



# STATE BOARD MEETING AGENDA

State Board Office  
Cascade Conference Rooms, 4<sup>th</sup> Floor  
1300 Quince Street SE  
Lacey, WA 98504

Study Session: Wednesday, Feb. 5 // 1:30 p.m. to 5 p.m.  
Business Meeting: Thursday, Feb. 6 // 8:30 a.m. to 2 p.m.

## Board members

Wayne Martin, chair // Carol Landa McVicker, vice chair // Anne Fennessy // Jay Reich  
Phyllis Gutierrez Kenney // Fred Whang // Ben Bagherpour // Crystal Donner // Chelsea Mason  
Jan Yoshiwara, executive director // Beth Gordon, executive assistant  
Statutory Authority: Laws of 1991, Chapter 28B.50 Revised Code of Washington

## Feb. 5 Study Session

Time	Item	Location
1:30 p.m.	<b>Welcome and introductions</b> Wayne Martin, Chair	
1:35 p.m.	<b>Mathematics Engineering Science Achievement (MESA) Presentation</b> Joe Holliday	Tab 1
2:30 p.m.	<b>Review Revised Draft Strategic Plan</b> Jan Yoshiwara	Tab 2
3:30 p.m.	<b>Break</b>	
3:45 p.m.	<b>Legislative Session Update and Student Intern Report</b> Arlen Harris	Tab 3
4:30 p.m.	<b>Labor Report</b> Carla Naccarato-Sinclair, WEA-HE Chair, Community Colleges of Spokane Carolyn Brotherton, AFT Washington	
4:40 p.m.	<b>Trustees Update</b> Carl Zapora, ACT President, Edmonds Community College, Trustee	
4:50 p.m.	<b>Presidents Update</b> Kathi Hiyane-Brown, WACTC President, Whatcom Community College, president	
5 p.m.	<b>Adjourn</b>	

## Feb. 6 Business Meeting

Time	Item	Location
8:30 a.m.	Welcome and introductions Wayne Martin, Chair	
8:40 a.m.	Adoption of Meeting Agenda	(Action)
8:42 a.m.	Adoption of Consent Agenda	
	a. Bellevue College, local expenditure increase, student success center <b>Resolution 20-02-01</b>	Tab 4 (Action)
	b. Green River College, local expenditure, Science building improvements <b>Resolution 20-02-02</b>	
	c. Spokane Community College, local expenditure, increase for Lair building remodel <b>Resolution 20-02-03</b>	
	d. Spokane Community College, local expenditure, landscaping <b>Resolution 20-02-04</b>	
	e. Spokane Community College, local expenditure increase, P2 parking lot expansion <b>Resolution 20-02-05</b>	
	f. Spokane Community College, local expenditure, building 50 and parking lot replacement <b>Resolution 20-02-06</b>	
	g. Spokane Community College, local expenditure, campus security cameras <b>Resolution 20-02-07</b>	
	h. Yakima Valley College, property acquisition, 1127 Baker Street <b>Resolution 20-02-08</b>	
	i. December 5, 2019, State Board meeting minutes	
8:45 a.m.	Applied Baccalaureate Proposals Scott Copeland and Jamilyn Penn	Tab 5
	a. Columbia Basin College, Health Physics <b>Resolution 20-02-09</b>	
	b. Clover Park Technical College, Cyber Security <b>Resolution 20-02-10</b>	
	c. Clover Park Technical College, Mechatronics <b>Resolution 20-02-11</b>	
	d. Edmonds Community College, Advance Manufacturing <b>Resolution 20-02-12</b>	
	e. Lake Washington Institute of Technology, Management <b>Resolution 20-02-13</b>	
	f. North Seattle College, Accounting with International Accounting <b>Resolution 20-02-14</b>	
10:15 a.m.	Break	

- 10:30 a.m.     **Lake Washington Institute of Technology, Applied Baccalaureate Physical Therapy Assistant Statement of Need**     Tab 6  
Scott Copeland and Jamilyn Penn
- 11 a.m.        **Employee Diversity**     Tab 7  
Darby Kaikkonen
- 12 p.m.        **Open Public Comment**
- 12:10 p.m.    **Break**  
*Lunch provided for State Board members and Executive Director*
- 12:30 p.m.    **Executive Director Report**  
Jan Yoshiwara
- 1 p.m.         **Chair Report and State Board Discussion**
- 2 p.m.         **Adjourn**  
Next Meeting ~ March 23-24, 2020, State Board Office, Olympia

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



# Washington MESA

Gregory King, Ed.D., Executive Director

Shezwae Fleming, K-14 STEM Specialist

Sharon Rivera, Ph.D., Tacoma Community College



# THANK YOU SBCTC BOARD OF DIRECTORS

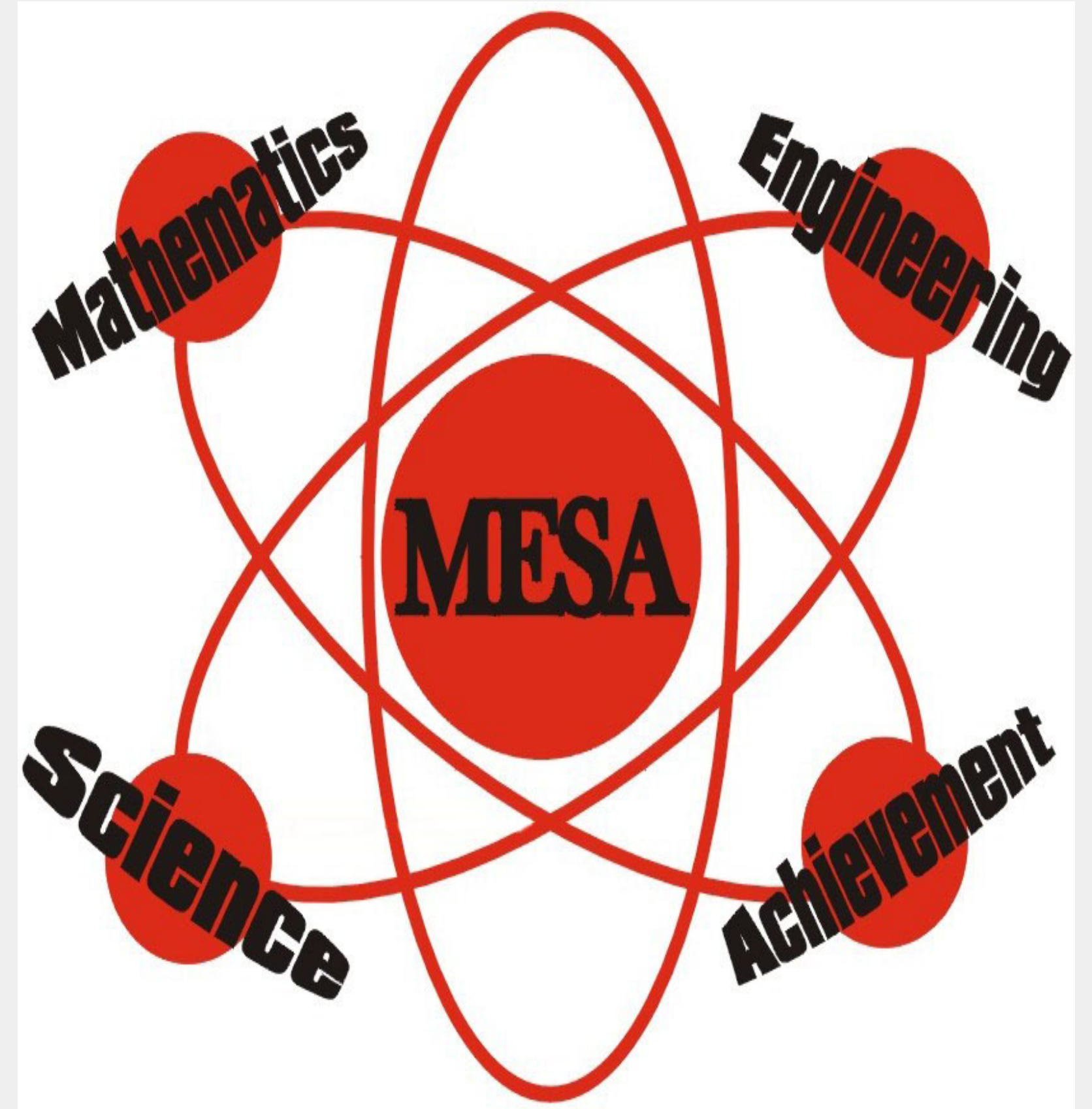
Legislative Advocacy

Increased Funding  
1.5 Million dollars

Ongoing support to our  
directors

# Presentation Overview

- MESA
- Programs and Services
- K - 12 and MCCP Data
- Testimonies





# DEFINING MESA

## WHAT IT IS?

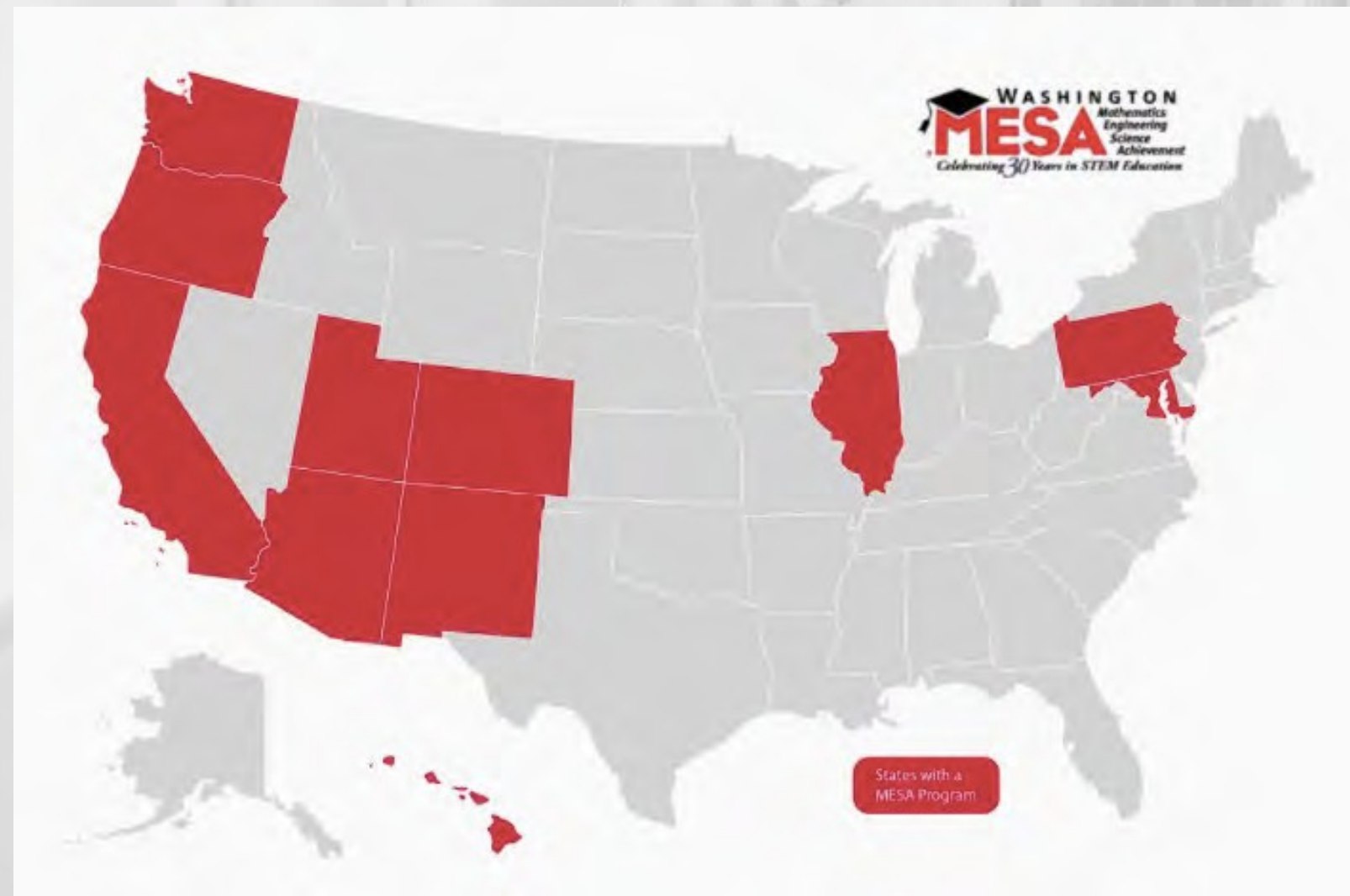
Nationally recognized academic development program that advocates for education, equity, and access in science, mathematics, and engineering.

Aims to diversify the STEM workforce and prepare a new generation of STEM leaders by addressing the challenges historically underrepresented students face in their educational and career development.



# MESA Nationally

1. Arizona
2. California
3. Colorado
4. Hawaii
5. Illinois
6. Maryland
7. New Mexico
8. Oregon
9. Pennsylvania
10. Utah
11. Washington





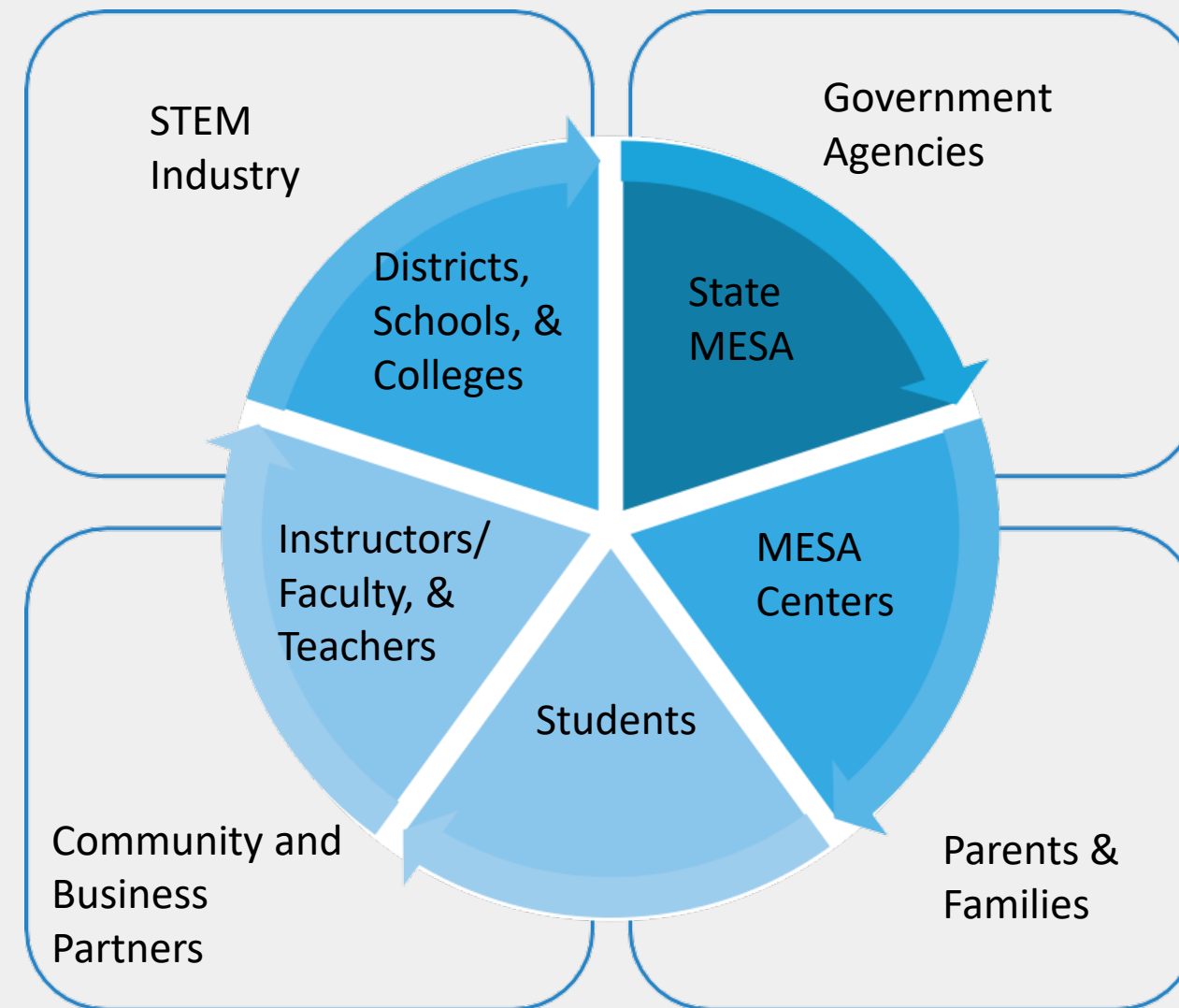


Increase the **number** of **URM** and **women** students earning undergraduate STEM degrees.

Increase the **retention** of **URM** and **women** students within STEM.

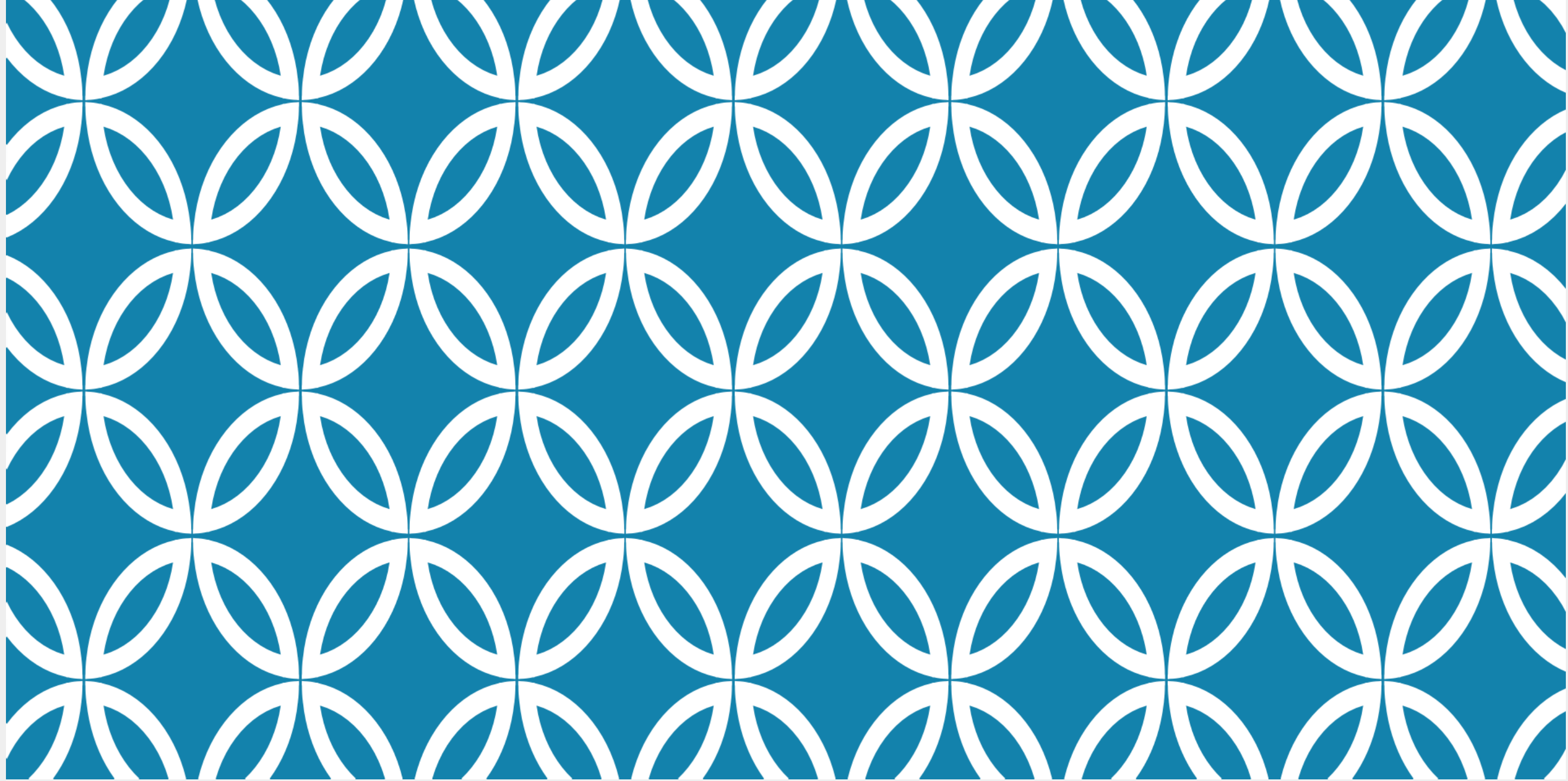
Increase & support the successful **transfer** of **URM** and **women** students.

