

# STATE BOARD MEETING AGENDA

## Board members

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

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

**Edmonds College**  
**6600 196th St. SW**  
**Lynnwood, WA 98036**

**Gateway Hall, Room 352**

**May 10**

## Study Session

- |                  |   |  |
|------------------|---|--|
| <b>1 p.m.</b>    | <b>Welcome and Board Member Introductions</b><br><i>Phyllis Gutiérrez Kenney, Chair</i>   |  |
| <b>1:10 p.m.</b> | <b>Land and Labor Acknowledgement</b><br><i>Crystal Donner, Vice Chair</i>  |  |
| <b>1:15 p.m.</b> | <b>Clean Buildings Act Compliance</b><br><i>Choi Halladay, Deputy Executive Director, Business Operations</i><br><i>Darrell Jennings, Capital Budget Director</i><br><i>Marty Mattes, Director of Facilities, South Puget Sound Community College</i>                             | Tab 1<br>(Discussion)                              |
| <b>1:45 p.m.</b> | <b>WACTC Transition Project</b><br><i>Dr. Jill Wakefield</i><br><i>Dr. Warren Brown</i>   | Tab 2<br>(Discussion)                              |
| <b>2:30 p.m.</b> | <b>Break</b>  |  |
| <b>2:45 p.m.</b> | <b>Baccalaureate Degree Quarterly Update &amp; Statement of Need Presentation</b><br><i>Valerie Sundby, Director, Transfer Education</i> <ul style="list-style-type: none"> <li>• Bates Technical College: Bachelor of Applied Science in Public Safety Administration</li> </ul> | Tab 3<br>(Discussion)                              |
| <b>3:45 p.m.</b> | <b>Host College Presentation</b><br><i>Dr. Amit Singh, President, Edmonds College</i>   |  |
| <b>4:30 p.m.</b> | <b>College Tour</b>   |  |
| <b>5:15 p.m.</b> | <b>Adjourn</b>  |  |
| <b>6 p.m.</b>    | <b>Social and Dinner with Edmonds College Trustees, Staff, and Invited Guests</b>   | Arnie's<br>300 Admiral Way<br>Edmonds, WA<br>98020 |

**May 11**

**Regular Meeting**

- 9 a.m.**      **Welcome and Introductions**  
*Phyllis Gutiérrez Kenney, Chair*
- 9:05 a.m.**      **Establish a Quorum and Adopt Meeting Agenda** (Action)  
*Phyllis Gutiérrez Kenney, Chair*
- 9:10 a.m.**      **Adoption of Consent Agenda**      Tab 4 (Action)
- a. Clover Park Technical College: Bachelor of Applied Science in Environmental Science  
**Resolution 23-05-10**
  - b. Lower Columbia College: Bachelor of Applied Science in Nursing (RN to BSN)  
**Resolution 23-05-11**
  - c. Peninsula College: Bachelor of Applied Science in Behavioral Health  
**Resolution 23-05-12**
  - d. Seattle Central College: Bachelor of Applied Science in Nursing (RN to BSN)  
**Resolution 23-05-13**
  - e. Skagit Valley College: Bachelor of Applied Science in Early Childhood Education  
**Resolution 23-05-14**
  - f. Signature Authorities for the State Board for Community and Technical Colleges Local Government Investment Pool (LGIP) Account  
**Resolution 23-05-15**
  - g. Ally/BlackBoard Contract Renewal  
**Resolution 23-05-16**
  - h. Approval of 2023-24 State Board Meeting Dates  
**Resolution 23-05-17**
  - i. March 30, 2023, State Board Meeting Minutes
- 9:15 a.m.**      **Recognizing Gary Locke**      Tab 5 (Action)  
**Resolution 23-05-18**  
*Phyllis Gutiérrez Kenney, Chair*
- 9:20 a.m.**      **Public Comment**
- 9:30 a.m.**      **WACTC Report**  
*Chris Bailey, WACTC President*
- 9:40 a.m.**      **2023 Legislative Session Update**      Tab 6 (Discussion)  
*Arlen Harris, Legislative Director*  
*Cherie Berthon, Operating Budget Director*  
*Darrell Jennings, Capital Budget Director*
- 10:40 a.m.**      **Consideration of 2023-24 Tuition and Fee Schedule**      Tab 7 (Action)  
**Resolution 23-05-19**  
*Cherie Berthon, Operating Budget Director*
- 11 a.m.**      **Break**
- 11:10 a.m.**      **ACT Report**  
*Kim Tanaka, ACT Director*

**May 11**

**Regular Meeting**

**11:20 a.m.**

**Labor Report**

**11:30 a.m.**

**Executive Director Report**

*Paul Francis, Executive Director*

**11:45 a.m.**

**Board Discussion and Chair's Report**

(Discussion)

**12:15 p.m.**

**Adjourn – Next Meeting, June 28-29, 2023, Columbia Basin College**

Updated: 5/9/23

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

## STUDY SESSION ITEM

May 10, 2023

Tab 1

### Clean Buildings Act Compliance

#### Brief Description

There will be a presentation introducing the Clean Buildings Act, how colleges are preparing, and the future capital budget needs of the system for full compliance with the Clean Buildings Act.

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

The capital infrastructure of college campuses is essential in providing for student success at all 34 of Washington's community and technical colleges. From the current SBCTC Strategic Action Plan:

- Strategy 5: Improve the college system's long-term financial sustainability and infrastructure.
- Build, remodel, and renovate facilities to support teaching and learning spaces that are high quality and technologically equipped.

#### Background information and analysis

During the 2019 legislative session, the legislature passed, and the governor signed [House Bill 1257](#) (2019). HB 1257 (2019) has several provisions related to energy efficiency, and among the provisions of this bill was for the development and implementation of a "State Energy Performance Standard" for certain commercial buildings.

In synopsis, this portion of the law, commonly referred to as "The Clean Buildings Act" required the Department of Commerce to publish a Washington Administrative Code (WAC) that established Performance Standards including energy use intensity targets (EuiT) for most commercial buildings in Washington State that is larger than 50,000 gross square feet in size. That WAC needed to be established in time for the Department of Commerce to notify all building owners of the requirements by July 1, 2021. This deadline was not for owners to be compliant, but for the Department of Commerce to notify owners.

Furthermore, the Department of Commerce was directed that in developing the Standard, the department was to seek to maximize reductions in greenhouse gas (GHG) emissions from the building sector. The Standard was to include energy use intensity targets by building type and methods of conditional compliance that included an energy management plan, operations and maintenance program, energy efficiency audits, and investments in energy efficiency measures designed to meet the targets. The Department must update the Standard by July 1, 2029, and every five years thereafter. Prior to the adoption or update of the Standard, the Department must identify the sources of information it relied upon, including peer-reviewed science.

A building owner of a covered commercial building must meet the following compliance schedule:

- June 1, 2026, for a building with more than 220,000 gross square feet;
- June 1, 2027, for a building with more than 90,000 gross square feet but less than 220,001

gross square feet; and

- June 1, 2028, for a building with more than 50,000 gross square feet but less than 90,001 gross square feet.

A covered commercial building is exempt from the Standard if it meets at least one of several listed criteria, including:

- The building did not have a certificate of occupancy or temporary certificate of occupancy for all 12 months of the calendar year prior to the building owner compliance schedule;
- The building is an agricultural structure; or
- The primary use of the building is for manufacturing or other industrial purposes.

The Department may impose an administrative penalty upon a building owner for failing to submit documentation demonstrating compliance with the requirements of the Standard. The penalty may not exceed \$5,000 plus an amount based on the duration of any continuing violation. The additional amount for a continuing violation may not exceed a daily amount equal to \$1 per year per gross square foot of floor area. The Department may by rule adjust the maximum penalty rates for inflation.

The Clean Buildings Act was expanded in 2022 when [Senate Bill 5722](#) (2022) was signed into law. The expansion includes buildings between 20,000 and 50,000 square feet, adding a new second tier that now includes multifamily buildings. The first phase of tier 2 compliance is not a performance standard. It does, however, require reporting on benchmarking, implementation of energy management plans and operations and maintenance programs for all tier 2 buildings. Compliance and reporting for tier 2 buildings begins July 2027. The Department of Commerce has begun rule making for tier 2 buildings and must be completed by December 2023.

Tier 2 building owners are also subject to an administrative penalty for noncompliance. Commerce may adopt rules to impose a penalty upon a tier 2 building owner not to exceed \$0.30 per square foot for failing to submit documentation demonstrating compliance.

### Impact on the Community and Technical College System

The community and technical college system has approximately 323 buildings that are subject to the Clean Buildings Act. The table below illustrates the number of buildings by compliance phase:

Tier	Building square feet	# of CTC buildings	Compliance date
Tier 1.1	220,000+	5	June 2026
Tier 1.2	90,000 – 220,000	19	June 2027
Tier 1.3	50,000 – 90,000	115	June 2028
Tier 2	20,000 – 50,000	184	July 2027 (reporting only)

The first step to comply with the law is benchmarking each qualifying building’s energy use intensity (Eui), collecting data for one year, and comparing the Eui to the energy use intensity target for comparable buildings. This requires each qualifying building to have a submeter for every energy source serving it.

In the 2023-25 biennial operating budget, the State Board for the Community and Technical

Colleges (SBCTC) sought approximately \$14.2 million in the operating budget for compliance with the Clean Buildings Act. The Governor's proposal fully funded the SBCTC request, but the final legislative budget did not provide any funding for this compliance activity. Among the activities that SBCTC proposed to fund was the acquisition and installation of energy meters at all system-wide buildings subject to the Clean Buildings Act, the hiring of a specialist to be housed at SBCTC to assist colleges with their energy use monitoring to establish baseline data for every building that will need to be compliant, and to assist in developing budget priorities and funding strategies for compliance with the law.

## Related funding

The 2023 Legislature approved [House Bill 1390](#) (2023). This new law requires owners of district energy systems that provide heating and/or cooling through a distributed system to three or more buildings with more than 100,000 square feet to develop a decarbonization plan for their campus. This establishes an alternative pathway to meeting the Clean Buildings Act for owners of district energy systems if the owner implements the decarbonization plan and other requirements. The Legislature provided \$429,000 to the SBCTC for these plans. Across our system, six campuses were identified when the bill was first introduced, based on the original threshold of five connected buildings. The substitute bill was introduced, the thresholds were changed so that more of our campuses would fit this definition. SBCTC staff estimates that as many as fifteen campuses may now fit under the definitions of House Bill 1390.

Since SBCTC did not receive any other funding for the 2023-25 biennium, there is now an open question as to how our college campuses will move forward to comply with the Clean Buildings Act.

## Potential questions

- How will colleges move to comply with the Clean Buildings Act?
- How does the Clean Buildings Act impact the SBCTC Capital Budget requests?

## Recommendation/preferred result

The State Board is asked to provide feedback on the discussion regarding the Clean Buildings Act.

Policy Manual Change Yes  No

Prepared by: Choi Halladay, Deputy Executive Director for Business Operations  
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Darrell Jennings, Capital Budget Director  
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**TAB 1**



# Clean Buildings Act Compliance

## Tab 1

Choi Halliday, SBCTC

Darrell Jennings, SBCTC

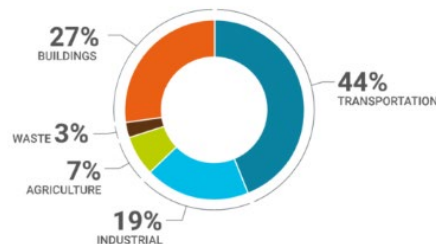
Marty Mattes, SPSCC

# CLEAN BUILDINGS PERFORMANCE STANDARD

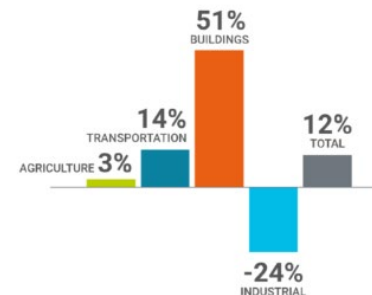
“Buildings are the most rapidly growing source of greenhouse gas emissions in Washington state. The buildings sector is the state’s second-biggest carbon polluter behind transportation, accounting for 27% of statewide emissions. Investment in building energy efficiency is the most cost-efficient way to significantly reduce greenhouse gas emissions. Clean buildings are essential to meeting our state’s climate goals.”

- WA Dept. of Commerce

Buildings are the second largest source of greenhouse gas emissions in Washington (2015)



As Washington’s population has grown, greenhouse gas emissions from buildings jumped significantly from 1990-2015





# CLEAN BUILDINGS LAW AND EXPANSION

- HB 1257 (2019)
  - State adopts energy performance standard for buildings larger than 50,000 square feet
- SB 5722 (2022)
  - Clean Buildings law expansion
  - Adds buildings 20,000 – 50,000 square feet

# COMPLIANCE AND REPORTING SCHEDULE



**Tier 1 - Buildings more than 220,000 gross sq. ft: June 1, 2026**



**Tier 2 - Buildings more than 20,000 – less than 50,000 gross sq. ft: June 1, 2027**



**Tier 1 - Buildings more than 90,000 – less than 220,001 gross sq. ft: June 1, 2027**



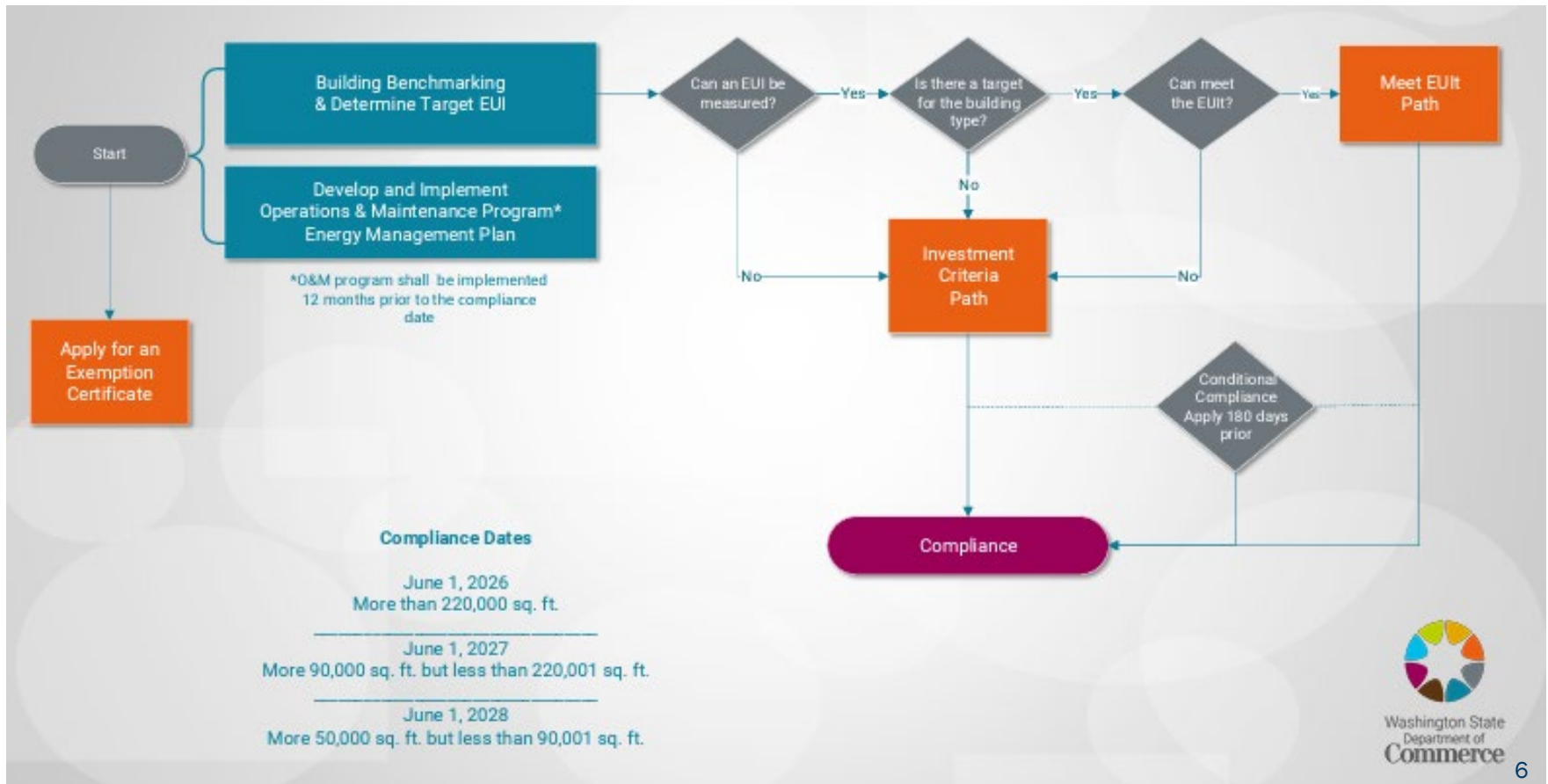
**Tier 1 - Buildings more than 50,000 – less than 90,001 gross sq. ft: June 1, 2028**



# WHAT IS “COMPLIANCE?”

Tier 1 buildings	Tier 2 buildings
Benchmarking	Benchmarking
Implementation of O&M program	Implementation of O&M program
Implementation of Energy Mgmt. Plan	Implementation of Energy Mgmt. Plan
Compliance with energy performance metric:	<p style="text-align: center;">Future compliance rules under development, take effect July 2031.</p>
- Energy use intensity target met, or	
- Energy audit and implementation of cost-effective energy efficiency measures	

# COMPLIANCE PATHWAY – TIER 1

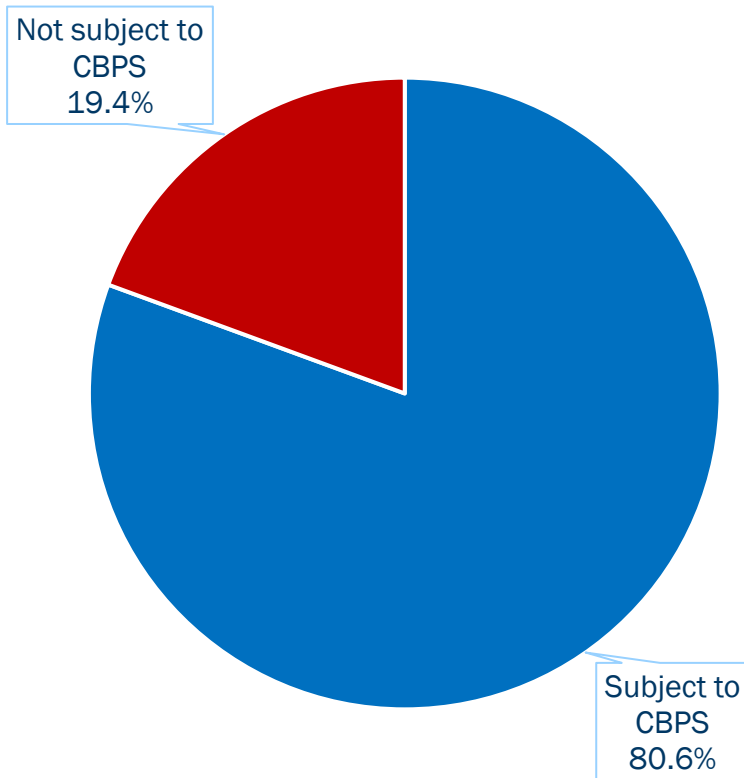




# QUALIFYING CTC BUILDINGS

Tier	Building size	# of buildings	Total square feet	Compliance date
Tier 1.1	220,000+	5	1,388,878	June 2026
Tier 1.2	90,000 – 220,000	19	2,032,045	June 2027
Tier 1.3	50,000 – 90,000	115	7,682,746	June 2028
Tier 2	20,000 – 50,000	185	6,067,080	July 2027 (reporting date)
	Total:	323	17,170,749	

# CTC PORTFOLIO SUBJECT TO CLEAN BUILDINGS LAW



CTC owned space	Square feet
Total	21,303,738
Subject to CBPS	17,171,109
Non-qualifying space	4,132,629

\*Estimates based on 2023 FPMT data and college survey.



# FACILITY METER SURVEY – FEB. 2023

Tier	Building size (square feet)	# of buildings	Total square feet	# buildings fully metered	# of buildings that need meters	Estimated cost to install meters	Compliance date
1.1	220,000+	5	1,388,878	2	3	\$190,000	June 2026
1.2	90,000 – 220,000	19	2,032,045	6	13	\$390,000	June 2027
1.3	50,000 – 90,000	115	7,682,746	59	56	\$2,285,000	June 2028
2	20,000 – 50,000	185	6,067,080	64	120	\$5,840,000	July 2027 (reporting date)
	Total:	323	17,170,749	131	192	\$8,705,000	

\* Benchmark EUI complete for 84 buildings. 10 exceed target.

# ESTIMATED METER COST BY COLLEGE & TIER

College	Tier 1.1	Tier 1.2	Tier 1.3	Tier 2	Total
Bates		\$ 60,000	\$ 65,000	\$ 135,000	\$ 260,000
Bellevue		\$ 35,000	\$ 35,000	\$ 35,000	\$ 105,000
Bellingham			\$ 20,000	\$ 30,000	\$ 50,000
Big Bend		\$ 35,000	\$ 35,000	\$ 170,000	\$ 240,000
Cascadia					\$ 0
Centralia				\$ 30,000	\$ 30,000
Clark		\$ 75,000	\$ 225,000	\$ 650,000	\$ 950,000
Clover Park					\$ 0
Columbia Basin		\$ 45,000	\$ 295,000	\$ 300,000	\$ 640,000
Edmonds		\$ -	\$ 35,000	\$ 150,000	\$ 185,000
Everett			\$ 220,000	\$ 460,000	\$ 680,000
Grays Harbor			\$ 10,000	\$ 55,000	\$ 65,000
Green River			\$ 145,000	\$ 185,000	\$ 330,000
Highline				\$ 30,000	\$ 30,000
Lake WA Tech			\$ 10,000		\$ 10,000
Lower Columbia			\$ 135,000	\$ 545,000	\$ 680,000
North Seattle		\$130,000	\$ 25,000	\$ 85,000	\$ 240,000
Olympic			\$ 175,000	\$ 105,000	\$ 280,000
Peninsula			\$ 60,000	\$ 20,000	\$ 80,000
Pierce	\$ 45,000		\$ 40,000	\$ 145,000	\$ 230,000
Renton			\$ 225,000	\$ 270,000	\$ 495,000
Seattle Central	\$ 115,000			\$ 100,000	\$ 215,000
Shoreline			\$ 120,000	\$ 140,000	\$ 260,000
Skagit Valley			\$ 320,000	\$1,140,000	\$1,460,000
South Puget Sound					\$ 0
South Seattle		\$ 10,000	\$ 25,000	\$ 175,000	\$ 210,000
Spokane CC				\$ 170,000	\$ 170,000
Spokane Falls				\$ 270,000	\$ 270,000
Tacoma			\$ 15,000		\$ 15,000
Walla Walla	\$ 30,000		\$ 30,000	\$ 155,000	\$ 215,000
Wenatchee Valley			\$ 10,000	\$ 250,000	\$ 260,000
Whatcom					\$ 0
Yakima			\$ 10,000	\$ 40,000	\$ 50,000
<b>Total</b>	<b>\$ 190,000</b>	<b>\$390,000</b>	<b>\$2,285,000</b>	<b>\$5,840,000</b>	<b>\$8,705,000</b>
<b>Meters must be installed no later than:</b>	<b>June 2025</b>	<b>June 2026</b>	<b>June 2027</b>	<b>July 2026</b>	



# PENALTIES

- Tier 1
  - \$5,000 plus \$1 per gross square foot for every year of non-compliance.
- Tier 2
  - Not to exceed 30 cents per square foot for failing to submit documentation to demonstrate compliance.

## HB 1390

- Requires owners of state campus district energy systems to develop a decarbonization plan.
- Provides an alternative compliance pathway to the Clean Buildings Act if the owner is:
  - Implementing an approved decarbonization plan;
  - Meets benchmarking, energy management, and operations and maintenance planning requirements; and
  - Approved by Dept. of Commerce every 5 years.



# IDEAS FOR 2024 SUPPLEMENTAL BUDGET

- Capital
  - Clean building act support
  - HB 1390 funding
  - 1-2 major projects
  - COP authorities
- Operating
  - SBCTC staffing



# Washington State's Community and Technical Colleges / WACTC Leadership Transition Project



# WACTC Leadership Transition Project

➤ **Introductions to Drs. Wakefield and Brown**

➤ **History of the Leadership Transition Project**

➤ **Why Is this Work Important to the System?**

1. Ensuring that presidential leadership transitions in 2022-2023 (and beyond) are successful for new Washington community and technical college presidents / chancellors.
2. Highlighting the critical role WACTC plays in supporting new presidents / chancellors and ensuring their success.
3. Supporting the ongoing strength, viability and sustainability of the Washington State Community and Technical College system.
4. Building from WACTC's 2022 Summer Retreat where presidents/chancellors discussed how to increase a sense of belonging and collaboration among all WACTC presidents/chancellors.



# Status Report (Completed):

1. Worked with SBCTC & WACTC leadership to create a New CEO Onboarding Checklist
2. Collaborated with WACTC to prioritize a list of system competencies for future professional development
3. Interviewed 6 new presidents regarding their observations of WACTC and interests/needs for professional development
4. Held conversations with Pat Shuman (ACT) regarding CEO onboarding process and how WACTC & ACT can collaborate on this project

*Note: Documents are only for illustration. Contact us if you desire the full documents.*

Program: \_\_\_\_\_

**WACTC New President/Chancellor Onboarding Checklist**  
**Designed for New Permanent, Interim and Acting Presidents/Chancellors**

NEW PRESIDENT/CHANCELLOR \_\_\_\_\_  
 COLLEGE/DISTRICT \_\_\_\_\_

START DATE \_\_\_\_\_  
 CONTACT PHONE \_\_\_\_\_  
 EMAIL \_\_\_\_\_

ATTACH NEWS RELEASE ANNOUNCEMENT \_\_\_\_\_

BEFORE THE NEW PRESIDENT/CHANCELLOR BEGINS		
Action	Responsibility	Date Completed
When position is advertised, SBCTC Executive Director's executive assistant emails College President/Executive Assistant and asks to be notified when new President/Chancellor is hired.	SBCTC Executive Director/Executive Assistant	
New President/Chancellor hired	College Board	
Board Chair notifies SBCTC Executive Director of hire (include news release).	College Board Chair	
SBCTC Executive Director sends welcome email to new President/Chancellor, forwards announcement/news release to WACTC members.	SBCTC Executive Director	

Vote Total	WACTC Competencies
16	<b>Student Outcome Centered, Systems-level Leadership</b> - Defined: To drive the system to focus on student-level improvement, including identifying data needs/trends. Leadership requires <u>experience</u> using data to improve institutional performance vis-à-vis racially minoritized students. Central to this work is college leaders embracing student access, retention, and success.
16	<b>Equity-minded Leadership</b> - Defined: Beyond compositional diversity and implicit bias, leadership through racial equity requires explicit attention to structural racism and institutionalized racism, and demands transforming organizational practices, policies, and cultures to support equitable experiences and outcomes. Work must evaluate and decouple implicit and systemic biases. Leadership identifies how institutionalized racism manifests itself and the historic legacy of exclusion. Leadership understands the positionality of external communities but finds ways to stay true to organizational EDI values, which is <u>seen</u> through campus and state-level leadership. Leaders address if system decision-making is <u>framed</u> around equity principles. What is the role of seniority within an equity-minded organization? How do leaders ensure regular system-level evaluation, accountability, and urgency in this work?
11	<b>Collaborative advocacy builder</b> - Defined: Utilizing collective wisdom, sharing key-community, business, and legislative partnerships for system cultivation efforts, addressing catchment-area issues, while building collective system efficacy. Leadership centered on championing the community college philosophy, mobilizing stakeholders to take action on behalf of the system, and leveraging communication approaches to connect with community/stakeholders.

# Themes from New Presidents

1. Connecting
2. Diversity, Equity, Inclusion
3. College Board - New President Onboarding/Retreat
4. Contract
5. WACTC - System Orientation
6. Advocacy (Legislative)
7. Affinity Groups
8. Leadership Competencies
9. Asset-Based New President Onboarding



# Next Steps. . .

- Continued piloting of the New CEO Onboarding checklist
- Continued conversations with SBCTC Executive Director regarding project implementation and sustainability/staffing
- Continued conversations with WACTC Executive Leadership regarding future aspects of project implementation and timelines

## Contact Us:

❖ **Jill Wakefield**

[jwakefi777@comcast.net](mailto:jwakefi777@comcast.net)

❖ **Warren Brown**

[Warren@collegespark.org](mailto:Warren@collegespark.org)





Washington Association of Community & Technical Colleges  
Roster of Current Presidents  
(in order of seniority)

<b>President</b>	<b>Title</b>	<b>College</b>
Linda Kaminski	President	Yakima Valley College
Kathi Hiyane-Brown	President	Whatcom Community College
Ed Brewster	Interim President	Grays Harbor College
Eric Murray	President	Cascadia College
Jean Hernandez	Interim President	South Seattle College
Chris Bailey	President	Lower Columbia College
Tim Stokes	President	South Puget Sound Community College
Amy Morrison	President	Lake Washington Institute of Technology
Marty Cavalluzzi	President	Olympic College
Joyce Loveday	President	Clover Park Technical College
Bob Mohrbacher	President	Centralia College
Suzanne Johnson	President	Green River College
Kevin Brockbank	Chancellor	Community Colleges of Spokane
Rebekah Woods	President	Columbia Basin College
Lin Zhou	President	Bates Technical College
Ivan Harrell	President	Tacoma Community College
Amit Singh	President	Edmonds College
Rosie Rimando-Chareunsap	Interim Chancellor	Seattle Colleges
John Mosby	President	Highline College
Darrell Cain	Interim President	Everett Community College
Kimberlee Messina	President	Spokane Falls Community College
Julie White	Chancellor	Pierce College
Chad Hickox	President	Walla Walla Community College
Chemene Crawford	President	North Seattle College
Gary Locke	Interim President	Bellevue College
Karin Edwards	President	Clark College
Sara Thompson Tweedy	President	Big Bend Community College
Yoshiko Harden	President	Renton Technical College
Matthew Campbell	President	Pierce College Fort Steilacoom
Suzanne Ames	President	Peninsula College
Jack Kahn	President	Shoreline Community College
Bradley Lane	Interim President	Seattle Central College
Chris Villa	President	Skagit Valley College
Famous Harrison	President	Wenatchee Valley College
James Lemerond	President	Bellingham Technical College
Jenni Martin	Acting President	Spokane Community College
Chio Flores	President	Pierce College Puyallup

## STUDY SESSION ITEM

May 10, 2023

Tab 3

### Baccalaureate Degree Quarterly Update & Statements of Need Presentation

#### Brief Description

The community and technical college system has been offering Bachelor of Applied Science degrees for more than 15 years. Almost every college in the system offers at least one bachelor of applied science degree, with many colleges offering multiple bachelor-level degree pathways. In 2021, the college system achieved another milestone in bachelor-level degree offerings—the ability for the State Board to authorize colleges to offer Bachelor of Science in Computer Science degrees (SSB 5401). While the vast majority of the bachelor-level degrees being offered in the state system are bachelor of applied science degrees, this additional authorization allows community and technical colleges to serve students, especially students of color, in new ways that set them on the course to additional high-paying, living wage career pathways. The community and technical colleges in Washington state are excited about the opportunity for additional colleges to offer a Bachelor of Science in Computer Science. Offering the degree will align with the college system’s Guided Pathways work while furthering the State Board’s vision of leading with racial equity.

