Parents or other contributors will no longer be able to add data or an electronic signature directly to the online FAFSA form; they will need to first create their own FSA IDs, enter their required information into their own portal in the FAFSA application, and electronically sign it. Students must also obtain their own FSA IDs. Students and parents/contributors must complete their ID requests 2-3 days before starting the application to provide time for the ID information to be verified. There are concerns about the unintended consequences of this change because it may hinder an eligible student from even starting the application if a parent or contributor has not yet received an FSA ID. The situation could be even harder if the parent does not have a Social Security Number and must therefore be verified through a different process.

TAB 9

- **Student Aid Index (SAI)** — A "Student Aid Index" (SAI) will replace the Expected Family Contribution. The SAI will have a new formula to measure a student's ability to pay for college. The SAI will be more comprehensive and provide financial aid teams more insight to determine financial need.

- **Number of siblings in college** — Under the SAI, the number of students from the same family who are in college will no longer be a consideration. This has implications for families with multiple students in college and may reduce aid for some students.

- **Definition of "parent"** — A parent will no longer be defined as the primary custodial parent; it will be defined as the "parent which provided the greater portion of students financial support." A tool called the Parent Wizard will help students identify the appropriate parent for the FAFSA.

- **Assets** — Income from small farms or small businesses with fewer than 100 employees will no longer be exempt from FAFSA income reporting requirements. This may have negative impacts on families in WA with its large farming industry.

Impacts of the FAFSA Simplification Act

- Financial aid season will be delayed, and the impacts of the change are yet to be seen, but the entire country will be working through the changes together. Financial aid processing may be impacted in a system that has already seen significant changes since the COVID-19 pandemic. There has been an incredible amount of state and federal policy changes. Additionally, our sector has seen an incredible turnover in the past three years with existing staff capacity stretched.

- Continuing students will also see a shift in their experience with the FAFSA. Much of the outreach efforts have been focused on new or first-time applicants, but the changes will also impact currently enrolled students.

Recommendation/preferred result

State Board members will have an opportunity to discuss how the FAFSA Simplification Act will affect community and technical colleges and their students.

Policy Manual Change Yes ☐ No ☒

Prepared by: Yokiko Hayashi-Saguil, Student Success Policy Associate, yhayashi-saguil@sbctc.edu

TAB 10

CTCLINK IMPROVEMENT PLAN

Choi Halladay, Deputy Executive Director of Business Operations
Grant Rodeheaver, Deputy Executive Director of IT

December 2023 SBCTC Board Meeting

CTCLINK: BRIEF REVIEW

- What is ctcLink?
  - Integrated Enterprise Resource Planning Software

  - ctcLink is our system's branding of an integrated suite of PeopleSoft software. ctcLink is PeopleSoft.

  - ctcLink replaced Legacy, home-grown software system that ran on proprietary Hewlett-Packard hardware

  - Implementation process is a long, long story

CTCLINK TIMELINE

ERP Project Planning

ctcLink Project Implementation

ctcLink Project Re-Start

Strategic Technology Plan

ERP Readiness Assessment

System Requirements for RFP

Pilot Colleges Implementation

Vendor & Software Selected

Remediation Begins (Dec 2016)

New Project Director (June 2017)

Re-planning activities begin

Updated Investment Plan Approved (Jan)

2008 2009 2010 2011 2012   2013 2014 2015 2016   2017   2018

Presidents adopt Project Guiding Principles

Legislature approves ERP funding (May)

RFP Release (April)

Project Kickoff

ctcLink Pilot Go-Live

Gartner Independent Verification/Validation

Remediation Sign-off (Dec 2017)

Implementation Partner Bankruptcy, Lawsuit, Settlement

Project Re-Launch (March)