**K - 12**



**MCCP**





**K  
-  
1  
2  
  
M  
E  
S  
A**

# K – 12 PROGRAM SERVICES

## 1. ACADEMIC PLANNING AND ENRICHMENT

- Hands on Science, Engineering, and Math learning tasks
- MESA Days – Human-centered Design & Engineering, Prototypes, Pitch, and Technical paper
- Academic support

## 2. COLLEGE READINESS AND STEM CAREER PREPARATION

- Higher Education Options (Community College, Technical, or 4-year institutions)
- STEM College and Career Mentoring/Workshops
- College Admissions Test Preparation

## 3. TEACHER PROFESSIONAL DEVELOPMENT

- Summer Teacher Institute
- Regional Collaborative Professional Development Seminars and/or workshops (PNNL)
- Professional Learning Community/Professional growth and recognition (Mona Bailey Teacher Leadership Award)



# K – 12 PROGRAM SERVICES CONT'D

## 4. PARENT EDUCATION AND INVOLVEMENT

- MESA Orientation
- Workshops (College awareness, readiness, and financial aid)
- STEM Conferences and meetings









# K – 12 Program

## STUDENT DATA FROM 2019

K-12 Centers 2019	6
Teachers	72
School Districts	20
Schools	53
URM students	1,916
Students Served	2,131



**51%**

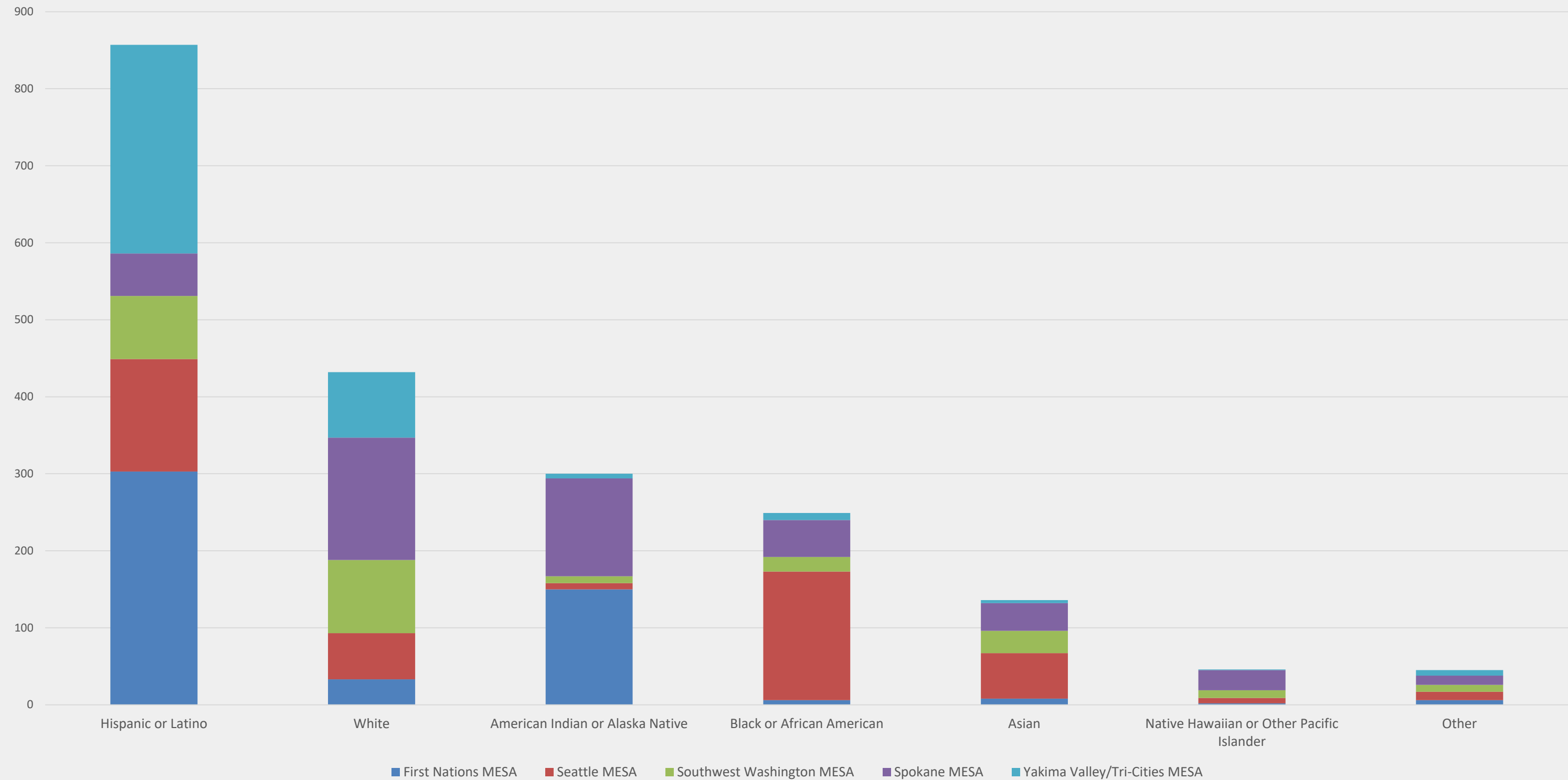
Females

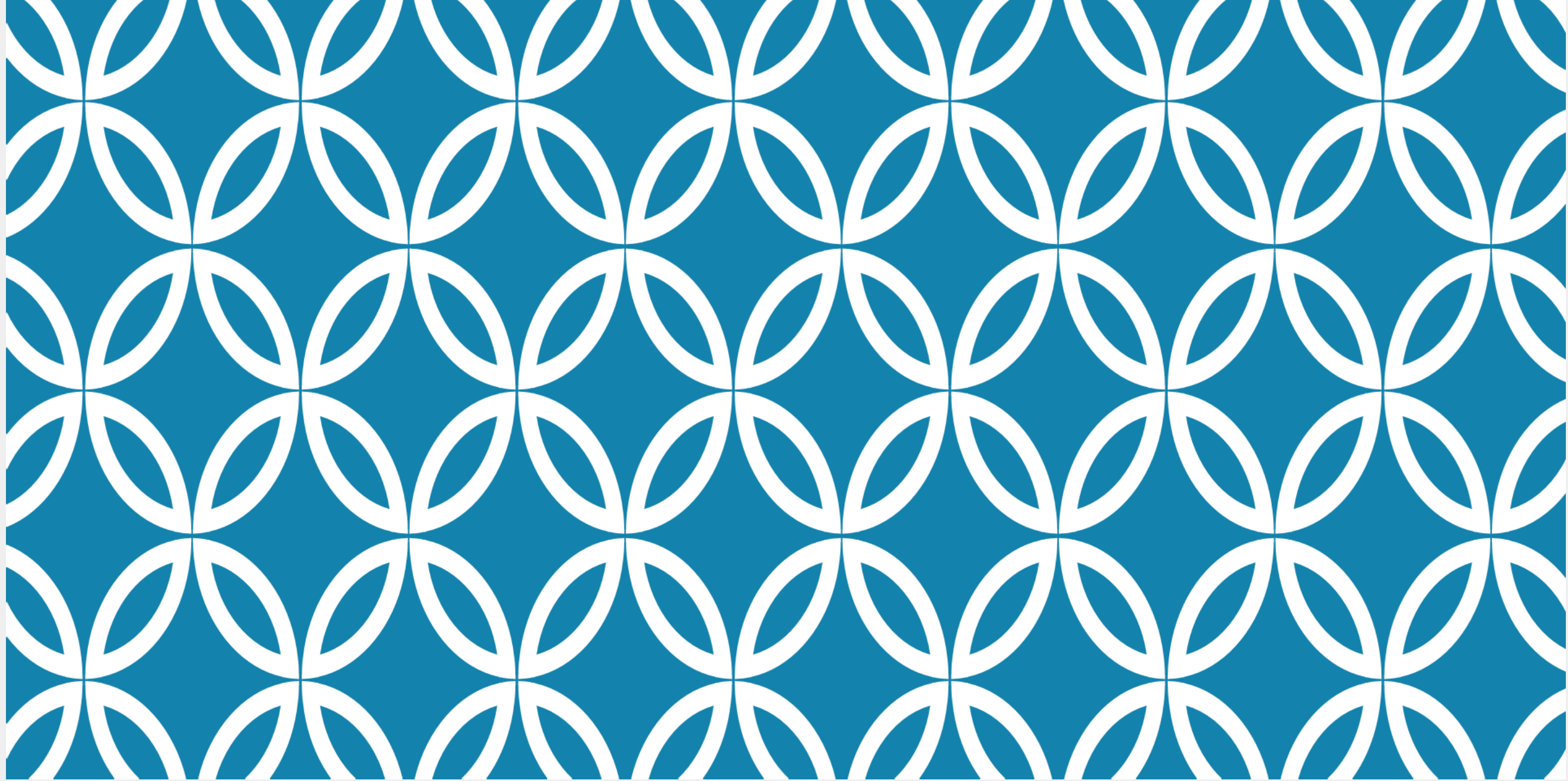
**49%**

Males

# K – 12 Program

## STUDENT Ethnicity DATA FROM 2019





**M  
C  
C  
P**

# WASHINGTON MESA



# MCCP Services

## ● Academic Excellence Workshops

A small community of students working collaboratively to master STEM course material with the guidance of a faculty, graduate, or peer facilitator.

## ● STEM Academic Advising

MCCP ensures students received advising specific to obtaining a STEM degree.

## ● College and STEM Industry Campus visits

MCCP students visit colleges to learn more about STEM degrees and STEM Businesses/employers.

## ● Student Events

MCCP provide student leadership and/or networking events.



# ACADEMIC EXCELLENCE WORKSHOPS

Skilled focused

Gatekeeper courses

Faculty/Peer Taught

Faculty Mentor

# Cohort Enrollment Model

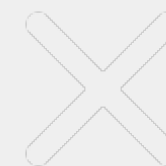
## FACTORS TO CONSIDER



Concurrent enrollment through STEM course series.



Proven methods of success.



Information provided by Karina Vega-Villa, Program Director Wenatchee Valley College

# MESA STEM Orientation

● Professional Development

STEM and college skills

● Student Center &  
Textbooks

Study center with staff, tutors, and  
lending library

● Transfer Assistance

Internship & mentoring

● MESA Scholarships

Dedicated scholarships and  
scholarship training

● STEM Career and Academic  
Advising

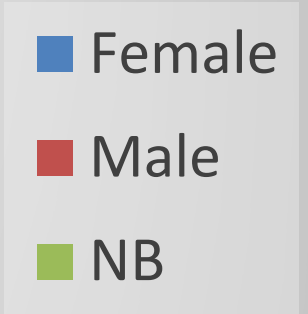
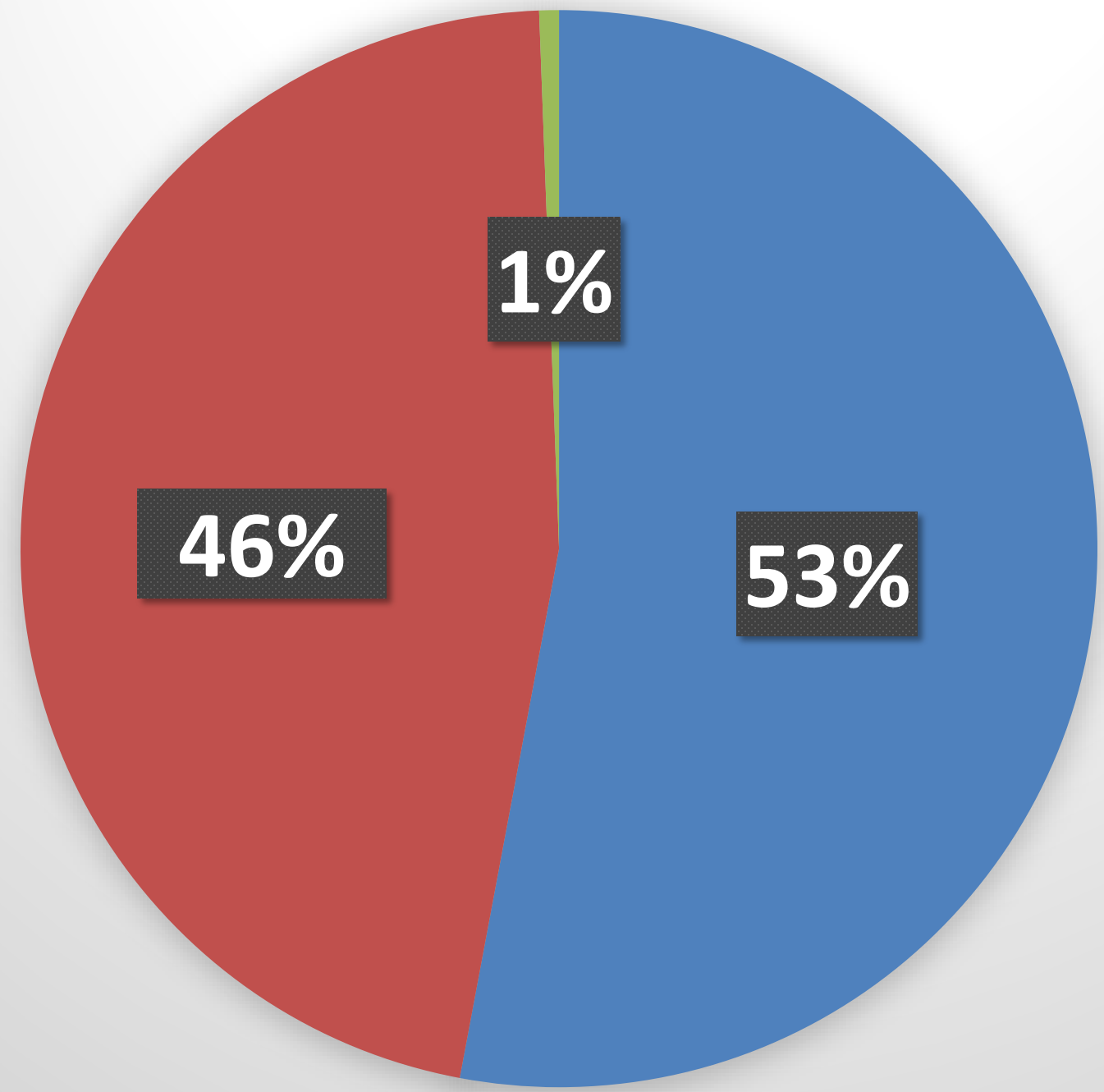
Diverse advising.

Information provided by Karina Vega-  
Villa, Program Director Wenatchee Valley College

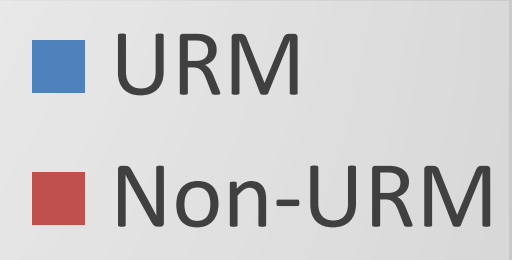
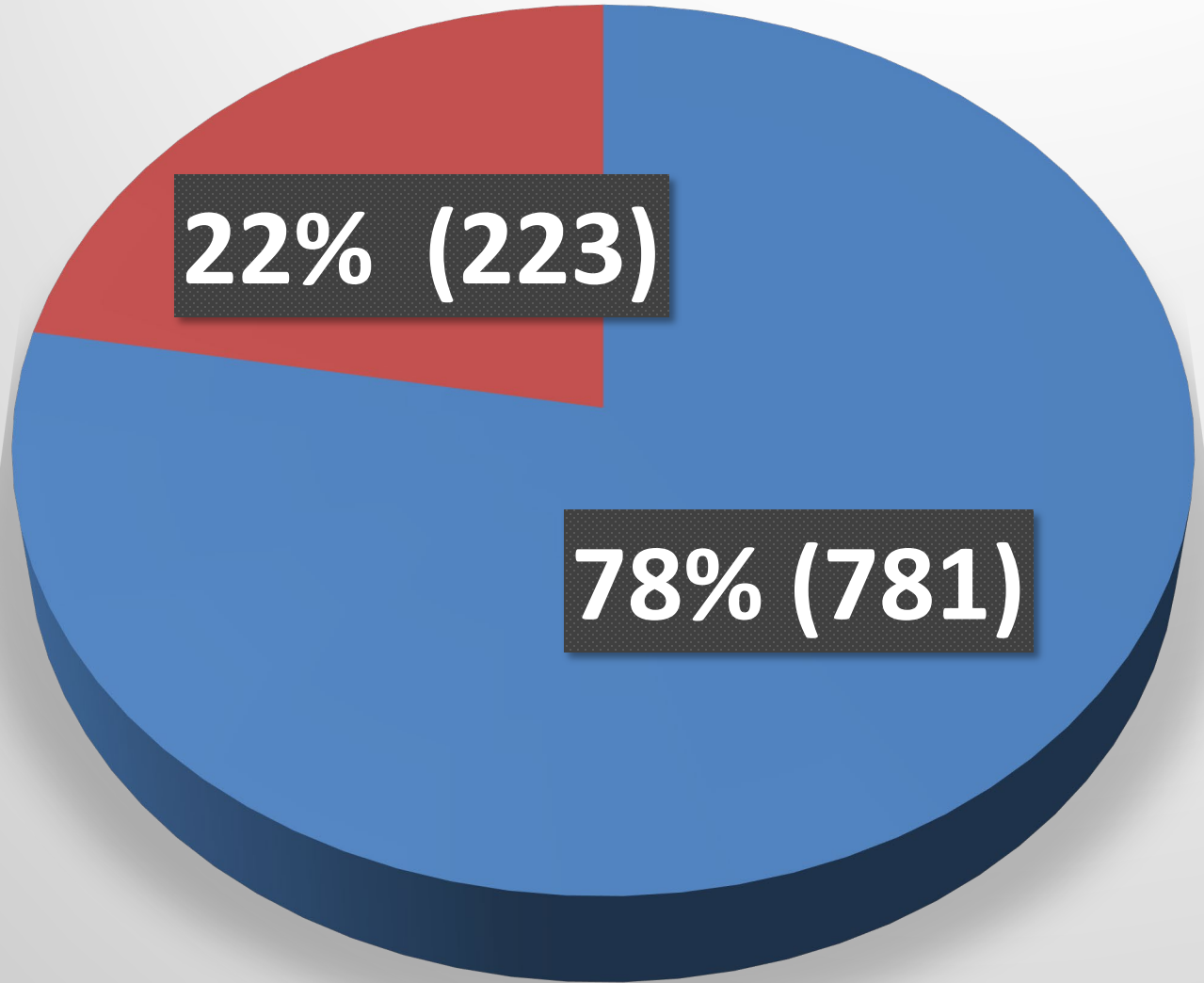
# MCCP STUDENT DATA