To date, the State Board has approved 152 applied bachelor degree programs at 33 colleges, including Bachelor of Science in Computer Science degree programs at nine colleges. In the 2021-22 academic year, there were 4,791 FTES in baccalaureate-level courses representing 4.8 percent of state support FTES in the college system. This represents a small baccalaureate FTE decrease over the previous year (-160 FTES). See Attachment A for Bachelor Degree Programs through Summer 2022. Updated graduation and annualized enrollment numbers are provided annually at the fall board meeting.

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

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

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

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

## Background information and analysis for proposed Statements of Need

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

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

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

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

## Background information and analysis

### a. Bates Technical College – Bachelor of Applied Science Public Safety Administration

To establish a pathway for enhanced student success and to address local employment needs, Bates Technical College is honored to propose a Bachelor of Applied Science (BAS) degree program in Public Safety Administration. Public Safety Administration will be the college's first baccalaureate program, and it represents the college's initial engagement in a fundamental priority of Washington's higher education system: that of assisting place-bound and working adults with increasing their educational attainment and advancing on pathways to economic self-sufficiency.

Public Safety Administration is a management program that educates leaders with a heart for public service and an interest in improving community welfare and safety. It differs from related degree fields like public administration through its specific focus on maintaining and improving public safety structures and from areas such as criminal justice through its emphasis on leadership, planning, and teamwork across agencies. The program intent is to provide current practitioners—people who possess prior education and experience in law enforcement, fire services, cybersecurity, infrastructure management, or emergency medical and counseling services—with the skills necessary to move into supervisory positions that oversee the public safety system.

Bates Technical College is regionally accredited, and the Public Safety Administration BAS program will

be based on the foundation provided by three of the college's current programs: Fire Service, Emergency Medical Technician, and Cybersecurity. The program, however, opens the door to management positions for adults employed in entry-level jobs across the many agencies engaged in maintaining public safety: law enforcement, firefighting, information technology, emergency management, infrastructure management, community service, community health, and emergency medical services. The program design, focusing on working adults who hold an associate degree plus a defined block of credits in a safety-related area, aligns with an emerging national consensus on best practices in educating public safety administrators. The field needs individuals skilled in coordinating across agencies, in building strong community relationships, and in utilizing changing technologies. As was indicated through both area labor market data and through college staff interviews with public safety professionals, individuals in the recruitment pool targeted by the program realistically need a bachelor's degree to advance in their careers.

Because the program is intended primarily for working adults, it will be delivered through hybrid and online instruction, with on-campus sessions conducted in the evenings or weekends. Through this delivery model, the college will provide a unique, flexible degree, one that serves place-bound students, adults working differing shifts across a range of departments and agencies, and members of historically underrepresented groups. Students from these groups will play vital roles in developing solutions to the questions communities have raised regarding how equitable and effective the public safety system is currently and should become.

As part of the Statement of Need process, all programs under development are shared broadly within both the Washington Community and Technical College system and with Washington's public baccalaureate institutions. This process is intended to promote collaboration and cooperation between institutions and assure that new programs under development serve an unmet need. As part of this process, Pierce College shared concerns about the potential overlap between this proposed program and their existing Bachelor of Applied Science degrees in Homeland Security-Emergency Management and Fire Science Leadership Management. Leadership from Bates Technical College and Pierce College met and have agreed to work collaboratively over the next year as Bates Technical College further develops their program curriculum and pathways to assure that final proposed program compliments, rather than duplicates, Pierce College's existing programs.

## Potential questions

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

## Recommendation/preferred result

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

Policy Manual Change Yes  No

Prepared by: Valerie Sundby, director of transfer  
360-704-4338, [vsundby@sbctc.edu](mailto:vsundby@sbctc.edu)

Attachment A

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

Centralia College	Applied Management	Fall 2012	273	30/62 FTE	75.3
	Behavior Healthcare	Fall 2021	n/a	15/26 FTE	18.8
	Diesel Technology	Fall 2012	50	24/54 FTE	5.9
	Elementary Education and Special Education	Fall 2016	105	15/20 FTE	44.6
	Information Technology in Application Development	Fall 2016	35	20/57 FTE	4.2
Clark College	Applied Management	Fall 2016	102	33/99 FTE	46.4
	Cybersecurity	Fall 2019	19	15/45 FTE	51.3
	Dental Hygiene	Fall 2014	168	17/53 FTE	60.1
	Human Services	Fall 2012	11	20/50 FTE	24.6
	Teacher Education P-3	Fall 2022	n/a	24/72 FTE	n/a
Clover Park Technical College	Cybersecurity	Fall 2020	3	24/85 FTE	12.2
	Interior Design	Fall 2019	6	47/60 FTE	10.1
	Mechatronics Engineering Technology and Automation	Fall 2021	5	22/48 FTE	13.1
	Operations Management (formerly Manufacturing Operations)	Fall 2014	35	25/50 FTE	19.9
Columbia Basin College	Applied Management	Fall 2009	470	35 FTE	85.0
	Community Health	Fall 2022	n/a	20/40 FTE	n/a
	Cyber Security	Fall 2014	204	40 FTE	93.4
	Dental Hygiene	Fall 2016	62	20 FTE	53.6
	Health Physics	Fall 2020	1	20/40 FTE	8.7
	Information Technology	Fall 2017	13	15/30 FTE	19.7
	Project Management	Fall 2013	288	40 FTE	85.6
	Nursing (RN-to-BSN)	Fall 2015	92	20.0/69.3 FTE	38.5
Teaching	Fall 2018	3	20/40 FTE	30.5	
Edmonds College	Advanced Manufacturing and Materials Engineering	Fall 2021	n/a	20/49 FTE	0.0
	Child, Youth, and Family Studies	Spring 2017	60	30 FTE	21.8
	Information Technology: Application Development	Fall 2020	n/a	25/60 FTE	0.3
	Integrated Healthcare Management	Fall 2022	n/a	15/60 FTE	n/a
	Robotics and Artificial Intelligence	Fall 2021	n/a	22 /64 FTE	0.0

Everett Community College	Accounting	Fall 2022	n/a	20/44 FTE	n/a
Grays Harbor College	Education: Elementary and Special Education	Fall 2017	68	15 FTE	36.4
	Forest Resource Management	Fall 2017	21	4/8 FTE	9.4
	Organizational Management	Fall 2016	33	25 FTE	16.4
Green River College	Aeronautical Science	Fall 2015	94	25/50 FTE	65.7
	Applied Management	Fall 2018	102	24/48 FTE	79.5
	Early Childhood Education: Infant and Child Mental Health	Fall 2018	23	15/25 FTE	20.6
	Forest Resource Management	Fall 2015	49	12/36 FTE	28.2
	Information technology: Network Administration and Security	Fall 2014	348	12/48 FTE	142.8
	Information Technology: Software Development	Fall 2013	269	35/96 FTE	68.0
	Marketing and Entrepreneurship	Winter 2015	175	48/72 FTE	41.3
	Nursing (LPN to BSN)	Fall 2022	n/a	16/32 FTE	n/a
	Real time CourtReporting and Captioning	Fall 2018	2	15/50 FTE	1.3
Highline College	Behavioral Science-Youth Development	Fall 2013	68	15/32 FTE	35.7
	Cyber Security and Forensics	Fall 2013	117	10/15 FTE	89.7
	Early Childhood Education	Winter 2022	n/a	15/75 FTE	n/a
	Global Trade and Logistics	Fall 2014	51	10/15 FTE	32.3
	Integrated Design	Fall 2019	18	12/15 FTE	33.1
	Teaching and Early Learning	Fall 2017	85	15/75 FTE	61.8
	Respiratory Care	Fall 2014	43	10/15 FTE	38.9
Lake Washington Institute of Technology	Applied Management – Entrepreneurship	Fall 2020	6	15/30 FTE	11.6
	Applied Management Human Resource	Fall 2022	n/a	15/50FTE	n/a
	Behavioral Health	Fall 2017	15	34.70/39.56 FTE	24.5
	Computing and Software Development	Fall 2017	61	25/50 FTE	44.5
	Dental Hygiene	Summer 2017	142	30/60 FTE	79.0
	Design	Fall 2009	193	36 FTE	23.1

	Digital Gaming and Interactive Media	Fall 2009	49	20/40 FTE	38.4
	Early Childhood Education	Fall 2018	13	20/40 FTE	12.1
	Funeral Services Education	Fall 2017	2	15/50 FTE	2.5
	Nursing (RN-to-BSN)	Fall 2017	n/a	24/96 FTE	0.0
	Public Health	Fall 2014	91	20/35 FTE	33.0
	Physical Therapy Assistant	Fall 2020	n/a	14/40 FTE	n/a
	Transportation, Logistics, & Supply Chain Management (formerly Transportation and Logistics Management)	Fall 2014	71	25/50 FTE	25.1
Lower Columbia College	Teacher Education	Fall 2019	17	24/48 FTE	49.5
	Organizational Leadership and Technology Management	Fall 2021	n/a	24/44 FTE	23.1
Olympic College	Digital Filmmaking	Fall 2017	56	15/36 FTE	30.1
	Information Systems	Fall 2014	74	20/54 FTE	30.2
	Nursing (RN-to-BSN)	Fall 2007	289	15/35 FTE	12.7
	Organizational Leadership & Technical Management	Fall 2015	169	17/47 FTE	57.1
Peninsula College	Applied Management	Fall 2007	252	20/40 FTE	35.1
Pierce College	Applied Business Management	Fall 2019	23	20/30 FTE	43.5
	Construction Management	Fall 2022	n/a	20/57 FTE	n/a
	Dental Hygiene	Summer 2016	130	20/25 FTE	57.6
	Fire Science Leadership	Fall 2019	2	20 FTE	4.7
	Homeland Security-Emergency Management	Fall 2016	47	20/30 FTE	32.4
	Teaching	Winter 2017	129	15/48 FTE	55.5
Renton Technical College	Application Development	Fall 2019	81	9/49 FTE	23.4
	Information Technology: Computer Network Architecture	Winter 2018	29	5.4/29.7 FTE	29.6
	Manufacturing Engineering Technology	Fall 2022	n/a	15/20 FTE	n/a



Seattle Central College	Allied Healthcare Services Management	Fall 2014	383	30/179 FTE	125.5
	Behavioral Sciences	Fall 2009	247	20/40 FTE	53.8
	Community Healthcare and Education	Winter 2018	n/a	n/a	n/a
	Dental Hygiene	Fall 2018	n/a	n/a	n/a
	Information Technology: Networking	Fall 2016	24	20 FTE	0.3
	Respiratory Care	Fall 2018	n/a	n/a	n/a
	Nursing RN-to-BSN	Fall 2022	n/a	18/60 FTE	0.0
North Seattle College	Accounting with International Accounting	Fall 2020	6	17/44 FTE	37.2
	Application Development	Fall 2014	150	25/60 FTE	62.9
	Computer Science	Fall 2022	n/a	27/81 FTE	n/a
	Early Childhood Education	Winter 2016	190	20/50 FTE	127.8
	International Business	Fall 2013	147	50 FTE	57.5
	Residential and Commercial Property Management	Fall 2017	19	20 FTE	16.0
South Seattle College	Hospitality Management	Fall 2007	279	20 FTE	29.5
	Professional Technical Education and Instructional Design	Fall 2013	73	21 FTE	1
	Sustainable Building Science Technology	Fall 2015	57	20 FTE	22.1
	Workforce and Trades Leadership	Fall 2017	n/a	20 FTE	0.0
Shoreline Community College	Dental Hygiene	Fall 2024	n/a	20/25 FTE	n/a
Skagit Valley College	Applications Development	Fall 2021	n/a	6/13 FTE	n/a
	Applied Management	Fall 2018	54	15/35 FTE	38.0
	Environmental Conservation	Fall 2014	47	13 FTE	7.6
	Product Development	Fall 2023	n/a	9/18 FTE	n/a
Spokane Community College	Respiratory Care	Fall 2017	29	20 FTE	48.0
Spokane Falls	Applied Management	Fall 2016	76	20 FTE	37.2
	Cyber Security	Fall 2017	34	14/33 FTE	18.7

Community College	Information Systems and Technology	Fall 2015	43	11/27.5 FTE	9.9
	Integrated Behavioral Health	Fall 2023	n/a	15/50 FTE	n/a
Tacoma Community College	Applied Management	Fall 2019	31	15/35 FTE	36.3
	Community Health	Fall 2018	8	25/166 FTE	41.0
	Health Information Management	Fall 2016	58	15/50 FTE	34.1
	IT Networking-Information Systems and Technology	Fall 2021	n/a	13/61 FTE	17.4
Walla Walla Community College	Agricultural Systems	Fall 2018	23	15/40 FTE	19.7
	Applied Management & Entrepreneurship	Fall 2018	15	12/30 FTE	98.6
Wenatchee Valley College	Data Analytics	Fall 2019	n/a	15/25 FTE	0.0
	Engineering Technology	Fall 2016	9	15/25 FTE	7.2
	Nursing (RN-to-BSN)	Fall 2015	84	25/38 FTE	19.9
	Teaching	Fall 2019	2	15/30 FTE	11.4
Whatcom Community College	Applied Business Management	Fall 2019	17	18/30 FTE	37.0
	Information Technology: Networking Cybersecurity	Fall 2017	52	24/128 FTE	31.4
	Social Work	Fall 2023	n/a	18/30 FTE	n/a
Yakima Valley College	Agricultural Sciences	Fall 2022	n/a	15/39 FTE	n/a
	Applied Business Management	Fall 2014	187	28/60 FTE	53.8
	Dental Hygiene	Fall 2016	149	18/24 FTE	49.3
	Information Technology: Networking	Fall 2015	47	12/20 FTE	25.9
	Teacher Education	Fall 2018	93	30/58 FTE	85.1







## Bachelor Degree Offerings by Program / by College

### Summer 2022

	Bellevue	Bellingham	Big Bend	Cascadia	Centralia	Clark	Clover Park	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lake Washington	Lower Columbia	North Seattle	Olympic	Peninsula	Pierce	Renton	Seattle Central	Shoreline	Skagit Valley	South Seattle	Spokane	Spokane Falls	Tacoma	Walla Walla	Wenatchee Valley	Whatcom	Yakima Valley	
<b>Education</b>																																
Early Childhood												√	√	√		√																
Professional-Technical Education																							√									
Teacher Education					√	√		√			√		√		√				√										√		√	
<b>Other</b>																																
Court Reporting and Captioning												√																				
Interior Design	√						√																									

\*Programs Approved Through Summer 2022

**TAB 3  
UPDATED**



# **BACHELOR DEGREE PROGRAMS UPDATE**

Dr. Valerie Sundby  
Director, Transfer Education

May 10, 2023



## HISTORY AND CONTEXT

- Pilot BAS programs began in 2005 with the passage of [HB 1794](#); all community and technical colleges were authorized to offer them in 2010 under [SSB 6355](#).
- These degrees are intended to:
  - Serve professional and technical degree-holding students who have limited access to bachelor's degree programs.
  - Provide opportunities for working adults who are place-bound to a specific geographic region and want to earn a baccalaureate degree.
  - Fill skills and credentials gaps and needs in specific occupations.
- In 2021, all colleges were authorized to offer the Bachelor of Science in Computer Science ([SSB 5401](#))
  - These degrees fill a gap where there is not a public four-year institution in the geographic area or if there is a shortage of programs demanded by industry and workforce.





# WASHINGTON BY THE NUMBERS 2009-2021

152 current bachelor degree programs at 33 colleges

Nearly 40,000 students served (over 27,000 FTE)

9379 Bachelor's degrees awarded

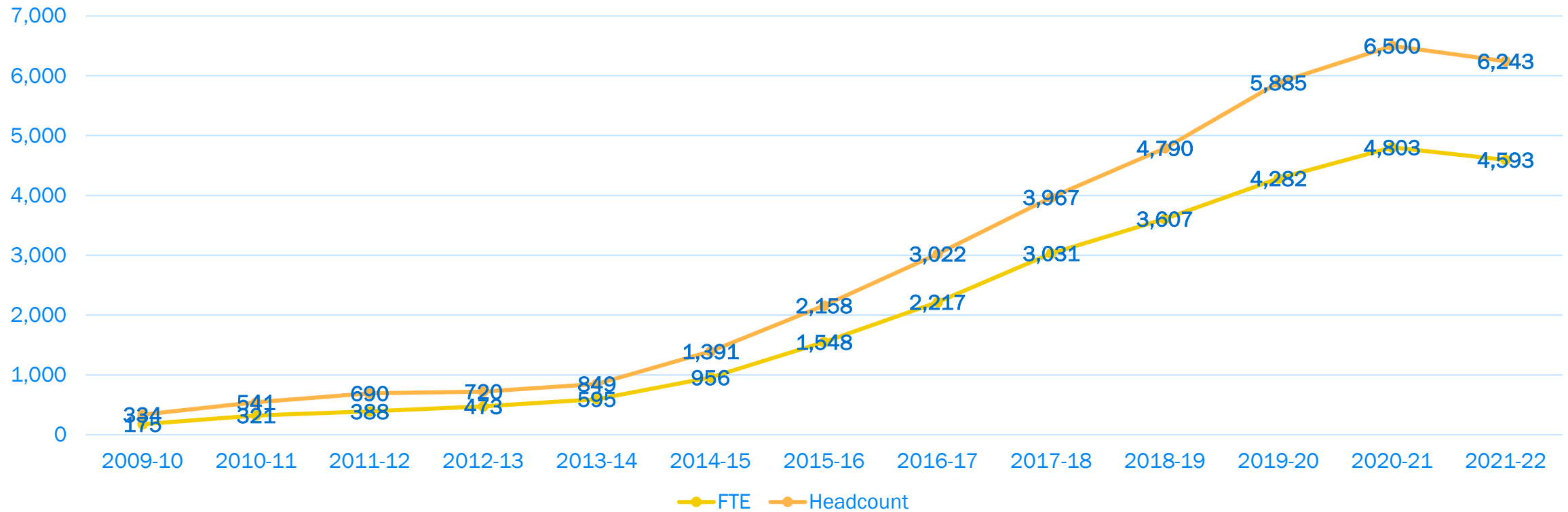
Average Fall to Fall retention is 74%

4-Year completion rate of 67.1%

78% of students are employed 3 years from initial BAS enrollment

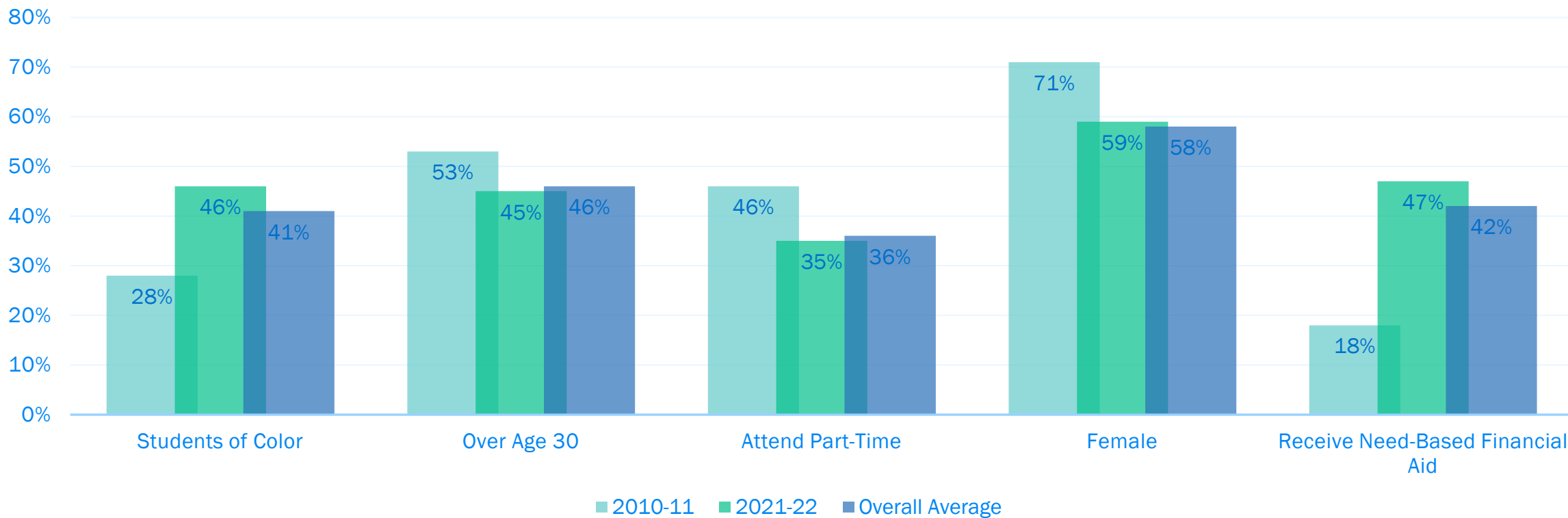
In Fall 2021, 35% of new enrollments had previously completed a transfer degree at a Washington CTC