CTCLINK TIMELINE
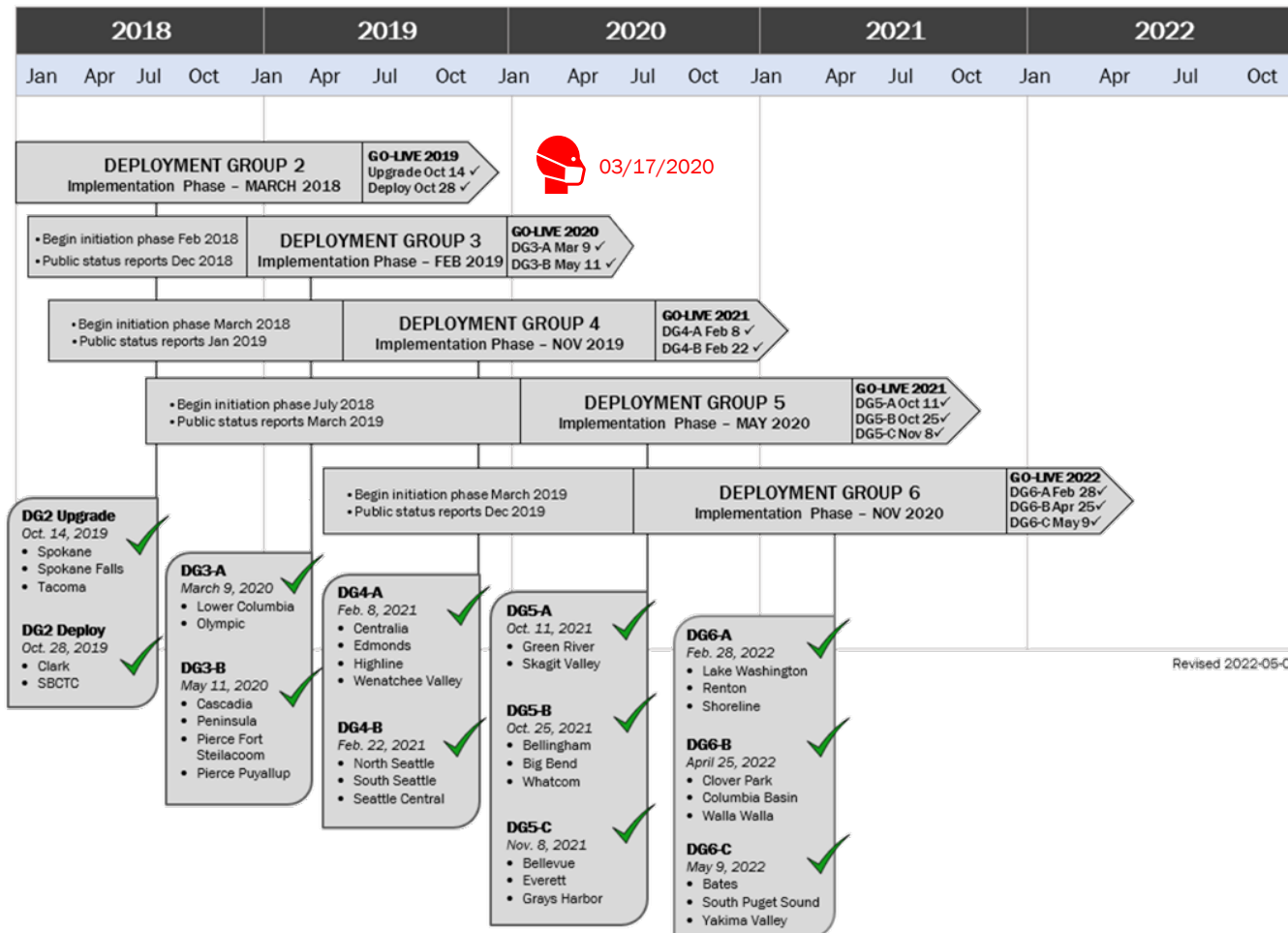
CTCLINK: BRIEF REVIEW

- How is ctcLink organized?
  - ctcLink (PeopleSoft) is organized as a collection of pillars and modules/add-ons.
    - Pillars: Campus Solutions, Human Capital Management (HCM), Finance, Student Financials
    - Modules & add-ons: Travel Authorization, Grants Management, Planning and Budgeting Cloud Solution (PBCS)
  - We also have additional software that ties into ctcLink but isn't owned or sold by PeopleSoft
    - 25Live, CampusCE