Campus	URM	Female	Male	NB	Total Students	1st Gen	Low Income	Science	Tech	Eng	Math	Transfer
CBC	94	53	45	0	98	87	85	48	12	33	5	18
YVTC	59	27	42	0	69	38	59	34	2	17	4	10
WVC	56	34	40	0	74	59	62	38	6	30	0	17
Edmon	61	49	21	0	70	53	42	28	16	25	1	7
Spo Falls	38	44	34	1	79	56	63	42	5	28	3	9
Everett	70	55	23	1	79	65	70	33	25	17	0	11
GRC	70	37	47	0	84	62	65	24	20	37	3	11
Olympic	90	57	45	1	103	81	64	28	6	46	0	24
Highline	88	57	39	0	96	73	70	41	17	36	2	28
SCentral	61	47	43	1	<b>88</b>	79	86	37	26	25	0	24
Tacoma	64	52	59	2	113	81	77	34	18	59	2	32
Clark	30	23	28	0	51	30	34	17	10	19	1	6
Totals	781	538	472	6	1,004	764	777	404	163	372	21	197

# MCCP Data by Gender



# MCCP URMs vs. Non-URMs Data





# MCCP STUDENT DEMOGRAPHIC INFO

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**777 (77%)**



*Low Income*

**764 (76%)**



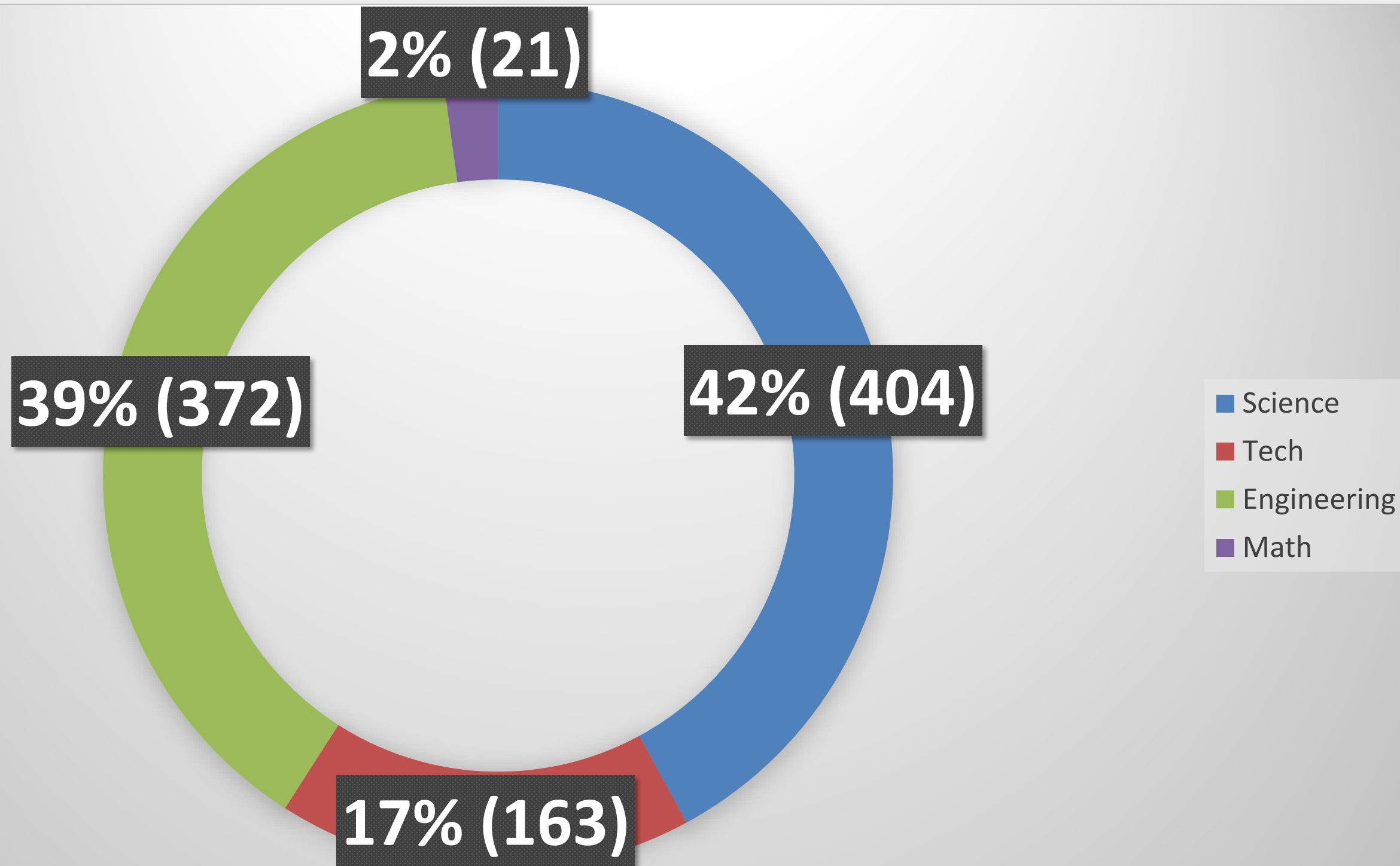
*1st -Gen*

**781 (78%)**



*URMs*

# MCCP STUDENTS BY MAJOR



Science		404
Tech		163
Engineering		372
Math		21
TRAN		197



MESA Student Orientation



Foothills Robotics Team



Meet the Scientists Series



Information provided by Karina Vega-Villa,  
Program Director Wenatchee Valley College

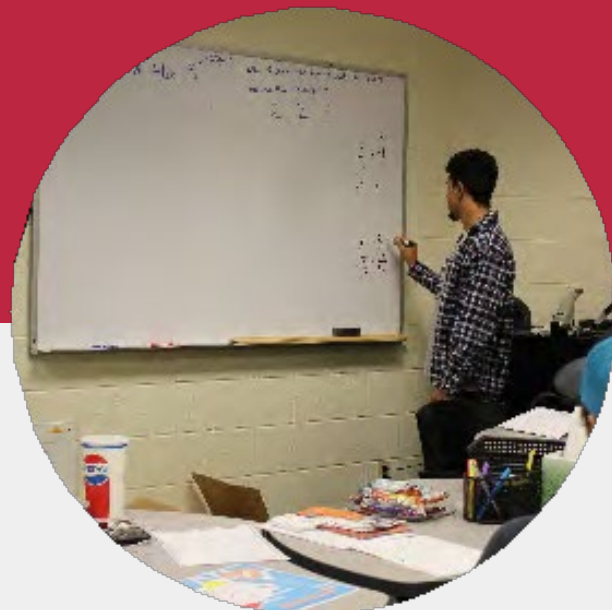


Wenatchee Valley  
College student  
events.



# What are MCCCP Direct Services?

ENSURING STUDENTS ARE SUPPORTED



Student Services



Campus Visits



Academic Advising

Information provided by Karina Vega-Villa,  
Program Director Wenatchee Valley College





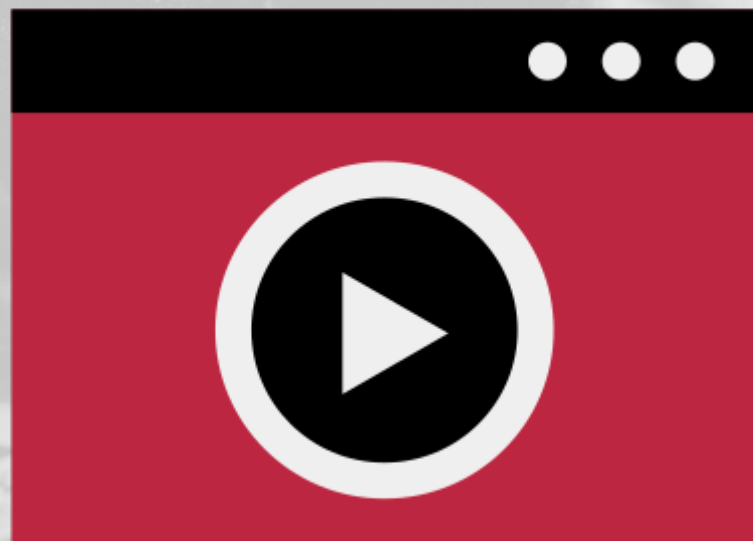
Campus and Industry  
site visits



Information provided by Karina Vega-Villa, Program Director Wenatchee Valley College



# Students Talk About MESA



[Amanda Jeffries](#)

STEM College Student Innovator of the Year award at the 19th Annual Innovator Awards Luncheon

[Vicente Arroyos](#)

University of Washington – BS in Electrical Engineering and Minor in Mathematics

[Tacoma Community College MCCP Students](#)

Information provided by Karina Vega-Villa, Program Director Wenatchee Valley College





# WT

“ Since my junior year of high school, MESA has provided me with a safe space to explore my mind to its fullest capacity. They’ve allowed me to do things that I didn’t even know I was capable of and provided me with skills that will last a lifetime. Now, as a college sophomore working for MESA, I continue to receive those same benefits and see myself growing more and more resilient to stereotypes that may tell me that I am incapable of certain things because MESA has allowed me to understand that I am capable of all things as long as my passion is there. ”

**FANTA C.**

SEATTLE MESA ALUM AND CURRENT BIOLOGY STUDENT



*“The greatest challenge  
I faced in becoming a  
neurosurgeon was  
believing it was  
possible.”*

Dr. Alexa I. Canady







# REFERENCES

Karina Vega Villa, Ph.D. - Program Director

Amanda Jeffries - STEM College Student Innovator of the Year Award Recipient  
Wenatchee Valley College

Shezwae Fleming – K – 14 STEM Specialist

Sharon Rivera, Ph.D. – Program Director

Shanaelynn Godwin – TCC MESA and Engineering Scholar  
Tacoma Community College

Vicente Arroyos

MESA Alumni – University of Washington – Senior – B.S.  
Electrical Engineering and minor in Mathematics



## REGULAR ITEM

February 5, 2020

Tab 1

### **Mathematics, Engineering, and Science Achievement (MESA) Update: MESA Community College Program (MCCP)**

#### **Brief Description**

Funded by an ongoing legislative allocation to the State Board, twelve of our colleges operate MESA Community College Programs. Housed at the University of Washington, Washington MESA provides oversight to MCCP and to a K-12 MESA program. MESA aims to diversify the STEM workforce and prepare a new generation of STEM leaders by addressing challenges faced by historically underrepresented students in their education and career development in STEM fields. MESA is a nationally recognized academic development program that advocates for education, equity, and access in science, mathematics, and engineering.

The twelve colleges with MESA Community College Programs are:

Clark College	Columbia Basin College
Edmonds Community College	Everett Community College
Green River College	Highline College
Olympic College	Seattle Central College
Spokane Falls Community College	Tacoma Community College
Wenatchee Valley College	Yakima Valley College

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

MESA is closely aligned with our racial equity vision, with student success, completion and transfer goals, and with guided pathways. In terms of the Strategic Enrollment Taskforce recommendations approved by the State Board in 2019, the MESA Community College Program is aligned closely with K-12 Alignment, Enrollment, and Retention/Completion. Our partnership with the University of Washington through the MESA program strengthens the transfer pipeline and contributes to vital economic and workforce development in high demand STEM fields.

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

The Student Services and Policy Research departments at SBCTC provide ongoing support to Washington MESA and the twelve MESA Community College Programs. Student Services Director Joe Holliday and STEM deans at several of our colleges serve on the Washington MESA Advisory Board.

Attachment A: Biographies

Attachment B: Washington MESA Presentation

## Potential questions

- How can MESA be more closely aligned with guided pathways?
- How can the MESA program be expanded to include more community colleges?

## Recommendation/preferred result

The Washington MESA Director and staff will provide a brief overview of the MESA Community College Program and will feature a MESA student as part of the presentation team. Board members will be more informed about the program and will be able to provide guidance for the program's future directions.

Policy Manual Change Yes  No

Prepared by: Joe Holliday, student services director

360-704-4334, jholliday@sbctc.edu

## MESA Panel Biography's

January 5, 2020

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### Shanaelynn Godwin

Tacoma Community College

Shanaelynn Godwin is a 4th-year Biochemical Engineering student at Tacoma Community College, as well as a member of the MESA Program on campus. She currently intends to enter the biotech field as a genetic engineer after graduation from a university, with a focus on combating the effects of climate change on food resources. She is an avid volunteer in her community, and has donated hundreds of hours of her time since starting college. These hours have been spent mostly on encouraging young students interested in STEM, and ensuring the equity of underprivileged kids. She currently works to serve her peers as a Renaissance tutor, tutoring in both liberal arts and science disciplines, at the on-campus Writing and Tutoring Center, and continues to advocate for students in any way she can.

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### Sharon Rivera, Ph.D.

Lake Washington Institute of Technology

Dr. Sharon Rivera is an advocate for student success and culturally responsive teaching in STEM higher education. As the Director of the Mathematics, Engineering, Science Achievement (MESA) Program at Tacoma Community College (TCC), she supports students majoring in STEM disciplines to transfer to earn their bachelor's degree, and ultimately, diversify the STEM workforce. Originally from the Northeast, Dr. Rivera earned her B.S. in chemistry from the State University of New York at Purchase in 2003, and her Ph.D. in physical chemistry from Syracuse University in 2008. Her career began as an NSF-sponsored postdoctoral research scientist at the University of New South Wales in Sydney, Australia, and continued as a postdoctoral scientist in stem cell research at Columbia University in New York City. Dr. Rivera was a chemistry instructor, grant writer, and program manager for NIH Building Infrastructure Leading to Diversity planning grant at Florida Atlantic University in Boca Raton, Florida and taught chemistry at Palm Beach State College in Lake Worth, Florida. After moving to the Pacific Northwest, she continued teaching chemistry at Highline College in Des Moines, Washington and directed their existing MESA Program for two years. Currently, the MESA Program Director at TCC, Dr. Rivera serves on the Equity Diversity & Inclusion Committee-STEM subcommittee, was a team lead for the Strategic Planning Committee at TCC, serves on the Leadership Team of the Graduate Tacoma STEAM Network, is a co-creator of the Pierce County Internship Roundtable, is a founding contributor to the Tacoma-South Sound Mini Maker Faire, is an NSF INCLUDES Fellow, and is a SACNAS Linton-Poodry Leadership Alumna. Dr. Rivera is treasurer of the board of directors for SafeFutures Youth Center, a non-profit in Seattle, Washington focused on supporting underserved and minoritized youth and is currently earning her M.A. in interdisciplinary studies from the University of Washington Tacoma, focusing on policy and belonging in STEM higher education. She is committed to access, student success, innovation, equity, inclusion, social justice, and community.

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### Dr. Gregory King

Washington MESA

Dr. Gregory King is the executive director for Washington MESA (Math, Engineering, Science Achievement). Dr. King has devoted his career to increasing educational opportunities for underserved and low-income youth. He began as a middle and high school teacher before serving as an assistant principal and an elementary and high school principal. Since then, he has worked as a district administrator, career and technical education director, chief academic officer and executive director for STEAM (Science, Technology, Engineering, Arts and Math).

In addition to his work in K-12, King was an adjunct instructor at a large urban community college and an adjunct faculty member at the Washington State University Vancouver campus. His seminars and courses focused on teaching aspiring education leaders' curriculum and instruction theories, and social justice pedagogy. King received a doctorate of education in educational leadership and policy studies from the University of Washington in 2012. He also received a master of education degree (educational administration) from Prairie View A&M University and a bachelor of arts degree from Rice University (majors in English and human performance/health sciences).





## STUDY SESSION ITEM

February 5, 2020

Tab 3

### 2020 Legislative Agenda and Priorities

#### Brief Description

The board will be updated on the current 2020 legislative session.

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

Identifying possible changes to state law that result in improved service delivery to students supports four system goals:

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

#### Background information and analysis

The primary focus entering the 2020 legislative session is the college system's capital budget request and a request for two pieces of legislation.

##### Capital Budget

The Capital Budget request provides students with high-quality classroom and lab space and places for educational support so they can achieve their education and career goals. Our college system faces a backlog of needed projects which funding of the 2020 request to the legislature would greatly reduce. If fully funded, the list will fund 25 major projects including six construction projects.

##### Policy Issues

###### State Board request legislation:

- **HB 1715/SB 5669, Removing school districts' ability to withhold grades and transcripts of students.**
  - If a student owes a fine or fee to a school district and the payment of that fine prevents a college from receiving that student's grades or transcripts, that fine or fee will not be required to be paid.
  - Status: Passed House on January 27; 65 yeas, 32 nays, 1 excused. Introduced in Senate and awaiting committee assignment.
- **HB 2517, Customized Training Program Tax Credit**
  - In 2017 the State Board requested to lift the sunset on the successful Customized Training Program.
    - The Washington Customized Training Program provides interest-free training loan assistance to businesses that provide employment opportunities in the state. The State Board for Community and Technical Colleges provides grants

- for customized training. After the training is complete, the business repays costs to the State Board interest-free.
    - The first payment is equal to 25 percent of the full cost of the program and is due upon training completion.
    - The remaining 75 percent is spread over the next 18 months.
    - As each payment is made, the business may take a state B&O tax credit equal to 50 percent of the payment. Thus, the total tax credit will be equal to 50 percent of the full cost of the training.
  - The B&O Tax credit is due to sunset in 2021. Staff recommend asking the legislature to extend the tax credit until 2026 and to continue monitoring the Customized Training Program on a regular basis.
  - This proposal is supported by the Association of Washington Businesses
  - Status: First reading on January 15 and referred to Finance Committee.
- **HB 1702**, *Online Educational Resources/Low Cost college materials*
  - Similar to HB 1375 from 2017, this bill requires community and technical college courses with low cost materials to be highlighted in a college on-line course catalog. Low cost is defined as less than \$50.
  - Status: Passed House on January 22; 96 yeas, 0 nays, 2 excused. January 24 first reading and referred to Senate Higher Education & Workforce Development Committee.

Other issues in the 2020 legislative session for discussion:

- **SB 6505**, *Expanding access to dual credit opportunities by eliminating direct costs to students and families.*
  - Staff participated in a work session of the House Education Committee on January 14.
  - Status: Scheduled for public hearing in the Senate Early Learning & K-12 Education Committee on January 31.
- **HB 2468**, *Improving the effectiveness and adequacy of the workforce education investment surcharge by decreasing compliance and administrative burdens for taxpayers and the department of revenue.*
  - Status: Public hearing in the House Committee on Finance on January 23.
- **SB 6492**, *Addressing workforce education investment funding through business occupation tax reform.*
  - Status: Passed to Rules Committee for second reading.
- **SB 6484**, *Allowing counties to seek voter approval for a property tax levy to fund community and technical college districts.*
  - Status: Referred to Higher Education and Workforce Development Committee.

Current 2020 legislative statistics:

- 101 Bills being tracked by our agency
- 22 Legislative one-on-one appointments completed
- 30 Times system representatives (staff, presidents, trustees, board members) have testified.

### Legislative Interns

The legislative internship program resumed in 2020, with two students, Deanna George, Tacoma Community College, and Matthew Rounsley, Centralia College, joining the State Board team in January. The Legislative Interns and their staff lead, Katie Rose, will participate in the legislative session discussion with board members to share highlights and learnings from their internship.

### Potential questions

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

### Recommendation/preferred result

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

Policy Manual Change Yes  No

Prepared by: Arlen Harris, legislative director  
360.704.4394, aharris@sbctc.edu

## **CONSENT ITEM (RESOLUTION 20-02-01)**

February 6, 2020

Tab 4a

### **Bellevue College – local expenditure authority increase for completion of Student Success Center**

#### **Brief Description**

Bellevue College is seeking approval to use an additional \$4,000,000 of local funds to complete construction and purchase furniture and equipment for the Student Success Center.