# ENROLLMENT TRENDS



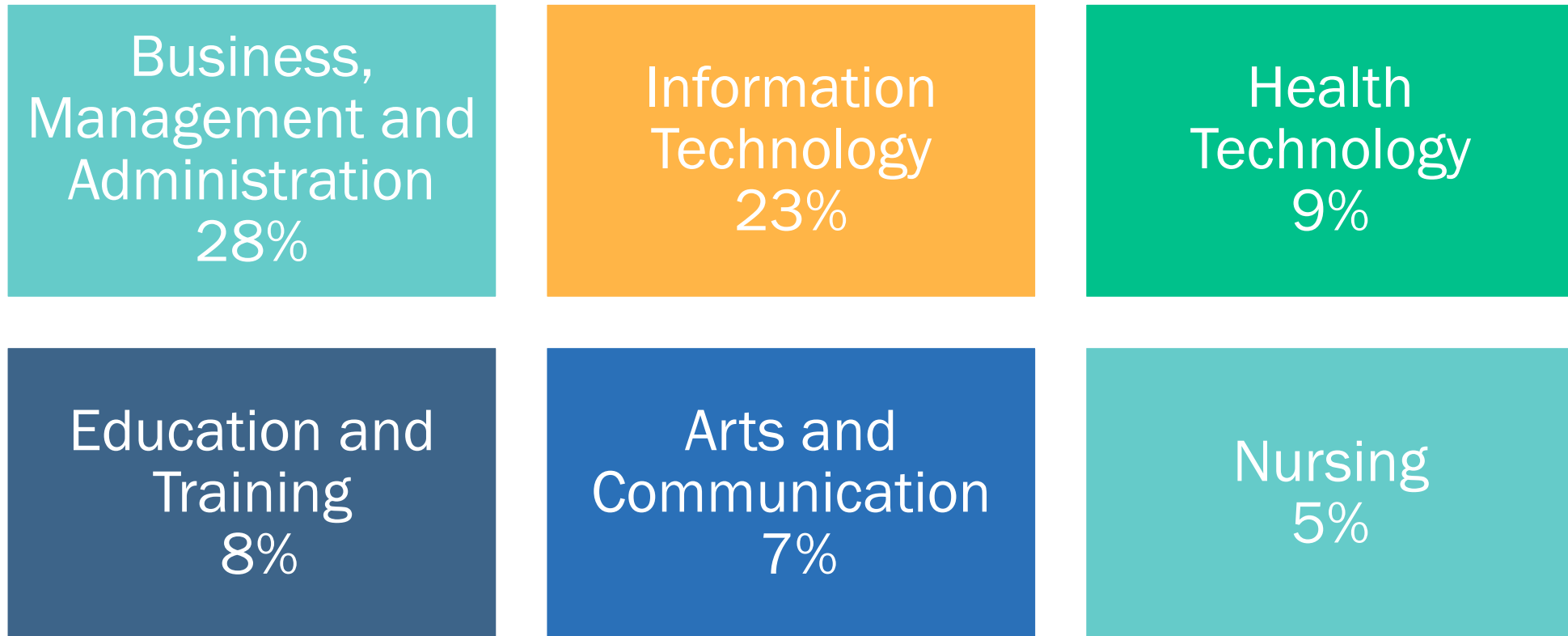


# OUR BACHELOR DEGREE STUDENTS



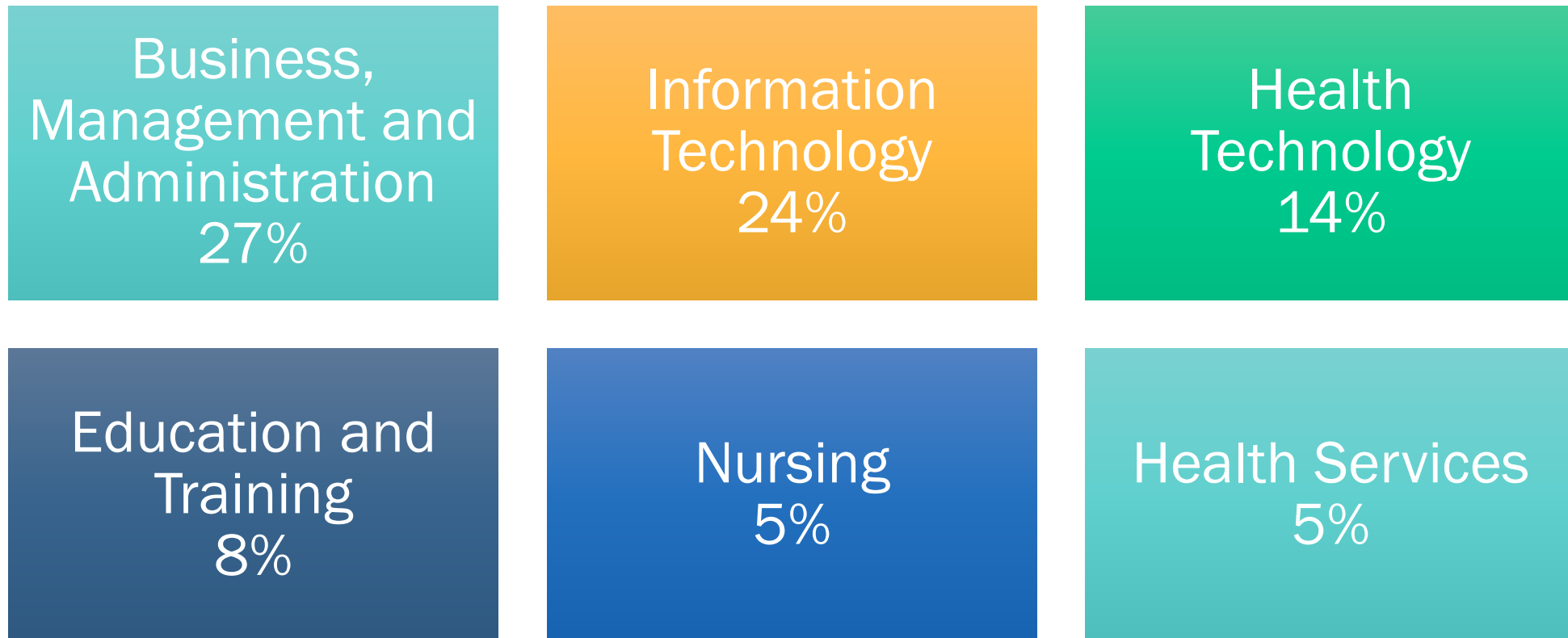


## HIGHEST ENROLLED CAREER CLUSTERS - OVERALL

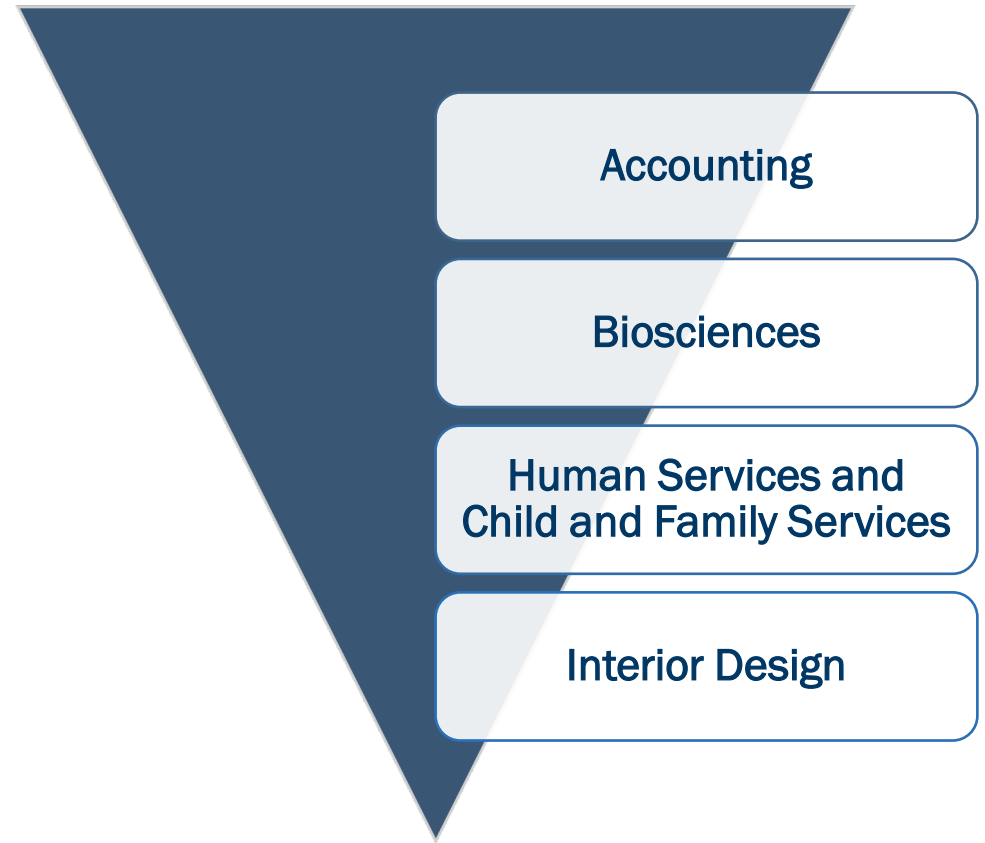
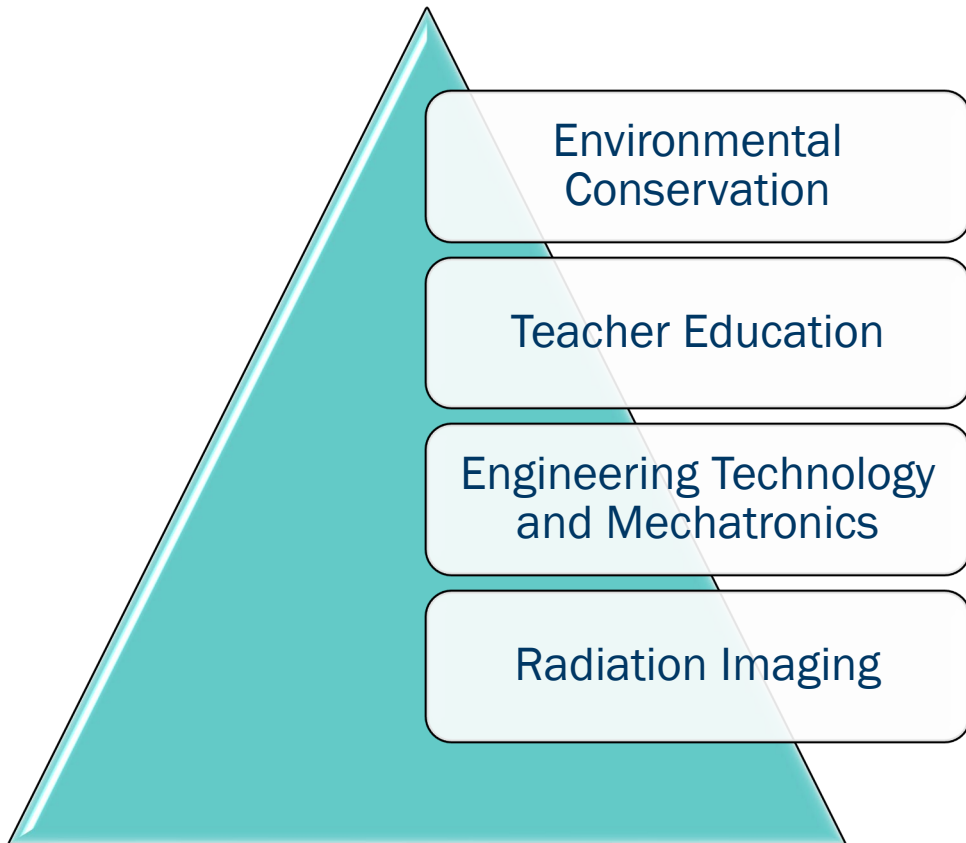




## HIGHEST ENROLLED CAREER CLUSTERS – 2021-22



# RECENT ENROLLMENT TRENDS





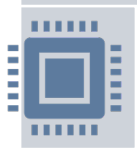
# LARGEST SHIFTS IN ENROLLMENT



## Management

Decreases in operations, supply chain, and project management

Increases in general applied management



## Technology

Decreases in application development and information systems

Increases in networking, data analytics, and Bachelor of Science in Computer Science



## Health Services

Decreases in behavioral science, health physics, and community health

Increase in behavioral health

# LESSONS LEARNED

## Alignment with local workforce demand is critical to success

- Students enroll (and complete) because they know jobs are waiting.
- Industry partners serve as program advocates.

## University partnerships matter

- Build programs that compliment existing offerings, rather than compete.
- Focus on creating programs that create opportunities for students that are not able to be served by the universities.

## You need more infrastructure than you think

- Invest in student support services unique to bachelor's degree students.
- Plan for investments in faculty, staff and equipment.



## AMAZON – A CASE STUDY ON PARTNERSHIP



- Led the legislative advocacy for the passage of the legislation that authorized Washington CTCs to offer Bachelor of Science degrees in Computer Science.
- Highlighted the industry need for more computer science graduates.
  - Washington is a net importer of tech employees.
  - The number of job openings exceed the capacity at Washington universities.
- Provided more than 2 million dollars to support the creation of these new programs.
  - Additionally, contributed talent resources to assist with in curriculum and program design.
- Although Amazon will benefit from the increased production of graduates, they took a platform/company neutral position to increase the tech workforce overall.



## CHALLENGES FACED

- Recruiting and hiring faculty with advanced degrees, especially in rural areas and for high-demand programs.
- Creating enrollment pipelines to fill upper division general education courses.
- Marketing and communication with students about specific degree options.
- Creating flexible pathways into technical degree programs.
- Transfer to master's programs and beyond.

## UPCOMING WORK

### Revise Bachelor's degree approval process

- Emphasis on simplifying process for schools who already have multiple bachelor's degrees.

### Implement robust course sharing

- Support for new programs and upper division course work with smaller enrollments.
- Create opportunities for students at rural colleges.

### Design a rubric for ongoing program review

- Focus on rigor, especially of upper division course work.
- Ongoing tracking of employment outcomes and transfer to master's degree programs.

# STATEMENTS OF NEED





# **BATES TECHNICAL COLLEGE – PROPOSED BACHELOR OF APPLIED SCIENCE IN PUBLIC SAFETY ADMINISTRATION**

- Bates Technical College’s proposed program will be the college’s first baccalaureate program.
- The program intent is to provide current practitioners—people who possess prior education and experience in law enforcement, fire services, cybersecurity, infrastructure management, or emergency medical and counseling services-- with the skills necessary to move into supervisory positions that oversee the public safety system.

# BATES TECHNICAL COLLEGE PRESENTATION

- Dr. Lin Zhou, President
- Dr. Johnny Hu, Vice President of Instruction



# PROGRAM PROPOSALS

## Clover Park Technical College

- Bachelor of Applied Science in Environmental Science
- As the first comprehensive applied Environmental Sciences program in the state, this program will fulfill the needs of place-bound, working practitioner adults needing a four-year degree to progress in their field, as well as regional graduates of other natural resource/environmental science associate programs.
- This will be CPTC's fifth bachelor degree program.

## Lower Columbia College

- Bachelor of Science in Nursing (RN to BSN)
- The proposed program will articulate with the existing associate degree program as well as provide a pathway for practicing RNs with other types of associate degrees to pursue their baccalaureate degree in nursing. The RN to BSN will additionally provide a foundation for nurses who plan to pursue graduate degrees in nursing.
- This will be LCC's third bachelor degree program.



## Peninsula College

- Bachelor of Applied Science in Behavioral Healthcare
- This program will recruit new behavioral healthcare employees and attract them to the vital profession of behavioral healthcare for both Jefferson and Clallam counties. These counties have a significant, documented shortage of behavioral healthcare professionals and this program is prepared to meet that demand.
- This will be Peninsula College's second bachelor degree program.

## Seattle Central College

- Bachelor of Science in Nursing (RN to BSN)
- The proposed program will provide opportunities for students from the combined nursing programs of the Seattle Colleges to continue their education. The program will increase the diversity of registered nurses in the workforce at the BSN level and address the healthcare demands of a multicultural urban population.
- This will be SCC's fifth bachelor degree program.

## Skagit Valley College

- Bachelor of Applied Science Early Childhood Education
- This proposed program will include a Residency Teachers Certificate with endorsements in early childhood education (preschool-3rd grade), bilingual education, and English language learner. It is designed for students to attend part time to allow them to work in the field while completing their program.
- This will be SVC's sixth bachelor degree program.

# QUESTIONS?

Dr. Valerie Sundby  
Director of Transfer  
[vsundby@sbctc.edu](mailto:vsundby@sbctc.edu)



**STATE BOARD FOR COMMUNITY  
AND TECHNICAL COLLEGES  
MAY 2023  
STATEMENT OF NEED  
BACHELOR OF APPLIED SCIENCE  
PUBLIC SAFETY ADMINISTRATION**

*BATES TECHNICAL COLLEGE*

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# Cover Page — Statement of Need

## Program Information

Institution Name: Bates Technical College

Degree Name: Bachelor of Applied Science in Public Safety Administration

CIP Codes: 43.0103; 43,0202; 44.0499

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

Degree: Cybersecurity AAS/AAS-T

CIP Code: 11.1003

Year Began: 2020

Degree: Fire Service AAS/EMT

CIP Codes: 43.0203, 51.0810

Year Began: 1973

Degree: Fire Service Supervision AAS

CIP Code: 43.0203

Year Began: 1973

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

Projected Enrollment (FTE) in Year One: 10

Projected Enrollment (FTE) by Year 5: 25

Funding Source: State FTE

## Mode of Delivery

Single Campus Delivery: Bates Technical College - South Campus, 2201 S. 78th St., Tacoma, WA 98409

Off-site: Potential internship/capstone

Distance Learning: Web-enhanced, hybrid, online

## Statement of Need

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

## Contact Information (Academic Department Representative)

Name: Dr. Johnny Hu

Title: Vice President of Instruction

Address: 1101 S. Yakima Ave., Tacoma, WA 98405

Telephone: 253-680-7204

Email: johnny.hu@batestech.edu

## Chief Academic Officer signature

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

 Recoverable Signature

X   
\_\_\_\_\_

Chief Academic Officer

Signed by: 4a380b95-7622-4daa-b8d4-61367e91d7c7

2/3/2023

# Introduction

Bates Technical College (BTC) is honored to propose a Bachelor of Applied Science (BAS) degree program in Public Safety Administration. Public Safety Administration will be the college's first baccalaureate program, and it represents the college's initial engagement in a fundamental priority of Washington's higher education system: that of assisting place-bound and working adults with increasing their educational attainment and advancing on pathways to economic self-sufficiency.

Public Safety Administration is a management program that educates leaders with a heart for public service and an interest in improving community welfare and safety. It differs from related degree fields like public administration through its specific focus on maintaining and improving public safety structures and from areas such as criminal justice through its emphasis on leadership, planning, and teamwork across agencies. The program intent is to provide current practitioners—people who possess prior education and experience in law enforcement, fire services, cybersecurity, infrastructure management, or emergency medical and counseling services— with the skills necessary to move into supervisory positions that oversee the public safety system.

Although the public safety mission has always focused on the general public welfare, the methods by which communities achieve that goal are under dramatic reconsideration. The field is evolving, in response to both long-standing structural inequities and the expanding range of threats from cybercrime, failing infrastructure, and weather-related emergencies caused by climate change. As described by the National League of Cities. "[Reimagining public safety](#) is about evolving public safety systems, sustaining positive reforms, and managing this heavy task along with the daily challenges of local elected officials." Public safety is no longer the sole province of law enforcement and fire services. Instead, it extends across a range of government departments and community organizations, all of which need supervisors capable of managing complex, interagency responses to demanding situations.

This revisioning effort is evident throughout the Puget Sound area, with numerous city and county governments currently reforming their public safety systems. The Tacoma City Council, for example, focuses not only on reducing systemic inequities but also on implementing a comprehensive definition of what helps a community feel safe:

*Many things contribute to our perception of safety such as clean water to drink and clean air to breath, walkability (including crosswalks and traffic design) and conditions in our neighborhoods, the lighting on streets, property crime, social connections with our neighbors, quality opportunities for children, and much more.*

Tacoma's efforts are echoed throughout neighboring cities, including Lakewood, which has formed a Community Safety Resource Team and a Behavioral Health Contact Team, and Olympia, which formed a Reimagining Public Safety Work Group to report to the city council. Each of these initiatives represents a substantive attempt to engage more and different departments in collaborating and responding to public threats as a team rather than as siloed individual units.

This broadly reimagined field of public safety requires administrators educated at the baccalaureate level and skilled in the newer techniques the job requires. At this time, however, the Washington Student Achievement Council has found that "Significant employer workforce needs are seen at all education levels: middle skills, baccalaureate, and graduate," and that "Washington's high school



graduates are less likely to continue their education than students across the country.” According to a Lightcast Data set run by the Seattle Office of Economic Development for September 2022, 25% of all unique job posting in Pierce, Thurston, and King counties required a bachelor’s degree. Additionally, while Public Safety Administration baccalaureate programs are available at many US colleges, none exists near the service area served by Bates Technical College.

## Criteria 1

### Relationship to institutional role, mission, and program priorities.

The Bates Technical College service district is diverse. While primarily urban, based in the City of Tacoma, the district encompasses all of Pierce County, extending into rural areas east to Mount Rainier, running south and west to Joint Base Lewis-McChord, and continuing northwest to a small section on the Kitsap Peninsula. The district’s employment base is similarly varied, with the highest levels of employment occurring in health care, retail, and manufacturing. A significant percentage of the county’s overall employment is engaged fully or in part with public safety initiatives, including city and county governments, community-based organizations, the military, educational institutions, and major infrastructure operations such as the Port of Tacoma.

Bates Technical College specializes in workforce education, having offered these programs for over 80 years. In 1991, the college joined the state community and technical college system while maintaining its focus on educating students for employment. Bates Technical College is an open-door institution, providing access to students at every level of education. The college’s student population reflects the diverse community it serves—according to the State Board for Community and Technical College’s 2023 *Field Guide* 43% of its students are persons of color, and 29% of them are low-income and receive financial aid. Its mission emphasizes diversity, student achievement, and education leading to successful employment.

The college’s strategic goals further emphasize these key commitments:

1. **Workforce Education:** *We are committed to providing high quality training that helps students realize their potential for growth and success through innovative instruction.*
2. **Student Centered:** *Bates supports students, enabling them to succeed, to aspire to education, to reach their educational goals and transition successfully to further education or employment.*
3. **General Education:** *Bates recognizes that the skills and knowledge attained through general and related education are essential to success and ensuring well-rounded learners.*
4. **Community Relationships:** *Strong local and global partnerships with business, industry, labor and the public make the college a respected, effective community resource, contributing to local community vitality.*

The proposed BAS degree in Public Safety Administration aligns with the college’s mission and its strategic goals. As the college’s first Bachelor of Applied Science program, it will offer the highest level of student achievement available in college history. It is non-duplicative, being the region’s first

of its kind. It responds directly to needs expressed across the Bates service district for supervisors capable of managing the evolving systems required to keep the general public safe and thus provides a career pathway for students into a growing and developing field.

### ***Program Description***

Bates Technical College is regionally accredited, and the Public Safety Administration BAS-program will be based on the foundation provided by three of the college's current programs: Fire Service, Emergency Medical Technician, and Cybersecurity. The program, however, opens the door to management positions for adults employed in entry-level jobs across the many agencies engaged in maintaining public safety: law enforcement, firefighting, information technology, emergency management, infrastructure management, community service, community health, and emergency medical services. The program design, focusing on working adults who hold an associate degree plus a defined block of credits in a safety-related area, aligns with an emerging national consensus on best practices in educating public safety administrators. The field needs individuals skilled in coordinating across agencies, in building strong community relationships, and in utilizing changing technologies. As was indicated through both area labor market data and through college staff interviews with public safety professionals, individuals in the recruitment pool targeted by the program realistically need a bachelor's degree to advance in their careers.

Because the program is intended primarily for working adults, it will be delivered through hybrid and online instruction, with on-campus sessions conducted in the evenings or weekends. Through this delivery model, the college will provide a unique, flexible degree, one that serves place-bound students, adults working differing shifts across a range of departments and agencies, and members of historically underrepresented groups. Students from these groups will play vital roles in developing solutions to the questions communities have raised regarding how equitable and effective the public safety system is currently and should become.

In addition, the program will be affordable, based on the state board's baccalaureate tuition schedule, and it will be the only one of its kind outside of fully online university options. To allow students to move seamlessly between their prior education and bachelor degree requirements, the college intends, within accreditation guidelines, to allow for flexibility in credit acceptance, following the model the college uses now in converting emergency medical technician certification and Washington State Fire Training Academy training into credits for the Fire Services program. This method will be expanded to include acceptance of military training, such as that gained by military policemen, and coursework completed in the state's Criminal Justice Training program. This process will speed students' time to degree completion, helping them avoid repeating credits and reducing their expenses. At the request of partnering agencies such as the Tacoma Police Department, instruction will focus heavily on experiential learning and scenario-based exercises, methods the college has long practiced, and which are proven to increase achievement for all student groups.

### ***Program Outcomes***

Students completing the Public Safety Administration program will have skills and abilities in the following areas:

- **Leadership Tactics:** Students will recognize differing leadership styles, identify the style best suited to their personal qualities, manage projects, and successfully lead personnel within an organization engaged in public safety activities.

- **Public Administrative Structures:** Students will recognize the different methods by which city and county governments are organized, comprehend law and policy, and identify public financing systems and their accompanying ethical obligations.
- **Unified Command and Cooperative Interagency Response:** Students will deliver public safety services collaboratively, working with a range of community and government partners. They will respect the culture and systems of partnering organizations and apply the principles of joint response as outlined in the National Incident Management System.
- **Relationship Development and Management:** Students will demonstrate awareness of the communities they serve and actively and positively engage with community members. They will work collaboratively with other governmental and community-based organizations engaged in efforts to improve public safety.
- **Social Justice Implementation:** Students will be aware of historic and ongoing inequities in the public safety system, and they will respond to needs across the full spectrum of community members. They will apply their knowledge of social justice principles and attempt to address the systemic biases they encounter.
- **Communication:** Students will be skilled in both oral and written communication techniques. They will write accurate and concise reports, listen actively, and apply strategies that de-escalate challenging situations and lead to consensus.
- **Critical Thinking and Research:** Students will be capable of multitasking and of solving problems even in challenging emergency situations. They will clearly record required data points, develop and analyze data sets, and identify strategic, long-term solutions in response to the data available.
- **Technology:** Students will be aware of the current and emerging types of technology used in public safety efforts, including geographic information systems, drone technology, and digital and video recording systems.

## Criteria 2

### Support of the statewide strategic plans.

The proposed Public Safety Administration program supports strategic plans developed by both the Washington Student Achievement Council (WSAC) and the State Board for Community and Technical Colleges (SBCTC). It is forward looking, addressing steps outlined in the state mission study's 20-year action plan. The concepts driving the development of a Public Safety Administration program arise from the field's requirements for skilled, innovative employees, educated at the baccalaureate level, who can support ongoing efforts to equitably serve the Puget Sound area's communities.

The Washington Student Achievement Council has developed a strategic action plan that sets a goal of achieving equitable access and achievement through implementation of a four-part framework: affordability, enrollment, student supports, and completion. The plan's highlights include the need for increasing levels of education in the state's population, addressing barriers students face outside the classroom, and overcoming historic inequities in college attendance and success for students from diverse racial and ethnic backgrounds.

The SBCTC Mission Study and its strategic plan align with the points raised in WSAC's policy outlines, while adding several goals specific to the community and technical college system:

- Supporting Washington State’s workforce development mission by closing the statewide skills gap for technically trained workers
- Designing seamless, easy-to-navigate pathways for all students
- Innovating through the adoption of web-based and mobile technology tools for eLearning and online student services.

The proposed program supports these state-level strategic initiatives. The vision of public safety being adopted in city and county governments nationwide was largely inspired by a recognition of the system’s social justice and equity needs. The failure to protect all communities equally gained heightened public attention during the 2015 protests following Michael Brown’s death, and the search for solutions has continued since that time. The program content itself, then, is grounded in the field’s development of more equitable systems and techniques, and it will assist Bates Technical College students in building their careers while also supporting the diverse community they serve.

As is discussed outlined below, the program will assist in filling a supply/demand gap in Washington State’s workforce development system. Supervisory jobs within the public safety system generally require that applicants hold a bachelor’s degree, but labor market information from Pierce, King, and Thurston counties indicates that the higher education system graduates too few individuals to fill existing openings. Local public safety administrators interviewed stated that they recruit nationally primarily because of difficulties in finding qualified candidates in the Puget Sound region and that they recommend employees consider online degree programs housed outside of Washington State because regional options are limited.

Because the only duplicative public safety programs available are expensive university options taught remotely, the proposed program will be comparatively affordable and accessible. It is designed to meet the needs of working adults having some prior college experience and a specialization in any of the areas engaged in public safety. The program will build on the methods used by Bates Technical College to accept prior learning and allow for a seamless transition for students from applied science degree programs who also have relevant training gained outside the traditional college credit system. This ability to move from related fields into the public safety administration program, without the need to repeat credits, will play a significant role in allowing students to enter a pathway to program completion and enhanced career opportunities.

Both in its program content and its delivery method, the program will be innovative. This will be the region’s first program that addresses public safety as a comprehensive area requiring managers skilled in cross-agency collaboration. The field itself is innovating rapidly, not just in its evolving social justice mission but also in areas as the use of digital forensics, enhanced communication systems like drone technologies, and the protection of vital community infrastructure through information technology system management and protection. During the COVID emergency, the college demonstrated an ability to deliver even traditional hands-on programs through web-based and online methodologies, and that hybrid delivery method will again be used in the proposed program, expanding access for place-bound and working adults.

Finally, the Public Safety Administration BAS program will support both WSAC’s goal of increasing educational attainment and the SBCTC’s desire to “contribute more to the production of bachelor’s degrees.” It will provide Bate’s students with their first opportunity to complete baccalaureate study

at the college at which many will have started. On graduation, they will become part of a major workforce development effort as they lead governmental and community agencies in improving and integrating the services those agencies provide.

## Criteria 3

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

Public Safety Administration is both an existing and emerging field, with demand supported by strong existing labor market data and the potential for an expansion into additional occupational areas over time.

Because Public Safety Administrators can fill managerial positions in multiple occupations, the methodology for selecting relevant occupation codes was derived as follows. An education crosswalk search using the term “public safety administration” on O\*Net OnLine generated a list of eighty-one titles from the 2020 Classification of Instructional Programs. This list was then sorted by

- Relevance, with a focus on managerial positions
- Elimination of positions requiring extensive specialized study, such as education, healthcare, or counseling
- Inclusion in Job Zone Four: Extensive Preparation Needed, positions that generally require a bachelor’s degree

This process led to the development of a list focused on CIP codes within the 11, 43, 44, and 52 ranges, with those codes next being cross walked to their related SOC codes to arrive at demand figures. Often a given SOC code (such as 11.9151, Social and Community Service Managers) appears within multiple CIP areas.

To generate supply figures, programs were sorted again by relevance to managerial areas related to public safety and by degree type awarded. Educational Institutions within the Pierce/King/Thurston region were included in the graduate count, with figures on completers taken from O\*Net OnLine, which gathers its completion statistics from IPEDS 2020-21 data.

#### ***Demand***

Using the methodology outlined above, a data set was compiled on current employment projections in six SOC classifications. Labor market statistics for this proposal were developed from a Lightcast, Quarter 4 2022 data set developed by the Seattle Office of Economic Development in January 2023 for Pierce, Thurston, and King Counties.

*Table 1: Demand*

SOC Code	Title	CIP (CIP’s)	O*NET Outlook	Average Annual Job Openings, 2018-28	Median Annual Earnings
15.1212	Information Security Analysts	11 (10 subcategories)	Bright	506	\$129,655

		43.0403			
15.1244	Network and Computer Systems Administrators	11.0101 11.1001 11.1003		489	\$101,216
11.3021	Computer and Information Systems Managers	11 (7 subcategories)	Bright	1,174	\$167,856
11.9151	Social and Community Service Managers	44 (6 subcategories) 52.0206	Bright	248	\$88,162
11.9161	Emergency Management Directors	43 (5 subcategories)		19	\$120,857
11.9199	Management, all other. Includes subsets on regulatory affairs, compliance, and loss management	43 (8 subcategories) 44.0499 52.0206 52.0213	Bright	752	\$134,376

Public Safety Administration is a management degree for individuals with a) prior experience in public safety and b) an interest in moving into administrative positions within the field. The available labor market data does not distinguish between public safety managers and managers in general, but positions requiring a bachelor’s degree for management categories receive a “bright outlook” rating from O\*Net, and local positions are plentiful. The statistical data used aligns with information found on the Workforce Central (the Pierce County WDC) website, which lists management, protective services, and public administration as areas forecast for growth. According to Workforce Central, for example, 8.5% of Pierce County employees are employed in public administration, indicating that many members of this workforce are engaged in the task of maintaining services and security for the general public. The military, housed at JBLM and engaged in security, is additionally among Pierce County’s largest employers. As is noted by the Center for Regional Disaster Resilience, public safety professionals are needed to assist in areas including pandemic response, issues related to logistics and the supply chain, port security, and management of critical infrastructure. Program graduates will thus be competitive for a range of positions, including those in utilities and energy management; information technology security; community and human services; planning and public works; environmental health; and hazardous waste management.

Information on available supervisory jobs specifically in the areas traditionally associated with public safety can be found in the crosswalk of CIP codes 43.0103 (Criminal Justice and Law Enforcement Administration) and 43.0202 (Fire Services Administration) to SOC code 11.9199. According to Lightcast data, several hundred jobs are available annually in this classification alone. An additional indication of demand is the number of police and fire departments across the three-county area. According to the countyoffice.org website, the region has 108 police departments and 343 fire departments, figures that do not include county or state departments housed within the region.

Qualitative data received from college interviews with public safety employees indicates that statistical information on educational pathways for individuals in law enforcement and fire services understates the benefits of a college degree for entry-level police officers, entry-level fire fighters, and first-line supervisors of these employees. While applicants for these jobs are not required to hold a bachelor’s degree, interview respondents indicated that line police officers and fire fighters often, by their bargained agreements, receive a financial bonus for degree completion. Further, particularly in law enforcement, employees understand that lack of a degree limits their competitiveness for positions above the first-line supervisory level. As Crystal Young-Haskins, the Assistant Chief of the Tacoma Police Department, told college staff, she “loves the BAS idea” because “education in public safety doesn’t stop.” She said it is essential for law enforcement supervisors to hold a bachelor’s degree, not only for those working directly with police officers but also for employees in related departments such as forensics and crime analysis. Her comments were supported by other supervisors in law enforcement, all of whom voiced support for the proposed program. In addition, in a review the college conducted of current postings for police administrators through Indeed, each opening found required that applicants hold a bachelor’s degree or higher. Although fire services administrative positions are less likely to require applicants have completed a degree, job announcements do often describe ideal candidate as having a bachelor’s degree in hand.

Finally, as the definition of what constitutes public safety expands, so too will pathways into management for workers in related emerging fields. Public safety communication and dispatch, for example, has long been listed as a job requiring only a high school diploma. These positions are, however, becoming more complex, requiring a higher level of critical thinking because of the new technologies being used and the increased range of potential responses to emergency situations. A career pathways chart developed by the Seattle Office of Economic Development shows the range of next-step jobs available for individuals in dispatch, and it is one example among several expected to evolve as the field and the techniques on which it relies develops.

**Supply**

The method for identifying the annual supply of graduates follows that used for establishing demand. An education crosswalk search using the term “public safety administration” on O\*Net OnLine generated a list of eighty-one titles from the 2020 Classification of Instructional Programs. This list was reduced to the six SOC areas, and O\*Net was then used to identify educational institutions providing training related to that SOC code. That list was then sorted by

- Relevance, with a primary focus on managerial positions
- Elimination of positions requiring extensive specialized study in an area, such as education, healthcare, counseling, or computer science
- Region, focusing only on institutions in Pierce, King, and Thurston Counties
- Bachelor’s degree as the program award

*Table 2: Annual Supply of Graduates*

SOC code	Educational Provider	Degree Titles	Total 2020 baccalaureate graduates, all colleges
15.1212 Information Security Analysts	St. Martins, Renton, UWS, UWT, Green River, Highline, City	Information Technology, Computer and Information Systems Security	349

15.1244 Network and Computer Systems Analysts	UWT, UWB, PLU, City, Highline	Computer and Information Sciences, General; Network and System Administrators	275
11.3021 Computer and Information Systems Managers	Same as 15.1212 and 15.1244 above	Same as 15.1212 and 15.1244 above	
11.9151 Social and Community Service Managers	Seattle U; UWS; UWT, St. Martins, PLU; Highline, City	Public Admin, Social Work, Youth Services Admin, Human Services	160
11.9161 Emergency Management Directors	Pierce	Crisis/Emergency/Disaster Management	18
11.9199 Management, all other. Includes subsets on regulatory affairs, compliance, and loss management	UWT, SPU, Northwest, Seattle U., PLU, CWU, St. Martins, UWT	Urban Studies, Org Leadership, Criminal Justice/Safety Studies, Criminology	291*  (143 of this total comes from Central Washington University, which has branch campuses within the 3-county region but a main campus outside the area studied.)