CTCLINK PILLARS, MODULES, ADD-ONS

Campus Solutions

Recruitment & Admissions
Student Records
Academic Advising
Financial Aid
Highpoint Mobile & Message Center
Student Financials
Self-Service (Student, Faculty, Advisor)
Campus Community (3Cs)
25Live (Room Scheduling) integration
Canvas LMS integration
Online Admissions Application (OAA)
Continuing Education (CampusCE)

Finance

General Ledger
Budgets (Commitment Control)
Accounts Payable, Accounts Receivable
Expenses
Billing (eBilling)
Grants
Projects
Project Costing
Contracts
Cash Management
Purchasing (eProcurement)
Asset Management
Financial Gateway

Other

Application Portal (Gateway)
Single Sign-on PeopleSoft
  Security - OKTA
dataLink (Data Repository)
Address Correction (Runner Tech)
Storyline (Training)
Enterprise Interaction Hub
Process Scheduler
Work Centers (HCM, FIN)
Reporting Tools: PS Query, Oracle Business
  Intelligence (OBIA/OBIEE), nVision

Human Capital Management

HR Core
Payroll
Base Benefits
Absence Management
Time & Labor
Talent Acquisition Management
Self-Service (Employee, Manager)

ctcLink SCOPE

6

CTCLINK: BRIEF REVIEW

- How does ctcLink work?
  - Single instance (everyone uses the same single "server"), hosted in the cloud
  - No college/district has its own server or virtual server
  - No college/district has its own database
  - All data from all colleges is combined into a single set of databases. Data is co-mingled.
  - Security settings are used to separate data from different colleges.

CTCLINK: BRIEF REVIEW - GOVERNANCE
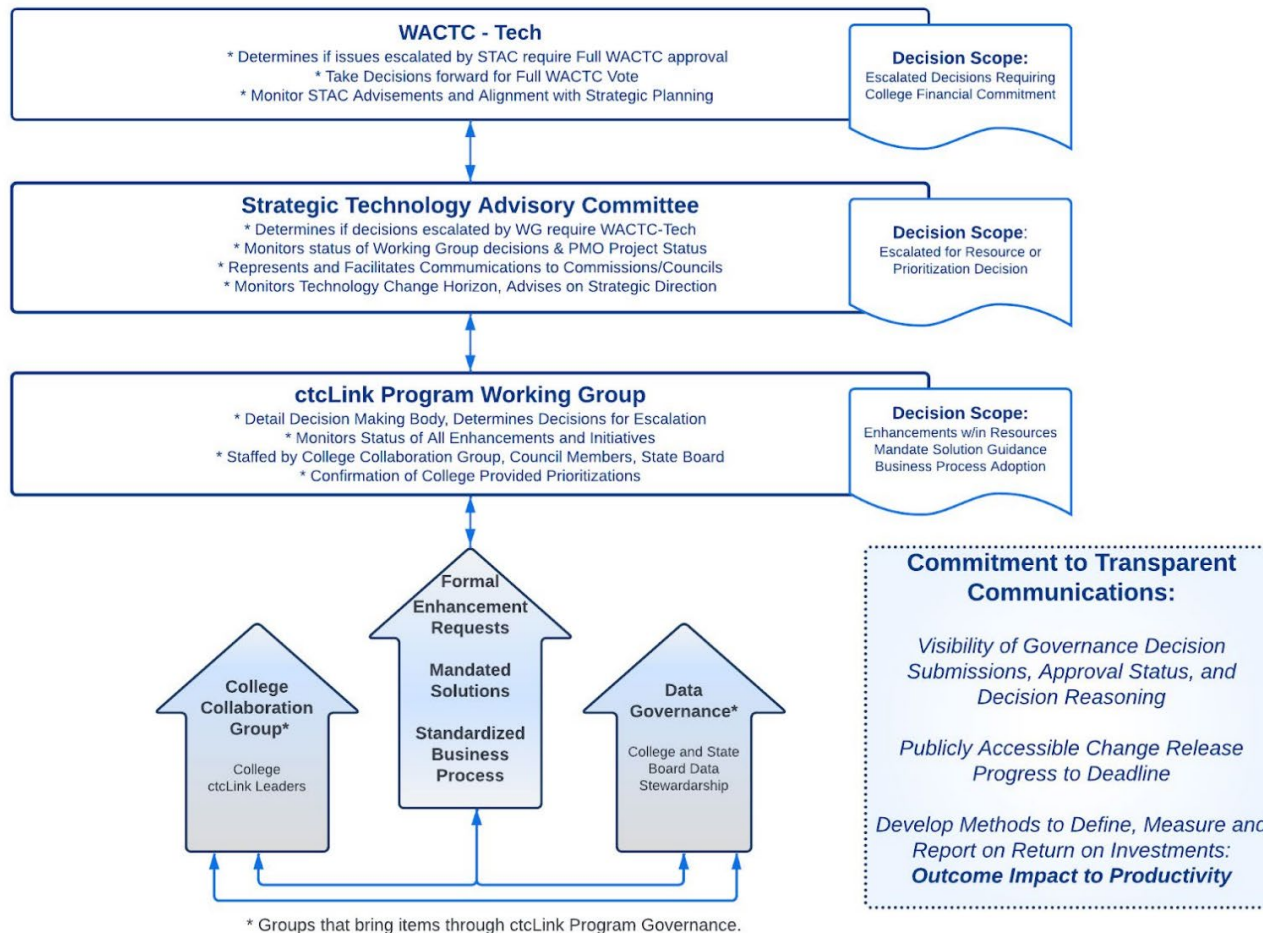
WHAT ARE THE CHALLENGES WITH CTCLINK?