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

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

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

State Board Resolution 17-06-45 dated June 8, 2017, approved \$35,000,000 for Bellevue's Student Success Center. The College is now seeking authorization to expend an additional \$4,000,000 to purchase furniture, fixtures, and equipment for the building. Total estimated project cost is now \$39,000,000.

The Bellevue College president, under delegated authority of the Board of Trustees approved this request on January 8, 2020.

#### **Potential questions**

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

#### **Recommendation/preferred result**

Staff recommends approval of Resolution 20-02-01 giving Bellevue College the authority to spend up to an additional \$4,000,000 in local funds toward the completion of the Student Success Center.

Policy Manual Change Yes  No

Prepared by: Wayne Doty, capital budget director

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

**STATE OF WASHINGTON  
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES  
RESOLUTION 20-02-01**

A resolution relating to Bellevue College's request to use up to an additional \$4,000,000 in local funds for the completion of the Student Success Center.

**WHEREAS**, State Board Resolution 17-06-45 dated June 8, 2017 approved \$35,000,000 in local funds for this project; and

**WHEREAS**, additional costs have been identified including the purchase of fixtures, furniture, and equipment; and

**WHEREAS**, Bellevue College's president, under delegated authority from the Board of Trustees approved this request on January 8, 2020; and

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges authorizes Bellevue College to spend up to an additional \$4,000,000 in local funds for the completion of the Student Success Center; 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 02/06/2020

**Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair

## **CONSENT ITEM (RESOLUTION 20-02-02)**

February 6, 2020

Tab 4b

### **Green River College — local expenditure authority for Science building improvements for the Nursing program**

#### **Brief Description**

Green River College is seeking approval to use up to \$1,500,000 in local funds to construct classroom and support spaces in the Science building and Zgolinski Center to meet Nursing program requirements.

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

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

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

Green River College is working with the Nursing Commission to identify improvements required for the Nursing program. The project will include faculty offices, general and observation classrooms, as well as dedicated storage space. These improvements will be made to the Science building and Zgolinski Center.

Total estimated cost to complete the project is \$1,500,000.

Green River College's Board of Trustees approved this local capital expenditure request on January 16, 2020.

#### **Potential questions**

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

#### **Recommendation/preferred result**

Staff recommends approval of Resolution 20-02-02 giving Green River College the authority to spend up to \$1,500,000 in local funds to construct building improvements in the Science building and Zgolinski Center required by the Nursing Commission.

Policy Manual Change Yes  No

Prepared by: Wayne Doty, capital budget director

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

## **STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 20-02-02**

A resolution relating to Green River College's request to use up to \$1,500,000 in local funds to construct Nursing Commission required building improvements in the Science building and Zgolinski Center.

**WHEREAS**, Green River College is working with the Nursing Commission to identify required building improvements for the Nursing program; and

**WHEREAS**, the Nursing Commission has identified the need for faculty offices, general and observation classrooms, and dedicated storage space; and

**WHEREAS**, total estimated project cost is \$1,500,000; and

**WHEREAS**, Green River College's Board of Trustees approved this local capital expenditure request on January 16, 2020; and

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges authorizes Green River College to spend up to \$1,500,000 in local funds for the construction of building improvements in the Science building and Zgolinski Center for the Nursing program; 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 02/06/2020

**Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair



## **CONSENT ITEM (RESOLUTION 20-02-04)**

February 6, 2020

Tab 4d

### **Spokane Community College — local expenditure authority for landscaping revitalization along Mission Street**

#### **Brief Description**

Spokane Community College is seeking approval to use up to \$140,000 at this time with an estimated additional request of \$1,310,000 of local funds to design and complete landscape revitalization along Mission Street to the Spokane River.

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

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

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

Spokane Community College is in the planning stages of a landscape revitalization project including irrigation technology upgrades and beautification to enhance current and future student experience. This effort is focusing on the Mission Street area to the Spokane River.

Total estimated cost to complete the project is \$1,450,000.

The college's chief financial officer, with delegated authority from the board of trustees approved the request for design funds of \$140,000 on July 1, 2019. Remaining funds will be approved by the college's board of trustees at a future time.

#### **Potential questions**

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

#### **Recommendation/preferred result**

Staff recommends approval of Resolution 20-02-04 giving Spokane Community College the authority to spend up to \$140,000 at this time with additional approval to spend \$1,310,000 when approved by Spokane Community College's Board of Trustees for design and construction of landscape revitalization.

Policy Manual Change Yes  No

Prepared by: Wayne Doty, capital budget director

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

## **STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 20-02-04**

A resolution relating to Spokane Community College's request to use up to \$140,000 currently as well as a future need of \$1,310,000 in local funds to design and complete landscape revitalization.

**WHEREAS**, Spokane Community College plans to upgrade irrigation technology and improve student experiences with a landscape beautification project along Mission Street to the Spokane River; and

**WHEREAS**, total estimated project cost is \$1,450,000; and

**WHEREAS**, Spokane Community College's chief financial officer, under delegated authority from the Board of Trustees approved the request for design funds of \$140,000 on July 1, 2019; and

**WHEREAS**, the remaining funding request of \$1,310,000 will be approved by the college's board of trustees at a future time; and

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges authorizes Spokane Community College to spend up to \$140,000 at this time with additional approval to spend \$1,310,000 in local funds when approved by Spokane Community College's Board of Trustees for the design and construction of landscape revitalization; 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 02/06/2020

### **Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair

## CONSENT ITEM (RESOLUTION 20-02-03)

February 6, 2020

Tab 4c

### Spokane Community College — local expenditure authority increase for Lair building remodel

#### Brief Description

Spokane Community College is seeking approval to use up to an additional \$22,000 to complete Lair building renovations.

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

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

#### Background information and analysis

Spokane Community College received approval to spend up to \$1,150,000 in local funds in State Board Resolution 19-03-12 on March 28, 2019, for improvements and renovation of the Lair building. The student government voted to design and construct hard walls instead of soft wall partitions resulting in increased scope.

Total estimated cost to complete the project is now \$1,172,000.

The college's chief financial officer, with delegated authority from the board of trustees approved the request for additional local funds of \$22,000 on July 1, 2019.

#### Potential questions

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

#### Recommendation/preferred result

Staff recommends approval of Resolution 20-02-03 giving Spokane Community College the authority to spend up to an additional \$22,000 of local funds for the completion of Lair building renovations.

Policy Manual Change Yes  No

Prepared by: Wayne Doty, capital budget director

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

## **STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 20-02-03**

A resolution relating to Spokane Community College's request to use up to an additional \$22,000 in local funds to complete Lair building renovations.

**WHEREAS**, Spokane Community College received approval to spend up to \$1,150,000 in local funds in State Board Resolution 19-03-12 on March 28, 2019 for Lair building renovations; and

**WHEREAS**, the student body voted to design and construct hard walls instead of soft wall partitions, causing the total estimated project cost to increase to \$1,172,000; and

**WHEREAS**, Spokane Community College's chief financial officer, under delegated authority from the board of trustees approved the request for additional local funds of \$22,000 on July 1, 2019; and

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges authorizes Spokane Community College to spend up to an additional \$22,000 in local funds to complete Lair building renovations; and

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

**APPROVED AND ADOPTED** on 02/06/2020

### **Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair

## **CONSENT ITEM (RESOLUTION 20-02-05)**

February 6, 2020

Tab 4e

### **Spokane Community College — local expenditure authority increase for P2 parking lot expansion**

#### **Brief Description**

Spokane Community College is seeking approval to use up to an additional \$358,000 to complete P2 parking lot renovations.

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

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

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

Spokane Community College received approval to spend up to \$775,000 in local funds by the State Board Executive Director on January 7, 2019 for P2 parking lot expansion. The scope of the original project has increased to create additional parking and additional funds are needed.

Total estimated cost to complete the project is \$1,133,000.

The college's chief financial officer, with delegated authority from the board of trustees approved the request for additional local funds of \$358,000 on July 1, 2019.

#### **Potential questions**

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

#### **Recommendation/preferred result**

Staff recommends approval of Resolution 20-02-05 giving Spokane Community College the authority to spend up to \$358,000 of local funds for the completion of P2 parking lot expansion.

Policy Manual Change Yes  No

Prepared by: Wayne Doty, capital budget director

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

## **STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 20-02-05**

A resolution relating to Spokane Community College's request to use up to \$358,000 in local funds to complete P2 parking lot expansion.

**WHEREAS**, Spokane Community College received approval to spend up to \$775,000 on January 7, 2019 by the State Board Executive Director for P2 parking lot improvements; and

**WHEREAS**, current scope has increased to create additional parking for a total estimated project cost of \$1,133,000; and

**WHEREAS**, Spokane Community College's chief financial officer, under delegated authority from the board of trustees approved the request for additional local funds of \$358,000 on July 1, 2019; and

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges authorizes Spokane Community College to spend up to \$358,000 in local funds for completion of P2 parking lot improvements; and

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

**APPROVED AND ADOPTED** on 02/06/2020

### **Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair

## CONSENT ITEM (RESOLUTION 20-02-06)

February 6, 2020

Tab 4f

### Spokane Community College — local expenditure authority for building 50 and parking lot replacement

#### Brief Description

Spokane Community College is seeking approval to use up to \$15,000,000 of local funds to replace buildings and parking lot spaces lost due to North Spokane Corridor freeway construction.

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

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

#### Background information and analysis

The North Spokane Corridor freeway project plans to take possession of buildings 21, 23, 24, and 50 as well as campus property along the western edge of campus that currently includes parking spaces. Building 50 currently houses Facilities, Operations, and Maintenance as well as Campus Safety and the District Compliance Office.

The college plans to use negotiated impact funds received from the freeway project to construct a replacement building for \$10,000,000 and replacement parking spaces for \$5,000,000.

The Community Colleges of Spokane's Chancellor, with delegated authority from the Board of Trustees approved the request for \$15,000,000 on January 23, 2020.

#### Potential questions

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

#### Recommendation/preferred result

Staff recommends approval of Resolution 20-02-06 giving Spokane Community College the authority to spend up to \$15,000,000 to replace building 50 and construct parking lot spaces lost due to the North Spokane Corridor freeway project.

Policy Manual Change Yes  No

Prepared by: Wayne Doty, capital budget director

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



## **STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 20-02-06**

A resolution relating to Spokane Community College's request to use up to \$15,000,000 in local funds to replace Building 50 and parking lot spaces lost due to the North Spokane Corridor freeway project.

**WHEREAS**, The North Spokane Corridor freeway project plans to take possession of buildings 21, 23, 24, and 50 and campus property along the western border that includes parking spaces; and

**WHEREAS**, Facilities, Operations, and Maintenance as well as Campus Safety and the District Compliance Office will be displaced when building 50 is demolished; and

**WHEREAS**, The college plans to use negotiated funds received from the freeway project to construct a replacement building for \$10,000,000 and parking spaces for \$5,000,000; and

**WHEREAS**, The Community Colleges of Spokane's Chancellor, under delegated authority from the Board of Trustees approved the request for \$15,000,000 on January 23, 2020; and

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges authorizes Spokane Community College to spend up to \$15,000,000 in local funds to replace Building 50 and construct parking lot spaces lost due to the North Spokane Corridor freeway project; 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 02/06/2020

**Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair

## CONSENT ITEM (RESOLUTION 20-02-07)

February 6, 2020

Tab 4g

### Spokane Community College — local expenditure authority for campus security cameras

#### Brief Description

Spokane Community College is seeking approval to use up to \$32,000 in preparation for a future request of \$1,498,000 in local expenditure authority to design and install upgraded security camera systems campus-wide.

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

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

#### Background information and analysis

Spokane Community College is in the planning stages of a security camera upgrade project to create a more secure campus environment for students, faculty, and staff.

Total estimated cost to complete the project is \$1,530,000. Local expenditure authority for capital projects over one-million dollars require state board approval.

The college's chief financial officer, with delegated authority from the board of trustees approved the request for design funds of \$32,000 on July 1, 2019. Expenditure authority for the rest of the project will be requested by the college's board of trustees at a future time.

#### Potential questions

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

#### Recommendation/preferred result

Staff recommends approval of Resolution 20-02-07 giving Spokane Community College the authority to spend up to \$32,000 for design and installation of upgraded security camera systems. Expenditure authority for the rest of the project will be requested by the college's board of trustees at a future time.

Policy Manual Change Yes  No

Prepared by: Wayne Doty, capital budget director

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

## **STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 20-02-07**

A resolution relating to Spokane Community College's request to use up to \$32,000 currently as well as a future need of \$1,498,000 in local funds to design and install upgraded security camera systems campus-wide.

**WHEREAS**, Spokane Community College plans to upgrade security camera systems to create a more secure campus environment for students, faculty, and staff; and

**WHEREAS**, total estimated project cost is \$1,530,000; and

**WHEREAS**, Spokane Community College's chief financial officer, under delegated authority from the Board of Trustees approved the request for design funds of \$32,000 on July 1, 2019; and

**WHEREAS**, Expenditure authority for the rest of the project will be requested by the college's board of trustees at a future time; and

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges authorizes Spokane Community College to spend up to \$32,000 for the design and installation of upgraded security camera systems campus-wide; 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 02/06/2020

### **Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair

## **CONSENT ITEM (RESOLUTION 20-02-08)**

February 6, 2020

Tab 4h

### **Yakima Valley College — property acquisition, 1127 Baker Street in Yakima, Washington**

#### **Brief Description**

Yakima Valley College seeks to purchase the property located at 1127 Baker Street in Yakima, Washington for approximately \$270,000. The property will be used for campus parking.

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

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

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

Yakima Valley College is nestled in a residential area with limited expansion opportunities. The college master plan has identified the priority to acquire properties adjoining campus grounds for future expansion. This property consists of a .21-acre lot and a two-unit residential building. The college already owns the adjoining lots. If approved, the building will be demolished and a pay-to-park lot will be constructed. A map showing the property relative to the existing campus is in Attachment A.

The total cost to purchase is estimated to be \$270,000. The college has identified local funds to complete this acquisition. Any operation, maintenance, repairs or renovations in the future will be paid from local college funds. The college will obtain appropriate expenditure authority for future capital work.

Yakima Valley College's Board of Trustees approved future acquisitions of properties within the master plan boundaries in June 2004. The college has delegated authority for the acquisition from the Department of Enterprise Services. The college will follow state rules for demolition of the building.

#### **Potential questions**

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

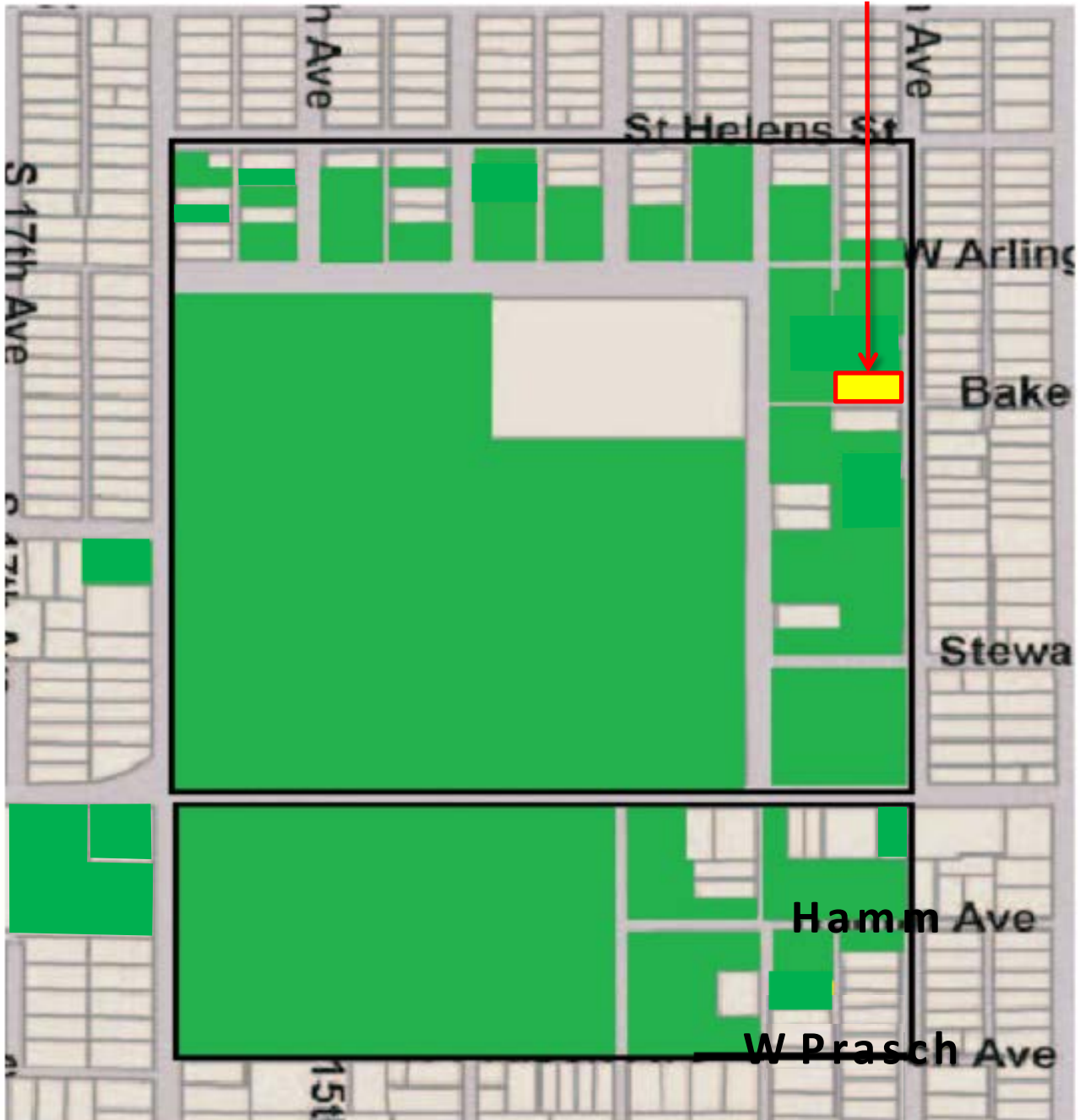
#### **Recommendation/preferred result**

Staff recommends approval of Resolution 20-02-08 giving Yakima Valley College authority to spend up to \$270,000 in local funds toward the acquisition of 1127 Baker Street in Yakima, Washington.

Policy Manual Change Yes  No

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

Proposed Acquisition  
1127 Baker Street  
Parcel 18132524530



As of January 2020





## **STATE OF WASHINGTON STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES RESOLUTION 20-02-08**

A resolution relating to Yakima Valley College's request to use up to \$270,000 in local funds to purchase the property at 1127 Baker Street in Yakima, Washington.

**WHEREAS**, Yakima Valley College is located in a predominantly residential area and has limited opportunity to purchase property adjacent to the campus grounds for expansion; and

**WHEREAS**, this property is within the campus master plan boundaries and will provide additional parking; and

**WHEREAS**, all future operation, maintenance, repairs or renovations will be paid from local funds; and

**WHEREAS**, the total estimated cost to purchase the property is \$270,000; and

**WHEREAS**, Yakima Valley College's Board of Trustees approved future acquisitions of properties within the master plan boundaries in June 2004; and

**WHEREAS**, Yakima Valley College has delegated authority for the acquisition from the Department of Enterprise Services; will follow state rules for demolition of the building; and will obtain appropriate expenditure authority for future capital work.