## Gap

Table 3: Gap in Open Positions and Graduates

SOC code	Open Positions	2020 BA Graduates	Gap
15.1212 Information Security Analysts	506	349	157
15.1244 Network and Computer Systems Analysts	489	275	214
11.3021 Computer and Information Systems Managers	1174	Included in totals above	1174 (All graduates included in totals above)
11.9151 Social and Community Service Managers	248	160	88
11.9161 Emergency Management Directors	19	18	1
11.9199 Management, all other. Includes	752	291	461



subsets on regulatory affairs, compliance, and loss management as well as fire services and law enforcement administration			
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As above, the correspondence of managerial positions related to public safety to all managerial positions is not exact, but the data demonstrates that the system under-produces the number of graduates in information technology or management to fill all open positions requiring a bachelor's degree at this time. Limiting the management categories reviewed to only SOC code 11.9199, the category which includes the traditional public safety areas of law enforcement and fire service administration, shows the system as underproducing workforce demand by nearly 500 graduates a year.

## Criteria 4

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

The Public Safety Administration program builds from two degree-level professional programs at Bates Technical College, Fire Science (which includes its related certificate program in Emergency Medical Technician) and Cybersecurity. Taken together, these programs illustrate how the definition of public safety is evolving. Fire Science has long been associated with government's efforts to keep communities safe. Cybersecurity, on the other hand, is a new addition within the public safety umbrella. As is noted on the Cybersecurity program website, employees trained in this area become "key members of an organization's disaster recovery plan," who "allow for the continued operation of an organization's Information Technology department"—departments deeply involved in the continued functioning of critical infrastructure components and in the technology required for communication during emergency response efforts.

Cybersecurity has nearly tripled in enrollment since launching three years ago. The program offers an AAS-T degree, an AAS degree, and two certifications, one in Network Support and the other in Computer Support.

#### Distinct Headcount by Program

EPC: Program	Degree Title	Exit Cd	YR		
			2019	2020	2021
506B: CYBERSECURITY	CYBERSECURITY-AAS	1	11	19	32

Distinct count of DW KEY (DWHS Student1) broken down by YR vs. EPC: Program, Degree Title and Exit Cd. The data is filtered on Term and Exit Code: Description. The Term filter keeps Fall. The Exit Code: Description filter keeps multiple members. The view is filtered on EPC: Program and YR. The EPC: Program filter keeps 506B: CYBERSECURITY, 506C: CYBERSECURITY and 506Z: CYBERSECURITY. The YR filter keeps 7 of 31 members.

Fire Service, in contrast, has been part of the college’s program inventory for decades, having been offered since 1973. The base program in the cluster is the Fire Science and Fire Service Associate of Applied Science degree, but the program also includes a Fire Supervision AAS, an Emergency Medical Technician Certificate, and certificates of training in Fire Recruit and Wildland Firefighter. Enrollment in the base AAS program and in the cluster overall has averaged between 60-70 unduplicated students over the past five years.

The program is taught to International Fire Service Accreditation Congress standards and students receive certification as entry-level firefighters at program completion. In addition to receiving a college degree or certificates, they are also prepared to sit for examinations as emergency medical technicians, wildland firefighters, and in Hazardous Materials Awareness and Operations.

### Distinct Headcount for Fall Terms

EPC: Program (group)	Degree Title (group)	Exit Cd	YR				
			2017	2018	2019	2020	2021
364: EMERGENCY MED TECH	EMERGENCY MEDICAL TECHNICIAN	9					28
828: FIRE SCIENCE & 828B: FIR..	FIRE SERVICE & FIRE SERVICE - AAS	1	97	61	63	65	59
828A: FIRE SCIENCE	FIRE SERVICE - ATD	2	2	1			
828C: FIRE FIGHTER	FIRE FIGHTER - CERT of COMP	3	1				
828D: FIRE SERVICE	FIRE SERVICE SUPERVISION - AAS	1	1				
828G: FIRE ACADEMY	FIRE RECRUIT ACADEMY - CoT	4		1			1

Distinct count of Dw Key broken down by YR vs. EPC: Program (group), Degree Title (group) and Exit Cd. The data is filtered on EPC: Program, Term, Year and Intent. The EPC: Program filter keeps 12 of 556 members. The Term filter keeps Fall. The Year filter keeps B78, B89, B90, C01 and C12. The Intent filter keeps F and G.

## Criteria 5

### Student demand for program within the region.

In January 2023, Bates Technical College conducted a survey of current fire service, emergency medical technician, and cybersecurity students to gauge interest in a Public Safety Administration Bachelor of Applied Science degree. Of the students who are interested in pursuing a bachelor’s degree, 56% said that they are either very interested or extremely interested in pursuing a bachelor’s degree in the field of public safety. When the same set of bachelor’s seeking students were asked about pursuing a Bachelor’s Degree in Public Safety Administration at Bates Technical College, 46% responded that they would definitely consider attending Bates for the degree. The results are summarized below.

Are you interested in pursuing a bachelor’s degree in a field related to public safety?

Moderately interested	6 (22.2%)
Not interested at all	2 (7.4%)
Slightly interested	4 (14.8%)
Very interested & Extremely intersted	15 (55.6%)

Note: Only includes responses from students who said they are either “Likely” or “Very Likely” to pursue a bachelor’s degree.

## If Bates Technical College offered a Bachelor’s Degree in Public Safety Administration, would you consider applying?

Would not consider	2 (7.7%)
Might or might not consider	12 (46.2%)
Definitely consider	12 (46.2%)

Note: Only includes responses from students who said they are either “Likely” or “Very Likely” to pursue a bachelor’s degree.

141 student surveys. 72 responses. 51% response rate.

These initial survey results, gained only from current students in fire service and cybersecurity, are promising. The college anticipates additional strong demand from across the spectrum of adults employed in fields responsible for improving public safety. Given the preliminary demand response from current students, the colleges projects five-year FTE enrollment as follows:

Table 3: Five-year FTE Enrollment Projection

Year	2024-25	2025-26	2026-27	2027-28	2028-29
FTE Enrollment	10	15	20	25	25

## Criteria 6

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

#### *Serving Local Students*

The Public Safety Administration program is primarily intended for local, place-bound, working adults, who have completed a two-year degree which includes specialization in any area falling within the comprehensive definition of keeping the general public safe. Many individuals begin entry-level work in public safety positions holding either a high school diploma plus military or agency training or college through the AAS degree level. For these employees, completing a bachelor’s degree opens the doorway to increased earnings and promotions into supervisory positions. Public safety employees come from diverse backgrounds and serve a diverse community, so the program will be accessible to individuals with differing needs, using a hybrid delivery model that includes content offered online and face-to-face class sessions offered outside of standard working hours. In addition, because most similar programs are delivered by universities in strictly online formats, the new program will be affordable, with student costs based on the Washington State tuition schedule.

#### *Regional Collaboration*

Although Public Safety Administration baccalaureate degree programs are common nationally, none exists in the Bates Technical College region. Criminal justice, fire service, and emergency management are fields related to public safety, but the intent of each of these programs differs.

As Neumann University notes in its program description, Public Safety Administration “focuses on nurturing and sharpening the skills needed to meet the challenges in public safety administration structures,” a distinction reinforced by Goodwin University’s program overview:

Public safety administration is a branch of the public safety field that is focused on leadership. While public safety professionals work on the frontlines to protect their communities, public safety administrators are the ones developing the strategies, the resources, and the teams.

This distinction between programs that train first responders and programs that train administrators to work in support of a more global vision of public safety is reinforced in recent research. As the article, “Community-centred police professionalism: A template for reflective professionals and learning organizations with implications for the co-production of public safety and public order” notes, “the insular nature of the traditional professional model presents a tremendous obstacle to achieving the needed levels of community-police integration, collaboration and problem solving in the co-production of public safety, public order, emergency management and homeland security.”

Local baccalaureate programs for criminal justice professionals and prelaw students are offered through Central Washington University branch campuses in Lakewood and Des Moines; at St. Martins’ University, at Pacific Lutheran University; and at the University of Washington Tacoma. Pierce College in Lakewood also offers BAS degree programs in Fire Services Management and Homeland Security/Emergency Management. Cybersecurity BAS programs can be found at Clover Park Technical College, Green River College, and Highline College.

Because each of these neighboring programs specializes in aspects of the public safety mission and may align with an individual student’s needs, Bates Technical College will discuss possibilities for collaboration, including the consideration of a joint intake and referral system for students as well as the development of articulation agreements with all nearby college that educate professionals in criminal justice, fire service, emergency management, and cybersecurity.

Bates Technical College maintains an extensive network of state and community contacts, including the Pierce County Workforce Development Council, Tacoma Community House, the state Fire Training Academy, and an active advisory committee for the Fire Services program that includes ten area fire chiefs. In developing this proposal, the college consulted with representatives from the Tacoma Police Department, the Gig Harbor Police Department, King County Emergency Management, Clark County Fire Department 6, and the Mason County Sheriff’s Department. These agencies have provided guidance in program development, including the identification of its program outcomes, and they have expressed support for the program concept. The program provides two obvious benefits to local employers: first, they would prefer to hire qualified local applicants but find the hiring pool scarce. Secondly, the program’s philosophical direction supports the vision many public agencies are following in restructuring their services.

### ***Unique Program Aspects***

The proposed program is unique in that it is the first of its kind at a public Washington State college or university. Although the field of public safety is not new, the vision of what constitutes it has

changed, and this program will support governmental and community efforts to restructure vital public services by providing them with managers skilled in current public safety best practices. As the document *Recommendations for the Tacoma Police Department* states, “Where there are interlocking, interrelated parts, we are looking at how they work independently and in conjunction with one another.” This program will provide leadership for complex attempts to deliver integrated services across departments that have long been siloed, all in support of remediating structural inequities and improving the efficiency of public safety operations.

The program’s focus on the integration of services will be further supported by the varied backgrounds of the students it enrolls. As educators frequently recognize, the experiences students bring to a classroom are a vital but often underutilized resource in the teaching and learning process. Students will be recruited from traditional public safety fields such as law enforcement or fire service, but they will also come backgrounds in the military, information technology, emergency medical services, and community services such as substance abuse and homelessness counseling. The differing real-world expertise brought to the classroom will enhance the class dynamic, and through scenario-based exercises, students will practice the art of integrating agency structures and cultures, just as will occur when they become leaders within a comprehensive public safety system.

## Criteria 7

### Promoting equitable opportunities for students, including historically marginalized students.

As is noted above, the concept of public safety is changing, in large part because of a growing public awareness of the inequitable outcomes the system has produced. A reimagined vision of public safety takes as its core principle the need to keep all communities equally safe. That initiative extends across an array of considerations, from the way a community’s streets are lighted, to the ways in which hazardous wastes are identified and disposed of, to the alternatives to armed police response in situations involving homelessness and substance abuse. The Tacoma Police Department’s vision statement, “Reflect Tacoma/Protect Tacoma” is illustrative of the desire and need for systemic reform in the pursuit of social justice: “We are committed to **changing** for the good of every community member..... We acknowledge that **change is overdue** in our profession.”

Part of the “Reflect Tacoma” vision is to find and hire individuals who represent the city’s diversity. Although law enforcement’s struggle to respond to the needs of diverse communities has been well-documented, all portions of the public safety workforce face similar challenges. In fire service, for example, only 6% of firefighters are female and only 30% are people of color. The overwhelming majority of fire service administrators are white males, a reality that makes recruiting diverse candidates and changing the composition of the workforce extremely difficult. For this reason, the goal of increasing workforce diversity is a primary one across the government and community agencies responsible for restructuring their public safety programs.

In line with needs expressed by the college’s community partners and in the national debate regarding the most effective methods of designing a more representative public safety system, the proposed program has at its heart the aspiration to train leaders who value equity and inclusion. Two of the program’s outcomes address this issue directly:

- Relationship Development and Management

- Social Justice Implementation

These program outcomes also reflect the Bates Technical College mission. Bates serves a diverse student body that reflects the demographics of the city in which it is located. According to the *2023 State Board for Community Technical College Field Guide*, 43% of the college's students identify as students of color, a figure that matches the Census Bureau's statistics for the Tacoma community. Twenty-nine per cent of the college's students are low income and receive financial aid. Driven by this diversity within the student body and the surrounding community, the college's mission and vision statement identifies "infusing an appreciation for the diversity that exists within our society into program curriculum and staff development," and "providing an environment in which a diverse body of students, faculty and staff can thrive" as key college goals. The college president's 2022-23 workplan takes as one objective an initiative to increase diversity on campus, with a tactic of increasing community partnerships and, through them, reaching out to recruit underserved populations.

The college has made a concerted effort to act on its vision statement and add to the diversity of the college. These efforts are apparent in changes to both college recruiting and student retention processes. The college has increased its presence in high schools and agencies that include high percentage of students of color and low-income students. Through its collaboration with Tacoma Community House and the Hilltop Action Collective, it participates in community outreach and resource fairs held in areas that are home to diverse groups of individuals. Its recently received Title III grant added three student retention specialists focused on providing resources to vulnerable students. The college's student government has affinity groups for the first time this year, including the Black Student Union and the LGBTQ Alliance.

The effort to promote equitable outcomes for students, including historically marginalized students, is evident across the college's current instructional programs, and the models of teaching and learning used currently will be replicated throughout the Public Safety Administration program. Bates Technical College is a participant in the state's guided pathways initiative, with that initiative intended to "create a framework for a higher education that advances racial, social and economic justice" by improving student outcomes, and "creating equity in college processes and reducing the achievement gap." In its version of this initiative, Bates has created a Guided Pathway Student Support and Intervention Team that has targeted Student Interventions (develop behavioral intervention team procedures, an early alert system and intervention process); Mandatory Advising (update the process and procedures for degree audits, career and internship exploration, funding resources); Wrap-around services for under-represented students (childcare, mental health counseling, career and employment placement, transportation and food insecurity, laptop loaner program); and eTutoring services, which all registered students can access 24/7.

The Public Safety Administration program will become part of the college's existing Education and Public Safety career pathway, which begins with I-BEST programs in the Emergency Medical Technician and Fire Service programs. In this way, the program will create access for a diverse pool of students from beginning educational levels and progressing toward a bachelor's degree. Throughout this pathway, class instruction will use an "anti-racist, equity-minded pedagogy," one that relies heavily on research supported models including cohort-based education and active learning, with the curriculum designed to use scenario-based problems mirroring those students will encounter in the workplace.

# Selected Resources

Bates Technical College. Our Mission and Vision. [Our Mission and Vision - BatesTech - BatesTech](#)

Busey, Kelly. Chief, Gig Harbor Police Department. (Personal Interview, January 12, 2022.)

Center for Regional Disaster Resilience. [Center for Regional Disaster Resilience - Home \(regionalresilience.org\)](#)

Countyoffice.org. [Find City, County & State Government Offices & Public Records \(countyoffice.org\)](#)

Depoister, Paul. Forensics Manager, Tacoma Police Department. (Personal Interview, December 8, 2022.)

Emory, Nathan. Extreme Weather Coordinator, King County Department of Emergency Management. (Personal Interview, September 21, 2022.)

Goodwin University. What is Public Safety Administration, and How Can You Get Involved? [What is Public Safety Administration? | Goodwin University](#)

Grant, Chris. Training Program Administrator, Clark County Fire Department 6. (Personal Interviews, January 13 and 20, 2022.)

National League of Cities. A Path Toward Safe and Equitable Cities: Recommendations from the NLC Public Safety Task Force. [nlc-rps-tf-recommendations-report-a-path-toward-safe-and-equitable-cities.pdf](#)

Neumann University. BS in Public Safety Administration: What is Public Safety Administration? <https://www.neumann.edu/academics/online-degree-completion/public-safety-administration-degree>

O\*Net Online. [O\\*NET OnLine \(onetonline.org\)](#)

Seattle Office of Economic Development. (January 2023.) Career Pathways, Public Safety Telecommunications. Lightcast Quarter 4 2022 Data set.

Seattle Office of Economic Development. (January 2023.) Job Posting Analytics. Lightcast Quarter 4 2022 Data set.

Seattle Office of Economic Development. (January 2023.) Public Safety in 3 Washington Counties. Lightcast Quarter 4 2022 Data set.

Shelton, Jacqueline. Senior Crime Analyst, Tacoma Police Department. (Personal Interview, December 8, 2022.)

State Board for Community and Technical Colleges. Field Guide 2022, Bates Technical College. [Bates Technical College | Field Guide 2022 | SBCTC](#)

State Board for Community and Technical Colleges. Mission Study. [sbctc-mission-study.pdf](#)

State Board for Community and Technical Colleges. Student Success Center, Guided Pathways.

[Student Success Center | SBCTC](#)

Tacoma City Council. City Council Priority: Community Safety.

[https://www.cityoftacoma.org/government/city\\_departments/City\\_Managers\\_Office/transforming\\_tacoma/city\\_council\\_priority\\_community\\_safety #:~:text=Many%20things%20contribute%20to%20](https://www.cityoftacoma.org/government/city_departments/City_Managers_Office/transforming_tacoma/city_council_priority_community_safety#:~:text=Many%20things%20contribute%20to%20)

Tacoma Police Department. Reflect Tacoma/Protect Tacoma. [Reflect Tacoma | Protect Tacoma - Tacoma Police Jobs \(reflectandprotect.org\)](#)

Washington Student Achievement Council. 2022 Strategic Action Plan. [Strategic Action Plan | WSAC \(wa.gov\)](#)

Washington Student Achievement Council. Washington's Skilled and Educated Workforce, 2021-22. [Microsoft Word - 2021-22.WASkilled&EducatedWorkforceReport.Final3](#)

Williams, B, Brower, R, and Klay, W. "Community-centred police professionalism: A template for reflective professionals and learning organizations with implications for the co-production of public safety and public order." *The Police Journal: Theory, Practice, and Principals*, Vol. 89 (issue 2).

Workforce Central. Industry and Business Establishments Dashboard. [Industry & Business - WorkForce Central \(workforce-central.org\)](#)

Yerxa, Megan. Crime Analyst, Tacoma Police Department. (Personal Interview, December 8, 2022.)

Young-Haskins, Crystal. Assistant Chief, Tacoma Police Department. (Personal Interview, November 28, 2022.)



## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

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

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

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

<b>College Name: Bates Technical College</b>
<b>Program Name: Public Safety Administration</b>
<b>Select one:</b> Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>
<b>If local demand/supply information is available for the specified degree program and target occupation(s),**</b>

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

	SOC Code	Title	CIP Crosswalk	% Growth, 2018-28	Avg. Annual Job Openings, 2018-28	Median Annual Earnings	Degree Required	O*NET Outlook
<p><b>For demand:</b> Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages)</p>	15.1212	Information Security Analysts	11 (10 subcategories) 43.0403	+113%	506	\$129,655	Bachelor	Bright
	15.1244	Network and Computer Systems Administrators	11.0101 11.1001 11.1003.	-1%	489	\$101,216	Bachelor	
	11.3021	Computer and Information Systems Managers	11 (7 subcategories)	+19%	1174	\$167,856	Bachelor	Bright
	11.9151	Social and Community Service Managers	44 (6 subcategories) 52.0206	+14%	248	\$88,162	Bachelor	Bright
	11.9161	Emergency Management Directors	43 (5 subcategories)	+29%	19	\$120,857	Bachelor	
	11.9199	Management, all other. Includes subsets on regulatory affairs, compliance, and loss management	43 (8 subcategories) 44.0499 52.0206 52.0213	+12%	752	\$134,376	Bachelor	Bright

**Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges**

	Source: Lightcast, Quarter 4 Data Set. Public Safety in 3 Washington Counties. January 2023, Seattle Office of Economic Development.
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Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

	SOC code	Educational Provider	Degree Titles	Total 2020 baccalaureate graduates, all colleges	Gap (Annual Job Openings – Avg. Annual Graduates)
<p><b>For supply gap:</b> Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).</p>	<b>15.1212 Information Security Analysts</b>	St. Martins, Renton, UWS, UWT, Green River, Highline, City U	Information Technology, Computer and Information Systems Security	349	157
	<b>15.1244 Network and Computer Systems Analysts</b>	UWT, UWB, PLU, City U, Highline	Computer and Information Sciences, General; Network and System Administrators	275	214
	<b>11.3021 Computer and Information Systems Managers</b>	Same as 15.1212 and 15.1244 above	Same as 15.1212 and 15.1244 above.	Graduates are only included in 15.1212 & 15.1244 to prevent duplication.	1174
	<b>11.9151 Social and Community Service Managers</b>	Seattle U; UWS; UWT, St. Martins, PLU; Highline, City U	Public Admin, Social Work, Youth Services Admin, Human Services	160	88
	<b>11.9161 Emergency Management Directors</b>	Pierce	Crisis/Emergency/Disaster Management	18	1

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

	<b>11.9199 Management, all other. Includes subsets on regulatory affairs, compliance, and loss management</b>	UWT, SPU, Northwest, Seattle U., PLU, CWU, St. Martins, UWT	Urban Studies, Org Leadership, Criminal Justice/Safety Studies, Criminology	291*  (143 of this total comes from Central Washington University, which has branch campuses within the 3-county region but a main campus outside the area studied.)	461
	<b>Estimated Gap, all areas</b>				2,095
Source: O*Net OnLine. Local Training and 2020 graduates by SOC code for Zip code 98405					
OR, if demand information is not available or it is a new/emerging/changing occupation, **					
<b>For demand:</b> Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u>	N/A				

**Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges**

<p><b>For supply gap:</b> Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u></p>	<p>N/A</p>
<p align="center"><b>OR, if based on a statutory or accreditation requirement, **</b></p>	
<p><b>Select one:</b> Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/></p>	
<p><b>For demand:</b> Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor's degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor's or above in the field is needed.</p>	<p>N/A</p>

## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

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

### Survey Requirements:

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

- (1) Do you have anticipated demand for application job title(s)? (If this is a new or emerging job title, include a brief description of specific job duties.)
- (2) If there is demand, how many positions do you currently have open? How many do you anticipate having open in the next 3 years?
- (3) Is a bachelor’s degree a requirement or preference for this position? Requirement: Y or N Preference: Y or N
- (4) Do you have difficulty finding Bachelor’s degree level applicants for this position? (If yes- explain)
- (5) Will the proposed program assist you in finding qualified applicants to fill the position(s)?

**TAB 3  
UPDATED**



# **BACHELOR DEGREE PROGRAMS UPDATE**

Dr. Valerie Sundby  
Director, Transfer Education

May 10, 2023





## HISTORY AND CONTEXT

- Pilot BAS programs began in 2005 with the passage of [HB 1794](#); all community and technical colleges were authorized to offer them in 2010 under [SSB 6355](#).
- These degrees are intended to:
  - Serve professional and technical degree-holding students who have limited access to bachelor's degree programs.
  - Provide opportunities for working adults who are place-bound to a specific geographic region and want to earn a baccalaureate degree.
  - Fill skills and credentials gaps and needs in specific occupations.
- In 2021, all colleges were authorized to offer the Bachelor of Science in Computer Science ([SSB 5401](#))
  - These degrees fill a gap where there is not a public four-year institution in the geographic area or if there is a shortage of programs demanded by industry and workforce.



# WASHINGTON BY THE NUMBERS 2009-2021

152 current bachelor degree programs at 33 colleges

Nearly 40,000 students served (over 27,000 FTE)

9379 Bachelor's degrees awarded

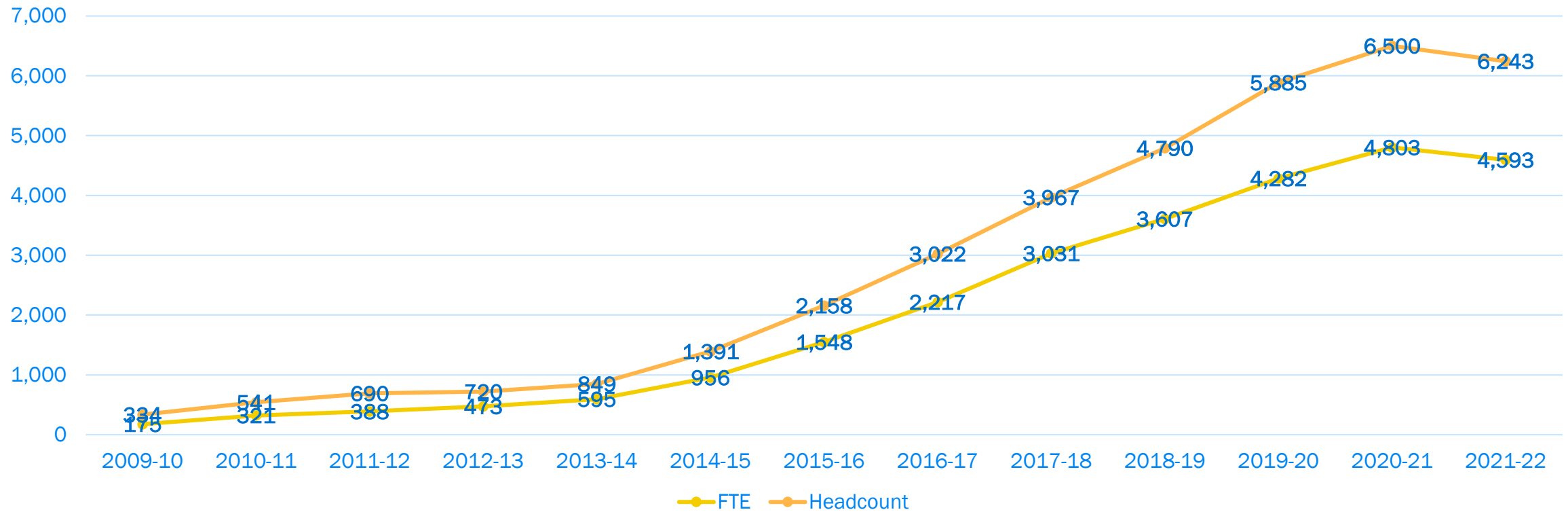
Average Fall to Fall retention is 74%

4-Year completion rate of 67.1%

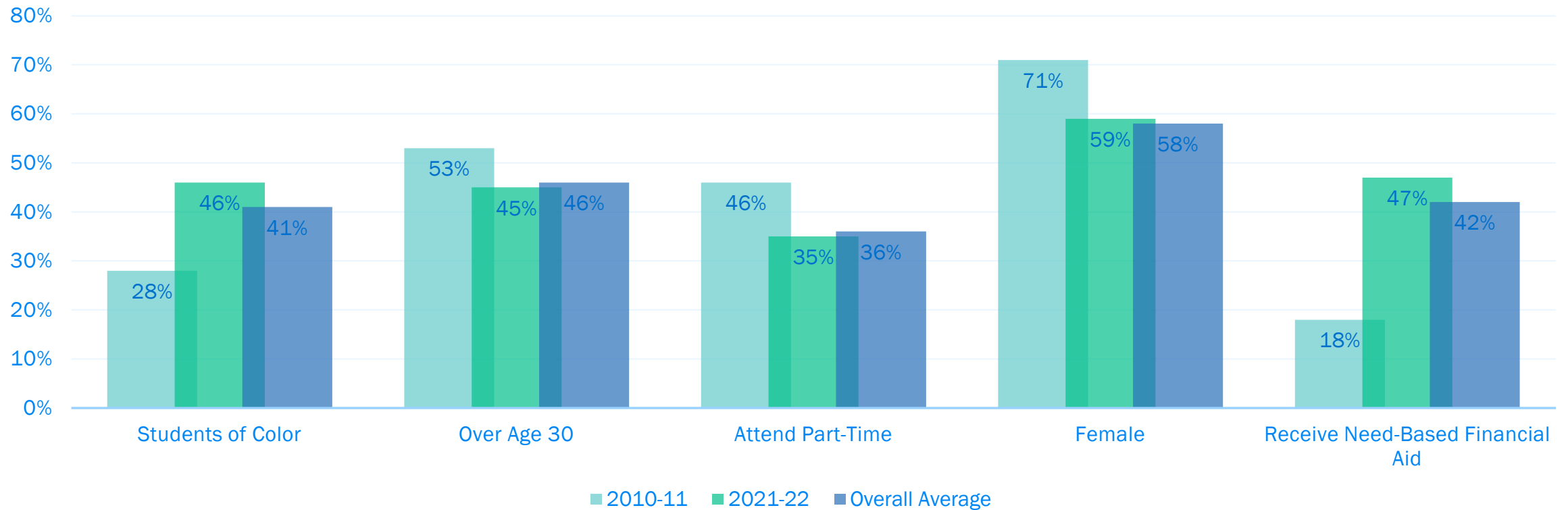
78% of students are employed 3 years from initial BAS enrollment

In Fall 2021, 35% of new enrollments had previously completed a transfer degree at a Washington CTC