- There are two separate categories of issues, sometimes conflated
  - ctcLink, the software
  - Using ctcLink on a daily basis
- ctcLink software is complex and integrated, so changes in one pillar may affect other pillars
- Single instance makes giving flexibility to colleges to organize their own business processes difficult, and usually at the cost of eliminating automation

CURRENT COLLEGE ENVIRONMENT CHALLENGES

- Staff turnover/recruitment/retention

- Student success/retention

- Student recruitment

- Regulation

- Risk

- Financial stability/sustainability

ASSUMPTIONS MOVING FORWARD

- Colleges cannot support a "big-bang" approach.

- Daily work must go on, and current initiatives such as student success software must be implemented.

- There are no additional financial resources available.

- Progress on unified business processes is critical to success.

- Training on "how" to do work in ctcLink is only part of the solution. Training on "who, what, when, where, why" is critical because of staff turnover.

ELEMENTS OF THE IMPROVEMENT PLAN

- Unify business processes
- Simplify configurations/CEMLIs (Configuration, Extension, Modification, Localization, and Integration)
- Update/integrate/improve training
  - Update/improve documentation
- Improve communications
- Streamline governance process

UNIFIED BUSINESS PROCESSES

- Single business process for all colleges
  - Easier to train and maintain
  - Allows for multiple support mechanisms
  - Allows for more automation
  - Allows for detailed help/instruction guides
- Requires more global configurations than currently implemented, including in our charts of accounts

SIMPLIFY CONFIGURATIONS & CEMLIS

- CEMLI (Configuration, Extension, Modification, Localization, and Integration)
  - Custom software code written to enhance or modify the "out-of-the-box" environment/experience/functionality of PeopleSoft
  - We have over 440 CEMLI deployed in ctcLink
  - Example: faculty pay calculations
- Local and global configurations

UPDATE/IMPROVE TRAINING

- Business processes

- ctcLink use

- Badging/certification

- Instructional design and feedback

- Update/improve documentation
  - FAM/CLAM (Fiscal Affairs Manual/ctcLink Accounting Manual)
  - Quick Reference Guides (QRGs)
  - Base documentation

IMPROVE COMMUNICATIONS

- Assign a single point of contact at SBCTC for each college, like a case manager approach.

- Have that person periodically visit campus.

- Routinely collect and share data on college's training participation and process adoption.

STREAMLINE GOVERNANCE PROCESS

- Role of College Collaboration Group

    - Play official role in enhancement requests

- Are there enhancement requests that are asking for a technical fix (CEMLI) that could be solved by a business process change?

KEY TAKE-AWAYS

- Unified business processes are critical to the long-term sustainable operations of the colleges.

- The reduction of CEMLIs and customization to the greatest extent possible is critical to the long-term usability of the ctcLink system.

- Training must incorporate all aspects of "who/what/when/where/why" along with "how."

QUESTIONS

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