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges authorizes Yakima Valley College to spend up to \$270,000 in local funds for the purchase of the property located at 1127 Baker Street in Yakima, Washington; and

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

**APPROVED AND ADOPTED** on 02/06/2020

**Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair

# STATE BOARD MEETING MINUTES

Pierce College Fort Steilacoom

Business Meeting: Thursday, December 5 // 8:30 a.m. to 1 p.m.

## Board members

### Present:

Wayne Martin, chair // Carol Landa McVicker, vice chair // Anne Fennessy  
Jay Reich // Ben Bagherpour // Chelsea Mason

### Absent:

Crystal Donner // Phyllis Gutierrez Kenney // Fred Whang

Jan Yoshiwara, executive director // Beth Gordon, executive assistant

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

## Call to order and adoption of agenda

Chair Wayne Martin called the meeting to order at 8:30 a.m., welcomed those present, and asked for audience introductions.

**Motion:** Moved by Jay Reich, seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption of its December 5, 2019, regular meeting agenda as presented.

## Approval of consent agenda (Resolutions 19-10-41 to 19-10-48 and 19-10-50)

(Tab 3) Retirement Plan Document Updates

### Resolution 19-10-41

- a. Attorney General Funding for the 2019-21 Biennium

### Resolution 19-10-48

- b. Peninsula College property disposal

### Resolution 19-10-42

- c. Pierce College Fort Steilacoom, local expenditure, Cascade Bldg.

### Resolution 19-10-43

- d. Skagit Valley College, property acquisition and local expenditure authority, Head Start expansion

### Resolution 19-10-44

- e. Yakima Valley College, property acquisition, Queen Anne Ave.

### Resolution 19-10-45

- f. Skagit Valley College, local expenditure, childcare center

### Resolution 19-10-46

- g. High School Equivalency Certificate Vendor Approval

### Resolution 19-10-47

- h. Approval of August 2019 State Board meeting minutes

- i. Local Government Investment Pool Authorizations

### Resolution 19-10-50

**Motion:** Moved by Jay Reich, seconded by Ben Bagherpour, and unanimously approved by the Board the adoption of its December 5, 2019, consent agenda with one noted correction to the minutes that Chelsea Mason, not Carol Landa McVicker seconded the motion approving the consent agenda at the October 10, 2019, meeting.

## Trustees Report

Bob Ryan, Trustee President-Elect, Tacoma Community College gave an updated on current trustee activities, outcomes of the fall trustee conference and the upcoming 2020 Winter Conference and Transforming Lives dinner.

## Washington Roundtable Presentation

State Board members heard a presentation from Washington Round Table stakeholders on their 70 percent credential goal and strategies that the State Board and the community and technical college system could use in partnership with the Washington Roundtable in achieving the credential goal.

Following discussion with the presenters, State Board members indicated interest in pursuing ongoing collaboration efforts with the Washington Roundtable and requested regular updates as new information is available to share.

## Student Voice – Student Association Legislative Priorities

Throughout the academic year, the Council of Unions and Student Programs administrators promote student development by coordinating year-round student leadership programs. Starting in May, students participate in Student Voice where students from the Washington Community and Technical Colleges Student Association gather.

Student Voice brings student leaders together to build a statewide legislative strategy and platform for the upcoming legislative session. Students prepare and develop their legislative action plan for addressing student concerns and priorities.

In September, student leaders come together for a statewide Student Leadership Conference that focuses on student activism. Students also learn about legislative processes, and further prepare to speak with legislative leaders. This past September, for example, more than 500 students representing 30 community and technical colleges gathered to plan for civic engagement, voter registration, and the federal census.

This work is followed by the Student Action Agenda in January where students meet their legislative representatives at the start of the legislative session.

An advisory representative from the Council of Unions and Student Programs and two student leaders from the Student Association will discussed their 2020 Legislative Agenda with the Board.

## Consideration of 2020 Legislative Agenda and Priorities (Resolution 19-12-54)

The primary focus entering the 2020 legislative session is the college system's capital budget request and a request for two pieces of legislation.

### Capital Budget

The Capital Budget request provides students with high-quality classroom and lab space and places

for educational support so they can achieve their education and career goals. Our college system faces a backlog of needed projects which funding of the 2020 request to the legislature would greatly reduce. If fully funded, the list will fund 25 major projects including six construction projects.

## Policy Issues

### State Board Request Legislation

- **HB 1715, Removing school districts' ability to withhold grades and transcripts of students.**
  - If a student owes a fine or fee to a school district and the payment of that fine prevents a college from receiving that student's grades or transcripts, that fine or fee will not be required to be paid.
  - Status: Passed House in 2019. The bill advanced through the process to the Senate floor but ran out of time on the Senate Floor Calendar. The bill is currently in the House Rules Committee ready for action when the legislature resumes in January.
- **Customized Training Program Tax Credit**
  - In 2017 the State Board requested to lift the sunset on the successful Customized Training Program.
    - The Washington Customized Training Program provides interest-free training loan assistance to businesses that provide employment opportunities in the state. The State Board for Community and Technical Colleges provides grants for customized training. After the training is complete, the business repays costs to the State Board interest-free.
    - The first payment is equal to 25 percent of the full cost of the program and is due upon training completion.
    - The remaining 75 percent is spread over the next 18 months.
    - As each payment is made, the business may take a state B&O tax credit equal to 50 percent of the payment. Thus, the total tax credit will be equal to 50 percent of the full cost of the training.
  - The B&O Tax credit is due to sunset in 2021. Staff recommend asking the legislature to extend the tax credit until 2026 and to continue monitoring the Customized Training Program on a regular basis.
  - This proposal is supported by the Association of Washington Businesses
- **HB 1702, Online Educational Resources/Low Cost college materials**
  - Similar to HB 1375 from 2017, this bill requires community and technical college courses with low cost materials to be highlighted in a college on-line course catalog. Low cost is defined as less than \$50.
  - Status: Passed House in 2019. Did not pass Senate. Currently in House Rules Committee.

Other issues in the 2020 legislative session for discussion:

- Financial Aid Application completion initiatives
- Colleges withholding grades and transcripts

## Legislative Interns

The legislative internship program will resume in 2020, with students joining the State Board team in January. The Legislative Interns will participate in board meetings during legislative session to share highlights and learnings from their internship.

**Motion:** Moved by Jay Reich, seconded by Carol Landa McVicker, and unanimously approved by the Board the adoption of Resolution 19-12-54, adopting the 2020 Legislative Agenda and Priorities.

## Labor Report

Carolyn Brotherton, AFT Legislative Intern, and Simone Boe, WEA Lobbyist presented on the following topics:

- Collective bargaining at the community and technical colleges.
- Working with the Office of Superintendent of Public Instructions on wrap-around services for students.
- Student outcomes
- Diversity, equity and inclusion

## Open Public Comment

- There were no requests for public comment.

## Executive Director Update

- ctcLink Auditors office report
- ctcLink deployment group three scheduled for March 2020
- ctcLink deployment group two progress report
- Career Connect Update – State Board member Ben Bagherpour and State Board Deputy Executive Director of Education, Carli Schiffner presented.

## State Board Chair Update and Board Member Discussion

- Chair Wayne Martin discussed his attendance at the presidents meeting.
- **Motion:** State Board member Jay Reich made a motion from the floor voicing his support of the outlined strategies in the college system Strategic Enrollment Plan and the planned implementation during the prior days study session. Board member Carol Landa McVicker seconded the motion and the board unanimously supported the motion.
- Board members suggested future agenda items including: ctcLink employee view demo, Office of Superintendent of Public Instruction partnerships, Guided Pathways, and Math Pathways.

## Adjournment/next meeting

There being no further business, the State Board adjourned its regular meeting of December 5, 2019, at 1:15 p.m. The State Board will hold its next meeting on February 5-6, 2020 at the State Board office in Olympia.

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Jan Yoshiwara, secretary

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Wayne Martin, chair



## **REGULAR ITEM (RESOLUTIONS 20-02-09 – 20-02-14)**

February 6, 2020

Tab 5

### **Applied baccalaureate degree program proposal**

#### **Brief Description**

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

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

The State Board's goals are "designed to raise education attainment, open more doors to education—particularly for our fast-growing adult population—and build upon our tradition of excellence." Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest 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 following three goals are addressed through the approval process of applied baccalaureate degree programs:

- **Promoting student achievement and success** by increasing the number of applied baccalaureate degrees conferred.
- **Increasing access to post-secondary education** by enrolling more underrepresented, first generation and adult students, active military, veterans and their dependents and develop means to attract former students needing credits for degrees, certificates, or credentials.
- **Building on the system's strength and successes:** by ensuring balance among mission areas: basic skills, workforce, transfer and applied baccalaureate.

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

##### **5a) Columbia Basin College – BAS in Health Physics**

Columbia Basin College proposes the development of a Bachelor of Applied Science (BAS) degree in Health Physics beginning fall 2020 to meet the high demand in the local area for qualified professionals devoted to protecting workers, the public, and the environment from the potential hazards of radiation at the Hanford nuclear site. The proposed BAS degree will provide graduates with a foundation of radiation control that incorporates an understanding of many disciplines including physics, biology, biophysics, engineering, chemistry, toxicology, and ecology. Health Physics

will be an educational pathway built on the college's associate degree in nuclear technology. This proposed degree would be Columbia Basin College's eighth applied baccalaureate degree. The Board heard this colleges' initial presentation in October 2019.

#### **5b) Clover Park Technical College – BAS in Cybersecurity**

Clover Park Technical College proposes a Bachelor of Applied Science degree in Cybersecurity beginning fall 2020 in order to prepare the college's Computer Networking and Information Systems Security (CNISS) associate degree graduates for today's job market. The proposed degree will equip graduates with the skills, knowledge, and abilities demanded by local employers for entry into positions that are more advanced as well as mid-career positions. Students will develop, coordinate, and implement cybersecurity solutions in a complex enterprise environment; apply critical thinking to solve challenging problems and confront unexpected situations; lead a multidisciplinary team analyzing risk and recommending appropriate controls; and to plan and respond to cyber incidents. This proposed degree would be Clover Park Technical College's third applied baccalaureate degree. The Board heard this colleges' initial presentation in February 2019.

#### **5c) Clover Park Technical College – BAS in Mechatronics Engineering Technology and Automation**

Clover Park Technical College proposes a Bachelor of Applied Science degree in Mechatronics Engineering Technology and Automation beginning fall 2020. This degree will better prepare graduates of the college's current AAS-T in mechatronics for today's job market. The new degree builds upon the college's current AAS-T in mechatronics by adding additional engineering math and physics. Additionally, the BAS degree will include hands-on work with cutting-edge industrial technology and practices such as IIOT, Digital Twins, Sustainable Manufacturing, and Data Analytics. This proposed degree would be Clover Park Technical College's fourth applied baccalaureate degree. The Board heard this colleges' initial presentation in October 2019.

#### **5d) Edmonds Community College – BAS in Advanced Manufacturing & Materials Engineering Technology**

Edmonds Community College proposes a Bachelor of Applied Science degree in Advanced Manufacturing and Materials beginning fall 2021. The degree proposal is based on discussions with the Boeing Company and a way to fill a gap in the labor force that works with composite materials and additive manufacturing. Graduates will demonstrate technical expertise in engineering materials as well as their properties and manufacturing processes; articulate and demonstrate professional integrity through the ability to communicate effectively to a diverse audience; apply the principles of quality, safety, and organizational skills to a manufacturing environment; and utilize knowledge of analysis techniques to evaluate and determine solutions to technical problems. The proposed degree would be Edmonds Community College's second applied baccalaureate degree. The Board heard this colleges' initial presentation in May 2019.

#### **5e) Lake Washington Institute of Technology – BAS in Applied Management-Entrepreneurship**

Lake Washington Institute of Technology proposes the Bachelor of Applied Science in Applied Management-Entrepreneurship degree beginning fall 2021. Graduates will be prepared for supervisory positions and be ready to function as a small business owner or independent contractor/consultant. Applied Management and Entrepreneurship is intended for those students

who have received their applied associate's degree in several professional-technical disciplines and seeking to advance or change their careers. The combination of their past practical experiences and entrepreneurial applied business management education will prepare graduates to assume a leadership role in a variety of businesses. This proposed degree would be Lake Washington Institute of Technology's twelfth baccalaureate degree. The Board heard this colleges' initial presentation in October 2018.

#### **5f) North Seattle College – BAS in Accounting with International Accounting**

North Seattle College proposes a Bachelor of Applied Science degree in Accounting with International Accounting, beginning fall 2020 to serve the support businesses, public agencies, and non-profit organizations in all sectors of the economy in the central Puget Sound area. This would be the second applied baccalaureate program in accounting in Washington State (alongside Bellevue), and would address the area's long-standing unmet demand for accounting professionals. This proposed degree would bring together theory and practice and prepare graduates to work effectively in positions that require applied accounting skills, build upon the business and accounting associate in applied science degree programs at North Seattle College, and provide accounting content needed for success in the occupation and in preparation for Certified Public Accountant (CPA) licensure. This proposed degree would be North Seattle College's fifth applied baccalaureate degree. The Board heard this colleges' initial presentation in May 2019.

### **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 20-02-09 approving Columbia Basin College's Bachelor of Applied Science in Health Physics.
- Resolution 20-0210 approving Clover Park Technical College's Bachelor of Applied Science in Cybersecurity.
- Resolution 20-02-11 approving Clover Park Technical College's Bachelor of Applied Science in Mechatronics Engineering Technology and Automation.
- Resolution 20-02-12 approving Edmonds Community College's Bachelor of Applied Science in Advanced Manufacturing & Materials Engineering Technology.
- Resolution 20-20-13 approving Lake Washington Institute of Technology's Bachelor of Applied Science in Applied Management-Entrepreneurship.

- Resolution 20-02-14 approving North Seattle College's Bachelor of Applied Science in Accounting with International Accounting.

Policy Manual change Yes  No

Prepared by: Scott A. Copeland, associate director, college relations and policy guidance  
Jamilyn Penn, director, transfer education

360-704-4397, scopeland@sbctc.edu

360-704-4338, jpenn@sbctc.edu



**STATE OF WASHINGTON  
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES  
RESOLUTION 20-02-09**

A resolution to approve Columbia Basin College's application to offer a Bachelor of Applied Science in Health Physics degree 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's 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's degrees; and

**WHEREAS**, the State Board for Community and Technical Colleges staff found that Columbia Basin 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 Columbia Basin's Bachelor of Applied Science in Health Physics.

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

**APPROVED AND ADOPTED** on February 6, 2020

**Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 20-02-10**

A resolution to approve Clover Park Technical College's application to offer a Bachelor of Applied Science in Cybersecurity. degree 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's 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's 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's Bachelor of Applied Science in Cybersecurity.

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

**APPROVED AND ADOPTED** on February 6, 2020

**Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 20-02-11**

A resolution to approve Clover Park Technical College's application to offer a Bachelor of Applied Science in Mechatronics Engineering Technology and Automation. degree 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's 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's 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's Bachelor of Applied Science in Mechatronics Engineering Technology and Automation.

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

**APPROVED AND ADOPTED** on February 6, 2020

**Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 20-02-12**

A resolution to approve Edmonds Community College's application to offer a Bachelor of Applied Science in Advanced Manufacturing & Materials Engineering Technology degree 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's 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's degrees; and

**WHEREAS**, the State Board for Community and Technical Colleges staff found that Edmonds Community 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 approve the recommendation to authorize Edmonds' Bachelor of Applied Science in Advanced Manufacturing & Materials Engineering Technology.

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

**APPROVED AND ADOPTED** on February 6, 2020

**Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair



**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 20-02-13**

A resolution to approve Lake Washington Institute of Technology's application to offer a Bachelor of Applied Science in Applied Management-Entrepreneurship degree 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's 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's degrees; and

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

**THEREFORE BE IT RESOLVED**, that the State Board for Community and Technical Colleges approves the recommendation to authorize Lake Washington's Bachelor of Applied Science in Applied Management-Entrepreneurship.

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

**APPROVED AND ADOPTED** on February 6, 2020

**Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair

**STATE OF WASHINGTON**  
**STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES**  
**RESOLUTION 20-02-14**

A resolution to approve North Seattle College's application to offer a Bachelor of Applied Science in Accounting with International Accounting degree 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's 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's degrees; and

**WHEREAS**, the State Board for Community and Technical Colleges staff found that North Seattle 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 North Seattle's Bachelor of Applied Science in Accounting with International Accounting.

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

**APPROVED AND ADOPTED** on February 6, 2020

**Attest**

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Jan Yoshiwara, secretary

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Wayne Martin, chair



## REGULAR ITEM

February 6, 2020

Tab 6

### Applied Baccalaureate Statement of Need

#### Brief Description

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

The Statement of Need document addresses six areas:

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

#### How does this item link to the State Board's 2019-2020 Priorities?

The State Board's goals are "designed to raise education attainment, open more doors to education—particularly for our fast-growing adult population—and build upon our tradition of excellence." Colleges offering applied baccalaureate degrees meet the needs of changing economies by increasing the number of skilled employees in the areas of greatest demand. Through applied baccalaureate degrees, colleges create greater access to higher education by enrolling underserved populations, particularly place-bound working adults, and ensure community and technical colleges are affordable and accessible for students. The following three goals are addressed through the approval process of applied baccalaureate degree programs:

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



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

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

## Background information and analysis

### Lake Washington Institute of Technology – BAS in Physical Therapy Assistant

Lake Washington Institute of Technology proposes the development of a Bachelor of Applied Science degree in Physical Therapy Assistant beginning Fall 2020. This proposed degree would be Lake Washington's thirteenth applied baccalaureate degree. This degree, in particular, recognizes the changes in increased credentials required for Physical Therapists and creates a rare pathway for applied baccalaureate graduates to seek a doctoral degree. The Applied Physical Therapist Assistant program is intended for those students who have graduated from a Commission on Accreditation in Physical Therapy Education accredited Physical Therapy Assistant program and have passed the National Physical Therapy Exam and seeking to advance their careers. Graduates will have advanced leadership, technical and evidence based knowledge to progress in their current role in the physical therapy field, or pursue graduate education at the Doctoral level from state or regional institutions as is required by the American Physical Therapy Association for licensure.

## Potential questions

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

## Recommendation/preferred result

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

Policy Manual Change Yes  No

Prepared by: Scott A. Copeland, associate director campus relations and policy guidance  
Jamilyn Penn, director, transfer education

360-704-4397, scopeland@sbctc.edu  
360-704-4338, jpenn@sbctc.edu



Applied Baccalaureate Degree Program  
Lake Washington Institute of Technology  
Statement of Need

Bachelor of Applied Science  
Physical Therapist Assistant  
October 23, 2019  
COVER SHEET

## STATEMENT OF NEED

### Program Information

Institution Name: Lake Washington Institute of Technology

Degree Name: **BAS Physical Therapist Assistant** CIP Code: 51.0806

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

Degree: AAS Physical Therapist Assistant CIP Code: 51.0806 Year Began: 2009

Degree: \_\_\_\_\_ CIP Code: \_\_\_\_\_ Year Began: \_\_\_\_\_

Proposed Start Implementation Date (i.e. Fall 2014): **Fall 2020**

Projected Enrollment (FTE) in Year One: 14 40 at Full Enrollment by Year: 2024

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

### Mode of Delivery

Single Campus Delivery: **Kirkland, WA**

Off-site: \_\_\_\_\_

Distance Learning: Some hybrid coursework

### Statement of Need: *Page Limit: 20 pages*

### Contact Information (Academic Department Representative)

Name: Dr. Andrea Westman PT, DPT

Title: PTA program Director, Faculty

Address: 11605 132<sup>nd</sup> Ave NE Kirkland, WA 98034

Telephone: (425) 739-8223

Fax: \_\_\_\_\_

Email: Andrea.Westman@lwtech.edu

  
\_\_\_\_\_  
Chief Academic Officer

01/13/2020  
\_\_\_\_\_  
Date

## **Introduction**

Lake Washington Institute of Technology is centrally located in Washington State's high-technology corridor in King County, near Seattle. The state's only public Institute of Technology with its main campus in Kirkland, it serves a diverse student body from throughout the Puget Sound region and countries around the world. 4,258 students enrolled at the college in Fall Quarter, 2018. LWTech has served its community since 1949 and has been a member of the Washington State Community and Technical college system since 1991. The Northwest Commission on Colleges and Universities accredits the college at both the associate and baccalaureate degree level.