# ENROLLMENT TRENDS

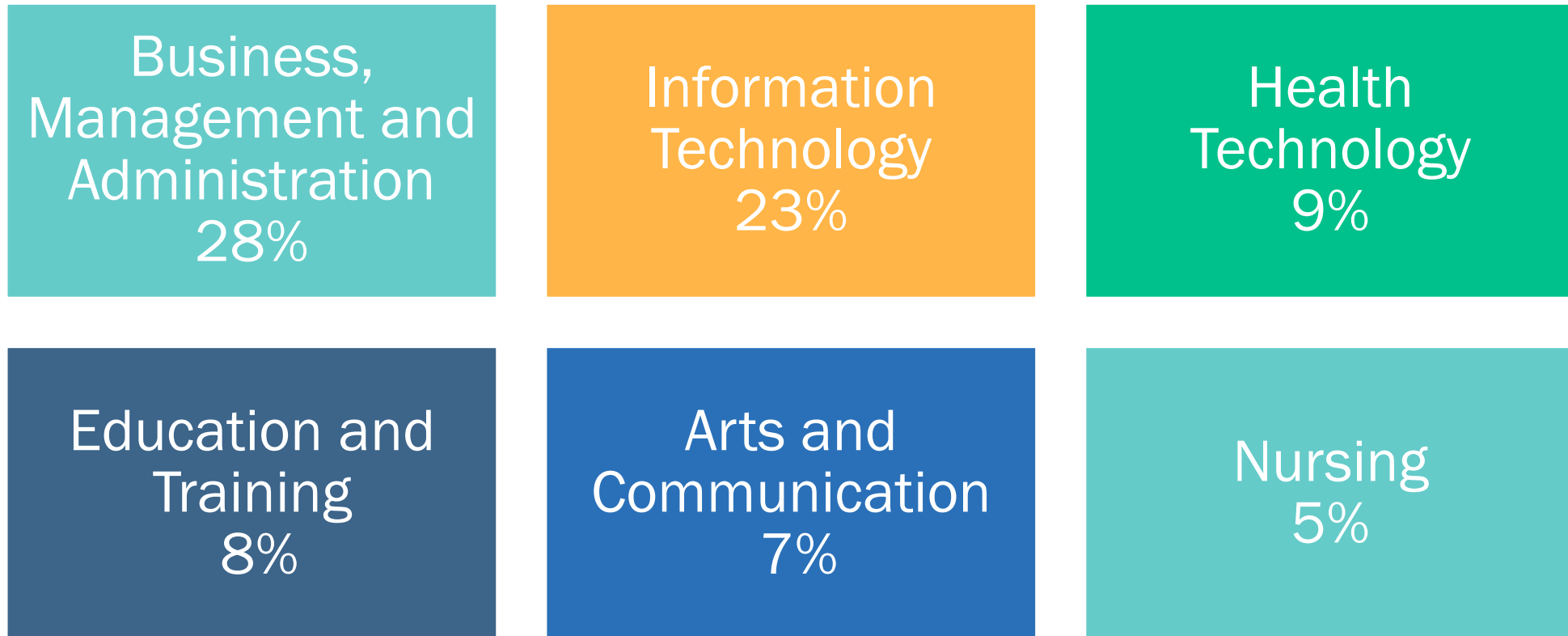


# OUR BACHELOR DEGREE STUDENTS



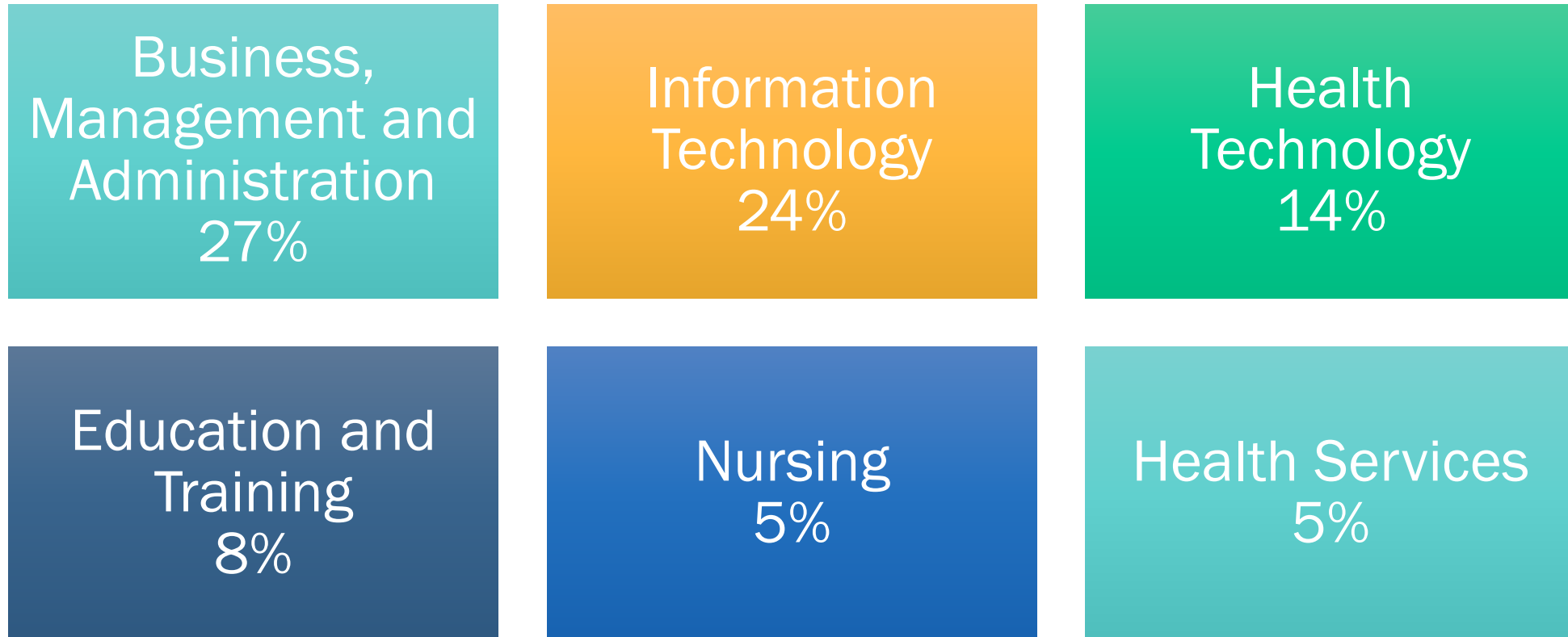


## HIGHEST ENROLLED CAREER CLUSTERS - OVERALL

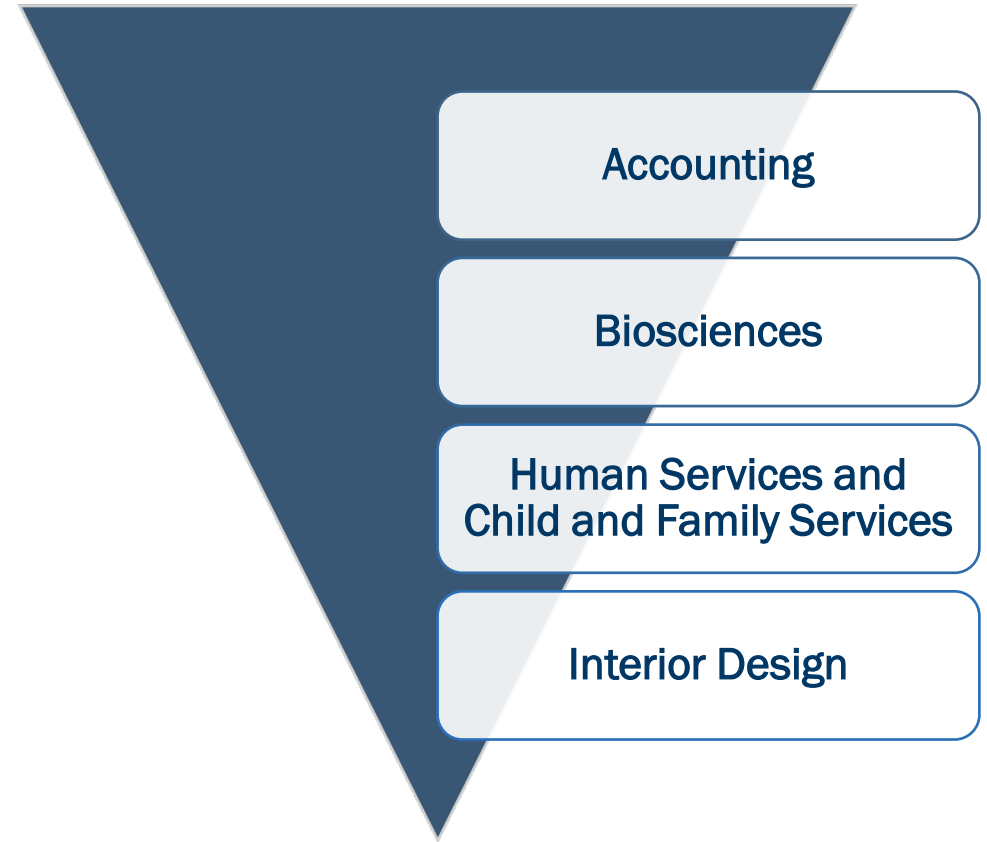
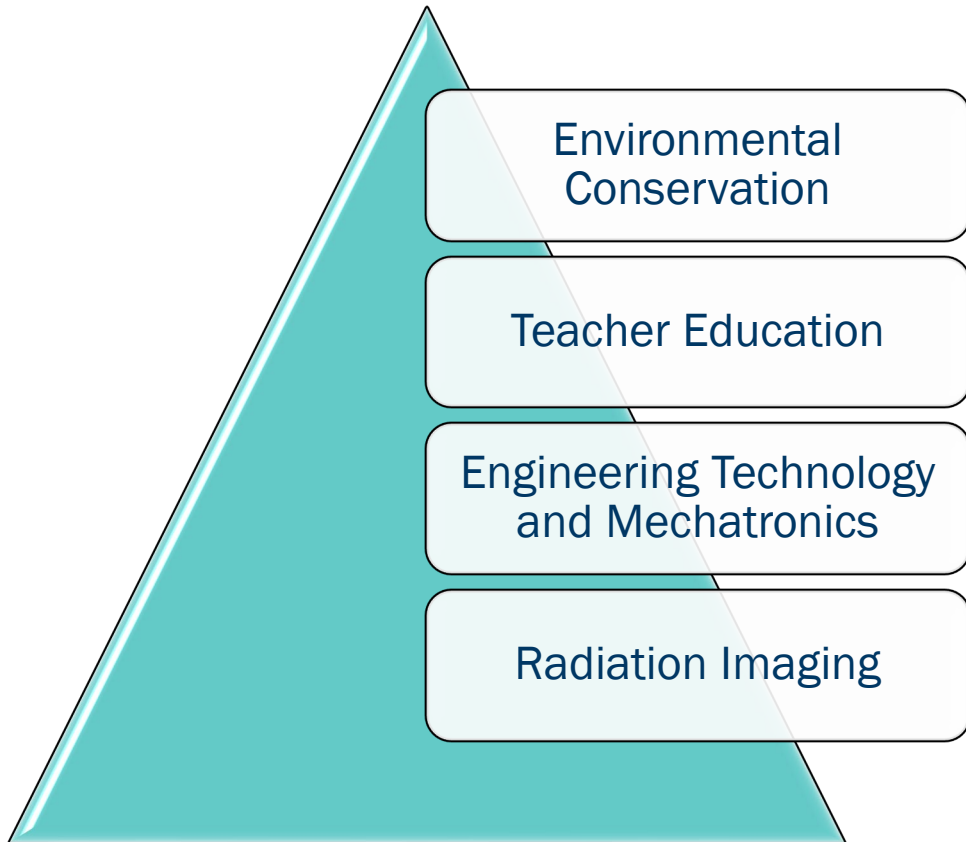




## HIGHEST ENROLLED CAREER CLUSTERS – 2021-22



# RECENT ENROLLMENT TRENDS





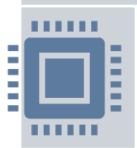
# LARGEST SHIFTS IN ENROLLMENT



## Management

Decreases in operations, supply chain, and project management

Increases in general applied management



## Technology

Decreases in application development and information systems

Increases in networking, data analytics, and Bachelor of Science in Computer Science



## Health Services

Decreases in behavioral science, health physics, and community health

Increase in behavioral health



# LESSONS LEARNED

## Alignment with local workforce demand is critical to success

- Students enroll (and complete) because they know jobs are waiting.
- Industry partners serve as program advocates.

## University partnerships matter

- Build programs that compliment existing offerings, rather than compete.
- Focus on creating programs that create opportunities for students that are not able to be served by the universities.

## You need more infrastructure than you think

- Invest in student support services unique to bachelor's degree students.
- Plan for investments in faculty, staff and equipment.

## AMAZON – A CASE STUDY ON PARTNERSHIP



- Led the legislative advocacy for the passage of the legislation that authorized Washington CTCs to offer Bachelor of Science degrees in Computer Science.
- Highlighted the industry need for more computer science graduates.
  - Washington is a net importer of tech employees.
  - The number of job openings exceed the capacity at Washington universities.
- Provided more than 2 million dollars to support the creation of these new programs.
  - Additionally, contributed talent resources to assist with in curriculum and program design.
- Although Amazon will benefit from the increased production of graduates, they took a platform/company neutral position to increase the tech workforce overall.



## CHALLENGES FACED

- Recruiting and hiring faculty with advanced degrees, especially in rural areas and for high-demand programs.
- Creating enrollment pipelines to fill upper division general education courses.
- Marketing and communication with students about specific degree options.
- Creating flexible pathways into technical degree programs.
- Transfer to master's programs and beyond.

## UPCOMING WORK

### Revise Bachelor's degree approval process

- Emphasis on simplifying process for schools who already have multiple bachelor's degrees.

### Implement robust course sharing

- Support for new programs and upper division course work with smaller enrollments.
- Create opportunities for students at rural colleges.

### Design a rubric for ongoing program review

- Focus on rigor, especially of upper division course work.
- Ongoing tracking of employment outcomes and transfer to master's degree programs.

# STATEMENTS OF NEED





# **BATES TECHNICAL COLLEGE – PROPOSED BACHELOR OF APPLIED SCIENCE IN PUBLIC SAFETY ADMINISTRATION**

- Bates Technical College’s proposed program will be the college’s first baccalaureate program.
- The program intent is to provide current practitioners—people who possess prior education and experience in law enforcement, fire services, cybersecurity, infrastructure management, or emergency medical and counseling services-- with the skills necessary to move into supervisory positions that oversee the public safety system.

# BATES TECHNICAL COLLEGE PRESENTATION

- Dr. Lin Zhou, President
- Dr. Johnny Hu, Vice President of Instruction



# PROGRAM PROPOSALS



## Clover Park Technical College

- Bachelor of Applied Science in Environmental Science
- As the first comprehensive applied Environmental Sciences program in the state, this program will fulfill the needs of place-bound, working practitioner adults needing a four-year degree to progress in their field, as well as regional graduates of other natural resource/environmental science associate programs.
- This will be CPTC's fifth bachelor degree program.

## Lower Columbia College

- Bachelor of Science in Nursing (RN to BSN)
- The proposed program will articulate with the existing associate degree program as well as provide a pathway for practicing RNs with other types of associate degrees to pursue their baccalaureate degree in nursing. The RN to BSN will additionally provide a foundation for nurses who plan to pursue graduate degrees in nursing.
- This will be LCC's third bachelor degree program.

## Peninsula College

- Bachelor of Applied Science in Behavioral Healthcare
- This program will recruit new behavioral healthcare employees and attract them to the vital profession of behavioral healthcare for both Jefferson and Clallam counties. These counties have a significant, documented shortage of behavioral healthcare professionals and this program is prepared to meet that demand.
- This will be Peninsula College's second bachelor degree program.

## Seattle Central College

- Bachelor of Science in Nursing (RN to BSN)
- The proposed program will provide opportunities for students from the combined nursing programs of the Seattle Colleges to continue their education. The program will increase the diversity of registered nurses in the workforce at the BSN level and address the healthcare demands of a multicultural urban population.
- This will be SCC's fifth bachelor degree program.

## Skagit Valley College

- Bachelor of Applied Science Early Childhood Education
- This proposed program will include a Residency Teachers Certificate with endorsements in early childhood education (preschool-3rd grade), bilingual education, and English language learner. It is designed for students to attend part time to allow them to work in the field while completing their program.
- This will be SVC's sixth bachelor degree program.

# QUESTIONS?

Dr. Valerie Sundby  
Director of Transfer  
[vsundby@sbctc.edu](mailto:vsundby@sbctc.edu)



**STATE BOARD FOR COMMUNITY  
AND TECHNICAL COLLEGES  
MAY 2023  
STATEMENT OF NEED  
BACHELOR OF APPLIED SCIENCE  
PUBLIC SAFETY ADMINISTRATION**

*BATES TECHNICAL COLLEGE*

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# Cover Page — Statement of Need

## Program Information

Institution Name: Bates Technical College

Degree Name: Bachelor of Applied Science in Public Safety Administration

CIP Codes: 43.0103; 43,0202; 44.0499

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

Degree: Cybersecurity AAS/AAS-T

CIP Code: 11.1003

Year Began: 2020

Degree: Fire Service AAS/EMT

CIP Codes: 43.0203, 51.0810

Year Began: 1973

Degree: Fire Service Supervision AAS

CIP Code: 43.0203

Year Began: 1973

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

Projected Enrollment (FTE) in Year One: 10

Projected Enrollment (FTE) by Year 5: 25

Funding Source: State FTE

## Mode of Delivery

Single Campus Delivery: Bates Technical College - South Campus, 2201 S. 78th St., Tacoma, WA 98409

Off-site: Potential internship/capstone

Distance Learning: Web-enhanced, hybrid, online

## Statement of Need

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

## Contact Information (Academic Department Representative)

Name: Dr. Johnny Hu

Title: Vice President of Instruction

Address: 1101 S. Yakima Ave., Tacoma, WA 98405

Telephone: 253-680-7204

Email: johnny.hu@batestech.edu

## Chief Academic Officer signature

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

 Recoverable Signature

X 

Chief Academic Officer

Signed by: 4a380b95-7622-4daa-b8d4-61367e91d7c7

2/3/2023



# Introduction

Bates Technical College (BTC) is honored to propose a Bachelor of Applied Science (BAS) degree program in Public Safety Administration. Public Safety Administration will be the college's first baccalaureate program, and it represents the college's initial engagement in a fundamental priority of Washington's higher education system: that of assisting place-bound and working adults with increasing their educational attainment and advancing on pathways to economic self-sufficiency.

Public Safety Administration is a management program that educates leaders with a heart for public service and an interest in improving community welfare and safety. It differs from related degree fields like public administration through its specific focus on maintaining and improving public safety structures and from areas such as criminal justice through its emphasis on leadership, planning, and teamwork across agencies. The program intent is to provide current practitioners—people who possess prior education and experience in law enforcement, fire services, cybersecurity, infrastructure management, or emergency medical and counseling services— with the skills necessary to move into supervisory positions that oversee the public safety system.

Although the public safety mission has always focused on the general public welfare, the methods by which communities achieve that goal are under dramatic reconsideration. The field is evolving, in response to both long-standing structural inequities and the expanding range of threats from cybercrime, failing infrastructure, and weather-related emergencies caused by climate change. As described by the National League of Cities. "[Reimagining public safety](#) is about evolving public safety systems, sustaining positive reforms, and managing this heavy task along with the daily challenges of local elected officials." Public safety is no longer the sole province of law enforcement and fire services. Instead, it extends across a range of government departments and community organizations, all of which need supervisors capable of managing complex, interagency responses to demanding situations.

This revisioning effort is evident throughout the Puget Sound area, with numerous city and county governments currently reforming their public safety systems. The Tacoma City Council, for example, focuses not only on reducing systemic inequities but also on implementing a comprehensive definition of what helps a community feel safe:

*Many things contribute to our perception of safety such as clean water to drink and clean air to breath, walkability (including crosswalks and traffic design) and conditions in our neighborhoods, the lighting on streets, property crime, social connections with our neighbors, quality opportunities for children, and much more.*

Tacoma's efforts are echoed throughout neighboring cities, including Lakewood, which has formed a Community Safety Resource Team and a Behavioral Health Contact Team, and Olympia, which formed a Reimagining Public Safety Work Group to report to the city council. Each of these initiatives represents a substantive attempt to engage more and different departments in collaborating and responding to public threats as a team rather than as siloed individual units.

This broadly reimagined field of public safety requires administrators educated at the baccalaureate level and skilled in the newer techniques the job requires. At this time, however, the Washington Student Achievement Council has found that "Significant employer workforce needs are seen at all education levels: middle skills, baccalaureate, and graduate," and that "Washington's high school

graduates are less likely to continue their education than students across the country.” According to a Lightcast Data set run by the Seattle Office of Economic Development for September 2022, 25% of all unique job posting in Pierce, Thurston, and King counties required a bachelor’s degree. Additionally, while Public Safety Administration baccalaureate programs are available at many US colleges, none exists near the service area served by Bates Technical College.

## Criteria 1

### Relationship to institutional role, mission, and program priorities.

The Bates Technical College service district is diverse. While primarily urban, based in the City of Tacoma, the district encompasses all of Pierce County, extending into rural areas east to Mount Rainier, running south and west to Joint Base Lewis-McChord, and continuing northwest to a small section on the Kitsap Peninsula. The district’s employment base is similarly varied, with the highest levels of employment occurring in health care, retail, and manufacturing. A significant percentage of the county’s overall employment is engaged fully or in part with public safety initiatives, including city and county governments, community-based organizations, the military, educational institutions, and major infrastructure operations such as the Port of Tacoma.

Bates Technical College specializes in workforce education, having offered these programs for over 80 years. In 1991, the college joined the state community and technical college system while maintaining its focus on educating students for employment. Bates Technical College is an open-door institution, providing access to students at every level of education. The college’s student population reflects the diverse community it serves—according to the State Board for Community and Technical College’s 2023 *Field Guide* 43% of its students are persons of color, and 29% of them are low-income and receive financial aid. Its mission emphasizes diversity, student achievement, and education leading to successful employment.

The college’s strategic goals further emphasize these key commitments:

1. **Workforce Education:** *We are committed to providing high quality training that helps students realize their potential for growth and success through innovative instruction.*
2. **Student Centered:** *Bates supports students, enabling them to succeed, to aspire to education, to reach their educational goals and transition successfully to further education or employment.*
3. **General Education:** *Bates recognizes that the skills and knowledge attained through general and related education are essential to success and ensuring well-rounded learners.*
4. **Community Relationships:** *Strong local and global partnerships with business, industry, labor and the public make the college a respected, effective community resource, contributing to local community vitality.*

The proposed BAS degree in Public Safety Administration aligns with the college’s mission and its strategic goals. As the college’s first Bachelor of Applied Science program, it will offer the highest level of student achievement available in college history. It is non-duplicative, being the region’s first

of its kind. It responds directly to needs expressed across the Bates service district for supervisors capable of managing the evolving systems required to keep the general public safe and thus provides a career pathway for students into a growing and developing field.

### ***Program Description***

Bates Technical College is regionally accredited, and the Public Safety Administration BAS-program will be based on the foundation provided by three of the college's current programs: Fire Service, Emergency Medical Technician, and Cybersecurity. The program, however, opens the door to management positions for adults employed in entry-level jobs across the many agencies engaged in maintaining public safety: law enforcement, firefighting, information technology, emergency management, infrastructure management, community service, community health, and emergency medical services. The program design, focusing on working adults who hold an associate degree plus a defined block of credits in a safety-related area, aligns with an emerging national consensus on best practices in educating public safety administrators. The field needs individuals skilled in coordinating across agencies, in building strong community relationships, and in utilizing changing technologies. As was indicated through both area labor market data and through college staff interviews with public safety professionals, individuals in the recruitment pool targeted by the program realistically need a bachelor's degree to advance in their careers.

Because the program is intended primarily for working adults, it will be delivered through hybrid and online instruction, with on-campus sessions conducted in the evenings or weekends. Through this delivery model, the college will provide a unique, flexible degree, one that serves place-bound students, adults working differing shifts across a range of departments and agencies, and members of historically underrepresented groups. Students from these groups will play vital roles in developing solutions to the questions communities have raised regarding how equitable and effective the public safety system is currently and should become.

In addition, the program will be affordable, based on the state board's baccalaureate tuition schedule, and it will be the only one of its kind outside of fully online university options. To allow students to move seamlessly between their prior education and bachelor degree requirements, the college intends, within accreditation guidelines, to allow for flexibility in credit acceptance, following the model the college uses now in converting emergency medical technician certification and Washington State Fire Training Academy training into credits for the Fire Services program. This method will be expanded to include acceptance of military training, such as that gained by military policemen, and coursework completed in the state's Criminal Justice Training program. This process will speed students' time to degree completion, helping them avoid repeating credits and reducing their expenses. At the request of partnering agencies such as the Tacoma Police Department, instruction will focus heavily on experiential learning and scenario-based exercises, methods the college has long practiced, and which are proven to increase achievement for all student groups.

### ***Program Outcomes***

Students completing the Public Safety Administration program will have skills and abilities in the following areas:

- **Leadership Tactics:** Students will recognize differing leadership styles, identify the style best suited to their personal qualities, manage projects, and successfully lead personnel within an organization engaged in public safety activities.

- **Public Administrative Structures:** Students will recognize the different methods by which city and county governments are organized, comprehend law and policy, and identify public financing systems and their accompanying ethical obligations.
- **Unified Command and Cooperative Interagency Response:** Students will deliver public safety services collaboratively, working with a range of community and government partners. They will respect the culture and systems of partnering organizations and apply the principles of joint response as outlined in the National Incident Management System.
- **Relationship Development and Management:** Students will demonstrate awareness of the communities they serve and actively and positively engage with community members. They will work collaboratively with other governmental and community-based organizations engaged in efforts to improve public safety.
- **Social Justice Implementation:** Students will be aware of historic and ongoing inequities in the public safety system, and they will respond to needs across the full spectrum of community members. They will apply their knowledge of social justice principles and attempt to address the systemic biases they encounter.
- **Communication:** Students will be skilled in both oral and written communication techniques. They will write accurate and concise reports, listen actively, and apply strategies that de-escalate challenging situations and lead to consensus.
- **Critical Thinking and Research:** Students will be capable of multitasking and of solving problems even in challenging emergency situations. They will clearly record required data points, develop and analyze data sets, and identify strategic, long-term solutions in response to the data available.
- **Technology:** Students will be aware of the current and emerging types of technology used in public safety efforts, including geographic information systems, drone technology, and digital and video recording systems.

## Criteria 2

### Support of the statewide strategic plans.

The proposed Public Safety Administration program supports strategic plans developed by both the Washington Student Achievement Council (WSAC) and the State Board for Community and Technical Colleges (SBCTC). It is forward looking, addressing steps outlined in the state mission study's 20-year action plan. The concepts driving the development of a Public Safety Administration program arise from the field's requirements for skilled, innovative employees, educated at the baccalaureate level, who can support ongoing efforts to equitably serve the Puget Sound area's communities.

The Washington Student Achievement Council has developed a strategic action plan that sets a goal of achieving equitable access and achievement through implementation of a four-part framework: affordability, enrollment, student supports, and completion. The plan's highlights include the need for increasing levels of education in the state's population, addressing barriers students face outside the classroom, and overcoming historic inequities in college attendance and success for students from diverse racial and ethnic backgrounds.

The SBCTC Mission Study and its strategic plan align with the points raised in WSAC's policy outlines, while adding several goals specific to the community and technical college system:

- Supporting Washington State’s workforce development mission by closing the statewide skills gap for technically trained workers
- Designing seamless, easy-to-navigate pathways for all students
- Innovating through the adoption of web-based and mobile technology tools for eLearning and online student services.

The proposed program supports these state-level strategic initiatives. The vision of public safety being adopted in city and county governments nationwide was largely inspired by a recognition of the system’s social justice and equity needs. The failure to protect all communities equally gained heightened public attention during the 2015 protests following Michael Brown’s death, and the search for solutions has continued since that time. The program content itself, then, is grounded in the field’s development of more equitable systems and techniques, and it will assist Bates Technical College students in building their careers while also supporting the diverse community they serve.

As is discussed outlined below, the program will assist in filling a supply/demand gap in Washington State’s workforce development system. Supervisory jobs within the public safety system generally require that applicants hold a bachelor’s degree, but labor market information from Pierce, King, and Thurston counties indicates that the higher education system graduates too few individuals to fill existing openings. Local public safety administrators interviewed stated that they recruit nationally primarily because of difficulties in finding qualified candidates in the Puget Sound region and that they recommend employees consider online degree programs housed outside of Washington State because regional options are limited.

Because the only duplicative public safety programs available are expensive university options taught remotely, the proposed program will be comparatively affordable and accessible. It is designed to meet the needs of working adults having some prior college experience and a specialization in any of the areas engaged in public safety. The program will build on the methods used by Bates Technical College to accept prior learning and allow for a seamless transition for students from applied science degree programs who also have relevant training gained outside the traditional college credit system. This ability to move from related fields into the public safety administration program, without the need to repeat credits, will play a significant role in allowing students to enter a pathway to program completion and enhanced career opportunities.

Both in its program content and its delivery method, the program will be innovative. This will be the region’s first program that addresses public safety as a comprehensive area requiring managers skilled in cross-agency collaboration. The field itself is innovating rapidly, not just in its evolving social justice mission but also in areas as the use of digital forensics, enhanced communication systems like drone technologies, and the protection of vital community infrastructure through information technology system management and protection. During the COVID emergency, the college demonstrated an ability to deliver even traditional hands-on programs through web-based and online methodologies, and that hybrid delivery method will again be used in the proposed program, expanding access for place-bound and working adults.

Finally, the Public Safety Administration BAS program will support both WSAC’s goal of increasing educational attainment and the SBCTC’s desire to “contribute more to the production of bachelor’s degrees.” It will provide Bates’ students with their first opportunity to complete baccalaureate study

at the college at which many will have started. On graduation, they will become part of a major workforce development effort as they lead governmental and community agencies in improving and integrating the services those agencies provide.

## Criteria 3

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

Public Safety Administration is both an existing and emerging field, with demand supported by strong existing labor market data and the potential for an expansion into additional occupational areas over time.