The college began as Lake Washington Vocational Technical Institute, part of the Lake Washington School District. From initial instruction in a sewing course, the college grew steadily to include vocational programs in trade and industry, adult education, and community services classes. The main campus opened in Kirkland in 1983. In 1991, legislation converted the five vocational-technical institutes in Washington State into technical colleges; making them members of the Washington State Community and Technical College system. The college's scope and character changed significantly during these years, evolving from a vocational training school to an institute of technology with a comprehensive curriculum that includes professional-technical programs, as well as basic skills, academic and continuing education programs. On July 22, 2011, the college officially changed its name to Lake Washington Institute of Technology.

Growth in facilities matches growth in academic and professional-technical programs. New buildings in 1992 and 2002 increased the size of the Kirkland Campus to nearly 400,000 square feet. In 2005, the Redmond Campus opened providing the college with a second major facility. The Redmond Campus is currently being leased by the City of Redmond. In 2011, completion of an 83,700 square foot Allied Health Building provided new facilities for programs in health care fields. The Physical Therapist Assistant program has two dedicated classroom/lab spaces. One classroom is located in the Allied Health Building and the others is in the East Building. The College received funding to design a new building for STEM programs.

LWTech currently offers more than one hundred degree and certification options. In 2009, following state agency and NWCCU approval, the college opened an applied baccalaureate degree program in Applied Design. The college received a commendation after the Fall 2011 visit for "...establishing a rigorous and viable Bachelor of Technology degree program in Applied Design..." Two new baccalaureate degrees followed in Fall 2014. Since then, the college has successfully launched seven additional baccalaureate degrees ranging from Dental Hygiene to Digital Gaming & Interactive Media. Two additional degrees – Nursing and Funeral Services Education – were approved by the SBCTC and are in development locally in preparation for student enrollment. The Applied Business baccalaureate degree is in the Program Proposal phase of development.

Today, Lake Washington Institute of Technology proposes its 12th baccalaureate degree, the Bachelor of Applied Science Physical Therapist Assistant (PTA) degree. Applied Physical Therapist Assistant is intended for those students who have graduated from a Commission on Accreditation in Physical Therapy Education (CAPTE) accredited PTA program and have passed the National Physical Therapy Exam (NPTE) and seeking to advance their careers. Graduates will have advanced leadership, technical and evidence based knowledge to progress in their current role in the physical therapy field or pursue graduate education at the Doctoral level from state or regional institutions. Currently, if a PTA wants to pursue a Doctoral degree, they must have completed a bachelor degree (including specific pre-requisite coursework) to apply to any



PT school. There are also two PTA-DPT bridge programs, one located in Ohio the other in Texas, but these also require a bachelor degree to apply. This presents us with a unique opportunity to fill the currently educational gap between the associates and doctoral level.

Upon approval of the BAS in PTA degree, short upper level course certificates will be included to meet the need for continuing education course work. Washington State Department of Health requires 24 hours of continuing education coursework every two years for licensed Physical Therapist Assistants.

Faculty have proposed the following outcomes for the BAS in PTA. Students will:

- Implement advanced physical therapy interventions for patients across the lifespan under the direction and supervision of a physical therapist.
- Demonstrate advanced clinical practices skills through the implementation of evidence based practice.
- Be prepared to engage in leadership roles in the profession
- Recognize cultural and behavioral factors that influence health status for diverse patient populations seen in physical therapy practice

**Statement of Need - Criteria #1**

1. Relationship to institutional role, mission, and program priorities.	Describe how the proposed program reflects and support the role and mission of the institution and reflect program priorities.
-------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------

The mission of Lake Washington Institute of Technology is “To prepare students for today’s careers, and tomorrow’s opportunities.” LWTech’s role has always been as a workforce institution offering high demand educational programs critical to students preparing to enter or advance in an occupation. This degree, in particular, recognizes the changes in increased credentials required for Physical Therapists and creates a rare pathway for applied baccalaureate graduates to seek a doctoral degree. The College’s four Core Themes are critical to accomplishing the college mission.

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

LWTech’s Strategic Plan and Master Instructional Plan includes development of baccalaureate degrees.

Strategic Priority - Growth	Instruction should expand its BAS offerings and increase their efficiency
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Additionally, new programs and pathways are a priority in academic planning. LWTech’s program development priorities are to:

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

The proposed BAS Physical Therapist Assistant degree program reflects and supports LWTech’s role, mission, and priorities. The BAS PTA program will provide a new pathway for students to advanced leadership, technical and evidence based knowledge to progress in their current role in the physical therapy field. Additionally, the pathway seeks to narrow the educational gap between PTA’s and Doctors of Physical Therapy.

**Statement of Need - Criteria #2**

2. Support of the statewide strategic plans.	Describe how the program will support SBCTC Mission goals outline in the Mission Study and WSAC policies and goals for higher education as articulated in the Strategic Master Plan for Higher Education.
----------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

The State Board for Community and Technical Colleges (SBCTC) published the *Mission Study* in May, 2010. Goals identified include:

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

The BAS PTA program will contribute to the accomplishment of both of these goals. According to the US Department of Labor, Physical Therapist Assistant/Aides has an expected growth of 26 percent from 2018 to 2028 (Accessed January 13, 2020). The demand for physical therapy is expected to increase in response to the aging baby boomers and individuals with chronic condition. This program will be building off our successful associate degree program creating baccalaureate prepared workers that possess advanced skills, knowledge beyond that of the associate entry-level graduate. Earning a bachelor’s degree increases the marketability for administrative positions in physical therapy and healthcare environments, and is required for those seeking to pursue a Doctor in Physical Therapy.

In addition, it will yearly add to the total production of baccalaureate degree holders in Washington, helping the state achieve its baccalaureate graduates target needed by 2030.

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

Align postsecondary programs with employment opportunities.
-------------------------------------------------------------

The BAS PTA program will align with employment opportunities in terms of the rising credentials expected of job candidates. Employers of professionals are increasing their preference for candidates who possess a baccalaureate degree. LWTech has effective associate degree programs, but to align its efforts with movement in the industry to close the educational gap between the PTA and doctoral trained physical therapists, the college needs to expand the scope of our program. The associate’s degree program has an effective, engaged advisory committees with essential industry representatives. LWTech also employs part-time faculty who work in the field. The contributions of both groups keeps the curriculum aligned with industry needs, but only by adding the BAS PTA opportunity will output be fully aligned with changing industry expectations and provide the stepping stone for students seeking to further their education by obtaining a Doctorate in Physical Therapy.

### Statement of Need - Criteria #3

3. Employer/community demand for graduates with baccalaureate level of education proposed in the program.	<ul style="list-style-type: none"><li>•Employer demand must exceed regional supply of graduates with relevant degrees.</li><li>•Demand must be based on data sources including but not limited to local employer survey, traditional labor market data, industry data, trade associated data, and other transactional data. Please provide evidence of the gap between the numbers of program graduates verses the number of job opening locally and regionally. Refer to attached supply/demand gap rubric for additional guidance.</li></ul>
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LWTech’s proposed BAS Physical Therapist Assistant degree will be the first BAS degree specifically for students who have already completed a PTA AAS degree in the state of Washington. This degree will allow students to apply the credits earned in their AAS PTA degree toward earning a BAS degree in their field. Spokane, Green River, Olympic and Whatcom Community College’s all have PTA AAS programs. Graduates from each of these programs would have the opportunity to further their education by earning the proposed BAS in PTA degree.

The American Physical Therapy Association (APTA) PTA Educator Special Interest Group is currently conducting a “PTA Education Trends Task Force.” This task force is assessing perceptions within PTA education regarding program length and other topics regarding the state of PTA education. They are specifically looking at the potential of transitioning to a bachelor’s degree. Prior to this task force, in 2014, a feasibility study was conducted for transitioning to an entry-level baccalaureate Physical Therapist Assistant Degree. At that time, it was determined by CAPTE that based on the findings of that study there was not sufficient evidence to support the transition. Further stating:

“Associate degree level education for entry-level physical therapist assistants does not preclude program, institutional, and professional efforts to identify and promote opportunities for continuing education, recognition, mentoring, and advanced credentialing.”

The continuous discussion in the Physical Therapy Education community highlights a continuous push for this field to transition to a bachelor degree. This presents a unique opportunity to be one of the first programs in the country to offer a baccalaureate degree.

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

<b><i>If local demand/supply information is available for the specified degree program and target occupation(s),</i></b>
<b><i>For demand: Provide local/regional demand data for the targeted occupation job title(s) from traditional labor market data, industry data, trade association data, or other transactional data. (Provide absolute numbers, not just percentages)</i></b>

Both Physical Therapist Assistant and Physical Therapist jobs are in demand in both King and Snohomish Counties. As seen in the chart below in King County, there are 9 times more annual openings for physical therapists (PT) than physical therapist assistants (PTA) and in Snohomish County there are 2 times as many. The LWTech BAS degree has the potential to address the demand for physical therapist, as it is a pathway for PTAs to achieve their bachelor’s degree to either attend a bridge program or a traditional DPT program. The ability to continue their education and earn their DPT also increases their salary potential. On average, a PT makes approximately \$22,000 to \$30,000 more per year than a PTA.

<b>SOC</b>	<b>Occupation</b>	<b>Outlook</b>	<b>Estimated Annual Openings (King Co. 2017-2027)</b>	<b>Average Wages</b>
312021	Physical Therapist Assistant	In Demand	89	\$67,277
291123	Physical Therapist	In Demand	927	\$89,204

<b>SOC</b>	<b>Occupation</b>	<b>Outlook</b>	<b>Estimated Annual Openings (Snohomish Co. 2017-2027)</b>	<b>Average Wages</b>
312021	Physical Therapist Assistant	In Demand	156	\$62,167
291123	Physical Therapist	In Demand	280	\$91,801

SOURCE: Washington State Employment Security Department



### Seattle-Tacoma-Bellevue, WA

Area	Occupation title	SOC code	Estimated employment	Average wage	25th percentile	Median	75th percentile	Annual wage
Seattle-Tacoma-Bellevue, WA	Physical Therapist Aides	31-2022	241	\$15.19	\$12.79	\$15.26	\$17.32	\$31,611
	Physical Therapist Assistants	31-2021	634	\$30.03	\$25.69	\$29.48	\$34.74	\$62,480
	Physical Therapists	29-1123	2,862	\$42.65	\$36.74	\$42.77	\$48.32	\$88,703

SOURCE: Washington State Employment Security Department (Occupational employment and wage estimates June 2018)

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

There are currently no private, community or technical colleges that offer a bachelor’s degree with CIP code of 51.0806 in Washington state.

Using data from the *National Center for Education Statistics (NCES)*, the table below details the 2017-2018 supply of graduates from King county institutions for the CIP codes 51.0806.

Institution	Associate Degree Graduates	Bachelor degree
Lake Washington Institute of Technology	15	0
Green River College	24	0
PIMA-Seattle	49	0
Total	88	0

Using data from the *National Center for Education Statistics (NCES)*, the table below details the 2017-2018 supply of graduates from King and Pierce county institutions for the CIP codes 51.2308

Institution	Doctoral Level Graduates
University of Puget Sound	39
University of Washington	44
Eastern Washington University	38
Total	121

There are a total of 89 estimated PTA openings in King County with a total of 88 graduates from King County PTA programs. There are no PTA programs in Snohomish County. Graduates from the LWTech PTA program seek employment in both King and Snohomish County. Snohomish has an estimated 156 openings.

The student population that is likely to enroll in the LWTech PTA BAS program are likely PTA’s that are currently working in the field.

**There are two Doctor of Physical Therapy programs on the west side of the state that may serve King and Snohomish Counties. There were a total of 83 PT graduates to fill an estimated 927 PT positions in King county and 280 in Snohomish County. In addition, Eastern Washington graduated 38 students who may fill positions on the west side of the state.**

There is a larger demand for PT jobs vs PTA jobs. The LWTech BAS degree has the potential to address the demand for physical therapist as it is a pathway for PTA's to achieve their bachelor's degree to either attend a bridge program or a traditional DPT program.

**Statement of Need - Criteria #4**

4. Applied baccalaureate program builds from existing professional and technical degree program offered by the institution.	Describe the existing professional and technical degree program that will be used as the foundation for applied baccalaureate program. Include how long the program has been in existence and the enrollment history of the program over the past five years.
-----------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

LWTech's proposed BAS Physical Therapist Assistant (PTA) program builds on the strength of its PTA Associate's degree program that began in 2009. The PTA AAS degree program is a Commission on Accreditation in Physical Therapy Education (CAPTE) accredited program. The program achieved candidacy status from CAPTE in 2009 and was granted accreditation status in 2010. The program received the maximum of 10 years for re-accreditation in 2016.

The program graduated its first cohort of students in 2010. Since then, the program has continued to graduate entry level clinicians that are competent to assist the physical therapist in the provision of safe, ethical and effective physical therapy. The program continually assesses both the didactic and clinical education aspects of the program to stay up to date with industry needs. The PTA advisory committee is an integral part in keeping the program up to date. It is important that the program review changes in the industry but also continues to monitor any changes in the standards that CAPTE requires. The program utilizes information from both sources when evaluation the curriculum and assessing changes.

One of the program outcomes that is tracked is the ultimate licensure exam pass rate. Graduates must pass the National Physical Therapy Exam (NPTE) to be licensed to work as a PTA in Washington state. 100% of the graduation from March 2016, 2017 and 2018 passed the exam. According to Pass Rate Ranking data from the Federation of State Boards of Physical Therapy (FSBPT), for the 2015/2016, 2016/2017, 2017/201 the LWTech PTA program ranks number 1 for both first-time and ultimate pass rates.

The LWTech PTA program was initially approved by CAPTE for 15 students per cohort but in 2018 it was approved to increase the size to 20 students, which began in the fall of 2019. The approved increase will give the program a maximum of 40 FTE per year in enrollment 20 students per cohort.

**5 Year Enrollment (annualized FTES)**

	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
PTA	28	26	29	29	32

LWTech has attracted excellent instructors from industry to teach in the program. Both full time and part time faculty have contemporary expertise in their assigned teaching areas.

**Statement of Need - Criteria #5**

5. Student demand for program within the region.	Evidence of student interest and demand from multiple sources, such as but not limited to: students graduating with technical associate degrees in the region, survey of students within region, demand in excess of opportunity to enroll in related traditional bachelor's programs, and changes in industry standards. Include enrollment projections for each year over the next five years.
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LWTech conducted a survey in Spring quarter 2019 of students currently enrolled in our Physical Therapist Assistant Program. The survey was directed at first year students enrolled in their 3<sup>rd</sup> quarter. There are a total of 19 students in the cohort with 18/19 students completing the survey.

How likely would you be to enroll in a new Physical Therapist Assistant Bachelor's degree at LWTech?	
Highly likely	10
Somewhat likely	4
TOTAL	14

Students were also asked to comment on the one or two most important factors that would encourage them to enroll in LWTech's BAS PTA program versus other options. Representative student responses include:

- *Ability to have a full-time job at the same time*
- *The fact that I could be saving a lot of time and money obtaining a Bachelor's degree through LWTech*
- *It would take less classes based off the knowledge that I have already learned in the PTA associates program. Whereas, normally they don't transfer, and I don't think I would go back to school if not. To increase my resume and my chances of getting a higher paid/qualified job.*
- *To increase my resume and my chances of getting a higher paid/qualified job.*
- *Location of the school, cost of technical college versus universities.*
- *Same reasons for joining the LWTech AAS - quality of teachers, reputation of program, number of clinical placements, class content/topics covered.*

LWTech conducted a survey in Spring quarter 2019 of Alumni from the LWTech Physical Therapist Assistant Program. 19/102 alumni responded to the survey sent directly from college's evaluator tool kit. The results are as follows:

How likely would you be to enroll in a new Physical Therapist Assistant Bachelor's degree at LWTech?	
Highly likely	2

Somewhat likely	5
TOTAL	7

10 of the 19 alumni stated that they are Highly Unlikely to enroll, with 80% of those stating that their reason for choosing that option is that they already have a prior bachelor degree.

Alumni were also asked to comment on the one or two most important factors that would encourage them to enroll in LWTech’s BAS PTA program versus other options. Representative student responses include:

- *I think being able to work while completing this bachelor’s would be the most important factor in this degree, but otherwise I would go out of my way to get this degree.*
- *If I didn’t have a bachelors and was looking for work right out of college. It would be a very applicable degree, especially for those who may want to get a DPT.*
- *Less time spent in school. Going straight to 4 year B.S. PTA would be better than 4 year B.S. + 2 year A.A.S. PTA.*
- *Flexibility*
- *Affordability*

The students’ comments align well with many of LWTech’s strengths including affordability, evening schedule for most of our BAS degrees, outstanding student support services, free parking, expertise in the hybrid course format, and our signature hands-on teaching style. The BAS would also shorten the time frame. Students would be able to complete a 4-year BAS program compared to many Alumni who have complete a 4 years’ degree then a 2 year AAS in PTA.

All of the Alumni from the LWTech PTA program are required to complete 24 hours of CEU course work every two years. Due to the positive experience that the students have had a LWTech while completing their PTA degree, they are likely to choose LWTech to complete their CEU’s. The BAS coursework will offer affordable CEU options for Alumni.

LWTech is also committed to maintaining an industry-based advisory committee for all BAS programs even though that is not a state requirement. Doing so ensures our BAS programs are interlocked with the local economy and the baccalaureate technical coursework has the highest level of applicability to the workplace.

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

	2020/21	2021/22	2022/23	2023/24	2024/25
FTES	14	28	34	40	40

**Statement of Need - Criteria #6**

6. Efforts to maximize state resources to serve place-bound students.	<ul style="list-style-type: none"> <li>• Describe how program will serve place-bound working adults.</li> <li>• Identify similar program offered by public or independent institutions in the region.</li> </ul>
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	<ul style="list-style-type: none"> <li>•Describe options that have been explored for collaboration with other public baccalaureate institutions, businesses, and /or community organizations considered in the development of the proposal and include a brief description of initial conversations.</li> <li>•Describe collaboration with similar CTC BAS programs and related CTC Centers of Excellence.</li> <li>•Describe unique aspects of the proposed program that differentiate it from similar programs and/or describe why expansion would be desirable or necessary.</li> </ul>
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**Serving place-bound working adults**

The LWTech PTA program will be a primarily an on-line program with hybrid courses that would likely have one weekend intensive per quarter for hands on learning. This model is similar to industry CEU courses. The flexibility of online course work supports working professionals in completing their bachelor’s degree.

LWTech PTA program alumni who have already complete a bachelor’s degree will benefit from the online/hybrid model to complete their required CEU hours by taking upper division coursework that is a part of the BAS program. This gives the alumni affordable and flexible CEU options.

**Affordability**

The cost of college is a very important consideration for LWTech students. LWTech will serve cost sensitive students, for whom tuition at the more expensive 4-year universities becomes a barrier to landing a high-paying job. The BAS in PTA tuition schedule increases the affordability of the degree compared to options at most local universities. Having an affordable option of obtaining a 4-year degree prior to attending a DPT program is plus. In addition, the students become licensed professionals after completing their AAS degree allowing them to work full time and pursue their bachelors at same time. Many of the LWTech PTA program alumni started the program after they had already completed a four-year degree. Students having the option of going straight to a 4-year BAS in PTA would decrease both the cost and time spent in school.