Because Public Safety Administrators can fill managerial positions in multiple occupations, the methodology for selecting relevant occupation codes was derived as follows. An education crosswalk search using the term “public safety administration” on O\*Net OnLine generated a list of eighty-one titles from the 2020 Classification of Instructional Programs. This list was then sorted by

- Relevance, with a focus on managerial positions
- Elimination of positions requiring extensive specialized study, such as education, healthcare, or counseling
- Inclusion in Job Zone Four: Extensive Preparation Needed, positions that generally require a bachelor’s degree

This process led to the development of a list focused on CIP codes within the 11, 43, 44, and 52 ranges, with those codes next being cross walked to their related SOC codes to arrive at demand figures. Often a given SOC code (such as 11.9151, Social and Community Service Managers) appears within multiple CIP areas.

To generate supply figures, programs were sorted again by relevance to managerial areas related to public safety and by degree type awarded. Educational Institutions within the Pierce/King/Thurston region were included in the graduate count, with figures on completers taken from O\*Net OnLine, which gathers its completion statistics from IPEDS 2020-21 data.

#### ***Demand***

Using the methodology outlined above, a data set was compiled on current employment projections in six SOC classifications. Labor market statistics for this proposal were developed from a Lightcast, Quarter 4 2022 data set developed by the Seattle Office of Economic Development in January 2023 for Pierce, Thurston, and King Counties.

*Table 1: Demand*

SOC Code	Title	CIP (CIP’s)	O*NET Outlook	Average Annual Job Openings, 2018-28	Median Annual Earnings
15.1212	Information Security Analysts	11 (10 subcategories)	Bright	506	\$129,655

		43.0403			
15.1244	Network and Computer Systems Administrators	11.0101 11.1001 11.1003		489	\$101,216
11.3021	Computer and Information Systems Managers	11 (7 subcategories)	Bright	1,174	\$167,856
11.9151	Social and Community Service Managers	44 (6 subcategories) 52.0206	Bright	248	\$88,162
11.9161	Emergency Management Directors	43 (5 subcategories)		19	\$120,857
11.9199	Management, all other. Includes subsets on regulatory affairs, compliance, and loss management	43 (8 subcategories) 44.0499 52.0206 52.0213	Bright	752	\$134,376

Public Safety Administration is a management degree for individuals with a) prior experience in public safety and b) an interest in moving into administrative positions within the field. The available labor market data does not distinguish between public safety managers and managers in general, but positions requiring a bachelor's degree for management categories receive a "bright outlook" rating from O\*Net, and local positions are plentiful. The statistical data used aligns with information found on the Workforce Central (the Pierce County WDC) website, which lists management, protective services, and public administration as areas forecast for growth. According to Workforce Central, for example, 8.5% of Pierce County employees are employed in public administration, indicating that many members of this workforce are engaged in the task of maintaining services and security for the general public. The military, housed at JBLM and engaged in security, is additionally among Pierce County's largest employers. As is noted by the Center for Regional Disaster Resilience, public safety professionals are needed to assist in areas including pandemic response, issues related to logistics and the supply chain, port security, and management of critical infrastructure. Program graduates will thus be competitive for a range of positions, including those in utilities and energy management; information technology security; community and human services; planning and public works; environmental health; and hazardous waste management.

Information on available supervisory jobs specifically in the areas traditionally associated with public safety can be found in the crosswalk of CIP codes 43.0103 (Criminal Justice and Law Enforcement Administration) and 43.0202 (Fire Services Administration) to SOC code 11.9199. According to Lightcast data, several hundred jobs are available annually in this classification alone. An additional indication of demand is the number of police and fire departments across the three-county area. According to the countyoffice.org website, the region has 108 police departments and 343 fire departments, figures that do not include county or state departments housed within the region.

Qualitative data received from college interviews with public safety employees indicates that statistical information on educational pathways for individuals in law enforcement and fire services understates the benefits of a college degree for entry-level police officers, entry-level fire fighters, and first-line supervisors of these employees. While applicants for these jobs are not required to hold a bachelor’s degree, interview respondents indicated that line police officers and fire fighters often, by their bargained agreements, receive a financial bonus for degree completion. Further, particularly in law enforcement, employees understand that lack of a degree limits their competitiveness for positions above the first-line supervisory level. As Crystal Young-Haskins, the Assistant Chief of the Tacoma Police Department, told college staff, she “loves the BAS idea” because “education in public safety doesn’t stop.” She said it is essential for law enforcement supervisors to hold a bachelor’s degree, not only for those working directly with police officers but also for employees in related departments such as forensics and crime analysis. Her comments were supported by other supervisors in law enforcement, all of whom voiced support for the proposed program. In addition, in a review the college conducted of current postings for police administrators through Indeed, each opening found required that applicants hold a bachelor’s degree or higher. Although fire services administrative positions are less likely to require applicants have completed a degree, job announcements do often describe ideal candidate as having a bachelor’s degree in hand.

Finally, as the definition of what constitutes public safety expands, so too will pathways into management for workers in related emerging fields. Public safety communication and dispatch, for example, has long been listed as a job requiring only a high school diploma. These positions are, however, becoming more complex, requiring a higher level of critical thinking because of the new technologies being used and the increased range of potential responses to emergency situations. A career pathways chart developed by the Seattle Office of Economic Development shows the range of next-step jobs available for individuals in dispatch, and it is one example among several expected to evolve as the field and the techniques on which it relies develops.

**Supply**

The method for identifying the annual supply of graduates follows that used for establishing demand. An education crosswalk search using the term “public safety administration” on O\*Net OnLine generated a list of eighty-one titles from the 2020 Classification of Instructional Programs. This list was reduced to the six SOC areas, and O\*Net was then used to identify educational institutions providing training related to that SOC code. That list was then sorted by

- Relevance, with a primary focus on managerial positions
- Elimination of positions requiring extensive specialized study in an area, such as education, healthcare, counseling, or computer science
- Region, focusing only on institutions in Pierce, King, and Thurston Counties
- Bachelor’s degree as the program award

*Table 2: Annual Supply of Graduates*

SOC code	Educational Provider	Degree Titles	Total 2020 baccalaureate graduates, all colleges
15.1212 Information Security Analysts	St. Martins, Renton, UWS, UWT, Green River, Highline, City	Information Technology, Computer and Information Systems Security	349



15.1244 Network and Computer Systems Analysts	UWT, UWB, PLU, City, Highline	Computer and Information Sciences, General; Network and System Administrators	275
11.3021 Computer and Information Systems Managers	Same as 15.1212 and 15.1244 above	Same as 15.1212 and 15.1244 above	
11.9151 Social and Community Service Managers	Seattle U; UWS; UWT, St. Martins, PLU; Highline, City	Public Admin, Social Work, Youth Services Admin, Human Services	160
11.9161 Emergency Management Directors	Pierce	Crisis/Emergency/Disaster Management	18
11.9199 Management, all other. Includes subsets on regulatory affairs, compliance, and loss management	UWT, SPU, Northwest, Seattle U., PLU, CWU, St. Martins, UWT	Urban Studies, Org Leadership, Criminal Justice/Safety Studies, Criminology	291*  (143 of this total comes from Central Washington University, which has branch campuses within the 3-county region but a main campus outside the area studied.)

## Gap

Table 3: Gap in Open Positions and Graduates

SOC code	Open Positions	2020 BA Graduates	Gap
15.1212 Information Security Analysts	506	349	157
15.1244 Network and Computer Systems Analysts	489	275	214
11.3021 Computer and Information Systems Managers	1174	Included in totals above	1174 (All graduates included in totals above)
11.9151 Social and Community Service Managers	248	160	88
11.9161 Emergency Management Directors	19	18	1
11.9199 Management, all other. Includes	752	291	461

subsets on regulatory affairs, compliance, and loss management as well as fire services and law enforcement administration			
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As above, the correspondence of managerial positions related to public safety to all managerial positions is not exact, but the data demonstrates that the system under-produces the number of graduates in information technology or management to fill all open positions requiring a bachelor's degree at this time. Limiting the management categories reviewed to only SOC code 11.9199, the category which includes the traditional public safety areas of law enforcement and fire service administration, shows the system as underproducing workforce demand by nearly 500 graduates a year.

## Criteria 4

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

The Public Safety Administration program builds from two degree-level professional programs at Bates Technical College, Fire Science (which includes its related certificate program in Emergency Medical Technician) and Cybersecurity. Taken together, these programs illustrate how the definition of public safety is evolving. Fire Science has long been associated with government's efforts to keep communities safe. Cybersecurity, on the other hand, is a new addition within the public safety umbrella. As is noted on the Cybersecurity program website, employees trained in this area become "key members of an organization's disaster recovery plan," who "allow for the continued operation of an organization's Information Technology department"—departments deeply involved in the continued functioning of critical infrastructure components and in the technology required for communication during emergency response efforts.

Cybersecurity has nearly tripled in enrollment since launching three years ago. The program offers an AAS-T degree, an AAS degree, and two certifications, one in Network Support and the other in Computer Support.

#### Distinct Headcount by Program

EPC: Program	Degree Title	Exit Cd	YR		
			2019	2020	2021
506B: CYBERSECURITY	CYBERSECURITY-AAS	1	11	19	32

Distinct count of DW KEY (DWHS Student1) broken down by YR vs. EPC: Program, Degree Title and Exit Cd. The data is filtered on Term and Exit Code: Description. The Term filter keeps Fall. The Exit Code: Description filter keeps multiple members. The view is filtered on EPC: Program and YR. The EPC: Program filter keeps 506B: CYBERSECURITY, 506C: CYBERSECURITY and 506Z: CYBERSECURITY. The YR filter keeps 7 of 31 members.

Fire Service, in contrast, has been part of the college’s program inventory for decades, having been offered since 1973. The base program in the cluster is the Fire Science and Fire Service Associate of Applied Science degree, but the program also includes a Fire Supervision AAS, an Emergency Medical Technician Certificate, and certificates of training in Fire Recruit and Wildland Firefighter. Enrollment in the base AAS program and in the cluster overall has averaged between 60-70 unduplicated students over the past five years.

The program is taught to International Fire Service Accreditation Congress standards and students receive certification as entry-level firefighters at program completion. In addition to receiving a college degree or certificates, they are also prepared to sit for examinations as emergency medical technicians, wildland firefighters, and in Hazardous Materials Awareness and Operations.

### Distinct Headcount for Fall Terms

EPC: Program (group)	Degree Title (group)	Exit Cd	YR				
			2017	2018	2019	2020	2021
364: EMERGENCY MED TECH	EMERGENCY MEDICAL TECHNICIAN	9					28
828: FIRE SCIENCE & 828B: FIR..	FIRE SERVICE & FIRE SERVICE - AAS	1	97	61	63	65	59
828A: FIRE SCIENCE	FIRE SERVICE - ATD	2	2	1			
828C: FIRE FIGHTER	FIRE FIGHTER - CERT of COMP	3	1				
828D: FIRE SERVICE	FIRE SERVICE SUPERVISION - AAS	1	1				
828G: FIRE ACADEMY	FIRE RECRUIT ACADEMY - CoT	4		1			1

Distinct count of Dw Key broken down by YR vs. EPC: Program (group), Degree Title (group) and Exit Cd. The data is filtered on EPC: Program, Term, Year and Intent. The EPC: Program filter keeps 12 of 556 members. The Term filter keeps Fall. The Year filter keeps B78, B89, B90, C01 and C12. The Intent filter keeps F and G.

## Criteria 5

### Student demand for program within the region.

In January 2023, Bates Technical College conducted a survey of current fire service, emergency medical technician, and cybersecurity students to gauge interest in a Public Safety Administration Bachelor of Applied Science degree. Of the students who are interested in pursuing a bachelor’s degree, 56% said that they are either very interested or extremely interested in pursuing a bachelor’s degree in the field of public safety. When the same set of bachelor’s seeking students were asked about pursuing a Bachelor’s Degree in Public Safety Administration at Bates Technical College, 46% responded that they would definitely consider attending Bates for the degree. The results are summarized below.

Are you interested in pursuing a bachelor’s degree in a field related to public safety?

Moderately interested	6 (22.2%)
Not interested at all	2 (7.4%)
Slightly interested	4 (14.8%)
Very interested & Extremely intersted	15 (55.6%)

Note: Only includes responses from students who said they are either “Likely” or “Very Likely” to pursue a bachelor’s degree.

## If Bates Technical College offered a Bachelor’s Degree in Public Safety Administration, would you consider applying?

Would not consider	2 (7.7%)
Might or might not consider	12 (46.2%)
Definitely consider	12 (46.2%)

Note: Only includes responses from students who said they are either “Likely” or “Very Likely” to pursue a bachelor’s degree.

141 student surveys. 72 responses. 51% response rate.

These initial survey results, gained only from current students in fire service and cybersecurity, are promising. The college anticipates additional strong demand from across the spectrum of adults employed in fields responsible for improving public safety. Given the preliminary demand response from current students, the colleges projects five-year FTE enrollment as follows:

Table 3: Five-year FTE Enrollment Projection

Year	2024-25	2025-26	2026-27	2027-28	2028-29
FTE Enrollment	10	15	20	25	25

## Criteria 6

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

#### *Serving Local Students*

The Public Safety Administration program is primarily intended for local, place-bound, working adults, who have completed a two-year degree which includes specialization in any area falling within the comprehensive definition of keeping the general public safe. Many individuals begin entry-level work in public safety positions holding either a high school diploma plus military or agency training or college through the AAS degree level. For these employees, completing a bachelor’s degree opens the doorway to increased earnings and promotions into supervisory positions. Public safety employees come from diverse backgrounds and serve a diverse community, so the program will be accessible to individuals with differing needs, using a hybrid delivery model that includes content offered online and face-to-face class sessions offered outside of standard working hours. In addition, because most similar programs are delivered by universities in strictly online formats, the new program will be affordable, with student costs based on the Washington State tuition schedule.

#### *Regional Collaboration*

Although Public Safety Administration baccalaureate degree programs are common nationally, none exists in the Bates Technical College region. Criminal justice, fire service, and emergency management are fields related to public safety, but the intent of each of these programs differs.

As Neumann University notes in its program description, Public Safety Administration “focuses on nurturing and sharpening the skills needed to meet the challenges in public safety administration structures,” a distinction reinforced by Goodwin University’s program overview:

Public safety administration is a branch of the public safety field that is focused on leadership. While public safety professionals work on the frontlines to protect their communities, public safety administrators are the ones developing the strategies, the resources, and the teams.

This distinction between programs that train first responders and programs that train administrators to work in support of a more global vision of public safety is reinforced in recent research. As the article, “Community-centred police professionalism: A template for reflective professionals and learning organizations with implications for the co-production of public safety and public order” notes, “the insular nature of the traditional professional model presents a tremendous obstacle to achieving the needed levels of community-police integration, collaboration and problem solving in the co-production of public safety, public order, emergency management and homeland security.”

Local baccalaureate programs for criminal justice professionals and prelaw students are offered through Central Washington University branch campuses in Lakewood and Des Moines; at St. Martins’ University, at Pacific Lutheran University; and at the University of Washington Tacoma. Pierce College in Lakewood also offers BAS degree programs in Fire Services Management and Homeland Security/Emergency Management. Cybersecurity BAS programs can be found at Clover Park Technical College, Green River College, and Highline College.

Because each of these neighboring programs specializes in aspects of the public safety mission and may align with an individual student’s needs, Bates Technical College will discuss possibilities for collaboration, including the consideration of a joint intake and referral system for students as well as the development of articulation agreements with all nearby college that educate professionals in criminal justice, fire service, emergency management, and cybersecurity.

Bates Technical College maintains an extensive network of state and community contacts, including the Pierce County Workforce Development Council, Tacoma Community House, the state Fire Training Academy, and an active advisory committee for the Fire Services program that includes ten area fire chiefs. In developing this proposal, the college consulted with representatives from the Tacoma Police Department, the Gig Harbor Police Department, King County Emergency Management, Clark County Fire Department 6, and the Mason County Sheriff’s Department. These agencies have provided guidance in program development, including the identification of its program outcomes, and they have expressed support for the program concept. The program provides two obvious benefits to local employers: first, they would prefer to hire qualified local applicants but find the hiring pool scarce. Secondly, the program’s philosophical direction supports the vision many public agencies are following in restructuring their services.

### ***Unique Program Aspects***

The proposed program is unique in that it is the first of its kind at a public Washington State college or university. Although the field of public safety is not new, the vision of what constitutes it has

changed, and this program will support governmental and community efforts to restructure vital public services by providing them with managers skilled in current public safety best practices. As the document *Recommendations for the Tacoma Police Department* states, “Where there are interlocking, interrelated parts, we are looking at how they work independently and in conjunction with one another.” This program will provide leadership for complex attempts to deliver integrated services across departments that have long been siloed, all in support of remediating structural inequities and improving the efficiency of public safety operations.

The program’s focus on the integration of services will be further supported by the varied backgrounds of the students it enrolls. As educators frequently recognize, the experiences students bring to a classroom are a vital but often underutilized resource in the teaching and learning process. Students will be recruited from traditional public safety fields such as law enforcement or fire service, but they will also come backgrounds in the military, information technology, emergency medical services, and community services such as substance abuse and homelessness counseling. The differing real-world expertise brought to the classroom will enhance the class dynamic, and through scenario-based exercises, students will practice the art of integrating agency structures and cultures, just as will occur when they become leaders within a comprehensive public safety system.

## Criteria 7

### Promoting equitable opportunities for students, including historically marginalized students.

As is noted above, the concept of public safety is changing, in large part because of a growing public awareness of the inequitable outcomes the system has produced. A reimagined vision of public safety takes as its core principle the need to keep all communities equally safe. That initiative extends across an array of considerations, from the way a community’s streets are lighted, to the ways in which hazardous wastes are identified and disposed of, to the alternatives to armed police response in situations involving homelessness and substance abuse. The Tacoma Police Department’s vision statement, “Reflect Tacoma/Protect Tacoma” is illustrative of the desire and need for systemic reform in the pursuit of social justice: “We are committed to **changing** for the good of every community member..... We acknowledge that **change is overdue** in our profession.”

Part of the “Reflect Tacoma” vision is to find and hire individuals who represent the city’s diversity. Although law enforcement’s struggle to respond to the needs of diverse communities has been well-documented, all portions of the public safety workforce face similar challenges. In fire service, for example, only 6% of firefighters are female and only 30% are people of color. The overwhelming majority of fire service administrators are white males, a reality that makes recruiting diverse candidates and changing the composition of the workforce extremely difficult. For this reason, the goal of increasing workforce diversity is a primary one across the government and community agencies responsible for restructuring their public safety programs.

In line with needs expressed by the college’s community partners and in the national debate regarding the most effective methods of designing a more representative public safety system, the proposed program has at its heart the aspiration to train leaders who value equity and inclusion. Two of the program’s outcomes address this issue directly:

- Relationship Development and Management

- Social Justice Implementation

These program outcomes also reflect the Bates Technical College mission. Bates serves a diverse student body that reflects the demographics of the city in which it is located. According to the *2023 State Board for Community Technical College Field Guide*, 43% of the college's students identify as students of color, a figure that matches the Census Bureau's statistics for the Tacoma community. Twenty-nine per cent of the college's students are low income and receive financial aid. Driven by this diversity within the student body and the surrounding community, the college's mission and vision statement identifies "infusing an appreciation for the diversity that exists within our society into program curriculum and staff development," and "providing an environment in which a diverse body of students, faculty and staff can thrive" as key college goals. The college president's 2022-23 workplan takes as one objective an initiative to increase diversity on campus, with a tactic of increasing community partnerships and, through them, reaching out to recruit underserved populations.

The college has made a concerted effort to act on its vision statement and add to the diversity of the college. These efforts are apparent in changes to both college recruiting and student retention processes. The college has increased its presence in high schools and agencies that include high percentage of students of color and low-income students. Through its collaboration with Tacoma Community House and the Hilltop Action Collective, it participates in community outreach and resource fairs held in areas that are home to diverse groups of individuals. Its recently received Title III grant added three student retention specialists focused on providing resources to vulnerable students. The college's student government has affinity groups for the first time this year, including the Black Student Union and the LGBTQ Alliance.

The effort to promote equitable outcomes for students, including historically marginalized students, is evident across the college's current instructional programs, and the models of teaching and learning used currently will be replicated throughout the Public Safety Administration program. Bates Technical College is a participant in the state's guided pathways initiative, with that initiative intended to "create a framework for a higher education that advances racial, social and economic justice" by improving student outcomes, and "creating equity in college processes and reducing the achievement gap." In its version of this initiative, Bates has created a Guided Pathway Student Support and Intervention Team that has targeted Student Interventions (develop behavioral intervention team procedures, an early alert system and intervention process); Mandatory Advising (update the process and procedures for degree audits, career and internship exploration, funding resources); Wrap-around services for under-represented students (childcare, mental health counseling, career and employment placement, transportation and food insecurity, laptop loaner program); and eTutoring services, which all registered students can access 24/7.

The Public Safety Administration program will become part of the college's existing Education and Public Safety career pathway, which begins with I-BEST programs in the Emergency Medical Technician and Fire Service programs. In this way, the program will create access for a diverse pool of students from beginning educational levels and progressing toward a bachelor's degree. Throughout this pathway, class instruction will use an "anti-racist, equity-minded pedagogy," one that relies heavily on research supported models including cohort-based education and active learning, with the curriculum designed to use scenario-based problems mirroring those students will encounter in the workplace.

# Selected Resources

Bates Technical College. Our Mission and Vision. [Our Mission and Vision - BatesTech - BatesTech](#)

Busey, Kelly. Chief, Gig Harbor Police Department. (Personal Interview, January 12, 2022.)

Center for Regional Disaster Resilience. [Center for Regional Disaster Resilience - Home \(regionalresilience.org\)](#)

Countyoffice.org. [Find City, County & State Government Offices & Public Records \(countyoffice.org\)](#)

Depoister, Paul. Forensics Manager, Tacoma Police Department. (Personal Interview, December 8, 2022.)

Emory, Nathan. Extreme Weather Coordinator, King County Department of Emergency Management. (Personal Interview, September 21, 2022.)

Goodwin University. What is Public Safety Administration, and How Can You Get Involved? [What is Public Safety Administration? | Goodwin University](#)

Grant, Chris. Training Program Administrator, Clark County Fire Department 6. (Personal Interviews, January 13 and 20, 2022.)

National League of Cities. A Path Toward Safe and Equitable Cities: Recommendations from the NLC Public Safety Task Force. [nlc-rps-tf-recommendations-report-a-path-toward-safe-and-equitable-cities.pdf](#)

Neumann University. BS in Public Safety Administration: What is Public Safety Administration? <https://www.neumann.edu/academics/online-degree-completion/public-safety-administration-degree>

O\*Net Online. [O\\*NET OnLine \(onetonline.org\)](#)

Seattle Office of Economic Development. (January 2023.) Career Pathways, Public Safety Telecommunications. Lightcast Quarter 4 2022 Data set.

Seattle Office of Economic Development. (January 2023.) Job Posting Analytics. Lightcast Quarter 4 2022 Data set.

Seattle Office of Economic Development. (January 2023.) Public Safety in 3 Washington Counties. Lightcast Quarter 4 2022 Data set.

Shelton, Jacqueline. Senior Crime Analyst, Tacoma Police Department. (Personal Interview, December 8, 2022.)

State Board for Community and Technical Colleges. Field Guide 2022, Bates Technical College. [Bates Technical College | Field Guide 2022 | SBCTC](#)

State Board for Community and Technical Colleges. Mission Study. [sbctc-mission-study.pdf](#)

State Board for Community and Technical Colleges. Student Success Center, Guided Pathways.



[Student Success Center | SBCTC](#)

Tacoma City Council. City Council Priority: Community Safety.

[https://www.cityoftacoma.org/government/city\\_departments/City\\_Managers\\_Office/transforming\\_tacoma/city\\_council\\_priority\\_community\\_safety #:~:text=Many%20things%20contribute%20to%20](https://www.cityoftacoma.org/government/city_departments/City_Managers_Office/transforming_tacoma/city_council_priority_community_safety#:~:text=Many%20things%20contribute%20to%20)

Tacoma Police Department. Reflect Tacoma/Protect Tacoma. [Reflect Tacoma | Protect Tacoma - Tacoma Police Jobs \(reflectandprotect.org\)](#)

Washington Student Achievement Council. 2022 Strategic Action Plan. [Strategic Action Plan | WSAC \(wa.gov\)](#)

Washington Student Achievement Council. Washington's Skilled and Educated Workforce, 2021-22. [Microsoft Word - 2021-22.WASkilled&EducatedWorkforceReport.Final3](#)

Williams, B, Brower, R, and Klay, W. "Community-centred police professionalism: A template for reflective professionals and learning organizations with implications for the co-production of public safety and public order." *The Police Journal: Theory, Practice, and Principals*, Vol. 89 (issue 2).

Workforce Central. Industry and Business Establishments Dashboard. [Industry & Business - WorkForce Central \(workforce-central.org\)](#)

Yerxa, Megan. Crime Analyst, Tacoma Police Department. (Personal Interview, December 8, 2022.)

Young-Haskins, Crystal. Assistant Chief, Tacoma Police Department. (Personal Interview, November 28, 2022.)

## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

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

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

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

<b>College Name: Bates Technical College</b>
<b>Program Name: Public Safety Administration</b>
<b>Select one:</b> Existing Occupation <input checked="" type="checkbox"/> or Emerging Occupation <input type="checkbox"/>
<b>If local demand/supply information is available for the specified degree program and target occupation(s),**</b>

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

	SOC Code	Title	CIP Crosswalk	% Growth, 2018-28	Avg. Annual Job Openings, 2018-28	Median Annual Earnings	Degree Required	O*NET Outlook
<p><b>For demand:</b> Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages)</p>	15.1212	Information Security Analysts	11 (10 subcategories) 43.0403	+113%	506	\$129,655	Bachelor	Bright
	15.1244	Network and Computer Systems Administrators	11.0101 11.1001 11.1003.	-1%	489	\$101,216	Bachelor	
	11.3021	Computer and Information Systems Managers	11 (7 subcategories)	+19%	1174	\$167,856	Bachelor	Bright
	11.9151	Social and Community Service Managers	44 (6 subcategories) 52.0206	+14%	248	\$88,162	Bachelor	Bright
	11.9161	Emergency Management Directors	43 (5 subcategories)	+29%	19	\$120,857	Bachelor	
	11.9199	Management, all other. Includes subsets on regulatory affairs, compliance, and loss management	43 (8 subcategories) 44.0499 52.0206 52.0213	+12%	752	\$134,376	Bachelor	Bright

**Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges**

	<p>Source: Lightcast, Quarter 4 Data Set. Public Safety in 3 Washington Counties. January 2023, Seattle Office of Economic Development.</p>
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Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

	SOC code	Educational Provider	Degree Titles	Total 2020 baccalaureate graduates, all colleges	Gap (Annual Job Openings – Avg. Annual Graduates)
<p><b>For supply gap:</b> Provide data on the number of programs and the number of annual program graduates for all four-year colleges that supply your region. Is the number of current annual graduates insufficient to meet current and projected demand? (The result of demand minus supply).</p>	<b>15.1212 Information Security Analysts</b>	St. Martins, Renton, UWS, UWT, Green River, Highline, City U	Information Technology, Computer and Information Systems Security	349	157
	<b>15.1244 Network and Computer Systems Analysts</b>	UWT, UWB, PLU, City U, Highline	Computer and Information Sciences, General; Network and System Administrators	275	214
	<b>11.3021 Computer and Information Systems Managers</b>	Same as 15.1212 and 15.1244 above	Same as 15.1212 and 15.1244 above.	Graduates are only included in 15.1212 & 15.1244 to prevent duplication.	1174
	<b>11.9151 Social and Community Service Managers</b>	Seattle U; UWS; UWT, St. Martins, PLU; Highline, City U	Public Admin, Social Work, Youth Services Admin, Human Services	160	88
	<b>11.9161 Emergency Management Directors</b>	Pierce	Crisis/Emergency/Disaster Management	18	1

Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

	<b>11.9199 Management, all other. Includes subsets on regulatory affairs, compliance, and loss management</b>	UWT, SPU, Northwest, Seattle U., PLU, CWU, St. Martins, UWT	Urban Studies, Org Leadership, Criminal Justice/Safety Studies, Criminology	291*  (143 of this total comes from Central Washington University, which has branch campuses within the 3-county region but a main campus outside the area studied.)	461
	<b>Estimated Gap, all areas</b>				2,095
<p>Source: O*Net OnLine. Local Training and 2020 graduates by SOC code for Zip code 98405</p>					
<p align="center"><b>OR, if demand information is not available or it is a new/emerging/changing occupation, **</b></p>					
<p><b>For demand:</b> Provide employer survey results for local demand for the targeted occupation job title(s) to support the demand and education level for the program. <u>Survey requirements are listed below.</u></p>	N/A				

**Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges**

<p><b>For supply gap:</b> Provide employer survey results for local supply for the targeted occupation job title(s) to support that there is a gap in the number of qualified applicants available to fill jobs. <u>Survey requirements are listed below.</u></p>	<p>N/A</p>
<p align="center"><b>OR, if based on a statutory or accreditation requirement, **</b></p>	
<p><b>Select one:</b> Statutory Requirement <input type="checkbox"/> or Accreditation Requirement <input type="checkbox"/></p>	
<p><b>For demand:</b> Provide labor market information on the current education requirements for the job, including evidence of recent openings for requiring or preferring bachelor's degrees or above. Cite the statute or certifying body, your proposed program is based upon that has specified a bachelor's or above in the field is needed.</p>	<p>N/A</p>

## Applied Baccalaureate Degree Supply/Demand Gap Rubric for Colleges

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

### Survey Requirements:

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

- (1) Do you have anticipated demand for application job title(s)? (If this is a new or emerging job title, include a brief description of specific job duties.)
- (2) If there is demand, how many positions do you currently have open? How many do you anticipate having open in the next 3 years?
- (3) Is a bachelor’s degree a requirement or preference for this position? Requirement: Y or N Preference: Y or N
- (4) Do you have difficulty finding Bachelor’s degree level applicants for this position? (If yes- explain)
- (5) Will the proposed program assist you in finding qualified applicants to fill the position(s)?