**Collaboration with other colleges and industry**

Dan Ferguson, the Director of the Allied Health Center of Excellence for Washington State, has been informed of our proposed BAS in PTA and is in full support for the BAS program. He is thrilled about the intentionality of the program to incorporate interprofessional collaboration with other allied health programs on campus. Specially, that there will be courses in the curriculum that included students from the BAS in PTA, Public Health BAS and the Behavioral Health BAS programs.

Sally Westcott McCoy, the Head of the Division of Physical Therapy at the University of Washington, stated that this is a great idea. Andrea Westman, the current PTA program Director, reached out to Sally to confirm that students graduating with at BAS in PTA from LWTech would be accepted as applicants to her program. The following is the response:

If students have a bachelor’s degree from a regionally accredited institution and meet the minimum requirements, they could apply to our program.



LWTech is a regionally accredited college with the Northwest Commission on Colleges and Universities thus it meets the standard for an accepted Bachelor degree.

There is a strong possibility for collaboration with community colleges across the state, articulation agreements for graduates of Physical Therapist Assistants programs to create a pathway for all PTA students in the SBCTC system.

### **Unique Program Aspects**

LWTech has a unique opportunity to create the first BAS degree specifically for students who have already completed a PTA AAS degree in the state of Washington. The BAS PTA program will build on LWTech's successful AAS program which for the 2015/2016, 2016/2017, 2017/2018 ranks number 1 for both first-time and ultimate pass rates according to FSBPT. This degree will allow students to apply the credits earned in their AAS PTA degree toward earning a BAS degree in their field and seeks to narrow the educational gap between PTA's and Doctors of Physical Therapy.

For students who already have a bachelor's degree and may not want to complete an additional bachelor's degree, the program would create short certificates of upper division courses. The completion of the short certificates can be used to meet required continuing education hours required by Washington State Department of Health for PTA's.

### **Conclusion**

This is a historic opportunity to take a national leadership position with our expertise in offering baccalaureate education. LWTech can, through this BAS proposal, narrow the educational gap between PTA's and Doctors of Physical Therapy by creating the stepping stone for students seeking to further their education by obtaining a Doctorate in Physical Therapy. The proposed program supports the Institute's mission, goals, and strategic plan, as well as statewide education plans.

## STUDY SESSION

February 6, 2020

Tab 7

### Employee Diversity

#### Brief Description

This presentation describes the demographic trends of the community and technical college system employees over the past five years. This includes race and gender by employee type (full-time faculty, part-time faculty, classified staff, and administrative/exempt staff). Specific trends over time and comparisons between employee types and the intersection of race/ethnicity and gender will also be discussed.

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

Employee diversity is part of the state board's strategies for closing equity gaps for students.

#### Background information and analysis

##### Gender by employee type: 2014 and 2018

Changes in the number of employees between 2014 and 2018 varied by employee type. Total full-time faculty increased two percent; part-time faculty decreased 11 percent; classified staff increased four percent, and administrative/exempt staff increased eight percent. The distribution of males and females vary by employee type, and those distributions did not change between 2014 and 2018 in any category. In 2018, the percentage of full-time female faculty in 2018 was 53 percent; part-time female faculty was 60 percent; female classified staff was 65 percent; and female administrative/exempt staff was 66 percent.

##### Race/ethnicity by employee type: 2014 and 2018

Between 2014 and 2018 the number of people of color increased in all employee types, while the number of white employees has decreased or been constant. This is leading to a shift in the distributions with people of color representing a larger distribution of all employees in 2018 than in 2014.

The distribution of full-time faculty in 2018 was 17 percent people of color, an increase from 15 percent in 2014. The distribution of part-time faculty in 2018 was 15 percent people of color, an increase from 12 percent in 2014. For classified staff, 28 percent were people of color in 2018 as compared to 25 percent in 2014. The largest increase for people of color is in the employee category of administrative/exempt staff. The distribution was 20 percent in 2014 and 25 percent in 2018. The majority of the increase has been for Hispanic employees, with the exception of part-time faculty where the number of Hispanic faculty decreased five percent.

## Race/ethnicity and gender by employee type: 2014 and 2018

The majority of full-time faculty are white (approximately 85 percent) for both males and females. The same is true for part-time faculty; however, the percentage of people of color has increased three percentage points since 2014 for both males and females. Classified staff are the most likely employee type to be people of color, for both male and female. Unlike other employee categories, there is a larger difference between male and female, about seven percentage points in 2014 and four percentage points in 2018. Administrative/exempt staff are the next most diverse group besides classified staff. The percent people of color has also increased for this group from 20 percent in 2014 to 25 percent in 2018 for female and from 17 percent in 2014 to 25 percent in 2018 for males.

Over the past five years, system-level efforts have been introduced to improve faculty and administrator diversity on college campuses. The Instruction Commission (IC), in 2014, changed its committee structure to introduce a committee devoted to diversity, equity and inclusion. IC worked with the Human Resources Management Commission and the Chief Diversity and Equity Officers from the colleges to introduce hiring practices (including recruitment and retention) that would encourage diverse candidates to consider employment in the system.

At the same time, the Administrators of Color program and the Social Justice Leadership Institute grew out of a need to encourage and support administrators of color already employed in the state system and related professional development. In addition, the Faculty of Color mentoring program began in 2016, pairing newly hired faculty of color with seasoned faculty of color from the state system.

In 2018, WACTC's Critical Issues Committee adopted equity minded work as its focus for the year, resulting in a recommendation to formally add an Equity Committee to the WACTC structure. This recommendation was adopted in 2019.

Attachment A: Fall 2018 State Funded Personnel Race/Ethnicity by College

Attachment B: Employee Diversity

## Potential questions

Questions that need to be answered

- Is the system meeting goals for increasing employee diversity?

## Recommendation/preferred result

Next Steps/resolution/future action

Board will react to the trends and provide guidance on future direction.

Policy Manual Change Yes  No

Prepared by: Darby Kaikkonen, policy research director

704-1019, dkaikkonen@sbctc.edu

**Fall 2018 State Funded Personnel Race/Ethnicity by College: Headcount**

	<b>Personnel of color</b>	<b>White alone</b>	<b>Race/ethnicity not reported</b>	<b>Grand Total</b>
Bates	64	253	2	319
Bellevue	309	689		998
Bellingham	19	257	9	285
Big Bend	43	188	1	232
Cascadia	50	171		221
Centralia	26	288		314
Clark	135	732	4	871
Clover Park	52	257		309
Columbia Basin	107	394		501
Edmonds	142	508	6	656
Everett	138	519		657
Grays Harbor	19	195		214
Green River	151	476	50	677
Highline	174	350		524
Lake Washington	70	294		364
Lower Columbia	32	284	1	317
Olympic	92	447	3	542
Peninsula	22	208		230
Pierce District	24	59		83
Pierce Fort Steilacoom	66	367		433
Pierce Puyallup	48	263		311
Renton	112	202	7	321
SBCTC	56	138		194
Seattle Central	251	379	42	672
Seattle District	36	42	5	83
Seattle North	121	291	25	437
Seattle South	114	254	20	388
Shoreline	129	450	1	580
Skagit Valley	58	345	12	415
South Puget Sound	75	363	10	448
Spokane	53	623	12	688
Spokane District	42	226	3	271
Spokane Falls	50	324	10	384
Tacoma	136	402	27	565
Walla Walla	59	327		386
Wenatchee Valley	71	297		368
Whatcom	46	341		387
Yakima Valley	85	371		456

Fall 2018 State Funded Personnel Race/Ethnicity: Percent of Color by College: Percent

	<b>Personnel of color</b>	<b>White alone</b>	<b>Race/ethnicity not reported</b>
Seattle District	43%	51%	6%
Seattle Central	37%	56%	6%
Renton	35%	63%	2%
Highline	33%	67%	
Bellevue	31%	69%	
Pierce District	29%	71%	
SBCTC	29%	71%	
Seattle South	29%	65%	5%
Seattle North	28%	67%	6%
Tacoma	24%	71%	5%
Cascadia	23%	77%	
Edmonds	22%	77%	1%
Green River	22%	70%	7%
Shoreline	22%	78%	
Columbia Basin	21%	79%	
Everett	21%	79%	
Bates	20%	79%	1%
Big Bend	19%	81%	
Lake Washington	19%	81%	
Wenatchee Valley	19%	81%	
Yakima Valley	19%	81%	
Clover Park	17%	83%	
Olympic	17%	82%	1%
South Puget Sound	17%	81%	2%
Clark	15%	84%	
Pierce Fort Steilacoom	15%	85%	
Pierce Puyallup	15%	85%	
Spokane District	15%	83%	1%
Walla Walla	15%	85%	
Skagit Valley	14%	83%	3%
Spokane Falls	13%	84%	3%
Whatcom	12%	88%	
Lower Columbia	10%	90%	
Peninsula	10%	90%	
Grays Harbor	9%	91%	
Centralia	8%	92%	
Spokane	8%	91%	2%
Bellingham	7%	90%	3%





# Employee Diversity

Prepared by Darby Kaikkonen, Policy Research Director

State Board meeting: February 6, 2020

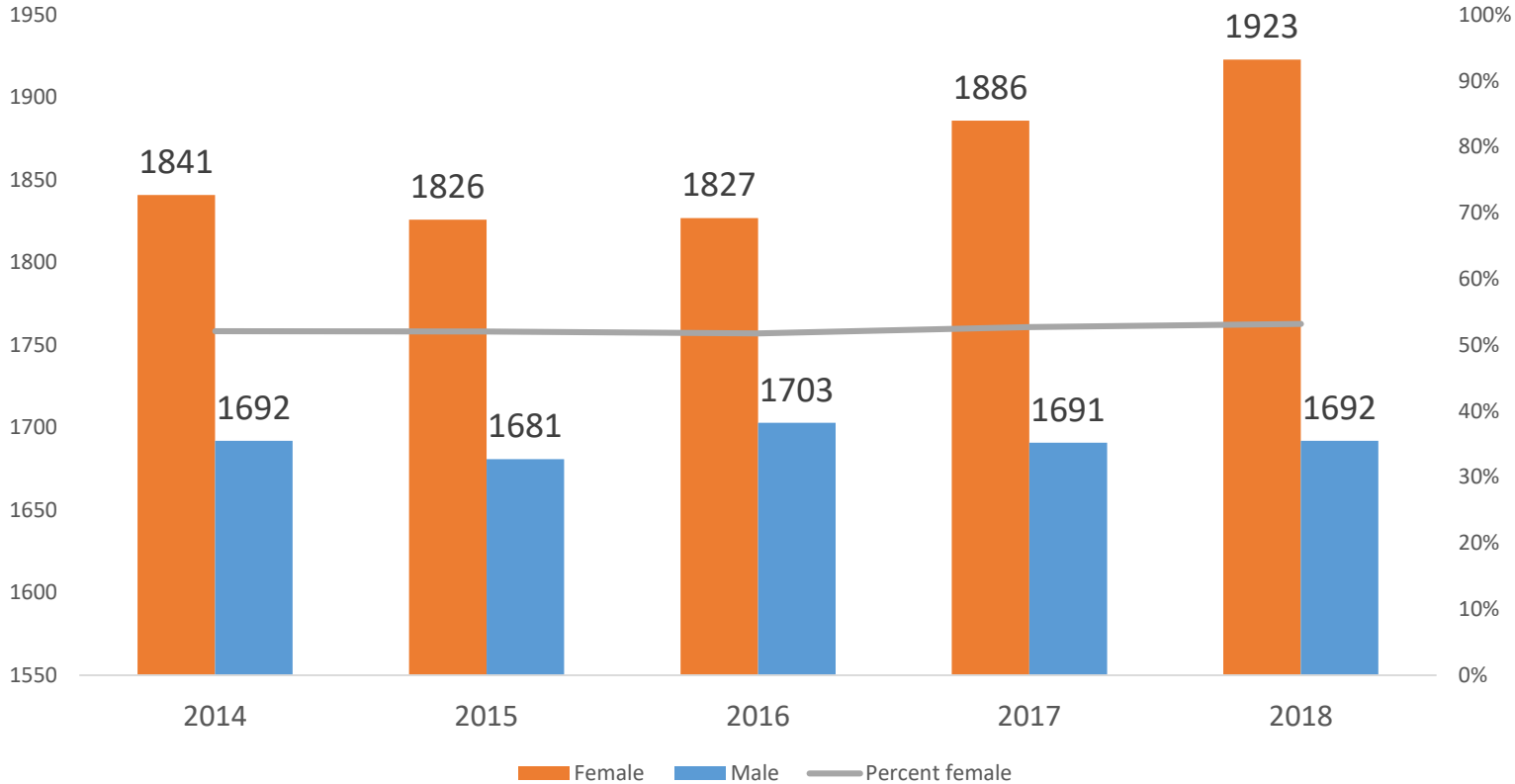
# Presentation overview

- Employee type by gender: 2014 and 2018
- Employee type by race/ethnicity: 2014 and 2018
- Employee type by gender and race/ethnicity: 2014 and 2018
- Discussion



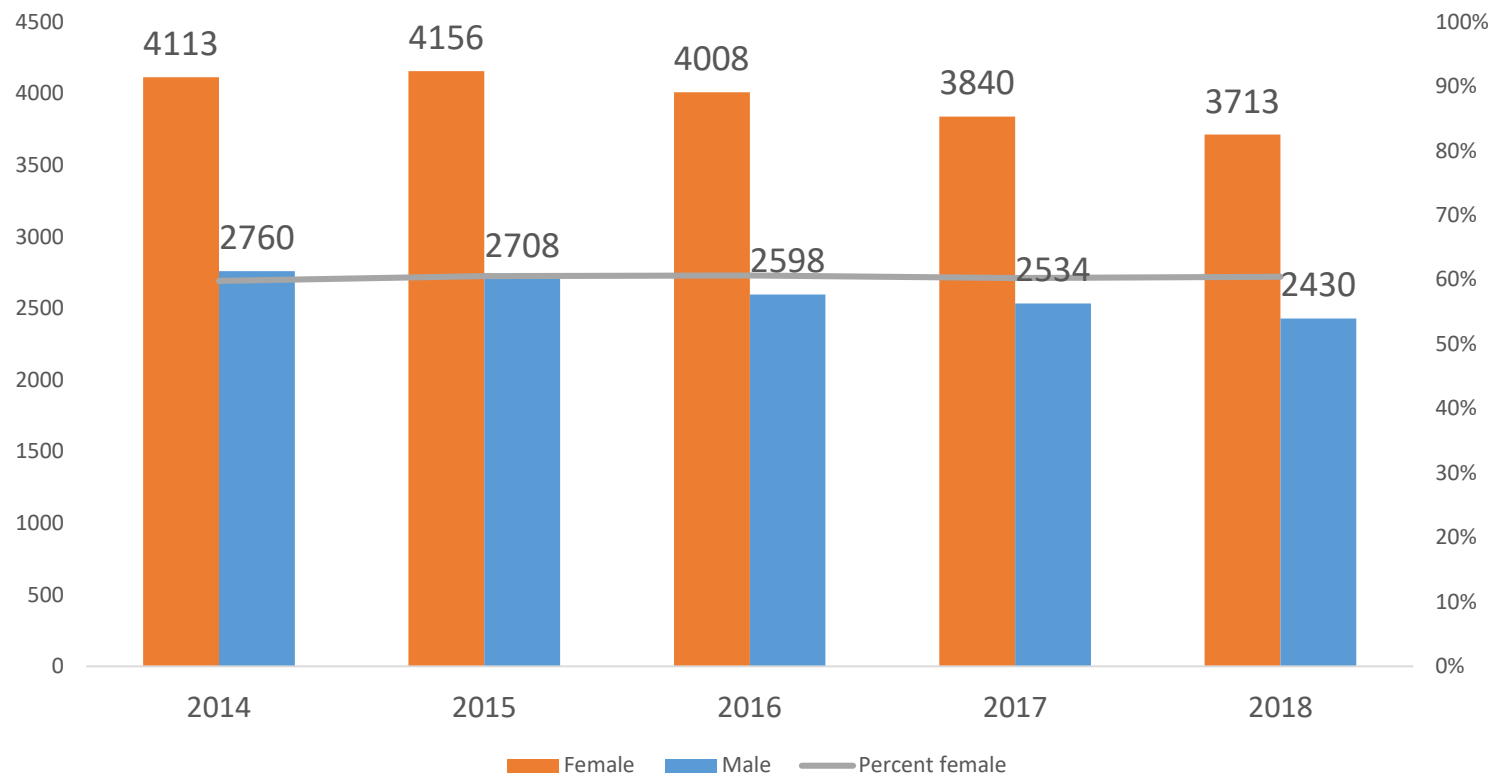
# Full-time faculty are 53 percent female and that pattern has not changed over time.

## Fall headcount by gender: Full-time teaching faculty



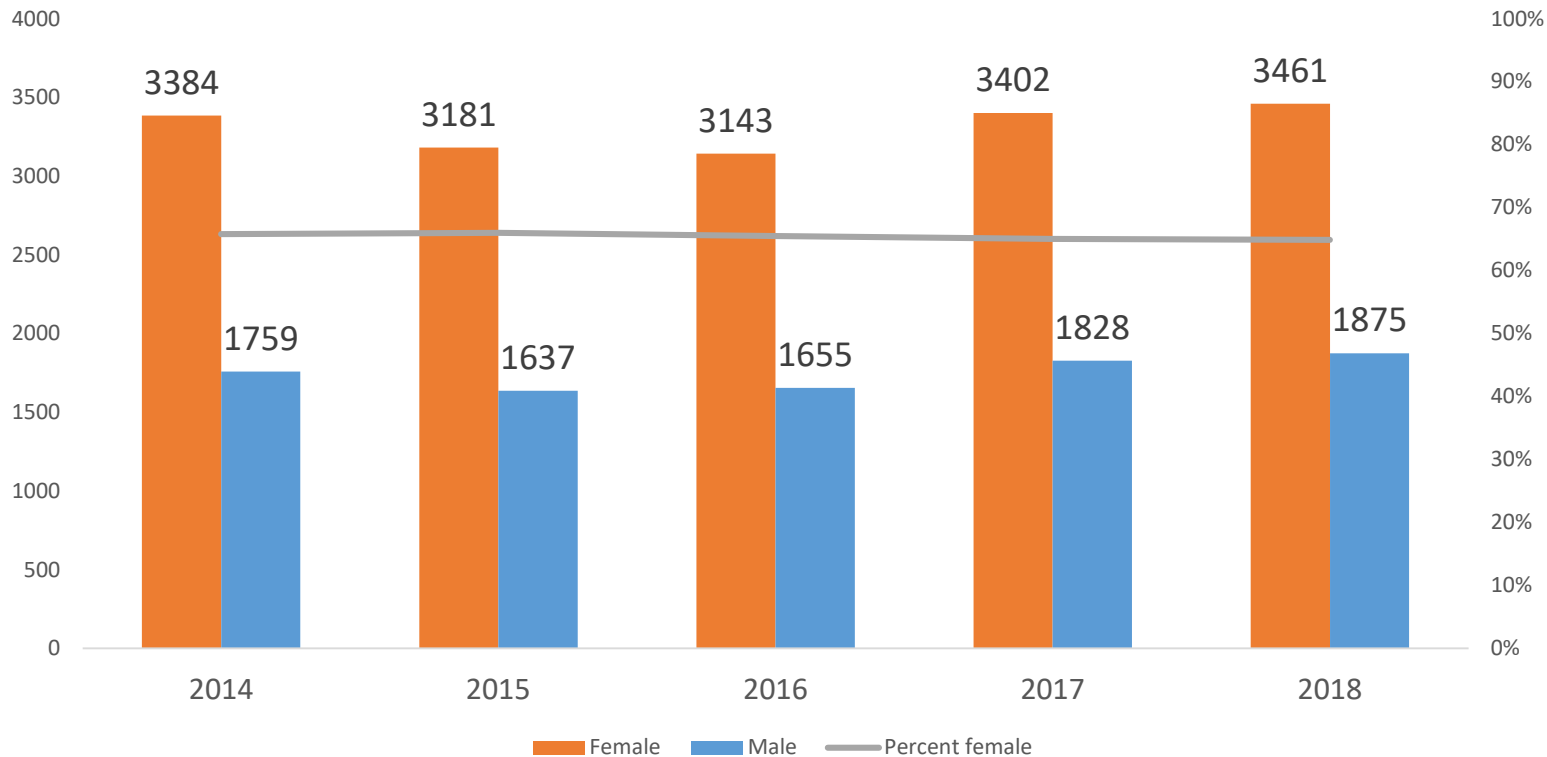
Part-time faculty are 60 percent female and that pattern has not changed over time.