## **CONSENT ITEM (RESOLUTION 23-05-10)**

May 11, 2023

Tab 4a

### **Clover Park Technical College - Proposed Bachelor of Applied Science in Environmental Sciences**

#### **Brief Description**

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

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

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

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

#### **Background information and analysis**

Clover Park Technical College (CPTC) designed a Bachelor of Applied Science in Environmental Sciences (BAS-ENV) degree program. This program is for technical associate degree graduates that want to advance their career options in environmental sciences. As an applied science curriculum,

the college intends to approach learning environmental sciences using hands-on tools in a realistic, practical context. Students will graduate with a practical understanding of environmental science, chemistry, and project management concepts as well as experience with a current set of tools. Clover Park Technical College intends to offer this program in face-to-face, hybrid, and online modalities. The program will accommodate working adults and place-bound students. The program's structure would also permit a student's completion with less than a full-time commitment.

Clover Park Technical College's Bachelor of Applied Science Environment Sciences - Transfer degree in Environmental Sciences and Technology, Biology, or a closely related field is the primary pathway to this degree. The program is designed to accept technical associate degree holders who, through education or experience, are familiar with environmental science concepts at a junior level. The role of a technical college is serving the community as an open admission educational resource that responds to needs of both students and businesses. The Bachelor of Applied Science Environmental Sciences program will uniquely provide that service to the community. As the first comprehensive applied Environmental Sciences program in the state, the BAS-ENV will fulfill the needs of place-bound, working practitioner adults needing a four-year degree to progress in their field, as well as regional graduates of other natural resource/environmental science associate programs. Clover Park Technical College's program Advisory Committee, composed of representatives from local businesses reflecting the business needs of our role, is highly supportive of this proposed degree. Similarly, current and past Associate of Applied Science-Transfer (AAS-T) students have been asking for an in-house baccalaureate option to continue their studies.

The Statement of Need for Clover Park Technical College was presented during the February 2023 State Board meeting. Since that time, the college's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including finalizing curriculum and creating student support plans. This program would be Clover Park Technical College's fifth bachelor's degree program.

### Potential questions

- Do these degrees meet the criteria established by the State Board?

### Recommendation/preferred result

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

- Resolution 23-05-10 approving Clover Park Technical College's Bachelor of Applied Science in Environment Sciences

Policy Manual Change Yes  No

Prepared by: Valerie Sundby, director of transfer  
360-704-4338, [vsundby@sbctc.edu](mailto:vsundby@sbctc.edu)

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 23-05-10**

A resolution to approve Clover Park Technical College application to offer Bachelor of Applied Science in Environment Sciences upon recommendation of the State Board for Community and Technical Colleges staff.

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

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

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

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

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

**APPROVED AND ADOPTED** on 5/11/2023.

**Attest**

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Phyllis Gutiérrez Kenney, chair

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Paul Francis, secretary

## CONSENT ITEM (RESOLUTION 23-05-11)

May 11, 2023

Tab 4b

### Lower Columbia College - Proposed Bachelor of Science in Nursing (RN to BSN)

#### Brief Description

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

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

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

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

#### Background information and analysis

Lower Columbia College designed a Bachelor of Science Nursing (BSN) degree program. Established in 1954 as a certificate program for licensed practical nurses, the nursing program has grown into a full degree program that has a long history of graduating competent and caring nurses. The current

associate degree nursing (ADN) program has approximately 110 graduates annually from three different program options. Graduates from all three program options earn the Washington State Associate in Nursing Direct Transfer Agreement/Major Ready Pathway (AN-DTA/MRP) degree and are eligible to sit for the National Council Licensing Examination for Registered Nurses (NCLEX-RN). The proposed registered nurse to Bachelor of Science in nursing (RN to BSN) program will articulate with the existing associate degree program as well as provide a pathway for practicing RNs with other types of associate degrees to pursue their baccalaureate degree in nursing. The RN to BSN will additionally provide a foundation for nurses who plan to pursue graduate degrees in nursing.

The mission of the Lower Columbia College Nursing Program is a commitment to providing excellence in nursing education that encompasses critical thinking, competencies in the role of provider of care, manager of care, and member in the profession of nursing, with an emphasis on life-long learning. The proposed RN to BSN program will continue this commitment to excellence in nursing education by building upon the established prelicensure role competencies. The BSN prepared nurse's role competencies expand to include scholarly inquiry, quality and safety improvement, nursing leadership, and community and population health promotion within a diverse, equitable, inclusive, interprofessional and systems-based practice.

The Statement of Need for Lower Columbia College was presented during the October 2022 State Board meeting. Since that time, the college's faculty and program leadership have been finalizing curriculum and program pathways, soliciting and responding to external feedback, and creating robust student recruitment and enrollment strategies. This program would be Lower Columbia College's third bachelor's degree program.

## Potential questions

- Do these degrees meet the criteria established by the State Board?

## Recommendation/preferred result

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

- Resolution 23-05-11 approving Lower Columbia College Bachelor of Science Nursing (RN to BSN)

Policy Manual Change Yes  No

Prepared by: Valerie Sundby, director of transfer  
360-704-4338, [vsundby@sbctc.edu](mailto:vsundby@sbctc.edu)

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 23-05-11**

A resolution to approve Lower Columbia College’s application to offer Bachelor of Science Nursing (RN to BSN) upon recommendation of the State Board for Community and Technical Colleges staff.

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

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

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

**THEREFORE, BE IT RESOLVED**, that the State Board for Community and Technical Colleges approves the recommendation to authorize Lower Columbia College Bachelor of Science Nursing (RN to BSN)

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

**APPROVED AND ADOPTED** on 5/11/2023.

**Attest**

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Phyllis Gutiérrez Kenney, chair

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Paul Francis, secretary

## CONSENT ITEM (RESOLUTION 23-05-12)

May 11, 2023

Tab 4c

### Peninsula College - Bachelor of Applied Science in Behavioral Healthcare

#### Brief Description

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

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

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

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

#### Background information and analysis

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

adult learners, and a variety of other unique learning opportunities. The proposed BAS degree in Behavioral Healthcare will meet a need not only for students but also for the community and regional employers. This BAS degree will recruit new behavioral healthcare employees and attract them to the vital profession of behavioral healthcare for both Jefferson and Clallam counties, where employers have voiced a need for applicants with a 4-year degree. The proposed BAS program will be designed to build on and inform students in Addiction Studies and Medical Assistant programs while preparing them to understand and demonstrate foundational critical thinking and leadership skills. Washington continues to experience a significant behavioral healthcare shortage, particularly evident in certain geographic regions. Peninsula College foresees a need that is only expanding, specifically in the college's service area, and is excited and eager to meet this challenge.

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

The Statement of Need for Peninsula College was presented during the February 2023 State Board meeting. Since that time, the college's faculty and program leadership have finalized curriculum, responded to peer and industry feedback to fine tune program design, and continued to invest in community partnerships that will support the successful implementation of this program. This program would be Peninsula College's second bachelor's degree program.

### Potential questions

- Do these degrees meet the criteria established by the State Board?

### Recommendation/preferred result

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

- Resolution 23-05-12 approving Peninsula College's Bachelor of Applied Science in Behavioral Healthcare

Policy Manual Change Yes  No

Prepared by: Valerie Sundby, director of transfer  
360-704-4338, [vsundby@sbctc.edu](mailto:vsundby@sbctc.edu)



**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 23-05-12**

A resolution to approve Peninsula College's application to offer a Bachelor of Applied Science in Behavioral Healthcare upon recommendation of the State Board for Community and Technical Colleges staff.

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

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

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

**THEREFORE, BE IT RESOLVED**, that the State Board for Community and Technical Colleges approves the recommendation to authorize Peninsula College's Bachelor of Applied Science in Behavioral Healthcare

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

**APPROVED AND ADOPTED** on 5/1/2023.

**Attest**

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Phyllis Gutiérrez Kenney, chair

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Paul Francis, secretary

## CONSENT ITEM (RESOLUTION 23-05-13)

May 11, 2023

Tab 4d

### Seattle Central College - Bachelor of Science in Nursing (RN to BSN)

#### Brief Description

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

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

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

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

#### Background information and analysis

Seattle Central College has a long history of offering nursing education in response to community needs. Since 2017, Seattle Central College has been focused on preparing nursing to both enter industry and to continue to bachelor level education by offering the Associate in Applied Science-Transfer degree in Nursing. Over the past eight years, the nursing programs of the Seattle Colleges also embarked on a collaboration of the three nursing programs into the formation of a district

nursing program. This has enabled the nursing programs to share faculty across the district and offer a common curriculum, admission criteria, and student policies.

As part of this redesign, and in an effort to serve the students and community, Seattle Central College paused the launch of the Registered Nurse to Bachelor of Science in Nursing (RN to BSN) program that was approved by the SBCTC in 2014. Now that the program merge is complete and the nursing programs for the Seattle Colleges are coordinated under the leadership of Seattle Central College, the college has submitted their program proposal for consideration.

Since the time of the original approval, faculty and staff have done considerable work in the area of program design. They engaged with a consultant for review and workshops on teaching in a RN-BSN program. They also completed a new complete Statement of Need in October 2021 and an updated workforce needs assessment as part of this proposal. Both of these clearly outline the continued demand for bachelor's prepared nurses in the greater Seattle area. The resulting proposal for Seattle Central College's new RN to BSN program would provide an additional option for students and align with the college's focus on Bachelor of Applied Science degrees which has been a part of the Master Plan of Seattle Colleges since 2012. The new program also serves to increase the diversity of registered nurses in the workforce at the BSN level and address the healthcare demands of a multicultural urban population by increasing the educational preparation of nurses. This program would be Seattle Central College's fifth bachelor's degree program.

### Potential questions

- Do these degrees meet the criteria established by the State Board?

### Recommendation/preferred result

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

- Resolution 23-05-13 approving Seattle Central College – Bachelor of Science in Nursing

Policy Manual Change Yes  No

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

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 23-05-13**

A resolution to approve Seattle Central College's application to offer a Bachelor of Science in Nursing (RN to BSN) upon recommendation of the State Board for Community and Technical Colleges staff.

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

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

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

**THEREFORE, BE IT RESOLVED**, that the State Board for Community and Technical Colleges approves the recommendation to authorize Seattle Central College's Bachelor of Science in Nursing (RN-to-BSN).

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

**APPROVED AND ADOPTED** on 5/11/2023.

**Attest**

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Phyllis Gutiérrez Kenney, chair

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Paul Francis, secretary

## CONSENT ITEM (RESOLUTION 23-05-14)

May 11, 2023

Tab 4e

### Skagit Valley College -Bachelor of Applied Science Early Childhood Education

#### Brief Description

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

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

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

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

#### Background information and analysis

Skagit Valley College is proposing a Bachelor of Applied Science in Early Childhood Education (ECE). This proposed program will include a Residency Teachers Certificate with endorsements in early childhood education (preschool-3rd grade), bilingual education, and English language learner. In addition to the required student teaching hours, students will complete field work hours every quarter where they can apply their new knowledge in P-3 classrooms across the region. The

proposed bachelors in ECE will be a continuation of Skagit Valley College's well-established Early Childhood Education and Paraeducation programs providing a seamless pathway for regional associate degree holders to continue their education locally and receive a valuable teaching credential. The program is designed specifically for working professionals in education. The program will be offered in a hybrid format over the course of three years with the face-to-face portion of courses on Saturdays.

Students graduating from other community colleges with an associate's degree (AAS-T, AAS, ATA, AA, AS) in an education-related field will be encouraged to apply. Most community and technical colleges in the Washington State system offer two-year degrees in these areas, so Skagit Valley College will collaborate with all interested institutions in developing articulations agreements, but primary partners in the Northwest region such as Whatcom Community College, Everett Community College, Edmonds College, Bellevue College, Clover Park Technical College, and Renton Technical College. To facilitate student articulation, Skagit Valley College will provide peer institutions clear guidelines for core course requirements for entry into the proposed ECE bachelor's program. This will ensure that students who wish to transfer are well prepared, and they can transfer without delay due to additional course requirements.

The Statement of Need for Skagit Valley College was presented during the February 2023 State Board meeting. Since that time, the college's faculty and program leadership have been working on a variety of items to finalize the program proposal for consideration, including finalizing curriculum and building partnerships with local school districts. This program would be Skagit Valley College's sixth bachelor's degree program.

### Potential questions

- Do these degrees meet the criteria established by the State Board?

### Recommendation/preferred result

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

- Resolution 23-01-14 approving Skagit Valley College's Bachelor of Applied Science Early Childhood Education

Policy Manual Change Yes  No

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

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 23-05-14**

A resolution to approve Skagit Valley College's application to offer a Bachelor of Applied Science Early Childhood Education upon recommendation of the State Board for Community and Technical Colleges staff.

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

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

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

**THEREFORE, BE IT RESOLVED**, that the State Board for Community and Technical Colleges approves the recommendation to authorize Skagit Valley College's Bachelor of Applied Science Early Childhood Education

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

**APPROVED AND ADOPTED** on 5/11/2023.

**Attest**

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Phyllis Gutiérrez Kenney, chair

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Paul Francis, secretary

## **CONSENT ITEM (RESOLUTION 23-05-15)**

May 11, 2023

Tab 4f

### **Signature Authorities for the State Board for Community and Technical Colleges Local Government Investment Pool (LGIP) Account**

#### **Brief Description**

This resolution allows signature authority based on titles and roles, rather than individual names, to conduct business within our Local Government Investment Pool (LGIP) account. The current SBCTC LGIP signature authority resolution names two specific individuals, both of whom have retired from SBCTC.

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

n/a

#### **Background information and analysis**

RCW 43.250 enables governmental entities including the state board for community and technical colleges to participate in the LGIP as an alternative to other financial investments for medium to long-term holding of funds. The LGIP is run by the State Treasurer's Office and provides a mechanism like a Money Market Fund, which provides higher interest than keeping the funds in a checking account.

The State Treasurer's Office requires account holders to file a Resolution by the elected or appointed board that designates the signature authorities who may authorize transfers to and from the LGIP account and designates those signature authorities to sub-delegate operational matters to staff.

In an attempt to move funds into the LGIP account, it was discovered that the current signature authorities on file in a resolution passed by the State Board was to Marty Brown, with sub-delegation provided to John Boesenberg.

The proposed resolution creates a generic signature authority for the Executive Director of SBCTC with sub-delegation for operational issues to the Deputy Executive Director for Business Operations. This designation via titles rather than names will allow continued operation of LGIP activities without passage of a new Board resolution when there are staffing changes.

#### **Potential questions**

How was the previous resolution worded?

- Authorization was previously approved by Marty Brown in January of 2018, giving John Boesenberg approval to conduct business on behalf of SBCTC.



How does this resolution change from the previous resolution?

- This resolution changes the authority to positions rather than names, which should eliminate the need to revise with changes to personnel.

### **Recommendation/preferred result**

Staff recommends approval of Resolution 23-05-15 allows signature authority based on titles and roles, to conduct business within our LGIP account.

Policy Manual Change Yes  No

Prepared by: Teri Sexton, director of accounting & business services  
[tsexton@sbctc.edu](mailto:tsexton@sbctc.edu)

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 23-05-15**

A resolution relating to the State Board for Community and Technical Colleges authorizing investment of monies in the Local Government Investment Pool.

**WHEREAS**, pursuant to Chapter 294, Laws of 1986, the Legislature created a trust fund to be known as the public funds investment account (commonly referred to as the Local Government Investment Pool (LGIP)) for the contribution and withdrawal of money by an authorized governmental entity for purposes of investment by the Office of the State Treasurer; and

**WHEREAS**, from time to time it may be advantageous to the authorized governmental entity, Washington State Board for Community & Technical Colleges (commonly referred to as SBCTC), the “governmental entity,” to contribute funds available for investment in the LGIP; and

**WHEREAS**, the investment strategy for the LGIP is set forth in its policies and procedures; and

**WHEREAS**, any contributions or withdrawals to or from the LGIP made on behalf of the governmental entity shall be first duly authorized by the highest level board-appointed director of the SBCTC, regardless of title or interim status (currently titled executive director at the time of the adoption of this resolution), the “governing body” or any designee of the governing body pursuant to this resolution, or a subsequent resolution; and

**WHEREAS**, the governmental entity will cause to be filed a certified copy of said resolution with the Office of the State Treasurer; and

**WHEREAS**, the governing body and any designee appointed by the governing body with authority to contribute or withdraw funds of the governmental entity has received and read a copy of the prospectus and understands the risks and limitations of investing in the LGIP; and

**WHEREAS**, the governing body attests by the signature of its members that it is duly authorized and empowered to enter into this agreement, to direct the contribution or withdrawal of governmental entity monies, and to delegate certain authority to make adjustments to the incorporated transactional forms, to the individuals designated herein.

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges does hereby authorize the contribution and withdrawal of governmental entity monies in the LGIP in the manner prescribed by law, rule, and prospectus.

**BE IT FURTHER RESOLVED**, that the governing body has approved the Local Government Investment Pool Transaction Authorization Form (Form) as completed by the Chief Business Officer of the SBCTC, regardless of title or interim status (currently titled Deputy Executive Director of Business Operations at the time of the adoption of this resolution) and incorporates said form into this resolution by reference and does hereby attest to its accuracy.

**BE IT FURTHER RESOLVED**, that the governmental entity designates the highest level board-appointed Director of the SBCTC, regardless of title or interim status (currently titled Executive Director at the time of the adoption of this resolution), the “authorized individual” to authorize all amendments, changes, or alterations to the Form or any other documentation including the designation of other individuals to make contributions and withdrawals on behalf of the governmental entity.

**BE IT FURTHER RESOLVED**, that this delegation ends upon the written notice, by any method set forth in the prospectus, of the governing body that the authorized individual has been terminated or that his or her delegation has been revoked. The Office of the State Treasurer will rely solely on the governing body to provide notice of such revocation and is entitled to rely on the authorized individual’s instructions until such time as said notice has been provided.

**BE IT FURTHER RESOLVED**, that the Form as incorporated into this resolution or hereafter amended by delegated authority, or any other documentation signed or otherwise approved by the authorized individual shall remain in effect after revocation of the authorized individual’s delegated authority, except to the extent that the authorized individual whose delegation has been terminated shall not be permitted to make further withdrawals or contributions to the LGIP on behalf of the governmental entity. No amendments, changes, or alterations shall be made to the Form or any other documentation until the entity passes a new resolution naming a new authorized individual; and

**BE IT FURTHER RESOLVED**, that the governing body acknowledges that it has received, read, and understood the prospectus as provided by the Office of the State Treasurer. In addition, the governing body agrees that a copy of the prospectus will be provided to any person delegated or otherwise authorized to make contributions or withdrawals into or out of the LGIP and that said individuals will be required to read the prospectus prior to making any withdrawals or contributions or any further withdrawals or contributions if authorizations are already in place.

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

**APPROVED AND ADOPTED** on 5/11/2023.

## Attest

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Phyllis Gutiérrez Kenney, chair

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Paul Francis, secretary

## **CONSENT ITEM (RESOLUTION 23-05-16)**

May 11, 2023

Tab 4g

### **Ally/BlackBoard Contract Renewal**

#### **Brief Description**

SBCTC Educational Resources and Innovation supports and shares the cost of Ally/Blackboard with system colleges. Ally/Blackboard is a tool that integrates into Canvas and helps our college administrators and content creators ensure their Canvas files and materials meet technical accessibility standards for students with disabilities. We recommend that the Board delegate approval to the executive director to extend the system's original 2017-2023 contract with Ally for an additional five years, beginning fiscal 2023-2024 and continuing through fiscal 2027.

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

The Ally/Blackboard extension aligns with the State Board for Community and Technical Colleges' three goals: Achieve educational equity for students who are historically underrepresented in higher education; improve completion rates; and increase access and a sense of belongingness among a population who will benefit the most, by ensuring their disabilities do not hinder access to flexible, high-quality instructional programs administered on learning management systems like Canvas.

#### **Background information and analysis**

Ally/Blackboard supports accessibility in Canvas in a few exciting ways. First, when uploading content, Ally will scan the file and produce an accessibility score. This score is symbolized by a little gauge next to the document/image (on the Canvas page, the modules list, and in the Files list). The gauge will be red, yellow, or green depending on the score. When the user clicks the gauge, they are walked through an explanation of the problem and guidance on fixing the problem.

Secondly, when the user adds a file to Canvas, Ally/Blackboard will produce alternative formats. To view/access those formats, they click on the downward facing arrow next to the document. The ability to select and download an alternate format of a file inside a Canvas course is a critical accessibility feature for students with disabilities.

Currently, the following formats are available (depending on the file type):

- Tagged PDF version
- HTML version
- ePub version
- Electronic braille version
- Audio

Finally, Ally/Blackboard allows Canvas administrators to run institutional reports to monitor institution-wide accessibility improvement over time. This feature is planned to be offered to content creators at the course level in the near future.

The State Board manages the Ally/Blackboard contract for the colleges, pays the system-wide licensing fee annually, then bills those fees (plus taxes) to the colleges proportional to Integrated Postsecondary Education Data (IPED). In this way, costs are distributed equitably throughout the college system.

The term of the Ally/Blackboard extension is five years. If approved the extension will take effect July 1, 2023, and end June 30, 2027. The total cost of the contract is \$848,536.88. Of that total, \$358,441.15 will be reimbursed to SBCTC from colleges.

### Potential questions

- How has the system's procurement with Ally/Blackboard benefited students and why should we renew?

### Recommendation/preferred result

Staff recommends approval for Resolution 23-05-16 delegating authority to the executive director to extend the contract with Ally/Blackboard through June 30, 2027.

Policy Manual Change Yes  No

Prepared by: Michael A. Brown, Ph.D., director, educational resources, and innovation  
360-704-4363, [mbrown@sbctc.edu](mailto:mbrown@sbctc.edu)

**STATE OF WASHINGTON  
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES  
RESOLUTION 23-05-16**

A resolution awarding Instructure \$848,536.88 of state funds for Ally/Blackboard between July 1, 2023, and June 30, 2027.

**WHEREAS**, the State Board desires to extend the contract with Ally/Blackboard to support students with disabilities access their online courses without hinderance;

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges delegates authority to the executive director to execute a contract with Ally/Blackboard that totals for five years; and

**BE IT FURTHER RESOLVED**, that the State Board for Community and Technical Colleges grants the executive director the authority to award local funds consistent with board policy and state law; and

**BE IT FURTHER RESOLVED**, that the State Board for Community and Technical Colleges authorizes the executive director to make adjustments to the proposed award outlined in the contract for Ally/Blackboard in the anticipated program funding changes due to changes in college participation; and

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

**APPROVED AND ADOPTED** on 5/11/2023.

**Attest**

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Phyllis Gutiérrez Kenney, chair

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Paul Francis, secretary

## CONSENT ITEM (RESOLUTION 23-05-17)

May 11, 2023

Tab 4h

### Approval of 2023-24 state board meeting dates

#### Brief Description

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

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

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

#### Background information and analysis

The following schedule of State Board meetings is proposed for 2023-24:

- July 2023, no meeting
- August 2023, no meeting
- September 2023, TBD
- October 18-19, 2023
- November 2023, no meeting
- December 6-7, 2023
- January 31-February 1, 2024
- March 27-28, 2024
- April 2024, no meeting
- May 8-9, 2024
- June 26-27, 2024

#### Potential questions

- Are there any concerns with the proposed dates?

#### Recommendation/preferred result

It is recommended that the State Board adopt Resolution 23-05-17 approving its schedule of meeting dates and locations for 2023-24 for publication in the *Washington State Register*.

Policy Manual Change Yes  No

Prepared by: Julie Walter, executive assistant  
360-704-4309, [jwalter@sbctc.edu](mailto:jwalter@sbctc.edu)

## **STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 23-05-17**

A resolution relating to the 2023-24 State Board meeting schedule.

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

**THEREFORE BE IT RESOLVED** that the State Board for Community and Technical Colleges has agreed upon the following meeting dates and locations for 2023-24:

- July 2023, no meeting
- August 2023, no meeting
- September 2023, TBD
- October 18-19, 2023
- November 2023, no meeting
- December 6-7, 2023
- January 31-February 1, 2024
- March 27-28, 2024
- April 2024, no meeting
- May 8-9, 2024
- June 26-27, 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 05/11/2023.

### **Attest**

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Phyllis Gutiérrez Kenney, chair

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Paul Francis, secretary



# STATE BOARD MEETING MINUTES

Study Session: Wednesday, March 29, 2023 // 1 p.m. to 5 p.m.

Business Meeting: Thursday, March 30, 2023 // 9 a.m. to 12 p.m.

## Zoom Meeting

### Board members

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

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

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

## Welcome

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

## Establish a Quorum and Adoption of Agenda

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

**Motion:** Moved by Martin Valadez, seconded by Carol Landa-McVicker, and unanimously approved by the Board the adoption of the March 30, 2023, regular meeting agenda.

## Approval of Consent Agenda

- a. Ethics Policy  
**Resolution 23-03-05**
- b. Clark College: local capital expenditure authority for the North County Satellite project  
**Resolution 23-03-06**
- c. Green River College: local capital expenditure authority for Center for Learning and Innovation renovations  
**Resolution 23-03-07**
- d. Whatcom Community College: ground lease to Bellingham Public School  
**Resolution 23-03-08**
- e. Yakima Valley College: property acquisition of 1128 and 1130 West Nob Hill Boulevard in Yakima, Washington  
**Resolution 23-03-09**
- f. February 2, 2023, State Board Meeting Minutes

**Motion:** Moved by Carol Landa-McVicker, seconded by Mack Hogans, and unanimously approved by the Board the adoption of the March 30, 2023, consent agenda.

## Public Comments

- Jacqui Cain, American Federation of Teachers, Pierce College

## Executive Session

Pursuant to RCW 42.30.110, the Board convened in executive session at 9:30 a.m. with legal counsel to discuss potential litigation. The session concluded at 10:30 a.m. No action was taken during the executive session.

## ACT Report

Pat Shuman, ACT president, presented on the following:

- Trustee Tuesdays
  - March 14: Blood from a Turnip Part 3: The Return of the Turnip
  - April 11: Apprentice is more than a journeyman: Unlocking the mystery of why everyone says it's so hard
- Board Chair Affinity Group
- ACT Spring Conference: May 15-16, 2023, Walla Walla, WA

## WACTC Report

Chris Bailey, WACTC president, provided an up on presidential changes and the work being done to support new presidents.

## Labor Report

- Karen Strickland, American Federation of Teachers (AFT), provided an update on AFT's legislative efforts.

## Executive Director Report

Paul Francis, executive director, reported on the following:

- State Board Office staffing updates
- Association of Washington Business (AWB) Washington State Workforce Portal
- CHIPS and Science Act
- Correction program
- Campus visits
- Technology Alliance Board

## Board Discussion and Chair's Report

- Appointment of State Board Strategic Action Plan Subcommittee: Phyllis Gutiérrez Kenney, Mack Hogans, and Martin Valadez.
- Appointment of nominating committee for 2023-24 State Board chair and vice chair: Ben Bagherpour, Crystal Donner, and Jay Reich.
- Appointment of evaluation committee: Crystal Donner, Phyllis Gutiérrez Kenney, and Chelsea Mason-Placek.
- Chair Phyllis Gutiérrez Kenney thanked the Board members for their time and State Board staff for their presentations.

## Adjournment/next meeting

There being no further business, the State Board adjourned its March 30, 2023, regular meeting at 11:35 a.m. The next meeting will be May 10-11, 2023, at Edmonds College.

## Attest

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Phyllis Gutiérrez Kenney, chair

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Paul Francis, secretary

## **STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 23-05-18**

A resolution relating to honoring Gary Locke for his service to the people of Washington state and the United States of America.

**WHEREAS**, Mr. Locke has dedicated his life to public service locally, regionally, nationally, and internationally;

**WHEREAS**, Mr. Locke understood from a young age growing up in Seattle’s Yesler Terrace the yearning of millions for freedom, opportunity, and equality;

**WHEREAS**, with this understanding, Mr. Locke was called early to public service, earning the rank of Eagle Scout, and later receiving the Distinguished Eagle Scout Award, a recognition given to an Eagle Scout for distinguished service in his profession and to the community for a period of at least 25 years after earning the rank;

**WHEREAS**, after earning a bachelor’s degree from Yale University and a law degree from Boston University, he returned home to Washington to launch what would become an illustrious career spanning the globe;

**WHEREAS**, Mr. Locke worked as a deputy prosecutor for King County, member of the Washington State House of Representatives, executive of King County, governor of Washington State, Secretary of Commerce and Ambassador to China for the United States, before once again returning home to Washington and taking the helm as interim president of Bellevue College;

**WHEREAS**, throughout his life and career, Mr. Locke never forgot his guiding principles of freedom, opportunity, and equality, an ethos to which he calls others, challenging them to “commit ourselves to working together for a more peaceful, just, and loving world,” as he did during his keynote address to the Eradicate Hate Global Summit in 2021;

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges hereby honors Gary Locke for his years of service to the people of Bellevue College, Seattle, King County, Washington State, and the United States of America. The State Board offers its sincere thanks and best wishes.

**APPROVED AND ADOPTED** on 5/11/2023.

### **Attest**

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Phyllis Gutiérrez Kenney, chair

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Paul Francis, secretary

## REGULAR ITEM

May 11, 2023

Tab 6

### 2023 Legislative Session Update

#### Brief Description

The board will review the system's 2023 legislative priorities.

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

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

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

#### Background information and analysis

The primary focus for the 2023 legislative session was to gain support from the Governor's Office and the Legislature for our operating and capital budget requests.

Both budget requests recognized that the COVID-19 pandemic fundamentally changed higher education in Washington. The sudden shift to remote learning in spring 2020 set a long-term trend: Many students — especially working adults with children — need to continue learning fully or partially online even though colleges have reopened. Businesses are turning to community and technical colleges to help fill labor market shortages as employees retire and switch jobs. Colleges, themselves, are also losing employees due to low salaries and labor market disruptions. Throughout it all, technology is playing a bigger role in how people learn and earn.

Our budget requests were designed to turn the lessons learned during the pandemic into greater opportunities for social and economic mobility for the people, businesses, and communities of Washington.

#### 2023 Legislative Session Recap

The 105-day Washington state legislative session adjourned sine die late in the evening on April 23, 2023, completing its constitutionally mandated timeframe for an odd-year session.

The 2023 legislative session was the first session to convene in an all in-person since the beginning of pandemic lockdowns and restrictions shortly after the adjournment of the 2020 legislative session. Conducting business in person again was well received by many, with the state Lt. Governor noting how important it is to govern in person than over Zoom.

State legislative Democrats were largely energized after their 2022 election wins, where they ended not losing any Senate seats (29 Democrats – 20 Republicans) and gaining one House seat (58 Democrats – 40 Republicans). These numbers gave Democratic leadership in both chambers significant power to advance and pass legislation, such as cornerstone Democratic priorities around affordable housing, firearms regulation, health care privacy, police reform, etc.

Overall, 23 percent of the bills introduced this session were passed by both the House and the Senate (485) and sent to the Governor for signature.

The Legislature passed a \$69.8 billion state operating budget, a \$13.4 billion state transportation budget, and \$8.6 billion state capital budget – for a total of \$91.8 billion for the biennium, putting Washington state amongst the largest state budgets in the country.

Quick facts – 2023 session:

- 2122 bills were introduced in the House and Senate since the pre-file period opened December 4, 2022.
- 876 bills or resolutions were introduced in the House of Representatives.
- 768 bills or resolutions were introduced in the Senate.
- 270 House Bills or resolutions advanced from the House of Representatives.
- 214 Senate bills or resolutions advanced from the Senate.
- Nearly all bills that passed their chamber of origin ended up passing out of the state legislature entirely.

## Policy bills

While the college system did not have request legislation this year, state board staff, college presidents, trustees, students, and staff have participated in numerous hearings advocating for policies to improve outcomes and close gaps across the state. Bill subjects include dual credit, student supports, adjunct faculty, nursing programs, and financial aid.

Bills supported by the college system are as follows:

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">2SHB 1316</a>	Dual credit program access	Expanding access to dual credit programs.	Del to Gov	Paul	Support
<a href="#">2SHB 1559</a> (SB 5566)	Postsecondary student needs	Establishing the student basic needs at public postsecondary institutions act.	Del to Gov	Entenman	Support
<a href="#">2SSB 5048</a>	College in high school fees	Eliminating college in the high school fees.	Del to Gov	Mullet	Support
<a href="#">E2SSB 5582</a>	Nurse supply	Reducing barriers and expanding educational opportunities to increase the supply of nurses in Washington.	C 126 L 23	Holy	Support
<a href="#">ESSB 5702</a> (SHB 1693)	Student homelessness pilot	Expanding the students experiencing homelessness and foster youth pilot program.	Del to Gov	Trudeau	Support

Bill #	Abbrev. Title	Short Description	Status	Sponsor	Position
<a href="#">2SHB 1390</a>	District energy systems	Concerning district energy systems.	Del to Gov	Ramel	Support
<a href="#">SB 5079</a>	Tuition establishment date	Concerning the date by which tuition operating fees are established.	C 9 L 23	Braun	Support
<a href="#">2SSB 5593</a>	Student data transfer	Improving equity in the transfer of student data between K-12 schools and institutions of higher education.	Del to Gov	Liias	Support

## Operating budget summary

- Fully funded COLA
  - The legislature fully funded cost of living adjustments for community and technical college faculty and staff
- Advance Equity, Diversity, and Inclusion
  - One-time investments are made to support further implementation of college EDI plans, close equity gaps, and improve the employment, earnings, and economic mobility of students of color.
- Nursing program expansion
  - Significant investments are made to expand college nursing programs in support of SB 5582 including growth of nursing enrollments.

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

## Capital budget summary

- For the 2023-25 capital budget, our system requested \$1.7 billion in capital investments to maintain and modernize our aging campuses and ensure we provide effective teaching and learning environments for the next generation of students. The capital list leads off with \$216 million in much needed minor works and includes funding request for 41 major projects, which are ranked based on a rigorous assessment of the need for space, condition of existing facilities, systemwide policy objectives, and estimated costs.
- The 2023-25 state capital budget includes \$148 million in minor works preservation, \$53 million in minor works program, and \$294 million for 6 major construction projects at Lake Washington Institute of Technology, Bates Technical College, Everett Community College, Tacoma Community College, Wenatchee Valley College, and Shoreline Community College.
- \$5 million in grant funding for colleges to acquire equipment to support endorsed Career Connect Washington programs.
- \$429,000 to develop decarbonization plans for colleges with district energy systems that provide heating and/or cooling through a distributed system to three or more buildings with more than 100,000 square feet.

See Attachment B and C for a comparison of our system's entire capital budget appropriation.

## Potential questions

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

## Recommendation/preferred result

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

Policy Manual Change Yes  No

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

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

Dollars in Thousands

Budget Items	SBCTC Request	Conference		Biennial Total
	Biennial Total	FY 2024	FY 2025	
<b>Total Carry Forward Level</b>	<b>2,079,051</b>	<b>1,036,659</b>	<b>1,042,392</b>	<b>2,079,051</b>
<b>Maintenance Level</b>				
Adjust Funding SB 5764 Apprenticeships	1,360	623	737	1,360
Adjust Funding for SB 5194 Equity / Faculty Conv	9,250	2,313	2,312	4,625
Adjust Funding for SB 5227 DEI	4,221	2,415	1,806	4,221
2015 CAP Tuition Backfill Inflation Adjustment	862	1,827	2,350	4,177
Capital Project Operating Costs	4,318	937	2,511	3,448
CBPS - Clean Buildings Requirements	13,058			0
Continue Climate Solutions Work	3,964			0
Inflationary Increase for Centers of Excellence	1,262	631	631	1,262
Inflationary Increase for MESA	904	452	452	904
Transfer M&O Funding to Operating Budget	22,800			0
System Benefits Litigation (for legal costs)		2,068	2,068	4,136
Carry Forward Adjustment				0
Refugee Education (expansion of 2022 funding)		1,500	1,500	3,000
<b>Maintenance Level Subtotal</b>	<b>61,999</b>	<b>12,766</b>	<b>14,367</b>	<b>27,133</b>
<b>Compensation Items</b>				
Initiative 732 COLA	107,075	37,258	71,197	108,455
Competitive Compensation Request	157,311			0
WFSE & WPEA Collective Bargaining Agreements	24,835	11,541	13,294	24,835
Yakima Valley College WPEA Agreement		383	459	842
Highline College WPEA Agreement		340	403	743
Non-Represented Wage Increase		10,235	18,234	28,469
Compensation Support (intended to fill gap in tuition \$)		19,850	35,024	54,874
Other benefits and central services		4,381	6,738	11,119
Pension Rate / Terminate Plan 1 UAAL Rate		(3,044)	(4,248)	(7,292)
<b>New Policy Items</b>				
Advance DEI Initiatives (ONE-TIME Funding in Co	25,472	6,000	6,000	12,000
Enhance Hybrid-Flex Coursework	92,989			0
Support Workforce Programs	77,246	0	-	0
Workforce Opportunities (flexible)		0	-	0
Expand Nursing Enrollments		1,200	2,400	3,600
Law Enforcement Career Exploration Course				0
Law Enforcement Workforce Workgroup ONE-TIME		200	-	200
Postsecondary Student Needs (HB 1559)		2,618	2,618	5,236
Students Experiencing Homelessness (SB 5702)			3,718	3,718
Nursing Supply (SB 5582)		293	589	882
College in the High School Fees (SB 5048)		3,735	3,735	7,470

Supply Chain Trucking Grants ONE-TIME	500	500	1,000
Northwest Maritime Apprenticeship (BTC)	100	100	200
CTE Dual Credit Pilot	350	350	700
Dual Credit Pilot Program (RTC) ONE-TIME	200	380	580
Meatcutter/Fishmonger Apprentice Grants			0
Civics Education and Leadership Program (Everett) ONE-TIME	100	100	200
Seattle Maritime Academy	428	427	855
Dental Therapy Education Program (Skagit)	1,000	1,100	2,100
College in the High School Pilot (Olympic) ONE-TIME	250	250	500
<b>Policy Level Subtotal</b>	<b>484,928</b>	<b>97,918</b>	<b>163,368</b>
<b>Total Proposed 2023-25 Budget</b>	<b>2,625,978</b>	<b>1,147,343</b>	<b>1,220,127</b>
<i>Percent Change from Carry Forward Level</i>	26%	11%	17%

### Policy Level Item Details

COMPENSATION	SBCTC Request		Conference: 100% support	
	Biennial Total	FY 24	FY 25	Biennial Total
I-732 COLA (Varies based on timing of forecasted inflation rates)	11.7%	8.9%	5.9%	14.8%
Wage Increase Requested	13.0%			
WFSE & WPEA	Bargained by OFM	4%	3%	7%
Non-Represented / Exempt	13.0%	4%	3%	7%

**2023-25 Capital Budget  
Community and Technical College System**

Priority	College	Number	Project	Funding Phase	SBCTC Request	Conference budget
1	Statewide	40000871	Preventive Facility Maintenance and Building System Repairs	2003 operating fund swap	\$ 22,800,000	\$ 22,800,000
2	Statewide	40000630	2023-25 Minor Works - Preservation	Design & Construct	\$ 28,724,000	\$ 28,724,000
3	Statewide	40000670	2023-25 Minor Repairs - Roof	Design & Construct	\$ 11,207,000	\$ 11,207,000
4	Statewide	40000595	2023-25 Minor Repairs - Facility	Design & Construct	\$ 39,446,000	\$ 39,446,000
5	Statewide	40000698	2023-25 Minor Repairs - Site	Design & Construct	\$ 6,171,000	\$ 6,171,000
6	Statewide	40000721	2023-25 Minor Repairs - Infrastructure	Design & Construct	\$ 40,300,000	\$ 40,300,000
7	Statewide	40000754	2023-25 Minor Works - Program	Design & Construct	\$ 68,000,000	\$ 53,200,000
8	Lake Washington	40000102	Center for Design	Construct	\$ 38,949,000	\$ 38,949,000
9	Bates	40000130	Fire Service Training Center	Construct	\$ 38,135,000	\$ 38,135,000
10	Olympic	40000103	Innovation & Technology Learning Center <sup>1</sup>	Construct	\$ 27,678,000	
11	Everett	40000190	Baker Hall Replacement	Design & Construct	\$ 37,904,000	\$ 37,904,000
12	Tacoma	40000104	Center for Innovative Learning and Engagement	Construct	\$ 39,606,000	\$ 39,606,000
13	Wenatchee	40000198	Center for Technical Education and Innovation	Construct	\$ 46,471,000	\$ 46,471,000
14	Shoreline	40000214	STE(A)M Education Center	Construct	\$ 39,692,000	\$ 39,692,000
15	Lower Columbia	40000106	Center for Vocational and Transitional Studies	Construct	\$ 39,522,000	
16	Columbia Basin	40000108	Performing Arts Building Replacement	Design & Construct	\$ 44,505,000	
17	Whatcom	40000137	Technology and Engineering Center	Design & Construct	\$ 39,981,000	
18	Cascadia	40000222	CC5 Gateway building	Construct	\$ 38,136,000	
19	Edmonds	40000114	Triton Learning Commons	Construct	\$ 40,357,000	
20	Renton	40000204	Health Sciences Center	Construct	\$ 50,682,000	
21	Bellingham	40000256	Engineering Technology Center - Bldg J Replacement	Design & Construct	\$ 17,359,000	
22	Centralia	40000109	Teacher Education and Family Development Center	Construct	\$ 10,501,000	
23	Spokane	40000107	Apprenticeship Center	Construct	\$ 36,177,000	
24	Skagit	40000110	Library/Culinary Arts Building	Construct	\$ 30,603,000	
25	Highline	40000105	Welcome Center for Student Success	Design & Construct	\$ 44,401,000	
26	Clark	40000227	Hanna/Foster/Hawkins Complex Replacement	Design & Construct	\$ 29,507,000	
27	Peninsula	40000111	Advanced Technology Center	Design & Construct	\$ 22,522,000	
28	South Seattle	40000231	Rainier Hall Renovation	Design & Construct	\$ 47,916,000	
29	Seattle Central	40000294	Broadway Achievement Center	Design & Construct	\$ 31,995,000	
30	Yakima	40000506	Prior-Kendall Hall	Design & Construct	\$ 28,275,000	
31	Everett	40000522	Student & Family Resource Center	Design & Construct	\$ 18,867,000	
32	Tacoma	40000592	Student Support Center	Design & Construct	\$ 35,421,000	
33	Renton	40000585	Trades and Industries Building	Design & Construct	\$ 50,066,000	
34	Columbia Basin	40000581	Center for Applied Science and Agriculture	Design & Construct	\$ 49,840,000	
35	Clover Park	40000580	Center for Innovative Teaching and Community Connections	Design & Construct	\$ 46,703,000	
36	South Seattle	40000589	Georgetown Campus, Building B	Design & Construct	\$ 23,648,000	
37	Bates	40000536	Student Success Center	Design & Construct	\$ 29,929,000	
38	Wenatchee	40000593	Immersive Technology and Engineering Center	Design & Construct	\$ 18,790,000	
39	Seattle Central	40000586	Welcome Center & Edison Technical Modernization	Design & Construct	\$ 45,233,000	
40	Highline	40000582	Academic Pathways and Technology Center	Design & Construct	\$ 45,124,000	
41	Spokane Falls	40000591	Teaching & Learning Commons	Design & Construct	\$ 52,018,000	
42	Lower Columbia	40000584	Welcome Center	Design & Construct	\$ 33,229,000	
43	Shoreline	40000587	Comprehensive Student Services Center	Design & Construct	\$ 33,687,000	
44	Big Bend	40000538	Health Science and Performing Arts Center	Design & Construct	\$ 31,953,000	
45	Skagit	40000588	Industrial Technology & Public Safety Building	Design & Construct	\$ 49,918,000	
46	Spokane	40000590	Allied Health Building	Design & Construct	\$ 47,171,000	
47	Lake Washington	40000583	East Building Renovation and Expansion	Design & Construct	\$ 48,469,000	
48	Bellingham	40000537	Building A Renovation & Building Y Replacement	Design & Construct	\$ 9,974,000	
	Statewide	40000515	2025-27 Career Preparation and Launch	Grant program	\$ -	\$ 5,000,000
	Statewide	91000443	HB 1390 - District Energy Systems	Planning		\$ 429,000
<b>Total:</b>					<b>\$ 1,707,562,000</b>	<b>\$ 448,034,000</b>

Notes: <sup>1</sup>Olympic College requested to pause/delay project 40000103 until next biennium.

### SBCTC 2023-25 New Capital Appropriations

College	Preventive Maint and Bldg System							Minor works Sub-total	Major Projects	Other SBCTC funding	Total Funding
	Preservation - 40000630	Roof - 40000670	Facility - 40000595	Site - 40000698	Infrastructure - 40000721	Program - 40000754	Repairs - 40000871				
Bates	\$ 796,000	\$ 33,000	\$ 783,000	\$ 66,000	\$ 954,000	\$ 1,564,705	\$ 888,000	\$ 5,084,705	\$ 38,135,000	\$ 43,219,705	
Bellevue	\$ 1,300,000	\$ 2,066,000	\$ 706,000		\$ 425,000	\$ 1,564,705	\$ 1,180,600	\$ 7,242,305		\$ 7,242,305	
Bellingham	\$ 334,000		\$ 565,000	\$ 70,000	\$ 1,231,000	\$ 1,564,705	\$ 331,000	\$ 4,095,705		\$ 4,095,705	
Big Bend	\$ 550,000		\$ 826,000		\$ 2,064,000	\$ 1,564,705	\$ 437,200	\$ 5,441,905		\$ 5,441,905	
Cascadia	\$ 179,000	\$ 270,000	\$ 414,000			\$ 1,564,705	\$ 313,800	\$ 2,741,505		\$ 2,741,505	
Centralia	\$ 383,000	\$ 147,000	\$ 513,000		\$ 116,000	\$ 1,564,705	\$ 348,000	\$ 3,071,705		\$ 3,071,705	
Clark	\$ 1,038,000	\$ 403,000	\$ 1,437,000	\$ 98,000	\$ 609,000	\$ 1,564,705	\$ 929,000	\$ 6,078,705		\$ 6,078,705	
Clover Park	\$ 645,000	\$ 937,000	\$ 1,253,000	\$ 74,000	\$ 2,769,000	\$ 1,564,705	\$ 766,600	\$ 8,009,305		\$ 8,009,305	
Columbia Basin	\$ 896,000	\$ 275,000	\$ 425,000	\$ 82,000	\$ 3,194,000	\$ 1,564,705	\$ 798,000	\$ 7,234,705		\$ 7,234,705	
Edmonds	\$ 866,000	\$ 70,000	\$ 1,558,000	\$ 173,000	\$ 1,078,000	\$ 1,564,705	\$ 1,042,800	\$ 6,352,505		\$ 6,352,505	
Everett	\$ 964,000	\$ 448,000	\$ 480,000	\$ 1,271,000	\$ 1,733,000	\$ 1,564,705	\$ 692,600	\$ 7,153,305	\$ 37,904,000	\$ 45,057,305	
Grays Harbor	\$ 337,000		\$ 971,000	\$ 49,000	\$ 2,002,000	\$ 1,564,705	\$ 348,200	\$ 5,271,905		\$ 5,271,905	
Green River	\$ 931,000		\$ 957,000	\$ 198,000	\$ 317,000	\$ 1,564,705	\$ 807,000	\$ 4,774,705		\$ 4,774,705	
Highline	\$ 818,000		\$ 1,965,000		\$ 5,507,000	\$ 1,564,705	\$ 942,000	\$ 10,796,705		\$ 10,796,705	
Lake Washington	\$ 532,000	\$ 83,000	\$ 867,000	\$ 197,000	\$ 1,012,000	\$ 1,564,705	\$ 423,400	\$ 4,679,105	\$ 38,949,000	\$ 43,628,105	
Lower Columbia	\$ 541,000		\$ 683,000	\$ 130,000	\$ 1,815,000	\$ 1,564,705	\$ 502,000	\$ 5,235,705		\$ 5,235,705	
Olympic	\$ 725,000	\$ 560,000	\$ 278,000	\$ 332,000	\$ 828,000	\$ 1,564,705	\$ 617,800	\$ 4,905,505		\$ 4,905,505	
Peninsula	\$ 300,000		\$ 230,000		\$ 54,000	\$ 1,564,705	\$ 328,400	\$ 2,477,105		\$ 2,477,105	
Pierce	\$ 940,000		\$ 1,247,000		\$ 404,000	\$ 3,129,410	\$ 698,600	\$ 6,419,010		\$ 6,419,010	
Renton	\$ 560,000	\$ 752,000	\$ 891,000	\$ 541,000	\$ 551,000	\$ 1,564,705	\$ 647,800	\$ 5,507,505		\$ 5,507,505	
Seattle Central	\$ 1,144,000	\$ 145,000	\$ 4,448,000	\$ 48,000	\$ 300,000	\$ 1,564,705		\$ 7,649,705		\$ 7,649,705	
Seattle North	\$ 753,000		\$ 216,000	\$ 363,000	\$ 1,910,000	\$ 1,564,705		\$ 4,806,705		\$ 4,806,705	
Seattle South	\$ 651,000	\$ 829,000	\$ 606,000	\$ 441,000	\$ 1,212,000	\$ 1,564,705		\$ 5,303,705		\$ 5,303,705	
Seattle District	\$ 44,000						\$ 2,645,200	\$ 2,689,200		\$ 2,689,200	
Shoreline	\$ 633,000	\$ 508,000	\$ 968,000		\$ 330,000	\$ 1,564,705	\$ 736,400	\$ 4,740,105	\$ 39,692,000	\$ 44,432,105	
Skagit Valley	\$ 605,000	\$ 388,000	\$ 2,917,000	\$ 1,533,000	\$ 2,100,000	\$ 1,564,705	\$ 691,000	\$ 9,798,705		\$ 9,798,705	
South Puget Sound	\$ 727,000		\$ 1,413,000		\$ 1,578,000	\$ 1,564,705	\$ 638,000	\$ 5,920,705		\$ 5,920,705	
Spokane CC	\$ 1,388,000	\$ 125,000	\$ 1,522,000	\$ 74,000	\$ 1,523,000	\$ 1,564,705		\$ 6,196,705		\$ 6,196,705	
Spokane District							\$ 2,248,000	\$ 2,248,000		\$ 2,248,000	
Spokane Falls	\$ 816,000	\$ 243,000	\$ 2,296,000		\$ 1,246,000	\$ 1,564,705		\$ 6,165,705		\$ 6,165,705	
State Board	\$ 5,051,000					\$ 30		\$ 5,051,030	\$ 5,429,000	\$ 10,480,030	
Tacoma	\$ 696,000	\$ 2,452,000	\$ 1,409,000		\$ 1,806,000	\$ 1,564,705	\$ 699,000	\$ 8,626,705	\$ 39,606,000	\$ 48,232,705	
Walla Walla	\$ 715,000		\$ 2,152,000	\$ 130,000	\$ 322,000	\$ 1,564,705	\$ 617,000	\$ 5,500,705		\$ 5,500,705	
Wenatchee Valley	\$ 487,000	\$ 311,000	\$ 896,000	\$ 180,000	\$ 835,000	\$ 1,564,705	\$ 450,000	\$ 4,723,705	\$ 46,471,000	\$ 51,194,705	
Whatcom	\$ 481,000		\$ 2,044,000	\$ 121,000	\$ 294,000	\$ 1,564,705	\$ 394,600	\$ 4,899,305		\$ 4,899,305	
Yakima Valley	\$ 898,000	\$ 162,000	\$ 1,510,000		\$ 181,000	\$ 1,564,705	\$ 638,000	\$ 4,953,705		\$ 4,953,705	
<b>Total:</b>	<b>\$ 28,724,000</b>	<b>\$ 11,207,000</b>	<b>\$ 39,446,000</b>	<b>\$ 6,171,000</b>	<b>\$ 40,300,000</b>	<b>\$ 53,200,000</b>	<b>\$ 22,800,000</b>	<b>\$ 201,848,000</b>	<b>\$ 240,757,000</b>	<b>\$ 5,429,000</b>	<b>\$ 448,034,000</b>

Prepared 5/1/2023 by SBCTC capital budget office.

## **REGULAR MEETING (RESOLUTION 23-05-19)**

May 11, 2023

Tab 7

### **2023-24 Tuition and Fees Schedule**

#### **Brief Description**

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

#### **How does this item link to the State Board's Priorities?**

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

#### **Background information and analysis**

Since 2017-18, tuition policy has been tied to an inflationary formula based on median family wage increases and has increased by an average of 2.5% over the last three years. Students and their families have benefited from the modest and predictable tuition increases brought about by this policy. Specifically, as required by RCW 28B.15.067(2), tuition operating fees for resident undergraduates may increase by no more than the average annual percentage growth rate in the median hourly wage for Washington for the previous fourteen years, as determined by the federal Bureau of Labor Statistics (BLS).

Each year, BLS releases the most recent median hourly wage data by state. Based on the May 2022 data, released on April 25, 2023, the percentage growth rate in the median hourly wage for Washington for the previous 14 years is 3.0%. Therefore, as documented by the Office of Financial Management (OFM), tuition for the public community and technical colleges and the public four-year institutions may increase by no more than 3.0% in the 2023-24 academic year. For illustrative purposes, a full-time, resident, lower division student taking 15 credits per quarter, would pay an additional \$54.90 per quarter (\$164.70 per year) with a 3.0% increase.

Presidents and State Board staff recommend the State Board continue the policy of increasing resident and non-resident tuition by the amount the Legislature allows. This increase is consistent with the enacted state budget, which assumes \$25 million in new expenditures from tuition next year. While the State Board is rightly cautious about any increases in tuition, this modest, predictable increase is significantly lower than inflation and planned wage increases next year.

This session, the Legislature passed SB 5079, which will provide a full year of lead time on the rate of tuition increase. Under the new law, OFM will calculate, and transmit to the institutions of higher education, the maximum annual increase in tuition operating fees for resident undergraduate students by October 1st of each year for the following academic year. Due to the required lag, we can assume the maximum allowable tuition rate increase in 2024-25 will also be 3.0%.

## Potential questions

- How is the Legislature's tuition policy reflected in the state budget next fiscal year?
- How would colleges be impacted if a tuition increase was not authorized?

## Recommendation/preferred result

Adopt Resolution 23-05 19, establishing the 2023-24 tuition schedules for resident and non-resident, upper and lower division students.

Policy Manual Change Yes  No

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## **STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 23-05-19**

A resolution relating to 2023-24 Tuition and Fees.

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

**WHEREAS**, in 2023, the Legislature authorized resident undergraduate tuition increases in 2023-24 up to 3.0% consistent with the formula in the *College Affordability Program*, passed in 2015.

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

**WHEREAS**, for the 2022-23 academic year, the State Board increased resident, lower- and upper-division (applied baccalaureate degree programs) tuition by 2.4%, and;

**WHEREAS**, 2022-23 building fee rates for lower- and upper-division tuition are required to be increased by the Seattle CPI inflation factor;

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

- Adopts the community college lower division course tuition and fee schedule and rates for 2023-24 as set forth in **Attachment A – FY 2023-24 Lower Division Tuition Schedule**;
- Adopts the community college upper division course tuition and fee schedule and rates for 2023-24 as set forth in **Attachment A – FY 2023-24 Upper Division Tuition Schedule**;
- Requires the deposit of 2% of operating fee revenues into the Community and Technical College Innovation Fund.

**APPROVED AND ADOPTED** on 5/11/2023.

### **Attest**

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Phyllis Gutiérrez Kenney, chair

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Paul Francis, secretary

WASHINGTON STATE COMMUNITY COLLEGE TUITION AND FEE RATES

RESIDENT STUDENTS

Op Fee Increase by 3%

Lower Division Tuition

Upper Division Tuition

2022-23      2023-24      Change

2022-23      2023-24      Change

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
<b>ANNUAL FEES</b>			
Operating Fee	\$3,527.25	\$3,633.15	\$105.90
Building Fee	\$456.60	\$497.85	\$41.25
Maximum S & A Fee	\$474.15	\$491.70	\$17.55
<b>Total Tuition and Fees</b>	<b>\$4,458.00</b>	<b>\$4,622.70</b>	<b>\$164.70</b>

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
<b>ANNUAL FEES</b>			
Operating Fee	\$6,212.10	\$6,398.40	\$186.30
Building Fee	\$456.60	\$497.85	\$41.25
Maximum S & A Fee	\$474.15	\$491.70	\$17.55
<b>Total Tuition and Fees</b>	<b>\$7,142.85</b>	<b>\$7,387.95</b>	<b>\$245.10</b>

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
<b>QUARTERLY FEES</b>			
Operating Fee	\$1,175.75	\$1,211.05	\$35.30
Building Fee	\$152.20	\$165.95	\$13.75
Maximum S & A Fee	\$158.05	\$163.90	\$5.85
<b>Total Tuition and Fees</b>	<b>\$1,486.00</b>	<b>\$1,540.90</b>	<b>\$54.90</b>

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
<b>QUARTERLY FEES</b>			
Operating Fee	\$2,070.70	\$2,132.80	\$62.10
Building Fee	\$152.20	\$165.95	\$13.75
Maximum S & A Fee	\$158.05	\$163.90	\$5.85
<b>Total Tuition and Fees</b>	<b>\$2,380.95</b>	<b>\$2,462.65</b>	<b>\$81.70</b>

NON-RESIDENT STUDENTS

Op Fee Increase by 3%

Lower Division Tuition

Upper Division Tuition

2022-23      2023-24      Change

2022-23      2023-24      Change

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
<b>ANNUAL FEES</b>			
Operating Fee	\$8,785.95	\$9,049.35	\$263.40
Building Fee	\$946.65	\$1,031.85	\$85.20
Maximum S & A Fee	\$474.15	\$491.70	\$17.55
<b>Total Tuition and Fees</b>	<b>\$10,206.75</b>	<b>\$10,572.90</b>	<b>\$366.15</b>

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
<b>ANNUAL FEES</b>			
Operating Fee	\$18,365.10	\$18,916.20	\$551.10
Building Fee	\$946.65	\$1,031.85	\$85.20
Maximum S & A Fee	\$474.15	\$491.70	\$17.55
<b>Total Tuition and Fees</b>	<b>\$19,785.90</b>	<b>\$20,439.75</b>	<b>\$653.85</b>

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
<b>QUARTERLY FEES</b>			
Operating Fee	\$2,928.65	\$3,016.45	\$87.80
Building Fee	\$315.55	\$343.95	\$28.40
Maximum S & A Fee	\$158.05	\$163.90	\$5.85
<b>Total Tuition and Fees</b>	<b>\$3,402.25</b>	<b>\$3,524.30</b>	<b>\$122.05</b>

	<i>Assumes 15 Credits per Quarter</i>		<i>Change in Rate</i>
<b>QUARTERLY FEES</b>			
Operating Fee	\$6,121.70	\$6,305.40	\$183.70
Building Fee	\$315.55	\$343.95	\$28.40
Maximum S & A Fee	\$158.05	\$163.90	\$5.85
<b>Total Tuition and Fees</b>	<b>\$6,595.30</b>	<b>\$6,813.25</b>	<b>\$217.95</b>