Fall headcount by gender:  
Part-time teaching faculty



# Classified staff are 65 percent female and that pattern has not changed over time.

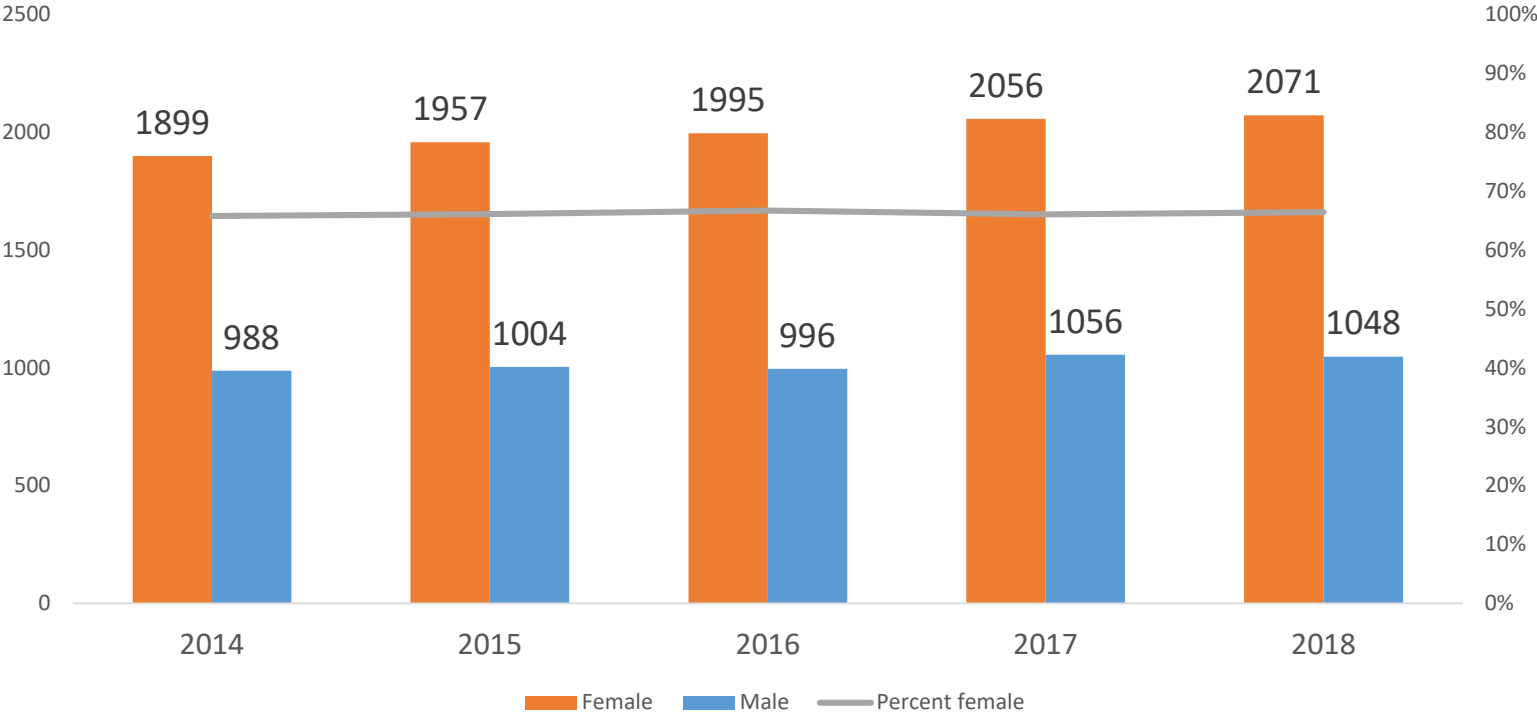
## Fall headcount by gender: Classified staff





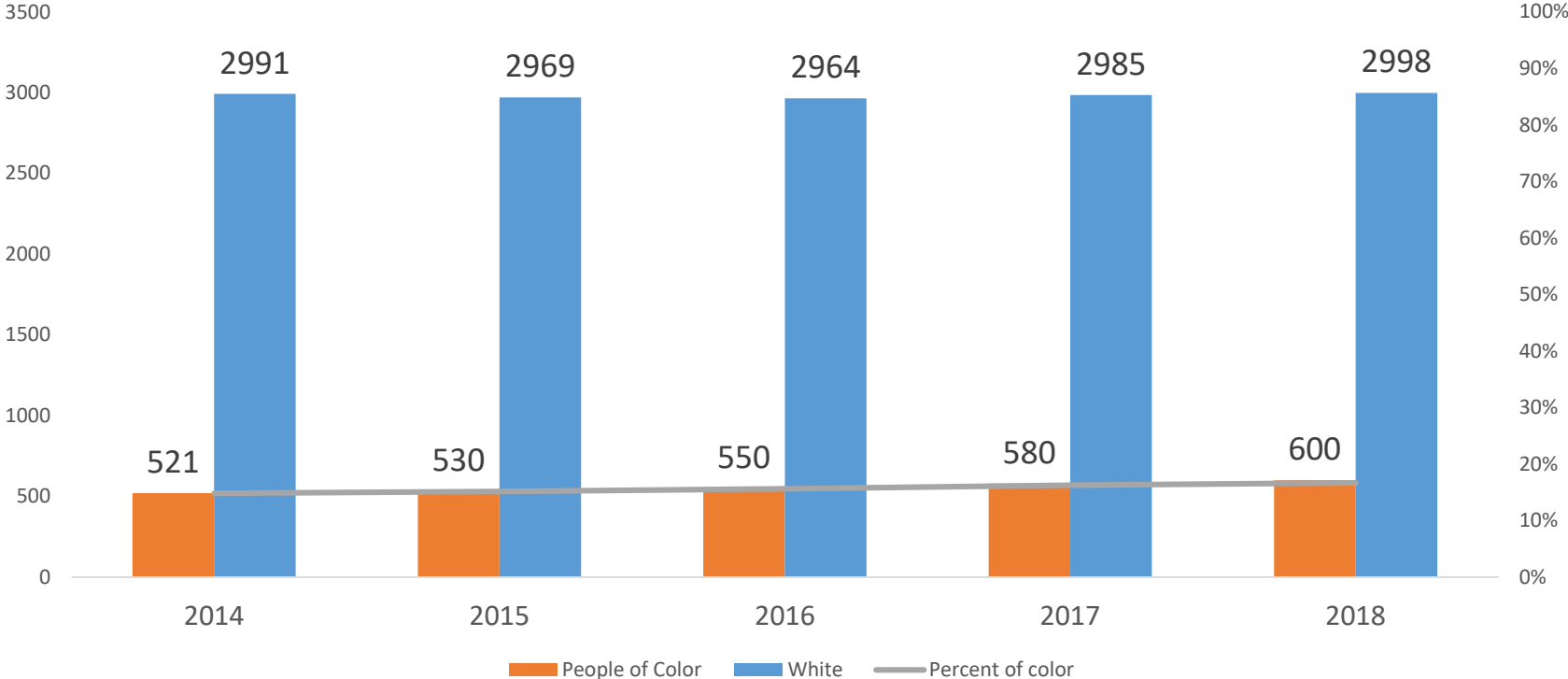
**Administrative and exempt staff are 66 percent female and that pattern has not changed over time.**

Fall headcount by gender:  
Administrative and exempt



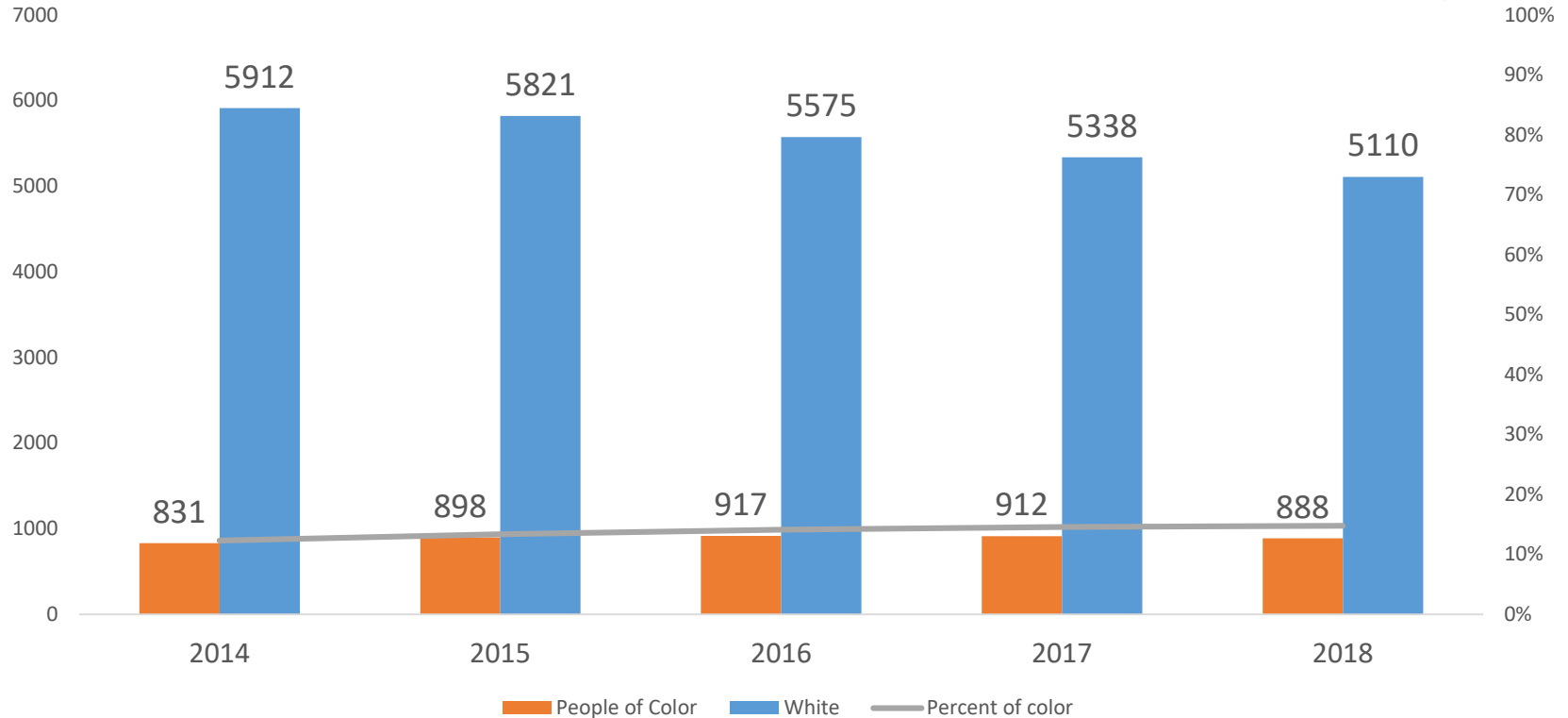
Full time faculty are 17 percent people of color, an increase from 15 percent in 2014.

Fall headcount by race/ethnicity:  
Full-time teaching faculty



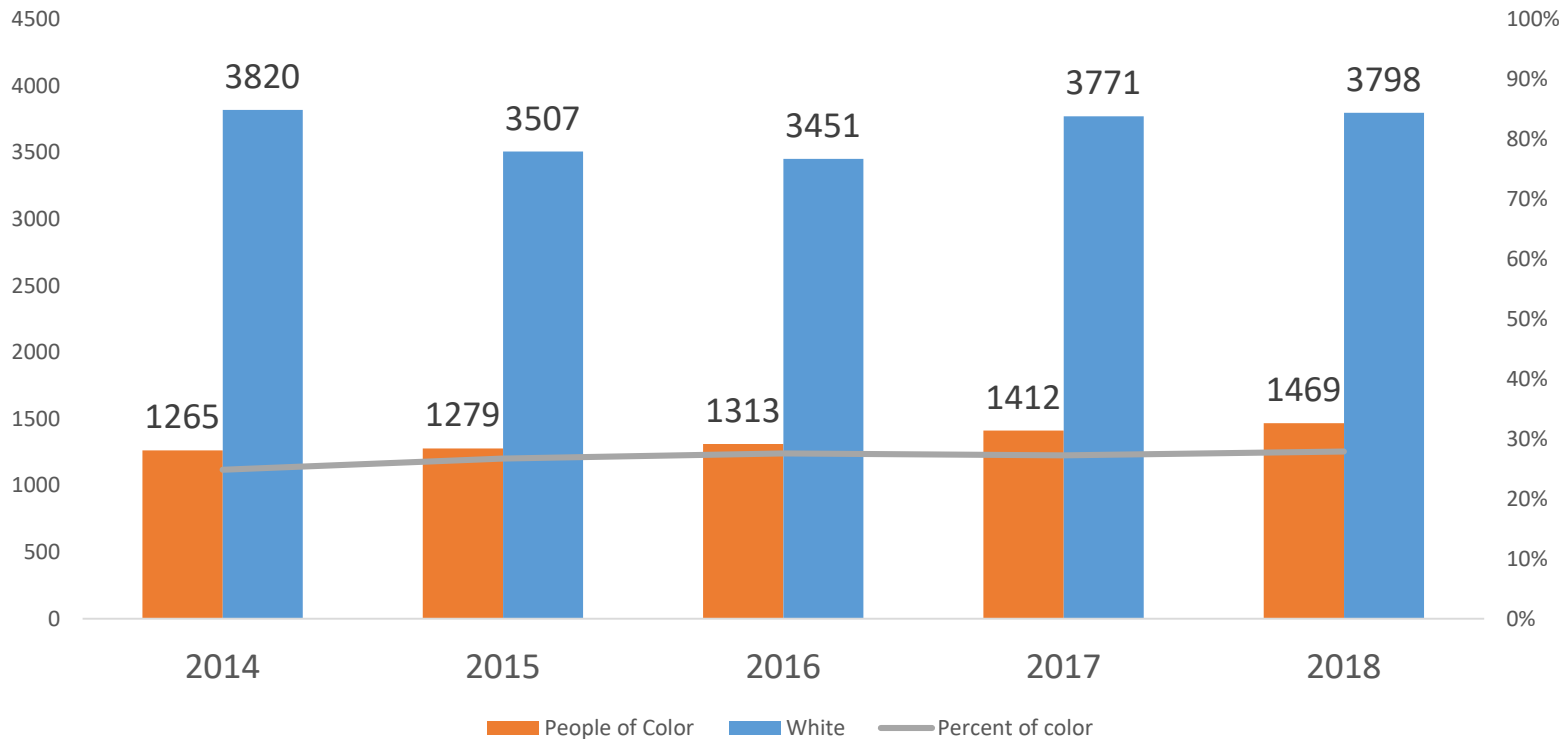
Part-time faculty are 15 percent people of color, and increase from 12 percent in 2014.

Fall headcount by race/ethnicity:  
Part-time teaching faculty



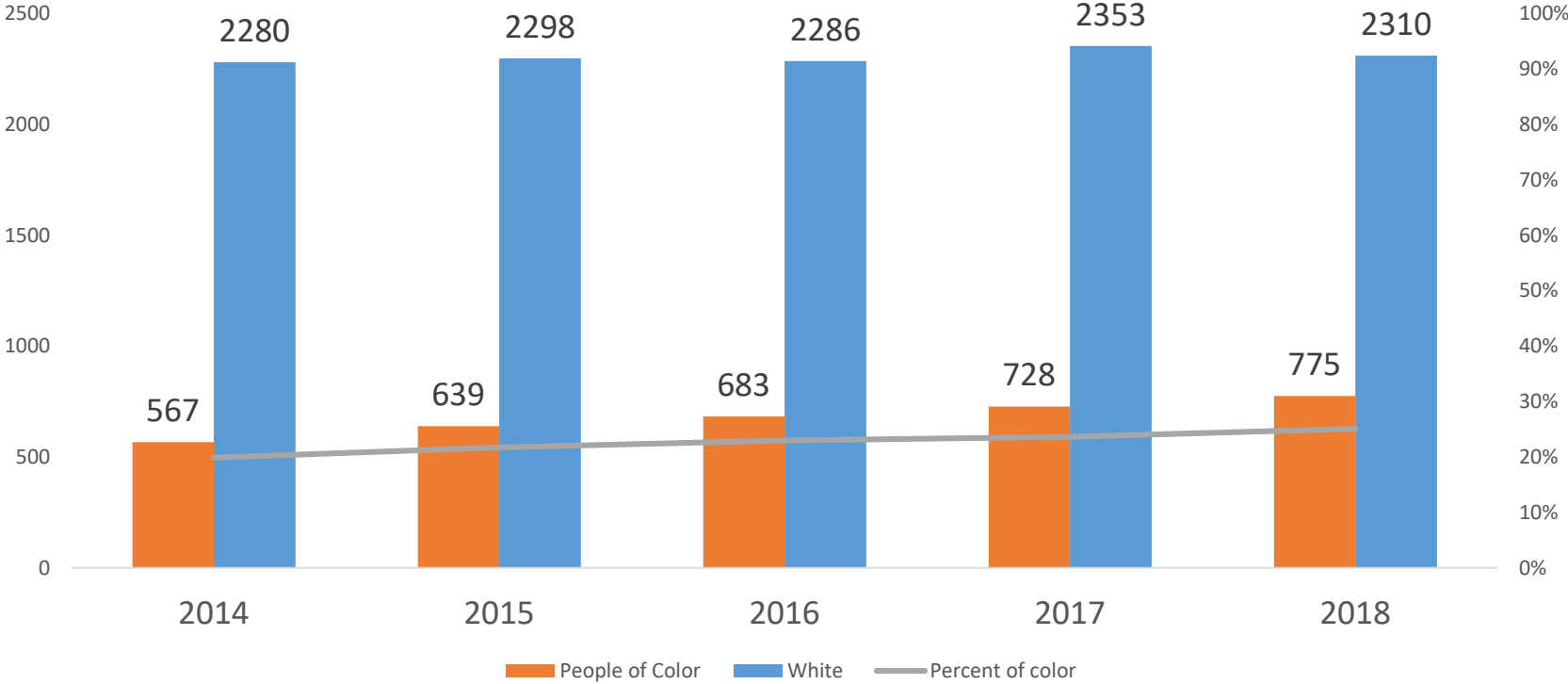
**Classified staff are 28 percent people of color, an increase from 25 percent in 2014.**

**Fall headcount by race/ethnicity:  
Classified staff**



**Administrative and exempt staff are 25 percent people of color, an increase from 20 percent in 2014.**

Fall headcount by race/ethnicity:  
Administrative and exempt





# Gender within race and ethnicity.

